

Cycling

Topic

Cycling

Aims

- To practise listening skills
- To practise question formation
- To practise reading skills
- To develop speaking skills

Age group

12 – adult

Level

B1 / B2

Time

60 minutes

Materials

1. Cycling student worksheet and Roleplay cards
2. Internet links: <http://roadcyclinguk.com/how-to#qG20T0rJfVMYBQVy.97> - Road Cycling UK website
<http://www.sustrans.org.uk/> - The home of Sustrans, a sustainable transport charity.
<http://www.channel4.com/culture/microsites/0-9/3MWbicycle/winners.html> - Series of Channel 4 short films on the theme of bikes
<http://whycycle.co.uk/index.php> - Why Cycle is a website which offers advice to UK cyclists.

Introduction

This lesson is about cycling. Task 1 is a simple drawing dictation of a bike. Task 2 is a multi-level cycling survey and Task 3 offers some statements about cycling for students to agree or disagree with. Task 4 is a reading text called Pedal Power from the British Council's Trend UK department which looks at cycling in the UK. Task 5 is a role-play set in a bike shop and Task 6 gets students to design a poster for a 'Get on your Bike' campaign. (This lesson could be combined nicely with some of the tasks from the lesson on Climate Change.)

Procedure

1. Task 1 – Drawing dictation	<p>To introduce this topic you could start with a drawing dictation. You will give instructions for your students to draw a simple line drawing of a bicycle. The best way to do this is to sketch a bike yourself before the class on a small piece of paper, then look at the paper as you describe the shapes. Keep it as simple as possible and remember to grade your language to the level you're teaching. For example, "draw a circle in the bottom left hand side of the box. Now draw a circle, the same size as the first, in the bottom left hand side. Connect the two circles with a horizontal line at the top...etc, etc." If you have a high level class you could really go to town with this and dictate a scene of a cyclist in amongst traffic. They could also label the parts of the bike if you feel this vocabulary may be useful to them.</p> <p>When everyone has a picture of a bicycle, compare drawings and introduce today's topic of cycling.</p>
2. Task 2 – Cycling survey	<p>This is a class survey which can adapted to any level. There are two simple questions already. The other questions should come from the students before you start. Ask students what type of questions they could ask their classmates about cycling. Write their ideas on the board then ask students to complete the survey with questions that they would like to know the answers to. For example:</p> <ul style="list-style-type: none"> • <i>Do you have a bike, if so what's it like?</i> • <i>Do you think that (their city) has enough cycle tracks?</i> • <i>Do you think cycling is a good alternative to cars?</i> • <i>Have you ever fallen off a bike?</i> • <i>Do you think car drivers respect cyclists enough?</i> <p>(As always, grade the language to the level you're teaching). With lower levels, spend some time drilling the questions so students are confident when they ask them. The students should then all stand up and mingle and ask their questions to six classmates. If you have a large class, put students into groups of seven to make it less chaotic. When students have gathered the information ask them to tell you what they found out or to write a short summary of their findings.</p>
3. Task 3 – Cycling statements: Do	<p>This could be done as a whole class or in pairs. Adapt the statements if necessary depending on whether or not you're living in a cycling-friendly place or not. With lower levels, give the students some examples of how they can react to the statements and I</p>

you agree or disagree?	leave some examples on the board for them to refer to. For example, 'I completely disagree with you because...' 'That's the most ridiculous think I've ever heard!' etc.
4. Task 4 – Pedal Power: Reading	Put students into pairs to do the task, they can read the text and decide on the best heading for the paragraphs. As always, pre-teach new vocabulary for lower levels. <i>Answers: 1) c, 2) a, 3) d, 4) b</i>
5. Task 5 – Best Bikes: Roleplay	This is quite a challenging role play and your students will need some information before they start. They will need to know a little about the following types of bikes: Fold-up bikes http://brompton.com/pages/9035 - Video showing a Brompton fold-up bike being folded Mountain bikes http://en.wikipedia.org/wiki/Mountain_bicycle Racing bikes http://en.wikipedia.org/wiki/Racing_bicycle Electric bikes www.PowaCycle.co.uk Retro bikes (like the Chopper) http://www.rcoc.co.uk/ - site of the Raleigh Chopper Owners' Club! Use the web links to download some photos of each type of bike if possible. As a group discuss the advantages and disadvantages of owning these types of bike in the city where you are. They will also need to understand the idea of getting commission on sales. Cut up the role play cards and put students into pairs, one being the sales person and the other the customer. Give out the cards randomly so that most pairs don't match. For example, the sales person wants to sell a racing bike to somebody who wants to buy an electric bike. The students will have to discuss the advantages and disadvantages of the different types of bike.
6. Task 6 – Get on your bike! Poster design	This task is for younger students and could be used to given as homework if class time is short. Students could work individually or in groups. Tell students that their local council (or whatever the equivalent is where you are) are holding a competition. They want to encourage more people to use bicycles instead of cars. Depending on the level, get students to think of a slogan and to think of reasons why cycling may be a better option than driving. You could brainstorm ideas together before they start.

Contributed by

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