UNIT GOALS. Clearly state the communication goals of the unit.

TOPIC PREVIEW. Previews the content of the unit, builds schema, and develops academic skills.

SOUND BITES. Presents a “snapshot” of authentic conversational language for observation.

IN OTHER WORDS. Provides practice in inferring meaning of idioms from context.

STARTING POINT. Accesses prior knowledge and gets students talking.

**UNIT GOALS**

1. Politely ask someone not to do something
2. Complain about public conduct
3. Discuss social responsibility
4. Identify urban problems

**UNIT PREVIEW**

Look at the graph and photos. Where do most people live in your country—in rural or urban areas?

Throughout human history, most people have lived in rural areas.

Experts predict major changes in the distribution of the world’s population in the 21st century.

In the late twentieth century, rural populations began to migrate in great numbers to urban areas.

In 1950, only 29% of the world’s population lived in towns and cities. Now in the twenty-first century—for the first time in human history—more than half of the world’s population lives in urban areas.

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**Pair Work.** Answer the questions, according to the information.

1. Approximately how many people in the world will be living in urban areas in 2030? How about in rural areas?
2. In what year did the world’s urban population surpass the world’s rural population?

**Discussion.** Is there much migration in your country? What are some reasons people migrate?

Experts predict major changes in the distribution of the world’s population in the 21st century.

In many developed countries, there has been a migration—but from urban areas to the suburbs.

In the late twentieth century, rural populations began to migrate in great numbers to urban areas.

In 1950, only 29% of the world’s population lived in towns and cities. Now in the twenty-first century—for the first time in human history—more than half of the world’s population lives in urban areas.

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**Sound Bites.** Read and listen to a conversation about city life.

DON: Hey, Kyle! So how’s the big city treating you?
KYLE: Funny you should ask. Not great.
DON: What do you mean?
KYLE: Well, on my way here, I’m crossing the street and this guy in an SUV turns the corner and almost runs me over.
DON: Are you serious?
KYLE: Yeah. The driver was in such a big hurry he didn’t even notice. I just can’t keep up with the pace here.
DON: Well, you do have to learn to stay on your toes in the city.
KYLE: It really gets to me sometimes. I don’t think I’ll ever get used to it. I guess I’m just a country boy at heart.

**In Other Words.** Read the conversation again. With a partner, explain the meaning of each of the following statements or questions.

1. “So how’s the big city treating you?”
2. “I just can’t keep up with the pace here.”
3. “You do have to learn to stay on your toes.”
4. “It really gets to me sometimes.”
5. “I’m just a country boy at heart.”

What are some advantages and disadvantages of living in each type of place? Write them in the chart.

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**Discussion.** Where would you prefer to live—in the country, the city, or the suburbs? Why?
A: Do you mind my smoking here?
B: Actually, smoking kind of bothers me. I hope that's not a problem.
A: Not at all. I can step outside.
B: That's very considerate of you. Thanks for asking.

Rhythm and intonation practice

Politely ask someone not to do something

Example:
They allow smoking. I'm not in favor of it.
I'm not in favor of their allowing smoking.

1. He plays his MP3 player in the library. I don't appreciate that.
2. They smoke cigars in the car. My mother objects to it.
3. She's talking on her cell phone. We don't mind it.
4. My brother litters. I'm really annoyed by it.

B Grammar. Possessives with gerunds

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

Example:
The kids' singing was too loud. I didn't like their talking during the movie. You should complain about Sam's cutting in line. The thing that bothers me is her smoking.

In informal spoken English, a noun or an object pronoun is often used instead of a possessive.

I can understand John being annoyed. (instead of "John's being annoyed") I can't accept them ignoring me. (instead of "their ignoring me")

Ways to soften an objection

I hope that's not a problem. I hope you don't mind. I hope it's all right. I don't want to inconvenience you.

COMMUNICATION GOAL. Assures students of what they'll achieve in this two-page lesson.

WORD SKILLS. Increases students' awareness of word features that will help them expand their vocabularies.

CONVERSATION SNAPSHOT. Provides a memorable and practical model of social language and essential conversation strategies.

CONVERSATION STARTER. Students apply the conversation strategies in free discussions and role plays.

GRAMMAR. Presentations support the communication goal of each lesson.

PRONUNCIATION BOOSTER. Promotes accurate pronunciation of spoken English.

Unit walk-through TV
2. Complain about public conduct

Read the interview responses and notice the use of paired conjunctions.

What ticks you off?

Yuan Yong Jing, 28

Gives

What ticks me off? Well, I think is going to clean people litter. Who do they think is going to clean up after them? I think twice before doing for littering. Maybe they'll think twice about what habits they're developing when public relations.

Wendy Kwon, 23

What really ticks me off is... It really bugs me when people spit on the street. Not only disgusting, but it's also unhygienic. It's important to think about who's health is being hurt by public health.

Dana Fraser, 36

Neiter

I don't like it when people use cell phones in theaters. I don't like it when they use them either. The mayor needs to decide.

Jorge Santos, 31

No neither

What really ticks me off is... I can't understand why... It's not only annoying, but it's also very impolite.

GRAMMAR SNAPSHOT. Illustrates grammar in context and provokes interest in the topic of the lesson.

GRAMMAR BOOSTER. Gives additional explanations, charts, and reviews as well as more practice.

GRAMMAR. Clear presentation addresses form, meaning, and use and warns of common learner errors.

GRAMMAR EXCHANGE. Offers students an opportunity to engage in discussion using the target grammar.
Read the questions and listen to Part 2. Discuss your answers with a partner.

1. What changes occurred in Italy after the Greens made their decision?

2. What is “The Nicholas Effect”?

3. As a result of this incident, what are the Greens doing today?

Discuss social responsibility

A. Vocabulary: Ways to perform community service. Listen and practice.

B. Pairwork. Would you ever consider doing any of the community service activities in the vocabulary? With a partner, explain why you would or would not.

C. Listening Comprehension. Read the questions and listen to Part 1 of the story about Nicholas Green and his family. Write notes on your notepad. Then summarize the first part of the story with your partner.

Where were the Greens from?

What were they doing in Italy?

What happened to Nicholas?

What decision did his parents make?

How did the Italian people react?

GET INVOLVED WITH YOUR COMMUNITY!

VOCABULARY. Presentation includes words, phrases, and collocations. Opportunities to use the vocabulary always follow.

DISCUSSION BUILDER. Step-by-step discussion activities ensure successful discussion for all learners.

DISCUSSION

1. Do you think you would have made the same decision the Greens did if you had been in their situation? Why or why not?

2. Why do you think people responded so strongly to this story?

Step 1. Pair work. Consider each situation and discuss what you might do. Based on your answers, how strong do you think your “sense of community” is?

Step 2. Discussion. Have you or someone you know ever volunteered for some kind of community service? How important is it for a person to be active in his or her community? Explain.

“I would never consider donating my organs because it’s against my beliefs.”

“There has been a terrible storm, and many homes have been destroyed. You’re asked to let a family live with you until their home is fixed. What would you do if they were... a. your relatives? c. your colleague’s family? b. your neighbors? d. complete strangers?”

“I’d be happy to donate money to help a stranger. People should help each other.”

“I would never donate my organs to strangers because it’s against my beliefs.”

“Developers plan to destroy a well-known historical monument so they can build a new office building. You’re asked to donate your time to help save that monument. What would you do if the monument were... a. in your neighborhood? c. in another city in your country? b. in another part of the city? d. in another country?”

“I’ve done this volunteering work before.”

“With a partner, discuss what you would do if...”

LISTENING MODELS. Frequent student speaking models get discussions started.

LISTENING COMPREHENSION. Intensive and extensive critical listening practice provokes lively discussions.
How do you define "megacity"?

We define megacities in our work as cities that have reached populations of 10 million or more. The majority of these are in developing countries. Megacities are the places where people have great choices, opportunities, and autonomy. By coming to settle in the city, they have their own lives.

Why are these places going to be very interesting places?

Megacities are really very interesting places. The truth is, I've never been in a megacity that I didn't like.

1. Why does Dr. Perlman say she prefers cities that are planned as opposed to unplanned cities?

2. Do you think life in megacities will improve in the future or get worse? Why?

3. Do you think life in megacities will improve in the future or get worse? Why?

4. Do you live in a megacity, or have you ever visited one? What are the pros and cons of living in a megacity?
Integrated-skills check points permit students to consolidate, review, and confirm what they've learned.

WRITING. Complete writing syllabus builds key skills.

CHECKPOINT. Integrated-skills check points permit students to consolidate, review, and confirm what they've learned.

WRITING MODELS. Make expectations clear.

STEP-BY-STEP PROCESS APPROACH. Helps students generate ideas and builds the habit of editing their own work.

Unit walk-through Tix