**Reading Lesson 1**

**Description**

The topic of this lesson is driving and the rules of the road. It looks at the language of rules and regulations, including modals and related vocabulary. It gives learners a practice example of a multiple-choice Reading task based on a short text, which is part of the Linguaskill General Reading test.

**Teacher’s Notes**

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| **Aims of the lesson** | * to present and practise the language of obligation, permission and prohibition
* to raise awareness of the requirements of multiple-choice reading tasks with a short text
* to develop techniques and strategies for this task type based on practice of a sample task
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| **Time required** | * 45 minutes
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| **Level** | * Suitable for B1 level and above
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| **Materials required** | * Student’s Worksheets 1–3 (one copy for each learner)
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**Procedure**

1. Explain that the lesson will focus on language used in rules and regulations and on practice of a multiple-choice short Reading task from the Linguaskill Reading test.
2. Introduce the topic of driving, perhaps by showing a visual of a busy road. Ask whether learners can drive and whether they enjoy driving.
3. Elicit key vocabulary connected with car drivers: seat belts, speed limit, clean the car, road signs, mobile phones, overtake, alcohol, headlights. Ask learners to say something about one or two of these things. Give an example to get them started, i.e. drivers must wear seat belts. Stop when you have three or four suggestions.
4. Give learners **Student’s Worksheet 1** and ask them to complete the sentences in **Exercise 1** so that they give correct information for drivers. Ask learners to check with a partner and then discuss responses with the whole group. Write the completed sentences on the board. Accept answers which are not modals (i.e. *aren’t allowed to*), but list these on another part of the board for a later stage. If learners give *should* or *shouldn’t* as an answer, concept-check the meaning, i.e. *Do drivers have a choice about this? Is it a rule?* – and elicit *must/have to* or *mustn’t* as an alternative.

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| **Key**Drivers must/have to wear seat belts. (not should)Drivers mustn’t/must not go faster than the speed limit.Drivers needn’t/don’t have to/can clean their car every week.Drivers must/have to do what the road signs tell them.Drivers mustn’t use a mobile phone while they are driving. (not shouldn’t)Drivers can overtake another car if it is safe.Drivers needn’t/don’t have to overtake another car if they don’t want to.Drivers mustn’t/must not drink too much alcohol.Drivers needn’t/don’t have to have their headlights on during the day. |

1. Ask learners to look at **Student’s Worksheet 1 Exercise 2**. Explain that they need to add the sentences from **Exercise 1** to the table, based on the function of the expression. Model one example with the learners first.

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| **Key****“Do it”**Drivers must/have to wear seat belts.Drivers must/have to do what the road signs tell them.**“Don’t do it”**Drivers mustn’t/must not drive faster than the speed limit.Drivers mustn’t use a mobile phone while they are driving.Drivers mustn’t/must not drink too much alcohol.**“You choose”**Drivers needn’t/don’t have to/can clean their car every week.Drivers can overtake another car if it is safe.Drivers needn’t/don’t have to overtake another car if they don’t want to.Drivers needn’t/don’t have to have their headlights on during the day. |

1. Check answers to the task and check understanding of the modal forms for obligation, prohibition and permission. Make sure learners are aware of the contrasting meanings of the negative forms of ‘must’ and ‘have to’.
2. Ask learners to look at **Exercise 3** on **Student’s Worksheet 1** and work with a partner to make sentences like those in **Exercise 1**. Check responses with the whole class.

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| **Key**Drivers must stop at a red traffic light.Drivers don’t have to/needn’t/can start driving at the age of 25.Drivers mustn’t drive alone without a licence.Drivers must/have to have regular eyesight checks.Drivers don’t have to/needn’t/can learn how to repair a car. |

1. Ask learners to suggest other ways of expressing the same functions (some suggestions may already have been made at Stage 4), i.e. *[not] allowed to.*
2. Give learners **Student’s Worksheet 2** and ask them to use the given words to complete the sentences. Explain that more than one option may be possible for some sentences.

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| **Key**1. Driving without a seat belt is not permitted/allowed.
2. It is forbidden to drive faster than the speed limit.
3. It’s up to drivers to decide how often they clean their car.
4. Drivers are obliged to do what the road signs tell them.
5. Using a mobile phone while driving is banned/forbidden/prohibited.
6. Overtaking another car is allowed/permitted if it is safe.
7. Drinking too much alcohol before driving a car is forbidden/banned/prohibited.
8. There’s no obligation for drivers to have their headlights on during the day.
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1. Check responses as a group. Accept all possible answers and concept-check answers by asking learners if the expression is telling the driver “Do it”, “Don’t do it” or “You choose”.
2. Give learners **Student’s Worksheet 3**. Explain that this is an example of a short multiple-choice reading task, which is one of the reading tasks in the Linguaskill Reading test. The task will have a graphic of some kind (i.e. notice, message, sign, etc.), with three options to explain the message given by the graphic. Highlight the use of ‘is not allowed’ in the graphic, then ask learners to complete the task. Check the answer with the class [**Key** – C] and discuss why the other options are not correct [**Key** – A does not focus on parking; B mentions a car park which is closed, but the sign refers to on-street parking].
3. Elicit other ways of expressing the same information given in the graphic, using language from the activities above, i.e. *drivers are not permitted to park on the east side of Bank Street*.
4. To finish the lesson, you could put learners in small groups and ask them to suggest new rules and regulations for driving they think should be introduced and whether there are any rules they think are not necessary.

**Student’s Worksheet 1**

**Exercise 1**

**Complete these sentences so that they are true for drivers in your country.**

* Drivers \_\_\_\_\_\_\_\_\_\_\_\_ wear seat belts.
* Drivers \_\_\_\_\_\_\_\_\_\_\_\_ drive faster than the speed limit.
* Drivers \_\_\_\_\_\_\_\_\_\_\_ clean their car every week.
* Drivers \_\_\_\_\_\_\_\_\_\_\_ do what the road signs tell them.
* Drivers \_\_\_\_\_\_\_\_\_\_\_ use a mobile phone while they are driving.
* Drivers \_\_\_\_\_\_\_\_\_\_\_ overtake another car if it is safe.
* Drivers \_\_\_\_\_\_\_\_\_\_\_ overtake another car if they don’t want to.
* Drivers \_\_\_\_\_\_\_\_\_\_\_\_ drink too much alcohol.
* Drivers \_\_\_\_\_\_\_\_\_\_\_ have their headlights on during the day.

**Exercise 2**

**Complete the table below using the sentences from Part 1.**

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| **“Do it”** | **“Don’t do it”** | **“You choose”** |
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**Exercise 3**

**Use the modals from the exercises above to make sentences which give drivers more information.**

* stop at a red traffic light
* start driving at the age of 25
* drive alone without a licence
* have regular eyesight checks
* learn how to repair a car

**Student’s Worksheet 2**

**Use the words in the box to complete the sentences.**

1. Driving without a seat belt is not \_\_\_\_\_\_\_\_\_\_\_\_.
2. It is \_\_\_\_\_\_\_\_\_ to drive faster than the speed limit.
3. It’s \_\_\_\_\_\_ to drivers to decide how often they clean their car.
4. Drivers are \_\_\_\_\_\_\_\_\_\_ to do what the road signs tell them.
5. Using a mobile phone while driving is \_\_\_\_\_\_\_\_\_\_.
6. Overtaking another car is \_\_\_\_\_\_\_\_ if it is safe.
7. Drinking too much alcohol before driving a car is \_\_\_\_\_\_\_\_.
8. There’s no \_\_\_\_\_\_\_\_ for drivers to have their headlights on during the day.

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| *allowed up prohibited permitted* *obliged forbidden obligation banned* |

**Student’s Worksheet 3**

**For this question, choose the correct answer.**

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| **Parking on the east side of Bank Street is not allowed until work is complete.** | **A** | Avoid Bank Street while building work takes place. |
| **B** | The car park on Bank Street is closed for building work. |
| **C** | There are fewer parking places on Bank Street during building work. |