

Building Wonders

ACADEMIC PATHWAYS

Lesson A: Scanning for specific information

Lesson B: Reading a comparison text

Lesson C: Using a Venn diagram to plan a paragraph
Writing a comparison paragraph

8



Think and Discuss

1. What is the tallest building in your area? What is the oldest?
2. What do you think are the most amazing buildings in the world?
Why are they special?

▲ Workers crowd a building site at the Nagarjuna Sagar Dam in Andhra Pradesh State, India.

Exploring the Theme

Read the information and discuss the questions.

1. Why do humans build monuments and other large structures? List as many reasons as you can.
2. What are some examples of monuments? Why are they important?
3. Which of the monuments mentioned below have you heard of? Which would you most like to visit?

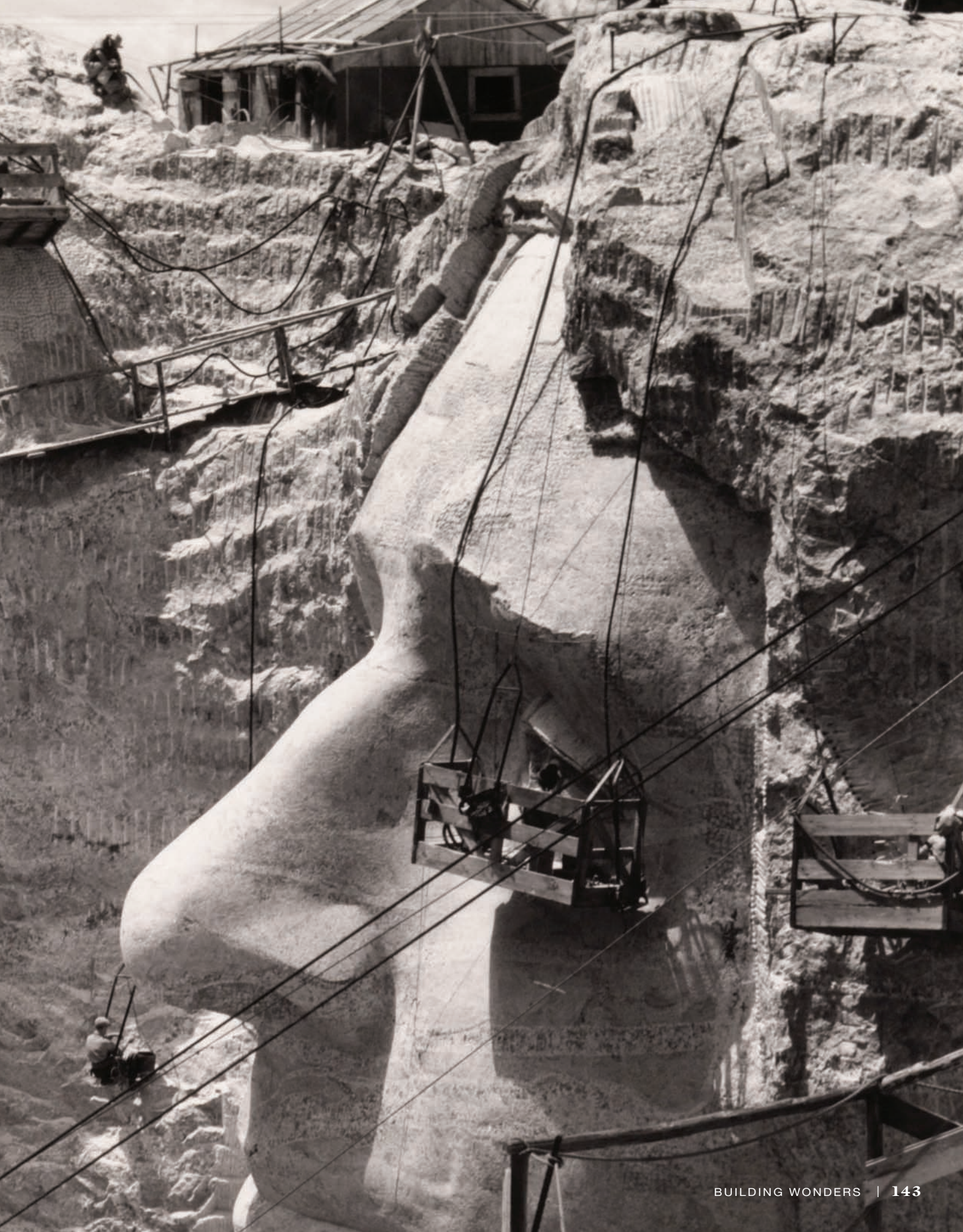
Building Big

Throughout history, humans have felt a need to build huge structures. Some large structures that have a special purpose are known as monuments.

There are many reasons for building monuments. Some are tombs for great people. For example, ancient Egyptians built pyramids to protect their kings after death. Centuries later, the ruler Shah Jahan built the Taj Mahal in India to remember his dead wife. Some monuments remind us of great leaders in the past, such as Mount Rushmore's giant carvings of American presidents. Other monuments have religious purposes, such as Göbekli Tepe, one of the oldest religious structures on Earth. The purpose of some monuments, such as the ancient stone circle of Stonehenge in England, is still a mystery.

UNESCO (the United Nations Educational, Scientific, and Cultural Organization) protects many of these important structures as World Heritage Sites.

Builders work on the giant faces of George Washington (left) ▲ and Thomas Jefferson (right), two of four former U.S. presidents carved on Mount Rushmore, South Dakota, USA. Construction on the monument began in 1927 and took 14 years to complete.




A | Building Vocabulary. Find the words in **blue** in the reading passage on pages 145–148. Read the words around them and try to guess their meanings. Then match the sentence parts below to make definitions.


- | | |
|---|--|
| 1. _____ An architect is | a. a shape or design that represents an idea. |
| 2. _____ If you commit yourself to something, | b. you explain or give examples of the ideas. |
| 3. _____ If you illustrate ideas, | c. a kind of art that is produced by carving or shaping stone, wood, clay, or other materials. |
| 4. _____ If you get inspiration from something, | d. it gives you new ideas. |
| 5. _____ A successor is | e. an important idea or subject found throughout a piece of writing or a work of art. |
| 6. _____ Sculpture is | f. something made of parts connected together in an ordered way. |
| 7. _____ A structure is | g. a particular period or group of people. |
| 8. _____ An artistic style is characteristic of | h. a person who takes another person's role or job after he or she has left. |
| 9. _____ A symbol is | i. a person who plans and designs buildings. |
| 10. _____ A theme is | j. you give your time and energy to it. |

 **B | Using Vocabulary.** Answer the questions. Share your ideas with a partner.

1. What is the **style** of the building you are in right now? Is it modern? Is it traditional?
2. What tasks or activities are you **committed to** right now?
3. From whom or what do you get **inspiration**? Explain your answer.

 **C | Brainstorming.** If the style of a building is inspired by nature, what might it look like? List your ideas.

The ceiling is painted to look like the sky at night.

 **D | Predicting.** Read the title and subheads of the reading passage on pages 145–148 and look at the pictures. Then work with a partner to find words in the passage that help you answer these questions.

1. What kind of person is the passage probably about? _____
 2. What kind of building is the reading passage about? _____
 3. What is special about the building? _____
-

Word Partners

Use **style** with (*n.*) leadership style, learning style, style of music, writing style; (*adj.*) distinctive style, particular style, personal style.



track 2-07

Unfinished Masterpiece¹

▲ Workers using ropes climb the tall columns inside Barcelona’s La Sagrada Família.

A It’s a **STRUCTURE** that isn’t finished, yet two million people visit it every year. Antoni Gaudí began building his church, La Sagrada Família, in 1881. Work continues to this day.

B The **architect** Antoni Gaudí was born in 1852 near the town of Reus, in the Catalan region of Spain. As a child, he was interested in the natural wonders of the Catalan countryside. When he grew up, he went to Barcelona to study architecture. Gaudí designed many structures in Barcelona, but he was most **committed to** La Sagrada Família. In fact, by 1910, he stopped working on any other projects.

Inspired by Nature

C Early in his career, Gaudí experimented with many **styles**, but eventually developed his own ideas about architecture. The natural world was the main **inspiration** for Gaudí’s designs. “Nothing is art if it does not come from nature,” he believed. Gaudí understood that the natural world is full of curved² forms, not straight lines. With this idea in mind, he based his structures on a simple idea: If nature is the work of God, then the best way to honor God is to design buildings based on nature.

D The architect’s love of nature combined with his religious beliefs guided the design of La Sagrada Família. Gaudí designed the inside of La Sagrada Família to feel like a forest. Inside the church, pillars³ rise up like trees. The **theme** continues outside. The outside of the church is decorated with **sculptures** of native wildlife. For example, a turtle—a **symbol** of the sea—and a tortoise—a symbol of the land—are carved⁴ into the base of two columns. Carvings of other animals, such as reptiles and birds, appear throughout the structure.

¹ A **masterpiece** is an extremely good work of art. ⁴ If something is **carved**, it is cut from wood or stone into a shape or pattern.

² If something is **curved**, it is not straight.

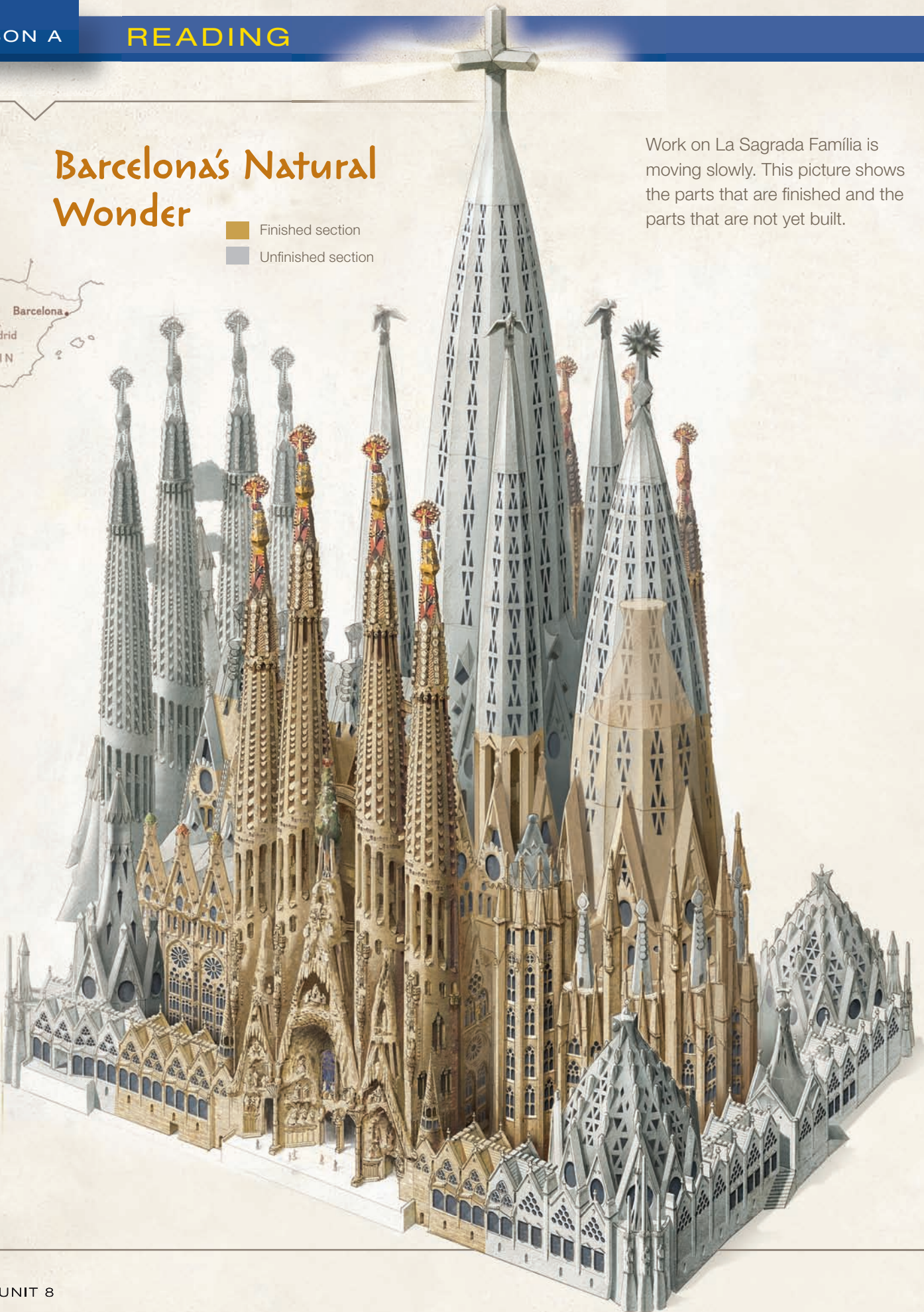
³ **Pillars** are tall, round structures that support buildings.

Barcelona's Natural Wonder

■ Finished section
■ Unfinished section



Work on La Sagrada Família is moving slowly. This picture shows the parts that are finished and the parts that are not yet built.





Forms in nature influenced Gaudí's architectural style. There are many examples of his nature-inspired designs throughout the church.



Pyrite crystal ▲

Tower Tops

Some of the decorations on La Sagrada Família are modeled on Gaudí's study of crystals, grains, and grasses.



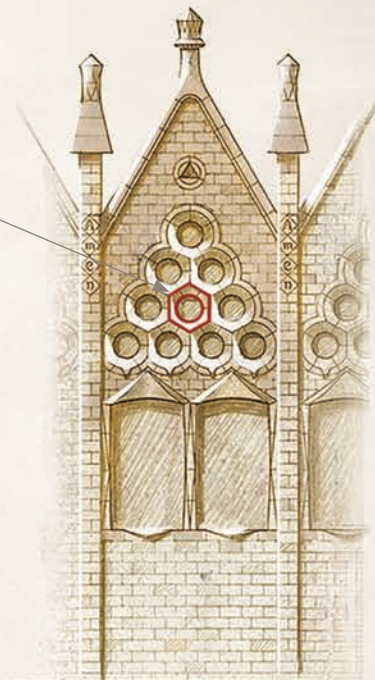
Tree Structures

Gaudí made a "forest" inside the church by creating columns that look like trees. He even carved shapes that look like places where branches were removed.



Natural Windows

Gaudí's windows are similar to shapes found in nature, such as in this algae, a tiny sea animal.



Vine Lines

Gaudí often used vine shapes to decorate the walls of the church.

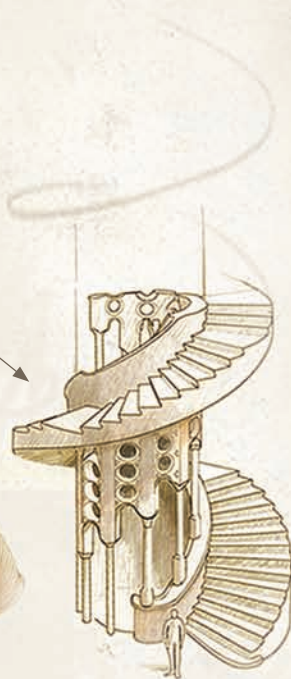
▼ Passion fruit vine



Spiral Stairways

The spiral is a common shape in nature. It exists in plants and animals. Gaudí used spirals in many parts of the church.

Garden snail ▼



An End in Sight

Gaudí died in 1926. Before his death, he made three-dimensional⁵ models of his plans for the building, hoping that others could complete his masterpiece. Many of these models were lost during the Spanish

E Civil War,⁶ but some survived. These models have helped Gaudí’s successors. For example, Mark Burry, an architect from New Zealand, has worked on La Sagrada Família for 31 years. He uses computer technology and the surviving models to bring Gaudí’s plans to life.

Gaudí’s work **illustrates** a timeless truth. As the architectural historian Joan Bassegoda wrote: “The lesson of Gaudí is . . . to look at nature for inspiration . . . nature does not go out of fashion.”⁷ In fact, you might say Gaudí’s architectural style was ahead of its time. The architect’s nature-inspired designs can be seen as an early example of the modern science of biomimetics—a science that uses designs in nature to solve modern problems.

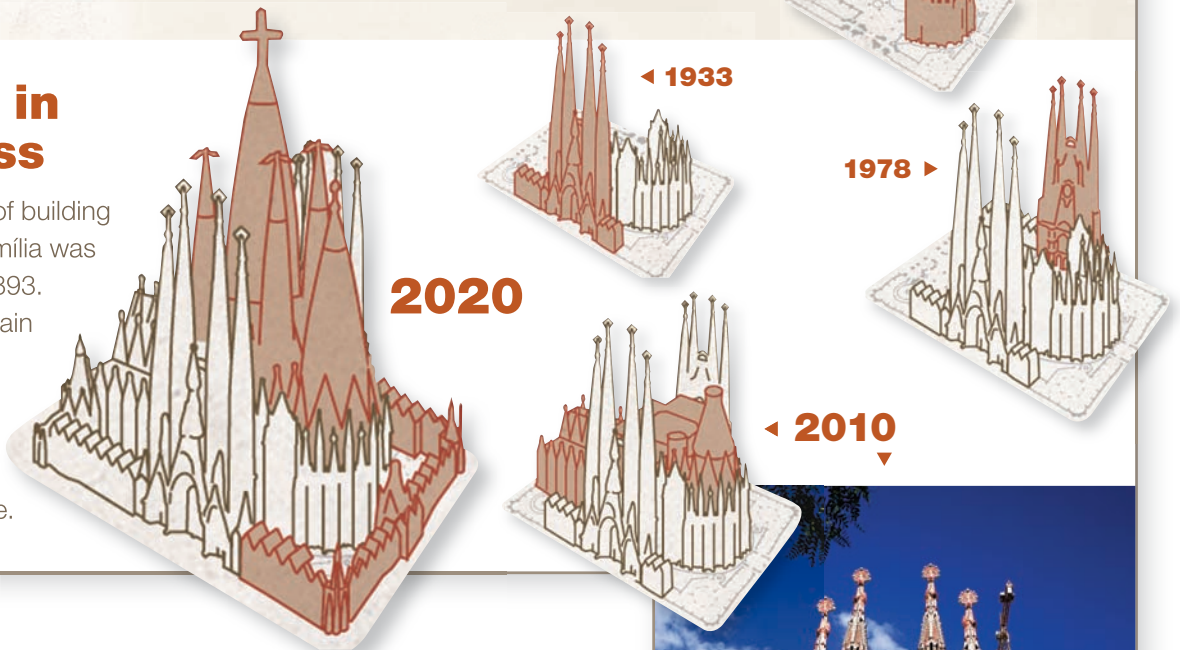
G Work on La Sagrada Família is expected to be finished in 2026, 100 years after Gaudí’s death. Gaudí was once asked why La Sagrada Família was taking so long to complete. “My client⁸ is not in a hurry,” he said.



▲ Antoni Gaudí
(1852–1926)

A Work in Progress

The first stage of building La Sagrada Família was completed in 1893. The church’s main towers will be completed in 2020; six years later, all work will be complete.



⁵ A **three-dimensional** object can be measured in three directions: height, length, and depth.

⁶ The **Spanish Civil War** was a revolt against the government of Spain (1936–1939).

⁷ To **go out of fashion** means to become unpopular.

⁸ A **client** is someone for whom a professional does some work.

UNDERSTANDING THE READING

A | Understanding the Gist. Look back at your answers for exercise **D** on page 144. Were your predictions correct?

B | Identifying Main Ideas. What are the main ideas of the following paragraphs? Use the questions to help you answer.

1. Paragraph C: What were Gaudí’s ideas about architecture?

2. Paragraph D: How is La Sagrada Família an example of Gaudí’s architectural style?

3. Paragraph E: How did Gaudí help his successors?

C | Identifying Supporting Details. Complete the chart with examples of how the design of La Sagrada Família is inspired by nature.

	Object in Church	Shape or Object in Nature
Inside	pillars	trees
Outside		



D | Critical Thinking: Reflection. Write answers to the questions.

1. What do you think about Gaudí’s design for La Sagrada Família? Do you know any other buildings that have an unusual design?
2. Look again at the last line of the passage. What do you think Gaudí means?
3. According to Joan Bassegoda, “Nature does not go out of fashion.” What are some things that were in style in the past and are still popular today? Why do you think they are still popular?

Strategy

When you scan, **look for paraphrases** of key words, as well as the key words themselves. For example, *began building* is a paraphrase for *started work on*.

Reading Skill: Scanning for Specific Information

Scanning helps you find details quickly. When you scan, you move your eyes quickly across and down a page and you only look for particular things. For example, to get information about times and dates, look for numbers, and to get information about people and places, look for capitalized words. Read the words around the numbers or capitalized words to understand the context.

For example, to answer the question “When did Gaudí start work on La Sagrada Família?”, first scan the text to find a year. Then read the words near the year for information about “starting work.”

Antoni Gaudí began building his church, La Sagrada Família, in 1881.

First, your eyes go to 1881. Then your eyes go to *began building*. You have found the answer to the question—in 1881.

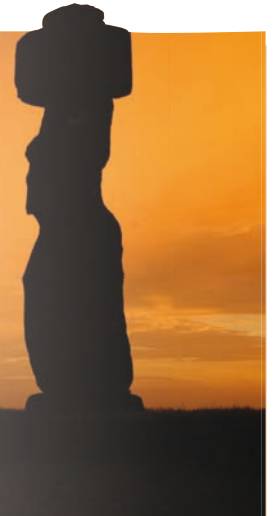
A | Scanning for Details. The passage below is about the mysterious statues in Rapa Nui (Easter Island) called *moai*. Scan the paragraph to find the answers to these questions. Underline the words in the paragraph that give you the answers.

1. How far is Rapa Nui from Chile? _____
2. When did people probably first come to Rapa Nui? _____
3. Where did the people of Rapa Nui come from? _____
4. How tall are the statues? How much do they weigh? _____



The Moai of Rapa Nui

Rapa Nui (Easter Island) is an island in the Pacific Ocean located 2,300 miles (3,700 kilometers) west of Chile. It’s home to the mysterious *moai* statues, enormous figures carved from stone. It’s not clear when the island was first settled. Experts guess that a few brave sailors somehow sailed west to Rapa Nui from Polynesian islands around AD 800. Experts do know that the Rapa Nui culture was at its height between the 10th and 16th centuries. They think the Rapa Nui people carved and built the *moai* in this period. There are 900 *moai* statues across the island. They are about 13 feet (4 meters) tall and weigh as much as 14 tons. Most scholars think that the *moai* were created to honor ancestors, chiefs, or other important people.



B | Scanning for Details. Look back at the reading on pages 145–148. Scan the text to find answers to these questions. Write each answer and note the paragraph where you found the information.

1. When did Gaudí start working *only* on La Sagrada Família?
_____ Paragraph: _____
2. Who worked on La Sagrada Família in recent years?
_____ Paragraph: _____
3. When will La Sagrada Família be completed?
_____ Paragraph: _____
4. What happened to Gaudí’s models during the Spanish Civil War?
_____ Paragraph: _____

THE PYRAMIDS OF GIZA

▲ For thousands of years, the Pyramids of Giza were the tallest structures on Earth. Archaeologists have learned much about how and when they were built, but many mysteries still remain.

Before Viewing

A | Brainstorming. What do you think was the purpose of the pyramids in ancient Egypt? Check your answer(s).

- | | |
|------------------------------------|-------------------------------------|
| _____ places to live | _____ places to see art |
| _____ places for dead bodies | _____ places to honor Egyptian gods |
| _____ places for travelers to stay | _____ other: _____ |

B | Using a Dictionary. You will hear the words in **bold** in the video. Match each word with the correct definition. Use your dictionary to help you.

archaeologist **possessions** **pharaoh** **tombs** **the afterlife**

- _____ a king in ancient Egypt
- _____ the belief in some religions of the existence of life after death
- _____ stone structures containing the bodies of dead people
- _____ things that a person owns or has with them
- _____ a person who studies societies and peoples of the past by examining the remains of their buildings and other objects

While Viewing

A | Watch the video about the Pyramids of Giza. As you watch, check and correct your answer(s) to exercise **A** above.

B | As you view the video, think about the answers to these questions.

- For how long have the Pyramids of Giza existed?
- What is the Pyramid of Khufu made of?
- About how long did it take to build the Pyramid of Khufu?
- What does the face of the Sphinx look like?

After Viewing

 **A |** Discuss answers to questions 1–4 above with a partner.

B | Critical Thinking: Synthesizing. Compare the Pyramids of Giza with La Sagrada Família. Think about the following:

- | | |
|--|---------------------------------|
| • how long it took / is taking to build the structures | • the design of the structures |
| • how old the structures are | • the purpose of the structures |

A | Building Vocabulary. Read the sentences below. Look at the words around the words and phrases in **bold** to guess their meanings. Circle the best definition and write the part of speech for each word or phrase.

- Experts discovered a **site** that is 4,000 years old. They think it is an ancient tomb.
 - a newly-built city
 - a place with a particular purpose
 Part of speech: _____
- The Pyramids of Giza **consist of** heavy blocks. Each block weighs about two and a half tons.
 - are formed from
 - are inspired by
 Part of speech: _____
- Experts think it took only about 20 years to **construct** the Great Pyramid of Khufu.
 - discover
 - build
 Part of speech: _____
- Experts continue to **debate** the purpose of some ancient monuments. There are many opinions because there is not yet enough evidence.
 - discuss
 - agree on
 Part of speech: _____
- When archaeologists **excavate** a site, they use special tools to find items buried underground.
 - carefully remove earth from
 - take pictures of
 Part of speech: _____
- Experts think the tall column may **represent** a person because it looks like a human being.
 - be a problem for
 - be a symbol of
 Part of speech: _____
- Some building projects **require** hundreds of people. Many people must work together to get the job done quickly.
 - hurt
 - need
 Part of speech: _____
- A wedding is a religious **ritual** for many people. The event often occurs in a holy place.
 - ceremony
 - document
 Part of speech: _____


Word Link

trans = across: **transport**, **transportation**, **transfer**, **transit**, **translate**. Note that *transport* can be both a noun and a verb, but the stress is different: (n.) **transport**, (v.) **transport**.

9. Ancient people went to the **temple** to honor their gods.
a. place for entertainment b. place for religious activities
Part of speech: _____
10. How did ancient people **transport** heavy stones? At the time, they didn't even have wheels.
a. move b. carve
Part of speech: _____

 **B | Using Vocabulary.** Answer the questions in complete sentences. Then share your sentences with a partner.

1. Colors **represent** different things to different people. What does the color red represent to you?

2. What are some issues in the news today that people are **debating**?

3. What are some methods of **transporting** heavy objects over a long distance?

4. Have you ever tried to **construct** anything? What was it?

5. What is an important **site** in your area? What is its purpose?

C | Scanning/Previewing. On the next two pages, look at the pictures and scan for names of places. What is the reading passage mainly about?

The passage is about two _____.

One is in _____ and the other is in _____.

Amazing Structures



track 8-12

PEOPLE HAVE CREATED

monuments for various reasons, inspired by different sources. Two of the greatest architectural achievements are on opposite sides of the world, in Turkey and Mexico.

"In 10 or 15 years," predicts archaeologist Klaus Schmidt, "Göbekli Tepe will be more famous than Stonehenge."



Göbekli Tepe

Where:

Southeastern
Turkey

When built:

Approx.
11,590 B.C.

Göbekli Tepe is one of the oldest man-made structures on Earth. It was already nearly 8,000 years old when both Stonehenge¹ and the pyramids of Egypt were built. The structure **consists** of dozens of stone pillars arranged in rings. The pillars are shaped like capital Ts, and many are covered with carvings of animals running and jumping. They are also very big—the tallest pillars are 18 feet (5.5 m) in height and weigh 16 tons (more than 14,500 kg). In fact, archaeologists think that Göbekli Tepe was probably the largest structure on Earth at the time.

How Was It Built?

At the time that Göbekli Tepe was built, most humans lived in small nomadic² groups. These people survived by gathering plants and hunting animals. They had no writing system and did not use metal. Even wheels did not exist. Amazingly, the structure's builders were able to cut, shape, and **transport** 16-ton stones. Archaeologists found Stone Age³ tools such as knives at the site. They think hundreds of workers carved and put the pillars in place.

Why Was It Built?

Archaeologists are still **excavating** Göbekli Tepe and **debating** its meaning. Many think it is the world's oldest **temple**. Klaus Schmidt is the archaeologist who originally excavated the site. He thinks that people living nearby created Göbekli Tepe as a holy meeting place. To Schmidt, the T-shaped pillars **represent** human beings. The pillars face the center of the circle and perhaps represent a religious **ritual**.



Workers (top right) dragged stone pillars to the construction site. Builders carved the pillars and placed them in circles.



The Temple of Kukulcan,
Chichén Itzá

Chichén Itzá is an ancient city made of stepped pyramids, temples, and other stone structures. The largest building in Chichén Itzá is the Temple of Kukulcan, a pyramid with 365 steps. A kind of calendar, the temple shows the change of seasons. Twice a year on the spring and autumn equinoxes,⁴ a shadow falls on the pyramid in the shape of a snake. As the sun sets, this shadowy snake goes down the steps to eventually join a carved snake head on the pyramid's side.

E

How Was It Built?

The Mayans **constructed** the pyramids with carved stone. To build a pyramid, Mayan workers created a base and added smaller and smaller levels as the structure rose. Building the pyramids **required** many workers. Some pyramids took hundreds of years to complete. As at Göbekli Tepe, builders worked without wheels or metal tools.

F

Why Was It Built?

Chichén Itzá was both an advanced city center and a religious **site**. Spanish records show that the Mayans made human sacrifices⁵ to a rain god here. Archaeologists have found bones, jewelry, and other objects that people wore when they were sacrificed. Experts also know that the Mayans were knowledgeable astronomers.⁶ They used the tops of the pyramids to view Venus and other planets.

G

¹ **Stonehenge** is a prehistoric monument in southern England, built around 2600 B.C.

² If a person or group is **nomadic**, they travel from place to place rather than living in one place all the time.

³ The **Stone Age** was a very early period in human history when people used tools and weapons made of stone, not metal.

⁴ An **equinox** is a time in the year when day and night are of equal length.

⁵ A **sacrifice** is a religious ceremony in which people or animals are killed.

⁶ An **astronomer** is a person who studies stars, planets, and other objects in space.



Chichén Itzá

Where:

Yucatán, Mexico

When built:

750–1200 A.D.

A | Understanding the Gist. Look back at your answers for exercise **C** on page 153. Were your ideas correct?

B | Scanning for Specific Information. Work with a partner. Scan the reading passage on pages 154–155 for information to complete the chart.

Name	When was it built?	How was it built?
Göbekli Tepe	11,590 B.C.	
Chichén Itzá		

C | Critical Thinking: Evaluating Arguments. According to the writer, what was the purpose of each structure? What evidence does the writer give? Scan the reading again and write your answers.

Göbekli Tepe

Purpose: _____

Evidence: _____

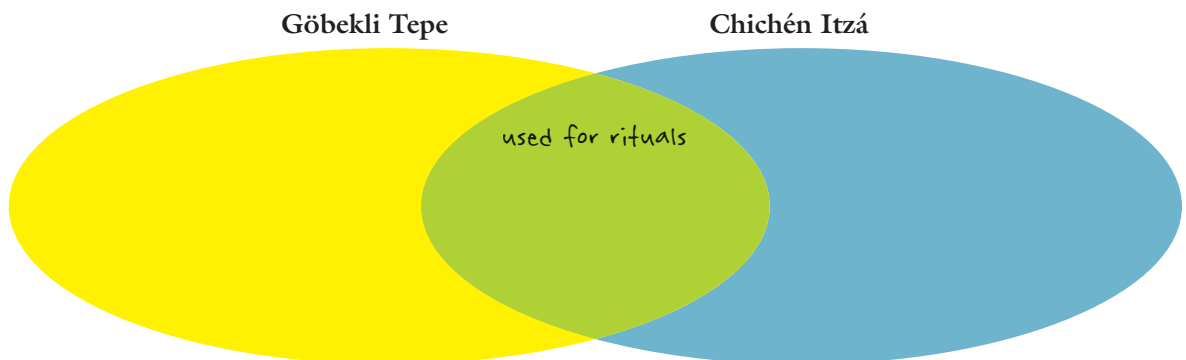
Chichén Itzá

Purpose: _____

Evidence: _____

Does the writer give enough supporting evidence? Share your ideas with a classmate.

D | Critical Thinking: Analyzing Similarities and Differences. In what ways are the structures you read about similar? In what ways are they different? Use your ideas from exercises **B** and **C**. Complete the Venn diagram.



CT Focus
 To identify comparisons, you need to scan for and select relevant details from different parts of the text, for example, names of people and places, years, dimensions, and other specific details.

E | Critical Thinking: Synthesizing. In a small group, compare one of the structures from the reading with either La Sagrada Família or the Pyramids of Giza.

GOAL: In this lesson, you are going to plan, write, revise, and edit a comparison paragraph on the following topic: **Compare two structures in terms of their age, size, purpose, and the length of time it took to build each one.**

A | Brainstorming. Look at the list of structures from this unit. Add one or more structures you know well. Brainstorm information about each one. Think about their age, size, purpose, construction, and any other characteristics. Then put a check next to the two structures you know the most about.

- La Sagrada Família _____
- Göbekli Tepe _____
- Chichén Itzá _____
- Other: _____

B | Journal Writing. Write in your journal about the two structures that you checked in exercise **A**. Write for three minutes.

C | Analyzing. Read the information in the box. Complete the sentences (1–3) using comparative adjectives.

Language for Writing: Using Comparative Adjectives

One way to make comparisons is to use the comparative forms of adjectives.

adjective + *-er* + *than*

more / less + adjective + *than* (with most adjectives that have two or more syllables)

Examples:

*Göbekli Tepe is **older than** Stonehenge.*

*The design of La Sagrada Família is **more complex than** the design of St. Patrick’s Cathedral.*

Use *(not) as* + adjective + *as* to say things are (or are not) the same.

Example:

*The Empire State Building is **not as tall as** the Tokyo Sky Tree.*

For further explanation and more examples of comparative adjectives, see page 217.

1. The Tokyo Sky Tree is 2,080 feet (634 meters) tall. The Canton Tower is 1,969 feet (600 meters) tall.
The Tokyo Sky Tree is _____ the Canton Tower. (tall)
2. St. Paul’s Cathedral has a traditional design. The design of St. Mary’s Cathedral is partly traditional and partly modern.
The design of St. Mary’s Cathedral is _____ the design of St. Paul’s Cathedral. (traditional)
3. The Great Wall of China is 5,500 miles (8,850 kilometers) long. Hadrian’s Wall is 73 miles (120 kilometers) long.
Hadrian’s Wall is not _____ the Great Wall of China. (long)

D | Applying. Write five comparison sentences about places. Use your ideas from exercises **A** and **B** above.

Writing Skill: *Writing a Comparison Paragraph*

When you write a comparison paragraph, first choose a topic—that is, the items you wish to compare. Next, think of two or three points about the items that you want to discuss. Then think of one or two details to include about each point.

Transition words and phrases in your paragraph help the reader understand your ideas:

Similarities: *similarly, both, also, too* **Differences:** *however, on the other hand, but*

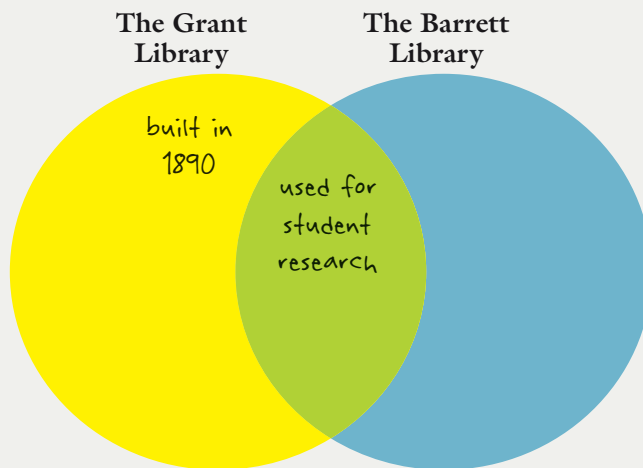
Both Göbekli Tepe and Stonehenge are ancient monuments. **However**, Göbekli Tepe is much older.

The pyramids at Chichén Itzá showed the change in seasons. **Similarly**, some experts think people used Stonehenge as a kind of calendar.

CT Focus

Organizing ideas visually, for example, by using a Venn diagram or other graphic organizer, can help you see similarities and differences more clearly. It can also help you remember key information.

E | Critical Thinking: Analyzing. Read the paragraph below comparing the two libraries. Use the notes on the right to help you complete the Venn diagram.



Different
 Style: ~~built in 1890~~, built in early 20th cent., classical architecture, looks like Greek temple, craftsman style, inspired by nature
 Purpose: library only, museum + library, open 7 hours, open 24 hours a day,
Same
~~used for student research~~

The Grant Library and the Barrett Library are both important resources for BCU students, but there are some differences between the two structures. First, the buildings have very different styles. The Grant Library, built in 1890, is older than the Barrett Library. It was built in the classical style. For example, there are tall marble columns at the entrance, which make the library look like a Greek temple. The Barrett Library, on the other hand, has a newer design. It was built in the early 20th century in the craftsman style. It is made entirely of wood and blends in with the natural environment. The purposes of the two libraries are also different. Students can do research at both places, but the Barrett Library is also a museum, so it's open only seven hours a day. The Grant Library, however, is open 24 hours a day. So students can study there for a longer time. The two buildings have different styles and purposes, but both are excellent examples of the variety of architectural styles on the BCU campus.

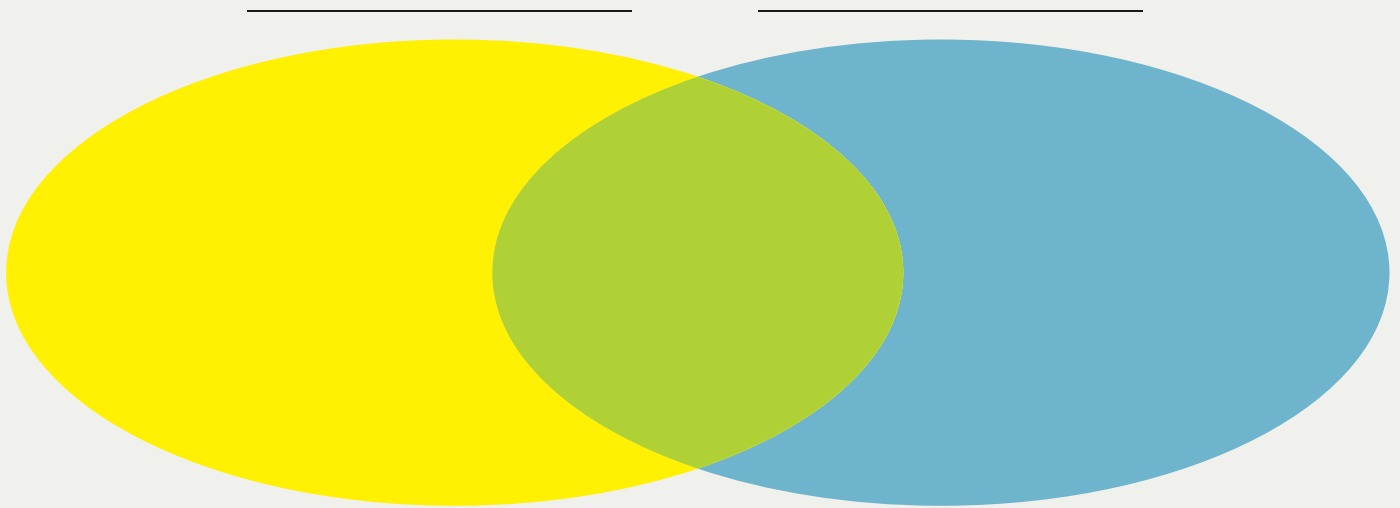
F | Critical Thinking: Analyzing. Look again at the paragraph and answer the questions.

1. What are the two points about the buildings that the writer is comparing?
2. Find and underline two detail sentences for each of the points of comparison.
3. How many comparison words can you find? Circle them.

WRITING TASK: Drafting

A | Planning. Follow the steps to plan your comparison paragraph.

- Step 1** Label the two circles of the Venn diagram with the names of the two structures you are going to compare.
- Step 2** Think of two or three points of comparison and write them below the Venn diagram.
- Step 3** Write the similarities in the space where the two circles intersect (meet). Write the differences in the outer parts of the circles. Add details and examples. Don't write complete sentences.
- Step 4** Write a topic sentence that tells the reader whether you are going to write about similarities, differences, or both.



Point 1: _____

Point 2: _____

Point 3: _____

Topic sentence: _____

B | Draft 1. Use your Venn diagram to write a first draft of your paragraph.

C | Analyzing. The paragraphs below compare the Golden Gate Bridge and the Brooklyn Bridge.

Which paragraph is the first draft? _____ Which paragraph is the revision? _____

a The Golden Gate Bridge and the Brooklyn Bridge are both examples of amazing engineering. The two bridges have a similar design. They are both suspension bridges and both have tall towers. The Golden Gate Bridge is longer than the Brooklyn Bridge. The Golden Gate Bridge is 1.7 miles (2.7 kilometers) long. The Brooklyn Bridge is 1,595.5 feet (486.3 meters) long. It crosses the East River, connecting Manhattan with the borough of Brooklyn. It's the oldest suspension bridge in the United States and it became a National Historic Landmark in 1964. As for the Golden Gate Bridge, many people wonder where the name came from. The color of the bridge isn't in fact golden; instead, it's a brownish red color. The term "golden gate" actually refers to part of the Pacific Ocean that it crosses, the Golden Gate Strait.



▲ Golden Gate Bridge

b The Golden Gate Bridge and the Brooklyn Bridge are both examples of amazing engineering. They have some features in common. First, they have a similar design. Both are steel suspension bridges—bridges with a deck that is hung from cables. Both have tall towers that hold the cables in place. However, there are some differences. At 1.7 miles (2.7 kilometers) long, the Golden Gate Bridge is longer than the Brooklyn Bridge, which is only 1,595.5 feet (486.3 meters) long. Also, the Golden Gate Bridge is more recent than the Brooklyn Bridge. The Golden Gate Bridge was completed in 1938. However, the Brooklyn Bridge was built in 1883 and is one of the oldest suspension bridges in the United States. The two bridges also have similar purposes. Both carry thousands of cars, pedestrians, and bicycles to and from busy areas of their city each day. The two bridges have some similarities, but are different in terms of age and size.



▲ Brooklyn Bridge

Strategy

When you write a comparison paragraph, **use pronouns** (*it, they, etc.*) to avoid repeating the same nouns too often. Make sure it is clear to the reader what the pronoun is referring to.

D | Critical Thinking: Analyzing. Work with a partner. Compare the paragraphs above by answering the following questions about each one.

	a	b
1. Does the paragraph have one main idea?	Y N	Y N
2. Does the topic sentence introduce the main idea?	Y N	Y N
3. Are there at least two points of comparison?	Y N	Y N
4. Is there enough detail for the points of comparison?	Y N	Y N
5. Are there transition words to show similarities and differences?	Y N	Y N
6. Is there a concluding sentence?	Y N	Y N

E | Revising. Answer the questions above about your own paragraph.

WRITING TASK: Editing

F | **Peer Evaluation.** Exchange your first draft with a partner and follow these steps:

Step 1 Read your partner's paragraph and tell him or her one thing that you liked about it.

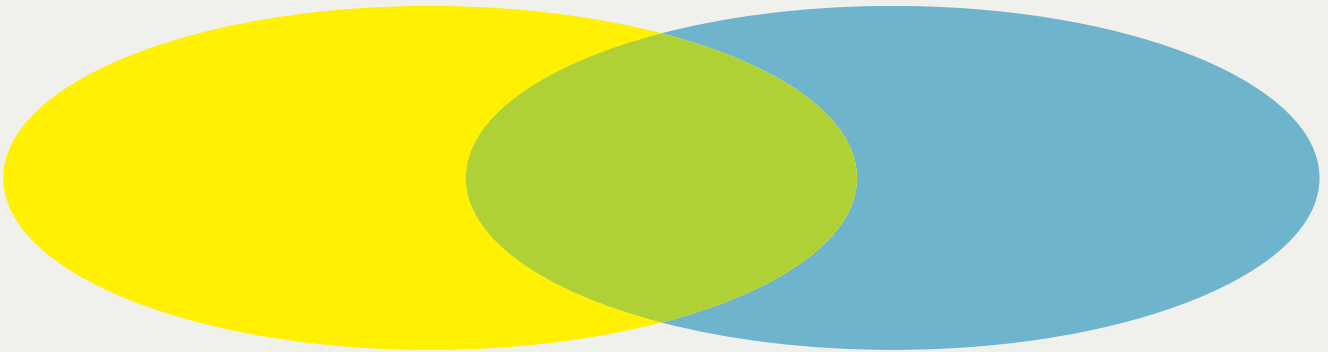
Step 2 List your partner's points of comparison.

Step 3 Complete the Venn diagram below showing the similarities and differences that your partner's paragraph describes.

Point 1: _____

Point 2: _____

Point 3: _____



Step 4 Compare your Venn diagram with the one that your partner created in exercise **A** on page 159.

Step 5 The two Venn diagrams should be similar. If they aren't, discuss how they differ.

G | **Draft 2.** Write a second draft of your paragraph. Use what you learned from the peer evaluation activity, and your answers to exercise **E**. Make any other necessary changes.

H | **Editing Practice.** Read the information in the box. Then find and correct one comparative adjective mistake in each of the sentences (1–5).

In sentences with comparative adjectives, remember to:

- use *more / less ... than* with most adjectives that have two or more syllables.
- not use *more / less ... than* with comparative adjectives ending in *-er*.
- not use *than* with *(not) as ... as*.

1. The Chelsea Hotel is more smaller than Casa Mila.
2. La Sagrada Família is attractiver than St. Mary's Cathedral.
3. The construction of the Morrison Library was more expensiver than the construction of the Barrett Library.
4. The Tokyo Sky Tree is not as tall than the Burj Khalifa in Dubai.
5. The carvings on the columns in La Sagrada Família are not ancient as the columns of Göbekli Tepe.

▼ At almost 2,723 feet (830 meters), the Burj Khalifa became the world's tallest structure when it opened in 2010.



I | **Editing Checklist.** Use the checklist to find errors in your second draft.

Editing Checklist	Yes	No
1. Are all the words spelled correctly?		
2. Is the first word of every sentence capitalized?		
3. Does every sentence end with the correct punctuation?		
4. Do your subjects and verbs agree?		
5. Did you use comparative adjectives correctly?		
6. Are other verb tenses correct?		

J | **Final Draft.** Now use your Editing Checklist to write a third draft of your paragraph. Make any other necessary changes.

UNIT QUIZ

p.142

1. Mount Rushmore is a famous _____ in South Dakota, USA.

p.144

2. A(n) _____ is an important idea or subject found throughout a work of art.

p.145

3. Antoni Gaudí's architectural style was inspired by _____.

p.150

4. Scanning helps you find _____ quickly.

p.151

5. The Pyramids of Giza were built as _____ for pharaohs.

p.154

6. Experts think that Göbekli Tepe was a **temple / tomb / city**.

p.157

7. Writers use adjectives like *older* and *larger* to make _____.

p.158

8. A Venn diagram helps you see **differences / similarities / both differences and similarities**.