

Mosaic 1

Writing

4th Edition



Laurie Blass / Meredith Pike-Baky

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Mosaic 1 Writing, 4th Edition

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Mosaic 1

Writing

Mosaic 1 Writing

Boost your students' academic success!

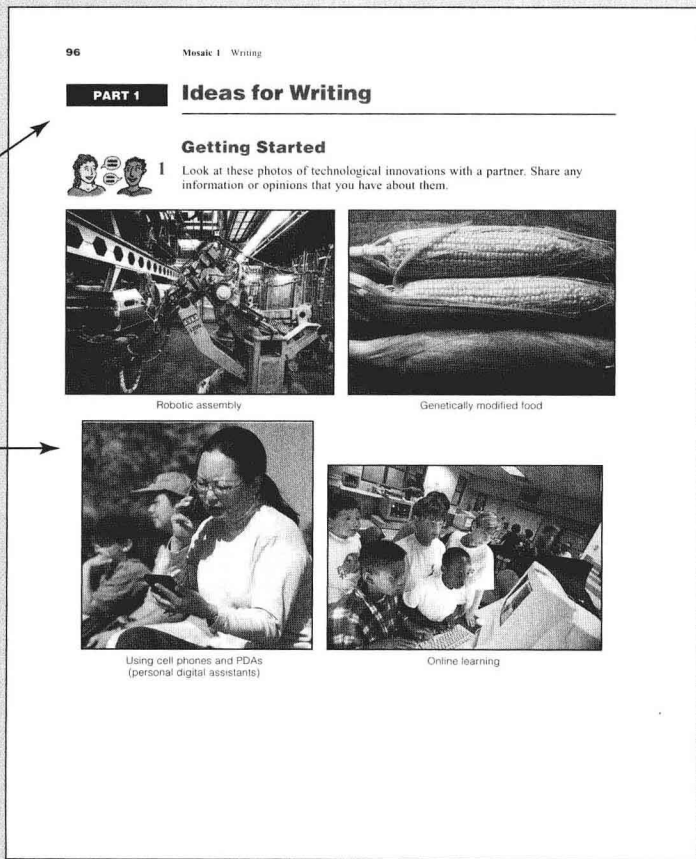
Interactions Mosaic, 4th edition is the newly revised five-level, four-skill comprehensive ESL/EFL series designed to prepare students for academic content. The themes are integrated across proficiency levels and the levels are articulated across skill strands. The series combines communicative activities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

Part 1 Ideas for Writing helps students generate and develop ideas for writing about topics related to the chapter theme.

Photos activate students' prior knowledge about the chapter theme.





Brainstorming

- 2 Make a list of people you consider to be great leaders. What have they done? What did they change? Why are they leaders? Share your list with a partner.

Freewriting

- 3 Write for fifteen minutes about one person you consider to be a great leader.

Reading for Ideas

- 4 The reading selection in this chapter describes qualities that make leaders. It was written by Howard Gardner, an expert on different kinds of intelligence. Answer the following questions before you read.

Prereading Questions

1. What special skills or talent do great leaders have?

2. What are some reasons people listen to and follow a leader?

3. Think of someone who wanted to be a leader, but failed. Why fail?

Brainstorming gets students to begin generating ideas they may use in their writing.

Freewriting encourages students to explore their ideas about an aspect of the chapter theme.

Reading for Ideas expands students' knowledge about the theme and provides a springboard for writing.

Gathering Information provides students with suggestions and tools for conducting research and interviews to support their writing.

Part 2 Language for Writing presents vocabulary, expressions, and structures that students will need for writing about the chapter theme.

Gathering Information

- 6 Ask two people outside class to talk about two individuals they consider to be great leaders. Take notes in the chart. Share your results with the class.

Name of Leader	When Did S/He Live?	Where Did S/He Live?	What Changes Did S/He Lead?

PART 2

Language for Writing

Classifying Information

Study the following expressions, which are useful in organizing information. Note the underlined word endings.

Remarkable individuals { divided, classified, grouped, subdivided, organized, placed, categorized } into (number) { categories, subcategories, groups, subdivisions, classes, types, areas }

Great leaders { fall into (number) } { categories, groups, classes }

Gathering Information

- 6 Do research on a technological innovation that interests you. Find information about your topic on the Web or in the *Reader's Guide to Periodicals* at the library. Take notes on the following:

- What industry uses it? ■ What might it be like in the future?
- What does it look like? ■ What are its advantages?
- How does it work? ■ What are its disadvantages?

Here are some ideas for topics:

(Note the key words in parentheses; they might help you search for information.)

- Computer-based learning (educational technology, online learning, educational software, educational CD-ROMs)
- Robots as workers (robotics, automation)
- Eliminating congenital diseases through genetic engineering (genetic engineering, biotechnology, human genome)
- Genetically modified food (GM food, biotechnology)
- Generating electricity through nuclear power (nuclear power, nuclear energy)
- Investigating life in space or on another planet (space exploration, SETI [search for extraterrestrial intelligence])

Thinking Critically

Analyzing Pros and Cons

The advantages of a situation are called the *pros*. The disadvantages are called the *cons*. Considering the pros and cons of an issue helps you to form your own ideas about it. It's an important critical thinking skill.

Think about a technological innovation that is not widely available that may be available soon. Consider the pros and cons of this innovation with one or two classmates, and present your results to the rest of the class on a chart like this:

Technological Innovation: _____

Pros	Cons



Thinking Critically introduces higher-order thinking skills related to the reading selection

PART 3

Systems for Writing

Review Point

- A thesis statement expresses the main idea of an essay.

Introductions

New Points

- An introduction is usually the first paragraph of an essay.
- Its purpose is to prepare the reader for the essay.
- An important part of the introduction is the thesis statement.
- The thesis statement usually appears at the end of the introduction.

There are several ways to prepare the reader for your essay. Here are four types of introductions: general-to-specific, definition/explanation, chronological, and problem-solution.

Part 3 Systems for Writing introduces rhetorical patterns that students will use in academic writing.

Focus on Testing prepares students to succeed on standardized tests.

Wide choice of writing assignments allow students to select a topic that interests them.

Focus on Testing

Avoiding Repetition

Activity 2 on page 162 asked you to edit a paragraph for overuse of listing signals. Whenever you have to write an essay on a standardized test, edit your writing for repetition. This will make your writing more fluent and natural.

Writing Assignments

Write an essay on one of the following topics. Use vocabulary and expressions you learned in this chapter. Make your paragraphs coherent. Develop your ideas by using information from your research in Part 1.

1. Think of two people famous for their creativity. They can be artists, scientists, businesspeople, and so on. Choose one aspect of their lives or work and compare them. You can write about how they are (were) inspired, their work styles, their creative styles, their subjects, their habits, their daily habits, or their ideas.
2. The following quotations, one from a painter and the other from a writer, make similar statements about the creative process. Choose one of the quotes to explain. Develop your explanation by giving examples of creative people you have learned about in this chapter.

"The picture is not thought out and determined beforehand; rather while it is being made it follows the mobility of thought." —*Pablo Picasso*

PART 4

Evaluating for Rewriting



Working with Your Partner

Step 1

Exchange the essays you wrote for the Writing Assignments section. Use the following questionnaire to evaluate each other's essays.

1. Read the essay to get a general impression (don't focus on details). What is your impression after one reading?
 - a. It's clear—I like it.
 - b. I understand what the writer wants to say, but some parts are unclear.
 - c. The essay needs to be developed further.
2. Find the thesis. Write it here.

3. Look at the topic sentences in the paragraphs of the body. Do they support the thesis? If not, what suggestions do you have?

Part 4 Evaluating for Rewriting

guides students through a series of revisions that emphasize the importance of rewriting and helps students improve their own work.

Working with Your Partner

promotes collaboration while giving students valuable editing practice.

Authentic video clips related to the chapter topic provide motivating springboards for an expansion writing assignment.



Video Activities: Internet Publishing

Before You Watch.

1. Match the words with their meanings.

- | | |
|----------------|---|
| 1. online | a. part of a story usually published in chronological order |
| 2. download | b. on the Internet |
| 3. installment | c. to move information from the Internet to your computer |

2. Do you use the Internet? What do you use it for?

Watch. Circle the correct answers.

1. What kinds of things does William Bass download onto his computer?

a. music	c. sports articles
b. research	d. pictures
2. What is true about Stephen King's book, *The Plant*?

a. It was published online.	c. It was published in parts.
b. It was free.	d. It was a bestseller.
3. According to William Bass, the best thing about books online is that they're _____.

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

Mosaic 1 Writing

Chapter	Writing Task	Part 1: Ideas for Writing	Part 2: Language for Writing
1 New Challenges Page 1	■ Writing about living in another culture	■ Describing and comparing cultures ■ Freewriting ■ Reading a letter from a friend	■ Describing impressions ■ Describing problems ■ Asking information questions
2 Looking at Learning Page 29	■ Writing about your opinions on educational issues	■ Identifying opposing points of view ■ Freewriting ■ Reading an essay on education	■ Discussing issues in education ■ Discussing advantages/disadvantages
3 Relationships Page 53	■ Writing about the roles and relationships in your family	■ Describing/comparing family relationships ■ Freewriting ■ Reading an interview of a family member	■ Describing roles and relationships
4 Health and Leisure Page 75	■ Writing about the causes and effects of good health	■ Discussing lifestyle and causes/effects of good/poor health ■ Freewriting ■ Reading a news article about a health issue	■ Showing causes/effects ■ Describing influences on health
5 High Tech, Low Tech Page 95	■ Writing about a technological innovation	■ Discussing advantages/disadvantages of technology ■ Freewriting ■ Reading an article about nanotechnology	■ Discussing technology ■ Using direct quotation to support your opinion ■ Paraphrasing to support your opinion
6 Money Matters Page 117	■ Writing about the qualities and characteristics that can lead to success in business	■ Discussing success in business ■ Freewriting ■ Reading an article about a new approach to business success	■ Using business terms ■ Describing successful businesses and entrepreneurs

**Part 3:
Systems
for Writing**

- The paragraph
- The topic sentence
- Supporting ideas

- Paragraph unity
- Paragraph organization

- From paragraph to essay
- The essay

- The thesis statement
- Supporting ideas

- Essay introductions
- Essay development

- Paragraph coherence through pronouns, key words, and paraphrasing
- Essay conclusions

**Part 4:
Evaluating
for Rewriting**

- Editing for topic sentence
- Revising

- Editing for paragraph unity and organization
- Revising

- Editing for essay form and content
- Revising

- Editing for thesis statement
- Revising

- Editing for introduction, thesis statement, and supporting ideas
- Revising

- Editing for paragraph coherence and conclusion
- Revising

**Critical
Thinking Skills**

- Making inferences

- Analyzing advantages and disadvantages

- Making comparisons

- Analyzing sources

- Analyzing pros and cons

- Speculating

**Test-taking
Skills**

- Focusing your paragraph

- Unifying your paragraphs

- Making an outline

- Answering the question

- Checking your main idea

- Avoiding repetition

Video Topics

- An Exchange Student

- High-Tech Jobs and Low-Tech People

- True Love

- Bottled Water

- Internet Publishing

- Welfare Payments

(continued on next page)

Chapter	Writing Task	Part 1: Ideas for Writing	Part 2: Language for Writing
7 Remarkable Individuals Page 137	<ul style="list-style-type: none"> ■ Writing about a leader you admire 	<ul style="list-style-type: none"> ■ Discussing qualities of successful leaders ■ Freewriting ■ Reading about qualities that make leaders 	<ul style="list-style-type: none"> ■ Classifying information ■ Describing remarkable individuals
8 Creativity Page 153	<ul style="list-style-type: none"> ■ Writing about an aspect of creativity that interests you 	<ul style="list-style-type: none"> ■ Discussing factors that inspire creativity ■ Freewriting ■ Reading a newspaper article about applying creativity to work 	<ul style="list-style-type: none"> ■ Making comparisons ■ Describing the creative process
9 Human Behavior Page 171	<ul style="list-style-type: none"> ■ Writing about an example of nonverbal behavior 	<ul style="list-style-type: none"> ■ Discussing/listing examples of nonverbal behavior ■ Freewriting ■ Reading a textbook excerpt about nonverbal behavior 	<ul style="list-style-type: none"> ■ Describing nonverbal behavior and cultural values ■ Interpreting nonverbal behavior
10 Crime and Punishment Page 193	<ul style="list-style-type: none"> ■ Writing a summary and reaction to a controversial issue 	<ul style="list-style-type: none"> ■ Agreeing/disagreeing with statements about crime ■ Freewriting ■ Reading a magazine essay on crime and punishment 	<ul style="list-style-type: none"> ■ Citing authorities ■ Exposing weaknesses in opposing arguments using conditional sentences and relative clauses
11 The Physical World Page 213	<ul style="list-style-type: none"> ■ Writing about how the environment affects people's lifestyles 	<ul style="list-style-type: none"> ■ Comparing different environments and cultures ■ Freewriting ■ Reading a book excerpt on Utku culture 	<ul style="list-style-type: none"> ■ Describing geographical features
12 Together on a Small Planet Page 227	<ul style="list-style-type: none"> ■ Writing a definition of intelligence 	<ul style="list-style-type: none"> ■ Discussing intelligence ■ Freewriting ■ Reading an essay on intelligence 	<ul style="list-style-type: none"> ■ Discussing intelligence ■ Writing definitions

**Part 3:
Systems
for Writing**

- Well-developed paragraphs

- Paragraph coherence: listing signals and sentence connectors
- Comparison paragraph organization

- Paragraph development: general to specific information
- Outlines

- Summarizing
- Summary-and-reaction essay organization

- Sensory details

- Patterns of essay organization

**Part 4:
Evaluating
for Rewriting**

- Editing for idea development
- Revising

- Editing for coherence
- Revising

- Editing for pattern of organization
- Revising

- Editing for unity, organization, coherence, and details
- Revising

- Editing for development and details
- Revising

- Making your own editing questionnaire
- Revising

**Critical
Thinking Skills**

- Distinguishing between general and specific information

- Analyzing metaphors

- Distinguishing fact from opinion

- Recognizing provable statements

- Building on your knowledge base

- Identifying key words

**Test-taking
Skills**

- Outlining ideas

- Avoiding repetition

- Using organizational patterns

- Writing a quick summary and reaction

- Adding specific details

- Planning your essay from your thesis statement

Video Topics

- Overcoming Serious Illness


- A Life of Painting

- People Skills

- Victim Support Groups

- Air Pollution

- An Endangered Species



Chapter 1

New Challenges

IN THIS CHAPTER

You will interview someone about her or his experiences in a new culture and you will write about living in another culture.

PART 1**Ideas for Writing****Getting Started**

- 1** Look at the following photos of typical North American scenes. Describe what you see. Share your descriptions with your classmates.

1. Media:

Americans watch a lot of TV.

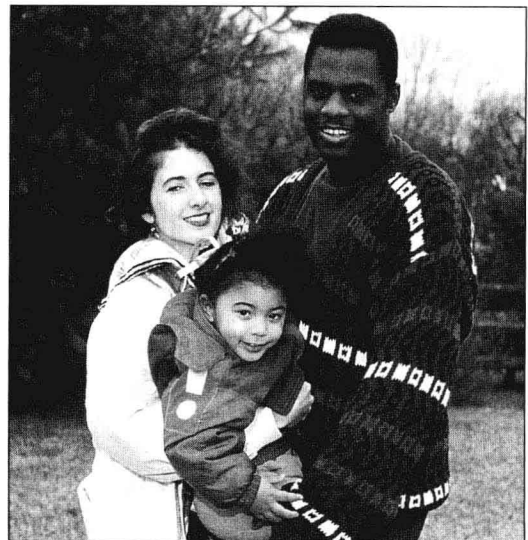
They get a lot of information
from TV.



2. Food:



3. Family:



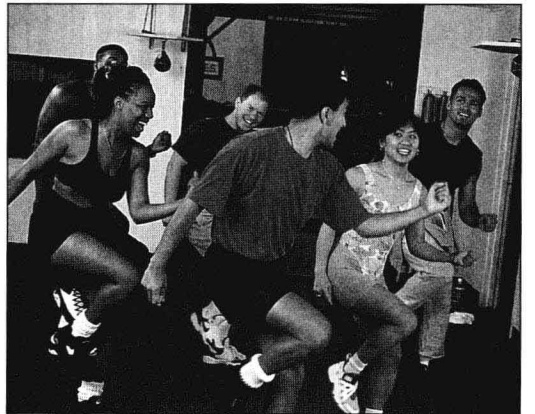
4. Work:



5. Education:



6. Health and fitness:



Brainstorming

- 2 Look again at the photos on pages 2 and 3. Compare American life with life in another culture. Write your ideas below.

American Culture

1. People in the United States like to
watch a lot of TV.

2. _____

3. _____

4. _____

5. _____

6. _____

Culture

- People in my country also like to
watch a lot of TV.

Freewriting

- 3 Have you ever visited another country? If yes, write about your first impressions (thoughts or feelings) of it. What were some of the things that surprised you? What was difficult? If no, write about a country that you would *like* to visit. Use your imagination: What might surprise you? What might be difficult? Write for five minutes without stopping.

Reading for Ideas



- 4 David Vega went to Japan to teach English. He wrote a letter to his Japanese-American friend in California, Alex Hirabayashi. Before you read, answer these questions in small groups.

Prereading Questions

1. What do you know about Tokyo? Share what you know with your group members.
2. In your opinion, would you or another person from your country or culture find life in Tokyo surprising? Difficult? Why or why not?
3. In your opinion, would someone from North America find life in Tokyo surprising? Difficult? Why or why not?

A Letter to Alex

Tokyo

September 30

Dear Alex,

Thanks for your card. Sorry I haven't written sooner. I've spent all my free time wandering around Tokyo and learning about Japanese customs. It is very interesting here because everything is so different.

5 You asked me to write about some of the things I've noticed that are new to me. The most striking¹ thing is the huge crowds. There are many, many people everywhere, but everyone is very orderly² and polite. People at home would not be so orderly in such crowds. Another new thing for me is the way restaurants display³ food in restaurant windows. They arrange it
10 beautifully on lacquer trays⁴ in simple, clean designs. The Japanese seem to value the appearance of food more than the taste. In my opinion, the sushi here is more delicious than at home. (But the wasabi⁵ was so strong I couldn't eat it!)

There are a few problems that I've had since I arrived. Everything is
15 written in Japanese, and even though your mother taught me a few Japanese characters before I left, I can't read a thing. Since I can't read signs, it is difficult to travel around. Most people are friendly, but they can't help me much because they don't speak English. Another problem is the Japanese public restrooms. Nobody warned me that the toilets are not like
20 our Western ones—that has been very hard to adjust to!⁶

Well, that's about all for now. I hope I'll understand more Japanese when I write you next time. I think things will get easier when I start teaching. Please give my regards to your family. Write back soon.

Take care,
David

¹ striking = very surprising

² orderly = organized; in control

³ display = arrange nicely to attract people

⁴ lacquer trays = trays with a very shiny, painted surface

⁵ wasabi = a paste made from a strong-flavored root

⁶ to adjust to = to become used to; familiar with
