

## English for Speakers of Other Languages (ESOL)

### Module: ESOL Speaking and Listening (adaptable to include writing)

#### Lesson Title: Too Much Traffic, Not Enough Roads

#### Standards

Florida Adult Basic Education Speaking and Listening Standards	Florida Adult General Education – ESOL English Language Proficiency (ELP) Standards
<p>High Intermediate (Level 4) Advanced (Level 5)</p> <ul style="list-style-type: none"> <li>• 6.02.01 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.</li> <li>• 6.02.10 Comprehend communicative function of speech</li> <li>• 6.02.18 Demonstrate understanding of hypothetical situations</li> <li>• 6.02.19 Determine when clarification is necessary.</li> <li>• 6.02.23 Differentiate fact from opinion.</li> <li>• 6.02.24 Detect a speaker’s direct or indirect purpose or bias</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, and reader comments and questions. (ELP Anchor 2)</li> <li>• Construct level-appropriate oral and written claims and support them with reasoning and evidence. (ELP Anchor 4)</li> <li>• Analyze and critique the arguments of others orally and in writing. (ELP Anchor 6)</li> <li>• Adapt language choices to purpose, task, and audience when speaking and writing. (ELP Anchor 7)</li> <li>• Create clear and coherent level-appropriate speech and text. (ELP Anchor 9)</li> <li>• Demonstrate command of English to communicate in level-appropriate speech and writing. (ELP Anchor 10)</li> </ul>

#### Objectives of the Lesson

Students will:

- Identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively (Utilizing Resources)
- Argue for/against and defend positions based on environmental or fiscal considerations
- Make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives (Critical Thinking)
- Display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others (Self-Management)

## Materials

- Handout A: Role Cards (a set of role cards for each group of 5 students)
- Handout B: Conflict Dissection (one for each student)
- Handout C: Fact vs. Opinion (one for each student)

## Instructional Plan

### *Overview*

In this lesson, students will use abstract thinking, organization, persuasion, public speaking, civic duties, research, and cooperation. Students will argue from the point of view of the role card that they are given, and must produce solutions of their own. They then seek solutions while taking into consideration the varying perspectives. Negotiation, evaluation, and compromise are essential in this activity. Finally, they will have to decide on a plan of action, either by agreeing with one another or by voting. This lesson plan is designed for Advanced and higher ESOL levels, and can be easily adapted to incorporate a writing component.

### *Process*

Start off by accessing prior knowledge. Ask students questions like: Do we have bad traffic in this area? *What cities around the world have the worst traffic? Is the traffic worse in Miami or Orlando? Why? What causes traffic? Think about traffic in your home country; what does the government do to solve traffic problems there?*

### *The Set-up*

Next put students into groups of 5 and explain to them that each person in the group has a role to play based off of the card they are given. (There are a total of 5 roles, so you will need to think about how you will break the students into groups.) Describe the situation- you are all members of the city of Springfield's government and are trying to solve the city's traffic problems.

Give each student in the group a role card, and explain to them that they will argue from the perspective of the person on the card. They are: the mayor, the head of transportation, and the head of urban planning, the head of the environmental department, and the head of finance department. Ask students to read their role aloud and check for understanding. Use informal assessment to gauge students understanding and unpack any new terminology. Explain to the students that their goal is not necessarily to win a debate, but to work with group members to come up with a solution that most people are happy with. They could vote on one of the solutions provided on the role cards, but ideally they will form a new one that *most* of the members agree on. Instruct the students to use their Worksheet 2 – Conflict Dissection – as a guide to track and record their discussion. Students can list the pros and cons of each of the ideas presented to the group. Often time's students will bring in ideas from their native countries of how the government there handles problems with traffic.

Allow the students ample time discuss and debate possible solutions to the city's traffic, 15 to 30 minutes depending on the class. Once the students have settled on a solution, their group will present it to the class and why they thought it is the best possible solution. Students can then use the fact vs. opinion worksheet as a springboard for discussion to further explore the reasoning and motivations behind the solutions.

### **Extensions/ Modifications for Different Levels**

Have students create a marketing campaign for their method of reducing traffic. In this activity they will create a program that encourages citizens to ride the subway or bus, carpool, or work from home, rather than driving alone in their cars (or any solution they create!). The marketing campaign can be for T.V., Radio, or the Internet. Students will create advertising slogans, logos, and/or themes to be used in the campaign.

Writing Assignment: Have students submit a written proposal outlining the reasons why their solution to the traffic problem is the best. They should weigh out the pros and cons and use persuasive writing in a five paragraph essay to convince the reader that their plan would be the most effective.

For lower level ELL's, you can make copies of a map of the city you live in. Have students propose a subway or bus route if the city does not have one. Set a limit the amount of stops the bus can make (or stations for the subway.) They students will need to defend their choice of locations for the bus stops/subway stations (i.e. in front of Walmart is more important than Publix etc.)

## Too Much Traffic, Not Enough Roads – Roles

### Scenario:

In the past twenty years the city of Springville has grown in size from 250,000 people to 500,000. So now the roads are too crowded and there is too much traffic. As leaders of the city government, you must find a solution to this problem. However, since you all have different jobs, you have different opinions. Discuss possible solutions and try to agree on a solution. If you cannot agree, then you will decide by voting. You do not have to agree strictly on one of the solutions provided in the role cards. You can decide to use a combination of two or three of them or create an entirely new one.

### Roles:

**You are the mayor of Springville.** Part of the reason that you were elected is that one of your rich friends gave you a lot of money to help pay for advertising for your political campaign. You want to do what is best for the city, but you also owe your friend a favor. This friend is the owner of a big subway construction company; maybe you can “kill two birds with one stone.”

**You are the manager of the Springfield Department of Transportation.** You think that \$40 million for constructing highways in the city is too expensive. So, spending \$75 million to build a subway is even more expensive. Therefore, you think that the best and most affordable solution is to buy 200 new busses. This would only cost the city about \$20 million.

**You are the leader of the Springfield Urban Planning Department.** Since most of the people in Springville already own cars, you think that building more highways is the best solution. People already have cars, so why would they spend money to ride the subway or busses? More highways will help reduce traffic and get people to their destinations quicker.

**You are the head of the Springfield Department of Environmental Protection.** Cars produce 70% of the air pollution in Springville, so you think that building more highways is the worst solution. Building a subway system is the best for the environment. Also, you like the idea of buying busses, but only if they are the new electric hybrid busses. These can move a lot of people and produce less pollution than cars. But, the electric hybrid busses cost more than the regular busses: \$30 million instead of \$20 million.

**You are the head of the Springfield Department of Finance.** According to you, money is the most important factor in this situation. If too much money is spent, it will take money away from other important services, like police and fire departments, hospitals, schools, and libraries. Some people suggest borrowing the money for this project. But you think borrowing money is not a long-term solution because it will cause money problems in the future.

### Too Much Traffic, Not Enough Roads – Conflict Dissection

Directions: Conflicts usually arise when someone wants something or wants something to happen and for some reason it does not. Use the chart below to identify the different potential conflicts and outcomes based on the role cards in this activity.

SOMEONE	WANTS	PROS	CONS
The Mayor	Build a subway system		

