



## 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

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 / 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.

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 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 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 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; 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. 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 (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

#### I. GENERATE IDEAS

There are three main ways that people harm the environment and cause extinctions. Match each one with the correct example below.

- a. Exploitation                      b. Introducing new species                      c. Habitat destruction

1. \_\_\_\_ In Florida, many large pet snakes imported from other countries have escaped from people's homes. They are now eating many of the local small animals.
2. \_\_\_\_ Hunters kill endangered rhinos in Africa because their horns can be sold for use in Chinese medicine.
3. \_\_\_\_ Tourists crowded a beach in Costa Rica so that sea turtles could no longer lay their eggs there.

Choose one of the ways people harm the environment above. Research another specific example and briefly describe it.

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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:** There are many things people can do to prevent the Sixth Extinction.

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 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

#### I. GENERATE IDEAS

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: 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 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 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

#### I. GENERATE IDEAS

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

#### 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

**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 (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

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 *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 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

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) 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

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 (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

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 (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 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

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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## Unit 12: Business & Economics

### Reading 2: Ranking Companies

#### 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

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. 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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