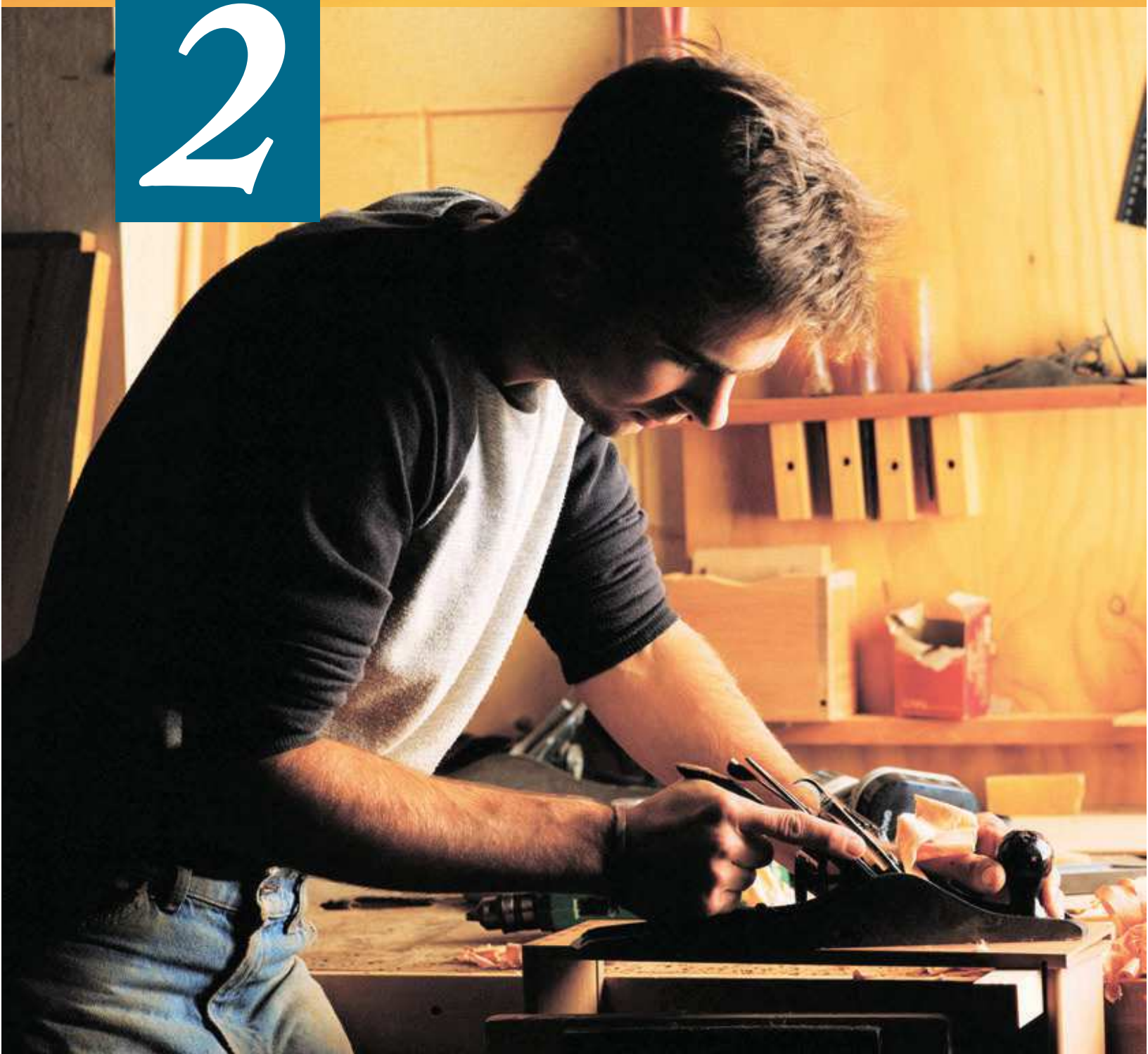


2





Work Your Passion

In this unit, you will be inspired by people who have taken their passions and turned them into careers. You will reflect on your interests and talents, listen to an interview with a woman who left her corporate job to start her own business and read about tradeswomen who have found fulfilling work in traditionally male-dominated fields. Finally, you will discover how one young man's passion for animated movies and another's passion for comic books led them both to success at an early age. Throughout the unit, you will think of ways to turn your own dreams into a future career.

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How can you
turn your
passion into
a career?



C1

What Interests You?

We all dream of finding the perfect job or career. Thinking about tasks that are performed in different jobs can help guide you to the right career.

- 1 Read the lists of tasks in the boxes below. Choose the box with the tasks that you would most enjoy doing as a job.
- 2 Read the lists of careers in the circles below. Choose the circle with the careers that interest you the most.

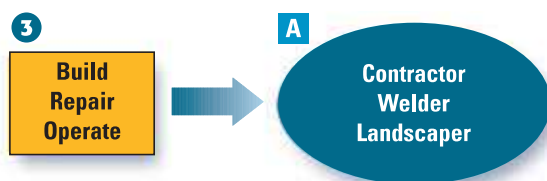
Tasks

1 Sell Promote Host	2 Counsel Advocate Care for	3 Build Repair Operate	4 Supervise Delegate Mediate	5 Analyze Research Observe	6 Plan Design Create
---	---	--	--	--	--

Careers

A Contractor Welder Landscaper	B Analyst Researcher Information technology manager	C Banker Project manager Human resources specialist
D Therapist Childcare worker Nurse	E Architect Interior designer Artist	F Broadcaster Real estate agent Politician

- 3 Decide which task box matches each career circle. For example:



- 4 Did the task box you chose match the career circle you chose?
- 5 Once you have finished, sit with a partner and answer the following questions:
 - a) Do you agree with the task boxes that your partner matched to each career circle? Why or why not?
 - b) Which careers interest you the most? The least? Explain your answers.
 - c) Do you see the perfect career listed in the circles above? Think of two more careers for each circle and two more tasks for each box.
 - d) Which tasks would be the hardest for you to perform in a job? The easiest? Explain your answers.

Strategies

- Use a dictionary to look up new words.
- If you don't know a word, use other information you know to guess its meaning.

Expressions

Capabilities, Suggestions

I can use this skill to ...

I am really good / not very good at ...

Have you thought about doing ...?

You could try ...

Opinions, Interests

What do you think?

When would you use this skill?

I'm not sure.

I wouldn't like to do ...



1 The World Needs You



You will now read an article about a woman who believes that the only way to make positive changes in our world is by living our most passionate life.

Expressions

Interests

I would prefer to do ...,
but ...

I'm really strong at ...

From my point of
view, ...

Requests

What are you trying
to say?

I don't understand.

Can you repeat what
you said?

Before You Read

- 1 Read the following interview questions. Work with a partner and add three more questions to the list.
 - a) Which five activities do you enjoy most?
 - b) In which order would you put these activities if you ranked them from your favourite to your least favourite?
 - c) Which activity do you spend the most time on?
 - d) Can you see yourself doing any of these activities as a career? Why or why not?
 - e) Which activities or hobbies could someone do as a career?
- 2 Use the completed list of eight questions to interview a new partner about her/his interests.
- 3 Use this partner's answers to suggest a career that she/he could investigate further.

While You Read

- 4 List the jobs mentioned in the article.
- 5 Put a check mark beside those you could be passionate about.

Strategies

- Skim the text for a general idea of its content.
- Ask for help if you don't understand a word, sentence or idea in the text.





The World Needs **Your Passion**

For a long time, we have associated doing our **duty** with sacrifice. We fit ourselves into jobs which don't **suit** us and which don't suit humanity or our planet. Meanwhile, our passions have become **hobbies**—something we do in our spare time—just for us. Following our hearts, responding to our passion's call, is viewed as a luxury that only some of us can afford.

So here's another perspective ... Our duty is to find a job we enjoy, a lifestyle that **fulfills** us, and follow our passion. When we look at how interdependent humans are, we can suddenly see that staying in an unfulfilling job is a **selfish** act. Our duty, in actual fact, is to stop the complaining, the settling and devote ourselves to discovering and acting upon our deepest desire to contribute.

Yes, there have been **wake-up calls**. Yet as far as I know, no one has come knocking on your door as you watch TV and looked at you in amazement, shouting: "Excuse me! What are you doing? We need you!" Society hasn't engaged the most magnificent version of you. Society hasn't called you to step up and be all that you can be and offer that to the world.

Corrina Gordon-Barnes suggests that following your heart is the best way to live a more effective and engaged life.



“ We only have
a brief moment in history
to fully experience your
unique gifts. ”

duty: responsibility

suit: go well with

hobby: activity enjoyed
during free time

fulfill: satisfy

selfish: caring only
about oneself

wake-up call:
experience that makes a
person change a situation

yearn: have a strong
desire

forage: search

deprive: hold back
something from

Let these words be the ones to inspire you. That wake-up call you have secretly **yearned** for—that one which says you are needed. You
20 are so, so needed. Yes, you are being asked to reduce your carbon footprint. This is vitally important. But you are also being asked to increase your contribution footprint. The kind of footprint your heart is calling for you
25 to leave.

The truth is: you are one of our planet’s natural resources. You are a vital source of energy. You are also a limited resource. One day, you too will run out. We only have a
30 brief moment in history to fully experience your unique gifts. Let us use you efficiently while you’re still here.

“Let’s do this” means asking yourself these questions: What are you truly passionate about? When do you feel most alive? What is your unique contribution to our society—that thing that only you can do in exactly the way you do it?

Among us, there are people who can turn
40 plastics into jewellery, teach children to cook, inspire a politician, design sustainable homes, chair community meetings, give healing massages, **forage** for wild food, create powerful film documentaries, write songs and make clothes. When we hold back our contribution, our community suffers. We **deprive** our community, just as we
45 deprive ourselves of the pleasure of offering our gift.

Let’s not make out that one gift is more important or needed than another, someone’s talent more “eco” than someone else’s. If we do that, we fall into the same trap of creating hierarchies between species and between people that, again, has caused problems in our world in the first place. We need people who
50 can tell jokes, organize offices, care for children, counsel relationships. People who know how to clean buildings, paint, spread the word, design websites, campaign for justice. There is such truth in the beautiful quote by Howard Thurman: “Do not ask what the world needs. Ask what makes you come alive. The world needs more people who have come alive.”

55 Start right now. Do not wait to find your life’s purpose or “get it right.” Start right now to see yourself as a contributor, not a consumer. If you love writing, put fingers to the keyboard, or pen to paper. If you like gardening, ask your neighbours if they’d like to learn some new skills. If you work with kids, read them a story about how interconnected all of nature is.

60 Whether your passion is x or y, j or g, just do it. Do it, do it and commit to doing it forever. Know that your passion is not just about you, it’s about all of us. There really is no more time to waste you.

Adapted from Corrina-Gordon Barnes, “The World Needs Your Passion!” *Permaculture Magazine*, No. 57, Autumn 2008, pp. 28–29

After You Read

6 Answer the following questions individually:

- What is the main idea of the article?
- What does the author suggest people do if they are not following their passion?
- Which careers mentioned in the text do you associate with being someone's passion? Why?

7 Discuss the following questions with a partner:

- What do you do that makes you feel most alive?
- What is your unique contribution to our society that only you can do in exactly the way you do it?
- Do you know anyone who is following her/his passion? What is that person doing? Explain.
- What do you think stops people from following their passion?
- Do you think that artists are more fulfilled than people who work in an office or in a traditional setting?

Expressions

Opinions

Most people are held back by ...

I agree/disagree with that.

Could you elaborate on that?

Fulfillment comes from ...

Capabilities, Interests

I think I can do ... really well.

What do you enjoy doing?

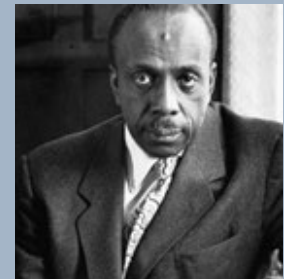
What do you do in your spare time?

Howard Thurman

A dream is the bearer of a new possibility, the enlarged horizon, the great hope.

Howard Thurman (1900–1981)

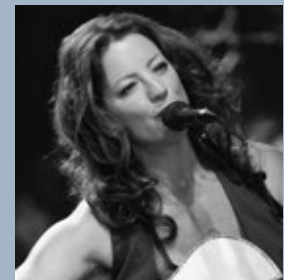
Howard Thurman was passionately committed to helping others find peace and harmony through spirituality and to developing strong relationships within communities. In 1953, Howard Thurman was named one of the twelve greatest religious leaders of his time. He was an ordained minister, writer, teacher and poet. His books, teachings and words inspired men like Martin Luther King and Mahatma Gandhi, as well as the American Civil Rights Movement.



Howard Thurman, 1953

Sarah McLachlan

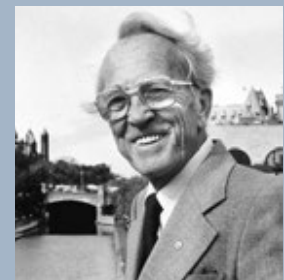
Sarah McLachlan's yearbook predicted that she was destined to become a famous rock star. What drives Sarah McLachlan is not success, but her passion for music and her desire to share this passion with others. She has used her star status and musical talent to raise awareness for humanitarian issues, support female artists around the world and promote music education in Canada. She employs her passion for music to change the world in any way that she can.



Sarah McLachlan, 2008, Toronto

Tommy Douglas

Tommy Douglas (1904–1986) dedicated his life to social reform and is called the "father of medicare" in Canada. As a child, Mr. Douglas injured his leg and developed a serious bone infection. A doctor treated him for free. The doctor's generosity prevented Mr. Douglas's leg from being removed and confirmed his belief that health care should be free for everyone. In 2004, he was voted "The Greatest Canadian" of all time in a national contest.



Tommy Douglas, 1983, Ottawa



Julie Arora, 2007, Toronto



C2

2 Taking Risks to Start a Business

One woman was so passionate about living a healthy life, that she quit her job as a management consultant and went into business for herself. She started a stress management course that includes yoga and her mother's healthy cereal. In order to live her passion, she had to make major changes in her life. This is Julie Arora's story.

Before You Listen

1 Think about this question:

- What would you have to give up in order to choose a career you could be passionate about: money, free time?

While You Listen

2 Identify in the list below two strategies that Julie uses when responding to the interview questions:

- a) Repeat what your partner said to show that you understand.
- b) Use a synonym if you don't know a word.
- c) Stall for time. Repeat the question (or part of the question) before answering.

3 Complete the following sentences with information you hear in the interview:

- a) I feel like life is just too short to do _____.
- b) Coming up with what my passion was _____.
- c) It made me go on a path where I was choosing what I wanted to do with my time instead of _____.
- d) It gave me the sense that my life was of my own choosing and _____.
- e) If you can contribute to this world using those skills and talents doing what you enjoy, then _____.
- f) Live life with no regrets and _____.

After You Listen

4 Answer the following questions:

- a) How did Julie turn her passion into a career?
- b) What are the benefits of working for yourself?
- c) Why do you think it's difficult for people to figure out what their passion is?
- d) Do you know someone who would like to change jobs? What is stopping her/him from changing jobs?
- e) Children are often told that they can be anything they want to be when they grow up. Do you believe that you choose your life and that you can do or be anything you want? Why or why not?

Strategies

- Think about your goal when you listen to the audio segment. Are you trying to get a general idea of the interview? What kind of information will you need to complete the task?

path: plan or series of actions to achieve something

deliberate: intended or planned

through and

through: completely



3 Options in the Trades

C2



C1

In Canada, there is a shortage of tradespeople. A trade is a specialized, technical job that requires manual skills and professional training. Tradespeople include plumbers, electricians and welders, to name a few. Traditionally, trades were a male-dominated field, but more and more women today are finding their own passion in these very physically demanding careers.

Before You Read

- 1 Individually, list as many jobs as you can that fall under the category of trades.
- 2 Compare your list to your partner's. Discuss why you think each job falls under the category of trades and create a final list that you both agree on.
- 3 Underline all the jobs in this list that you have seen performed by women.
- 4 Circle the jobs in the list that you have seen performed by men.
- 5 Discuss which of the following lists is longer: the trade jobs performed by women or those performed by men? Are you surprised by these results? Why or why not?

While You Read

- 6 Pay attention to new vocabulary words. Create a vocabulary builder chart based on the model below to help you increase your understanding. Follow these instructions:
 - Each time you come across a new word, write it in the chart.
 - Read the sentence where the word is found and try to guess what the word means. Write this definition in your own words in the chart.
 - Look up the word in a dictionary, write its definition in the chart and complete the chart with drawings, notes or tips to help you remember the definition.

Vocabulary Builder Chart			
Vocabulary Word	Your Definition	Dictionary Definition	Drawings/Notes/Tips to Help You Remember the Definition
Canvas	Something to paint or draw on		

Strategies

- Share your ideas with your partner and listen to her/his ideas.
- Repeat what your partner said to show that you understand.

Expressions

Opinions

Why did you include ...?

I'm not sure we should include that one on our list.

I don't think that one fits here.

I disagree with that answer.

I agree with your list.

Do we both agree with the final list?





Young Women

Get Hooked on Careers as

Crane Operators

“Many construction workers are still getting used to the idea of seeing women in a non-traditional job.”

crane: large, tall machine used for lifting heavy objects

dawn on: begin to be understood by

You might say Lee Goodfellow got hooked on **cranes** almost by default.

She'd been working in the office at Cooper Crane Rental in Oshawa with her husband, Ray, who was the general manager there, when it **dawned on** her that she should start the process to get her operator's licence.

⁵ “There are always cranes that needed moving around the yard here and there,” says Goodfellow, thirty-eight, who earned her 339A mobile crane license in 2006.

“So I thought I should go ahead and do it.”

She started working on the three-stage process in late 2005 and instead of taking the course, simply wrote the tests and took the skills demonstration examination.

¹⁰ In all, it took her less than six months to get her ticket through the International Union of Operating Engineers Local 793's Operating Engineers Training Institute of Ontario.

More recently, she and her husband have signed on with KR Wind, an international crane company that specializes in the installation of wind turbines

¹⁵ and has expanded its Canadian operations as wind energy attracts more investment.

With the 339A ticket, she's qualified to maintain and operate mobile cranes capable of raising, lowering or moving material weighing more than sixteen thousand pounds with a lifting capacity of more than fifteen tons or 13 636

²⁰ kilograms.

It's good for both the mobile, or wheeled version of cranes and the crawler, which has tracks on it and is transported by flatbed truck to and from sites.

While operating a crane doesn't require physical strength—more of a steady hand and a good eye—setting up does get physical, she says.

25 As in all construction trades, women are unrepresented in the crane industry, and recently, the Canadian Crane Rental Association listened to a presentation from Women Building Futures, an Alberta-based organization which is reaching out to recruit women into the industry.

CEO of WBF, Judy-Lynn Archer, says construction jobs like crane operators are 30 well-paying positions that would help many single moms and other under-employed women break free of poverty and low-paying jobs.

"It's about getting the right women into the right trades so they stay with it," she says.

"We have women working in very physical jobs like **boilermaking** and there's 35 no reason why they couldn't work as crane operators. We just need to find them and train them."

Jennifer Moffett, twenty-eight, the Health and Safety Coordinator at All Canada Cranes, says being a woman in the construction sector can be a challenge.

"I have a pair of pink work boots I wear on site," she says. "It's usually a pretty 40 good icebreaker."

She drifted into the crane business after working part-time at All Canada Cranes while going to university and eventually ended up in health and safety.

"A lot of older operators don't always like it when I tell them they have to do things a certain way even though they've done it the same way for thirty 45 years," she says.

"Some of that is because I'm a woman, some of it is because I'm young and they don't always think I know what I'm talking about. Then I start quoting the code and the law and they get it."

She says many construction workers are still getting used to the idea of seeing 50 women in a non-traditional job.

"I think the worst is when you can see they're **self-censoring** themselves," she says. "It's not like I've never heard a **crude** joke."

Still, she wouldn't change a thing and says she'd encourage any woman to think about a trade as a career.

55 And that's just what Tiffany Withers, twenty-three, has done. She's entering her second year of apprenticeship as an operator at All Canada Cranes and says she loves it.

After going to college to study computers, she says, she decided sitting at a desk in front of a screen wasn't going to cut it.

60 "My family works in heavy equipment and my brother is an **ironworker**, so I was around the trades a lot," she says. "I wanted to get into a Red Seal trade, so I chose cranes."

Ian Harvey, "Young women get hooked on careers as crane operators," *Daily Commercial News and Construction Record* website, July 28, 2008

boilermaking: building and repairing large heating containers

self-censor: stop oneself from expressing something inappropriate

crude: rude or offensive

ironworker: person trained in making metal frameworks

After You Read

7 Answer the following questions:

- a) What motivated Lee Goodfellow to obtain her crane operator's licence?
- b) How long did it take her to obtain the licence?
- c) How did Lee manage to become licensed in less time?
- d) Why do you think she opted not to take the course?
- e) What does Jennifer Moffett use to overcome the challenges of being a woman in a non-traditional job?
- f) What challenge does Jennifer face other than being a woman in a non-traditional job?
- g) What were Jennifer and Lee doing before they decided to enter the trade?
- h) Do you know people who discovered their passion through work? What were they doing? What are they doing now?
- i) Would you consider a career in a trade? Why or why not?

8 Read the following statements with a small group. Decide whether you agree or disagree with each statement and debate your reasons with group members.

- a) Teenage girls make the best babysitters, because they like to play with children.
- b) Men make the best construction workers, because they have strong muscles.
- c) Women are natural caregivers and make the best nurses, because they are patient and loving.
- d) Teenage boys make the best fast-food cooks, because they don't have to interact with customers and can manage many tasks at the same time.

ExpressiOns

Opinions

That's a ridiculous statement, because ...

That's one way of thinking about it, but ...

I honestly think/feel that ...

Warnings

Be respectful. It's just an opinion.

You're out of line saying that ...

Don't go there, because that comment will/could ...

Markers, Fillers

On one hand, ...

Therefore/Consequently, ...

I can't argue with that.

Of course!

So true.

ICT Options

Research careers that fall under the category of trades on the Internet.

Supporting Trade Apprentices

The Government of Canada is dedicated to promoting the trades and encouraging more Canadians to follow an apprenticeship program. People who receive certification through a governmentally-recognized Red Seal Program can work in their trade anywhere in Canada without having to take additional exams or receive extra training. There are also a variety of financial programs to help people through their training; some even pay students to go to school.





C2

4 Passionate about Film

Fifteen-year-old Aven Fisher's passion started with some clay, a bit of wire and a whole lot of creativity. Aven makes stop-motion animation films and people around the world are taking notice. It may be too soon to call animation his career, but he is well on his way to being successful.

Before You Watch

1 Answer these questions:

- What age do you associate with being successful in a career?
- When do you think developing a career should begin: in high school, in CEGEP, in university? Why?
- Which hobbies of yours would you enjoy doing as a job?

While You Watch

2 Pay attention to the answers people give in the interview. Think about the questions the reporter needed to ask in order to obtain these kinds of answers.

After You Watch

3 Write the questions that the reporter would have needed to ask the people who were interviewed in order to obtain the following answers. (Use the Reference Section to help you with question structure.) For example:

Answer: It takes a lot of time and effort, but it's very rewarding in the end.

Question: *What is it like to create a stop animation film?*

- Answer: Right from the age that he could draw. There was character in the tiny little things he was drawing.
- Answer: As soon as we put it up on the monitor, our jaws just dropped because it was such a beautiful piece.
- Answer: I can't quite get my head around it. It's astonishing.
- Answer: It's so fun to be sitting in a theatre and listen to people laugh at something you've created.
- Answer: I wouldn't be surprised if Herbert gets turned into some sort of toy and you're going to see Herbert everywhere.

4 Answer these questions:

- Do you or someone you know have a special talent that should be recognized? What is it?
- Do you think that only artists have talents? Explain your answer.
- What surprised you the most about this video?

Strategies

- Pay attention. Focus on the information and try not to be distracted.
- Don't worry if you don't understand everything right away. The teacher will play the video again.

knack: natural skill or ability

tall tale: humorous and exaggerated story

hone: improve

jaw: lower part of the face

nod: move your head up and down

astounding: very surprising





C2



C1

5 An Interview with a Comic Book Artist

Strategies

- If you can't find a word, use a different one or describe what you mean.
- Repeat what your partner said to show that you understand.

Before You Read

- 1 List the ten best jobs in the world according to you. Beside each job, complete the following sentences:
 - a) I would be good at this job, because ...
 - b) I couldn't do this job, because ...

While You Read

- 2 Add words to your vocabulary builder chart. Pay attention to new expressions.
- 3 Scan the text for sentences that have the same meaning as the sentences found in question 4 below.

After You Read

- 4 Find the line number of the sentences in the text that have the same meaning as the following sentences:
 - a) I was not very old when I decided on my career.
 - b) It was a period of time with no creativity.
 - c) I went after it with determination.
 - d) I was excited and inspired by it.
 - e) These kinds of jobs slowly take away all your energy.
 - f) I was stubborn about it.
- 5 Discuss these questions with a partner:
 - a) Do you think that it is important to have a fallback plan when you pursue your passion? Why or why not?
 - b) Look at the comic strip by Karl Kerschl below. Which character are you like?

Expressions

Opinions

A fallback plan is a good idea, because ...

Have you thought about ...?

It's a fact that ...

I can't argue with that!

Requests

Do you see what I mean?

Can you clarify that?

Am I making sense?



I Want **to Draw** **Superheroes!**



An interview
with Karl Kersch

How old were you when you started illustrating comics?

I was in high school in Ontario. I guess I was sixteen. When I started high school, for some reason, I didn't do anything creative. It was like a black hole of creativity. A few years later, I started going to the comic book store again
5 with my friends. There were a lot of interesting things going on artistically in comics at that time. I was truly **invigorated** by that and I absorbed a lot of graphic arts.

Was it the images that attracted you to comics?

It was the images and the stories, because comics are a combination of the
10 two. A really great image will cause a moment to resonate with you that much more. The pictures **enhance** the tone, atmosphere and the emotion of a moment in a way that you can't capture with just the words alone. I was struck by that. I decided, by the time I was sixteen, that that was what I was going to do for a living. I never had the experience of not knowing what I wanted to do.
15 In fact, it's strange for me to hear people say that they don't know what they want to do. I was pretty young when I **made up my mind**.

Did anyone ever tell you that you were never going to make a living drawing comics?

Oh yes, all the time. Teachers said that. My parents never said that and they
20 were extremely supportive, but they were very worried. It said in my high school yearbook that I wanted to draw superhero comics.

How did you break into the industry?

When I finished high school, I put together submission packages and I took samples of my work to some smaller comic book conventions in Michigan

invigorated: stimulated

enhance: add or
contribute to

**make up one's
mind:** decide

“I think a lot of people will take jobs they aren't interested in out of fear or because they believe it's something they have to do.”

25 (U.S.A.) and showed them to editors. I had my first professional work when I was eighteen. I **doggedly** pursued it. I wasn't doing work for a big publisher yet, but it was professional paying work. I had the benefit of pursuing this at a time when people were taking chances on anyone with a bit of skill. I had the unique opportunity of learning on the job.

30 *Did your parents want you to have a Plan B?*

Yes. A fallback plan!

Do you have a fallback plan today?

I don't. I've never had one. I was so **bullheaded** about it, even when I was in high school and teachers said you should have a fallback plan. Everyone

35 thought I should have a fallback plan. And maybe that's not such a bad idea?

Do you think a fallback plan can take people's focus away from their passion?

I would never have made a fallback plan that did not involve something I wanted to do. If I had a fallback plan, it would be working in another field that I am
40 interested in. Even when doing illustration work, you can be called upon to draw situations you have no interest in. Those kinds of jobs are paying gigs. They **sap** your spirit and your energy, and that's working in the field I chose, so I can't imagine having a backup career that I didn't care about. It would be a depressing, **soul**-sucking experience.

45 *Why do you think people take jobs they aren't passionate about?*

I think a lot of people will take jobs they aren't interested in out of fear or because they believe it's something they have to do. I would say that there are pointers in the right direction everywhere as long as you're looking for them, as
50 long as you're asking and have any kind of idea or focus about what it is you want to do.

How do you find that focus?

I think it's always there. I think whatever you do with your free time, when you're not doing what you have to be doing in life, is probably what you
55 should focus on. I think you will find time for anything that interests you and that might lead to a career. Maybe it's a mistake to think of these things as careers. I've never had a backup plan and I've also never believed that I would do one thing for the rest of my life.

What would you recommend to someone who wanted to get into the business?

60 Keep taking courses, because there are a lot of valuable things to be learned. Draw all the time. Find a studio where people are doing this professionally and intern. Go there and absorb as much as you can. Just watch them. Scan pages for them, look over their shoulder and see how they work. Basically absorb as much information as you possibly can from people who are actually doing this
65 kind of work. Ask a lot of questions and learn techniques specific to that craft. I find in this industry, people are very generous with their time if you ask.

doggedly: with determination

bullheaded: stubborn or strong-willed

sap: weaken or destroy

soul: spirit

Creating Realistic Characters

Creating realistic characters helps readers to connect with the story. Comic book characters often have two personalities: the human and the superhero. In this activity, you will imagine that you have been hired by a comic book company to create a character for a new comic book. Here are five areas that you can use to start developing a realistic character:

- 1 Physique:** What does the character look like as a human and as a superhero?
- 2 Background:** What family does the character have? How did she/he grow up?
- 3 Strengths and weaknesses:** What are the strengths and weaknesses in her/his personality? What are her/his powers as a superhero?
- 4 Likes and dislikes:** What are the character's personal tastes?
- 5 Daily life:** What is the character's job? What are her/his hobbies and routines?

Now answer the questions outlined above and use the information you put together to write a short character biography. Follow these steps:

Step 1 Prepare

- Brainstorm. Think of a character you would like to develop and choose her/his gender, name and basic appearance.
- Draw a quick sketch or describe the character's appearance.
- Answer the questions in each of the areas above with as many details as possible. Add other important information.
- Decide the order in which to present the information and number your ideas.

Step 2 Write

- Write a draft biography.
- Reread the biography. Is there anything you could add?

Step 3 Revise

- Read the character biography to someone. How does it sound?
- Ask someone to read the text, give feedback and suggest changes.
- Make the appropriate changes.

Step 4 Edit

- Look carefully at your text. Are there any spelling or grammar mistakes?
- Correct the mistakes and write a final copy.

Step 5 Publish

- Hand in your character biography to the teacher.
- Reflect on what you wrote.

Word Order

Word order is very important and errors often happen in English when people try to translate directly from their first language or rely on its structure as a guide.

Top Four Errors	Explanations	Tips
<p>Error 1:</p> <p>incorrect <i>Jim has every week a meeting.</i></p> <p>► correct <i>Jim has a meeting every week.</i></p>	<ul style="list-style-type: none"> The direct object comes immediately after the verb. <p style="text-align: center;"> <i>Jim has a meeting.</i> Subject Verb Direct object </p>	<ul style="list-style-type: none"> In this case, ask yourself the question: "What does Jim have every week?" and answer: "A meeting." Identifying each part of the sentence will help you to decide where different structures should be placed. Create a code system to identify each structure. For example: S = subject V = verb
<p>Error 2:</p> <p>incorrect <i>The company president received from Alice a report.</i></p> <p>► correct <i>The company president received a report from Alice.</i></p>	<ul style="list-style-type: none"> The indirect object comes after the direct object. 	<ul style="list-style-type: none"> To locate the indirect object, ask yourself the question: "Who did the company president receive a report from?" and answer: "Alice."
<p>Error 3:</p> <p>incorrect <i>Kerrie has a briefcase large.</i></p> <p>► correct <i>Kerrie has a large briefcase.</i></p>	<ul style="list-style-type: none"> The adjective comes before the noun that it is modifying. 	<ul style="list-style-type: none"> Ask yourself the question "What is large?" This will help you to locate the noun in the sentence. Then answer: "The briefcase." Practise by writing simple sentences and then adding adjectives for more description. You can also review the list of adjectives in the Reference Section.
<p>Error 4:</p> <p>incorrect <i>Sally slowly is typing her resumé.</i></p> <p>► correct <i>Sally is slowly typing her resumé.</i></p>	<ul style="list-style-type: none"> Adverbs of manner come after the auxiliary verb and before the main verb. 	<ul style="list-style-type: none"> If you are not sure where the adverb should be placed, refer to the Reference Section for help.

Now that you know a few common word order errors, apply what you have learned. Use the biography you wrote in Writer's Block to verify word order:

- 1 Identify your mistakes.
- 2 Review the rules.
- 3 Make corrections.
- 4 Practise.



Share Your Passion

C3

You have discovered impressive people who have turned their passion into a career, and you have read about non-traditional careers. Now it is your turn to promote one of your own passions or a passion of someone you know. Choose Option A, B or C.

Follow these steps for Options A and B:

Step 1 Prepare

- Review what you learned in this unit.
- Brainstorm. For Option A, focus on all the activities you are passionate about and link them to possible careers. For Option B, name as many people as possible who are passionate about their careers or who inspire you.
- Think of different examples, questions or ideas to include in your text. Look back at the various activities for ideas.
- Return to Writer's Block: is there anything you can use from this activity to develop your text further?
- Organize your ideas into a plan. Include a solid introduction, conclusion and body paragraphs.
- Choose a common grammar error to focus on.

Step 2 Write

- Use the plan to write a draft career biography or article.
- As you write, remember to focus on the common grammar error you chose and use this form correctly.

Step 3 Revise

- Reread your text. Does it make sense?
- Ask someone to read the text, give feedback and suggest changes.
- Make the necessary changes.

Step 4 Edit

- Check the spelling of words you are unsure of in a dictionary.
- Verify the grammar (including the common grammar error focus you chose) with the Reference Section or another resource.
- Correct all mistakes and write a final copy.

Step 5 Publish

- Hand in a copy of the career biography or article to the teacher.
- Send a copy of the text to a school newsletter, public newspaper or magazine.
- Reflect on the text's effectiveness. What did you like most about it? What kind of response did you receive from those who read it? What would you change if you rewrote it?

Options

- A** Write your own career biography as if you were thirty-five years old.
- B** Write an article about someone who is passionate about her/his career.
- C** Interview a classmate and produce a media text to help guide her/him towards a career passion.



Follow these steps for Option C:

Step 1 Prepare

- Find a classmate to interview.
- Brainstorm. What tools will you need to discover your classmate's passions and the careers that would suit her/him: interview questions; information from friends, family members or teachers; aptitude tests?
- Prepare a schedule of meeting times with the classmate you will be interviewing.
- Choose a common grammar error to focus on while writing.
- Write draft interview questions. As you write, remember to focus on the common grammar error you chose and use this form correctly.
- List what you will need to create the media text.

Step 2 Produce

- Write a draft text.
- Revise the text. Ensure the ideas and messages are clear.
- Check the spelling and grammar (including the common grammar error focus you chose).
- Ask someone to watch/listen to/look at the media text and give feedback and suggest changes.
- Make the appropriate changes.
- Create any visual aids that you will need to support the presentation.
- Rehearse the presentation individually and in front of a friend or parent.
- When recording the presentation, edit the film/sound/slides to make them attractive, interesting and clear.

Step 3 Present

- Present the media text to the classmate you interviewed or to a small group.
- Ask for feedback. Were you able to suggest careers that your classmate could be passionate about?
- Reflect on the process. How did the person you interviewed or other people react to the media text? Was the message clear? What would you change?

ICT Options

Publish your career biography as a blog entry.

Use a digital camera and software to film, edit and publish the media text.



Wrap-up

What You Learned

- 1 Name three careers that you learned about in this unit.
- 2 What change did Julie Arora make to her career?
- 3 Name three careers in the trades.
- 4 What are two non-traditional jobs that men and women are doing today?
- 5 How did Aven Fisher's passion turn into a career?
- 6 How old was Karl Kerschl when he knew what he wanted to do with his life?
- 7 Name the five areas that writers use to develop realistic characters.
- 8 Name a tip that can help you find errors in word order when writing.
- 9 Name three people who followed their dreams by inspiring and helping others.
- 10 What is a Red Seal trade?

Reflection Questions

- 1 What is the biggest challenge you face in trying to turn your passion into a career?
- 2 What career would you like to learn more about? Why?
- 3 Do you think that most people a) follow their passions no matter how untraditional they are; or b) find a job that is safe and secure? Explain your answer.
- 4 Will you follow your passion to a career? Why or why not? Explain your answer.
- 5 Which text was the most challenging for you to read/listen to/watch in this unit? What made it challenging? What skills and strategies did you use to help you?

Vocabulary

- A** astonishing
- B** bullheaded
- C** crude
- D** deprive
 - doggedly
 - duty
- E** enhance
- F** forage
 - fulfill
- H** hobby
 - hone
- I** invigorated
- J** jaw
- K** knack
- N** nod
- S** sap
 - self-censor
 - soul
 - suit
- T** tall tale

More Ideas

If the topics in this unit interest you, here are a few more ideas to try:

- 1 Choose a career mentioned in the unit and research the training needed and the opportunities that are available once you are certified.
- 2 Interview someone who works in a non-traditional job. Ask this person about the pros and cons of working in this field and about the challenges she/he faces.
- 3 Find someone who is working in an area that you are passionate about and volunteer to do a summer internship to gain valuable, on-the-job experience.
- 4 Make a video resumé for potential future employers.
- 5 Write a letter convincing your future boss to hire you today. Enumerate all your qualities.
- 6 Organize and host a career fair at your school. Invite people from the community to come and speak about the career paths they chose.



Choose Your Words

Welcome to your first *Skills Snapshot*! *Skills Snapshots* create a profile of your English skills for you and your teacher. You will participate in oral interaction; read, listen and respond to texts; and write a short text of your own to help you gauge your current skills in English and decide what you need to improve.

In this *Skills Snapshot*, we will examine a question that affects not only English language learners, but also people who speak English as their first language:

When is it appropriate to use informal language?

For example, do you use the same vocabulary and expressions when you are with your teacher as you do when you are with friends? How would your boss react if you were to speak and write too casually at work? What is the difference between informal and formal language? You will answer these questions while engaging in the following activities.



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C1

1 Formal or Informal?

In this activity, you will look at language samples and discuss the use of formal and informal language. This activity is designed for you to exercise your oral interaction skills, so talk as much as you can, encourage your partners to participate and always speak English!

You will focus on the following skill in this activity:

C1: Interacts orally in English

Use these criteria to judge your skill:

- Did you support your ideas with clear examples?
- Did you use any of the suggested expressions or other common phrases to help you?

- 1 Look at the emoticons.
- 2 Guess the emotion or message that each emoticon represents.

Emoticons

a) :X		e) :-0	
b) X)		f) ;-)	
c) :-D		g) :-(\	
d) :(}		h) =:-0	

- 3 Answer these questions individually:
 - a) Are emoticons considered formal or informal language? Why?
 - b) When is it appropriate to use emoticons when you write?
 - c) Could you be fired from a job for using informal language? Why or why not?
 - d) Should students learn in school when to use formal and informal language?
 - e) Should teachers accept certain assignments written in informal language? Why or why not?
 - f) Why do you think that schools emphasize the importance of writing and speaking formally?
- 4 Sit with your group and compare answers.
- 5 As a group, decide on a common answer for each emoticon.
- 6 Use Expressions and Strategies to help you speak.

Strategies

- Ask other group members to repeat their comments if you don't understand them.
- Encourage other group members.

Expressions

Teamwork

O.K.; who would like to start?

What answer did you have?

I think that's a good idea.

Do we all agree?

Opinions

I think that ... means ...

Leave-taking

We need to finish soon.
That's it, we are done.

Reflecting

I think ... was the hardest emoticon to guess, because ...





2 The Language Gap

C2

In this activity, you will read a series of e-mails between a father and daughter who discuss formal and informal language. This activity is designed to test your understanding of texts and how well you reinvest your understanding, so answer the questions completely and to the best of your ability.

You will focus on the following skill in this activity:

C2: Reinvests understanding of texts

Use these criteria to judge your skill:

- Did you use what you learned about levels of language to help you identify the informal language in the e-mails correctly?
- Did you make connections between the texts and your own experiences?

Before You Read

1 Fill in a chart with the following information.

- Who do you usually write e-mails to? List at least three different people.
- Would you use informal language (such as emoticons and abbreviations) when writing messages to this person? Why or why not? For example:

Person	Use Informal Language?	Why?
My mother	<input type="checkbox"/> Always <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Sometimes I put a happy face on my notes to her, so that she knows when I am joking.

Strategies

- Take notes as you read to help you understand.
- Be sure to have a dictionary and other resources ready before you begin.
- Take a risk. If you are unsure of what to write, write what you think the answer might be.

While You Read

- Read the texts carefully. You may use your dictionary to help you understand.
- Write at least three errors that Kris makes, as well as the corrections given by her father.

After You Read

- Answer these questions:
 - Why does Kris's father think it is important to know how to write formally?
 - What does Kris say in defence of the casual way she writes?
 - According to Kris's father, when is it inappropriate to write using informal language?
 - Do you agree with Kris's father that it is important to use formal or informal language depending on whom you write to? Why or why not?
 - Do you think Kris's formal writing improves in her second letter? Explain your answer.
 - When you write, do you generally write more like Kris (informally) or like her father (formally)?

To: father1@mywork.xx
 From: kris@athome.xx
 Subject: October 1, 2010

Hey Dad! What's up?! :) I think it's kinda cool that you are in Antarctica for your work. It stinks tho 'cause I won't get to see ya for 3 months! :(Mom is making me do lots of chores while you are away like taking out the garbage & feeding the dog & walking him too. I kinda need the \$\$\$ she gives me tho 'cause I gotta save up for a new guitar—did I tell ya that I'm joining a band? We're going to rock!!! Well, after some practice at least! :-D I think we're gonna play some punk and some ska but I'm not sure yet—it depends on my bandmates. I know you're gonna ask me about school so I'll tell you that it's O.K. for now. My teachers are pretty O.K. except for my English teacher who I think doesn't like me too much. :(I don't know why. I'm pretty nice in his class—well except for the time me and my friends decided to do a competition. X) It was like this: we decided to see whose name the teacher would say most often in 30 minutes. I totally won! He was like, 'Kris! Pay attention!' 'Kris, stop talking!' 'Kris, be quiet please!' It was too funny!!! ;-) But apart from that things are good I guess. I hope things are good with you. That's it for me now! :X

Kris



To: kris@athome.xx
 From: father1@mywork.xx
 Subject: October 3, 2010

Hello Kris,

It's good to hear from you, but I have to admit that I was quite surprised by your letter—not by the contents, but rather the way in which you express yourself. Do you always write this way? "Ya" is not a real word in English; neither is "kinda," "tho," "'cause" or "gonna." Please use the real words, "you," "kind of," "though," "because" and "going to" when you write to me. You must learn some formal language, because when you get out into the workforce, people will think that you are uneducated and not very intelligent if you keep writing so informally!

What do all those weird signs and symbols in your letter mean? I use some pretty strange mathematical symbols in my work as a scientist here, but never any of those. This experience of writing to you is certainly teaching me new things!

Please behave better in English class and do your chores diligently. If you don't, your mother and I will stop giving you \$\$\$ for your guitar. (See, I can use humour, too!)

Love,

Dad

To: father1@mywork.xx
 From: kris@athome.xx
 Subject: October 10, 2010

Hi Dad,

Man, you are tougher than my English teacher! O.K., this time I put my e-mail through a spell checker on my computer before I sent it to you. Do you really think people will think I'm dumb & uneducated? Everyone writes this way, Dad! Oh and those weird symbol things are "emoticons"! Where have you been? Like, besides Antarctica, I mean! LOL! My band is going pretty well. We met a few times in the garage to practise, but then Mom said we were too loud & we were disturbing the neighbours. ("Neighbours" is a tough word to spell!) We're going to try to play at my friend Casey's birthday party next month. English class is going better, too. I tried the spell-checker thing on my last assignment & my teacher wrote, 'You are improving!' so maybe this whole letter-writing thing with you will help me get better grades.

Hope the penguins aren't biting! =:-0 (Try to figure that one out, Dad!)

Kris



To: kris@athome.xx
 From: father1@mywork.xx
 Subject: October 11, 2010

Hi Kris,

Your language is definitely improving. Now if your English teacher (and I!) can get you to start using paragraphs and writing the word "and" instead of ampersands ("&"), you will be a much better writer.

I understand, Kris, that when you write to your friends you use this kind of casual, informal language, but it is really only appropriate for people you are friendly with. Not everyone writes this way. As a general rule, if you are writing to someone who is older than you, or someone who has authority over you (such as your teacher or your boss), or someone you don't really know, then you should use formal language. That means verifying your spelling and punctuation and not using shortcuts and symbols in your writing!

By the way, what does LOL mean?

The penguins are not biting, thank you. Did the emoticon in your letter represent a person taking a big bite? I thought I saw an open mouth there. I am also glad to hear that you are improving in English.

I am looking forward to more of your e-mails, but I am looking forward most to seeing you and your mom for the holidays.

Love,

Dad



3 Write a Short Text

C3

In this activity, you will write a short text about informal and formal language using ideas that you heard or read about. This activity is designed to test your ability to write and produce texts, so follow the steps for the writing process and produce the best text you can. Choose Option A or B.

You will focus on the following skill in this activity:

C3: Writes and produces texts

Use these criteria to judge your skill:

- Did you take a risk and use new language or expressions?
- Is the content of your story pertinent to the topic of this *Skills Snapshot*: When is it appropriate to use informal language?
- Did you verify your spelling and grammar to ensure that your text had few or no errors?
- Did you look at the evaluation criteria and self-evaluate your work?

- 1 Write a text of at least 150 words (about fifteen sentences).
- 2 Use the ideas that you learned in the discussion and reading activities, as well as your own ideas and experiences.
- 3 Fill in all the steps as you write.

Step 1 Prepare

- Brainstorm to find ideas for your text and write an outline.

Step 2 Write

- Write a draft text.

Step 3 Revise

- Reread your draft. Is your message clear?
- Make changes if necessary.

Step 4 Edit

- Check spelling and grammar.
- Write a final copy.

Step 5 Publish

- Hand in the final version of your text to the teacher.
- Reflect on your work: self-evaluate and think about what you could improve in your next text.

Options

- A** Write another letter from Kris to her father that responds to his last letter.
- B** Write a short story about a student who accidentally receives an e-mail from her/his teacher—and the e-mail is full of informal language!



4 Phone Calls

C2



In this activity, you will listen to a series of telephone conversations and determine the level of formality of each conversation. This activity is designed to test your understanding of texts and how well you reinvest your understanding, so answer the questions completely and to the best of your ability.

You will focus on the following skill in this activity:

C2: Reinvests understanding of texts

Use these criteria to judge your skill:

- Did you persevere while listening and did you answer all the questions completely?
- Did you choose an effective strategy to help you understand the text?

Before You Listen

- 1** How can you use more formal language when talking on the telephone? Look at the expressions below and choose three phrases that would be useful for making a formal phone call.

Hey!	Good morning.	May I please speak with ...?
Thank you for calling.	No problem.	What's your name?
Could you repeat that, please?	Huh?	Excuse me?

Strategies

- Pay attention to the expressions. Use them to help you understand the text.

While You Listen

- 2** Listen carefully to all three conversations. For each conversation, decide whether the language used:
- Is equally formal.
 - Is equally informal.
 - By one person is more formal and by the other person is more informal.

After You Listen

- 3** Answer these questions:
- Compare conversations 1 and 2. Who do you think is more likely to get the job? Why?
 - Name at least one formal expression you heard used.
 - Name at least one informal expression you heard used.
 - Why does Carole think the caller was disrespectful? Whom did she feel the caller was talking to?
 - According to Carole, who should teach people how to speak formally?
 - According to Bill, who should teach people how to speak formally?
 - Do you agree with Bill or Carole? Why?
 - When and with whom do you use formal language in a telephone call?



C1

5 Try Out Your Language

In this activity, you will role-play a few scenarios, then decide whether to use formal or informal language. This activity is designed to exercise your oral interaction skills, so talk as much as you can, encourage your partners to participate and always speak English!

You will focus on the following skill in this activity:

C1: Interacts orally in English

Use these criteria to judge your skill:

- Did you cooperate with your partner and extend the dialogue as much as you could?
- Did you speak fluently without hesitating?

- 1 Read the following scenarios.
- 2 With your partner, choose a scenario and decide which role you will play.
- 3 Take a few minutes to prepare a dialogue.
- 4 Act out the scene. Use the Expressions provided to help you role-play.
- 5 Try to extend the scene as long as possible by asking each other questions.
- 6 At the end of the role play, be prepared to explain to your teacher and classmates which level of language was required in your scenario—formal or informal—and why.



Scenario 1

You are at an interview for a new job at a restaurant. Student A is the employer; Student B is the job candidate.

Expressions

Employer

Good afternoon.
Please take a seat.
Can you tell me about ...?
What experience do you have ...?
That's interesting.
Thank you for coming in.
We'll call you to let you know ...

Job Candidate

Thank you.
I'm interested in this job, because ...
I think I would make a good employee, because ...
I have experience in ...
I can also ...
I appreciate your time.

Scenario 2

You meet an attractive person at a party. Student A is Sam; Student B is Jo.

Expressions

Sam

Hi there.
My name's Sam. What's yours?
How do you know ...?
That's cool!
How about ...?

Jo

What's your name?
Can I get you something?
What kind of ... do you like?
Do you think that ...?
Sure.