Unit 1: Strange & Unusual

Reading 1: American Superstitions

| 1 | CEN | IERA | TEI | DE | ΛC |
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| Think about superstitions and how they affect people. Complete the sentences like the examples. |
|--|
| People who believe that $\underline{Friday the 13^{th}}$ is unlucky might $\underline{miss important plans on that day}$. |
| People who believe that <u>four-leaf clovers</u> are lucky might <u>feel happy and confident if they find one</u> . |
| People who believe that is/are unlucky might |
| |
| People who believe that is/are lucky might |
| |
| 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 think belief in superstitions can be harmful. |
| I don't think belief in superstitions can be harmful. |
| 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 1: Strange & Unusual

Reading 2: Bigfoot

I. GENERATE IDEAS

| (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 |
| Fill in 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

Fill in 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 / neging that | ative) effect of the Internet |
|--|-------------------------------|
| 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.

| PROS | CONS |
|---|---|
| Role-playing games let you use your imagination. | Gamers might not get enough exercise. |
| | |
| | |
| | |
| II. OUTLINE Fill in the outline using ideas from above or other | ideas. Make sure to write at least two reasons or c |
| that support your topic sentence. | |
| Topic sentence (circle one): Overall, I think playing of your free time. | computer games is a (good / bad) way to spend |
| 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 1 or 2 hours per day. |
| | |
| | |
| | |

II. OUTLINE

Fill in 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: 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 Fill in the outline using ideas from above or other ideas. Make sure to write at least two reasons or d that support your topic sentence. | letails |
| 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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READING FOR THE REAL WORLD 1

Unit 4: Social Issues

Reading 1: Improving Graduation Rates

I. GENERATE IDEAS

Look at the table about possible reasons that kids drop out of high school and possible solutions. Add one or two more ideas to each column.

| Reasons Kids Drop Out | Solutions |
|-----------------------|--|
| Are bullied in school | Stricter punishments for anyone caught bullying; |
| Are builled in school | counseling |
| | |
| | |
| | |
| | |

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: There are three good ways to prevent kids from dropping out of 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 4: Social Issues

Reading 2: Where Are All the Boys?

I. GENERATE IDEAS

| Should boys and girls go to school together (co-educational schools), or is it better to have all-boys' and all- |
|---|
| girls' schools (single-sex schools)? Read each sentence. Write C if it is an advantage of co-educational schools. |
| Write S if it is an advantage of single-sex schools. Add one or two more sentences. |

| 1 Girls and boys generally have different interests. |
|---|
| 2 Boys and girls must learn how to get along with each other. |
| 3 Boys are more often punished and don't receive enough mentoring. |
| 4 |
| 5 |
| II. OLITLINIE |
| II. OUTLINEFill in 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 (co-educational / single-sex) schools are better for children. |
| 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: The Sixth Extinction

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| | are three main ways that peop rrect example below. | ole harm the environment and ca | ause extinctions. Match each one with |
|--------|---|---------------------------------------|---------------------------------------|
| | a. Exploitation | b. Introducing new species | c. Habitat destruction |
| 1 | _ In Florida, many large pet snak They are now eating many of t | · | have escaped from people's homes. |
| 2 | _ Hunters kill endangered rhino | s in Africa because their horns can | be sold for use in Chinese medicine. |
| 3 | _ Tourists crowded a beach in C | osta Rica so that sea turtles could r | no longer lay their eggs there. |
| | e <u>one</u> of the ways people harm describe it. | the environment above. Research | n another specific example and |
| | | | |
| Comp | JTLINE lete the outline using ideas fro that support your topic sente | | re to write at least two reasons or |
| Topic | sentence: There are many thing | gs people can do to prevent the Si | xth Extinction. |
| Suppo | rting reason/detail 1: | | |
| Suppo | rting reason/detail 2: | | |
| Suppo | rting reason/detail 3: | | |
| III. W | RITE | | |
| Use th | e outline above to write your | paragraph. | |
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Unit 5: Environmental Issues

Reading 2: The History of the Kyoto Protocol

I. GENERATE IDEAS

Look at the table about the successes and failures of the Kyoto Protocol. Add one or two more ideas to each column.

| Successes | Failures |
|---|-----------------------------------|
| Major reduction in emissions by member countries | US not convinced to join |
| Clearer rules for measuring and reporting emissions | Russia and Japan have dropped out |
| | |
| | |

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 the Kyoto Protocol has been a (success / failure). |
| 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

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| Read each sentence. Does it provide an argument for or against the death penalty? Write F (for) or A (against) on the lines. Add one or two 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 Fill in 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: B | Sounty | Hunters |
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| I. GENERATE IDEAS | |
|--|----------|
| Answer the following questions. | |
| 1. Do you enjoy reading books or watching TV shows and movies about crime? Explain. | |
| | |
| 2. Would you rather have an exciting but stressful job, or a stress-free but boring one? | |
| 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? | |
| II. OUTLINE Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons | s or |
| details that support your topic sentence. | <i>3</i> |
| 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.

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| Ι. | GEI | IEDA | | | HЭ |

| Name: | From (country): |
|--|---|
| 1. What important issue is/was this | |
| 2. What specific actions did this pe | erson take to bring about change? |
| 3. What personal qualities do you | admire in this person? |
| II. OUTLINE | |
| Fill in the outline using ideas from that support your topic sentences | m above or other ideas. Make sure to write at least two reasons or e. |
| Topic sentence (fill in the blank): work for others. | l admire because of his/her |
| Supporting reason/detail 1: | |
| Supporting reason/detail 2: | |
| Supporting reason/detail 3: | |
| III. WRITE | |
| Use the outline above to write yo | our paragraph. |
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Unit 7: Language & Literature

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

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| Ι. | GEI | NERA | $\cup \cup \cup$ | DEF | C١ |

| 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 Fill in the outline using ideas from above or other ideas. Make sure to write at least two reasons of that support your topic sentence. | or details |
| 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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Unit 8: Space & Exploration

Reading 1: Pluto: Dwarf Planet

| 1 | GFN | FRATE | IDEAS |
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| 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 one or two 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 Fill in 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

| 1 | CEN | IERA | TEI | | ۸C |
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| Ι. | GEI | IERA | | ロレロ | 45 |

| Read each sentence. Does it provide an argument for or against spending a lot of resources on protecting Earth from asteroid impacts? 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 |
| Fill in 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

| 1 | CEN | ILD V | TE I | | C |
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| Ι. | GEI | NERA | $\cup \cup \cup$ | DEF | C١ |

| 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 Fill in the outline using ideas from above or other ideas. Make sure to write at least two reasons or detail 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*

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| 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 <i>Qi</i> 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 |
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| II. OUTLINE Fill in 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 <i>qi</i> 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: Reality TV

| 1 | CEN | IERA | TEI | DE | ΛC |
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| Read each sentence. Does it provide an argument for or against reality TV? Write F (for) or A (against) on the lines. Add one or two more sentences. |
|--|
| 1 These shows try to trick people into believe they are real, but they are not. |
| 2 Many reality shows are highly dramatic and entertaining. |
| 3 Some competition shows give talented people the chance of a lifetime. |
| 4 Some shows encourage their stars to act in morally wrong ways. |
| 5 |
| 6 |
| II. OUTLINE |
| Fill in the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence. Think of a reality show that you are familiar with. Do you like or dislike it? |
| Topic sentence (circle and fill in the blank): A reality show that I (like / dislike) is |
| 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

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| , , | a product such as shampoo, 1 (most important) to 6 (least | how important are the following important). | factors in your choice of brand? |
|------------------------------------|--|---|----------------------------------|
| Price | . () | No animal testing | |
| Familiar bra | nd | Company that gives to | charity |
| Environmer | | Popular bran | , |
| 2. In your opinior consumerism? Ci | _ | rmation about companies so that | t you can practice ethical |
| Very easy | Fairly easy | Fairly hard | Very hard |
| company's claims | s. Do you think they are true? | that advertises itself as "green" or (| · |
| | e using ideas from above or our topic sentence. | other ideas. Make sure to write a | t least two reasons or details |
| Topic sentence (| circle one): I (would / would i | not) describe myself as a practitio | ner of ethical consumerism. |
| • | | · · · | |
| | | | |
| | | | |
| III. WRITE | de constant de | .l. | |
| Use the outline a | above to write your paragrap | on. | |
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Unit 11: Cross-Cultural Viewpoints

Reading 1: Ideas About Beauty

| 1 | CEN | IERA | TEI | | ۸C |
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| Ι. | GEI | IERA | | ロレロ | 45 |

| 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. OUTLINEFill in 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?

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| receive bribes? Write F (for) or A (a | gainst) 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 pe | eople because it is harder for the poor to pay them. |
| 4 | |
| 5 | |
| II. OUTLINE | |
| | m above or other ideas. Make sure to write at least two reasons or deta e. |
| Topic sentence (check 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 yo | our paragraph. |
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Unit 12: Business & Economics

Reading 1: Adventure Tours for Charity

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| 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 |
| Fill in 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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Read each sentence. Does it provide an argument for or against the idea of going on an adventure tour for

Unit 12: Business & Economics

Reading 2: Ranking Companies

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|----|------------|---------------------|-------------------|-------|----------------------------|
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| 1. | ULI | $I - I \setminus I$ | \neg ı \vdash | IUL | $\boldsymbol{\mathcal{L}}$ |

| High salary and benefits | Fun working environment |
|---|--|
| Chance for promotion | Ability to work from home |
| Corporate ethics | Famous or prestigious company |
| | |
| II. OUTLINE | |
| _ | we or other ideas. Make sure to write at least two reasons or details u had to choose, would you rather work for an interesting start-up pany? |
| Topic sentence (circle one): I'd rather w | ork at (an interesting start-up / a Fortune 500 company). |
| Supporting reason/detail 1: | |
| Supporting reason/detail 2: | |
| Supporting reason/detail 3: | |
| | |
| III. WRITE | |
| III. WRITE Use the outline above to write your pa | ragraph. |
| | ragraph. |
| | iragraph. |
| | aragraph. |