

## Sports Cars – Teacher's Notes

### INTRODUCTION: Discussion

*Grammar focus: In these discussion points, students will have plenty of opportunity to use the 2<sup>nd</sup> Conditional as well as Comparative and Superlative forms*

*In a class situation this discussion can be done in pairs or small groups, with a sharing/comparing of ideas as class afterwards.*

*Make sure the students understand all the terms in the criteria before they start.*

### VIDEO:

*Though the video itself is under 3 minutes long, the commentary is quite fast and there's a lot of information to take in, so this could be done as a **homework activity**, allowing students can take their time, pausing and repeating as needed. **For online lessons** it could work as a break-out activity in small groups, making sure there's a clear time limit to ensure the students stay focussed.*

*In a classroom situation you could show it once straight through and then a second time, pausing after each car. This might be a bit fiddly to do, so perhaps just show it twice through, three times if needed. If students have their own devices, they can also watch it themselves in their groups, but it's a question of whether you allow phones/tablets in lessons...*

*After they've each made notes on the cars, they can compare their findings in groups or as a class. Deciding on their favourite could either be done individually, with a class poll at the end, or in small groups, where it could be a debate, with each group presenting their choice and reasons to the rest of the class at the end.*

### READING: Formula One

*The pre-reading discussion could be done as a class, but avoid making it too long as there'll be further opportunities to discuss ideas after the reading.*

*The reading would probably work best as a homework exercise because it's a little long to read in class time. However, you could also read it out loud while the students read along, or students can take it in turns to read sections, stopping to check new vocabulary as you go along.*

### Comprehension Questions

- ☞ Why was Formula One created?

*Without limitations on the size and the power of the cars, races were unfair and often dangerous, so the FIA created Formula One with very strict regulations on the capabilities and construction of the competing cars.*

- ☞ What are the different professions mentioned which make up part of a Formula One team?

*Constructors, mechanics, drivers, technicians, engineers, support staff, designers and assembly employees*

- ☞ Identify 5 different nouns that refer to parts of a car.

*Chassis, engine, break & throttle pedals & seat*

*NOTE: the first sentence mentions "open-wheel, open-cabin, single-seated, four-wheeled autos" which may be confused as nouns by students, but are in fact adjectives.*

- ☞ What qualities does the text mention that it takes to be a successful formula one driver?

*Fitness, stamina (physical & mental), good reflexes, concentration, strength (neck & leg muscles)*

*Note that in this answer students should be encouraged to use noun forms, for example "drivers are as fit as most athletes in any sport" – here "fit" is an adjective which, which when talking about qualities as nouns, we can change to "fitness". The same with "concentrating" (verb form) becomes "concentration".*

**Vocabulary: Adjective to Noun forms - suffixes**

*You could also ask students to brainstorm any other qualities (perhaps more generally associated with sport) they can think of, e.g., fearlessness, competitiveness, dedication, the ability to cope under pressure etc. and perhaps elicit some synonyms for these terms, e.g. courage, determination, ambition. Note also common adjective suffixes such as -ing, -ed, -ous and noun suffixes such as -ion, -ness etc.*

## What do you think?

- 🗣️ How important is the driver compared to the rest of the team?

*Students can give their own opinions, but some ideas that might come up: the driver has the most media exposure whereas the rest of the team are working "behind the scenes". Also, students could refer to all the different qualities mentioned in the previous task, and suggest that whereas a technician may be specialised in one certain area, the drivers have to be athletes, highly focussed, able to cope the pressure both on the track and off etc. so they have more demands on them.*

*On the other hand, there will be huge pressure on technicians/designers etc to ensure safety, be innovative, compete against their peers in the other teams. Without their expertise the driver doesn't stand a chance of winning.*

- 🗣️ What is the appeal of Formula One racing? What might put others off the sport?

*Again, students will have their own opinions, but here are some ideas, should they need prompting:*

*Appeal: The speed and power of engines, the competition, a love of technology, design, the element of risk/danger, a love of cars, the glamour associated with the sport, travel - visiting different GP circuits around the world.*

*Negatives: the cost – tickets & travel, the noise, repetitive, not being interested in cars, design or technology, impact of sport on environment & glamourising sports cars which tend to be fuel guzzlers...*

- 🗣️ What do you understand by the following terms relating to Formula One:

**Pole position:** The first place on the starting grid, as awarded to the driver who recorded the fastest lap time in qualifying.

**Aerodynamics:** The study of airflow over and around an object and an intrinsic part of Formula One car design

**The Pits** An area of track separated from the start/finish straight by a wall, where the cars are brought for new tyres and fuel during the race.

**The Chassis:** The main part of a racing car to which the engine and suspension are attached is called the chassis.

**Cockpit:** The section of the chassis in which the driver sits.

**Lap:** A lap is when a car makes a circuit of a track ending up at its starting point.