

SILVER EDITION

Mosaic 2

ACADEMIC ESSAY DEVELOPMENT WRITING

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Mosaic 2 Writing, Silver Edition

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Welcome to Interactions/Mosaic Silver Edition

Interactions/Mosaic Silver Edition is a fully-integrated, 18-book academic skills series. Language proficiencies are articulated from the beginning through advanced levels within each of the four language skill strands. Chapter themes articulate across the four skill strands to systematically recycle content, vocabulary, and grammar.

NEW to the Silver Edition:

- **World's most popular and comprehensive academic skills series**—thoroughly updated for today's global learners
- **New design** showcases compelling instructional photos to strengthen the educational experience
- **Enhanced focus on vocabulary building, test taking, and critical thinking skills** promotes academic achievement
- **New strategies and activities for the TOEFL® iBT** build invaluable test taking skills
- **New "Best Practices" approach** promotes excellence in language teaching

NEW to Mosaic 2 Writing:

- **All new content**—Chapter 4 Beauty and Aesthetics
- **Transparent chapter structure** with consistent part headings, activity labeling, and clear guidance—strengthens the academic experience:

Part 1: Preparing to Write

Part 2: Focusing on Words and Phrases

Part 3: Organizing and Developing Your Ideas

Part 4: Evaluating Your Writing

- **Writing Articulation Chart** (inside back cover) shows how the four Writing books lead students from successful sentence building to effective academic essay writing
- **Systematically structured, multi-step Writing Process** culminates in a *Writing Product* task
- **New communicative activities** invite students to interact meaningfully with target words to build vocabulary skills for writing
- **New self-evaluation rubric** for each chapter supports the learner as he or she builds confidence and autonomy in academic writing

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Interactions/Mosaic

Best Practices

Our Interactions/Mosaic Silver Edition team has produced an edition that focuses on Best Practices, principles that contribute to excellent language teaching and learning. Our team of writers, editors, and teacher consultants has identified the following six interconnected Best Practices:

Making Use of Academic Content

Materials and tasks based on academic content and experiences give learning real purpose. Students explore real world issues, discuss academic topics, and study content-based and thematic materials.

Organizing Information

Students learn to organize thoughts and notes through a variety of graphic organizers that accommodate diverse learning and thinking styles.

Scaffolding Instruction

A scaffold is a physical structure that facilitates construction of a building. Similarly, scaffolding instruction is a tool used to facilitate language learning in the form of predictable and flexible tasks. Some examples include oral or written modeling by the teacher or students, placing information in a larger framework, and reinterpretation.

Activating Prior Knowledge

Students can better understand new spoken or written material when they connect to the content. Activating prior knowledge allows students to tap into what they already know, building on this knowledge, and stirring a curiosity for more knowledge.

Interacting with Others

Activities that promote human interaction in pair work, small group work, and whole class activities present opportunities for real world contact and real world use of language.

Cultivating Critical Thinking

Strategies for critical thinking are taught explicitly. Students learn tools that promote critical thinking skills crucial to success in the academic world.

Highlights of Mosaic 2 Writing Silver Edition

Interacting with Others

Questions and topical quotes stimulate interest, activate prior knowledge, and launch the topic of the unit.

Activating Prior Knowledge

Chapter opening questions and pre-writing discussions activate prior knowledge and create a foundation for the writing activity.

Chapter

4

Beauty and Aesthetics

UNIT 4: CHAPTER 4

Genre Focus: Cause and Effect

Writing Product:

In this chapter, you'll write about personal aesthetics.

Writing Process:

- Discuss photos of people who have changed or enhanced their natural appearance
- Research about the history of tattoos
- Use a timeline
- Gather information about an aspect of personal aesthetics
- Learn and use vocabulary for discussing the history of personal aesthetics
- Use different types of supporting material

64 Everything has its beauty, but not everyone sees it. 99

—Leonardo
Chinese philosopher (151–478 BCE)

Connect to the Topic

- 1 What makes people look attractive?
- 2 What doesn't make people look attractive?
- 3 How important is your appearance?



- New design showcases compelling instructional photos to strengthen the educational experience.

Making Use of Academic Content
Academic themes, activities, and writing topics prepare students for university life.

Organizing Information
Graphic organizers provide tools for organizing information and ideas.

Part 1 Preparing to Write

Getting Started



1 Discussing Explorers Since the beginning of human history, people have risked their lives to explore different parts of the world. What possibilities inspire explorers? Look at the following photos of some explorers. Scan the information about them. Complete the chart on page 71, and then answer the questions that follow.



1 Christopher Columbus (1492) was the 12th discoverer of the North Pole area. He sailed to India in 1492.



2 James Cook (1769) was an English explorer. He discovered the Pacific Ocean and the South Pole area in 1770.



3 Yuri Gagarin (1934) was the first Russian cosmonaut. He was the first person to travel into space in 1961.



4 Neil Armstrong (1930) was the first person to walk on the moon. He was the first person to walk on the moon in 1969.

What is the Explorer's Name?	Where Was He or She Born?	What Did He or She Discover?	When Did He or She Live?
	China		
Yuri Gagarin			1934

1 Which of these explorers do you find most interesting? Why?

2 Which explorer are you familiar with? What did you learn about him or her?

3 Look at the information on two of the explorers. What do you think they found? What do you think motivated them to travel to the unknown places?

4 Have you ever thought of exploring somewhere? Why or why not?

5 Brainstorming Think of other types of explorers. For example, people who discovered new places or developed new ideas. They can be from any country and have any job. Write their names and major achievements in the chart below.

Name	Major Achievements

Critical thinking strategies and activities equip students with the skills they need for academic achievement.

Enhanced focus on vocabulary building promotes academic achievement.

Thinking Critically: Assessing Supporting Information from Experts
(Experts are people with special qualifications in a particular field. Writers often give examples, descriptions, and explanations from experts to support their main ideas. This helps the reader to understand the writer's ideas, and it also makes them more sure about what they believe. How do you know how these readers to know that

5 Finding Supporting Information who are the experts that the author of "Gender Differences in Communication" uses to support the idea that men and women have different communication styles? Complete the following chart with their names, new qualifications, and an example of their findings.

Topic	Questions	Answers
Winter Comes	Write me a story. The Snow, Ending the (phonetic) graph (do) between the Snow	What are those qualitative facts written as a Old-father's story
Except me		

6 From writing until the Doc. takes to 15 minutes without interrupt

The following details have been obtained from a review of the records of the
New York State Department of Social Services, which have been furnished to the
Department of Social Services by a review of the records of the

22 Gathering Information Collect examples of the differences between music and language communication systems. Look for examples of matching notes, plays, or TV shows that require music to have relevance or by watching people in public places such as schools, work or a restaurant look for the differences as described in the article "Speech Differences in Communication" as well as for others, such as identifying body language, word choice, conversation flow, choice of making a comment or warning, and notes on the differences that will make a difference.



¹ An example of a $\mathbb{Q}$ -algebra is $\mathbb{Q}[x]$ (polynomials in x).



D **Stating Results:** In small groups, report on the examples of male and female communication style differences that you observed in your research. In addition, illustrate the differences by found by re-enacting a scene from a movie, TV show, or play that you like.

Part 2 Focusing on Words and Phrases

Discussing Communication Differences

2 Finding Meaning in Context Here are some words and expressions from "Gender Inequality in Communication" on pages 48-49. Find them in the passage and write their context. How they are used in a sentence—and try to guess their meanings. Then match the meanings on the right to the words and expressions on the left. Write the letters on the lines.

Unit 10: The 10 Commandments	Question 10	Answer
1. <u>Commandment 1</u> (1-3)	a. tolerance	
2. <u>Commandment 2</u> (4-6)	b. means of funding	
3. <u>Commandment 3</u> (7-9)	c. reasons to be depicted	
4. <u>Commandment 4</u> (10-12)	d. contrast with religion & with secular sources	
5. <u>Commandment 5</u> (13-15)	e. having an understanding with another person, mutual understanding	
6. <u>Commandment 6</u> (16-18)	f. characters	
7. <u>Commandment 7</u> (19-21)	g. feeling what another person feels	
8. <u>Commandment 8</u> (22-24)	h. may vary	
9. <u>Commandment 9</u> (25-27)	i. have control or power over	
10. <u>Commandment 10</u> (28-30)	j. results of measures	
11. <u>Speech 11</u> Characteristics (31-33)	k. speaking with confidence	
12. <u>Speech 12</u> (34-36)	l. knowing	
13. <u>Speech 13</u> (37-39)	m. unexpected, not expected	

Scaffolding Instruction

Instruction and practice with sentence and paragraph skills help build a solid foundation for essay writing.

New strategies and activities for the TOEFL® iBT build invaluable test taking skills.

Writing Thesis Statements The following are sets of notes on topics related to exploring and exploring about the topic and then write a good thesis statement for each set below.

Set 1

Jacques Cousteau

- Born in France in 1910
- Underwater explorer
- Helped invent the aqualung, which enables people to breathe underwater
- Wrote *The Silent World*
- Perfected underwater movie cameras
- Salvaged cargo from many sunken ships underwater
- Made many films
- Invented the bathyscaphe, which enables observation from miles below the surface of the water

Set 2

Dangers in Space

- People in space are totally dependent on their vehicle
- Meteors can tear holes in spaceships
- Cosmic rays could be a threat
- If people travel far from Earth, certain kinds of radiation could be harmful
- Ultraviolet rays could cause burns

Continue

Dangers in Space

Activity

Focus on Reading

Writing Thesis Statements

You just learned about writing a good thesis statement that is especially clear enough on the TOEFL® iBT test, which gives you some ideas and review that help you. Now that you would probably want to write a thesis statement on a topic, consider it simply you would write a thesis statement and write a lot of notes.

The best way to find the best for a thesis statement is to look for the best in the prompt. It contains many different phrases that can guide you to a relevant and meaningful thesis statement.

Purpose: Read the following passage carefully and underline parts of each prompt that could be paraphrased to make a good thesis statement. Then write a thesis statement for a response. The first two are done for you as examples.

1. Prompt: Because accidents have been increasing, the university is considering closing down the parking lot. Only for traffic and bicycles would be allowed on these roads. Do you think this is a good idea or not? Sample thesis statement: Closing part of early university roads would definitely reduce the number of accidents on campus.

2. Prompt: Using information from both the reading and the lecture, select the part of the U.S. Social Security system. Sample thesis statement: Both the reading and the lecture point out that the Social Security system in the U.S. needs to provide basic financial support for retired persons and for disabled workers.

Note in this situation, certain phrases (e.g., "Social Security system") from the prompt should be directly borrowed because there is no convenient way to paraphrase them.

Scope and Sequence

Chapter	Writing Product	Preparing to Write	Focusing on Words and Phrases
1 Languages and Learning page 2 	□ A descriptive essay on the best way to learn a foreign language	□ Discussing second and foreign languages □ Interviewing □ Reading: <i>Want to Learn a Language? Don't Make it a Mount Everest</i> □ Freewriting □ Gathering information: Interview	□ Recognizing idioms □ Words and phrases for describing foreign language learning
2 Danger and Daring page 22 	□ An informational essay about an explorer	□ Discussing explorers □ Brainstorming □ Reading: <i>Annapurna: A Woman's Place</i> □ Freewriting □ Gathering information	□ Words and phrases for describing explorers □ Expressions for describing personalities and achievements of explorers
3 Gender and Relationships page 44 	□ A descriptive essay comparing communication style differences between men and women	□ Discussing gender communication styles □ Brainstorming □ Reading: <i>Gender Differences in Communication</i> □ Freewriting □ Gathering information: Recording observations	□ Words and phrases for discussing communication differences □ Words and phrases for showing similarities and differences

Organizing and Developing Your Ideas

- Essay form and function
- Discovering the academic essay

Critical Thinking

- Interpreting images
- Using a graphic organizer to visualize main ideas and details
- Recognizing cultural references
- Analyzing an academic essay

Focus on Testing

TOEFL® IBT

- Checking your responses

Evaluating Your Writing

- Rubric for writing about learning a new language
- Self-assessment log

- The thesis statement: Topic and approach

- Supporting ideas

- Interpreting images
- Using a graphic organizer to visualize main ideas and details
- Making predictions
- Analyzing thesis statements and supporting ideas
- Making predictions from thesis statements

TOEFL® IBT

- Writing thesis statements

- Rubric for writing about an explorer
- Self-assessment log

- Paragraph development

- Anticipating readers' questions

- Interpreting images
- Recognizing supporting information from experts
- Analyzing and evaluating paragraphs

TOEFL® IBT

- Pretending that you are the reader

- Rubric for writing about gender differences in communication
- Self-assessment log

Chapter	Writing Product	Preparing to Write	Focusing on Words and Phrases
4 Beauty and Aesthetics page 60 	▫ A cause and effect essay on an aspect of personal aesthetics	▫ Discussing personal aesthetics ▫ Identifying personal choices ▫ Reading: <i>Tattoos Across Time and Place</i> ▫ Freewriting ▫ Gathering information: Library and Internet research	▫ Words and phrases for discussing the history of personal aesthetics
5 Transitions page 80 	▫ An informational essay that describes and analyzes a rite of passage	▫ Discussing rites of passages ▫ Brainstorming ▫ Reading: <i>The Life Course</i> ▫ Freewriting ▫ Gathering information: Interview	▫ Words and phrases for discussing rites of passage
6 The Mind page 98 	▫ An analysis essay that describes and interprets a dream	▫ Discussing dreams ▫ Interviewing ▫ Reading: <i>The Dream That Haunts You</i> ▫ Freewriting ▫ Gathering information: Library and Internet research	▫ Words and phrases for interpreting dreams

Organizing and Developing Your Ideas	Critical Thinking	Focus on Testing	Evaluating Your Writing
■ Types of supporting material ■ Identifying types of supporting material ■ Organizing supporting material	■ Interpreting images ■ Using a timeline ■ Analyzing examples of supporting material ■ Using a graphic organizer to categorize supporting material	TOEFL® iBT ■ Examples, details, and reasons	■ Rubric for writing about personal aesthetics ■ Self-assessment log
■ Organizing supporting material ■ Interpreting supporting material	■ Interpreting images ■ Interpreting tables ■ Analyzing a well-developed paragraph ■ Analyzing an interpretation paragraph	TOEFL® iBT ■ Writing about personal transitions on standardized tests	■ Rubric for writing about a rite of passage ■ Self-assessment log
■ Paragraph organization: Levels of generality ■ Paragraph patterns: Top-Down organization and divided organization	■ Interpreting images ■ Interpreting symbols ■ Using a graphic organizer to interpret symbols ■ Analyzing divided organization ■ Analyzing levels of generality	TOEFL® iBT ■ “Drawing” your ideas for TOEFL iBT® writing	■ Rubric for writing about a dream ■ Self-assessment log

Chapter	Writing Product	Preparing to Write	Focusing on Words and Phrases
7 Working page 118 	□ An analysis essay on the qualities that contribute to success at work	□ Discussing work □ Taking a quiz □ Reading: <i>Decision by Consensus</i> □ Freewriting □ Gathering information: Interview	□ Words and phrases for describing work in a multicultural setting □ Expressions for introducing cause and effect
8 Breakthroughs page 136 	□ A definition essay that describes an important energy conservation development	□ Discussing solar power □ Discussing advantages and disadvantages □ Reading: <i>Spray-On Solar Power Cells Are True Breakthrough</i> □ Freewriting □ Gathering information: presenting research	□ Words and phrases for discussing energy □ Words and expressions for describing technology
9 Art and Entertainment page 152 	□ An interpretation essay that describes a work of art and what it says about the artist or the artist's culture	□ Discussing works of art □ Brainstorming □ Reading: <i>Themes and Purposes of Art: Art and Nature</i> □ Freewriting □ Gathering information: Library and Internet research	□ Words and phrases for describing and analyzing art
10 Conflict and Reconciliation page 168 	□ An argument essay that explains a problem and presents one or more solutions	□ Discussing conflicts and solutions □ Reading: <i>Turtle Island (Selections)</i> □ Freewriting	□ Words and phrases for discussing problems and solutions

Organizing and Developing Your Ideas	Critical Thinking	Focus on Testing	Evaluating Your Writing
□ Cause and effect ■ Causal relationships: Analyzing causes and effects □ Casual chain essay organization I □ Causal chain essay organization II	□ Interpreting images □ Using a graphic organizer to compare and contrast □ Making inferences □ Using a graphic organizer to summarize advantages and disadvantages □ Using a graphic organizer to show causal relationships	TOEFL[®] iBT □ Having a repertoire of organizational patterns	□ Rubric for writing about qualities that contribute to success at work □ Self-assessment log
□ Describing processes □ Process paragraphs	□ Interpreting images □ Using a graphic organizer to summarize advantages and disadvantages □ Expanding the literal meanings of words	TOEFL[®] iBT □ Listing signals in writing for standardized tests	□ Rubric for describing an important energy conservation development □ Self-assessment log
□ Writing introductions □ Writing conclusions	□ Interpreting images □ Using a graphic organizer to make comparisons □ Applying what you've learned	TOEFL[®] iBT □ Having a repertoire of introductions and conclusions	□ Rubric for describing a work of art □ Self-assessment log
□ Discussing problems and solutions	□ Interpreting images □ Interpreting metaphors □ Using a graphic organizer to analyze sides of an issue and solutions □ Using consensus to solve a problem □ Analyzing a problem-solution thesis statement	TOEFL[®] iBT □ Brainstorming to get started	□ Rubric for writing about a problem and one or more solutions □ Self-assessment log