UNIT 5

Community

PREVIEW

A PUBLIC CONDUCT | Listen to two men discuss a problem in their neighborhood. What's the problem and what do they decide to do about it?

B ZOOM-IN | Read and listen to two women discuss their neighborhood. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Cathy = American English (standard)
Solange = Portuguese

Cathy: Are you our new next-door neighbor?
Solange: I guess so! I hope you don't mind my putting our stuff here in the hallway for a bit. We're still moving in.
Cathy: Not at all. By the way, I'm Cathy. Welcome to the building!
Solange: Thank you . . . Solange.
Cathy: Nice to meet you, Solange. Listen, it's none of my business, but I noticed that your van is parked illegally in front of the building. I'd hate for you to get a ticket.
Solange: I was wondering about that. What should I do?
Cathy: No worries. There's a spot in the back by the freight elevator. If I were you, I'd park there.
Solange: Thank you! I'll get my husband to move it. Have you been living here very long?
Cathy: Oh, I'd say . . . twelve years or so.
Solange: Wow. So I suppose you're pretty happy here.
Cathy: Actually, we are. The building's well taken care of. And everyone looks out for each other.
Solange: Well, the neighborhood seems safe.
Cathy: It definitely is. But it wasn't always that way.
Solange: What do you mean?
Cathy: When we first moved in, it was a little sketchy.* Everyone in the building pretty much kept to themselves. We didn't know anybody. And the streets were scary at night.
Solange: Scary?
Cathy: Right. There was practically no street lighting. Either you didn't go out at night, or you only went out if someone was willing to go with you. But it's totally changed since then.
Solange: Well, that's good to hear.
Cathy: Hey, why don't you stop by for a cup of coffee when you're finished? I can tell you all about it.
Solange: I'd love that!



*sketchy = informal term for not good or questionable. Used for places, people, or situations

C UNDERSTAND FROM CONTEXT | With a partner, discuss the meaning of the featured words and phrases in Zoom-In. Then paraphrase the statements.

1 I'd hate for you to get a ticket. .....
2 I'd say twelve years or so. .....
3 The building's well taken care of. .....
4 We look out for each other. .....
5 They keep to themselves. .....
6 You should stop by when you're finished. .....

D THINK AND EXPLAIN | Discuss the questions. Explain your views.

1 What does Solange think might bother Cathy? Why might it bother her?
2 Why does Cathy say "it's none of my business" before telling her about the van?

E LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

.....

F DISCUSSION | How does your neighborhood compare to Cathy's description of her neighborhood?

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UNIT 5
COMMUNICATION GOALS

Lesson 1 Politely ask someone not to do something
Lesson 2 Describe annoying public conduct
Lesson 3 Talk about ways to address community problems
Lesson 4 Discuss the impact of infrastructure on people's lives

G **TALKING POINTS** | Complete the questionnaire about the neighborhood you live in. Then compare responses with a partner.

1 Which of the following best describes your neighborhood?
- ○ Most residents live in private homes.
- ○ There's a mix of private homes and apartment buildings.
- ○ There are mainly high-rise apartment buildings.
- ○ Other: _____

2 Which of the following best describe your neighborhood? Choose all that apply.
- ○ It's peaceful and quiet.
- ○ It's lively and bustling with activity.
- ○ There's a lot of traffic and noise.
- ○ It's friendly. People always say hello to each other.
- ○ People tend to keep to themselves.
- ○ Other: _____

3 Which statement best describes the level of safety in your community?
- ○ It's very safe, with practically no street crime.
- ○ There's some crime, but lots of places have security guards.
- ○ It isn't very safe or secure.
- ○ Other: _____

4 Which statements best describe the level of access to amenities in your neighborhood? Choose all that apply.
- ○ There's easy access to public transportation.
- ○ There are hospitals or health clinics nearby.
- ○ There are a variety of small businesses such as hair salons, cleaners, etc.
- ○ There are a variety of choices for entertainment.
- ○ There are some nice parks.
- ○ Shopping for groceries is very convenient.
- ○ Other: _____

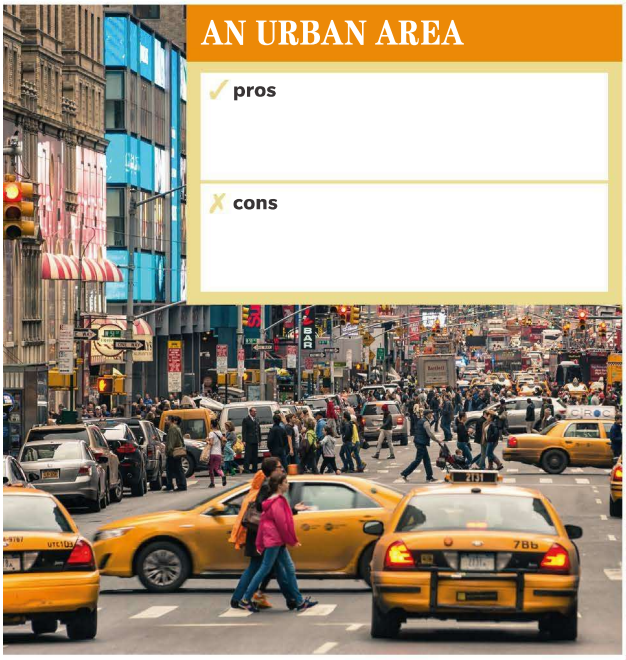
5 Where is your neighborhood located? Look at the pictures below.
- ○ in a densely populated urban area
- ○ in a medium-sized urban area
- ○ in a quiet suburb located just outside a city
- ○ in a small rural town far from city life
- ○ Other: _____

START TALKING

PAIR WORK List some pros and cons of living in each type of environment. Then compare opinions with a partner, using words and phrases from Talking Points and Zoom-In.

> "In a suburban or rural area, I'd say people look out for each other more than they do in an urban area."

AN URBAN AREA	A SUBURBAN AREA	A RURAL AREA
✓ pros	✓ pros	✓ pros
✗ cons	✗ cons	✗ cons







Language Center

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1 COMMUNICATION GOAL — Politely ask someone not to do something

A WORD STUDY | Adjectives with negative prefixes: un-, in-, im-, dis-, ir-, and il- | Read and listen. Then listen again and repeat.

Adjectives with negative prefixes can also be expressed with the negative adverb not, with no difference in meaning.

1 It's unacceptable. = It's not acceptable.
2 He's inconsiderate. = He's not considerate.
3 She's impolite. = She's not polite.
4 That's disrespectful. = That's not respectful.
5 They're irresponsible. = They're not responsible.
6 It's illegal. = It's not legal.

B PAIR WORK | Use a dictionary or a search engine to find these adjectives with negative prefixes.

1 courteous .....
2 excusable .....
3 imaginable .....
4 honest .....
5 pleasant .....
6 rational .....
7 mature .....
8 helpful .....
9 secure .....

C ACTIVATE NEW WORDS | Using five different adjectives from Exercises A and B, write statements that describe inappropriate public conduct. Then, with a partner, compare and explain your opinions.

1 .....
.....
2 .....
.....
3 .....
.....
4 .....
.....
5 .....
.....

1 It's disrespectful to put your feet on the seats of a train.



D GRAMMAR | Possessive gerunds

You can use a possessive gerund when you want to indicate the performer of an action.

I'm not happy about **my neighbor's playing** loud music late at night.
Their texting during the concert was really embarrassing.
Doesn't **his talking** during the movie annoy you?
What bothered me was **her not apologizing** for her rudeness.

In informal English, speakers often use a name, a noun, or an object pronoun instead of a possessive.

I'm not happy about **my neighbor playing** loud music late at night.
I don't like **them hanging out** in front of my building.

Be careful!
Don't use a name, a noun, or an object pronoun if the gerund phrase is the subject of the sentence. Use a possessive.

DON'T SAY ~~Them texting~~ during the concert was really embarrassing. OR
~~Luke texting~~ during the concert was really embarrassing.

E UNDERSTAND THE GRAMMAR | Write a checkmark next to the sentences that are incorrect in both speaking and writing. Correct them. Explain why the others are correct.

☐ 1 Do you mind me leaving my coat here for a few minutes?
☐ 2 Isn't your neighbor honking his horn every morning really annoying?
☐ 3 Nina not calling you when she arrives at the airport would be irresponsible.
☐ 4 In my opinion, Gary not saying hello to you was disrespectful.
☐ 5 I don't like them texting when we're having dinner.
☐ 6 I wasn't happy about him calling me so early.

"Item 1 is correct. The direct object me doesn't have to be a possessive."

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F GRAMMAR PRACTICE | Combine the cues to write sentences, using possessive gerunds.

1 (My sister arrived late. / I was pretty disappointed about it.)
I was pretty disappointed about my sister's arriving late.

2 (Your son is playing video games. / We don't mind.)

3 (His friends are eating potato chips in the car. / Does your brother object to it?)

4 (Ellie talked during the entire movie. / I didn't appreciate it.)

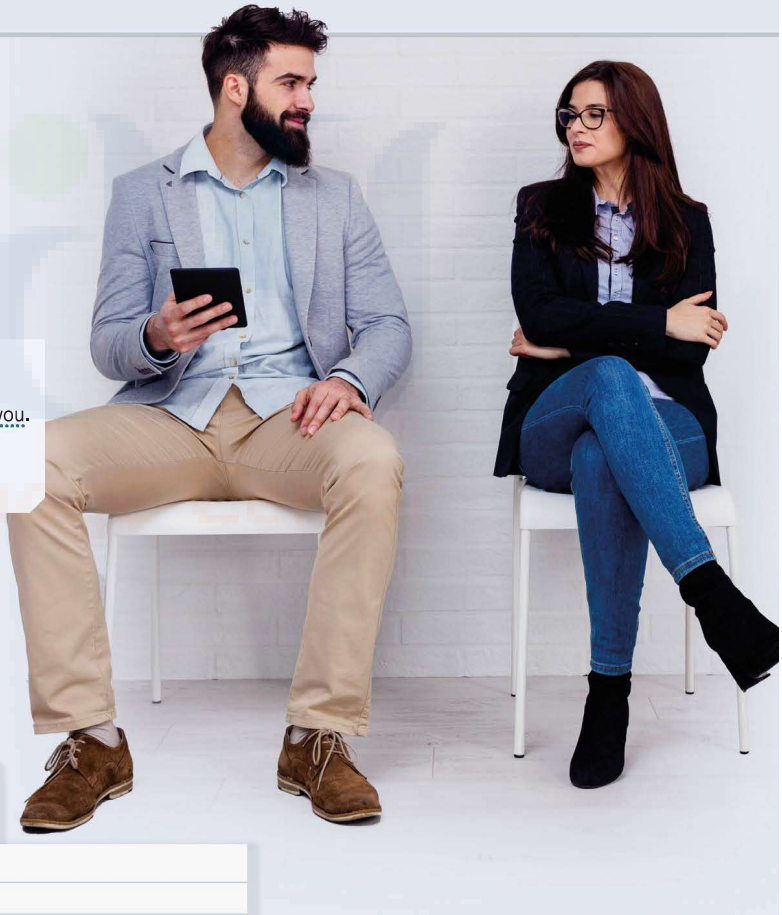
5 (The restaurant doesn't allow customers to bring small children. / I'm in favor of it).

6 (The chef adds too much salt. / It's what bothers me.)

PRONUNCIATION LESSON p. 134
Unstressed syllables: vowel reduction to /ə/

COMMUNICATION ACTIVATOR

Now let's politely ask someone not to do something.



A CONVERSATION MODEL | Read and listen.

A: Do you mind my making a call?
B: Actually, I'd rather you didn't. I don't mean to inconvenience you, but I have a bit of a headache.
A: I'm sorry. I can just step outside.
B: That's very considerate of you. Thanks for asking.
A: Of course.

Social language

To ask permission to do something:	To soften an objection:
Do you mind my ___?	I don't mean to inconvenience you.
Would you mind if I ___?	I hope that's not a problem.
Would it bother you if I ___?	I hope you don't mind.
	I hope that's [OK / all right].

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C TALKING POINTS | Make a list of situations in which you might ask for permission to do something.

making a phone call during a meal
parking in front of someone's house

D IN YOUR OWN WORDS | Create a similar conversation, using your list from Talking Points for ideas. Start like this: *Do you mind my . . .?* Be sure to change roles and then partners. (Option: Use the Unit 5 Energizer Worksheet.)

KEEP TALKING!

- Explain why you object.
- Express understanding of your partner's situation.
- Say as much as you can.

Watch the video for ideas!

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2 COMMUNICATION GOAL Describe annoying public conduct

A VOCABULARY | Inconsiderate behavior | Read and listen. Then listen again and repeat.

It ticks me off when people . . .


cut in line.


take too long to (do something).

Ways to express annoyance
It ticks me off when people arrive late.
It [bugs me / bothers me] when drivers honk their horns.
It gets on my nerves when someone talks too loudly.


blast loud music.


jaywalk.



make a lot of noise.


spit their gum out.

B ACTIVATE VOCABULARY | Rate how you feel about the conduct depicted in the Vocabulary. What gets on your nerves the most? What bothers you the least?

C GRAMMAR | Paired conjunctions

Use paired conjunctions to connect related ideas.

either . . . or
Phones need to be **either** turned off **or** left at home.
You should **either** throw your bottle in a recycling bin **or** carry it back home.
Either people should buy their tickets ahead of time **or** they should wait in line like everyone else.

neither . . . nor
Neither eating **nor** drinking is allowed in the theater.
They should allow **neither** littering **nor** playing loud music in the park.

Be careful!
Don't use a negative verb with neither . . . nor.
DON'T SAY Neither eating nor drinking ~~isn't allowed~~.
When joining both a singular and plural subject with either or neither, the verb traditionally agrees with the subject nearer to the verb.
Neither the manager nor the sales clerks **were** helpful.
Neither the sales clerks nor the manager **was** helpful.

not only . . . but
Use a comma after the first clause. When the first clause begins with Not only, invert the subject and verb.
They **not only** talked during the concert, **but** they also sent text messages. OR
Not only did they talk during the concert, **but** they also sent text messages.
Texting while driving is **not only** dangerous, **but** it's illegal too. OR
Not only is texting while driving dangerous, **but** it's illegal too.

GRAMMAR EXPANDER p. 123
- Conjunctions with so, too, neither, or not either
- So, too, not either, or neither: short responses

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D NOTICE THE GRAMMAR | Find an example of a paired conjunction in Zoom-In on page 46.

E GRAMMAR PRACTICE | On a separate sheet of paper, combine the sentences, using the paired conjunctions.

1 People should speak up when there's a problem. / They shouldn't complain. (either . . . or)
2 It's wrong not to offer your seat to an older person. / It's very inconsiderate. (not only . . . but)
3 You should invert the subject and verb. / You should also use a comma after the first clause. (not only . . . but)
4 Taking photographs isn't allowed in the museum. / Carrying a bag isn't allowed. (neither . . . nor)

F GRAMMAR CLOSE-UP | Read the responses. Notice the featured grammar. Do the same things get on *your* nerves?

We asked people what gets on their nerves . . .



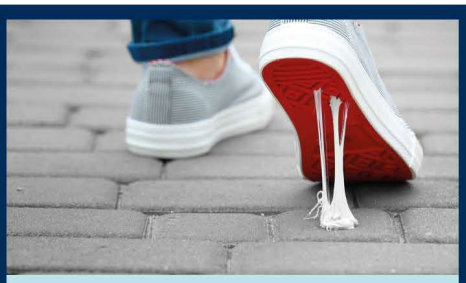
"It really bugs me when people throw litter on the ground in public spaces. It's just so inconsiderate. Either they should throw their garbage in a trash can or they should hold onto it until they find one."

Mauricio Salvatore Buenos Aires, Argentina



"What I can't stand is when people talk during a movie. Not only is it rude, but it's just not smart. I mean, they paid to watch the movie, but they're missing the whole thing! What's up with that?"

Karen Detcheverry Montreal, Canada



"This is one of my pet peeves . . . I hate it when people spit chewing gum out onto the sidewalk. They should know better. Where I come from, it's neither legal nor socially acceptable to chew gum in public. But more importantly, it's almost impossible to clean gum off the bottom of your shoe!"

Nigel Shen Singapore

COMMUNICATION ACTIVATOR

Now let's describe annoying public conduct.

A TALKING POINTS | List some of your pet peeves. Then write statements using paired conjunctions to express your opinions. Include adjectives with negative prefixes when you can.

In restaurants: *texting during the meal* *Not only is it annoying, but it's also very impolite.*	
In restaurants:	On the street:
In stores:	In offices:
On buses and trains:	In movie theaters:

Some adjectives
disrespectful
immature
impolite
inconsiderate
inexcusable
irresponsible
unacceptable
unpleasant

B GROUP WORK | Role-play on-the-street interviews, with one classmate playing the role of the interviewer. Use your Talking Points for support.

So tell us what ticks you off most about people's public conduct?

One of my pet peeves is when people answer their phones during movies or concerts. I mean, **not only** is it inconsiderate, **but** it's just not smart.

C DISCUSSION | Discuss these questions.

1 In your opinion, how should people behave in public places? Is it important for others to speak up when people behave inconsiderately in public?
2 Do you ever do things in public that other people might find unacceptable or inappropriate? Explain.

KEEP TALKING! ●●●

- **Ask questions to encourage more details.**
- **Show support when you agree.**
- **Disagree politely when you have different opinions.**
- **Say as much as you can.**

Watch the video for ideas!

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3 COMMUNICATION GOAL

Talk about ways to address community problems

A VOCABULARY | Neighborhood amenities | Read and listen. Then listen again and repeat.

















B LISTEN TO CONFIRM CONTENT | Read the list of topics. Then listen to the speakers at a neighborhood meeting. Cross out any topics they do NOT discuss.

building more schools	reducing traffic	improving public transportation
reducing crime	improving pedestrian safety	making the neighborhood more attractive

C LISTEN FOR POINT OF VIEW | Read these incorrect statements. Then listen again and restate them to reflect each speaker's point of view. Explain your reasons.

Mr. Garrison
1 is glad that all the neighborhood's streets have well-maintained sidewalks.
2 doesn't think there are enough bike lanes in the neighborhood.

Ms. Bellini
3 thinks the neighborhood needs playgrounds instead of so many green areas.
4 is happy that there are so many community gardens in the neighborhood.

Mr. Henson
5 thinks the neighborhood has too many security cameras.
6 believes there's a lack of public benches in the neighborhood.

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D LISTEN TO SUMMARIZE | Listen again. With a partner, discuss and then write a summary of the problems and solutions each person talks about.

	1 Mr. Garrison	2 Ms. Bellini	3 Mr. Henson
The problem(s):			
The suggestion(s):			

COMMUNICATION ACTIVATOR

Now let's talk about ways to address community problems.

A TALKING POINTS | Read the list of common neighborhood problems. Check the ones your neighborhood has. Write suggestions for improvement. Add notes to explain what you think needs to be done.



☐ nowhere to socialize with neighbors
Provide benches and other seating on sidewalks and in parks.

☐ nowhere to socialize with neighbors	☐ too much traffic
☐ not enough green spaces	☐ streets not safe at night
☐ lack of convenient shopping	☐ no place for outdoor sports and exercise
☐ not enough places for young children to play	☐ other

B DISCUSSION | Tell your classmates about the problems you checked in Talking Points. Suggest solutions for the problems. (Option: Use the Unit 5 Soft Skills Booster, p. 155.)

> "My neighborhood doesn't have enough places to shop for groceries. You have to either drive really far or take a bus."

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4 COMMUNICATION GOAL

Discuss the impact of infrastructure on people's lives

A READING | Read about three infrastructure projects. How do you think each changed people's lives for the better?



KEEPING PEOPLE CONNECTED

Public works projects are designed to build and maintain the basic infrastructure required for modern life. Here are some that have had an impact on people's lives around the world.

A beloved symbol that changed New York City

Designed by engineer John Augustus Roebling, the Brooklyn Bridge took fourteen years to build. Completed in 1883, it was the world's longest suspension bridge at that time. Spanning New York's East River, the bridge includes six traffic lanes for the 125,000 vehicles that cross it daily, and a walkway / bike path for its estimated daily 4,000 pedestrians and 2,600 cyclists. Its two towers are 85 meters tall, and the bridge is supported by four steel cables that descend dramatically from the top of the towers to the roadway below. By connecting the city and its surrounding areas, the bridge established New York as the largest and most commercially successful city in the U.S. It remains a romantic attraction for both tourists and residents.



A connection to the continent: the "Chunnel"

A French engineer proposed the idea in 1802, but it wasn't until 1987 that construction of a tunnel linking the U.K. and France began. In 1991, British and French workers met face-to-face 115 meters under the English Channel and shook hands to celebrate the completion of the first stage of construction of the Channel Tunnel, the world's longest undersea tunnel. When it finally opened for rail passengers in 1994, it allowed them to travel between the U.K. and France on high-speed trains. Passengers also have the option of loading their own vehicles onto special train cars for the journey. Before there was a tunnel, travelers between London and Paris either had to take a ferry and then a train or car or they had to fly. The "Chunnel," as some call the tunnel for short, actually consists of three tunnels: two rail lines for trains and one tunnel for security services and repairs. It's 50 kilometers long and takes about thirty-five minutes to travel end to end. The complete rail trip from London to Paris takes about two and a quarter hours.

A novel approach to public transportation: La Paz, Bolivia

To face the challenge of urban growth and increased traffic, most cities build subway systems and add more buses. However, in Bolivia, a novel approach was taken. Connecting the capital city of La Paz with the neighboring city of El Alto, the world's highest and longest urban cable car system allows riders to completely avoid traffic while enjoying spectacular views of the city's snow-covered mountains and dramatic valleys. With a new car arriving every twelve seconds, riders love the reliable and stress-reducing transportation system that's officially called "mi teleférico" ("my cable car"). "It used to take me at least two hours to get to work," says Silvia Vargas, a teacher. "Not only did I have to change buses twice, but we were always getting stuck in noisy traffic. This has been a game-changer for me." The cable car has also become the city's most popular tourist attraction as well as a romantic destination for young couples.



B UNDERSTAND FROM CONTEXT | Complete each statement about words and phrases in the article.

..... 1 "Spanning" something means ..... .
a crossing from one side to the other
b sitting on it

..... 2 A "roadway" is a..... .
a street
b rail line

..... 3 "Cables" are used to..... a suspension bridge.
a hold up
b move traffic on

..... 4 "Linking" means ..... .
a separating
b connecting

..... 5 A "game-changer" is something that has..... on people's lives.
a little impact
b a huge impact

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C **SCAN FOR INFORMATION** | Scan the article to match the numbers with the statements.

..... 1	The number of pedestrians and cyclists who cross the Brooklyn Bridge each day.	**a**	12
..... 2	The number of cars, buses, and trucks that cross the bridge each day.	**b**	1869
..... 3	The year that construction of the bridge began.	**c**	50
..... 4	The number of meters between the "Chunnel" and the surface of the water.	**d**	192
..... 5	The number of years it took from the original idea to the tunnel's opening.	**e**	2
..... 6	The number of kilometers from one end of the tunnel to the other.	**f**	125,000
..... 7	The number of seconds that passengers have to spend waiting for the cable car.	**g**	115
..... 8	The number of cities linked by the cable car system.	**h**	6,600

COMMUNICATION ACTIVATOR

Now let's discuss the impact of infrastructure on people's lives.

A **TALKING POINTS** | Check the three types of infrastructure that you think are most important.



B **DISCUSSION** | Using the types of infrastructure in Talking Points, discuss how they improve people's lives or how they might impact people negatively. Provide examples you are familiar with.

WRITING HANDBOOK p. 145
- **Skill** Formal letters: review
- **Task** Write a letter of complaint

PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Politely ask someone not to do something.
- ☐ Describe annoying public conduct.
- ☐ Talk about ways to address community problems.
- ☐ Discuss the impact of infrastructure on people's lives.

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