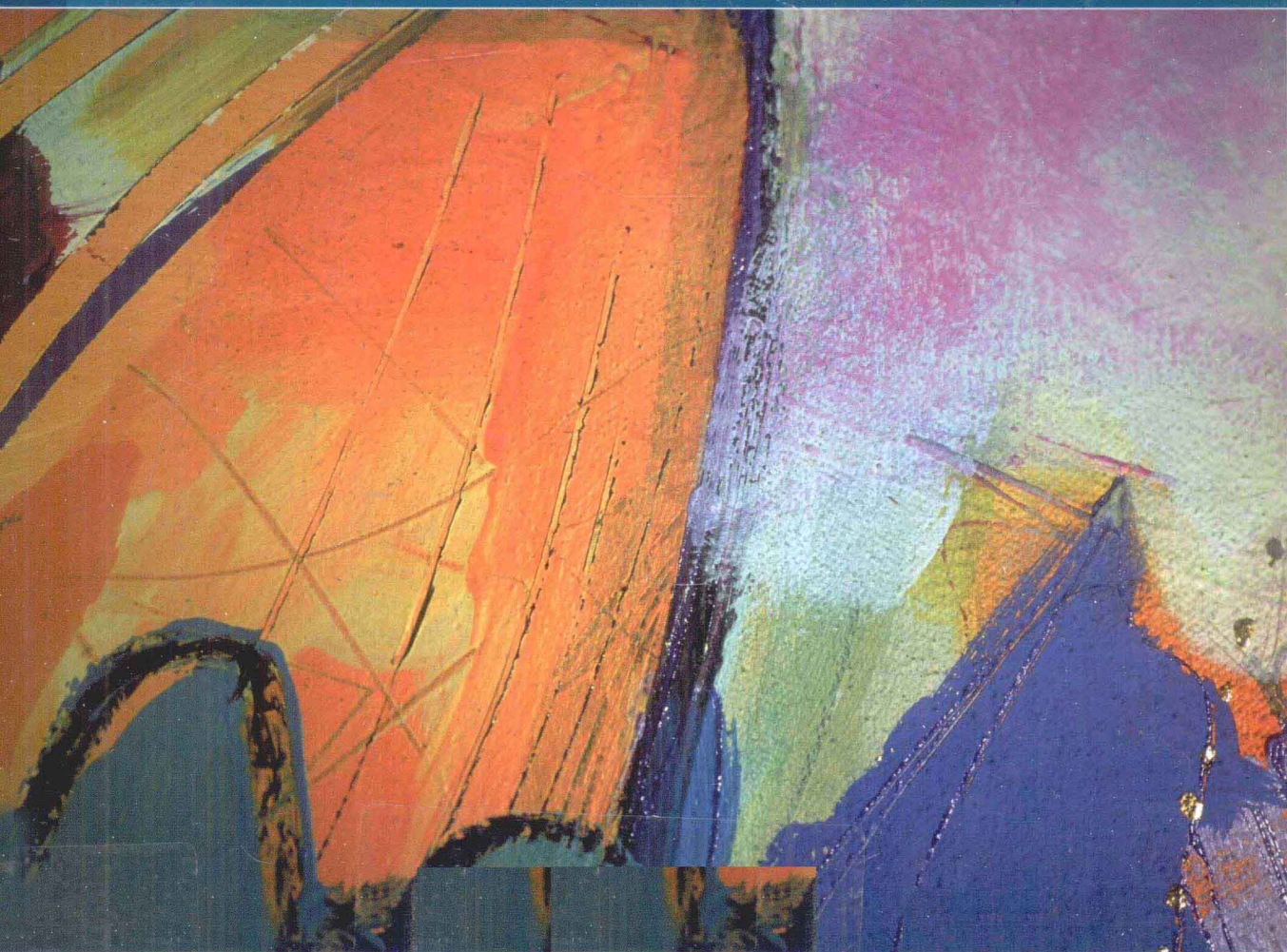


Interactions Access

4th Edition

Reading/Writing



Pamela

Mentel

Interactions Access

Reading/Writing

4th Edition

Pamela Hartmann

Los Angeles Unified School District

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Interactions Access

Reading/Writing

Interactions Access **Reading/Writing**

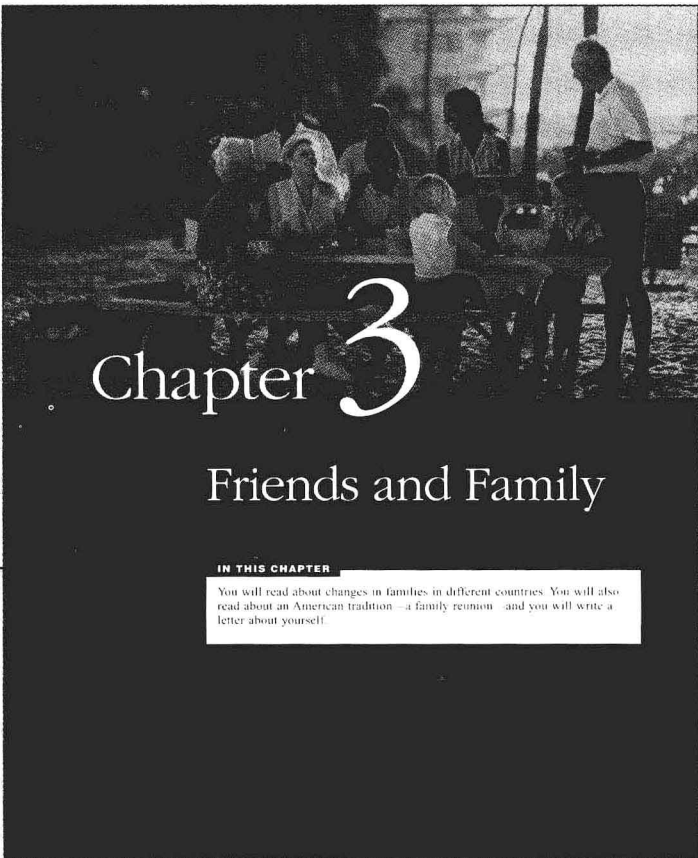
Boost your students' academic success!

Interactions Mosaic, 4th edition is the newly revised five-level, four-skill comprehensive ESL/EFL series designed to prepare students for academic content. The themes are integrated across proficiency levels and the levels are articulated across skill strands. The series combines communicative activities with skill-building exercises to boost students' academic success.

Interactions Mosaic, 4th edition features

- updated content
- five videos of authentic news broadcasts
- expansion opportunities through the Website
- new audio programs for the listening/speaking and reading books
- an appealing fresh design
- user-friendly instructor's manuals with placement tests and chapter quizzes

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



Chapter 3

Friends and Family

IN THIS CHAPTER

You will read about changes in families in different countries. You will also read about an American tradition – a family reunion – and you will write a letter about yourself.

PART 1

Volunteers

Before You Read



1 Look at the photos and answer the questions with a partner or a group.

- Who are these people?
- What are they doing? Why?



Photo 1



Photo 2



Photo 3

2 **Vocabulary Preview.** Sometimes a colon (:) can help you understand. If you know the key word or words on one side of the colon, then you know the meaning of the word or words on the other side of the colon.

Examples

There are terrible diseases: AIDS, cancer, and TB.

What are some examples of diseases? AIDS, cancer, and TB

She cooked some wonderful foods: stews, casseroles, and soufflés.

What are stews, casseroles, and soufflés? some wonderful foods

Vocabulary Preview allows students to anticipate unknown vocabulary.

Vocabulary and language-learning strategies for alphabetizing, following directions, and reading graphics give students comprehension and self-assessment.

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

Preliminary activities provide scaffolding to help students deal with authentic language.

Photos and illustrations activate prior knowledge of the reading topic.

Now read the paragraph. Focus on the phrases, not the separate words:

Men and women sometimes seem to speak different languages. They like to talk about different things. Sometimes they don't listen to each other. A woman makes a suggestion, but her husband doesn't understand. A man tries to help, but his wife doesn't like it. Maybe they should go to language school!

4 **Building Vocabulary.** Complete the following sentences. Circle the letters of the answers. There is one answer for each blank.

- Their _____ are very important to them.
 - leader
 - friends
 - cultural
 - friendship
- Could you please give me some _____?
 - information
 - important
 - active
 - suggestion
- Maybe we should _____.
 - advise
 - happen
 - show
 - apologize
- That information is _____.
 - brag
 - wrong
 - orders
 - argue

Are the meanings of the following words similar or different? Write S (similar) or D (different) on the lines.

- S sleepy—tired
- _____ suggestions—activities
- _____ family—relatives
- _____ waste—deficit
- _____ apologize—brag
- _____ leader—position

Discussing the Reading

5 In small groups, talk about your answers to the following questions.

- Are people in your country similar to or different from the man and woman pictured on page 75?
- If you're a woman, what do you talk about with other women? What do you talk about with men? If you're a man, what do you talk about with other men? What do you talk about with women?



PART 3

Tours and Using a Travel Map

- 1 Look at the photos and read about the different tours that follow. Don't worry about new words. Then answer the questions that follow.

Adventure Tours, Inc.

Do you want something different? Something exciting?
Here is our new group of tours.



1. Tibet Tour

Six days in one of the most unusual countries in Asia. Very few tourists go to Tibet. All around are the tallest mountains in the world. You will visit beautiful monasteries and crowded street markets. You will also see wonderful Tibetan dancing.
Length of trip: 14 days. Group size: 16
Cost: \$6,000



2. Maui Bicycling Tour

Ride a bicycle around the most beautiful tropical island in the world. You will swim in the clear, warm tropical water, and go camping in the beautiful national parks.
Length of trip: 7 days. Group size: 9-12
Cost: \$695



3. Cooking Tour

Do you like French food? Do you like to cook? Visit Paris and seven other French cities. Visit the best restaurants. Eat the most delicious food in the world. Study cooking with the most interesting chefs of France.
Length of trip: 15 days. Group size: 14-18
Cost: \$4,500



3. American

California's America's fastest, most exciting rivers to raft. You will see the most beautiful scenery in the world. You must be in good health.
Length of trip: 3 days
Cost: \$650

Real-life reading connects the classroom to real life through ads, forms, brochures, and other realia.

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.

84

Interactions Access Reading Writing

Practicing the Writing Process

A narrative is a story. It tells about a series of actions. Most often the simple past tense is used. Read the student's story about her parents meeting and marrying. Then follow the steps of the writing process.

My father met my mother in 1980. They met at a college dance. My father liked my mother right away, but my mother did not like my father. He asked her to go out on a date. She wanted to say no, but she was too polite and so she said yes. On their date they went to the movies and saw *Rising Bull*, a movie starring Robert De Niro. After the movie they talked for a long time, they even argued about the movie (he liked it but she didn't). My mother decided that my father was very intelligent. Then my mother started to become interested in him. Soon they were in love.

- 1 **Exploring Ideas: Free Writing.** Write for ten minutes about how you met someone close to you; or tell about how your parents met. Don't worry about spelling or grammar.
Now tell a partner about your story. Don't read your freewrite aloud. Use your own words.
- 2 **Writing the First Draft.** Write a first draft of your narrative.
- 3 **Editing.** Now check your story. Here is a list of things to check for in your narrative.

Editing Checklist

Are the verbs you used transitive or intransitive?
Do any of the verbs have direct objects? Indirect objects? Both? Are these verbs used correctly?
Did you use the simple past tense? (Remember that most often the simple past tense is used in narratives.)
Do you have interesting details in your narrative?
Do your sentences begin with capital letters?
Do other words in the writing need capital letters?
Do your sentences end with periods or other final punctuation?

Make a group with three other students. Take turns and read your story to the others in your group.

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

PART 4

Writing

Using Sentence Patterns

Sentence Pattern 3. The most common pattern in English sentences is subject + verb + object.

subject	+	verb	+	object
The car		hit		the tree.

Note that the **subject** in this sentence is the actor; it (the car) is doing the action. The **verb** is the action the actor performed. The tree is receiving the action. A verb that has both an actor and a receiver of the action is called a *transitive verb*.

Sentence Pattern 4. Some verbs don't take an object. They are complete with only a subject and a verb.

subject	+	verb
The man		jumped.

The action of the verb doesn't cause something to happen to something else. Instead there's only an actor and the action. This kind of an *intransitive verb*.

Relevant grammar topics are introduced as writing tools.

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



Video Activities: Brain Surgery

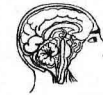
Before You Watch.

- When a doctor has to fix a heart, what does he or she do?
 - an examination
 - a transplant
 - surgery
- What part of your body controls movement?
 - your eyes
 - your heart
 - your brain
 - your leg

Watch.

- What is this a picture of?
 - a brain
 - a heart
 - a hand
- Check the ways that Dr. France's surgery is different from others.

_____ It's faster.	_____ He uses computers.
_____ It's cheaper.	_____ He operates on brains.
- Before the surgery, Mr. Previt's hand _____.
 - hurts
 - cannot move
 - shakes
- During the surgery, Mr. Previt is _____.
 - _____
 - _____
 - _____



Don't forget to check out the new *Interactions Mosaic* Website at www.mhcontemporary.com/interactionsmosaic.

- Traditional practice and interactive activities
- Links to student and teacher resources
- Cultural activities
- Focus on Testing
- Activities from the Website are also provided on CD-ROM

Chapter	Reading Type	Vocabulary Development
1 Neighborhoods, Cities, and Towns Page 1	<ul style="list-style-type: none"> ■ Exposition (city and neighborhood) 	<ul style="list-style-type: none"> ■ Recognizing meaning categories
2 Shopping and e-Commerce Page 17	<ul style="list-style-type: none"> ■ Exposition (online shopping) 	<ul style="list-style-type: none"> ■ Using context clues
3 Friends and Family Page 35	<ul style="list-style-type: none"> ■ Exposition (family structures) 	<ul style="list-style-type: none"> ■ Alphabetizing ■ Crossword puzzle
4 Health Care Page 53	<ul style="list-style-type: none"> ■ Exposition (sleep) ■ Multiple-choice quiz 	<ul style="list-style-type: none"> ■ Using context clues ■ Dictionary guide words ■ Recognizing meaning categories
5 Men and Women Page 69	<ul style="list-style-type: none"> ■ Exposition (men's and women's language) 	<ul style="list-style-type: none"> ■ Words with same meaning

Reading Skills/Strategies	Writing Structures	Real-Life Reading/Writing	Video Topics
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas ■ Making predictions ■ Following textbook directions 	<ul style="list-style-type: none"> ■ <i>There is/are</i> ■ <i>To be</i> + complement ■ Capital letters and punctuation 	<ul style="list-style-type: none"> ■ Post office address form 	<ul style="list-style-type: none"> ■ Venice
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas ■ Identifying essay organization 	<ul style="list-style-type: none"> ■ <i>Going-to</i> future ■ Irregular past tense ■ Synopses ■ Quotation marks ■ Textbook directions ■ Transitive vs. intransitive verbs 	<ul style="list-style-type: none"> ■ Websites ■ Journal entry 	<ul style="list-style-type: none"> ■ Online Pharmacies
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas ■ Making predictions 	<ul style="list-style-type: none"> ■ Pronoun reference ■ Simple present tense ■ Third-person singular endings 	<ul style="list-style-type: none"> ■ Housing ads and telephone bills ■ Journal entry 	<ul style="list-style-type: none"> ■ Pet Behavior
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas 	<ul style="list-style-type: none"> ■ Modals + verb ■ Recognizing paragraph structure 	<ul style="list-style-type: none"> ■ Greeting cards ■ Medicine dosage directions 	<ul style="list-style-type: none"> ■ Brain Surgery
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas ■ Making predictions ■ Reading in phrases 	<ul style="list-style-type: none"> ■ Synopses ■ Direct vs. indirect objects ■ <i>Tell, say, talk</i> 	<ul style="list-style-type: none"> ■ Invitations ■ Thank-you notes ■ Journal entry 	<ul style="list-style-type: none"> ■ Women's Football

(continued on next page)

Chapter	Reading Type	Vocabulary Development
6 Sleep and Dreams Page 87	<ul style="list-style-type: none"> ■ Exposition (dreams) 	<ul style="list-style-type: none"> ■ Words with similar meaning ■ Using context clues
7 Work and Lifestyles Page 103	<ul style="list-style-type: none"> ■ Exposition (volunteerism) 	<ul style="list-style-type: none"> ■ Colon before a list
8 Food and Nutrition Page 117	<ul style="list-style-type: none"> ■ Exposition (diets) 	<ul style="list-style-type: none"> ■ Opposites
9 Great Destinations Page 133	<ul style="list-style-type: none"> ■ Exposition (vacations) ■ Travel quiz ■ Travel brochure 	<ul style="list-style-type: none"> ■ Using context clues ■ Recognizing meaning categories ■ Words with similar meanings
10 Our Planet Page 151	<ul style="list-style-type: none"> ■ Exposition (reforestation) ■ Exposition (problem-solution) 	<ul style="list-style-type: none"> ■ Using context clues

Reading Skills/Strategies	Writing Structures	Real-Life Reading/Writing	Video Topics
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas 	<ul style="list-style-type: none"> ■ Negative prefixes ■ Past continuous tense ■ Time words ■ Infinitives and gerunds after verbs ■ Linking verbs 	<ul style="list-style-type: none"> ■ Journal entry 	<ul style="list-style-type: none"> ■ Children and Sleep
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas ■ Making predictions 	<ul style="list-style-type: none"> ■ Suffix <i>-less</i> ■ Irregular past tense 	<ul style="list-style-type: none"> ■ Solicitations for volunteers ■ Résumé ■ Journal entry 	<ul style="list-style-type: none"> ■ Dentist Fashion Designer
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas 	<ul style="list-style-type: none"> ■ Suffix <i>-able</i> ■ Recognizing paragraph structure ■ Command form of verbs 	<ul style="list-style-type: none"> ■ Nutrition chart ■ Height/weight chart 	<ul style="list-style-type: none"> ■ Diets
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas ■ Making predictions 	<ul style="list-style-type: none"> ■ Go + <i>ing</i> ■ Adjectives ■ Present, present continuous, past tenses 	<ul style="list-style-type: none"> ■ Subway map ■ Journal entry 	<ul style="list-style-type: none"> ■ Cancun
<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Identifying main ideas 	<ul style="list-style-type: none"> ■ Prefix <i>over-</i> ■ Problem-solution composition 	<ul style="list-style-type: none"> ■ Recycling chart ■ Pie chart 	<ul style="list-style-type: none"> ■ Recycling



Chapter 1

Neighborhoods, Cities, and Towns

IN THIS CHAPTER

You will read about some problems in very big cities. You will also read about a student's neighborhood, and you will write about your neighborhood.

PART 1**Monster Cities****Before You Read**

1 Discuss the answers to these questions with a partner or a group.

1. Is this city large or small? Is it nice?
2. What is the problem with this city?
3. Do you like cities?



- 2 Vocabulary Preview.** It is not always necessary to use a dictionary to find the meaning of a new word. Sometimes the meaning of a new word is after the word *is* or *are* in the sentence.

Example

Population is the number of people in a city or country.

What is population? the number of people in a city or country

Answer the questions.

1. A monster is a big, terrible thing.

What is a monster? _____

2. A megacity is a very, very large city.

What is a megacity? _____

3. Density is the number of people in a square mile.

What is density? _____

Read

- 3** Read the following article quickly. Then do the exercises.



Monster Cities

- [A] Are big cities wonderful places? Are they terrible? There are different ideas about this. William H. Whyte writes books about cities. He is happy in a crowded city. He loves busy streets with many stores and many people. He likes the life in city parks and restaurants.
- [B] Many people don't like big cities. They see the large population of cities, and they are afraid. Many cities are growing very fast. They are "monster" cities. (A monster is a big, terrible thing.) In some countries, there aren't jobs in small towns. People go to cities to work; 300,000 people go to São Paulo, Brazil, every year. These cities are megalopolises. A megalopolis is a very large city. But now there is a new word in English—megacity. A megacity is a very, very large city. Mexico City is a megacity with a population of more than 20,000,000. Tokyo-Yokohama is another megacity, with almost 30,000,000 people.
- [C] There are problems in all cities. There are big problems in a megalopolis or megacity. In U.S. cities, there are many people with no jobs and no homes. The air is dirty. There are too many cars. A terrible problem is crime. Many people are afraid of crime.
- [D] Population density is a big problem in megacities. Density is the number of people in an average square mile. In Seoul, South Korea, there are 45,953 people per square mile. Is this crowded? Yes! But in Teheran, Iran, there are 79,594 per square mile. Do you think William H. Whyte likes Hong Kong? The population density there is 247,004!
-

After You Read

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

1. "Monster Cities" is about _____.
 - a. the large number of small cities
 - b. the number of people in U.S. cities
 - c. the problems of megacities

2. Mexico City, Teheran, and Hong Kong are three _____.
 - a. small cities
 - b. very big, crowded cities
 - c. cities with no crime or dirty air

5 Making Good Guesses. Circle the letter to complete the sentence.

The word *monster* is in the title ("Monster Cities") because _____.

- a. the writer is happy in big cities
- b. some cities are growing too fast
- c. there are people with no jobs and no homes

Discussing the Reading



6 Read the population chart with a partner. Then answer the questions together.

Population of Large Cities			
City, Country	1995	2000	Density*
Tokyo-Yokohama, Japan	28,447,000	29,971,000	24,463
Mexico City, Mexico	23,913,000	27,872,000	37,314
São Paulo, Brazil	21,539,000	25,354,000	38,528
Seoul, South Korea	19,065,000	21,976,000	45,953
New York, USA	14,638,000	14,648,000	11,473
Teheran, Iran	11,681,000	14,251,000	79,594
Jakarta, Indonesia	11,151,000	12,804,000	122,033
Los Angeles, USA	10,414,000	10,714,000	8,985
Hong Kong	5,841,000	5,956,000	247,004

* Population per square mile

1. What is the population of Tokyo-Yokohama?
2. What is the population of São Paulo, Brazil?
3. What is the population of Mexico City?
4. What is the population density of Los Angeles, USA?
5. What is the population density of Seoul, South Korea?
6. What is the population density of Teheran, Iran?
7. What is the population density of Hong Kong?
8. What is the population of Hong Kong?
9. What is the population density of Jakarta, Indonesia?

Is your city large or small? What is the population? What is nice about your city? What is a problem in your city? Do you like your city? Why or why not?

PART 2

My Neighborhood in the United States

Before You Read



- 1 Making Predictions.** Look at the picture. What kind of neighborhood is this? What country is it in?

