

# 4

## ARE YOU AN ANIMAL PERSON?

### LEARNING GOALS

In this unit, you

- ⊗ talk about animal videos
- ⊗ discuss animal personalities
- ⊗ discuss animal behavior
- ⊗ read about animals that use language
- ⊗ write a persuasive essay



### GET STARTED

- A** Read the unit title and learning goals. What does it mean to be an animal person? Are you one? Why or why not?
- B** Look at the picture. The flamingos appear to be communicating, but are they talking? What's the difference?
- C** Read Hiro's message. How do people communicate with their animals? What are the most complicated ideas pets can express?



**HIRO MATSUDA**

@HiroM

My dogs have different barks, whines, and growls. I think each sound means something specific.

# LESSON 1

## TALK ABOUT ANIMAL VIDEOS



HIRO MATSUDA

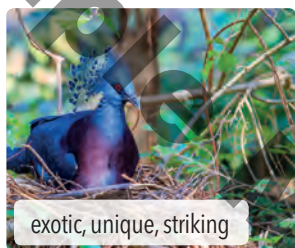
@HiroM

Working from home today. Hope the puppy doesn't distract me!

### 1 VOCABULARY Words to describe unusual things

**A** Look at the pictures. Do you think the descriptions are accurate?

**B** ▶ 04-01 Read and listen.



exotic, unique, striking



cute, precious, adorable



weird, peculiar, bizarre, gross



magnificent, astonishing

>> FOR PRACTICE, PAGE 134 / DEFINITIONS, PAGE 158

### 2 LANGUAGE CHOICES Articles for general and specific nouns

**A** Nouns can be general or specific, depending on the context and how the speaker perceives them. Read the example sentences. Underline the nouns and circle the articles. Then complete the rules in the chart with the words *general* or *specific*.

#### Example sentences

1. **The** lion is a magnificent animal.
2. **A** toucan is an exotic bird with a large, colorful bill.
3. **Toucans** live in the rainforest in South America.
4. **Rainforests** are full of unique animals.
5. **A** chameleon can change the color of its skin.
6. Did you see the cute new panda bear at the zoo?
7. I watched a video of elephants eating fruit and playing in the water.

#### Articles for general and specific nouns

- A noun that refers to a particular member of a category is \_\_\_\_\_.
- A noun that refers to a category or to an undefined member of a category is \_\_\_\_\_.
- Use *the* with \_\_\_\_\_ nouns that are singular, plural, or non-count.
- Use *a / an* or *the* with \_\_\_\_\_ nouns that are singular.
- Use no article with \_\_\_\_\_ nouns that are plural or non-count.

>> FOR PRACTICE, PAGE 134

**B** Underline the nouns in this sentence. For each noun, explain why the writer chose to use *the*, *a / an*, or no article. Is it possible to use different articles with these nouns?

A flying squirrel cannot fly like a bat or a bird, but it has the ability to glide between trees.

### 3 CONVERSATION SKILL

**A** ▶ 04-04 Read the conversation skill. Then listen. Notice how the speakers use circumlocution. Complete the sentences.

1. It's \_\_\_\_\_ and you move it with your body.
2. It's about the size \_\_\_\_\_.
3. They weren't using \_\_\_\_\_ that people sit on when they ride a horse.

**B** **PAIRS** Student A: Think of an object or an animal. Use circumlocution to describe it. Student B: Guess the object or animal.

Use circumlocution when you don't know a word

When you aren't sure of a word for something, try to describe it. For example:  
*those things that...*  
*it looks like a...*  
*it's shaped like a...*  
*it's about the size of a...*

### 4 CONVERSATION

**A** ▶ 04-05 Listen. What do Hiro and Carla talk about?

**B** ▶ 04-05 Listen again. Answer the questions.

1. Which animals do Hiro and Carla discuss?
2. Which animal do Hiro and Carla feel differently about?
3. What happens in the video that Hiro describes?

**C** ▶ 04-06 Listen. Complete the conversation.

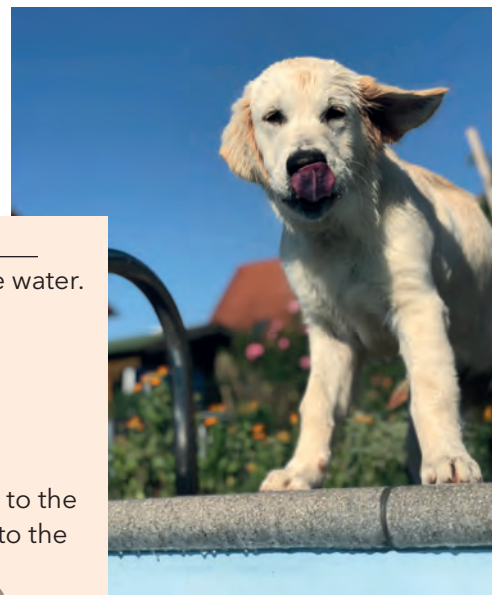
Carla: Puppies are so precious. I just saw this \_\_\_\_\_ of one fetching a ball out of a pool without getting in the water.

Hiro: How did he manage that?

Carla: He jumps on a...on \_\_\_\_\_ things that you float on...

Hiro: Like an inflatable mattress?

Carla: Yes, \_\_\_\_\_! He stands on it, paddles over to the ball, grabs the ball in his mouth, and then paddles back to the edge.



### 5 TRY IT YOURSELF

**A** **MAKE IT PERSONAL** Think of an animal video you've seen. If you can't remember a real video, use your imagination. Take notes to prepare for describing it.

Type of animal	Words to describe it	What it does in the video

**B** **GROUPS** Tell your classmates about the video. Use circumlocution to describe things you don't know the words for. Come to a consensus about which video is the cutest, funniest, or most bizarre.



■ I CAN TALK ABOUT ANIMAL VIDEOS.





HIRO MATSUDA

@HiroM

Listened to a podcast about dogs' personalities being like their owners'. My three dogs are pretty different. Not sure what the research would say about that!

## 1 BEFORE YOU LISTEN

**A PAIRS THINK** Think of some dogs you have known or have seen in the movies. How would you describe their personalities? Make a list of the personality traits.

**B** 04-07 **VOCABULARY** Look at the words and listen to the sentences. Do you know these words?

conduct	extroverted	fearful	a lifespan
extensive	excitable	pessimistic	a shelter

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## 2 LANGUAGE CHOICES Quantifiers with singular vs. plural verbs

**A** Read the example sentences. Circle the verb that goes with the quantifier. Is the verb singular or plural? In the chart, complete the rules by circling the correct answer.

## Example sentences

1. **About 50 percent of** a dog's life is spent sleeping.
2. **At least half of** the researchers disagree with that information.
3. **Most of** the information has been proven false.
4. **A lot of** my friends have been adopting pets lately.
5. **Every one of / Each of / One of** her cats has a funny name.
6. **Both of** my dogs are house trained.
7. If **either of** the dogs barks loudly, separate them.
8. **None of / Neither of** my cats likes to go to the vet.

For *either*, *neither*, and *none*, a plural verb is commonly used in informal contexts:

*If either of the dogs bark loudly, separate them.*

*None of / Neither of my cats like to go to the vet.*

## Quantifiers with singular vs. plural verbs

- Use a **quantifier / verb** to give information about the number or amount of something.
- With fractions, percentages, *most of*, *a lot of*, *some of*, and *all of*, the verb form is determined by the **noun / quantifier**.
- With *one of*, *each of*, and *every one of*, always use the **singular / plural** form of the noun and the **singular / plural** form of the verb.
- With *both of*, the form of the verb is **singular / plural**.
- With *either of*, *neither of*, and *none of*, use the **singular / plural** form of the verb in formal contexts.
- Use the **singular / plural** form of the verb with a quantifier + non-count noun.

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**B** Look at the verbs in this sentence. Are they singular or plural? What words determine subject-verb agreement? Notice the verbs after *a number of* and *the number of*.

A number of animal shelters **use** personality assessments to match prospective pet owners with the right cat or dog, and most of them **claim** that the number of successful matches **has** greatly **increased** as a result.

### 3 PRONUNCIATION

**A** ▶ 04-09 Listen. Read the pronunciation note.

**B** ▶ 04-10 Listen. Notice how the words in the underlined phrases blend together. Then listen and repeat.

1. Some of the animals in pet shelters have been abandoned by their owners.
2. Some animals are brought in by their owners, many of whom are moving.

**C** ▶ 04-11 Listen. Cross out the letter *f* in *of* when it's not pronounced.

some videos of my new dog  
one of the cats

both of our cats  
so many of the animals

#### Reductions in quantifier phrases

In quantifier phrases like *some of the animals* or *half of it*, the preposition *of* is unstressed and blends with the words around it. The quantifier before and the noun after *of* are usually stressed. *Of* is often reduced to /ə/ when the next word begins with a consonant sound: *neither of those* /niðəˈrəʊðəz/. When the next word begins with a vowel sound, *of* is often pronounced /əv/: *half of it* /hæfəvɪt/.

### 4 LISTENING

**A** ▶ 04-12 Listen. What is the main idea of the podcast?

**B** ▶ 04-12 Read the Listening Skill. Listen again. Summarize the findings of Chopik and Weaver's research in the chart.

	Key findings	Details
1.		
2.		

**C** ▶ 04-12 Listen again. Note the details in the chart.

**D PAIRS REACT** Are you surprised by the results of the study? Why or why not?

#### LISTENING SKILL Summarize

Immediately after listening, summarize the main ideas to help you remember information and gain a deeper understanding.



### 5 TRY IT YOURSELF

**A THINK** Consider people you know (you can include yourself) who have had pets. Make a list of the pets. What was the pet's personality like?

Pet	Personality

**B DISCUSS** Did / Does the pet's personality resemble or not resemble that of its owner?

I have a friend who has a tarantula, a spider the size of your hand. In some ways, it resembles my friend because it spends most of its time being quiet and watching the world, and my friend is a quiet, observant person. On the other hand, the tarantula is very scary-looking and possibly dangerous, but my friend would never hurt anyone.

**C ANALYZE** In groups, brainstorm some things owners can do to have a positive or negative effects on a pet's personality. As a class, vote on three or four of the most important ideas.

■ I CAN DISCUSS ANIMAL PERSONALITIES.





HIRO MATSUDA

@HiroM

You should watch [this talk](#) about amazing animal behaviors.

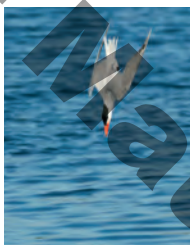
They're so much more like us than people realize.

## 1 BEFORE YOU LISTEN

**A PAIRS THINK** Which wild animals are the most intelligent? What have you heard about them?

**B 04-13 VOCABULARY** Label the pictures with the words in the box. Then listen and check your answers.

grieve mourn howl hold a grudge dive-bomb scold be self-aware feel guilty



>> FOR PRACTICE, PAGE 136 / DEFINITIONS, PAGE 158

## 2 LANGUAGE CHOICES Articles for known and unknown information

**A** Read the example sentences with articles for known and unknown information. Then complete the rules in the chart with *a / an, the, or Ø* (no article).

## Example sentences

1. Could you please run to **the** store and pick up some food for **the** cat?
2. I hear dogs barking. It sounds like **the** dogs are really close to our house.
3. Harry recently got **a** pet snake. I think **the** snake is pretty creepy, but I really don't like snakes.
4. Slow down! Watch out for **the** deer.
5. Did you ever watch **the** animal show that I told you about?
6. **The** birds in that cage seem upset.

## Articles for known and unknown information

- When it's clear that the speaker and the listener both know which specific person, place, or thing is being referred to, use \_\_\_\_.
- When a singular noun is mentioned for the first time, use \_\_\_\_.
- When a plural noun is mentioned for the first time, use \_\_\_\_.
- When a noun has already been mentioned, use \_\_\_\_.
- When the noun is made definite by an adjective clause or phrase that directly follows it, use \_\_\_\_.

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**B** Which information in this sentence is known or unknown to the listener? How can you tell?  
I looked out the window and watched the cat chase a squirrel around the tree.

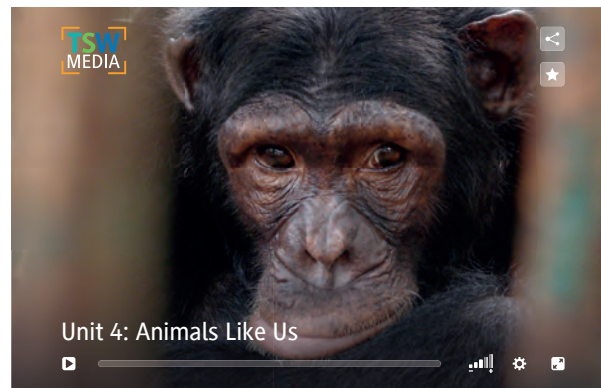
### 3 VIDEO TALK



- A** ▶ 04-15 Read the Note-taking Skill. Listen or watch.  
What is the main idea of the talk? Write it in the chart.

#### NOTE-TAKING SKILL Identify a speaker's key examples

In talks and lectures, speakers often say a lot to engage or entertain you. You don't have to recreate their whole speech or descriptive scenes in your notes. Instead, first identify the main idea of the talk. (The title of the talk or lecture is often a good clue.) Then focus on capturing the key examples that support it.



Talk title: *Animals Like Us*

Main idea:

	Key examples	More details
1.	<i>chimp greeting friend</i>	
2.		
3.		
4.		



- B** ▶ 04-15 Listen or watch again. Add key examples and more details to the chart.
- C** What does the speaker conclude about animal behaviors?
- D PAIRS REACT** Which of the animal behaviors was most surprising to you? Why?

### 4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions?

#### Tell an anecdote

An anecdote is a brief story that illustrates a point. You can begin an anecdote with phrases like these:  
*Did I ever tell you about the time I...?*  
*I'll never forget the time I...*  
*Here's a good one...*  
*Believe me,...*

### 5 TRY IT YOURSELF

- A THINK** What is an animal behavior that you have seen (in person or on video) that seemed humanlike. Take notes in the chart.

Type of animal	Description of behavior	Why it seemed humanlike

- B DISCUSS** Share your anecdotes in small groups. Do you think the animal and human behaviors just appear to be similar, or is there a deeper connection? Come to a consensus.
- C SYNTHESIZE** What conclusions can you draw about animal and human behavior? Share your ideas with the class.

■ I CAN DISCUSS ANIMAL BEHAVIOR.







HIRO MATSUDA

@HiroM

After reading this interview, I wonder how many people will try to teach their pets to talk?

## 1 BEFORE YOU READ

**A PAIRS** What are some similarities and differences between the way animals and humans communicate?

**B** 04-16 **VOCABULARY** Read and listen. Do you know these words?

mimic	in the wild	deprived of	be suited to	nasal	ungrammatical
primitive	captivity	befriend	albeit	a cavity	intelligible

&gt;&gt; FOR DEFINITIONS, PAGE 159

## 2 READ

**A PREVIEW** Read the title and the interview questions only. What is the main topic?

**B** 04-17 Read and listen to the interview. Were your predictions correct?

Home | Technology | Work | Social Media

## SCIENCE IN FOCUS: TALKING ANIMALS

Last weekend, I interviewed Jennifer Orsher, the curator of primates at the Stoneville Animal Conservation Center, about animals using human language. Here's what she had to say.

**Q:** Jennifer, why can some animals learn to mimic words while others can't?

**A:** Not many species have the capacity for vocal mimicry: among birds, only parrots, songbirds, and hummingbirds, and among mammals, only humans, bats, elephants, seals, and cetaceans—whales, dolphins, and the like.

**Q:** What makes these animals different?

**A:** Well, the biology of animals that are vocal mimics is different because the muscles that control their voices are directly connected to the forebrain. However, in most other animals, those voice-control muscles are connected to the brain stem, a more primitive part of the brain. Plus, all vocal mimics are social animals, and imitation is their way of interacting and bonding with one another in the wild.

**Q:** Why would animals want to mimic human speech?

**A:** In the wild, they rarely would, but most vocal mimicry goes on in captivity, where these normally social animals find themselves deprived of contact with others of their kind. It seems they befriend humans and mimic them as they would when joining a new group of animals of their own species.

**Q:** Do you know of any examples of the mammals you mentioned mimicking human language?

**A:** Not bats, but I've heard seals in aquariums use a few words. Talking elephants are quite rare as elephants' mouths aren't suited to mimicking human sounds. However, there is one named Koshik. He lives in Everland, South Korea's largest theme park. He inserts his trunk into his mouth to help make sounds resembling Korean words meaning yes, no, sit, lie down, and several others. Then there's Nack, a Beluga whale in Kamogawa Sea World, a marine park near Tokyo. He can imitate a few sounds and Japanese words, albeit not exactly, by over-inflating his nasal cavities.

**Q:** Do other primates have the ability to mimic or use language the way humans do?

**A:** Although their larynx (the organ in the throat that produces sound) is very similar to ours, they usually don't. Tilda, an orangutan at the Cologne Zoological Garden in Germany, surprised everyone by making humanlike sounds—but not words. Koko, a gorilla that was kept by researcher Francine Patterson in California, learned over 1,000 signs >>



Dr. Francine Patterson and Koko





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in Gorilla Sign Language, a modified form of American Sign Language. Although she claimed that Koko used signs to express herself much as humans do, Koko's signing was ungrammatical, and Dr. Patterson always had to interpret it.

**Q:** Do you think any animals will one day use language in a more intelligible way?

**A:** I'm not sure. It brings to mind a quotation from the philosopher Wittgenstein: "If a lion could talk, we wouldn't be able to understand it." He meant that we'd have too little in common to understand each other. So, perhaps it's primates that we would have the best chance of talking with since they are our closest animal relatives!

### 3 CHECK YOUR UNDERSTANDING

**A** Answer the questions according to the interview.

1. How does the biology of vocal mimics differ from that of most other animals?
2. Why did Koshik likely learn to say *sit* and *lie down*?
3. Why does Orsher doubt that Koko expressed thoughts like a human?
4. Why is Orsher unsure about animals ever using language more intelligibly?

**B** **CLOSE READING** Reread the lines. Then circle the correct answers.

1. In lines 9–12, how is the second sentence related to the first sentence?
  - a. It provides a reason for direct connections.
  - b. It explains a different type of connection.
  - c. It describes the purpose of direct connections.
2. In line 16, what does the word *as* mean?
  - a. because
  - b. in the same way
  - c. during the time

**C** Read the Reading Skill. Then reread the interview. Write the definition of each term.

1. cetaceans:  
\_\_\_\_\_
2. brain stem:  
\_\_\_\_\_
3. larynx:  
\_\_\_\_\_
4. Gorilla Sign Language:  
\_\_\_\_\_

#### READING SKILL Recognize definitions

After a new or difficult noun or noun phrase, look for a definition that clarifies the meaning of the term. It might be set off by a comma or dash or be in parentheses. Recognizing such definitions helps break some long sentences into easily understandable chunks.

**D** **PAIRS** Summarize the interview in six sentences. Write one sentence for each answer in the interview.

Visit Koko the gorilla's website and watch videos of her using Gorilla Sign Language. Does she use language meaningfully?



### 4 MAKE IT PERSONAL

**A** **THINK** How would it be useful for scientists to teach different species of vocal mimics to use human language and communicate with them? Think of as many benefits as you can. Take notes.

**B** **GROUPS** Discuss how they could be implemented and the advantages and disadvantages of having animals that are able to communicate with us.

**C** **EVALUATE** In the same groups, decide the biggest advantage and the biggest disadvantage. Choose one person to present your idea to the class.



HIRO MATSUDA

@HiroM

Why don't we treat animals better? 😞 Check out this piece I wrote for [@AnimalLife...](#)

## 1 BEFORE YOU WRITE

**A** Read about persuasive essays.

A persuasive essay is similar to an opinion essay in that the writer seeks to convince the reader to agree with the points that he or she is making. The language in a persuasive essay is usually stronger, as the writer takes a stand on a topic of importance. In the introductory paragraph, the writer states his or her position. Then, the writer provides reasons and examples to support that position and convince the reader to agree.

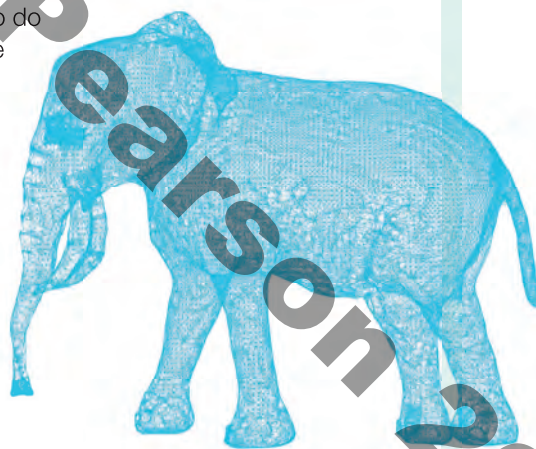
**B** Read the model. What does the writer want to be done about the use of wild animals in circuses?

Life in the circus is a terrible life for animals. It is hard to believe that in this day and age, we still accept animals being taken away from their natural environment and used for the sole purpose of entertainment. While some countries are taking steps in the right direction, far too many people still do not consider what a horrible way this is to treat animals. There is no question in my mind that the use of wild animals in circuses should be banned.

Most animals that are used in circuses are captured in the wild. They are taken away from their homes and families. Elephants in the wild live in herds, and numerous studies show that without their families, elephants often become depressed. Can you imagine being taken from your family and forced to travel and entertain others? Of course not; we would call this slavery. Animals also have emotions, and so humans have the responsibility to treat them fairly.

As part of the circus, the animals have to live in cages and travel all the time. Then they are forced to perform tricks that they would never do naturally. Perhaps people think that children can learn about animals by going to the circus, but what are they learning? That tigers will jump through a hoop if you make them? To get the animals to do these tricks, the trainers hit or poke them. The animals do the tricks out of fear, not because they want to do them. There is no reason in the world why people should be allowed to treat animals this way.

There are alternatives. Some circuses today do not use animals at all. The internationally famous Cirque du Soleil is a show with only people, performing acrobatic tricks of all kinds. It is much more astonishing to watch a show like this, seeing the amazing things that people are able to do; and it is also more enjoyable, knowing that every performer is there because they want to be. It would be a better world if all circuses were like this. Banning the use of wild animals in circuses is a no-brainer. In the meantime, it's up to all of us to make the right choices and not to support any show that uses wild animals for entertainment.



One circus has replaced real animals with holograms.

**C PAIRS** Has the writer convinced you that animals should not be used in circuses? Which argument in particular convinced you?

**D** Read the model again. Take notes in the chart.

**Environment**

animals taken from \_\_\_\_\_  
animals become \_\_\_\_\_  
without families

**Treatment**

animals forced to do \_\_\_\_\_  
trainers \_\_\_\_\_  
the animals

**Position:** The use  
of wild animals in  
circuses should be  
\_\_\_\_\_.

**Not educational**

tricks aren't \_\_\_\_\_  
\_\_\_\_\_ don't learn about  
animals

**Alternatives exist**

some circuses have no animals  
Example: \_\_\_\_\_

## 2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model.  
Underline language that you think is colloquial or  
emotional, rather than formal.

**WRITING SKILL** Use strong,  
emotional language

Although formal language makes a good  
impression, sometimes it is appropriate to  
use a more colloquial or conversational voice  
and appeal to your readers' emotions. In a  
persuasive essay, using emotional language  
can help readers relate to you and convince  
them that you mean what you say.

## 3 PLAN YOUR WRITING

**A** What animal rights issue is important to you?  
Choose an issue from the box or think of one  
yourself. Create a chart like the one in 1D to organize your ideas.

- abandoning or mistreating pets
- deforestation and/or development of  
land where many wild animals live
- factory farming
- hunting animals
- keeping animals in zoos
- testing products on animals
- wearing fur or leather

**B PAIRS** Discuss your ideas.

*I'm going to write about factory farming. The animals on factory farms are...*

## 4 WRITE

Write a first draft of a persuasive essay about an animal  
rights issue. Remember to use strong, emotional language.  
Use the essay in 1B as a model.

**Writing tip**

Start strong! Having a strong,  
declarative statement of position  
in your opening sentence will  
immediately draw readers in.

## 5 AFTER YOUR FIRST DRAFT

**A PEER REVIEW** Read your partner's essay. Answer the questions.

- Does the essay give a strong position on the topic?
- Does it start strong, with a clear leading sentence?
- Are sufficient supporting examples given?
- Does the essay use strong, emotional language?
- Is the essay persuasive to you? Do you have suggestions for improving it?

**B REVISE** Write another draft based on the feedback you got from your partner.

**C PROOFREAD** Check the spelling, grammar, and punctuation in your essay. Then read  
it through again for overall sense.

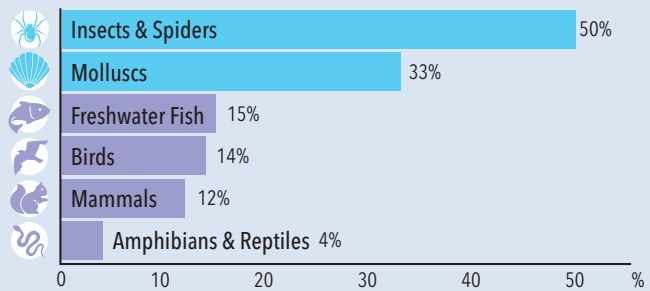
**I CAN WRITE A PERSUASIVE ESSAY.**

# PUT IT TOGETHER

## 1 PROBLEM SOLVING

- A CONSIDER THE PROBLEM** Many invasive species threaten various ecosystems after being introduced by accident, such as when goods are shipped from one country or another, or deliberately, for example, when people adopt dangerous pets but later release them in the wild. Review the chart and circle the correct answers.

**A TYPICAL DISTRIBUTION OF INVASIVE SPECIES IN WESTERN CANADA**



- Insects and spiders are more likely to be an invasive species because they \_\_\_\_\_.
  - crawl great distances
  - are shipped with goods
  - can always fly
- For fish to be considered invasive in lakes, they probably \_\_\_\_\_.
  - are dropped by birds
  - arrive from oceans
  - kill off other fish
- Probably the easiest species to find and remove are \_\_\_\_\_.
  - spiders
  - birds
  - mammals

- B THINK CRITICALLY** Discuss why some creatures are more likely than others to become invasive species. Talk to a partner.

- C FIND A SOLUTION** Consider the data, the problem, and possible solutions in small groups.

**Step 1 Brainstorm** Think of 3-5 ideas to help avoid the spread of non-native species that can destroy fragile ecosystems.

**Step 2 Evaluate** Choose the best solution.

**Step 3 Present** Explain the best solution to the class. Refer to the data to support your ideas.

## 2 REFLECT AND PLAN

- A** Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

<b>Speaking Objectives</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about animal videos</li> <li><input type="checkbox"/> Discuss animal personalities</li> <li><input type="checkbox"/> Discuss animal behavior</li> </ul>	<b>Conversation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use circumlocution when you don't know a word</li> </ul>	<b>Language Choices</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Articles for general and specific nouns</li> <li><input type="checkbox"/> Quantifiers with singular vs. plural verbs</li> <li><input type="checkbox"/> Articles for known and unknown information</li> </ul>
<b>Vocabulary</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Words to describe unusual things</li> </ul>	<b>Pronunciation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reductions in quantifier phrases</li> </ul>	<b>Discussion</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tell an anecdote</li> </ul>
<b>Writing</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use strong, emotional language</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summarize</li> </ul>	
	<b>Note-taking</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a speaker's key examples</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize definitions</li> </ul>

- B** What will you do to learn the things you highlighted?

