

CAMBRIDGE

FINAL DRAFT

2



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FINAL DRAFT

2

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The New School

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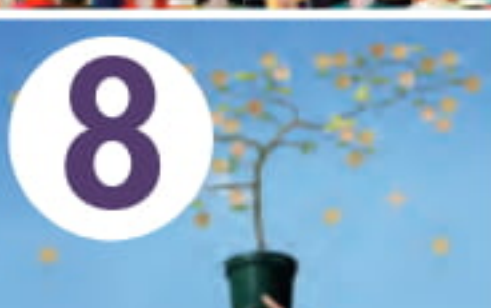
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CONTENTS

	SCOPE AND SEQUENCE	4
	TOUR OF A UNIT	6
	THE TEAM BEHIND <i>FINAL DRAFT</i>	10
	PARAGRAPHS EDUCATION: BRAINPOWER	13
	ESSENTIAL FEATURES OF EFFECTIVE WRITING COMMUNICATIONS: CROSS-CULTURAL ETIQUETTE	45
	DESCRIPTIVE PARAGRAPHS GLOBAL STUDIES: NATIONAL IDENTITIES	67
	DEFINITION PARAGRAPHS BUSINESS: WORKPLACE BEHAVIOR	97
	INTRODUCTION TO THE ESSAY: OPINION ESSAYS PSYCHOLOGY: CREATIVITY	125
	CLASSIFICATION ESSAYS HEALTH: FOOD IN SOCIETY	163
	PROCESS ESSAYS SOCIAL WORK: SOCIAL ACTIVISM	195
	COMPARISON AND CONTRAST ESSAYS FINANCE: PERSONAL FINANCE	223
	SELF-EDITING REVIEW	255
	SOURCES	263
	INDEX	266
	CREDITS	271

SCOPE AND SEQUENCE

UNIT TITLE & ACADEMIC TOPIC	VOCABULARY 	MODELS	
1 PARAGRAPHS EDUCATION: BRAINPOWER PAGE 13	Academic Vocabulary Academic Collocations	- Writing in the Real World: "Exercise for the Brain" - Student Model: "Memory Techniques"	
2 ESSENTIAL FEATURES OF EFFECTIVE WRITING COMMUNICATIONS: CROSS-CULTURAL BEHAVIOR PAGE 45	Academic Vocabulary Academic Phrases	- Writing in the Real World: "Body Language in Translation" - Student Model: "The Behavior of Sports Fans"	
3 DESCRIPTIVE PARAGRAPHS GLOBAL STUDIES: NATIONAL IDENTITIES PAGE 67	Academic Vocabulary Academic Collocations	- Writing in the Real World: "Melting Pot or Salad Bowl ... or Chocolate Fondue?" - Student Model: "The Importance of <i>El Grito de Delores</i>"	
4 DEFINITION PARAGRAPHS BUSINESS: WORKPLACE BEHAVIOR PAGE 97	Academic Vocabulary Academic Phrases	- Writing in the Real World: "Workplace Tips for the 21st Century Worker" - Student Model: "Definition of a Team Player"	
5 INTRODUCTION TO THE ESSAY: OPINION ESSAYS PSYCHOLOGY: CREATIVITY PAGE 125	Academic Vocabulary Academic Collocations	- Writing in the Real World: "This Math Teacher Wants More Classes in the Arts" - Student Model: "High School Students Do Not Need the Arts"	
6 CLASSIFICATION ESSAYS HEALTH: FOOD IN SOCIETY PAGE 163	Academic Vocabulary Academic Phrases	- Writing in the Real World: "Eat Healthy the Chinese Way" - Student Model: "Three Places to Find Healthy Food"	
7 PROCESS ESSAYS SOCIAL WORK: SOCIAL ACTIVISM PAGE 195	Academic Vocabulary Academic Collocations	- Writing in the Real World: "Doctors without Borders" - Student Model: "Paper Bead Jewelry"	
8 COMPARISON AND CONTRAST ESSAYS FINANCE: PERSONAL FINANCE PAGE 223	Academic Vocabulary Academic Phrases	- Writing in the Real World: "Marketing to Different Generations: X vs. Y" - Student Model: "Paying for College"	

All academic vocabulary words appear on the Academic Word List (AWL) or the General Service List (GSL).  All academic collocations, academic phrases, and common grammar mistakes are based on the Cambridge Academic Corpus.

	WRITING SKILLS	GRAMMAR FOR WRITING 	AVOIDING PLAGIARISM
	Audience Capitalization and punctuation Titles	Adverb clauses	Recognizing plagiarism
	Unity Subject-verb agreement	Quantifiers	Why do students plagiarize?
	Vivid language Avoiding sentence fragments, run-ons, and comma splices Correct pronoun use	Adjectives	What is common knowledge?
	Distinguishing between fact and opinion Verb tense consistency Coordinating conjunctions	Count and noncount nouns	Finding good sources
	Background information The thesis statement	Word forms	Using information without plagiarizing
	Sentence variety	Simple present and present progressive tenses	Citing print sources
	Clarity Transition words and phrases for sequential order	Phrasal verbs	Citing Internet sources
	Hooks	Comparative adjectives	Strategies for paraphrasing

TOUR OF A UNIT

ACADEMIC WRITING AND VOCABULARY

1

PREPARE YOUR IDEAS

Connect to Academic Writing

A process shows how to do something. In this unit, you will learn skills to write a process essay. Some of the skills may seem new to you, but the skill of organizing the steps of a process is not new. In your everyday life, you use the skill of organizing the steps of a process when you tell someone how to set up a new laptop or teach your roommate how to cook your favorite food.

Reflect on the Topic

In this section, you will choose a writing prompt and reflect on it. You will develop ideas throughout the unit and use them to practice skills that you need to write your essay.

The writing prompt below was used for the Student Model essay on pages 202–203. The student reflected on her topic and used a process diagram to brainstorm possible ideas for her paragraph.

WRITING PROMPT: Some companies and groups of people make products—such as jewelry, candy, or clothing—and use the money to help themselves or others who need help. Choose a product. Tell how people make the product and who it helps.

Title: Make Paper Beads

Step 1: Gather paper

Step 2: Cut paper

Step 3

Step 4

Step 5

1.1 Notice

Work with a partner. Look at the process diagram above. Where do the steps below fit? Add them to the diagram. Share your ideas with the class.

String the completed beads.

Glue the ends of the beads.

Roll paper strips to make beads.

UNIT 7

Students begin to explore a rhetorical mode and connect it to their everyday lives.

Next, students prepare for their writing by learning corpus-informed academic vocabulary, collocations, and phrases.

Academic Phrases

Research tells us that the phrases in bold below are commonly used in academic writing.

2.2 Focus on Purpose

Read the paragraph. Then match the phrases in bold to the purpose, or reason why, the writer used them.

Farming in the United States

The United States is a large country with a lot of open land, and as a result, the country has always had many farms. From TV shows and movies, these farms may **appear to be** small, simple places that one family owns. **It is possible** to farm that way today, of course, but more and more farms are actually corporate farms owned by large companies. Overall, there are **a variety of** kinds of farms in the United States, including family farms, corporate farms, and cooperative farms owned by several farmers.

PHRASE

1. appear to be

2. it is possible

3. a variety of

PURPOSE

a. show there is more than one kind

b. show that something seems a certain way

c. show that something can be done



CLASSIFICATION: ESSAYS 187

6

ANALYSIS OF TWO WRITING MODELS

The first model shows students how the rhetorical mode is applied in a real-world setting, helping them recognize that academic writing is all around them.

Writing in the Real World

The author of "Exercise for the Brain" organizes her ideas clearly to make sure that her reader understands them.

Before you read, answer this question: What kind of exercise do you think the brain needs?

Now read the article. Think about your answer to the question as you read.



EXERCISE FOR THE BRAIN

Like the body, the brain needs exercise to stay healthy. If we want to have a healthy body, we can go to the gym and work out. In the same way, if we want to have a healthy brain, we can exercise the brain. According to research, brain exercise can be any thing that stimulates the brain, for example, working on crossword puzzles or learning a language. However, researchers are finding that some activities stimulate our brains more than others. What activities are the best for our brains?

Being involved in social relationships may be the best kind of brain exercise, according to researchers Elizabeth Smith and Lawrence Berkman. Relationships with friends and family are critical for our mental health. In fact, social activity can exercise and protect the brain. This means interacting at work or at a party is good for the brain. Even juggling can be good for the brain. Even brain exercises.

Word and logic puzzles can make the body stronger. Research shows that people who do word puzzles and logic puzzles are less likely to get Alzheimer's disease.

2.3 Check Your Understanding

Answer the questions.

- The author suggests three ways to exercise your brain. Which of these do you already use? Explain.
- According to the article, which of these activities would be the best exercise for your brain? Why?
- Which social activities does the author recommend to exercise the brain? What other social activities do you think would exercise the brain?
- Which social activities does the author recommend to exercise the brain? What other social activities do you think would exercise the brain?

2.4 Notice the Writing

Answer the questions.

- Look at the second paragraph. The first sentence tells you the main idea of the paragraph. Which two sentences give examples to help explain the main idea?
- Look at the fourth paragraph. Which sentence gives the main idea of the paragraph?

PARAGRAPHS 21

People use three techniques to help them learn new information quickly and easily.

Technique 1: A. Mnemonic devices

Example: 1. Short words, music, or rhymes

Explanation: Mnemonic devices are words or phrases that help you remember information. For example, the acronym FANBOYS (for, and, nor, but, or, yet, so) can help you remember the coordinating conjunctions.

Technique 2: B. Repetition

Example: 2. Repeating words or phrases

Explanation: Repeating words or phrases can help you remember information. For example, repeating the word "important" several times can help you remember it.

The second model shows a typical assignment from a college writing course. Students analyze this in detail, preparing for their own writing.

THE SKILLS AND GRAMMAR EVERY WRITER NEEDS

4

SHARPEN YOUR SKILLS

In this section, you will learn writing and grammar skills that will help make your writing more academic and accurate.

Writing Skill 1: Vivid Language

Writers of descriptive paragraphs try to use **vivid language** in their descriptions. Vivid language includes words that help readers imagine they can see or feel the description. Using clear, specific adjectives is one way to make your language more vivid. Avoid unclear, vague adjectives such as *good*, *bad*, *nice*, *happy*, and *fun*.

Here are some vivid adjectives that you can use in descriptions.

VIVID LANGUAGE: SPECIFIC ADJECTIVES	
Size	average, gigantic, huge, miniature, tiny
Sound	high, low, noisy, peaceful, quiet, silent
Color	bold, bright, clear, dark, dull, faded, light, multi-colored, red
Shape	curvy, round, short, straight, square, triangular
Texture	fuzzy, rough, sharp, smooth, soft
Taste	delicious, fresh, juicy, salty, sharp, sour, strong, sweet, weak
Feelings	content, enjoyable, entertaining, exciting, heartbroken, sorrowful

4.1 Use Vivid Language

Work with a partner. Look at the photograph and complete the paragraph below. Replace the adjectives in parentheses with specific adjectives from the chart above or other adjectives.

Junkanoo

On the day after Christmas in the Bahamas, people gather for a national celebration called *junkanoo*. Performers dress in (1) _____ (big) costumes and do African dances. All of the costumes have very (2) _____ (nice) colors and interesting designs. There is drumming and music. The celebration is (3) _____ (loud) and very exciting. Above all, though, it is (4) _____ (fun). *Junkanoo* makes people in the Bahamas feel (5) _____ (happy). This day celebrates the value of freedom.



DESCRIPTIVE PARAGRAPHS 85

Students develop an extensive skill set, preparing them for every aspect of academic writing.

Students study specific applications of grammar for the writing task and learn to avoid common mistakes (informed by the Cambridge Learner Corpus).

Avoiding Common Mistakes

Research tells us that these are the most common mistakes that students make when using quantifiers in academic writing.

1 Use *an amount of* with a noncount noun. Use *a number of* with plural count nouns.

~~A large amount of~~ gestures used in North America are offensive in other parts of the world.

~~a small amount~~

The British will often add ~~a small number of~~ milk to their tea.

2 For small amounts that are enough, use *a little* or *a few*.

~~a little~~

It is important to leave little space between you and the person you are talking to.

3 Use *the* or a possessive adjective after a quantifier with *of*.

People in a new culture experience many cultural differences. However, very few ~~of~~ ^{the} cultural differences are understood quickly.

Very few ~~of~~ ^{my} friends need better than me.

4.4 Editing Task

Find and correct five more mistakes in the paragraph below.

Rules of Etiquette on Social Media

~~number~~
A large amount of people around the world are using social media sites like Facebook, Twitter, and Instagram, but few of users know the basic etiquette. The first rule is to avoid sharing all of your thoughts. A few of friends probably share every piece of information from their day, but not everyone wants to hear what they had for lunch. Another rule is to think carefully before adding photos that include other people. Sharing some photos may be embarrassing to others, so it is polite to ask your friends for permission. For example, ask friends before adding any photos of them in swimsuits. An amount of fights between friends happen when they make negative comments on each other's web page. Making positive comments will help avoid problems and show little respect. Finally, an amount of businesses are now searching social media sites before they hire new employees. If they see crazy pictures or a lot of complaints on a person's website, they will not hire that person. In conclusion, it is important to think carefully before sharing any information on the Internet.

8

AVOIDING PLAGIARISM AND WRITING YOUR FINAL DRAFT

Plagiarism is using someone else's ideas in your writing.



Dear Caro,

Yours truly,

Professor Wright

Read the original paragraph from a text. Then look at the examples of plagiarism in two students' writing.

New research shows that exercise helps brain function in older people. Those who take regular walks can pay attention better. According to another study, jogging regularly improves memory. In other studies, mice ran on a small wheel, and they got more blood into their brains. Those mice could learn and remember better than other mice.

The student's words: Student A Exercise is good for the brain. <u>New research shows that exercise helps brain function in older people. Those who take regular walks can pay attention better. Jogging regularly improves memory.</u>	The student's original words: This student cut and pasted whole sentences. This is plagiarism.
Student B According to the author, exercise improves brain function in older people. If they walk regularly, they are able to pay attention better. Also, <u>jogging improves memory.</u> Mice who ran on a small wheel received more blood in their brains. Then they could learn and remember better than others.	This student <u>did not use her own words.</u> She only changed a few words. This is plagiarism.

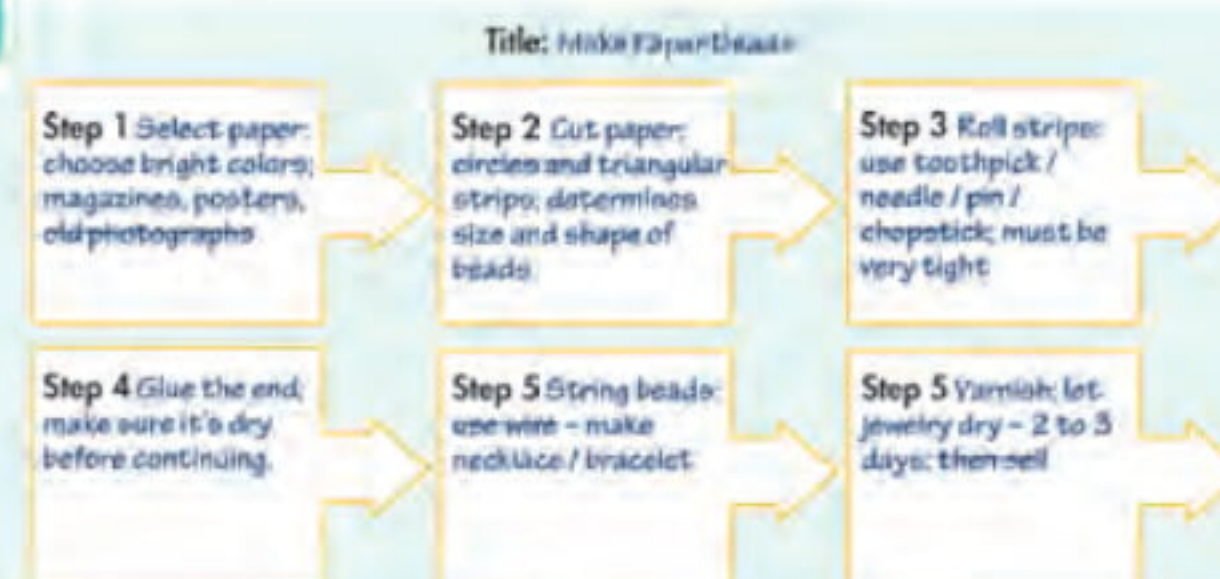
Students learn to acknowledge others' work and ideas and appropriately incorporate them into their writing.

Now fully prepared, students write, moving from brainstorming to their final draft.

5 WRITE YOUR ESSAY

STEP 1: BRAINSTORM

Work with a partner. Follow the steps below to brainstorm ideas for your essay.



Title:



THE TEAM BEHIND *FINAL DRAFT*

SERIES EDITOR



Jeanne Lambert brings 20 years of ESL classroom, teacher training, and materials writing experience to her role as series editor of *Final Draft*. Jeanne has taught at Columbia University, City University of New York (CUNY), and The New School, specializing in academic writing and English for Academic Purposes. While at Columbia University, she taught writing courses in both the American Language Program and for the School of International and Public Affairs. At CUNY, she co-designed a faculty development program to help high school teachers align their ESL reading and writing curriculum with college standards. She has worked as an ESL Methods Practicum instructor and currently teaches academic writing at The New School.

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The Advisory Panel is comprised of experienced writing instructors who have helped guide the development of this series and have provided invaluable information about the needs of ESL student writers.

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PARAGRAPHS

EDUCATION: BRAINPOWER



"People usually forget 90 percent of what they learn in a class within thirty days."

Hermann Ebbinghaus
(1850–1909)

Work with a partner. Read the quotation about memory. Then answer the questions.

- 1 Do you agree with Hermann Ebbinghaus? Do you and people you know quickly forget most of what you learn in class?
- 2 Do you find some things easier to remember than others? Give an example of something that is easy for you to remember.

About the Author:

Hermann Ebbinghaus was a German psychologist. He studied memory and learning. He made many discoveries that remain important today.

A Connect to Academic Writing

In this unit, you will learn skills to help you write a clear, organized paragraph. Some of the skills may seem new to you, but the skill of explaining your ideas is not new. In your everyday life, you often explain your ideas. For example, you may tell a friend why you like a movie or explain to your teacher why you came late to class.

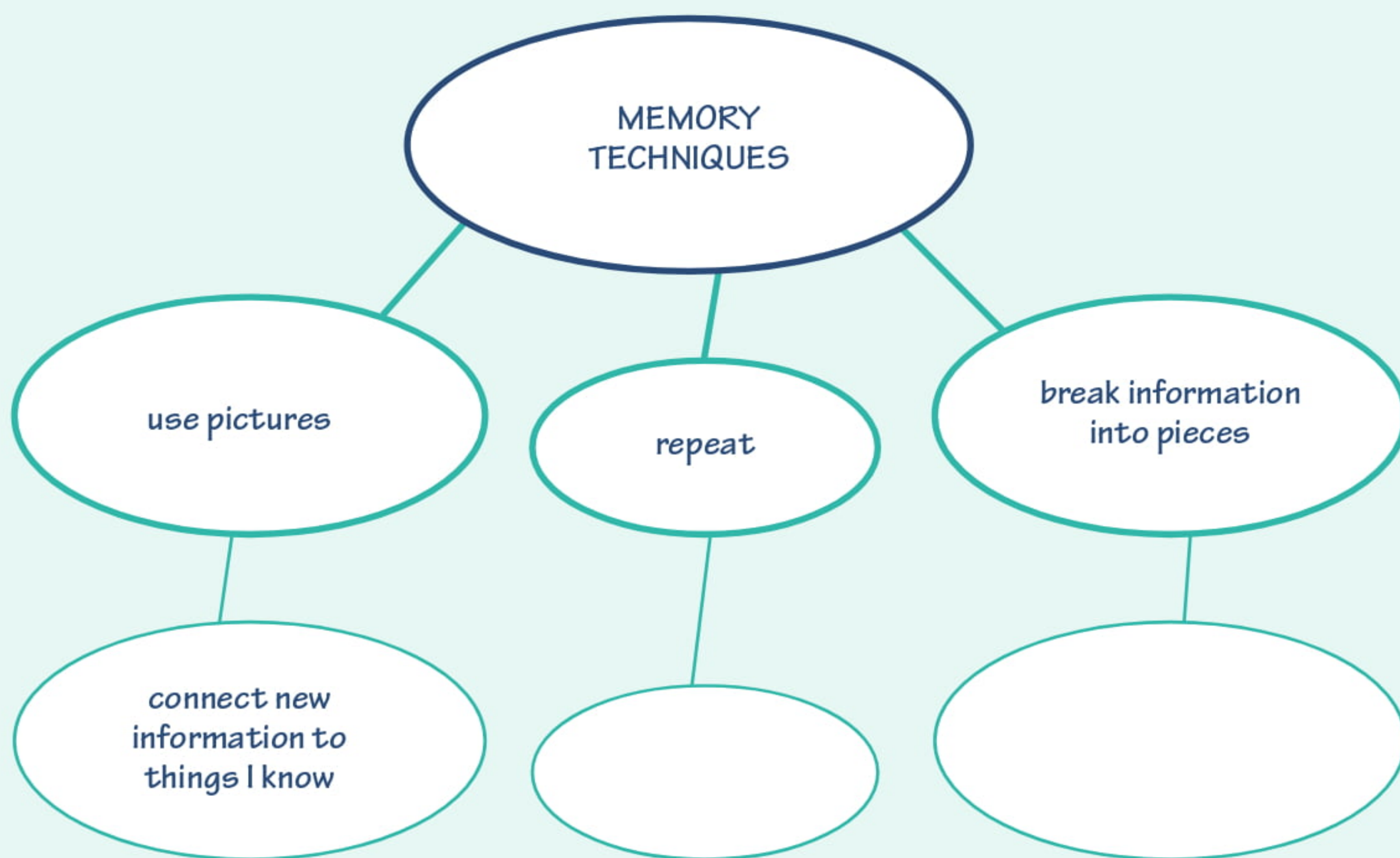
B Reflect on the Topic

In this section, you will be given a writing prompt and reflect on it. You will develop ideas throughout the unit and use them to practice skills you need to write your paragraph.

The writing prompt below was used for the Student Model paragraph on page 20. The student reflected on her topic and used a cluster diagram to brainstorm possible ideas for her paragraph.

STUDENT
MODEL

WRITING PROMPT: What techniques help people remember new information? Explain three techniques and how people use them to remember.

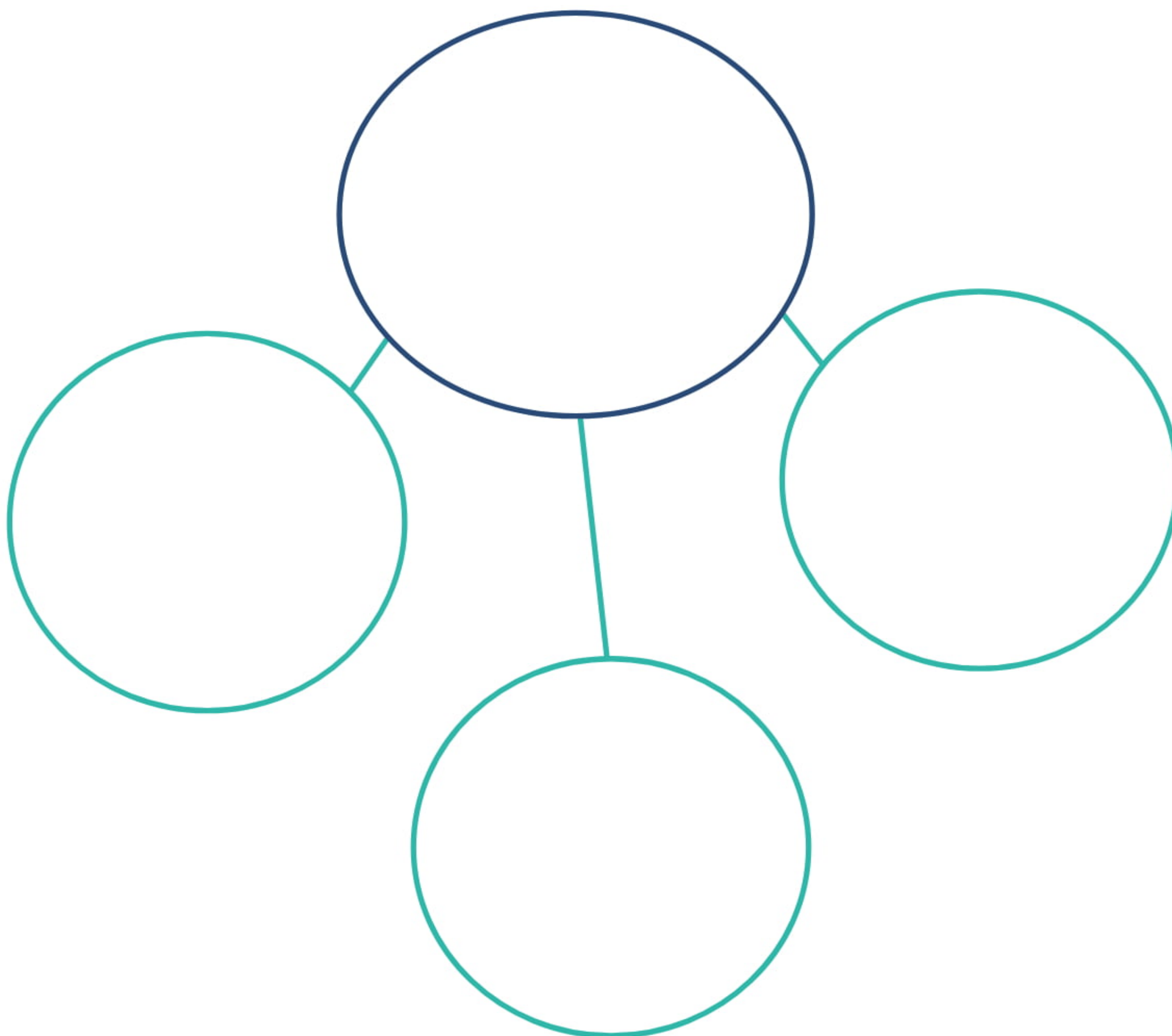
**1.1 Notice**

Work with a partner. Look at the cluster diagram above. Discuss two more techniques the student could write about and add them to the diagram. Share your ideas with the class.

Read the prompt and follow the directions below.

WRITING PROMPT: Choose a skill that you learned, such as riding a bike, cooking, playing a musical instrument, or playing a sport. Describe three ways that you learned the skill.

- 1 Choose the skill you will describe and write it in the blue circle in the cluster diagram below.
- 2 Consider all the ways that you learned this skill. Write three of those ways in the other circles.
- 3 Compare cluster diagrams with a partner.



2 EXPAND YOUR KNOWLEDGE

In this section, you will learn academic language that you can use in your paragraph. You will also notice how a professional writer uses this language.

A Academic Vocabulary

The words below appear throughout the unit. They are from the Academic Word List or the General Service List. Using these words in your writing will make your ideas clearer and your writing more academic.

ability (n)	critical (adj)	memorize (v)	sharpen (v)
attention (n)	master (v)	mental (adj)	technique (n)



2.1 Focus on Meaning

Work with a partner. Read the sentences. Decide the meaning of the bold words and circle the correct definitions.

- 1 Sam **memorizes** the spellings of new vocabulary words. He writes them over and over again until he knows them perfectly. **Memorize** means
 - a to show a strong interest in something or someone.
 - b to learn something so that you will remember it exactly.
- 2 New mothers often give their newborn baby all of their **attention**. They watch the baby carefully and listen for every cry. **Attention** means
 - a focusing all your interest on something.
 - b learning a particular job or activity well.
- 3 Physical health and **mental** health are connected. When you take good care of your body, you also take care of your mind. **Mental** means
 - a about the mind or thinking skills.
 - b about the body or athletic skills.



- 4 In sports, coaches teach their players **techniques** that help them improve their skills. Players work on each technique during practice. **Technique** means
 - a doing an activity a certain way.
 - b focusing on an activity.
- 5 Some people have the **ability** to do complex math problems in their head. They do not need to use a calculator. **Ability** means
 - a a skill.
 - b a job.
- 6 Lang Lang, a famous young classical pianist, **mastered** the piano by practicing more than six hours a day when he was growing up. **Master** means
 - a to make.
 - b to do something very well.
- 7 Sleep is **critical** for people's mental and physical health. Getting enough sleep is essential to stay healthy. **Critical** means
 - a serious.
 - b very important.
- 8 These days some people are using video games to **sharpen** their thinking skills. They want their thinking skills to be better. **Sharpen** means
 - a to work.
 - b to improve.

B Academic Collocations

Collocations are words that are frequently used together. Research tells us that the academic vocabulary in Part A is commonly used in the collocations in bold below.



2.2 Focus on Meaning

Work with a partner. Match the collocations in bold to their meanings. Write the letters.

- | | |
|---|---|
| <p>..... 1 Babies have a very short attention span.
A three-month-old can concentrate on one thing for only about 10 seconds.</p> | <p>a a way to learn</p> |
| <p>..... 2 Some memory loss happens as people get older.
Older people who have serious memory loss may not remember things, such as the names of their children.</p> | <p>b to watch and listen carefully</p> |
| <p>..... 3 Good mental health helps us in everyday life. We can do better if we have positive feelings about ourselves and our lives.</p> | <p>c how long someone can focus on one thing</p> |
| <p>..... 4 When you pay attention, you learn new skills more quickly because you keep your focus and therefore notice much more.</p> | <p>d the problem of forgetting information, people, and experiences</p> |
| <p>..... 5 There are many learning techniques that help us learn new vocabulary. One technique is to create a mental picture of a word.</p> | <p>e the state of mind that shows if people feel good about themselves and about life</p> |

C Writing in the Real World

The author of “Exercise for the Brain” organizes her ideas clearly to make sure that her reader understands them.

Before you read, answer this question: What kind of exercise do you think the brain needs?

Now read the article. Think about your answer to the question as you read.

EXERCISE FOR THE BRAIN

BY STELLA O'REILLY

- 1 Like the body, the brain needs exercise to stay healthy. If we want to have a healthy body, we can go to the gym and work out,¹ but how do we exercise the brain? According to research, brain exercise can be anything that stimulates² the brain, for example, working on crossword puzzles or learning a language. However, researchers are finding that some activities stimulate our brains more than others. What activities are the best brain exercises?
- 2 Being involved in social relationships may be the best kind of brain exercise, according to researchers Melinda Smith and Lawrence Robinson. Relationships with friends and family are **critical** for our **mental health**, but *any* social activity can exercise and benefit the brain. This means interacting³ at work or at a party is good for the brain. Even hanging out⁴ with friends is an excellent brain exercise.

¹**work out:** do exercises to make the body stronger

²**stimulate:** encourage something to grow, develop, or become active

³**interact:** communicate or react to each other

⁴**hang out:** spend a lot of free time with a group of people



- 3 Scientists have also discovered that laughter can exercise many parts of the brain. We hear a joke, we try to figure out what is funny, and then we laugh. Each step of this process makes us use different parts of the brain. Laughter also has the benefit of helping us relax. When we relax our muscles, we feel calm, which is good for the heart. Putting more laughter in our life is easy. One way is to **pay attention** and find the silly moments in life. Another way is to watch a comedy with family or friends.
- 4 Finally, brain research suggests that people should never stop learning because learning is brain exercise, too. New, challenging, and fun learning is best. Activities such as learning to play an instrument or juggle are especially effective since they require the body and brain to work together in new ways.
- 5 It is not necessary to **master** any of these activities. However, it is important to do them regularly.
- 6 All these **techniques** of exercising the brain have multiple benefits. They **sharpen** the brain and slow down **memory loss**. Moreover, with **techniques** like these, exercising our brains can be a lot more fun than going to the gym to exercise our bodies!



2.3 Check Your Understanding

Answer the questions.

- 1 The author suggests three ways to exercise your brain. Which of these do you already use? Explain.
- 2 According to the article, which of these activities would be the best exercise for your brain?
 - a watching a scary movie
 - b watching a funny movie by yourself
 - c watching a funny movie with a group of friends
- 3 Which social activities does the author recommend to exercise the brain? What other social activities do you think would exercise the brain?



2.4 Notice the Writing

Answer the questions.

- 1 Look at the second paragraph. The first sentence tells you the main idea of the paragraph. Which two sentences give examples to help explain the main idea?
- 2 Look at the fourth paragraph. Which sentence gives the main idea of the paragraph?