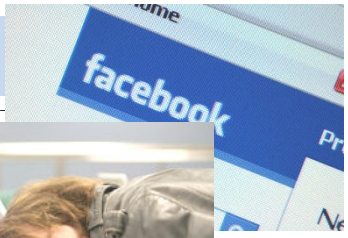
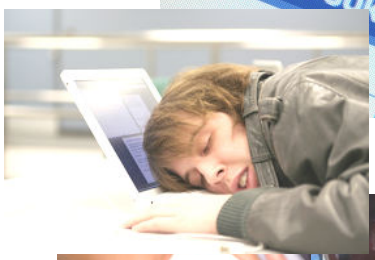
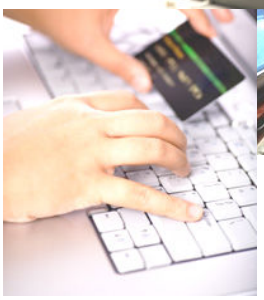
NOTE: THIS SAMPLE REPRESENTS A SECTION OF A LARGER UNIT

Unit 4B – Our lives online



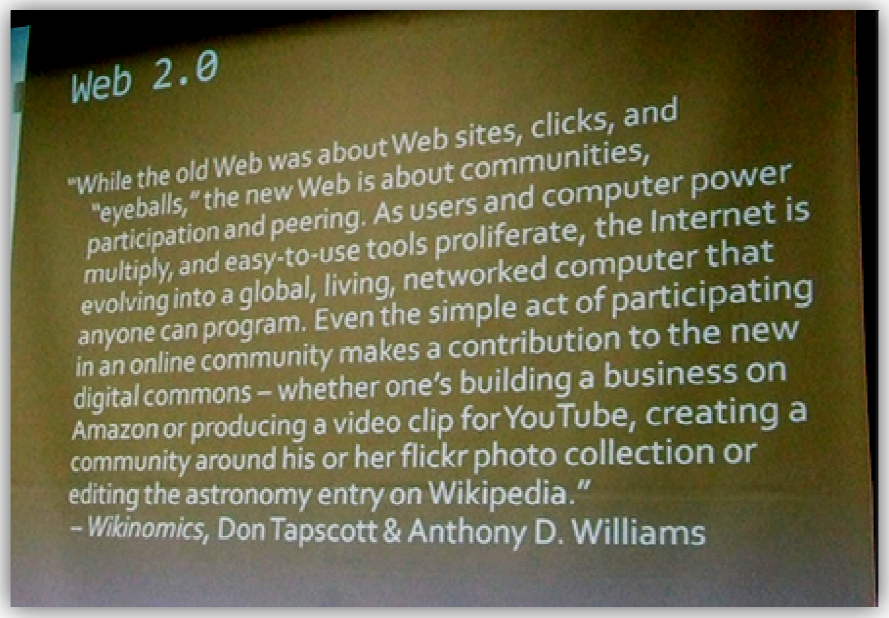




Writing 1 Persuading the reader – *Parallelism*

1 Introduction

1. Discuss in groups: Imagine the Internet did not exist. How would your life be different?
2. Read the lecture PowerPoint slide. What is the main difference between the old Web and the 'new' Web?



3. Read the first sentence again. Do you notice any repetition? Why did the author write that way?

2 Focus on the pattern

1. *Parallelism* is when words and/or grammar structures are repeated, like the first line (a) below. Look at the words and phrases separated by **commas** in the text – can you find repetitions?
2. Draw lines in the text to connect the parallel constructions, then compare with a partner. The first line (a) is an example.
3. Look at the first line (a) again. What grammar word 'glues' the whole structure together?
4. Find two more examples of grammar words that function as 'glue' for the parallel structures.

(a) While the old Web was about Web sites, clicks, and "eyeballs," the new Web is about communities, participation and peering.

(b) As users and computer power multiply, and easy-to-use tools proliferate, the Internet is evolving into a global, living, networked

(c) computer that anyone can program. Even the simple act of participating in an online community makes a contribution to the new

(d) digital commons – whether one's building a business on Amazon or producing a video clip for YouTube,

(e) creating a community around his or her flickr photo collection or editing the astronomy entry on Wikipedia.

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❸ Practice

1. Each sentence (a-f) could have a parallel structure, but does not. In pairs, mark in each where there could be parallelism. (The first one is an example.)
2. In pairs, discuss and make changes to create parallelisms. (Sometimes there may be more than one possibility.)

a. Computers are getting faster and faster, but computer prices are lower every year.

b. Most people use their laptops for surfing the Internet, checking email and music.

c. Although many consumers care about memory, speed and dependability, even more care about worms, receiving spam and also viruses.

d. As the popularity of Skype increases, and the number of people using the regular telephone goes down, it is likely telecommunications companies will need to change.

e. It is true that Internet usage is dominated by the Chinese, Japanese and Americans. However, developing countries such as Brazil and India are not far behind.

f. What is nice about the Internet is its ability to equalize people. If one is rich, that is fine, and if one is poor, that is accepted, too. Furthermore, if one is older, and another user is younger, that does not matter, either.

2. Discuss: Do you agree with the statements above?

❹ The first draft

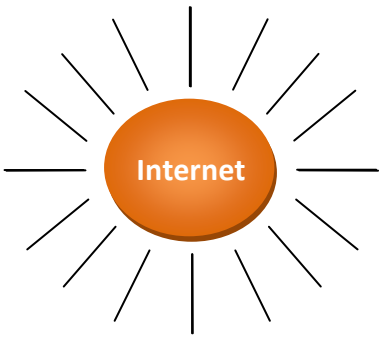
You have received the following memo from the head of your department at your university. Read it and do the activities below the memo in small groups.

From: Penny Pincher
To: All students
Subject: Computer facilities

Dear Student,

I regret to inform you that your request for Internet access in the department library has been denied. The computers currently there are for catalogue searches only, and the committee decided that the Internet would only be a distraction.

Yours sincerely,
Penny Pincher



1. Use the diagram to brainstorm all the positive and academically-related uses of computers in general, and the Internet in particular.
2. Together, use the ideas you brainstormed to draft a formal response (100-250 words) to the department head. Use parallelism as much as you can.
3. When finished, give the letter to another group for feedback on the use of parallelism.

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Writing 2 Building an argument – *Adding and emphasizing*

1 Introduction

1. Discuss: Do you like to shop online? Why (not)?
2. Now take the 'Goal or Exploration' quiz to discover what kind of online shopper you are. Circle the options that are true for you.

Online shopping: *Goal* or *Exploration* oriented?*

When I shop online, I…

1. a) feel I have completed a job.
   b) enjoy myself.
2. a) go to a specific site.
   b) surf for new sites.
3. a) look for a specific product.
   b) look for new things.
4. a) am saving time.
   b) am killing time.
5. a) have a purpose in mind.
   b) look for ideas.
6. a) make repeat purchases.
   b) check my favorite sites regularly.

*Adapted from Wolfinbarger, M. and Gilly, M.C., 2001. Shopping online for freedon, control and fun. *California Management Review*, 43(2), p. 34.

Key: The more 'a's, the more goal-oriented you are.

3. For a description of what it means to be a 'goal-oriented' or 'exploration-oriented' online shopper, read the paragraph below. Do you agree with the results of the quiz?

3.3. Relationships among shopping motivations, search intention and purchase intention

Jamiszewski (1998) categorizes search behavior as goal oriented (with purchase plan) and exploration oriented (without purchase plan). Goal-oriented consumers search to collect desirable product information while exploration-oriented consumers who have no specific targets in mind search solely for browsing product information. The joy of searching behavior not only comes from what they have found, but also from the searching process itself.

To, P., Liao, C., and Lin, T, 2007. Shopping motivations on Internet. *Technovation*, 27, p. 778.

2 Focus on the pattern 1

1. Look at the last sentence in the paragraph. Which piece of information do the authors want to emphasize: the first (before the comma) or the second (after the comma)?
2. Look at the two sentences below. Do they have different meanings? What is the difference? Discuss with a partner.

> *a) The joy of searching behavior not only comes from what they have found, but also from the searching process itself.*
> *b) The joy of searching behavior comes from what they have found and from the searching process itself.*

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❸ Focus on the pattern 2

1. Look at the title of the paragraph below. Do you agree?
2. Which two expressions do the authors use to add and emphasize that the Internet takes time from both **home** and **work**? Underline them.

SOCIAL ISOLATION INCREASES WITH MORE INTERNET USE

And as their amount of Internet use rises above 5 hours/week, a growing number—up to an additional 12 percent—even report spending more time working at the office, as well as at home. For heavy Internet users with regular jobs, a substantial portion of their total Internet use is likely to take place at the office to begin with—and it seems to be keeping them there for longer hours, in addition to invading their home. There are at present no indications suggesting the beginnings of telecommuting.

Nie, N.H., and Lutz, E., 2002. Internet and society. *IT & Society*, 1(1) 27, p. 275.

3. Substitute 'and' for the expressions you underlined. How does the message change?

❹ Practice

1. Your class will now be divided into (at least) two groups: Those that like to shop and spend time online, and those who do not.
2. Once in your group, brainstorm points to support your position using the table below. Follow the example. (Note: the two columns do not have to relate.)

Ex.1a. *Online shopping is fun.*	Ex.1b. *You have more variety online.*
1a.	1b.
2a.	2b.
3a.	3b.
4a.	4b.
5a.	5b.

3. Now connect the sentences you wrote by using expressions to add and emphasize, like this:

Ex.1a. *Online shopping is fun.*	Ex.1b. *You have more variety online.*
Not only is online shopping fun, you also have more variety.	

❺ Redraft

Go back to the letter you wrote to the head of your university department (page 2). In groups, write a second draft of the letter, adding more arguments and using expressions to add and emphasize.

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