

Community Life

3

Preview

Read the title. What's important in a community? What's *most* important?

UNIT GOALS

- Talk about cultural festivals and traditions
- Describe feelings about a neighborhood
- Give and follow directions
- Describe community issues
- Talk about making changes in a community
- Discuss ways to improve a community
- Identify community problems
- Express feelings about a neighborhood



Listening and Speaking

1 BEFORE YOU LISTEN

CLASS. Look at the picture. What kind of festival do you think this is? Are festivals like this a tradition in your home country?



2 LISTEN

CD1 T27

A  Mali Prem and Eric Torres are talking about a Thai Festival. Listen. Who is going to the festival?

CD1 T27

B  Read the questions. Then listen to the conversation again. Circle the correct answers.

- What does the festival celebrate?
 - the first day of spring
 - Thai Independence Day
 - Thai New Year's Day
- What does Mali say about the food at the festival?
 - It's spicy.
 - It's amazing.
 - It's cheap.
- What do some children do at the festival?
 - play games
 - drink water
 - throw water

C **GROUPS.** What things are common in your culture that people from other cultures might find surprising?



3 CONVERSATION

CD1 T28

- A**  Listen to the words. Notice the short, quiet pronunciation of the underlined consonant sounds. Then listen again and repeat.

shop great at night bored think
cheap best food back perfect

Pronunciation Watch

The sounds /p/, /b/, /t/, /d/, /k/, and /g/ often have a short, quiet pronunciation at the end of a word.

CD1 T29

- B**  Mali and Eric talk after the festival. Listen and read.

Mali: So what did you think of Thai Town?

Eric: It's pretty amazing. It has so many restaurants and shops. Is it always so crowded?

Mali: Mostly at night and on the weekends. A lot of people come to eat and shop.

Eric: The things in the stores looked really interesting. I'm usually bored by shopping, but I'd like to come back and check out the crafts.

Mali: Great. I'll tell you about the best restaurants where the food is cheap.

Eric: Perfect!

4 PRACTICE

- A PAIRS.** Practice the conversation.

- B MAKE IT PERSONAL. GROUPS.** Discuss.

1. What kind of neighborhood do you live in? Is it a neighborhood like Thai Town where people share a common language and culture, or is it a diverse neighborhood?
2. Which is better—a neighborhood where people share a common language and culture, or a diverse neighborhood?
3. Make two charts: one for neighborhoods where people share a common culture and one for diverse neighborhoods. List advantages and disadvantages for each.



Grammar

Participial adjectives

It's pretty **amazing**.I'm **amazed** at all the restaurants and shops.Shopping is **boring**.Eric is usually **bored** by shopping.

Grammar Watch

- Adjectives ending in *-ing* and *-ed* refer to feelings. Use an *-ing* adjective to describe the cause of a feeling. Use an *-ed* adjective to describe a feeling experienced by a person. See page 281 for a list of *-ed* and *-ing* (participial) adjectives.
- Some adjectives, like *worried* and *relieved*, have only *-ed* forms.
- Prepositions often follow *-ed* adjectives: *Eric is bored by shopping*. (See page 281 for a list of *-ed* adjectives + prepositions).

1 PRACTICE

- A** Mark the boldfaced adjectives *F* (feeling experienced by a person) or *C* (cause of the feeling).

Because life in a new country is **exciting** but difficult, immigrants often live in neighborhoods with people from their homeland. That way, when they're **worried** about food, schools, or medical care, or when they feel **confused** about something that happens at work or school, they can find help. If it becomes too **frustrating** to speak English, there's always someone who can speak their native language. Besides, at the end of a long hard day, it's simply more **relaxing** to be in a place that seems like home.

- B** Complete the conversation between Laila Kassim and Maria Ruiz. Use the prepositions *about*, *at*, *of*, or *with*. More than one answer is sometimes possible.

Laila: I'm worried about my children. I can't let them play outside.

Maria: I understand. My husband and I moved to our neighborhood about a month ago. At first, I was excited _____ having American neighbors. But that changed quickly. I'm surprised _____ how busy people are all the time.

Laila: I know what you mean. But I have a happy story. When my sister first moved, she was nervous _____ bothering the American family next door. She was embarrassed _____ her English, and they didn't seem very helpful. But then the children started playing together, and everything changed. Now she's thrilled _____ the great relationship she has with her neighbors.

2 PRACTICE

A Read the sentences about Maria's feelings. Circle the correct adjectives.

1. Maria didn't find what she expected when she moved to a new neighborhood. Maria was disappointed / disappointing.
2. One of Maria's neighbors always says, "Hello. How are you?" but never waits for an answer. Maria is **confused** / confusing and wonders why.
3. Maria asked one of her neighbors her age. Later she found out that it's not OK to ask that question. Maria felt **embarrassed** / embarrassing.
4. Maria wanted to know more about Laila's sister. She thought that the sister's experience was **interested** / interesting.
5. Laila's sister's experience gave Maria some hope. She was **encouraged** / encouraging about the possibility of getting to know her neighbors.

B Complete the sentences with the *-ed* or *-ing* form of the verb in parentheses.

Crime was increasing in the neighborhood, and everyone felt frightened.
(frighten)
People were also _____ about the trash and litter problem. They said they
were _____ (worry) that the streets were so dirty. People were _____ of
(frustrate) complaining, but the situation was _____. There was a special meeting at
(depress) City Hall. The meeting was _____. Everyone felt _____ that the
(encourage) city council was starting to make improvements. (satisfy)

Show what you know! Describe feelings about a neighborhood

STEP 1. Check (✓) three adjectives to describe how you feel about your neighborhood. Then write statements about your feelings.

- | | | | |
|-------------------------------------|-------------------------------------|------------------------------------|---------------------------------------|
| <input type="checkbox"/> worried | <input type="checkbox"/> frightened | <input type="checkbox"/> excited | <input type="checkbox"/> bored |
| <input type="checkbox"/> frustrated | <input type="checkbox"/> encouraged | <input type="checkbox"/> satisfied | <input type="checkbox"/> other: _____ |

I'm excited about the different backgrounds of my neighbors.

STEP 2. GROUPS. Discuss.

1. Share your ideas from Step 1.
2. How many people in your group are happy in their neighborhood? How many are unhappy? What are the reasons?

Can you... describe feelings about a neighborhood?

Life Skills

1 BEFORE YOU LISTEN

CLASS. Many community centers in the U.S. have after-school programs for children and teens. Discuss.

1. What kinds of activities do they offer?
2. Which activities are the most popular for young children? Which are popular among teenagers?

2 LISTEN

CD1 T30

- A**  The director of the Hanson Park Community Center is returning a call to a parent. Listen to their conversation and take notes. What kinds of classes does the after-school program offer?

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

CD1 T30

- B**  Read the statements. Then listen to the conversation again. Write *T* (true) or *F* (false). Correct the false statements.

- ___ 1. The Hanson Park Community Center offers tutoring in reading every day.
- ___ 2. The Hanson Park Community Center is located in a building downtown.
- ___ 3. The Hanson Park Community Center is open from 3 P.M. to 9 P.M.
- ___ 4. Mrs. Suarez will enroll her daughter in the art classes.
- ___ 5. Mrs. Suarez thinks her daughter will be interested in taking swimming lessons.
- ___ 6. To enroll children in classes, parents should mail a letter to the director of after-school classes.
- ___ 7. Classes at the Hanson Park Community Center are free.

3 PRACTICE

A Look at the map. Look at the compass rose. What do the letters *N*, *E*, *W*, and *S* stand for?



CD1 T31

B  Jenna Smith, the director of Hanson Park Community Center, is giving a parent directions to the center. Listen and mark the route on the map.

C Look at the map. Circle the correct words. (If necessary, listen to Jenna Smith's directions again.)

1. The parent should go **north** / **south** on Vine Street to get to the Hanson Park Community Center.
2. The director tells the parent to drive **east** / **west** on Route 10.
3. The Hanson Park Community Center is **northwest** / **northeast** of her workplace.
4. The nearest cross-street to the Hanson Park Community Center is **Hanson Park Drive** / **Memorial Boulevard**.

D **ROLE PLAY. PAIRS.** Role-play these situations.

1. **Student A:** You need directions to the Hanson Park Community Center from your home. You live on Memorial Boulevard between Vine Street and Leonard Avenue.
Student B: Look at the map and give directions.
2. **Student B:** You need directions to the Hanson Park Community Center from your home. You live on Waterplace Avenue by the train station.
Student A: Look at the map and give directions.

Can you...give and follow directions?

Listening and Speaking

1 BEFORE YOU LISTEN

A Match the pictures with the words from the box. Write the numbers next to the words.

_____ graffiti _____ a pothole _____ garbage _____ a vacant lot



B CLASS. Which of the things in Exercise A do you see on your way to school? Where do you see them? Do you think they are problems? Why or why not?

2 LISTEN

CD1 T32
A Jamil Hadad and Linlin Yang work at the same company. Listen. What's the topic of their conversation?

CD1 T32
B Read the statements. Then listen to the conversation again. Write T (true) or F (false). Correct the false statements.

- _____ 1. Last week, the garbage truck came to Linlin's house on schedule.
- _____ 2. Both Linlin and Jamil have a problem with their garbage pick-up.
- _____ 3. The fast-food restaurants throw their garbage in the vacant lot.
- _____ 4. Linlin and Jamil agree that it's OK for teenagers to hang out in the park.
- _____ 5. Linlin is upset because there aren't enough after-school programs.



C PAIRS. Discuss. Linlin says that the trash in the vacant lot is a *health hazard*. What does she mean?

3 CONVERSATION

CD1 T33



Jamil and his wife Maryam are talking. Listen and read.

Jamil: I had lunch with Linlin at work today. She has a problem with the garbage pickup. They don't pick up the garbage at her house on schedule.

Maryam: Oh, yeah? The same problem we have.

Jamil: Yeah. And I told her about our problem with the vacant lot. We both wish there were more after-school programs in the community.

Maryam: Do you mean activities for young children?

Jamil: That would be good, but we also need sports for teens.

Maryam: Do you know what I wish?

Jamil: No. What?

Maryam: I wish they had a swimming pool.

4 PRACTICE

A PAIRS. Practice the conversation.

B PAIRS. Use the conversation as a model to make similar conversations. Use the information in the wish lists.

Wish List 1	Wish List 2	Wish List 3
educational programs	services for senior citizens	concerts
homework help	health and fitness classes	movies and art shows
computer classes	free hot lunches for anyone over 65	a chess club

C MAKE IT PERSONAL. Think about community services.

STEP 1. GROUPS. Discuss.

1. List six important community services.
2. Which community services are the most important? Number them from 1 (most important) to 6 (least important).

STEP 2. CLASS. Share your results. Which are the three most important community services?

Grammar

Wish in the present and future

I wish	(that) we had a swimming pool in this community.
We wish	(that) the Sanitation Department would come to our neighborhood.
I wish	(that) there were more after-school programs at the community center.

Grammar Watch

- Use *wish* + simple past to talk about things that you want to be true now, but that are not true.
- Use *wish* + *could* or *would* (not *can* or *will*) to talk about things that you hope will be true in the future.
- Use *were*, instead of *was*, after *wish*.

1 PRACTICE

- A** Some people are not satisfied with the services at their public library. Circle the verb *wish*. Underline the verb in the *wish* clauses.

Carlos: We wish the library opened earlier in the morning.

John: I wish it didn't close at 4:00 P.M. on Fridays.

Millie: I wish the movie selection at the library were better. I wish the movies weren't so old. How about some new releases?

Yusef: I don't have a computer. I wish the library would get more computers.

- B** A local newspaper interviewed people about problems with traffic. Complete the sentences with the correct form of the verbs.

Tim: The traffic is getting worse. I wish I didn't need a car.
(not need)

Gladys: I just wish there _____ more free parking downtown.
(be)

Andre: The streets are in bad condition. I wish the city _____ the potholes.
(fix)

Julio: I wish that people _____ so fast.
(not drive)

Bo: We need more stop signs. I wish we _____ a stop sign on every corner.
(have)

2 PRACTICE

Jack's family is talking at the dinner table. Read what they're saying. Then rewrite each person's opinion as a wish. More than one answer is possible.

Jack: I think we need a hospital in the neighborhood.

Fran: The streets are so noisy. What do you think, Jason?

Jason: I agree, but public transportation is the biggest problem for me. The buses should run more frequently—every ten minutes would be great.

Carol: Well, I'd just like to be able to go to the park more often!

Sarah: I want swings and slides in the playground.

Mark: I'd like a place to play baseball. How about you, Uncle David?

David: A baseball field is a good idea, Mark, but I don't know why this family complains so much.

1. Jack wishes _____ *there were* _____ a hospital nearby.
2. Fran wishes the streets _____ so noisy.
3. Jason wishes the buses _____ every ten minutes.
4. Carol wishes she _____ to the park more often.
5. Sarah wishes the playground _____ more equipment.
6. Mark wishes _____ a baseball field in the neighborhood.
7. David wishes his family _____ so much.

Show what you know! Talk about making changes in a community

STEP 1. Complete these two sentences about your neighborhood.

I wish _____ now.

I wish _____ in the future.

STEP 2. GROUPS. Tell each other your wishes.

STEP 3. CLASS. Share your wishes. What three neighborhood changes were the most common?

Can you... talk about making changes in a community?

Reading

1 BEFORE YOU READ

- A CLASS.** Discuss. Are there community gardens in the area where you live? Who plants these gardens?
- B** Read the title and the headings in the article. Predict. What is the main idea?

2 READ

CD1 T34

 Listen and read the article. Was your prediction about the main idea correct? What is the author's opinion about community gardens?

Green Is the Way to Go

by Jo Atkinson,
Freelance Contributor

Today, communities around the U.S. are going green. For some, that means paying attention to the **environment** by recycling or controlling pollution. But others are turning their neighborhoods green by planting community gardens.

Green Brings Benefits

A growing number of government and community leaders point out that gardening is a great way to improve the appearance of a

neighborhood and the **value** of homes and businesses. It also unites neighborhood residents. Research at Texas A & M University and the University of Illinois shows that city areas with more green have less crime.

One Neighborhood's Story

Norris Square in Philadelphia is a neighborhood that has benefited from a community garden. In the 1980s, Norris Square was known for its **run-down** buildings and

vacant lots filled with trash. Then a group of Puerto Rican women planted vegetables and flowers in one vacant lot. Soon there was also an outdoor kitchen and colorful murals showing rural life in Puerto Rico.

The Las Parcelas Community Garden became a place of beauty and a source of fresh food for Norris Square **residents**. It also became a source of neighborhood **pride**. Soon people were working together to do home repairs, clean up other vacant lots, remove graffiti, and plant more trees and flowers throughout the neighborhood.

Today, instead of fights in the park, there are festivals. Instead of **abandoned** cars along the streets, there are trees. People can now enjoy a neighborhood that is cleaner, safer, and more beautiful.

Plant Your Own Seeds

If you want to start a community garden in your area, you can get information from the Community Gardening Association at www.communitygarden.org.



3 CHECK YOUR UNDERSTANDING

A Complete the sentences. Circle the correct answers.

- Residents of Norris Square planted the Las Parcelas Community Garden in _____.
a. a lot b. a park c. a building
- Norris Square residents started the Las Parcelas Community Garden in _____.
a. the 1970s b. the 1980s c. the 1990s
- Members of the community _____ in the Las Parcelas Community Garden.
a. planted fruit trees b. built an outdoor kitchen c. painted graffiti

B Read the Reading Skill. Then answer the question.

Did crime probably increase, decrease, or stay the same in Norris Square because of the Las Parcelas Community Garden? Explain.

Reading Skill: Making Inferences

If an author doesn't give information directly, use what you read to make a logical guess about what is probably true.

4 WORD WORK

Find these boldfaced words in the article. Circle the definition that matches the meaning in the article.

- environment
a. the natural world b. the people and things around you
- value
a. the importance of something b. the money something is worth
- run-down
a. in very bad condition b. very tired and not healthy
- residents
a. doctors in training b. people who live in a particular place
- pride
a. a feeling that you are better than others b. a feeling of satisfaction
- abandoned
a. not being used or taken care of b. illegally parked

Show what you know! Talk about community involvement

GROUPS. Discuss. Would you like to start a community garden? List reasons for and against starting a garden.

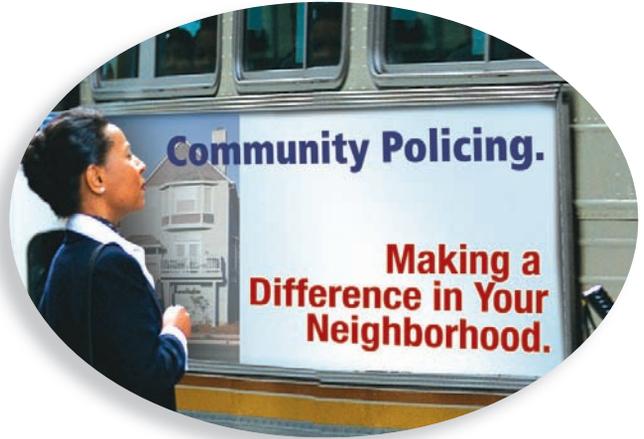
Listening and Speaking

1 BEFORE YOU LISTEN

A PAIRS. You are going to listen to a discussion at a city council meeting. The council members use the following words. Match the words with the definitions.

- | | | |
|---|----------------|---|
| d | 1. convince | a. make the size or amount of something larger |
| — | 2. urge | b. say who someone is or what something is |
| — | 3. identify | c. try hard to persuade someone to do something |
| — | 4. increase | d. persuade; get someone to agree |
| — | 5. investigate | e. make the size or amount of something smaller |
| — | 6. reduce | f. try to find out the truth about something |

B CLASS. Look at the picture. What is the purpose of the ad?



2 LISTEN

CD1 T35

A Clara Ramos is a city council representative. She is answering Hugo Lopez's questions. Listen to their conversation. What are Clara Ramos and Hugo Lopez talking about?

CD1 T35

B **PAIRS.** Read the questions. Listen to the conversation again. Then answer the questions.

1. What did Clara Ramos ask the mayor and the chief of police to do?
2. What answer did she receive?
3. How can neighborhood residents help the police?
4. Why is there usually less crime as a result of community policing?



C PAIRS. Read this quote: "Safety is the responsibility of everyone in the community, not just the police." Who would probably make the statement, Clara Ramos or Hugo Lopez? Explain.

3 CONVERSATION

CD1 T36

- A**  Listen to the phrases and sentences. Notice the weak pronunciation of *to*. Then listen again and repeat.

to come with me I'd like you *to* come with me.
to make a difference This is our chance *to* make a difference.
want *to* ("wanna") We want *to* ("wanna") have better services.
going *to* ("gonna") Now you're going *to* ("gonna") tell me to go to the meeting.

Pronunciation Watch

The word *to* usually has a short, weak pronunciation. In conversation, *want to* is often pronounced "wanna" and *going to* is often pronounced "gonna."

CD1 T37

- B**  Eva Lopez is talking with her husband Hugo one week after the city council meeting. Listen and read.

Eva: You know what this neighborhood needs? More streetlights, especially in the school parking lot.
Hugo: If you really feel that way, Eva, why don't you do something about it?
Eva: Now you're going to tell me to go to the community-policing meeting, aren't you?
Hugo: The meeting is tonight at 7:30. I'd like you to come with me.
Eva: Not tonight. I'm working on the community newsletter.
Hugo: You can work on the newsletter another night. This meeting is important. It's our chance to make a difference.



4 PRACTICE

- A PAIRS.** Practice the conversation.
- B PAIRS.** Do you think Eva will attend the community-policing meeting? Explain.
- C PROBLEM-SOLVING.** Think about neighborhood problems.

STEP 1. Read about Hugo. What is his problem?

Hugo Lopez saw several young men in his neighborhood breaking windows and writing graffiti on the wall at the community center. They live in the Southland neighborhood, so he knows them and their families well.

STEP 2. GROUPS. Discuss possible solutions to the problem. Make a list. Then decide on the best solution.

Grammar

Verb + object + infinitive

We don't want	the city	to take away services.
He urged	us	not to believe everything we hear.

Grammar Watch

- An infinitive is *to* + base form of the verb. To make a negative infinitive, use *not* + *to* + base form of the verb.
- With verb + object + infinitive, use object pronouns (*me, you, him, her, it, us, them*).

1 PRACTICE

- A** Read the conversation from a community-policing meeting. Circle the verb, draw a line under the object, and draw two lines under the infinitive.

Officer: My Name is Officer Brown. As part of our community-policing effort, I urge you to check on neighbors who might need help.

Mrs. Soliz: My neighbor, Mrs. Soto, is eighty years old. I always ask her to call if she needs anything, but she tells me not to worry. What should I do?

Officer: Continue what you're doing. And, please, if you notice any change in her daily routine, try to find out what's going on.

Mrs. Soliz: I've noticed that some senior citizens are too trusting. They open the door when strangers knock. I've told Mrs. Soto not to do that.

Officer: That can be a problem. We have a safety class for seniors at the community center. We teach them to ask for identification even when they've made a call for service. We remind them not to open their doors until they know it's safe.

- B** Cross out the noun object in each sentence. Then change the noun object to a pronoun object.

1. The mayor doesn't want ~~the sanitation workers~~^{them} to go on strike.
2. The community-policing program encourages the residents in our neighborhood to work with the police.
3. Community council members urge residents not to miss meetings.
4. The police expect my neighbors and me to report anything unusual.
5. Tell Mrs. Soto not to leave her door unlocked.
6. Please ask Mr. Lee to check on Mrs. Soto once or twice a week.

2 PRACTICE

- A** Captain Liu is telling an officer about a class he wants her to give on street safety. Complete each sentence with an object pronoun and the correct form of the verb.

Prepare a list of “street smart” tips. Teach the people to follow the four basic rules. Also tell _____ *them to stay away* _____ from areas like parking lots and alleys that are empty or poorly lit. Remind _____

_____ lots of cash. Advise _____ careful with their wallets. Just last week I saw a man who was a target for crime. I warned _____ his wallet in his back pocket.

- B** Complete the sentences about ways to improve safety. Include an object + infinitive.

- All city parks close at 11:00 P.M., but there are people in Southland Park all night. The police should tell _____ *them to go home* _____.
- Women and senior citizens are often easy targets. Why don't we organize special self-defense classes, like karate? The classes will teach _____.
- The vacant lot across from the park is full of litter. Let's talk to Mrs. Hyer, the owner of the lot. We can ask _____.
- Mr. Torres likes walking his dog late at night. Someone should tell _____.

STREET-SMART TIPS

- Be alert. Keep your eyes and ears open.
- Show that you're confident. If you're nervous, don't show it.
- Trust your instincts. If you think something is wrong, it probably is.
- Use your common sense. You know how to make the right decisions.

Show what you know! Identify community problems

STEP 1. GROUPS. Identify a problem in the neighborhood where you attend school. Discuss.

- Who can you talk to in order to find a solution to the problem?
- What will you say to get help?

STEP 2. CLASS. Share your ideas.

Can you... identify community problems?

Writing

1 BEFORE YOU WRITE

A GROUPS. Communities can create a sense of belonging. Discuss.

1. What is an *outsider*? Why is it important NOT to feel like an outsider?
2. What can people do to feel like part of their community?

B Read the writing model. What is a *block party*? What is the author's opinion of block parties?

A Block Party That Made a Difference

In July 2008, I went to my first block party. My husband and I were living in a new neighborhood, and we felt like outsiders. Then came the big event. I had no idea a block party could be such a great experience. First of all, the party was fun. The city closed our street to traffic, and everyone came out. There were games for children, music for teens and adults, and food for everyone. Best of all, I really got a chance to talk to some of my neighbors. That brings me to the second reason I liked the block party: I learned a lot about my neighborhood. I found out about the best places to shop and eat. I heard about programs and services at the library and the community center. I also found out about neighborhood volunteer projects, like cleaning up the park and delivering hot meals to senior citizens. You may already know the last reason I am a big fan of block parties. My husband and I made some good friends that day, and we now feel like part of the community. A few weeks after the block party, I started volunteering in the neighborhood, and yes, I am on the planning team for this year's event.

C PAIRS. Answer the questions.

1. Why was the block party fun?
2. How did the block party change the author's life?
3. Would you like to attend a block party? Explain.

Writing Tip

Details are important in your writing. Examples are an excellent way to give details.

D What is the second reason the author likes block parties? Draw one line under the author's reason. What are three examples that give details about her second reason? Write 1, 2, and 3 next to each example.

E GROUPS. Compare your answers.

2 THINKING ON PAPER

- A BRAINSTORM.** Think about the neighborhood where you live. What do you like about the neighborhood? What do you dislike? Organize your reasons in a chart like this.

Things I Like in My Neighborhood	Things I Dislike in My Neighborhood
A.	A.
B.	B.

- B** Decide whether you want to write about what you like or what you dislike about your neighborhood. Plan and organize your paragraph. Give reasons for your like (or dislike). Give examples that support your reasons.

What I Like or (Dislike) Most About My Neighborhood: _____
A. Reason: _____ 1. _____ 2. _____
B. Reason: _____ 1. _____ 2. _____

3 WRITE

Write a paragraph about what you like or dislike most about your neighborhood. Use the information in your plan. Look at the writing model for an example.

4 CHECK YOUR WRITING

- Did you state the main idea, or subject, of your paragraph?
- Did you use words like *first*, *second*, and *third* to signal your reasons?
- Did you give examples to provide details?
- Did you use correct capitalization, punctuation, and spelling?

1 REVIEW For your grammar review, go to page 247.

2 ACT IT OUT What do you say?

STEP 1. CLASS. Review the conversation on page 59 (CD1, Track 37).

STEP 2. ROLE PLAY. PAIRS. Role-play this situation.

Student A: You are organizing a spring clean-up in the neighborhood park next Saturday. Explain the reasons that the spring clean-up is a good idea. Try to convince Student B to help.

Student B: You have Saturday off and you have a lot to do. You don't have time to go to the spring clean-up. Explain your reasons.



3 READ AND REACT Problem-solving

STEP 1. GROUPS. Read about Lydia's problem.

Until recently, Lydia's neighborhood was an immigrant community, and residents shared the same language and culture. However, the area is changing. There are a lot of new residents who are not from Lydia's home culture. Lydia no longer feels at home in her community. She is afraid that these and other changes will make it difficult for her and her family to continue living in the neighborhood.

STEP 2. GROUPS. What is Lydia's problem? Discuss a solution. List three things that she and her family can do to solve the problem.

4 CONNECT For your Community-Building Activity, go to page 258.
For your Team Project, go to page 265.

Which goals can you check off? Go back to page 45.



Go to the CD-ROM for more practice.