

UNIT STRUCTURE 单元结构



FOCUS ON THE TOPIC 聚焦主题

这部分向学生介绍单元主题。

Predict (预习) 和 **Share Information** (分享信息) 的目的在于调动学生对单元主题的兴趣, 进行初步的热身练习。

Background and Vocabulary (背景与词汇) 部分帮助学生理解第一篇阅读材料, 学习相关习语、搭配及构词法。通过这部分的训练, 使学生能够准确把握单元主题, 拓展书面表达能力和口头表达能力。

1 The Friendship Page
UNIT 1 网上交友

1 FOCUS ON THE TOPIC

A PREDICT

Look at the picture. Discuss the questions with the class.

- Where are the people?
- What are they doing?
- The title of this unit is "The Friendship Page." What is The Fr...

B SHARE INFORMATION

1 Look at the chart.

How do people in the U.S. use the Internet?
Seventy percent (70%) of adults in the U.S. use the million people. Here are some things they do online.

INTERNET USE! People use the Internet to ...	
Buy something	
Download music	
Get news	
Make travel plans	
Play games online	
Sell something	
Send instant messages (IMs)	
Send or read e-mail	
Use a search engine, like Google®	
Use a website like MySpace®, Facebook®, or Friendster®	

2 Answer the questions and complete the sentences. Compare your answers with a partner's.

- Look at the chart. How do most people use the Internet?
a. _____ and _____
b. _____
c. _____
- Do you use the Internet?
a. Yes, I use the Internet to _____.
b. No, I don't like the Internet.
c. No, I don't have a computer.
d. Your answer: _____

C BACKGROUND AND VOCABULARY

Read the sentences. Then circle the definition of the boldfaced word.

- Bronwyn wants to help her **community** in Melbourne. She wants to help people in other countries, too.
A community is _____.
a. all the people in one place
b. all the people that you know
- The movie last night was great! I **laughed** all night. I was so happy. You laugh when something is _____.
a. sad
b. funny
- On The Friendship Page, people can write about their **goals**: a good job, a lot of money, a big family.
A goal is _____.
a. a problem you have now
b. something you want in the future

Source: www.pawinternet.org/trends/Internet_Activities_11107



FOCUS ON READING 聚焦阅读

这部分要求学生理解两篇对比明显的阅读材料，两篇文章均改编自真实的语料。

本部分内容具有较强的逻辑性和连贯性，前后呼应，互为补充。每篇课文长度为 200 词左右。

Reading One (阅读一) 是文选、学术论文、新闻、博客等紧扣主题的文章。

Read for Main Ideas (泛读) 和 **Read for Details** (精读) 帮助学生理解和欣赏第一篇课文。

Make Inferences (推断) 的目的在于部分提高学生对文章字里行间意思的理解，要求他们从学术层面来理解课文，培养他们的批判性思维能力。

FOCUS ON READING

READING ONE: Welcome to The Friendsh



Bronwyn Polson is from Australia. She started The Friendship Page. Read this description of the Friendship Page:

"Everything you want to be a friend of is here."
—The Australian

Look at this part of Bronwyn's



Before you read, think about The Friendship Page. Write **T** (true) or **F** (false) next to each idea. Check (✓) your ideas. Then read "Welcome to The Friendship Page."

- _____ advice
- _____ chat
- _____ e-mail addresses
- _____ information about Australia
- _____ jokes
- _____ people's real names
- _____ pictures
- _____ poems
- _____ songs
- _____ telephones
- _____ other

UNIT 1

The Friendship Page

friendship.com.au

Welcome to The Friendship Page

1 Welcome to The Friendship Page—the website about friendship. It was started by Bronwyn Polson in Australia. She said, "You can't help. You are too young!" But I didn't listen. I was sure that friendship is important to everyone. So I started The Friendship Page.

2 The Friendship Page has two goals. One goal is to make the world a better place. The other goal is to bring more peace to the world. The website is about "peace through friendship."

3 Today, 20 volunteers help me with The Friendship Page. We have a lot of fun. We think our work is very important.

4 The Friendship Page is very popular. More than 13,000 people visit every day. That's 4,700,000 people every year.

5 The Friendship Page is friendly, free, fun, and easy to use. You can get advice about friendship. There are songs, poems, quotes, jokes, and more. You can also use the chat room.

6 People from 8 to 88 years old visit The Friendship Page every day. Young people and old people can be friends. We learn a lot. Fifty-five percent are female, and 45 percent are male.

7 The Friendship Page is very safe. The volunteers watch the website to be safe for everyone, especially for young people. We talk to Internet safety, too. On The Friendship Page, we do not use real names. We do not use personal e-mail addresses, no phone numbers, and when you delete information from The Friendship Page, it is gone. Information does not stay on the Internet. This is not true of other websites and Facebook.

8 If you are interested in friendship, please visit the website www.friendship.com.au. (333 words)

Friendlier: [friendly的比较级] 更好的; 好弄的

2 Now look at your answers to Question 1 on page 5. Were your answers correct?

READ FOR MAIN IDEAS

Circle the **two correct answers** to complete each sentence.

1. According to the reading, the two goals of The Friendship Page are _____ and _____.
- a. to make the Internet friendlier
 - b. to work very hard
 - c. to bring more peace to the world
 - d. to make a lot of money
2. The Friendship Page is _____ and _____.
- a. safe
 - b. friendly
 - c. difficult to use
 - d. old

READ FOR DETAILS

Complete the sentences with the correct numbers from the reading.

1. The Friendship Page started in _____.
2. _____ volunteers help Bronwyn with The Friendship Page.
3. _____ people visit The Friendship Page every day.
4. _____ people visit The Friendship Page every year.
5. People from _____ countries use The Friendship Page.
6. People from _____ to _____ years old use The Friendship Page.
7. _____ percent are girls or women. _____ percent are boys or men.

MAKE INFERENCES

Work with a partner. Read each sentence. Write **T** (true) or **F** (false). Then share your answers with the class.

- _____ 1. People agree that 16-year-old kids can help the community.
- _____ 2. Bronwyn has a lot of friends.
- _____ 3. Today, many people think The Friendship Page is a good idea.
- _____ 4. Some websites are not safe.

Express Opinions (表达观点) 要求学生根据 **Reading One** 的内容分组讨论,表达自己的观点,完成由“输入”到“输出”的过程。

Reading Two (阅读二) 以不同的形式和观点展现本单元主题。这篇文章的练习和活动让学生挑战和质疑 **Reading One** 的观点并解释理由。

Integrate Readings One and Two (阅读整合) 为高级训练,学生将应用所学知识搜集并有效整合信息。这种技能是在真实专业环境下学习和在标准化测试中取得成功的基本要素。

READING TWO: Welcome to MySpace

Read the passage about MySpace.

1 MySpace is a popular, free website. You can meet new friends on MySpace. You can also find old friends. You can make an online community of friends fast. Some people also use it for business. On MySpace, you can buy and sell things.

2 MySpace is popular in many countries. Other countries use MySpace, too.

3 MySpace is older, but it is still popular. It is used for health, sport and other things.

4 Some people use MySpace to copy photos from the Internet. Visit MySpace.

INTEGRATE READINGS ONE AND TWO

STEP 1: Organize

The chart compares The Friendship Page with MySpace. One and Two. Then write Yes or No.

	THE FRIENDSHIP PAGE	MYSPACE
Easy to use	Yes	
Personal webpages		
Fun		
Friendly		
Males and females		
Users of different ages		
OK to use for business		
Safe for young users		
Interesting pages or groups		
Free for users		
Problems		

Write

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新核心高职英语·读写教程 1

STEP 2: Synthesize

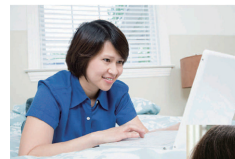
Imagine that you are Bronwyn Polson. Use the information in the chart to complete the answers.

- Do you like The Friendship Page?
Of course I do!
The Friendship Page is _____
It has _____
Users can _____
- Do you like MySpace?
Yes, I do!
MySpace is _____
It has _____
Users can _____
- Is there a problem with The Friendship Page?
Well, maybe a small one.
The Friendship Page needs _____
and _____
We need help!
- Is there a problem with MySpace?
Well, maybe a small one.
MySpace is not always _____
People need to be careful with _____

EXPRESS OPINIONS

Do you want to visit The Friendship Page? Check (✓) your answer. Then choose a reason or add your ideas. Share your answer with a partner.

- Yes, I want to visit The Friendship Page.
- I like to meet friends online.
 - The Friendship Page is safe.
 - I like the goals of The Friendship Page.
- No, I don't want to visit The Friendship Page.
- I don't like to meet friends online.
 - It is not safe to meet people online.
 - I don't want more friends.



Meeting a friend online



Meeting a friend in person

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新核心高职英语·读写教程 1



3 FOCUS ON WRITING 聚焦写作

这部分重点培养学生的原创性写作技能，包括词汇复习和写作技巧训练两部分。

Vocabulary (词汇) 引导学生复习单元词汇，充分练习和理解其用法，最终能灵活应用于写作训练中。

Writing (写作) 通过提供具有挑战性和富有想象力的写作任务，指导学生融会贯通单元所学内容和词汇，运用到指定主题的写作训练中，从而帮助其逐步提高原创性写作能力。

Alternative Writing Topics (其他写作题目) 可作为写作训练的补充。

Research Topics (研究话题) 是与单元主题相关的拓展训练。

FOCUS ON WRITING

A VOCABULARY

➤ REVIEW

Read the paragraph. Then fill in the blanks with words from the box.

advice	laughed	quotes
chat	meet	safe
community	peace	users
goal	personal	volunteers

At 16, Bronwyn Polson's 1 **goal** was to do something good for her 2 and for the world. Bronwyn called newspapers and social service organizations, but they just 3. They said she was too young to help. So, she started a website called The Friendship Page. She believes in " 4 through friendship." On The Friendship Page people 5 new friends. They can 6 about important things. It has 7 for people with friendship problems. The 8 page is the most popular part. 9 help Bronwyn. They want The Friendship Page to be 10 for everyone. 11 do not give important 12 information. The Friendship Page is a lot of work, but Bronwyn enjoys it very much.

12 聚焦写作·单元结构

B WRITING

In this unit, you read about two websites where people meet and make friends. You are going to write a paragraph about a classmate and one of his or her friends. Use the vocabulary from the unit.*

➤ PREPARE TO WRITE: Interviewing

To learn about another person, you are going to do a prewriting activity called **interviewing**. In an interview, you ask questions. Then you use the information from the interview when you write.

Interview a classmate. Ask questions using the words provided. Write the answers in complete sentences on a separate piece of paper.

1. What / be / your name?
2. Where / be / you from?
3. When / be / your birthday?
4. You / have / a job? What / be / your job? Be / you / a student?
5. You / have / hobbies or interests? What / be / they?
6. Who / be / your best friend?
7. Where / be / he (or she) from?
8. How old / be / he (or she)?
9. Your friend / have / a job? What / be / his (or her) job? Be / he (or she) / a student?
10. What / be / his (or her) hobbies or interests?

* For Alternative Writing Topics, see page 21. These topics can be used in place of the writing topic for this unit or as homework. The alternative topics relate to the theme of the unit, but may not target the same vocabulary or rhetorical structures taught in the unit.

16 聚焦写作·单元结构

SCOPE AND SEQUENCE 单元内容指南

UNIT	CRITICAL THINKING	READING	WRITING	VOCABULARY
UNIT 1 The Friendship Page Theme: Friendship Reading One: <i>Welcome to the Friendship Page</i> A website Reading Two: <i>Welcome to MySpace</i> A website	Analyze a picture Evaluate and compare Internet use Analyze statistical information Infer word meaning from context Infer information not explicit in the text Hypothesize another's point of view Classify information Support opinions with reasons	Predict content Identify main ideas Read for details Make inferences Express opinions Organize and synthesize information from the readings	Write answers to questions Use an interview as a prewriting tool Construct complete sentences Order ideas Write a paragraph about a classmate	Use context clues to find meaning Define words Use vocabulary for greetings
UNIT 2 What Will I Wear? Theme: Fashion Reading One: <i>A Letter from the Principal</i> A letter to students and parents Reading Two: <i>School Newspaper Editorial</i> A student newspaper editorial	Classify clothing Rank the appropriateness of types of clothing Interpret a graph Infer word meaning from context Infer information not explicit in the text Support opinions with reasons Determine a point of view	Predict content Identify main ideas Read for details Make inferences Express opinions Organize and synthesize information from the readings	Complete a role play Complete sentences Answer questions Brainstorm ideas for writing Order descriptive adjectives Write an opinion letter	Use context clues to find meaning Define words Classify vocabulary
UNIT 3 Art for Everyone Theme: The Arts Reading One: <i>Art for Everyone</i> A magazine interview Reading Two: <i>Look at Haring's Art</i> A descriptive paragraph	Analyze a picture Interpret paintings Infer word meaning from context Infer information not explicit in the text Categorize information	Predict content Identify main ideas Read for details Make inferences Read a timeline Correct false statements Express opinions Organize and synthesize information from the readings	Complete sentences Complete a crossword puzzle Find information in the reading Give events in time order Use commas in dates and names of places Write a biography	Use context clues to find meaning Define words Classify vocabulary by part of speech
UNIT 4 What's It Worth to You? Theme: Special Possessions Reading One: <i>My Secret</i> A sports column Reading Two: <i>Be a Smart Collector</i> A list of rules	Interpret an illustration Discuss possessions Infer word meaning from context Support opinions with reasons Infer information not explicit in the text Categorize information Relate information in the unit to personal experiences	Predict content Identify main ideas Read for details Make inferences Match examples to information in the reading Express opinions Organize and synthesize information from the readings	Complete a short paragraph Ask questions Stay on topic Write a paragraph about a special possession or collection	Use context clues to find meaning Define words Find word associations Classify vocabulary

	UNIT	CRITICAL THINKING	READING	WRITING	VOCABULARY
UNIT 5	Strength in Numbers Theme: Strength in Numbers Reading One: <i>Urban Angels</i> An informational brochure ReadingTwo: <i>Two Real Angels</i> An informational brochure	Analyze a picture Rate social issues in your home-town Infer word meaning from context Infer information not explicit in the text Support opinions with reasons Categorize information	Predict content Identify main ideas Read for details Make inferences Express opinions Read a chart Organize and synthesize information from the readings	Complete sentences Complete a letter Make a list Give examples to support opinions Write a letter to the editor	Use context clues to find meaning Define words Use idiomatic expressions
UNIT 6	Going Out of Business? Theme: Business Reading One: <i>The Death of the Family-Owned Video Store?</i> A newsletter article ReadingTwo: <i>About Blockbuster Total Access™</i> Information about an online service	Analyze a picture Activate prior knowledge Categorize stores in your neighborhood Infer word meaning from context Support opinions with reasons Analyze an advertisement Infer information not explicit in the text Identify advantages and disadvantages	Read an advertisement Predict content Identify main ideas Read for details Make inferences Express opinions Organize and synthesize information from the readings	Write questions and answers Write a descriptive paragraph about a business Draw a map Use space order Write a paragraph about a place	Define words Use context clues to find meaning Classify vocabulary
UNIT 7	Flying High and Low Theme: Famous People Reading One: <i>Lindbergh Did It!</i> A newspaper article ReadingTwo: <i>Timeline of Lindbergh's Life</i> A timeline	Describe an illustration Classify information Support answers with information from the text Relate information from the unit to personal experiences Support inferences Hypothesize another's point of view	Predict content Identify main ideas Read for details Make inferences Read a timeline Express opinions Organize and synthesize information from the readings	Write sentences Complete a diary Make a timeline Write an autobiography Use time order words Write a paragraph about a trip	Define words Use context clues to find meaning Identify synonyms

UNIT 8

UNIT 9

UNIT 10

UNIT	CRITICAL THINKING	READING	WRITING	VOCABULARY
Are We There Yet? Theme: Driving Problems Reading One: <i>Looking for Traffic Solutions</i> A memo Reading Two: <i>New Yorkers Talk Traffic, Mayor in the Slow Lane</i> A newspaper article	Interpret a picture Conduct a survey Compare traffic stories Infer word meaning from context Infer information not explicit in the text Hypothesize another's point of view Evaluate solutions to a problem Support opinions with reasons Identify and compare advantages and disadvantages	Predict content Identify main ideas Read for details Make inferences Express opinions Organize and synthesize information from the readings	Complete a conversation Write questions and answers Make a chart Compare and contrast Put reasons in order Write a comparison and contrast paragraph about the best way to get to school or work	Define words Use context clues to find meaning
Full House Theme: Family Reading One: <i>Full House</i> A newspaper article Reading Two: <i>The Dionne Quintuplets</i> A letter	Analyze a picture Compare families Infer word meaning from context Analyze a chart Infer information not explicit in the text Discuss the pros and cons of big families Support opinions with reasons Categorize information	Predict content Read a chart Identify main ideas Read for details Make inferences Express opinions Organize and synthesize information from the readings	Write answers to questions Complete a letter Interview classmates Write follow-up questions Write a concluding sentence Write an opinion paragraph	Define words Use context clues to find meaning
How Young Is Too Young? Theme: Sports Reading One: <i>Ready Freddy?</i> A newspaper article Reading Two: <i>Bram Tarek</i> An interview	Interpret a picture Compare sports preferences Discuss the benefits and drawbacks of being a professional athlete Infer word meaning from context Infer information not explicit in the text Support opinions with reasons Categorize information Hypothesize another's point of view Express agreement and disagreement	Predict content Identify main ideas Read for details Make inferences Express opinions Organize and synthesize information from the readings	Complete an interview Complete sentences Write a dialogue based on pictures Brainstorm Give strong advice Write a response giving advice	Define words Use context clues to find meaning Use idiomatic expressions

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1 The Friendship Page

UNIT 网上交友



1 FOCUS ON THE TOPIC

A PREDICT

Look at the picture. Discuss the questions with the class.

1. Where are the people?
2. What are they doing?
3. The title of this unit is "The Friendship Page." What is The Friendship Page?

B SHARE INFORMATION

- 1 Look at the chart.

How do people in the U.S. use the Internet?

Seventy percent (70%) of adults in the U.S. use the Internet. That's 141 million people. Here are some things they do online.

INTERNET USE¹ <i>People use the Internet to . . .</i>	PERCENTAGE OF INTERNET USERS
Buy something	71%
Download music	27%
Get news	67%
Make travel plans	63%
Play games online	35%
Sell something	15%
Send instant messages (IMs)	39%
Send or read e-mail	91%
Use a search engine, like Google [®]	91%
Use a website like MySpace [®] , Facebook [®] , or Friendster [®]	16%

¹ Source: www.pewInternet.org/trends/Internet_Activities_1.11.07.htm as of January 2007

2 Answer the questions and complete the sentences. Compare your answers with a partner's.

1. Look at the chart. How do most people use the Internet?

a. _____ and _____

b. _____

c. _____

2. Do you use the Internet? _____

a. Yes, I use the Internet to _____ .

b. No, I don't like the Internet.

c. No, I don't have a computer.

d. Your answer: _____.



BACKGROUND AND VOCABULARY

Read the sentences. Then circle the definition of the boldfaced word.

1. Bronwyn wants to help her **community** in Melbourne. She wants to help people in other countries, too.

A community is _____.

a. all the people in one place

b. all the people that you know

2. The movie last night was great! I **laughed** all night. I was so happy.

You laugh when something is _____.

a. sad

b. funny

3. On The Friendship Page, people can write about their **goals**: a good job, a lot of money, a big family.

A goal is _____.

a. a problem you have now

b. something you want in the future

4. When no one is fighting, people can live in **peace**.
When you have peace, there is _____.
a. quiet, agreement
b. anger, disagreement
5. Karen likes The Friendship Page. She wants to **meet** new friends. When you meet people, you _____.
a. call them on the telephone
b. see or know them for the first time
6. Everyone has problems sometimes. Some people get **advice** on The Friendship Page.
When you get advice, you get _____.
a. helpful ideas
b. money from your job
7. "Have no friends not equal to yourself" is a **quote** from Confucius (551-497 BC), a Chinese philosopher.
A quote is _____.
a. someone's problems
b. someone's words
8. The Friendship Page is **safe** for young people and adults. Bronwyn and her helpers watch The Friendship Page very carefully.
When something is safe, it is _____.
a. not dangerous to use
b. very easy to use
9. Bronwyn and her helpers are **volunteers**. No one gets money for working on The Friendship Page.
Volunteers are _____.
a. people who get money for working
b. people who don't get money for working
10. People on The Friendship Page like to **chat** about family, work, and friends.
When friends chat, they _____ together.
a. talk or write
b. visit or travel

2 FOCUS ON READING

A READING ONE: Welcome to The Friendship Page



Bronwyn Polson is from Melbourne, Australia. She started *The Friendship Page*, a website about friendship. Read this description of *The Friendship Page*:

“Everything you want to know about friends and friendships.”

—The Australian Net Guide

Look at this part of Bronwyn’s website.



- 1 Before you read, think about *The Friendship Page*. What is on this website? Check (✓) your ideas. Then read “Welcome to *The Friendship Page*” by Bronwyn Polson.

_____ advice

_____ chat

_____ e-mail addresses

_____ information about Australia

_____ jokes

_____ people’s real names

_____ pictures

_____ poems

_____ songs

_____ telephone numbers

_____ other: _____

The Friendship Page
friendship.com.au

Welcome to The Friendship Page

- 1 Welcome to The Friendship Page—the **website** about friendship.
- 2 When I was 16 years old, I wanted to help my **community**. People **laughed!** They said, “You can’t help. You are too young!” But I didn’t listen to them.
- 3 I was sure that friendship is important to everyone. So, in 1996, I started The Friendship Page.
- 4 The Friendship Page has two **goals**. One goal is to make the Internet **friendlier**¹. The other goal is to bring more **peace** to the world. The Friendship Page is really about “peace through friendship.”
- 5 Today, 20 **volunteers** help me with The Friendship Page. We all **work hard**, but we have a lot of fun. We think our work is very important.
- 6 The Friendship Page is very popular. More than 13,000 people in 190 countries visit every day. That’s 4,700,000 people every year.
- 7 The Friendship Page is friendly, free, fun, and easy to use. You can make new friends. You can get **advice** about friendship. There are interesting pages with songs, **poems**, **quotes**, jokes, and more. You can also **meet** new and old friends in the **chat room**.
- 8 People from 8 to 88 years old visit The Friendship Page. Most people are 13–34 years old. Young people and old people can be friends. They can help each other and learn a lot. Fifty-five percent are female, and 45 percent are male.
- 9 The Friendship Page is very **safe**. The volunteers watch the website carefully. They want it to be safe for everyone, especially for young people. We **talk to** the **Australian** police about **Internet safety**, too. On The Friendship Page, we do not use our real names. There are also no **personal** e-mail addresses, no phone numbers, and no personal pictures. Also, when you **delete** information from The Friendship Page, no one can see it again. The **information** does not stay on the Internet. This is not true of other websites like **MySpace** and **Facebook**.
- 10 If you are interested in friendship, please visit the The Friendship Page at www.friendship.com.au. (333 words)

¹**friendlier**: (friendly的比较级) 友好的; 好用的

2 Now look at your answers to Question 1 on page 5. Were your answers correct?

➔ READ FOR MAIN IDEAS

Circle the **two correct answers** to complete each sentence.

1. According to the reading, the two goals of The Friendship Page are _____ and _____.
 - a. to make the Internet friendlier
 - b. to work very hard
 - c. to bring more peace to the world
 - d. to make a lot of money
2. The Friendship Page is _____ and _____ .
 - a. safe
 - b. friendly
 - c. difficult to use
 - d. old

➔ READ FOR DETAILS

Complete the sentences with the correct numbers from the reading.

1. The Friendship Page started in _____ .
2. _____ volunteers help Bronwyn with The Friendship Page.
3. _____ people visit The Friendship Page every day.
4. _____ people visit The Friendship Page every year.
5. People from _____ countries use The Friendship Page.
6. People from _____ to _____ years old use The Friendship Page.
7. _____ percent are girls or women. _____ percent are boys or men.

➔ MAKE INFERENCES

Work with a partner. Read each sentence. Write **T** (true) or **F** (false). Then share your answers with the class.

- _____ 1. People agree that 16-year-old kids can help the community.
- _____ 2. Bronwyn has a lot of friends.
- _____ 3. Today, many people think The Friendship Page is a good idea.
- _____ 4. Some websites are not safe.

EXPRESS OPINIONS

Do you want to visit *The Friendship Page*? Check (✓) your answer. Then choose a reason or add your ideas. Share your answer with a partner.

_____ Yes, I want to visit *The Friendship Page*.

- I like to meet friends online.
- *The Friendship Page* is safe.
- I like the goals of *The Friendship Page*.
- _____

_____ No, I don't want to visit *The Friendship Page*.

- I don't like to meet friends online.
- It is not safe to meet people online.
- I don't want more friends.
- _____



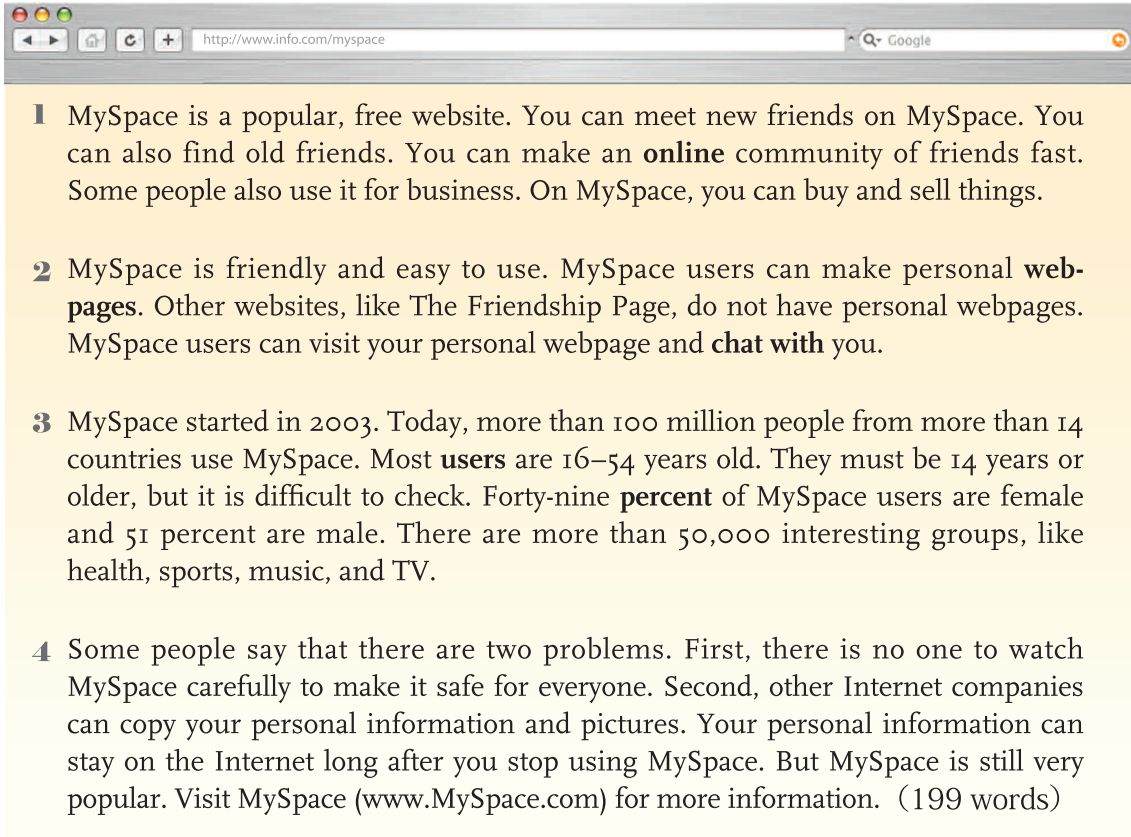
Meeting a friend online



Meeting a friend in person

B READING TWO: Welcome to MySpace

Read the passage about MySpace.



A screenshot of a web browser window. The address bar shows "http://www.info.com/myspace" and the search engine is "Google". The main content area contains a passage about MySpace, numbered 1 through 4.

- 1 MySpace is a popular, free website. You can meet new friends on MySpace. You can also find old friends. You can make an **online** community of friends fast. Some people also use it for business. On MySpace, you can buy and sell things.
- 2 MySpace is friendly and easy to use. MySpace users can make personal **webpages**. Other websites, like The Friendship Page, do not have personal webpages. MySpace users can visit your personal webpage and **chat with** you.
- 3 MySpace started in 2003. Today, more than 100 million people from more than 14 countries use MySpace. Most **users** are 16–54 years old. They must be 14 years or older, but it is difficult to check. Forty-nine **percent** of MySpace users are female and 51 percent are male. There are more than 50,000 interesting groups, like health, sports, music, and TV.
- 4 Some people say that there are two problems. First, there is no one to watch MySpace carefully to make it safe for everyone. Second, other Internet companies can copy your personal information and pictures. Your personal information can stay on the Internet long after you stop using MySpace. But MySpace is still very popular. Visit MySpace (www.MySpace.com) for more information. (199 words)

Write **T** (true) or **F** (false).

- _____ 1. People pay \$10 to use MySpace.
- _____ 2. You can meet friends on MySpace.
- _____ 3. You can sell things on MySpace.
- _____ 4. Users have personal webpages on MySpace.
- _____ 5. Volunteers watch MySpace to make it safe.



INTEGRATE READINGS ONE AND TWO

➔ STEP 1: Organize

The chart compares *The Friendship Page* with *MySpace*. Review Readings One and Two. Then write **Yes** or **No**.

	THE FRIENDSHIP PAGE	MYSFACE
Easy to use	Yes	
Personal webpages		
Fun		
Friendly		
Males and females		
Users of different ages		
OK to use for business		
Safe for young users		
Interesting pages or groups		
Free for users		
Problems		

➔ STEP 2: Synthesize

Imagine that you are Bronwyn Polson. Use the information in the chart to complete the answers.

1. Do you like The Friendship Page?

Of course I do!

The Friendship Page is _____.

It has _____.

Users can _____.

2. Do you like MySpace?

Yes, I do!

MySpace is _____.

It has _____.

Users can _____.

3. Is there a problem with The Friendship Page?

Well, maybe a small one.

The Friendship Page needs _____

and _____.

We need help!

4. Is there a problem with MySpace?

Well, maybe a small one.

MySpace is not always _____.

People need to be careful with their personal information.

3 FOCUS ON WRITING

A VOCABULARY

➔ REVIEW

Read the paragraph. Then fill in the blanks with words from the box.

advice	laughed	quotes
chat	meet	safe
community	peace	users
goal	personal	volunteers

At 16, Bronwyn Polson's goal^{1.} was to do something good for her ^{2.} and for the world. Bronwyn called newspapers and social service organizations, but they just ^{3.}. They said she was too young to help. So, she started a website called The Friendship Page. She believes in " ^{4.} through friendship." On The Friendship Page people ^{5.} new friends. They can ^{6.} about important things. It has ^{7.} for people with friendship problems. The ^{8.} page is the most popular part. ^{9.} help Bronwyn. They want The Friendship Page to be ^{10.} for everyone. ^{11.} do not give important ^{12.} information. The Friendship Page is a lot of work, but Bronwyn enjoys it very much.

 **EXPAND**

When you meet people, you **greet** them (you say hello), and then you say a little more. It is important to greet someone correctly. It is also important to say good-bye correctly. Use these expressions “in person” (face to face), online, or on the phone.

SITUATIONS	EXPRESSIONS
Meeting someone for the first time (in person or online)	It's nice to meet you. Nice to meet you.
Meeting someone for the second time (in person or online)	Nice to meet you again.
Meeting someone for the second time or more (in person)	Nice to see you again.
Saying good-bye to a new friend	It was nice to meet you. (in person or online) Nice meeting you. (in person or online) Nice talking to you. (in person or on the phone) Nice chatting with you. (in a chat or on the phone)

Complete the conversations with the expressions from Expand. Sometimes more than one answer is possible.

1. (in an online chat room or face to face)

Jeff: Hi, my name is Jeff.

You: _____ . My name is _____ .

Jeff: _____ , too.

2. (at a party)

Janet: Hi, I'm Janet. We met last year at Jeff's birthday party.

You: Oh, that's right. _____ , Janet.

3. (in an online chat room or face to face)

Jack: Well, I have to run.

You: OK. _____.

Jack: You, too. Thanks. _____, too.

4. (on the phone)

You: Hello?

Jackie: Hi. This is Jackie, Janet's friend.

You: Hi, Jackie. I'm glad you called.

(You and Jackie talk for 10 minutes.)

Jackie: OK, I'll let you go.

You: OK. _____. Thanks for calling.

Jackie: Bye now.

You: Bye.

➔ CREATE

A **screen name** is the special name you use online, like "GoodStudent" or "TerryTerrific." Think of a screen name for yourself. Use your screen name in this activity.

- 1 You are in a Friendship Page chat room with GoodStudent. You met GoodStudent last week for the first time. Today GoodStudent introduces you to TerryTerrific. Talk about The Friendship Page together. Complete the conversation. Use the vocabulary from Review and Expand. Practice your conversation with two partners.



Friendship Chat

GS: Hi, _____.
(your screen name)

You: Hi, GoodStudent. _____.
(Say hello with "Nice . . .")

GS: You too! _____, this is my friend
(your screen name)
TerryTerrific.

TerryTerrific, this is _____.
(your screen name)

TT: Nice _____.
(Say hello with "Nice . . .")

You: Nice _____, too. I like your
 (Say hello with "Nice . . .")
 screen name. It's terrific!

I know GoodStudent is in Sydney. Where are you from, Terry?

TT: I am in Seoul, South Korea. Where
 _____?
 (Ask the same question.)

You: I'm in _____.
 (your city or country)

TT: Isn't this great? I like The Friendship Page. It
 _____.
 (Give a positive opinion about The Friendship Page.)

You: Yes, and I can _____.
 (Write something you can do on The Friendship Page.)

GS: Yes, and _____.
 (Write another thing you can do on The Friendship Page.)
 Wow! It's 11:00 A.M. here. I have class.

You: And I have to sleep!

TT: OK. I have to go, too. _____
 (Say good-bye with "Nice . . .")
 both.

You: _____, TerryTerrific.
 (Say good-bye with "Nice . . .")
 Nice _____, GoodStudent.
 (Say good-bye with "Nice . . .")

TT: Bye.

GS: Later! 😊

You: See ya.

2 Practice your conversation with two partners.

B WRITING

UNIT 1

In this unit, you read about two websites where people meet and make friends.

You are going to **write a paragraph about a classmate and one of his or her friends**. Use the vocabulary from the unit.

➔ PREPARE TO WRITE: Interviewing

To learn about another person, you are going to do a prewriting activity called **interviewing**. In an interview, you ask questions. Then you use the information from the interview when you write.

Interview a classmate. Ask questions using the words provided. Write the answers in complete sentences on a separate piece of paper.

1. What / be / your name?
2. Where / be / you from?
3. When / be / your birthday?
4. You / have / a job? What / be / your job? Be / you / a student?
5. You / have / hobbies or interests? What / be / they?
6. Who / be / your best friend?
7. Where / be / he (or she) from?
8. How old / be / he (or she)?
9. Your friend / have / a job? What / be / his (or her) job? Be / he (or she) / a student?
10. What / be / his (or her) hobbies or interests?

➔ WRITE: A Sentence

A **sentence** is a group of words that makes a statement or asks a question.

THE SENTENCE

1. A sentence is a group of words that expresses a complete idea.

<p>2. A sentence has a subject and a verb.</p> <p>BUT: In commands, don't use a subject (you).</p>	<p>[subject] [verb] Bronwyn is a university student. [subject] [verb] Volunteers help with The Friendship Page. [subject][verb] I want to write a book about friendship. [verb] Send me an e-mail tomorrow.</p>
<p>3. The first word in a sentence begins with a capital letter.</p>	<p>The website offers information and advice. Friendship is important to everyone.</p>
<p>4. Use a period at the end of a sentence. Use a question mark at the end of a question. Use an exclamation point at the end of a sentence with strong feeling.</p>	<p>The Friendship Page has fun information. Is this website safe? Wow! The Friendship Page is free!</p>

- 1 Read the sentences. Underline the subjects once and the verbs twice. Add punctuation (a period, a question mark, or an exclamation point) at the end of each sentence.

What Is Facebook _____

Facebook is another popular website ____ Facebook started in 2004 ____
 It is really great ____ Users have personal webpages ____ They chat with old
 friends and meet new ones ____ Are you interested ____ Visit Facebook online
 for more information ____

2 If the group of words is a sentence, check (✓) **sentence**. If not, check **not a sentence**, and change it to make it a sentence.

	sentence	not a sentence
1. My friend's name is Jane.	_____	_____ ✓
2. Urville and Vera are from Chicago.	_____ ✓	_____
3. Tony 23 years old.	_____	_____
4. Is a good student.	_____	_____
5. My sister likes playing basketball.	_____	_____
6. I play basketball?	_____	_____
7. She has a lot of friends.	_____	_____
8. My brother my best friend.	_____	_____
9. we have fun on The Friendship Page.	_____	_____
10. We like reading the jokes and the quotes.	_____	_____

3 Now write your **first draft**. Your first draft is the first time you write your ideas. Your first draft is different from your **final draft**. You will make some changes later. Begin like this:

“My classmate’s name is . . . He is . . .”

OR

“My classmate’s name is . . . His best friend is . . .”

➔ REVISE: Ordering Your Ideas

A group of sentences about one main idea is a **paragraph**.

Read the paragraphs. Then answer the questions.

The Friendship Page is very safe. The volunteers watch the website carefully. They want it to be safe for everyone, especially for young people. We talk to the Australian police about Internet safety, too.

How many sentences are in this paragraph? _____

MySpace started in 2003. Today, more than 100 million people from more than 14 countries use MySpace. Most users are 16–54 years old. They must be 14 years or older, but it is difficult to check. Forty-nine percent of MySpace users are female and 51 percent are male. There are more than 50,000 interesting groups, like health, sports, music, and TV.

How many sentences are in this paragraph? _____

When you write your paragraph, you can organize the information in different ways. Here are two: (1) person by person or (2) by ideas. Look at Description One and Description Two.

- 1 *Read Description One. It gives sentences about Fernando and then sentences about his friend, Ricardo. The order is “person by person.”*

Description One

My classmate’s name is Fernando. He is from Spain. He is 21 years old. He is a student in Chicago. Fernando is friendly. He likes going to parties. Fernando’s best friend is Ricardo. He is from Spain. He is 20 years old. He is a student in Madrid. Ricardo is friendly and athletic. He likes going to parties and playing sports.

- 2 *Read Description Two. It gives information about Fernando and Ricardo together. The order is “by ideas.”*

Description Two

My classmate’s name is Fernando. His best friend is Ricardo. Fernando is from Spain. He is 21 years old. Ricardo is also from Spain. He is 20 years old. Fernando is a student in Chicago. Ricardo is a student in Madrid. Fernando and Ricardo are both friendly. They like going to parties. Ricardo also likes playing sports.

- 3 Read both Description One and Description Two again. For both descriptions,
- Underline the sentences about Fernando.
 - Circle the sentences about Ricardo.
 - Underline twice the sentences about both Fernando and Ricardo.
- 4 Look at your sentences from your interview. Order your ideas. Number the sentences. Organize your sentences like Description One or Description Two.

➔ EDIT: Writing the Final Draft

Prepare to write the final draft of your paragraph. Check your grammar, spelling, capitalization, and punctuation. Check that you used some of the vocabulary from the unit. Use the checklist to help you write your final draft. Then neatly write or type your paragraph.



FINAL DRAFT CHECKLIST

- Did you describe a classmate and his (or her) friend?
- Did you use complete sentences?
- Did you organize your information?
- Did you use vocabulary from the unit?

ALTERNATIVE WRITING TOPICS

Write about one of the topics. Use the vocabulary from the unit.

1. Bronwyn Polson has a goal. She wants “peace through friendship.” She wants people to learn about friendship. Do you have a goal? It can be big or small, for the world or for yourself. Write three to five sentences about your goal. Begin with: “*In the future I want to (be a doctor/write a book) . . .*”
2. Do you have friends or family who live far away? How do you communicate with them: by e-mail or on the telephone? Write five sentences about communicating with these people.
3. Describe one of your good friends. Who is this person? Why are you friends? Look at the list. Check (✓) the most important qualities of your friend. Use your dictionary for help. Write five or more sentences about your friend.

Qualities of a Good Friend

_____ funny

_____ good-looking

_____ helpful

_____ honest

_____ intelligent

_____ patient

_____ popular

_____ talkative

_____ your idea(s): _____

RESEARCH TOPICS, see page 197

PROVERBS AND SAYINGS

1. Have but few friends, though many acquaintances.
结交可广，知己可少。
2. Manners make the man.
观其待人而知其人。
3. Friends agree best at a distance.
君子之交淡若水。
4. He who keeps company with the wolf will learn to bowl.
近朱者赤，近墨者黑。
5. As distance tests a horse's strength, so time reveals a person's heart.
路遥知马力，日久见人心。