

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

Level 2: Intermediate – 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: Gerunds

Materials needed: One copy of the worksheet per student

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 compare their answers in pairs or small groups. You may wish to note that *vote* and *support* can be used as nouns and verbs.

Key:

- | | |
|------------------------|-----------------------|
| 1. <i>vote</i> | 7. <i>source</i> |
| 2. <i>support</i> | 8. <i>tension</i> |
| 3. <i>injured</i> | 9. <i>nuisance</i> |
| 4. <i>self-service</i> | 10. <i>public</i> |
| 5. <i>ban</i> | 11. <i>opponent</i> |
| 6. <i>encourage</i> | 12. <i>pedestrian</i> |

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

Key:

- | | |
|-----------------------|------------------------|
| 1. <i>vote</i> | 5. <i>encourage(d)</i> |
| 2. <i>pedestrians</i> | 6. <i>tension</i> |
| 3. <i>injured</i> | 7. <i>Opponents</i> |
| 4. <i>ban</i> | 8. <i>source</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, '90% voted for the ban' or similar.

Key:

1. 90%
2. 2018
3. *There are lots of accidents, and there is unsafe behaviour.*
4. 459
5. 21
6. 1.6 million
7. almost 15,000
8. *Riders don't follow the rules, ride on the pavement, park badly, and/or throw e-scooters into the Seine.*
9. *He thinks e-scooters will be banned.*

4. Key language

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

Key:

1. *supporting*
2. *cycling*
3. *bike-sharing*
4. *going*
5. *riding*
6. *walking*
7. *changing*

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

Key:

- | | |
|------------------------|----------------------|
| 1. <i>Going</i> | 5. <i>Supporting</i> |
| 2. <i>bike-sharing</i> | 6. <i>riding</i> |
| 3. <i>Changing</i> | 7. <i>Walking</i> |
| 4. <i>cycling</i> | |

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- c. Allow the class to personalise some of the gerunds they have just covered. Monitor and assist students as you walk around the class. Allow time for feedback, so students can share some of the sentences they have written.

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. Have them answer these questions:

- Which cities have them?
- Where are they banned?
- 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 information they've gathered. As an extension activity, you could ask students to share their opinions about the issue.