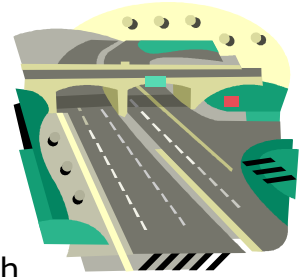


# Corston Vale Relief Road

## A Introduction

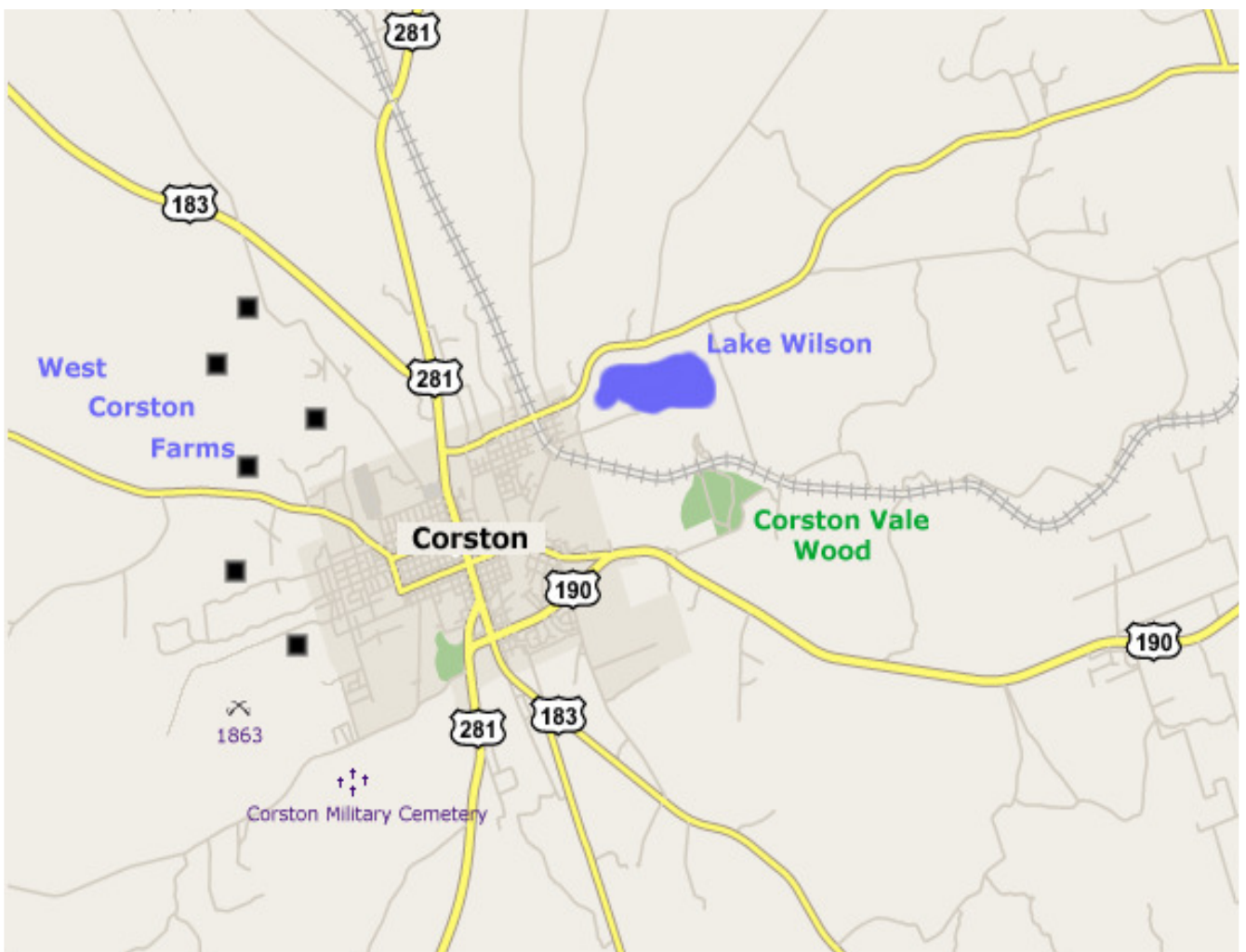
The town of Corston lies in the heart of the beautiful Corston Vale, a lovely area of forest and river.



The town has been getting increasingly more congested with traffic and the local authorities have decided to build a relief road to reduce downtown traffic.

There are three options open for discussion and a meeting has been called to decide which of the three options should be chosen.

## B Map



**C** Description

Corston has a population of 27,000 people but has suffered increasing traffic problems in the last decade.

To the east of the town, there is a popular tourist attraction, Lake Wilson where people go to fish and do water sports such as windsurfing, jet-skiing and sailing. To the south of Lake Wilson, Corston Vale Wood is an area of ancient forest popular with hunters but also with local residents who can make use of the picnic area and nature trails.

To the west of the town, there are six farms collectively known as the West Corston farms. These are mainly dairy farms although one of them, owned by the Pickering family, grows a lot of the fruit and vegetables consumed by the town. There is also a Civil War battlefield. The Battle of Corston was fought in 1863 with the loss of some 8,000 lives. Most of the dead were buried in the nearby Corston Military Cemetery.

**D** Options

The local government has put forward three options for the relief of traffic congestion in downtown Corston.

- i. Widening of the current road downtown from a two-lane highway to a four- or six-lane highway. Enormous disruption to the lives of Corston residents and many historic buildings will need removing or destroying. **Cost \$50 million.**
- ii. Relief road to the east of the town. This will pass close to Lake Wilson and Corston Vale Wood and has caused great protest from those wishing to preserve the peace and quiet found in the area. **Cost \$80 million.**
- iii. Relief road to the west of the town. Three of the West Corston Farms will have to be closed down and the Veterans Association is unhappy about the proximity of the new highway to a battlefield site they consider sacred. **Cost \$60 million.**



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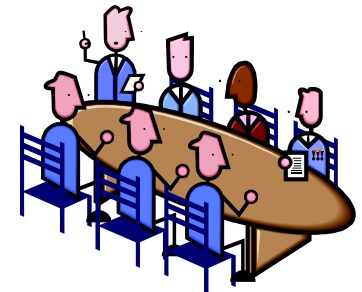
**E** The Meeting

The town council has called a meeting with all interested parties attending. A decision must be made about which of the three options should be chosen for the future prosperity of Corston and the local area.

Each representative will have one vote at the end of the meeting and members of the public will be able to vote too.

A chairperson will be selected before the beginning of the meeting and will keep order in the meeting.

Try and consider the positive aspects of other people's opinions too. Argue your case but also think about what other people are saying.



Read the instructions on the piece of paper your teacher will give you very carefully and plan your arguments with the other students in your group.

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## Role Cards

### **Farmers' Union Representative**

You do not want to see farming reduced in the area. The West Corston Farms have been in existence for over 200 years and the fruit and vegetables from the Pickering farm are vital to the local economy. Closing down the farms will increase local unemployment too. If the farms close, Corston will have to spend money buying food from outside the area.

### **Corston Historical Society**

You are very angry at the plans to widen the existing road in downtown Corston. There are some buildings dating back to 1720 on High Street. Corston Municipal Library, built in 1725 and used by George Washington for three months in 1778, will be closed and destroyed.

You cannot believe the council is thinking about building a new relief road near the site of the famous battle of Corston. This would be a terrible option. You think the road should be built to the east of the town. Hunters and sailors can always find other places to go.

### **Corston Hunters & Fisherman's Club**

Lake Wilson is the only real place to go fishing in the whole area. The Corston River dried up years ago. Corston Vale Wood is used by hunters and also by Corston residents for picnics and forest walks.

If the road is built to the east of the town, it will ruin what is currently a quiet and peaceful area which is enjoyed not only by hunters and fishermen, but also by the town's citizens wishing to escape the noise and traffic of the town. The solution is NOT to bring the noise and the traffic to the lake and forest area!

### **Corston Military Veterans Association**

The Battle of Corston was one of the most important in the Civil War and many thousands of soldiers lost their lives. Building a relief road in the west of the area will destroy the battlefield's peace and it is also too near the military cemetery. It is sacred land in your view.

Many of your members like hunting in Corston Vale Wood so you wouldn't like the relief road to be built to the east of the town either. You think the best solution would be to widen the road that already exists in the town.

**Consumer Group of Corston**

If any of the farms close, you think local shoppers will have to pay higher prices in the shops because the town will need to buy produce from other towns. Corston is famous for its cheeses, yoghurt and other dairy products and these would be harmed if half the farms closed. Prices would rise.

**Corston Tourism Club**

Your club doesn't want the road in Corston to be widened as there are too many old buildings that would be destroyed and this would ruin the character of Corston, which attracts many tourists due to its historical nature.

The road to the east of the town is a bad idea because it would ruin the enjoyment of many local residents who use Lake Wilson for water sports and other leisure activities.

You would like to see the relief road built to the west but only if the council gives guarantees about preserving the battlefield site.

**Residents Group of Corston**

You don't want the disruption to downtown life that widening the town's existing road would mean. The work could last more than a year.

Your members have told you that they are not happy about the idea of a road destroying the peace and quiet of the area to the east of the town. Many of them use the woods and lake areas on the weekend for picnics, walks and leisure activities.

The area to the west of Corston seems the best idea.

**Green Corston Society**

You don't want any new road to be built. There are already enough roads in the area and a new one would either ruin the quiet, leisure area to the east of Corston or damage the farming community AND be too close to an important battlefield and military cemetery.

The best option is to improve the existing road that goes through Corston. It will be money and time well spent and help to protect the environment.

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## Teacher Notes

**Target Language:****Role Play: persuading, agreeing, disagreeing, negotiating, etc.****Duration:****60 mins. +**

### 1 Structure and Timing (all times approximate)

- |                            |              |
|----------------------------|--------------|
| A. Introduction            | (5 minutes)  |
| B. Map                     | (5 minutes)  |
| C. Description             | (5 minutes)  |
| D. Options                 | (10 minutes) |
| E. The Meeting             | (25 minutes) |
| F. Roles (and preparation) | (10 minutes) |

**Total: 60 minutes.**

### 2 Procedure

#### A. Introduction

This is a role-play that can be easily extended to last up to an hour and a half without too much difficulty. It is a good lesson to consolidate language of persuasion, agreement, disagreement, negotiating and so on. It may be worthwhile doing some review of this language in the lesson preceding this one.

Make sure the students understand the overall aim of the lesson and answer any questions they may have.

#### B. Map

You might want a separate print out with only the map for reference purposes. The students look at the map of Corston and the local area and the teacher asks questions about it.

*"Where is the lake?"*

*"In what year was the Battle of Corston?"*

And so on. This is to test understanding of the map, ensure the students are prepared for the latter parts of the lesson and perhaps to revise map/geography vocabulary.

#### C. Description

This description "sets the scene" for the whole of the role play so it's important students have a clear understanding of this part. This part can be read as a class.

## D. Options

Ask students to read the three different options on their own and then ask some general comprehension questions (e.g. the negative aspects) about each of the options.

## E. The Meeting

This is the main part of the lesson.

There are eight role cards so you will need at least 8 students. You also have the option to elect a chairperson who should be an outgoing student with good ability in English.

If you have a class of 12, for example, simply give four of the roles to pairs of students. You also have the possibility of allowing other students to act as members of the public and give them the chance to ask questions at the end of the meeting.

After deciding which students will play which roles, give time for preparation, especially important if each role is to be played by two or more students.

The teacher, if necessary, can play one of the roles or act as chairperson.

Classroom furniture should be arranged to allow for a comfortable "round table" discussion.

After students have read their role cards and prepared their arguments for a little time, either the teacher or the chairperson should open the meeting.

The discussion will ebb and flow depending on the abilities and personalities of the students involved. The teacher should ensure everyone gets to speak and encourage the more reserved.

At the end of the discussion, put the issue to a vote. Each student is given one vote and any students playing members of the public, after a "question and answer" session, also have a vote.

## G. The Roles

These will need to be printed out and cut up so as to allow easy distribution and use.

Hand out role cards to students and ensure they understand everything pertaining to their roles.

Remind students to consider the positive aspects of their own preferred solution as well as the negative aspects of the competing projects.

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