UNIT 7

# The Fast-Food Revolution

## In this unit, you will

- read about the fast food revolution and the subsequent expansion of franchises.
- review identifying examples.
- increase your understanding of the target academic words for this unit.

**READING SKILL** Reading Numerical Tables

## 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 | seen the word but am not sure what it means | seen the word and understand what it means | used the word, but am not sure if correctly | used the word confidently in *either* speaking *or* writing | used the word confidently in *both* speaking *and* writing |
|---|---|---|---|---|---|---|
| AWL | | | | | | |
| abandon | | | | | | |
| acknowledge | | | | | | |
| albeit | | | | | | |
| complement | | | | | | |
| contemporary | | | | | | |
| contrast | | | | | | |
| decade | | | | | | |
| economy | | | | | | |
| expand | | | | | | |
| generation | | | | | | |
| grade | | | | | | |
| incline | | | | | | |
| output | | | | | | |
| overlap | | | | | | |
| reject | | | | | | |

**Outside the Reading** What do you know about business? Watch the video on the student website to find out more.

Oxford 3000™ keywords



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## Before You Read

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

1. Think about the last time you ate in a fast-food restaurant. What did you eat? Besides the food, name three good things about your experience.
2. Why do some people dislike fast-food restaurants? Do you agree with their complaints?
3. Why do you think there are so many fast-food restaurants?

## Read

**This online magazine article discusses the many reasons behind the worldwide expansion of fast-food restaurants.**

# The Fast-Food Revolution

Maurice and Richard McDonald made a lot of money with their restaurant, but they grew tired of the stresses of ownership. The brothers were tired of searching for replacements when their cooks and waitresses quit. They were tired of replacing broken dishes and glassware and lost silverware. Before **abandoning** their successful business, however, they decided to try a new system of preparing and serving food.

### A NEW KIND OF RESTAURANT

Their remodeled restaurant **contrasted** with the original. It served just hamburgers, cheeseburgers, french fries, and drinks. Paper wrappers and paper cups replaced the dishes and glassware. Silverware wasn't needed because the restaurant didn't serve any food that required a knife, fork, or spoon to eat. The professional cooks were gone, too. Instead, food preparation was divided among several workers, each with a specific task. One worker fried the hamburgers; another wrapped them in paper; a third cooked french fries; and another poured drinks. There were no servers. Customers ordered food and paid for it at a counter. Then they carried their own food to a table. This new system was like a factory assembly line.



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Increasing the speed of food preparation increased the kitchen's **output** and lowered its costs. The system revolutionized the restaurant business and introduced the term "fast food."

An early McDonald's restaurant

## ANOTHER FAST-FOOD RESTAURANT IS BORN

Carl Karcher heard that a nearby restaurant was selling cheap, **albeit** top-**grade** hamburgers for 15 cents. He was charging 35 cents for burgers in his own restaurant. When he visited the McDonald's restaurant, he was astonished to see dozens of customers waiting in line to buy 15-cent burgers while the assembly-line kitchen staff efficiently prepared their food. He **acknowledged** that this new restaurant system was a good business model. In 1956, Karcher opened his own fast-food restaurant and named it Carl's Jr.

Around this time, Ray Kroc, a salesman who sold milkshake machines to restaurants, also visited the new McDonald's restaurant. Kroc was impressed by its food preparation system. He persuaded the McDonald brothers to sell him the authority to build more McDonald's restaurants across the United States. By 1960, Kroc had opened 250 of them. A **decade** later, there were nearly 3,000 restaurants in the McDonald's restaurant chain, all owned by one corporation.

## THE GROWTH OF A NEW INDUSTRY

The fast food industry grew because it was born at the right time. One factor was that the U.S. **economy** was **expanding**. The young people in the 1950s were an optimistic **generation**. They were **inclined** to believe that they would be successful in life if they worked hard.

Another important factor that led to the enormous growth of the fast food industry was the automobile. New technology had made automobiles dependable, affordable and easy to drive. People bought new automobiles and wanted to go places. A national highway system, **expanded** during the 1950s, enabled U.S. families to drive long distances. They needed gasoline stations where they could refuel their vehicles and restaurants where they could eat. In time, hundreds of new gasoline stations were built along the highways. These were **complemented** by new fast-food restaurants where travelers could eat a quick meal.

A popular fast-food chain in Japan

## THE MODEL SPREADS

The McDonald's food service model was widely copied in these new restaurants, often by inexperienced owners who wanted to get rich quickly. Some of the new restaurants failed, but many succeeded. Like McDonald's, some even **expanded** into nationwide chains with hundreds of restaurants throughout the country. Among the


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60 **contemporary** start-ups in the 1950s and 1960s were Burger King, Wendy's, Domino's Pizza, and Kentucky Fried Chicken (KFC).

These restaurants and others that copied the McDonald's system revolutionized the food-service business. The successful chains of restaurants that were created soon inspired other kinds of retail businesses to form their 65 own national chains. Clothing stores, movie theaters, car rental agencies, bookstores, shipping services and hotels are just a few of the businesses that established nationwide chains. By the 1970s, the chain store business model was rapidly spreading overseas to other countries, where domestic companies created their own nationwide business chains.

70 Although many people worldwide **rejected** the idea of globalization, business chains were soon **overlapping** their national borders. National chains became international chains. By 2010, overseas businesses had become common in many countries around the world. A model for fast-food restaurant service helped to revolutionize business throughout the world.

## Reading Comprehension

**Mark each sentence as *T* (True) or *F* (False) according to the information in Reading 1. Use your dictionary to help you understand new words.**

___ 1. Maurice and Richard McDonald abandoned their restaurant because the output was low and it did not make enough money.

___ 2. Their original restaurant used glassware for drinks. In contrast, the new restaurant used paper cups.

___ 3. McDonald's hamburgers were top-grade but very expensive.

___ 4. In the decade between 1960 and 1970, McDonald's expanded to around 3,000 restaurants nationwide.

___ 5. Among the contemporary start-ups of the 1950s and 1960s were Domino's Pizza and Wendy's.

___ 6. In the 1950s, people were optimistic, albeit inclined to worry about the economy.

___ 7. This generation rejected fast foods because they acknowledged the new food preparation system was not efficient.

___ 8. Many roadside stops included the complement of a gas station and a fast-food restaurant.

___ 9. Many business chains are overlapping U.S. borders into other countries.

## READING SKILL Reading Numerical Tables

### LEARN

*Numerical tables* can provide a lot of information in a small space. The information is usually arranged in rows and columns, which makes it easy to read and to compare facts. To preview a table or chart:



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1. Read the title to see what kind of information is given.
2. Read the labels at the top of each column.
3. Note the date of the table so that you will know how recent the information is.

## APPLY

**Read the table. Then, use the information to answer the questions below.**

| 2011 Fast-Food Franchises | | | |
|---|---|---|---|
| **Restaurant** | **Start-Up Year** | **Franchises Worldwide** | **Countries With Franchises** |
| KFC | 1952 | 11,000 | 60 |
| Pizza Hut | 1958 | 10,000 | 90 |
| Burger King | 1954 | 12,200 | 73 |
| McDonald's | 1955 | 31,000 | 122 |

**With a partner, find answers to these questions in the chart.**

1. What year did Burger King start up?
2. How many countries have a Pizza Hut restaurant?
3. Which restaurant has the most franchises worldwide?
4. Which restaurant started most recently?

## Vocabulary Activities STEP I: Word Level

**A. With a partner, use the target vocabulary in the box to complete this story. Use the words in parentheses to help you.**

| | | | |
|---|---|---|---|
| abandon | albeit | generations | inclined |
| acknowledges | expand | in contrast | rejecting |

The people of past _____ (1. people born at about the same time) ate in restaurants only on weekends or special occasions. _____ (2. showing a difference), people today are _____ (3. likely) to eat out several times a week. This could be a problem if their menu choice is always a hamburger and french fries. Nearly everyone _____ (4. agrees that it's true) that too much fat in the diet is not healthy. Unfortunately, hamburgers and french fries are high in fat, _____ (5. although) delicious. Instead of _____ (6. refusing) fast food altogether, people should simply _____ (7. stop having) the burgers and fries and _____ (8. increase) their food choices by ordering something different.


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**B.** **Write the length of each time period. Consult your dictionary, if needed.**

| | | | |
|---|---|---|---|
| 1. a week | 7 days | 4. a millennium | ___ years |
| 2. a decade | ___ years | 5. a millennium | ___ decades |
| 3. a century | ___ decades | 6. leap year | ___ days |

**C.** ***Output*** **refers to the production of something or the amount of something produced. With a partner, match the output on the right with the person, machine, or business that produces it on the left. Then take turns creating sentences.**

*The **output** of an automobile factory is new cars.*

| | |
|---|---|
| ___ 1. an automobile factory | a. stories |
| ___ 2. a movie studio | b. milk |
| ___ 3. a bakery | c. films |
| ___ 4. an author | d. electricity |
| ___ 5. a power plant | e. cakes and pies |
| ___ 6. a dairy | f. new cars |

A *generation* is the group of people (in a family or a society) who are approximately the same age.

*Americans born in the late 1960s and 1970s are informally called **"Generation** X."*

People who are approximately the same age are *contemporaries* (noun).

*Your **generation** liked rock and roll. My **contemporaries** prefer hip-hop.*

The adjective *contemporary* is used to refer to things that happen or exist at about the same time.

*The increase in use of automobiles was **contemporary** with the growth of fast-food restaurants.*

Another common use of the adjective form is to describe styles that are modern or current in areas such as art, music, or literature.

*The hotel was a beautiful example of **contemporary** architecture.*

CORPUS

**D.** **In a small group, discuss some of the things that make you and your contemporaries different from your parents' generation.**

**E.** **With a partner, match each item from the past with a contemporary invention that has the same function. Discuss how each contemporary invention changed the way that people live or work.**

| | |
|---|---|
| ___ 1. dial telephone | a. microwave oven |
| ___ 2. wood-burning stove | b. word processor |
| ___ 3. ceiling fan | c. air conditioner |
| ___ 4. typewriter | d. cell phone |



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The verb *complement* is related to the word "complete." It is used to refer to things that go well together because, together, they make something complete or better. The adjective form is *complementary*.

*Caramel corn is delicious. The sweet caramel* ***complements*** *the salty popcorn.*

In this unit, complement is also used to mean "a set or group."

*It takes a* ***complement*** *of eight workers to run this restaurant.*

Note: Be careful not to confuse *complement* with *compliment*. To compliment someone means "to praise or express admiration for someone."

*The customer* ***complimented*** *the waiter for his excellent service.*

**F. Circle the word that correctly completes each sentence. Compare answers with a partner.**

1. This picture frame and that painting (*compliment / complement*) each other.
2. Maria was grateful for her teacher's (*complimentary / complementary*) remarks.
3. The tan shirt (*compliments / complements*) the brown suit.
4. Business partners should have (*complimentary / complementary*) skills so that one can manage the finances and the other can manage the employees.

## Vocabulary Activities STEP II: Sentence Level

The phrase *in contrast* is used to show the difference between two people, objects, or events.

*Desserts do not provide vitamins.* ***In contrast****, fruits and vegetables are vitamin-rich.*

Use the phrase *to contrast with* when showing a difference between two things.

*The sweet chocolate* ***contrasted*** *nicely with the salty pretzel.*

*Albeit* (pronounced all–BE-it) is more common in written language than in speech. It is used to show a difference within one person, object, or event. *Albeit* is similar to "but" or "although."

*The French fries were delicious,* ***albeit*** *greasy.*

**G. In your notebook, write sentences about fast-food restaurants, using each pair of items and the words in parentheses. Compare sentences with a partner.**

1. wash glasses / throw away paper cups (*in contrast*)

   *Restaurants wash glasses.* ***In contrast,*** *fast-food places throw away paper cups.*

2. the burger was good / the burger was small (*albeit*)
3. broken chairs / shiny new tables (*contrast*)
4. a parent's idea of a good lunch / her child's idea of a good lunch (*contrasting*)
5. soft drinks $1.25 / water free (*in contrast*)
6. the tiny salad / the enormous hamburger (*contrast*)


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When you *abandon* something, you leave it because you don't want it or can't use it. Sometimes you give it up just temporarily.

*The house finally collapsed after the owners **abandoned** it many years ago.*

*The snow was so deep that drivers had to **abandon** their cars and walk home.*

To *abandon* a plan or a task means to stop before you have completed it.

*I had to **abandon** my plans to travel last summer because I got sick.*

When you *reject* something, you refuse to accept it. This verb is commonly used to refer to ideas or plans rather than objects. It is also often used to refer to people who are not accepted for jobs. The noun form is *rejection*.

*Centuries ago, people **rejected** the idea that the earth revolved around the sun.*

*Brad offered to drive, but we all **rejected** the offer.*

*The University **rejected** Ted's application. He got a letter of **rejection** yesterday.*

CORPUS

**H. Complete these sentences, in your notebook, with your own ideas. Use a form of *abandon* or *reject* in each one. Compare sentences in a small group.**

1. In fast-food restaurant parking lots, there are paper cups and wrappers . . .
2. Babies are sensitive to new tastes, so they may . . .
3. Some fast-food restaurants tried selling vegetable burgers, but . . .
4. When the economy is slow, restaurant chains that planned to expand may . . .
5. We planned to go out to dinner, but when it started to rain . . .
6. The manager offered us a free dessert, but we . . .

## Before You Read

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

1. Do you know someone who owns a small business? If so, what kind of business is it?
2. What would be some good things about owning your own business? What would be some negative things?
3. How many retail business chains can you name? Take turns naming them.



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## Read

This excerpt from a business textbook defines what a franchise is and discusses the advantages and disadvantages of owning one.

# Franchising

At one time, all small retail businesses, such as clothing stores, restaurants, shoe stores, and grocery stores, were owned by individuals. They often gave the stores their own names: Lucy's Dress Shop, Fred's Coffee Shop, Johnson Family Grocery. For some people, owning a business fulfilled a lifelong dream of independent ownership. For others, it continued a family business that dated back several **generations**. These businesses used to line the streets of cities and small towns everywhere. Today, in **contrast**, the small independent shops in some countries are almost all gone, and chain stores like The Gap, Starbucks, and 7-Eleven have moved in to replace them. Most small independent businesses couldn't compete with the giant chains and eventually failed. However, many owners didn't **abandon** retail sales altogether. They became small business owners once again through franchises. The franchise system is a **contemporary** business model that has increasingly dominated the small business sector of retail trade over the last few **decades**.

At one time, all small businesses were owned by individuals or families.

### A FRANCHISE DEFINED

A franchise is a legal and commercial agreement between an individual and a parent company. It gives the person permission to own one of the company's franchise outlets, to use the company name, and to sell the products or services of the company. A person must apply for a franchise; however, not all applicants are approved. Some may be **rejected** because of poor financial histories, for example. If approved, the new business owner (the franchisee) must pay a large start-up fee to the company (the franchiser) and agree to follow its regulations. These regulations require complete uniformity in all of its franchises. This means that the franchiser establishes the rules for the appearance of the store, both inside and outside. It means the franchisee can sell only the products or services of the parent company. It means that a "large coffee" must be the same size in every company franchise. It means that all restaurants in a franchise system must put the same number of pickles on their burgers, and use identical napkins, paper cups, and food wrappers. It also means that the franchisee is **graded** regularly on its performance by the parent company.



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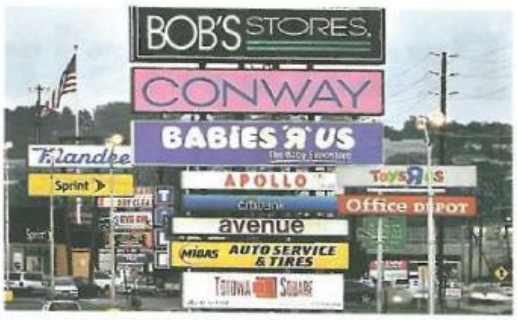
Not all chain stores are franchises. Some are owned and operated by the parent company. In **contrast**, a franchise is owned by the franchisee. Restaurants are the most common franchises. On any city block you are likely to see at least one franchise restaurant, and often three or four. In some shopping centers, the entire **complement** of stores is made up of franchises. Almost any kind of business can be franchised, including dental offices, hardware stores, hotels, gas stations, pet hospitals, tax consultants, fitness centers, cleaning services, movie theaters, and child care centers.



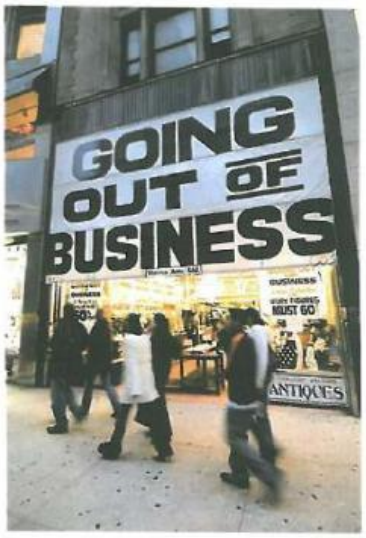

### ADVANTAGES OF OWNING A FRANCHISE

Despite the restrictions, there are many advantages to owning a franchise. The most important advantage is the support and assistance of the franchiser. For example, the franchiser can help a new owner find a good location, help plan an efficient use of floor space, and help decide on the amount of goods needed to start up the business. The franchiser also provides detailed training for the owner and staff in all areas of the business. Once established, the franchisee benefits from ongoing research and development by the company to keep the business up-to-date and competitive. Company consultants and a network of fellow franchisees offer opportunities to discuss business problems. All these support services provide small business owners with the tools of big business, **albeit** not for free.

There are other advantages to owning a franchise. It helps to own a business with the name of a well-known corporation with an **acknowledged** reputation for good service. Customers are **inclined** to shop at stores with familiar names, and more shoppers mean more sales. Also, individual franchises benefit from the **output** of expensive advertisements paid for by the company, which might **overlap** with local advertising by franchisees. When this happens, there is an extra benefit. Finally, the franchisees are not employees of the company. They are business owners, motivated to work hard to make their businesses successful.

### DISADVANTAGES OF OWNING A FRANCHISE

The major disadvantage of the franchise model is the close **economic** relationship among the many franchisees and the parent company. For instance, if one franchisee in the system is found guilty of cheating customers, it reflects poorly on the other franchisees in the system. As a result, all the stores may lose customers. Similarly, if the company makes poor business decisions, the entire chain of franchises may be affected. Finally, the business owners must share their profits with the parent company to pay for the many support services that the company provides.




### SPREAD OF THE FRANCHISE MODEL

The success of the franchise system has led to a great **expansion** in the number of small businesses all over the world. Tried first in the United States, the franchise



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80 model has spread rapidly to other countries. It has revolutionized retail business in many places, improved the **economic** status of individuals, and strengthened local **economies.** ■

## Reading Comprehension

**Mark each sentence as *T* (True) or *F* (False) according to the information in Reading 2. Use your dictionary to check the meaning of new words.**

___1. Franchising is a contemporary business model that has dominated the small business sector for a few decades.

___2. A franchisee's business is rarely graded by the parent company.

___3. In some shopping centers, the entire complement of stores is made up of fast-food restaurants.

___4. Companies provide services to their franchise owners, albeit not for free.

___5. There is a business advantage to owning a franchise with the name of a company with an acknowledged reputation for good service.

___6. Customers are inclined to shop at stores with familiar names.

## READING SKILL Reading Numerical Tables

### APPLY

**Preview this table. Write the answers to the questions below in your notebook. Compare answers with a partner.**

**2011 Start-Up Costs for Selected Franchises**

| Franchise | Start-Up Cost [1] |
|---|---|
| Burger King | 1,200,000–2,800,000 |
| Hampton Inn (hotels) | 3,716,000–15,148,800 |
| Dunkin' Donuts | 537,750–1,765,300 |
| Subway (sandwiches) | 84,300–258,000 |
| Kumon Math & Reading Centers | 33,000–130,000 |
| McDonald's | 996,000–1,842,700 |
| Midas (auto repair) | 380,000–528,000 |

[1] in U.S. dollars

1. The start-up cost for each franchise is given as a range from the minimum cost to the maximum cost. Using the minimum costs, rank the franchises from the lowest to the highest start-up cost.
2. Using the maximum costs, rank the franchises from the lowest to the highest start-up cost.
3. Which franchise has the smallest range between its minimum and its maximum start-up costs? Which has the greatest range? Can you guess why there is a range in the start-up costs for each company?



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4. Amounts in the millions, such as $2,800,000, might be listed on a chart as $2.8 million. We say this number as: "two point eight million dollars." With a partner, read aloud all of the start-up costs greater than one million dollars.

**REVIEW A SKILL Identifying Examples** (See pp. 52–53)

**With a partner, identify the many examples related to franchising that are included in Reading 2 (such as the kinds of businesses that can be franchised).**

## Vocabulary Activities STEP I: Word Level

**A. To *grade* something is to rate it or rank it by some quality. With a partner, imagine that you work for a large fast-food corporation. Your assignment is to create grading standards that inspectors can use to grade individual franchise restaurants. Which of these would you include in your grading standards?**

___ The kitchen is clean.
___ The owner wears glasses.
___ The food was ready quickly.
___ The workers wear clean uniforms.
___ The french fries are crispy.
___ There is soap in the restrooms.
___ The workers live nearby.
___ The cashier is friendly.

**Think of two more standards to add. What kind of grading standard would you have for your list? Consider these possibilities:**

Yes/No  A, B, C, D, F  Pass/Fail  Excellent/Good/Poor

**B. Use the target vocabulary in the box to complete this story. Use the words in parentheses to help you.**

| | | |
|---|---|---|
| **complement** | **generation** | **in contrast** |
| **contemporary** | **grade** | **output** |
| **expanded** | **had an inclination** | **specific** |

In 1916, a revolutionary new concept in retail sales was introduced in the United States. The first self-service grocery store, named Piggly Wiggly, opened. Shoppers of this _____ (1. shared time in history) were used to bringing a shopping list to a neighborhood store and waiting while a clerk collected their groceries and measured out products like flour and rice from big barrels. _____ (2. but), Piggly Wiggly customers were given baskets and invited to serve themselves. They filled their baskets with packaged flour and rice, canned goods, and other grocery items from the shelves. Store sales increased enormously because customers _____ (3. were likely) to buy more when they made their own selections. Soon Piggly Wiggly _____ (4. increased in size) into a chain of stores, and other markets copied the self-service model. The _____ (5. the modern) supermarket was born, influencing not only the way people shopped, but also other aspects of the food business. For example, food suppliers



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increased their profit because their _____ increased. In order to
(6. production)
attract customers, they used more attractive packaging to _____ the
(7. go together with)
better _____ of food they began to use. They also lowered their
(8. quality)
prices, and began advertising their brand-named products.

To *acknowledge* something means to admit or agree that it is real or true. The noun form is *acknowledgment*.

*Sam **acknowledges** that the supermarket has lower prices, but he still prefers the small market near his house.*

CORPUS

**C. With a partner, match the beginnings of the sentences on the left with the endings on the right to make complete sentences. Take turns saying the complete sentence.**

| | |
|---|---|
| ___ 1. I acknowledge that English is difficult, | a. but I don't want one. |
| ___ 2. I acknowledge that air travel is fast, | b. but I hate to cook. |
| ___ 3. I acknowledge that exercise is good for you, | c. but I'm very lazy. |
| ___ 4. I acknowledge that cats are good pets, | d. but I hate to fly. |
| ___ 5. I acknowledge that it's cheaper to eat at home, | e. but I'm a fast learner. |

When two things *overlap*, part of one thing covers part of the other. The verb *overlap* can refer to time, topic, or the position of objects in space. When two events *overlap*, the second one starts before the first one ends. When two topics *overlap with* each other, they cover part of the same subject matter. The noun form is also *overlap*.

*These two meetings **overlap**, so we need to reschedule one of them.*

*There was a lot of **overlap** between the lecture on computers and the one on Internet technology.*

*A fish's scales **overlap** each other to protect the skin beneath.*

CORPUS

**D. Look at this schedule of history classes on Monday at State College. Then discuss with a partner which classes overlap in time and which overlap in subject matter. What changes do you suggest?**

| Class | Time |
|---|---|
| Roman History | 8:00–9:30 |
| Europe from 1850 to Present Day | 9:00–10:30 |
| The History of the Middle East | 10:30–12:00 |
| Roman and Greek History | 1:30–3:00 |
| Europe from 1800 to 1900 | 3:00–4:00 |
| The History of China | 3:30–5:00 |


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## Vocabulary Activities STEP II: Sentence Level

To *expand* means "to grow or increase." The noun form is *expansion*. The adjective form is *expansive*. It means "covering a wide area."

*The **expansion** of the library took nearly a year to complete.*

*People are happy with the **expansive** new parking lot at the store.*

**E. Restate these sentences in your notebook, using the form of *expand* in parentheses.**

1. The McDonald's menu now includes salads. (*has expanded*)
2. By 2011, the network of McDonald's franchises covered 119 overseas countries. (*expansive*)
3. Recently, McDonald's growth has been faster overseas than in the United States. (*has been expanding*)
4. Many McDonald's franchises have added a children's play yard to increase their appeal to families. (*expand*)

**Word Form Chart**

| Noun | Verb | Adjective | Adverb |
|---|---|---|---|
| economy<br>economics<br>economist | economize | economic<br>economical<br>economy | economically |

The noun *economy* refers to the operation of a country's money supply, industry, and trade. The term *the economy* is often used to refer to the financial situation of a particular nation. The adjective form related to this meaning is *economic*.

*In a healthy **economy**, almost everyone who is able to work has a job.*

*__The economy__ may be weakened by recent labor strikes.*

*Franchising has benefited the **economies** of many developing countries.*

*__Economic__ growth has slowed in recent months.*

Another common use of *economy* (noun) is to refer to the careful use of time, money, and materials. The verb form related to this meaning is *economize*. The adjective form is *economical*.

*Fast-food kitchens are examples of **economy**: no food is wasted, no time is wasted.*

*A restaurant might try to **economize** by serving smaller portions.*

*It may not be **economical** for a store to stay open extra hours per day.*

*Economy* is also an adjective form that is used to describe products.

*Buy the giant **economy** size. You'll save money.*

*Economics* is the science that studies systems of production, distribution, and use of goods and services. An *economist* is an expert in economics.

*Professor Brown teaches **economics**. He is an **economist** as well as a business owner.*



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**F.** **Complete the paragraph, using forms of *economy*. Then compare your work with a partner.**

Giant retail stores make a small profit on each item they sell, but they depend on making a large number of sales. Their goods are (1) _____ priced to attract customers. Shoppers are pleased that they can (2) _____ by buying products in large, (3) _____ sizes. They believe that it is (4) _____ to buy more and pay a lower price. (5) _____ have studied the effect of a giant store on the local (6) _____ of cities where they are located. They believe that the (7) _____ impact is great. Many small stores are forced to close because they cannot compete with the giant retailers.

If someone *is inclined to* do/be something, it means he or she is likely to do/be it, based on his or her nature, personality, or experience. The noun form, *inclination*, can also be used to express the same meaning, as in the phrase *to have an inclination* (to do something).

*Steve **is inclined to** be very careful with his money.*

*He **has an inclination** to look for bargains whenever he goes shopping.*

*She'll probably learn the piano easily because she's very musically **inclined**.*

Note: *Incline* (noun, pronounced IN-cline) refers to a slope.

*When parking on an **incline**, be sure to set your car's brake.*

CORPUS



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