

CAMBRIDGE

FINAL DRAFT

1

TEACHER'S MANUAL

- Teaching suggestions
- Unit quizzes
- Answer keys

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Teacher's Manual

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INTRODUCTION

Final Draft is a four-level academic writing series for high beginning / low intermediate- to high advanced-level students of North American English. The series prepares students to write in a college or university setting by focusing on the topics, rhetorical modes, skills, vocabulary, and grammar necessary for students to develop their academic writing. Students are given the tools to master academic writing. First, they learn and practice foundational academic writing skills essential to writing paragraphs and essays. Then, following a process-based approach, students move through the writing process, from brainstorming with graphic organizers to organizing and developing their ideas with outlines, before completing the final draft of their unit assignment.

Final Draft provides frequent and realistic writing models. Each unit features writing models that reinforce the concept that writing is purposeful. The Writing in the Real World article engages students and introduces them to the topic, ideas, language, and elements of structure or rhetorical mode taught in the unit. The Student Model then demonstrates the conventions of the target structure and mode. This progression from authentic text to traditional academic writing helps students new to academic discourse first understand the purpose of communicating with a given mode before turning their attention to mastering the form.

Final Draft focuses on key academic vocabulary. Students need to encounter high-frequency academic vocabulary and learn how to use it naturally in preparation for college-level writing. The academic phrases and collocations in the series were selected based on the findings of research into the *Cambridge English Corpus*. Analysis of this multibillion-word collection of real-life English indicates the language that is most relevant for academic writing, with a focus here on longer lexical chunks. The academic vocabulary in the series is also corpus informed, the majority of words coming from Averil Coxhead's Academic Word List (AWL) and the remaining items taken from Michael West's General Service List (GSL). AWL words are identified as such in the index of the Student's Book.

Vocabulary items are contextualized and recycled throughout the unit. Academic collocations or academic phrases are introduced and practiced in alternating units. The writing models recycle these words and phrases in academic contexts, and in the final section of each unit students are prompted to find places where they can use these vocabulary items naturally when writing their end-of-unit assignment.

The grammar presented in Final Draft is corpus informed. Corpus research tells us the most common grammar mistakes for specific grammar points in academic writing. Students study the most common grammar mistakes drawn from the *Cambridge Learner Corpus*, a unique collection of over 50 million examples of nonnative speakers' writing. Students then work to repair them in editing activities. At the end of the unit, students are reminded to correct these mistakes as they write their assignment, which helps promote accuracy in their writing.

Final Draft teaches students to understand and avoid plagiarism. The series provides a robust presentation of techniques for understanding and avoiding plagiarism. Each unit includes an overview of a common plagiarism-related issue, along with a skill-building activity. This innovative approach is pedagogical, not punitive. Many ESL students struggle with a range of issues related to plagiarism. By including realistic examples and practical activities in each unit, *Final Draft* helps students avoid plagiarism and improve their academic writing.

Writing Skills Interactive provides extra practice in key writing skills. This online course, which can be purchased with *Final Draft*, provides graduated instruction and practice in key writing skills to help students build confidence and fluency. Each unit provides an animated presentation of the target writing skill, along with automatically graded practice activities. Each unit closes with a quiz so students can assess their progress.

Special Sections

YOUR TURN ACTIVITIES

Each unit includes a wide variety of regular writing practice activities, including Your Turn activities, which ask students to go beyond traditional practice to apply the skills, ideas, and language they have learned to their selected writing prompt. As a result, by the time they write their end-of-unit assignment, they are thoroughly prepared for the writing process because they have already practiced relevant skills and generated useful ideas and language to incorporate into their work. This makes the writing process less daunting than it would otherwise be.

Series Levels

Level	Description	CEFR Levels
<i>Final Draft 1</i>	Low Intermediate	A2
<i>Final Draft 2</i>	Intermediate	B1
<i>Final Draft 3</i>	High Intermediate	B2
<i>Final Draft 4</i>	Advanced	C1

Additional teacher resources for each level are available online at cambridge.org/finaldraft.

Final Draft 1

This book is designed for a semester-long writing course. There is enough material in the Student's Book for a course of 50 to 70 class hours. The number of class hours will vary, depending on how much of a unit is assigned outside of class and how much time a teacher decides to spend on specific elements in class. Because units are carefully designed to build toward the final writing activity, teachers are encouraged to work through each unit in chronological order. However, units can generally stand alone, so teachers can teach them in the order that best suits their needs.

Unit Overview and Teaching Suggestions

UNIT OPENER

Purpose

- To introduce the unit topic and academic discipline in an engaging way
- To elicit preliminary thinking about the unit theme and structure or rhetorical mode

Teaching Suggestion

Have students respond to the quote in writing by freewriting their ideas or by agreeing or disagreeing with the central message of the quote.

1 PREPARE YOUR IDEAS

In Section 1, students begin to explore the unit structure or rhetorical mode and choose their writing prompt for the unit.

A Connect to Academic Writing

Purpose

- To introduce the unit structure or rhetorical mode in an accessible way
- To connect academic writing to students' lives and experience

Teaching Suggestion

To deepen the conversation, elicit additional examples from students of how the rhetorical mode connects to thinking they already do in their lives.

B Reflect on the Topic

Purpose

- To show a writing prompt that elicits the rhetorical mode
- To introduce an appropriate graphic organizer for brainstorming and organizing ideas for the mode
- To choose a prompt for the unit writing assignment and begin generating ideas for the topic
- To engage students with the writing process early in the unit

Teaching Suggestion

Group students together who chose the same writing prompt and have them brainstorm ideas for the topic. Groups can then share their ideas with the class and receive immediate feedback.

2 EXPAND YOUR KNOWLEDGE

In Section 2, students learn academic vocabulary and read a real-world text that contains elements of the unit structure or rhetorical mode.

A Academic Vocabulary

Purpose

- To introduce high-frequency academic words from the Academic Word List and the General Service List
- To focus on the meaning of the target vocabulary within a thematic context

Teaching Suggestion

Have students choose vocabulary words from the activity that they still have trouble understanding or contextualizing and write sentences using them. They can share their sentences in groups or with the class and receive immediate feedback.

B Academic Collocations / Academic Phrases

Purpose

- To teach academic collocations and phrases that frequently occur in academic reading and writing
- To encourage the use of language chunks that will make student writing more natural and academic
- To tie academic vocabulary to the unit theme

Teaching Suggestion

Have students use the Internet to find more authentic examples of the collocations in sentences as a homework assignment. Students can then share their examples with the class or in groups.

C Writing in the Real World

Purpose

- To provide authentic content, ideas, and language in a context related to the unit theme
- To introduce elements of the unit rhetorical mode in an authentic reading
- To recycle new academic vocabulary and collocations or phrases
- To introduce features of the unit structure or mode

Teaching Suggestion

After students have read and understood the text, assign a paragraph or section to small groups, and have students work together to explain the purpose of each sentence in the section. Sample student responses: *The first sentence introduces the topic, the second and third sentences give background information on the topic, etc.*

3 STUDY ACADEMIC WRITING

In Section 3, students read and analyze a student model of a traditional academic paragraph or essay. A detailed examination of elements of the unit structure or rhetorical mode follows.

A Student Model

Purpose

- To provide an aspirational student model for the unit structure or rhetorical mode
- To deepen understanding of writing technique through real-time analysis
- To provide a context for writing skills that will be studied in Section 4
- To familiarize students with writing prompts that can be answered using the unit mode
- To recycle academic vocabulary and collocations or phrases
- To evaluate and generate more ideas on the unit theme
- To demonstrate the organization and development of ideas in traditional academic writing

Teaching Suggestion

In small groups, have students discuss their answers to the Analyze Writing Skills tasks. Then have each group present to the class on something they noticed that they found interesting or still have questions about. This offers an opportunity to deepen the discussion on writing technique.

B Unit Structure or Rhetorical Mode

Purpose

- To deepen understanding of the unit structure or rhetorical mode
- To explain key elements of the unit structure or rhetorical mode
- To have students practice writing elements of a paragraph or essay

Teaching Suggestion

Following the activities in this section in chronological order will ensure that students have covered all the key features of the unit structure or rhetorical mode. However, if students need less work in some areas, you may want to skip those parts in class and assign the activities for homework.

In general, practice activities, including Your Turn activities, can be completed in class and immediate feedback can be given by peers or the instructor. Alternately, these sections can be assigned as homework and brought to class for review.

4 SHARPEN YOUR SKILLS

In Section 4, students review and practice key writing skills, specific applications of grammar for writing, and ways to avoid plagiarism.

A Writing Skill

Purpose

- To provide practice with discrete writing skills that students can apply to their unit writing assignments
- To deepen knowledge of rhetorical strategies

Teaching Suggestion

Collect writing samples from one or more of the Your Turn activities in this section. Reproduce several for the class – on the board, as handouts, on a screen – to use as an editing activity.

B Grammar for Writing

Purpose

- To present specific applications of grammar for academic writing
- To draw attention to the most common grammar mistakes made by students
- To promote grammatical accuracy in academic writing
- To improve students' editorial skills

Teaching Suggestion

After students complete the editing task at the end of the section, have students identify elements of the unit mode (e.g., language, structure) and parts of an academic paragraph (e.g., topic sentence, examples, other supporting details).

C Avoiding Plagiarism

Purpose

- To increase awareness of the issues surrounding plagiarism
- To build skills and strategies for avoiding plagiarism
- To provide regular practice of writing skills useful for avoiding plagiarism

Teaching Suggestion

Have one student read the student question in the Q & A aloud; all other students should listen with their books closed. Elicit possible responses from the class and then compare them to the professor's answer in the book.

5 WRITE YOUR PARAGRAPH OR ESSAY

In Section 5, students go through the steps of the writing process to a final draft of their unit writing assignment.

STEP 1: BRAINSTORM

Purpose

- To brainstorm, evaluate, and organize ideas for the student paragraph or essay

Teaching Suggestion

After students brainstorm their own ideas on paper, survey the class and list the top three to five ideas for each writing prompt on the board. Then have the students explain, evaluate, and rank the ideas.

STEP 2: MAKE AN OUTLINE

Purpose

- To help students organize their paragraphs or essays before writing

Teaching Suggestion

After students complete their outlines, have them work in pairs to explain how key ideas in their outlines connect to the overall topic or thesis of their paper. This process helps confirm that their ideas are directly relevant to the topic and allows students to consider their ideas more fully.

STEP 3: WRITE YOUR FIRST DRAFT

Purpose

- To give students the opportunity to use the language, skills, and ideas from the unit to answer their writing prompt

Teaching Suggestion

After students write their first drafts, have students work in pairs to give each other feedback before turning in their writing to you. Ask partners to underline sections they think are well written and circle any words, sentences, or phrases that are unclear. Students can then revise for clarity before submitting their first drafts.

STEP 4: WRITE YOUR FINAL DRAFT

Purpose

- To evaluate and implement instructor/peer feedback
- To improve self-editing skills
- To write a final draft

Teaching Suggestion

Have students mark – highlight, underline, circle, number, etc. – sentences or parts of their writing that they revised based on peer or instructor feedback. This ensures students will incorporate some corrective feedback.

Assessment Program

The final section of the Teacher’s Manual consists of an assessment program for *Final Draft*. It includes the following for each unit:

- Vocabulary quiz
- Grammar quiz
- Avoiding Plagiarism quiz
- Bank of additional writing prompts

Quizzes may be used individually or in combination with one or more of the others, depending on teacher and student needs. They are photocopiable, with downloadable versions available at cambridge.org/finaldraft. The Assessment Answer Key includes:

- General rubrics for academic writing (paragraphs / essays)
- Unit answer keys for vocabulary, grammar, and avoiding plagiarism quizzes

1 DEVELOPING IDEAS

TECHNOLOGY: COMMUNICATING IN THE MODERN WORLD

2 EXPAND YOUR KNOWLEDGE

A Academic Vocabulary page 16

ACTIVITY 2.1 page 16

- A
1 b 2 a 3 c 4 d
- B
1 b 2 b 3 a 4 b

B Academic Collocations page 17

ACTIVITY 2.2 page 17

- 1 a 2 b 3 b 4 b 5 a

C Writing in the Real World page 18

ACTIVITY 2.3 page 19

- taking pictures
- Answers will vary. Possible answers:*
85% of American adults own a cell phone.
81% of women take pictures with their phones.
80% of people text with their phones.
13% of people over 65 access the Internet with their phones.
70% of young adults record videos with their phones.
- Answers will vary. Sample answer: "I'm a young adult, and the statistics are true for me. My friends and I text all the time, and we take lots of pictures and video with our smartphones."*

ACTIVITY 2.4 page 19

- We use it to communicate ... and to entertain.
- For instance
- Because

3 STUDY ACADEMIC WRITING

A Student Model page 20

- Answers will vary.*
- Answers will vary.*

Analyze Writing Skills page 20

- Nearly everyone I know has a digital device such as cell phone, tablet, or laptop. OR Using cell phones, tablets, and laptops is clearly essential for socializing for my generation.
- 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.
- For example, my family lives eight hours away, so we video-chat every Saturday.

ACTIVITY 3.1 page 21

- texting, social media, and video-chatting
- video-chatting
- Answers will vary. Suggested answer: social media.*

ACTIVITY 3.2 page 22

- A Texting
- Good for individual friends
 - Fast and easy
- B Social media
- Good for large groups of people
- C Video-chatting
- Good for families
 - Some families live far away
 - Writer's family lives eight hours away

B Developing Ideas page 23

ACTIVITY 3.3 page 23

Example: A digital device such as a cell phone, tablet, or laptop is an essential tool.

Explanation: In fact, most students use some sort of digital device to get updated information on their classes from their teachers.

Reason: This saves time and allows them to share their notes with others after class.

Example: These assignments consist of online homework that teachers regularly assign.

Explanation: Some teachers only accept assignments prepared in this way, so it's very important for students to be comfortable using technology.