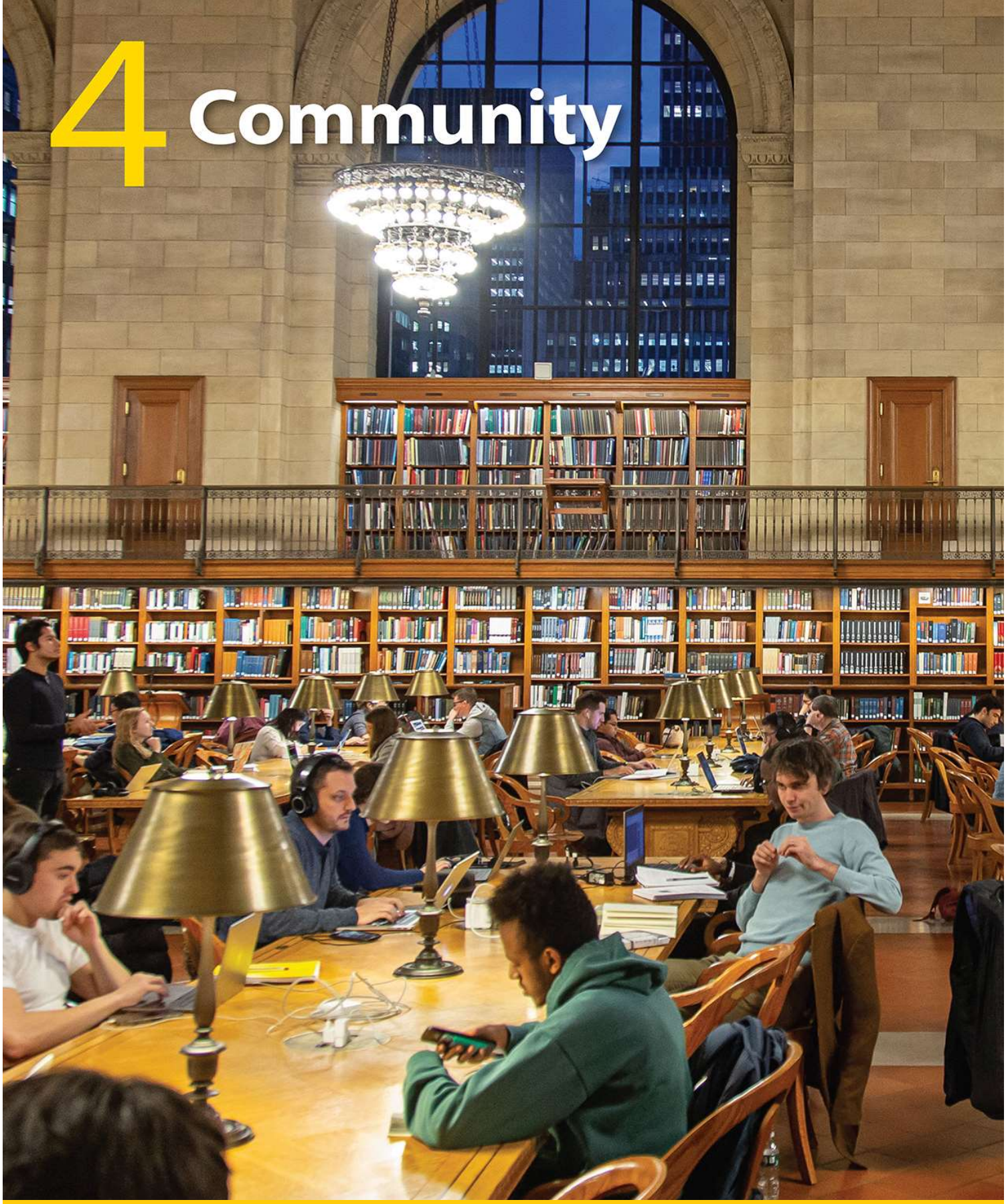
4 Community





UNIT OUTCOMES

- Ask for help in your community
- Use the phone
- Give suggestions
- Interpret a road map
- Identify ways to volunteer in the community
- Explore the job of a volunteer coordinator

Look at the photo and answer the questions.

1. What do you see in this photo?
2. What are these people doing?
3. This is the Rose Main Reading Room in the New York Public Library. Some libraries, like this one, are beautiful places to visit because of their architecture, but did you know that they are also full of resources for people in the community? What kind of resources are these people using?
4. What other resources do you think people can find in this library?
5. Have you ever used your local library's resources? If so, what were those resources?
6. Did you go in person, or did you access those resources online?

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LESSON 1

Your Community

GOAL ▸ Ask for help in your community

A **Look at the picture. Where is Kofi? Read the conversation and find out what kind of help he needs.**



Kofi: Hi, we just moved to Rutherford and I'm looking for a school to take some English classes.

Neighbor: Welcome to the neighborhood! Why don't you try Rutherford Adult School? It's located on Elm Street.

Kofi: Great! Thanks.

B **With a partner, practice the conversation in A, but change the underlined information. Use these expressions and information you know about your community.**

1. a farmer's market
2. a dog park
3. a good pizza place
4. a place to volunteer
5. a library I can walk to
6. an elementary school for my children
7. a hospital
8. a public pool to go swimming
9. a gym
10. a place to play basketball

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C **ANALYZE** **In each question, there are actually two questions. Find them and write them down.**

1. Do you know if there is a library near here?

   1st question: *Do you know?*

   2nd question: *Is there a library near here?*

2. Can you show me where Elm Street is?

   1st question: _____

   2nd question: _____

3. Can you tell me when the post office opens?

   1st question: _____

   2nd question: _____

D **Study the chart. When two questions are combined into one, the second question is called an *embedded question*. One question is embedded in the other.**

Embedded Questions	
Introductory Question	**Embedded Question**
Can you show me Do you know Can you tell me	where **Elm Street is**? **if** there is a library near here? when the library **opens**?
Rules	
• In an embedded information question, the subject comes before the verb. • For *yes / no* questions, use *if* before the embedded question. • In an embedded question that would normally have *do* or *does*, take out *do / does* and use the verb form that agrees with the subject.	

Embedded Questions

Why do we use embedded questions? They sound more polite than direct questions.

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Common Expressions Used to Introduce Embedded Questions	
Would you tell me what time the bank closes?	**Will you show me** where the adult school is?
Can you explain where I drop off my books?	**Do you know** if I can buy a computer there?

E **Change these questions to embedded questions using the expressions from the box.**

1. What is the name of the local community college?

   Do you know what the name of the local community college is?

2. What is the address of the public pool?

3. Where is Rutherford?

4. Do you sell running shoes?

5. What time does the train leave?

6. Is Union Community College on this street?

7. When do classes begin?

8. Where do you take your cans and papers for recycling?

F **Write five embedded questions that you could ask a school counselor.**

EXAMPLE: Can you explain how to get a high school diploma?

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LESSON 2

Can You Tell Me . . . ?

GOAL ▶ Use the phone

A **What phone number would you call if you wanted information about these items? Look at the directory and write the correct number.**

1. getting a driver's license (201) 555-0013
2. a bus schedule _____
3. a place to borrow books _____
4. medical help _____
5. school registration for your teenage son _____
6. swim lessons _____
7. looking at art _____
8. a place for your daughter to play soccer _____
9. fighting your parking ticket _____
10. activities for your grandparents _____

Community Resources

Balboa College Museum
(201) 555-2939 1852 Elm Street

Bus Transit
(201) 555-2678 984 First Street

Chamber of Commerce
(201) 555-4671 2064 Elm Street

City Clerk
(201) 555-8403 946 Fifth Street #1

Madison Driving School
(201) 555-0013 4024 Fourth Street

Employment Development Department
(201) 555-5334 2678 Elm Street

Lancaster Urgent Care
(201) 555-8473 2589 First Street

High School
(201) 555-1238 658 Main Street

Hospital
(201) 555-7623 1346 Elm Street

Little League Baseball
(201) 555-7300 6655 Lincoln Street

Union Adult School
(201) 555-9134 527 Fourth Street

Public Library
(201) 555-0507 361 Main Street

Public Pool
(201) 555-4499 5632 Lincoln Street

Senior Center
(201) 555-7342 7501 Riverview Terrace

Rutherford Soccer Club
(201) 555-6482 352 Martin Street

Superior Court
(201) 555-1796 4345 Elm Street

Village Elementary School
(201) 555-8462 360 Main Street

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B **SUMMARIZE** **Listen to the phone conversations. Which place did each person call? What information did he or she want?**

1. Place: Riverside Books

   Information: store hours

2. Place: _____

   Information: _____

3. Place: _____

   Information: _____

4. Place: _____

   Information: _____

5. Place: _____

   Information: _____

C **PLAN** **Sometimes it is helpful to write down what you want to say before you make a phone call. For each of the examples in B, write what you might say when the person answers the phone.**

1. Hi. Could you please tell me what your store hours are?
2. _____
3. _____
4. _____
5. _____

D **Using the questions you wrote in C, practice short conversations with a partner. Change the underlined information for each item you wrote. Take turns answering the phone.**

Clerk: Thank you for calling Riverside Books. How can I help you?

You: Hi. Could you please tell me what your store hours are?

Life ONLINE

Life On Hold Many times, when you call a business, you will be put on hold. This means you have to wait until someone is available to help you. The hold could be five minutes or 45 minutes. Before you call, it is a good idea to go online and see if there are any faster options. Often, you can place orders or shop online, ask questions via chat, or send an email to resolve a problem. If you must speak with someone to address your issue, put the hold music on speaker phone and do something else while you wait.

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E **Read and listen to the conversation.**

Host: Thank you for calling Scott's Steakhouse. How can I help you?

Caller: I was wondering if you are open for lunch.

Host: Yes, we are open from 11 a.m. to 10 p.m., Tuesday through Saturday. And we're open from 11 a.m. to 3 p.m. on Sundays.

Caller: Do I need reservations?

Host: Reservations aren't necessary, but we recommend them during our busy lunch hours between 12 and 2.

Caller: Great. Thanks for your help!

Host: You're welcome. Goodbye.

Caller: Bye.

F **Practice the conversation in E with a partner.**

Speak clearly

When you are talking on the telephone, it is important that you pronounce every word very clearly (enunciate) and speak with rising and falling intonation. This is important because the person on the other end of the line can't see your mouth or your facial expressions.

G **Talk to four different classmates. Using the information in the chart, have conversations like the one in E.**

Calling	Information Needed	Response
Paris French Bistro	reservations needed? dress code?	yes yes—coat and tie for men; no jeans for women
High School	location of the school's talent show	School auditorium 658 Main Street
Community Center	days and times of concerts in the park	every Sunday from 1 to 4 p.m.
Public Library	age required to get a library card	age five with parent's signature; parent must have a valid library card

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LESSON 3

Why Don't We . . . ?

GOAL ▶ Give suggestions

A **Look at the photo. Where are these people? What do you think they are talking about? Read their conversation.**



Ricardo: Let's find a good Italian restaurant. Can you think of where we could go?

Jim: Why don't we try this great little place called Island Pasta? It's a local hangout and I've heard the food is great!

Jasmine: I think they're closed tonight. How about going to Laredo's for a Mexican meal instead?

Kiaga: Great idea!

Making Suggestions	Responding to Suggestions
Why don't we . . . ? We could . . . How about . . . ? Do you want to . . . ? Let's . . .	Great idea! Yes, let's do that! Sure! How about . . . instead?

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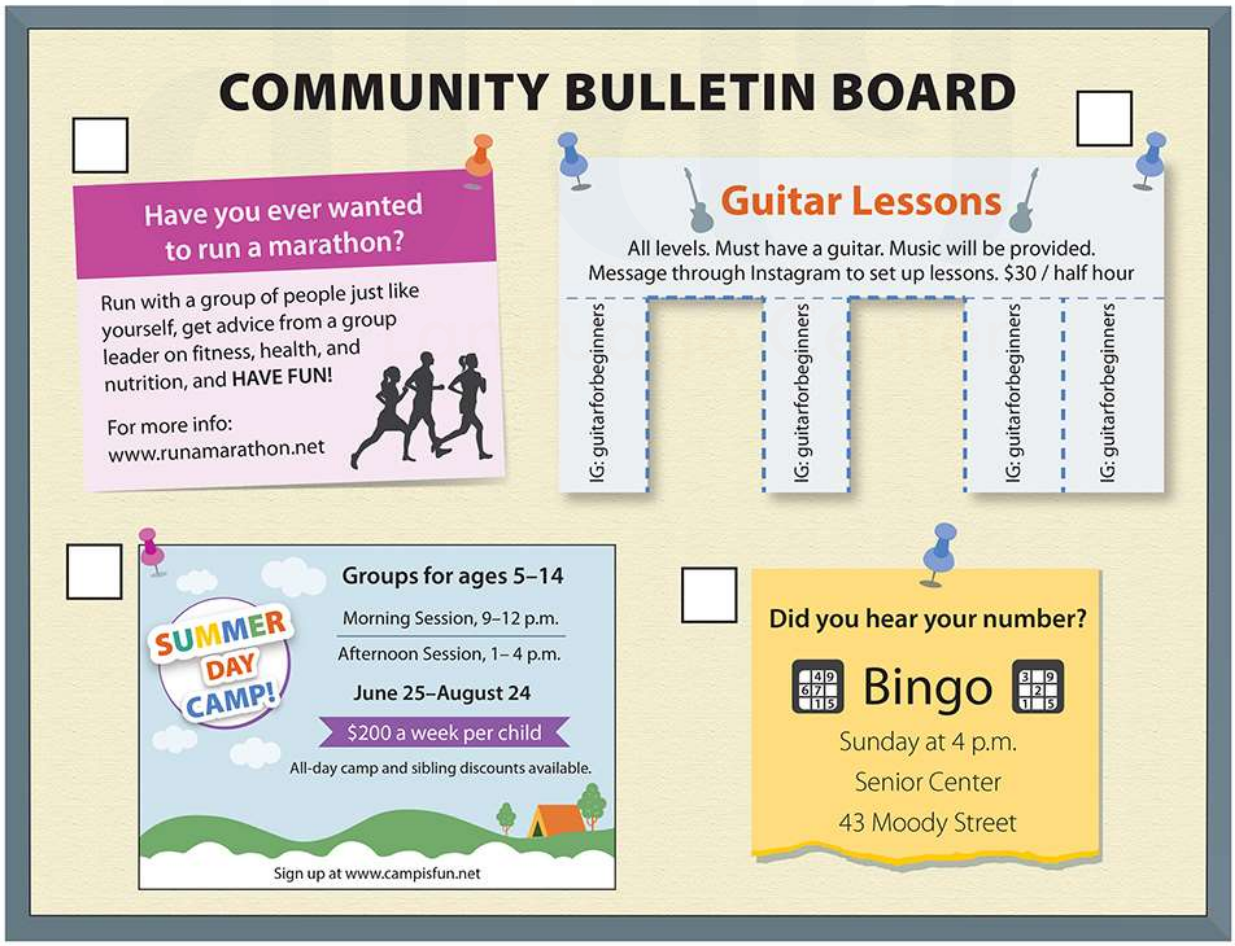
B **With a partner, make new conversations. Use suggestions from the chart in A and these topics. Talk about places in your community or online.**

1. a place to buy shoes online
2. a good movie for kids
3. a nice restaurant for your best friend's birthday dinner
4. a bookstore with a large selection of books
5. a good place to find really fresh fruit and vegetables
6. a place to eat Thai food
7. a place to listen to good music
8. an online bookstore to buy a required book for class

Life
ONLINE

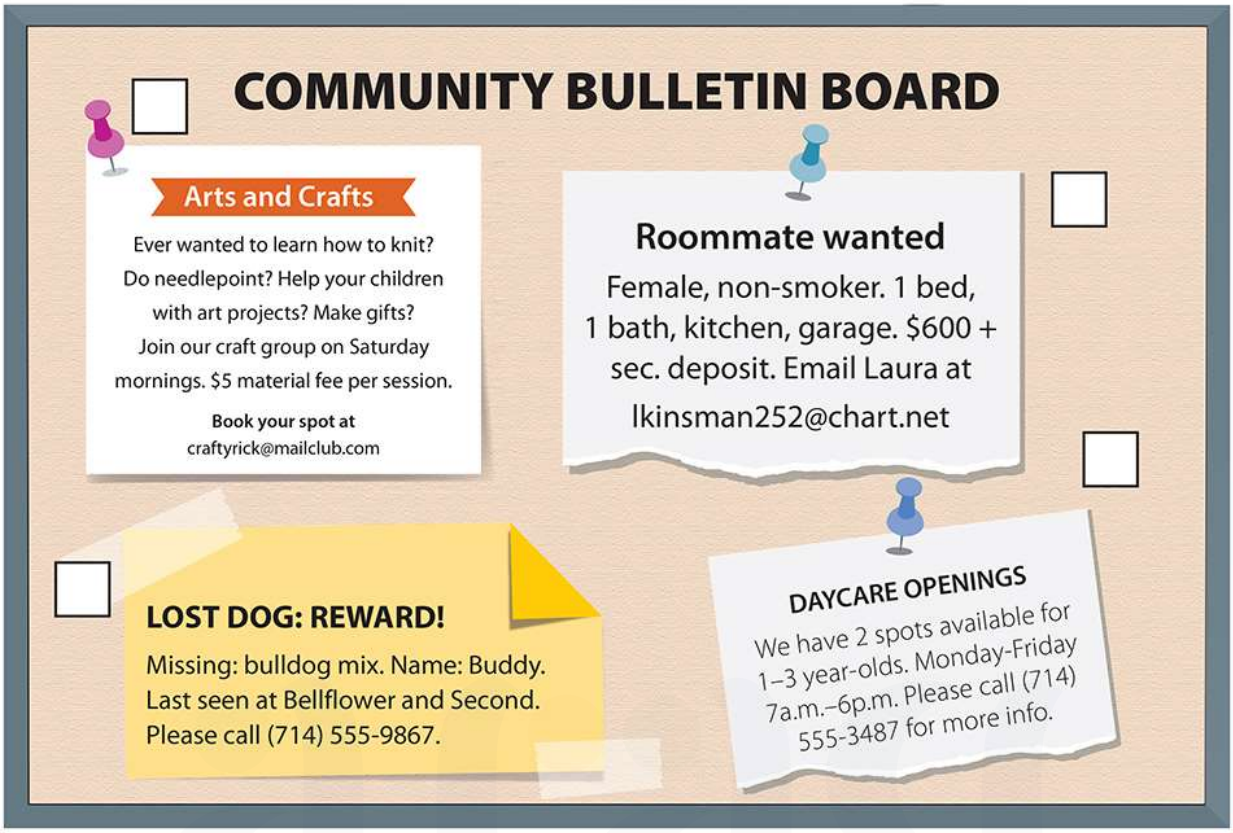
Today, people shop online for many items that they used to buy in stores. Also, instead of talking to a friend or neighbor, people search online for information. Look at each item in **B**. Which would you search for online?

C **Read the notices on the community bulletin board. Which notice is the most interesting to you? Why?**



D **Listen to the community members. Where can they find the information they need? Write the correct number next to each notice in C and D.**

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E **Work in pairs. Student A: Make a statement about one of the notices in C and D. Student B: Respond with a suggestion.**

Student A: I need a place to send my kids for the summer while I'm at work.

Student B: Why don't you sign them up for the Summer Day Camp?

Student A: That's a good idea.

F **In pairs, design a bulletin board or a webpage for community events. Share ideas and make suggestions.**

Life ONLINE

Some neighborhood apps advertise similar types of information. Often, they will use a format where you can post a comment, ask questions, get information, etc.

1. What is this post about?
2. What time is the event?
3. Where is the event?



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LESSON 4

How Far Is It?

GOAL ▶ Interpret a road map

A **A *legend* helps you read the symbols on a road map. Write the correct words from the box next to the symbols.**

1.  _____
2.  _____
3.  _____
4.  _____
5.  _____
6.  _____
7. 

_____
8.  _____
9.  _____
10. 

_____

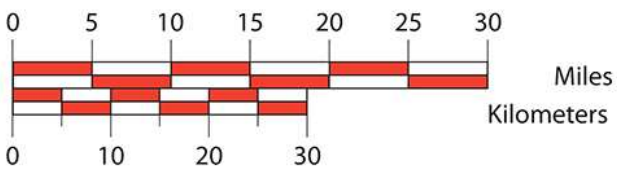
airport
bike route
campground
exit
gas station
hiking trail
hospital
lodging
picnic site
restaurant

B **Look at the map in D and answer these questions with a partner.**

1. Is there a hospital in Rose?
2. What interstate has a gas station?
3. Where is the nearest campground to Grandville?
4. Where is the closest hospital to Poppington?
5. Is there an airport near Lake Ellie?

C **CALCULATE Look at the highway map scale and estimate the road distances (in miles) on the map in D.**

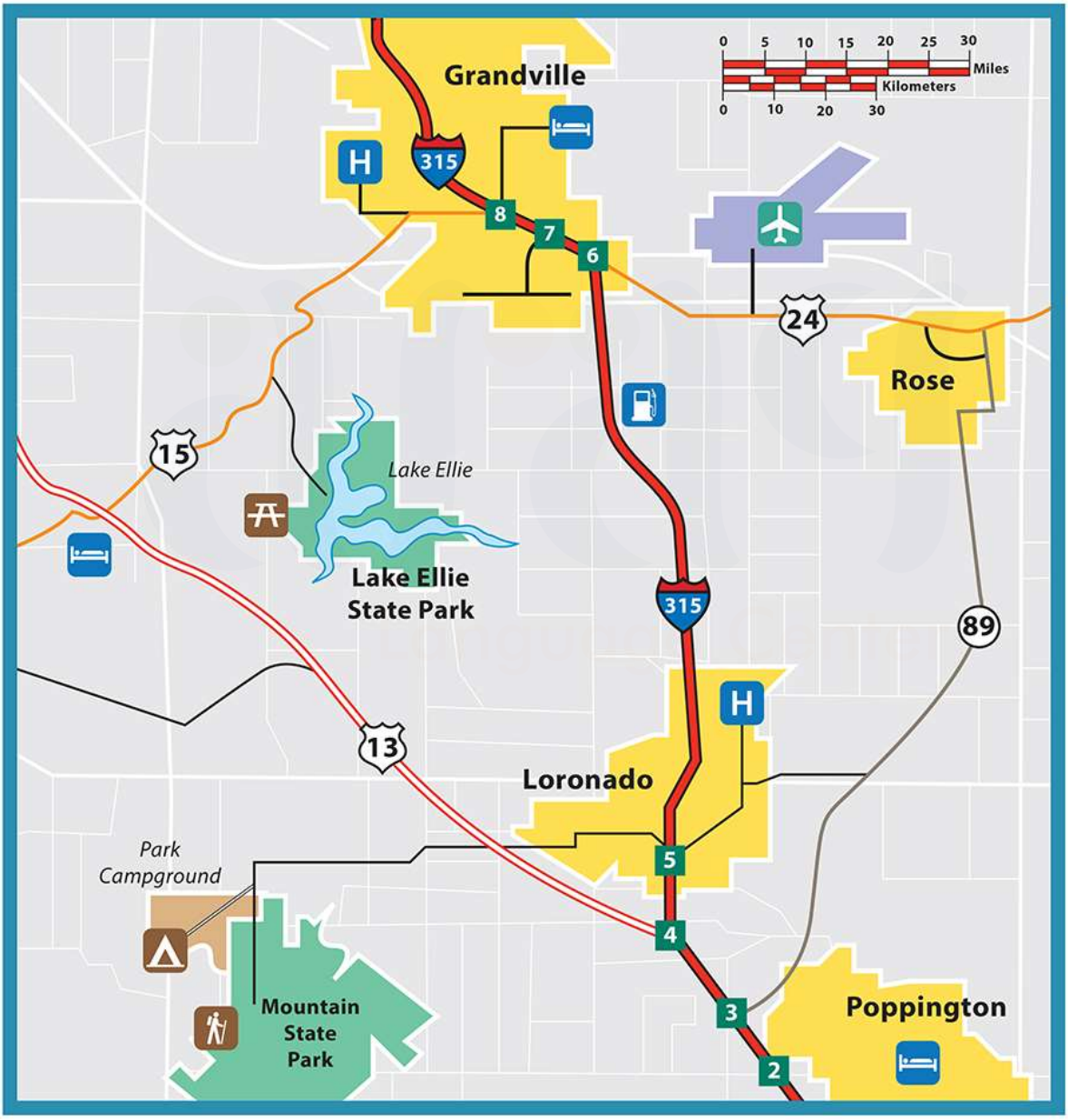
1. How far is it from Grandville to Rose?
2. How far is it from Poppington to Lake Ellie?
3. How far is it from Loronado to Poppington?
4. How far is it from Lake Ellie to Rose?
5. How far is it from Grandville to Poppington?
6. How far is it from Rose to Loronado?



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D **Listen to the people giving directions. Where will the driver end up? Choose the correct answer.**

1.	☐ Grandville	☐ Rose	☐ Lake Ellie	☐ Loronado	☐ Poppington
2.	☐ Grandville	☐ Rose	☐ Lake Ellie	☐ Loronado	☐ Poppington
3.	☐ Grandville	☐ Rose	☐ Lake Ellie	☐ Loronado	☐ Poppington
4.	☐ Grandville	☐ Rose	☐ Lake Ellie	☐ Loronado	☐ Poppington



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Conversation Strategy: Repeat for Clarification

When you are getting important information from someone, such as directions, it is always a good idea to ask for clarification. Asking for clarification means repeating back what was said or asking the other person to repeat it so you can double-check what you wrote. One way to do this is to repeat just the part of the sentence that you are unsure of.

Examples:

A: Take the highway exit and turn left.
B: Turn left?
A: Yes.

A: Take 605 to 405 to 22.
B: Did you say 605 to 405 to 22?
A: Yes.

E **Practice giving and receiving directions with a partner. Student A: Use the map in D to give directions. Student B: Write down what your partner says. If you get confused, ask your partner to slow down or repeat for clarification. Then switch roles.**

EXAMPLE: From Rose to Grandville

Student A: I live in Rose and I need to get to Grandville. What's the best way to get there?

Student B: Take 24 West to 315 North. Follow 315 North to Exit 8.

Student A: About how far is it?

Student B: Sixty miles.

Student A: Thank you so much.

1. Poppington to Lake Ellie
2. Loronado to Poppington
3. Lake Ellie to Rose
4. Rose to Loronado
5. Grandville to Poppington

F **COMPARE** **Look at the directions you wrote in E when you were Student B. Compare them to the map. Are they correct?**

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LESSON 5

Volunteering

GOAL ▶ Identify ways to volunteer in the community

A **What is a volunteer? Make a list of three ways you can volunteer in your community.**

1. _____

2. _____

3. _____

B **Look at the pictures. Where do you think these people are volunteering? Write a word or phrase from the box under each picture.**

animal shelter	Habitat for Humanity	neighborhood	senior center	soup kitchen
art gallery	library	political campaign	soccer league	

1. 

_____

2. 

_____

3. 

_____

4. 

_____

5. 

_____

6. 

_____

7. 

_____

8. 

_____

9. 

_____

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C **Before you volunteer, you need to think about what you would like to do or what you are good at. Look at the list and mark (✓) the things that you like to do and are good at. Add your own ideas to the bottom of the list.**

Skills	I can . . .	I like to . . .	My partner can . . .	My partner likes to . . .
build structures				
clean				
communicate information to people				
cook				
create an online newsletter				
give a speech				
keep track of money				
make decorations				
make phone calls				
plan a meeting				
plan a party				
put books in alphabetical order				
raise money for a cause				
spend time with children				
talk to people				
teach someone English				
teach someone math				
teach someone to read				
use a computer				

D **Interview a partner. Ask them what they like to do and mark (✓) the appropriate columns in C. Use questions that begin with *Can you . . . ? Do you like to . . . ?***

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E **What are some places in your community where you might be able to volunteer? In a group, make a list. Share your list with the class.**

_____

_____

_____

_____

_____

F **Practice the conversation. Make new conversations. Give your partner an idea of places to volunteer based on the checklist in C.**

Student A: I see you like to work with children. How about volunteering at the library for story time?

Student B: That's a great idea!

G **Select one of the places your partner suggested you volunteer and come up with questions you can ask when you call or visit the location.**

1. _____

2. _____

3. _____

H **Practice asking your questions to a partner. Imagine that your partner works at the place where you want to volunteer. Your partner will have to be creative and come up with answers to your questions. Then switch roles.**

I **Go online and find a place where you can volunteer in your community. Fill out this information.**

Name of Place or Business: _____

Address: _____

Phone Number: _____

Email Address of Person to Contact: _____

What do you think you will do as a volunteer there? _____

Volunteer Hours

It is not uncommon for employers to offer volunteer time. You can use that time to help at your child's school, a polling location, or your local community center.

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LESSON 6

Explore the Workforce

GOAL ▶ Explore the job of a volunteer coordinator

A **What is a volunteer coordinator? What do you think a volunteer coordinator does? Discuss with your class and brainstorm.**

B **Listen to what a volunteer coordinator does. Write down five things you hear.**

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

C **Listen again. Share your list with a partner and add two more things that your partner heard.**

1. _____
2. _____

D **Based on what you heard and wrote in B and C, what do you think are the five most important characteristics for a volunteer coordinator to have? Discuss with a small group and come to a consensus.**

☐ ambitious	☐ detail-oriented	☐ honest	☐ organized	☐ reserved
☐ calm	☐ friendly	☐ independent	☐ outgoing	☐ responsible
☐ creative	☐ hard-working	☐ motivated	☐ reliable	☐ tech-savvy

E **With your class, based on the responses in D, make a list of character traits (in order) needed to be a volunteer coordinator.**

_____

_____

_____

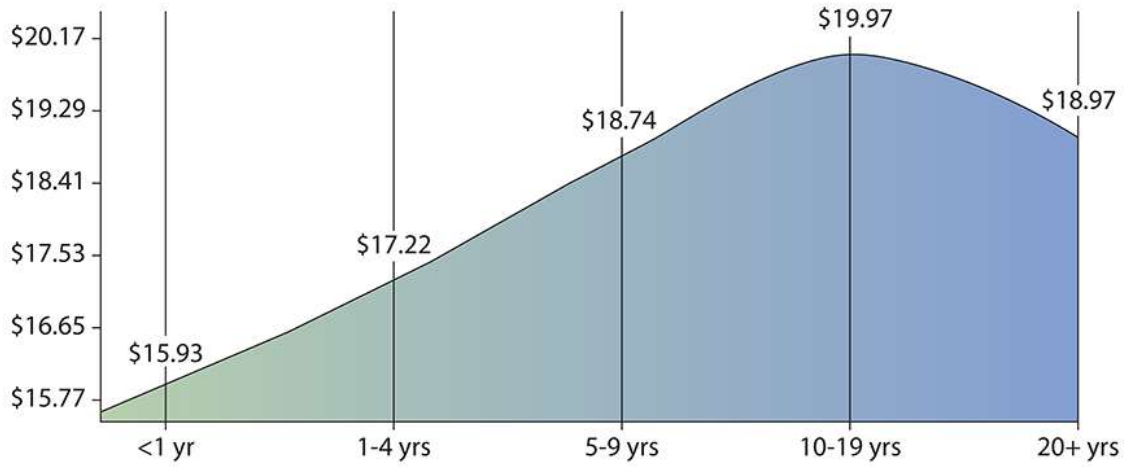
_____

_____

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F **How much do you think volunteer coordinators make? Look at the graph and answer the questions that follow.**

Volunteer Coordinators: Hourly Pay According to Experience Level



1. If a volunteer coordinator is making $18 an hour, how many years of experience do you think she has?

   a. 3 years b. 5 years c. 10 years d. 15 years

2. If a volunteer coordinator has been working for two years, how much money do you think he makes?

   a. $16/hour b. $18/hour c. $19/hour d. $20/hour

3. According to the graph, what is the most one can make as volunteer coordinator?

   a. $18.97/hour b. $19.97/hour c. $20.17/hour d. $21.97/hour

4. Do you think this is a well-paying job? Why or why not?

_____

_____

_____

G **With a partner, have conversations using the information in the *Did You Know?* list. Try to come up with a unique reply each time. Take turns asking the questions.**

EXAMPLE:

Student A: ***Did you know that*** volunteers spend about 50 hours per year donating their time?

Student B: Wow, that's a lot of time!

Student B: ***Did you know that*** food preparation and distribution is one of the most popular volunteer activities?

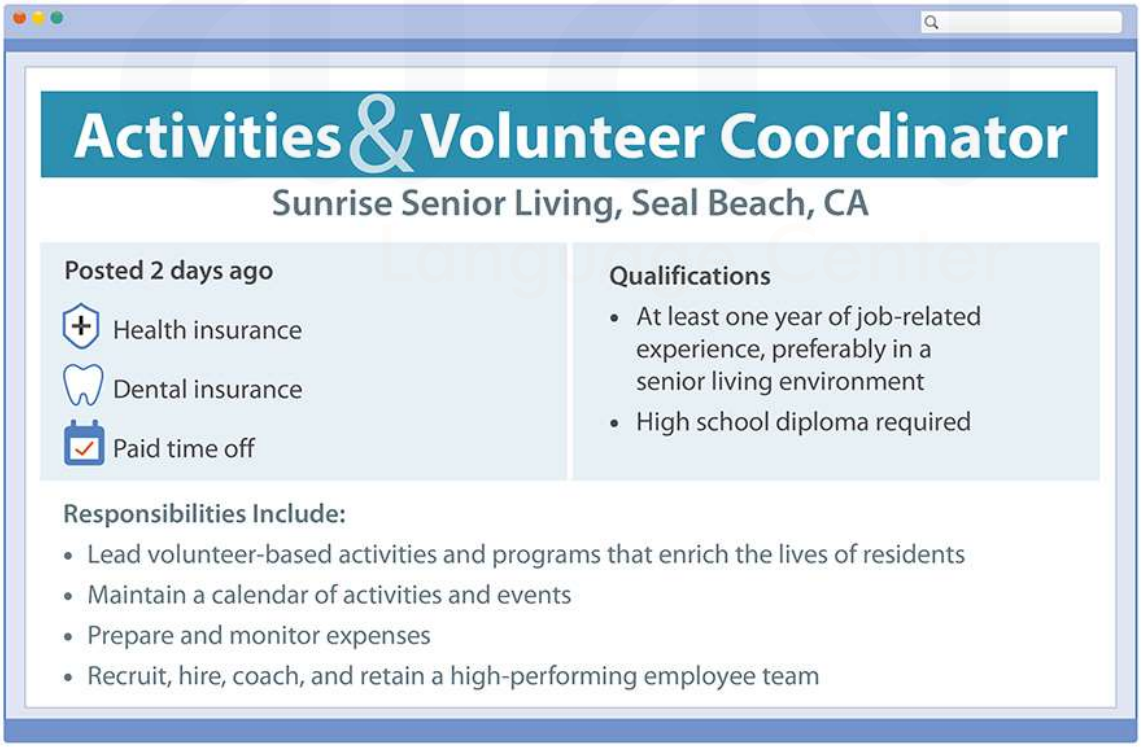
Student A: That doesn't surprise me. There are a lot of people out there who need a meal.

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DID YOU KNOW?

1. One out of four Americans volunteer; two out of three Americans help their neighbors.
2. People between the ages of 35 and 54 are the most likely to volunteer their time.
3. Volunteers earn $28.54 an hour on average.
4. Volunteerism benefits your health by strengthening your body, improving your mood, and reducing stress.
5. Those who volunteer regularly have a 27% better chance of getting a job.
6. Women currently volunteer more than men.
7. People who volunteer over 100 hours a year are some of the healthiest people in the US.
8. Ninety-six percent of volunteers say that volunteering enriches their sense of purpose in life.

H **REFLECT** **Look at the job ad for a volunteer coordinator. Would this be a good job for you? Why or why not? Write your response in your notebook.**



Activities & Volunteer Coordinator

Sunrise Senior Living, Seal Beach, CA

Posted 2 days ago

- Health insurance
- Dental insurance
- Paid time off

Qualifications

- At least one year of job-related experience, preferably in a senior living environment
- High school diploma required

Responsibilities Include:

- Lead volunteer-based activities and programs that enrich the lives of residents
- Maintain a calendar of activities and events
- Prepare and monitor expenses
- Recruit, hire, coach, and retain a high-performing employee team

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Review

A **Where would you go to do the following things? Write one idea on each line.**

1. get a bus schedule _____
2. borrow books _____
3. get a flu vaccine _____
4. take an art class _____
5. use a computer _____

B **Change the questions to embedded questions.**

1. What is the address of the library?

   _____

2. Do you sell vitamins?

   _____

3. What time does the museum close?

   _____

4. Is the urgent care on this street?

   _____

5. When do classes begin?

   _____

C **Imagine you are talking to someone at one of the places that you wrote in A. With a partner, practice having conversations about each of the topics listed.**

EXAMPLE:

Librarian: Hi there, how can I help you?

Patron: Hi! We just moved here, and I'd like to find out how to get a library card.

Librarian: All I need is for you to fill out this card with some basic information. I will need to see one form of ID and something that has your address on it, like a utility bill or a service order. Anything with your name and address works.

Patron: Great! I brought those with me. Can I fill this out and get the card today?

Librarian: Sure! You can sit at the table over there. And I can also give you cards for your children.

Patron: Great. Thank you so much!

Learner Log

I can ask for help in my community. ☐ Yes ☐ No ☐ Maybe

I can use the phone. ☐ Yes ☐ No ☐ Maybe

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D **Imagine that you just moved into your neighborhood. Write four questions you might ask your new neighbors about different places to go. Then practice asking and answering the questions with a partner. Write your partner's suggestions in the chart.**

Questions	Suggestions
1. Do you know a good place to get tea?	1. Why don't you try the Simulatte on 4th Street?
2.	2.
3.	3.
4.	4.
5.	5.

E **Ask your partner to give you directions from your current location to the four places he or she suggested. Write down the directions. Ask for clarification to double-check them with your partner.**

1. _____
2. _____
3. _____
4. _____

Learner Log

I can give suggestions. ☐ Yes ☐ No ☐ Maybe

I can interpret a road map. ☐ Yes ☐ No ☐ Maybe

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Review

F **Look at the map and answer the questions.**



1. Which highway would you take to get to the hospital? _____
2. Which highway would you take to get to the state park? _____
3. Which highways run north-south? _____
4. How would you get from the lake to the hospital? _____

_____

G **List three things you like to do. For each thing you like to do, write two places where you could volunteer.**

Things That I Like To Do	Places Where I Could Volunteer
1.	1. 2.
2.	1. 2.
3.	1. 2.

H **Take out the dictionary you started in Unit 2. Brainstorm and add five new words you learned in this unit. If you don't remember the meanings, look them up in a dictionary.**

Learner Log

I can identify ways to volunteer in the community.

☐ Yes ☐ No ☐ Maybe

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Create an Online Resource Guide

SOFT SKILL ▶ Collaboration

With a team, you will create a community resource guide.

1. Form a team of four or five students. Choose roles for each member of the team.

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone participates and speaks English.	
Student 2: **Writer**	Take notes and write information for guide.	
Student 3: **Designer**	Design layout and add art to guide.	
Students 4/5: **Presenter**	Report information to class. Present guide.	

2. As a class, discuss what information should go in the guides, such as the names of local services, medical facilities, restaurants, events, and places to volunteer. Make a list on the board.
3. As a team, decide what will be in your guide. Use the ideas from the board and add your own.
4. Create your online guide. (If you don't have a computer, design the layout on paper.) Each section should include addresses, phone numbers, websites, basic information, and a map.
5. Present your guide to the class.

COLLABORATION:

Negotiating

While there is no limit to the amount of information that an online guide can have, you don't want to overwhelm your audience. As a team, you will need to negotiate to decide what is most important to include in your guide. Some phrases you can use:

I love that idea.
That is a good idea, but instead I think we should include …
I'm not sure that would be the best thing to include. What if we included …

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Reading Challenge

A **ANALYZE** **Read the quote and discuss the questions.**

Burning fuel wood not only destroys Uganda's trees, but also the health and educational opportunities of our poorest people.

1. How does burning wood hurt someone's health?
2. How could burning wood for fuel hurt poor people's educational opportunities?

B **Read about Sanga Moses and his dream.**

C **Answer the following questions based on the reading.**

1. How much extra money can a farmer make by using a kiln?
   a. $150 a month
   b. $30 a month
   c. $460 a month
   d. $150 a week
2. How many women retailers are selling this fuel?
   a. 2,500
   b. 150
   c. 460
   d. 115,000

D **INFER** **Find these vocabulary words and phrases in the reading. Write the line number and then match to the correct meaning.**

Word	Meaning
_____ 1. alternative (line _____)	a. stove
_____ 2. air pollution (line _____)	b. things that get thrown away
_____ 3. kiln (line _____)	c. air that is contaminated
_____ 4. waste (line _____)	d. illness in the lungs
_____ 5. network (line _____)	e. burns without contamination
_____ 6. respiratory disease (line _____)	f. a group of interconnected people
_____ 7. clean-burning (line _____)	g. another way or option

E **In a small group, create an ad for Sanga's clean-burning briquettes.**

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A Dream Come True

Sanga Moses had a dream. He wanted to help his community by giving clean, cheap cooking energy to all Africans. He also wanted to reduce air pollution and decrease the likelihood of respiratory disease. But where did this dream come from?

In 2009, Sanga traveled from Kampala, the capital of Uganda, to visit his mother in the village where he grew up. While walking home, he saw his twelve-year-old sister carrying a heavy bundle of firewood on her head. She started crying when she saw Sanga and said she was tired of missing school twice a week to gather firewood. This upset Sanga very much because he knew how important school was, and he wanted his sister to stay in school. Kids carry wood in Uganda because that is what their families use to cook. "Education has changed my life so seeing my sister on the verge* of losing the only opportunity she had to improve her life hit me hard," said Sanga. His sister inspired him to think about an alternative source of fuel.

So, he quit his job and sold his bed, sofa, and tv set. With the help of engineering students at a university, he designed kilns and briquetting machines that could turn food waste such as sugarcane waste, coffee husks, and corn waste into fuel. Today, over 115,000 Ugandans use this clean-burning fuel which is cheaper and lasts 65% longer than fuel from firewood. Not only did he create a way to help the environment, but he found a way to put money in the pockets of his fellow countrymen.

Today, there are 2,500 farmers who use these kilns and make extra income by selling their food waste, up to $30 a month each. Sanga created a network of 460 women retailers who sell the clean cooking fuel and earn up to $150 a month in extra income. Sanga Moses' dream came true. By creating a way to make clean-burning fuel and helping the people in his country, he also found a way for girls to be able to go to school instead of carrying firewood. Sanga Moses is an inspiration in his community. He saw a problem and figured out a way to solve it and make his community better.

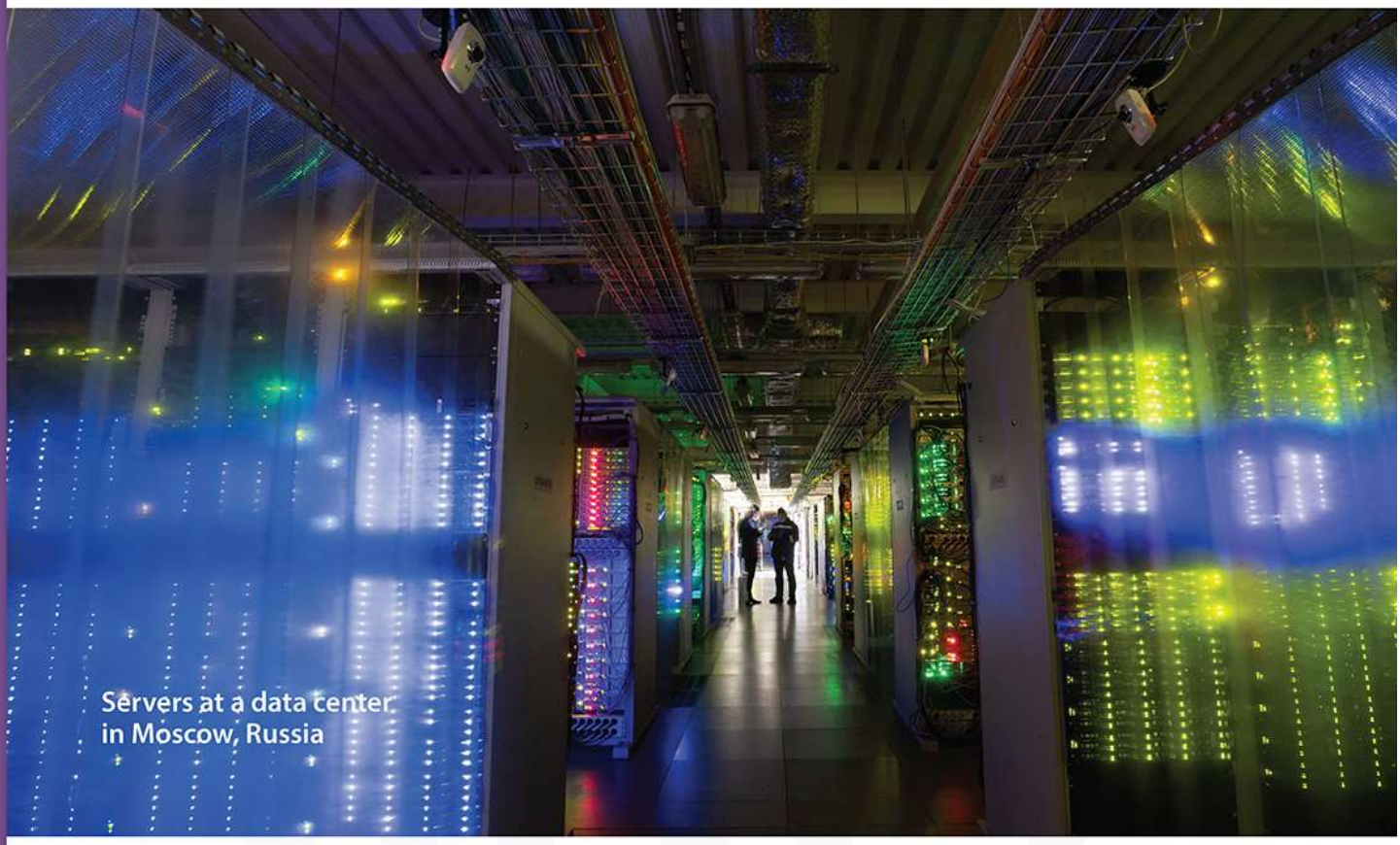
*on the verge of: about to



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Life ONLINE

Who's Tracking You?



Servers at a data center in Moscow, Russia

Before You Watch

A **Mark the things you do online. Then share your answers with a partner.**

☐ 1. send and receive emails ☐ 3. shop ☐ 5. find directions

☐ 2. find medical information ☐ 4. find local services ☐ 6. use social media

B **Read the words in the box. Then complete the sentences.**

coincidence	data	privacy	third-party
cookies	mailing list	stores	tracking

1. _____ applications don't belong to you or to the company you are interacting with; they are created by a different company or website.
2. Small pieces of information that are kept by your web browser are called _____.
3. A collection of customers' names and email addresses is called a _____.
4. _____ is following someone's activities and recording that information.

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5. A _____ is when two things happen at the same time and appear to be related.

6. _____ refers to keeping information to yourself so other people don't know or can't see it.

7. When a company _____ your information, they keep it so they can use it again later.

8. _____ is another word for information, such as your name and location.

C **Companies use servers and data centers like the one in the photo to store the information they get from our online activities. But, do you know how that data is tracked? You are going to watch a video about data tracking. What sort of data do you think will be mentioned? What advice do you think the video will offer?**

While You Watch

D **Watch the video. Write *A* if the item refers to accounts you create, write *C* if it refers to cookies, and write *B* if it refers to both.**

1. They store information about your activity online. _____
2. You might get on a mailing list when you have one. _____
3. They can be associated with one website or across several websites. _____
4. They can be helpful sometimes. _____
5. You do not have to accept all of them to use a website. _____

After You Watch

E **Read each sentence. Choose *T* if it is true and *F* if it is false.**

1. When you create an account online, a company usually tracks what you do on their website. **T** **F**
2. When you click *accept all cookies*, you might be allowing third-party cookies. **T** **F**
3. The best way to keep your information private is to use a public computer. **T** **F**
4. Cookies can be helpful so you don't have to choose your settings every time you visit a website. **T** **F**

F **With a partner, write three tips from the video. Which one is most useful? Will you use any of these tips? What else can you do to keep your information safe online?**

_____

_____

_____

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