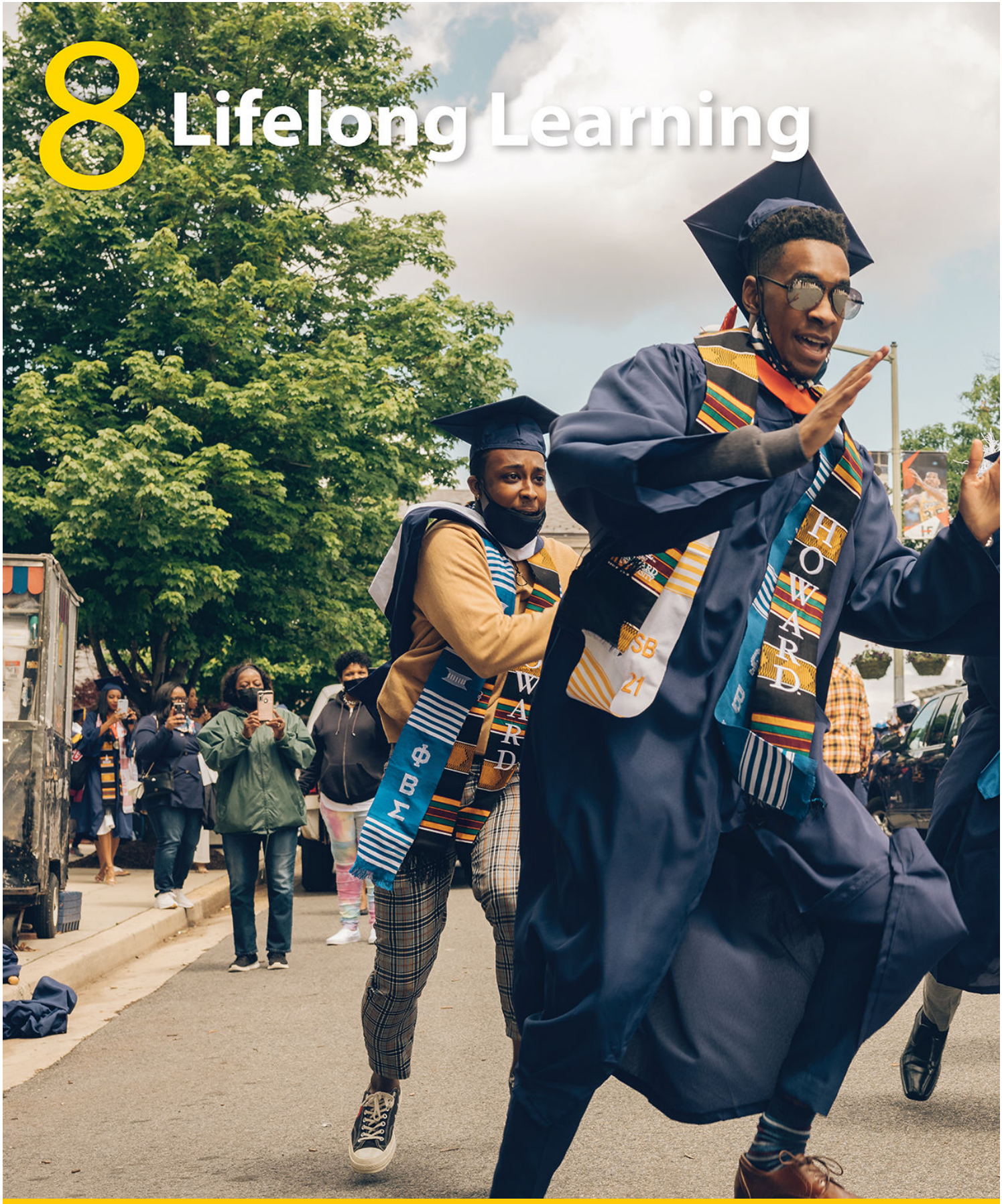
8 Lifelong Learning





UNIT OUTCOMES

- Evaluate study habits
- Make a study guide
- Identify learning opportunities
- Identify vocational preferences
- Develop goals
- Identify employment opportunities in education

Look at the photo and answer the questions.

1. What are the men wearing?
2. What are they doing?

Members of the Phi Beta Sigma fraternity do a step dance after graduating from Howard University in Washington, D.C.

1. Why do you think the men are dancing?
2. How do you think they feel?
3. These men achieved the goal of graduating from college. What goals do you have for the future?
4. When you achieve a goal, how do you celebrate?

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LESSON 1

How Are Your Study Habits?

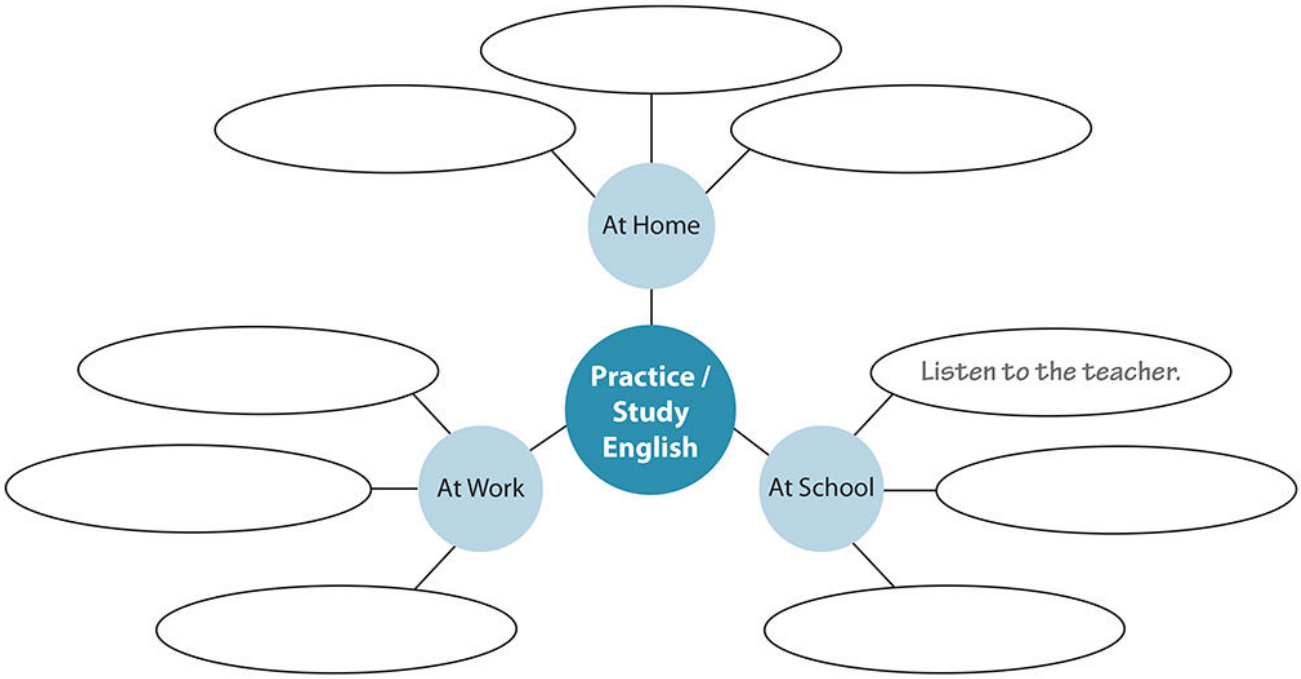
GOAL ▶ Evaluate study habits

A PREDICT Look at the photo. What is Nubar doing? Why? Read about Nubar.



Nubar is an ESL student at Franklin Adult School. He has good study habits. He has class three days a week, two days in person and one day online. He speaks English with his classmates. Nubar practices English at work and with his family. He also watches TV and listens to podcasts in English.

B CLASSIFY In a group, write different ways to study or practice English.



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C Study the charts.

Regular Past Verbs	
Base	**Simple Past**
study	studied
participate	participated
help	helped
listen	listened
watch	watched
practice	practiced
learn	learned
Spelling Note: When the base verb ends in *-y*, remove the *-y* and add *-ied*. study → studied	

Irregular Past Verbs	
Base	**Simple Past**
come	came
have	had
write	wrote
speak	spoke
read	read
teach	taught
go	went
do	did
make	made

D Rewrite the sentences in the past. Then use the sentences to write a paragraph in your notebook.

1. Nubar practices English in many different ways.

   Nubar practiced English in many different ways.

2. He speaks English with his classmates.

3. Nubar practices English at work and with his family.

4. He watches TV in English.

5. Nubar also listens to podcasts.

E Listen to Angela describe her study habits. Check (✓) the things she talks about.

- ☐ came to class every school day
- ☐ came to class on time
- ☐ helped other students
- ☐ listened to music in English
- ☐ participated in class
- ☐ practiced at work
- ☐ studied at home
- ☐ taught other students
- ☐ watched TV in English
- ☐ wrote down new words

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F **EVALUATE** **Answer the questions about your study habits in this course. Then calculate your score.**

Study Habits Questionnaire

1. How often did you come to class?
   a. most of the time b. around 50% c. less than 50%
2. How often did you come to class <u>on time</u>?
   a. most of the time b. around 50% c. less than 50%
3. How much did you study outside of class each week?
   a. more than 6 hours b. 4–6 hours c. 3 hours or less
4. How often did you speak English in class and participate?
   a. most of the time b. around 50% c. less than 50%
5. How often did you teach and help other students in class?
   a. a lot b. a little c. never
6. How often did you listen to music in English?
   a. a lot b. a little c. never
7. How often did you watch TV in English?
   a. a lot b. a little c. never
8. How often did you ask the teacher or other students questions when you didn't understand?
   a. a lot b. a little c. never

How many *a* answers, *b* answers, and *c* answers do you have?

# of ***a*** answers_____	# of ***b*** answers_____	# of ***c*** answers_____

Do the math below.

of ***a*** answers x 3 = _____
of ***b*** answers x 2 = _____
of ***c*** answers x 1 = _____
Total = _____

Score: **20–24** Super – You have great study habits!

Score: **16–19** Good – You have good study habits.

Score: **Under 16** – You need to change your study habits.

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LESSON 2

Staying Organized

GOAL ▶ Make a study guide

A **Talk about the pictures with your classmates and teacher.**



1. listening



2. _____

Simple Present

I **like** . . .
He / She **likes** . . .
We / They **like** . . .

3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

B **What do you learn in English class? Match the words and phrases to the pictures in A.**

career options	listening	speaking	vocabulary
grammar	reading	teamwork	writing

C **COLLABORATE** **In a group, write other things you learn in English class.**

_____ _____

_____ _____

D **APPLY** **Complete the chart about yourself. Use ideas from B and C.**

Things I Do Well	Things I Need Help With

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E **Read about study guides.**

A good way to prepare for your next English course is to review and study what you learned in *Stand Out*, Level 1. One way to do this is to organize what you learned in a clear way so you can look at it when you want to remember something. We call this a *study guide*. You can also add to this study guide in each class you take in the future.

F **Your study guide will have five different sections: *Unit Goals*, *Vocabulary*, *Grammar*, *Writing Practice*, and *Career Options*. These can be sections of a notebook, dividers in a binder, or folders on a computer. Write the name of each section.**

EXAMPLE:



G **SUMMARIZE** **In your *Unit Goals* section, write the goal for each lesson of Unit 1. Then write two important things you learned in Unit 1. Follow the example.**

EXAMPLE:

Unit Goals

Unit 1
Lesson 1: Ask for and give personal information
Lesson 2: Describe people
Lesson 3: Describe family relationships
Lesson 4: Express preferences
Lesson 5: Plan a schedule
Lesson 6: Reflect on career options

Two important things I learned in Unit 1:
1. I learned how to describe people.
For example: He has black hair.
2. I learned how to talk about schedules.
For example: I have English class from 9 a.m. to 11 a.m.

Unit 2

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H In the *Vocabulary* section, write 15 words you want to remember from Unit 1. Follow the example:

Vocabulary

Unit 1

1. divorced	2. weight	3. inches
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

Unit 2

1.	2.	3.

I In the *Grammar* section, write the important grammar points you learned in Unit 1 and the page numbers where the grammar charts are. Follow the example:

Grammar

Unit 1
Simple Present
be: I am 43 years old. He is single. They are from Iran. (page 16)
have: They have white hair. She has blue eyes. (page 18)
like: We like music. She likes restaurants. (page 24)

Unit 2

J Find any writing you did for Unit 1 and put it in the *Writing Practice* section.

K In the *Career Options* section, write about the career options you studied in Unit 1. Follow the example:

Career Options

Unit 1
Career Fields
Health: pharmacist, dentist
Art and Communication: photographer, actor
Human Services: chef, tutor
Natural Resources: pest control worker, fisher
Business: customer service representative, accountant
Industry: carpenter, auto mechanic

Careers that interest me:
1. I like careers in industry.
Why I like these careers:
1. I like to work with my hands.
2. I like to make new things.
3. I don't like to work at a desk.

L **APPLY** Go through all the sections again and add information for each unit.

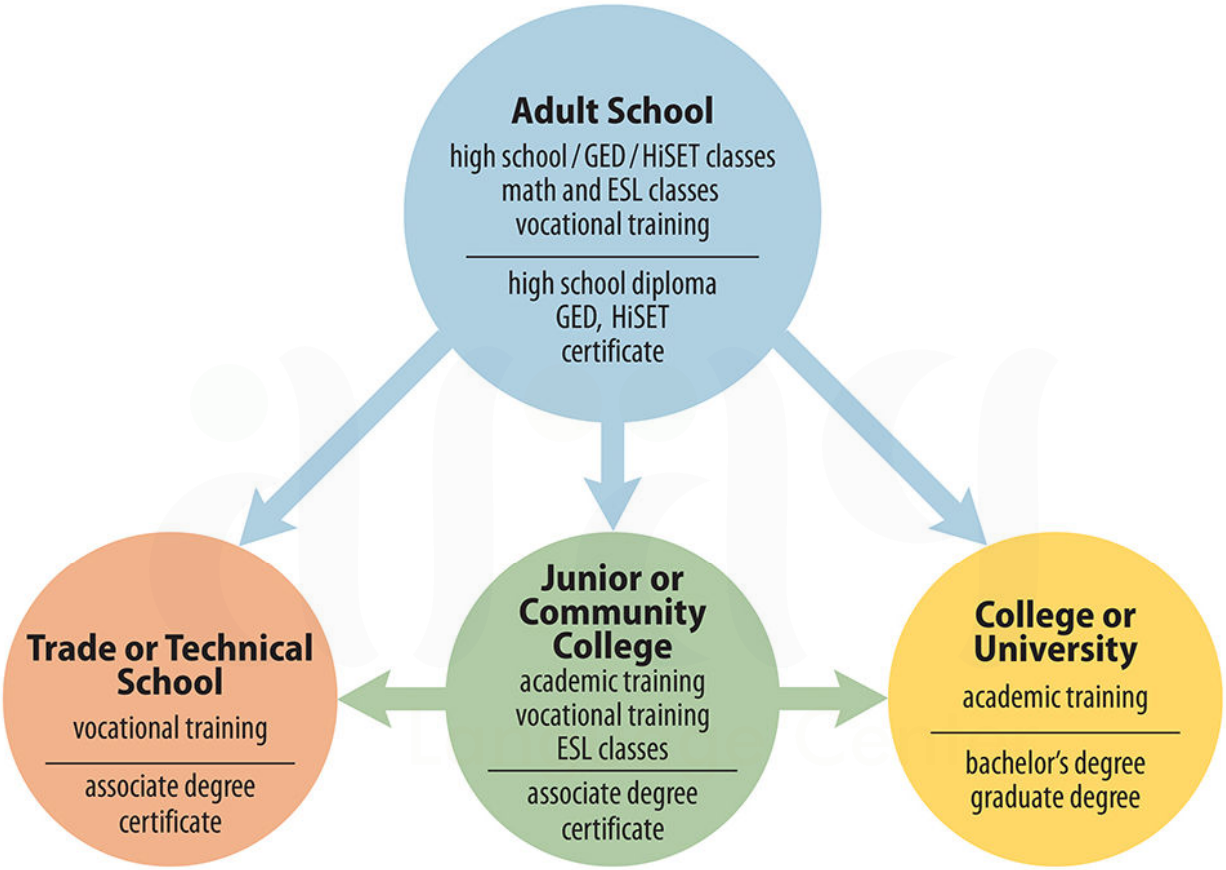
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LESSON 3

Schools in the United States

GOAL ▶ Identify learning opportunities

A **INTERPRET** Read the diagram with your classmates and teacher.



B **ANALYZE** Complete the chart about learning opportunities.

School	Degree or Diploma
adult school	
trade or technical school	
junior or community college	
college or university	

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C **PREDICT** Read the information about the students. What kind of education do you think they need?

1. 

Yusuf wants to be a legal assistant.

- ☐ high school diploma
- ☐ certificate
- ☐ associate degree
- ☐ bachelor's degree

2. 

Minh wants to be a high school teacher.

- ☐ high school diploma
- ☐ certificate
- ☐ associate degree
- ☐ bachelor's degree

3. 

Sarah wants to be a nurse.

- ☐ high school diploma
- ☐ certificate
- ☐ associate degree
- ☐ bachelor's degree

4. 

Carolina wants to be a web developer.

- ☐ high school diploma
- ☐ certificate
- ☐ associate degree
- ☐ bachelor's degree

5. 

Alan wants to be a cook.

- ☐ high school diploma
- ☐ certificate
- ☐ associate degree
- ☐ bachelor's degree

6. 

Javi wants to be a mechanic.

- ☐ high school diploma / GED
- ☐ certificate
- ☐ associate degree
- ☐ bachelor's degree

D **Listen to the conversations and choose the information from C that you hear.**

E **Practice the conversation with a partner. Then make new conversations about the students in C.**

Student A: What should Yusuf do after finishing adult school?

Student B: He should get an associate degree or a certificate.

Should

I **should** go to college.
You **should** go …
He / She **should** go …
We **should** go …
They **should** go …

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F Look at the photos. What are the people doing? In a group, make a list of three or four places you can go for advice about learning opportunities.







_____

_____

_____

_____

_____

G **APPLY** What do you want to do after adult school? Fill in the boxes and talk to a partner.

Adult School → _____ → _____

H What websites or other resources can help you with your educational choices? Talk about them as a class.

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LESSON 4

Choosing the Right Job

GOAL ▶ Identify vocational preferences

A **PREDICT** **Read the information about the students. Choose the job that you think is the best for each one.**

Student	Job
1. Erendira likes to study. She likes school. She likes history. 	a. teacher b. mechanic c. doctor
2. Ruth likes to help people. She likes to talk to people. She likes to learn about health. 	a. gardener b. nurse c. receptionist
3. Changming likes to work with his hands. He likes to fix things. He likes cars. 	a. mechanic b. carpenter c. salesperson

B **Listen. Check your answers in A.**

C **Talk to a partner. Ask: *What do you like to do?* Write three things.**

_____ _____ _____

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D **Study the charts.**

Verb + Infinitive			
Subject	**Verb**	**Infinitive**	**Example Sentence**
I / You We / They	like want need	to read to travel to work to talk to learn to study	I **like to read**. You **want to travel**. We **need to work** alone. They **like to talk** on the phone.
He / She	likes wants needs		He **needs to learn** English. She **wants to study**.

Verb + Noun			
Subject	**Verb**	**Noun**	**Example Sentence**
I / You We / They	like want need	cars a computer books school food	I **like cars**. You **want a computer**. We **need books** for class. They **like school** this year.
He / She	likes wants needs		He **likes computers**. She **wants food** soon.

E **Complete each sentence with the correct form of the verb in parentheses. Then listen and check your answers.**

1. They like _____ (work) outside.
2. He _____ (want) a car for his job.
3. She needs _____ (make) money right now.
4. They _____ (want) to study at school every day.
5. I want _____ (learn) English.
6. You _____ (need) a new cell phone right away.
7. They _____ (like) their jobs.
8. She _____ (want) to find a new job.

F **Work with a partner. Ask: *What do you want to do in the future?* List three things.**

_____ _____ _____

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G **REFLECT** **A counselor is going to ask you questions to help you with your future plans. Answer the questions about yourself. Check (✓) *Yes* or *No*.**

Personal Inventory

	Yes	No
1. Do you have a high school diploma?	☐	☐
2. Do you have good study skills?	☐	☐
3. Do you have work experience?	☐	☐
4. Do you like technology (computers, machines)?	☐	☐
5. Do you like to do the same thing every day?	☐	☐
6. Do you like to handle money?	☐	☐
7. Do you like to read?	☐	☐
8. Do you like to study and to learn new things?	☐	☐
9. Do you like to listen to people?	☐	☐
10. Do you like to talk on the phone?	☐	☐
11. Do you like to travel?	☐	☐
12. Do you like to work with other people?	☐	☐
13. Do you like to work alone?	☐	☐
14. Do you like to work at night?	☐	☐
15. Do you like to work in the daytime?	☐	☐
16. Do you like to work with your hands?	☐	☐
17. Do you work now?	☐	☐
18. If you have a job, do you like it?	☐	☐
19. Do you have goals for the future?	☐	☐

H **Write three sentences about the things in G you like and don't like.**

_____

_____

_____

I **Work in a group. Read your sentences to the group. Give advice about jobs that are good for each person.**

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LESSON 5

Making Goals

GOAL ▸ Develop goals

A **Read Nubar's journal entry. Answer the questions about his study goals.**

May 5

I have many study goals for the next month. I am going to read the news online, listen to podcasts, and talk to people in English every day. I am also going to study a lesson from my textbook every night for 30 minutes in my bedroom.

1. How often is Nubar going to study? _____
2. How long is Nubar going to study for? _____
3. What is he going to study? _____
4. Where is he going to study? _____

B **Look at the clocks. Then listen to Nubar talk about his plans. Write the correct activity for each time.**

listen to a podcast	read the news online	study the textbook	write in a journal

1. From  to  _____
2. From  to  _____
3. From  to  _____
4. From  to  _____

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C Study the chart.

Future with *Be Going to*			
Subject	***Be Going to***	**Base Verb**	**Example Sentence**
I	am going to (I'm going to)	learn listen practice read speak study write	I **am going to learn** English. I**'m going to read** the news.
You / We / They	are going to (you're / we're / they're going to)		We **are going to practice** English. They**'re going to study** every day.
He / She	is going to (he's / she's going to)		She **is going to speak** English. He**'s going to write** in a journal.
Use *be going to* for future plans and predictions.			

D Write sentences about Nubar's plans. Use the information from B.

1. He is going to read the news online from 6:30 to 6:45.
2. _____
3. _____
4. _____

E PLAN What are your study plans? Write sentences and share them in a group.

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

Life ONLINE

Study Habits

There are many study apps that you can use to help you be more organized. Search "study apps" to find them. You can also use your smartphone to schedule study time in your calendar and set alerts to remind you to study. Another helpful hint is to turn off your email and text notifications when you are studying so you are not interrupted.

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F **Study the chart.**

Future with *Will*			
Subject	***Will***	**Base Verb**	**Example Sentence**
I / You He / She We / They	will	study work get married	I **will study** every day. She **will work** hard. They **will get** married.
Use *will* for statements and predictions about the future. *Will* is more formal than *be going to*. When speaking, people often use the contraction form: *I'll*, *You'll*, *He'll*, *She'll*, *We'll*, *They'll*.			

G **Read about Nubar's long-term goals.**

I have many goals for the future. Some of my goals will take a long time. I will study every day and get a high school diploma. After that, I will start college. I want to start in about three years. I also want to get married and have children sometime in the future. I will be a web developer one day.

Life ONLINE

Spell Checkers

Many online writing programs use a spell checker to tell you if there is a spelling mistake in your writing. These programs can be helpful, but they aren't perfect. Always check the spelling suggestion first and see if it makes sense before you correct it.

H **CLASSIFY** **Write Nubar's goals in the chart.**

Personal Goals	Educational Goals	Work Goals
get married		

I **APPLY** **Write your personal, educational, and work goals. Use *will*.**

Personal: _____

_____

Educational: _____

_____

Work: _____

_____

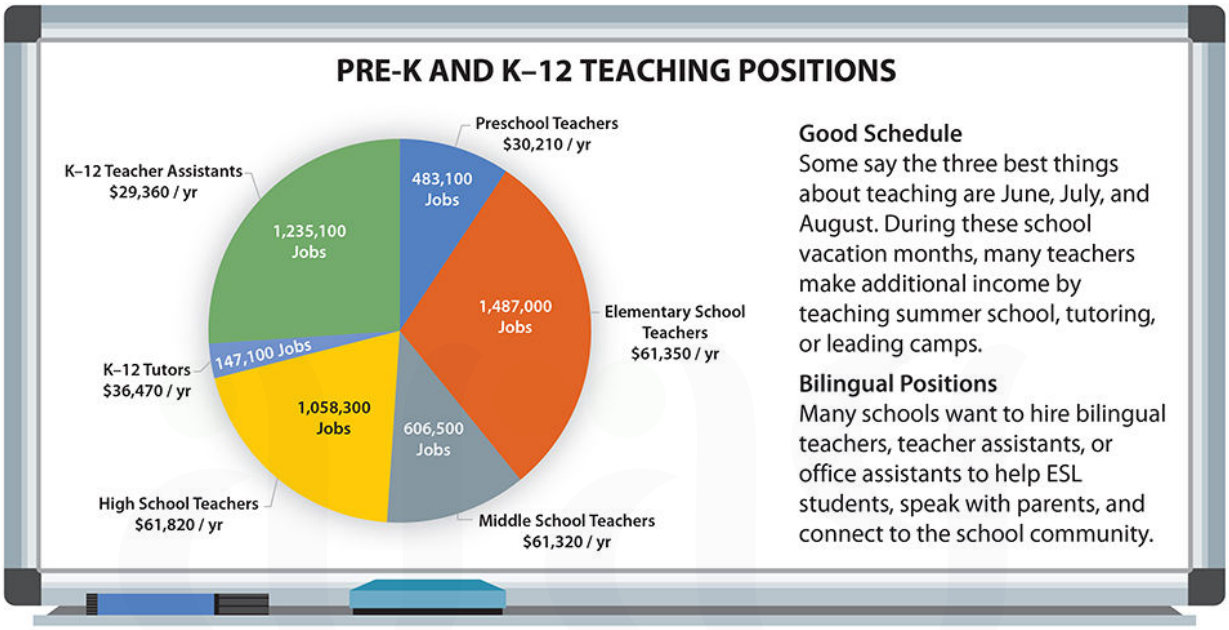
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LESSON 6

Explore the Workforce

GOAL ▶ Identify employment opportunities in education

A **INTERPRET** Read the infographic and talk about it with your classmates and teacher.



Source: U.S. Bureau of Labor Statistics

B **Answer the questions about the infographic.**

1. Which position has the most jobs? _____
2. Which position has the fewest jobs? _____
3. Which position pays the most? _____
4. Which position pays the least? _____

C **Work in a group. Ask questions about the infographic in A.**

EXAMPLES:

Student A: Are there more elementary school teachers than middle school teachers?

Student B: Yes, there are.

Student B: Are there fewer high school teachers than preschool teachers?

Student A: No, there aren't.

Comparative Questions and Answers

Are there **more** teacher assistants **than** K–12 tutors?
Yes, there are.

Are there **fewer** teacher assistants **than** K–12 tutors?
No, there aren't.

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D **Read the job description. Underline words you don't know.**

ESL TUTOR

Rowen Technical
2500 W. Pederson Ave.
Los Angeles, CA 90004

Our growing company is looking for an English tutor to work with our employees. We offer a high salary for qualified candidates.

Qualifications

- Read, write, and speak English well.
- A bachelor's degree or higher
- Two years' experience teaching or tutoring

Responsibilities

- Work one-on-one and with small groups 5 days a week.
- Plan lessons that include company vocabulary.
- Check and report on student progress.
- Teach students about our company culture.

E **Choose the correct answers.**

1. What do you think *growing company* means in line 1?

   a. The company is small. b. The company is getting bigger. c. The company is big.

2. What do you think *qualified candidates* means in line 2?

   a. workers at the company b. students c. people who are good for the job

3. What do you think *one-on-one* means in line 8?

   a. with small groups of students b. with two students at a time c. with one student at a time

F **INFER** **Work in a group. Give your opinion about the questions.**

1. What days do you think are included in *5 days a week*?
2. How much do you think the *high salary* is for this job?
3. What do you think *company culture* means in the ad?

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G **REFLECT** **Answer the questions about you for a job as a teacher.**

1. Do you like to teach people new things?

   a. yes b. no c. sometimes

2. Do you like working with children or teenagers?

   a. yes b. no c. sometimes

3. Do you like to plan?

   a. yes b. no c. sometimes

4. Are you organized?

   a. yes b. no c. sometimes

5. Do you like to be on your feet (standing up) a lot of the day?

   a. yes b. no c. sometimes

H **Look at the photo. Kurt Russell is a high school history teacher in Oberlin, Ohio. In 2022, he won the teacher of the year award for his state. What do you think makes Kurt a great teacher? Discuss in a group.**

I **Choose a job title from A. Go to a job search site online and see if there are any openings within 25 miles of your school or home.**



Kurt Russell teaches U.S. History and African American History at Oberlin High School in Ohio.

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Review

A **What are six things you did in this course to help you study English? Use the verbs to write sentences in the simple past.**

ask	~~come~~	help	listen	participate	read	speak

1. I came to class on time.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

B **Check (✓) the study skills.**

- ☐ learn English
- ☐ get a high school diploma
- ☐ read the news online
- ☐ go to college
- ☐ listen carefully
- ☐ write down new words
- ☐ go to the supermarket
- ☐ ask questions
- ☐ eat a good breakfast

C **Write the things you can do well in class.**

1. I can _____
2. _____
3. _____

D **Ask a partner: *What can you do well in class?***

1. Ming can listen well.
2. _____
3. _____
4. _____

Learner Log

I can evaluate my study habits. ☐ Yes ☐ No ☐ Maybe

I can make a study guide. ☐ Yes ☐ No ☐ Maybe

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E Complete the paragraph with the words from the box.

adult	certificate	college	degree	diploma	GED	trade

In the United States, adults can go to school in many different places. They can go to an (1) _____ school to learn English or to get a high school (2) _____ or (3) _____. After adult school, students can study at a (4) _____ or a (5) _____ school. Students who go to a trade school usually get a (6) _____ when they complete the courses. Some students get a (7) _____ from a university after adult school.

F Complete the sentences with the correct form of the verb in parentheses.

1. Javier likes _____ (study) in the afternoon.
2. The students _____ (want) to learn English.
3. I _____ (like) books.
4. She _____ (like) to read books.
5. We want _____ (go) to college.
6. You need _____ (speak) to a teacher.
7. Eva _____ (want) to do her homework.
8. He likes _____ (work) at night.

G Read the sentences and write the best job for each person.

1. Hamed likes to take care of people. nurse
2. Carlos likes to fix things. _____
3. Canab likes to sell things. _____
4. Gaspar likes to teach children. _____
5. Mei likes to take care of her family. _____
6. Lina likes to prepare food. _____

Learner Log

I can identify learning opportunities.
☐ Yes ☐ No ☐ Maybe

I can identify vocational preferences.
☐ Yes ☐ No ☐ Maybe

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Review

H **Write sentences about Nam's future goals. Use *be going to*.**



Nam

Now: Alton Adult School
Educational Goals: learn English, go to a community college
Work Goal: become a chef
Personal Goal: buy a house

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

I **Write sentences about Debora's future goals. Use *will*.**



Debora

Now: Alton Adult School
Educational Goals: get a high school diploma, go to a trade school
Work Goal: become an electrician
Personal Goal: get married

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

Learner Log

I can develop goals.
☐ Yes ☐ No ☐ Maybe

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Set Study Goals

SOFT SKILL ▶ Presentation Skills

In this project, you will prepare a study plan for an imaginary student.

1. Form a team of four or five students. In your team, you need:

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates.	
Student 2: **Scheduler**	With help from the team, create a calendar and schedule study times.	
Student 3: **Goal Setter**	With help from the team, write a paragraph about study goals.	
Students 4 / 5: **Organizer(s)**	With help from the team, organize a presentation to give to the class.	

2. Make a list of study habits your imaginary student will develop. Is this student going to come to school every day, arrive on time, etc.?

3. Complete a calendar for one week. Write what days and times your imaginary student will do the following activities:
   - study a textbook
   - listen to a podcast
   - read the news online
   - watch TV in English
   - review flashcards
   - write in a journal

4. Write a paragraph about the imaginary student's study goals on another piece of paper. Start your paragraph like this:

> Juan has many goals for learning English. He is going to speak and listen to English every day. First, he . . .

5. Present your ideas to the class. Teach the class what your team thinks are the best ways to learn.

PRESENTATION SKILLS:

Engaging the Audience

1. Involve your audience in your presentation. Ask questions or teach them something.
   For example, ask:
   How many of you listen to podcasts to practice your English?
   What other study activities do you do?
2. Use visuals like slides or posters to help people understand your ideas.
3. Stop and ask if everyone understands before moving on to the next section.
   For example, say:
   Do you have any questions so far?
   Raise your hand if you understand.

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Reading Challenge

A **REFLECT** **Choose the correct answers for you and share with a partner.**

1. Where do you learn best?

   a. at home b. at school c. somewhere else

2. I learn better _____.

   a. in silence b. with music c. in a noisy place

3. When do you learn better?

   a. in the morning b. in the afternoon c. in the evening

4. I learn better when I study _____.

   a. alone b. with a partner c. in a group

B **Look up the words in a dictionary. Then complete the sentences.**

collaboration	connections	distractions	solution

1. She doesn't want any _____. She can't think when there is too much noise.
2. It is a difficult problem. I hope we find a _____ soon.
3. _____ is when people work together to fix a problem.
4. Our teacher helps us make _____ between what we learn in class and our daily lives.

C **Read the text. Underline any words you don't know.**

D **List four benefits of collaboration according to the text.**

Collaboration can help you . . .

_____ _____

_____ _____

E **Read the conversation. With a partner, add to the conversation with information from D.**

Student A: How does collaboration help us learn better?

Student B: According to the article, it helps us remember more.

Student A: What else?

F **EXPRESS** **Do you agree that collaboration is good for learning? Why or why not? Talk about your ideas in a group.**

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Learning Together

There are many different ways of learning. Some people like to study alone. They want to stay away from distractions. Other people make study groups and talk together about problems and solutions. But which way of studying is better for learning?

Research shows that collaboration is key.* When students work with others and help each other, they remember more. Explaining something in your own words and hearing your classmates' ideas can help you make better connections with the information. Also, studying with others can create positive* feelings. For example, the girls in the photo worked together on a project for an international science and engineering fair. Here, they are sharing what they learned, and they are having fun while doing it. If you enjoy learning, you will want to learn more, and when you want to learn, you learn better!

key very important
positive good

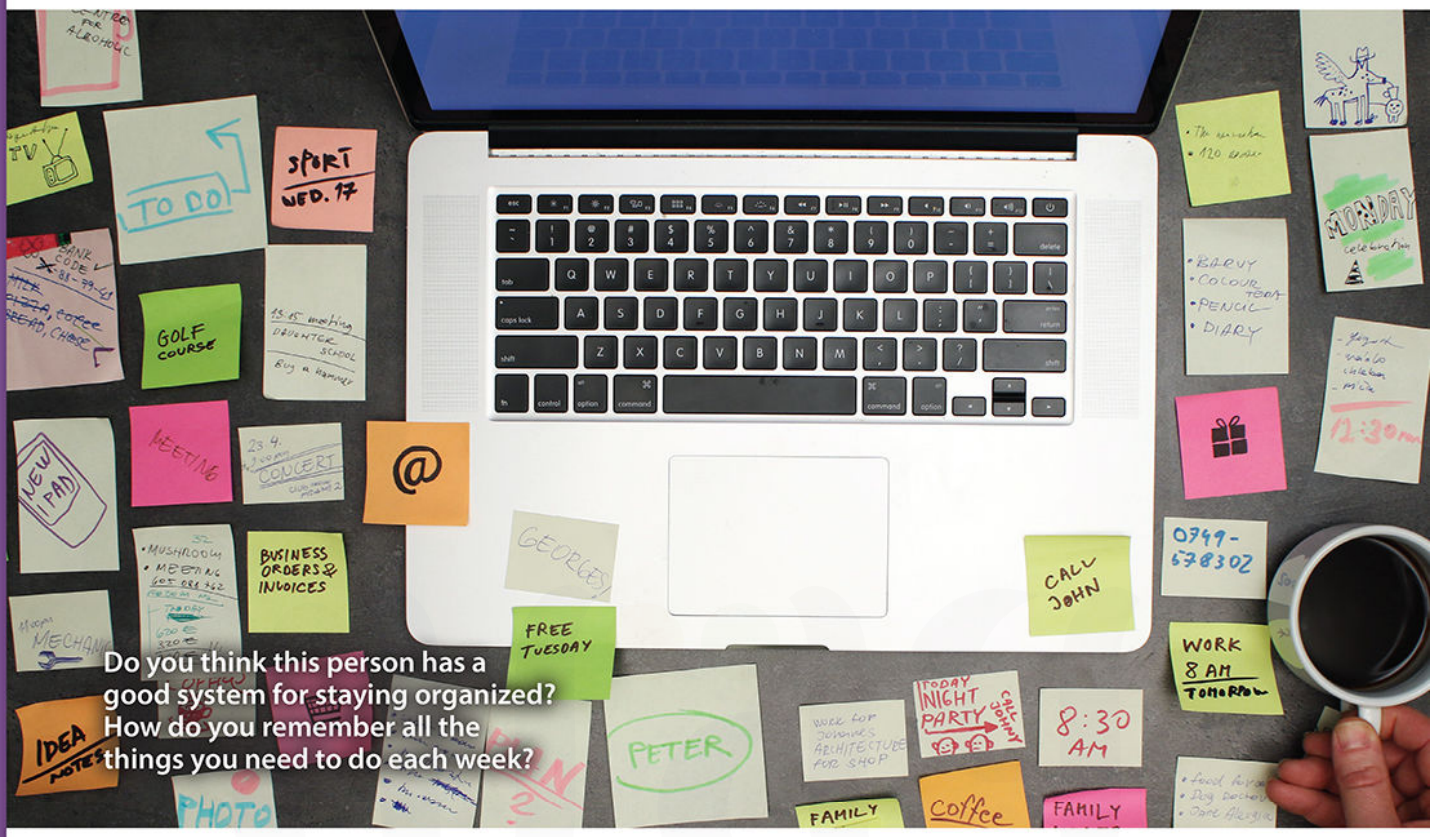


Participants in the International Science and Engineering Fair (ISEF), the largest pre-college science competition in the world, discuss their project.

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Life ONLINE

Time to Get Organized



Before You Watch

A **Check (✓) the things you keep on your phone or computer. Share with a partner.**

☐ 1. photos ☐ 2. music ☐ 3. schoolwork ☐ 4. emails ☐ 5. documents

B **Study the words and expressions. Then complete the sentences.**

back up	category	delete	folder	regularly	schedule	sort	system

1. When you _____ something, you erase it or throw it away.
2. If you do something every day, or every week, you do it _____.
3. When you _____ things, you organize them into groups.
4. A _____ is a method or a way of doing something.
5. When you _____ your information, you save it in two different places.
6. A _____ is a place to put documents—either paper ones or digital ones.
7. A _____ is a group of things that are similar.
8. A _____ is a plan for when you will do things.

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C **PREDICT** **You are going to watch a video about how to organize files on your phone or computer. What tips do you think the video will give?**

While You Watch

D **Watch the video. Check (✓) the categories the video mentions.**

☐ 1. pets	☐ 2. cars	☐ 3. musicians	☐ 4. friends	☐ 5. food
☐ 6. travel	☐ 7. movies	☐ 8. selfies	☐ 9. books	☐ 10. sports

E **Watch the video again. Choose the ideas you hear.**

a. Don't delete anything—you might need it!

b. When you are organized, you save time.

c. Using folders makes it easier to find the files you're looking for.

d. Everyone needs to use the same organization system.

After You Watch

F **Match the advice (1–6) to the examples (a–f).**

_____ 1. Create a system for answering important emails.

_____ 2. Delete items you don't need any more.

_____ 3. Use a schedule to sort through your files regularly.

_____ 4. Look at your files and create categories to organize them.

_____ 5. Create a folder for each important category.

_____ 6. Come up with a system for getting organized and use it!

a. Marta looks at her files and sees she has essays, presentations, and group projects.

b. Sergei puts the emails he needs to answer in a folder called *follow-up*.

c. Musa always names his school assignments in the same way so it is easy to find them.

d. When a project is over, Joann saves the final project and deletes her drafts and notes.

e. Every Sunday night, Luca sorts his files into folders and looks at his homework for the week.

f. Fatima has folders called *schoolwork*, *photos*, and *personal projects*.

G **Work with a partner. On a separate piece of paper, write three tips from the video that you will use to organize your schoolwork. Do you use other systems as well? Discuss your ideas.**

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