

READING AND VOCABULARY

Focus

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READING AND VOCABULARY FOCUS

An all-new, four-level reading series that provides the essential reading skills and vocabulary development for maximum academic readiness.

Readings grounded in rich National Geographic content tap into learners' curiosity about the world, naturally encouraging inquiry and opportunities to use information.

READING 1

Academic Vocabulary
a category effective to interpret
a culture to focus a reaction

Multiword Vocabulary
to be the mirror image of a facial expression in turn no matter whether to pay attention to wide open

Reading Preview

A Preview. Read the title of Reading 1 and look at the photos and small chart on pages 168–171. Then discuss the following questions with a partner or in a small group.

1. How are the people in the pictures feeling?
2. In your opinion, which emotion in Figure 1 on page 171 best shows the feeling of happiness? Which one best shows the feeling of sadness?

B Topic vocabulary. The following words appear in Reading 1. Look at the words and answer the questions with a partner.

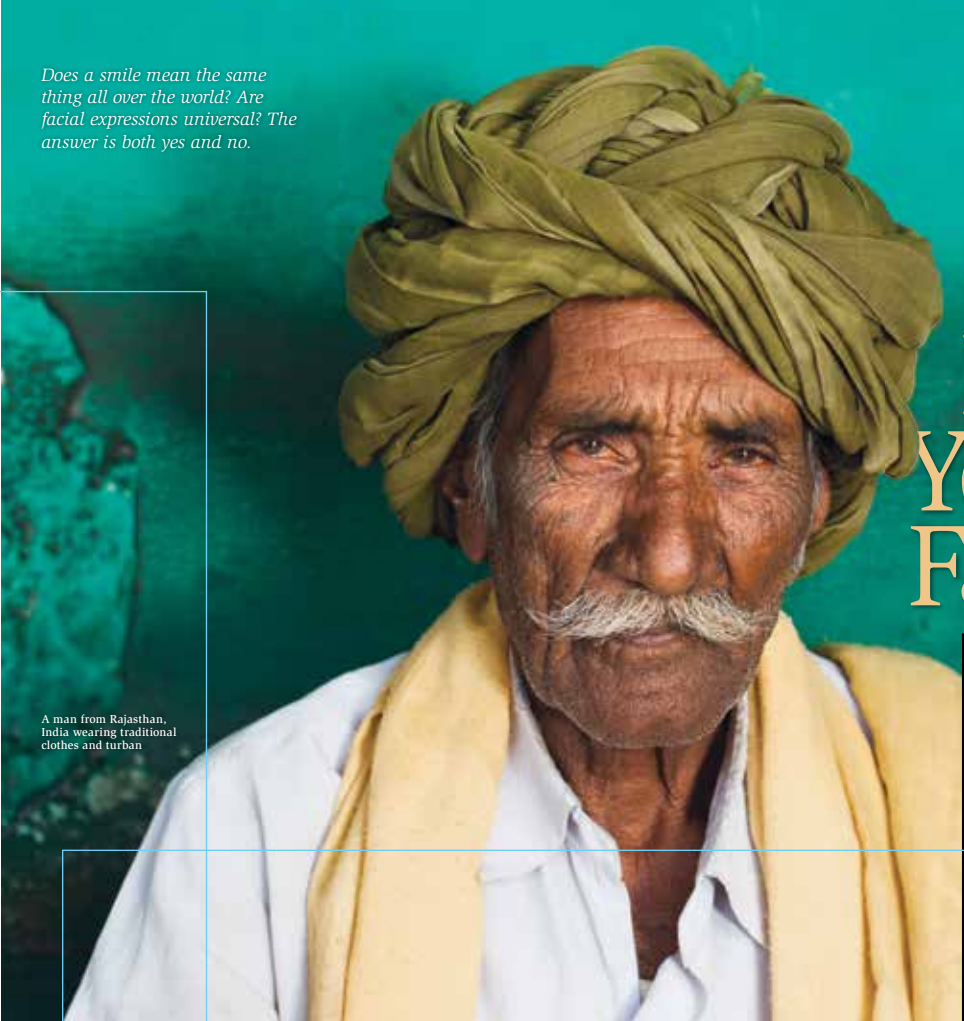
biological	fear	read
confusion	happiness	senses
disgust	physical	social
express		

1. Which words relate to emotions?
2. Which words can be used to talk about humans or their bodies?
3. Which words relate to showing and understanding expressions?

C Predict. What do you think this reading will be about? Discuss each word in Exercise B and predict how it may relate to the reading.

168 UNIT NINE Expressions

Does a smile mean the same thing all over the world? Are facial expressions universal? The answer is both yes and no.



A man from Rajasthan, India wearing traditional clothes and turban

In Your Face

Academic Vocabulary sections develop the words and phrases that students will encounter in academic readings.

Topic Vocabulary is presented as a reading preview strategy to enhance learner comprehension of the text.

Multiword Vocabulary sections identify words and phrases that are commonly grouped together and then prompt learners to work with them in different contexts for enhanced comprehension.

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Reading Skill

Understanding Connectors of Contrast

There are many different ways to show contrast between sentences. You may be familiar with connectors of direct contrast that show opposite ideas, such as *however*:

*She wants to visit Brazil; **however**, her husband does not.*

Not all contrast connectors express such a direct contrast. Some of them have specialized meanings or restrictions.

1. **instead**

*We didn't go to Brazil; **instead**, we spent our vacation money on a new roof.*

The sentence or clause before *instead* says what did **not** happen. The sentence or clause that follows *instead* says what **did** happen.

2. **nevertheless**

*She has always wanted to visit Brazil; **nevertheless**, she spends all of her vacations in Latvia.*

A reader would expect her to go to Brazil on vacation. *Nevertheless* introduces a surprise that contrasts with a reader's expectation.

3. **on the other hand**

*Brazil is an exciting place to visit; **on the other hand**, Chile is also a great travel destination.*

*Brazil is an exciting place to visit; **on the other hand**, it is awfully hot this time of year.*

On the other hand introduces contrasting information or an alternative.

A For each of the paragraphs in Reading 2 listed below, find the sentence with a sentence connector. Then write the sentence connector and answer the questions. The first one is done for you.

1. **Paragraph 2** Sentence connector: instead
 What doesn't happen? Visitors don't add to the suffering.
 What does happen? They promote education.
2. **Paragraph 3** Sentence connector: _____
 What is not true? _____
 What is true? _____
3. **Paragraph 4** Sentence connector: _____
 What contrasting information or alternative is offered? _____
4. **Paragraph 5** Sentence connector: _____
 What is the reader's expectation? _____
 How is the expectation contradicted? _____

B Write a sentence about disaster tourism that shows a contrast, using a sentence connector.

Disaster Tourism 87

After each reading, learners are taught an essential reading skill and then apply that skill to the reading.

A comprehensive, three-part vocabulary development program builds student confidence as learners encounter new or unfamiliar words in academic texts.

Vocabulary Practice

Academic Vocabulary

Find the words in bold in Reading 1. Use the context to help you match each word to the correct definition.

- | | |
|------------------------------|---|
| 1. reaction (Par. 1) | a. look at something closely |
| 2. category (Par. 2) | b. societies that are similar in their way of life |
| 3. cultures (Par. 3) | c. works well and produces the intended results |
| 4. focus (Par. 4) | d. group of things that are similar |
| 5. interpret (Par. 5) | e. decide on a specific meaning or significance |
| 6. effective (Par. 6) | f. something you feel, say, or do because of something else |

Read the following sentences and choose the best phrase to complete each one.

The students all had a _____ to the teacher's announcement. They were delighted to go on a field trip.

- a. positive reaction b. new reaction

A good photo can be a _____ way to communicate a complicated idea.

- a. highly effective b. simply effective

Many _____ celebrated the New Year, too. For example, the Egyptians celebrated the "Opening of the Year" festival in mid-July.

- a. new cultures b. ancient cultures

Public speakers often _____ just one person in the audience when they give a presentation. It can help them feel less nervous.

- a. focus on b. focus in

One _____ fiction that is very popular right now is graphic novels.

- a. category on b. category of

Researchers _____ after collecting the participants' answers to the questionnaire.

- a. interpret the results b. interpret the analysis

Multiword Vocabulary

Find the multiword vocabulary in bold in Reading 1. Use the context to help you understand the meaning. Then match each item to the correct definition.

- | | |
|---|--|
| 1. facial expressions (Par. 1) | a. looks identical but is the reverse of something |
| 2. no matter whether (Par. 2) | b. not depending on one thing or another |
| 3. wide open (Par. 2) | c. open to the maximum extent |
| 4. is the mirror image of (Par. 3) | d. concentrate on |
| 5. pay attention to (Par. 5) | e. the ways your features move to communicate |
| 6. in turn (Par. 6) | f. in sequence or order |

B Complete the following paragraph with the correct multiword vocabulary from Exercise A.

Last month, we moved into a new apartment in my building. Every floor has two apartments and each one _____¹ the other. We only moved because we thought this apartment was quieter than our other apartment, but, as it turns out, we were very wrong. The neighbor next door makes noise at all times of the day. He plays music very loudly _____² it is the middle of the night or 5:00 in the morning. He leaves his doors and windows _____³, which makes it even noisier. He just doesn't seem to care about anyone but himself. You can tell by his _____⁴ that he certainly doesn't _____⁵ the needs of his neighbors! So, the other day, we decided to show him how it feels to have a bad neighbor. We started leaving our smelly garbage in the hall in front of his apartment. Our next-door neighbor, _____⁶, started doing the same thing. He didn't care. The hallway got so smelly, it was obvious to everyone. Finally, he moved out! Problem solved.

Use the Vocabulary

Write answers to the following questions. Use the words in bold in your answers. Then share your answers with a partner.

1. What events in the news do you **pay attention to**? Why?
2. What would be your **reaction** if a friend needed to borrow money? How about if someone wanted you to help him cheat on a test?
3. What is something you do that you are particularly **effective** at?
4. What is one example of a behavior in your **culture** that is different in another **culture**?
5. Do you know someone who makes an unusual or interesting **facial expression**? Describe it.

THINK AND DISCUSS

Work in a small group. Use the information in the reading and your own ideas to discuss the following questions.

1. **Relate to personal experience.** Think of someone you know well. What part of the face does this person use the most to express him- or herself?
2. **Relate to personal experience.** Has someone ever looked at your face and thought you were angry, happy, or sad when you weren't? Have you looked at someone's face and made a similar mistake? What happened?
3. **Apply knowledge.** What do you think would be a good way to avoid miscommunication with someone from a different culture?

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