

## LEARNING OUTCOME

Write a paragraph summarizing a reading text and an opinion paragraph in response to the text.



Unit QUESTION

# How has technology affected your life?

## PREVIEW THE UNIT

**A** Discuss these questions with your classmates.

What do you like to do in your free time?

How do you use technology in your daily life?

Look at the photo. What are the different kinds of technology the man is using? What is he doing?

**B** Discuss the Unit Question above with your classmates.

 Listen to *The Q Classroom*, Track 11 on CD 1, to hear other answers.

- C** Complete the questionnaire. Then discuss your answers with a partner.

## How do you spend your free time?

How many hours a week do you spend doing each of these activities?

**1. chatting online**

- ☐ 0–5 hours  
☐ 5–10 hours  
☐ 10–15 hours  
☐ 15–20 hours  
☐ 20+ hours

**3. playing sports/exercising**

- ☐ 0–5 hours  
☐ 5–10 hours  
☐ 10–15 hours  
☐ 15–20 hours  
☐ 20+ hours

**5. surfing the Internet**

- ☐ 0–5 hours  
☐ 5–10 hours  
☐ 10–15 hours  
☐ 15–20 hours  
☐ 20+ hours

**2. spending time with friends**

- ☐ 0–5 hours  
☐ 5–10 hours  
☐ 10–15 hours  
☐ 15–20 hours  
☐ 20+ hours

**4. reading**

- ☐ 0–5 hours  
☐ 5–10 hours  
☐ 10–15 hours  
☐ 15–20 hours  
☐ 20+ hours

**6. watching TV**

- ☐ 0–5 hours  
☐ 5–10 hours  
☐ 10–15 hours  
☐ 15–20 hours  
☐ 20+ hours

- D** The chart below shows how people around the world spend their free time. It shows the average number of hours per week people from different countries spend doing each activity. Look at the chart. Then discuss the questions with a partner.

	TV	Radio	Internet	Reading
Mexico	11.6	11.1	6.3	5.5
Saudi Arabia	17.7	3.9	9.3	6.8
Spain	15.9	9.9	11.5	5.8
Thailand	22.4	13.3	11.7	9.4
United States	19	10.2	8.8	5.7
Global average	16.6	8	8.9	6.5

Source: Tracy Baker, *First Glimpse* magazine, 2005

1. Compare the global averages in the chart to the amount of time you spend doing the same activities. Are they similar or different?
2. Does any information in the chart surprise you? Explain.



## READING 1 | Having a Second Life

### VOCABULARY

Here are some words from Reading 1. Read their definitions. Then complete each sentence.

**benefit** (*n.*) an advantage or useful effect that something has  
**explore** (*v.*) to travel around a place in order to learn about it  
**fantasy** (*n.*) a situation that is not true, that you just imagine  
**interact** (*v.*) to communicate or mix with someone, especially while you work, play, or spend time together  
**limitation** (*n.*) a condition that controls or restricts what you can do  
**realistic** (*adj.*) not real but appearing to be real  
**social** (*adj.*) connected with meeting people and enjoying yourself  
**transaction** (*n.*) an exchange or transfer of goods, services, or funds  
**virtual** (*adj.*) made to appear to exist by the use of computer software; for example, on the Internet

1. Some video games take place in imaginary worlds that look nothing like the real world. In contrast, others are more \_\_\_\_\_.
2. In the past, students had to visit colleges to see what they looked like, but today many colleges let you \_\_\_\_\_ their campuses online.
3. You don't have to leave home to see new places. You can just go online and take a(n) \_\_\_\_\_ tour of almost any city.
4. Always make sure a website is safe and secure before making a(n) \_\_\_\_\_ such as paying a bill or buying something.
5. My parents worry that I spend too much time on the Internet. They want me to \_\_\_\_\_ with my friends in the real world, not online.
6. Nowadays, people can have two different \_\_\_\_\_ lives—one with friends they visit and another with friends they talk to online.



7. Many online games present a world of \_\_\_\_\_, which often includes made-up situations and strange creatures.
8. One \_\_\_\_\_ of shopping online is that I can do it at home, but the disadvantage is that I don't go out as much anymore!
9. If you don't pay for a membership to the website, you can't read all the articles. There's a(n) \_\_\_\_\_ on how much information you can access without paying.



## PREVIEW READING 1

You are going to read an article from a computer magazine that describes a social website called Second Life. Second Life offers users, or "residents," a huge online community and virtual world.

Read the first sentence of each paragraph. Why do you think people use this site? Write your ideas.

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# Having a Second Life

1 As computer technology has improved, today's online environments have become more complex and **realistic**. One website that has attracted over six million Internet users is Second Life. Second Life is a three-dimensional (3-D)<sup>1</sup> online world where people work, shop, sell and trade items, meet others, go to concerts, and much more. Users, who are called "residents," create their own characters, or "avatars." They use their avatars to **explore** Second Life's **virtual** world.

2 Just like any country, Second Life has its own economy. Using a credit card, users can buy "Linden Dollars," the official currency of Second Life. With Linden Dollars, they can buy land or even an entire island where they can build and decorate their own house, start a garden, or even set up their own store. Land is treated as a valuable commodity<sup>2</sup> in Second Life. Residents can choose to rent or sell their land to other users, and they can earn real money from these **transactions**. Some users



Users can buy an entire island on Second Life.

have reported making tens of thousands of dollars from selling Second Life real estate<sup>3</sup>.

3 When residents want to be **social** (and most of them do), they can use their avatars to **interact** with others. There are games, shopping malls, clubs, and many kinds of stores available to residents. Avatars can also attend conferences, art shows, and concerts. Real rock bands, such as the British pop group Duran Duran, have even given live concerts on Second Life. With so many opportunities for interesting things to do and see, it's easy to see why so many users spend so much time on the site.

4 Second Life offers users a quick and easy escape from the real world. Many residents see this as one of the main **benefits** of using the site. Spending time on Second Life allows them to escape the stresses and problems of their daily lives. If a user is having a stressful day at work, she can visit a beautiful island, go skiing, or even fly to another planet during her lunch break. If she is tired at the end of a long day, she can go to a classical music concert while dinner is cooking and never leave home. Users can even visit other planets to help them forget their "first-life" problems for a little while.

5 In addition to escaping the stress of their daily lives, users can also escape who they are in the real world and live out their **fantasies**. For example, residents can change their occupations, physical appearance, and even their nationalities. A doctor from the United States can be a Brazilian musician on Second Life, or a banker can choose to be an Olympic

<sup>1</sup> **three-dimensional (3-D)**: having or appearing to have length, width, and height

<sup>2</sup> **commodity**: something that you buy or sell

<sup>3</sup> **real estate**: property that cannot be moved, such as land and buildings

basketball player. Basically, Second Life lets users live in a world without **limitations**. This is very exciting to many people.

- 6 Although Second Life started as a way for people to escape the real world, it has become more and more like the real world in many ways. Now on Second Life,

some countries have virtual embassies, businesses have meetings in virtual rooms, and universities have places where students can view the campus and take classes. Today, Second Life allows users to experience both fantasy and reality in the same place.

## MAIN IDEAS

**Read the sentences. Then number them in the order that the ideas appear in Reading 1.**

- \_\_\_ a. Second Life allows people to escape their real lives.
- \_\_\_ b. Second Life has become more like the real world.
- \_\_\_ c. Second Life has its own money system.
- \_\_\_ d. Second Life lets a person be someone else for a while.
- \_\_\_ e. Second Life provides entertainment and ways to meet others.

## DETAILS

**Answer these questions. Look back at Reading 1 to help you. Then discuss your answers with a partner.**

1. How can people make real money on Second Life?  
\_\_\_\_\_
2. What kinds of realistic places can residents visit?  
\_\_\_\_\_
3. What are some things users can do to escape their daily lives?  
\_\_\_\_\_
4. How has Second Life become more like the real world?  
\_\_\_\_\_
5. How are universities using Second Life today?  
\_\_\_\_\_





## WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. What positive and negative effects do you think a website like Second Life can have on people?
2. Would you consider joining a website like Second Life? Why or why not?

### Reading Skill

### Taking notes



**Taking notes** while you are reading will help you become a more active reader. To take notes, write on the text and next to the text. Your notes should help you identify important ideas. You should:

- Underline or highlight topics and main ideas
- Underline supporting **details** and the most important words and phrases
- Focus on content words like nouns, verbs, and adjectives
- Summarize the main idea of each paragraph in the margin—don't use complete sentences

Reviewing your notes can help you remember important concepts. Use your notes to prepare for a class or an exam.

**A. Read the first paragraph of Reading 1 below. Look at the student's notes. Then discuss the questions with a partner.**

As computer technology has improved, today's online environments have become more complex and realistic. One website that has attracted over six million Internet users is Second Life. Second Life is a three-dimensional (3-D) online world where people work, shop, sell and trade items, meet others, go to concerts, and much more. Users, who are called "residents," create their own characters, or "avatars." They use their avatars to explore Second Life's virtual world.

1. What types of words did the student underline?

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2. Look at the words and ideas the student did not underline. Why are they less important?

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Second Life →  
online "other" world

3. Look at the note in the margin. What does the note summarize?

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4. What is the main idea of the paragraph? How do you know?

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**B.** Reread Reading 1. Take notes using ideas from the Reading Skill box. Then compare your notes with a partner.

## READING 2 | Living Outside the Box

### VOCABULARY

Here are some words from Reading 2. Read their definitions. Then complete the email message. Use each word once.

**confession** (*n.*) a statement that you have done something bad, wrong, or unexpected

**discover** (*v.*) to find or learn something new or unexpected

**eventually** (*adv.*) in the end; after a long time

**experiment** (*n.*) a scientific test that is done in order to prove something or get new knowledge

**lifestyle** (*n.*) the way that you live

**occasion** (*n.*) a particular time when something happens

**rare** (*adj.*) not done, seen, or happening very often

**regret** (*v.*) to feel sorry that you did something or that you did not do something

**survive** (*v.*) to continue to exist, especially in or after a difficult situation



From: Megan Morris  
To: Laura Jones  
Subject: Goodbye cell phone!

Hey Laura,

You haven't heard from me for a while. I'm emailing you because I have lost my cell phone. But don't worry! In fact, I have to make a(n) \_\_\_\_\_ (1): I don't miss it at all! Losing it allowed me to \_\_\_\_\_ (2) that I am happier without it! At first, I didn't think I could \_\_\_\_\_ (3) without having my cell phone always with me. I used to have it with me all the time—even at the beach and at the movies. I used it to take photos at every special \_\_\_\_\_ (4), like my cousin's wedding. I did consider buying a new one at first, but then I thought it would be fun to be one of those \_\_\_\_\_ (5) people who doesn't own a cell phone. It was my own little \_\_\_\_\_ (6). I wanted to test myself. \_\_\_\_\_ (7), I found that I was happier—and safer—without it. I don't drive and text anymore, and I have more time for myself. I don't \_\_\_\_\_ (8) my decision to live cell-free. In fact, I love my new \_\_\_\_\_ (9). Talk to you soon—just don't call my cell!

Miss you lots,

Megan

## PREVIEW READING 2

You are going to read an article from an online newspaper. In the article, the author describes her experiences living without a television for one full winter.

Read the title and look at the photographs. Do you think the author will say that giving up watching TV was a positive or negative experience? Check (✓) your answer.

- ☐ positive  
☐ negative

## Living Outside the Box

- 1 I once unplugged the TV for a month. It was summer, the season of long walks, barbecues, and reruns. But I knew if I really wanted to prove I could avoid evening television, I'd have to **survive** a New England winter without it. In the darkest, coldest months, I would no longer be able to escape. This winter, I had my test.
- 2 A year ago I moved into my own place. It was just a few minutes away from my former roommate—and her television. Friends offered me a spare TV, but I said no. Living alone was an opportunity to choose how I wanted to live. And I thought that being TV-free would help me do all those things I wanted to do but didn't have time for.
- 3 I wondered if I would feel lonely, but decided it would be better not to try to spend time with my "friends" on TV. In the first month or so, I got away from my favorite shows by visiting real friends. **Eventually**, I didn't know what TV shows were on when. I could no longer join in conversations at my office about popular shows.
- 4 I kept telling people it was an **experiment**: "We'll see how it goes this winter," I'd say. I considered buying a small TV to keep in the closet and bring out on special **occasions**. But for all I was missing, I could feel positive changes. I found myself reading lots of books. I had thought that I was too tired to read after a long day at work, but not too tired to watch TV. Now I had more time to read and sleep. I also started doing volunteer work almost every week instead of every few months. I called friends who usually heard from me only at the holidays. Sometimes I even enjoyed that **rare** thing called quiet.
- 5 The goal wasn't to give up all entertainment. I can play DVDs on my laptop, so when a blizzard was on its way, I lined up in a video store with everybody else. Instead of channel-surfing and watching something I would later **regret**, I caught



up on some great films. I found myself resensitized<sup>1</sup>. I was no longer watching images without noticing their speed.

- 6 Sometime during the winter, the season I thought would be the most difficult, I **discovered** I had crossed the line from experiment to **lifestyle**. Finally, I put up a painting on the only living room wall that could have a TV. A friend came over for the first time, took the tour, and then sat down on the couch with a slightly puzzled look. Looking around the room, she asked, "So, don't you have a TV?"
- 7 Whenever I explain my TV-free home, I tell people I'm not judging anyone else's TV-viewing choices (after all, I'm glad my friends don't mind me sitting in front of their screens every once in a while). The response is often a **confession**. For example, one co-worker said she can't help turning her TV on for background noise when her husband is out of town. Others express camaraderie<sup>2</sup>, saying they hardly ever turn theirs on.
- 8 I don't know how long my new lifestyle will last. I might suddenly want to reconnect with pop culture and documentaries. And if I have children, I think I'd want them to learn, as I did from my parents, how to view with moderation<sup>3</sup> and a critical<sup>4</sup> eye. But if I do make space for a TV someday, I'm more confident now that I'll still find time and space for me.



<sup>1</sup> **resensitized**: feeling more sensitive or emotional again

<sup>2</sup> **camaraderie**: a feeling of friendship and closeness

<sup>3</sup> **moderation**: the quality of being able to control your feelings or actions

<sup>4</sup> **critical**: describing the good and bad points of a play, movie, TV show, book, work of art, and so on

## MAIN IDEAS

Read the sentences. Then number them in the order that the ideas appear in Reading 2.

- \_\_\_ a. She started to notice positive changes in her life.
- \_\_\_ b. She lived without TV for a month.
- \_\_\_ c. She's confident that she can watch TV in moderation now.
- \_\_\_ d. She decided to live alone, so she could choose how to live.



## DETAILS

Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true.

- F 1. She first stopped watching TV in the <sup>summer</sup> ~~winter~~.
- \_\_\_ 2. Her family offered her an extra TV.
- \_\_\_ 3. She did not know when her favorite shows were on.
- \_\_\_ 4. She considered putting a small TV in her closet.
- \_\_\_ 5. She started doing volunteer work every few months.
- \_\_\_ 6. She is sure that she will buy a television in the future.



## WHAT DO YOU THINK?

**A. Discuss the questions in a group.**

- 1. Would you consider escaping from television for a month or more? Why or why not?
- 2. Besides television, what kind of technology would be most difficult for you to live without? Why?

**B. Think about both Reading 1 and Reading 2 as you discuss the questions. Then choose one question and write five to eight sentences in response.**

- 1. What positive and negative effects can technology have on people's lives?
- 2. Is visiting friends more enjoyable than chatting online with friends? Why or why not?



**Synonyms** are words that have similar meanings. Learning synonyms will increase your vocabulary and will give your writing more variety.

People's lifestyles have changed because of the Internet.

People's habits and behaviors have changed because of the Internet.

Be careful when choosing synonyms because they do not always have exactly the same meaning. A synonym can have a more general meaning or a more specific meaning.

**General:** Millions of transactions occur on the Internet every day.

**Specific:** Millions of people make purchases on the Internet every day.

*Transactions* is more general because it can mean buying or selling. *Purchases* is more specific because it means buying only.

### Tip for Success

A **thesaurus** is a book that lists synonyms. Remember that words can have multiple meanings. When you check a thesaurus, make sure you look for the correct synonym for the word.

### A. Rewrite each sentence by replacing the bold word or phrase with the correct synonym from the box.

benefits	experiments	rare
discovered	limitations	realistic
eventually		

- Millions of people have **found** the online world of Second Life.  
Millions of people have discovered the online world of Second Life.
- Second Life's gaming experience is **lifelike** due to its high-tech graphics.  
 \_\_\_\_\_
- Are there any **disadvantages** to having more online friends than real friends?  
 \_\_\_\_\_
- It is **unusual** for many people not to use technology in their daily lives.  
 \_\_\_\_\_
- Researchers have created **tests** that study whether men and women use technology differently to escape from the real world.  
 \_\_\_\_\_
- Giving up television is difficult, but **in the end**, it can have many **advantages**.  
 \_\_\_\_\_

**B. Read each pair of sentences. Look at the synonyms in bold. Write G next to the sentence that uses a more general synonym. Write S next to the one that uses a more specific synonym.**

1. a. G Second Life gives people the **opportunity** to build their dream house.  
b. S Second Life gives people the **freedom** to build their dream house.
2. a. \_\_\_\_ People **talk** with online friends in chat rooms.  
b. \_\_\_\_ People **interact** with online friends in chat rooms.
3. a. \_\_\_\_ **I am not upset about** giving up television for a month.  
b. \_\_\_\_ **I don't regret** giving up television for a month.
4. a. \_\_\_\_ It is impossible to **explore** all the islands in Second Life.  
b. \_\_\_\_ It is impossible to **travel to** all the islands in Second Life.
5. a. \_\_\_\_ People can make real estate **sales** to residents.  
b. \_\_\_\_ People can make real estate **transactions** with other residents.

**C. Write sentences using five pairs of synonyms from Activity A or Activity B.**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_



## Writing Skill

### Writing a summary



A **summary** is a shorter version of the original text. When you write a summary, you tell the reader the main ideas of the text in your own words. Here are some things to remember when you write a summary.

#### A good summary:

- is in your own words (using synonyms and similar language)
- gives a basic outline of what the reading is about
- presents the main ideas in the same order as they appear in the reading
- only includes supporting **details** that are necessary to understand the main points
- is usually a paragraph in length and much shorter than the original reading

#### A good summary does not:

- include entire sentences that are copied from the reading
- contain any personal opinions or feelings you have about the reading
- include unnecessary **details**

**A. Read the two summaries of Reading 1. Then complete the activity. Check (✓) Summary A, Summary B, or both for each statement on page 82. Compare your answers with a partner. Then discuss which summary is more effective.**

#### Summary A

One website that has attracted millions of Internet users is Second Life. It offers an escape from real life. Users are called residents, and they create their own characters, or avatars. They buy Linden Dollars, and they can make a lot of money selling land. Users can become musicians or Olympic basketball players. Today, businesses hold meetings there. The pop group Duran Duran has given live concerts on Second Life. I think Second Life is a great way to escape reality, and I would like to try it myself.

#### Summary B

Second Life is a three-dimensional online environment that lets people escape reality. The online world has its own economy and currency, called the Linden Dollar. Residents use Linden Dollars to buy and sell items and land. In this world, residents have many opportunities to interact with others, at malls,

clubs, and concerts, for example. Many users of Second Life escape their daily lives by exploring imaginary places and friends. Some users also choose to escape from themselves by changing their jobs, physical appearance, or nationalities. Although Second Life began as a fantasy world, today countries, businesses, and universities are also using it for real-life purposes.

1. The summary uses different words than the reading.  
Summary A \_\_\_\_ Summary B \_\_\_\_
2. The summary gives a basic outline of what the reading is about.  
Summary A \_\_\_\_ Summary B \_\_\_\_
3. The summary presents the main ideas in the same order as the reading.  
Summary A \_\_\_\_ Summary B \_\_\_\_
4. The summary includes supporting details that are necessary to understand the main points.  
Summary A \_\_\_\_ Summary B \_\_\_\_
5. The summary is a paragraph in length and much shorter than the original reading.  
Summary A \_\_\_\_ Summary B \_\_\_\_
6. The summary does not copy entire sentences from the reading.  
Summary A \_\_\_\_ Summary B \_\_\_\_
7. The summary does not contain any personal opinions or feelings.  
Summary A \_\_\_\_ Summary B \_\_\_\_
8. The summary does not include unnecessary details.  
Summary A \_\_\_\_ Summary B \_\_\_\_

**B. Check (✓) the six sentences that best summarize the ideas in Reading 2.**  
Reread the article first if you need to.

- \_\_\_\_ 1. She called friends, read books, and did volunteer work more often.
- \_\_\_\_ 2. The author decided to escape from TV as an experiment and eventually enjoyed the benefits of it.
- \_\_\_\_ 3. One of her co-workers said she watches TV when her husband is gone.
- \_\_\_\_ 4. She thought that being TV-free would help her get to know herself better.
- \_\_\_\_ 5. She did activities she didn't have time for when she watched TV.
- \_\_\_\_ 6. The author probably shouldn't stop watching television completely.





5. I had thought that I was too tired to read after a long day at work, but not too tired to watch TV.
6. Instead of channel-surfing and watching something I would later regret, I caught up on some great films.

### **Tip Critical Thinking**

Activity B asks you to **combine** sentences. Whether you are combining sentences, ideas, or information sources, you are putting things together to make something new. This shows that you understand information and can use it in new ways.

### **B. Combine each pair of sentences into one. Use *and*, *but*, or *or* and parallel structure.**

1. Her friends were puzzled. They were supportive.

Her friends were puzzled but supportive.

2. I didn't know what was on TV. I didn't care what was on TV.

3. People should watch TV with moderation. People should watch with a critical eye.

4. Today's online environments are more complex. They are more realistic. They are more exciting.

5. Some people decide to be a fictional creature. Some people decide to be a favorite comic-book character.

6. They can forget about their first life. They can live through their second life.

## **Unit Assignment Write a summary and personal response**



In this assignment, you are going to write two paragraphs. In the first paragraph, you will write a summary of Reading 2. In the second paragraph, you will write your opinion about the author's decisions and experience of living without TV. As you prepare your paragraphs, think about the Unit Question, "How has technology affected your life?" Refer to the Self-Assessment checklist on page 86. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the *Q: Skills for Success Teacher's Handbook*.

## PLAN AND WRITE

### A. **BRAINSTORM** Follows these steps to help you gather your ideas.

1. For your summary paragraph, write the main idea of Reading 2 below. Then write down as many details as you can remember in your notebook.

Main idea: \_\_\_\_\_

2. For your opinion paragraph, write your thoughts about the decisions the author made and her experiences in your notebook. Think about these questions as you write.

Are there decisions she made that you agree or disagree with?

Do you think her experience was positive or negative?

Did anything in the reading surprise you?

### **Tip** for Success

Before you write a summary, use the six *Wh*- questions to help you identify the main ideas in a reading:  
*Who? What? When? Where? Why? How?*

### B. **PLAN** Follow these steps to plan your paragraphs.

1. For your summary paragraph, look at the details you wrote in Step 1 of Activity A. Circle the details that support the main idea. Cross out any smaller details that do not support the main idea. Cross out any information that expresses your opinion.

2. Write an outline for your summary paragraph.

a. **Topic sentence:** \_\_\_\_\_

b. **Important details:** Write the important details you circled in Step 1.

3. For your opinion paragraph, look at your thoughts from Step 2 of Activity A. Circle your best ideas.

4. Write an outline for your opinion paragraph.

a. **Topic sentence:** Write a topic sentence that clearly expresses your opinion about Reading 2.

b. **Reasons and examples:**

Reason 1: \_\_\_\_\_

Example: \_\_\_\_\_

Reason 2: \_\_\_\_\_

Example: \_\_\_\_\_

Reason 3: \_\_\_\_\_

Example: \_\_\_\_\_

- c. **Concluding sentence:** Write a concluding sentence that restates your opinion.

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- C. **WRITE** Use your notes to write your paragraphs in your notebook. Write your summary paragraph first. Then write your opinion paragraph. Look at the Self-Assessment checklist below to guide your writing.

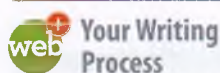
## REVISE AND EDIT

- A. **PEER REVIEW** Read a partner's paragraphs. Answer the questions and discuss them with your partner.

1. Does the summary clearly state the main ideas of Reading 2?
2. Does the summary include only the important details?
3. Does the opinion paragraph include a clear topic sentence?
4. Is the opinion paragraph supported with examples and reasons?
5. Does the opinion paragraph include a concluding sentence?

- B. **REWRITE** Review the answers to the questions in Activity A. You may want to revise and rewrite your paragraphs.

- C. **EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraphs. Be prepared to hand in your work or discuss it in class.



For this activity, you could also use Stage 2C, *Personal Editing Checklist* in Q Online Practice.





SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is the punctuation correct?
<input type="checkbox"/>	<input type="checkbox"/>	Are all words spelled correctly?
<input type="checkbox"/>	<input type="checkbox"/>	Do the paragraphs include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Are parallel structures used correctly?
<input type="checkbox"/>	<input type="checkbox"/>	Is there a variety of synonyms used?









## Track Your Success

Circle the words you learned in this unit.

### Nouns

benefit    
confession  
experiment   
fantasy  
lifestyle  
limitation  
occasion   
transaction

### Verbs

discover   
explore   
interact   
regret   
survive  

### Adjectives

rare   
realistic   
social   
virtual 


### Adverb


eventually  

 Oxford 3000™ words

 Academic Word List


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

**READING**  I can take notes. (p. 73)

**VOCABULARY**  I can recognize and use synonyms. (p. 79)

**WRITING**  I can write a summary. (p. 81)

**GRAMMAR**  I can use parallel structure. (p. 83)

**LEARNING OUTCOME**  I can write a paragraph summarizing a reading text and an opinion paragraph in response to the text.