

## Why I quit complaining about cyclists, scrapped my car and chose public transport

### Level 2: Intermediate – Teacher's notes

**Article summary:** The article explains how the author changed her views regarding cyclists in cities.

**Time:** 60 minutes

**Skills:** Reading and Speaking

**Language focus:** Vocabulary – verb + preposition collocations

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. Tell students to read the title of the worksheet/article and ask them what they think it'll be about. Give them some minutes to complete the chart with their own ideas. Once they have jotted down some ideas, ask them to discuss with a partner. Encourage them to add any ideas they have not thought of to their own charts.

#### 2. Key words

- a. Tell students they will work with some words that appear in the article they will read later. Ask them to complete the sentences using words from the box. Give students some time to check answers in pairs before checking with the whole class.

**Key**

- |                      |                       |
|----------------------|-----------------------|
| 1. <i>banned</i>     | 6. <i>come out of</i> |
| 2. <i>harsh</i>      | 7. <i>replacement</i> |
| 3. <i>indirectly</i> | 8. <i>adjustment</i>  |
| 4. <i>isolated</i>   | 9. <i>occasional</i>  |
| 5. <i>suited</i>     |                       |

- b. Ask students to work in pairs again. This time, they will select three of the words from the previous activity and write sentences about themselves. Once finished, encourage students to share their sentences with another pair so they check each other's work, paying special attention to the key words.

#### 3. Comprehension check

- a. Students first read the statements and decide whether they are true or false according to the article. Students correct the false sentences to make them true. They may do this in different ways, e.g., in item 3, they may say, 'She thought most accidents were unlucky events' or similar. Suggested answers are provided below.

**Key:**

1. *True*
2. *True*
3. *False. She was shocked but also convinced that most motorists were careful and well-meaning.*
4. *False. When she wrote the piece, she hadn't lived anywhere suited to cycling.*
5. *True*
6. *True*
7. *False. Her attempts at reducing her carbon footprint haven't always succeeded.*
8. *False. She went from disliking cyclists to wishing there were more on the roads.*

#### 4. Key language

- a. Tell students they will read some sentences from the article and ask them to complete them with the right prepositions. You may want to elicit different prepositions and make a list on the whiteboard before they start. If the group is struggling to complete the sentences, write the prepositions they need in a word cloud on the whiteboard so it is easier.

**Key:**

- |                |                       |
|----------------|-----------------------|
| 1. <i>from</i> | 4. <i>from ... to</i> |
| 2. <i>at</i>   | 5. <i>from</i>        |
| 3. <i>on</i>   | 6. <i>to</i>          |

- b. Ask students to write sentences about themselves using the prompts given. Then, have them share with a partner or in small groups so they can check each other's sentences and whether they have used the phrases correctly. Monitor and provide assistance as necessary.

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#### 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. This task can be assigned as homework individually or in pairs. Ask students to choose one of the means of transport from the Warmer task. If you have a large class, you can assign them yourself to ensure the items are evenly distributed.

Students do some research online regarding the means of transport that were assigned to them and the problems they face and prepare an outline of the main talking points for their presentation, outlining the main issues involved and proposing some possible solutions. Students can present to the whole class or in smaller groups.