

SIXTH EDITION

INTERACTIONS

Reading



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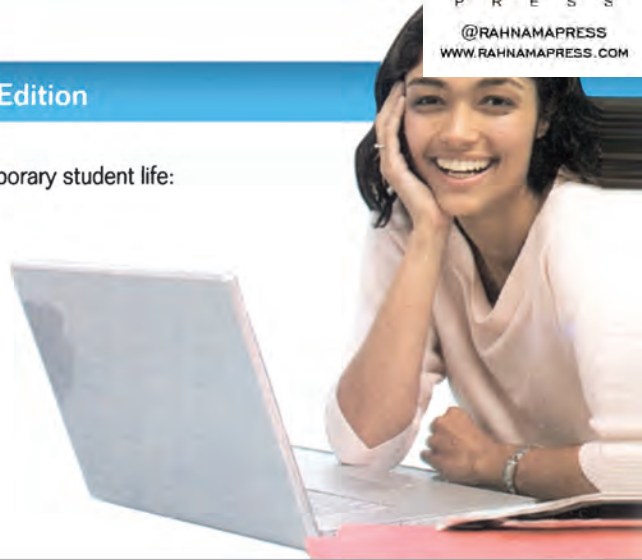


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NEW to *Interactions 2 Reading 6th Edition*

- **3 Revised Chapters**, updated to reflect contemporary student life:
Chapter 1: Education and Student Life
Chapter 5: Lifestyles Around the World
Chapter 6: Global Connections
- **6 all-new readings** focusing on global topics and digital life
- **Over 80 new vocabulary words** that enhance proficiency
- **All new photos** showcase a modern, multi-cultural university experience



Emphasis on Vocabulary:

Each chapter teaches vocabulary intensively and comprehensively. This focus on learning new words is informed by more than 28 years of classroom testing and provides students with the exact language they need to communicate confidently and fluently.

Practical Critical Thinking:

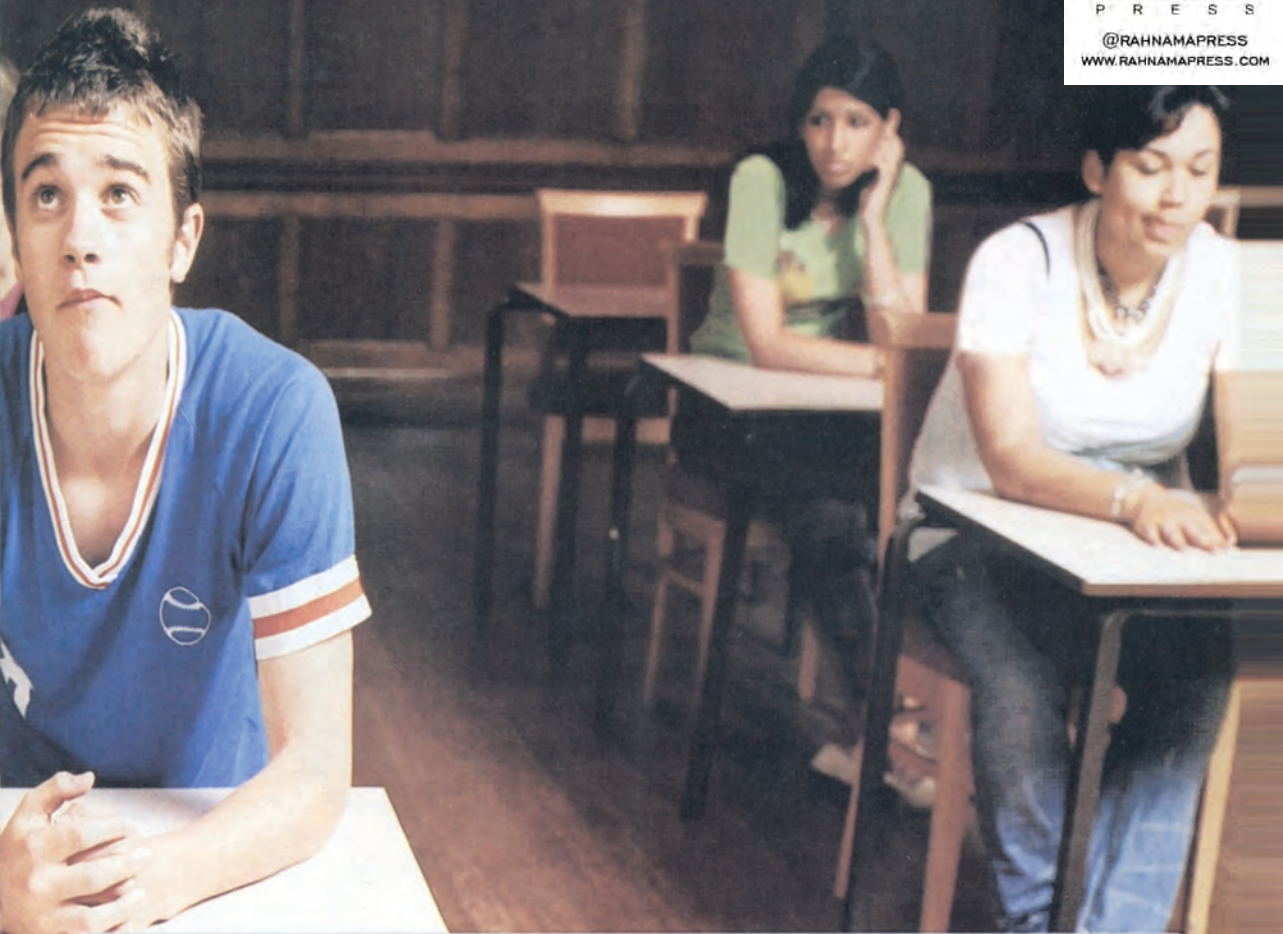
Students develop their ability to synthesize, analyze, and apply information from different sources in a variety of contexts: from comparing academic articles to negotiating informal conversations.



1 Education and Student Life

“An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't.”

Anatole France
French author



In this
CHAPTER

In Part 1, you will read about how the educational systems in various countries contribute to the academic performance and lives of the students. In the rest of this chapter, you will read about, discuss, and explore challenges in adjusting to college life.



Connecting to the Topic

- 1 What do you see in the photo? What are the students waiting for?
- 2 What exams have you taken? How do you think these students feel?
- 3 What do you think is important in an education? What helps students to be successful?

The Secrets of Success in School

Before You Read



1 Previewing the Topic Look at the map and photos here and in the reading. Then discuss the questions.

1. Where is each scene taking place? What is happening?
2. What might be similar about education in these countries? Make guesses.
3. What might be different about education in these countries? Make guesses.
4. In your opinion, what are important cultural values in each of these countries?



▲ Four of the countries that participate in the Programme for International Student Assessment (PISA) exam every three years. For a full list, visit <http://www.oecd.org>.

▲ High school students in class

High school students after class ▶





- 2 Previewing Vocabulary** Read the words and phrases below. Listen to the pronunciation. Put a check mark (✓) next to the words that you don't know and use a dictionary.

Nouns

curriculum
 discipline
 drawback
 effort
 exhaustion
 rankings
 secondary school
 status
 values

Verbs

achieve
 compare
 determines
 reflects
 separate
 track

Adjectives

competitive
 entire
 global
 identical
 isolated
 universal

Expressions

in contrast to
 one-size-fits-all
 on the one hand
 on the other hand
 the best and the brightest



Strategy

Getting Meaning from Context

When you read, you do not need to look up the meanings of all new words in a dictionary. You can often guess the meanings of many new words from the context—the other words in the sentence and the other sentences in the paragraph. Here are three types of clues that will help you guess new words.

- 1. Punctuation:** Sometimes a sentence gives a definition of a new vocabulary item or information about it. This information may be in parentheses (), after a dash (—) or after a comma (,).

Example

Students need great discipline—self-control—to give up sports, hobbies, and social life.

(*Discipline* means “self-control.”)

- 2. Another sentence:** Sometimes a clue to the meaning of a new vocabulary item is in another sentence or sentence part.

Example

Because the global economy is becoming more competitive, educators and governments worldwide are paying close attention.

(In the second part of the sentence, you see the meaning of *global*—“worldwide.”)

- 3. Logic:** Sometimes simple logic helps you to guess the meaning of a new word.

Example

Every three years, 15-year-old students in secondary school sit down to take the same exams.

(You probably know that 15-year-old students are between primary school and university, so you can guess that *secondary school* is “middle or high school.”)

3 Getting Meaning from Context This exercise will help you with v that you will find in the first reading selection. Read the sentences. Figure meanings of the underlined words from the context and write them on the _____.

1. On the one hand, there are many advantages to this system. On the other hand, there are also several disadvantages.

on the one hand = _____ *from one point of view*

on the other hand = _____

2. This is based on the belief that students are not born with identical ability. Because they are not exactly the same, some students will be bored, and others will have difficulty.

identical = _____

3. Of course, one drawback, or disadvantage, is that students experience exhaustion and a great deal of stress.

drawback = _____

4. In some countries, teachers have high status, or social position.

status = _____

5. In the United States, each state determines its own curriculum. The fifty states decide on their own curricula.

determine = _____

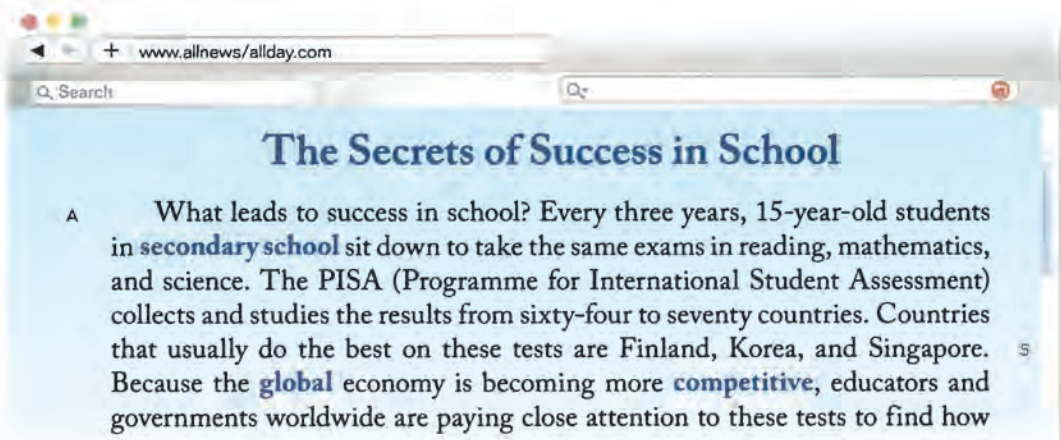
6. Each educational system is a mirror that reflects the values of its own culture.

reflects = _____

Read



4 Reading an Article As you read the following selection, think about the answer to this question: *What can we learn from countries with successful educational systems?* Read the selection. Do not use a dictionary. Then do the activities that follow the reading.



www.allnews/allday.com

Search

The Secrets of Success in School

A What leads to success in school? Every three years, 15-year-old students in **secondary school** sit down to take the same exams in reading, mathematics, and science. The PISA (Programme for International Student Assessment) collects and studies the results from sixty-four to seventy countries. Countries that usually do the best on these tests are Finland, Korea, and Singapore. Because the **global** economy is becoming more **competitive**, educators and governments worldwide are paying close attention to these tests to find how

their countries **compare**—and to learn how they can improve. What are these countries doing right? Should all countries follow their example? Is it *possible* to follow their example?

Tracking

- B One frequent question is about the tracking of students. When schools **track** students, they place them in groups or classes according to their ability or need. This occurs in Singapore, for example—one of the most successful countries on the PISA tests. Tracking is based on the belief that students are not born with **identical** ability. Because they are not exactly the same, the belief is that the best students will be bored, and weak students will have difficulty in the same class, with the same subjects. In Singapore, students in the “Special” group go on to the university. “Express” students become clerical workers. “Normal” students become sales people and road sweepers. However, in Finland, another of the most successful countries on the PISA test, educators do *not* **separate** students into different groups or schools. Instead, different types of learners study together. Students who do well and **achieve** success serve as good examples for other students who aren’t doing so well. Clearly, tracking works well in some countries but not others.

Hard Work

- C How much **effort** is necessary for success in school? How hard do students need to work? In Korea, typical high school students get up very early, spend all day in school, and spend many hours after school in private institutes or at night doing homework. Korean students need great **discipline**—self-control—to give up sports, hobbies, and social life. They do this in order to be successful both in school and on the important college entrance exams.



Their goal is to get into “the right university.” A common belief among Korean students is that they can enter college if they get four hours of sleep each night—but not if they sleep five or more. Of course, one **drawback**, or disadvantage, is that Korean students experience **exhaustion** and a great deal of stress. From this example, it seems that students from countries with high PISA scores have to work very hard. On the other hand, in Finland,

▲ How can students avoid exhaustion?

children do not start school until they are seven years old. They don’t have to worry about grades because teachers don’t give grades until high school. In high school, teachers give grades, but there are no lists with **rankings** of students from low to high. Perhaps most interesting, students have very little homework, and yet Finnish students still rank very high on the PISA exams. It appears that hard, competitive work is not the *only* road to success.

Educators

- D Is there nothing that the top-ranking countries have in common? Is there no lesson we can learn from these countries? Well, actually, there is. The quality of teachers seems to be important to student success. In Singapore,

Korea, and Finland, teachers have high **status**, or social position. For this reason, the teaching profession attracts **the best and the brightest**. In many countries, people call them “nation builders.” In Finland, getting into a teacher-training program is very competitive; only 10% of Finnish college graduates are accepted into teacher-training programs. All teachers must have master’s degrees, which also gives them status. This is **in contrast to** many countries, such as the United States, where teachers generally do not have high status. The United States is not among the top PISA countries. 55

Curriculum

E The PISA results also suggest the importance of **curriculum**. In countries such as Finland and Korea, there is a **universal** curriculum; students of the same age study the same subjects in the **entire** country. In the United States, each state **determines** its own curriculum. Perhaps because the fifty states decide on their own curricula*, some U.S. states rank very high on the PISA exams, and some rank low. The word *curriculum* refers not only to the courses that students take but also to all of the topics in each course. In countries that do well on the PISA exam, a typical 8th grade course focuses on 10–15 topics. In the United States, an 8th grade course typically includes 35 topics. Perhaps this is too many. 60 65

Conclusion

F **On the one hand**, it seems that education is not a “**one-size-fits-all**” situation. There isn’t one perfect educational system that is right for all countries. Each educational system is a mirror that **reflects** the **values** of its *own* culture. **On the other hand**, it seems clear that each country can improve. There is no magic solution, but in this global economy, no educational system is **isolated** from others, and each *can* learn from others. 70

**curricula* = plural of *curriculum*

After You Read



Strategy

Identifying the Main Idea

A reading passage may include many ideas, but there is one main idea, or point, of the reading. It is the main point, thought, or opinion that the author has about the topic. It is an “umbrella” that includes all of the more specific ideas and details. The main idea is usually stated in the introduction. Often, it is repeated in the conclusion.

- 5 Identifying the Main Idea** Find one sentence in Paragraph A that seems to be the “umbrella” main idea of the entire reading passage. Then find another sentence in Paragraph F that seems to mean about the same. Write them here.

From Paragraph A: _____
_____From Paragraph F: _____

6 Understanding Reading Structure Paragraphs divide reading material into topics, or subjects. One paragraph is usually about one topic. Match the paragraphs from the reading on pages 6–8 with their topics below. Write the letters of the paragraphs on the lines.

1. _____ Conclusion: The influence of educational systems on each other
2. _____ The amount of time students in two countries spend studying
3. _____ The courses that students take and the topics in each course
4. _____ Two points of view on separation of students into groups
5. _____ The importance of teachers
6. _____ Introduction: Using the PISA exams in the global economy

7 Checking Your Vocabulary Check your understanding of vocabulary from the reading selection. Read the definitions below and write words and expressions that fit these definitions. The letters in parentheses refer to paragraphs in the reading.

1. a situation in which people or groups are trying to be more successful than others (A): _____
2. are similar to or different from (A): _____
3. put students in groups or classes according to their ability or need (B):

4. to cause people or things *not* to be together (B): _____
5. work or energy (C): _____
6. lists of people or things in order of their ability or accomplishment (C):

7. people who are the most intelligent or who are the best at their profession (D):

8. different from (D): _____
9. done or experienced by everyone (E) _____
10. whole (E): _____
11. beliefs about what is right, what is important (F): _____
12. separate from others (F): _____



Strategy

Readings often present opposite views of a topic or positive and negative aspects of something (such as an educational system). Sometimes, you can find these because the writer uses words and expressions such as *advantages*, *disadvantages*, *on the one hand*, *on the other hand*, *but*, and *however*.

One effective study technique is to organize information on a graphic organizer. Here are two different types of graphic organizers:

- **T-chart** (called a T-chart because it is shaped like the letter T). This is good for contrasts or opposites.
- **Venn diagram**—two intersecting circles. This is useful when there are both differences and similarities (points that are the same).

8 Organizing Information: Using Graphic Organizers In the first T-chart below, fill in differences in the educational systems of Singapore and Finland from Paragraph B. In the second T-chart, fill in differences between Finland and Korea and the United States from Paragraph E. In the Venn diagram, fill in information from Paragraphs C and D. (Put two similarities in the center.) When you finish, compare your charts with other students' charts.

1. Paragraph B:

| Singapore | Finland |
|-----------|---------|
| | |

2. Paragraph E:

| Finland and Korea | the United States |
|-------------------|-------------------|
| | |

3. Paragraphs C and D:

Korea

Both

Finland

Culture Note

What Do You Think?

Can the Finnish, Korean, or Singaporean system transfer to other countries?

You learned in the reading about three countries that do very well on the PISA exams. There is much discussion about how to improve education in countries that have poor or **average** (not good, not bad) results.

There is the question of homogeneity vs. heterogeneity. Some countries, such as Finland and Korea, are **homogeneous**: most of the population shares the same language, culture, and history. Other countries, such as the United States and Germany, which have only average scores on the PISA exams, are more **heterogeneous**. There is great **diversity** (a range of differences) in language and culture within the population because of generations of immigrants from many countries.

Is it more possible for homogeneous countries to have a successful educational system that is right for the entire population? If you think so, what about Singapore—a country with three major ethnic groups and four official languages? Some might say, "Singapore is a small country." Is it easier for a small country to organize an effective educational system? What do you think?



9 Discussing the Reading In small groups, talk about your answers to these questions about a country you know well.

1. Do you know how well this country does on the PISA exams?
2. Do the schools track students? If so, what kinds of groups are there? What is your opinion of tracking?
3. Do the students have a lot of homework? Do they go to private institutes after school? If so, what kind of institutes are these? What do the students study there?
4. Do the teachers have high status? How difficult is it to become a teacher there?
5. Is there a universal curriculum, or does each state or province have its own curriculum?

Challenges of the First Year of College

Before You Read



Strategy

Skimming for the Topic and Main Idea

You can **skim** a reading to identify the topic and the main idea. To skim, read the title and any subheadings, look at any photos and diagrams, and read the first two and the last two sentences of each paragraph. Read quickly and don't read every word.

The **topic** of a paragraph is what the paragraph is about.

The **main idea** of a paragraph is what the writer wants to say about the topic—giving information and/or an opinion about the topic. The first or the second sentence often gives you the main idea. The other sentences give details about the main idea. The last sentence of a paragraph can also state the main idea.

Note: in the introductory paragraph of an essay, the main idea is usually near the end.

Example

Some students know exactly what they want to study, what they want to major in, because this has been a passion for their entire lives. However, those students who *aren't* certain should know that they can relax and not feel pressure to choose a major too soon. College is a time for growth, for self-discovery, for exploration of new possibilities. It's not necessary for an incoming freshman to have his or her life already mapped out, beginning with the choice of major. In fact, this is not even desirable. In the first two years of college, students must take the general education requirements—a selection of courses from a wide range of areas: math, sciences, humanities, social sciences, and the arts. Very few of these courses will be in the student's major. It is during this time that many students discover a subject that interests them very much. Often, this is a subject they never studied in high school. Perhaps they didn't even know it existed. But this becomes their major. Clearly, it's important for students to keep an open mind about their choice of major.

Topic: _____ *The choice of major*

Main idea: _____ *Students should not feel pressure to choose a major too soon.*

Hint

The **topic** is just a word or noun phrase—a few words. It is not a sentence. The main idea is in a sentence or two and can be found in the beginning, middle, or end of a paragraph.

Read


- 1 Skimming for the Topic and the Main Idea** Read the following paragraphs quickly. Do not use a dictionary, and don't worry about the details. When you finish, write the topic and main idea of each paragraph. You can copy the main idea directly from the sentence (or sentences), or use your own words to restate it.

Challenges of the First Year of College

- A** Charles Dickens once famously referred to a specific period of history as “the best of times” and “the worst of times.” This can also describe the college years of many students. College is a time of transition between high school and working life, between childhood and adulthood, between dependence on family and independence. Like any period of growth, the college years can be both painful and exciting. Educators have some practical advice so that students can successfully deal with their problems and get the most out of their college experience.

Topic: _____

Main idea: _____

- B** Many students who are beginning college—even students who were very successful in high school—find that the classes are suddenly much more challenging than in high school and that much more studying is required. Educators usually agree on the solution to this problem of too much work: you need to get organized. First, choose wisely the combination of classes you take in any one semester. Balance harder ones with easier ones. Also, limit the number of classes you take. Don't try to take more than a full-time load of credits in the first semester. Second, keep a careful calendar of dates for all exams and when all assignments are due. Professors will hand out a page with these dates on the first day of class; put them immediately on your master calendar and plan ahead. Third, schedule regular time and find a quiet place in which to study so that you won't have to suddenly cram the day before an important exam. You might pass a test by cramming for it, but you won't remember much afterward—and this isn't true learning. Fourth, form a study group with students in some of your classes, and meet with them once or twice a week. Also, take advantage of the resources on campus such as tutors or the writing center. Fifth, although this might seem obvious, it's important to go to class. Some students believe they can pass by simply



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