

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

### Level 3: Advanced – Teacher’s notes

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

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Vocabulary – word classes, prepositions

**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. Ask students to work individually and match the words in the word pool with the definitions below. Tell them all the words that appear in the article so they can see them in context if they are unsure about their meaning. Once students have finished, ask them to check answers in pairs before checking with the whole class. Note that the word *scrap* is used both in the title (item 1), where it is used as a verb, and in paragraph 5, meaning *old pieces of metal that can be reused or recycled*.

**Key:**

- |                    |                        |
|--------------------|------------------------|
| 1. <i>scrap</i>    | 9. <i>eccentric</i>    |
| 2. <i>menace</i>   | 10. <i>on board</i>    |
| 3. <i>backlash</i> | 11. <i>faff</i>        |
| 4. <i>caustic</i>  | 12. <i>bumbling</i>    |
| 5. <i>horde</i>    | 13. <i>thoughtless</i> |
| 6. <i>stir up</i>  | 14. <i>nuisance</i>    |
| 7. <i>reckless</i> | 15. <i>rage</i>        |
| 8. <i>inferno</i>  |                        |

- b. Ask students to work in pairs again, this time to complete the sentences with the words in the word pool.

**Key:**

- |                       |                      |
|-----------------------|----------------------|
| 1. <i>thoughtless</i> | 9. <i>inferno</i>    |
| 2. <i>bumbling</i>    | 10. <i>scrap</i>     |
| 3. <i>nuisance</i>    | 11. <i>on board</i>  |
| 4. <i>reckless</i>    | 12. <i>eccentric</i> |
| 5. <i>caustic</i>     | 13. <i>backlash</i>  |
| 6. <i>faff</i>        | 14. <i>horde</i>     |
| 7. <i>menace</i>      | 15. <i>stir up</i>   |
| 8. <i>rage</i>        |                      |

#### 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. *False. She was horrified but also convinced that most motorists were well-meaning, and the accidents must have been isolated incidents.*
3. *True*
4. *True*
5. *True*
6. *True*
7. *False. Her attempts at reducing her carbon footprint have been bumbling at best.*
8. *False. She went from disliking cyclists to wishing there were more on the roads.*
9. *False. She wishes her town and Britain could repay cyclists' and pedestrians' efforts with an infrastructure to help them go everywhere safely.*
10. *False. Some of her friends still see cyclists as a nuisance. Others see her as odd for staying car-free.*

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#### 4. Key language

- a. Tell students you will now focus on some vocabulary used in the article. You may want to start by eliciting the different word classes and eliciting some examples. Use those examples to elicit typical adjectival suffixes and make a list. Then, do the same for nouns and verbs. Remind students that suffixes can help us identify what word class words belong to. Ask students to work in pairs and complete the chart by transforming the words given into the right word class. Once finished, tell them they can go back to the article to check their answers.

**Key:**

Adjective	Noun	Verb
1. <i>controversial</i>	<i>controversy</i>	-
2. <i>furious</i>	<i>fury</i>	-
3. <i>horrified/horrifying</i>	<i>horror</i>	<i>horrify</i>
4. <i>tragic</i>	<i>tragedy</i>	-
-	5. <i>replacement</i>	<i>replace</i>
<i>absent</i>	6. <i>absence</i>	-
-	7. <i>adjustment</i>	<i>adjust</i>
8. <i>occasional</i>	<i>occasion</i>	-

Ask students to look at the completed chart and identify the suffixes used in each case. Encourage students to add these to their lists. Then elicit other words containing those suffixes.

- b. Ask students to work individually and complete the phrases from the article with the correct prepositions, then check in pairs.

**Key:**

- |                |                   |
|----------------|-------------------|
| 1. <i>for</i>  | 6. <i>of</i>      |
| 2. <i>from</i> | 7. <i>about</i>   |
| 3. <i>on</i>   | 8. <i>to</i>      |
| 4. <i>of</i>   | 9. <i>towards</i> |
| 5. <i>in</i>   | 10. <i>on</i>     |

- c. Ask students to work in pairs again and take turns to form and share sentences about themselves using the phrases from the previous exercise and check they are using the right preposition in each case.

#### 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 and 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.