



# PRIME V2<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs V2

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**WIDA PRIME V2 CORRELATION**





## Introduction to PRIME

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at [store@wceps.org](mailto:store@wceps.org) or 877-272-5593.

## New in This Edition

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

## Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

## Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.

## Overview of the PRIME Process

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials' intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your "yes" responses. If additional explanations for "No" answers are relevant to readers' understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

## PRIME at a Glance

<b>Standards Framework Elements Included in the PRIME Inventory</b>
1. Asset-based Philosophy
A. Representation of Student Assets and Contributions
2. Academic Language
A. Discourse Dimension
B. Sentence Dimension
C. Word/Phrase Dimension
3. Performance Definitions
A. Representations of Levels of Language Proficiency
B. Representations of Language Domains
4. Strands of Model Performance Indicators and the Standards Matrices
A. Connection to State Content Standards and WIDA Language Development Standards
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency
C. Supports for Various Levels of Language Proficiency
D. Accessibility to Grade Level Content
E. Strands of Model Performance Indicators

## **PRIME Part 1: Provide Information about Materials**

Provide information about each title being correlated.

Publication Title(s): **Final Draft, Levels 1 through 4**

Publisher: **Cambridge University Press**

Materials/Program to be Reviewed: **Student Books**

Tools of Instruction included in this review: **Student Books**

Intended Teacher Audiences: **Secondary ESL Teachers (Grades 9-12)**

Intended Student Audiences: **Secondary ESL Students (Grades 9-12)**

Language domains addressed in material:

Check which set of standards will be used in this correlation:

WIDA Spanish Language Development Standards

WIDA English Language Development Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics).

**The WIDA Language Development Standards are not explicitly referenced. Since the focus of instruction is writing, the Language of Language Arts can be found throughout all four Student Books. The themes included in each of the units cover a wide range of topics, which, although not directly linked to the WIDA Standards do include language related to Science and Social Studies. Social and Instructional language is incorporated in the form of directions for various activities throughout each student book.**

WIDA Language Proficiency Levels included:

**The materials are aligned to the CEFR levels rather than the WIDA Proficiency Levels.**

Most Recently Published Edition or Website: **2016**

In the space below explain the focus or intended use of the materials:

**“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.”**

**Key Features include:**

- **Realistic Writing Models**
- **Corpus-Informed Vocabulary**
- **Corpus-Informed Grammar**
- **Overview of Common Plagiarism-Related Issues**
- **Online Writing Practice**

**Each unit comprises five sections that follow a regular sequence of instruction:**

- 1. Prepare Your Ideas**
  - A. Connect to Academic Writing**
  - B. Reflect on the Topic**
- 2. Expand Your Knowledge**
  - A. Academic Vocabulary**
  - B. Academic Collocations / Academic Phrases**
  - C. Writing in the Real World**
- 3. Study Academic Writing**
  - A. Student Model**
  - B. [Structure or Type of Writing]**
- 4. Sharpen Your Skills**
  - A. Writing Skill[s]**
  - B. Grammar for Writing**
  - C. Avoiding Common Mistakes/Avoiding Plagiarism**
- 5. Write Your Paragraph**
  - Step 1: [vary based on type of writing]**
  - Step 2: [vary based on type of writing]**
  - Step 3: [vary based on type of writing]**

## PRIME Part 2: Correlate Your Materials

### 1. Asset-Based Philosophy

#### A. Representation of Student Assets and Contributions

The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA's Can Do Philosophy.

- |   |            |    |
|---|------------|----|
| 1) Are the student assets and contributions considered in the materials?                        | <u>Yes</u> | No |
| 2) Are the student assets and contributions systematically considered throughout the materials? | <u>Yes</u> | No |

- 1) The series considers students' assets and contributions. At the beginning of each unit, students work in pairs to questions based on a quote. Having students work with partners promotes the assets and contributions each student can bring. The activity itself is designed to help students connect to their background and experiences that relate to the topic of the unit.
- 2) The series considers students' assets and contribution systematically throughout the materials since every unit begins with the activity described above.

The image shows a lesson page with a green header that reads "3 NARRATIVE PARAGRAPHS HEALTH: HEALTH BEHAVIORS". Below the header is a photograph of a typewriter keyboard with a sheet of paper in front of it. The paper has the text "My New Life Chapter 1" typed on it. A quote is visible on the right side of the page: "Health is not valued until sickness comes." attributed to Thomas Fuller (1608-1661). Below the quote is a section titled "About the Author:" which states "Thomas Fuller was an English historian." At the bottom of the page, there is a white box with instructions: "Work with a partner. Read the quotation about health. Then answer the questions." followed by two numbered questions: "1 Do you think about your health only when you get sick?" and "2 What do you do to keep healthy?"

Level 1, Unit 3, p. 73

See next page for an example from another level.

**6 SUMMARY-RESPONSE ESSAYS**  
BEHAVIORAL SCIENCE: LANGUAGE AND CULTURE

Work with a partner. Read the quotation about the benefits of learning another language. Then answer the questions.

- 1 How is language a window to the world?
- 2 Has learning another language changed the way you see the world? If so, how?
- 3 In your opinion, is learning another language essential in today's world? Why or why not?

"To learn a language is to have one more window from which to look at the world."  
Chinese proverb

Level 3, Unit 6, p. 163

## 2. Academic Language

WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

### A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

- 1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? **Yes** No
  - 2) Are the language features at the discourse dimension addressed systematically throughout the materials? **Yes** No
- 1) The materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Because the materials focus on academic writing skills, language at the discourse dimension is considered extensively throughout each unit across all four levels. The standardized organization of each unit into sections that include equivalent subsections across all four levels ensure that the discourse dimension is presented in a consistent manner. (See next page for an example.)

### Section 3: Study Academic Language, Part A: Student Model

In every unit, the third section engages students in an exploration of academic language that includes a student model seen below. The annotations highlight features of language at the discourse level.

#### A Student Model

Read the prompt and answer the questions.

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

- 1 What will the paragraph be about? Explain it in your own words.
- 2 What are some techniques that you use to remember?
- 3 What are some techniques that the writer might talk about?

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

#### Memory Techniques

People often use three **techniques** to help them learn new information quickly and easily. The first **technique** is mnemonic device. Mnemonic devices are short words, music, or rhymes<sup>1</sup> to help memorize lists or facts. For example, I learned the acronym<sup>2</sup> *FANBOYS* to help me remember how to combine my ideas into longer sentences. Each letter in *FANBOYS* stands for one coordinator: *for, and, nor, but, or, yet, so*. The second **technique** is repetition. People say or write something again and again. Many online shoppers are able to remember their credit card number without looking at their card. They have **memorized** their credit card number because they have typed it over and over. Finally, chunking is another method that helps memory. Chunking means dividing something into shorter parts. When students learn to spell difficult words, such as *Wednesday*, they can break them into parts: *Wed-nes-day*. Chunking works with numbers as well. For instance, to **memorize** a phone number, one could break it into parts. Focusing **attention** on three sets of numbers (206-555-1313) is easier for the brain. In sum, mnemonic devices, repetition, and chunking are helpful **techniques** that people can use to increase their **ability** to remember information.

<sup>1</sup>**rhyme:** words that rhyme have the same last sound(s) (e.g., *cat* and *hat*)

<sup>2</sup>**acronym:** a word made from the first letter of a series of words, used to represent the series, and pronounced as one word (e.g., USA)

#### 1 Analyze Writing Skills

Underline the sentence that tells what paragraph 1 will be about.

#### 2 Analyze Writing Skills

Underline the sentence that introduces the second technique. Circle the sentence that explains this technique. Double underline the sentences that give an example of the technique.

#### 3 Analyze Writing Skills

Circle the phrase that the writer uses to introduce the phone number example.

#### 4 Analyze Writing Skills

Circle the phrase that the writer uses to introduce the last sentence.

### Section 3: Study Academic Language, Part B: Paragraph

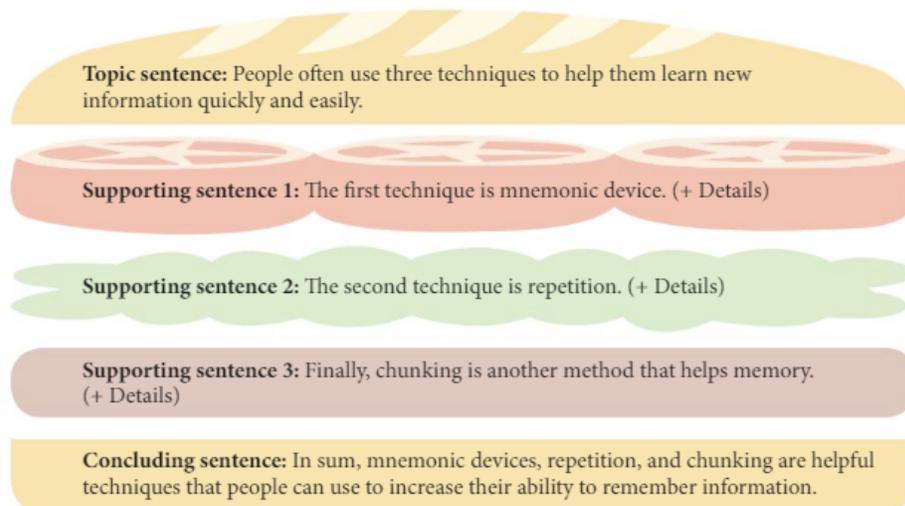
In every unit, the third section engages students in an exploration of academic language that includes some instruction related to structure, in this example the focus is on the structure of a paragraph. The main components of a paragraph are highlighted.

## B Paragraphs

A writer uses a paragraph to discuss one **main idea**. Readers expect all the sentences in a paragraph to relate to, or be about, the main idea. To clearly develop a main idea, writers include the following parts in their paragraphs:

- a **topic sentence** to introduce the paragraph’s main idea to the reader. The topic sentence is often the first sentence of the paragraph. In the topic sentence, writers tell what they will discuss in the paragraph.
- **supporting sentences** to give specific information about the main idea. Writers also include sentences that offer **details**, or more information about the ideas in the supporting sentences. The information that writers give in their supporting sentences and details includes explanations, examples, and facts.
- a **concluding sentence** to bring the paragraph to a clear and satisfying close. Often writers use this sentence to restate their topic sentence.

An easy way to picture the organization in a paragraph is to think of a sandwich. Look at the sandwich diagram for the Student Model paragraph on page 20.



- 2) The language features at the discourse dimension are addressed systematically throughout the materials. The standardized organization of each unit into sections that include equivalent subsections across all four levels ensure that the discourse dimension is presented systematically within all units across all levels.

**Section 3: Study Academic Language, Part A: Student Model**

Here is another example of a student model of writing. Again, the annotations highlight features of language at a discourse level by engaging students in guiding questions related to the sample.

**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 problem-solution essay. You will learn how to structure your ideas for your own essay.

**4 Student Model**

Read the writing prompt again and answer the questions.

**WRITING PROMPT:** Some families find themselves in a situation where a family member has a disease for which treatment is very expensive. Often these families find themselves in debt from the medical bills. What are some solutions that would help families pay the costs?

- 1 What is the central problem the writer must propose a solution to?
- 2 Will the writer need to provide background on the problem and the solution?
- 3 What are some solutions the writer might propose?

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 the problem-solution essays.

**Social Media, Consumers, and Health Care**

- 1 What is the number-one cause of serious financial problems for people in the United States today? The answer is medical bills. Recovering from a serious illness or accident is not only physically challenging, it is also expensive. I found this surprising when I moved here from Thailand. Back home, the government has established a universal health care system that covers almost all medical expenses. In the United States, however, even people with health insurance must pay many of the charges for their care. Since surgeries, treatments, and medications often cost thousands of dollars, medical bills can force people into debt and even bankruptcy. Unfortunately, this problem has not been solved by the government yet. However, there is now a creative solution: crowdfunding, or raising money on the Internet. Crowdfunding is a practical and effective way for Americans struggling with medical costs to get help.
- 2 Recent research clearly demonstrates that financial difficulty related to medical expenses is common. According to a study by the National Bureau of Economic Research, 75 percent of American adults would have trouble producing \$2,000 in a medical emergency (Childers). What if they needed more? For example, the average cancer patient must pay about \$8,500 each year for health care (Childers). Exorbitant costs are one problem; another is

*Exorbitant: much too large (a price or demand)*

**1 Analyze Writing Skills**  
How does the writer begin the introduction?  
a with an interesting question  
b with a quote from an expert  
c with a personal anecdote

**2 Analyze Writing Skills**  
How does the writer organize the background information in the introduction?  
a explaining steps  
b giving definitions  
c comparing and contrasting

**3 Analyze Writing Skills**  
Read the thesis statement and underline the problem's mentions. Then, circle the solution's signs.

loss of wages. If a sick family member misses work and loses income as a result, it may be impossible for the family to pay their bills. In fact, over 62 percent of personal bankruptcies are attributed to medical expenses (Himmelfarb et al.). Life-threatening health problems cause enough anxiety for individuals and the people close to them. It is shocking that they have to suffer financially, too. However, with the rise in the cost of health care and without a universal health care program, this unfortunate situation will persist.

- 3 Crowdfunding is an excellent solution because it is easy to get started, and the results are usually good. Fund-raising websites, such as GiveForward.com and GoFundMe.com, offer simple instructions for setting up a web page and sharing it on social media, such as Facebook and Twitter. The page usually explains the reason for raising money and states a goal. Contributors are encouraged to donate as much as they want and to include personal notes. Since crowdfunding sites can reach a large number of people, and many small donations add up, there is a high probability that fund-raising goals will be reached. The Kennett family is just one example. When Chip Kennett needed financial support for lung cancer treatment, his family started a web page on GiveForward.com. It triggered a huge response, and in just two weeks, 325 of their friends and family members donated almost \$57,000 dollars (Meyer). The money eased the family's concerns and raised their spirits, too. "It was inspiring to check the dollar figure and the notes from friends. It provided emotional comfort that was extremely uplifting," Kennett says.
- 4 Whereas some people think fund-raising events attract more donors because of their personal nature, this apparent advantage is outweighed by the disadvantages. First, there is a tendency to charge a lot of money for tickets. When I received an invitation to a fund-raising concert for a neighbor who was sick, I felt sorry that I could not afford the cost of a seat. However, if I had been asked to decide on an amount and contribute online, I certainly would have. Another drawback is the time and effort required to organize an event. By contrast, it takes only minutes to raise money online. Furthermore, fundraisers only attract local donors. Crowdfunding, on the other hand, reaches a much larger audience, attracting donors from all over the world.

*\*It should be said or thought to be the result of something.  
\*tend to continue to exist or to do something past the usual time, even when facing opposition.*

**4 Analyze Writing Skills**  
Why does the writer include research in paragraph 2?  
a to give solutions for high medical bills  
b to prove that medical expenses are expensive  
c to show why universal health care is a better option

**5 Analyze Writing Skills**  
Circle the sentence in paragraph 3 that introduces the benefits of crowdfunding.

**6 Analyze Writing Skills**  
Why does the writer include the example of the Kennett family in paragraph 3?  
a to give background about the problem  
b to show an example of how the solution works  
c to criticize the U.S. health care system

**7 Analyze Writing Skills**  
In paragraph 4, the writer says First, Another, and Furthermore. What is the purpose of these transition words?  
a to list the disadvantages  
b to give examples  
c to explain the benefits

Level 4, Unit 5, pp. 150-151

**Section 3: Study Academic Language, Part B: Problem-Solution Essays**

Here is another example of instruction related to a specific text structure.

**6 Problem-Solution Essays**

Writers use the structure of a problem-solution essay to analyze a problem for their readers and propose a solution based on the analysis. As part of their proposal, they consider alternative solutions and explain why those solutions are not as effective as the one they are proposing.

There are different ways to structure this type of essay. Below is a typical method of organization.

**Introductory paragraph:** Introduces the topic and prepares the reader by including

- a hook, such as a fact, quotation, or question that makes readers care about the problem.
- background information that makes readers understand the importance of the problem.
- a thesis statement that gives both the problem and the solution, and makes clear why the solution will work.

**Body paragraph 1:** Describes the problem in more detail, by stating

- what the problem is.
- who it affects and how it affects them.
- reasons why it is still a problem.

**Body paragraph 2:** Describes the proposed solution to the problem, by including

- a clear description of the solution.
- reasons, evidence, or examples that show why the solution would work.

**Body paragraph 3:** Explains why another solution would not work as well by describing

- an alternative solution.
- why some people think it will work.
- reasons and examples to show why this idea will not work as well as the proposed solution.

**Concluding paragraph:** Brings the essay to a close by

- restating the thesis and the main idea of each body paragraph.
- reminding readers of the importance of the topic.
- ending with a recommendation of something people can do to solve the problem.

**B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)**

- 1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels? Yes No
- 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? Yes No
- 3) Are the language features at the sentence dimension addressed systematically throughout the materials? Yes No

1) The materials address language features at the sentence dimension for all of the identified proficiency levels. Because the materials are focused on developing academic writing skills, every unit includes a section focused on grammar which routinely address language at the sentence dimension. In addition to explicit grammar instruction specific to written language, each unit also includes a section entitled “Avoiding Common Mistakes,” which uses the Cambridge English Corpus to highlight the most errors students make in writing with using the grammar structure(s) addressed in the unit.

**Grammar for Writing: Subject Relative Clauses**

A **subject relative clause** combines two ideas. We use subject clauses to **define, describe,** and to **give additional information** about someone or something without starting a new sentence. This makes your writing sound more natural because you don't have to repeat certain words. For example:

A transcript is an official document. A transcript lists all your classes and grades.

RELATIVE CLAUSE

A transcript is an official document *that lists all your classes and grades.*

SUBJECT RELATIVE CLAUSES	
1 A relative pronoun is the subject of a subject relative clause.	<div style="text-align: right; font-size: small;"><small>RELATIVE PRONOUN</small></div> <p>A teaching assistant is a person <i>who</i> helps a professor with his or her class. (<i>who = person</i>)</p> <div style="text-align: right; font-size: small;"><small>RELATIVE PRONOUN</small></div> <p>A dictionary is a book <i>that</i> provides definitions of words. (<i>that = book</i>)</p>
2 Use the relative pronoun <i>who</i> when it refers to a person. Avoid using <i>that</i> in academic writing.	<p>A teaching assistant is a person <i>who</i> helps a professor with his or her class.</p>
3 Use the relative pronoun <i>which</i> or <i>that</i> when it refers to a thing.	<p>A dictionary is a book <i>which/that</i> provides definitions of words.</p>
4 The verb in the relative clause agrees with the noun that the clause refers to.	<p>A tutor is a private <i>teacher who</i> often teaches students one on one.</p> <p>Letters of recommendation are letters <i>which/that</i> help a student get accepted to university.</p>

**Avoiding Common Mistakes**

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

- 1 Use *who* for people and *that* for things. Do not use *that* for people and *who* for things.
 

An academic counselor is a person <sup>who</sup> ~~that~~ helps students plan their courses.

A scholarship is an award of money ~~who~~ <sup>that</sup> helps a student further his or her education.
- 2 The verb after a relative pronoun agrees with the noun that the pronoun modifies.
 

This is extremely beneficial for students who ~~wants~~ <sup>want</sup> to get a job right away.
- 3 Do not use a subject pronoun after a relative pronoun.
 

A diagnostic test is a test ~~that~~ # assesses a student's current ability.
- 4 Do not omit a subject relative pronoun.
 

This is an advantage for those students <sup>who</sup> already know what they want to do.

### Grammar for Writing: It Constructions

In academic essays, writers often express their personal viewpoint in a more objective-sounding way by using sentence structures with *it*. These structures include the following:

IT CONSTRUCTIONS	
1 The following constructions are often used in academic writing:	<i>It is unfortunate that many medical websites provide inaccurate information.</i>
a <i>It + be + adjective + that clause</i>	<i>It is now very common to visit medical websites instead of doctor's offices.</i>
b <i>It + be + adjective + infinitive</i>	<i>It is better for most people to avoid researching their illnesses on the Internet.</i>
c <i>It + be + adjective + for + subject + infinitive</i>	<i>It seems that more people are using the Internet for health resources every year.</i>
d <i>It appears/seems + that clause</i>	
2 The following modals are common in <i>it</i> construction:	<i>For particularly anxious patients, it might be better to avoid medical websites altogether.</i>
<i>may be, might be, or could be</i>	<i>It may be that disclaimers would help people know when they are on a medical website not written by doctors.</i>
3 Another common structure is <i>it may/might/could be + adjective + for + subject + infinitive</i> .	<i>It might be better for parents to monitor their children's online behavior.</i>
	<i>It could be effective for doctors to suggest reliable websites for patients to go to for medical information.</i>

### Avoiding Common Mistakes

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

- 1 Make sure *important* is spelled correctly.  
*It seems <sup>important</sup> import to take responsibility for our own health.*
- 2 Remember to include *to* in infinitives.  
*It is impossible <sup>to</sup> account for every possibility when a person tries to self-diagnose.*
- 3 Don't forget to include *It* before the verb *be* at the start of a sentence.  
*<sup>It is</sup> is difficult for a doctor to argue with a patient who has done a great deal of research online.*

Level 4, Unit 5, pp. 167-168

- 2) The language features at the sentence dimension are appropriate for the identified proficiency levels based on the targeted CEFR levels for each book. The grammar point from the “Scope and Sequence” documents below are appropriate for each level, although not all grammar points are focused on language at the sentence dimension.

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

GRAMMAR FOR WRITING	GRAMMAR FOR WRITING	GRAMMAR FOR WRITING	GRAMMAR FOR WRITING
Simple present	Adverb clauses	Infinitives	Gerunds and infinitives
Common verb + preposition combinations	Quantifiers	That clauses	Past tense forms
Pronouns	Adjectives	Identifying relative clauses	Present perfect and present perfect progressive
Imperatives	Count and noncount nouns	Real conditionals	Appositives
Subject relative clauses	Word forms	Reporting verbs	<i>It</i> constructions
<i>There is</i> and <i>There are</i>	Simple present and present progressive tenses	Passive voice	Noun clauses with <i>wh</i> words and <i>if / whether</i>
Superlatives	Phrasal verbs	Reduced relative clauses	Complex noun phrases
Parallel structure	Comparative adjectives	Modals for hedging	

Level 1, p. 5

Level 2, p. 5

Level 3, p. 5

Level 4, p. 5

3) The materials address language features at the sentence dimension systematically throughout the materials. Because the materials are focused on developing academic writing skills, every unit includes a section focused on grammar which routinely addresses language at the sentence dimension. In addition to explicit grammar instruction specific to written language, each unit also includes a section entitled “Avoiding Common Mistakes,” which uses the Cambridge English Corpus to highlight the most errors students make in writing with using the grammar structure(s) addressed in the unit. These are systematically integrated into each unit across all levels.

**D Grammar for Writing: Count and Noncount Nouns**

Using **count nouns** and **noncount nouns** correctly in your writing can be challenging. Follow the basic rules below to help you use them correctly.

RULES FOR COUNT NOUNS	
1 Count nouns are nouns that you can count. They can be singular or plural.	<i>The company has <u>three</u> locations in Canada. One location has <u>two</u> offices in the same city. Some employees have <u>one</u> boss, but others have <u>two</u> bosses.</i>
2 Singular count nouns need to have words (determiners) introduce them, such as <i>a, an, the, my, his, her, that, or this</i> .	<i>An employee can put <u>his</u> sandwich in the refrigerator in the break room.</i>
3 Plural count nouns do not need a determiner, but they can use determiners, such as <i>the, some, my, their, these, or those</i> .	<i>Some companies have <u>cafeterias</u> for their employees.</i>

RULES FOR NONCOUNT NOUNS	
1 Noncount nouns are nouns that you cannot count. They cannot be plural. Common noncount nouns are concepts, such as <i>education, behavior, communication, etiquette, encouragement, and control</i> .	<i>The Internet is a good source of <u>information</u> for businesses. A good boss gives her employees <u>encouragement</u> when appropriate.</i>
2 Noncount nouns take a singular verb.	<i>Communication <u>is</u> much faster through email.</i>
3 Noncount nouns do not need a determiner, but they can use determiners, such as <i>the, some, my, their, these, or those</i> .	<i>Their <u>behavior</u> at work is more formal than at home. Many companies let employees have <u>some</u> control of their work schedules.</i>

**Avoiding Common Mistakes**

Research tells us that these are the most common mistakes that students make when using count and noncount nouns in academic writing.

- 1 Use a determiner with singular count nouns.  
*Many employees carry <sup>a</sup> bag to work.*
- 2 Do not use *a/an* with a noncount noun.  
~~Spilled~~  
*A ~~spoiled~~ food is often found in office refrigerators.*
- 3 Do not make noncount nouns plural.  
*Bosses often give employees <sup>advice</sup> ~~advices~~ about their careers.*
- 4 Use *much* – not *many* – with noncount nouns.  
*It is not appropriate to wear <sup>much</sup> ~~many~~ perfume in the workplace.*

Level 2, Unit 4, pp. 117 & 118

**C Grammar for Writing Skill: Passive Voice**

The passive voice is often used in academic writing to explain studies (the process and the results). The focus of the passive is on the action and what happened rather than on the subject, or who did the action. The passive voice helps writers communicate ideas in a neutral or objective manner. Below are some examples of passive voice.

*Both bilingual and monolingual students were given the same test.*  
*The results of the study were published in Nature, a scientific journal.*

This grammar structure can only be used with transitive verbs, or verbs that take objects. Read the examples below. Notice that when a sentence changes from active to passive, two things happen:

- 1 The object becomes the subject, and the subject is omitted or becomes part of a *by* phrase at the end of the sentence.  
**Active:** *Educators are debating the future of bilingual education.*  
**Passive:** *The future of bilingual education is being debated **by** educators.*
- 2 The verb changes to the corresponding form of *be* and the past participle form of the verb.  
**Simple Present Active:** *Researchers **know** some effects of bilingualism.*  
**Simple Present Passive:** *Some effects of bilingualism **are known**.*  
**Present Perfect Active:** *Scientists **have used** English to share research.*  
**Present Perfect Passive:** *English **has been used** to share research.*

Below are some rules for when writers choose the passive.

RULES FOR USING THE PASSIVE FORM OF SENTENCES	
1 Use the passive to focus on the action.	<b>Active:</b> <i>Someone donated English books and computers to the bilingual education program.</i> <b>Passive:</b> <i>English books and computers <b>were donated</b> to the bilingual education program.</i>
2 Use the passive to focus on the object of the active sentence.	<b>Active:</b> <i>Teachers are teaching classes in both English and Spanish.</i> <b>Passive:</b> <i>Classes <b>are being taught</b> in both English and Spanish.</i>
3 Include the <i>by</i> phrase only when it is necessary information for the reader.	<i>The students <b>were given</b> an orientation to the school <b>by</b> the Student Affairs Assistant Director.</i>

**Avoiding Common Mistakes**

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

- 1 Use *being*, not *been*, in progressive forms of passives.  
*Millions of children **are being** raised in bilingual homes.*
- 2 Make sure that the subject and verb agree.  
*Common vocabulary words <sup>are</sup> ~~is~~ learned naturally from parents' conversations.*
- 3 Do not use the passive if the subject of the sentence does the action.  
*Bilingual students <sup>take</sup> ~~be taken~~ standardized tests in either their native language or English.*

Level 3, Unit 6, pp. 187-188

### C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language<sup>1</sup>)

- |  |            |           |
|--|------------|-----------|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | <u>Yes</u> | No        |
| 2) Are words, expressions, and phrases represented in context?   | <u>Yes</u> | No        |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels?                                     | Yes        | <u>No</u> |
| 4) Is the general, specific, and technical language systematically presented throughout the materials?                                   | Yes        | <u>No</u> |

1) The materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. Every unit in each of the four levels includes a section on Academic Vocabulary AND Academic Collocations or Academic Phrases, so language at the word/phrase dimension is presented in a consistent manner.

The image shows two pages from a textbook. The left page is titled 'A Academic Vocabulary' and includes a list of words and their definitions, followed by a section '2.1 Focus on Meaning' with several multiple-choice questions. The right page is titled 'B Academic Phrases' and includes a section '2.2 Focus on Purpose' with a matching exercise between phrases and their purposes.

Level 2, Unit 4, pp. 100-101

<sup>1</sup>

**General language** refers to words or expressions not typically associated with a specific content area (e.g., describe a book).

**Specific language** refers to words or expressions used across multiple academic content areas in school (chart, total, individual).

**Technical language** refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.

2) Words, expressions, and phrases are represented in context. Every unit in each of the four student books includes a section on Academic Vocabulary AND Academic Collocations or Academic Phrases, so language at the word/phrase dimension is presented in every unit. Vocabulary is always presented in the context of complete sentences.

**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.

assume (v)	factor (n)	gap (n)	rely on (v)
expectation (n)	fundamental (adj)	persistence (n)	task (n)

**2.1 Focus on Meaning**

Work with a partner. Match the words in bold with their definitions. Write the letters.

**A**

- Some students are not confident about their ability to learn. Before they take a test, they **assume** that they will fail.
- Parents usually have high **expectations** of their children. They think that their children can achieve anything.
- Researchers have studied students who do well in school. One key **factor** for their success was the support that they got from their family.
- Students who do well have a confident attitude, while students who do poorly are much less confident. Confidence is a **fundamental** difference.

**B**

- Students in the United States score lower in math compared to students in many other countries. Some say this **gap** exists because schools in the United States do not emphasize math enough.
- Some students believe that they will succeed if they work hard enough. They have **persistence**.
- Students need to **rely on** someone to help them when they feel stressed or have challenges.
- When classroom **tasks** are difficult, some students give up and do not finish them.

- a fact or situation that has an influence
- very important or essential
- to feel that something is true or will happen without proof
- a strong hope or belief that something will happen
- the act of continuing to try to do something although it is difficult
- an activity or a chore work hard enough.
- to depend on someone or something for help or information
- the difference or space between two things; a missing part

**B Academic Phrases**

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

**2.2 Focus on Purpose**

Read the paragraph. Then match the phrases in bold to the reasons that the writer used them.

While some people **argue that** it is easier for children to learn another language, adult learners have some clear advantages. Adult learners benefit from a teacher's motivation, but they are also self-motivated. Adult learners have specific goals, such as getting a degree, so they rely less on others to motivate them. Also, adult learners are able to pay attention in class for longer periods of time. More importantly, adults can learn more quickly because they can find patterns of language and ideas. **As** Sara Ferman and Avi Karni **point out** in their article "No Childhood Advantage in the Acquisition Skill in Using an Artificial Language Rule," adults can figure out rules, such as grammar rules, and use them in new situations. **According to** Ferman and Karni, children have not learned this skill (7). These advantages are encouraging to all adult learners.

PHRASE	PURPOSE
1 <b>While</b> some people <b>argue that</b> ...	a to introduce the authors and article
2 <b>As</b> Ferman and Karni <b>point out</b> in their article ...	b to introduce an opposing idea
3 <b>According to</b> Ferman and Karni, ...	c to introduce the authors' ideas

Level 3, Unit 2, pp. 46-47

**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.

anxiety (n)	demonstrate (v)	logical (adj)	tendency (n)
apparent (adj)	irrational (adj)	probability (n)	trigger (v)

**2.1 Focus on Meaning**

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

**A**

- Allergy symptoms have many causes and, according to one study, can even be **triggered** by reading news reports about increased pollen counts.
- One pattern that researchers have noticed is that people who read about an illness online have a **tendency** to believe they may suffer from the same disease.
- Because Internet searches are cheaper and more convenient than a doctor's visit, looking up symptoms online is a **logical** first step for many patients.
- The **probability** of finding reliable health information on the Internet is often not good because there is so much inaccurate information online.

- reasonable and based on good judgment
- to cause something to start
- how likely it is that something will happen
- a way of acting or thinking that someone does repeatedly

**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**

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

Recent research on cyberbullying, posting hurtful comments on the Internet, reveals that cyberbullying is a real problem with mental health consequences. The data **clearly demonstrate** that cyberbullying has a connection to reports of low self-esteem and depression in teenagers. Before the Internet became the primary social space for young people, teenagers could get away from their bullies when they left school. Now, because young people continue to interact on the Internet after school, they have a **high probability** of meeting those same bullies and new ones online. This is one of the reasons why cyberbullying is such a serious problem. One recent study of teenage girls indicated that they have an **irrational tendency** to reach out to those bullying them online and try to form friendships, even though this does not seem to make sense. The **logical conclusion** of this activity, as the study showed, is that the bullying will only get worse, which means the problem gets worse. The girls also reported feeling worse about themselves after this interaction, but they continued the connections in various social media. **Basic logic** would say that the girls should stop doing this because it makes them feel bad about themselves, but they also reported being afraid of more bullying if they broke the connection all together. The complexity of this problem comes from these interrelated factors that make any solution very difficult.

Collocation	Purpose
1 <b>clearly demonstrate</b>	a to show that there is a good chance of something occurring
2 <b>high probability</b>	b to introduce an obvious result
3 <b>irrational tendency</b>	c to emphasize common sense
4 <b>logical conclusion</b>	d to introduce something that has been proven
5 <b>basic logic</b>	e to emphasize a strange habit

Level 4, Unit 5, pp. 146-147



3) Differentiation of language is systematically addressed throughout the materials. Language is systemically differentiated throughout the materials. As mentioned earlier, each level is designed to address student at a specific CEFR level. The range of topics and skills addressed in each level is appropriately aligned to the language expectations at each level. Below are the CEFR descriptions and the Scope and Sequence for each book.

Level 1 is designed for students with a CEFR Level of A2 which is described below. The range of topics and writing skills addressed is appropriate for this level and systematically addressed.

*“Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.”*

SCOPE AND SEQUENCE					
UNIT TITLE & ACADEMIC TOPIC	VOCABULARY	MODELS	WRITING SKILLS	GRAMMAR FOR WRITING	AVOIDING PLAGIARISM
<b>1 DEVELOPING IDEAS</b> TECHNOLOGY: COMMUNICATING IN THE MODERN WORLD PAGE 13	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> <li>Writing in the Real World: "How We Use Our Cell Phones"</li> <li>Student Model: "How College Students Use Technology to Socialize"</li> </ul>	Simple and compound sentences Capitalization and punctuation	Simple present	Ways to avoid plagiarism
<b>2 INTRODUCTION TO PARAGRAPHS</b> PSYCHOLOGY: CHARACTERISTICS OF SUCCESS PAGE 43	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> <li>Writing in the Real World: "Space Diving Team"</li> <li>Student Model: "Success at Work, at Play, and with Money"</li> </ul>	Writing good topic sentences Titles	Common verb + preposition combinations	Strategies to avoid plagiarism
<b>3 NARRATIVE PARAGRAPHS</b> HEALTH: HEALTH BEHAVIORS PAGE 73	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> <li>Writing in the Real World: "The Importance of Getting Sleep in College"</li> <li>Student Model: "My Father, the Life Saver"</li> </ul>	Complex sentences Avoiding sentence fragments	Pronouns	What is common knowledge?
<b>4 PROCESS PARAGRAPHS</b> BUSINESS: GETTING AHEAD PAGE 101	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> <li>Writing in the Real World: "From Receptionist to CEO"</li> <li>Student Model: "Making a Sale"</li> </ul>	Transitions of sequential order Adding details	Imperatives	Finding sources
<b>5 DEFINITION PARAGRAPHS</b> EDUCATION: THE VALUE OF EDUCATION PAGE 129	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> <li>Writing in the Real World: "The Benefits of a College Education"</li> <li>Student Model: "Vocational Schools"</li> </ul>	Paragraph unity	Subject relative clauses	Quoting others
<b>6 DESCRIPTIVE PARAGRAPHS</b> CULTURAL STUDIES: CULTURAL LANDMARKS PAGE 155	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> <li>Writing in the Real World: "Three Famous Landmarks"</li> <li>Student Model: "A Flag as a Cultural Landmark"</li> </ul>	Adding details with adjectives and adverbs	There is and There are	Sharing ideas
<b>7 OPINION PARAGRAPHS</b> GENERAL STUDIES: POPULAR CULTURE PAGE 181	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> <li>Writing in the Real World: "The Elderly Rights Law"</li> <li>Student Model: "Childhood is the Best Stage of Life"</li> </ul>	Formal vs. informal language Word forms	Superlatives	Using quotations
<b>8 INTRODUCTION TO ESSAYS</b> HUMAN RESOURCES: CAREER PATHS PAGE 209	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> <li>Writing in the Real World: "Which Values? Which Career?"</li> <li>Student Model: "Photojournalism: More Than Just a Job"</li> </ul>	Avoiding run-on sentences and comma splices	Parallel structure	Creating a "Works Cited" page

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.

Level 1, Scope and Sequence, pp. 4-5

Level 2 is designed for students with a CEFR Level of B1 which is described below. The range of topics and writing skills addressed is appropriate for this level and systematically addressed.

*Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans."*

SCOPE AND SEQUENCE						
UNIT TITLE & ACADEMIC TOPIC	VOCABULARY	MODELS		WRITING SKILLS	GRAMMAR FOR WRITING	AVOIDING PLAGIARISM
<b>1 PARAGRAPHS</b> EDUCATION: BRAINPOWER PAGE 13	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> <li>Writing in the Real World: "Exercise for the Brain"</li> <li>Student Model: "Memory Techniques"</li> </ul>		Audience Capitalization and punctuation Titles	Adverb clauses	Recognizing plagiarism
<b>2 ESSENTIAL FEATURES OF EFFECTIVE WRITING</b> COMMUNICATIONS: CROSS-CULTURAL BEHAVIOR PAGE 45	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> <li>Writing in the Real World: "Body Language in Translation"</li> <li>Student Model: "The Behavior of Sports Fans"</li> </ul>		Unity Subject-verb agreement	Quantifiers	Why do students plagiarize?
<b>3 DESCRIPTIVE PARAGRAPHS</b> GLOBAL STUDIES: NATIONAL IDENTITIES PAGE 67	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> <li>Writing in the Real World: "Melling Pot or Salad Bowl ... or Chocolate Fondue?"</li> <li>Student Model: "The Importance of El Crito de Delores"</li> </ul>		Vivid language Avoiding sentence fragments, run-ons, and comma splices Correct pronoun use	Adjectives	What is common knowledge?
<b>4 DEFINITION PARAGRAPHS</b> BUSINESS: WORKPLACE BEHAVIOR PAGE 97	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> <li>Writing in the Real World: "Workplace Tips for the 21st Century Worker"</li> <li>Student Model: "Definition of a Team Player"</li> </ul>		Distinguishing between fact and opinion Verb tense consistency Coordinating conjunctions	Count and noncount nouns	Finding good sources
<b>5 INTRODUCTION TO THE ESSAY: OPINION ESSAYS</b> PSYCHOLOGY: CREATIVITY PAGE 125	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> <li>Writing in the Real World: "This Math Teacher Wants More Classes in the Arts"</li> <li>Student Model: "High School Students Do Not Need the Arts"</li> </ul>		Background information The thesis statement	Word forms	Using information without plagiarizing
<b>6 CLASSIFICATION ESSAYS</b> HEALTH: FOOD IN SOCIETY PAGE 163	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> <li>Writing in the Real World: "Eat Healthy the Chinese Way"</li> <li>Student Model: "Three Places to Find Healthy Food"</li> </ul>		Sentence variety	Simple present and present progressive tenses	Citing print sources
<b>7 PROCESS ESSAYS</b> SOCIAL WORK: SOCIAL ACTIVISM PAGE 195	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> <li>Writing in the Real World: "Doctors without Borders"</li> <li>Student Model: "Paper Bead Jewelry"</li> </ul>		Clarity Transition words and phrases for sequential order	Phrasal verbs	Citing Internet sources
<b>8 COMPARISON AND CONTRAST ESSAYS</b> FINANCE: PERSONAL FINANCE PAGE 223	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> <li>Writing in the Real World: "Marketing to Different Generations: X vs. Y"</li> <li>Student Model: "Paying for College"</li> </ul>		Hooks	Comparative adjectives	Strategies for paraphrasing

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Level 2, Scope and Sequence, pp. 4-5

Level 3 is designed for students with a CEFR Level of B2 which is described below. The range of topics and writing skills addressed is appropriate for this level and systematically addressed.

*“Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.”*

SCOPE AND SEQUENCE						
UNIT TITLE & ACADEMIC TOPIC	VOCABULARY	MODELS		WRITING SKILLS	GRAMMAR FOR WRITING	AVOIDING PLAGIARISM
<b>1</b> INTRODUCTION TO THE ESSAY ENVIRONMENTAL STUDIES: GREEN LIVING PAGE 13	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> <li>Writing in the Real World: “Going Off the Grid: Why More People Are Choosing to Live Life Unplugged”</li> <li>Student Model: “The Positive Impact of Bike-Share Programs”</li> </ul>		Thesis statements and writing prompts	Infinitives	Recognizing plagiarism
<b>2</b> COMPARISON AND CONTRAST ESSAYS 1 EDUCATION: APPROACHES TO LEARNING PAGE 43	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> <li>Writing in the Real World: “The Trouble with Talent: Are We Born Smart or Do We Get Smart?”</li> <li>Student Model: “Learning Two Skills”</li> </ul>		Words and phrases that show differences	That clauses	Strategies for paraphrasing
<b>3</b> COMPARISON AND CONTRAST ESSAYS 2 SOCIOLOGY: COMMUNITIES AND RELATIONSHIPS PAGE 73	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> <li>Writing in the Real World: “Resilience Is About Relationships, Not Just Infrastructure”</li> <li>Student Model: “Changes in My Community”</li> </ul>		Words and phrases that show comparison Avoiding sentence fragments	Identifying relative clauses	What is common knowledge?
<b>4</b> CAUSE AND EFFECT ESSAYS TECHNOLOGY: SHARING ONLINE PAGE 103	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> <li>Writing in the Real World: “Generation Overshare”</li> <li>Student Model: “The Positive Side of Online Sharing”</li> </ul>		Phrases that show cause and effect Parallel structure Paragraph unity	Real conditionals	Citing sources
<b>5</b> SUMMARY ESSAYS HEALTH: BALANCED LIFESTYLES PAGE 137	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> <li>Writing in the Real World: “Mindful Eating: How to Think More and Eat Less”</li> <li>Student Model: “Summary of ‘A Tax on Unhealthy Foods’”</li> </ul>		Purpose, audience, and tone	Reporting verbs	Evaluating internet sources
<b>6</b> SUMMARY-RESPONSE ESSAYS BEHAVIORAL SCIENCE: LANGUAGE AND CULTURE PAGE 163	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> <li>Writing in the Real World: “Bilingualism Good for the Brain, Researchers Say”</li> <li>Student Model: “Assimilation Does Not Mean Losing My Culture”</li> </ul>		Coherence 1: Transition words and phrases Coherence 2: Ways to connect ideas across sentences	Passive voice	Taking effective notes
<b>7</b> ARGUMENTATIVE ESSAYS 1 ECONOMICS: DEMOGRAPHICS AND THE ECONOMY PAGE 197	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> <li>Writing in the Real World: “Diversity Leads to Economic Growth”</li> <li>Student Model: “Why We Need More Women in Technology Jobs”</li> </ul>		Avoiding run-ons and comma splices	Reduced relative clauses	Strategies for managing your time
<b>8</b> ARGUMENTATIVE ESSAYS 2 GLOBAL STUDIES: ISSUES IN GLOBALIZATION PAGE 229	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> <li>Writing in the Real World: “Unrelenting Population Growth Driving Global Warming, Mass Extinction”</li> <li>Student Model: “Time to Rethink Our Consumer Society”</li> </ul>		Avoiding faulty logic Sentence variety	Modals for hedging	Synthesizing information

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.

Level 3, Scope and Sequence, pp. 4-5

Level 4 is designed for students with a CEFR Level of C1 which is described below. The range of topics and writing skills addressed is appropriate for this level and systematically addressed.

*“Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.”*

SCOPE AND SEQUENCE							
UNIT TITLE & ACADEMIC TOPIC	VOCABULARY	MODELS		WRITING SKILLS	GRAMMAR FOR WRITING	AVOIDING PLAGIARISM	DO RESEARCH
<b>1 ACADEMIC ESSAYS</b> PSYCHOLOGY: CONSUMER BEHAVIOR PAGE 13	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> <li>Writing in the Real World: "Buy Nothing Day"</li> <li>Student Model: "The Benefits of Online Shopping"</li> </ul>		Thesis statements	Gerunds and infinitives	Citing sources to avoid plagiarism	Developing key words for an internet search
<b>2 NARRATIVE ESSAYS</b> HISTORY: IMMIGRATION PAGE 47	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> <li>Writing in the Real World: "An Immigrant's Silent Struggle"</li> <li>Student Model: "How I Became a Mexican American"</li> </ul>		Parallel structure Sentence variety	Past tense forms	Common knowledge	Choosing a quotation for an essay
<b>3 CAUSE AND EFFECT ESSAYS</b> SOCIOLOGY: EFFECTS OF GEOGRAPHIC MOBILITY PAGE 79	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> <li>Writing in the Real World: "Moving Is Tough for Kids"</li> <li>Student Model: "Rural Communities Left Behind"</li> </ul>		Paraphrasing Avoiding sentence fragments, run-on sentences, and comma splices	Present perfect and present perfect progressive	Paraphrasing to avoid plagiarism	Choosing a text to paraphrase for support in an essay
<b>4 COMPARISON AND CONTRAST ESSAYS</b> ANTHROPOLOGY: FOOD AND CULTURE PAGE 111	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> <li>Writing in the Real World: "The Cost of a Global Food Chain"</li> <li>Student Model: "The Naturally Inferior Choice"</li> </ul>		Words and phrases that show similarities and differences Coherence	Appositives	Choosing credible sources	Evaluating internet sources
<b>5 PROBLEM-SOLUTION ESSAYS</b> PUBLIC HEALTH: MEDIA PAGE 143	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> <li>Writing in the Real World: "The Psychology Behind Cyberchondria"</li> <li>Student Model: "Social Media, Consumers, and Health Care"</li> </ul>		Introduction to summarizing Acknowledging and refuting opposing solutions	If constructions	Time management	Finding up-to-date information
<b>6 SUMMARY-RESPONSE ESSAYS</b> COMMUNICATIONS: THE INFORMATION AGE PAGE 177	Academic Vocabulary Academic Phrases	<ul style="list-style-type: none"> <li>Writing in the Real World: "Overcoming Information Overload"</li> <li>Student Model: Summary and Response to "Stop Knocking Curation"</li> </ul>		Language for summarizing Neutral and unbiased language Avoiding overuse of key words	Noun clauses with <i>wh-</i> words and <i>if / whether</i>	Note taking	Taking clear notes to avoid citation mistakes
<b>7 ARGUMENTATIVE ESSAYS</b> SOCIOLOGY: SOCIAL INTERACTION PAGE 213	Academic Vocabulary Academic Collocations	<ul style="list-style-type: none"> <li>Writing in the Real World: "Dunbar's Number"</li> <li>Student Model: "Why Girls Should Learn Alone"</li> </ul>		Audience and appeal Language for introducing counterarguments and refutation	Complex noun phrases	Citing graphs and charts	Using non-textual sources in research
<b>8 TEST TAKING</b> TIMED WRITING PAGE 249		<ul style="list-style-type: none"> <li>Student Model: 45-minute timed writing response</li> </ul>		Steps for timed writing: <ul style="list-style-type: none"> <li>plan time</li> <li>analyze prompt</li> <li>brainstorm</li> <li>write outline</li> <li>write essay</li> <li>proofread essay</li> </ul>			

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.

Level 4, Scope and Sequence, pp. 4-5

## B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

- |  |            |    |
|--|------------|----|
| 1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials? | <u>Yes</u> | No |
| 2) Are the targeted language domains presented within the context of language proficiency levels?  | <u>Yes</u> | No |
| 3) Are the targeted language domains systematically integrated throughout the materials?           | <u>Yes</u> | No |

- 1) The language domains are targeted in the materials. Although the focus is on writing, students are required to read extensively. At several points in each unit, students are also engaged with partners, so speaking and listening is also addressed.

Reading and writing are integrated in “Writing in the Real World” section included in each unit.

The image shows a page from a textbook with the following content:

**Writing in the Real World**  
 You will read an article titled "From Receptionist to CEO." The author of the article describes the steps a receptionist took in her career.  
 Before you read, answer this question: How can someone rise from the bottom of a company to become the leader?  
 Now read the article. Think about your answer to the question as you read.

**From RECEPTIONIST to CEO**  
 by Mark Nartia

1 It's not easy to get ahead in the business world. Then how did Karen Kaplan go from a receptionist responsible for answering the phone to CEO of Hill Holliday — one of the most successful advertising agencies' today? Her story begins more than 30 years ago.

2 Kaplan had no business experience when she began working at Hill Holliday. The 22-year-old had no office skills, but got a job as a receptionist. In her first week, two colleagues told her she was at the bottom of the company. "We'll see about that," recalls Kaplan.

3 How did Kaplan get ahead with no formal business education? First, she took her job very seriously and did the best she could. Second, she had excellent social skills. She was a good communicator and got along well with everyone at work. As people waited for meetings, she chatted, asked questions, and remembered key details about them. She kept every business card she ever received. Third, she stayed with the company long after others moved on.

4 Soon, opportunities opened up for Kaplan. She got a promotion in another department of the company. The job came with more responsibility, including preparing a weekly report. Kaplan came in every Saturday to type the report so no one would see how long it took her. Then she came in on Sunday in order to photocopy it. One weekend, after fixing a paper jam, she found a piece of paper inside the copier with everyone's salary<sup>1</sup> on it. She was shocked at the high salaries of some people. She thought, "Wow, I could spend some time at this place!"

5 Kaplan was patient and stayed positive. She became an account manager and later took on the role of director. She jokes, "I had the same 12 jobs that everyone has. I've just had them all at Hill Holliday."

6 When Hill Holliday was in the process of selecting their next CEO, the choice was an obvious one. As one former CEO stated, "She was born to be CEO."

7 "You can make your mark" in every single job," Kaplan says. "I still run into people today who remember me from when I was a receptionist who say, 'You were the best ... receptionist in the history of receptionists.'"

<sup>1</sup> advertising agency: a company that makes advertisements  
<sup>2</sup> more one leaves a place to go somewhere else  
<sup>3</sup> salary: money that someone is paid for a job

**2.3 Check Your Understanding**  
 Discuss your answers to the questions below with a partner.

1 What did Karen Kaplan do as a receptionist?

2 To get ahead in business, which pieces of advice do you think Kaplan would say are very important? Check (✓) the two best statements.

a Get a formal education.  
 b Be friendly, social, and confident.  
 c Change companies every few years.  
 d Do not do things you think you cannot do.  
 e Remember key details about people.  
 f Be realistic about what you can achieve and know your limits.

3 What do you think is important to get ahead in business these days? For example, do you think it's important to stay with the same company, or is it better to change jobs every few years? Why?

**2.4 Notice the Features of Process Writing**  
 Answer the questions.

1 Look at some of the steps Kaplan took to get ahead. Number them from 1 to 6 in the order they happened.

a She took on the role of director.  
 b She got promoted to a job in another department.  
 c She became an account manager.  
 d She worked hard and got along with everyone.  
 e She got a job as a receptionist.  
 f She took on more responsibility, such as preparing reports.

2 Of the things Kaplan did to get ahead, which do you think was most important? Why?

Level 1, Unit 4, pp. 106-107

2) The targeted domains are presented within the context of language proficiency levels. All four domains are presented within the context of language proficiency levels since each book is targeted at students at one of four CEFR levels. Below are the skills and topics for each of the four levels taken from Scope and Sequence documents.

UNIT TITLE & ACADEMIC TOPIC	UNIT TITLE & ACADEMIC TOPIC	UNIT TITLE & ACADEMIC TOPIC	UNIT TITLE & ACADEMIC TOPIC
<b>1 DEVELOPING IDEAS</b> TECHNOLOGY: COMMUNICATING IN THE MODERN WORLD PAGE 13	<b>1 PARAGRAPHS</b> EDUCATION: BRAINPOWER PAGE 13	<b>1 INTRODUCTION TO THE ESSAY</b> ENVIRONMENTAL STUDIES: GREEN LIVING PAGE 13	<b>1 ACADEMIC ESSAYS</b> PSYCHOLOGY: CONSUMER BEHAVIOR PAGE 13
<b>2 INTRODUCTION TO PARAGRAPHS</b> PSYCHOLOGY: CHARACTERISTICS OF SUCCESS PAGE 43	<b>2 ESSENTIAL FEATURES OF EFFECTIVE WRITING</b> COMMUNICATIONS: CROSS-CULTURAL BEHAVIOR PAGE 45	<b>2 COMPARISON AND CONTRAST ESSAYS 1</b> EDUCATION: APPROACHES TO LEARNING PAGE 43	<b>2 NARRATIVE ESSAYS</b> HISTORY: IMMIGRATION PAGE 47
<b>3 NARRATIVE PARAGRAPHS</b> HEALTH: HEALTH BEHAVIORS PAGE 73	<b>3 DESCRIPTIVE PARAGRAPHS</b> GLOBAL STUDIES: NATIONAL IDENTITIES PAGE 67	<b>3 COMPARISON AND CONTRAST ESSAYS 2</b> SOCIOLOGY: COMMUNITIES AND RELATIONSHIPS PAGE 73	<b>3 CAUSE AND EFFECT ESSAYS</b> SOCIOLOGY: EFFECTS OF GEOGRAPHIC MOBILITY PAGE 79
<b>4 PROCESS PARAGRAPHS</b> BUSINESS: GETTING AHEAD PAGE 101	<b>4 DEFINITION PARAGRAPHS</b> BUSINESS: WORKPLACE BEHAVIOR PAGE 97	<b>4 CAUSE AND EFFECT ESSAYS</b> TECHNOLOGY: SHARING ONLINE PAGE 103	<b>4 COMPARISON AND CONTRAST ESSAYS</b> ANTHROPOLOGY: FOOD AND CULTURE PAGE 111
<b>5 DEFINITION PARAGRAPHS</b> EDUCATION: THE VALUE OF EDUCATION PAGE 129	<b>5 INTRODUCTION TO THE ESSAY: OPINION ESSAYS</b> PSYCHOLOGY: CREATIVITY PAGE 125	<b>5 SUMMARY ESSAYS</b> HEALTH: BALANCED LIFESTYLES PAGE 137	<b>5 PROBLEM-SOLUTION ESSAYS</b> PUBLIC HEALTH: MEDIA PAGE 143
<b>6 DESCRIPTIVE PARAGRAPHS</b> CULTURAL STUDIES: CULTURAL LANDMARKS PAGE 155	<b>6 CLASSIFICATION ESSAYS</b> HEALTH: FOOD IN SOCIETY PAGE 163	<b>6 SUMMARY-RESPONSE ESSAYS</b> BEHAVIORAL SCIENCE: LANGUAGE AND CULTURE PAGE 163	<b>6 SUMMARY-RESPONSE ESSAYS</b> COMMUNICATIONS: THE INFORMATION AGE PAGE 177
<b>7 OPINION PARAGRAPHS</b> GENERAL STUDIES: POPULAR CULTURE PAGE 181	<b>7 PROCESS ESSAYS</b> SOCIAL WORK: SOCIAL ACTIVISM PAGE 195	<b>7 ARGUMENTATIVE ESSAYS 1</b> ECONOMICS: DEMOGRAPHICS AND THE ECONOMY PAGE 197	<b>7 ARGUMENTATIVE ESSAYS</b> SOCIOLOGY: SOCIAL INTERACTION PAGE 213
<b>8 INTRODUCTION TO ESSAYS</b> HUMAN RESOURCES: CAREER PATHS PAGE 209	<b>8 COMPARISON AND CONTRAST ESSAYS</b> FINANCE: PERSONAL FINANCE PAGE 223	<b>8 ARGUMENTATIVE ESSAYS 2</b> GLOBAL STUDIES: ISSUES IN GLOBALIZATION PAGE 229	<b>8 TEST TAKING</b> TIMED WRITING PAGE 249
Level 1, p. 4	Level 2, p.4	Level 3, p. 4	Level 4, p. 4

- 3) The targeted language domains are systematically integrated throughout the materials. Although the focus is on writing, all four language domains are routinely and systematically integrated throughout all units across all levels.

Reading and writing are integrated in “Writing in the Real World” section included in each unit.

**C Writing in the Real World**

The author of “Resilience Is About Relationships, Not Just Infrastructure” uses comparison and contrast to strengthen her argument.

Before you read, answer these questions: How are relationships among people in a community important? Which is more important, relationships or infrastructure?

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



**RESILIENCE**  
Is About **RELATIONSHIPS,**  
Not Just **INFRASTRUCTURE**  
(adapted)

by Sarah Goodyear

- When dealing with<sup>1</sup> severe weather, **infrastructure**, such as transportation services and power supplies, is important. But the social ties of a neighborhood – the kinds of relationships created by trips to the corner coffee shop and chats<sup>2</sup> on the sidewalk – might be equally important for saving lives.
- In a *New Yorker* article, Eric Klinenberg looks at the **impact** that strong social **networks** can have on protecting lives when there is a natural disaster. He gives the example of the 1995 Chicago heat wave, which killed 739 people. As you might
- Two poor Chicago neighborhoods, Englewood and Auburn Gresham, had very different death rates, yet they were demographically nearly **identical** – mostly black with high numbers of poor and elderly residents. Englewood recorded a death rate of 33 per 100,000 residents, while Auburn Gresham had a rate of only three per 100,000. Auburn Gresham’s rate was better than the rate of many rich, white neighborhoods.

<sup>1</sup>deal with: take action or solve a problem  
<sup>2</sup>chats: casual conversations

- Klinenberg stated that Auburn Gresham was different from Englewood and other similar neighborhoods because that neighborhood had many sidewalks, stores, restaurants, and community organizations. People knew their neighbors. They **participated** in block clubs<sup>3</sup> and community groups. Because they knew each other, they helped each other when necessary. A few years before the heat wave, Englewood had lost 50 percent of its residents and most commercial businesses. As a result, social connections between people in that neighborhood were not strong.
- After Superstorm Sandy, neighborhood networks in New York City formed quickly. Community groups were able to get help where it was needed even though government and national relief organizations were having difficulty doing so.
- What’s more, the focus on survival and recovery provided a **framework** for building new alliances among groups that didn’t normally interact with each other.

<sup>3</sup>Block clubs: group of neighbors who organize social events and work to keep their block safe and attractive

In Red Hook, residents of the public housing projects worked alongside business owners. In the Rockaways, surfers and firefighters helped to clean the streets.

- “I don’t think in any way did it change the tight-knit<sup>4</sup> community other than to make us tighter,” says one Rockaways surfer and homeowner, “because I don’t know anyone who didn’t help out.”
- As cities **adapt** to the consequences of climate change, they’re going to need to strengthen infrastructure, change how and where buildings are built, and improve government emergency procedures. But they’re also going to have to put a greater value on the human connections that exist in walkable neighborhoods where people know and support each other. It’s not just about quality of life. It’s about trying to **survive**.

<sup>4</sup>tight-knit: close

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**2.3 Check Your Understanding**

Answer the questions.

- What is the author’s main idea?
- Why were community groups important after Superstorm Sandy?
- Think about a neighborhood you know well. Is it tight-knit? Why or why not?

---

**2.4 Notice the Features of Comparison and Contrast Writing**

Read paragraphs 2–4 again. Notice how the writer uses comparison and contrast. Then answer the questions.

- What does the author compare in the paragraphs?
- How does the author compare them? In other words, what points of comparison does she use?
- What does the comparison help to show?

Level 3, Unit 3, pp. 78-79

See the next page for additional examples.

All four domains are integrated in these sections in each unit across all four levels.

**3.2 Outline the Writer's Ideas**

Complete the outline for "Definition of a Team Player" from page 104. Use the phrases in the box.

co-worker who communicates clearly  
does any job  
like a coach; gives encouragement

shares opinions  
waiters who clean each other's tables

**PARAGRAPH OUTLINE**

**Topic Sentence** The Cambridge Learner's Dictionary definition of team player is "member of a group who tries to do what is good for the group rather than what is good for just himself or herself."

**Supporting Sentence 1** A. \_\_\_\_\_

Detail 1. Good speaker and listener

Detail 2. \_\_\_\_\_

Detail 3. Avoids conflict

Detail 4. Requests politely

**Supporting Sentence 2** B. Supports co-workers

Detail 1. Helps co-workers

Detail 2. Behaves respectfully

Detail 3. \_\_\_\_\_

**Supporting Sentence 3** C. \_\_\_\_\_

Detail 1. Does not say "not my job"

Detail 2. \_\_\_\_\_

**Concluding Sentence** In brief, a team player is a valuable player on any workplace team.

**4 Definition Paragraphs**

Definition paragraphs are useful for explaining a word and/or a concept that may be unfamiliar to the reader.

There are several important reasons to define terms:

- The writer is using a term that the reader may not know. For example, a term might come from a different language or an earlier historical time.
- The term has a subjective meaning. In other words, people can have slightly different definitions of the term. For subjective terms, it is important for you to clarify the definition you will use throughout your writing.  
(Writer A): Success means *reaching your career goals*.  
(Writer B): Success means *finding love and having a family*.
- The writer has a different definition from experts or the dictionary.
- Experts disagree on a definition.

**3.3 Notice**

Work with a partner. Read the Student Model paragraph on page 104 again. Why is the writer defining the term *team player*? What sentence tells you the reason?

**TOPIC SENTENCES FOR DEFINITION PARAGRAPHS**

The topic sentence in a **definition paragraph** defines the term and explains how it is unique. There are two common ways to write a topic sentence for a definition paragraph:

- The first is to write your own definition. You need to state the **category** that the word belongs to and the **identifier** (trait or feature) that makes the word unique in that category. Notice that the identifier is often a relative clause or a prepositional phrase.  

CATEGORY	IDENTIFIER
A co-worker is	a person who works with you.
CATEGORY	IDENTIFIER
A nonprofit is	a kind of business that does not have a main goal of making money.
CATEGORY	IDENTIFIER
Personal space is	the comfortable distance between two people.
- The second way is to give a dictionary definition. Remember to write the name of the source and use quotation marks to show that the definition is from a source and is not your own words.  

SOURCE	DEFINITION
The Cambridge Learner's Dictionary defines	team player as a "member of a group who tries to do what is good for the group rather than what is good for just himself or herself."

Level 2, Unit 4, pp. 106-107

All four domains are integrated in these sections in each unit across all four levels.

**3.9 Practice Organizing Ideas**

Work with a partner. Read the writing prompt and the introductory paragraph. Then read the topic sentence for each paragraph. Discuss the points of comparison with your partner. Then finish each body paragraph.

**WRITING PROMPT:** Compare two food trends or habits. What, in your opinion, do they reveal about the people who follow them?

**THE SPEED OF FOOD**

A current debate concerning food is how fast it is. This topic does not make sense to some people, but it makes others become absolutely enraged. On one side of the debate are the fast food people. These consumers prefer food that is quickly and easily prepared and inexpensive. These people would rather order take-out food, such as pizza and hamburgers, or prepare microwavable packaged foods. Food for them has to fit into their lifestyle and not take up too much space, but it must be tasty. On the other side of the debate are the slow food people. These people are proponents of the slow food movement, which advocates that food should be healthy, fresh, and slowly cooked. Taking the time to prepare and cook food is very satisfying to these consumers and an essential part of their lifestyle. Although there are some similarities between these groups, they are clearly different in their lifestyles, concern for their health, and their tastes in food.

Fast food and slow food eaters have very different enjoyments and routines.

\_\_\_\_\_

\_\_\_\_\_

Another difference is how concerned they are about their health.

\_\_\_\_\_

\_\_\_\_\_

Finally, they have entirely different tastes in food.

\_\_\_\_\_

\_\_\_\_\_

**3.10 Apply It to Your Writing**

Work with a partner. Think about the writing prompt you chose in Section 1. Choose one point of comparison and discuss what the supporting points are. Write two or three sentences that compare Subject A with Subject B. Share your ideas with your partner.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CONCLUDING PARAGRAPH**

In the concluding paragraph, writers signal that they have come to the end of an essay. It often begins with a transition phrase such as *In summary*, *In conclusion*, or *To sum up*. In this paragraph, the writer restates the thesis and ends with a final comment.

**3.11 Notice**

Look at the Student Model on pages 118-120. Circle the summary phrase. What final comment does the writer make about the topic? Underline those sentences.

**3.12 Apply It to Your Writing**

Think about the ideas you wrote for your own essay in Section 1. What might your final comment be? Write some ideas below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### 4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom’s taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

##### A. Connection to State Content Standards and WIDA Language Development Standards

- |  |                   |                  |
|--|-------------------|------------------|
| 1) Do the materials connect the WIDA language development standards to the state academic content standards?       | Yes               | <b><u>No</u></b> |
| 2) Are the academic content standards systematically represented throughout the materials?                         | Yes               | <b><u>No</u></b> |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | <b><u>Yes</u></b> | No               |

- 1) The materials do not connect the WIDA language development standards to state academic content standards.
- 2) The academic content standards are not systematically represented throughout the materials because they are not included.

3) Social and instructional language and the language of Language Arts are presented in the materials. Given the focus on academic language skills, the language of Language Arts is addressed extensively. Social language may be incorporated in partner-based speaking and listening tasks. Instructional language is included in the form of directions for each section.

**Writing in the Real World**

The author of "Doctors without Borders" describes the steps an organization takes to help people.

Before you read, answer these questions: Have you heard of Doctors without Borders? What does this organization do? Why is there a need for an organization like this?

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



**Doctors without Borders** by Bruce Parker

- Doctors without Borders, or *Médecins Sans Frontières* (MSF), is an international organization that provides medical assistance to millions of people around the world. The organization was created in 1971 by journalists and doctors in France. Now it works in over 60 countries. Through its effective and responsible medical and humanitarian aid, Doctors without Borders has helped millions of people. Its primary goal is to help people in crisis situations, such as wars, natural disasters, or extreme poverty.
- MSF raises money from private donors.<sup>1</sup> This allows the organization to work independently from other governments, religions, or militaries. MSF can fulfill its commitment to assist people regardless of race, religion, or political affiliation.<sup>2</sup> With this money, MSF creates medical teams of doctors, nurses, and other health-care professionals. MSF requires these teams to have experience in the medical field and to make a commitment to their work.
- MSF sends medical teams to countries where there are major needs. For example, a team might go to a refugee<sup>3</sup> camp. Another team might go to a poor country with a lack of doctors and medicines. The teams study the situation and decide what care is needed so that they can create a program to provide information and support. MSF can offer many different types of services. During a war, they may provide mental health services. After a natural disaster like an earthquake, they may rebuild hospitals and shelters to help the country recover.
- While MSF's medical teams are working in a country, their primary concern is quality medical assistance. However, if a team learns about a new problem,

<sup>1</sup>donor: a person who gives money to an organization  
<sup>2</sup>fulfill: do something as promised  
<sup>3</sup>affiliation: a relationship or connection with a group or organization

they will speak out so that the international community becomes aware of the situation. MSF will use media, such as newspaper articles or Twitter feeds, to inform the world. For instance, MSF created a campaign called "Starved for Attention." The campaign informed Americans, Europeans, and Africans about the problem of childhood malnutrition. In this way, MSF encouraged people and governments to give food assistance and nutrition programs to starving children.

5 After MSF has helped a country, they may leave and give its programs to the local citizens of that country. This allows MSF to use its resources to help the next country. However, MSF will not leave a country until the emergency situation has improved. MSF must feel that the people are able to support themselves. MSF wants to be sure that the country will continue to get medical care after they leave. Through this process, MSF continues to have a positive impact on a community even after the organization has left a country.

---

**2.3 Check Your Understanding**

Answer the questions.

- Use the information from "Doctors without Borders" to put the steps below in order. Number the steps from 1 (first step) to 5 (last step).  
Evaluate the country's needs.  
Give the MSF program to local citizens.  
Provide information and assistance to the country and educate the international community.  
Raise money and recruit medical professionals.  
Send a medical team to a country in crisis.
- Based on your knowledge of current events, where do you think Doctors without Borders is working today?
- Would you be interested in working for an organization like Doctors without Borders? Why or why not?

---

**2.4 Notice the Features of Process Writing**

Answer the questions.

- Look at the first paragraph. The author describes the work of Doctors without Borders. Does the author think this organization and its work are important? Why or why not?
- Look at the second, third, and fourth paragraphs. Does the author use chronological order, spatial order, or rank order to describe the steps in the organization's work?
- Look at the fourth paragraph again. Which step in Doctors without Borders' work is the main point of this paragraph? What specific example does the author provide to support this step?

Level 2, Unit 7, pp. 200-201

**Writing in the Real World**

The author of "The Psychology Behind Cyberchondria" analyzes a problem and possible solutions to strengthen her argument.

Before you read, answer these questions: Have you ever read an article online that made you believe you had an illness you did not have? How can people solve this problem?

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



**THE PSYCHOLOGY BEHIND CYBERCHONDRIA** (ADAPTED)  
BRITT PETERSON

- It's a familiar story: You're not feeling very well, so you rush to a website such as WebMD or MedicineNet to find out what might be wrong with you. When you leave the sites, you're convinced that your headache and nausea indicate that you must have brain cancer. This kind of "hypochondria" that comes from reading medical websites has been called "cyberchondria." It is now increasingly common for people to visit the Internet instead of the doctor's office. According to a 2009 Pew poll, 61 percent of Americans use the Internet for medical information, and other recent studies have shown wide levels of increased anxiety triggered by this habit.
- But why should simply reading online about, say, Hodgkin's lymphoma<sup>1</sup> convince us that we too have the disease? A study in the April 2012 issue of *Psychological Science* suggests that an irrational tendency is at work in the brains of cyberchondriacs. The study looks at what happens when people read a list of symptoms.<sup>2</sup> If the first few symptoms

<sup>1</sup>Hodgkin's lymphoma: a condition in which a person worries about their health more than is normal although they are not really ill  
<sup>2</sup>Hodgkin's lymphoma: cancer of the lymphatic system, the part of the body that helps fight infection and disease  
<sup>3</sup>symptoms: physical feelings or problems which show that a person has a particular illness

on the list are common ones that a person might actually have, such as headache, nausea, and fatigue, the cyberchondriac will jump to the conclusion that he or she must have all of the other symptoms on the list, too. According to the study, gamblers may have a similar tendency. When they get a number of good rolls of the dice, for example, they believe – irrationally – that they have "hit a hot streak" and their good luck will continue.

3 To test this theory, researchers devised an experiment. They started by inventing a fictional type of thyroid<sup>3</sup> cancer. They then created three different lists of the same six symptoms. One list grouped the milder and more common symptoms (fatigue, shortness of breath) together at the top of

the list. The more severe and rare symptoms (pain in the throat or neck, lump in the throat or neck) were listed together at the bottom. The second list presented the more severe symptoms together first, followed by the milder ones. In the third list all the symptoms were mixed up. Healthy individuals were given one of the three lists. They were asked to check off their symptoms, and then asked how likely they were to have the cancer compared to the average American. Both groups that read the lists of mild symptoms separated from severe symptoms were far more likely to believe themselves at risk for this fictional cancer than the group with the symptoms mixed up.

4 According to Virginia Kwan, a psychologist at Arizona State University and lead author on the study, the results clearly demonstrate that the human brain unconsciously looks for and finds patterns. Unfortunately, it appears that the brain is often too quick to assume that there is a pattern and this frequently leads us to ignore basic logic and to imagine probabilities that don't exist. Like gamblers

who say they have hit a hot streak, Kwan says that cyberchondriacs believe they have "hot symptoms." In other words, when they read that they have the first couple of symptoms on a list, they think they must have the rest of the symptoms, and they must have the disease.

5 Kwan hopes that sites like WebMD will use her results to help decrease anxiety among their customers. They could do this by not listing a lot of common symptoms together. On the other hand, Kwan points out that heightened anxiety isn't always a bad thing. For example, during an outbreak of a serious disease in a community, she says, "It may be good to group the common symptoms together [in that situation] so that people pay more attention." In any case, next time your neck aches and WebMD suggests you may have viral meningitis, don't panic. Just remember that diagnosis<sup>4</sup> is best left to a medical professional.

<sup>4</sup>diagnosis: when a doctor says what is wrong when someone is sick

---

**2.3 Check Your Understanding**

Answer the questions.

- Why does the author think that cyberchondria is a problem? Which of these reasons do you think are the strongest? What are some other reasons why it might be a problem?
- What were the results of Kwan's study, and why does she think the different groups reacted differently? Do you agree with her interpretation of the results?
- Do you think the solution to cyberchondria suggested in this article is a good one? Why or why not?

---

**2.4 Notice the Writing**

Answer the questions.

- In which paragraph(s) does the author describe why cyberchondria is a problem? In which paragraph(s) does the author propose a solution to the problem? Circle the words that helped you find this.
- What kinds of evidence does the author use to show why cyberchondria is a problem? Underline specific words and phrases.

Level 4, Unit 5, pp. 148-149

## B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

- |  |            |    |
|--|------------|----|
| 1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level? | <u>Yes</u> | No |
| 2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?  | <u>Yes</u> | No |

- 1) The materials present opportunities for language learners to engage in various cognitive functions (higher-order thinking skills from Bloom’s taxonomy) throughout the units regardless of their language level. In each unit, students are engaged in activities that require them to engage in a range of tasks at higher cognitive levels. Throughout the materials, students are asked to **analyze** and **evaluate** sentences and paragraphs to demonstrate understanding of the writing skills presented in each unit.

Students have to **evaluate** which paragraph is easier to follow.

### **B** Process Paragraphs

Process paragraphs are sometimes called “how to” paragraphs. They explain how to do or achieve something. When writing about a process, writers list the steps and add support to each step so the reader understands exactly what to do. The steps should be clear and easy for the reader to follow.

Read the two paragraphs below. Which paragraph has steps that are easier to follow?

#### Paragraph 1

##### Steps to Becoming a Chef

It’s important to have a clear plan in place if you want a career in the culinary arts. Get a part-time job in the field. Learn all you can while trying to get noticed by people in the field. Apply to a culinary arts school. Think about what exactly you want to do in the field of culinary arts. You might work in a restaurant, a school, a hospital, a cruise ship, or even work as a private chef. Follow these steps and you can start your career in the culinary arts.

#### Paragraph 2

##### Steps to Becoming a Chef

It’s important to have a clear plan in place if you want a career in the culinary arts. First, get a part-time job in the field. For example, get work as a cook or as an assistant to a chef. After that, learn all you can while trying to get noticed by people in the field. You can do this by letting others know you are interested in a professional career in the culinary arts. Next, apply to a culinary arts school. Finally, think about exactly what you want to do in the field of culinary arts. You might work in a restaurant, a school, a hospital, a cruise ship, or even work as a private chef. Follow these steps and you can start your career in the culinary arts.

It is clear that paragraph 2 is easier to follow. Why? It’s because the steps are introduced with words like *First*, *Then*, *Next*, and *After that*. These words signal a new step is to follow. The steps are also well supported with details.

Level 1, Unit 4, p. 111

- 2) There are opportunities for systematically engaging in higher order thinking. Students are routinely engaged in a wide range of cognitive functions regardless of language level. Activities systematically involve students in thinking at higher cognitive levels. Throughout the materials, students are asked to **analyze** and **evaluate** sentences and paragraphs to demonstrate understanding of the writing skills presented in each unit.

Students have to **analyze** the article to respond to the questions.

**Writing in the Real World**

The author of "The Trouble with Talent" uses comparison and contrast to strengthen her argument.

Before you read, answer these questions: What does it mean to be "smart"? Can people get smart or are they born smart?

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

**THE TROUBLE WITH TALENT: ARE WE BORN SMART OR DO WE GET SMART? (adapted)**  
BY KATHY SEAL

1 Jim Stigler was in an awkward position.<sup>1</sup> He was fascinated to see that Asian students usually do better than American students at elementary math. The psychologist suspected that **persistence** might be the key factor. So he did an experiment in which he gave the same insolvable math problem to separate groups of Japanese and American children.

2 As expected, most American students started the problem, struggled briefly, and then gave up. The Japanese students, however, worked on and on. Finally, Stigler stopped the experiment. If the Japanese students were uninterrupted, they seemed willing to continue indefinitely.<sup>2</sup>

3 "The Japanese kids **assumed** that if they kept working, they'd eventually get it," Stigler recalls. "The Americans thought 'either you get it or you don't.'"

4 Stigler's work, detailed in his book *The Learning Gap*, shatters the assumption that Asian education **relies** on rote and drill.<sup>3</sup> In fact, Japanese and Chinese teachers believe that their chief **task** is to stimulate thinking. In addition, they tell their students that anyone who thinks long enough about a problem can move toward its solution.

5 Stigler concludes that the belief in hard work is one reason why Asians outperform us academically. Americans believe that success in school requires inborn talent. "If you believe that achievement is mostly caused by ability," Stigler says, "at some **fundamental** level you don't believe in education. You

**awkward position:** difficult situation  
**indefinitely:** without a clear end  
**rote and drill:** learning by memorizing and repeating over and over

believe in sorting kids, and that kids in some categories can't learn. The Japanese believe everybody can master the curriculum if you give them the time."

6 Stigler and his co-author, Harold W. Stevenson, are among a group of psychologists who argue that the American fixation<sup>4</sup> on talent causes us to waste many children's potential. He feels that this focus on talent is producing kids who give up easily.

7 Respect for hard work is present throughout Asian culture. Many folk tales demonstrate the idea that if you work hard, you can achieve any goal. For example, the poet Li Po tells about a woman who grinds a piece of iron into a needle. The accent on effort in Asian countries demonstrates how **expectations** for children are both higher and more democratic there than in America. "If learning is gradual and proceeds step by step," says Stigler, "anyone can gain knowledge."

8 Americans, on the other hand, group children by ability. So students know who the teacher thinks is "very smart, sorta smart, and kinda dumb," says Jeff Howard of the Efficacy Institute, a firm that specializes in education issues. "The idea of genetic intellectual inferiority is widespread in [American society]."

9 A consequence is that many students face lower expectations. "A student who is bright is expected to just 'get it,'" Stigler says. "Duller kids are **assumed** to lack the necessary ability for ever learning certain material."

**fixation:** unnaturally strong interest

10 Psychologist Carol Dweck has conducted a series of studies showing the dangers of believing that geniuses are born rather than made. In one study, Dweck and researcher Valanne Henderson asked 229 seventh graders whether people are "born smart" or "get smart" by working hard. Then they compared the students' sixth and seventh grade achievement scores. The scores of students with the get-smart beliefs stayed high or improved. In contrast, the scores of students who believed in the born-smart assumption stayed low or declined. Surprisingly, even students who believed in working hard but who had low confidence did very well. And the students whose scores dropped the most were the born-smart believers with high confidence.

11 Although getting Americans to give up their worship of ability and replace it with a belief in effort seems like a huge task, Dweck believes that it is possible to train students to believe in hard work. According to Dweck, the key is for the adults close to them to believe that effort is what counts.

12 The Efficacy Institute is working on exactly that. The Institute conducts a seminar for teachers which helps them reject the born-smart belief system. They use the slogan "Think you can; work hard; get smart."

13 "We tell teachers to talk to kids with the presumption" that they can all get As in their tests," explains specialist Kim Taylor. Most kids respond immediately, Howard says. As proof, he cites test scores of 137 third grade students from six Detroit public schools who were enrolled in the program in 1989 and 1990. The students' scores rose 2.4 grade levels in one year. That was compared with a control group<sup>5</sup> whose scores went up by less than half of one grade level.

14 Although efforts for change are modest, even the U.S. government is weaving this new thinking into its education agenda. During a talk to the California Teachers Association, the U.S. Secretary of Education pledged to work on setting national standards in education. "These standards," he says, "must be for all of our young people, regardless of their economic background. We must convince people that children aren't born smart. They get smart."

<sup>1</sup>**presumption:** a belief that something is true without any proof that it is true  
<sup>5</sup>**control group:** a group of people in an experiment that does not receive any treatment

**2.3 Check Your Understanding**

Answer the questions.

- 1 What two groups of subjects did Stigler compare in his experiment?
- 2 What are the differences in attitude between the two groups of subjects?
- 3 Which attitude is more similar to your attitude about learning: the Asian students' or the American students'? Explain.

**2.4 Notice the Features of Comparison and Contrast Writing**

Answer the questions.

- 1 Look at paragraph 2. Which word does the author use to make a difference between the two subjects clear?
- 2 Look at paragraphs 7 and 8. What is the author comparing? What phrase does the writer use in paragraph 8 to introduce how Americans are different?
- 3 Look at paragraph 10. What does the comparison help the writer prove?

Level 3, Unit 2, pp. 48-49

### C. Supports for Various Levels of Language Proficiency

- |   |            |    |
|---|------------|----|
| 1) Do the materials provide scaffolding supports for students to advance within a proficiency level?              | <u>Yes</u> | No |
| 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? | <u>Yes</u> | No |
| 3) Are scaffolding supports presented systematically throughout the materials?                                    | <u>Yes</u> | No |

- 1) The materials provide scaffolding supports for students to advance within a proficiency level. While each book is aligned to a single CEFR level, the units are designed to have students begin with reviews or less demanding materials, then progress through increasingly difficult tasks to advance their proficiency within each level.
- 2) The materials provide scaffolding supports for students to progress from one proficiency level to the next because the sequencing of units within each level and across levels build on the skills in the previous units.
- 3) Scaffolding supports are presented systematically throughout the materials since the content presented in each book is designed to move students through one proficiency level and prepare them for the next. The systematic sequencing of content from one unit to the next within each level and across levels functions as a form of scaffolding.

The scope and sequence for each level illustrates the scaffolding supports throughout the program.

UNIT TITLE & ACADEMIC TOPIC	UNIT TITLE & ACADEMIC TOPIC	UNIT TITLE & ACADEMIC TOPIC	UNIT TITLE & ACADEMIC TOPIC
<b>1</b> DEVELOPING IDEAS TECHNOLOGY: COMMUNICATING IN THE MODERN WORLD PAGE 13	<b>1</b> PARAGRAPHS EDUCATION: BRAINPOWER PAGE 13	<b>1</b> INTRODUCTION TO THE ESSAY ENVIRONMENTAL STUDIES: GREEN LIVING PAGE 13	<b>1</b> ACADEMIC ESSAYS PSYCHOLOGY: CONSUMER BEHAVIOR PAGE 13
<b>2</b> INTRODUCTION TO PARAGRAPHS PSYCHOLOGY: CHARACTERISTICS OF SUCCESS PAGE 43	<b>2</b> ESSENTIAL FEATURES OF EFFECTIVE WRITING COMMUNICATIONS: CROSS-CULTURAL BEHAVIOR PAGE 45	<b>2</b> COMPARISON AND CONTRAST ESSAYS 1 EDUCATION: APPROACHES TO LEARNING PAGE 43	<b>2</b> NARRATIVE ESSAYS HISTORY: IMMIGRATION PAGE 47
<b>3</b> NARRATIVE PARAGRAPHS HEALTH: HEALTH BEHAVIORS PAGE 73	<b>3</b> DESCRIPTIVE PARAGRAPHS GLOBAL STUDIES: NATIONAL IDENTITIES PAGE 67	<b>3</b> COMPARISON AND CONTRAST ESSAYS 2 SOCIOLOGY: COMMUNITIES AND RELATIONSHIPS PAGE 73	<b>3</b> CAUSE AND EFFECT ESSAYS SOCIOLOGY: EFFECTS OF GEOGRAPHIC MOBILITY PAGE 79
<b>4</b> PROCESS PARAGRAPHS BUSINESS: GETTING AHEAD PAGE 101	<b>4</b> DEFINITION PARAGRAPHS BUSINESS: WORKPLACE BEHAVIOR PAGE 97	<b>4</b> CAUSE AND EFFECT ESSAYS TECHNOLOGY: SHARING ONLINE PAGE 103	<b>4</b> COMPARISON AND CONTRAST ESSAYS ANTHROPOLOGY: FOOD AND CULTURE PAGE 111
<b>5</b> DEFINITION PARAGRAPHS EDUCATION: THE VALUE OF EDUCATION PAGE 129	<b>5</b> INTRODUCTION TO THE ESSAY: OPINION ESSAYS PSYCHOLOGY: CREATIVITY PAGE 125	<b>5</b> SUMMARY ESSAYS HEALTH: BALANCED LIFESTYLES PAGE 137	<b>5</b> PROBLEM-SOLUTION ESSAYS PUBLIC HEALTH: MEDIA PAGE 143
<b>6</b> DESCRIPTIVE PARAGRAPHS CULTURAL STUDIES: CULTURAL LANDMARKS PAGE 155	<b>6</b> CLASSIFICATION ESSAYS HEALTH: FOOD IN SOCIETY PAGE 163	<b>6</b> SUMMARY-RESPONSE ESSAYS BEHAVIORAL SCIENCE: LANGUAGE AND CULTURE PAGE 163	<b>6</b> SUMMARY-RESPONSE ESSAYS COMMUNICATIONS: THE INFORMATION AGE PAGE 177
<b>7</b> OPINION PARAGRAPHS GENERAL STUDIES: POPULAR CULTURE PAGE 181	<b>7</b> PROCESS ESSAYS SOCIAL WORK: SOCIAL ACTIVISM PAGE 195	<b>7</b> ARGUMENTATIVE ESSAYS 1 ECONOMICS: DEMOGRAPHICS AND THE ECONOMY PAGE 197	<b>7</b> ARGUMENTATIVE ESSAYS SOCIOLOGY: SOCIAL INTERACTION PAGE 213
<b>8</b> INTRODUCTION TO ESSAYS HUMAN RESOURCES: CAREER PATHS PAGE 209	<b>8</b> COMPARISON AND CONTRAST ESSAYS FINANCE: PERSONAL FINANCE PAGE 223	<b>8</b> ARGUMENTATIVE ESSAYS 2 GLOBAL STUDIES: ISSUES IN GLOBALIZATION PAGE 229	<b>8</b> TEST TAKING TIMED WRITING PAGE 249

Level 1, p. 4

Level 2, p.4

Level 3, p. 4

Level 4, p. 4

#### D. Accessibility to Grade Level Content

- |  |     |                  |
|--|-----|------------------|
| 1) Is linguistically and developmentally appropriate grade-level content present in the materials? | Yes | <b><u>No</u></b> |
| 2) Is grade-level content accessible for the targeted levels of language proficiency?              | Yes | <b><u>No</u></b> |
| 3) Is the grade-level content systematically presented throughout the materials?                   | Yes | <b><u>No</u></b> |

- 1) Linguistically and developmentally appropriate grade-level content is not explicitly represented in the materials, although the content presented in each leveled student book seems appropriate for high school ESL students at one of four CEFR levels.
- 2) Grade-level content is not explicitly presented, but the content presented in each leveled student book would be accessible to high school ESL students at one of four CEFR levels.
- 3) Grade-level content is not systematically presented because grade-level content is not explicitly represented in the materials.

### E. Strands of Model Performance Indicators

- |   |     |    |
|---|-----|----|
| 1) Do materials include a range of language functions?                            | Yes | No |
| 2) Are the language functions incorporated into a communicative goal or activity? | Yes | No |
| 3) Do the language functions support the progression of language development?     | Yes | No |

1) The materials include a range of language functions, specifically connected to a variety of purposes for writing, from descriptive writing to persuasive writing. Given the range of topics and types of writing included in each of the levels, students are engaged in a wide range of language functions.

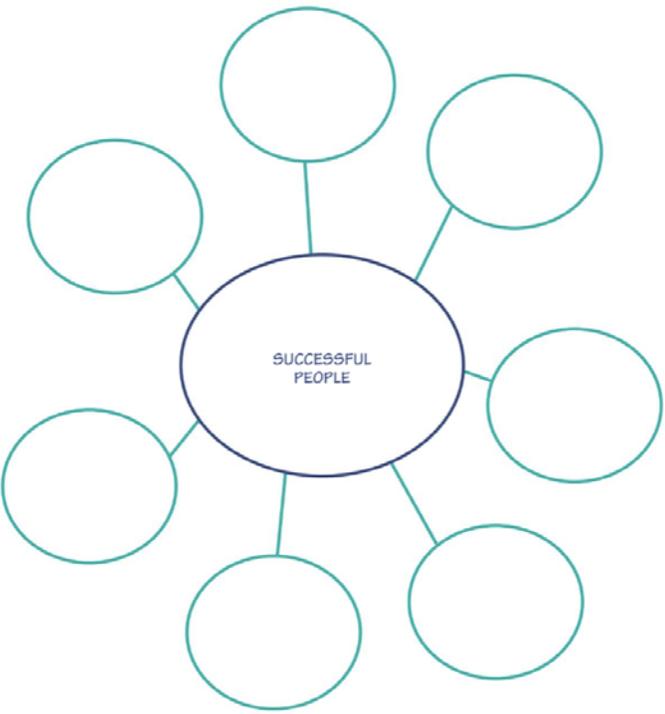
Students have to **describe** characteristics of successful people and **compare** their descriptions.

**ACTIVITY** 1.2 Apply It to Your Writing **YOUR TURN**

Read the prompt and follow the directions below.

**WRITING PROMPT:** Success can be shown in different ways. Describe the characteristics of a successful person you know.

- 1 Think about all the characteristics of a successful person (for example: personality traits, talents or abilities, knowledge or intelligence).
- 2 Write the characteristics in the other circles.
- 3 Compare cluster diagrams with a partner.



Level 1, Unit 2, p. 145

2) The language functions are incorporated into a communicative goal or activity. Since the focus of instruction is writing, activities are all tied to a communicative task, specifically to write a paragraph or an essay. And most activities in each unit use a communicative approach.

Students have to **understand** and **predict** what terms the writer is describing. They are also asked to **analyze** the writing in response to guiding questions and **evaluate** the most important characteristics of a team player.

**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 organize your ideas for your own paragraph.

**4 Student Model**

Read the prompt and answer the questions.

**WRITING PROMPT:** The following words are used when talking about social skills in the workplace. Choose one and define it: team player, communication skills, or leader.

- 1 Read the title of the Student Model paragraph. What term is the writer defining?
- 2 Think about the term. What do you think the writer will say about it?

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 the paragraph.

**Definition of a Team Player**

The Cambridge Learner's Dictionary definition of team player is "member of a group who tries to do what is good for the group rather than what is good for just himself or herself." This is very true. However, it has a different meaning in the workplace. A team player is a co-worker who communicates clearly. In other words, he is a good speaker and listener. For example, he shares his opinions, but he encourages people to give their ideas, too. He avoids conflict. He talks to his co-workers about problems before they become serious. When he requests something, he is always polite. In addition, a team player supports his co-workers. For example, when his co-workers need help, he helps them. He behaves respectfully, and he does not try to make people feel bad. When someone does not follow a policy or has a bad habit, he explains the problem nicely. He is like a coach because he gives co-workers encouragement. Finally, a good team player does any job. He does not say, "That's not my job." For instance, waiters who are team players help clean off each other's tables when the restaurant gets busy. In brief, a team player is a valuable player on any workplace team.

**1 Analyze Writing Skills**  
Underline the topic sentence. Circle the terms that the writer is defining.

**2 Analyze Writing Skills**  
What is the purpose of this sentence? Circle the answer.  
 a It gives information about the term.  
 b It gives another definition of the term.

**3 Analyze Writing Skills**  
Underline a sentence that tells you what a team player does not do.

**4 Analyze Writing Skills**  
What does the writer compare a team player to?

**5 Analyze Writing Skills**  
Underline the sentence that gives a specific example of a team player.

**3.1 Check Your Understanding**

Answer the questions.

- 1 The writer gives important characteristics of a team player. What are they? Do you agree that they are important?
- 2 What do you think is the most important characteristic of a team player? Why?
- 3 The writer describes a team player in many different ways. Which way was the most helpful, in your opinion?



Level 2, Unit 4, pp. 104-105

Students have to **recognize** overgeneralizations and **analyze** causal relationships.

**4 SHARPEN YOUR SKILLS**

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

**4 Writing Skill 1: Avoiding Faulty Logic**

Using faulty or incorrect logic in your writing will weaken your arguments. Two types of faulty logic are overgeneralization and confusing sequence with cause.

**AVOIDING OVERGENERALIZATION**

Overgeneralization means stating opinions as 100 percent true when they do not apply to everyone.

Below are overgeneralizations and corrected general statements.

OVERGENERALIZATION	CORRECT GENERAL STATEMENT
Everyone believes that investing more in clean energy is a good idea.	Many people believe that investing more in clean energy is a good idea.
It is always true that solar, wind, and water power are cleaner and safer than traditional fossil fuels.	It is often true that solar, wind, and water power are cleaner and safer than traditional fossil fuels.
No one thinks that we will be using much oil and natural gas in the next century.	Few people think that we will be using much oil and natural gas in the next century.

To avoid overgeneralizations, do the following:

- 1 Avoid the pronouns everyone, everybody, all, no one, and nobody. Instead, use most people, many people, nearly everyone, some people, few, hardly anyone, or almost no one.
- 2 Avoid the adverbs of frequency always and never. Instead, use almost always, usually, often, sometimes, hardly ever, rarely, seldom, or almost never.

**4.1 Recognizing Overgeneralizations**

Underline the words and phrases that cause overgeneralizations in the paragraph below. Correct the underlined words and phrases to make the statements less general. More than one correct answer is possible.

Everyone agrees that clean water is the most serious issue facing the world. According to a recent report by the World Health Organization, 1.7 million people die each year from diseases that come from unsafe water. No one thinks that governments are doing enough to make companies stop polluting the environment, but nobody complains. Companies never clean up the pollution that they create, and they always try to avoid paying fines, too.

**AVOIDING CONFUSING SEQUENCE WITH CAUSE**

Avoid assigning a causal relationship to two events that are not related. Two events may occur in sequence but without being directly related. For example, imagine you put an umbrella in your bag this morning. Later in the day, it rains. Did putting the umbrella in your bag cause the rain? Of course not. Do not assign cause where there is none. Ask yourself if there is a relationship at all. If not, don't lead the reader to believe there is. This can weaken your argument.

**4.2 Differentiating Sequence from Cause**

Check (✓) the sentences that clearly show a causal relationship.

- 1 The factories are dumping pollution in the water. The people downstream cannot use the river water for drinking.
- 2 Water levels in the region have fallen for the last decade. In the last two years, more people are moving into the area to farm.
- 3 The city put out a warning that its water supply contained dangerous amounts of certain chemicals. The next day sales of bottled water doubled.
- 4 More countries in the Middle East are now converting salt water to fresh water. The world's oceans are gradually becoming saltier.
- 5 Rainfall for the last two months has been minimal. Crops are starting to die in the fields.



Level 3, Unit 8, pp. 249-250

Students have to **understand** the meanings of words. Then, they have to **analyze** the purpose of language choices.

## 2 EXPAND YOUR KNOWLEDGE

In this section you will learn academic language that you can use in your narrative essay. You will also notice how a professional writer uses the language and features of narration.

### 4 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.

adjust (v)	anticipate (v)	image (n)	security (n)
ambition (n)	complexity (n)	initially (adv)	stressful (adj)

---

### 2.1 Focus on Meaning

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

**A**

<p>1 <b>Initially</b>, the first European immigrants to America were from England. They came before anyone else did.</p> <p>2 When some immigrants arrive in a new place, they are surprised because they did not <b>anticipate</b> how different things would be.</p> <p>3 Early immigrants to America were not used to the weather and the difficulties of farming in the new land, so they had to <b>adjust</b> quickly in order to survive.</p> <p>4 Immigrating can be <b>stressful</b>. Getting used to a new life is hard, and immigrants sometimes wonder if they've made a mistake.</p>	<p>a making you feel worried and nervous</p> <p>b at the beginning</p> <p>c to imagine or expect that something will happen</p> <p>d to become more familiar with a new situation</p>
--	---

**B**

<p>1 Craig Ferguson worked hard to become a well-known comedian in Scotland, but his main <b>ambition</b> was to be a successful entertainer in the United States.</p> <p>2 When he arrived in Hollywood, he was surprised by how different it looked from the <b>image</b> that he saw in his mind. He had not realized how big it would be.</p> <p>3 He was surprised by the <b>complexity</b> of the entertainment industry in America. It was huge and difficult to understand.</p> <p>4 When he was eventually hired to be a character on the TV show <i>The Drew Carey Show</i>, he finally felt a sense of job <b>security</b>.</p>	<p>a the quality of having many parts</p> <p>b a strong desire for success</p> <p>c a picture, an idea of what something is like</p> <p>d a feeling of being protected</p>
--	--

## 3 Academic Phrases

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

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### 2.2 Focus on Purpose

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

People immigrate for many reasons. Some immigrate in order to leave behind a bad situation at home. Others come to a new country **for the sake** of their family. They hope their children will receive a better education or have more opportunities in a new place. Still others come to find better economic opportunities. **In the case** of the Laval family, they moved to France because Mr. Laval felt that he could find better work opportunities than he could at home in Haiti. Living in a new country was stressful at first and required a great deal of adjustment. **Over the course** of several years, however, the family got used to their new life.

PHRASE	PURPOSE
1 <b>for the sake</b> of	a to introduce an example
2 <b>in the case</b> of	b to define a period of time
3 <b>over the course</b> of	c to show the reason for an action



Level 4, Unit 2, pp. 50-51

3) The language functions within each unit do not necessarily support the progression of language development, but they are appropriate to the language proficiency targeted at each level.