

READING FOR THE REAL WORLD 1

Unit 1: Strange & Unusual

Reading 1: American Superstitions

I. GENERATE IDEAS

Think about superstitions and how they affect people. Complete the sentences like the examples.

People who believe that Friday the 13th is unlucky might miss important plans on that day.

People who believe that four-leaf clovers are lucky might feel happy and confident if they find one.

People who believe that seeing a black cat is/are unlucky might

feel worried all day if they see one.

People who believe that certain numbers is/are lucky might

risk their money on gambling.

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: Friday the 13th—miss important plans

Supporting reason/detail 2: seeing a black cat—feel worried

Supporting reason/detail 3: lucky numbers—gambling

III. WRITE

Use the outline above to write your paragraph.

I think belief in superstitions can be harmful. For one thing, they can make you miss something
important, for example, if you avoid going anywhere on Friday the 13th. Also, thinking that something is
unlucky, like a black cat, may cause you unnecessary worry. And belief in lucky numbers could lead you
to risk your money on gambling.

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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. F There have been many reported sightings of Bigfoot, and the descriptions are all similar.
2. A Cryptozoologists who believe in Bigfoot are on the fringe of science.
3. F There was an ancient ape, Gigantopithecus, that strongly resembled Bigfoot.
4. F The coelacanth shows that scientists can be wrong about whether a species exists.
5. A No actual Bigfoot specimens have been found.

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: No specimens found

Supporting reason/detail 2: Cryptozoologists are on the fringe of science

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

I do not think it is likely that Bigfoot creatures exist. For one thing, no specimens have ever been found. If these creatures existed, at least some bones or other remains would have been discovered by now. Also, cryptozoologists are the only ones who believe these creatures exist. Serious scientists consider them on the fringe because there is no real evidence for the existence of these creatures.

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
Makes shopping convenient	Your data can be stolen
Offers plenty of inexpensive entertainment	Less personal interaction

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 it increases freedom of speech.

Supporting reason/detail 1: No central authority

Supporting reason/detail 2: Used by protesters

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

I think the most positive effect of the Internet is that it increases freedom of speech. The Internet has no central authority, so governments cannot fully control who uses it and what they say on it. The Internet has played an important role in protest movements in China, Russia, and the Middle East. Through the Internet, people who are working for their freedom can get their message to people around the world.

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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.
Parts of gamers' brains show greater development.	Many games are very violent.
Online games are a way to meet people from around the world.	People may get addicted and not study or socialize enough.

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: Not enough exercise

Supporting reason/detail 2: Keep you from studying

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

Overall, I think playing computer games is a bad way to spend your time. First of all, it is not a physical activity. If you spend too much time sitting in front of a computer, you may not get enough exercise. That isn't healthy. Second, people can easily get addicted to these games. I know people who spend all their free time playing them instead of studying, and it affects their grades.

READING FOR THE REAL WORLD 1

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.
Fast food is cheap and easy to get.	Order healthy foods like salads instead of hamburgers and fries.
Exercising is boring.	Find a friend you can exercise with to make it more fun.

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: Limit TV/computer time

Supporting reason/detail 2: Order salad at fast-food restaurants

Supporting reason/detail 3: Exercise with a friend

III. WRITE

Use the outline above to write your paragraph.

There are good ways to prevent obesity. One is for people to limit their time in front of the TV or computer to one or two hours a day. This will give them more free time to be physically active. Another way is to make better food choices. Even if people only have time for fast food, they can order a salad or other healthy choice. Finally, people can find a friend to exercise with. This makes exercise more enjoyable, so they'll be more likely to continue doing it.

READING FOR THE REAL WORLD 1

Unit 3: Health & Medicine

Reading 2: Studying Headaches

I. GENERATE IDEAS

Answer the following questions.

1. About how often do you experience a headache? Two or three times a year

2. What kind of headache do you most commonly have? Tension headache

3. What is the usual treatment for this kind of headache?

Taking aspirin or another pain reliever

4. How well does this treatment usually work for you?

Very well—the pain usually goes away in 30 minutes.

5. Have headaches ever had a negative effect on your work, studies, etc.?

No

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): Headaches (have / don't have) a significant impact on my life.

Supporting reason/detail 1: Only 2-3 times a year

Supporting reason/detail 2: Taking aspirin cures it

Supporting reason/detail 3: Still able to study

III. WRITE

Use the outline above to write your paragraph.

Headaches don't have a significant impact on my life. I only get a headache once in a while—maybe two or three times a year. It's usually a tension headache, and I treat it by taking aspirin. This usually works very well, so I'm still able to study when I need to.

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; counseling
Need to earn money	Offer night classes for students with jobs
Are struggling with their studies	Offer inexpensive or free tutoring

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: Punish bullied and help victims of bullying

Supporting reason/detail 2: Night classes

Supporting reason/detail 3: Free tutoring

III. WRITE

Use the outline above to write your paragraph.

There are three good ways to prevent kids from dropping out of school. Some kids drop out because they have to deal with being bullied in school. Schools should have strict rules against bullying and enforce them. They should also offer help to the victims. Second, many kids drop out because they need to work to earn money. They could be offered night classes. Finally, to prevent kids from dropping out because they're struggling with their studies, schools could provide free tutoring.

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. S Girls and boys generally have different interests.
2. C Boys and girls must learn how to get along with each other.
3. S Boys are more often punished and don't receive enough mentoring.
4. S Girls and boys tend to distract each other.
5. S Boys' behavior is often punished in co-educational schools.

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: Different interests

Supporting reason/detail 2: Different behavior

Supporting reason/detail 3: Fewer distractions

III. WRITE

Use the outline above to write your paragraph.

I think single-sex schools are better for children. For one thing, boys and girls generally have different interests. While this is not true of everyone, girls are generally more interested in quiet activities like reading, and boys are more interested in moving around and doing active tasks. Second, boys are often punished at single-sex schools because they do not behave the same as girls. Finally, as boys and girls get older and more aware of the opposite sex, they tend to distract each other in class. This can negatively affect their education.

READING FOR THE REAL WORLD 1

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. b 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. a Hunters kill endangered rhinos in Africa because their horns can be sold for use in Chinese medicine.
3. c 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.

Introducing new species: In the US South, people planted kudzu, a Japanese plant, in their gardens.
It rapidly spread and has killed many native plants.

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: Ban importing exotic pets

Supporting reason/detail 2: Severe punishment for hunting endangered species

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

There are many things people can do to prevent the Sixth Extinction. First, we should make laws against importing exotic animals as pets. Like the snakes in Florida, they can escape and do a lot of damage.
Another thing we can do is severely punish hunters who kill endangered species. Hopefully, this would prevent them from killing animals such as the rhino.

READING FOR THE REAL WORLD 1

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
New system of trading emissions credits	Global emissions still rising
Foundation for future action	

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: US hasn't joined

Supporting reason/detail 2: Global emissions still rising

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

Overall, I think the Kyoto Protocol has been a failure. First of all, the US has never joined the agreement. Since it is one of the world's biggest polluters, this makes the agreement very ineffective. Also, it has been ten years since the Protocol went into effect, but global emissions of greenhouse gases continue to rise. This means it has failed in its central goal.

READING FOR THE REAL WORLD 1

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. A It is more expensive to execute people than to keep them in prison for life.
2. F Some murderers cannot be rehabilitated and will always be dangerous.
3. A Certain races or ethnic groups might be more likely to receive the death penalty than others.
4. F Taking the life of a murderer is fair because that person took someone else's life.
5. A There is always a chance that an innocent person could be executed.

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: Racial differences in sentences

Supporting reason/detail 2: Possibility of innocence

Supporting reason/detail 3: Killing is always wrong

III. WRITE

Use the outline above to write your paragraph.

I do not agree with the death penalty. One reason is that people of certain races are more likely to be sentenced to death than others. This is extremely unfair. Also, there is always the chance that the person was wrongly accused of the crime. It's certain that innocent people have been executed. The most important reason is that killing is always wrong, except in self-defense. Violence only leads to more violence.

READING FOR THE REAL WORLD 1

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.

Yes, I do. I watch several police shows and I enjoy reading detective novels.

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

I'd much rather have an exciting but stressful job.

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?

Yes, I am. Law enforcement is challenging and exciting work.

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: Want an exciting job

Supporting reason/detail 2: Interested in crime and detectives

Supporting reason/detail 3: Have the necessary qualities: patience, etc.

III. WRITE

Use the outline above to write your paragraph.

I would be interested in becoming a bounty hunter. First of all, I want to have an exciting job rather than sitting at a desk all day. Chasing criminals would never be boring. Also, I've always been interested in crime and the process of tracking down criminals. Detective novels are my favorite books. Finally, I think I have the right qualities to be a bounty hunter. I'm physically strong and active, I'm a good researcher, and I'm patient.

READING FOR THE REAL WORLD 1

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: Aung San Suu Kyi From (country): Burma

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

She was involved in efforts to bring democracy to her home country of Burma.

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

She founded a pro-democracy party and spoke out against the repressive government.

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

I think she is extremely determined, selfless, and brave.

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): I admire Aung San Suu Kyi because of his/her work for others.

Supporting reason/detail 1: Works for democracy in Burma

Supporting reason/detail 2: Determined and brave: wouldn't back down after arrests

Supporting reason/detail 3: Cares about peace: supports non-violent methods

III. WRITE

Use the outline above to write your paragraph.

I admire Aung San Suu Kyi because of her work for others. She is a leader of the pro-democracy movement in Burma, which has an undemocratic, military government. She founded and led a pro-democracy party, which led to being arrested many times. But she still did not give up on her beliefs. This shows she is very determined to help others. Also, she cares deeply about peace. Even though her opponents have treated her badly, she continues to reject violence and only supports non-violent methods of change.

READING FOR THE REAL WORLD 1

Unit 7: Language & Literature

Reading 2: “Désirée’s Baby” by Kate Chopin

I. GENERATE IDEAS

Besides blacks and whites 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? Russians and Ukrainians
2. Briefly describe the reason(s) for the conflict between the two groups.
Historically, the two groups have fought over the same land.
3. Has conflict between the two groups increased or decreased in recent years? Why?
It has gotten worse because Russia has taken over some land that belonged to Ukraine until recently.
4. How does this conflict negatively affect each group? Many Ukrainians have had to leave their homes, and some people on both sides have been killed.
5. Do you think this conflict will ever completely disappear? Why? I don't think it will ever completely disappear because it has continued for centuries, and both sides remain very angry.

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: Racial and ethnic conflict has many negative effects.

Supporting reason/detail 1: Loss of friendships

Supporting reason/detail 2: Loss of rights—US

Supporting reason/detail 3: Violence—Ukrainians and Russians

III. WRITE

Use the outline above to write your paragraph.

Racial and ethnic conflict has many negative effects. For one thing, it prevents friendships between people of different groups. This makes everyone's lives poorer. Second, it can lead one group to take away the rights of another. This was true in the US, where black people were prevented from voting and having equal rights to jobs and education. Finally, it often causes violence. This is happening right now because of the conflict between Ukrainians and Russians.

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. F Eris is not a planet, and it's about the same size as Pluto.
2. F Pluto has not "cleared its neighborhood."
3. A The new definition of "planet" chosen by the IAU isn't really clear.
4. A The public has a lot of affection for Pluto.
5. A Only a small number of astronomers voted on the change.

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: New definition not clear

Supporting reason/detail 2: Public affection for Pluto

Supporting reason/detail 3: Decision made by only a few

III. WRITE

Use the outline above to write your paragraph.

I do not agree with the decision to classify Pluto as a dwarf planet. First of all, the new IAU definition of "planet" isn't completely clear. They did not fully explain what it means for a planet to clear its neighborhood or why that is important. Also, people enjoy thinking of Pluto as a planet and have a special affection for it as the smallest and most distant one in our solar system. Most importantly, the decision was made by only a small number of astronomers. I think there should be another vote.

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. A There are millions of NEAs, and it will never be possible to detect them all.
2. F We can already detect large NEAs, and scientists can figure out a way to destroy them before they hit Earth.
3. A Life on Earth may end before the next asteroid impact happens anyway.
4. A We need those resources for more immediate problems.
5. F As science advances, a way to detect small NEAs could be discovered.
6. F Another asteroid will almost certainly hit Earth in the future if we don't try to prevent it.

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: Impossible—too many and too small

Supporting reason/detail 2: More immediate problems—hunger, etc.

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

I do not think that governments should spend a lot of resources on protecting Earth from asteroid impacts. For one thing, it is probably impossible to prevent an asteroid impact. There are too many of them, and it is too hard to detect the small ones. Second, there are many more immediate problems on Earth that we need resources for. These include world hunger, the water supply, and climate change.

READING FOR THE REAL WORLD 1

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. NC Some actions, such as intentional fouls, are just part of the sport and do not hurt anyone.
2. PE We should just allow substances because it's impossible to test everyone all the time.
3. NC Kids need to be taught to follow the spirit of the rules, not just the letter.
4. PE Some substances that athletes use have harmful or unknown effects.
5. PE Substances should be allowed if they have been proven safe and effective.
6. NC The winners should be the best players, not the ones who think of creative ways to disadvantage their opponents.

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 the use of performance enhancers is worse.

Supporting reason/detail 1: NC is part of sports—everyone does it

Supporting reason/detail 2: USE of PE is actually against the rules

Supporting reason/detail 3: Dangerous—ex. steroids

III. WRITE

Use the outline above to write your paragraph.

Between normative cheating and the use of performance enhancers, I think the use of performance enhancers is worse. Normative cheating is part of sports, and practically everyone does it. It does no real harm. However, the use of performance enhancers is explicitly against the rules, so it is really cheating. Also, it can do real harm to an athlete's health. For example, some steroids increase the risk of heart attacks and cancer.

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. F *Qi* has been part of various civilizations for centuries.
2. F Scientists have found that qigong practitioners have unusually high levels of gamma waves.
3. A There is little or no scientific evidence that acupuncture really works.
4. F The Shaolin monks are able to do amazing things with their bodies.
5. A There is probably a simple, physical explanation for the things qigong practitioners can do.

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: No scientific evidence for acupuncture, reiki

Supporting reason/detail 2: There's a physical explanation for everything

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

I do not believe that *qi* is real. First of all, if it were real, there would be a great deal of evidence that acupuncture and reiki are effective. However, they have been scientifically tested and there is not much evidence of that. Further, we still have a lot to learn about how the body works. I think that the high levels of gamma waves in qigong practitioners, as well as the other effects, probably have a physical explanation that we just haven't discovered yet.

READING FOR THE REAL WORLD 1

Unit 10: People & Opinions

Reading 1: Reality TV

I. GENERATE IDEAS

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. A These shows try to trick people into believe they are real, but they are not.
2. F Many reality shows are highly dramatic and entertaining.
3. F Some competition shows give talented people the chance of a lifetime.
4. A Some shows encourage their stars to act in morally wrong ways.
5. F Some reality shows give the public valuable information.
6. A Some shows take advantage of vulnerable people.

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 The Voice.

Supporting reason/detail 1: Great music

Supporting reason/detail 2: Many funny and emotional moments

Supporting reason/detail 3: Talented people can achieve their dreams

III. WRITE

Use the outline above to write your paragraph.

A reality show that I like is The Voice, a singing competition show. First, I love music, especially great
vocals. The singers on this show are excellent. Second, it offers great drama and suspense. I always feel
wonderful for the winners and terrible for the losers. Finally, it makes people's dreams come true.
Ordinary people with singing talent get a chance to be discovered and become stars doing what they
love.

READING FOR THE REAL WORLD 1

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). ***Answers will vary.**

- | | |
|--------------------------------|-------------------------------------|
| _____ 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. ***Answers will vary.**

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?

Tom’s is a shoe company that says it gives a pair of shoes to poor children for every pair it sells. I think this claim is true.

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: **Price more important**

Supporting reason/detail 2: **Hard to research every company**

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

I would not describe myself as a practitioner of ethical consumerism. As a student with a limited income, the most important factor in my choice of brands is price. I simply can’t afford to buy only green products, since they are often more expensive. Second, I also have limited time. Buying only “green” or ethical products would require doing research on different companies before buying. That is too time-consuming.

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. G Men from a variety of cultures were found to prefer women with narrower waists.
2. G Clear skin and shiny hair are valued everywhere because they are signs of youth and therefore fertility.
3. C Men in Peru who were exposed to more mass entertainment had more "Western" beauty standards.
4. C In one tribe in Thailand, women who make their necks longer by putting metal rings on them are considered the most beautiful.

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: Hourglass shape preferred

Supporting reason/detail 2: Signs of youth preferred

Supporting reason/detail 3: Facial symmetry preferred

III. WRITE

Use the outline above to write your paragraph.

I think genetics has the greatest influence on standards of beauty. This is proven by how certain physical features are thought to be more beautiful in every culture. One is an hourglass figure, with a narrower waist and broader hips. Also, men everywhere prefer signs of youth like clear skin and shiny hair. Research has also found that people everywhere are more attracted to symmetrical faces because that is a sign of health and good genes. So while culture has some effect, genetics have a greater effect.

Reading 2: Bribery or Business as Usual?

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.

- ## 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.

Supporting reason/detail 1: **Unfair to the poor**

Supporting reason/detail 2: **Reduces faith in government**

Supporting reason/detail 3: **Possibility of arrest**

III. WRITE

Use the outline above to write your paragraph.

I don't think it's ever OK to give or receive bribes. First, it is unfair to the poor, who may not be able to pay for what they need. Second, even if bribes are common in a certain culture. they're usually still illegal. There's always a chance you could get arrested and be in serious trouble. Finally, when people see government officials breaking the law, it reduces their faith in the government. This is bad for the country.

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. A The tours are not usually relaxing but involve hard physical activity and rough conditions.
2. F It's a way of doing something for others while enjoying yourself at the same time.
3. F Most people find it pretty easy to raise the required amount of money.
4. A It's wrong to ask other people to pay for your vacation.
5. F The tours are cheap, so a high percentage of the money goes to charity.

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: Doesn't sound like fun

Supporting reason/detail 2: Have to ask friends/family for money

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

I would not be interested in going on an adventure tour for charity. One reason is that I prefer relaxing vacations in a comfortable, peaceful place like a tropical resort. Adventure tours sound like hard work!
Secondly, I don't like the idea of asking my family and friends to give me money for a vacation, even if most of it goes to charity. I'd rather give money directly to a charity and pay for my vacation myself.

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 |
| _____ <u>Chance to travel</u> | _____ <u>Support from managers</u> |

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: Fewer people—more chance for promotion

Supporting reason/detail 2: Challenging work

Supporting reason/detail 3: Fun working environment

III. WRITE

Use the outline above to write your paragraph.

I'd rather work for an interesting start-up. One reason is that start-ups are small, which means less competition for promotions. If I worked hard, I could quickly rise. Secondly, it takes a lot of hard work to make a new company successful. I appreciate a challenge. Lastly, the working environment is more likely to be fun. People would be excited that they're creating something new, and each person usually has more than one job. Large companies have lots of boring administrative duties.