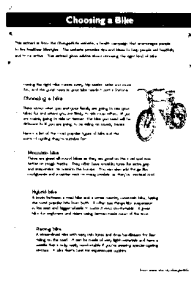


Choosing a Bike



Question Book:

Year 4, pages 2-3

Author / Source:

www.nhs.uk/change4life

Genre:

Non-fiction — reference text

Cross-curricular links:

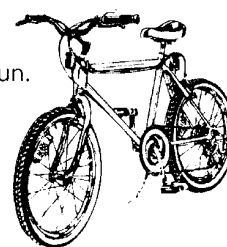
- PSHE (healthy lifestyle; bike safety)
- D&T (bike design)

Introduction

This extract about choosing the right bike is from the *Change4Life* programme — a campaign by the NHS to promote healthy living. Pupils may have seen adverts as part of this campaign on national television. The campaign aims to help and encourage people to eat well, drink less alcohol and exercise more. The extract is an informative text, but it also contains elements of persuasive writing.

Answers

1. Any one from: it makes cycling easier; it makes cycling safer; or it makes cycling more fun.
2. Because you can use them on roads and on rough tracks.
3. E.g. Something created from two different things. Hybrid is a suitable name because hybrid bikes are a cross between a road bike and a cross-country mountain bike.
4. E.g. They have suspension.
5. E.g. Mountain bikes can be ridden on rough tracks and the suspension cushions these bumps. However, racing bikes are only used for riding on the road where the surface isn't as rough.
6. E.g. A racing bike owner, because racing bikes don't have very comfortable seats.
7. Any appropriate answer. E.g. I would choose a hybrid bike because they are "very comfortable". Also, I haven't done very much cycling, so I would choose a hybrid bike because they're good for beginners.



Extra Activities

- Ask pupils in groups to make a list of the advantages of cycling over other modes of transport, and then, as a class, discuss their ideas. Ask pupils to imagine they have been asked to create a poster for the *Change4Life* campaign to encourage people to take up cycling. They should use the ideas they have discussed and focus on making their poster as persuasive as possible.
- Have a look at the *Change4Life* website, and, as a class, discuss the importance of leading a healthy lifestyle. Ask pupils why they think the NHS wants people to live healthier lives.
- Ask pupils to explain their answers to question 7 in the Question Book. Are any of them keen cyclists or interested in cycling? Discuss the importance of bike safety (e.g. wearing a helmet and high-visibility clothing) and maintenance (checking that the tyres and chain are in good condition).
- Divide the class into groups, and give each group a top British cyclist to research. Pupils should use their findings to write an informative fact sheet about their given cyclist.
 Victoria Pendleton, Bradley Wiggins, Chris Hoy, Nicole Cooke, Chris Froome
- Split the class into small groups. Each group should be given a picture of either a mountain bike, a hybrid bike or a racing bike. They should label the distinctive features on each bike and research why these features are useful, e.g. thin tyres help bikes go faster, suspension cushions bumps.