

# INSIDE WRITING

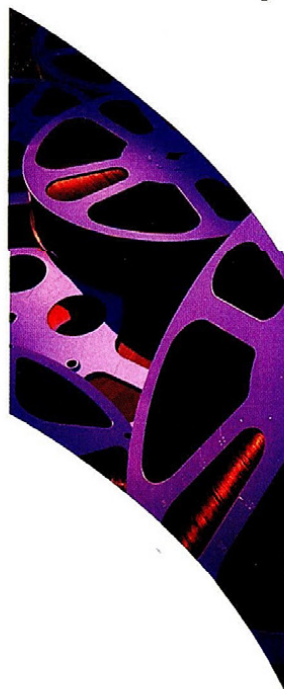
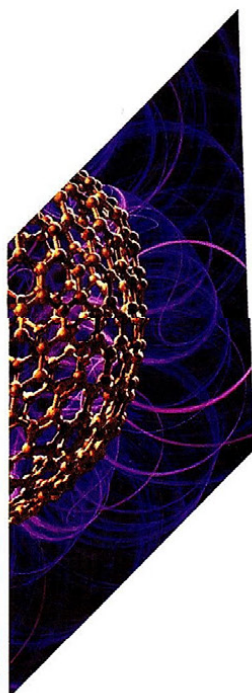
The Academic Word List in Context

4



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**Cheryl Boyd Zimmerman**



OXFORD

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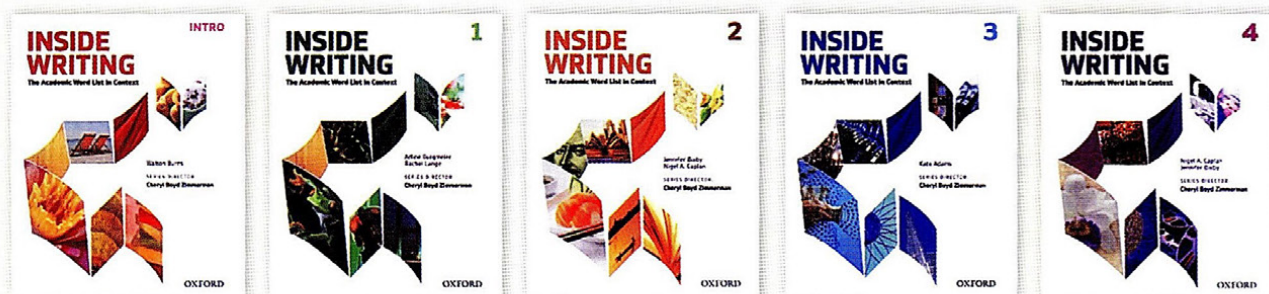
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# The Inside Track to Academic Success

## Student Books



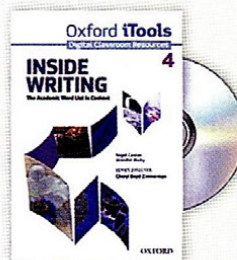
For additional student resources visit: [www.oup.com/elt/insidewriting](http://www.oup.com/elt/insidewriting)

## 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

# Energy Drinks

## In this unit, you will

- > analyze how arguments are used in academic essays.
- > use arguments and counterarguments.
- > increase your understanding of the target academic words for this unit.



## WRITING SKILLS

- > Supporting an Argument
- > Counterarguments
- > **GRAMMAR** Subject-Verb Agreement

## Self-Assessment

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

### TARGET WORDS

#### AWL

amend

key behalf

constitute

key core

discriminate

key federal

implicit

key inevitable

legislate

key ministry

key panel

key pursue

key sufficient

suspend

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.



## Building Knowledge

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

1. Do you drink caffeinated beverages such as coffee, tea, or soda? How does caffeine affect you?
2. Do you think that energy drinks, which are flavored drinks that contain caffeine, are safe for young children or teenagers? Why, or why not?
3. Are there any restrictions on the sale of energy drinks in your area? Explain.

## Writing Model

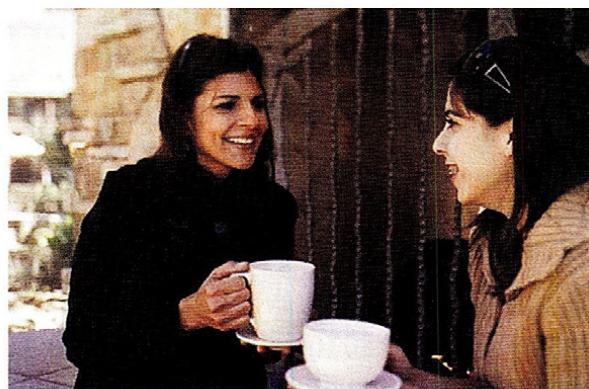
An argument essay is a typical academic assignment in which the writer presents a point of view and then supports it. Read a student's argument essay about the regulation of energy drinks.

### No Regulation on Energy Drinks

Energy drinks, which have been growing in popularity around the world in recent years, are now attracting the attention of politicians in the United States. That is not a good sign. Some **legislators** want to ban<sup>1</sup> the sale of these drinks to minors (children 18 and under). This is because energy drinks have recently become very popular with teenagers. Because they contain caffeine, some health experts are worried about the effects on adolescents' minds and bodies. However, there are strong reasons why we should not ban the sale of energy drinks to minors.

First, it is important to understand how caffeine affects the body. Caffeine is a widely available natural ingredient and has been consumed by billions of people around the world for centuries. It is found in coffee, tea, and soda, and even in some nonprescription medications. Caffeine stimulates the central nervous system. It works by blocking natural sedatives<sup>2</sup> from nerve receptors<sup>3</sup> in the brain. As a result, it increases energy and makes a person feel more awake.

Many people believe that energy drinks contain extremely high amounts of caffeine, making them **implicitly** dangerous for children and teenagers. In fact, energy drinks do not contain excessive<sup>4</sup> amounts of caffeine. Popular energy drinks can have from 80 to 138 milligrams of caffeine in 8 ounces. Compare that to an 8-ounce cup of coffee which has 165 milligrams of caffeine. Most energy drinks have less caffeine than a cup of coffee from your



Most young people drink coffee regularly.

<sup>1</sup> *ban*: decide officially that something is not allowed

<sup>2</sup> *sedatives*: substances that make someone go to sleep or make the person feel calm and relaxed

<sup>3</sup> *nerve receptors*: nerve endings in the body that react to changes and make the body react in a particular way

<sup>4</sup> *excessive*: greater than what seems reasonable or appropriate



neighborhood coffee shop. No one seems concerned about teens buying coffee. Therefore,  
25 why should the government ban energy drinks when they contain less caffeine than a  
strong cup of coffee?

Recently a **panel** of health experts called for a nationwide **suspension** of sales of  
energy drinks to minors. This reflects the general belief that too much caffeine is  
dangerous for children. However, there is **insufficient** evidence to support these fears. In  
30 the scientific community, questions continue as to exactly how much of a health risk  
energy drinks are. In contrast, there is scientific evidence that caffeine has some  
important health benefits. For instance, it can help people who don't get enough sleep to  
stay awake. It can improve physical performance, relieve headaches, and help certain  
medical conditions. There is no clear evidence of the harmful effects of caffeine on  
35 children or teenagers, only fears.

Some people feel that the **federal** government should follow the example of other  
countries. Countries such as Denmark and Turkey have banned energy drinks, but that  
fact alone should not guide actions in the United States. The **federal** government should  
not rely on the health **ministries** in other countries for new **legislation**. The U.S. Food  
40 and Drug Administration (FDA) is in charge of ensuring the safety of foods and drinks. It  
approved the ingredients in energy drinks years ago. The FDA concluded that none of the  
ingredients in energy drinks is harmful when consumed in reasonable quantities. Energy  
drinks have been available in the United States for decades without **constituting** a  
significant public health problem. Therefore, there is no reason why the **federal**  
45 government should **amend** its decision now.

History has shown that bans on consumer products usually fail. For example, bans on  
the sale of cigarettes to minors have not kept teenagers from smoking. Banning the sale  
of energy drinks to minors would **inevitably** make the drinks even more appealing to  
young people. If the government wants to protect the health of teenagers, surely it cannot  
50 think that banning energy drinks will keep them out of young hands. The better  
approach is through education. Teenagers need to learn that almost any product  
consumed in excess can be dangerous, from water to sugar to caffeine. They need to  
learn to **discriminate** between good and poor nutritional choices. Individuals, including  
teenagers, need to be responsible for their own decisions.

At the **core** of this energy drink ban is the issue of who is responsible for the health  
of children—the government or parents. Clearly parents should make the decisions about  
what their children should eat and drink, whether their children are 6 or 16. Parents  
should guide their children's decisions and help them learn to consume without  
overconsuming. The **federal** government must trust that parents will make the right  
60 choices for their children's health. Citizens do not want politicians to **legislate** how to  
raise children.

Unless scientists prove that caffeine is harmful to minors, politicians should not  
**pursue** a ban on the sale of energy drinks. Energy drinks, soda, and coffee have all been  
available to all ages for many years. These drinks have not caused health problems for the  
65 average person. The FDA has already approved the ingredients of energy drinks.  
Furthermore, a ban would limit our individual choices. The **federal** government should  
not make drink choices on our **behalf**. Rather, parents should educate their children to  
consume energy drinks responsibly.



## LEARN

When you write about a point of view, give an opinion, or support a plan of action, you use arguments to support your ideas and to persuade the reader. There are four major types of persuasion, called appeals. They are:

1. logical appeals using facts, evidence, and common knowledge;
2. emotional appeals trying to trigger feelings or touch upon personal values;
3. appeals using the authority and reliability of the writer and the writer's sources; and
4. appeals emphasizing the urgency of a situation.

You can combine more than one appeal to support your arguments, or you can use them separately. Make your decision based on your audience and the purpose of your writing. What will readers find most persuasive—an emotional argument, a personal argument, or an argument supported by logic and facts?

## APPLY

- A.** Read arguments based on the writing model. Write the type of appeal for each one. You will use one type of appeal twice.

appeal to emotions

appeal to logical thinking

common knowledge

facts or statistics

1. The government should not limit our personal drink choices.

appeal to emotions

2. Energy drinks have recently become very popular with teenagers.

3. An 8-ounce cup of coffee has about 165 milligrams of caffeine.

4. Coffee contains caffeine, but we don't restrict its sale to teenagers. Why should we ban energy drinks, which also contain caffeine?

5. The U.S. FDA approved energy drinks years ago, and there have not been significant health problems. So, why should the FDA ban energy drinks now?



**B. Look at the argument essay on pages 2–3 again. Choose the best answer for each statement.**

1. The writer has chosen to use mostly \_\_\_\_ in the arguments.
  - a. facts and statistics
  - b. appeals to logical thinking and facts
  - c. emotional appeals
2. The writer could strengthen the arguments by \_\_\_\_.
  - a. adding more factual information
  - b. using the first person (*I*) to show personal opinion
  - c. including information about the writer's background and reliability
3. The writer did not include an appeal about the urgency of the situation because \_\_\_\_.
  - a. people have been drinking coffee for centuries
  - b. there are no urgent or specific deadlines for the legislation
  - c. changes in legislation take a long time

## Analyze

**A. Reread the writing model on pages 2–3. Number the statements to show the order of the arguments.**

- \_\_\_ 1. Most energy drinks have less caffeine than a cup of coffee from your neighborhood coffee shop.
- \_\_\_ 2. Banning the sale of energy drinks to minors will not stop young people from obtaining and drinking them. It is more effective to educate teens.
- \_\_\_ 3. Parents, not the government, should decide what their children are allowed to drink.
- \_\_\_ 4. Caffeine is a natural ingredient that stimulates the central nervous system.
- \_\_\_ 5. Instead of a ban on the sale of energy drinks, parents should educate their children about responsible consumption.
- \_\_\_ 6. The FDA approved energy drink ingredients as safe years ago, so it should not amend its decision without scientific proof that the drinks are harmful.
- \_\_\_ 7. There is no clear evidence that energy drinks are harmful to children, but there is evidence that caffeine can provide some health benefits.
- \_\_\_ 8. Although some legislators want to ban the sale of energy drinks to minors, this is not a good idea.

**B.** With a partner, compare your answers to activity A. Then discuss these questions.

1. Overall, does the essay start with facts and statistics or with appeals to logical thinking?
2. Why does the writer use this order of arguments and appeals?

**C.** Answer the following questions.

1. What is the purpose of the first paragraph?
  - a. to explain what the issue is
  - b. to state the issue and give the writer's general opinion
  - c. to preview for the reader what arguments the writer will make
2. What is the purpose of the second paragraph?
  - a. to give background information to the reader
  - b. to summarize common knowledge (what everyone already knows)
  - c. to show that many common drinks contain caffeine
3. What are the main points that the writer makes in the conclusion? Circle one, two, or three answers.
  - a. There is insufficient evidence of the health risks of caffeine.
  - b. The government should not make choices for us.
  - c. Parents should educate their children about energy drinks.

**D.** Discuss these questions in a small group.

1. Look at the five arguments presented in the body paragraphs of the essay. Which argument do you think is the strongest one? Why?
2. Which argument do you think is the weakest one? Why?
3. What is your personal opinion about the topic? Do you agree or disagree with the writer? Explain your answer.

## Vocabulary Activities STEP 1: Word Level

The prefix *in-* can be added to some adjectives to make them negative.

*Sufficient* means "enough for a particular purpose." *Insufficient* means "not large, strong, or important enough."

Allow yourself **sufficient** time to get to the airport.

His salary is **insufficient** for living in the city.

Other adjectives with this prefix include *inaccessible*, *inactive*, *inaccurate*, *incapable*, *incomplete*, and *insignificant*.

Note that not all words starting with *in-* have commonly-used opposite adjectives. *Inevitable*, meaning "unavoidable," is a common term. The adjective *evitable* is very rarely used.





- A.** Complete the paragraph with adjectives from the box. You will use one word twice.

inactive      inevitable      insufficient      sufficient

High school students often neglect their health. For example, they typically do not get (1) sufficient sleep due to their busy schedules. Most students are often (2) \_\_\_\_\_, spending much of their time seated while studying and attending class. In addition, many students skip breakfast in the morning, not realizing that (3) \_\_\_\_\_ nutrition will make it hard for them to concentrate in class. Although stress is a(n) (4) \_\_\_\_\_ part of student life, there are ways to manage it. School administrators should emphasize the study of nutrition and health to ensure students receive (5) \_\_\_\_\_ preparation for living a healthy life.

*Legislate* means “to make a law.” It has many word forms that are related to government. For instance, there are three noun forms.

***Legislation** is a law or set of laws passed by a government body.*

***A legislator** is a member of a group of people who have the power to make laws.*

***A legislature** is a group of people who have the power to make and change laws.*



- B.** Complete the sentences with the correct form of the word *legislate*.

1. Three politicians are running in the election. Only one will become a \_\_\_\_\_.
2. The students spent many hours discussing the new \_\_\_\_\_ about public health clinics.
3. Some people believe that the government should not \_\_\_\_\_ the use of nutritional supplements.
4. The student government has officers and a \_\_\_\_\_ of 20 students.



| Word Form Chart |              |                |
|-----------------|--------------|----------------|
| Noun            | Verb         | Adjective      |
| amendment       | amend        | _____          |
| constitution    | constitute   | constitutional |
| discrimination  | discriminate | discriminatory |
| federation      | _____        | federal        |

**C. Complete the sentences using target words from the word form chart. Change the noun or verb form as needed.**

1. Australia began as a \_\_\_\_\_ when six British colonies joined together to start a new country.
2. After it wrote a \_\_\_\_\_ to govern the country, it became the Commonwealth of Australia in 1901.
3. A \_\_\_\_\_ government makes decisions that affect an entire nation.
4. After a new law is proposed, legislators debate it and make \_\_\_\_\_ to the law.
5. It is unusual for a judge to \_\_\_\_\_ a decision that was made in a trial. Usually there are no changes.
6. In most countries, it is illegal to \_\_\_\_\_ against a person based on his or her race.
7. In the past, there were a number of \_\_\_\_\_ laws, but these have been eliminated.

## Vocabulary Activities STEP II: Sentence Level

The noun *core* can mean “the center part of a piece of fruit or an object.” It can also mean “the most important part of something, such as an idea or argument.”

*The core of the apartment is the kitchen.*

*He has made the environment the core of his economic policy.*

The adjective *core* means “most important; main or essential.”

*Her core values were shaped by growing up in a religious household.*



**D.** Answer the questions with complete sentences. Use the word *core*. Then compare your answers with a partner.

1. Which parts of the apple do you avoid eating?
2. Do you think that health should be a core subject in school?
3. Describe a core belief that you have about nutrition.
4. Who is in your core group of friends?

**E.** Match the target word with the words it can collocate with. Write the letter.

- |  |             |
|--|-------------|
| ___ 1. have _____ faith, trust, or belief in             | a. pursue   |
| ___ 2. a prime, senior, or health _____                  | b. suspend  |
| ___ 3. solar, control, or wood _____                     | c. minister |
| ___ 4. _____ a dream, goal, or career                    | d. implicit |
| ___ 5. _____ payment, production, a license, or a search | e. panel    |

**F.** Write a sentence with each of the target words (*implicit*, *minister*, *panel*, *pursue*, and *suspend*) in activity E. Use collocations.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

To do something *on someone's behalf* means you do something "for someone as his or her representative or instead of him or her."

*I asked the question on her behalf.*

The phrase can also mean "because of someone or for someone."

*I felt very upset on his behalf.*



**G.** Complete the sentences in your own words. Use *behalf* and the correct possessive form.

1. The younger brother is very shy, so \_\_\_\_\_.
2. I asked my professor to write \_\_\_\_\_.
3. Since the prime minister cannot attend the meeting, \_\_\_\_\_.
4. Some employees experienced discrimination on the job, so a lawyer filed a complaint \_\_\_\_\_.



## Grammar Subject-Verb Agreement

Most cases of subject-verb agreement are simple, such as remembering to add an -s to the verb in the third person (*she writes, he shows*). However, in some situations, subject-verb agreement is more complex.

1. Indefinite pronouns (*someone, anything, nobody, everyone*) are always singular.

Everyone agrees that parents should monitor what their children consume.

2. In formal writing, none is singular.

None of the ingredients in energy drinks is harmful.

3. The main noun of a phrase may be separated from the verb.

One of the new drinks is especially popular with teenagers.

4. The verb in an adjective clause must agree with its subject.

Legislators who want to ban energy drinks have written a new bill.

5. Clauses and gerunds are singular.

What researchers discovered was that there are other stimulating ingredients in energy drinks.

6. Irregular plural forms are plural (*people, children, men, women, data*).

People are confused about the ingredients.

### A. Underline the subject for each verb in parentheses and circle the correct verb form.

1. For children who (participate / participates) in sports, water is the best drink.
2. People (think / thinks) that sports drinks, which are also very popular with children, (is / are) a good alternative to water.
3. What distinguishes sports drinks from energy drinks (is / are) that sports drinks do not contain caffeine.
4. Sports drinks are intended to help athletes who (has / have) exercised vigorously replace liquids that (was / were) lost through sweating.
5. Consuming sports drinks (is / are) not recommended because they typically (contain / contains) large numbers of calories.

### B. Read the sentences. Correct the errors in subject-verb agreement.

1. Doctors should educate parents and children about the health risks of energy and sports drinks and explains the difference between the types of drinks.
2. Sports drink ads aimed at young people tends to mislead.
3. The labeling on sports drinks fail to properly inform the public.
4. Children who is involved in sports should drink water rather than sports drinks that contains many calories.
5. Most children thinks that sports drinks will improve their performance.



## WRITING SKILL

## Counterarguments

## LEARN

When writing an argument essay, your point of view will be stronger if you include the counterarguments. Counterarguments are the other side of your viewpoint. They show that you have considered other points of view.

Introduce the counterargument using one of these phrases:

*It is true that ... ; Supporters/opponents claim that ... ; Some might argue that ... ; Many people believe that ... ; It might be said that ...*

Use a transition and then state your refutation. This will explain why the opposite point is invalid.

*Nevertheless; However; On the other hand; In fact; While that is true,*

*It is true that caffeine may overstimulate a person's nervous system. However, it is not the government's job to control how much caffeine a person drinks.*

## APPLY

**A.** Reread the essay on pages 2–3 and find two counterarguments. Underline the introduction to the counterargument and the transition to the argument.

**B.** For each statement below, write a counterargument to introduce it based on the ideas in the essay on pages 2–3. You may revise the beginning of the statements.

1. Opponents to a ban claim that the FDA has already approved the ingredients in energy drinks. While that is true, it is not the whole story. In fact, the

The FDA has classified energy drinks as dietary supplements, so there are not the same limits on the amount of caffeine in an energy drink as in soda, which is classified as a beverage. The FDA is basically avoiding the issue of regulating these drinks. They should be regulated as beverages.

2. \_\_\_\_\_

Health officials in the United States only started recording health problems with energy drinks in 2010. In Germany, where they have followed this issue since 2002, many serious health problems have been recorded.

3. \_\_\_\_\_

Many energy drink labels do not list the amount of caffeine in a serving because companies are not required to do so. Some of the larger serving sizes of energy drinks contain up to 240 milligrams of caffeine.



## Collaborative Writing

- A.** With a partner, fill in the chart with ideas for a paragraph supporting a ban on the sale of energy drinks to minors. Select an argument made in the writing model and give your counterargument.

|   |  |
|---|--|
| Introduction: Explain the situation and state your position on the issue. |  |
| Explanation: Briefly explain why it is an important health issue.         |  |
| Counterargument   |  |
| Argument and support  |  |
| Conclusion  |  |

- B.** With your partner, write your argument paragraph. Include a counterargument.
- C.** With another pair of students, compare your paragraphs. Answer these questions.
1. Where is the argument stated? Is the position on the issue clear?
  2. Is there a brief explanation of the issue? How are your explanations different?
  3. What other support is used? What kind of appeal are you using to persuade the reader? (See page 4.)

## Independent Writing

- A.** To prepare to write an argument essay, read the topic questions below and give your point of view in a brief answer to each question.

1. Should high schools in your area ban the sale of soda and sugary drinks to students?\_\_\_\_\_
2. Should universities require students to take a physical education or health class?\_\_\_\_\_

- B.** Read the student notes below. Check the information that you may be able to use in an essay about sodas and sugary drinks in high schools.

*Should schools control what students buy? What about parents?*  
*Students are told junk food is bad, but it is sold at school.*  
*Soda vending machines are a major source of income for schools.*  
*Educate children, but let them make their own choices.*  
*Do sodas and sugary drinks cause obesity (overweight children)?*  
*If banned, students will just buy sugary drinks elsewhere.*  
*Centers for Disease Control 2011 study: Water and milk are the most popular teen beverages, followed by fruit juice and soda.*  
*A can of soda contains 18 teaspoons of sugar and 240 calories.*







## REVISE AND EDIT

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

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

|  |   |
|--|---|
| <input type="checkbox"/> clear statement of your thesis or point of view | <input type="checkbox"/> explanation of the issue       |
| <input type="checkbox"/> background information                          | <input type="checkbox"/> arguments that include appeals |
| <input type="checkbox"/> at least one counterargument                    | <input type="checkbox"/> a conclusion                   |
2. Look at the information you did not include. Would adding that information make your argument stronger?

### Grammar for Editing Checking Verbs

1. Most arguments are written in the present simple tense because they describe facts, opinions, or general truths.
2. Examples from specific times in the past should be written in past simple tense.
3. Statements about ongoing events, recent changes, or research summaries should be written in the present perfect (for example, *ministers have become concerned; the energy drinks market has grown; researchers have studied the effects of caffeine*).

Check for the correct verb tenses as you edit your writing.

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

#### Language Checklist

- |   |
|---|
| <input type="checkbox"/> I used target words in my argument essay.                            |
| <input type="checkbox"/> I included counterarguments and supported my arguments with appeals. |
| <input type="checkbox"/> I used correct subject-verb agreement.                               |
| <input type="checkbox"/> I used the correct verb tenses.                                      |

**C.** Check your essay 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

# Can Computers Be Creative?



## In this unit, you will

- > analyze a summary and response and learn how it is used in academic writing.
- > use summary, interpretation, and evaluation.
- > increase your understanding of the target academic words for this unit.

## WRITING SKILLS

- > Summary
- > Paraphrasing
- > **GRAMMAR** Reduced Adjective Clauses

## Self-Assessment

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

| TARGET WORDS    | 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 <i>either</i> speaking or writing. |
|-----------------|------------------------------|---|--|---|
| AWL             |                              |   |  |   |
| analogy         |                              |   |  |   |
| bias            |                              |   |  |   |
| capacity        |                              |   |  |   |
| commission      |                              |   |  |   |
| derive          |                              |   |  |   |
| infer           |                              |   |  |   |
| interpret       |                              |   |  |   |
| manipulate      |                              |   |  |   |
| notion          |                              |   |  |   |
| notwithstanding |                              |   |  |   |
| pose            |                              |   |  |   |
| prospect        |                              |   |  |   |
| radical         |                              |   |  |   |
| sphere          |                              |   |  |   |



## PREPARE TO WRITE

### Building Knowledge

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

1. What kinds of art do you enjoy?
2. Do you think computers can create original artwork?
3. What do you think is the difference between intelligence and creativity?

### Writing Model

A summary and response is a class assignment in which you summarize the main ideas of an article and give your opinion about it. Read an online article about a computer that makes art and a student's summary of the article and response to it.

# THE CODE TO CREATIVITY

BY ANDREW AIRE

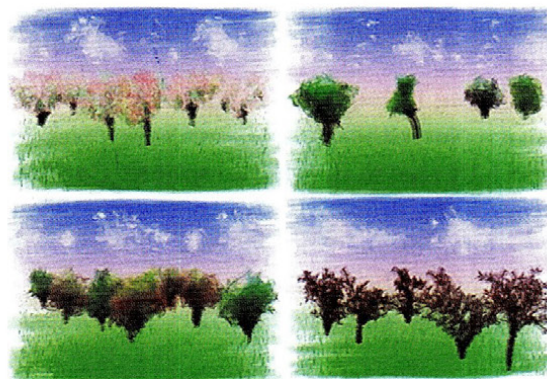
Artists' studios are places of creativity: half-finished **commissions**, spilled paint, bright sunlight streaming through large windows. However, one controversial British artist works in a very different space, a dimly lit computer laboratory at Goldsmiths College, London. That's because The Painting Fool is a computer program. Its creator, though, is certainly human. He is Dr. Simon Colton, a professor of computer science and a leading expert in the field of computational creativity. Colton has caused quite a stir in the painting world with his software. What is that stir all about? Colton's work has raised questions about whether a computer can produce imaginative works of art. If software, and not just its designer, can be said to be creative—then what does it mean to be human? Can something that does not have feelings generate art that produces feelings in us?

I traveled to London to investigate these questions. At first, I was highly doubtful about the **prospect** of feeling emotions looking at computer-generated art. Now, I am not so sure. But let me first explain what The Painting Fool is not. It is not software used by a human artist to create images and graphics. It is not a program for **manipulating** photographs. And it is not a robot that applies paint to a canvas under the direction of a real person. Those are all tools supporting human creativity, but the machines themselves are not creative.



Colton's goal with The Painting Fool was far more **radical**. He wanted "to build a software system that is one day taken seriously as a creative artist in its own right."<sup>1</sup> At first, it could only take existing photographs and apply different styles and techniques to produce an original piece. Some of these early works are quite pleasing, but they are **derivative**, hardly the output of a creative artist. The second stage in the software's development was to add human emotion. So Colton and two colleagues gave The Painting Fool the **capacity** to **infer** emotions from a photograph. To test it, they took still images from a popular French movie. The resulting series of 220 paintings, called *Amelie's Progress*, is quite remarkable. In each one, the computer chose a different combination of colors, style, and media.<sup>2</sup> Amazingly, the software was able to depict the feelings of the main character at each moment. Looking at the painting, I was almost persuaded that The Painting Fool was painting with emotion like any "real" artist.

However, Colton's claim goes further: He argues on his website that The Painting Fool is imaginative. This is a complex **notion**. It implies that a computer can generate its own subjects and create art that does not already exist in reality. Surely a program that can only **manipulate** 0s and 1s can only produce abstract<sup>3</sup> designs using mathematical formulas. But no. One painting for a 2011 exhibition consists of dozens of small landscapes, each one slightly different. Colton calls it *Four Seasons* (the computer's creativity apparently does not extend to writing titles!). The trees and clouds are not drawn from photographs. Instead, the software has **derived** realistic images from its knowledge of nature and art. The result is a wholly original but not very exciting canvas.



Landscapes from *Four Seasons*, created by The Painting Fool

I'm not convinced that *Four Seasons* is a masterpiece.<sup>4</sup> I agree with *New Scientist* reviewer Catherine de Lange that the effect is rather "mechanical." Colton would respond that I am being unfair to The Painting Fool. He'd say that if my young son had done this painting without looking at a photograph, I would have called his work imaginative. Yes, I would, and then I would have called the newspapers. Seriously, though, from that perspective, it is hard to deny that Colton has a point. The Painting Fool is not a great artist, but it is creative. And now it's branching out<sup>5</sup> into sculpture, animation, and poetry. Somehow, though, I'm not worried for my job. At least, not yet.

<sup>1</sup> *in its own right*: because of its qualifications or efforts

<sup>2</sup> *media*: the materials or the forms that an artist, a writer, or a musician uses

<sup>3</sup> *abstract*: not representing people or things in a realistic way, but rather expressing the artist's ideas about them

<sup>4</sup> *masterpiece*: a work of art that is an excellent example of art in general

<sup>5</sup> *branch out*: to start to do an activity that has not been done before



## The Code to Creativity: Summary and Response

Andrew Aire **poses** a **radical** question in his recent article: Do computers have the **capacity** to be creative? He introduces Simon Colton, a computer scientist from Goldsmiths College, London. Colton designed software called The Painting Fool. The program does not actually paint, but it creates digital art based on photographs, other art, and knowledge of the world. Aire agrees with an art critic, Catherine de Lange, that the results are "mechanical." However, he also admits to having a **bias** against computer-generated art. Colton defends his software by making an **analogy** with a child's painting, convincing the author. Like a child, the computer is learning to use its imagination to be creative.

10 However, I disagree with Aire's **interpretation** that The Painting Fool displays creativity. **Notwithstanding** rare cases, computers can never truly **pose** as humans. This is especially true in the artistic **sphere**. Good art is a product of emotion. It is a creative act, expressing the artist's view of the world. A computer cannot have these thoughts, so the output of The Painting Fool will never have any depth. Paintings generated by  
15 software cannot be meaningful because computers can only **manipulate** ideas, patterns, and images that already exist. They cannot make anything truly original or think like humans.

Colton's argument is that his software can learn to be creative just like a child. However, I think there is an important difference between a child and a computer.  
20 Children's paintings represent their developmental stage. Their art changes over time because their technical skill improves and also because they have experiences that influence their paintings and drawings. The computer is influenced only by the code<sup>1</sup> that runs it and the websites it searches. It may be able to find patterns in people's faces, but it cannot **infer** human emotions from photographs. In short, The Painting Fool is  
25 not learning, and it is certainly not producing art.

---

<sup>1</sup> code: a system of computer-programming instructions



## LEARN

A summary is a common academic assignment, often as part of a longer paper. A good summary includes the main ideas from the original text, is organized logically, and is written in your own sentences. To summarize an article:

1. Read the article several times. Make sure you understand it thoroughly.
2. Identify the author's main idea, focus, or argument. Rewrite this main idea using your own words.
3. Divide the article into sections. Use subheadings and transition words to help you.
4. For each section of the article, identify and label its main idea or purpose. If the article doesn't have subheadings, add your own.
5. Organize the section labels you identified in step 4 logically.
6. Write your summary, starting with the main idea of the whole article. Then fill in the details for each section.
7. Check your sentences to make sure that they are not too similar to the ones in the original article.

## APPLY

**A.** Which of these subheadings could you add to Andrew Aire's article on pages 16-17?

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> 1. Who Is Simon Colton? | <input type="checkbox"/> 4. Other Creative Computers             |
| <input type="checkbox"/> 2. History of Computerized Art     | <input type="checkbox"/> 5. The Development of The Painting Fool |
| <input type="checkbox"/> 3. What Is The Painting Fool?      | <input type="checkbox"/> 6. Is The Painting Fool Creative?       |

**B.** With a partner, discuss why you chose the subheadings you did in activity A. Which paragraph(s) would you label with your selected subheadings?

**C.** Which paragraphs from the original article do these sentences summarize? Write the correct paragraph number.

- 1 1. Andrew Aire poses a radical question in his recent online article: Do computers have the capacity to be creative?
- 2. He introduces Simon Colton, a computer scientist from Goldsmiths College.
- 3. The program does not actually put paint on paper, but it creates digital art based on photographs, other art, and knowledge about the world.
- 4. Although Aire agrees with another reviewer that one recent painting is "mechanical," he admits that he The Painting Fool is creative.
- 5. Colton defends his software by making an analogy with a child's painting, which the author finds convincing.



## Analyze

- A.** Read the student's summary and response again on page 18. Does each paragraph of the student's assignment contain information from the article, the student's opinion, or both? Check the correct boxes.

| Paragraph | Summary: Information from the article | Response: Student's opinion |
|-----------|---------------------------------------|-----------------------------|
| 1         |                                       |                             |
| 2         |                                       |                             |
| 3         |                                       |                             |

- B.** Does the student agree or disagree with these ideas from the article? What reasons does the student give?

1. The Painting Fool is creative.

Agree / Disagree. Why? \_\_\_\_\_

2. The analogy of a child learning to draw demonstrates that The Painting Fool produces imaginative art.

Agree / Disagree. Why? \_\_\_\_\_

3. The computer can infer emotions from pictures.

Agree / Disagree. Why? \_\_\_\_\_

- C.** Are the following statements from the response a summary (S), an opinion (O), or a reason (R)?

- S 1. The program does not actually paint, but it creates digital art based on photographs, other art, and knowledge of the world.
- \_\_\_ 2. However, I disagree with Aire's interpretation that The Painting Fool displays creativity.
- \_\_\_ 3. Good art is a product of emotion.
- \_\_\_ 4. Colton's argument is that his software can learn to be creative just like a child.
- \_\_\_ 5. However, I think there is an important difference between a child and a computer.
- \_\_\_ 6. Children's paintings represent their developmental stage.

- D.** Discuss these questions in a small group.

1. Do you think the student wrote a good summary of the article? Why, or why not?
2. Do you agree with the student's response to the article?
3. What would you write in response to this article?



## Vocabulary Activities STEP I: Word Level

| Word Form Chart |              |              |
|-----------------|--------------|--------------|
| Noun            | Verb         | Adjective    |
| interpretation  | interpret    | interpretive |
| interpreter     | misinterpret |              |
| manipulation    | manipulate   | manipulative |
| prospect        | _____        | prospective  |

### A. Complete the paragraph using words from the word form chart.

Computer software has been developed that can grade students' writing.

However, the computer cannot really (1) interpret essays. Instead, it has lists of words and phrases that it expects to find in essays on each topic.

This makes some professors worried that (2) \_\_\_\_\_ students could potentially (3) \_\_\_\_\_ the system and earn higher scores than they deserve. This (4) \_\_\_\_\_ has led the test designers to install systems to protect against such (5) \_\_\_\_\_.

*Imply* and *infer* have related meanings. When writers, speakers, and artists *imply* something, they express or suggest something without stating it directly. When readers, listeners, and viewers *infer* something from the text or artwork, they reach an opinion or conclusion about it.

*I did not mean to imply any criticism of your book.*

*We can infer the artist's intentions by viewing a few of his paintings.*

The related nouns are *implication* and *inference*.



### B. Complete the sentences with the correct form of *imply* or *infer*.

- The \_\_\_\_\_ of this research is that robots can replace humans for certain tasks.
- Computers can find basic information in texts but can't make \_\_\_\_\_.
- It can be \_\_\_\_\_ from the graph that the cost of producing robots will probably decrease dramatically in the next ten years.
- What are you \_\_\_\_\_ about my painting? Don't you like it?



- C.** Complete the lists with words from the box that have similar meanings. You will not use one of the words.

|          |                 |          |         |
|----------|-----------------|----------|---------|
| bias     | notion          | pose     | radical |
| capacity | notwithstanding | prospect | sphere  |

1. ball / globe / sphere
2. idea / concept / \_\_\_\_\_
3. however / on the other hand / \_\_\_\_\_
4. ability / competence / \_\_\_\_\_
5. extreme / revolutionary / \_\_\_\_\_
6. prejudice / one-sided / \_\_\_\_\_

## Vocabulary Activities STEP II: Sentence Level

- D.** Complete the sentences with the correct form of the target vocabulary in the box to create a common collocation with the underlined words.

|            |        |      |        |           |
|------------|--------|------|--------|-----------|
| commission | derive | pose | public | radically |
|------------|--------|------|--------|-----------|

1. The Painting Fool has recently entered the public sphere with its tour of exhibitions and press releases.
2. The Painting Fool is different from other image-manipulation software.
3. Its inventor a question: Can a computer be creative?
4. Would you want to a painting from a computer?
5. An artist enjoyment from the creative process. If a computer can't feel, how can it recreate feelings in its art?

- E.** Write new sentences with the collocations you created in activity D from the target vocabulary and the underlined words.

1. Artists often wait to display their best work in the public sphere.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



An *analogy* is a comparison made between two things in order to explain a complex idea.

*Cooking is a common analogy for the writing process.*

Verbs that collocate with analogy include *draw*, *suggest*, and *extend*. To *stretch* an analogy means “to take an analogy too far so that it may no longer be useful.”

*The reviewer draws an analogy between painting and dreaming.*

*It's stretching an analogy to say that computers are like children learning to paint.*

The adjective form is *analogous* (meaning “similar or comparable”).

*The results are analogous to those obtained in earlier studies.*



**F. Are the following good analogies? Write sentences using the different forms of the words *analogy* or *analogous* in parentheses.**

1. A reliable person is like a rock. (analogous to) *This is a good analogy because rocks are strong and don't change, so reliable people are analogous to rocks.*
2. as quiet as a mouse (suggests an analogous relationship) \_\_\_\_\_  
\_\_\_\_\_
3. Writing an essay is like building a house. (analogous to) \_\_\_\_\_  
\_\_\_\_\_
4. Reality TV shows are like salted peanuts. (analogy between) \_\_\_\_\_  
\_\_\_\_\_

**G. Answer the questions using the target words in parentheses.**

1. If you could meet Simon Colton, what would you ask him? (pose)  
*I would pose a question about the future of his project.*
2. How much can you study every day? (capacity)  
\_\_\_\_\_
3. Do you know anything about intelligence testing? (notion)  
\_\_\_\_\_
4. Do you think that robotic teachers would be a good idea? (notwithstanding)  
\_\_\_\_\_
5. Do you think great art has one meaning or many meanings? (interpretation)  
\_\_\_\_\_



## Grammar Reduced Adjective Clauses

Reduced adjective clauses are very common in writing. They make sentences shorter and clearer, and they also allow you to vary your writing. In a reduced adjective clause, the relative pronoun is deleted, causing the verb to change. There are three common ways to reduce an adjective clause:

1. Passive verbs and progressive verbs: Delete *be*.

The museum holds some art ~~that is~~ painted by a robot.

2. *Be* as a main verb: Delete *be* from non-defining adjective clauses.

Simon Colton, ~~who is~~ a computer scientist from Goldsmiths College, designed the software.

3. Most other verbs: Change the main verb to the *-ing* form.

These are all tools <sup>supporting</sup> ~~that support~~ human creativity.

The software has generated realistic images from its knowledge of nature and art, <sup>resulting</sup> ~~which results~~ in a wholly original but not very exciting canvas.

Adjective clauses should not be reduced if the verb tense is important or if there is a modal verb in the clause. Otherwise, some of the meaning will be lost.

In the future, more powerful computers will run software that might produce better art.

**X** In the future, more powerful computers will run software producing better art.

The reduced clause omits the uncertainty of *might*.

- A.** Reduce the underlined clauses if possible. If you cannot reduce a clause, write **X** above it.

1. Harold Cohen, who is a painter and professor of art, became interested in computer science when he moved to San Diego.
2. Cohen began to work in the field that is known as Artificial Intelligence (AI).
3. Scientists who were studying AI at Stanford University invited Cohen to join them in 1971.
4. Cohen and his colleagues studied the cognitive process of drawing, which resulted in a computer program called AARON.
5. AARON is software that can actually draw original artwork on paper.
6. Drawings that were made by AARON are exhibited in museums and science centers around the world.



**B. Combine each pair of sentences by changing one of them to a reduced adjective clause.**

1. The ability to see the world from a new perspective is a skill.  
The skill is called creativity.

*The ability to see the world from a new perspective is a skill called creativity.*

---

2. Creative people see new things in familiar places.  
This leads to exciting new ideas.
- 

3. Psychologists have studied successful business leaders.  
The psychologists are interested in creativity.
- 

4. Andrew Grove says that businesses must "adapt or die!"  
Grove is the chairman of Intel.
- 

5. Flexibility is the first characteristic.  
This characteristic is found in very creative leaders.
- 

6. Creative businesspeople look for new experiences.  
These experiences open their minds to new possibilities.
- 

**C. Write a paragraph about a picture, photograph, painting, building, or public space that you like. Use reduced adjective clauses.**

*I once saw an amazing set of four photographs showing exactly the same scene in each of the four seasons. In spring there were leaves growing on the trees. The summer photograph, taken just after sunrise, is full of beautiful colors because the tree, surrounded by flowers, is in full bloom. In fall, my favorite season, ...*

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**WRITING SKILL**

**Paraphrasing**

**LEARN**

Paraphrasing means “writing an author’s idea in your own words.” You need to paraphrase any time you summarize an article or another source in your writing. It is very important not to use the same words and sentences as the original article in your writing as this may be considered plagiarism.

To write a good paraphrase, follow these steps:

- Read the passage carefully and make sure you understand the ideas.
- Find similar words for most of the words in the original text.
- Keep keywords or words that have no good synonyms. Do not change them.
- Write sentences to express the author’s ideas in your own words. Change the structure of the original sentences (e.g., active to passive voice or swap the dependent and independent clauses). Do not just replace words with synonyms.
- Put any exact phrases from the original in quotation marks.

**APPLY**

Read this sentence again from the magazine article on page 17. Complete the table and compare your answers with a partner. Which one is the best paraphrase?

“At first, [The Painting Fool] could only take existing photographs and apply different styles and techniques to produce an original piece.”

| Paraphrase  | Is the information correct? | Is the sentence in the writer's own words? | Is this a good paraphrase? |
|---|-----------------------------|--|----------------------------|
| 1. Initially, the software could only take photographs and use different styles to produce an original artwork.               |                             |  |                            |
| 2. The Painting Fool takes photographs and applies styles to them in order to make a new piece of art.                        |                             |  |                            |
| 3. In its early days, The Painting Fool created original art by combining photographic images using various artistic methods. |                             |  |                            |



## Collaborative Writing

**A.** Read the paragraph carefully and underline the main ideas.

*According to psychologists, immigrants are more creative than other people because they develop the capacity to see every situation from two radically different perspectives. Creativity requires a sense of discomfort. Therefore, children from comfortable backgrounds do not often work in creative industries.*

**B.** Which words can you use instead of these words and phrases from the paragraph? Work with a partner. Choose the best answer.

1. psychologists

a. scientists

b. people

c. teachers

2. immigrants

a. international visitors

b. children

c. people from other countries

3. develop the capacity

a. struggle to adapt

b. learn the ability

c. are naturally capable

4. situation

a. problem

b. experience

c. place

5. sense of discomfort

a. unhappy experience

b. uncomfortable feeling

c. unpleasant thought

6. comfortable backgrounds

a. wealthy families

b. poor households

c. developed countries

7. creative industries

a. difficult jobs

b. the artistic sphere

c. interesting jobs

**C.** Complete the sentences to practice changing the structure of this sentence from the original paragraph: "Creativity requires a sense of discomfort."

1. A "sense of discomfort" is required to be creative.

2. People need \_\_\_\_\_ in order to be creative.

3. Creative people \_\_\_\_\_.



- D.** Work with a partner. Summarize the ideas in the paragraph by paraphrasing them as in activity C, using words from activity B.

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- E.** Compare your paraphrase with another pair's. Answer these questions together.

1. Does your paraphrase include all the important information?
2. Is the paraphrase in your own words?
3. How could you improve the paraphrase?

## Independent Writing

- A.** You are going to write a summary and response. First, read the article *What Humans Know that Watson Doesn't* on page 157. Write down three or four main ideas.

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- B.** In a summary and response, you often will give the other person's point of view and then provide your own thoughts on the topic. This is called "taking a stance." Answer the following questions.

1. Read the summary on page 18. Does the student writing the summary agree or disagree with the original author? \_\_\_\_\_
2. What language tells you that?

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### VOCABULARY TIP

When responding, use words and phrases like these to take a stance:

*agree, be of the same mind as, claim, disagree with, doubt, prove, side with, question*



**C.** When you respond to an article, take a stance. Remember, your opinions need to relate to specific ideas in the article. What is your opinion about these ideas? Give a reason for each opinion.

1. Summary: Answering questions on a game show is not the same as dealing with real problems.

Opinion: \_\_\_\_\_

Reason: \_\_\_\_\_

2. Summary: The story of Watson is overhyped.

Opinion: \_\_\_\_\_

Reason: \_\_\_\_\_

3. Summary: Computers cannot have the same knowledge as humans because they cannot have human experiences.

Opinion: \_\_\_\_\_

Reason: \_\_\_\_\_

**D.** Discuss these questions with a partner. Take notes to use in your response to the article.

1. Which ideas in the article do you think are the most interesting, exciting, and useful?
2. Which ideas in the article do you think are disturbing, worrying, or uncomfortable?
3. Do you disagree with the writer on any points?
4. Do you have any experiences that relate to the ideas in the article?

**E.** Write a summary of the article in one paragraph followed by your response to the article in one or more paragraphs. Use your answers to activities A, C, and D to find and react to the main ideas. In your writing, use the target vocabulary words from page 15.



## REVISE AND EDIT

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

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

- |  |  |
|--|--|
| <input type="checkbox"/> main ideas from the article               | <input type="checkbox"/> important supporting details from the article |
| <input type="checkbox"/> ideas you like or agree with              | <input type="checkbox"/> ideas you dislike or disagree with            |
| <input type="checkbox"/> reasons for each opinion in your response |  |

2. Look at the information you did not include. Would adding that information make your summary and response better?

### Grammar for Editing

### Defining versus Non-Defining Adjective Clauses

A non-defining adjective clause adds extra information to the sentence:

Simon Colton, who is a professor of computer science, invented The Painting Fool.

“who is a professor of computer science” adds extra information to the sentence. If we take the clause out of the sentence, it would still make sense. We use commas before and after non-defining clauses.

A defining adjective clause defines or restricts the noun to which it refers. If you removed the clause, you would not know exactly what the writer means.

The Painting Fool is a computer program that creates original art.

Some paintings that were created by computers are displayed in museums.

The adjective clauses tell you what kind of program The Painting Fool is and which kind of paintings are displayed in museums.

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

#### Language Checklist

- |  |
|--|
| <input type="checkbox"/> I used target words in my summary and response.               |
| <input type="checkbox"/> I used language to take a stance.                             |
| <input type="checkbox"/> I used reduced adjective clauses.                             |
| <input type="checkbox"/> I used defining and non-defining adjective clauses correctly. |

**C.** Check your summary and response 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

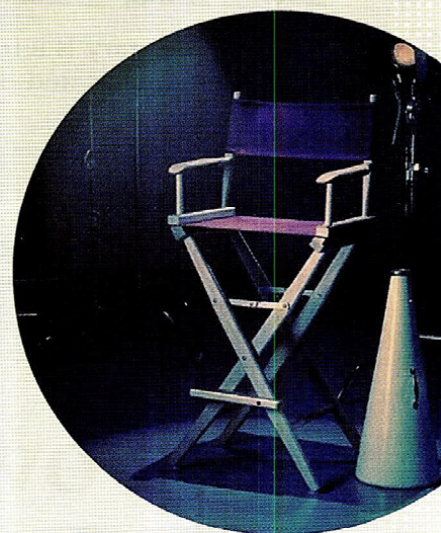
# A Powerful Force

## In this unit, you will

- > analyze a proposal and learn how it is used in the film industry.
- > write a synopsis.
- > increase your understanding of the target academic words for this unit.

## WRITING SKILLS

- > Writing a Proposal
- > Writing a Synopsis
- > **GRAMMAR** Gerunds and Infinitives



## Self-Assessment

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

### TARGET WORDS

#### AWL

adjacent

key channel

key circumstance

concurrent

key contemporary

diverse

framework

ideology

incorporate

key liberal

key revolution

subsidy

undertake

key via

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.



### Building Knowledge

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

1. What is the most popular type of movie among your friends: drama, action, comedy, science fiction, or something else?
2. What is your favorite movie? What do you like about it?
3. A documentary is a film giving facts about a topic using interviews, news articles, videos, and other sources. What documentaries have you seen?

### Writing Model

A proposal is used in schools, businesses, and the entertainment industry to explain an idea for a product or service. Read a proposal for a documentary film.

# A Powerful Force

*A Powerful Force* explores the idealistic<sup>1</sup> beginnings of an international exchange program.

- "The Fulbright Program aims to bring a  
5 little more knowledge, a little more reason, and  
a little more compassion into world affairs and  
thereby increase the chance that nations will  
learn at last to live in peace and friendship."

—Senator J. William Fulbright



Senator Fulbright addressing an audience.

### SYNOPSIS

- 10 Every year hundreds of thousands of young people leave home to study  
abroad or **undertake** a degree program at a foreign university. This is a  
life-changing experience, not only for the student, but for everyone the  
student encounters. The documentary *A Powerful Force* will trace this  
modern emphasis on international education back to the work of one  
15 remarkable and idealistic politician, J. William Fulbright. Fulbright once  
said: "Education is a slow-moving but powerful force. It may not be fast  
enough or strong enough to save us from catastrophe, but it is the strongest  
force available." This documentary will show how Fulbright's own  
experience abroad led to the creation of a powerful force that continues to  
20 change lives worldwide: the Fulbright Program.

<sup>1</sup> *idealistic*: believing in and trying to achieve perfect standards, even when it is not realistic



## DESCRIPTION

*A Powerful Force* will be a documentary film about Fulbright's early inspiration and the creation of the Fulbright Program. This scholarship program has **subsidized** the work and study of a **diverse** group of students, teachers, and researchers since 1946. The **framework** for the film  
25 is the life of Senator Fulbright. In spite of growing up in a time of war, he firmly believed that international peace and cooperation were possible.

The stories of two **contemporary** Fulbright alumni will also be **incorporated** into the documentary. Their stories will demonstrate the impact the program has had on people from **diverse** cultures and life  
30 **circumstances** around the world. *A Powerful Force* will convince viewers of the lasting impact of human contact across borders. It will be shown in commercial theaters and on educational television **channels** around the world.

## THE STORY

The movie opens in 1945 in Washington, D.C., a time of war. We see the  
35 newly elected United States senators<sup>2</sup> taking their seats in the Senate. The senator from Arkansas has a name that will soon be associated with international cooperation. His name is J. William Fulbright. Within months of joining the Senate, Fulbright **undertakes** a project that will forever change international education. He writes a **revolutionary** legislative bill to  
40 fund an exchange program. The scholarship promotes "international goodwill through the exchange of students in the fields of education, culture, and science." Politicians on both sides, **liberals** and conservatives, support the idea. Soon the bill is signed into law and the Fulbright Program is born.

45 At this point, the movie travels back in time. A map of the world zooms in to a small town in America's south in the late 1930s. The film shows how Fulbright grows up and matures into a natural leader at the University of Arkansas. Old photographs, newspaper articles, and interviews help to tell the story. The map again shows Fulbright's journey **via** ship across the  
50 Atlantic Ocean to study at Oxford University in England. The film shows us how this scholarship experience transforms the young man's life. He returns home with a new appreciation for **diverse** cultures and a passion to enter public service as a politician. He also returns with the **ideology** that drives his political career: Living and studying in other countries help people  
55 understand different points of view.

From here, the movie travels quickly forward in time, showing the incredible impact that this program has had around the world. Photos of some famous participants will be shown, using the world map to show where they studied. Clips<sup>3</sup> will include some of the 44 Nobel Prize winners who are  
60 also Fulbright alumni,<sup>4</sup> as well as former presidents and prime ministers.

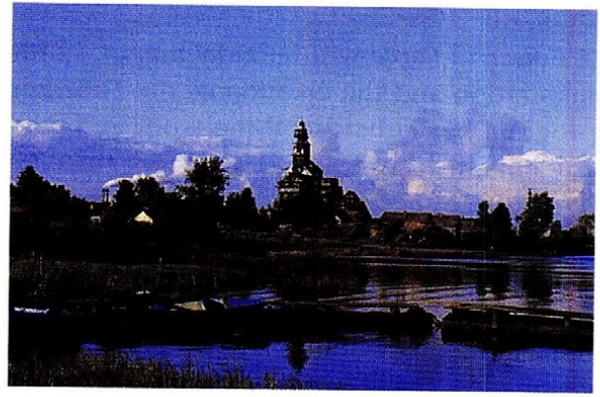
<sup>2</sup> *senators*: members of the Senate, which is the smaller group of legislators to which two people are elected from each state for a six-year term

<sup>3</sup> *clips*: short parts of a movie that are shown separately

<sup>4</sup> *alumni*: former members of a group, such as former students of a school, college, or university



Next we will meet two **contemporary** Fulbright winners. First, the film takes us to Arkhangelsk, Russia, where we meet Andrey Tikhonov. We follow Tikhonov as he is chosen  
65 to be a foreign language teaching assistant at Michigan State University. During his time abroad, Tikhonov faces the typical linguistic and cultural challenges. He also faces physical challenges because he is blind. In the United  
70 States, he learns how he can benefit from resources for disabled students. He begins to raise awareness about the issue of disability services on an international level. At Michigan State University, Tikhonov is a language instructor while **concurrently**  
75 serving as a lecturer and concert violinist and pianist. He is a powerful example to the world that nothing can stop talent and that dreams can come true.



Andrey Tikhonov is from Arkhangelsk, Russia.

The next stop on the map is Mumbai, India. Environmental scientist Dr. Shubhalaxmi Vaylure is a participant in the Fulbright Indo-American  
80 Environmental Leadership Program. At the University of Montana, she visits many nature education centers. When she returns to India, she begins to create similar projects there. She promotes conservation education for children and trains volunteers to protect the local environment. Through her international experience, she learns to bring her love of the natural  
85 world back to her hometown and **adjacent** communities.

The film ends with images of Senator Fulbright with leaders and scholars around the world. The soundtrack<sup>5</sup> will include some of Fulbright's most important and inspiring quotations about international education. Through words and images, an international chorus of the world's most  
90 promising scholars will join together into a "powerful force" for peace. In fact, as Fulbright says, it is "the most powerful force imaginable."

## CONCLUSION

In our increasingly global world, international cooperation is more critical than ever. As former international students, the producers<sup>6</sup> are the ideal people to create a documentary showing the human impact of intercultural  
95 exchange. The producers will capture the ongoing and vital importance of cross-cultural understanding through the Fulbright Program. ■

<sup>5</sup> *soundtrack*: all the music, speech, and sounds that are recorded for a movie

<sup>6</sup> *producers*: people who are in charge of the practical and financial aspects of making a movie



## WRITING SKILL

## Writing a Proposal

### LEARN

A movie proposal formally describes a plan for a film. The writer's goal is to persuade the reader to support or approve of the movie plan. Film producers submit proposals to film companies and investors in order to get money for the project.

Include these sections in a movie proposal:

1. **Title and Concept.** The title is typically followed by a one- or two-sentence concept description. An inspirational quotation is often placed after the title.
2. **Synopsis.** This is a one-paragraph summary of the proposed movie. It presents the main theme of the story and tells the story in general terms.
3. **Description.** This is a short description of the movie's genre, goal, and target audience, as well as the places where the movie will be shown. This section may also include background information about the topic.
4. **The Story.** This is a more detailed description of the proposed movie. The Story includes information about the characters in the movie and a narrative showing the sequence of events. The story is typically told using verbs in the present simple tense.
5. **Conclusion.** This is a short restatement of the theme of the movie. There may also be information about the producers of the movie.

### APPLY

Read the statements below. In which section of the proposal on pages 32–34 does each item belong? Write the name of the section: *Title and Concept*, *Synopsis*, *Description*, *The Story*, *Conclusion*.

Description

1. It will be a full-length movie of about 100 minutes. It will be a motivational film for high school and college students.
2. The film shows Fulbright's childhood in a small town in the late 1930s.
3. It shows how the program continues to build international cooperation and understanding, using the strength of personal connections around the world.
4. The producers will be able to use their network of Fulbright friends to locate captivating material for the documentary.
5. *A Powerful Force* includes the inspiring stories of today's diverse participants and how they are changing the world.



## Analyze

### A. Complete the chart with information from the proposal.

|  |                    |
|--|--------------------|
| 1. Type of movie (genre)                           | <i>Documentary</i> |
| 2. Theme or main idea of movie                     |                    |
| 3. Time span (period of time that it will include) |                    |
| 4. Main parts of the movie                         |                    |
| a. Beginning                                       |                    |
| b. Middle  |                    |
| c. End   |                    |
| 5. Information about the producers                 |                    |

### B. Analyze the verb tenses that are used in the proposal. For each item below, find an example from the proposal. Circle the examples on pages 32–34 and write the line number below.

1. Simple present to express a general truth: Line 10

*Every year hundreds of thousands of young people leave home...*

2. Simple present to tell the story as it happens: \_\_\_\_
3. Simple future to tell what the producers plan to do: \_\_\_\_
4. Future passive to show what will be done without naming who will do it: \_\_\_\_
5. Present perfect to show that something that happened in the past has a connection to the present: \_\_\_\_

### C. Read the writing model again. Discuss these questions with a partner.

1. In a proposal, it is important to capture the reader's attention quickly at the beginning. What information captures your attention at the beginning?
2. Why do you think the writer included the profiles of the two Fulbright participants at the end? What purpose do they serve in the documentary?
3. What part of the movie do you think will be the most interesting? The least interesting? Explain your reasons.
4. If you were producing *A Powerful Force*, how would you change it? For example, would you present the contemporary Fulbright participants first? Would you include more alumni stories? Would you focus more on Senator Fulbright? Explain your answers.



## Vocabulary Activities STEP I: Word Level

| Word Form Chart              |           |           |
|------------------------------|-----------|-----------|
| Noun                         | Verb      | Adjective |
| diversity<br>diversification | diversify | diverse   |

**A.** Complete the sentences with the correct form of the words from the chart. Use each word only once. Discuss the meaning of each sentence with a partner.

1. Tikhonov's talents are very diverse , ranging from languages to music.
2. At the University of Michigan, he enjoyed the \_\_\_\_\_ of the student body. He met students from all over the United States and the world.
3. Dr. Vaylure was able to \_\_\_\_\_ her skills, branching out from science into leadership, education, and management of nonprofit organizations.
4. The Fulbright Program encourages \_\_\_\_\_ of skills in its participants so that they can expand their talents and scholarship.

**B.** Complete the sentences with words from the box. You will use one word twice.

|           |               |              |
|-----------|---------------|--------------|
| adjacent  | circumstances | concurrently |
| framework | subsidy       | via          |

1. Due to unforeseen \_\_\_\_\_, one of the producers was unable to attend the meeting.
2. The producers have developed a general \_\_\_\_\_ for their film proposal, but they have much more work to do to complete it.
3. Some of the details about the \_\_\_\_\_ leading up to Fulbright's election will not be included in the documentary.
4. The new theater is situated \_\_\_\_\_ to the park.
5. The theater received a \_\_\_\_\_ from the city to finance the new building.
6. Information about the grand opening is being sent \_\_\_\_\_ email.
7. There will be several workshops for teachers and actors happening \_\_\_\_\_ on Saturday.



The noun *channel* has four different commonly used meanings.

1. a television station
2. a system that people use to communicate or to send something somewhere  
*Communication with the company president must go through the correct **channels**.*
3. a way of expressing your feelings or ideas or a way of using your energy or skills  
*Playing sports is a healthy **channel** for his competitive personality.*
4. a deep passage of water that connects two larger areas of water, used by ships



**C.** Complete the sentences with the correct form of the word *channel*. Write the meaning number (1–4) from the corpus box.

1. News about celebrities attending the Toronto Film Festival was carried on all of the major channels. Meaning: 1
2. If you wish to schedule a TV interview with a film director there, you must go through the proper \_\_\_\_\_. Meaning: \_\_\_\_
3. One movie was about a man who decided to swim across the English \_\_\_\_\_, which separates England from France. Meaning: \_\_\_\_
4. Making dramatic movies is a great \_\_\_\_\_ for creative expression. Meaning: \_\_\_\_

## Vocabulary Activities STEP II: Sentence Level

As an adjective, *contemporary* means “modern or belonging to the same time period.”

*I watched a film about **contemporary** art from the mid-20th century.*

As a noun, *contemporary* means “a person who lives or who has lived during the same time as another person.”

*The actor was a **contemporary** of my father in college.*



**D.** Answer the questions. Use a form of *contemporary* in your answer.

1. Do you like to watch old movies? Explain your answer.

*I don't like old movies. Contemporary movies have more action.*



2. Is there a very modern building or sculpture in your city?

---

3. Who is a famous person that is the same age that you are?

---

4. What are some current challenges facing students today?

---

| Word Form Chart |               |               |               |
|-----------------|---------------|---------------|---------------|
| Noun            | Verb          | Adjective     | Adverb        |
| ideology        | _____         | ideological   | ideologically |
| incorporation   | incorporate   | incorporated  | _____         |
| liberal         | liberalize    | liberal       | liberally     |
| liberation      | liberate      |               |               |
| revolution      | revolutionize | revolutionary | _____         |
| undertaking     | undertake     | _____         | _____         |

Note: The noun *undertaker* means “funeral director.” It is not related to the word *undertaking*.

**E.** Rewrite the sentences using words from the word form chart. Change the verb tense as needed. Answers will vary. Compare your sentences with a partner.

1. At the beginning of the movie, the man was set free and he returned to his country.

At the beginning of the movie, the man was liberated and he returned to his country.

2. The movie set has influences from contemporary art and industrial design.

---

3. The two filmmakers have very different belief systems.

---

4. The use of digital film techniques has resulted in many dramatic advances in film production.

---

5. Finding financial support for a movie proposal is a very time-consuming task.

---

6. The audience at the film festival tended not to be conservative in their political beliefs.

---



## Grammar Gerunds and Infinitives

Some verbs can be followed by a gerund (verb + *-ing*) or an infinitive (*to* + verb). However, there is no clear guideline for deciding whether to use a gerund or an infinitive. You need to memorize which verbs are followed by gerunds, which are followed by infinitives, and which by either form.

Verbs followed by gerunds include the following: *avoid, consider, discuss, dislike, enjoy, finish, imagine, miss, practice, quit, recommend, resist, risk, suggest*.

I avoid seeing horror films because they give me nightmares.

Verbs followed by infinitives include the following: *agree, appear, ask, attempt, be able, claim, decide, demand, expect, fail, hesitate, hope, intend, learn, need, offer, plan, prepare, promise, refuse, seem, volunteer, want, wish*.

The producer agreed to revise the proposal.

Verbs followed by gerunds or infinitives include the following: *begin, continue, hate, like, love, prefer, start*.

The viewer will begin to appreciate the vast impact of the Fulbright Program.

The library will begin charging a fee for DVD rentals.

These verbs change meaning when followed by a gerund or by an infinitive: *forget, remember, stop, try*.

I remember locking the door. (I know that I locked it this time.)

I usually remember to lock the door. (In general, I lock my door.)

### A. Complete the paragraph. Use the gerund or infinitive form of the verb in parentheses.

Muhammad Umar Anjum was working as a teaching and research associate at a university in Lahore, Pakistan, when he first considered applying (1. apply) to the Fulbright Program. A professor asked him \_\_\_\_\_ (2. think) about applying for a position. Anjum felt that he knew little about the world beyond his own country. He wanted \_\_\_\_\_. (3. travel) He was accepted into the program and attended Michigan State University in the U.S. In addition to taking classes related to his field, he was required \_\_\_\_\_ in (4. enroll) an American culture course. Anjum realized that Pakistan was not well understood in the U.S. So, he volunteered \_\_\_\_\_ (5. speak) about his country at local schools and libraries. By talking face to face with people from all



different backgrounds, he was able \_\_\_\_\_ his own mind to new  
 (6. open)  
 understanding. Anjum says, "Wherever I go and whomever my students are,  
 I try \_\_\_\_\_ with them what I have learned. I encourage them  
 (7. share)  
 \_\_\_\_\_ more open and \_\_\_\_\_ the world. I share with  
 (8. be) (9. explore)  
 them that, for me, so many blinds were opened by traveling abroad and that  
 maybe they should do the same."

**B. Correct the errors with gerunds or infinitives in the following sentences. Check (✓) the sentences with no errors.**

- \_\_\_\_\_ 1. Anyone who wishes <sup>to become</sup> ~~becoming~~ a film director must love everything about making movies.
- \_\_\_\_\_ 2. For a young person, film experts recommend to produce short home videos and editing them using computer software.
- \_\_\_\_\_ 3. There is no standard channel for becoming a film director, but you should attempt to acquire some formal training in the film industry.
- \_\_\_\_\_ 4. People will suggest to gain experience in a wide variety of settings such as broadcasting, TV, theater, and advertising.
- \_\_\_\_\_ 5. You can expect starting with many small jobs such as short commercials.
- \_\_\_\_\_ 6. As a director, you will need the artistic creativity to manage film production, actors, lighting, and design.
- \_\_\_\_\_ 7. If you are not passionate about making films, you might consider to select a more realistic career goal. Successful directors are few in number.

**C. Write sentences using the verbs below. Then share your sentences with a partner.**

1. enjoy / discuss \_\_\_\_\_
2. be able / perform \_\_\_\_\_
3. avoid / watch \_\_\_\_\_
4. stop / visit \_\_\_\_\_
5. fail / complete \_\_\_\_\_
6. continue / study \_\_\_\_\_
7. volunteer / help \_\_\_\_\_



**WRITING SKILL**

**Writing a Synopsis**

**LEARN**

A synopsis is a special type of summary used for a movie or play. It gives only the major points or events, not the entire story (plot). The story is usually told in the present tense. A synopsis allows the reader to easily grasp what the movie is about.

In a movie proposal, the synopsis tells what the movie will be about. The functions of the synopsis in a movie proposal are

1. to quickly grab the reader's attention;
2. to present the main theme of the movie;
3. to introduce the main characters, without giving details; and
4. to make the reader want to learn more about the proposed movie.

**APPLY**

**A.** Reread the synopsis in the writing model on page 33. Discuss these questions with a partner.

1. Look at the following words and phrases from the synopsis. Which ones create interest? Which words make you curious to read more? Why?

catastrophe  
education  
hundreds of thousands

life-changing experience  
powerful  
remarkable

university  
worldwide

2. Which sentence gives the theme of the movie?
3. Which main character is introduced?

**B.** With a partner, arrange the sentences in order to create a synopsis for a future documentary. Then compare your answers with another group.

- \_\_\_ 1. Forty-eight hours later, six of them are dead.
- \_\_\_ 2. In August of 2011, 12 climbers reach the top of K2.
- \_\_\_ 3. This thrilling story will leave viewers breathless as it shows an extreme battle of man against nature.
- \_\_\_ 4. K2 is the most challenging and dangerous mountain in the world, attracting mountaineers from around the globe to climb its peak.
- \_\_\_ 5. It will use actual video clips, interviews with survivors, and actors to tell the amazing story. The film will center on one man who risks his life to save his companions.
- \_\_\_ 6. The documentary reveals the true story of that tragic day.



## Collaborative Writing

- A.** In a small group, brainstorm topics for a documentary film. Choose a topic that will be interesting to a wide audience. Here are some possible topics: a famous person in history, a famous artist or performer, an important historical or contemporary event, an inspirational true story, or an interesting individual or place. Choose one topic for a documentary.

Documentary topic: \_\_\_\_\_

- B.** Use the documentary topic you chose in activity A. Develop the theme of your movie by answering these questions with your group.

1. What particular aspect of the person or event is most interesting to you? Why?

\_\_\_\_\_

2. What message or theme do you want your movie to communicate? How will your documentary do this?

\_\_\_\_\_

3. What events or situations will you focus on in order to convey your theme?

\_\_\_\_\_

- C.** Plan the synopsis for your movie proposal. Fill in the chart below.

|   |  |
|---|--|
| 1. Title and theme  |  |
| 2. Main character(s) or event(s)  |  |
| 3. Reason why this is an important or interesting topic                 |  |
| 4. Information about what will be in the movie, without too much detail |  |

- D.** Work with your group to write a one-paragraph synopsis of your movie proposal. Make sure you use the present tense to tell the events of the story, even if they happened in the past. Use the future to tell what effect your movie will have on the audience and what resources your movie will need.



**E. Share your synopsis with another group. Discuss these questions.**

1. Does the synopsis begin in an interesting way? How can it capture your audience's attention more quickly?
2. Is the topic something that many people will be interested in or can relate to?
3. Is there a clear statement of the theme of the movie?
4. Is the intention or purpose of the movie clear?

## **Independent Writing**

- A.** You are going to create a movie proposal. First, think of a new movie to be the subject of your proposal. You can use the movie that you wrote a synopsis for in Collaborative Writing, or you can make up another one.
- B.** Write a detailed description of your movie for The Story section of your proposal. Divide your movie into three or four parts. Complete the chart below to organize important details.

Main characters: \_\_\_\_\_

I. Part 1: \_\_\_\_\_

Detail A: \_\_\_\_\_

Detail B: \_\_\_\_\_

II. Part 2: \_\_\_\_\_

Detail A: \_\_\_\_\_

Detail B: \_\_\_\_\_

III. Part 3: \_\_\_\_\_

Detail A: \_\_\_\_\_

Detail B: \_\_\_\_\_

IV. Part 4: \_\_\_\_\_

Detail A: \_\_\_\_\_

Detail B: \_\_\_\_\_