



Technology

4

NOTE-TAKING	using symbols and abbreviations
CRITICAL THINKING	curiosity
LISTENING	listening for specific information
VOCABULARY	using the dictionary
GRAMMAR	comparatives
PRONUNCIATION	linking between consonant sounds
SPEAKING	asking for and giving clarification



UNIT QUESTION

How does technology affect our relationships?

A. Discuss these questions with your classmates.

1. What kinds of electronic devices do you use every day? Examples include cell phones and GPS trackers.
2. About how many hours each day do you spend using these devices at work? At school? At home?
3. Look at the picture. When you're with your friends or family, do you spend more time talking or using an electronic device?



B. Listen to *The Q Classroom* online. Then match the ideas to the students.

- | | |
|---|-----------|
| ___ 1. We still need face time with each other. | a. Felix |
| ___ 2. It's easier to keep in touch with friends. | b. Sophy |
| ___ 3. My friends and I don't talk like we used to. | c. Marcus |
| ___ 4. We have one night a week as family night. | d. Yuna |

iQ PRACTICE Go to the online discussion board to discuss the Unit Question with your classmates. *Practice* > *Unit 4* > *Activity 1*

UNIT OBJECTIVE

Listen to a lecture and a conversation. Gather information and ideas to participate in a panel discussion about how technology affects our relationships.

NOTE-TAKING SKILL Using symbols and abbreviations

Many people now communicate by texting each other on their cell phones. To save time when they text, people use symbols and shortened forms of common words and expressions. Symbols and abbreviations are also useful for note-taking. The following list has some common symbols and abbreviations.

=	<i>equals, is the same as</i>	w, w/o	<i>with, without</i>
&	<i>and</i>	etc.	<i>and so on, and more</i>
e.g.	<i>for example</i>	+	<i>plus, more than</i>
re	<i>about</i>	v.	<i>very</i>

You can also create your own abbreviations. Abbreviate long words or frequently repeated words. Use initials for the names of people or organizations after the first use. Write numbers as numerals instead of words, e.g., 4 (not *four*). Just be sure that you can remember what your abbreviations stand for!

A. COMPOSE Read this student's notes about an inventor. Write a complete version of what you think the notes say. Then compare with a partner.

Alex. Graham Bell b. 1847 Scot. scientist
1870 moved to Canada, prov. of Ontario & set up workshop
1874 Ass't was Thomas Watson
1876 invent. 1st working tel. w/ TW's help
Mar. 10 '76 1st tel. call. AGB called TW (in next room)
said "Mr. W. come here, I want you."
1877 AGB start Bell Tel. Co.
1886 150,000+ in US have tel. in home



B. APPLY Listen to this short talk about the telegraph invented by Samuel Morse. Take notes using symbols and abbreviations.

iQ PRACTICE Go online for more practice with using symbols and abbreviations to take notes. *Practice* > *Unit 4* > *Activity 2*



LISTENING 1 Online Friendships

OBJECTIVE ▶

You are going to listen to a lecture about social media and friendship. As you listen, gather information and ideas about how technology affects our relationships.



PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words and phrases from Listening 1. Read the definitions. Then complete each sentence with the correct word or phrase.

TIP FOR SUCCESS

Focus on listening for these words and phrases when you listen for the first time.

face-to-face (*adjective phrase / adverb phrase*) close to and looking at someone or something

forever (*adverb*) 🔑 for all time; permanently

friendship (*noun*) 🔑 the state of being friends

headline (*noun*) 🔑 the title of a newspaper or magazine article printed in large letters above the story

meaningful (*adjective*) **OPAL** useful, important, or interesting

post (*verb*) 🔑 to put information or pictures on a website

privacy 🔑 (*noun*) the state of being free from the attention of the public

relationship (*noun*) 🔑 **OPAL** a connection between two people or things

🔑 Oxford 3000™ words

OPAL Oxford Phrasal Academic Lexicon

1. You don't have to be best friends, but it is important to have a good _____ with your coworkers.
2. Dora finished writing the article last night. It's ready to _____ online.

3. We need curtains on those windows. Without them, we have no _____ in the bedroom.
4. It is hard to discuss some things online. You need a _____ conversation where you can see the other person.
5. His _____ with Tom is very important to Reza. They have known each other for many years.
6. The newspaper _____ said that there will be bad snowstorms in the Midwest today.
7. Their family has lived here _____. I mean a very long time, more than 100 years.
8. The lecturer made some very _____ statements about social media. It gave me a lot to think about.

ACADEMIC LANGUAGE

The word *relationship* is often used in academic contexts. Notice that the suffix *-ship* is also used in the noun *friendship*. The suffix *-ship* indicates a state or condition.

OPAL
Oxford Phrasal Academic Lexicon

iQ PRACTICE Go online for more practice with the vocabulary.
Practice > Unit 4 > Activities 3–4

- B. PREVIEW** You are going to listen to a lecture about social media and friendship. Work with a partner. List one good thing and one possible problem related to social media and friendships.

WORK WITH THE LISTENING

- A. LISTEN AND TAKE NOTES** Listen to Part 1 of the lecture. The speaker mentions three points that will be in the lecture. Prepare a piece of paper to take notes. List the three points and leave space for writing after each one.



iQ RESOURCES Go online to download extra vocabulary support.
Resources > Extra Vocabulary > Unit 4



B. LISTEN AND TAKE NOTES Listen to Part 2 of the lecture. Take notes. Use symbols and abbreviations to save time.

C. INTERPRET Check (✓) the three sentences that best express the main ideas of the lecture. Use your notes to help you.

- 1. Most people will continue to use social media to communicate with friends.
- 2. Robin Dunbar usually prefers talking to friends face-to-face, not online.
- 3. Some users of social media visit the sites several times each day.
- 4. The use of social media is changing the way people think about friendship.
- 5. Sixty-nine percent of adults in the United States have online friends.
- 6. One danger of social media is that users can lose control of private information.



D. APPLY Listen to Part 2 again. Write the correct number to complete each sentence.

1. In 2018, _____ percent of people in the United States between the ages of 18 and 29 used social media.
2. Worldwide, about _____ people used social media.
3. The speaker says that no one can have meaningful relationships with _____ people.
4. Robin Dunbar did a study of more than _____ people.
5. Most people in this group had about _____ online friends.
6. Of this number of online friends, usually fewer than _____ were close friends.

E. EVALUATE Think about the speaker in Listening 1. Would this person agree or disagree with the following statements? Do you agree or disagree with them? Complete the chart using *A* (agree) or *D* (disagree).

Statement	Speaker	You
1. Online friends aren't real friends.		
2. People should never post personal information online.		
3. Social media can be fun and useful if used carefully.		

- F. **EXPLAIN** Compare answers with a partner. Are your answers the same or different? Explain and discuss.



CRITICAL THINKING STRATEGY

Curiosity

Curiosity is a desire to know or to learn something. Critical thinking requires a curious mind. This means that curious learners do not accept everything they hear as true just because the speaker said it. They also want to know more about the speaker's topic. They ask questions that might start like this:

- What did you mean when you said . . . ?
- Why did you say that . . . ?
- Do you have more information about . . . ?
- Where did the statistic about ____ come from?

iQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. *Practice* > *Unit 4* > *Activity 5*



- G. **CREATE** Listen again to part of Listening 1. Write two questions you would like to ask the speaker.

1. _____
2. _____

- H. **EXTEND** Work with a partner. Share the questions you created in Activity G. How do you think the speaker might answer them? Discuss.

iQ PRACTICE Go online for additional listening and comprehension. *Practice* > *Unit 4* > *Activity 6*



SAY WHAT YOU THINK

DISCUSS Discuss the questions in a small group.

1. Were you surprised about the number of people who use social media? Why or why not?
2. How do you think that social media might affect friendships?
3. What are some problems you or your friends experience with social media sites?

LISTENING SKILL Listening for specific information

Sometimes you need to listen for a specific piece of information. To listen for **specific information**, focus on key words. The answer to a question is often just before or after a key word from the question.

You need to know: How many social media users were there worldwide in 2018?

The key word: worldwide

□ **You hear:** Worldwide, about 2.62 billion people used social media in 2018.

The answer: 2.62 billion



A. IDENTIFY Read the questions. Then listen to the statements from Listening 1. Focus on the key words. Answer the questions.

1. What is the **average number** of friends each person had in Dunbar's study?

2. What was **the point of** the newspaper article with the **headline**, "Nobody has real friends anymore."

3. How did some users compare **online discussions** with ones they had **face-to-face**?



B. IDENTIFY Read the questions and focus on the words in bold. Listen to a short talk about a photographer named Tanja Hollander. Listen for the bold words to find the information.

1. When Tanja **counted** her online friends, what was the **grand total**?

2. Where **were these friends from**?

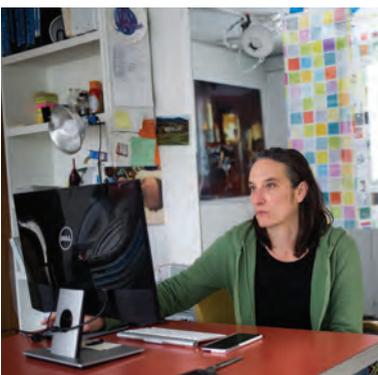
3. What did Tanja **decide** to do?

4. How many **years** did it take her to complete her project?

5. **Where** did she go to visit an old college friend, the **poet and hip-hop artist**?

TIP FOR SUCCESS

Practice listening in English as often as possible. At times, you may only understand a few words, but even this can improve your skills.



Tanja Hollander

iQ PRACTICE Go online for more practice listening for specific information.
Practice > Unit 4 > Activity 7

LISTENING 2 Who Are You Talking To?

OBJECTIVE ▶

You are going to listen to a conversation about electronic devices that “talk” to us. As you listen, gather information and ideas about how technology affects our relationships.



PREVIEW THE LISTENING

VOCABULARY SKILL REVIEW

In Unit 3, you learned about synonyms. Some of the correct answers in Activity A are one-word synonyms for the underlined words. Can you identify at least three of these synonyms?

A. VOCABULARY Here are some words and phrases from Listening 2. Read the sentences. Then choose the answer that best matches the meaning of each underlined word or phrase.

1. Since the camera on my smartphone is so good, I rarely use a separate digital camera these days.
 - a. easy to carry
 - b. using computer technology
2. I'm not going to wear that silly hat! Everyone will laugh.
 - a. ugly
 - b. crazy
3. When we got home, we found that the front door was open and our TV was gone!
 - a. discovered
 - b. thought
4. Ronnie sometimes has rather strange ideas about how to do things.
 - a. unusual
 - b. bad
5. I closed my eyes during that part of the movie. It was too scary.
 - a. boring
 - b. frightening
6. The American robin is a common bird. You see them frequently in the spring, summer, and fall.
 - a. pretty
 - b. usual

7. We've become very dependent on our computers in the workplace. We can't function without them.
 - a. needing something
 - b. unhappy about
8. I've disconnected the cable TV in our house. We were watching it too much.
 - a. repaired a problem with
 - b. stopped the service for

iQ PRACTICE Go online for more practice with the vocabulary.

Practice > Unit 4 > Activities 8–9

- B. PREVIEW** In the twenty-first century, more and more people use digital devices in their daily lives. Some digital assistants can even “talk” to us. You are going to listen to a conversation that includes a discussion of GPS trackers in cars. Have you used a GPS for driving directions? Discuss with a partner.

WORK WITH THE LISTENING

TIP FOR SUCCESS

When listening, take very short notes to help you remember what you hear. Write only single words or short phrases. Then complete your notes later.

- A. CREATE** The words and phrases below are key words in the conversation. Think of an abbreviation you can use for each one when you take notes.

1. artificial voices _____
2. artificial intelligence _____
3. voice-activated device _____
4. smart devices _____
5. too dependent on _____
6. invention _____



- B. LISTEN AND TAKE NOTES** Listen to the conversation and take notes. Use the abbreviations you listed in Activity A.

- C. IDENTIFY** Choose the description that best summarizes all the main ideas of the conversation.

- ___ 1. Digital devices that speak to us are taking the place of the people in our lives by doing things for us and talking with us.
- ___ 2. Digital devices can be helpful, but we should remember that they are not human.
- ___ 3. Digital devices improve our lives by doing things like giving us directions, doing tasks around the house, and helping people feel less lonely.



D. EXPLAIN Answer the questions. Use your notes to help you. Then listen again and check your answers.

1. Why is Leo frustrated with the GPS voice?

2. What does Aran say about artificial voices?

3. What does Aran's daughter ask the device she calls "Susie" in their home?

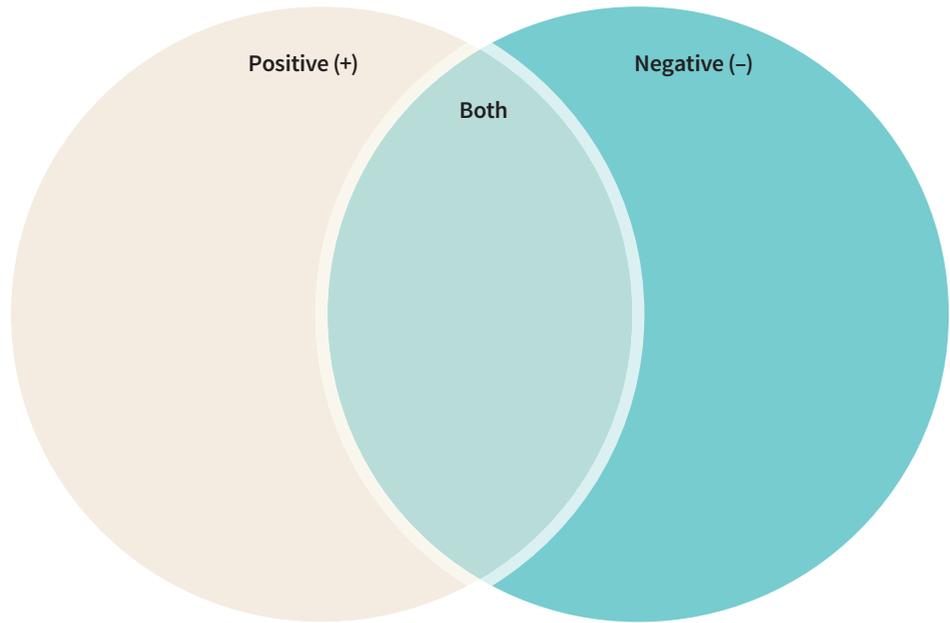
4. What is one task in the home that a voice-activated device can do?

5. What did Leo's friends do when they found the device talking to itself?

6. What other invention does Leo mention that changed how people live?

E. EVALUATE Read the descriptions of things mentioned in the conversation. Is the effect of each one on our lives positive, negative, or both? What's your opinion? Add the letter for each item to one section of the Venn diagram.

- a. a GPS that gives spoken directions to drivers
- b. devices that answer your questions out loud
- c. devices that children play games with and talk to
- d. digital assistants that perform tasks around the home
- e. devices that seem to act independently, such as talking by themselves
- f. digital voices that make people feel less lonely



- F. **INTERPRET** Compare answers with a partner. Are your opinions similar or different? Give reasons for your opinions.

WORK WITH THE VIDEO



- A. **PREVIEW** What was life like in your country 100 years ago? How was it different from life today?

VIDEO VOCABULARY

heat (v.) to become or to make something hot or warm

candle (n.) a stick of solid wax with a string through the middle, which you can burn to give light



iQ RESOURCES Go online to watch the video about life in Wales in 1927.
[Resources](#) > [Video](#) > [Unit 4](#) > [Unit Video](#)

B. APPLY Watch the video two or three times. Then complete the sentences with the words in the box.

buy cars computers electricity kitchen make walk

1. There is no _____ or gas. There is only a fire in the kitchen.
2. There are no bathrooms in the house. They wash in the _____.
3. They don't have _____, and there is no bus. The men have to _____ to work.
4. It's not easy to _____ things, so people _____ many things themselves.
5. With no phones or _____, they have to make their own music.

C. EXTEND Watch the video again. Discuss the questions.

1. Do you think the participants in this program found this life easy or difficult? Why or why not?
2. What did the participants learn from the experiment?



SAY WHAT YOU THINK

SYNTHESIZE Think about the unit video, Listening 1, and Listening 2 as you discuss the questions.

1. Think about one new electronic device that you use frequently. Did this device change your life or your relationships? If so, how? If not, why not?
2. How dependent are you on electronic devices or other modern technology, such as cars or washing machines? Do you know how to manage without them?
3. Would you like to spend two or three months living without any modern technology? Why or why not?

VOCABULARY SKILL Using the dictionary

Finding new words in a **dictionary** can be difficult. Sometimes you hear the word, but you don't see it. You may not know how to spell it. This can make it difficult to look up words. Try these ideas to help you.

- Sound out the word and write it down as you say it.
- Think about other spellings of the sounds. For example, think of the word *character*. The sound /k/ can be written as *k*, *c*, *ch*, or *qu*.
- Watch out for double letters. For example, you won't find *occasion* under words beginning with *oca*.
- If you can guess the meaning of the word, look up a synonym in the dictionary. You may find the word in the definition.
- If you have a computer, type the word as you hear it and then use the spell-check function. The computer may correct it for you.

Note: Some words have "silent letters." For example, the *k* in *know* and the *l* in *walk* are both silent.



- A. VOCABULARY** Listen to the sentences. At the end of each sentence, the speaker is going to repeat one word from the sentence. Guess the spelling of each word. Then try to look up each one in your dictionary. Use one or more of the ideas from the Vocabulary Skill box.

TIP FOR SUCCESS

With online dictionaries and indexes, it is no longer necessary to know how to use alphabetical order to find things. However, this is still a useful skill. Take some time to learn the rules for alphabetical order in order to find items in a print dictionary or index.

	My guess	Correct spelling
1.		
2.		
3.		
4.		
5.		

- B. DISCUSS** Work with a partner. Compare your answers in Activity A. Then discuss the questions.

1. Which words were hard to find in the dictionary? Why?
2. Were there any words you did not find? If so, which ones?
3. Which ideas did you use to look for the words in Activity A? Which ideas do you think you are going to use in the future?

iQ PRACTICE Go online for more practice using the dictionary.

Practice > Unit 4 > Activity 10

SPEAKING

OBJECTIVE ▶

At the end of this unit, you are going to take part in a panel discussion about the effects of social media on society. After the discussion, your classmates may ask you to clarify some of your statements or ideas. After you listen to your classmates' discussions, ask questions to clarify things you don't understand.

GRAMMAR Comparatives

We use **comparatives** to talk about the differences between two things. Comparatives often use *than* to connect the two things being compared. Comparatives can be either positive or negative.

To make a **positive comparative**, follow the rules below for one-syllable adjectives. For two-syllable words, use *more* before the adjective or adverb.

- Our lives are becoming **more public than** they were in the past.
- Online arguments are often **angrier than** face-to-face ones.
- Jon will get the message **more quickly** if you send it to his phone.

For **negative comparatives**, use *less* before the adjective or adverb.

- Our lives are becoming **less private**.
- Many people think online discussions are **less respectful than** face-to-face discussions.

These are the basic rules for forming comparative adjectives.

Rule	Adjective	Comparative
Add <i>-er</i> to one-syllable adjectives.	cheap	cheaper
Delete final <i>-e</i> before adding <i>-er</i> .	close	closer
Some two-syllable adjectives take <i>-er</i> .	quiet	quieter
Change final <i>y</i> to <i>i</i> before adding <i>-er</i> .	easy	easier
Double the final consonant when the word ends with a single vowel and a consonant. Then add <i>-er</i> .	big	bigger
Use <i>more</i> or <i>less</i> with adjectives that have two or more syllables.	creative	more creative less creative
Some adjectives have irregular comparative forms.	good bad	better worse

iQ RESOURCES Go online to watch the Grammar Skill Video.
[Resources](#) > [Video](#) > [Unit 4](#) > [Grammar Skill Video](#)



A. **APPLY** Complete each sentence with a positive (+) or negative (-) comparative. Use the adjective or adverb in parentheses.

1. Studies have shown that teens who spend a lot of time on social media are _____ (lonely +) than teens who spend less time.
2. Using social media makes it _____ (easy +) to stay in touch with friends.
3. Now that I'm using the GPS, I get lost _____ (often -) than I used to.
4. After interacting with digital voices, some people felt _____ (lonely -) than before.
5. I'm becoming _____ (dependent +) on my smartphone every day.
6. Voice-activated devices are becoming _____ (common +) in our homes.

B. CREATE Complete each sentence with a comparative that expresses your opinion. Use the adjective in parentheses. Then discuss with a partner.

1. Sending a birthday card to someone online is _____ (meaningful) than sending a card in the mail.
2. Face-to-face conversations are _____ (interesting) than online conversations.
3. I sometimes think that my smartphone is _____ (intelligent) than I am.
4. Protecting my privacy online is _____ (important) to me than having a lot of online friends.

iQ PRACTICE Go online for more practice with comparatives.

Practice > Unit 4 > Activity 11

iQ PRACTICE Go online for the Grammar Expansion: order of adjectives.

Practice > Unit 4 > Activity 12

PRONUNCIATION Linking between consonant sounds

Sometimes one word ends and the following word begins with the same consonant sound. In this case, speakers often hold the first sound and **link** it to the next. They don't repeat the consonant sound. Knowing this will improve your comprehension and help you to speak more easily and fluently.



- We turn everything off and do things like play games.
- How does technology affect our relationships?

Note: When a word ends in silent *e*, the sound of the last consonant is still linked to the next word.

- I have very good relationships with my online friends.



A. IDENTIFY Listen to the sentences. Mark the link between consonants in each sentence. Then listen again and repeat.

1. Perhaps you should stop putting so much personal information online.
2. I read an online newspaper every morning.
3. He's putting up his website tomorrow.
4. Could you please take care of that for me?
5. In Dunbar's study, the average number of online friends was 150.

B. ANALYZE Work with a partner. Mark the links between consonants in each sentence. Then practice saying the sentences.

1. Don't delete too much information.
2. I think that *Are You Really My Friend?* is a great title for Tanja Hollander's book.
3. Let me make just one quick comment about that.
4. I have some more statistics about the number of users.
5. She received nine new friend requests yesterday.

iQ PRACTICE Go online for more practice with links between consonant sounds. *Practice* > *Unit 4* > *Activity 13*

SPEAKING SKILL Asking for and giving clarification

Ask for **clarification** when you don't understand something.

Sometimes you can ask for clarification by repeating something the speaker has said and using question intonation. In Listening 2, Aran is surprised when Leo says his friends disconnected their device. He repeats the phrase with question intonation. Then Leo explains.

- **Aran:** What did they do?
- **Leo:** They disconnected it.
- **Aran:** Disconnected it?
- **Leo:** Yes, completely.

You can also use questions like these to ask for clarification.

- Could you explain . . . ?
- What do you mean? / Do you mean . . . ?
- What does _____ mean?
- What's a/an _____?

Use phrases like these to give clarification.

- What I mean is . . .
- What I'm saying is . . .
- That's right.
- That's not what I meant.
- Let me explain.

A. IDENTIFY Work with a partner. Read the excerpts from Listening 2. Underline the phrases the speakers use to ask for and give clarification.

1. **Leo:** Do you mean because people like me are beginning to interact with them as if they were real humans?

Aran: That's right. It's almost as if the machines are becoming our friends.

2. **Aran:** In a way, it's nice to have all of these "smart" devices that can do things for us, but I think we need to be careful about how we use them.

Leo: Be careful? What do you mean?

Aran: What I'm saying is that we shouldn't become too dependent on these things.

B. CREATE Work in a small group. Follow these steps.

1. Choose a topic from the box or use your own idea.

- Something I enjoy doing online
- Something I prefer to do in person
- An interesting website I recently visited
- Why I want/don't want a digital assistant

2. Make some notes about your topic.

3. Speak to the group for one minute about your topic. When a listener asks for clarification, explain your idea again.

4. Listen to the other members of the group. When you don't understand something, ask for clarification.

iQ PRACTICE Go online for more practice with asking for and giving clarification. *Practice > Unit 4 > Activity 14*



UNIT ASSIGNMENT Have a panel discussion about social media

OBJECTIVE ▶

In this section, you are going to work in a group to have a panel discussion about social media. As you prepare for your discussion, think about the Unit Question, “How does technology affect our relationships?” Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your presentation. Refer to the Self-Assessment checklist on page 88.

CONSIDER THE IDEAS



INVESTIGATE Listen to the speaker introduce your panel discussion about social media and society. What are the three topics the speaker mentions? Write them below. Then think of one more possible topic of your own.

Topic 1: _____

Topic 2: _____

Topic 3: _____

Topic 4: _____

PREPARE AND SPEAK

A. GATHER IDEAS Work in a small group.

1. Discuss the question “Are social media sites good or bad for society?” Use the topics from Consider the Ideas as a guide, including one additional topic based on suggestions in Activity B. List as many pros (arguments for) and cons (arguments against) for each topic as you can.
2. Don’t say “no” to any ideas yet. This is a process known as *brainstorming*. Take notes. Use symbols and abbreviations in order to write more quickly.

B. ORGANIZE IDEAS With your group, review notes from Activity A.

1. Choose the best ideas to create a chart like the one below, with a *Topic* column and columns for pros and cons.

Topic	Pros	Cons
Business		

2. Try to have an equal number of pros and cons. Use comparative forms whenever possible.
3. Organize the discussion. Make sure that each member of the group has a part.

TIP FOR SUCCESS

Brainstorming is a way of producing ideas by holding an informal group discussion.

- C. **SPEAK** Practice your panel discussion. Then present the discussion to the class (or to another group). Refer to the Self-Assessment checklist below before you begin. After your discussion, invite classmates to ask questions about anything they didn't understand. Clarify and explain.

iQ PRACTICE Go online for your alternate Unit Assignment.
Practice > Unit 4 > Activity 15

CHECK AND REFLECT

- A. **CHECK** Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT	Yes	No
I was able to speak easily about the topic.	<input type="checkbox"/>	<input type="checkbox"/>
I used symbols and abbreviations in my notes.	<input type="checkbox"/>	<input type="checkbox"/>
My group or class understood me.	<input type="checkbox"/>	<input type="checkbox"/>
I used positive and negative comparatives correctly.	<input type="checkbox"/>	<input type="checkbox"/>
I used vocabulary from the unit.	<input type="checkbox"/>	<input type="checkbox"/>
I asked for and gave clarification.	<input type="checkbox"/>	<input type="checkbox"/>
I used links between consonant sounds.	<input type="checkbox"/>	<input type="checkbox"/>

- B. **REFLECT** Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—How does technology affect our relationships? Is your answer different now than when you started this unit? If yes, how is it different? Why?

iQ PRACTICE Go to the online discussion board to discuss the questions.
Practice > Unit 4 > Activity 16



TRACK YOUR SUCCESS

iQ PRACTICE Go online to check the words and phrases you have learned in this unit. [Practice > Unit 4 > Activity 17](#)

Check (✓) the skills and strategies you learned. If you need more work on a skill, refer to the page(s) in parentheses.

- | | |
|--------------------------|--|
| NOTE-TAKING | <input type="checkbox"/> I can use symbols and abbreviations to take notes. (p. 70) |
| CRITICAL THINKING | <input type="checkbox"/> I can use my curiosity. (p. 74) |
| LISTENING | <input type="checkbox"/> I can listen for specific information. (p. 75) |
| VOCABULARY | <input type="checkbox"/> I can use the dictionary to find new words. (p. 81) |
| GRAMMAR | <input type="checkbox"/> I can use comparatives. (p. 82) |
| PRONUNCIATION | <input type="checkbox"/> I can link consonant sounds. (p. 84) |
| SPEAKING | <input type="checkbox"/> I can ask for and give clarification. (p. 85) |
| OBJECTIVE ▶ | <input type="checkbox"/> I can gather information and ideas to make a presentation about the effects of social media on society. |