Unit 5 Community

PREVIEW	Students listen to a conversation about littering, read a conversation about a neighborhood, and complete a questionnaire about their neighborhood.	
LESSON 1 **Politely ask someone not to do something**	***Word Study***	Adjectives with negative prefixes: *un-*, *in-*, *im-*, *dis-*, *ir-*, and *il-*
	Grammar	Possessive gerunds
LESSON 2 **Describe annoying public conduct**	***Vocabulary***	Inconsiderate behavior
	Grammar	Paired conjunctions
LESSON 3 **Talk about ways to address community problems**	***Vocabulary***	Neighborhood amenities
	Listening skills	Listen to confirm content; Listen for point of view; Listen to summarize
LESSON 4 **Discuss the impact of infrastructure on people's lives**	***Reading skills***	Understand from context; Scan for information

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Preview

A PUBLIC CONDUCT

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation. To check comprehension, ask:
  What does tick off *mean?* (to annoy)
  What word is used to describe the man who threw the bottle out the window? (self-centered)
  What does a *totally unlivable neighborhood* mean? (one that's impossible to live in)
- In pairs, have Ss discuss the questions in the directions.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss look at the images and predict what the conversation will be about. (someone moving into a new home)
- Read the directions. Allow Ss to skim the featured words and phrases.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  How does Solange know that Cathy must be happy living there? (because she has lived there for 12 years)
  Was the neighborhood always as nice as it is now? (No, Cathy says it used to be sketchy.)

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- In pairs, have Ss discuss and paraphrase.
- Go over the answers. Call on Ss to share their sentences.

D THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- In pairs, have Ss discuss the questions.
- Bring the class together to review answers. Ask, *How would the conversation be different if Solange had replied* It's none of your business *to Cathy's remark about the parking rules?* (It would be considered rude.) Ensure Ss understand that *It's none of my business* is a polite way of saying you don't want to interfere in other people's lives.

E LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Assist as pairs work.
- To review, have them share their sentences with the class.

F DISCUSSION

Suggested time: 5 minutes | Your time:

- In pairs, tell Ss to first underline Cathy's description of what the neighborhood was like in the past and what it's like now. Then have them make comparisons to their own neighborhoods.
- Bring the class together and have Ss share.

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G TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Have Ss complete the questionnaire individually.
- Monitor and clarify vocabulary as needed.
- In pairs, have Ss compare answers.
- Bring the class together. Ask, *Did anyone include* Other *answers?* Call on Ss to share.

LANGUAGE NOTES

- Item 2: *Bustling* means busy.
- Item 3: The adjectives *safe* and *secure* and the nouns *safety* and *security* are often used interchangeably to describe a feeling or state of being free from danger, with no significant difference in meaning. However, in the compound noun *security guard*, the word *security* refers to the act of making something safe or secure. The noun *safety* is less frequently used in that context.
- Item 4: *Amenities* are features that make somewhere a good place to live, such as parks, playgrounds, public transportation, and so on.
- Item 5: *Densely populated* means that a lot of people live in a location.

START TALKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Ask Ss to look at the pictures. Ask, *What does the first photo show?* (a bustling city) *The second photo?* (a suburb) *The third photo?* (a village surrounded by hills and forest) Have Ss notice the heading above each photo.
- Have Ss work individually to fill in the *pros* and *cons* for the three environments.
- Then tell Ss they will compare opinions with a partner to see if they prefer the same type of environment. Ask a volunteer to read the example answer.
- Encourage Ss to give reasons for their answers. Remind them to use words and phrases from Talking Points and the Zoom-In conversation.
- Bring the class together and poll the class to determine the preferred environment.

OPTION (+5 minutes) Make Ss aware that something that is an advantage for one person could be a disadvantage for another person. Ask an individual S, *What did you write down as a pro for an urban area?* (For example: There are a lot of people.) Then ask, *Did anyone have [There are a lot of people] as a con?* Elicit similar answers for all the areas. Encourage discussion.

EXTENSION (+5 minutes) Write on the board: *urban, suburban, rural.* As a class, identify what type of environment the school is in. Then name neighboring communities: suburbs, small towns, and cities. If possible, refer to a map or sketch a map on the board. If appropriate, have Ss identify where they live.

OPTION (+5 minutes) Write on the board: *I could never live in . . .* Invite Ss to share which environment they couldn't imagine living in. (For example: I could never live in a small town. I would die of boredom. I need amenities such as a mall and a fitness center.)

TEACHING TIP When teaching discussing pros and cons, encourage Ss to use appropriate transitions. Write on the board: *On the one hand . . . on the other hand, in contrast, while, whereas, however*. Note that these kinds of transition structures are introduced in the Unit 4 Writing Handbook, page 144. Go over synonyms for *pros* and *cons* as well: *advantages / disadvantages; plusses / minuses; positives / negatives*.

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LESSON 1 Politely ask someone not to do something

A WORD STUDY

Suggested time: 5 minutes | Your time:

- Have Ss read and listen to the sentences. Clarify the meanings of unfamiliar words.
- Have Ss listen again and repeat.
- Ask, *What is a prefix?* (a group of letters that is added to the beginning of a word to change its meaning) Write on the board: *un-, in-, im-, dis-, ir-, il-*. Say, *These are negative prefixes. You add them to the beginning of a word to form the word's opposite.*
- Ask Ss to read the information in the note.
- To check comprehension, write on the board: *unfriendly, incomplete, impatient, disloyal*. Have Ss identify the prefixes and say the word each negative adjective is derived from. (un-, in-, im-, dis-; friendly, complete, patient, loyal)
- Finally, in pairs, have Ss think of other words starting with any of the prefixes they identified. (For example: untidy, incorrect, impossible, disagree)

LANGUAGE NOTE Many words starting with *m* and *p* form their negative with the prefix *im-*. Many words starting with *r* form their negative with the prefix *ir-*. For example: *immobile, impossible, immoral, impatient, irregular, irreplaceable*. There are exceptions. For example: *displeased, disrespectful*.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss look up the adjectives in a dictionary. Tell them that a word with the opposite meaning is called an *antonym*. Point out that in some dictionaries, antonyms are given at the end of each entry, labeled *antonym* or *opposite*. If Ss do not find antonyms in this way, they should try and look up the word with the prefix they think is correct.
- As pairs work, encourage them to read the definitions of any unfamiliar words.
- Review the answers as a class.

C ACTIVATE NEW WORDS

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the sample writing. Write on the board: *It's disrespectful to put your feet on the seats of a train.* Underline *to put*. Ask, *What form is this?* (infinitive) Explain that Ss will start each sentence with *It's*, and should use an infinitive after the adjective.
- Monitor and assist as Ss write their sentences. If Ss can't think of ideas, suggest places where inappropriate behavior may happen, such as the classroom, a park, or a store.
- In pairs, have Ss compare and discuss their opinions.

OPTION (+10 minutes) Call on Ss to share their sentences , leaving out the adjective. (For example: It's ___ to text while driving.) Have volunteers complete the sentences. More than one answer may be possible for some statements. The S who shared the sentence can say which word was originally used.

D GRAMMAR

Suggested time: 5 minutes | Your time:

- Call on volunteers to read the first rule and the examples. After each example, ask, *What is the possessive gerund?* (the highlighted words)
- Write on the board: *My coworker complained about ___ using her phone*. Have Ss identify the gerund in the example. (using) Call on Ss to complete the sentence with a possessive. Write Ss' response in the blank. (For example: my, Mike's)
- Have Ss read the second rule and study the examples. Stress that this use is an example of informal English. Have Ss restate the different variations of the sentence on the board, using object pronouns or names. (For example: him, her, me, Mike) Point out that the possessive adjective *her* has the same form as the object pronoun *her*.
- Direct Ss' attention to the **Be careful!** note. Reiterate that when the possessive gerund is in the object position, a noun or object pronoun can be used, but they cannot be used when the possessive gerund is in the subject position. Write this sentence on the board for Ss to correct: ~~*You*~~ *constant arguing is getting on my nerves*. (Your constant arguing)

OPTION (+5 minutes) Have Ss scan the Zoom-In conversation on page 46 for an example of a possessive gerund. (Solange's first turn: *I hope you don't mind my putting our stuff here in the hallway for a bit.*)

E UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Point out that Ss need to identify sentences that are incorrect in both written and informal spoken English.
- Have Ss underline the gerund phrases in the sentences and see if any of them are in the subject position. (items 2, 3, and 4) Then have them complete the exercise.
- Go over the answers as a class.

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F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise and compare answers with a partner.

PRONUNCIATION LESSON (optional, page T134)

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- Use *Do you mind . . .?, Would you mind if I . . .?,* or *Would it bother you if I . . .?* to ask permission to do something
- Politely ask someone not to do something with *Actually, I'd rather you didn't*
- Soften an objection with expressions such as *I don't mean to inconvenience you, I hope that's not a problem, I hope you don't mind,* or *I hope that's OK*
- Say *That's very considerate of you* to thank someone for accommodating you

- Have Ss look at the photo and speculate about the man and woman. Ask, *Where are these people?* (in a waiting room)
- Have Ss read and listen to the conversation.
- Call Ss' attention to the **Social language** box and read the heading. Elicit that *soften an objection* means to make it sound less harsh or strong. Model each item for Ss to listen and repeat.
- To check comprehension, ask:
  What does the man ask the woman? (if he can make a call)
  What does the woman say? (that she would rather he didn't because she has a headache)
  How does she soften her objections? (She says she doesn't mean to inconvenience him.)
  Is the man polite? (Yes, he says he can step outside.)
- Read the statement *That's very considerate of you.* Elicit substitutes for *considerate.* (For example: kind, thoughtful)
- Invite Ss to identify a possessive gerund in the conversation. (my making)

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line. Make sure they use rising intonation for *Do you mind my making a phone call?,* use emphatic stress on *Actually,* and stress the words *inconvenience* and *considerate* in Speaker B's lines.
- Monitor as Ss practice. Have Ss switch roles and repeat.

C TALKING POINTS

Suggested time: 5 minutes | Your time:

- Call on a volunteer to read the sample notes about situations where you might need to ask permission.
- When Ss have completed their lists, have them compare in pairs.
- Ask, *Did you have any of the same items? Do you think it's necessary to ask for permission for all the things on your partner's list?*

D IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Form pairs. Instruct Ss that they will use the Conversation Model and one of their Talking Points situations to role-play their own conversation.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- In pairs, have Ss role-play their conversations. Monitor and assist as needed. Have Ss change roles and practice again, using new ideas, before working with a new partner.

LOOK FOR While Ss are doing Exercise D, monitor their conversations to determine if they are
✓ asking permission politely
✓ softening their objections
✓ using possessive gerunds

OPTION Use the Unit 5 Energizer Worksheet (see Printable Resources in the Portal).

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) Say, *Imagine your roommate keeps doing something annoying. Write a short message politely asking him or her not to do something.* Tell Ss to use a possessive gerund and language to soften an objection. Tell them to use adjectives with negative prefixes if appropriate. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

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LESSON 2 Describe annoying public conduct

A VOCABULARY

Suggested time: 10 minutes | Your time:

- Review the meaning of the phrase *tick off*. (to annoy)
- Have Ss skim the six examples of inconsiderate behavior.
- Have Ss listen. Then have them listen and repeat. (For ideas for how to use cartoons for speaking practice, see the Teaching Tip below.)
- If necessary, clarify that *jaywalk* means to cross a road where it is dangerous to cross.
- Call on volunteers to read the expressions under **Ways to express annoyance**.

TEACHING TIP Detailed and engaging cartoons offer opportunities for eliciting descriptions and reactions. For example, ask Ss to describe the *jaywalk* picture in as much detail as they can. If necessary, prompt with questions. For example: *Who is ticked off in the picture?* (the driver) *How do you know he is ticked off?* (He's waving his hand and appears to be yelling. You can see tire tracks on the road, which shows he had to brake suddenly.) *What about the people in the distance? Is the jaywalker getting on their nerves, too?* (No, they just seem worried there will be an accident.)

B ACTIVATE VOCABULARY

Suggested time: 4 minutes | Your time:

- Read the directions. Tell Ss to rate the behavior in Exercise A on a scale from 1 to 10, with 1 being the least annoying and 10 the most annoying.
- Monitor as Ss work.
- Bring the class together and have Ss share and compare.
- Then ask, *What other behaviors get on your nerves?* Point to the phrase in Exercise A *It gets on my nerves when . . .* to elicit the correct response.

C GRAMMAR

Suggested time: 8 minutes | Your time:

- Explain that a paired conjunction joins two ideas.
- Have Ss read the first rule and study the examples with *either . . . or.* Explain that *either . . . or* is used to give two choices. Ask, *What are the two choices in the first example?* (turned off, left at home) Point out that parallel structure is used for each part of the paired construction. For example, in the first example both ideas are expressed using the past participle. However, in informal speaking, parallelism is not always used.
- To check comprehension, write on the board:
  1. Either send her an e-mail or ___.
  2. He's not here. He's either having lunch or ___.
  Have Ss complete the sentences with their own ideas. Remind them to use parallel structure. (For example: 1. give her a call, 2. visiting clients)
- Draw Ss' attention to the third example and note that when *Either* is at the beginning of the sentence, the subject must be repeated after *or*. Elicit the two subjects in this sentence. (people, they)
- Have Ss read the examples with *neither . . . nor.* Point out that *neither . . . nor* has a negative meaning. To help clarify, ask, *In the first example, is eating allowed in the theater?* (no) *Is drinking?* (no)
- Then ask Ss to read the last rule and examples. To check comprehension, for the first set of example sentences, ask, *Did they talk during the concert?* (yes) *Did they send text messages?* (yes) Explain that when inverting the verb using *Not only*, we need to add *do, does,* or *did* when there is no auxiliary verb or main verb *be*. Direct Ss' attention to the clause *Not only did they talk during the concert*.
- For the second set of example sentences, ask, *Is it dangerous to text while driving?* (yes) *Is it illegal to text while driving?* (yes)
- Direct Ss' attention to the two rules and examples in the **Be careful!** box. Point out that although the verb traditionally agrees with the subject nearer the verb, this rule is frequently ignored, especially in speaking.
- To check comprehension, write on the board:
  1. Either Paul or his friends ___ coming.
  2. Either Paul's friend or Paul himself ___ coming.
  Go over the answers as a class. (1. are, 2. is)

TEACHING TIP As Ss read about the grammar structures, encourage them to think of situations where they have encountered these structures. For example, a S might remember that at work a manager said *Not only is the new app easy to use, but it also has an attractive design.* Such connections to daily life can make the grammar more memorable.

GRAMMAR EXPANDER (optional, pages T123–124)

Answers for Exercise E on page 51

1. *Either people should speak up when there's a problem or they shouldn't complain. / People should either speak up when there's a problem or not complain. / . . . or they shouldn't complain.*
2. *It's not only wrong not to offer your seat to an older person, but it's also very inconsiderate. / Not only is it wrong not to offer your seat to an older person, but it's also very inconsiderate.*
3. *You should not only invert the subject and verb, but you should also use a comma after the first clause. / Not only should you invert the subject and verb, but you should also use a comma after the first clause.*
4. *Neither taking photographs nor carrying a bag is allowed in the museum.*

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D NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss scan the Zoom-In conversation on page 46 for an example of a paired conjunction.
- Have a volunteer share the example with the class.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Model the first item with the class. Have Ss underline the parallel structures. (should speak up when there's a problem; shouldn't complain) Then elicit the new sentence with the paired conjunction.
- After Ss complete the exercise individually, have them compare answers with a partner.
- Go over the answers as a class.

F GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Review that *get on one's nerves* means to bother you.
- Ask Ss to look at the images and read the people's names and places where they live. Ask, *Do the same things get on your nerves, too?*
- Have Ss read the text. Play the audio if appropriate. To check comprehension, ask, *What two pieces of advice does Mauricio give?* (People should either throw their garbage in a trash can or they should hold on to it until they find one.) *What comment does Karen make about talking during a movie?* (that not only is it rude, but it's just not smart) *What does Nigel say about spitting chewing gum out on the sidewalk?* (He says that in Singapore it's neither legal nor socially acceptable.)
- Have Ss read again, noticing the featured grammar.

LANGUAGE NOTE Nigel's response: A *pet peeve* is something a person finds particularly annoying.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the list of **Some adjectives** and encourage Ss to use these adjectives in their statements.
- Direct their attention to the sample statement in the chart. Ask, *What is the paired conjunction?* (not only . . . but also)
- You may want to share your own idea and example with the class. For example: *Chewing gum in class is not only impolite, it's also unacceptable!*
- As a class, brainstorm other things that can get on your nerves, such as loud parties.
- Have Ss write their sentences individually. As Ss write, monitor to offer help as needed with paired conjunctions.

TEACHING TIP You can point out that different things annoy different people, and that some behaviors might be considered rude in one culture but might be normal in another culture—for example loud behavior or bargaining in stores.

B GROUP WORK

Suggested time: 5 minutes | Your time:

- Call on two volunteers to read the example conversation.
- Ask Ss for different ways the interviewer can ask people about what gets on their nerves. (For example: What ticks you off? What really bugs you?)
- Role-play an interview with a higher-level S. Have the S play the role of the interviewer. For example:
  A: What really ticks you off?
  B: I can't understand why people talk in theaters. It's not only annoying, but it's also very rude.
- Form groups of three or four. Make sure Ss switch roles so that each person gets to play the interviewer.
- Monitor as Ss interact. Make sure Ss use paired conjunctions and adjectives to describe inappropriate behavior.
- Finally, have Ss report to the class on what ticks off their group members. List topics on the board to find out what bothers the class the most.

C DISCUSSION

Suggested time: 10 minutes | Your time:

- Form groups. Encourage Ss to ask each other questions.
- Monitor Ss' conversations, encouraging Ss to use vocabulary for inconsiderate behavior and paired conjunctions. Assist as needed.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their discussions.

LOOK FOR While Ss are doing Exercises B and C, monitor their conversations to determine if they are
✓ using vocabulary for inconsiderate behavior
✓ using paired conjunctions
✓ using adjectives with negative prefixes

CLOSURE ACTIVITY (+5 minutes) Form pairs. Say, *Look at the illustrations on page 50. Take turns using paired conjunctions to comment on the inconsiderate behavior.* Tell Ss to refer to specific occasions when they witnessed this behavior and why it ticked them off. Monitor Ss' conversations to identify areas for review and extra practice.

Remind Ss of additional vocabulary and grammar practice in their digital resources.

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LESSON 3 Talk about ways to address community problems

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Write on the board: *Neighborhood amenities*. Review that *amenities* are things that make a place comfortable or easy to live in. The term is used in relation to homes (basic amenities include electricity and running water), hotels (Wi-Fi, parking, room service), and neighborhoods.
- Have Ss skim the neighborhood amenities.
- Have Ss listen. Then have them listen again and repeat.
- Ask, *What is a community garden?* (See the Language and Culture notes below.) *Does your community have one? If not, would any of you like to participate in a community garden program?* Point out the words *over* and *pass* in *overpass*. Then ask, *Which of these amenities does your neighborhood have? Which amenities are important to you?*

LANGUAGE AND CULTURE

- A *community garden* is a place with shared plots of land where people grow vegetables and flowers. It is not only a place to grow low-cost fresh food, but also a place to socialize with neighbors and build a strong community. Neighbors learn from one another and engage in teamwork. Community gardens promote healthier lifestyles and contribute to a clean environment and a more attractive landscape.
- A *pedestrian* is someone who is walking in an area where there are vehicles.
- An *overpass* is a structure like a bridge that allows a road or path to go over another road.

B LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Read the directions. Have Ss preview the list of topics. Ask a S to read the title of the lesson. Ask, *Where are these issues going to be addressed?* (at a neighborhood meeting) *What are other ways to bring attention to such issues?* (For example: e-mails, letters, petitions, protests)
- Play the audio. If appropriate, explain that the topics may not be worded exactly as they are in this list. Tell Ss to listen carefully to what is discussed and think about which category it might fall under. Make sure Ss cross out topics not mentioned.
- Go over the answers with the class.

TEACHING TIP *Confirm something* means to indicate that something is actually true. When listening for specific topics, noting additional details about the topics is not important. The focus should be on confirming whether the topics are mentioned.

CHALLENGE (+5 minutes) Tell Ss to consider two of the three topics not talked about: *building more schools* and *improving public transportation*. In small groups, have Ss discuss these topics. Write these questions on the board to help guide conversation: *Why might more schools need to be built? How can improving public transportation improve a community?*

C LISTEN FOR POINT OF VIEW

Suggested time: 10 minutes | Your time:

- Read the directions. Reiterate that each statement is incorrect and Ss will correct it to reflect the speaker's point of view.
- Have Ss read the incorrect statements. If they can remember any of the information from the previous listening, tell them to take notes on how to correct the statements.
- Play the audio again and pause after the first speaker. Tell Ss to correct each statement fully, either orally with a partner or in writing. Play the audio again if appropriate.
- Bring the class together and go over the answers. For item 1, elicit the problem with the sidewalks that Mr. Garrison discusses. For item 2, ask, *What point of view does Mr. Garrison actually express in the audio?* Call on Ss to restate the rest of the statements correctly.

OPTION Ask, *What other pedestrian problem does Mr. Garrison address?* (the need for pedestrian overpasses over streets that are difficult to cross on foot)

TEACHING TIP Bring Ss' attention to the intonation and pauses in the audio. Write these two lines on the board: *Good evening. Larry Garrison. I'm a school teacher . . .* and *Thank you, Mr. Garrison*. Invite Ss to practice reading these lines, differentiating the self-introduction in the first example and the direct address in the second example. Model as needed.

Possible answers for Exercise C

1. *Mr. Garrison is worried that a lot of the neighborhood's streets are not well maintained.*
2. *Mr. Garrison is glad that the city has added more bike lanes in the neighborhood.*
3. *Ms. Bellini thinks the neighborhood needs more playgrounds and green areas.*
4. *Ms. Bellini would like to see community gardens in the neighborhood.*
5. *Mr. Henson thinks the neighborhood needs more security cameras.*
6. *Mr. Henson is glad that more public benches are being added in the neighborhood.*

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D LISTEN TO SUMMARIZE

Suggested time: 15 minutes | Your time:

- Have Ss read the names of the three speakers from the neighborhood meeting. To test how well they have been listening, say, *Look at the pictures in Exercise A on page 52. Which person addressed which neighborhood amenities?* Call on volunteers to share.
- Play the audio one last time. With higher-level classes, you can challenge Ss to work on the summaries without an additional listening.
- Ask Ss to fill out the chart individually. Then have them compare answers with a partner.

OPTION Read the line: *Let me say how much I appreciate the city's adding bike lanes along Main Street and Lexington Avenue. I for one use them regularly. Thank you.* Elicit who said this at the meeting. (Mr. Garrison) Ask, *Why is it important to acknowledge the good that the city has done?* (It encourages positivity and hope that other issues will be addressed as well.)

CHALLENGE (+5 minutes) Write on the board: *Do you think the professions or backgrounds of the speakers influenced the issues they addressed?* In groups, tell Ss to recall background information about each speaker and discuss why they spoke about the topics they did. (Larry Garrison is a school teacher, so he is concerned for his Ss who walk to school. Faye Bellini is a gym trainer and the mother of a third grade child, so she would like parks and playgrounds to take her child to. Pete Henson is a senior citizen, so he wants better street lighting and security cameras to feel safe, as well as public benches for socializing.)

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss look at the picture. Ask, *What game are these men playing?* (chess) *How does this image make you feel? Does your community have spaces like this for people to gather? What are the benefits of such spaces?* Direct Ss' attention to the young man with a backpack to suggest that a space like this can connect younger and older community members.
- Call on a volunteer to read the sample problem and suggestion for improvement. Confirm that Ss know that *socialize* means to spend time with people in a friendly way. Elicit another suggestion for *nowhere to socialize with neighbors* based on the picture. (install tables with chessboards in the park)
- Call on Ss to read the other problems in the chart. Encourage everyone to write one unique problem under *other*.
- Then have Ss check the problems that exist in their neighborhoods and write suggestions. Tell Ss they can write about communities they once lived in or about communities other people live in if they don't want to write about their own. Assist as needed. Instruct Ss to follow the imperative format, as in *Provide* in the example answer.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A-B)

- Read the directions. Tell Ss they should also respond to and comment on each other's problems and solutions. Model an example response. Ask a volunteer to read the example statement. You then respond by saying, *Oh, that used to be a problem in my town. Finally, a small grocery store opened in an empty storefront. It was so popular that the store then bought the rest of the building and now we have a full supermarket.*
- Form small groups. Tell Ss to respond both to the problem and to each other's suggested solutions.
- Monitor Ss' conversations. Offer feedback as needed.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are
✓ using vocabulary for neighborhood amenities
✓ identifying community problems
✓ making suggestions for improvement

TEACHING TIP If your class has many Ss who come from different cities or countries, take the opportunity to have Ss share how the communities they come from have different problems and solutions.

CLOSURE ACTIVITY (+5 minutes) Copy the community problems from Exercise A on page 53 on separate pieces of paper, fold them up, and have each S take one problem (copy each problem twice or more as needed). Have Ss write a short e-mail to a newspaper addressing the problem. Tell Ss to include an introduction, explain what the problem is, and suggest possible solutions. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary and listening practice in their digital resources.

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LESSON 4 Discuss the impact of infrastructure on people's lives

A READING

Suggested time: 20 minutes | Your time:

- Read the lesson title. Write *infrastructure* on the board and elicit the meaning. (the basic systems and structure that a country needs in order to work properly) Ask, *What are some examples of infrastructure?* (electricity, water and heating systems, communications networks, roads, railways, airports, public institutions)
- Read the directions and the target question: *How do you think each changed people's lives for the better?*
- Tell Ss to look at the images and the headings in the article. For the picture on the left, ask, *What symbol changed New York City?* (a bridge / Brooklyn Bridge) For the top picture and map, ask, *What do you think this is?* (an underwater tunnel) *What two countries does it connect?* (England and France) For the last picture, ask, *What is the novel approach to public transportation in La Paz, Bolivia?* (a cable car)
- To summarize, ask, *What do these three infrastructure projects have in common?* (They all involve transportation.)
- Have Ss read the article. If appropriate, play the audio for Ss to follow along. Clarify vocabulary as needed. (See the Language and Culture notes below.)
- Direct Ss' attention back to the target question. Make sure Ss answer how it has changed people's lives for the better. Encourage them to give specific examples. (For example: The Brooklyn Bridge allowed people who lived in surrounding areas to easily travel to New York City to work. The Chunnel lets people cross the Channel in thirty-five minutes, instead of taking the ferry or flying. The "mi teleférico" cable car in La Paz allows people to enjoy views and avoid being stuck in traffic.)

LANGUAGE AND CULTURE

- Introduction: *Public works* refers to infrastructure or buildings that are built and paid for by the government.
- New York City: New York City was originally just the island of Manhattan. The modern New York City was created in 1898, when four other areas were added to Manhattan. These are the Bronx, Brooklyn, Queens, and Staten Island.
- New York City: *Descend* means to move from a higher level to a lower one.
- Bolivia: The adjective *novel* means new and not like anything known before.
- Bolivia: A *cable car* is a vehicle that is moved using a *cable* (a thick, strong, metal rope). The car can hang from a moving cable and take people up and down hills or mountains. Another type of cable car is one that moves along tracks on a street.

EXTENSION (+5 minutes) Invite Ss to look at the heading of each section. For the New York City section, ask, *What do you think the Brooklyn Bridge is a symbol of? By whom is it beloved?* For the Chunnel section, ask, *What kind of connection is it referring to? To which continent?* For the Bolivia section, ask, *What is novel about public transportation in La Paz?*

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Tell Ss to look through the article quickly to find the words in quotation marks and circle them. You can hint where to find the words. (items 1, 2, 3: New York City section; item 4: Chunnel section; item 5: Bolivia section)
- Have Ss work individually to complete the statements.
- Bring the class together and go over the answers.

OPTION (+5 minutes) Say, *Two of the structures in the reading are described as romantic. Scan to find which two and explain or guess why each is described this way.* (Brooklyn Bridge and the La Paz cable car. The Brooklyn Bridge looks romantic with its steel cable wires, and it has amazing views of New York City. The La Paz cable car lets riders enjoy views of snow-covered mountains and dramatic valleys.)

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C SCAN FOR INFORMATION

Suggested time: 10 minutes | Your time:

- Bring Ss' attention to the numbers on the right. Say, *This scanning activity is a little more complex. Some numbers you will find in the article as they appear on the list. Others you will have to calculate.* If Ss get stuck, encourage them to not just scan for numbers, but for the information in the questions. Hint that one number on the list appears written out in the article.
- Have Ss work individually or in pairs. Then bring the class together and help figure out any answers Ss couldn't find.

TEACHING TIP Review that scanning requires moving one's eyes across the page and looking for specific words or numbers. The point is not to read everything but to look for particular information. Reading techniques such as scanning help Ss locate information quickly and save time.

OPTION Ask Ss how they found each answer.

EXTENSION (+10 minutes) Write on the board: *Which infrastructure project . . .?* In pairs, have Ss create nine questions: three for each infrastructure project in the article. Then combine pairs into groups of four and have them swap questions and answer them. Encourage Ss to answer questions without looking back at the text. The group that can answer the most questions wins. Then Ss can look back to find any answers.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Have Ss think about the types of infrastructure pictured and check the three most important ones.
- Invite Ss to make notes about examples from their own countries of the various types of infrastructure shown. Monitor as Ss work individually. Assist and help elicit ideas as needed.
- In pairs, have Ss compare the items they checked.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- On the board, draw a three-column chart with the headings *Infrastructure, Improve lives,* and *Impact people negatively*. List each of the types in the first column: *wind farms, ports, oil fields, canals, dams, bridges, tunnels, highway systems.*
- In pairs or groups, have Ss discuss the infrastructure types they chose as most important, explaining how they improve people's lives. Encourage them to challenge one another and point out how each infrastructure type might impact people negatively. Allow them to do additional research on the negative impacts if needed.
- As Ss speak, monitor the discussions. Bring the class together and call on volunteers to share their ideas as you fill in the chart.

CHALLENGE (+5 minutes) Assign pairs one of the infrastructure projects discussed in the article in Exercise A on page 54. Tell them to research details about its history, when construction began, and how it improved people's lives, also noting if there were any negative impacts. Ss can find images to share with the class. Pairs then present to the class or to other groups.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are

✓ using vocabulary for different types of infrastructure

✓ discussing how infrastructure projects can improve people's lives as well as impact them negatively

WRITING HANDBOOK (optional, page T145)

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Choose one of these: the Brooklyn Bridge, the Chunnel, or "mi teleférico." Write a short paragraph describing how it has improved people's lives. Then choose a different infrastructure example that has had a negative impact on people's lives and write a short paragraph about it.* Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading and writing practice in their digital resources.

PROGRESS SELF-CHECK
Follow the procedure outlined in Unit 1 on page T11.

FOR MORE PRACTICE . . .
Refer to the list of review and additional practice items in Unit 1 on page T11.

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