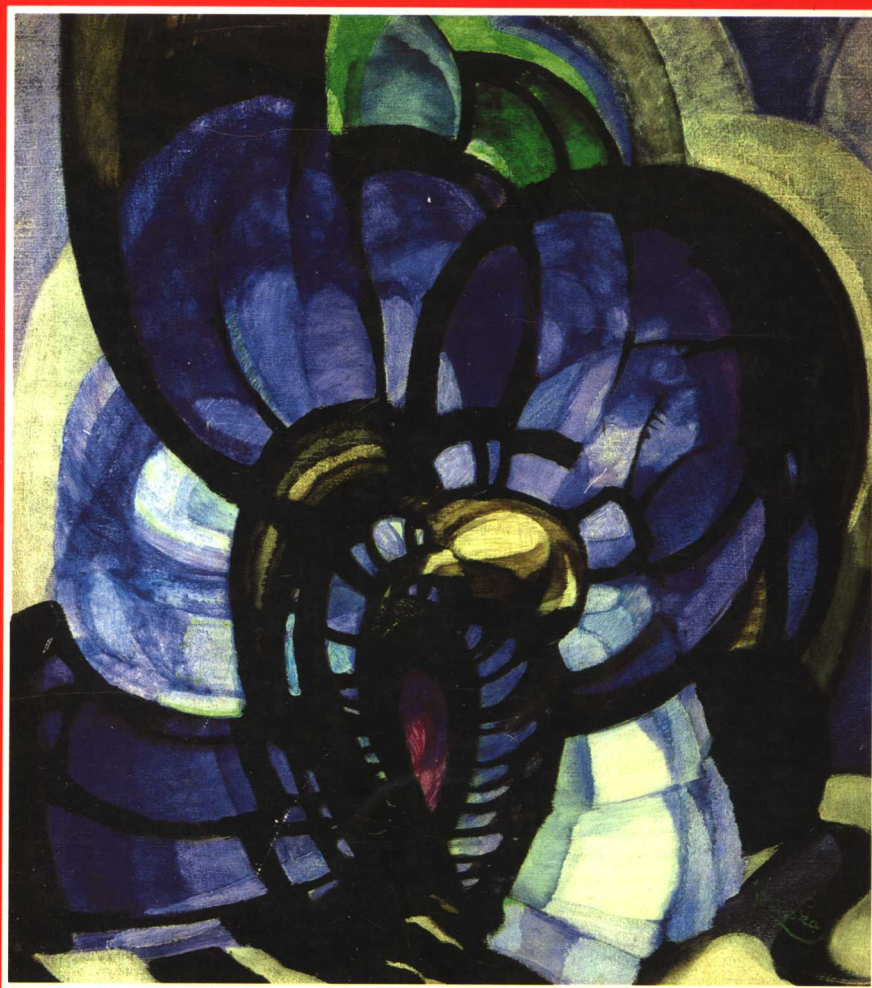


SECOND EDITION

# INTERACTIONS II

A Reading Skills Book



Elaine Kirn  
Pamela Hartmann

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**INTERACTIONS II**  
A Reading Skills Book

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Second Edition

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# PREFACE

## to the Second Edition

### INTERACTIONS: THE PROGRAM

*Interactions* consists of ten texts plus two instructor's manuals for in-college or college-bound nonnative English students. *Interactions I* is for high-beginning to low-intermediate students, while *Interactions II* is for low-intermediate to intermediate students. Within each level, I and II, the books are carefully coordinated by theme, vocabulary, grammar structure, and, where possible, language functions. A chapter in one book corresponds to and reinforces material taught in the same chapter of the other three books at that level for a truly integrated, four-skills approach.

Each level, I and II, consists of five books plus an instructor's manual. In addition to *A Reading Skills Book*, they include:

*A Communicative Grammar I, II*: Organized around grammatical topics, these books include notional/functional material where appropriate. They present all grammar in context and contain a wide variety of communicative activities.

*A Writing Process Book I, II:* These books use a process approach to writing, including many exercises on prewriting and revision. Exercises build skills in exploring and organizing ideas, developing vocabulary, using correct form and mechanics, using coherent structure, editing, revising, and using feedback to create a final draft.

*A Listening/Speaking Skills Book I, II:* These books use lively, natural language from a variety of contexts—dialogues, interviews, lectures, and announcements. Listening strategies emphasized include summarizing main ideas, making inferences, and listening for stressed words, reductions, and intonation. A cassette tape program with an instructor's key accompanies each text.

*A Speaking Activities Book I, II:* These books are designed to give students the opportunity to practice their speaking and listening skills in English by promoting realistic use of the language through individual, pair, and small-group work. Task-oriented and problem-solving activities simulate real-life situations and help develop fluency.

*Instructor's Manual I, II:* These manuals provide instructions and guidelines for use of the books separately or in any combination to form a program. For each of the core books except *Speaking Activities*, there is a separate section with teaching tips, additional activities, and other suggestions. The instructor's manuals also include sample tests for the grammars and readers.

The grammatical focus for the twelve chapters of *Interactions II* is as follows:

1. Review of basic verb tenses
2. Nouns, pronouns, and articles
3. Modal auxiliaries and related structures
4. The perfect tenses; *Would/used to, was/were going to*
5. Phrasal verbs and related structures
6. Compound and complex sentences; Clauses of time, condition, reason, contrast, and purpose
7. Transitions; The past perfect continuous tense
8. Adjectives and adverbs; Clauses and phrases of comparison
9. The passive voice
10. Adjective clauses
11. Common uses of infinitives, gerunds, and related structures
12. *Wish, hope*, and conditional sentences

## INTERACTIONS II: A READING SKILLS BOOK

### Rationale

*Interactions II: A Reading Skills Book* is based on the idea that people learn to read by reading. If the material is interesting and not too difficult, students will enjoy reading and will be encouraged to read more; the more they read, the better they will be at it. The problem for academic nonnative students is that they want to read sophisticated material but lack the skills with which to do so.

The solution is twofold: (1) to give students readings that are intellectually stimulating but not beyond their lexical, grammatical, or syntactic understanding; and (2) to teach strategies that make reading easier. The reading selections in *Interactions* contain sophisticated material; however, vocabulary and grammar have been very carefully controlled for the students' level of comprehension. In addition, the exercises guide students toward acquiring the skills of good readers, skills that make reading both easy and fun.

Vocabulary items presented in one chapter of *Interactions* are recycled in subsequent chapters to prevent students from forgetting them. This constant recycling enables students to make rapid progress; their vocabulary will increase dramatically as they use the book, and yet the process won't be perceived as difficult.

One of the biggest obstacles to comprehension in many academic readers is that the grammar is too difficult for nonnative, low-level/intermediate students. They simply haven't learned it yet. In the reading selections of *Interactions*, however, the grammar points have been carefully sequenced and appear only as students are likely to learn them. This text is not only coordinated with *Interactions II: A Communicative Grammar* but is also compatible with the sequencing in most grammar syllabi for nonnatives.

It should be noted that since this is a *reading* book, grammar is not taught for the sake of grammar. Instead, it is seen as an aid—one of many—to comprehension. Other such aids, or strategies, taught in this text include guessing meaning from context, increasing reading speed, understanding stems and affixes, making predictions before actually reading, learning to accept some uncertainty, making inferences, and distinguishing fact from opinion.

Because the material in the *Interactions* readers *looks* difficult but *isn't*, students can read easily and with a growing sense of confidence and accomplishment. Academic students won't feel that their intelligence is being demeaned by puerile material.

## Chapter Organization

Because its primary purpose is to provide instruction in the reading process, *Interactions* offers a large variety of exercises and activities directed toward that end. It is left to individual teachers to choose those sections suited to the specific needs of their students. The following outline lists the different kinds of activities in the four parts of each chapter.

### Part One

*Getting Started:* a prereading exercise consisting of a picture and accompanying questions; sets the tone for the chapter

*Preparing to Read:* prereading questions for the students to keep in mind as they read the selection

*Reading Selection:* a controlled reading on the theme of the chapter, usually nonfiction, giving practical information and divided into lettered paragraphs

*Getting the Main Ideas:* a postreading exercise to help students check their general understanding of the reading selection

*Guessing Meaning from Context:* specific suggestions followed by exercises on words from the reading selection

*Understanding Reading Structure:* exercises focusing on organization of ideas or relationships between ideas

*Making Inferences* (Chapters 6, 7, and 8): exercises to help students read between the lines

*Distinguishing Facts from Theories* (Chapters 9 and 10): a list of words associated with facts and others associated with theories, followed by exercises to help students distinguish them

*Discussing the Reading:* questions that relate the reading selection to students' lives and that allow for conversation

## Part Two

*Skimming for Main Ideas:* an activity that guides students in recognizing the main idea of a paragraph

*Reading Selection:* the second controlled reading of the chapter, similar in theme to the first but often somewhat lighter, divided into lettered paragraphs

*Understanding Idioms* (Chapters 6 and 7): an exercise in which students apply their skill of guessing meaning from context to idioms as well as to individual words

*Making Inferences* (Chapters 6, 7, 8, 9, 10, and 12): more practice; similar to the section in Part One

*Distinguishing Facts from Opinions* (Chapter 11): practice in distinguishing fact from opinion

*Discussing the Reading:* as in Part One, questions that relate the reading to students' lives through in-class conversation

## Part Three

*Building Vocabulary and Study Skills:* a variety of exercises to help students expand their passive and active knowledge of vocabulary, followed by activities to aid students in acquiring essential skills for academic reading—using a dictionary, marking a book, increasing reading speed, and accepting some uncertainty

## Part Four

*Scanning for Information:* a section of "realia" (a city map, classified ads, charts, movie reviews, etc.) accompanied by a short glossary and questions for scanning

# Teaching Suggestions

The following suggestions are designed to help teach the reading strategies used by good readers, skills essential to students' academic success.

## Part One

*Prereading:* The skill of anticipation—forming predictions about what is to be read—is an important part of active reading. This skill may be encouraged through the *Getting Started* and *Preparing to Read* sections. First, have students discuss the picture, answering the questions in the *Getting Started* section. Then read through the *Preparing to Read* questions. Tell students that they aren't expected to be able to answer these questions before reading. Instead, they should keep them in mind as they read.

*Initial Reading:* Each student should read the selection silently, as this is the most common form of academic reading. The selection should be read quickly, without a dictionary. Encourage students to guess the meanings of new words. Emphasize the importance of simply getting the main idea, the most basic of reading skills.

Have students complete the *Getting the Main Ideas* section, which checks comprehension of general themes and important ideas in the reading. Students should complete these exercises quickly, without looking back at the reading selection. The answers can be checked later, after students reread the selection.

The *Guessing Meaning from Context* section is self-explanatory. It contains specific hints and step-by-step exercises on *how* to guess meanings of new words, thereby avoiding tedious and time-consuming trips to the dictionary.

*Rereading:* Students reread the selection, this time more carefully, focusing on details. Although they might occasionally use a dictionary this time, they should still be encouraged to apply the skills they have learned in the *Guessing Meaning from Context* section.

When they finish the reading selection, students should check their answers in the *Getting the Main Ideas* section before completing the exercises that follow.

*Postreading Exercises:* As they do the exercises in the *Understanding Reading Structure* section, students will need to look back at the reading selection to better understand its organization.

Students can actively practice their newly learned vocabulary words as they express their opinions and share ideas in the *Discussing the Reading* section. There are a number of ways in which the questions in this section may be answered. Among them:

1. Ask questions of the entire class. The advantage of this technique is that the teacher can control the discussion and encourage students to expand on their ideas. The disadvantage, though, is that few students may volunteer to speak.
2. Have students discuss the answers in small groups (three to four people). A representative from each group can then report that group's ideas to the whole class.
3. Have students discuss the answers with just one partner. This technique is conducive to the participation of students who are usually too shy to speak in a larger group.
4. Choose one of the questions and organize a debate on it. Divide the class into two teams, each of which will prepare arguments.

## Part Two

Have students skim (read quickly) the paragraphs in the reading selection and find the main ideas. They should not use a dictionary; instead, they should guess meaning from context, without worrying about details.

The techniques suggested for the *Discussing the Reading* section in Part One also apply here. In addition, you might try a role-play activity where appropriate: Students can play the parts of different characters from the reading selection.

## Part Three

Although the *Building Vocabulary* exercises can be assigned as homework, the *Study Skills* activities should be completed in class, particularly those dealing with increasing reading speed.



## Part Four

The ability to find specific information quickly is an important skill for academic students and is the focus of Part Four, *Scanning for Information*. Briefly go over the short glossary with the students. Then have them answer the questions individually or in small groups, from the information found in the realia. Discourage them from reading every word as they hunt for the answers. Instead, they should run a finger over the page until the answer “pops out” at them.

In the *Going Beyond the Text* section, as homework, students find a map, brochure, etc. on the theme of the chapter. They bring it to class and share it with the other students, in small groups or as a class. This activity is meant as a brief recap of the ideas and vocabulary from the chapter.

Teachers who want to give their students additional reading practice in a certain chapter might choose to forego the quiz (found in the instructor’s manual) for that chapter and copy the reading selection for students to do either as a group exercise or as a homework assignment.

## Changes to the Second Edition

1. The readings have been updated and/or revised; there are also new readings in several chapters.
2. Many exercises have been revised, and new ones have been added.
3. The instructor’s manual contains new quizzes for each chapter, which can be duplicated and distributed to students. Also, exercises from the *Understanding Details* and *Interpreting Sentence Structure and Meaning* sections are included in the instructor’s manual for selected chapters.
4. The new edition has a clearer design and layout. New photos and artwork have been included as needed to accompany exercises and readings.

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E. K.  
P. H.

## SUMMARY OF READING SKILLS

CHAPTER	PART I			PART II
	Guessing Meaning from Context	Understanding Reading Structure	Additional Skills	Skimming for Main Ideas
1 Education and Student Life	punctuation (parentheses, dashes, commas) clues in another sentence or sentence part	paragraph form		topic sentences
2 City Life	examples opposites details	the main idea		topic sentences
3 Business and Money	clues in phrases abbreviations ( <i>i.e.</i> , <i>e.g.</i> )	the main idea		topic sentences
4 Jobs and Professions	review	the main idea		topic sentences
5 Lifestyles	review	the main idea		the main idea rephrased
6 Travel and Transportation	words with basic and secondary meanings meanings of words in phrases finding words in definitions (scanning)	understanding structure through outlines	inference	the main idea rephrased
7 North America: The Land and the People	summary of context clues	outlines: arrangement of topics, subtopics	inference	the main idea rephrased
8 Tastes and Preferences	writing definitions finding words that fit definitions	outlines: summaries	inference	details that imply the main idea
9 The Sky Above Us	writing definitions	outlines: definitions, reasons, examples	facts versus theories	writing the main idea
10 Medicine, Myths, and Magic	tolerating ambiguity of meaning	outlines: comparison	facts versus theories	writing summarizing statements
11 The Media	tolerating ambiguity of meaning	time relationships (chronological order)		
12 Prejudice, Tolerance, and Justice	writing definitions	writing an outline		listing main ideas

## SUMMARY OF READING SKILLS (continued)

CHAPTER	PART II	PART III		PART IV
	Additional Skills	Building Vocabulary	Study Skills	Scanning for Information
1 Education and Student Life		words with similar meanings words in phrases	reading and following instructions	enrollment forms
2 City Life		parts of speech (words with two) related words (same stem)	using the dictionary: parts of speech	city map list of attractions
3 Business and Money		words in categories parts of speech: suffixes (nouns, adjectives)	increasing reading speed: reading in phrases	banking forms
4 Jobs and Professions	viewpoint	adjective and noun phrases compound words	increasing reading speed: left-to-right eye movements	classified newspaper ads
5 Lifestyles	viewpoint	suffixes (nouns, verbs, adverbs) prefixes	using the dictionary: words with more than one meaning; examples	newspaper ads (services and events)
6 Travel and Transportation	understanding idioms inference	expressions and idioms	using the dictionary: expressions and idioms increasing reading speed	a travel brochure
7 North America: The Land and the People	understanding idioms inference viewpoint	categories of words prefixes and suffixes word roots	vocabulary learning methods	a city magazine (local events)
8 Tastes and Preferences	inference	words with similar meanings	using the dictionary: exact definitions; connotations; usage increasing reading speed	advertisements
9 The Sky Above Us	inference	words with similar meanings categories of words word roots and affixes	marking a book summarizing	sky charts
10 Medicine, Myths, and Magic	inference	categories of words word forms word roots and affixes	prediction	reading an index
11 The Media	facts versus opinions	hyphenated words figurative language	accepting ambiguity	movie reviews
12 Prejudice, Tolerance, and Justice	writing inferences	categories of words	prediction	legal brochure

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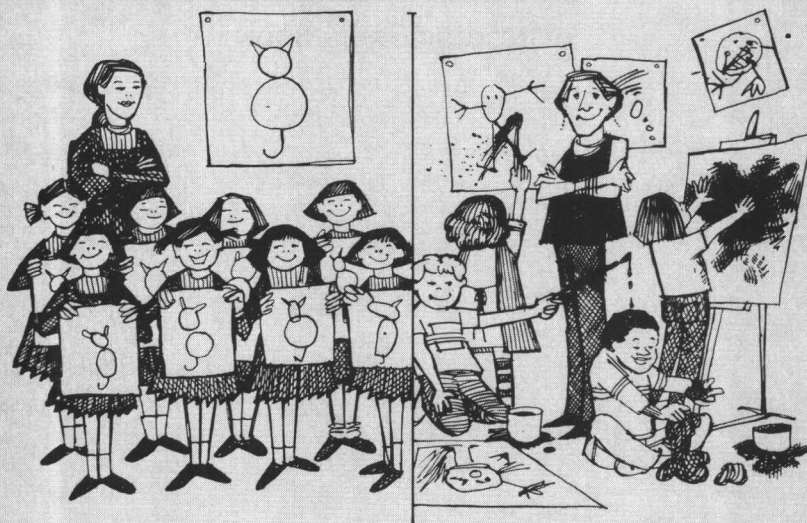
# INTERACTIONS II

## A Reading Skills Book



# 1

## EDUCATION



### PART ONE

## METHODS OF EDUCATION: EAST VERSUS WEST

### Getting Started

Look at the pictures and discuss them.

1. Where is each scene taking place? What is happening?
2. Compare the methods of education in the two pictures on the left with the methods in the two pictures on the right.
3. Which type of class do you prefer? Why?