

**ỦY BAN NHÂN DÂN THÀNH PHỐ HỒ CHÍ MINH  
TRƯỜNG CAO ĐẲNG BÁCH KHOA NAM SÀI GÒN**



**GIÁO TRÌNH**

**MÔN HỌC/MÔ ĐUN: ĐỌC VIẾT 4**

**NGÀNH/NGHỀ: TIẾNG ANH**

**TRÌNH ĐỘ: CAO ĐẲNG**

*Ban hành kèm theo Quyết định số: ...../QĐ-NSG, ngày ... tháng ... năm 20...  
của Hiệu trưởng Trường Cao Đẳng Bách Khoa Nam Sài Gòn*

**Tp.HCM, năm 20...**

		Reading texts	Reading skills		Vocabulary skill
UNIT 1	Identity Page 7	1 Discuss it online <b>Psychology</b> 2 Sports fans and identity <b>Sociology</b>	<b>Pre-reading</b> Previewing <b>Close</b> Understanding key terms	<b>Global</b> Identifying the main idea <b>Close</b> Understanding key terms	Choosing the right word form
UNIT 2	Design Page 17	1 The Metropol Parasol <b>Urban planning</b> 2 Designing solutions <b>Engineering</b>	<b>Global</b> Scanning	<b>Global</b> Recognizing cause and effect	Prefix over-
UNIT 3	Thought Page 27	1 Is your memory online? <b>Neuroscience</b> 2 How does the brain multitask? <b>Biology</b>	<b>Global</b> Skimming	<b>Close</b> Understanding vocabulary from context	Collocations: noun + verb
UNIT 4	Fire Page 37	1 Feeling the heat <b>Human behavior</b> 2 Fire in the sky <b>Chemistry</b>	<b>Global</b> Summarizing	<b>Close</b> Identifying steps in a sequence	American and British English: <i>have to</i> vs. <i>have got to</i>
UNIT 5	Movement Page 47	1 Invasive species you should know <b>Zoology</b> 2 How do animals navigate? <b>Biology</b>	<b>Close</b> Making inferences	<b>Close</b> Using a graphic organizer to take notes	Collocations: verb + preposition
UNIT 6	Disease Page 57	1 Long-distance care <b>Technology</b> 2 Do we know too much? <b>Medicine</b>	<b>Global</b> Increasing reading speed	<b>Close</b> Distinguishing fact from opinion	Words with Greek and Latin origins
UNIT 7	Survival Page 67	1 <i>Adrift</i> : A book report <b>Literary studies</b> 2 A semester on ice <b>Environmental studies</b>	<b>Global</b> Using questions to be an active reader	<b>Close</b> Annotating text	Prefixes <i>un-</i> and <i>in-</i>
UNIT 8	Drive Page 77	1 Making a difference <b>Business studies</b> 2 Most likely to succeed <b>Psychology</b>	<b>Close</b> Identifying important details	<b>Global</b> Identifying sources of information	Idioms related to success
UNIT 9	Sound Page 87	1 <i>The Secret Garden</i> : An excerpt <b>Literary studies</b> 2 The loudest sound you've never heard <b>Science</b>	<b>Global</b> Identifying tone and mood		Descriptive adjectives
UNIT 10	Tomorrow Page 97	1 Global graduates <b>Sociology</b> 2 Career trends <b>Economics</b>	<b>Close</b> Recognizing the writer's attitude and bias	<b>Close</b> Reading statistical data	Vocabulary for describing trends

Grammar	Writing skill	Writing task	Digibook video activity	Study skills
Clause joining with subordinators	Paragraph structure	A paragraph about your identity	Shared identity	Am I a smart reader?
Non-defining relative clauses	Transitions: introducing opposing ideas	The pros and cons of a design	The counterfeit wars	Editing and proofreading strategies
Adverb clauses of reason and purpose	Summarizing	A summary and a response paragraph	Thought development	Plagiarism
Adverbs as stance markers	Using sensory details in a narrative	Narrative essay: A time when you faced danger	Fire and fun	Managing stress
Object noun clauses with <i>that</i>	Using sentence variety	Response to an exam question	Our journey, our dreams	Strategies for writing timed essays
Passive modals: advice, ability, and possibility	Thesis statements	Persuasive essay: A health recommendation	Pills	Participating in online discussion boards
Unreal conditional in the past	Writing about cause and effect	Describing a challenging situation	Adaptation	Using desired outcomes to guide study strategy
Intensifier + comparative combinations	Effective hooks	A proposal	Profiles of success	Selecting and evaluating online sources
Cleft sentences with <i>what</i>	Using similes and metaphors	A descriptive anecdote	Communication	Using the thesaurus
The future progressive	Qualifying statistical data	A report on a current trend	Future friends	Developing a portfolio





## READING

Previewing  
Understanding key terms  
Identifying the main idea

## VOCABULARY

Choosing the right word  
form

## WRITING

Paragraph structure

## GRAMMAR

Clause joining with  
subordinators

### Discussion point

Discuss these questions with a partner.

- 1 What are five words that you would use to answer the question 'Who are you?'
- 2 What are some of the social groups you belong to?
- 3 In what ways are these groups important to you? Explain your answers.



## Vocabulary preview



Match the words with the correct definitions.

- |   |     |                |
|---|-----|----------------|
| 1 improve or strengthen (e.g. skills, abilities)      | ___ | a aspect       |
| 2 a particular part, feature, or quality of something | ___ | b connect with |
| 3 ideas that explain something                        | ___ | c consist of   |
| 4 to be made of particular parts or things            | ___ | d core         |
| 5 to feel you understand someone                      | ___ | e develop      |
| 6 to show the existence or nature of something        | ___ | f rediscover   |
| 7 to find something that has been lost                | ___ | g reflect      |
| 8 the most important or basic part of something       | ___ | h theory       |

## READING 1 Discuss it online

### Before you read

#### PREVIEWING

Quickly previewing a text before you read is a good way to improve your reading comprehension. Ask yourself these questions before you read.

- Look at the title, subtitle, and headings (or sections). Look at any photos and captions. What do you think the article will be about? Where would you read this type of article (e.g. in a textbook, in a newspaper)?
- What type of article is it?
- Who is the intended audience?
- What can you learn from this article?

Preview *Discuss it online* by answering the questions in the skill box. Then discuss your answers with a partner.

### Global reading

Read *Discuss it online* and answer the questions.

- 1 Why did the instructor ask students to answer the question before the lecture?
- 2 What happened in high school that changed Ali's identity?
- 3 What are some values that Ali writes about?
- 4 Why was high school a difficult time for Paul?
- 5 How did choosing different friends change Paul's life?
- 6 Paul says, 'Your chosen identity is not who you are.' Would Ali agree?

### Close reading

#### UNDERSTANDING KEY TERMS

In academic texts, key terms are often described using a definition, an example, or an explanation. When you come across a key term, look at the text before or after it to see how it is defined. Then underline or highlight the key term. You may want to write it in your notebook with your own definition for it. Connecting a key term to your own life will help you remember it.



Read *Discuss it online* again and answer the questions.

- 1 What key terms are defined by the instructor?
- 2 What information is given to help you understand the terms?
- 3 According to definitions given, what type of identity is 'soccer player' for Ali: given, chosen, or core identity?
- 4 Fill in the circles on the right with examples from your own identity. Write three examples in each circle.

Given identity



Chosen identity



Core identity



## DISCUSS IT ONLINE

Discussion Board, Intro to Psychology 101, Fall semester

BLOG

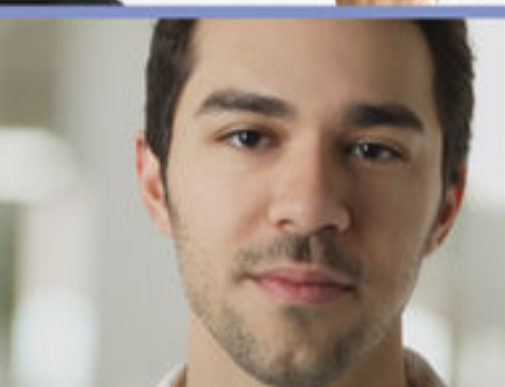
DISCUSSION



### Ungraded question, posted by Instructor, Dr. Green.

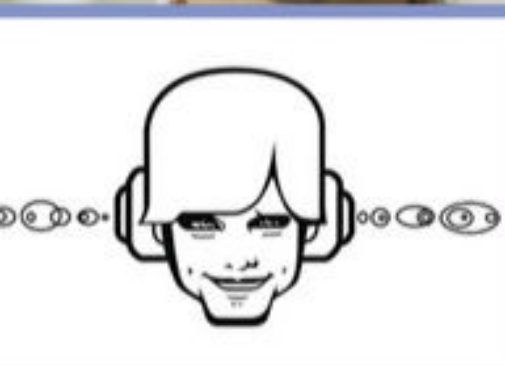
In next week's lecture, we will be discussing identity. Social psychologists suggest that we have three basic types of identity. First, your given identity includes your gender, your birthplace, and your age. These are aspects of identity that are almost impossible to change. Second is your chosen identity, groups you choose to become a part of. Chosen identity can include your religion, your political beliefs, your career, or your community organizations. Finally, your core identity is what makes you unique. Your behaviors, personality, values, and skills are all part of your core identity. Before Monday's lecture, post a short reply to this question.

**QUESTION:** How has your identity changed in the last few years? Include reference to the three aspects of identity.



### Posted by Ali K.

When I started high school, I thought that I knew exactly who I was and where I was headed. I was a star soccer player, and my entire identity was soccer — I lived it and breathed it. This was my chosen identity. Everything changed when I had a terrible knee injury during my second year. After several months, it was clear that I wouldn't be able to play soccer competitively again. I was devastated when I had to quit the team, and I was depressed. Gradually, I started to see that I was still the same person on the inside. I was still a very hard-working person, someone who didn't easily give up, and someone who loved being on a team. These were part of my core identity. I had to rediscover my values (hard work and competition) to get me through this hard time. I've been developing a new sense of identity. Although I've had to change part of my chosen identity, I now understand that my core identity (who I am inside) is the most important for me.



### Posted by Paul S.

Like Ali, I had a very rough time in high school. I felt like my parents didn't understand or respect me, and nothing I did was right in their eyes. They didn't think I was trustworthy, and I admit that sometimes I didn't make great choices. But my parents are part of my given identity, and therefore they are very important in my life. During high school, my chosen identity was the group of friends that I belonged to. However, some friends were influencing me in bad ways. I felt really lost and unhappy with my life. Later, when I started at the university in my city, I decided to find some new friends. I've connected with friends who better understand my family background and my values. Now I feel more comfortable around my parents because they respect me as an adult. It is important to remember that your chosen identity is not who you are. You can make other choices, and change your life.

## Developing critical thinking

Discuss these questions in a group.

- 1 If you had to write a response to the discussion board question, what part of your identity would you write about? Why?
- 2 Why is the family an important part of a person's identity?

### ACADEMIC KEYWORDS

influence	(v)	/ˈɪnfluəns/
respect	(v)	/rɪˈspekt/
values	(n)	/ˈvæljuːz/

## READING 2 Sports fans and identity

### Before you read

Discuss these questions in a group.

- 1 Which sports are the most popular with sports fans where you live?
- 2 What are some characteristics of a sports fan?
- 3 Think of a friend or relative who is a sports fan. Why do you think this person loves sports?

### Global reading

#### IDENTIFYING THE MAIN IDEA

Identifying the main idea of each paragraph is a good way to check your comprehension. You can find the main idea after you read each paragraph or as you read the text a second time. Either highlight or underline the information, or make a short note in the margin.

Read the main idea statements below. Then skim *Sports fans and identity* and write the paragraph number next to each idea. Mark the statement you don't need with an X.

- ☐ a People want others to think highly of the group they belong to.
- ☐ b Fans of a winning team feel more self-confident and are more likely to spend money.
- ☐ c Sports fans often feel like they have thousands of friends.
- ☐ d By studying language, we can see that fans feel closer to the team when it is winning.
- ☐ e Sports fans include many different types of people, but they are all part of a special group.
- ☐ f Social identity theory is about how we categorize people in groups, and how we identify with certain groups more than others.

### Close reading

- 1 Find the terms in bold in *Sports fans and identity*. Then complete the sentences to define the terms.

- 1 Individual identity consists of \_\_\_\_\_
- 2 According to social identity theory, \_\_\_\_\_
- 3 Self-esteem means \_\_\_\_\_

- 2 Read the sentences about *Sports fans and identity*. Write T (True) or F (False). Then correct the false statements.

- 1 Most sports fans feel connected with other fans of the same team. \_\_\_\_\_
- 2 The groups we belong to do not influence our self-esteem. \_\_\_\_\_
- 3 Henri Tajfel and John Turner wrote about core identity in sports. \_\_\_\_\_
- 4 Researchers found that fans use different nouns to talk about their team, depending on if the team won or lost. \_\_\_\_\_
- 5 Winning a championship can have an effect on the self-confidence of fans. \_\_\_\_\_

#### USEFUL LANGUAGE

committed  
enthusiastic  
loyal  
optimistic





## SPORTS FANS AND IDENTITY



<sup>1</sup> Each of us knows someone who is crazy about a particular sports team. Perhaps we are sports fans, too. Sports attract fans from all walks of life: students, senior citizens, truck drivers, and bankers. Being a sports fan instantly connects you to a very large community of people who have a common passion. Some fans say that when you walk into a sports stadium, you instantly feel that you have thousands of friends. You belong to a very special group of people, and when your team wins, you feel great. Sports fans seem to connect their own identity to their chosen team and feel connected with the team and players.

<sup>2</sup> Our individual identity consists of many things, including our gender, personality, abilities, and social groups. The groups we choose to belong to, from community groups to groups of sports fans, shape our identity. Related to this is the social identity theory, developed in 1979 by Henri Tajfel and John Turner. They suggested that we naturally categorize people into groups. For example, we categorize people by gender (male, female), by profession (dentist, lawyer), or by nationality (British, Japanese). In defining who we are, we may more closely identify with our professional group (I am a software engineer) than with our gender group (I am a man or woman). We also decide which groups we belong to, based on different aspects of our identity. According to the social identity theory, our self-esteem — how we feel about ourselves — is reflected in the groups we choose to belong to.

<sup>3</sup> This theory says that since our self-esteem is related to belonging to certain groups, we want our group to be seen more positively than other groups. For instance, if you identify strongly with your favorite sports team, you want to believe that your

team is better than other teams. According to social identity theory, we naturally protect the groups that we identify with and belong to, while devaluing other groups. We speak well and think highly of the team we support, while we may make negative comments about an opposing team.

<sup>4</sup> Two interesting studies point out the unique connection between sports and identity. First, researchers have studied language used by sports fans to talk about their teams. Dr. Robert Cialdini, a professor and well-known expert on the psychology of influence, showed that when teams did well, fans would closely identify themselves with the team. For example, by using pronouns like 'we', fans show that they feel closely connected with the team when it is winning. 'We really killed that team. They couldn't get the ball past us. Did you see our last play?' However, when teams didn't do well, fans would distance themselves from the losing team, using different pronouns. 'They didn't know what they were doing. They had no strategy.'

<sup>5</sup> Social scientists have also studied the effect of winning a national football championship in the U.S. on the fans of the winning team. They have found that fans have more self-confidence and feel more competent, probably because team victories reflect well on their personal sense of identity. When people feel more competent, they perform better at work and are likely to earn and spend more money (Coats and Humphreys, 2002, *The economic impact of postseason play in professional sports*). Experts say that for these reasons, it is likely that a winning team may have a positive influence on the economy of a city.

## Developing critical thinking

## 1 Answer the questions. Then discuss them in a group.

- Read each statement based on *Sports fans and identity*. Then mark if you agree (✓), disagree (✗), or if you are not sure (NS). Think of a comment or example to explain your answer.
  - When you are a fan of a particular team, at a game or event, you instantly feel that you have thousands of friends. \_\_\_\_\_
  - If a sports team is a very important part of a fan's identity, winning is extremely important. \_\_\_\_\_
  - Winning a championship changes the way the fans feel about themselves for a short time. \_\_\_\_\_
- Why do you think fans continue to support a team that does poorly year after year?

## ACADEMIC KEYWORDS



identify	(v)	/aɪ'dentɪfaɪ/
perform	(v)	/pɔː'fɔːm/
individual	(adj)	/ˌɪndɪ'vɪdʒuəl/



- 2 Think about the ideas from *Discuss it online* and *Sports fans and identity*. Discuss these questions in a group.

- 1 What is your most important chosen or group identity? Why?
- 2 Do you think that most people are more interested in being unique or belonging to a group? Explain why.

## Vocabulary skill



### CHOOSING THE RIGHT WORD FORM

Recognizing common word forms and knowing how words change for different parts of speech will increase your writing accuracy and your vocabulary.

Sometimes, words that may seem the same can have different meanings. A *confidant* (n) (someone you can trust and discuss private feelings with) is quite different from *confident* (adj) (describing someone who believes in their own abilities).

- 1 Complete the chart. Use a dictionary to check. Then choose the correct words to complete the sentences. Change the form if necessary.

Noun	Verb	Adjective
	choose	
concern		
identity		
struggle		
		trustworthy

- 1 My team's fans are \_\_\_\_\_ by their green and gold clothing.
  - 2 If your test scores are very high, you will have more \_\_\_\_\_ of where to attend college.
  - 3 Yesterday my instructor \_\_\_\_\_ me to give the first presentation.
  - 4 When Tran first moved to Los Angeles, he was very \_\_\_\_\_ about housing and transportation.
  - 5 It's important to have \_\_\_\_\_ friends, at all stages of our lives.
  - 6 My brother is very shy and \_\_\_\_\_ with social situations.
- 2 Correct the questions. Then discuss them with a partner.
- 1 What are you concern about at the moment?
  - 2 Do you have more confident with reading or listening?
  - 3 Do you find it easy to make chooses?

### USEFUL LANGUAGE

be a fan  
belong to a group  
be unique  
family background  
feel a connection  
values



## WRITING A paragraph about your identity

You are going to learn about writing clear paragraphs with topic sentences, supporting sentences, and concluding sentences. You are also going to learn about joining clauses with subordinators and write a paragraph about your identity.

### Writing skill



#### PARAGRAPH STRUCTURE

When you write a paragraph, you want your main idea to be clear and you want the reader to understand your point of view.

##### Topic sentences

Use a clear **topic sentence** at the beginning of each paragraph to help readers identify your topic and your idea or opinion about it. The topic sentence is often, but not always, the first sentence.

##### Supporting sentences

The body of a paragraph consists of **supporting sentences**. These sentences must connect to the topic and support the main idea.

##### Concluding sentences

A **concluding sentence** restates the topic sentence or connects back to it. Not all paragraphs have a clear concluding sentence.

Clear organization will help your reader navigate your paragraph. You can either use:

- **listing** organization: listing several points to support a main idea, or
- **time order** organization, using the sequence of events.

#### 1 Re-read paragraphs 1 and 2 in *Discuss it online* and answer the questions.

##### 1 Paragraph 1

- a Write the topic sentence.
- b How many points does the paragraph make?
- c Does the paragraph use listing organization or time order organization?
- d Does it have a concluding sentence that restates the topic sentence?

##### 2 Paragraph 2

- a Write the topic sentence.
- b Does the paragraph use listing organization or time order organization?
- c Does it have a concluding sentence that connects back to the topic sentence?

#### 2 Read each topic sentence. Then list three points to support the sentence. Use listing organization.

##### 1 At our school, students can be divided into three main types.

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_

##### 2 For me, a friend needs three important characteristics.

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_

##### 3 Although I may seem like an average person, I have three unique abilities.

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_



## Grammar



## CLAUSE JOINING WITH SUBORDINATORS

When you join two clauses together with a subordinating conjunction, you have a sentence with a dependent clause and an independent clause. Here are some common subordinating conjunctions: *because, since, when, after, before, until, as soon as, although, even though, if, where.*

dependent clause                      independent clause

**When I started high school,** I was very shy.

independent clause      dependent clause

I was very shy **because I was new to the school.**

Watch for these common writing errors:

- Joining two sentences with a comma:  
~~My brother and I are alike in many aspects, we look entirely different.~~  
 My brother and I are alike in many aspects, **although** we look entirely different.
- Using a dependent clause without an independent clause:  
~~Whenever I am concerned about the project.~~  
 Whenever I am concerned about the project, **I call my advisor.**

1 For each sentence, **cross out the one** subordinating conjunction that does **not** work.

- 1 I will be finished with my homework **before / after / as soon as** I figure out this math problem.
- 2 **Before / Because / Since** there had been many injuries at the beginning of the game, the team struggled during the second half.
- 3 **Since / Although / Whenever** she was eighteen, her parents were the ones who chose the university she would attend.
- 4 The police were contacted **although / when / as soon as** the community realized that pedestrians were in danger at the intersection.
- 5 I realized my mistake with the recipe **if / before / after** I put the cake in the oven.
- 6 **When / Even though / If** students understand the core values of a school, they begin to show more respect for differences.

2 Read each sentence and mark if it is correct (✓) or incorrect (✗). Then make corrections.

- 1 Because I didn't understand the theory in physics class. \_\_\_\_\_
- 2 I had many struggles during my first semester, the second semester seemed much easier. \_\_\_\_\_
- 3 He didn't have much self-confidence, he had failed the course twice already. \_\_\_\_\_
- 4 As long as I do homework for several hours every night, I won't get behind. \_\_\_\_\_
- 5 Even though she was extremely beautiful. \_\_\_\_\_
- 6 Their favorite coach is fired the fans will be very upset. \_\_\_\_\_

## WRITING TASK



Write a paragraph describing the different types of your own identity.

### BRAINSTORM

- 1 Read the model paragraph about identity. Find the topic sentence and the concluding sentence. Circle the subordinating coordinator that joins two independent clauses. Don't complete the model yet.

There are three different aspects that define my identity: my \_\_\_\_\_ identity, \_\_\_\_\_ identity, and \_\_\_\_\_ identity. My given identity is made up of facts. For example, I am \_\_\_\_\_. My chosen identity consists of groups that I have chosen to belong to. For example, \_\_\_\_\_. I enjoy these groups because \_\_\_\_\_. My core identity is made up of my abilities and characteristics. Some of my unique abilities are \_\_\_\_\_. My characteristics are that I am \_\_\_\_\_. Of the three aspects of identity, for me my \_\_\_\_\_ identity is the most important right now.

- 2 Look back at the circles you filled in on page 9. Draw three more circles on a page. Fill them in with more ideas for each identity type, adding new words and phrases.

### PLAN

Answer these questions to expand your ideas for writing.

- 1 Do you have at least three examples for each type of identity? If not, add more examples.
- 2 For each type of identity, what is the most important aspect for you? Why?
  - a given identity
  - b chosen identity
  - c core identity
- 3 Which type of identity has become more important to you recently? Why?

### WRITE

Write your paragraph. You can use the model as a guide, or write independently. Make sure your paragraph has a topic and concluding sentence, and support for your ideas. Join some clauses with subordinating conjunctions to connect ideas.

### SHARE

Exchange paragraphs with a partner. Read the checklist on page 109 and provide feedback to your partner.



### REWRITE AND EDIT

Consider your partner's comments and write a final draft.

Audience: teacher  
Context: personal reflection on a text  
Purpose: to relate course material to personal life





## Am I a smart reader?

by Stella Cottrell

### Know exactly what you are looking for

- ☐ Do I know what questions I'm trying to answer?
- ☐ Have I considered what information I need?

### Use reading lists selectively

- ☐ Have I looked at the recommended reading list?
- ☐ Do I know what I need to read?

### Examine sources for suitability

- ☐ Have I considered each source? Have I considered:
  - whether it's on the reading list?
  - whether it's up-to-date or not?
  - whether it looks readable?
  - whether it has the information I want?

### Find information quickly

- ☐ Have I tried using an index?
- ☐ Have I got faster with practice?

### Select relevant parts of the book

- ☐ Do I browse the book quickly?
- ☐ Do I use the contents page, the index, the headings, and the subheadings for guidance?
- ☐ Do I identify which parts of which chapters I need, and put markers in these?

### Select relevant parts of the page

- ☐ Do I read the chapter heading?
- ☐ Do I read any subheadings?
- ☐ Do I read the first sentence of each paragraph (which should introduce the topic summaries or conclusions)?

### Use photocopies

- ☐ Do I use marker pens to highlight important words and phrases (only)?
- ☐ Do I note ideas and thoughts in the margins?
- ☐ Do I make notes about the points I highlighted, to help me remember them?

### Chart the main ideas

- ☐ Do I map out ideas so that I can see how everything fits together?



### Practice second-guessing

- ☐ Do I keep trying to anticipate what is coming next, or what the conclusions will be?

#### Using large photocopies

- For an important diagram or map, make an enlarged photocopy. Attach it to a large poster.
- As you read, photocopy short key passages. Reduce them in size and attach them to the poster.
- Link ideas using color and arrows. Add your own notes.

These posters are very useful for revision.

### Read interactively

- ☐ Do I question what I'm reading?
- ☐ Do I look for answers to my questions?
- ☐ Do I make notes of the important points, and ideas generated by what I read?
- ☐ Do I challenge the assumptions of the writer, the logic of the arguments, and the validity of the conclusions?

### Vary reading speed and method

- ☐ Do I keep changing the pace, according to the needs of the text?
- ☐ Do I scan rapidly for specific information?
- ☐ Do I read quickly to get the general sense of a passage, and then read difficult parts slowly?





READING	Scanning Recognizing cause and effect
VOCABULARY	Prefix over-
WRITING	Transitions: introducing opposing ideas
GRAMMAR	Non-defining relative clauses

### Discussion point

Discuss these questions with a partner.

- 1 Look at the picture above. Do you know where it is? What makes it special? What do you like or dislike about the way it is designed?
- 2 Think of three other famous buildings or structures from around the world that you feel are well designed. What makes them interesting or beautiful?
- 3 Choose a famous building or structure from your country. What do you like about its design? What do you dislike?





## Vocabulary preview

Complete the passage with the words in the box.

construction devise dilemma eyesore feat iconic  
landmarks opponents priority

Known around the world as the symbol of Paris, France, the Eiffel Tower is one of the world's most (1) \_\_\_\_\_ structures. When the tower was built in the late 1800s, it was truly an amazing (2) \_\_\_\_\_ of engineering and design. The tower was designed by two French engineers working under Gustave Eiffel. Their assignment was to (3) \_\_\_\_\_ a plan for a centerpiece structure for the 1889 Exposition Universelle, a World's Fair which would be hosted in Paris. When Eiffel presented the final design to the Exposition planners, he found he had a (4) \_\_\_\_\_. A group of Parisian architects, artists, and others concerned with the city's image called the tower an (5) \_\_\_\_\_. These (6) \_\_\_\_\_ felt that the tower would 'crush' the beauty of Paris's traditional (7) \_\_\_\_\_, such as Notre Dame Cathedral, and the Arc de Triomphe. Eiffel fought back assuring the group that keeping the city's beautiful image was also a (8) \_\_\_\_\_ for him. His response worked. (9) \_\_\_\_\_ of the tower was completed in March of 1889. The design of the tower amazed the public at the 1889 Exposition, and continues to delight visitors to Paris from around the world.



Eiffel Tower



## READING 1 The Metropol Parasol

## Before you read

Work with a partner. Think of an open area in or near your town. If you could design and build anything you wanted there, what would it be?

## Global reading

- 1 What is the Metropol Parasol? Read the article, then discuss your answer with a partner.

## SCANNING

Scanning is looking quickly through a text to locate specific information (e.g. a word in a dictionary, a fact in an article). When you scan, move your eyes quickly over the text. Focus on what you are looking for and search for key words. What to look out for:

- dates and times: scan for **numbers** (1972, 8:30)
- names of people or places: scan for **capital letters** (New York)
- a sequence of events: scan for **numbers** and **signal words** (First, Secondly)
- ideas, opinions, or examples: scan for **signal words** and **phrases** (However, In other words, In addition, For example, such as)
- organization cues such as **italicized** and **bold words**.

- 2 Read the following questions about *The Metropol Parasol*. What kinds of information should you look for?

1 Where is the Metropol Parasol?

3 How long did it take to build?

5 What is on the upper level?

2 Who designed the structure?

4 How much did it cost?

- 3 Scan *The Metropol Parasol* and write the answers to the questions.



## Close reading

Read the sentences about *The Metropol Parasol*. Write **T** (True) or **F** (False). Then correct the false statements.

- 1 The construction site was originally planned as a gas station. —
- 2 The buildings are raised off the ground to protect the ruins below. —
- 3 The structure was designed to be a museum, a shopping center, and a meeting place. —
- 4 Some people feel that it shows Seville is becoming more modern. —
- 5 Opponents say the design isn't appropriate for Seville. —

# The Metropol Parasol

<sup>1</sup> While beginning construction on a new parking garage in 2003, workers in Seville, Spain were suddenly faced with a dilemma. The garage's construction site was right on top of a large area of ancient Roman ruins. Seville city officials knew that preserving these priceless treasures from ancient history was far more important to their city than adding a few parking spaces. The mayor stopped construction immediately, and the city devised a new plan for the space.

<sup>2</sup> After many long meetings, officials finally reached a decision. They would convert the space into a museum where visitors from near and far could view the artifacts. But they didn't want just another building. They felt that the center of Seville needed an inviting community center, where people could meet friends, sit outdoors and read a book, shop, eat in restaurants, and just enjoy themselves. They wanted it to be spacious and open, but also to provide shade against Seville's hot summer sun — part museum, part mall, and part city square. But what would it look like? And how could they build there without disturbing the Roman ruins? To select the design, the city held a competition for architects around the world. The aim was to create a unique structure that would protect the ruins while also creating a lively, open public space. After reviewing hundreds of applications from around the world, the judges settled on a design by Jürgen Mayer H., who is a German architect. Mayer called his design the *Metropol Parasol*.

<sup>3</sup> Building the parasol was no easy feat. Protecting the Roman ruins was a priority. As a result, workers were not allowed to dig large areas of the ground. Instead, the parasol was designed to 'float' above the ground. In fact, in an area covering 18,000 square meters, the four-storey, 29 meter-high structure only touches the ground in six places! With this unusual design, safety had to be considered very carefully. The wooden exterior was put in place over a super strong frame of concrete, steel, and granite. Building took seven years and cost 90 million euros to complete. Today the parasol complex houses an underground archeological museum, a farmer's market, and many cafés and restaurants. On the upper level, visitors can enjoy views of Seville from the panorama deck.

<sup>4</sup> So, how will the Metropol Parasol influence future city planning and architectural design? As with any element of design, the Parasol is attracting differing opinions. Some say the structure is an iconic landmark and a work of art — a sign that Seville is changing with the times. Opponents call it an overpriced eyesore and say the odd mushroom shape doesn't fit with the rest of the city. Others, who are looking at it from an ecological viewpoint, wish the city had just planted more trees instead of using all that wood. Are the critics overreacting? Will these kinds of manufactured landscapes be the way of the future? We'll have to wait and see.

## Developing critical thinking

Discuss these questions in a group.

- 1 Consider the different opinions about the Metropol Parasol. What do you think? Make a list of the advantages and disadvantages of its design.
- 2 Think about a public space in your city or town. Which aspects of its design do you like? What would you change about it in order to improve it?

## ACADEMIC KEYWORDS

preserve	(v)	/prɪˈzɜːv/
convert	(v)	/kənˈvɜːt/
unique	(adj)	/juˈnɪk/



## READING 2 Designing solutions

### Before you read

What are some solutions humans have devised to overcome challenges in the following areas?

- Agriculture/Farming
- Housing
- Transportation

### Global reading

- 1 Scan *Designing solutions* and complete the chart about the two construction projects.

Name of project	Location	Year started	Reasons for project
1			
2			

#### RECOGNIZING CAUSE AND EFFECT

Written passages often describe a cause-effect relationship between two events. This relationship can be described using different patterns.

*Poor road design* often **results in** *traffic problems*. (cause → effect)

*Traffic problems* **are often the result of** *poor road design*. (effect → cause)

It is important to be able to recognize these patterns when you read, so that you can clearly understand these connections. Other verbs:

cause → effect

cause, bring about, lead to,  
result of, give rise to

effect → cause

because of, be due to, be caused by,  
result from, thanks to

- 2 Read *Designing solutions* again. Then match the causes 1–6 with the effects a–f.

#### Causes

- 1 concerns about population growth, climate change, and aging infrastructures
- 2 rapidly growing population, lack of farmland
- 3 developing the New Valley
- 4 the finished project
- 5 the shifting landscape (in Venice)
- 6 record high flood water

#### Effects

- a city endures flooding 60 times a year
- b relieve problems, such as overcrowding and food shortages
- c Egyptian government began work on the New Valley
- d some of the most daring engineering projects ever attempted
- e destruction of historical landmarks and artistic masterpieces
- f increase in Egypt's usable land by 25%

THINK ABOUT:  
weather  
water  
limited space  
environmental issues  
energy efficiency  
geographical challenges



## Close reading

What types of information do you need in order to answer these questions?  
Scan *Designing solutions* to find the answers.

- 1 What are the three biggest challenges facing the world today?
- 2 How much did the Pumping Station cost to build?
- 3 How much water is it capable of pumping?
- 4 By what percentage might the project increase Egypt's usable land?
- 5 How much do experts say Venice has sunk in the past 100 years?
- 6 How big are the flood gates?



## ACADEMIC KEYWORDS

population	(n)	/ˌpɒpjəˈleɪʃ(ə)n/
transform	(v)	/trænsˈfɔrm/
complex	(adj)	/kəmˈpleks/

# Designing solutions

<sup>1</sup> Since their earliest beginnings, humans have devised ways to improve their living conditions. Over time we have developed incredibly clever solutions to overcome challenges of limited space and extreme climates and geography, creating stronger, more efficient buildings, and faster, more convenient forms of transportation. Today's engineers and architects seem able to create the

impossible — building higher, longer, more complex structures than ever before.

<sup>2</sup> Population growth, climate change, and aging urban infrastructures are some of the dilemmas affecting the world today. In some places, these concerns have brought about some of the biggest, most daring engineering projects ever attempted — projects that will redesign the course of nature.

## 1 New Valley Project, Egypt

<sup>3</sup> The New Valley Project is an ambitious plan to transform half a million acres of dry, barren desert into a man-made valley of fertile farmland. The Egyptian government began work on the New Valley Project in 1997 to deal with the problems it faced due to the country's rapidly growing population and lack of farmland. The hope is that developing the new valley will help relieve problems such as overcrowding and food shortages by providing land for agriculture as well as new living space for up to three million people.

<sup>4</sup> How will this be possible? The project involves transporting water from the River Nile to the Western Desert of Egypt (part of the Sahara Desert). The Pumping Station at the heart of the project, which cost \$436 million to build, was

completed in 2005. An amazing feat of engineering in itself, the station has 24 pumps with adjustable speed settings. When the entire project is completed, the station will pump over 1.2 million cubic meters of water per hour into a system of canals which will carry the water 360 kilometers to the valley. No one can say for certain whether the project will be successful in the long term. However, by 2020, when construction of the New Valley Project is scheduled for completion, supporters say the finished project will result in an increase in Egypt's usable land by as much as 25% and allow the country to completely meet its own food requirements. On the other hand, opponents say the project is too costly and allows Egypt to use too much of the Nile's precious water, which may have a negative effect on other countries that rely on the water too.

## 2 Venice Tide Barrier Project, Italy

<sup>5</sup> The Italian city of Venice is known as one of the most beautiful, romantic places in the world. Venice is famous for its rich cultural heritage, beautiful architecture, and Renaissance art — and famous for floods. Since written records about Venice's water levels began in 1872, floods have been a part of its history. The city is situated in a lagoon in the Adriatic Sea and experts say it has sunk as much as 23 centimeters in the last century. As a result of the shifting landscape, the city currently endures flooding about 60 times a year according to some estimates. Since 1966, when record high flood waters caused the destruction of numerous historical landmarks and artistic masterpieces, Venetians have been debating what to do. The Tide Barrier Project (also known as the MOSE project) was begun in 2003 by Silvio

Berlusconi, who is Italy's former Prime Minister. It consists of 78 underwater steel gates, each around 28 meters high, 20 meters wide, and weighing 300 tons. The gates are attached to the sea floor. When a dangerously high tide is predicted, compressed air is pumped underneath the gates, causing them to rise and stop the sea water from overflowing into the city. Many people believe the project is the only way to save Venice. Others argue that it will have negative effects on wildlife, and simply won't stop the flooding.

<sup>6</sup> If successful, these projects have amazingly positive potential. They may be examples of today's 'where there's a will, there's a way' attitude. But is it really possible for humans to tame the sea or to turn the desert into a lush valley? Perhaps. Only time will tell.



## Developing critical thinking

- 1 Discuss these questions in a group.
  - 1 Describe how the design of the two projects in the article addressed a problem. Do you think they are effective solutions?
  - 2 What effects do you think these projects will have on people's lives in the short term? In the long-term future?
- 2 Think about the ideas from *The Metropol Parasol* and *Designing solutions* and discuss these questions in a group.
  - 1 What are some of the differing opinions about each project? Which opinions do you agree with?
  - 2 Think of an area in your town, city, or country that could somehow be changed to improve residents' lives. Suggest ideas for redesigning and making improvements to the area. Discuss the pros and cons of each.

## Vocabulary skill

### PREFIX OVER-

The prefix *over-* is used to add the meaning 'too much' to a word. For example, the word *overworked* describes someone who has worked too much. Consider these examples from the two reading texts:

Opponents call it an **overpriced** eyesore. (*overpriced* = costing too much money)

The hope is that developing the New Valley will help relieve problems such as **overcrowding**. (*overcrowding* = a situation when a place has too many people)

Complete the sentences with the correct form of the words in the box.

confident crowd do eat estimate flow react sleep

- 1 This bath is poorly designed. It's not deep enough and sometimes it \_\_\_\_\_.
- 2 That architect is a bit \_\_\_\_\_. He assumes his design is better than all the rest.
- 3 I can't work out how to set my new alarm clock correctly, so yesterday I \_\_\_\_\_.
- 4 I think the designer \_\_\_\_\_. He didn't need to shout at me. I only said that we might need to change a few details.
- 5 The construction company \_\_\_\_\_ the cost of the project. It was much less expensive than they had expected.
- 6 We need to do something about the \_\_\_\_\_ in our cities. There are too many people and there's not enough housing.
- 7 I prefer simple designs. I think they've \_\_\_\_\_ the colors and patterns in this room.
- 8 Many people \_\_\_\_\_ and gain weight when they are under stress.

### USEFUL LANGUAGE

Many people think ...  
Opponents believe ...  
Others argue that ...  
Some people say that ...

### THINK ABOUT:

community  
green spaces  
facilities  
services  
transport  
modernization



## WRITING The pros and cons of a design

You are going to learn about using transitions for introducing opposing ideas and practice using non-defining relative clauses. You are then going to use these to write a description of a building or structure and discuss the pros and cons (positive and negative points) of its design.

### Writing skill



#### TRANSITIONS: INTRODUCING OPPOSING IDEAS

To express contrasting opinions or ideas within one sentence

To do this effectively in your writing you can use the following words and phrases (or transitions) to signal the opposing idea: *although, despite, even though, however, in contrast to, in spite of, whereas, and while.*

**Whereas** the new opera house is beautiful inside, the large dome on top does not seem to fit the building.

**While** the bridge will improve transportation problems downtown, the project will cost too much money.

To express an opposing idea in a new sentence

We can express an opinion in one sentence, and then use the transition to express an opposing idea in the next sentence using the following expressions: *on the other hand, nevertheless, it can also be said that, and yet.*

The new opera house is beautiful inside. **However**, the large dome on top does not seem to fit the building.

The bridge will definitely improve transportation problems downtown. **On the other hand**, the project will cost too much money.

Use the transitions in parentheses to combine these opposing ideas. You may use one or two sentences.

- 1 The bridge is modern and attractive. / There are many safety concerns. (however)
- 2 The city needed a new hotel. / The building is ugly and won't help attract tourists. (although)
- 3 Many people like modern, futuristic design. / I prefer traditional architecture. (whereas)
- 4 The Sky Mall isn't conveniently located. / It has amazing views from the rooftop garden. (on the other hand)
- 5 The parking lot may help local businesses. / It will destroy a natural wildlife habitat. (nevertheless)

