

北 极 星 英 语 系 列 教 程



学生配套用书

Student Companion Book

NORTHSTAR

系列主编 刘 骏

基础级

Basic



清华大学出版社

北极星英语系列教程



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系列主编：刘骏

系列副主编：肖亮荣

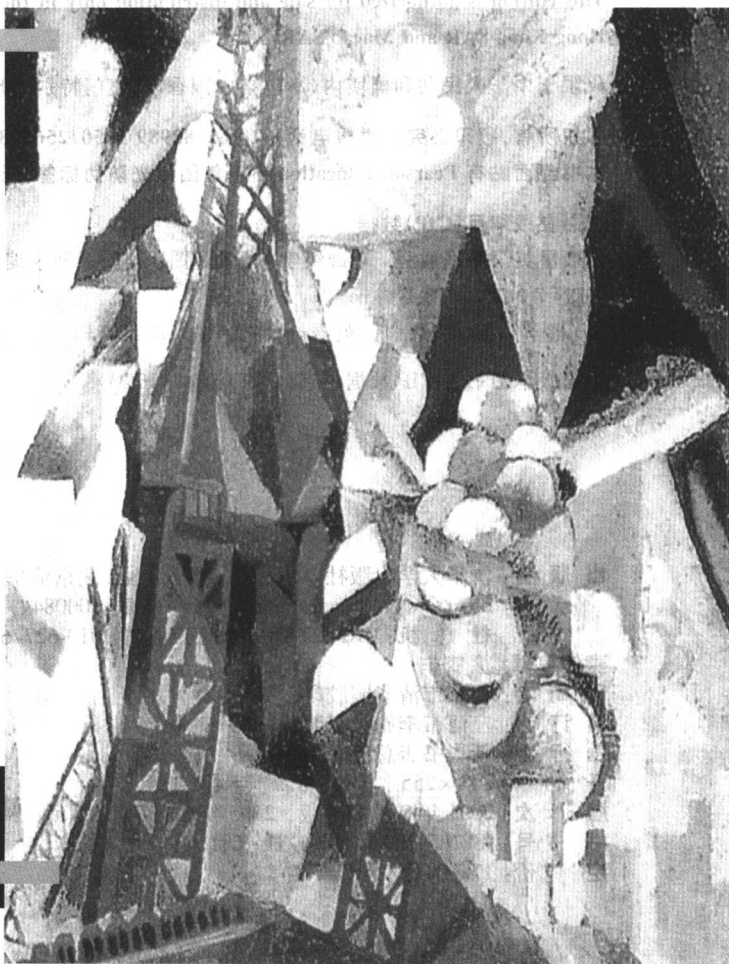
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内 容 简 介

《北极星英语系列教程——学生配套用书》从单元内容简介、生词及语言难点讲解、相关文化背景介绍、相关网站推介、课外文章阅读、附加练习、学生单元自测八个方面帮助学生从语言和文化背景两方面更好地理解《北极星英语系列教程——学生用书》的内容,从而达到开阔学生视野,提高学生的实际交际能力、批判意识和创新能力的目的。

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前言

教材对于外语教学而言是不可或缺的,而教材的选择往往与培养学生的目标是分不开的。我们选用由清华大学出版社引进的《北极星英语系列教程》(NorthStar),是因为该教程具有选材广泛、注重语言综合技能训练以及语言真实地道等特点。然而,由于这一系列教程并非完全针对把英语作为外语的学习者而编写的,在两年来的教学实践过程中,学生普遍反映该系列教程生词量大、文化信息较为浓缩等问题。为了帮助学生从语言和文化背景两方面更好地理解教材的内容,开阔学生的视野,提高他们的交际能力、批判意识和创新能力,汕头大学英语语言中心组织中外教师30多人共同参与编写了《北极星英语系列教程——学生配套用书》。该学生配套用书与系列教程一样共分5级,即:入门级(Introductory)、基础级(Basic)、中级(Intermediate)、中高级(High Intermediate)和高级(Advanced)。

该系列配套用书每单元包括以下八个部分的内容:

1. 单元简介

该部分为学生提供了单元概述,主要针对主题进行简要说明,同时说明该单元的学习目的。

2. 生词

该部分所选词语意义的解释主要依据其在语境中的含义,同时通过加注音标、词性以及附上例句和译文,使学生能更好地理解词语的用法。选词的标准参照了《大学英语课程教学要求》,一般要求的词语不设标记;较高要求和更高要求的词语分别标记为“★”和“▲”;超出要求的词语标记为“◆”。

3. 语言难点

该部分主要解释那些在语言方面或文化方面可能会造成理解困难的词语,如某些表达方式和习语。为了减少学生预习课文的难度,语言点的解释尽量做到简明扼要,并为学生提供了参考译文。

4. 相关文化背景介绍

该部分从历史、人物传记、文化等方面为学生提供与目标文化相关的背景知识,旨在提高学生的批判性思维能力。

5. 相关网站推介

该部分介绍了与课文主题相关的网站,提供了有效使用网站资源的方法,为学生进一步了解相关知识提供了便利。

6. 课外阅读材料

该部分选编了与学生本土文化相关的课外阅读材料并配以相应的练习活动,让学生从不同角度加深对同一主题的理解,进而开阔他们的视野。

7. 附加练习

该部分提供了独立完成或小组活动等形式多样的附加练习,为学生创造了更多提高自身语言与文化技能的机会,其中特别为学生提供了既富于培养创造性思维又能激发学习兴趣的写作练习。

8. 学生自评

该部分从背景知识、词汇、语法和写作技巧等方面让学生对所学知识的实际掌握情况进行自我评价,进而调整自身的学习策略。

《北极星英语系列教程——学生配套用书》是汕头大学英语语言中心30多位中外老师团结协作、辛勤劳动的结果。在此,我们感谢所有参与编写的人员,同时感谢马兰和苏珊·斯宾塞两位老师为该系列配套用书的编写提供了样张。在编写的过程中,清华大学出版社一直非常关心和支持编写工作,特别是该社的蔡心奕编辑为提高书稿的质量做了大量的工作,在此一并致谢。

我们希望该系列配套用书的出版将有助于促进学生提高学习效率和兴趣,对培养学生的批判性思维和英语交际能力起到指导性的作用。由于参与编写的人员较多,时间紧迫,不足之处在所难免,恳请广大读者批评指正。

系列主编:刘骏

系列副主编:肖亮荣

2005年6月

SERIES FOREWORD

There are three fundamental considerations for any language educator: What to teach, when to teach it, and how to teach it. “What to teach” is related to teaching materials, without which teaching cannot be focused. “When to teach it” addresses the issues of curriculum and syllabus, without which teaching will not be efficient. “How to teach” addresses teaching methodology, without which teaching cannot be effective. Among these three considerations, teaching materials are by far the most essential, indispensable for language teachers and learners. The selection of materials is largely dependent on the projected teaching objectives. Among the various materials in teaching English as a Foreign Language (EFL) on the market, we have chosen the *NorthStar* series for its comprehensive coverage of topics, integrative skills training, and authentic presentation of materials.

In order to maximize the potential of imported textbooks to benefit Chinese students of English, Chinese culture and language, learner styles and strategies, and a sensitivity to students’ prior exposure to English all need to be taken into consideration. This has been consistently agreed upon by curriculum developers, syllabus designers, materials writers, as well as English language teachers in China. At the English Language Center (ELC) in Shantou University, we have used the *NorthStar* textbook series for our English courses for a number of years, focusing on training students’ communicative competence and critical thinking. While we applaud the merits in the textbook series, we have found ourselves busy searching for additional materials, interactive tasks, bilingual annotations, and cultural/intercultural notes to accompany the text and to facilitate the learning process in the Chinese context. As the *NorthStar* series was not originally designed for Chinese students of English *per se*, there is a need to substantiate more culturally appropriate and pedagogically-tailored materials as a complement to the existing textbooks. As such, the faculty at the ELC has produced this *NorthStar Student Companion Book* series as counterparts to the textbooks.

There are five student companion books in the series, parallel to the textbooks, with each book covering both strands of reading and writing, and listening and speaking at each of the five levels (Introductory, Basic, Intermediate, High Intermediate, and Advanced). Every unit in each student companion book in this series is comprised of eight sections as follows:

A Brief Introduction to the Unit

In this section, students are given unit overview, which provides a brief explanation of the theme, imparts some relevant learning information, and states the objectives of the unit.

New Words

This section helps to clarify the meanings and usage of selected words and expressions from the unit in context, adding International Phonetic Alphabets (IPA) and providing examples with a Chinese translation. In addition, words and expressions are all selected and marked in accordance with the “Reference Word List of College English Curriculum Requirements” issued by the Ministry of Education in China. “★” and “▲” correspond to “intermediate requirements” and “higher requirements,” respectively, as stated in the Word List. Words and expressions marked with “◆” indicate that they are beyond the scope of the Word List. Selected words and expressions without any symbol match to “basic requirements” stated in the Word List.

Language Points in the Unit

The focus of this section is to clarify the meanings of words and phrases that are linguistically and/or culturally challenging (e.g., expressions and idioms). They pose potential difficulties for Chinese students previewing the text; therefore, succinct explanations of the language points are provided in both English and Chinese.

Additional Information and Explanations

This section mainly focuses on providing further information (e.g., historical, chronological, biographical, cultural, and thematic) and explanations related to the target culture, while at the same time enhancing the students’ critical thinking.

Recommended Websites for Further Information

This section is intended to provide additional information and resources for students who are eager to learn more about the subject matter and issues presented in the textbook. A few websites related to the theme of each unit are recommended, along with some guidance on the scope and the effective utilization of those websites.

Supplementary Reading Materials with Tasks

This section is designed to expose Chinese students to different perspectives on the same theme, through individual work or group activities, in the hope that students will broaden their outlook and consider contrasting opinions. With sensitivity to the Chinese and Asian context, the additional readings and materials are easier for the Chinese students to relate to.

Suggested Activities and Tasks

To facilitate self-study and group work, the various activities and tasks in this section are designed to provide more opportunities for students to develop their linguistic and cultural competences. In particular, we have provided some additional writing assignments that are more creative and imaginative—even playful—in nature.

Self-Checklist

This section enables students to monitor their own progress and comprehension of the content in terms of cultural background, vocabulary, grammar, and writing style. After completing each unit, students will be able to assess how well they have learned the materials and what skills they need to focus on to further their learning.

About 35 ELC teachers at Shantou University participated in the creation of the *NorthStar Student Companion Books*. We would like to take this opportunity to thank all of our contributors, in various roles, for their involvement in the construction of this *Student Companion Book* series. In particular, we would like to thank our book editors for their leadership throughout the process. Thanks also go to Ma Lan and Susan Spencer for providing a sample unit that served as a model for the development of the series. We are grateful to the editors at Tsinghua University Press, especially Ms. Cai Xinyi, for her conscientiousness in ensuring that we deliver the highest quality possible.

We hope that the publishing of this *NorthStar Student Companion Book* series will greatly facilitate our students by making their learning more efficient, effective, and enjoyable. We encourage our students to take advantage of this series for lesson preparation and unit review. It is our intention that this series will play an instrumental role in developing students' critical thinking and communicative competence in English.

Jun Liu, Series Chief Editor

Liangrong Xiao, Series Deputy Chief Editor

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1 THEME: Work

Focus on Reading and Writing: **Finding the Ideal Job**

Focus on Listening and Speaking: **Offbeat Jobs**

I A Brief Introduction to the Unit

The readings in Unit 1 are about getting a job in the modern world. They introduce new ideas on how to find the first job or a better one and information on changing careers.

Also, they tell how a person can create an “offbeat” job. These readings and exercises help one to think about his/her own work skills, personal interests and how to get an ideal job. By understanding and using this information, one can make better job choices for herself/himself now and in the future.

II New Words

Reading 1 Finding the Ideal Job

career / kə'riə / *n.* the work one usually does as a life-long profession 生涯; 专业; 职业

I want to go to a normal college to train for a teaching career. 我希望上师范学院接受训练, 将来以教书为业。

◆ **employment** / im'plɔɪmənt / **agency** / 'eidʒənsi / *n.* a business that finds jobs for people, as well as, finds people to fill particular jobs 职业介绍所

When he was out of work, he went to a lot of employment agencies. 他失业的时候找过很多职业介绍所。

expert /'ekspə:t/ *n.* a person with a high degree of skill in or knowledge of a certain subject
专家

an expert in economics 经济学专家

interview /'intəvju:/ *n.* a conversation between a person looking for a job and a person looking for an employee 面试

He will go for an interview tomorrow morning. 他明天上午要去面试。

manual /'mænjuəl/ *n.* a small reference book that gives instructions on how to do something
手册; 小参考书

employee manual 员工手册 *guide manual* 参考手册

practical /'præktikəl/ *adj.* capable of being used; useful 实用的, 有实用价值的

Woodworking is a practical art. 木工是一门实用工艺。

resume /'rezjumei/ *n.* a brief history of one's work and education 履历, 简历

He sent his resume to a lot of companies yesterday. 昨天他给很多家公司寄了简历。

rewards /ri'wɔ:dz/ *n.* good things one gets from his/her work, such as salary, health insurance and satisfaction 报酬; 回报

Though the rewards of his job are not high, he is happy with his work. 尽管薪金不高, 他仍对自己的工作感到满意。

◆ **satisfying** /'sætisfaiɪŋ/ *adj.* fulfilling someone's need, desire, or expectation 使人满足的, 令人满意的

For Tom, teaching is a satisfying job. 对汤姆来说, 当教师确实是一份令人满意的职业。

◆ **setting** /'setɪŋ/ *n.* the place or conditions in which something happens 环境; 背景

the social setting 社会环境 *the setting of a drama* 戏剧场景

specific /spi'sɪfɪk/ *adj.* clear and detailed 详细的; 明确的

I want a specific answer 我想要一个明确的答复。

★ **update** /ʌp'det/ *vt.* to add a new part to an important paper 更新

Don't forget to update your resume before you send it. 寄简历前别忘了更新。

◆ **want ads** /ædz/ *n.* advertisements, usually in a newspaper, for jobs that need workers 招聘广告, 征求广告

He wants to change his job, so he pays special attention to the want ads in newspapers. 他想换个工作, 因此他特别留意报纸上的招聘广告。

Reading 2 The Ideal Job

◆ **engaged** /in'geɪdʒd/ *adj.* pledged to marry 已订婚的

John and Mary are engaged to be married. 约翰和玛丽订了婚。

◆ **gee** /dʒi:/ *int.* introductory word to express surprise or enthusiasm (表示惊讶) 哎呀

Gee, the sunset is really amazing! 哎呀, 日落实在是太奇妙了!

host / həʊst / *n.* one who leads a radio or television program 主持人

Being a host is not an easy job. 做主持人并不是一件容易的工作。

◆ **matchmaker** / 'mætʃ, meɪkə(r) / *n.* one who arranges or tries to arrange marriages 媒人

Amanda likes her job as a matchmaker. 阿曼达喜欢做媒人。

salary / 'sæləri / *n.* money paid to a person for his/her services 薪水, 薪金

This position offers a weekly salary of 200 yuan. 该职位周薪 200 元。

◆ **skydiving** / 'skai, daɪvɪŋ / *n.* the sport of jumping from an airplane and sometimes doing gymnastics before opening the parachute at a low altitude/height 跳伞运动

He dreams of skydiving in the near future. 他梦想能在不久的将来跳伞。

Listening 1 What's My Job

▲ **chef** / ʃef / *n.* a cook, especially the chief cook of a large kitchen staff 厨师, 厨师长

He is the chef of this restaurant. 他是这家饭店的厨师长。

◆ **commercial** / kə'mə:ʃəl / **break** time used during a radio or TV show to advertise a product (广播或电视中的) 广告时间

TV series are often interrupted by commercial breaks. 电视剧经常被广告打断。

▲ **contestant** / kən'testənt / *n.* one who takes part in a competition/game 参加比赛者, 竞争者

There were more than 5,000 contestants in this nationwide composition competition. 这次全国性的作文比赛有五千多人参赛。

flavor / 'fleɪvə / *n.* taste 味道; 滋味

You may choose any of these six popular flavors of ice cream! 你可以在受欢迎的六种味道的冰淇淋中任意挑选一种!

insurance / ɪn'ʃʊərəns / **policy** an agreement with an insurance company to pay money for an accident, illness or death 保险单

The famous actress has a one million-dollar insurance policy for her beautiful teeth. 这位著名的女演员给自己漂亮的牙齿投保一百万美元。

restaurant / 'restərənt / *n.* a business place where meals are served to the public 餐馆

There are many restaurants in this street. 这条街上有很多餐馆。

◆ **taste buds** / teɪst bʌdz / the parts of the tongue that can taste food 味蕾

He never eats spicy food because he doesn't want to hurt his taste buds. 他从不吃辛辣的食物, 因为他不想灼伤他的味蕾。

Listening 2 More Offbeat Jobs

customer / 'kʌstəmə / *n.* someone who buys goods or services 主顾; 消费者

This salesclerk is very friendly to his customers. 这个售货员对顾客十分友好。

- ◆ **offbeat** / ɔ:f' bi:t / *adj.* not ordinary; unusual; not traditional 不寻常的; 与众不同的; 非传统的

He likes to wear strange clothes to look offbeat. 他喜欢穿奇装异服以显得与众不同。

- professional** / prə'feʃənl / 1. *adj.* of, relating to, or suitable for a type of job that requires special training 专业的, 职业的

A lawyer is a professional man. 律师是从事专门职业的人。

2. *n.* a person following a profession, especially a learned profession 专业人员

They hired a professional to decorate the house. 他们雇一名专业装饰工来装修房子。

- quit** / kwit / *vt.* to leave a job that you have been working at 辞职

To give herself time for further study, she quit her job. 为了有时间继续深造, 她辞去了工作。

- ◆ **relaxing** / ri'læksɪŋ / *adj.* not feeling stressed or upset, but calm 轻松的

Tom wants a relaxing job, but a lot of money. 汤姆想找一份既轻松又赚钱的工作。

- ◆ **salesclerk** / 'seɪlzkɪ:k / *n.* one who sells products in a store 售货员

This gift shop needs another salesclerk. 这家礼品店需要一名售货员。



Language Points in the Unit

Reading 1 Finding the Ideal Job

1. If you are like most Americans, you'll probably ... (Paragraph 2, Line 1)

If you look for a job in the same way as most Americans do, you will usually do it like they do ...

如果你像大多数美国人那样(找工作)的话, 你很可能会……

2. ..., he gives you specific, useful advice on how to find the job. (Paragraph 5, Line 2)

In this line, "specific" means clear and detailed.

关于如何找到工作, 他向大家提供了详细明确而又有益的建议。

3. "What Color Is Your Parachute?" is the best job-hunting manual available today. (Paragraph 7, Line 1)

Something "available" means that it can be found or gotten easily.

《你的降落伞是什么颜色》是当今最好的一本求职指南。

Reading 2 The Ideal Job

1. So I started my own company, Career Consulting. (Paragraph 2, Line 9)

In this line, "start" means to begin. "Career Consulting" refers to a job where trained people give advice or information on careers.

所以我创建了自己的职业咨询公司。

2. I have a very good eye for people. (Paragraph 3, Line 3)

A “good eye for people” means that when you meet a new person you can understand them quickly. In the context of the reading, Amanda is able to decide which man/woman matches which woman/man after she knows a person for a very short time.

我看人总是看得很准。

3. ... a couple stopped by on their way home from the hospital with their new baby girl. (Paragraph 3, Line 11)

“stop by” means drop in, or to visit somebody without asking him/her in advance.

……一对夫妇抱着新生的女儿在从医院回家的路上顺道（便）拜访了我。

4. I have a job with an incredible view. (Paragraph 4, the Subtitle)

“incredible view” means an unbelievable, beautiful scene. Donna is a skydiver, so when she skydives, she enjoys seeing amazing/surprising scenes from the air.

我有一份与神奇美景相伴的工作。

Listening 1 What's My Job?

1. Host: Good afternoon everybody, and welcome to *What's My Job?*—the game show about offbeat jobs. (p. 161, 3A)

A game show is a TV show in which contestants compete for prizes by playing games of knowledge or chance.

大家下午好，欢迎参加《我做什么工作》——这是非寻常职业（竞猜）电视知识竞赛。

2. Host: One million dollars! You don't say! (p. 161, 3B)

“You don't say!” means “Are you sure?” or “Really?”

一百万美元！不会吧！（真的吗？）

3. Host: Did you go to ice-cream tasting school? (p. 161, 3B)

The host knows that there is no ice-cream tasting school, so this is a joke. By asking this question, the host wants Peter to tell how he started as an ice-cream taster.

（难道）你上过冰淇淋品尝学校？

Listening 2 More Offbeat Jobs

1. Middle-aged Woman: ... I'm on my feet a lot, so my work is tiring. (p. 162, 4A)

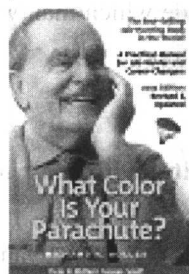
“I'm on my feet a lot” means I stand a lot while I work.

我老得站着，所以我的工作是很累的。

N

Additional Information and Explanations

1. More About Richard Nelson Bolles



Richard Nelson Bolles is known the world over as the author of the best-selling job-hunting book in history, *What Color Is Your Parachute?* He is “America’s top career expert”. He has been featured in countless magazines and newspapers and has appeared on radio and TV.

In university he majored in engineering and then got a master’s degree. Also, he has received two honorary doctorates.

Bolles lives in the San Francisco Area. His grandfather was a U.S. congressman (国会议员), and his father an editor for the Associated Press (美联社).

(Adapted from <http://www.jobhuntersbible.com/intro/bolles.shtml>)

2. A brief introduction to *What Color Is your Parachute?*

What Color Is your Parachute? A Practical Manual for Job-Hunters and Career-Changers is the best job-hunting and career-changing book in the world. Twenty thousand people buy the book each month. There are more than eight million copies in print.

The author uses the word “parachute” to mean career changes. The idea behind the book is that sooner or later in this modern world, we can expect to leave our current job. Bolles tells us how to prepare ourselves to get ready for the right job.

It was first published on December 1, 1970, by Bolles himself. It has been revised and updated annually since 1975.

(Adapted from <http://www.jobhuntersbible.com/intro/bolles.shtml>)

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Recommended Websites for Further Information

1. <http://www.jobhuntersbible.com>

Visit this site to learn more about Richard Nelson Bolles and his book *What Color Is your Parachute?* It also provides information and resources to guide you in doing your job-hunting on the Internet.

2. <http://candocareer.com>

It provides professional resume writing and interview preparation services with examples.