

Activity 8: Reducing car use (CEFR B2)

Level:
CEFR B2

Time:
45 minutes

Resources:
✓ Handout

Aims:

- ✓ To develop skills and knowledge in speaking and listening at Level 1
- ✓ To explore vocabulary connected to L1 topics
- ✓ To develop students' ability to take part in a discussion in the context of reducing car use in the locality
- ✓ To practise giving views and opinions, responding to views and opinions, asking for confirmation and interrupting

Exam task focus: Component 2 Task 4

Procedure:

Reducing car use

1. Tell students (SS) they have one minute to write down as many modes of transport as possible. Find out who has the largest list. Distribute handout. Ask them to name the modes of transport on the handout and then think about how often they use each one, in activity 1a. Conduct whole class feedback on the modes of transport. Highlight the difference between a motorbike and scooter and contrast this with scooters children (and some adults now use).
Answers:
1 bus, 2 (overland) train, 3 bicycle, 4 motor bike, 5 walking, 6 underground train / metro, 7 car, 8 scooter, 9 taxi
2. Put SS in small groups to compare their responses. Conduct whole class feedback to find out what mode is most widely used. Ask them why? Find out how many people have cars and explore why. Focus on the fact that there is a lot of concern about pollution from cars at the moment and explain that this is the focus of the lesson.
3. Tell SS that they are going to work in pairs to discuss the reduction of car use. Ask them to choose whether they want to be A or B in activity 2a. Give them a few minutes to make notes on what they want to say about their topic. Monitor to give them ideas if they are stuck.
4. Explain that they are going to talk to their partner about their topic however their partner is going to interrupt them as they are speaking and ask for clarification in activity 2b.
5. Focus attention on the language in the Language Box. Clarify this by focusing on use, pronunciation and form. Ensure there is some focus on register and when it is appropriate to interrupt. Focus attention on the response to being interrupted i.e. sure, no problem etc but also the fact that the response to Do /Would you mind is 'no, (not at all)'.

6. Conduct whole class feedback and ask students whether they felt the interruptions were done appropriately.
7. Ask SS to read through the discussion task. Focus on the fact that they need to begin with brainstorming ideas but must come to a conclusion by the end of the discussion. Highlight the fact that it is important that everyone participates. Focus attention back on the language in the Language Box.
8. Put SS into pairs. Tell them they have 10 minutes to complete the discussion and emphasise the fact that by the end of the discussion they should have decided on 2 or 3 options, in activity 3a/b. Encourage them to use the language in the Language Box. Monitor whilst they are doing the activity (but don't intervene) and take notes for some delayed feedback.
9. Conduct whole class feedback on the content of the discussion – ask them what options they considered and why and what they decided to do in the end. Some possible options for reducing car use include improved bus services, cycling, car-pooling, bike sharing schemes, better bicycle lanes and loans to buy bicycles. Follow this with some delayed feedback on language.
10. Ask students to look at activity 3c, the questions reflecting on their contributions to the discussion and ask them what they feel they need further practice in.
11. Focus students' attention on the exam box at the bottom of the handout to explain how the lesson has helped to prepare them for Task 4 of the Trinity Level 1 Skills for Life Speaking exam.

Handout Activity: Reducing car use

Activity 1: Getting around

a Name the modes of transport.

How often do you use each one?

Do you use different forms of transport for different purposes e.g. to get to college, to take children to school, to go shopping? Explain your choice of transport.

	Mode of transport	How often do you use it? a most of the time b sometimes c from time to time d never
1		
2		
3		
4		
5		
6		
7		
8		
9		

Activity 2: Alternatives to driving

Cars give people a sense of freedom, but they are also a major cause of global warming. We should therefore all play our part in reducing car use.

Work in pairs (A & B).

A – You are going to tell your partner why everyone needs to reduce car use.

B – You are going to suggest alternatives to driving.

a Make some notes about what you are going to say on the clipboard.



Language Box: Interrupting and asking for confirmation

Interrupting (semi-formal)

Could I just stop you for a moment?
Sorry to interrupt but can I just ask / say something?
Do / would you mind if I add something here?

Interrupting (informal)

Can I say something?
Can I just butt in for a minute?
Could I just jump in there?

Asking for confirmation

Are you sure ...?
Do you mean ...?
So you think ...?
Could I just check something? You think ...?

b Take it in turns to talk about your subject but be prepared for interruptions!

Your partner will interrupt you while you are speaking and will ask you for confirmation on what you are saying.

Activity 3: What can we all do?

a Read the task below.

Your local council wants to encourage people to use their cars less. Talk about the best ways to do this. Agree on the best suggestions you can make to the local council. You have up to 10 minutes to complete the discussion.

You must ensure that you both have equal opportunities to speak. In addition to giving your own views, ask the other person in the group what they think. Practise interrupting politely and asking for confirmation on the points they make.

b Take part in the discussion.

c Answer the questions.

What do you think you did well in the discussion?

What do you need to get better at?

How can you do this?

Exam Hint

In task 4 of the Level 1 Skills for Life exam, you will take part in a discussion with another person. You will need to demonstrate that you are able to contribute constructively to a discussion.

You will also need to demonstrate that you can understand and use specific communicative functions such as *giving views and opinions, responding to views and opinions, asking for confirmation and interrupting*. You have practised doing this in this lesson.