

Background Note

UNIT OPENER pages 114–115

The photo shows newly constructed and old buildings along the High Line Park in New York City. The High Line Park is a 1.45-mile-long (2.33 km) walking trail that was built on an old rail line. When it was constructed in 2009, it was conceived as a “living system,” pulling from landscape architecture, urban design, and ecology. The park has spurred real-estate development in neighborhoods along the rail line, revitalizing those areas of the city.

Expansion Activity 1

UNIT QUESTION page 115

1. Introduce the Unit Question, *What should the modern city look like?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example: *Do you think your city is modern or old? What modern cities have you visited or do you know about? What makes them seem modern to you?*
2. Tell students: *Let's start off our discussion by listing the things that make a city seem modern.* Seat them in small groups and direct them to pass around a piece of paper as quickly as they can, with each group member adding one item to the list. Tell them they have two minutes to make the lists, and they should write as many ideas as possible.
3. Call time and ask a reporter from each group to read the list aloud.
4. Use items from the list as a springboard for discussion. For example: *Are you generally more optimistic or pessimistic about the future of cities? Do you think they will be better places to live in the future? What things would be negative about modern cities?*

Background Note

LISTENING 1 page 118

Both listening texts comment on the increase in urbanization in our world as the global population shifts from rural to urban areas. In fact, the United Nations predicts that almost all of the global population growth that happens between now and 2030 will be in cities. In addition, experts expect that by 2050, 64% of people in developing countries and 86% of people in developed countries will live in cities.

Multilevel Option 1

LISTENING 1: Urban Settlements and Land Use Models

F. VOCABULARY pages 122–123

1. Review the vocabulary in Activity B on page 118.
2. Pair students and direct them to read through the text and write the bold vocabulary words next to the correct definitions.
3. When students are done, check the answers as a class.

MULTILEVEL OPTION

Pair lower- and higher-level students together, and have them create a short dialogue using several of the vocabulary words. Direct the higher-level students to make corrections to the writing as needed. Circulate around the room and answer questions as necessary. Choose a pair or two to present their dialogues.

Multilevel Option 2

SAY WHAT YOU THINK page 124

1. Ask students to read the questions and reflect on their answers.
2. Seat students in small groups and assign roles: a group leader to make sure everyone contributes, a note-taker to record the group's ideas, a reporter to share the group's ideas with the class, and a timekeeper to watch the clock.
3. Give students five minutes to discuss the questions. Call time if conversations are winding down. Allow them an extra minute or two if necessary.
4. Call on each group's reporter to share ideas with the class.

Expansion Activity 2

SAY WHAT YOU THINK page 124

1. After students have completed Say What You Think on page 124, tell them they are going to test whether the Hoyt or Burgess models apply to the cities they live in, or cities they know well, perhaps from having lived there in the past or from studying there.
2. Give students time to think about a city they know well. Encourage them to look at the visual depictions of the Burgess and Hoyt models on page 121. Tell them to choose one model that best represents their city and to think of the reasons why they have chosen that model.
3. Put students into groups and have them explain which model best represents their city and why.

MULTILEVEL OPTION

As a class, make a sentence stem bank that lower-level students can use later as they answer the questions and share their opinions in this activity (e.g., *I think ... / In my opinion ... / It seems to me ... / It feels like ... / I feel that ... / Surely ...*). Sentence stems can support all learners, but they are especially valuable for lower-level students because they allow the speaker to focus on the content of what he/she wants to communicate.

Expansion Activity 3

A. EVALUATE page 125

1. Remind students that listening for organizational cues will help them understand what speakers will say next. Emphasize that the best way for students to be able to hear the cues is to produce them. Ask students to create a short presentation on their personal space requirements using these cues.
2. Place students into pairs and direct them to prepare a three- to five-minute presentation on their personal space. They should use at least five organizational cues in their presentations.
3. Have students practice their presentations. Then direct the audience to take notes on which cues they hear during each presentation.
4. After each presentation, ask the class to report on the cues that they heard.

Background Note

LISTENING 2 page 126

Calgary city planners have created a very walkable city center. In fact, it's not only possible to walk the entire length of the city, but also walk to several neighborhoods outside of the center. There are pathways along the river, as well as numerous pedestrian bridges and paths 15 feet above ground that connect the downtown core. In addition, Calgary has many urban parks and nature walks as well as a vibrant urban art scene.

VOCABULARY SKILL NOTE

WORDS WITH MULTIPLE MEANINGS page 132

1. Present the information in the box.
2. Check comprehension: *How can the dictionary help you choose the correct definition?*

Skill Note

Many common words in English can have multiple meanings. For example, *get* can mean "to have" as in *I've got the book*, or "to understand" as in *I've got the idea*, or "to obtain" as in *I'll get the car*. Point out words with multiple meanings in context so students learn to recognize their different meanings.

Grammar Note

CONDITIONALS page 135

1. Present the information in the box. Probe for prior knowledge by asking: *When have you seen or heard this grammar form used before?*
2. Check comprehension by asking questions: *What does the verb tense in a conditional show? What are the three types of conditionals discussed? Can you give an example of each? What do you consider the difference between each conditional?*

Skill Note

Clarify situations where conditionals are used. For example, tell students the present real conditional can be used to decide whether or not a solution to a problem can work (e.g., *If we make houses smaller, we could save heating fuel*). The present / future unreal conditional can be used to explain why something likely won't happen (e.g., *If she didn't want people to comment on how messy she is, she would clean her house*). The past unreal conditional can be used to explain why something did not happen (e.g., *If she had wanted to be anonymous, she wouldn't have used her real name*).

Multilevel Option 3

A. INTERPRET page 136

1. Read the instructions to the activity. Use a think aloud to model completing the first item.
2. Direct students to complete the activity.

MULTILEVEL OPTION

Encourage lower-level students to highlight the *if* clause in one color and the result clause in another. Have them underline the verbs in both clauses and use the skill box to figure out which conditional is being used. Have higher-level students write one additional example of each conditional.

Pronunciation Note

THOUGHT GROUPS page 137

1. Present the information in the box. Probe for prior knowledge by asking: *Do you use thought groups in your first language?*
2. Check comprehension by asking questions: *What are thought groups? Why do we use thought groups? What are some things we can do to make thought groups effective?*

Skill Note

It can be helpful to assist students in identifying where speech boundaries are appropriate (before or after clauses, before or after phrases, and before or after transitional information). Incorporating movement into choral repetition is also beneficial. As students are repeating, have them slash with their hands or a pencil to demonstrate where the thought group should be. Not only can this be fun, but it can help students integrate the pronunciation skill into their speech more effectively.

Expansion Activity 4

A. CREATE page 139

1. Preview the directions to the activity. Model the activity by reading the example situation.
2. Direct students to complete the task in groups of three. Remind them to use phrases from p. 138.
3. Choose a volunteer for each situation and ask them to give their advice to the class.

Unit Assignment Rubrics

Unit 5 Urban Planning

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Role-play a podcast on life in a city or town.*

20 points = Presentation element was completely successful (at least 90% of the time).

15 points = Presentation element was mostly successful (at least 70% of the time).

10 points = Presentation element was partially successful (at least 50% of the time).

0 points = Presentation element was not successful.

| Role-Play a Podcast on Life in a City or Town | 20 points | 15 points | 10 points | 0 points |
|--|-----------|-----------|-----------|----------|
| Student spoke clearly and at a good speed about the topic. | | | | |
| Student used conditionals correctly. | | | | |
| Student correctly used vocabulary items from the unit. | | | | |
| Student used thought groups appropriately. | | | | |
| Student used language from the unit to give advice. | | | | |

Total points: _____

Comments: