



## Unit 1: Strange & Unusual

### Reading 2: Bigfoot

#### I. GENERATE IDEAS

Read each sentence. Does it provide an argument for or against the existence of Bigfoot? Write *F* (for) or *A* (against) on the lines. Add one or two more sentences.

1. \_\_\_\_\_ There have been many reported sightings of Bigfoot, and the descriptions are all similar.
2. \_\_\_\_\_ Cryptozoologists who believe in Bigfoot are on the fringe of science.
3. \_\_\_\_\_ There was an ancient ape, *Gigantopithecus*, that strongly resembled Bigfoot.
4. \_\_\_\_\_ \_\_\_\_\_
5. \_\_\_\_\_ \_\_\_\_\_

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

**Topic sentence (circle one):** I (think / do not think) it is likely that Bigfoot creatures exist.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 2: Computers & Technology

### Reading 1: The History of the Internet

#### I. GENERATE IDEAS

Look at the table of positive and negative effects of the internet. Add two more ideas to each column.

Positive Effects of the Internet	Negative Effects of the Internet
Easy to research any topic	Contains a lot of false information
Increases freedom of speech	Some people get addicted

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

Topic sentence (circle and fill in the blank): I think the most (positive / negative) effect of the internet is that \_\_\_\_\_.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 2: Computers & Technology

### Reading 2: Gamers: Image and Reality

#### I. GENERATE IDEAS

Look at the table of pros and cons of spending your free time playing computer games. Add two more ideas to each column.

Playing Computer Games	
PROS	CONS
Games keep people entertained.	Games may make players more aggressive.

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

**Topic sentence (circle one):** Overall, I think playing computer games is a (good / bad) way to spend your free time.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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### Unit 3: Health & Medicine

#### Reading 1: Body Mass and Weight

##### I. GENERATE IDEAS

Look at the table about possible factors in becoming obese and possible solutions. Add two more ideas to each column.

Factors in Obesity	Solutions
People spend their free time watching TV and playing computer games.	People should limit their TV and computer time to one or two hours per day.

##### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

Topic sentence (circle one): There are three good ways to prevent obesity.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

##### III. WRITE

Use the outline above to write your paragraph.

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## Unit 3: Health & Medicine

### Reading 2: Studying Headaches

#### I. GENERATE IDEAS

Answer the following questions.

1. About how often do you experience a headache? \_\_\_\_\_
2. What kind of headache do you most commonly have? \_\_\_\_\_
3. What is the usual treatment for this kind of headache?  
\_\_\_\_\_
4. How well does this treatment usually work for you?  
\_\_\_\_\_
5. Have headaches ever had a negative effect on your work, studies, etc.?  
\_\_\_\_\_

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

**Topic sentence (circle one):** Headaches (have / don't have) a significant impact on my life.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 4: Social Issues

### Reading 1: Education Abroad: Should I Stay or Should I Go?

#### I. GENERATE IDEAS

Look at the table of pros and cons of studying abroad. Add two more ideas to each column.

Studying Abroad	
PROS	CONS
Can watch things we missed on broadcast TV	Can make us watch too many of the same kinds of shows

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

**Topic sentence (circle one):** I think studying abroad is (an advantage / a disadvantage) for individuals.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 4: Social Issues

### Reading 2: Closed Doors: Education Under COVID-19

#### I. GENERATE IDEAS

Read each sentence. Write *AS* if it is an issue faced by all students during school closures. Write *LWS* if it is an issue faced by less-wealthy students.

1. \_\_\_\_\_ Computers are needed to participate in remote learning.
2. \_\_\_\_\_ School closures mean students do not get to socialize properly.
3. \_\_\_\_\_ When schools are closed, there is no access to free school meals.
4. \_\_\_\_\_ Teachers are experts in education and have skills that parents do not have.
5. \_\_\_\_\_ Behavioral development is a big part of attending school.
6. \_\_\_\_\_ Parents in blue-collar jobs often cannot work from home.

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

Topic sentence (check one):

\_\_\_\_\_ I believe homeschooling and remote learning are adequate substitutes for attending school.

\_\_\_\_\_ I believe homeschooling and remote learning are not adequate substitutes for attending school.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 5: Environmental Issues

### Reading 1: Humans and the Natural World

#### I. GENERATE IDEAS

Read each sentence. Write *PH* if it is an argument for providing for humans now. Write *PNW* if it is an argument for humans to protect the natural world. Add one or two more sentences.

1. \_\_\_\_\_ Biodiversity ensures that areas have a healthy variety of life.
2. \_\_\_\_\_ Bushmeat is traditional and has many health-giving properties.
3. \_\_\_\_\_ Cities need to expand so that people have places to live and work.
4. \_\_\_\_\_ Forested areas provide a means of absorbing carbon dioxide.
5. \_\_\_\_\_ \_\_\_\_\_
6. \_\_\_\_\_ \_\_\_\_\_

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

**Topic sentence (fill in the blank):** Between providing for humans right now and protecting the natural world, I think \_\_\_\_\_ is the biggest priority.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 5: Environmental Issues

### Reading 2: The Geopolitics of Climate Change

#### I. GENERATE IDEAS

Read each sentence. Does it provide an argument for or against working together to reduce climate change? Write *F* (for) or *A* (against) on the lines. Add two or more sentences.

1. \_\_\_\_\_ Climate change does not recognize countries; it affects the whole world.
2. \_\_\_\_\_ Just two countries, China and the US, are responsible for almost half the carbon emitted globally.
3. \_\_\_\_\_ National governments know best how much they can afford to spend on reducing climate change.
4. \_\_\_\_\_ \_\_\_\_\_
5. \_\_\_\_\_ \_\_\_\_\_

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

**Topic sentence (circle one):** In my opinion, it is (crucial / not crucial) for countries to work together to address climate change.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 6: Law & Crime

### Reading 1: The Death Penalty in the US

#### I. GENERATE IDEAS

Read each sentence. Does it provide an argument for or against working together to reduce climate change? Write *F* (for) or *A* (against) on the lines. Add two or more sentences.

1. \_\_\_\_\_ It is more expensive to execute people than to keep them in prison for life.
2. \_\_\_\_\_ Some murderers cannot be rehabilitated and will always be dangerous.
3. \_\_\_\_\_ Certain races or ethnic groups might be more likely to receive the death penalty than others.
4. \_\_\_\_\_ \_\_\_\_\_
5. \_\_\_\_\_ \_\_\_\_\_

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

**Topic sentence (circle one):** I (agree / do not agree) with the death penalty.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 6: Law & Crime

### Reading 2: Bounty Hunters

#### I. GENERATE IDEAS

Answer the following questions.

1. Do you enjoy reading books or watching TV shows and movies about crime? Explain.

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2. Would you rather have an exciting but stressful job or a stress-free but boring one?

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3. Which of the following describe you? Underline them.

Patient                  Experienced in self-defense                  Good acting skills                  Good research skills

4. Are you at all interested in a career in law enforcement? Why or why not?

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#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

**Topic sentence (circle one):** I (would / would not) be interested in becoming a bounty hunter.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 7: Language & Literature

### Reading 1: "I Have a Dream" by Martin Luther King, Jr.

#### I. GENERATE IDEAS

Martin Luther King, Jr. is one of the most admired people in recent history because of his work for peace and freedom. Think of someone that you admire because of his or her important work to improve the lives of others. Fill in the details about that person below.

Name: \_\_\_\_\_ From (country): \_\_\_\_\_

1. What important issue is/was this person involved with?

\_\_\_\_\_

2. What specific actions did this person take to bring about change?

\_\_\_\_\_

\_\_\_\_\_

3. What personal qualities do you admire in this person?

\_\_\_\_\_

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

Topic sentence (check one): I admire \_\_\_\_\_ because of his/her work for others.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 7: Language & Literature

### Reading 2: "Désirée's Baby" by Kate Chopin

#### I. GENERATE IDEAS

Besides black people and white people in the US, think of a conflict between two races or ethnic groups that you are familiar with. Answer the following questions.

1. What are the two groups? \_\_\_\_\_

2. Briefly describe the reason(s) for the conflict between the two groups.  
\_\_\_\_\_

3. Has conflict between the two groups increased or decreased in recent years? Why?  
\_\_\_\_\_

4. How does this conflict negatively affect each group?  
\_\_\_\_\_

5. Do you think this conflict will ever completely disappear? Why?  
\_\_\_\_\_

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

**Topic sentence:** Racial and ethnic conflict has many negative effects.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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READING FOR THE REAL WORLD 1

**Unit 8: Space & Exploration**

**Reading 1: Pluto: Dwarf Planet**

**I. GENERATE IDEAS**

Read each sentence. Does it provide an argument for or against Pluto's change in status to a dwarf planet? Write *F* (for) or *A* (against) on the lines. Add two or more sentences.

1. \_\_\_\_\_ Eris is not a planet, and it's about the same size as Pluto.
2. \_\_\_\_\_ Pluto has not "cleared its neighborhood."
3. \_\_\_\_\_ The new definition of "planet" chosen by the IAU isn't really clear.
4. \_\_\_\_\_ \_\_\_\_\_
5. \_\_\_\_\_ \_\_\_\_\_

**II. OUTLINE**

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

**Topic sentence (circle one):** I (agree / do not agree) with the decision to classify Pluto as a dwarf planet.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

**III. WRITE**

Use the outline above to write your paragraph.

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## Unit 8: Space & Exploration

### Reading 2: Asteroid Impacts on Earth

#### I. GENERATE IDEAS

Read each sentence. Does it provide an argument for or against governments pursuing space exploration? Write *F* (for) or *A* (against) on the lines. Add one or two more sentences.

1. \_\_\_\_\_ There are millions of NEAs, and it will never be possible to detect them all.
2. \_\_\_\_\_ We can already detect large NEAs, and scientists can figure out a way to destroy them before they hit Earth.
3. \_\_\_\_\_ Life on Earth may end before the next asteroid impact happens anyway.
4. \_\_\_\_\_ We need those resources for more immediate problems.
5. \_\_\_\_\_ \_\_\_\_\_
6. \_\_\_\_\_ \_\_\_\_\_

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

**Topic sentence (circle one):** I (think / do not think) that governments should spend a lot of resources on protecting Earth from asteroid impacts.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 9: Sports & Fitness

### Reading 1: Cheating in Sports

#### I. GENERATE IDEAS

Read each sentence. Write *NC* if it is an argument concerning normative cheating. Write *PE* if it is an argument concerning performance enhancers. Add one or two more sentences.

1. \_\_\_\_\_ Some actions, such as intentional fouls, are just part of the sport and do not hurt anyone.
2. \_\_\_\_\_ We should just allow substances because it's impossible to test everyone all the time.
3. \_\_\_\_\_ Kids need to be taught to follow the spirit of the rules, not just the letter.
4. \_\_\_\_\_ Some substances that athletes use have harmful or unknown effects.
5. \_\_\_\_\_ \_\_\_\_\_
6. \_\_\_\_\_ \_\_\_\_\_

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

**Topic sentence (fill in the blank):** Between normative cheating and the use of performance enhancers, I think \_\_\_\_\_ is worse.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 9: Sports & Fitness

### Reading 2: *Qi*

#### I. GENERATE IDEAS

Read each sentence. Does it provide an argument for or against the existence of *qi*? Write *F* (for) or *A* (against) on the lines. Add one or two more sentences.

1. \_\_\_\_\_ *Qi* has been part of various civilizations for centuries.
2. \_\_\_\_\_ Scientists have found that qigong practitioners have unusually high levels of gamma waves.
3. \_\_\_\_\_ There is little or no scientific evidence that acupuncture really works.
4. \_\_\_\_\_ \_\_\_\_\_
5. \_\_\_\_\_ \_\_\_\_\_

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

**Topic sentence (circle one):** I (believe / do not believe) that *qi* is real.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 10: People & Opinions

### Reading 1: Under the Influence

#### I. GENERATE IDEAS

Think about influencers and how they affect individuals and society. Complete the sentences like the examples.

Influencers who use apps like Facetune have a negative impact because viewers feel pressure to look the same.

Influencers who share information about the environment have a positive impact because they encourage governments to change their policies.

Influencers who \_\_\_\_\_ have a positive impact because \_\_\_\_\_.

Influencers who \_\_\_\_\_ have a negative impact because \_\_\_\_\_.

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

Topic sentence (check one):

\_\_\_\_\_ On the whole, I believe influencers have a positive effect on individuals and society.

\_\_\_\_\_ On the whole, I believe influencers have a negative effect on individuals and society.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 10: People & Opinions

### Reading 2: Anita Roddick

#### I. GENERATE IDEAS

1. When you buy a product such as shampoo, how important are the following factors in your choice of brand? Rank them from 1 (most important) to 6 (least important).

_____ Price	_____ No animal testing
_____ Familiar brand	_____ Company that gives to charity
_____ Environmentally friendly	_____ Popular brand

2. In your opinion, how hard is it to gather information about companies so that you can practice ethical consumerism? Circle one.

Very Easy                      Fairly Easy                      Fairly Hard                      Very Hard

3. Think of a company besides The Body Shop that advertises itself as "green" or ethical. Briefly describe the company's claims. Do you think they are true?

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#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

**Topic sentence (circle one):** I (would / would not) describe myself as a practitioner of ethical consumerism.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 11: Cross-Cultural Viewpoints

### Reading 1: Ideas About Beauty

#### I. GENERATE IDEAS

Read each sentence about standards of beauty. Write *G* if it is an argument for the influence of genetics on these standards. Write *C* if it is an argument for the influence of culture. Add one more sentence.

1. \_\_\_\_\_ Men from a variety of cultures were found to prefer women with narrower waists.
2. \_\_\_\_\_ Clear skin and shiny hair are valued everywhere because they are signs of youth and, therefore, fertility.
3. \_\_\_\_\_ Men in Peru who were exposed to more mass entertainment had more “Western” beauty standards.
4. \_\_\_\_\_ \_\_\_\_\_  
\_\_\_\_\_

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

**Topic sentence (circle one):** I think (genetics / culture) has the greatest influence on ideas about beauty.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 11: Cross-Cultural Viewpoints

### Reading 2: Bribery or Business as Usual?

#### I. GENERATE IDEAS

Read each sentence. Does it provide an argument for or against the idea that it is sometimes OK to give or receive bribes? Write *F* (for) or *A* (against) on the lines. Add one or two more sentences.

1. \_\_\_\_\_ Bribes are a normal part of some cultures, and we must be culturally sensitive.
2. \_\_\_\_\_ When officials take bribes, it reduces people's faith in the government.
3. \_\_\_\_\_ Bribes are unfair to poor people because it is harder for the poor to pay them.
4. \_\_\_\_\_ \_\_\_\_\_
5. \_\_\_\_\_ \_\_\_\_\_

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

Topic sentence (circle one): \_\_\_\_\_ I think it's sometimes OK to give or receive bribes.  
 \_\_\_\_\_ I don't think it's ever OK to give or receive bribes.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 12: Business & Economics

### Reading 1: Adventure Tours for Charity

#### I. GENERATE IDEAS

Read each sentence. Does it provide an argument for or against the idea of going on an adventure tour for charity? Write *F* (for) or *A* (against) on the lines. Add one or two more sentences.

1. \_\_\_\_\_ The tours are not usually relaxing but involve hard physical activity and rough conditions.

2. \_\_\_\_\_ It's a way of doing something for others while enjoying yourself at the same time..

3. \_\_\_\_\_ Most people find it pretty easy to raise the required amount of money.

4. \_\_\_\_\_ \_\_\_\_\_

5. \_\_\_\_\_ \_\_\_\_\_

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

**Topic sentence (circle one):** I (would / would not) be interested in going on an adventure tour for charity.

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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## Unit 12: Business & Economics

### Reading 2: Corporate Social Responsibility

#### I. GENERATE IDEAS

Look at the list of factors that might affect a job seeker's choice of company. First, add two more to the list. Then think about how important they are to you. Rank them from 1 (most important) to 8 (least important).

- |                                |                                     |
|--------------------------------|-------------------------------------|
| _____ High salary and benefits | _____ Fun working environment       |
| _____ Chance for promotion     | _____ Ability to work from home     |
| _____ Corporate ethics         | _____ Famous or prestigious company |
| _____ _____                    | _____ _____                         |

#### II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence. If you had to choose, would you rather work for an interesting start-up (new company) or a Fortune 500 company?

**Topic sentence (circle one):** I'd rather work at (an interesting start-up / a Fortune 500 company).

Supporting reason/detail 1: \_\_\_\_\_

Supporting reason/detail 2: \_\_\_\_\_

Supporting reason/detail 3: \_\_\_\_\_

#### III. WRITE

Use the outline above to write your paragraph.

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