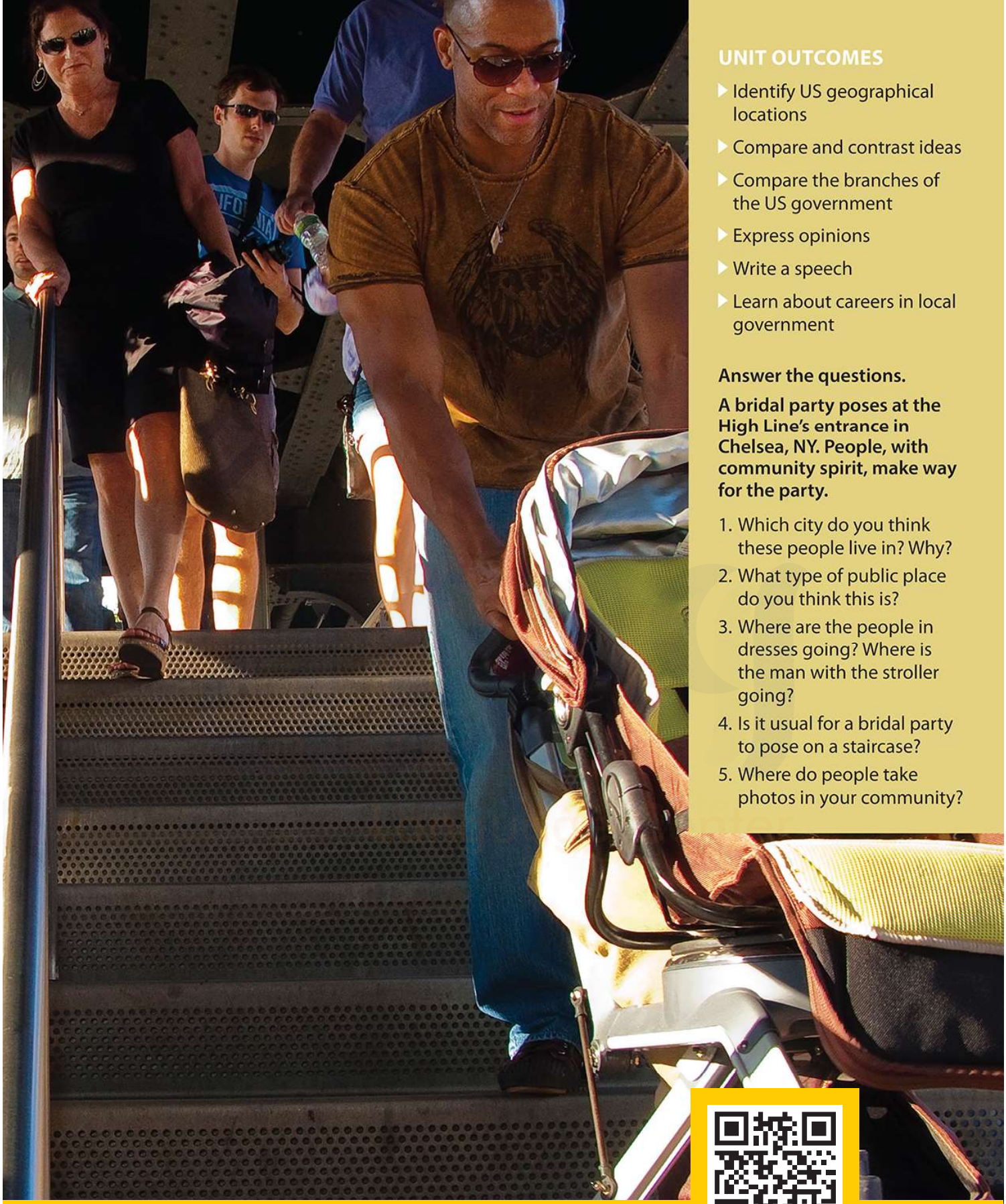
# 8 Citizens and Community





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## UNIT OUTCOMES

- Identify US geographical locations
- Compare and contrast ideas
- Compare the branches of the US government
- Express opinions
- Write a speech
- Learn about careers in local government

**Answer the questions.**

**A bridal party poses at the High Line's entrance in Chelsea, NY. People, with community spirit, make way for the party.**

1. Which city do you think these people live in? Why?
2. What type of public place do you think this is?
3. Where are the people in dresses going? Where is the man with the stroller going?
4. Is it usual for a bridal party to pose on a staircase?
5. Where do people take photos in your community?



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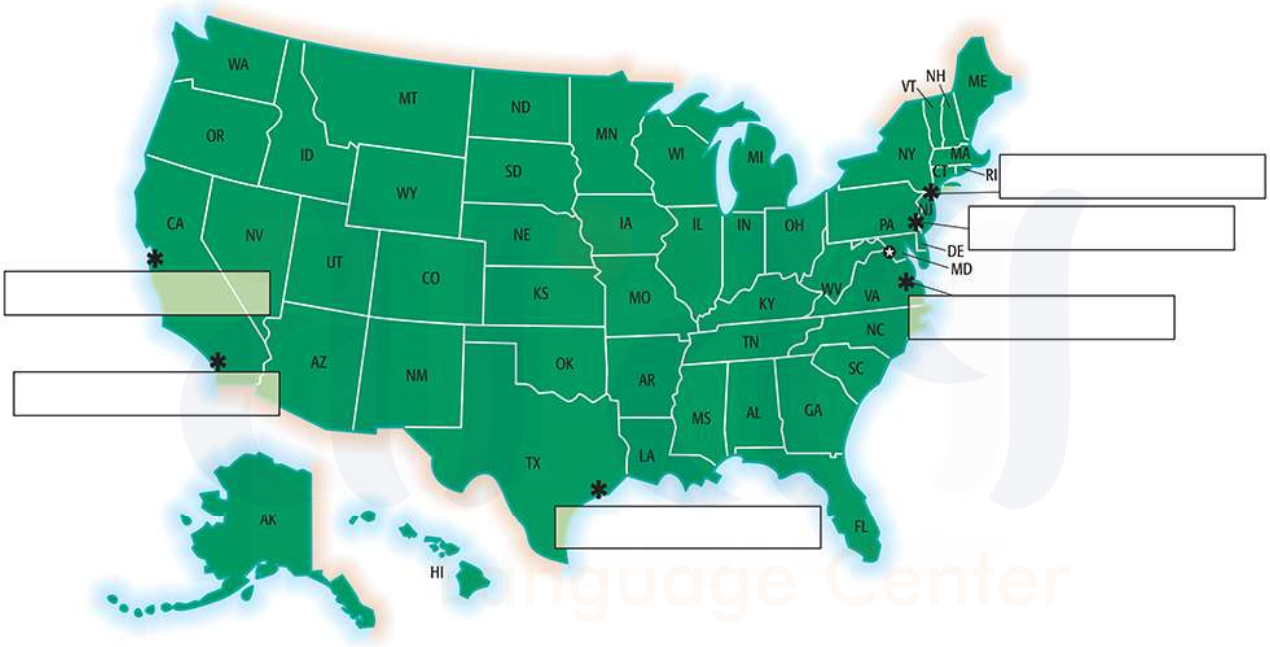
LESSON 1

# The United States

GOAL ▸ Identify US geographical locations

**A** **LOCATE** **Look at the map of the United States. Write the names of the cities in the spaces provided.**

| Philadelphia | Los Angeles | Jamestown | New York | San Francisco | Houston |
|---|---|---|---|---|---|




**B** **Look at the map again. Write the names of any other cities you know in the United States.**



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**C** **Read each state abbreviation and write the full state name. Ask a classmate or your teacher if you need help.**

| | | | |
|---|---|---|---|
| AL | Alabama | MT | _____ |
| AK | _____ | NE | Nebraska |
| AZ | _____ | NV | _____ |
| AR | Arkansas | NH | New Hampshire |
| CA | _____ | NJ | _____ |
| CO | _____ | NM | _____ |
| CT | Connecticut | NY | _____ |
| DE | Delaware | NC | North Carolina |
| FL | _____ | ND | North Dakota |
| GA | _____ | OH | _____ |
| HI | _____ | OK | Oklahoma |
| ID | _____ | OR | _____ |
| IL | Illinois | PA | _____ |
| IN | Indiana | RI | Rhode Island |
| IA | _____ | SC | _____ |
| KS | _____ | SD | _____ |
| KY | Kentucky | TN | Tennessee |
| LA | _____ | TX | _____ |
| ME | _____ | UT | _____ |
| MD | Maryland | VT | _____ |
| MA | _____ | VA | Virginia |
| MI | Michigan | WA | Washington |
| MN | _____ | WV | _____ |
| MS | Mississippi | WI | _____ |
| MO | Missouri | WY | Wyoming |

**Note**

Washington, DC is not a state.

**D** **DETERMINE** **Ask your partner about the states he or she has visited. Who has visited the most states?**



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**E** **Look at the pictures of popular tourist attractions in the United States. What are they? Where are they located?**

1. 

2. 

3. 

_____ _____ _____

**F** **Listen to the lecture on notable cities in the United States. Match the city with the correct information. Review the vocabulary before you start.**

| | |
|---|---|
| g 1. where the federal government is located | a. Houston, TX |
| _____ 2. home of the Statue of Liberty | b. Jamestown, VA |
| _____ 3. a major port for the Pacific Ocean | c. Los Angeles, CA |
| _____ 4. a former English colony named after an English king | d. New York, NY |
| _____ 5. where the Declaration of Independence was written | e. Philadelphia, PA |
| _____ 6. the film capital of the world | f. San Francisco, CA |
| _____ 7. a major oil producer | g. Washington, DC |
| _____ 8. where Disney World is located | h. Orlando, FL |

**G** **What else do you know about the cities listed in F? Discuss your ideas with your classmates and teacher.**

**H** **Look at your list of cities in B. What are they famous for? Include your own city or the city nearest you.**

_____

_____

_____

_____

_____



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LESSON 2

# What's Your Opinion?

GOAL ▶ Compare and contrast ideas

**A** **The mayor is the leader of local government in most cities and towns in the United States. Who is your mayor?**

**B** **Imagine that you are getting ready to vote for the new mayor of your city. Read the different points of view of the two candidates below.**

| Kim Vo Wants to . . . | Dawson Brooks Wants to . . . |
|---|---|
| • build more parks.<br>• lower class sizes in elementary schools.<br>• lower the tuition at city colleges for immigrant students.<br>• spend tax dollars on wider sidewalks in neighborhoods.<br>• invest money in public transportation.<br>• offer job training programs for homeless people. | • build more highways.<br>• increase the number of teachers per classroom.<br>• raise the tuition at city colleges for immigrant students.<br>• spend tax dollars to improve library facilities.<br>• build more parking structures.<br>• offer incentives for individuals to start their own businesses. |

**C** **With a partner, compare the two candidates using *but* and *however*.**

EXAMPLE: **Student A:** Kim Vo wants to build more parks, **but** Dawson Brooks wants to build more highways.

**Student B:** Dawson Brooks wants to build more highways; **however**, Kim Vo wants to build more parks.

**D** **COMPARE** **Write two sentences comparing Kim Vo and Dawson Brooks using *but* or *however*.**

1. _____

_____

2. _____

_____

**E** **EXPLAIN** **Which issues in B are most important to you? Why? Write a paragraph on a separate piece of paper.**



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**F** **Ask your classmates about their feelings on the topics below. Think of your own topic for the last question.**

| Name | Topic | Agree | Disagree |
|---|---|---|---|
| | increasing the number of students in our class | | |
| | | | |

| Name | Topic | Agree | Disagree |
|---|---|---|---|
| | building more schools in our community | | |
| | | | |

| Name | Topic | Agree | Disagree |
|---|---|---|---|
| | adding more bike lanes | | |
| | | | |

| Name | Topic | Agree | Disagree |
|---|---|---|---|
| | | | |
| | | | |

**G** **Study the chart with your classmates and teacher.**

| Comparing and Contrasting Ideas | |
|---|---|
| If two people share the same opinion, use *both … and* or *neither … nor*. | |
| **Both** Enrico **and** Liz<br>**Neither** Enrico **nor** Liz | **want** to increase the number of students in our class.<br>**wants** to increase the number of students in our class. |
| If two people don't share the same opinion, use *but* or *however*. | |
| Enrico agrees with adding more bike lanes, | **but** Liz doesn't. |
| Ali doesn't agree with adding more bike lanes; | **however**, Suzana does. |
| **Punctuation note:** Use a semicolon (;) before and a comma (,) after *however*. | |



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**H** **Complete each sentence with *both*, *and*, *neither*, *nor*, *but*, or *however*.**

1. Neither Alicia _____ Hoa wants the city to build a school instead of a park.
2. _____ Kim and Su want to increase the number of hours that our class meets.
3. Jeeva thinks the library should be open seven days a week; _____, Adam thinks five days a week is plenty.
4. Bruno believes all children should study a second language, _____ Liza thinks children should learn only their native language.
5. _____ Lim nor Jeremy wants more homework.
6. Both Elizabeth _____ Parker want to do more writing in class.

**I** **COMPARE** **Look back at the information you collected from your classmates in F. Write sentences comparing their ideas.**

1. _____
2. _____
3. _____
4. _____



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LESSON 3

# US Government

GOAL ▶ Compare the branches of the US government

**A** **Look at the three branches that make up the US government. What do you know about them?**

1. 
Executive

2. 
Legislative

3. 
Judicial

**B** **Read about the US government. Then answer the questions after each section.**

**The US Government**

The US government has three branches—the executive branch, the legislative branch, and the judicial branch. The government was set up this way so no one person would have too much power. With three branches, each branch balances out the others.

**The Executive Branch**

In the executive branch are the president, the vice president, and the cabinet. The president is the leader of the country and of the executive branch. He or she can sign new laws, prepare the budget, and command the military. The vice president helps the president and is the leader of the Senate. Both the president and the vice president serve for four years and can be reelected only once. The president's cabinet is a group of experts who advise the president. The president chooses his cabinet members. They include the Secretary of State, the Secretary of Defense, and the Secretary of Education.

1. What does the president do? _____
2. What does the vice president do? _____
3. How long do the president and vice president serve? _____
4. What does the cabinet do? _____
5. Do voters elect cabinet members? _____



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**The Legislative Branch**

The legislative branch, also known as Congress, makes the laws for the United States. Congress has the power to declare war, collect taxes, borrow money, control immigration, set up a judicial and postal system, and the most important power, to make laws.

This branch has the greatest connection to the people of the United States because this branch represents citizens. Congress has two parts—the House of Representatives and the Senate. The House of Representatives has 435 state representatives. Each state gets a certain number of representatives, based on its population. Each representative serves for two years and can be reelected. The Senate has 100 senators, two from each of the 50 states. Senators serve for six years and can also be reelected.

1. What is another name for the legislative branch? _____
2. What is the most important thing this branch does? _____
3. What are the two parts of this branch called? _____
4. How many representatives are in the House? _____
5. What determines the number of representatives each state gets? _____
6. How long do representatives serve? _____
7. How many senators does each state have? _____
8. How long do senators serve? _____

**The Judicial Branch**

The third branch of the US government is the judicial branch, which includes the Supreme Court and the federal courts. The job of the courts is to interpret the laws made by the legislative branch. The Supreme Court is the highest court in the United States and has nine judges called *justices*. The justices listen to cases and make judgments based on the Constitution and the laws of the United States. The president and Congress choose the justices of the Supreme Court.

1. What is the role of the judicial branch? _____
2. What is the highest court in the United States? _____
3. How does a person become a judge on the Supreme Court? _____

_____



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**C** **Most cities have government officials who are elected to help run the city. Listen to the following people talk about their jobs and fill in the table with their duties.**

| Official | Duties |
|---|---|
| tax assessor | 1. helps county set tax rates<br>2. decides on the value of property |
| city clerk | 1. _____<br>2. _____ |
| city council member | 1. _____<br>2. _____ |
| superintendent of schools | 1. _____<br>2. _____ |
| mayor | 1. _____<br>2. _____ |

**D** **EVALUATE** **Discuss the positions in the table above with a group. Which position would you most like to have? Why? Which one would you least like to have? Why? Write a paragraph answering these questions.**

Language Center



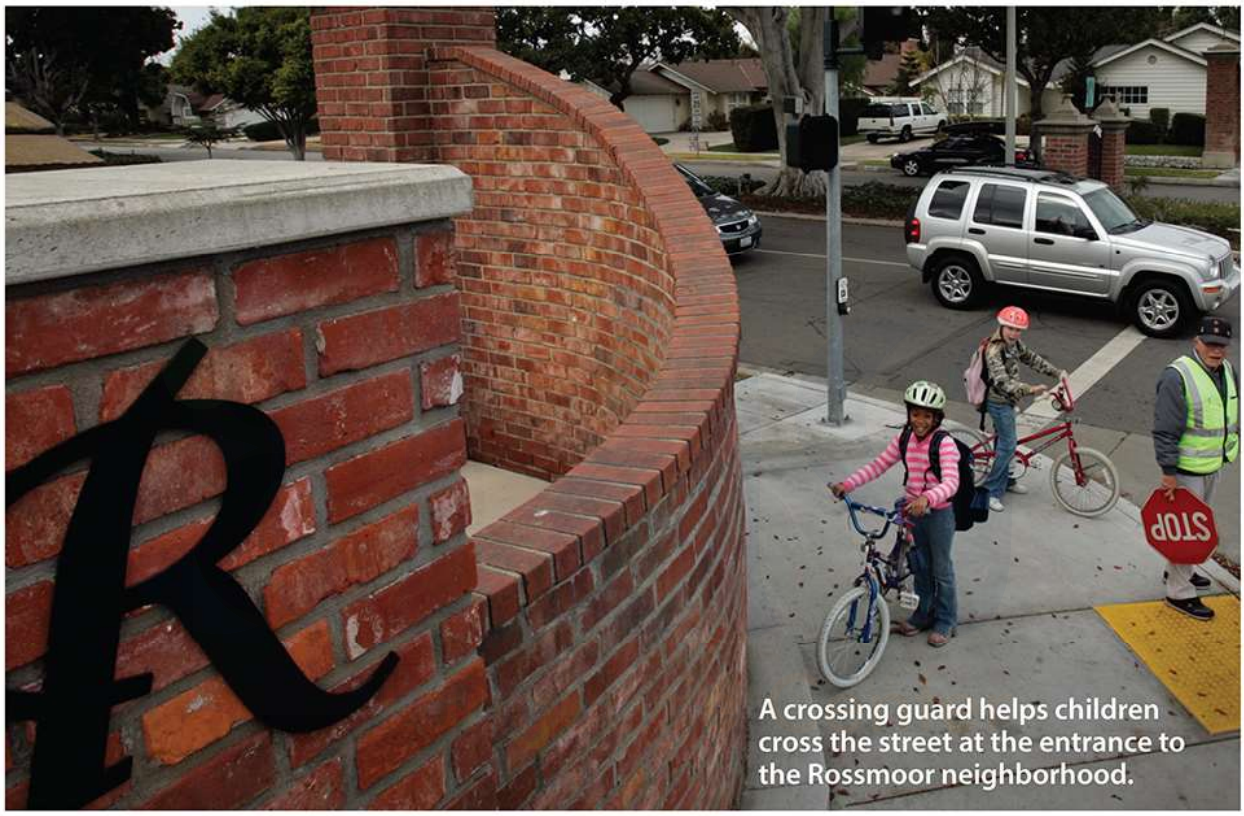
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LESSON 4

# Community Concerns

GOAL ▶ Express opinions

**A** **Cherie lives in a small town in California that is not as nice as it used to be. Read about the problems in Cherie's community.**




A crossing guard helps children cross the street at the entrance to the Rossmoor neighborhood.

My name is Cherie. I live in a small community called Rossmoor in California. I moved here about ten years ago with my family because we wanted to live in a nice, safe community, but many things have happened in the past ten years.

First of all, the neighborhood schools are overcrowded. Because our school system is so good, many families from outside neighborhoods send their kids to our schools. There are over 35 students in each classroom.

Another problem is that there are some people with mental health issues on our streets. It sometimes makes me nervous to have my kids walking home by themselves. I wish they could take a bus, but that's another problem. We don't have any public transportation here. When Rossmoor was first built, many wealthy people moved here. They all had cars, so there was no need for public transportation, but now things have changed. I think it's time for me to go to a city council meeting to see what I can do for our community.



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**B** **Cherie talks about three different problems. List them below.**

1. _____

2. _____

3. _____

**C** **BRAINSTORM** **With a group, discuss possible solutions to each problem in Cherie's community. Write your ideas below. Report your answers to the class.**

| Problem | Possible Solutions |
|---|---|
| overcrowded schools | 1.<br>2. |
| people with mental health issues | 1.<br>2. |
| no public transportation | 1.<br>2. |

**D** **Rossmoor is a nice place to live, but like every community, it has some problems. Match each problem with a possible solution. Then compare answers with a partner and say if you agree or disagree with each solution.**

_____ 1. Visitors park in resident parking spaces.

_____ 2. People don't clean up after their pets.

_____ 3. Teenagers are out late at night getting into trouble.

_____ 4. The parks are not maintained.

a. Set a curfew for teenagers.

b. Fine people who don't clean up after their pets.

c. Give tickets to visitors who park in resident spaces.

d. Raise taxes to help with recreation improvements.

**E** **We use *should* to give a strong suggestion. Study the chart below with your teacher.**

| Modal *Should* | | | |
|---|---|---|---|
| **Subject** | ***Should*** | **Base Verb** | |
| The city council | **should** | set | a curfew for teenagers. |
| People | **should** | clean up | after their pets. |

**F** **With your group, use *should* to talk about the solutions you wrote in C.**



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**G** **FORMULATE** **In a group, form a city council. Decide how you will solve the following problems and present your ideas to the class. The class will vote on which group would be the best city council.**

1. Our city has cut lanes of traffic to put bike lanes in. This is dangerous for the bikers and has caused a lot of traffic in our city. How can we fix this?

2. The house prices are going up in our community. It's difficult to find affordable rent and almost impossible to buy a house. Many people are moving away from the community to find cheaper housing. The community wants to maintain diversity, but only the very wealthy can afford to stay. What should we do about the housing costs?

3. The town's river was very dirty, but groups of citizens did a lot to clean it up. We want to increase taxes so we can build a new park along the river, but the growing town needs a new hospital and more office space too. Is there a way to make everyone happy?

**Life ONLINE**

Did you know many cities and towns have an app that residents can use to access local services? You can check parking access, report a broken traffic signal or street light, alert the authorities about a fallen tree or wire, or even request a trash cleanup, right from your phone. You do not need to be a citizen, pay a fee, or submit your personal information to use municipal apps to take advantage of local services. Look in your app store to see if your community has an app like this.



Bike lanes make commuting safer for cyclists in big cities like New York.



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LESSON 5

# If I Were President

GOAL ▶ Write a speech

**A** **Rosario's teacher asked her to write a paragraph about what she would do if she became president of the United States. Read what she wrote below.**

*If I were president, nobody would be poor or homeless. Personally, I think if people had more money, they wouldn't commit crimes. In my opinion, we shouldn't spend so much money on the military. If scientists didn't have to build weapons, they would have more time to study other things. Maybe they would find a cure for cancer. I think that I'd be a great president!*

**B** **Study these expressions with your classmates and teacher. Underline the ones Rosario used in her paragraph above.**

| | |
|---|---|
| In my opinion, … | I believe that … |
| As I see it, … | I think that … |
| Personally, I think … | I feel that … |

**C** **PLAN** **On a separate piece of paper, write your opinion about the topics. Use the expressions from B.**

1. the environment I think we should be more concerned about the environment.
2. crime _____
3. homework _____
4. public transportation in my city _____
5. free English classes _____



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**D** **Study the chart with your classmates and teacher.**

| Contrary-to-Fact Conditional Statements | | | | | |
|---|---|---|---|---|---|
| **If** | **Subject** | **Past Tense Verb + Noun** | **Subject** | **Modal** | **Base Verb + Noun** |
| If | I | had more money, | I | would | buy a house. |
| If | you | didn't have the flu, | you | would | go to work. |
| If | he | had more time, | he | would | take more classes. |
| If | she | were rich, | she | could | help her parents. |
| If | we | gave food to charities, | we | could | help our community. |
| If | they | weren't so tired, | they | could | come to the movies. |

Contrary-to-fact (or unreal) conditional statements are sentences that are not true and that the speaker thinks will probably never be true.
**Note:** In written English, we use *were* instead of *was* in contrary-to-fact statements, but in spoken English, we often use *was* with the following subjects: I, he, and she.

**E** **Complete the sentences below with the correct form of the verb in parentheses.**

1. I *would give* (give) money to the homeless if *I were* (be) president.
2. If people _____ (have) more money, they _____ (be) happier.
3. If the president _____ (spend) more on health, scientists _____ (discover) a cure for cancer.
4. If our classes _____ (be) larger, the teacher _____ (not have) much time for each student.
5. Maria _____ (go) to medical school if she _____ (be) younger.

**F** **Look at the list of city officials on page 206. Write a contrary-to-fact conditional statement for each official. Then share your statements with a partner.**

EXAMPLE: If I were the tax assessor, I would lower taxes.



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**G** **What would you do if you were president? Talk about the things you would like to change.**

**Student A:** What would you do if you were president?

**Student B:** Let's see. I think we need to improve our schools.

**Student A:** How would you do that?

**Student B:** I would pay teachers more. I would spend money on things like computers.

**H** **Think about the following topics. What would you do if you were president? Write your ideas.**

| Topic | My Ideas |
|---|---|
| eliminating the death penalty | |
| raising the retirement age to 70 | |
| raising the cost of gasoline so people would drive less | |
| smoking in public places | |
| raising the minimum wage | |
| building casinos to raise money for schools | |

**I** **VISUALIZE** **Using the ideas you wrote above, write a paragraph about what you would do if you were president. Use Rosario's paragraph in A as an example. Then share your paragraph with the class. Who would the class elect to be president?**



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LESSON 6

# Explore the Workforce

GOAL ▶ Learn about careers in local government

**A** **What jobs do you think of when you hear the phrase *local government*? Write them below.**

_____

**B** **BRAINSTORM** **There are many different kinds of local government jobs. Look at each of the categories below and brainstorm at least two jobs for each.**

| Category | Jobs |
|---|---|
| Police protection | |
| Health | |
| Elementary and secondary education | |
| Public welfare | |
| Parks and recreation | |
| Judicial and legal | |
| Transit | |
| | |
| | |
| | |

**C** **REFLECT** **Answer the questions below. Then share your answers with a partner.**

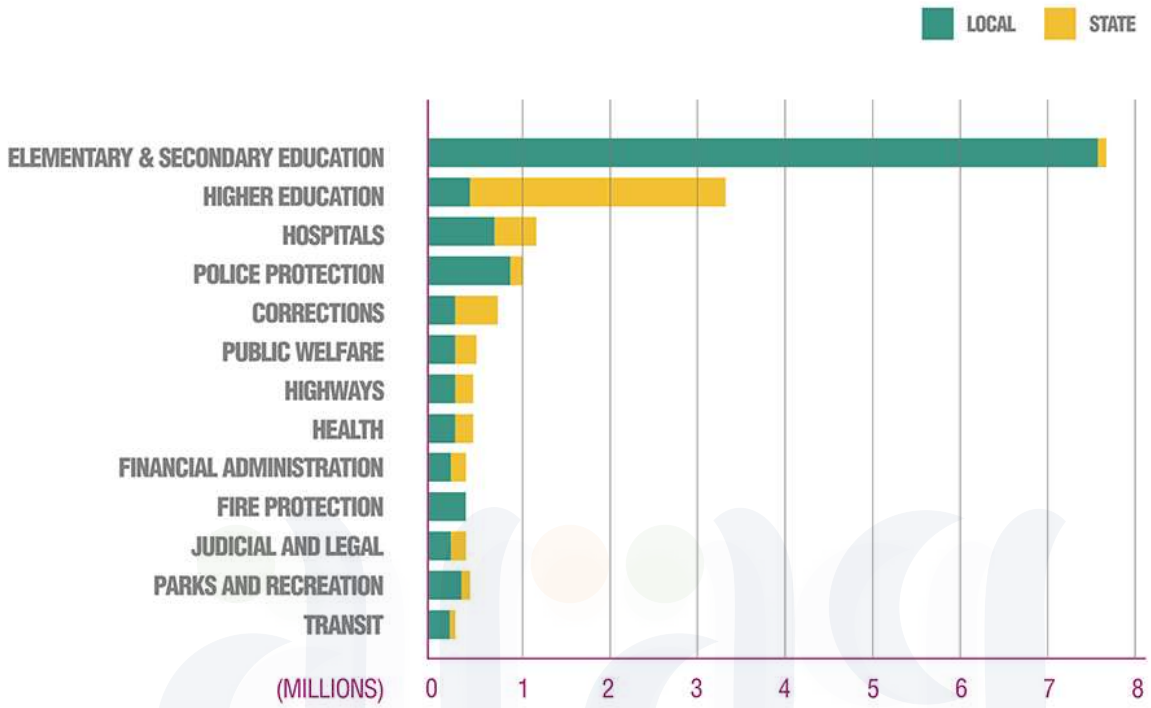
1. Which job category was the easiest to come up with jobs for?
2. Which category was the most difficult to come up with jobs for?
3. What other local government categories are missing from the chart in **B**? Add three more to the chart and come up with jobs.



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**D** **ANALYZE** Look at the chart below and answer the questions that follow.

## PUBLIC EMPLOYMENT: TOP 13 STATE AND LOCAL JOB CATEGORIES




1. If you want to get a local government job, in which category do you think you will have the best chance? _____. Why do you think this is true? _____

2. If you want to get a local government job, in which category do you think you will have the second-best chance? _____

3. What type of job in local government will be most difficult to find? _____. Why do you think this is true? _____

4. List three categories that you would like to consider getting.

5. What are two categories that you would never want to get a job in?

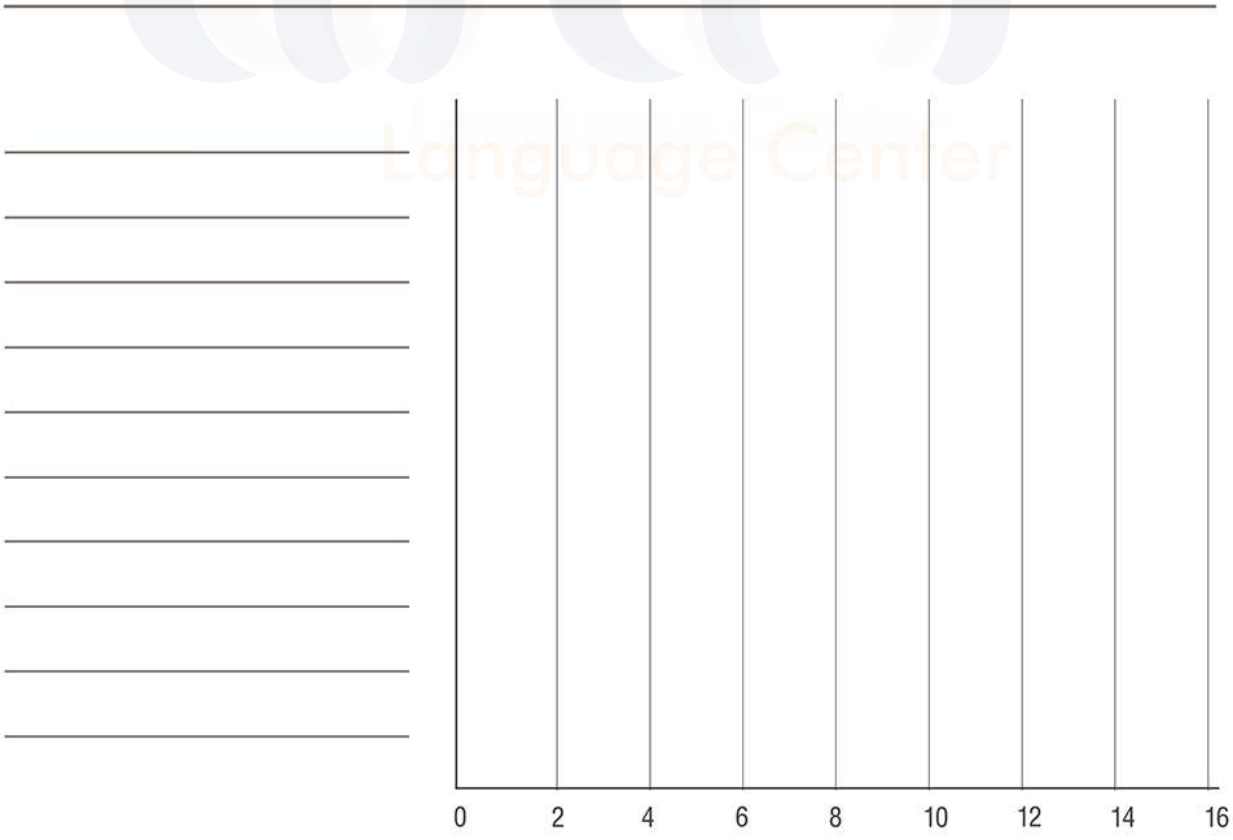


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**E** Take a poll in your class. Find out what job each person has. (*Student* and *stay-at-home parent* are acceptable answers). Then complete the table below. You will have to come up with your own categories based on the answers you get. (Ask your teacher for help.)

| Category | Jobs |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

**F** Using the information from **E**. Create a bar graph similar to the one in **D**.






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# Review

**A** **Write the full name of each state next to its abbreviation. See how many you can remember before you look back at page 199.**

1. NY _____
2. CA _____
3. WA _____
4. FL _____
5. TX _____
6. ME _____
7. IL _____
8. NV _____
9. HI _____
10. NJ _____

**B** **Read the table below. Write sentences using *both . . . and, neither . . . nor, but,* and *however.***

EXAMPLE: Both Sophia and Jamal want to increase class size.

| Name | Topic | Agree | Disagree |
|---|---|---|---|
| Sophia | increasing the number of students in our class | ✓ | |
| Jamal | | ✓ | |
| Sophia | building more parks in the community | | ✓ |
| Jamal | | ✓ | |
| Sophia | providing more recycling centers | ✓ | |
| Jamal | | | ✓ |
| Sophia | building more freeways | | ✓ |
| Jamal | | | ✓ |

1. _____

_____

2. _____

_____

3. _____

_____

**Learner Log**

I can identify US geographical locations.
☐ Yes ☐ No ☐ Maybe

I can compare and contrast ideas.
☐ Yes ☐ No ☐ Maybe



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**C** **Check (✓) the correct branch of government for each statement.**

| | Legislative | Executive | Judicial |
|---|---|---|---|
| 1. listens to cases and makes judgments | | | |
| 2. interprets the laws | | | |
| 3. signs new laws | | | |
| 4. includes the president's cabinet | | | |
| 5. includes the House of Representatives | | | |
| 6. makes laws | | | |
| 7. can control immigration | | | |
| 8. commands the military | | | |
| 9. includes the Congress | | | |
| 10. chooses the justices of the Supreme Court | | | |

**D** **Look at the community problems below. Write a solution for each problem using *should*.**

1. **Problem:** traffic on the freeways

   **Solution:** *The city should build more carpool lanes.*

2. **Problem:** smoking in parks near playgrounds

   **Solution:** _____

3. **Problem:** cars driving too fast in residential areas

   **Solution:** _____

4. **Problem:** potholes

   **Solution:** _____

5. **Problem:** high crime

   **Solution:** _____

**Learner Log**

I can compare the branches of the US government.
☐ Yes ☐ No ☐ Maybe

I can express opinions.
☐ Yes ☐ No ☐ Maybe



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# Review

**E** **Complete these contrary-to-fact conditionals with the correct form of the verbs in parentheses.**

1. I _____ (work) faster if I _____ (have) a computer.
2. If she _____ (learn) an accounting program, she _____ (apply) for a new job.
3. If it _____ (stop) raining, we _____ (play) outside.
4. If the town _____ (buy) more land, we _____ (build) schools.

**F** **What would you do if you were mayor of your city? Write a paragraph stating your opinions about various local issues. Then say what you would do if you were mayor.**

In my opinion, the public transportation system in this town is very poor. The buses are always late because there is too much traffic. If I were mayor, I would build a subway system and . . .

**G** **Practice writing an entry in a vocabulary book. Add any new words you have learned inside or outside of class.**

EXAMPLE: **Word:** legislature

**Part of speech:** noun

**Definition:** a branch of the US government that passes laws

**Related word(s):** legislation *(n)*, legislate *(v)*

**Example sentence:** The legislature passed a new law on gasoline taxes.

**Learner Log** I can write a speech.
☐ Yes ☐ No ☐ Maybe



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# Run for Mayor

SOFT SKILL ▶ Presentation

**With your team, you will run a mayoral campaign. You will write a list of community problems and your solutions, and create a flyer that will help you gain votes. You will also write the speech that you would give if you were elected mayor.**

1. Form a team with four or five students. Choose a position for each member of your team.

| Position | Job Description | Student Name |
|---|---|---|
| Student 1: Leader | Check that everyone speaks English. Check that everyone participates. | |
| Student 2: Secretary | Write down the community problems, possible solutions, and the speech with help from the team. | |
| Student 3: Designer | Create the flyer. | |
| Students 4/5: Members | Help the secretary and the designer with their work. | |

2. Imagine someone on your team is running for mayor of your city. Answer the following questions:

   Why does your candidate want to be mayor?

   Why would he or she be the best mayor?

3. Come up with a list of community problems and your solutions to those problems.
4. Create a flyer including all your information and any appropriate pictures or art.
5. Write the speech that you would give as mayor.
6. Present your flyer and speech to the class.

**PRESENTATION:**

## Public Speaking

Practice your presentation before you present to the class. It would be great if you could memorize your speech, but if you can't:

- Read it over many times so you don't have to keep your eyes glued on your paper.
- Look up from your paper often and make eye contact with your audience.
- Speak clearly and slowly so you can be understood.



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# Reading Challenge

**A** **Look at the photo. What do you see? Where is the city located? Is it large or small? Discuss your ideas.**

**B** **Look at a map of the United States. Find the state of New Mexico. What do you know about this state? Have you ever been there? Discuss with a small group.**

**C** **Read the text. There are four quotes in the readings. Underline them as you read.**

**D** **CHOOSE** **Which quote do you like the best? Write it below.**

_____

_____

_____

**E** **SCAN** **What do the words mean? Scan the reading and match.**

| | |
|---|---|
| _____ 1. municipal | a. the method used to solve a problem |
| _____ 2. cliché | b. by or among ordinary people |
| _____ 3. approach | c. showing sympathy for someone |
| _____ 4. compassionate | d. relating to a town, city, or local government |
| _____ 5. grassroots | e. the act of being mentally stimulated to do or feel something |
| _____ 6. inspiration | f. a common thought that is used too often to be meaningful |

**F** **ANALYZE** **Look at the quote you chose in D. What does it mean? Using at least two new vocabulary words from E, write a paragraph.**

_____

_____

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A view from Picacho Peak of the supermoon over Las Cruces, NM

# Time for a Change

In January of 2022, the city of Las Cruces, New Mexico did something it had never done before. The citizens voted for and elected an all-female city council. Nationwide, about thirty percent of municipal offices (including mayoral offices, city councils and other similar government positions) are held by women. So, when Las Cruces, a city a of about 100,000 people in the southern part of New Mexico, elected their new city council, it was clear that the residents wanted a change.

Becki Graham, one of the newly-elected city councilors said, "I think that I'm coming into it with this idea that, as cliché as it may sound, maybe this is going to be a space where leaders are more willing to listen to one another."

Councilor Johana Bencomo agreed. "I just think that our approach to some of the things that really matter to Las Cruces will be inherently different, and honestly, I think more compassionate." Bencomo hopes than an all-female city council, especially one with women of color, can increase public support for important issues, such as increasing the minimum wage. "I really do feel like it's been a lot of grassroots power-building that has allowed for people who never traditionally saw themselves in leadership positions to take ownership of it and represent their communities," she said.

Jessica Velasquez, who is the chairwoman of the Democratic Party of New Mexico, watched the election results come in the November election with her 12-year-old daughter. "Watching my daughter's face light up when she heard that Las Cruces had elected an all-woman city council for the first time in history … the look of inspiration and happiness on her face said it all for me," she said.



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Life ONLINE

# City Hall In Your Pocket



## Before You Watch

**A** **Check (✓) the city services you use. Then share your answers with a partner.**

- ☐ 1. I use public transportation.
- ☐ 2. I use the library.
- ☐ 3. I pay utility bills.
- ☐ 4. I pay to park on the street.
- ☐ 5. I go to public parks.
- ☐ 6. I use public garbage and recycling cans.

**B** **Read the words. Then complete the sentences.**

| collects | immediate | issue | locate | resident | resolve | restriction | submit |
|---|---|---|---|---|---|---|---|

1. If you fix a problem, you _____ the problem.
2. An _____ is a problem or something that needs to be fixed.
3. When you _____ a question or a comment online, you send it to someone.
4. When the city _____ garbage, they take it or pick it up.
5. A _____ is a rule that tells you what you cannot do.



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6. A _____ is a person who lives in a certain place.

7. _____ means right away.

8. When you _____ something, you find out where it is.

**C** **You are going to watch a video about municipal 311 apps that can help you find city services. Which services do you think the video will talk about?**

## While You Watch

**D** **Watch the video. Check (✓) the services that municipal 311 apps offer.**

- ☐ 1. paying for parking
- ☐ 2. delivering pizza
- ☐ 3. sending an ambulance
- ☐ 4. finding libraries
- ☐ 5. reporting broken traffic lights
- ☐ 6. finding a lost dog
- ☐ 7. fixing your car
- ☐ 8. getting restaurant recommendations
- ☐ 9. collecting garbage
- ☐ 10. requesting a taxi
- ☐ 11. locating police stations
- ☐ 12. showing maps of parks

## After You Watch

**E** **Read each sentence. Choose *T* if it is true and *F* if it is false.**

| | | |
|---|---|---|
| 1. Many cities have both a phone number and an app for city services. | **T** | **F** |
| 2. All cities offer the same services on their apps. | **T** | **F** |
| 3. 311 apps let you tell city hall about issues in your community. | **T** | **F** |
| 4. You should call 311 if you see someone in danger. | **T** | **F** |
| 5. Only US citizens can use 311 apps. | **T** | **F** |
| 6. 311 apps let residents see how their taxes are used. | **T** | **F** |

**F** **Work with a partner. Write three city services you heard about in the video. Which one is most useful? Are there other services you want to see from your city? Do you plan to use 311 or a municipal services app? Why or why not?"**

_____

_____

_____



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