Teacher’s notes

Summary
The book is about three women, from different countries, who race cars for a living. It talks about the problems and obstacles that they encountered on the road to success. The first woman we meet is Danica Patrick, from the United States, who became the first woman to win the famous Indy race in 2008. Her first big win was in 2002, when she won an important race in California. More wins followed, but she always had to face a lot of criticism from the male drivers. She is now very famous and attributes much of her success to her parents. Next, we learn about Milka Duno, from Venezuela. In 1996, she went professional, and in 1999 she moved to the United States. She had some success, but when she moved up to participate in the Indy races, her cars had serious engine problems, and she had to endure criticism from male drivers. This didn’t worry her too much. She has starred in a movie and has other interests besides racing. Lastly, we meet Laleh Seddigh, from Iran, who started racing when she was twenty-three. There was a lot of opposition from the men to the idea of females racing cars, but she proved herself when she won Iran’s biggest racing championship in 2005. In 2007, the authorities said the engine in her car was bigger than the specified size for the race, and she was banned for twelve months. She wasn’t devastated by this, as she has a good job at a university, and Hollywood is planning to make a movie of her life.

Background and themes
Sexism in the racing world: Car racing has traditionally been a very masculine sport. These women have had to cope with a lot of criticism and insults from their male colleagues, but they have overcome them and succeeded.

Parental role in achieving success: The book stresses the role the women’s parents have had in their success, by supporting them financially and emotionally.

Discussion activities
Pages 1–8
Before reading
1 Write and discuss: Explain that the book is about the sport of car racing. Then, put the students in small groups and ask them to make a list of all the sports they know in English. Write them on the board and add some of your own. Then ask them to discuss the following questions: What games do people play in your country? What games do you like to play/watch on TV? What games do you play at school? Do you know any famous people who play games?

While reading (p. 8, after “But Milka did not want to stay in Venezuela.”)
2 Discuss: Write Mexico on the board, and ask the students for names of other countries they know in English, and put them on the board. Then, choose one of the countries and tell the students they are going to spend a year in that country. Ask them to discuss the following questions: Do people talk English there? If no, what do they talk? What food do they eat? Would you like the food? Is it a hot or cold country?

After reading
3 Write and ask: Write When did Danica start to race? on the board and elicit the answer (In 1992). Ask students to write another question about something in pages 1–8. Now have students walk around the classroom, asking and answering each other’s questions.

Pages 9–14
After reading
4 Pair work: Write the following words on the board: children, cold, 1990, female, engineers, money. Have the students talk and write in pairs to say how these words were used in pages 9–14.

5 Write: Ask the students to write a summary of Laleh’s story. Tell them the summary must be exactly fifty words long. Then put them in groups of four to read their summaries to each other.

6 Game: Put the students in groups of six. Then play the twenty questions game. Student A thinks of a famous sportsperson. The rest of the class have to ask him/her questions to guess who Student A is thinking of. Student A can only respond “yes,” “no,” or “sometimes.” The class can ask twenty questions. If they can’t guess in twenty questions, Student A has won. See Discussion activities key for possible questions.
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