

Fifth Edition

GSE
Global Scale of English
42-49

NorthStar 2

Reading & Writing

Natasha Haugnes | Beth Maher



Fifth Edition

NorthStar 2

Reading & Writing

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Series Editors: Frances Boyd
Carol Numrich

Dedication

For John, Tom, Charlie, Emmet, Oliver, Niko, Toby, and Theo.
—Beth Maher and Natasha Haugnes

NorthStar: Reading & Writing Level 2, Fifth Edition

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WELCOME TO NORTHSTAR

A Letter from the Series Editors

We welcome you to the 5th edition of NorthStar Reading & Writing Level 2.

Engaging content, integrated skills, and critical thinking continue to be the touchstones of the series. For more than 20 years NorthStar has engaged and motivated students through contemporary, authentic topics. Our online component builds on the last edition by offering new and updated activities.

Since its first edition, NorthStar has been rigorous in its approach to critical thinking by systematically engaging students in tasks and activities that prepare them to move into high-level academic courses. The cognitive domains of Bloom's taxonomy provide the foundation for the critical thinking activities. Students develop the skills of analysis and evaluation and the ability to synthesize and summarize information from multiple sources. The capstone of each unit, the final writing or speaking task, supports students in the application of all academic, critical thinking, and language skills that are the focus of unit.

The new edition introduces additional academic skills for 21st century success: note-taking and presentation skills. There is also a focus on learning outcomes based on the Global Scale of English (GSE), an emphasis on the application of skills, and a new visual design. These refinements are our response to research in the field of language learning in addition to feedback from educators who have taught from our previous editions.

NorthStar has pioneered and perfected the blending of academic content and academic skills in an English Language series. Read on for a comprehensive overview of this new edition. As you and your students explore NorthStar, we wish you a great journey.

Carol Numrich and Frances Boyd, the editors

New for the FIFTH EDITION

New and Updated Themes

The new edition features one new theme per level (i.e., one new unit per book), with updated content and skills throughout the series. Current and thought-provoking topics presented in a variety of genres promote intellectual stimulation. The real-world-inspired content engages students, links them to language use outside the classroom, and encourages personal expression and critical thinking.

Learning Outcomes and Assessments

All unit skills, vocabulary, and grammar points are connected to GSE objectives to ensure effective progression of learning throughout the series. Learning outcomes are present at the opening and closing of each unit to clearly mark what is covered in the unit and encourage both pre- and post-unit self-reflection. A variety of assessment tools, including online diagnostic, formative, and summative assessments and a flexible gradebook aligned with clearly identified unit learning outcomes, allow teachers to individualize instruction and track student progress.


Note-Taking as a Skill in Every Unit

Grounded in the foundations of the Cornell Method of note-taking, the new note-taking practice is structured to allow students to reflect on and organize their notes, focusing on the most important points. Students are instructed, throughout the unit, on the most effective way to apply their notes to a classroom task, as well as encouraged to analyze and reflect on their growing note-taking skills.

Explicit Skill Instruction and Fully-Integrated Practice

Concise presentations and targeted practice in print and online prepare students for academic success. Language skills are highlighted in each unit, providing students with multiple, systematic exposures to language forms and structures in a variety of contexts. Academic and language skills in each unit are applied clearly and deliberately in the culminating writing or presentation task.

Scaffolded Critical Thinking

Activities within the unit are structured to follow the stages of Bloom’s taxonomy from remember to create. The use of **APPLY** throughout the unit highlights culminating activities that allow students to use the skills being practiced in a free and authentic manner. Sections that are focused on developing critical thinking are marked with  to highlight their critical focus.

Explicit Focus on the Academic Word List

AWL words are highlighted at the end of the unit and in a master list at the end of the book.

The Pearson Practice English App

The Pearson Practice English App allows students on the go to complete vocabulary and grammar activities, listen to audio, and watch video.

ExamView

ExamView Test Generator allows teachers to customize assessments by reordering or editing existing questions, selecting test items from a bank, or writing new questions.

MyEnglish Lab

New and revised online supplementary practice maps to the updates in the student book for this edition.

THE NORTHSTAR UNIT

1 FOCUS ON THE TOPIC

Each unit begins with an eye-catching unit opener spread that draws students into the topic. The learning outcomes are written in simple, student-friendly language to allow for self-assessment. Focus on the Topic questions connect to the unit theme and get students to think critically by making inferences and predicting the content of the unit.



UNIT 1

Finding the Ideal Job

1 FOCUS ON THE TOPIC

LEARNING OUTCOMES

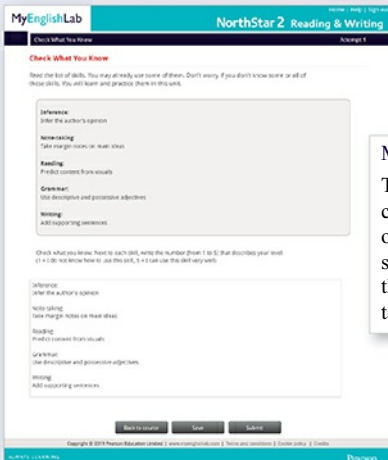
- > Infer the author's opinion
- > Take margin notes on main ideas
- > Predict content from visuals
- > Use descriptive and possessive adjectives
- > Add supporting sentences
- > Write a descriptive paragraph

Go to [MyEnglishLab](#) to check what you know.

2 UNIT 1

2. What job or profession does this person have?
3. Is this a popular job? What kinds of jobs are popular today?
3. What is the ideal job for you? Explain your answer.

Finding the Ideal Job 3



MyEnglishLab NorthStar 2 Reading & Writing

Check What You Know

Read the list of skills. You may already use some of them. Don't worry if you don't know some or all of these skills. You will learn and practice them in this unit.

Inference:
Infer the author's opinion

Notetaking:
Take margin notes on main ideas

Reading:
Predict content from visuals

Grammar:
Use descriptive and possessive adjectives

Writing:
Add supporting sentences

Check what you know. Read to each skill, write the number (from 1 to 5) that describes your skill (1 = I do not know how to use this skill, 5 = I can use this skill any way).

Inference:
Infer the author's opinion

Notetaking:
Take margin notes on main ideas

Reading:
Predict content from visuals

Grammar:
Use descriptive and possessive adjectives

Writing:
Add supporting sentences

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MyEnglishLab Pearson

MyEnglishLab

The “Check What You Know” pre-unit diagnostic checklist provides a short self-assessment based on each unit’s GSE-aligned learning outcomes to support the students in building an awareness of their own skill levels and to enable teachers to target instruction to their students’ specific needs.

EXPLICIT SKILL INSTRUCTION AND PRACTICE

Step-by-step instructions and practice guide students to move beyond the literal meaning of the text°  highlights activities that help build critical thinking skills°

MAKE INFERENCES 

Inferring the Author's Opinion

An inference is an educated guess about something that is not directly stated 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.

1 Read each statement. Decide if the statement correctly describes Kleppinger's opinion. Check (✓) True if it matches her opinion, or false if it does not.

Kleppinger Believes ...	Paragraph	True	False
1. Bolles's book helps people know their strengths.	3, 4		
2. Bolles's exercises are too hard.	3, 7		
3. Anyone looking for a job should read Bolles's book.	8		

2 Now discuss your answers with a partner. Point out sentences, words, or phrases in the paragraphs that helped you find the answers.

DISCUSS 

Discuss the questions with a partner. 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 ...

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USE YOUR NOTES

Use your notes to support your answers with information from the reading.

MyEnglishLab NorthStar 2 Reading & Writing

Focus on Reading Attempt 1

Reading Practice: Predicting Content from Visuals

Look at the picture, and then read the short article in a newspaper book review. Choose the correct answer to each question.

DO YOU NEED A NEW PARACHUTE?

Most households in the United States have at least one copy of Richard Bolles's *What Color is Your Parachute?* on a bookcase. Many people agree that it's the best job hunting manual. But if you are out of work and you need some help finding a new job, don't waste your time reading your parents' 1983 copy of the book. The workplace is very different now, and so is the 2014 edition of *What Color is Your Parachute?*

- What information did the picture give you about the short article before you read it?
 - The article is probably about a book.
 - The article is probably about parachuting.
- How else does the picture help the reader?
 - It helps us recognize the 2014 edition of the book easily in a store.
 - It gives us ideas about how to find jobs in 2014.

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Key reading skills are reinforced and practiced in new contexts° Autograded skills-based activities provide instant scores, allowing teachers and students to identify where improvement is needed°

3 FOCUS ON WRITING

Productive vocabulary targeted in the unit is reviewed, expanded upon, and used creatively^o

Grammar presentations focus on skills that are used in the readings and applied in the final writing task^o
A concise grammar skills box serves as a reference point for students throughout the unit and beyond^o

MyEnglishLab

Auto-graded vocabulary and grammar practice activities reinforce meaning, form, and function^o Meaningful and instant feedback guides students to self-correct and provides students and teachers with essential information to monitor progress^o

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 pooling for an interesting job.
2 The company called and asked me to come in for an interview.
3 I sent my résumé to the company.
- b. 1 Mr. Fredericks went to school for more training.
2 Mr. Fredericks wanted to change careers.
3 Mr. Fredericks realized he needed new skills to find another job.

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.)
Review: 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.

I have a job. My job is very interesting.
His boss is nice.
Your office is beautiful.
Your offices are beautiful.

Possessive Adjectives

my	your	his	her	its
our	your	their		

2 Use the words to write sentences.

- fire / Jersey / as / in / career / building / new
my is looking for a new career.
- like / her / job / didn't / odd / her
- our / funny / manager / and / is / smart
- week / job / bin / Zhao / new / started / last
- slater / cost / week / of / his / pay
- an / Richard Biles / job / interesting / had
- wife / has / fellow / David / a / huge

18 UNIT 1

Grammar Practice: Descriptive and Possessive Adjectives 2

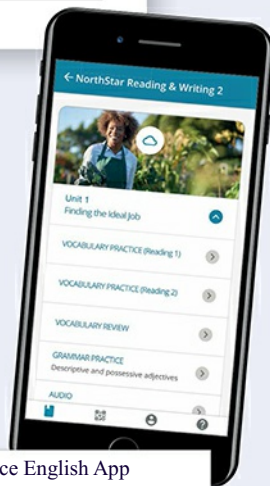
Drag each of the words to the correct order to make complete sentences.

- job / my / is / found / later
- interesting / writer / in / an / Morgan

Reading Two: Vocabulary Practice

Click on the phrase that correctly completes each sentence.

- Reading the right principal for the school was a **challenge**. We thought it would be harder. Luckily, lots of people helped.
- I got some restaurant **running** last year when I worked in a kitchen / ate out almost every night for 3 months.
- The only problem with **running my own business** is I can't complain to my boss / I don't like working for someone else.
- I need a job with a better **salary**. I don't like working in an office. / I never have enough money for rent.
- Our office will get new computers. On Monday morning, we will have a three-hour **training** so that we can learn to use them / understand why we bought them.



Pearson Practice English App
Vocabulary and grammar exercises from MyEnglishLab are also offered in the mobile app^o

A TASK-BASED APPROACH TO PROCESS WRITING

APPLY calls out activities that get students to use new skills in a productive task^o

A final writing task gives students an opportunity to integrate ideas, vocabulary, and grammar presented in the unit^o

FINAL WRITING TASK: A Descriptive Paragraph

In this task, you need to know 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, writing, and research related to this job. Use the vocabulary and grammar that you will use.

For an alternative writing topic, see page 25.

PREPARE TO WRITE: Listing

In order to help you think about the topic for your paragraph, you will do a generating 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 list on page 25).

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

Skills	Setting	Rewards	Jobs

Possible Ideal Jobs for Me

- 2 Show your list to a 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 the 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 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 to sit in an office. Finally, I like to meet interesting people. Mountain-climbing guides travel to many different parts of the world and meet other adventure people.

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

Paragraph 1

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. But animals are happy when they get a walk. 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 for several reasons.
 b. There are several reasons I think I would like to become a veterinarian.
 c. An veterinarian helps people and animals feel better in many ways.

Paragraph 2

Many people think accountants have boring jobs, but I think according to 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 usually work about 1 like meeting people, but I prefer to work alone. Good accountants can solve 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.

Each unit presents different stages of the writing process and encourages the structured development of writing skills both practical and academic^o

- 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 *Black Panther*, *Star Wars*, and *Incredibles 2*. 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 research together.

Paragraph 1

I would like to become a computer animator and make films like *Black Panther*, *Star Wars*, and *Incredibles 2*. 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 would get to see films I helped to make in theaters.
 c. I also know how to draw Manga animations.
 d. My boy friend was one of Walt Disney's first animators.

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 makes life a lot of fun!

Supporting Sentences

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

- 3 Now go back to the first draft of your paragraph.
- 1 Do all your sentences support the topic sentence? If not, cross them out. Then add some supporting sentences. Make sure these sentences explain the topic sentence with details and examples.
- 2 Try to use the grammar and a few vocabulary items from this unit to make your sentences.
- Go to MyEnglishLab for more skill practice.



Students continue through the writing process to learn revision techniques that help them move toward coherence and unity in their writing^o Finally, students edit their work with the aid of a checklist that focuses on essential outcomes^o

ED1: Writing the Final Draft

FINAL DRAFT CHECKLIST

- Does your paragraph tell about your ideal job?
- Does it tell about the skills, settings, 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?

ALTERNATIVE WRITING TOPIC

Do you know anyone who has his or her dream job? Write a paragraph about this person. Use vocabulary and grammar from the unit. Answer these questions:

- Who is he or she?
- What does he or she do?
- How did he or she get the job?
- What is most important to him or her about the job?

CHECK WHAT YOU'VE LEARNED

Check (✓) the outcomes you've met and vocabulary you've learned. Put an X next to the skills and vocabulary you still need to practice.

Learning Outcomes	Vocabulary	Multi-word Units
<input type="checkbox"/> Refer the author's opinion	<input type="checkbox"/> advise	<input type="checkbox"/> postcard
<input type="checkbox"/> Take margin notes on main ideas	<input type="checkbox"/> career	<input type="checkbox"/> reward
<input type="checkbox"/> Predict content from visuals	<input type="checkbox"/> challenge	<input type="checkbox"/> reward
<input type="checkbox"/> Use descriptive and possessive adjectives	<input type="checkbox"/> experience	<input type="checkbox"/> salary
<input type="checkbox"/> Add supporting sentences	<input type="checkbox"/> hire	<input type="checkbox"/> setting
<input type="checkbox"/> Write a descriptive paragraph	<input type="checkbox"/> ideal	<input type="checkbox"/> skill
	<input type="checkbox"/> interview	<input type="checkbox"/> training
	<input type="checkbox"/> manager	

Go to MyEnglishLab to watch a video about an offbeat job, access the Unit Project, and take the Unit 1 Achievement Test.

25

At the end of the unit, students are directed to MyEnglishLab to watch a video connected to the theme, access the Unit Project, and take the Unit Achievement Test^o

Academic Word List words are highlighted with **AWL** at the end of the unit^o

MyEnglishLab NorthStar 2 Reading & Writing

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Focus on Writing Attempt 1

Writing Practice: Adding Supporting Sentences

Read the topic sentence. Choose four best choices for supporting sentences.

- Topic sentence: I think I could make a good bicycle messenger.
 - I learned to ride a bike when I was 5-years-old.
 - I have two friends who are bicycle messengers.
 - I like to work outdoors, and I have good skills for this job.
 - I am athletic, and I know my way around the city well.
 - I used to live in New York City.
 - I have a lot of experience riding in the city, too.
- Topic sentence: I am a professional shopper, and that is the perfect job for me.
 - My favorite day to shop is Monday because stores aren't so crowded.
 - In this job, I help other people shop and find items that they like.
 - When I was a teenager, my friends and I went shopping every weekend.
 - My friends like to shop.
 - Many of my friends told me I was good at helping them to buy clothes, so I decided to try this job.
 - One of the best rewards in this job is that I get a 30 percent discount at the store where I work!

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MyEnglishLab Key writing skills and strategies are reinforced and practiced in new contexts^o Autograded skills-based activities provide instant scores, allowing teachers and students to identify where improvement is needed^o

COMPONENTS

Students can access the following resources on the Pearson English Portal.

- **Classroom Audio and Videos**

Classroom audio (the readings for the Reading & Writing strand and the listenings and exercises with audio for the Listening & Speaking strand) and the end-of-unit videos are available on the portal.

- **Etext**

Offering maximum flexibility in order to meet the individual needs of each student, the digital version of the student book can be used across multiple platforms and devices.

- **MyEnglish Lab**

MyEnglish Lab offers students access to additional practice online in the form of both auto-graded and teacher-graded activities. Auto-graded activities support and build on the academic and language skills presented and practiced in the student book. Teacher-graded activities include speaking and writing.

- **Pearson Practice English App**

Students use the Pearson Practice English App to access additional grammar and vocabulary practice, audio for the listenings and readings from the student books, and the end-of-unit videos on the go with their mobile phone.

INNOVATIVE TEACHING TOOLS

With instant access to a wide range of online content and diagnostic tools, teachers can customize learning environments to meet the needs of every student. Digital resources, all available on the Pearson English Portal, include [MyEnglish Lab](#) and ExamView.

Using [MyEnglish Lab](#), NorthStar teachers can

Deliver rich online content to engage and motivate students, including

- student audio to support listening and speaking skills, in addition to audio versions of all readings.
- engaging, authentic video clips tied to the unit themes.
- opportunities for written and recorded reactions to be submitted by students.

Use diagnostic reports to

- view student scores by unit, skill, and activity.
- monitor student progress on any activity or test as often as needed.
- analyze class data to determine steps for remediation and support.



Access Teacher Resources, including

- unit teaching notes and answer keys.
- downloadable diagnostic, achievement and placement tests, as well as unit checkpoints.
- printable resources including lesson planners, videoscripts, and video activities.
- classroom audio.

Using ExamView, teachers can customize Achievement Tests by

- reordering test questions.
- editing questions.
- selecting questions from a bank.
- writing their own questions.

SCOPE AND SEQUENCE

		
	<p>1 Finding the Ideal Job Pages: 2–25 Reading 1: Finding the Ideal Job Reading 2: The Ideal Job</p>	<p>2 Creative Thinking Pages: 26–51 Reading 1: Can we Teach Creative Thinking Reading 2: Tips for Success in College: How to be Creative</p>
Inference	Inferring the author’s opinion	Inferring connections between statements and examples
Note-Taking	Taking margin notes on main ideas	Listing details in notes
Reading	Predicting content from visuals	Recognizing the meaning of we, us, and our
Grammar	Descriptive and possessive adjectives	Simple past
Revise	Adding supporting sentences	Using visuals to support writing
Final Writing Task	A descriptive paragraph	A complete paragraph
Video	An offbeat job	Creativity
Assessments	Pre-Unit Diagnostic: Check What You Know Checkpoint 1 Checkpoint 2 Unit Achievement Test	Pre-Unit Diagnostic: Check What You Know Checkpoint 1 Checkpoint 2 Unit Achievement Test
Unit Project	Conduct an interview and write a paragraph about it	Create a tourism guide for unusual activities in students’ town or a town they know



3 Making Money

Pages: 52–77

Reading 1: Making Money

Reading 2: I Did It Myself

4 Subway Etiquette

Pages: 78–99

Reading 1: A Civilized Suggestion

Reading 2: Riding the Subway in Japan

Inferring future situations

Inferring the author’s attitude

Taking notes using a timeline

Taking notes using an organizational chart

Identifying the sequence of events

Identifying the main elements in a story

Comparative adjectives

Imperative sentences

Giving explanations

Using parallel structure

A well organized paragraph

A blog post

Money

Etiquette

Pre-Unit Diagnostic:

Check What You Know

Checkpoint 1

Checkpoint 2

Unit Achievement Test

Pre-Unit Diagnostic:

Check What You Know

Checkpoint 1

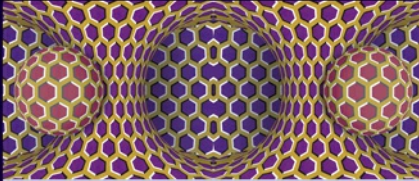

Checkpoint 2

Unit Achievement Test

Create a chart comparing currency from different countries

Make a list of rules of etiquette for a country of choice

SCOPE AND SEQUENCE

		
	<p>5 Sensory Perception</p> <p>Pages: 100–125</p> <p>Reading 1: Is Blue Always Blue?</p> <p>Reading 2: The Dress that Almost Broke the Internet</p>	<p>6 The Heart of a Hero</p> <p>Pages: 126–151</p> <p>Reading 1: What is a Hero?</p> <p>Reading 2: Book Review: Harry Potter and the Sorcerer’s Stone</p>
Inference	Inferring abstract ideas from examples	Inferring meaning from metaphors
Note-Taking	Taking notes using abbreviations and symbols	Creating an outline to take notes
Reading	Scanning for information	Recognizing the use of present tense in a story about the past
Grammar	Linking verbs	Time clauses in the present tense
Revise	Using descriptive adjectives	Adding explanations and examples
Final Writing Task	A personal experience paragraph	A one paragraph story
Video	Color Psychology	Heroes
Assessments	<p>Pre-Unit Diagnostic: Check What You Know</p> <p>Checkpoint 1</p> <p>Checkpoint 2</p> <p>Unit Achievement Test</p>	<p>Pre-Unit Diagnostic: Check What You Know</p> <p>Checkpoint 1</p> <p>Checkpoint 2</p> <p>Unit Achievement Test</p>
Unit Project	Write a comparison paragraph about how your sensory perception on something differs from a classmate’s	Write a paragraph about a real life hero



7 What's Your Medicine

Pages: 152–177

Reading 1: Leeches

Reading 2: Gross Medicine



8 Endangered Cultures

Pages: 178–207

Reading 1: Will Indigenous Cultures Survive?

Reading 2: Touring Penan Country

Inferring judgements

Inferring the author's attitude

Taking double entry notes

Taking notes using a mind map

Visualizing while reading

Identifying the purpose of quoted speech

Adverbs of manner

Will and be going to

Time order words in a narrative

Concluding sentences

A narrative paragraph

A prediction paragraph

Health problems

Endangered cultures

Pre-Unit Diagnostic:

Check What You Know

Checkpoint 1

Checkpoint 2

Unit Achievement Test

Pre-Unit Diagnostic:

Check What You Know

Checkpoint 1

Checkpoint 2

Unit Achievement Test

Write a summary paragraph about a traditional method of curing an illness

Follow a format to write a status report about an endangered culture or people

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—Beth Maher and Natasha Haugnes


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LEARNING OUTCOMES

- > Infer the author's opinion
- > Take margin notes on main ideas
- > Predict content from visuals
- > Use descriptive and possessive adjectives
- > Add supporting sentences
- > Write a descriptive paragraph

 Go to [MyEnglish Lab](#) to check what you know.

Finding the Ideal Job

1 FOCUS ON THE TOPIC

1. What job or profession does this person have?
2. Is this a popular job? What kinds of jobs are popular today?
3. What is the ideal job for you? Explain your answer.

2 FOCUS ON READING

READING ONE | Finding the Ideal Job

VOCABULARY

1 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)

setting: the place where something happens

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

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

What Today's Worker Wants

In 2016, between four and five percent of Americans were out of work. But 40 percent of the people who had jobs were also looking for new ones because they weren't happy with their current jobs.

According to one survey, less than half of all American workers really love their jobs. This is a problem for workers, and it is also a problem for companies.

When people are unhappy with their jobs, they often don't do their jobs well.

Thirty-three percent of _____ **managers** _____¹ say that they don't care what happens to their companies—and those are the people who are supposed to be in charge!

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

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 be able to keep learning new _____ at a job because, first, they don't want to be bored at their work, and second, they are afraid computers will take their jobs. Older 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.

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 a comfortable _____ for their workers: They have health clubs, ping-pong tables, fancy coffee machines, and soft sofas for relaxing. If workers like to be at their jobs, they will work harder and stay at the company.

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.

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

Go to the Pearson Practice English App or MyEnglish Lab 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. _____

READ

Read the book review on the next page. Create a chart like the one below to take notes.

TAKE NOTES	
Main Ideas	Details
WCIYP 2018—good book to help job hunters find ideal job	Think about skills, setting, and rewards Network

 Go to [MyEnglish Lab](#) to view example notes.





Finding Your Ideal Job

By Barbara Kleppinger



WHAT COLOR IS YOUR PARACHUTE

A Practical Guide for Job-Hunters and Career Changers, 2018 Edition

by Richard N. Bolles, Ten Speed Press



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 LinkedIn page. But experts 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?* Bolles was an expert in job hunting. He died in 2017, but his advice lives on in his book. His book has helped thousands of people find jobs and careers. It 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 SETTINGS** 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. He suggests 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 ten, they got their job because a friend knew someone at the company who hired them. Social media can help you, but you have to be active and thoughtful. You need to contact individuals. You can't just wait for people to find you on social media. 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.

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 368. 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 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 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.

¹ LinkedIn: an online professional social media 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.

⁴ updated: changed to show new information