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The Internet- Introduction

Paragraph 1-The INTRODUCTION PARAGRAPH

1) What do you think this reading is about? Write down TWO points

- *Example:* The history of the Internet, etc.
-
-

2) Read the first sentence of Paragraph One ONLY.

(Example: *It's hard to imagine a world without the Internet*).

a) Translate this sentence into Japanese in the space below.

b) Check your translation with your group.

c) Student A-B-C-D-E in your group, stand up and read out your group's translation to the rest of the class. *This will help us make sure our translation is accurate!*

d) Next, read the last sentence of Paragraph One.

(NOTE: This sentence is known as the *Thesis Statement*, and it will usually tell you what the main idea of the essay is). See page 2 and 3 in the Essay Booklet.

e) With your group, translate this sentence into Japanese in the space below.

f) Student A-B-C-D-E in your group, stand up and read out your group's translation.

g) Write down this translated Japanese Thesis Statement into your Essay book.

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3) Now that you have translated the first and last sentences of Paragraph One, read Paragraph One *again* and underline 3 ways that the Internet has replaced older technology.

a) Check with your group to see if you have underlined the same 3 ways that the Internet has replaced older technology. If so, write them down in the space below.



Paragraph 2 – BODY PARAGRAPH

1) Read the first sentence of Paragraph Two ONLY.

(*This is the TOPIC SENTENCE*).

a) Translate this sentence into Japanese in the space below.

b) Check your translation with your group.

c) Student A-B-C-D-E in your group, stand up and read out your group's translation.

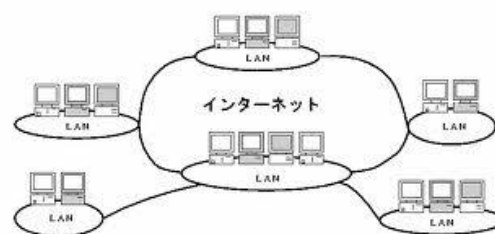
d) Write this Japanese sentence into your Essay booklet.

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Paragraph 3- BODY PARAGRAPH

- 1) Read the **first** sentence of Paragraph Three **ONLY**.
(This is the *TOPIC SENTENCE*).
- a) Translate this sentence into Japanese in the space below.

- b) Check your translation with your group.
- c) Student A-B-C-D-E in your group, stand up and read out your group's translation.
- d) Write this Japanese sentence into your Essay booklet.



Paragraph 4 - BODY PARAGRAPH

- 1) Read the **first** sentence of Paragraph Four **ONLY**.
(This is the *TOPIC SENTENCE*).
- a) Translate this sentence into Japanese in the space below.

- b) Check your translation with your group.
- c) Student A-B-C-D-E in your group, stand up and read out your group's translation.
- d) Write this Japanese sentence into your Essay booklet.

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Paragraph 5 - BODY PARAGRAPH

- 1) Read the **first** sentence of Paragraph Five **ONLY**.
(This is the *TOPIC SENTENCE*).
- a) Translate this sentence into Japanese in the space below.

- b) Check your translation with your group.
- c) Student A-B-C-D-E in your group, stand up and read out your group's translation.
- d) Write this Japanese sentence into your Essay booklet.



QUESTIONS!

How many emails or texts do you write in one day?

(Fact- The average teenager in the USA sends about 217 text messages)

If you have a cell phone, who is your provider?

(Fact- DoCoMo is the largest provider, AU is second and Softbank is 3rd)

Survey the class to find out which provider is the most popular
in 3 Maki.

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Paragraph 6- BODY PARAGRAPH

- 1) Read the **first** sentence of Paragraph Six **ONLY**.
(*This is the TOPIC SENTENCE*).
- a) Translate this sentence into Japanese in the space below.

- b) Check your translation with your group.
- c) Student A-B-C-D-E in your group, stand up and read out your group's translation.
- d) Write this Japanese sentence into your Essay booklet.



Paragraph 7-BODY PARAGRAPH

- 1) Read the **first** sentence of Paragraph Seven **ONLY**.
(*This is the TOPIC SENTENCE*).
- a) Translate this sentence into Japanese in the space below.

- b) Check your translation with your group.
- c) Student A-B-C-D-E in your group, stand up and read out your group's translation.
- d) Write this Japanese sentence into your Essay booklet.

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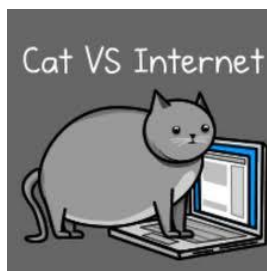
Paragraph 8- The CONCLUDING PARAGRAPH

- 1) Read the **first** sentence of Paragraph Eight **ONLY**.
(This is the *THESIS STATEMENT* re-statement).
- a) Translate this sentence into Japanese in the space below.

- b) Check your translation with your group.
- c) Student A-B-C-D-E in your group, stand up and read out your group's translation.
- d) Write this Japanese sentence into your Essay booklet.

- 2) Read the **last** sentence of paragraph eight.
(This is the *Final Comment*)
- a) With your group, translate this sentence into Japanese in the space below.

- b) Student A-B-C-D-E in your group, stand up and read out your group's translation.
- c) Write down this translated Japanese Thesis Statement into your Essay book.



- 3) Read **ALL** of the essay now, using your translated sentences to help you along with each paragraph.

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- 4)** Write down **10 things** that you learned from this essay about the Internet in the list below.

1)	6)
2)	7)
3)	8)
4)	9)
5)	10)

- 5)** Look at the table below. Write an X in the correct space that matches the paragraph number with the main idea.

Main Ideas	Paragraph Number (1-8)							
	1	2	3	4	5	6	7	8
More and more people are using the internet every day								
Conclusion								
The future of the internet								
The beginning of the internet in the 60s								
The Internet and mobile phones (cell phones)								
Introduction								
Computers become cheaper so more people can afford to use them								
Universities research and develop the Internet								

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To help you understand the essay, here are the thesis sentences and topic sentences changed into more simple English. These sentences have the same idea.

THESIS STATEMENT

Original – The internet has made significant changes to how we communicate information in modern times and it will have a crucial role in our future.

More simple – The Internet has made big changes to how we communicate with each other and the Internet will be very important for our future.

TOPIC SENTENCE PARAGRAPH 2

Original – The role of the Internet today is not so different to the purpose for which it was originally developed in the 1960's.

More simple – The way we use the internet now is very similar to the way people used the internet when it first started in the 1960s.

TOPIC SENTENCE PARAGRAPH 3

Original – As with much new technology, the American government paid leading universities in Europe and the US to do more research.

More simple – The American government paid very good universities to help them do research to develop the internet.

TOPIC SENTENCE PARAGRAPH 4

Original – The high cost and large size of computers in the 1970's meant that the use of the Internet was limited to universities, researchers and governments.

More simple – In the 1970s, because computers were so expensive and big, only universities and governments could buy computers.

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TOPIC SENTENCE PARAGRAPH 5

Original – Today, one and half billion people use the Internet across the world and this number is rising every day.

More simple – Today, 1,500,000,000 people use the Internet and more and more people are using the internet every day.

TOPIC SENTENCE PARAGRAPH 6

Original – Apple’s extremely popular “i-phone” perhaps represents the future of the relationship between the Internet and the mobile phone

More simple – The “iPhone” is a good example of the way the internet and mobile phones are connected. [mobile phone = cell phone]

TOPIC SENTENCE PARAGRAPH 7

Original – The Internet is developing at such a fast rate that it is difficult to predict its future, although many people predict a negative future.

More simple – The internet is changing so fast it is difficult to know what will happen in the future. However, many people think the internet will have some bad effects in the future.