City Solutions

Think and Discuss

1. What are the biggest cities in your country? Describe them.
2. What is your favorite city? What do you like about it?

▲ An aerial view of Kowloon, Hong Kong.

Exploring the Theme

A. Look at the maps and discuss the questions.

1. What was the largest city in 1900? In 1950? In 2010?

2. How many people live in the largest city today?

3. In which time period did cities grow the fastest—from 1900 to 1950, or from 1950 to 2010? What are some possible causes of urban growth?

B. Read the information and discuss the questions.

1. Where are the fastest-growing cities today?

2. What are two things that contribute to the growth of cities today?

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> People crowd the Churchgate Railway Station in Mumbai, the world's densest city.

Rise of the Cities

Urban centers of more than a million people were rare until the early 20th century. Today there are 21 cities of more than ten million people. Almost all of these large cities—called megacities—are in the developing regions of Asia, Africa, and Latin America. Cities in these regions are likely to grow even bigger in the future as populations rise and migration from rural areas continues. Some urban areas in West Africa, China, and India contain several overlapping cities, forming huge urban networks with more than 50 million people.

2.7 Berlin, Germany

Chicago, U.S. 1.7

6.5 London, U.K.

4.2 New York, U.S.

3.3 Paris, France
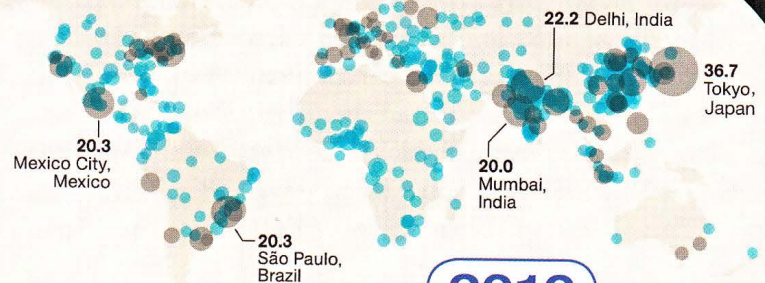
Dots represent cities with a population of more than one million people. Populations of the largest cities are indicated in millions.

1900
16 cities

8.4 London

5.4 Moscow, U.S.S.R.

Paris 6.5

12.3 New York

11.3 Tokyo, Japan

1950
74 cities

22.2 Delhi, India

36.7 Tokyo, Japan

20.3 Mexico City, Mexico

20.0 Mumbai, India

20.3 São Paulo, Brazil

2010
442 cities

A | Building Vocabulary. Find the words in **blue** in the reading passage on pages 51–53. Use the context to guess their meanings. Then match the sentence parts below to make definitions.

1. _____ An **aspect** of something is

2. _____ A **decade** is

3. _____ If a person or thing **enables** you to do something,

4. _____ To **exceed** a particular amount

5. _____ If you **focus** on a particular topic,

6. _____ A person's **income** is

7. _____ If something is **inevitable**,

8. _____ The **infrastructure** of a country is

9. _____ An **institute** is

10. _____ If a government **invests** money in an organization,

a. an organization or building where a particular type of work is done, especially research and teaching.

b. it is certain to happen and cannot be prevented or avoided.

c. it provides money to help it grow.

d. one of the parts of its character or nature.

e. its basic facilities, such as transportation, communications, power supplies, and buildings.

f. a period of ten years.

g. is to be greater than that amount.

h. the money that he or she earns or receives.

i. you concentrate on it and deal with it.

j. it makes it possible for you to do it.

Word Partners

Use **income** with: (adj.) **average** income, **large/small** income, **steady** income, **taxable** income; (v.) **earn** an income, **supplement** your income; (n.) **loss** of income, **source** of income

B | Using Vocabulary. Answer the questions. Share your ideas with a partner.

1. What are your plans for the next **decade**? Will you live in the same area? What kind of work do you plan to do? How do you plan to earn an **income**?

2. Which problems in your city do you think people should **focus** on right now?

3. What changes in technology do you think are **inevitable** over the next decade?

C | Brainstorming. Discuss your answers to these questions, in small groups.

What are some advantages to living in cities? What are some disadvantages?

D | Predicting. Skim the reading passage on pages 51–53. Read the title, the headings, and the first and last sentences of each paragraph. What is the reading passage mainly about? Complete the sentence below. As you read, check your prediction.

I think the reading is about the **positive/negative** aspects of living in cities and ways to

manage _____ in cities in the future.

Living on an Urban Planet

▲ People crowd a narrow street lined with shops in Harajuku, Tokyo.

track 1-05

CONSIDER THIS: IN 1800, less than three percent of the world's population lived in cities. Only one city—Beijing, China—had a population of more than a million people. Most people lived in rural areas, and many spent their entire lives without ever seeing a city. In 1900, just a hundred years later, roughly 150 million people lived in cities. By then, the world's ten largest urban areas all had populations exceeding one million; London—the world's largest—had more than six million people. By 2000, the number of people living in cities had exceeded three billion; and, in 2008, the world's population crossed a tipping point[1]—more than one-half of the people on Earth lived in cities. By 2050, that could increase to more than two-thirds. The trend is clear and the conclusion inescapable—humans have become an urban species.

[1] A **tipping point** is a point in time when a very important change occurs.
[2] **Breeding grounds** are places that encourage the growth and development of certain conditions.

Cities as Solutions

In the 19th and early 20th centuries, as large urban areas began to grow and spread, many people viewed cities largely in negative terms—as crowded, dirty, unhealthy environments that were breeding grounds[2] for disease and crime. People feared that as cities got bigger, living conditions would get worse. Recent decades, however, have seen a widespread change in attitude toward urbanization. To a growing number of economists, urban planners, and environmentalists, urbanization is good news. Though negative aspects such as pollution and urban slums remain serious problems, many planners now believe big cities offer a solution to dealing with the problem of Earth's growing population.

Harvard economist Edward Glaeser is one person who believes that cities bring largely positive benefits. Glaeser's optimism is reflected in the title of his book *The Triumph of the City*. Glaeser argues that poor
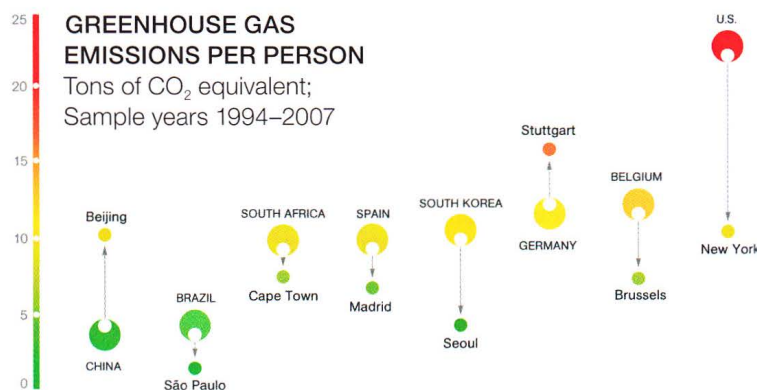
and rural areas. Most importantly, people living in dense cities drive less. They can walk to many destinations, and public transportation is practical because enough people travel regularly to the same places. As a result, dense cities tend to produce fewer greenhouse gas emissions per person than scattered, sprawling[7] suburbs.

Because of these reasons, it is a mistake to see urbanization as evil; instead, we should view it as an inevitable part of development, says David Satterwaite of London's International Institute of Environment and Development. For Satterwaite and other urban planners, rapid growth itself is not the real problem—the larger issue is how to manage the growth. There is no one model for how to manage rapid urbanization, but there are hopeful examples. One is Seoul, South Korea.

Seoul's Success Story

Between 1960 and 2000, Seoul's population increased from fewer than three million to ten million people. In the same period, South Korea went from being one of the world's poorest countries, with a per capita GDP (Gross Domestic Product) of less than $100, to being richer than some countries in Europe. How could this rapid urbanization produce such

people flock to cities because that's usually where the money is. Cities are productive because of "the absence of space between people," which reduces the cost of transporting goods, people, and ideas. While the flow of goods has always been important to cities, what is most important today is the flow of ideas. Successful cities attract and reward smart people with higher wages, and they enable people to learn from one another. According to Glaeser, a perfect example of how information can be exchanged in an urban environment is the trading floor of the New York Stock Exchange on Wall Street (pictured above). There, employees work in one open, crowded space sharing information. "They value knowledge over space. That's what the modern city is all about."

Another champion[3] of urbanization is environmentalist Stewart Brand. From an ecological perspective,[4] says Brand, moving people out of cities would be disastrous. Because cities are dense, they allow half of the world's population to live on about four percent of the land, leaving more space for open country, such as farmland. People living in cities also have less impact per capita[5] on the environment. Their roads, sewers,[6] and power lines are shorter and require fewer resources to build and operate. City apartments require less energy to heat, cool, and light than larger houses in suburbs

GREENHOUSE GAS EMISSIONS PER PERSON
Tons of CO_2 equivalent; Sample years 1994–2007

▲ **City-Country Gap:** In most cases, large, dense cities tend to emit less CO_2 per person than their national average.

economic growth? Large numbers of people first began arriving in Seoul in the 1950s. The government soon recognized that economic development was essential for supporting its growing urban population. It began to invest capital[8] in South Korean companies that made products that foreigners wanted to buy—at first, inexpensive clothing and later, steel, electronics, and cars. This investment eventually helped large, modern corporations such as Samsung and Hyundai to grow and develop. Central to South Korea's economic success were the men and women pouring into Seoul to work in its new factories. "You can't understand urbanization in isolation from economic development," says economist Kyung-Hwan Kim of Sogang University. The expanding city enabled economic growth, which paid for the buildings, roads, and other infrastructure that helped the city absorb even more people.

Seoul today is one of the densest cities in the world. It has millions of cars, but it also has an excellent subway system. Overall, life has gotten much better for South Koreans during the past few decades of rapid urbanization. Life expectancy has increased from 51 years in 1961 to 79 years today. South Korea's transformation into a country with great economic power cannot be easily copied, but it proves that a poor country can urbanize successfully and incredibly fast.

Managing Urbanization

Despite success stories such as Seoul, urban planners around the world continue to struggle with the problem of how to manage urbanization. While they used to worry mainly about city density—the

▲ In 1961, just 28 percent of Koreans lived in cities; today, Korea's population is more than 80 percent urban.

large number of people living closely together—urban planners today are increasingly focusing on urban sprawl—the way big cities are spreading out and taking over more and more land.

Shlomo Angel, an urban planning professor at New York University and Princeton University, sees two main reasons for urban sprawl—rising incomes and cheaper transportation. "When income rises, people have money to buy more space," he says. With cheaper transportation, people can afford to travel longer distances to work. In the second half of the 20th century, for example, many people in the United States moved from apartments in cities to houses in suburban areas, where they depend more on cars for transportation. This trend has led to expanding suburbs, which has led to greater energy use as well as increased air pollution and greenhouse gas emissions.

Today, many planners want to bring people back to cities and make suburbs denser by creating walkable town centers, high-rise apartment buildings, and more public transportation so people are less dependent on cars. "It would be a lot better for the planet," says Edward Glaeser, if people are "in dense cities built around the elevator rather than in sprawling areas built around the car."

Shlomo Angel believes that planning can make a big difference in the way cities are allowed to grow. However, good planning requires looking decades ahead, says Angel, and reserving land—before the city grows over it—for parks and public transportation space. It also requires, as in the example of Seoul, looking at growing cities in a positive way—as concentrations of human energy. With the Earth's population headed toward nine or ten billion, dense and carefully planned cities are looking more like a solution—perhaps the best hope for lifting people out of poverty without wrecking[9] the planet.
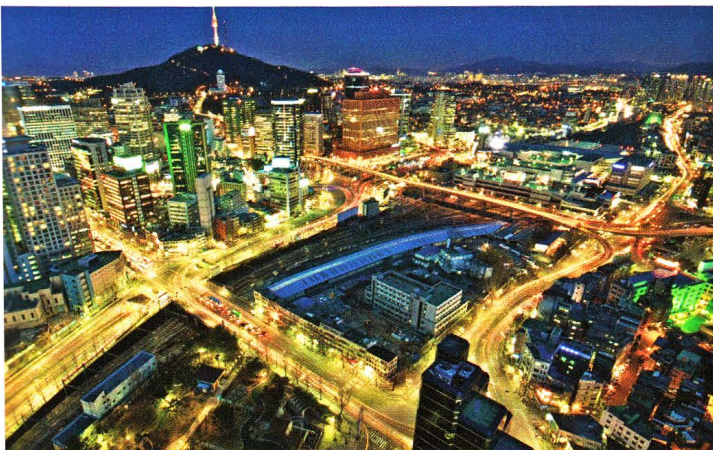
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[3] If you are a **champion** of something, you support or defend it.

[4] A **perspective** is a way of thinking about something.

[5] **Per capita** means per person—for example, the impact per person that people living in cities have on the environment.

[6] **Sewers** are large underground channels that carry waste matter and rainwater away.

[7] If something is **sprawling**, it is growing outward in an uncontrolled way.

[8] **Capital** is cash or goods used to generate income, usually by investing in business or in property.

[9] To **wreck** something means to completely destroy or ruin it.

A | Identifying Main Ideas. Skim the reading again. Choose the sentence in each pair that best expresses the main idea.

1. Paragraph A:
   a. Less than three percent of the world's population lived in cities in 1800.
   b. More than one-half of the people on Earth now live in cities.

2. Paragraph B:
   a. In recent decades, attitudes toward living in cities have changed.
   b. In the 19th century, many people viewed cities negatively.

3. Paragraph C:
   a. Successful cities attract and reward smart people.
   b. Cities bring largely positive benefits.

4. Paragraph D:
   a. Urbanization is good for the environment.
   b. People living in dense cities drive less.

5. Paragraph E:
   a. Seoul, South Korea, is an example of how to manage rapid urbanization.
   b. The biggest issue facing urban planners is how to manage urban growth.

6. Paragraph G:
   a. Seoul has millions of cars, but it also has an excellent transportation system.
   b. Overall, life has improved for Koreans during the decades of rapid urbanization.

7. Paragraph K:
   a. Planning requires looking at cities in a positive way.
   b. Planning can make a big difference in the way cities are allowed to grow.

B | Identifying Key Details. Answer the questions about details in "Living on an Urban Planet."

1. What fraction of the world's population could live in cities by 2050? (Paragraph A)

   _____

2. Why did many people view cities in negative terms in the 19th and early 20th centuries? (Paragraph B)

   _____

3. According to Edward Glaeser, what are two benefits of living in cities? (Paragraph C)

   _____

4. According to Stewart Brand, what is one benefit of dense cities? (Paragraph D)

   _____

5. How did economic growth help Seoul make room for the increasing number of people who came to the city? (Paragraph F)

   _____

6. What is "urban sprawl"? (Paragraph H)

_____

7. According to Shlomo Angel, what are two causes of urban sprawl? (Paragraph I)

_____

8. What are two ways to make people less dependent on cars in cities? (Paragraph J)

_____

CT Focus: Evaluating Sources

Writers often **quote or paraphrase** the ideas of experts to support information in an article. When writers quote an idea, they write the expert's exact words in quotation marks. When writers paraphrase, they write the expert's idea in their own words and do not use quotation marks. Writers often introduce a quote or paraphrase with _According to . . ._ or _[he/she] thinks/says/believes . . . ._ When you read a quote or paraphrase from an expert, ask yourself these questions: What are the expert's credentials—that is, his or her profession or area of expertise? How do the quotes or paraphrases support the writer's main ideas? How do they strengthen the writer's arguments?

C | Critical Thinking: Evaluating Sources. Find the following four quotes and paraphrases in "Living on an Urban Planet." Note the paragraph where you find each one. Then discuss with a partner your answers to the questions below.

1. _____ According to Glaeser, a perfect example of how information can be exchanged in an urban environment is the trading floor of the New York Stock Exchange on Wall Street. "They value knowledge over space. That's what the modern city is all about."

2. _____ From an ecological perspective, says Brand, moving people out of cities would be disastrous.

3. _____ Shlomo Angel . . . sees two main reasons for urban sprawl—rising incomes and cheaper transportation. "When income rises, people have money to buy more space," he says.

4. _____ Shlomo Angel believes that planning can make a big difference in the way cities are allowed to grow. However, good planning requires looking decades ahead, says Angel, and reserving land—before the city grows over it—for parks and public transportation space.

1. Circle the direct quotes. Underline the paraphrases.

2. What idea does each quote or paraphrase support?

3. Does the writer give the experts' credentials? What are their credentials?

4. How does the quote/paraphrase strengthen the writer's arguments?

D | Personalizing. Write an answer to the following question: Do you agree that city life is mainly beneficial? Why, or why not?

Reading Skill: Identifying Reasons

Writers give reasons to explain and support their main ideas. When you look for reasons that support and explain ideas, look for information that answers the questions "Why?," "How?," or "What is one reason that . . . ?" Look at this example from Paragraph C on pages 51–52:

Main idea: Cities are mostly beneficial. **Question:** Why?

The writer supports this idea with many reasons, including the following: *Successful cities attract and reward smart people with higher wages, and they enable people to learn from one another.*

A | **Understanding Reasons.** Read the two paragraphs. Answer the questions that follow. Then underline the information in the paragraphs that gives you the answers.

People who live in areas affected by urban sprawl tend to rely more on cars to get to school and work or to go shopping. Urban sprawl also increases road traffic as people increasingly rely on roads and highways. As a result, suburban residents not only use more energy, they face longer commutes and are more dependent on fossil fuels, such as gas, than people who live in cities.

• What is one reason that people who live in suburbs use more energy than people who live in cities?

_____

"Smart growth" is an approach to development aimed at addressing the problems caused by urban sprawl. In smart-growth communities, new development involves creating downtown areas that combine housing with commercial areas and places of entertainment. Because the places where they work, shop, and relax are close together, residents can use low-energy forms of transportation, such as walking, biking, and public transportation, to get around. Creating these kinds of energy-efficient communities helps residents save time and money, and reduces the demand for natural resources such as fossil fuels.

• How can smart growth help people use fewer resources?

_____

B | **Applying.** Reread Paragraph D on page 52. Find and underline reasons that support the main idea: *Urbanization is good for the environment.* Then answer the questions.

1. Why would it be a bad idea for people to move out of cities?

   _____

   _____

2. How do people who live in cities save energy?

   _____

   _____

3. Why do dense cities produce fewer greenhouse gas emissions than suburbs do?

   _____

   _____

Solar Solutions

▲ Houses and rooftops of Cairo, Egypt

Before Viewing

A | **Using a Dictionary.** Here are some words and expressions you will hear in the video. Match each word or expression with the correct definition. Use your dictionary to help you.

| a no-brainer | cut down on | dwellers | found materials | going green |

1. _____: reduce or decrease

2. _____: living in an environmentally responsible way

3. _____: something that is easy to understand

4. _____: objects in the environment that people can use for various purposes

5. _____: people who live in a place

B | **Thinking Ahead.** Discuss these questions with a partner: Where in a house or an apartment building might be a good location for a solar-powered water heater? What might be the advantages of using solar-powered water heaters?

While Viewing

Read questions 1–5. Think about the answers as you view the video.

1. What does Culhane use to make solar-powered water heaters?

2. Why do solar-powered water heaters work so well in Cairo?

3. What advantages do solar-powered water heaters give to the people using them?

4. What is one problem with using solar-powered heaters in Cairo? Why is it a problem?

5. At the end of the video, the narrator says: "One man's garbage is another man's treasure." What do you think this means?

After Viewing

A | Discuss your answers to questions 1–5 above with a partner.

B | **Critical Thinking: Synthesizing.** Think about the reading passage "Living on an Urban Planet." Explain how the rooftops of Cairo are an example of a "city solution." What problems do Cairo rooftops help to solve?

A | **Building Vocabulary.** Find the words in **blue** in the reading passage on pages 59–61. Use the context to guess their meanings. Then write each word below next to its definition (1–10).

consistent	**consumption**	**enhance**	**fundamental**	**justified**
majority	**objective**	**phenomenon**	**statistical**	**sustain**

1. _____: (verb) continue or maintain something for a period of time

2. _____: (noun) something that is observed to happen or exist

3. _____: (adjective) reasonable or acceptable, for example, a decision or an action

4. _____: (noun) more than half of people or things in a group

5. _____: (noun) the act of using something, for example, energy or food

6. _____: (adjective) based on facts, not feelings or opinions

7. _____: (verb) improve

8. _____: (adjective) expressed in numbers

9. _____: (adjective) always behaving or appearing in the same way

10. _____: (adjective) things or ideas that are very important or essential

B | **Using Vocabulary.** Discuss these questions with a partner.

1. What subjects do the **majority** of students in your school study?

2. How do parks **enhance** the quality of life in cities?

3. Are people in your city concerned about energy **consumption**? Why, or why not?

4. Is telling a lie ever **justified**? If yes, in what situations?

5. In your opinion, is free speech a **fundamental** human right? Explain your answer.

Word Partners

Use **majority** with: (adj.) **overwhelming** majority, **vast** majority; (n.) majority **of people**, majority **of the population**

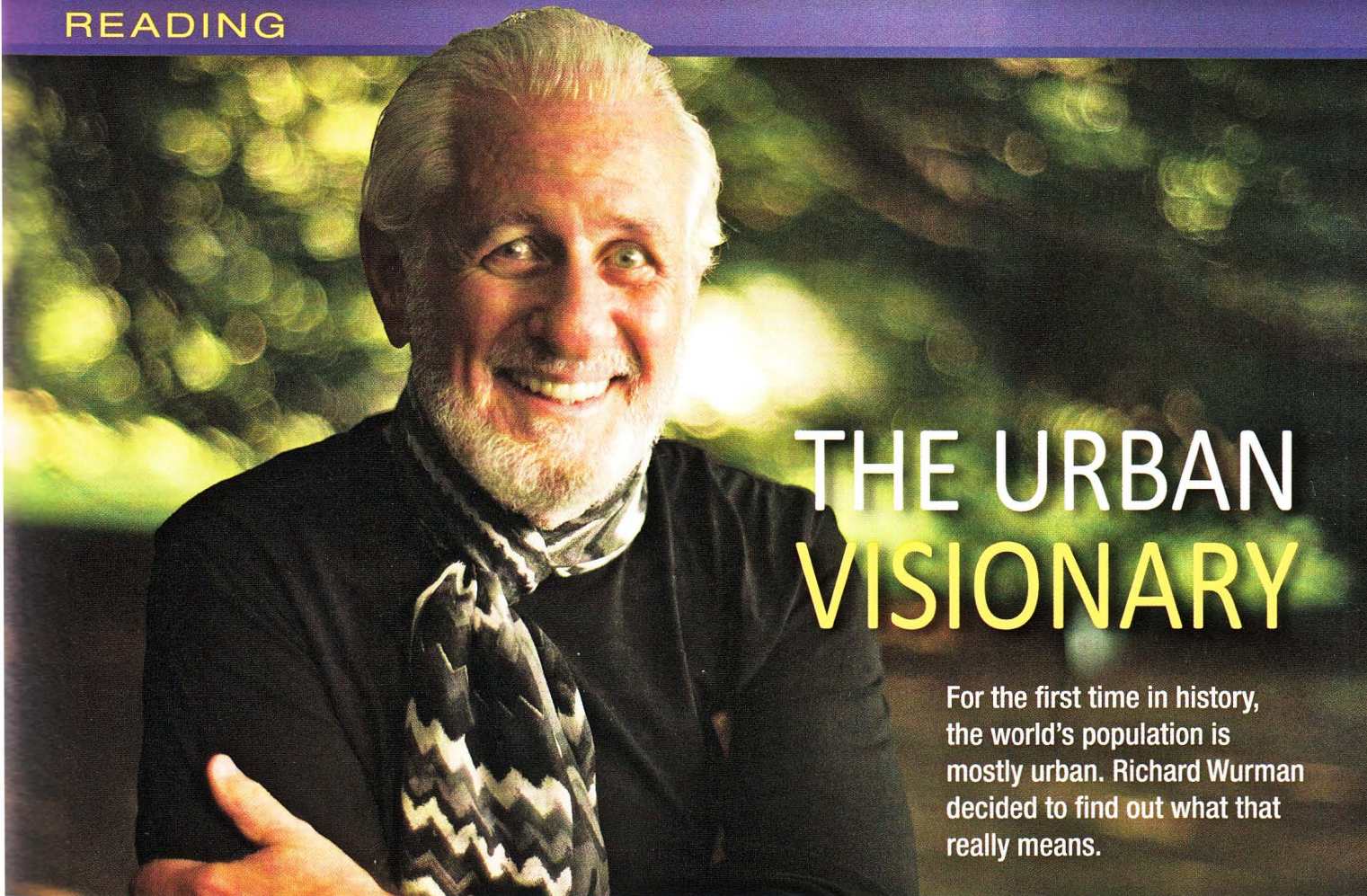**C** | **Predicting.** Skim the reading passage on pages 59–61. Read the first paragraph and the interview questions. Which topics do you think the interview covers? As you read, check your predictions.

1. _____ a study on urbanization

2. _____ why people live in cities

3. _____ facts about some of the cities in the study

4. _____ the history of the modern city

5. _____ urban architecture

THE URBAN VISIONARY

For the first time in history, the world's population is mostly urban. Richard Wurman decided to find out what that really means.

WHEN ARCHITECT AND URBAN PLANNER Richard Wurman learned that the majority of Earth's population lived in cities, he became curious. He wondered what the effects will be of global urbanization. With a group of business and media partners, Wurman set out on a five-year study—a project called 19.20.21—to collect information about urbanization, focusing on the world's largest urban concentrations, or megacities.

The project's aim is to standardize the way information about cities—such as health, education, transportation, energy consumption, and arts and culture—is collected and shared. The hope is that urban planners will be able to use these objective data to enhance the quality of life for people in cities while reducing the environmental impact of urbanization.

Q. What draws people to cities?

Wurman: People flock to cities because of the possibilities for doing things that interest them. Those interests—and the economics that make them possible—are based on people living together. We really have turned into a world of cities. Cities cooperate with each other. Cities trade with each other. Cities are where you put museums, where you put universities, where you put the centers of government, the centers of corporations. The inventions, the discoveries, the music and art in our world all take place in these intense gatherings of individuals.

Q. Tell us about 19.20.21.

Wurman: For the first time in history, more people . . . live in cities than outside them. I thought I'd try to discover what this new phenomenon really means. I went to the Web, and I tried to find the appropriate books and lists that would give me information, data, maps, so I could understand. And I couldn't find what I was looking for. I couldn't find maps of cities to the same scale. Much of the statistical information is gathered independently by each city, and the questions they ask are often not the same . . . There's no readily available information on the speed of growth of cities. Diagrams on power, water distribution and quality, health care, and education aren't available, so a metropolis[1] can't find out any information about itself relative to other cities and, therefore, can't judge the success or failure of programs . . .

[1] A **metropolis** is a large, important, busy city.

So I decided to gather consistent information on 19 cities that will have more than 20 million people in the 21st century. That's what 19.20.21 is about. We'll have a varied group of young cities, old cities, third-world cities, second-world cities, first-world cities, fast-growing cities, slow-growing cities, coastal cities, inland cities, industrial cities, [and] cultural cities . . . so that cities around the world can see themselves relative to others.

Q. **What are some of the cities you're looking at?**

Wurman: What inspires me is being able to understand something, and understanding often comes from looking at extremes. So the cities that pop out are the ones that are clearly the largest, the oldest, the fastest growing, the lowest, the highest, the densest, the least dense, [or] the largest in area. The densest city is Mumbai. The fastest growing is Lagos. For years, the largest city was Mexico City, but Tokyo is now the biggest . . . There are cities that are basically spread out, like Los Angeles. Then there are classic cities, which you certainly wouldn't want to leave out, like Paris. I find the data on cities to be endlessly fascinating. Just look at the world's ten largest cities through time. The biggest city in the year 1000 was Córdoba, Spain. Beijing was the biggest city in 1500 and 1800, London in 1900, New York City in 1950, and today [it's] Tokyo.

Q. **Cities are increasingly challenged to sustain their infrastructure and service. Can they survive as they are now?**

Wurman: Nothing survives as it is now. All cities are cities for the moment, and our thoughts about how to make them better are thoughts at the moment. There was great passion 30 years ago for the urban bulldozer,[2] that we had to tear down the slums, tear down the old parts of cities, and have urban renewal. That lasted for about 10, 15 years, until it didn't seem to work very well. And yet the reasons for doing it seemed justified at that moment . . . It shows that the attempt to make things better often makes things worse. We have to understand before we act. And
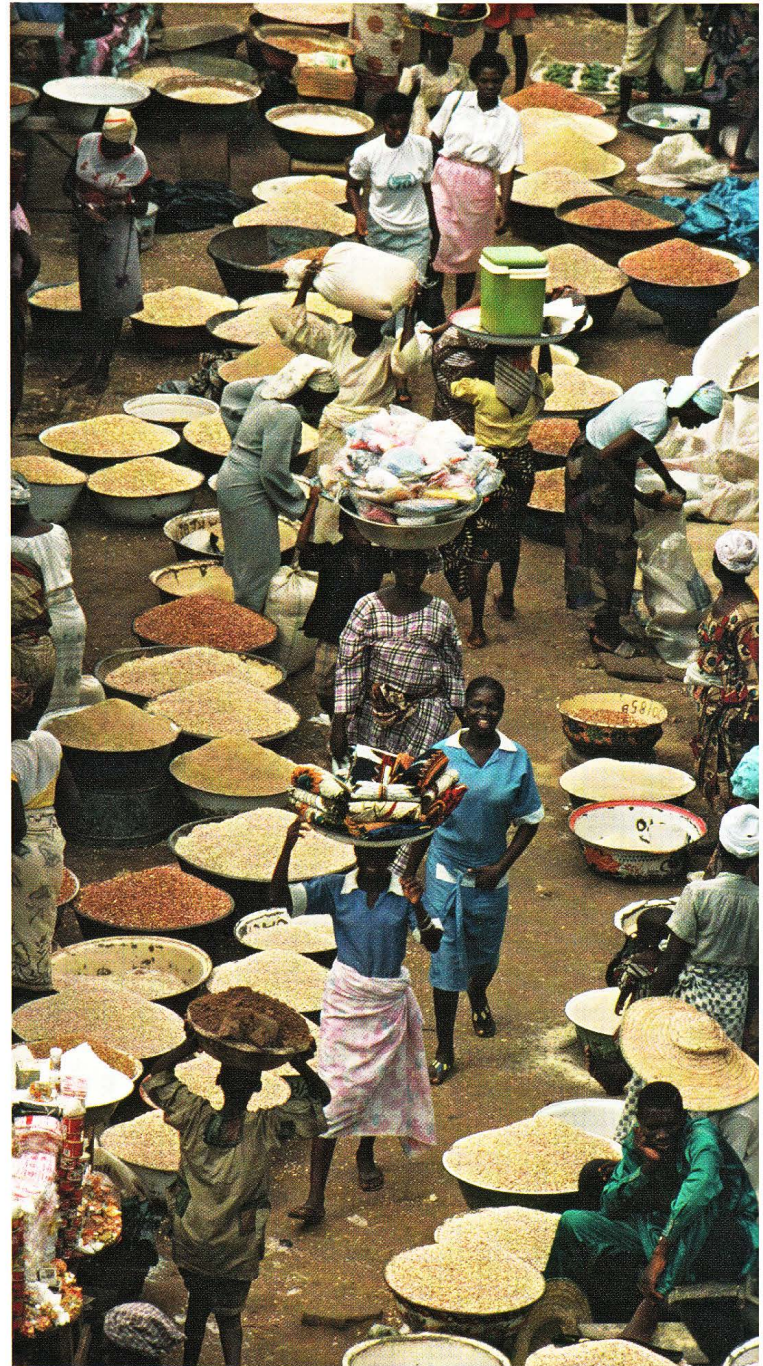
▲ Street market in Lagos, Nigeria, the world's fastest-growing city

although there are a lot of little ideas for making things better—better learning, increased safety, cleaner air—you can't solve the problem with a collection of little ideas. One has to understand them in context and in comparison to other places.

[2] A **bulldozer** is a large vehicle used for knocking down buildings.
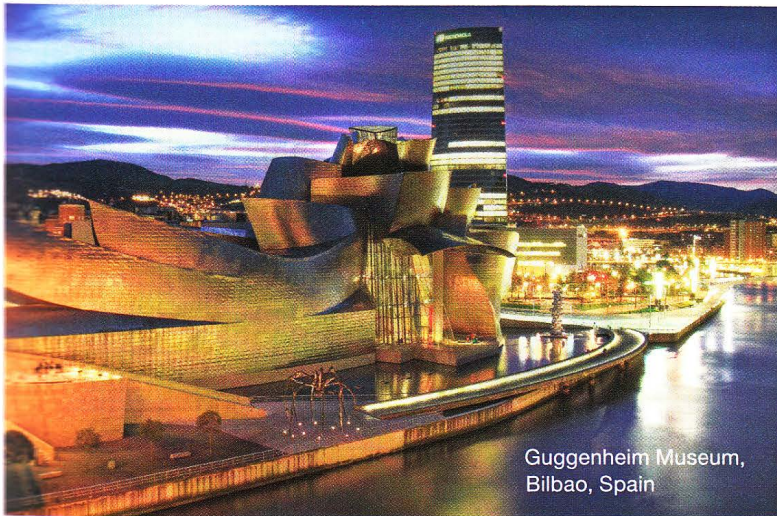
Guggenheim Museum, Bilbao, Spain

Q. You're an architect by training. Do you agree with the U.K.'s Prince Charles that architects have ruined the urban landscape?[3]

Wurman: You can point to examples where architecture has ruined the urban landscape, and you can point to places where architecture has been the fundamental positive change. Look at the [High Line] park that runs [along the Hudson River] on the west side of Manhattan. That was done by architects and urban planners. Has it ruined New York? No. It's the beginning of knitting parts of the place together and the recognition that you're on the water, and it's a healthy thing.

But there is too much bling[4] architecture—that's the showbiz[5] part of architecture. Even though these individual buildings might be wonderful, they are not necessarily wonderful within the fabric of the city.[6] Sometimes you can excuse them because they draw people from around the world to see them and, therefore, improve the health of the city. The classic example is Bilbao. Frank Gehry's [Guggenheim] museum in Bilbao draws millions of people and has changed this industrial Spanish city into a [center] for tourism. It's inspired other architects to improve the subway system and other buildings, and some of the wineries, and some of the hotels in and around the city. So that bling is certainly excusable.

But buildings that have nothing to do with the fabric of the city, that are brought about by the client's desire to have a signature building,[7] those are not, in the long run, healthy because the fabric is what makes the city. Venice's Piazza San Marco was made by the fabric of all the buildings around that incredible square with just one cathedral at the end.

[3] The **urban landscape** is the general appearance of a city.

[4] If something is **bling**, it is done in an exaggerated way, intended to impress people.

[5] **Showbiz** comes from "show business," or the entertainment industry. If something is **showbiz**, it is intended to impress people or get their attention.

[6] The **fabric of a city** is its basic structure.

[7] A **signature building** is a building that symbolizes or defines a place, usually because it is very distinctive.
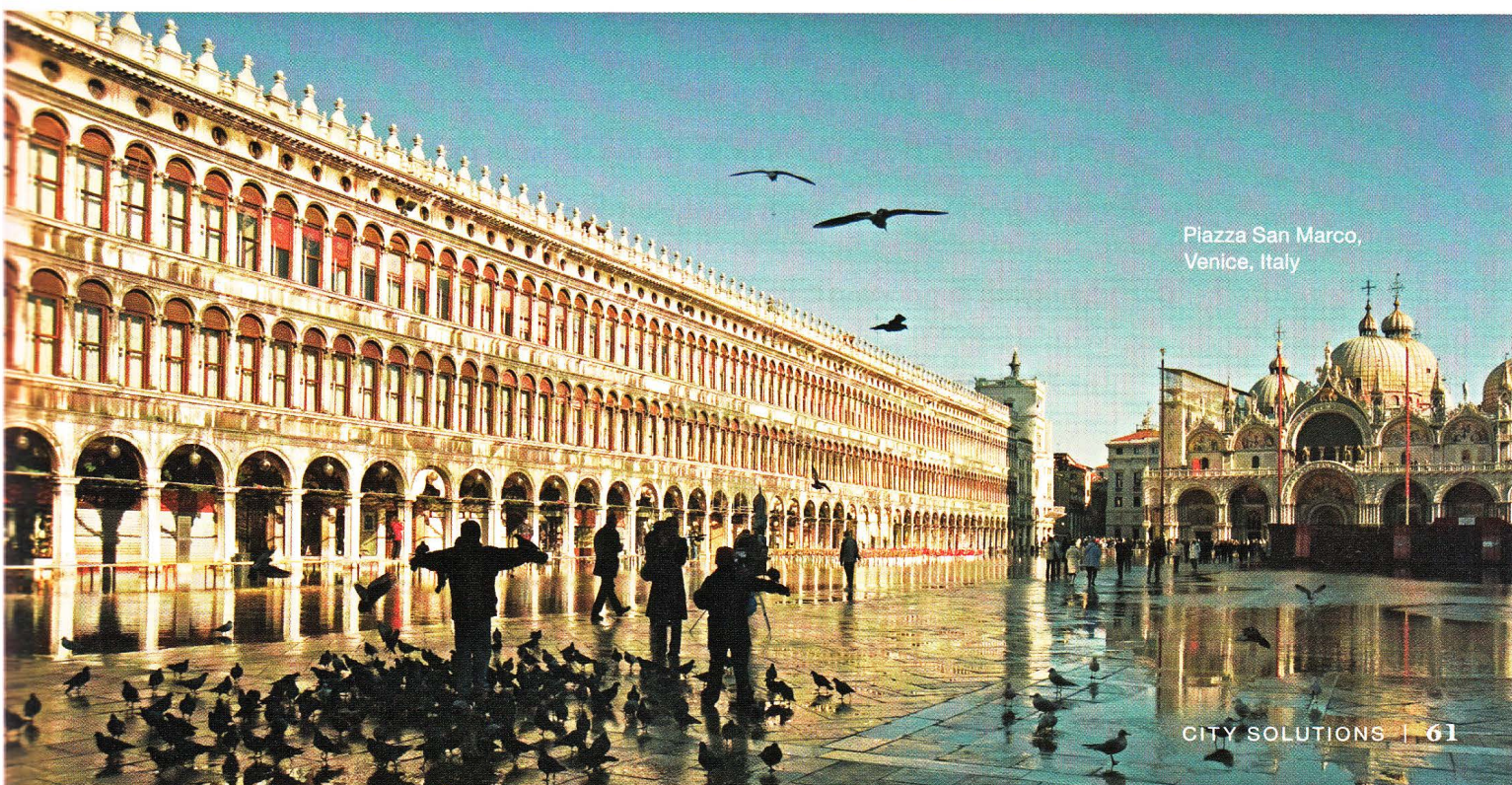
Piazza San Marco, Venice, Italy

A | **Identifying Main Ideas.** Choose the sentence in each pair that best expresses some of the main ideas in Wurman's interview.

1. Paragraph C:

   a. People come to cities because cities are where important activities are happening.

   b. People come to cities because universities and government centers are there.

2. Paragraphs D and E:

   a. I started the project because it's difficult to compare cities using maps.

   b. I started the project because there's a need for consistent information about cities.

3. Paragraph F:

   a. Studying the most extreme cities can help us get a better understanding of urbanization.

   b. The world's largest city has changed several times during the last thousand years.

4. Paragraph I:

   a. Some new architecture can improve the basic structure of a city.

   b. Frank Gehry's Guggenheim Museum improved tourism in Bilbao.

B | **Identifying Meaning from Context.** Find and underline the following words and phrases in the reading passage on pages 59–61. Use context to help you identify the meaning of each word. Complete the definitions. Check your answers in a dictionary.

1. Paragraph C: When people **flock to** a place, they _____ in large numbers.

2. Paragraphs D and E: **Relative to** something means in _____ with it.

3. Paragraph F: If things **pop out**, they are very _____ because they are unusual.

4. Paragraph G: **Slums** are parts of cities where living conditions are very _____.

5. Paragraph H: **Knitting** things together is _____ them.

6. Paragraph I: Things that **draw** people to a city make them want to _____.

7. Paragraph I: If something is **excusable**, you can understand and _____ it.

C | **Identifying Supporting Details.** Find details in the reading passage to answer the following questions.

The 19.20.21 Project (Paragraphs D–F)

1. What do the numbers in the title of Wurman's project mean (*19, 20,* and *21*)?

   _____

2. What are some examples of cities that "pop out" to Wurman? Why do they "pop out"?

   _____

D | Identifying Reasons. Note answers to these questions. Then discuss your ideas with a partner.

1. Why was creating the High Line Park in New York City a positive change? (Paragraph H)

_____

2. Why does Wurman think there is too much "bling" architecture? (Paragraph I)

_____

3. Why can you sometimes excuse "bling" architecture, according to Wurman? (Paragraph I)

_____

E | Critical Thinking: Evaluating Sources. Imagine that you are going to make recommendations for improving a city. Check (✓) the experts you would consult and give reasons for your choices. For each type of expert you check, answer the questions below. Share your ideas in a small group.

☐ architects   ☐ landscapers   ☐ entertainers

☐ urban planners   ☐ environmentalists   ☐ artists

☐ engineers   ☐ scientists   ☐ other: _____

1. What information would you want to get from the person?
2. What questions would you ask the person?

F | Critical Thinking: Synthesizing. Think about the passages you read in this unit and answer this question. Share your answer in a small group.

Which person do you think has the most positive view of cities—Edward Glaeser, Stewart Brand, Shlomo Angel, or Richard Wurman? Why? Give examples to support your opinion.

_____

_____

_____

G | Personalizing. Discuss your answers to these questions in small groups.

1. What are some famous signature buildings in cities around the world? How do they symbolize the places they are in?

2. What are some examples of expensive, unusual, or "bling" architecture in your city or in a city you are familiar with? Do you like these structures? Why, or why not?

GOAL: Writing Descriptive Paragraphs

In this lesson, you are going to plan, write, revise, and edit descriptive paragraphs on the following topic: ***Describe two things that improved the quality of life in your city or a city you know.***

A | **Brainstorming.** Think of a city you know well that is better to live in now than it used to be. What was it like in the past? What is it like now? Think about architecture, environmental issues, public transportation, job opportunities, etc. Complete the chart with your ideas.

City _____

In the Past	**Today**

Free Writing. Write about what the city in your brainstorming notes is like today. Think about the things that make it a nice place to live. Write for five minutes.

B | Read the information in the box. Then use the cues to complete the sentences (1–4) with the correct simple past form of the verb, or *used to* + verb.

Language for Writing: Using the Simple Past and *used to*

When you describe a situation in the past, you usually use the simple past forms of verbs.

*Ten years ago, it **was** difficult to get around the city. People **drove** everywhere because there **was** no convenient public transportation. People **didn't walk** downtown because it was dangerous.*

We can also use *used to* to describe regular conditions and behavior in the past.

*People **used to drive** downtown instead of taking public transportation.*
*It **used to be** dangerous to walk in certain neighborhoods at night.*
*It **used to take** hours to get from one side of the city to the other.*

Use *used to* with the base form of the verb.   See page 247 for a list of irregular past verb forms.

1. There / be / a lot of air pollution. (*used to*)

_____

2. The buses / run / on gasoline. (simple past)

_____

3. We / not have / a sports team in my city. (simple past)

_____

4. Downtown / look / very unattractive. (*used to*)

_____

C | Applying. Write about past conditions in the city you thought about in your brainstorming notes. Write three affirmative sentences and two negative sentences. Use the simple past and *used to*.

> ### Writing Skill: Writing a Thesis Statement
>
> A paragraph typically expresses one main idea. When you write an essay, you will present several main ideas. Each main idea appears in **body paragraphs**, the main part of an essay. An essay also includes an introductory paragraph. This paragraph gives general information about the topic, and it includes a **thesis statement**, which is a statement that expresses the idea of the entire essay. A good thesis statement has the following characteristics:
>
> - It presents your position or opinion on the topic.
> - It includes the reasons for your opinion or position on the topic.
> - It expresses only the ideas that you can easily explain in your body paragraphs.
> - It includes key words that connect with the topic sentences of the body paragraphs.
>
> *The quality of life in Morristown is better today than it was in the past* because we now
> **Opinion**
> have *a more convenient bus system* and *pedestrian-only streets downtown*.
> **Reason 1**   **Reason 2**
>
> Topic sentence for first body paragraph:
> *A more convenient bus system* is one thing that has improved life in Morristown.
>
> Topic sentence for second body paragraph:
> *Having pedestrian-only streets* in the downtown area is another change that has made life better.

D | Critical Thinking: Analyzing. Read the following pairs of thesis statements. Check the one in each pair that you think is better. Share your answers with a partner.

1. a. _____ Life is a lot better in Philadelphia than it was a few years ago for several good reasons.

   b. _____ Life is a lot better in Philadelphia today because there is less crime and more job opportunities.

2. a. _____ Two recent changes have improved the city of San Pedro—new streetlights and better roads.

   b. _____ Most residents of San Pedro are very pleased with the recent infrastructure improvements.

E | Applying. Decide what your opinion is on each topic below and give two reasons for each opinion. Use your opinions and your reasons to write two thesis statements.

1. Are primates and office workers similar in any way?

   My opinion:_____

   Reason 1: _____ Reason 2: _____

   Thesis statement: _____

2. Should people conduct scientific research on mummies?

   My opinion:_____

   Reason 1: _____ Reason 2: _____

   Thesis statement: _____

WRITING TASK: Drafting and Revising

A | **Planning.** Follow the steps to make notes for your paragraphs.

Step 1 Write the name of the city you are going to discuss in the chart below. Look at your brainstorming notes and choose the two most important things that make this city a better place to live today. Write these two things in the outline.

Step 2 Complete the thesis statement in the outline.

Step 3 Write topic sentences for each of your body paragraphs. In your topic sentences, use the key words in the reasons that you circled in your thesis statement.

Step 4 Now write two (or more) examples or details for the supporting ideas in each body paragraph.

City: _____

Two things that make it a better place to live: _____

_____

_____

Thesis statement: The quality of life in _____ is better today than it was in the past because _____ and _____.

Body Paragraph 1: Topic sentence: _____ is one thing that has improved life in _____.

Supporting Idea 1: _____

_____

Supporting Idea 2: _____

_____

Supporting Idea 3: _____

_____

Body Paragraph 2: Topic sentence: _____ has also improved life in _____.

Supporting Idea 1: _____

_____

Supporting Idea 2: _____

_____

Supporting Idea 3: _____

_____

Ideas for Introduction: _____

_____

Step 5 Think of some general information about your city: Where is it located? How many people live there? What do most people know about it? Write these ideas on the lines after "Ideas for Introduction."

B | Draft 1. Use the notes in your chart to write a first draft.

C | Critical Thinking: Analyzing. Work with a partner. Read the paragraphs about changes in San Francisco. Then follow the steps to analyze the paragraphs.

Introduction

San Francisco is a large city in Northern California. It has always been a nice place to live because it has beautiful architecture and good weather. However, two recent changes have made the city an even better place to live—underground electrical wires and new bike lanes.

Body Paragraph 1

Putting electrical wires underground is one thing that has improved the appearance of San Francisco. In the past, the city used to have above-ground electrical wires hanging across every street. The wires hung on tall wooden poles that were placed on every block. The poles and the wires were unattractive. For example, in one neighborhood, North Beach, they blocked people's view of the sky, the trees, and the beautiful Victorian apartment buildings that lined the streets. Then, a few years ago, the city put all the electrical wires underground. This made the streets look much better. Today, people can enjoy the beautiful views as they walk down the streets in most San Francisco neighborhoods.

Body Paragraph 2

Creating new bike lanes has also improved the quality of life in San Francisco. It used to be dangerous to ride a bike in some areas of the city. Because they had to share the same lanes, cars and bikes were competing for space, and drivers injured many cyclists. In 2010, the city created special biking lanes going into and out of the downtown areas. These lanes encouraged more people to ride bikes instead of driving their cars downtown. Bike riding reduces the number of cars, so there's less traffic downtown now. Fewer cars on the road mean fewer greenhouse gas emissions, so the air quality is better in the city, too.

Step 1 Underline the thesis statement in the introduction.

Step 2 Circle the two reasons in the thesis statement that support the writer's position or opinion on the topic.

Step 3 Underline the topic sentences in the two body paragraphs.

Step 4 Circle the key words in each topic sentence that match the key words in the thesis statement.

Step 5 In the first body paragraph, put an ✘ next to sentences that explain the way things used to be in the city. Check (✔) the sentences that describe changes.

Step 6 Repeat Step 5 for the second body paragraph.

D | Revising. Follow steps 1–6 in exercise **C** to analyze your own paragraphs.

E | Peer Evaluation. Exchange your first draft with a partner and follow the steps below.

Step 1 Read your partner's paragraphs and tell him or her one thing that you liked about them.

Step 2 Complete the chart on the next page based on your partner's paragraphs.

City: _____

Two things that make it a better place to live: _____

Thesis statement: The quality of life in _____ is better today than it was in the past because _____ and _____.

Body Paragraph 1: Topic sentence: _____ is one thing that has improved life in _____.

Supporting Ideas: _____

Body Paragraph 2: Topic sentence: _____ has also improved life in _____.

Supporting Ideas: _____

Step 3 Compare this outline with the one that your partner created in exercise **A** on page 66.

Step 4 The two outlines should be similar. If they aren't, discuss how they differ.

F | **Draft 2.** Write a second draft of your paragraphs. Use what you learned from the peer evaluation activity and your answers to exercise **D**. Make any other necessary changes.

G | **Editing Practice.** Read the information in the box. Then find and correct one mistake with the simple past or *used to* in each of the sentences (1–4).

> In sentences with the simple past and *used to*, remember to:
> - follow *used to* with the base form of the verb.
> - use the correct past forms for irregular verbs.

1. The Empire State Building used need a lot of energy, but now it is more energy-efficient.
2. The creek in downtown Seoul used to being covered in cement, but the city restored it.
3. Bangkok used to was very noisy, but the cars and motorcycles are much quieter now.
4. No buses runned in the downtown area, and this caused a lot of traffic.

H | **Editing Checklist.** Use the checklist to find errors in your second draft.

Editing Checklist	Yes	No
1. Are all the words spelled correctly?		
2. Is the first word of every sentence capitalized?		
3. Does every sentence end with the correct punctuation?		
4. Do your subjects and verbs agree?		
5. Did you use the simple past and *used to* correctly?		
6. Are other verb tenses correct?		

I | **Final Draft.** Now use your Editing Checklist to write a third draft of your paragraphs. Make any other necessary changes.