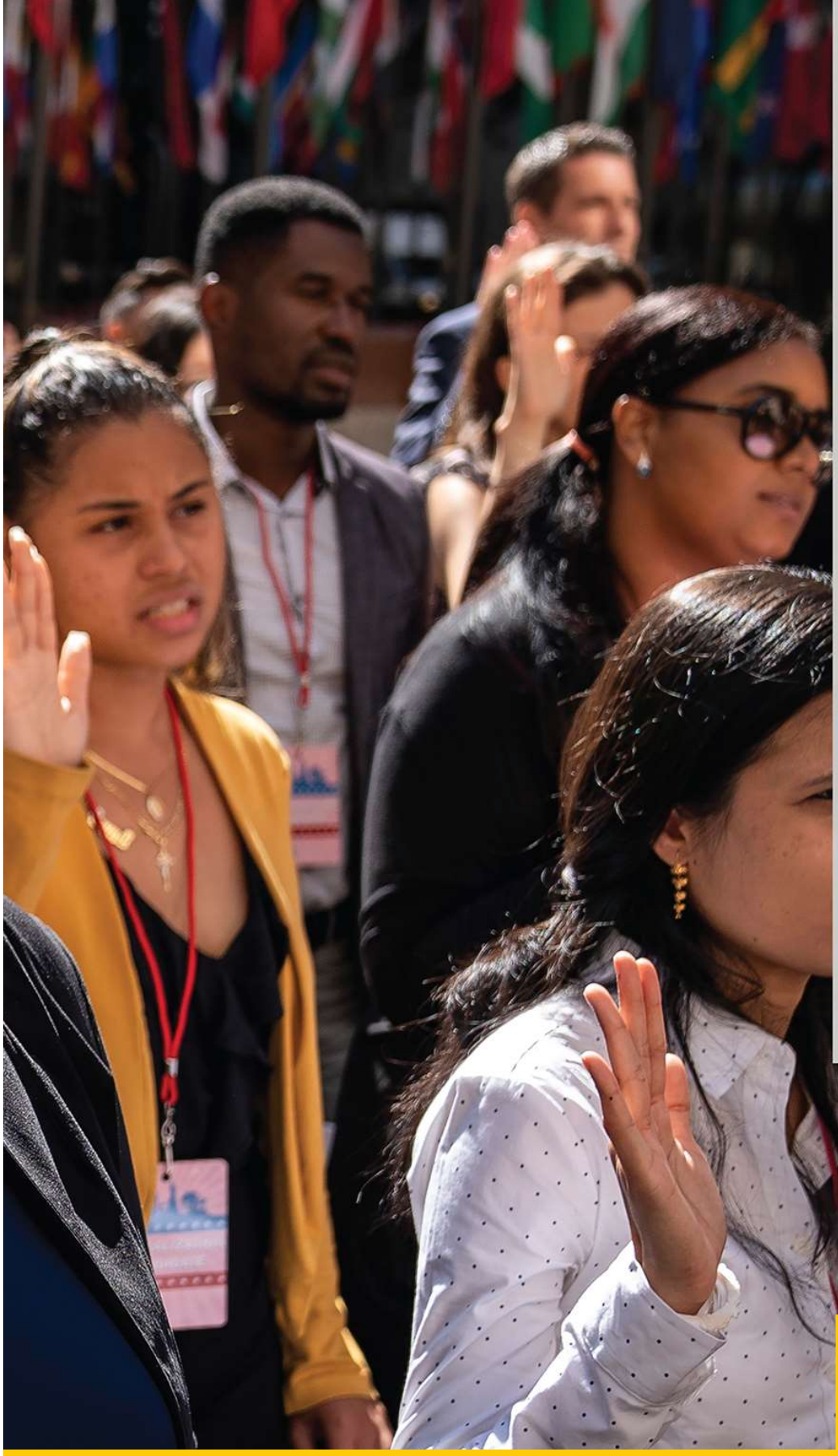
8 Goals and Lifelong Learning





UNIT OUTCOMES

- Identify goals
- Set academic goals
- Set work goals
- Solve problems
- Write down goals
- Explore employment opportunities in education

Look at the photo and answer the questions.

1. Why do you think there are so many flags in this photo?
2. Why are the people holding up their right hands in this photo?

New US citizens from 33 different countries recite the Oath of Allegiance during a naturalization ceremony at the Rockefeller Center in New York City.

1. What is a naturalization ceremony?
2. What is the Oath of Allegiance?
3. Where do these types of ceremonies happen in your local area?

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LESSON 1

What Is Success?

GOAL ▸ Identify goals

A **Read and discuss.**

What is success? One dictionary defines success as "getting something you want." Some people think that means a good job and a lot of money. Other people think that means a healthy life, love, and family. What does success mean for you?

B **RANK** **What is most important to you? Number the items from 1 to 6. 1 is the most important to you.**

_____ family

_____ money

_____ entertainment

_____ employment

_____ friends

_____ education

C **Read about Kossi's goals.**

Kossi is from Togo. Togo is a country in West Africa. Kossi's career is important to him. He wants to be a pediatrician one day. He loves kids and likes to help people. He is studying English and wants to get an Associate degree in science first. Then he plans to go to a university. He is working in a restaurant and also as an administrative assistant to make money so he can go to school. Kossi knows that he will need to work very hard to be successful and reach his goals.

D **Work in a group. Talk about the questions.**

1. What is Kossi's career goal?
2. Why do you think he wants to be a pediatrician?
3. Why do you think he has more than one job now?

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E **Read about goal setting. Discuss goals you have with the class.**

Goal setting is important because it helps people think about their future and work toward it. If we don't have goals, it may take us longer to get what we want in life. It is important to set goals that are difficult, but goals that we can really reach. For best success, we should review our goals often and we should write them down.

F **Listen to Carmen's goals and check the goals that you hear.**

- ☐ buy a house
- ☐ get married
- ☐ have children
- ☐ become a citizen
- ☐ get a job
- ☐ keep a job
- ☐ learn new skills at work
- ☐ get a promotion
- ☐ get a better job
- ☑ study English
- ☐ participate in her child's school
- ☐ get a high school diploma
- ☐ go to college
- ☐ graduate from college

G **CLASSIFY** **Look at Carmen's goals in F. Write them in the correct boxes.**

Personal and Family

Vocational (work)

Academic (educational)
She wants to study English.

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H **Study the charts with your classmates and teacher.**

Future Plans: *Want to, Hope to, Plan to*		
Subject	**Verb**	**Infinitive (*to* + Base)**
I / You / We / They	hope, want, plan	to study in school for three years. to graduate from college. to get married.
He / She / It	hopes, wants, plans	

Future Plans: *Be Going to*		
Subject	***Be Going to***	**Base Verb**
I	am going to	get a high school diploma.
You / We / They	are going to	participate in class.
He / She / It	is going to	buy a house.

	want to *hope to* *plan to* *be going to*	
less definite	◄——————————►	more definite

I **Complete the sentences expressing future plans with the correct form of the verbs.**

1. Carmen and Marie want to speak (want / speak) English.
2. I _____ (plan / come) to class on time every day.
3. Marie _____ (hope / be) a nurse someday.
4. Lien _____ (be going to / graduate) from college.
5. Marco and I _____ (plan / visit) Mexico in the future.
6. They _____ (want / move), but they have a three-year lease.

J **PLAN** **Write two of your future plans. Then ask a partner about their future plans.**

My future plans

_____

_____

My partner's future plans

_____

_____

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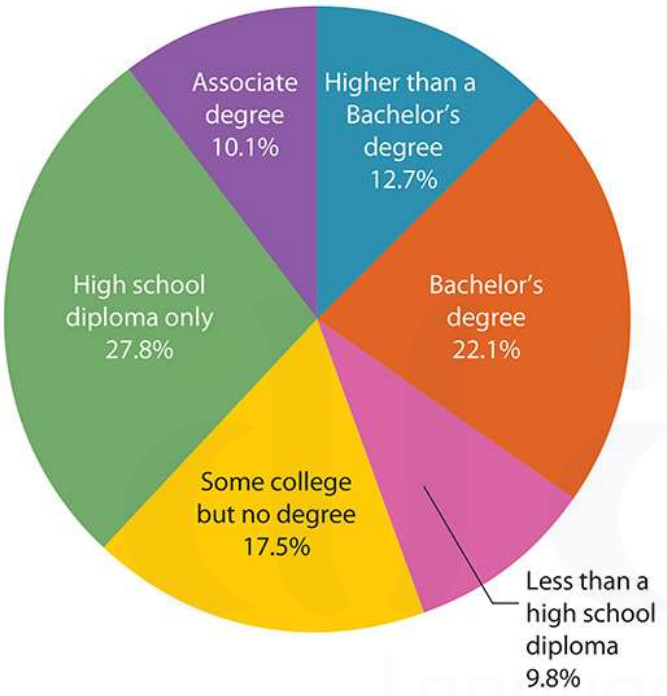
LESSON 2

Education in the United States

GOAL ▶ Set academic goals

A INTERPRET Discuss the pie chart with your classmates and teacher.

Education levels in the United States



B Practice the conversation. Make new conversations using the information in the pie chart.

Student A: What percentage of people in the United States has less than a high school diploma?

Student B: 9.8%

C PLAN Write one academic goal that you have. Use the grammar in Lesson 1 to express future plans.

_____

_____

D Listen to the lecture. Write down two or more diplomas, certificates, or degrees you hear.

_____

_____

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E Read and discuss the educational choices adults have in the United States.

High School Diploma
Some adult schools have high school classes where you can earn a high school diploma.

Certificates
Certificates for specific trades like nursing, computer programming, and mechanics can be earned from trade schools, some junior colleges, and some adult schools.

BA / BS Degree
These are called Bachelor of Arts or Bachelor of Science degrees. Adults earn these degrees from a four-year college or university.

GED
Some adult schools have classes to help you prepare for a test. If you pass the test, you earn a GED, or General Equivalency Diploma. This diploma is similar to a high school diploma.

AA / AS Degree
This is called an Associate of Arts or an Associate of Science degree. Adults earn this degree from a two-year junior or community college.

Graduate Degree
After earning a Bachelor's degree, adults can study more and receive additional degrees.

Adult Schools
These schools are sometimes free. Students learn basic skills like reading and writing. They can learn about jobs and computers. These schools can help students get their GED and some certificates.

Junior Colleges / Community Colleges
These schools are not expensive for residents. They offer two-year academic, technical, and vocational courses. They help students prepare for universities or jobs. Students can study part time in the evenings or on the weekends.

Colleges / Universities
These schools prepare students for jobs and careers. They are often very expensive. They offer four-year academic courses.

Trade Schools
These schools are sometimes expensive. They help students learn job-related skills, such as computers or mechanics.

F Read again. Match the questions to the answers.

b 1. Why is it good to get a high school diploma?

_____ 2. Why do people go to a two-year college?

_____ 3. Why do people go to a university?

_____ 4. Why do people go to an adult school?

a. to learn how to read and write English or to get a GED

b. to get a better job or prepare to go to a two-year college or university

c. to get an Associate degree, to get a better job, or to prepare to go to a university

d. to qualify for a career or to get a Bachelor's degree

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G **Students can earn some degrees online. Look at the table of advantages and disadvantages. Search online for "advantages and disadvantages of online courses." Complete the table.**

Advantages	Disadvantages
flexible schedule	less collaboration with other students

H **Study the chart with your classmates and teacher.**

Because			
Statement	**Reason**		
	Because	**Subject + Verb**	**Information**
Marie plans to go to college	because	she wants	to be a nurse.
Lien hopes to learn English		she plans	to go to college.
They hope to go to an adult school		they want	to learn English.
I want to go to a trade school		I want	to be a mechanic.

I **PLAN** **Read the example and write your own story.**

Ahmed wants to start an auto-repair business because he likes to work with his hands. He hopes to learn English and get a high school diploma. Then he plans to attend a trade school.

Life ONLINE

You may already be familiar with online English classes, but did you know you can earn an Associate degree, BA / BS, or even a Master's degree online? These are great, flexible options for adults balancing work, family, and long-term goals.

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LESSON 3

Workplace Goals

GOAL ▸ Set work goals

A **Listen to and read about Carmen's work goals.**

Carmen has many goals. She wants to have a career. She wants to be a counselor in an adult school or a college because she wants to help people. She needs to go to school for many years to study, but first she needs to learn English. She will go to Clear Mountain Adult School for two more years. She is going to learn English and get a GED. Carmen also needs to work. She needs a part-time job now, and later she plans to work at a school for more experience.

B **INTERPRET** **Study the timeline and talk about Carmen's plans with a partner.**

Carmen's Plan					
Year 1	Year 3	Year 4	Year 5	Year 7	Year 9
Go to Clear Mountain Adult School Get a part-time job	Get a high school diploma Start Mountain Heights Community College	Get a part-time job as a teacher's aide	Transfer to a university	Get a part-time job in the career office of the university	Graduate from the university with a BA degree Get a job as a counselor

EXAMPLE: **Student A:** What does Carmen plan to do in year 1?
Student B: She plans to go to Clear Mountain Adult School and get a part-time job.



It's never too late to continue your education.

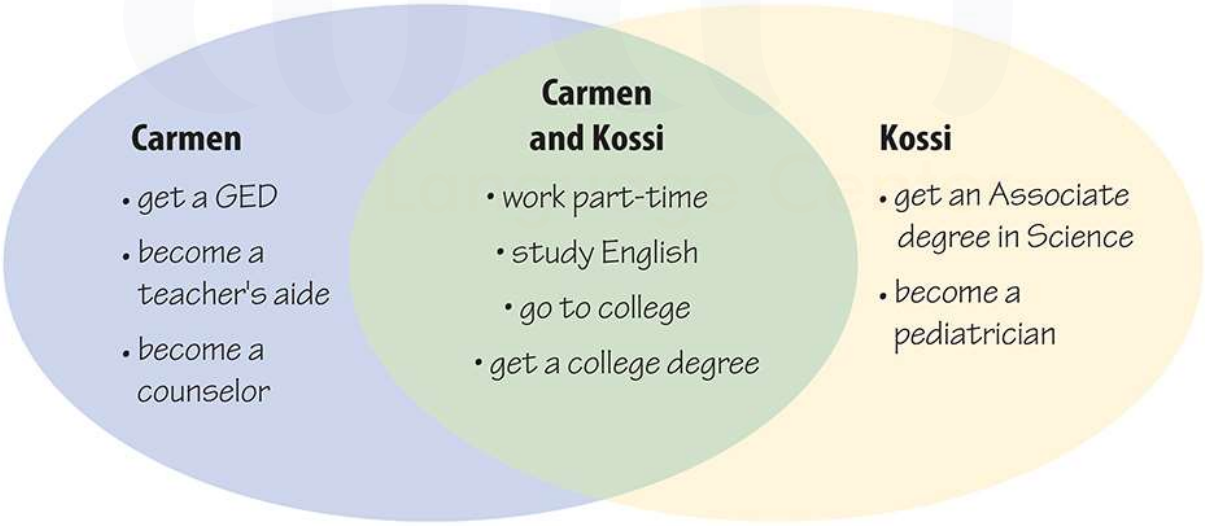
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C **Study the charts with your classmates and teacher.**

Future: *Will*			
Subject	***Will***	**Base Verb**	**Information**
I / You / He / She / It / We / They	will	go	to school for two more years.
		study	English this year.

Future: *Be Going To*			
Subject	***Be going to***	**Base Verb**	**Information**
I	am going to	get	a GED.
You / They	are going to	study	medicine.
He / She / It	is going to	go	to college.
Use *will* for something you hope to do in the future or for a promise. Use *be going to* for definite plans for the future.			

D **COMPARE** **Look at the diagram and write sentences about Carmen's and Kossi's future plans. Use either *will* or *be going to*.**



1. Carmen is going to become a counselor.
2. _____
3. _____
4. _____
5. _____
6. _____

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E **PREDICT** What does Ahmed do? What do you think his plan is?



F **INTERPRET** Read Ahmed's timeline.

Ahmed's Plan			
Year 1	Year 2	Year 3	Year 4
Go to Clear Mountain Adult School	Get a part-time job in an automobile shop	Go to a community college and study auto mechanics and accounting	Start an auto-repair business

G **PREDICT** Match the statements to the reasons. Then listen and check your answers.

_____ 1. Ahmed wants to get a part-time job in an automobile shop	a. because he wants to be self-employed.
_____ 2. Ahmed needs to start his auto-repair business	b. because he wants to study auto mechanics and accounting.
_____ 3. Ahmed needs to go to Clear Mountain Adult School	c. because he wants to learn English.
_____ 4. Ahmed plans to go to a community college	d. because he wants experience in auto repair.

H **PLAN** Write a work goal. Use *because* and write why you want to reach this goal.

_____

_____

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LESSON 4

Lifelong Learning

GOAL ▶ Solve problems

A **PREDICT** **Why isn't Gonzalo sitting with the other students? How does he feel?**



B **Read Gonzalo's story.**

Gonzalo's first day at Eastwood Adult School was difficult. He didn't speak English, and many students only spoke Spanish or Portuguese. He wanted to go home, but he didn't. He went to school every day. He worked hard and listened carefully. Now he can speak and understand English.

C **SOLVE** **Look at Gonzalo's problems and find the solutions. Match the problem to the solution. There is more than one solution for every problem.**

Problems	Solutions
_____ 1. didn't speak English	a. asked a friend for help
_____ 2. wanted a high school diploma	b. looked online
_____ 3. wanted to go to the library	c. went to school every day
_____ 4. didn't have a job	d. worked hard and listened carefully
	e. called for the address
	f. looked on a map
	g. talked to a counselor
	h. took online courses

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D **Study the charts with your classmates and teacher.**

Because		
Statement		**Reason or Problem**
Carmen plans to go to college They hope to go to an adult school She asked for help He asked a friend	because	she wants to be a nurse. they want to learn English. she didn't speak English. he didn't have a job.

So		
Reason or Problem		**Statement**
Carmen wants to be a nurse, They want to learn English, She didn't speak English, He didn't have a job,	so	she plans to go to college. they hope to go to an adult school. she asked for help. he asked a friend.

E **PREDICT** **Predict what Gonzalo did to resolve his problems. Then listen and check your answers.**

Problem	Ask a friend / neighbor	Talk to the police	Go to school	Look online	Go to the library	Talk to a counselor	Ask the teacher
1. He didn't speak English.	X		X		X		
2. He didn't have a job.							
3. He didn't know where to find information about citizenship.							
4. He needed to find a home for his family.							
5. He needed to find a school for his children.							
6. He didn't know what to do in an emergency.							

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F **On a separate piece of paper, write sentences about Gonzalo. Use *so*.**

EXAMPLE: *Gonzalo didn't speak English, so he went to school.*

G **Match the resource with the way it can help. There can be more than one answer.**

_____ 1. the public library	a. give advice on health and legal problems
_____ 2. the internet	b. lend books or videos
_____ 3. help line	c. offer classes in English, computer programming, or art
_____ 4. an adult education center	d. give information about the latest news and job posts

H **INTERPRET** **Read the flyer.**

Mountain View Public Library

Monday-Thursday: 9:00 a.m.–9 p.m.
Friday-Saturday: 9 a.m.–5 p.m.
Sunday: 1 p.m.–5:00 p.m.

The Mountain View Public Library has books for adults and children of every age. Our collection includes books in more than 40 languages, available online or in print.

Kids are always welcome to come for story hour and our clay time fun group. Adults can take one of our ESL or citizenship classes, or join us for our monthly Adult Book Club discussions.

For more information, check our website or come to the information desk at the main entrance. Our services are free to all state residents.

I **List the things you can do at the Mountain View Public Library.**

1. *You can borrow books.*
2. _____
3. _____
4. _____

J **APPLY** **Tell a group where you go for help when you have a problem. Look at E for examples of problems.**

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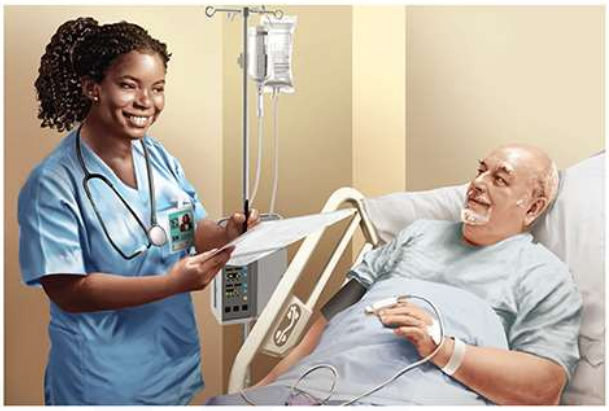
LESSON 5

My Goals

GOAL ▸ Write down goals

A **INFER** Look at the pictures. What are Marie's plans in each picture?





1. _____

_____

2. _____

_____





3. _____

_____

4. _____

_____

B **Listen and write the sentences in order.**

First, Marie plans to study nursing and work part-time as a home health aide.

Second, _____.

Third, _____.

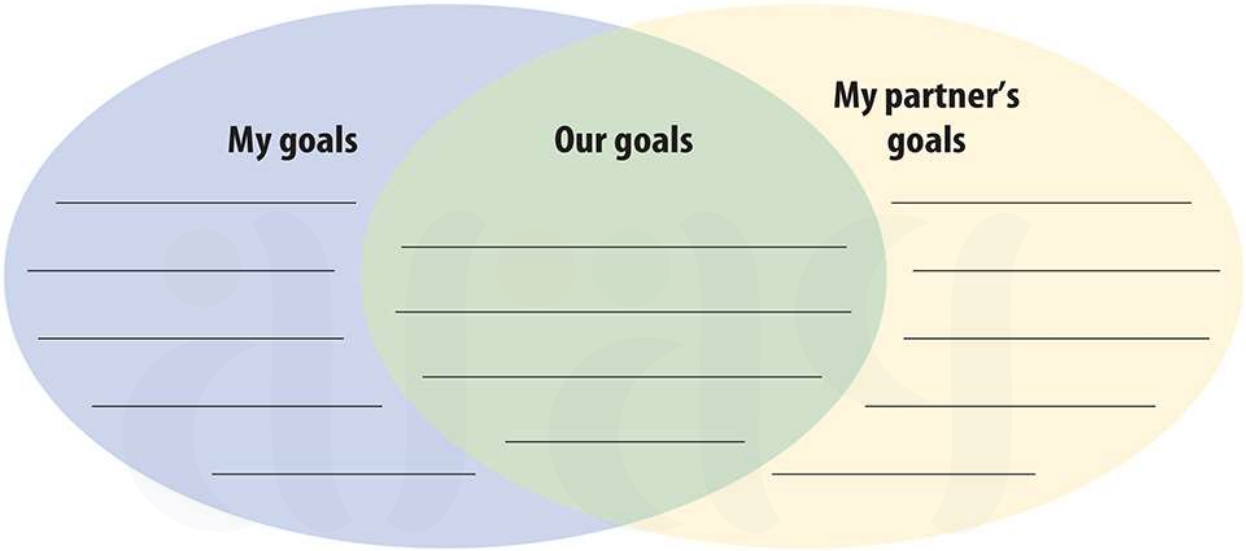
Fourth, _____.

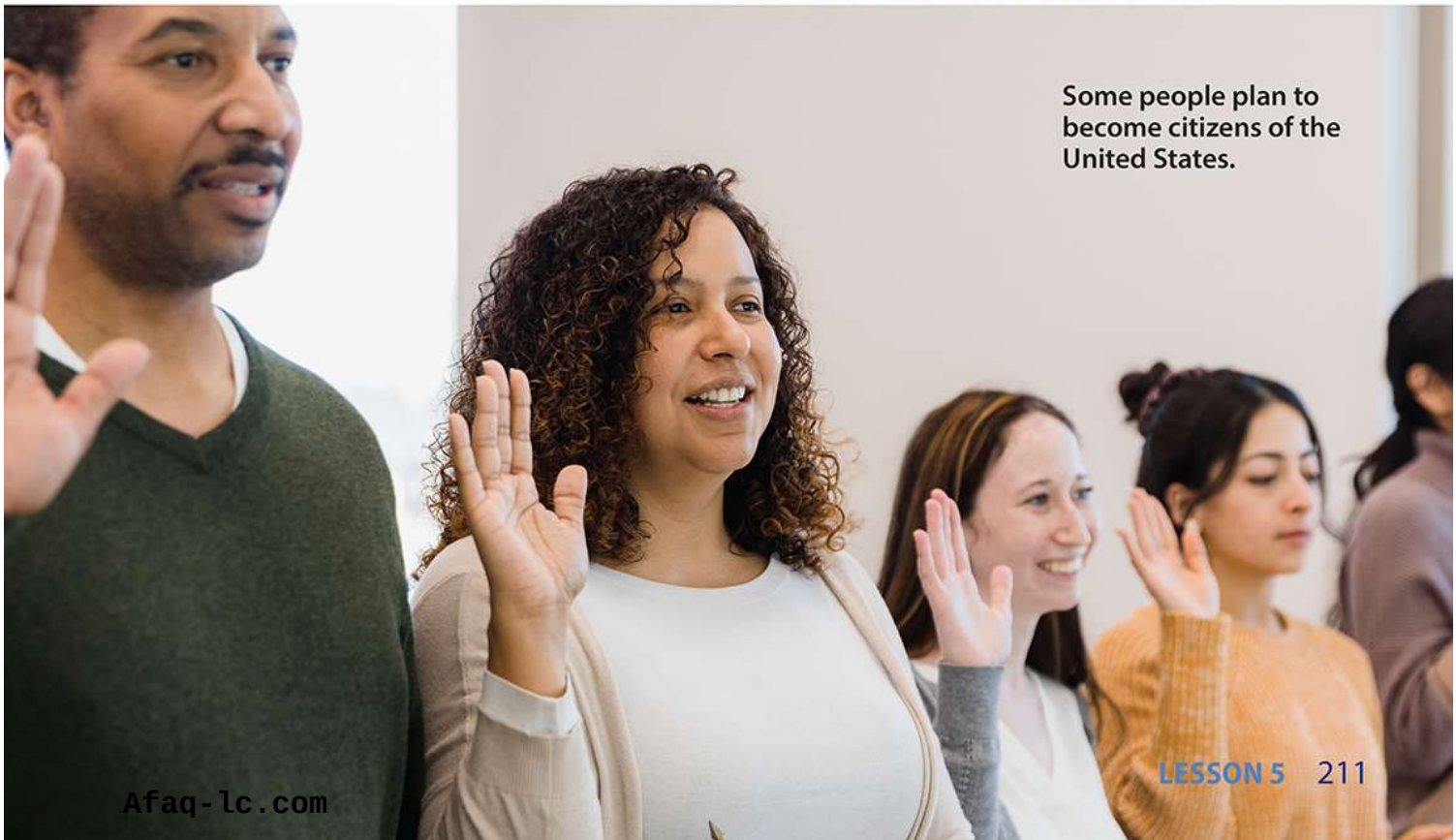
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C **Read the goals below. Check (✓) any goals you have.**

- ☐ buy a house
- ☐ get married
- ☐ have children
- ☐ become a citizen
- ☐ get a job
- ☐ keep a job
- ☐ learn new skills at work
- ☐ get a promotion
- ☐ get a better job
- ☐ study English
- ☐ participate in child's school
- ☐ get a high school diploma
- ☐ go to college
- ☐ graduate from college

D **COMPARE** **Work with a partner. Complete the diagram.**

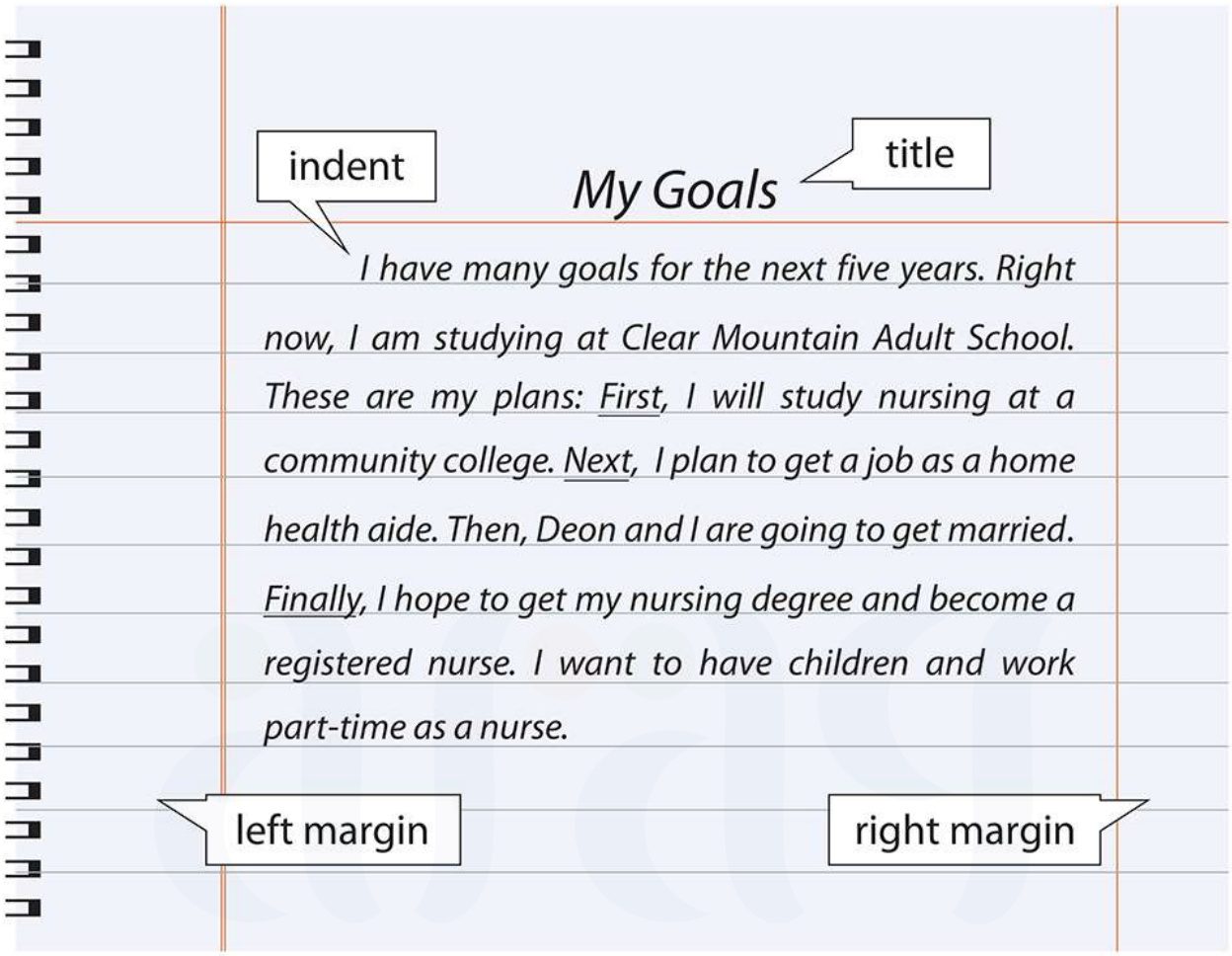




Some people plan to become citizens of the United States.

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E **Study the paragraph and the correct formatting with your classmates and teacher.**



F **Read the paragraph again. Look at the underlined words. What do they show?**

G **PLAN** **Write your plans for the next five years.**

First, I _____.

Next, _____.

Then, _____.

Finally, _____.

H **CREATE** **Write a paragraph about your goals. Use the example paragraph in E as a model. When you are finished, share it with the class.**

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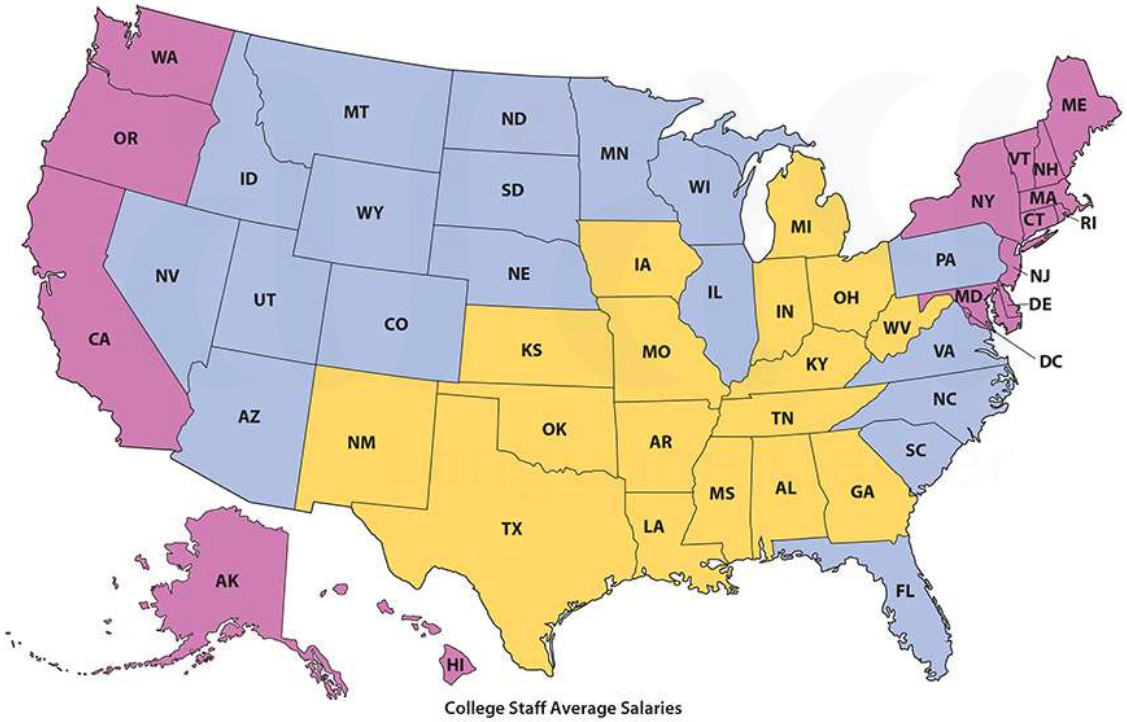
LESSON 6

Explore the Workforce

GOAL ▶ Explore employment opportunities in education

A Read about the cost of living and study the map.

In the United States, the cost of living is different from state to state. Cost of living is a calculation of the cost of things like housing, food, utilities, and other items people need to live every day. Most of the time, salaries are higher when the cost of living is higher. Within a state, the cost of living is often higher in big cities than outside mostly because of housing costs. Many colleges and universities are in big cities.



College Staff Average Salaries

	Teacher's Aide	Counselor	English Professor	Dean
Low Cost of Living	$52,012	$64,916	$90,707	$101,166
Average Cost of Living	$52,577	$67,942	$91,682	$106,890
High Cost of Living	$55,056	$75,486	$99,291	$116,681

B In your notebook, answer the questions about the map.

1. How much does an English teacher earn in states with high cost of living?
2. Compared to a high cost of living state, how much less does a counselor make in a low cost of living state?
3. Name three states with: a) a low cost of living, b) an average cost of living, and c) a high cost of living.

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C **Work in a group. Discuss which states you think have the best financial benefits for educators. Share your ideas with the class.**

D **Listen and choose all the statements that are true about counselors.**

- ☐ Counselors do students' homework for them.
- ☐ Counselors answer questions about classes at the school.
- ☐ Counselors help students' social skills.
- ☐ Counselors on average make over $60,000 a year.
- ☐ Counselors need only an Associate degree.
- ☐ Counselors need only a Bachelor's degree.
- ☐ Counselors usually need a Master's degree.
- ☐ Most states require counselors to get a credential or certificate.
- ☐ Most of the time, counselors work alone to get experience.
- ☐ Counselors often work with other counselors in internships to get experience.
- ☐ Counselors need analytical skills and compassion.
- ☐ Counselors need skills in sports to be successful.
- ☐ Counselors need good communication skills.

E **Complete the outline of the listening using the statements from D.**

I. Introduction

a. *Counselors help students answer questions about school.*

b. _____

c. _____

II. Education & Requirements

a. _____

b. _____

c. _____

III. Skills

a. _____

b. _____

F **Describe to a partner what a counselor is and what a counselor can do. Use E to help you.**

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G **This counselor from a Community College is talking to a prospective student and a parent. Work with a partner. Discuss with a partner what you learned about a counselor position. Do you think you could do the work of this counselor with the right education?**



H **REFLECT** **Check what is true about you.**

- ☐ I am friendly.
- ☐ I am a people person.
- ☐ I like spending time with others.
- ☐ I am organized.
- ☐ I am persuasive.
- ☐ I like speaking in front of people.
- ☐ I am compassionate.
- ☐ I like to help others.

I **INVESTIGATE** **In a group, follow the steps, and research educational careers.**

1. Go to your favorite search engine.
2. Type "educational careers."
3. Open at least three websites.
4. Write five new things you learn.

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

J **Choose a job title related to education. Go to a job search site online and see if there are any openings within 50 miles of your school or home. What is the job with the most posts?**

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Review

A **Use the words to complete the paragraph.**

Associate	Bachelor's	community	diploma	elementary

Children in the United States start _____ school at five or six years old. Next, they usually go to a junior high school or middle school, and then to high school. When they finish high school, they receive a (n) _____. After that, they can get a job, or go to a junior college or a (n) _____ college for two years, where they get a(n) _____ degree. They can also go to a university for four years and get a(n) _____ degree.

B **Match the words with the definitions.**

_____ 1. resident	a. finish high school or college
_____ 2. vocational	b. person who advises other people
_____ 3. counselor	c. related to studying
_____ 4. academic	d. person who lives in a country or state
_____ 5. graduate	e. related to your job

C **Ask three classmates about their goals. Write sentences about them.**

1. _____
_____
_____

2. _____
_____
_____

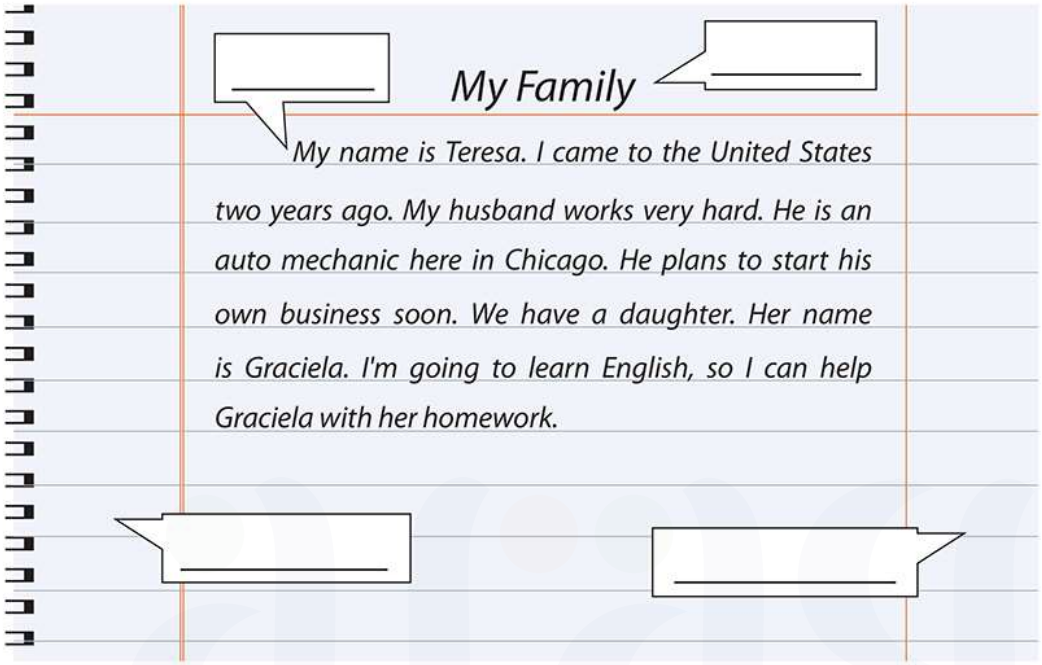
3. _____
_____
_____

Learner Log I can set academic goals.
☐ Yes ☐ No ☐ Maybe

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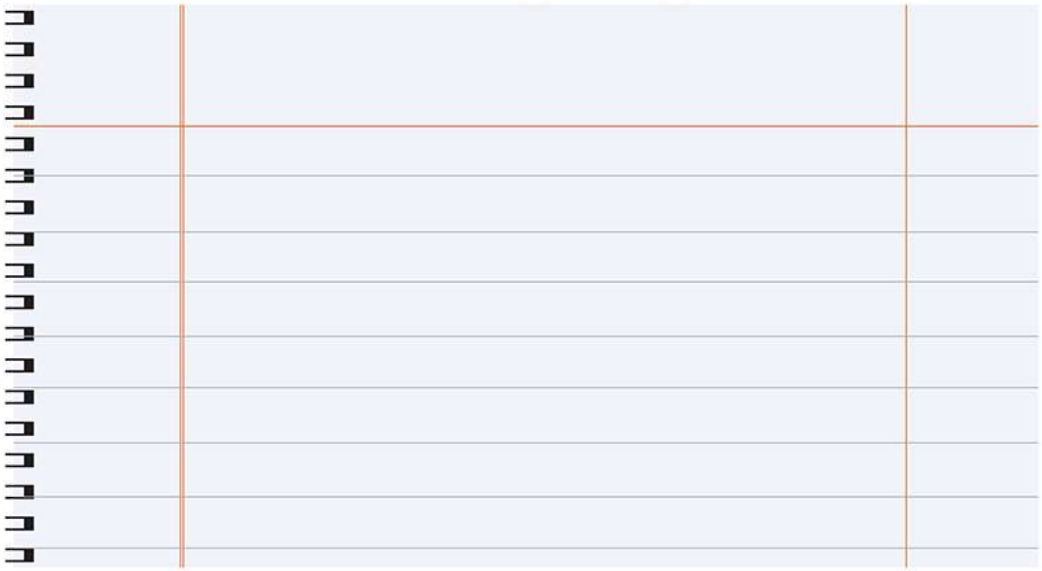
D **Read about Teresa. Use the words from the box to label the parts of the paragraph.**

indent	left margin	right margin	title



E **Write a paragraph about yourself. Use *plan to*, *hope to*, *want to*, *going to*, and *will* to talk about your future plans. Choose one of the titles below.**

1. My Family
2. My Job
3. My Goals



Learner Log

I can write down goals.
☐ Yes ☐ No ☐ Maybe

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Review

F **Read the goals and write *P* / *F* for personal or family goals, *V* for vocational goals, or *A* for academic goals.**

1. A get a high school diploma
2. _____ travel around the world
3. _____ learn programming at a trade school
4. _____ have two children
5. _____ get a part-time job
6. _____ buy a house
7. _____ read a novel
8. _____ work in a doctor's office

G **List resources where you can find help when you have a question about your education and career.**

_____ _____

_____ _____

H **Use the correct form of the words in parentheses to express future plans.**

1. Kimberly _____ (will) work in a doctor's office someday.
2. Paul and Kimberly _____ (be going to) have a baby.
3. She _____ (hope to) finish school before the baby comes.
4. He _____ (want to) get a better job before the baby comes.
5. They _____ (plan to) build a new baby's room in their home.

I **Complete the sentences about yourself.**

1. I want to _____.
2. I hope to _____.
3. I plan to _____.
4. I am going to _____.
5. I will _____.

Learner Log	I can identify goals.	I can set work goals.	I can solve problems.
	☐ Yes ☐ No ☐ Maybe	☐ Yes ☐ No ☐ Maybe	☐ Yes ☐ No ☐ Maybe

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Make a Timeline

SOFT SKILL ▶ Presentation Skills

In a group, you are going to make a timeline of your goals.

1. Form a team of three or four students.
2. Draw a timeline for your group for the next five years.
3. Each team member writes three goals on pieces of paper and puts them on the timeline.
4. Show your timeline to the other groups.

Portfolio

You are going to write a paragraph and make a timeline of your goals to include in your personal portfolio.

1. Make a timeline on a large piece of paper. On your timeline, write what you want to do for the next five years.
2. Write a paragraph about your family.
3. Write a paragraph about what you are doing now in your life.
4. Write a paragraph about your plans for the next five years.
5. Show your paragraphs to a partner and ask for comments. Use the comments to improve your writing.
6. Make a cover sheet for your timeline and your paragraphs.
7. Present your portfolio to the class and read your paragraphs.

PRESENTATION SKILLS

Use Technology for Presentations

Using a computer presentation program can help improve your presentation. It will also help you organize your ideas. For example, here is one way you can organize a presentation for this project.

Slide 1: Title and name of team members.
Slide 2: Team member 1 timeline and paragraph.
Slide 3–5: Other team members' timelines and paragraphs.
Slide 6: Summary of your team's work.

Tips for Preparing the Slides

1. Make sure the font size is big enough.
2. Keep the pages simple.
3. Use transitions between slides.

Tips for Presenting with Technology

1. Practice first.
2. Don't read slides. Keep eye contact with the audience as much as possible.
3. Don't block the screen.
4. Speak slowly and clearly.

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Reading Challenge

A **In the article, you will read about Kakenya, who needed help to reach her goal. Look up these verbs in the dictionary. How are they different?**

influence, persuade, encourage, convince = to change someone's opinion

B **RANK** **In a group, rank the best ways to persuade people to do something. Rank from 1–8; 1 is the best way.**

_____ give examples

_____ give facts

_____ make a promise

_____ talk about benefits

_____ share your idea in writing

_____ make sure you talk to them at the right time

_____ be enthusiastic

_____ show the history

C **Read Kakenya's story.**

D **INFER** **Answer the questions about Kakenya's story.**

1. What diplomas and / or degrees did Kakenya earn?

   a. no degree or diploma b. only a high school diploma c. a high school diploma and college degrees

2. How old do you think Kakenya was when she convinced her father to let her go to school?

   a. 11–13 b. 14–17 c. 17–21

3. Why do you think Kakenya was confident when she returned from the United States?

   a. She liked the United States. b. She was older. c. She had more education.

4. How did Kakenya help her village?

   a. She started a school. b. She learned English. c. She didn't get married young.

E **Work with a partner. Discuss your answers in D. Find evidence in the story for your answers. Underline it.**

F **In a group, talk about when you persuaded someone in your family or at work to change their opinion. How did you do it?**

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The Right to an Education


Kakenya Ntaiya

Kakenya Ntaiya is an educator who grew up in a village in Kenya. Many girls in her village and other villages in Kenya marry when they are 12 or 13 years old. They also don't go to high school, but Kakenya wanted an education. She had to convince her father to let her go to high school because he wanted her to get married young and start a family. He gave permission and she studied in school. Then, after high school, she wanted to go to college in the United States but had to persuade everyone in the village. Kakenya wanted to help the girls in her village, and she promised them that she would come back and teach them what she learned. The people in the village collected money for her to study in the US.

After she completed college, Kakenya came home confident that she could help the village. She had to encourage the people again because she wanted to build a school for girls. Kakenya understands that education is important and can help everyone, and now in Kakenya's small village an elementary school are that she started and a high school making a difference in the lives of many young girls, like the students in the photo. She says, "I want this school not only to *empower** Kenya's girls, but also their mothers, fathers, and entire villages." Kakenya is an example for others to follow, and now she's teaching people who want to make a difference like her.

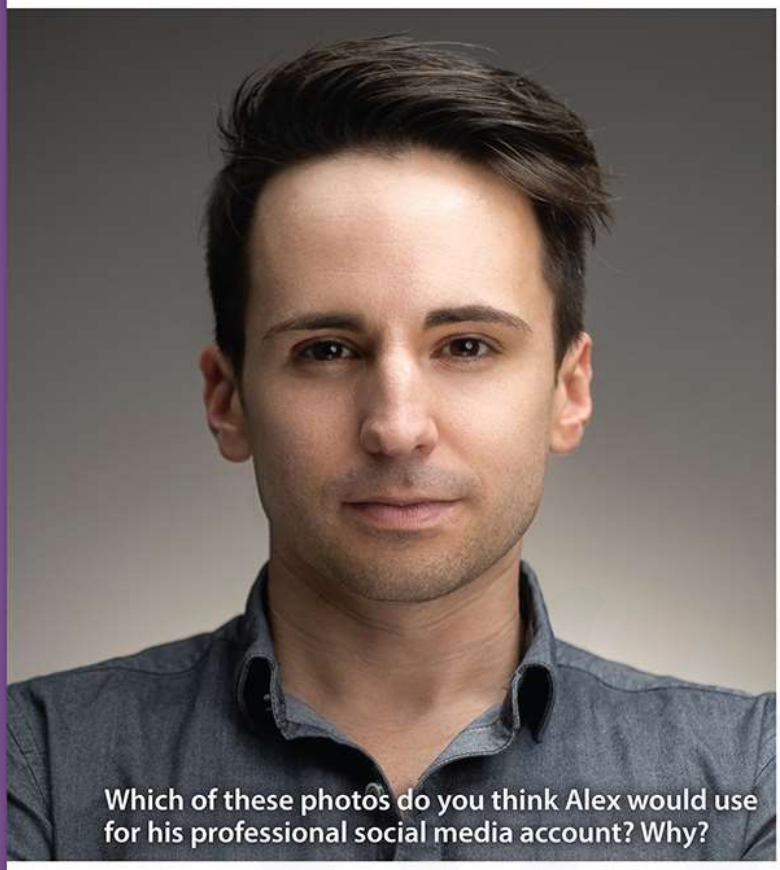
***empower** make stronger or more confident


These are some of Kakenya' students.

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Life ONLINE

Advice to My Younger Self



Which of these photos do you think Alex would use for his professional social media account? Why?



Before You Watch

A **Work in a group. Ask and answer the questions.**

1. Which social media sites or messaging apps do you use? Why do you use them?
2. Do you use social media or messaging apps differently now than you did in the past? How?

B **Match each word with the correct definition.**

_____ 1. crush	a. a group of people born and living during the same time
_____ 2. embarrassing	b. a feeling of sadness or disappointment about a past action
_____ 3. generation	c. hidden from others; something that only a few people know
_____ 4. post	d. a person you have strong romantic feelings for
_____ 5. regret	e. put something online so many people can see it
_____ 6. secret	f. making you feel foolish or stupid

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C **This video is called *Advice to My Younger Self*. Discuss with a partner what advice you think the video will give.**

While You Watch

D **Watch the video. Choose the correct word or phrase to complete each sentence.**

1. Alex says that his generation **grew up / got hurt** with social media.
2. Alex used his away message to send secret messages to his **mom / crush**.
3. Alex learned that posting something online means **everyone / only your friends** can see it.
4. Alex thinks the photos of him at parties in college are **embarrassing / fun**.
5. Alex wishes he had **fewer / more** photos and videos of traveling in South Korea.
6. Alex says he **wants / doesn't want** to change his past.

E **Watch the video again. What is NOT a piece of advice Alex gives?**

1. Don't post private messages for everyone to see.
2. Don't talk to multiple friends at the same time.
3. Don't post embarrassing photos.
4. Take lots of photos, but only post a few.

After You Watch

F **Work in a group. Discuss what Alex means when he says:**

1. "My generation grew up with social media. I mean really *grew up*."
2. "As embarrassing as these internet life lessons were, I don't want to change the past."

G **Work with a partner. Write three pieces of advice you can remember from the video. Do you follow this advice in your own life? Are there any internet life lessons you have learned?**

_____

_____

_____

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