

Cycling

Topic

Pros and cons of cycling / Reducing carbon emissions

Learning outcomes

- Practise giving opinions
- Agree the best solutions to problems
- Read for detail
- Practise correcting common language mistakes

Age group and level

Aged 13-17 and Adult B1+

Time

65 minutes + extension activities – This content could be done over several lessons

Materials

Photograph x 1
Cut ups (Appendix 1) – 1 set per pair or group
Role play cards (See Appendix 2) – 1 set each group of 4
Worksheet – As an extension activity (1 per learner)

Introduction

In this lesson students think about and discuss the advantages and disadvantages of cycling and, as an extension, what else they could do personally to reduce their carbon emissions

Procedure

1. Lead-in (10 mins)	<ul style="list-style-type: none"> • Show the picture of the bicycle sign. Ask learners a few questions to gauge their knowledge of cycling. E.g.: • Do you cycle? • Where would you usually usually see this sign? • Do you think cycling is more or less popular than in the past? Why?/ Why not? • If needed, explain that some people consider cycling is a good way to be more environmentally friendly.
2. Opinions about cycling (15 minutes)	<ul style="list-style-type: none"> • Put learners into pairs • Give out the cut ups. Ask the learners to separate the opinions into good things and bad things about cycling <p>Elicit the answers:</p> <p>Positive: A, C, D, G, J</p> <p>Negative: B, E, F, H, I</p>
3. Pyramid discussion (25 minutes)	<ul style="list-style-type: none"> • Write the following on the board and check the form and meaning: <ul style="list-style-type: none"> — I suggest ... — What about ...? — That's a good idea — I agree — I prefer... • Ask pairs to look at the cons (negatives) of cycling. They should brainstorm solutions for 5 mins. Monitor and encourage learners to use the language on the board. • Put two pairs together to make a group. They share ideas and select their 5 best ideas. Allow 10 minutes. Make notes of some of the language the learners use (some that needs correcting and some that is a good example). You'll use this in stage 5. Try to select common language errors. • Open it up into a whole group discussion. Write the best ideas on the board.

<p>4. Role play (30 - 40 minutes) OPTIONAL</p>	<p>Put learners into new pairs or groups</p> <p>Make four equal groups. Give each student in one group Role 1. In the next group all students get Role 2, etc. Ask the groups to read their role and to brainstorm their arguments. Allow 10 minutes.</p> <p>Regroup the learners in new groups of 4, so that each group has learners with 4 different roles. Ask groups to share their opinions about cycling, starting with Role 1. They should try to persuade their partners to agree with them.</p> <p>Note: This role play can work even if one group has less than 4 learners in it.</p> <p>Monitor closely and feed language as needed.</p>
<p>5. Error correction (15 minutes)</p>	<p>Write 6 sentences on the board that the learners used in stage 3 (pyramid discussion). These should be a mixture of sentences with language errors and grammatically correct sentences.</p> <p>Ask learners in pairs to identify the incorrect sentences.</p> <p>Get feedback at this stage. Then ask the pairs to correct the incorrect sentences.</p> <p>Get whole class feedback and thank learners for their participation.</p>
<p>6. Extension (15-30 minutes)</p>	<ul style="list-style-type: none"> • This could be used for fast-finishers or as an extension. • Give out the worksheet and ask learners to put their own answers • Then either put learners in pairs or set up a mingle. Learners then interview each other. • Get feedback from a few learners.

Contributed by

Original activity by Owain Llewellyn

Edited by Suzanne Mordue

Appendix 1 - Cut ups


<p>A) If you ride a bicycle you don't use petrol or other fossil fuels, so you are not emitting carbon dioxide into the atmosphere and contributing to climate change. Ride on!</p>	<p>B) Cycling in the rain is not many people's idea of a good time. You get wet, dirty, and cold. Not a good way to arrive anywhere!</p>
<p>C) Cycling is great exercise. As one doctor told me, in his experience the longest living people are ballroom dancers and cyclists.</p>	<p>D) It is hard to know what makes cycling so enjoyable. Maybe the combination of fresh air, the smooth motion and the exercise. Anyway, you soon realise why people get obsessed!</p>
<p>E) A bicycle is easy to steal. Even with the best lock, you might go back to your bike only to find it's gone.</p>	<p>F) Outside Amsterdam or Copenhagen, road systems often aren't designed with cyclists in mind. Car drivers go too fast or aren't properly trained how to share the roads with cyclists. This makes it dangerous.</p>
<p>G) Look how cars have taken over our cities. The poisonous fumes, the aggressive speed of these machines endangering our lives, the traffic jams; wouldn't our cities be better places if we replaced the cars with bicycles?</p>	<p>H) Not all cities have cycling facilities like cycle paths and secure bicycle parking. This can make life very difficult for cyclists.</p>
<p>I) Cyclists are exposed to the pollution from all the cars, buses and lorries on the road, and this can take the pleasure out of cycling.</p>	<p>J) On a bicycle you don't get stuck in traffic jams. Much of the time a bicycle is a much quicker way to cross a city than almost all other forms of transport.</p>

Appendix 2 – Role play cards (to cut up)**Role 1**

You have been cycling since you were a young child. You cycle every day and think that everyone should stop driving and cycle more. You think people would be healthier if they cycled and want to persuade your friends to all cycle every day. Use the useful vocabulary below.

I strongly believe...

I totally disagree

.... Is more important than ...

I agree

In my experience...

I understand your point but ...

Role 2

You once went on a cycling holiday. It rained all the time and was the worst holiday of your life. You prefer cars to bicycles, as you hate being cold and wet. Also, in hot weather cycling makes you sweat too much. You don't want to ride a bicycle. Use the useful vocabulary below.

I strongly believe...

I totally disagree

.... Is more important than ...

I agree

In my experience...

I understand your point but ...

Role 3

You believe that cycling is important. You think cycling is better for the environment than using cars or buses. You usually travel by bus but try to cycle twice a week. You are always busy, so you're not sure you can cycle every day. Use the useful vocabulary below.

I strongly believe...

I totally disagree

.... Is more important than ...

I agree

In my experience...

I understand your point but ...

Role 4

You have only cycled a couple of times and found cycling in traffic scary. You often meet a friend on the bus and think it's good for the environment. Use the useful vocabulary below.

I strongly believe...

I totally disagree

.... Is more important than ...

I agree

In my experience...

I understand your point but ...