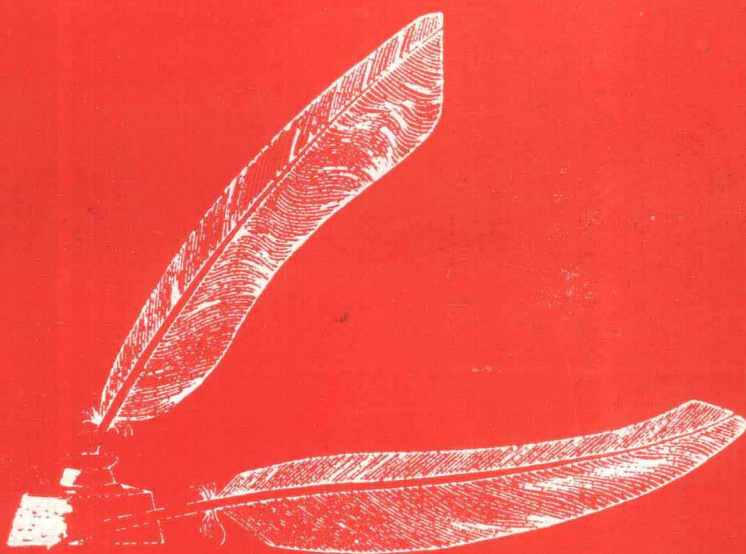


SECOND EDITION

MOSAIC I

A Content-Based Writing Book



Laurie Blass
Meredith Pike-Baky

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MOSAIC I

A CONTENT-BASED WRITING BOOK

Second Edition

Laurie Blass

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University of California, Berkeley

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A Content-Based Writing Book

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■ Preface to the Second Edition

MOSAIC: THE PROGRAM

Mosaic consists of eight texts plus two instructor's manuals for in-college or college-bound nonnative English students. *Mosaic I* is for intermediate to high-intermediate students, while *Mosaic II* is for high-intermediate to low-advanced 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 four books plus an instructor's manual. In addition to *A Content-Based Writing Book*, they include:

- *A Content-Based Grammar I, II*: Each grammar chapter relates to a specific theme, so the exercises focus on contexts and ideas. There is a wide variety of communicative, functional activities.
- *A Reading Skills Book I, II*: Selections in these books come from many sources, including newspapers, magazines, textbooks, and literature. The emphasis is on building reading and study skills; for example, skimming, scanning, determining the author's point of view, reading charts and graphs, guessing the meaning of new words from context, making inferences, outlining, and techniques for remembering what has been read.
- *A Listening-Speaking Skills Book I, II*: Following lectures on chapter themes, the activities and exercises in these books stress learning how to listen, getting the main idea, outlining, taking notes, and other academic skills. Speaking activities based on language functions are also included. A cassette program with instructor's key accompanies each text.
- *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, there is a separate section with teaching tips and other suggestions. The instructor's manuals also include sample tests.

MOSAIC I: A CONTENT-BASED WRITING BOOK

Rationale and Chapter Organization

An effective writing course for nonnative speakers should develop independent writers through a systematic approach to the writing process. This process trains students to:

- generate and develop ideas
- learn language directly related to the topic
- apply the appropriate rhetorical patterns to a specific writing task, and
- evaluate and revise initial drafts of their work.

Mosaic I: A Content-Based Writing Book focuses on these crucial elements of the writing process.

Each chapter is divided into four parts. The first part, “Ideas for Writing,” helps students generate and develop ideas for writing on topics related to the theme of each chapter. This is done through activities that include reacting to photographs, freewriting, reading for ideas, doing research, and class activities.

The second part, “Language for Writing,” presents words, expressions, and structures that students need to know and review in order to write about the chapter topic. Through a series of exercises, students practice these in context so that they can integrate them easily into their own writing.

The third section, “Systems for Writing,” introduces rhetorical patterns that provide the student with a framework for expressing their ideas, presenting the format the academic writing requires. This section includes explanations, models, and exercises.

The last section, “Evaluating for Rewriting,” guides the student through a series of revisions that emphasize the importance of rewriting and help the student improve his or her work. Each evaluation focuses on the particular teaching points of the chapter.

Mosaic I: A Content-Based Writing Book is most effectively used sequentially. Each chapter covers three to five class hours, making the course well-suited to the typical academic semester or quarter.

Changes to the Second Edition

The second edition of *Mosaic I: A Content-Based Writing Book* remains dedicated to the task of developing independent writers and thinkers by guiding students through the elements of the writing process as outlined in the previous section. We have, however, made some important changes to make the text more timely and functional. For example, we have reordered the rhetorical teaching points (“Systems for Writing”)

so that the essay is introduced much earlier, in Chapter 3. Other essay-level teaching points, therefore, appear earlier, such as the thesis statement, which is now in Chapter 4.

Specific changes in each section of a typical chapter are as follows:

Part One: Ideas for Writing: We have updated or changed all of the reading selections. In addition, we have simplified them and made them more uniform in length and level of difficulty.

Part Two: Language for Writing: We have added more exercises. We have also expanded the teaching points in some chapters.

Part Three: Systems for Writing: In this edition, we have broadened the students' options by presenting more ways to write an essay. We have also included more student-generated models for the teaching points. In addition, we have added more exercises and writing assignments to these sections.

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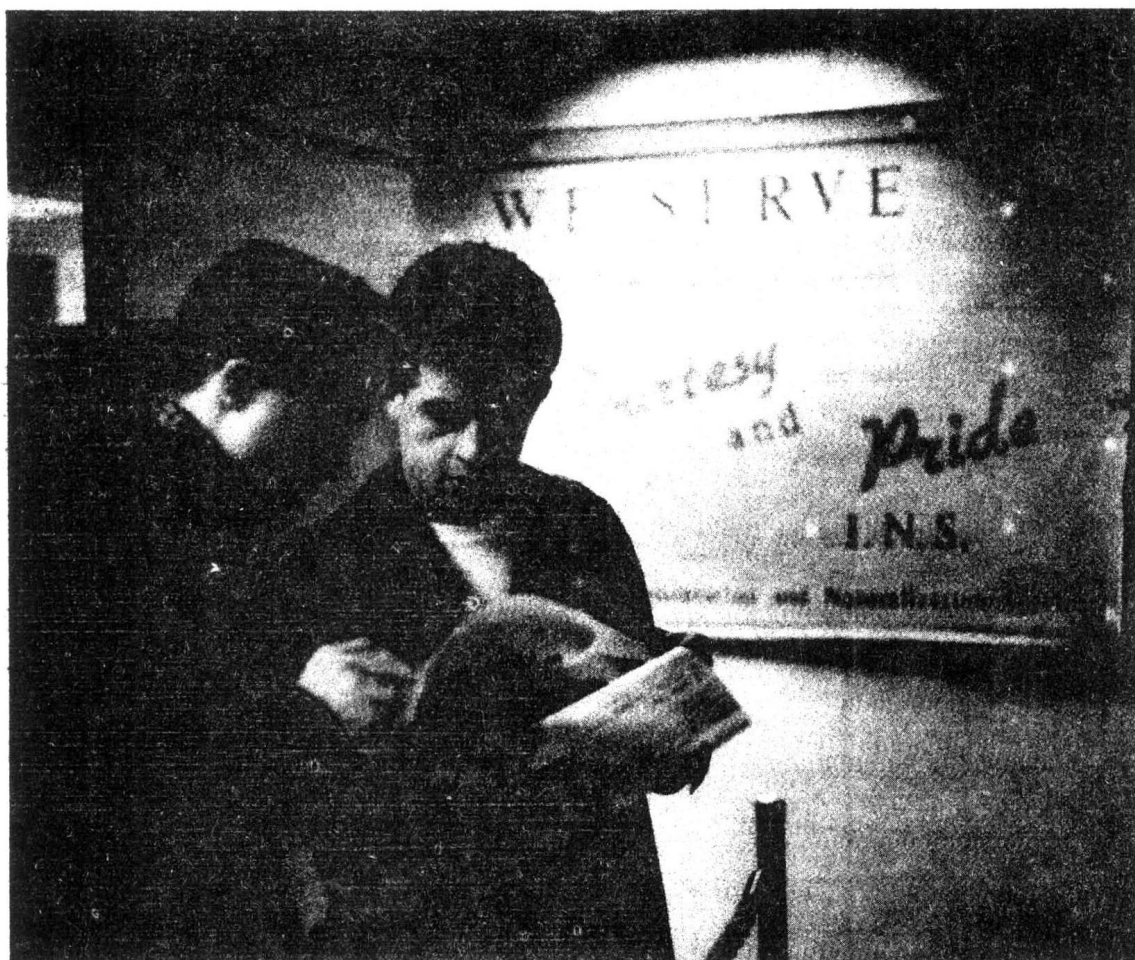
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CHAPTER 1

New Challenges



SALLY GATI

PART ONE

Ideas for Writing

IMPRESSIONS OF A NEW CULTURE

Do you find that people are generally the same around the world, or are there basic differences among us? Most people notice at least a few differences between their own culture and another. For example, what are some of the differences between your culture and that of the United States or Canada?

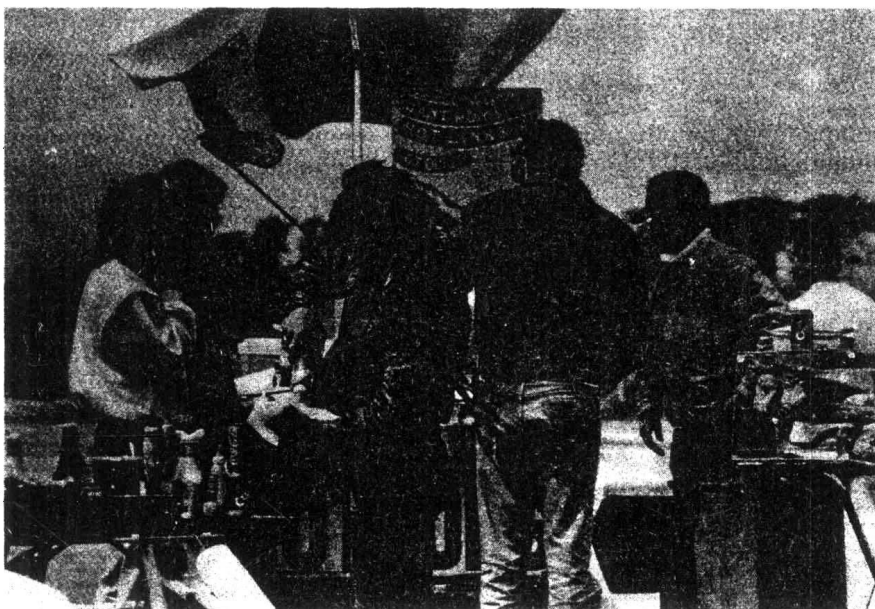
The following photos are of typical American scenes. Study them carefully and write one or two captions on the lines provided below each one. (A *caption* is a sentence that describes a picture.) Try to express the overall impression each scene gives. In one complete sentence, capture what each photo says about life in the United States. You may base these captions on first impressions or what you've heard others say about the United States. After you have finished, work in small groups and share your captions with your classmates. Remember to describe more than the photo itself; try to make a general statement (one that *may* not be true in all cases, but is generally true) about Americans and their values.

EXAMPLE



Advertising

In America, the package is sometimes more important than the product. Americans seem to have a lot of choices.



1. Eating habits

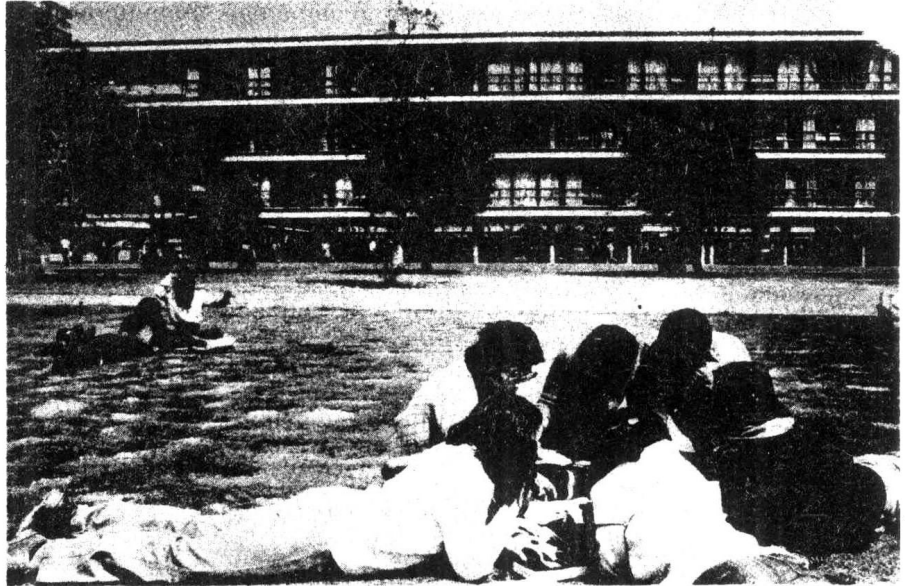


2. Family
relationships



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3. Mobility



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4. Education
