

# Mosaic 1

## Writing

4<sup>th</sup> Edition



**Laurie Blass / Meredith Pike-Baky**

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**McGraw-Hill  
Contemporary**

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Mosaic 1 Writing, 4th Edition

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# Mosaic 1

**Writing**

# Mosaic 1 Writing

## Boost your students' academic success!

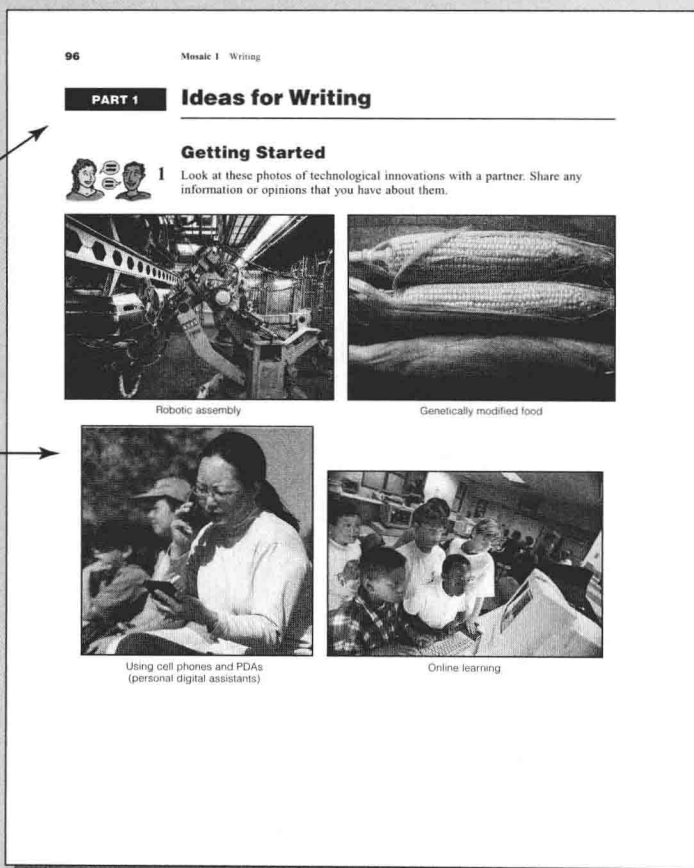
*Interactions Mosaic, 4<sup>th</sup> edition* is the newly revised five-level, four-skill comprehensive ESL/EFL series designed to prepare students for academic content. The themes are integrated across proficiency levels and the levels are articulated across skill strands. The series combines communicative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

*Interactions Mosaic, 4<sup>th</sup> 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?

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

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

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**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.

**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

- 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 { can be   
 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 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

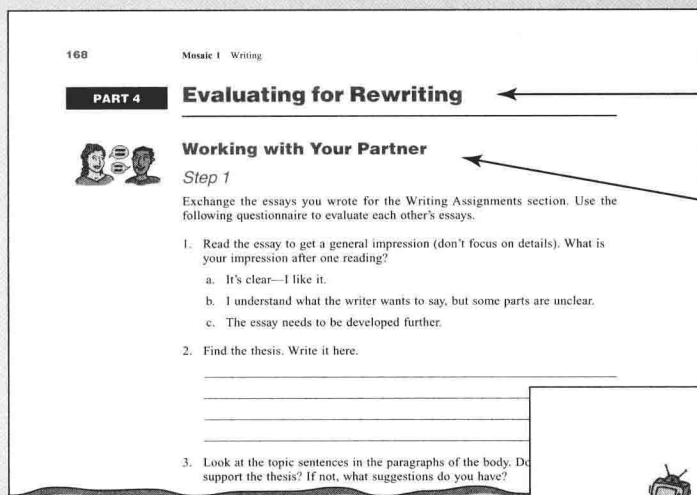
Activity 2 on page 162 asked you to edit a paragraph for overuse of listing signals. Whenever you have to write an essay on a standardized test, edit your writing for repetition. This will make your writing more fluent and natural.

### 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.

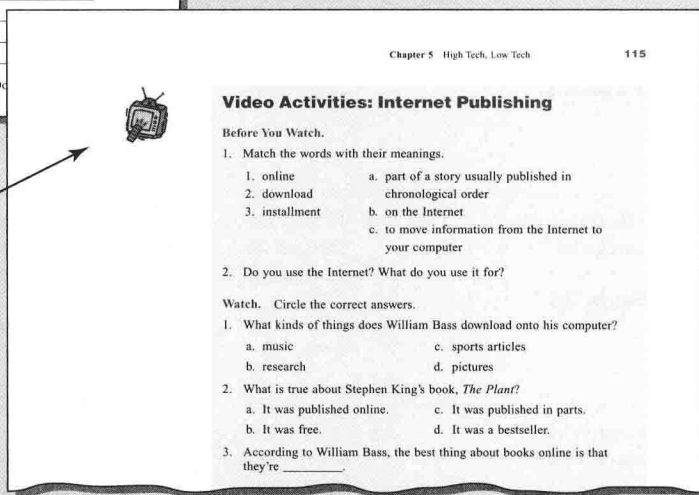
"The picture is not thought out and determined beforehand; rather while it is being made it follows the mobility of thought." —*Pablo Picasso*



**Part 4 Evaluating for Rewriting** 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.



Don't forget to check out the new *Interactions Mosaic* Website at [www.mhcontemporary.com/interactionsmosaic](http://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	Writing Task	Part 1: Ideas for Writing	Part 2: Language for Writing
<b>1 New Challenges</b>  <b>Page 1</b>	<ul style="list-style-type: none"> <li>■ Writing about living in another culture</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing and comparing cultures</li> <li>■ Freewriting</li> <li>■ Reading a letter from a friend</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing impressions</li> <li>■ Describing problems</li> <li>■ Asking information questions</li> </ul>
<b>2 Looking at Learning</b>  <b>Page 29</b>	<ul style="list-style-type: none"> <li>■ Writing about your opinions on educational issues</li> </ul>	<ul style="list-style-type: none"> <li>■ Identifying opposing points of view</li> <li>■ Freewriting</li> <li>■ Reading an essay on education</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussing issues in education</li> <li>■ Discussing advantages/disadvantages</li> </ul>
<b>3 Relationships</b>  <b>Page 53</b>	<ul style="list-style-type: none"> <li>■ Writing about the roles and relationships in your family</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing/comparing family relationships</li> <li>■ Freewriting</li> <li>■ Reading an interview of a family member</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing roles and relationships</li> </ul>
<b>4 Health and Leisure</b>  <b>Page 75</b>	<ul style="list-style-type: none"> <li>■ Writing about the causes and effects of good health</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussing lifestyle and causes/effects of good/poor health</li> <li>■ Freewriting</li> <li>■ Reading a news article about a health issue</li> </ul>	<ul style="list-style-type: none"> <li>■ Showing causes/effects</li> <li>■ Describing influences on health</li> </ul>
<b>5 High Tech, Low Tech</b>  <b>Page 95</b>	<ul style="list-style-type: none"> <li>■ Writing about a technological innovation</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussing advantages/disadvantages of technology</li> <li>■ Freewriting</li> <li>■ Reading an article about nanotechnology</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussing technology</li> <li>■ Using direct quotation to support your opinion</li> <li>■ Paraphrasing to support your opinion</li> </ul>
<b>6 Money Matters</b>  <b>Page 117</b>	<ul style="list-style-type: none"> <li>■ Writing about the qualities and characteristics that can lead to success in business</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussing success in business</li> <li>■ Freewriting</li> <li>■ Reading an article about a new approach to business success</li> </ul>	<ul style="list-style-type: none"> <li>■ Using business terms</li> <li>■ Describing successful businesses and entrepreneurs</li> </ul>

<b>Part 3: Systems for Writing</b>	<b>Part 4: Evaluating for Rewriting</b>	<b>Critical Thinking Skills</b>	<b>Test-taking Skills</b>	<b>Video Topics</b>
<ul style="list-style-type: none"> <li>■ The paragraph</li> <li>■ The topic sentence</li> <li>■ Supporting ideas</li> </ul>	<ul style="list-style-type: none"> <li>■ Editing for topic sentence</li> <li>■ Revising</li> </ul>	<ul style="list-style-type: none"> <li>■ Making inferences</li> </ul>	<ul style="list-style-type: none"> <li>■ Focusing your paragraph</li> </ul>	<ul style="list-style-type: none"> <li>■ An Exchange Student</li> </ul>
<ul style="list-style-type: none"> <li>■ Paragraph unity</li> <li>■ Paragraph organization</li> </ul>	<ul style="list-style-type: none"> <li>■ Editing for paragraph unity and organization</li> <li>■ Revising</li> </ul>	<ul style="list-style-type: none"> <li>■ Analyzing advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>■ Unifying your paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>■ High-Tech Jobs and Low-Tech People</li> </ul>
<ul style="list-style-type: none"> <li>■ From paragraph to essay</li> <li>■ The essay</li> </ul>	<ul style="list-style-type: none"> <li>■ Editing for essay form and content</li> <li>■ Revising</li> </ul>	<ul style="list-style-type: none"> <li>■ Making comparisons</li> </ul>	<ul style="list-style-type: none"> <li>■ Making an outline</li> </ul>	<ul style="list-style-type: none"> <li>■ True Love</li> </ul>
<ul style="list-style-type: none"> <li>■ The thesis statement</li> <li>■ Supporting ideas</li> </ul>	<ul style="list-style-type: none"> <li>■ Editing for thesis statement</li> <li>■ Revising</li> </ul>	<ul style="list-style-type: none"> <li>■ Analyzing sources</li> </ul>	<ul style="list-style-type: none"> <li>■ Answering the question</li> </ul>	<ul style="list-style-type: none"> <li>■ Bottled Water</li> </ul>
<ul style="list-style-type: none"> <li>■ Essay introductions</li> <li>■ Essay development</li> </ul>	<ul style="list-style-type: none"> <li>■ Editing for introduction, thesis statement, and supporting ideas</li> <li>■ Revising</li> </ul>	<ul style="list-style-type: none"> <li>■ Analyzing pros and cons</li> </ul>	<ul style="list-style-type: none"> <li>■ Checking your main idea</li> </ul>	<ul style="list-style-type: none"> <li>■ Internet Publishing</li> </ul>
<ul style="list-style-type: none"> <li>■ Paragraph coherence through pronouns, key words, and paraphrasing</li> <li>■ Essay conclusions</li> </ul>	<ul style="list-style-type: none"> <li>■ Editing for paragraph coherence and conclusion</li> <li>■ Revising</li> </ul>	<ul style="list-style-type: none"> <li>■ Speculating</li> </ul>	<ul style="list-style-type: none"> <li>■ Avoiding repetition</li> </ul>	<ul style="list-style-type: none"> <li>■ Welfare Payments</li> </ul>

(continued on next page)

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

<b>Part 3: Systems for Writing</b>	<b>Part 4: Evaluating for Rewriting</b>	<b>Critical Thinking Skills</b>	<b>Test-taking Skills</b>	<b>Video Topics</b>
<ul style="list-style-type: none"> <li>■ Well-developed paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>■ Editing for idea development</li> <li>■ Revising</li> </ul>	<ul style="list-style-type: none"> <li>■ Distinguishing between general and specific information</li> </ul>	<ul style="list-style-type: none"> <li>■ Outlining ideas</li> </ul>	<ul style="list-style-type: none"> <li>■ Overcoming Serious Illness</li> </ul>
<ul style="list-style-type: none"> <li>■ Paragraph coherence: listing signals and sentence connectors</li> <li>■ Comparison paragraph organization</li> </ul>	<ul style="list-style-type: none"> <li>■ Editing for coherence</li> <li>■ Revising</li> </ul>	<ul style="list-style-type: none"> <li>■ Analyzing metaphors</li> </ul>	<ul style="list-style-type: none"> <li>■ Avoiding repetition</li> </ul>	<ul style="list-style-type: none"> <li>■ A Life of Painting</li> </ul>
<ul style="list-style-type: none"> <li>■ Paragraph development: general to specific information</li> <li>■ Outlines</li> </ul>	<ul style="list-style-type: none"> <li>■ Editing for pattern of organization</li> <li>■ Revising</li> </ul>	<ul style="list-style-type: none"> <li>■ Distinguishing fact from opinion</li> </ul>	<ul style="list-style-type: none"> <li>■ Using organizational patterns</li> </ul>	<ul style="list-style-type: none"> <li>■ People Skills</li> </ul>
<ul style="list-style-type: none"> <li>■ Summarizing</li> <li>■ Summary-and-reaction essay organization</li> </ul>	<ul style="list-style-type: none"> <li>■ Editing for unity, organization, coherence, and details</li> <li>■ Revising</li> </ul>	<ul style="list-style-type: none"> <li>■ Recognizing provable statements</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing a quick summary and reaction</li> </ul>	<ul style="list-style-type: none"> <li>■ Victim Support Groups</li> </ul>
<ul style="list-style-type: none"> <li>■ Sensory details</li> </ul>	<ul style="list-style-type: none"> <li>■ Editing for development and details</li> <li>■ Revising</li> </ul>	<ul style="list-style-type: none"> <li>■ Building on your knowledge base</li> </ul>	<ul style="list-style-type: none"> <li>■ Adding specific details</li> </ul>	<ul style="list-style-type: none"> <li>■ Air Pollution</li> </ul>
<ul style="list-style-type: none"> <li>■ Patterns of essay organization</li> </ul>	<ul style="list-style-type: none"> <li>■ Making your own editing questionnaire</li> <li>■ Revising</li> </ul>	<ul style="list-style-type: none"> <li>■ Identifying key words</li> </ul>	<ul style="list-style-type: none"> <li>■ Planning your essay from your thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>■ An Endangered Species</li> </ul>





# 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:

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## 3. Family:

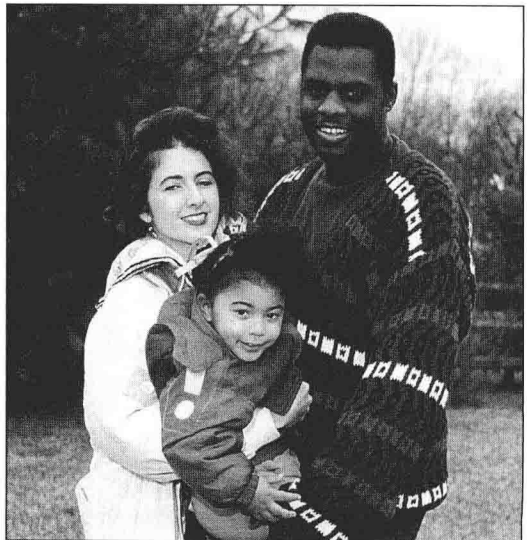
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## 4. Work:

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## 5. Education:

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## 6. Health and fitness:

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## 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?



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**A Letter to Alex**

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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 striking<sup>1</sup> thing is the huge crowds. There are many, many people everywhere, but everyone is very orderly<sup>2</sup> and polite. People at home would not be so orderly in such crowds. Another new thing for me is the way restaurants display<sup>3</sup> food in restaurant windows. They arrange it  
10 beautifully on lacquer trays<sup>4</sup> 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 wasabi<sup>5</sup> 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!<sup>6</sup>

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*

<sup>1</sup> striking = very surprising

<sup>2</sup> orderly = organized; in control

<sup>3</sup> display = arrange nicely to attract people

<sup>4</sup> lacquer trays = trays with a very shiny, painted surface

<sup>5</sup> wasabi = a paste made from a strong-flavored root

<sup>6</sup> to adjust to = to become used to; familiar with

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