

Cities of the future

Part A

Objectives

By the end of this part of the unit you will be able to:

- answer questions about cities of the world
- increase your vocabulary about cities
- listen and match facts about three cities to their photographs
- compare cities
- express another point of view
- write about where you live
- use linking words to join sentences
- use the correct sentence stress when speaking
- read a poem about an old man.

A7.1 Introduction: What do you know about cities of the world?

Work in a small group to do this quiz. Write the answers in your exercise book.

- 1 What continents and countries are these cities in?
 - a New York
 - b London
 - c Hong Kong
- 2 Which of these cities has the largest population?
- 3 Which city has the smallest area?
- 4 Which of these cities is the oldest?
- 5 Which of the three is a capital city?
- 6 Which of these cities has the greatest number of skyscraper buildings?
- 7 Which city has a royal palace in it?
- 8 Which city was founded by Dutch settlers?
- 9 Which city has the longest outdoor escalator in the world?
- 10 Which city has the Statue of Liberty at the harbour entrance?

A7.2 Increase your word power: Matching

Work in pairs to match the following words with their definitions.

- | | | |
|------------------|---|---|
| 1 medieval | a | the place where you are travelling to |
| 2 located | b | means of moving from one place to another |
| 3 commerce | c | different kinds |
| 4 extensive | d | moving walkway |
| 5 destination | e | buying and selling |
| 6 density | f | wide / large |
| 7 diversity | g | period after the fall of the Roman Empire |
| 8 transportation | h | found in a place |
| 9 escalator | i | the number of people within a place |



A7.3 Listening: Facts about New York, London and Hong Kong

- 1** Listen to your teacher reading some facts about these three cities and make a list of the key words for each city.
- 2** Check your answers and then match the cities to their pictures.



- 3** Make sentences about each city using the words from your list.



A7.4 Speaking: Comparing cities

- 1** Look at the pictures of the three cities from the listening texts. Think of two or three adjectives for each picture. Your partner must guess which picture they apply to.

2 Look at the list below. Work in pairs to make appropriate sentences comparing the different cities.

Example:

London is much older than New York or Hong Kong.

Hong Kong has more skyscrapers than New York.

- 1 Addis Ababa – open space / Hong Kong
- 2 Hong Kong – steep mountains / London
- 3 New York – centre for international affairs / London
- 4 London – variety of buildings / New York
- 5 Addis Ababa – slums / Hong Kong
- 6 Hong Kong – outdoor escalator / New York
- 7 New York – taller buildings / Addis Ababa
- 8 London – underground railways / Hong Kong

A7.5 Language focus: Giving another point of view

1 When you are discussing a question, you may wish to make an alternative suggestion. Learn the following phrases, which are often used to introduce another idea:

- *On the other hand ...*
- *But then again, look at it this way ...*
- *Even so ...*
- *Okay, but ...*
- *Very true, but ...*

2 Work in pairs to make sentences, one person making a statement about living in a city, the other giving an alternative view.

Example:

Student A: New York is a very exciting city to live in.

Student B: Very true, but there is a lot of pollution from all the traffic.

3 With your partner, discuss which city you would prefer to live in, and give your reasons.

A7.6 Writing: Where I live

1 Work in a small group and look at all of the pictures. They show scenes from a typical town. Discuss what each picture shows.



- 2** Think about your own town. What do you think needs to be improved? Make a list of six things that are the most important. The pictures you discussed in exercise 1 may help you, but you can think of other ideas too.

Examples:

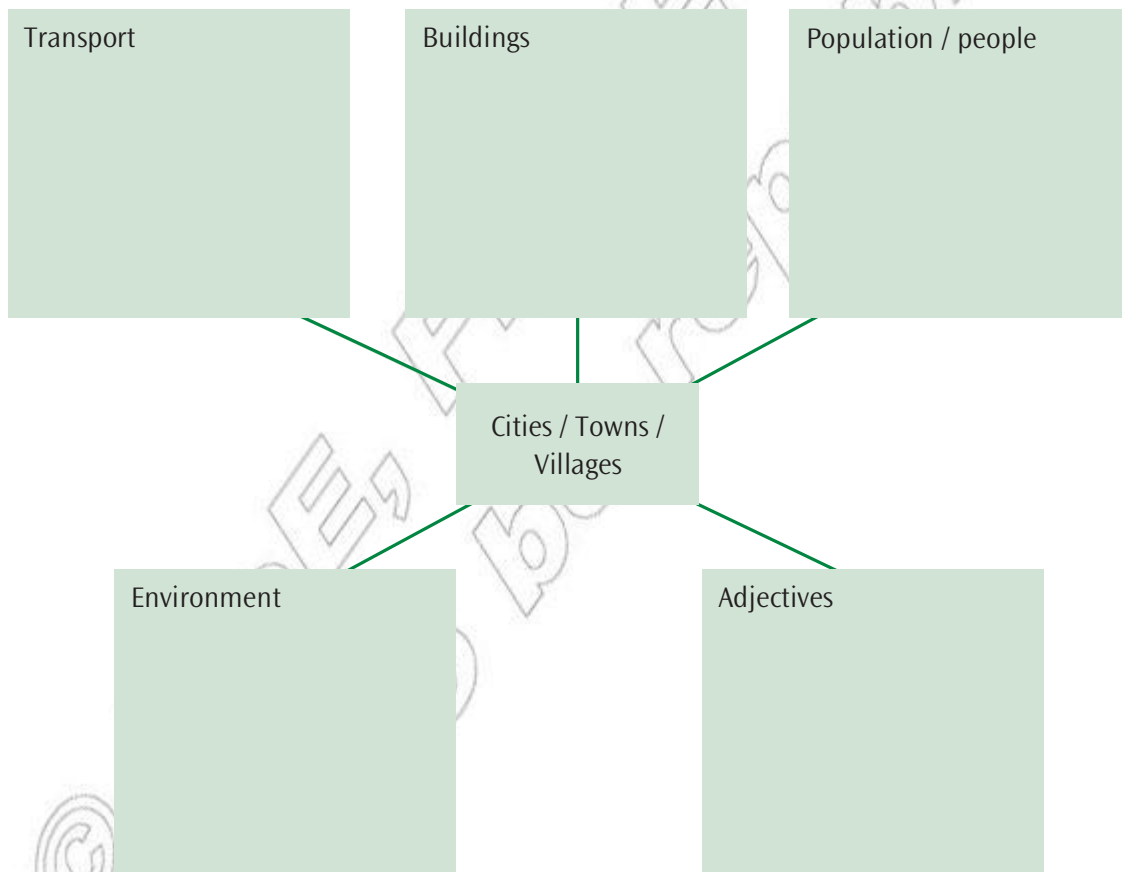
I think we need a bigger hospital. There are not enough beds.

In my view we need to do something about the terrible traffic jams in the town centre.

- 3** When you have completed your list, compare it with a list prepared by another group. Then work on your own to write one or two paragraphs describing where you live now, how it could be improved and how you think it will change in the future.

A7.7 Increase your word power: Words about cities

- 1** Copy the diagram below into your exercise book. Then work in a group to complete it with words connected with cities, towns and villages, classifying them according to the headings in each box. The group with the greatest number of entries wins.



- 2** In your group, decide which words have a direct equivalent or can be easily translated into your own language. Use a dictionary to help you.
- 3** Which words do not translate very easily? In your group, discuss why this is so.

A7.8 Language focus: Linking sentences

- 1 Do you remember the difference between a *simple sentence*, a *compound sentence* and a *complex sentence* you studied in Unit 6? Read the information in Unit 6 again, then work in pairs to give examples of each kind of sentence.
- 2 Read the information in the box below. It describes three ways to link sentences:

1 Linking words and expressions

These are used when the ideas are independent of each other. They depend on the relationship between the ideas to be joined. The relationship can be one of addition, contrast, cause, result, illustration.

Example:

After the party some of the guests went home but others spent the night at our house.

Idea 1

Idea 2

- What is the relationship between these two ideas?
- This is a *compound sentence* with two independent clauses.

2 Relative clauses

These are used when one of the ideas gives information about something in the other idea.

Example: The President gave a speech which everyone appreciated.

Idea 1

Idea 2

- Which part of Idea 1 does Idea 2 give information about?
- This is an example of a *complex sentence* with one dependent clause.

Relative clauses can be defining or non-defining, and they can be introduced by relative pronouns, such as *which, who, that, whose, when, where, while, if, when, and, because*.

3 Pronouns

These are used to avoid repetition, which sounds clumsy and unnatural, for example:

Ibrahim often goes to Dejene's house to do Ibrahim's homework. At Dejene's house Ibrahim and Dejene can do Ibrahim and Dejene's homework together.

We replace all the unnecessary repeated words with pronouns, for example:

Ibrahim often goes to Dejene's house to do his homework. There they can do their homework together.

- Which pronouns have been used? Which words have they replaced?

- 3 Look at the linking words in the box below. Write your own sentences using these words. Try and relate the sentence subject matter to cities, towns and villages.

in addition, but, as, so, for example, as a result, since, however, furthermore, although, because, therefore, such, as well as, though, and, yet, also, for instance, moreover, nevertheless, consequently

- 4 Think about the relationship between the sentences in these pairs and join them using a suitable linking word. Be careful to change the wording of the sentences when necessary. Write your completed sentences in your exercise book.

- 1 Shoes are traditionally made of leather. Many shoes are made of plastic these days.
- 2 Our school hall is used for assembly every day. The hall is often used for plays and concerts.
- 3 There are many potholes in the road into town. Traffic moves slowly along the road into town.
- 4 Several countries in Africa have changed their names since independence. Zimbabwe, Zambia and Malawi are countries that have changed their names since independence.
- 5 It takes a long time to travel from Ethiopia to Namibia. There are not many direct flights between Ethiopia and Namibia.

5 Join these sentences in your exercise book using a suitable relative pronoun. Where possible, omit the pronoun.

- 1 An important scientist spoke to the school on Speech Day. He has written many books.
- 2 My aunt has given me a beautiful scarf. I wear it a lot.
- 3 The minister lives in Main Street. I was born there.
- 4 Ayantu is a good friend of mine. Her brother is a famous musician.
- 5 The book is on the table. I gave you the book yesterday.



A7.9 Speaking: Using the correct stress

When we compare two or more things, we usually add *stress* to the adjective, for example:

Kenenisa Bekele is the fastest runner in Ethiopia.

When we compare two things using *more* or *most* we usually add stress to the items that are being compared, for example:

More people live in cities than in the country.

1 Say the following sentences with the correct stress and intonation:

- 1 There are more skyscrapers in a *city* than in a town.
- 2 The Burj Khalifa tower in Dubai is the world's *tallest* skyscraper.
- 3 Halima is the *prettiest* girl in the class.
- 4 Your cattle are *thinner* than mine.
- 5 I like *swimming* more than playing tennis.

2 Work in pairs to make similar sentences using comparative and superlative adjectives and say them aloud to your partner. Try and relate the sentences to the topic of cities, towns and villages.



A7.10 Reading: A proud old man

Young people often think they are freer and more modern than old people. They may think that old people are 'slaves to tradition'. But if you talk to old people, you will find that they view young people as the slaves of fashion. This is the view of the proud old man who is the speaker in the poem below. Read it aloud, then discuss the questions below the poem.

A proud old man

They say they are healthier than me
 Though they can't walk to the end of the mile.
 At their age I walked forty at night to wage battle at dawn.
 They think they are healthier than me.
 If their socks get wet they catch cold,
 When my sockless feet got wet, I never sneezed,
 But they still think they are healthier than me.
 On a soft mattress over a spring bed
 They still have to take a sleeping pill,
 But I, with reeds cutting into my ribs,
 My head resting on a piece of wood,
 I sleep like a baby and snore.

They think they have more power of will than me.
Our women were scarcely covered in the days of yore,
But adultery was a thing unknown.
Today they go wild on seeing a slip on a hanger!
When I have more than one legitimate wife
They tell me hell is my destination.
But when they have one and countless mistresses
They pride themselves on cheating the world.
Nay, let them learn to be honest first themselves
Before they persuade me to change my ways.

- 2** The poem is divided into two long stanzas. Discuss which of the following is the best for each stanza (three of them are completely wrong).
- a Customs.
 - b Health.
 - c Self control.
 - d Humour.
 - e Youth.
- 3** It is usually a good idea to study a poem bit by bit. Let us look at each stanza in turn.
- a The first stanza suggests a number of important ways in which the old man says he is different from the younger generation. Consider how many different points he lists, and discuss your answers in your group.
 - b Likewise consider how many points of difference the poet lists in the second stanza. Discuss your answers in your group.
- 4** What is the theme or topic of this poem?
- a The importance of progress.
 - b The value of tradition.
 - c The importance of health.
 - d The importance of respecting old people.
 - e The idleness of modern youth.
- 5** Poets convey their message by using language in special ways. Some of these are: *rhythm*, *alliteration*, *repetition*, the use of *contrast*, and *imagery* (*similes* and *metaphors*). Which one is chiefly used in this poem?

Part B

Objectives

By the end of this part of the unit you will be able to:

- discuss the differences between Ethiopia past and present
- listen to a passage about living in Addis Ababa
- write a letter to a newspaper
- talk about the future using *will*
- express your opinion about the future
- predict the endings of two texts
- use the passive tense
- read about cities of the future

- use comparative and superlative adjectives
- revise the use of adjectives and adverbs
- use your study skills for learning new words
- answer a few riddles.

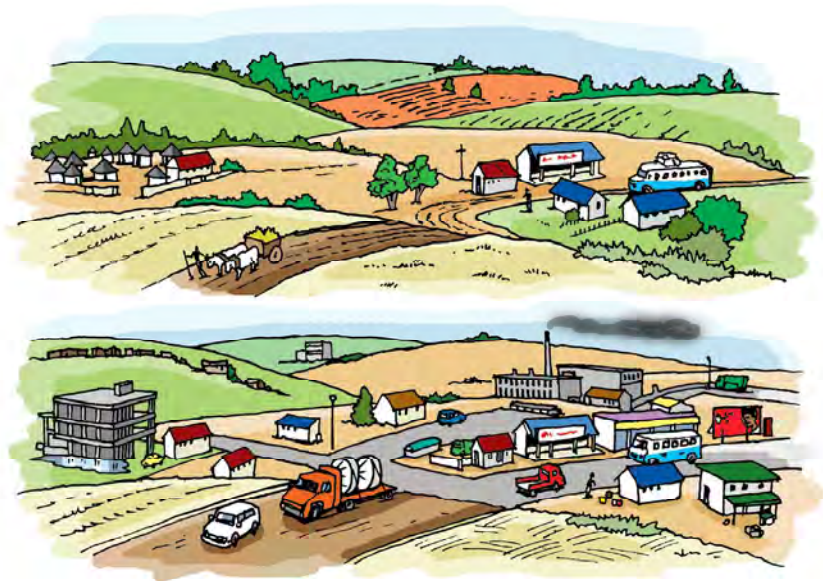
B7.1 Speaking: Ethiopia – past and present

1 Look at these contrasting pictures of Ethiopia, and make a list of the main differences that you can see.



2 In your group, think about your own village or town and make notes about its size; the different kinds of buildings; the transport system; the means of communication; the school system; the cooking and heating facilities and so on.

3 Look at the two pictures. What changes have been made in picture 2? Discuss them with a partner and then make sentences in your exercise book. There are six changes in total.



4 Work with a partner. Talk about the changes that have taken place in your area recently.

Example:

A new factory is being built in Station Road and lots of new houses have been built near the market.

5 Work in a group and discuss the three main general differences between past and present Ethiopia. Delegate a group leader to report back to the rest of the class.



B7.2 Listening: Living in Addis Ababa



- 1** What do you know about Addis Ababa? Work in your groups to list as many things as you can about the city.
- 2** Listen to your teacher read an extract about the city and check your answers.
- 3** Listen to the extract again and make a note of anything that you have not included in your list. How does the description of Addis Ababa differ from your own experience of where you live? Where would you prefer to live and why? Discuss this with your group.



B7.3 Writing: A letter to a newspaper

- 1** Look at this letter, which was written by a student to her local newspaper, and answer the questions below it in your exercise book.

Dear Sir/Madam,

In my class we have recently discussed what we think are the most important improvements needed in our town. I would like to put forward an idea, which in my opinion, would make the biggest improvement to our lives.

I believe that we must do something about the open drain running through the town centre. It is a disgrace and it is time it was covered.

The open drain is a serious danger to public health. Children can often be seen playing in it and so it is not surprising that diarrhoea is a major illness in the town. Also, mosquitoes are able to breed in the dirty water and so again it is not surprising that malaria is another major illness in the town, particularly in the wet season. I have also heard of cases of people injuring themselves by falling in the drain when walking in the dark.

Another important point is that the open drain causes unpleasant smells and looks very ugly. People would feel better about their town centre without it.

I hope that the candidates at the election, which is taking place next month, will think carefully about the benefits to the town if the drain were covered. I am sure it would be popular with the voters.

Yours faithfully,

Sofia Tessema

Sofia Tessema,
Grade 9,
Valley High School

- 1** What is Sofia's suggestion for improving her town?
- 2** What are the two main points she makes to support her suggestions?
- 3** How does she say the drain causes:
 - a** diarrhoea?
 - b** malaria?

- 4 How can people injure themselves in the drain?
- 5 Why would people feel better if the drain was covered?
- 6 Why is Sofia writing this letter?
- 7 How does Sofia
 - a begin her letter?
 - b close her letter?

- 2** Now choose one of the topics that you decided was important for your town and write a similar letter to your local newspaper. Before you start the letter, make notes of the points you want to make to support your suggestions. In your letter include the positive and negative points about your town.

B7.4 Language focus: Talking about the future

There are several different ways of talking about the future:

The present continuous:

- 1 We are having a party at the end of term.
- 2 I'm not playing football after school today. (future arrangements)
- 3 Are my uncle and aunt visiting us next weekend?

going to

- 1 I'm going to do my homework before football.
- 2 I'm not going to watch the film on TV tonight. (future plans)
- 3 Are you going to buy anything at the market today?

will / won't

- 1 Cities will be cleaner. (predictions about the future)
- 2 We will not (won't) have a good crop of maize this year. (what we think will happen)
- 3 Which school will you go to next year?

- 2** Write these sentences in your exercise book with the correct form of the verb to give a future meaning.

- 1 Do you think *you're going to finish / you'll finish* your homework before 6 o'clock?
- 2 Are you busy this evening? 'No, *I'm not doing / I won't do* anything'.
- 3 My sister *is getting / will get* married on 1st May.
- 4 What *are you going to do / are you doing* with all that rubbish?
- 5 *I will buy / I'm going to buy* some fruit in the market so that I can make a fruit salad.
- 6 Our head teacher *will leave / is leaving* at the end of term. We don't know yet *who will be / who is being* our new head.
- 7 My father hopes that *I'll work / I'm going to work* on the farm with him.
- 8 *I won't do / I'm not going to do* my English homework until Sunday.

- 3** Find out the meaning of the following words or phrases and use them in sentences containing *will*.

Examples:

Every building will have its own solar power generators.

Ring-roads will ease the traffic congestion in cities and towns.

generators	congestion	solar power	ring roads
high-rise	air conditioning	mains water	electricity
wind turbines	computer programs	mains drains	

4 Work with a partner. Discuss these questions, using the words in the box to help you.

- 1 What kind of lighting will homes have in the future?
- 2 What roads will be built to help move traffic more easily?
- 3 How will water be supplied to houses?
- 4 What will happen to the waste water?
- 5 How will houses be heated or kept cool?
- 6 How will food be kept fresh?
- 7 What kind of fuel will power cars in the future?
- 8 What do you think will be the biggest problem in the world in ten years' time?



B7.5 Speaking: Predicting the future

1 What do you think your own town / village / city will look like in 50 years' time? Work in a group and express your opinions about this using social expressions such as:

- *I think ...*
- *In my opinion ...*
- *I wonder if ...*
- *I'm sure that ...*
- *I suppose ...*

2 Note your opinions and give your reasons for each statement. Delegate a group leader to present the results of your discussions to the rest of the class.

Examples:

I think cities will have faster transport systems.

I'm sure that every building will have its own solar-powered generators.



B7.6 Reading: Predict the endings

1 Read the following two texts and discuss with your group the endings for each one. Which one do you think reflects the future more accurately?

Reading text 1

With the increasing number of people being drawn to our cities, the problem of pollution will grow steadily worse. Rubbish mounds will grow to a huge size, and cause diseases to spread. Water sources will be limited to a few hours a day so that it will be difficult to keep our clothes and bodies clean. Food will have to be transported to the city markets from long distances, so it will be stale and no longer fresh, wilting in the hot sun, and losing much of its nutritional value. Pollution and fumes from the exhausts of lorries and taxis will grow ever worse, so people will find it difficult to breathe clean fresh air.

Reading text 2

The increasing number of people being drawn to our cities represents a great challenge for the improvement in the lives of the people. Slums will be cleared and new flats and houses with proper sanitation, running water and air-conditioning will be built to house the poor. Transport systems will improve so people can move from area to area with greater ease to work and play, and ring-roads will keep most of the traffic out of the centre of the cities. Hospitals will be near at hand for those who fall ill and medical treatment will be easier to access.

2 Read the texts again, and write down the positive and negative words in each passage. Are there any other ideas you would like to add to each passage?

3 Which is the correct ending for each passage? Read the following endings and write down the positive and negative words in each passage. In your group, decide which is the best or most likely ending for each passage, giving your reasons for your decision.

Ending 1

With improved living conditions, clean air and good food, children's health will improve and their ability to learn and concentrate on their studies will be better. People will have more motivation to work hard and will become good role models for their local society and ambassadors for their country. The natural beauty of Ethiopia will attract more tourists and will earn more revenue for further developments.

Ending 2

But with hard work and commitment, people living in these conditions can work together to help better their life prospects. Small tasks like picking up plastic waste and recycling tins and bottles will help keep the towns clean. People will therefore be more motivated to work together to improve their environment. With government assistance, there will more schools and less crime, and fewer beggars or pickpockets on the streets.

B7.7 Language focus: Passive sentences

1 Can you remember the difference between active and passive sentences? Look at these sentences and identify which are active and which are passive.

- 1 The governments will build ring roads around the city.
- 2 Many new skyscrapers will be built.
- 3 More children will go to secondary school.
- 4 More money will be spent on the schools.
- 5 Students will be given computers to help study.
- 6 Students will learn more languages in school.

2 Below, look at how we can change the first two sentences in exercise 1 into the active or passive form.

- 1 Ring roads will be built around the city.
- 2 People will build many new skyscrapers.

3 Change the other four sentences from exercise 1 into the active or passive. Write them in your exercise book.

4 Not all active sentences can be expressed in the passive.

Example:

Ali came in, went to bed and slept for eight hours.

Change these sentences into the passive where possible. Write them in your exercise book.

- 1 Addis Ababa is the capital of Ethiopia.
- 2 Too many cars will block the roads.
- 3 Traffic conditions will be difficult.
- 4 Manchester United beat Chelsea 1-0 yesterday.
- 5 My teachers have told me to work harder.
- 6 I have forgotten the words of the poem.



B7.8 Reading: Cities of the future

1 Discuss in your group what you think life will be like in a hundred years' time and list your suggestions.

2 Read the following passage:

Have you ever thought what life will be like in a hundred years' time? Thanks to new technology, there will be many changes in our daily lives. Most people will live in high-rise buildings and skyscrapers, as in Hong Kong or Dubai. These homes will be well-equipped with all the latest information technology, from interactive television to interactive voicemail for keeping in touch with your friends and neighbours. Although dwellings may be quite small, there will be plenty of opportunity for sport and recreation in purpose-built stadiums and gymnasiums.

Whereas today many cities have covered shopping malls which are the same temperature all the year round, in the future not only shops but whole towns and cities may be enclosed in a huge bubble of glass covering most of the buildings. Even in the hottest summer, or the most severe winter when the snow is knee-deep and the temperature is below zero, you will be able to go anywhere in the city without any delay or discomfort, using the travelling walkways to get from one place to another. No cars will be allowed in the city, only large lorries and transporters to carry goods to the shopping areas. Electric vehicles will replace the fossil-fuel driven cars of today, and aeroplanes will fly on bio-fuels extracted from specially grown crops.



At 828 m in height, Burj Khalifa in Dubai is the tallest building in the world. It has offices, shopping malls, nine hotels, over 30,000 flats and homes, and the world's highest mosque and highest swimming pool.

3 Compare your predictions with the text. Can you add any other suggestions?

4 Work in pairs to find the key content words in the passage and list them, then re-tell it using these words as prompts.

B7.9 Language focus: Using the comparative and superlative

1 Revise the spelling rules for comparative and superlative adjectives in Unit 6 B6.11, then work in groups of three to give more examples.

2 Use the adjectives in the box in the comparative and superlative forms to make sentences about cities in the future using *will*.

clean exciting noisy busy crowded

Example:

More people will live in cities than in the country.

B7.10 Study skills: Learning new words

- 1 Look back through your exercise book and textbooks and list any exercises which have helped you learn new vocabulary. Work in a group and discuss which exercise you enjoyed most and decide which is the most helpful.
- 2 Look at the lists of words in your diagram in Part A. Which of these words do you think you are likely to use again in the future? Explain why and how you will use these words again.
- 3 Decide which strategy for learning new vocabulary suits you best and is the most helpful. Then set yourself a goal for learning five new words a day. Write these words in your vocabulary notebook, then at the end of the week test your partner on his or her new words.

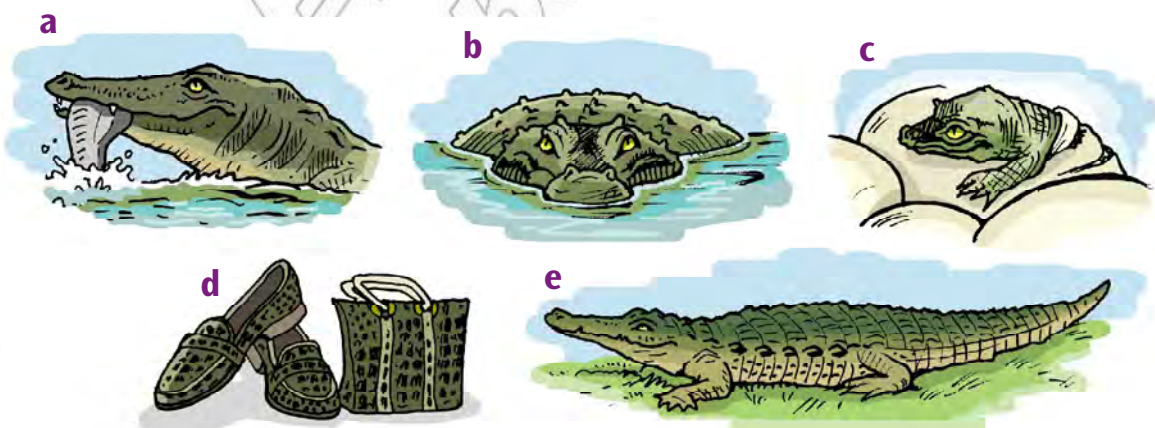
B7.11 Fun with words: Riddles

- 1 A riddle is a puzzle with an unexpected answer. What are the answers to the following riddles?
 - a What English word means burning wood when you take away the first letter of the word?
 - b Feed me and I live; give me a drink and I die.
 - c I went to the garden and I got it; I went into the house and it made me cry.
 - d You are lost and alone in the forest. You find an old hut and you decide to stay there the night. You want some heat and light, but the only things you can find in the hut are a candle, an oil lamp and a pile of dry sticks. What do you light first?

Assessment

1 Listening

- 1 Your teacher will read you a text about crocodiles. Look at the following pictures while you listen to the text. Write the correct order for the pictures in your exercise book.



- 2 Decide in your group which are the key words in the passage and write them down, then make a sentence for each of the main ideas.

2 Writing

- 1 Write three compound sentences, using the conjunctions *and*, *but* and *so*.
- 2 Write three complex sentences using the conjunctions *after*, *because*, *while*.