

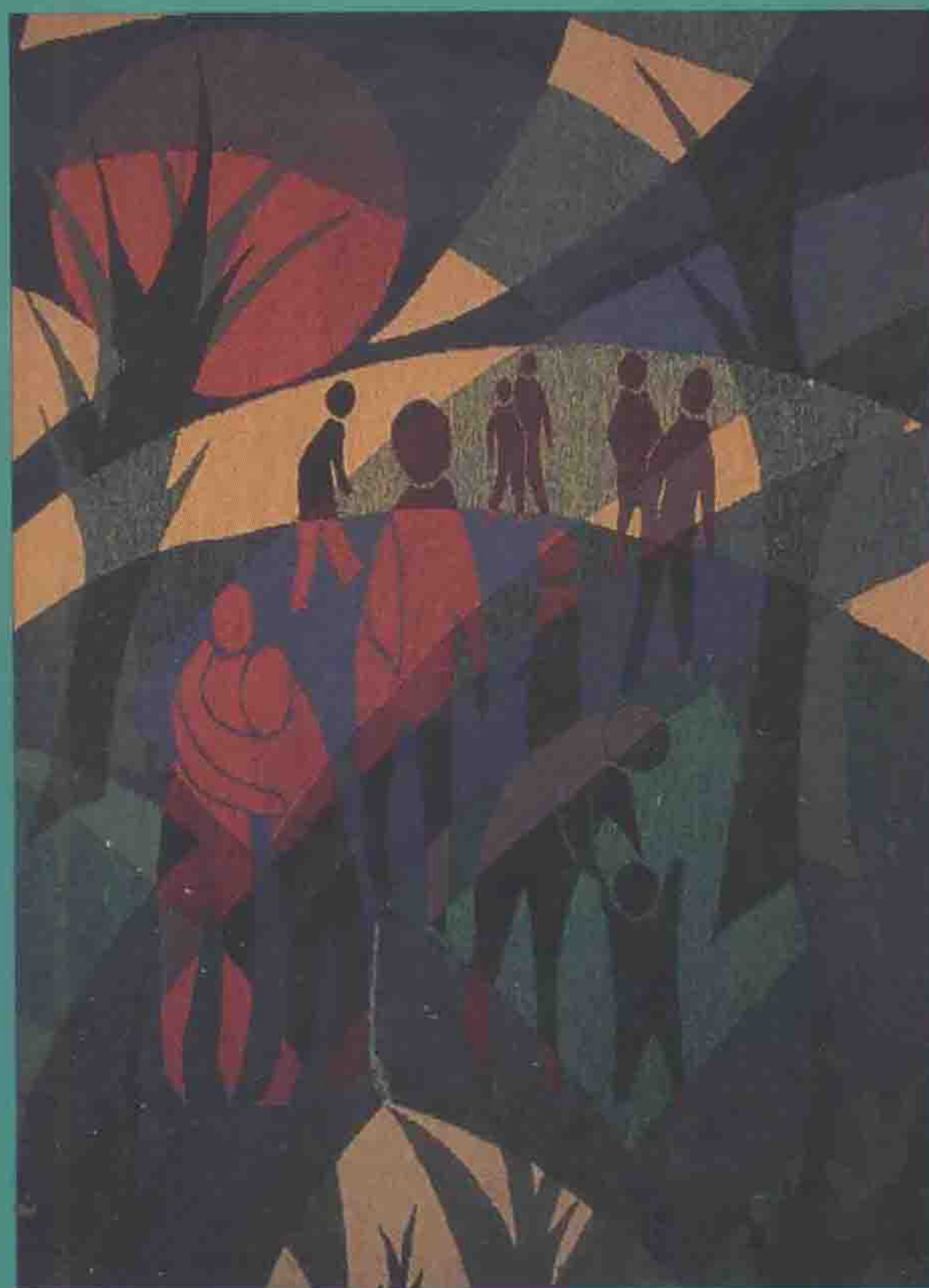
 TAPESTRY

Rebecca
Robin C.

PASSAGES

Exploring Spoken English

Gary James





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Heinle & Heinle Publishers
A Division of Wadsworth, Inc.
Boston, Massachusetts, 02116, USA

The publication of *Passages* was directed by the members of the Heinle & Heinle ESL Publishing Team:

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Also participating in the publication of this program were:

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Editorial Production Manager: Elizabeth Holthaus
Assistant Editor: Kenneth Mattsson
Manufacturing Coordinator: Mary Beth Lynch
Full Service Project Manager/Compositor: Monotype Composition Company
Interior Design: Maureen Luran
Cover Design: Maureen Luran

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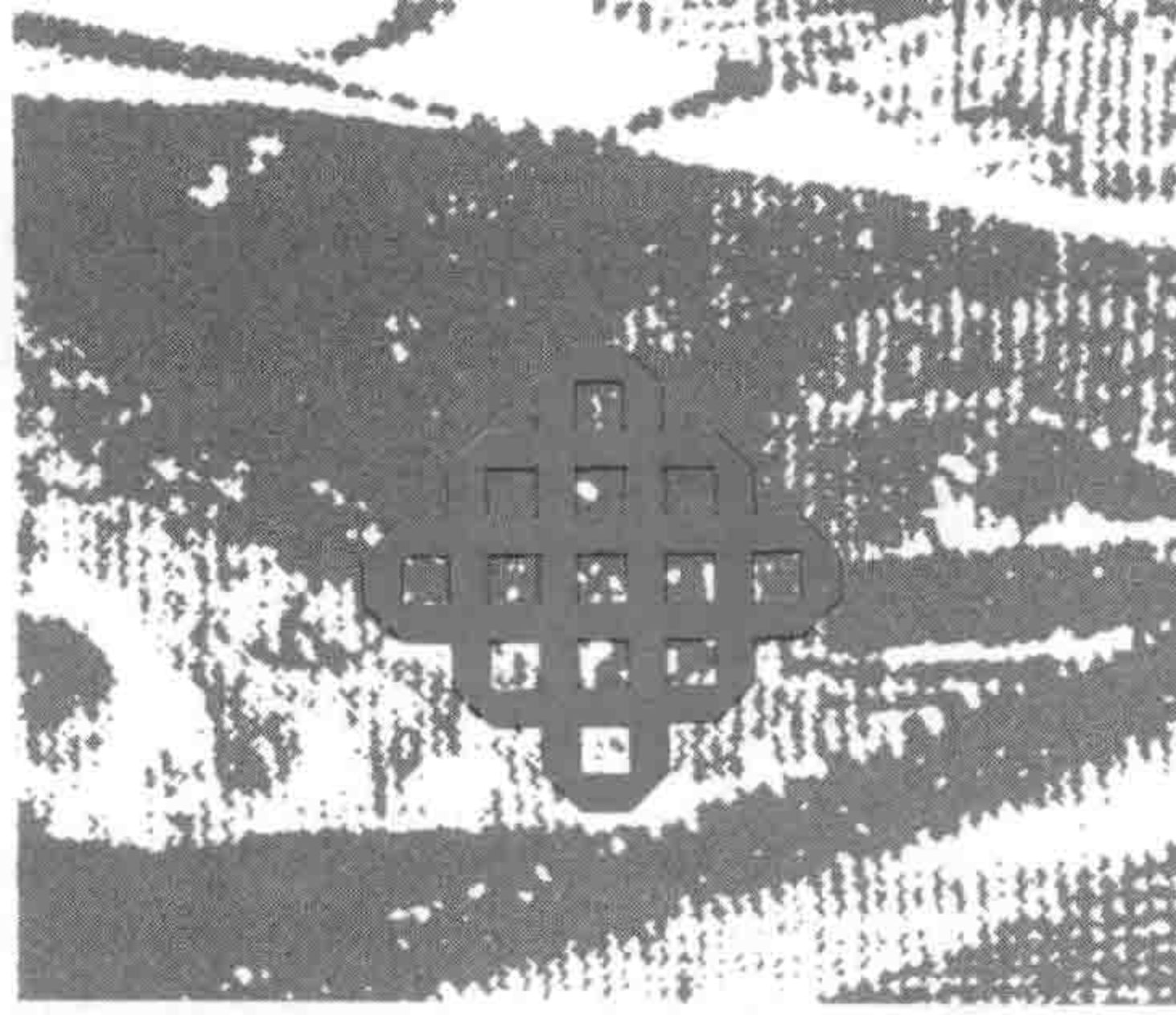
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Manufactured in the United States of America.

ISBN: 0-8384-2311-6

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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 all 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 style, 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
- Personalizing
- Remembering new material
- Managing your learning
- Understanding and using emotions
- 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 styles 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

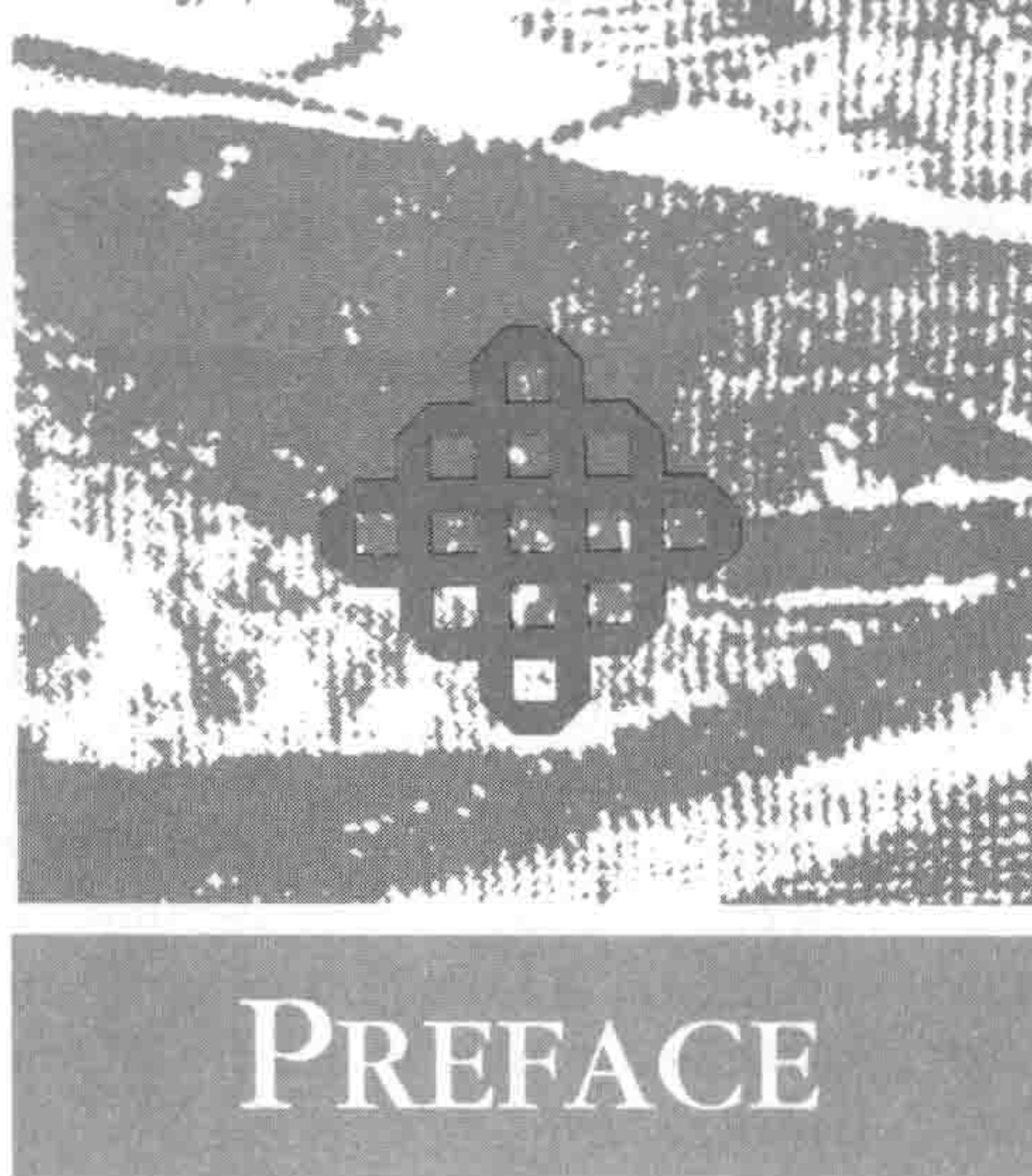
To offer coherence to the entire Tapestry Program and especially to offer support for teachers who want to understand the principles and practice of Tapestry, we have written a book entitled, *The Tapestry of Language Learning: The Individual in the Communicative Classroom* (Scarcella and Oxford, published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

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Passages *Exploring Spoken English* gives intermediate-level students a chance to hear actual language found in the real world outside the ESL classroom. Students are guided through a process of learning how to get ready and how to listen for the most important elements of a passage. Samples of both interactional language (conversations) and transactional language (news broadcasts, lectures, and advertisements) are included. All these passages are authentic bits of language taken from the real world of radio broadcasting, or are from unrehearsed recorded situations resulting in extemporaneously-delivered spoken English.

Complementing the listening passages is related print material taken directly from the real world of newspapers, magazines, newsletters, brochures, and the like. These are used to stimulate reading, writing, and vocabulary and discussion activities both inside and outside the classroom.

Passages: Exploring Spoken English consists of a prologue, eight chapters, and an appendix. Each chapter in *Passages* is divided into three distinct parts.

Before You Listen

These are task-based activities designed to activate students' past knowledge about relevant information, concepts, and vocabulary found in the recordings they hear. Examples of activities found in this part include:

- Guessing (e.g., "What do you think pre-owned means?").
- Surveying (e.g., "Count the number of domestic/imported cars in the school parking lot.")—prior to listening to a mini-lecture on automobiles.
- Brainstorming (e.g., "In 30 seconds list as many words as you can about FAMILY.")—prior to listening to a conversation about families.

As You Listen

These are task-based activities designed to help students use suitable listening strategies as they listen to the passages. Examples of activities found in this part include:

- Getting the Main Idea (e.g., “Which of the three situations represent the one described?”)—while listening to a radio call-in talk show.
- Taking Notes (e.g., “List the five sources of our attitudes.”)—while listening to a mini-lecture on where our feelings come from.
- Filling In (e.g., “Fill in the grid with the appropriate information about credit cards.”)—while listening to a radio ad for credit cards.

After You Listen

These are task-based activities designed to extend students’ exposure to the theme of the listening passage through discussion, reading, writing (Following Up/Just for Fun), and vocabulary practice (Word Study).

An integral part of *Passages* involves the overt teaching of learning strategies. The various tasks which students are directed to perform throughout the text are labeled with an appropriate strategy. At the end of each chapter, students and instructor alike assess progress in the use of these learning strategies.

Another important feature is found in the Appendix section under the title Each One/Teach One. Following Chapter 4, student groups are provided new listening passages similar to the ones they have been working with in Chapters 1–4 (a conversation, an advertisement, news stories, and mini-lectures). Groups choose an individual passage and work together as separate teams to put together a unit of study based on that passage for end-of-the-term presentation to the rest of the class. The instructor’s resource manual gives a more detailed explanation.

Still another essential part of *Passages* is an assessment component. Six quizzes are provided for use following Chapter 1, Chapter 3, Chapter 4, Chapter 6, Chapter 7, and Chapter 8. Information and suggestions for their use are also found in the manual along with ideas about how to create and maintain individual student portfolios (composed of quiz results, periodic student/instructor assessments, and student-generated audiotapes).

Acknowledgements

Passages: Exploring Spoken English represents a radical departure from the kinds of textbooks I have written in the past. There are many who need to be acknowledged for assisting me in my “passage” from the old to the new.

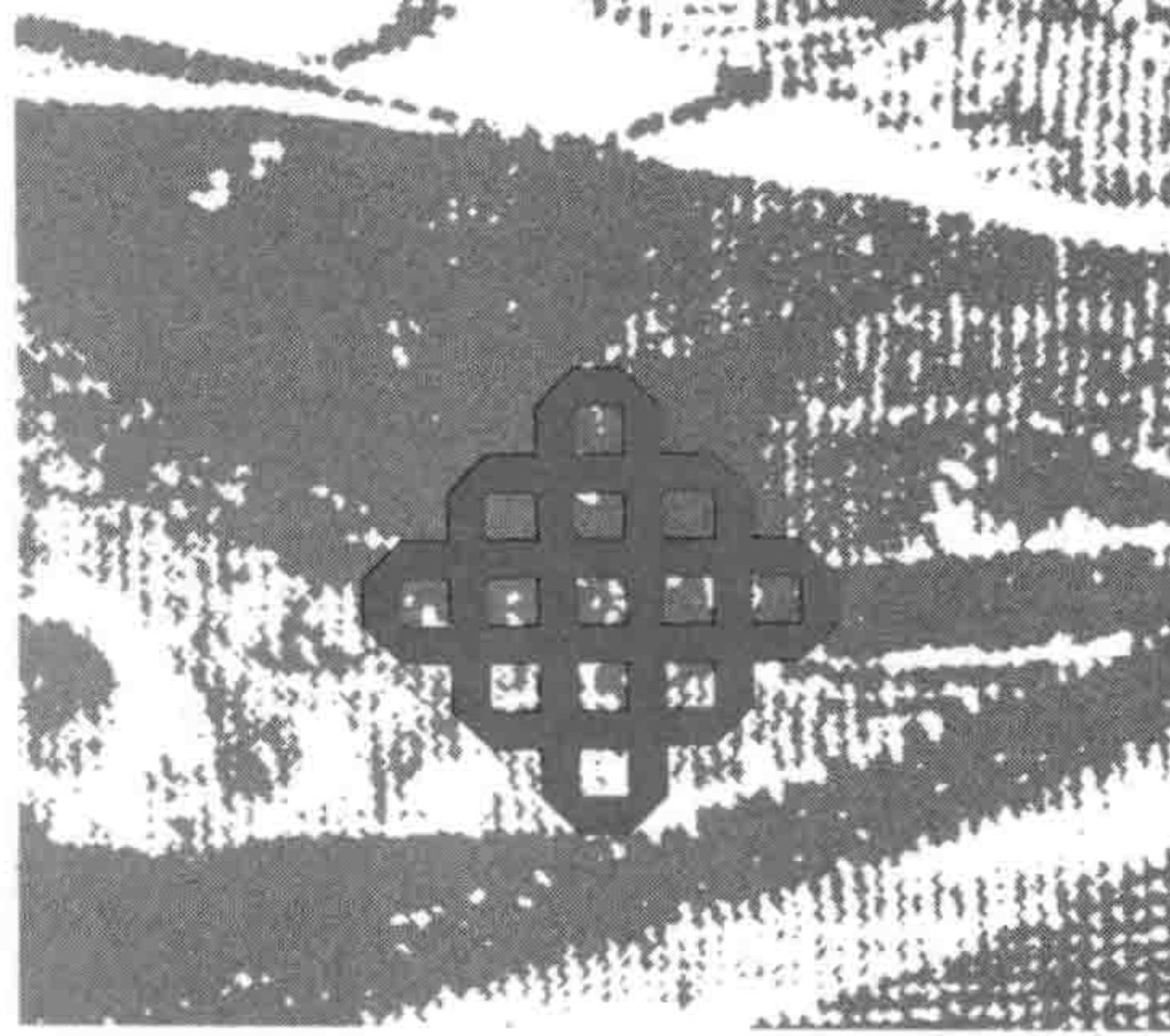
I am profoundly grateful to Dave Lee, Editorial Director at Heinle & Heinle, for inspiring me to try out different ways of doing things. He has become a treasured friend in the process. Heinle’s assistant editor, Ken Mattsson, was always understanding and helpful, but most importantly, always there when needed. Rebecca Oxford, Robin Scarcella, and Bob Oprandy provided invaluable on-target critiques and helpful suggestions from the beginning. Conversations and exchanges of information with Mary Gill, Pam Hartmann, and Maggie Sokolik

made the creative process an easier one. Christy Ban, a real one-person clipping service, supplied me with a wealth of theme-related information from magazines and newspapers. I am indebted to the following print media for permitting me to use information from their pages: *Action Magazine*, *Associated Press*, *Changing Times*, *Gannett News Service*, *Honolulu Advertiser*, *Honolulu Star-Bulletin*, *Honolulu Weekly*, *Knight-Ridder Tribune News Service*, *McCall's*, *New York Times*, *Reuters News Service*, *San Francisco Chronicle*, and *Tribune Media Services*. Chuck Whitley allowed me to use his exercise on adjectives in Chapter 5. In that regard, my long association with both Chuck and Sharon Bode has unquestionably been a learning experience few other materials writers have enjoyed. I owe them much more than they will ever know. The coming together of an ELI “team” at Honolulu Community College made up of Muriel Fujii, Lei Lani Hinds, and Chuck Whitley allowed me the luxury of finding time to create these materials. I am appreciative to Bob Gibson for the origination of “strip story” techniques which have been used here and there in the text. I have often thought he has not been given the credit he is due for the idea.

I would also like to thank Debra Dean (University of Akron) and Steven Horowitz (Central Washington University) for their helpful comments during the development of this book. Additionally, I thank Jeff Brom (California State University, Los Angeles) and Gary Wood (Portland State University) and their ESL students for testing the material in their classrooms.

Elton Ogozo provided technical facilities and expertise for many of the recordings. Honolulu radio stations, KHPR and KHVH, both kindly allowed for use of material from their airwaves. Colleagues who lent their talents to audiotaping lectures and conversations include: Sharon Bode, George Dixon, Terry Haney, Jim King, Lynnette King, Doric Little, Bette Matthews, Maureen O'Brien, and Chuck Whitley. Kathy Langaman really outdid herself this time with word processing skills and efforts far beyond the call of duty. Finally, no text would exist without the love and support of Paul Ban.

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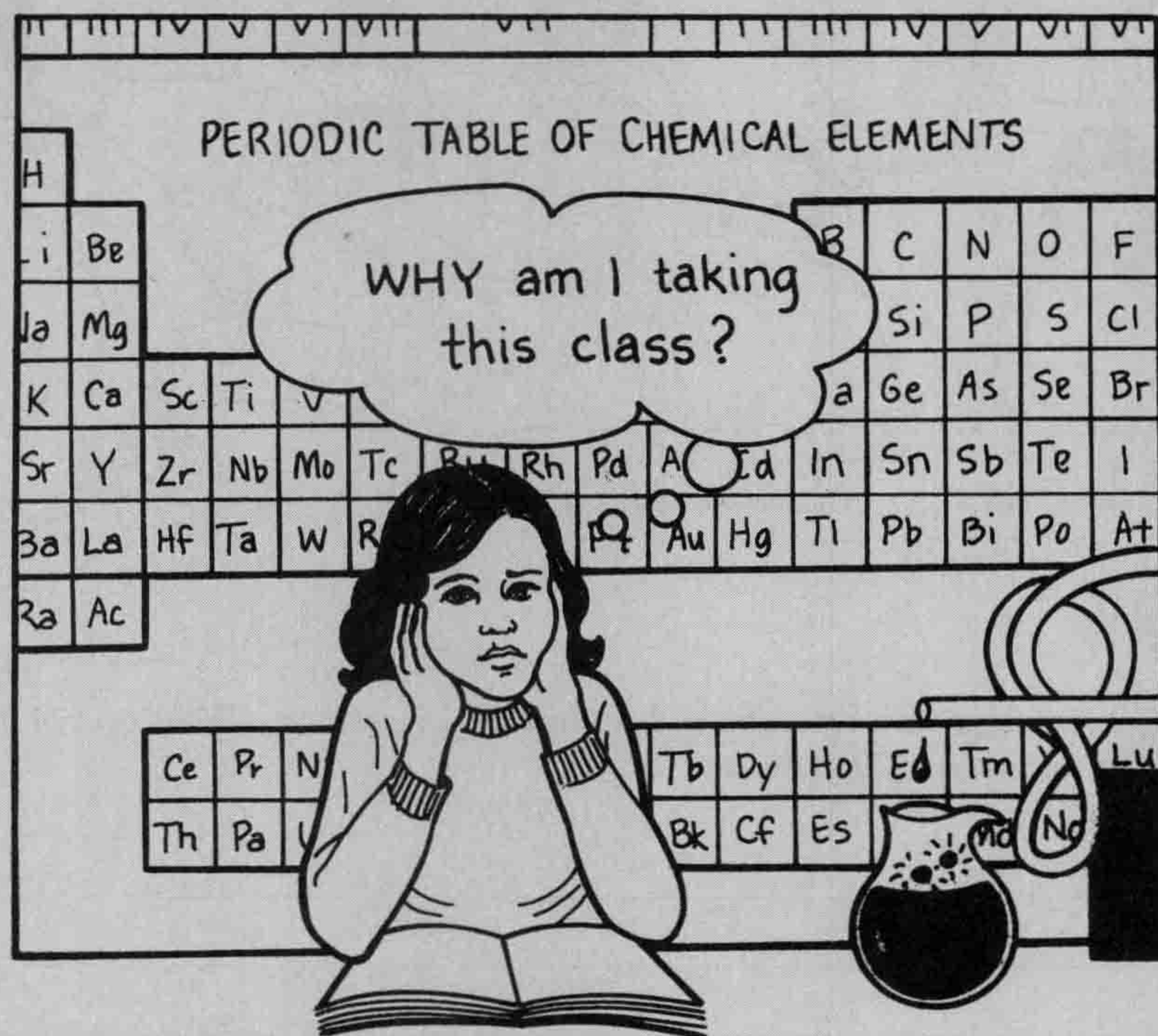
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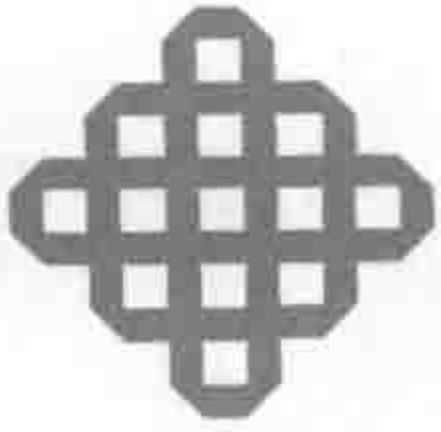
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Prologue

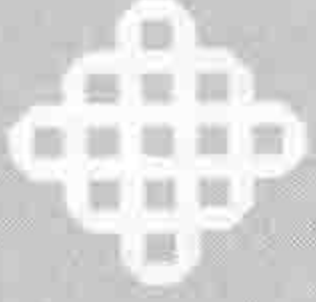




PASSAGE

Before You Listen

LEARNING STRATEGY



Understanding and Using Emotions: Discussing your feelings helps you to understand yourself and others.



TASK 1

These students are listening to a lecture in a classroom. What do you think they are doing and thinking? Why?

1. _____
2. _____
3. _____

LEARNING STRATEGY



Forming Concepts: Guessing promotes your language comprehension.

TASK 2

You will hear a mini-lecture about listening. Look at the following list of words. Practice saying them. Which words do you think that you will hear? Why? Discuss your answers.

active	lecture	subject
criticizing	lecturer	summarize
dull	main ideas	talks
faking attention	mental movies	topic
form	message	visualize
goal	overhear	wasting thought
goes down	overreacting	speed
group . . . together	pay attention	words
information	speaker	yielding to distractions
jot down		

Threads

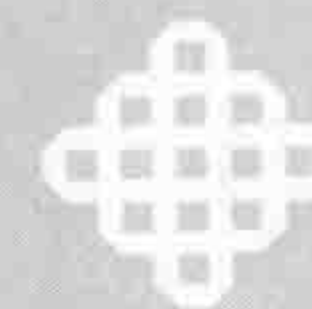
There are 3565 college and universities in the United States.

U.S. Department of Education

As You Listen

LEARNING STRATEGY

Managing Your Learning: Checking off vocabulary items as they are heard increases your attention and comprehension.

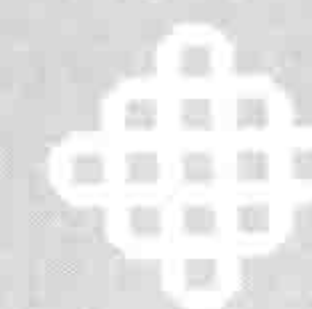


TASK 3

Look at the vocabulary list in Task 2. Listen to the mini-lecture. Underline the words or phrases that you hear. Discuss your choices.

LEARNING STRATEGY

Forming Concepts: Figuring out the main idea helps you understand better.



TASK 4

This mini-lecture has two main ideas. Read the sentences on page 4. Put an X in front of the two most important points. Discuss your choices.

- ___ 1. There are many ways to harm your listening ability.
- ___ 2. Calling a subject dull is not a good way to listen.
- ___ 3. Listening only to easy things is not a good way to listen.
- ___ 4. People can think much faster than they can listen.
- ___ 5. Having a clear idea of what your goal is will help you become a better listener.

LEARNING STRATEGY



Remembering New Material: Learning how to take good notes helps you remember what is said in lectures.

TASK 5

Listen again to the mini-lecture and take notes on the ten ways you can harm your listening ability. Compare your notes with a classmate's notes.



- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

After You Listen

Following Up

TASK 6

Look back at your notes. Cross out the words that are not necessary. Use abbreviations and symbols when possible. Talk with a classmate about how you take notes.