

## Unit 1: Strange & Unusual

### Reading 1: UFOs

#### I. GENERATE IDEAS

Think about UFO knowledge and why governments may wish to keep what they know secret. What legitimate reasons might they have? What limitations do these secrets place upon society?

1. Why would a person want to keep their knowledge about UFOs secret? Do you think this is right?

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2. Knowledge about UFOs could change the world. How could it change the world for the better? How could it change the world for the worse?

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3. Give two or three reasons why information should be shared or why it should be kept secret.

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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):** If I learned about UFOs, I [would / wouldn't] share what I know.

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: An Insight into the Future

#### I. GENERATE IDEAS

Consider how technology has taken the ability to predict the future into the 21st century. What can technology accurately predict? What predictions remain in the realm of traditional divination?

1. Do you think it's good or bad to know about the future?

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2. What are some advantages to future knowledge? What could be some disadvantages of knowing the future?

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3. Do you think knowledge of your own future would influence your life today? How?

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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 (check one): \_\_\_\_\_ Knowledge of the future can help us make better decisions today.

\_\_\_\_\_ Knowledge of the future would make it difficult to live our lives today.

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: Fighting Spam

#### I. GENERATE IDEAS

Think about the types of bulk emails that people commonly receive. Then answer the questions below to organize your ideas.

1. What is the difference between spamming and phishing?

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2. Which of the following statements describe spamming, and which describe phishing? Write "S" for spamming, "P" for phishing, or "SP" if it describes both.

- \_\_\_ Designed to help thieves steal personal information
- \_\_\_ A mass email sent to thousands of email addresses
- \_\_\_ The purpose of this is to advertise
- \_\_\_ Encourages the sharing of banking information
- \_\_\_ Includes links to unfamiliar websites that can access your computer
- \_\_\_ An announcement of a great sale coming up next weekend

#### 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):** Spam is annoying, [and it should / but it shouldn't] be illegal.

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: Using the Body for Identification

#### I. GENERATE IDEAS

Consider the pros and cons of facial recognition software. Weigh the two to decide whether employing facial recognition software widely would help or hurt society.

1. What are some advantages of facial recognition software? How can these advantages help improve daily life?

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2. What are some disadvantages of facial recognition software?

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3. How would you feel knowing you were being watched as you went about your daily life? Would you feel safer or uncomfortable?

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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):** Facial recognition software has the potential to [help / harm] 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 3: Health & Medicine

### Reading 1: Xenotransplantation

#### I. GENERATE IDEAS

Consider the different opinions regarding stem cell research. Be sure to understand the concerns from both sides of the argument before choosing which you agree with.

1. What are the potential benefits of embryonic stem cell research? Check (✓) the things that are potential benefits. Try to add two more ideas to the list.

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|---|--|
| <input type="checkbox"/> A better understanding of cancer | <input type="checkbox"/> An ability to "play God"    |
| <input type="checkbox"/> Avoiding transplant rejection    | <input type="checkbox"/> Faster healing after injury |
| <input type="checkbox"/> Uncontrollable division          | <input type="checkbox"/> Curing disease              |
| <input type="checkbox"/> Growing organs for transplant    | <input type="checkbox"/> A possible cure for cancer  |
| <input type="checkbox"/> Overcoming genetic mutation      | <input type="checkbox"/> Studying human development  |
| <input type="checkbox"/> _____                            |  |
| <input type="checkbox"/> _____                            |  |

2. Think about two moral dilemmas surrounding the use of embryonic stem cells for research. Write how, if possible, these dilemmas can be addressed.

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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.

Check the topic sentence that you most agree with.

- Embryonic stem cell research has potential benefits for humanity that must be pursued.
- Nothing can justify the taking of a human life, not even potential cures for various diseases.
- Embryonic stem cell research has great potential to help humanity, but it must be treated very carefully.

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: A Surge in Cosmetic Surgery

#### I. GENERATE IDEAS

Everyone is unique in some way. It's this uniqueness that shapes your life and influences the growth of your personality. In light of this, consider the following questions.

1. What are some unique facial features that would be considered common or "normal"? What are some unique facial features would be considered extreme or "abnormal"?

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2. How could an individual's appearance affect his or her life for the better? How could it affect an individual's life for the worse?

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3. To what extent should people be able to modify their appearance, thus modifying the effect it has upon their lives?

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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.

Check the topic sentence that you most agree with.

\_\_\_ I know a person who was born different in some way, and this difference has affected his/her life for the better.

\_\_\_ I know a person who was born different in some way, and this difference has affected his/her life for the worse.

\_\_\_ I don't know anyone born different. However, if I were born differently, I think \_\_\_\_\_.

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: Soft Drugs in the Netherlands

#### I. GENERATE IDEAS

Think about the two approaches to drug policy you read about in this unit.

1. Which country is more tolerant of drug use, Turkey or the Netherlands?

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2. What happens to an individual addicted to drugs in the Netherlands? What would happen to that same person in Turkey?

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3. Is there a point where you would consider a government to be going beyond its proper role in determining the behavior of citizens? Where would you consider that point to be?

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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.

Check the topic sentence that you most agree with.

\_\_\_ Tough drug policies, like those in Turkey, are the only way to make sure people don't use drugs.

\_\_\_ Lenient drug policies, like those in the Netherlands, allow people the freedom to make their own decisions regarding drug use, while providing help for addicts.

\_\_\_ I would handle drug policy differently than either Turkey or the Netherlands. In my opinion, the best way to address drug policy 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 4: Social Issues

### Reading 2: Morphine

#### I. GENERATE IDEAS

Consider that some recreational drugs, such as tobacco and alcohol, are currently legal in many places. Think about the questions below.

1. List three arguments for making all drugs illegal. Then list one positive and/or one negative response to each argument.

_____	_____	_____
_____	_____	_____
_____	_____	_____

2. What possible effects would the legalization of drugs have on a society? Check (✓) the things that are important to consider. Add two more ideas to the list.

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|--|--|
| <input type="checkbox"/> Saving money on enforcement     | <input type="checkbox"/> Greater freedom of choice       |
| <input type="checkbox"/> Lower crime rates               | <input type="checkbox"/> Decrease in the public's health |
| <input type="checkbox"/> Increase in crime               | <input type="checkbox"/> Reduced incarceration expenses  |
| <input type="checkbox"/> Increasing burdens on employers | <input type="checkbox"/> Gateway to harder drugs         |
| <input type="checkbox"/> A cultural shift                | <input type="checkbox"/> The creation of new jobs        |
| <input type="checkbox"/> _____                           |  |
| <input type="checkbox"/> _____                           |  |

#### 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.

Check the topic sentence that you most agree with.

- \_\_\_\_\_ I think all drugs should be made illegal.
- \_\_\_\_\_ I think certain drugs should be made or be kept legal.
- \_\_\_\_\_ I think all drugs should be made legal.

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 Spark of a New Era

#### I. GENERATE IDEAS

Think about your personal role in the environment. Your environmental footprint is a measure of the amount of natural resources you use. It is a respectable goal to make this footprint as small as possible.

1. How do you most often travel to the places you need to go?

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2. Are there more environmentally friendly ways for you to travel?

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3. What are the advantages and disadvantages of environmentally friendly methods of travel? What changes would need to be made to make these methods appeal more to you?

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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):** There [are / are not] ways available to me to reduce my environmental footprint.

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: Glacier Retreat

#### I. GENERATE IDEAS

Think about the possible effects of climate change.

1. Does Earth's changing climate affect you personally? Is this a positive or negative effect?

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2. Think about how the predicted effects of climate change will change the planet. List the four effects that you are most concerned about.

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3. Choose the effect you are most concerned about. You will use it in the next activity.

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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.

Fill in the blank to create your topic sentence.

Of the many predicted effects of climate change, I am most concerned about \_\_\_\_\_.

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: Are Eyewitnesses Reliable?

#### I. GENERATE IDEAS

With some important issues, it is important to consider what you would do in the role of a victim. Imagine being accused of a crime you didn't commit. How can your thoughts help shape policy for people in this position?

1. Have you or someone you know ever been accused of doing something you or he/she didn't do? What was it? What happened?

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2. Imagine that you were standing among other individuals in a police lineup. How would you feel standing there?

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3. How would you react if you were identified as a criminal accused of a serious crime you didn't commit?

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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.

Fill in the blank to create your topic sentence.

If I were wrongly identified as the person who committed a crime, I would

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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: The Presumption of Innocence

#### I. GENERATE IDEAS

Consider the following questions.

1. What crimes, if any, are severe enough to deserve the death penalty?

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2. What do you think would be proper compensation for a wrongful conviction? What factors would influence this compensation?

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3. Considering that a significant number of convictions are later overturned thanks to new evidence, do you think that punishments as severe as the death penalty are warranted?

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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 think the death penalty [is / is not] an appropriate form of punishment.

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: Cupid and Psyche

#### I. GENERATE IDEAS

The way people interpret art and stories is often influenced by their personal experiences. As a result, interpretations may differ widely from person to person. Consider your interpretation of "Beauty and the Beast" and that of Bruno Bettelheim.

1. What did you first think Beauty and the Beast was about?

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2. Consider the ways your interpretations of "Beauty and the Beast" were similar and different to your partner. Write four of these points in your notebook.

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3. Choose one shared interpretation and one different interpretation from your list. You will use these in the next activity.

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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.

Fill in the blank in the topic sentence. Then circle the option that best reflects your opinion in the following sentence.

When I first heard the story of "Beauty and the Beast," I thought it was about \_\_\_\_\_.  
\_\_\_\_\_. This is [different from / similar to] Bettelheim's interpretation.

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: The Truth About Memoirs

#### I. GENERATE IDEAS

A hoax may be as simple as dressing like Bigfoot or claiming to have a photo of a UFO, or as complicated as creating a whole new person or culture. Consider following questions as you think about your opinion of hoaxes.

1. Some hoaxes turn out to be fun, but often hoaxes are damaging. Can you imagine a hoax that would be fun to commit? How could this hoax turn out to cause damage?

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2. Think of a famous hoax you're familiar with. What do you think was the motivation of the hoaxer? What do people think about the hoax today?

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3. Think about a hoax that happened in your community or in your country. What was it, and how did it get resolved?

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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.

Fill in the blank. Then choose the topic sentence you most agree with.

The biggest hoax I know about is \_\_\_\_\_.

Topic sentence (check one): \_\_\_\_\_ I think hoaxes are generally harmless and fun.

\_\_\_\_\_ I think hoaxes are dangerous, and the people behind them should be punished.

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: The Origin of the Universe

#### I. GENERATE IDEAS

Many people believe that modern science has unlocked many mysteries previously explored by philosophy, while others believe philosophy remains a unique area of study. Consider the questions below to develop your opinion of science and philosophy.

1. How do you define the word "morality"?

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2. Why do you think people behave the way they do? What advantages do certain behaviors have over other behaviors?

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3. Do you think science can explain why people behave in certain ways, or do you think a higher power must be at play?

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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 (check one):  Science can explain human morality.

There is no way that science can explain human morality.

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: Space Tourism

#### I. GENERATE IDEAS

Today, space travel is being addressed with both manned and robotic missions. Each has pros and cons. Think about the questions below to develop your opinion as to which approach is better.

1. What are the advantages and disadvantages of robotic space exploration?

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2. What are the advantages and disadvantages of human space exploration?

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3. Compare the advantages and disadvantages you outlined above. How do the advantages compare to the disadvantages?

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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.

Which of the topic sentences below do you most agree with?

- Manned space exploration allows advantages that robotic space travel will never offer.
- Robotic space exploration allows advantages that manned space travel will never offer.
- Both manned and robotic space exploration have advantages and disadvantages and should be used together for different purposes.

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: Extreme Sports

#### I. GENERATE IDEAS

Consider the following questions to develop your opinion of extreme sports.

1. What's the most "extreme" physical activity you've ever done? What happened? What's the worst thing that could have happened? How did you feel?

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2. Do you or anyone you know participate in extreme sports? What sport is it? What's the worst thing that could happen if something went wrong?

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3. What are the advantages of participating in extreme sports? Why do you think people do them?

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#### II. OUTLINE

What are the advantages of participating in extreme sports? Why do you think people do them? Fill in the blank to create your topic sentence.

**Topic sentence:** I think extreme sports are \_\_\_\_\_.

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: Wearable Fitness Trackers

#### I. GENERATE IDEAS

With the rise of technology, we see opportunities to exercise through digital media. Exercise-focused video games are one of them. Consider the following questions to develop your opinion of exergaming.

1. Do you play video games? If so, what kind of video games do you play?

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2. How do you exercise? Do you enjoy exercising in this manner?

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3. Would you enjoy combining video gaming and exercising? What types of exercise based games would you play? Do you think that will give you the same amount of exercise as traditional exercise?

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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 [think / do not think] that exergaming is a good way to exercise.

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: The Electronic Revolution

#### I. GENERATE IDEAS

Think about your favorite music. Consider the questions below to better understand why you enjoy that music.

1. What is your favorite kind of music? Do you have a favorite band or musician?

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2. What aspects of your favorite music appeal to you? Do you like the melodies or rhythms? Do the lyrics appeal to you? If so, why?

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3. Have you ever listened to EDM? How does EDM compare to other music that you've heard? If EDM is not your favorite, how does it compare to your favorite type of music?

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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.

Fill in the blank to create your topic sentence.

My favorite type of music 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: Mandela's Fight Against Apartheid

#### I. GENERATE IDEAS

Consider the following questions to determine if being politically active would be appropriate for you.

1. Are there any problems in your society or in the world that are important to you?

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2. Consider the problems you discussed. Write possible solutions for each.

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3. Choose the problem you care most about. You will use it in the next activity.

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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.

Fill in the blanks to form your topic sentence.

One problem facing the world today is \_\_\_\_\_, and I can change this by \_\_\_\_\_

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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: Differing Conceptions of Time

#### I. GENERATE IDEAS

Consider the following questions to clarify your thoughts on high-context and low-context cultures.

1. Is it important for people who do business together to socialize and get along with each other?

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2. Do people often try to find errors or details in an agreement through which they can achieve an advantage for themselves?

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3. How do you think intercultural agreements can be tailored to best fit the needs of both high-context and low-context cultures?

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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):** My culture is a [high-context / low-context] culture.

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: Investigating Gender Stereotypes

#### I. GENERATE IDEAS

Consider the following questions to focus your thoughts on whether differences between men and women are mainly biological, mainly cultural, or a mix of the two.

1. How did you form the definition of what it means to be your gender? Has your definition of your gender ever changed?

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2. In what ways are men and women different? In what ways are they the same?

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3. Do you think gender roles are pretty much the same across cultures, or are they very different? Give an example.

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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.

Which of the topic sentences below do you most agree with?

Differences between female and male gender roles are mostly due to biology.

Differences between female and male gender roles are mostly due to culture.

Differences between female and male gender roles are mostly due to a combination of biology and culture.

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: An Office Away from the Office

#### I. GENERATE IDEAS

With the increasing role of technology in our modern society, the job market is changing. Many companies are hiring staff to work remotely. Consider the following questions to develop your opinion of the best working conditions.

1. Do you like working with other people, or do you find having other people around you a distraction?

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2. Are you disciplined enough to begin work and remain working without a supervisor keeping an eye on you?

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3. Would you feel lonely if you didn't have anyone to talk with during the working day?

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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 rather work [at home alone / in an office with colleagues].

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: A Need for Censorship?

#### I. GENERATE IDEAS

Advertisers want to grab people's attention. They use many different tactics to achieve this goal. Sometimes ads cross the line into being offensive to some people. Consider the following questions while thinking of advertisements you've seen.

1. What are some advertising tactics you commonly see in your society?

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2. Have you ever seen an advertisement that made you uncomfortable or anxious? Describe them and explain why they made you uncomfortable.

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3. Choose the most interesting advertisement and your reaction. You will use them in the next activity.

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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.

Fill in the blanks to form your topic sentence.

I once saw an advertisement for \_\_\_\_\_. It made me feel \_\_\_\_\_.

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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