

CARS Teaching Notes – by Lindsay Clandfield

Level: Pre-intermediate

Aim: Students learn the vocabulary of cars, practise a dialogue to incorporate some more car lexis and then act out a role play in a car.

Warmer

Ask the class to conduct a quick mini survey answering the following questions.

How many people ...

Can drive?

Own a car?

Own more than one car?

Like driving?

Failed their driving license at least once?

Prefer driving a car with automatic transmission?

Can change a tire?

Title:

TAKE A SPIN. Explain that this is American Slang meaning to take a short ride in a car with no particular destination. Another similar expression is to “go for a ride”.

Stage 1 Parts of a Car.

Hand out the worksheets. Assign each student a letter A or B. Tell the As to work with other As and the Bs to work with Bs (groups of 2,3 or 4 it doesn't matter at this stage). Give each group a dictionary and tell them to find the meaning of the seven words in their corresponding box. When they all understand, pair students off AB AB AB for the second part of the activity. Make sure that the students understand the 3 rules! When they have finished, ask them to label the parts of the car that they can see on the worksheet.

Variation: Bring in pictures of cars and ask students to label different parts. This might lead to them expanding the vocabulary even further.

Stage 2 License and registration please!

Before putting the phrases back into the dialogue, ask students to read it quickly. Who are A, B, C? A is the passenger, B is the driver, C is a police officer. Where are they? In a car. Now get students to put the phrases in the right places.

Answers: 1. car registration 2. speed limit 3. miles an hour 4. For speeding. 5. license plate 6. drive more slowly.

Practise the dialogue with the class, working on sentence stress and difficult to pronounce words. Get students to practise it in pairs. You could ask one group to act it out in front of the class. Set up two chairs next to each other for A and B and have C (the police officer) pretend to arrive on a motorcycle.

Stage 3 Role Plays.

Divide the class into pairs and a group or two of 3. Tell them to choose one of the role plays and practise it. Circulate and help with vocabulary and pronunciation. If they want to and there's time, have some groups perform in front of the class.