



## Two-sided Argument Essay Book x10

### Contents:

#### General arguments (no sources)

1. Should parents educate their children at home? [440 words] \*\*\*\*\*[A2/B1]
2. Is advertising a benefit for society? (550 words) \*\*\*\*\*[B1/B2]
3. Is a UK university degree worth the money? [633 words] \*\*\*\*\*[B1/B2]
4. Should guns be banned? (700 words) \*\*\*\*\*[B1/B2]
5. Can wind energy replace electricity power stations? (720 words) \*\*\*\*\*[B1/B2]

#### 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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# Two-sided General Argument Essays



## Two-sided Argument Essays [\[examples\]](#)

### Contents:

#### General arguments (no sources)

1. Should parents educate their children at home? [440 words] \*\*\*\*\*[A2/B1]
2. Is advertising a benefit for society? (550 words) \*\*\*\*\*[B1/B2]
3. Is a UK university degree worth the money? [633 words] \*\*\*\*\*[B1/B2]
4. Guns should be banned. (700 words) \*\*\*\*\*[B1/B2]
5. Can wind energy replace electricity power stations? (720 words) \*\*\*\*\*[B1/B2]

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

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## Writing a two-sided argument essay

Topic: Education [free download]

**Argument:** *Should parents educate their children at home?*

**Type:** General

**Level:** \*\*\*\* [A2/B1/B2]

### 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 topic: *Should parents educate their children at home?*
- 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](http://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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## **Should parents educate their children at home?**

C. Wilson (2016)

### **Key vocabulary**

1. Home tuition
2. 'To find it difficult to fit in' [phrase]
3. To be gifted
4. To realise your potential
5. To opt out of something
6. A harmful influence
7. Truancy
8. Adolescents
9. To be led astray
10. Peers
11. Isolated
12. To socialise
13. Drama (the subject)
14. Laboratories
15. Expertise
16. English literature
17. Disciplined
18. Preferable
19. Protection
20. A severely-disabled child

## **Should parents educate their children at home?**

C. Wilson (2016)

In Britain some parents are now choosing to educate their children at home. This is often because some children find it difficult to fit into the school system because they are especially gifted or have problems of some kind. However, despite the various arguments that have been put forward for home tutoring, this essay will argue that it is better for a child to be educated at school.

Teaching children at home has a number of advantages. Firstly, parents feel that their children will be able to realise their potential better if they can work at their own rate and concentrate on specific subjects. For example, there have been cases of children who have gone to university as young as twelve or thirteen because they are especially gifted and have opted out of the school system. Parents feel that they will also be able to protect their children from harmful influences they may encounter at school if they keep them at home. Problems such as truancy and drugs are common and adolescents particularly can be led astray by their peers. Thus, school can prevent learning from taking place effectively.

However, there are also arguments in support of sending children to school rather than educating them at home. First of all, children are isolated at home. At school, on the other hand, they are able to socialise and meet people of different ages and so become increasingly independent. Children also need their peers to do subjects like sports and drama. Another important point is that schools have more resources and equipment than can be provided at home such as libraries, sports equipment and laboratories for science experiments. A final argument is that school can offer a much wider range of subjects and expertise than parents can provide on their own. Parents would need to have a whole range of professional knowledge in science subjects like physics and chemistry to English literature and economics. It is also questionable whether parents could keep a disciplined study atmosphere at home because of the friendly family atmosphere. In sum, home tuition can affect social independence and fail to provide the correct resources and professional teaching.

To sum up, it seems that education at school is preferable to learning at home. Although home education aids concentration and protection, it limits socialising, availability of resources and professional teaching. There may be particular cases where home tutoring would be advantageous, such as for severely disabled children; however, for the vast majority of children there are greater benefits from going to school.

[440 words]

**Outline #1**

*Make notes using this outline to plan an essay on: Should parents educate their children at home?*

| <b>Introduction</b> |  |
|---------------------|--|
| 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:

| <b>Conclusion</b> |  |
|-------------------|--|
| Summary           |  |
| Thesis            |  |
| Recommendation    |  |

## **Outline #2**

*Use these ideas to write a two-sided argument on: Should parents educate their children at home?*

| <b>Introduction</b> |  |
|---------------------|--|
| General             | Parents educate children at home.  |
| Specific            | Some children find it difficult to fit in school system.                   |
| Outline & Thesis    | Look at the arguments for and against.<br>Better to be educated at school. |

| <b>YES</b>   |
|--|
| <b>1. Better potential.</b> <ul style="list-style-type: none"><li>• Work at own rate.</li><li>• Concentrate on specific subjects.</li><li>• Example: University at 12 or 13 years old (gifted home educated students).</li></ul> |
| <b>2. Protection.</b> <ul style="list-style-type: none"><li>• Harmful influences.</li><li>• Truancy and drugs.</li></ul>   |

| <b>No</b>   |
|---|
| <b>1. Isolation.</b> <ul style="list-style-type: none"><li>• Socialisation / meet people = independence.</li><li>• Peers for sport.</li></ul>   |
| <b>2. Resources &amp; equipment.</b> <ul style="list-style-type: none"><li>• Schools have libraries, sports equipment and laboratories for science experiments.</li></ul>   |
| <b>3. Expertise.</b> <ul style="list-style-type: none"><li>• Parent's lack of professional knowledge (don't know all subjects).</li><li>• Control the studying atmosphere (too many distraction at home).</li></ul> |

| <b>Conclusion</b> |  |
|-------------------|--|
| Summary           | Home education = concentration and protection.<br>Schools = socialising, resources, professional teaching. |
| Thesis            | Greater benefits from going to school.   |
| Recommendation    | Severely-disabled children = home education.   |



**Outline #3**

Read the essay on: *Should parents educate their children at home?*

Fill in the outline (*basic notes only*)

| <b>Introduction</b> |  |
|---------------------|--|
| General             |  |
| Specific            |  |
| Outline & Thesis    |  |

|   |   |
|---|---|
| <b>Yes – find the main points and support (bullet points)</b> |   |
| 1. _____  | <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> |
| 2. _____  | <ul style="list-style-type: none"><li>•</li><li>•</li></ul>           |

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

| <b>Conclusion</b> |  |
|-------------------|--|
| Summary           |  |
| Thesis            |  |
| Recommendation    |  |

## **Outline #4: ANSWERS**

| <b>Introduction</b> |  |
|---------------------|--|
| General             | Parents educate children at home.  |
| Specific            | Some children find it difficult to fit in school system.                   |
| Outline & Thesis    | Look at the arguments for and against.<br>Better to be educated at school. |

| <b>YES</b>  |
|---|
| <b>1. Better potential</b> <ul style="list-style-type: none"> <li>• Work at own rate.</li> <li>• Concentrate on specific subjects.</li> <li>• Example: University at 12 or 13.</li> </ul> |
| <b>2. Protection</b> <ul style="list-style-type: none"> <li>• Harmful influences.</li> <li>• Truancy and drugs.</li> </ul>  |

| <b>No</b>   |
|---|
| <b>1. Isolation</b> <ul style="list-style-type: none"> <li>• Socialisation / meet people = independence.</li> <li>• Peers for sport</li> </ul>                |
| <b>2. Resources &amp; equipment</b> <ul style="list-style-type: none"> <li>• Libraries, sports equipment and laboratories for science experiments.</li> </ul> |
| <b>3. Expertise</b> <ul style="list-style-type: none"> <li>• Parent's lack professional knowledge.</li> <li>• Control the studying atmosphere.</li> </ul>     |

| <b>Conclusion</b> |  |
|-------------------|--|
| Summary           | It is fair to assume that home education aids concentration and protection, but it also limits socialising, availability of resources and professional teaching. |
| Thesis            | For the vast majority of children, there are greater benefits from going to school.  |
| Recommendation    | Home education is advantageous for severely disabled children.   |

## Writing a two-sided argument essay

### Topic: Advertising example

**Argument:** *Is advertising a benefit for society?*

**Type:** General

**Level:** \*\*\*\* [B1/B2]

### 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 advertising 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:

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](http://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 advertising a benefit for society?

C. Wilson (2016)

### Key vocabulary

1. Persuasive
2. To be exposed to...
3. Billboards
4. A colleague
5. [REDACTED]
6. Materialistic
7. Essential
8. [REDACTED]
9. Beneficial
10. Dissatisfied
11. Frustration
12. [REDACTED]
13. Well-off
14. Prosperity

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## Is advertising a benefit for society?

C. Wilson (2016)

Advertising is a powerful and persuasive medium. We are all exposed to many different forms of [REDACTED], whether this is on billboards on the way to work, pop up adds on the Internet, or friends or colleagues [REDACTED]. It has been argued that this is an intrusion in our daily lives, and the pressure on us to spend money to keep up [REDACTED]. Others, however, enjoy [REDACTED] creative industry brings to everyday life and our own individualism. This essay will discuss the positives [REDACTED] conclude [REDACTED] advertising is highly negative as it creates a materialistic society.

Many of the main arguments for advertising is that it generates wealth for a country and therefore this improves the economy. This can [REDACTED]; Firstly, taxes, which are paid on goods sold, help governments pay for essential services such as education and [REDACTED] number of jobs created [REDACTED] and servicing these goods helps to reduce unemployment, which is the second area of importance. The third point [REDACTED] for a large number of sporting events and artistic performances, which would otherwise not [REDACTED] who advertise their products, these events would disappear due to lack of funding. In other words, [REDACTED] promoted through advertising, it is beneficial to both the consumer and society.

On the other hand, the main arguments against advertisements can also be divided into three main areas. Firstly, [REDACTED] to be dissatisfied [REDACTED] have and encourages them to want more. Being exposed again and again to products which one cannot [REDACTED] and dissatisfaction. [REDACTED] is cost. Not all parents are in a position to afford the goods which their children see advertised and want to own. [REDACTED] inadequacy, [REDACTED] well-off members of society. In addition to this, and the final issue is that advertising creates [REDACTED] to place too much [REDACTED]. The fact that people are prepared to work long hours, or even turn to crime in order to gain the goods on offer shows [REDACTED] to go to great [REDACTED] living as those they see around them. Thus, it could be argued that neither crime nor the stress caused by [REDACTED] society.

In conclusion, it [REDACTED] provides a range of benefits for economic prosperity. However, the drawbacks of creating [REDACTED] based around [REDACTED], far outweigh the advantages. Therefore, advertising does not benefit the majority of people in society. Societies [REDACTED] for happiness and [REDACTED] offer this. The famous American industrialist Harper (1980) summarises advertising as only being "found [REDACTED] the point of satisfying basic needs".

[550 words]

**Outline #1**

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

| 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 advertising a benefit for society?*

| Introduction     |  |
|------------------|--|
| General          | Advertising = different forms - billboards/pop up ads/friends.   |
| Specific         | Pressure / stressful to keep up.<br>[REDACTED]   |
| Outline & Thesis | This essay will discuss the positives and negatives.<br>Advertising is negative = materialistic society. |

| NO  |
|---|
| 1. Taxes. <ul style="list-style-type: none"><li>• Governments.</li><li>• [REDACTED]</li></ul> |

**ALL ANSWERS ARE INCLUDED IN PAID VERSION...**

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### **Outline #3**

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

| <b><u>Introduction</u></b> |  |
|----------------------------|--|
| General                    |  |
| Specific                   |  |
| Outline & Thesis           |  |

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

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

| <b><u>Conclusion</u></b> |  |
|--------------------------|--|
| Summary                  |  |
| Thesis                   |  |
| Recommendation           |  |
| Quotation                |  |



**Outline #4: ANSWERS**

| Introduction     |   |
|------------------|---|
| General          | Advertising is a powerful and [REDACTED]. Different forms of advertising on a daily basis - billboards/pop up ads on the Internet, or friends or colleagues [REDACTED] 'must have'. |
| Specific         | An intrusion in our daily life, [REDACTED] / stressful. However, variety, [REDACTED] / own individualism.   |
| Outline & Thesis | This essay will discuss the positives and negatives.<br>The current process [REDACTED] as it creates a materialistic society.   |

**NO****1. Taxes.**

- Governments [REDACTED]
- Such as education and health care.

**ALL ANSWERS ARE INCLUDED IN PAID VERSION...**

## Writing a two-sided argument essay

Topic: The Cost of a Degree [example]

**Argument:** *Is a university degree worth the cost?*

**Type:** General

**Level:** \*\*\*\*[B1/B2]

### 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 university degree worth the cost?*
- 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](http://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 UK university degree worth the money?

C. Wilson (2017)

### Key vocabulary

1. Incredibly popular
2. College & university
3. An integral part of something
4. Necessity
5. Trebled
6. [redacted]
7. A graduate
8. Expertise
9. A career
10. A [redacted]
11. Networking
12. Critical thinking skills (analyse & evaluate)
13. Innovation / innovative
14. [redacted]
15. A production line (in a factory)
16. Individual attention
17. '[redacted]' [a phrase]
18. Guarantees
19. A swamped job market
20. [redacted]
21. Student loans / student debt
22. Redundant educational investment
23. Merits
24. To [redacted] [idiom]
25. Ranking

## **Is a UK university degree worth the money?**

C. Wilson (2017)

University education in the U.K has become incredibly popular for young people with on average [REDACTED] students going on [REDACTED]. Such high numbers seem to suggest that a degree qualification has become a necessity in modern society [REDACTED] a future career. There [REDACTED] earn more money than those who have not been through a university education system. Nevertheless, the [REDACTED] of higher education [REDACTED] last three years and with such high numbers of students this has had an effect on the quality of [REDACTED] discuss the positives and negatives [REDACTED] degree and conclude that a university [REDACTED] but only with integrated vocational training.

A university degree is worth the money for a number of important reasons. The most significant is a bachelor's [REDACTED]. It presents employers with a highly educated and knowledgeable person in a specific area [REDACTED] it offers an [REDACTED] rather than just a job. Of course, certain professions such as doctors, lawyers and teachers [REDACTED] areas. Secondly, most young people state that the university experience is one of the best times of their lives. For many it is [REDACTED] and the first steps [REDACTED], but also the friendships, parties and networking are all enjoyable parts of university life. Finally, the university [REDACTED] on the development [REDACTED] skills help graduates to be innovative and creative in the workplace by being able analyse and [REDACTED]. In sum, university helps [REDACTED] to benefit society and employers.

Many critics argue that university [REDACTED] the amount of money it costs. The first argument is that universities have become too focused [REDACTED] than [REDACTED]. Some claim that universities now resemble production lines, similar to factories, where creativity [REDACTED] High numbers of students also mean lecturers cannot provide individual attention to students thus teaching to [REDACTED] second argument is there [REDACTED] when you graduate. In fact, with record numbers of students graduating, the job market has become swamped [REDACTED] have found work in their subject area. The biggest problem is that many graduates do not have [REDACTED] the need for [REDACTED]. Lastly, the price of a degree and the debt that students occur are extremely high. For example, the [REDACTED] degree [REDACTED] and [REDACTED] expenses the average debt of a graduate (as of 2016). Such an excessive debt at 21 years old [REDACTED] and if the graduate [REDACTED] subject area quickly, then they have to take any job to start paying back the debt. This can result in [REDACTED]. Overall, a university course [REDACTED].

In conclusion, higher education has its merits through providing academic knowledge, educating a [REDACTED]. However, there is an element of uncertainty

regarding [REDACTED] and going into [REDACTED] is worth the initial investment because it opens more doors than other alternatives. There are a range of [REDACTED] discussed in this essay by choosing a university through quality of teaching ranking, choosing courses [REDACTED] and working part-time while at [REDACTED] the debt.

[ 633 Words]

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**Outline #1**

*Make notes using this outline to plan an essay on: Is a university degree worth the cost?*

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

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

| Negatives - write your ideas and support |  |
|--|--|
| 1. Point:<br>Support:                    |  |
| 2. Point:<br>Support:                    |  |
| 3. Point:<br>Support:                    |  |

| Conclusion  |  |
|-------------|--|
| Summary     |  |
| Thesis      |  |
| Suggestions |  |

## **Outline #2**

*Use these ideas to write a two-sided argument on: Is a university degree worth the cost?*

| <b>Introduction</b> |   |
|---------------------|---|
| General             | University popular 1:3 college students.  |
| Specific            | A degree = good career & more money.<br>Costs = trebled, [REDACTED], poor teaching.       |
| Outline & Thesis    | Positives & negatives.<br>University degree is worth it but need [REDACTED] - experience. |

| <b>Positives</b>  |
|---|
| <b>1. High qualification.</b> <ul style="list-style-type: none"><li>• Employers want educated and knowledgeable person in a specific area of expertise.</li><li>• Graduate: a career than a job.</li><li>• Certain professions (doctors, lawyers and teachers) need qualifications.</li></ul> |

**ALL ANSWERS ARE INCLUDED IN PAID VERSION...**

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### **Outline #3**

Read the essay on: *Is a university degree worth the cost?* Fill in the outline (*basic notes only*)

| <b>Introduction</b> |  |
|---------------------|--|
| General             |  |
| Specific            |  |
| Outline & Thesis    |  |

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

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

| <b>Conclusion</b> |  |
|-------------------|--|
| Summary           |  |
| Thesis            |  |
| Suggestions       |  |



**Outline #4: ANSWERS**

| Introduction     |  |
|------------------|--|
| General          | University is popular 1:3 college stds.  |
| Specific         | A degree is necessary for a good career and more money.<br>Costs have trebled, [REDACTED] & poor teaching. |
| Outline & Thesis | Positives & negatives.<br>University degree is [REDACTED] placement.                                       |

**Positives****1. High qualification.**

- Employers: educated and knowledgeable person in a specific area of expertise.
- Graduate: a career rather than just a job.
- Certain professions (doctors, lawyers and teachers) need this qualification.

**ALL ANSWERS ARE INCLUDED IN PAID VERSION...**

## Writing a two-sided argument essay

### Topic: Should Guns be banned? [example]

**Argument:** *Should guns be banned?*

**Type:** General

**Level:** \*\*\*\* [B1/B2]

### 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: *Should guns be banned?*
- 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 answer.

Marking student's work:

Use marking code: [www.academic-englishuk.com/error-correction](http://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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## **Should guns be banned?**

C. Wilson (2017)

### **Key vocabulary**

1. Massacres
2. Terrorism
3. Mass shooting
4. [REDACTED]
5. U.S Constitution – 2<sup>nd</sup> Amendment (right to bear arms)
6. Out-dated / flawed
7. [REDACTED]
8. Self-defence
9. Legislation
10. A [REDACTED]
11. National Rifle Association (NRA)
12. Policing
13. A severe prison sentence
14. [REDACTED]
15. To implement a policy
16. [REDACTED]
17. A household
18. A dispute
19. Slavery
20. [REDACTED]
21. To cite the main argument
22. Proponents
23. A venture

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## **Should guns be banned?**

C. Wilson (2017)

With the [redacted] recent gun massacres, it comes as no surprise that the debate surrounding banning guns in all countries [redacted] on the U.S. for example, there have been more than 70 mass shootings in the last 30 years, and pro-gun control [redacted] would have prevented [redacted] U.S. constitution, the second amendment gives the right to bear arms for self-defence; however, [redacted] and flawed [redacted] has significantly increased. This essay discusses the arguments for and against banning guns in the U.S. and concludes that a [redacted] country.

In the U.S. approximately one in five people carry a gun. This suggests that citizens believe that it is necessary [redacted] life. There are three main arguments against a gun ban. Firstly, it is a constitutional right of the second [redacted] of the U.S. [redacted] fundamental right to bear arms for self-defence. This is a widely supported view throughout the U.S., [redacted] makes societies safer. The reduction in crime is the second reason in that the U.S. National Rifle Association ([redacted] has fallen 48% and the [redacted] in the last 10 years. Whether this is based on the right to carry arms or changes in policing, education and [redacted] debatable. A final reason is [redacted] are national sports and pastimes. Guns have become a fundamental part of life in the U.S, and [redacted] businesses into [redacted] and economic instability in some states. In sum, the law, a reduction in crime and financial uncertainty from a ban are the many [redacted] firearms.

There are three main convincing arguments that support an outright gun ban in the U.S. The most [redacted] that have [redacted] the rights for people to carry guns and notice that gun crime has reduced by nearly 80%. For instance, [redacted] after one of the biggest shootings in the [redacted]. Since that ban, gun-related crime has [redacted] sentences and an inability to purchase guns, this prevents guns from falling into the wrong hands and as such prevents [redacted] is that guns for [redacted] ideology. The likelihood of being attacked is extremely rare and having access to your gun in that event is equally [redacted] that guns in homes [redacted] on that household rather than in self-defence. In fact, gun-related domestic violence and family disputes are [redacted] crime. A final point [redacted] quote the second amendment as their constitutional right to carry guns; basically stating that it is [redacted]. However, it is an amendment, meaning [redacted] be amended, similar to how it was amended [redacted] three arguments clearly [redacted] lementation of a gun ban could lead to a reduction in gun-related deaths.

In conclusion, this essay has cited the main arguments for and against a gun ban. Proponents against a gun ban [redacted], carrying guns [redacted] higher unemployment. Proponents for a gun ban argue that countries where guns are banned

have much lower gun crime, the [REDACTED] can easily be changed. The evidence is clear that countries where guns are readily available tend [REDACTED] - related crime [REDACTED], therefore guns should be banned in order to create safer communities. One suggestion would be to [REDACTED] over a number of [REDACTED] can adapt and find their innovative ventures.

[700 words]

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**Outline #1**

*Make notes using this outline to plan an essay on: Should guns be banned?*

| 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: *Should guns be banned?*

| Introduction     |   |
|------------------|---|
| General          | Terrorism, gun massacres = debate - banning guns  |
| Specific         | U.S. = 70 mass shootings in 30 years = gun laws [REDACTED] crimes.<br>U.S. Constitution, the second amendment = right to bear arms for self-defence |
| Outline & Thesis | This essay will discuss the arguments for and against banning guns.<br>Gun law now out- [REDACTED]  |

**NO****1. Constitution right of the second amendment.**

- legislation / U.S. Supreme Court.
- It is a fundamental [REDACTED] -defence...

**ALL ANSWERS ARE INCLUDED IN PAID VERSION...**

### Outline #3

Read the essay on: *Should guns be banned?* Fill in the outline (basic notes only)

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

|  |             |
|--|-------------|
| <b>No</b> – find the main points and support |             |
| 1. _____                                     | •<br>•      |
| 2. _____                                     | •<br>•<br>• |
| 3. _____                                     | •<br>•<br>• |

|   |             |
|---|-------------|
| <b>Yes</b> – find the main points and support |             |
| 1. _____                                      | •<br>•<br>• |
| 2. _____                                      | •<br>•<br>• |
| 3. _____                                      | •<br>•      |

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



**Outline #4: ANSWERS**

| Introduction     |  |
|------------------|--|
| General          | With the rise of terrorism gun massacres, debate surrounding banning guns in all countries as become topical.  |
| Specific         | U.S. for example, [REDACTED]. Tougher gun laws would have prevented these crimes. U.S. constitution, the second [REDACTED] to bear arms for self-defence.                    |
| Outline & Thesis | This essay will discuss the arguments for and against banning guns.<br>Gun law now [REDACTED] the main premise of protecting oneself. A gun ban will create a safer country. |

**NO****1. Constitution right of the second amendment.**

- legislation / U.S. Supreme Court.
- It is a fundamental [REDACTED] for self-defence.

**ALL ANSWERS ARE INCLUDED IN PAID VERSION...**

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## Writing a two-sided argument essay

Topic: wind energy **[example]**

**Argument:** *Can wind energy replace conventional electricity power stations?*

**Type:** General

**Level:** \*\*\*\* [B1/B2]

### 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: *Can wind energy replace conventional electricity power stations?*
- 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:

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### 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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## **Can wind energy replace electricity power stations?**

C. Wilson (2017)

### **Key vocabulary**

1. Sustainable / renewable energy
2. Coal fired power station / Nuclear powered station
3. Fossil fuel / coal / oil / gas
4. Solar / [REDACTED] power
5. A wind turbine
6. A flaw
7. A [REDACTED]
8. To utilise
9. [REDACTED] (GHGs)
10. CO2 emissions
11. Climate Change
12. [REDACTED]
13. Reliability
14. Not [REDACTED] (NIMBY)
15. A wind farm
16. 'to [REDACTED] landscape'
17. A reliance on something
18. A greener society

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## **Can wind energy replace electricity power stations?**

C. Wilson (2017)

There has been much debate recently [redacted] energy and whether it can [redacted] and nuclear-fired power stations. Sustainable energy is defined as a source of energy that is renewable. It [redacted] unlike unsustainable sources such as the fossil fuels of coal, oil and gas and the mineral uranium used [redacted] stations. The main sources [redacted] solar, wind and hydro which are plentiful on the earth, and innovative technology has been developed [redacted] sources. This essay will investigate one of these sources: wind energy, which uses wind [redacted], and will discuss the main positives and negatives associated with using wind energy. It will suggest that wind energy as a [redacted] has significant [redacted] of coal and nuclear power stations, but used with a variety of renewable sources could be an [redacted].

There are many key advantages to utilising wind energy to produce electricity. The main advantage is [redacted], which is [redacted] the British Isles. In fact, the U.K. is highly dependent on importing fossil fuels from other countries for its [redacted] is at the mercy of [redacted] politics. The second most important point is that wind energy is a non-polluting source of energy. Thus, when [redacted] no greenhouse [redacted] unlike the current power stations which are responsible for 25% of the U.K.s CO2 emissions. In addition, wind energy could [redacted] in preventing climate change. The final key consideration is that wind energy is cost effective. Although the initial [redacted] for the materials and [redacted], once in place the maintenance costs are low and a turbine can run for 100 years, unlike coal or [redacted] only operate [redacted], wind energy has important economic and technological factors.

Unfortunately, wind energy has a [redacted] that need to be addressed to understand how this renewable source of electricity production could [redacted] greener society. Firstly, [redacted]. Although the UK is an island and has a considerable amount of wind, this wind is not always [redacted] when the wind [redacted] and at what strength. As a consequence, this creates a serious problem in failing to meet peak [redacted] and evenings. This takes us to the second serious issue that there is no storage system for the excess electricity [redacted] much electricity, it [redacted] turbines are turned off. At this present moment, there is no technological development for how this energy [redacted] where giant-[redacted] absorb the additional energy, can be stored. This applies to all renewable source electricity production. The difference [redacted] stations is that [redacted] off and on when energy is needed. The final problem is noise and visual pollution. The majority [redacted] energy and more [redacted]. These people are called NIMBYs (Not In My Back Yard). This is perfectly understandable as wind turbines

are noisy as they [REDACTED] the natural landscape, making the countryside look mechanised. One solution is to put wind turbines in the sea around the coasts of the U.K.

Overall, wind [REDACTED] for electricity [REDACTED] for the diminishing fossil fuels, a cleaner source of energy and reduced economic costs. However, there are serious [REDACTED], where to [REDACTED] electricity. It seems that a combination of sustainable sources of energy from wind, solar, hydro and [REDACTED] our reliance [REDACTED] production. Overall, societies need to integrate renewable energy for a greener less polluting society.

[720 words]

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**Outline #1**

*Make notes using this outline to plan an essay on: Can wind energy replace conventional electricity power stations?*

| <b>Introduction</b> |  |
|---------------------|--|
| General             |  |
| Specific            |  |
| Outline & Thesis    |  |

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

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

| <b>Conclusion</b> |  |
|-------------------|--|
| Summary           |  |
| Thesis            |  |
| Suggestion        |  |

## **Outline #2**

*Use these ideas to write a two-sided argument on: Can wind energy replace conventional electricity power stations?*

| <b>Introduction</b> |   |
|---------------------|---|
| General             | Debate = the importance of sustainable energy.  |
| Definition          | Sustainable = source of energy [REDACTED] infinite and will never [REDACTED].   |
| Specific            | Main sources = solar, wind and [REDACTED]. A lot of [REDACTED] technology.  |
| Outline & Thesis    | This essay will investigate wind energy, and will discuss the associated main positives and negatives.<br>Wind energy as a primary source of electricity = [REDACTED] but used with a variety of [REDACTED] could be an effective substitute. |

| <b>Positives</b>  |
|---|
| <b>1. Freely available.</b> <ul style="list-style-type: none"><li>UKs = dependent on importing fossil fuels.</li><li>Oil = price fluctuations &amp; international politics.</li></ul> |

**ALL ANSWERS ARE INCLUDED IN PAID VERSION...**

**Outline #3**

Read the essay on: *Can wind energy replace conventional electricity power stations?*

Fill in the outline (*basic notes only*)

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

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

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

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



**Outline #4: ANSWERS**

Use these ideas to write a two-sided argument on: *Can wind energy replace conventional electricity power stations?*

| Introduction     |   |
|------------------|---|
| General          | Debate = the importance of sustainable energy.  |
| Definition       | Sustainable = source of energy [redacted] infinite and will never [redacted].   |
| Specific         | Main sources = solar, wind and [redacted]. A lot of [redacted] technology.  |
| Outline & Thesis | This essay will investigate wind energy, and will discuss the associated main positives and negatives.<br>Wind energy as a primary source of electricity = [redacted] but used with a variety of [redacted] could be an effective substitute. |

**Positives****1. Freely available.**

- U.K. is highly dependent on importing fossil fuels.
- Oil = price fluctuations & international politics.

**ALL ANSWERS ARE INCLUDED IN PAID VERSION...**

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# Two-sided Academic Argument Essays



## 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.
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:

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### 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 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 bias, 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.<br>[ ] 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  |
|---|
| <b>1. RF radiation.</b> <ul style="list-style-type: none"><li>• Transmitted safely from other devices such radios and televisions.</li><li>• Radios have been used since 1893 and the television since 1939.</li><li>• Long-term use of RF radiation devices is safe.</li></ul> |

**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](http://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 (CH<sub>4</sub>)
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 (CO<sub>2</sub>) 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 CO<sub>2</sub>, CH<sub>4</sub> and NO<sub>2</sub> 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**

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**Outline #1**

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

| <b>Introduction</b> |  |
|---------------------|--|
| General             |  |
| Specific            |  |
| Outline & Thesis    |  |

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

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

| <b>Conclusion</b> |  |
|-------------------|--|
| Summary           |  |
| Thesis            |  |
| Recommendation    |  |



## **Outline #2**

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

| <b>Introduction</b> |  |
|---------------------|--|
| General             | Temperatures increase = █ F since 20th century.  |
| Specific            | Greenhouse gases (CO <sub>2</sub> ) & (CH <sub>4</sub> ) increased= climate change.<br>Scientists = █ = natural process. |
| Outline & Thesis    | This essay will investigate both sides of the argument.<br>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...**

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### **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 |  |

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

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

| 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 <sub>2</sub> ) and [REDACTED] have increased = Climate Change. Many scientists = human activities. Skeptics = [REDACTED]. |
| Outline & Thesis | This essay will investigate both sides of the argument.<br>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](http://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]

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**Outline #1**

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

| <b>Introduction</b> |  |
|---------------------|--|
| 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:

| <b>Conclusion</b> |  |
|-------------------|--|
| 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?*

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

- 
- 

|                   |  |
|-------------------|--|
| <b>Conclusion</b> |  |
| 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.<br>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.

**ALL ANSWERS ARE INCLUDED IN PAID VERSION...**

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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](http://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]

## **Reference list**

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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?*

| <b>Introduction</b> |  |
|---------------------|--|
| General             | last 60 years, societies changed significantly – driving cars, watching TV, video games, eating out.                                     |
| Specific Definition | New trends = [REDACTED]<br>Obesity definition = being overweight affects your health.  |
| Two viewpoints      | [REDACTED] obese (TOS, 2015). Eating too much + not enough exercise.<br>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.

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**Outline #3**

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

| Introduction                             |  |
|--|--|
| General                                  |  |
| Specific<br>Definition<br>Two viewpoints |  |
| Outline & Thesis                         |  |

**Yes** – find the main points and support

1. \_\_\_\_\_

- 
- 
- 

2. \_\_\_\_\_

- 
- 
- 

3. \_\_\_\_\_

- 
- 
-

**No**— find the main points and support

1. \_\_\_\_\_

- 
- 

2. \_\_\_\_\_

- 
- 
- 

3. \_\_\_\_\_

- 

|                   |  |
|-------------------|--|
| <b>Conclusion</b> |  |
| Summary           |  |
| Thesis            |  |
| Recommendation    |  |

## **Outline #4 ANSWERS**

| <b>Introduction</b>                      |  |
|--|--|
| General                                  | Last [REDACTED], western societies have changed significantly. People drive more, families [REDACTED] & eat out.   |
| Specific<br>Definition<br>Two viewpoints | New trends have resulted in individuals becoming more overweight. Obesity, defined [REDACTED] 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 <b>not</b> a disease or genetic but solely connected to [REDACTED].   |

| <b>Yes</b>  |
|---|
| <p><b>1. Evidence of a 'disease'.</b></p> <ul style="list-style-type: none"> <li>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".</li> <li>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).</li> </ul> |

**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](http://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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**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:<br>Support:             |  |
| 2. Point:<br>Support:                    |  |
| 3. Point:<br>Support:                    |  |

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

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

## **Outline #2**

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

| <b>Introduction</b> |  |
|---------------------|--|
| General             | Social media > [redacted] Social media sites > [redacted] 2008.<br>Activities = profiles, communicate & sharing thoughts, photos (Jordan, 2015). |
| Specific            | Proponents - interaction friends & family, [redacted] and help change.<br>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)

| <b>Introduction</b> |  |
|---------------------|--|
| General             |  |
| Specific            |  |
| Outline & Thesis    |  |
| Clarity of terms    |  |

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

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

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

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