MODULE 1   STUDY AND WORK   **Unit 3   Jobs and Society**

LEARNING OBJECTIVES

LISTENING

L2 Understand specific information in a dialogue on a career choice

L2 Understand specific information in a news report on community service ideas

L6 Deduce meaning from context in an interview with Malala

SPEAKING

S1 Use formal language in a debate on future careers

S2 Ask questions to clarify meaning about a career choice

S3 Give an opinion in a debate

S6 Link comments to what other students say, with a sentence(s) about a career choice

READING

R2 Understand specific information in a website article on future careers

R2 Understand specific information in a story on Malala

R6 Deduce meaning from context in a website article on future careers

R6 Deduce meaning from context in a story on Malala

WRITING

W3 Write about personal opinions on a career choice

W5 Use style and register appropriate to a graph on community service

W6 Use appropriate layout for a composition on a career choice

W6 Use appropriate layout for a graph on community service

USE OF ENGLISH

UE5 Use future simple active and passive forms to have a debate on future careers

UE7 Use future perfect simple active and passive forms to talk about a career choice

UE4 Use subject and object questions to ask about a story on Malala

UE4 Use questions with prepositions to ask about community service

MODULE 1   STUDY AND WORK   **Unit 3   Jobs and Society**

The Future of Careers

Do you know? Within the next 20 years, a whopping 47% of jobs will be lostto robots and artificial intelligence (AI). (www.careerfaqs.com.au)

1a. Look at the photos. What are in the photos? What are they doing?
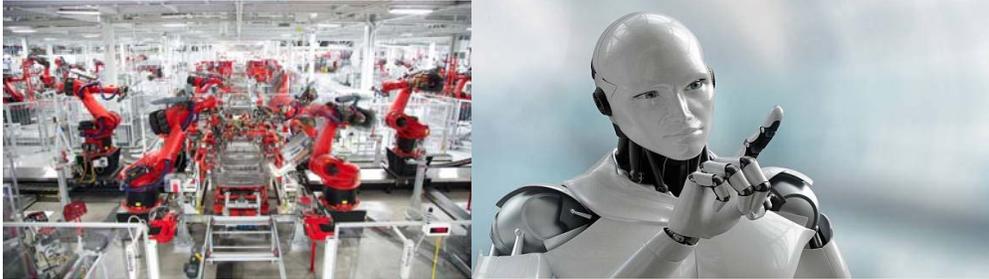
Robots at Tesla's car factory

1b. How good are your soft skills? Indicate your ability by putting a check in the correct box next to each soft skill listed. To understand the words, use the textbook dictionary and online dictionaries.https://www.macmillandictionary.com/https://en.oxforddictionaries.com,

Soft skills	Can do this easily	This one of my goals	Soft skills	Can do this easily	This one of my goals
I can communicate with others			I have a good leadership		
I can interact with others			I can cope with emotions		
I can work in a team			I can cope with stress		
I can think creatively			I have a positive attitude		
I can think critically			I have a flexible attitude		
I can solve many problems			I have a common sense		
I can make decisions quickly			I have good ICT skills		

2a. Read the website article below then answer the questions that follow.

Artificial Intelligence (AI): Does it Mean Boom or Doom for Your Career?

What do you think will have an impact on your future job and career? Do you think that technology will influence your workplace in the future? How do you think the global workforce will change within the next 20 years due to the technological revolution? The questions seem to remind humanity that there will be changes to jobs, careers, the workforce and workplaces, globally, in the future.

The study led by Oxford academics Carl Benedikt Frey and Michael A. Osborne, titled *The Future of Employment*, has found that within the next 20 years, a whopping 47% of jobs will be lost to robots and artificial intelligence (AI). This indicates that the AI revolution could cause one of the biggest shifts in employment history! Artificial intelligence is a computer that can do the intelligent tasks that humans do. The era of AI has definitely arrived to determine the future of employment. Automation is already a strong part of the workforce. Between 3-14% of the global workforce (that's up to 375 million workers), may need to switch jobs or acquire new skills by 2030. Economist,

Andrew Charlton has analyzed the entire Australian workforce and says that automation will soon impact all workers, *"it will hit everyone, and everyone's jobs will change!"* According to a recent Future of Work Forum, the five industries that will be impacted most by artificial intelligence in the next 10 years are healthcare, manufacturing, transportation, customer service and finance.

If you feel your job is under threat of automation, it's important to ramp up your soft skills! Soft skills such as communication, leadership, creativity and interpersonal skills are areas that a robot cannot compete with. In other words, AI will take over the more mundane tasks, leaving more space for creative, social and complex tasks for us. Don't fear, this doesn't mean you'll be out of a job; however, it does mean you'll likely have to train for a new one. History shows that when jobs are lost in certain fields because of technology, new ones are created in other sectors. (www.careerfaqs.com.au).

2b. Read the website article again then answer the questions.

1. What can be inferred from the post?
   A) Only five industries will be impacted by technology.
   B) Some of the global workforce may not need to acquire new skills.
   C) Robots and AI will do the jobs humans do now.
2. The word "Boom & Doom" in the title is closest in meaning to …
   A) Jobs & career   B) Increase & failure   C) Changes
3. Check the correct answer to the questions below.

		Yes	No	Not Given
1	47% of jobs will be lost to robots & AI.			
2	Automation has shown significant impact on the workforce.			
3	Up to 385 million workers have switched their jobs.			
4	10 industries will be impacted by AI in the next 5 years.			
5	An economist has analyzed the entire American workforce.			

3a. Read the grammar explanation.

Future Simple Tense	
Active voice	**Passive voice**
This tense is used for predictions, promises, hopes & warnings about the future.	

1.<u>Automation</u><u>will impact</u> <u>future jobs.</u>
    subject   *verb*   *object*
	<u>Future jobs will be impacted by automation</u>.
	    object *verb* *subject*

2. <u>Robots will not (won't) do creative tasks</u> in the future.
    subject   *verb*   *object*
	<u>Creative tasks will not (won't) be done by robots</u> in the future.
	    object *verb* *subject*

3.*What will impact five industries?*	*What will five industries be impacted by?*
4.*Will people acquire soft skills? -Yes, they will.*	*-Will soft skills be acquired by people? -No, they won't.*
Time expressions: *in the year 2050, within the next 20 years, over the coming years, by 2030, in the next 10 years, in the coming 5 years, in 2024, one day, next month*	

3b. Sentence Analysis. Look back at the text in 2a and find active and passive sentences in future simple tense. What voices and meaning do they express?

*For example: everyone's jobs **will change**! (active voice & warnings)*

*Five industries **will be impacted** the most by artificial intelligence in the next 10 years.*
(passive voice & prediction)

3c.Rewrite the active sentences into passive sentences. Make up 'Wh' or 'Yes/No' passive questions then answer the questions. State their meanings as: prediction, promises, hopes, or warnings.

For example: Artificial intelligence will impact future careers. (prediction)
Future careers will be impacted by artificial intelligence. (passive)
> *What will future careers be impacted by? (Wh passive question)*
> *Will future careers be impacted by artificial intelligence? (Yes/No passive question)*

1. People will do complex tasks in the future.
2. Automation will improve job satisfaction.
3. Automation will eliminate dangerous physical tasks.
4. Robots will do some jobs within the next 20years.

4.Groupwork:Debate. Two teams will hold a debate, with one team in favor and other team against the use of AI. Take turns presenting your views. Use the expressions below.

What is a Debate? A debate is an argument of the facts, conclusions, inferences and ideas contained supporting or opposing the proposition – the point to be argued. Participants in a debate discuss a topic from two opposing sides. **During the debate:** • Speak confidently and make eye contact. • Persuade others and use evidence and facts to prove your argument and point of view is best. • You can challenge the other person's ideas, but don't be rude to them. • Finish with a strong conclusion.	The propositions for debate: 1. 47% of jobs will be lost to robots within the next 20 years. 2. Humans are underrated because of automation. 3. Between 3-14% of the global workforce may need to switch jobs or acquire new skills by 2030.

For example:

Issue:	Useful expressions	
47% of jobs will be lost to robots within the next 20 years. **Arguments in favor:** ***I agree with*** it. ***I think*** jobs **will** be lost to robots. Jobs which involve mundane tasks **will probably** lost to AI. **Arguments against:** ***That's wrong.I'm not sure I agree.*** 47 percent represents a lot of jobs in my opinion. About 10 percent is more realistic. Besides, the world population is growing.	*I think …* *I believe …* *I hope …* *I predict …* *I'm afraid …* *I don't know* *Do you agree…?* *What do you think..?* *On the one hand …* *On the other hand …*	www.shutterstock.com · 534238783
		Express Agreement *I agree with you.* *That's exactly what I think.* *I completely agree.*	**Express disagreement** I don't agree with you. *I'm not sure I agree.* *I'm afraid I don't agree.*

MODULE 1   STUDY AND WORK   **Unit 3   Jobs and Society**
Smart career choice   **Do you know?** Find your strengths then find your career.

5a. Answer the questions.   1. Did you choose your future career yet?
2. If so, what will you be in the future?
3. Who helps you to make a smart career choice?
4. How will you make a smart choice for your job?

5b. Read the text in the table then complete the sentences below.

Intelligence Area	Skills	Possible careers
Word Smart (Verbal/Linguistic)	Reading, writing, listening, speaking, telling stories, memorizing, discussing, debating	Teacher, Lawyer, editor, translator, journalist, playwright, poet, public relations, reporter, historian, librarian, sales, translator/interpreter
Logic/Number Smart (Logical/Mathematical)	Solving problems, working with numbers, designing experiments, thinking abstractly and logically	Accountant, investment broker, lawyer, chemist, pharmacist, computer programmer, engineer, inventor, researcher, city planner
Picture Smart (Visual/Spatial)	Designing, drawing, building, creating 3D models, working with pictures and colors, sculpting, decorating, painting	Photographer, graphic designer, advertiser, architect, artist, carpenter, cartographer, dentist, engineer, interior designer, mechanic, pilot
Body Smart (Bodily/Kinesthetic)	Dancing, catching, throwing, jumping, playing sports, driving, using tools	Dancer, coach, athlete, actor/actress, carpenter, massage therapist, magician, mechanic, firefighter
Music Smart (Musical/Rhythmic)	Singing, humming, playing an instrument, tapping out rhythms, composing music	Conductor, composer, music teacher, recording technician, singer, sound engineer, musical performer, music critic
People Smart (Interpersonal)	Understanding people, leading, managing, organizing, communicating, nurturing, resolving conflicts, selling	Teacher, therapist, travel agent, child care worker, coach, manager, mediator, nurse, public relations, salesperson, psychologist, politician
Self Smart (Intrapersonal)	Understanding self, recognizing strengths and weaknesses, setting goals, working independently, reflecting	Consultant, counselor, psychologist, researcher, writer, trainer, philosopher, religious figure
Nature Smart (Naturalist)	Understanding nature, identifying flora and fauna	Biologist, botanist, chef, environmentalist, veterinarian, astronomer, meteorologist, zoologist, gardener, park naturalist, tour guide

1. People with high …*visual/spatial intelligence* … are good at creating 3D models.
2. If people have high ………………., they are skilled with playing sports and they can be athletes.

3. People with high logical intelligence are able to reason and think …………. These people usually work as an accountant or engineer etc.
4. If you want to be a journalist, you should have high ………………. and be good at determining facts.
5. If you easily hum and tap out rhythms, you have good ………….. intelligence. Why don't you become a composer or a conductor?

6a. Listen to the dialogue then fill in the blanks in the table below.

	Intelligence Area	Good at	Possible careers
Soyoloo	1. Visual/spatial	1. ……………………..	1. A graphic designer 2. …………… 3. ……………
Claire	1. …………………	1. Understanding people 2. Giving advice 3. ………………………………	1. A teacher 2. …………………………..

6b. Listen again and answer the questions.
1. Where will Claire have worked in four years' time?
2. When will Soyoloo have finished college and started working as a cartographer?

7a. Read the grammar explanation.

Future Perfect Simple Tense	
Active voice	**Passive voice**
This tense is used for an action which will be finished before a stated future time.	
1.<u>Students will have got diplomas</u> by the end of the year. **subject verb object**	<u>Diplomas will have been got by students</u> by the end of the year. **object verb subject**

2.<u>Engineers will not (won't) have started the work </u>in 2 years' time.
  subject   verb   object
3.Who will have studied intermediate English by the year 2025?
4.-Will he have finished the college by next year?
  - Yes, he will.
	<u>The work won't have been started by engineers </u>in 2 years' time.
	  object verb subject
	 What will have been studied by the year 2025?
	
	-Will the college have been finished by next year?
	-Yes, it will.

Time expressions: *by four o'clock, by next week, by next year, by tomorrow, by then, by the year 2030, in an hour, in 5 years' time*	

7b. Put the verbs into future perfect simple. Are they active or passive voice?

1. About 100 people ……………….(interview) at the job agency by the end of this year.
2. You spend a lot of money for shopping. If you continue like this, you ……………. (spend) all your money very quickly before the end of your holiday.
3. Please phone me at 9 pm. We …………………(finish) watching the movie by then.
4. Do you think you …………… (do) the same job in ten years' time?
5. Some manual jobs ………………. (lose) to robots by the year 2030.
6. By the time I'm sixty, I ……………… (retire).

7c. Complete the sentences with *"will, have, been, by"*.

1. I will have had a well-paying job by the end of next year. What job will you ………. had by next year?
2. Will workers have …….. moved to the new office by next month*?*
3. When will a monthly salary ……… increased*?*
4. My friend will have done shift work …….. the end of this weekend.
5. - Will all teachers have received a holiday entitlement by the end of June?
   - Yes, they ……. .

8. Talking with your partner, ask the following questions to help each other make a smart career choice.

1. What are you good at?
2. Are you good at drawing, discussing or dancing?
3. Are you skilled with solving problems or communicating with others?
4. Do you like singing, humming or knowing about flora and fauna?
5. What type of intelligence do you have?
6. What do you want to do in the future?
7. Do you think you've made a smart career choice?
8. When will you have started a new job?

9. Take part in your Class Composition Competition. Read the sample composition below and use the text in 1b to help you write.

I think I've got good intelligence about nature because I'm quite good at learning about plants, animals and natural events. Also, I love being outside and going on field trips. And at school, my best subjects are Chemistry and Art. I enjoy doing chemistry problems and I love drawing, so perhaps I've got logical and visual intelligence, too.

When I finish school, I'm going to study to be an environmentalist. An environmentalist has to work with maps and solve problems. I'll be good at this job because I'm good at Chemistry and because I like drawing.

Tungaa

CLASS COMPETITION

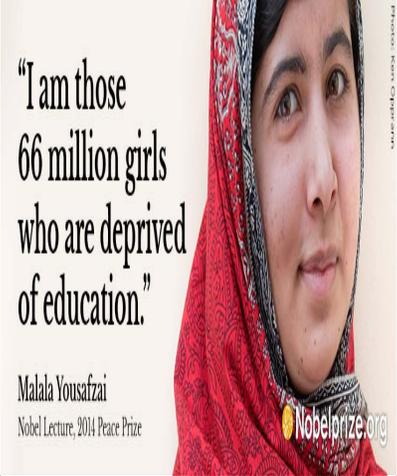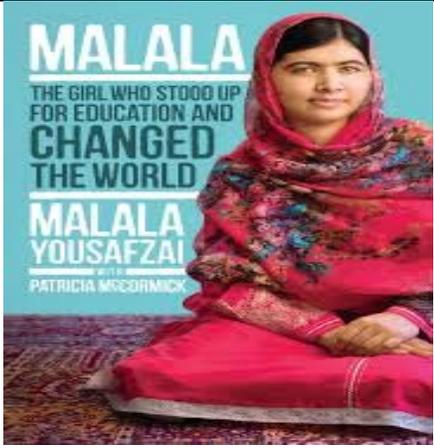Write a composition of about 100 words. Write the ideas:

What are you really good at school or in your free time?

Why do you think you are good at these things?

What job do you want to do in the future? Why?

Speak out for Rights!   Do you know? One of the activists for the right to education is Malala.

10a.Read the messages on the photos.	**10b.Read the story of Malala then answer the questions below.**
1.What do the photos' messages say? 2.What do you know about Malala? "I am those 66 million girls who are deprived of education." Malala Yousafzai Nobel Lecture, 2014 Peace Prize	Malala was born in Mingora, Pakistanin 1997. Her father, Ziauddin, named his daughter after Malalai, a Pashtun heroine. In 2008 extremists, the Taliban, took control of her town in the Swat Valley, banning many things such as forbidding girls attending school. Malala began blogging for the BBC about life under the Taliban using her pen name. After reading Malala's blog for the BBC, The *New York Times* featured Malala and Ziauddin in a short documentary about their life and fight to protect girls' education in the Swat Valley.The Pakistani army weakened the Taliban and forced them to move away in 2011. Ziauddin's school was able to reopen and Malala was excited to return to the classroom. She publicly campaigned for girls to go to school — and won Pakistan's first National Youth Peace Prize.

She was shot in the left side of her head by the Taliban in 2012. She was in critical condition as she was transported to the United Kingdom for treatment. People in Pakistan and around the world were hopeful for her recovery. After months of surgeries and rehabilitation, she joined her family in her new home in the U.K.Malala spoke at the United Nations on her 16th birthday. The U.N. declared July 12th "Malala Day". Malala and her father established The Malala Fund, a charity dedicated to give all girls access to education. In recognition of her work, she received the Nobel Peace Prize and became the youngest-ever Nobel laureatein 2014.	MALALA THE GIRL WHO STOOD UP FOR EDUCATION AND CHANGED THE WORLD MALALA YOUSAFZAI WITH PATRICIA MCCORMICK

"I don't want to be remembered as the girl who was shot. **I want to be remembered as the girl who stood up".** **Malala Yousafzai**	She has opened a secondary school for Syrian refugee girls. The documentary "He named me Malala" was released to audience in 175 countries and 11 languages. She launches a campaign encouraging people around the world to support education for #YesAllGirls. She travels to many countries to meet girls fighting poverty, wars, child marriage and gender discrimination to go to school. She met with presidents and prime ministers urging them to invest in girls' education. Now she studies for a bachelor degree in Philosophy, Politics and Economics at the University of Oxford. She fights to ensure all girls receive 12 years of free, safe, quality education.

1. **What** did the Taliban ban? 2. **What** did Malala write in the blog for BBC? 3. **Whose** life and fight were featured in the documentary? 4. **When** did she campaign publicly for girls to go to school? 5. **Where** was she transported to for treatment?	6. **How** did she recover? 7. **Who** established The Malala Fund? 8. **When** did she receive the Nobel Peace Prize? 9. **Why** did she launch the Twitter campaign #YesAllGirls? 10. **How many** countries **has** the documentary "He named me Malala" been released in?

10c. Match the words from the story with the definitions below.

a documentary   rehabilitation (health)   a charity   recognition   Nobel laureate
a campaign (fundraising)

1. a series of actions intended to produce a social change
2. praise, respect, or admiration
3. an organization which help people who need advice and support
4. a film or television programme that deals with real people and events
5. to help someone who has been ill to return to a healthy life
6. someone who has won a Nobel Prize

11a. Read the grammar explanation.

"Subject" questions	"Object" questions
• The question asks about the subject of the sentence. • The questions begin with *"Who, What, Which"* • There is no auxiliary verb and the word order is not inverted. • The verb tense and voice are similar in a question.	• The question asks about the object of the sentence. • The questions begin with *"Who, What, Which"* • There is an auxiliary verb and the word order is inverted. • The verb tense and voice are similar in a question.
Malala launches a campaign. subject verb object ⇕ *Who launches a campaign?* subject verb object	*Malala Fund protects girls.* Subject verb object *Who does Malala fund protect?* object subject verb
The Pakistani army weakens the Taliban. ⇕ *What weakens the Taliban?*	*She received the Nobel Peace Prize.* *What did she receive in 2014?*
The red book is mine. ⇕ *Which book is yours?*	*I read the bigger book.* *Which book do you read?*

11b. Sentence analysis. Look at the questions in 2a and find subject and object questions.
   - Is the word order inverted in the questions?   -Are there auxiliary verbs in the questions?
   - Are the verbs in the active or the passive voice?-Are the verb tenses similar?
For example: *Who established Malala Fund? - Subject question   - The word order is not inverted.*
   - *There is no auxiliary verb. – The verb is in the active voice. – The verb tenses are similar.*
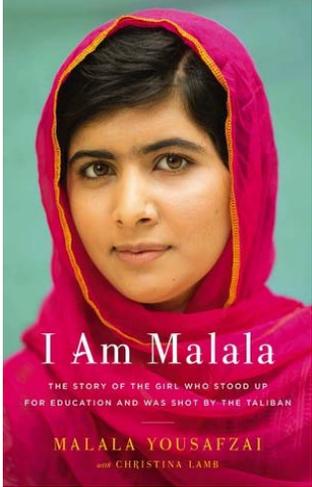
11c. Write subject questions to which the words in bold are the answers.	11d. Write object questions to which the words in bold are the answers.
1. **All girls** have to receive 12 years of free, safe and quality of education. 2. **The charity** aims to give access to education. 3. **Oxford university** is Malala's university. 4. **Girls** fight poverty, wars and child marriage. 5. **The *New York Times*** features Malala in Oscar short-listed documentary.	1. Malala opens **a secondary school** for Syrian refugee girls. 2. Malala studies **Philosophy, Politics and Economics** at the University of Oxford. 3. Malala invites **girls from Syria** to attend the Noble Prize ceremony in Oslo. 4. Malala brings **the girls' messages and concern** to world leaders. 5. Malala co-authored **"I am Malala", an international best seller.**

11e. Read the book review then choose the correct answer to the questions.

"I am Malala": A Review of the Book
When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education. When she was fifteen, she was shot in the head by Taliban and few expected her to survive.
Instead, Malala's miraculous recovery has taken her on an extraordinary journey from a remote valley in northern Pakistan to the halls of the United Nations in New York. At sixteen, she has become a global symbol of peaceful protest and the youngest-ever Nobel Peace Prize laureate.
I Am Malala is the remarkable tale of a family, of the fight for girls' education, of a father who encouraged his daughter to write and attend school.https://bepl.ent.sirsi.net

1. What ......the Taliban take control of?   A) has
2. Who ...... shot and refused to be silenced?   B) did
3. What ..... taken her on an extraordinary journey?   C) did
4. Who .... become a global symbol of peaceful protest? D) was
5. Which book ... you want to read?   E) has
6. Who ....her father encourage?   F) do

12.Talk about Malala by making up a dialogue. Ask and answer subject and object questions using the phrases below.

For Example:

| A: *What is her name?*
B: *Malala*
A: *Who established the 'Malala Fund'?*
B: *Malala and her father*
A: *Which book did you read?*
B: *"I am Malala"* | *name his daughter, ban many things, read Malala's blog for BBC,*
feature her and her father in a documentary, protect girls' education, weaken the Taliban,
transport her to the UK, have surgeries,
join her family, encourage people,
establish the 'Malala fund', receive Nobel Peace Prize, open a secondary school, launch a campaign |

E-PROJECT. Watch the Oscar short-listed documentary "He named me Malala".Talk about the movie with your classmates using subject and object questions and answers.https://www.dailymotion.com/video

MODULE 1   STUDY AND WORK   **Unit 3   Jobs and Society**
Community service helpers
Do you know? All students must provide 40 hours of service to their community in order to earn their Secondary School Diploma in Ontario, Canada.

13. **Look at the graph, then answer the questions.**
    Types of community service in which 12B class students were involved

1. Organizing a food and clothing drive   (3 students)
2. Organizing a blood drive (6 students)
3. Helping a herder's family (7 students)
4. Participating in clean-up activities (10 students)
5. Fundraising (2 students)
6. Donations for the local Red Cross (30 students)
7. Tutoring children during or after school (5 students)
8. Helping senior citizens at a nursing home (9 students)
9. Planting a tree (25 students)
10. Reading books to a visually impaired person (3 students)

1. How many students are there in the class?
2. What grade is it?
3. How many students organized a food and clothing drive?
4. What type of community service did 10 students participate in?
5. How many students helped at a nursing home?
6. What type of community service did all class students participate in?
7. What would the students do to help a herder's family?

14a. Listen to the news report. Write *ONLY ONE WORD* in the table.
Community service ideas

	Names	Community service	Glossary
1	Jonathan Woods	Holiday ………… drive	1.Community (n) - a group of people living in the same place or having a particular characteristic in common 2.Community service - a non-paying job performed by one person or a group of people for the benefit of the community
2	Neha Gupta	"Empower ………." organization	
3	Craig Kielburger	"Free the ………." organization	
4	Zach Certner	"………… children"	
5	Shannon McNamara	"Share" nonprofit organization	
6	Kalin Konrad	Raising ………. for Alzheimer's research	
7	Liana Rosenman	Raising money for treatment for ………. disorders	
8	Katie Stagliano	"Katie's Krops" organization feeding ………..	

14b. Listen again and answer the questions.
1. What is the focus of the organization "Empower orphans"?
2. What organization aims to fight child labor on a global scale?
3. Which non-profit organization provides thousands of girls in Africa with books and school supplies?
4. Whose grandmother was diagnosed with Alzheimer's disease?

5. At what age did Shannon McNamara start her non-profit?

15a. Read the grammar explanation, then answer the questions.
1. What question words are used?
2. What prepositions are used in the questions?

	Prepositions at the beginning of questions	Prepositions at the end of questions
1	A: **At what age** did she start her non-profit? B:At 15.	A: **Who** are you talking **to**? B: To David.
2	A: **For what purpose** did students join the campaign? B: They wanted to help their community.	A: **What company** is Claudia working **in**? B: Microsoft Inc.
3	A: **On which day** of the week will we organize a blood drive? B: Tuesday	A: **Where** do you come **from**? B: Mongolia.
4	A: **In which month** are you organizing a community parade? B: March	A: **What** are you looking **for**? B: My bag.
5	A: **To whom** were the used books donated? B: Children	A: **Who** is this present **for**? B: My mom
6	A: **From whose office** was the letter sent? B: Patrick's office	A: **Which activity** are you talking **about**? B: Cleaning up the local park.

15b. Sentence Analysis. Look back at the questions in 1 and 2b and find questions with prepositions.

15c. Write questions to which the words in bold are the answers.

1. Shannon McNamara helped thousands of girls in Africa **when she was 15.**
2. The students collected used sports equipment **to donate to the after-school program**.
3. My friends organize a car wash **every Wednesday** and donate the profits to charity.
4. The college students volunteer at a summer camp of orphaned children **in July.**
5. My classmates donated stuffed animals **to children in hospitals**.

15d. Choose the correct preposition in the box to complete the question.

about   to (3)   for

1. A: Who are the groceries and meals …… ?
    B: To give to our elderly neighbors.
2. A: Which activity did the students talk ……… ?
    B: Organizing a reading hour for children at a local school or library.
3. A: What animal are you caring …..?
    B: My neighbor's pet while they are away.
4. A: Who shall the children give the bouquets ………?
    B: The hospital patients.
5. A: Who were you speaking ………?
    B: My neighbors. We are raising money to buy and install new playground equipment in the neighborhood area.

16. With your partner, talk about community service activities and ideas. Ask the following questions, then think up some of your own questions to ask.

Questions	Community service ideas
• Have you participated in any community service activities? • What community service activities have you participated in? • How many times have you participated in these activities? • Have you donated to any activity? • Have you joined a campaign? If so, what campaign? • When did you help senior citizens? • Where did you support children? • Did you help a person who is visually impaired or blind or deaf or has hearing loss? • How often did you help a person who walks with crutches? • How did you help a person who is in a wheelchair?	• Volunteering at a local library • Participating in a local government event • Volunteering for after-school clubs • Working with special-needs kids and adults • Chatting with nursing home residents who don't have a family or frequent visitors • Becoming a tour guide at your local museum • Repainting community fences • Campaign for more lighting along poorly lit streets • Volunteering to clean up trash at your community areas.

17. Conduct a class group survey on Community service helpers, following the instructions below.

1. Work in groups of three or four.
2. In your group, think of three or four questions. Use question words like: *What? When? Where? How often? Why?* For example:
   - *What community service activities have you participated in?*
   - *How many times have you been involved?*
   - *When and where did you take part in them?*
   - *Why did you engage in the activity?*
3. Ask as many other students in your class as you can.
4. While asking, make a note of their names and answers.
5. Go back to your group with answers and put all the answers together.
6. Draw a graph.
7. Describe your survey, graph and the answers of other students. For example:

There are 35 students in our class. All students have participated in various types of community service activities. All students participated in school, park, garden and river clean-up activities. 3 students organized clean-up initiatives. Some students organized different drives. For example: 6 students organized a food drive while 3 students did clothing and toy drives. They donated the clothing and toys to children living in suburban areas. 3 students organized games and activities for primary school level children while 8 students helped first-graders to learn to read in the Mongolian language. 12 students donated their used books to the school library. 2 students taught computer skills to the elderly. 1 student helped a homebound resident in a wheelchair.

1a. *UN News* interviewed Malala, an activist for girls' rights to education. Listen to the interview, then complete the summary with *ONLY ONE WORD*.

The Malala Fund started the Gulmakai ……………… . The goal of the mission is to ………………. local readers and some local activists. We want to increase that ……………. and also support local advocates. Local activists are the real ………………. in their community. When we empower them, though ……………., we can bring change ………………. .	Malala Yousafzai won the Nobel Peace Prize at 17 years old. Your age has NOTHING to do with your ABILITY to impact the people around you and even around the world. Never underestimate yourself.

1b. Listen to the interview again, then answer the subject and object questions.
1. Who always wanted to get quality education?
2. Who is going to Oxford University?
3. What is a great place for learning?
4. When does Malala want to complete her education?
5. Who does she want to empower?
6. With what purpose does she want to live?
7. Which countries is she already working in?

1c. Read sentences 1-8 below, then match each number with the letter of the correct definition of the words in BOLD.

a.	a group of people in a larger society who are the same in some way
b.	to publicly support a particular policy or way of doing things
c.	to give someone more control over their life or more power to do something
d.	an important piece of work that a person or group of people has to do for a government or large organization
e.	someone who leaves their country, especially during a war or other threatening event
f.	to state your opinion firmly and publicly about something, in order to protest against or defend something
g.	someone who takes part in activities that are intended to achievepolitical or social change
h.	a series of actions intended to produce political or social change

1. When we **empower** local advocates, we can bring changes.
2. The local **activists** are the real change-makers in their **community**.
3. The **mission** aims to support local leaders working in Pakistan, Afghanistan, Nigeria and the Syrian **refugee** areas.
4. 'I had to make a decision whether I want to continue **my campaign** for girls' education or not'. (Malala)
5. 'We also want to support local **advocates**, as well as local girl advocates' said Malala.
6. … 'it's not just about one girl **speaking out** but we have hundreds and thousands of girls speaking out.' (Malala)

VOCABULARY

2a. Classify the following phrases into the appropriate columns.

naturalist intelligence	coping with emotions	recording technician
a peaceful protest	donating orphan children	verbal intelligence
receiving free education	having good ICT skills	a psychologist
working in a team	helping at a nursing home	protecting rights
intrapersonal intelligence	launching a campaign	an interpreter

Soft skills	Intelligence areas	Career	Speaking out for Rights!	Community activities

2b. Match the words with the correct definitions.

1.	artificial intelligence		a.	a system that uses machines to do work instead of people
2.	workforce		b.	an argument of the facts, conclusions, inferences and ideas
3.	automation		c.	a non-business entity to help people in some way rather than to make a profit
4.	debate		d.	money or food that is given to people who are pooror ill
5.	holiday entitlement		e.	a serious illness affecting your brain that makes it increasingly difficult for you to remember anything
6.	a non-profit organization		f.	a non-paying job performed by one person or a group of people for the benefit of the community
7.	a charity		g.	a computer that can do the intelligent tasks that humans do
8.	Alzheimer's disease		h.	work for an organization without being paid
9.	volunteering		i.	the number of days of paid holiday in a year
10.	community service		g.	a series of actions intended to produce a social change
11.	a campaign		m.	the total number of people who work in a particular company, industry, or area

READING

3a. Read the newspaper article, then writing *ONE WORD ONLY* in the table.

Multiple Intelligences: Choosing a Career

Learning about the multiple intelligences can provide teens with tools for self-discovery and give them direction for making a smart career choice in their future life. Using the multiple intelligences an approach, educators and parents can show their teens that they are smart in many different ways. There are eight different intelligences: linguistic, mathematical-logical, bodily-kinesthetic, musical, naturalistic, interpersonal, intrapersonal, and spatial. All people possess each of the eight intelligences, but one or several intelligences are usually stronger than the others.

People who have strong spatial intelligence are good at drawing, imagining and creating 3D models. These types of people can be a pilot, an architect, an interior designer, and an engineer. For people with linguistic intelligence, theirnatural abilities are listening, speaking, and verbal persuasion. These people are likely to become a writer, a speaker, a translator, a politician, or a librarian. A mathematician, a computer analyst, and a scientist are easily able to do mathematical calculations and solve mathematical problems. It means that they have strong logical-mathematical intelligence.

If you have high bodily-kinesthetic intelligence, you are skilled at hand-eye coordination, building things, and dancing. Your smart career choice could be as a professional athlete, a doctor, an actor, or a firefighter.

Teens with high musical intelligence are able to sing or play an instrument, and compose music. They are interested in becoming a professional musician, a disc-jockey, or a music therapist. Interpersonal intelligence refers to people who are skilled at building relationships and leadership. These people prefer to be a sales person, a leader, a teacher, and an entrepreneur. A psychologist, a coach, and a philosopher possess the natural abilities such as being aware of inner workings of people, reflecting, and having intuition. These people have high intrapersonal intelligence. Natural abilities as identifying bird calls, gardening, and preserving the environment refer to people with strong naturalistic intelligence. These people are usually a gardener, a park naturalist, a botanist, or a geologist.

Intelligence areas	Natural abilities	Careers
Spatial	……………, imagining and creating 3D …………	a pilot, an ……………., an interior designer, and an ………………. .
……………….	listening, ……………, and verbal persuasion	a writer, a …………., a translator, a politician, and a ……………..
………………-mathematical	………………calculations and solving ……………	amathematician, a computer ……………., and a scientist
bodily-………………..	hand-……… coordination, building things, and ………………	a professional …………., a doctor, an …………, and a firefighter.

3b. Read the article again, then answer the questions.
1. What careers would you choose if you have high musical intelligence?
2. What are the people with high musical intelligence able to do?
3. What high intelligences do a leader, a teacher, and an entrepreneur have?
4. What careers require intrapersonal intelligence?
5. What are the natural abilities of people with strong intrapersonal intelligence?
6. What can you do in the future if you are good at identifying bird calls, gardening, and preserving the environment?

GRAMMAR
4a. Complete the sentences with *"will, have, be, been, by. "*
1. Social tasks ………. be done in the future.
2. – Will she ………. updated the websites …….. tomorrow?
   - No, she won't.
3. Creative jobs will …….. done by robots in the future.
4. Some manual jobs will have ………. lost to robots by the year 2030.
5. Future jobs will be impacted ……… automation.

4b. Write subject and object questions to which the words in bold are the answers. Some questions have prepositions at the beginning and ending.
1. **Malala** publicly campaigned for girls to go to school.

2. Neha Gupta started up the organization "Empower Orphans" **at the age of 9.**
3. The non-profit organization "SHARE" provides **thousands of girls in Africa** with books.
4. Students joined the campaign **to help their community.**
5. The teens are talking about **painting fences as one of their community activities.**
6. My classmates will participate in the community parade **in July.**

SPEAKING

5. Group work: Two teams will hold a debate, with one team in favor and other team against the proposition. Take turns presenting your views, using the expressions below. Remember the Debate Rule

The propositions for debate:
1. Can we make a smart career choice based on the Multiple Intelligences?
2. If you feel your job is under threat of automation, it's important to ramp up your soft skills.

Useful expressions	Express Agreement	Express disagreement
I think …, I believe …, I hope …, I predict … *I'm afraid …, I don't know, Do you agree…?* *What do you think..?,* *On the one hand …, On the other hand …*	*I agree with you.* *That's exactly what I think.* *I completely agree.*	*I don't agree with you.* *I'm not sure I agree.* *I'm afraid I don't agree.*

WRITING

6.Write a composition of about 100 words about your future plan. Include the following ideas:

Study plans *What will I do after high school? Will you study or work?* *Will you take international exams such as IELTS, TOEFL iBT?* *If so, will you have taken them in 2 or 3 years' time? Do you want to take English or any online courses?* *Will you have gotten any certificate or diploma after 5 and 6 years?* **Work plans** *Do you want to work for a big or small company? Are you interested in a full time or part time job?* *Are you planning to work with people or work alone?*

Check yourself and Tick. Unit 3: Jobs and Society	Can do this easily	This is one of my goals
Listening		
I can understand main points in an interview		
I can understand specific information in a dialogue and an interview		
I can find meaning from context in an interview		
Speaking		
I can give comments to others when speaking		
I can answer questions about a text		
Reading		
I can find the main points in an article		
I can find specific information in an article		
I can find meaning from context in a text		
Writing		
I can write about personal feelings and opinions		
Use of English		
I can use active and passive forms of future simple and perfect tenses		
I can use subject and object questions.		

MODULE 1   STUDY AND WORK
UNIT 3   JOBS AND SOCIETY

6a. Listen to the dialogue then fill in the blanks in the table below.

Claire:	Soyol, you are going to finish high school soon. What do you want to do in the future? Have you thought about a job or a career yet?
Soyoloo:	Well, I haven't decided yet. I'm talking about it with my parents.
Claire:	You are good at drawing: I think you have good visual intelligence. You can be a graphic designer or an interior designer.
Soyoloo:	Good advice. My teacher also suggested this. That's right, I like to work with pictures and colors, while visualizing and imagining. I am thinking I can be a cartographer.
Claire:	Wow, a cartographer. I haven't known a cartographer before. Smart choice!
Soyoloo:	What about you? I know you are good at understanding people and giving advice. You are really good at organizing any activities. You have organized the high school English club very well this year.
Claire:	Thank you. That's what my mom and dad told me. They say I can be a good teacher or maybe a child care worker.
Soyoloo:	You mean you have high interpersonal intelligence. If so, then you can work in the field of public relations. Or, you could be the favourite teacher of children.
Claire:	Thanks. Maybe in 4 years time I will have gotten a diploma and worked in a kindergarten.
Soyoloo:	That sounds cool. Me too. I will have finished college and started working as a cartographer by then.

MODULE 1   STUDY AND WORK
UNIT 3   JOBS AND SOCIETY

14a. Listen to the news report. Write *ONLY ONE WORD* in the table.

Reporter:
Good afternoon! This week, *TeenLine* reported on how teens had the idea of starting up community service activities, carrying them out successfully. In recent years, teens have been helpful to their community. They have had unique ideas for community service projects. Some of them have even started their own organizations, which have gone on to be successful. For example, there is Jonathan Woods, who established the 'Under the Tree Foundation' at age 12. He realized that holiday toy drives are often aimed at younger children and excluded teens who are also in need. Second, there is Neha Gupta from India, who was inspired by family visits to her grandparents. Then she started up the organization "Empower Orphans" at the age of 9. The organization tends to the needs of orphaned children worldwide, with a particular focus on access to healthcare and education. Third, there is community service helper Craig Kielburger. He was reading a story about child slavery in the *Toronto Star* when he thought up the idea of beginning "Free the Children." The organization aims to fight child labor on a global scale and has now reached well over 2 million children. Fourth, there is Certner, who started SNAP when he was just 10 years old. This is an athletic program for children with special needs. Now he's 22, and the program is still going strong. Next, there is Shannon McNamara who started SHARE when she was 15. This is a nonprofit organization providing thousands of girls in Africa with books and school supplies. Kalin Konrad is a community service helper who started an annual backyard carnival. This carnival aims to raise money for

Alzheimer's research. She got this idea when she was in fifth grade, after her grandmother was diagnosed with the disease. Eating disorders are one of the biggest problems faced by teens today. To bring awareness to this, community service organizer Liana Rosenman started Project HEAL to raise money for teens who need treatment for eating disorders. Finally, Katie's Krops is an organization of Katie Stagliano. She started planting fruits and vegetables in her garden to feed the hungry. Through her organization, she has helped feed thousands of people. And she has trained other teen gardeners to do the same.

MODULE 1   STUDY AND WORK
UNIT 3   JOBS AND SOCIETY
CHECK YOUR PROGRESS

1a. *UN News* interviewed Malala, an activist for girls' rights to education. Listen to the interview, then complete the summary with *ONLY ONE WORD*.

UN News: Tell us more about the new initiative the Malala Fund is carrying out to help girls' education in a number of countries.

Malala Yousafzai: The Malala Fund started the Gulmakai Network, and the goal of this mission is to empower local leaders and some local activists. So we support them and we are already working in Pakistan, Afghanistan, Nigeria, and also the Syrian refugee areas. So we want to increase that investment and also support local advocates, as well as local girl advocates. So for that we have $3 million and we want to expand that group, redouble our efforts, and make sure we can give to as many local activists as we can because they are the real change-makers in their community, and when we empower them, through them, we can bring change.

UN News: You're getting ready to go to Oxford University. Tell us about that.
Malala Yousafzai: So I always wanted to get a quality education, to go to a good university. It was my dream, and now that dream has come true and I am going to Oxford. I really worked hard for it … And I was so happy when I received the offer. I'm excited to meet new people, to make friends, to learn. It is a great place of learning. I also want to enjoy myself a bit as well, to have some time with friends, and just to live like a normal student.
UN News: What are you hoping to be 5, 10 years from now, after Oxford?
Malala Yousafzai: It's hard to say what I want to be in the coming 5, 10 years because my mission and my goal is very clear, and that is to continue fighting for girls' education, their empowerment, their rights. In that I will continue my journey. But in the coming years, I want to complete my education. I want to continue working in the field of education. I want to empower more young girls like me so that it's not just about one girl speaking out but we have hundreds and thousands of girls speaking out. We give them a voice. We give them a platform. Once you encourage them, once you tell them that your voice can change the world, then they can do it, they can come forward and speak out for themselves.

UN News: You have shown tremendous courage and resilience. What within you gives you that power?
Malala Yousafzai: I have seen a lot in my life from terrorism, extremism, to then being attacked. And I was at the point where I had to make a decision [about] whether I wanted to continue my campaign for girls' education or not. And I've been away from my home in Pakistan for a long time. So going through all these situations in my life, I've learnt that, now surviving that attack, this life is for a purpose and that is for the education of children. It's only 70, 80 years that we live, and why not live it for a good purpose? Why not live it for service that can help humanity, that can help the

world? So I want to help as many girls as I can, to make sure they get a quality education and achieve their dreams.