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Reading & Vocabulary Development

4

Concepts & Comments

THIRD EDITION



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To the Instructor

Reading & Vocabulary Development 4: Concepts & Comments is a best-selling reading skills text designed for students of English as a second or foreign language who have a basic vocabulary in English of about 2,000 words. This text teaches about 500 more words.

Concepts & Comments is one in a series of reading skills texts. The complete series has been designed to meet the needs of students from the beginning to the high intermediate levels and includes the following:

Reading & Vocabulary Development 1: Facts & Figures

Reading & Vocabulary Development 2: Thoughts & Notions

Reading & Vocabulary Development 3: Cause & Effect

Reading & Vocabulary Development 4: Concepts & Comments

Concepts & Comments is a brand-new addition to the *Reading & Vocabulary Development* series. Previously published as a low-intermediate text, *Concepts & Comments* has been comprehensively revised for students at the high-intermediate level. Building on the strengths of the other books in the series, *Concepts & Comments* balances engaging readings with systematic recycling of reading, vocabulary, and grammar skills.

Methodology of *Concepts & Comments*

Concepts & Comments uses the following methodology:

- **Theme-based approach to reading.** Each of the five units has a theme: art, organizations, places, science and technology, and health and well-being.

- **Systematic presentation and recycling of vocabulary.** One of the primary tasks of students is developing a useful and personally relevant vocabulary base. In *Concepts & Comments*, up to 24 words are introduced in each lesson. These words appear in

boldface type. Those underlined are glossed in the margin. As the new vocabulary items are used several times in the lesson, they then are systematically recycled throughout the text.

- **Pedagogical design.** The central goal of *Concepts & Comments* is to help students develop the critical reading skills they will need for academic, personal, and/or career purposes. By any standard, the range of exercise types in *Concepts & Comments* is rich and varied. This text provides students with practice in comprehension, building vocabulary, making inferences, finding the main idea, determining cause and effect, scanning, summarizing, paraphrasing, understanding the sequence of events, and learning to work more effectively with two-word verbs, compound words, connecting words, and noun substitutes.

Organization of *Concepts & Comments*

Concepts & Comments is organized into five units. Each unit contains four lessons packed with exercises and activities.

- **"Before You Read" Questions.** These pre-reading questions provide a motivation for reading the text.

- **Context Clues.** A context clue exercise at the beginning of each lesson introduces some of the vocabulary for the following lesson. This section is designed to pre-teach particularly important vocabulary items.

- **Vocabulary.** The first two exercises give practice with new words in a different context but with the same meaning.

- **Vocabulary Review.** Vocabulary items are used in subsequent texts and exercises to give additional review. They are fill-ins or matching synonyms and antonyms.

- **Comprehension.** First is a set of true/false/not enough information or multiple choice questions. Then come comprehension questions, which include inference and discussion questions. The comprehension questions may also be given as written assignments.

- **NEW! Reading Strategy.** Students acquire important academic reading skills such as the ability to take notes, make inferences, and understand cause and effect. These skills are recycled throughout the text.

- **Vocabulary Expansion.** Through collocation, word form, and prefix/suffix activities, each lesson encourages students to expand on the vocabulary they have learned.

- **Grammar.** A selection of grammar exercises at the end of each lesson reinforces structural points from the readings. These exercises include work with noun substitutes, articles, compound nouns, and verb tenses.

- **Writing.** Each lesson closes with a writing exercise.

- **Extension Activities.** Each unit ends with a set of high-interest, interactive tasks to help students practice the new vocabulary and the skills they have learned in more open-ended contexts.

CNN® Video Highlights—The highlight of each set of extension activities is a short video-based lesson centered on a stimulating, authentic clip from the CNN® video archives. Each video lesson follows the same sequence of activities:

Before You Watch encourages students to recall background knowledge based on their own experiences or from information presented in the readings.

As You Watch asks students to watch for general information such as the topic of the clip.

After You Watch gets the students to expand on the main points of the video by establishing further connections to the reading passages, their own experiences, and their ideas and opinions.

Activity Page—The crossword puzzles found on this page encourage students to practice the vocabulary found in each unit.

Dictionary Page—Exercises on this page offer students practice with dictionary skills based on entries from *The Newbu House Dictionary of American English*.

- **Skills Index.** This index provides teachers and students with a handy reference for all of the reading and writing skills introduced in *Concepts & Comments*, as well as all of the grammatical structures found in the text.

Supplements for *Concepts & Comments*

Concepts & Comments has a full suite of student and instructor supplements.

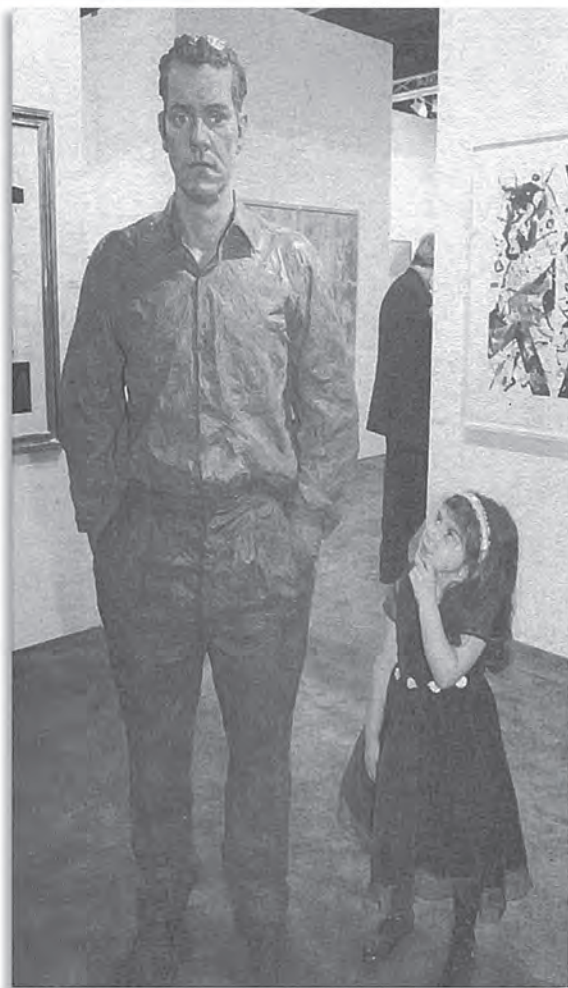
- A complete Answer Key provides answers to all the exercises in the student book.
- Authentic CNN® video clips for each unit are included in VHS and DVD formats. Transcripts for the clips appear in the Answer Key.
- Audio cassettes and CD's include all the readings from the text.
- *ExamView® Pro* test-generating software allows instructors to create custom tests and quizzes.
- A new website (found at <http://elt.thomson.com/readingandvocabulary>) features vocabulary flashcards, crossword puzzles, quizzes, and more to help students review for tests.

Art

unit

1

*Every child is an artist. The problem is how to
remain an artist once [you] grow up.*
—Pablo Picasso



Navajo Sand Painting

lesson

1



Before You Read

1. What three adjectives would you use to describe the sand painting in the photograph?
2. How do you think a sand painting is made?
3. Sand paintings are usually destroyed soon after they are finished. Why do you think this is done?



Context Clues

It is not necessary to look up every new word in the dictionary. Often, the other words and ideas in the sentence or surrounding sentences (the context) can help you guess the meaning of the new word. When you are reading, try to use context to guess the meaning of new words. Try not to look up every new word in your dictionary.

*The words in **bold print** below are from this lesson. Use context clues to guess what each word means. Do all of the Context Clues exercises in the book this way.*

1. More than 500 years ago, the **ancestors** of the Navajo people moved south.
2. A small sand painting may have 2 or 3 people working on it, while a large painting may **require** 10 people.
3. At the end of the ceremony, it is **imperative** that the sand painting be destroyed. The Navajo believe that something terrible will happen if they don't do this.
4. One reason for this change is the **extensive** training necessary to perform the duties of a singer; it can take as long as 14 years to train someone.
5. A singer can train only one student at a time. This need for **one-on-one** training has limited the number of students who can be trained.

1 Navajo Sand Painting

More than 500 years ago, the **ancestors** of the Navajo people left the cold northern region that is now part of western Canada and Alaska and migrated south to what is now the southwestern part of the United States.

- 5 The area in which the Navajo finally settled is **mainly** desert. It is a **harsh** environment that gets little rain. The animals and plants that live there have had to **adapt** in order to survive in the **unforgiving** climate and **landscape**.

mostly; primarily

- 10 When the Navajo arrived in the area, they too had to adapt to the harsh desert conditions in order to survive. They had to learn to make use of the natural resources in their environment to provide for their shelter, food, and other necessities. Over time, the Navajo became
- 15 famous for the things they were able to create from the natural resources at hand. One of the most famous Navajo creations is called sand painting.

Most people think of a painting as a work of art. For the Navajo, however, sand painting is not artwork.

- 20 Rather, sand painting is an important part of a religious ceremony. The making of a sand painting is part of a **healing** ceremony that is supposed to **restore** the health and **well-being** of a sick person.

bring back; return to normal

good mental and physical condition

- The only people who are allowed to create sand
- 25 paintings are specially trained Navajo "singers" or "medicine men" and their **assistants**. A Navajo singer begins the process of creating a sand painting by collecting different rocks. The rocks are then crushed and ground into sand. Traditionally, a Navajo singer
- 30 and his assistants make the sand painting on the floor of a small Navajo house called a *hogan*. Working under the direction of the singer, the assistants take colored sand in their hands and drip it on the floor in a line. Using different colors, they slowly make a picture.

- 35 The size of Navajo sand paintings varies. A small sand painting is less than a meter wide, while a large



sand painting can be over 6 meters wide. The number of people assisting the singer also varies. A small sand painting may have 2 or 3 people working on it and take an hour to complete, while a large painting may **require** 10 men and women and take all day to finish.

During the healing ceremony, the sick person moves onto the completed sand painting. The sick person sits directly on the sand painting so that it can **serve** as a pathway for **evil** or illness to leave the person's body and for goodness or health to return to it. This explains why the Navajo word for sand painting means "place where the gods come and go." After the sick person has been treated, other visitors may go up to the painting and dab some of the sand on themselves so that the sand painting brings health and well-being into their lives too.

At the end of the healing ceremony, it is **imperative** that the sand painting be destroyed. The Navajo believe that something terrible will happen if they fail to destroy a sand painting **properly**. So, in the reverse of the order in which it was made, the singer sweeps the painting away and returns the sand to the landscape.

correctly

Navajo singers make their sand paintings from memory, and they always make the same pictures in exactly the same way. There are between 600 and 1,000 different pictures for sand paintings. At one point in history, there was one singer for every 150 Navajos. Today, the **ratio** is much lower, with one singer for roughly every 2,200 people. One reason for this change is the **extensive** training required to perform the duties of a singer; it can take as long as 14 years to train someone. A second reason for the change in ratio is that a singer can train only one student at a time. This need for **one-on-one** training has limited the number of students who can be trained.

relationship
between two
numbers

While a true sand painting is part of a Navajo ceremony and lasts for only a short time, sand painting as a permanent art form has also developed. The first permanent sand paintings appeared in the early 1900s.

These early pieces of art were actually **tapestries** rather

artworks made of
cloth, often used as
wall hangings



made from *yass*
into cloth; past
participle of *weave*
admired

than paintings made with sand. The tapestries were **woven** by a **respected** Navajo singer named Hosteen Klah, who copied the pictures from sand paintings. However, to avoid causing something terrible to happen by making a permanent picture, Klah never made the picture exactly the same as the **original**. He would not use a Navajo picture without changing it a little. Before long, tourists in the area saw Klah's weavings and asked to buy them. Klah finally agreed to sell one of his weavings if the buyer **promised** never to put it on the floor or walk on it.

In the 1930s, the Navajo began creating another type of permanent sand painting. They made these permanent paintings by slowly dripping colored sand onto glue-covered boards. Today, these sand paintings are considered to be works of art rather than part of a religious ceremony. They are made by artists rather than singers, and they appear in art shows and in art museums.

There is still **controversy** over the selling of sand paintings. Some Navajos say that sand paintings are part of their religion and should not be sold. But others believe that the artists' changes to the pictures protect their religious power.



a Vocabulary

In this book, difficult words are repeated several times in the exercises. These words are also repeated and reviewed in other lessons. It is not necessary to list new English words with their meanings in your own language. You will learn them just by practicing.

In the Vocabulary exercises in this book, write the correct word in each blank. Use a word only once, and use capital letters if they are necessary.

harshly	ratio	proper	controversy
one-on-one	original	tapestries	ancestors
assistant	landscape	evil	well-being

1. The _____ way to destroy a sand painting is to sweep it away.
2. To become a Navajo singer, a person needs _____ training, or private instruction.
3. People have different likes and dislikes. That's why there is always _____ about what makes good art.
4. There are 10 men and 5 women in a class. That's a _____ of 2 to 1.
5. The _____ in some parts of the country is mountainous.
6. You should make a copy of your birth certificate and then put the _____ in a safe place.
7. I apologize for speaking to you _____, but I was very angry.
8. He can't do all the research by himself. He really needs an _____.
9. You can be certain that our _____ lived very differently from the way we live now.
10. Parents are always concerned about the _____ of their children.
11. The Navajo believe that a sand painting can help to drive _____ out of a person.
12. Navajo _____ are very expensive, but they look beautiful hanging on a wall.



b Vocabulary

Do this exercise the same way you did Exercise a.

adapt	heal	restore	require
serve	imperative	weave	extensively
respect	promises	mainly	unforgiving

1. How long would it take you to _____ to a completely different environment?
2. In some cultures, shaking hands when you meet someone is a sign of _____.
3. You can't depend on people who break their _____; you can never be sure they will do what they say they will do.
4. If you cut yourself, you should clean the cut so that it can _____ properly.
5. To get a driver's license, it is _____ that you learn the rules of the road.
6. Before he could write his report, he had to study the topic _____.
7. A loom is a frame or a machine that is used to _____ cloth and tapestries.
8. Their house is made _____ of wood, but there is a little stonework on the front.
9. A piece of woven material can _____ as a wall hanging or a rug.
10. He tried many different things to _____ his health.
11. Did your parents _____ you to help out with the cooking and cleaning at home?
12. An _____ person never lets you forget the things you did wrong; an _____ climate never lets you forget how harsh it is.



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4

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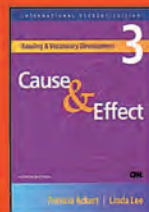
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