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FINAL

1

DRAFT



Series Editor:
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FINAL DRAFT

1

Series Editor: **Jeanne Lambert**
The New School

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with
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 **CAMBRIDGE**
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32 Avenue of the Americas, New York, NY 10013-2473, USA

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107495357

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First published 2016

A catalog record for this publication is available from the British Library.

Cataloging in Publication data is available at the Library of Congress.

ISBN 978-1-107-49535-7 Student's Book Level 1

ISBN 978-1-107-49537-1 Student's Book with Writing Skills Interactive Level 1

ISBN 978-1-107-49538-8 Teacher's Manual Level 1

Additional resources for this publication at www.cambridge.org/finaldraft

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Art direction, book design, and photo research: emc design limited


Layout services: emc design limited


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SCOPE AND SEQUENCE

UNIT TITLE & ACADEMIC TOPIC	VOCABULARY 	MODELS
1 DEVELOPING IDEAS TECHNOLOGY: COMMUNICATING IN THE MODERN WORLD PAGE 13	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> • Writing in the Real World: “How We Use Our Cell Phones” • Student Model: “How College Students Use Technology to Socialize”
2 INTRODUCTION TO PARAGRAPHS PSYCHOLOGY: CHARACTERISTICS OF SUCCESS PAGE 43	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> • Writing in the Real World: “Space Diving Team” • Student Model: “Success at Work, at Play, and with Money”
3 NARRATIVE PARAGRAPHS HEALTH: HEALTH BEHAVIORS PAGE 73	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> • Writing in the Real World: “The Importance of Getting Sleep in College” • Student Model: “My Father, the Life Saver”
4 PROCESS PARAGRAPHS BUSINESS: GETTING AHEAD PAGE 101	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> • Writing in the Real World: “From Receptionist to CEO” • Student Model: “Making a Sale”
5 DEFINITION PARAGRAPHS EDUCATION: THE VALUE OF EDUCATION PAGE 129	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> • Writing in the Real World: “The Benefits of a College Education” • Student Model: “Vocational Schools”
6 DESCRIPTIVE PARAGRAPHS CULTURAL STUDIES: CULTURAL LANDMARKS PAGE 155	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> • Writing in the Real World: “Three Famous Landmarks” • Student Model: “A Flag as a Cultural Landmark”
7 OPINION PARAGRAPHS GENERAL STUDIES: POPULAR CULTURE PAGE 181	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> • Writing in the Real World: “The Elderly Rights Law” • Student Model: “Childhood is the Best Stage of Life”
8 INTRODUCTION TO ESSAYS HUMAN RESOURCES: CAREER PATHS PAGE 209	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> • Writing in the Real World: “Which Values? Which Career?” • Student Model: “Photojournalism: More Than Just a Job”

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
	Simple and compound sentences Capitalization and punctuation	Simple present	Ways to avoid plagiarism
	Writing good topic sentences Titles	Common verb + preposition combinations	Strategies to avoid plagiarism
	Complex sentences Avoiding sentence fragments	Pronouns	What is common knowledge?
	Transitions of sequential order Adding details	Imperatives	Finding sources
	Paragraph unity	Subject relative clauses	Quoting others
	Adding details with adjectives and adverbs	<i>There is</i> and <i>There are</i>	Sharing ideas
	Formal vs. informal language Word forms	Superlatives	Using quotations
	Avoiding run-on sentences and comma splices	Parallel structure	Creating a “Works Cited” page

TOUR OF A UNIT

ACADEMIC WRITING AND VOCABULARY

1 PREPARE YOUR IDEAS

A Connect to Academic Writing

In this unit, you will learn skills for writing well-organized academic essays. Some of the writing skills you will learn may seem new to you. However, many skills will not be new. When you write an essay, you explain and organize your ideas in a clear way. You use these skills in everyday life, too. For example, you use similar skills to think about reasons to study a certain subject or choose a certain career.

B Reflect on the Topic

In this section, you will look at a writing prompt and reflect on it. Throughout the unit, you will develop ideas about this prompt. You will use these ideas to practice skills that are necessary to write your essay.

The writing prompt below was used for the Student Model essay on pages 216–217. The student reflected on his topic and used a cluster diagram to brainstorm ideas about the important values.



WRITING PROMPT: Values are the beliefs, attitudes, and judgments we think are important. Describe the values that are most important in your choice of career. Give specific examples and explanations.



1.1 Notice

Work with a partner. Look at the cluster diagram. What can you add to the blank circles?

210 UNIT 8

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.

B Academic Phrases

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

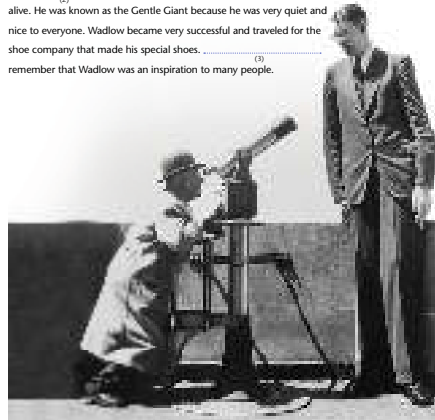
2.2 Focus on Use

Work with a partner. Complete the paragraph using each academic phrase from the box.

It is important to One of the most important Part of the problem

A Big Success

Robert Pershing Wadlow was a big success. Wadlow was the tallest person in history. He was 8'11" and was still growing at the time of his death in 1940. (1) _____ things to know is that Wadlow had a medical condition that caused him to grow so tall. (2) _____ was that there was no treatment for this condition when he was alive. He was known as the Gentle Giant because he was very quiet and nice to everyone. Wadlow became very successful and traveled for the shoe company that made his special shoes. (3) _____ remember that Wadlow was an inspiration to many people.



INTRODUCTION TO PARAGRAPHS 47

ANALYSIS OF TWO WRITING MODELS

Writing in the Real World

You will read an article titled "Three Famous Landmarks." The author of the article uses descriptive writing to create pictures that make her ideas clearer.

Before you read, answer these questions: Which landmarks and monuments does the writer think are the most famous? What is important about each one?

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

THREE FAMOUS LANDMARKS

by Jeanne Felowski

Many landmarks tell a story about a country, an ancient culture, or a religious belief.

Some also tell of simple human emotions—hope, curiosity, and love.

Great Pyramid of Khufu, Egypt

1 A group of huge monuments rises above Giza, Egypt. Today, we think of these monuments as a symbol of Egypt. However, these structures are so ancient that even people two thousand years ago did not remember their builders or purpose. Probably the most famous of these monuments is the Great Pyramid of Khufu. Almost five thousand years ago, the people of Egypt built it. It was a tomb¹ for their pharaoh, or king. In their religion, they believed that the pharaoh was a connection between them and the gods. Their priority was to keep the pharaoh safe, in life and in death. To ancient Egyptians, the pyramids also represented hope. The people hoped that the deceased king became a god. Then he could keep harmony² in the world.

¹tomb: a building or place underground for a dead person
²harmony: a pleasing combination of different parts



Stonehenge, England

2 At about the same time as the Egyptians built the pyramids, the people of ancient England built Stonehenge. Stonehenge is a circle of huge standing stones. The largest weighs over 50 tons (about 100,000 pounds). Inside this stone circle, there is another ring of stones. Nobody knows for certain about the religious beliefs of the Stonehenge builders. We know, though, that the builders designed the stone circle carefully to allow people to study the sky. Perhaps they did this to predict³ changes in seasons. In addition, archaeologists believe that Stonehenge was a place for religious ceremonies. They believe these ceremonies let people remember their ancestors.⁴

³predict: to say that an event or action will happen in the future
⁴ancestor: any member of your family from long ago, for example the grandparents of your grandparents



Taj Mahal, India

3 Today, the Taj Mahal is a symbol of India, but it also symbolizes love. In the seventeenth century, Shah Jahan built the beautiful buildings and gardens, at great cost, as a tomb for his deceased wife. At the center is the brilliant white dome, which rises high above the area. At the top of this dome is a lotus flower, another symbol of India, and around this large dome are four smaller ones. Exquisite⁵ decoration and Islamic writing cover the buildings.

4 Cultural landmarks are the heart and soul of any place. But some seem important to all of us—not just to the people who live in that place.

⁵exquisite: especially beautiful



2.3 Check Your Understanding

Answer the questions.

- How are the Great Pyramid of Khufu and the Taj Mahal similar?
- What do we know about Stonehenge? What do some people believe about Stonehenge?
- What other cultural landmarks do you know? Who built them and why?

2.4 Notice the Features of Descriptive Writing

Answer the questions.

- Read the paragraph about the Taj Mahal again. Underline all parts of the Taj Mahal that the writer describes. Which part do you think is the most important to the writer? Why do you think so?
- Circle words and phrases that tell you where these parts are.

160 UNIT 6

DESCRIPTIVE PARAGRAPHS 161

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.

3 STUDY ACADEMIC WRITING

In Section 1, you saw how the writer of the Student Model reflected on his topic. In this section, you will analyze the final draft of his paragraph. You will learn how to develop ideas for your own paragraph.

Student Model

Read the prompt and answer the questions.

WRITING PROMPT: Describe an object that is important to a culture you know. Explain any symbolism in the object.

- Read the title of the Student Model. What is a "cultural landmark"?
- Look at the photo of the Malaysian flag. What do you think it symbolizes about the country?

Read the paragraph twice. The first time, think about your answers to the questions above. The second time, answer the questions in the Analyze Writing Skills boxes. This will help you notice key features of a descriptive paragraph.

A Flag as a Cultural Landmark

The flag of Malaysia is a famous symbol of my country. It is beautiful and colorful. The flag is red, white, blue, and yellow. It tells important information about our great country. The big part of the flag has fourteen red and white stripes. The stripes represent the states and the government. At the top and on the left there is a blue rectangle. The color blue symbolizes unity. People of Malaysia are from different cultures, and they have different religions. However, we try to work together. I am proud of my people for this! In the middle of the blue area is a big yellow star and a crescent moon. Yellow is the color of the king and queen. The moon is a religious symbol. It symbolizes Islam, which is the main religion of Malaysia. Our flag is also called Jalur Gemilang. It means "Stripes of Glory." I love my flag because I love my country.

Student Model



1 Analyze Writing Skills
Circle three adjectives that describe the flag in the opening two sentences.

2 Analyze Writing Skills
Underline two phrases that tell where the blue rectangle is.

3 Analyze Writing Skills
Underline the phrase that tells where on the flag to find the star and crescent moon.

4 Analyze Writing Skills
What words describe the star? Circle them.

3.1 Check Your Understanding

Answer the questions.

- How many stripes are on the flag of Malaysia? What do they represent?
- What example of "unity" does the student writer give? How does he feel about his people?
- What can you see in the middle of the dark blue area? What do these two things represent?

3.2 Outline the Writer's Ideas

Complete this outline for "A Flag as a Cultural Landmark." Use the phrases in the box.

represent the states and the government
beautiful and colorful
blue rectangle

yellow = color of the king and queen
different people try to work together

PARAGRAPH OUTLINE

Topic Sentence	The flag of Malaysia is a famous symbol of my country.
Supporting Idea	A.
Detail	1. Red, white, blue, and yellow
Supporting Idea	B. Fourteen red and white stripes
Detail	1.
Supporting Idea	C.
Detail	1. Color symbolizes unity
Detail	2.
Supporting Idea	D. Yellow star and crescent moon
Detail	1.
Detail	2. Moon = a religious symbol (= Islam)
Concluding Sentence	I love my flag because I love my country.

162 UNIT 6

DESCRIPTIVE PARAGRAPHS 163

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

A Writing Skill 1: Transitions of Sequential Order

Good writers help their readers follow the various steps in the process they are describing. They use certain words and phrases, called **transitions**, that signal the introduction of a new step. These transitions are similar to the ones used for chronological order. After all of these transition words, a comma (,) is required.

TRANSITIONS OF SEQUENTIAL ORDER	
1 A writer often indicates the first step in a process by saying <i>First</i> or <i>First of all</i> .	<i>First, look at the screen to see where the paper is stuck.</i>
2 The writer may choose to indicate each step with a number, such as <i>Second</i> , <i>Third</i> , and <i>Fourth</i> . These are used when there are only a few steps in the process.	<i>First, look at the screen to see where the paper is stuck. Second, open the part of the printer where the paper is. Third, gently pull the paper from the copier. Fourth, close the part of the printer where the paper was.</i>
3 Another way the writer can indicate each step is by saying <i>Next</i> , <i>Then</i> , and <i>After that</i> . These can be repeated and all mean the same thing.	<i>First, look at the screen to see where the paper is stuck. Next, open the part of the printer where the paper is. Then, gently pull the paper from the copier. After that, close the part of the printer where the paper was.</i>
4 The writer can indicate the final step by saying <i>Finally</i> or <i>Lastly</i> .	<i>Finally, give time for the printer to warm back up.</i>

4.1 Write Transitions

Complete the paragraph using the transition words below. More than one answer may be possible.

after that first of all lastly next then

How to Fill a Photocopier

It's very simple to fill a photocopier with paper. _____ (1), find the drawer in the copier that holds the paper. _____ (2), gently pull out the drawer. _____ (3), open a packet of paper and run your thumb along the edges. This helps separate the paper so it does not stick together later. _____ (4), place the paper inside the drawer and make sure it's in place. _____ (5), close the drawer. Now you're ready to copy again with new paper.

PROCESS PARAGRAPHS 119

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 subject relative clauses in academic writing.

- Use *who* for people and *that* for things. Do not use *that* for people and *who* for things.
An academic counselor is a person ^{who} ~~that~~ helps students plan their courses.
A scholarship is an award of money ^{that} ~~who~~ helps a student further his or her education.
- The verb after a relative pronoun agrees with the noun that the pronoun modifies.
This is extremely beneficial for students ^{who} ~~wants~~ to get a job right away.
- Do not use a subject pronoun after a relative pronoun.
A diagnostic test is a test ~~that~~ ~~it~~ assesses a student's current ability.
- Do not omit a subject relative pronoun.
This is an advantage for those students ^{who} ~~already~~ know what they want to do.

4.4 Editing Task

Find and correct four more mistakes in the paragraph below.

A Major

In North America, a major is a specific subject ^{which} ~~who~~ a student studies while working toward a college degree. Typically between a third and a half of a student's courses are part of his or her major. The other courses are known as core courses. These consist of classes that all students they have to take. Students usually need to choose a major by the end of their second year of study. Students who wants to can also choose two majors. This is called a double major. This is an advantage for students can't decide between two majors. Another option is choosing a major and a minor. A minor is similar to a major. It's also a specific subject area who a student studies, but students need to take fewer classes to achieve a minor. Choosing a major is clearly an important part of the college experience.



DEFINITION PARAGRAPHS 149

AVOIDING PLAGIARISM AND WRITING YOUR FINAL DRAFT

D Avoiding Plagiarism

When you write a college assignment, you should use your own ideas and words.

Q I am worried. I often cannot write my thoughts in English, and I do not want to make a mistake when I write. Sometimes I like to use other people's words. Their words express my ideas. They say them more clearly than I do, but my teacher says I am plagiarizing. I don't understand.

– Roberto



A

Dear Roberto,

Do you play soccer? Maybe you do. Do you play like the Argentinian superstar Lionel Messi? You probably don't. However, you still play the game and work towards improving your skills. It is the same in writing. You might find a really good author. You like the author's ideas, but you can't just use his or her words. If you just use someone else's words or ideas, it is wrong. You need to think for yourself and say things in your own words. Your instructors enjoy reading your ideas and helping you become the best writer you can be.

Yours truly,
Professor Wright

STRATEGIES TO AVOID PLAGIARISM

Here are some common thoughts that students have about writing. Think about your last writing assignment. Were any of these true for you?

- I can't express my ideas well in English.
- I need to get a good grade.
- I don't have enough time to do this writing assignment.

Sometimes students plagiarize for the reasons above. On the next page are some strategies to help you avoid plagiarizing for those reasons.

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 PARAGRAPH

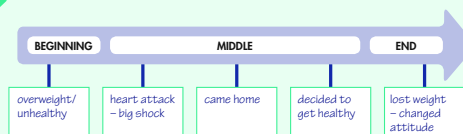
In this section, you will follow the writing process to complete the final draft of your paragraph.

STEP 1: BRAINSTORM

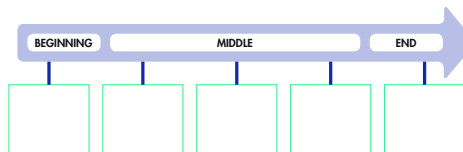
Work with a partner. Follow the steps below to brainstorm more ideas for your topic.

- 1 First, read the student's brainstorm. First he developed his ideas using the freewrite in Section 1, on page 74. Then, he organized these ideas into chronological order and placed them in a timeline. What did the student change or take out? Why? Is the order of ideas clearer in the freewrite than on the timeline? Discuss this with a partner.

STUDENT
TIMELINE



- 2 Now read your writing prompt again. Then review the ideas that you brainstormed in Section 1, page 75. Write the best ones in the timeline below. Include ideas from the Your Turns throughout the unit. Finally, brainstorm more ideas. You will probably not use every idea, but it is good to write as many ideas as possible.



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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MEXICO Baja California: Universidad de Tijuana

TURKEY Istanbul: Bilgi University, Özyeğin University

1

DEVELOPING IDEAS

TECHNOLOGY: COMMUNICATING IN THE MODERN WORLD



"Cell phones are so convenient that they're an inconvenience."

Haruki Murakami
(1949–)

About the Author:

Haruki Murakami is a Japanese author of novels and short stories.

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

- 1 *Convenient* means helpful or easy. In what ways are cell phones convenient?
- 2 In what ways are cell phones sometimes inconvenient?
- 3 Do any types of technology make communication more difficult?

A Connect to Academic Writing

In this unit, you will learn skills to help you develop your ideas in your writing. For example, you will learn how to give reasons, give examples, and provide further information with explanations. These are skills you already use in your daily life. For example, you might give a reason for being late to class to your instructor. You might give a friend examples of apps that you find useful in your studies. You might explain to your parents some of the new and interesting things you are learning in class.

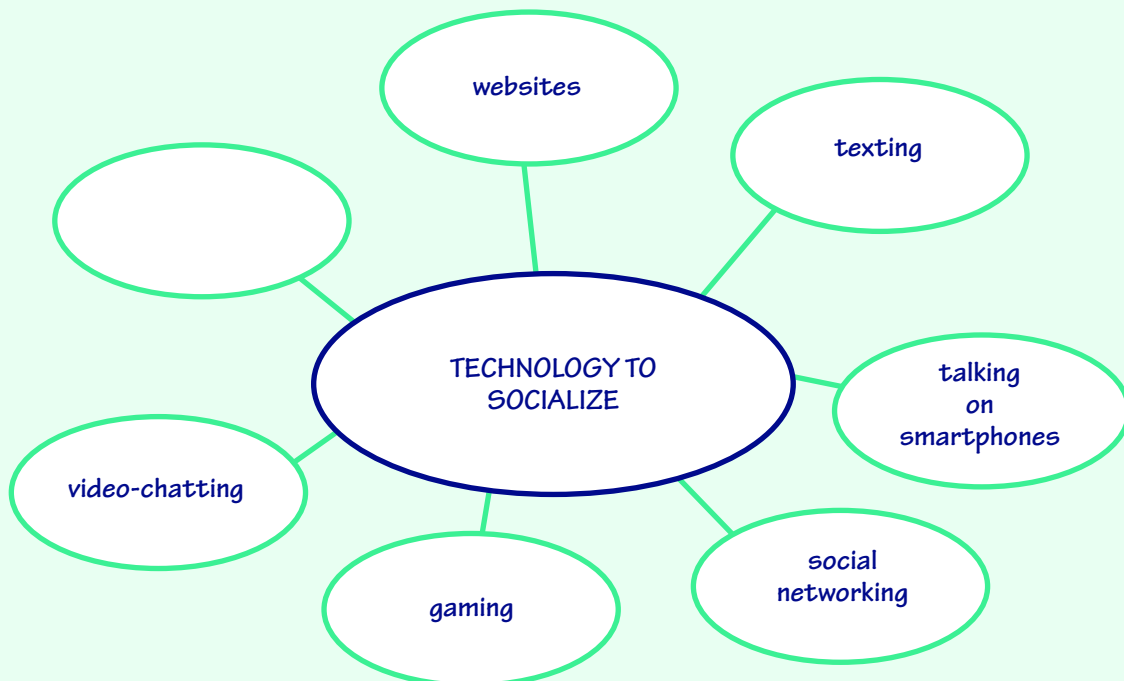
B Reflect on the Topic

In this section, you will look at a writing prompt and reflect on it. Throughout the unit, you will develop ideas about this prompt. You will use these ideas to practice skills that are necessary to write your paragraph.

The writing prompt below was used for the Student Model paragraph on page 20. The student reflected on the topic and used a cluster diagram to brainstorm ways people use technology to socialize.

STUDENT
MODEL

WRITING PROMPT: People are increasingly using technology to socialize. How do people of your age use technology to socialize? Include at least three examples.



ACTIVITY

1.1 Notice

Tell your partner about one more example you could write about. Then add it to the cluster diagram. Share your ideas with the class.

Read the prompt and follow the directions below.

WRITING PROMPT: Technology is increasingly being used by all age groups. How does one of the age groups listed below use technology?

Children (2–8 years old)

Pre-teens (9–12 years old)

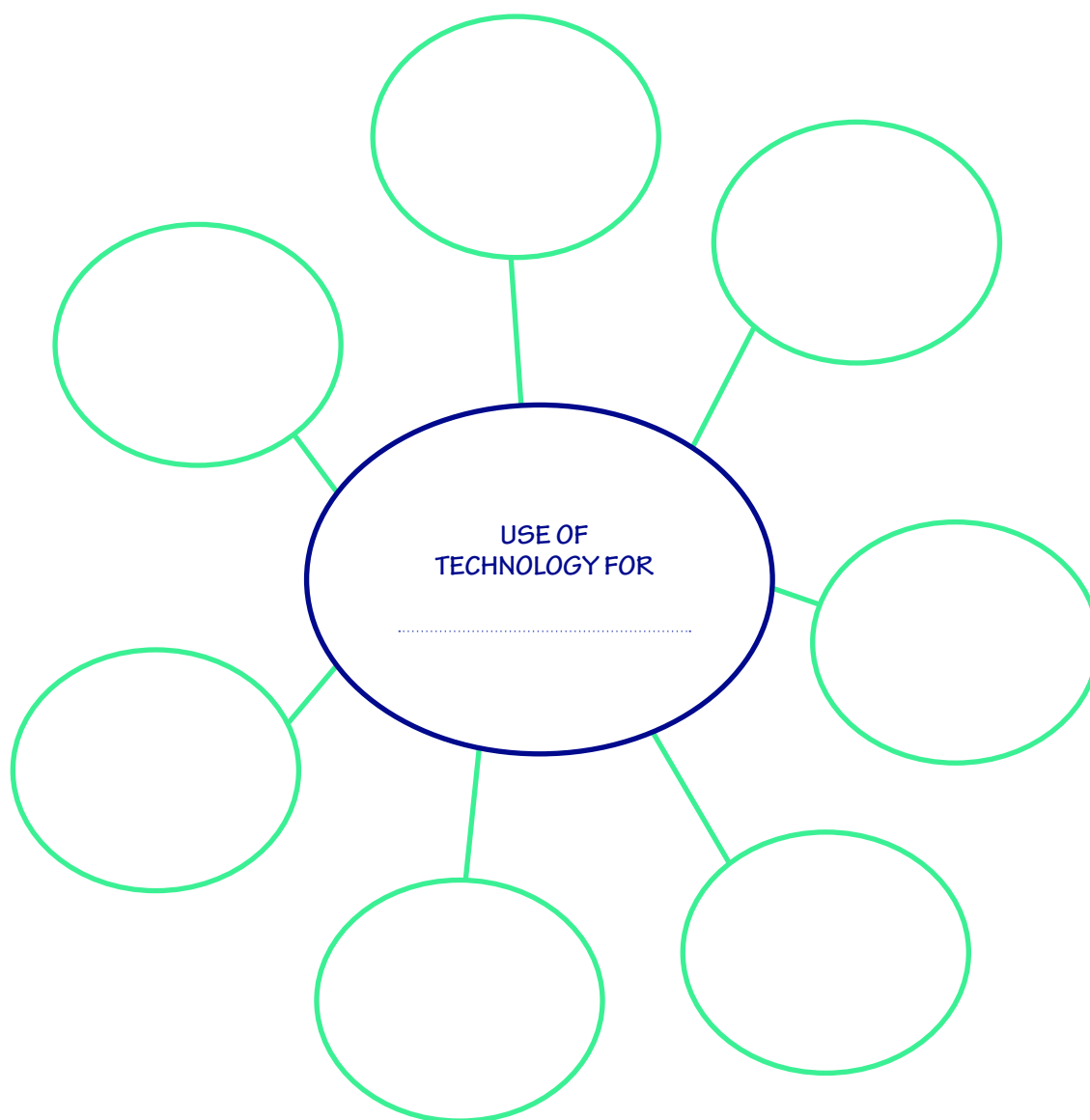
Teenagers (13–19 years old)

Young adults (20–35 years old)

Adults (36–59 years old)

Older adults (60+ years old)

- 1 Choose one of the age groups. Write it in the center circle of the cluster diagram below.
- 2 Think about all the ways this age group uses technology. Write 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.

contact (v)	exchange (v)	option (n)	trend (n)
essential (adj)	inform (v)	technology (n)	use (v)



2.1 Focus on Meaning

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

- | | |
|--|--|
| 1 I get text messages from my phone provider. These messages inform me of special offers on new phones. | a to do something with an object or machine to complete a task |
| 2 People of all ages use electronic devices in their daily lives. In the United States, almost 50% of children have cell phones by the age of 10. | b to give knowledge to someone |
| 3 Modern technology , such as smartphones and email, makes it very easy for people to stay in touch. | c equipment or systems, especially those that have to do with computers and modern science |
| 4 People have more than one option for accessing the Internet. They can use a smartphone, a tablet, a laptop, or even a TV. | d one thing that can be chosen from many possibilities |

B Read the paragraph and guess the meaning of the words in bold. Then circle the letter of the correct definition for each word.

Electronic Business Cards

Electronic business cards are a good way to connect professionally. Business cards are an **essential** part of business culture. Businesspeople often **exchange** them when they meet for the first time. The information on a business card allows someone to **contact** another person easily. Printed business cards are still popular, but there is a recent **trend** toward electronic business cards. For example, many businesspeople add their electronic business card at the end of an email. In conclusion, electronic business cards help connect to other people.

- 1 **Essential** means
 - a strange or foreign.
 - b very important or necessary.
- 2 To **exchange** means
 - a to hide or keep out of view.
 - b to give and receive the same thing in return.
- 3 To **contact** means
 - a to communicate or get in touch with someone.
 - b to find out something you did not know before.
- 4 A **trend** is
 - a something that is rarely done anymore.
 - b the general ways something is changing.

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. Read the sentences. Decide the meaning of the collocations in bold and circle the correct definitions.

- 1 Many teachers today **use technology**, such as smartboards and classroom management systems, in their classrooms.
 - a use electronic equipment to solve problems
 - b use electronic equipment to create problems
- 2 Teachers often allow students to bring smartphones to class. Usually, though, students are not allowed to **exchange messages** on their smartphones during class.
 - a read information about someone
 - b send and receive information with someone
- 3 Some teachers still accept handwritten homework assignments. The **best option**, though, is for students to type assignments.
 - a the only choice
 - b the number one choice
- 4 There is a **general trend** toward teachers using more technology in their classrooms. New software allows teachers to manage, track, and deliver educational content online.
 - a reasons why something is staying the same
 - b overall way something is developing
- 5 For many teachers, a textbook, a whiteboard, and a computer are **essential tools** needed to teach students.
 - a things that are necessary
 - b things that are not very useful

© Writing in the Real World

You will read an article titled “How We Use Our Cell Phones.” The author of the article develops his ideas so his reader can understand them.

Before you read, answer this question: What do you think are the three most popular uses for cell phones?

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



HOW WE USE OUR CELL PHONES

By Jorge Navarro

- 1 The cell phone is an **essential** tool for many people. We use it to communicate, to **inform**, to share, and to entertain. According to a survey by the Pew Research Center, 85% of American adults now own a cell phone. The survey also shows some interesting information about how they use their phones. The top five uses for cell phones – besides talking to others – are taking pictures, texting, accessing the Internet, emailing, and recording video.
- 2 The most popular cell phone activity is taking pictures. Among all cell phone users, 82% **use** their phone to take photos. There is little difference between males and females. For instance, 82% of men and 81% of women take pictures with their phones. Perhaps unsurprisingly, young adults are the most likely to take pictures. Ninety-four percent of those under 29 take pictures with their cell phones, compared to just 44% of those aged 65 and over.

- 3 The second most popular cell phone activity is texting. A few years ago, 58% of people texted with their phones, but the number today is 80%. Large numbers of users send and receive texts, with the exception of older Americans. Among users 18–29 years of age, texting is nearly universal.¹
- 4 Fifty-six percent of cell phone owners access the Internet with their phone, making it the third most common activity. The gap² between young and older users is high: 77% of those under 30 access the Internet with their phones versus just 13% of those 65 and older. There is also a large difference according to income. Because it can sometimes be expensive to get online, those who earn more than \$75,000 per year are much more likely to access the Internet than those who earn less than \$30,000.
- 5 The fourth most common activity is emailing. Half of users **contact** others via³ email on their devices. As with other activities, younger users are much more likely to use cell phones to **exchange** messages using email.
- 6 Recording videos is the fifth most popular activity. Forty-four percent of users now make videos with their phones, up from just 18% a few years ago. Seven in 10 young adults record videos with their phones, compared to just 9% of older adults. Younger users are more likely to be comfortable with using this **technology** in their daily lives.
- 7 How will people use their cell phones in the future? What **options** will cell phones offer that we have not even thought of yet? What general **trends** can we predict? It's anyone's guess!

¹ **universal**: experienced by everyone

² **gap**: difference

³ **via**: by means of



2.3 Check Your Understanding

Answer the questions.

- 1 After “talking,” what do most Americans use cell phones for?
- 2 Which statistic about cell phone use surprised you? Explain your answer.
- 3 How do your cell phone habits compare to those mentioned in the survey?



2.4 Notice the Writing

Answer the questions.

- 1 Read the first paragraph again. Underline the sentence that includes an explanation of why a cell phone is an essential tool.
- 2 Read the second paragraph again. Underline the two-word phrase that signals an example.
- 3 Read the fourth paragraph again. Underline the word that signals a reason.

3 STUDY ACADEMIC WRITING

In Section 1, you saw how the writer of the Student Model reflected on her topic. In this section, you will analyze the final draft of her paragraph. You will learn how to develop ideas for your own paragraph.

A Student Model

Read the prompt and answer the questions.

WRITING PROMPT: People are increasingly using technology to socialize. How do people of your generation use technology to socialize? Include at least three examples.

- 1 What are some ways people use technology to socialize?
- 2 What ways do you think the writer – a young adult – will mention?

Read the paragraph twice. The first time, think about your answers to the questions above. The second time, answer the questions in the Analyze Writing Skills boxes. This will help you notice the key features of a paragraph.

STUDENT
MODEL

How College Students Use Technology to Socialize

People of my generation **use technology** to socialize in different ways. Nearly everyone I know has a digital device such as a cell phone, tablet, or laptop. College students have several **options** for how they socialize. For many students, texting is the best option for **contacting** friends. People like texting since it's fast and easy. College students are also big users of social media, and this is a great way to socialize with a larger group of people. Interestingly, some students also use social media to communicate with classmates outside of class. They often start discussions about interesting topics that come up in class. Teachers sometimes join in, too. They use these to **inform** students of class updates, such as reminders about homework and quizzes. Finally, video-chatting is also very popular for communicating with families. This is because some people do not live near their families. For example, my family lives eight hours away, so we video-chat every Saturday. Using cell phones, tablets, and laptops is clearly **essential** for socializing for my generation.

1 Analyze Writing Skills

Find a sentence that contains the names of three devices. What punctuation (a period? a comma? a dash?) does the writer use to separate them? Circle them. Underline any capital letters in the sentence.

2 Analyze Writing Skills

Find and circle a word that signals a reason. Underline the reason.

3 Analyze Writing Skills

Find and circle an example of two complete sentences joined by *and*.

4 Analyze Writing Skills

Find and circle a phrase that signals a personal example. Underline the example.