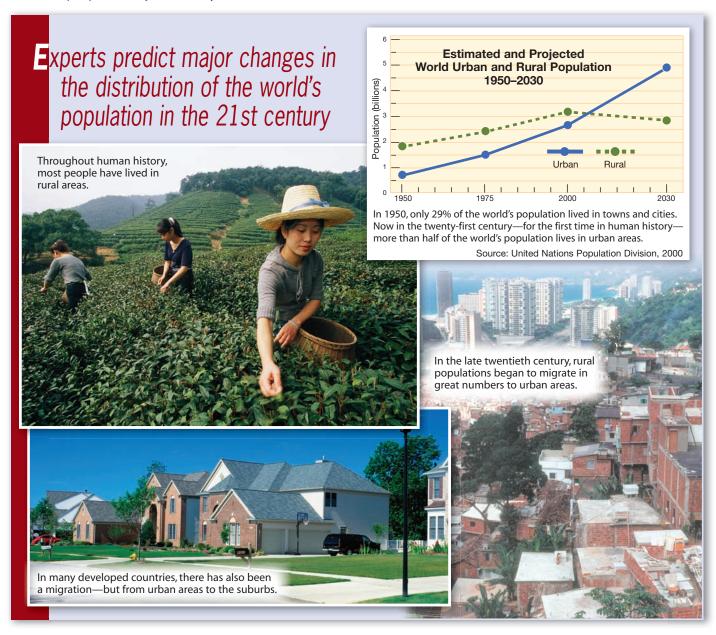
Community Preview

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



- **Interpret Data from a Graph.** With a partner, answer the questions, according to the information in the graph.
 - Approximately how many people in the world will be living in urban areas in 2030?
 billion
 billion
 - 2. In what year did the world's urban population surpass the world's rural population? 2005
- **Express Your Ideas.** Is there much migration in your country? What are some reasons people migrate?

UNIT 5

Community

A Topic Preview

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
teaching time.	minutes	teaching time.	

- To introduce the theme of community, have students spend a few moments looking at the pictures and chart and reading the captions.
- Have a volunteer read the heading "Experts predict
 ..." out loud. Ask What kind of changes do experts
 predict for this century? (that more people will move
 from the country to cities / from rural areas to urban
 areas)
- On the board, write *rural*, *urban*, and *suburban*. Have students point to the photo that matches each word. (rural: top left; suburban: bottom left; urban: bottom right)
- Have a volunteer summarize the changes in rural / urban population from the chart. (Possible response: In the past, most people lived in rural areas. Then people started migrating to urban areas. Now more people live in urban areas than in rural areas.)
- Then ask *What kind of migration is taking place in developed countries?* (People are moving from urban areas to the suburbs.) *Why do you think this is happening?* (Possible responses: because people seek a better quality of life; because people want to escape hectic city life)
- Ask Where do most people live in this country—in rural or urban areas? Have students name some of the most populated areas or cities in this country.

Language note: Students may need help with the following words or expressions: *distribution* (the way in which people are spread out over an area); *migrate* (move to another place or country, usually in order to find somewhere to live or work); *migration* (the movement of a large number of people from one place to another); *suburbs* (a residential area away from the center of a town or city).

B Interpret Data from a Graph

Suggested 5 teaching time: minutes	Your actual teaching time:	
------------------------------------	----------------------------	--

- Point to the graph. Explain that the axis on the left side of the graph indicates the population in billions. Ask students how much a billion is. (1,000,000,000)
- After students have finished discussing the questions, review as a class.

C Express Your Ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
_		_	

- Have students discuss the questions in small groups.
- As students discuss, encourage them to takes notes of reasons people migrate.
- Have students each share a reason. (Possible responses: to get a job; to have a better quality of life; to get a higher income; to escape political persecution; to escape religious persecution; to escape war; to leave an area affected by a natural disaster)
- Ask Have you or anyone you know ever moved from the country to the city? If so, why?

D • Sound Bites

Suggested	10	Your actual
teaching time:	minutes	teaching time:

The country

• To set the scene for the conversation, have students look at the photos and brainstorm words to describe them. On the board, write students' ideas:

The city

people

crowded cars

traffic buildings

pollution noise

traffic lights

busy

trees hills
grass sky
farmhouses quiet
fresh air peace
sun

- Have students use the words on the board to compare and contrast the photos. (Possible responses: The city looks crowded and busy whereas the country looks peaceful and quiet; In the city there are buildings and cars while in the country there are trees, hills, and farmhouses.)
- Have students listen with books closed. Ask What are the men talking about?
- Have students read the conversation and listen again. To check comprehension, ask *Where does Kyle live now?* (the city) *Has Kyle always lived there?* (no) *What problems is Kyle experiencing?* (He finds it difficult to keep up with the pace in the city; He was almost run over by a car.)

Language note: Kyle uses present tenses (am crossing, turns, runs over) to say what happened to him before meeting Don. Present tenses are often used in spoken English to narrate a dramatic anecdote. Use get used to to say that you are more comfortable with a situation and that it does not seem strange or difficult anymore. Use used to to talk about something that you did regularly in the past and that you do not do anymore. For example, I used to live in the country when I was a kid. Now I live in a big city. The spoken expressions country boy / girl and city boy / girl are used to describe someone who has always lived in the country or the city and is used to living there.

E Think and Explain

Suggested	E	Your actual	
Suggested)	Your actual	
teaching time:	minutes	teaching time:	
ceacining cirrier		teaching chines	

- Point out that students should identify the speaker of each phrase and use the context of the conversation to help work out the meaning.
- Have students compare answers with a partner and then review as a class.

STARTING POINT

A Frame Your Ideas

 Model the activity with the class. Write the following chart on the board (without the answers) and elicit several ideas for each column from the class:

	Advantages	Disadvantages
The country	Clean air, low crime, friendly people, less stress, slower pace	far from good

- Have students complete the chart individually in note form.
- Encourage students to write at least three advantages and disadvantages of living in each place.

B Discussion

- Group students according to where they prefer to live. If possible, put students with different preferences together.
- Have students discuss their favorite places to live. As students discuss, encourage them to agree or disagree with their group members' views.
- Take a poll of the class to find out how many people would like to live in each place.

EXTRAS (optional)

Workbook: Exercises 1–2MySummitLab: Preview

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. CN

DON: Well, you *do* have to learn to stay on your

toes in the city.

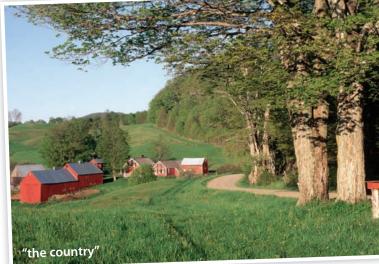
KYLE: It really gets to me sometimes. I don't think I'll ever get used to it. I guess I'm just a country boy at heart.

- 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."

Answers will vary, but may include:

- 1. How do you like living in the city?
- 2. Things move too fast for me here.
- 3. You have to pay attention and be alert all the time.
- 4. It bothers me sometimes.
- 5. I prefer living in the country.





Corpus Notes: The phrasal verb *keep up* appears modified by a phrase beginning with the preposition *with* more frequently than it does alone.

STARTING POINT

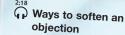
A Frame Your Ideas. What are some advantages and disadvantages of living in each type of place? Write them in the chart.

	Advantages	Disadvantages
the country		
the city		
the suburbs		

B Discussion. Where would you prefer to live—in the country, the city, or the suburbs? Why?

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. CN
 - Rhythm and intonation practice



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

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")

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

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. I don't appreciate his playing his MP3 player in the library.
- **2.** They smoke cigars in the car. My mother objects to it. My mother objects to their smoking cigars in the car.
- **3.** She's talking on her cell phone. We don't mind it. We don't mind her talking on her cell phone.
- **4.** My brother litters. I'm really annoyed by it. I'm really annoyed by my brother's littering.

Corpus Notes: The adjective *considerate* appears as a subject complement (He is very considerate) more frequently than as a noun modifier (He's a considerate man). Considerate appears modified by the preposition of more frequently than it does alone.



△ Conversation Snapshot

Suggested 5–10 Your actual teaching time: teaching time:

These conversation strategies are implicit in the model:

- Use *Do you mind* to express concern that an intended action may offend.
- Use *Actually* to object politely.
- Use expressions such as *I hope that's not a problem* to soften an objection.
- Say *Not at all* to indicate a willingness to comply.
- After students read and listen, check comprehension by asking What does the man ask for permission to do? (smoke) Does the woman give or refuse permission? (refuse) Why? (because smoke bothers her)
- Point out that both the person who asks permission and the person who refuses it are polite to each other. Ask students to identify and underline polite language in the conversation. (Do you mind my smoking here?; I hope that's not a problem; Not at all; That's very considerate of you; Thanks for asking.)
- Call students' attention to the conversation strategies highlighted in the model.
- Have students read and listen to the ways to soften an objection. Point out that when you refuse permission, it is polite to soften the refusal with a sentence from the box or to offer a reason for refusing.

Language note: Use the question *Do you mind . . .?* when you think what you are asking permission to do might make the other person uncomfortable. Use *That's very considerate of you* to thank a person for being careful not to upset you. To *inconvenience* someone is to cause problems or difficulty for them.

Option: [+5 minutes] You may want to brainstorm ways of replying to the question *Do you mind . . . ?* with the class on the board. (Possible responses: **Ways to say "yes" / refuse permission:** Yes, I do; Yes, actually, I do mind; Actually, smoking kind of bothers me; **Ways to say "no" / give permission:** No, I don't; I don't mind; Not at all; Go right ahead.) Be sure students understand that *Yes* refuses permission and *No* gives permission.

• Rhythm and intonation practice

	Your actual teaching time:	5 minutes	Suggested teaching time:	
--	----------------------------	--------------	--------------------------	--

- Have students repeat chorally. Make sure they:
 - use rising intonation for *Do you mind my smoking here?*
- o pause slightly after *Actually* . . .
- use emphatic stress for <u>hope</u> in *I hope that's not a problem.*

B Grammar

Suggested 5–10 teaching time: minutes te
--

- Have volunteers read the first explanation and examples out loud.
- On the board, write:

 She complained about _____ smoking in the office.

Have students identify the gerund in the example (smoking). Call on students to complete the sentence on the board with their own examples. Write students' responses on the board. (Possible responses: his, Bill's)

- Have students read the second explanation and study the examples.
- Have students restate the different variations of the sentence on the board, using object pronouns. (Possible responses: She complained about him / Bill smoking in the office.) Point out that the possessive adjective *her* has the same form as the object pronoun *her*.
- Point out that when the possessive gerund is in the object position, a noun or object pronoun can be used, but when the possessive gerund is in the subject position, this is not done. On the board, write:
 - 1. You constant arguing is getting on my nerves.
 - 2. I don't like they smoking in here.

To check comprehension, correct the sentences on the board as a class.



Inductive Grammar Charts

C Grammar Practice

Suggested 5 teaching time: minutes	Your actual teaching time:	
------------------------------------	----------------------------	--

- Write the example answer on the board. Underline the gerundial phrase (their allowing smoking). Ask students to name its grammatical function within the sentence. (object of the preposition *of*) To quickly review noun clauses, refer students to the Grammar box on page 18.
- Point out that gerundial phrases will have different grammatical functions within the sentence—as subjects, objects, and objects of a preposition.
- Have students compare answers with a partner and review as a class.

₩Ord Skills

Suggested	5	Your actual
teaching time:	minutes	teaching time:

- Have students listen to and study the words. Clarify the meaning of unknown words.
- Have students listen and repeat the words chorally.
- Point to the negative prefixes in the box. Ask What is a negative prefix? (a group of letters added to the beginning of a word to form the word's opposite)
- To check comprehension, write on the board: unfriendly impatient incomplete Have students identify the prefixes (un-, im-, in-, dis-) and say the word each negative adjective is derived from. (friendly, patient, complete, loyal)
- Then have pairs think of other words starting with any of the prefixes they identified. (Possible responses: untidy, impossible, incorrect, 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, irregular, immortal, impatient, irreplaceable. There are exceptions; for example, <u>dis</u>pleased, <u>dis</u>respectful.

Option: [+5 minutes] Have students study the adjectives for one minute. Then have pairs take turns saying adjectives from the list and naming their opposites. The student who names the opposites should have his/her book closed. Then have students change roles.

Word Skills Practice

teaching time: minutes teaching time:	Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have pairs look up the adjectives in a dictionary. Point out that in some dictionaries, antonyms are given at the end of each entry preceded by the word *opposite*. In dictionaries that do not provide antonyms in this way, students should look up the prefix they think is correct and then scan to see if the adjective pairs with it.
- As pairs work with their dictionaries, encourage them to read the definitions of the words they might not know.
- Review as a class.



ActiveTeach • Vocabulary-Building Strategies

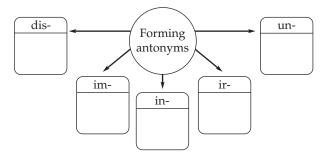
Activate Word Skills

Suggested 5	Your actual	
	teaching time:	

- Have a volunteer read the directions and example out
- After students write their own examples, have them share their sentences with a partner.

• Review as a class. Have students share an example each.

Challenge: [+5 minutes] Draw the following diagram on the board or print it out from ActiveTeach:



With books closed, say the adjectives from Exercises D and E (without their negative prefixes) in random order and have students write them in the corresponding box according to the prefix they need to form their opposite. Review as a class.



ActiveTeach
 Graphic Organizers

NOW YOU CAN

Suggested	10–15	Your actual
teaching time:	minutes	teaching time:

A Notepadding

- Have volunteers read the examples out loud.
- Encourage students to add 3–4 items to their lists.
- Have students share ideas from their lists with the class. You may want to write a list of ideas on the board. (Possible ideas: playing [loud] music; changing the TV channel; leaving work early)

B Use the Conversation Strategies

- Refer students to the Conversation Snapshot on page 52 to review politely asking someone not to do something. You may also want to have students listen to the conversation again.
- Choose a more confident student and role-play a conversation.
- As students interact, circulate to encourage students to use the correct rhythm and intonation. Remind students to use rising intonation for the question starting with *Do you mind* . . . ? and to pause after Actually . . . and then refuse permission. Make sure each student plays both roles.
- Reinforce the use of the conversation strategies; for example, make sure students say do you mind politely.



ActiveTeach • Conversation Prompts

EXTRAS (optional)

- Pronunciation Booster
- Workbook: Exercises 3–5
- MySummitLab: Lesson 1

D	Word Skills.	Using Negative Prefixes	to Form Antonyms.	Negative prefixes dis- ir-
	1. acceptable	→ unacceptable	4. proper → im proper	im- un- in-
	-	→ in considerate	5. respectful → dis respectful	
	3. polite	→ im polite	6. responsible → ir responsible	
	•	•		PRONUNCIATION BOOSTER > p. P4
E	What other adjecti	ves can you find with negative		Unstressed syllables
	1. appropriate	→ inappropriate	5. honest → dishonest	
	2. courteous	→ discourteous	6. pleasant → unpleasant	
	3. excusable	inavauaahla	7. rational → irrational	
		→ unimaginable	8. mature → immature	
	from Exercises D ar Answers will vary, but Example: It's disrespect 1. It's disrespect 2. It's impolite to 3. It's dishonest 4. It's inconsider 5. It's unaccepta	nd E. may include: s inconsiderate to play tful to talk back to your parents. b be late to class. to cheat on a test. rate to use a cell phone in a resable to litter on the street.	les of inappropriate behavior. Use the adjection of the land in th	
A	something. Make a	a list on your notepad.	would probably ask for permission to do	
	smoking in a	restaurani . TV in a doctor's waiting	room	
	turning on the	on my cell phone in public		
	Your list:	· · · · · · · · · · · · · · · · · · ·		
	iour list:			
В	conversation asking Your partner polite	sation Strategies. Role-pla g for permission to do someth ly asks you not to do it. Use th shot as a guide. Start like this:	ing.	Do you mind my naking a quick call n my cell phone?"
	,			

Complain about public conduct

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



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.

What ticks you off?



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.

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

GRAMMAR BOOSTER

- Conjunctions with so, too, neither, or not either
- So, too, neither, or not either: short responses

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 CN

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.

Corpus Notes: It is common for learners to make the error of using or with neither. For example, Television is neither good or bad.

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 Snapshot

Suggested	5–10	Your actual
teaching time:	minutes	teaching time:

- Point out the title of the lesson. Elicit the meaning of public conduct from the class. (how a person behaves around other people)
- Read the interview question out loud. Elicit an alternate way to phrase this question from the class. (Possible response: What annoys you?)
- Draw the following chart (without the answers) on the board or print it out from *ActiveTeach*:

	Wendy	Dana	Yong Jing	Jorge
What people do that bothers them	litter	smoke	spit on the street	use cell phones in public
What they think people should do	use trashcans or hold on to litter until they find one	not smoke in public places	think about other people and public health	turn cell phones off or leave them at home

With books closed, have students listen and complete the chart in note form and then compare answers with a partner. Then review as a class. Have students share the information from the chart with the class, using complete sentences.

• Have students read the Grammar Snapshot and notice the use of paired conjunctions.

Language note: Students may need help with the following words: fine (money that you have to pay for breaking the law); ban (officially say that people must not do something); secondhand smoke (smoke that you breathe in from other people who are smoking); pet peeve (something that you don't like and that always annoys you).



ActiveTeachGraphic Organizers

B Express Your Ideas

Suggested teaching time:

- As students discuss, encourage them to support their views by explaining why they find / don't find each behavior annoying.
- Review as a class. Ask various students to share their opinions on each behavior with the class.

G Grammar

- Point out that a paired conjunction joins two ideas.
- Have students read the first explanation 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? (smoke outside; don't smoke at all)
- Point out the parallel structure after each part of the paired construction. (smoke and don't smoke). On the board, write:
 - 1. Either send her an email or $_$
 - 2. She's not here. She's either having lunch or $_$

To check comprehension, have a few volunteers complete the sentences with their own ideas. Remind students to use parallel structure. (Possible responses: 1. give her a call; 2. visiting clients)

- Have students read the examples with *neither* . . . *nor*. Point out that *neither* . . . *nor* has negative meaning. To help clarify, ask In the second example, is eating acceptable in class? (no) Is chewing gum? (no)
- Have students read the example with *not only* . . . *but* (also). Point out that also is optional. To check comprehension, ask Should CD players be banned from trains? (yes) Should cell phones be bannned from trains?
- Have students read the explanation and examples with Be Careful! out loud.
- Point out that the same word order used in questions is the same used in the first clause of sentences joined by not only . . . but (also).
- Have students read the explanation and examples for *Verb agreement with paired conjunctions.* On the board, write:
 - 1. Either Paul or his friends coming.
 - 2. Either Paul's friends or Paul himself -

To check comprehension, have students complete the blanks with the correct form of be. Review as a class. (1. are, 2. is)

Language note: Nowadays, it is generally acceptable to split an infinitive. For example, *They should have* the courtesy to either turn their phones off or leave them at home. Notice the different positions of not only and but (also):

Sue bought not only a coat but also a jacket. (but also + object)

Sue <u>not only</u> works here, <u>but</u> she <u>also</u> lives here. (but + subject + also + verb)

Sue <u>not only</u> works here, <u>but also</u> lives here. (but also + verb; same subject is omitted)



ActiveTeach
 Inductive Grammar Charts

D Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Model the first item with the class. Have students underline the information that makes the two sentences different. (My uncle; My grandparents) Then elicit the new sentence with the paired conjunction from the class.
- After students complete the exercise individually, have them compare answers with a partner.
- Review as a class. Elicit alternate placement of *not only* and *but (also)* for items 3 and 4.

Challenge: [+10 minutes] On the board, write:

1. Someone like:
2. Someone I don't like:
3. Something 1 like:
4. Somethina I don't like:

Have students write the information on the board on a slip of paper and complete it with their own information. On a second slip of paper have students write two reasons for liking / not liking each person / thing. Pair work. Student A gives the first slip of paper to Student B. Student B asks Student A why he/she likes / doesn't like each of the items on the list. Student A answers using paired conjunctions. For example, Student A: Why do you like your sister? Student B: Because she's not only kind but also fun to be with. Then have students switch roles.

NOW YOU CAN

|--|

A Notepadding

- Have a volunteer read the ideas in the box and the example out loud. Point out the paired conjunction. (not only . . . but also)
- You may want to share your own idea and example with the class. As a class, brainstorm other things that can get on your nerves. (Possible ideas: loud parties; when people use your parking space)
- Have students write their sentences individually. As students write, circulate to offer help as needed with paired conjunctions.

B Use the Grammar

 You may want to write examples of how to finish the ideas on the board:

What really ticks me off is strong perfumes.

when people talk in theatres.

I'll tell you what gets on my nerves: |loud parties.|

• Elicit from the class different ways the interviewer can ask people about what gets on their nerves. For example, What ticks you off? What really bugs you? What gets on your nerves?

- Role-play an interview with a more confident student. Have the student play the role of the interviewer. Reinforce use of paired conjunctions in your response: *I can't understand why people talk in theaters! It's not only annoying, but it's also very rude.*
- Form small groups of three or four. Make sure that each student plays the role of the interviewer.
- Circulate as students interact. Make sure students use paired conjunctions and adjectives to describe inappropriate behavior correctly.
- To finish, have students report to the class on what ticks their partners off. Keep a tally on the board to find out what bothers the class most.

C Discussion

- Have a volunteer read the questions out loud. Elicit or explain the meaning of speak up (to express your opinion or defend your rights).
- As students discuss the questions in small groups, encourage them to take notes of reasons why it is / isn't important to speak up.
- To review answers to the first question as a class, have volunteers share their ideas for how people should behave in public places. (Possible responses: They should be polite; They should respect others.)
- Write a two-column chart on the board with the heads Reasons in favor of speaking up and Reasons against speaking up. Have students share reasons for / against speaking up. (Possible reasons: In favor of speaking up: People's rights should be respected; If we don't speak up, things will keep getting worse; Against speaking up: You might sound rude; It's not nice to complain.)
- To discuss item 2 as a class, have volunteers talk about their own experiences. Ask other students to say whether they would / wouldn't get angry in the situations described by their classmates. Encourage volunteers to say whether or not they intend to change their habits and explain why.

Language note: *Graffiti:* illegal drawings or writings on some public surface (the walls of buildings, trains, etc.) that can state a political opinion, or something funny or rude.

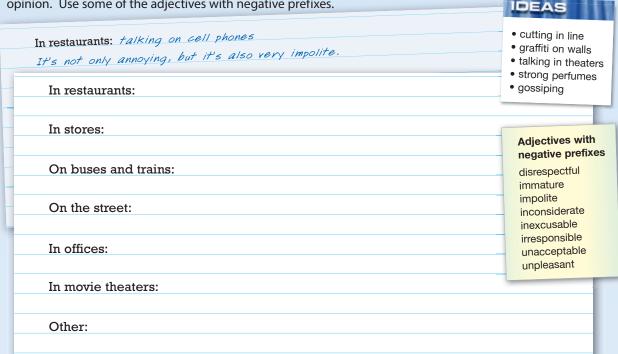
EXTRAS (optional)

- Grammar Booster
- Workbook: Exercises 6-10
- MySummitLab: Lesson 2

- **Grammar Practice.** On a separate sheet of paper, combine the sentences with the paired conjunction indicated. Use <u>or</u>, <u>nor</u>, or <u>but</u> (<u>also</u>).
 - **1.** My uncle isn't willing to give up smoking. My grandparents aren't willing to give up smoking. (neither) Neither my uncle nor my grandparents are willing to give up smoking.
 - **2.** People should speak up about what bothers them. They should just learn to live with other people's habits. (either) People should either speak up about what bothers them or learn to live with other people's habits.
 - 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) Not only do I not like it when people use cell phones in theaters but also when they use them on buses.
 - **4.** The smell of the smoke bothers me. The danger to my health bothers me. (not only) Not only the smell of smoke but also the danger to my health bothers me.

NOW YOU CAN Complain about public conduct

A 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.



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.

Discuss social responsibility

Vocabulary. Ways to Perform Community Service. Listen and practice.



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.

"I would never consider donating my organs because it's against my beliefs."

Corpus Notes: The verb volunteer is most frequently followed by an infinitive (volunteer to [do something]) or by a prepositional phrase with for (volunteer for [something]).

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.

Where were the Greens from? They were from California in the United States

What were they doing in Italy? They were on vacation.

What happened to Nicholas? He was shot and died.

What decision did his parents make? They decided to donate

his organs to people who were sick.

How did the Italian people react? They were very moved.



D G Listening. Listen for Details. Read the questions and listen to Part 2. Discuss your answers with a partner.

Answers will vary, but may include:

People started to think differently

- 1. What changes occurred in Italy after the Greens made their decision? about organ donation.

 What is "The Nicholas Effect"? The number of people who were willing to become organ donors increased by three to four hundred percent.
- 2. How many people received one of Nicholas's organs? What effect did his gift have on their lives? Seven. One woman was able to see and the rest had their lives saved.
- 3. As a result of this incident, what are the Greens doing today? They work to support organ donation.

→ Vocabulary

Suggested 5–10 Your actual
teaching time: minutes teaching time:

- Read the title of the lesson out loud. Ask What is social responsibility? (the idea that you should do something for the good of your community)
- Point to the art. Ask What kind of board is this? (message / bulletin board) Where would you find a board like this? (Possible responses: government buildings, libraries, schools)
- Have a volunteer read the directions out loud. Elicit the meaning of community service from the class. (work that you do without payment to help the people who live in your town or to make your town a better place to live in)
- Have students listen to the words and study the explanations. Then have students listen and repeat the words chorally.
- To check comprehension of the vocabulary, ask *What* can you do to beautify your community? (plant flowers or trees) How can you help make your community look cleaner? (by picking up litter) How can you help a community service organization? (by donating your time to mail letters, make phone calls, raise money, or collect signatures) If you are interested in helping people, where can you volunteer to work? (in a fire department, hospital, or school) What can you do to save other people's lives? (donate your organs)
- As a class, brainstorm other ways to perform community service. (Possible responses: help poor families; visit patients in hospitals)

Vocabulary Practice

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have volunteers read the directions and example out loud.
- Allow some time for students to think about what they would / wouldn't consider doing individually. Encourage students to think of supporting reasons.
- Have pairs discuss all five ways to perform community service.
- To finish the activity, bring up ways to perform community service one at a time, and have students express their views.

C • Listening

teaching time: minutes teaching time:		Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Pre-listening: Have students look at the photo and read the caption.
- Have students read the questions individually.
- First listening: Have students listen and write the answers to the questions in note form. Then have students compare answers with a partner.
- Second listening: Have students listen again to complete their notes and/or confirm their answers.
- As pairs summarize the story, circulate to offer help as needed.
- To review, have a student summarize the story to the class. Encourage the students who are listening to add any relevant information their classmate did not mention.

Challenge: [+10 minutes] Tell students that they are going to retell the story in the listening as a class. Each student should finish a sentence and provide the beginning of the next. To start retelling the story, say The Green family was on vacation in Italy. They were driving back to their hotel one night when . . . Čall on a student to continue. Call on a different student to continue after each student has provided his/her input.

AUDIOSCRIPT

For audioscript, see page AS6.



ActiveTeach
 Listening Strategies

□ • Listening

	Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Have volunteers read the questions out loud.
- Tell students to take notes as they listen to Part 2.
- Have students discuss answers with a partner.
- To review as a class, call on three students to answer the questions.
- Have students listen to Part 2 again to confirm their answers.

Challenge: [+10–15 minutes] Writing. Have students write a summary of the story about Nicholas Green and his family, recalling as much information from the listening as possible.

AUDIOSCRIPT

For audioscript, see page AS6.

E Critical Thinking

Suggested 5 minutes	Your actual teaching time:	
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- Form groups of three. As students discuss the questions, encourage them to support their views.
- To review answers to question 1, have students who would have made the same decision as the Greens raise their hands. Ask these students to explain the reasons for their decision. Then have the rest of the class explain why they wouldn't have done what the Greens did.
- Review answers to question 2. Elicit as many reasons as possible from the class. (Possible reasons: because they were deeply moved; because they valued the fact that the Greens weren't interested in revenge as most people might be in the same situation)

Option: [+5 minutes] Have students share with the class other stories they might know about people who donated their organs or received an organ from someone else.

NOW YOU CAN

Suggested teaching time:

A Frame Your Ideas

- Have volunteers read the three situations and questions out loud.
- If necessary, explain *complete stranger* (someone you don't know), *liver* (an organ in the body that produces bile and cleans the blood), and *monument* (a building or structure built to remind people of an important event or famous person).
- In pairs, have students discuss the questions and take notes.

- On the board, write *How strong is your sense of community*? Elicit the explanation of *sense of community* from the class. (the feeling that you belong to a particular community because people work together to help each other and improve the community)
- In pairs, have students discuss how strong they think their social responsibility is. Circulate to encourage students to support their results with specific examples. (Possible response: I don't seem to have a very strong sense of community because I would neither let neighbors live in my home nor donate a piece of my liver to a neighbor. I would, however, help a relative or a close friend.)

B Discussion

- To get students ready for discussion, share any personal history of volunteerism with the class. If you or someone you know has volunteered for community service, tell the class about it.
- As students discuss the questions, encourage them to think of organizations they may have contributed to or programs in which they might have been involved and to list reasons why it is important to get active in the community.
- To finish the activity, have a volunteer from each group share their group's community service experiences with the class. Ask students who think it is important to get active to support their view. (Possible reasons: to give back to society; to bring about change)

Project: [+20–30 minutes] Have students research community service opportunities in this area. Have them choose a program they would be interested in participating in if they had the time. Ask students to take notes of the program and then share the information with the class.

EXTRAS (optional)

Workbook: Exercises 11–14MySummitLab: Lesson 3

- **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?

NOW YOU CAN Discuss social responsibility

A 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.



"My first responsibility is to my family. I can't imagine doing this for a total stranger."

"I'd be happy to donate money to help a stranger. People should help each other."

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?



Someone needs a new liver to survive. Doctors say that they can use a piece of your liver to save that person's life.

What would you do if the person were . . .

- a. a family member?
- c. your classmate?
- b. your neighbor?
- d. a complete stranger?



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?
- **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.

Identify urban problems

- **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

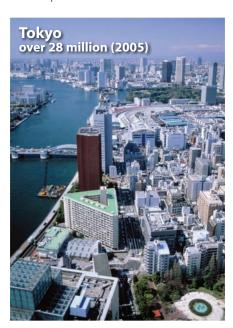
Following is an interview with Dr. Janice Perlman, founder and president of Mega-Cities Project, Inc. Her organization attempts to make cities worldwide more livable places by taking good ideas from one place and trying to make them work in another.

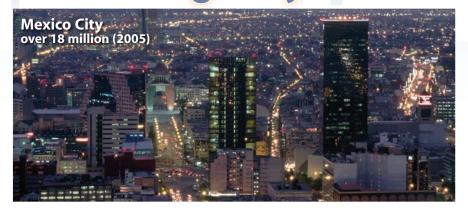
• How do you define "megacity"?

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."

• 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 thirdworld 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 Brasília 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	Population		Rank
Largest Urban Areas	in 1996	in 2015	in 2015
1 Tokyo, Japan	27.2	28.9	1
2 Mexico City, Mexico	16.9	19.2	7
3 São Paulo, Brazil	16.8	20.3	4
4 New York, United States	16.4	17.6	9
5 Mumbai (Bombay), India	15.7	26.2	2
6 Shanghai, China	13.7	18	8
7 Los Angeles, United States	12.6	14.2	15
8 Kolkata (Calcutta), India	12.1	17.3	10
9 Buenos Aires, Argentina	11.9	13.9	17
10 Seoul, Korea	11.8	13	19

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

Information source: www.megacitiesproject.org



A Reading Warm-up

Suggested teaching time: m	5 Your actured teaching times	
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- With books closed, have students guess the top ten largest cities in the world.
- Ask What problems do you think these cities might share?
 On the board, brainstorm ideas as a class. You may want to refer to this list as students work on Now You Can on page 59. (Possible problems: traffic jams; water scarcity; pollution; expensive housing; crime; poverty; unemployment)

B • Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Point to the photos. Ask *What do you know about Mexico City and Tokyo?* (Possible responses: Mexico City is the capital of Mexico. It is the largest city in Mexico. There is a lot of pollution. Tokyo is the capital of Japan. It is an important financial and commercial center.)
- Have a volunteer read the title of the interview out loud. Explain that the *advent* of something is the time when it first begins. Ask *What do you think a megacity is?* (a very large city)
- Have students read the introduction. To check comprehension, ask *What organization has Dr. Perlman founded?* (Mega-Cities Project, Inc.) *What is the aim of the organization?* (to get big cities around the world to share their experiences about the ideas that worked in their cities)
- Have students read and listen to the interview.
- To check comprehension, ask:

Why do people migrate to the city? (to enjoy greater choice, opportunities, and well-being)

What are some similarities that megacities have? (They struggle with: a gap between the rich and poor; providing jobs; making housing, education, and health care available; crime and violence; basic infrastructure such as water, sanitation, and public transportation.)

What is Dr. Perlman's opinion on planned cities and communities? (They are sterile and miss the spontaneity of cities that grew naturally.)

 Have students listen again and underline the opinions that Dr. Perlman expresses. Ask volunteers to briefly say if they agree with Dr. Perlman's views. Have different students comment on different views. (Possible responses: I don't think megacities will continue to grow. People will start looking for a better quality of life in small towns or rural areas.) Language note: Students should be able to complete the exercise without understanding every word. You may want to share the following definitions if students ask about specific expressions: *livable* (nice and pleasant to live in); *well-being* (the state of being healthy and happy, and having enough money to live); *deprivation* (a lack of something that you need to live comfortably); *central planning* (the government plans and designs the buildings, roads, and services of a city); *decentralized planning* (the gradual control of the development of a city by local authorities, as opposed to a central authority); *sterile* (cold, clinical, uninteresting); *spontaneity* (the quality of being done without planning or organization).

Option: [+10–15 minutes] Use this option if you want to do a listening activity. Have students close their books.

First listening: Write the following main ideas on the board or photocopy and distribute:

Identify the common characteristics that large
cities share.
Explain why people move to large cities.
Suggest ways that large cities can solve problems.
Explain the term megacity.
Predict the future importance of large cities.

Have volunteers read each line out loud. Have students listen to the interview and put the main ideas in the order that they are discussed. Explain that students should write the numbers 1–5 on the lines. Review as a class.

Second listening: Write the following statements on the board or photocopy and distribute:

- _____ 1. Many people in developing countries find a better life by moving from an urban area to a rural area.
- _____ 2. Tokyo, Japan has much more in common with São Paulo, Brazil than with smaller cities in Japan.
- _____ 3. Every megacity is actually two cities-one for the very rich and one for the very poor.
- 4. To create megacities that are good places to live, these cities must share ideas that have been successful.
- 5. Cities that are planned are often more interesting and exciting than those that grow without planning.

Have students listen to the interview again and check the statements that express views similar to those expressed by Dr. Perlman. (statements 2–4) Have students check answers with a partner, giving reasons for their choices. Review as a class. Have students rewrite the unchecked statements so that they express a view expressed by Dr. Perlman. (1. Many people in developing countries find a better life by moving from a rural area to an urban area. 5. Cities that grow without planning are often more interesting than cities that are planned.)



- Reading Strategies
- Reading Speed Calculator
- Extra Reading Comprehension Questions
- Reading Glossaries

Confirm Content

Suggested teaching time: mir

- Have students scan the interview for the problems Dr. Perlman talks about.
- Have pairs compare answers and then find and underline what she says about each of the topics
- Review as a class. Have students say what information they found about each of the urban problems. For example, Dr. Perlman talks about poverty. She says that in megacities there are both very rich and very poor people.

Understand from Context

Suggested 5 Your actual teaching time: minutes teaching time:

- Have students complete the activity individually and then compare answers with a partner.
- Review as a class. Have students explain their choices.

Infer Information

Suggested teaching time:	5–10 minutes	Your actual teaching time:

- Have students read the questions out loud. If necessary, explain pros and cons (advantages and disadvantages).
- Have students discuss the questions in small groups. Encourage students to take notes of reasons they think life in megacities will get better or worse.
- Have volunteers share their groups' responses to the first two questions with the class.
- On the board, write:

We think that there are more advantages / disadvantages to living in a megacity. We believe that in the future megacities will get better / worse.

Have a student from each group summarize his/her group's discussion. Students should start their summaries using the statements on the board and then provide supporting reasons from the article. Encourage students from the same group to add any other relevant information to what their classmates said.

NOW YOU CAN

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ActiveTeach
 Discourse Strategies

A Frame Your Ideas

- Refer students to the list created for problems thought to be shared by the largest cities in the world (Exercise A, page 58). Point out that they may use any of those problems if they are not already included on the list of urban problems.
- On a separate sheet of paper, have students write a list of the problems they selected and note specific examples—or the area where the problem exists—on their lists. (Possible problems: poverty—in the slums surrounding the city; crime—robberies and murders)
- As pairs discuss, circulate to offer help with any vocabulary students might need.

B Discussion

- Form small groups. Point out that students should discuss at least five ways to make improvements.
- Draw the following chart (with the example) on the board or print it out from ActiveTeach:

Urban problem	Ways to make improvements
Crime	• stricter punishments
	• more police on patrol

Have students choose at least three problems from their lists to write in the chart. Encourage them to agree on the best ways to approach the problems and write notes in the chart.

- As students discuss, circulate to offer help with any vocabulary they might need.
- Review as a class. Name each problem at a time, and have students who discussed that problem share their ideas for improvements. Ask students who discussed any other urban problems to share their responses.



C Project

• To help students write a coherent letter, write on the board:

Topic sentence: problems that need attention in your

Supporting sentences: possible solutions to the problems

- Remind students to use some of the ideas from their charts from Exercise B Discussion as a guide.
- Have students exchange papers with a partner. Have pairs discuss the social problems, and offer additional solutions.

EXTRAS (optional)

 Workbook: Exercises 15–18 MySummitLab: Lesson 4

C	Confirm Content. On the interview.	Check the types of	urban problem	s Dr. Perln	nan mentions or su	ggests in		
	✓ poverty✓ lack of housing☐ crowding	✓ pollution☐ disease✓ crime	✓ unemplo ☐ discrimir ☐ corruption	nation	inadequate p transportatio			
D	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. 							
E	 Infer Information. Discuss the questions. Support your opinion with information from the article. 1. Why does Dr. Perlman say she prefers cities that are <i>not</i> planned over planned cities? They occur spontaneously and are unique. 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?							
V	IOW YOU CA	N Identify	urban prob	lems				
A	Frame Your Ideas. problems you think eximit a partner and pro	ist in your area. Di		cr	overty ime owding	pollution corruption lack of housing		
В	Discussion. Talk about identified. As a group, to make improvements	discuss at least fiv	e ways	in	sease adequate public ansportation	discrimination unemployment other:		
C	Project. Choose seve Write letters to a local				or city.			

Writing: Complain about a problem

Formal Letters: Review WRITING MODEL When writing to a friend or family member, an informal tone, 4719 McPherson Avenue your address casual language, and abbreviations are acceptable. However, Philadelphia, Pennsylvania 19102 when writing to the head of a company, a boss, or someone June 30, 2006 date you don't know, standard formal language should be used, Red Maple Café and regular spelling and punctuation rules apply. Formal 708 West Pine Street recipient's letters are usually typewritten, not handwritten. The following Philadelphia, Pennsylvania 19102 address salutations and closings are appropriate for formal letters: Dear Sir or Madam: **Formal salutations Formal closings** I live a few blocks from your restaurant. For Dear Mr. / Mrs. / Ms. / Dr. / Professor [Lee]: Sincerely (yours), the past several months, I have noticed that in the evenings there is a lot of trash on the side of your Dear Sir or Madam: Respectfully (yours), building. Cats in the neighborhood turn over the garbage cans, and the trash goes everywhere. To whom it may concern: Best regards, This is not only unpleasant to look at, but it is also a health hazard. Cordially, Could you please make sure that when the trash is put out, the garbage cans are closed? Your helping keep our neighborhood clean and **Letters of Complaint** beautiful would be greatly appreciated. When writing a formal letter of complaint, first state the reason why you are writing and the problem. Then inform Respectfully, closina whomever you are writing what you would like him or her to do about it, or what you plan to do. 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. Problem: trash on side of building **B** Writing. On a separate sheet of paper, use your Reasons: -unpleasant to look at notes to write a letter of complaint. State what -health hazard you intend to do or what you would like to see done. Remember to use the appropriate level of Problem: formality.

- Reasons:
- 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?
- **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.

Writing

teaching time: minutes teaching time:

Formal Letters: Review

- Have a volunteer read the explanation out loud.
- Draw a two-column chart with the heads Informal letters and Formal letters on the board. To check comprehension, have pairs scan the explanation for information about each type of letter and complete the chart in note form. Review as a class. Complete the chart on the board as you get feedback from students. (Informal letters: to friends or family; use an informal tone; use casual language; use abbreviations; Formal letters: to someone you don't know [head of a company, boss, etc.]; typewritten; use standard formal language; use regular spelling; respect punctuation rules; use appropriate salutations and closings)
- Have a volunteer read the Formal salutations and Formal closings out loud.
- To clarify the use of salutations, write the following exercise on the board or photocopy and distribute.

Complete as a class. (1. e, 2. b, 3. d, 4. c)

1	
1 When writing to a woman you	a. Dear Mr. Steven b. Dear Sir
don't know	c. To whom it may
2 When writing to	concern
a man you don't	d. Dear Mr. Bale
know	e. Dear Madam
3 When writing to	
a man named	
Steven Bale	
4 When you don't	
know if the	
person you are	
writing to is male	
or female	

- Have volunteers read the explanation for Letters of Complaint out loud.
- Have students read the writing model individually. To check comprehension, ask In which paragraph does Olivia explain why she is writing? (in the first) Does she tell the person she is writing to what she would like *him/her to do?* (yes—in the second paragraph)
- Then ask Does Olivia sound polite? (yes) What polite language does she use? (Could you please make sure . . . ; ... would be greatly appreciated)



ActiveTeach • Extra Writing Skills Practice

A Prewriting

- Have students look at the model, choose a problem, and list ideas individually.
- You may want to have students who chose the same problem share ideas with each other. After students discuss, encourage them to add new ideas they agree with to their lists.

B Writing

- Remind students to include their own address, the date, and the address of the person they are writing to. Refer students to the writing model.
- Remind students to use polite language. You may want to elicit some useful language from the class and write it on the board. (I'm writing to complain about . . . ; I would appreciate it if you could . . . ; I would be most grateful if you could . . . ; . . . would be greatly appreciated; Thank you in advance for . . . ; Could you please . . . ?)
- Encourage students to use paired conjunctions as appropriate. Point out how the reasons *unpleasant to* look at and a health hazard are joined with a paired conjunction in the writing model.
- As students write, circulate to offer help as needed.

C Self-Check

- Have three students read the Self-Check questions out loud.
- Before students submit their paragraphs for correction, have them self-check their work and make any necessary changes.

D Peer Response

- You may want to elicit some useful language from the class and write it on the board. (I'm writing in response to your letter of [date]; With regard to your letter of [date] . . . ; Please accept my apologies for . . . ; Please don't hesitate to contact me again if . . .)
- Point out that the reply is also a formal letter, so students should follow the same rules they used to write the letter of complaint.
- You can tell students to first apologize and give an explanation and then explain what they plan to do about the problem.

A • Listening

	Your a teaching	5–10 minutes	Suggested teaching time:	
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- Give students a moment to look at the adjectives.
 Explain that students will hear four conversations about cities.
- Point out that students will check more than one adjective for some conversations.
- Have pairs compare answers.
- As students listen again for confirmation, pause after each conversation and have students explain their choices. (Possible response: Conversation 1: The man said he had to live in the countryside in China. There was a lot of poverty, and it was very boring because there was nothing to do but work.)

Challenge: [+5–10 minutes] On the board, write the following ideas from the conversations and paired conjunctions:

The poverty was hard to take. It was really boring. I couldn't get used to the pollution. I couldn't get used to the crime.

There is no graffiti. They banned chewing gum.
The people were not friendly. The people were not considerate.

not only ... but (also) either ... or neither ... nor

Have students join the sentences using the paired conjunctions in box. Then have students listen to the conversations again to check their answers.

AUDIOSCRIPT

For audioscript, see page AS7.

B Respond to each question ...

Suggested	. 5	Your actual	
teaching time:	minutes	teaching time:	

- Remind students to use polite answers for questions 1 and 2.
- Review answers by having various students share their responses.

Option: [+5–10 minutes] Pair work. Have students role-play the conversations in Exercise B. Encourage students to keep the conversation going and make more than 4–6 exchanges for each situation. Make sure each student plays both roles.

Make each sentence logical ...

teaching time: minutes teaching time:

- Before having students do the exercise individually, refer them to Exercises D and E on page 53 to review using negatives prefixes to form antonyms.
- Have students compare answers with a partner and review as a class.

Option: [+5 minutes] Have students write their own sentences about what they consider inappropriate behavior. Encourage students to use the sentences they created for Exercise C as a model and replace fragments of their choice. You may want to model the activity for the class. For example, *Littering in parks where there are trashcans is really inexcusable.*

D Combine the sentences ...

Suggested teaching time:	5 minutes	Your actual teaching time:	
teaching time.	minutes	teaching time.	

- Model the first item with the class. Point out that students shouldn't use a double negative. (neither . . . should NOT: neither . . . shouldn't)
- Have students compare answers with a partner.
- Review as a class. Have volunteers read the new sentences out loud.

EXTRAS (optional)

- Workbook: Page 49
- Complete Assessment Package
- ActiveTeach:

Summit TV Video Program and Activity Worksheets Printable Audioscripts "Can-Do" Self-Assessment Charts Workbook Answer Key

MySummitLab:

Writing

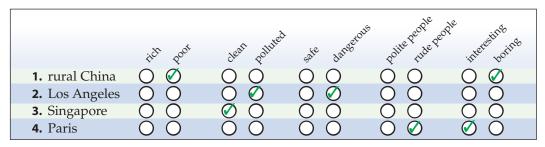
Summit TV Video Program and Activity Worksheets Achievement Test 5 Review Test 1

Review



grammar · vocabulary · listening reading · speaking · pronunciation

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.



В	Respond to	each question	in your	own way.
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1.	"Do you	mind	if I	call	someone	on my	cell	phone?"
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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?"

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- 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. (inexcusable)
 - **2.** I believe littering and spitting on the street are responsible behaviors. (irresponsible)
 - **3.** Young people who play loud music without consideration for the people around them are exhibiting really proper behavior. (improper)
 - **4.** I think it's very appropriate for people to scream into their cell phones in theaters. (inappropriate)

- **5.** When a salesperson is rude, I find it not only respectful but also annoying. (disrespectful)
- **6.** I should warn you that the air pollution downtown is really pleasant. (unpleasant)
- **7.** I think politicians who are honest and corrupt should be punished. (dishonest)
- **8.** It doesn't help when people are courteous to each other. (discourteous)
- Combine the sentences with the paired conjunction indicated. Use <u>or</u>, <u>nor</u>, or <u>but (also)</u>.
 - **1.** Restaurants shouldn't allow smoking. Theaters shouldn't allow smoking. (neither) Neither restaurants nor theaters should allow smoking.
 - **2.** Smoking should be banned. It should be restricted. (either) Smoking should either be banned or restricted.
 - **3.** Littering doesn't offend me. Spitting doesn't offend me. (neither) Neither littering nor spitting offends me.
 - **4.** I think loud music is rude. I think loud people are rude. (not only) Not only do I think loud music is rude but also loud people.