

北极星英语系列教程



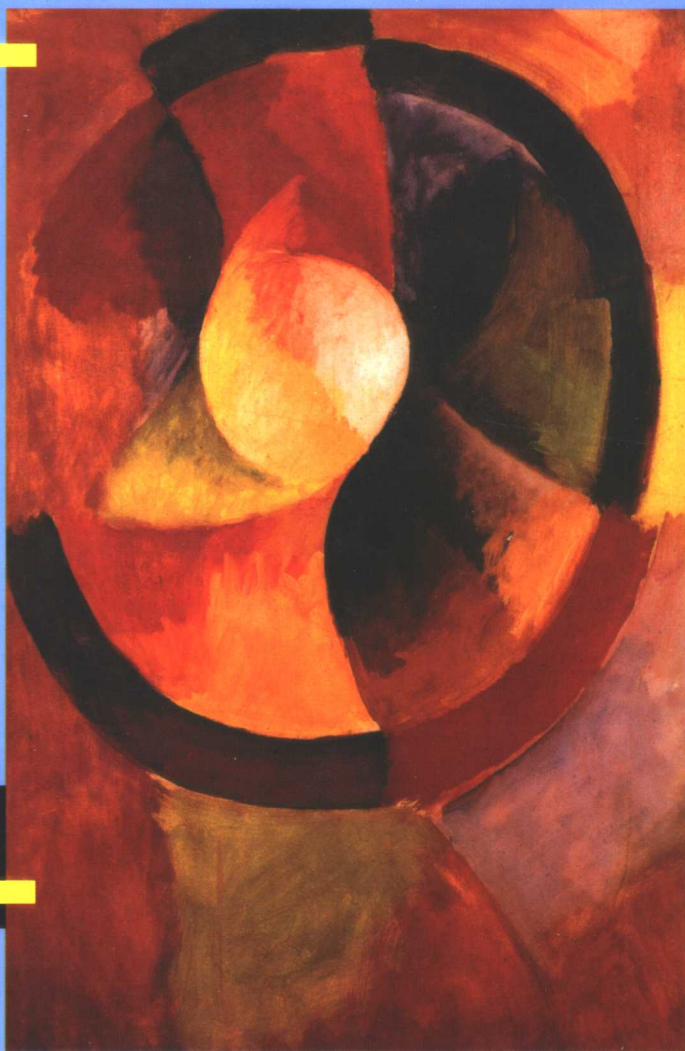
# 读写 (基础) 学生用书

Focus on Reading and Writing

## NORTHSTAR

Natasha Haugnes  
Beth Maher

Basic



清华大学出版社

北 极 星 英 语 系 列 教 程



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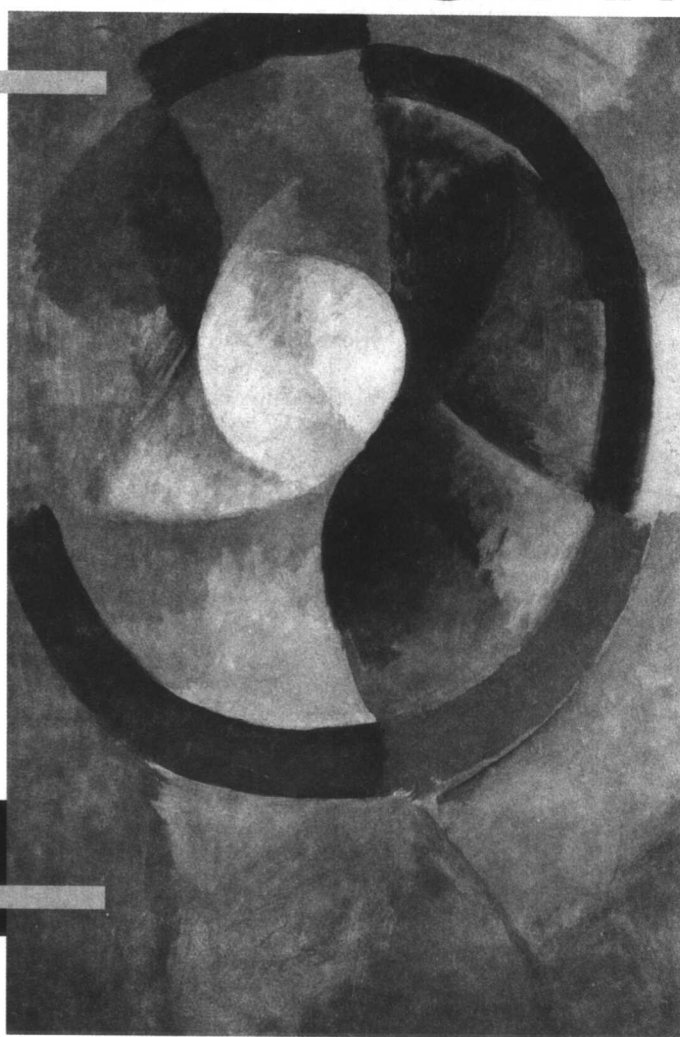
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## 出版前言

清华大学出版社引进 2003 年版培生教育集团面向非英语国家精心打造的 21 世纪最新英语教材——《北极星英语系列教程》(NorthStar)。引进出版 NorthStar 除了因为其知识内容极其丰富、内涵颇深又极具亲和力等特点以外,更重要的是我们发现她非常符合教育部正在启动的新一轮《大学英语教学课程标准》的思路与精神。我们认为无论从教材的形式还是内容上,该系列教材更能适应新世纪英语学习者需要。其特色如下:

### ● 听说与读写并重

该系列从书分《听说》(Focus on Listening and Speaking)和《读写》(Focus on Reading and Writing)两大系列。其中《听说》的每个单元设置七大版块。大量操练听说,将听力理解能力与表达能力完美结合。

### ● 教学模式更体现交互式、个性化、自主性

课本、光盘、网络互为补充,强调互动式学习。注重把教师与学生之间、学生与学生之间的反馈通过练习轻松、自然地反映出来,既有利于提高教学质量、活跃课堂气氛、评估学生学习效果,又激发学生的学习兴趣、提倡自主学习、促进学习效率。配套学习网站([www.longman.com/northstar](http://www.longman.com/northstar))免费提供网上资源库、教师指导、网上阅读、写作、听说练习等。

### ● 注重培养应用能力,非应试教育

着重生活工作中需要的技能,如:演讲、场景对话、走出教室实战练习、信件、总结、学术小论文等。

### ● 编写思路明确,编写人员水平出众

遵循外国人学习英语的普遍规律,由著名美国教育专家 Frances Boyd 和 Carol Numrich 主持、召集英美 30 多位常年从事对外英语教学的专家和教师编写。

### ● 语言真实地道,文化信息量大;主题相关,便于巩固

注重把语言技能的训练与知识文化有机结合起来,使学生在英语学习过程中除了学到语言的形式以外,还学习其文化内容。书中主题丰富多样、贴近生活、时代感强,灵活实用。如:年轻企业家的成功,食物对心情的影响,语言与性别的关系,情商与智商,等等。

### ● 教材体系完备,可供不同水平学生灵活选用

《听说》与《读写》系列各分为 5 个级别,即:入门(Introductory)、基础(Basic)、中级(Intermediate)、中高级(High Intermediate)、高级(Advanced)。每套教材包括学生用书(Student Book)(含单元测试题及总测试题)、教师用书(Teacher's Manual)、写作练习册(Activity Book)、配套 CD,极大地方便了教师与学生在教与学中的各种需要。

### ● 适用对象明确

该系列教材是为初、中级英语水平学习者而设计编写的。她既适用于各类学校,特别是新入校学生英语水平跨度较大的学校,如新建本科院校、扩招院校、专科学校、双语学校及师范类院校,此外,也适合同年龄层次的社会人士自学及培训机构使用。

“风乍起,吹皱一池春水”。在中国承办奥运会和入世的大背景下,全国英语教学改革正在进行。以往的教材在新形势下已显“明日黄花”,难以适应和真正提高学生的综合英语的应用能力。《北极星英语系列教程》应运而生,她从初级入门到高级应用,莲花步步,浑然一体;每一个级别又自成一统,可为不同级别的学生因“材”施用。我们认为好的教材就像乐谱或电影脚本,她能告诉您步骤、大概的进度及顺序,但是还需要您赋予她生命,把她激活。我们衷心地希望这套教材能有助于英语教学的改革,激发学生自主性学习,真正提升英语能力。

清华大学出版社外语事业部

2003 年 7 月



# INTRODUCTION

*NorthStar* is an innovative four-level, integrated skills series for learners of English as a Second or Foreign Language. The series is divided into two strands: listening/speaking and reading/writing. There are four books in each strand, taking students from the Basic to the Advanced level. The two books at each level explore different aspects of the same contemporary themes, which allows for reinforcement of both vocabulary and grammatical structures. Each strand and each book can also function independently as a skills course built on high-interest thematic content.

*NorthStar* is designed to work alongside Addison Wesley Longman's *Focus on Grammar* series, and students are referred directly to *Focus on Grammar* for further practice and detailed grammatical explanations.

*NorthStar* is written for students with academic as well as personal language goals, for those who want to learn English while exploring enjoyable, intellectually challenging themes.

## NORTHSTAR'S PURPOSE

The *NorthStar* series grows out of our experience as teachers and curriculum designers, current research in second-language acquisition

and pedagogy, as well as our beliefs about language teaching. It is based on five principles.

**Principle One:** In language learning, making meaning is all-important. The more profoundly students are stimulated intellectually and emotionally by what goes on in class, the more language they will use and retain. One way that classroom teachers can engage students in making meaning is by organizing language study thematically.

We have tried to identify themes that are up-to-date, sophisticated, and varied in tone—some lighter, some more serious—on ideas and issues of wide concern. The forty themes in *NorthStar* provide stimulating topics for the readings and the listening selections, including why people like dangerous sports, the effect of food on mood, an Olympic swimmer's fight against AIDS, experimental punishments for juvenile offenders, people's relationships with their cars, philanthropy, emotional intelligence, privacy in the workplace, and the influence of arts education on brain development.

Each corresponding unit of the integrated skills books explores two distinct topics related to a single theme as the chart below illustrates.

Theme	Listening/Speaking Topic	Reading/Writing Topic
Insects	Offbeat professor fails at breeding pests, then reflects on experience	Extract adapted from Kafka's "The Metamorphosis"
Personality	Shyness, a personal and cultural view	Definition of, criteria for, success

**Principle Two:** Second-language learners, particularly adults, need and want to learn both the form and content of the language. To accomplish this, it is useful to integrate language skills with the study of grammar, vocabulary, and culture.

In *NorthStar*, we have integrated the skills in two strands: listening/speaking and reading/writing. Further, each thematic unit integrates the study of a grammatical point with related vocabulary and cultural information. When skills are integrated, language use inside of the classroom more closely mimics language use outside of the classroom. This motivates students. At the same time, the focus can shift back and forth from what is said to how it is said to the relationship between the two. Students are apt to use more of their senses, more of themselves. What goes on in the classroom can also appeal to a greater variety of learning styles. Gradually, the integrated-skills approach narrows the gap between the ideas and feelings students want to express in speaking and writing and their present level of English proficiency.

The link between the listening/speaking and reading/writing strands is close enough to allow students to explore the themes and review grammar and reinforce vocabulary, yet it is distinct enough to sustain their interest. Also, language levels and grammar points in *NorthStar* are keyed to Addison Wesley Longman's *Focus on Grammar* series.

**Principle Three:** Both teachers and students need to be active learners. Teachers must encourage students to go beyond whatever level they have reached.

With this principle in mind, we have tried to make the exercises creative, active, and varied. Several activities call for considered opinion and critical thinking. Also, the exercises offer students many opportunities for individual reflection, pair- and small-group learning, as well as out-of-class assignments for review and research. An answer key is printed on perforated pages in the back of each book so the teacher or students can remove it. A teacher's manual, which accompanies each book, features ideas and tips for tailoring the material to individual groups of students, planning the lessons, managing the class, and assessing students' progress.

**Principle Four:** Feedback is essential for language learners and teachers. If students are to become better able to express themselves in English, they need a response to both what they are expressing and how they are expressing it.

*NorthStar's* exercises offer multiple opportunities for oral and written feedback from fellow students and from the teacher. A number of open-ended opinion and inference exercises invite students to share and discuss their answers. In information gap, fieldwork, and presentation activities, students must present and solicit information and opinions from their peers as well as members of their communities. Throughout these activities, teachers may offer feedback on the form and content of students' language, sometimes on the spot and sometimes via audio/video recordings or notes.

**Principle Five:** The quality of relationships among the students and between the students and teacher is important, particularly in a language class where students are asked to express themselves on issues and ideas.

The information and activities in *NorthStar* promote genuine interaction, acceptance of differences, and authentic communication. By building skills and exploring ideas, the exercises help students participate in discussions and write essays of an increasingly more complex and sophisticated nature.

## DESIGN OF THE UNITS

For clarity and ease of use, the listening/speaking and reading/writing strands follow the same unit outline given below. Each unit contains from 5 to 8 hours of classroom material. Teachers can customize the units by assigning

some exercises for homework and/or skipping others. Exercises in sections 1–4 are essential for comprehension of the topic, while teachers may want to select among the activities in sections 5–7.

### 1. Approaching the Topic

A warm-up, these activities introduce students to the general context for listening or reading and get them personally connected to the topic. Typically, students might react to a visual image, describe a personal experience, or give an opinion orally or in writing.

### 2. Preparing to Listen/Preparing to Read

In this section, students are introduced to information and language to help them comprehend the specific tape or text they will study. They might read and react to a paragraph framing the topic, prioritize factors, or take a general-knowledge quiz and share information. In the vocabulary section, students work with words and expressions selected to help them with comprehension.

### 3. Listening One/Reading One

This sequence of four exercises guides students to listen or read with understanding and enjoyment by practicing the skills of (a) prediction, (b) comprehension of main ideas, (c) comprehension of details, and (d) inference. In activities of increasing detail and complexity, students learn to grasp and interpret meaning. The sequence culminates in an inference exercise that gets students to listen and read between the lines.

### 4. Listening Two/Reading Two

Here students work with a tape or text that builds on ideas from the first listening/reading. This second tape or text contrasts with the first in viewpoint, genre, and/or tone.

Activities ask students to explicitly relate the two pieces, consider consequences, distinguish and express points of view. In these exercises, students can attain a deeper understanding of the topic.

### 5. Reviewing Language

These exercises help students explore, review, and play with language from both of the selections. Using the thematic context, students focus on language: pronunciation, word forms, prefixes and suffixes, word domains, idiomatic expressions, analogies. The listening/speaking strand stresses oral exercises, while the reading/writing strand focuses on written responses.

### 6. Skills for Expression

Here students practice related grammar points across the theme in both topics. The grammar is practiced orally in the listening/speaking strand, and in writing in the reading/writing strand. For additional practice, teachers can turn to Addison Wesley Longman's *Focus on Grammar*, to which *NorthStar* is keyed by level and grammar points. In the Style section, students practice functions (listening/speaking) or rhetorical styles (reading/writing) that prepare them to express ideas on a higher level. Within each unit, students are led from controlled to freer practice of productive skills.

### 7. On Your Own

These activities ask students to apply the content, language, grammar, and style they have practiced in the unit. The exercises elicit a higher level of speaking or writing than students were capable of at the start of the unit. Speaking topics include role plays, surveys, presentations, and experiments. Writing topics include paragraphs, letters, summaries, and academic essays.

In Fieldwork, the second part of *On Your Own*, students go outside of the classroom, using their knowledge and skills to gather data from personal interviews, library research, and telephone or Internet research. They report and reflect on the data in oral or written presentations to the class.

## AN INVITATION

We think of a good textbook as a musical score or a movie script: It tells you the moves and roughly how quickly and in what sequence to make them. But until you and your students bring it to life, a book is silent and static, a mere possibility. We hope that *NorthStar* orients, guides, and interests you as teachers.

It is our hope that the *NorthStar* series stimulates your students' thinking, which in turn stimulates their language learning, and that they will have many opportunities to reflect on the viewpoints of journalists, commentators, researchers, other students, and people in the community. Further, we hope that *NorthStar* guides them to develop their own viewpoint on the many and varied themes encompassed by this series.

We welcome your comments and questions. Please send them to us at the publisher:

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Natasha Haugnes and Beth Maher



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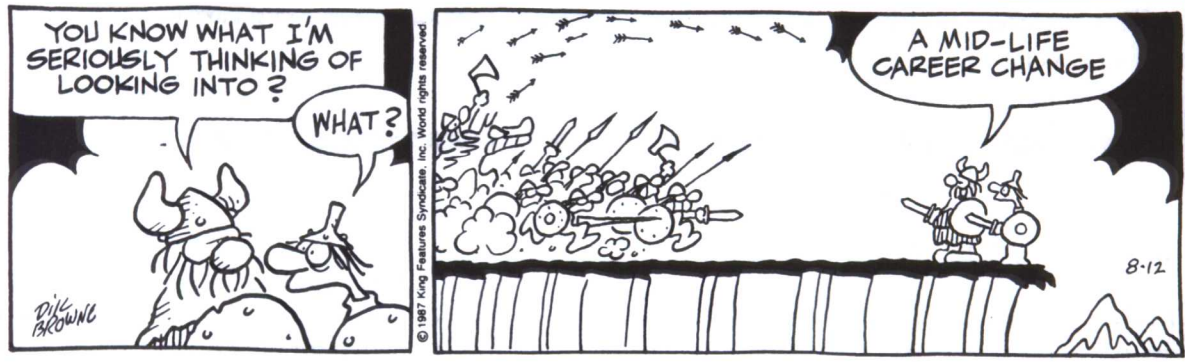
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# FINDING THE IDEAL JOB



## 1 APPROACHING THE TOPIC

### A. PREDICTING

Look at the cartoon and read the information. Discuss your answers to the questions.

In the United States today, many people make midlife<sup>1</sup> career changes.<sup>2</sup> After many years at one kind of work, they change to a different kind of work.

1. Why does the man in the cartoon want to make a midlife career change?
2. Do you know people who have changed careers? Why did they change careers?
3. Is it easy or hard to change careers? Explain your answer.

<sup>1</sup>midlife: the time in the middle of a person's life, in or near the forties

<sup>2</sup>career change: a change from one kind of work to another, for example, from teaching to selling



## B. SHARING INFORMATION

*Read the statements. How much do you agree or disagree? For each statement, circle a number. Discuss your answers with your classmates.*

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
a.	1	2	3	4	Enjoying your work is more important than making a lot of money.
b.	1	2	3	4	Working with a lot of people is better than working alone.
c.	1	2	3	4	Working from home is better than working at an office.
d.	1	2	3	4	Working indoors is better than working outside.

## 2

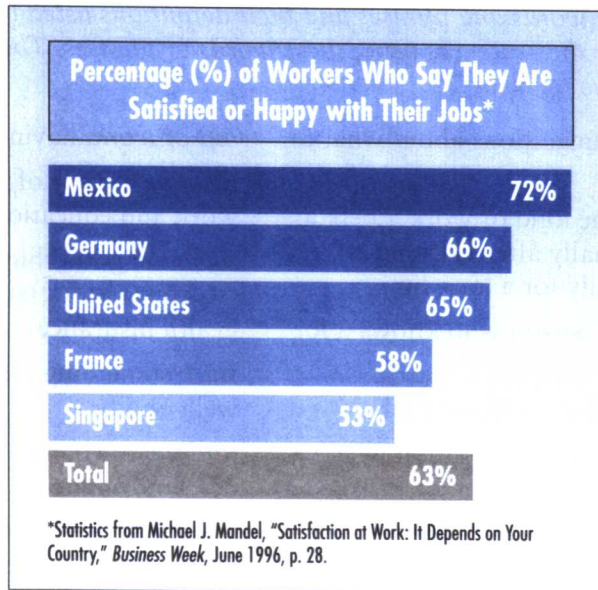
### PREPARING TO READ

#### A. BACKGROUND

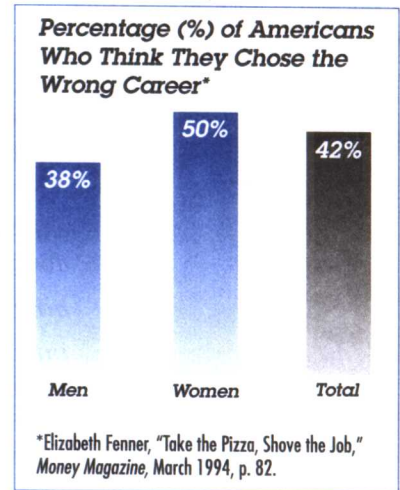
*Read the charts on page 3. In a small group, discuss the questions that follow.*

Are people happy with their jobs? Studies on **job satisfaction** (happiness in your job) suggest some interesting answers to this question.

According to Study 1, 65 percent of American workers are satisfied with their jobs. Study 2 suggests that even fewer Americans are satisfied.



Study 1



Study 2

1. According to the first study, of these five countries, the country with the most job satisfaction is \_\_\_\_\_. According to the study, of these five countries, the one with the least job satisfaction is \_\_\_\_\_.
2. According to the first study, for these five countries together, 63 percent of workers are satisfied with their jobs. Does this number surprise you? Why or why not?
3. The second study is about Americans who think they chose the wrong career. Someone who is not satisfied might want to change jobs but not change careers. What is the difference between changing your job and changing your career?
4. In the second study, why do you think there are differences between men and women in job satisfaction?
5. What would you do if you felt unsatisfied with your career?



## B. VOCABULARY FOR COMPREHENSION

*Read the words and phrases and their definitions listed below. Then complete the sentences using these words or phrases. The first one has been done for you.*

**advice:** suggestions about what to do

**career:** the kind of work a person does, usually after learning how and usually for a long time

**expert:** a person who knows a lot about something

**hire:** to give someone a job

**interview:** a conversation where a person looking for a job is asked a lot of questions by a person looking for a new worker

**manager:** the person in charge of a group of workers

**out of work:** having no job

**résumé:** a piece of paper with your work and education history

**rewards:** good things you get in return for work (such as money or health insurance)

**skill:** something that you can do well; ability

**update:** to change by putting in new information

**want ads:** advertisements, usually in a newspaper, for jobs that are available

1. In 1930, jobs were hard to find. Almost 25 percent of all Americans were out of work.
2. He has fifteen years of experience working with electric cars. Many people think he's a(n) \_\_\_\_\_.
3. He's had many different jobs, but only one \_\_\_\_\_. In other words, he's worked in many different schools, but he's always been a teacher.
4. Most companies ask for a(n) \_\_\_\_\_ so they can read about you before they talk to you in person.
5. She sells a lot of her paintings. She has a lot of \_\_\_\_\_ as an artist and a businesswoman.
6. She was offered two jobs at the same time. She didn't know what to do. So she asked me for \_\_\_\_\_.
7. Let's \_\_\_\_\_ Katlyn. She has the most experience. She will be a great teacher.

8. She needed a job, so she decided to look at the \_\_\_\_\_.
9. The \_\_\_\_\_ of her job just weren't enough. She was happy with the work, but she wasn't making enough money.
10. When looking for a job, it's important to \_\_\_\_\_ your résumé. Write down your most recent jobs and education.
11. She was a computer programmer for ten years. Then she became a(n) \_\_\_\_\_. Suddenly, she had to lead all the people she used to work with.
12. Kristin had a(n) \_\_\_\_\_ for a job yesterday. She was very nervous, but I think she got the job.

3

**READING****ONE:****Finding the Ideal Job****A. INTRODUCING THE TOPIC**

*Imagine you are not satisfied with your job. You decide to **job hunt**—that is, to look for a new job. With a partner write a list of things you might do to find a job. The first one has been done for you.*

1. I might ask someone in my family for a job. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

*Now learn what a professional has to say about this topic. Read "Finding the Ideal Job," a book review of What Color Is Your Parachute? (A book review is an article in a magazine or newspaper that tells people about a new book. Usually a review explains the main ideas of a book and gives an opinion about the book.)*

# Finding the Ideal Job. Review of *What Color Is Your Parachute?*

by Barbara Kleppinger

- 1 You are out of work.  
You hate your job.  
You aren't satisfied with your career.  
You are looking for your first job. Where do you start?
- 2 If you are like most Americans, you'll probably send your résumé to a lot of companies. You might answer newspaper want ads every Sunday. Or you might go to employment agencies. But experts say you won't have much luck. People find jobs only five to fifteen percent of the time when they use these methods. So, what can you do?
- 3 One thing you can do is read Richard Nelson Bolles's *What Color Is Your Parachute?*<sup>1</sup> *A Practical Manual for Job Hunters and Career Changers*. Bolles is an expert in the field of job hunting. He has helped thousands of people find jobs and careers. This book is different from other job-hunting manuals. Bolles doesn't help you to find just another job. Instead, he helps you find your ideal job: a job that fits who you are, a job that is satisfying to you. What kind of job is ideal for you? If you don't know the answer, Bolles says, you can't find your ideal job. You need to have a clear picture in your mind of the job you want. The book has many exercises to help you draw this picture.
- 4 Bolles says that you must think about three things:
  - (1) *Your skills*. What do you like to do? What do you do well? Do you like talking? Helping people? Teaching? Reading and writing? Using computers? Working with your hands? Bolles asks you to think about all your skills, not only "work skills." For example, a mother of four children is

probably good at managing people (children!). She may be a good manager.

(2) *Job setting*. Where do you like to work? Do you like to work outside? At home? In an office? Alone or with others? What kind of people do you like to work with?

(3) *Job rewards*. How much money do you need? How much money do you want? What else do you want from a job? What would make you feel good about a job?

- 5 After Bolles helps you decide on your ideal job, he gives you specific, useful advice on how to find the job. His exercises teach you how to find companies and how to introduce yourself. The chapter on job interviews is full of useful information and suggestions. For example, most people go to interviews asking themselves the question "How do I get the company to hire me?" Bolles thinks this is the wrong question. Instead, he wants you to ask yourself, "Do I really want to work for this company?"
- 6 There are two small problems with the book. First, Bolles writes too much! He explains some of his ideas over and over again. Second, there is no space to write the answers to the exercises. But these are small problems. *What Color Is Your Parachute?* is the best job-hunting manual available today.
- 7 *What Color Is Your Parachute?* was written in 1970. But the information is updated every year. So, if you are looking for a job, or if you have a job but want a new one, remember: Don't just send out copies of your résumé. Don't just answer want ads. And don't wait for friends to get you a job. Instead, buy this book and do a job hunt the right way.

<sup>1</sup>*parachute*: something you wear when you jump out of a plane. When you jump, it opens up and it stops you from hitting the ground very hard.



## B. READING FOR MAIN IDEAS

Decide if the sentences are true or false. Write T or F next to each sentence. Compare your answers with a classmate's.

- \_\_\_ 1. *What Color Is Your Parachute?* is similar to other job-hunting manuals.
- \_\_\_ 2. Bolles's goal is to help people find jobs as quickly as possible.
- \_\_\_ 3. According to *What Color Is Your Parachute?*, job hunters should think about their skills, the work setting, and the job rewards they want.
- \_\_\_ 4. *What Color Is Your Parachute?* includes specific advice on finding jobs.
- \_\_\_ 5. According to the reviewer, one problem of the book is that it's too short.

## C. READING FOR DETAILS

Write the job-hunting methods listed below in the correct column in the chart. The first one has been done for you.

answer newspaper want ads  
ask friends to help find a job  
decide what kind of job is ideal  
think about job rewards  
do exercises

go to an employment agency  
decide what kind of place you want to work in  
~~send out lots of résumés~~  
think about your skills

WHAT MANY PEOPLE DO TO FIND A JOB

WHAT BOLLES SAYS WILL HELP YOU FIND A JOB

send out lots of résumés