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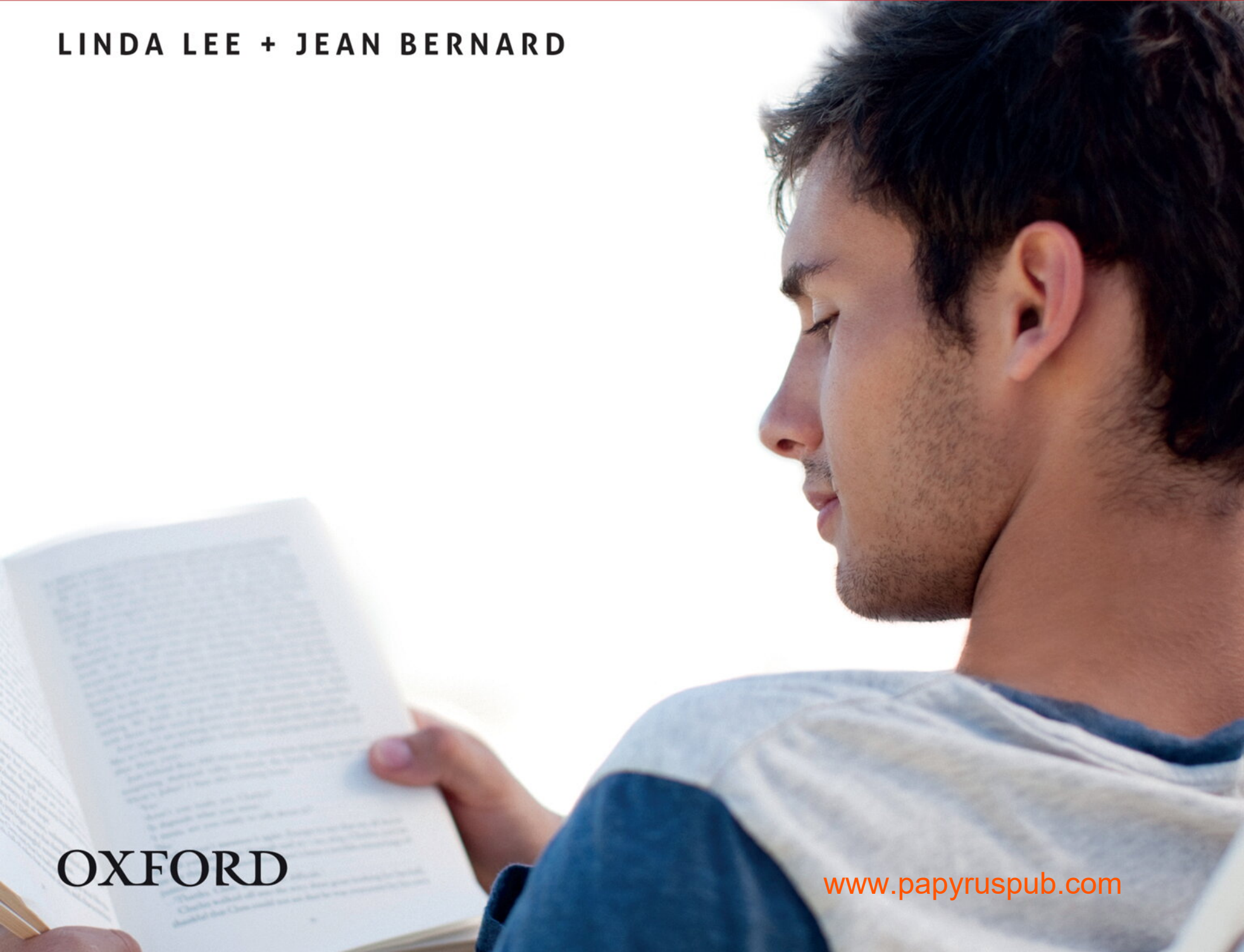
Select Readings

Teacher-approved readings for today's students

LINDA LEE + JEAN BERNARD

OXFORD

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Upper-Intermediate

SECOND EDITION

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Teacher-approved readings for today's students



Teachers tell us that the single most important factor in engaging their students in reading courses is having a book that offers high-interest, level-appropriate content. So, as its title suggests, *Select Readings, Second Edition* features dynamic, carefully selected readings chosen by experienced teachers to meet the needs of today's global learners.

The publisher would like to thank the following teachers who worked closely with us to select and approve the topics and reading passages throughout *Select Readings, Second Edition*:

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Scope and Sequence

Chapter	Content	Reading Skill	Building Vocabulary
Chapter 1 The Youngsters Behind YouTube	How two young men created the most popular video website in the world	Identifying main ideas	Understanding compound nouns
Chapter 2 When to Use Female Nouns	Gender-specific nouns	Supporting main ideas	Using female and gender-neutral nouns
Chapter 3 Your Negative Attitude Can Hurt Your Career	The importance of keeping a positive attitude	Scanning for specific information	Using synonyms and antonyms
Chapter 4 The Colorful World of Synesthesia	A sensory condition called synesthesia	Making inferences	Understanding verb-forming suffixes
Chapter 5 What Is Creative Thinking?	Suggestions for learning to think creatively	Using context	Understanding figures of speech
Chapter 6 Listen Up	Becoming an effective listener	Recognizing sentence transitions	Using adverbs and intensifiers

Chapter	Content	Reading Skill	Building Vocabulary
Chapter 7 Students Won't Give Up Their French Fries	American students' obsession with food	Summarizing	Learning idiomatic expressions
Chapter 8 Why I Quit the Company	An employee's decision to resign	Paraphrasing	Understanding phrasal verbs
Chapter 9 East Meets West on Love's Risky Cyberhighway	Finding a husband or wife via the Internet	Identifying points of view	Using modifiers
Chapter 10 Don't Let Stereotypes Warp Your Judgment	The harmful effects of stereotyping	Recognizing sources	Forming participial adjectives
Chapter 11 The Art of Reading	Suggestions for becoming a skillful reader	Recognizing analogies	Learning word forms
Chapter 12 When E.T. Calls	Exploring the possibility of extraterrestrial life	Recognizing scenarios	Understanding nouns derived from adjectives

Series Overview

with Teaching Suggestions

Select Readings, Second Edition is a reading course for students of English. In *Select Readings, Second Edition*, high-interest, authentic reading passages serve as springboards for reading skills development, vocabulary building, and thought-provoking discussions and writing.

The readings represent a wide range of genres (newspaper and magazine articles, personal essays, textbook chapters, book excerpts, and online discussions) gathered from well-respected sources, such as *The Chronicle of Higher Education* and *Science News*, and approved by experienced teachers.

General Approach to Reading Instruction

The following principles have guided the development of *Select Readings, Second Edition*:

- **Exposing students to a variety of text types and genres helps them develop more effective reading skills.** Students learn to handle the richness and depth of writing styles they will encounter as they read more widely in English.
- **Readers become engaged with a selection when they are asked to respond personally to its theme.** While comprehension questions help students see if they have understood the information in a reading, discussion questions ask students to consider the issues raised by the passage.
- **Readers sharpen their reading, vocabulary-building, and language skills when skills work is tied directly to the content and language of each reading passage.** This book introduces students to reading skills such as summarizing and paraphrasing and vocabulary-building strategies such as learning word forms and understanding phrasal verbs. Each skill was chosen in consultation with teachers to ensure that the most applicable and appropriate skills were selected for students at the Upper-Intermediate level.
- **Good readers make good writers.** Reading helps students develop writing skills, while writing experience helps students become better readers.
- **Background knowledge plays an important role in reading comprehension.** An important goal of *Select Readings, Second Edition* is to illustrate how thinking in advance about the topic of a reading prepares readers to better comprehend and interact with a text.

Chapter Overview

Each chapter in *Select Readings, Second Edition* includes the eight sections described below.

1. Opening Page

The purpose of this page is to draw readers into the theme and content of the chapter with relevant artwork and a compelling quotation.

Teaching Suggestions:

- Ask students to describe what they see in the photo(s) or artwork on the page and guess what the chapter is about. Have them read the quotation, restate it in their own words, and then say if they agree with it. Finally, ask what connection there might be between the image and the quotation.
- Call students' attention to the *Chapter Focus* box. Give them a chance to think about the content and skills they are about to study and to set their own learning goals for the chapter.

2. Before You Read

The first activity in each *Before You Read* section is designed to get students to connect personally to the topic of the chapter and to activate their background knowledge of the topic. A second activity or question in this section asks students to further explore their knowledge of the topic by completing a task with a partner. The third activity asks students to complete a *Previewing Chart*, which provides specific tasks for previewing a text. The purpose of this chart is to encourage students to make a habit of using simple previewing strategies before they read any text.

Teaching Suggestions:

- Make sure that students understand the purpose of the *Before You Read* activities. Explain that activating prior knowledge will help them to better comprehend the reading passage.

3. Reading Passage

In general, the readings become increasingly long and/or more complex as the chapters progress. To help students successfully tackle each passage, we have provided the following support tools:

Vocabulary glosses. Challenging words and expressions are glossed throughout the readings. In most cases, we have glossed chunks of words instead of individual vocabulary items. This approach helps students develop a better sense of how important context is to understanding the meaning of new words.

Culture and Language Notes. On pages 145–159, students will find explanations for cultural references and language usage that appear in blue type in the readings. Notes are provided on a wide range of topics from scientific information, to geographical references, to famous people.

Maps. Each location featured in a reading passage is clearly marked on one of the maps found on pages 160–162.

Numbered lines. For easy reference, every fifth line of each reading passage is numbered.

Recorded reading passages. Listening to someone reading a text aloud helps language learners see how words are grouped in meaningful chunks, thus aiding comprehension.

Teaching Suggestions:

- Encourage students to read actively. Circling words, writing questions in the margins, and taking notes are three ways in which students can make reading a more active and meaningful experience.
- Play the recorded version of the reading passage and ask students to listen to how the reader groups words together. As they listen to the recording, students can lightly underline or circle the groups of words.

4. After You Read: Understanding the Text

Following each reading, there are two to three post-reading activities that give students the chance to (a) clarify their understanding of the text, (b) practice reading skills previously introduced, and (c) discuss the issues raised in the reading. The first activity in this section is designed to give students practice with the types of comprehension questions used on exams such as the TOEFL® test, the TOEIC® test, and IELTS™. Questions are also labeled to highlight the reading skill required to answer the question.

Teaching Suggestions:

- Get students to discuss their reactions to the readings in pairs or groups. The process of discussing questions and answers gives students an opportunity to check their comprehension more critically.
- If time permits and you would like students to have additional writing practice, ask them to write a short essay or a journal entry on one of the questions in the *Consider the Issues* section.

5. Building Vocabulary

Reading extensively is an excellent way for students to increase their vocabulary base. Considering this, we pay careful attention to developing students' vocabulary-building skills in each chapter of *Select Readings, Second Edition*. A variety of vocabulary-building skills are introduced and recycled throughout the book. Each *Building Vocabulary* section starts out with a short explanation and examples of the skill in focus. In the activities that follow the explanation, students typically scan the reading to gather and analyze various types of words and then use the words in a new context.

Teaching Suggestions:

- View the explanation and examples at the beginning of each *Building Vocabulary* section before asking students to tackle the activities that follow. Encourage them to ask any questions they have about the explanations or examples.
- Encourage students to keep a vocabulary notebook. Present various ways in which students can organize the words in their notebook: by chapter, by topic, by part of speech, etc.

6. Reading Skill

At the beginning of each *Reading Skill* section, students encounter a short explanation of the skill in focus and, when appropriate, an example of how that skill relates to the reading in the chapter. The first task following this explanation asks students to return to the reading to think about and use the new reading skill. The **new *Apply the Reading Skill*** sections then give students the opportunity to apply the strategy to a *new short reading* that is related to the topic of the main reading passage.

Teaching Suggestions:

- Review the explanations and sample sentences at the beginning of each *Reading Skills* section before asking students to tackle the questions that follow. Encourage them to ask any questions they have about the explanations or examples.
- Reflect with students on the ways in which they can apply the reading skills they have learned in each chapter to other reading passages. Then have them apply the new reading skill as they work with the second reading passage in this section.

7. Discussion and Writing

At the end of each chapter, students have an opportunity to talk and write about a variety of issues. The activities in this section provide students with a chance to broaden their views on the topic of the reading and to address more global issues and concerns.

Teaching Suggestions:

- When time permits, let students discuss a question a second time with a different partner or group. This allows them to apply what they learned in their first discussion of the question.
- Choose one or more of the questions in this section as an essay topic for students.

8. Words to Remember

Each chapter ends with a list of *Words to Remember*. A majority of these words appear on the Oxford 3000™ word list, and many are also highlighted on the Academic Word List. This section provides an efficient means for students to keep track of important new vocabulary by chapter. In addition, the **new *Mini-Dictionary*** on pages 163–172 features carefully crafted definitions of each *Word to Remember* from the new ***Oxford American Dictionary for learners of English***, giving students an alphabetical reference of the words and their definitions all in one place.

Additional Resources for Teachers of Reading

- *Teaching Second Language Reading* by Thom Hudson
- *Techniques and Resources in Teaching Reading* by Sandra Silberstein
- *Reading* by Catherine Wallace

Series Components

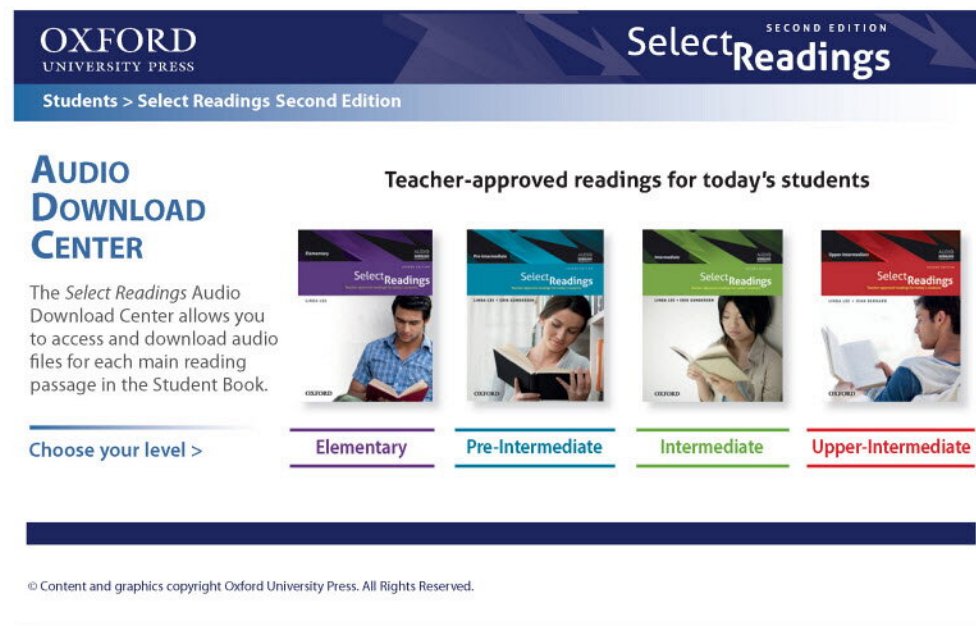
Testing Program CD-ROM with Student Book Answer Key

Students today are facing increased pressure to excel at standardized testing in order to gain entrance to universities and secure competitive jobs. *Select Readings, Second Edition* offers an exciting new Testing Program CD-ROM, including tests modelled after the IELTS™, TOEFL®, and TOEIC® standardized tests, as well as **general achievement and unit tests**. The reading tests included on the new Testing Program CD-ROM with Student Book Answer Key were written and approved by testing experts to ensure a close connection to the widely used standardized tests above. Each test features a reading passage followed by questions designed to measure comprehension as well as reading- and vocabulary-skill proficiency. All unit tests feature new and different reading passages to test the skills learned in that unit.

Class Audio CDs

Select Readings, Second Edition offers Class Audio CDs featuring carefully recorded **audio of all main reading passages** in each level of the series. Giving students the opportunity to listen to a fluent English speaker as they follow along in the text significantly aids comprehension and supports listening and speaking skill development. This is particularly useful for aural learners, who absorb information best through hearing it presented. Each Class Audio CD features a **variety of accents** to expose students to the many sounds of English around the world today.

Audio Download Center



Every main reading from the series is available for **download** through the *Select Readings, Second Edition* Audio Download Center. Students and teachers can visit www.oup.com/elt/selectreadings2e for access to the downloadable mp3s for any time, anywhere practice and self-study.

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The Youngsters Behind YouTube

Chapter

1

Chapter Focus

CONTENT

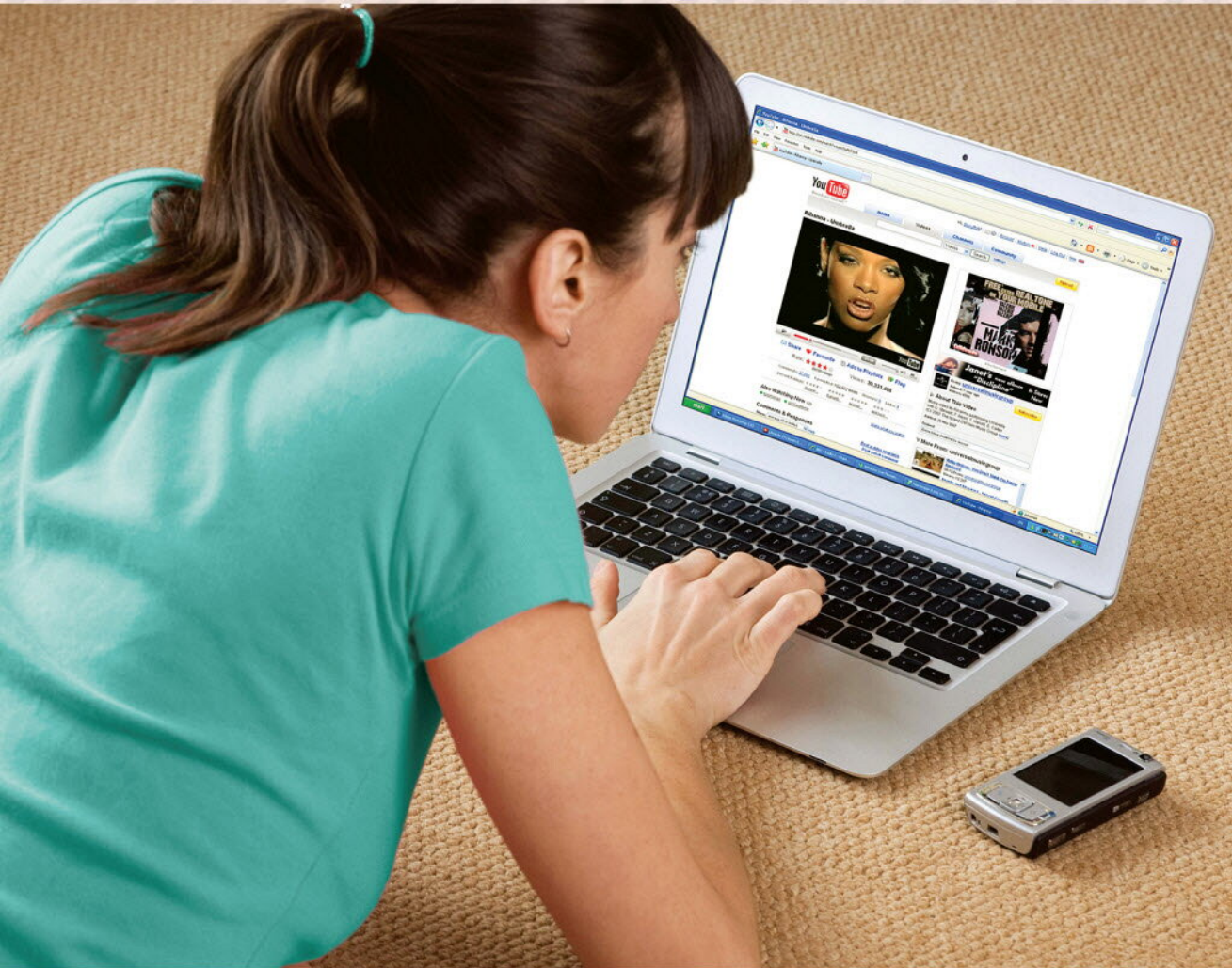
How two young men created the most popular video website in the world

READING SKILL

Identifying main ideas

BUILDING VOCABULARY

Understanding compound nouns



“Luck is a matter of preparation meeting opportunity.”

— Oprah Winfrey, television host and philanthropist (1954–)

Before You Read

A. Connect with the topic. In the chart below, list two more ways you interact with friends online. Then list the ways you do each activity.

Things You Do with Friends Online	How do you do it?
1. <i>share pictures</i>	<i>by e-mail</i> <i>on social networking sites</i> <i>on my blog</i>
2.	
3.	

B. Pair work. Compare answers to Activity A. How would you interact with friends if you didn't have access to e-mail or the Internet?

C. Preview the reading. Look quickly over the article on pages 3–5 to complete the Previewing Chart below.

Previewing Chart	
1. Title of the reading: _____	
2. Names of people and companies in the reading. (List 3 more.)	3. Key words. (What words appear several times? List 3 more.)
<i>Steve Chen</i> _____	<i>business</i> _____
_____	_____
4. I think this reading is probably about	

The Youngsters Behind YouTube: Steve Chen and Chad Hurley

by Evan Carmichael

1 “Everybody aspires to be a star,” says Steve Chen, a Taiwanese immigrant who came to the United States with his family in hopes of a better life. Chen’s aspirations became a reality when he, along with Pennsylvania-born Chad Hurley, created what is today the world’s largest
5 online video website. YouTube has now become a global sensation, propelling both Hurley and Chen to the top of *Business 2.0*’s list of “The 50 People Who Matter Now.” YouTube was also named **TIME magazine’s** 2006 “Invention of the Year.” When Hurley and Chen decided to sell their company, they did so for a hefty price tag of \$1.65 billion.

10 Steve Shih Chen was born in August 1978 in Taiwan, where he lived until he was eight years old. His family then emigrated to the U.S., where Chen attended John Hersey High School and later the Illinois Math and Science Academy. After graduating from high school, Chen enrolled in the University of Illinois at Urbana-Champaign to pursue a degree
15 in computer science. But it would be a part-time job he was hired for at a small e-commerce start-up called **PayPal** that would change his life forever.

Chad Meredith Hurley was born in 1977 as the middle child¹ of parents Donald and JoAnn Hurley. His father was a financial consultant, while
20 his mother worked as a local schoolteacher. Chad, along with his older sister and younger brother, grew up near Birdsboro, Pennsylvania. After graduating from Twin Valley High School in 1995, where his mother continues to teach in the gifted program,² Hurley enrolled in the Indiana University of Pennsylvania to pursue a bachelor’s degree in fine art.

25 Before graduating from the university, Hurley also applied for a job at PayPal. He was flown to California and, as part of his job interview, was asked to design a logo for the young company that would demonstrate his artistic abilities. Hurley got the job, and the logo he designed remains PayPal’s official logo to this day.



 Maps
pages 161–162

Culture and
Language Notes
page 145

¹ **the middle child** the second-born child in a family with three children

² **gifted program** a program of study designed for exceptionally intelligent students

30 It was while working at PayPal that Hurley and Chen became fast
friends.³ They began to spend their free time discussing several different
business ideas. When **eBay** purchased PayPal for \$1.54 billion, the
two received large bonuses for their role in growing the small start-up.
They decided to use their money to create their own venture. With
35 Chen's engineering skills and Hurley's creativity, they thought forming
a company together was a plausible idea.

In January 2005, Hurley and Chen attended a friend's dinner party
in San Francisco. They had taken a few digital videos of the event and
wanted to share them with each other the next day, but could not find a
40 good means to do so. The files were too big to e-mail, and posting them
online would take hours. With that, Hurley and Chen had their first idea
for a sustainable business. Using the money they had received from the
PayPal buyout, Chen and Hurley decided to create YouTube, to make
uploading and sharing videos online as easy as anyone could want. It
45 was the birth of a revolution.⁴

"We're not in a hurry," Hurley once said. "We're interested in building
our community. We're trying to improve discovery. We're trying to
improve the experience for people on our site." They might not have been
in a hurry, but their site sure grew in one. Today, YouTube has almost half
50 of the online video market, and it is still growing. How did a university
dropout and a boy who loved to draw become the industry leaders they
are considered now?

User-Oriented: Hurley and Chen knew from personal experience how
difficult it was to upload and share videos online. And that was why they
55 decided to create YouTube. They wanted to create a website that others
like themselves would find useful. By prioritizing its users' needs and
being as easy and interactive as possible, YouTube was able to find a loyal
audience that numbers in the millions.

Unique: When you visit YouTube.com, you are most likely searching
60 for something that you cannot find anywhere else. From long-lost '80s
music videos, to political speeches, to the current events of today, you are
almost guaranteed to find it on YouTube. And that is why people keep
coming back for more.

³ **fast friends** very good friends

⁴ **the birth of a revolution** beginning of a dramatic change in the way things are done

Viral: Both YouTube's marketing strategy and growth as a result have
65 been viral in nature. From holding promotions such as the iPod Nano
daily giveaway to having an external video player that can be placed on
any website and can link back to their own, Hurley and Chen created
a platform that continues to grow at an exponential rate.⁵

Well-Timed: Some have suggested that YouTube's success was due to a
70 perfect storm⁶ of environmental factors. More to the point, it was Hurley
and Chen's ability to not only notice, but also take advantage of that storm
that pushed them to the top. From the lessening of the cost of bandwidth
and digital cameras to the growth of online social networks, Hurley and
Chen created a company that was right for the times.

Focused: Hurley and Chen were never out to create a money-making
75 machine. They wanted to create a sustainable business, but also one that
meant something to its users. And so, instead of overloading its pages
and videos with advertisements, Hurley and Chen are being careful and
testing the waters as to which ads will work, and where. They are refusing
80 to lose sight of⁷ their number one priority, their user.

YouTube put the right technology out there to meet a need, but it did
so much more than that. It created a simple and unique way for people to
connect with each other. It has become the fastest-growing video sharing
site of all time, all the while outliving the critics' claims that it is just
85 another teenage fad that will soon die down. With the **Google buyout**, the
company faces a more uncertain future in terms of how it will operate and
who will call the shots.⁸ One thing is for sure, however, and that is that
Hurley and Chen are still here, and their business is still booming.



Word Count: 1,018

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

⁵ **exponential rate** extremely fast rate

⁶ **perfect storm** situation in which a number of events occur at once to produce a dramatic result

⁷ **lose sight of** forget about

⁸ **call the shots** make the important decisions

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- 1. Identifying the Author's Purpose** The author probably wrote the article in order to ____.
 - Ⓐ explain how to create a start-up
 - Ⓑ tell the story of the success of YouTube
 - Ⓒ share his opinion about Steve Chen and Chad Hurley
 - Ⓓ describe how people can use the Internet to share videos
- 2. Scanning for Details** Chen and Hurley ____.
 - Ⓐ spent over \$1 billion building YouTube
 - Ⓑ bought YouTube for over \$1 billion
 - Ⓒ sold YouTube for \$1.54 billion
 - Ⓓ sold YouTube for \$1.65 billion
- 3. Scanning for Details** Steve Chen is ____.
 - Ⓐ an artist
 - Ⓑ an engineer
 - Ⓒ a student
 - Ⓓ a teacher
- 4. Scanning for Details** Chad Hurley is ____.
 - Ⓐ an investor
 - Ⓑ an engineer
 - Ⓒ an artist
 - Ⓓ a programmer
- 5. Scanning for Details** Chen and Hurley got the idea for creating YouTube because they ____.
 - Ⓐ enjoyed working together at PayPal
 - Ⓑ had received bonuses from the PayPal buyout
 - Ⓒ needed to get new jobs after they quit working at PayPal
 - Ⓓ wanted to share videos they took at a dinner party

6. **Scanning for Details** According to the article, two reasons that YouTube is successful are that ____.
- Ⓐ it's easy to use, and it came at the right time
 - Ⓑ it's viral, and posting videos is free
 - Ⓒ you can find almost anything on it, and the company donates money to charity
 - Ⓓ people like seeing themselves and their friends online, and it's the only video-sharing website on the Internet

B. Vocabulary

Underline these words in the reading passage on pages 3–5. Then match the words with their definitions.

- 1. ____ user-oriented a. becoming popular very quickly, especially online
- 2. ____ bandwidth b. how much information can be sent at once
- 3. ____ start-up c. a new company, especially an Internet company
- 4. ____ e-commerce d. can continue for a long time
- 5. ____ viral e. designed with users' needs in mind
- 6. ____ sustainable f. business done on the Internet

C. Consider the Issues

Work with a partner to complete the chart below.

Popular Websites	What can you do on this website?	Other Similar Websites
1.		
2.		
3.		
4.		
5.		

Building Vocabulary

Understanding Compound Nouns

Compound nouns are nouns that are made up of two or more words. Most compound nouns consist of a *noun + noun* or an *adjective + noun*. Compound nouns can be open (two or more separate words), closed (two words together), or hyphenated.

Examples: video blog website brother-in-law

The first word in a compound noun usually modifies the second noun. For example, in the compound noun *video blog*, the word *video* identifies the type of blog.

As a compound word becomes more common, it often changes and simplifies. For example, *electronic mail* became *e-mail*. The open compound noun *web log* became the closed *weblog* and then was shortened into a single noun: *blog*. To check the spelling of a compound noun, it's best to check a current dictionary.

- A. Find and circle these compound nouns in the article on pages 3–5. Then use five of them to complete the sentences below.

financial consultant	music videos	fine art
schoolteacher	price tag	free time
bachelor's degree	high school	video player
current events	part-time job	

1. When I checked the _____ on that laptop, I realized it wasn't as expensive as I had expected.
2. Alan reads the news online every day so he can keep up with _____.
3. What do you like to do in your _____? I like to read and play my guitar.
4. Kim wants to get a _____ at the computer store so she can get discounts on computer equipment.
5. I have a _____ in psychology, and now I'm going back to school to study psychiatry.

B. Each pair of words below makes a compound noun. Look up each compound noun in a dictionary to see whether it should be open, closed, or hyphenated.

- 1. book + mark _____
- 2. home + page _____
- 3. search + engine _____
- 4. world + wide + web _____
- 5. dry + cleaning _____
- 6. high + light _____
- 7. hanger + on _____
- 8. passer + by _____
- 9. three + year + old _____
- 10. black + board _____
- 11. feed + back _____
- 12. soft + ware _____
- 13. break + down _____
- 14. child + hood _____
- 15. health + care _____

C. Choose five nouns from Activity B and write a sentence using each one.

- 1. _____
_____.
- 2. _____
_____.
- 3. _____
_____.
- 4. _____
_____.
- 5. _____
_____.

Reading Skill

Identifying Main Ideas

In a typical piece of writing, the author expresses two or three main ideas, or general messages, about a topic.

When you are looking for the main ideas in a piece of writing, consider the author's purpose.

Examples

- If the author's purpose is to tell the story of how a company was created, like in the article on pages 3–5, the main ideas will probably be about the steps that led to the creation of the company.
- If the author wants to explain why a company is successful, like in the article on pages 3–5, the main ideas will be about the reasons behind the success.
- If the author wants to express an opinion or examine multiple sides of an issue, the main ideas will be the general arguments about the issue.

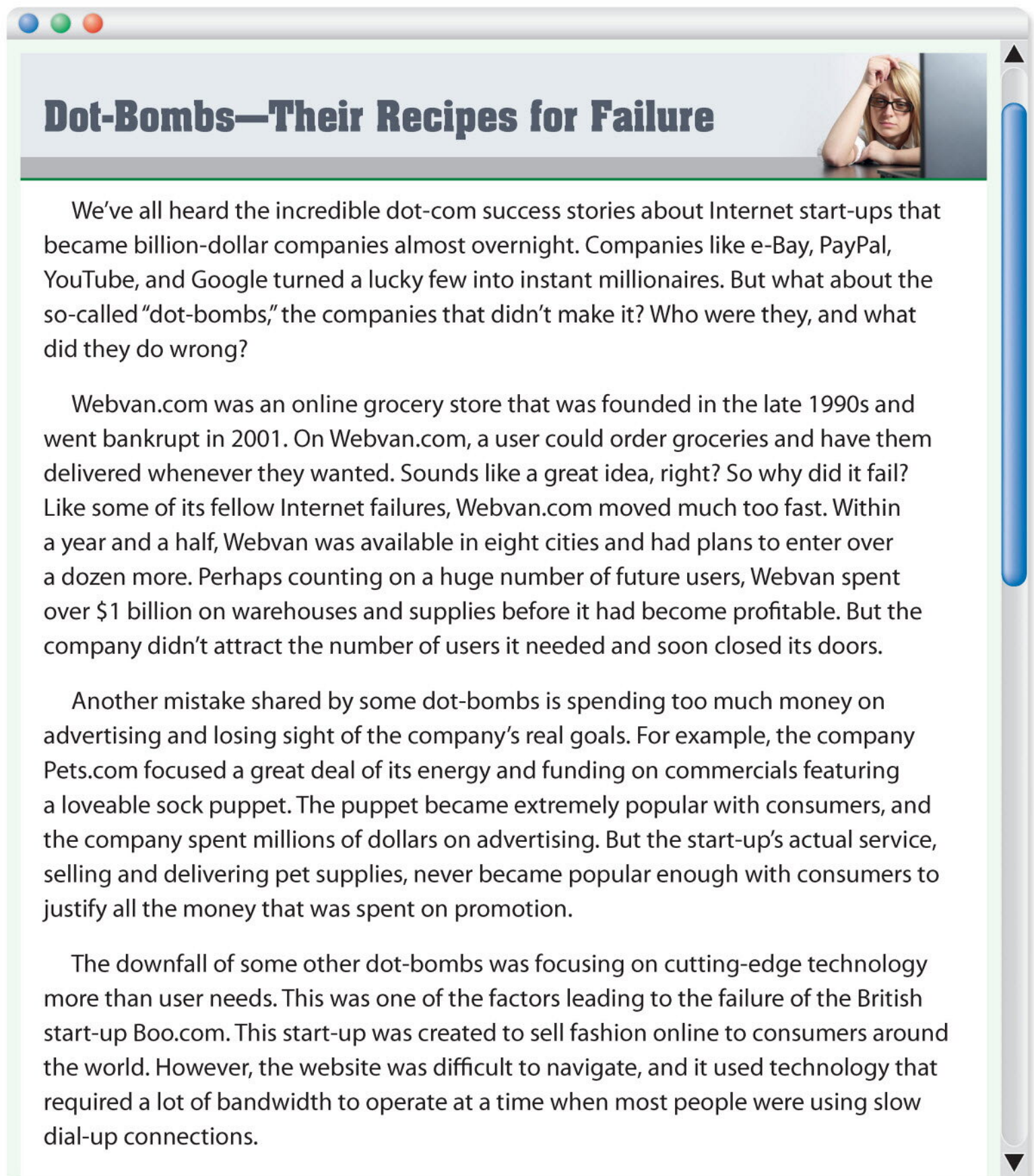
A. Analyze the Reading

Which of the following statements express the author's main ideas about YouTube, Steve Chen, and Chad Hurley? Check (✓) five statements.

1. ___ Steve Chen was born in Taiwan, and Chad Hurley was born in Pennsylvania.
2. ___ Steve Chen and Chad Hurley created the world's largest online video website.
3. ___ Chen and Hurley started talking about business ideas while they were working at PayPal together.
4. ___ PayPal was purchased for \$1.54 billion, and Chen and Hurley received large bonuses.
5. ___ Chen and Hurley's bonuses from the PayPal buyout enabled them to start a business.
6. ___ In 2005, Hurley and Chen went to a dinner party.
7. ___ The idea for creating YouTube was born when Chen and Hurley realized they couldn't easily upload videos online.
8. ___ YouTube is an industry leader for several reasons, including the facts that it's user-oriented and was well-timed.
9. ___ YouTube is successful not only because it meets a need, but also because it is a way for people to connect.
10. ___ The critics thought YouTube was a teenage fad that wouldn't last.

B. Apply the Reading Skill

Read the article below. Underline the author's main ideas.



Dot-Bombs—Their Recipes for Failure

We've all heard the incredible dot-com success stories about Internet start-ups that became billion-dollar companies almost overnight. Companies like e-Bay, PayPal, YouTube, and Google turned a lucky few into instant millionaires. But what about the so-called "dot-bombs," the companies that didn't make it? Who were they, and what did they do wrong?

Webvan.com was an online grocery store that was founded in the late 1990s and went bankrupt in 2001. On Webvan.com, a user could order groceries and have them delivered whenever they wanted. Sounds like a great idea, right? So why did it fail? Like some of its fellow Internet failures, Webvan.com moved much too fast. Within a year and a half, Webvan was available in eight cities and had plans to enter over a dozen more. Perhaps counting on a huge number of future users, Webvan spent over \$1 billion on warehouses and supplies before it had become profitable. But the company didn't attract the number of users it needed and soon closed its doors.

Another mistake shared by some dot-bombs is spending too much money on advertising and losing sight of the company's real goals. For example, the company Pets.com focused a great deal of its energy and funding on commercials featuring a loveable sock puppet. The puppet became extremely popular with consumers, and the company spent millions of dollars on advertising. But the start-up's actual service, selling and delivering pet supplies, never became popular enough with consumers to justify all the money that was spent on promotion.

The downfall of some other dot-bombs was focusing on cutting-edge technology more than user needs. This was one of the factors leading to the failure of the British start-up Boo.com. This start-up was created to sell fashion online to consumers around the world. However, the website was difficult to navigate, and it used technology that required a lot of bandwidth to operate at a time when most people were using slow dial-up connections.

Compare the information from this article with the article on pages 3–5. What did the creators of YouTube do right that these other companies did wrong? Discuss your answers with a partner.

Discussion & Writing

1. With a partner, discuss ideas for a new Internet company. Write at least four ideas.

- _____
- _____
- _____
- _____

2. Evaluate each of the ideas. Which ones are unique? Which ones would probably be the most profitable? Which ones best fulfill a need?

3. Choose one of your ideas and complete the chart below.

What product or service will the website provide?	
Why do people need this?	
How will the website be unique?	
How will people find out about the website?	
How will we make money?	
What problems might we encounter while building this company?	

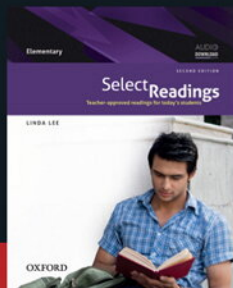
4. Use the information from the chart to write a paragraph about your plans for the Internet company.

Words to Remember		
NOUNS	VERBS	ADJECTIVES
aspiration	aspire	hefty
bandwidth	boom	plausible
bonus	demonstrate	sustainable
e-commerce	launch	
logo	prioritize	
market	pursue	
platform		
promotion		
sensation		
start-up		
venture		

Mini-Dictionary
page 163

Select Readings

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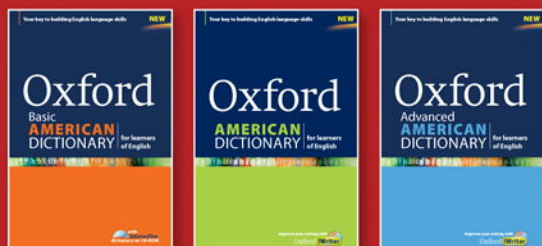
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