

UNIT 2

Finding Work That Is Right for You

Have you decided on the work that is right for you? How do you know it's right for you? Below is a list of factors people consider when they are thinking about what kind of work they want to do.

A Read each factor on the list and write the first job you think of. (For example, if you wanted to make a lot of money, what work would you do?)

1. making a lot of money _____
2. helping other people _____
3. doing a job that requires physical strength _____
4. doing similar things every day _____
5. taking long vacations _____
6. interacting with the public every day _____
7. traveling for my job _____
8. being my own boss _____
9. having job security _____
10. being creative _____

B Discuss the answers to these questions with your classmates.

1. Read your completed list aloud and listen as your classmates read theirs. Did any of your classmates' answers surprise you? (For example, are there jobs that pay a lot of money in some countries but not in others?)
2. Are there any jobs on your list that you have done or are thinking about doing?
3. Of all the factors on the list, which one is most important to you in choosing work?

In this unit, you will read about a blind young woman who dropped out of college when she realized her passion was food and she wanted to be a chef. Then you will read the advice of a man who believes he knows the secret to finding work that is right for you.

A TRUE STORY IN THE NEWS



Laura Martinez

PRE-READING

Look at the photo and read the title of the story on the next page. Then think about these questions. Discuss your answers with your classmates.

1. The woman in the photo, Laura Martinez, is a chef. She thinks it is a great job. Is it? What do you think?
2. With your classmates, make a list of “great jobs.” Write your list on the board. (You and your classmates do not have to agree on which jobs belong on the list.) Is “chef” on your list of great jobs?

The Chef

1 Have you ever cooked something that was burnt on the outside but raw in the middle? Have you ever grilled meat that was too rare, or too well done? Has a pot ever boiled over? Has a cake ever stuck to a pan? Have you ever made food that was too greasy, too spicy, or too salty? Cooking has its challenges!

2 Now imagine cooking with your eyes closed. Imagine that additional challenge. That is what cooking is like for Laura Martinez. She is a blind chef.

3 When Laura was one year old, she was diagnosed with cancerous tumors in both her eyes. Doctors succeeded in curing the cancer with drugs and radiation, but they couldn't save Laura's sight.

4 Incredibly, for most of her childhood, Laura didn't know that she was blind. Born in Mexico, she grew up in a house surrounded by big trees that she climbed with her cousins. Her family and friends always treated her normally, and she had no reason to think that she was disabled in any way. When she was nine years old, her family moved to the United States. It wasn't until the summer before middle school that her family told her that she was blind. Until then, she had assumed that everyone experienced the world the way she did—through sound, touch, smell, and taste. She was shocked to learn that there was a fifth sense—sight.

5 Laura was a good learner, and she did well in middle school and high school. After she graduated from high school, she left home to go to college. She planned to major in psychology and become a psychologist because she knew there were blind psychologists. But she dropped out of college after the first year. She didn't leave because of experiences she had in the college's classrooms. She left because of experiences she had in the college's cafeteria.

6 Every time Laura walked into the cafeteria, she noticed the smells first. She couldn't help but compare them to the smells in her mother's kitchen back home. She remembered especially the smell of *mole*, a Mexican sauce made with chili peppers, black pepper, cinnamon, and

cumin. When her mother ground the spices for *mole*, Laura thought the kitchen smelled awesome—so different from the cafeteria, which she thought smelled weird. She thought, too, about the fresh ingredients her mother used in her cooking. She suspected that the ingredients in the cafeteria food didn't come fresh from gardens, markets, or farms—they came from bottles, cans, and boxes.

7 Sitting in the cafeteria, trying to eat meals she hated, Laura realized that food, not psychology, was her passion. She didn't want to be a psychologist. She wanted to be a chef.

8 Fortunately for Laura, there was a great culinary school, Le Cordon Bleu, in Chicago, just a few hours from her parents' home. Unfortunately for Laura, the school was not interested in having her as a student. She wondered if it was because she was blind.

9 Determined to get into the school, she made an appointment to talk to someone in the president's office. The man she talked to was sympathetic. "My mother is blind, too," he told Laura, "but I don't think she's capable of doing something like cooking at Le Cordon Bleu." Laura responded, "How do you know? Give me a chance. And if I'm not able to succeed here, I'll pick up my things and leave—you won't even have to kick me out." Laura was admitted to Le Cordon Bleu.

10 In her last year of culinary school, Laura had some extraordinary luck. A famous chef—the owner of one of Chicago's top restaurants—stopped by for a visit. He paused in his tour of the kitchen to watch Laura. She was cooking by smell, taste, and touch, even touching simmering liquids to make sure the temperature was right. He tasted a piece of chicken Laura had cooked and then said, "You're going to work for me, right?"

11 "That would be an honor," Laura replied.

12 After she graduated from culinary school, Laura started working at the restaurant. It was her dream job. "We were like family," she remembers. "No one ever said, 'You can't do

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this because you can't see.” For three years, she prepped, cleaned, chopped, and cooked alongside Chicago’s best chefs. Then the restaurant owner died suddenly, and the restaurant closed. Laura was out of work.

¹³ For a chef with a diploma from Le Cordon Bleu and three years’ experience at a top restaurant, finding work as a chef should have been easy. For Laura, it wasn’t easy; in fact, it was impossible. Laura says, “I went to *many* job interviews, and no luck. Nobody cared who I worked with, what I did, or where I studied. They just saw that I was blind.” Finally, she realized she had a choice: She could keep looking for a job, or she could abandon the job search and start working on her dream—opening her own restaurant. She decided to open her own restaurant. She already knew what she wanted on the menu, and she already had a name: La Diosa, which means “the goddess” in Spanish. All she needed was financing. That, it turned out, wouldn’t be easy to find, either.

¹⁴ Through an Internet search, Laura found the name of a business adviser, and she cold-called him. He agreed to meet with her after she told him on the phone about her training and experience. She did not tell him she was blind.

¹⁵ The business adviser was surprised when Laura, wearing her white chef coat, walked into his office; he had never met a blind chef. He was impressed by Laura’s background: She’d graduated from Le Cordon Bleu. She’d worked at a top restaurant. She didn’t have a business plan, but she knew exactly what she wanted to do. The question was: Could he help her turn her idea into a business? He thought he could.

¹⁶ Laura and her business adviser got to work—writing a business plan, applying for grants and loans, and visiting possible locations for the restaurant. Finally, two years later, La Diosa opened for business, with Laura as its owner and chef and her husband, Maurilio, as her assistant. Laura describes the restaurant this way: “It’s tiny—just five tables and some stools at the counter at the front window—but it’s like my baby; it’s a great responsibility, and I put the best of me in it.” The restaurant has an open kitchen, so customers can see Laura, wearing dark sunglasses, prepare their food.

¹⁷ When La Diosa opened, Laura’s business adviser notified the media, and local newspapers and TV stations covered the event. The media coverage brought in a lot of customers. Ultimately, though, the success of the restaurant will depend on Laura’s skills as a chef. And that’s just fine with her. “I’m known for being the blind chef,” she says. “But I want people to look beyond that. When people eat at La Diosa, what I really want them to remember is the food.”

¹⁸ In that respect, La Diosa is already a success. If you look up La Diosa on business review websites such as Yelp or Zagat, you will find a lot of five-star reviews. People use words like these to describe the food: *Delicious. Amazing. Extraordinary. Fabulous. Outstanding. Wonderful.* Laura is pleased, of course, by the positive reviews people write online. But she is even more pleased by what they don’t write: Very few of the reviewers mention that the chef is blind.



GETTING THE BIG PICTURE

Laura Martinez dreamed of being the chef in her own restaurant. It wasn't easy for her to make her dream a reality. Why not? Check (✓) three reasons.

- 1. Her family wanted her to become a psychologist.
- 2. She was blind.
- 3. The cooking school she wanted to go to wasn't interested in having her as a student.
- 4. A famous chef didn't like her cooking.
- 5. She couldn't get the ingredients that her mother used in Mexico.
- 6. She couldn't get financing for her restaurant.

BUILDING VOCABULARY

RECALLING NEW WORDS

The words below are from the story. Complete each sentence with the correct word or words.

capable of	dropped out of	kick somebody out	outstanding
culinary	grants	loans	sympathetic
disabled	greasy	media coverage	wondered

1. Laura was blind, but she never believed she was disabled in any way.
2. Laura left college after one year. She _____ college because she didn't want to study psychology.
3. Laura wanted to study cooking, so she applied to a _____ school.
4. The man in the president's office understood Laura's situation because his mother was blind. Although he was _____, he did not want to admit Laura to cooking school.
5. In her interview at Le Cordon Bleu, Laura said that if she was not successful, she would leave. The school would not have to _____ her _____.
6. In cooking school, Laura learned the correct way to use ingredients like oil so that her food was not too _____.
7. In the restaurant's kitchen, Laura cleaned lettuce for salads, chopped vegetables, and cooked food. She was _____ doing everything the other chefs did.
8. Laura got money from banks to buy things for her restaurant. Of course, she will have to pay back the _____.
9. Laura also got _____ from businesses and organizations. She will not have to pay that money back.

10. When Laura's restaurant opened, reporters interviewed her. Stories about the restaurant were in newspapers, on the radio, and on TV. The restaurant got a lot of _____.
11. "A blind chef?" people asked. "How is that possible?" They _____ how Laura could do things like chop food and use the stove and oven.
12. People on business review sites give Laura's restaurant five stars out of a possible five stars. They use words like "excellent" and "_____" to describe the food.

USING NEW WORDS

A Give examples to show you understand the meanings of the new words. You do not need to write in complete sentences.

Name ...

1. something you are capable of doing. _____
2. something you wish you were capable of doing. _____
3. something people learn how to make in culinary school. _____
4. a business you would start if you got a grant. _____
5. a reason some students drop out of school. _____
6. a reason some students are kicked out of school. _____
7. a food from your country that is often greasy. _____
8. a situation you wish would get more media coverage. _____
9. a situation that makes you feel sympathetic. _____
10. something you often wonder about. _____
11. something you think is outstanding. _____

B In a small group, take turns reading your answers aloud. Ask your classmates questions about their answers.

DEVELOPING READING SKILLS

UNDERSTANDING THE MAIN IDEAS

There are two correct ways to complete each sentence. Cross out the one incorrect answer.

1. Laura never thought she was disabled because
 - a. her family and friends treated her normally.
 - b. her family didn't tell her she was blind.
 - c. ~~her teachers told her she could succeed at anything.~~
2. In the cafeteria at the college Laura attended, she
 - a. met other students from Mexico.
 - b. thought about her mother's kitchen back home.
 - c. realized that she didn't want to be a psychologist.
3. A man at the culinary school
 - a. was sympathetic because his mother was blind, too.
 - b. said he would do everything he could to help Laura succeed.
 - c. didn't think that blind people were capable of cooking there.
4. During Laura's last year of culinary school, a famous chef
 - a. watched her cook.
 - b. offered her a job at his restaurant.
 - c. offered her free cooking lessons.
5. When Laura decided to open her own restaurant, she already had
 - a. the financing.
 - b. the name.
 - c. the menu.
6. The business adviser was impressed because Laura had
 - a. a diploma from a great culinary school.
 - b. experience at a top restaurant.
 - c. a complete business plan.
7. Laura and her business adviser
 - a. interviewed Chicago's best chefs.
 - b. applied for grants and loans.
 - c. visited possible locations for the restaurant.
8. Laura's restaurant has
 - a. just five tables.
 - b. an open kitchen.
 - c. a Spanish theme.
9. On business review sites for Laura's restaurant, you'll see
 - a. five-star reviews.
 - b. links to news articles about her.
 - c. words that describe the food.

RECOGNIZING CONTRASTING IDEAS

Words like *but*, *though*, and *or* are often used to connect contrasting ideas in writing. Punctuation marks like semicolons (;) and dashes (–) can be used in this way, too.

Complete the sentences with contrasting ideas from the story. Notice the words and punctuation that connect the contrasting ideas.

1. Have you ever cooked food that was burnt on the outside but *raw in the middle* _____?
2. Have you ever grilled meat that was too rare or too _____?
3. Laura thought her mother’s kitchen smelled awesome—so different from the cafeteria, which she thought smelled _____.
4. The cafeteria food didn’t come from gardens, markets, or farms—it came from _____.
5. For Laura, finding work as a chef wasn’t easy; in fact, it was _____.
6. Laura could keep looking for a job as a chef, or she could _____.
7. Laura told a business adviser on the phone about her training and experience, but she didn’t tell him _____.
8. The media coverage brought in a lot of customers. Ultimately, though, the success of the restaurant will depend on _____.

SUMMARIZING

Summarizing is a good way to check your comprehension. When you write a summary, you include only the main information and not the details. A summary is shorter than the original reading.

Imagine this: You and a friend go to Laura’s restaurant for lunch. You can see Laura, wearing dark sunglasses, cooking your food. You know Laura’s story; your friend does not. While you are eating, you tell your friend what you know about Laura. Complete the summary below on a separate piece of paper. Include only the main information and not the details.

The chef’s name is Laura Martinez. She is blind because she had cancer in both eyes when she was a baby. She was born in Mexico but came to the United States when she was a girl. . . .

NEWS AND VIEWS

In this unit, you have read about Chef Laura Martinez, who realized that food was her passion.

Laura's story would not surprise Parker Palmer. Dr. Palmer is a teacher and writer who believes he knows how people can find work that will bring them joy. According to Dr. Palmer, the way to find work that is right for you is to become "the person you have always been."

Before you read, think about what Dr. Palmer means by becoming "the person you have always been."

Becoming Yourself

1 Every time Parker Palmer's little granddaughter comes to visit, he observes her. He notices what she likes and doesn't like. He notices how she moves, what she does, and what she says. Then he writes his observations down. When his granddaughter is older, he will put his observations in a letter and give the letter to her. His letter will begin something like this: "Here is a sketch of who you were from your earliest days in the world. It is not a complete picture—only you can draw that. But it was sketched by a

person who loves you very much. Perhaps these notes will help you do what I finally did in my own life: Remember who you were when you first arrived and reclaim the gift of true self."

2 Dr. Palmer will give his granddaughter the letter when she is in her late teens or early 20s, when she will probably be deciding what kind of work she wants to do. Dr. Palmer hopes that if his granddaughter knows her "true self," she will choose work that is right for her.

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A future astronomer?



3 Young people who are trying to decide on a career often ask themselves, “What should I do with my life?” Dr. Palmer thinks it is more useful to ask, “Who am I? What is my nature?” He points out that everything in the universe has a nature, which has its limits as well as its potentials. This is a truth that people who work daily with natural materials know. A potter, for example, cannot simply tell the clay what to do. The clay presses back on the potter’s hands, telling her what it can and cannot do. If she fails to listen to the clay, her pottery will be frail and unattractive. An engineer cannot tell his materials what they must do. He must understand the nature of the steel or the wood or the stone he is working with. If he does not, the bridge or building he designs could collapse. Human beings, Dr. Palmer says, also have a nature, with limits as well as potentials. When choosing a career, we must understand the material we are working with, just as the potter understands the clay and the engineer the steel. To find work that is right for us, we must know our nature. Attempts to override that nature always fail.

4 It is not always easy for us to know exactly what our nature is. Sometimes we are discouraged from following our natural inclinations, and we lose track of what they are. When we are young, we are surrounded by expectations—the expectations of our families, our teachers, and, later, our employers. Often these people are not trying to understand our nature; instead, they are trying to fit us into slots. Sometimes racism, sexism, or tradition determines the slots people choose for us. For example, a little girl who wants to be a carpenter when she grows up is told that girls cannot be carpenters, but she could be a teacher. Or an oldest son who wants to be an artist is persuaded to take over the family business instead of studying art. We feel the pressure of others’ expectations, and we betray our nature in order to be accepted.

5 Dr. Palmer maintains that if we lose track of our true self, it is possible to pick up the trail again. One way is to look for clues from our younger years, when we lived closer to our nature. That is how he found his way back to his true self. In his book *Let Your Life Speak*, he writes:

6 In grade school, I became fascinated with the mysteries of flight. As many boys did in those days, I spent endless hours, after school and on weekends, designing, making, flying, and (usually) crashing model airplanes made of fragile wood.

7 Unlike most boys, however, I also spent long hours creating eight- and twelve-page books about aviation. I would turn a sheet of paper sideways; draw a vertical line down the middle; make diagrams of, say, the cross-section of a wing; roll the sheet into a typewriter; and type a caption explaining how air moving across the wing creates a vacuum that lifts the plane. Then I would fold that sheet in half along with several others I had made, staple the collection together down the spine, and painstakingly illustrate the cover.

8 I had always thought that the meaning of this paperwork was obvious: fascinated with flight, I wanted to be a pilot, or perhaps an aeronautical engineer. But recently, when I found a couple of these books in a cardboard box, I suddenly saw the truth, and it was more obvious than I had imagined. I didn’t want to be a pilot or anything related to aviation. I wanted to be an author, to make books—a task I have been attempting from the third grade to this very moment!

9 When he found the books he had made as a boy, Parker Palmer realized that for most of his adult life he had not been following his natural inclinations. He says that he tried to ignore his nature, hide from it, and run from it, and he thinks he is not alone. He believes that there is a universal tendency to want to be someone else—but that it is more important to be oneself.

10 And so, Dr. Palmer observes his granddaughter. He hopes that someday his observations will help her remember what she was like when she was very young. He hopes that she will become the person she was born to be and find work that will bring her joy. He hopes, in short, that she will grow up to be the person she has always been.

BUILDING VOCABULARY

IDENTIFYING THE CORRECT DEFINITION

Read each sentence. What is the meaning of the boldfaced word? Choose from several meanings this word can have.* Circle the letter of the correct answer.

1. It is not always easy for us to know exactly what our **nature** is.
 - a. everything in the physical world that is not controlled by humans, such as wild plants and animals, earth and rocks, and the weather: *I've always been a nature lover.*
 - b. the qualities that make someone different from others: *It's her nature to be generous.*
2. Parker Palmer's letter to his granddaughter will begin, "Here is a **sketch** of who you were from your earliest days in the world."
 - a. a simple, quickly made drawing that does not show much detail: *These are Renoir's sketches for his paintings.*
 - b. a short written or spoken description: *The speaker gave us a sketch of life in the 1890s.*
3. We feel the **pressure** of others' expectations.
 - a. an attempt to persuade someone by using influence, arguments, or threats: *So far, she has resisted pressure to tell her story to the newspapers.*
 - b. the force or weight that is being put on something: *To stop the bleeding, put pressure directly on the wound.*
 - c. the weight of the air: *Low pressure often brings rain.*
4. We **betray** our nature in order to be accepted.
 - a. to be disloyal to someone who trusts you, so that they are hurt or upset: *She betrayed her friend when she told everyone his secret.*
 - b. to be disloyal to your country, for example by giving secret information to its enemies: *He betrayed his country for money.*
 - c. to stop supporting your beliefs and principles, especially in order to get power or avoid trouble: *He said he would always tell the truth, but he betrayed his principles when he lied to me.*
 - d. to show feelings that you are trying to hide: *His face betrayed his disappointment at not getting the job.*
5. Dr. Palmer **maintains** that if we lose track of our true self, it is possible to pick up the trail again.
 - a. to make something continue in the same way as before: *They hope to maintain peace in the region.*
 - b. to take care of something so that it stays in good condition: *They maintain all the equipment in the office.*
 - c. to strongly express your belief that something is true: *For centuries people maintained that the world was flat.*

* The definitions are adapted from the *Longman Advanced American Dictionary*.

6. "I would staple the collection of papers together down the **spine**."
- the row of bones down the center of the back of humans and some animals: *The human spine is made up of 33 separate bones.*
 - the side of a book where the pages are fastened together: *What you see on a library shelf is a book's spine.*
 - a stiff, sharp-pointed part of an animal or plant: *Touching a cactus spine can be a painful experience!*

DEVELOPING READING SKILLS

UNDERSTANDING THE MAIN IDEAS

There is one correct way to complete each sentence or answer each question. Circle the letter of the correct answer.

- Parker Palmer believes that to find work that is right for us, we must
 - know our nature.
 - meet our families' expectations.
 - work with natural materials.
- According to Dr. Palmer, it is sometimes difficult for us to know our nature because
 - our parents and grandparents do not take the time to observe us and tell us what our nature is.
 - our families, teachers, and employers discourage us from following our natural inclinations, and we no longer remember what our nature is.
 - human beings, unlike natural materials, do not always have a nature.
- Imagine that a 21-year-old man tells Dr. Palmer that he doesn't know exactly what his nature is. What would Dr. Palmer tell him to do?
 - "Ask your family and teachers, 'What should I do with my life?'"
 - "Don't try to discover your nature; attempts to discover it always fail."
 - "Look for clues in your childhood; try to remember what you liked and didn't like when you were young."
- When Parker Palmer found his old books in a cardboard box, he realized that
 - he should have become a pilot or an aeronautical engineer.
 - he did not use his free time wisely when he was a boy.
 - he had not followed his natural inclinations for most of his adult life.
- Why is Parker Palmer observing his granddaughter and writing down his observations?
 - He is a writer, and he will include his observations in a book about finding the right work.
 - He believes his observations will help her choose the right work when she is older.
 - He believes that he might not be alive when she is an adult and wants her to remember their time together.

EVALUATING STATEMENTS

A The following statements reflect Parker Palmer’s opinions. Read each statement and check (✓) *Agree* or *Disagree*.

	Agree	Disagree
1. To find work that is right for us, we must know our nature.	<input type="checkbox"/>	<input type="checkbox"/>
2. It is not always easy for us to know what our nature is.	<input type="checkbox"/>	<input type="checkbox"/>
3. We sometimes feel the pressure of others’ expectations, and we betray our nature in order to be accepted.	<input type="checkbox"/>	<input type="checkbox"/>
4. If we lose track of our “true self,” one way to pick up the trail is to look for clues in our younger years.	<input type="checkbox"/>	<input type="checkbox"/>

B Compare your answers with a partner’s. Explain to your partner why you agree or disagree. If you have had an experience that supports your opinion, tell your partner about it.

APPLYING INFORMATION



The boy in the photo loves to help his father work on the family car. He’s been helping his father fix cars and trucks ever since he could walk.

Discuss the answers to these questions with your classmates, or write your answers on a separate piece of paper.

1. Would Parker Palmer say that the boy should be a mechanic when he grows up?
2. Do you think the boy should be a mechanic when he grows up?

READING A CHART

The jobs in the list below are among the 100 best jobs in the United States.* Why are they considered the best? The jobs were rated in five categories. In each category, the jobs were scored 1 to 10, with 10 being the best score. The jobs with the highest overall scores made the “best jobs” list.

A Read the descriptions of the categories.

- Salary:** A high score means workers in this field make the most money.
- Job market:** A high score means it’s easier to find a job in this field.
- Future growth:** A high score means it will probably be easier to find a job in this field in the future.
- Stress level:** A high score means *low* stress.
- Work-life balance:** A high score means workers in this field have free time for family, friends, and leisure.

B Read the chart.

Job	Salary	Job Market	Future Growth	Stress Level	Work-Life Balance
Doctor	10.0	4	6	2	6
Interpreter/Translator ¹	5.4	6	6	6	10
Medical Assistant ²	4.4	10	8	6	6
Personal Care Aide ³	3.7	10	10	4	6
Plumber	5.7	8	6	6	8
Software Developer ⁴	7.9	10	10	6	8
Web Developer ⁵	6.4	6	6	8	10
Wind Turbine Technician ⁶	5.7	4	10	8	6

- An interpreter works in spoken language; a translator works in written language.
- A medical assistant does office work—for example, answering the phone—and may also do some medical procedures—for example, drawing blood.
- A personal care aide helps elderly people or people with chronic diseases with everyday tasks—for example, getting dressed.
- A software developer invents technologies—for example, apps for smart phones.
- A web developer creates websites.
- A wind turbine technician inspects, maintains, and repairs wind turbines.

* According to *U.S. News & World Report*.

C Answer the questions below.

1. Which is the highest-paying job? doctor
2. Which is the lowest-paying job? _____
3. Which two jobs are the least stressful? _____
4. Which two jobs give people the best work-life balance? _____
5. Which three jobs are the easiest to find now? _____
6. Which three jobs will be the easiest to find in the future? _____

D Discuss the answers to these questions with your classmates.

1. These “best jobs” are in the United States. Are there any jobs on the list that would not be the best jobs in your native country? Cross them out. Then compare your list with that of a classmate from another country.
2. Are the high-paying jobs in the United States also high-paying jobs in your native country?
3. What do you think about the five categories (salary, job market, future growth, stress, work-life balance) that were used to rate the jobs? Which category is most important to you? Are there other categories that should have been considered, too?
4. If you discovered that the work you want to do is not on a list like the one above, would you consider choosing different work? Why or why not?
5. What do you think Parker Palmer would think of this list?

DISCUSSION

Parker Palmer believes that you must know your nature if you want to find work that is right for you. One way to discover what he calls your “true self” is to look for clues in your younger years. He gives himself as an example: He was a boy who made books in his free time; that was a clue that he should be an author.

A Find five ways to complete the sentence, “I was a kid who...” Write your answers on the lines.

Example:

I was a kid who

1. was very shy.
2. was neat and tidy.
3. was diligent.
4. hated sports.
5. liked taking things apart to see how they worked.

I was a kid who

1. _____
2. _____
3. _____
4. _____
5. _____

B Read your description of yourself as a child to a small group of classmates. Then tell your classmates what kind of work you want to do (or already do). Do you and your classmates see clues in your description that you have chosen work that is right for you? What are the clues?

WRITING

Choose one of the following topics to write about.

1. What kind of work do you plan to do? (Or, what kind of work do you do?) Explain why you chose that work.
2. Laura Martinez worked hard to achieve her goal of being a chef. Imagine this: It is ten years from now. You have worked hard, and you are successful in your career. Where are you, and what are you doing? What did you do to get to where you are? Write about your future life.
3. In an interview, Laura Martinez said that when she was a little girl, she would run into the kitchen to help whenever she heard her grandmother, aunts, and mother cooking. Can you look back on a childhood experience and see that the right work for you was already clear then? Describe your experience.
4. Ask someone who knew you when you were a child to describe what you were like when you were very young. Ask the person to describe anything special that you said or did. Write their memories of you.
5. Can you think of people in your own life who have found work they love? Describe one of those people and the work he or she does.
6. Interview someone about his or her work. First, make a list of possible questions you could ask, for example:
 - What do you do on a typical workday?
 - What do you like about your work?
 - What don't you like about your work?
 - Why did you choose this work?

Record your interview or take notes. At home, listen to the recording or review your notes. Then decide what information you would like to include in a short essay about the person you interviewed. (You might want to focus on the answer to only one of your questions.)