



FINDING THE Ideal Job

1 FOCUS ON THE TOPIC

1. What job or profession does this person have?
2. Would you like to do this job? Explain your answer.
3. What is the ideal job for you?

GO TO [MyEnglishLab](#) TO CHECK WHAT YOU KNOW.

READING ONE FINDING THE IDEAL JOB

VOCABULARY

Read the list of words and their definitions.

advice: an opinion you give someone about what he or she should do

careers: the kinds of work people do, usually after learning how and usually for a long time

hire: to give someone a job

ideal: perfect

interviews: meetings where a person looking for a job talks to the person who is looking for a new worker

managers: people who direct and organize groups of workers in a company

postings: ads or comments on the Internet

résumés: written descriptions of people's education and previous jobs

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

skills: things that you can do well; abilities that you have learned and practiced

setting: the place where something happens

Now use the words from the list to complete this news article about American workers and companies.

What Today's Worker Wants

In 2012, 7.8 percent of Americans were out of work. And many of the people who had jobs were also looking for new ones because they weren't happy with their current jobs.

According to a 2012 survey, less than half of all American workers really love their jobs. Most of these workers want to change their jobs. This is a problem for workers, and it is also a problem for companies. Thirty-three percent of _____ **managers** _____ say that they don't care what happens to their companies—and those are the people who are supposed to be in charge!¹

What do workers want? Usually we think that everyone wants more money, but today's workers are looking for other _____. They want health insurance and more vacation. They also want to know that they will learn new _____ at a job. Older _____

¹ **be in charge:** be responsible for a group of people or an activity

workers are usually happier with their jobs than younger workers. This is probably because they have had time to think about their _____ and find a job they like.
4.

Many companies today try to make changes to keep workers happy. They ask their workers questions about what makes them really happy at work. Many technology companies create comfortable _____ for their workers: they have health clubs, fancy coffee machines, and soft sofas for relaxing. If a worker likes to be at his job, he will work harder and stay at the company.
5.

If workers leave, companies have to _____ new people. And that takes a lot of time. They have to write _____ to put on the Internet. They have to read hundreds of _____. They have to do _____ to meet people who want to work there. And even after all that work, they might not find the _____ new worker.
6.
7.
8.
9.
10.

Our _____ to new college graduates: Take your time and choose carefully.
11.

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

PREVIEW

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.

1. I might ask someone in my family for a job.
2. _____
3. _____
4. _____

Now learn what a professional has to say about this topic. Read a book review of a job-hunting manual.

FINDING THE IDEAL JOB



What Color Is Your Parachute?

A Practical Manual for Job-Hunters and Career Changers, 2014 Edition

by Richard N. Bolles, Ten Speed Press, \$18.99.

- 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 email your **résumé** to a lot of companies. You might search for job **postings** on the Internet or spend hours and hours working on your LinkedIn¹ page. But experts² say you won't have much luck. People find jobs only 5 to 10 percent of the time when they look for jobs in these ways. So what can you do?
- 3 One thing you can do is read Richard Bolles's *What Color Is Your Parachute?*³ Bolles is an expert in 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 you, a job that makes you happy. 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 before you can find your ideal job:
 - (1) **YOUR SKILLS.** What do you like to do? What do you do well? Are you good at talking to groups? Growing vegetables? Teaching? Drawing on the computer? 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!). This woman 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 kinds of people do you like to work with?
 - (3) **JOB REWARDS.** How much money do you need? How much money do you want? Do you need a lot of vacation time? What else do you want from a job? What makes you feel good about a job?
- 5 After Bolles helps you decide on your ideal job, he gives you specific **advice** on how to find that job. One of his favorite tools for finding a job is networking. Networking

¹ **LinkedIn:** an online professional networking site

² **experts:** people who know a lot about something

³ **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.

means using every person you know either to give you information about a company or career or to introduce you to someone else who can give you this information. Bolles asks everyone he meets how they got their job. Nine times out of 10, they got their job because a friend knew someone at the company who hired them. So, once you know the kind of job you want, Bolles says you must use your network—everyone you know—to help you meet the one person who will help you get the job.

- 6 Bolles's 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 want to work here or not?"
- 7 Some people think that Bolles writes far too much and repeats himself. True, his book

could be 100 pages instead of 364. But his writing style makes the book very easy to read, and a reader doesn't have to read the parts that seem less important. Other readers say that there is not enough space to write the answers to the exercises. But these are very small problems. *What Color Is Your Parachute?* is the best job-hunting manual you can buy.

- 8 *What Color Is Your Parachute?* was first written in 1970. Over 10 million copies have been sold since then. The information is updated⁴ 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 email your résumé out to every company. Don't just answer Internet job postings. And don't wait for friends to give you a job. Instead, buy this book and do a job hunt the right way.

⁴ updated: changed to show new information

MAIN IDEAS

- 1 Look again at the Preview on page 5. How did your answers help you understand the book review?
- 2 Read each statement. Decide if it is true or false. Write **T** (true) or **F** (false) next to it. Compare your answers with a partner's.

- ___ 1. *What Color Is Your Parachute?* is similar to other job-hunting manuals.
- ___ 2. Bolles wants to help people find jobs on the Internet more quickly.
- ___ 3. According to *What Color Is Your Parachute?*, job hunters should think about their skills, the job setting, and the job rewards they want.
- ___ 4. *What Color Is Your Parachute?* includes specific advice on finding jobs.
- ___ 5. The reviews of Bolles's book are all positive.

DETAILS

Look at the list of job-hunting methods. Decide where each one should go in the chart. Write each method in the correct column.

- decide what kind of job is ideal
- decide what kind of place you want to work in
- do exercises in *What Color Is Your Parachute?*
- ~~look on the Internet~~
- update your LinkedIn page
- send out lots of résumés
- think about job rewards
- think about your skills

FIND A JOB	
WHAT MANY PEOPLE DO	WHAT BOLLES SAYS WILL HELP YOU
look on the internet	

MAKE INFERENCES

INFERRING THE AUTHOR'S OPINION

An **inference** is an educated guess about something that is not stated directly in a text. Sometimes careful readers can understand an author's opinion (ideas or beliefs about a particular subject) even when it is not stated directly. They can **infer** this opinion.

Look at the example and read the explanation.

- Kleppinger believes that Bolles's book is hard because it's so long. TRUE FALSE
- (Answer: FALSE)

In paragraph 7, the author says that *some* people think Bolles writes too much and repeats himself. At this point, we don't know her opinion. But then she says that his book is easy to read.

After reading the text closely, we can infer the author's opinion: She doesn't think Bolles's book is hard just because it's long.

Read each statement about what Kleppinger believes about Richard Bolles's book. Decide if it is **True** or **False**. Check (✓) the appropriate box.

KLEPPINGER BELIEVES . . .	PARAGRAPH	TRUE	FALSE
1. It's fun to read Bolles's book.	3,7		
2. Bolles's exercises are too hard.	3,7		
3. Anyone looking for a job should read Bolles's book.	8		

EXPRESS OPINIONS

Discuss the questions with a partner. Give your opinions. Then share your answers with the class.

- The next time you look for a job, which of Bolles's ideas do you think you might use?
- You are in an interview for a job with a very interesting company. Based on Bolles's advice, what questions might you ask the interviewer about this company?
- The title of the book is *What Color Is Your Parachute*? Why do you think the author chose this title?

GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.

READ

1 Look at the boldfaced words in the reading and think about the questions.

1. Which words do you know the meaning of?
2. Can you use any of the words in a sentence?

2 JOBMOB is a blog that posts about interesting and unusual jobs. Read about some people who have found their ideal job in some very unexpected places.

JOB
MOB

THE IDEAL JOB

By Alex Frost

HOME


CONTACT

ABOUT US

1 Believe it or not, some people get paid for doing the things that make them really happy. Read about a few people who have the jobs of their dreams.

“I get paid to make videos!”

2 When I was 14, my uncle gave me his old video camera, and I started making videos. I didn’t do very well in school, but I loved getting to know people and making videos about them. I taught myself to edit the videos on a simple computer program of my dad’s. One day a friend of my mom’s asked me to make a video of her family. She wanted to send it to her mother who lived in China. It was a lot of fun, and she paid me \$150. Soon her friends asked me to make videos for them, and suddenly I had a business. That was 10 years ago. Things change a lot in this work, so I’m always taking classes. But I have to say I love **running my own business**.



“I have the greatest job in the world.”

- 3 These days almost everyone turns to the Internet when they are single and want to meet someone. There are many Internet dating sites. But most people don't know how important it is to have a personal touch. What do I do? I am a matchmaker with 41 years of **experience**. Because of me, 60 couples are now happily married or engaged. I have a very good eye for people. And I don't mean



I match people on how they look. I mean, I can meet a person just once for 10 minutes, and I know for sure what kind of person he or she is. I get a feeling. And this feeling tells me, “Oh, he might be a great husband for Stephanie,” or “Ah, now here is the woman for Timothy.” I can't imagine a job that's more fun. I meet wonderful people. I work for myself. Nobody tells me what to do. I don't spend much time with a computer in an office—the whole city is my office! I make enough money to live a simple life. And I get so much joy from seeing what happens to my matches. A month ago, a couple stopped by on their way home from the hospital with their new baby girl. I'm so happy to think that I helped make that family!

“I have a job with an incredible view.”

- 4 Teaching skydiving¹ is exciting. I get to be outside, and I love seeing students on their first jump. They are nervous and excited. For them, that first step out of the plane is the biggest **challenge**. After they take that step, it's all good. When they get to the ground, they can't wait to call everyone they know and tell them they just jumped out of an airplane. Later, when they learn to turn and fly forward, they realize that they're not just flying stones. They realize that they're like birds—they can fly!



- 5 It wasn't easy to get this job. I had to have about 1,000 jumps and about two years of **training**. And the **salary** was only \$15,000 for the first year. But I don't do it for the money. In fact, I don't need to get paid at all. I love it that much!

¹ **skydiving**: the sport of jumping out of airplanes with a parachute

COMPREHENSION

Complete the sentences with the correct name from the reading.

1. Don made \$15,000 his first year.
2. _____ helped 60 couples find each other.
3. _____ didn't do well in school as a child.
4. _____ has the same job she had over 40 years ago.
5. _____ is studying to get better skills.
6. _____ loves teaching.
7. _____ studied and practiced for his job for two years.
8. _____ is in charge of a video business.

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

READING SKILL

- 1 Look at the photos in Reading Two. Do the photos help you understand the reading?

PREDICTING CONTENT FROM VISUALS

Before reading any text, strong readers look at all the **visuals** (pictures, photos, graphs, etc.) on the page. This gets them to think about what they already know about the topic and allows them to **predict the content** of the text.

For example:

In the photo for paragraph 2, I see a man behind a video camera.

The paragraph must be about a man whose ideal job is to make videos.

- 2 Work with a partner. Discuss the questions about the photographs in Reading Two.

1. Look closely at the photo for paragraph 3.

What do you see in the photo that helped you better understand paragraph 3?

2. Look closely at the photo for paragraphs 4 and 5.

What do you see in the photo that helped you better understand paragraphs 4 and 5?

GO TO MyEnglishLab FOR MORE SKILL PRACTICE.

CONNECT THE READINGS

STEP 1: Organize

Look at Reading One (R1) again. Reread paragraph 4 about skills, setting, and rewards. Then look at this list of ideas from Reading Two (R2) and decide where each one should go in the chart. Write each idea in the correct column.

- ~~editing video~~
- making \$15,000/year
- working outside
- seeing people learn
- skydiving
- teaching
- understanding how people get along
- working in an office
- running a business
- working on a computer
- seeing happy couples I introduced
- working with people

SKILLS	SETTINGS	REWARDS
<i>editing video</i>		

STEP 2: Synthesize

How could the people in Reading Two answer the interview questions? Choose one of them (circle his/her name) and write the answers for that person. Use information from the chart in Step 1.

1. Q: Ryan/Amanda/Don, what are your skills?

A: I have some video-editing skills.

2. Q: Ryan/Amanda/Don, what are your skills?

A: _____

3. Q: What kind of setting do you like working in?

A: _____

4. Q: What rewards are important to you?

A: _____

GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.

3 FOCUS ON WRITING

VOCABULARY

REVIEW

Put the three sentences in each group in order. Write **1**, **2**, or **3** next to each sentence.

- a. 1 I saw a **posting** for an interesting job.
 3 The company called and asked me to come in for an **interview**.
 2 I sent my **résumé** to the company.
- b. Mr. Fredericks went to school for more **training**.
 Mr. Fredericks wanted to change **careers**.
 Mr. Fredericks realized he needed new **skills** to find another job.
- c. Myron realized that he needed to pay a higher **salary** because no one was interested.
 Myron put **postings** on the Internet for a new manager.
 Myron's best **manager** quit.
- d. John was looking for someone with strong **skills** in photographing food.
 John **hired** Karen.
 John met Karen, who is **ideal** because she made ads for restaurants.
- e. Kelly quit because she wanted a job with different **rewards**.
 Kelly is **running her own business**.
 Kelly had a big **salary** at her last job, but she did not like the job.
- f. Theo had 20 years of **experience** as a cook.
 Theo decided to find a new **career**.
 Cooking was no longer a **challenge** for Theo.
- g. Her brother told Lily Rose to find a job with a great **setting**.
 Her brother thought about the **rewards** Lily Rose might want from a job.
 Lily Rose asked her brother for **advice** on job hunting.

EXPAND

Each word or phrase in parentheses changes the meaning of the sentence. Cross out the word or phrase that does not make sense.

1. Kate's salary is (huge / pretty good / ~~expensive~~).
2. The rewards at my last job were (happy / great / not very good).
3. You will get some (teaching / technical / lazy) skills at this job.
4. Vladimir is a very (organized / long / unfriendly) manager.
5. Julie's friend gave her (useful / bad / used) advice.
6. I want to move up in my job, so I'm signing up for some more (setting / advanced / regular) training.
7. Sam works in a(n) (outdoor / delicious / beautiful) setting.
8. I want to work with (manager / smart / friendly) people.
9. For this job, you must have plenty of (experience / advice / skills).
10. Some workers really enjoy working (alone / on teams / in settings).

CREATE

Complete the email this college student is writing to his parents about his job search. Use the words from the box for items 1–3. For items 4–6, complete the sentences in your own words using new words from the unit.

advice résumé skills

Dear Mom and Dad,

Stop worrying. I've got this job thing all worked out. I have a degree in Computer Science. Any company will see that my computer _____ are excellent. My professor at school

1.

has given me a lot of good _____ about how to get a job next year.

2.

First, she says I should make sure my _____ is on my LinkedIn page.

3.

Second, she wants me to _____.

4.

Third, she thinks I should _____.

5.

Fourth, she wants me to _____.

6.

So don't worry. You see I have it all under control.

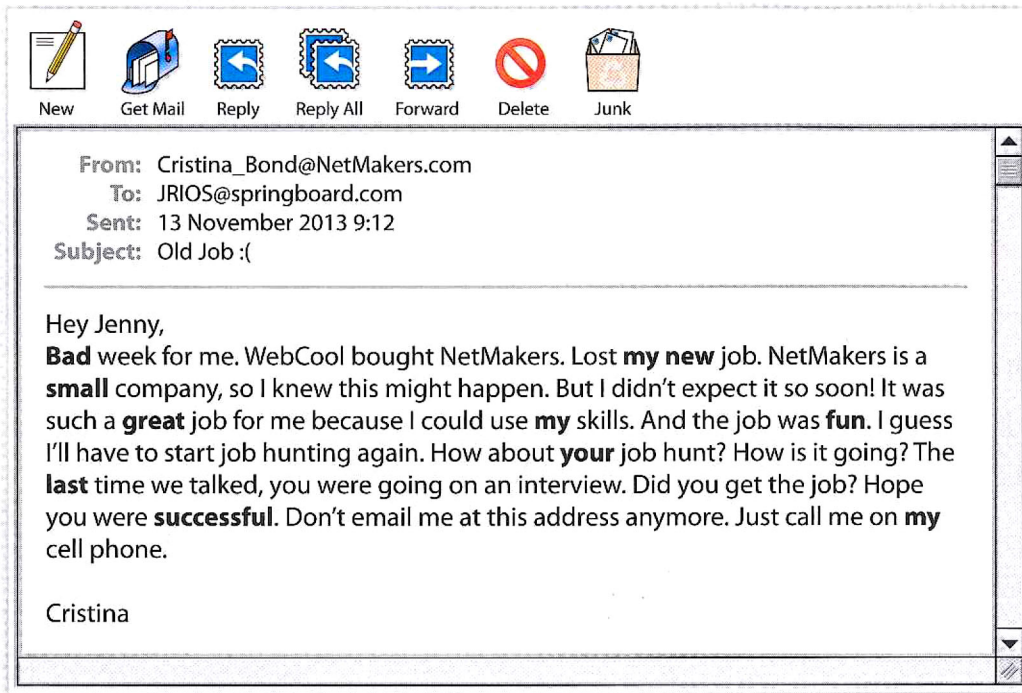
Love,

Nick

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

GRAMMAR

- 1 Read the email. Notice the boldfaced words. They are two kinds of adjectives: **descriptive adjectives** and **possessive adjectives**.



List each adjective in the email on one of the lines.

1. Descriptive adjectives bad,
2. Possessive adjectives my,



DESCRIPTIVE AND POSSESSIVE ADJECTIVES

1. Descriptive adjectives describe nouns.

They can come after the verb *be*.

They can come before a noun.

When a noun follows an adjective, use *a*, *an*, or *the* before the adjective. (*A* and *an* are used only with count nouns.)

REMEMBER: Do not use *a*, *an*, or *the* when the adjective is not followed by a noun.

The teacher **is** *funny*.

She **is** a *funny* teacher.

She's **a** *funny* teacher.

She's **an** *important* writer.

The *new* teacher isn't here.

Gary **is** *smart*.

2. Possessive adjectives show belonging.

A noun always follows a possessive adjective.

When using possessive adjectives, do not use *a*, *an*, or *the*.

Possessive adjectives have the same form before singular or plural nouns.

Possessive Adjectives

my *your* *his* *her* *its*
our *your* *their*

I have a job. **My** *job* is very interesting.

His *boss* is nice.

Your *office* is beautiful.

Your *offices* are beautiful.

2 Use the words to write sentences.

1. for / Jenny / a / is / career / looking / new

Jenny is looking for a new career.

2. like / She / job / didn't / old / her

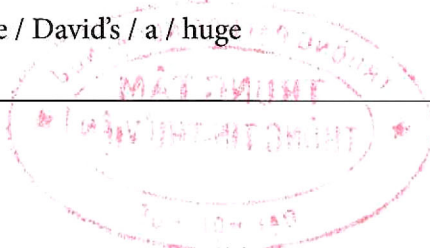
3. Our / funny / manager / and / is / smart

4. Internet / job / his / Juan / new / found / on / the

5. sister / out / work / of / is / My

6. an / Richard Bolles / job / interesting / has

7. wife / has / office / David's / a / huge



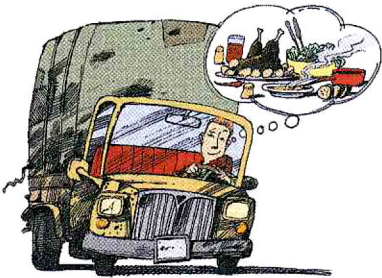
8. Tom / Andrea / business / and / their / sold

9. pays / That / well / company / workers / very / its

10. résumé / has / a / Dee / great

3 Describe the pictures. For each picture, write at least three sentences. Use at least one possessive adjective, one descriptive adjective before a noun, and one descriptive adjective after **be**. You can use the descriptive adjectives from the box.

big	dirty	hungry	messy	sad	sleepy	young
curly	happy	long	old	short	straight	



1. The man:

The man is young. He has short hair. He is hungry.

He drives an old truck.

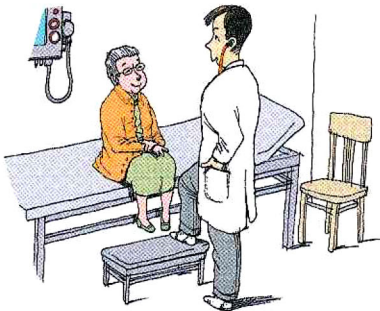
The truck:

His truck is old. The old truck is dirty.



2. The woman:

The desk:



3. The doctor:

The patient:

GO TO MyEnglishLab FOR MORE GRAMMAR PRACTICE AND TO CHECK WHAT YOU LEARNED.

FINAL WRITING TASK

In this unit, you read about how to find your ideal job and about people who found their ideal job. Think about *your* ideal job. Why is that job ideal for you?

You are going to **write a paragraph about your ideal job**. You will explain why this job is ideal for you. You will tell about the skills, setting, and rewards related to this job. Use the vocabulary and grammar from the unit.*

PREPARE TO WRITE: Listing

In order to help you think about the topic for your paragraph, you will do a prewriting activity called **listing**. Listing is making a list of your ideas before you begin to write. When you make a list, it is not necessary to write complete sentences (*see the lists on pages 8 and 13*).

- 1 Richard Bolles says that you need to know your skills, preferred settings, and rewards in order to find your ideal job. List these things in the chart. Then list some possible ideal jobs for you.

SKILLS I HAVE	SETTINGS I PREFER	REWARDS I WANT

Possible Ideal Jobs for Me

* For Alternative Writing Topics, see page 25. These topics can be used in place of the writing topic for this unit or as homework. The alternative topics relate to the theme of the unit but may not target the same grammar or rhetorical structures taught in the unit.

- 2** Find a classmate who knows you well. Show your list to this classmate. See if he or she has any more ideas about jobs that might be good for you and add them to the list. Then choose an ideal job to write about.

WRITE: A Paragraph and Its Topic Sentence

A **paragraph** is a group of sentences about one topic. The first sentence is the **topic sentence**. It states the main idea of the paragraph. For this assignment, the topic sentence will give the name of the writer's ideal job.

- 1** Read the paragraph. Then underline the topic sentence and circle the name of the writer's ideal job.

I want to be a mountain climbing guide. I like this job for several reasons. First of all, mountain climbing is very exciting. Mountain climbing guides get to climb tall, dangerous mountains. Second, I enjoy working outside. I like the fresh air much better than I like a stuffy office. Finally, I like to meet interesting people. Mountain climbing guides travel to many different parts of the world and meet other adventurous people.

- 2** Each paragraph is missing a topic sentence. Choose the best one below and write it on the line. Remember that the topic sentence must give the name of the writer's ideal job.

Paragraph 1

There are many reasons why I like this job. First, I like animals. Animals bring a lot of joy to our lives, but they do not ask for a lot in return. I also enjoy helping animals and their owners feel better. Pet owners are happy when their pets are well. Finally, veterinarians get to work with other people who like animals. They can even bring their pets to work!

Topic Sentences

- a. I would like a job working with animals.
- b. I think I would like to become a veterinarian.
- c. A veterinarian helps people and animals feel better.

(continued on next page)

Paragraph 2

Many people think accountants have boring jobs, but I think accounting is interesting. I like math, and I am good at it. I also like helping people manage their money. So I think I have the skills to be an accountant. Accountants mostly work alone. I like meeting people, but I prefer to work alone. Good accountants can earn a lot of money, and that is important for me.

Topic Sentences

- a. Accountants are very important for businesses and people.
- b. I would like to be a mathematician.
- c. My ideal job is to be an accountant.

3 Write the topic sentence for the paragraph that you are going to write about your ideal job.

Your topic sentence: _____

4 Now write the first draft of your paragraph about your ideal job. Start with your topic sentence. Then write sentences that explain the idea in your topic sentence. Use the list you made on page 20 to help you write your paragraph.

REVISE: Adding Supporting Sentences

Sentences that come after the topic sentence are **supporting sentences**. They explain the main idea with specific details and examples.

1 Read the paragraph. Underline the topic sentence. Then discuss with a partner what kind of information the writer could add to the paragraph.

I would like to become a computer animator and make films like *Brave*, *The Avengers*, and *The Hobbit*. This job is ideal for me because I love to work on computers, and I love to draw. It is important for me to work with fun people, and everyone I know in animation is really fun. Animators can make a lot of money, and that is important.

2 Read each paragraph and list of supporting sentences. Choose **two** sentences to add to the paragraph. Use an arrow to show where each sentence should go. Put the sentences about skills together, the sentences about setting together, and the sentences about rewards together.

Paragraph 1

I would like to become a computer animator and make films like *Brave*, *The Avengers*, and *The Hobbit*. This job is ideal for me because I love to work on computers, and I love to draw. It is important for me to work with fun people, and everyone I know in animation is really fun. Animators can make a lot of money, and that is important.

Supporting Sentences

- a. I always buy a large popcorn when I go to the movies.
- b. But the best reward is that I get to see films I helped to make in theaters.
- c. I also know how to draw Manga animations.
- d. Mickey Mouse was one of Walt Disney's first animations.

Paragraph 2

Fashion designing is my dream job. I have good skills for designing clothes. Fashion designers have a lot of fun in their jobs. They can work alone at home or in a studio with others. One reward is that they get to see people wearing their designs. Designing clothes sounds like a lot of fun!

Supporting Sentences

- a. I love wearing Dolce and Gabbana clothes.
- b. I know how to sew, and I love to draw clothes.
- c. Designing shoes could also be a fun job because I like shoes.
- d. Fashion designers also get to travel, and I love to travel.

3 Now go back to the first draft of your paragraph. Do all your sentences support the topic sentence? If not, cross them out. Then add some more supporting sentences. Make sure these sentences explain the topic sentence with details and examples.

 GO TO MyEnglishLab FOR MORE SKILL PRACTICE.

EDIT: Writing the Final Draft

Go to MyEnglishLab and write the final draft of your paragraph. Carefully edit it for grammatical and mechanical errors such as spelling, capitalization, and punctuation. Make sure you use some of the vocabulary and grammar from the unit. Use the checklist to help you write your final draft. Then submit your paragraph to your teacher.

FINAL DRAFT CHECKLIST

- Does your paragraph tell about your ideal job?
- Does it tell about the skills, setting, and rewards related to this job?
- Does it contain a topic sentence?
- Are there enough supporting sentences to explain the topic sentence?
- Do the supporting sentences give reasons why the job is ideal for you?
- Do you use descriptive adjectives and possessive adjectives correctly?
- Do you use new vocabulary that you learned in this unit?

UNIT PROJECT

Work in pairs. Interview someone who wants to change careers. This person might be a classmate, a teacher, a neighbor, or a relative. Follow these steps:

STEP 1: With your partner, prepare a list of questions for your interview. You could start with the following questions and then add some questions of your own to the list.

- What is your name?
- What is your career now?
- What do you do?
- What are the good and bad things about your career?
- What is your ideal career? Why?
- Why would you like this career better than the one you have now?
- _____
- _____

STEP 2: Interview the person with your partner. One of you asks the questions, and the other one takes notes.

