

CAMBRIDGE

FINAL

3

DRAFT



Series Editor:
Jeanne Lambert

Andrew Aquino-Cutcher
Wendy Asplin
David Bohlke
Jeanne Lambert

FINAL DRAFT

3

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

Andrew Aquino-Cutcher
Harold Washington College at the City Colleges of Chicago

Wendy Asplin
University of Washington

David Bohlke
Jeanne Lambert
The New School

with

Monica F. Jacobs, The College of New Jersey
Alan S. Kennedy, Columbia University
Emily Ann Mathis, University of Oregon
Sara Stapleton, North Seattle College
Linda Van Doren, Emily Griffith Technical College



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314-321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06-04/06, Singapore 079906

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/9781107495494

© Cambridge University Press 2016

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2016

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5

Printed in Malaysia by Vivar Printing

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

Cataloging in Publication data is available at the Library of Congress

ISBN 978-1-107-49549-4 Student's Book Level 3

ISBN 978-1-107-49550-0 Student's Book with Writing Skills Interactive Level 3

ISBN 978-1-107-49554-8 Teacher's Manual Level 3

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

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party Internet Web sites referred to in this publication and does not guarantee that any content on such Web sites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

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

Layout services: emc design limited


CONTENTS

	SCOPE AND SEQUENCE	4
	TOUR OF A UNIT	6
	THE TEAM BEHIND <i>FINAL DRAFT</i>	10
 1	INTRODUCTION TO THE ESSAY ENVIRONMENTAL STUDIES: GREEN LIVING	13
 2	COMPARISON AND CONTRAST ESSAYS 1 EDUCATION: APPROACHES TO LEARNING	43
 3	COMPARISON AND CONTRAST ESSAYS 2 SOCIOLOGY: COMMUNITIES AND RELATIONSHIPS	73
 4	CAUSE AND EFFECT ESSAYS TECHNOLOGY: SHARING ONLINE	103
 5	SUMMARY ESSAYS HEALTH: BALANCED LIFESTYLES	137
 6	SUMMARY-RESPONSE ESSAYS BEHAVIORAL SCIENCE: LANGUAGE AND CULTURE	163
 7	ARGUMENTATIVE ESSAYS 1 ECONOMICS: DEMOGRAPHICS AND THE ECONOMY	197
 8	ARGUMENTATIVE ESSAYS 2 GLOBAL STUDIES: ISSUES IN GLOBALIZATION	229
	DO RESEARCH	261
	SELF-EDITING REVIEW	262
	SOURCES	270
	INDEX	273
	CREDITS	277

SCOPE AND SEQUENCE

UNIT TITLE & ACADEMIC TOPIC	VOCABULARY 	MODELS	
1 INTRODUCTION TO THE ESSAY ENVIRONMENTAL STUDIES: GREEN LIVING PAGE 13	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> • Writing in the Real World: "Going Off the Grid: Why More People Are Choosing to Live Life Unplugged" • Student Model: "The Positive Impact of Bike-Share Programs" 	
2 COMPARISON AND CONTRAST ESSAYS 1 EDUCATION: APPROACHES TO LEARNING PAGE 43	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> • Writing in the Real World: "The Trouble with Talent: Are We Born Smart or Do We Get Smart?" • Student Model: "Learning Two Skills" 	
3 COMPARISON AND CONTRAST ESSAYS 2 SOCIOLOGY: COMMUNITIES AND RELATIONSHIPS PAGE 73	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> • Writing in the Real World: "Resilience Is About Relationships, Not Just Infrastructure" • Student Model: "Changes in My Community" 	
4 CAUSE AND EFFECT ESSAYS TECHNOLOGY: SHARING ONLINE PAGE 103	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> • Writing in the Real World: "Generation Overshare" • Student Model: "The Positive Side of Online Sharing" 	
5 SUMMARY ESSAYS HEALTH: BALANCED LIFESTYLES PAGE 137	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> • Writing in the Real World: "Mindful Eating: How to Think More and Eat Less" • Student Model: "Summary of 'A Tax on Unhealthy Foods'" 	
6 SUMMARY-RESPONSE ESSAYS BEHAVIORAL SCIENCE: LANGUAGE AND CULTURE PAGE 163	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> • Writing in the Real World: "Bilingualism Good for the Brain, Researchers Say" • Student Model: "Assimilation Does Not Mean Losing My Culture" 	
7 ARGUMENTATIVE ESSAYS 1 ECONOMICS: DEMOGRAPHICS AND THE ECONOMY PAGE 197	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> • Writing in the Real World: "Diversity Leads to Economic Growth" • Student Model: "Why We Need More Women in Technology Jobs" 	
8 ARGUMENTATIVE ESSAYS 2 GLOBAL STUDIES: ISSUES IN GLOBALIZATION PAGE 229	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> • Writing in the Real World: "Unrelenting Population Growth Driving Global Warming, Mass Extinction" • Student Model: "Time to Rethink Our Consumer Society" 	

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
	Thesis statements and writing prompts	Infinitives	Recognizing plagiarism
	Words and phrases that show differences	<i>That</i> clauses	Strategies for paraphrasing
	Words and phrases that show comparison Avoiding sentence fragments	Identifying relative clauses	What is common knowledge?
	Phrases that show cause and effect Parallel structure Paragraph unity	Real conditionals	Citing sources
	Purpose, audience, and tone	Reporting verbs	Evaluating Internet sources
	Coherence 1: Transition words and phrases Coherence 2: Ways to connect ideas across sentences	Passive voice	Taking effective notes
	Avoiding run-ons and comma splices	Reduced relative clauses	Strategies for managing your time
	Avoiding faulty logic Sentence variety	Modals for hedging	Synthesizing information

TOUR OF A UNIT

ACADEMIC WRITING AND VOCABULARY

1 PREPARE YOUR IDEAS

A Connect to Academic Writing

In this unit, you will learn skills to help you compare and contrast ideas. While some of the writing skills that you will use may be new to you, the skill of comparing ideas is not new. In your everyday life, you use the skill of comparison when you ask questions such as *Which school should I go to?* or *Which neighborhood should I live in?*

B Reflect on the Topic

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

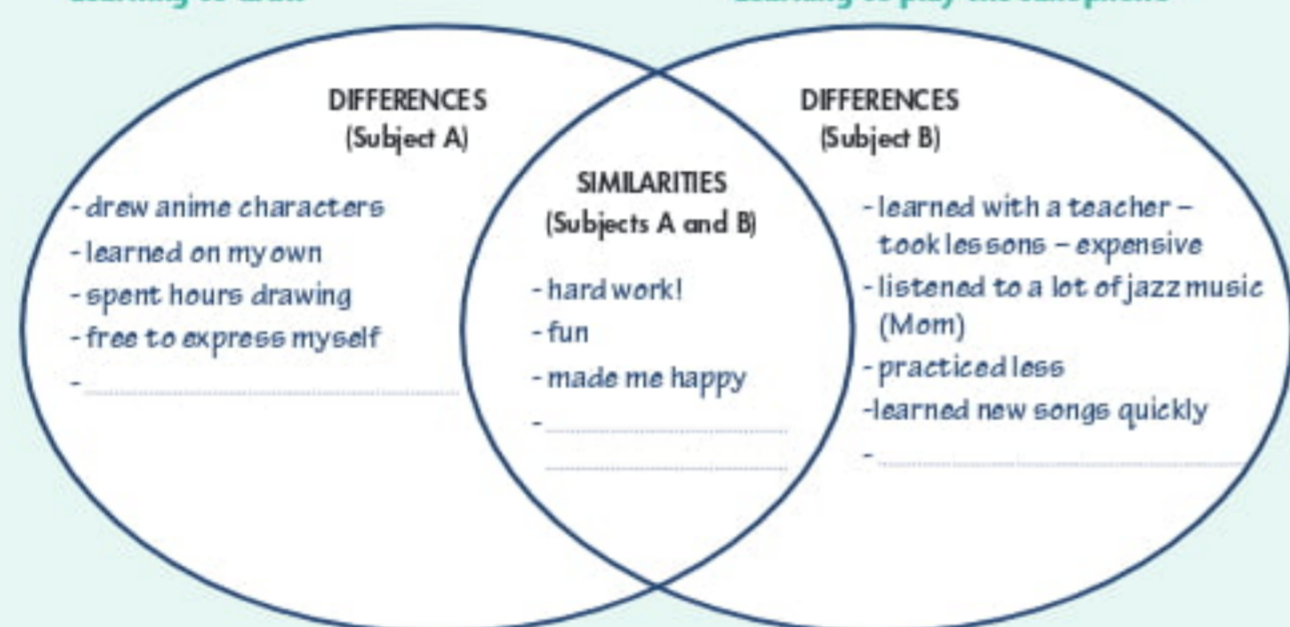
The writing prompt below was used for the Student Model essay on pages 50–51. The student reflected on his topic using a Venn diagram to see similarities and differences. This helped him think of a possible thesis for his essay.

STUDENT MODEL

WRITING PROMPT: Compare two skills that you have learned. The skills could be artistic, such as singing or painting, or physical, such as learning to ride a bike or fix cars. Was the experience of learning these two skills similar or different?

Subject A:
Learning to draw

Subject B:
Learning to play the saxophone



Possible thesis statement: Learning how to draw and play the saxophone both took effort, but the experience of learning each skill was different.

1.1 Notice

Work with a partner. Discuss two more possible comparisons and add them to the Venn diagram.

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 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 below.

conduct an experiment	make a conscious decision	a strong urge
the main focus of	make sense	

2.2 Focus on Meaning

Work with a partner. Circle the correct meanings.

- Psychologists **conduct experiments** to discover answers to their questions about human behavior. The phrase **conduct an experiment** is a more academic way of saying
 - experience on one's own.
 - do a scientific test.
- The company Expedia does a global report each year on vacations. **The main focus of** the report is to find out what people's perceptions of vacations are around the world. The phrase **the main focus of** is used to introduce
 - a detail.
 - an objective.
- While it **makes sense** to take paid vacations, often Americans do not use their vacation days. They work instead. The phrase **make sense** is used when something seems
 - logical or reasonable.
 - clear or clever.
- While on vacation, many people feel **a strong urge** to check their email and do some work. The phrase **a strong urge** explains
 - something that is hard to control.
 - something that is fun to do.
- People in some cultures make **a conscious decision** to take all their paid vacation days because they feel that taking vacations is necessary. The phrase **a conscious decision** is a decision that someone makes
 - after a lot of careful thinking.
 - without thinking a lot about it.



ANALYSIS OF TWO WRITING MODELS

Writing in the Real World

The author of "Going Off the Grid: Why People Are Choosing to Live Life Unplugged" uses features of academic essays to present his ideas in an organized way that is convincing and interesting.

Before you read, answer these questions: Look at the title. What do you think it means to "live life unplugged"? Why do you think some people want to live very simply?

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



1 Imagine living off the land. See yourself growing your own food, producing your own energy, and getting away from the consumption economy¹ that influences so many of our decisions. For more and more people, this simple life-style, called off-grid living, has become a real option. Although statistics on Americans who choose off-grid living are unavailable, trends suggest that the number is increasing. Some people do it to be self-reliant² or more in touch with nature. Others do it on the basis³ that there is a limited supply of traditional energy, such as oil. Still others do it because it is the best financial option available to them. For people who want to get away from today's consumerist society or help protect the environment, living off-grid can be an attractive option.

¹consumption economy: economy that relies on consumer spending
²self-reliant: capable of relying on oneself rather than others

2 Although a desire to go green isn't always the top reason for people going off-grid, the lifestyle has many environmental benefits. For one thing, most off-grid homes or communities are in places where nature plays an important part of their everyday lives. Many people in these communities want to make sure they treat their environment with respect. And they want the choices that they make on a daily basis to help the environment rather than hurt it. In these communities, people often convert from oil to solar power for regular home heating or bike rather than drive to reduce the use of gasoline. Making the transition from traditional energy to a renewable source may take getting used to at first, but many in off-grid communities are willing to sacrifice for the chance to make a positive impact on the environment.

3 For others, living off-grid is a rejection of consumerism.⁴ "Going off the grid is not a game," says Nick Rosen, founder of the Off-Grid website. "It is real life and a real choice for real people." And many of these people are starting to ask themselves, "How much do we really need?" They reject overly large homes in favor of small homes based on the idea that we are less happy when we have a lot more than we need. They feel overconsumption leads to being less grateful for what we do have. And doing something like buying a smaller home also fits into the environmentally friendly lifestyle because smaller homes require less energy for heating and cooling.

4 For others, going off-grid is an economic necessity because they have faced economic hardships,⁵ and many have lost their own homes. They end up living a more eco-friendly⁶ lifestyle because they need to reduce electric bills or grow their own food to survive. Rosen reports, "A lot of the people I met when I was traveling around the States writing my book were people who had to hand back the keys to their properties and find a new lifestyle. In one case they bought some land

on eBay and moved themselves into a trailer. And they find themselves living a more ecological lifestyle just by the fact that they're generating their own electricity and growing their own food, but they were motivated by financial matters rather than by a more pure desire to tread more lightly⁷ on the planet." So, financial concerns also play a role in many people's decision to live off the grid.

5 The scope of the off-grid movement is not fully known. However, we do know what motivates many off-grid community members – the desire to protect the environment, to be self-reliant, to embrace simple living, and sometimes to live more economically. For many of these members, the benefits outweigh the inconveniences of giving up some of the features of a modern life – using as much oil and electricity as you want or buying prepackaged food. Living off the grid might not be for everyone, but the lifestyle of people who do so certainly gives us all something to consider.

⁴consumerism: culture where people focus a lot on buying things
⁵economic hardships: economic suffering
⁶eco-friendly: good for the environment
⁷tread more lightly: speak or behave carefully to avoid upsetting anyone or causing harm

2.3 Check Your Understanding

Answer the questions.

- 1 What are the main reasons people want to live in off-grid communities?
- 2 How would you explain the benefits of off-grid living to someone who has never heard of it before?
- 3 How would you feel about living in an off-grid community?

2.4 Notice the Features of Essay Writing

Answer the questions.

- 1 Look at the first two sentences in the introductory paragraph. How does the author get the reader's attention?
- 2 In which sentence in the introductory paragraph does the writer tell us what he will discuss in the rest of the essay?
- 3 Look at paragraphs 2, 3, and 4. What is their purpose?

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 essay reflected on her topic. In this section, you will analyze the final draft of her academic essay. You will learn how to structure your ideas for your own essay.

A Student Model

Read the writing prompt again and answer the questions.

WRITING PROMPT: There are many programs and laws that cities have introduced to reduce pollution. These include banning plastic bags, starting bike-share programs, and creating green spaces. Choose one program or law that you are familiar with and give reasons why it is good for people and communities.

- 1 Read the title of the essay. What will the writer discuss?
- 2 What reasons might the writer mention?

Read the essay 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 academic essays.

STUDENT MODEL

The Positive Impact of Bike-Share Programs

1 In my community, people talk about the smog¹ more than they talk about the weather. Recently, the mayor urged people to give up their cars and use public transportation or the new bike-share program to decrease air pollution. I use the bike-share program a lot to get to school and work, and I really like it. I heard on the news that it is working well and that there are fewer cars on the streets. I know that sometimes cars are a necessity, but the problem of smog is serious because it has a negative effect on people's health and the quality of life² in the city. A bike-share program is good for cities and the people who live there because it is a convenient way to travel, it improves life in the city, and it makes people healthier.

2 First, a bike-share program is easy for people to use. Commuters who travel to the city can ride around and go wherever they want. They do not have to rely on the schedules of buses and trains. Driving a car is also difficult because of traffic. In addition, bike stations are everywhere, so it is usually easy to find and park a bike. One problem sometimes is that the supply of bikes is less than the demand³ for them. That was a problem in my city. However, we now have an app that tells where there are available

¹smog: smoke that is mixed with fog (thick cloud)
²quality of life: amount of comfort and satisfaction that someone feels about their life
³demand: number of people who want to have something

1 Analyze Writing Skills

In paragraph 1, the first sentence gets the reader interested in the topic of the essay. Circle the type of sentence that it is.

- a a question
- b an interesting statement
- c a quotation

2 Analyze Writing Skills

In paragraph 1, underline the sentence that gives the three ideas, or points that the writer will discuss in the essay.

3 Analyze Writing Skills

In paragraph 2, underline the two sentences that explain and support why a bike-share is easy for people to use.

bikes, so people do not have to spend time searching for one. Therefore, the bike-share program is more convenient than buses and other kinds of transportation.

3 In addition, a bike-share program makes a city more enjoyable and safer. If many people use bikes, there are fewer cars and less traffic and noise. People feel comfortable when they travel around, so they spend more time enjoying the city. Maybe it will attract more tourists, and this is good for the city, too. Also, when there are many people around, the city feels less dangerous. I come home from work late at night. When there was no bike-share, I felt a little scared when I walked home. Now I see more people riding bikes in my neighborhood, and I feel less afraid. The bike-share has made the city more comfortable and fun.

4 The best reason for having a bike-share is its positive effects on people's health. When people bike on a daily basis, they exercise their whole body every day. I ride at least five miles a day, so I know my heart and lungs are strong. Also, biking is a good source of energy. I work and go to school, but I still feel energetic. I think it is because I use the bike-share. Finally, exercise can reduce stress, too, and students who work and go to college often feel a lot of stress. Clearly, a bike-share improves people's health.

5 In conclusion, a bike-share program not only helps the environment, it makes a city easier to get around, makes a city more pleasant, and makes people feel and look better. I think that bike-share programs are an amazing way to get back our blue skies and to enjoy our lives.

4 Analyze Writing Skills

In paragraph 3, underline the two words that introduce the idea that the writer will discuss in the paragraph. Then circle the purpose of the two words.

- a to introduce an opinion
- b to explain an idea
- c to introduce the next idea

5 Analyze Writing Skills

Circle the sentence below that best expresses the topic of paragraph 4.

- a Biking gives people energy.
- b Some people lose weight when they use the bike-share regularly.
- c Biking improves people's health.

6 Analyze Writing Skills

What is the purpose of the first sentence in paragraph 5?

- a to introduce a new idea
- b to give the writer's opinion
- c to remind the reader of the writer's main points in the essay



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

8 Writing Skill 2: Sentence Variety

Sentence variety in writing means including different clause types, sentence types, and sentence lengths. Good writers use a variety of sentence structures to make their writing more natural and interesting to readers. An essay without sentence variety can sound tedious, choppy, and unsophisticated.

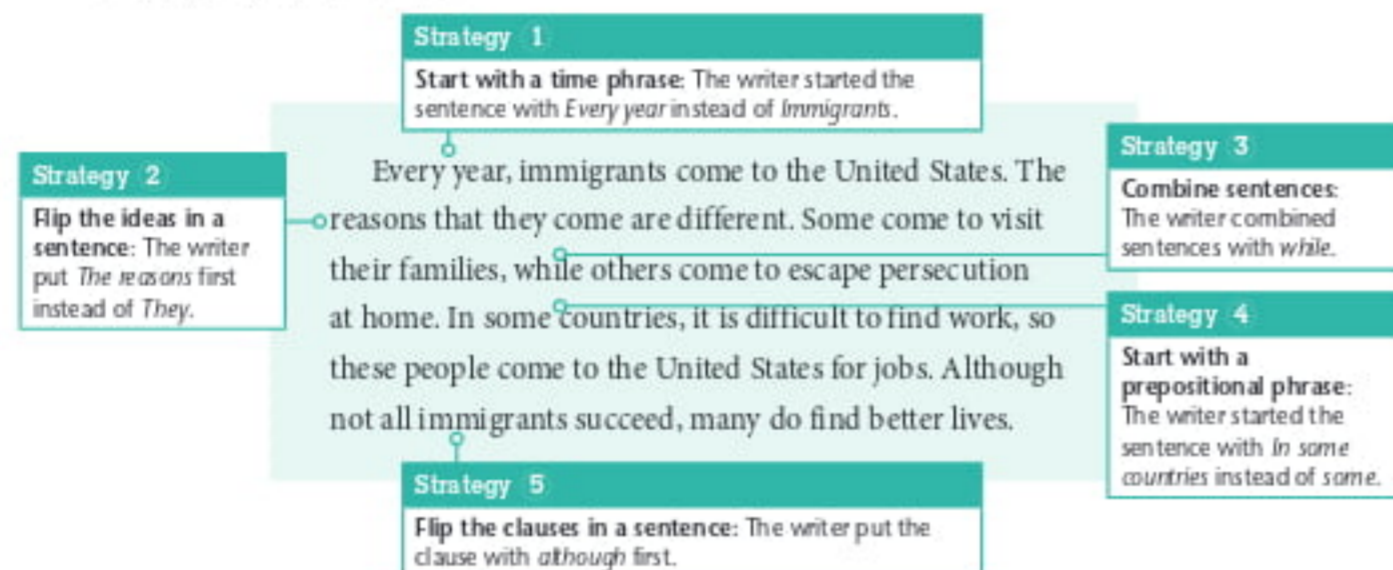
Read the paragraph below. Notice the lack of variety in the sentences.

Immigrants come to the United States every year. They come for many reasons. They come to visit their families. Some are escaping persecution at home. Some are coming to find work. Some cannot find work in their country. They are all hoping for a better life. Many of them find it, although not everyone does.

This lack of variety is due to these reasons:

- 1 Most sentences have the same grammatical structure: subject + verb (+ object).
- 2 The sentences are about the same length.
- 3 The subject of the sentences is the same: *immigrants*.

Now read the rewritten version below. Notice how the writer applied sentence variety strategies to improve the flow of ideas.



4.3 Adding Variety to Sentences

On a separate sheet of paper, rewrite the paragraph below with more sentence variety. Use the strategies above.

It is crucial that people have safe air to breathe. Poor air quality can make people sick. It can lead to more serious health issues. It can even lead to death. Many countries have problems with air pollution. A recent *New York Times* article by Wong stated that there are 1.2 million deaths caused by air pollution per year in China. The smog is especially bad in Beijing. Officials have been trying to clean it up for many years. Beijing held a marathon race in 2014. It attracted over 25,000 runners. Many runners finished the race. Some did not finish. They were having trouble breathing. Beijing has taken steps to reduce its air pollution, but there is still much to do.

ARGUMENTATIVE ESSAYS 2 251

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 in academic writing when reducing relative clauses.

- 1 Use the correct form of the verb in the reduced clause.
studying
Researchers ~~studied~~ the effects of diversity on the economy do not always agree.
- 2 Put the verb after the noun – not before the noun.
provided
The ~~provided~~ facts by the researchers support her argument.
- 3 Omit the verb *be* before the noun when you omit the relative pronoun.
The author, ~~is an economist~~, has written many books on the subject of diversity.
- 4 For reduced clauses with single adjectives, put the adjective before the noun.
multicultural
The city ~~multicultural~~ has residents from over 100 countries.

4.3 Editing Task

Find and correct six more mistakes in the paragraph below.

For many companies ~~competed~~ in today's global market, a diverse workforce is one strategy to increase success, but there are challenges. Some businesses recruited people from different backgrounds believe that it increases creativity, but it can increase conflict, too. While employees with diverse backgrounds offer perspectives unique on problems, they may also be unable to see each other's points of view. Ted Park, is a management consultant, says that employees must be trained to work together. Some employees upset can cause additional problems and conflicts. Training on cultural diversity giving regularly is more effective than training that is given once. Companies thought about diversifying their workforce should prepare carefully for it.

AVOIDING PLAGIARISM AND WRITING YOUR FINAL DRAFT

Ⓢ Avoiding Plagiarism

In academic writing, you will use facts, statistics, and original ideas from experts to support your thesis. How do you use other people's ideas correctly? Read about Hamid's problem.

Q

My instructor said that she would not accept my paper because I plagiarized it. She said that I used other people's ideas without including their names in my essay, and I used the exact words of one expert. I don't understand. It's hard for me to explain ideas in English, so I copy and paste the ideas from experts. What's wrong with that?

Hamid



A

Dear Hamid,

It's great that you found ideas from experts to support your thesis, but there's a right way and a wrong way to use them in your essay. The most useful way to use others' ideas is to paraphrase the ideas. If you copy and paste, you have plagiarized. If you don't include the author's name, you have also plagiarized. I think the best thing for you right now is to learn how to paraphrase.

Yours truly,

Professor Wright

Paraphrasing is an essential skill in academic writing. It means stating the ideas of others in your own words. If you like an author's ideas, you can include them in your paper as long as you tell the reader where you got them.

Read the strategies for paraphrasing quotations.

STRATEGIES FOR PARAPHRASING

Original Quotation: "We like to think of our champions and idols as superheroes who were born different from us." (Dweck 90)

1 Use synonyms for key words (nouns, verbs, adjectives, etc.).	<i>Dweck says that people prefer to believe that there is a huge difference between winners and super achievers and everyone else.</i>
2 Change the parts of speech of some words (verb to noun, etc.).	<i>According to Dweck, people prefer to believe that those we idolize for their heroic accomplishments have a fundamental difference right from their birth.</i>
3 Break up the ideas into separate sentences or change the order of ideas.	<i>As Dweck points out in Mindset, our superheroes and winners are perceived differently because we want them to be very different from us. We want them to be exceptional.</i>

COMPARISON AND CONTRAST ESSAYS | 67

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

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

STEP 1: BRAINSTORM

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

- Before you start, notice how the writer of the Student Model essay brainstormed. He included some of the ideas from his chart in Section 1 on page 230. He wrote many ideas but did not use all of them in his essay. Finally, he circled the points that were the strongest.



GOOD	BAD
- makes us money	- causes pollution
- provides jobs	- people spend too much time shopping
- more rich people – and rich people help others	- people think too much about money
- more choices	- people spend too much
	- people don't have good relationships
	- people are never happy about what they have – they want more and more!
	- too much waste!
	- people become addicted to shopping
	- people focus too much on what they wear and have
	- pollution is killing plant and animal species

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.

AUTHORS



Andrew Aquino-Cutcher is a Language Coordinator and Assistant Professor in the English Language Learning and World Languages Department at the City Colleges of Chicago. Prior to this, Andrew taught ESL in France and Brazil for 20 years.



Wendy Asplin has taught international students and teachers-in-training in Turkey and the United States. For the past 20 years, she has been a lecturer at the University of Washington in Seattle and is an author of the Cambridge academic reading series *Read This!*



David Bohlke has been actively involved in ELT since 1987. He has taught in Asia, Africa, and the Middle East and frequently conducts teacher-training sessions around the world. He has served as a writer and series editor of numerous ESL publications.

ACADEMIC WRITING ADVISORY PANEL

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.

Laszlo Arvai, Borough of Manhattan Community College, New York, NY

Leo Kazan, Passaic County Community College, Paterson, NJ

Amy Nunamaker, San Diego State College, San Diego, CA

Amy Renehan, University of Washington, Seattle, WA

Adrienne Thompson, Miami Dade College, Miami, FL

Final Draft was influenced by the opinions and insights of classroom teachers from the following institutions:

UNITED STATES **Alabama:** Cleburne County High School, Gadsden State Community College, University of Alabama; **Arizona:** Arizona State University, Northern Arizona University, Pima Community College; **Arkansas:** Arkansas State University, University of Arkansas, University of Central Arkansas; **California:** Allan Hancock College, Berkeley High School, California State Polytechnic University, California State University East Bay, California State University Fullerton, California State University Long Beach, California State University Los Angeles, City College of San Francisco, College of San Mateo, De Anza College, Diablo Valley College, East Los Angeles College, El Camino College, The English Center, Evergreen Valley College, Foothill College, Fullerton College, Gavilan College, Glendale Community College, Hollywood High School, Imperial Valley College, Las Positas College, Los Angeles City College, Los Angeles Southwest College, Mendocino College, Mills College, Mission College, Modesto Junior College, Monterey Peninsula College, Palomar College, Pasadena City College, Placer High School, Roybal Learning Center, Sacramento City College, Sacramento State, San Diego Community College District, San Francisco State University, San Jose City College, Santa Ana College, Santa Barbara City College, Santa Monica College, Santa Rosa Junior College, Skyline College, Stanford University, Taft College, University of California Berkeley, University of California Davis, University of California Irvine, University of San Diego, University of San Francisco, University of Southern California, West Valley Community College; **Colorado:** Community College of Aurora, Front Range Community College, Red Rocks Community College, University of Colorado; **Connecticut:** Central Connecticut State University, Enfield High School, Naugatuck Valley Community College, Norwalk Community College, Post University, University of Bridgeport, University of Hartford; **Florida:** Barry University, Florida SouthWestern State College, Florida State University, Hillsborough Community College, Indian River State College, Miami Dade College, Robinson High School, St. Petersburg College, University of Central Florida, University of Florida, University of Miami, University of South Florida; **Georgia:** Augusta State University, Emory University, Georgia Institute of Technology, Georgia Perimeter College, Georgia State University, Interactive College of Technology, Pebblebrook High School, Savannah College of Art and Design, West Hall High School; **Hawaii:** Hawaii Community College, Hawaii Tokai International College, Kapiolani Community College, Mid-Pacific Institute, University of Hawaii; **Idaho:** College of Western Idaho, Northwest Nazarene University; **Illinois:** College of DuPage, College of Lake County, Elgin Community College, English Center USA, Harold Washington College, Harper College, Illinois Institute of Technology, Lake Forest Academy, Moraine Valley Community College, Oakton Community College, Roosevelt University, South Suburban College, Southern Illinois University, Triton College, Truman College, University of Illinois, Waubensee Community College; **Indiana:** Earlham College, Indiana University, Purdue University; **Iowa:** Divine Word College, Iowa State University, Kirkwood Community College, Mercy College of Health Sciences, University of Northern Iowa; **Kansas:** Donnelly College, Johnson County Community College, Kansas State University, Washburn University; **Kentucky:** Bluegrass Community & Technical College, Georgetown College, Northern Kentucky University, University of Kentucky; **Maryland:** Anne Arundel Community College, Howard Community College, Montgomery College, Johns Hopkins University; **Massachusetts:** Boston University, Mount Ida College, New England Conservatory of Music, North Shore Community College, Phillips Academy, Roxbury Community College, The Winchendon School, Worcester State University; **Michigan:** Central Michigan University, Eastern Michigan University, Grand Rapids Community College, Lansing Community College, Macomb Community College, Michigan State University, Saginaw Valley State University, University of Detroit Mercy, University of Michigan, Wayne

State University, Western Michigan University; **Minnesota:** Century College, Saint Paul College, University of Minnesota, University of St. Thomas; **Mississippi:** Mississippi College, Mississippi State University; **Missouri:** Missouri State University, St. Louis Community College, Saint Louis University, University of Missouri, Webster University; **Nebraska:** Union College, University of Nebraska; **Nevada:** Truckee Meadows Community College, University of Nevada; **New Jersey:** Bergen Community College, The College of New Jersey, Hudson County Community College, Kean University, Linden High School, Mercer County Community College, Passaic County Community College, Rutgers University, Stockton University, Union County College; **New Mexico:** University of New Mexico; **New York:** Alfred State College, Baruch College, Borough of Manhattan Community College, City University of New York, Columbia University, Fashion Institute of Technology, Hofstra University, Hostos Community College, Hunter College, John Jay College of Criminal Justice, Kingsborough Community College, The Knox School, LaGuardia Community College, LIC/LISMA Language Center, Medgar Evers College, New York University, Queens College, Queensborough Community College, Suffolk Community College, Syracuse University, Zoni Language Centers; **North Carolina:** Central Carolina Community College, Central Piedmont Community College, Duke University, Durham Technical Community College, South Piedmont Community College, University of North Carolina, Wake Technical Community College; **North Dakota:** Woodrow Wilson High School; **Ohio:** Columbus State Community College, Cuyahoga Community College, Kent State University, Miami University Middletown, Ohio Northern University, Ohio State University, Sinclair Community College, University of Cincinnati, University of Dayton, Wright State University, Xavier University; **Oklahoma:** University of Oklahoma; **Oregon:** Chemeketa Community College, Clackamas Community College, Lewis & Clark College, Portland Community College, Portland State University, Westview High School; **Pennsylvania:** Pennsylvania State University, University of Pennsylvania, University of Pittsburgh; **Puerto Rico:** Carlos Albizu University, InterAmerican University of Puerto Rico; **Rhode Island:** Johnson & Wales University, Salve Regina University; **South Carolina:** University of South Carolina; **South Dakota:** Black Hills State University; **Tennessee:** Southern Adventist University, University of Tennessee, Vanderbilt University, Williamson Christian College; **Texas:** Austin Community College, Colleyville Heritage High School, Collin College, Dallas Baptist University, El Paso Community College, Houston Community College, Lone Star College, Northwest Vista College, Richland College, San Jacinto College, Stephen F. Austin State University, Tarrant County College, Texas A&M University, University of Houston, University of North Texas, University of Texas, Victoria College, West Brook High School; **Utah:** Brigham Young University, Davis Applied Technology College, Weber State University; **Vermont:** Green Mountain College; **Virginia:** College of William & Mary, Liberty University, Northern Virginia Community College, Tidewater Community College; **Washington:** Bellevue College, EF International Language Centers, Gonzaga University, The IDEAL School, Mount Rainier High School, North Seattle College, Peninsula College, Seattle Central College, Seattle University, Shoreline Community College, South Puget Sound Community College, Tacoma Community College, University of Washington, Whatcom Community College, Wilson High School; **Washington, DC:** George Washington University, Georgetown University; **West Virginia:** West Virginia University; **Wisconsin:** Beloit College, Edgewood College, Gateway Technical College, Kenosha eSchool, Lawrence University, Marquette University, St. Norbert College, University of Wisconsin, Waukesha County Technical College

CANADA British Columbia: Vancouver Island University, VanWest College; **Nova Scotia:** Acadia University; **Ontario:** Centennial College, University of Guelph, York University; **Québec:** Université du Québec

MEXICO Baja California: Universidad de Tijuana

TURKEY Istanbul: Bilgi University, Özyeğin University

1

INTRODUCTION TO THE ESSAY

ENVIRONMENTAL STUDIES: GREEN LIVING



"I feel more confident than ever that the power to save the planet rests with the individual consumer."

Denis Hayes (1944–)

About the Author:

Denis Hayes is an environmental activist. He was the main organizer of the first Earth Day in 1970.

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

- 1 What does Hayes mean when he says that the individual consumer can save the planet?
- 2 What are some things that people do every day that are harmful to the environment?
- 3 What is something that you could do to help the environment?

1 PREPARE YOUR IDEAS

A Connect to Academic Writing

In this unit, you will learn skills for writing clear, well-organized academic essays. While some of the skills you will use may be new, others are not. Writing essays requires you to explain and organize your ideas in a clear and logical way. You do this in everyday life, too. For example, you use similar skills to consider the advantages and disadvantages of two different careers or to describe an experience you have had in your life.

B Reflect on the Topic

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

The writing prompt below was used for the Student Model essay on pages 20–21. After reflecting on her topic, the student decided to make a list to generate ideas. This helped her think of a possible thesis statement.

STUDENT
MODEL

WRITING PROMPT: There are many programs and laws that cities have introduced to reduce pollution. These include banning plastic bags, starting bike-share programs, and creating green spaces. Choose one program or law that you are familiar with and give reasons why it is good for people and communities.

Reasons for a Bike-Share Program

more freedom
no looking for parking!
never get stuck in traffic
save money
convenient to travel around city
feel safer because more people everywhere
fun – I go more places

Possible thesis statement: *A bike-share program is good for a city and people because it saves money and the city is safer and more fun.*

ACTIVITY 1.1 Notice

Work with a partner. Discuss how someone's life would change if he or she rode a bike rather than drove a car.

Follow the directions to reflect on your topic.

A Choose a prompt:

- Choose a product that is not good for the environment, such as plastic bags or paper towels. Write three reasons why people should stop using them.
- Describe a green place, such as a park, where you live. Describe how people use the space.
- Imagine that your town or city wants to start a program to improve the city, such as a bike-sharing program, a car-sharing program, or a program to create more green spaces. Choose one and tell how it would affect the quality of life.
- A topic approved by your instructor

B Complete the following tasks:

- 1 Reflect on the topic and make a list.
- 2 Write a possible thesis statement.
- 3 Compare lists and possible thesis statements with a partner.

Possible thesis statement:

2 EXPAND YOUR KNOWLEDGE

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

A Academic Vocabulary

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

basis (n)	cooperation (n)	source (n)	supply (n)
community (n)	scope (n)	sufficient (adj)	transition (n)

ACTIVITY

2.1 Focus on Meaning

Match the words in bold with their definitions. Write the letters.

A

- 1 The **scope** of a problem such as pollution is large. It involves many complex social, economic, and scientific issues.
- 2 We want the recycling program to succeed, so the entire **community** must participate.
- 3 The government and the citizens are working on ways to solve the problem of air pollution. This **cooperation** is necessary.
- 4 There is **sufficient** research that recycling is effective. It has been shown to reduce negative effects on the environment.
- a the people in a particular area or who share interests or background
- b enough
- c the range or area of something
- d the process of people working together



B

- | | | |
|---------|--|---|
| 1 | Making the transition from oil to solar energy is expensive because people have to buy equipment. | a origin |
| 2 | Solar energy is a good source of power because it comes from the sun. | b the process of change |
| 3 | The supply of oil in the world is limited, and we will run out of it one day. | c the facts or beliefs that support a claim or idea |
| 4 | The basis for the argument is that recycling reduces land pollution. | d the amount of something that is available for use |

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.

ACTIVITY

2.2 Focus on Meaning

Work with a partner. Circle the correct meanings.

- “Simple living” includes a **wide scope** of actions. These actions range from recycling to growing your own food. **Wide scope** means
 - a small range.
 - a large range.
- Car sharing helps people in a community get to know each other better, and it gives them a **sense of community**. A **sense of community** is
 - the feeling of being connected to others.
 - the feeling of pride.
- The **water supply** in the community has improved in recent years. However, many people still do not have enough clean, safe water. The **water supply** is
 - the water available to a community.
 - the water that is sold in stores.
- There is a **limited supply** of oil in the world. However, there is plenty of solar energy because it comes from the sun. A **limited supply** is
 - poor quality of something.
 - an amount of something that is not large.
- We can improve the environment every day. For example, we can save energy **on a daily basis** if we unplug appliances and turn off lights when we leave the house each day. **On a daily basis** means
 - occasionally.
 - every day.

C Writing in the Real World

The author of “Going Off the Grid: Why People Are Choosing to Live Life Unplugged” uses features of academic essays to present his ideas in an organized way that is convincing and interesting.

Before you read, answer these questions: Look at the title. What do you think it means to “live life unplugged”? Why do you think some people want to live very simply?

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



1 Imagine living off the land. See yourself growing your own food, producing your own energy, and getting away from the consumption economy¹ that influences so many of our decisions. For more and more people, this simple lifestyle, called off-grid living, has become a real option. Although statistics on Americans who choose off-grid living are unavailable, trends suggest that the number is increasing. Some people do it to be self-reliant² or more in touch with nature. Others do it on the **basis** that there is a limited **supply** of traditional energy, such as oil. Still others do it because it is the best financial option available to them. For people who want to get away from today’s consumerist society or help protect the environment, living off-grid can be an attractive option.

¹**consumption economy:** economy that relies on consumer spending

²**self-reliant:** capable of relying on oneself rather than others

2 Although a desire to go green isn’t always the top reason for people going off-grid, the lifestyle has many environmental benefits. For one thing, most off-grid homes or communities are in places where nature plays an important part of their everyday lives. Many people in these communities want to make sure they treat their environment with respect. And they want the choices that they make on a daily basis to help the environment rather than hurt it. In these communities, people often convert from oil to solar power for regular home heating or bike rather than drive to reduce the use of gasoline. Making the **transition** from traditional energy to a renewable **source** may take getting used to at first, but many in off-grid communities are willing to sacrifice for the chance to make a positive impact on the environment.

- 3 For others, living off-grid is a rejection of consumerism.³ “Going off the grid is not a game,” says Nick Rosen, founder of the Off-Grid website. “It is real life and a real choice for real people.” And many of these people are starting to ask themselves, “How much do we really need?” They reject overly large homes in favor of small homes based on the idea that we are less happy when we have a lot more than we need. They feel overconsumption leads to being less grateful for what we do have. And doing something like buying a smaller home also fits into the environmentally friendly lifestyle because smaller homes require less energy for heating and cooling.
- 4 For others, going off-grid is an economic necessity because they have faced economic hardships,⁴ and many have lost their own homes. They end up living a more eco-friendly⁵ lifestyle because they need to reduce electric bills or grow their own food to survive. Rosen reports, “A lot of the people I met when I was traveling around the States writing my book were people who had to hand back the keys to their properties and find a new lifestyle. In one case they bought some land

³**consumerism:** culture where people focus a lot on buying things

⁴**economic hardships:** economic suffering

⁵**eco-friendly:** good for the environment

on eBay and moved themselves into a trailer. And they find themselves living a more ecological lifestyle just by the fact that they’re generating their own electricity and growing their own food, but they were motivated by financial matters rather than by a more pure desire to tread more lightly⁶ on the planet.” So, financial concerns also play a role in many people’s decision to live off the grid.

- 5 The **scope** of the off-grid movement is not fully known. However, we do know what motivates many off-grid **community** members – the desire to protect the environment, to be self-reliant, to embrace simple living, and sometimes to live more economically. For many of these members, the benefits outweigh the inconveniences of giving up some of the features of a modern life – using as much oil and electricity as you want or buying prepackaged food. Living off the grid might not be for everyone, but the lifestyle of people who do so certainly gives us all something to consider.

⁶**tread more lightly:** speak or behave carefully to avoid upsetting anyone or causing harm

ACTIVITY

2.3 Check Your Understanding

Answer the questions.

- 1 What are the main reasons people want to live in off-grid communities?
- 2 How would you explain the benefits of off-grid living to someone who has never heard of it before?
- 3 How would you feel about living in an off-grid community?

ACTIVITY

2.4 Notice the Features of Essay Writing

Answer the questions.

- 1 Look at the first two sentences in the introductory paragraph. How does the author get the reader’s attention?
- 2 In which sentence in the introductory paragraph does the writer tell us what he will discuss in the rest of the essay?
- 3 Look at paragraphs 2, 3, and 4. What is their purpose?