

## Load and behold: should you opt for an electric cargo bike over a second car?

### Level 3: Advanced

**Article summary:** This article describes what cargo electric bikes are, and outlines some of the benefits of using them rather than buying a second car.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Demonyms

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

#### Key:

1. *trepidation*
2. *early adopters*
3. *fatalities*
4. *zip along*
5. *transport emissions*
6. *advocate*
7. *motivator*
8. *scout*
9. *rebates*
10. *counter to*
11. *forgoing*
12. *Sydneysiders*
13. *daunted about*
14. *niche*
15. *ferry*
16. *a spin*
17. *opt for*
18. *go-to*

### 1. Warmer

- a. This activity aims to get students thinking about cycling and what the benefits are of cycling over driving a car. It also asks them to think about some of the reasons why people may not want to cycle in city centres and what can be done to encourage people to use bikes instead of cars. Encourage students to give reasons to explain their opinions and, where possible, to give examples.

### 2. Key words

- a. Ask students to find the words in the article and match them to the correct definitions. Remind them to look at the different forms of any verbs (e.g. simple past, present continuous, etc.) in the definitions, as these will give them clues as to the form of the verb from the text. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class. For an extra challenge, you might like to ask students to work in pairs to try and work out the meaning of the words from the context before they match them to the definitions.

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous exercise in the correct form.

#### Key:

1. *rebates*
2. *daunted about*
3. *motivator*
4. *niche*
5. *transport emissions*
6. *a spin*
7. *forgoing*
8. *fatalities*
9. *advocates*
10. *Early adopters*
11. *opt for*
12. *Sydneysiders*
13. *ferry*
14. *zip along*
15. *scout*
16. *trepidation*
17. *Counter to*
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#### 3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage them to highlight the section of the article where they found the answers to the questions.

**Key:**

1. A
2. D
3. A
4. B
5. D
6. A
7. B
8. A

#### 4. Key language

- a. Students work individually to complete the demonyms with the correct endings. Ask students to tell you the demonym that is used to describe people from their city, region or country.

**Key:**

Group 1 (1–4) *–ians*  
Group 2 (5–8) *–ers*  
Group 3 (9–10) *–ites*

- b. Ask students to work individually or in pairs to add any other demonyms to each of the groups in task a.

#### 5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

#### 6. In your own words

- a. The aim of this task is to get students to have a debate on a topical issue. Divide the class into roughly two equal groups. Then tell each group whether they are going to present arguments 'for' or arguments 'against' the statement. Give students some time to make notes outlining their main arguments. Remind them that they need to consider the arguments, and be prepared to justify them with reasons and examples, even if they are different from the arguments that they actually hold. Explain that this is a good way for them to develop their critical-thinking skills.
- b. Students can now hold the debate. Act as a moderator, and where possible, give all students an opportunity to present an argument in favour, or against, the statement. Then ask students to reflect on whose arguments were more persuasive and why.