

INSIDE WRITING

The Academic Word List in Context

3



Kate Adams

SERIES DIRECTOR:

Cheryl Boyd Zimmerman

OXFORD

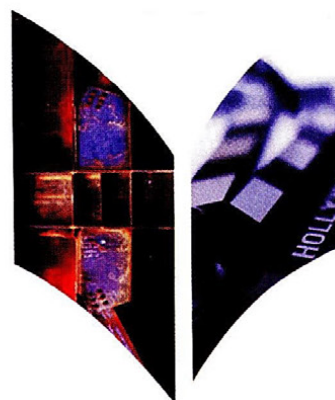
INSIDE WRITING

The Academic Word List in Context

Kate Adams

SERIES DIRECTOR:

Cheryl Boyd Zimmerman



OXFORD
UNIVERSITY PRESS

Acknowledgements

We would like to acknowledge the following individuals for their input during the development of the series:

Salam Affouneh
Higher Colleges of Technology
Abu Dhabi, U.A.E.

Kristin Bouton
Intensive English Institute
Illinois, U.S.A.

Nicole H. Carrasquel
Center for Multilingual Multicultural Studies
Florida, U.S.A.

Elaine Cockerham
Higher College of Technology
Muscat, Oman

Danielle Dilkes
CultureWorks English as a Second Language Inc.
Ontario, Canada

Susan Donaldson
Tacoma Community College
Washington, U.S.A.

Penelope Doyle
Higher Colleges of Technology
Dubai, U.A.E.

Edward Roland Gray
Yonsei University
Seoul, South Korea

Melanie Golbert
Higher Colleges of Technology
Abu Dhabi, U.A.E.

Elise Harbin
Alabama Language Institute
Alabama, U.S.A.

Bill Hodges
University of Guelph
Ontario, Canada

David Daniel Howard
National Chiayi University
Chiayi

Leander Hughes
Saitama Daigaku
Saitama, Japan

James Ishler
Higher Colleges of Technology
Fujairah, U.A.E.

John Iveson
Sheridan College
Ontario, Canada

Alan Lanes
Higher Colleges of Technology
Dubai, U.A.E.

Corinne Marshall
Fanshawe College
Ontario, Canada

Christine Matta
College of DuPage
Illinois, U.S.A.

Beth Montag
University at Kearney
Nebraska, U.S.A.

Kevin Mueller
Tokyo International University
Saitama, Japan

Tracy Anne Munteanu
Higher Colleges of Technology
Fujairah, U.A.E.

Eileen O'Brien
Khalifa University of Science, Technology, and Research
Sharjah, U.A.E.

Jangyo Parsons
Kookmin University
Seoul, South Korea

John P. Racine
Dokkyo Daigaku
Soka City, Japan

Scott Rousseau
American University of Sharjah
Sharjah, U.A.E.

Jane Ryther
American River College
California, U.S.A.

Kate Tindle
Zayed University
Dubai, U.A.E.

Melody Traylor
Higher Colleges of Technology
Fujairah, U.A.E.

John Vogels
Higher Colleges of Technology
Dubai, U.A.E.

Kelly Wharton
Fanshawe College
Ontario, Canada

Contents

| | |
|------------------------|-----|
| ACKNOWLEDGEMENTS | iii |
|------------------------|-----|

Unit 1 Soaring to the Top 1

Content Area: Architecture

| | |
|--|-------|
| WRITING SKILLS: Descriptive Language; Spatial Organization | 4, 11 |
| Writing Model: <i>An Architecture Review</i> | 2 |
| Grammar: <i>Passive and Active Voice</i> | 9 |
| Vocabulary activities | 6 |

Unit 2 Ready to Bike? 15

Content Area: Urban Planning

| | |
|--|--------|
| WRITING SKILLS: Audience and Purpose; Writing about Data | 19, 27 |
| Writing Model: <i>A Questionnaire and Summary</i> | 16 |
| Grammar: <i>Modals of Certainty</i> | 25 |
| Vocabulary activities | 21 |

Unit 3 Alarming Design 31

Content Area: Art and Design

| | |
|--|--------|
| WRITING SKILLS: Fact and Opinion; Problems and Solutions | 34, 41 |
| Writing Model: <i>Three Product Reviews</i> | 32 |
| Grammar: <i>Adverbial Clauses</i> | 40 |
| Vocabulary activities | 37 |

Unit 4 Awareness Is Prevention 45

Content Area: Public Health

| | |
|---|--------|
| WRITING SKILLS: Organizing Information; Extended Definition | 49, 56 |
| Writing Model: <i>An Informational Brochure</i> | 46 |
| Grammar: <i>Adjective Clauses</i> | 55 |
| Vocabulary activities | 51 |

Unit 5 Scenes That Inspire 61

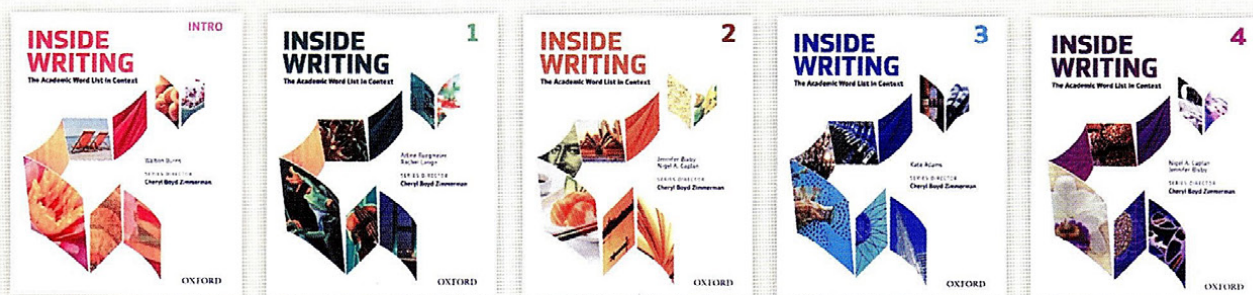
Content Area: Film

| | |
|---|--------|
| WRITING SKILLS: Evaluative Language; Supporting a Point of View | 65, 72 |
| Writing Model: <i>Two Film Reviews</i> | 62 |
| Grammar: <i>Shifting Verb Tenses</i> | 70 |
| Vocabulary activities | 67 |

| | |
|---|------------|
| Unit 6 Reinvent, Redesign, Reimagine | 77 |
| Content Area: Engineering | |
| WRITING SKILLS: Formal Register; Proposing Solutions | 80, 88 |
| Writing Model: <i>An Editorial</i> | 78 |
| Grammar: <i>Non-defining Adjective Clauses</i> | 86 |
| Vocabulary activities | 82 |
| Unit 7 The Memories We Keep | 93 |
| Content Area: Neuroscience | |
| WRITING SKILLS: Cause and Effect; Writing a Hypothesis | 97, 104 |
| Writing Model: <i>A Research Proposal</i> | 94 |
| Grammar: <i>Noun Clauses with That</i> | 103 |
| Vocabulary activities | 99 |
| Unit 8 Finding a Formula for Motivation | 109 |
| Content Area: Psychology | |
| WRITING SKILLS: Examples; Comparing and Contrasting | 112, 120 |
| Writing Model: <i>A Magazine Article</i> | 110 |
| Grammar: <i>Words and Phrases of Contrast and Concession</i> | 118 |
| Vocabulary activities | 114 |
| Unit 9 Designing a Philosophy | 125 |
| Content Area: Business | |
| WRITING SKILLS: Personal Narrative; Sentence Variety | 129, 136 |
| Writing Model: <i>A Case Study</i> | 126 |
| Grammar: <i>Sentence Structure</i> | 134 |
| Vocabulary activities | 130 |
| Unit 10 Mapping Geography's Influence | 141 |
| Content Area: Geography | |
| WRITING SKILLS: Counterarguments; Supporting a Thesis Statement | 145, 152 |
| Writing Model: <i>A Persuasive Article</i> | 142 |
| Grammar: <i>Definite and Indefinite Articles</i> | 150 |
| Vocabulary activities | 147 |
| INDEX: ACADEMIC WORD LIST | 157 |

The Inside Track to Academic Success

Student Books



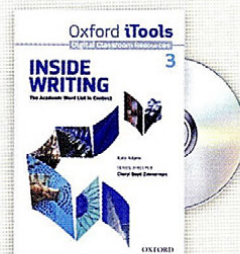
For additional student resources visit: www.oup.com/elt/insidewriting

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

Additional instructor resources at: www.oup.com/elt/teacher/insidewriting

UNIT

1

Soaring to the Top

In this unit, you will

- > analyze an architecture review and learn how it is used to describe a building.
- > use descriptive writing.
- > increase your understanding of the target academic words for this unit.

WRITING SKILLS

- > Descriptive Language
- > Spatial Organization
- > **GRAMMAR** Passive and Active Voice



Self-Assessment

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

| TARGET WORDS | never seen the 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 <i>either</i> speaking or writing. |
|---------------|-----------------------------|---|--|---|
| AWL | | | | |
| abstract | | | | |
| allocate | | | | |
| bulk | | | | |
| key colleague | | | | |
| comprise | | | | |
| key cycle | | | | |
| dynamic | | | | |
| key estate | | | | |
| furthermore | | | | |
| hence | | | | |
| key logic | | | | |
| key obtain | | | | |
| refine | | | | |
| key transform | | | | |

PREPARE TO WRITE

Building Knowledge

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

1. What buildings do you like? Why do you like them?
2. What makes some spaces more pleasant to be in than others? Why?
3. What information would you expect to find in a review of a building?

Writing Model

An architecture review is a detailed description of a building's features. Read about the Burj Khalifa, a skyscraper in Dubai, U.A.E.

Soaring to the Top: The Burj Khalifa

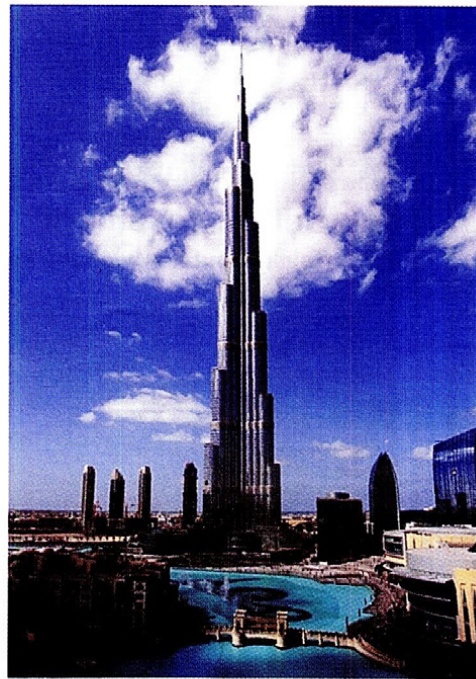
by Stefano Urankowski

The Burj Khalifa in Dubai has **obtained**, for the moment, the title of the world's tallest building. At 828 meters tall, it towers over other great skyscrapers. It is easily

5 twice as tall as the Empire State Building in New York. In fact, when it was completed in 2009, the Burj Khalifa was over 300 meters taller than the Taipei 101 tower in Taiwan, which had been the world's tallest building.

10 The team of Adrian Smith and William Baker, **colleagues** from the architectural firm Skidmore, Owens, and Merrill, designed this tower. Previously, Skidmore, Owens, and Merrill had gained fame for Chicago's Sears (now Willis)

15 Tower. The title of tallest building was held by that U.S. skyscraper for over 25 years. Now the team has brought international fame to the Middle East with the Burj Khalifa.



The Burj Khalifa

In addition to its record-breaking height,
20 the tower's shape also stands out from other
buildings of its time. Approaching Dubai from
the desert, the Burj Khalifa appears as a
refined, classic¹ form rising above the city. The
architects designed a **logical** shape, rather than
25 giving the tower unusual curves or balancing its
bulk on a narrow edge. Instead, to viewers, it
looks like the simpler skyscrapers from
generations ago.

In fact, the tower is surprisingly subtle² for a
30 structure of its size. While its base looks wide,
the building **transforms** as it rises. It narrows
into a single sharp point at the top. You'd never
guess that the tip is made of 4,000 tons of steel
and is used to house the building's
35 communications equipment.

If you are looking up at the tower from the
ground nearby, you'll notice the nearly 26,000
panes of individually cut glass. The surfaces of
aluminum and stainless steel shine in the bright
40 sun, almost year-round. Of course, when
standing close to the building, it's impossible to
see the top.

The Burj Khalifa's height is experienced best
from inside the tower. Once inside, you find
45 more records that the Burj Khalifa has broken.
Ride one of its 57 elevators to the top and you
will have traveled the longest distance possible
in an elevator. Exit the elevator at the
observation deck and you will be on the highest
50 outdoor observation area in the world. Look out
at the **abstract** beauty of the world from this
height. Then take the elevator down two floors.

There you can dine at a slightly more
comfortable height.

55 As impressive as the height is, it's the
dynamic relationship of the interior to the
exterior that gives the building purpose and
form. A concrete core supports the weight of
the tower and sits in the center of a Y-shaped
60 floor plan. This core and Y-shape provide
stability on the ground and in the air, and
as the building rises, the floors become
narrower, creating a stair-step appearance.
Furthermore, the curving sections of the
65 Y-shape reduce the effect of the wind. The
firm describes this as "confusing the wind."
Because of the different widths of the floors,
the wind cannot form a **cycle** of force circling
around the tower. **Hence**, the narrowing of the
70 tower has a structural purpose too.

This unique design is made possible by
the **allocation** of the interior real **estate**. The
bulk of the building is **comprised** of
condominiums.³ This is key. If the tenants⁴ in
75 the building were companies looking for office
space, the slim design would not have been
possible. Companies now want lots of space
for desks and office machinery. However, a
building **comprised** mainly of condominiums
80 can be designed without all the requirements
for huge, open floors.

Whether you are seeing the Burj Khalifa
from far away, nearby, or from the inside, tilt
your head back and enjoy the view. Human
85 creativity doesn't get any better than this.

¹ classic: having a value that will last a long time

² subtle: not large, bright, or easy to notice

³ condominium: an apartment owned by the people who live in it

⁴ tenant: a person that pays to use another person's property

WRITING SKILL

Descriptive Language

LEARN

Descriptive writing uses vivid details to help readers create pictures in their minds. Use these methods to include descriptions in your writing.

1. Adjective-noun combinations such as *large office* and *ancient building* create an image.
2. Some verbs, such as *twist*, *bend*, *transform*, and *illuminate*, are descriptive and add to the image.
3. Some verbs, such as *is*, *seem*, *become*, *appear*, *look*, and *feel*, link a noun with a description.

In fact, the tower ^{linking verb} *is* ^{adjective} *surprisingly subtle* for a structure of its size. While its base ^{linking verb} *looks* ^{descriptive verb} *wide*, the building *transforms* as it rises.

Other descriptive language gives practical details. Most architecture reviews describe building details or give technical construction information.

You'd never guess that the tip is made of 4,000 tons of steel and is used to house the building's communications equipment.

APPLY

- A.** Read the architecture review on pages 2–3 again. Find descriptive language in the model.

1. Circle adjective-noun combinations that create an image.
2. Underline descriptive verbs.
3. List three verbs that link an image with a description.

appears,

- B.** Work with a partner to find examples of descriptive and technical language in the writing model. Write them in the chart below.

Descriptive language
(helps to create a picture)

creating a stair-step appearance

Technical language
(used mainly in architecture)

a concrete core supports the weight of the tower

C. Write more descriptive versions of each sentence. Share your sentences with a partner.

1. The sunset is beautiful.

The sunset paints the sky with red and orange light.

2. The building is tall.

3. The space is small.

4. The food tastes good.

Analyze

A. Read the architecture review on pages 2–3 again. The author compares the Burj Khalifa to other structures. Answer the questions below.

- Where are the comparisons in the review? Find and underline the comparisons.
- What language patterns express comparisons? Write the phrases.

stands out from

3. How do the comparisons help create a picture of the building? Discuss your opinion with a partner.

B. Find a sentence in the architecture review on pages 2–3 that expresses the same idea as each sentence below.

1. The tower is taller than other skyscrapers.

At 828 meters tall, it towers over other great skyscrapers.

2. As the building rises, it changes shape.

3. The building doesn't try to be different.

C. With a partner, read the pairs of sentences in activity B. Which sentence in each pair is more descriptive? Discuss what makes the author's better.

D. Discuss these questions with a partner.

1. Why does the author compare the Burj Khalifa to the Willis Tower?
2. Why does the author discuss the floor plan of the building?
3. What descriptions from the model best created a picture of the building in your mind?
4. What practical and technical details do you think are the most interesting?

Vocabulary Activities STEP 1: Word Level

A. Match each cycle to its parts. Then compare answers with a partner. What other cycles can you think of?

- | | |
|---------------------------------|---|
| <u>C</u> 1. life cycle | a. fill, soak, rinse, wash, spin |
| ___ 2. lunar (moon) cycle | b. first quarter, full, last quarter, new |
| ___ 3. water cycle | c. birth, childhood, adulthood, death |
| ___ 4. wash cycle (for laundry) | d. precipitation (rain, snow), evaporation, cloud formation |

B. Something that is *abstract* exists as an idea, but you cannot touch or see it. The opposite of *abstract* is *concrete*. You can see and feel concrete things. Write A for abstract nouns and C for concrete nouns.

- | | | |
|------------------------|-------------------|-------------------|
| <u>C</u> 1. skyscraper | ___ 3. window | ___ 5. bicycle |
| ___ 2. research | ___ 4. friendship | ___ 6. university |

One definition of *logic* is “a sensible reason or way of thinking.” The adjective form, *logical*, describes “something that seems natural or sensible.”

It's logical to cancel the game, because it looks like it is going to rain.

The opposite, *illogical*, means “not sensible or not reasonable.”

Since transportation is expensive, living so far away from school is illogical.



C. Read the decisions below. Write L if a decision is logical, and I if it is illogical.

- L 1. The floor plan included both stairs and an elevator.
- ___ 2. He designed a building with 85 floors and one elevator.
- ___ 3. Road construction was performed in the morning, when many people were driving to work.
- ___ 4. The pilot delayed her flight because of a storm.

A *colleague* is “a person who you work with.”

Use the word *colleague* in formal situations, such as in the workplace or at a business lunch.

Colleague usually refers to a person who is at your level. For instance, you would not refer to your manager as a colleague.

Let me introduce you to my *colleague*. We've worked together for seven years.

CORPUS

D. Read the word lists below. Circle the synonym for *colleague* in each list.

- | | | |
|-----------------|---------------------------|-----------|
| 1. coach | <u>business associate</u> | classmate |
| 2. assistant | friend | coworker |
| 3. collaborator | manager | opponent |
| 4. work partner | instructor | employee |

E. Complete each sentence below using the correct form of *allocate*, *obtain*, or *refine*. Use the words in parentheses for help.

- I obtained my passport only five days before my trip!
(received)
- Over the next week, the architect will _____ these blueprints.
(improve)
- This apartment has a lot of space _____ to the kitchen.
(set aside)
- Do you know where I could _____ a building permit?
(get)

F. Complete the excerpt from an architecture review with the correct form of a target word from the box. Use the words in parentheses for help. Compare answers with a partner.

allocate
obtain

bulk
real estate

furthermore
refine

hence
transform

Spanish architect Santiago Calatrava designed the Turning Torso, the tallest building in Sweden and all of Scandinavia. It looks like a building waving in the wind, twisting as it rises. Furthermore, its base is smaller than its highest point. _____, its form doesn't seem quite logical. Each of Calatrava's buildings seems to be better than the last. He _____ his reputation from this ability to _____ his
(3. got) (4. improve)

work. He _____ buildings into sculptures. The _____
 (5. turns) (6. majority)
 of the Turning Torso is comprised of apartments. However, Calatrava
 _____ some of the _____ to be used as a spa
 (7. assigned) (8. space)
 and lounge.

Vocabulary Activities STEP II: Sentence Level

Comprise means “to have someone or something as parts or members.” In this sense, something is made up of other things.

*The exhibit **comprises** 14 original artworks.*

When using this sense of *comprise*, the collocation *be comprised of* is common:

The group is comprised of men and women from each geographic region.

Comprise can also mean “to be the parts or members that form something.” In this sense, *comprise* means to consist of the things mentioned. Do not use *be comprised of* with this sense of *comprise*.

*Young people **comprise** the largest group of social media users.*

X *Young people are comprised of the largest group of social media users.*

CORPUS

G. Create sentences using the phrases below and the verb *comprise*. Use the verb *comprise* in two sentences and the collocation *be comprised of* in two sentences.

1. building / offices and stores

The building I work in is comprised of offices and stores.

2. architects and engineers / bulk of the design team

3. apartment building / 400 units

4. estate / main house and gardens

H. *Dynamic* describes something that is full of energy or ideas. What makes the Burj Khalifa's design dynamic? Use *dynamic* and *transform* in your answer.

Grammar Passive and Active Voice

Active Voice

In the sentence below, the subject is the agent (or doer) of the action. This is called active voice. Use the active voice to focus on the person or thing that does the action.

^{agent} Adrian Smith and William Baker ^{agent} ^{action} ^{receiver} designed the tower.

Passive Voice

In the sentence below, the subject is the receiver of the action. This is called passive voice. The passive voice contains a form of the verb *be* and the past participle of the main verb.

^{receiver} The tower ^{action} was designed ^{agent} by ^{agent} Adrian Smith and William Baker.

Writers use the passive voice when they want to focus on the person or thing that the action happened to. Passive voice is also used when the agent is unknown or unimportant.

^{receiver} The building ^{action} was constructed over several years.

The passive voice can only be used with transitive verbs, which describe actions someone or something can do to another person or thing. Intransitive verbs, such as *appear*, *look*, *occur*, and *emerge*, cannot take the passive voice.

The transitive verbs *has*, *lack*, *weighs*, and *consists of* do not take the passive voice.

- A.** Read the sentences below. Write *A* for active and *P* for passive voice. Then rewrite the sentence in the other voice with a partner. Discuss why the writer used the active or passive voice in each sentence.

- A 1. Its Y-shaped floor plan provides stability.

Stability is provided by its Y-shaped floor plan.

- ___ 2. A concrete core supports the weight of the tower.

- ___ 3. The bulk of the building is comprised of condominiums.

B. Read the focus of each sentence. Is the voice used appropriate for the focus? Write A for agree or D for disagree. If you disagree, rewrite the sentence appropriately.

A 1. *Focus on what happened:* My computer was finally fixed by a colleague from the technical support staff. _____

_____ 2. *Focus on the architect:* The sculpture was designed by the famous architect Zaha Hadid. _____

_____ 3. *Focus on the task:* The Taglia engineering firm did the review on these building plans. _____

_____ 4. *Focus on the museum:* The Lima Art Museum obtained a new painting by Picasso. _____

_____ 5. *Focus on the architecture review:* A magazine published the architecture review of the Burj Khalifa. _____

C. Find sentences in the writing model on pages 2–3 that use the passive voice. What does each sentence focus on?

1. Passive sentence: *The Burj Khalifa's height is experienced best from inside.* _____

Sentence focus: *how tall the Burj Khalifa is* _____

2. Passive sentence: _____

Sentence focus: _____

3. Passive sentence: _____

Sentence focus: _____

4. Passive sentence: _____

Sentence focus: _____

5. Passive sentence: _____

Sentence focus: _____

WRITING SKILL

Spatial Organization

LEARN

When writing an architecture review, help your readers imagine the building by organizing your writing based on where things are located. Many architecture reviews follow the natural order of stages in which a person would see a building. Here are common ways to do this:

- Bottom to top: Begin your description at the bottom of the building and end at the top.
- Far to near: Describe a building by how it looks from far away, then how it looks when standing closer, and finally how it looks when inside building.

Use phrases that tell where something is located compared to something else. The chart below contains useful words and phrases:

Prepositions: above, below, between, across from, behind, in front of, next to

The Petronas Towers consist of two buildings with a bridge between them.

Directions: left, right, up, down, north, south, east, west

A garden spreads to the left and to the right of the grand entrance.

Adverbs of location: upward, downward, toward

The ceiling curves toward the walls.

APPLY

A. Read the architecture review on pages 2–3. Write sentences you find that use words or phrases indicating location. Circle those words or phrases.

1. A concrete core sits (in the center) of a Y-shaped floor plan.

2. _____

3. _____

4. _____

B. Read the writing model again. Identify the order in which the details below appear in the review. What spatial organization does the writer use?

4 description of the building's interior structure

— description of the building's exterior appearance from nearby

— description of the building's exterior appearance from far away

— description of the building's interior that people can see

Spatial Organization: _____

Collaborative Writing

A. Which of the following aspects are interesting to you about a building? Write 1 for “very interesting,” 2 for “somewhat interesting,” and 3 for “not interesting.”

- | | |
|-------------------------------|---------------------------------|
| ___ its age | ___ how popular it is |
| ___ where it's located | ___ what it's used for |
| ___ the name of its architect | ___ what the outside looks like |
| ___ how much it cost to build | ___ what the inside looks like |

B. Work in a small group. Discuss the aspects of a building that you agree are interesting. Use the notes below to decide what details to include in an architectural review of the Guangzhou Opera House.

| Notes | |
|-----------------------------|---|
| Architect | Zaha Hadid |
| Project | <ul style="list-style-type: none"> • Guangzhou Opera House • consists of two buildings: 1. opera theater, 2. public auditorium • completed in 2010 • construction cost \$200 million |
| Location | <ul style="list-style-type: none"> • Guangzhou, China • next to the Pearl River • surrounded by modern skyscrapers |
| Materials | <ul style="list-style-type: none"> • steel structure • glass and granite exterior |
| Comparisons | The walkways that surround the buildings look like the stair-step landscape of vineyards or rice fields. |
| Interior description | <ul style="list-style-type: none"> • huge lobbies with no columns • lines of small lights in the staircases and ceilings • wide staircases lead to the theater, which has curving shapes designed to improve the sound of the opera • 4,000 lights hang overhead in the theater |
| Exterior description | <ul style="list-style-type: none"> • two buildings with rough, uneven shapes • ramps circle the two buildings • steel frame exterior covered in triangular glass and stone tiles • buildings are on opposite sides of a plaza |
| Opinion | The building is very unique. It transforms an ordinary business neighborhood into an artistic place. |

C. Discuss these questions with your group.

1. Which method of spatial organization is best for a review of this building?
2. What words and phrases of location will help your readers understand your description?

D. Work with your group to write an architectural review of the Guangzhou Opera House. Use the information in the chart.

E. Share your architecture review with the class. As a class, discuss the questions below.

1. What type of spatial organization does the architecture review use?
2. Where are the interior descriptions? Where are the exterior descriptions?
3. Did the details included make the review interesting?
4. Did spatial organization help make the description of the building easier to understand? Why, or why not?

Independent Writing

A. Choose a building that you would like to review. It can be a building that exists or one that you would create. Use the chart to organize details you'd like to include.

| Notes | |
|----------------------|--|
| Architect | |
| Project | |
| Location | |
| Materials | |
| Comparisons | |
| Interior description | |
| Exterior description | |
| Opinion | |

B. Review the comparisons you underlined in the writing model. What can you compare your building or structure to? Write two comparisons below.

It is easily twice as tall as New York's Empire State Building.

C. What spatial organization will you use in your review? _____

D. Write an architecture review. Use the information from activities A, B, and C. Include descriptive language and the target words from page 1. Use the active or passive voice to focus on the most important parts of your sentences.

REVISE AND EDIT

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

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

- | | |
|--|---|
| <input type="checkbox"/> name of architect | <input type="checkbox"/> names of the materials used |
| <input type="checkbox"/> name and location of building | <input type="checkbox"/> comparisons to other buildings |
| <input type="checkbox"/> description of the interior | <input type="checkbox"/> opinion |
| <input type="checkbox"/> description of the exterior | |

2. Look at the information you did not include. Would adding that information make your review more interesting and help readers picture the building?

Grammar for Editing Paragraph Format

In a piece with more than one paragraph, it's necessary to separate each paragraph. There are two common methods:

1. Block paragraphs: The first line of the paragraph starts at the left margin, like the other lines. Put an extra blank line between paragraphs to separate them.

Block paragraphs are most often used in newspapers, magazines, websites, and business writing.

2. Indented paragraphs: The first line of the paragraph starts several spaces to the right of the other lines, showing where a new paragraph begins. There are no extra lines between paragraphs.

Indented paragraphs are most often used in academic writing.

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

Language Checklist

- | | |
|---|--|
| <input type="checkbox"/> I used target words in my architecture review. | |
| <input type="checkbox"/> I used descriptive and technical language. | |
| <input type="checkbox"/> I used passive and active voice where appropriate. | |
| <input type="checkbox"/> I separated my paragraphs visually. | |

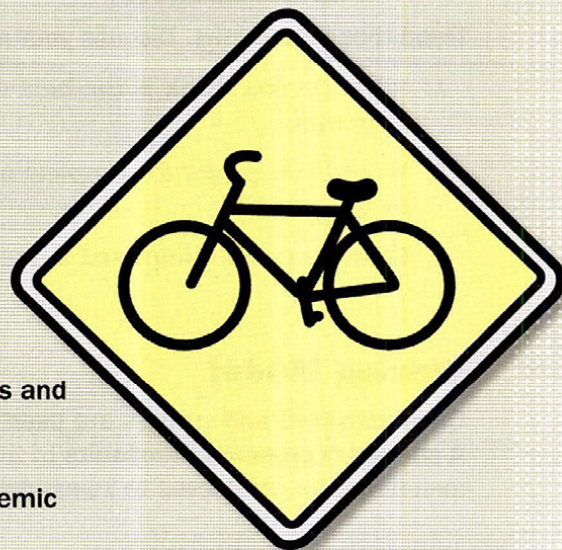
C. Check your architecture review again. Repeat activities A and B.

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

Ready to Bike?



In this unit, you will

- > analyze a questionnaire and summary of results and learn how they are used in urban planning.
- > using classification in writing.
- > increase your understanding of the target academic words for this unit.

WRITING SKILLS

- > Audience and Purpose
- > Writing about Data
- > **GRAMMAR** Modals of Certainty

Self-Assessment

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

TARGET WORDS

AWL

compile

cooperate

correspond

equate

key factor

gender

key grant

incidence

key income

initiate

key justify

mode

offset

key relevant

never seen the 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 do you think is the best way to collect information from a large number of people?
2. Would you prefer to complete a questionnaire online, in writing, or in person?
3. Have you ever completed a questionnaire? What was it about?

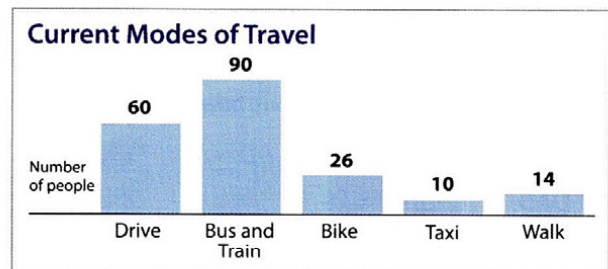
Writing Model

Questionnaires and surveys are used to find out about people's opinions or behaviors. A summary presents the results of the questionnaire. Read a summary about a questionnaire conducted to investigate a bike-sharing program.

Budapest Department of Transportation Bike-Sharing Evaluation

This report summarizes the findings¹ from a questionnaire about a new bike-sharing program. The program would allow short-term bike rentals throughout Budapest's city center. The questionnaire
5 was given to residents² working in the city center. Funding for the study was provided by a **grant** from the city council. A total of 200 participants **cooperated** in the study. The survey asked the respondents³ about their travel practices. It also
10 evaluated whether it would be possible to replace existing **modes** of transportation with bikes. The chart on this page **corresponds** to the data **compiled** from question 1 of the questionnaire, which asked how respondents currently travel to work.

Results from the questionnaire **justify initiating** a bike-sharing program. Only 26
15 percent of the people surveyed currently commute⁴ by bike. However, over 70 percent of respondents who live within 20 miles of their workplace said they would be likely or very likely to commute by bike. More than 90 percent of respondents do live within 20 miles of their workplace. Based on these findings, of the 200 survey participants, nearly 130 may participate in the program.



Question 1 responses

¹ *finding*: something that is discovered by research

² *resident*: a person who lives in a place

³ *respondent*: a person who answers questions, especially in a survey

⁴ *commute*: a trip made regularly from your home to your place of work

20 Of participants who answered that they leave the office during work hours at least one to three times a month, almost three-quarters said they would be likely or very likely to make those trips by bike. The major reasons for leaving the office were to make short trips, such as running errands⁵ or going to lunch. Most of these trips could be made by bike. The major reasons for making the trips by bike were to get exercise, to **offset** 25 pollution, or a combination of both.

In conclusion, the program looks likely to increase bike use during business hours. **Income** levels and **gender** were not **factored** into the results, however. Differences based on these **factors** could be **relevant** to the program's outcome.⁶ In addition, more research needs to be done on the safety of such a program. The majority of respondents who said 30 they would not use the program **equate** bike riding with injury. They believe that the program may increase the **incidence** of traffic accidents.

⁵ run errands: to make a short trip to get something done, such as buy a few grocery items

⁶ outcome: the result or effect of something

Questionnaire

1. Check the **modes** of transportation that you use most often to commute to work. Check all that apply.

- ☐ drive
- ☐ public transportation (train and/or bus)
- ☐ bike
- ☐ taxi
- ☐ walk

2. How far do you live from your place of work?

- ☐ less than 5 miles
- ☐ 5–10 miles
- ☐ 10–20 miles
- ☐ more than 20 miles

3. How likely would you be to commute by bike?

- ☐ not likely (almost never)
- ☐ likely (for at least half of the trips)
- ☐ very likely (for more than half of the trips)

4. Indicate how often you leave your workplace for the following reasons:

| | Less than once a month | 1 to 3 times a month | 1 to 3 times a week | Every day |
|--------------------|------------------------------|----------------------------|---------------------------|-----------|
| To go to lunch | | | | |
| To attend meetings | | | | |
| To exercise | | | | |
| To run errands | | | | |

5. How likely would you be to make the trips by bike if one were available for you to use during work hours?

- ☐ not likely (almost never)
- ☐ likely (for at least half of the trips)
- ☐ very likely (for more than half of the trips)

6. What are the most likely reasons you would participate in the bike-sharing program?

- ☐ to get places faster
- ☐ to exercise
- ☐ to **offset** pollution caused by cars

7. What are the most likely reasons you would not participate in the program?

- ☐ I have safety concerns.
- ☐ I think it's inconvenient.
- ☐ I prefer other **modes** of transportation.

LEARN

Before you write, think about the audience (your readers) and the purpose (the reason you are writing the text). Audience and purpose influence level of formality, what information is included, and how that information is presented.

Analyze two characteristics of your audience:

1. **Relationship:** What is your connection to your audience? Do you know them as friends, or do you know them from a professional or academic setting?

This will affect your tone and word choice. Should your tone be friendly or distanced? Is formal language necessary, or can you use casual phrases?

2. **Prior Knowledge:** What does your audience already know about your topic?

This will affect the level of detail you include. Will you need to explain any concepts or technical terms? What information does your audience need in order to understand your topic?

Determine your purpose:

1. **Persuade:** To convince your audience to agree with you, your writing will include your own opinions or a recommendation.
2. **Inform:** To inform your audience about a topic, your writing will contain facts, but not many opinions.
3. **Entertain:** To entertain your audience and make them interested in your topic, your writing may tell a story or include humor.

APPLY

- A.** Read the statements below from the summary and questionnaire on pages 16–18. Match each statement with its purpose.

| Statements | Purposes |
|---|--|
| <u>C</u> 1. Funding for the study was provided by a grant from the city council. | a. state the limitations of the study (what the study didn't do) |
| ___ 2. The survey asked the respondents about their commuting habits. It also evaluated the likelihood of replacing existing modes of transportation with bikes. | b. state the goal of the study |
| ___ 3. Only 26 percent of the people surveyed currently commute by bike. However, over 70 percent of respondents who live within 20 miles of their workplace said they would be likely or very likely to commute by bike. | c. state who paid for the study |
| ___ 4. Income levels and gender were not factored into the results. However, differences based on these factors could be relevant to the program's outcome. | d. summarize a finding |

- B.** Based on the purpose of the statements in activity A, what do you conclude is the overall purpose of the summary? Check (✓) one.

___ to persuade ___ to inform ___ to entertain

- C.** Read the questionnaire on pages 17–18 again. Which of the following statements about the intended respondents are probably true? Circle all that apply. Discuss your answers with a partner.

- a. They are adults.
- b. They have children.
- c. They know how to drive.
- d. They live in or near Budapest.
- e. They know how to ride a bike.

Analyze

- A.** Read the summary on pages 16–17 again. Discuss these questions with a partner.

- 1. Who would benefit from reading this report?
- 2. Based on the language in the summary, what type of audience do you think the writer expected?
- 3. What sentence in the summary states the writer's overall opinion about the bike-sharing program? Why do you think the writer's opinion is located there?
- 4. What do you think is the writer's main purpose?

- B.** Read the questionnaire on pages 17–18 again. Discuss these questions with a partner.

- 1. Question 1 asks participants what mode of transportation they use. Why are researchers collecting this information?
- 2. Question 2 asks participants how far they live from their workplace, and Question 3 asks how likely participants would be to commute by bike. How are responses to Question 2 and Question 3 related?
- 3. How does Question 6 help researchers?
- 4. Why might researchers be interested in Question 7?
- 5. Why are answers provided for participants to choose from? How does this help both the participants and the researchers?
- 6. Why doesn't the questionnaire request the participants' names?

- C.** Look at the graph on page 16. Mark each sentence below as *T* (true) or *F* (false).

- F 1. More people walk to work than bike.
- ___ 2. Fewer than 20 people currently bike to work.
- ___ 3. The majority of people take public transportation or drive to work.
- ___ 4. Fourteen percent of people walk to work.

D. Look at the graph on page 16 again. Discuss the questions below with a partner.

1. Why do you think the authors presented this information in a chart?
2. Is there any other information in the summary on pages 16–17 that you think would be easier to understand in a graph or chart?
3. Why would a chart or graph be more helpful to you?

Vocabulary Activities STEP I: Word Level

A. Add the suffixes *-ion* or *-ation* to change the following verbs into nouns. Use a dictionary to check your new words.

1. compile compilation
2. cooperate _____
3. equate _____
4. justify _____
5. initiate _____

B. Complete the paragraph below using the correct form of the target words from activity A. Use the words in parentheses as clues.

To justify (1. give a good reason for) building a new student center, we need to figure out if student attendance is expected to increase. That would be a reason to build a new center. We will need _____ (2. participation) from the admissions department to obtain data on student enrollment in the university. We will need to _____ (3. gather) the data and make predictions about how many students will be likely to use the student center in the next ten years. After our report has been reviewed, we hope to _____ (4. start) discussions with architecture firms. There are other factors in this _____ (5. final decision) besides the number of students attending the university, such as the cost of the project.

Grant has different meanings as different word forms.

1. When *grant* is a noun, it refers to “money that is given by the government or by another organization for a particular purpose.”

*She was awarded a **grant** to continue her research.*

2. *Grant* can also be a verb. One meaning is “to give someone what they ask for, especially formal or legal permission to do something.”

*I was **granted** additional time to stay in the country.*

3. Another meaning is “to agree that something is true, although you may not like or completely agree with it.”

*I **grant** you that he's a nice person, but I wouldn't want to work for him.*



- C.** Which definition of *grant* is used in each sentence? Write the number of the definition from the corpus box above. Then write your own version of each sentence.

- 2 1. I was granted permission to take a two-week vacation in March.

My boss gave me permission to take a two-week vacation in March.

- ___ 2. The scientist won a research grant to continue her experiments.

- ___ 3. He works long hours, I'll grant him that. But he never gets much done.

- ___ 4. The bank granted us a loan to start a small business.

- D.** Each question below is from a survey about factors that lead to car accidents. Match each survey question with the summary statement it corresponds to. Underline the forms of the target words.

| Questions | Summary statements |
|---|---|
| <u>b</u> 1. How often do you talk on the phone while driving? | a. Using other modes of transportation besides driving offsets the likelihood of car accidents. |
| ___ 2. How many hours a week do you spend driving? | b. The <u>incidence</u> of traffic death is linked to cell-phone use. |
| ___ 3. Check off the modes of transportation you use. | c. More hours spent driving equated with a higher incidence of traffic accidents. |
| ___ 4. How often do you drink coffee while driving? | d. Age corresponded strongly with the rate of accidents. |
| ___ 5. How old are you? | e. Coffee drinking was not as relevant as other factors. |

Vocabulary Activities STEP II: Sentence Level

Incidence refers to “the number of times something (usually bad) happens.” It is usually followed by the preposition *of*.

There is a high incidence of neck injuries during automobile accidents.

To describe the rate of *incidence*, use *low* or *high*, not *small* or *big*.



- E.** Check the nouns that would likely follow *incidences of*. With a partner, discuss the factors that lead to these incidences.

___ employment ___ heart disease
___ airplane crashes ___ celebrations

- F.** Read about the bike-sharing program on pages 16–18 again. Write sentences about how gender, income, and mode of transportation could affect the bike-sharing program's success.

gender: _____

income: _____

mode of transportation: _____

When two things are *equated with* each other, people see them as being equal, or as being the same thing.

I have always equated the beach with relaxation.

Equation is usually used in math to show that two quantities are equal: “ $3x + 2 = y$.” However, it can also refer to a complicated or difficult situation.

When I moved out of my apartment, the high rent was only part of the equation.



- G.** Match each noun in Column I with the quality in Column II that it is often equated with. Then write a sentence about your opinion on each match using a form of the word *equate*.

| I | II |
|--------------------|-----------------|
| <u>c</u> 1. money | a. intelligence |
| ___ 2. good grades | b. travel |
| ___ 3. adventure | c. success |

- _____
- _____
- _____

- H.** Discuss your sentences from activity G with a partner. Do you think it is correct to equate these things with each other? What else do you think can be equated with each of the items in Column I? What else do you think can be equated with each of the items in Column II?
- I.** Create survey questions to understand someone's views. Use the phrase *equate with* and words from the box for ideas. Then take turns asking and answering the questions with a partner.

| | | | | |
|---------|----------------|---------|-------------|--------------|
| beauty | education | family | good health | intelligence |
| old age | sense of humor | success | wealth | youth |

Question 1: What do you equate with success?

Answer: I equate success with happiness.

Question 2: _____

Answer: _____

Question 3: _____

Answer: _____

Question 4: _____

Answer: _____

When something is *relevant*, it is “connected to what you are talking or writing about.”

*I brought all the **relevant** documents for my application.*

The antonym is *irrelevant*.

*His advice is **irrelevant** because he has never experienced my situation.*



- J.** Answer the questions below. Use *relevant* or *irrelevant* in your answer. Explain your responses to a partner.
1. Should a person consider his or her hobbies and interests when choosing a career? Why, or why not?

 2. How important is the factor of income to you when you choose a job?

3. Should participants be asked their gender when they complete a survey about biking to work?

4. Is a chart showing the most popular modes of transportation necessary for a summary of a questionnaire on fashion?

Grammar Modals of Certainty

Use modals of certainty to make predictions and express guesses or inferences. The modal you use shows how certain you are.

If you are absolutely certain, use *will*.

People who get at least seven hours of sleep will perform better on tests.

If you are very certain, use *should*.

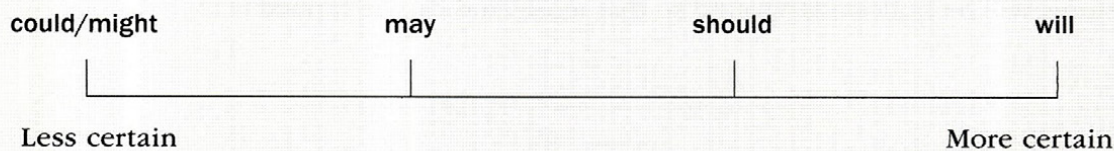
With more police officers on the road, the incidence of traffic accidents should decrease.

If you are somewhat certain, use *may*.

Four-fifths of respondents who said they would not use the program equate bike-riding with injury and think it may also increase the incidence of traffic accidents.

If you are less certain about something, use *could* or *might*.

Income levels and gender were not factored into the results, but differences based on these factors could be relevant to the program's outcome.



- A.** Find the sentences below in the summary on pages 16–17. Complete each sentence with the correct modal. Write *certain*, *less certain*, or *more certain* to describe the modal you used.

1. Based on these findings, of the 200 survey participants, nearly 130

may participate in the program. certain

2. Differences based on these factors _____ be relevant to the program's outcome. _____

3. They believe that the program _____ increase the incidence of traffic accidents. _____

B. Read the paragraph below.

In 2006, residents in Drachten, the Netherlands, removed the traffic lights and road signs from their busiest intersection. The intersection was replaced with a roundabout. What happened next led many urban areas around the world to consider doing the same thing. There was a decrease in the incidence of traffic accidents.

C. Imagine that you are going to conduct a study on what residents where you live would think about replacing traffic lights with roundabouts. Write statements that summarize what you expect to find. Use modals of certainty.

1. *They might think that traffic accidents will increase.*
2. _____
3. _____
4. _____

D. Read the statements below. How certain are you that these things will happen in cities in the future? Write sentences using a modal of certainty. Discuss your answers with a partner.

1. Flying cars will replace cars on roads.
I think flying cars could replace cars on roads.
2. Homes and stores will be built underground so that more land can be farmed for food.

3. Computers and robots will do all building and maintenance work.

4. All large cities will have spaceship launch facilities.

WRITING SKILL

Writing about Data

LEARN

When summarizing the results of a survey, include examples of the data you collected. There are several ways to write about data:

- Develop a chart or other graphic to show your results. A graphic should focus only on key points. You do not need to include all the data.
- Point out information that was not asked for in the survey, but could be important. Show where more research is needed.
- State the number of participants. A questionnaire that is answered by 500 participants will be more trustworthy than one answered by five.
- Use percentages (75 percent) or fractions (three-fourths) to report findings.

Numbers ending in zero or five are sometimes called round numbers. People can understand round numbers quickly, especially quarters of 100 percent:

25% = *a quarter* 0% = *none*
 50% = *half* 100% = *all*
 75% = *three-quarters*

50 percent is also associated with the terms *majority*, for “more than half,” and *minority*, for “less than half.”

A majority of train commuters take the same train every morning.

Some phrases will tell your reader that your data is near a round number:

| Less than a round number | More than a round number |
|--|--|
| We found that <u>less than half</u> of participants eat breakfast. | We conclude that <u>over three-quarters</u> of our customers would appreciate a menu change. |
| Client approval rose by <u>almost a quarter</u> . | |
| <u>Nearly all</u> respondents supported the new law. | <u>More than a quarter</u> of respondents live within an hour of an airport. |

APPLY

A. Discuss these questions with a partner.

1. What kinds of texts generally include graphs and charts?
2. Why do texts show a chart and also describe the same information in words?
3. Is it easier for you to understand charts and graphs or written explanations? Why?

B. Read the summary and questionnaire on pages 16–18 again. Underline phrases that indicate a round number.

C. Read the summary on pages 16–17 again. Answer the following questions as a class.

1. Does the writer use percentages or fractions to report findings?
2. What does the writer suggest should be researched further?

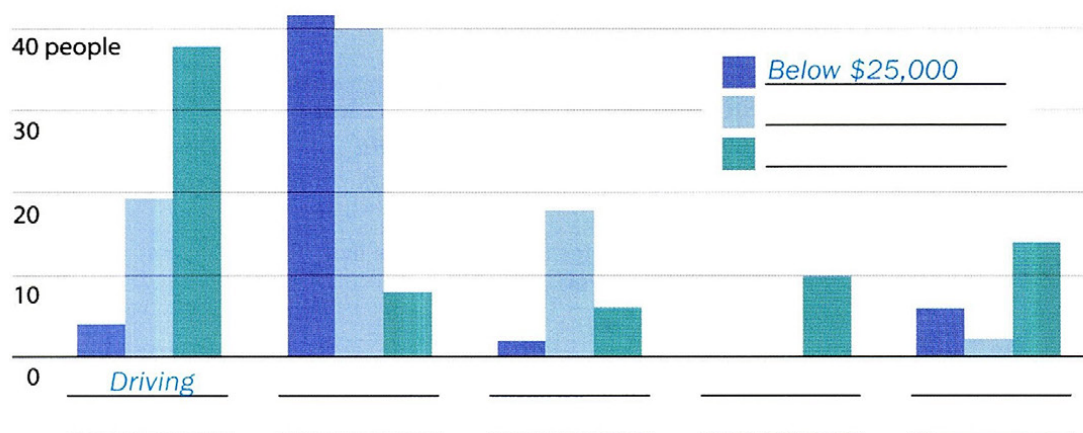
Collaborative Writing

A. The findings below are from another study on the bike-sharing program. Add labels to the chart below to summarize the findings. Work together as a class.

Participants in the bike-sharing questionnaire filled out a follow-up survey. Respondents were divided into three groups based on their income (below \$25,000, \$25,000–60,000, and above \$60,000). The follow-up survey also categorized respondents based on how they commute to work: by driving, on public transportation, by bike, by taxi, or by walking. Out of the 61 people who drove, 4 made below \$25,000, 19 made between \$25,000–60,000, and 38 made above \$60,000. Of the 90 participants that used public transportation, 42 made below \$25,000, 40 made between \$25,000–60,000, and 8 made over \$60,000. Of the 26 people who biked, 2 made below \$25,000, 18 made between \$25,000–60,000, and 6 made above \$60,000. All of the participants who took a taxi made above \$60,000. Six of the participants who walked made below \$25,000, 2 made between \$25,000–60,000, and 14 made above \$60,000.

1. Give the chart a title.
2. Label each category.
3. Label each group.

Annual Income and Modes of Travel



B. Does using a chart to present the information above make it easier to understand? Why? Write your answer with a partner.

Independent Writing

A. Pick a project to improve your town. You will write a questionnaire and summary about this project. For example, you might focus on the following topics:

- creating or renovating a park
- building a shopping area
- improving public transportation
- building more homes

Project: _____

B. Define your audience and your purpose. Answer the questions below as a guide.

What do you want to learn from your questionnaire? _____

Who will take your survey? (students, teachers, people in your neighborhood)

Who will read your summary? _____

C. What factors will affect the success of your town improvement project? For example, will people need to visit the park, or shop in local stores? List three factors below.

1. _____
2. _____
3. _____

D. Write a questionnaire of 5–10 questions. Use the factors for success that you wrote in activity C. Include answers for people to choose.

E. Exchange questionnaires with a partner. Take your partner's questionnaire, and provide feedback to help improve it. Revise based on your partner's feedback.

F. Give your questionnaire to classmates or other people who might have opinions on your topic.

G. Summarize your results. Use modals of certainty and the target words from page 15. Include a graph or chart to show part of your data. Explain the purpose of your questionnaire and present your findings. Complete the sentences below as a guide.

1. To explore interest in _____, I created a questionnaire to
(topic of survey)
_____.
(purpose of the questionnaire)
2. A total of _____ participants cooperated in the study.
(number)
3. Overall, results from the survey show _____.
(your conclusion based on the survey results)

VOCABULARY TIP

Write survey questions that do not support one opinion.

For example, do not use *Don't you agree* that downtown parking is a problem?

Instead, use a question such as *Do you think* that downtown parking is a problem?

REVISE AND EDIT

A. Read your questionnaire and summary. Answer the questions below, and make revisions to your summary as needed.

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

- | | |
|---|---|
| <input type="checkbox"/> statement of the purpose | <input type="checkbox"/> percentages |
| <input type="checkbox"/> number of participants | <input type="checkbox"/> summary statements |
| <input type="checkbox"/> chart or graph | <input type="checkbox"/> statement of useful information the survey did not ask for |
| <input type="checkbox"/> numbers phrased in a way that's easy to understand | <input type="checkbox"/> ideas for follow-up research |

2. Look at the information you did not include. Would adding that information make your summary more effective?

Grammar for Editing Parts of Speech

Use the suffixes *-ation* and *-ion* with nouns. Other common suffixes that appear with nouns are *-ist*, *-ary*, and *-ory*.

verb noun
compiled → compilation

Use the common adjective endings *-ous*, *-ic*, *-al*, *-ian*, *-able* and *-less*.

noun adjective
cycle → cyclical

Many adverbs end in *-ly*.

adjective adverb
regular → regularly

B. Check the language in your questionnaire and summary. Revise and edit as needed.

Language Checklist

- | |
|---|
| <input type="checkbox"/> I used target words in my questionnaire and summary. |
| <input type="checkbox"/> I used modals to show certainty. |
| <input type="checkbox"/> I used the correct word forms and parts of speech. |
| <input type="checkbox"/> I wrote about numbers in a way that is easy to understand. |

C. Check your summary and questionnaire 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

Alarming Design

In this unit, you will

- > analyze product reviews and learn how they are used in art and design.
- > use persuasive writing.
- > increase your understanding of the target academic words for this unit.



WRITING SKILLS

- > Fact and Opinion
- > Problems and Solutions
- > **GRAMMAR** Adverbial Clauses

Self-Assessment

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

| TARGET WORDS | never seen the 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 <i>either</i> speaking or writing. |
|-----------------|-----------------------------|---|--|---|
| AWL | | | | |
| adequate | | | | |
| attribute | | | | |
| clause | | | | |
| component | | | | |
| comprehensive | | | | |
| criteria | | | | |
| deduce | | | | |
| function | | | | |
| innovate | | | | |
| manual | | | | |
| mechanism | | | | |
| regulate | | | | |
| simulate | | | | |
| straightforward | | | | |

PREPARE TO WRITE

Building Knowledge

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

1. Has a product review ever helped you make a decision about buying a product?
2. Where do you usually find product reviews?
3. What can you learn from a product review?

Writing Model

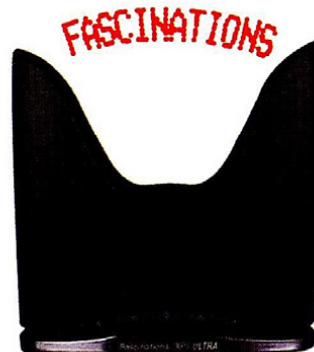
A product review is usually written by an industry professional to help potential buyers decide if the product is good. Read about three new alarm clocks.

THE WAKE-UP YOU WANT: A REVIEW OF SOME INNOVATIVE ALARM CLOCKS

The problem is no one likes waking up. Solutions abound.¹ Whether it's waking up to music, the soothing sound of the ocean, or sweet-smelling aromas, many companies are trying to make it more pleasant to wake up in the morning. In an effort to narrow down the selection, I evaluated three **innovative** new alarm clocks. The **criteria** I used to evaluate them were price, success at waking me, and design. Although these reviews obviously don't offer a **comprehensive** list of what is available, I have highlighted some of the unique concepts that are being produced.

BROOKSTONE FLOATING MESSAGE ALARM CLOCK

The date and time appear to float in the air above this clock. It uses LEDs,² which flash rapidly to make the information appear. You can create a personal message along with the date and time. For instance, "Wake up! It's your

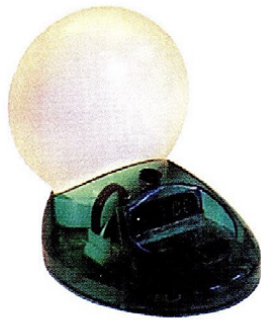


birthday!" It's important to note, though, that the packaging includes a cautionary **clause**. It warns that the flashing LEDs creating the message display can lead to headaches, nausea, dizziness, and other medical issues. I didn't experience any of these conditions. However, I was distracted by a different **mechanism** on the clock. There's a moving

¹solutions abound: there are many available solutions

²LEDs: light-emitting diodes are devices that produce light

arm that swings back and forth in a soothing³ way. As I lay there, trying to wake up, I watched
30 the arm swing and it almost put me back to sleep. If it wasn't for the clock's **attribute** of constant beeping, I wouldn't have gotten up that day. Not the effect you want from an alarm clock! But it's worth the \$59 because I had such
35 a good time thinking of messages to display. I chose "YOU ARE AWESOME." Who doesn't want to wake up to that?



BIO BRITE EZ WAKE SUNRISE CLOCK

As the name suggests, this clock is supposed to
40 make waking up easy (EZ). Natural light helps our bodies **regulate** sleep, and the clock **simulates** waking up to natural light. The alarm clock glows increasingly brighter for about 30 minutes before your selected wake-up time.
45 However, after this "natural" approach to waking up, the clock then emits⁴ a sound that nobody would describe as natural. The loud beeping destroys all sense of peace and quiet. The clock itself is comprised of simple **components**: a
50 light bulb inside a plastic ball. Along with its simple construction, it is **straightforward** to use. I only had four buttons to choose from. However, at just below \$90, I don't think that fewer

functions are an advantage. In addition, it's
55 missing a key button—the snooze!⁵ While the **simulation** of sunrise did help ease me into morning, I don't feel that the clock is worth the high price.



SMASH ALARM CLOCK

60 The most interesting clock I reviewed was the Smash Alarm. You've probably already **deduced** that you silence this alarm by hitting it instead of by pushing a button. Because of this feature, the Smash Alarm appeals to those of us who
65 really don't enjoy getting up in the morning. If you are one of those people who has to set more than one alarm, or if finding buttons **manually** is too much for you in the early hours of the morning, you may enjoy hitting your alarm.
70 This small, round alarm is simply designed. It's soft, so you can see the shape of your hand on it after you hit it, which I found to be very satisfying.⁶ It certainly made me feel better about getting out of bed! Because this alarm
75 does an **adequate** job of waking even very deep sleepers, I feel that it's a good purchase at \$40. For an extra \$5, you can buy a two-year warranty. Since you'll be hitting the alarm every morning, I think you might need that warranty!

³ *soothing*: makes someone feel calm and less unhappy

⁴ *emit*: to send out something such as a smell, a sound, smoke, heat, or light

⁵ *snooze*: to sleep. The "snooze button" on an alarm clock lets a person sleep for a few minutes before the alarm goes off again.

⁶ *satisfying*: makes someone feel pleased or happy

WRITING SKILL

Fact and Opinion

LEARN

When writing a product review, your purpose is to inform the reader and give your opinion. Readers need to learn about the product, and they use your opinion to help them form their own opinions.

The *facts* in your review are basic details that can be proven, and that are the same for everyone who uses the product.

The *opinions* in your review are details of your own experience with the product. You can use phrases such as *I think...*, *I feel...*, or adjectives to indicate that a statement is an opinion.

For any opinion, the opposite opinion is also valid. A fact is true for every person, and there is no valid argument against it.

| Statement | Could this be true for one person, but not true for someone else? | Fact or opinion? |
|--|---|------------------|
| Size is the most important aspect of a hotel room. | Yes. Room size might be important to one person but less important to someone else. | Opinion |
| The largest room costs ¥4,000 per night. | No. Room prices are the same for every person. | Fact |

APPLY

- A.** Read the statements below. If the information is a fact, write *F*. If the information is an opinion, write *O*. Compare your answers with a partner.

Floating Message Alarm Clock

- F 1. It uses LEDs, which flash rapidly to make the information appear.
- ___ 2. The packaging includes a cautionary clause.
- ___ 3. But it's worth the \$59 because I had such a good time thinking of messages to display.
- ___ 4. You can create a personal message along with the date and time.

EZ Wake Sunrise Clock

- ___ 5. Natural light helps our bodies regulate sleep, and the clock simulates waking up to natural light.
- ___ 6. The alarm clock glows increasingly brighter for about 30 minutes before your selected wake-up time.
- ___ 7. The loud beeping destroys all sense of peace and quiet.
- ___ 8. At just below \$90, I don't think that fewer functions are an advantage.

Smash Alarm Clock

- 9. The most interesting clock I reviewed was the Smash Alarm.
- 10. This small, round alarm is simply designed.
- 11. Because this alarm does an adequate job of waking even very deep sleepers, I feel that it's a good purchase at \$45.
- 12. For an extra \$5, you can buy a two-year warranty.

B. In a review, facts and opinions often appear in the same paragraph. Read the review below. Underline the facts and circle the opinions.

At \$35, the Daylong Messenger Bag is the best option if you want to buy an everyday bag without spending a lot of money. Its main pocket is 15 inches tall and 18 inches wide, which is big enough to fit several notebooks, a small laptop or tablet computer, and a lunch container. Other large bags I've owned have been uncomfortable when they held all of my supplies for the day. The Daylong Messenger Bag has soft padding where the bag rests on your shoulder, though, which made all that weight easier to carry. I received another pleasant surprise while using this bag. It is waterproof, so even in the rain, your papers and electronics will stay dry. With two zippered pockets on the outside for my phone and wallet, this is almost the perfect bag. I wish that the large inside pocket was divided into two, though, so that I could separate my lunch from my other supplies. In addition, I noticed that some of the stitches at the corners of the bag were coming loose after only a week. That is easy to repair, but it made me worry about the bag's overall sturdiness.

C. Put a check (✓) next to the words or phrases in activity B that helped you identify opinions. Discuss your answers with a partner.

Analyze

A. Read the alarm clock reviews on pages 32–33 again. Then discuss the questions below with a partner.

1. What facts about alarm clocks do readers need?
2. Whose opinion would you trust for a product review?
3. Does the type of product change whose opinion you trust?
4. Where does the writer's recommendation appear in the reviews? How would the reviews be different if the recommendation came first?
5. Is there other information you want to know about each alarm clock?

B. Read the three product reviews again and complete the chart below with a partner. What information is included in all three reviews?

| Type of information | Floating Message Alarm Clock | EZ Wake Sunrise Clock | Smash Alarm Clock |
|--|------------------------------|-----------------------|-------------------|
| Description of what the alarm can do | ✓ | | |
| Description of the alarm's design and what it is made of | | | |
| Price | | | |
| Description of how the alarm sounds | | | |
| Who the writer feels the alarm is best for | | | |
| Writer's opinion and overall recommendation | | | |

C. Answer the questions below. Discuss your answers in a small group.

1. A review describes what makes a product different from other, similar products. What makes each alarm clock unique? Write your answers below.

Floating Message Alarm Clock: It floats a customized message.

EZ Wake Sunrise Clock: _____

Smash Alarm Clock: _____

2. Underline the statement in each review that you think best argues for or against the product.
3. Did the writer's opinion influence your own feelings about the products? How?

Vocabulary Activities STEP I: Word Level

- A. The target words listed below are in the word forms that appear in the writing model. Use a dictionary to list the additional word forms.

| Word Form Chart | | | |
|-----------------|----------|-------------------|---------------------|
| Noun | Verb | Adjective | Adverb |
| function | function | <i>functional</i> | <i>functionally</i> |
| | | innovative | _____ |
| | regulate | | _____ |
| | simulate | | _____ |
| | _____ | adequate | |
| _____ | _____ | straightforward | _____ |
| attribute | | _____ | _____ |
| | deduce | _____ | _____ |
| _____ | _____ | comprehensive | |
| | _____ | | manually |

- B. Complete the review of Clocky, an alarm clock that you have to chase. Use the correct word form from activity A. Change verb tense if necessary.

In a market where innovation (1. new ideas or inventions) is common, Clocky, the alarm clock on wheels, stands out. From its name, you may not _____ (2. guess) that Clocky is designed to jump and roll away from you, but who would think of that? Although it sounds complex, the idea is actually _____ (3. simple). When the alarm sounds, the clock rolls off the nightstand, and you have to catch it. The company used _____ (4. mimicking reality) to test it, and they chose a high speed that _____ (5. works) well. It was the first alarm clock to get my teenage son out of bed. I _____ (6. connect) its success to the fact that he actually had to chase it. I also tried Clocky and thought it required an _____ (7. acceptable) chase. I wish there was a way to _____ (8. control) its sound, though. The alarm is extremely loud.

A *criterion* is “the standard that you use when you decide something or form an opinion.” The plural form, *criteria*, is more common because when you make a decision, you usually base it on more than one *criterion*.

What *criteria* will we use to determine who gets the design award?

CORPUS

C. For each of the criteria below, add an additional criterion to make the list more comprehensive. Then compare answers with a partner.

1. To rate a hotel room: view from the room, quietness, cleanliness, free Wi-Fi
2. To determine if a student is learning target vocabulary: can pronounce the word, knows the part of speech, _____
3. To decide what phone to buy: what reviewers have said, size, _____

D. Put a **1** next to items that usually come with an user's manual. Put a **2** next to things you can use for manual work.

- | | | |
|-------------------------|-------------------|-----------------------|
| <u>1</u> 1. a microwave | ___ 2. a computer | ___ 3. a hammer |
| ___ 4. a shovel | ___ 5. a wrench | ___ 6. a refrigerator |

Vocabulary Activities STEP II: Sentence Level

Attribute has the same form as a noun and as a verb. As a noun, *attribute* means “a quality or feature of someone or something.”

She has many positive attributes. Being a hard worker is just one of them.

As a verb, *attribute* means “to believe that something was caused or done by something or someone.” Use the preposition *to* with the verb form.

He attributed his work ethic to his dad, who had always worked hard.

CORPUS

E. Read the sentences. Write **N** if the word *attribute* is a noun and **V** if it's a verb. Then answer the questions using the word *attribute*.

- N 1. What do you consider your strongest attribute?

My strongest attribute is my sense of humor.

- ___ 2. What do you attribute global warming to?

- ___ 3. What do you think are your city's best attributes?

- ___ 4. What attributes do you look for in a friend?

F. Use the words in parentheses to answer the questions about the alarm clocks reviewed on pages 32–33.

1. What criteria does the writer use to evaluate the alarm clocks? (comprehensive)

They aren't comprehensive but include price, design, and success at waking him.

2. How does the EZ Wake Sunrise Clock work? (mechanism)

3. What does the Smash Alarm Clock look like? (components)

4. Why does the Floating Message Alarm Clock come with a warning? (clause)

Function has the same form as a noun and as a verb. As a noun, *function* means “the purpose or work of a person or thing.”

The *function* of the snooze button is to let you sleep a little more.

As a verb, *function* means “to work properly, as a thing was designed to do.”

After we followed the instructions in the user's manual, the stove *functioned* well.



G. Match each device below with its function. Then write an example of what the device can do. Use a form of the word *function*.

 b 1. food blender

a. To let you call people from any place

___ 2. scanner

b. To turn foods into liquids

___ 3. mobile phone

c. To make air colder

___ 4. air conditioner

d. To turn paper images or pages into computer files

1. A properly functioning food blender can turn tomatoes into tomato sauce.

2. _____

3. _____

4. _____

Grammar Adverbial Clauses

Like adverbs, adverbial clauses describe or explain verbs. In a sentence with two clauses, the adverbial clause refers to the verb in the main clause. Adverbial clause markers are words that appear at the beginning of the adverbial clause.

To show time, use *when*, *while*, *as*, *before*, *after*, *whenever*, or *as soon as*:

As I lay there waiting to feel more awake, I watched the arm swing.

adverbial clause verb

To show a contrast or concession, use *even though*, *though*, *although*, or *while*. A contrast shows how two things are different. A concession is used in persuasive writing to say "That's true, but..."

Although this is not a comprehensive list, it highlights some of the most unique products.

adverbial clause verb

To give reasons, use *because*, *since*, or *due to the fact that*. To show a purpose, use *so that*, *to*, or *in order to*. You can eliminate the subject after *in order to* or *to*.

The clock gradually gets brighter in order to simulate sunrise.

adverbial clause

Use a comma between clauses when the adverbial clause is at the beginning of the sentence.

- A.** Read the sentences about a new car. Underline the adverbial clauses. Write whether the clause is showing *T* (time), *P* (purpose), *C* (contrast or concession), or *R* (giving a reason).

- C 1. Although Subaru usually makes large sports utility vehicles, the new Subaru BRZ is a small sports car.
- 2. While the car hasn't been sold overseas yet, the company is projecting huge sales once it hits the global market.
- 3. Because I want to buy a new sports car, I test drove the Subaru BRZ.
- 4. As soon as I got on the road, I knew it was the car for me.
- 5. I had to race back in order to return the car in time.

- B.** Read the comments about a rocking chair. First, put brackets around each adverbial clause. Then correct one error in each comment. Errors may be in clause structure, comma use, or an incorrect adverbial clause marker.

- [Although the color of the chair was supposed to be off-white], it looks more tan.
- I love the chair! As soon I sat down in it, I was almost asleep.
- The chair is adequate at best. Even it got good reviews, I find it uncomfortable.
- The mechanism for the rocking is too loud. In to order make it quieter, I recommend placing it on a rug.
- It took four weeks for the chair to be delivered. Before it arrived I saw one at a store nearby that would have been better.

WRITING SKILL

Problems and Solutions

LEARN

Reviewers evaluate products by writing about problems and solutions. Items are designed to solve specific problems, and a review states whether the item succeeded.

Consider these questions when writing a review:

- What problem is the product designed to solve?
- What attributes of the product helped it solve that problem?
- Was the product unsuccessful in any way? Did it fail to solve the problem?
- Did the product cause any new problems?

APPLY

A. Read the writing model on pages 32–33 again. Match each problem below with the alarm clock that was designed to solve it.

- a. Floating Message Alarm Clock
- b. EZ Wake Sunrise Clock
- c. Smash Alarm Clock

- c It can be difficult to locate buttons in the early morning.
- ___ Different people like to wake up to different messages.
- ___ The snooze button sometimes allows people to stay in bed too long.
- ___ Some people feel annoyed when their alarm wakes them up.
- ___ Many people need to wake up before the sun has risen.

B. Read the alarm clock review below. Underline the phrases that describe problems and circle the phrases that describe solutions.

Having the radio wake me up, instead of angry-sounding beeps, was a major advantage of the AlarmBand clock. Listening to music made me feel happier to be starting my day. The next morning, though, I was so interested in the news that I stayed in bed listening for an extra ten minutes! I have to keep the radio set to a music station. Finally, the AlarmBand has no battery, so it turns off if it becomes unplugged. It was stressful making sure the clock always stayed connected to electricity.

C. Read the AlarmBand review on page 41 again. Discuss the questions below with a partner.

1. Which problem or problems was the product designed to solve?
2. Which problem or problems were actually created by the product?
3. Which problems had solutions? Which did not?

Collaborative Writing

A. Read the review of the bag on page 35 again. Answer the questions below with a partner.

1. What problems does the reviewer find with the bag?
2. Which problem is due to the product's design?
3. Which problem is due to the product's quality?

B. Think about bags or backpacks you have used. With your partner, make a list of three problems that can occur when using a bag or backpack.

1. _____
2. _____
3. _____

C. With your partner, rewrite the part of the review on page 35 that discusses problems with the product. Use issues from the list you created in activity B. Complete the sentences below as a guide. You may write about a bag or a backpack.

Unfortunately, the bag/backpack _____.

While the bag/backpack impressed me in many ways, _____

After finding so much to like about the bag/backpack, I was disappointed when _____

_____, which I did not expect.

D. Share your rewritten portion of the review with the class. As a class, discuss these questions.

1. Have you ever experienced the problems described in the review?
2. Can you think of solutions to the problems mentioned in the review?
3. Does reading about these problems make you more or less likely to buy the bag or backpack?

Independent Writing

- A.** Choose a product to review. Think about a recent purchase you made, something you want to buy, or something that you find useful.
- B.** What problem is the product designed to solve? For example, does it make a difficult task easier? Does it make an experience more pleasant? Does it help to save money or time? Is it an improved version of other, similar products?

Problem: _____

Product's solution: _____

- C.** Fill in the chart with your criteria for evaluation. Use the questions below as a guide.

1. What attributes, or criteria, will help you decide whether or not to recommend the product?
2. What facts about the product's design are related to each criterion?
3. In your opinion, does the product successfully meet each criterion?

| | |
|-------------------------|-----------------------|
| Criterion #1: | Fact: Opinion: |
| Criterion #2: | Fact: Opinion: |
| Criterion #3: | Fact: Opinion: |
| Overall recommendation: | |

VOCABULARY TIP

Describe your experience with the product to make a review interesting. Use phrases such as *when I...*, *after I...*, and *even though I...* to tell your story about using the product.

- D.** Read the sentences below from the clock reviews on page 32–33. Then describe your own experience using the product you are reviewing.

As I lay there, trying to wake up, I watched the arm swing and it almost put me back to sleep.

- E.** Write a product review. Use the chart from activity C to plan your writing. In your writing, use target words from page 31 and phrases from activities B and D.

REVISE AND EDIT

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

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

| | |
|--|---|
| <input type="checkbox"/> name of the product | <input type="checkbox"/> facts and opinions about the product |
| <input type="checkbox"/> criteria for recommendation | <input type="checkbox"/> overall recommendation |
| <input type="checkbox"/> problems and solutions | <input type="checkbox"/> your experience with the product |
2. Look at the information you did not include. Would adding that information make your review more helpful or persuasive to readers?

Grammar for Editing Fragments and Run-on Sentences

Remember that every sentence needs to have at least one independent clause, which includes a subject and a verb.

dependent clause independent clause
While I didn't experience any of these conditions, I was dazed by the alarm clock.

An adverbial clause without an independent clause is a fragment.

X While I didn't experience any of these conditions.

Sentences that contain more than one independent clause without a conjunction are run-on sentences. To fix a run-on sentence, break the sentence into two sentences or punctuate with a comma and a conjunction (*and*, *or*, *but*, or *so*).

X I evaluated three alarm clocks my criteria were price, volume, and design.

I evaluated three alarm clocks, and my criteria were price, volume, and design.

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 adverbial clauses to show time, purpose, reason, or concession or contrast. |
| <input type="checkbox"/> I corrected any sentence fragments and run-on sentences. |
| <input type="checkbox"/> I used adjectives to express my opinions. |

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

Self-Assessment Review: Go back to page 31 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?