

This and the following 4 Units take us further away from the student, though still being concerned with things relevant to him/her. In this Unit we enter the field of traffic and automation.

Everyone deals with traffic of some sort every day. Associated issues are traffic jams, accidents, pollution and self-driving cars.

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Brainstorming (individuals)

- Students set up the learning schema by thinking about their daily interaction with traffic.

Task 1: Traffic WordSearch (pairs)

- Students check their traffic vocabulary by completing a WordSearch.
- The answer is in the Answer Section at the back of the student book.

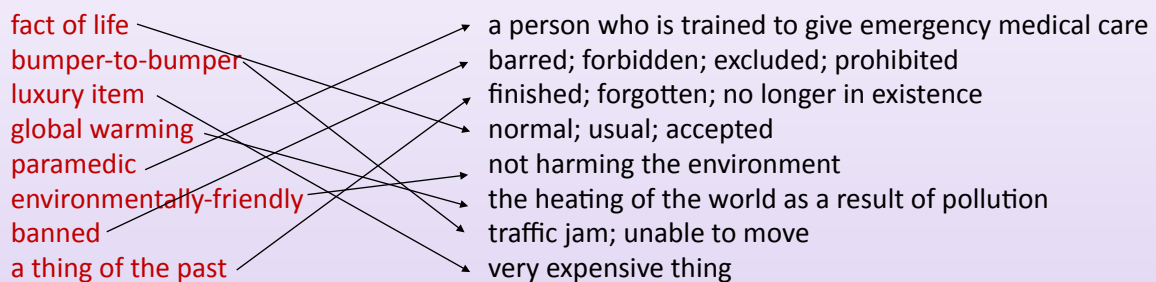
Task 2: Traffic Rules (groups)

- Students make and discuss their own Traffic Rules.
- They write them on the Safety First! sign on the page.

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Traffic Blues (pairs or groups)

- Students talk about the title.
- T: Play the audio CD (Track 49) and ask students to read the 4 paragraphs silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- While they read, students should [match the words and phrases](#) at the bottom of the page.



Once more, there are 4 paragraphs. Teachers might like to ask students to do jigsaw reading. Alternatively, students could read this passage at home, thus saving classroom time.

Further Reading: The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

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Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage. Students should by now be able to check their answers with each other.

Answers:

1. Traffic is a fact of life because everywhere we go, we see cars, buses, trucks and taxis.
2. The expressways are especially overcrowded on special holidays like Chuseok and the Lunar New Year.
3. Cars were luxury items in the 1980s.
4. In 2015 there were 21 million cars in Korea.
5. The disadvantages of cars include overcrowded roads, air pollution, noise pollution and exhaust gases, which contribute to global warming.
6. Policemen and paramedics ride bikes in London because they are often quicker than driving a car.
7. Many cities are banning cars from city centers and encouraging people to use public transport.
8. The traffic projects for the future include self-driving robot cars, which will make traffic run smoother.

Think for Yourself

Students think about their experiences and perceptions of traffic.

This doesn't have to take a long time. It is just preparing students for the discussion on the following page.

Background Information

This information here is about cars, roads and traffic accidents.

As always, this can be read when waiting for other groups to finish, or it can be an interesting source of information at any time. Again, it is hoped that this information will spark curiosity in the students. This can lead to a presentation to the rest of the class.

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Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.

- Students discuss the questions, using the Conversation Strategies: 'Expressing an opinion' and 'Agreement'.

Suggested answers:

1. I think there are a number of advantages of private cars. First of all, we can travel anywhere, anytime. We don't have to wait for a bus or a train. Second, we can go direct to our destination. We don't have to change buses to get to where we want to go. Third, we can be comfortable when we travel. We can listen to music and even stop for a rest when we want to.
2. I suppose there are also a number of disadvantages of private cars. For example, there are so many private cars these days that traveling can be slow, with many traffic jams. Next, there are the dangers of having an accident. In addition, there are the problems of air pollution and noise pollution.
3. - I'm pretty sure that there are too many cars on the roads. Apparently there are 21 million cars in Korea at the moment. This is making travel less convenient when we go by car. It could be better to take a KTX and travel in comfort at 300 kph.
- What can be done about this? I'm fairly certain that there are no easy answers. No-one wants to give up their car. Some companies and universities have tried banning cars with certain numbers on certain days. However, this doesn't really work. Car-pooling has been tried as well, but we still have the problem. Perhaps the problem will solve itself. Maybe when the roads are so blocked that traffic cannot move at all, then people will give up their cars. I know that many people now cycle to work or take public transport.
4. - Yes, I have been in a car accident. It was when I was in elementary school. A car ran into my father's car at a traffic light. Luckily no-one was hurt, but we had to go to hospital for a checkup.
- No, I have never been in a car accident, but I have seen one. A driver went through a red light and crashed into another car on the intersection. Both cars were damaged, but the drivers were OK. I heard that the first person had no insurance and he had to pay lots of money.
5. - I'm fairly certain that women are better drivers than men. It makes sense. Women are more careful and less aggressive than men. They don't want to drive as fast as possible or beat other drivers. Often they have children with them and they have to drive sensibly and safely.
- I'm convinced that women are not better drivers than men. It stands to reason. Men are much more logical than women and they are better at mechanical things like driving. Women tend to speak on their phones when driving or talk to the people in the car. They often don't concentrate on the road.
- I'm sure that there is no answer to this question. Everyone is different and it is not possible to say that women are better or worse than men at driving. It all depends on the individual.
6. It seems to me that the number of traffic jams be reduced by having stricter traffic laws. For example, there are always cars parked in no-parking areas. These block the traffic and cause traffic jams. Why don't the police just carry them away? If it cost a million Korean Won to get your car back from the police, people would think twice about parking in no-parking zones. This would also help the government with more money from parking fines. Second, how about having smart traffic lights? We have all had to wait for the traffic lights while there were no cars coming the other way. It would be easy to have smart traffic lights that work according to the flow of traffic. Furthermore, smart pedestrian crossing traffic lights would only work after someone pressed the button. If there were no-one there, the traffic lights would stay on green.
7. - Yes, I use public transport as much as I can. I feel that I am helping to reduce traffic in this way. In addition, I am reducing my carbon footprint. I can read a book when traveling by bus or train and I don't have to look out for crazy drivers.
- No, I never use public transport. I need to get to places quickly and I don't have time to wait for buses or trains. Furthermore, my house is in the country and there are not many buses there.

- I think public transport can be improved by having more buses and more bus routes. In cities it would be good to have more subway lines and even monorail lines. Finally, how about making public transport free? This would greatly reduce the number of people using private cars and traffic would flow much quicker.
8. - I think car pooling is a good idea, but I wonder if it works. Do people really want to wait for each other and take each other to work? Isn't it too much bother?
- I'm pretty sure that car pooling is a great idea. This cuts down on the number of cars and lets people share the expense of traveling.
 9. I suppose the transport of the future will be different from today. I don't think people will still drive their own cars. I'm pretty sure that cars will all be automatic, like taxis without human drivers. Maybe there will be a new fuel like hydrogen, that will not cause pollution. Maybe transport will run on solar energy. Anyway, it seems to me that things will be much different in the future.
 10. - I'm convinced that it is a big mistake to build new roads on farming land. The amount of farming land is getting less and less, which means that we have less land to grow food. I have heard that lack of food is going to be a big problem soon. I have also heard that China is buying up land in Africa in order to grow food. We need to think about this seriously.
- I am fairly certain that building new roads on farming land is not a problem. Farming land is typically flat and good for roads. We don't want the trouble of building roads through mountains or over the sea. Anyway, our scientists will find ways of growing food in other places. Science always finds a way.

It can be helpful to ask students to use one conversation strategy phrase every time they speak. They should also use conversation strategies from previous Units.

Further [Conversation Strategies](#) are offered throughout the book. These help students to structure their discussions.

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Dialogue (pairs)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 50 (CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Suggested answers:

1. Kevin can't keep up with Seung-min because he walks fast.
2. Kevin can get more exercise by riding his bike to school.
3. Kevin thinks it's OK to cross on red because everybody does it.
4. Seung-min does not agree.
5. 'Better safe than sorry' means that it is better to wait and be safe than to cross on a red light and have an accident.

Students might like to talk about the issue of jaywalking.

Page 86

Debate Corner (groups of 4 or 5)

- Students in groups choose one of 4 motions for debate.
- Students read the useful phrases on this page.

These hints and phrases are about presenting arguments strongly and presenting conclusions, in addition to the Timekeeper's phrases, which are the same as in pages 62 and 70.

Students should use these phrases in the debate (see the sample arguments on page 88). They should also use the phrases on pages 62 and 70.

As in Units 7 and 8, if there is a 5th student in the group, then he/she can be valuable in terms of controlling the debate. Each speaker can be given 2 minutes (for example) and the Timekeeper/Chairperson can control this. At the end of the debate, the Timekeeper/Chairperson can decide whether the proposition has been accepted or rejected. If possible there can be a vote, perhaps of students in another group.

Page 87

Let's Prepare! (groups of 4 or 5)

- Pro and Con students write three arguments and a conclusion.
- The first speakers can simply write their arguments.
- The second speakers need to think about how they will disagree with the other team (see pages 55, 62 and 70).
- The timekeeper/Chairperson should use page 72 as a template for the debate. There are more phrases on page 86.

Let's Begin! (groups of 4 or 5)

- The Timekeeper/Chairperson starts the debate using the phrases on page 86 and following the structure on page 72.
- Pro Speaker 1 is followed by Con Speaker 1.
- Pro Speaker 2 then answers questions from the floor, disagrees with the Con pair and gives the Pro conclusion. Con Speaker 2 then does the same.
- Students should use the phrases on pages 55, 62, 70 and 86.

Sample arguments appear on the next page.

The debate is getting more structured now and the phrases more sophisticated. It will be worth spending time acquiring the phrases on pages 62, 70 and 86.

If students are dealing with the debate format well, it can be an idea either to add another member to each team or to add a rebuttal section. In this case the structure would look like this:

Speech 1: The first affirmative speaker introduces the topic and states the affirmative team's first argument.

Speech 2: The first negative speaker states their first argument.

Speech 3: The second affirmative speaker states their second argument.

Speech 4: The second negative speaker states their second argument.

Give a 5-10 minute break for each team to prepare their rebuttal speech.

Speech 5: The negative team states two rebuttals for the affirmative team's two arguments and summarizes their own two reasons.

Speech 6: The affirmative team states two rebuttals for the negative team's two arguments and summarizes their own two reasons.

<http://iteslj.org/Techniques/Krieger-Debate.html>

Teachers can experiment with the debate structure, matching it to the abilities of the students.

If students are ready for this sort of upgrade, then the two teams could have a week to prepare their arguments. This can be an assignment or a project.

Page 88

Argument Samples (Groups)

- Students listen to Tracks 51 and 52 on the CD-Rom.
- At the same time, they read the Argument Samples.
- They can try reading these out loud if they wish and practice using suitable stress and emphasis.

These Argument Samples show Pro Speaker 1 and Con Speaker 1 each giving an opening argument.

Here are some more Argument Samples based on the other topics. First of all, the first motion: 'Private cars cause pollution and global warming.'

Pro Speaker 1: Well, in my opinion, we have to pass this motion for three reasons. First, I'm sure everyone will agree that cars give out lots of exhaust gases. This is obvious. Second, statistics show that this gas stays in the atmosphere and causes it to warm up. This is because it traps the sun's rays. So private cars help to cause global warming. Third, there is the pollution aspect. There are so many cars now that all the gas and the dust is polluting the air that we breath. People are getting breathing problems and going to hospital, especially young children. In cities like Delhi and Mexico City people are dying at an alarming rate because of air pollution.

Con Speaker 2: You have made some good points, but you should be careful with your facts. If you ask me, your argument falls down because global warming is not caused by car exhaust gases. Many scientists tell us that global warming is just something that happens from time to time. They have drilled into the ice at the North Pole and they have found that global warming happened thousands of years ago. This was way before cars were invented. It is too easy to blame cars for pollution and climate change. We need to look into the facts carefully and find the real causes. I strongly believe that we should reject this motion out of hand.

Here are some more Argument Samples based the third motion: 'All vehicles should use electric or solar energy.'

Pro Speaker 1: There's no doubt that all vehicles should use electric or solar energy, so I would like to give three reasons for passing this motion. First, the internal combustion engine is noisy and

dirty, especially diesel engines. The exhaust gases are dangerous to human health and they cause pollution and global warming. Second, this causes many people to go to hospital with breathing problems and costs the country a lot of money. Third, I definitely think that electric or solar energy will benefit us all. Cities will be cleaner and quieter. We will be able to breathe clean air and see the blue sky again. Finally, we will not be causing climate change through burning fossil fuels.

Con Speaker 1: Generally speaking, Pro Speaker 1 has a point. However, there are various problems with this motion. Let me give you three or them. First, combustion engines are much more efficient than electric or solar engines. If you ask me it would be silly not to use the best fuel that we have. Second, electric cars and solar cars need batteries. These need recharging. As things stand, this means a lot of trouble for the average motorist. Third, electric and solar cars can't go very far or very fast and they are not very powerful. Can you imagine a heavy truck powered by electricity or solar energy? I don't think it's possible at all. To put it in a nutshell, this motion is not practical.

Here are some more Argument Samples based the fourth motion: 'Public transport should be free.'

Pro Speaker 1: I am very excited to speak for this motion. Let me give you three reasons for this. First, I definitely think that public transport is the transport of the future. Wherever we go these days, we find ourselves in traffic jams and it takes ages to get anywhere. Second, we all pay taxes and these should be making our quality of life better. Free public transport would be a wonderful way of doing this. Third, I strongly believe that the day of the private car is over. It is time to cut down accidents and all the many traffic offenses by using free public transport.

Con Speaker 1: The previous speaker has a strange view of public transport. Let me give you three opposing reasons. First, there's no doubt that public transport is very useful for. But this doesn't mean that our taxes should be used to make it free. After all, many people don't use public transport and they shouldn't have to pay for it. Second, if public transport is free, people won't value it. They will not treat it with respect. Third, we should put money into improving the roads so that everyone can drive their own cars without getting stuck in traffic jams.

Car Park Puzzle (pairs)

- Students read the instructions to this topical puzzle.
- They try to find a way of getting the red car to leave the car park through the EXIT.
- Cars can only be moved backwards or forwards. They cannot turn.
- A solution is in the Answer Section of the Students' Book.

The main point about this puzzle is that it is interesting and fun. It also encourages problem-solving and logical thinking as well as notional English (making suggestions).