

# A 21st-Century Course for the Modern Student

**Interactions/Mosaic** prepares students for university classes by fully integrating every aspect of student life. Based on 28 years of classroom-tested best practices, the new and revised content, fresh modern look, and new online component make this the perfect series for contemporary classrooms.

## Proven Instruction that Ensures Academic Success

### Modern Content:

From social networking to gender issues and from academic honesty to discussions of Skype, *Interactions/Mosaic* keeps students connected to learning by selecting topics that are interesting and relevant to modern students.

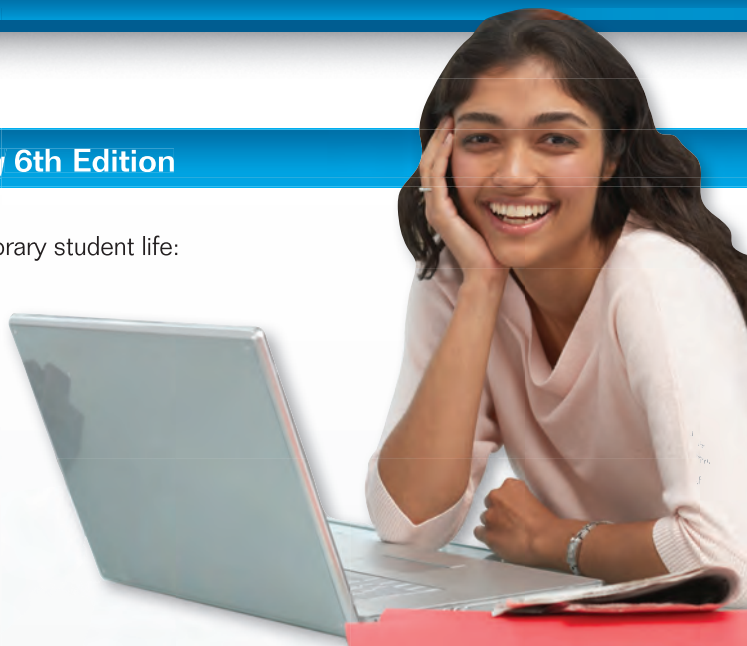
### Emphasis on Vocabulary:

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.



## NEW to *Interactions Access Reading* 6th Edition

- **3 Revised Chapters**, updated to reflect contemporary student life:  
Chapter 1: Neighborhoods, Cities, and Towns  
Chapter 3: Family and Friends  
Chapter 5: Men and Women
- **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, multicultural university experience



### 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.

### Digital Component:

The fully integrated online course offers a rich environment that expands students' learning and supports teachers' teaching with automatically graded practice, assessment, classroom presentation tools, online community, and more.



# Highlights of *Interactions Access Reading 6<sup>th</sup> Edition*

## Part 1: Reading Skills and Strategies

Each chapter begins with a text on an engaging, academic topic and teaches students the skills that they need to be successful.

### PART 1 Reading Skills and Strategies

#### Men and Women in Business

##### Before You Read



**1 Interviewing Other Students** Look at the chart below. Walk around the room and ask as many students as possible the three questions below. Write their answers in this chart. For Questions 1 and 2, use symbols to show the number of people who gave each answer. For example, || = 2 people, |||| = 5 people. For Question 3, write your classmates' answers in words.

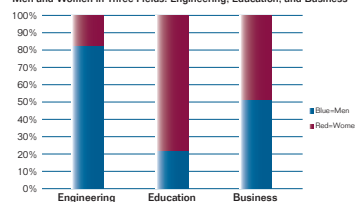
Question 1	Men's Answers		Women's Answers	
Is it important to have a high position at work?	Yes	No	Yes	No
Question 2	Men's Answers		Women's Answers	
When you have a problem at school or work, what do you like to do?	I usually solve it myself.	I usually ask for help.	I usually solve it myself.	I usually ask for help.
Question 3	Men's Answers		Women's Answers	
What does it mean when a person <b>nods</b> (moves the head up and down)?				



**2 Critical Thinking: Understanding a Graph** Look at the graph on page 79. Then discuss the following questions.

1. Which field has more women? About what percent (%) are women? About what percent are men?
2. Which field has more men? About what percent are men? Women?
3. Which field has an almost **equal** (same) number of women and men?
4. This graph is about college graduates in the United States in 2008. Do you think the numbers are different today? Are the numbers different in other countries?

Men and Women in Three Fields: Engineering, Education, and Business



**3 Previewing Vocabulary** Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you don't know.

- |              |               |          |             |        |         |           |          |             |              |             |         |     |                   |             |       |       |         |
|--------------|---------------|----------|-------------|--------|---------|-----------|----------|-------------|--------------|-------------|---------|-----|-------------------|-------------|-------|-------|---------|
| <b>Nouns</b> | body language | equality | eye contact | fields | genders | hierarchy | position | suggestions | <b>Verbs</b> | communicate | connect | nod | <b>Adjectives</b> | comfortable | equal | funny | similar |
|--------------|---------------|----------|-------------|--------|---------|-----------|----------|-------------|--------------|-------------|---------|-----|-------------------|-------------|-------|-------|---------|



#### Strategy

##### Understanding New Words in a Reading

You do not always need to use a dictionary to find the meaning of a new word. Sometimes the meaning is in the sentence before or after the word.

##### Example

Men and women also have different **body language**. They have **different ways to communicate with their face and body**.

(*Body language* means different ways to communicate with the face and body.)

Sometimes the meaning is after the **phrase in other words**.

##### Example

Experts are paying attention to the differences in the ways businesswomen and men think and **communicate**—in other words, **talk with and understand other people**.

(*Communicate* means to talk with and understand other people.)

## Communication for the Modern Student

A focus on real-life and academic communication based on engaging readings prepares students for success in school and in life.



**9 Discussing the Reading** Talk about your answers to the following questions.

1. In your experience, is position in the hierarchy of a group more important to men than to women? Give an example.
2. Would you like to have a high position in a group, or would you like to be in a group where everyone's position is equal? Why?
3. What do *you* mean when you nod? List all of the meanings for you.
4. The reading is about men and women in *business*. In what other situations can you find differences between men and women (or boys and girls)?
5. The reading is about how men and women communicate in business in the United States. How is the situation in your country similar and/or different?

## PART 2 Main Ideas and Details

### Gender and Communication on Campus

#### Before You Read



**1 Making Predictions** Look at the pictures. How are they different? What are the girls doing? What are the boys doing?



**2 Previewing Vocabulary** Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you don't know.

#### Nouns

- participation
- status

#### Verbs

- argue
- participate

#### Adjectives

- active
- personal

Men and Women 83

## Emphasis on Vocabulary

Each chapter presents, practices, and carefully recycles vocabulary-learning strategies and vocabulary words essential to the modern student.

## Part 2: Main Ideas and Details

Students are challenged by a second text and learn crucial reading skills like skimming for main ideas and finding supporting details.

#### Read



**3 Reading Background Information** Read these paragraphs about where gender differences begin.

### Gender and Communication on Campus

A Experts on education find that boys and girls, men and women, usually do better in single-gender classes. In other words, they do well in a class with other students of the same gender. Why? Their learning styles are different. The two genders feel comfortable with different styles of teaching.

B As children, boys usually play in big groups with a hierarchy. They often **argue** about rules to their games. They are often loud and very **active**. As children, girls usually sit and talk with one best friend or in a small group. They often talk about their feelings or tell **personal** stories about their lives. In school, boys do well in a loud, active class. Girls do well in a class that has small groups. Interestingly, experts tell us that girls have better hearing than boys. In a classroom, it sometimes seems that boys aren't paying attention. Often, this is because they don't *bear* a teacher with a quiet voice.

C In many college classes in the United States, **participation** is important. Teachers expect students to speak in class. In discussions, students often argue different sides of an issue. Men usually feel comfortable with this style of teaching. Speaking in a large group seems natural to them. It gives them **status**—a higher position—in the hierarchy of the class. Women don't usually feel comfortable with this style. Many women don't **participate** much in class discussions, but they do participate when the class breaks into small groups.

#### After You Read

**4 Identifying the Main Idea** What is the main idea of the reading?

- A Girls usually feel comfortable in small groups; boys feel comfortable in large ones.
- B Men usually participate more in college classes than women do.
- C The two genders play differently as children and have different learning styles.



**PART 4** Vocabulary Practice

**1 Reviewing Vocabulary** Read each sentence below and write True or False. New words from this chapter are underlined.

1. When you nod, you move your hands. False
2. Coffee and tea are similar.
3. Animals that live in groups may have a hierarchy.
4. If I have ten dollars and Fred has ten dollars, we have an equal amount of money.
5. Medicine, teaching, and going to the movies are all fields.
6. Some movies are funny, and some movies aren't.
7. Women and men are the same gender.
8. The president of a company has a low status.
9. If you connect with someone, you probably don't want to visit him or her.
10. A spouse usually lives with you.

Now rewrite the false sentences to make them true.

**Example:** *When you nod, you move your head.*



**2 Listening: Focusing on High-Frequency Words.** Listen and fill in the blanks in the sentences. Some of the words are new and some of the words are not new.

Men and women also have different \_\_\_\_\_ language. They have different ways to \_\_\_\_\_ with their face and body. Imagine an office full of \_\_\_\_\_ of both genders. Notice their body language. Women like eye \_\_\_\_\_. They need to look directly into each \_\_\_\_\_ eyes. Men usually don't like eye \_\_\_\_\_. In a meeting, women like to sit face to face. Men like to sit side by \_\_\_\_\_. In conversation, people of both \_\_\_\_\_ often nod—move their head up and down.

## Part 4: Vocabulary Practice

The final section is dedicated to reviewing and intensively practicing words students learned throughout the chapter.

### Self-Assessment Log

Read the lists below. Check (✓) the strategies you used in this chapter. Look through the chapter or ask your teacher for words and words that you do not understand.

#### Reading and Vocabulary-Building Strategies

- Understanding a graph
- Understanding new words in a reading
- Recognizing conclusions
- Reading faster
- Understanding and using gender-neutral language
- Focusing on high-frequency words

- live
- participate
- position\*
- status
- suggestions

\* These words are among the 1,000 most frequently used words in English.

**Results for Students** A carefully structured program presents and practices academic skills and strategies purposefully, leading to strong student results and more independent learners.

# Scope and Sequence

Chapter	Reading Selections	Reading Skills and Strategies
<p><b>1</b> Neighborhoods, Cities, and Towns <b>p2</b></p> 	<p><i>College Campuses Today</i> <i>An Email From College</i></p>	<p>Prereading: Thinking about the topic Making predictions Previewing vocabulary Identifying main ideas and details in a reading Following textbook directions</p>
<p><b>2</b> Shopping and E-Commerce <b>p20</b></p> 	<p><i>Internet Shopping</i> <i>Predicting the Future of Shopping</i></p>	<p>Prereading: Thinking about the topic Previewing vocabulary Understanding new words: using punctuation clues Understanding quotation marks Identifying the topic and main idea of a paragraph Summarizing</p>
<p><b>3</b> Friends and Family <b>p38</b></p> 	<p><i>New Ways of Staying Connected</i> <i>Cell Phones Save Lives</i></p>	<p>Prereading: Thinking about the topic Skimming Previewing vocabulary Recognizing organization in an essay Identifying main ideas and details Reading a blog</p>
<p><b>4</b> Health Care <b>p56</b></p> 	<p><i>Health News for Body and Mind</i> <i>Are You Healthy? (Questionnaire)</i></p>	<p>Prereading: Thinking about the topic Previewing vocabulary Understanding italics Understanding the main ideas Making predictions Reading and answering a questionnaire</p>



Critical-Thinking Skills	Vocabulary Building	Language Skills
<p>Making predictions</p> <p>Synthesizing and discussing ideas from a reading</p>	<p>Previewing vocabulary</p> <p>Understanding new words with <i>is</i>, <i>are</i>, <i>is like</i>, and <i>are like</i></p> <p>Developing vocabulary strategies</p> <p>Understanding prepositions</p>	<p>Understanding large numbers</p> <p>Using prepositions</p>
<p>Analyzing predictions from the past and about the future</p> <p>Identifying a good summary</p> <p>Synthesizing and discussing ideas from a reading</p> <p>Safely using passwords on websites</p>	<p>Previewing vocabulary</p> <p>Understanding new words from examples</p> <p>Understanding new words: using punctuation clues</p>	<p>Reviewing verb tenses</p>
<p>Using a graphic organizer to organize ideas in an essay</p> <p>Making predictions</p> <p>Using the Internet as a dictionary tool</p>	<p>Previewing vocabulary</p> <p>Understanding new words: using pictures</p> <p>Using a print dictionary: alphabetical order</p> <p>Understanding pronouns</p>	<p>Interviewing other students</p> <p>Using pronouns</p>
<p>Analyzing and comparing answers</p> <p>Finding important details</p> <p>Synthesizing and discussing ideas from a reading</p>	<p>Previewing vocabulary</p> <p>Finding meaning after <i>which</i> or <i>who</i></p> <p>Identifying and matching vocabulary words and definitions</p> <p>Understanding pronouns</p> <p>Changing nouns to adjectives</p> <p>Identifying body parts</p> <p>Identifying opposites</p>	<p>Giving advice</p> <p>Understanding guide words in a dictionary</p> <p>Describing illnesses</p> <p>Understanding pronouns</p>



# Scope and Sequence

Chapter	Reading Selections	Reading Skills and Strategies
<p><b>5</b> Men and Women <b>p76</b></p> 	<p><i>Men and Women in Business</i></p> <p><i>Gender and Communication on Campus</i></p>	<p>Prereading: Thinking about the topic</p> <p>Previewing vocabulary</p> <p>Understanding new words in a reading</p> <p>Understanding main ideas and details</p> <p>Identifying a good summary</p> <p>Making predictions</p> <p>Reading faster: reading in phrases</p>
<p><b>6</b> Sleep and Dreams <b>p94</b></p> 	<p><i>The Purpose of Sleep and Dreams</i></p> <p><i>A Dream Narrative</i></p>	<p>Prereading: Thinking about the topic</p> <p>Previewing vocabulary</p> <p>Finding the meaning of new words: meaning after <i>or</i></p> <p>Identifying details</p> <p>Thinking about the topic</p> <p>Identifying the main idea</p>
<p><b>7</b> Work and Lifestyles <b>p112</b></p> 	<p><i>Volunteering</i></p> <p><i>My Special Year</i></p>	<p>Prereading: Thinking about the topic</p> <p>Previewing vocabulary</p> <p>Finding the meaning of new words: looking at colons</p> <p>Understanding sentences with the word <i>that</i></p> <p>Finding the main ideas and important details</p> <p>Checking vocabulary</p>
<p><b>8</b> Food and Nutrition <b>p130</b></p> 	<p><i>New Foods, New Diets</i></p> <p><i>Eating Bugs</i></p>	<p>Prereading: Thinking about the topic</p> <p>Previewing a reading</p> <p>Previewing vocabulary</p> <p>Identifying the main ideas in a reading</p> <p>Using opposites to understand a new word</p> <p>Identifying the topic in a paragraph</p> <p>Finding details</p>



	Critical-Thinking Skills	Vocabulary Building	Language Skills
	<p>Understanding a graph</p> <p>Making predictions</p> <p>Recognizing and writing conclusions</p>	<p>Previewing vocabulary</p> <p>Checking vocabulary</p>	<p>Interviewing other students</p> <p>Discussing ideas from the reading</p> <p>Understanding language and sexism</p> <p>Using gender-neutral possessive adjectives</p>
	<p>Understanding mood</p> <p>Finding the meaning of new words from context</p> <p>Searching for and analyzing information on the Internet</p>	<p>Previewing vocabulary</p> <p>Understanding words from their parts</p> <p>Finding the meaning of words: meaning after <i>or</i></p> <p>Previewing vocabulary</p> <p>Understanding pronouns</p>	<p>Interviewing students</p> <p>Discussing ideas from the reading</p>
	<p>Organizing details using a T-chart</p> <p>Making inferences</p> <p>Reading and analyzing a chart</p>	<p>Previewing vocabulary</p> <p>Understanding words from their parts: suffixes</p>	<p>Understanding sentences with the word <i>that</i></p>
	<p>Organizing details using a graphic organizer</p> <p>Reading and analyzing a chart</p> <p>Analyzing information</p>	<p>Previewing vocabulary</p> <p>Using opposites to understand a new word</p> <p>Figuring out words with more than one meaning</p>	<p>Interviewing other students</p>

# Scope and Sequence

Chapter	Reading Selections	Reading Skills and Strategies
<p><b>9</b> Great Destinations <b>p148</b></p> 	<p><i>Adventure Vacations</i> <i>Your Travel Personality (Questionnaire)</i> <i>Tours and Traveling</i></p>	<p>Prereading: Thinking about the topic Previewing the reading Previewing vocabulary Finding the main idea and details Making predictions Reading a website and analyzing information</p>
<p><b>10</b> Our Planet <b>p168</b></p> 	<p><i>The Ocean in Trouble</i> <i>Repairing the Environment</i></p>	<p>Prereading: Thinking about the topic Previewing vocabulary Finding the meaning of words from context Identifying the main idea and details Reading a paragraph that includes a chart</p>



Critical-Thinking Skills	Vocabulary Building	Language Skills
<p>Reaching a conclusion: paying attention to evidence</p> <p>Synthesizing and discussing ideas from a reading</p> <p>Reading a website and analyzing information</p> <p>Identifying support for opinions</p>	<p>Previewing vocabulary</p> <p>Understanding words for directions</p> <p>Understanding words from their prefixes</p> <p>Using <i>go</i> + verb + <i>-ing</i> for activities</p>	<p>Understanding words for directions</p> <p>Stating and explaining opinions</p>
<p>Understanding relationships between ideas</p> <p>Using a graphic organizer to show relationships</p> <p>Making inferences</p> <p>Discussing and synthesizing a reading</p> <p>Reading and analyzing a graph</p> <p>Reading and analyzing a pie chart</p> <p>Comparing facts and figures</p>	<p>Previewing vocabulary</p> <p>Understanding words from their parts: <i>over</i> in a word</p> <p>Understanding words that can be more than one part of speech</p>	<p>Interviewing other students</p> <p>Using facts and figures</p>