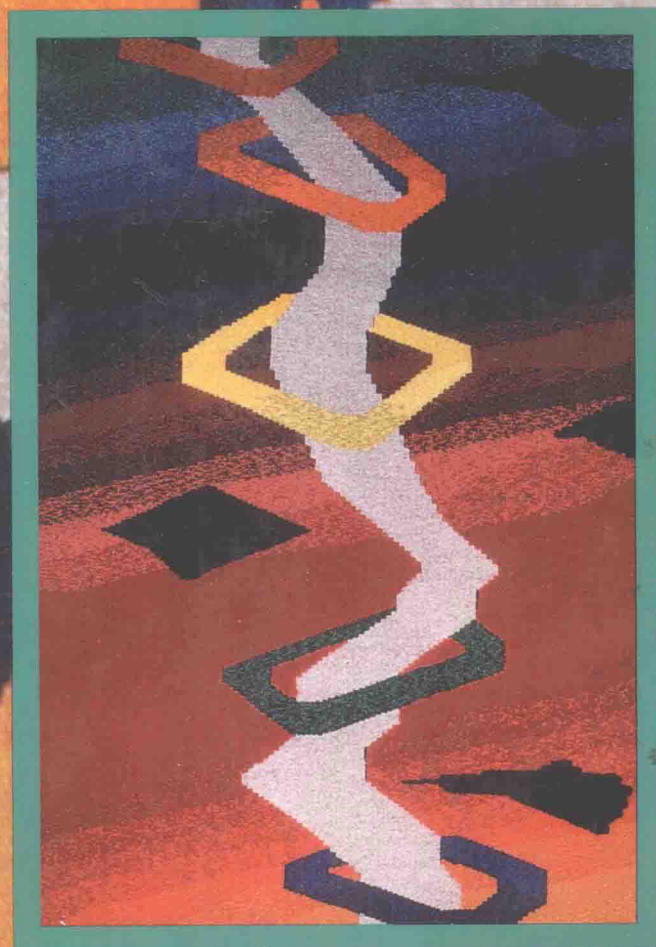


TAPESTRY

Rebecca L. O...
Robin C. Scarcella

POWER THROUGH THE WRITTEN WORD

Robin C. Scarcella



 TAPESTRY

**POWER
THROUGH THE
WRITTEN WORD**

Robin C. Scarcella



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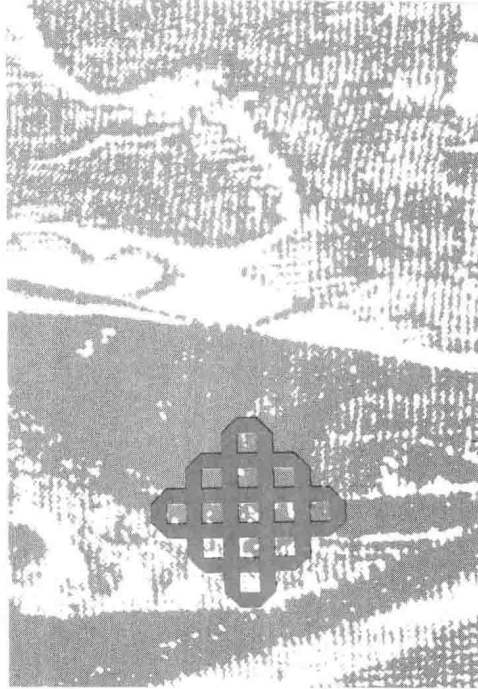
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TAPESTRY



The **Tapestry** program of language materials is based on the concepts presented in *The Tapestry Of Language Learning: The Individual in the Communicative Classroom* by Robin C. Scarcella & Rebecca L. Oxford.

Each title in this program focuses on:

◆
Individual learner strategies and instruction

◆
The relatedness of skills

◆
Ongoing self-assessment

◆
Authentic material as input

◆
Theme-based learning linked to task-based instruction

◆
Attention to all aspects of communicative competence

*To my son,
Chris*

PHOTO CREDITS

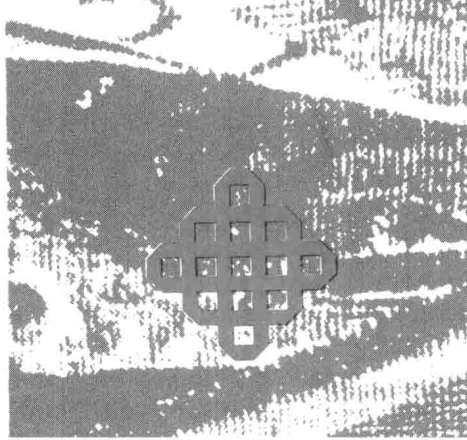
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WELCOME TO TAPESTRY

Enter the world of Tapestry! Language learning can be seen as an ever-developing tapestry woven with many threads and colors. The elements of the tapestry are related to different language skills like listening and speaking, reading and writing; the characteristics of the teachers; the desires, needs, and backgrounds of the students; and the general second language development process. When all these elements are working together harmoniously, the result is a colorful, continuously growing tapestry of language competence of which the student and the teacher can be proud.

This volume is part of the Tapestry program for students of English as a second language (ESL) at levels from beginning to “bridge” (which follows the advanced level and prepares students to enter regular postsecondary programs along with native English speakers). Tapestry levels include:

- Beginning
- Low Intermediate
- High Intermediate
- Low Advanced
- High Advanced
- Bridge

Because the Tapestry Program provides a unified theoretical and pedagogical foundation for all its components, you can optimally use the Tapestry student books in a coordinated fashion as an entire curriculum of materials. (They will be published from 1993 to 1995, with further editions likely thereafter.) Alternatively, you can decide to use just certain Tapestry volumes, depending on your specific needs.

Tapestry is primarily designed for ESL students at postsecondary institutions in North America. Some want to learn ESL for academic or career advancement, others for social and personal reasons. Tapestry builds directly on all these motivations. Tapestry stimulates learners to do their best. It enables learners to use English naturally and to develop fluency as well as accuracy.

Tapestry Principles

The following principles underlie the instruction provided in all of the components of the Tapestry program.

EMPOWERING LEARNERS

Language learners in Tapestry classrooms are active and increasingly responsible for developing their English language skills and related cultural abilities. This self-direction leads to better, more rapid learning. Some cultures virtually train their students to be passive in the classroom, but Tapestry weans them from passivity by providing exceptionally high-interest materials, colorful and motivating activities, personalized self-reflection tasks, peer tutoring and other forms of cooperative learning, and powerful learning strategies to boost self-direction in learning.

The empowerment of learners creates refreshing new roles for teachers, too. The teacher serves as facilitator, co-communicator, diagnostician, guide, and helper. Teachers are set free to be more creative at the same time their students become more autonomous learners.

HELPING STUDENTS IMPROVE THEIR LEARNING STRATEGIES

Learning strategies are the behaviors or steps an individual uses to enhance his or her learning. Examples are taking notes, practicing, finding a conversation partner, analyzing words, using background knowledge, and controlling anxiety. Hundreds of such strategies have been identified. Successful language learners use language learning strategies that are most effective for them given their particular learning styles, and they put them together smoothly to fit the needs of a given language task. On the other hand, the learning strategies of less successful learners are a desperate grab-bag of ill-matched techniques.

All learners need to know a wide range of learning strategies. All learners need systematic practice in choosing and applying strategies that are relevant for various learning needs. Tapestry is one of the only ESL programs that overtly weaves a comprehensive set of learning strategies into language activities in all its volumes. These learning strategies are arranged in six broad categories throughout the Tapestry books:

Forming concepts	Managing your learning
Personalizing	Understanding and using emotions
Remembering new material	Overcoming limitations

The most useful strategies are sometimes repeated and flagged with a note, “It Works! Learning Strategy . . .” to remind students to use a learning strategy they have already encountered. This recycling reinforces the value of learning strategies and provides greater practice.

RECOGNIZING AND HANDLING LEARNING STYLES EFFECTIVELY

Learners have different learning styles (for instance, visual, auditory, hands-on; reflective, impulsive; analytic, global; extroverted, introverted; closure-oriented,

open). Particularly in an ESL setting, where students come from vastly different cultural backgrounds, learning style differences abound and can cause “style conflicts.”

Unlike most language instruction materials, Tapestry provides exciting activities specifically tailored to the needs of students with a large range of learning styles. You can use any Tapestry volume with the confidence that the activities and materials are intentionally geared for many different styles. Insights from the latest educational and psychological research undergird this style-nourishing variety.

OFFERING AUTHENTIC, MEANINGFUL COMMUNICATION

Students need to encounter language that provides authentic, meaningful communication. They must be involved in real-life communication tasks that cause them to *want* and *need* to read, write, speak, and listen to English. Moreover, the tasks—to be most effective—must be arranged around themes relevant to learners.

Themes like family relationships, survival in the educational system, personal health, friendships in a new country, political changes, and protection of the environment are all valuable to ESL learners. Tapestry focuses on topics like these. In every Tapestry volume, you will see specific content drawn from very broad areas such as home life, science and technology, business, humanities, social sciences, global issues, and multiculturalism. All the themes are real and important, and they are fashioned into language tasks that students enjoy.

At the advanced level, Tapestry also includes special books each focused on a single broad theme. For instance, there are two books on business English, two on English for science and technology, and two on academic communication and study skills.

UNDERSTANDING AND VALUING DIFFERENT CULTURES

Many ESL books and programs focus completely on the “new” culture, that is, the culture which the students are entering. The implicit message is that ESL students should just learn about this target culture, and there is no need to understand their own culture better or to find out about the cultures of their international classmates. To some ESL students, this makes them feel their own culture is not valued in the new country.

Tapestry is designed to provide a clear and understandable entry into North American culture. Nevertheless, the Tapestry Program values *all* the cultures found in the ESL classroom. Tapestry students have constant opportunities to become “culturally fluent” in North American culture while they are learning English, but they also have the chance to think about the cultures of their classmates and even understand their home culture from different perspectives.

INTEGRATING THE LANGUAGE SKILLS

Communication in a language is not restricted to one skill or another. ESL students are typically expected to learn (to a greater or lesser degree) all four language skills: reading, writing, speaking, and listening. They are also expected to develop strong grammatical competence, as well as becoming socioculturally sensitive and knowing what to do when they encounter a “language barrier.”

Research shows that multi-skill learning is more effective than isolated-skill learning, because related activities in several skills provide reinforcement and refresh the learner's memory. Therefore, Tapestry integrates all the skills. A given Tapestry volume might highlight one skill, such as reading, but all other skills are also included to support and strengthen overall language development.

However, many intensive ESL programs are divided into classes labeled according to one skill (Reading Comprehension Class) or at most two skills (Listening/Speaking Class or Oral Communication Class). The volumes in the Tapestry Program can easily be used to fit this traditional format, because each volume clearly identifies its highlighted or central skill(s).

Grammar is interwoven into all Tapestry volumes. However, there is also a separate reference book for students, *The Tapestry Grammar*, and a Grammar Strand composed of grammar “work-out” books at each of the levels in the Tapestry Program.

Other Features of the Tapestry Program

PILOT SITES

It is not enough to provide volumes full of appealing tasks and beautiful pictures. Users deserve to know that the materials have been pilot-tested. In many ESL series, pilot testing takes place at only a few sites or even just in the classroom of the author. In contrast, Heinle & Heinle Publishers have developed a network of Tapestry Pilot Test Sites throughout North America. At this time, there are approximately 40 such sites, although the number grows weekly. These sites try out the materials and provide suggestions for revisions. They are all actively engaged in making Tapestry the best program possible.

AN OVERALL GUIDEBOOK

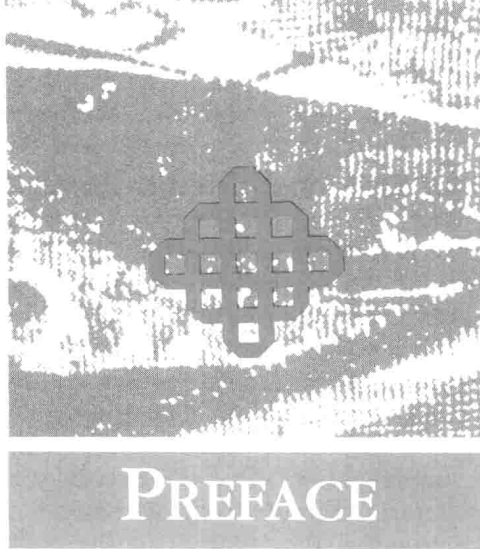
To offer coherence to the entire Tapestry Program and especially to offer support for teachers who want to understand the principles and practice of Tapestry, we have written a book entitled, *The Tapestry of Language Learning: The Individual in the Communicative Classroom* (Scarcella and Oxford, published in 1992 by Heinle & Heinle).

A Last Word

We are pleased to welcome you to Tapestry! We use the Tapestry principles every day, and we hope these principles—and all the books in the Tapestry Program—provide you the same strength, confidence, and joy that they give us. We look forward to comments from both teachers and students who use any part of the Tapestry Program.

Rebecca L. Oxford
University of Alabama
Tuscaloosa, Alabama

Robin C. Scarcella
University of California at Irvine
Irvine, California



Power through the Written Word is a composition text designed for high-intermediate learners of English as a Second Language. Although primarily designed for international students, it is also appropriate for permanent residents of the United States. Instructors have flexibility in their use of this book since they may choose which chapters to use, and within each chapter, the lessons and activities to use.

The focus of this thematically-based text is power. There are four chapters: Personal Power, Power through Force, Power and the Environment, and Power through the Written Word.

Chapter Organization

Each chapter has the following design: an introduction, three lessons, and essay and self-evaluation activities.

INTRODUCTION

The introduction contains Needs Analysis and Goal Setting activities and survey tasks. In the Needs Analysis and Goal Setting section of the introduction, students are asked to provide a detailed description of their own language needs as well as assess their goals. They can then refer back to their goals throughout the chapter.

The final section of the introduction contains cooperative learning and survey activities. These are designed to motivate learners, interest them in the theme, and activate their previous knowledge. The learners refer back to the survey data throughout their lessons.

LESSONS

Following the introduction are three lessons which contain key readings from a variety of genres and sources. The readings have been chosen to stimulate students to investigate an issue from a variety of perspectives and to appeal to learners from different cultures and academic disciplines. Included are business and science readings as well as political and social science readings. Readings are preceded by a section entitled *About the Reading*, which contains background information about the reading. Sections entitled *Before you Read* and *While you Read* include prereading and reading activities. Comprehension activities follow each reading in a section entitled *Comprehension Workout*. To further facilitate learner comprehension, some of the readings have been glossed.*

After the *Comprehension Workout* is a section entitled *Listening*. This section introduces the students to the audiotaped stories and essays which accompany each chapter. The audio-tapes provide learners with additional exposure to the features of English needed to develop their writing proficiency. Multiple exposure to audio-taped readings on a single topic serves to recycle vocabulary words, grammatical structures, and discourse features previously presented in the lesson readings. The audiotapes also help the students gain additional perspectives of the lesson theme which they discuss in their journals.

Each lesson also contains one or two *Grammar Explanations*, presentations of key grammatical features which stem from an analysis of actual student writing and an examination of the primary grammatical difficulties facing students when completing specific writing tasks. They include count and noncount nouns, comparatives, relative clauses, verb tense, subject/verb agreement, pronoun reference, passives, parallel structures, and sentence fragments and run-ons. The *Grammar Practices* which follow the *Grammar Explanations* help students build the grammatical proficiency needed to complete accompanying writing tasks. *Grammar Explanations* and *Grammar Practices* are designed in such a way that they do not interfere with the composing process and allow the students to focus on the theme of power, rather than on language forms. Included in each chapter are also *Editing Practices* based on the grammatical and mechanical errors students actually make when completing the text's writing tasks.

Along with grammar, punctuation is emphasized in each lesson because it is highly teachable and enhances writing. Students are taught to use periods, commas, semicolons, colons, and quotation marks in *Punctuation Explanations* and *Punctuation Practices*.

Vocabulary is presented in each lesson through reading and writing activities as well as on audiotapes. Within each chapter, thematically related count and noncount nouns are presented. Learners are also encouraged to learn new words from the readings which are of personal interest to them. Because students are invested in these words, they are likely to study and to remember them.

*The following abbreviations for grammatical parts of speech are used in the gloss:

noun	(n.)
verb	(v.)
adjective	(adj.)
adverb	(adv.)
preposition	(prep.)

While grammar, punctuation, and vocabulary are important aspects of writing proficiency, they are not the only ones. Another important section of the lessons is entitled *Gaining Writing Competence*. Although students are not given formulas for writing specific genres, useful guidelines and suggestions are provided in this section. The various rhetorical features presented include: cohesive devices; techniques for developing audience awareness and purpose; and suggestions for writing introductions, bodies, and conclusions as well as guidelines for writing summaries, reports, narratives, letters, comparison-contrast essays, and persuasive essays. The presentation of each of the major rhetorical features listed above is recycled in a different way in each chapter. Accompanying the presentation of rhetorical features is a section entitled *Gaining Writing Practice*. In this section, students receive practice using the rhetorical features presented.

Students need numerous opportunities to write and to vary the type of writing they produce. Each lesson offers students a variety of writing tasks. In *Quick Writes*—short, in-class writing activities—students write quickly without going through all stages of the writing process. These writing activities encourage students to react quickly to ideas presented by classmates or the readings and to develop writing fluency. Within each chapter, *Quick Write* sections focus on two or more of the following writing types: definitions, narratives, summaries, comparison-contrast essays, reports, and persuasive essays.

Because a key component of *Power through the Written Word* is the composing process, each lesson also contains *Writing Tasks* which take students step-by-step through this process. In “prewriting activities,” students are taught to gather and organize ideas. In “revising activities,” students are provided with revision checklists and peer revising forms. They are taught to add, delete, move, and connect ideas as well as develop attention-grabbing introductions, strong thesis statements, effective conclusions, and audience awareness. In “editing activities,” students are taught to correct grammatical errors as well as mechanical ones (involving spelling and punctuation). Through these activities, students are helped to select those prewriting, revising, and editing techniques and strategies which are most useful to them in specific circumstances. Within each chapter, *Writing Task* sections focus on two or more of the following writing types: definitions, narratives, summaries, comparison-contrast essays, reports, and persuasive essays. Within each chapter, students gain practice writing all these writing types in either *Quick Writes* or *Writing Tasks*.

ESSAY AND SELF-EVALUATIONS

Following the three lessons is a concluding section entitled *Essay Assignment*. This section contains the chapter’s essay assignment and unifies all activities in the chapter. Ideas from journal entries, readings, *Quick Writes*, and *Writing tasks* are used as the basis of the essay assignment, and the activities presented in the previous lessons (including such sections as *Grammar Explanations*, *Punctuation Explanations*, and *Gaining Writing Practice*) prepare students for the assignment. In this multidraft assignment, students are given suggestions for gathering and focussing their ideas in prewriting activities, revising the organization and content of their essays in revising activities, and correcting grammatical and mechanical errors in editing activities. In addition, sample papers are included so that students can examine their peers’ writing and

learn by example. In concluding the chapter, students evaluate their learning experience in a section entitled *Self-Assessment*.

Power through the Written Word is designed to appeal to a variety of learning styles. For instance, grammatical and rhetorical rules are presented both deductively and inductively. Presentations of language features are designed to appeal to visual and auditory learners. Sections entitled *Test Analysis* are provided for analytical learners. A section called *Using a Language Learning Log* is designed for reflexive learners. Cooperative learning activities appear throughout the text.

The book also meets the needs of students of different cultural backgrounds. It is sensitive to the strengths learners from diverse cultures bring with them to the writing task and builds on these strengths. In addition, it includes information designed to address the difficulties learners from diverse cultures might encounter when acquiring writing proficiency in a second language.

Power through the Written Word provides learners with the proficiency needed to write well. In so doing, learners empower themselves and others—through the written word.

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Dave Lee and Ken Mattsson of Heinle & Heinle deserve special thanks. I will always be indebted to Dave Lee for his professional advice and thorough editing; he encouraged me to work long hours to produce a book worthy of the Tapestry Program and provided me with the feedback I needed to complete it. Ken Mattsson's orchestration of the testing of the materials and the reviews was also extremely helpful.

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Robin Scarcella
University of California, Irvine

To the Student

Power through the Written Word is designed to help you gain the writing skills that you need to succeed in academic situations. There are four chapters: Personal Power, Power through Force, Power and the Environment, and Power through the Written Word. Each chapter is characterized by the following features:

- cooperative learning exercises;
- needs analysis and goal setting;
- editing exercises based on actual student grammatical and mechanical errors;
- presentation of key grammatical features;
- explicit instruction of a variety of learning strategies;
- diverse writing tasks, including: summaries, narratives, comparison-contrasts, persuasive essays, reports, letters, and journal writing;
- essay assignments with authentic samples of essays, as well as prewriting activities, revising activities, and editing activities; and
- language learning logs.



Throughout this book, you will be using the composing process, which has been modified to meet your needs. To learn the process, you need practice in all of its stages, including prewriting, drafting, revising, and editing. Here is a description of this important process and its stages.

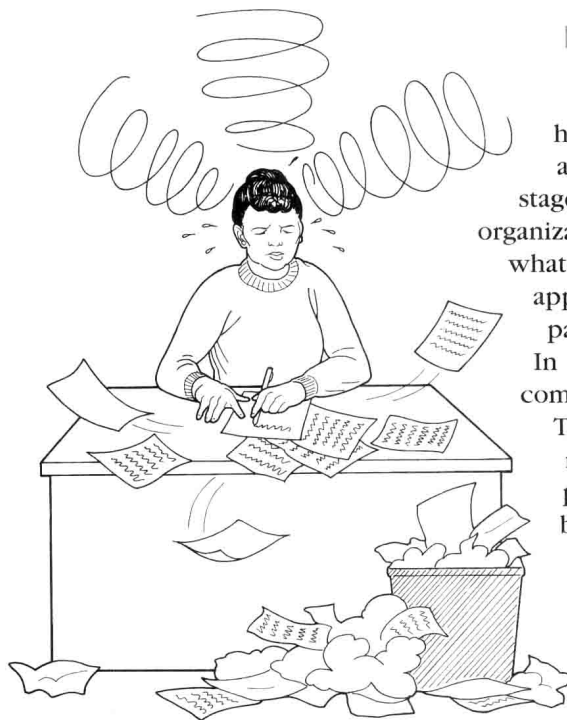
The Composing Process

PREWRITING

Prewriting involves finding a topic, finding out about the topic, and thinking about it. Prewriting helps you to think of ideas, refine them, and organize them. In addition, prewriting helps you shape your writing to the needs of particular audiences and the purpose of the writing task. This unit will give you many opportunities to gather ideas before writing. Ideas will come from articles, essays, short stories, and other reading materials.

DRAFTING

Drafting involves writing the words down which express the ideas. Once you have gathered your ideas, you need to write them down. This text will give you some practical strategies and guidelines for shaping your ideas and will encourage you to focus on what you are trying to say.



REVISING

In revising, you rewrite what you have written and delete, substitute, add, and reorganize. In the revision stage, you reconsider the content and organization of your writing and make whatever revisions that you feel appropriate. In this text, you will be participating in numerous peer reviews. In these reviews, you will read and comment on your classmates' writing. These reviews offer you reactions from real readers who provide different perspectives. Such reviews help you become aware of your readers.

EDITING

After you get your ideas on paper and organize them exactly as you like, it is time to edit. Editing means proofreading. This is the final stage of the writing process. When you edit your essay, you correct all your grammatical, spelling, and punctuation mistakes. In other words, you polish up your writing.

A WORD OF CAUTION

Most good writers do not always follow the various stages outlined above (prewriting, writing, revising, and editing) in a rigid order. Rather, they go back and forth between the various stages. Writing is a messy process for most writers—not the “plan-write-rewrite” process which many traditional textbooks describe.

Journal Writing

In addition to using the composing process while you use this book, you will also keep a special kind of journal. In this journal, you will write two types of journal entries. In Free Topic Entries, you will write about anything you like. For example, you may use these entries to describe a particular idea that you thought of or read about or to discuss a particularly interesting experience or person. In