

READING FOR THE REAL WORLD 3

Unit 1: Strange & Unusual

Reading 1: The Piltdown Man

I. GENERATE IDEAS

Consider a fraud you may have heard about while you answer the questions below.

1. What fraud has occurred that you are familiar with?

2. What happened when the fraud was discovered? Was there any long-lasting damage done as a result of this fraud?

3. Why do you think the perpetrators of the fraud tried to commit 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.

Fill in the blank to create your topic sentence.

One recent case of fraud was _____.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

READING FOR THE REAL WORLD 3

Unit 1: Strange & Unusual

Reading 2: The Curse of the Mummy

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 advantages can be gained from studying the remains of the dead? Check (✓) the things that are important. Add two more ideas to the list.

- | | |
|-----------------------------------|-----------------------------------|
| () Treatment of disease | () Understanding heredity |
| () Ancient burial practices | () Dietary standards |
| () Societal structure | () Skeletal development |
| () Understanding physical trauma | () Ancient burial practices |
| () Distribution and migration | () Identification of individuals |
| () _____ | |
| () _____ | |

2. List some reasons why archaeologists should not disturb the remains of the dead.

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.

Choose the topic sentence that you most agree with.

- _____ The best way to understand the past is to study every bit of what remains, including the bodies of the dead.
- _____ It is good to understand our ancestors and their civilizations, but they do not deserve to have their graves disturbed.
- _____ I feel that _____.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

Unit 2: Computers & Technology

Reading 1: Is the Internet Ruining Your Memory?

I. GENERATE IDEAS

Think about the questions below as you consider a world without the Internet.

1. What things do you use the Internet for? Check (✓) the things that are important. Add two more ideas to the list.

- | | |
|-----------------------------------|--------------------------------|
| () Talking with friends | () Banking |
| () Research for school | () Taking classes/learning |
| () Shopping | () Looking for jobs |
| () Watching online videos | () News and real-time updates |
| () Research for personal reasons | () Playing online games |
| () _____ | |
| () _____ | |

2. Think about some of the things you use the Internet for. List how you would do these things if you were unable to use the Internet.

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 it would be [hard / easy] to live without the Internet for a year.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

Unit 2: Computers & Technology

Reading 2: The Robot's First Law

I. GENERATE IDEAS

Consider the following questions as you think about human and technological interaction.

1. What does it mean to be human? Is it an ability to think a certain way, or is there something else that makes humans unique?

2. What would it be like to share our world with another intelligence? What do you think we can learn from a relationship like this?

3. Do you think there would be a dark side to sharing the world with intelligent robots? What would it be?

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. Choose the topic sentence that you most agree with.

_____ Sharing the world with intelligent robots would be great.

_____ It would be really strange to share the world with intelligent robots.

_____ It might be interesting to share the world with intelligent robots, but there are concerns as well.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

READING FOR THE REAL WORLD 3

Unit 3: Health & Medicine

Reading 1: The Uncommon Cold

I. GENERATE IDEAS

Today, there are many medicines available to ease the symptoms of a cold. However, there were and still are alternatives to these medicines. Consider the following questions as you think about alternative remedies.

1. What do you usually do when you're feeling sick? Do you do anything other than take medicine?

2. Think about what you usually do when you're feeling sick. List four activities you do when you're sick besides taking medicine.

3. Have you heard of any other alternative remedies for colds? Do you think they work?

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 alternative cold remedies are [not as good as / better than] medicines.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

READING FOR THE REAL WORLD 3

Unit 3: Health & Medicine

Reading 2: Gene Therapy

I. GENERATE IDEAS

Consider the following questions as you think about your opinion of genetic engineering.

1. What are the possible benefits that genetic engineering may bring? Are there any moral concerns associated with these possible advances?

2. What dangers could genetic engineering bring? Would it be possible to reverse the impact of genetic engineering once it has been used?

3. Are you excited or nervous about the future of genetic engineering?

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. Choose the topic sentence that you most agree with.

___ Genetic engineering offers a bright future for humanity.

___ A future with genetic engineering is a terrifying future.

___ Genetic engineering may help humanity reach a better future, but caution is required.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

READING FOR THE REAL WORLD 3

Unit 4: Social Issues

Reading 1: Teenage Runaways

I. GENERATE IDEAS

Think about how you deal with stress while responding to the questions below.

1. What are sources of stress in your life? How often do you feel this stress?

2. What do you do when you feel stressed? List four things you do to relieve stress.

3. Choose three of the things you do when you feel stressed. Think about how a teenage runaways can be helped by these activities.

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.

Teenage runaways should _____.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

Unit 4: Social Issues

Reading 2: Tough on Drugs

I. GENERATE IDEAS

Consider the following questions as you think about your opinion on capital punishment.

1. Do you feel there are any crimes that deserve to be punished with the death penalty? If so, which crimes deserve such a serious punishment?

2. Does your country use the death penalty? What other strict punishments are used in your country?

3. How would you punish the most severe crimes? How would you convince others that these punishments are the most appropriate?

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 that the death penalty [is / is not] an appropriate punishment.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

Unit 5: Environmental Issues

Reading 1: Deforestation

I. GENERATE IDEAS

Consider the following questions as you consider the role of inexpensive beef in today's economy.

1. Do you eat fast-food beef products like hamburgers? Why do you think so many people choose to eat these products?

2. What are the positive and negative aspects of eating fast food?

3. What alternatives can be taken to fulfill the positive aspects of fast food while avoiding the negatives? Do you think people would agree to adopt these alternatives?

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.

Choose the topic sentence that you most agree with.

_____ I would not be willing to give up fast-food beef for environmental reasons.

_____ I would be willing to give up fast-food beef for environmental reasons.

_____ Fast-food beef has advantages and disadvantages, and certain changes must be made to make it sustainable.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

Unit 5: Environmental Issues

Reading 2: Genetically Modified Organisms (GMOs)

I. GENERATE IDEAS

GMO crops are a new technology hotly debated today. Consider the following questions as you develop your opinion of GMO crops.

1. Do you consume any GMO products in your daily diet? How do you know?

2. What are the potential benefits of GMO products? What risks might GMO products pose?

3. What steps can be taken to lower or eliminate the risks posed by GMO products? Do you feel the benefits would outweigh any potential risks?

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.

Choose the topic sentence that you most agree with.

_____ The threats posed by GMO foods are exaggerated, and GMO use should be welcomed into our world.

_____ The potential problems with GMOs are not fully understood, and it is irresponsible to use GMO products without further research.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

READING FOR THE REAL WORLD 3

Unit 6: Law & Crime

Reading 1: Lie Detectors

I. GENERATE IDEAS

Answer the following questions.

1. When is it important to know when a person is being truthful or lying?

2. What are some methods you use to determine whether someone is being honest with you?

3. Do you think there is a role for polygraph tests in businesses or courts? To what extent do you feel polygraph tests could be used? Why do you feel this way?

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): Polygraph tests [should / should not] be used by businesses and courts.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

Unit 6: Law & Crime

Reading 2: Patents

I. GENERATE IDEAS

Think about the relationship between intellectual property and the Internet as you answer the following questions.

1. What are three different types of intellectual property found on the Internet? Do you use the Internet to access any of this intellectual property?

2. What are legal and illegal ways to use the Internet to access intellectual property on the Internet? Check (✓) the activities that are legal. Cross out (X) the activities that are illegal. Add two more activities to the list. Are these legal or illegal?

- | | |
|--------------------------------------|--------------------------------------|
| () Watching copyrighted movies | () Reading blogs |
| () Sharing the address of an enemy | () Researching test answers |
| () Purchasing music from app stores | () Reading plot summaries of movies |
| () Watching video blogs | () Downloading copyrighted music |
| () Purchasing video games | () Looking up cooking recipes |
| () _____ | |
| () _____ | |

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.

In order to make a living in the modern age of the Internet, intellectual property owners should _____.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

Unit 7: Language & Literature

Reading 1: Ever-Evolving English

I. GENERATE IDEAS

Consider the following questions as you think about your own language.

1. Have you ever had a difficult time talking with a person who shares your native language? What was the cause of this difficulty?

2. What would happen if you used a word or sentence structure incorrectly in conversation with a friend or family member? Have you ever done this?

3. Is there an academy or standardized set of rules established for your native language?

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): Standardization of my language [is / is not] important.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

III. WRITE

Use the outline above to write your paragraph.

READING FOR THE REAL WORLD 3

Unit 7: Language & Literature

Reading 2: *Pride & Prejudice* by Jane Austen

I. GENERATE IDEAS

While answering the questions below, consider your own emotional experiences and how these feelings might fuel a creative flow of expression.

1. What are the strongest emotions you've ever experienced? What were the causes of these emotions?

2. How do you deal with strong emotions? Have you ever been inspired to create something while in a strong emotional state?

3. Do you know of any specific creative works that were created by an artist using strong emotional expression? What is your favorite?

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 create your topic sentence.

My favorite creative work is _____, in which the artist expressed the emotion of _____.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

READING FOR THE REAL WORLD 3

Unit 8: Space & Exploration

Reading 1: Hawking Radiation

I. GENERATE IDEAS

Consider your role in the future knowledge of humanity as you answer the following questions.

1. What most interests you as a life pursuit? Does science influence this interest of yours?

2. What are some improvements that can be made to better your interest in the future? What discovery, no matter how fantastical, could make your life pursuit easier, faster, or more convenient?

3. If you could discover the answer to one unknown question about the universe, what would it be? Why?

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.

One unanswered question about the universe that interests me is _____
_____.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

READING FOR THE REAL WORLD 3

Unit 8: Space & Exploration

Reading 2: The ISS and the Future of Space

I. GENERATE IDEAS

Consider the following questions as you think about whether you'd like to be involved with space travel.

1. Do you enjoy risk and danger? Do you like to press your limits and challenge yourself?

2. Do you think space travel is an important endeavor for humanity to strive for?

3. Do you think it would be fun to visit the space station? Do you think you'd be able to live there for a whole year?

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] like to live aboard the space station for a year.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

READING FOR THE REAL WORLD 3

Unit 9: Sports & Fitness

Reading 1: Creatine's Place in Sports and Fitness

I. GENERATE IDEAS

Answer the following questions.

1. What is your favorite athletic sport? Are performance-enhancing drugs a concern in this sport?

2. What advantages do players who have been using performance-enhancing drugs bring for the fans of a sport? Do you think these players make the sport more exciting?

3. Do you feel that performance-enhancing drugs should be forbidden from professional sports? Do you think there could be another solution?

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 athletes [should/should not] be allowed to take performance-enhancing drugs.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

Unit 9: Sports & Fitness

Reading 2: Scuba Safety

I. GENERATE IDEAS

Consider the following questions as you think about whether scuba diving might be a good hobby for you.

1. Do you like to swim? Would you like to swim deep under the water in the ocean?

2. What do you think it would feel like to swim under the water? What would you like to see or do if you were deep underwater in the ocean?

3. Would relying upon so much equipment be a concern for you? Why or why not?

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): Scuba diving [is / is not] an appealing hobby.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

READING FOR THE REAL WORLD 3

Unit 10: People & Opinions

Reading 1: Crowdsourcing or Mob Rule?

I. GENERATE IDEAS

Consider the following questions as you decide whether the rise of citizen journalism is a change for the better or for the worse.

1. What is a recent event that citizen journalists helped to cover? Why was their participation key to reporting this story?

2. What opinions accompanied the citizen reports? Do you think the citizens' opinions may have colored their reporting on the topic?

3. Do you think that professional reporters have motives other than a desire to inform the public about current events (e.g., political bias)?

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.

Choose the topic sentence that you most agree with.

_____ Citizen journalism is the future of journalism.

_____ Citizen journalists will never replace professional journalists.

_____ Both citizen journalists and professional journalists have a role to play in the modern world.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

Unit 10: People & Opinions

Reading 2: Manchester's Sherlock Holmes

I. GENERATE IDEAS

Answer the following questions.

1. What do you see as being the primary role of police?

2. List four things the police do for people in your country.

3. What criticisms, if any, have been directed against the police in your country?

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): The police in my country are generally viewed [positively / negatively].

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

Unit 11: Cross-Cultural Viewpoints

Reading 1: Repatriation of Remains

I. GENERATE IDEAS

Answer the following questions.

1. Do you think that unknown advances in science justify offending and angering large groups of people?

2. How would you feel if your ancestors' remains were being kept in a laboratory storage area waiting for potential study? Do you think that Native Americans are justified in feeling the way they do?

3. Are religious beliefs more important than scientific beliefs? Why or why not?

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.

Choose the topic sentence that you most agree with.

_____ Science offers potential advances that will help all of humanity, and these advances must be achieved even if some people are offended.

_____ It is wrong for science to go against the wishes of the Native Americans, and remains must be returned to the people who care about them.

_____ I disagree that there is no room for compromise in this debate. I feel both groups would be satisfied if _____.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

III. WRITE

Use the outline above to write your paragraph.

Unit 11: Cross-Cultural Viewpoints

Reading 2: Imperialism and the Internet

I. GENERATE IDEAS

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

1. What are the advantages and disadvantages to having online conversations in English? Check (✓) the advantages. Cross out (X) the disadvantages. Add two more ideas to the list.

- | | |
|---|--|
| () increased cultural understanding | () exclusion of ideas |
| () sharing news quickly | () sharing of concerns |
| () spying on various intentions | () talking with international friends |
| () some things are lost in translation | () cultural uniqueness is lost |
| () some opinions overrepresented | () playing games between countries |
| () _____ | |
| () _____ | |

2. Choose some of the advantages or disadvantages from above. How can we encourage or discourage this behavior?

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): The Internet has had a (positive / negative) effect on my language and culture.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

III. WRITE

Use the outline above to write your paragraph.

Unit 12: Business & Economics

Reading 1: Opening a Small Business

I. GENERATE IDEAS

Consider the following questions as you think about new businesses.

1. What advantages do new businesses bring for consumers? What risks do they bring to consumers?

2. Considering that government funds are primarily raised by taxing their citizenry, what role do you feel governments should play in the financing of new businesses?

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): Governments [should / should not] help fund new businesses.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

III. WRITE

Use the outline above to write your paragraph.

READING FOR THE REAL WORLD 3

Unit 12: Business & Economics

Reading 2: Brand Power / Brand Image

I. GENERATE IDEAS

Consider the brands you consume most often as you answer the questions below.

1. What product brand do you purchase most often? Why do you prefer this brand to others?

2. When did you first try this brand? Did you have positive opinions of it right away, or did your positive opinions of this brand grow over time?

3. Would you consider trying a different brand that offered the same or a similar product to your preferred brand? What factors would cause you to consider going with a different brand?

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.

The brand I consume most often is _____.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.
