



Guiseppi Spadafora travels around in his bus offering tea to people. He wants people to meet and form relationships. "I'd like to live in a more sharing world," he says. Brooklyn, USA

IN THIS UNIT

- ▶ Consider where people meet in a big city
- ▶ Evaluate activities that bring people together
- ▶ Brainstorm ways to meet your neighbors
- ▶ Present a plan to help people connect

SKILLS

LISTENING

Listen for main ideas and details

SPEAKING

Give a presentation

GRAMMAR

Verbs + gerunds or infinitives

CRITICAL THINKING

Brainstorm solutions

CONNECT TO THE TOPIC

1. How does the man in the photo help people to connect? What do you think of this idea?
2. How do people in your community connect with each other?

UNIT

1

CREATING CONNECTIONS

PREPARE TO WATCH

A VOCABULARY Listen to the words. Complete the sentences with the correct form of the words. Use a dictionary if necessary.  1.1

atmosphere (n)	discover (v)	opportunity (n)	stable (adj)	unique (adj)
average (adj)	obligation (n)	population (n)	trust (v)	whenever (conj)

- _____ people come to Mountain Lake Park, they always find something fun to do.
- This neighborhood is very _____. Not much has changed in the last 20 years.
- Combining a movie theater with a cafe was a(n) _____ idea. I've never seen it before.
- Over 12 million people live in São Paulo. It has the second largest _____ in Brazil.
- Vancouver has a nice _____. It's not too crowded, and people are friendly.
- It's important to have friends you can _____, who are there when you need them.
- The people in my neighborhood have _____ incomes—not too high and not too low.
- We _____ a new restaurant down the street. Now we eat there every weekend.
- If you borrow money, you have a(n) _____ to pay it back. It's the right thing to do.
- His new job is a great _____. It gives him the chance to learn new skills.

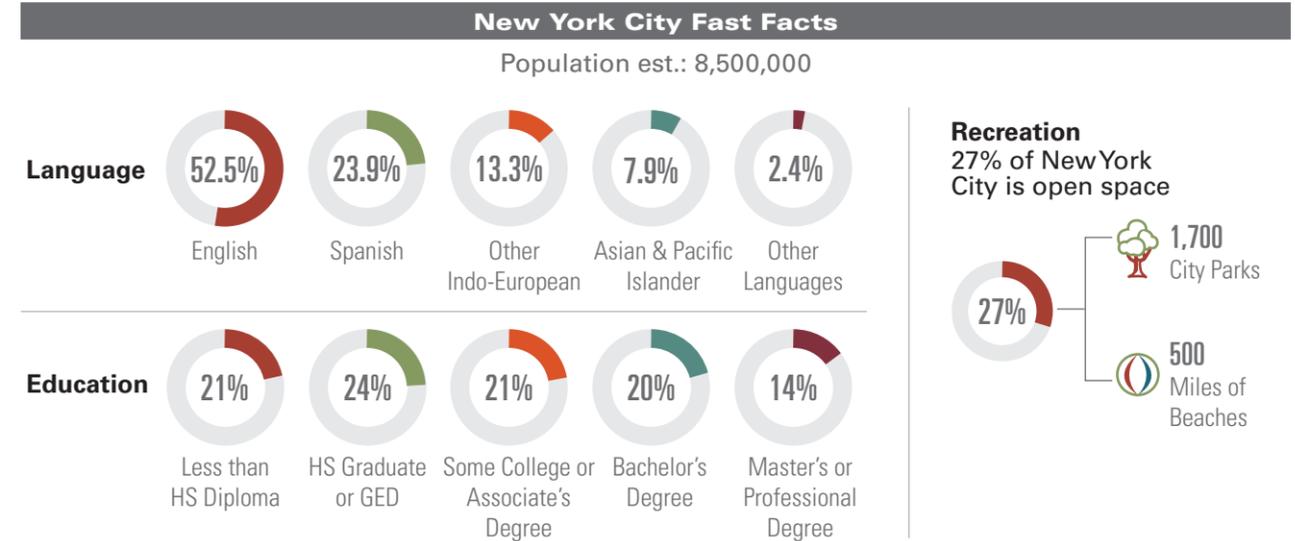
B Listen to the conversation between Eun and Miguel. Complete the chart. Then compare the two cities with a partner.  1.2

City, Country	Population	Favorite neighborhood	Atmosphere	Unique feature
Seoul, _____	_____ million	Gangnam	_____	Samneung _____
Puebla, _____	_____ million	Centro Histórico	_____	Alley of the _____

C PERSONALIZE Discuss the questions with a partner.

- Is the **population** of your city or town larger or smaller than the cities in activity B?
- Describe the **atmosphere** of your neighborhood. Is it noisy or quiet? Friendly or unfriendly?
- What places or things are **unique** in your neighborhood, town, or city?

D ANALYZE Look at the infographic. Then complete the facts below.



Source: New York City Economic Development Corporation's (NYCEDC) Research and Economic Analysis team

- Almost one quarter (¼) of New Yorkers speak _____. Just over half speak _____.
- _____ percent of New Yorkers have a bachelor's degree or higher degree.
- More than one quarter of the space in New York City is _____ space with _____ city parks and 500 miles of _____.

REFLECT Consider where people meet in a big city.

You are going to watch a video about a place in New York City where people get together. Discuss the questions in a small group.

- Where is it easiest to meet people in a big city?
- Why is it sometimes hard to make friends in a big city?
- Based on the infographic, what do you think people do for fun in New York City? Where can they go to connect with others?

THE TABLES



Ping-Pong players in
Bryant Park, New York
City, USA

A PREVIEW

 Answer the questions.

1. What are the people in the photo doing? _____
2. Based on the title and photo, what do you think the video is about? _____

B PHRASES TO KNOW

 Work with a partner. Discuss the meaning of these phrases from the video. Then take turns answering the questions.

1. Who is **the rock** of your family, your friends, or some other group?
2. In what kinds of jobs can you **make six figures**?
3. Is there a person or a thing (e.g., song, movie) that helps you **get through tough times**?

C MAIN IDEAS

 Watch the video and choose the three main ideas. ▶ 1.1

- a. The Ping-Pong tables in Bryant Park interest different types of people.
- b. Bryant Park provides a comfortable place for homeless people to spend their days.
- c. Even though they are very different, the Bryant Park players have created a community.
- d. Bryant Park has become the most important place for professional Ping-Pong players to practice.
- e. Playing Ping-Pong in Bryant Park has improved some people's lives.

D DETAILS

 Read the statements. Then watch the video again. Write T for *True*, F for *False*, or NG for *Not Given*. ▶ 1.1

1. _____ Gregory had a very difficult childhood.
2. _____ Gregory recently learned to play Ping-Pong.
3. _____ The other players have a very positive opinion of Gregory.
4. _____ You have to pay to play Ping-Pong in Bryant Park.
5. _____ You sometimes have to wait a long time to play Ping-Pong in Bryant Park.
6. _____ Rich and poor people play Ping-Pong together in Bryant Park.
7. _____ A student named Gideon helped improve Gregory's life.
8. _____ Another player found Gregory a place to live.

COMMUNICATION TIP

You can give your **opinion** with phrases like:

I (don't) think (that) . . .
In my opinion, . . .

A: ***I don't think that*** your idea will work.

B: *Really? Why?* ***In my opinion,*** it's a great idea.

E DISCUSS

 Work in a group. Answer the questions. Use phrases for giving opinions.

1. Why are the Ping-Pong tables so successful in Bryant Park?
2. Would Ping-Pong tables work in your community? Explain.

F NOTICE THE GRAMMAR Underline the verbs *hope*, *need*, *plan on*, and *propose*. What forms are the words after these verbs (e.g., noun, verb)? Discuss with a partner. Then take turns completing the statements with your own ideas.

- I hope to become a/an . . .
- My town needs to build a/an
- I plan on going to . . . one day.
- I propose building a/an . . . near this school.

GRAMMAR Verbs + gerunds or infinitives

A **gerund** is a verb + *-ing* used as a noun. An **infinitive** is *to* + verb. Some verbs are followed only by gerunds. Others are followed only by infinitives.

► **Verbs followed by gerunds:** *propose*, *plan on*

We **propose putting** Ping-Pong tables in Central Park.

► **Verbs followed by infinitives:** *expect*, *hope*, *need*, *plan*, *want*

The city's leaders **want to build** a community center in my neighborhood.

They don't **expect to pay** money to play Ping-Pong.

Note that a gerund follows a preposition. Prepositions are words like *in*, *on*, *at*, *under*.

She didn't **plan on moving to** New York, but her company sent her there.

G GRAMMAR Read the conversation. Choose the correct verb.

A: What are you planning on ¹ **to do / doing** this summer?

B: I'm really out of shape, so I hope ² **to get / getting** more exercise.

A: Well, I'm going to learn how to play tennis. Do you want ³ **to join / joining** me?

The neighborhood community center is planning on ⁴ **to give / giving** lessons this summer. They're not expensive.

B: That sounds like a good idea. But do you need ⁵ **to bring / bringing** your own tennis racket?

A: No, the community center has some. I plan ⁶ **to borrow / borrowing** one.

B: OK! Let's do this!



A man getting a tennis lesson

H GRAMMAR Complete the sentences with the gerund or infinitive of the verbs in parentheses.

- Jack wanted _____ (teach) people to play basketball, so he started an online class.
- I hope _____ (learn) how to play Ping-Pong someday.
- My town doesn't plan on _____ (build) any new playgrounds.
- The gym teacher proposed _____ (organize) soccer teams for the younger students.
- The parents didn't expect _____ (pay) for their children's soccer uniforms.
- We need _____ (get) kids from all over the city to play on the teams.
- The college proposed _____ (put) a basketball court on campus.
- The city hopes _____ (bring) people from all walks of life to the new sports center.
- I didn't plan on _____ (see) my neighbor at the park, but she was there.
- We wanted _____ (play) Ping-Pong, but there were no free tables.

I GRAMMAR Write six questions in your notebook about future plans with these verbs. Take turns asking and answering the questions with a partner.

plan on + do
plan + play

want + learn
expect + go

hope + see
need + study

A: What do you **plan on doing** this summer?

B: I **plan on playing** a new sport.

REFLECT Evaluate activities that bring people together.

Take turns answering the questions with a partner.

- Do you do any activities with groups of people? If so, which ones?
- In your opinion, which games, sports, or activities are the best for bringing people together?

PREPARE TO LISTEN

A VOCABULARY Listen to the words. Then read their definitions and complete the sentences with the correct form of the words. Two words are not used 🗣️📄

actual: (adj) real

appear: (v) to be present for the first time

donation: (n) money or other gift to help a person or place

event: (n) an organized happening, such as a concert

generous: (adj) more than the usual amount

impossible: (adj) not able to happen

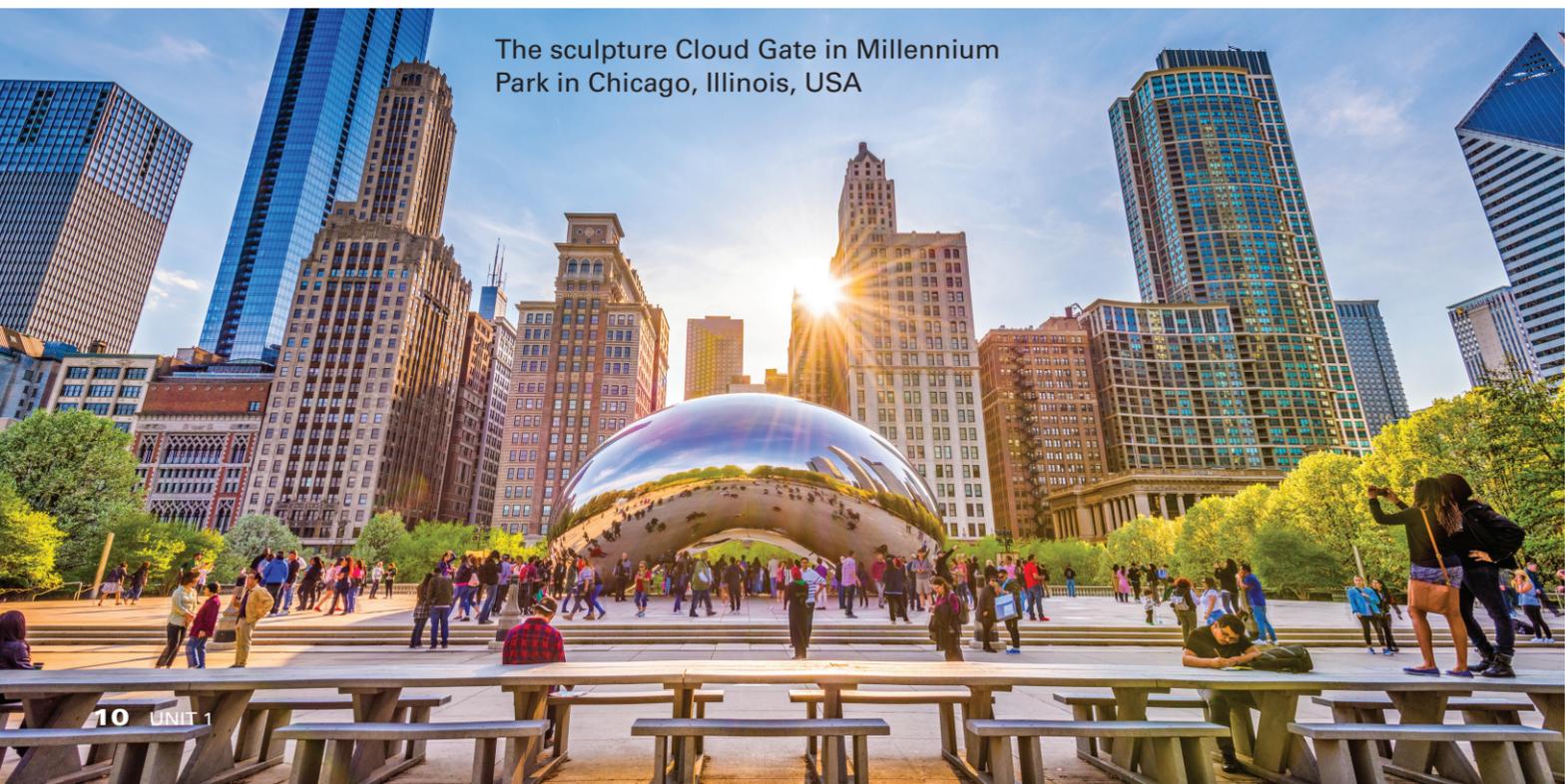
issue: (n) a problem

participate: (v) to take part in (an activity)

positive: (adj) good and helpful

support: (n) help and kindness

1. When a large object _____ in downtown Chicago, many thought it looked like a giant bean.
2. This sculpture has had a(n) _____ effect on this area of Chicago. People enjoy gathering around it.
3. Many people call it “The Bean,” but its _____ name is Cloud Gate.
4. Weddings and other _____ are sometimes held around the sculpture.
5. When looking at the plan for Cloud Gate, many experts said it would be _____ to build.
6. There were several _____ during the building of Cloud Gate, so it cost more than people thought it would.
7. Cloud Gate cost over 20 million dollars. All the money came from _____. The city didn't pay for it.
8. My class _____ in a dance festival near Cloud Gate. We learned traditional dances.

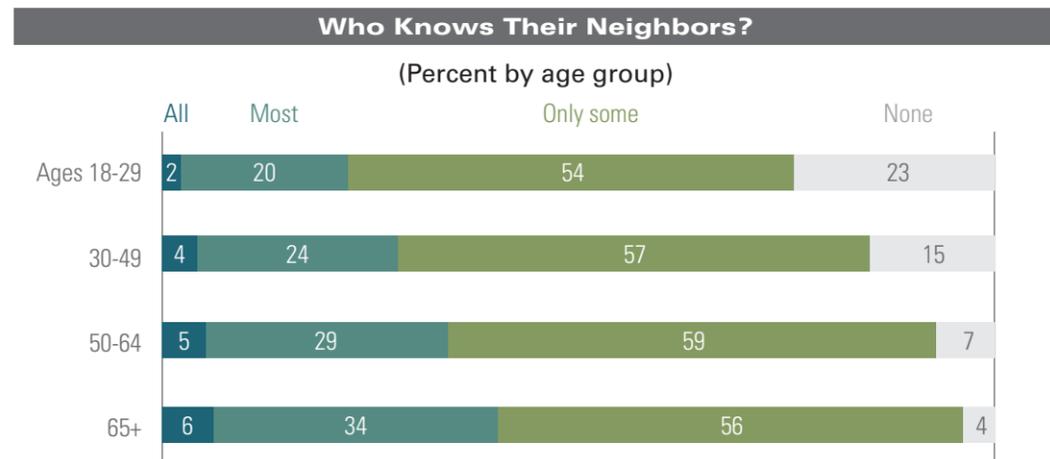


The sculpture Cloud Gate in Millennium Park in Chicago, Illinois, USA

B PERSONALIZE Discuss the questions with a partner.

1. What are some important **issues** in your school, city, town, or neighborhood?
2. What neighborhood, school, or city **events** have you **participated** in?

C Look at the infographic. It shows the results of a survey. Then discuss the questions below with a partner.



Source: Survey of U.S. adults conducted Feb. 26–March 11, 2018 PEW RESEARCH CENTER

1. Where do the participants in the survey live? When was the survey taken?
2. Which age group knows the most neighbors? The fewest? What are possible reasons for these results?
3. Do you think this information is true for your home country? Explain.

CRITICAL THINKING Brainstorm solutions

Brainstorming means thinking of as many ideas as possible and writing them all down. Don't worry about whether your ideas are good or bad *while* you're brainstorming. You can delete or change them later.

COMMUNICATION TIP

We use *could* to make suggestions.

You **could organize** a neighborhood party.

You **could consider** starting a neighborhood sports team.

REFLECT Brainstorm ways to meet your neighbors.

Work in a small group. Discuss answers to the questions.

1. How many of your neighbors do you know? How did you meet them?
2. Brainstorm ways to meet your neighbors.



Children playing a street piano in London, England, UK

CREATIVE WAYS TO CONNECT

A PREVIEW Answer the questions.

1. What are the children in the photo doing? Where are they?
2. Would you play a piano on the street?

LISTENING SKILL Listen for main ideas and details

When you hear a presentation or lecture, listen for the main ideas and important details. This will help you understand and remember key information.

Main ideas are the most important ideas. Speakers often state the main ideas at the beginning of their presentations. They also often repeat the main ideas at the end.

The Ping-Pong tables in Bryant Park, New York City, bring people from all walks of life together.

Details support the main ideas. Details can include facts, examples, reasons, and explanations.

*There are several Ping-Pong tables in Bryant Park. (fact)
A student and a homeless man became friends playing Ping-Pong. (example)*

B MAIN IDEAS Listen to the podcast. Choose the correct answer. 🎧 1.4

The podcast is about projects in public spaces that _____.

- a. solve neighborhood issues like crime
- b. help people connect with each other
- c. teach people to appreciate music

C DETAILS Listen again. Complete the chart with details. 🎧 1.4

Ideas	Who thought of it	Why they did it	The result
1 _____ in Bryant Park	Wally Green (a professional Ping-Pong player)	To get more people to 2 _____	People from all walks of life 3 _____.
4 _____ on streets and in other public places	Luke Jerram (an 5 _____)	To bring people together	People play them and 6 _____.
Collaborative 7 _____ in neighborhoods	The Eden Project (an 8 _____)	To get people together and make communities 9 _____	People make new 10 _____ and discuss neighborhood issues.



A skateboard park in Odori Park, Sapporo, Japan

UNIT TASK Present a plan to help people connect.

You are going to present a plan to help people in your community connect with each other. You will take turns explaining your plan. Use the ideas, vocabulary, and skills from the unit.

D MODEL Listen to a group propose a plan for a skateboard park. Complete the chart. Discuss your answers with a partner and update your chart. **1.5**

Plan to help people connect: Build a skateboard park	
Reasons	1. _____
	2. _____
	3. _____
Benefits	1. _____
	2. _____
	3. _____

PRONUNCIATION Word stress **1.6**

In words with two syllables, we usually stress just one syllable. We pronounce the vowel in the stressed syllable more clearly and loudly than the vowel in the other syllable. We often pronounce the unstressed syllable as a schwa (/ə/).

e-**vent** sup-**port**
/ə/ /ə/

In words with more than two syllables, one syllable has the primary stress, or main stress. We often pronounce unstressed syllables as a schwa (/ə/).

po-**pu-la-tion** con-**nec-tion**
/ə/ /ə/ /ə/ /ə/

E PRONUNCIATION Read the words with a partner. Guess the stressed syllable in each word and underline it. Then listen and check your answers. **1.7**

- | | |
|------------------|------------------|
| 1. be-ne-fit | 6. po-si-tive |
| 2. pro-pose | 7. ac-tu-al |
| 3. ap-pear | 8. o-bli-ga-tion |
| 4. parti-ci-pate | 9. ge-ne-rous |
| 5. phy-si-cal | 10. di-sco-ver |

F PRONUNCIATION Complete the sentences with words from activity E. Then listen and check your answers. **1.8**

- We have an _____ to improve our community.
- I _____ building a skateboard park.
- There are _____ and social _____ of having a skateboard park for kids.
- The new swimming pool is free for residents thanks to _____ donations from local businesses.
- The team _____ a great site for the new farmer's market.
- Having a group lunch with neighbors had many _____ results, such as a greater feeling of safety and security among residents.
- The _____ name of the game is table tennis, but many people call it Ping-Pong.
- We will _____ in the town meeting about the new park.

SPEAKING SKILL Give a presentation

When you give a presentation, remember to:

- ▶ **Prepare** by making notes to use in your presentation.
- ▶ **Practice** your presentation. Say it aloud a few times. Record it on your phone, or do it in front of a mirror.
- ▶ **Use sequence words** such as *First of all, Secondly, In addition.*
- ▶ **Make eye contact** with the audience. Don't read from your notes.

G PLAN Work in groups. Use the chart to plan your presentation. Then practice your presentation.

Plan to help people connect:	
Reasons	1. _____
	2. _____
	3. _____
Benefits	1. _____
	2. _____
	3. _____

H UNIT TASK Present your plan to the class. As you listen to other groups present, take notes in the chart. Which group has the most interesting plan?

	Plan for Group 1:	Plan for Group 2:
Reasons	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____
Benefits	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____

REFLECT

A Check (✓) the Reflect activities you can do and the academic skills you can use.

- | | |
|---|--|
| <input type="checkbox"/> consider where people meet in a big city | <input type="checkbox"/> listen for main ideas and details |
| <input type="checkbox"/> evaluate activities that bring people together | <input type="checkbox"/> give a presentation |
| <input type="checkbox"/> brainstorm ways to meet your neighbors | <input type="checkbox"/> verbs + gerunds or infinitives |
| <input type="checkbox"/> present a plan to help people connect | <input type="checkbox"/> brainstorm solutions |

B Write the vocabulary words from the unit in the correct column. Add any other words that you learned. Circle words you still need to practice.

NOUN	VERB	ADJECTIVE	ADVERB & OTHER

C Reflect on the ideas in the unit as you answer these questions.

- Do you want to be more involved in your community? Explain.

- What ideas or skills in this unit will be most useful to you in the future?
