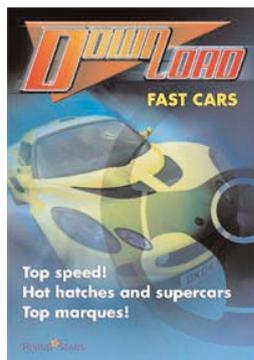


FAST CARS

Teacher's notes



Introduction

Description of content

Fast Cars looks at road-legal, high-performance production cars, including sports cars, supercars and hot hatches. It has the simplest structure of all the books in the Download range: after a brief six page introduction, it looks at 13 different cars, each of which is dealt with on one spread. Each car spread gives information about the company that produces the car, the company's symbol, a brief history of the car, any interesting facts, and a Fast Fact box.

Key words

Good, top, speed, well, car, roof/window/door, seconds, fast, shape, engine, powerful, symbol, made, road, miles, cost, sold, safe, hit, shape, small/big

Reading issues

The concept of a marque may prove difficult to explain if students are unfamiliar with the term. Discuss page nine with the student, perhaps brainstorming brand names they may be more familiar with such as Nokia, iPod or Nike. This page also shows the symbols of the marques that are featured in the book. This provides a good opportunity for discussing the names of the companies associated with each symbol.

The story is a simple 'whodunnit'. As such, it will provide a motivating opportunity for inference and prediction. For example, on page 25, pause before continuing the story and ask: *Why do Betty and Moz think it is odd that both keys are taken?* (Because usually one key is left in the office.) *What do you think might have happened?* (The woman has taken the other key.) On page 34, the picture provides a big visual clue. Ask: *What has Moz noticed?* Turn back to page 17 if the student has trouble answering.

Starting points

How to introduce the book

Together with the student, look at the cover and turn to the Contents page. Establish that the book deals with different cars, and that there is a three part fictional story running through it. Go through the book together, without reading it in detail, guiding the student to understand the structure of the car spreads. Point out that each spread starts with information about the company that made the car, and includes a symbol and a Fast Facts! Box.

Read the first three car spreads together (from page 10 to page 14). Ask the student to make a note of the date of each car's manufacture. When you have finished reading, ask: *How have the cars been ordered?* (By date – the oldest car comes first, the most recent last.)

Encourage the student to read other sections of the book. If appropriate, discuss what they would like to find out from their reading (for example, how the top speeds of the cars compare) and encourage them to make notes.

Differentiation (Copymasters)

For Copymaster 1, encourage the student(s) to plan his/her work in rough, before completing the copymaster (or alternatively, use the space on the copymaster for planning, and use the notes to make a full sized poster). Discuss the words 'smooth', 'sweeping' and 'sleek' Explain that these are adjectives describing the shape of the car. Ask: *What is the same about these words?* (They all begin with 's'.) Explain that using words beginning with the same letter is called alliteration, and can create a very good effect, particularly in persuasive writing, such as advertisements.

For Copymaster 2, ensure that students understand the conventions of written dialogue before they read, focussing particularly on when the speech starts and stops, and how we know when a different speaker begins.

For Copymaster 3, discuss how important image is when selling this type of car. Point out that the symbols shown convey a message: for example, choosing a powerful animal like a bull, or a beautiful animal like a big cat, says something about the cars. Encourage students to concentrate on this idea when designing their own symbol. Some students may benefit from a framework for their sentences: for example, '_____ cars are like _____ because they are _____ and _____'.

Extending your work

Extend the work on speech bubbles by creating a whole 'scene' for pages 16 and 17, based on dialogue. This could be presented as a comic book, or acted out by students. If it is possible to film the finished scene, this is sure to provide extra motivation!

Resources and answers

Where to find the information you need to work on the CD-Rom

Fast cars multiple choice

- 1 Page 18
- 2 Page 19
- 3 Page 19
- 4 Page 19

Rev up!

- Mercedes Benz 300SL top speed – page 11
Chevrolet Corvette Sting Ray top speed – page 15
Golf GTi top speed – page 21
Ferrari F40 top speed – page 23
Aston Martin Vanquish – page 39

Matching pairs

Page 45

Match the marque!

- Lotus/Lotus Elise – page 32
Renault/Clio Williams – page 28
Porsche/Boxster – page 30
Koenigsesgg/CRR – page 42

Print out a Score Sheet from the CD-Rom for each student and encourage them to record their marks from the interactive activities. Keep this with their completed copymasters as a record of their success on each topic.

CD-Rom activity answers

Fast cars multiple choice

- 1 c
- 2 a
- 3 b
- 4 a

Rev up!

Chevrolet Corvette Sting Ray 1963	118 mph
Golf GTi	146 mph
Mercedes Benz 300SL	165 mph
Aston Martin Vanquish	190 mph
Ferrari F40	201 mph

Matching pairs

flagship	A company's most important car.
handling	How easy the car is to drive.
road legal	Safe to drive on public roads.
streamlined	A very smooth shape that lets the air flow over an object.
classic	Does not date.

Match the marque!



Lotus Elise



Clio Williams



Boxster



Zonda C12-S



CRR

Copymaster answers

Copymaster 1

Check student's work

Copymaster 2

- 1 *Check student's work.*
- 2 Top left speech bubble – That car is so lush!
Top right speech bubble – It's a dream car.
Bottom left speech bubble – Hey! Get lost!
Bottom right speech bubble – We're just looking, Mr Green.

Copymaster 3

- 1 land, sea, air
- 2 fast, powerful
- 3 charging bull, bullfighting
- 4 *Check student's work*

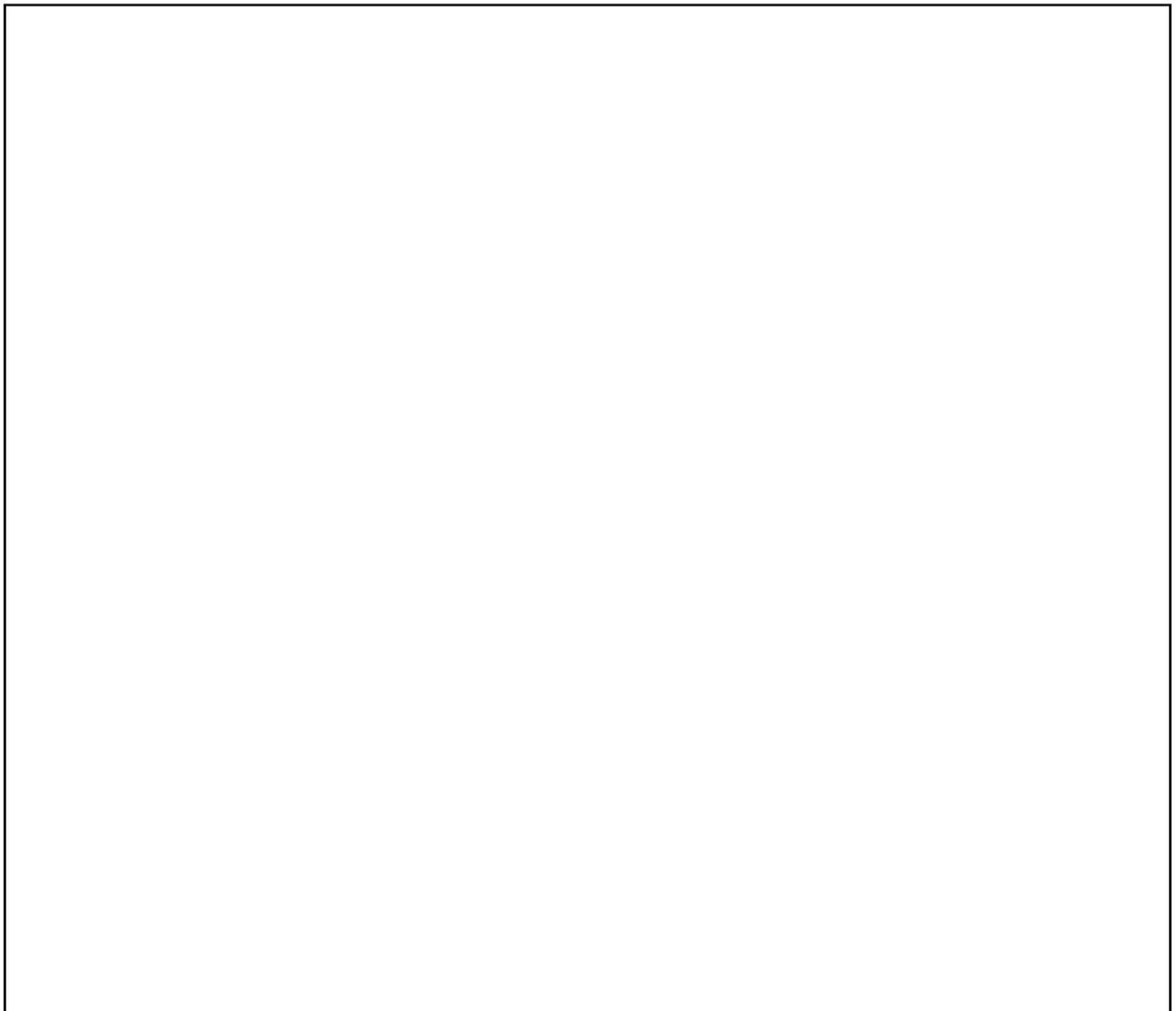
We love Lamborghinis!

Name: _____ Date: _____

Look at pages 18 and 19.

Write an advert for the Lamborghini Miura. Remember, you want people to buy this car, so:

- Plan what to say – and how to say it!
- Use pictures.
- Use short, snappy sentences.
- Use interesting facts.
- Use interesting words ('smooth', 'sweeping', 'sleek').



Comic strip writer

Name: _____ Date: _____

- 1 Read page 16 and find all the speech marks, “ ” .
The speech marks show that someone is saying these words.
- 2 Finish the comic strip below.
Put the right words into the speech bubbles.



Make your marque!

Name: _____ Date: _____

Finish these sentences about symbols.

Use the Contents and Index to help you find the right page.

1



Mercedes Benz

The three points of the Mercedes star stand for _____, _____ and _____.

2



Jaguar

Jaguar cars are like big cats because they are _____ and _____.

3



Lamborghini

Lamborghini's symbol is a _____
_____ – many of the cars have names to do
with _____.

4



Draw a symbol for a car company.

Write a sentence to say what it stands for.
