



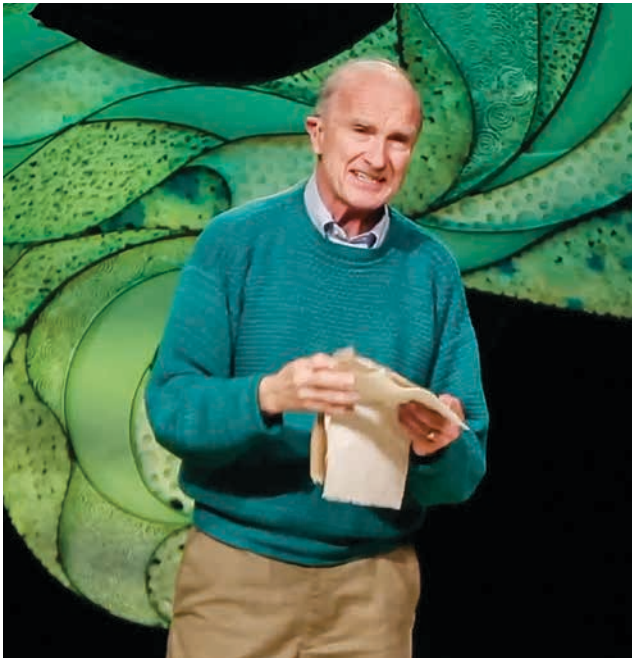


# Scope and Sequence

UNIT / THEME		LISTENING	LISTENING SKILL	SPEAKING SKILL	CRITICAL THINKING SKILLS
<b>UNIT 1</b> <b>Small Actions, Big Results</b> <i>Conservation</i> page 2		<i>Tips for Saving Water</i> A television interview • with slide show	Listen for numbers and statistics	Give tips or suggestions	Predict Interpret Reflect Synthesize Personalize Evaluate
<b>UNIT 2</b> <b>Connecting to Nature</b> <i>Photography</i> page 22		<i>Photos from a Safari</i> A conversation • with slide show	Recognize a speaker's tone and feeling	Use descriptive language	Predict Reflect Interpret Infer Synthesize Personalize Evaluate
<b>UNIT 3</b> <b>Going Places</b> <i>Innovation</i> page 42		<i>No Car, No Worries</i> A panel discussion • with slide show	Listen for signposts	Use listing signals	Infer Predict Reflect Interpret Synthesize Evaluate
<b>UNIT 4</b> <b>Music, Music Everywhere</b> <i>Music</i> page 62		<i>What's Your Music-Listening Style?</i> An interview	Listen for reasons	Give reasons	Analyze Personalize Predict Reflect Interpret Synthesize Evaluate
<b>UNIT 5</b> <b>Give Thanks</b> <i>Sociology</i> page 82		<i>The Power of Gratitude</i> A presentation • with slide show	Listen for key words and phrases	Support ideas with examples	Predict Analyze Personalize Reflect Interpret Synthesize Evaluate
<b>UNIT 6</b> <b>Tell Me Why...</b> <i>Education</i> page 102		<i>Benefits of Curiosity</i> A conversation	Make inferences	Show interest	Predict Reflect Interpret Infer Synthesize Personalize Evaluate
<b>UNIT 7</b> <b>The Livable City</b> <i>Urban Planning</i> page 122		<i>Public Space and the Livable City</i> An academic lecture • with slide show	Listen for problems and solutions	Talk about solutions	Reflect Analyze Predict Infer Interpret Synthesize Evaluate
<b>UNIT 8</b> <b>Life Lessons</b> <i>Psychology</i> page 142		<i>How to Change Your Life</i> An academic lecture • with slide show	Listen for listing words and phrases	Rephrase key ideas	Personalize Predict Infer Interpret Synthesize Evaluate

PRONUNCIATION SKILL	NOTE-TAKING SKILL	TED TALKS	PRESENTATION SKILL	UNIT ASSIGNMENT
Syllable stress	Use an outline	<i>How to use a paper towel</i> <b>Joe Smith</b>	Focus your topic	Give a group presentation on tips to help the environment
Thought groups and pausing	Use abbreviations and symbols	<i>Photos from a storm chaser</i> <b>Camille Seaman</b>	Use visual aids	Give an individual presentation describing a time when you felt connected to nature
Statement intonation	Indent details	<i>A skateboard with a boost</i> <b>Sanjay Dastoor</b>	Rehearse your presentation	Participate in a panel discussion about ecofriendly methods of transportation
Contractions with <i>be</i>	Write key words or short sentences	<i>Why I take the piano on the road ... and in the air</i> <b>Daria van den Bercken</b>	Use an effective hook	Give an individual presentation describing your music-listening style
Sentence stress	Use a mind map	<i>Why lunch ladies are heroes</i> <b>Jarrett J. Krosoczka</b>	Tell a personal story	Give an individual presentation describing an experience of giving or receiving thanks
Intonation in questions	Use a T-chart	<i>3 rules to spark learning</i> <b>Ramsey Musallam</b>	Consider your audience	Give an individual presentation about a time when your curiosity led you to learn or try something new
Linking	Review your notes	<i>How to reinvent the apartment building</i> <b>Moshe Safdie</b>	Organize a problem-solution presentation	Give an individual presentation describing a building or public space that makes a city or town more livable
Vowels in unstressed syllables	Record definitions	<i>3 things I learned while my plane crashed</i> <b>Ric Elias</b>	Have a strong conclusion	Give an individual presentation about a change you made or want to make



**1** How to use a paper towel  
**JOE SMITH**



**2** Photos from a storm chaser  
**CAMILLE SEAMAN**



**3** A skateboard with a boost  
**SANJAY DASTOOR**



**4** Why I take the piano on the road ...  
and in the air  
**DARIA VAN DEN BERCKEN**



**5** Why lunch ladies are heroes  
**JARRETT J. KROSOCZKA**



**6** 3 rules to spark learning  
**RAMSEY MUSALLAM**



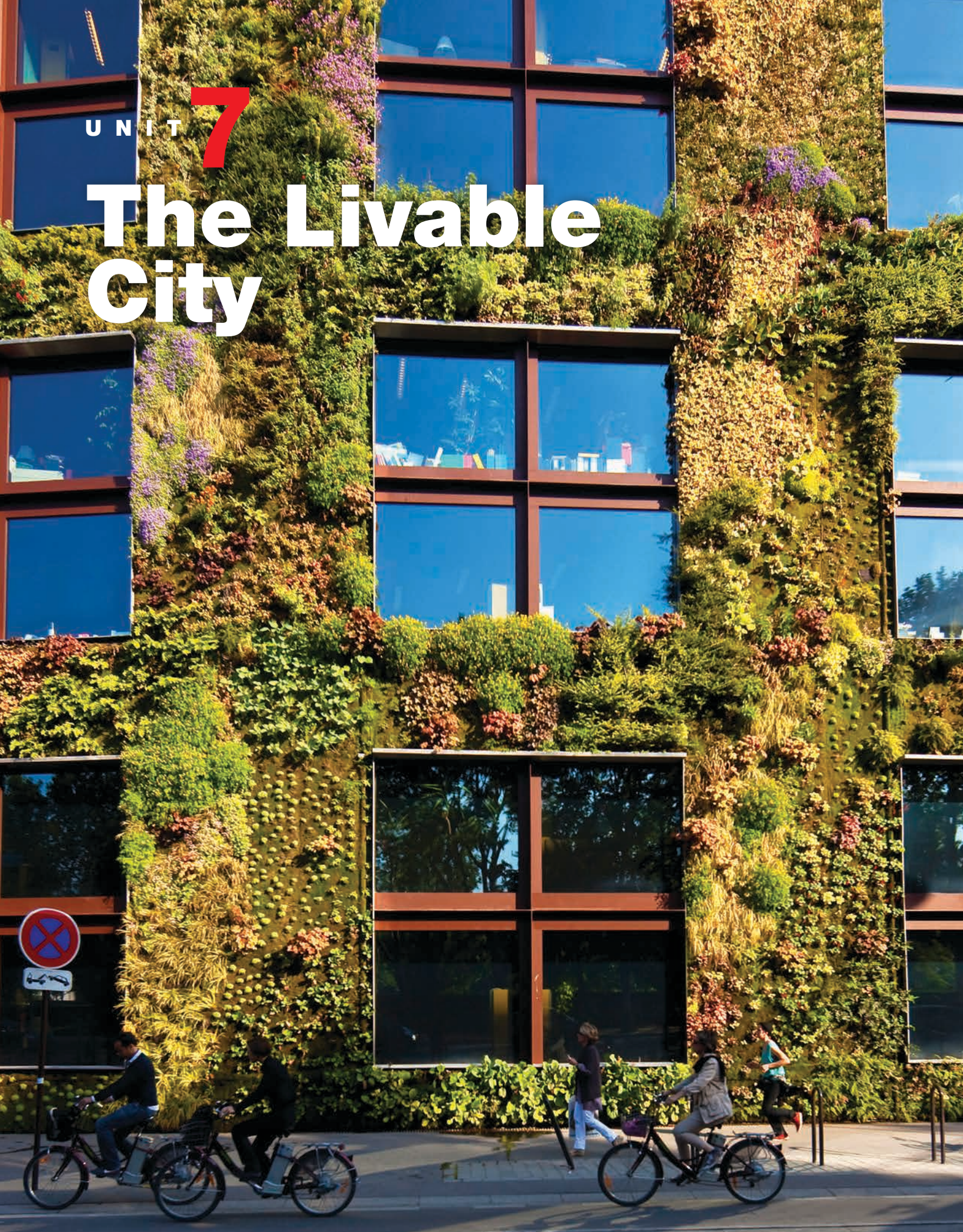
**7** How to reinvent the apartment building  
**MOSHE SAFDIE**



**8** 3 things I learned while my plane crashed  
**RIC ELIAS**

UNIT **7**

# The Livable City





A vertical garden on the Quai Branly Museum  
in Paris, France

## THINK AND DISCUSS

- 1 Read the unit title. What is a “livable city”?
- 2 Look at the photo and read the caption. What is the connection between the unit title and this building?

### PART 1

*Public Space and the Livable City*

#### Listening

Listen for Problems and Solutions

#### Speaking

Talk about Solutions

#### Pronunciation

Linking

### PART 2

## TED TALKS

### Moshe Safdie

*How to reinvent the apartment building*

#### Note Taking

Review Your Notes

### PUT IT TOGETHER

#### Communicate

Give an Individual Presentation


#### Presentation Skill

Organize a Problem–Solution Presentation

**BEFORE YOU LISTEN**

**A COMMUNICATE** Work in a small group. Discuss these questions.


1. Look at the photo. What kind of place is this? Where do you think it is? What do you think people do in this place?
2. Describe a big city near you.
3. Do you live in a big city? If yes, do you like living there? Why, or why not? If not, do you want to live in a big city? Why, or why not?

**B**  **2.23 COLLABORATE** You will listen to a lecture about public space and the livable city. Listen to an excerpt from the beginning of the lecture. Then with your group, answer the professor's question: *What's a "livable" city?*

Bedzed in London is the UK's first large-scale environmentally friendly community with homes, offices, a college, and community facilities.



## VOCABULARY

**C**  **2.24** Read and listen to the sentences with words from the lecture. Guess the meaning of each bold word or phrase. Then write each word or phrase next to its definition.

- a. San Francisco is an **attractive** city. It has beautiful views and good-looking buildings.
- b. Cities that have large **public** parks include Mexico City and Moscow. People who live in these cities can use the parks for free.
- c. A museum exhibit can **draw** a big crowd of people. For example, over 154,000 people came to the “Titanic” exhibit at the National Mississippi River Museum.
- d. Cities that have safe places to walk and exercise help people to **lead** healthier lives.
- e. The Walt Disney Concert Hall is a famous **performance center** in Los Angeles, California. You can see orchestras from all over the world there.
- f. Many cities provide places for teens to **hang out**. At these places, they can meet friends and participate in activities, such as rock climbing and other sports.
- g. An open **sewer** is a danger to public health. In modern cities, underground pipes safely carry waste water away from homes and businesses.
- h. Paris-Plage is an area for **recreation** on the River Seine in Paris, France. It has a sandy beach, a swimming pool, and areas for inline skating, playing volleyball, and other activities.
- i. San Francisco **residents** enjoy city life. Most of the people who live there like living in a big city.
- j. Cars and **pedestrians** both need to watch out for each other in order to make city streets safe. Walkers and drivers are both responsible for avoiding accidents.

- 1. pedestrians (n) people walking on a sidewalk, across a street, or down a road
- 2. \_\_\_\_\_ (v) attract
- 3. \_\_\_\_\_ (adj) nice-looking
- 4. \_\_\_\_\_ (v) spend time in a place
- 5. \_\_\_\_\_ (n) fun things to do, such as sports, hobbies, and amusements
- 6. \_\_\_\_\_ (n) a place for presentations of ceremonies or works of art (drama, music, dance, etc.) for an audience
- 7. \_\_\_\_\_ (n) people who live in a certain place
- 8. \_\_\_\_\_ (adj) meant for use by the people
- 9. \_\_\_\_\_ (v) experience
- 10. \_\_\_\_\_ (n) a tunnel or pipe that carries waste and liquid from kitchens and showers





**D COMMUNICATE** Work with a partner. Take turns asking and answering the questions. Use the words in **bold** in your answers.

A: What types of **recreation** do you enjoy most?

B: For **recreation**, I like to go swimming and play volleyball.

1. What types of **recreation** do you enjoy most?
2. In your opinion, what is the most **attractive** city in the world? Why?
3. Where do you and your friends usually **hang out** on the weekends?
4. Have you ever been to a **performance center**? Where? What did you see there?
5. Are there any streets just for **pedestrians** in your city? Are pedestrian-only streets a good idea? Why, or why not?

## LISTEN

**E**  **2.25**  **1.34** **LISTEN FOR MAIN IDEAS** Read the statements. Then listen to the lecture. Check [✓] the statement that best expresses the main idea of the entire lecture.

1. \_\_\_\_\_ Public spaces should be clean and attractive.
2. \_\_\_\_\_ Factoría Joven is an example of a good public space.
3. \_\_\_\_\_ Public spaces can make cities more livable.
4. \_\_\_\_\_ Good public spaces improve the environment.
5. \_\_\_\_\_ Good public spaces draw people together.



### LISTENING SKILL Listen for Problems and Solutions

Recognizing problems and connecting them with their solutions is an important listening skill. To recognize and connect problems and solutions, listen for the following signal words and phrases:


#### Signals for Problems:

*The / One problem / issue / challenge (with . . . ) is . . .*


#### Signals for Solutions:

*The / One solution / answer / response is . . .*

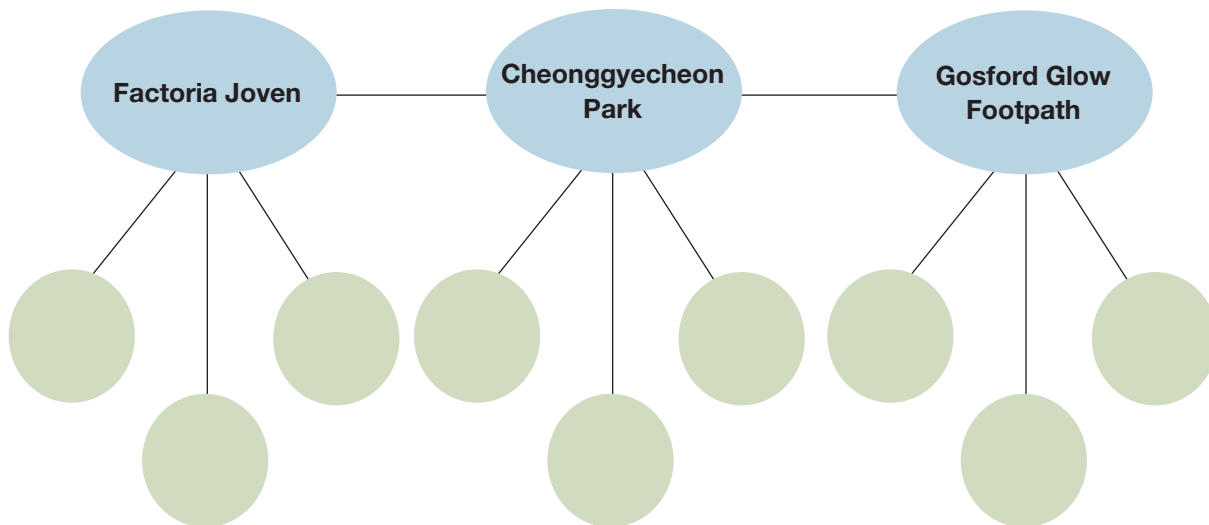
*This . . . solves / addresses / deals with the problem*

**F**  **2.26 LISTEN FOR DETAILS** Listen to three excerpts from the lecture. Match each place with the problem it solves. There is one extra problem.

PLACE	PROBLEM
1. _____ Factoria Joven	a. bad air
2. _____ Cheonggyecheon Park	b. lack of fresh food
3. _____ Gosford Glow Footpath	c. lack of activities for young people
	d. dangerous areas

**G**  **2.27 LISTEN FOR DETAILS** Listen to segments from the lecture. Match each detail in the box with the correct public space. Write the letters of the details in the correct places in the mind map below.

a. was designed for young people	d. has walls you can paint on	g. saves electricity
b. is open 24 hours a day	e. was covered by a freeway	h. makes walking safer
c. is in Australia	f. is in Spain	i. is in South Korea



**H COMMUNICATE** Work in a small group. Discuss your answers to these questions. Give reasons for your answers.

1. Which public space described in the lecture would you like to visit? Why?
2. Which one do you think is the most interesting? Why?
3. Which one is the most useful? Why?

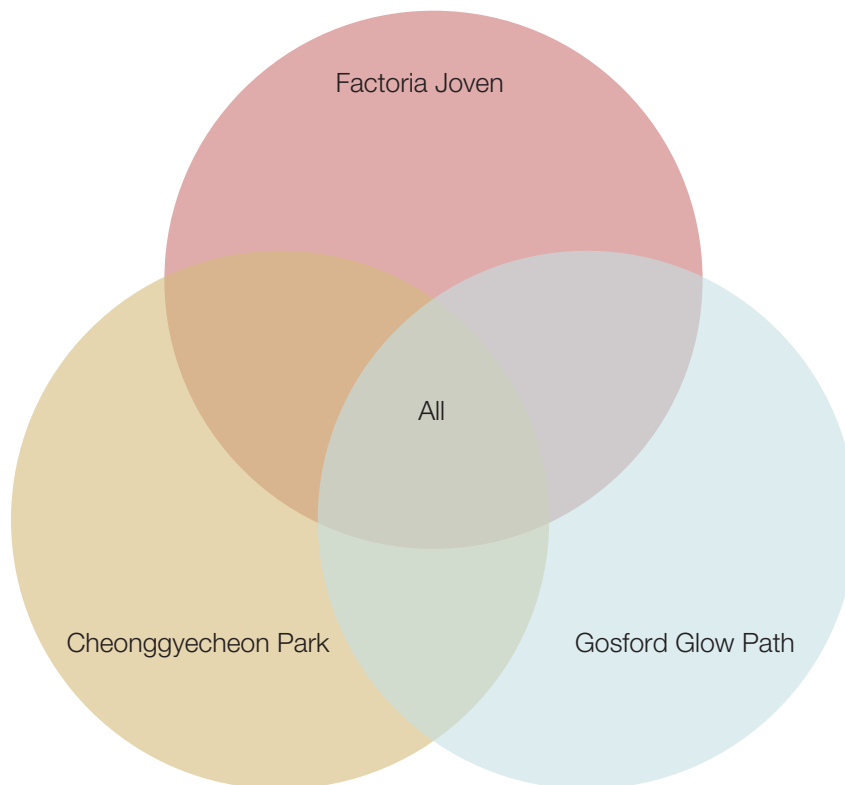
## AFTER YOU LISTEN

---

**I THINK CRITICALLY Reflect.** Work in a small group. Look at the list of characteristics (typical qualities) that make a public space more livable. Then complete the Venn diagram by answering the questions.

- a. is safe
- b. has activities for people to do
- c. attracts people
- d. helps make the environment healthier
- e. helps people connect with nature
- f. saves energy
- g. adds beauty

1. What characteristics do Factoria Joven, Cheonggyecheon Park, and Gosford Glow Path have in common? Write the letters in the space where the three circles overlap.
2. Which characteristics do two of the places share? Write those letters in the spaces where the two circles overlap.
3. Finally, do any characteristics belong to just one place? Write those letters in the space where the circles do not overlap.



4. Now discuss your answer to this question with your group:  
Which characteristic do you think is the most important one for a public space to have?



Cheonggyecheon Stream,  
Seoul, South Korea

## SPEAKING

### SPEAKING SKILL Talk about Solutions

To talk about solutions, speakers use the words and phrases you learned in the Listening Skill box on page 126. When using these signal words and phrases, you should try to vary your word choice to avoid too much repetition.

For example:

*One **issue** in big cities is the lack of space. High-rise buildings can **address this problem**. Tall buildings **solve this issue** by taking up vertical space, which is unlimited. Another **response** is creating public spaces. Public spaces are a good **solution** because they provide people with places to meet outside their homes.*

**J THINK CRITICALLY Analyze.** Work in a small group. Think about the conditions in big cities. Look at the list of issues below and add two of your own ideas. Then think of two possible solutions for each issue.

ISSUES	POSSIBLE SOLUTIONS	
crime	1. _____	2. _____
crowds	1. _____	2. _____
traffic	1. _____	2. _____
noise	1. _____	2. _____
your idea	1. _____	2. _____
your idea	1. _____	2. _____

**K** Report to the class your possible solutions to the issues in exercise J. Use solution words and phrases.

A: *One issue in big cities is crime. A good solution is better street lights.*


B: *Another response to crime is to have more police officers.*


### PRONUNCIATION SKILL Linking

English speakers often connect words when they talk. For example, they often connect the final consonant sound of one word to the first vowel sound in the next word. This makes the two words sound like one word. This is called **linking**.


It's important to recognize linking sounds so you can better understand English speakers. Also, if you link sounds, your speech will sound more natural.

Listen to how the following words are linked.

 **2.28** first of all      what's a      some are

**L**  **2.29** Listen to some sentences from the lecture. Draw lines to connect the linked sounds.

1. These are common problems.
2. It's attractive.
3. It attracts about 150 young people each day.
4. Let's take a look at some examples.
5. They also solve other problems of city life.


**M**  **2.30** Listen and complete the sentences with the words you hear.

1. \_\_\_\_\_ Merida, Spain.
2. \_\_\_\_\_ the outside.
3. And that's what we're going to \_\_\_\_\_ today.
4. Then it became \_\_\_\_\_ sewer.
5. People come to the \_\_\_\_\_ night, just to look at it.

**N** Work with a partner. Take turns reading the sentences in exercises L and M with linked sounds.

## PART 2 TED TALKS

# How to reinvent the apartment building

A photograph of Moshe Safdie, an elderly man with white hair and a mustache, wearing a dark blue blazer over a white shirt and grey trousers. He is standing on a stage, holding a small black device in his right hand and gesturing with his left. Behind him is a large screen displaying a 3D architectural rendering of a modern apartment complex with green spaces and a waterfront. The stage has a red carpet.

“ There has to be another way of doing this. ”

## BEFORE YOU WATCH

**A THINK CRITICALLY Predict.** Read the title and information about the TED speaker. *Reinvent* means to do something in a new way. Why might the TED speaker want to reinvent apartment buildings? Tell your class.

### **MOSHE SAFDIE** Architect

Moshe Safdie is an Israeli/Canadian/American architect. He designs apartments, museums, airports, and other structures. He is interested in public spaces that improve cities and towns. Safdie also builds apartments that let in natural light and include lots of open space and gardens. He wants his apartments to help people connect to nature, even when they live in big, crowded cities.

Moshe Safdie's idea worth spreading is that we can plan today for livable cities of the future. We can create apartment buildings and other structures that connect people more closely with each other and with the natural world.


**B COMMUNICATE** Work with a partner. Discuss your answers to the questions.

A: *Apartment buildings in big cities often have a main front door. They usually don't have gardens.*

B: *Actually, they often don't have much space around them at all.*

1. Describe the typical apartment building in a large city. What does it look like?
2. What are some good things about living in a big apartment building in a large city? What are some bad things?
3. In his TED Talk, Safdie talks about both urban (city) areas and suburbs, small cities or towns outside large cities. What are some good things about living in a suburb? What are some bad things?

## VOCABULARY

**C**  **2.31** The sentences below will help you learn words and phrases in the TED Talk. Read and listen to the sentences. Choose the meaning of each bold word or phrase.

1. Safdie designs **middle-income** housing projects. They might be too expensive for some people, but you don't have to be rich to live in them.  
a. high-income                      b. average-income                      c. low-income
2. It costs a lot to live in Tokyo and San Francisco. However, Mumbai, India, is one of the most **affordable** cities in the world.  
a. crowded                      b. dangerous                      c. inexpensive
3. People who live in the suburbs have to drive a lot. One way to **sustain** the suburbs is to move businesses into them so people don't have to drive so much.  
a. visit                      b. keep                      c. destroy
4. The Outdoor Sculpture Collection at Western Washington University is a public space that is **integrated with** an outdoor art gallery. Students can sit and talk and enjoy art at the same time.  
a. separated from                      b. combined with                      c. inside of
5. We need to look at city living in a new way. For example, we need to **rethink** the way we create housing in crowded cities.  
a. reconsider                      b. forget                      c. remind
6. Safdie built a unique housing project: Each **unit** is like a house. Residents don't feel like their home is attached to another person's home.  
a. apartment                      b. amount                      c. project
7. The population **density** of large cities gave Safdie an idea: Can we build housing projects that don't feel crowded, even if the city itself is crowded?  
a. cost                      b. amount of crime                      c. closeness

8. It costs a lot of money to live in Tokyo. For example, it's **extremely** expensive to buy an apartment there.  
 a. somewhat                      b. very                      c. not at all
9. The architects took an old office building and completely **reconfigured** it. They put shops on the ground floor and apartments on the top floors.  
 a. changed the structure      b. destroyed it              c. kept the original design
10. A popular **concept** in architecture is creating spaces that help people connect with nature.  
 a. issue                      b. project                      c. idea


**D COMMUNICATE** Work in a small group. Read and answer the questions. Use the words in bold in your answers.

A: *What is your idea of the perfect housing **unit**? What features does it have?*

B: *The perfect housing **unit** is big and has lots of windows.*

1. What is your idea of the perfect housing **unit**? What features does it have?
2. Where do **middle-income** families live in your area?
3. What are some examples of **affordable** places to live? What makes them affordable?
4. What are some popular **concepts** about making cities more livable?

## WATCH

**E**  **1.35 WATCH FOR MAIN IDEAS** Watch segment 1 of the edited TED Talk. What is the issue that Safdie describes? What is the solution? Check [✓] the correct answers.

### Issue

1. \_\_\_\_\_ The need to make cities less crowded and more like suburbs
2. \_\_\_\_\_ The need to improve life for people who live in apartments
3. \_\_\_\_\_ The need to let more light into apartments

### Solution

1. \_\_\_\_\_ Move people out of cities.
2. \_\_\_\_\_ Add gardens to apartments.
3. \_\_\_\_\_ Make apartments like houses.

### WORDS IN THE TALK

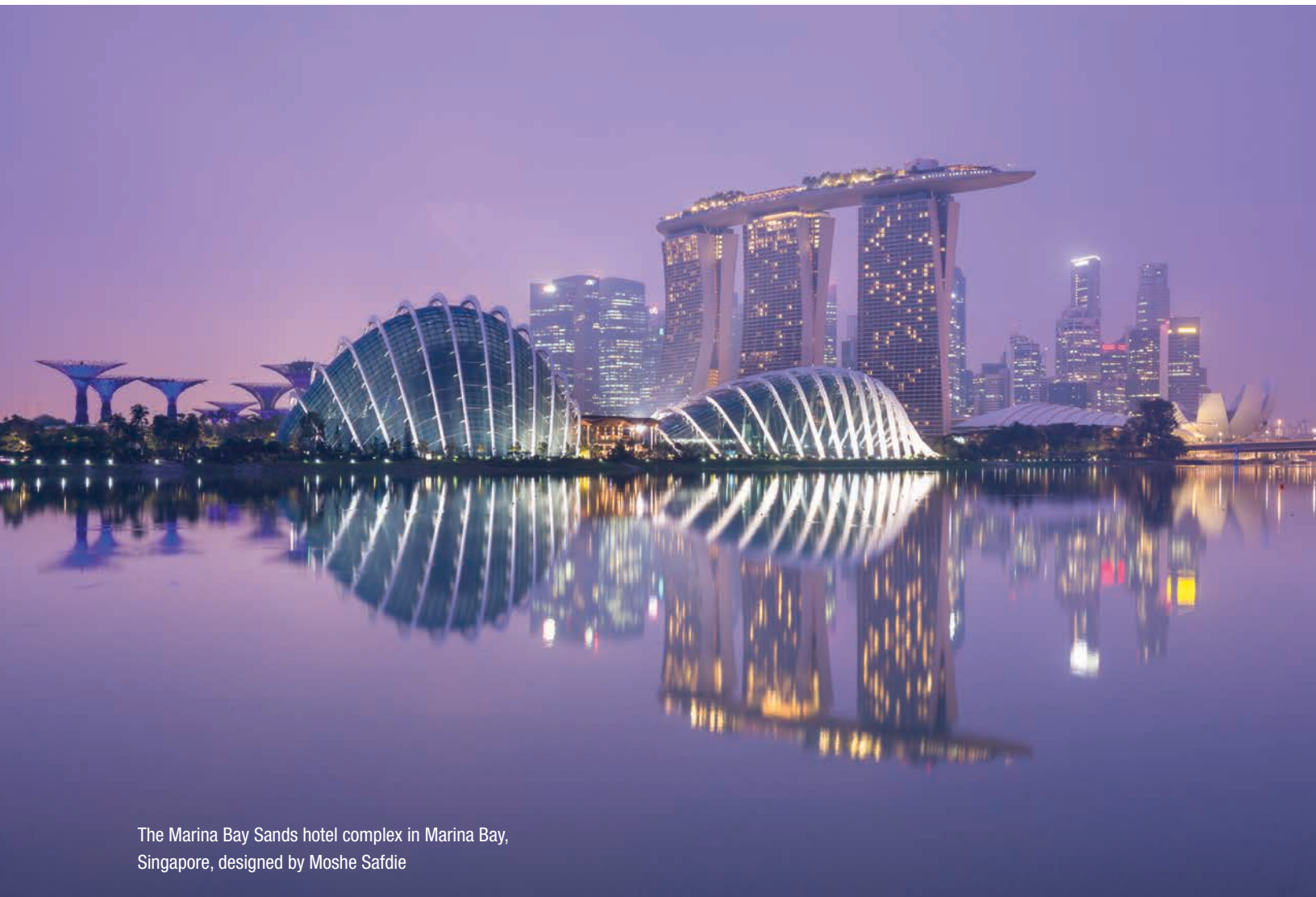
*prevailing (adj):* having the most influence

*promenades (n):* special areas for walking



**F THINK CRITICALLY Infer.** In segment 1, Safdie refers to public high-rise buildings in cities such as New York and Philadelphia, and to the people “who have no choice” about living in them. Work with a partner. Discuss your answers to these questions.

- 1 Who do you think Safdie is describing?
- 2 Why do some people have no choice about where they live?



The Marina Bay Sands hotel complex in Marina Bay, Singapore, designed by Moshe Safdie

**learnmore** Most new homes that were built in the U.S. during the 1960s were in suburbs, large areas outside of big cities. It was part of the “American Dream” to leave the city and live in the suburbs, where the air was clean and the schools were good. In the suburbs, homes were far from businesses. Also, there often was no public transportation, so people had to drive everywhere. This is still true today in many U.S. suburbs, but good public transportation and walkable areas are now being developed.

- G** **▶ 1.36 WATCH FOR DETAILS** Watch segment 2 of the edited TED Talk. As you watch, pay attention to details that explain how Habitat solves the problem Safdie is concerned about. Complete the notes with words from the box. You can use some words more than once.

urban	apartments	garden	public	community
incomes	three hours	parks	longest	light

### New York City, U.S.

\_\_\_\_\_ above offices  
1

gardens and open space for the \_\_\_\_\_  
2

each apartment has its own \_\_\_\_\_  
3

lets in lots of \_\_\_\_\_  
4

### Qinhuangdao, China

for people with middle \_\_\_\_\_  
5

each apartment lets in \_\_\_\_\_ of light in winter  
6

### Singapore (1<sup>st</sup> example) & Colombo, Sri Lanka

also for people with average \_\_\_\_\_  
7

has gardens, \_\_\_\_\_ streets, and \_\_\_\_\_  
8 9

### Singapore (2<sup>nd</sup> example)

promenades and parks integrated with \_\_\_\_\_ life  
10

\_\_\_\_\_ gardens  
11

“sky park” with jogging paths, restaurants, and the world’s \_\_\_\_\_  
12

swimming pool

## NOTE-TAKING SKILL Review Your Notes

When you take notes during a presentation, you should review them soon afterward to make sure you understand them. If you remember more information, add it to your notes. If you didn't understand something or you think you might have missed some important information, ask a classmate or your teacher for help. Look at the example of notes the student took in Exercise G.

### Singapore (1st example) & Colombo, Sri Lanka

also for people with average incomes  
gardens, ???? streets, and parks


Now notice how two students discuss their notes.

A: *For the first Singapore example, I didn't get the type of streets. What do you have?*

B: *I have "community" . . . "community streets."*

A: *Oh, okay. Thanks.*

**H CHECK YOUR NOTES** Review your notes. Did you get everything? Compare your notes with a partner. Ask your partner questions about any answers that you are not sure about.

**I**  **1.37 EXPAND YOUR VOCABULARY** Watch the excerpts from the TED Talk. Guess the meanings of the phrases in the box.

are prevailing    came up with    and so on and so forth    touch on

**J WATCH MORE** Go to TED.com to watch the full TED talk by Moshe Safdie.

## AFTER YOU WATCH

---

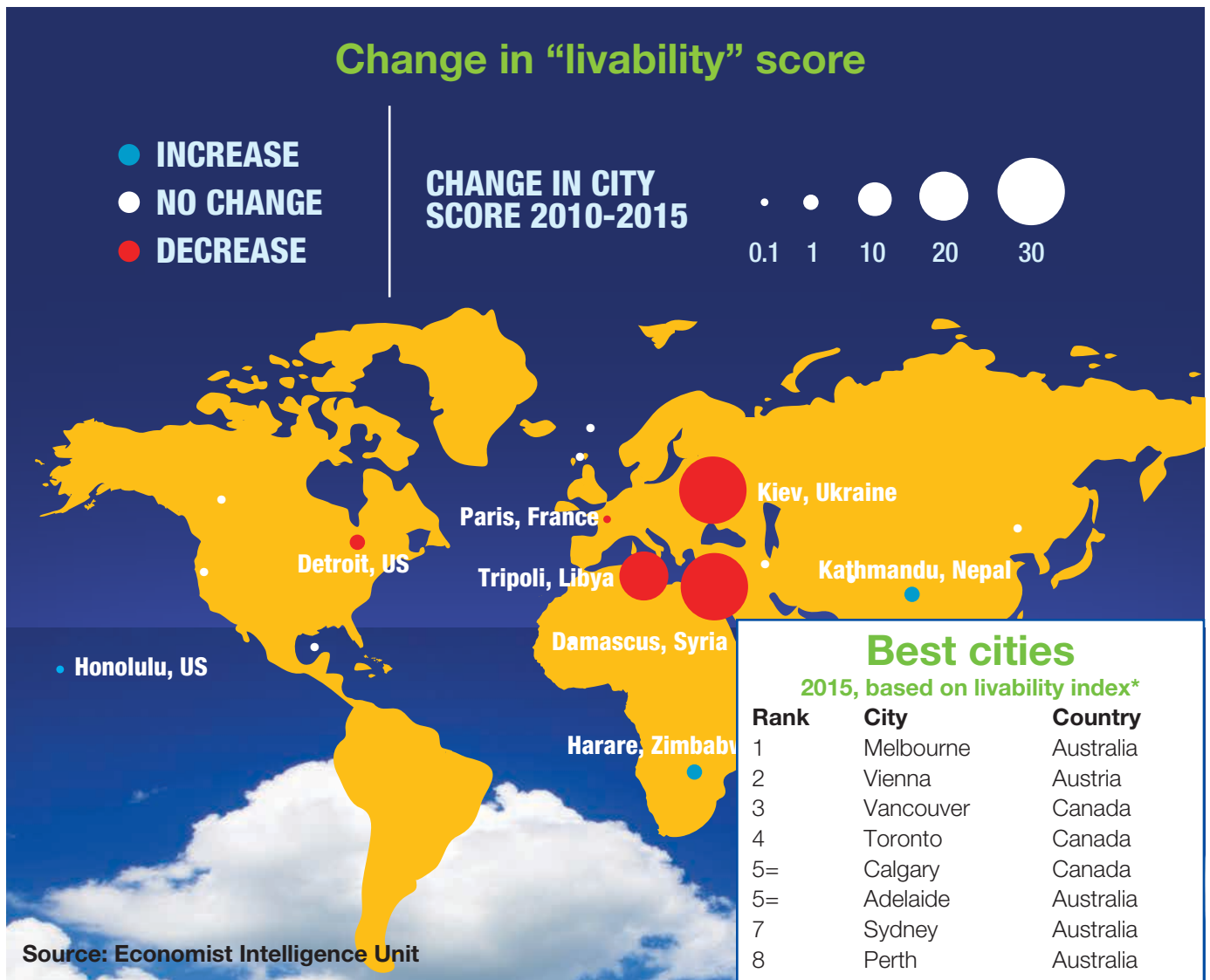
**K THINK CRITICALLY Infer.** In his talk, Safdie says, "We can't sustain suburbs, so let's design a building which gives the qualities of a house to each unit." Work with a partner. Discuss your answers to these questions.

1. Why do you think Safdie says that we can't sustain suburbs?
2. What are some "qualities of a house" that Safdie mentions?

**L THINK CRITICALLY Interpret an Infographic.** Work with a partner. Look at the infographic and chart. Discuss your answers to these questions.

1. Between which years does the infographic show changes in livability?
2. Which five cities became less livable during this period?
3. Which three cities became more livable during this period?
4. Which country had the greatest number of livable cities in 2015?
5. What characteristics is the livability index based on?

# The World's Most Livable Cities



**WORDS IN THE INFOGRAPHIC**

*infrastructure (n):* roads, water, electricity, and other basic things that help a country's people and economy  
*stability (n):* a state of very little change or upset

\* Based on 30 factors spread across five areas: stability, infrastructure, education, health care, and environment

# Put It Together

**A THINK CRITICALLY Synthesize.** Work in a small group. Answer these questions. Use examples from the lecture in Part 1 and the TED Talk in Part 2 in your discussion.

1. What did planners do to make cities more livable?
2. In your opinion, which of the planners' ideas is the most useful or important? Why?

**B THINK CRITICALLY Analyze.** Are there any public spaces, buildings, or other projects in your area that are similar to the ones in the Part 1 lecture or the TED Talk? If yes, list them. Explain how they draw people together, increase safety, help people connect with nature, or make your area more livable in some way. If no, propose a space, building, or other project that your community should consider.

## COMMUNICATE

**ASSIGNMENT: Give an Individual Presentation** You will give an individual presentation about a building or public space that makes a city or town more livable. Explain how this building or space solves a problem of city living.



Parisians and tourists at Paris Plage on the bank of the Seine River in Paris, France

## PREPARE

### PRESENTATION SKILL Organize a Problem–Solution Presentation

There are several ways to organize a presentation about a problem and its solution. Two options are given below. With either, remember to start with some background information so the audience understands the context.

#### 1. Describe the problem first and then explain the solution.

Introduction: Background information-Gosford is a city on the coast of New South Wales in Australia.

Problem: Needed a safe way for people to cross the railroad tracks

Solution: Created a beautiful, energy-efficient, lighted path

#### 2. Describe the solution first and then suggest how it solves a problem.

Introduction: Background information-Gosford is a city on the coast of New South Wales in Australia.

Solution: Built a lighted path that uses minerals

Problem solved: No safe way for people to cross the railroad tracks

**C COLLABORATE** Think about your answers in exercise B. Choose your topic. Decide if you are going to talk about a building or a public space.

**D** Decide how you will organize your problem-solution presentation. Choose option 1 or option 2 below and complete the outline with information about your topic.

### OPTION 1

**Topic: (What is the name of the building or public space?)**

1. Introduction: (Where is it? Or: Where will it be?)

2. Problem(s): (What problem(s) does your building or public space solve?)

3. Solution: (Explain in detail how your building or public space solves or will solve the problem(s).)



A biker rides along a path in Amsterdam that glows with solar-powered lights.

## OPTION 2

**Topic: (What is the name of the building or public space?)**

---

1. Introduction: (Where is it? Or: Where will it be?)

---

---

2. Solution: (Describe the solution: What it is/what it will be, what it does/what it will do, and other interesting features about it.)

---

---

3. How it solved the problem(s): (Explain in detail how your building or public space solved or will solve the problem(s).)

---

---

**E PRACTICE** Work with a partner. Practice your presentation. As you practice:

- Use problem–solution words to introduce problems and describe solutions.
- Remember to link words.

**F** Read the rubric on page 183 before you present. Notice how your presentation will be evaluated. Keep these categories in mind as you present and watch your classmates' presentations.

## PRESENT

**G** Give your presentation to a small group. Watch your classmates' presentations. After you watch each one, provide feedback using the rubric as a guide. Add notes or any other feedback you want to share.

**H THINK CRITICALLY Evaluate.** In a small group, discuss the feedback you received. Discuss what you did well and what might make your presentation stronger.

## REFLECT

---

Reflect on what you have learned. Check [✓] your progress.



- I can**
- listen for problems and solutions.
  - talk about solutions.
  - understand and use linking.
  - review my notes.
  - organize a problem–solution presentation.

**I understand the meanings of these words and phrases and can use them.**

Circle those you know. Underline those you need to work more on.

affordable	extremely	pedestrian	resident <b>AWL</b>
attractive	hang out	performance space	rethink
concept <b>AWL</b>	integrate with <b>AWL</b>	public	sewer
density	lead	reconfigure	sustain <b>AWL</b>
draw	middle-income <b>AWL</b>	recreation	unit

---