

INSIDE WRITING

The Academic Word List in Context

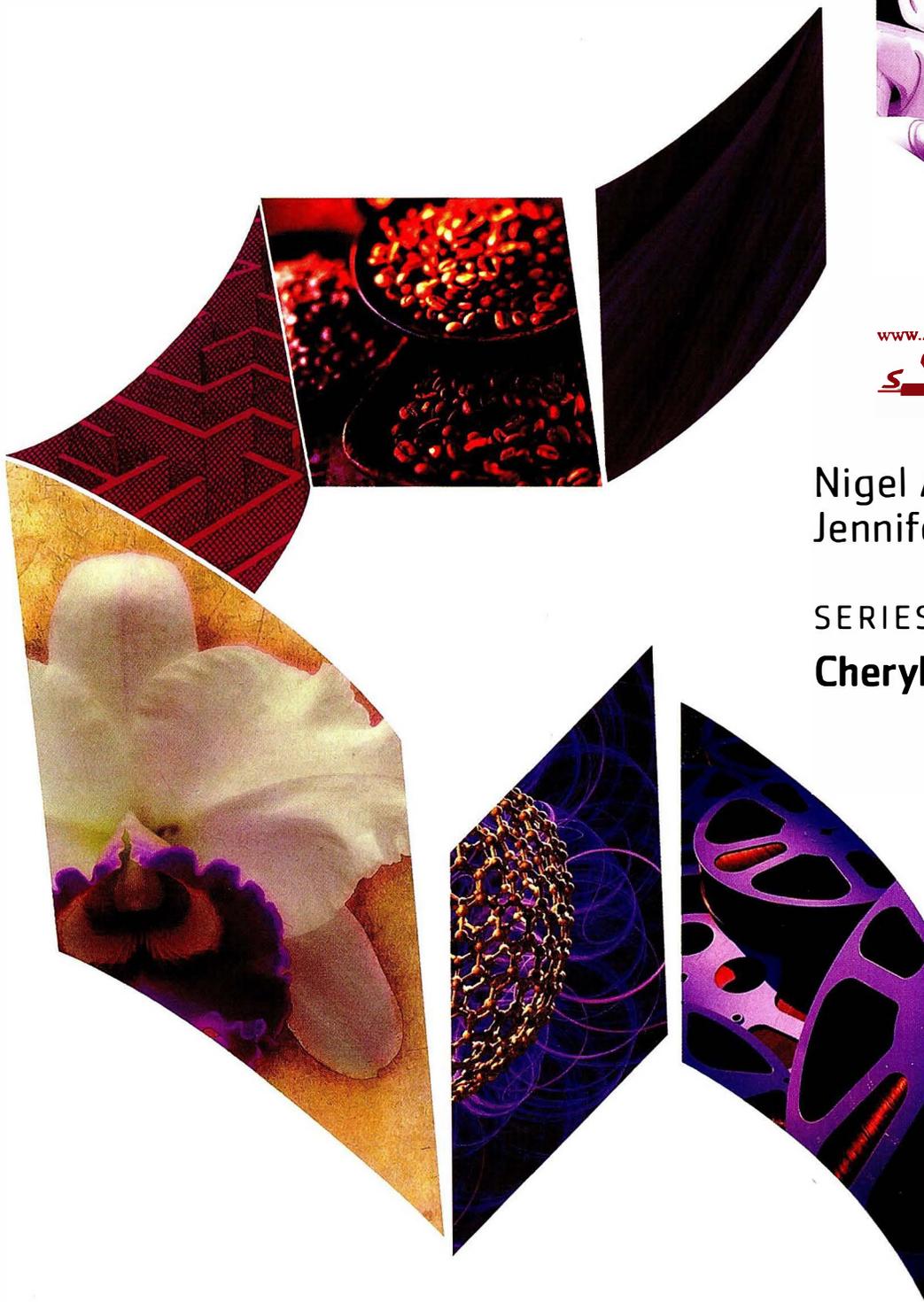
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OXFORD

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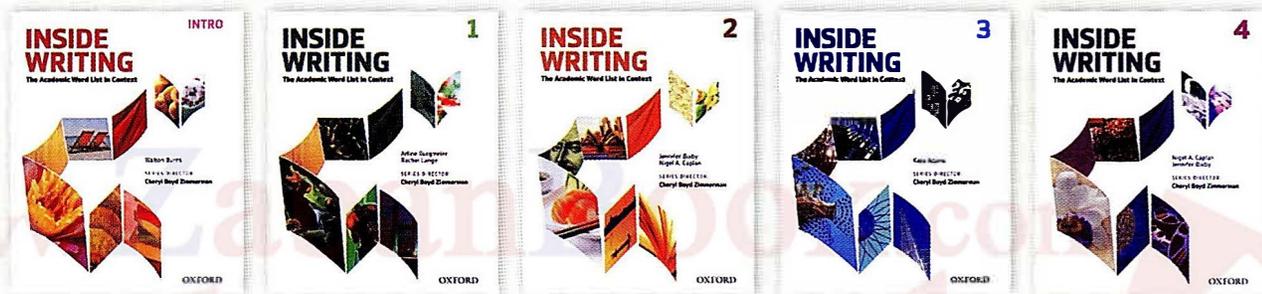
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The Inside Track to Academic Success

Student Books



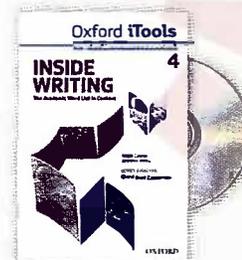
For additional student resources visit: www.oup.com/elt/insidewriting

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.
- > **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

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

appeal to logical thinking

common knowledge

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.

- 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*.

- Three politicians are running in the election. Only one will become a _____.
- The students spent many hours discussing the new _____ about public health clinics.
- Some people believe that the government should not _____ the use of nutritional supplements.
- 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.



Building Knowledge

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

1. What do you know about the history of Mexico and Central America?
2. Which ancient cultures are you familiar with?
3. Do you think it is valuable to study cultures that no longer exist?

Writing Model

A synthesis is a summary of the similarities and differences between two sources. Read about a controversy over two ancient cultures, the Maya and the Olmec, who lived in Mesoamerica (Mexico and northern Central America).

The Mother Culture of Mesoamerica

Around 3,000 years ago, the earliest civilizations in Mesoamerica **emerged** in the area that is now Mexico and Guatemala. In particular, two advanced cultures developed—the Olmec and the Maya. However, scholars disagree over the relationship between those cultures. Some anthropologists,¹ such as Jeffrey Blomster of George Washington University, argue that the



Mesoamerica

¹ anthropologist: a person who studies the origins, developments, customs, and beliefs of human societies

Olmec were the “mother culture” of the region and greatly influenced the Maya and other civilizations that followed them. Others, such as Takeshi Inomata at the University of Arizona, suggest that the Maya and the Olmec influenced each other. This would make the Maya and the Olmec “sister” cultures. Recent archaeological research has reopened the debate about these two fascinating but little understood peoples.

Inomata et al. (2013) agree with Blomster, Neff, and Glascock (2005) that the Olmec occupied the first major city in the region near San Lorenzo, in modern-day Mexico. This city may have served as the capital of the Olmec civilization. There, they built colossal² stone sculptures, which still exist today. These figures probably **denoted** their **administrative** leaders. The Olmec had an organized political **hierarchy** and a thriving economy. San Lorenzo was an impressive site because it was set on an artificial plateau³ that the Olmec built for their major city. However, excavations⁴ on the site of the former city reveal no evidence of a formal plan for the layout of the buildings. This development, which is typical of Mayan cities (Inomata et al., 2013), would come later.

Although both teams of researchers describe the fall of San Lorenzo, they disagree over the date. According to Blomster et al. (2005), the Olmec abandoned San Lorenzo around 900 BCE,⁵ whereas Inomata et al. (2013) estimate it was about 250 years earlier. However, it is not known why the Olmec left San Lorenzo. That remains a mystery. The next major Olmec city is believed to have been La Venta. This served as the Olmecs’ capital after they **migrated** from San Lorenzo. La Venta is located closer to the Gulf of Mexico and shows signs of developments in Olmec culture as well as more sophisticated **infrastructure**. For example, pyramids⁶ have been found at La Venta but not San Lorenzo. Blomster observes that the Maya built similar pyramids not long after the time that La Venta was founded. For this reason, he calls the Olmec the “mother culture” from which the Maya and other groups descended (Blomster et al., 2005). Evidence for this claim comes from pieces of pottery found at La Venta. When Blomster’s team analyzed the pottery fragments, they found chemicals that are **distinct** to the clay⁷ around San Lorenzo, meaning that the pottery was probably made in San Lorenzo and sold to other places. Blomster also cites other archeologists who discovered artworks from San Lorenzo in ancient cities around the region. This suggests that San Lorenzo was the center for the trade of art and **commodities** in the region at that time. As a result, Olmec style, knowledge, and skills were **transmitted** to other cultures such as the Maya.



Mayan statue



Olmec statue

² colossal: extremely large

³ plateau: an area of flat land that is higher than the land around it

⁴ excavation: the activity of digging in the ground to look for old buildings or objects that have been buried for a long time

⁵ BCE: before the year 1 in the Western calendar

⁶ pyramid: large building with a square or triangular base and sloping sides that meet in a point at the top

⁷ clay: a type of heavy, sticky earth that becomes hard when it is baked and is used to make things such as pots and bricks

LEARN

In a good synthesis, writers make connections between sources. Sources may agree in some ways but differ in others. One way to write about two sources is to summarize one article first and then the other. However, there may be too much repetition. Therefore, syntheses are usually either organized around key ideas or with similarities first, followed by differences.

When you write a synthesis, follow these steps:

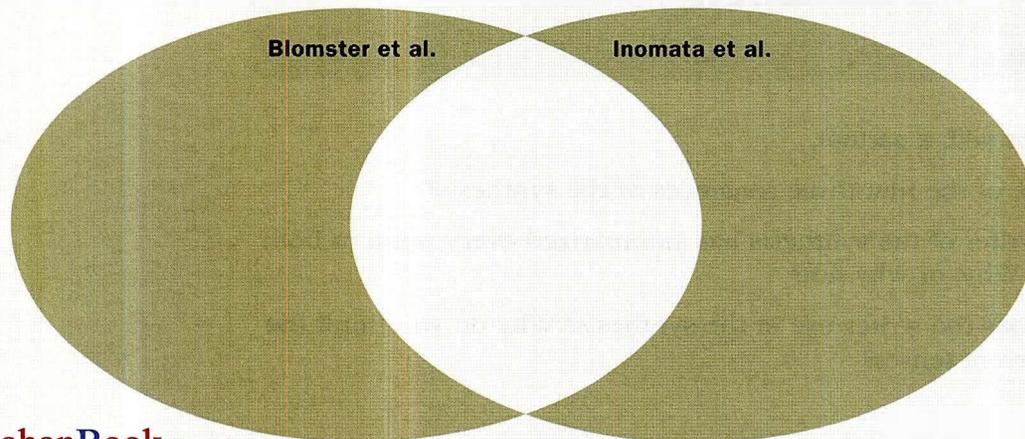
1. Read the source articles carefully and take notes on the main ideas.
2. Understand the purpose of each source: Is it an argument, discussion, report, research paper, or narrative?
3. If the sources contain arguments, identify the authors' opinions.
4. Identify connections and similarities between the sources. Take notes.
5. Look for differences between the sources.
6. Organize your notes so you have a list of similarities and differences.
7. Use language to mark similarities and differences such as *in contrast*, *similarly*, *agree*, *disagree*, *like*, and *unlike*.

APPLY

A. Read the synthesis on pages 142–144 again. Answer the questions below.

1. Where did the Olmec and Maya live? _____
2. What was the relationship between them? _____
3. Why was San Lorenzo important? _____
4. When did the Olmec leave San Lorenzo? _____
5. Which culture first built pyramids and in which city? _____
6. Was San Lorenzo an importer or exporter of art and commodities? _____

B. Complete the Venn diagram with your answers from activity A. If the two sources agree on a fact or idea, write the idea in the middle section of the diagram. If only one source has that idea, write it under that source only.



Analyze

A. Read the synthesis on page 142–144 again. Which sources does the writer use in each paragraph? Check the correct columns in the chart.

Paragraph	Blomster et al. (2005)	Inomata et al. (2013)
1	✓	✓
2		
3		
4		
5		

B. Write the number of the paragraph that has each function.

- 1 1. introduces the two sources
 ___ 2. presents Blomster’s main argument
 ___ 3. shows why further research is needed
 ___ 4. presents Inomata’s main argument
 ___ 5. explains where Blomster and Inomata agree with each other

C. Underline the citations in the writing model. Find both types of citation.

- a. Author is in sentence: Smith (2012) argues that ...
 b. Author is in parentheses: The problem is serious (Smith, 2012).

D. Use your answers in activity C to complete the chart. See page 97 for information about correctly citing sources.

	Author(s) in sentence	Author(s) in parentheses
One author	<i>Smith (2012)</i>	<i>(Smith, 2012)</i>
Two authors	<i>Robins and Jones (2011)</i>	<i>(Robins & Jones, 2011)</i>
Three authors, first citation only		<i>(Blomster, Neff, & Glascock, 2005)</i>
Three authors, subsequent citations		
Four to seven authors, first and subsequent citations		

E. Discuss the questions with a partner.

1. What is the purpose of the first three sentences of the synthesis?
2. Do you think the writer of the synthesis has summarized every point in both the source articles? Why, or why not?
3. What verb tenses does the writer use in the synthesis? Why do you think the writer uses the different tenses?

REVISE AND EDIT

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

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

- | | |
|---|--|
| <input type="checkbox"/> introduction with background information and a focus | <input type="checkbox"/> conclusion with a restatement, final thought, or prediction |
| <input type="checkbox"/> points of agreement between the articles | <input type="checkbox"/> citations and references |
| <input type="checkbox"/> several points of disagreement between the articles | |

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

Grammar for Editing Countable and Uncountable Nouns

1. With countable nouns, you can use *many, few, a few, fewer, and a number of*.

2. With uncountable nouns, you can use *much, little, a little, less, and a large/small amount of*.
There is not ^{much} many information about the Olmec.

3. Singular countable nouns must have an article or other determiner (e.g., *one, any, this, my, your, its*). Uncountable nouns often have no article.

According to ^a recent study, writing existed in South America earlier than previously thought.

4. Uncountable nouns have no plural form.

Scientists have found evidences of an ancient civilization in this region.

5. Many uncountable nouns can become countable with a small change in meaning.

Linguistics is the study of language. (uncountable: general idea)

The Olmec may have had a written language. (countable: specific example)

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

Language Checklist

- | |
|---|
| <input type="checkbox"/> I used target words in my synthesis. |
| <input type="checkbox"/> I used words and phrases to show similarities and differences. |
| <input type="checkbox"/> I used articles correctly. |
| <input type="checkbox"/> I used countable and uncountable nouns correctly. |

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

Self-Assessment Review: Go back to page 141 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?

Resources

What Humans Know that Watson Doesn't

by Trevor Pinch, posted on CNN.com

Note: Watson is the name of an IBM supercomputer. Watson competed against two humans on the American TV quiz show "Jeopardy!" Watson won.

One of my most frustrating experiences is dealing
5 with airlines' automated answer systems. Your flight
has just been canceled and every second counts in
getting a seat. Yet you are stuck in an automated menu
spelling out the name of your destination city.

It is even more frustrating knowing that you will
10 never get to ask the question you really want to ask, as
it isn't an option: "If I drive to New York and board my
flight to London there rather than Ithaca, where I am
now, will you cancel my whole trip?" A human would
15 immediately understand the question and give you an
answer. That's why knowledgeable travelers rush to the
nearest airport when they experience a cancellation
and talk to a human agent.

There is no doubt the IBM supercomputer Watson
gave an impressive performance on "Jeopardy!" this
20 week. But I was worried by the computer's biggest
mistake. The question was to name a U.S. city whose
first airport is named after a World War II hero and its
second after a World War II battle. Watson answered
45 Toronto, a city in Canada. Both the humans on the
program knew the correct answer: Chicago. Even I
knew the answer, and I come from the UK!

Why did I know it? Because I have spent enough
time stranded¹ at Chicago's O'Hare Airport to have
visited the monument² to Butch O'Hare in the
30 terminal. Watson, who has not, came up with the
wrong answer. This reveals precisely what Watson
lacks—life experience. Watson has never traveled
anywhere. Humans travel, so we know all sorts of
stuff about travel and airports that a computer
35 doesn't know. It is the informal knowledge and



"Jeopardy!" champions Ken Jennings, left, and Brad Rutter, right, flank a prop representing Watson during a practice round of the "Jeopardy!" quiz show.

life experience that is the hardest for computers to grasp. However, it is often such knowledge that is most crucial to our lives.

Providing unique answers to questions limited to
40 around 25 words is not the same as dealing with real
problems of an unhappy passenger in an open system
where there may not be a unique answer. Watson
beating us on "Jeopardy!" is fun—rather like seeing a
tractor beat a human tug-of-war³ team. Machines have
45 always been better than humans at some tasks. It is no
big deal.⁴

The big deal is when technology is overhyped.⁵
For example, IBM talks about Watson revolutionizing⁶
whole industries. Humans know hype when they see
50 it, just like they know that dealing with airline
reservation systems under crisis is about the worst
experience possible, especially when the computer
insists that your destination is in Canada rather than
in the United States. ■

Trevor Pinch is a professor of science and technology studies at Cornell University in the United States.

¹ *stranded*: left in a place with no way of leaving

² *monument*: a statue. built to remind people of a famous person

³ *tug-of-war*: a sports event in which two teams pull at opposite ends of a rope until one team drags the other over the ground

⁴ *no big deal*: not very important

⁵ *overhype*: to greatly exaggerate something's good qualities in order to get a lot of public attention for it

⁶ *revolutionize*: to completely change the way that something is done

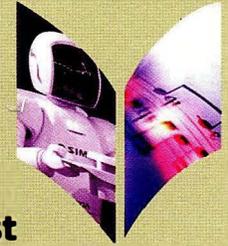
Word	Sublist	Location
qualitative	9	L4, U5
quote	7	L1, U9
radical	8	L4, U2
random	8	L2, U10
range	2	L2, U3
ratio	5	L3, U6
rational	6	L3, U8
react	3	L1, U5
recover	6	L2, U5
refine	9	L3, U1
regime	4	L3, U10
region	2	L3, U10
register	3	L3, U9
regulate	2	L3, U3
reinforce	8	L3, U6
reject	5	L1, U10
relax	9	L0, U4
release	7	L1, U6
relevant	2	L3, U2
reluctance	10	L2, U8
rely	3	L2, U6
remove	3	L0, U8
require	1	L0, U3
research	1	L0, U2
reside	2	L4, U4
resolve	4	L2, U4
resource	2	L0, U4
respond	1	L1, U4
restore	8	L2, U5
restrain	9	L3, U6
restrict	2	L2, U6
retain	4	L4, U8
reveal	6	L2, U10
revenue	5	L3, U9
reverse	7	L3, U4
revise	8	L1, U8
revolution	9	L4, U3
rigid	9	L2, U8
role	1	L0, U7
route	9	L3, U10
scenario	9	L2, U8
schedule	7	L1, U2
scheme	3	L4, U8
scope	6	L2, U10
section	1	L0, U2
sector	1	L4, U9
secure	2	L1, U4
seek	2	L2, U9
select	2	L1, U6
sequence	3	L1, U6

Word	Sublist	Location
series	4	L0, U2
sex	3	L4, U5
shift	3	L2, U7
significant	1	L3, U7
similar	1	L1, U6
simulate	7	L3, U3
site	2	L1, U1
so-called	10	L2, U1
sole	7	L4, U4
somewhat	7	L3, U5
source	1	L1, U6
specific	1	L1, U3
specify	3	L1, U9
sphere	9	L4, U2
stable	5	L3, U6
statistic	4	L2, U10
status	4	L0, U9
straightforward	10	L3, U3
strategy	2	L2, U2
stress	4	L0, U1
structure	1	L2, U7
style	5	L2, U2
submit	7	L1, U10
subordinate	9	L4, U9
subsequent	4	L3, U5
subsidy	6	L4, U3
substitute	5	L2, U6
successor	7	L3, U8
sufficient	3	L4, U1
sum	4	L3, U5
summary	4	L1, U3
supplement	9	L2, U10
survey	2	L2, U9
survive	7	L2, U8
suspend	9	L4, U1
sustain	5	L3, U6
symbol	5	L0, U10
tape	6	L3, U5
target	5	L2, U2
task	3	L0, U6
team	9	L0, U1
technical	3	L3, U6
technique	3	L3, U6
technology	3	L2, U3
temporary	9	L0, U6
tense	7	L2, U1
terminate	7	L4, U8
text	2	L0, U10
theme	7	L1, U9
theory	1	L3, U7

Word	Sublist	Location
thereby	7	L4, U6
thesis	7	L3, U7
topic	7	L0, U7
trace	6	L4, U10
tradition	2	L0, U9
transfer	2	L1, U6
transform	6	L3, U1
transit	5	L2, U2
transmit	7	L4, U10
transport	6	L1, U8
trend	5	L1, U3
trigger	9	L4, U4
ultimate	7	L3, U9
undergo	10	L4, U4
underlie	6	L4, U5
undertake	4	L4, U3
uniform	7	L2, U10
unify	9	L2, U9
unique	7	L2, U7
utilize	6	L3, U6
valid	3	L3, U8
vary	1	L1, U2
vehicle	7	L2, U2
version	5	L1, U9
via	7	L4, U3
violate	9	L3, U6
virtual	8	L3, U5
visible	7	L0, U2
vision	9	L2, U2
visual	8	L2, U7
volume	3	L1, U7
voluntary	7	L3, U4
welfare	5	L4, U4
whereas	5	L4, U5
whereby	10	L4, U8
widespread	7	L3, U4

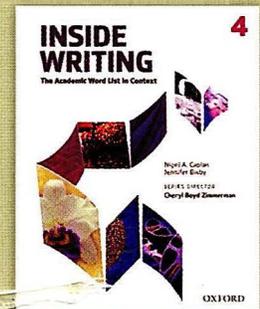
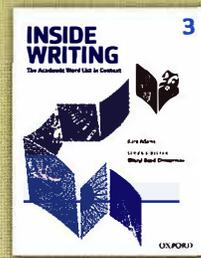
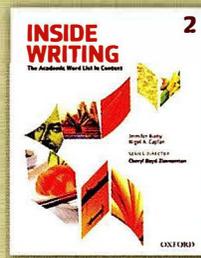
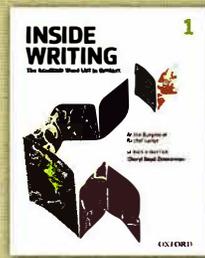
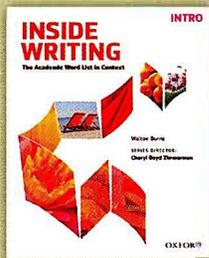
The Academic Word List in Context

INSIDE WRITING



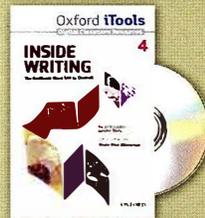
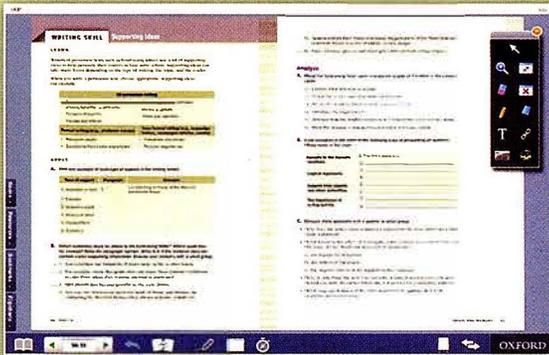
Develop writing skills and acquire the Academic Word List

- > Explicit writing skills prepare students for academic writing
- > Analysis of writing models creates independent writers
- > Grammar and vocabulary instruction strengthens students' writing



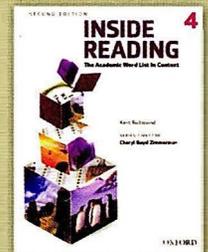
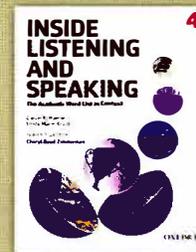
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