



Two-sided Argument Essays

Contents:

Academic arguments (includes sources)

1. Are mobile phones a health risk? (685 words) *****[B2/C1]
2. Is climate change a result of human activities? (680 words) ***** [B2/C1]
3. Is a vegetarian diet healthier and better for the environment? (750 words) *****[B2/C1]
4. Is obesity a disease? (765 words) *****[B2/C1]
5. Is social media a benefit to society? (800 words) *****[B2/C1]

Levels: ***** A2 ***** B1/B2 ***** B2/C1 ***** C1 ***** C2

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Writing a two-sided argument essay

Topic: Mobile phones health risk **[example]**

Argument: *Are mobile phones a health risk?*

Type: Academic [6 sources]

Level: **** [B2/C1]

Lesson Aim

To develop the students' ability to generate main ideas with support and write a two-sided argument essay.

3 types of lesson (writing x2 / reading x1).

1. Writing

- Ask Students to discuss question: *Are mobile phones a health risk?*
- Write down the arguments in favour and in opposition.
- Feed in / check key vocabulary (see next page).

Free Writing #1:

1. Distribute **outline #1** (blank).
2. Students complete outline using ideas discussed previously.
3. Students write the essay using the completed outline.
1. Students compare their essay with the model essay.
2. Extra: Reading Exercise.

Guided Writing #2:

1. Distribute **outline#2** (completed with points).
2. Students write the essay using outline.
3. Students compare their essay with the model essay.

Marking student's work:

Use marking code: www.academic-englishuk.com/error-correction

2. Reading

1. Distribute text and **outline #3** (blank).
2. Students read the essay and complete outline with key points and support.
3. Students check answers with **outline #4**.

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Are mobile phones a health risk?

C. Wilson (2017)

Key vocabulary

1. Mobile phone / cell phone / a mobile
2. [REDACTED]
3. Radio Frequency (RF) Radiation
4. To transmit
5. To exemplify
6. [REDACTED]
7. Immense
8. The nervous system
9. [REDACTED]
10. Validity
11. A Glioma (google this)
12. [REDACTED]
13. Bias
14. Misleading
15. Latency period
16. [REDACTED]
17. Conclusive evidence
18. Popularity
19. [REDACTED]
20. Hands-free set

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Are mobile phones a health risk?

C. Wilson (2017)

Mobile phone usage has increased 67% [redacted] in every five adults owning a smart phone (Chaffey, 2016). Obviously, mobile phones are making our lives much [redacted] instant connection to [redacted]. However, these mobile devices emit a Radio Frequency (RF) radiation which is claimed to be [redacted] to health [redacted]. This essay discusses the positive and negative research into the safety of mobile phone use, and concludes that [redacted] in the research on the [redacted] and that long-term mobile phone usage is in fact [redacted].

There is a significant amount of evidence that suggests mobile phones are safe. The most consistent argument [redacted], which is transmitted [redacted], is also transmitted safely from other devices such as radios and televisions. To exemplify this point, radios have [redacted] and the television [redacted] seems to suggest that the long-term use of RF radiation devices is safe. A second argument in support of the safety of mobile [redacted], where [redacted] studied over a ten-year period and the data concluded that "there was no association [redacted] and long-term use of mobile [redacted], 2013: 554). There have been numerous [redacted] from 2001 to 2015 concluding similar findings. A final important observation by Linet & Inskip (2010) is [redacted] increase [redacted], there has not been a dramatic increase in brain or nervous system cancers. According to Chaffey (2016) [redacted] phone use [redacted], the number of reported brain cancer patients decreased. These three arguments offer credible [redacted] are relatively safe.

There is also credible evidence that questions [redacted] into whether [redacted] safe. Firstly, it is imperative to understand that there have been numerous studies that have shown "a [redacted]", a type of brain tumour. For example, a 2009 study found that "long term mobile phone use approximately [redacted]" (Khurana et al., 2009). In fact, there have been numerous professional studies concluding similar facts that mobile [redacted]. An important connected second point is [redacted] mobile phones being safe. Kundi ([redacted] research is funded by mobile-[redacted] a result the conclusions are biased, untrustworthy and possibly misleading. Research groups do not have [redacted] and there is a need for greater transparency in the industry. Finally, many academics have argued [redacted] and fail to take in a range of [redacted]. According to The Environmental Health Trust (2011) research into Glioma brain tumours demonstrates that it [redacted]. Therefore, suggesting that the true [redacted] is yet to be conclusive. In addition, very [redacted], and these groups have not been sufficiently researched. In sum, there is conflicting evidence in much of the research into [redacted].

In conclusion, there has been much research into mobile phone safety. Researchers who claim mobile phones are safe [redacted] sources [redacted] they have also proven that there is no correlation between the increase in mobile phone [redacted]. However, critics argue that [redacted] that reveal mobile phones are [redacted] the positive research seems to be bias and [redacted]. It is important to state that with [redacted] phones are a health risk especially [redacted] people. It seems sensible to suggest that they are used with caution and the use of hands-free sets [redacted].

[685 words]

Reference List

Chaffey, D. (2016). *Mobile marketing statistics 2016*. [online] Smart Insights. Available at: <http://www.smartinsights.com/mobile-marketing/mobile-marketing-analytics/mobile-marketing-statistics/> [Accessed 16 Jul. 2016].

Environmental Health Trust. (2011). *Press Release: Top Doctors Urge Cell Phone Companies to Come Clean on Health Dangers Posed by Radiation*. [online] Available at: <http://ehtrust.org> [Accessed 16 Jul. 2016].

Khurana, V., Teo, C., Kundi, M., Hardell, L. and Carlberg, M. (2009). Cell phones and brain tumors: a review including the long-term epidemiologic data. *Surgical Neurology*, 72(3), pp.205-214.

Kundi, M. (2010). The controversy about a possible relationship between mobile phone use and cancer. *Ciênc. saúde coletiva*, 15(5), pp.2415-2430.

Linnet, M. and Inskip, P. (2010). Cellular (Mobile) Telephone Use and Cancer Risk. *Reviews on Environmental Health*, 25(1).

Stockman, J. (2013). Use of mobile phones and risk of brain tumours: update of Danish cohort study. *Yearbook of Pediatrics*, 2013, pp.522-524.

Outline #1

Make notes using this outline to plan an essay on: Are mobile phones a health risk?

| Introduction | |
|---------------------|--|
| General | |
| Specific | |
| Outline & Thesis | |

No - write your ideas and support

1. Point / idea:

Support:

2. Point:

Support:

3. Point:

Support:

Yes - write your ideas and support

1. Point / idea:

Support:

2. Point:

Support:

3. Point:

Support:

| Conclusion | |
|-------------------|--|
| Summary | |
| Thesis | |
| Suggestion | |

Outline #2

Use these ideas to write a two-sided argument on: *Are mobile phones a health risk?*

| Introduction | |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General | Mobile phone usage increase = [] last 5 years. [] adults have smart phone. |
| Specific | Mobile phones = lives convenient, connection to friends, family and the Internet. However, [] (RF) radiation = harmful – []. |
| Outline & Thesis | This essay will discuss the positive and negative research into the safety of mobile phone use. [] research but long-term mobile phone usage is a health risk. |

NO**1. RF radiation.**

- RF come from devices such radios and televisions.
- Radios have been used since 1893 and the television since 1939.
- RF devices = safe.

ALL ANSWERS ARE INCLUDED IN PAID VERSION...

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Outline #3

Read the essay on: Are mobile phones a health risk? Fill in the outline (*basic notes only*)

| Introduction | |
|------------------|--|
| General | |
| Specific | |
| Outline & Thesis | |

No- find the main points and support

1. _____

-
-
-

2. _____

-
-

3. _____

-

Yes- find the main points and support

1. _____

-
-
-

2. _____

-
-

3. _____

-
-

| Conclusion | |
|------------|--|
| Summary | |
| Thesis | |
| Suggestion | |

Outline #4 ANSWERS

| Introduction | |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General | Mobile phone usage has increased █ % in the █ years, with one in █ adults owning a smart phone. (Chaffey, 2016). |
| Specific | Mobile phones are making our lives much more convenient with an instant connection to friends, family and the Internet. However, these mobile devices emit a █ (RF) radiation which is claimed to be █ to health and can cause brain tumours. |
| Outline & Thesis | <p>This essay will discuss the positive and negative research into the safety of mobile phone use.</p> <p>It will conclude that there █ in the research of mobile phones being safe and that long-term mobile phone usage is in fact a health risk.</p> |

| NO |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. RF radiation. <ul style="list-style-type: none">• Transmitted safely from other devices such radios and televisions.• Radios have been used since 1893 and the television since 1939.• Long-term use of RF radiation devices is safe. |

ALL ANSWERS ARE INCLUDED IN PAID VERSION...

Writing a two-sided argument essay

Topic: Climate Change **[example]**

Argument: *Is Climate Change a result of human activities?*

Type: Academic [7 sources]

Level: *****[B2/C1]

Lesson Aim

To develop the students' ability to generate main ideas with support and write a two-sided argument essay.

3 types of lesson (writing x2 / reading x1).

1. Writing

- Ask Students to discuss question: *Is Climate Change a result of human activities?*
- Write down the arguments in favour and in opposition.
- Feed in / check key vocabulary (see next page).

Free Writing #1:

1. Distribute **outline #1** (blank).
2. Students complete outline using ideas discussed previously.
3. Students write the essay using the completed outline.
4. Students compare their essay with the model essay.
5. Extra: Reading Exercise.

Guided Writing #2:

1. Distribute **outline#2** (completed with points).
2. Students write the essay using outline.
3. Students compare their essay with the model essay.

Marking student's work:

Use marking code: www.academic-englishuk.com/error-correction

2. Reading

1. Distribute text and **outline #3** (blank).
2. Students read the essay and complete outline with key points and support.
3. Students check answers with **outline #4**.

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Is Climate Change a result of human activities?

C. Wilson (2017)

Key vocabulary

1. Persuasive
2. Climate Change
3. [REDACTED]
4. Greenhouse Gases (GHGs) / [REDACTED] / Methane (CH₄)
5. Sceptics
6. Phenomenon
7. [REDACTED]
8. Prominent
9. Measuring temperature changes: [REDACTED] / corals
10. [REDACTED]
11. Unprecedented
12. 460ppm
13. [REDACTED]
14. Unique
15. Northern hemisphere
16. Millennium
17. [REDACTED]
18. Exaggeration
19. Sensitivity
20. [REDACTED]
21. Controversial
22. A correlation
23. [REDACTED]
24. Aviation industry

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Is Climate Change a result of human activities?

C. Wilson (2017)

Temperatures on earth have increased [REDACTED] the early 20th century. Over this time period, atmospheric levels of greenhouse gases such as carbon dioxide (CO₂) and [REDACTED] notably increased. Many [REDACTED] direct result of human activities, while sceptics claim that these gas and temperature increases are a [REDACTED]. This essay will investigate both sides of [REDACTED] will conclude that the causes of climate change [REDACTED] action is needed to reduce emissions [REDACTED].

There is an overwhelming consensus that human activity is responsible for climate change. The first main argument is that there [REDACTED] within the academic community and research that supports the notion that climate change is human induced. One [REDACTED] is the 2013 Cook Review [REDACTED] studies on climate change which found [REDACTED] (0.7%) explicitly rejected the position that humans are responsible for global warming (Cook et al, 2012). The second argument, again closely [REDACTED], is that the [REDACTED] faster than the natural climate change. Mann et al (2008) found that through comparing data from tree rings, [REDACTED] over the past [REDACTED] temperature records, the rise over the preceding decade had occurred at a rate faster than any warming period over [REDACTED], the Arctic Sea [REDACTED] unprecedented rate of 13.9% per decade with predictions that it will have melted by 2020 (Stroeve et al, 2007). The final argument [REDACTED] which cause [REDACTED] by humans. Recent ice-core research has revealed that gases CO₂, CH₄ and NO₂ started to increase [REDACTED] of the industrial revolution and since then atmospheric levels have increased from 220ppm to [REDACTED]). Overall, there seems to be [REDACTED] that climate change has been caused by human activities.

There are a number of views that try to [REDACTED] that climate change is human made. The first of these is against the published research. Some scientists disagree [REDACTED] (discussed in previous paragraph) due to [REDACTED] the studies gave no position in support or against (Tol, 2016). In fact, a Berkley University survey found [REDACTED] believe [REDACTED] by an equal combination of humans and the environment. A second point is that the climate [REDACTED] and cooled [REDACTED] are within natural temperature fluctuations. Soon and Baliunas (2003) claim that "many records [REDACTED] was probably not the warmest nor a uniquely extreme climatic period of the last millennium." Furthermore, a later study (ibid) [REDACTED] - similar [REDACTED] in the twentieth century before 1990 occurred around AD 1000 to 1100" in the Northern Hemisphere. The [REDACTED] research into climate change [REDACTED] models, which are inadequate and inaccurate. According to Lewis and Curry (2014), a comparison between [REDACTED] than [REDACTED] concluded that "the models are exaggerating climate sensitivity" and overestimate how fast the earth will warm [REDACTED]. In sum, there [REDACTED] and conclusions drawn.

In conclusion, the debate of [REDACTED] result of [REDACTED] controversial. There is significant scientific evidence that many scientists agree, and changes in [REDACTED] closely to [REDACTED]. On the other side, this scientific evidence is questioned and the Earth has been through [REDACTED] in the past. However, [REDACTED] increase in global warming gases and a rise in temperatures is overwhelmingly credible and [REDACTED] is caused from [REDACTED] scientific evidence, it seems obvious that the rise of industries, the aviation industry and urbanisation [REDACTED] more than in the past. Overall, [REDACTED] and societies need to take international action now.

[680 words]

Reference list

Cook, J., Nuccitelli, D., Green, S., Richardson, M., Winkler, B., Painting, R., Way, R., Jacobs, P. and Skuce, A. (2013). Quantifying the consensus on anthropogenic global warming in the scientific literature. *Environ. Res. Lett.*, 8(2), p.024024.

Lewis, N. and Curry, J. (2014). The implications for climate sensitivity of AR5 forcing and heat uptake estimates. *Climate Dynamics*, 45(3-4), pp.1009-1023.

Mann, M., Zhang, Z., Hughes, M., Bradley, R., Miller, S., Rutherford, S. and Ni, F. (2008). Proxy-based reconstructions of hemispheric and global surface temperature variations over the past two millennia. *Proceedings of the National Academy of Sciences*, 105(36), pp.13252-13257.

NOAA Earth System Research Laboratory (2013), *Trends in Atmospheric Carbon Dioxide*. [Online] Available at: <http://ersl.noaa.gov> [Accessed 22 Jul. 2016].

Soon, W. and Baliunas, S. (2003). Global warming. *Physical Geography*, 27(3), pp.448-455.

Stroeve, J., Holland, M., Meier, W., Scambos, T. and Serreze, M. (2007). Arctic sea ice decline: Faster than forecast. *Geophysics Research* 34(9).

Tol, R. (2016). Comment on 'Quantifying the consensus on anthropogenic global warming in the scientific literature'. *Environmental Research*. 11(4), p.46.

Outline #1

Make notes using this outline to plan an essay on: *Is Climate Change a result of human activities?*

| Introduction | |
|------------------|--|
| General | |
| Specific | |
| Outline & Thesis | |

| Yes - write your ideas and support | |
|------------------------------------|--|
| 1.Point / idea: Support: | |
| 2.Point: Support: | |
| 3.Point: Support: | |

| No - write your ideas and support | |
|------------------------------------|--|
| 1.Point / idea: Support: | |
| 2.Point: Support: | |
| 3. Point: Support: | |

| Conclusion | |
|----------------|--|
| Summary | |
| Thesis | |
| Recommendation | |

Outline #2

Use these ideas to write a two-sided argument on: Is Climate Change a result of human activities?

| Introduction | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------|
| General | Temperatures increase = █ F since 20th century. |
| Specific | Greenhouse gases (CO ₂) & (CH ₄) increased= climate change. Scientists = █ = natural process. |
| Outline & Thesis | This essay will investigate both sides of the argument. Unnatural = immediate international action needed. |
| | |

YES

1. Over-whelming academic consensus.

- Climate change = human-made.
- 2013 Cook review 11,944 studies = only 78 studies (0.7%) rejected.

ALL ANSWERS ARE INCLUDED IN PAID VERSION...

Outline #3

Read the essay on: *Is Climate Change a result of human activities?* Fill in the outline (basic notes only)

| Introduction | |
|------------------|--|
| General | |
| Specific | |
| Outline & Thesis | |

| | |
|-----------------------------------------------|----------------------------------------------------------------|
| Yes – find the main points and support | |
| 1. _____ | <ul style="list-style-type: none"> • • |
| 2. _____ | <ul style="list-style-type: none"> • • |
| 3. _____ | <ul style="list-style-type: none"> • • |

| | |
|----------------------------------------------|---------------------------------------------------------------------------|
| No – find the main points and support | |
| 1. _____ | <ul style="list-style-type: none"> • • |
| 2. _____ | <ul style="list-style-type: none"> • • • |
| 3. _____ | <ul style="list-style-type: none"> • • |

| Conclusion | |
|----------------|--|
| Summary | |
| Thesis | |
| Recommendation | |

Outline #4: ANSWERS

| Introduction | |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General | Temperatures on Earth have increased [REDACTED] °F since the early 20th century. |
| Specific | Atmospheric levels of greenhouse gases such as carbon dioxide (CO ₂) and [REDACTED] have increased = Climate Change. Many scientists = human activities. Skeptics = [REDACTED]. |
| Outline & Thesis | This essay will investigate both sides of the argument. Causes of CC are [REDACTED] international action needed. |

YES**1. Over-whelming academic consensus**

- Climate change is human induced.
- The 2013 Cook review of 11,944 peer-reviewed studies on climate change found that only 78 studies (0.7%) explicitly rejected.

ALL ANSWERS ARE INCLUDED IN PAID VERSION...

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Writing a two-sided argument essay

Topic: Vegetarian diet **[example]**

Argument: *Is a vegetarian diet healthier and better for the environment?*

Type: Academic [10 sources]

Level: *****[B2/C1]

Lesson Aim

To develop the students' ability to generate main ideas with support and write a two-sided argument essay.

3 types of lesson (writing x2 / reading x1).

1. Writing

- Ask Students to discuss question: *Is a vegetarian diet healthier and better for the environment?*
- Write down the arguments in favour and in opposition.
- Feed in / check key vocabulary (see next page).

Free Writing #1:

1. Distribute **outline #1** (blank).
2. Students complete outline using ideas discussed previously.
3. Students write the essay using the completed outline.
4. Students compare their essay with the model essay.
5. Extra: Reading Exercise.

Guided Writing #2:

1. Distribute **outline#2** (completed with points).
2. Students write the essay using outline.
3. Students compare their essay with the model essay.

Marking student's work:

Use marking code: www.academic-englishuk.com/error-correction

2. Reading

1. Distribute text and **outline #3** (blank).
2. Students read the essay and complete outline with key points and support.
3. Students check answers with **outline #4**.

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Is a vegetarian diet healthier and better for the environment?

C. Wilson (2017)

Key vocabulary

1. Eating habits
2. Vegetarianism
3. [REDACTED]
4. Efficiency / efficient
5. To feed a population
6. [REDACTED]
7. Cruel & unethical
8. A sentient being
9. [REDACTED]
10. Veal / baby calf
11. A Crate /
12. [REDACTED]
13. Slaughtering
14. Human anatomy / anatomic
15. Carnivores
16. [REDACTED]
17. Greenhouse Gases (GHGs) / Climate Change
18. A dense form of something
19. To elevate
20. [REDACTED]
21. Threats
22. Vitamin B12 / Iron
23. To absorb
24. [REDACTED]
25. Deficit
26. Mono-agriculture
27. [REDACTED]
28. United Nations (UN)

Is a vegetarian diet healthier and better for the environment?

C. Wilson (2017)

Eating habits have changed over the past two decades and with it [redacted] rise in [redacted], the Vegsoc.org (2016) claims that 17% of the population in the U.K are vegetarian and this is evidenced in the increase [redacted] in most restaurants. There are many reasons for the growth, but recent research suggests that people believe [redacted], and growing food [redacted] is less polluting to the environment. Proponents for the meat industry argue that eating meat has been a natural human evolution, [redacted] way to feed the ever-growing [redacted] will discuss the arguments for and [redacted] that a vegetarian diet is healthier and [redacted].

There are three main reasons why a vegetarian diet is healthier and better for the environment. The most significant point is that eating [redacted]. Animals are [redacted] of fear, stress and pain. It could be argued that animals have equal rights to live and be free and farming practice [redacted] (HSUS, 2011). The veal meat industry is a convincing example of extreme cruelty, whereby a calf is held in a crate, [redacted] weeks before [redacted] is to keep the meat tender. The second argument is that there is significant scientific and medical evidence that [redacted] support a primarily vegetarian diet. Humans are considerably different to carnivores in that their teeth are not similar and the [redacted] carnivore allows [redacted]. Millward's (1999) research has highlighted that a vegetarian diet improves health, can meet all the protein needs and [redacted] Dietetic Association (2009) state that meat is not essential for a healthy diet. A final argument [redacted] is that a vegetarian diet leads to lower Greenhouse gases (GHGs). The meat industry produces 54% more [redacted] responsible for [redacted], which causes climate change. According to the United Nations Environment Programme (2014), a "worldwide [redacted]" is necessary to stop the worst effects of global climate change. Overall, a vegetarian diet would [redacted] the planet and its people.

In balance, proponents for the meat industry have three opposing views to the arguments of vegetarianism. The most significant is that eating meat is [redacted] of the cycle of [redacted]. Human beings have been eating meat for 2.3 million years and according to Wyness et al., (2011) this [redacted] have not only ensured our survival but also the development of the brain and intelligence. A further point is that [redacted] elevate the value of [redacted]. Research by Simmons (2009), shows that plants respond electrochemically to threats and may feel fear, [redacted]. The second strongest argument is that meat is the best source of iron and vitamin B12. Peer reviewed [redacted] (1995) has shown [redacted] iron through meat but only 20% through plants. In addition, the same research highlighted that [redacted] as opposed to 1:20 [redacted] argument is that raising beef is the most efficient way to produce food for humans. Simmons (2009) states [redacted] not suitable

for growing crops. [redacted] to be based primarily on cereals and beef, and changes in methods would take years, if not centuries (ibid). In sum, there are [redacted] industry.

In conclusion, both sides of the argument have merit. A vegetarian diet seems to be more humane, [redacted], and a meat diet is part of [redacted], more nutrient absorbing and an efficient way of using land. However, the evidence that a [redacted] is relatively conclusive and [redacted] towards a greener lifestyle and planet. Growing crops are much less polluting, and reducing [redacted] for all nations, [redacted] r changes that need to take place. Overall, this essay supports the views of the UN Environmental programme, which [redacted] will help prevent climate change.

[750 words]

Reference list

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Fenech, M. and Rinaldi, J. (1995). A Comparison of Lymphocyte Micronuclei and Plasma Micronutrients in Vegetarians and Non-Vegetarians. *Carcinogenesis*, 16(2), pp.223-230.

HumaneSociety.org (HSUS) (2011). An HSUS Report: The Welfare of Animals in the Veal Industry. [online] Available at: <http://www.humaneSociety.org> [Accessed 22 Jul. 2016].

Millward, D. (1999). The Nutritional Value of Plant-based Diets in Relation to Human Amino Acid and Protein Requirements. *Proceedings of the Nutrition Society*, 58(02), pp.249-260.

Scarborough, P., Appleby, P., Mizdrak, A., Briggs, A., Travis, R., Bradbury, K. and Key, T. (2014). Dietary Greenhouse Gas Emissions of Meat-eaters, Fish-eaters, Vegetarians and Vegans in the UK. *Climatic Change*, 125(2), pp.179-192.

Schroeder, W. and Kort, J. (2001). Proceedings of the 7th Biennial Conference on Agroforestry in North America and 6th Annual Conference of the Plains and Prairie Forestry Association, August 13-15, 2001. Regina, Sask.: *Plains and Forestry Association*.

Simmons, A. (2009). Until the Cows come Home. *Agriculture & Farming Journal* 9 (1), pp.1-10.

United Nations Environmental Programme (UNEP) (2014). Climate Change. *Publications / UNEP.org*. [online] Available at: <http://web.unep.org/climatechange/cop21/publications> [Accessed 22 Jul. 2016].

Vegsoc.org. (2016). *Vegetarian Society: fact sheet and statistics*. [online] Available at: <https://www.vegsoc.org/statistics> [Accessed 22 Jul. 2016].

Wyness, L., Weichselbaum, E., O'Connor, A., Williams, E., Benelam, B., Riley, H. and Stanner, S. (2011). Red Meat in the Diet: an update. *Nutrition Bulletin*, 36(1), pp.34-77.

Outline #1

Make notes using this outline to plan an essay on: Is a Vegetarian diet healthier and better for the environment?

| Introduction | |
|---------------------|--|
| General | |
| Specific | |
| Outline & Thesis | |

No - write your ideas and support

1.Point / idea:

Support:

2.Point:

Support:

3.Point

Support:

Yes - write your ideas and support

1.Point / idea:

Support:

2.Point:

Support:

3.Point:

Support:

| Conclusion | |
|-------------------|--|
| Summary | |
| Thesis | |
| Prediction | |

Outline #2

Use these ideas to write a two-sided argument on: Is a vegetarian diet healthier and better for the environment?

| Introduction | |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General | Eating habits = changed last 10 years > in vegetarianism. |
| Specific | ██████████ U.K vegetarian, > veg. dishes restaurants. Vegsoc.org. (2016) For a vegetarian diet = healthier /growing food < polluting. Against= ██████████ natural human evolution & ██████████ human population. |
| Outline & Thesis | This essay will discuss the arguments for and against. A vegetarian diet is healthier and greener for the planet. |

YES

1. Cruel & unethical.

- Animals are sentient beings = fear, stress and pain.
- Animals = equal rights to live and be free & farming takes this away (HSUS, 2011).
- Example of cruelty = The veal meat industry = calf held in a crate, unable to move (to keep meat tender), for 20 weeks before slaughtering.

ALL ANSWERS ARE INCLUDED IN PAID VERSION...

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Outline #3

Read the essay on: *Is a vegetarian diet healthier and better for the environment?*

Fill in the outline (*basic notes only*)

| Introduction | |
|------------------|--|
| General | |
| Specific | |
| Outline & Thesis | |

Yes – find the main points and support

1. _____

-
-
-

2. _____

-
-
-
-

3. _____

-
-
-

No— find the main points and support

1. _____

-
-
-
-

2. _____

-
-

3. _____

-
-

| | |
|-------------------|--|
| Conclusion | |
| Summary | |
| Thesis | |
| Prediction | |

Outline #4: ANSWERS

| Introduction | |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General | Eating habits have changed over the past two decades and with it has been the rise in vegetarianism. |
| Specific | Vegsoc.org. (2016) [redacted] vegetarian, increase in veg. dishes restaurants. For = vegetarian diet is healthier & [redacted] the environment. Against = eating meat is natural human [redacted] feed human population. |
| Outline & Thesis | This essay will discuss the arguments for and against. A vegetarian diet is healthier and greener for the planet. |

YES**1. Cruel & unethical.**

- Animals are sentient beings that have the emotions of fear, stress and pain.
- Animals have equal rights to live and be free and farming practice takes away this privilege (HSUS, 2011).
- The veal meat industry - example of cruelty, calf held in a crate, unable to move for up to 20 weeks before slaughtering.

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Writing a two-sided argument essay

Topic: Obesity [example]

Argument: *Is obesity a disease?*

Type: Academic [9 sources]

Level: **** [B2/C1]

Lesson Aim

To develop the students' ability to generate main ideas with support and write a two-sided argument essay.

3 types of lesson (writing x2 / reading x1).

1. Writing

- Ask Students to discuss question: *Is obesity a disease?*
- Write down the arguments in favour and in opposition.
- Feed in / check key vocabulary (see next page).

Free Writing #1

1. Distribute **outline #1** (blank).
2. Students complete outline using ideas discussed previously.
3. Students write the essay using the completed outline.
4. Students compare their essay with the model essay.
5. Extra: Reading Exercise.

Guided Writing #2:

Distribute **outline#2** (completed with points).

- Students write the essay using outline.
- Students compare their essay with the model essay.

Marking student's work:

Use marking code: www.academic-englishuk.com/error-correction

2. Reading

- Distribute text and **outline #3** (blank).
- Students read the essay and complete outline with key points and support.
- Students check answers with **outline #4**.

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Is obesity a disease?

C. Wilson (2017)

Key vocabulary

1. Overweight / obese / obesity
2. Epidemic
3. Virus / a disease
4. [REDACTED]
5. To categorise
6. An impairment
7. Symptoms
8. [REDACTED]
9. Inherited
10. Sickle-cell Anemia and Tay-sachs [google this]
11. Over-whelming support
12. [REDACTED]
13. Preventable
14. Over-indulgence
15. Respiratory problems
16. [REDACTED]
17. Genetic disorder
18. To disprove something
19. [REDACTED]
20. Commuting
21. [REDACTED]
22. Genetic tendencies

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Is obesity a disease?

C. Wilson (2017)

In the last 60 years, western societies have changed significantly. Now, most people travel around in cars and families [redacted] playing video [redacted]. All these new trends have resulted in individuals becoming more overweight. Obesity, defined as [redacted] that it [redacted] become [redacted] in three Americans being obese (TOS, 2015). Many people claim that obesity is the result of individuals [redacted] not doing enough [redacted] state that obesity is either a disease like a virus or cancer or is genetic in that genes are passed down [redacted]. This essay will discuss the arguments on both sides and conclude that obesity is not a disease nor is it genetic, but solely [redacted] and [redacted] yles.

There are three main arguments that provide evidence for obesity being a disease. The first main argument is that obesity meets [redacted]. This can be categorised from [redacted] Association (2013) which identified three criteria to define disease: 1. "an impairment of the [redacted] of the body"; 2. "characteristic signs and symptoms"; and 3. "harm or morbidity". All these factors match [redacted] medical groups such as [redacted] Administration (FDA), the American Heart Association, the American College of Cardiology and the Obesity Society, have [redacted] (ibid). The second most popular [redacted] obesity is a human inherited disorder known [redacted] anemia and Tay-Sachs, [redacted]. Stunkard et al., (1990) research highlighted that obesity can be inherited in the same way as height. A more recent study by [redacted] of obesity to the "[redacted]" (FTO) gene. A final supporting argument is that obesity has always been historically referenced as a disease. For example, from as early [redacted], evidence suggests that physician Thomas Sydenham (1624-1689) wrote, "Corpulency [obesity] [redacted] the diseases [redacted] in the functions of some of the organs". (Allison et al, 2008). Overall, there is over-whelming [redacted] as a disease.

Although the official stance on obesity is that it is a disease, there are a significant amount of facts [redacted]. The most important [redacted]. This concept is divided into three parts. Firstly, according to the Nestle (2000), obesity is comparable [redacted] in that over-[redacted] a health risk. Overeating and lack of exercise increase all known associated risk factors such as heart disease, [redacted]. Therefore, obesity [redacted] but the effects can be. Secondly, obesity is a result of eating too much. Bridges' (2011) study into daily [redacted] American man and woman found that people consumed 22% over the recommended figure of [redacted] women [redacted] calories for men. The study [redacted] people are overweight in the USA and 1:6 are obese, all of which was caused by an over-[redacted], a more recent study found no connection with genetic disorders and obesity, therefore [redacted] original [redacted] (Greenhill, 2015). Finally, sedentary lifestyles are a major cause of obesity. A recent NHS survey and [redacted] in obesity in

the UK is linked to an [redacted], the availability of convenience food and a change in lifestyle. Compared to 40 years ago, people [redacted], sitting in front of a [redacted] playing video games, and generally exercising less (Rolls, 2007). In 1960 50% of jobs required [redacted] compared to just 20% of [redacted]. In sum, it seems reasonably clear that obesity is connected more to over-eating and sedentary lifestyle.

In conclusion, the arguments for obesity being a disease are valid in that professional bodies endorse this view, it has [redacted] and has [redacted]. The arguments against are that it is easily preventable, people are eating far more today than in the [redacted] have become [redacted]. This paper concludes that obesity is not a disease as the evidence highlights. In the last 60 years changes in [redacted] have resulted in a significant increase [redacted]. It is therefore recommended that [redacted] in reducing sugar in foods and [redacted] exercise more.

[765 words]

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Outline #1

Make notes using this outline to plan an essay on: 'Is obesity a disease?'

| Introduction | |
|------------------|--|
| General | |
| Specific | |
| Outline & Thesis | |

No - write your ideas and support

1. Point / idea:

Support:

2. Point:

Support:

3. Point:

Support:

Yes - write your ideas and support

1. Point / idea:

Support:

2. Point:

Support:

3. Point:

Support:

| Conclusion | |
|----------------|--|
| Summary | |
| Thesis | |
| Recommendation | |

Outline #2

Use these ideas to write a two-sided argument on: Is obesity a disease?

| Introduction | |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| General | last 60 years, societies changed significantly – driving cars, watching TV, video games, eating out. |
| Specific Definition | New trends = [REDACTED] Obesity definition = being overweight affects your health. |
| Two viewpoints | [REDACTED] obese (TOS, 2015). Eating too much + not enough exercise. Other people claim it's a [REDACTED] or cancer but also genetic. |
| Outline & Thesis | This essay will discuss the arguments on both sides and conclude that obesity is [REDACTED] and [REDACTED] lifestyles. |

Yes

1. Evidence of a 'disease'.

- The American Medical Association's (2013), three criteria: 1. “an impairment of the normal functioning of some aspect of the body”; 2. “characteristic signs and symptoms”; and 3. “harm or morbidity”. Obesity is a disease.
- The government medical groups Food and Drug Administration (FDA), the American Heart Association, the American College of Cardiology, and the Obesity Society state that it is a disease.

ALL ANSWERS ARE INCLUDED IN PAID VERSION...

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Outline #3

Read the essay on: *Is obesity a disease?* Fill in the outline *(basic notes only)*

| Introduction | |
|------------------------------------------|--|
| General | |
| Specific Definition Two viewpoints | |
| Outline & Thesis | |

Yes – find the main points and support

1. _____

-
-
-

2. _____

-
-
-

3. _____

-
-
-

No— find the main points and support

1. _____

-
-

2. _____

-
-
-

3. _____

-

| | |
|-------------------|--|
| Conclusion | |
| Summary | |
| Thesis | |
| Recommendation | |

Outline #4 ANSWERS

| Introduction | |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| General | Last [REDACTED], western societies have changed significantly. People drive more, families [REDACTED] & eat out. |
| Specific | New trends have resulted in individuals becoming more overweight. |
| Definition | Obesity, defined [REDACTED] |
| Two viewpoints | Epidemic with one in three Americans being obese (TOS, 2015). Many [REDACTED] Other people = obesity is [REDACTED] but also genetic. |
| Outline & Thesis | This essay will discuss the arguments on both sides and conclude that obesity is not a disease or genetic but solely connected to [REDACTED]. |

| Yes |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Evidence of a 'disease'.</p> <ul style="list-style-type: none"> The American Medical Association's (2013), three criteria: 1. "an impairment of the normal functioning of some aspect of the body"; 2. "characteristic signs and symptoms"; and 3. "harm or morbidity". The government medical groups Food and Drug Administration (FDA), the American Heart Association, the American College of Cardiology, and the Obesity Society have identified obesity as a disease (ibid). |

ALL ANSWERS ARE INCLUDED IN PAID VERSION...

Writing a two-sided argument essay

Topic: Social Media **[example]**

Argument: *Is social media a benefit for society?*

Type: Academic [8 sources]

Level: **** [B2/C1]

Lesson Aim

To develop the students' ability to generate main ideas with support and write a two-sided argument essay.

3 types of lesson (writing x2 / reading x1).

1. Writing

- Ask Students to discuss question: *Is social media a benefit for society?*
- Write down the arguments in favour and in opposition.
- Feed in / check key vocabulary (see next page).

Free Writing #1

1. Distribute **outline #1** (blank).
2. Students complete outline using ideas discussed previously.
3. Students write the essay using the completed outline.
4. Students compare their essay with the model essay.
5. Extra: Reading Exercise.

Guided Writing #2:

Distribute **outline#2** (completed with points).

- Students write the essay using outline.
- Students compare their essay with the model essay.

Marking student's work:

Use marking code: www.academic-englishuk.com/error-correction

2. Reading

- Distribute text and **outline #3** (blank).
- Students read the essay and complete outline with key points and support.
- Students check answers with **outline #4**.

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Is social media a benefit to society?

C. Wilson (2017)

Key vocabulary

Check this vocabulary before you read

1. Popularity
2. Biographical profiles
3. [REDACTED]
4. To facilitate political change
5. A frivolous activity
6. [REDACTED]
7. A wider pool of employees
8. Capabilities
9. [REDACTED]
10. Isolated generation
11. To distinguish
12. [REDACTED]
13. To infringe copyrights
14. Piracy
15. [REDACTED]
16. To affect personality
17. The real world
18. [REDACTED]
19. Loneliness
20. Face-to-face interaction
21. [REDACTED]
22. To combat the negatives

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Is social media a benefit to society?

C. Wilson (2017)

Social media has exploded in [REDACTED]. In fact, the popularity of sites like Facebook, Instagram, Twitter and LinkedIn have grown by 36% since 2008 (Jordan, 2015). On social [REDACTED] profiles, communicate [REDACTED] and share thoughts, photos and similar media. [REDACTED] of social networking sites claim that [REDACTED] interaction with friends and family, [REDACTED] and facilitate social and political change. Opponents of social networking state that sites prevent face-to-face communication, [REDACTED] and alter [REDACTED]. This essay examines both the arguments for and against, and puts forward the proposal that it is [REDACTED]. For the purpose of this paper, [REDACTED] (SNS), social media sites (SMS), [REDACTED] (SN) will be used inter-changeably but will carry the same meaning.

There is a significant amount of evidence that supports the notion of social media being a benefit for society. This first main benefit is that social media [REDACTED] than [REDACTED]. Recent research by Kidwali & Imperatore (2016) highlight that over 50% of people learn about [REDACTED] and more [REDACTED] of [REDACTED] and editors use sites like Facebook and LinkedIn for story research. A second significant benefit is that social media [REDACTED] networks to advertise or find employees because they offer a wider pool of applicants and more efficient searching capabilities. To [REDACTED] of [REDACTED] on two or more [REDACTED] of these companies hired through LinkedIn (Wolburg, 2015). A final point is that SMS are a benefit for the economy. This divides [REDACTED]. In the political arena, SNS have increased voters' participation. Facebook users have reported that communication between [REDACTED] and campaigns [REDACTED] and been more persuasive in encouraging people to vote than in the past. For example, during the recent [REDACTED] UK, 2016), the readily available information and sharing of views on social sites encouraged [REDACTED], 2016). With regards to the financial benefits of SMS, the industry generates up to £1.3trillion to the [REDACTED]. Overall, the immense amount of available information shared and positive benefits for the [REDACTED] of SNS.

There is also evidence that suggests SNS are not beneficial to society and in fact are [REDACTED]. The first main detrimental effect of SNS is information sharing. Much of the information being shared on these sites is not [REDACTED] are sometimes written [REDACTED], it can be difficult to distinguish the difference. Many social network users fail to realise that SNS lack [REDACTED] posted can be accessed and used by anyone. In a recent survey by Boyd & Hargittai (2015), [REDACTED] users were unaware of Facebook's privacy policy. Of course sharing media content information such as [REDACTED] infringe copyrights and cause artists, musicians and writers to lose income. It has been estimated that [REDACTED] (CSIS, 2014). The second [REDACTED]. Young people in particular waste hours sending

messages, checking for replies and updating profiles. Bruns (2015) [redacted] average 18-year [redacted] on SMS, and cites recent research which highlighted that two thirds of teachers claim heavy use [redacted] grades at school. The final negative point associated with SNS is that it affects personality and behaviour. In terms of [redacted] on SNS can create [redacted] become less connected to the real world. This can lead to a higher risk of depression, low self-[redacted] (Steijn, 2014). In fact, [redacted] is changing behaviour and reducing the ability to spend time interacting face-to-face with family and friends. [redacted] together than [redacted] are being blamed for this (ibid). In sum, the negative impact of information sharing, the highly addictive nature and [redacted] reasons against SNS being a benefit to society.

In conclusion, it is true that there are many negatives connected to SMS; however, the main benefits of improving [redacted] and [redacted] outweigh those negatives. Countries need economic growth to create prosperity and more opportunities for [redacted] can be done through SMS. It is therefore recommended that to combat the negatives, SMS need [redacted] on [redacted] materials and [redacted] for those who have become isolated.

(800 words)

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Wolburg, J. (2010). Online Public Relations: A Practical Guide to Developing an Online Strategy in the World of Social. *Journal of Consumer Marketing*, 27(5), pp.481-482

Outline #1

Make notes using this outline to plan an essay on: *Is social media a benefit for society?*

| Introduction | |
|------------------|--|
| General | |
| Specific | |
| Outline & Thesis | |

| Positives - write your ideas and support | |
|------------------------------------------|--|
| 1. Point / idea: Support: | |
| 2. Point: Support: | |
| 3. Point: Support: | |

| Negatives -write your ideas and support | |
|-----------------------------------------|--|
| 1. Point / idea: Support: | |
| 2. Point: Support: | |
| 3. Point: Support: | |

| Conclusion | |
|-----------------|--|
| Summary | |
| Thesis | |
| Recommendations | |

Outline #2

Use these ideas to write a two-sided argument on: Is social media a benefit for society?

| Introduction | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| General | Social media > [redacted] Social media sites > [redacted] 2008. Activities = profiles, communicate & sharing thoughts, photos (Jordan, 2015). |
| Specific | Proponents - interaction friends & family, [redacted] and help change. Opponents – [redacted] waste time & impact behaviour. |
| Outline & Thesis | Examine both the arguments for & against. Conclude that they are beneficial for society. |
| Clarify terms | (SNS), (SMS), (SN) used inter-changeably - carry the same meaning. |

Positives

1. Spread information faster (than any other media).

- >50% of people learn news (Kidwali & Imperatore, 2016).
- media journalists for story research.

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Outline #3

Read the essay on: *Is social media a benefit for society?* Fill in the outline (basic notes only)

| Introduction | |
|---------------------|--|
| General | |
| Specific | |
| Outline & Thesis | |
| Clarity of terms | |

| | |
|-----------------------------------------------------|--------------------------------------------------------------------------------------|
| Positives - find the main points and support | |
| 1. _____ | <ul style="list-style-type: none"> • • • |
| 2. _____ | <ul style="list-style-type: none"> • • • |
| 3. _____ | <ul style="list-style-type: none"> • • • • |

| | |
|-----------------------------------------------------|--------------------------------------------------------------------------------------|
| Negatives - find the main points and support | |
| 1. _____ | <ul style="list-style-type: none"> • • • • |
| 2. _____ | <ul style="list-style-type: none"> • • • |
| 3. _____ | <ul style="list-style-type: none"> • • • • |

| Conclusion | |
|-------------------|--|
| Summary | |
| Thesis | |
| Recommendations | |

Outline #4 ANSWERS

| Introduction | |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General | Social media has exploded [REDACTED]. Popularity of sites grown [REDACTED] since 2008. Profiles, communicate & sharing thoughts, [REDACTED] (Jordan, 2015). |
| Specific | Proponents = interaction friends & family, share info and facilitate change. Opponents = prevent [REDACTED], waste time & behaviour. |
| Outline & Thesis | Examine both the arguments for & against. Put forward the proposal that it is beneficial for society. |
| Clarify terms | (SNS), (SMS), (SN) used inter-changeably carry the same meaning. |

| Positives | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 1. Spread information faster (than any other media). <ul style="list-style-type: none">• >50% of people learn about breaking news (Kidwali & Imperatore, 2016).• Media journalists for story research. | |
| 2. Effective method of creating employment. <ul style="list-style-type: none">• Employers advertise or find employees = wider applicants & searching capabilities.• 64% of companies are on two or more social networks.• 89% of these hired through LinkedIn (Wolburg, 2015). | |

ALL ANSWERS ARE INCLUDED IN PAID VERSION...

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