

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

Level 1: Elementary / Pre-Intermediate – Teacher's notes

Article summary: The article describes how Paris is planning to introduce higher charges for SUVs (sports utility vehicles) parking in the city and reports that the people in 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

- b. Have students complete the sentences individually using some of the key words in task A. You can elicit alternative examples with the same words or examples from words on the previous task that weren't included in this activity.

1. *triples*
2. *polling stations*
3. *charge*
4. *proposal*
5. *emissions*

3. Comprehension check

- a. Ask students to work individually to answer the questions and then compare their answers in pairs or small groups. The answers given are just examples. Students may say something different that is correct. For example, in #3, they may say, 'just over half'.

Key:

1. *tens of thousands*
2. *big cars*
3. *55%*
4. *40%*
5. *bigger*
6. *against it*
7. *He thinks it is discrimination.*
8. *She hopes other cities will follow the example of Paris.*

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. <i>d</i> | 5. <i>f</i> |
| 2. <i>h</i> | 6. <i>a</i> |
| 3. <i>e</i> | 7. <i>c</i> |
| 4. <i>g</i> | 8. <i>b</i> |

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. *Charge* and *payment* have very similar meanings but a *charge* only refers to the money you pay, whereas you can also receive a payment.

Key:

- | | |
|----------------------|---------------------------|
| 1. <i>referendum</i> | 6. <i>Emissions</i> |
| 2. <i>payment</i> | 7. <i>polling station</i> |
| 3. <i>triple</i> | 8. <i>tabloid</i> |
| 4. <i>lungs</i> | 9. <i>myth</i> |
| 5. <i>charge</i> | 10. <i>proposal</i> |

4. Key language

- a. Ask students to compare their answers in pairs. Then, ask them to check their answers in the text.

Key:

1. *clean air*
2. *polling station*
3. *luxury car*
4. *automobile industry*
5. *speed limit*
6. *civil liberties*

- 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.

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

Level 1: Elementary / Pre-Intermediate – Teacher's notes

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 so they can talk about 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.