



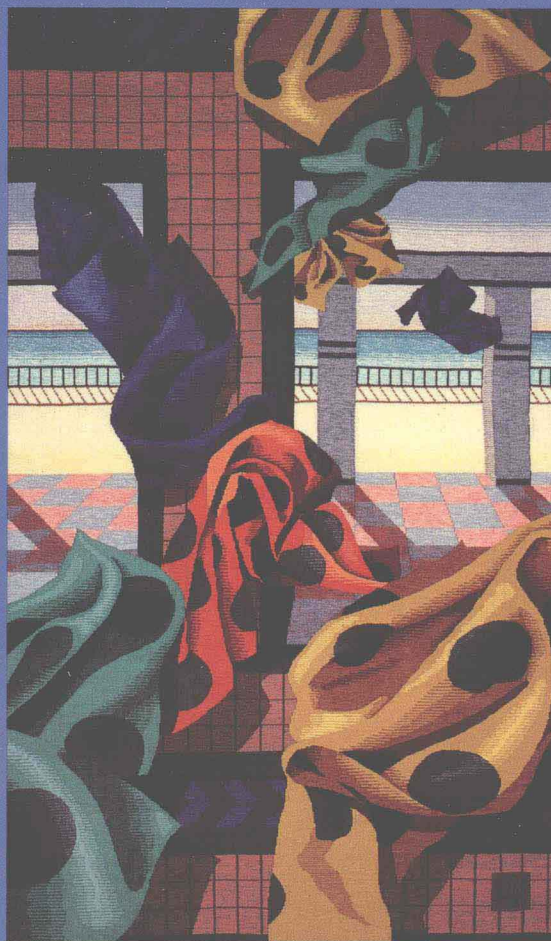
# TAPESTRY

Rebecca L. Oxford  
Robin C. Scarcella

## GLOBAL VIEWS

*Reading about World Issues*

M.E. Sokolik



ADVANCED  
READING

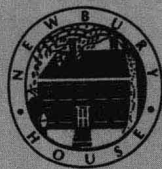


TAPESTRY

# GLOBAL VIEWS

## *Reading about World Issues*

M. E. Sokolik



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*To my intrepid siblings,  
Katherine and Charles,  
in no particular order.*

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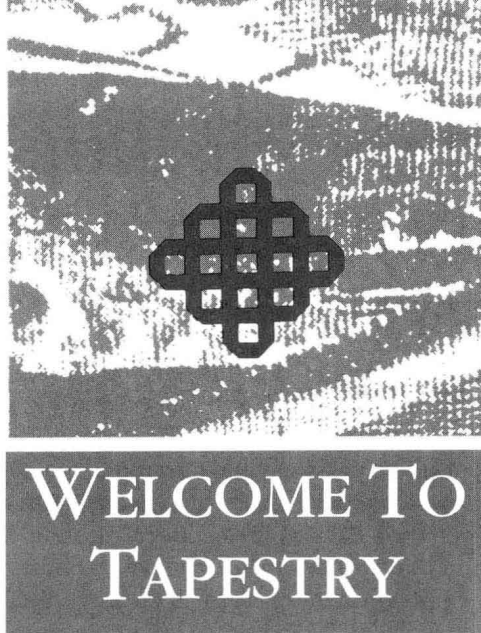
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***E***nter the world of Tapestry! Language learning can be seen as an ever-developing tapestry woven with many threads and colors. The elements of the tapestry are related to different language skills like listening and speaking, reading and writing; 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

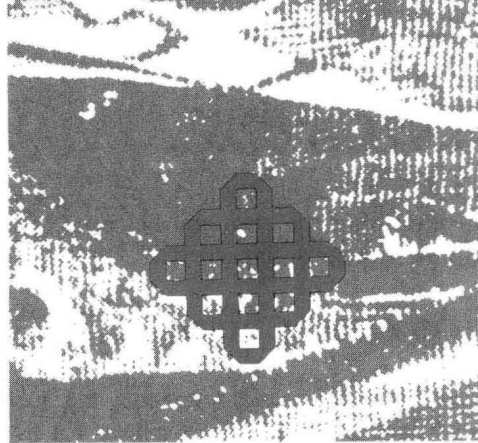
To offer coherence to the entire Tapestry Program and especially to offer support for teachers who want to understand the principles and practice of Tapestry, we have written a book entitled, *The Tapestry of Language Learning: The Individual in the Communicative Classroom* (Scarcella and Oxford, published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

Rebecca L. Oxford  
University of Alabama  
Tuscaloosa, Alabama

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



## PREFACE

**B**eing a good reader is not only a matter of reading *fast*. Good readers understand what they read, and most of all, *enjoy* their reading.

This book will present strategies that can help you to become a more effective reader. Some of the strategies described may work for you, some may not—trying them will help you decide which work best for you.

Here are some overall strategies to practice as you work with this book.

### DICTIONARY USE

Dictionaries are a wonderful tool to aid understanding. Both bilingual dictionaries and English-English dictionaries can help you better comprehend what you read. However, relying on a dictionary while you are reading can slow you down, and interrupt the ideas being presented in the reading. This can actually cause you to understand *less* of what you read, not more! A good strategy is to try to read the entire reading before you look words up. Instead, use a highlighting marker or pencil to mark the words you don't understand. After you finish reading, look back at your marked words. Were you able to determine the meaning of the word without looking it up? Sometimes the reading gives you enough information that you don't have to look it up. If you still need to look it up, you may make notes on the definition in Appendix C provided at the end of the text. Using the word in a sentence may help you to understand it better.

### READ ON YOUR OWN

Reading well is also a matter of practice. Read as often as you can, and read a variety of materials. Read magazines and newspapers. Even reading the back of a breakfast cereal box will help? When you are feeling more comfortable with your reading, challenge yourself by reading a novel. You'll find a list of novels recommended for ESL students in Appendix B of this book.

## KEEP A JOURNAL

It will help you to keep records of the strategies you try. Make notes for yourself describing the strategy you used, and whether you felt it helped your reading. Use strategies that work for you again and again.

## TIME YOUR READING

Although understanding of reading is the most important skill in most instances, there are many cases where you want to increase your speed. At the beginnings and ends of some readings you will find spaces to record and calculate your reading speed. You can also record your speeds in Appendix A at the end of the book. There are also several exercises in the text to help you improve your reading speed.

Remember that your reading speed will vary depending on a number of factors, such as:

- purpose of reading
- familiarity with the subject matter
- difficulty of material
- type of reading (for example, newspaper article, poem, etc.)

Throughout the book you will have the opportunity to learn ways to improve your reading speed and to keep track of your progress.

## DEVELOP YOUR OWN STRATEGIES

As you become more aware of strategies and how they can be used, you may notice that you have some strategies that are not mentioned in this book. Make notes of these in your journal, and think about how they work for you.

## The Structure of this Book

In addition to the strategies, each chapter presents several features to help integrate reading into your learning experience.

- **Planning & Goals:** This section gives you the opportunity to think about what you want to accomplish while you complete that chapter.
- **“Looking Ahead”** encourages you to think about the readings that will be presented in each chapter, and presents questions for you to consider before you read.
- Each chapter includes a listening exercise that can help you understand more about the topic of the chapter. You are encouraged to do the listening exercise in order to broaden your knowledge about the information presented in the chapter.
- The readings in each chapter are preceded by a prereading question or activity. These activities will help you to activate and strengthen your knowledge about the material in the reading.

Each reading is followed by different types of questions:

- **Comprehension:** Comprehension questions to help you remember what you read.
- **Analysis:** Different types of questions asking you to analyze either the language or the ideas of the reading.
- **Timed Readings:** Some readings give you spaces to record your reading speed.
- **Footnotes and statistics** are provided to give you more information about the readings, or about difficult vocabulary items.
- **Summary Exercises:** At the end of each chapter, there are activities to help you synthesize the ideas presented in the chapter.
- **Themes:** Four sections—Discuss, Debate, Role-play, and Write—present topics for discussion and writing.
- **The Cultural Dimension:** This section encourages you to go out into your community and talk about ideas and opinions.
- **Evaluation:** Each chapter gives you an opportunity to evaluate your own performance by asking you to think about what you learned.

## Acknowledgments

I firmly believe that the first to be acknowledged in any textbook should be the students—those students who participated in the development and piloting of a work, as well as those students who put themselves trustingly into the hands of teachers and textbooks every day. I hope this project lives up to their expectations.

I would then like to thank David Lee for approaching me with this project. His confidence in my work as well as his insights into the field have helped shape this book as much as anything. Ken Mattsson also deserves high praise for his assistance and encouragement.

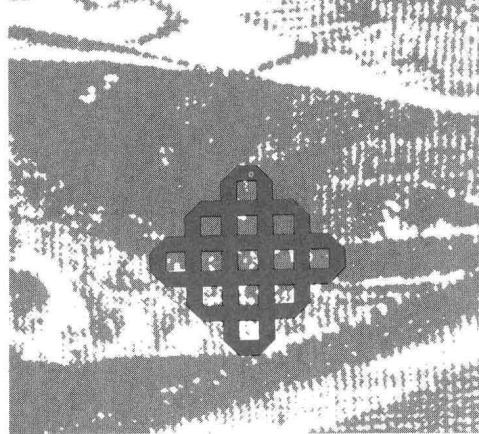
In addition, I would like to recognize Robin Scarcella and Rebecca Oxford for their suggestions and support, and for their championing of this series. Their guidance has made this jump into unknown waters easier.

Gary James, through sharing his ideas and his manuscript for another volume of this series, has also been of tremendous help, by example. Thanks also to Gaye Childress (University of North Texas), Marianne Reynolds (Mercer County Community College), and Judith Cook (American University) for their comments during the development of this book.

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Finally, and as always, I would like to thank my husband and partner, Michael Smith, whose encouragement and support makes anything possible, even probable.

M. E. Sokolik  
University of California  
Berkeley, California



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# *Changing Political Systems*

# 1

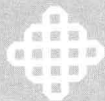
CHAPTER





## PLANNING & GOALS

### LEARNING STRATEGY



**Managing Your Learning: Setting goals for yourself helps you improve areas that are important to you.**

Use the table below to help identify the reading skills you wish to improve. Your goals may change from chapter to chapter.

List in order of priority (with 1 as 'most important') the goals that are important to you.

GOAL	RANK
A. To increase reading speed	_____
B. To increase comprehension of main ideas	_____
C. To improve vocabulary understanding	_____
D. To learn more about the information in this chapter	_____
E. To improve understanding of style and grammar	_____



## LOOKING AHEAD

The world is always changing, but recent history shows this is truer than ever. While some countries try to join together and form new alliances, others split apart over age-old tensions. Makers of world maps have had a lot of work to do redrawing the boundaries of Germany, the U.S.S.R., Yugoslavia, and southern Africa, among others.

This chapter looks at some of the recent changes in the world political order. Here are the titles of the readings found in this chapter:

"The State of Europe: Christmas Eve, 1989" by Stephen Spender

"The Chance that Will Not Return" by Vaclav Havel

"Good-bye to Berlin" by Ian Walker

"Good-bye SWA, Welcome Namibia," by Gert Coetzee

"Growing Up," by Richard Afari Baafour

