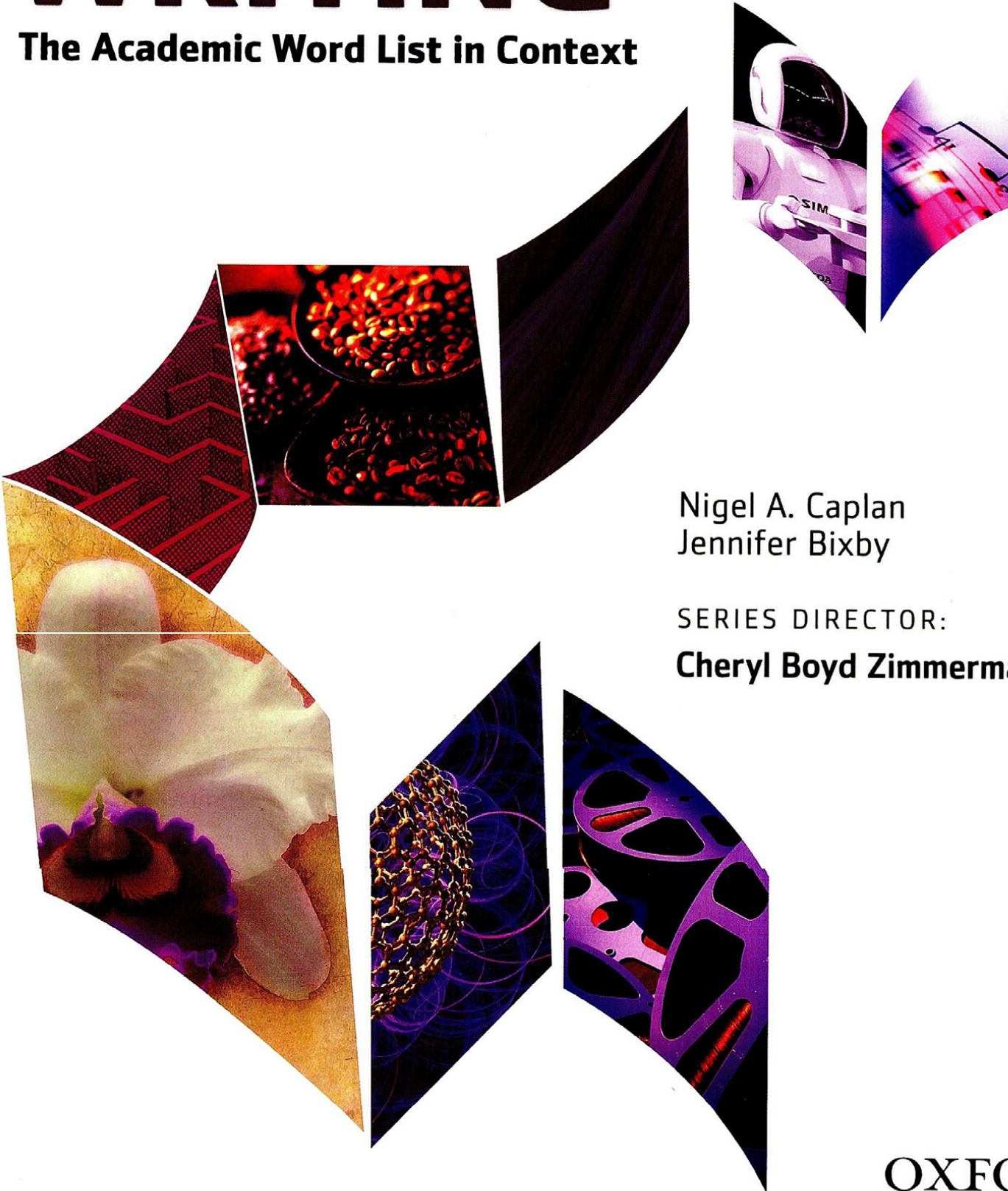


INSIDE WRITING

The Academic Word List in Context

4



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OXFORD

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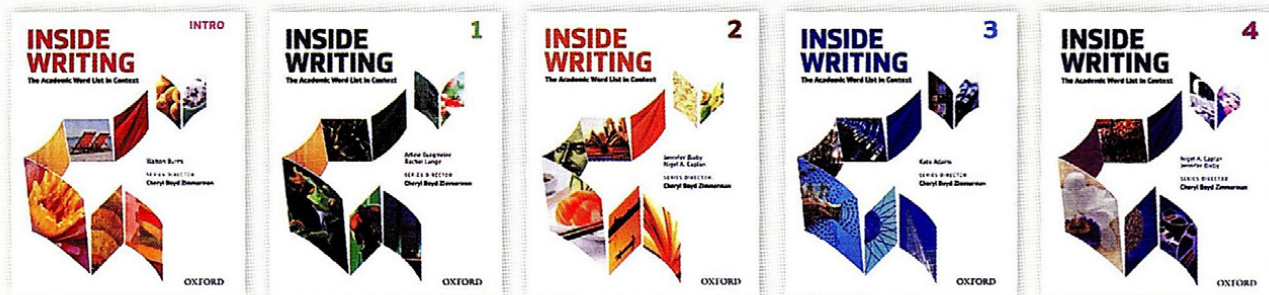
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The Inside Track to Academic Success

Student Books



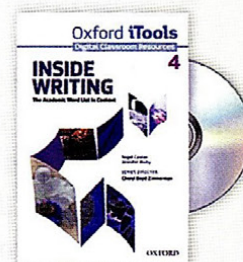
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iTools for all levels

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

1

Energy Drinks

In this unit, you will

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



WRITING SKILLS

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

Self-Assessment

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

TARGET WORDS	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				
amend				
⚙️ behalf				
constitute				
⚙️ core				
discriminate				
⚙️ federal				
implicit				
⚙️ inevitable				
legislate				
⚙️ ministry				
⚙️ panel				
⚙️ pursue				
⚙️ sufficient				
suspend				

Building Knowledge

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

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

Writing Model

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

No Regulation on Energy Drinks

Energy drinks, which have been growing in popularity around the world in recent years, are now attracting the attention of politicians in the United States. That is not a good sign. Some **legislators** want to ban¹ the sale of these drinks to minors (children 18 and under). This is because energy drinks have recently become very popular with teenagers. Because they contain caffeine, some health experts are worried about the effects on adolescents' minds and bodies. However, there are strong reasons why we should not ban the sale of energy drinks to minors.

First, it is important to understand how caffeine affects the body. Caffeine is a widely available natural ingredient and has been consumed by billions of people around the world for centuries. It is found in coffee, tea, and soda, and even in some nonprescription medications. Caffeine stimulates the central nervous system. It works by blocking natural sedatives² from nerve receptors³ in the brain. As a result, it increases energy and makes a person feel more awake.

Many people believe that energy drinks contain extremely high amounts of caffeine, making them **implicitly** dangerous for children and teenagers. In fact, energy drinks do not contain excessive⁴ amounts of caffeine. Popular energy drinks can have from 80 to 138 milligrams of caffeine in 8 ounces. Compare that to an 8-ounce cup of coffee which has 165 milligrams of caffeine. Most energy drinks have less caffeine than a cup of coffee from your



Most young people drink coffee regularly.

¹ *ban*: decide officially that something is not allowed

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

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

⁴ *excessive*: greater than what seems reasonable or appropriate

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

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

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

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

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

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

LEARN

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

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

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

APPLY

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

appeal to emotions	common knowledge
appeal to logical thinking	facts or statistics

1. The government should not limit our personal drink choices.
appeal to emotions _____
2. Energy drinks have recently become very popular with teenagers.

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

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

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

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

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

Analyze

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

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

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

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

C. Answer the following questions.

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

D. Discuss these questions in a small group.

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

Vocabulary Activities **STEP 1: Word Level**

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

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

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

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

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

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



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

inactive inevitable insufficient sufficient

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

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

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

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

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



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

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

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

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

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

Vocabulary Activities STEP II: Sentence Level

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

The core of the apartment is the kitchen.

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

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

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



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

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

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

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

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

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

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

I asked the question on her behalf.

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

I felt very upset on his behalf.



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

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

Grammar Subject-Verb Agreement

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

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

Everyone agrees that parents should monitor what their children consume.

2. In formal writing, none is singular.

None of the ingredients in energy drinks is harmful.

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

One of the new drinks is especially popular with teenagers.

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

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

5. Clauses and gerunds are singular.

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

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

People are confused about the ingredients.

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

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

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

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