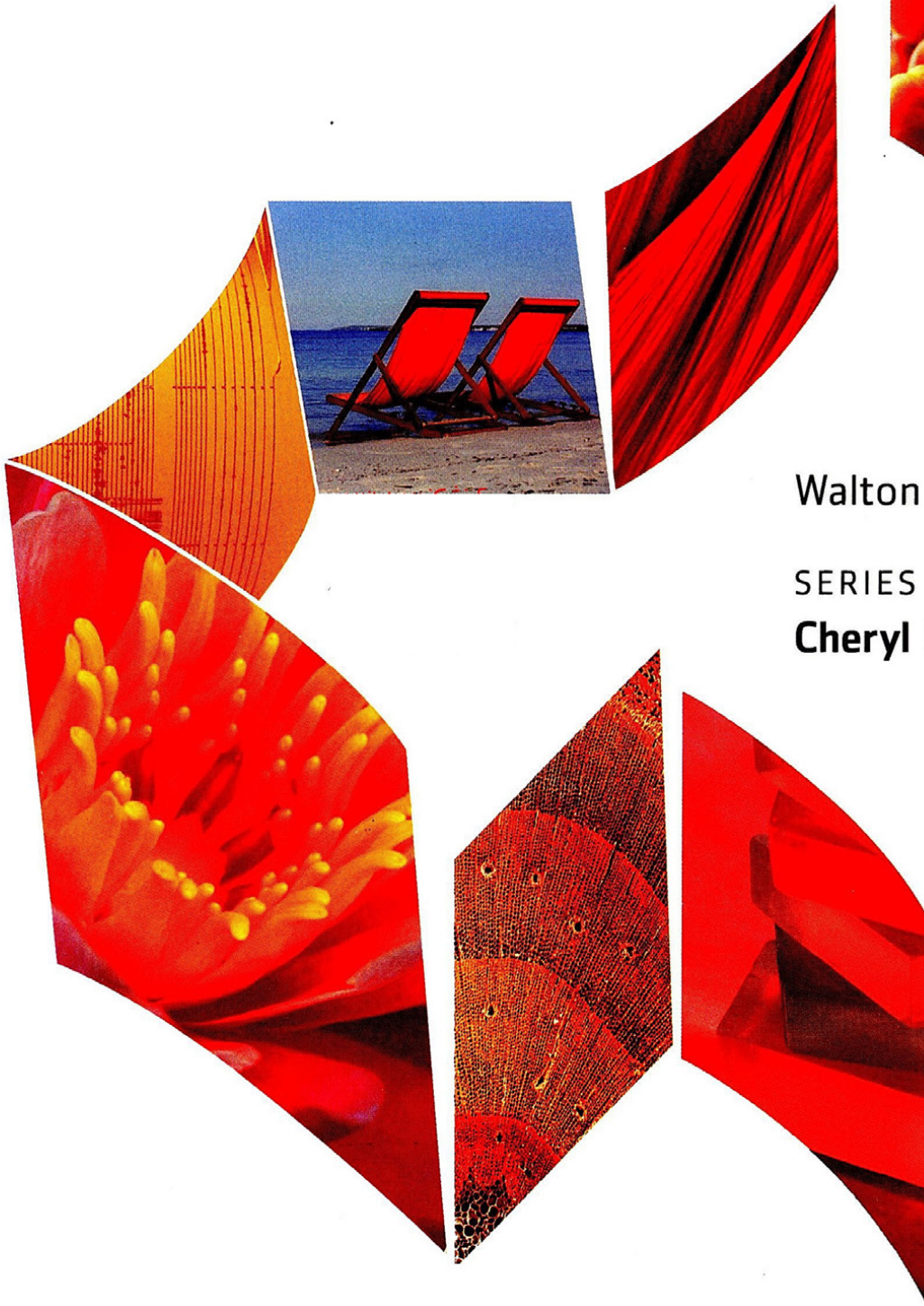


INSIDE WRITING

The Academic Word List in Context

INTRO



Walton Burns

SERIES DIRECTOR:

Cheryl Boyd Zimmerman

OXFORD

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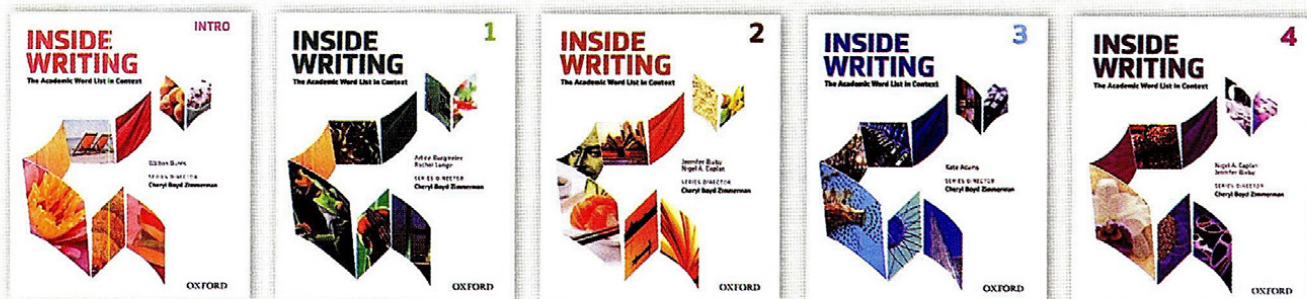
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The Inside Track to Academic Success

Student Books



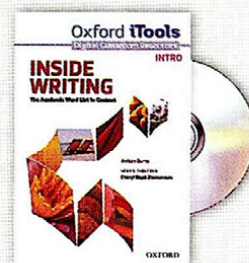
For additional student resources visit: www.oup.com/elt/insidewriting

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.
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Resources for assessment and preparation

- > Customizable Unit, Mid-term, and Final Tests evaluate student progress.
- > Answer Keys

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

UNIT

1

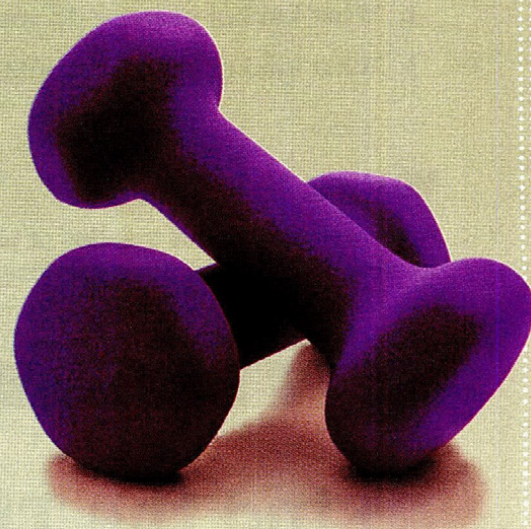
Staying Healthy

In this unit, you will

- > analyze exercise routines and how they are used on health and fitness websites.
- > use explanatory writing.
- > increase your understanding of the target academic words for this unit.

WRITING SKILLS

- > Audience and Purpose
- > Signal Words to Show Order
- > **GRAMMAR** Simple Present Tense



Self-Assessment

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

TARGET WORDS

AWL

- ✓ achieve
- ✓ energy
- ✓ focus
- ✓ goal
- ✓ physical
- ✓ positive
- ✓ stress
- ✓ team

never seen the word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in *either* speaking or writing.

Building Knowledge

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

1. Why do people exercise?
2. What kind of exercise do you do? Why?
3. What kind of exercise would you like to learn more about?

Writing Models

An exercise routine is a series of physical movements that people do to get fit or stay healthy. Read about three exercise routines posted on fitness websites.

Find the Time to Get Fit

Is it hard to find time to go to the gym or join a sports **team**? This exercise routine may be for you.

The **goal** of this routine is to help you exercise during your busy day. This routine **focuses** on making your arms and legs stronger. It is also good for your heart. You do not need special equipment—only water bottles and stairs!

LIFTING WATER BOTTLES

Fill two small bottles with water. First, stand holding the bottles at your sides. Then raise your left knee and right arm out in front of you. Hold your left arm out to the side. Next, lower your arms and leg. Finally, repeat, but this time raise your right knee and left arm in front of you. Hold your right arm out to the side. Repeat ten times, changing sides each time.



Lifting water bottles

STEP-UPS

Stand facing a step. Place your left foot on the step and lift yourself up. Then stand on the step with both feet. Next, step back down to the ground with your left foot, and then with your right foot. Stand on the ground with both feet. Repeat. This time, start with your right foot on the step. Repeat 20 times, changing sides each time.



Step-ups

For the best results, do this routine three or four times a week.

Easy Walking

Most people quit exercise routines because they try to **achieve** too much at once. It is better to start slowly. Walking is a great way to begin to exercise.

- 5 The **goal** of this routine is to get you off the couch and moving. Walking gets you **physically** fit, and it can also reduce **stress**. All you need is a pair of running shoes and comfortable¹ clothes.

- 10 • First, walk at a comfortable pace² for five minutes. You should be able to talk easily.

- 15 • Second, walk at a fast pace for two minutes. Talking should be difficult.
- Third, slow down and walk at a comfortable pace for four minutes. **Focus** on breathing slowly.
- Fourth, walk fast for two minutes.
- Finally, slow down and walk at an easy pace.

Try to walk four times a week. I am **positive** you will be ready for more **physical** activity after
20 three months.

¹ comfortable: relaxed; without pain

² pace: the speed that someone walks, runs, or moves

Get Marathon Ready

Are you already in good **physical** condition? Interval training can improve your **energy** and speed. Why not train for a marathon? Just add a watch to your running routine.

- 5 Running an “interval” means running at a faster pace. You are running comfortably if you can speak sentences. At your interval speed, it is difficult to talk. A “recovery interval” is slower than your comfortable speed.

First, warm up for ten minutes at an easy pace.

- 10 Second, begin your interval training:

- Run at interval speed for one minute.
- Run a two-minute recovery interval.
- Run at a comfortable pace for five minutes.

Repeat four times.

- 15 Finally, walk at a comfortable pace for five minutes.



LEARN

When you write about an exercise routine, think about your audience. Who will want to read about the routine? Also think about your purpose. Why are you writing about the routine?

Include these details in your writing:

1. The goal(s) of the exercise routine
2. A description of who the routine is for (target audience)
3. The equipment needed to do the routine
4. The health benefit(s) of doing the routine

APPLY

A. Read the exercise routines on pages 2–3 again. Answer the following questions about each routine with a partner.

1. What is the goal of each exercise routine?

Find the Time to Get Fit: exercising on a busy day

Easy Walking: beginning to exercise safely and slowly

Get Marathon Ready: increase energy, train for marathon

2. Who is the routine for?
3. What equipment is needed to do each routine?
4. What are the health benefits of each routine?

B. Read about people who want a new exercise routine. Write the letter of the exercise routine that is best for each person.

a. *Find the Time to Get Fit*

b. *Easy Walking*

c. *Get Marathon Ready*

- a 1. Jon is very busy at work. He only has 20 minutes of free time at lunch.
- 2. Tomoko has run several 10K races. Now she wants to do a longer race.
- 3. Maryann has tried running, but she feels sick when she runs too fast.
- 4. Jorge does not have a lot of free time. He needs exercises that he can do quickly.

Analyze

A. Read *Easy Walking* again. Some details tell about the audience. Other details tell about the routine. Check (✓) the details that tell you about the audience.

- ✓ 1. Most people quit exercise routines because they try to achieve too much at once.
- ___ 2. All you need is a pair of running shoes and comfortable clothes.
- ___ 3. Second, walk at a fast pace for two minutes.
- ___ 4. The goal of this routine is to get you off the couch and moving.
- ___ 5. Try to walk four times a week.
- ___ 6. I am positive you will be ready for more physical activity after three months.

B. Look at the exercise routines on pages 2–3 again. Answer the questions with a partner.

- 1. How many exercises are there in *Find the Time to Get Fit*?
two exercises: lifting water bottles and step-ups
- 2. Could you do the exercises in *Find the Time to Get Fit* without the pictures?

- 3. Why do you think the writer included the pictures in *Find the Time to Get Fit*?

- 4. How many steps are there in the “lifting water bottles” exercise? _____
- 5. Compare the *Finding the Time to Get Fit* routine to the *Easy Walking* routine. Which one is easier to understand? Why?

- 6. Is the picture in the *Get Marathon Ready* routine important? Why, or why not?

- 7. Of the three routines, which one is best for you? Why?

C. Look at *Get Marathon Ready* again. Discuss these questions in a small group.

- 1. Does the article explain where you can do this routine? Why, or why not?
- 2. Does it explain how often to do the routine?
- 3. Does it explain how many times to do the steps in the routine?
- 4. Do you have enough information to do this routine? Is there any other information that you think would be helpful?

Vocabulary Activities STEP I: Word Level

The noun *stress* is “a feeling of being worried.” *Stress* is usually caused by a specific problem.

Too much homework causes stress because students feel they cannot finish it all.

The soccer team felt a lot of stress before the championship game.

The adjective *stressful* means “causing someone to feel worried.”

It was stressful when we were losing the basketball game.



- A.** Read the paragraph. Complete the sentences with *stress* or *stressful*. Compare your answers with a partner.

Preparing for an important soccer game can be (1) stressful.

First, you may worry that you will lose. This causes (2) _____.

Second, before the game, you have to practice hard. This also makes

you feel (3) _____. Finally, the end of the game is often

(4) _____. Sometimes the score is close, so anyone can win.

The noun *team* is “a group of people who play a sport together.”

Our school has the best soccer team in the city.

The national swim team won a gold medal at the international championship.



- B.** Work with a partner. Use the words below to tell what kind of team each sentence describes. Take turns reading your sentences out loud.

home

national

soccer

school

1. The athletes that play for your school are called the school team.

2. A _____ needs people who can run fast.

3. The team playing in its own city or country is called the

_____.

4. In the Olympics, your country is represented by the

_____.

The verb *focus* means “to give all of your attention to something.” As a verb, *focus* usually appears with the preposition *on*.

She left her job so she could focus on her school work.

The team focused on preparing for its next game.

Focus can also be a noun. The noun *focus* means “the thing that is getting a lot of attention.” The noun does not appear with *on*.

The main **focus** of the lecture was the benefits of exercise.



C. Complete each sentence with the correct form of *focus*. Use *on* if necessary. For each sentence, write V if *focus* is used as a verb or N if *focus* is used as a noun.

- V 1. James turned off the television so he could focus on his homework.
2. Simple foods were the _____ of the healthy cooking class.
3. The _____ of the next chapter is how different muscles work together.
4. When she was at university, Farida _____ reaching one goal at a time.
5. Safety should be the _____ of any exercise routine.
6. Let's _____ the project now, so we can relax later.

D. Work with a partner. Complete the paragraph with the words in the box.

achieve energy focusing goal physically team

Pinar wants to play a sport at her university. Her (1) goal is to become a member of the university running (2) _____. To (3) _____ her goal, she is training very hard. Pinar is (4) _____ on running long distances. Her training is very hard on her body—it is (5) _____ demanding. Pinar feels exhausted after a long run. But she eats healthy food to get (6) _____ to run each day. Pinar is running longer and faster every day.

Vocabulary Activities **STEP II: Sentence Level**

E. A goal is “something that you try to do or get.” Work with a partner. Match the person with his or her goal. Take turns creating sentences.

- | | |
|--------------------------------|--------------------------------|
| <u>a</u> 1. an English student | a. to learn English well |
| — 2. a singer | b. to win a gold medal |
| — 3. a salesperson | c. to have a song on the radio |
| — 4. an athlete | d. to open a restaurant |
| — 5. a chef | e. to sell a lot of things |

1. *The goal of an English student is to learn English well.*

2. _____

3. _____

4. _____

5. _____

The adjective *positive* can mean “sure that you are correct.”

*My doctor is **positive** this exercise routine will help me get healthy.*

The adverb *positively* means “certainly” or “really” or “very.”

*He **positively** loves watching tennis. He gets up at 2 a.m. to watch matches in other countries.*

*He is a **positively** incredible athlete. He swam 10 kilometers and then ran a marathon!*



F. Rewrite these sentences. Use the form of *positive* in parentheses.

1. I am certain that he will win the race. (positive)

I am positive that he will win the race.

2. The referee really refused to change his mind. (positively)

3. We are sure that everyone can do our walking routine. (positive)

4. This new exercise routine is certainly amazing. (positively)

Grammar Simple Present Tense

Use the simple present tense to write about facts, repeated actions, and feelings or opinions.

Exercise makes you healthy.

I play soccer every weekend.

She likes watching tennis.

Remember to add *-s* or *-es* to the verb after *he*, *she*, or *it*. Add *-s* or *-es* to the verb after any noun or noun phrase that describes one person other than yourself.

Do not add any letters to the verb after *I*, *you*, *we*, or *they*. All plural nouns also take the base form of the verb.

A collective noun, such as *team*, uses one word to describe a group of things. Collective nouns take the same form of the verb as *he*, *she*, or *it*.

I You We They Both teams Her sisters	run	every morning.
He / She / It The team My sister	runs	

The verb *be* has irregular forms in the present simple tense. When the noun in a sentence is yourself, and you use the word *I*, the present simple form of *be* is *am*.

I	am	at the game.
You We They Some students	are	
He / She / It The student	is	

A. Read the sentences. Write the correct form of the verb in parentheses. Use the simple present tense.

- The class (exercise) exercises every day.
- My exercise goal (be) _____ to lose weight.
- My brother sometimes (join) _____ me when I run.
- You (be) _____ a better football player than I (be) _____.
- The teacher's assistant (help) _____ me when I have trouble doing an exercise.

- B.** Read the letter. Complete the sentences with the simple present tense form of the verbs in parentheses.

Hi,

I love (1. love) soccer camp. Everything is (2. be) fine. So far, our team is (3. be) the best at camp. We always win (4. win). We won our last five games. The teams all practice (5. practice) every day. The coach helps (6. help) us during every practice. It's great!

See you soon,

Mengtian

- C.** Think of your favorite sport. Write sentences that tell what someone usually does in order to play that sport well. Write five sentences. Use the simple present tense.

A basketball player runs every day.

He or she practices throwing the ball in the basket.

1. _____
2. _____
3. _____
4. _____
5. _____

WRITING SKILL

Signal Words to Show Order

LEARN

When you explain an exercise routine, put the steps in chronological order. This will make the exercise routine easy for readers to understand. Use signal words to clearly tell the order of activities or events.

Signal words include ordinal number words (*first, second, third*, and so on).

First, walk at a comfortable pace for five minutes.

Second, walk at a fast pace for two minutes.

Third, slow down and walk at a comfortable pace.

Fourth, walk fast for two minutes.

Other common signal words that show order include *before, after, then, next*, and *finally*.

Before you begin, stretch your legs.

After you stretch, stand facing a step.

Then place your left foot on the step and lift yourself up.

Next, place your left foot back on the ground and step down with your right foot.

Finally, repeat the activity five times.

Use both ordinal number words and other signal words to show order and clearly explain a process.

APPLY

Read *Find the Time to Get Fit* on page 2 again. Complete the chart below with a partner. Order the activities from 1 to 4. Fill in the signal words that help you understand the order.

Activities	Order	Signal word
Then raise your left knee and right arm out in front of you. Hold your left arm out to the side.	1. ____	2. ____
First, stand holding the bottles at your sides.	3. <u>1</u>	4. <u>First</u>
Finally, repeat, but this time raise your right knee and left arm in front of you.	5. ____	6. ____
Next, lower your arms and leg.	7. ____	8. ____

Collaborative Writing

- A.** Read the list of exercises below. With a partner, discuss the best order for these activities. Order the exercises from 1 to 7 to create your own routine. There is more than one way to order these exercises.

_____ run at a comfortable pace
_____ run backward
_____ walk
_____ stretch
_____ lift weights
_____ do step-ups
_____ run at an interval pace

- B.** With your partner, complete the sentences with the routine you created in activity A. You may need to change the forms of the words.

1. First, you should _____ to warm up.
2. Second, _____ for a short time.
3. Next, _____ until you feel tired.
4. Before you _____, rest and drink some water.
5. After resting, try to _____.
6. Then _____.
7. Finally, _____ to cool down.

- C.** Discuss the following questions with your partner.

1. Would pictures make your routine easier to understand? Why, or why not?
2. Would it be easier to understand the steps in a paragraph or in a list? Why?
3. What kind of person should do this routine?
4. What are the health benefits of doing the routine?

- D.** Follow the steps below to share your routine with another pair.

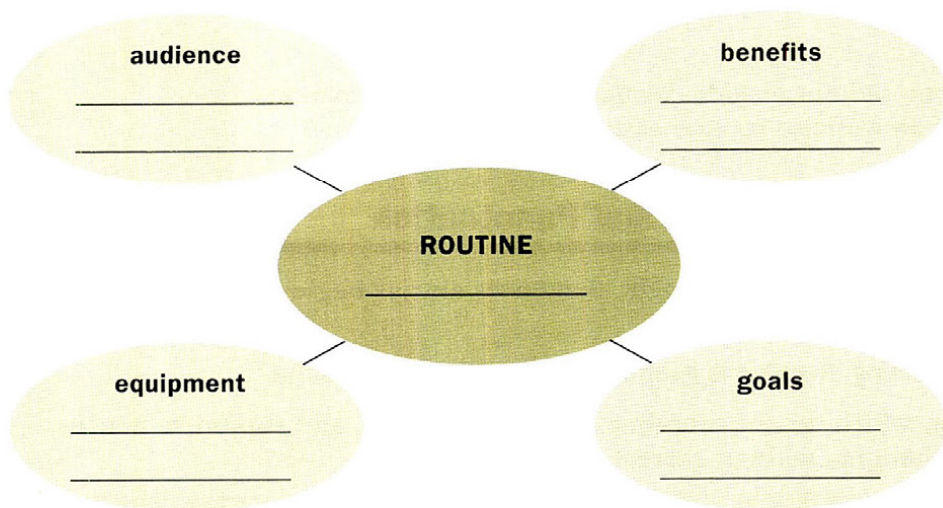
1. Compare the order of your activities with the order of their activities.
2. Explain why you chose your order.
3. Discuss which routine is easier to follow.

Independent Writing

- A.** Choose an exercise routine you can explain to others. It can be a real routine that you do regularly or a routine that you think would be helpful for your audience.

Name of routine: _____

- B.** Brainstorm activities in your routine and complete the idea map below. Fill in the idea map with the target audience, equipment needed, health benefits, and goals of the routine.



VOCABULARY TIP

Action verbs can help explain exactly how to do an exercise. Include action verbs so the instructions are easy to follow.

- C.** Circle the action verbs in the box that you can use in your exercise routine.

cool down	lift	pull	run	walk
hold	lower	raise	stand	warm up

- D.** Write an introduction that describes the goals, benefits, equipment, and audience for your routine. Complete the paragraph below as a guide.

The goal of this routine is to (1) _____.

It is best for people who (2) _____.

One benefit of the routine is that it (3) _____.

It also (4) _____. To do it, you

need (5) _____.

- E.** Write your exercise routine to post on a health and fitness website. Use your ideas from activities A through D. Remember to include action verbs and the target vocabulary from page 1.

REVISE AND EDIT

A. Read your explanation of an exercise routine. Answer the questions below, and make revisions to your explanation as needed.

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

<input type="checkbox"/> goal of the routine	<input type="checkbox"/> a description of the target audience
<input type="checkbox"/> the equipment needed	<input type="checkbox"/> health benefit(s) of the routine
<input type="checkbox"/> the order of the steps	<input type="checkbox"/> how long to do each activity
<input type="checkbox"/> how often to do the routine	
2. Look at the information you did not include. Would adding that information make your explanation of an exercise routine easier for readers to follow?

Grammar for Editing Capitalization and Punctuation

A sentence must give a complete idea or thought. Sentences always begin with a capital letter. Simple sentences end with a period (.).

My favorite exercise is running. Running is good for you. It makes you healthy.

Avoid sentence fragments, which do not contain a complete thought, and run-on sentences, which are two complete thoughts without correct punctuation.

Sentence fragment: *My favorite exercise.*

This fragment needs a verb to finish the thought.
My favorite exercise is running.

Run-on sentence: *My favorite exercise is running, it is good for you.*

This run-on should be two sentences. Use a period instead of a comma. Capitalize the *i* in *it*. *My favorite exercise is running. It is good for you.*

Check that your sentences give a complete thought with a noun and verb. Also, check that each sentence contains only one idea.

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

Language Checklist

- | |
|--|
| <input type="checkbox"/> I used target words in my exercise routine. |
| <input type="checkbox"/> I used action verbs to give clear instructions. |
| <input type="checkbox"/> I used the simple present tense correctly. |
| <input type="checkbox"/> I used complete sentences with capital letters and correct punctuation. |

C. Check your explanation of an exercise routine again. Repeat activities A and B.

Self-Assessment Review: Go back to page 1 and reassess your knowledge of the target vocabulary. How has your understanding of the words changed? What words do you feel most comfortable using now?

UNIT

2

Reading the Rings

In this unit, you will

- > analyze a report and see how it is used in a science magazine.
- > use explanatory writing.
- > increase your understanding of the target academic words for this unit.

WRITING SKILLS

- > Signal Words to Connect Ideas
- > Visual Aids
- > **GRAMMAR** Simple Past Tense



Self-Assessment

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

TARGET WORDS

AWL

- conclude
- enormous
- expand
- major
- research
- section
- series
- visible

never seen the word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in *either* speaking or writing.

Building Knowledge

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

1. Do you read science magazines or websites? Why, or why not?
2. What is some interesting research you have heard or read about recently?
3. Does reading about scientific research affect what you do in your daily life? Why, or why not?

Writing Model

A report tells about an event or series of events and how these events affect the world. Read about what a scientist learned from a tree.

Fire and Life: Lessons from a Tree

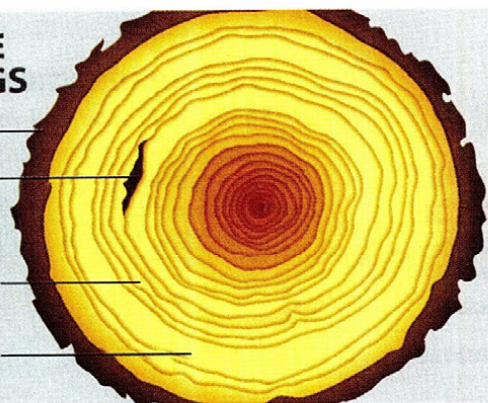
Recently ecologist and **researcher** William Lars studied a **section** of Yellowstone National Park in the United States. This area of the park suffered an **enormous** fire in 1988. Lars wanted to **research** the effects of the fire. He discovered a very interesting Douglas fir tree. This tree did not die in the fire.

Each year, the trunk or body of a tree **expands**. Each **expansion** creates one ring. The rings are **visible** only after the tree falls or is cut down. The number of rings is equal to the age of the tree. **Researchers** make **conclusions** based on the rings. They can tell how well the tree grew. For example, a wide ring means the tree grew well that year. Events such as fires leave marks in the rings. Looking at the entire **series** of rings, **researchers** can understand events that affected the tree.

¹ *drought*: a long period of time without rain or snow

TREE RINGS

Bark
Forest fire
Slow growth
Strong growth



For example, this Douglas fir tree was planted in 1903. Lars noted a **series** of narrow rings that grew twenty-four years after the tree was planted. As a result, he believes there was a drought¹ during those years, and the tree didn't have enough water to grow well.

However, the rings that grew after 1931 were mostly wide and even. Lars **concluded** from this that the drought ended.

Another **series** of narrow rings grew on one
30 side of the tree in 1975. From these rings, Lars **concluded** that something pushed on the tree. He thinks that other trees were probably growing too close to the fir tree. This caused overcrowding² and poor growth. The narrow
35 rings continued for 13 years.

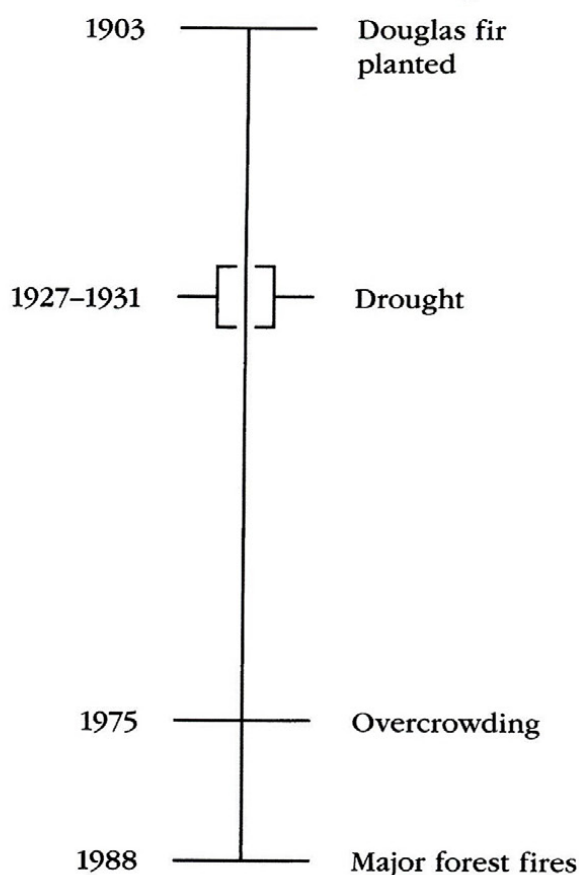
Then the rings show another **major** event. A **series** of **major** fires in 1988 covered much of the forest. From this time period, the trees in the area have **visible** scars from the fire in their
40 rings. The scars look like dark, uneven marks.

Interestingly, after 1988, the rings of the Douglas fir show good growth. Lars believes the trees in the **section** around the fir tree had **major** damage. The damage caused some trees
45 to die. As a result, there were fewer trees. Because there were fewer trees, the trees that did not die could grow better.

Today wildfires are a **major** problem. People continue to look for ways to stop them from
50 happening. One **conclusion** from this report is that a fire may kill some trees, but this may help other trees to grow. In addition, when trees aren't so close together, fires can't spread as quickly. How did the Douglas fir survive the
55 fire? This will be the topic of Lars's next **research**. ■

² overcrowding: having too much of something; being too full

Important Events in the Life of the Douglas Fir



LEARN

Some signal words show the relationship between ideas. These words can show that two ideas are different, which means that they contrast. Other signal words connect events to their results, or consequences. Finally, some signal words introduce examples.

Relationship	Signal words
Contrast	I <u>like</u> coffee, <u>but</u> today I <u>am drinking</u> tea. I felt <u>tired</u> earlier. <u>However</u> , I feel <u>ready</u> to work now.
Consequence	<u>The trees are dying</u> <u>because</u> the forest is dry. We made a map of the forest. <u>As a result</u> , <u>we didn't get lost on our hike</u> .
Example	Some trees lose their leaves in the fall. <u>For example</u> , <u>the leaves of the oak tree turn brown in September and fall off in October or November</u> .

APPLY

A. Read the report on pages 16–17 again. Circle the signal words from the chart. Underline the phrases that the signal words are contrasting, connecting, or introducing.

B. Work with a partner. Write the sentence or phrase from the writing model that answers each question below.

1. What sentence or phrase contrasts with this statement?

However, the rings that grew after 1931 were mostly wide and even.

The tree didn't have enough water to grow well.

2. What sentence or phrase shows the consequence of this statement?

The damage caused some trees to die.

3. What sentence has an example to support the following statements?

Researchers make conclusions based on the rings. They can tell how well the tree grew.

4. What sentence or phrase contrasts with this idea?

One conclusion from this report is that a fire may kill some trees.

Analyze

A. Read the first paragraph of the report on page 16 again. Circle the correct answer to each question below. Discuss your answers with a partner.

1. What is the topic of this report?
☒ a. a Douglas fir tree
b. Yellowstone National Park
c. Lars, an interesting researcher
2. Where did Lars do his research?
a. a fir tree farm
b. Yellowstone National Park
c. the U.S. Fire Safety Department
3. What was the purpose of Lars's research?
a. to map Yellowstone National Park
b. to learn why fires start
c. to understand the effects of fire
4. What interesting thing did Lars find?
a. an enormous fire in Yellowstone National Park
b. a Douglas fir tree that did not die in the fire
c. the effects of geography on a forest fire

B. Reports tell facts and explain conclusions based on those facts. Match each description of tree rings with a conclusion. Compare your answers with a partner.

Fact

Conclusion

- | | |
|---|--|
| <input checked="" type="checkbox"/> 1. wide, even rings | a. other trees pushed against the tree |
| <input type="checkbox"/> 2. narrow rings | b. healthy growth |
| <input type="checkbox"/> 3. narrow rings on only one side | c. not enough water |
| <input type="checkbox"/> 4. a dark, uneven mark | d. fire |

C. Read the last paragraph of the report on page 17 again. Check (✓) the statements below that describe situations where this research might be useful. Explain your choices to a partner.

- ☒ 1. a forest in Canada where fires spread quickly every year
- ☐ 2. a national park in Spain that wants to plant more trees
- ☐ 3. a hiking area where campers often cook food over fires
- ☐ 4. an overcrowded forest in northern Mongolia
- ☐ 5. a city planner designing a park

Vocabulary Activities STEP I: Word Level

- A.** Complete the chart below with the correct forms of the target words. Use a dictionary to check your answers.

conclude	conclusion	expand	expansion	research	researcher
----------	------------	--------	-----------	----------	------------

Word Form Chart					
Noun			Verb		
conclusion					

- B.** Complete the paragraph below using the correct forms of the words from activity A. Change the tense of the verbs if necessary.

Today a famous (1) researcher who studies animals in city environments spoke at the university. She spent the last year doing (2) _____ on the effect of flooding on city animals. She studied a city park that had a small river. After heavy rains, the river got bigger. It (3) _____ until it was two times wider than usual. After studying the park for a year, she (4) _____ that the river's expansion made it harder for some animals to find food.

Something that is *visible* is something that you can see.

*After the fire, burn marks were **visible** on the trees.*

The opposite adjective, *invisible*, describes things that you cannot see.

*Many animals are so small that they are **invisible** without a microscope.*



- C.** Read each noun below. Write *visible* if you can see it, or *invisible* if you cannot see it.

- invisible 1. clean air
_____ 2. a painting
_____ 3. fire
_____ 4. a song

Vocabulary Activities STEP II: Sentence Level

Major is an adjective that means “important or large.”

The plants and animals are a major reason people visit this park.

As a noun, *major* means “the main subject that you study at college.” Most of your classes are on that subject.

My major was electrical engineering.

The noun *majority* refers to “the largest part of something.” Use the preposition *of* after *majority*.

The majority of people in Germany prefer coffee to tea.



- D.** Rewrite the sentences below using the form of *major* in parentheses.

1. That forest is an important home of evergreen trees. (major)

That forest is a major home of evergreen trees.

2. I'm studying biology because I love science and nature. (major)

3. People are a large cause of forest fires. (major)

4. Most people believe parks, forests, and other green spaces are important. (majority)

The noun *series* means “a number of things of the same kind that happen one after another.”

*A **series** of articles about gardening will appear in the newspaper every Tuesday for one month.*

A *series* often refers to “a set of television shows.”

*I never miss my favorite television **series**. It is on Channel 7 every Sunday at 8 p.m.*

The noun *section* is “a part of something.”

*I always read the sports **section** of the newspaper first, and then the entertainment **section**.*



E. Work with a partner. Write S next to each item below that is a series of things, and write C next to each item that is a section of something. Take turns making sentences describing the items. Use *series* or *section* in your sentences.

S 1. a weekly television drama

A weekly television drama is a series such as Downton Abbey.

C 2. the part of the library where DVDs are kept

The media section is where DVDs are kept.

___ 3. the part of the park with playgrounds

___ 4. three soccer games played by the same two teams

___ 5. four interviews with famous authors

___ 6. the last paragraph of an essay

___ 7. part of a textbook that is about protecting nature

F. Answer each question below. Use one of the target words in the box.

enormous

major

visible

1. What is the biggest animal you have ever seen?

I saw an elephant in the zoo. It was enormous.

2. What is the smallest thing you can see with your eyes?

3. What subject did you focus on in college? Or what subject will you focus on?

Grammar Simple Past Tense

Use the simple past tense to talk about something that happened in the past.

Form the simple past tense by adding *-ed* to the base form of regular verbs.

Lars wanted to research the effects of the fire.

For example, the Douglas fir tree that Lars researched was planted in 1903.

Some verbs have different spellings in the past tense, in addition to adding *-ed*.

stop	→	stopped
study	→	studied
say	→	said

Form a negative statement by using *did not* + base form of the verb. You can also use the contraction *didn't*.

The tree did not die in the fire.

He didn't see any signs of damage in other trees.

A. Read the report on pages 16–17 again. Work with a partner. Circle four simple past tense verbs in the first paragraph of the report. Write the base form of each verb below.

study

- B.** Complete the paragraph below. Write the simple past tense of each verb in parentheses.

My friend and I wanted (1. want) to take a fun trip last year. My sister
 (2. say) to go to Mongolia, so that's what we did! However, my
friend and I (3. not stay) in a hotel. We (4. live) in a special tent
called a yurt for two weeks. We (5. cook) our food over a fire and
 (6. try) many interesting things to eat. We (7. hike) through
the prairie and (8. travel) to the capital city. We also (9. meet) a
lot of friendly people everywhere we (10. go).

- C.** Work with a partner. Ask and answer the questions below.

1. Did you watch television last night?

Yes, I watched a movie on TV last night.

No, I didn't watch TV last night.

2. Where did you study last year?

3. Where did you travel the last time you took a trip?

4. What did you learn in class yesterday?

5. What games did you play when you were a child?

6. Who helped you learn English?

WRITING SKILL

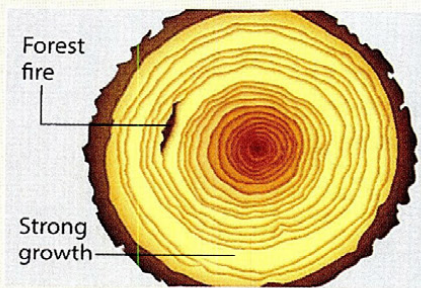
Visual Aids

LEARN

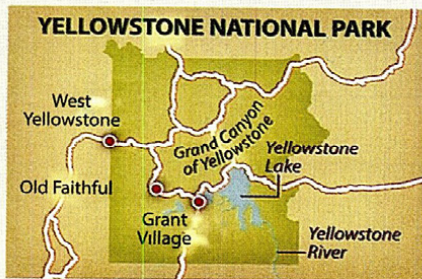
A visual aid is a picture, illustration, diagram, map, chart, graph, or other item that gives an audience information they can see instead of read. Authors use visual aids to help explain their writing.

A diagram is a picture or illustration that shows how something works or what something looks like. Diagrams need a title, and the different parts must be labeled.

Diagram of Tree Rings



A map is a drawing of part of the earth's surface that shows countries, rivers, mountains, roads, or other features. Maps need to be clearly labeled.

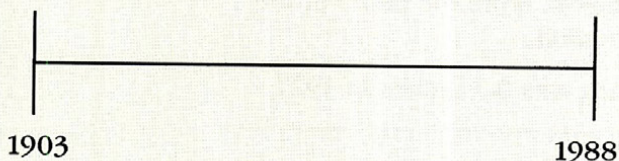


A timeline is a line that is marked and labeled to show the order in which past events happened.

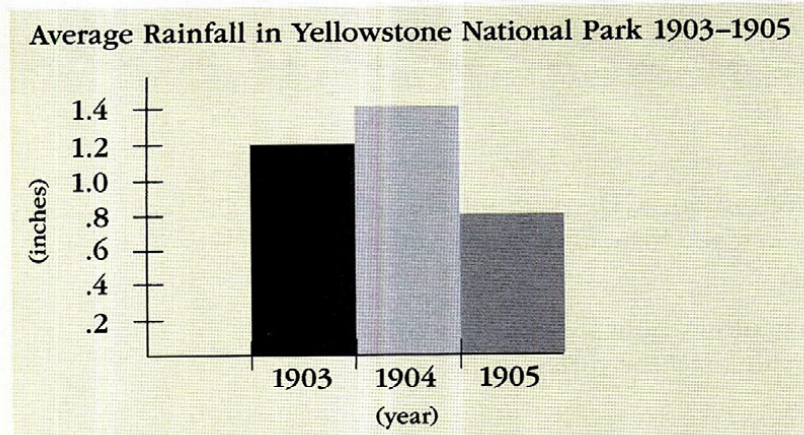
Important Events in the Life of the Douglas Fir Tree

Douglas fir planted

Major forest fires



Charts and graphs organize information using pictures and show relationships between things. Charts and graphs are best for showing numbers and amounts of things. They need to be clearly labeled.



APPLY

A. Read the report on pages 16–17 again. For each event listed on the timeline on page 17, underline the description that gives the same information in the writing model. Then answer the questions below.

1. What is the title of the timeline? _____
2. How many events are on the timeline? _____

B. Look at the diagram on page 16. Answer the questions below.

1. What is the title of the diagram? _____
2. What labels does the diagram have? _____
3. What information from the report does it explain? _____

Collaborative Writing

A. Discuss the questions below with a partner.

1. Do the visual aids on pages 16 and 17 help you understand the report? Why, or why not?
2. Why do you think the author chose these two types of visual aids?

B. Work with your partner. Look at the information below. Write the name of the type of visual aid that would best show the information.

1. The average rainfall in Yellowstone National Park was 0.2 inches in 1927; 0.3 in 1928; 0.1 in 1929; and 0.2 in 1930. _____
2. The section of Yellowstone National Park that suffered enormous fires in 1988 stretched from Grant Village to West Yellowstone and included most of the forests west of Yellowstone Lake. _____

C. Work in a group of four. Choose information from activity B and draw a visual aid to show it. Include a title for your visual aid and any labels or other information needed.

D. Share your visual aid with the class. Discuss these questions:

1. Does the visual aid show the information correctly?
2. Is this the best type of visual aid for showing the information? Why, or why not?
3. Does the visual aid help readers understand the information? Why, or why not?

Independent Writing

A. Choose a place you know well. You will write a short report about the history of that place. You may want to write about the changes in your neighborhood, city, park, home, or other area you know well.

Place: _____

B. Brainstorm the major events and changes. List them on the timeline below to organize your ideas.

--	--	--	--	--

C. Use signal words to connect facts from your timeline with conclusions about those facts. Complete the sentences below as a guide.

because _____

and as a result, _____

Because of this, _____

For example, _____

D. What visual aids would help your readers understand your report? Would a map of the area help readers picture your description? Would a diagram better explain your details? Draw a visual aid to include in your report. Give it a title and label the important details.

E. Write your report. Use events from your timeline in activity B to help you. Include your conclusions about the events and your visual aid. Use the target vocabulary from page 15 and connect your ideas with signal words.

REVISE AND EDIT

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

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

- | | |
|--|--|
| <input type="checkbox"/> introduction of topic | <input type="checkbox"/> description of events |
| <input type="checkbox"/> purpose of the report | <input type="checkbox"/> facts and conclusions |
| <input type="checkbox"/> location or name of place | <input type="checkbox"/> visual aid |

2. Look at the information you did not include. Would adding that information make your report easier to understand?

Grammar for Editing Irregular Verbs in the Simple Past

Some verbs have irregular forms in the simple past tense. You cannot put them into the past tense by only adding *-ed*.

The verb *to be* is irregular. It has two forms: *was* and *were*.

I was a student 20 years ago. They were my teachers when I was young.

Here are other common irregular verbs:

Verb	Past form	Verb	Past form	Verb	Past form
begin	began	get	got	leave	left
come	came	go	went	make	made
do	did	have	had	see	saw
eat	ate	know	knew	write	wrote

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

Language Checklist
<input type="checkbox"/> I used target words in my report.
<input type="checkbox"/> I used signal words to connect ideas.
<input type="checkbox"/> I used the simple past tense to describe events in the past.
<input type="checkbox"/> I correctly spelled all irregular verbs in the simple past tense.

C. Check your report 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

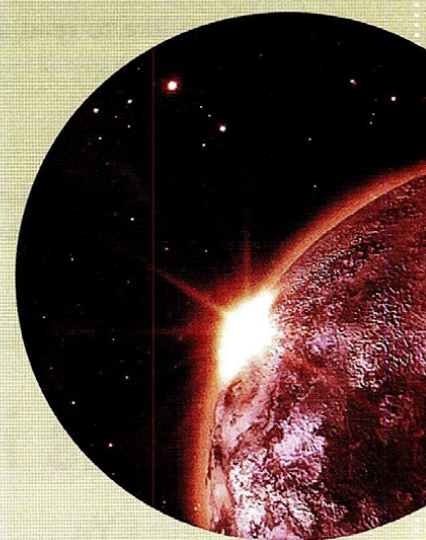
Life in Space

In this unit, you will

- > analyze a magazine article and see how it is used to explain biology research.
- > use predictive writing.
- > increase your understanding of the target academic words for this unit.

WRITING SKILLS

- > Predictions and Facts
- > Topic Sentences
- > **GRAMMAR** Future Tense



Self-Assessment

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

TARGET WORDS	never seen the word before.	heard or seen the word but am not sure what it means.	heard or seen the word and understand what it means.	used the word confidently in <i>either</i> speaking or writing.
AWL				
adapt				
data				
design				
final				
job				
normal				
predict				
require				

Oxford 3000™ keywords

Building Knowledge

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

1. Would you like to travel to space? Why, or why not?
2. Do you think people will travel to Mars someday?
3. Do you like to read about science?

Writing Model

An article appears in a newspaper, magazine, or online. Articles make an interesting topic simple for a wide audience to understand. Read an article about worms in space.

Worms in Space

By Mina Yu

5 Sending people to Mars is an exciting goal, but what about worms? Yes, worms—those long, thin animals that live in the ground. Surprisingly, they are probably going to go to Mars before we do.

Why worms? Mars is 225,000,000 kilometers from Earth. To go there, we will have to fly for at least eight months. However, there are many things we don't know. Traveling in space for
10 such a long time might not be safe for humans. Sending worms first is a less dangerous way to collect **data**. With that information, scientists can test three **predictions** about how well people can survive¹ the long journey to Mars.

15 For example, scientists **predict** that people will lose too much muscle being in space for such a long period of time. On Earth, gravity holds us to the planet. Human beings **require** strong muscles to move against gravity. But
20 there is no gravity in space. Astronauts don't



¹survive: to stay alive during a difficult or dangerous time

need to use as much muscle power to move. As a result, their muscles become smaller and weaker. Some astronauts never get back all their muscle after they return to Earth. This
25 is a serious health problem. On the other hand, human beings may be able to **adapt** and keep their muscles strong while they're in space. That would make travel in space less dangerous. Scientists can watch the worms to collect **data**
30 about muscle weakening.

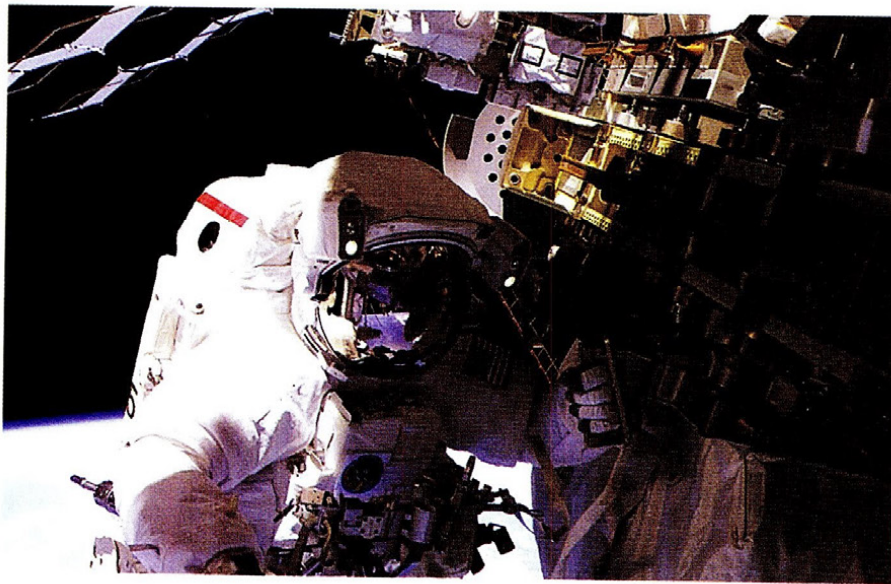
Scientists also worry about the health risks² of radiation. Radiation is a form of energy similar to X-rays that some substances³ send out. Some people have gotten cancer from it.
35 There may be dangerous radiation in space that is not **normally** found on Earth. However, people can **adapt** to different environmental conditions as well. Space-traveling worms will provide scientists with more **data** about what
40 the radiation levels in space can do to an animal that is meant to live on Earth.

Finally, astronauts **require** food and water. The trip to Mars is very long. Carrying enough



food will definitely be expensive. Scientists
45 **predict** that people are going to grow their own food in space, as they do on Earth. If worms can survive well in space, maybe animals **normally** used for food can as well.

There is still a lot to learn. Scientists have
50 a large **job** ahead to **design** further experiments. But the Mars project has already begun. Believe it or not, someday we will **finally** reach Mars. And we will have worms to thank.



² *health risk*: the possibility that something bad may happen to your health

³ *substance*: a basic material; any solid, liquid, or gas

WRITING SKILL

Predictions and Facts

LEARN

A prediction is someone's opinion about what will happen in the future. Predictions may or may not actually happen. Sentences that describe facts refer to things that are true in the present. Most predictions about the future are based on facts in the present.

Predictions often use the future tense:

*We **will** travel to Mars one day.*

*It's **going to** rain tomorrow.*

Facts are usually stated in the present tense. This can be the simple present, or the present progressive using *be* + base form of the verb + *-ing*.

*People **need** food to survive.*

*Scientists **are designing** new rockets.*

When you write predictions, it is better to support your prediction by including facts. Giving facts or reasons makes your prediction stronger. Facts show *why* you believe the prediction will come true.

prediction	fact
<i>Humans will travel to Mars someday. Scientists are already researching how to make it safe for astronauts by studying worms in space.</i>	
fact	prediction
<i>Companies already make and test planes that go to space. Someday, people are going to fly in space on private spaceships.</i>	

APPLY

- A.** Read the article on pages 30–31 again. Underline the eight sentences that contain the future tense. Write them in the chart in activity B. Check (✓) the ones that are predictions. Compare your answers with a partner.

- B.** With your partner, find the fact in the article that supports each prediction below. The fact might appear before or after the prediction. Write the fact in the chart.

	Sentence in future tense	Prediction?	Supporting fact
1.	<i>Surprisingly, they are probably going to go to Mars before we do.</i>	✓	<i>Sending worms first is a less dangerous way to collect data.</i>
2.	<i>To go there, we will have to fly for at least eight months.</i>		
3.			
4.			
5.			
6.			
7.			
8.			

Analyze

- A.** Read the article on pages 30–31 again and fill in the outline below with the three main predictions the scientists want to test. List the predictions and the reasons (facts) that support the predictions. Compare your answers with a partner.

Paragraph 3

I. Prediction: Muscle loss will be a big problem.

Reasons:

- There is no gravity in space.
- Without gravity we can lose muscle.

Paragraph 4

II. Prediction: _____

Reasons:

1. _____

2. _____

Paragraph 5

III. Prediction: _____

Reason: _____

B. Look at the reasons you listed in activity A. Circle the best answer to each of the following questions. Compare your answers with a partner.

1. Why does the author mention gravity in paragraph 3?
☒ a. to explain why astronauts lose muscles in space
b. to show how scientists predict worms will move in space
2. Why does the author mention that radiation can cause cancer in paragraph 4?
a. to give an example of how people can adapt
b. to show why radiation can be dangerous
3. Why does the author talk about growing food in space in paragraph 5?
a. to explain why worms are being sent into space
b. to give an example of why carrying food is expensive

C. Work with a partner. Find the scientific words listed below in the article on pages 30–31. Write the definition from the article. Then answer the questions below with a partner.

gravity: _____

radiation: _____

1. Did you know the meaning of these words before you read the article?
2. Is this article written for scientists? Explain your answer.

Vocabulary Activities STEP I: Word Level

The verb *design* means “to create a plan that shows how to make something.”

Scientists will **design** a spaceship that can protect astronauts from radiation.

A *designer* is “a person who designs things.”

The **designer** added straps to the chairs so astronauts will stay in them without gravity.



- A.** Match the type of designer in the box with what that person designs. Discuss your answers with a partner. Use a dictionary if necessary.

architect	furniture designer	landscape architect
fashion designer	jewelry designer	web designer

- | | |
|-----------------------------|--------------------|
| 1. houses: <u>architect</u> | 4. dresses: _____ |
| 2. websites: _____ | 5. gardens: _____ |
| 3. tables: _____ | 6. earrings: _____ |

- B.** A *job* is work that you do regularly to earn money. It is often a title of a paid position, such as *salesperson* or *teacher*. Check (✓) the following phrases that might be considered a job. Discuss your choices with a partner.

- ✓ 1. working as a nurse in a hospital
 _____ 2. sweeping the floor
 _____ 3. riding a train
 _____ 4. making copies of a report before a meeting
 _____ 5. playing with a child
 _____ 6. driving a taxi

- C.** Complete the chart below with the correct forms of the target words *data*, *predict*, and *require*. Use a dictionary to check your answers.

Word Form Chart			
	Noun	Verb	Adjective
		_____	_____
		<i>require</i>	
		<i>predict</i>	_____

- D.** Complete each sentence below with the correct form of the word *data*, *predict*, or *require*.

- Physical fitness is just one of the requirements for becoming an astronaut.
- What kind of food will worms _____ in space?
- Scientists collected _____ by measuring how much the worms grew.
- Scientists are using worms to _____ how human muscles will react to long periods of time spent in space.
- We will load all of the _____ supplies onto the spaceship.
- Their conclusions are based on large amounts of _____.

Vocabulary Activities STEP II: Sentence Level

To *adapt* means “to change in some way for a new or different situation.” In this meaning, it often appears with the word *to*.

The scientists had to adapt to the extreme cold at the South Pole.

To *adapt* can also mean “to change something so you can use it in a different way.” In this meaning, it often appears with *for*.

My friend wants to adapt his car for racing.

The noun form is *adaptation*.

Worms developed several adaptations to living in space.



E. Work with a partner. Rewrite the sentences below using the form of the word *adapt* in parentheses. Use *to* or *for*.

1. Humans are good at being in new places. (adapting)

Humans are good at adapting to new places.

2. They redesigned the spaceship so that it would be able to fly faster. (adapted)

3. One change was making the spaceship longer and thinner. (adaptation)

4. The astronauts got used to living in smaller spaces. (adapted)

5. The scientists had to change their design when a longer trip was planned.
(adapt)

Final is an adjective that means “last.”

This is our **final** class before the summer break.

The noun *finals* is a plural noun that means “exams at the end of a school term.”

I'm studying hard for my **finals** so I can graduate.



F. In a small group, write a sentence about what probably happened before each event below. Use the words in parentheses in your answers.

1. The student graduated from college. (her finals)

The student passed her finals.

2. The championship team celebrated. (final game)

3. Parliament passed the law. (final vote)

4. The pianist bowed and the audience applauded. (final song)

G. Work with a partner. Think of a job. Answer the following questions to describe this job. Use the words in **bold** in your answers. Share your answers with another pair. Guess which job they are describing.

The job title: _____

1. Who will like doing this **job**? A person who likes helping people will like this job.
2. What is a **normal** task for this job? _____
3. What skills does this job **require**? _____
4. What do you **predict** will be hard about the job? _____

Grammar Future Tense

To write about the future, use *will* or *be going to*.

Use *will* to write about predictions based on your opinion.

By the year 2500, people will live in space.

Use *will* for a promise you make.

I will call you tonight.

Use *be going to* for predictions based on something that just happened or is happening now.

There are a lot of clouds outside. It is going to rain.

Use *be going to* to write about plans.

I am going to take classes in astronomy. I already talked to the professor.

Form the negative by adding *not* to both forms.

We will not travel to another solar system.

We are not going to eat at this restaurant again.

- A.** Read the paragraph below. Circle the correct form of the verbs in parentheses. Use *be going to* for things that are already planned, and *will* for things that are not known yet.

Researchers (1) (are going to conduct) / will conduct) an experiment next week. They (2) (are going to test / will test) how people (3) (are going to react / will react) to traveling in space alone. They do not know if it (4) (is going to be / will be) hard to be alone for a long time. The experiment was carefully designed. One person (5) (is going to live / will live) in a tiny room for one month. Scientists think it (6) (is going to be / will be) very stressful.

- B.** Complete each sentence below with one predication about what you think will happen and one prediction about what you think will not happen. Use *be going to* to if you already have plans. Share your answers with a partner.

1. Tomorrow,

I am going to watch a movie.

I am not going to do homework.

2. Next week,

3. Next year,

4. In ten years,

WRITING SKILL

Topic Sentences

LEARN

A well-written paragraph has one main idea. Everything in the paragraph is connected to the main idea. The main idea is usually expressed in one sentence called a *topic sentence*. A clear topic sentence helps the reader understand the whole paragraph.

In this paragraph, the topic sentence is the first sentence.

According to a new report, exercise helps us study better. Researchers followed students who were preparing for a test. Half of them exercised for one hour every day. The other half studied for an extra hour. Surprisingly, the students who exercised did better on the test. This may be because exercise helps students relieve stress. Maybe exercise helps the brain work better. In any case, students need to both study and work out to do well.

The paragraph is about exercise and studying. These two words are repeated many times. Only the topic sentence clearly explains the relationship between exercise and studying, without giving details. The other sentences in the paragraph contain details that support or explain this idea.

APPLY

Write each topic sentence in the box below at the beginning of the correct paragraph. One of the sentences will not be used.

~~Traveling anywhere in space takes a long time.~~

It is very expensive to pay for a space program.

Traveling in space will become a normal activity in the future.

Traveling in space may be very difficult for people.

There are a lot of dangers to sending people into space.

Traveling anywhere in space takes a long time. Scientists predict it will take eight to ten months to get to Mars. Going to another galaxy could take years. Traveling to the moon only takes four days, but we have already researched the moon. All of the more interesting places are farther away.

_____ The launch, when the rocket leaves the ground, is the most dangerous part. The fuel used in rockets can explode or catch on fire. Also, there is a lot of equipment on a spaceship. If one thing goes wrong, it can lead to serious problems.

_____ Last year, the United States spent almost two billion dollars on space travel. Russia spent closer to five billion dollars. You need well-trained people and a lot of special equipment. Traveling to space is not simple, so the cost is quite high.

_____ First of all, it is frightening to be going so far from home. Second, you are in a very small space. Third, there is a lot of work to be done. So it can be a very stressful experience.

Collaborative Writing

- A.** Look at the notes for a paragraph predicting a potential problem with long space journeys. Write a topic sentence for this paragraph.

Topic sentence: _____
- spaceship = small
- crew = 4-6 people
- problems:
1. conflicts - no privacy, no place to be alone
2. boredom - small space, no fun

- B.** With a partner, look at the notes in activity A again. Complete the sentences below to make predictions and state facts for this new paragraph.

1. Traveling in a spaceship is not normal because

2. Living with four to six people in a small space requires

3. I predict conflicts can start because

4. Astronauts should adapt to

- C.** Work with a partner. Use the notes in activity A and your sentences from activity B to write a paragraph predicting a problem with long-term space travel.

- D.** Share your paragraph with another pair. Discuss the questions below.

1. Is there a clear topic sentence in each paragraph?
2. What differences are there between the paragraphs?
3. Do those differences make one paragraph better than the other? If so, how?
4. What do you like about the other pair's paragraph?

Independent Writing

- A.** You are going to write a paragraph predicting what life will be like in space. Complete the outline below with two predictions about life in space. Provide at least one reason why you believe each prediction will happen. Your reasons may be facts or examples.

I. Prediction:

Reasons

1. _____
2. _____

II. Prediction:

Reasons

1. _____
2. _____

- B.** Think about each prediction from activity A. How sure are you that it is true? Add an adverb to each prediction to describe how sure you are that it will happen.
- C.** Write a topic sentence for your paragraph. Complete the sentences below as a guide.

I predict that in space we will _____ because

_____.

There will also be _____ because in space there is

_____.

VOCABULARY TIP

Use adverbs such as *definitely*, *probably*, *possibly*, or *maybe* to show how likely a prediction is to come true.

- D.** Write your paragraph. Use your outline from activity A and ideas from activity C. In your writing, use the target vocabulary on page 29 and include adverbs to show how likely you think your predictions are to happen.

REVISE AND EDIT

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

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

☐ predictions

☐ facts

☐ examples

☐ consequences

2. Look at the information you did not include. Would adding that information make your paragraph easier to understand?

Grammar for Editing Parts of Speech

To be complete, a sentence needs a subject and verb.

A subject can be a noun, pronoun, or proper noun. Use the pronouns *I*, *you*, *he/she/it*, *we*, or *they* as the subject in sentences. A proper noun names a specific person or thing. Always capitalize a proper noun.

^{noun} ^{verb}
Teachers work in a school. ^{pronoun} ^{verb} On Wednesdays, he works at a bakery. ^{proper noun} ^{verb} Khoi works in a hospital.

The subject can be one word or a group of words.

^{subject} ^{subject} ^{subject}
The beach is a pleasant place. You and I are very busy. The country of France is in Europe.

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

Language Checklist

☐ I used target words in my paragraph.

☐ I used adverbs to show how likely my predictions are to come true.

☐ I used the future tense correctly.

☐ I used parts of speech correctly in complete sentences.

C. Check your paragraph 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?

4

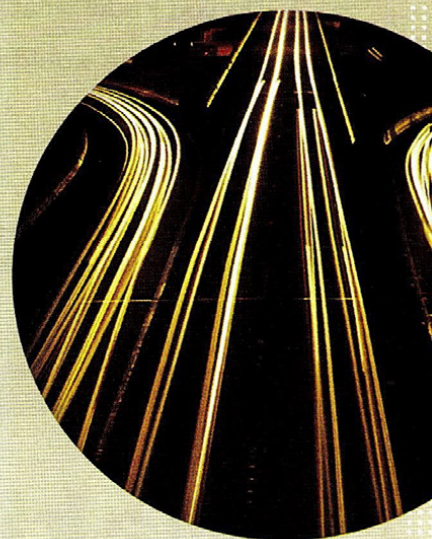
What Should I Do?

In this unit, you will

- > analyze personal narratives and how they are used in periodicals.
- > use problem-and-solution organization.
- > increase your understanding of the target academic words for this unit.

WRITING SKILLS

- > Problem-Solution Organization
- > Supporting Details
- > **GRAMMAR** *There Is/There Are*



Self-Assessment

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

TARGET WORDS

AWL

- key accurate
- key assist
- key error
- key individual
- key initial
- key objective
- key relax
- key resource

never seen the word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in *either* speaking or writing.

Building Knowledge

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

1. Would a class about solving problems in society be interesting to you? Why, or why not?
2. Do you know what career you want? How did you choose it?
3. What advice would you give to someone choosing a career?

Writing Model

A personal narrative is a story about a problem in the writer's life. Read about a woman who made a difficult choice about her career.

Making Choices

How do you decide on a career? Do you really know at age 18 what you want to do with your life? When I entered college, I had a clear **objective**. I wanted to be an accountant.¹ In high school, I had a job at an insurance business. I **assisted** in simple record keeping and office organization. There is a need to be very **accurate** in accounting, and I was. By the time I entered college, I was doing more advanced math and accounting work. I made very few **errors**. I thought I had found the perfect career for me. However, I started to feel differently about my choice.

Initially, I enjoyed my college classes. In fact, there was a sociology class that I loved. I was discussing and learning so many new and interesting things. We read about cities and organization. We discussed the **resources** people in a city need to live well. There were real

¹ *accountant*: a person whose job is to keep or examine the financial records of a business

