

Will other cities copy Paris decision to hike parking charges for SUVs?

Level 2: Intermediate – Teacher's notes

Article summary: The article describes how Paris plans to introduce higher charges for parking SUVs (sports utility vehicles) in the city and reports that the people of Paris have voted in favour of this increase in a referendum.

Time: 45–60 minutes

Skills: Reading, Speaking

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to activate students' general knowledge (in this case, about world capital cities). The activity could be extended by asking students which other capital cities they know (in neighbouring countries or elsewhere). It could also be a team game with points awarded for the most correct answers.

Key:

- | | |
|------|------|
| 1. d | 5. f |
| 2. h | 6. a |
| 3. e | 7. c |
| 4. g | 8. b |

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. Note that *hike* (used in the headline) is a journalistic word used to mean an *increase* in this use, and *win over* (also used in the headline) means *persuade people to support something*.

Key:

1. referendum
2. triple, tripled
3. soar
4. bold

5. turnout
6. polling station, polling stations
7. wealthy
8. tabloid, tabloids
9. myth
10. trend, trends

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 2, they may say, 'It's the opposite' or similar. Note that we say a 'low turnout' and not a 'small' one.

Key:

1. True
2. False. Large cars are more likely to kill people than small cars.
3. True
4. False. It was very low.
5. False. 40% of cars are SUVs.
6. True
7. False. It is against those efforts.
8. False. Paris may become the first capital city to do this.

4. Key language

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

Key:

1. of
2. over
3. into
4. from
5. against
6. on

- b. Students choose three phrases from task A and write personalised sentences with them. Remind them that by choosing the phrases they believe they can incorporate into their daily vocabulary, they'll enhance their learning experience.

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5. Discussion

- a. Allow students time to note down their ideas about each statement and encourage them to say why they agree or disagree with each one.

6. In your own words

- a. The task could also be done as homework. They can choose one type of vehicle or talk about the one they use the most and incorporate their personal experiences.
- b. Students present their reports to the class. If you have a large class, you can have them present in pairs or small groups and encourage them to ask questions and expand on their ideas when possible.