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Vocabulary Learning Tips

Learning new vocabulary is an important part of learning to be a good reader. Remember that the letter **C** in **ACTIVE Skills for Reading** reminds us to **cultivate** vocabulary.

1 Decide if the word is worth learning now

As you read, you will find many words you do not know. You will slow your reading fluency if you stop at every new word. For example, you should stop to find out the meaning of a new word if:

- you read the same word many times.
- the word appears in the heading of a passage, or in the topic sentence of a paragraph—the sentence that gives the main idea of the paragraph.

2 Record information about new words you decide to learn

Keep a vocabulary notebook in which you write words you want to remember. Complete the following information for words that you think are important to learn:

<input type="radio"/>	New word	healthy
<input type="radio"/>	Translation	健康
<input type="radio"/>	Part of speech	adjective
<input type="radio"/>	Sentence where found	Oliver is well-known for sharing his secrets of cooking healthy food.
<input type="radio"/>	My own sentence	I exercise to stay fit and healthy.

3 Learn words from the same family

For many important words in English that you will want to learn, the word is part of a word family. As you learn new words, learn words in the family from other parts of speech (nouns, verbs, adjectives, adverbs, etc.).

<input type="radio"/>	Noun	happiness
<input type="radio"/>	Verb	
<input type="radio"/>	Adjective	happy
<input type="radio"/>	Adverb	happily

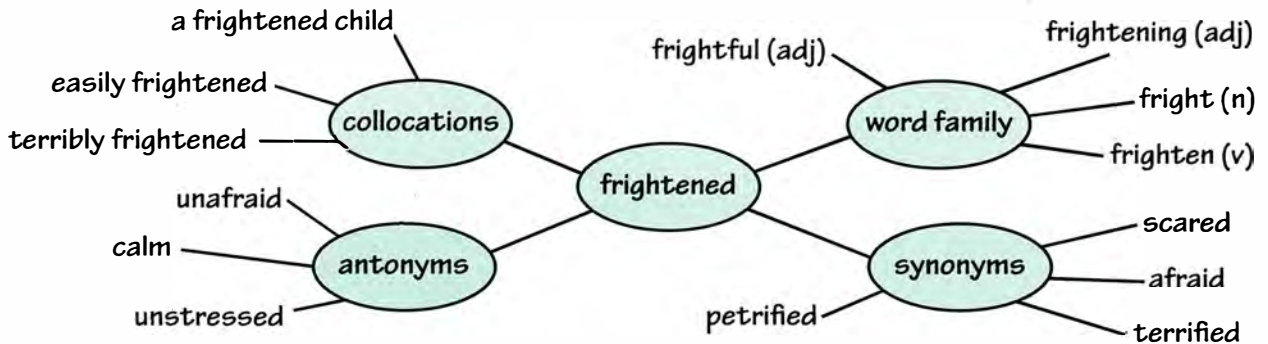
4 Learn words that go with the key word you are learning

When we learn new words, it is important to learn what other words are frequently used with them. These are called collocations. Here is an example from a student's notebook.

<input type="radio"/>	take		long		
<input type="radio"/>	go on		two-week		next week
<input type="radio"/>	need	a	short	vacation	in Italy
<input type="radio"/>	have		summer		with my family
<input type="radio"/>			school		by myself

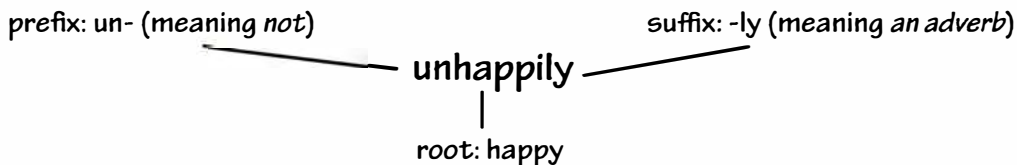
5 Create a word web

A word web is a picture that helps you connect words together and helps you increase your vocabulary. Here is a word web for the word *frightened*:



6 Memorize common prefixes, roots, and suffixes

Many English words can be divided into different parts. We call these parts *prefixes*, *roots*, and *suffixes*. A *prefix* comes at the beginning of a word, a *suffix* comes at the end of a word, and the *root* is the main part of the word. In your vocabulary notebook, make a list of prefixes and suffixes as you come across them. On page 238 there is a list of prefixes and suffixes in this book. For example, look at the word *unhappily*.

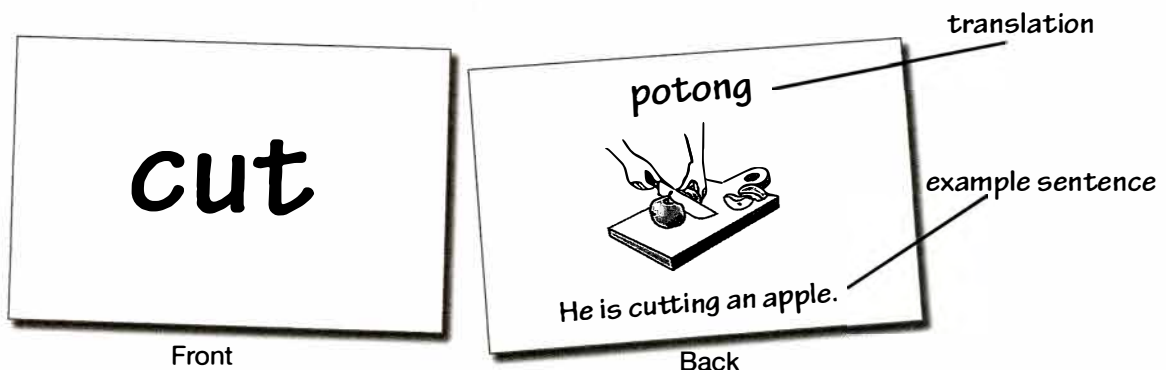


7 Regularly review your vocabulary notebook

You should review the words in your vocabulary notebook very often. The more often you review your list of new words, the sooner you will be able to recognize the words when you see them during reading. Set up a schedule to go over the words you are learning.

8 Make vocabulary flash cards

Flash cards are easy to make, and you can carry them everywhere with you. You can use them to study while you are waiting for the bus, walking to school or work, or eating a meal. You can use the flash cards with your friends to quiz each other. Here is an example of a flash card:



Tips for Fluent Reading

Find time to read every day.

Find the best time of day for you to read. Try to read when you are not tired. By reading every day, even for a short period, you will become a more fluent reader.

Look for a good place to read.

It is easier to read and study if you are comfortable. Make sure that there is good lighting in your reading area and that you are sitting in a comfortable chair. To make it easier to concentrate, try to read in a place where you won't be interrupted.

Use clues in the text to make predictions.

Fluent readers make predictions before and as they read. Use the title, subtitle, pictures, and captions to ask yourself questions about what you are going to read. Find answers to the questions when you read. After reading, think about what you have learned and decide what you need to read next to continue learning.

Establish goals before you read.

Before you read a text, think about the purpose of your reading. For example, do you just want to get a general idea of the passage? Or do you need to find specific information? Thinking about what you want to get from the reading will help you decide what reading skills you need to use.

Notice how your eyes and head are moving.

Good readers use their eyes, and not their heads, when they read. Moving your head back and forth when reading will make you tired. Practice avoiding head movements by placing your elbows on the table and resting your head in your hands. Do you feel movement as you read? If you do, hold your head still as you read. Also, try not to move your eyes back over a text. You should reread part of a text only when you have a specific purpose for rereading, for example, to make a connection between what you read previously and what you are reading now.

Try not to translate.

Translation slows down your reading. Instead of translating new words into your first language, first try to guess the meaning. Use the context (the other words around the new word) and word parts (prefixes, suffixes, and word roots) to help you guess the meaning.



READER

Read in phrases rather than word by word.

Don't point at each word while you read. Practice reading in phrases—groups of words that go together.

Engage your imagination.

Good readers visualize what they are reading. They create a movie in their head of the story they are reading. As you read, try sharing with a partner the kinds of pictures that you create in your mind.

Avoid subvocalization.

Subvocalization means quietly saying the words as you read. You might be whispering the words or just silently saying them in your mind. Your eyes and brain can read much faster than you can speak. If you subvocalize, you can only read as fast as you can say the words. As you read, place your finger on your lips or your throat. Do you feel movement? If so, you are subvocalizing. Practice reading without moving your lips.

Don't worry about understanding every word.

Sometimes, as readers, we think we must understand the meaning of everything that we read. It isn't always necessary to understand every word in a passage in order to understand the meaning of the passage as a whole. Instead of interrupting your reading to find the meaning of a new word, circle the word and come back to it after you have finished reading.

Enjoy your reading.

Your enjoyment of reading will develop over time. Perhaps today you do not like to read in English, but as you read more, you should see a change in your attitude. The more you read in English, the easier it will become. You will find yourself looking forward to reading.

Read as much as you can.

The best tip to follow to become a more fluent reader is to read whenever and wherever you can. Good readers read a lot. They read many different kinds of material: newspapers, magazines, textbooks, websites, and graded readers. To practice this, keep a reading journal. Every day, make a list of the kinds of things you read during the day and how long you read each for. If you want to become a more fluent reader, read more!



Are You an *ACTIVE* Reader?

Before you use this book to develop your reading skills, think about your reading habits, and your strengths and weaknesses when reading in English. Check the statements that are true for you.

	Start of course	End of course
1 I read something in English every day.	<input type="checkbox"/>	<input type="checkbox"/>
2 I try to read where I'm comfortable and won't be interrupted.	<input type="checkbox"/>	<input type="checkbox"/>
3 I make predictions about what I'm going to read before I start reading.	<input type="checkbox"/>	<input type="checkbox"/>
4 I think about my purpose of reading before I start reading.	<input type="checkbox"/>	<input type="checkbox"/>
5 I keep my head still, and move only my eyes, when I read.	<input type="checkbox"/>	<input type="checkbox"/>
6 I try not to translate words from English to my first language.	<input type="checkbox"/>	<input type="checkbox"/>
7 I read in phrases rather than word by word.	<input type="checkbox"/>	<input type="checkbox"/>
8 I try to picture in my mind what I'm reading.	<input type="checkbox"/>	<input type="checkbox"/>
9 I read silently, without moving my lips.	<input type="checkbox"/>	<input type="checkbox"/>
10 I try to understand the meaning of the passage, and try not to worry about understanding the meaning of every word.	<input type="checkbox"/>	<input type="checkbox"/>
11 I usually enjoy reading in English.	<input type="checkbox"/>	<input type="checkbox"/>
12 I try to read as much as I can, especially outside class.	<input type="checkbox"/>	<input type="checkbox"/>

Follow the tips on pages 8–9. These will help you become a more active reader. At the end of the course, answer this quiz again to see if you have become a more fluent, active reader.

What Kind of Job Is Right for You?

	Agree	Somewhat Agree	Disagree
1 I'd like to work in one company for my whole life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I can't enjoy a job unless it is quite challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I prefer working with other people than working alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I'd be happiest with a job that has regular hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 A position with power and status is attractive to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I wouldn't like a job with too much responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I want a job that allows me to contribute to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 My main motivation for working is to make money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 I'd prefer to work part time instead of full time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 No matter what I do, I want to have as much free time as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Getting Ready

Complete the survey above by checking (✓) the boxes that apply to you. Then discuss the following questions with a partner.

- 1 What kinds of jobs are most popular for graduates in your country at the moment?
- 2 What jobs in your country are considered to be good jobs? Why?

Before You Read

Careers

A Match these jobs with their descriptions. Write a–h.

- a animal trainer b archaeologist c biologist d nature conservationist
e picture editor f tour guide g veterinarian h wildlife photographer

- 1 ____ studies plant and animal life
- 2 ____ takes pictures of animals
- 3 ____ gives treatment and medical care to animals
- 4 ____ teaches animals how to behave and perform certain tasks
- 5 ____ protects and manages the local environment
- 6 ____ chooses images to use in a newspaper, magazine, or website
- 7 ____ shows visitors around an area and gives them information
- 8 ____ studies ancient societies by examining the remains of buildings, tools, etc.

B Discuss the following questions with a partner.

- 1 Which job above would interest you? Why?
- 2 What qualities would someone need to be successful in that job?

Reading Skill

Predicting

Good readers think about what they are going to read before they actually start reading. They first skim the passage for clues to what it will be about, and then they use this information to activate their background knowledge on the topic.

A Skim the article on the next two pages quickly. Read the title, subtitles, and the opening paragraph, then look at the photos and read the accompanying captions.**B** The following are interview questions from the article. Based on what you read in **A**, what do you think Widstrand and Switzer's responses will be? Discuss your answers with a partner.

- 1 What did you want to be when you were growing up?
- 2 How did you get started in your field of work?
- 3 What inspires you?
- 4 What has been your favorite experience in the field?

C Now skim the article to see if your answers in **B** were close.**D** Read the entire article carefully. Then answer the questions on page 15.

Not Your Typical 9-to-5 Job

Many people dream of **attaining** a steady job with normal work hours and a reasonable commute, perhaps in a large **cosmopolitan** city. Others desire something else. Here are two people who knew from an early age that they didn't want a typical 9-to-5 job. With determination and **tenacity**, they managed to find work in areas that they are passionate about.

5 **Staffan Widstrand** **wildlife photographer and** **nature conservationist**

What did you want to be when you were growing up?

As a child, I remember having it all figured out: I was
10 going to be an ice hockey star during winter, a soccer
star during summer, and a pop star during spring and
autumn. Later on I wanted to be an archaeologist, an
explorer, and a photographer.

How did you get started in your field of work?

15 I was in love with the natural world from the start. I wanted
to know everything about animals. At 13, I became passionate about birds, and I still am. I also became
passionate about other places, other countries, other cultures, and other languages. The **horizon**, and
anything beyond it felt like a promise, not a threat.

I started taking pictures at 13, but it took until I was 25 before I started my own company as a
20 photographer. Before that, I was trained as an army officer and as a metal worker, but after a while I
realized that none of that really was my thing. So I became a nature tour guide at 22, taking eco-tourists all
around the world—and being paid for it! I was also a picture editor at a major book publishing company.

What inspires you?

I feel very strongly about a number of things—human
25 rights, indigenous peoples'¹ very special rights,
democracy, freedom, and **tolerance**. But the issue I have
chosen to really go deep into and try to make a difference
for, is nature conservation and the survival of our natural
heritage. We must take better care of and respect this
30 ancient heritage of ours, not only for ethical reasons,
but also for pure human reasons. We need our natural
heritage to lead happy lives, to feel real joy, and to be able
to understand ourselves.

What has been your favorite experience 35 **in the field?**

There have been so many—human experiences, cultural experiences, natural experiences—camping
among lions, touching a wild polar bear's nose, sleeping in the rain forest, and waking up to monkeys.



Widstrand is passionate about preserving the natural environment and heritage for future generations.



a close-up of an owl taken by Widstrand for his book *Wild Sweden*

¹ **Indigenous people** are ethnic groups that have existed in an area prior to colonization or the formation of a nation state.

Shannon Switzer

writer and water conservationist

40 What did you want to be when you were growing up?

When I was little, I actually wanted to be an animal. I would **literally** run around on all fours pretending to be a dog, horse, cheetah, dolphin—I morphed
45 into different animals all the time. By the time I got to middle school and high school, I had moved on to wanting to be a zoo veterinarian or trainer at SeaWorld.²

How did you get started in your field of work?

50 I've always loved the outdoors, the mountains and ocean alike, and growing up in San Diego allowed me to explore both of these diverse ecosystems. I doubled³ in Environmental Studies and Biological Sciences, which gave me ample opportunity to get out in the field.

What inspires you?

55 The **ironic** part about my dedication to conserving fresh water is my love for its salty cousin. Don't get me wrong. I love exploring rivers, lakes, and waterfalls, and I know that fresh water is our most precious and limited resource on Earth. That alone is enough reason to be dedicated to preserving it.

However, the true driving force behind my obsession with keeping fresh water clean is my desire to keep the ocean clean. My belief that we should be able to enjoy spending time in our rivers, lakes, and

60 oceans without worrying about it **adversely** affecting our health is what motivates me daily.

What has been your favorite experience in the field?

A moment that will always be frozen in time for me occurred when I was photographing whale sharks. I had been following a shark who suddenly disappeared down to the depths. I brought my head up out of the water to determine where the rest of my small team had gone. When I put my head back in the
65 water, I discovered another whale shark directly beneath me.

We swam together for nearly 20 minutes. Fortunately, he was headed in the direction of my team. Once we had nearly reached them, he paused. He stared at me with his curious round eye and then turned and headed in the direction from where we had just come.

There's always something **surreal** about spending time with a wild animal that has chosen to approach
70 and hang out on its own terms. In this case, I felt like I'd made a new friend.



Switzer is dedicated to making sure our oceans and rivers are clean.

² SeaWorld is a marine-based theme park in the United States.

³ If a university student **doubles** (short for “double major”) in two fields, he or she completes all the coursework of two majors in a single degree program.

A Complete the following sentences with information from the article.

- 1 When he was younger, Widstrand saw the future not as a threat but as a(n) _____.
- 2 Widstrand's first brush with environmental work involved him being a tour guide for _____ before running his own business doing _____.
- 3 In terms of social issues, Widstrand is most concerned about _____ and saving our _____.
- 4 Because she grew up in San Diego, Switzer was able to explore both _____ and _____.
- 5 According to Switzer, the Earth's most precious and limited resource is _____.
- 6 After Switzer had swum with the whale shark for 20 minutes, it stopped, _____ at her, and then turned around.

**Reading
Comprehension**
Check Your Understanding

B Read the following statements. Check (✓) whether they are true for Staffan Widstrand (W) and/or Shannon Switzer (S).

This person...	W	S
1 knew at an early age that he or she didn't want a 9-to-5 job.		
2 is a conservationist.		
3 wanted to be an animal as a child .		
4 wanted to be athlete as a child.		
5 loves animals.		
6 worked as an editor.		
7 is passionate about human rights and democracy.		
8 describes his or her experience photographing a whale shark.		

C Discuss the following questions with a partner.

- 1 What would be the advantages and disadvantages of the types of jobs that Widstrand and Switzer do, compared to a regular 9-to-5 job?
- 2 How would you describe Widstrand and Switzer? Do you think you have any similar qualities?


Critical Thinking

Vocabulary Comprehension

Definitions

- A** Match the words in the box to the correct definitions. Write a–j.
The words are from the passage.

a cosmopolitan b tenacity c horizon d tolerance e heritage
f literally g attain h ironic i adversely j surreal

- 1 ____ willingness to accept attitudes and beliefs different from your own
- 2 ____ badly or unfavorably
- 3 ____ having people from many parts of the world
- 4 ____ where the earth and sky appear to meet
- 5 ____ to achieve something that one desires or has worked for
- 6 ____ very strange or unusual; like a dream
- 7 ____ determination
- 8 ____ in a way that uses the ordinary or usual meaning of the word
- 9 ____ objects and qualities that have been passed down from previous generations
- 10 ____ using words that mean the opposite of what you really think, especially to be funny

- B** Complete the following sentences using the words from A. You might have to change the form of the word.

- 1 Many business leaders feel the key to success is _____.
- 2 The new law aims to promote more _____ and respect among different members of the community.
- 3 I have _____ taken over 500 photographs in the past week.
- 4 We lit a campfire after the sun went below the _____.
- 5 After several years of hard work, my brother finally _____ his PhD in molecular biology.
- 6 My mother belongs to a committee that aims to preserve our town's cultural _____.
- 7 London is a very _____ city, with people of many races and nationalities living and working together.
- 8 It was _____ to meet my childhood idol in person.
- 9 Isn't it _____ that Jeff is a technology specialist, but he doesn't own a computer or phone?
- 10 Without a doubt, arriving late for your interview will _____ affect your chances of getting the job.

Motivational Tip: Start with the question “why?” Successful readers are always able to answer the question “why?” Why am I reading this material? Why am I doing this? Why do I want to be a better reader? When we understand why we are engaging in a task, we are able to maintain our motivation when things get difficult. Write two reasons why you want to be a better reader and share them with your classmates.

- A** Complete the following words using the root words *ten* or *tain*. With a partner, write the part of speech and a simple definition for each word. Then check your answers using a dictionary.

Word	Part of Speech	Definition
1 abs_____		
2 unat_____able		
3 de_____		
4 at_____		
5 re_____		
6 con_____er		
7 sus_____able		
8 _____ant		
9 _____ure		
10 main_____		
11 ob_____		
12 _____acious		

Vocabulary Skill

The Root Word *ten/tain*

In this chapter, you read the words *attain* and *tenacity*. Both are formed using the root word *ten* or *tain*, which comes from the Latin word *tenere*, meaning *hold on* or *persist*. *Ten* or *tain* can be combined with prefixes, suffixes, and other root words to form many words in English.

- B** Complete the following sentences using the correct form of the words from **A**.

- How long should you _____ your receipt after buying an expensive item?
- Gary was surprised to see that the _____ the villagers were using to store water in were old oil drums.
- Paul has decided to _____ from caffeine to see if he sleeps better.
- I want to rent out my basement to a new _____. The person living there now is too noisy.
- Anna wants to work as a photojournalist in Thailand but is having trouble _____ a work permit.

- C** Now write four more sentences using any of the remaining words from **A**. Share your ideas with a partner.

- _____
- _____
- _____
- _____

Before You Read

You're Hired!

A Discuss the following questions with a partner.

- 1 Have you ever had a job interview? What job was the interview for?
- 2 What types of interviews have you heard of or have gone through? Which are common in your country?
- 3 Is there any interview type you prefer or think you would do well in?

B Match the following expressions with their definitions.

- | | |
|----------------------------------|---|
| 1 ____ have a say in | a write down quickly and simply |
| 2 ____ jot down | b be part of an action or decision |
| 3 ____ win others over | c remove what isn't needed or wanted |
| 4 ____ weed out | d gain the approval of people |
| 5 ____ take something personally | e assume something is an insult |

Reading Skill

Skimming for Content

Skimming for content is a useful skill that can help you read and comprehend faster. You can get a good idea of the content of a passage without reading every word or sentence. By skimming quickly over the text, you can pick up on the main idea and main points of the passage.

A Do you know about the different types of job interviews? Circle the correct word or phrase to complete the following sentences.

- 1 Unqualified candidates are rejected early at a (screening / one-on-one) interview.
- 2 Taking notes is (unnecessary / a good idea) in a telephone interview.
- 3 Salary issues are best (dealt with / avoided) in a telephone interview.
- 4 Rescheduling surprise telephone interviews is probably a (good / bad) idea.
- 5 If you are required to attend a one-on-one interview, you (might get / have probably already gotten) the job.
- 6 If you are at a lunch interview, you should order (whatever you like / what the interviewer suggests).
- 7 Employees see how candidates interact with each other at a (committee / group) interview.
- 8 An interviewer might purposely fall silent at a (group / stress) interview.

B Spend one minute skimming the passage on the next two pages. Then review your answers in **A** and change any that you think are incorrect.**C** Now read the entire passage carefully. Then answer the questions on page 21.