

Parisians vote to ban rental e-scooters from French capital by huge margin

Level 3: Advanced – Teacher's notes

Article summary: The article describes a recent referendum in Paris to ban e-scooters due to increased accidents.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Everyday phrases

Materials needed: One copy of the worksheet per student

Key:

- | | |
|---------------------------|-------------------------|
| 1. <i>cast your vote</i> | 6. <i>overwhelming</i> |
| 2. <i>pioneer</i> | 7. <i>anarchy</i> |
| 3. <i>the authorities</i> | 8. <i>reforms</i> |
| 4. <i>binding</i> | 9. <i>vowed</i> |
| 5. <i>disrespected</i> | 10. <i>consultation</i> |

3. Comprehension check

- a. The answers given are only suggested answers, and students may correctly answer the questions in different ways, e.g., in item 1, they may say, 'About 90% of Parisians voted for the e-scooter ban' or similar.

Key:

- 90%
- 2018
- There are lots of accidents, and there is unsafe behaviour.*
- 459
- 1.6 million
- almost 15,000
- the drunk tourists*
- Riders disrespect the rules, ride on the pavement, park badly, and/or throw e-scooters into the Seine.*
- Mr Beaune believes e-scooters will be banned.*
- Because other cities are increasing the number of e-scooters or extending contracts.*

1. Warmer

- a. This activity aims to get students to think about their opinions on e-bikes and e-scooters. Encourage students to share personal examples and support their opinions with reasons.

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. Students may know another meaning of the word *pioneer*, which is one of the first people to travel to a new country and start living there. Point out the prefix *non-* in *non-binding* and remind students that it means 'not'. You may also note that *reform* can be used as a noun or a verb.

Key:

- | | |
|---------------------------|-----------------------|
| 1. <i>overwhelming</i> | 9. <i>ballot box</i> |
| 2. <i>cast a vote</i> | 10. <i>binding</i> |
| 3. <i>pioneer</i> | 11. <i>vow</i> |
| 4. <i>the authorities</i> | 12. <i>promote</i> |
| 5. <i>consultation</i> | 13. <i>disrespect</i> |
| 6. <i>polling station</i> | 14. <i>anarchy</i> |
| 7. <i>eligible</i> | 15. <i>reform</i> |
| 8. <i>turnout</i> | |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. The phrases used are in the article. As an extension activity, you could ask students to return to the text and find them.

Key:

- a
- d
- e
- c
- b

- b. Students could be asked to do this exercise individually and then compare their answers in pairs.

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Key:

1. *dumbed/dumbs down*
2. *followed suit*
3. *fed up*
4. *going against the current*
5. *zoomed past*

- c. Allow the class to personalise the language they have just covered. Monitor and assist students as you walk around the class. Elicit a couple of examples for each word. If there are any words that go unmentioned, invite students to come up with a couple of examples to ensure understanding.

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

6. In your own words

- a. Students use an internet search engine to find more information about self-service e-scooters in different cities worldwide. You could ask them to choose just one or compare their city with another. After they've chosen locations, have them consider these questions:

- Where are e-scooters available?
- Where are they banned?
- What are some of the rules and regulations?
- How much does a ride cost?
- How popular are they?

Encourage students to give reasons and cite personal examples.

- b. Students could then present their reports to the class. Encourage students to share the facts they've gathered and their opinions about the issue. As an extension activity, you could ask students to compare and contrast the e-scooter situation in two places by drawing a Venn diagram.