**UNIT 5 Community**

**GOALS** After Unit 5, you will be able to:

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

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

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

Throughout human history, most people have lived in rural 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.


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

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

**B Interpret Data from a Graph.** With a partner, answer the questions, according to the information in the graph.

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?

**C Express Your Ideas.** Is there much migration in your country? What are some reasons people migrate?
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.

Think and Explain. 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.”

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

<table>
<thead>
<tr>
<th>Place</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>the country</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the city</td>
<td></td>
<td></td>
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<tr>
<td>the suburbs</td>
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</tbody>
</table>

Discussion. Where would you prefer to live—in the country, the city, or the suburbs? Why?
GOAL
Politely ask someone not to do something

A Conversation Snapshot. Read and listen. Notice the conversation strategies.

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

B Grammar. Possessives with gerunds
You can use a possessive before a gerund when you want to indicate the performer of the action.

The kids’ singing was too loud.
Your constant arguing is getting on my nerves.
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”)

C Grammar Practice. Combine the two statements, using a possessive with a gerund.

Example: They allow smoking. I’m not in favor of it.

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.
Word Skills. Using Negative Prefixes to Form Antonyms.

1. acceptable → unacceptable
2. considerate → inconsiderate
3. polite → impolite
4. proper → improper
5. respectful → disrespectful
6. responsible → irresponsible

Word Skills Practice. Use a dictionary to find antonyms for the following words.

What other adjectives can you find with negative prefixes?

1. appropriate →
2. courteous →
3. excusable →
4. imaginable →
5. honest →
6. pleasant →
7. rational →
8. mature →

Activate Word Skills. Write your own examples of inappropriate behavior. Use the adjectives from Exercises D and E.

Example: It’s inconsiderate to play loud music on a bus.

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

NOW YOU CAN Politely ask someone not to do something

Notepadding. Discuss situations in which you would probably ask for permission to do something. Make a list on your notepad.

smoking in a restaurant
turning on the TV in a doctor’s waiting room
making a call on my cell phone in public

Your list:

Use the Conversation Strategies. Role-play a conversation asking for permission to do something. Your partner politely asks you not to do it. Use the Conversation Snapshot as a guide. Start like this: “Do you mind my . . . ?”

“Do you mind my smoking?”

“Do you mind my making a quick call on my cell phone?”
2 GOAL
Complain about public conduct

A Grammar Snapshot. Read the interview responses and notice the paired conjunctions.

What ticks you off?

Wendy Kwon, 23
Chicago, USA

What ticks me off? Well, I can’t understand why people litter. Who do they think is going to clean up after them? Either they should throw their garbage in a trash can or hold on to it till they find one. I think it’s great that people have to pay a fine for littering. Maybe they’ll think twice before doing it again.

Dana Fraser, 36
Toronto, Canada

You know what gets to me? Smoking. It’s such an inconsiderate habit. Secondhand cigarette smoke is neither good for you nor pleasant to be around. I’d like to see smoking banned from more public places. Don’t non-smokers have rights too?

Yuan Yong Jing, 28
Beijing, China

It really bugs me when people spit on the street. Not only do I find it disgusting, but it’s also unhygienic. It’s important to think about other people’s feelings and public health.

Jorge Santos, 31
São Paulo, Brazil

Here’s something that gets on my nerves: I hate it when people use their cell phones in public places. They annoy other people, not only on trains and buses but also in theaters. They should have the courtesy to either turn their phones off or to leave them at home. It really makes me angry. I guess it’s kind of my pet peeve.

B Express Your Ideas. Do any of the behaviors described in the interview responses “tick you off”? With a partner, discuss and rate each of them as follows:

| extremely annoying | somewhat annoying | not annoying at all |

C Grammar. Paired conjunctions

You can connect related ideas with paired conjunctions.

either . . . or

Either smoke outside or don’t smoke at all. Cell phones should either be turned off or left at home.

neither . . . nor

I would allow neither spitting nor littering on the street. Neither eating nor chewing gum is acceptable in class.

not only . . . but (also)

Not only CD players but also cell phones should be banned from trains.

BE CAREFUL! When not only . . . but (also) joins two clauses, notice the subject–verb position in the first clause of the sentence.

Not only did they forget to turn off their cell phones, but they also talked loudly during the concert. Not only are they noisy, but they’re rude.

Verb agreement with paired conjunctions

When joining two subjects, make sure the verb agrees with the subject closer to the verb.

Either the mayor or local businesspeople need to decide. Either local businesspeople or the mayor needs to decide.
Grammar Practice. On a separate sheet of paper, combine the sentences with the paired conjunction indicated. Use or, nor, or but (also).

1. My uncle isn’t willing to give up smoking. My grandparents aren’t willing to give up smoking. (neither)
2. People should speak up about what bothers them. They should just learn to live with other people’s habits. (either)
3. I don’t like it when people use cell phones in theaters. I don’t like it when they use them on buses. (not only)
4. The smell of the smoke bothers me. The danger to my health bothers me. (not only)

NOW YOU CAN Complain about public conduct

Notepadding. Make a list of some of the things that really get on your nerves in public places. Then write sentences with paired conjunctions to express your opinion. Use some of the adjectives with negative prefixes.

A

| In restaurants: talking on cell phones | It’s not only annoying, but it’s also very impolite. |
| In stores: |
| On buses and trains: |
| On the street: |
| In offices: |
| In movie theaters: |
| Other: |

B Use the Grammar. One student is an “on-the-street interviewer” and asks the other students about what gets on their nerves. Use the sentences with paired conjunctions from your notepad in your responses.

What really ticks me off is . . .
I’ll tell you what really gets on my nerves . . .
I can’t understand why . . .
You want to know what really bugs me?

C Discussion.

1. In your opinion, how should people behave in public places? Do you think it’s important to speak up when people behave inconsiderately in public?
2. Do you ever do things that annoy other people? Explain.
A Vocabulary. Ways to Perform Community Service. Listen and practice.

GET INVOLVED WITH YOUR COMMUNITY!

- ** Beautify your town **
  Plant flowers or trees where there aren’t any.

- ** Clean up litter **
  Pick up trash from parks, playgrounds, or the street.

- ** Donate your time **
  Mail letters, make phone calls, raise money, or collect signatures for a community service organization.

- ** Volunteer **
  Work without pay in the fire department, a hospital, or a school.

- ** Donate your organs **
  Save someone’s life by making arrangements now to give your heart, lungs, and other organs after you die to someone who needs them.

B Vocabulary Practice. 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. Listen to Summarize. Read the questions and listen to Part 1 of the story about Nicholas Green and his family. Take notes on your notepad. Then summarize the first part of the story with your partner.

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where were the Greens from?</td>
</tr>
<tr>
<td>What were they doing in Italy?</td>
</tr>
<tr>
<td>What happened to Nicholas?</td>
</tr>
<tr>
<td>What decision did his parents make?</td>
</tr>
<tr>
<td>How did the Italian people react?</td>
</tr>
</tbody>
</table>

D Listening. Listen for Details. 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? What is “The Nicholas Effect”?
2. How many people received one of Nicholas’s organs? What effect did his gift have on their lives?
3. As a result of this incident, what are the Greens doing today?
Critical Thinking. Discuss the questions, using information from the listening passage and your own ideas.

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?

Frame Your Ideas. Consider each situation and discuss what you might do. Based on your answers, how strong do you think your "sense of community" is? Compare ideas with a partner.

B 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.
GOAL
Identify urban problems

A Reading Warm-up. What problems do you think cities of 10 million or more people might share?

B Reading. Read the interview. Do you agree with Dr. Perlman’s views?

The Advent of the Megacity

Following is an interview with Dr. Janice Perlman, founder and president of Mega-Cities Project, Inc. Her organization attempts to make cities worldwide more livable places by taking good ideas from one place and trying to make them work in another.

Q. How do you define “megacity”?
A. 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. Migration to the city is the route for many people to greater choice, opportunity, and well-being. By coming to settle in the city, they have in effect “voted with their feet.”

Q. Why are these places going to be very important in the next hundred years?
A. The 21st century won’t be a century of rural areas and small towns but of giant cities that will set the standard of how we live, how our environment is preserved (or not preserved), how our economies work, and what kind of civil society we develop.

Q. Do megacities in the developed and developing world differ, or are they linked by certain similarities?
A. These large cities have a lot more in common with each other than they do with the small towns and villages in their own countries. For example, every megacity struggles with a widening gap between rich and poor. Every “first-world” city, such as Los Angeles, New York, London, or Tokyo, has within it a “third-world” city of poverty and deprivation. And every third-world city, such as Calcutta, Cairo, or Mexico City, has within it a first-world city of high culture, technology, fashion, and finance.

In addition, all megacities share the problems of providing jobs and economic opportunities, and making housing, education, and health care available. They deal with crime and violence, as well as basic infrastructure such as water, sanitation, and public transportation. This is no easy task. The leaders of these cities recognize that they have similar problems, and they would like to learn more from other cities, particularly about successful solutions.

If we are going to create livable cities for the next century, we will need to be clever enough to do it through collaboration and cooperation. That is why the Mega-Cities Project works to share experiences that work across boundaries of culture and geography.

Q. Is the solution to urban problems strict central planning?
A. Absolutely not. We need decentralized planning that includes local citizens. In my view, attempts to create planned cities or communities—like Brasilia or Chandigarh—are too sterile and miss the spontaneity of cities that grew organically, like Rio de Janeiro, Bombay, or even New York City. The best example of urban planning I’ve seen recently is in Curitiba, Brazil, which set up a brilliant public transportation system in anticipation of population growth. The historic areas of cities like Siena, Paris, or Barcelona all have elements of planning that led to buildings of similar heights and architecture, but they were not centrally planned. There is a lot of diversity within the design, and people love to go to those cities.

Megacities are really very exciting places. The truth is, I’ve never met a megacity that I didn’t like!

The World’s Ten Largest Urban Areas

<table>
<thead>
<tr>
<th>Rank</th>
<th>City</th>
<th>Population (millions) in 1996</th>
<th>Population (millions) in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tokyo, Japan</td>
<td>27.2</td>
<td>28.9</td>
</tr>
<tr>
<td>2</td>
<td>Mexico City, Mexico</td>
<td>16.9</td>
<td>19.2</td>
</tr>
<tr>
<td>3</td>
<td>São Paulo, Brazil</td>
<td>16.8</td>
<td>20.3</td>
</tr>
<tr>
<td>4</td>
<td>New York, United States</td>
<td>16.4</td>
<td>17.6</td>
</tr>
<tr>
<td>5</td>
<td>Mumbai (Bombay), India</td>
<td>15.7</td>
<td>26.2</td>
</tr>
<tr>
<td>6</td>
<td>Shanghai, China</td>
<td>13.7</td>
<td>18.8</td>
</tr>
<tr>
<td>7</td>
<td>Los Angeles, United States</td>
<td>12.6</td>
<td>14.2</td>
</tr>
<tr>
<td>8</td>
<td>Kolkata (Calcutta), India</td>
<td>12.1</td>
<td>17.3</td>
</tr>
<tr>
<td>9</td>
<td>Buenos Aires, Argentina</td>
<td>11.9</td>
<td>13.9</td>
</tr>
<tr>
<td>10</td>
<td>Seoul, Korea</td>
<td>11.8</td>
<td>13.3</td>
</tr>
</tbody>
</table>

Source: U.N. Department of Economic and Social Affairs Population Division

Information source: www.megacitiesproject.org

On your ActiveBook disc: Reading Glossary and Extra Reading Comprehension Questions
**Frame Your Ideas.** Check which urban problems you think exist in your area. Discuss with a partner and provide examples.

**Discussion.** Talk about the problems you've identified. As a group, discuss at least five ways to make improvements in your town or city.

**Project.** Choose several social problems that exist in your town or city. Write letters to a local newspaper suggesting possible solutions.

**Confirm Content.** Check the types of urban problems Dr. Perlman mentions or suggests in the interview.

- [ ] poverty
- [ ] pollution
- [ ] unemployment
- [ ] inadequate public transportation
- [ ] lack of housing
- [ ] disease
- [ ] discrimination
- [ ] crime
- [ ] corruption
- [ ] crowding
- [ ] transportation
- [ ] disease
- [ ] discrimination
- [ ] unemployment
- [ ] other: ____________

**Understand from Context.** Read each statement from the interview. Choose the sentence closest to what Dr. Perlman means. Use information from the article to explain your answers.

1. “By coming to settle in the city, they have in effect ‘voted with their feet.’”
   - a. People are making it clear which kind of life they prefer.
   - b. People would rather live in the country than live in the city.
   - c. People don’t have as much opportunity in the city as they do in the country.

2. “Every ‘first-world’ city . . . has within it a ‘third-world’ city of poverty and deprivation. And every third-world city . . . has within it a first-world city of high culture, technology, fashion, and finance.”
   - a. Some megacities have more poverty than others.
   - b. All megacities have both poverty and wealth.
   - c. Some megacities have more wealth than others.

3. “The Mega-Cities Project works to share experiences that work across boundaries of culture and geography.”
   - a. The Mega-Cities Project helps megacities communicate their success stories to the people who live in that city.
   - b. The Mega-Cities Project helps megacities communicate their success stories to other cities in that country.
   - c. The Mega-Cities Project helps megacities communicate their success stories to megacities in other countries.

**Infer Information.** Discuss the questions. Support your opinion with information from the article.

1. Why does Dr. Perlman say she prefers cities that are not planned over planned cities?
2. Why do you think Dr. Perlman thinks megacities are exciting? Do you agree?
3. Do you live in a megacity, or have you ever visited one? What are the pros and cons of living in a megacity?
4. Do you think life in megacities will improve in the future or get worse? Why?
Writing: Complain about a problem

Formal Letters: Review

When writing to a friend or family member, an informal tone, casual language, and abbreviations are acceptable. However, when writing to the head of a company, a boss, or someone you don’t know, standard formal language should be used, and regular spelling and punctuation rules apply. Formal letters are usually typewritten, not handwritten. The following salutations and closings are appropriate for formal letters:

<table>
<thead>
<tr>
<th>Formal salutations</th>
<th>Formal closings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dear Mr. / Mrs. / Ms. / Dr. / Professor [Lee]:</td>
<td>Sincerely (yours),</td>
</tr>
<tr>
<td>Dear Sir or Madam:</td>
<td>Respectfully (yours),</td>
</tr>
<tr>
<td>To whom it may concern:</td>
<td>Best regards,</td>
</tr>
<tr>
<td></td>
<td>Cordially,</td>
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</tbody>
</table>

Letters of Complaint

When writing a formal letter of complaint, first state the reason why you are writing and the problem. Then inform whomever you are writing what you would like him or her to do about it, or what you plan to do.

**WRITING MODEL**

4719 McPherson Avenue
Philadelphia, Pennsylvania 19102
June 30, 2006

Red Maple Café
708 West Pine Street
Philadelphia, Pennsylvania 19102

Dear Sir or Madam:

I live a few blocks from your restaurant. For the past several months, I have noticed that in the evenings there is a lot of trash on the side of your building. Cats in the neighborhood turn over the garbage cans, and the trash goes everywhere. This is not only unpleasant to look at, but it is also a health hazard.

Could you please make sure that when the trash is put out, the garbage cans are closed? Your helping keep our neighborhood clean and beautiful would be greatly appreciated.

Respectfully,

Olivia Krum

A  Prewriting. Listing Ideas. Think of a problem in your community that you would like to complain about. List the reasons why it is a problem.

<table>
<thead>
<tr>
<th>Problem: trash on side of building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons: unpleasant to look at</td>
</tr>
<tr>
<td>- health hazard</td>
</tr>
</tbody>
</table>

B  Writing. On a separate sheet of paper, use your notes to write a letter of complaint. State what you intend to do or what you would like to see done. Remember to use the appropriate level of formality.

C  Self-Check. 

☐ Did you use the proper salutation and closing?  
☐ Are the tone and language in the letter appropriate for the audience?  
☐ Did you use regular spelling and punctuation and avoid abbreviations?

D  Peer Response. Exchange letters with a partner. Write an appropriate response to your partner’s letter, as if you were the person to whom it was addressed.
A Listening. Listen carefully to the conversations about cities. Check the adjectives that are closest in meaning to what the people say about each place. Listen again if necessary.

<table>
<thead>
<tr>
<th></th>
<th>rich</th>
<th>poor</th>
<th>clean</th>
<th>polluted</th>
<th>safe</th>
<th>dangerous</th>
<th>polite</th>
<th>rude</th>
<th>people</th>
<th>interesting</th>
<th>boring</th>
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<tbody>
<tr>
<td>1. rural China</td>
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<td>3. Singapore</td>
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B Respond to each question in your own way.

1. “Do you mind if I call someone on my cell phone?”
   <YOU> ____________________________

2. “Would you mind not smoking in here?”
   <YOU> ____________________________

3. “What bugs you about living in your town?”
   <YOU> ____________________________

4. “Who do you know that really gets on your nerves?”
   <YOU> ____________________________

C Make each sentence logical by attaching a negative prefix to one of the adjectives. Use a dictionary if necessary.

1. Painting graffiti on public buses and trains is really excusable.
   <5. When a salesperson is rude, I find it not only respectful but also annoying.>

2. I believe littering and spitting on the street are responsible behaviors.

3. Young people who play loud music without consideration for the people around them are exhibiting really proper behavior.

4. I think it’s very appropriate for people to scream into their cell phones in theaters.

5. I think it’s very appropriate for people to scream into their cell phones in theaters.

6. I should warn you that the air pollution downtown is really pleasant.

7. I think politicians who are honest and corrupt should be punished.

8. It doesn’t help when people are courteous to each other.

D Combine the sentences with the paired conjunction indicated. Use or, nor, or but (also).

1. Restaurants shouldn’t allow smoking. Theaters shouldn’t allow smoking. (neither)
   ____________________________

2. Smoking should be banned. It should be restricted. (either)
   ____________________________

3. Littering doesn’t offend me. Spitting doesn’t offend me. (neither)
   ____________________________

4. I think loud music is rude. I think loud people are rude. (not only)
   ____________________________