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Interactions¹

READING



**Mc
Graw
Hill**

Elaine Kirn • Pamela Hartmann

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Academic Life Around the World

In This Chapter

You will read about international students in higher education around the world. You will also look at experiences of college life. What is higher education like where you're from? Do many students from other countries come to study in your country? In the first reading, "International Students," you'll find out why many students choose to study in other countries and why universities want international students. In the second reading, "University Life Around the World," you'll learn about the similarities and differences in university life around the world and about the different facilities universities offer.

“ Education is not preparation for life; education is life itself. ”

—John Dewey, U.S.
educator, psychologist, philosopher
(1859–1952)



Connecting to the Topic

- 1 What do you think some of the benefits are to studying in another country?
- 2 In some places classrooms are very formal, in others they are informal. Which do you prefer? Why?
- 3 Look at the picture below. Where are these students? What do you think they are doing?



Part 1 Reading Skills and Strategies

International Students

Before You Read



1 Previewing the Topic Look at the photos and discuss the questions in small groups.

1. Describe the place and the people in each photo. Where are they? Where are they from? What are they doing?
2. Imagine the conversation in one of the photos. In your opinion, what are the people saying to each other?
3. Make comparisons. How is this place like your school? How is it different?



▲ Please keep the cafeteria clean.



▲ Are there any questions?



▲ I wonder if this will be on the test.



2 Predicting Work in groups of three. Think about and discuss possible answers to these questions. Write down your answers. If you don't know the answers, you can guess. Then you can look for the answers when you read "International Students."

1. What are *international students*? What is *postsecondary*?
2. Where do most international students go to school?
3. Why do students attend colleges and universities far from home?
4. Why do institutions of higher education want foreign students?



3 Previewing Vocabulary Read the vocabulary items below from the first reading. Then listen to the words and phrases. Put a check mark (✓) next to the words you know. You can learn the other words now or come back to them after you read.

Nouns

- | | |
|---|---|
| <input type="checkbox"/> campus | <input type="checkbox"/> internationalism |
| <input type="checkbox"/> charge | <input type="checkbox"/> level |
| <input type="checkbox"/> citizens | <input type="checkbox"/> nations |
| <input type="checkbox"/> college degrees | <input type="checkbox"/> postsecondary |
| <input type="checkbox"/> developing nations | <input type="checkbox"/> recreation |
| <input type="checkbox"/> engineering | <input type="checkbox"/> skills |
| <input type="checkbox"/> experience | <input type="checkbox"/> subjects |
| <input type="checkbox"/> governments | <input type="checkbox"/> technology |
| <input type="checkbox"/> immigrants | <input type="checkbox"/> tuition |
| <input type="checkbox"/> industrialization | <input type="checkbox"/> universities |
| <input type="checkbox"/> institutions of higher education | |

Verbs

- attend
- charge
- leave
- save
- spend
- supported by

Adjectives

- abroad
- expensive
- foreign
- international
- legal
- private

Adverb

- abroad

Read


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

International Students

Introduction and Definitions

All around the world, there are **international** students at *institutions of higher education*. The definition of an *international student* is "a postsecondary student from another country." The meaning of *postsecondary* is "after high school." Another phrase for international students is "foreign students." The word **foreign** means "of a different country or culture." Even so, some people don't like the word *foreign*. Instead, they use the phrase "international students." For an institution of higher education, they say "university," "college," or "school."

Where International Students Attend School

B International students leave their home countries. They go to school **abroad**. One meaning of the word *abroad* is “in a foreign place.” Probably, the country with the most students from abroad is the United States. Canada, Great Britain, and some other European countries also have a lot of students from other countries. But more and more, international students **attend** colleges and **universities** in the **developing nations** of Latin America, Asia, and Africa. Developing nations are countries without a high level of industrialization or technology.

Why Students Attend School Abroad

C Why do high school and college graduates go to colleges and universities far from their homes? Undergraduates are postsecondary students without college degrees. Often, undergraduates want the **experience** of life in new cultures. Maybe they want to learn another language well. Many students want degrees in business, **engineering**, or technology. These subjects are not always available in their home countries. Some **governments** and companies send their best graduate students and workers to other countries for new knowledge and **skills**. And some international students from expensive **private** schools at home save money through study abroad programs, especially in developing nations.

Why Universities Want Foreign Students

D Why do institutions of higher education want international students? Students from other countries and cultures bring internationalism to the classroom and campus. They bring different languages, customs, ideas, and opinions from many places. Also, educational institutions need money. **Tuition** is the fee or charge for instruction. Private schools are colleges and universities not supported by government money. They charge high tuition. International students are not **citizens** or **immigrants**. (One definition of *citizens* and *immigrants* is “legal members of a nation or country.”) International students pay full tuition and fees to state or government schools. And all students away from home have to spend money for housing, food, recreation, and other things. For these reasons, many schools and groups of schools want students from other countries.

Conclusion and Summary

E For different reasons, many high school and college graduates want or need to study abroad. For other reasons, many nations want or need students from other countries and cultures on their college and university campuses.

After You Read**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 within each chapter, paragraphs, and a heading for each paragraph.

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

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

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

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

4. The information of most reading selections is in paragraphs. A *paragraph* is a division or part about one idea or one kind of information. How many paragraphs are in the reading “International Students”?

5. Each paragraph has a heading. The *heading* of the first paragraph is “Introduction and Definitions.” What is the heading of the last paragraph in the first reading?

Strategy**Recognizing the Main Ideas**

- 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 found 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 supporting details for the main idea.

6 Recognizing the Main Ideas Read the following main ideas for paragraphs in the reading “International Students.” Match each main idea with a related paragraph. Write the letter of the paragraph next to each main idea.

1. C International students go to school *abroad* for different reasons.
2. _____ Some important words in international education are *international students* and *institutions of higher education*. *International students* are postsecondary students from other countries. *Institutions of higher education* are colleges and universities.
3. _____ Institutions of higher education usually want students from other countries because they bring internationalism and money to their schools.
4. _____ Most foreign students attend school in the United States and Canada, in Great Britain and parts of Europe, and in developing nations around the world.
5. _____ The conclusion of the reading is that students choose to study abroad, and many nations want international students.

Strategy

Recognizing Supporting Details

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, facts, and reasons.

7 Recognizing Supporting Details Read the five main-idea questions below about the reading “International Students.” Three details correctly answer each question. Cross out the untrue, unrelated detail. The first item is an example.

1. What are some of the meanings of some words and phrases in international higher education?
 - a. The definition of an *international student* is “a postsecondary student from another country.”
 - b. The meaning of *postsecondary* is “after high school.”
 - ~~c. The word *school* usually means “a large group of fish.”~~
 - d. Another phrase for *international students* is “foreign students.”
2. Where do most international students go to school?
 - a. The United States has the most students from other countries.
 - b. Developing nations have a very high level of industrialization or technology.
 - c. Many foreign students attend school in Canada, Great Britain, and some European nations.
 - d. More and more students from abroad attend school in the developing nations of Latin America, Asia, and Africa.

3. Why do students attend colleges and universities far from home?
 - a. Maybe they want the experience of life and language in another country.
 - b. They need technological information and skills not available at home.
 - c. They can't afford tuition to state or government universities in their native countries.
 - d. In developing nations, they can save money through lower tuition and living costs.

4. Why do institutions of higher education want foreign students?
 - a. They don't want to send their students to universities in other countries.
 - b. International students bring internationalism to the classroom and campus.
 - c. Educational institutions need money from tuition.
 - d. Foreign students put money for housing, food, and other things into the economy.

5. What are the main points of the reading selection "International Students"?
 - a. International students have many reasons to attend school abroad, and institutions of higher education have many reasons to accept them.
 - b. Some high school or college graduates want to or need to study in other countries.
 - c. Many nations want or need foreign students at their colleges and universities.
 - d. After graduation from high school, legal citizens and immigrants don't usually want more education.

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

- Give definitions in your answer to Question 1.
- Give facts in your answers to Question 2.
- Give reasons in your answers to Questions 3 and 4.



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

1. On the subject of higher education, what are some other important vocabulary items? (Some possible examples are *degree*, *visa*, *program*, *enrollment*, *registration*, *assignment*, and *sponsor*.) What are some definitions of these words and phrases? Why are the items important to you?
2. Are you an *international student*, a *citizen*, or an *immigrant*? Are you studying at a *secondary* or a *postsecondary* school? Are you an *undergraduate* or a *graduate* student? Give details for your answers.
3. If you are an international student, do you like attending school abroad? If you are not an international student, do you want to study in another country? Give reasons for your answer.
4. Does your school want or need international students on campus? Give facts and reasons for your answer.

Part 2 Reading Skills and Strategies

University Life Around the World

Before You Read



1 Previewing Vocabulary Read the vocabulary items below from the next reading. Then listen to the words and phrases. Put a check mark (✓) next to the words you know. You can come back to the other words after you read.

Nouns

- | | |
|--|--|
| <input type="checkbox"/> academic lectures | <input type="checkbox"/> materials |
| <input type="checkbox"/> assignments | <input type="checkbox"/> methods |
| <input type="checkbox"/> atmosphere | <input type="checkbox"/> points |
| <input type="checkbox"/> certificates | <input type="checkbox"/> public transportation |
| <input type="checkbox"/> distance learning | <input type="checkbox"/> quizzes |
| <input type="checkbox"/> equipment | <input type="checkbox"/> requirements |
| <input type="checkbox"/> exit exam | <input type="checkbox"/> resources |
| <input type="checkbox"/> facilities | <input type="checkbox"/> scholarships |
| <input type="checkbox"/> financial aid | <input type="checkbox"/> scores |
| <input type="checkbox"/> instructors | <input type="checkbox"/> services |
| <input type="checkbox"/> learning resource centers | <input type="checkbox"/> social lives |
| <input type="checkbox"/> loans | <input type="checkbox"/> software programs |
| | <input type="checkbox"/> styles |
| | <input type="checkbox"/> tennis courts |
| | <input type="checkbox"/> views |

Verbs

- complete
- differ

Adjectives

- audio
- available
- formal
- individual
- relaxed
- similar

Adverb

- casually

RECOGNIZING TOPICS, MAIN IDEAS, AND SUPPORTING DETAILS

- The word *topic* means “the subject of speech or writing.” A paragraph usually tells about one topic. The heading of a paragraph gives information about its topic.
- 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 *supporting details* give examples or more information about the main idea.

Example

Kinds of University Classes in the United States

There are several different kinds of classes on university campuses in the United States. Professors usually teach large undergraduate classes with formal lectures. Students listen and write things down. Then students may attend discussion groups with teaching assistants. In graduate seminars, small groups of students discuss information and ideas with their professor and classmates.

Finally, another type of class takes place off campus. **Distance-learning** online students do most of their work individually in other places. But sometimes go to a campus for group meetings.

Topic: In the example above, the title is the topic. The topic of the paragraph is "Kinds of University Classes in the United States."

Main idea: The first sentence is underlined. It is the main idea of the paragraph. It gives the main point of the whole topic.

Supporting details: Some other sentences tell the kinds of classes: undergraduate classes (formal lectures and discussion groups), graduate seminars, distance and online learning with group meetings. The remaining sentences give details about these three kinds of classes.

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

1. What is the topic of the 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 it and then read it aloud. Remember: the main idea is not always the first sentence. The main idea in Paragraph A has been underlined.



Read

University Life Around the World

Similarities in Student Life

- A At colleges and universities around the world, students from other places live in student housing on campus, in apartments, or in the private homes of other people. They walk to school or get there by bicycle or by car. Sometimes they take **public transportation** like the bus or subway. They attend classes and take **quizzes** or tests or exams. They **complete** necessary course **requirements**. After years of study, they get **certificates** or college degrees. These are proof of completion of courses of study. Outside school, they have other interests and family or social lives. In some ways, life on the campuses of institutions of higher education is the same everywhere in the world.

Systems of Higher Education

B Maybe student *life* is **similar**, but the system of higher education differs in countries around the world. For example, in the United States, postsecondary students can live at home and go to community colleges for two years or more. Or they can choose four-year state or private colleges or universities. They can get **financial aid**, like **scholarships**, grants, or **loans**. This money helps students to pay college tuition and other charges. (Loans have to be paid back.) With undergraduate degrees, they can attend graduate school. The system is different in some countries of Asia or the Middle East, like Iran. There, students take an **exit exam** in their last year of high school. The people with the highest **scores** attend the best universities in the country. Other students can go to other kinds of colleges or get jobs.

Differences in Teaching and Learning Styles

C But not only the system of higher education can vary. Teaching and learning **methods** and **styles** differ in various cultures, at different colleges and universities, and in **individual** courses. For example, the **atmosphere** in many classrooms is very formal. Students use titles such as “Professor Gonzalez” or “Mrs. Wong” for their **instructors**. Some teachers wear business clothes and give **academic lectures**. Students respect the knowledge and **views** of their “master teachers.” Other classrooms have an informal atmosphere. Instructors dress casually, and students use instructors’ first names. In this **relaxed atmosphere**, class members work together in groups. They tell their individual experiences, give their opinions, and talk about their ideas. Some teachers always follow a course plan or the textbook. They give a lot of **assignments**. They give **points**, scores, or grades for homework. In their courses, students take many quizzes, tests, and exams. All over the world, there are teaching and learning differences.

Campus Facilities and Services

D And what about the **facilities** and services available to students at college and university campuses around the world? At many institutions of higher education, resources for learning and recreation are available to students. At libraries, they can read and study books and other materials. At **learning resource centers**, they can often work on computers. Maybe they can use educational software programs or the Internet. Sometimes **audio** or video equipment is available. And people can buy books, supplies, and other things at



Students in a computer lab

campus stores. Also, learners can get advice from counselors and individual help with their courses from tutors. Maybe they can relax and have fun on campus, too. Some schools have swimming pools, tennis courts, and other sports facilities. Most have snack bars, cafeterias, or other eating places. And at some schools, not all students go to the campus. They take Internet courses by computer, see and hear lectures on television, or use other kinds of **distance learning**.

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 details 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 the important details in your own words.

Example

Summary of Paragraph A from the reading "University Life Around the World":

In many ways, university life is the same in different places around the world. Students live in similar kinds of places and get to school in similar ways. They attend classes, study, and get certificates or degrees for their hard work. And they have interests and lives outside school, too.



- 3 Summarizing a Paragraph** Work in groups of three. Have each person choose one of the remaining paragraphs from the reading "University Life Around the World." Read it carefully. Write a summary of your paragraph. Begin with a sentence about the topic or title. Then read your summary to your group.



- 4 Discussing the Reading** Discuss the following questions with your group.
1. Talk about your student life: Where do you live? How do you get to school? What do you do there? What other interests and family or social life do you have?

2. Talk about the system of higher education in your country or culture. How do colleges and universities are there? What are the requirements for admission? Do they charge tuition? Is there financial aid?
3. Talk about the teaching styles and methods of your instructors: Are they formal or relaxed? Do they use course plans and textbooks? Do they give assignments, tests, and grades? Talk about your learning style.
4. Talk about your school: What campus facilities and services does your school have? What learning and recreational resources do you use? Where are they?



5 Talking It Over What do you like about student life? From each box below, check (✓) one or two preferences. In groups, tell your preferences and the reasons for them. Compare your choices with the choices of your classmates.

1. Housing	2. Transportation	3. Activities
<input type="checkbox"/> Home life with family <input type="checkbox"/> Student housing <input type="checkbox"/> Apartment life <input type="checkbox"/> Private home <input type="checkbox"/> Other: _____	<input type="checkbox"/> Walking <input type="checkbox"/> Bicycling <input type="checkbox"/> Driving <input type="checkbox"/> Taking the bus, subway, or other public transportation <input type="checkbox"/> Other: _____	<input type="checkbox"/> Courses and classes <input type="checkbox"/> Individual study, homework, and projects <input type="checkbox"/> Clubs with academic or political purposes <input type="checkbox"/> Student recreation or sports <input type="checkbox"/> Other interests outside school <input type="checkbox"/> Other: _____
4. Kinds of Schools	5. Charges and Payments	6. Teaching and Learning Styles
<input type="checkbox"/> High school or secondary school <input type="checkbox"/> A community or technical college <input type="checkbox"/> A public or state university <input type="checkbox"/> A private school <input type="checkbox"/> Online courses or distance learning <input type="checkbox"/> Other: _____	<input type="checkbox"/> Free government education <input type="checkbox"/> Low education charges <input type="checkbox"/> Scholarships, loans, and other financial aid <input type="checkbox"/> Private, individual payment of costs <input type="checkbox"/> High tuition <input type="checkbox"/> Other: _____	<input type="checkbox"/> Formal lectures and atmosphere <input type="checkbox"/> Respect for professors as "masters" <input type="checkbox"/> Informal classes with discussions of individual experiences, ideas, and opinions <input type="checkbox"/> A course plan and textbook <input type="checkbox"/> Quizzes, tests, exams, and final grades <input type="checkbox"/> Course credit for graduation <input type="checkbox"/> Other: _____
7. Facilities	8. Services for Students	9. Other Choices and Preferences
<input type="checkbox"/> A library with books and other reading material <input type="checkbox"/> A learning center with audio, visual, and computer equipment <input type="checkbox"/> Swimming pools, tennis courts, and other sports facilities <input type="checkbox"/> A snack bar, cafeteria, or other eating places <input type="checkbox"/> Other: _____	<input type="checkbox"/> Academic counseling <input type="checkbox"/> Tutoring help or study groups <input type="checkbox"/> Individual counseling about personal problems <input type="checkbox"/> A student store with educational supplies <input type="checkbox"/> A general store for groceries, clothing, and other things <input type="checkbox"/> Other: _____	<input type="checkbox"/> A casual, relaxed student life <input type="checkbox"/> Many fun years as a student <input type="checkbox"/> A hard program of study <input type="checkbox"/> A quick, efficient education <input type="checkbox"/> Active political participation <input type="checkbox"/> A good family or social life <input type="checkbox"/> Other: _____

SILVER EDITION


Interactions 1

READING
Elaine Kirn • Pamela Hartmann

Interactions/Mosaic Silver Edition is a fully-integrated, 18-book, academic skills series. Language proficiencies are articulated from the beginning through advanced levels within each of the four language skill strands. Chapter themes articulate across the four strands to systematically recycle content, vocabulary, and grammar.

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