



UNIT  
2

1. Most people recognize the value of art that is displayed in museums. Some people, however, enjoy art that exists outside of museums. Read this list of items, and mark them Art (A) or Not Art (NA). Discuss your answers with the class.
  - \_\_\_ a. a pile of rocks
  - \_\_\_ b. an old bathtub filled with growing plants
  - \_\_\_ c. a dress made of dollar bills
  - \_\_\_ d. a child's drawing
  - \_\_\_ e. a collection of old movie tickets
2. What are some examples of traditional folk art from your home culture?
3. What is the most unusual piece of artwork that you have ever seen?

CHAPTER  
**3**



# Trash to Art

## Getting Ready to Read

Imagine that you find each of the items listed in your front yard one morning. What would you do? Keep it, or throw it away? Check (☑) the appropriate box. Compare your answers with a classmate's.

Items	Keep	Throw Away
a blanket with holes		
a chipped crystal glass		
a coverless book published in 1929		
a hair dryer stuck on the high setting		
a newspaper from last week		
a pair of running shoes in the original box		
a tire with no tread		
a torn sweater		
a computer monitor from the '90s		

an 8 x 10" picture frame		
an automobile engine		
an electric coffee pot		
an unopened soup can		
one roller skate		
someone's diary		

Discuss these questions with your classmate.

1. Which do you think is the most valuable item? Why?
2. Which do you think is the most worthless item? Why?
3. How many items did you decide to keep?
4. What do you imagine doing with each item?

## Vocabulary Preview

For each sentence, choose the word or phrase to match the meaning of the word in bold.

happening at the same time  
hatred  
individual understanding  
knowing about

made something useful again  
material for creation  
standing on knees  
throw away

1. As **awareness** of the coming fire spread throughout the neighborhood, people began to load up their cars with their belongings and leaving.

I think **awareness** means \_\_\_\_\_

2. Two people in a close relationship sometimes love each other and sometimes hate each other. The **coexistence** of these two opposite feelings can be confusing.

I think **coexistence** means \_\_\_\_\_

## 32 Challenges 2, Unit 2

3. We don't need these magazines any more. You can **discard** them in the trash.

I think **discard** means \_\_\_\_\_

4. Our understanding of the artist's painting was quite different from our professor's **interpretation**.

I think **interpretation** means \_\_\_\_\_

5. My knees are sore from **kneeling** in my garden over the weekend.

I think **kneeling** means \_\_\_\_\_

6. *Fear and Loathing in Las Vegas* is the name of a famous book.

I think **loathing** means \_\_\_\_\_

7. Some sculptors use clay as their **medium**, while others use stone.

I think **medium** means \_\_\_\_\_

8. Instead of throwing the old chair away, I am **restoring** it so that I can use it in my kitchen.

I think **restoring** means \_\_\_\_\_



## Reading Skill

<b>Skill</b>	<b>Understanding and Using the SQ3R Reading Strategy</b>
<b>Purpose</b>	To improve your study reading
<b>Explanation</b>	One of the most useful reading strategies is SQ3R, or <b>Survey, Question, Read, Recite, Review</b> . Approaching a reading with these steps in mind is a useful way to retain what you are reading.  <b>Survey</b> Before you read, look at what you have to read—the title, subtitles, charts, pictures—and begin thinking about the subject matter.  <b>Question</b> Before you read, think about questions you have about the subject. What did your teacher say about it? What do you already know about it? What do you expect to learn?  <b>Read</b> Keep your questions in mind as you read. Read difficult passages more slowly than normal and/or read them a second or third time. Try not to continue reading until you understand the paragraph you’ve just read.  <b>Recite</b> After each section of the reading, recite to yourself a summary of what you’ve read. Take notes about what you have read; use your own words.  <b>Review</b> Review the reading on a regular basis. Reread the reading and your notes and summaries enough so that you remember what you read.

## 34 *Challenges 2, Unit 2*

### Practicing SQ3R

Follow the SQ3R steps with this chapter's reading by answering these questions.

Survey     What does the title mean to you? Does the photo look like art?

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Question     What do you know about this topic? What do you think you will learn?

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Read     Can you answer your questions? Did you have to read a paragraph over or more slowly?

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Recite     What do you remember about the passage? Write a short summary.

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Review     Will you review this passage tomorrow?

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## Reading

### One Person's Trash Is Another Person's Art

In 1914, the French artist Marcel Duchamp unveiled his latest sculpture called “Bottle Rack.” It wasn’t a painting or a drawing of a bottle and dish rack in stone; it was an actual bottle on top of a rack. It was the first example of a new type of art called “Readymade.” Duchamp said that he wanted to challenge the idea of what art was by taking an ordinary everyday object and making it more attractive. Although the term *junk art* wasn’t coined until the 1960s, art historians pinpoint Duchamp’s sculpture as the beginnings of the junk art movement.

Today, the creation of art from junk fits well into people’s **awareness** of reusing, **restoring**, or recycling items they no longer want. The United States alone produces more than 200 million tons of trash a year, so using some of it to produce art is not only imaginative but also useful. For example, using egg cartons as canvases on which to paint or scrap metal for sculptures can be very practical for artists who don’t have a lot of money. Some artists have been quite creative using trash as their **medium**.

For example, British artists Tim Noble and Sue Webster have created what appear to be piles of scrap metal, but when a light is shone through them, the shadows show a detailed image of a person **kneeling** or two heads talking. Jim Powers was an Oklahoman who owned an automobile junk yard and started using the pieces of metal in his yard to make huge sculptures of elephants, dinosaurs, and buffaloes. His pieces are displayed all over the world—Korea, Denmark, Taiwan, and the Philippines. Colombian Mario Caicedo Langer makes toys from old computer parts among other things. Steven Oatway is an Australian junk artist who has made thousands of dollars from selling his pieces of junk art. One of his sculptures is called “Time

## 36 Challenges 2, Unit 2

Machine” and is made from objects as large as a car engine and as small as a kitchen utensil. He is selling it for \$10,000.

A unique **interpretation** of junk art comes from Davy Rothbart. In 2004, he found a note on his car. The note was to a boy named Mario, and it was written by a girl named Amber. In it, Amber expressed her hatred for Mario because she found his car (which was actually Davy’s car) parked outside of another girl’s apartment. At the end of the letter, though, she wrote a post script: “Page me later.” Rothbart loved the **coexistence** of Amber’s **loathing** and hope. He then invited everyone he knew to send him “found notes.” With these notes, he and his friend Jason Biter started *Found Magazine*, which is full of notes, lists, letters, and photos that have been **discarded**. The magazine led to the publication of two books and the creation of a website.

One proverb says, “One man’s junk is another man’s treasure.” This is certainly true in the field of junk art. With all the trash that we throw away, it’s nice to know that junk artists will continue to create interesting and even beautiful pieces of art with it.

\***scrap metal**, *n.* pieces of metal that have been thrown away.

## Reading Comprehension

Circle the letter of the correct answer, or write a short answer.

1. Marcel Duchamp was responsible for the term *junk art*.
  - a. true
  - b. false
  - c. The reading doesn't say.
2. Marcel Duchamp wanted to make
  - a. attractive things look more ordinary.
  - b. his paintings more realistic.
  - c. people think about what "art" really was.
3. How many tons of trash do people in the U.S. produce every year?
  - a. more than 200,000
  - b. more than 200,000,000
  - c. more than 200,000,000,000
4. Many people in the United States worry about the amount of trash that their country produces.
  - a. true
  - b. false
  - c. The reading doesn't say.
5. Match the artists on the left with their media on the right.

_____ a. Tim Noble and Sue Webster	i. old computer parts
_____ b. Jim Powers	ii. anything available
_____ c. Mario Caicedo Langer	iii. scrap metal
_____ d. Steven Oatway	iv. old automobile parts

## 38 Challenges 2, Unit 2

6. What is surprising about the sculpture of Noah and Webster?

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7. How does Amber feel about Mario?

- a. She loves him.
- b. She loathes him.
- c. Both a and b.

8. What can we guess about Davy Rothbart?

- a. He likes books.
- b. He is interested in other people.
- c. He always works with friends.

### Discuss Your Ideas

In small groups, discuss the answers to these questions. Be prepared to share your answers with the class.

1. What does the proverb “One man’s junk is another man’s treasure” mean? Does your culture/language have a similar proverb?
2. How do you think Amber would feel if she knew that her note was the beginning of a junk art movement? How would you feel? Explain your answer.
3. Are you interested making junk art? Why or why not?



## STUDY TIP

### Annotating

Annotating, or taking notes while you read, is a helpful way to stay focused on important information. First, look for the main idea in each paragraph. Then write key words in the margin that will help you remember the main idea. Circle other important words or phrases on each page. These circled items, as well as your notes, will help you to review information for tests.

## Vocabulary Comprehension

With a classmate, fill in the empty boxes in the chart. Do not write anything in the boxes that have an X. You can use an English dictionary.

Nouns	Verbs	Adjectives	Adverbs
awareness	X		X
coexistence		X	X
X	discard		X
1. interpretation 2.			X
X	kneel		X
loathing		X	X
medium/media	X	X	X
	restore		X

## 40 Challenges 2, Unit 2

### Matching

Match the words in the left with the word or phrase from the right column. Choose a word that is the most different in meaning.

- |                  |                   |
|------------------|-------------------|
| ___ 1. aware     | a. stand          |
| ___ 2. coexist   | b. damage         |
| ___ 3. discard   | c. not know       |
| ___ 4. interpret | d. keep           |
| ___ 5. kneel     | e. be apart       |
| ___ 6. loathe    | f. not understand |
| ___ 7. restore   | g. love           |

### Word Forms

Fill in each blank with correct form of one of the words in bold. Use the context to help you. One of the words in each set will not be used.

#### 1. awareness, aware

We weren't \_\_\_\_\_ that the party had been postponed, so we showed up a week early.

#### 2. coexistence, coexist

In science fiction movies, two universes can \_\_\_\_\_.

#### 3. discard, discarded

If you have a lot of things that you don't want any more, you should have a yard sale. Your \_\_\_\_\_ belongings may be useful to someone else.

**4. interpretation, interpreter, interpret**

The \_\_\_\_\_ for the company disagreed with the official \_\_\_\_\_ of the document.

**5. kneel, kneeling**

Some parents teach their children to \_\_\_\_\_ beside the bed before they say their prayers.

**6. restoration, restore**

It took years to \_\_\_\_\_ the town hall, but now it looks like new.

## Vocabulary Use

### Vocabulary Notes

Some forms of the target vocabulary in Chapter 3 have other usages and meanings that are **different from** the way they were used in the reading or chapter. To become a better reader, become familiar with these phrases/usages and common collocations:

<b>aware</b>	<i>environmentally/politically aware, increased awareness, lack of awareness</i>
<b>coexist</b>	<i>peaceful coexistence</i>
<b>interpretation</b>	<i>to be open to/subject to interpretation, to speak through an interpreter</i>
<b>medium/media</b>	<i>the media (newspapers, television, radio, etc.), mass media, media coverage</i>

## 42 Challenges 2, Unit 2

### True or False

Write T if the statement is true and F if the statement is false.

- \_\_\_ 1. After a restoration, no one can live in an old building.
- \_\_\_ 2. An artist's medium could be anything.
- \_\_\_ 3. The discarded clothes were picked up by the Homeless Shelter.
- \_\_\_ 4. There are no interpreters at the United Nations.
- \_\_\_ 5. Learning a language requires cultural awareness as well as grammar, vocabulary, and pronunciation.

### Completing Analogies

An *analogy* is a comparison of two things, processes, or situations. It is written as a formula of sorts:

aware: awake :: unconscious: asleep

You can read this as: *Aware* is to *awake* as *ignorant* is to *asleep*. This means that the relationship between the words *aware* and *awake* can be compared to the relationship between *ignorant* and *asleep*.

Add a form of a target vocabulary word from this chapter to complete each analogy.

1. \_\_\_\_\_: trash :: save: treasure
2. \_\_\_\_\_: peace :: conflict: war
3. \_\_\_\_\_: newspaper :: entertainment: film
4. \_\_\_\_\_: building :: healing: body
5. \_\_\_\_\_: knee :: handle: hand

## Write about It

Read the prompt. Write a few paragraphs on a separate sheet of paper in response. Try to use at least three of the words from the chart on page 39.

Imagine that you found this note on the street. Write a paragraph about the person who wrote it. Make guesses about age, occupation, location, relationships, problems, and anything else that you think of. There's no right or wrong answer, so be as creative as you like.



Hw-  
Read ch 5-7  
By fri

No, I can't  
Listen!!!  
Stop.

## CHAPTER

# 4



# Sandpainting

## Getting Ready to Read

How much do you know about the Navajos of North America? Read the questions about Navajo culture. Circle the correct answer.

1. Where do the Navajo live today?
  - a. in southern Mexico
  - b. in the southwestern United States
2. What is another name for the Navajo?
  - a. the Dine
  - b. the Hopi
3. What is the purpose of Navajo sandpainting?
  - a. winning a battle
  - b. curing sickness

1. b, 2. a, 3. b

Discuss the questions with a classmate.

1. Have you ever learned to paint or draw? Have you ever considered working as an artist? Do you know any artists?
2. If you could paint or draw, what types of things would you paint/draw?

## Vocabulary Preview

For each sentence, choose the word or phrase to match the meaning of the word in bold.

balanced and sameness

resident

drink in

show in pictures

get rid of

throw or drop

pain and trouble

use

1. How well do the walls of your home **absorb** noise from the outside?

I think **absorb** means \_\_\_\_\_.

2. One way to **depict** the idea of balance is with scales, such as those used to measure the weight of gold.

I think **depict** means \_\_\_\_\_.

3. In my apartment building, there are several large containers for trash **disposal**.

I think **disposal** means \_\_\_\_\_.

4. Elderly apartment **dwellers** need to socialize with others who live in the same building.

I think **dwellers** means \_\_\_\_\_.

5. Some modern painters **scatter** paint to create random patterns that have no meaning.

I think **scatter** means \_\_\_\_\_.

## 46 Challenges 2, Unit 2

6. Most people agree that a beautiful face is one in which there is **symmetry**, such as eyes that have the same size and shape.

I think **symmetry** means \_\_\_\_\_.

7. In times of **turmoil**, it is especially important to find a way to relax and relieve our stress.

I think **turmoil** means \_\_\_\_\_.

8. It's usually faster to **utilize** elevators instead of climbing stairs.

I think **utilize** means \_\_\_\_\_.



### Reading Skill

#### Skill

#### Making Inferences

#### Purpose

To go beyond the stated facts in a reading to the deeper meaning that is implied, or unstated

#### Explanation

As you become a more advanced reader, you will learn to make inferences, or logical conclusions, based on what you read. When we infer something from a text, we are combining information from the text with our knowledge of the world. An inference is not directly stated in the text but can always be supported by what is directly stated.

#### Example

Look at this sentence.

**My brother could never live in Alaska—he complains about the cool evenings in Arizona during the winter.**

We can infer from this sentence that Alaska is colder than Arizona. There is no other reason given in this sentence why the brother could never live in Alaska.

## Making Inferences

Look at the sample sentences from the reading on pages 48–49. Each sentence is followed by two statements. One is a correct inference, and the other is not. With a classmate, decide which one is the inference. Be prepared to explain your answers.

1. Because the Dine people are desert dwellers, it is not surprising that they use sand to create paintings. What can we infer about people who make art?
  - a. They use sand in their art.
  - b. They use what is around them.
2. The Holy People, or gods, are asked to enter the sandpainting for the purpose of healing. What can we infer about the Holy People?
  - a. The Holy People are powerful.
  - b. The Holy People enter easily.
3. A sandpainting represents the balance that a sick person must achieve in order to get well. What can we infer about sick people?
  - a. It is difficult for sick people to achieve balance.
  - b. Their illness results from not having balance.
4. Women in southern India use sandpainting to bring the blessing of wealth into their homes. What can we infer about Indian women?
  - a. Wealth is important to them.
  - b. Wealth is more important than children.
5. The activity of sandpainting is believed to benefit the mind and body. What can we infer about sandpainting?
  - a. It's harmful for people.
  - b. It's helpful for people.
6. The purpose of sandpaintings created by Tibetan monks is to bless the inhabitants of the earth. What can we infer about Tibetan monks?
  - a. They are interested in sandpainting.
  - b. They are interested in others.

## Reading

### Beauty through Sand

The Dine, or Navajo people, lives in the desert of the southwestern United States. As desert **dwellers**, they have created an art form known as sandpainting, which is closely related to their religion. The Dine word for sandpainting means “the place where the gods come and go.” This name makes sense when one considers how art, religion, and healing are combined as one in the Dine worldview.

Sandpaintings are part of a religious ceremony performed by the medicine man, or healer. To create a sandpainting, the healer pours colored sand through his fingers onto the ground or on a cloth. Many sandpaintings **depict** the Holy People, or gods, of Dine culture, and these holy ones are asked to enter the painting for the purpose of healing illnesses.

Once the sandpainting is finished, it must be checked carefully for **symmetry**. This represents the perfect balance that the ill person must achieve. The more symmetrical the painting, the more effectively it can bring healing, which is believed to take place as the person sits on the painting and allows the gods to **absorb** the illness. After the ceremony, the healer handles the **disposal** of the sandpainting by **scattering** or burying the sand.

Like the Dine of the American desert, people who live in Southern India view sandpainting as a form of prayer, or communication with a higher power. For example, *Kolam* is practiced by women in southern India who use rice powder to bring the blessing of wealth into their homes. It is believed to benefit both the mind and body. The painter must not only focus mentally to create designs but also bend over in a physical position that promotes flexibility.

People in other cultures, including Latin Americans, Australian Aborigines, and Tibetan monks, have also developed sandpainting

traditions. On Day of the Dead, a Mexican holiday, people decorate streets with beautiful sandpaintings that are later swept away to show how quickly this life will end. In Australia, the native Aborigines add seeds and feathers to their sandpainting creations, which are used to teach younger generations important stories and beliefs of Aboriginal culture. In the United States and Canada, numerous museums have displayed the sandpainting of Tibetan monks who work carefully for days or even weeks to create traditional shapes and symbols that serve as a way to bless the Earth. In the Japanese art of bonseki, small stones and colored sand are scattered onto black surfaces and turned into shapes depicting scenes of nature such as Mt. Fuji. In turn, royal artists in Europe were inspired by bonseki to create “table decking” displays in which colored sand and sugar were scattered on tablecloths to create lovely designs to please the kings and queens.

Sandpainting is used as a form of political and patriotic expression as well as entertainment. For example, sandpainting with fingers has become popular in recent talent competitions in countries such as Turkey and Ukraine. Kseniya Simonova is an artist who uses her fingers to paint with sand on a giant light box. While dramatic music plays, Simonova creates images that represent the political **turmoil** of Ukraine in the 1940s. Likewise, Chinese artists Yang Qi and Li Lin **utilized** sandpainting to create a painting that highlights important moments in China’s 20<sup>th</sup> century history. They spent two weeks dyeing sand red to represent both good luck and the Chinese homeland. In 2009, Dr. Pranali Patidar worked with 150 college students to construct the world’s largest sandpainting in Dhule, India. Their painting is of the flag of India and measures 6,000 meters across.

From politics to healing, from prayer to competition, sandpainting is an art that is rich in both beauty and meaning. It remains alive today as lessons are offered to both children and adults through schools and instructional videos. Sandpainting is not only interesting to look at but also enjoyable to learn about.

## Reading Comprehension

Circle the letter of the correct answer, or write a short answer.

1. Religion is separate from art in the Dine worldview.
  - a. true
  - b. false
  - c. The reading doesn't say.
2. Women and children do not serve as traditional Dine healers.
  - a. true
  - b. false
  - c. The reading doesn't say.
3. Why is symmetry the most important part of a Dine sandpainting?  

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4. Why are Mexican sandpaintings swept away on Day of the Dead?
  - a. to remind us that life is short
  - b. to keep the streets clean
  - c. to bring healing
5. The *Kolam* sandpainting of India is closely related to yoga.
  - a. true
  - b. false
  - c. The reading doesn't say.
6. In which culture is sandpainting used to tell traditional stories?
  - a. Dine
  - b. Tibetan
  - c. Aborigine
7. Who enjoyed table decking displays in Europe?  

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8. What is the main purpose of sandpainting in Turkey and Ukraine?  

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9. What did the Indian sandpainting in 2009 symbolize?
  - a. the 20<sup>th</sup> century
  - b. patriotism
  - c. tradition
10. The art of sandpainting may soon be lost.
  - a. true
  - b. false
  - c. The reading doesn't say.

## Discuss Your Ideas

In small groups, discuss the answers to these questions. Be prepared to share your answers with the class.

1. Which type of sandpainting is the most interesting to you? Why?
2. Can you give another example of art being used for healing purposes?
3. Red sand is used in Chinese sandpainting to represent good luck. What are some other meanings associated with colors?
4. What are some important events in history that you would like to depict in sandpainting?



## STUDY TIP

### Outlining a Text

Outlining a text will help you to keep track of important information and how it is organized. The key to this skill is recognizing the difference between main ideas and supporting details.

First, look for main ideas by reading subtitles and/or topic sentences. After you find the main idea, look for supporting details. Then write the outline using your own words and trying to limit the number of supporting details to three or four.

Here's an example of an outline of the first part of this chapter's reading:

1. Dine Sandpainting
  - a. the Dine worldview: art, religion, and healing are combined
  - b. part of a religious ceremony; sandpaintings depict gods
  - c. sick person sits on the painting; gods absorb sickness

## Vocabulary Comprehension

With a classmate, fill in the empty boxes in the chart. Do not write anything in the boxes that have an X. You can use an English dictionary.

Nouns	Verbs	Adjectives	Adverbs
	absorb	1. 2.	X
	depict	X	X
disposal			X
1. dweller 2.		X	X
X	scatter		X
symmetry	X		
turmoil	X	X	X
	utilize	X	X

## Sentence Completion

Fill in each blank with one of the words from the chart. Use the context to help you choose the correct form of the word.

1. Some people don't like to keep birds as pets since they tend to \_\_\_\_\_ seeds.
2. Modern cities have special areas for the \_\_\_\_\_ of batteries and electronic waste.
3. Internet cafes are filled with young people who find online games very \_\_\_\_\_.
4. Some people try to escape their countries in periods of political \_\_\_\_\_.
5. The \_\_\_\_\_ of computers is very common in all parts of life: education, business, home life.
6. As we toured the pyramids of Yucatan, our guide pointed out the \_\_\_\_\_ in their design.
7. Some of the pyramids have murals that \_\_\_\_\_ royal life in the ancient Mayan culture.
8. The tour made me very curious about the people who once \_\_\_\_\_ in the jungle villages.

## Odd One Out

Circle the word that does not belong in each group. Be prepared to say why the word does not belong.

1. create, depict, portray, represent
2. avoid, ignore, neglect, utilize
3. dweller, loner, occupant, resident
4. chaos, disorder, stability, turmoil
5. keep, dispose, maintain, retain
6. gather, release, scatter, sprinkle
7. balanced, dissimilar, even, symmetrical

## Vocabulary Use

### Vocabulary Notes

Some forms of the target vocabulary in Chapter 4 have other usages and meanings that are **different from** the way they were used in the reading and chapter. To become a better reader, become familiar with these phrases/usages and common collocations:

<b>absorb</b>	<i>to be self-absorbed, to be absorbed in thought</i>
<b>depict</b>	<i>to accurately depict/an accurate depiction</i>
<b>scatter</b>	<i>to be scatter-brained</i>
<b>symmetry</b>	<i>to be in perfect symmetry</i>
<b>turmoil</b>	<i>state of constant turmoil</i>

### Short Answer

Answer the questions. Try to use the word in bold in your answer.

1. What were the **dwelling**s of early humans?

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2. What are the main disadvantages of being **scatter-brained**?

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3. What brings people comfort in times of **turmoil**?

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4. In which jobs do people need to **absorb** information quickly?

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5. Why do some elderly people refuse to **utilize** new devices?

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6. What movie gives a **depiction** of a famous person?

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7. Which household items are **disposable**?

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## Word Scramble

Unscramble the letters so that they form a word that makes sense for the context. Check your answers with a classmate.

1. City \_\_\_\_\_ are used to lots of traffic and noise. (lweldsre)
2. In Chinese writing, each character \_\_\_\_\_ a word. (ictedps)
3. If you don't close the window, the wind might \_\_\_\_\_ these papers. (tstarec)
4. Some artists are known for their \_\_\_\_\_ of real-life objects such as soup cans. (iniliuzoatt)
5. Art can be a helpful way to express your inner \_\_\_\_\_. (ilutrom)
6. In some cultures, people believe that a special stone will \_\_\_\_\_ their worries. (baobrs)
7. Is the sink equipped with an automatic garbage \_\_\_\_\_? (slpiadso)
8. Vidal Sassoon was a hairstylist known for his simple and \_\_\_\_\_ hair designs. (lticarymsme)

## Write about It

Read the prompt. Write your response on a separate sheet of paper. Try to use at least three of the words from the chart on page 52.

**Imagine that you have the opportunity to interview a professional artist. Write five questions.**



## Vocabulary Skill

<b>Skill</b>	<b>Organizing Your Vocabulary Acquisition</b>
<b>Purpose</b>	To increase your vocabulary
<b>Explanation</b>	The average native speaker of English knows about 20,000 word groups or about 70,000 words (although they use far fewer on a daily basis). So, how many words does a learner of English need to know? It depends, of course, on what they want to do. Knowledge of 5000 words is good for reading basic articles, but if you want to read academic texts, you need double that, 10,000 words. <sup>1</sup> Obviously, you aren't going to learn all the words you need in a classroom, so you are going to have to make an effort to learn vocabulary on your own. How?
<b>Techniques</b>	<p>The method of acquisition is different for each learner, but here are some basic principles.</p> <ol style="list-style-type: none"><li><b>1. Be organized.</b> Some students make word lists, others keep vocabulary notebooks, and still others make flash cards. Visual learners may use a mind map, which is a diagram that traces the connections between words. Other learners use technology to help them organize new words.</li><li><b>2. Learn the meaning of the word as well as its other forms and common collocations (see Unit 7 and 8).</b> Including the translation of the word into your language is acceptable and can even be helpful.</li><li><b>3. Regularly review words, add words, and discard words.</b> Small flash cards can be kept in your pocket or purse and can be reviewed anywhere (on a bus, in a waiting room, in a park) at anytime (when you get up, before you go to sleep).</li></ol>

### On Your Own

In this unit, 16 words have been targeted for acquisition. Organize 10 of the words into a log, a notebook, a set of flash cards, or mind maps. If you can think of a high-tech way to organize new words, try it. Bring your “system” to class to share.

<sup>1</sup> Folse, K. (2011). Applying L2 lexical research findings to ESL teaching, *TESOL Quarterly*, 45(2), 362–369.



## Timed Reading

Read the passage according to your teacher's instructions. Then answer the questions on page 244 without looking at the reading.

### Valuable Junk

Many Americans use their garages for storing junk such as old sofas, dishes, clothing, and other items that they no longer use. Some of them have garage sales where they sell their unwanted junk at a low price to neighbors and others and, at the same time, make a little extra money. Fans of garage sales enjoy being able to obtain things they can use while paying much less than they would in stores. And, occasionally, a piece of junk turns out to be far more valuable than either the seller or the buyer ever dreamed.

- \* There are many stories of people buying an old vase or plate that is, in fact, a valuable antique worth \$100 or more. Sometimes people discover cash in the junk that they buy. One woman recently found \$500 hidden in a pair of old gloves that she bought at an estate sale, an event where family members sell items belonging to a deceased loved one. When she started to wash the gloves, they felt “crunchy,” which made her think that insects were possibly living inside them.
- \* As she began to shake the gloves, \$20 bills started to fall out. The lucky woman quickly took the money to the bank.

Another woman bought an old picture frame for one dollar. After removing the dirty glass, she found an original painting by a California artist that could be worth up to \$8,000, depending on how much art collectors are willing to spend for it. One of the most profitable garage sale purchases may be that of Rick Norsigian, a man who unknowingly bought two boxes of photographic negatives created by world-famous photographer Ansel Adams. The estimated value of the

- \* negatives was \$200 million, and they had only cost Norsigian \$45!

## 58 *Challenges 2, Unit 2*

Another amazing story concerns a man in Philadelphia who paid \$4 for an old picture frame that contained an original copy of the U.S. Declaration of Independence. The copy was sold at an auction for \$2 million and was eventually bought by a wealthy collector for \$8 million.

Still other people have profited from selling their garage sale purchases online; what may be junk to someone is sometimes treasure to another. But, what seems to be true is that you never know what you might find when you decide to invest a little money in someone else's old junk. With any luck, you may become richer.