

## Advertising





## LEARNING OUTCOME


Write a multiple-paragraph letter to the editor expressing your opinion about advertising.



Unit QUESTION

# Does advertising help or harm us?

## PREVIEW THE UNIT

- A** Discuss these questions with your classmates.  
What things have you bought because of an advertisement?  
Has an advertisement ever helped you in some way? What kind of ad was it? How did it help you?  
Look at the photo. Where are these signs? Why are they there?
- B** Discuss the Unit Question above with your classmates.
-  Listen to *The Q Classroom*, Track 5 on CD 2, to hear other answers.

**C** Discuss these questions in a group.

1. Where do you typically see advertisements?
2. Look at the photos below. Where do you think you might see advertisements like the ones in the photos?



**Tip Critical Thinking**

Activity D asks you to separate the advertisements into **categories** according to purpose. **Categorizing** things helps you notice the way things are similar or different.

**D** Check (✓) the purpose of each advertisement in Activity C.

	to provide information	to provide help	to sell something
Advertisement 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertisement 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertisement 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertisement 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## READING 1 | Happiness Is in the Shoes You Wear

### VOCABULARY

Here are some words and phrases from Reading 1. Read their definitions. Then complete each sentence.

- consequence** (*n.*) a result or effect of something  
**imply** (*v.*) to suggest something in an indirect way  
**means to an end** (*idm.*) an action that is not important in itself, but is a way of achieving something else  
**possession** (*n.*) something that you own  
**recent** (*adj.*) happened a short time ago  
**relationship** (*n.*) a friendly or emotional connection between two people  
**trivial** (*adj.*) of little importance  
**tune out** (*phr. v.*) to stop listening to or to ignore  
**unpredictable** (*adj.*) changing often so that you don't know what to expect

1. The weather report earlier this week said it was going to be sunny this weekend, but the most \_\_\_\_\_ report said it was going to rain.
2. The weather in Boston is \_\_\_\_\_. It can be warm and sunny one day and then cold and rainy the next.
3. Karen has a good \_\_\_\_\_ with her mother. They talk on the phone every day and enjoy spending time together.
4. Although advertisements don't actually say this, many of them \_\_\_\_\_ that you'll be happier, more successful, more beautiful, etc., if you buy the product.
5. Working as an assistant is just a(n) \_\_\_\_\_. Tina hopes she will be promoted to a higher position in a few years.
6. When Leo works, he often listens to music because it helps him \_\_\_\_\_ the other noise at the office.

7. We can't waste time during the meeting discussing \_\_\_\_\_ things. We have many important issues to discuss today.
8. There was a big snowstorm yesterday, and as a(n) \_\_\_\_\_, many schools and businesses were closed for the day.
9. Maria is very wealthy, but she says her most valued \_\_\_\_\_ is the photograph of her family.



What makes people happy?

## PREVIEW READING 1

You are going to read an article from a news magazine. It discusses how advertising tries to make us believe that we can achieve happiness by buying products.

Read the first sentence of each paragraph. What is the author's opinion about this practice? Have you seen any ads that you think try to do this? If yes, what were the ads for? Write your ideas.

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## Happiness Is in the Shoes You Wear

1 A **recent** ad for shoes asks, “When was the last time you felt this comfortable in a **relationship**?” After all, it is easier to love a product than a person. Relationships with human beings can be messy and **unpredictable**. Our shoes never ask us to wash the dishes or tell us we’re getting fat.

2 This ad is meant to be funny. I suppose it might seem amusing or, at worst, tasteless. As someone who has studied ads for a long time, however, I see it as part of a pattern: just one example of many ads that state or **imply** that products are more important than people. Ads have always promised us a better relationship via a product: *buy this and you will be loved*. But more recently they have gone beyond that to promise us a relationship with the product itself: *buy this and it will love you*. The product is not so much the **means to an end**, as the end itself.

3 We are surrounded by hundreds, thousands of messages every day that connect our deepest emotions to products, that turn people into objects and make our most heartfelt moments and relationships unimportant. Every emotion is used to sell us something. Our wish to protect our children forces us to buy an expensive car. A long marriage simply provides the occasion for a diamond necklace. A tearful reunion between a father and his daughter is used to sell us a

phone system. Everything in the world—nature, animals, people—is just one more item to be consumed or to be used to sell us something.

4 The problem with advertising isn’t that it creates artificial needs, but that it takes advantage<sup>1</sup> of our very real and human desires. Most of us want committed relationships that will last. We are not stupid: We know that buying a certain brand of cereal

won’t bring us one inch closer to that goal. But we are surrounded by advertising that connects our needs with products. Advertising promises us that *things* will deliver something that they never can.

5 Most people feel that advertising is not something to take seriously. Although advertising has been studied more carefully in recent years than ever before, just about everyone still feels free from its influence. What I hear more than anything else at my lectures is: “I don’t pay attention to ads ...

I just **tune** them **out** ... they have no effect on me.” I hear this most from people wearing clothes with logos<sup>2</sup>. In truth, we are all influenced. There is no way to tune out this much information, especially when it is designed to break through the “tuning out” process. As advertising critic Sut Jhally put it, “To not be influenced by advertising would be to live outside of culture. No human being lives outside of culture.” Much of advertising’s power comes from this belief that it does not affect us.



<sup>1</sup> to take advantage of: to make unfair use of somebody or somebody’s kindness in order to get what you want

<sup>2</sup> logo: a symbol used as an advertisement by a company



Because we think advertising is **trivial**, we are less critical than we might otherwise be. But while we're laughing, the commercial does its work.

- 6 Taken individually, ads are silly, sometimes funny, certainly nothing to worry about. But taken all together, they can cause us to distrust other people and harm relationships. Ads portray our real lives as dull and ordinary, commitment to human beings as something to be avoided. Because this kind of message appears everywhere, we learn from childhood that it is safer to make a commitment to a product than to a person, easier to be loyal to a brand. Many end up feeling attached to material objects yet deeply distrustful of other human beings.

7 In the world of advertising, relationships grow cold, people grow old, children grow up and move away—but **possessions** stay with us and never change. But possessions can't make us happy or loved or less alone or safe. If we believe they can, we are doomed to disappointment. No matter how much we love them, they will never love us back.

8 Advertising creates a world view that is based upon distrust, dissatisfaction, and desire. Advertisers aren't evil. They are just doing their job, which is to sell a product; but the **consequences** are often harmful. The story that advertising tells is that the way to be happy, to find satisfaction, is through the consumption of material objects.

## MAIN IDEAS

Read the sentences. Check (✓) the main ideas of the article.

- \_\_\_ 1. Advertisements imply that things are more important than people.
- \_\_\_ 2. Advertising connects products to human emotions to sell things.
- \_\_\_ 3. Most people can tune out advertising.
- \_\_\_ 4. The way to be happy is through buying things.
- \_\_\_ 5. Ads try to convince us that products can offer us what relationships can't.

## DETAILS

Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true according to the article.

- \_\_\_ 1. Ads have always made a promise: *buy this and you'll be wealthy*.
- \_\_\_ 2. Our wish to protect our children can make us buy an expensive car.
- \_\_\_ 3. A tearful reunion between a father and daughter is used to sell a diamond necklace.
- \_\_\_ 4. Most people believe that advertising is not something to take seriously.
- \_\_\_ 5. People say that they pay close attention to ads and watch them closely.
- \_\_\_ 6. Because we think ads are trivial, we are more critical of them.



## WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. Do you believe that things can make you happy? Have you ever received something that made you very happy? How long did the happiness last?
2. Have you ever felt influenced to buy something because of an ad? What about the ad made you want to buy this item?

### Reading Skill

### Distinguishing facts from opinions



A **fact** is a statement that is true and can be proven true. An **opinion** usually expresses a personal judgment or gives a position about something. Good readers can quickly tell whether a statement is a fact or an opinion. Look at these two statements.

- My parents have been married for 25 years. (fact)
- Relationships with human beings are messy and unpredictable. (opinion)

The first statement is a fact. We can find the date of their marriage and prove it. The second statement is an opinion. It cannot be proven, and people could have a different opinion about relationships from the writer's. In addition, adjectives such as *messy* and *unpredictable* indicate the writer's opinion. Here are two more examples.

- Class starts at 7:30 a.m. (fact)
- My classes are difficult. (opinion)

### A. Read the statements. Write *F* (fact) or *O* (opinion).

- \_\_\_ 1. Ads are silly, sometimes trivial.
- \_\_\_ 2. There were eight ads for appliances in a recent news magazine.
- \_\_\_ 3. Advertising can be ignored easily.
- \_\_\_ 4. During every half-hour television show, there are 12 minutes of commercial advertising.
- \_\_\_ 5. The ads during the sports program were very funny.
- \_\_\_ 6. Ads create a dangerous climate of distrust.



**B. Read the sentences. Underline the part of each sentence that makes it an opinion.**

1. People are always influenced by ads.
2. Taken individually, ads are silly, sometimes funny, but certainly nothing to worry about.
3. My favorite ad is the one showing the family in the beautiful new car.
4. That was the most ridiculous ad I have ever seen.
5. The consequences of ads are harmful.

## READING 2 | In Defense of Advertising

### VOCABULARY

Here are some words from Reading 2. Read the sentences. Then write each bold word next to the correct definition on page 121.

1. Some food companies use some of their profits to **support** programs for seriously ill children.
2. This is a useful website, but I can't stand all of the pop-up ads. They're so **annoying**!
3. Radio **broadcasting** brings music, news, and other programs to the public.
4. The young girl's performance on the television show gave her the **exposure** she needed to become a well-known singer.
5. All of the ads on the fence **surrounding** the baseball field are for food products that are sold there.
6. There is always a guest speaker at the college's **annual** graduation dinner. This year, it will be the mayor!
7. The children were bored at dinner, so we turned on the TV to **entertain** them.
8. That was a very **memorable** movie. After all these years, I still remember the ending very clearly.
9. Many food companies make **donations** of their products to organizations that feed the hungry.

- a. \_\_\_\_\_ (*adj.*) making you feel slightly angry
- b. \_\_\_\_\_ (*adj.*) happening or done once a year
- c. \_\_\_\_\_ (*n.*) attention from newspapers, television, or other media
- d. \_\_\_\_\_ (*n.*) sound or pictures that are sent by radio or television
- e. \_\_\_\_\_ (*n.*) money or things that are given to an organization
- f. \_\_\_\_\_ (*v.*) to interest and amuse someone
- g. \_\_\_\_\_ (*v.*) to give or provide someone or something with assistance and money
- h. \_\_\_\_\_ (*adj.*) being or going around someone or something
- i. \_\_\_\_\_ (*adj.*) easy to remember because it is special in some way

## PREVIEW READING 2

This is an article based on a Canadian radio show. It gives us a less common opinion of advertising—it points out ways advertising benefits people.

Read the first and last paragraphs of the article. What are some ways that advertising can be helpful to people?



Read the article.

# In Defense of Advertising

- 1 How often do we hear comments such as these: “I hate advertising,” or “There’s too much advertising in the world!” In the 21st century, it seems that advertising is everywhere we look. We see it along highways, in trains, buses, even in taxicabs, as well as on the Internet and on TV. It’s hard to escape advertising. But do we really want to? Actually, when you think about it, advertising provides us with quite a few benefits.
- 2 First, advertising gives us information that we need. For instance, if you want to buy a new appliance or a new car, you can look for the best “deals” in ads that appear in



newspapers, in magazines, on television, or even on the radio. These ads give you details



about the product and help you find out where you can get the best price for something. You don't actually have to go to lots of different stores. So, in this way, advertising provides a service for the consumer.

3 Besides providing information, advertising also **supports** the arts, including television and movies. It may be **annoying** to sit through commercials during your favorite TV show, but the advertisers have paid for its production. This, in turn, pays the actors for their work. Even public **broadcasting** has supporters. The companies' names appear at the beginning or end of the shows. Without their support, there would be more hours of pledge drives<sup>1</sup> asking you, the consumer, for more money. As for movies, we find out about them through ads, and we decide which ones we want to see based on ads for them. Additionally, many performing artists, such as actors and musicians, get their starts from writing or appearing in commercials or print advertisements. It's a way for them to get both experience and **exposure**.

4 And what about advertising and sports? There are hundreds of large banners **surrounding** sports stadiums, and hundreds, thousands, even millions of people notice them. Professional sports depend on advertising to pay for the fields, the equipment, and yes, even the salaries of professional athletes. Think about the Super Bowl in the United States. Everyone looks forward to this **annual** event, even those who do not like football, because the commercials are known to be the best of the year. Companies pay as much as a million dollars for 60 seconds of advertising time during this event, so a lot of effort goes into these commercials. As a result, viewers want to watch the commercials almost as much as the sports.

5 When we're not out shopping or being **entertained**, many of us enjoy "surfing" the Web. Whenever you open a page in Google or go on a social networking site, such as Facebook, there are dozens of ads. These ads help pay for the services that the websites provide. Without the advertising, the websites could not provide those services. They would not have the money to continue.

6 There has always been a "good" side to advertising in the form of public service announcements (PSAs). These are advertisements that provide people with information about issues like diseases or medical problems, as well as public health and safety. The commercials are often very creative and informative. They provide viewers with the information they need in a **memorable** way. Various companies pay for the PSAs, and advertising agencies make **donations** of their time and expertise to produce them.

7 It would be a much duller, certainly less colorful world without advertising. Think of all of the ways that advertising improves our world. The next time you look at that clothing catalog, think of all of the creativity and work that went into making it. From clothing designers, photographers, models and artists, to paper company workers and store employees—thousands of people worked to help produce that catalog. And when you watch your favorite TV show, remember that the commercials were partly responsible for what you've just watched and enjoyed. We may wish that commercials and advertisements weren't necessary at all, but, for the most part, we are all content to have them as part of our lives.

<sup>1</sup> pledge drive: an effort by a group of people to raise money, which people promise to pay, for a certain purpose or group

## MAIN IDEAS

Read the sentences. Then number them in the order that the ideas appear in Reading 2.

- \_\_\_ a. PSAs provide people with information about things like medical problems.
- \_\_\_ b. Professional sports depend on advertising.
- \_\_\_ c. Advertising helps support the arts.
- \_\_\_ d. Ads provide us with helpful information about products we want to buy.
- \_\_\_ e. Advertisements make the world more colorful.
- \_\_\_ f. Ads help pay for the services that websites provide.

## DETAILS

Write an example for each of the benefits of advertising listed in the chart.

Benefit	Example
provides information for buying something	<i>best deal for new car in newspaper</i>
supports the arts	
helps support sports	
public service announcements inform the public	
helps make the world more colorful	



## WHAT DO YOU THINK?

**A.** Discuss the questions in a group.

1. Some people say that advertising is a “necessary evil.” What does this mean? Do you agree? Why or why not? (If something is *evil*, it is very bad.)
2. Would you be willing to pay more for things and have no advertising?



**B. Think about both Reading 1 and Reading 2 as you discuss the questions. Then choose one question and write five to eight sentences in response.**

1. Think of an advertisement that you've seen recently that affected you. What was it selling? How did it affect you? Was it positive or negative?
2. Do you think there is too much advertising? Where would you like to see less or no advertising?

## Vocabulary Skill

### Suffixes



A **suffix** is a group of letters that comes at the end of a word, such as *-ful* in *painful*. When you add a suffix to a word, it changes the part of speech. Being familiar with suffixes can help you increase your vocabulary. Here is a list of suffixes.

Adjective	Noun	Adverb
-ful	-ment	-ly
-able	-tion	
-ial	-ship	
-er	-ness	

### Tip for Success

Being familiar with suffixes used to form nouns and adjectives will help you in your writing and in your reading comprehension.

Read the words. Decide which part of speech they are based on their suffixes. Then check (✓) the correct column.

	Adjective	Noun	Adverb
1. unpredictable	___	___	___
2. relationship	___	___	___
3. recently	___	___	___
4. painful	___	___	___
5. dissatisfaction	___	___	___
6. distrustful	___	___	___
7. happiness	___	___	___
8. donation	___	___	___
9. certainly	___	___	___
10. colorful	___	___	___

## Writing Skill

## Writing a letter to the editor



### A Letter to the Editor

In Unit 3, you learned about writing an opinion paragraph. You can use this type of writing in a longer form, such as in a **letter to the editor**. A letter to the editor is sent to the editor of a newspaper or magazine and expresses the writer's opinion about an issue. These letters are often published.

In longer pieces of writing, each paragraph has a purpose. In a letter to the editor, the first paragraph is the **introductory paragraph**. It describes a situation and gives your opinion of it. The next paragraphs are the **body paragraphs**, which give specific reasons for your opinion and examples to make it a strong argument. Finally, the **concluding paragraph** is the last paragraph. It restates your opinion, summarizes your reasons for it, and often gives a prediction about it.

### A. Read the letter to the editor of a newspaper.

#### Dear Editor,

Introductory  
paragraph

Recently, I was watching TV with my young son, age 13, when he pointed out to me, "Oh, look. The detective uses an Apple computer." How did he know that? I asked myself, but then I recognized the familiar logo. I started watching the show more carefully and saw four more products appear on the screen before the show ended. I found out that this is something called *product placement*. Through product placement, advertisers pay to have their products appear not only in TV shows, but also in movies and music videos. We are watching commercials without our knowledge. I think product placement is horrible and should be banned from television.

Body paragraph

First of all, there is already too much advertising in our lives, and we don't need any more. We are all constantly faced with advertisements. You can't drive down a major road without seeing huge billboards advertising products from fast food to phone services. Buses, subways, trains, and even taxicabs are covered with advertisements. Before watching a movie now, you have to sit through ten minutes of commercials. I read a report in the newspaper that said you could see as many as 50 products in the broadcast of one TV show. And if you watch cable TV, that number jumps to almost 1,000 products per show!



Body paragraph

But a second, more important reason that product placement should be banned is that it's done without my permission. In a sense, I feel that my freedom is being taken away from me. When a traditional TV commercial comes on, I can choose to watch it or not, and I'm aware that products are being advertised. However, product placement just appears in the middle of a show that I'm watching for entertainment. I can't turn off or tune out the advertising part without turning off the entertainment. I'm forced to watch various brand names and logos appear in the middle of my favorite show, and I can't do anything about it.

Concluding paragraph

I think there is far too much advertising. If I want to relax by watching television, I should not have to be exposed to advertising in the middle of my program. Additionally, I feel that I have the right to know when I'm watching a commercial. That's why I think product placement should be banned from television before everything on television becomes one very long commercial.

Sincerely,

A Concerned Citizen

**Tip for Success**

Remember to always include a greeting, such as *Dear Editor*, and a polite ending using a word like *Sincerely* in all of your formal letters.

**B. Reread the letter to the editor in Activity A. Then answer the questions.**

1. What is the writer's opinion? Underline the sentence, or part of the sentence that gives the opinion.
2. What are the first reason and example that the writer gives for his or her opinion?

Reason: \_\_\_\_\_

Example: \_\_\_\_\_

3. What are the second reason and example that the writer gives for his or her opinion?

Reason: \_\_\_\_\_

Example: \_\_\_\_\_

4. Underline the concluding sentence. Write the part of the concluding sentence that gives a prediction.

\_\_\_\_\_



A **simple sentence** contains a *subject* and a *verb* and expresses a complete thought or idea. A simple sentence is sometimes called an *independent clause*.

Usha drives to work every day.

subject      verb

A **compound sentence** contains two **independent clauses** (or simple sentences) joined by a **coordinating conjunction**, such as *and*, *but*, *so*, and *or*. A comma usually comes before the coordinating conjunction in a compound sentence.

Use *and* to combine two sentences with related ideas.

The ad was very funny, **and** it gave us helpful information.

Use *but* to combine two sentences with contrasting ideas.

We enjoyed the movie, **but** it had a very sad ending.

Use *so* when the second sentence is a result of the first sentence.

Ali isn't feeling well, **so** he isn't coming to class today.

Use *or* when there is a choice or two possibilities.

You can take the train to Madrid, **or** you can fly.

Using different types of sentences can help make your writing more interesting for your reader.

**A. Complete each sentence with *and*, *or*, *but*, or *so*. Then write the reason you chose that conjunction (*related ideas*, *contrasting ideas*, *a result*, or *a choice*).**

1. I am the mother of young children, and I feel that all advertising during children's programming should be banned.

reason: related ideas

2. The movie was about a very serious topic, \_\_\_\_\_ there were some very funny moments in it.

reason: \_\_\_\_\_

3. Children are exposed to many advertisements for unhealthy foods, \_\_\_\_\_ parents have to educate their children about good food and nutrition.

reason: \_\_\_\_\_



4. Many people love to watch sports on television, \_\_\_\_\_ it's a lot more exciting seeing sports at a stadium.

reason: \_\_\_\_\_

5. We can discuss the report today, \_\_\_\_\_ we can wait until tomorrow.

reason: \_\_\_\_\_

**B. Combine the sentences with *and*, *or*, *but*, or *so*. Add commas.**

1. I like to stay healthy. I exercise every day.

\_\_\_\_\_

2. Sara Marcone is a very creative writer. She has written five novels.

\_\_\_\_\_

3. The concert was entertaining. It was a bit too long.

\_\_\_\_\_

4. We receive a lot of mail that advertises sales. Not everything in the store is on sale.

\_\_\_\_\_

5. She writes a humorous column in the newspaper. I enjoy reading it every week.

\_\_\_\_\_

6. We can go out for dinner. We can stay home.

\_\_\_\_\_

**C. Write five compound sentences in your notebook. Use each conjunction (*and*, *or*, *but*, and *so*) at least once.**

**Unit Assignment Write a letter to the editor**



In this assignment, you are going to write a four-paragraph letter to the editor. As you prepare your letter, think about the Unit Question, "Does advertising help or harm us?" Be sure to give your opinion with at least two reasons. Refer to the Self-Assessment checklist on page 130. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the Q: *Skills for Success Teacher's Handbook*.

## PLAN AND WRITE

**A. BRAINSTORM** Think about your answer to the Unit Question, "Does advertising help or harm us?" Then write a list of reasons and examples for your answer or opinion in your notebook.

**B. PLAN** Follow these steps to plan your letter to the editor.

1. Read your list from Activity A. Circle your best reasons and examples.
2. Write an outline for your letter.

**A. Introductory paragraph:** Write a topic sentence to give your opinion.

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Explain how you formed your opinion.

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**B. Body paragraph 1:** Explain one of the reasons for your opinion with a specific example.

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**C. Body paragraph 2:** Explain a second reason for your opinion with a specific example.

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**D. Concluding paragraph:** Write a concluding sentence that restates your opinion.

Summarize the reasons for your opinion.

- C. WRITE** Write your letter to the editor in your notebook. Use your outline from Activity B. Remember to state your opinion in your introductory paragraph and include two body paragraphs. Look at the Self-Assessment checklist below to guide your writing.

## REVISE AND EDIT

### Your Writing Process

For this activity, you could also use Stage 2A, *Self Review in Q Online Practice*.

- A. PEER REVIEW** Read a partner's letter. Answer the questions and discuss them with your partner.

1. Is there a clear opinion on whether advertising helps or harms us in the introductory paragraph? Underline it.
2. Are there two body paragraphs with reasons for the opinion?
3. Is a specific example given for each reason?
4. Does the concluding paragraph restate the opinion? Underline it.

- B. REWRITE** Review the answers to the questions in Activity A. You may want to revise and rewrite your letter to the editor.







- C. EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your letter to the editor. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is the punctuation correct?
<input type="checkbox"/>	<input type="checkbox"/>	if words with suffixes are used, are they correct?
<input type="checkbox"/>	<input type="checkbox"/>	Does the letter include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Does the letter include an introductory paragraph, two body paragraphs, and a concluding paragraph?
<input type="checkbox"/>	<input type="checkbox"/>	Does the writer use some compound sentences with <i>and</i> , <i>or</i> , <i>but</i> , or <i>so</i> to vary the length of sentences?


## Track Your Success

Circle the words you learned in this unit.








### Nouns

broadcasting  
consequence    
dissatisfaction  
donation  
exposure   
happiness   
possession   
relationship 



### Verbs

entertain   
imply    
support 

### Adjectives

annoying   
annual    
colorful  
distrustful  
memorable  
painful   
recent   
surrounding   
trivial  
unpredictable 

### Adverbs

certainly   
recently 

### Phrasal Verb

tune out

### Idiom

means to an end

 Oxford 3000™ words

 Academic Word List

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

**READING** ● I can distinguish facts from opinions. (p. 119)

**VOCABULARY** ● I can use suffixes. (p. 124)

**WRITING** ● I can write a letter to the editor. (p. 125)

**GRAMMAR** ● I can use compound sentences. (p. 127)

**LEARNING OUTCOME** ● I can write a multiple-paragraph letter to the editor expressing my opinion about advertising.