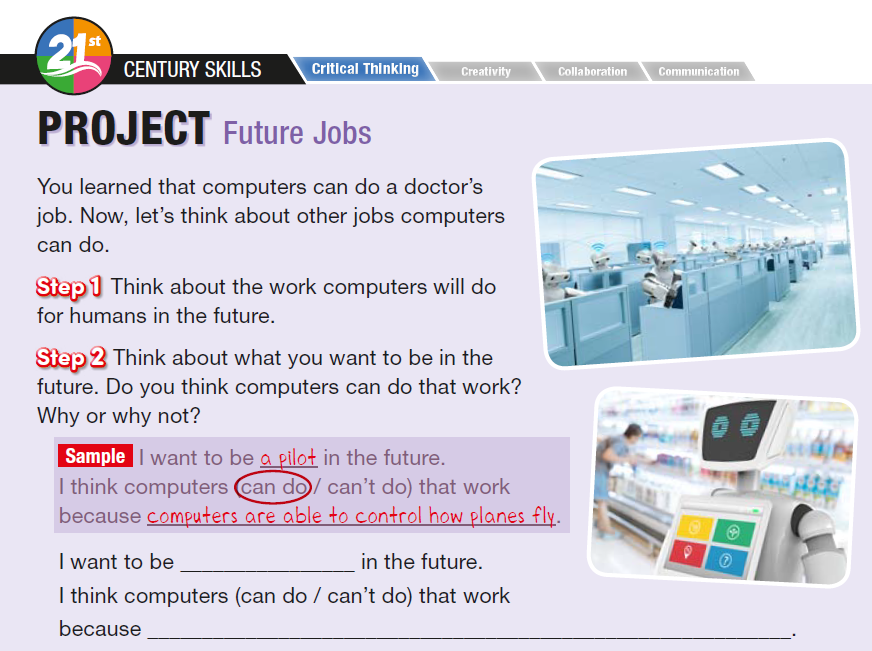
**Reading Future Project Type11**

**Connect 3 Unit 5**

**Future Jobs Critical Thinking**

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| **Lesson Objectives** |
| ∙ Students can further develop **Critical Thinking** by thinking about future jobs and if the jobs can be done by computers.  ∙ Through **Critical Thinking**, students can analyze and infer logical conclusions of whether a future job can be done by a computer or not.  ∙ Students can enhance **Critical Thinking** ability, which is a 21st century core skill, by expressing their ideas and opinions. |
| **Project Type 1** |
| Step 1. Think and discuss.  Step 2. Shares one’s ideas by completing the sentences.  Similar Project Types are: Connect 3 U 5, 14  Change 1 U 1, 5, 6, 8, 9, 12, 15 Change 2 U 3, 6, 9, 15 Change 3 U 3, 10, 11  Create 2 U4 Create 3 U10 |

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**∙** By summarizing the reading passage and what they have learned in the unit, start by giving instructions. Focus students’ attention on the pictures on the right side of the page to get them interested in the assignment.

You learned that computers will do the same job as doctors do. Now, let’s think about other jobs

computers can do.

**Step 1**

**∙** Guide students to thik about discuss various things that computers will be able to do in the future.

Think about the work computers will do in the future.

**Step 2**

**∙** Let students think creatively what job they would like to do in the future. Ask students to think about whether computers will be able to do that job and to give reasons for their opinions.

What do you want to be in the future? Do you think computers can do that work? Why or why not?

**Sample** I want to be a pilot in the future.

I think computers (can do/ ~~can’t do~~) that work because computers know maps well.

**Example Answers:**

I want to be a teacher in the future.

I think computers can do that work because computers are able to control how planes fly.

I want to be a police detective in the future. I think computers can’t do that work because detectives interview people and go different places to collect information.

**∙** Direct students in various ways to share their best answers that they have discussed within a group or in pairs.

**∙** Wrap up the class by summarizing students’ ideas.