England to allow local e-bike rules

LEVEL B1


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I. WARM-UP

1. Do you see shared bikes or e-bikes near your school?
2. Would you try an e-bike for a short trip? Why or why not?
3. What rules help cyclists and pedestrians share space safely?

II. KEY VOCABULARY

- **consultation** — a period when the government asks people for their views
- **scheme** — an organised plan or service, such as a shared bike system
- **pavement** — the path at the side of a road where people walk
- **fine** — money you must pay as a punishment for breaking a rule
- **pedestrian** — a person who is walking, not driving or cycling
- **responsibly** — in a careful, sensible way that follows rules
- **authority** — an official organisation with the power to make decisions
- **motor** — the machine in a vehicle that provides power

III. READING

The government plans to let local areas and authorities in England set rules for shared cycle schemes, including how e-bikes are used and parked. The aim is to encourage people to ride responsibly and improve safety for riders and pedestrians. Companies named include Lime, Bolt, Beryl and Santander Cycles.

A public consultation is open. Changes may include more parking rules. Fines for unsafe riding, such as on pavements, are also being considered. Prime Minister Andy Burnham said e-bikes can help people get around, but badly parked bikes are a problem.

Eleanor Briggs from Guide Dogs said badly parked rental e-bikes block pavements and make travel harder for people with sight loss. In the UK, you can ride an e-bike if you are over 14, and it must be an electrically assisted pedal cycle (EAPC).

It must have pedals and a motor to help, and it must meet limits on speed and power. The plans might give communities more control.

Reading text adapted from reporting by **BBC News:** *"What do you think about e-bikes?". Original article linked at* theenglishwire.com.

IV. COMPREHENSION QUESTIONS

1. What new power would local areas in England get?
2. Which companies are named in the shared bike schemes?
3. What behaviour could lead to fines under the plans?
4. Who raised concerns about people with sight loss?
5. What rules must an e-bike meet for riders over 14 in the UK?

V. DISCUSSION

1. Where in your town would e-bike parking work best? Why?
2. What good and bad things do you notice about shared bikes?
3. Should schools have safe bike and e-bike routes? Why?
4. What rule would make riders and pedestrians feel safer?



VI. GRAMMAR FOCUS

May / might (probability)

Use may/might + base verb to show something is possible but not certain. Might is often a little less certain than may.

*"Changes **may include** more parking rules."*

*"The plans **might give** communities more control."*

VII. GRAMMAR EXERCISE

Complete with may or might + the verb in brackets to show possibility.

1. Our town (add) ___ more parking rules soon.
2. Students (ride) ___ e-bikes after school, perhaps.
3. Our class (organise) ___ a safety talk next week.
4. Teen riders (need) ___ helmets in some zones.
5. Councils (fine) ___ riders who park e-bikes badly.

Teacher's Notes

TEACHERS ONLY

These notes are designed to help you get the most out of this lesson. Please do not share this page with students.



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I. LESSON GUIDE

- Timing: 8–10 minutes warm-up, 8–10 minutes vocabulary, 12–15 minutes reading, 8–10 minutes comprehension, 8–10 minutes grammar, 10 minutes discussion.
- Pre-teach or check: e-bike, consultation, pavement, fine, pedestrian, authority; drill word stress and quick examples (e.g., where you must not ride).
- Run the reading as jigsaw pairs: Student A finds company names and rule ideas; Student B finds safety points and age/EAPC facts. The topic mentions disability (sight loss), so start the discussion in pairs and keep the focus on public-space safety rather than personal stories.
- Differentiation: stronger students write one extra sentence predicting how the rules might change their town; support others with sentence frames (I think ... because ...).

II. DISCUSSION FACILITATION TIPS

1. Take a quick class vote on two or three suggested spots, then put groups to justify their choice with access and safety reasons.
2. List pros/cons on the board from students' ideas and push for a short example for each point.
3. Have students map their route to school in pairs and circle one risky point; share fixes as a class.
4. If ideas stall, offer prompts: clear parking bays, slow zones, bell use; ask which one helps most and why.

III. EXTENSION ACTIVITIES

Survey: In pairs, design and run a 5-question survey on e-bike use near school, then present the results in 2 minutes.

Writing: Write a 90-word message to your local council suggesting one rule that may improve shared e-bike parking.

IV. ANSWER KEY OVERVIEW

Comprehension questions: short factual answers from the text.

Grammar exercise: May / might (probability)

Discussion: open-ended. Accept any reasonable ideas supported by examples and reasoning.

Answer Key

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IV. COMPREHENSION QUESTIONS

1. What new power would local areas in England get?
   To set rules for shared cycle schemes, including use and parking.
2. Which companies are named in the shared bike schemes?
   Lime, Bolt, Beryl and Santander Cycles.
3. What behaviour could lead to fines under the plans?
   Riding unsafely, such as on pavements.
4. Who raised concerns about people with sight loss?
   Eleanor Briggs from Guide Dogs.
5. What rules must an e-bike meet for riders over 14 in the UK?
   It must be an EAPC with pedals, a motor to assist, and limits on speed and power.

V. DISCUSSION

Open answers. Accept any reasonable ideas supported by examples and reasoning.

VII. GRAMMAR EXERCISE

Complete with may or might + the verb in brackets to show possibility.

1. Our town ___ more parking rules soon. **may add / might add**
2. Students ___ e-bikes after school, perhaps. **may ride / might ride**
3. Our class ___ a safety talk next week. **may organise / might organise**
4. Teen riders ___ helmets in some zones. **may need / might need**
5. Councils ___ riders who park e-bikes badly. **may fine / might fine**

VI. GRAMMAR FOCUS

Key point: Use may/might + base verb to show something is possible but not certain. Might is often a little less certain than may.

*"Changes **may include** more parking rules."*

*"The plans **might give** communities more control."*