

# Driving

## Topic

Driving and attitudes towards cars in city centres

## Aims

- To review and learn vocabulary related to cars and driving
- To practise speaking and giving opinions
- To develop reading skills
- To practise giving directions

## Age group

14 - adult

## Level

B1 +

## Time

60 minutes

## Materials

1. Driving student worksheet
2. Internet links: <https://www.tfl.gov.uk/modes/driving/congestion-charge> official London Congestion Charge site  
[http://www.foe.co.uk/resource/transport\\_37943-](http://www.foe.co.uk/resource/transport_37943-) Friends of the Earth transport page  
<http://www.rac.co.uk/forum/forumdisplay.php?2-Learning-To-Drive> RAC learner driver's forum

## Introduction

This lesson introduces the topic of driving and ties in with the problem of traffic congestion in city centres. There are opportunities for students to talk about driving and compare the differences between the UK and their country in the process of learning to drive.

A reading text provides information about the congestion charge scheme in place in central London and students have an opportunity to partake in a role play debate considering the option of banning cars from the centre of London.

## Procedure

### 1. Pictionary

This is a fun way to introduce a new group of words. The students might need help with some of the words to begin with – you could ask them to look up all the words before you begin.

You can add a competitive element to the game by dividing the class into two teams and cutting up the words on the table. Draw a line down the middle of the board and invite one member from each team to come up and draw the word on the board. Show them both the same word on the cut up slip. The ‘artists’ must not speak or mime! The team members guess the words and the first team to guess correctly wins a point. Change the ‘artist’ for each new round. If you do this as a competition, demonstrate first by drawing an object on the board and inviting your students to guess the word. Emphasise that they must not speak or write any words.

At the end, ask students what they think the lesson is going to look at. (Answer: driving!)

Here are some examples of words you can use:

Car	Driver	Seatbelt
Steering wheel	Car park	Driving license
Roundabout	Traffic lights	Wheels
Driving test	Car crash	Traffic jam
Motorway	Traffic warden	Public transport

### 2. Task 1 – Think about driving

These questions are to get the group thinking about the lesson topic. If you have a reasonably small group you can ask the questions. Students may well be interested in the differences between driving in the UK and in their country and you could encourage discussion on the differences. The fact that we drive on the left often causes bemusement. Offer your (or your friends and family’s) experiences of learning to drive.

(17 is the legal UK driving age, there is a theory and a practical test and an hours driving tuition now costs around £25 – 29)

### 3. Task 2 – Driving survey

This activity is to find out about your students; whether or not they drive, and their attitudes to cars. Depending on the age of your students and whether you are in a big city or a rural area some questions will vary a lot. Therefore encourage your students to write questions that will work for your group. Brainstorm ideas together and offer

examples. Higher level groups should be encouraged to write questions which will be more challenging. When you are confident that your students have five suitable questions each they can begin to do the survey with classmates and mark the responses in the table.

When you have given the students a set time to finish the survey they can give feedback on their results to the whole group.

**4. Task 3- Too many cars?**

This activity will bring out the students' views on traffic problems, congestion and public transport. You could use the questions as a whole group discussion or put the students into small groups or pairs to discuss the issues. Ask for feedback at the end.

**5. Task 4 – London Congestion charges**

In 2003 the mayor of London, Ken Livingstone, introduced Congestion Charges for drivers to bring their cars into the centre (Zone One on an underground map) of London. If you have any pictures of London you could bring them in to introduce the topic.

Students read the text and complete the gaps with the missing numbers. You may find that some of the class have problems saying the numbers correctly, so you may decide to spend some time on this before they read the text and complete the activity. Check the answers.

*Answers: (a) 11,50, (b) 8.5, (c) 7, (d) 6.00, (e) 15, (f) 130, (g) 60*

Students can then discuss the questions below the text in pairs.

**6. Task 5 – London traffic role play**

This is a debate style role play which could be used for high levels and would follow on from task 4. Students will need the background knowledge of the congestion charging in place in central London. Give each student a role and make sure you give them some time to prepare their character. You may need to offer a lot of support to help them 'get into' their roles before the debate begins. If you feel it is necessary, explain a little about Friends of the Earth and ask students if they know of any similar organisations in their country. Be sensitive to shy students but you may find they speak more behind the guise of a fictional character!

You could create different character cards and apply the situation of a car ban to the city you are working in to make it more personal for your students.

**7. Task 6 – Lost in the city**

Students need a map or town plan and a counter (a coin or paper clip will do). If you have a map of the place you are working in you could photo copy it for your class. Alternatively print maps off the internet. Put students in to pairs or small groups and give them each a copy of the map. Tell them you are going to give some directions and they are going to follow them. Give a starting point and ask them to place their counters on it. Give the directions according to the level. With very low levels use your hands to point left or right and make sure the new language is written on the board and practised before students have a go at giving the directions. For higher levels you can use much more complex language and give the directions faster. If you did the Pictionary task with the group, try to incorporate some of the vocabulary, such as traffic lights and roundabout, into the text so that students are exposed to it again in a natural way.

When you have finished giving the directions, ask students where they are on the map. Check understanding by monitoring where they have ended up on the map.

Put students in pairs facing each other with their maps on the table and get them to put a barrier (a folder or a book) between the two maps. Number the students in each pair 1 and 2. Give student 1 the instructions . E.g. "Give directions from the Hotel Royale to the cathedral" This way you could add in an element of competition by giving the first pair to achieve the task a point. Then change and give the Bs two points on the map to direct their partners to.

**Contributed by**

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