A photograph of a young man with short brown hair, smiling broadly. He is wearing a dark brown suit jacket over a white collared shirt and a dark tie with a colorful floral or paisley pattern. His right arm is resting on a light-colored wooden railing. The background is slightly blurred, showing what appears to be an indoor setting with large windows.

UNIT



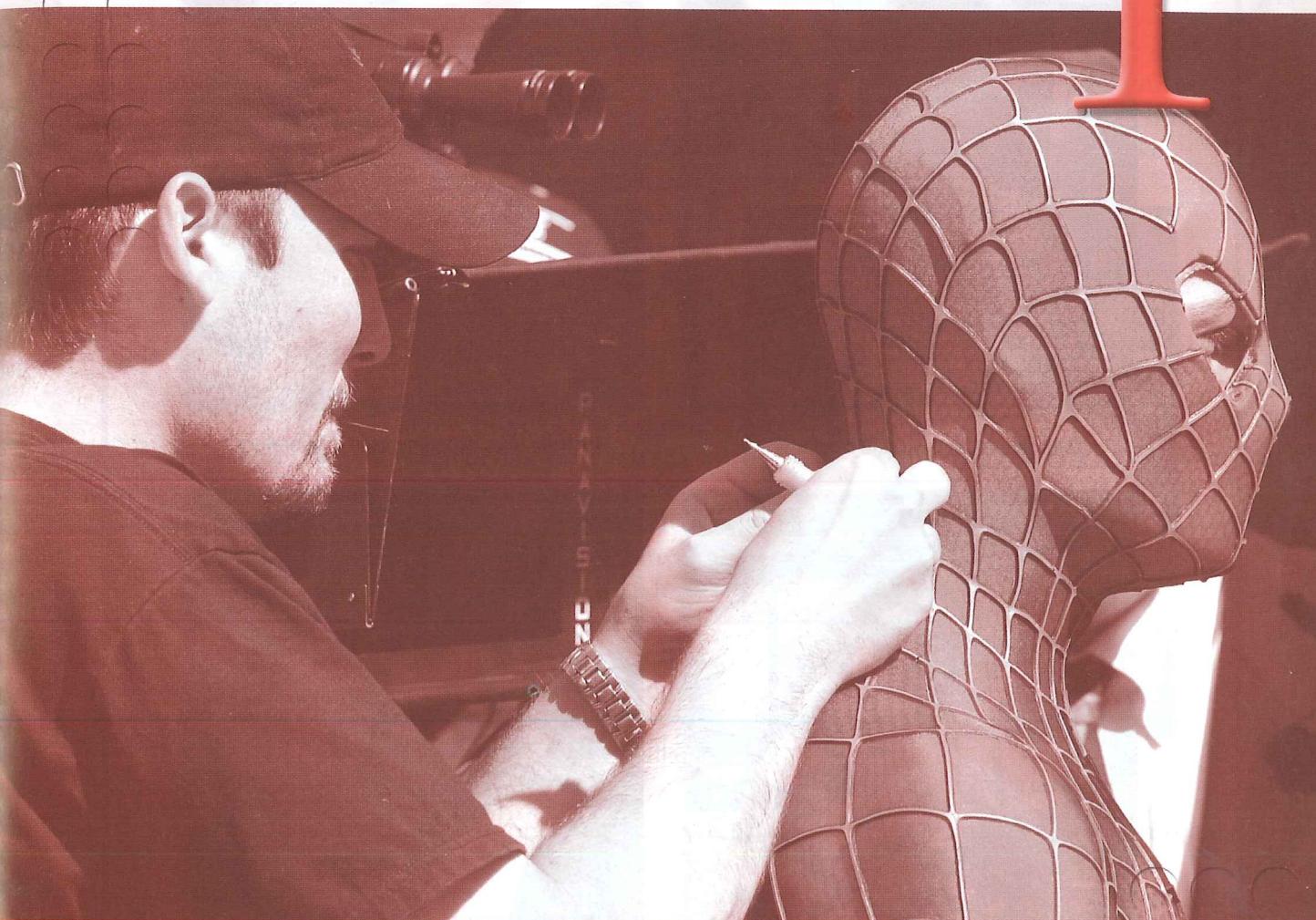
BUSINESS

Chapter 1
Career Planning

Chapter 2
The Free Enterprise System

CHAPTER

1



Career Planning

Discuss these questions:

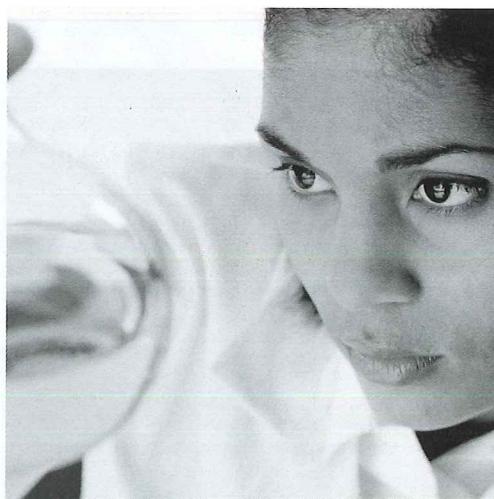
- Look at the picture. What is each man's job?
- Which job would you like more? Why?
- What job do you want in the future?
- Read the chapter title. What do you think the chapter will be about?

PART 1 INTRODUCTION Cool Jobs

BEFORE READING



Danielle prepares food at a restaurant.



Michelle does experiments in a laboratory.



Max designs toys for a toy company.



Campbell presents the news on television.

 **THINKING AHEAD** Look at the pictures of people at work. Answer these questions with a partner.

1. What are the people in the pictures doing? What might their job titles be?
2. What do you think each person's personality is like?
3. Match each word below to one or more of the jobs in the pictures.

difficult easy exciting fun interesting stressful

Example: Max's job looks fun.

READING

Read about cool jobs. As you read, think about these questions:

- How did the people get their cool jobs? What are their qualifications (experience and skills)?

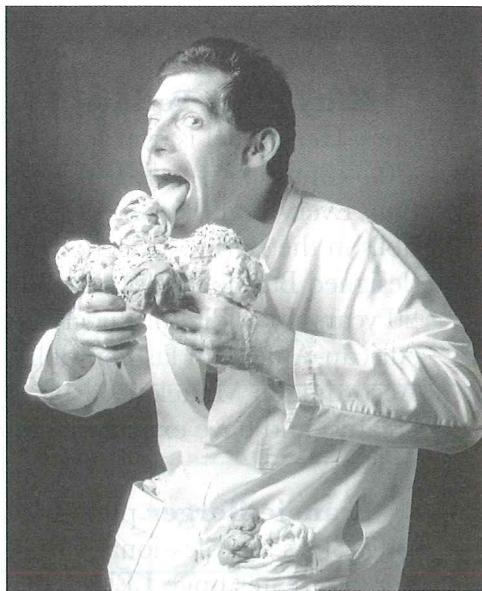


Cool Jobs

It's time to think about a career. A career is work that you train for and do for most of your life. For some people, it's easy to choose a career. They get ideas from relatives or friends or from watching the people around them, such as teachers or doctors. But for some people, it's difficult to choose a career. They're afraid of making a mistake.

- 5 They don't want just *any* job. They especially don't want a boring job. Does work have to be dull? Does it have to be ordinary? Can't work be *extraordinary*? Can't it be cool—fun and exciting? The answer is *yes*. Here are
10 some people with cool jobs.

15 **Peter Lind** is a professional ice cream taster. His real job title is Flavor Development Specialist. He works for Ben & Jerry's Ice Cream, in Waterbury, Vermont. He creates new ice cream flavors for the company. He gets ideas, makes samples, and tries them out. He also thinks about ice cream flavors that other people will like. Lind worked as a chef and a baker before he worked with Ben
20 & Jerry's. A good ice cream flavor developer must have culinary (food preparation) training or experience, be creative, and like ice cream!



Peter Lind, ice cream taster

25 **Anthony Marinaccio** operates the Cyclone Roller Coaster at the Coney Island amusement park in New York. Marinaccio grew up on Coney Island. As a child, he played at the beach and rode the amusement park rides every day. As a teenager, he worked at the park and did many different jobs. He had fun, and he learned a lot about his future job. Today, Marinaccio greets and seats roller coaster riders. How did he get the job? Luck and friendship played a part. One day, over 25 years ago, when
30 he didn't have a job, Marinaccio met his childhood friend Gerald Menditto on the street. Menditto is the Cyclone's operations manager, and he remembered that Marinaccio was a hard worker with a good sense of humor (he likes to laugh). He offered Marinaccio a job, and the two men have worked together on the Cyclone ever since. Today, Marinaccio still enjoys riding on the roller coaster.

35



40

45

Bruce Shelley, computer game designer

Bruce Shelley designs computer games for Ensemble Studios. He has created many games, including the popular *Age of Empires*. *Age of Empires* is an online strategy game about world history. Shelley designed paper and board games before he started designing computer games. He believes that games should be both entertaining and educational. Shelley is curious, likes to solve puzzles, and has a strong interest in history. He is not a computer programmer himself, but many other game designers know computer programming, game theory, and/or 3D computer graphics design.

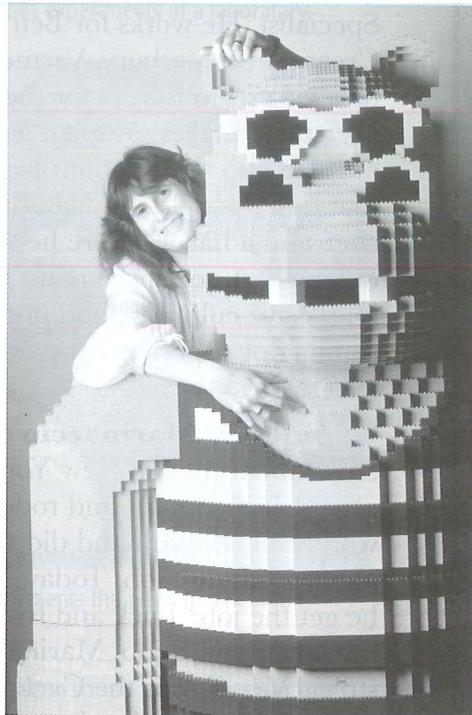
50 **Kitty Black Perkins** is a fashion designer. But she doesn't do what you think she does. Her model is over forty years old, world famous, and about 12 inches (30.5 centimeters) tall. Perkins designs clothes for Barbie, Mattel Toys' popular fashion doll. Every year, Perkins designs hundreds of new fashions for Barbie and the other dolls in the Barbie collection. Perkins has

55 designed Barbie fashions for Mattel for over 20 years. In addition, she created Mattel's first African-American fashion doll, Shani.

According to Mattel, a Barbie designer must be creative and have experience in the design industry.

60

Francie Berger plays with toys all day long. She's a professional LEGO designer. Berger creates huge LEGO structures. The company uses them at stores and toy shows. Berger has played with LEGOs since she was three years old. She studied architecture at Virginia Polytechnic Institute. One day, Berger heard a guest speaker talk about toy design. She decided to combine her architecture degree with her love of LEGOs and become a toy designer. She gave LEGO, a Danish company, the idea to open a U.S. design operation. They agreed. She also gave them the idea to hire her. Berger loves her job. She suggests that future toy designers go to college and get art-related experience.



Francie Berger, LEGO designer

AFTER READING

A. CHECK YOUR UNDERSTANDING Write information from the reading in the chart. Write the people's jobs. Describe what they do and their qualifications in your own words.

Names	Jobs	What They Do	Qualifications
Peter Lind	ice cream taster	develops new ice cream flavors	has culinary experience, likes ice cream, is creative
Anthony Marinaccio			
Bruce Shelley			
Kitty Black Perkins			
Francie Berger			

Critical Thinking Strategy



Applying Your Knowledge to New Situations

Using what you already know in new situations is an important critical thinking skill. It helps you remember new information.

Example: **You read:** Peter Lind went to culinary school.

You think: My friend Cindy went to culinary school. She said it was very difficult. She had to take math classes.



B. USING YOUR KNOWLEDGE

With a partner, look at the job titles in the box. Make sure that you understand each one.

a. actor*

b. architect

c. chef

d. clothing designer

e. news reporter

f. scientist

Now read the sentences. Match the jobs from the box to the people and their qualifications. Write the letters of the correct jobs on the lines.

- _____ 1. Roberto has worked in restaurants since he was 16 years old. He went to culinary school, and he enjoys developing new dishes.
- _____ 2. Candy is interested in world events. She likes to talk to people, and she's a good writer.
- _____ 3. In high school, Rachel was in every play. She studies drama in college.
- _____ 4. Chris likes to do experiments. She is interested in nature. She collected insects when she was a child.
- _____ 5. Tomas learned to sew when he was six. He helped his mother make her clothes. He went to design school.
- _____ 6. David is creative. He played with LEGOs when he was a child. He likes to design buildings.

*In American English people use *actor* to refer to both men and women. It is also common to use *actress* for women.



C. EXTENSION In small groups, make a list of 10 cool jobs. Use ideas from Part 1 or make up your own. Discuss why you think these jobs are cool.

Now discuss the perfect job for you. (In other words, your **ideal** job.) Answer these questions.

1. Do you have a job now? What is it?
2. What is your ideal job?
3. Is it fun? Why? Why not?
4. What are the qualifications for this job?

PART 2 GENERAL INTEREST READING

Finding the Job That's Right for You

BEFORE READING

Reading Strategy

Connecting with the Topic

The title usually tells you the topic of a reading. Read the title and think about the topic before you read a passage. Try to connect your interests and experience with the topic. Connecting with the topic will help you to focus as you read. For example, the title of the next reading is "Finding the Job That's Right for You." To connect with the topic you might think about your ideal job. You could also think about someone you know who really likes his or her job.



A. THINKING AHEAD To help you connect with the topic of the next reading, discuss these questions with a partner.

1. Do you know people who love their jobs? Tell your partner about them.
2. Why do they like their jobs? What kind of people are they?

Reading Strategy

Guessing the Meanings of New Words: Definitions after *Be* or *Means*

When you don't know the meaning of a new word, you don't always need to use a dictionary. Sometimes you can find a definition of the new word right in the same sentence. Sentences with definitions usually follow the verb *be* (*is* or *are*) or *means*.

Example: Your values **are** things that are important to you in life.

B. GUESSING THE MEANINGS OF NEW WORDS As you read the next passage, look for meanings of new words after *be* or *means*.

READING

Read about how to find the right job. As you read, think about the answer to the question below. When you find the answer, mark it with a highlighter. (You will need to highlight more than one sentence.)

- How do you find a job that you will love?

Finding the Job That's Right for You

Most people want to love their jobs. They want to be excited about their jobs. They want to feel happy about getting out of bed in the morning and starting each day. How do you find a job like this?

People Who Love Their Jobs

First of all, it helps to know something about people who love their jobs. Who are they? What are they like? 10 What's important to them? Richard I. Fein decided to find out. He works at the Isenberg School of Management at the University of Massachusetts. He also wrote the book *100 Great Jobs and 15 How to Get Them*. Fein interviewed 100 people who love their jobs. He met a woman who designs the boxes Barbie dolls come in, an FBI agent who investigates crime in big companies, 20 and the manager of a women's basketball team. All of these people love their jobs.

The people in Fein's study share certain characteristics. First, they feel 25 they are doing what they do best. Second, they are doing what interests them. And finally, they believe that their work is important. Fein found another interesting thing about these people: 30 money isn't very important to them.

How to Find the Job That's Right for You

Most career counselors agree: to find a job that you will love, you need

to do a self-assessment exercise. Self-assessment means learning about yourself. In fact, to find a job that's right for you, you must get to know yourself very well. Self-assessment will help you discover what you do best and what interests you. And most 35 importantly, it will help you discover your values. Values are things that are important to you in life. There are many tools that you can use in this self-assessment process. There are books, 40 tests, and classes. They all help you answer these three questions: What am I good at? What do I like to do? What are my values?

The first task is to find out what you 45 do best. Start by thinking about the classes that you took in school. What classes did you like the most? In which classes did you get the best grades? What kinds of tests did you do well on? 50 The answers to these questions can help you discover what you do best. For example, people who do well in language and literature classes probably have good communication skills. They 55 might enjoy a job in journalism. People who are good at math and science might think about engineering. And people who excel in (are very good at) art might consider graphic design.

60 However, sometimes you do well in a subject, but you don't enjoy it. For example, you might get high scores on math exams, but you really don't like math. The next step is to think about

70 what you enjoy doing. What clubs do you belong to? What sports do you play? What are your hobbies? Your free time activities can be a clue to your true interests. For example, Francie Berger 75 liked playing with LEGOs and became a toy designer. Bruce Shelley always loved playing games; he became a computer game designer. When choosing the right job, don't forget to think about what you 80 hate doing. Some people hate public speaking (speaking in front of a lot of people). People who hate public speaking probably shouldn't consider jobs such as teaching or broadcast journalism 85 because they involve speaking in front of large groups.



Campbell Brown works in broadcast journalism.

Finally, you need to think about your values. Most people work 40 hours a week or more. You don't want to be 90 doing something you don't believe in or you think is wrong. When thinking about your values, think about the following: Do you want to help others? Do you want to improve the 95 environment? What are your politics? Is it important to work with or for people who think as you do? Lifestyle is important, too. Your lifestyle is the way

that you live your life. Is a healthy 100 lifestyle important to you? Do you want a job that isn't stressful? And finally, don't forget to think about how important money is to you.

The answers to these questions will 105 help you discover the job that is right for you. For example, a computer game designer might think education is important. So he or she probably wouldn't want to work for a company 110 that makes games that are silly, violent, or just for fun. A doll designer who is African-American might want to work for a company that makes toys for children from many different cultures 115 or races.

Putting It All Together

After you've answered all the big questions, the next step is finding jobs that match your profile. Your profile is a list of characteristics that describes you. 120 There may be several possibilities. For example, let's consider Mary, a young woman who does well in languages and art. In her free time, she enjoys photography, cooking, and playing soccer. Mary enjoys helping people and being part of a team. She might 125 consider a job in the media, food service or hospitality (the restaurant or hotel business), teaching, graphic design . . . the possibilities are endless. 130

It's not always easy to think about who you really are and what you believe in. However, it's the best way to get to know yourself. And it's the best 135 way to find the job that's right for you.

Source: 100 Great Jobs and How to Find Them (Fein) and the Career Services Website (College of Charleston)

AFTER READING

A. MAIN IDEA What is the main idea of the reading? Reread the sentences you highlighted in the reading. Then fill in the correct bubble.

- A People who love their jobs share certain characteristics.
- B A person who doesn't like public speaking probably shouldn't be a teacher.
- C To find a job that is right for you, you must get to know yourself very well.
- D Self-assessment isn't easy.



B. VOCABULARY CHECK Look back at the reading on pages 26–27. Look for the meanings of these words. The line numbers in the parentheses will help you find the words in the reading. Look for meanings after *be* or *means*. Write the meanings on the lines.

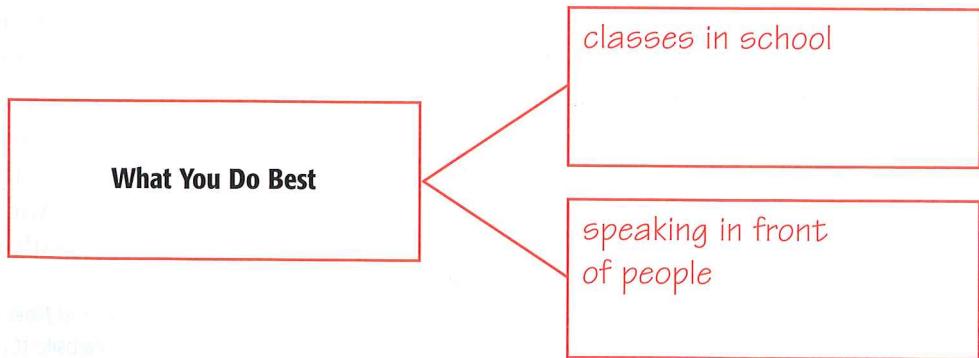
1. self-assessment (Lines 33-34) _____
2. values (Line 41) _____
3. lifestyle (Line 98) _____
4. profile (Line 118) _____

Reading Strategy

Using a Graphic Organizer

Graphic organizers help you to visually organize ideas in a reading. They help you to see relationships between ideas.

Example:

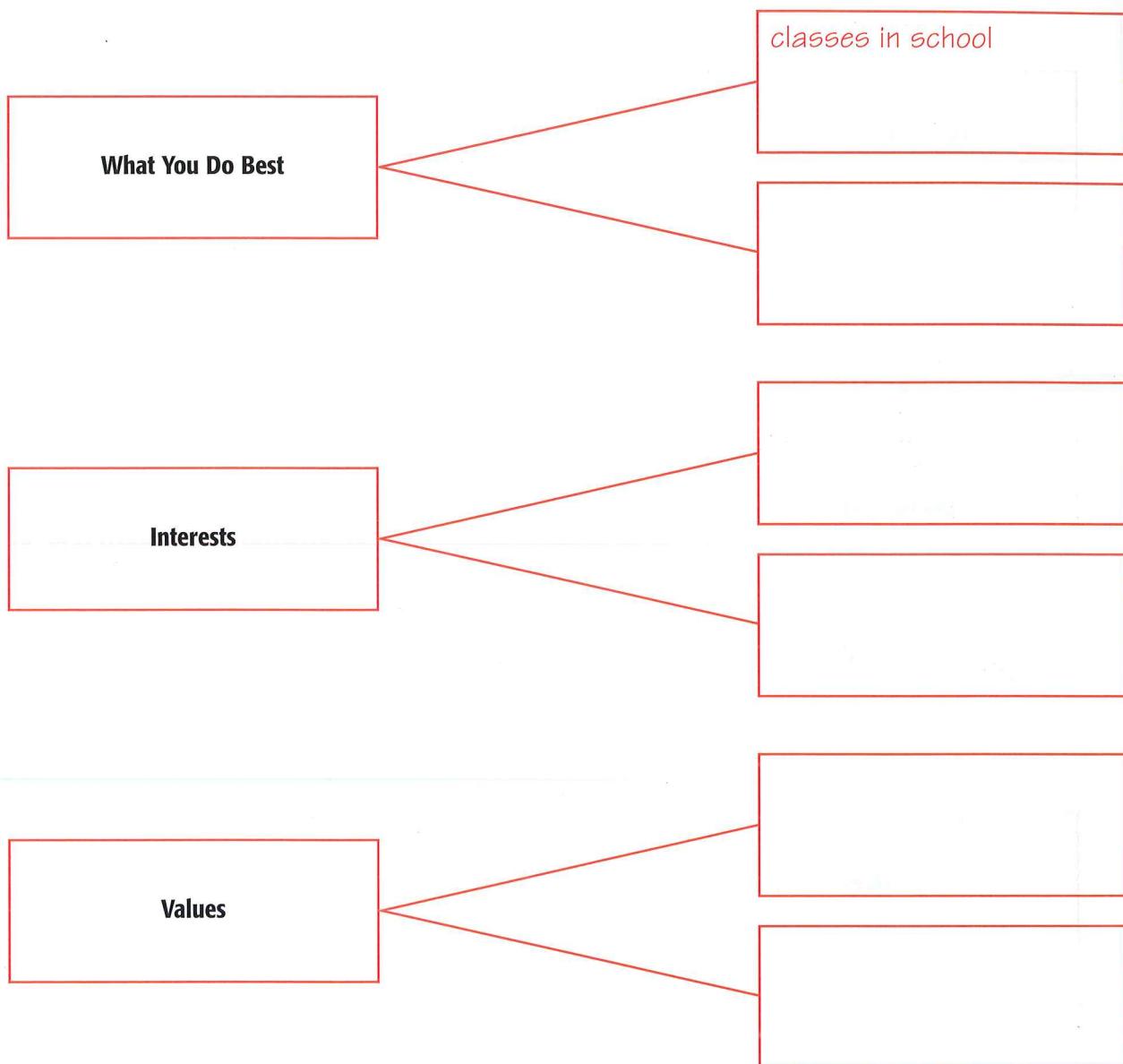




C. USING A GRAPHIC ORGANIZER

The graphic organizer below shows the three parts of self-assessment mentioned in the reading on pages 26–27. Work with a partner. Complete the graphic organizer with some of the examples from the reading.

Examples



D. CRITICAL THINKING Use your knowledge of self-assessment to do your own self-assessment. Provide information about yourself. Complete the graphic organizer with examples.

A. MAIN IDEA

reading The

Examples

What I Do Best

My Interests

My Values



Share your graphic organizer with a partner. Discuss which jobs might be right for you.

Possible Jobs for Me: _____

Possible Jobs for My Partner: _____

PART 3 ACADEMIC READING

Your Major and Career: Myths and Possibilities

BEFORE READING



A. THINKING AHEAD In small groups, discuss these questions. Some words and phrases from the reading are in red.

1. Do you have a **major**? (A major is your specialization in college.) If yes, what is it? If no, what major might you have in the future?
2. Do you think that your major *must* prepare you for a **career**?
3. Have you talked to **college advisors** or **college career counselors**—people who help you choose a major or prepare for a career? If yes, was it helpful? What did you learn?
4. Look at the career options on page 35. Do any of these careers interest you? How might you prepare for them?

B. VOCABULARY PREPARATION Read the sentences below. The words and phrases in red are from the next reading. First, highlight the definitions that follow *be* or *mean*. Then circle the correct parts of speech for the words and phrases in red. Circle n for *noun* or v for *verb*. See page 5 to review the parts of speech.

Parts of Speech

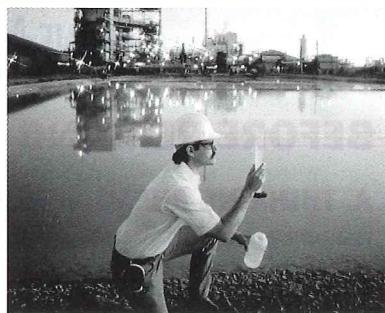
- | | |
|--|----------|
| 1. Job-switching means changing jobs. | n v |
| 2. Facilities are places that provide services. | n v |
| 3. Rehabilitation means treatment to improve a mental or physical problem. | n v |
| 4. <i>To be stuck in</i> something means to be in a situation that you can't get out of. | n v |
| 5. <i>To have a head for</i> something means to be good at something. | n v |
| 6. A myth is an incorrect idea. | n v |
| 7. <i>To grow up</i> means to become an adult. | n v |
| 8. <i>To look forward to</i> is to expect positive events in the future. | n v |

Reading Strategy



Guessing the Meanings of New Words: Pictures and Captions

You don't always need a dictionary to learn the meanings of new words. Sometimes pictures and captions (the words under the pictures) help you to understand new words. Look at the example on the right.



A water quality specialist tests the water that people drink.

C. GUESSING THE MEANINGS OF NEW WORDS As you read, look for meanings of new words in pictures and captions.

Test-Taking Strategy

Locating Key Words

For reading comprehension tests, read the questions *before* you read the passage, if possible. Notice key words (words important to the main idea) in the questions. Then look for those key words as you read.

D. LOCATING KEY WORDS Read the sentences in Activity A on page 36. Highlight the key words.

READING

Read about college majors and career choices. As you read, think about this question:

- How do college majors prepare people for careers?

Your Major and Career: Myths and Possibilities

College serves many purposes. It can educate you for a specific career, but it can also offer a more general kind of education. It can expose you to new ideas. It can give you the opportunity to meet new people. It can also help you become more mature. Many people attend college in order to prepare for a

5 career. Others don't have a specific career in mind, but they know that a college degree will help them get some kind of job. However, at some point all college students have to choose a major, and this can be difficult.

Major Myths

After you have chosen a career, you're ready to choose a major. Choosing a major can be stressful. It can seem like a big responsibility. What if you're not sure what you want to do with your life? What if you are interested in a particular major, but your parents want you to study something else? What if you choose a major and then decide you don't like it? Can you change your mind? Also, many students think there is one perfect major for them—that they are good at only one thing.

These are just some of the many myths—incorrect ideas—about choosing a major. Here's what college advisors say about choosing a major:

Myth 1: All of my classes will be in my major, so I don't have to take classes that I don't like.

This is a common belief of students who want to study in the United States. For example, a business major might think, "I don't have to take history or biology because I'm going to major in business." The truth is that in the first two years of college, you have to take "general education requirements." These are classes in a variety of areas such as science, the arts, and English. In the first two years, you will take only a few classes in your major. It's not until your third and fourth years that most classes will be in your major.

Myth 2: When I decide on a major, I will be stuck in that career for the rest of my life.

College career counselors in the United States disagree. First of all, most majors do not lead to one particular career; instead, they give you skills that are useful in many careers. A major in communications is just one example: good speaking and writing skills are necessary in almost any job. A person who majors in communications could become a journalist or a speechwriter or have a career in advertising. In addition, most college graduates combine their academic work with experience, internships (unpaid or low-paying jobs in their field), and further study or training.

More and more people are deciding to change careers after working in a particular career for years. In fact, according to the United States Bureau of Labor Statistics, the average American has 3.5 different careers in his or her life and works for more than 10 employers. In addition, more than 80 percent of American workers have a job that is not directly related to their college major. Job switching is very common in the United States. However, worldwide economic conditions are making career changing more common for people in many countries and cultures.

Myth 3: There is ONE perfect major for me . . . I just need to find it.

No, say college career counselors. There are many career possibilities for most people. First of all, you gain many skills from a college major in addition to learning about your main area of study. For example, all majors will teach

communications, critical-thinking, and decision-making skills. And again, your job choice is largely a combination of your academic work and other skills and interests. Francie Berger is an example. She majored in architecture at Virginia Polytechnic Institute. But Berger combined her major with her love of LEGOs for a career as a toy designer.

- Let's take a look at another major as an example: political science. People with this major have many options, depending on their other skills and interests.
- 50 A political science major with writing skills can work as a newspaper reporter or a speechwriter. A political science major who likes public speaking might find work as a television reporter.

Myth 4: I need to make sure that my parents agree with my career choice.

This is true for some people in the United States. Your parents may be paying for your college education. Also, your parents may believe that it is their job to advise you. This is an important role for parents in many cultures. Most parents want what's best for their children. However, career counselors will remind you of these important facts: You are the one who is going to college. You are preparing for a career. You will be supporting yourself in adulthood. It's important to prepare for a job that *you* will love, one that *you* are good at. It's important to prepare for a job that addresses *your* interests and *your* values and beliefs, not *your parents'*. Therefore, most college counselors agree that you need to make your own choices about your major.

Career Combos

Can't make up your mind about a major? Still don't know what career is right for you? Try an interesting or unusual combination of fields. Many colleges and universities offer double majors: you can major in *two* subjects. Or you can have a major and a minor. And some students combine their major with further study in another field. Here are some careers that combine two or more fields:

- **Arts Management** Are you interested in the arts but have a head for business? Arts management combines fine arts and business management. Some job titles for people in arts management include general manager of a regional theater, executive director of a chamber music society, and director of a university gallery.
- **Medical Illustration** If you are good at science and love to draw, this field is for you. It combines biology and art. Medical illustrators help communicate medical and scientific information. They are illustrators for medical textbooks, medical advertisements, professional journals, exhibits, and television programs.
- **Music Therapy** It can be difficult to earn a living as a musician. However, if you like psychology and have a desire to help people, you should think about music therapy as a career choice. Music therapy combines music and psychology. Music therapists use music to help people with physical, psychological,



A medical illustration

85

speech, or hearing problems. They work in many different settings including hospitals, community mental health agencies, rehabilitation centers, day care facilities, nursing homes, and schools.

90

- **International Business** International business combines business skills with foreign language skills. There are many opportunities in this field because of the growing globalization of business. International business specialists work in their home countries or abroad for exporters, manufacturers, banks, and service companies.

95

- **Bioinformatics** Bioinformatics is a new and important field. It combines computer science and biology. People trained in bioinformatics use computer technologies to help with medical research. They work for educational institutions, large pharmaceutical (drug) companies, and biotech companies.

100

Majors and Career Options

Sometimes, majors are directly related to careers. For example, a degree in computer science or engineering might lead directly to a job in those fields. Other majors, such as English or psychology, are not directly related to specific jobs; rather, they can lead to many different careers. This is especially true when people combine these majors with another field, some experience, or further study. Here is a sampling of college majors and the types of careers that they can lead to:

105

Majors

communications

Career Options

news reporter, advertising copywriter, book editor

environmental science

water quality specialist, environmental lawyer

history and political science

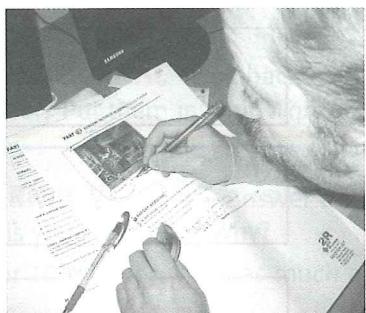
historian, international trade specialist

visual arts

animator, fashion designer, photographer

accounting

certified public accountant, bank manager



A book editor



A photographer



A water quality specialist

AFTER READING

A. CHECK YOUR UNDERSTANDING

- _____ 1. At U.S. colleges and universities, most classes will be in your major during the first two years.
- _____ 2. Most majors give you skills that are useful in many careers.
- _____ 3. There are several career possibilities with most majors.
- _____ 4. It's very important that students' parents agree with their choice of major.
- _____ 5. It's usually not possible to have two majors.
- ✓ 6. There are many careers that combine two majors.



B. VOCABULARY CHECK

Discuss the jobs below in small groups. What does each person do?

animator
art gallery director

book editor
medical illustrator

television reporter
therapist



Now look back at the reading on pages 32–35 to find three more jobs. Look for words that end in the suffixes *-or* and *-er* (animator), *-ist* (therapist), or *-ian* (politician). Discuss the jobs you find with your group.



C. FINDING IMPORTANT DETAILS

With a partner, use the graphic organizer to match some of the majors from the reading with possible jobs.

Majors

Career Options

arts management

general manager of theater

executive director of music society

(empty box)

(empty box)

(empty box)

(empty box)

(empty box)

(empty box)

Reading Strategy

Recognizing Words in Phrases: Phrases with Prepositions

Many common phrases contain prepositions. To remember the correct preposition, don't think about the words separately. Memorize the whole phrase.

Example: When I **decide on** a major, I will be stuck in **a career** forever.



D. RECOGNIZING WORDS IN PHRASES: PHRASES WITH PREPOSITIONS Look back at the reading on pages 32–35 to find the phrases in red from the sentences below. The line numbers in parentheses will help you find the phrases. Write the correct prepositions on the lines.

1. A business major might think, “I don’t have to take history or biology because I’m going to **major** _____ business.” (Line 19)
2. Are you **interested** _____ the arts but have a head for business? (Line 68)
3. People who **are good** _____ math and science might think of engineering. (Line 73)
4. Most majors do not **lead** _____ one particular career. (Line 100)
5. Most American workers have a job that **is** not directly **related** _____ their college major. (Line 104)



E. MAKING CONNECTIONS Combine the information in Part 2 on self-assessment with the information in Part 3 on college majors and careers. Think about what you do best, your interests, and your values to choose the best major for you. Then make a list of five career possibilities for that major. Discuss your list with a partner.

Example: **Major:** English

Career Possibilities: teacher, editor, technical writer, journalist, tour guide

F. WORD JOURNAL Look back at the readings in Parts 1, 2, and 3. Which words are important for *you* to remember? Put them in your Word Journal. (See page 5 to review how to keep a Word Journal.)

G. JOURNAL WRITING Answer this question:

- What is your ideal job? Why?

Write for 10 minutes. Write as much as you can. Don’t worry about grammar. Don’t use a dictionary.

PART 4 THE MECHANICS OF WRITING

In Part 4, you will practice using the simple present, the present perfect, the simple past, gerunds, and infinitives. You will need this grammar in Part 5 to write a paragraph about yourself.

Simple Present

You use the simple present to talk about repeated actions and general or permanent situations.

Examples: I **work** at a computer company.

James **likes** math and science.

Add an *-s* for the third person singular (*James, he, she, it*). For spelling rules for the third person singular with *-s*, see page 173.

A. SPELLING Follow the spelling rules on page 173. Write the third person singular (-s) forms of the verbs.

1. play plays
2. take _____
3. study _____
4. fix _____
5. plan _____
6. wish _____

7. dance _____
8. enjoy _____
9. do _____
10. like _____
11. guess _____
12. go _____

B. SIMPLE PRESENT Write the correct forms of the verbs.

James lives¹ (live) in Columbus, Ohio. He _____²
(go) to college. He studies³ (study) communications at Columbus College. He
_____⁴ (enjoy) his major and he _____⁵ (hope) to have
a career in hospitality. He works⁶ (work) hard in school, and he
_____⁷ (spend) a lot of time on his homework.

Present Perfect

You use the present perfect to talk about things that started in the past and continue in the present. To form the present perfect, use *has* or *have* with the past participle (verb + *-ed* or verb + *-en*) of the verb.

Example: James **has lived** in Columbus all his life.

Notice the past participles of these irregular verbs:

go → has/have **gone** speak → has/have **spoken**

be → has/have **been** know → has/have **known**

For a list of irregular past participles, see page 175.

Time Expressions with the Present Perfect

You use *since* in a present perfect sentence with time expressions such as *1997, April 3, three o'clock*, and *she was a child*.

You use *for* in a present perfect sentence with time expressions such as *two years, a long time, half an hour*, and *the past five months*.

Examples: Francie has played with LEGOs **since she was three years old**.

James has been a student at the community college **for two years**.

C. PRESENT PERFECT

Write the correct forms of the verbs.

James' friend Rafael also wants to work in hospitality. He _____ (live) in

¹

Columbus since 2006. He _____ (know) James for two years. He

²

_____ (be) a business major at Anderson College for the last year. He

³

_____ (work) part-time at the Hinton Hotel since he started school at

⁴

Anderson. For the past month, he _____ (go) to see a career counselor

⁵

every week, and they _____ (discuss) Rafael's future.

⁶

Simple Past

You use the simple past to talk about things that started and ended in the past. To form the simple past for most verbs, add *-ed* to the present form of the verb: work → worked

Examples: Kim **stayed** at a friend's house after school.

Sharon **lived** in Japan when she was a child.

Irregular verbs do not follow this pattern. Some irregular verbs are the following:

go → went be → was, were speak → spoke take → took

For a list of irregular verbs, see page 175. For a list of spelling rules, see page 173.

D. SIMPLE PAST Write the correct forms of the verbs.

Liana ¹ (play) with toy cars when she was a child. She
always ² (enjoy) building things. After high school, she
³ (go) to Columbus University. At the university, she
⁴ (take) a lot of science and math classes, and she
⁵ (major) in industrial design. After college, Liana
⁶ (become) a car designer.

E. REVIEW Write the correct forms of the verbs. Use the simple present, the present perfect, or the simple past.

Dylan ¹ (be) a college student. He ²
(go) to Columbus University for the past two years. Last week, he ³ (see)
a career counselor. They ⁴ (discuss) Dylan's skills, interests, and values.
Dylan ⁵ (have) good communication skills. Since he was a child, he
⁶ (study) music. He ⁷ (enjoy) foreign
cultures and ⁸ (be) good at foreign languages all his life. In addition, he
⁹ (take) two business classes at Columbus University last semester.

F. APPLICATION Write five sentences about yourself. Write about what you do best, your interests, and your values. What classes have you taken in school? What are you good at? What were you interested in as a child? What interests you now? Use simple present, present perfect, simple past, and *for* and *since* in your sentences.

Gerunds and Infinitives

You often use gerunds (verb + *-ing*) and infinitives (*to* + verb) after certain verbs when you talk about careers.

Examples: Tina **enjoys working** in the chemistry lab.

She **hopes to learn** all she can about organic chemistry.

Notice that a gerund follows *enjoy*. An infinitive follows *hope*. Gerunds follow some verbs, and infinitives follow others. Here are just a few of these verbs in each group:

Gerunds follow these verbs:

enjoy avoid recommend suggest consider

Infinitives follow these verbs:

hope expect decide afford plan

You can also use a noun after these verbs.

Example: Tina **enjoys movies**.

G. GERUNDS AND INFINITIVES

Write a gerund or an infinitive to complete the sentences.

1. If you want to work in a hospital, I recommend _____ (volunteer) in one first.
2. Jim has decided _____ (take) business classes next fall.
3. Tina is taking science classes because she hopes _____ (be) a chemist.
4. Mario can't afford _____ (study) at the university next year.
5. You might consider _____ (work) part-time.
6. Alicia avoids _____ (spend) too much money by taking the bus to school.

PART 5 ACADEMIC WRITING

WRITING ASSIGNMENT

In Part 5, you will write a paragraph about your ideal job.

STEP A. CHOOSING A TOPIC

Choose a job or career to write about.

- a job that you've hoped for all your life
- a job you just learned about in this chapter
- a cool job
- a job that someone you know has

STEP B. PLANNING YOUR PARAGRAPH Answer the following questions on a piece of paper. Write only short notes, not complete sentences.

1. What is your ideal job? (This will become your topic sentence.)
2. Why is this your ideal job?
3. What are you good at? In other words, what are your skills?
4. What are your interests?
5. What are your values?

Writing Strategy

Determining the Main Idea

A paragraph has one main idea. All of the sentences in the paragraph are about this one main idea. Also, all of the sentences are related to each other. Sentences that are not related to the main idea of the paragraph don't belong.

Example:

My ideal career is computer game design. This job is ideal for me because it matches my skills, interests, and values perfectly. I loved to play computer games when I was a child. I also enjoyed inventing new games. In high school, I was good at math and science. In addition, I have taken computer programming classes for the past four years. I think that creativity is important, and I like to help people, so I hope to design educational games for children.

STEP C. WRITING THE PARAGRAPH Use your notes from Step B. Write complete sentences in paragraph form. You might make some mistakes, but don't worry about them at this point. Remember:

- The first line of a paragraph is indented.
- All of the other lines go from margin to margin.
- Every sentence begins with a capital letter and ends with a period.
- After a period (.), the next sentence begins on the same line.

STEP D. EDITING Read your paragraph and look for mistakes. Look for:

- | | |
|------------------|---------------------------|
| • paragraph form | • gerunds and infinitives |
| • tenses | • spelling |

STEP E. REWRITING Write your paragraph again, without the mistakes.