

Activity 2: Low Traffic Neighbourhoods (CEFR C1)

Level:
CEFR C1

Time:
90 minutes

Resources:
✓ Handout

Aims:

- ✓ To develop skills and knowledge in speaking and listening at Level 2
- ✓ To explore vocabulary connected to L2 topics
- ✓ To develop students' ability to deliver a formal presentation to persuade someone of something
- ✓ To practise asking for descriptions of things and places, giving general and specific descriptions of things and places, explaining and giving views, generalising and comparing and contrasting, summarising

Exam task focus: Component 1 Task 1

Procedure:

Low traffic neighbourhoods

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| <p>1. Begin the lesson by asking the students (SS) to close their eyes and visualise their image of a perfect street. Ask them questions such as what sort of accommodation can you see? Are there any cars parked on the street? Are there any trees or flowers? Can you see any people? What are they doing? Are there any shops? Is there a park? Tell them to open their eyes and elicit a few examples of what they could see. Tell them they are going to be thinking about residential streets in today's lesson. Explain that each student will be given a number with a series of questions. They should then gather information from their classmates. Ask them to stand up and walk around the room speaking to different people. Give them 2/3 minutes with each person then clap your hand to indicate that they should move to a different person. If there is not much room in the classroom, put them in small groups to gather information. If possible, ensure even numbers so they can work in pairs.</p> | <p>Handout
Activity
1a</p> |
| <p>2. Put SS into groups of 5 so that there is a person for each of the 'Find out lozenges'. Explain that they should share their findings. Before they embark on the task, draw their attention to the language box focusing on the language of making generalisations and comparisons. Highlight in particular the phrase '90 per cent of the time' which is used to mean 'most of the time'. Conduct whole class feedback focusing in particular on the differences between the streets people now live on in the UK and streets they have lived in before in other countries.</p> | <p>Handout
Activity
1b</p> |
| <p>3. Ask SS whether they have heard of 'low traffic neighbourhoods' (LTNs). Ask them what they think they are. Tell them to read the notice to check whether</p> | <p>Handout
Activity 2
a, b and c</p> |

their predictions were right. Conduct whole class feedback to check understanding. This article gives more information.

<https://www.livingstreets.org.uk/media/3843/lcc021-low-traffic-neighbourhoods-intro-v8.pdf>

4. Ask whether they think the notice gives a balanced view of LTNs? Explain the notice is one-sided and the scheme is presented in a positive light as it comes from the local council who are trying to 'sell' the scheme to the residents. Elicit some of the advantages (pros) from the notice. Put SS into groups of 2 or 3 and ask them to think about possible disadvantages (cons) of the scheme. Tell them that they should make written notes of possible pros and cons as they will need them later. There is space on the handout to make notes. Focus their attention on the bullet points which may help them to come up with possible cons. After 5 minutes, tell them to read the comments from people about the schemes. They should then briefly discuss whether they had included the same advantages and disadvantages on their list. Conduct whole class feedback on the pros and cons of the scheme. Finally ask them whether or not they would welcome a scheme like this in their area.
 5. Set the context as presented in Activity 3 and explain that they are going to have to deliver a presentation on low traffic neighbourhoods. Introduce the idea of signposting language within a presentation to help structure the presentation both for the person delivering the presentation and the audience. Focus on the language given in Activity 3a and suggest that the students highlight the language they intend to use in their presentation. Then focus their attention on Activity 3b – the connectives. Tell them to match the example sentences with the function of the emboldened connectives. They could either do this in pairs or on their own. Conduct whole class feedback. Handout
Activity 3
a, b and c
- Answers:*
1 – d, 2 – f, 3– a, 4 – b, 5 – c, 6 – e
6. Finally give them some time to organise their presentation individually. Explain that whilst it is a good idea to write out some of what they might say when they are preparing and possibly memorising it, when they come to deliver their presentation, they must avoid reading from a script. Monitor what they are doing and check whether anyone needs any help.
 7. Put SS into pairs and tell them to practise delivering their presentations to each other. Draw attention to the checklist which they can use to give each other feedback on the task. This focuses more on the content and language than delivery. Conduct whole class feedback once they have delivered their presentations to each other to find out how they got on. Use the feedback checklist as the basis for your feedback. Activity 4
a and b
 8. Focus SS attention on the exam box at the bottom of the handout to explain how the lesson has helped to prepare them for Task 1 of the Trinity Level 2 Skills for Life Speaking exam.

Handout Activity: Low Traffic Neighbourhoods



(Images from www.pexels.com)

Activity 1: Your neighbourhood

a You are going to find out about your classmates' neighbourhood. You will need a pen and paper to make notes. Your teacher will tell you what information you are going to collect. Walk around the room and get information from as many people as possible.

1. Find out about your classmates' road. What's on it - houses / blocks of flats / shops / cafes / green spaces etc.?

2. Find out about parking in your classmates' area. Where can people park their cars? On the street / on a drive / in a garage? Are there any parking restrictions? Do you need a parking permit? How easy is it to park?

3. Find out about the traffic on your classmates' road. How much traffic is there? Is it just cars and bikes or do buses and lorries also use the road? Are there many cyclists / pedestrians?

4. Find out about your classmates' neighbours. Do they know their neighbours? If yes, how did they meet them? Are there places for children to play together in the local area?

5. Find out how your classmates' travel around. Do they prefer to drive or use public transport? Why? How many people cycle / walk?

b Work with classmates who did different research to you. Share the information you have. Did anything surprise you? How is the neighbourhood you live in now different to any neighbourhoods you've lived in before?

Language Box: Generalising and comparing and contrasting

Generalising

Generally speaking people tend to ...
Generally speaking people tend to park on the road
Ninety per cent of the time ...
Ninety per cent of the time, people are more likely to drive rather than use public transport
On the whole ...
On the whole, people don't really know their neighbours although there are some exceptions

Comparing and contrasting

X is more or less the same as / X is totally different to ...
Traffic levels are more or less the same in X as in Y
There's not a lot of / a huge difference between X and Y
There's a huge difference between the road I live on now and roads I've lived on in the past

Activity 2: Introducing low traffic neighbourhoods

a Read this notice about the introduction of a low traffic neighbourhood scheme. Make a list of the pros and cons of the scheme.

Consider:

- the residents of the streets in the low traffic neighbourhood
- the residents of the streets around the low traffic neighbourhood
- drivers / cyclists / motorbike riders
- local businesses e.g. shop keepers / restaurants
- delivery drivers

**Does the traffic on your street drive you crazy?
Would you like your children to be able to play safely in your street?
Would you like to socialise with your neighbours in the street?**

This can all become a reality. From next month, we are introducing a **low traffic neighbourhood** in your area. Your street and some of the surrounding streets will become access only. This means no more cars speeding through to shave a few minutes off their journey. Your street and the streets around it will just be for you and your neighbours. Imagine how much better your life will be!



What is a Low Traffic Neighbourhood (LTN)?

A **Low Traffic Neighbourhood** is a scheme where measures are put in place to limit the access of motor vehicles to residential streets. Temporary or permanent blocks are put at key entry points to the streets. Drivers (including motorbike drivers) without residential access are banned from entering the street.

Let us know what you think.

email: www.greenbridgecouncil.gov.uk
Twitter: @greenbridgebc
Instagram: @greenbridge_council
Facebook: Greenbridge Council

Make your notes in the space below.

Pros of LTN

Cons of LTN

My view

b Look at the comments made by some people about the introduction of a low traffic neighbourhood in their area. Did you come up with similar pros and cons in your group?

It's great for the people living inside the LTN, but not so great for people like me living a few streets away. Now we get all the traffic in our street. It's a total nightmare for us!

Jed (local resident)

People used to drive here to bring all their laundry but it's too heavy to bring by foot or on a bike so we are losing out on business. They're obviously going somewhere else to do their laundry.

Maria (owner of local laundry and dry cleaners)

About 70% of our trade is from passing cars. But now they can't come down here, there is no passing trade! I can't see how we can survive. **Shalini (newsagent)**

The difference it's made is incredible. We can hear birdsong again and our children can go and play outside for hours on end without any need for supervision from adults. We love it! **Jessie (local resident)**

Since the introduction of the LTN, my neighbours and I have started a street planting project. We're growing flowers and vegetables and have got the local children involved. We're spending so much more time in the open air. It's got to be good for our health. **Oscar (local resident)**

This scheme has caused chaos for us. I'm a local handyman and my firm does a lot of work in this area. There's just no way we can do our job without having our van and all our equipment close by. It's been really badly thought out.

Ivan (local tradesman)

It sounds great in theory but in reality, there are multiple problems. For example, the other night a resident was taken seriously ill and it took a lot longer for the ambulance to get here. Luckily, she was alright, but it could have had fatal consequences!

Laia (local resident)

c Having considered the scheme from both sides, would you like your street to become part of a low traffic neighbourhood?

Activity 3: Presenting a case

You have received notice that the local council in your area is considering introducing a low traffic neighbourhood. There is going to be a consultation meeting and you have been asked to present the case on behalf of the local residents. You need to present both sides of the argument and finish by making your own case for either accepting or rejecting the scheme. You can produce a PowerPoint presentation if you would like to, but this is not compulsory. Your presentation should last around 6 minutes.

Organising your presentation

To ensure your presentation is effective, you need to organise the structure in advance of delivering it.

a Look at the examples of signposting language you can incorporate at different stages of your presentation. Highlight the ones you want to use in this presentation.

Introducing the topic and outline of the presentation

- Today, I'm going to be talking about ...
- The subject of my talk today is ...
- The talk will be divided into 5 sections. I'll start with the introduction, then I'll consider the arguments in favour followed by the arguments against. I'll present my own views and finally I'll end with my conclusion and recommendations.

Starting a new section

- Having considered X, I'd like to move onto Y
- Now, I'll turn my attention to ...
- I'd now like to discuss ...

Giving examples

- A clear example of this is ...
- To illustrate this point, I'd like to consider the example of ...
- A further example is ...

Summarising and concluding

- So to summarise ...
- So to remind you of the points that have been covered in this presentation ...
- I'll conclude my presentation by stating again that my recommendation is ...

b An effective presentation, also makes use of connectives to link the points being made into a coherent argument. Look at the examples below and match the connectives to their function.

1 In addition to / besides encouraging people to socialise more with their neighbours, there has also been evidence that children have been spending less time on their mobile devices and more time outdoors.
2 Despite the fact that / Even though low traffic neighbourhood schemes sound good, they have in fact attracted a surprising amount of criticism.
3 Provided that / On condition that residents are properly consulted, low traffic neighbourhood schemes can be very successful.
4 Residents without cars are often wholly in favour of the scheme whilst / however their car-owning neighbours are of a completely different opinion.
5 As a result of / because of a reduction in passing trade, local traders are worried their businesses will be put at risk.
6 Above all / in particular levels of pollution have decreased significantly in low traffic neighbourhoods.

a Expressing a condition
b Expressing a simple contrast
c Demonstrating cause and effect
d Adding additional information
e Emphasising a point
f Making an unexpected contrast

c Prepare to deliver the presentation by using the notes you made in Activity 2 and adding signposting language (from Activity 3a to highlight the different sections of your presentation. Use the connectives from Activity 3b to join your ideas.

Activity 4: Delivering your presentation

Work in pairs. Deliver your presentation to each other. Use the checklist below to give each other feedback on your presentation.

Did your partner ...	
Have a clear structure to the presentation with <i>an introduction, main points with supporting facts and a conclusion</i> ? Did they include signposting language to highlight the different sections?	
Present a balanced view i.e. arguments in favour of and against the topic?	
Include their own view and present convincing arguments to persuade the audience to their point of view?	
Make use of connectives in the presentation?	

Exam Hint

In Task 1 of the Level 2 Skills for Life exam, you need to deliver a formal presentation with pros and cons with the objective of persuading the examiner to your own point of view. The presentation should last up to 6 minutes. You can bring a handout or a brief set of PowerPoint slides with notes or illustrations to accompany your presentation, but this is not compulsory.

You will need to demonstrate that you can understand and use specific communicative functions such as *giving general and specific descriptions of things and places, giving factual accounts, reporting, explaining and giving reasons, giving views, generalising and comparing and contrasting and summarising*. You have practised doing this in this lesson.