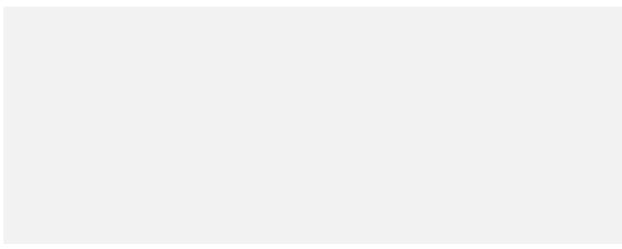
| INSTRUCTIONS FOR TEACHERS: <ul> <li>Review student instructions.</li> <li>Famil1vi3stud(uc)-s TIOitR10irtucududrG</li> </ul> |  |
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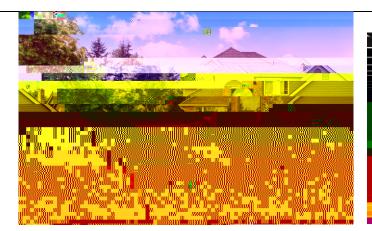


| children<br>cities<br>collecting  | Five<br>how much<br>Johannesburg<br>millions | one billion<br>pay<br>South Africa<br>supply<br>ten million | thirty<br>twenty<br>whom |  |  |  |
|---|--|---|--------------------------|--|--|--|
| <ul> <li>A. one billion people have to search for water</li> <li>B. millions of women have to spend several hours each day collecting water</li> <li>C. contaminated (dirty, polluted) water kills 6,000 people every day, mostly very young children.</li> </ul> |  |   |                          |  |  |  |
| Yes, there is (Yes,   | there is/N o, there isn't                    | ) enough water for e  | veryone.                 |  |  |  |
| The question is who should <u>pay</u> for water, <u>how much</u> they should pay, and <u>whom</u> they should pay.  |  |   |                          |  |  |  |
| For the first time in history, the <u>majority</u> of people live in <u>cities</u> .  |  |   |                          |  |  |  |
| Five billion people will live in cities in about twenty years. There will also be   |  |   |                          |  |  |  |
|   |  |   |                          |  |  |  |
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The narrator has a negative view about the future of water on Earth. He believes there are grotesque inequalities between how rich people and poor people have access to water. He believes there is enough water for everyone, but he doesn't know who should pay for water, how much people should pay, and whom they should pay. He believes the most difficult task will be to supply water to very large cities, and he believes this challenge will cause conflicts.

| Review student instructions for functional analysis with the whole class. Complete the functional analysis with the whole class. Have students work with a partner to rewrite the sentence in their own words.  INSTRUCTIONS FOR STUDENTS: |
|--|
| <ul> <li>Have students work with a partner to rewrite the sentence in their own words.</li> </ul>  |
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| INSTRUCTIONS FOR STUDENTS:   |
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|            | example or demonstration                                    | The water bar affords a particularly grotesque of inequalities in our        |
|------------|---|--|
|            |   | world.   |
| inequality | not being equal or not having equal opportunities or status | The water bar affords a particularly grotesque illustration of in our world. |
|            | most; more than half  | For the first time in history, a of the world's population lives in cities.  |
|            | something you decide is the most important thing            | For the author55 755 17.06 9WF ToB   |
|            |   |  |
|            |   |  |
|            |   |  |
|            |   |  |







- Look at the pictures. These are all pictures of things that people want to show that they are rich or successful: a nice house, a fancy car, expensive jewels. These are all types of status symbols.
- A <u>status symbol</u> is something you have or a way of living that shows you are rich or successful.
- Partner talk: In the video today, the speaker calls fresh water a global status symbol. Think about the word "global." What is a global status symbol? Think about what you have learned about water. Why would fresh, clean water be a global status symbol?

