

Cities



Japanese-inspired 'Shibuya' style crossing at Oxford Circus in London

Look at the photo,
answer the questions:

1 What can you find in
a city?

2 What is your city
famous for?



UNIT 3 GOALS

1. Describe your city or town
2. Explain what makes a place special
3. Discuss an action
4. Make predictions

A**GOAL 1: Describe Your City or Town**

▲ Shibuya Crossing outside
Shibuya Station in Tokyo,
Japan

Vocabulary

A Read the opinions. Which one do you agree with?

Opinion 1

"Urban life is great! There is good public transportation, like trains and buses. And we also have highways where cars can go fast. People can find good jobs. And after work, there is great nightlife in restaurants and dance clubs. Cities get bigger every year because they are the best places to live."

Opinion 2

"City life is terrible! Cities are so crowded, with too many people in a small area, and the population grows every year. There is too much traffic, because people want to drive everywhere. It's always noisy. A lot of people want to live in a rural area, but there aren't many jobs. It's better to live in a suburb and commute to a job by car."

B Write the words in blue next to the correct meaning.

1. _____ in the city
2. _____ roads where cars go fast
3. _____ travel to your job
4. _____ trains, buses, and subways
5. _____ number of people
6. _____ things to do in the evening
7. _____ cars moving on a street
8. _____ too full
9. _____ too loud
10. _____ in the country

Grammar: Future with *will*

A What do you think? Circle **Y** for yes or **N** for no. Compare your answers with a partner's answers.

In the year 2030 . . .

1. My city will be bigger than it is now. **Y** **N**
2. People will drive cars in the city. **Y** **N**
3. Houses will be smaller than they are now. **Y** **N**
4. Cities will have many parks and green spaces. **Y** **N**

Word Focus

traffic jam = so many cars in the street that they can't move

population growth = more people living in a place

Will

Statement	The city will be cleaner.
Negative	People won't drive cars.
Yes/No questions	Will houses be smaller?
Wh- questions	Where will people live ?

B Complete the sentences and questions with a word from the box.

1. Silvio will _____ in New York next April for an interesting event.
2. Will _____ enjoy New York in April? It can be cold at that time.
3. The weather will _____ be a problem.
4. _____ he participate in The JFK Runway Run?
5. That's a great event. _____ will the race begin?

when he not
will be

C Ask a partner three questions about city life in the future. Use *will*.

How will people commute
in the future?

Conversation

A 11 Close your book and listen to the conversation. Where did Mimi live when she was a child?

Mark: So, where are you from, Mimi?

Mimi: I live in New York now, but I grew up in Seoul.

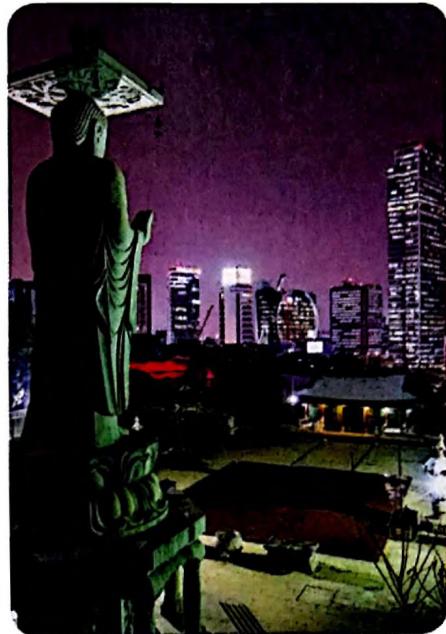
Mark: Really? I've never been to Seoul. What's it like?

Mimi: Well, some people think it's too crowded, but it has great restaurants.

Mark: I've heard that it's very polluted.

Mimi: That's true, but it's changing now. In the future, it will be much cleaner.

I think they'll have
personal airplanes!



B Practice the conversation with a partner. Switch roles and practice it again.

C Check (✓) the things that are true about your city. Add some ideas of your own.

Bad things about your city	Good things about your city
It's _____. <input type="checkbox"/> noisy <input type="checkbox"/> boring	It has great _____. <input type="checkbox"/> restaurants <input type="checkbox"/> beaches
<input type="checkbox"/> dangerous <input type="checkbox"/> crowded	<input type="checkbox"/> parks <input type="checkbox"/> museums
<input type="checkbox"/> expensive <input type="checkbox"/> polluted	<input type="checkbox"/> neighborhoods <input type="checkbox"/> nightlife
_____	_____

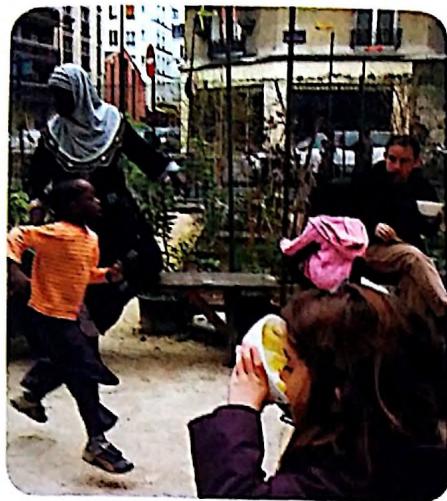
D GOAL CHECK  Describe your city or town

With a partner, have a new conversation about your city. Then make new conversations about two other cities you know.

▲ Bongeunsa Temple in
Seoul, South Korea

B

GOAL 2: Explain What Makes a Good Neighborhood



▲ The Jardin Nomade in Paris

Listening

A Discuss these questions with a partner.

1. How often do you go to a park?
 2. What do you do there?
 3. What do you think about the parks in your city or town?

B 12 Listen to a radio program about a park in Paris called the Jardin Nomade. Circle the correct letter.

1. The Jardin Nomade is in ____ area.
a. a rural b. an urban c. a suburban
 2. The Jardin Nomade is amazing because it's so ____.
a. big b. small c. old
 3. In the Jardin Nomade, people ____.
a. grow food b. go swimming c. enjoy art

Engage!

What are some new things in
your city?

C 12 Listen again. Answer each question in your notebook.

1. What year did the park start? _____
 2. How many gardens do people have in the park? _____
 3. What do the neighbors eat there every month? _____
 4. How many people come to the monthly dinners? _____
 5. How many parks like this are there in Paris now? _____

Pronunciation: Emphatic stress

A 13 Listen and repeat the exchanges. Notice how the underlined words sound stronger.

1. **A:** Is your city expensive?
B: Yes, it's really expensive!
 2. **A:** Do you like living in an apartment?
B: No, I like living in a house much more.
 3. **A:** Is your neighborhood new or old?
B: The houses are very old.
 4. **A:** Can you walk to school?
B: No, I can't. It's too far.

B  Read the exchanges in exercise A with a partner. Stress the underlined words.

C  Take turns asking and answering three questions about your neighborhood. Stress the important words.

Conversation

A  14 Close your book and listen to the conversation. What is the problem in Sarah's neighborhood?

Ben: How do you like living in your neighborhood?

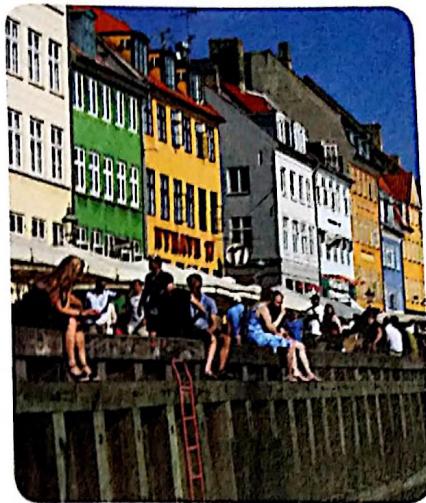
Sarah: Well, it has a lot of beautiful old buildings, but there are some problems.

Ben: Like what?

Sarah: It doesn't have many different stores. There's only one supermarket, so food is very expensive.

Ben: That sounds like a pretty big problem.

Sarah: It is, but the city is building a new shopping center now. Next year, we'll have more stores.



B  Practice the conversation with a partner. Switch roles and practice it again.

C Write the words or phrases from the box in the correct column. Add two more ideas to each column.

Good things in a neighborhood	Bad things in a neighborhood

beautiful buildings
crime
a lot of noise
heavy traffic
public transportation
pollution
trees and green space
many different stores

D  Make two new conversations. Use your ideas from exercise C.

E  What are the three most important things for a good neighborhood? Talk about your ideas in exercise C. Make a new list together. Give reasons.

Most important things for a good neighborhood	Reason
1.	
2.	
3.	

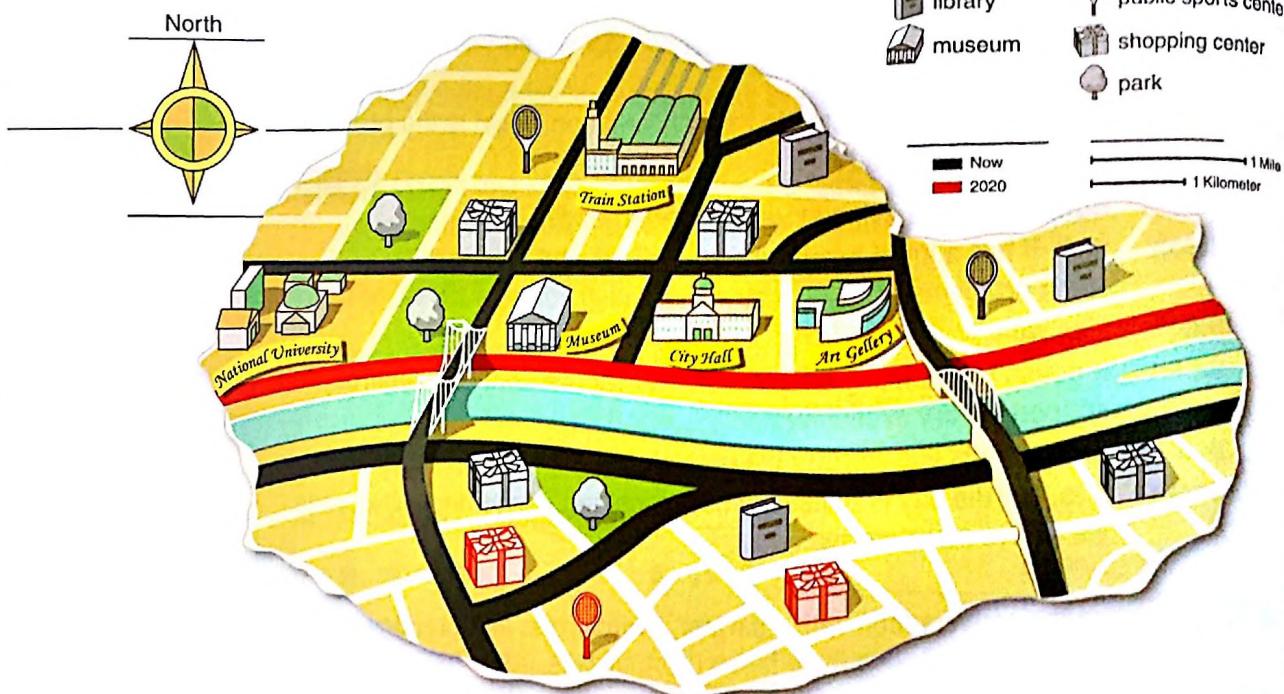
F  GOAL CHECK  Explain what makes a good neighborhood

Explain your group's list to the class.

Language Expansion: Using maps

A Study the map. Write the word from the box in the correct space.

South
symbols
East
key
West
scale



B Take turns asking and answering the questions.

Where's the train station?

It's in the north of the city.

1. In which parts of the city are the libraries?
2. Where are the public sports centers?
3. Where will the new road be?
4. How many shopping centers does the city have now? How many do you think it will have in 2020?
5. What do you think this city needs?

Grammar: *Will* + time clauses

A Study the sentences and circle the correct letter.

I will finish my homework before I go to bed.

1. What will you do first?
a. Finish my homework. b. Go to bed.
2. The word *before* shows the action that happens . . .
a. first b. second

I will wash the dishes after I eat dinner.

1. What will you do first?
a. Wash the dishes. b. Eat dinner.
2. The word *after* shows the action that happens . . .
a. first b. second

Will + time clauses

I'll look at the neighborhood carefully **before I choose a new apartment.**

Before I choose a new apartment, I'll look at the neighborhood carefully.

I'll meet my neighbors **after I move into my new apartment.**

After I move into my new apartment, I'll meet my neighbors.

*A time clause tells when something happens. Use *before* or *after* at the beginning of a time clause.

*In a sentence with *will*, use the simple present tense in the time clause.

*The time clause can come first or second in the sentence. If the time clause is first, it is followed by a comma.

B Use the words below and the information in the note to make sentences with time clauses.

1. find a place for the meeting/make an invitation (after)
2. make a list of things to talk about/give invitations to all the neighbors (before)
3. make a list of things to talk about/have the meeting (before)
4. have the meeting/ask the city government for a sports center (after)
5. talk to newspaper reporters/ask the city government for a sports center (after)

May 2 find place for the meeting

May 3 make invitation

May 5–12 give invitations to neighbors

May 13 make list of things to talk about

May 25 have the meeting

May 26 ask city government for sports center

May 27 talk to newspaper reporters

Conversation

A Practice the conversation. What does Jennie want for her neighborhood?

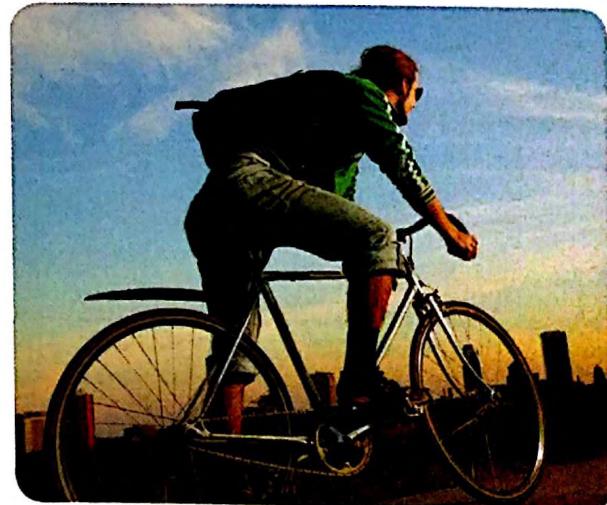
Jennie: This neighborhood really needs a library.

Dan: You're absolutely right. But how can we get one?

Jennie: I think we should have a neighborhood meeting to talk about it.

Dan: That's a good idea. And after we have the meeting, we'll write a letter to the newspaper.

Jennie: Great! I'll help you.



B Make new conversations to talk about places in your neighborhood.

C **GOAL CHECK** Discuss an action plan

What does your city need? List things you can do to make your plan happen.

Use time clauses to discuss when you will do each thing on the list. Then compare your list with a partner.

GOAL 4: Make Predictions About Cities in the Future

Reading

A How did people get their food in the past, and what kinds of food did they eat? How is it different from our food today? How will it change in the future? Use the words below. Share your ideas with a partner.

produce	healthy food	grow
distribute	transport	

B Check (✓) the ideas that are in the reading.

- 1. Cities need safe and healthy food.
- 2. If we know how people in the past got food in cities, we can do the same things that they did.
- 3. City populations will triple by 2050.
- 4. In the future, we will need to change the way we grow food.

C Match the problems and the solutions from the reading.

- | | |
|--|---|
| <input type="checkbox"/> 1. It takes a lot of fossil fuel to produce food. | a. We can study ways people got food in the past. |
| <input type="checkbox"/> 2. Our ways of producing food are not efficient. | b. We can grow food more sustainably. |
| <input type="checkbox"/> 3. We don't take care of the natural world. | c. We can grow food closer to cities. |



Carolyn Steel Architect, Food urbanist

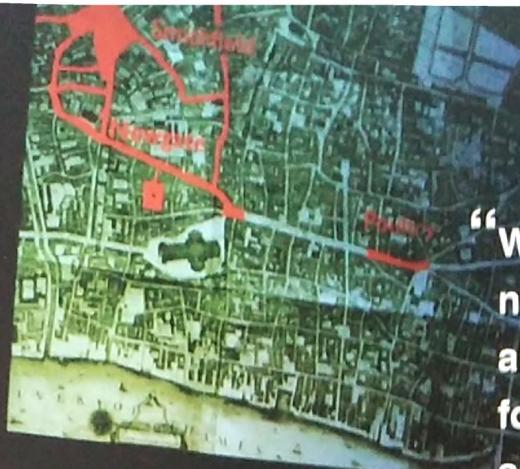
HOW FOOD SHAPES OUR CITIES

How do you feed a city? It's an important question, but we rarely ask it. We take it for granted that we will find food in any restaurant or supermarket that we walk into. It's almost magic! Many of us don't think about **agriculture** at all. Many of us don't know who grew our food, who harvested it, or how it got from the farm to the city. But without good, healthy food, we—and our cities—won't survive.

Carolyn Steel is an architect who studies how ancient food routes shaped our modern cities. By understanding how city **dwellers** have gotten their food in the past, she thinks we can come up with better ways to produce and distribute food in the cities of the future.

By 2050, twice as many people will live in cities as do now. We will **consume** twice as much meat and **dairy** as we do today. This modern diet, heavy in meat, dairy, and processed food, requires enormous amounts of energy to produce. That energy mostly comes from fossil fuels, which are not renewable. We're also using fossil fuels to clear millions of acres of rainforest each year for planting crops and then to transport the crops to cities around the world. If we don't change the way that food is produced, we will have a serious problem. It will be very difficult to feed everyone.

How can we change our food systems so that we will be able to feed ourselves? Steel proposes producing food closer to our cities, as our ancestors did. Additionally, starting community agriculture programs in urban



17th Century London Map

"We know we are what we eat. We need to realize that the world is also what we eat . . . we can use food as a really powerful tool to shape the world."

— Carolyn Steel

TED



Carolyn Steel's idea worth spreading is that we really are what we eat. Food is a powerful tool we should use to create the world we want to live in. Watch Steel's full TED Talk on TED.com.

areas will allow us to grow some of our own food. Steel believes that when we can see how our food is produced, and grow some of it ourselves, it will strengthen our connection with nature. And if we are connected to the natural world, we will **value** and protect it.

agriculture the science or occupation of farming

dweller a person or animal that lives in a particular place

consume to use (fuel, time, resources, etc.)

dairy milk and food made from milk (such as butter and cheese)

value to think that (someone or something) is important or useful

D**GOAL 4: Make Predictions About Cities in the Future**

▲ Market in Madeira, Portugal

cold/moderate/hot
climate ocean
inland hunting
fishing immigrants
native people

population climate
transport resources
traditions environment
eating habits

Communication

A Share your ideas of how food has shaped your city with a partner. Think about its location, its environment, and its culture. Use the words in the box.

Writing

A How will food in your city change in the future? Write six ideas and rank them in order of importance. Use the words in the box.

- | | |
|----------------|----------------|
| _____ 1. _____ | _____ 4. _____ |
| _____ 2. _____ | _____ 5. _____ |
| _____ 3. _____ | _____ 6. _____ |

B Complete the paragraph with *will* or *won't* and the verb in parentheses.

In the future, the population of cities (1) _____ (grow) twice as big as it is now. We (2) _____ (be) able to keep producing food the way we do in the present. People (3) _____ (need) to grow food closer to where they live.

C Write a paragraph with predictions about cities in the future. Use *will* and words in the box to make your prediction.

D **GOAL CHECK**

Make predictions about cities in the future

Work with a group. Share your paragraphs and support your opinions with facts. Which predictions are the most/least realistic?



Bouananiya Medersa
in Morocco

Before You Watch

A Read about the video and check the meanings of the words in **bold**.

While You Watch

A Watch the video. Write **T** for *true* or **F** for *false*.

1. In the past, the Bouananiya Medersa was a palace.
2. Restorers are taking old paint off the walls of the Medersa.
3. The government isn't interested in restoring historic buildings in Fes.
4. There is a problem because wealthy people want to live in the old houses in Fes.

B Watch the video again. Circle the correct answer.

1. The city of Fes was founded in the (ninth | eleventh) century.
2. By the 1300s, Fes was a center for (art | science) and learning.
3. (One or two | five or six) families live in each house in the medina.
4. In the future, the Medersa will be a (museum | school).

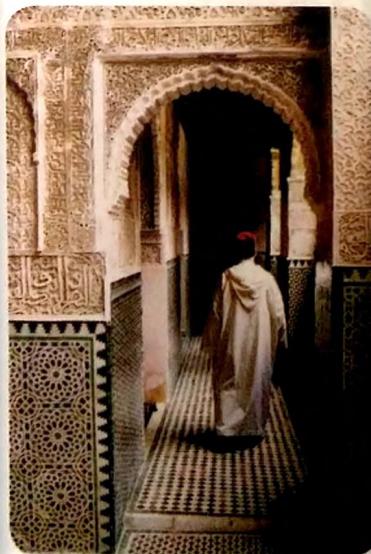
The Bouananiya Medersa in Fes, Morocco, is a **masterpiece** of art. It's in **very bad condition** now, but people are working to **restore** its walls and **fountains**. Some old buildings in Fes are in **danger** because **wealthy** people buy and take away pieces of them. Now, **private organizations** are trying to **preserve** these buildings for the future. They hope all people can enjoy Morocco's **heritage**.

After You Watch / Communication

A What are some important buildings and places in your city's heritage? Make a list and then share the information with your partner.

B Write a guide for foreign visitors to a historic place in your city. Answer these questions in your guide.

1. What happened there? What can visitors see and do there?
2. How much does it cost to visit? What hours is it open? How can visitors get there?



▲ Bouananiya Medersa in Fes, Morocco

Before You Watch



Charlie Todd's idea worth spreading is that play is a good thing—however old you are. Watch Todd's full TED Talk on [TED.com](#).

A Look at the picture and answer the questions with a partner.

1. Where are these people?
2. What do people usually do here?
3. What are these people doing?

B Charlie Todd is a man who delights in creating unexpected scenes like the one in the picture above. Here are some words you will hear in his TED Talk. Complete the paragraph with the correct form of the word. Not all words will be used.

cop *n.* a police officer

diverse *adj.* made up of people or things that are different from each other

improvise *v.* to speak or perform without preparation

inspire *v.* to give (someone) an idea about what to do or create

play *n.* activities that are done especially by children for fun or enjoyment

prank *n.* a trick that is done to someone usually as a joke

Improv Everywhere is a group that creates (1) _____ in public places. Their founder, Charlie Todd, believes that (2) _____ is as important for adults as it is for kids. He was (3) _____ to start the group when he couldn't find a regular theater to perform in. Now, Improv Everywhere's (4) _____ members can be found all around the world. So the next time a group of people are (5) _____ on the street or a store, you might be seeing an Improv Everywhere performance.

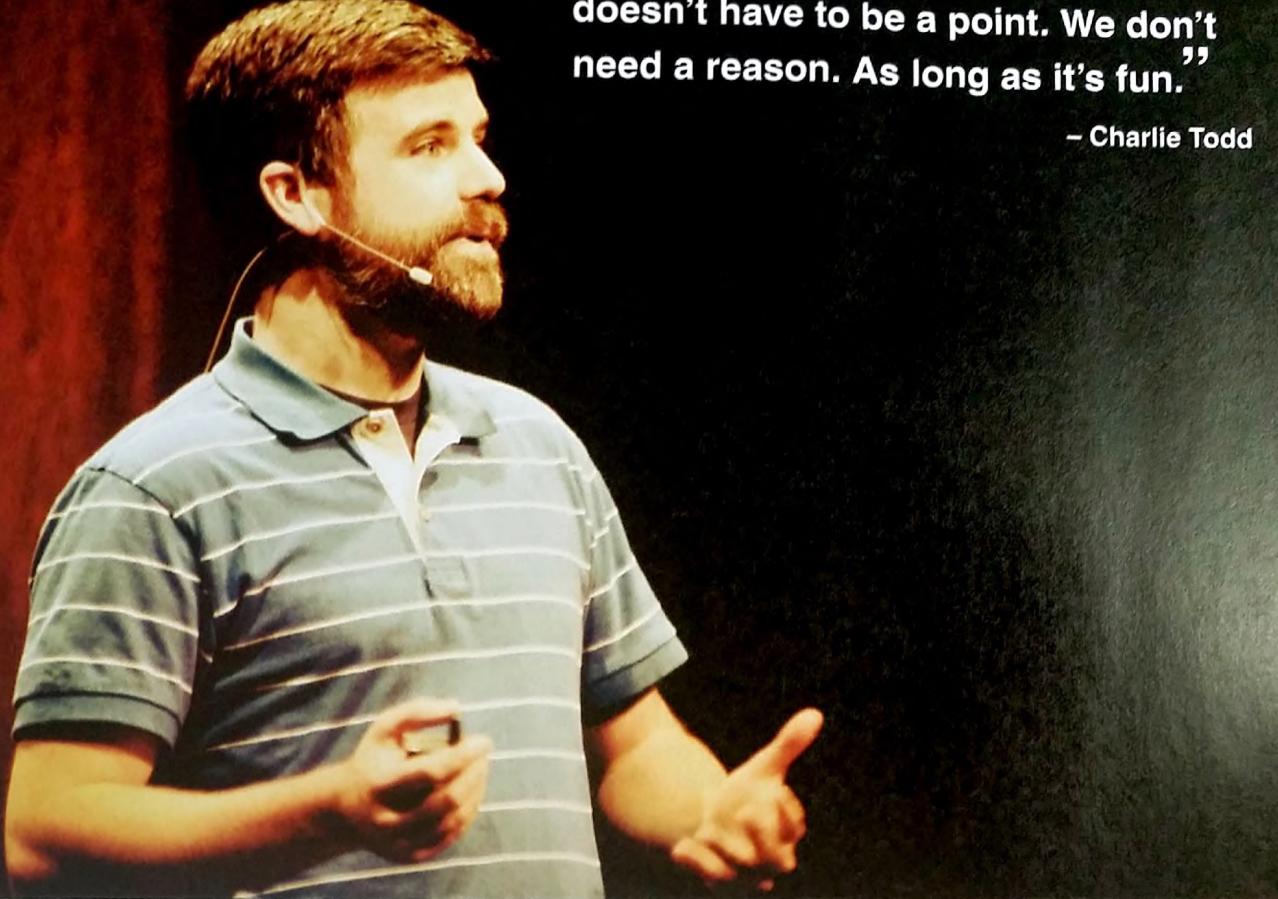
C Look at the pictures on the next page. Check (✓) the information that you predict you will hear in the TED Talk.

- ___ 1. We perform in many different public places.
- ___ 2. Our goal is to make people smile and laugh.
- ___ 3. Our performances are only for paying audiences.

While You Watch

A Watch the TED Talk. Circle the main idea.

1. Charlie Todd couldn't find work as an actor.
2. Everyone needs to be creative and have fun.
3. Improv Everywhere creates pranks that are positive experiences.



“There is no point and [...] there doesn’t have to be a point. We don’t need a reason. As long as it’s fun.”

- Charlie Todd

B  Look at the photos. Watch the TED Talk again and write the letter of the caption under the correct photo.

- a. Improv Everywhere’s pranks take place in public places.
- b. Nobody expects to see characters from a movie at the library.
- c. Getting a high five on your way to work might make your day better.
- d. Charlie Todd wants to share a sense of fun and play.



1. __



2. __



3. __



4. __^a

Challenge!  Some people might object to Improv Everywhere’s pranks. Why?

Are Improv Everywhere’s pranks a good idea or a bad idea? Tell a partner. Give examples to support your idea.



After You Watch

A Complete the summary with the words in the box.

Charlie Todd (1) _____ that we should be having more fun. In 2005, he staged an Improv Everywhere prank when he asked a group of friends to (2) _____ in the window frames of a building. Todd calls their (3) _____ "missions," and the (4) _____ are "secret agents." Since the first prank, Todd and his group have (5) _____ more than 100 missions and some of them have become an international (6) _____.

stand actors
 believes completed
 event performances

B Match the phrases to the information from the TED Talk.

- | | |
|--|----------|
| ____ 1. number of high fives Rob gave | a. 2006 |
| ____ 2. number of agents participating in "Blue Shirt" mission | b. 8 |
| ____ 3. number of windows in the building | c. 80 |
| ____ 4. year he was inspired to do "Blue Shirt" mission | d. 2,000 |
| ____ 5. age of one young "secret agent" | e. 70 |

C Circle the statements that paraphrase Charlie Todd's ideas.

1. When I moved to New York, I wanted to be famous.
2. I started performing in public because I couldn't use a theater.
3. We want to create performances that make people happy.
4. Riding the subway in New York is a pleasant experience.
5. Adults need to learn to play again.

Project



Charlie Todd and his group Improv Everywhere are on a mission to make New Yorkers laugh. They play pranks in public places, creating shared, positive experiences. Use Todd's ideas to design an improvised performance in your own city.

- A** Look at the list of places Improv Everywhere "agents" have performed. Circle the ones you think would be the most fun.

beach park public library store subway car train station

- B** Compare your choices in exercise A with a partner. Where else could you perform in your town or city? Remember that your goal is to create a positive, shared experience for the people who see your performance.

- C** Work with a group. Decide where you will perform and what activity you will do. Give each person in your group something specific to do. Use the table to organize your ideas.

Place	Date & Time	Activity	People

Challenge! Charlie Todd and Improv Everywhere really are everywhere—they even pulled a prank at TED. Go to TED.com and find out more about the prank they played. How did they do it?