

9 Social Issues

Lesson A In my community

1 Vocabulary Link Are you old enough to vote?



A Doris Chavez and Amelia Smith are running for mayor. Read their ads. Then answer the questions by checking the correct box(es) with a partner.

DORIS CHAVEZ for mayor!

"We're making progress in many areas . . . why change now? Reelect Doris Chavez!"

In her first **term**, Mayor Chavez

- **launched** a new school lunch program for elementary school students
- **taxed** large companies to raise extra money
- has worked **enthusiastically** to improve life for everyone—crime is down 30%

There is no better candidate than Doris Chavez for mayor!

AMELIA SMITH for mayor! ★★★★★

"No more politics as usual. It's time for change in our city! Elect Amelia Smith!"

Amelia Smith **vows**

- to **expand** the school lunch program to include older students
- not to **raise taxes** on **corporations** or individuals
- to work hard for all **citizens** to keep our city streets safe

★★★★★
Amelia Smith is the clear choice for mayor!

	Doris	Amelia
1. Who is currently the mayor?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Who doesn't want to increase taxes?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Who is interested in the school lunch program?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Who mentions crime and safety?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

B Look at the information in **A**. Find the word(s) in **blue** to complete these definitions.

- doing (something) the same way as usual
- eagerly, with great energy enthusiastically
- a fixed period of time term
- increase in size expand
- large companies corporations
- started launched
- promises vows
- moving forward making progress
- obvious clear
- a person who is competing for a position candidate
- members of a city or country citizens
- made someone pay money to the government taxed

i The prefix **re-** can mean "to do again." In which of these words does **re-** have that meaning?

rebuild remarry return
reelect research rewrite

rebuild, reelect, remarry, rewrite

ASK ANSWER

What is the **voting age** where you live? Are you old enough to vote? too young to vote?

Think of a person who was **up for reelection** recently. Did people **vote for** or **vote against** him or her? Why?

2 Listening Together we can do it.

A Read the sentences below. What does the word in blue mean?

When do election campaigns typically happen?
Answers will vary.

campaign = a planned set of (political) activities
with a particular goal in mind (in this case, to win
the mayoral election)

There are two candidates running for mayor. The election campaign will run from February 1 to March 15.



B Listen to the beginning of speeches given by Doris and Amelia. Choose the best answer to complete each sentence. (There is one extra.)

1. Doris is giving her speech because
2. Amelia is giving her speech because
- a. she is going to run for mayor.
b. she has been elected mayor.
c. she has lost the race for mayor.



C Listen again. Choose the best answers.

1. When Doris says *never in my wildest dreams* she means . . .
a. she was pretty sure.
b. she couldn't imagine it.
2. When Doris says *I gave it my best shot* she means . . .
a. she was very disappointed.
b. she worked really hard.
3. When Amelia says *Doris and I were running neck and neck* she means . . .
a. they had almost the same number of votes.
b. there was a clear winner.
4. When Amelia says *we saw a record turnout* she means . . .
a. a large number of people voted.
b. a small number of people voted.



D Now listen to the rest of Amelia's speech. Check the topics she refers to in her speech. What key words in the listening helped you choose your answers? Tell a partner.

- the economy public transportation crime pollution education

the economy: rebuild downtown, corporations, companies, do business

crime: streets safer, police, emergency

education: build more schools, students, teachers, textbooks

ASK ANSWER

Look at the topics in **D**.

Which one do you think is the biggest problem where you live? Why?

3 Pronunciation Sentence level stress

A Read these sentences from Amelia's speech aloud. Underline the stressed (content) words.

1. We need to rebuild downtown.
2. We need to make our streets safer.
3. We should build more schools.
4. Let's prepare our children for the future.
5. Together we can do it!



Remember! **Content** (information) **words** are often stressed. **Function words** are usually unstressed.

Content words include: nouns, main verbs, adjectives, adverbs, *this/that*, question words

Function words include: *a/an/the, but/so/or*, auxiliary verbs, personal pronouns



B Listen and check your answers.

4 Speaking I'd like to talk to you about . . .

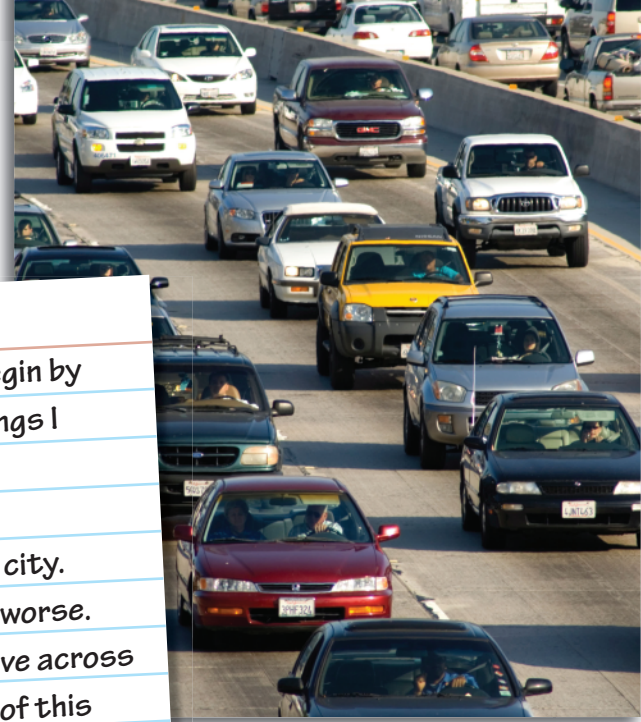


CD 2
Track 15

- A** Listen to the brief speech below. What is the problem? What is one thing causing it? Can you think of other causes?
The problem is rush hour traffic. It's caused by too many cars on the road.

Today I'd like to talk to you about rush hour traffic. I'll begin by telling you about the problem. Then I'll list the three things I think are causing this problem.

So, let's start by talking about rush hour traffic in this city. We've all experienced it, and in recent years it's gotten worse. Ten years ago, it used to take about 45 minutes to drive across town. Now it takes two hours. One of the main causes of this problem is too many cars on the road. More cars means more traffic and, of course, more traffic accidents. Another cause of rush hour traffic is . . .



5 Speaking Strategy

- A** Match each word on the left with one on the right to make a list of common city problems. Can you add to the list?

unaffordable	high	streets	unemployment
dirty	noise	housing	pollution

unaffordable housing high unemployment dirty streets noise pollution



- B** Choose one of the community problems in **A** or one of your own. Work with a partner and complete the information below.
Answers will vary.

Problem:

Causes of the problem:

1. _____
2. _____
3. _____



- C** Join another pair and follow the instructions. *Answers will vary.*

Presenters: Use the language for presentations to explain your problem in **B** clearly. One person should introduce the talk. The second person should explain the causes of the problem.

Listeners: Take notes. After the presentation, give suggestions for how to solve the problem.

Useful Expressions:

Language for presentations

Stating the purpose

Today, I'd like to talk to you about . . .

I'll begin by (talking about the issue). / I'll provide an overview of (the issue).

Then I'll list the (two / three / four) . . .

Stating important points

Let's talk first about . . .

One of the main causes (of rush hour traffic) is . . .

Another / A second cause of . . . is . . .

And finally . . .

6 Language Link *Too and enough*

A Study the chart. Notice the uses of *too* and *enough*.

<i>Too + adjective and too much / too many + noun indicate "more than is necessary."</i>	
It's too dark . Can you turn on the light please?	It's crowded. There's too much traffic . It's crowded. There are too many people here.
<i>Adjective + enough and enough + noun mean "sufficient(ly)."</i>	
It's bright enough . We don't need that lamp. It isn't bright enough . We need more light.	There's enough room for one more person. There are enough people here. Let's begin.

B Write *too*, *too much*, or *too many* next to each noun.

- too many citizens
- too dangerous
- too much furniture
- too many taxes
- too much information
- too enthusiastic
- too much crime
- too many votes
- too much pollution



C Correct the errors with *too* or *enough* below. Check your answers with a partner.

- I can't button this shirt. It isn't too big. *I can't button this shirt. It's too small.*
- It's not dangerous here. It's enough safe to go out at night by yourself. *It's not dangerous here. It's safe enough to go out at night by yourself.*
- It's crowded. There are too much people in this little room. *It's crowded. There are too many people in this little room.*
- These condos are expensive enough to buy. We need more affordable housing. *These condos are too expensive to buy. We need more affordable housing.*
- He's only 12 years old. He's old enough to drive. *He's only 12 years old. He isn't old enough to drive.*

D Write down your complaints about the items in the box.
Use *too much*, *too many*, or *not enough*. *Answers will vary.*

affordable housing job opportunities police officers
crime noise pollution traffic jams

Possible answers:

- There isn't enough affordable housing.
- There's too much crime.
- There aren't enough job opportunities.
- There's too much noise pollution.
- There aren't enough police officers.
- There are too many traffic jams.



E Discuss the complaints from **D** with a partner.

There isn't enough affordable housing in our city.

I know. It's expensive to buy an apartment here.

7 Communication Did you sleep enough last night?

A Follow the instructions to complete the survey below.

- For questions 1-6: Write *enough* before or after each word. (Only one position is correct.)
- For questions 7-12: Write *too*, *too much*, or *too many*.



	Yes	No
1. Did you _____ sleep <u>enough</u> last night?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you have <u>enough</u> credits _____ to graduate?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is it _____ quiet <u>enough</u> for you to study at home?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you typically have <u>enough</u> time _____ to finish your homework?	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you had <u>enough</u> to eat _____ today?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you get along _____ well <u>enough</u> with your parents?	<input type="checkbox"/>	<input type="checkbox"/>



	Yes	No
7. Do you spend <u>too much</u> time watching TV?	<input type="checkbox"/>	<input type="checkbox"/>
8. Is English <u>too</u> difficult to learn?	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you sometimes eat <u>too many</u> sweets?	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you have <u>too many</u> problems in your life?	<input type="checkbox"/>	<input type="checkbox"/>
11. Is it possible to earn <u>too much</u> money?	<input type="checkbox"/>	<input type="checkbox"/>
12. At 20, are people <u>too</u> young to get married?	<input type="checkbox"/>	<input type="checkbox"/>



B Use the questions in **A** to interview a partner. Ask follow-up questions. *Answers will vary.*

Is it quiet enough for you to study at home?

No, not really. It's pretty noisy.

Where do you study then?

I do most of my studying at the library.

Social Issues

Lesson B People, people, everywhere!

1 Vocabulary Link The problem of sprawl



spread + adverb: *spread quickly*

spread + noun: *spread a rumor, spread the news, spread jam (on toast)*

A Look at the photo and read the definition of the word *sprawl*. Do you know any places where sprawl is a problem?

sprawl = (n.) ugly, unplanned growth of a city into the countryside

B Read Jared's essay about his hometown. Notice the words in blue. Circle the ones you already know.



Sprawl is a problem in my city. In the past five years, there has been a lot of new **development**, especially homes. As development **spreads** across the land, it **destroys** parks, farms, and other open spaces.

In my neighborhood, we live far away from public transportation, stores, and schools. That **forces** us to drive longer distances. More driving means more pollution. This **reliance** on our cars is a problem. Ambulances have to travel farther to hospitals. It's a **waste** of our tax money.

I **support** a law that **provides** money for new walking and bicycling paths in my neighborhood to **encourage** people to leave their cars at home for short trips. I also think we need to **protect** our open spaces so that future generations have beautiful places to relax. Finally, I think we can **improve** the air quality by carpooling more with our friends and neighbors.

C Write the missing blue word from **B** to complete each definition.

1. encourage: to persuade or get someone to do something
2. destroy: to damage completely
3. protect: to keep something safe
4. spread: to move gradually outward
5. waste: to use badly
6. provide: to offer or give something
7. force: to make someone do something difficult

D Complete the chart on the right with blue words in **B**. Look up any words you don't know.

Verb	Noun
destroy	destruction
develop	development
encourage	encouragement
force	force
improve	improvement
protect	protection
rely	reliance
support	support
waste	waste



E Work with a partner. Without looking back at **B**, try to answer these questions in your own words.

1. What happens when people live far away from public transportation, stores, and schools?
2. What does Jared support? What does Jared want to encourage people to do? What does he want to protect? Why?

1. They're forced to rely on their cars and drive more. That causes more pollution. Also, ambulances have to travel farther to hospitals. That's a waste of tax money.
2. Jared supports a law that provides money for new walking and bicycling paths in his neighborhood. He wants to encourage people to leave their cars at home for short trips. He wants to protect open spaces for future generations.

2 Listening Urban or suburban?

A Do you prefer to live in an urban or suburban area? Why? Explain your reasons to a partner. *Answers will vary.*

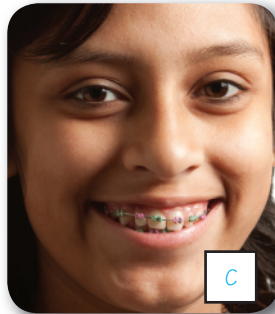


B Listen to each person talk about urban and suburban life. Follow the directions.



1. Match each speaker to her photo. Write A, B, or C in the photo.
2. Where do they live now? Where do they want to live in the future? Write "U" for urban and "S" for suburban. Write "NM" if the information is "not mentioned."

- A. Bella
B. Anne
C. Mercedes



now: S
future: U



now: S
future: S



now: U
future: U

C Read the three sentences. What do you think the underlined expressions mean? Which person from **B** do you think would probably say each sentence? Listen and write the names.



1. I hope I can move—I have to wait and see, I guess. Mercedes *wait and see = to wait to discover what will happen*
2. Now that I've put down roots, I probably won't move. Bella *put down roots = to settle into a place and plan to stay there*
3. I needed a change of scenery and I got it! Anne *a change of scenery = a new situation (in work or life)*

3 Reading Shrinking population

i shrink = to get smaller

A Look at the title on page 97. What is the reading mainly about?

- a. the world's overpopulation problem
- b.** the decreasing birthrate in some places
- c. the role of family in two countries



B These numbers are missing from the first paragraph of the reading. Can you write them in? Guess with a partner.

6 12 111 1960 3,500

THE SHRINKING FAMILY

In some countries, has population control gone too far?

Did you know that

- It took only **12** years—from 1987 to 1999—for the population of the world to increase by one *billion* people. The world's population now stands at over **6** *billion* people.
- There were **111** cities with more than one million people in **1960**. By 1995 there were 280.
- Every 20 minutes, **3,500** new lives are added to the world's population.

In many countries, the population continues to grow and create a lot of new problems. Interestingly, however, family size is not increasing everywhere in the world. As men and women get married later in life and have more economic worries, they are being forced to make difficult decisions. As a result, some women are having fewer babies.

Experts believe that the education of women is important for successful population control. When women and young girls are educated, they participate more in family decisions: They have a voice in improving their own lives.

In both Mexico and Italy, family planning programs and new job opportunities for women have changed everything.

Elisa Sanchez is a mother in Monterrey, Mexico. She and her husband are both high school teachers in their thirties. They have two children. They don't plan to have any more. "I was one of six children," says Elisa, "My husband comes from a family of seven. People used to have more children and those children supported their parents in old age. But now it's different."



Elisa's husband thinks the lower birthrate is a positive change. "With a smaller population, there will be less competition. That means there will be more job opportunities for young people."

Gina Moretti works hard as a TV news announcer in Milan, Italy. "My mother thinks I work too hard. Every time I visit her she asks me the same question: When are you getting married? She thinks I need a man to rely on. But actually, I can provide for myself just fine. I'm very independent."

Gina is 32 and her mother is worried about Gina's ability to get married and raise a family in the future. The Italian government is worried, too. In 1958, one million babies were born in Italy. In 1998, it was half that number. The average mother in Italy has her first child at the age of 30. After 30, experts note, there isn't a lot of time for women to have many children. The population is aging rapidly and there are fewer young people to support these seniors. Some wonder: has population control in Italy been too successful?

C Read the article. Complete the sentences with correct information.

1. Couples are having fewer children because they're getting married later and having economic worries.
2. Experts want to educate women and young girls because then they will be able to participate more in family decisions.
3. In the past, people had big families so that the children would support their parents in old age.
4. One of the "pros" of a lower birthrate is less competition and more job opportunities.
5. One of the "cons" of a lower birthrate is fewer young people to support an aging population.

ASK ANSWER

Can you think of one more advantage of having a lower birthrate? What's one more disadvantage?

4 Language Link Future real conditionals

A Study the chart. Circle the correct answer to complete each sentence.

If clause	Result clause
If it rains,	I'm going to cancel the picnic.
If we don't win the game,	we'll be eliminated.

i You can also put the result clause first with no change in meaning:

I'm going to cancel the picnic if it rains.

- Future real conditionals describe future situations that are possible / impossible.
- The verb in the *if* clause is in the simple present / future.
- In the result clause, a present / future form is used.

B Look at the verbs in the box. Use the simple present or future tense to complete the sentences. (You will use one verb twice.)

be	get	invite	make	not pass	not say	not study
educate	have	leave	miss	save	see	

- You 'll save money if you get a roommate.
- If I don't study all weekend, I won't pass the test on Monday.
- I won't say hello if I see him on the street.
- If I have a party, I 'll invite you.
- If you leave early, you 'll miss all the fun.
- It will be better for the Earth if couples have smaller families.
- If we educate women, they 'll make better decisions.



C Answer each question with two future real conditional sentences. Then ask and answer the questions with a partner. *Answers will vary. Possible answers:*

What will happen if . . .

- there's no more oil?

If there's no more oil, people will have to find alternative energy supplies.

If there's no more oil, people won't be able to drive.

- the world's population continues to increase?

If the world's population continues to increase, we'll run out of space.

If the world's population continues to increase, we'll use up the Earth's resources.

- the Earth's temperature gets warmer and warmer?

If the Earth's temperature gets warmer and warmer, the sea levels will rise.

If the Earth's temperature gets warmer and warmer, the weather will change.

5 Writing What will happen if . . . ?

A Look back at page 98, Exercise C. Write an explanation of your response to one of the questions. Describe both the positive and negative effects.



B Exchange papers with a partner. Tell your partner one thing you learned from reading his or her paper.

6 Communication You're in charge!



A Read each problem. Work with a partner and suggest answers for each problem.

Answers will vary. Possible answers:

Problem: Our schools don't have enough money for new technology.

Suggestions:

1. Raise taxes to pay for better computers.
2. Ask people to donate their old computers to schools.

Problem: Young people are leaving rural areas and moving to big cities.

Suggestions:

1. Give people money to encourage them to stay in their hometowns.
2. Ask corporations to provide more jobs in rural areas.

Problem: New development is getting out of control in the suburbs.

Suggestions:

1. Limit the number of new homes being built each month.
2. Support a law to stop development in the suburbs.

B Imagine you are running for political office. Prepare a short speech. Include suggestions to the problems in **A** in your speech.



C Present your speech to a partner. What does your partner think of your ideas?

Our schools don't have enough money for new technology. The classrooms need new computers and better technology. If I get elected, I'll raise taxes . . .

What Will Happen If There's No More Oil?

If there's no more oil, there will be a lot of problems. Corporations need oil for energy. We need it for transportation and to heat our homes. I think the world economy will . . .

It's not all bad, however. Without oil, we will have to develop . . .



Check out the World Link video.



Practice your English online at <http://elt.heinle.com/worldlink>