

Interactions Access

Integrated Skills Edition



High Beginning

Interactions Access

Integrated Skills

Robert Baldwin

Laurie Blass

Pamela Hartmann

James Mentel

John P. Nelson

Marilynn Spaventa

Emily Austin Thrush

Patricia K. Werner

High Beginning



McGraw-Hill

McGraw-Hill

A Division of The McGraw-Hill Companies



Interactions Access Integrated Skills

Published by McGraw-Hill/Contemporary, a business unit of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, NY 10020. Copyright © 2003 by The McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Some ancillaries, including electronic and print components, may not be available to customers outside the United States.



This book is printed on recycled, acid-free paper containing 10% postconsumer waste.

3 4 5 6 7 8 9 0 QPD/QPD 0 9 8 7 6 5

ISBN 0-07-231393-5

ISBN 0-07-112436-5 (ISE)

Editorial director: *Tina B. Carver*

Development editor: *Annie Sullivan*

Director of marketing: *Thomas P. Dare*

Production manager: *Genevieve Kelley*

Interior designer: *Michael Warrell, Design Solutions*

Photo researcher: *Amelia Ames Hill Associates/Amy Bethea*

Compositor: *Point West, Inc.*

Typeface: *10.5/12 Times Roman*

Printer: *Quebecor World Dubuque*

The credits section for this book begins on page 260 and is considered an extension of the copyright page.

INTERNATIONAL EDITION ISBN 0-07-112436-5

Copyright © 2003. Exclusive rights by The McGraw-Hill Companies, Inc., for manufacture and export. This book cannot be re-exported from the country to which it is sold by McGraw-Hill. The International Edition is not available in North America.

www.mhcontemporary.com/interactionsmosaic

Interactions Access

Integrated Skills

Interactions Access Integrated Skills

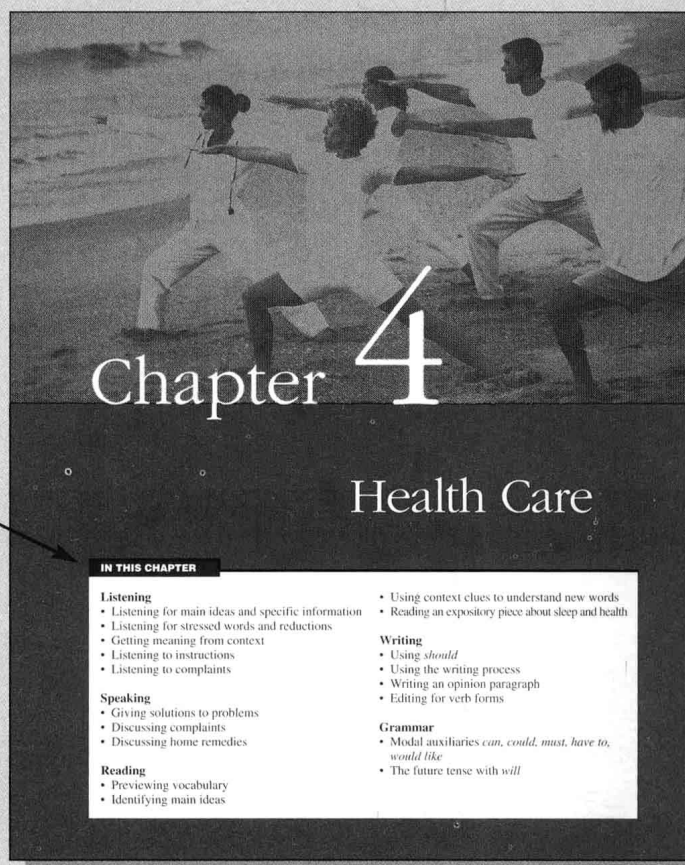
Help your students achieve academic success!

Interactions Integrated Skills is a theme-based, three-level, four-skills ESL/EFL series designed to prepare students for academic content. Derived from the first three levels of the popular *Interactions Mosaic, 4th edition*, the series combines communicative activities with skill-building exercises in listening, speaking, reading, writing, and grammar to boost students' academic success.

Interactions Integrated Skills features:

- complete scope and sequence in the table of contents
- consistent chapter structure to aid in lesson planning
- placement tests and chapter quizzes in the instructor's manuals
- three videos of authentic news broadcasts to expand the chapter themes
- audio programs that include both the listening and reading selections
- additional practice and expansion opportunities on the Website

In This Chapter gives students a preview of the upcoming material.



PART 1 Listening to Conversations**Before You Listen**

- 1 Preparing to Listen. Look at these photos.

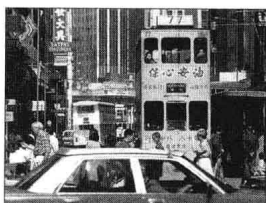


Photo 1



Photo 2

1. Describe Photo 1. What kind of place is it?
2. Describe Photo 2. What kind of place is it?
3. How are the two places different?

- 2 Vocabulary Preview. Ali, Lee, and Beth are students at Faber College.

**Part 1 Listening to Conversations**

presents an introductory conversation and focuses on the rhythm and intonation of natural language through stress and reduction activities.

Before You Listen, Listen, and After You Listen sections activate students' prior knowledge, guide them to listen for main ideas and specific information, and reinforce their understanding through comprehension questions and a vocabulary review.

Vocabulary Preview allows students to anticipate new vocabulary in the listening and reading selections.

Part 2 Listening Skills increases students' listening comprehension through task-based practice.

Photos and illustrations provide valuable context for the chapter topic.

Using Context Clues practices test-taking strategies vital for success on standardized tests.

PART 2 Listening Skills**Getting Meaning from Context**

- 1 Vocabulary Preview. You are going to hear some conversations about food. Listen to these words and expressions from the conversations. Circle the ones you don't know.

Nouns

charge
teaspoon
onion soup
carrot
cucumber
produce
ounce

Verb

to heat



- 2 Using Context Clues.

1. Listen to the first part of each conversation.
 2. Listen to the question and circle the letter of the best answer.
 3. Then listen to the last part to hear the correct answer.
1. Where are Lee and Alicia?
 - a. in a restaurant
 - b. in a supermarket
 - c. in a cafeteria
 2. What's Lee asking about?
 - a. the waiter
 - b. the menu
 - c. the bill
 3. What are David and Beth doing?
 - a. cooking something
 - b. shopping
 - c. eating in a restaurant
 4. Where are Ali and Alicia?
 - a. at a restaurant
 - b. at a produce stand (a small fruit and vegetable market)
 - c. in a supermarket produce (fruit and vegetable) section
 5. Which spaghetti sauce is the best buy?
 - a. the spaghetti sauce with mushrooms
 - b. the eight-ounce size for \$1.06
 - c. the size for 99 cents

- 26 percent of women between age thirty and thirty-four live alone, and more than 27 percent of men of the same age live alone.
- D. There are also big changes in Quebec, Canada. In 1965, a traditional family was important. Almost 90 percent of men and 93.5 percent of women were married. But in 1985, only 49 percent of men and 51.7 percent of women were married. Now more than one-third (1/3) of all babies have parents that are not married. More than one-third of all marriages end in divorce.
- E. There are many new types of families. The world is changing, and families are changing too.

After You Read

4 Finding the Main Ideas. Circle a letter for each blank.

1. The main idea is that _____.
 - a. in North Africa, families are big, but in Europe, they're small
 - b. families around the world are changing
 - c. 1/2 of all marriages end in divorce
2. The writer thinks that new families are _____.
 - a. good because they are small
 - b. different from families in the past
 - c. bad because people don't live together

5 Understanding Pronouns. Find and circle the meaning of each underlined pronoun. Then draw an arrow from the pronoun to its meaning.

1. Fifty to a hundred people live together in a group of houses. These are all family members.
2. Men and women spend a lot of time at work. They don't spend a lot of time together as a family.
3. They don't spend a lot of time together as a family. This can be very difficult.
4. More and more countries are recognizing gay partnerships and marriages. For example, Denmark, Sweden, Norway, the Netherlands, Hungary, and the U.S. state of Vermont all recognize these as legal unions.

Discussing the Reading



- 6 Talk about your answers to these questions with your classmates.
 1. What kind of family do you live in?
 2. Why are families in some countries smaller than in the past?
 3. Why are there more single-parent families now?

Before You Read, Read, and After You Read sections provide scaffolding to help students understand authentic language, identify main ideas, and reinforce their understanding through comprehension questions.

Language-learning strategies such as making good guesses, understanding pronouns, and using visual graphics provide students with reading comprehension tools.

Discussing the Reading encourages students to contribute their own opinions on high-interest subjects related to the readings.

Practicing the Writing Process

encourages thoughtful composition by guiding students step by step from exploring topics to self-editing.

Groupwork maximizes opportunities for discussion and negotiation.

Editing Checklists guide students in learning the editing process.

Peer Editing encourages students to share their writing and to provide constructive feedback to their classmates.

Practicing the Writing Process



- 1 **Exploring Ideas: Brainstorming and Free Writing.** You are going to write an opinion paragraph that answers this question: Should tobacco be illegal (against the law)? Sometimes you can get ideas by brainstorming on your own, for example, when you freewrite. Other times it's good to work with a group or the whole class and get ideas together. In a group or as a class, make a list of reasons tobacco should be made illegal and reasons tobacco shouldn't be made illegal. On separate paper, write down ideas for both sides of the argument.

Now decide which side you are on. Think about your argument and freewrite your ideas. Work with a partner. Read aloud your ideas. Then discuss them with your partner.

- 2 **Writing the First Draft.** Write a first draft of your paragraph. Begin with "This country should make tobacco illegal" or "This country shouldn't make tobacco illegal." When necessary, use modals from the list on page 80.

- 3 **Editing.** Check your opinion paragraph. Use the following checklist to correct any mistakes.

Editing Checklist

1. Are the verbs used with modals in the simple form (*study, work, discover, go*)?
2. Are the modals correct (*should* if you think something is a good idea or the correct thing to do, *will* if you believe something is definitely going to happen in the future, etc.)?
3. Do your sentences begin with capital letters?
4. Do other words in the writing need capital letters?
5. Do your sentences end with periods?



- 4 **Peer Editing.** Show your paragraph to another student. Read each other's paragraphs. Does your partner's paragraph have a topic sentence, interesting reasons and explanations, a conclusion? Use the Editing Checklist to check your classmate's paragraph.

- 5 **Writing the Second Draft.** Write your second draft and give it to your teacher.

1 Write the plurals of these regular and irregular count nouns.

- | | | |
|-------------------------|-----------------|------------------|
| 1. person <u>people</u> | 5. radio _____ | 9. loaf _____ |
| 2. party _____ | 6. goose _____ | 10. dish _____ |
| 3. child _____ | 7. church _____ | 11. tomato _____ |
| 4. orange _____ | 8. mouse _____ | 12. woman _____ |

B. Some and Any with Count Nouns

	Examples	Notes
Question	Do you have any apples at home? Would you like some apples?	Use some or any in questions.
Affirmative Statement	I have some apples at home.	Use some in affirmative statements.
Negative Statement	I don't have any oranges at home.	Use any in negative statements.



2 Imagine that you are Mark or Linda. Look at the picture of "your" kitchen, but not at your partner's picture. Ask questions about your partner's kitchen, using **any**.



Examples:

A: I have **any** apples.

B: I have **any** potatoes.

potato chips.

B: I have **any** potato chips.

Grammar explanations and charts provide clear, easy to understand, and visually appealing grammar presentations.

Pairwork encourages peer teaching and correction.

Video news broadcasts immerse students in authentic language, complete with scaffolding and follow-up activities to reinforce listening, speaking, reading, and writing skills.



Video Activities: Venice

Before You Watch.

- Where is the city of Venice? Circle the correct answer.
a. France b. Italy c. Greece
- Venice is famous because it has _____.
a. old buildings b. many canals c. a lot of rain

Watch. Check all the correct answers.

Vocabulary Note: To sink means to go under the water. The past tense is sank.

- What are Venice's problems?
☐ The canals are crowded.
☐ The water is very dirty.
☐ There is a lot of air pollution.
☐ No one wants to go there.
☐ It is sinking.
- Venice needs _____.
☐ money
☐ tourists
☐ water

Watch Again.

- Complete the sentences with numbers from the box.

200 30 6,000,000 1

- Venice has about _____ canals.
- A few years ago Venice sank about _____ foot.
- They cleaned the canals _____ years ago.
- About _____ tourists visit Venice each year.
- Bob Guadie's group is called "_____ Venice."
a. V b. c.

➤ Don't forget to check out the new **Interactions Integrated Skills** Website at www.mhcontemporary.com/interactionsmosaic. It provides additional practice, interactive activities, and links to student and teacher resources.

Chapter	Listening Skills / Tasks	Speaking Tasks / Skills	Reading Type & Topic
1 Neighborhoods, Cities, and Towns Page 1	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Listening for stressed words and reductions ■ Getting meaning from context ■ Listening for time and distance ■ Listening for fares 	<ul style="list-style-type: none"> ■ Role-playing personal information ■ Talking about transportation 	<ul style="list-style-type: none"> ■ Exposition (cities)
2 Shopping and e-Commerce Page 27	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Listening for stressed words and reductions ■ Getting meaning from context ■ Listening for prices ■ Listening for store names ■ Listening to online shopping information 	<ul style="list-style-type: none"> ■ Asking and answering questions about shopping habits ■ Comparing prices and stores 	<ul style="list-style-type: none"> ■ Exposition (online shopping)
3 Friends and Family Page 49	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Listening for stressed words and reductions ■ Getting meaning from context ■ Listening to voicemail messages ■ Listening to descriptions of people 	<ul style="list-style-type: none"> ■ Talking about staying in touch with family members ■ Discussing appearance 	<ul style="list-style-type: none"> ■ Exposition (family structures)
4 Health Care Page 69	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Listening for stressed words and reductions ■ Getting meaning from context ■ Listening to instructions ■ Listening to complaints 	<ul style="list-style-type: none"> ■ Giving solutions to problems ■ Discussing complaints ■ Discussing home remedies 	<ul style="list-style-type: none"> ■ Exposition (sleep and health)
5 Men and Women Page 89	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Listening for stressed words and reductions ■ Getting meaning from context ■ Listening to invitations ■ Listening to responses 	<ul style="list-style-type: none"> ■ Talking about dating ■ Discussing invitations 	<ul style="list-style-type: none"> ■ Exposition (men's and women's language)

Reading Skills / Strategies	Writing & Editing Skills	Grammar	Video Topics
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas ■ Making inferences about figurative language 	<ul style="list-style-type: none"> ■ Using <i>there is/there are</i> ■ Using <i>to be</i> + complement ■ Understanding the writing process ■ Writing a descriptive paragraph ■ Editing for capitalization and punctuation 	<ul style="list-style-type: none"> ■ The present tense of <i>be</i> ■ <i>It</i> with weather and time expressions ■ <i>There is/there are</i> ■ Prepositions of time and place 	<ul style="list-style-type: none"> ■ Venice
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Using context clues to understand new words ■ Understanding <i>going to</i> for the future ■ Understanding irregular past tense verbs ■ Identifying main ideas ■ Using the organization of an information article 	<ul style="list-style-type: none"> ■ Using transitive and intransitive verbs ■ Using the writing process ■ Writing about future predictions ■ Editing for spelling, capitalization, and punctuation 	<ul style="list-style-type: none"> ■ The present continuous tense ■ Prepositions of place 	<ul style="list-style-type: none"> ■ Online Pharmacies
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas ■ Using context clues to understand new words ■ Understanding pronouns 	<ul style="list-style-type: none"> ■ Using the simple present tense ■ Using the writing process ■ Writing a personal letter ■ Editing for specific information 	<ul style="list-style-type: none"> ■ The simple present tense ■ Adverbs of frequency ■ The simple present versus the present continuous 	<ul style="list-style-type: none"> ■ Pet Behavior
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas ■ Using context clues to understand new words 	<ul style="list-style-type: none"> ■ Using <i>should</i> ■ Using the writing process ■ Writing an opinion paragraph ■ Editing for verb forms 	<ul style="list-style-type: none"> ■ Modal auxiliaries <i>can, could, must, have to, would like</i> ■ The future tense with <i>will</i> 	<ul style="list-style-type: none"> ■ Brain Surgery
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas ■ Using context clues to understand new words ■ Identifying the best synopsis 	<ul style="list-style-type: none"> ■ Using direct and indirect objects ■ Using the writing process ■ Writing a narrative ■ Editing for use of object pronouns, verb tense, interest, and capitalization and punctuation 	<ul style="list-style-type: none"> ■ The simple past tense with <i>be</i> and regular verbs 	<ul style="list-style-type: none"> ■ Women's Football

Chapter	Listening Skills / Tasks	Speaking Tasks / Skills	Reading Type & Topic
6 Sleep and Dreams Page 111	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Listening for stressed words and reductions ■ Getting meaning from context ■ Listening to a lecture ■ Listening for test scores ■ Listening to a dream 	<ul style="list-style-type: none"> ■ Pronouncing teens and tens ■ Talking about sleep and dreams ■ Discussing a lecture ■ Retelling a dream 	<ul style="list-style-type: none"> ■ Exposition (sleep and dreams)
7 Work and Lifestyles Page 135	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Listening for stressed words and reductions ■ Getting meaning from context ■ Listening to job interviews ■ Listening to future plans 	<ul style="list-style-type: none"> ■ Pronouncing college majors and job titles ■ Asking about personal characteristics related to jobs ■ Discussing job interviews 	<ul style="list-style-type: none"> ■ Exposition (volunteerism)
8 Food and Nutrition Page 157	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Listening for stressed words and reductions ■ Getting meaning from context ■ Listening to job instructions ■ Following recipes 	<ul style="list-style-type: none"> ■ Talking about healthy and unhealthy foods ■ Naming foods ■ Discussing opinions about food 	<ul style="list-style-type: none"> ■ Exposition (diets)
9 Great Destinations Page 177	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Listening for stressed words and reductions ■ Getting meaning from context ■ Listening for places on a map ■ Listening to a tour guide ■ Listening for flight information 	<ul style="list-style-type: none"> ■ Describing vacation destinations ■ Discussing flight information 	<ul style="list-style-type: none"> ■ Exposition (vacations)
10 Our Planet Page 199	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Listening for stressed words and reductions ■ Getting meaning from context ■ Listening to persuasive messages 	<ul style="list-style-type: none"> ■ Identifying information requested through emphasized words in a question 	<ul style="list-style-type: none"> ■ Exposition (the greenhouse effect)

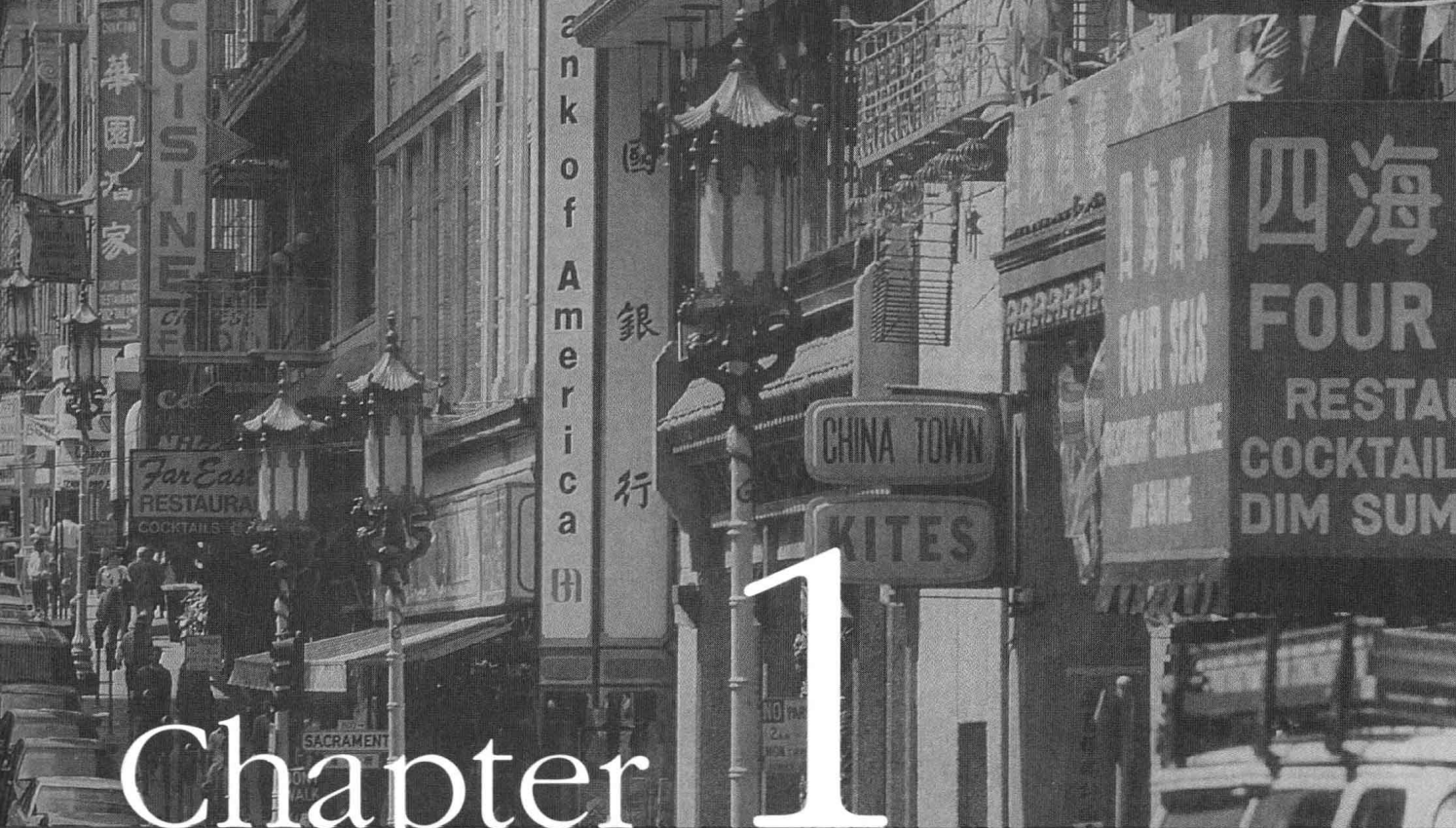
Reading Skills / Strategies	Writing & Editing Skills	Grammar	Video Topics
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas ■ Using context clues to understand new words ■ Recognizing words with similar meaning 	<ul style="list-style-type: none"> ■ Using gerunds and infinitives after verbs ■ Using linking verbs ■ Using the writing process ■ Writing a narrative ■ Editing for complete sentences and capitalization and punctuation 	<ul style="list-style-type: none"> ■ The simple past tense with irregular verbs ■ Using <i>too</i> and <i>either</i> with short statements ■ <i>Used to</i> for past habitual actions or situations 	<ul style="list-style-type: none"> ■ Children and Sleep
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas ■ Using context clues to understand new words ■ Inferring the author's point of view 	<ul style="list-style-type: none"> ■ Using past tense verbs ■ Using the writing process ■ Writing an experience narrative ■ Editing for verb forms, complete sentences, and capitalization and punctuation 	<ul style="list-style-type: none"> ■ The past continuous tense ■ The past continuous versus the simple past 	<ul style="list-style-type: none"> ■ Dentist Fashion Designer
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas ■ Using context clues to understand new words ■ Recognizing opposites 	<ul style="list-style-type: none"> ■ Using the command form of verbs ■ Using the writing process ■ Writing directions on how to do something ■ Editing for sequence words, verb forms, and capitalization and punctuation 	<ul style="list-style-type: none"> ■ Count and noncount nouns ■ <i>Some</i> and <i>any</i> with count and noncount nouns ■ Counting units ■ Questions with <i>How many/how much</i> 	<ul style="list-style-type: none"> ■ Diets
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas ■ Using context clues to understand new words 	<ul style="list-style-type: none"> ■ Using predicate adjectives ■ Using the writing process ■ Writing a postcard or short letter ■ Editing for verb tense, complete sentences, and capitalization and punctuation 	<ul style="list-style-type: none"> ■ Adjectives with <i>-ing</i> and <i>-ed</i> ■ Comparative adjectives ■ Superlatives with adjectives and adverbs 	<ul style="list-style-type: none"> ■ Cancun
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas ■ Identifying specific information ■ Using context clues to understand new words ■ Drawing conclusions 	<ul style="list-style-type: none"> ■ Analyzing a composition ■ Using the writing process ■ Writing a problem/solution composition ■ Editing for composition development, verb forms, capitalization and punctuation, and spelling 	<ul style="list-style-type: none"> ■ Regular and irregular past participles ■ The present perfect tense ■ The passive voice with simple tenses 	<ul style="list-style-type: none"> ■ Recycling

Appendices

Page 219

Tapescript

Page 225



Chapter 1

Neighborhoods, Cities, and Towns

IN THIS CHAPTER

Listening

- Listening for main ideas and specific information
- Listening for stressed words and reductions
- Getting meaning from context
- Listening for time and distance
- Listening for fares

Speaking

- Role-playing personal information
- Talking about transportation

Reading

- Previewing vocabulary
- Identifying main ideas

- Reading an expository piece about cities
- Making inferences about figurative language

Writing

- Using *there is/there are*
- Using *to be* + complement
- Understanding the writing process
- Writing a descriptive paragraph
- Editing for capitalization and punctuation

Grammar

- The present tense of *be*
- *It* with weather and time expressions
- *There is/there are*
- Prepositions of time and place

PART 1**Listening to Conversations****Before You Listen****1** Preparing to Listen. Look at these photos.

Photo 1



Photo 2

1. Describe Photo 1. What kind of place is it?
2. Describe Photo 2. What kind of place is it?
3. How are the two places different?

**2** Vocabulary Preview. Ali, Lee, and Beth are students at Faber College.

1. Listen to these words from their conversation. Circle the ones you don't know.

Nouns

capital
hometown
population
transportation

Adjective

interesting

2. Guess the meanings of the underlined words. Write your guess on the lines. Check your answers with a dictionary or your teacher.

1. Life in a big city is always interesting; it's never dull.

My guess: _____

2. What kind of transportation do you use—the train, the bus, or the subway?

My guess: _____

3. My hometown is Mexico City. I was born there and I still live there.

My guess: _____

4. Paris is the capital of France. The government offices are there.

My guess: _____

5. Seoul, Korea has a large population; more than thirteen million people live there.

My guess: _____

Listen

- 3 **Listening for Main Ideas.** Listen to the conversation. As you listen, answer these questions.

1. Where is Lee from?
2. Is Lee from a small town?
3. Where is Beth from?
4. Is Beth from a small town?



- 4 **Listening for Specific Information.** Listen again. Circle the letter of the best answer to each question.

1. What two greetings do you hear in the conversation? (Circle two.)
a. How are things? b. Hi! c. How's it going?
2. Ali introduces Lee to Beth. What does he say?
a. Beth, this is Lee.
b. Beth, please meet my friend Lee.
c. Beth, this is my friend, Lee.
3. What is Lee's answer?
a. Nice meeting you. b. Nice to meet you. c. Hi!

After You Listen

5 Understanding Main Ideas. Circle the letter of the correct answer.

1. Who is Beth?
 - a. Lee's cousin.
 - b. Ali's friend.
 - c. Ali's cousin.
2. What does Lee say about Seoul?
 - a. It has a good library.
 - b. It has good public transportation.
 - c. It has about 20,000 people.
3. What does Beth say about San Anselmo?
 - a. It's a big city.
 - b. It's the capital of California.
 - c. It has about 20,000 people.

6 Vocabulary Review. Complete these sentences. Use words from the list.

capital
hometown

interesting
population

transportation

1. Seoul is the _____ of Korea.
2. There's good public _____ in Seoul.
3. What's the _____ of Seoul? Over thirteen million people live there.
4. What's your _____? I'm from San Anselmo, California.
5. Are your classes _____?

Stress

Important words are stressed in English. That is, we say them louder and clearer than other words.

Nice	to	meet	you.
Important	Not important	Important	Not important