

Getting around

Warm up

- Draw a simple picture of a car on the board (or ask one of your students to draw it). Write the following words in a circle around the picture: *bonnet, windscreen, headlights, mirror, boot, number plate*, etc. Then ask students to come out and label the picture with the words.
OR
- Ask students to look at a picture dictionary, if available, at the page showing the interior of a car, with the parts and features labelled. Put students in pairs, sitting side by side, like a driver and passenger. Ask those who can drive to 'teach' their partner step-by-step how to start the car and move off into the traffic.
OR
- Divide the class into two discussion groups; for larger classes, have an equal number of A and B groups. Group A has to think of as many reasons as possible for owning a car yourself. Group B has to think of as many reasons as possible for not owning a car yourself. One person in each group takes notes. After the discussion, one person from each group (probably the note taker) reads out their group's reasons.
AND
- Hand out the photocopies of the driving questionnaire on page 141. Students interview each other in pairs using the questionnaire and write down their partner's answers. Form new pairs or groups of four for a reporting back phase. Write on the board some phrases for making comparisons:
Marco drives once or twice a week whereas I never drive. Sema's family have a BMW whereas I drive a Nissan. I came to school on foot this morning, and so did Alejandro.
However, the main aim of this phase is to prompt 'free' discussion on the merits and demerits of different forms of transport and makes and models of car.

Main activities

Students can do these activities in pairs or small groups.

- 1** Give out the activity sheets. Students read the initial sentences and then the extracts and match them.

Answers
1 C 2 D 3 A 4 B

- 2** After students have answered the questions, you may want to discuss the differences in style and purpose of the extracts.

Answers
1 3 2, 2, 4 3 1 4, 2, 4 5 3 6 1

- 3**
Answers
1 C 2 B 3 D 4 A

Follow up

Ask students to write either a letter to a newspaper about the transport problems in their area or to describe in detail a journey they make regularly, for example from home to school or work. They should write about 100 words and draw on their own experience and opinions. More confident students may like to try the letter, which requires a more controlled and formal style of language.

Getting around



1 Read extracts 1–4, which are all about different aspects of transport.

Which of sentences A–D is the first sentence of each extract? Write a letter in the box.

- A** My feeling is that you shouldn't spend your savings on a car right now, even if it is a bargain – and without seeing it, I can't be sure.
- B** Driving is an essential life skill that most of us want to learn as soon as we can.
- C** I strongly disagree with your correspondent who wrote that it's impossible to live without a car nowadays.
- D** The Rondo Circa 3000 is a wonderful example of stylish motoring.

1

My family and I live in Green Lea, 10 kilometres outside the city, and we work, go to and from school, shop and enjoy our leisure all without owning a car. We go by bicycle or we use the City Link bus service, which, though rather expensive, is at least regular and reliable. The children never complain about walking to friends' houses or to their various clubs and activities; what does annoy them, however, is the amount of traffic on local roads, which can make cycling unpleasant, and even dangerous.

2

It handles like a dream, whether you are driving in city traffic, on narrow country roads, or in the fast lane of a high-speed motorway. On longer journeys the supersoft upholstery and state-of-the-art climate control will guarantee you a comfortable ride. And you can feel secure knowing that everything has been designed for maximum safety. What's more, we have six choices of engine and eight new colours to choose from. No wonder it was selected as Car of the Year by 50 of the top motoring journalists in Europe!

3

How many other students at college run a car? I'm sure that most of them couldn't afford it. It's one thing to buy a car, Jan, but remember you've then got to tax it and insure it, not to mention the running costs (and the price of petrol is going up again soon, I've

heard). I think you'd be much better off keeping your money in the bank and perhaps when you graduate in two years' time I can let you have my Fiat, which is in good condition, and a reliable little car. Anyway, we can discuss it when I see you at the end of the month ...

4

At Tootle School of Motoring we offer first class tuition by highly experienced instructors at a price you can afford. Whether you are a beginner who has never sat behind the wheel of a car before, or a practised learner driver preparing to take your test again, Tootle will provide both the expert advice and the sympathetic support you need. You can book individual lessons at times convenient to you, or you can take advantage of a special 10% discount on our one-week intensive driving courses (offer ends 12th April).

2 The extracts are written in different styles, for different purposes, with different readers in mind.

- 1 Which extract is from a personal letter?
- 2 Which extracts are advertising something?
- 3 Which extract disagrees with someone else's opinion?
- 4 Which extracts contain practical information?
- 5 Which extract contains advice?
- 6 Which extract describes a transport problem?

3 Read the four extracts again and answer the questions. Choose A, B, C or D.

- 1 What are the writer's children unhappy about?
 - A the dangers of walking home alone
 - B the efficiency of the bus service
 - C the conditions for cyclists
 - D the distance from Green Lea to the city
- 2 According to the extract, the Rondo Circa 3000
 - A is good in all kinds of weather.
 - B is nice and easy to drive.
 - C is more colourful than other cars.
 - D is safer on long journeys.
- 3 What does Jan want to do?
 - A borrow some money to buy a car
 - B buy her mother's Fiat
 - C sell her car when she graduates
 - D buy a car now
- 4 There is a 10% discount for customers who
 - A take an intensive driving course.
 - B book one lesson at a time.
 - C take their driving test on April 12th.
 - D pay within one week.

EXAM PART
Reading Part 4

EXAM SKILLS
Answering multiple-choice questions

TOPIC
Transport; driving

TIME
40 minutes

KEY LANGUAGE
Styles of writing

Vocabulary of cars and motoring

PREPARATION
One photocopy of the activity page for each student

Optional: One photocopy for each student of the driving questionnaire for the Warm up (page 141)