

INSIDE WRITING

The Academic Word List in Context

1



Arline Burgmeier
Rachel Lange

SERIES DIRECTOR:
Cheryl Boyd Zimmerman

OXFORD

INSIDE WRITING

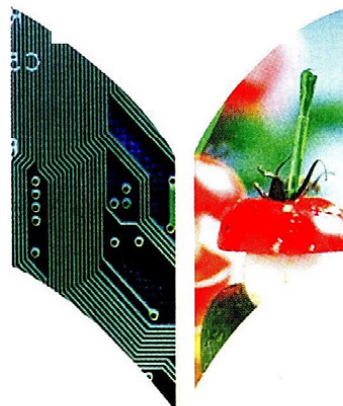
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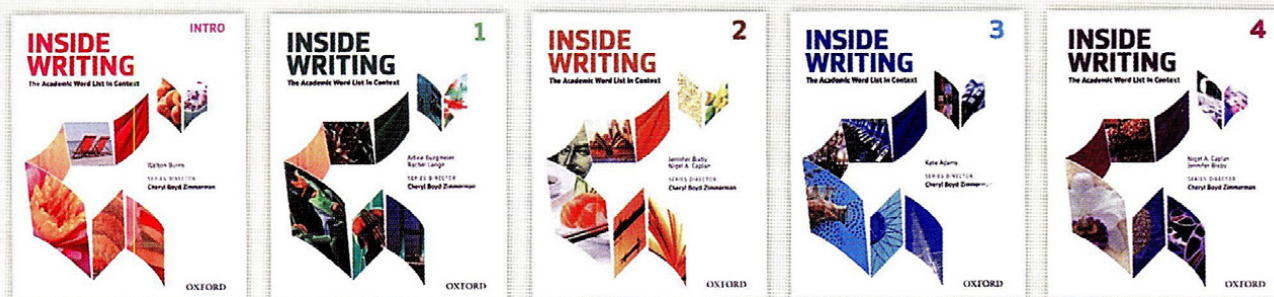
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The Inside Track to Academic Success

Student Books



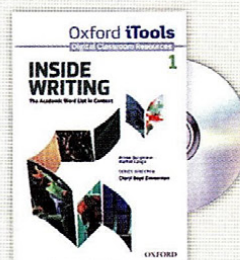
For additional student resources visit: www.oup.com/elt/insidewriting

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

UNIT

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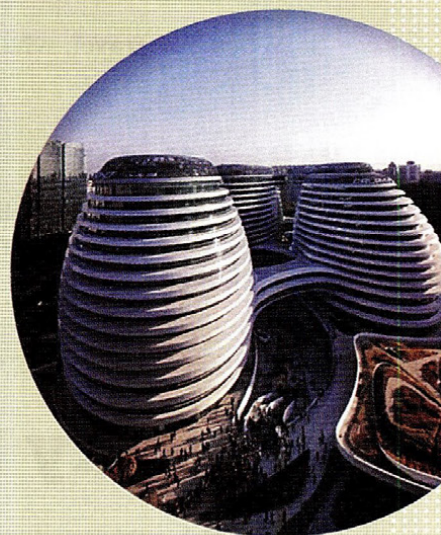
Building a Future

In this unit, you will

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

WRITING SKILLS

- > Descriptive Language
- > Basic Paragraph Structure
- > **GRAMMAR** Parts of Speech



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				
✚ consist				
edit				
✚ locate				
✚ odd				
paragraph				
✚ participate				
✚ project				
✚ site				

✚ Oxford 3000™ keywords

Building Knowledge

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

1. Name some interesting buildings in your city or town. What makes them interesting? Are they popular with tourists?
2. How do new buildings differ from older buildings?
3. When you travel, what kinds of buildings and structures do you like to look at?

Writing Models

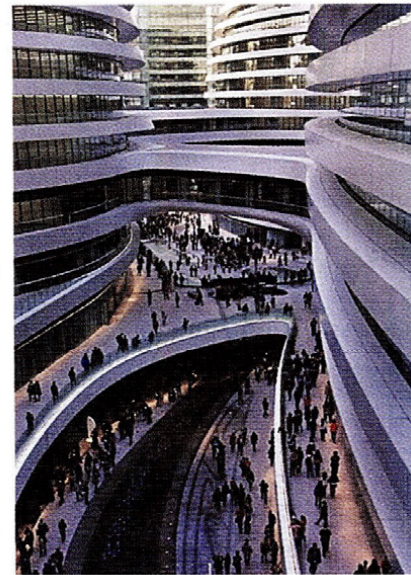
Travel writing found on websites, in magazines, and in guide books often includes descriptions of buildings or other famous structures. Read two descriptions from a travel website.

Galaxy Soho

China's capital city, Beijing, has just gotten more interesting! I've been to Beijing many times, but when I went back last month, I couldn't miss the stunning¹ new retail and office space, Galaxy Soho. The unusual design is by Zaha Hadid, an Iraqi architect, and it has just opened. In a city full of tall, rectangular buildings, Galaxy Soho is special and different. It **consists** of four **odd** towers. Each one is tall and round like a beehive.² The towers are 15 stories high, and they're made of concrete,³ metal, and glass. Galaxy Soho is a beautiful work of art. Walkways connect the towers and curve gently like a flowing river. An open courtyard in the middle of the **site** lets natural light into each of the buildings. Overall, I found Galaxy Soho both welcoming and practical.

I **participated** in a tour of Galaxy Soho with a group of foreign journalists. The first three floors of the buildings are for retail shops. The next floors **consist** of offices for businesses. At the top, we enjoyed a cup of tea in one of the cafés and restaurants with an amazing view across the whole city of Beijing.

Beijing's central business district and the central train station are both just ten minutes away. Two subway lines meet at Chaoyangmen Station, which has an exit by Galaxy Soho. The central **location** allows convenient access for the people of Beijing. It has already become a popular place to shop, eat, and work.



Galaxy Soho in Beijing, China, is designed by Zaha Hadid.

¹ *stunning*: very attractive or impressive

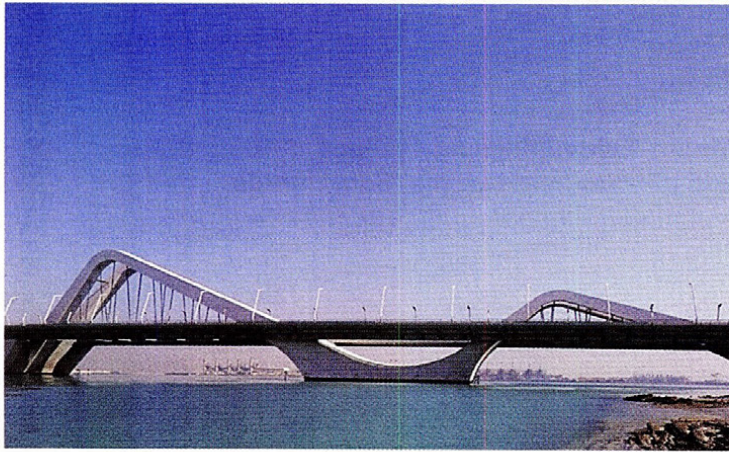
² *beehive*: a round structure that bees build and live in

³ *concrete*: gray, rocklike material for building

The Sheikh Zayed Bridge

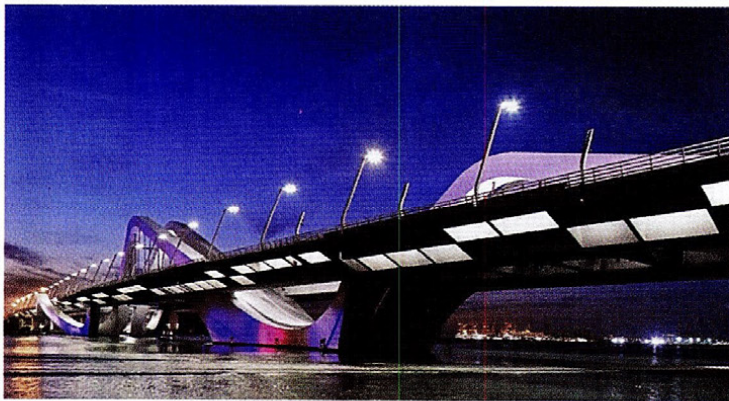
On a recent trip to the Middle East, I was pleased to discover a beautiful modern structure by a well-known Iraqi architect. Like most of Zaha Hadid's **projects**, the Sheikh Zayed Bridge **consists** of gentle curves and arches instead of sharp angles, corners, and squares.

- 5 The bridge is **located** in Abu Dhabi in the United Arab Emirates. It connects the mainland to the island of Abu Dhabi. It is 842 meters long and four lanes wide. Some people have said it resembles a concrete ribbon. Others have said the shape looks like waves. I think the bridge's curved lines represent the hills of the Rub' al Khali Desert's sand dunes.¹ Indeed, the bridge looks almost white in the
- 10 strong sunlight of the day. At night, however, softly changing colored lights dance beautifully across the bridge's three arches.



The Sheikh Zayed Bridge by day ...

This important new **site** has brought together Abu Dhabi's desert beauty and Hadid's unique modern style. If you are ever in Abu Dhabi, don't miss this wonderful sight!



... and by night.

¹ sand dunes: small hills of sand

WRITING SKILL

Descriptive Language

LEARN

Writers use descriptive language to talk about buildings and other architectural structures. They can talk about a structure's size, age, colors, materials, and appearance. Writers might compare unusual structures to something familiar to the reader, using verbs such as *look like*, *resemble*, or *represent* or the preposition *like*.

When you describe a structure, ask yourself these questions:

1. What is the size of the structure?
2. What shape is the structure?
3. What are its colors?
4. What materials is it made from?
5. What does it look like? What does it remind you of?

APPLY

Read the descriptions of Galaxy Soho and the Sheikh Zayed Bridge again. Then complete the chart with the descriptive words and phrases from the box. Some words and phrases describe both structures.

15 stories high	convenient	modern
842 meters long	curved	odd
almost white	interesting	round
✓ amazing	glass	softly changing colors
concrete	metal	unique

	Size	Shape	Color	Material	Feeling/ Opinion
Galaxy Soho					amazing
Sheikh Zayed Bridge					

Analyze

A. Reread the models on pages 2–3. What do the writers compare the structures to?

1. Galaxy Soho:

2. Sheikh Zayed Bridge:

B. What does each description contain? Check (✓) all the correct boxes.

	Galaxy Soho	Sheikh Zayed Bridge
1. Interesting or surprising opening sentence		
2. Information about the writer’s trip		
3. Name of the architect		
4. Physical description of the structure		
5. Contents of the structure or site		
6. Location of the structure		
7. Writer’s opinion of the structure		
8. Recommendation to the reader		

C. Discuss these questions with a partner.

1. Most of the writers’ comparisons are to the natural world. Why do you think the writers chose to compare buildings to things found in nature?
2. What verb tenses do the writers use? Why?
3. The first writer uses three paragraphs. What information is in each paragraph?

Vocabulary Activities STEP 1: Word Level

Word Form Chart		
Verb	Noun	Adjective
participate	participation	_____
locate	location	located

A. Work with a partner. Use a word from the Word Form Chart to complete each sentence. Use the words in parentheses to help you.

- Sixth Street is a great location (place) for the new building.
- Many workers _____ in building the Great Wall of China. (worked together)
- The Eiffel Tower is _____ in Paris. (placed)
- We looked everywhere, but we could not _____ the plans for the new building. (find)
- Thank you, everyone, for your _____. We make a great team! (the act of working together)

The word *edit* means “to correct” or “to fix.” It usually refers to the work writers do before publishing what they write.

*The author **edited** her project profile before she put it in her portfolio.*

We can also *edit* things that we film, record, or photograph. In this case, when people *edit*, they change the order or remove sections of the work before they release it.

*She directed and helped **edit** several films and television shows.*



B. Check (✓) the items that a person can *edit*. Add one more thing that you can *edit*.

- | | | |
|--|-------------------|--------------------|
| <input checked="" type="checkbox"/> a book | _____ a movie | _____ a meal |
| _____ a broken window | _____ a flat tire | _____ a TV program |
| _____ a newspaper article | _____ torn pants | _____ |

The pronunciation of the word *site* is the same as two other words in English—*cite* and *sight*. Their meanings and spelling are completely different, though.

A *site* is “a place where a building is located” or “a place where something happened.”

*This is the **site** where my parents were married.*

To *cite* something is “to mention it as an example or as support for what you are saying.”

*Ali **cited** the Sheikh Zayed Bridge as an example of Zaha Hadid’s work.*

Sight refers to “your ability to see” or “something that you see.”

*I have poor **sight** for seeing distances, so I have to wear glasses.*

*We looked out at the beautiful **sight** of dancing colors on the bridge.*



C. Complete the sentences with *cite*, *sight*, or *site*.

1. That building looks like an animal. What an odd sight!
2. If you quote an article written by someone else, be sure to _____ the original source.
3. The reflection of the building in the lake was a lovely _____.
4. This _____ is too small for a shopping mall.
5. My uncle wants to build his house on a _____ near a school.
6. I will never forget the _____ of the Eiffel Tower in the sunset.
7. Can you _____ an example of a building that is used for both housing and offices?

As a noun, *project* (pronounced PRO-ject) means “a plan to do something” or “a piece of work.”

*The building **project** will begin soon.*

*Raf must complete his research **project** by Friday.*

As a verb, *project* (pronounced pro-JECT) has two main meanings:

- to plan or forecast something that will happen in the future
*We **project** that the building will be completed in two years.*
- to make a light or image appear on a screen or wall
*At night, the city **projects** colorful lights onto the bridge.*



D. With a partner, match the beginning of each sentence with the correct ending to form a complete sentence. Take turns reading each sentence out loud. Use the correct pronunciation of *project*.

- | | |
|---|---|
| <u>d</u> 1. The new housing project consists of | a. 5 million dollars to build the apartments. |
| ___ 2. The company projects a cost of | b. construction will begin in 2016. |
| ___ 3. The speaker projected a drawing | c. on a screen for the audience to see. |
| ___ 4. The company projects that | d. 300 new apartments. |

Vocabulary Activities STEP II: Sentence Level

E. The words *consist of* tell us what things are made from. Match each item to what it consists of. Then write sentences with *consists of*.

- | | |
|--------------------------------|--------------------------------------|
| <u>b</u> 1. Galaxy Soho | a. three curved arches |
| ___ 2. concrete | b. five connected buildings |
| ___ 3. the Sheikh Zayed Bridge | c. hydrogen and oxygen |
| ___ 4. a paragraph | d. sand, rocks, cement, and water |
| ___ 5. water | e. several sentences about one topic |

1. Galaxy Soho consists of five connected buildings.
2. _____
3. _____
4. _____
5. _____

Usually, the adjective *odd* means “strange.”

The Royal Ontario Museum in Canada has a very odd shape.

In math, *odd* refers to “a number that you cannot divide by 2.” The opposite is *even*.

The numbers 1, 3, 5, 7, and 9 are all odd numbers. Even numbers are 2, 4, 6, and 8.

Odd can sometimes mean “not regular” or “occasional.”

I usually eat a healthy diet, but I do enjoy the odd cupcake or two.

Odd can also mean “approximately” or “about.”

I spend 40 odd hours a week in the office.



F. Answer each question with a sentence using the word *odd*.

1. What makes Zaha Hadid's buildings different?

Hadid's buildings often have odd, rounded shapes.

2. What do the numbers 67, 29, 11, and 13 have in common?

3. How much time do you spend per day studying English?

4. Describe something strange about a place you know.

5. If you add an even number and an odd number, what type of number will the answer be?

G. Complete each sentence to show what each unit of writing *consists of*. Use the words from the box.

chapters
sentences

words
chapters

paragraphs
letters

1. A word consists of several letters.

2. A book _____.

3. A paragraph _____.

4. A sentence _____.

5. A chapter _____.

Grammar Parts of Speech

Nouns, verbs, adjectives, and adverbs are all parts of speech. Understanding parts of speech means knowing how a word works.

Nouns are the names of people, places, things, and ideas.

Galaxy Soho is an amazing work of art.

Verbs describe actions or states of being.

It connects the mainland to the island of Abu Dhabi.

The Sheikh Zayed Bridge is 842 meters long.

Adjectives give you more information about nouns.

In a city full of tall rectangular buildings, Galaxy Soho is special and different.

Adverbs give you more information about verbs, adjectives, or whole sentences.

The walkways curve gently like a flowing river.

The Sheikh Zayed Bridge is a truly amazing structure.

A. Read the sentences. Circle the nouns and box the verbs.

- At night colors dance across the bridge.
- The Sheikh Zayed Bridge consists of curves and arches.
- Most buildings are tall, rectangular, and made of concrete.
- A courtyard in the middle lets light into the buildings.
- The wind lifts the sand over the sand dunes.
- Zaha Hadid grew up in Iraq.

B. Read the sentences. Underline the adjectives and double underline the adverbs.

- Unbelievably noisy trains rush quickly over the old bridge.
- This project effectively honors Abu Dhabi's natural beauty.
- The new bridge appears to float gracefully over the water.
- Galaxy Soho is an amazingly curved building.
- That tower looks dangerously tall.

WRITING SKILL

Basic Paragraph Structure

LEARN

Paragraphs are usually several sentences long. The first sentence often tells readers what the paragraph is about. This is called a topic sentence. A topic sentence names the subject of the paragraph and may give the writer's opinion or a main idea about that subject. Supporting sentences give examples or details to explain the main idea. Supporting sentences in a descriptive paragraph help readers picture the place in their minds.

Not every paragraph has a topic sentence. Sometimes short paragraphs in the middle of a text do not need a topic sentence. However, the first paragraph of a text almost always has a topic sentence. The topic sentence is usually near the beginning of the paragraph. Sometimes it is the first sentence, but sometimes a catchy introductory sentence comes first. It is also possible to have the topic sentence last, where it sums up all of the information presented.

To write a descriptive paragraph:

- develop a topic sentence that tells what the paragraph is about.

The Sydney Opera house is one of the most famous buildings in Australia.

The Petronas Towers in Malaysia are popular with both local residents and tourists.

- support your topic sentence with examples and details.
- add one or two opening sentences to catch the reader's attention.

When you want to write about a new main idea, begin a new paragraph.

APPLY

A. Work with a partner. Read the pairs of sentences from the writing models on pages 2–3. Write *TS* if the sentence is a topic sentence and *SS* if the sentence contains supporting details.

- ___ In a city full of tall, rectangular buildings, Galaxy Soho is special and different.
___ The towers are 15 stories high, and they're made of concrete, metal, and glass.
- ___ An open courtyard in the middle of the site lets natural light into each of the buildings.
___ Galaxy Soho is a beautiful work of art.
- ___ Two subway lines meet at Chaoyangmen Station, which has an exit by Galaxy Soho.
___ The central location allows convenient access for the people of Beijing.

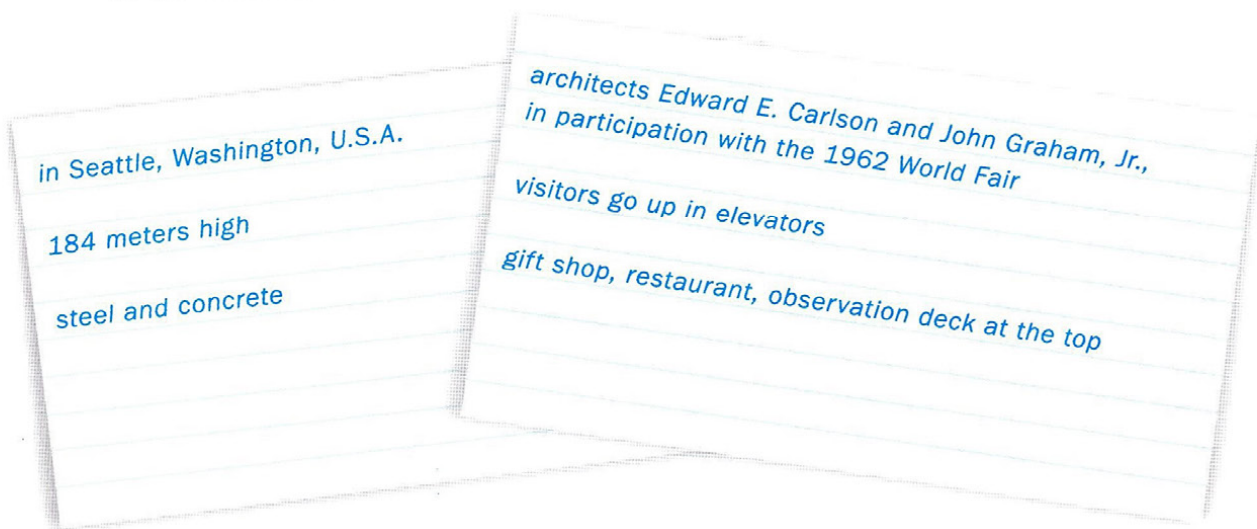
4. — On a recent trip to the Middle East, I was pleased to discover a beautiful modern structure built by a well-known Iraqi architect.
- The bridge looks almost white in the strong sunlight of the day.

B. Work with a partner. Discuss these questions.

1. Check the location of the sentences in activity A that you identified as topic sentences. Where are they found in the paragraph?
2. Reread the writing models on pages 2–3. What is the function of the first sentence in each paragraph?

Collaborative Writing

- A.** Work with a partner. Look at the picture and read the information about the Seattle Space Needle. Write some sentences using the information on the notecards.



- B.** Work with your class to create a topic sentence for a paragraph about the Space Needle. Your teacher will write it on the board.
- C.** Work together to write supporting sentences to describe the building. Suggest them to your teacher. Your teacher will write them into a paragraph on the board. Use as many details as possible to help readers picture the building.



The Space Needle, Seattle, Washington, U.S.A.

Independent Writing

- A.** Choose a structure you are familiar with that you can describe. It can be a famous building, a bridge, or a local structure that you know. Brainstorm some descriptive language about your structure.

Name of structure: _____

Size	Shape	Colors	Material	Feeling/ Opinion

- B.** Think of comparisons you can make about your structure. Complete the sentences, and then add more ideas of your own.

1. It looks like _____.
2. It resembles _____.
3. _____.
4. _____.

- C.** Complete the sentences with information about your structure and site.

1. _____ is located _____.
2. _____ is _____ meters tall.
3. It consists of _____.
4. It is shaped like _____.
5. _____ participated in its construction.
6. At night / During the day, _____ looks _____.

- D.** Why is the structure interesting? Write a topic sentence to introduce it.

- E.** Look again at the paragraphs about Galaxy Soho and the Sheikh Zayed Bridge. Circle any descriptive adjectives or adverbs that you could use in your own paragraph.

- F.** Write the description of the structure that you chose. Start with the topic sentence you wrote in activity D. Then use any appropriate sentences that you completed in activity C. In your writing, use the target vocabulary words from page 1.

VOCABULARY TIP

Use a variety of specific adjectives and adverbs to make your description interesting. For example, instead of *It looks great*, say that it looks *modern*, *luxurious*, *futuristic*, *comfortable*, *old-fashioned*, or *magnificent*. Use a dictionary or thesaurus to help you.

REVISE AND EDIT

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

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

- | | |
|---|--|
| <input type="checkbox"/> a topic sentence | <input type="checkbox"/> comparisons to familiar sights in nature or the reader's experience |
| <input type="checkbox"/> supporting sentences | <input type="checkbox"/> details about the location and site |
| <input type="checkbox"/> details about the structure's appearance | |

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

Grammar for Editing Capitalizing Proper Nouns

Proper nouns give the names of people, places, and things. When you write a proper noun, use capital letters.

Galaxy Soho and the Sheikh Zayed Bridge were both designed by Zaha Hadid.

Galaxy Soho is in Beijing, whereas the Sheikh Zayed Bridge is in Abu Dhabi.

You do not need to capitalize general nouns.

Both structures were designed by the same architectural firm.

The buildings are in different countries.

Notice that all sentences start with a capital letter.

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

Language Checklist

- | |
|--|
| <input type="checkbox"/> I used target words in my description. |
| <input type="checkbox"/> I used the appropriate part of speech in different parts of my sentences. |
| <input type="checkbox"/> I used a variety of specific adjectives and adverbs. |
| <input type="checkbox"/> I capitalized proper nouns in the names of places, people, and things. |

C. Check your description 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?

2

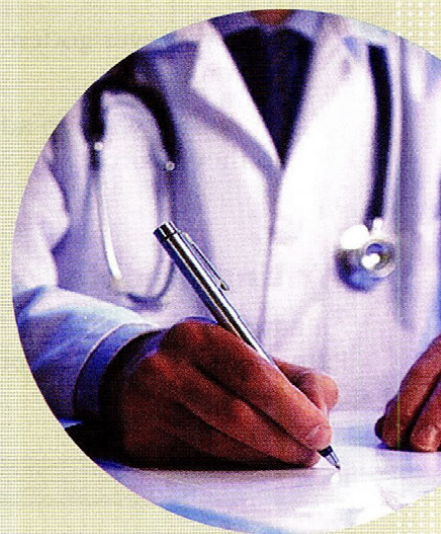
Get the Right Advice

In this unit, you will

- > analyze advice columns and learn how they are used to help people solve problems.
- > use problem-solution writing.
- > increase your understanding of the target academic words for this unit.

WRITING SKILLS

- > Problem-Solution Organization
- > Asking For and Giving Advice
- > **GRAMMAR** Compound Sentences



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				
✚ affect				
✚ approach				
✚ challenge				
✚ concentrate				
✚ internal				
✚ medical				
✚ schedule				
✚ vary				

✚ Oxford 3000™ keywords

PREPARE TO WRITE

Building Knowledge

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

1. Where do you go for medical advice?
2. Have you ever gotten medical advice from a website? Which websites do you use?
3. Do people write to advice columns in your country? What types of advice do they ask for?

Writing Models

An advice column is often found on a website or in a magazine. Read the following letter from a high school athlete with a problem and the columnist's advice.

Dr. Yu's Wellness Corner

DIZZY AFTER PRACTICE

Dear Dr. Yu,
I am a high school junior, and I play on my school soccer team. We practice every day after school for two hours. It's a tough **schedule**, but we can see the results every time we win a match.

Sometimes after practice, I feel dizzy,¹ and it's a **challenge** to stay on my feet. Yesterday, I almost fainted.² If it happens again, the coach won't let me play on the team. I am really worried. Is this a serious **medical** problem?

—Puzzled Player in North Carolina

¹ dizzy: feeling as if everything is spinning around you and that you are not able to balance

² faint: pass out

HYDRATE TO HEAL

Dear Puzzled Player,
I understand that you're worried. I always recommend seeing your doctor when you don't feel well, but your condition is probably not serious. Your
5 body is two-thirds water, and it needs all that **internal** liquid. When you play sports, your body sweats and loses water. This is completely normal. You don't usually notice these small **variations** in the amount of water in your body. However, if you exercise for a long time or in hot
10 weather, you can become dehydrated.³

Dehydration is a problem for athletes because it can make you feel sick and even faint. This feeling can **affect** your performance, so you won't run as fast. Dehydration can also harm your **concentration**, so
15 you might not be able to follow the game well! When the amount of water in your body drops a little, fluid⁴ moves from your blood into the rest of your body. However, if you don't replace the water, eventually there won't be enough fluid in your blood. Then you could
20 experience very serious health effects.

Fortunately, the solution for dehydration is very simple. When you start to feel the symptoms⁵ of dehydration, you just need to drink water. The symptoms **vary** but include dry mouth, headache, and feelings of dizziness. Doctors
25 suggest drinking small amounts of water first. If you try to drink a lot, you could make yourself sick. You can also eat small pieces of ice. If it's hot, you should go inside or sit under a tree where it is cooler.

In the future, you can avoid dehydration by drinking water before you exercise and every hour during your soccer practice. If you feel
30 thirsty, you are already dehydrated, so you need to make sure you are drinking water regularly. You should also **approach** your coach: Other players on your team are probably having the same problem. With lots of water, you can all continue to play your best!

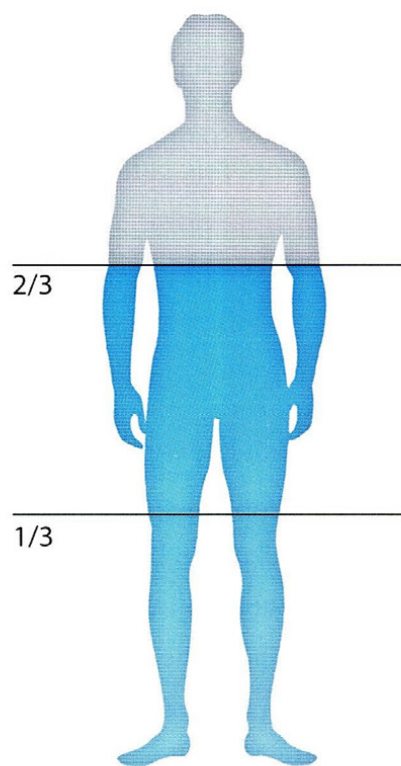
Good luck!

—Dr. Susan Yu ■

³ *dehydrate*: to lose too much water from your body

⁴ *fluid*: liquid

⁵ *symptom*: a change in your body that shows that you are not healthy



The human body is two-thirds water.

WRITING SKILL

Problem-Solution Organization

LEARN

Many types of writing discuss problems and solutions, including advice columns such as the one you read in the writing model. You will also see problem-solution writing in newspaper, magazine, and online articles. Most problem-solution articles follow this pattern:

Background	Describes a situation that leads to the problem
Problem	Describes the problem and tells why it is a problem
Solution(s)	Gives one or more possible solutions
Result	Tells how the solution works

When you write a problem-solution advice column:

- follow the organization: background, problem, solution, result.
- use transition words to introduce each section (e.g., *however* for the problem).
- explain the causes of the problem.
- give at least one piece of advice as a good solution.

APPLY

A. Complete the chart to show how Dr. Yu's response in the the model is organized.

Section	Lines
Background	2-10
Problem	
Solutions	
Result	

B. Which words does Dr. Yu use to introduce the problem and solutions in the column?

1. Problem: _____
2. Solutions: _____

Analyze

A. Order the sections of the soccer player's letter from 1 to 5.

- ___ Signature
- ___ Introduction
- ___ Greeting
- ___ Problem
- ___ Asking for help

B. Answer the questions. Then discuss your responses with a partner.

1. Does the soccer player think his problem is serious? How do you know?

2. Does Dr. Yu think the problem is serious? How do you know?

3. Why does the soccer player not sign his or her real name?

4. Where could you read an advice column like this?

C. Should Dr. Yu include any of this extra information in her letter? Circle Y for yes or N for no. Discuss your reasons with a small group.

1. Y/N If you faint because of dehydration, you should call a doctor.
2. Y/N If you eat bad food, you can also end up with dehydration.
3. Y/N Sports drinks are better than water if you are dehydrated because they contain salts and vitamins the body needs.
4. Y/N Dehydration is usually more serious for young people than adults.
5. Y/N Although it's rare, it's also possible to drink too much water.

Vocabulary Activities STEP 1: Word Level

A. Read the sentences about walking. Circle the word or phrase in parentheses that has the same meaning as the underlined word in each sentence.

1. Many doctors suggest that people schedule (learn, plan, develop) time every day for walking.
2. Although many people think walking is not very useful, most medical (experienced, educated, health) professionals agree that walking is an excellent form of exercise.
3. Besides helping you lose weight, walking has internal (physical, inner, health) benefits such as lowering blood pressure and strengthening bones.
4. To keep this exercise interesting, vary (keep, check, change) the location of your walks by going to new and different places.
5. While you walk, concentrate (work, focus, keep) on good form. Stand up straight and don't look at the ground while you walk.

B. The verb *affect* means "to make someone or something change." The noun *effect* refers to "the change itself." Complete the following sentences with a form of *affect* or *effect*.

1. Sleep problems can affect your ability to concentrate.
2. There are many positive _____ of weight loss.
3. Pollution _____ the environment in many ways, and it has negative _____ on human health, too.
4. One _____ of exercise is better sleep quality.
5. Many people do not realize how stress _____ their health.

1. The word *approach* describes "a way of coming near someone or something."

*The best **approach** to Mekanaki Hospital is from Sante Street.*

*The nurse **approached** the patient with a question.*

2. *Approach* also refers to "a way of doing something."

*The hospital uses a new **approach** to pain management.*

*The report suggests that doctors **approach** the disease in a new way.*



C. Which meaning of *approach* is used in the following sentences?

- 2 1. The best approach to preventing diabetes is with diet and exercise.
— 2. If this medicine doesn't work, we will try a new approach.
— 3. You'll get here faster if you approach the campus from the south.
— 4. I approached her after the meeting to ask about sleep problems.

D. Use the target vocabulary in the box to complete the advice column. Use the words in parentheses to help you.

approach challenging concentrate medical schedule

Dear Dr. Yu,

I recently read an advertisement about a new diet. The diet consists of vitamin drinks. The ad says this diet is the only way to get all the vitamins I need. I have a busy schedule, so a simple diet like this would save me time. Do you think this kind of diet is a good idea?

—Busy College Student

Dear Busy College Student,

In general, be cautious about taking _____ advice from ads.
(2. health)
However, the ad is correct about vitamins. They are important to your health. According to researchers, vitamins support your immune system, keep your bones strong, and even improve your vision. However, it is best to get your vitamins through a healthy diet.

When you leave for school every morning, put some fruits, nuts, and vegetables in your school bag. These snacks will give you vitamins A, C, E, and K. Breads and cereals can be easy snacks, too. They provide vitamin B. When you sit down for a meal, _____ on eating green vegetables. Meat is also an important source of vitamins B and D. And don't forget to drink milk for calcium.

Getting a balanced diet doesn't have to be _____. It can be easy if you snack on healthy foods throughout the day. If you take this _____ to eating, you will find that you feel both healthy and satisfied.

(5. way)

—Dr. Susan Yu

Vocabulary Activities STEP II: Sentence Level

A *challenge* is “a new or difficult thing that makes you try hard.” When something is difficult, you can say it is *challenging*.

Studying for the medical exam was a **challenge**.

The exam was **challenging**.

If you *challenge* someone, you are inviting him or her to a competition, or you are saying that the person is wrong.

Alberto **challenged** Mary to a wheelchair race.

Some people **challenge** the idea that meat is necessary for a healthy diet.

CORPUS

E. Rewrite the following sentences using a form of *challenge*.

1. Antonio invited Raul to race him to school.

Antonio challenged Raul to race him to school.

2. Diagnosing Miriam's illness was difficult for the doctor.

3. The scientist questioned the idea that eating chocolate could cure cancer.

4. It was a problem to read the doctor's instructions.

1. When you *concentrate*, you “give all your attention to something.”

The nurse asked me to **concentrate** on my breathing.

She'll spend the summer **concentrating** on her new baby's health.

2. The noun *concentrate* also refers to “the amount of something in a place or substance.”

There is a high **concentration** of dentists along the U.S.-Mexico border.

Fruit juice has a high **concentration** of sugar.

CORPUS

F. Answer the following sentences using a form of *concentrate*.

1. Why is noise a problem when people study?

It is difficult to concentrate when there is too much noise.

2. What types of things distract you from your studies?

3. In which part of town do most people live?

4. What is the focus of your school studies?

Grammar Compound Sentences

Good writers use a variety of short and long sentences. This makes their writing flow more naturally. To form longer sentences, writers often join two sentences (independent clauses) together. This is called a compound sentence. To form a compound sentence, use a conjunction such as *and*, *but*, or *so*.

Use the conjunction *but* to contrast ideas.

Independent Clause Independent Clause
Children fall asleep quite early, **but** teenagers often stay up late.

Use the conjunction *and* to add information.

Independent Clause Independent Clause
Exercise can help, **and** it is great for general health.

Use the conjunction *so* to show a result.

Independent Clause Independent Clause
He takes long naps in the afternoon, **so** he stays up late at night.

A. Complete these sentences.

1. You might not feel thirsty, but you might still be dehydrated
_____.
2. Many athletes push themselves hard during a game, so _____
_____.
3. The player should talk to the coach, and _____
_____.
4. _____, but it isn't a good idea.
5. _____, so it might be difficult at first.
6. _____, and his game will improve.

- B.** Choose one independent clause from column A and one from column B. Write sentences joining them with the conjunction in parentheses. Then compare your sentences with a partner.

A	B
I couldn't find my phone	I took a walk
I woke up early	I called my classmate
I forgot my homework	it didn't matter
I fought with my friend	I was late
I had nothing to do	I learned my lesson
I missed the bus	I was sorry later
I wanted to have lunch with someone	I called my parents
It was a beautiful sunny day	I apologized

1. (so)

I fought with my friend, so I was late.

2. (and)

3. (but)

- C.** Read this letter to Dr. Yu. All the sentences here are simple sentences. Change some of the sentences into compound sentences.

Dear Dr. Yu,

My son is eight years old. He loves sweets. He gets out of school. I am at work. He goes to his grandmother's house. His grandmother loves my son very much. She gives him sweets. My son doesn't get exercise. He just plays video games. He is gaining weight. His grandmother continues to give him sweets. Should he go on a diet?

—Fatima in Abu Dhabi

WRITING SKILL

Asking For and Giving Advice

LEARN

Here is some information about writing letters to advice columns in newspapers, magazines, or websites:

- Start your letter *Dear* and the person's name, followed by a comma. Check the advice column to see how the person wants to be addressed—for example, by first name, by last name, or by a nickname. Remember to use a title (*Mr.*, *Mrs.*, *Ms.*, *Dr.*, etc.) with a person's last name.
- Explain your problem and ask your question. Include all the necessary information. The person writing advice has to be able to fully understand your situation.
- Don't include information or stories that are not relevant or important. Other readers (and the person writing the advice) might get bored or confused.
- You don't need a closing such as *Sincerely* or *Best wishes*.
- Sign your letter with your name. Some people want to keep their privacy and not use their full name in public. You can use just your first name (*Jim*) or a short description (*Confused*; *Too Tired to Practice*).
- It's also common to say where you are writing from. You can include a city or country after your name: *Jim in Toronto*; *Confused in Canada*; *Too Tired to Practice in Kuala Lumpur*.

APPLY

- A.** Underline the greeting, closing, and signature in both letters in the writing model on pages 16–17 and activity C on page 24.
- B.** Reread the writing model. Answer the questions with a partner.
1. Did Puzzled Player give too much information about the problem, not enough information, or just the right amount? Would you suggest deleting or adding anything? If so, what?
 2. Did Dr. Yu give too much information about the problem, not enough information, or just the right amount? Would you suggest deleting or adding anything? If so, what?

Collaborative Writing

- A.** Read the letter to Dr. Yu from Nick. Work in a small group. Discuss how you would respond to Nick.

Dear Dr. Yu,

I participate in college track and field. At first, I was getting stronger and faster. That has changed. I stopped making progress, and I'm getting worse! I train at the same time every day. I have a challenging training routine, and I haven't changed it. Still, I'm not improving. I am tired all the time, and I feel like giving up. What should I do?

—Nick in Seoul

- B.** With a partner, write a response to the letter from Nick in activity A. Use the ideas you discussed. Be sure to clarify the problem, share some possible causes, suggest some approaches to solving the problem, and end with key advice.
- C.** Share your responses with the class. Then discuss these questions.
1. What causes did the different pairs give?
 2. What solutions did each pair give?
 3. How did each column's key advice differ from the others?

Independent Writing

- A.** Choose a health problem for which someone would ask for help by writing to an advice column.

Use one of the following situations or your own idea:

- you keep falling asleep in class
 - you are too busy to exercise
 - you want to eat healthier food, but you don't know what to choose or how to cook
 - you put off doing important assignments until the last minute and then don't have time to do them properly
 - you study hard, but you get very nervous during exams and perform poorly
- B.** Write a letter explaining your problem. Then exchange letters with a partner. Choose a partner who wrote about a different problem, if possible.

- C.** Use the graphic organizer below to brainstorm ideas for a response to your partner's letter.

<p>Show you understand the problem.</p> <ul style="list-style-type: none"> • Calm the writer's fears. <p>or</p> <ul style="list-style-type: none"> • Express the seriousness of the problem. 	
<p>Explain the causes of the problem.</p>	
<p>Give possible solutions to the problem.</p>	

- D.** Look back at the words of advice used in this unit. Circle any language you could use when you give advice.
- E.** Write your advice column to respond to your partner's problem. Use the graphic organizer to help you organize your information. In your writing, use target vocabulary words from page 15 and include helpful words and phrases of advice from the Vocabulary Tip box.

VOCABULARY TIP

Here are some phrases for giving advice:

I advise/suggest that you . . .

You should/should not [verb]

. . . can be helpful/dangerous.

Consider [verb+ing]

It is best to (verb).

One solution is . . .

REVISE AND EDIT

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

1. Check (✓) the information that you included in your advice column.

- | | |
|--|--|
| <input type="checkbox"/> a restatement or clarification of the problem | <input type="checkbox"/> possible solutions |
| <input type="checkbox"/> sentences to calm the reader's fears | <input type="checkbox"/> a key point for the reader to remember |
| <input type="checkbox"/> possible causes of the problem | <input type="checkbox"/> a final recommendation about what to do |

2. Look at the information you did not include. Would adding that information make your advice column more helpful to readers?

Grammar for Editing Run-On Sentences

When writers join two independent clauses without using correct punctuation, they can create a run-on sentence. There are two ways to edit run-on sentences.

Run-On Sentence

My daughter eats too much candy she is getting cavities in her teeth.

First Solution

Divide the run-on sentence into two separate sentences.

My daughter eats too much candy. She is getting cavities in her teeth.

Second Solution

Join the clauses with a comma and a conjunction.

My daughter eats too much candy, so she is getting cavities in her teeth.

B. Check the language in your advice column. Revise and edit as needed.

Language Checklist

- ☐ I used target words in my advice column.
- ☐ I used a variety of phrases to give advice.
- ☐ I used conjunctions to combine sentences.
- ☐ I fixed any run-on sentences I found in my writing.

C. Check your advice column 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

Marketing in Color

In this unit, you will

- > analyze summaries and learn how they are used to demonstrate understanding of an article.
- > write a summary to retell main ideas.
- > increase your understanding of the target academic words in this unit.

WRITING SKILLS

- > Main Ideas and Details
- > Summarizing
- > **GRAMMAR** Gerunds



Self-Assessment

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

TARGET WORDS

AWL

- key aware
- key communicate
- key contact
- key legal
- key method
- key specific
- key summary
- key trend

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 are the names of some of the supermarkets in your area?
2. What colors do they use in their store signs?
3. Do you think the color of the signs is important? Why or why not?

Writing Model

An article summary gives the most important ideas in an article. Read the article about the power of color. Then read the summary.

Why Red Is Best

by Jennifer Bixby

If you look at the logos¹ of the top supermarkets in the United States, they all have one thing in common: red. These businesses use red in their logos, in product packaging, and in advertising. Marketing experts in the food industry understand that colors affect customers. For that reason, red is the most common color in supermarket brands and logos. But why is red best?

Color psychologists report that the color red increases a person's appetite. You may not be **aware** of being hungry, but red does stimulate² appetite. Experts say this is because many nutritious³ fruits and vegetables are red. If supermarket shoppers see red and feel hungry while they shop, they will buy more. So advertisers understand that red is good for business. According to studies, red also quickly attracts a person's attention. In addition, it



The color red can be good for business.

It makes a person excited and increases the heart rate. Using red helps supermarkets **communicate** that they are energetic, positive places to shop. For these reasons, red is a perfect color for a supermarket brand. It is a subtle⁴ but **legal method** for influencing customers.

A recent **trend**, however, has resulted in a new color for supermarket logos and brands.

¹logo: symbol or design used to advertise a company

²stimulate: to make something more active

³nutritious: very good for you

⁴subtle: not very noticeable

Green symbolizes nature.



With the increasing demand for organic⁵ foods,
30 new natural foods supermarkets have become
popular. They sell natural ingredients and healthy
food products. These supermarkets are using
green in their logos, not red. This is because the
color green reminds people of nature, a clean
35 environment, and healthy foods. Natural food
supermarkets make sure that customers are
aware of how healthy their products are. By
choosing green for the logo, the company creates
a **specific** image and identity.

40 *For additional information about color
psychology, **contact** the author at
jbixby@oup.org.*

⁵organic: food produced using natural methods, not chemicals

Summary

In her recent article "Why Red Is Best," Jennifer Bixby discusses the use of red in supermarket marketing. Red is the most common color for supermarket logos for several reasons. First, the color red increases your appetite, according to experts. Shopping while you are hungry will result in buying more food. Second, red attracts your attention and
5 makes you excited. Supermarkets use red because it **communicates** energy and excitement to the customer. The author also writes about new supermarkets that sell natural foods. These kinds of supermarkets often use green in their logos. Green suggests nature, the environment, and health, and that is the message that those supermarkets want to send to customers.

LEARN

A summary is a short description of the main ideas of an article. A good summary gives only the most important information. When you summarize an article, first identify the main ideas and the important supporting details or examples to include in your summary. Don't include minor (less important) details.

To select the most important ideas to include in your summary, follow these steps:

- Read the whole article and be sure you understand it. Check any unfamiliar words in a dictionary if necessary.
- Ask yourself, "What is the main message of this article? What is the most important point the writer is trying to make?"
- In each paragraph, underline the topic and the main idea of that paragraph. The main idea might be stated in more than one sentence.
- Details will usually be specific examples or further explanations of the broader main idea. Examples and explanations help you understand the main idea, but the main idea itself can be expressed without them.

APPLY

- A.** Reread the summary on page 31. Begin with the second sentence. Label each sentence in the summary with the paragraph number from the article that each sentence relates to.
- B.** Check (✓) which ideas are included in the original article and which are included in the summary.

	Original article	Summary
The name of the author and the title of the original article	✓	✓
Supermarkets use red in product packaging.		
Color psychologists say that red increases a person's appetite.		
If shoppers feel hungry, they will buy more food.		
The color red quickly attracts your attention.		
Using red in advertising is legal.		
Organic food is becoming more popular now.		
New natural foods supermarkets use green in their logos.		
Green suggests nature and health.		
Companies create a specific image by choosing the color green.		

- C.** With a partner, discuss the ideas in activity B that are not included in the summary. Why are they included in the article but not in the summary?

Analyze

- A.** Complete the outline of the summary on page 31.

Article title: _____

Author: _____

A. Topic: _____

B. Reasons red is the most common color used in supermarkets

1. _____

2. _____

C. New supermarkets

1. They sell _____ food.

2. They use _____ logos.

a. nature

b. _____

c. _____

- B.** Answer the questions. Discuss your answers with a partner.

1. In the second paragraph, who are the experts in this sentence? *Experts say this is because many nutritious fruits and vegetables are red.*
2. Do you believe the statements made in the article? For example, do you believe that red increases the appetite and attracts attention? Why or why not?
3. The article does not have facts or statistics about the studies or science of color psychology. Do you think the article would be stronger with that information? Would you include the facts in a summary? Why or why not?

- C.** What is the purpose of this summary? Check (✓) the statements that are correct.

- ___ 1. It explains the article for someone who hasn't read it.
- ___ 2. It gives the summary writer's opinion.
- ___ 3. It shows that the summary writer understood the article.
- ___ 4. It combines information from the article with information from other sources.
- ___ 5. It proves or disproves the information in the original article.

Vocabulary Activities STEP 1: Word Level

1. As a verb, **contact** means “to call or write to someone.”

For the survey, the company **contacted** 3,800 marketers in seven countries.

2. As a noun, **contact** means “the act of communicating with someone.”
Common collocations are *have contact with*, *stay/be in contact with*,
and *lose contact with*.

After he left his position, the manager had little **contact with** his former colleagues.

I stay in contact with old friends through email.

2. **Contact** can also mean “the state of touching someone or something.”

Babies need a lot of physical contact like hugging and holding.

Do not allow this product to come into contact with your skin.

3. A **contact** is “a person you know who may be able to help you, especially in business.”

The student used the Internet and social media websites to build business **contacts**.

Fatima has **contacts** all over the Middle East.



- A.** With a partner, complete each sentence with a phrase from the box. Discuss which meaning of **contact** is used in each sentence.

business contacts
lost contact

came into contact with
stay in contact with

have any contacts
~~to contact~~

1. Would you like us to contact you about our promotions?
2. Lynne and I _____ after high school. I haven't spoken to her since graduation.
3. During my hike I _____ poison ivy, and later I developed a terrible rash.
4. We need a web developer. Do you _____ in that field?
5. Cell phones allow family members to easily _____ each other.
6. Some people use social websites to build _____.

- B.** The words in the box are different forms of the target words. Complete the chart with the word forms used in the writing model. Use a dictionary to check your answers.

Noun	Verb	Adjective	Adverb
awareness	_____	aware	_____
communication	_____	communicative	_____
_____	_____	_____	legally
_____	_____	methodical	methodically
specifics	_____	_____	specifically
_____	summarize	_____	_____

- C.** Use the words from the box in activity B to complete the sentences. Use the words in parentheses to help you.

- I will summarize the article so you won't have to read all four pages.
(give a short version of)
- It is not _____ to lie about your product in advertisements. There are laws against false advertising.
(lawful)
- The survey about Internet use _____ asked about time spent playing video games.
(especially)
- Jae is very _____ in his research. He does each step in order.
(careful)
- I am not _____ of any new trends in marketing. Do you know how I could find out more about the latest trends?
(informed)
- My cousin is extremely quiet and is not very _____.
(willing to give information)

- D.** If something is allowed by law, it is *legal*. If it is not allowed, it is *illegal*. Complete each sentence below with *legal* or *illegal*. Answers may vary.

- Driving over the speed limit is illegal.
- Talking on a cell phone while driving is _____.
- Driving without a seat belt is _____.
- In my area, it is _____ to smoke in a restaurant.
- Twenty years ago, smoking on an airplane was _____.

6. You may get a traffic ticket if you do something _____ while you are driving.
7. It is _____ to make a copy of a commercial video and sell it to someone.

Vocabulary Activities STEP II: Sentence Level

If you are *aware* of something, you know about it.

Many people are not aware of all the ads they see every day.

The noun *awareness* means “a knowledge of something.” It sometimes follows a form of the verb *have*.

She had no awareness of the effects of color in advertising.

Awareness of the importance of organic food is increasing.



E. Rewrite the sentences using a form of *aware*.

- Many people do not know the difficulties of starting a new business.
Many people are not aware of the difficulties of starting a new business.
- Business owners must pay attention to the needs of their customers.

- Business owners know about both traditional and new ways of advertising.

- Marketing a new product becomes easier when people know about it and its reputation.

- New business owners need to know about the costs of advertising when they make a budget.

A *trend* is “a general change or development.”

A current trend is toward smaller cars.

Ana likes to follow the latest fashion trends.

The adjective *trendy* is an informal term for “fashionable or newly popular.”

This new restaurant is very trendy. It's always crowded, and there is a long wait for a table.



F. What *trends* are you aware of? Answer the questions, using *trend* or *trendy* in your answer.

1. What is a recent trend in TV programs?

2. Some fashion trends seem silly. What is a trend from the past that seems funny to you?

3. What is a trendy fashion this year?

4. What is the latest trend in cell phones?

5. What is a new trend in marketing?

A *method* is "a particular way of doing something." It is commonly followed by *of* plus a noun (*method of studying*).

My teacher has a good **method** of teaching pronunciation.

The following adjectives often appear with *method*: *best*, *new*, *preferred*, *scientific*, *traditional*.

The **preferred method** of payment is by check.



G. Answer each question in a complete sentence. Use the word *method* in your answer.

1. What is your preferred method of communication?

Email is my preferred method of communication.

2. What is your favorite method of daily transportation?

3. In what subject area do you use the scientific method?

4. What is a traditional method of advertising?

5. What is a more modern method of advertising?

Grammar Gerunds

A gerund is a noun. To make a gerund, use the base form of a verb and add *-ing*. A gerund can be the subject or the object in a sentence.

Subject: Marketing to specific customers can save a company money.

Object: The manager suggested using more colorful decorations.

Because gerunds end with *-ing*, they can look like part of a verb phrase. To check whether a word is a gerund or a verb, try substituting another noun its place.

I enjoy shopping. = gerund ✓ I enjoy music.

I am shopping. = verb ✗ I am music.

Gerunds are often used with prepositions.

She is thrilled about learning a new skill.

I'm sorry for being late.

We look forward to doing the work.

- A.** Underline the *-ing* forms in the sentences below. Label them **G** for gerund or **V** for verb.

- ^G Advertising is ^G marketing that communicates with customers about products.
- Many companies are advertising on the Internet these days.
- Internet advertising has its advantages and disadvantages.
- The biggest advantage is for global companies. Buying ads on a website is often very economical.
- One disadvantage is that the Internet is overcrowded with ads. Customers are beginning to ignore ads unless they are looking for something specific.

- B.** Complete each sentence with the correct preposition ([...]) and the gerund form of the word in parentheses.

- Randy complained [to, about, for] (do) about doing research.
- Dara is concerned [from, for, about] (do) _____ something wrong.
- The website won awards [for, on, around] (have) _____ the best design.
- Our company is used [by, for, to] (be) _____ the best when it comes to marketing.
- There are many options [on, for, to] (contact) _____ the members of our sales team.

WRITING SKILL**Summarizing****LEARN**

When you write a summary, or summarize, you use your own words to retell the main ideas and most important information from an article. Someone who has never read the article should be able to understand the essential information just by reading your summary. Your summary also shows that you have understood the main ideas of the article. Because a summary doesn't include minor details, your summary will be shorter than the original article. The summary of a paragraph might be just one or two sentences. The summary of a longer article might be one or two paragraphs.

Follow these steps to write a good summary:

- Make sure you understand the original article.
- Make notes of the main idea and key points without looking at the original article.
- Begin your summary by giving the name of the article and the author.
- Use your own notes to help you explain the ideas from the original article.
- Check your summary against the original. Make sure you have included information correctly.
- Check that you have not used exactly the same sentences as the original.

APPLY

A. Read the paragraph below. Then reread it and highlight the most important information.

A recent study shows that children can recognize company logos before they even begin to read. Children from ages three to five participated in the study. Researchers used the following method for the study. First, researchers showed children logos. Then they asked the children to name the products. Most of the children recognized logos from fast-food restaurants such as McDonald's. They were also aware of logos from entertainment companies. For example, they recognized the Disney logo. Researchers were surprised to learn that children recognized logos for adult products, too. Specifically, they recognized Toyota cars and Shell gasoline.

B. Compare these summaries of the paragraph you just read. Work with a partner. Discuss how the summaries are similar and how they are different. Choose the summary you think is best.

1. Children from ages three to five participated in the study about company logos. In the study, children recognized logos from McDonald's, Disney, Toyota, and Shell. The researchers were surprised.

2. According to a recent study, young children can recognize logos before they learn to read. In the study, children recognized logos from fast-food restaurants, entertainment companies, and even car companies.
 3. A recent study shows that children can recognize company logos before they even begin to read. Most of the children recognized logos from fast-food restaurants such as McDonald's. They were also aware of logos from entertainment companies. Surprisingly, they also recognized logos from Toyota and Shell.
- C.** Look at the two summaries in activity B that you did not choose. How could each summary be improved?
-
-

Collaborative Writing

- A.** Read the paragraph below. Work with a partner to underline the main idea and key points.

Are you interested in starting a business or selling a product? It's important to do some market research first. Research can help you avoid developing a product without a clear market or specific customers. You don't want to spend all your time making something if no one is going to buy it, right? There are many ways to gather information. One way is to conduct a survey about your product. In your survey, you can include questions about pricing, how customers make decisions, and what services or products customers want. Many new business owners think that talking with friends is a good way to get information. Information from possible customers, however, is much more valuable. Before you make the decision to start a business, carefully examine research results. With careful market research, you can offer a product that meets the needs of your customers.

- B.** Cover the paragraph above. Without looking at the paragraph, tell your partner the main idea in your own words.
- C.** Work with your partner to summarize the paragraph. Write several sentences, expressing the ideas in your own words.
-
-
-
-

- D.** Compare your written summary with another pair of students. How are your summaries similar or different? How can you improve your summary? Make changes to revise your writing.

Independent Writing

- A.** Read the article below. Then read it again and underline the main ideas.

Fast-Food Marketing Is Unhealthy for Kids

Sebastian Mitchell, *Cornwell Times*

Fast-food restaurants may be cheap, convenient, and, well, fast—but are they a good place to take your kids? Possibly not. And yet, they're trying hard to attract young customers. A recent study by the Yale University Rudd Center shows that fast-food companies are not promoting healthy eating in young children. The study examined food advertising on the most popular children's websites. In one year, they found over 3.4 billion food advertisements on children's websites. They gathered information about the companies and foods in the advertisements. On children's websites, 84 percent of the ads are for unhealthy food. Fast foods contain high levels of sugar and salt. Marketing unhealthy foods to children influences their choices. Even though fast-food companies have agreed to market healthy food to children, this is not happening.

Although many fast-food restaurants have special kids' meals, most of them are unhealthy. For example, in a study of the 12 most popular fast-food restaurants, only 12 out of 3,000 kids' meals were healthy. Most restaurants include french fries and soda with a kids' meal. Experts say that restaurants need to make healthy kids' meals the easiest choice. Clearly, restaurants are marketing unhealthy foods to children, both online and in their establishments.



- B.** Complete the outline with main ideas from the article to help you write your summary.

Article title: _____

Author: _____

A. _____

B. _____

C. _____

- C.** Use a thesaurus to look for synonyms for five important words in the article you are summarizing.
- D.** Write your article summary. Remember to include only the most important information from the article. Use your own words to express the ideas.

VOCABULARY TIP

Thesauruses list synonyms for different words. Synonyms are words with very similar meanings. For example, synonyms for *communicate* are *talk* and *share*. If you find a word you don't know well in a thesaurus, check a dictionary to see how to use the word in a sentence.

REVISE AND EDIT

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

1. Check (✓) the information you included in your summary.
 - ☐ the author and the title of the article
 - ☐ the main ideas found in the article
 - ☐ key points from the article
2. Did you include any ideas that are too specific? Remove any ideas that are not necessary for understanding the article.

Grammar for Editing Editing Sentence Fragments

Every sentence must have a subject and a verb. Many also have objects.

subject
Companies

verb
advertise.

subject
Companies

verb
advertise

object
their products.

A fragment is a sentence without a subject or a verb.

Add a subject if the sentence is missing one:

- ✗ In the study found that children recognize many logos.
- ✓ In the study, researchers found that children recognize many logos.

Add a verb if the sentence is missing one:

- ✗ Online advertisements a popular way to advertise.
- ✓ Online advertisements are a popular way to advertise.

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

Language Checklist

- ☐ I used target words in my summary.
- ☐ I used synonyms to express the article's ideas in my own words.
- ☐ I used gerunds correctly.
- ☐ I used a subject and verb in each of my sentences.

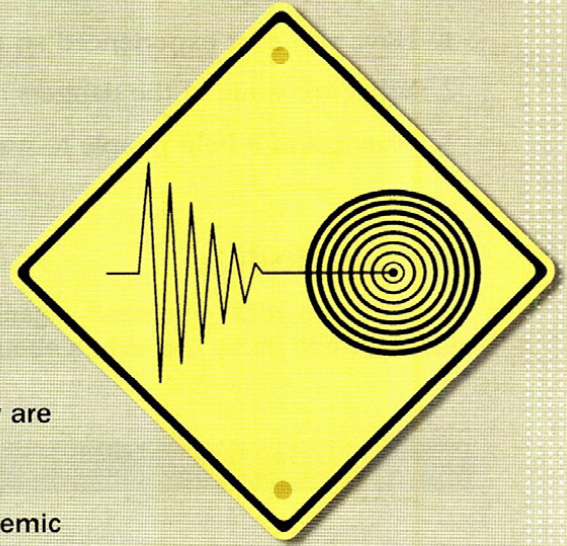
C. Check your summary again. Repeat activities A and B.

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

UNIT

4

Being Prepared



In this unit, you will

- > analyze letters to the editor and learn how they are used to express opinions about social issues.
- > use support in argumentative writing.
- > increase your understanding of the target academic words for this unit.

WRITING SKILLS

- > Supporting Opinions
- > Topic Sentences
- > **GRAMMAR** Modals of Future Possibility

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				
community				
contribute				
generate				
guarantee				
maintain				
primary				
respond				
secure				

Oxford 3000™ keywords

PREPARE TO WRITE

Building Knowledge

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

1. Have you ever experienced an earthquake?
2. What are some of the dangers of earthquakes?
3. How could it help people to warn them that an earthquake is coming?

Writing Models

A letter to the editor of a news organization gives an opinion and supports it with reasons. Read these two letters about earthquake warning systems.

LETTERS TO THE EDITOR

EARTHQUAKES: WHEN TO WARN

WHY WAIT UNTIL THE BIG ONE HITS?

Last week's earthquake was yet another reminder that our government must move quickly to approve money for an earthquake warning system. It's obvious that a stronger earthquake could **contribute** to the injury or death of many people in our **community**. Simply put, a warning system would save many lives if people knew that an earthquake was coming.



Earthquake warning systems are already in place in five countries, including Japan. In March of 2011, early warnings of an earthquake gave Japanese residents precious seconds to **respond**, and authorities **maintain** that they saved lives.

How would the system work here? Earthquakes **generate** mild underground movements before the severe shaking begins. Motion sensors¹ detect² these small movements, enabling special computers to send out warnings. Officials could easily and quickly send warnings by telephone, cell phone, television, radio, and the Internet. People would have 30 to 60 seconds to **respond** to these warnings.

¹ motion sensors: equipment that detects small movements

² detect: to notice something that is difficult to feel