

This section presents three stand-alone language learning activities related to the theme of motorcycles. Each activity is designed for students at the proficiency level indicated.

Motor + cycle

Level: Upper Beginner

Time required: 45–60 minutes

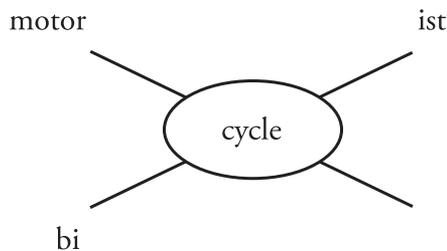
Goals: To familiarize students with prefixes and suffixes; to help students learn how to create words using the root word *cycle*

Preparation: Draw a blank graphic organizer (see Step 2) and a blank chart (see Step 3) on the board; create “word” cards for *motor*, *uni*, *bi*, *tri*, and *ist* (this can be done on scrap paper). You might also want to create a worksheet for Step 7.

Procedures:

1. Write *motorcycle* on the board. Ask questions such as “What is a motorcycle used for?” and “What does a motorcycle look like?”
2. Write *motor + cycle = motorcycle* on the board. Explain that the words *motor* and *cycle* come together to form the word *motorcycle*.

Write _____ + *cycle* = ? and *cycle* + _____ = ? on the board. Point to the blanks and ask students if they know other words that contain *cycle*. Add their suggestions to the graphic organizer:



Make sure to include *motor*, *uni*, *bi*, *tri*, and *ist*.

3. Draw the chart below on the board and have students copy it into their notebooks.

Word Beginning	Word Ending	Meaning

4. Ask students to fill in the first two columns using the content from the graphic organizer.
5. Write the meanings on the board (in random order) and have students write them in the correct spaces in the chart they have drawn in their notebooks.

Meanings:

- the part of the machine that makes it move (*motor*)
- one (*uni*)
- two (*bi*)
- three (*tri*)
- a person who performs an action (*ist*)

6. Ask for volunteers to share their answers and fill in the chart on the board. Check and review as necessary.

7. Write the following exercise on the board and have students copy and complete it in their notebooks. (If you prefer, you can create a worksheet to pass out to students.)

1. *motor* + _____ =
a vehicle with two wheels and a motor

2. _____ + *cycle* =
a vehicle with two wheels and no motor
3. _____ + *cycle* =
a vehicle with three wheels and no motor
4. *cycle* + _____ =
a person who cycles
5. _____ + _____ =
a vehicle with one wheel and no motor
6. _____ + _____ + *ist* =
a person who rides a motorcycle
7. *bi* + _____ + _____ =
a person who rides a bicycle
8. _____ + _____ + _____ =
a person who rides a unicycle
9. _____ + _____ + _____ =
a person who rides a tricycle

8. Tell students to remove the “e” in *cycle* before adding the suffix *ist*.

cycle + *ist* → *cyclist*

9. Review answers with students by calling on volunteers to share their answers and having them write the correct answers on the board. (Answers: 1. *motorcycle*; 2. *bicycle*; 3. *tricycle*; 4. *cyclist*; 5. *unicycle*; 6. *motorcyclist*; 7. *bicyclist*; 8. *unicyclist*; 9. *tricyclist*)

10. Put students in groups of 6. In each group, have 1 student stand in the middle of the circle and the other 5 stand around that person.

11. Tell the person in the middle that his or her word is *cycle*. Give each of the other 5 students one of these cards:

motor	uni	bi	tri	ist
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12. Tell students that when you say “Go,” they should walk in a circle around the student in the middle, who should stand still, eyes closed.

13. When you say “Stop,” the student in the middle looks at and points to the person in front of him or her. The student being pointed to looks

at his or her card and describes what the word would mean when combined with *cycle*—but does not say the word. For example, a student who has *tri* might say “a vehicle that has three wheels and no motor” to describe *tricycle*.

14. The student in the middle tries to guess the word being described. A correct guess means the student switches places with the person who gave the clue. If the student guesses incorrectly, that student stays in the middle.

15. Continue for 5 to 10 minutes or until you feel students are thoroughly familiar with the words and meanings.

Extension

Have students complete the activity with other groups of words that take on different meanings when prefixes or suffixes are added or changed, or when they are combined with other words. For example, you could do this activity with *mail* to create *email*, *airmail*, and *mailbox* or with *eye* to create compound words like *eyeball*, *eyesight*, *eyeglasses*, and *eyebrow*. You can also use this activity when teaching comparatives, superlatives, and adverbs such as *happy*, *happier*, *happiest*, and *happily*.

Faster, Faster!

Level: Intermediate

Time required: 45–60 minutes

Goals: To familiarize students with modes of transportation; to give students the opportunity to discuss and compare modes of transportation and to practice using comparative adjectives

Preparation: Draw a blank Transportation graphic organizer (see page 50) on the board.

Procedures:

1. As a class, have students brainstorm a list of modes of transportation that people use to get to school or work. Have students list as many as possible. Then select 6 or 8 of the most common. Examples include motorcycle, car, bus, subway, bicycle, and walking (or “on foot”). Try to have an even number, and feel free to include modes that are relevant in your local context, such as boat, rickshaw/pedicab, truck, and skateboard.
2. Expand the Transportation graphic organizer to include each mode of transportation you have selected.
3. As a class, discuss the advantages and disadvantages of using one of the modes of transportation. Fill in one section of the graphic organizer, as in this example:

Motorcycle	
Advantages	Disadvantages
fast	expensive
convenient	often needs repairs
easy to park	riders get wet in the rain

Have students work in pairs to draw the graphic organizer and make a list of the advantages and disadvantages of each mode of transportation. Be sure to tell students to

try to think of more than three advantages and disadvantages for each mode of transportation. In fact, you might want to provide additional space in the graphic organizer so that students don’t feel they are limited to only three advantages and disadvantages for each mode.

5. Have pairs share some of the advantages and disadvantages with the class and write them on the board in the graphic organizer.
6. Take a few moments to review comparative adjectives. Ask students, “Is a motorcycle safer than a car? ... Is a motorcycle more environmentally friendly than a car?” As a class, list terms that can be used to compare two modes of transportation using a variety of categories (e.g., safety, speed, cost, convenience, and environmental impact; you and your students might be able to think of others). Here are examples of relevant comparative adjectives:
 - *safer than, more dangerous than, less dangerous than*
 - *more environmentally friendly than*
 - *faster than, slower than*
 - *more expensive than, less expensive than, cheaper than*
7. As a class, compare two modes of transportation based on the categories you’ve chosen. Make sure you include reasons and examples to support the comparison. Encourage students to share their ideas. You might want to read the “Comparisons” list to the class.

Comparisons

- Buses are safer than cars. Cars are in more accidents than buses.
- Buses are better for the environment than cars; many people can ride on one bus, and one bus uses less gasoline than a lot of cars do.

- Cars are more convenient than buses because you have to wait for buses.
- Traveling by car is faster than traveling by bus. Buses make many stops; when you drive a car, you can go directly to your destination.

8. Tell students they will represent one mode of transportation and have mini-debates. In preparation, put students in groups of 3 to 5 and assign each group one mode of transportation. (You can write each mode on a slip of paper and have each group pick one of the slips.) Have each group brainstorm a list comparing its mode of transportation to the other modes. Students may write down their comparisons.

9. Once students have finished brainstorming, ask for one student volunteer. You and the student volunteer should stand at the front of the room and compare two modes of transportation. Set a time limit of 1 minute (you can have a student be the timekeeper).

If you are representing motorcycles and the student volunteer is representing buses, the start of a mini-debate might go like this:

Teacher: Motorcycles are more convenient than buses. Sometimes you have to wait a long time for a bus. But if you have a motorcycle, you can go where you need to go right away.

Student: That is true. But buses are more environmentally friendly than motorcycles. Many people can ride on a bus at one time, so one bus will use less gasoline and create less pollution than a lot of people riding motorcycles.

[Continue until time runs out.]

10. Tell the class that after each mini-debate, each group will vote on who had the better argument.

11. Scramble the groups: Put students in new groups with one person representing each mode of transportation. Have the groups stand in circles.

(If space is limited, have students sit at their desks in groups or go outside—since the topic is transportation, maybe you can hold the mini-debates in a parking lot!)

12. Call out two modes of transportation. The two people representing those modes of transportation should move to the middle of the circle, while the rest of the group remains standing around them. Set a time limit of 1 minute, say “Go,” and start timing. The two students should take turns making comparisons about the two modes of transportation, trying to make a better argument for their mode of transportation. Once the time runs out, say “Stop.”

13. Have the rest of the group vote on the better mode of transportation (based on the debate). Determine a winner in each group and keep track of the group winners on the board. The tally might look something like this:

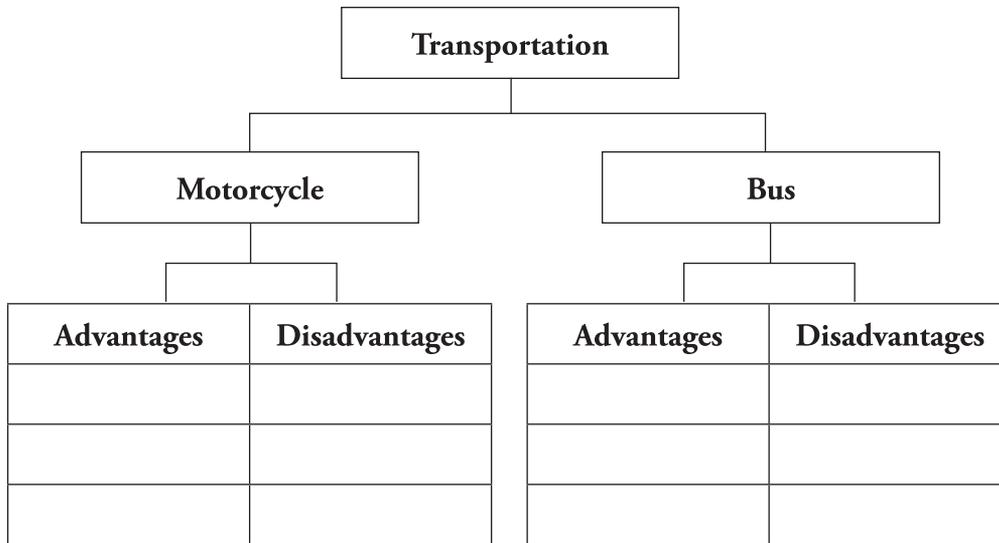
motorcycle	III	vs.	bus	IIII
bus	II	vs.	car	IIII

14. Make a final tally at the end to see which mode of transportation had the most winners.

Extension

Now that the students have listened to and participated in a series of mini-debates, have them choose the mode of transportation that they think is the best and write a short newspaper article or advertisement encouraging citizens to use that mode of transportation.

Classroom Activities



Transportation graphic organizer

Route 66: America's Most Famous Highway

Level: Upper Intermediate/Advanced

Time required: 75–90 minutes (may take 2 class periods)

Goals: To familiarize students with famous routes around the world; to allow students to practice creating itineraries

Optional materials: tape, maps, photos, itineraries

Preparation: Create a list of well-known journeys or travel routes (including some that your students are familiar with).

Procedures:

1. Ask students to think about one place they have traveled to and how they got there. Have students discuss in pairs for about a minute. Select a few volunteers to share their experiences.

2. As a class, brainstorm a list of famous journeys/routes. You may want to select examples that are known to your students. Create a list on the board. Have students (try to) include the location

of the journey/route. Keep this list on the board and possibly add to it throughout the activity.

Journey/Route	Location	Transportation
Trans-Siberian Railroad	Russia	by train
The Amazon River	South America (primarily Peru, Colombia, and Brazil)	by boat
Mount Everest	Nepal	on foot (hiking, trekking, climbing)
The Pan-American Highway	North America (between Alaska and Argentina)	by car
The Sahara Desert	North Africa	by camel caravan

Other examples include Camino de Santiago, the Appalachian Trail, and the Inca Trail.

3. As a class, in the right-hand column, list the ways people travel on these famous journeys.
4. Add “Route 66” to the list in the left-hand column. Ask students if they know where Route 66 is. Give them a minute or so to guess. If they don’t guess the correct answer, tell students that Route 66 is in the United States.
5. In pairs, have students guess these three things about Route 66:
 - a. What it is (a river, a trail, etc.)
 - b. How long it is
 - c. What the “nickname” of the route is

Even if students don’t know the answers, making guesses could increase their motivation and focus in the listening task that follows.

6. Read “Route 66” to students, having them listen for and write the correct answers next to their predictions. (You could also have a student read the passage to the class or make copies and have students read to themselves.)

Route 66

Route 66 is one of the most famous highways in the United States. Originally, in the 1930s, Route 66 was the route used to explore the western part of the United States, where relatively few people lived at the time. This highway is about 2,450 miles (3,940 km) long and runs between Chicago, Illinois, and Santa Monica, California, passing through eight states. Now, larger and faster roads have been built, leaving Route 66 a historic road that has inspired television shows, songs, and many journeys. Many of those journeys have been on motorcycles.

Motorcyclists from all over the world ride the entire length of Route 66. Along the way, tourist attractions such as restaurants, hotels, monuments, and road signs are an important part of the journey. Getting ready for the journey can take a lot of preparation. That is why

many organizations have been created for motorcyclists who would like to ride what is known as “the Mother Road” or “the Main Street of America,” Route 66.

7. You may need to read the passage more than once. Have students share their predictions; check comprehension by asking for correct answers.
8. Give students, working in pairs, 2 minutes to create a quick list of things that people have to prepare and plan for when they take a multiple-day motorcycle journey. Examples include the route, distance to travel each day, attractions to see, lodging, packing list (clothes, food, etc.), when to travel (based on weather), and whom to travel with. Your students might be able to think of more examples. If you want, you can create a 2-minute competition to see which pair can think of the most things that people would need to plan for and prepare.
9. Once students have finished, create a list on the board of their ideas.
10. Let students know they will be creating a journey for tourists traveling by motorcycle in your country. Students can choose a route that goes across the entire country or a shorter route around your town or region.
11. Put students in groups of about 6. Give each group 5 minutes to choose a route.
12. Within each group, have students work in pairs. Pair 1 will create a packing list for tourists (remind students that you must pack lightly when traveling by motorcycle). Pair 2 will create the route map, consider how many days it will take to complete the journey, and decide where the travelers should stop each night. Pair 3 will create a list of tourist attractions (such as famous landmarks, nice cities or towns, natural sites, or well-known restaurants) that travelers should see or visit along the way. Give students about 10 minutes to complete this task.
13. Have the group discuss what each pair has come up with. Students may need to make adjustments. For example, Pair 3 might suggest stopping at a river where many people swim, so Pair 1 should add a bathing suit to the packing list.

Classroom Activities

14. Each group should work together to create a travel plan or “itinerary” for tourists. The itinerary should begin with a name of the trip and a brief overview. Next, the group should include the packing list. Finally, the group should write a brief description of each day that includes the distance tourists will travel, what attractions they will see, any other recommendations, and the lodging for that night. Tell students they will use this information in a 3-minute presentation to the class. Give students 15 minutes to prepare their presentations. (Keep the time relatively short so that students remain focused.)

15. Have each group present its trip to the class. First, have the group share the name of the trip. Give the rest of the class 1 minute (in pairs) to make predictions about their classmates’ itinerary, based on the name of the trip. Ask for a few volunteers to share their predictions. Then have the group present its travel itinerary. The time limit is 3 minutes, so groups must focus on the highlights. After the presentation, the class can ask questions and share any correct predictions. The amount of time available for questions will depend on the number of groups in the class. (*Note:* If you have a very large class, divide the class and have groups present to other groups rather than to the entire class.)

Extension

Ask groups to post their itineraries around the classroom. Have students walk around the room, looking at each itinerary, selecting the journey they would most like to take, and writing down or remembering the name. As students are circulating, create a list on the board of all of the journeys created. Once students have finished circulating, read the name of each journey and have students raise their hands when they hear the name of the journey they selected. (If you want to do this anonymously, have students put their heads down on their desks or close their eyes and raise their hands. You could also have students walk up to the board after they’ve made their selection, put a check next to their selection, and tally them up at the end.) Ask a few students to share what they found most interesting about their classmates’ itineraries.

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