



Urban Planning

NOTE-TAKING	organizing notes into a formal outline
LISTENING	recognizing organizational cues
CRITICAL THINKING	making predictions
VOCABULARY	words with multiple meanings
GRAMMAR	conditionals
PRONUNCIATION	thought groups
SPEAKING	giving advice



UNIT QUESTION

What should the modern city look like?

A. Discuss these questions with your classmates.

1. What are the advantages and disadvantages of living in a big city or a small town? Explain why you prefer one over the other.
2. How would you rate your hometown or city? What improvements would you suggest to a city or urban planning committee?
3. Look at the photo. Does this look like a modern city to you? Why or why not?



B. Listen to *The Q Classroom* online. Then answer these questions.

1. Why does Yuna think cities should feel like small towns?
2. What does Felix say urban planners would need to do to make people like him happy residents in a big city?
3. What extra dimension does Marcus add to the discussion on cities of the future?

iQ PRACTICE Go to the online discussion board to discuss the Unit Question with your classmates. [Practice > Unit 5 > Activity 1](#)

UNIT OBJECTIVE

Watch a video introduction to urban planning and listen to a radio interview on walkable cities. Gather information and ideas to role-play a podcast on features of rural or urban environments.

NOTE-TAKING SKILL Organizing notes into a formal outline

One of the most conventional ways to organize information and relationships between points is an outline. The key advantage of any outline is that main ideas and supporting details can be easily identified: main ideas (people, theories, events, etc.) stand out along the left margin, while supporting details and examples are clearly indented beneath them. A formal outline labels the main topics with Roman numerals (I., II.), the major points under each main topic with capital letters (A., B.), examples with regular numbers (1., 2.), and any explanations of the examples with small letters (a., b.).

Notice the differences between an informal and a formal outline:

Informal	Formal
Public transportation	I. Public transportation
Definition	A. Definition
Common types	B. Common types
buses	1. buses
rapid transit	2. rapid transit
trains, subways	a. trains

It would be almost impossible to create a formal outline as you take notes, although you can create a preliminary one based on the main topics you might know about in advance. For example, if your professor was going to lecture on three famous architects—Gehry, Wright, and Gaudi—you could start the rough draft of an outline of their names and leave room for notes under each name:

- I. Gehry
- II. Wright
- III. Gaudi

Formal outlines are most useful as study guides that you create by organizing your notes after a lecture. Arranging the key points in a logical way helps you understand the relationships between ideas and summarize the main points and explanations. Formal outlines are important tools for writers as they structure essays and for speakers as they make plans for presentations. Many lecturers even provide their outlines on a software presentation slide so listeners can follow along more easily. Remember, however, to pay attention to what the speaker is saying because you may miss important information if you are too busy just copying what you see on the screen.

During a lecture, listen for key words and phrases, such as the ones below, to help you create an outline:

- Today I am going to talk about Another important theory was . . .
- two theories, X and Y. Following in X's footsteps, Y introduced . . .
- The research on X was done by . . . One of his important ideas was that . . .
- Next, we have . . .



A. IDENTIFY You are going to listen to a short introduction to urban planning. Before you listen, read these terms and phrases that the professor will be discussing. Then put a check (✓) next to each item as you hear it.

- | | |
|--|--|
| <input type="checkbox"/> moving into cities | <input type="checkbox"/> pollution |
| <input type="checkbox"/> 13% in 1900 | <input type="checkbox"/> moving out of cities |
| <input type="checkbox"/> 45% in 2000 | <input type="checkbox"/> pollution from traffic into cities |
| <input type="checkbox"/> 70% in 2050 | <input type="checkbox"/> loss of green areas to building |
| <input type="checkbox"/> destruction of historic buildings and parks | <input type="checkbox"/> try to create better cities and suburbs |
| <input type="checkbox"/> poor use of land | |

TIP FOR SUCCESS

Remember to review your notes soon after class, share them with a classmate, and use them as study guides.

B. CATEGORIZE Now use this formal outline to organize the information on urban planning. Fill in the blanks with words and phrases from Activity A. Then check your outline with a partner.

I. Urbanization

A. Definition –

B. Data on people living in cities

1. 1900 – %

2. 2000 – %

3. 2050 – %

C. Problems

1.

2.

3.

II. Urban sprawl

A. Definition –

B. Problems

1.

2.

III. Urban planners

A.

B. Try to solve existing problems

iQ PRACTICE Go online for more practice organizing notes into a formal outline. *Practice > Unit 5 > Activity 2*

LISTENING 1 Urban Settlements and Land Use Models

OBJECTIVE ▶

You are going to watch two educational videos on urban planning. As you watch the videos, gather information and ideas about what a modern city should look like.



Avenues in Paris

TIP FOR SUCCESS

Learning the special vocabulary of academic fields will help you understand discussions and lectures and make you more comfortable communicating at school. Keep lists of vocabulary you learn in different subjects.

PREVIEW THE LISTENING

- A. PREVIEW** Urban planners study the ways cities can be designed to create a positive and sustainable environment for businesses and residents. Think about the best city you have ever lived in, visited, or seen pictures of. List some of the features that might make it a model city for the 21st century.

- B. VOCABULARY** Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

core (n.) 🔗 OPAL

influx (n.)

inhabitant (n.) 🔗

inner city (n.)

marginal (adj.) 🔗

relevant (adj.) 🔗 OPAL

remarkably (adv.) 🔗

rural (adj.) 🔗 OPAL

settlement (n.) 🔗

situate (v.)

suburban (adj.) 🔗

the middle class (n.)

🔗 Oxford 5000™ words

OPAL Oxford Phrasal Academic Lexicon

iQ PRACTICE Go online to listen and practice your pronunciation.
Practice > Unit 5 > Activity 3

WORK WITH THE LISTENING

iQ RESOURCES Go online to watch the videos.
Resources > Video > Unit 5 > Listening 1



A. LISTEN AND TAKE NOTES Look over the outline below. Take notes to complete the outline as you watch the videos.* Then compare your outline with a partner and fill in any information you missed.

iQ RESOURCES Go online to download extra vocabulary support.
Resources > Extra Vocabulary > Unit 5

Video 1: Urban Settlements

I. Overview

- A. _____ move into cities each day
- B. Today, the _____ of people live in urban settlements
- C. Examples of cities

- 1. _____
- 2. _____

II. City districts

- A. Central _____
 - 1. _____
 - 2. High land value
 - 3. _____
- B. Inner _____
 - 1. Factories
 - 2. _____
- C. Suburbs = outskirts of city
- D. _____ fringe
 - 1. _____
 - 2. Business parks
 - 3. _____

*Audio version available. *Resources > Audio > Unit 5*

Video 2: Urban Land Use Models

I. Burgess model (1924) cities grow in _____

A. _____

B. Inner city

C. _____

II. Hoyt model (1939) – cities grow in _____

A. Concern for physical land features—hills and rivers

B. Industries develop _____

C. _____ live in low-cost industrial areas

III. Developing countries

A. _____

B. _____

C. _____

B. IDENTIFY Write the letter for the correct answer in front of each question. Use your notes to help you.

a. the central business district

b. the inner city

c. the Industrial Revolution

d. the rural-urban fringe

e. the suburban area

___ 1. What is the residential district?

___ 2. What created grid-like housing patterns around factories?

___ 3. What residential districts are characterized by low-value housing?

___ 4. Where are airports usually located?

___ 5. What does every urban settlement have in its historic core?



London Gatwick Airport



C. CATEGORIZE Read the statements. Then watch the videos again. Write *T* (true) or *F* (false). Correct each false statement.

___ 1. Urban environments adapt to changes caused by technology and culture.

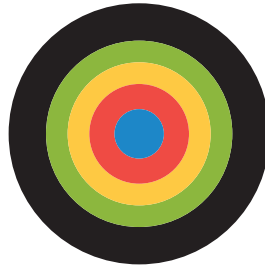
___ 2. Developing countries follow the Burgess model of urban structure.

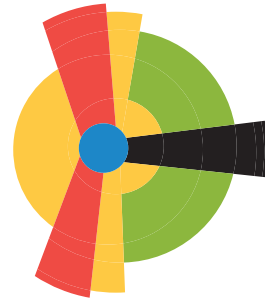
___ 3. All city models discussed in the videos have a central business district.

___ 4. At the time of the video, the majority of the world's population lived in urban settlements.

___ 5. Suburban houses are often smaller and have areas of open space.

D. IDENTIFY Label the diagrams as the Burgess Zone Model and the Hoyt Sector Model. Then fill in the blanks with the correct color for the zones and sectors.





black

blue

green

red

yellow

1. _____ represents the middle-class suburbs.

2. _____ represents the historic core.

3. _____ represents the more expensive housing and urban fringe.

4. _____ represents the inner-city factories and manufacturing.

5. _____ represents the inner-city housing.

E. EXPLAIN Write answers to the following questions. Then compare your answers with a partner.

1. In what ways did the Industrial Revolution change cities?

2. In what ways do cities in developing countries differ from the typical patterns presented here?

3. Explain two differences between the Hoyt and Burgess models.

VOCABULARY SKILL REVIEW

In Unit 4, you learned about collocations. Find the words that collocate with *district*, *class*, and *urban* in these paragraphs.

F. VOCABULARY Here are some words and phrases from Listening 1. Read the paragraphs. Then write each bold word next to the correct definition.

For our final project in urban studies, each group has to do an in-depth analysis of a city in one member's home country. Professor Cruz wants us to examine the details common in all major areas in a typical city. Our objective is to provide information that would be **relevant** to an urban planner who might want to propose some new development.

We are supposed to start with the central business district, where the entertainment and offices are found. This is the historic **core**. Within some cities, there might also be some expensive residential buildings. However, rents in these areas are usually **remarkably** high.

The majority of people usually live outside the city limits in **suburban** areas. We need to research how those areas developed as an extension of the city and how this **influx** of new people changed the area. We also need to find out whether the majority of the residents are members of **the middle class** and can afford to commute to the central business district by car, train, or bus. Finally, our job is to find out whether there are any true **rural** areas surrounding the suburbs where there might be farms or wilderness areas.

Our professor hopes that at least one group will study a city in a developing country where the patterns of **settlement** may be different. In these countries, low-income areas may be located outside the **inner city**. This land may be considered **marginal** for a residential area. Businesses and expensive residential areas are also sometimes **situated** outside of the city along main roads or waterways.

We all know that the **inhabitants** of every city want the best job opportunities, housing, education, and transportation. In our class, we are learning how urban planners work to meet these goals.

1. _____ (n.) large movement into a place
2. _____ (adv.) in a surprising way
3. _____ (n.) people who live in a certain place
4. _____ (n.) a social class of those not rich or poor
5. _____ (adj.) closely connected to a subject
6. _____ (v.) to put in a certain place
7. _____ (n.) the central or most important part
8. _____ (adj.) related to residential areas outside the urban center
9. _____ (adj.) related to the countryside
10. _____ (n.) the process of making a home in a chosen place
11. _____ (n.) the area immediately next to the city center
12. _____ (adj.) not important or of lower quality

iQ PRACTICE Go online for more practice with the vocabulary.
Practice > Unit 5 > Activity 4

iQ PRACTICE Go online for additional listening and comprehension.
Practice > Unit 5 > Activity 5



Johannesburg, South Africa, circa 1930



SAY WHAT YOU THINK

DISCUSS Talk about these questions in a group.

1. How are Hoyt and Burgess’s models of 20th-century cities similar to those of the 21st century? In what ways are they different?
2. Which do you think has changed cities the most: urbanization or urban sprawl? Explain your ideas using the lecture, videos, and your own observations.
3. What areas in urban settlements do you think 21st-century urban planners should focus on the most—central business districts, inner cities, suburban areas, or the rural-urban fringes? Support your choice with details from cities you know.

LISTENING SKILL Recognizing organizational cues

Organizational cues are words or phrases a speaker uses to signal the type of information that follows. Recognizing organizational cues can help you predict what speakers will say next.

Organizational cues	What they signal	Examples
most importantly, in fact, actually, what we will focus on here is, I want to stress	importance, emphasis	What we will focus on here is a definition of public space.
for example, such as, for instance, specifically, in particular, that is, first, second, finally	examples, illustrations	There are many ways to improve the inner city. For example , if you . . .
furthermore, in addition, moreover, besides, additionally, also	additional support or evidence	They discussed homelessness. In addition , they proposed planting new trees in the suburban areas.
now let’s turn to, moving on, let’s now look at, related to that	shifting topics	Now let’s turn to the statistical evidence.
in short, to sum up, in conclusion, we’ve seen that, in the end	conclusions	In short , residents in my district are against this proposal.



A. EVALUATE Listen again to part of the lecture *Intro to Urban and Regional Planning*. List five organizational cues you hear. Then work with a partner and compare your choices. Discuss why the lecturer used them in each case.

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



Urban sprawl in Las Vegas, Nevada



B. IDENTIFY Listen to the beginning of each sentence. Use the organizational cue you hear to choose the correct ending for the sentence.

1. a. they propose doing so in both urban and rural areas.
b. they tear down historic landmarks in order to construct new offices.
2. a. bus fare is too expensive.
b. we don't have to worry about parking cars in the city.
3. a. the reason only rich people can live in the city.
b. the costs of living in the suburban and rural areas.
4. a. let's look at how factories were built before the Industrial Revolution.
b. the increase in factories created a high demand for housing for workers.
5. a. by 2050, more than half of the world's population will live in cities.
b. I hope I have convinced you of the importance of the job of urban and regional planners.

iQ PRACTICE Go online for more practice recognizing organizational clues.
Practice > Unit 5 > Activity 6

LISTENING 2 Creating a More Walkable Calgary

OBJECTIVE ▶

You are going to listen to *The Homestretch*, a show on CBC radio. In this episode, the host, Doug Dirks, interviews Shin-pei Tsay, a presenter at a conference on walkable cities in Calgary, Canada. As you listen, gather information and ideas about what modern cities should look like.



Stephen's Avenue, a popular pedestrian mall in Calgary

PREVIEW THE LISTENING

A. PREVIEW Walkability is an important topic in urban planning. Think about the problems related to designing a city for walking around safely and easily versus for driving.

1. What advantages does a walkable city have for pedestrians (walkers)? How about disadvantages?
2. What advantages does a walkable city have for drivers? How about disadvantages?
3. What challenges do urban planners face when trying to make both pedestrians and drivers happy?

B. VOCABULARY Read aloud these words from Listening 2. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

advocacy (n.)	isolation (n.) 🔑 OPAL	recreate (v.)
civic (adj.) 🔑	neglect (v.) 🔑	retrofit (v.)
evolve (v.) 🔑 OPAL	pedestrian (n.)	sidewalk (n.)
infrastructure (n.) 🔑	public space (n.)	

🔑 Oxford 5000™ words

OPAL Oxford Phrasal Academic Lexicon

iQ PRACTICE Go online to listen and practice your pronunciation.
Practice > Unit 5 > Activity 7

WORK WITH THE LISTENING



A. LISTEN AND TAKE NOTES Listen to the interview. Use this chart to take notes on the guest's answers to the host's questions.

iQ RESOURCES Go online to download extra vocabulary support.
Resources > Extra Vocabulary > Unit 5

Doug Dirk's questions	Shin-pei Tsay's answers
What do you think life looks like at 5K?	
How are people putting walking back into cities like New York?	
When they were built, were North American cities designed or are they designed for pedestrians?	
What do people miss when they drive everywhere?	
What impact do sidewalks have?	
What does your organization, the Gehl Institute, do?	
Have you had a chance to explore Calgary? What are your impressions?	
Which cities around the world have done a good job of making older cities more walkable?	



B. CATEGORIZE Listen again. Use your notes to determine whether these statements reflect Tsay's responses to Dirks' questions. Write *T* (true) or *F* (false). Then correct each false statement.

TIP FOR SUCCESS

Notice how the listeners in this conversation use words like *right*, *um hmm*, and *true* to show the speaker that they are following and agreeing with the points being made.

___ 1. Tsay compares the speed of running and driving.

___ 2. The Gehl Institute, where Tsay works, is a research and advocacy organization.

___ 3. Most North American cities were not originally designed around pedestrians.



A pedestrian in New York City

___ 4. Tsay compares driving to being in “your own little bubble.”

___ 5. Tsay did not give an opinion about Calgary’s walkability after she walked around downtown.

C. IDENTIFY Use your notes on Tsay’s responses to choose the best completion for each statement.

1. Tsay’s lecture, “Life at five kilometers an hour,” is about ____.
 - a. making space for interactions, play, and experiences
 - b. taking a slow drive through a city
 - c. moving to bigger cities with more space
2. Enjoying a walk around a city ____.
 - a. can happen anywhere and in any city
 - b. can only happen in certain types of cities
 - c. doesn’t interest big city residents
3. Public spaces include ____.
 - a. only parks
 - b. only parks and squares
 - c. parks, streets, and sidewalks
4. The city that was very recently filled with cars but now is known as a walkable and bikeable city is ____.
 - a. Copenhagen
 - b. Amsterdam
 - c. Melbourne
5. The problems Calgary faces in order to improve its walkability do not include ____.
 - a. highway ramps
 - b. historic buildings
 - c. parking garages

D. INVESTIGATE Discuss the following questions with a partner. Use details from your notes to support your answers.

1. How does the building of tall city towers affect pedestrians?
2. What specific ways does Tsay suggest to improve walkability?
3. Why are sidewalks such an important part of the city infrastructure?



CRITICAL THINKING STRATEGY

Making predictions

Active listeners and readers are always thinking and making predictions. They do this without even realizing it, but they can learn to be better at this critical thinking strategy. Active listeners make good predictions based on:

- previous knowledge about a topic under discussion.
- the title of a video or a textbook chapter assigned before a lecture.
- information they already know about the speaker’s background.
- the speaker’s tone, which signals his or her attitude toward the subject.
- transition words or phrases that indicate the kind of information the speaker will provide such as *however* for contrasting information, *for example* for details, *in addition* for additional information, or *in conclusion* to summarize ideas.

Active listeners also confirm their predictions and readjust their conclusions as speakers provide more information. They ask questions to clarify anything they do not understand. For example, in *Creating a More Walkable Calgary*, Tsay is an expert in public city life, and her tone about walkable cities is very enthusiastic. However, Dirks is not sure about her reaction to Calgary. He predicts it might be negative, so he asks her directly, “Do you see hope for us?”

The ability to make good predictions is a useful language strategy. In conversations, listening to the speakers’ cues helps you predict what they might say next. When speaking, predicting how your listeners will react might help you choose your own words carefully.

Based on these statements, which prediction is correct?		Answer
Tsay: Las Vegas could be a very walkable city; however . . .	<ol style="list-style-type: none"> 1. Tsay is going to praise the walkability of Las Vegas. 2. Tsay is going to continue talking about negative points of this city. 	#2 is a good prediction because Tsay says Las Vegas could be walkable but then says however . . .
Teacher: Hoyt and Burgess were extremely important in laying the foundation for the field of urban planning that we will be studying.	<ol style="list-style-type: none"> 1. I should review Hoyt and Burgess’ models before next week’s quiz. 2. Hoyt and Burgess won’t be on the quiz because their ideas are out of date. 	#1 is a good prediction because the teacher respects these men and says they are extremely important and she’ll probably ask about them.

iQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. *Practice* > Unit 5 > Activity 8

E. ANALYZE Work with a partner. Take turns reading these statements about topics related to this unit. Discuss who the speakers are and who they represent. Point out the words or phrases that help reveal what they might say next. Then predict how they will continue.

1. City pedestrian: As the head of Safety for Walkers First Association, I would like to discuss this new proposal for sharing parks with bicyclists. It's a good start, but fails to address many core problems.
2. Urban planner: Today we are here to discuss problems in the inner city. It is obvious to every hardworking city planner that inner cities continue to decline due to the neglect of government officials.
3. Rural resident: When I moved out of the city, I dreamed of a quiet and less isolated life. I've been both sadly and pleasantly surprised by the suburban lifestyle. My neighbors feel the same way.

F. VOCABULARY Here are some words and phrases from Listening 2. Read the sentences. Circle the answer that best matches the meaning of each bold word or phrase.

1. **Civic** organizations are often made up of ordinary people who work to improve local areas where they live.
a. governmental b. community c. private
2. Over the past 20 years, this area has **evolved** from a small rural community to a city suburb.
a. remained b. decreased c. changed
3. Residents depend on a city's **infrastructure** for their water and power.
a. basic services b. expensive costs c. relevant taxes
4. If we **neglect** our environment, we will suffer the effects in the future.
a. don't pay for b. don't ignore c. don't pay attention to
5. When we put all the factors into the **equation**, it came out cheaper to drive to work.
a. a measurement scale b. a statement balancing two sides c. an unequal formula
6. Cyclists who ride on **sidewalks** can make it dangerous for those on foot.
a. side roads b. dirt walkways c. paved cement paths
7. Many **advocacy** groups are proposing more solar-powered cities.
a. opposition b. support c. discouraged
8. Inner cities often lack **public spaces** where people can gather together safely.
a. parks and squares b. streets and stores c. schools and offices

9. Some Chinese cities have special streets for **pedestrians** using cell phones.
- a. walkers b. drivers c. departments
10. In order to make old bridges safe at a low cost, they can be **retrofitted**.
- a. torn down b. improved with new parts c. rebuilt completely
11. Inhabitants of big apartment buildings in big cities often complain about the **isolation** they feel.
- a. pollution b. separation c. communication
12. It's impossible to **recreate** the beauty of the towns of the 19th century, but we can try to imitate their layout.
- a. make exactly in the same way b. improve in a good way c. change in a positive way

iQ PRACTICE Go online for more practice with the vocabulary.
Practice > Unit 5 > Activity 9



SAY WHAT YOU THINK

SYNTHESIZE Think about Listening 1 and Listening 2 as you discuss these questions.

1. What challenges do urban planners face when they try to retrofit old cities to expand public spaces and increase walkability? Consider Hoyt and Burgess's models in your discussions.
2. Is walkability the most important factor in improving all sectors of the city (the business district and inner city, as well as suburban and rural areas)? Can you add any suggestions to those given by the Gehl Institute on ways to improve public life and social interactions?
3. What plan does this picture show for walkers, cyclists, and drivers in a city? Explain whether you think the city planners' solution will keep everyone safe and happy.



Amsterdam, the Netherlands

VOCABULARY SKILL Words with multiple meanings

Many words in English have more than one meaning, so you cannot assume that the one definition you know will fit every situation. For example, the following definitions can be found in the dictionary for the word *chair*.

chair /tʃer/ noun, verb
• **noun** 1 [C] a piece of furniture for one person to sit on, with a back, a seat, and four legs: *a table and chairs* ♦ *Sit on your chair!* ♦ *an old man asleep in a chair* (= an ARMCHAIR)
➔ picture on page 235 ➔ see also ARMCHAIR, DECK CHAIR, EASY CHAIR, HIGH CHAIR, MUSICAL CHAIRS, ROCKING CHAIR, WHEELCHAIR 2 [C] = CHAIRMAN, CHAIRPERSON 3 [C] the person in charge of a department in a university: *He is the chair of philosophy at Stanford.* 4 **the chair** [sing.] (informal) = THE ELECTRIC CHAIR
• **verb** ~ *sth* to act as the chairman or chairwoman of a meeting, discussion, etc.: *Who's chairing the meeting?*

The dictionary can help you choose the correct definition if you do the following:

1. Check the part of speech to eliminate any definitions that do not fit the grammar of the sentence.
2. Check the first definition, which is usually the most common definition.
3. Look at the sample sentences to determine which best fits the context.

The third step would confirm that the best definition of *chair* in the sentence “She is the chair of the psychology department” is the third definition listed, “the person in charge of a department in a university.”

All dictionary entries adapted from the *Oxford Advanced American Dictionary for learners of English*
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A. INTERPRET Read the sentences and write the letter of the correct definition for each bold word. Use the context and a dictionary to help you. You will not use all of the definitions.

- ___ 1. The wall was situated there to serve as a **marker** between two districts.
- ___ 2. She bought a **marker** to add information on the map.
- a. (*n.*) a type of pen that draws thick lines
 - b. (*n.*) an object or sign that shows the position of something
 - c. (*n.*) a person who grades exams
- ___ 3. Someday we may travel to outer **space** to build new cities.
- ___ 4. We try to respect the open **space** in rural communities.

- ___ 5. Can you **space** the trees so that they don't touch each other?
- d. (n.) an unused or open area
 - e. (n.) the universe beyond the Earth's atmosphere
 - f. (n.) a period of time
 - g. (v.) to arrange things with areas or gaps between
- ___ 6. The public **square** in Mexico City represents its indigenous culture.
- ___ 7. Can you put a **square** block in a round opening?
- ___ 8. Four **squared** is 16.
- h. (v.) to multiply a number by itself
 - i. (n.) an outdoor public area in a city center
 - j. (adj.) having four straight sides
 - k. (n.) a special ruler



Rynek (Market Square) in Bolesławiec, Poland

B. COMPOSE Use your dictionary to look up the definitions for one of these words. Copy three definitions and label them *a*, *b*, and *c*. Then write three sentences that reflect the different definitions for each of your words, as in Activity A.

sign place stress open

Word: _____

Definitions:

- a. _____
- b. _____
- c. _____

Sentences:

- 1. _____

- 2. _____

- 3. _____

C. ANALYZE Take turns reading your sentences from Activity B to a partner. Choose the correct definition of the word in your partner's sentences.

iQ PRACTICE Go online for more practice with words with multiple meanings.
Practice > Unit 5 > Activity 10



OBJECTIVE ▶

At the end of this unit, you are going to role-play a podcast focused on cities and urban planning. In order to role-play the discussion, you will need to be able to give advice.

GRAMMAR Conditionals

The verbs in conditional sentences show:

- the time frame (present, present/future, or past).
- whether the conditions are real (true) or unreal (not true; imaginary).

Present/future real conditionals: There is a real possibility the condition will happen, or it can, should, or might happen.

If clause = present tense form

Result = *will, can, might, should* + base verb

- If they **want** better infrastructure, they **should hire** an urban planner.
- They **will not build** tall buildings if the public **doesn't want** them.

Present/future unreal conditionals: The condition is not true now, so the results are not true either.

If clause = past tense form

Result = *would, might* + base verb

- If the city **had** less traffic, we **wouldn't need** better public transportation.
- Anton **might move** to a rural area if his job **weren't** in the city.

Past unreal conditionals: The condition was not true before; the result in the past or the present is not true either.

If clause = past perfect form

Result = *would, could, might* + base verb (present results)

would have, could have, might have + past participle (past results)

- If they **had asked** pedestrians about for their opinions, no one **would be** angry now.
- If the majority **had voted** for extra funding, we **could have had** a new park.

iQ RESOURCES Go online to watch the Grammar Skill Video.

Resources ▶ **Video** ▶ **Unit 5** ▶ **Grammar Skill Video**

TIP FOR SUCCESS

In present unreal conditionals, the form *were* is used instead of *was* for all subjects: *If I were rich, I'd give more money to charity.* However, in informal situations, people may say *was*.

A. INTERPRET Read the conditional sentence. Then circle the correct conclusion.

1. If she'd seen the man on the sidewalk, she would've said "hello."
 - a. She saw the man.
 - b. She didn't say "hello."
2. They will retrofit the bridge if they can find money to do it.
 - a. They will retrofit the bridge.
 - b. They might retrofit the bridge.
3. If location had been important to her, she wouldn't have situated her house so close the highway.
 - a. She built her house next to the highway.
 - b. Location was important to her.
4. Shouldn't they take a bus if they support public transportation?
 - a. They take a bus now.
 - b. They don't take a bus now.
5. If he weren't so afraid of making new friends, he'd hang out in the public square more often.
 - a. He doesn't hang out in the public square much now.
 - b. He isn't afraid of making new friends.
6. She would be living in a rural area if she didn't have to work in the city.
 - a. She is living in a rural area.
 - b. She works in the city.

B. COMPOSE Complete the sentences. Then compare them with a partner. Check verb forms.

1. If I had known you were on the housing committee, _____.
2. If I could build a house anywhere, _____.
3. If children can't bike ride on the sidewalk, _____.
4. _____, more students might have majored in urban planning.
5. _____, fewer people would drive to work.

iQ PRACTICE Go online for more practice with conditionals.
Practice > Unit 5 > Activity 11

iQ PRACTICE Go online for the Grammar Expansion: *wish* conditionals.
Practice > Unit 5 > Activity 12

PRONUNCIATION Thought groups

Thought groups are meaningful phrases (groups of words) or clauses (sentence parts that have a subject and a verb) that express an idea. Just as writers use punctuation to separate sentence elements, speakers use intonation and pauses to help listeners process what they are hearing.

If listeners make the wrong connections between your words, this can lead to an error in understanding.

For example, read and listen to these two sentences. Notice how the different thought groups (indicated with slashes /) change the meaning.



“The student,” said the lecturer, “will be discussing urbanization.” =

The student / said the lecturer / will be discussing urbanization.

The student said, “The lecturer will be discussing urbanization.” =

The student said / the lecturer will be discussing urbanization.

To make effective thought groups, remember to do the following:

- Divide sentences into meaningful units (don't separate an adjective and a noun, for example).
- Put the most stress on the final key word in each thought group.
- End a thought group with a slight fall or a fall-rise in intonation.
- Pause slightly at the end of each thought group.
- Don't drop your pitch too low until the end of a sentence.



A. IDENTIFY Listen to this excerpt from Listening 1. Mark the breaks between thought groups with lines. Compare your work with a partner. The first sentence is done for you.

Almost 180,000 people move into cities / each day. And now for the first time in human history the majority of the world's population live in urban settlements. Urban settlements can be as large as megacities like Tokyo in Japan with 35 million inhabitants or as small as the city of Canterbury in the United Kingdom home to little more than 40,000 residents. And yet they have many similarities. Every urban settlement has a central business district in its historic core. This trading district is always situated where several main roads meet and is the primary location for shops offices restaurants and entertainment. High land value means few people live here. This is the main difference between the central business district and other urban zones.

B. INTERPRET With your partner, take turns reading one of the following sentences in each set. See if your partner can identify which sentence, *a* or *b*, you are reading.

TIP FOR SUCCESS

As you become a more proficient speaker, try to make your thought groups longer so your speaking is less choppy and more fluent.

1. a. So if we really wanted to understand kids, that’s the question we would ask.
b. So, if we really wanted to understand, kids, that’s the question we would ask.
2. a. “The lecturer,” said the students, “couldn’t explain environmental psychology very well.”
b. The lecturer said, “The students couldn’t explain environmental psychology very well.”
3. a. This is a way of maintaining space. In a rural area, you often feel you have enough space.
b. This is a way of maintaining space in a rural area. You often feel you have enough space.
4. a. “The urban planner,” claims his boss, “has a Ph.D.,” but I don’t believe it.
b. The urban planner claims his boss has a Ph.D., but I don’t believe it.

iQ PRACTICE Go online for more practice with thought groups.
Practice > Unit 5 > Activity 13

SPEAKING SKILL Giving advice

Knowing how to make suggestions and give advice without sounding pushy or demanding is an important conversational skill.

In each column in the chart, the expressions are listed from the weakest to the strongest forms of advice.

Advice with modals in the present/future	Advice with modals in the past	Advice using <i>if</i>	Other expressions
You might want to ...	You could have ...	If I were you, I would ...	Why don't you ... ?
You can/could ...	You might have ...	(Notice that we use <i>if I were you</i> to show that the speaker is not really that person.)	Have you thought about ... ?
You should ...	You should have ...		Whatever you do, don't ... !
You ought to ...	You had to ...		Whatever you do, make sure to ... !
You had better (You'd better) ...			
You must (not) ...			

TIP FOR SUCCESS

Suggest and recommend are followed by that + the person you are giving advice to + a base verb: I suggested that he move in. She recommended that he talk more.

A. CREATE Work in a group. Take turns reading the problems and giving advice.

A: My brother thinks I'm foolish for riding my bike to work every day.

B: If I were you, I'd tell him about the health benefits of the exercise.

C: Why don't you show him how much money you save by not driving your car?

D: I recommend that you tell him to stop telling you what to do!

1. My neighbors want me to go to city planning meetings to complain about the traffic on our street.
2. I don't understand the differences between city models, and it's going to be on our test.
3. My roommate keeps inviting me to play soccer, but I'm too busy.
4. I need to write a proposal for my urban study project, but I don't know where to start.
5. I want to move closer to the city, but I'm not sure I can afford it.

B. CREATE Work with a partner. Role-play a conversation with a friend about deciding on the best place to meet new people in a big city. Look at the photos below for ideas. Take turns asking for and giving advice on what types of public spaces are the friendliest and encourage social interactions.



Central Park, New York City



Lisbon, Portugal

iQ PRACTICE Go online for more practice giving advice.
Practice > Unit 5 > Activity 14

UNIT ASSIGNMENT Role-play a podcast on life in a city or town

OBJECTIVE ▶

In this assignment, you are going to role-play a podcast on features of urban or rural environments. As you prepare your role-play, think about the Unit Question, “What should the modern city look like?” Use information from Listening 1, Listening 2, and your work in this unit to support your role-play. Refer to the Self-Assessment checklist on page 142.

CONSIDER THE IDEAS



DISCUSS Listen to this excerpt from the radio program on walkable cities. Pay attention to how Doug Dirks, a resident of Calgary, asks Shin-pei Tsay about her reactions to his hometown. Using this show as a model, discuss these questions with a partner.

1. Consider the special features of your country. What urban or rural areas would you recommend that a tourist check out?
2. How would an urban planner view your city? What features such as walkability, pollution, traffic, historic places, and use of public spaces might she suggest changing?
3. Consider different urban and suburban areas in your country. What features would a real estate agent in your country highlight to sell a home or apartment there?



Dubai, UAE

PREPARE AND SPEAK

A. GATHER IDEAS Work with a partner and discuss these ideas for an interview podcast. Choose one option and plan your interview.

- a travel show in which the host (a travel agent or writer) and one or two guests explain the good and bad points of some cities in a specific country
- a government podcast between the host (a city planner) and one or two government officials about necessary improvements and changes to an urban area
- a real estate podcast between the host (a real estate agent) and a family that wants to know about advantages and disadvantages of relocating to different areas in the city or suburbs

This will be a conversation, so you will write a script based on asking and answering questions and offering advice and recommendations. Create a chart for your notes.

Speaker	Question	Answers, recommendations, advice

B. ORGANIZE IDEAS With your partner, write a script for the podcast, using one of the options from Activity A. One of you will be the host who offers advice and solutions to the guest's questions. Follow these guidelines.

1. Introduce yourselves and describe your roles.
2. Explain the situation you are going to discuss.
3. Start your role play. Follow the format of asking questions, offering recommendations and advice (both real and imaginary), and discussing the options.
4. Conclude with a brief summary and thanks.

TIP FOR SUCCESS

In order to avoid monotone intonation or flat speaking, make sure to show enthusiasm and interest by stressing key words so they stand out.

C. SPEAK Practice your role play in your group, and then present it to the class. Ask the class if they can think of any other questions the speakers could ask or advice they could offer. Refer to the Self-Assessment checklist below before you begin.

iQ PRACTICE Go online for your alternate Unit Assignment.

Practice > Unit 5 > Activity 15

CHECK AND REFLECT

A. CHECK Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT	Yes	No
I was able to speak fluently about the topic.	<input type="checkbox"/>	<input type="checkbox"/>
My partner, group, and class understood me.	<input type="checkbox"/>	<input type="checkbox"/>
I used conditionals correctly.	<input type="checkbox"/>	<input type="checkbox"/>
I used vocabulary from the unit to express my ideas.	<input type="checkbox"/>	<input type="checkbox"/>
I phrased my sentences in thought groups to help my speech sound more natural.	<input type="checkbox"/>	<input type="checkbox"/>
I was able to give advice.	<input type="checkbox"/>	<input type="checkbox"/>

B. REFLECT Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—What should the modern city look like? Is your answer different now than when you started this unit? If yes, how is it different? Why?

iQ PRACTICE Go to the online discussion board to discuss the questions.

Practice > Unit 5 > Activity 16



Marina Bay, Singapore

TRACK YOUR SUCCESS

iQ PRACTICE Go online to check the words and phrases you have learned in this unit. *Practice > Unit 5 > Activity 17*

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

NOTE-TAKING I can organize notes into a formal outline. (p. 116)

LISTENING I can recognize organizational cues. (p. 124)

CRITICAL THINKING I can make predictions (p. 129)

VOCABULARY I can use words with multiple meanings. (p. 132)

GRAMMAR I can use conditionals. (p. 135)

PRONUNCIATION I can use thought groups. (p. 137)

SPEAKING I can give advice. (p. 138)

OBJECTIVE ▶ I can gather information and ideas to role-play a podcast on features of rural or urban environments.
