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SIXTH EDITION

INTERACTIONS

Reading

**Mc
Graw
Hill**

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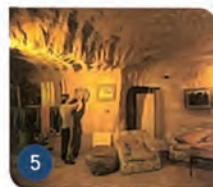
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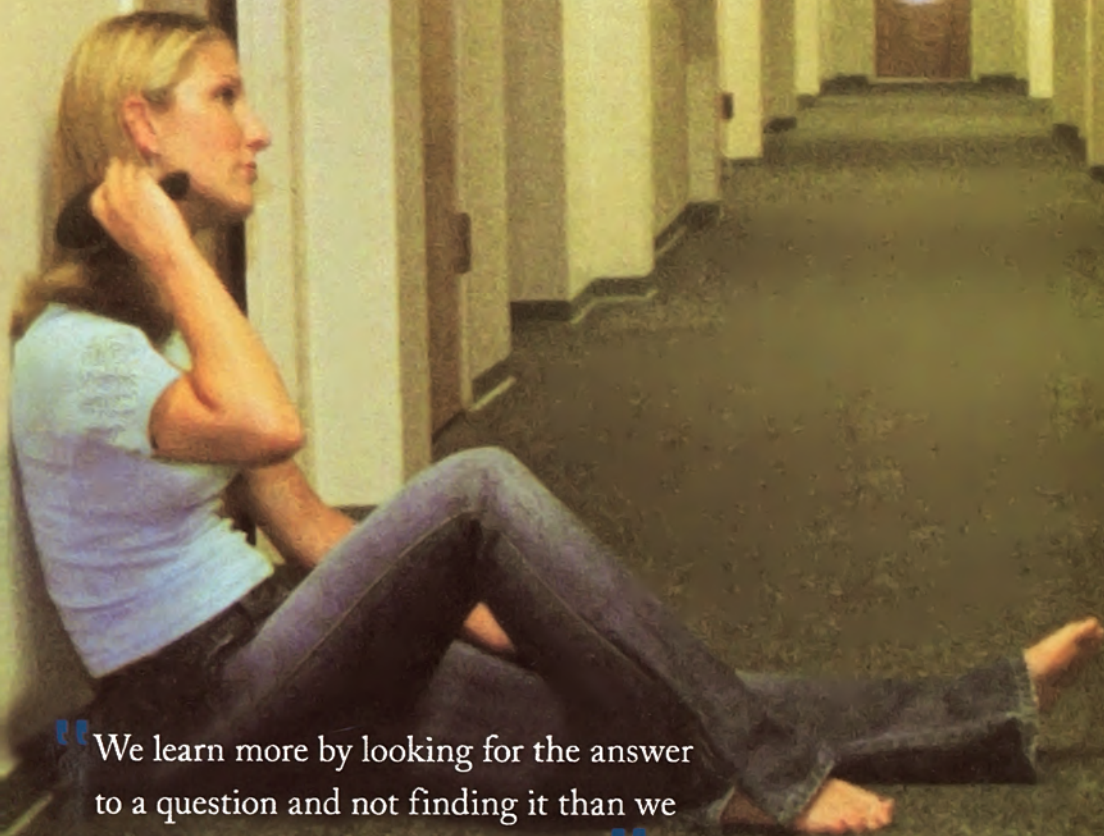


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1 Academic Life Around the World



“We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself.”

Lloyd Alexander
American author



In this
CHAPTER

In Part 1, you will read about different living arrangements for students and other college-aged adults. In the rest of the chapter, you will read about, discuss and explore pros and cons of different types of housing.



Connecting to the Topic

- 1 The people in this photo live in this building. What do these people do?
- 2 Describe the kind of housing these women live in. Would you like to live in this kind of building?
- 3 What are some advantages and disadvantages of living on a university campus?

The Higher Learning of Community Living

Before You Read



- 1 **Previewing the Topic** Look at the descriptions of the photos. Next to each description, write the number of the matching photo.

- _____ Relaxing in a messy room
- _____ At home relaxing with friends
- _____ At home studying
- _____ In a dorm room studying



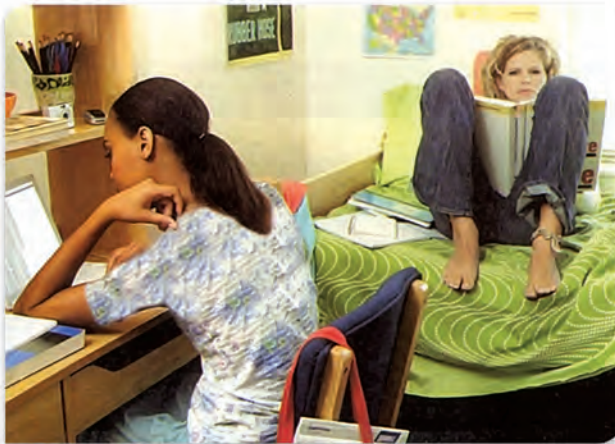
▲ Photo 1



▲ Photo 3



▲ Photo 2



▲ Photo 4

In small groups, look at the photos and discuss these questions.

1. What is each place? Who are the people? (Examples: family, friends, college students, roommates/housemates) What are they doing?
2. Imagine the conversation in each picture. What do you think the people are saying or texting to one another?
3. How is each situation like your own? How is it different?



2 **Predicting** Work in groups of three. Think and talk about possible answers to these questions. Write them down.

1. What are some kinds of living accommodations on college campuses or in your community? Describe them.
2. How might residents of shared housing be similar? How might they be different?
3. What are some possible challenges (problems) in sharing living situations with strangers (not family)? List three.
4. What is some good advice for occupants of the same room or apartment? Give your group one suggestion.



3 **Previewing Vocabulary** Read the vocabulary words from the first reading. Then listen to the words and phrases. Put a check mark (✓) next to the words you don't know. Don't use a dictionary.

Nouns

- | | |
|--|--|
| <input type="checkbox"/> advice | <input type="checkbox"/> lifestyle |
| <input type="checkbox"/> attitudes | <input type="checkbox"/> major (area of study) |
| <input type="checkbox"/> challenges | <input type="checkbox"/> personalities |
| <input type="checkbox"/> community | <input type="checkbox"/> privacy |
| <input type="checkbox"/> cultural background | <input type="checkbox"/> rules |
| <input type="checkbox"/> features | <input type="checkbox"/> security |
| <input type="checkbox"/> habits | <input type="checkbox"/> strangers |
| <input type="checkbox"/> interests | <input type="checkbox"/> variety |

Verbs

- | |
|--------------------------------------|
| <input type="checkbox"/> attend |
| <input type="checkbox"/> get along |
| <input type="checkbox"/> get through |
| <input type="checkbox"/> relate |
| <input type="checkbox"/> stay out of |
| <input type="checkbox"/> survive |

Adjectives

- | |
|--------------------------------------|
| <input type="checkbox"/> common |
| <input type="checkbox"/> considerate |
| <input type="checkbox"/> private |
| <input type="checkbox"/> shared |
| <input type="checkbox"/> similar |

Adverb

- | |
|---|
| <input type="checkbox"/> away from home |
|---|

Read



4 **Reading an Article** Read the following article. Then do the activities that follow.

The Higher Learning of Community Living

Introduction and Definitions

- A Before college, most young people around the world live in a family home. Their first living experience **away from home** may be in a dormitory or residence hall at an “institution of higher ed (education).” One definition of *dorm* is “a building with rooms for residents, usually with **common** bathroom facilities and recreation areas.” In many ways, college dormitories are like other kinds of **shared** housing, like co-ops (co-operatives), international houses, apartment rentals, or **private** homes. Both on campus and in the larger **community**, shared living accommodations vary in size, number of occupants, cost, facilities, amenities, and other **features**. Residents without

their own (bed)rooms may have to share space in doubles or triples with two roommates. But even occupants with private single rooms have to people of various **lifestyles** and **habits** in the same building or area. Some institutions define *dormitory* as “a shared living and learning community on a college or university campus.” That’s because the main advantage of any kind of communal living is the “higher learning” of **getting along** with others. 15

The Residents of Campus Housing

- B The occupants of residence halls or other kinds of shared living accommodations can differ greatly. On some campuses, first-year students have to live in dormitories, so most dorm residents are of **similar** ages. In “special interest housing,” building residents may have the same **major** (area of study), lifestyle, or **cultural background**. Even so, they will have a **variety** of **interests**, experiences, habits, **personalities**, **attitudes**, and preferences. *Survival* means “getting through the experience without harm.” So what is most important for survival in shared living situations? It’s good relationships! For “higher learning” at colleges or universities, or in the larger community, not only students but also other adults need to relate to one or more roommates, residents on the same floor, or occupants of the same building or area. 20 25

Some Challenges of Communal Living

- C What are some possible challenges of living with others? What if there’s not enough space, **privacy**, quiet, cleanliness, healthy living, or **security**? What about bad relationships with roommates or housemates, different lifestyles, or unwanted company? Without solutions, such differences can grow to big problems for young people away from home and family for the first time. They may be happy about their new independence, but the challenges of transition to community living with **strangers** can be difficult. 30

How to Survive Living with Others

- D Shared living situations can be one of the best (or worst) parts of adult life. How can we **get through** this transitional time of life without harm? People with experience in living with others give this **advice**. 1. It’s most important to get along with the other residents of the same room, floor, building, or area. Be **considerate** and pleasant. You may not become close friends, but don’t be enemies! 2. Next in importance to surviving communal living situations is to **stay out of** trouble. Be direct and honest (not shy) about your own needs and values. Do you want to stay healthy? To stay out of harmful situations? To study and learn well? 3. And finally, participate in shared living! Create house **rules** and follow them. **Attend** meetings and other educational events. Stay informed, and get to know good people! If you’re true to your own values, you’ll “**survive**” nearly any kind of new living experience. And it may even become one of the best memories of your life! 40 45

Conclusion and Summary

- E For some people, their first experience away from home and family is in a shared living situation at a college or university. Other adults may need or want to live communally later in life. People are different, of course, so

it's very important to get along with roommates, housemates, and in the same area or community. Following rules, staying out of trouble, and participating are good ways to meet the possible challenges of residential living.



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After You Read

FOCUS

Recognizing the Main Idea in a Paragraph

- The main idea tells the main point, or idea, about the topic. Sometimes one or two sentences of a paragraph tell the main idea.
- The main idea is often in the first sentence of a paragraph, but not always. The main idea can also be in the middle or at the end of the paragraph.
- The other sentences in the paragraph usually give details for the main idea.

5 Getting the Main Ideas Read the following main ideas for the five paragraphs in the reading "The Higher Learning of Community Living." Match each main idea with its related paragraph. Write the letter of the paragraph on the line after the number.

1. _____ Especially for young people away from home for the first time, some features of shared living situations can make college life difficult.
2. _____ Even if the occupants of a residence hall and other communal living accommodations are very different from one another, they need positive relationships.
3. _____ Many students' first living experience away from home and family is in a dorm or shared living community with unfamiliar strangers.
4. _____ Probably, the best ways to "survive" a college or other shared living experience are to get along with others, to stay out of trouble, and to take part in educational events.
5. _____ In conclusion, difficult or challenging residential living situations with others can become positive, memorable experiences if people follow good advice.



Strategy

Recognizing Supporting Details in Paragraphs

The information in each paragraph of a reading selection tells more than the main idea. It also gives details about the main idea. *Details* are "single or specific pieces of information." Some kinds of details are definitions, examples, reasons, and advice.

5 Recognizing Supporting Details Read the five main idea questions about the reading “The Higher Learning of Community Living.” Three do correctly answer each question. Cross out the untrue, unrelated detail. The first item is an example.

1. What are the meanings of some words related to shared living situations in higher ed?
 - a. A *dorm*, or *dormitory*, is a *residence hall* on a college or university *campus*.
 - ~~b. Occupants is another word for cultural facilities, recreation areas, amenities, and other features of academic life.~~
 - c. *Singles*, *doubles*, and *triples*, are kinds of bedrooms in residential buildings. They have different numbers of *occupants*: one, two, and three.
 - d. Other than *dorms*, some kinds of buildings where unrelated adults may live together are *international houses*, *cooperatives*, apartment rentals, and even private homes
2. What is usually true about the occupants of a campus residence hall or other shared or community housing?
 - a. Young people away from home for the first time don’t need housing because their new independence brings them higher learning.
 - b. On college campuses and in the community, people other than first-year students can choose from different kinds of shared living accommodations
 - c. Even students or other adults with the same area of study, cultural backgrounds, or life styles can have different interests, habits, and personalities.
 - d. Occupants of the same room, floor, or building have to relate to one another. Good relationships will probably make their living experience more pleasant.
3. What are some potential problems or challenges of life in on-campus dormitories or other kinds of shared housing?
 - a. There may not be enough space, privacy, or quiet. Residents may feel uncomfortable with crowding, noise, or the company of strangers. It may be impossible to study or stay healthy.
 - b. Roommates or other occupants may be from unfamiliar places or cultural backgrounds. They may have different lifestyles. They may use harmful substances.
 - c. Young people away from home and family for the first time may find it difficult to “transition” to independence in their academic life. So may other adults in other life situations.
 - d. The building appearance, location, cost, and amenities can be the best possible. The food is probably the best in the world. There can be too much comfort and luxury.
4. How might students and others meet the challenges of community living in academic or other life situations?
 - a. They can have considerate and pleasant attitudes toward roommates and other people in the house or residence hall.
 - b. They can get into trouble from shyness about their health, use of substances, and success in their studies.
 - c. They can be direct and honest about their own needs and values. They can stay away from harmful or dangerous situations.
 - d. They can make and follow rules, attend meetings and events, stay informed, and get to know good people.
5. What are the main points of the reading selection “The Higher Learning of Community Living?”

- Some young people transition to independence from family in shared situations on a college and university campus. Others do so later in a larger community.
- For the first time, they live closely with strangers. They have to get along with people with different backgrounds, personalities, attitudes, preferences, and interests.
- For a successful, positive, and memorable college or later life experience, it's important to follow rules, stay out of trouble, and participate in helpful events and activities.
- Shared housing experiences are always negative and dangerous. Stay at home with your family. And don't live in a quad!

Now go back to Activity 2 on page 5 and look at the questions again. Look at the answers you wrote down before you read the article. Change them if necessary.

- Give definitions or explanations in your answer to Question 1.
- Tell similarities and differences in your answers to Question 2.
- Describe situations in your answers to Question 3.
- Give advice in your answer to Question 4.

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Recognizing Reading Structure In A Textbook

Most reading material has reading *structure*. The word structure means "organization or form." This book, *Interactions 1 Reading*, has a structure. It has a title, chapters, two readings in each chapter, paragraphs, and a heading for each paragraph.

7 Recognizing Reading Structure in *Interactions 1 Reading* Read the information below about the structure of this book and answer the questions.

- A *title* is the name of something to read. What is the title of this book?

- Interactions 1 Reading* has 10 chapters. *Chapters* are the largest divisions of the book. What is the title of Chapter 1?

- Each chapter of this book has two *readings*. What is the title of the first reading in Chapter 1?

- The information of most reading selections is in paragraphs. A *paragraph* is a division (part) about one idea or one kind of information. How many paragraphs are in the reading "The Higher Learning of Community Living?"

- Each paragraph has a heading. The *heading* of the first paragraph is "Introductions and Definitions." What is the heading of Paragraph C?



8 Discussing the Reading Talk about your answers to the following questions.

- On the subject of shared living, what are some important new vocabulary items you learned? (Some possible examples are *dormitory*, *residence*, *residents*, *facilities*, *amenities*, etc.) What are some definitions of these words and phrases?

- Do you live at home with your family, in an apartment with others, a dormitory or residence hall, in a private home, or in another living situation? Give details for your answer.
- Do you feel comfortable in living situations with unfamiliar strangers? why not? What are the advantages (good features) and disadvantages (possible problems) of living with people who are not relatives?
- How can strangers become upset with each other? How can they become close friends?

PART 2
Main Ideas and Details

Reasons *Not* to Live in Shared Housing Situations

Before You Read


- Previewing Vocabulary** Read the vocabulary items below from the second reading. Then listen to the words and phrases. Put a check mark (✓) next to the words you don't know. Don't use a dictionary.

Nouns

academics
 comfort
 debt
 decision
 excuses
 expense
 harm
 luxury

opportunities
 safety

Verbs

care
 harm
 miss
 take chances
 waste

Adjectives

crowded
 homesick
 insecure
 lonely
 miserable
 terrible
 unsafe

valuable
 well-paying

Adverb

academically

FOCUS
Recognizing Topics, Main Ideas, and Supporting Details in a Paragraph

- The word *topic* means "the subject of speech or writing." A paragraph usually tells about one topic. The paragraph heading gives information about its topic.
- The *main idea* tells the most important point, or idea, about the topic. Sometimes one or two sentences of a paragraph tell the main idea.
- Supporting details* give examples or more information about the main idea.

Example
Don't Live in a Campus Dorm!

A dormitory or residence hall is the worst kind of shared housing on a college or university campus. That's because you have to live closely with strangers. These people probably have unpleasant personalities, bad habits, and negative values. The building may be crowded, noisy, dirty, and uncomfortable. The food can be terrible. You can't stay healthy, study, or succeed in higher learning if you live with others.

Topic: In the example above, the title is the topic. It's the advice "Don't Live in a Campus Dorm!"

Main Idea: The first and last sentences are underlined. The first gives the main point of the whole topic. The last summarizes the most important idea.

Supporting Details: Other sentences give *reasons* for the negative advice: possible personalities and habits or values of residents, features of the building, bad food, and effects on you if you choose dorm life.

Read
FOCUS
Reasons Why Not...

Sometimes reasons *not* to do something help in important decision-making. Here is some negative advice on housing situations, leaving home, academic study, and decision making. They are different people's *opinions*, of course. As you read, you can consider how their reasoning makes you feel. Does it help you think or does it make thinking more difficult? Can you think of reasons that are the *opposite* of these writers' views?



2 Recognizing the Topics and Main Ideas of Paragraphs Read the following article. Then answer these questions about the article.

1. What is the title and topic of the whole article?
2. What is the topic of each paragraph? (Hint: Look at the paragraph heading.)
 - A. _____
 - B. _____
 - C. _____
 - D. _____
3. What is the main idea of each paragraph? Underline one or two sentences and then read them aloud. Remember: the main idea is not always the first sentence. As an example, a possible summary and a main-point sentence have been underlined in Paragraph A.



Reasons Not to Live in Shared Housing Situations

A Are you leaving home to attend college? Then *don't* live in a residence hall, international house, housing co-operative, frat or sorority house, rooming or boarding house, shared apartment rental, or furnished room in a private home. That's because living with others can make life **miserable**. Why is it difficult to get along with roommates, housemates, or other strangers in the same building? They will come from different places and different cultural backgrounds. They will probably have unpleasant personalities, unhealthy habits, and negative values. They make the house **crowded**, messy, and noisy. They may get you into trouble or **harm** you in other ways. Then you won't study. You'll fail **academically**. You will have a **terrible** educational and life experience if you live in shared housing.

Reasons Not to Go Away to School in Another Town, City, or Country

B The most important features of the higher education experience are safety (security), health, **comfort**, and **luxury**. So why *isn't* it a good idea to leave home, family, and friends for academic study on a college or university campus? One reason is that you'll have to live in an unfamiliar place with dangerous strangers. These people probably won't share your interests, attitudes, and values. They may not like or care about you! Won't you feel **lonely**, **homesick**, **insecure**, **unsafe**, or miserable with new kinds of people from different cultural or language backgrounds? And how can you stay healthy in noisy, messy, crowded houses or buildings with bad food and harmful substances? How can you exercise, relax, study, and sleep? Living and studying in towns, cities, states, provinces, or countries not your own can never be a comfortable, happy, or positive experience.

Reasons Not to Continue Academic Study after High School

C College is expensive, especially if you live away from home. Many students go into great **debt** to pay for academic education and living **expenses**. And years of "higher learning" aren't worth the cost. Not all students learn enough from their studies for a good life after college. Few get **well-paying** jobs or make a lot of money in their areas of study or private business. Some people are not good at or interested in **academics**, so they **waste** their time on campus. They're not working, so they lose money during that time. They might even learn bad or dangerous habits from "campus culture." **Valuable** experience comes from *the real world*, not the classroom. There's no reason to go to college. And there are many negative reasons not to.

Reasons Not to Use Negative Reasons in Decision Making

D Often, reasons "why not" are just bad **excuses**. People may be afraid to

leave their homes and families, to meet strangers in unfamiliar places, **take chances**. Maybe they don't want to try new ways of thinking, living, experiencing life. They might not like to feel alone, shy, or uncomfortable perhaps the specific "reasons" aren't important. Negative thinking can cause people to **miss** the best **opportunities** in life. Isn't life-changing experience worth more than security, comfort, or even money? Probably, it's better to think out each important **decision** in academic life and living. Consider both the advantages and disadvantages of each choice. Learn valuable things about yourself and the world. Stay true to your values. Become a better person. And have fun. Especially in new places with different kinds of people, your college years can be the best and most memorable time of your life.

40

45

After You Read



Strategy

Summarizing

How can you show your understanding of reading material? You can summarize it. Here is some information about summaries:

- A summary is a short statement of the main points and important information of reading material.
- A summary has some words from the reading and some not from the reading.
- A summary of a paragraph or short article has only a few sentences. It is much shorter than the original.
- A good summary tells the main idea and supporting details in your own words

Example

Summary of Paragraph A from the reading "Reasons *Not* to Live in Shared Housing Situations:"

For academic, physical, relationship, or personal reasons, living with strangers in a residence hall or other shared campus housing can mess up your higher education experience. Do you want a difficult educational or life experience? If not, don't live in communal housing with unrelated strangers!



- 3 **Summarizing a Paragraph** Work in groups of three. Each person chooses one of the other Paragraphs B, C, or D from the reading "Reasons *Not* to Live in Shared Housing Situations." Read your selection carefully. Summarize it in writing. Begin with a sentence about the topic or title. Add the important information. Write no more than three sentences. Then read your summary to your group.



4 Discussing the Reading Discuss the following questions with your partner.

1. Do you agree with the negative advice on shared housing on college in Paragraph A? Why or why not? What might be the opposite of that advice?
2. What do you think of Paragraph B's reasons *not* to go away to school? Do you think of other negative advice? What are some possible reasons for the opposite decisions?
3. What kinds of people might the advice against higher education in Paragraph C help? Which seem better for *your* situation—the negative reasons or their opposites?
4. Which helps you more in making choices in your academic life—negative or positive advice? Or do you make important life decisions in another way? If so, what is it?



5 Talking It Over What are your preferences? For each boxed topic below, check (✓) one or two topics important to you. In groups, tell the reasons for your choices. Compare your ways of thinking with those of your classmates.

Housing	Housing Features
<input type="checkbox"/> Home with Family <input type="checkbox"/> Dormitory/Residence Hall <input type="checkbox"/> "Special Interest" Housing <input type="checkbox"/> Fraternity or Sorority House <input type="checkbox"/> Co-operative Housing <input type="checkbox"/> Boarding or Rooming House <input type="checkbox"/> Living with Host Family <input type="checkbox"/> Sharing an Apartment Off Campus <input type="checkbox"/> Living with Friends or Relatives <input type="checkbox"/> Living with Strangers <input type="checkbox"/> Living Alone <input type="checkbox"/> Other	<input type="checkbox"/> Appearance of the Accommodations <input type="checkbox"/> Location on Campus or Near School <input type="checkbox"/> Amount of Space or Privacy <input type="checkbox"/> Number of Roommates or Housemates <input type="checkbox"/> Common Areas or Kitchen <input type="checkbox"/> Bathroom Facilities <input type="checkbox"/> Amenities (for Comfort or Luxury) <input type="checkbox"/> Food Quality <input type="checkbox"/> Cost <input type="checkbox"/> Noise vs. Quiet <input type="checkbox"/> Safety and Security <input type="checkbox"/> Other
Location of School	Studies After High School
<input type="checkbox"/> Home Town or City <input type="checkbox"/> Different Place in Home Country <input type="checkbox"/> Different Country <input type="checkbox"/> Different Continent <input type="checkbox"/> Online Only (Distance Learning) <input type="checkbox"/> Real World Only (Experience)	<input type="checkbox"/> No More Formal Education <input type="checkbox"/> Adult School <input type="checkbox"/> Vocational or Private School <input type="checkbox"/> Courses on College Campus <input type="checkbox"/> Online Courses <input type="checkbox"/> Certificate Program <input type="checkbox"/> Degree Program <input type="checkbox"/> Graduate School <input type="checkbox"/> Other



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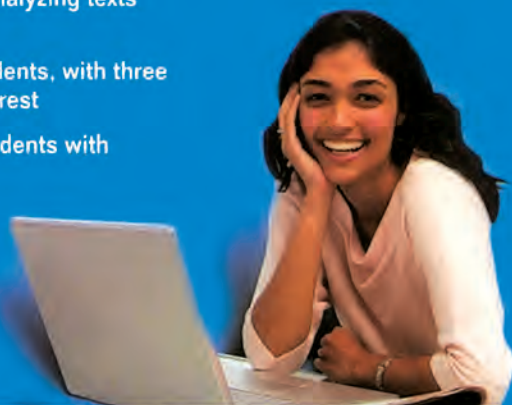
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Emphasis on vocabulary equips students with the tools to acquire new words

The fully integrated online course expands students' learning and supports instruction



Interactions Reading

Component	Access	Level 1	Level 2
Student Book	9780078019630	9780077595074	9780077595104
Online Course	9780077783020	9780077783044	9780077783068
Student Book and Online Course	9780077829193	9780077830984	9780077831011

Mosaic Reading

Component	Level 1	Level 2
Student Book	9780077595111	9780077595128
Online Course	9780077783082	9780077783105
Student Book and Online Course	9780077831035	9780077831059

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