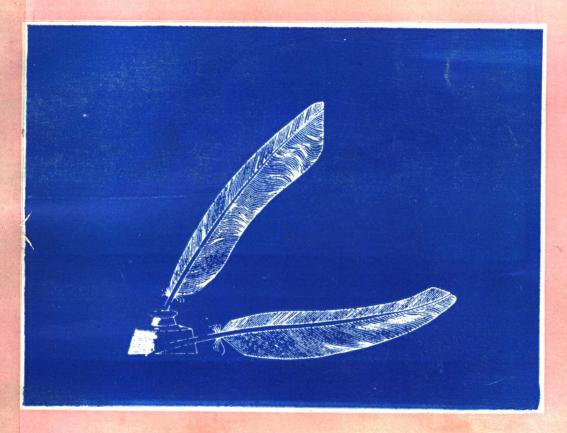
MOSAIC II

A Content-Based Writing Book



Laurie Blass Meredith Pike-Baky



■ MOSAIC II

A CONTENT-BASED WRITING BOOK

Second Edition

Laurie Blass

Meredith Pike-Baky University of California, Berkeley

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Mosaic II 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 incollege 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 1, 11: 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 II: 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 II: 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 II: 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 II: 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 a few important changes to make the text more timely and functional.

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, keeping them uniform in length and difficulty.

Part Two: Language for Writing-We have added more exercises.

Part Three: Systems for Writing—We have added more exercises and writing assignments.

Part Four: Evaluating for Rewriting—We have provided more ways of looking at preliminary drafts These now include some group work and outlining exercises

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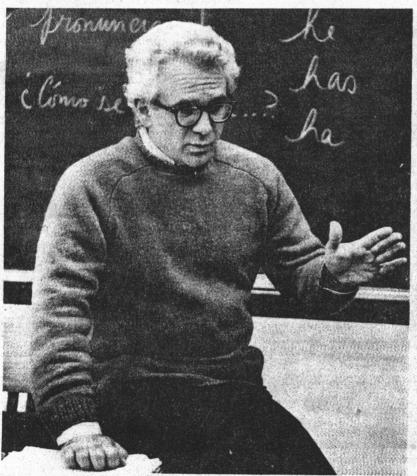
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Language and Learning



ELLIS HERWIG/STOCK, B



1. Marketplace in Italy



2. Archeological site in Syria (with Italian and Syrian directors and workers)



3. Language laboratory in France



4. Theater in Uruguay

■ Ideas for Writing

LEARNING A SECOND LANGUAGE: WHAT'S THE BEST WAY?

Every human being is capable of learning his or her native language perfectly, and this is for the most part a painless process. Why, then, is learning a *second* language often so tedious and time-consuming? Is learning a second language easier for some people than others? Do you consider yourself a good language learner? Why or why not? What is the best way to learn a second language?

Look at the photos on the preceding page and then answer the following questions.

Questions

Why is a second or foreign language important or useful for the people in each of the photos?
Can you think of other reasons to learn a second or foreign language?
How do you think each of the people pictured who is using a foreign or second language probably learned the language?

Activity

Interview a classmate about his or her language-learning experiences. Use the following questionnaire and add your own questions, if you wish.

QUESTIONNAIRE

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