

UNIT 2 TRAFFIC JAM

UNIT OVERVIEW

In this unit, students will:

- 🎧 Listen to and read the article on traffic jams and some solutions.
- Answer true/false questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about solutions to traffic jams, and express agreement or disagreement with them.
- Study the Opinion Network to learn expressions for agreeing, disagreeing, and remaining neutral.
- Extend the Topic by examining the extent to which students rely on cars or use alternative forms of transportation.
- Read a Culture Corner extract about aggressive drivers in the US.
- Share ideas about commuting.
- Watch a follow-up video extract from Derek giving views about traffic congestion.
- Take the Unit Test.

Authors' Introduction

Go to impactseries.com/issues to listen to Richard's unit introduction.

The Issue

In this unit, the issue is traffic jams, the problems they create, and some solutions for them. All large cities face this issue. Some cities have found creative solutions. Unfortunately, most cities have not.

Questions Raised

- What are some solutions to traffic congestion?
- Why do people use cars?
- How can people stop using cars and take alternative forms of transportation?
- What should city governments do to help solve the problem?

To Keep in Mind

- The cost of all forms of transportation continues to rise. This alone might be a critical factor in promoting alternatives to oil-based forms of transportation.
- Many people view car ownership as a status symbol.
- Environmental concerns are not a factor for many people when it comes to choosing a mode of transportation.

TEACHING GUIDE

Getting Ready

→ Have students work in pairs to ask and answer the questions. Before students begin, you could elicit additional types of transportation and make a list on the board. Be sure students understand *advantages* and *disadvantages* in question #2.

🎯 **Teaching tip:** You could wrap this activity up by getting a quick show of hands for the different types of transportation students use (#1) and asking for volunteers to give advantages/disadvantages for each one (#2).

Situation

→ Read the introduction to the story aloud to the students. Then have them listen to the story with their books closed to learn some of the solutions to traffic jams. You might want to have the students listen to the

CD a second time. Check their understanding. Then have them open their books and follow along as they listen a third time.

🗣️ **Teaching tip:** As a follow-up, you could discuss the traffic situation where you live. You could ask students if there is a traffic problem there.

Check Your Understanding

Answer Key

1. F 2. T 3. T 4. F 5. F

What Do You Think?

→ In Activity A, the students discuss the opinions of Ken, Luis, Susan, and Yeon-Suk. This time, students are asked to rate the opinions from 1 (strongly agree) to 4 (strongly disagree). A rating of 1 means it is the strongest of the four opinions. Make sure your students give only one 1, one 2, and so on. Discussion (Activity B) should be done in pairs.

🗣️ **Teaching tip:** After the students have rated the opinions of Ken, Luis, Susan, and Yeon-Suk in Activity A, in Activity B they could use the format where one student expresses his or her opinion of one of the four people in Activity A and asks the other student about his or her opinion. Encourage students to start by following the example and inserting their own opinions and ideas.

Extending the Topic: How “green” are you?

→ Have students work individually when filling out the chart in Activity A, and in pairs (or threes) for the follow-up discussion.

Give students plenty of time to complete the chart; be sure that they add their own ideas at the bottom. The more clearly they have understood these statements and thought of their own ideas, the easier it will be for them to do Activity B. Have students begin the discussion by following the Basic sample conversation. If time allows, encourage your students to follow the Extension sample as well.

In Activity C, have each group report the person who has the easiest commute. You could write their names, commute times, and modes of transportation on the board and finish by finding out who has the easiest commute in the whole class.

Culture Corner

Have students work in pairs or groups of three. Students look at the map of US cities with the most aggressive drivers. Then write a few questions on the board for discussion. For example: Have you ever been to any of these cities? If yes, did you think the drivers were aggressive? Are the drivers in your city aggressive? If yes, in what ways are they aggressive?

Sharing My Ideas: My daily commute

→ Choose

Check to see if your students know the meaning of a *daily commute*. Then have them choose either school or work. Some students may check both.

→ Prepare and Rehearse

As the students prepare for sharing their experiences of their daily commute, make sure that they make a map or a diagram. It could be as simple as the one in the Prepare box. Draw their attention to the Language Hints, and encourage them to use the questions at the bottom of the box to help them. As you go around helping students, check that partners are doing the Listener task. Point out the Presentation Tip and give students plenty of time to improve their visual aids and notes before moving on to Step 4.

Sample Presentation

I will tell you about how I get to school. Every morning I leave my apartment around 8:30. I can ride my bicycle because I live close to the university. It takes me about 10 minutes. Here's my map. As you can see, it is an easy bike ride. I enjoy riding my bike, except when it rains. I also like my daily commute because I am not polluting the air or using oil. I also get some exercise!

UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the test. Correct the test in class.

A. Understanding the Situation: The focus is on understanding the story in the Situation. Students answer five multiple-choice questions.

B. Vocabulary: The focus is on understanding vocabulary from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.

C. Expressions: The focus is on checking students' understanding of expressions or phrases from the What Do You Think? and Opinion Network sections. Students answer two multiple-choice questions.

Answer Key

A. 1. b 2. c 3. d 4. a 5. b

B. pollute, free, result

C. 1. b 2. b

LINKS

If you would like the class to do additional research on solutions to traffic congestion, here are some useful links:

http://www.failedsuccess.com/index.php?weblog/comments/traffic_jam_causes/

<http://www.guardian.co.uk/environment/2007/aug/26/climatechange.sciencenews>

<http://www.reason.com/news/show/119192.html>