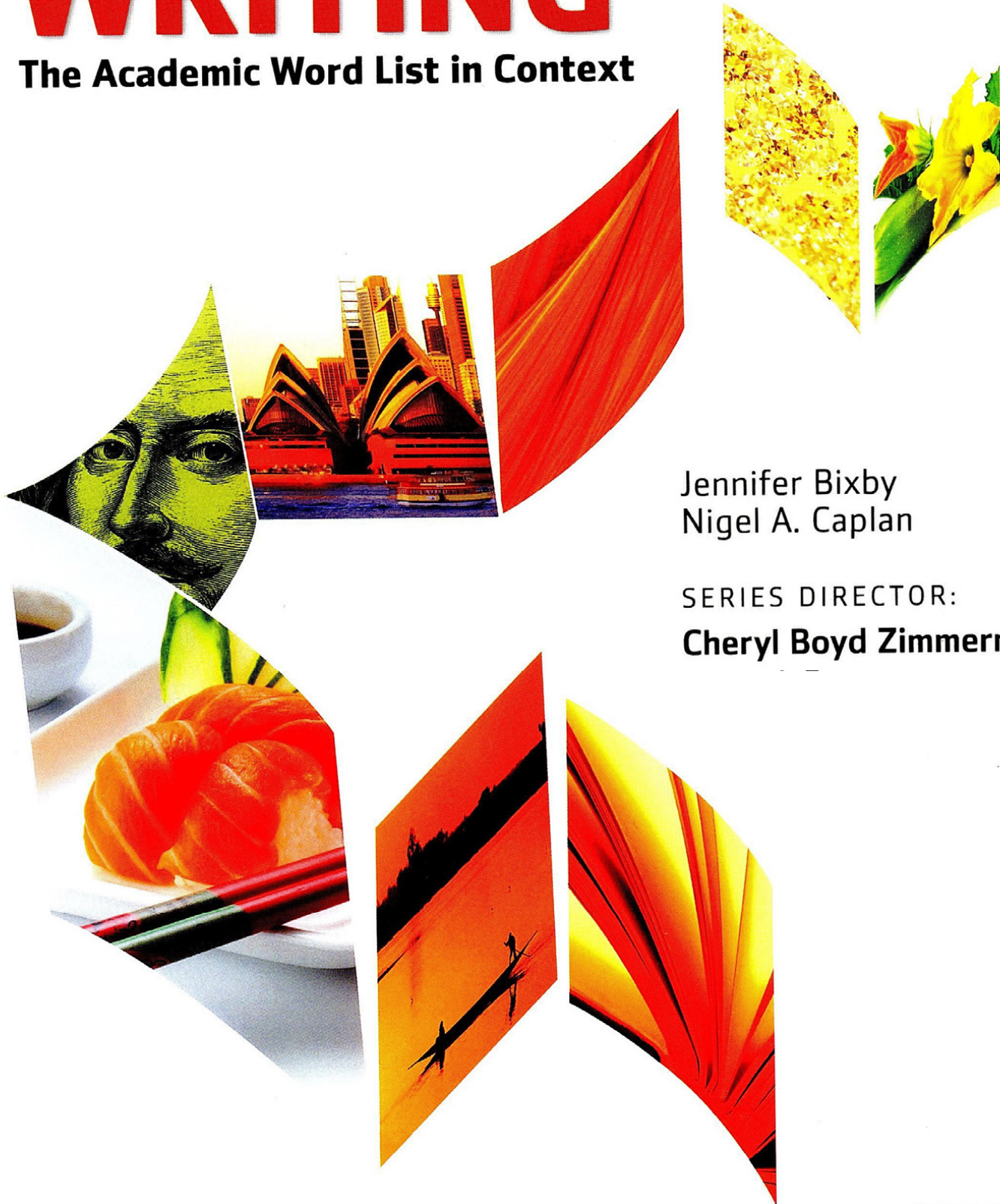


# INSIDE WRITING

The Academic Word List in Context

2



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Nigel A. Caplan

SERIES DIRECTOR:  
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OXFORD

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# Contents

ACKNOWLEDGEMENTS .....	iii
------------------------	-----

## Unit 1 A Bridge to the Future 1

### Content Area: Engineering

WRITING SKILLS: Analyzing a Narrative; Paragraph Structure .....	4, 11
Writing Model: <i>A Narrative about the Millennium Bridge</i> .....	2
Grammar: <i>Simple Past and Present Perfect</i> .....	9
Vocabulary activities .....	6

## Unit 2 Getting Your Message 15

### Content Area: Business

WRITING SKILLS: Audience and Purpose; Organizing Information .....	18, 25
Writing Models: <i>Online Company Profiles of Three Companies</i> .....	16
Grammar: <i>Adverb Clauses of Time</i> .....	23
Vocabulary activities .....	20

## Unit 3 Ready for Anything 29

### Content Area: Technology

WRITING SKILLS: Supporting Opinions with Facts; Writing a Good Title .....	32, 39
Writing Models: <i>Product Reviews of Three Emergency Radios</i> .....	30
Grammar: <i>Adjectives and Adverbs</i> .....	37
Vocabulary activities .....	34

## Unit 4 Message in a Book 43

### Content Area: Literature

WRITING SKILLS: Supporting a Point of View; Summarizing a Story .....	46, 53
Writing Models: <i>Two Different Responses to an Essay Question</i> .....	44
Grammar: <i>Expressions of Contrast</i> .....	51
Vocabulary activities .....	47

## Unit 5 Reporting the Weather 57

### Content Area: Meteorology

WRITING SKILLS: Selecting Relevant Information; Using Correct Register .....	60, 67
Writing Model: <i>A News Article about a Surprise Storm</i> .....	58
Grammar: <i>Quantifiers</i> .....	65
Vocabulary activities .....	62



## Unit 6 Foods of the World 71

### Content Area: Nutrition

WRITING SKILLS: Analyzing Ideas; Organizing Language . . . . .	74, 81
Writing Model: <i>An Analytical Report on the Japanese Diet</i> . . . . .	72
Grammar: <i>It is</i> + adjective + infinitive . . . . .	79
Vocabulary activities . . . . .	75

## Unit 7 Heat + Pressure = Diamonds 85

### Content Area: Geology

WRITING SKILLS: Analyzing a Causal Explanation; Responding to a Test Question . . . . .	88, 95
Writing Model: <i>A Response to a Test Question on How Diamonds Are Formed</i> . . . . .	86
Grammar: <i>Present Passive Voice</i> . . . . .	93
Vocabulary activities . . . . .	90

## Unit 8 The Wireless Classroom 99

### Content Area: Sociology

WRITING SKILLS: Anecdotes; Writing a Thesis . . . . .	102, 109
Writing Models: <i>Two Posts on an Online Discussion Board</i> . . . . .	100
Grammar: <i>Modals</i> . . . . .	107
Vocabulary activities . . . . .	103

## Unit 9 A Statement That Stands Out 113

### Content Area: Journalism

WRITING SKILLS: Analyzing a Conclusion; Writing a Good Hook . . . . .	116, 123
Writing Model: <i>A Personal Statement in a University Application</i> . . . . .	114
Grammar: <i>Sentence Variety</i> . . . . .	121
Vocabulary activities . . . . .	118

## Unit 10 Beating the Bug 127

### Content Area: Medicine

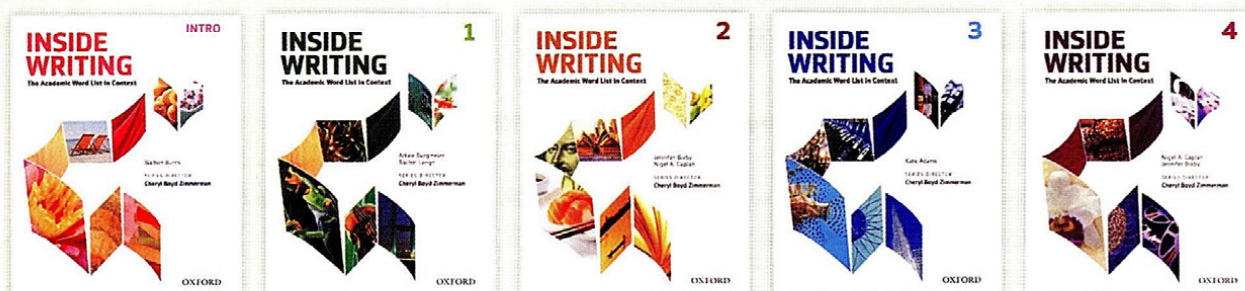
WRITING SKILLS: Definitions; Writing for Different Audiences . . . . .	130, 137
Writing Model: <i>An Informational Blog about Asthma on a Health Website</i> . . . . .	128
Grammar: <i>Personal and Demonstrative Pronouns</i> . . . . .	135
Vocabulary activities . . . . .	132

INDEX: THE ACADEMIC WORD LIST . . . . .	141
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# The Inside Track to Academic Success

## Student Books



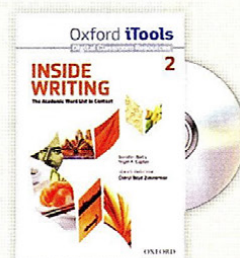
For additional student resources visit: [www.oup.com/elt/insidewriting](http://www.oup.com/elt/insidewriting)

## iTools for all levels

The *Inside Writing* iTools is for use with an LCD projector or interactive whiteboard.

### Resources for whole-class presentation

- > **Book-on-screen** focuses class on teaching points and facilitates classroom management.
- > **Writing worksheets** provide additional practice with the genre and Writing Models.



### Resources for assessment and preparation

- > Customizable Unit, Mid-term, and Final Tests evaluate student progress.
- > Answer Keys and Teaching Notes

Additional instructor resources at: [www.oup.com/elt/teacher/insidewriting](http://www.oup.com/elt/teacher/insidewriting)



## UNIT

## 1

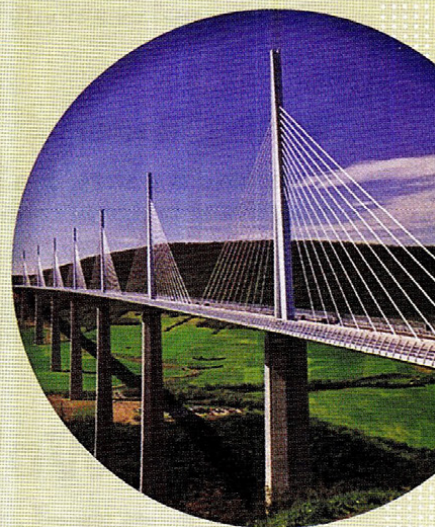
# A Bridge to the Future

## In this unit, you will

- > analyze a narrative and learn how they are used in architectural descriptions.
- > use narrative and descriptive writing.
- > increase your understanding of the target academic words for this unit.

## WRITING SKILLS

- > Analyzing a Narrative
- > Paragraph Structure
- > **GRAMMAR** Simple Past and Present Perfect







## Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

### TARGET WORDS

#### AWL

-  approximate
-  construct
- controversy
- detect
- evident
- format
- globe
- interact
-  occur
-  phase
- so-called
- tense

never seen this word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in *either* speaking or writing.



## PREPARE TO WRITE

### Building Knowledge

Read these questions. Discuss your answers in a small group.

1. What kinds of stories do you like to read?
2. What are some differences between fiction stories and nonfiction stories?
3. What makes a nonfiction story interesting to you?

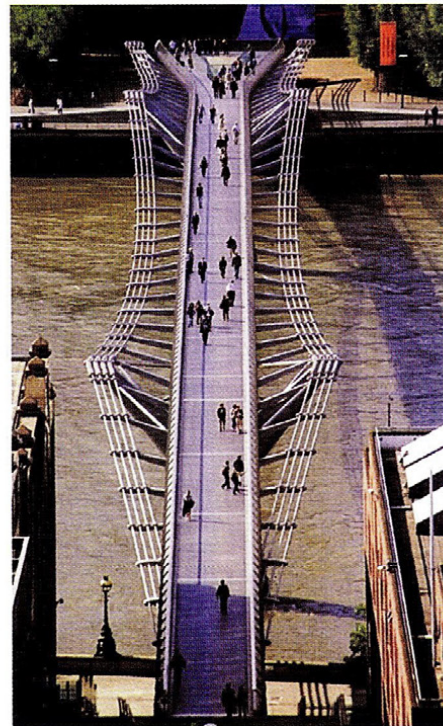
### Writing Model

A narrative is a story, or a description of events. Read this narrative about a surprising bridge in London, England.

## The Wobbly Bridge: A London Landmark

If you walk along the River Thames in London, you'll find beautiful gardens, many top tourist attractions, and the beautiful Millennium Bridge. This low, sleek bridge is 330 meters long. The **so-called** "blade<sup>1</sup> of light," a reference to  
5 the **format** of the bridge, links London's financial district to the popular South Bank with its theaters, museums, and galleries. Although there are many bridges across the Thames, the Millennium Bridge is special. It was the first new pedestrian bridge built in London for over a century, and it is an amazing  
10 work of engineering. But it has become most famous to Londoners because of its nickname: the Wobbly<sup>2</sup> Bridge.

The story of the Millennium Bridge began in 1996. A British newspaper, the local government in London, and the Royal Institute of British Architects created a competition to  
15 **construct** a new bridge to cross the Thames. The plan was to open the bridge in time for January 1, 2000, the first day of the new millennium.<sup>3</sup> The winners of the competition had an original design. Their bridge was low without cables above the surface, so pedestrians could see the London skyline.



<sup>1</sup> blade: the sharp part of a knife

<sup>2</sup> wobbly: moving in an unsteady way from side to side

<sup>3</sup> the millennium: the period of time when one period of 1,000 years ends and another begins; often refers to the year 2000



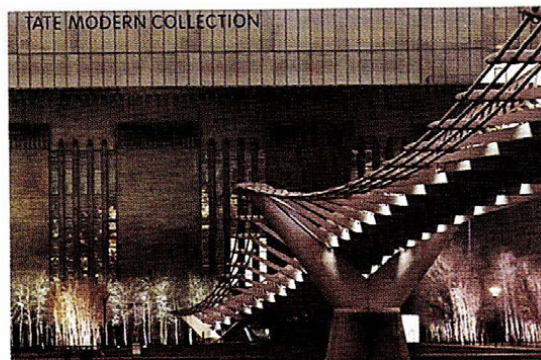
20 **Construction** began in 1999, but building stopped soon after it started. The builders discovered the remains of buildings from the Middle Ages<sup>4</sup> during the preparation **phase** of the project! Work began again and continued all year. Unfortunately, the engineers did not quite meet the January 1 deadline. However, the new bridge opened to the public during London's Millennium celebrations on June 10, 2000.

25 Then the problems and the **controversy** started. Londoners were very excited about their new bridge, and **approximately** 80,000 people crossed the bridge on its first day. This led to an unusual effect. All bridges move a little when people walk on them, but the Millennium Bridge swayed<sup>5</sup> left and right a lot. Some people felt sick. Others grabbed the side of the bridge for safety. The bridge moved like a boat in rough water. After two days of unpredictable swinging and swaying, the embarrassed  
30 engineers closed the bridge. The British newspapers excitedly declared the project a failure.

Researchers at Imperial College, London, studied the bridge for the next three months. They found that the problem was the people, not the bridge. In a crowd, people often walk at the same speed as others around them. Most of us sway a little from side to side as we walk. This swaying caused the bridge to move very slightly. When the bridge started moving, the people naturally followed the  
35 rhythm of the bridge. They swayed even more. Of course, they all continued to walk and sway in about the same rhythm. The **interaction** of the people and the bridge made the movement more noticeable. As a result, many thought that the bridge was "wobbly." Although this effect can **occur** with any bridge, the **tension** in the cables supporting the Millennium Bridge made the swaying more

40 **evident**. Engineers spent most of 2001 adding special devices to the bridge to correct the problem. They asked groups of volunteers to walk across the bridge together and see if they could **detect** any motion. Eventually, the bridge reopened in February 2002  
45 without a wobble.

After a difficult beginning, the Millennium Bridge has become a popular tourist attraction. People from all over the **globe** visit the bridge. Walking across the Millennium Bridge today, you won't feel  
50 any movement, but you will enjoy wonderful views of London.



<sup>4</sup> *Middle Ages*: the period in European history from about CE 1100 to CE 1500

<sup>5</sup> *sway*: move or swing slowly from side to side



## WRITING SKILL

## Analyzing a Narrative

### LEARN

A narrative, or story, is a description of events. Narratives often describe important events or a problem in the past. Most narratives also tell you the solution to the problem or the ending to the story. To tell a narrative effectively:

- introduce the subject of the narrative.
- describe the setting (time and place).
- give background information about the people or subject that you're writing about.
- describe events in time order.
- explain an important problem and its solution.
- provide a clear ending or conclusion.

### APPLY

**A.** Write the number of the paragraph(s) where you can find the following information in the narrative.

- |   |                                    |
|---|------------------------------------|
| <u>4</u> a. explanation of the main problem | ___ d. description of the setting  |
| ___ b. description of the subject           | ___ e. the solution to the problem |
| ___ c. introduction of the subject          | ___ f. conclusion                  |

**B.** Complete the timeline with information about the Millennium Bridge.

+	July 1996: Competition for a new bridge
+	1999: _____
+	January 1, 2000: The "Millennium"
+	June 10, 2000: _____
+	June 12, 2000: _____
+	July–September 2000: _____
□	May 2001–January 2002: Changes made to the bridge
□	_____: Bridge reopens



## Analyze

**A.** Match the underlined verbs to the correct verb tense.

- \_\_\_ 1. The controversy started.                      a. simple present
- \_\_\_ 2. It has become famous.                      b. simple past
- \_\_\_ 3. It is a low, sleek bridge.                      c. present perfect

**B.** Complete the chart with two more examples of each verb tense from the writing model. Share your examples and discuss the questions below in a small group.

Tense	Example
Simple present	
Simple past	
Present perfect	

1. Where in the narrative does the writer use simple present and present perfect verbs?
2. Where in the narrative does the writer use simple past verbs?
3. Why does the writer change tense in the last paragraph?

**C.** Discuss these questions with a partner.

1. Why do you think the writer uses *you* in the first and last paragraphs, but not in the body paragraphs?

---

---

2. What words does the writer use to introduce the main problem in the narrative?

---

3. What are some words and phrases in the model that show time and the order of events?

---

---

## Vocabulary Activities STEP I: Word Level

Word Form Chart			
Noun	Verb	Adjective	Adverb
approximation	approximate	approximate	approximately
controversy	_____	controversial uncontroversial	controversially
detection detective	detect	detectable	_____
globe	_____	global	globally
occurrence	occur	_____	_____

**A.** Complete each sentence with the correct word form from the chart. Use the words in parentheses as clues.

- Some new buildings cause a(an) controversy because they are so unusual.  
(argument)
- Problems can \_\_\_\_\_ when bad weather hits long bridges.  
(happen)
- Special sensors in some bridges can \_\_\_\_\_ storms and earthquakes.  
(notice)
- There are \_\_\_\_\_ 20 bridges across the Thames.  
(about)
- \_\_\_\_\_, there are many amazing bridges.  
(around the world)
- The decision to build the bridge was \_\_\_\_\_.  
(not popular with everyone)

In chemistry, two things can *interact* during an experiment. People can also *interact* with each other.

*Rust is the result of water interacting with a metal such as iron.*

*I interact with people from four different countries at my job.*

An *interaction* occurs when two things are mixed together or two people work or talk together.

*The **interaction** between the bridge and its visitors created a problem.*

Something that is *interactive* involves people working or talking together.

*In an **interactive** class, the teacher and the students all have a chance to talk.*

CORPUS

**B.** Choose the correct word to complete each sentence.

- The museum presents an (*interact* / **interactive**) display about the construction of the bridge.
- The weather (*interacted* / *interacting*) with the type of steel in the bridge.



3. The (*interactive / interaction*) between the people's footsteps and the bridge's rhythm caused the movement.
4. The sun and the sea (*interact / interaction*) to damage bridges.
5. People do not usually (*interaction / interact*) with each other when they cross bridges.
6. My class isn't (*interactive / interaction*) because the teacher lectures all the time.

**C. Match the verb to the appropriate phrase.**

<u>  b  </u> 1. interact	a. in 2006
<u>     </u> 2. occurred	b. with other people
<u>     </u> 3. detect	c. his whole body
<u>     </u> 4. format	d. problems
<u>     </u> 5. tensed	e. a new bridge
<u>     </u> 6. construct	f. your homework

## Vocabulary Activities

## STEP II: Sentence Level

**D. Write a sentence with each verb and phrase from activity C.**

1. A good manager can interact well with other people.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

The adjective *so-called* has two different meanings. It can introduce the word that people usually use to describe something.

*The gap between the Baby Boomers and the **so-called** Generation Y is getting wider.*

*So-called* can show that you don't think a description of something or someone is appropriate.

*Ordinary farmers know much more about this than the **so-called** "experts."*

CORPUS

**E. Rewrite each sentence using *so-called*. Mark any sentences that are examples of the second definition.**

1. The article is about the "Wobbly" Bridge.

The article is about the so-called "Wobbly" Bridge.

2. The bridge was due to open in the year 2000, the Millennium.

---

3. An artist made a musical exhibit using the bridge.

---

4. The problem was caused by “lateral vibrations.”

---

5. One end of the Millennium Bridge leads to the “South Bank” area with many theaters and art museums.

---

6. The engineers understood the project better than the team of experts.

---

**F.** Read the paragraph below. Write a sentence to answer each question. Use the target word in parentheses in your answer.

It can be hard to find places for children to play in large cities, so the Smith Playground and Playhouse in Philadelphia is an amazing resource for families. The Smith family built the house in 1899. It is a beautiful house full of toys, bikes, and pretend cars. In addition to the house, children enjoy a huge playground. In 2004, it was clear that the playground needed improving. A group of residents collected money to update the playground. They built a new area for small children under the age of five. They also added an attractive wooden slide for older kids. In the next stage, they will add a space with water games. The playground has become very popular. Many events and even summer camps take place there regularly.

1. When did the building of the playhouse begin? (*construction*)

Construction began in 1899.

2. What happened in 2004? (*evident*)

---

3. What did the group of residents build first? (*constructed*)

---

4. What will they add in the next stage of the project? (*phase*)

---

5. What happens during the summer at Smith Playground? (*occur*)

---



## Grammar Simple Past and Present Perfect

Use the simple past to tell about something that happened at a specific time in the past.

We visited the bridge in 2000.

Use the present perfect to tell about something that happened in the past, but doesn't mention a specific time.

We have visited the bridge many times.

The simple past can also be used to tell about things that started and ended in the past.

I visited England during the 2012 Olympic Games.

The present perfect can be used to tell about things that began in the past, but continue into the present.

The bridge has become a major tourist attraction.

The present perfect is often used in sentences that include prepositions of time, such as *since* and *for*.

There have been no problems with the bridge since 2002.

The bridge has been open for more than ten years.

Use the simple past in an adverb clause with *since*. Use the present perfect in the main clause.

main clause Tourists have enjoyed the bridge adverb clause since it opened.

In a narrative, writers often use the present perfect at the start of the story (What has happened before this story?) and at the end (What has happened after this story?).

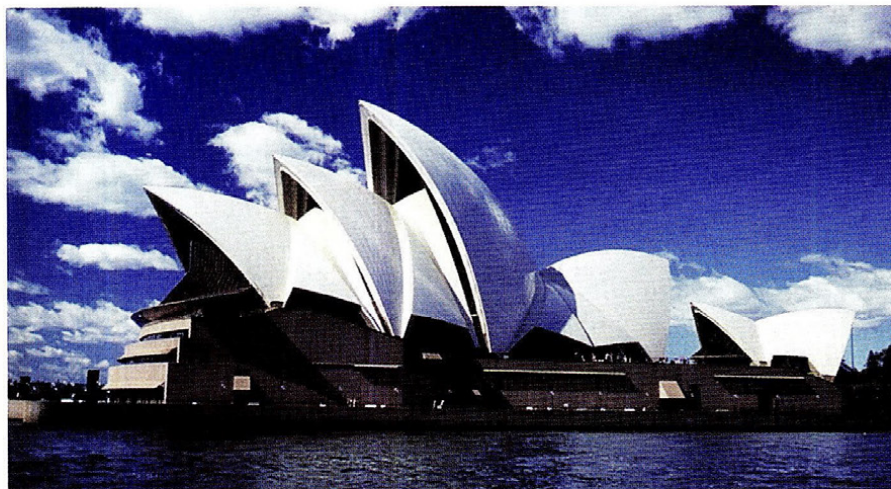
- A.** Read this narrative about the Sydney Opera House. Look at the underlined verbs. If they are incorrect, rewrite them.

Since it opened, the Sydney Opera House <sup>has come</sup> came to represent an entire country. This amazing building has only sat in Sydney's harbor for 40 years, but in that time it became a symbol of Australia. In 1956 the New South Wales government has started a competition to design a new opera house. A Danish architect, Jørn Utzon, won the competition. Construction on the Opera House had began in 1959 and ended in September 1973. Since the



Sydney Opera House has opened, it has received many prizes and awards.

Now, two million people see a performance there every year.



**B.** Complete the sentences with the simple past or present perfect form of the verb in parentheses.

1. The Sydney Harbor Bridge has joined the two sides of the harbor for more than 80 years.  
(join)
2. The building of the bridge \_\_\_\_\_ in 1924.  
(begin)
3. It \_\_\_\_\_ 1,400 men eight years to build the bridge.  
(take)
4. The number of vehicles on the bridge each day \_\_\_\_\_ from 11,000 in 1932 to 160,000 today.  
(increase)
5. In 1992, the city \_\_\_\_\_ a tunnel to handle the increase in traffic.  
(construct)



WRITING SKILL

Paragraph Structure

LEARN

A paragraph is a connected group of sentences on the same topic or with the same purpose. In newspapers and informal writing, such as email, one-sentence paragraphs may be common. In academic writing and most other formal situations, however, paragraphs usually have more than one sentence.

In many paragraphs, the first sentence is very important. It could:

1. tell the reader the topic of the paragraph. (*The Millennium Bridge is one of London's most famous sights.*)
2. link the paragraph to the previous paragraph. (*After the bridge opened, thousands of people wanted to cross it.*)
3. introduce a surprise or problem. (*Then the problems started!*)

To write strong paragraphs, include these elements:

- **unity:** Describe one main idea, make one argument, or tell one part of a story in one paragraph. When you have a new main idea, begin a new paragraph.
- **cohesion:** Link each sentence to the one that comes before or after. You can use words such as *next*, *then*, and *however*.
- **organization:** Make sure the sentences are in a logical order.

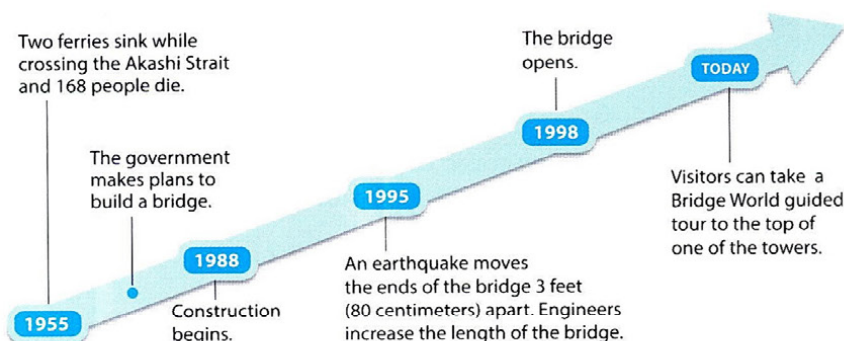
APPLY

- A.** Look back and reread the writing model. Underline the first sentence of each paragraph. Discuss these sentences with a partner. What is the purpose of each sentence?
- B.** Work with a partner. Return to the sentences you underlined in the writing model. Label each sentence *T* (topic), *L* (link), or *S* (surprise) to indicate the purpose of the sentence.
- C.** Discuss the following questions about the model.
  1. What is the main idea of each paragraph?
  2. What words or ideas did the writer use to link paragraphs?
  3. Did the writer organize the story by time order or by order of importance? How do you know?



## Collaborative Writing

- A.** Read the timeline of the Pearl Bridge in Japan and discuss the events with a partner.



- B.** Do you think these sentences are good first sentences for a paragraph about the Pearl Bridge? Discuss your reasons with a partner. Then work together to write your own first sentence.

1. Y / ☒ N The Pearl Bridge is in Japan.  
*This is not an interesting sentence. It is just a fact about the bridge.*
2. Y / N In 1995, an earthquake moved the bridge by approximately 3 feet.
3. Y / N The Japanese constructed the Pearl Bridge after a disaster, but it nearly ended in disaster, too.
4. Y / N Do you know anything about the Pearl Bridge?
5. Y / N The Pearl Bridge is one of the most famous and interesting bridges in Japan.
6. Your sentence: \_\_\_\_\_

- C.** With a partner, write a paragraph about the Pearl Bridge. Use information from the timeline in activity A and the facts box. Use this structure to help you.

- description of the bridge
- most surprising fact about the bridge
- history of the bridge
- the bridge today

### PEARL BRIDGE FACTS

2.4 miles (4 km) long

towers are nearly 1,000 feet (almost 300 meters) high

6 lanes for traffic

1,737 lights in the cables in red, green, and blue make patterns on national holidays



**D.** Share your paragraph with another pair. Discuss these questions.

1. Does your paragraph have unity and cohesion?
2. Is the paragraph well-organized?
3. Does the paragraph have a good first sentence?
4. Did you choose appropriate verb tenses?
5. How could you improve your paragraph?

## Independent Writing

**A.** You are going to write a narrative about an architectural structure. It can be a structure you know well, such as your own home, or one you have visited. Brainstorm a list of architectural structures with a partner. Which one do you have the most information about? Choose this structure as the subject of your narrative.

**B.** Make a timeline of the structure you are going to write about. If you don't know exact dates, put the events in the correct order.

**C.** Replace the underlined verbs and phrases with stronger verbs from the box below. Two words are extra.

occur  
select

detect  
eliminate

participate  
research

### VOCABULARY TIP

Use a variety of strong, specific verbs (e.g., *construct, detect, occur*) to make narratives more exciting for readers.

*eliminate*

1. The design for the new bridge will get rid of the old ugly towers.
2. When problems happen with a bridge, the authorities have to close it.
3. You can do some reading about the history of London's bridges.
4. Many people are in the meeting to choose the design for the new bridge.

**D.** Complete the chart to help you organize your narrative.

Name the structure.	
Describe it.	
Why do you think it is interesting?	
What happened there? Put the events in the correct order.	1. 2. 3.
What is the place like today?	

**E.** Write your narrative. As you write, use target vocabulary from page 1, use your timeline from activity B to organize your writing, and use a variety of strong, specific verbs to make your writing more interesting.



## REVISE AND EDIT

**A.** Read your narrative. Answer the questions below, and make revisions as needed.

1. Check (✓) the information you included in your narrative.
  - ☐ information about the subject
  - ☐ description of the subject
  - ☐ description of the setting
  - ☐ well-organized paragraphs
  - ☐ events in time order
2. Look at the information you did not include. Would adding that information make your narrative more interesting?

### Grammar for Editing Changing Verb Tenses

Don't change verb tense in a paragraph without good reason.

Building began in 1988, and the bridge <sup>opened</sup> ~~opens~~ in 1996.

Use simple past, not present perfect, after past time markers.

In 2002, an earthquake ~~has~~ occurred.

Use simple present to describe the situation today.

The bridge <sup>crosses</sup> ~~crossed~~ the Thames.

**B.** Check the language in your narrative. Revise and edit as needed.

#### Language Checklist

- ☐ I used target words in my narrative.
- ☐ I used a variety of strong, specific verbs.
- ☐ I used simple past and present perfect tenses correctly.

**C.** Check your narrative again. Repeat activities A and B.

**Self-Assessment Review:** Go back to page 1 and reassess your knowledge of the target vocabulary. How has your understanding of the words changed? What words do you feel most comfortable using now?



UNIT

2

# Getting Your Message

## In this unit, you will

- > analyze company profiles and learn how they are used in business.
- > use descriptive writing.
- > increase your understanding of the target academic words for this unit.

## WRITING SKILLS

- > Audience and Purpose
- > Organizing Information
- > **GRAMMAR** Adverb Clauses of Time



## Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

### TARGET WORDS

#### AWL

- commit
- consult
- establish
- exclude
- expert
- input
- strategy
- style
- target
- transit
- vehicle
- vision

never seen this word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in either speaking or writing.



## PREPARE TO WRITE

### Building Knowledge

Read these questions. Discuss your answers in a small group.

1. Why do companies have websites? What can you learn about a company from its website?
2. Name some company websites that you have visited. What features did these websites have in common?
3. What background information should a company have on its website?

### Writing Models

A company profile is informational text usually found on the “About Us” page of its website. Read about three different companies.

#### ABOUT US:

## Safari Ads

Since 1998, Safari Ads has **established** itself as the leader in unique<sup>1</sup> advertising. We have built our reputation by designing very unusual advertising **vehicles**. Our vehicles get a lot of  
5 attention. How can you ignore a giant truck that looks like a huge cup of your favorite coffee? Our outrageous<sup>2</sup> advertising vehicles will blow you away.<sup>3</sup> Safari has the **expertise** to support your marketing **strategy** and **target** your  
10 customers. We work closely with our clients from idea phase until the vehicle is in **transit** from our parking lot.

Here at Safari Ads, our artistic team is our greatest strength. Our master designers and  
15 industrial artists have built advertising **vehicles** for major companies in food, fashion, computer,



and sports industries. While we are proud of our designs, we are proudest of our  
20 **commitment** to top-notch<sup>4</sup> customer service. That puts us miles ahead of our competition. Take a look at our photos to see what we can do!

<sup>1</sup> *unique*: not like others; very unusual

<sup>2</sup> *outrageous*: very strange or unusual; shocking

<sup>3</sup> *blow you away*: impress you or make you very happy

<sup>4</sup> *top-notch*: excellent; of the highest quality



## ABOUT US:

# Fashion Forward



Are you a fashion-forward person? Then Fashion Forward is the website for you! Started in 2010 by two fashion-crazy friends, Claire Hong and Emily Rose, our website is the fastest, most exciting online shopping experience around. We offer **exclusive** designer dresses, outfits, and accessories at incredible discounts. We feature over 1,000 new **styles** every season, representing 100 designers from 30 different countries. Our merchandise is the highest quality and the most fashion-forward you will find anywhere. Your friends and family will be amazed to see you looking like a million bucks<sup>1</sup> in your **stylish** new clothes from Fashion Forward.

Here's how it works. First, you create your own fashion profile on our website. Just take a few

minutes to **input** your height, size, hair color, age, and **style** preferences. Then you will see our fabulous fashions, all custom-selected for you. Explore our website, where you will find designer information, fashion blogs and tips from our fashion **consultants**, and notices about upcoming sales.

Claire and Emily invite you to join them on their search for the latest in what is fashion-forward. They have the **expertise** to bring you the best. Claire, a former model, has an eye for **styles** that can fit anybody and yet be fashionable. With an MBA from the London Business School, Emily knows how to find great prices while providing the best customer service possible. We can't wait to dress you up!

<sup>1</sup> bucks: informal word for dollars

## ABOUT US:

# NOM NOM TRUCK



When two young entrepreneurs met at college, they shared a dream: to start a business selling Vietnamese food from a food truck. After college, owners Jennifer Green and Misa Chien recreated their favorite traditional dishes and served them in sandwiches or even tacos from a truck. By 2009, the Nom Nom Truck was **established**. After Jennifer and Misa appeared on a popular food show on national TV, the Nom Nom Truck was on the road to success.

The Nom Nom **vision** is to bring delicious, healthy, and fast Vietnamese cuisine<sup>1</sup> to everyone. Even customers who have never tried

Vietnamese food before love the Nom Nom Truck. After you try our popular Honey Chicken Banh Mi, you will be back for more!

Jennifer and Misa describe their company values as a triangle of happiness. "If our customers are happy and our truck team is happy, then we are happy. We believe in great customer service. We do this by having fantastic, friendly truck teams of chefs and cashiers. Eventually, we would like to have Nom Nom Trucks with Vietnamese cuisine in cities nationwide."

<sup>1</sup> cuisine: a style of cooking



## WRITING SKILL

## Audience and Purpose

### LEARN

Before you start writing, ask yourself who your readers will be and why they will be reading your text. Consider questions such as these:

- Who is your audience? Do they already know about your topic? If so, don't repeat elementary information. If not, explain basic information and perhaps include examples, diagrams, or pictures.
- How old are your readers? Will they be reading your piece for work (research, perhaps), for business, or for pleasure? Decide whether you should use an informal, conversational style or a more formal tone.
- What is the purpose of your writing? Are you trying to present an opinion, make a recommendation, or interest readers in a product or service?
- Is it important to provide facts or research?
- Do you want your readers to do something? Make specific recommendations or say exactly what they should do, buy, or believe.

### APPLY

- A.** Analyze the audience and purpose of each company profile in the writing model. Write the target audience and purpose for each company. You will use some choices more than once. Compare answers with a partner.

Audience	Purpose
Individuals	Quickly inform the reader
Large companies	Tell a story to interest readers
Advertisers	Communicate what is unique about the company
Women	Make the reader curious
College students	Impress the reader
Online shoppers	
People who live in urban areas	

1. Safari Ads

Audience: Large companies,

Purpose: \_\_\_\_\_

2. Fashion Forward

Audience: \_\_\_\_\_

Purpose: \_\_\_\_\_

3. Nom Nom Truck

Audience: \_\_\_\_\_

Purpose: \_\_\_\_\_



**B.** Think about the audience for each of the three businesses. With a partner, discuss these questions for each business.

1. What information might people want when they visit the website?
2. Do you think you are part of the target audience for the site? Why, or why not?

## Analyze

**A.** Reread the three company profiles. Check (✓) the information that is included and mark information that is not included with an X. Which information is included in all three? Compare your answers with a partner.

Type of Information	Safari Ads	Fashion Forward	Nom Nom Truck
Name of owner(s)	X		
Date established			
Brief company history			
Product information			
Statement of mission or vision			
Characteristics of employees			
Description of clients or customers			
Unique features			

**B.** What is unique about each business? In each profile, underline a few key words that express what is unique and write them below.

1. Safari Ads: outrageous advertising vehicles
2. Fashion Forward: \_\_\_\_\_
3. Nom Nom Truck: \_\_\_\_\_

**C.** Discuss these questions with a partner.

1. Which two profiles include information about how the company started? Why do you think this information is included?
2. Does your impression about a company change when you know about the owners?
3. Which profile does not include information about the company's history? Why do you think the company chose not to include that information?



## Vocabulary Activities STEP I: Word Level

consult  
strategy

established  
expertise

input  
target

style  
exclusive

vehicles  
transition

**A.** Use the target vocabulary to complete the sentences about Two Stamp Design, a website design company.

1. When two brothers established their website design company five years ago, they knew it was a very competitive business.
2. They focused on developing a very smart long-term \_\_\_\_\_.
3. They have many years of experience, and they bring their \_\_\_\_\_ to every project, no matter how small it is.
4. This plan enables them to \_\_\_\_\_ a wide range of customers.
5. They also \_\_\_\_\_ with advertising companies and provide advice and recommendations.
6. They hired a photo software expert to provide \_\_\_\_\_ on their website.
7. Their designs are getting attention because of their sleek \_\_\_\_\_.
8. Recently, they have designed a website for a(an) \_\_\_\_\_ luxury resort.
9. They have also completed a website for a company that sells eco-friendly \_\_\_\_\_.
10. Their \_\_\_\_\_ from a small company to a recognized business has been slow, but the brothers are happy with their success.



## Vocabulary Activities STEP II: Sentence Level

Some verbs *collocate* with, or are often used with, certain other words. These sets of words are called *collocations*. Here are some examples of collocations for the verb *commit* and the noun *commitment*.

The collocation to *make a commitment* means “to make a promise to do something.”

*I made a commitment to help Tran format the new ad, so I'm very busy at work.*

The collocation a *long-term commitment* means “a responsibility over a long period of time.”

*Studying to be a nurse requires a long-term commitment to a challenging program.*

To *commit a crime* means “to do something illegal or bad.”

*Job applications often have a question asking if the applicant has committed a crime.*

To *commit to memory* means “to learn something so that you remember it for a long time.”

*Schoolchildren must commit the multiplication tables to memory.*

To *be committed to* something means “to give time and attention to something that you think is important.”

*The company president is committed to opening several new stores next year.*



**B.** Answer these questions using the collocations in parentheses. Then share answers with a partner.

1. What responsibilities do you have this weekend? (*make a commitment*)  
\_\_\_\_\_
2. What is an organization or a goal that you are committed to? Explain why it is important to you. (*be committed to*)  
\_\_\_\_\_
3. List two long-term commitments that people often make. Which one have you made or are you likely to make in the future? (*long-term commitment*)  
\_\_\_\_\_
4. What things did you commit to memory when you were in elementary school? What types of things do you have to commit to memory now? (*commit to memory*)  
\_\_\_\_\_



*Establish* means “to start something” or “to make something exist.” *Establish* can be used in several different ways.

A person can *establish* a company, an organization, or a system.

*He **established** his company several years ago.*

*The government has **established** new guidelines for recycling.*

Two people, organizations, or countries can *establish* a relationship, especially a formal one.

*I have **established** contact with the lawyer's office.*

You can *establish* yourself or *establish* yourself *as* something; that is, you can succeed in something and make people accept and respect you. A person can also *establish* a reputation for himself or herself.

*He has **established** himself as a very reliable accountant.*

*She is a well-known opera singer now. She has **established** herself.*

*The success of her second novel **established** her reputation as an important writer.*



**C.** Discuss these questions with a partner. Then write answers. Use the correct form of *establish* in your answer.

1. Think of the oldest business or company that you know. Approximately when was it established? Who established it? Why?

---

2. Think of a famous singer, movie director, or artist. What event (movie, song, or exhibit) helped to establish this person's reputation?

---

3. What are some ways that you can establish trust with another person?

---

4. How would you like others to see you in the future? In other words, what would you like to establish yourself as?

---



The noun *vision* has several different meanings.

It can mean “the ability to see.”

*I have perfect **vision**, so I have never worn glasses.*

*Vision* can mean “the ability to think about the future with great intelligence.”

*What is needed are good leaders with **vision** and determination.*

*Vision* can mean “a picture in your imagination.”

*She had **visions** of what her life was going to be and how it was going to turn out.*



**D. Answer the questions below.**

1. Find the sentence that tells the vision of Nom Nom in the company profile on page 17 and underline it. Which meaning of *vision* is used in that sentence?

\_\_\_\_\_

2. Write a sentence that tells the vision of Safari Ads.

\_\_\_\_\_

3. Write a sentence that tells the vision of Fashion Forward.

\_\_\_\_\_

## Grammar Adverb Clauses of Time

An adverb clause of time indicates when something happened. In a sentence it shows that something happened before, after, or at the same time as an event in the main clause. An adverb clause of time is a dependent clause. It includes a subject and a verb, and it begins with a conjunction such as *while, after, before, as soon as, when, until, soon, or after*.

When the dependent clause (underlined below) comes before the main clause, there is a comma between the two clauses.

<sup>S</sup> <sup>V</sup>  
After the owners appeared on a popular TV show, <sup>S</sup> <sup>V</sup>the Nom Nom Truck was on the road to success.

When the sentence begins with the main clause, there is no comma.

<sup>S</sup> <sup>V</sup> <sup>S</sup> <sup>V</sup>  
The Nom Nom Truck became very well known after the owners appeared on a popular TV show.

In a company profile, the most common verb tenses in adverb clauses of time are simple past, past progressive, simple present, and future.

<sup>past progressive</sup> <sup>simple past</sup>  
While he was attending school, he opened his first store.

<sup>simple present</sup> <sup>future</sup>  
Once you try our products, you will see the difference.



**A.** Read the sentences about Tutor Camp, an after-school tutoring company. Underline the adverb clauses of time. Rewrite each sentence with the adverb clause in a different position.

1. Sam Wilson developed the idea for his company while he was in high school.

While he was in high school, Sam Wilson developed the idea for his company.

2. As soon as he graduated college in May 2010, he started a small tutoring company for high school students.

3. Wilson hired a management team after he expanded his business in 2012.

4. Before he expanded his business, he did a lot of market research.

5. While he was busy with his company, he was studying in an MBA program.

**B.** Read the paragraph. Put brackets around each adverb clause of time, and underline the subject and verb in that clause. Then correct the errors, including verb tense, clause structure, and time words. In some cases, the time word is missing. The first correction is done for you. Correct four more mistakes.

I have always wanted to own my own business, but I wasn't sure what kind.

[When I <sup>was</sup> ~~am~~ young,] I helped in my father's hair salon. I learned about the importance of customer service I watched my father talk with his clients.

I also helped him with the accounting while I was a high school student.

When I enter college, I decided to major in business. One semester, just for something different, I registered in a furniture-making course. After the first month, I realize that I loved working with wood and designs. I graduated from college, I started to explore business opportunities in construction management. I now own my own construction company.



## WRITING SKILL

## Organizing Information

## LEARN

When writing a company profile, you need to capture the reader's attention, give information, and show the reader how your company is special. To do this, decide what information to include, and organize your information carefully.

To plan your writing, follow these steps:

- List three or four main points of information.
- Focus each paragraph on just one or two points.
- Consider the order of the points. You could put the company history first, or it might be more interesting to state the owner's history and goals first.
- Try putting your points in different order. Think about how the order might affect the message and the reader. Remember that a powerful ending can have a lasting effect on readers.

## APPLY

Look at the Safari Ads company profile on page 16. Work with a partner to determine the focus or purpose of each paragraph.

Paragraph 1: \_\_\_\_\_

Paragraph 2: \_\_\_\_\_

## Collaborative Writing

- A.** The Safari Ads profile does not include information about the founder, the person who started the company. Read about the founder and how he started Safari Ads. As you read, underline key words that describe him or his work.

Nick Alonso, founder of Safari Ads, started his career as an artist and set designer for theaters in New York City. His unusual creations were well-known in the theater world. He designed sets for the top Broadway plays during the 1980s. Later, he took his unique expertise into a new field: designing company exhibits for large conferences. He built extraordinary exhibits around the world. All of this changed, however, when he saw his first advertising vehicle. Suddenly, he had a vision of how he could combine his art with his love of cars. His first advertising vehicle was a cartoon character, which he built with a 1989 Toyota van.





**B.** With a partner, insert the new information about Nick Alonso into the Safari Ads profile. Follow these steps:

1. Reread the profile on page 16 and decide where the information should go.
2. Rewrite that part of the profile. Use some of the information from the paragraph above, but use your own words.
3. You can write your own first sentence or start with this one:

*Nick Alonso, founder of Safari Ads, is the creative genius behind every one of our unique vehicles.*

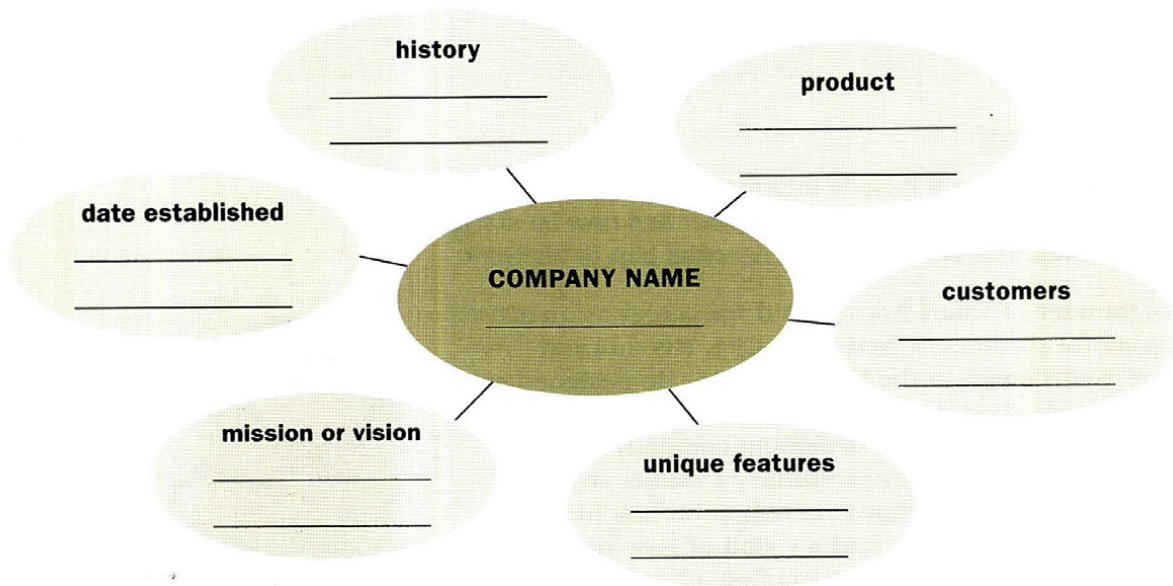
**C.** Share your new company profile for Safari Ads with the class. As a class, discuss the questions.

1. Where did you put your new information? Why?
2. How does it change the profile to add information about Nick Alonso?
3. Do you think it is better? Why, or why not?

## Independent Writing

**A.** You are going to write a company profile for a website. It can be for a company that offers a service (such as test preparation tutoring) or a product (such as a clothing store or restaurant). It can be for a real company or a company you make up.

Choose a company. Brainstorm ideas for your company profile. Complete the idea map, and discuss your map with a partner.





- B.** For your company profile, include a history of the company. To get ideas, complete the paragraph below with your own words.

The inspiration for \_\_\_\_\_ came in  
(company)  
a very \_\_\_\_\_ way. When \_\_\_\_\_ was \_\_\_\_\_,  
(adjective) (person) (past verb)  
\_\_\_\_\_ realized that \_\_\_\_\_. With the help  
(person) (subject + verb)  
of \_\_\_\_\_, \_\_\_\_\_ established \_\_\_\_\_ in  
(noun or proper noun) (person) (company)  
\_\_\_\_\_. \_\_\_\_\_ vision for this company is to  
(place) (person's)  
\_\_\_\_\_.  
(verb)

- C.** Look at the adjectives from the writing models on pages 16 and 17. Circle the ones you can use in your company profile.

artistic	delicious	exciting	exclusive
fantastic	fashionable	healthy	outrageous
proud	stylish	top-notch	unique

#### VOCABULARY TIP

Adjectives can help you communicate what is outstanding about your company. Use adjectives in your profile to build the image of your company.

- D.** Rewrite each of the sentences based on the writing models. Replace the underlined words with information about the company you are going to write about. You may need to make other changes to the sentences as well.

- Since 1998, Safari Ads has established itself as the leader in unique advertising.  
Since 2005, Rumba House has established itself as a leader in teen fashion.
- Our master designers have built vehicles for major companies.  
\_\_\_\_\_
- Our merchandise is the highest quality you will find anywhere.  
\_\_\_\_\_
- After you try our popular Honey Chicken Banh Mi, you will be back for more.  
\_\_\_\_\_
- At Nom Nom, our vision is to bring delicious Vietnamese cuisine to everyone.  
\_\_\_\_\_

- E.** Write your company profile. Use your idea map to decide on the order and focus of your paragraphs. As you write, include adjectives and sentences you like from activities B, C, and D. Use target vocabulary from page 15.



## REVISE AND EDIT

**A.** Read your company profile. Answer the questions below, and make revisions to your company profile as needed.

1. Check (✓) the information you included in your profile.

- |  |  |
|--|--|
| <input type="checkbox"/> date company was established      | <input type="checkbox"/> facts about products      |
| <input type="checkbox"/> name of owner or founder          | <input type="checkbox"/> descriptions of customers |
| <input type="checkbox"/> company history                   | <input type="checkbox"/> unique features           |
| <input type="checkbox"/> description of product or service | <input type="checkbox"/> statement of vision       |

2. Look at the information you did not include. Would adding that information make your profile more interesting to customers?

### Grammar for Editing Punctuating Clauses

Compound sentences (with two independent clauses) must have a comma. The comma should be before the coordinating conjunction (*for, and, nor, but, or, yet, so*).

independent clause Sofia may start a bakery, independent clause or she may open a coffee shop.

Sentences starting with an adverb clause of time have a comma after the dependent clause.

adverb time clause (dependent) After he graduated, main clause (independent) Ray worked in his aunt's business.

When the sentence begins with the main clause, there is no comma.

main clause (independent) Ray worked in his aunt's business adverb time clause (dependent) after he graduated.

**B.** Check the language in your company profile. Revise and edit as needed.

#### Language Checklist

- |   |
|---|
| <input type="checkbox"/> I used target words in my profile.                         |
| <input type="checkbox"/> I used descriptive adjectives.                             |
| <input type="checkbox"/> I used adverb clauses of time to tell the company history. |
| <input type="checkbox"/> I punctuated my adverb clauses correctly.                  |

**C.** Check your profile again. Repeat activities A and B.

**Self-Assessment Review:** Go back to page 15 and reassess your knowledge of the target vocabulary. How has your understanding of the words changed? What words do you feel most comfortable using now?



## UNIT

## 3

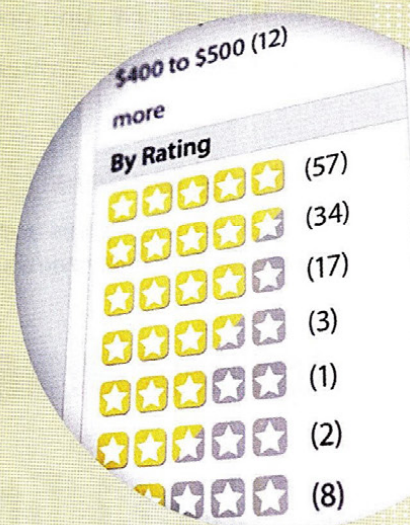
# Ready for Anything

## In this unit, you will

- > analyze product reviews and learn how they help consumers make decisions.
- > use descriptive and evaluative writing.
- > increase your understanding of the target academic words for this unit.

## WRITING SKILLS

- > Supporting Opinions with Facts
- > Writing a Good Title
- > **GRAMMAR** Adjectives and Adverbs



## Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

### TARGET WORDS

#### AWL

- key aspect
- key category
- compatible
- key economy
- equip
- external
- key indicate
- key output
- key overall
- key perspective
- key range
- key technology

never seen this word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in *either* speaking or writing.



## PREPARE TO WRITE

### Building Knowledge

Read these questions. Discuss your answers in a small group.

1. Have you recently bought something online? Did you read the reviews? Did they help you choose a product? Did you agree with the reviews?
2. What information do you expect to read in a product review?
3. Have you ever written a product review? For what product? What did you write?

### Writing Models

A product review gives a customer's opinion about the quality and value of a product. Read these online reviews of three different emergency weather radios.

## Great little radio!



### ATMOS-FEAR 3000 Weather Radio



Finally, a small  
emergency<sup>1</sup> weather  
radio that really works!  
I've owned many radios

5 in this **category**, but they are  
all terrible compared to the ATMOS-FEAR 3000.  
A good emergency radio needs to work even if  
you don't use it for a long time. It also needs to  
receive radio signals<sup>2</sup> from a wide area. The  
10 Atmos-Fear gets it right. It has a solar panel<sup>3</sup> on  
the top and a flashlight on one end.

It has a hand crank<sup>4</sup> for manual power, or it  
can run on batteries<sup>5</sup> or an **external** power  
source. The radio starts easily and charges  
15 fast. Its reception<sup>6</sup> is excellent; I can listen  
to the weather report from anywhere in my  
house. The display is easy to read, too. The  
Atmos-Fear 3000 comes with a power **output**  
for a cell phone, so you can charge your  
20 phone if you lose power. The only feature I  
don't like is the charging **indicator** light. It's  
too bright, so I don't want it near me at night.  
Apart from that one small problem, I highly  
recommend this great little radio.

<sup>1</sup> *emergency*: a serious event that needs immediate action

<sup>2</sup> *radio signal*: a radio wave used to send and receive messages

<sup>3</sup> *solar panel*: a flat piece of equipment that uses light and heat energy from the sun to produce electricity or heating

<sup>4</sup> *hand crank*: a bar and handle in the shape of an L that you turn to make electricity

<sup>5</sup> *battery*: a device that provides electricity for a toy, radio, car, etc.

<sup>6</sup> *reception*: the quality of radio signals



# You get what you pay for.

## PowerUp Emergency Radio



I was excited to receive this radio because we get many bad storms in our area, and it's important for me to listen to weather news. I have looked at many emergency radios. The PowerUp is much cheaper than similar radios, but unfortunately, this means it is not very good quality. The radio is quite large and is **equipped** with a thermometer, flashlight, and

10 reading light. Sadly, the thermometer was already broken when I opened the box. The lights work well, though. On the one hand, the radio is great because power can come from either a hand crank, batteries, or a solar panel. On the other hand, the hand crank stopped working after one week, and I saw water under the solar panel. Even the radio doesn't work properly. It doesn't have a wide **range**, so it only picks up one very weak signal. **Overall**, the PowerUp Emergency Radio is **economical**, but it's not a good buy. You get what you pay for.

# Easy to program, annoying to use.

## Red Alert WR50



I bought this radio after I read some online reviews, and I am mostly satisfied with it. The radio has two ways to receive weather information, making it very practical. You can listen to a weather station, or you can receive warnings of dangerous conditions even when your radio is off. The device is **compatible** with a new **technology** for weather radios. This feature means that you only get alerts<sup>1</sup> for your home area, so it won't wake

you up for a storm that's 100 miles away. Sometimes, though, it doesn't work well. It still plays quite a lot of unnecessary alerts. I like that the unit has a memory of 10 past alerts, but I don't like that it doesn't tell you when they occurred. On the other hand, some **aspects** of the radio are very helpful. The display is easy to read, and the radio is easy to program. When the news reports bad weather, a light goes on and a loud sound plays. I like using the Red Alert WR50 **overall**, but I can't recommend it highly. From my **perspective**, it has too many annoying problems.

<sup>1</sup> alert: a warning of possible danger



## WRITING SKILL

## Supporting Opinions with Facts

### LEARN

A good review includes both facts and opinions. A fact is something that is known to be true. A fact can be proven. An opinion, however, is a person's feelings or thoughts about something. Opinions are personal, and other people could disagree with them. In a review, the opinion shows the writer's evaluation: Is the product good or bad?

A good review gives reasons for the writer's evaluations. One way to do this is to use facts to support your opinions.

Opinion

*The radio is great.*

Opinion supported by facts

*The radio is great because power can come from either a hand crank, batteries, or a solar panel.*

This will make your writing more persuasive, and your readers will be more likely to trust your recommendations.

When you write a review:

- write an interesting title to summarize your opinion and add a rating (for example, 3 out of 5 stars).
- give your overall opinion about the product.
- describe the product.
- explain why you bought the product (optional).
- give your opinion of the product's strong and weak aspects.
- support your opinions with facts and/or examples.
- conclude with your recommendation.

### APPLY

**A.** Are the following sentences about the three emergency radios facts (F) or opinions (O)?

- F   1. It has a solar panel on the top and a flashlight on one end.
- 2. The indicator light is too bright.
- 3. The radio is easy to program.
- 4. The lights work well.
- 5. It doesn't have a wide range.
- 6. It's not a good buy.
- 7. When a bad storm is reported, a light goes on and a loud sound plays.
- 8. The device uses a new technology that only plays local alerts.



**B. What facts do the reviewers in the writing models use to support these opinions?**

1. The ATMOS-FEAR's reception is excellent.

*The reviewer can listen to the weather report from anywhere in the house.*

2. The PowerUp is not good quality.

3. The PowerUp doesn't have good range.

4. The Red Alert is very practical.

5. The new technology on the Red Alert does not work well.

**Analyze**

**A. Why did the reviewers buy these radios? Match the radio to the reason.**

\_\_\_ 1. ATMOS-FEAR 3000

a. The reviewer read many different reviews and chose this one.

\_\_\_ 2. PowerUp

b. The reviewer tried other weather radios first.

\_\_\_ 3. Red Alert WR50

c. The reviewer lives in an area with a lot of bad storms.

**B. Reread the three reviews and complete the chart.**

Aspect / Radio	ATMOS-FEAR	PowerUp	Red Alert WR50
Signal	<i>strong</i>		
Power sources			
Display			
Ease of use			
Other aspects			

**C. After reading the reviews, which radio would you buy? Share your answers with a partner.**

1. Y / N ATMOS-FEAR 3000 Why? \_\_\_\_\_

2. Y / N PowerUp Why? \_\_\_\_\_

3. Y / N Red Alert WR50 Why? \_\_\_\_\_



## Vocabulary Activities STEP I: Word Level

Word Form Chart			
Noun	Verb	Adjective	Adverb
economy economics	_____	economic economical	economically

### A. Complete the sentences with the correct form of the word *economy*.

- Hybrid cars get excellent fuel economy.
- It is \_\_\_\_\_ to buy a large bottle of milk.
- \_\_\_\_\_ is the study of money, banks, and markets.
- Many people lost money in the \_\_\_\_\_ crisis.
- Some people buy in large quantities because it is more \_\_\_\_\_.
- She was running out of water, so she drank it \_\_\_\_\_.

When two things or ideas are *compatible*, they go together well.

*Jim's and Mary's ideas for the school year are compatible.*

When two people are *compatible*, they have similar personalities, or they can live or work well together.

*My brother and his wife both swim, so they are perfectly compatible.*

We often use *compatible* for two types of technology that work together. Remember to use the preposition *with*.

*My music player is compatible with my car radio.*

The opposite of *compatible* is *incompatible*. It means that two things do not go or work together well or that two people cannot be together happily.

*These headphones are incompatible with my music player.*

The noun form of *compatible* is *compatibility*.

*Before you buy a new DVD player, check its compatibility with your TV.*



### B. Complete the questions with *compatible*, *incompatible*, or *compatibility*. Then discuss your answers with a partner.

- Why are you \_\_\_\_\_ with your best friend?
- Have you ever bought a(n) \_\_\_\_\_ piece of technology and returned it to the store?
- Think of a class you took. Was your way of learning \_\_\_\_\_ with your teacher's style of teaching?
- How important is \_\_\_\_\_ in a friendship?



**C.** Complete the paragraph with words from the box. You will not use two of the words.

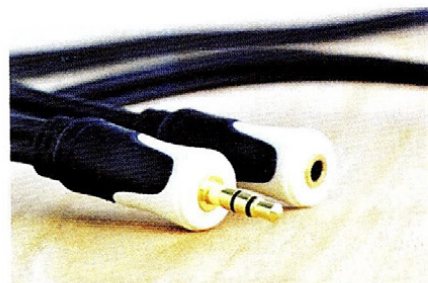
external  
equipped

output  
indicator

range  
aspect

technology  
perspective

My MP3 player came (1) \_\_\_\_\_ with enough space for thousands of songs and an awesome set of headphones. I can even connect it to (2) \_\_\_\_\_ speakers using the (3) \_\_\_\_\_ jack. The device is compatible with a wide (4) \_\_\_\_\_ of accessories, including cases and covers. From my (5) \_\_\_\_\_ there is only one problem with it: There is a bright red (6) \_\_\_\_\_ light on the side that is annoying at night.



## Vocabulary Activities

### STEP II: Sentence Level

**D.** Write sentences to answer these questions. Use a form of the underlined word.

1. What is one of your hobbies? How do you equip yourself for that hobby?

*I enjoy skiing. My equipment includes boots, skis, poles, a hat, and sunglasses.*

2. What is an indication that you need to buy new clothes?

\_\_\_\_\_

3. How can you categorize your favorite and least favorite foods?

\_\_\_\_\_

4. What is a good student equipped with for class?

\_\_\_\_\_

5. What do the icons on a computer screen indicate?

\_\_\_\_\_



*Overall* can be an adverb or an adjective. As an adverb, *overall* can mean “generally” or “when you consider everything.”

*Overall, the radio is very useful.*

When used as an adverb, *overall* can also mean “in total.”

*We spent three weeks overall trying to find the right computer.*

As an adjective, *overall* means “including everything.”

*The price of breakfast is part of the overall price of the hotel room.*

*High-resolution photos can be printed at almost any size without a real difference in their overall quality.*



**E. Put the parts of the sentences in order and rewrite the complete sentence.**

1. many different watches, / but overall / I tried on / I preferred / the blue one

*I tried on many different watches, but overall I preferred the blue one.*

2. with this TV, / but overall / there are a few problems / in the store / it is the best one

3. between family members / cell phones / overall / have improved communication

4. my overall / is positive / about this computer / opinion

5. recommend / overall / this new camera / I highly

**F. Cathy wants a cell phone. Her parents, Abby and Bob, don't think it's a good idea. Abby thinks a cell phone will distract Cathy from her schoolwork. Bob thinks the phone is too expensive.**

1. Write a letter to Abby and Bob from Cathy's perspective. Say why you should have the cell phone. Use forms of all of these words: *technology, equip, aspect, range*.

*Dear Mom and Dad,*

*I really need a cell phone because it's essential equipment for a young person.*



2. What is Bob's perspective? Use forms of all of these words: *perspective*, *economical*, *compatible*.

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3. Whose perspective do you agree with—Abby's or Bob's? Why? Use forms of all of these words: *overall*, *aspect*, *category*, *indicate*.

---

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## Grammar Adjectives and Adverbs

An adjective is a word that describes a noun. An adjective can appear before a noun or after a linking verb such as *be*.

The Red Alert is a useful radio.

A weather radio is useful.

You can write more than one adjective for one noun, but it is unusual to write more than two or three adjectives together. Adjectives usually follow this order:

opinion size age shape color origin material category

a useful red weather radio

a small plastic flashlight

Adverbs describe verbs, adjectives, or whole sentences, but not nouns.

The radio turns on easily.

The Red Alert is a very useful radio.

Fortunately, I own a weather radio.

When you write more than one adjective of the same type, such as two opinion adjectives, separate them with commas.

I wanted a cheap, reliable radio.



**A.** Circle the correct word to complete the sentences in this camera review.

The DX7 is an (1) (attractive) / *attractively*) digital camera with a (2) (*square* / *squarely*) black body and an (3) (*unusual* / *unusually*) comfortable grip. When you press the power button, it opens (4) (*quick* / *quickly*). The photos have (5) (*bright* / *brightly*) colors and a (6) (*clear* / *clearly*) focus. I even liked using this camera better than my (7) (*great* / *greatly*) old film camera. (8) (*Unfortunate* / *Unfortunately*), the DX7 is (9) (*very* / *real*) expensive, so I cannot recommend it too (10) (*high* / *highly*).

**B.** Write a sentence using the adjectives in each example.

1. quiet / comfortable

*I can study in a quiet, comfortable place.*

2. fast / red

3. expensive / beautiful / new

4. square / small / plastic

5. European / delicious

**C.** Hiroko and Turki are classmates. Hiroko has just bought a new smartphone. She is comparing it to Turki's older phone. Write a short dialog. Use at least two adjectives or adverbs in each sentence.

*Hiroko: "I just bought a cool new smartphone."*

*Turki: "My phone is old, but I can hear very clearly."*



**WRITING SKILL**

**Writing a Good Title**

**LEARN**

A good title gets the reader's attention, tells the main point, and sometimes gives the writer's opinion or perspective. Writers often draft several titles and then choose the best one.

To write a title for your next paper, choose two or three of these strategies:

- a sentence or phrase from your writing ("I love this little radio")
- a key word, phrase, or idea ("The perfect choice")
- something the reader can hear, see, feel, or taste ("A little red wonder")
- an interesting or unusual idea from the writing ("A radio with a flashlight!")
- a question ("Who needs a radio with a flashlight?")
- a common phrase or saying ("Pump up the volume!")

Follow these guidelines to write your title correctly:

- Avoid very long titles. (Note that titles are not usually complete sentences.)
- In formal papers, capitalize the first letter in every word except short prepositions (*on, at, by*) and articles (*a, an, the*). (This is not always done in product reviews.)
- Always capitalize the first word of the title even if it is a short preposition or article.
- Use the same font as the rest of your paper.
- Center the title.

**APPLY**

Look at the titles of the three reviews on pages 30–31. Which strategy did the writers use for each title? Do you think they are good titles? Discuss your opinions with a partner.

*The title of the first review is a phrase from the last sentence of the review. It's a good title because ...*



## Collaborative Writing

- A.** Read the following draft of a product review. With a partner, evaluate the draft using the chart below.

### My review of a weather radio

The Super Storm weather radio is OK. It is small with a solar panel and crank handle. The radio works well. The flashlight isn't very good. I'm going to send it back and buy a different model.

Aspect	Good	Needs Improvement	Missing
1. Title		✓	
2. Description of the product			
3. Opinions about the product			
4. Supporting facts or reasons for the opinions			
5. Recommendation			

- B.** With a partner, decide how you could improve these aspects of the product review. What could you add or change? Use the information in the writing models to help you.

- Title \_\_\_\_\_
- Description \_\_\_\_\_
- Opinions \_\_\_\_\_
- Supporting facts/examples \_\_\_\_\_
- Recommendation \_\_\_\_\_

- C.** Rewrite the review together, including the title. Share your review with another pair. Discuss these questions.

- Does your review have a good title?
- Does your review have all the aspects of a good product review?
- Did you add enough information?



## Independent Writing

- A.** Think of a piece of technology you own that you could write a product review about. It could be a computer, tablet, cell phone, television, watch, calculator, or other device.

Brainstorm both facts and opinions for your product review. Use the chart to help you.



Name of the product:	
Type of product:	
Description:	
Strong aspects	Weak aspects
Recommendation	

- B.** Write three different titles for your review. Use three different techniques from page 39. Ask a classmate to help you choose the best title.
- C.** Write sentences about your product using the phrases in the Vocabulary Tip box. Give a reason for each opinion. Then choose the one you want for your review.

- Overall, I don't fully recommend this TV because the screen is too small.*
- 
- 
- 

- D.** Write your review. Use the chart in activity A to make sure you include all the aspects of a product review. Support your opinions with facts and examples. Include adjectives and adverbs, and make sure you have a good title and a recommendation.

### VOCABULARY TIP

Adverbs can show the strength of your recommendation:

Strong

highly recommend  
strongly recommend  
somewhat recommend  
don't fully recommend  
definitely don't recommend

Weak



## REVISE AND EDIT

**A.** Read your product review. Answer the questions below, and make revisions to your review as needed.

1. Check (✓) the information you included in your review.

- |   |  |
|---|--|
| <input type="checkbox"/> title                      | <input type="checkbox"/> strong and weak aspects of the product  |
| <input type="checkbox"/> opinion about the product  | <input type="checkbox"/> facts/examples to support your opinions |
| <input type="checkbox"/> description of the product | <input type="checkbox"/> recommendation                          |

2. Look at the information you did not include. Would adding that information make your review more convincing to a potential customer?

### Grammar for Editing Problems with Adjectives and Adverbs

1. Remember that an adverb can't modify a noun:

**X** I needed a cheaply radio.

2. Adjectives don't agree with nouns in English:

**X** The radio uses three larges batteries.

3. Notice the difference between the *-ing* and *-ed* form of some adjectives (e.g., *interesting* / *interested*, *boring* / *bored*). The *-ing* form describes the cause of the emotion:

The camera has an exciting new feature.

The *-ed* form describes the result:

I'm excited by this new camera.

**B.** Check the language in your product review. Revise and edit as needed.

#### Language Checklist

- |   |
|---|
| <input type="checkbox"/> I used target words in my product review.        |
| <input type="checkbox"/> I used adjectives and adverbs.                   |
| <input type="checkbox"/> I checked the form of my adjectives and adverbs. |
| <input type="checkbox"/> I used adjectives and adverbs correctly.         |

**C.** Check your review again. Repeat activities A and B.

**Self-Assessment Review:** Go back to page 29 and reassess your knowledge of the target vocabulary. How has your understanding of the words changed? What words do you feel most comfortable using now?



## UNIT

## 4

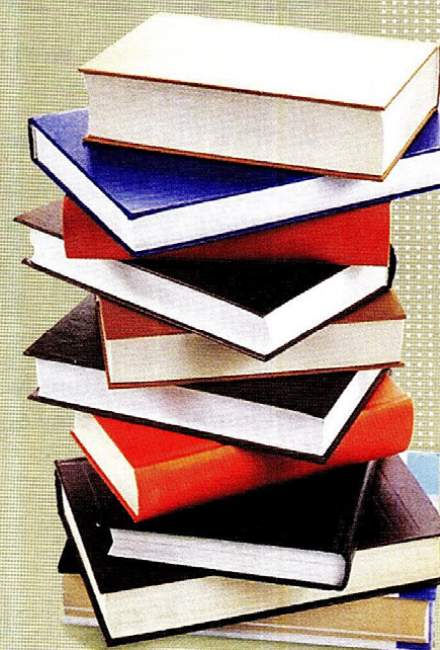
# Message in a Book

## In this unit, you will

- > analyze responses to literature and learn how they are used in academic writing.
- > use support for a point of view in writing a response to literature.
- > increase your understanding of the target academic words for this unit.

## WRITING SKILLS

- > Supporting a Point of View
- > Summarizing a Story
- > **GRAMMAR** Expressions of Contrast



## Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

### TARGET WORDS

#### AWL

assess

🔑 attitude

🔑 benefit

🔑 brief

🔑 context

contradict

🔑 devote

🔑 labor

margin

motive

outcome

🔑 resolve

never seen this word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in *either* speaking or writing.



## PREPARE TO WRITE

### Building Knowledge

Read these questions. Discuss your answers in a small group.

1. What are some works of literature you have studied in school? Who are some authors you like?
2. What kinds of assignments have you written in a literature class? Describe them.
3. Folk tales teach a lesson or make an observation about society or human nature. What is a folk tale that you know?

### Writing Models

A response to literature is a short summary and an analysis that you write, often in response to an essay question. Read these responses to a test question about a folk tale.

## English Literature 101: Mid-term Test

### Essay Question:

Read the Middle Eastern folk tale "The Boatman" and write a personal response. What is the message or lesson in the story? Do you agree or disagree with the message? Support your answer with reasons and examples. Begin your response with a **brief** summary of the story. Your response should be no more than 300 words, and it should have proper format with one-inch **margins**.



### THE BOATMAN

A scholar<sup>1</sup> asked a boatman to row him across the river. The journey was long and slow. The scholar was bored. "Boatman," he called out, "let's have a conversation." Suggesting a topic of special interest to himself, he asked, "Have you ever studied philosophy<sup>2</sup> or art?"

"No," said the boatman, **laboring** to row the boat. "Subjects like those are of no **benefit** to me."

"Too bad," said the scholar. "You've wasted half of your life. Such subjects are important for the mind."

Later, the boat crashed into a rock in the middle of the river. The boatman turned to the scholar and said, "Tell me, did you ever learn to swim?"

"No," said the scholar, "I **devoted** myself to thinking."

"In that case," said the boatman, "you've wasted all your life. Alas, the boat is sinking."

<sup>1</sup> scholar: a person who knows a lot about a subject because he or she has studied it in detail

<sup>2</sup> philosophy: the study of ideas and beliefs about the meaning of life