

# On the Move

## ACADEMIC PATHWAYS

Lesson A: Previewing

Analyzing pros and cons

Lesson B: Reading a passage with related infographics

Lesson C: Writing comparative sentences about transportation



## Think and Discuss

1. How do most people in your city get around?  
By car? By bicycle? By bus?
2. How many different ways of getting around a city can you think of?

◀ Cyclists move through the traffic of Shanghai, China, after a light rain.

## Exploring the Theme

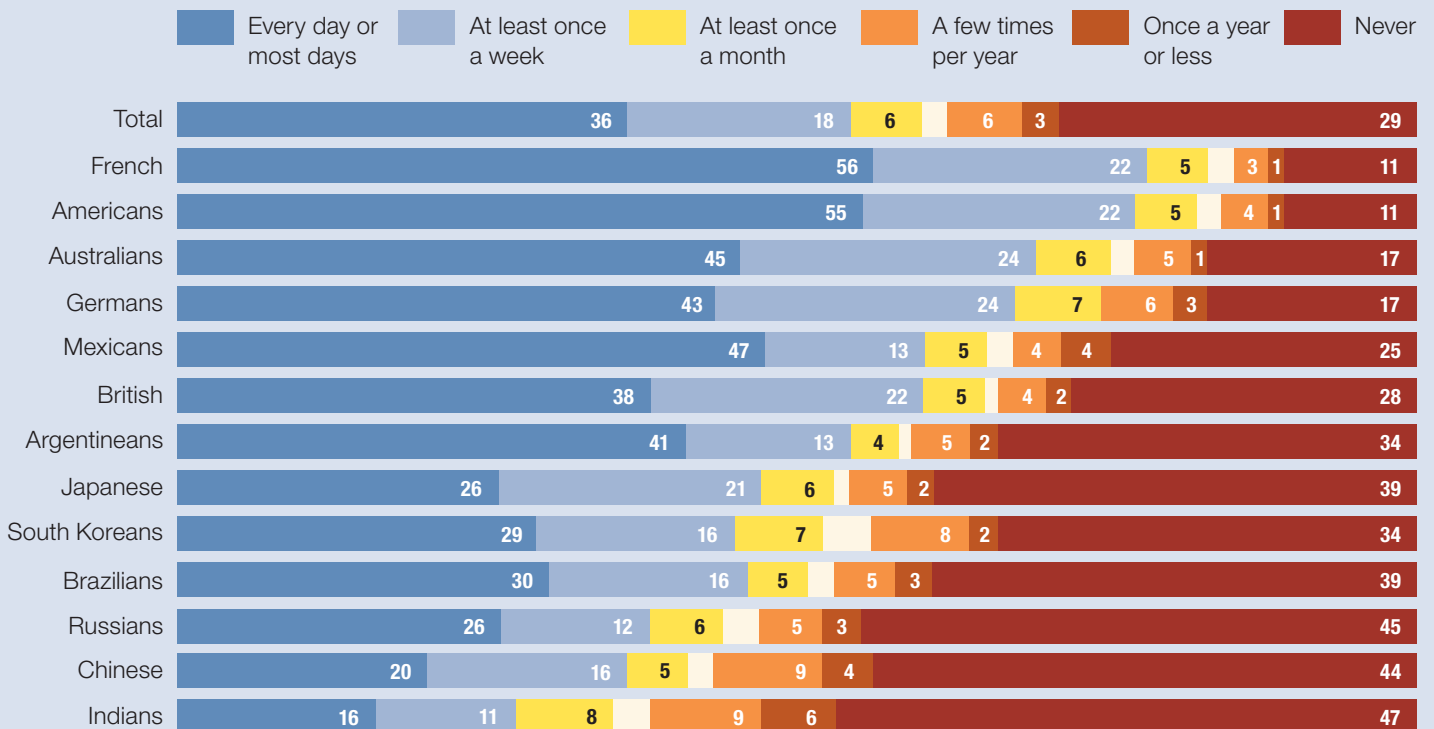
Look at the information on these two pages and answer the questions.

1. What do the graphs show?
2. Why do you think people in some countries drive alone a lot?
3. Why do you think people in some countries ride bikes a lot?
4. How often do you ride a bicycle or ride alone in a car?
5. Do you see your country or a country near you on the graphs? What are the percentages for that country? Is the information surprising?

# How often do you drive alone in a car?

## Percentage of Consumers in Each Country, 2012

This graph shows how often people in different countries drive alone in cars or trucks. For example, in France, 56 percent of people drive alone every day or most days. In India, this number is 16 percent.

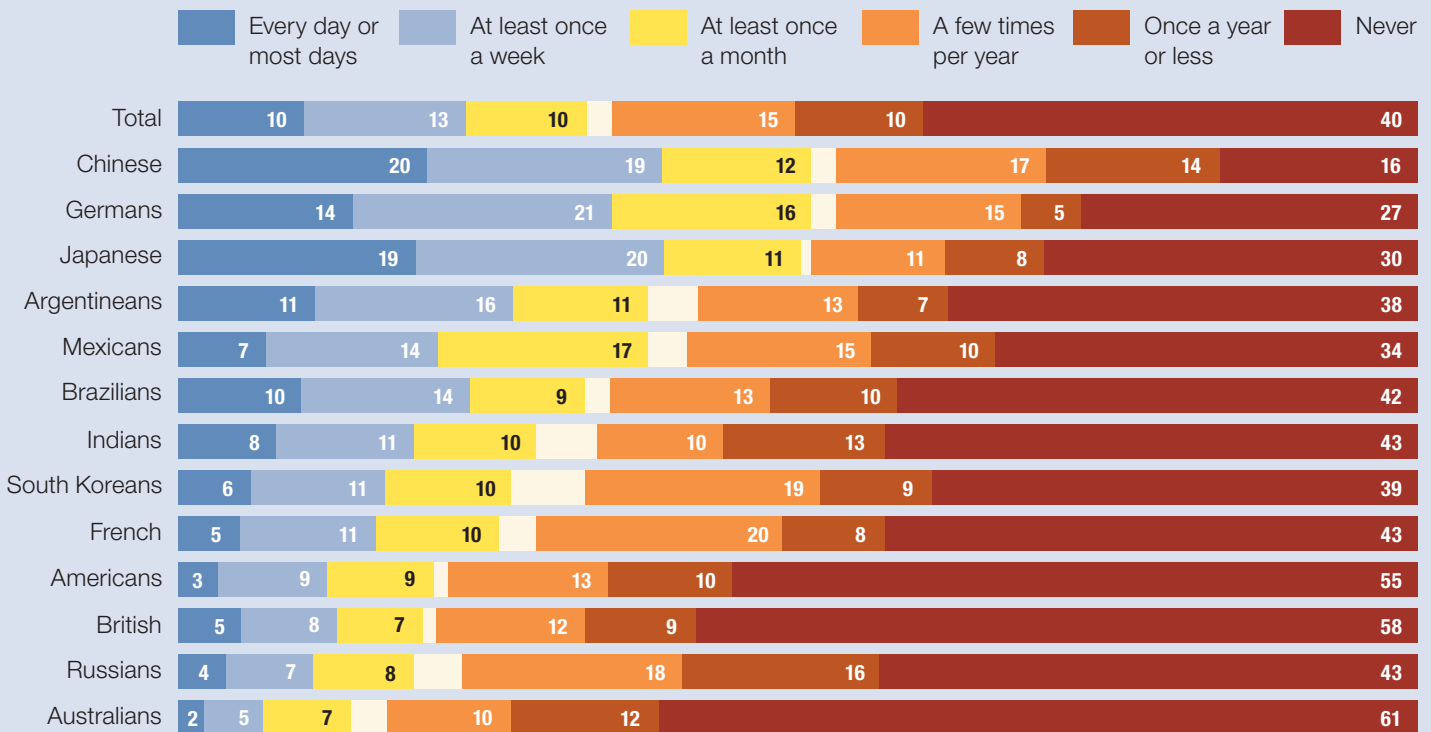


The white spaces in the graphs represent "Don't Know"/"Not Available."

# How often do you use a bicycle?

## Percentage of Consumers in Each Country, 2012

This graph shows how often people around the world ride bicycles. In Australia, very few people ride bikes every day or most days. However, in China, 20 percent of the population rides a bicycle every day or most days. Only 16 percent of people in China never ride a bike.



Source: <http://environment.nationalgeographic.com/environment/greendex/>



▲ Cyclist and driver in a rain storm. Nairobi, Kenya.

**Word Partners**

Use **public** with nouns: public **transportation** (or public **transport**), public **park**, public **school**, public **good**, public **place**, public **speaking**, public **bikes**.

**Word Partners**

Use **lose** with nouns: lose **weight**, lose **a game**, lose **your keys**, lose **your job**, lose **your memory**, lose **your hearing**, lose **your hair**.

**A | Building Vocabulary.** Match the sentence parts (1–5 and a–e) to make definitions. Use a dictionary to check your answers.

1. ____ <b>Public</b> buildings and services	a. to take that person or object somewhere.
2. ____ If an amount or a number <b>rises</b> ,	b. are for everyone to use.
3. ____ To <b>carry</b> someone or something means	c. is full of people.
4. ____ A <b>crowded</b> place	d. it makes you feel good and relaxed.
5. ____ If a place or a thing is <b>comfortable</b> ,	e. it goes up in number, or increases.

**B | Building Vocabulary.** Complete each sentence (1–5) with the correct word or phrase from the box.

**behave      describe      health      lose weight      ride**

- If you \_\_\_\_\_, you become less heavy.
- A person with good health \_\_\_\_\_ will probably live a long time.
- If you \_\_\_\_\_ something, you say what it is like.
- The way that you \_\_\_\_\_ is the way that you do and say things.
- When you \_\_\_\_\_ in a vehicle, such as a car, you travel in it.

 **C | Using Vocabulary.** Answer the questions (1–4). Share your ideas with a partner.

- Do you think it’s OK to talk on a cell phone in a **public** place such as a bus or a train? Why, or why not?
- What are some places in your town or city that are often **crowded**?
- In what ways can public transportation be good or bad for your **health**?
- What do some people do when they want to **lose weight**?

**D | Brainstorming.** List some types of public transportation in your country. Then list some good things and bad things about each one.

Type of Public Transportation	Good Things	Bad Things

## Reading Skill: *Previewing, Part 2*

In Unit 2, you learned that one way to **preview** a reading is to look at subheads and picture captions. Another way to preview is to read the first and last paragraphs of a reading passage. These two paragraphs may give you a clue about the main idea of the reading. They can also help you understand the details when you read the entire passage.

**A | Previewing.** Look at the photos and read the title of the reading passage on pages 42–43. Answer the questions.

1. What do you see in the pictures? \_\_\_\_\_  
\_\_\_\_\_

2. What do you think a “straphanger” is?

A straphanger is someone who \_\_\_\_\_.

3. Now look at the subheads. Do you think the writer is going to describe mainly the good things or the bad things about public transportation? Which words in the title and the subheads give you a clue?


\_\_\_\_\_  
\_\_\_\_\_

**B | Previewing.** Read the first paragraph on page 42 and the last paragraph on page 43. Then answer these questions.

1. Is your answer to question 3 in exercise **A** still the same?

2. Which words or phrases in the first and last paragraphs helped you decide your answer?

\_\_\_\_\_  
\_\_\_\_\_

 **C | Predicting.** Discuss the questions with a partner.

What do you think the passage on pages 42–43 is mainly about? What kinds of public transportation do you think you will read about?

\_\_\_\_\_  
\_\_\_\_\_



# Rise of the Straphanger



**A** TODAY, THERE ARE 600 MILLION cars in the world. That may seem like a lot. However, there are over 7 billion people on our planet. Most of the world's population uses **public** transportation to get around. The number of people using public transportation continues to **rise**.

**B** Subway systems worldwide **carry** 155 million passengers each day. That's more than 30 times the number carried by all the world's airplanes. Every day in Tokyo, passengers take more than 40 million rides on public transportation.

**C** Yet many people see public transportation as “a depressing<sup>1</sup> experience,” says author Taras Grescoe. They say it is slow, **crowded**, or too expensive. In fact, Grescoe says, it is actually “faster, more **comfortable**, and cheaper” than driving a car.

<sup>1</sup> Something that is **depressing** makes you feel sad.

## Better by Bus?

**D** Like millions of people, Taras Grescoe is a “straphanger”<sup>2</sup>—a person who **rides** public transportation. In his book *Straphanger: Saving Our Cities and Ourselves from the Automobile*, Grescoe **describes** the benefits of public transportation. Firstly, it is better for the environment. When people use public transportation, they use less fuel. Twenty people on one bus use much less fuel than 20 people in 20 cars. Fewer cars means less pollution and cleaner air.

**E** Using public transportation can be good for your **health** in other ways. It can even help you **lose weight**. In one study, a group of people took public transportation every day for six months. Each day they walked to a bus stop or a train station. In six months, each person lost an average of six pounds—almost three kilograms.

## Hope for Cities

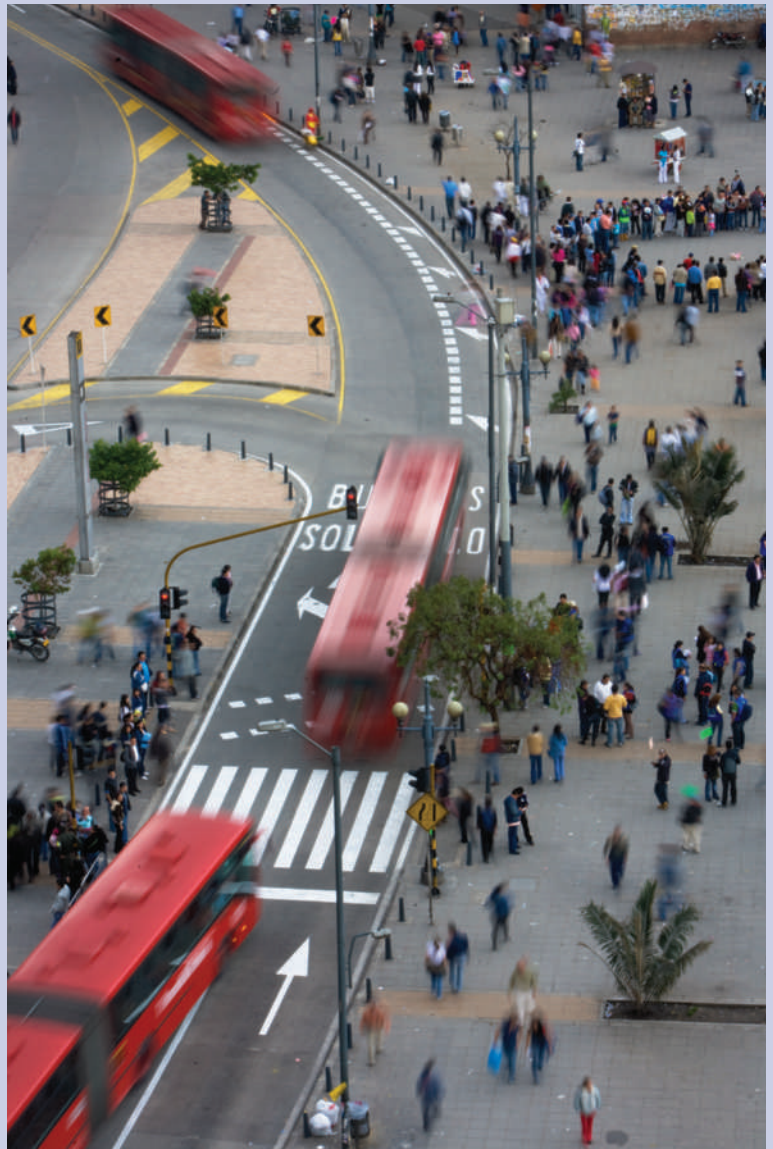
**F** Taking public transportation has another benefit, says Grescoe. It helps people become part of their community. When you are alone in your car, you don’t talk to anyone. One Tokyo straphanger told Grescoe, “To use public transport is to know how to cooperate<sup>3</sup> with other people.” It teaches you “how to **behave** in a public space.”

**G** So, public transportation is more than a way to get to work or school. It can help lead to cleaner cities. It may also lead to a healthier—and more cooperative—world population.

<sup>2</sup> The word “**straphanger**” comes from the straps people hold onto on trains or buses when they can’t sit down.

<sup>3</sup> If you **cooperate** with someone, you work with them or help them.

The TransMilenio bus system in Bogotá, ▶ Colombia, works like an aboveground subway. The buses have their own lanes so they don’t have to compete with cars. Some of the buses can carry up to 270 passengers.




- A | Understanding Purpose.** Look back at your answers for exercise **C** on page 41. Were your predictions correct?
- B | Identifying Key Details.** Complete the statements (1–5) with details from the reading passage on pages 42–43.
1. There are about \_\_\_\_\_ million cars in the world today.
  2. Every day, \_\_\_\_\_ million people all over the world ride subway trains.
  3. Some people think public transportation is \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. But, says Grescoe, public transportation is \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ than driving a car.
  4. In one study, people lost weight after they took public transportation for \_\_\_\_\_ months. They lost weight because they \_\_\_\_\_ to train stations and bus stops.
  5. One Tokyo straphanger says public transportation teaches people how to \_\_\_\_\_ with other people and \_\_\_\_\_ in public places.
- C | Critical Thinking: Guessing Meaning from Context.** Find and underline the following words in the reading on pages 42–43. Use the context to help you understand the meaning.

**benefits** (paragraph D)      **fuel** (paragraph D)  
**pollution** (paragraph D)      **community** (paragraph F)

Now complete each definition with a word from the box. Check your answers in a dictionary.

1. A \_\_\_\_\_ is a group of people who live in a particular area.
2. \_\_\_\_\_ is something that you burn for heat or power, for example, coal or oil.
3. If something has \_\_\_\_\_, it has good results or it is helpful.
4. Dirty air from large cars is an example of \_\_\_\_\_.

-  **D | Critical Thinking: Analyzing Pros and Cons.** With a partner, complete the chart with information from the reading. Add any other pros and cons you can think of.

**CT Focus**

The **pros and cons** of something are its good points (advantages) and bad points (disadvantages). When you **analyze pros and cons**, you list the advantages and disadvantages to decide if it is a good or bad option.

Pros of Public Transportation	Cons of Public Transportation

Now read the last paragraph on page 43 again. Do you agree with the writer’s opinion? Why, or why not?



# Crossing America

## Before Viewing

- A | Using a Dictionary.** Here are some words you will hear in the video. Complete each definition with the correct word. Use your dictionary to help you.

commuting    impact    innovations    revolution    steam    transcontinental

- \_\_\_\_\_ is the hot gas that forms when water boils.
- \_\_\_\_\_ are creative new things or new ways of doing things.
- \_\_\_\_\_ is traveling to work or school.
- A \_\_\_\_\_ railroad is a train track that crosses from one side of a continent to the other.
- If one thing has an \_\_\_\_\_ on another thing, it changes that other thing in some way.
- A \_\_\_\_\_ is an important change.

- B | Thinking Ahead.** The video is about the history of public transportation in the United States. What forms of transportation do you think you will see? Make a list with a partner.

## While Viewing

Read the items in the box. Listen and number them in order (1-6) as you watch the video.

commercial airlines    steam trains    streetcars  
 steamboats    subway system    transcontinental railroad

## After Viewing

- A |** Check your answers to the While Viewing exercise with a partner.
- B | Critical Thinking: Synthesizing.** Think about the information in the video, in the reading on pages 42–43, and in the chartson pages 38–39. How do you think public transportation will change over the next 20 years?



◀ The completion of the U.S. transcontinental railroad, on May 10, 1869.

- A | Building Vocabulary.** Read the sentences below. Write each word in **bold** next to its definition (1–5).

Many cities have decided to improve their public transportation. Most people think this is a good **idea**.

Sometimes you have to wait at the bus stop for a long **period** of time.

Public transportation is great for people who don't know how to **drive** a car.

The **cost** of a subway ticket is low in most cities.

Many cities have **successful** subway systems. The trains work well, and people like them.

### Word Partners

Use **idea** with adjectives: **good** idea, **bad** idea, **great** idea, **excellent** idea, **terrible** idea, **interesting** idea, **new** idea.

- \_\_\_\_\_ : to control the movement and direction of a car or a bus
- \_\_\_\_\_ : working well
- \_\_\_\_\_ : a thought or a plan
- \_\_\_\_\_ : the amount of money you need in order to buy, do, or make something
- \_\_\_\_\_ : a length of time

- B | Building Vocabulary.** Read the definitions below. Complete each sentence (1–5) with the correct word in **bold**.

If something is **easy**, it is not difficult or hard.

When you **spend** money, you pay for things that you want or need.

If you **earn** money, you receive money for work that you do.

A **problem** is something that causes difficulties, or that makes you worry.

You use **because** when you are giving the reason for something.

### Word Partners

Use **spend** with nouns: spend **money**, spend **time**, spend **three hours**.

- Traffic is a \_\_\_\_\_ in many busy cities. In some places, it can take more than an hour to travel ten miles.
- Some people don't like public transportation \_\_\_\_\_ they think it is dirty and dangerous.
- When you drive, it's \_\_\_\_\_ to get lost in a new city. You don't know the streets.
- According to some studies, Americans \_\_\_\_\_ 18 percent of their income on transportation.
- In a busy city, a taxi driver might \_\_\_\_\_ a lot of money in one night.

**C** | **Using Vocabulary.** Answer the questions (1–5) in complete sentences. Then share your answers with a partner.

1. Do your parents **drive** a car? Why, or why not?

\_\_\_\_\_

2. What is the **cost** of a bus ride to the center of your city?

\_\_\_\_\_

3. How much time do you **spend** traveling around every week?

\_\_\_\_\_

4. What is one **problem** with public transportation in your city?

\_\_\_\_\_

5. How do you get to class? Why do you use this form of transportation?  
Use **because** in your answer.

\_\_\_\_\_

**D** | **Expanding Vocabulary.** Are the following words adjectives or nouns? Use a dictionary and check (✓) the correct column in the chart for each word.

	adj.	n.		adj.	n.
hopeful			roomful		
cupful			colorful		
beautiful			harmful		
mouthful			painful		
handful			thoughtful		
helpful			thankful		
careful			trainful		
useful			spoonful		

Now write three sentences with three words from the chart.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**E** | **Predicting.** Look at the title, subheads, and images in the reading on pages 48–49. Read the first and last paragraphs. What do you think the passage is mainly about?

- a. a way to get more people to ride bikes in cities
- b. the fastest way to travel across London
- c. why bike riding is popular in China

**Word Link**

You can add **-ful** to some words to make adjectives. The suffix **-ful** means “full of.” Sometimes words that end in **-ful** are adjectives such as *successful*. Sometimes they are nouns such as *houseful (of people)*.

## BIKE-SHARING

BOOM<sup>1</sup>

track 1-07

A

Big cities around the world are looking for ways to improve transportation. One way is bike sharing.

**What Is Bike Sharing?**

B

The **idea** is simple. People pay a small **fee**<sup>2</sup> to use a bike for a certain **period** of time. For example, in London, you can ride around the city for an hour for just two pounds—about three American dollars. When you finish, you leave the bike at a docking station. Another person can then use the same bike.

**Why Is It a Good Thing?**

C

Bike-share programs<sup>3</sup> are good for cities in several ways. Fewer people **drive** cars or ride on public transportation, so there is less air pollution. The streets are less crowded. The **cost** of starting a bike-share service is also less than building a new subway or bus system.

D

There are other benefits for the user. People don't have to buy and keep their own bikes. Instead, they can use public bikes whenever they need them. The cost to the user is low. In addition, cycling helps people stay healthy.

**Are There Any Problems?**

E

Not all bike-share programs are **successful**. One problem is money. Janett Buettner is the author of a report on European bike-sharing programs. She explains, “The [bike-share service] operator<sup>4</sup> wants to earn money . . . [but] the user wants **easy** and cheap usage.” The operator **spends** a lot of money to start the program. Many people have to use the program in order to pay for it. So, sometimes the operator does not **earn** a profit. When this happens, the program fails.

F

Some cities also don't have enough bike lanes. Paris, for example, is adding more than 160 miles (250 kilometers) of bike lanes to its streets. This adds to the cost of the program. In Paris and other cities, wet weather is also a **problem** for cyclists.

**What Is the Future for Bike Sharing?**

G

Most bike-share programs will succeed, says Buettner, **because** they help to make cities “more livable.” As London mayor<sup>5</sup> Boris Johnson says, cycling is “a clean, green, and healthy way to travel.” That means it's good for the city—and its citizens.<sup>6</sup>

<sup>1</sup> A **boom** is a big rise in something.

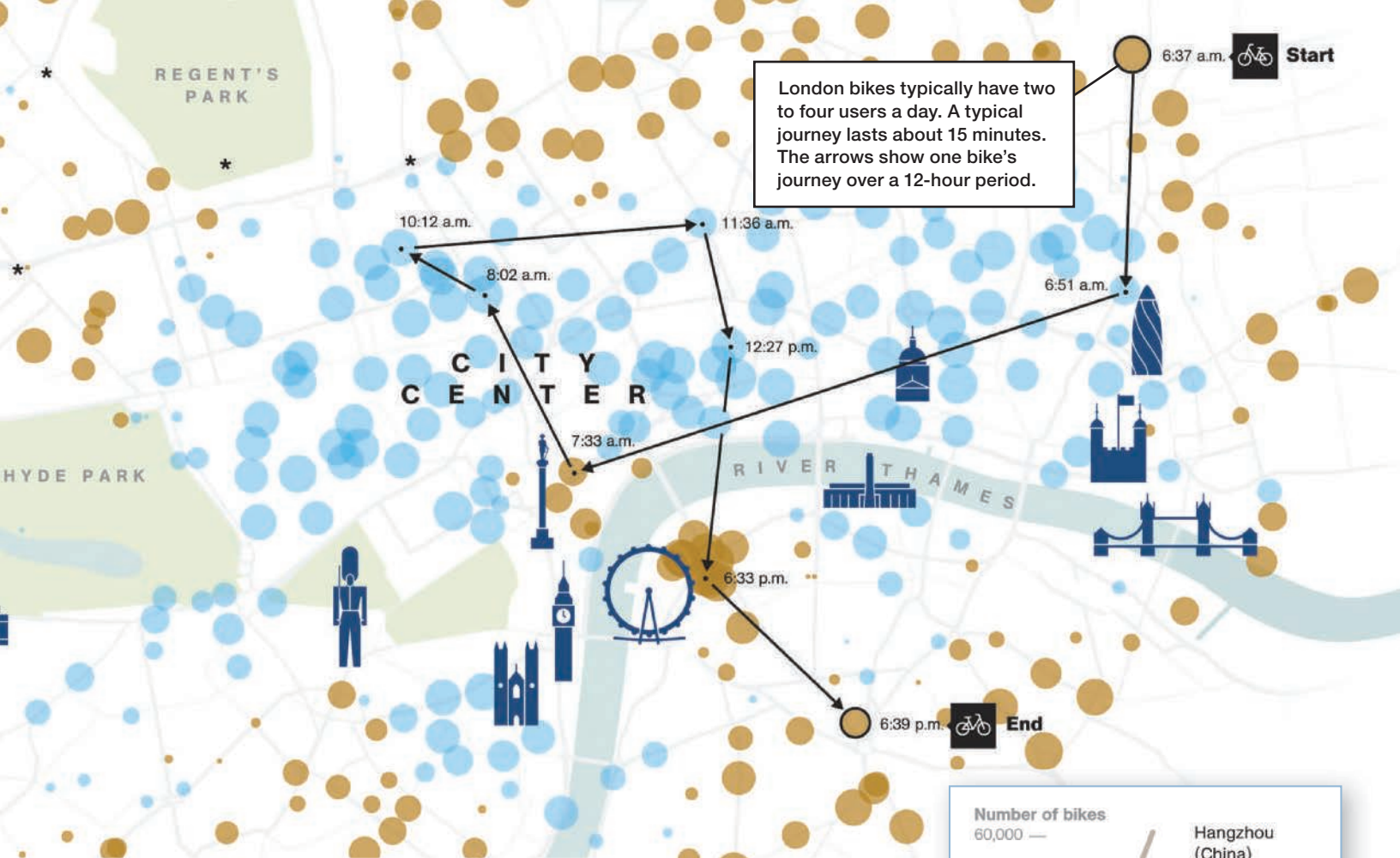
<sup>2</sup> A **fee** is the amount of money you pay to be allowed to do something.

<sup>3</sup> A **program** is a service that helps with a social need.

<sup>4</sup> An **operator** is a person or a company that has a business.

<sup>5</sup> A **mayor** is in charge of the government of a city or town.

<sup>6</sup> The **citizens** of a town or a city are the people who live there.



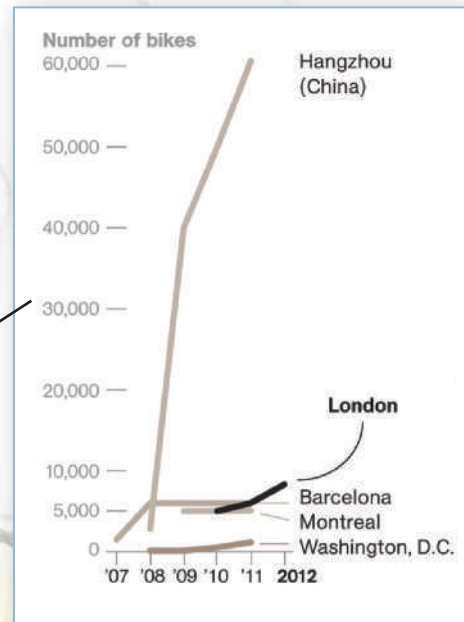
Users of London's city's bike-share program can pick up and return bikes at any of the docking stations shown in this map.

- station mostly full in the day
- station mostly full in the evening

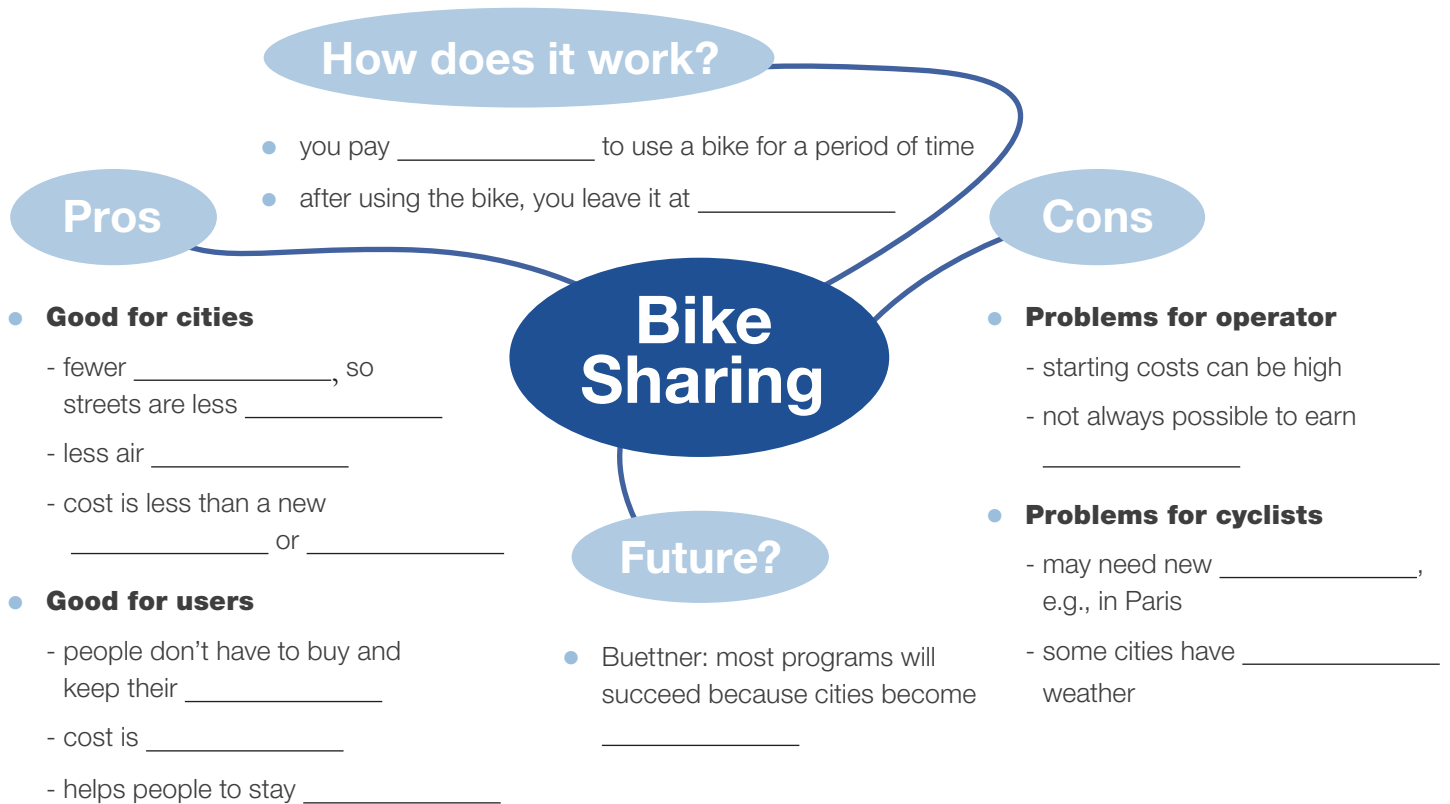
Circle size shows difference in number of bikes between morning (11 A.M.) and evening (9 P.M.)

- ▼ In Paris, people can pay to use bicycles at hundreds of docking stations around the city.

There are bike-share services in Mexico, Brazil, South Korea, Spain, and many other countries. Hangzhou, China, has the world's largest bike-share program, with over 60,000 bicycles and more than 2,400 stations.





- A | Understanding the Gist.** Look back at your answer for exercise **E** on page 47. Was your prediction correct?
- B | Summarizing Key Details.** Complete the concept map with information from the reading on pages 48–49.



- C | Understanding Infographics.** Use the map and graph on page 49 to answer the questions.

1. Typically, how many people in London use one shared bike in a day? \_\_\_\_\_
2. When are the stations around the edge of the city mostly full? \_\_\_\_\_
3. What are three other cities that have bike-sharing programs? \_\_\_\_\_
4. Where is the largest bike-sharing program in the world? \_\_\_\_\_

-  **D | Critical Thinking: Analyzing Pros and Cons.** Do you think a bike-sharing program is a good idea for your city? Why, or why not? List the pros and cons. Then discuss your ideas with a partner.

-  **E | Critical Thinking: Synthesizing/Evaluating.** Discuss in a small group: You work for the mayor of a large city in your country. You have \$10,000,000 to spend on public transportation. On which of the following will you spend the money? Check (✓) one. Share your reasons with another group.

- better roads       a new bike-share program       new subway lines
- a better bus service       another idea: \_\_\_\_\_

**GOAL:** In this lesson, you are going to draft and edit sentences on the following topic:  
**Compare and contrast different forms of transportation.**

**A** | Read the information below.

**Language for Writing:** Comparatives

We use comparative adjectives to compare two people, places, or things.

*Subway trains are **longer than** buses.*

*The Tokyo subway is **busier than** the New York City subway.*

*The Paris metro is **bigger than** the San Francisco underground system.*

To form most comparative adjectives, add *-er* to the adjective:

small → smaller    hard → harder    cheap → cheaper

Add *-r* when the adjective ends in *-e*:

nice → nicer    large → larger    late → later

For adjectives that end in a consonant + vowel + consonant, double the last consonant and add *-er*:

big → bigger    thin → thinner    hot → hotter

For two-syllable adjectives that end in *-y*, drop the *-y* and add *-ier*:

easy → easier    lucky → luckier    happy → happier

For most other two-syllable adjectives and adjectives with three or more syllables, use the word *more*:

successful → more successful    crowded → more crowded

Some adjectives have irregular comparative forms:

good → better    bad → worse    far → farther/further

For further explanation and more examples of comparatives, see page 156.

Now write the comparative form of each adjective.

Adjective	Comparative Adjective
tall	
busy	
difficult	
clean	
dirty	
nice	
good	

Adjective	Comparative Adjective
expensive	
cheap	
big	
crowded	
careful	
pretty	
healthy	

**B** | Combine each pair of sentences (1–4) to make one sentence with a comparative adjective.

**Example:** The subway is very comfortable. The bus is not very comfortable.

*The subway is more comfortable than the bus.*

1. The subway station is very clean. The train station is not very clean.

2. The bus station is very dirty. The train station is not very dirty.

3. The A train is very crowded. The B train is not very crowded.

4. Los Angeles is big. San Francisco is not very big.

**C** | Write three sentences with comparative adjectives.

1. Cities \_\_\_\_\_ small towns.

2. I \_\_\_\_\_ my best friend.

3. (compare two places) \_\_\_\_\_

**D** | Read the information below.

### Language for Writing: Using *because*

We use *because* to give a reason for something. In the sentence below, the clause *because they help to make cities more livable* answers the question *Why will most bike-share programs succeed?*

**main clause**

**adverb clause**

*Most bike-share programs will succeed because they help to make cities more livable.*

When we write a sentence with *because*, we use two clauses: a main clause and an adverb clause. A clause is a group of words with a subject and a verb. Some clauses are sentences, and some are not.

In the sentences below, *Ken takes the bus* is the main clause. It can also be a sentence by itself. The adverb clause is *because it is easy and cheap*. The subject of this clause is *it*, and the verb is *is*.

**main clause**

**adverb clause**

*Ken takes the bus because it is easy and cheap.*

**adverb clause**

**main clause**

*Because it is easy and cheap, Ken takes the bus.*

A clause that begins with *because* cannot be a sentence by itself. It must come before or after a main clause.



Now unscramble the words and phrases to make sentences (1–4) with *because*.

1. it / keeps me / I / ride my / healthy / bike everywhere / because /.

\_\_\_\_\_

2. bought a new car / because / had many problems / We / the old car /.

\_\_\_\_\_

3. subway system / because / I / like / easy to use / the New York / it's /.

\_\_\_\_\_

4. a bike here / really busy / because / the streets / It's / hard to ride / are /.

\_\_\_\_\_

**E** | Read the items (1–4). Connect the ideas in each pair of sentences with *because*.

1. **Fact:** My father takes the bus to work.

**Reason:** He doesn't have a parking space at his office.

\_\_\_\_\_

2. **Reason:** It's dangerous.

**Fact:** I don't take the subway in my city.

\_\_\_\_\_

3. **Fact:** My sister takes a train to class.

**Reason:** It's faster than the bus.

\_\_\_\_\_

4. **Reason:** My city doesn't have bike lanes.

**Fact:** I never ride my bike to work.

\_\_\_\_\_

**F** | Circle the word or phrase that makes the sentences (1–4) true for you. Then complete each sentence with a reason.

1. I **ride** / **don't ride** the bus a lot because \_\_\_\_\_.

2. I **like** / **don't like** public transportation because \_\_\_\_\_.

3. Because \_\_\_\_\_, I **drive** / **don't drive** to school.

4. Because \_\_\_\_\_, I **ride** / **don't ride** a bike.

**A | Brainstorming.** With a partner, add two forms of transportation to the chart. Brainstorm adjectives to describe each one. Write notes to complete the chart.

	Walking	Bicycle	Car	_____	_____
Pros	free	cheap			
Cons					

**B | Planning.** Circle the two forms of transportation in the chart above with the most adjectives. You will write about these two forms.

**C | Draft 1.** Write six sentences to compare two forms of transportation. Use the chart in exercise **A** to help you. Write three sentence with *because* and three sentences with comparative adjectives.

**Example:** *I ride the bus because it's cheap. I don't like the subway because it's dirty.  
The bus is cheaper than the subway. The subway is dirtier than the bus.*

**D | Editing Checklist.** Use the checklist to find errors in your first draft.

Editing Checklist	Yes	No
1. Are all the words spelled correctly?		
2. Is the first word of every sentence capitalized?		
3. Does every sentence end with the correct punctuation?		
4. Do your subjects and verbs agree?		
5. Did you use comparative adjectives correctly?		
6. Did you use <i>because</i> correctly?		

**E | Draft 2.** Now use what you learned from your Editing Checklist to write a second draft of your sentences. Make any other necessary changes.