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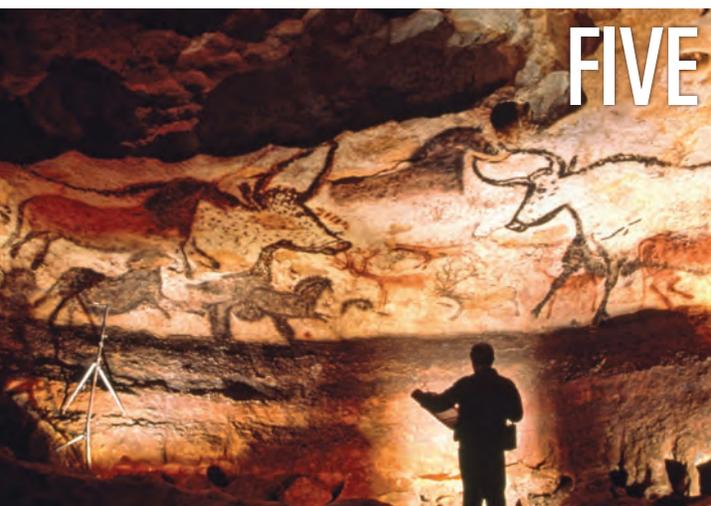
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UNIT

NINE

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Mozambican woman
with painted face



FOCUS

1. What is a legend or story that you remember from your childhood?
 2. What are some lessons that legends and ancient cultures try to teach us?
-

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Culture and Identity

READING 1

Academic Vocabulary

to demonstrate	to mature	an opponent
to found	to modify	proficient
insufficient	a myth	

Multiword Vocabulary

to grit one's teeth	to look the part
to hone a skill	to make the case
to keep up with	to stretch the truth
a leading role	to talk one's way into

Reading Preview

A Preview. Look at the time line in Reading 1 on page 205. Then discuss the following questions with a partner or in a small group.

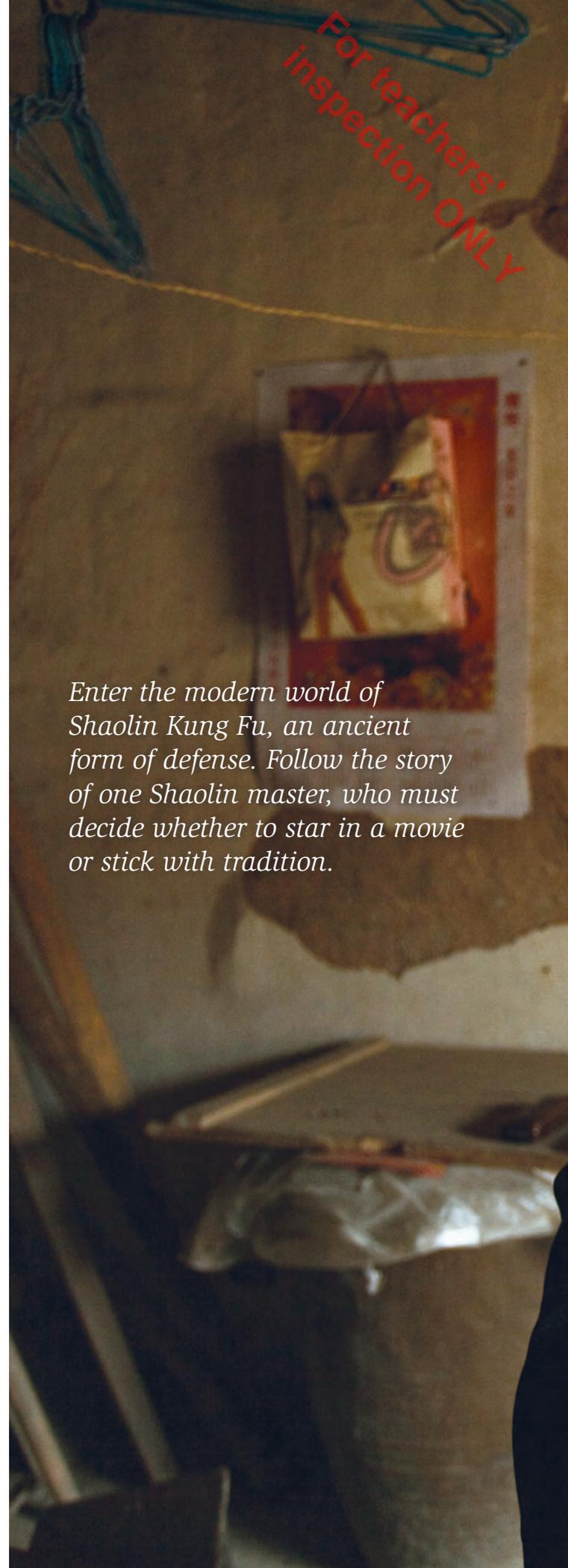
1. When was the Shaolin Temple founded?
2. What happened in 1928?
3. When did a lot of Americans learn about the Shaolin Temple? Why?

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

brand	monks
cash registers	robes
disciples	self-defense
employees	temple
enlightenment	training
karate chop	warfare

1. Which words are connected to fighting?
2. Which words are connected to business and money?
3. Which words suggest that the reading might be about religion and philosophy?

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.



Enter the modern world of Shaolin Kung Fu, an ancient form of defense. Follow the story of one Shaolin master, who must decide whether to star in a movie or stick with tradition.

For teachers' inspection ONLY

Kung Fu Battles



A farmer and kung fu master demonstrates a kung fu pose in Henan Province, China.



A monk seeks shelter from a snow shower in the Shaolin Temple.

In a valley just over the Song Mountains, tour buses arrive at the Shaolin Temple. They come from across China—uniformed soldiers on leave, businessmen, retired grandparents on vacation, parents leading children who karate chop the air in excitement—all to see the birthplace of China’s greatest kung fu legend.

Here, the popular myth says, is where a fifth-century Indian mystic¹ taught a series of exercises, or forms, that resembled animal movements. He taught these to monks at the Shaolin Temple. The monks adapted the forms for self-defense and later modified these techniques for warfare. As the Shaolin monks fought, they became more proficient as fighters and their fame grew. Over the next 14 centuries, the monks honed their skills and used them in countless battles. Many of these feats² are noted on stone

1 tablets in the temple and were used as material in novels dating back to the Ming Dynasty.³

3 Although legends might stretch the truth, we do know that the temple was attacked repeatedly during its long history (see Figure 1). The most devastating blow came in 1928, when an angry warlord burned down most of the temple, including its library. Centuries of information about kung fu theory and training, Chinese medicine and Buddhist scriptures—essentially the temple’s soul⁴—were destroyed.

4 Today, however, temple officials seem more interested in building the Shaolin brand than in restoring its soul. Over the past decade, Shi Yongxin, the 45-year-old abbot,⁵ has built an international business empire—including touring kung fu troupes,⁶ film and TV projects, and an

¹ *mystic*: person who meditates and communicates with spiritual elements in the universe

² *feat*: an impressive and difficult achievement

³ *The Ming Dynasty*: the rulers of China from 1368 to 1644

⁴ *soul*: your mind, character, thoughts, and feelings

⁵ *abbot*: the head of a group of monks who live together

⁶ *troupes*: groups of entertainers such as actors or dancers

online store selling Shaolin-brand tea and soap. Many of the men working the temple's cash registers—men with shaved heads and wearing monks' robes—admit they're not monks but employees paid to look the part. Over tea in his office at the temple, Yongxin makes the case that all of these efforts help to promote awareness of Buddhism. He argues that using the Shaolin brand name in other countries helps to promote Shaolin traditional culture, including kung fu. "We make more people know about Zen Buddhism," he says. Whether it is for enlightenment or riches, the kung fu renaissance⁷ is now in full swing.

Evidence of the renewed interest in kung fu can be seen in the city of Dengfeng, just six miles from the temple gates. The city, with a population of 650,000, now has approximately 60 martial arts schools, with more than 50,000 students. These schools include boys, and increasingly girls, from every province and social class, ranging in age from 5 to their late 20s. Some arrive hoping to become movie stars or to win glory as kickboxers. Others come to learn skills that will ensure good jobs in the military, police, or private security. There are also those who are drawn to the ancient wisdom of kung fu.

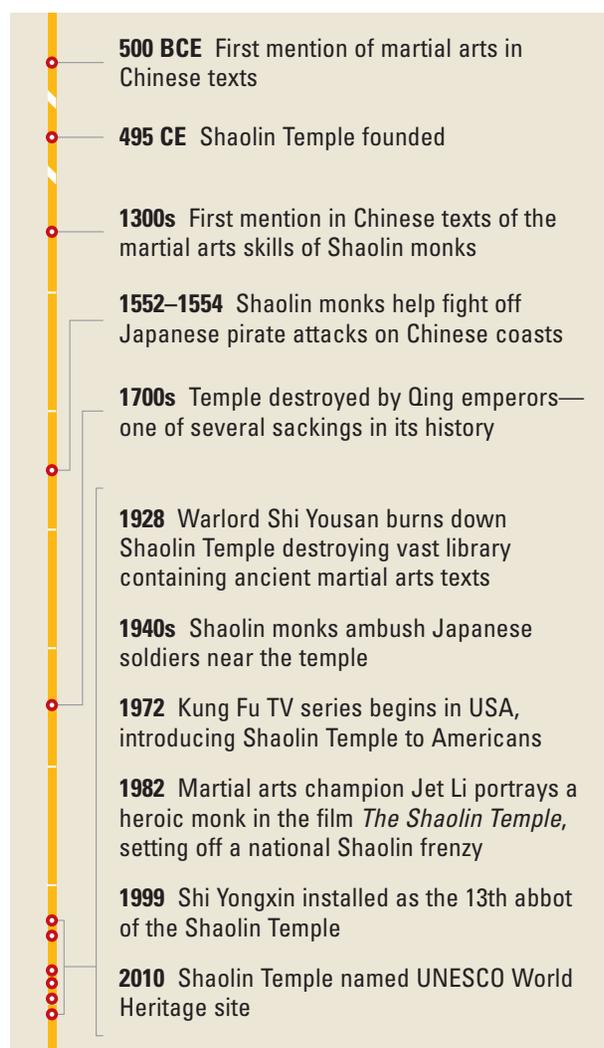
Hu Zhengsheng is a disciple of Yang Guiwu, a Shaolin master. Hu has just received a call that many martial artists spend their lives hoping for: a Hong Kong producer offering him a leading role in a kung fu movie. It's easy to see why. Hu has a boyishly handsome face and projects a confidence won through years of physical and mental testing. Yet he isn't sure whether to accept the offer. He doesn't agree with how kung fu usually is portrayed in the movies. He views the movie version of kung fu as a mindless celebration of violence that ignores the discipline's focus on morality and respect for one's opponent. He is also concerned that Yang Guiwu's other disciples will lose respect for him if he becomes an entertainer. And he worries about the dangers of fame. Humility⁸ defeats pride, Master Yang taught him. Pride defeats man.

⁷ *renaissance*: a revival of interest

⁸ *humility*: modesty; lack of self-importance

On the other hand, a film role would generate publicity and bring much needed money to Hu's small kung fu school. With the blessing of his master, he founded the school eight years ago, in a few cinder-block buildings just outside Dengfeng. Many of the students come from poor families, and Hu charges them only for food. Unlike the big kung fu academies, which stress acrobatics and kickboxing, Hu teaches his 200 boys (and a few girls) the traditional Shaolin kung fu forms that Yang Guiwu passed on to him. Fighting is not the most important lesson of kung fu, Hu explains. His focus is on honor. The skills he is passing on to his students come with great responsibility. In each child, he looks for a willingness to "eat bitterness," an expression that means students welcome hardship and use it to

Figure 1. Shaolin Through the Ages



Source: National Geographic Magazine, March 2011

discipline their will and help them to strengthen their character.

At night, his students sleep in unheated rooms. No matter what the temperature is, they train outside, often before sunrise. They hit tree trunks to toughen their hands and practice with other students sitting on their shoulders to build leg strength. During drills,⁹ coaches use bamboo to hit the legs of any boy whose form is not perfect or whose effort is considered insufficient. When asked if such harsh treatment could upset students, Hu smiles. “It is eating bitterness. They understand it makes them better.”

Despite the intensity of the school’s training, not many students give up and leave. However, Hu has to continually seek new students to keep up with the rising costs of running the school. Gradually, he has accepted the new teaching trends and has begun offering a few courses in kickboxing and the acrobatic kung fu forms. He hopes to attract new students and then lead them back to kung fu’s traditional forms. From his own experience, Hu knows that a boy’s idea of kung fu can change as he matures.

When Hu was young, he was obsessed with the kung fu films of Bruce Lee and Jet Li and fantasized about taking revenge on bullies¹⁰ in his village. At age 11, he managed to talk his way into the Shaolin Temple, where he became a servant to the coach of one of the performance troupes. Later the man introduced him to Yang Guiwu. Hu says, “He [Yang Guiwu] taught me the theory behind the moves. Why you must flex your arm a certain way. Why your weight must be on a certain part of your foot.” He stands up to demonstrate. A fist strike, he explains, is delivered like a chess move, anticipating a range of possible countermoves. “A student can learn this in a year,” he says. “But to do it like this”—his hands and elbows become a blur as he repeats the moves at full speed—“takes many years.”

Hu explains that “Shaolin kung fu is designed for combat, not to entertain audiences. It is hard to convince boys to spend many years learning

something that won’t make them wealthy or famous.” He seems saddened by the thought. “I worry that is how the traditional styles will be lost.” A boy appears at the office door to report that a student has twisted an ankle. By the time Hu arrives to check on him, the injured pupil is back on his feet, gritting his teeth as he kicks a heavy bag. Hu nods with a teacher’s satisfaction. “He is learning to eat bitterness.”



BRUCE LEE

Bruce Lee, born in San Francisco in 1940 and raised in Hong Kong, is perhaps the most famous martial artist in recent history. At the age of 13, Lee began learning *Wing Chun*, a form of Kung Fu, with Master Yip Man. At 18, Lee returned to the United States and attended the University of Washington. During this time, Lee opened his own martial arts school, teaching his version of Kung Fu. Later, Lee combined different techniques to create an entirely new martial arts style called “Jeet Kune Do.”

Lee is best known, however, for his screen presence. His roles in the 1966 television series *The Green Hornet* and in such movies as *Enter the Dragon* and *Game of Death* introduced Chinese martial arts to enthusiastic audiences around the world. Unfortunately, Bruce Lee died suddenly in 1973 after complaining of headaches. Although he was so young when he died, Lee has been called one of the most influential people of the 20th century.

⁹ *drills*: repetitive practice exercises

¹⁰ *bullies*: people who force others to do things by using fear or strength

READING COMPREHENSION

Big Picture

A Choose the answer that best completes each of the following sentences.

1. The purpose of paragraph 2 is to explain _____.
 - a. the history of the Shaolin Temple
 - b. how kung fu came to be used for fighting
 - c. why monks had to fight
2. The main idea of paragraph 4 can be found in sentence _____.
 - a. 1
 - b. 2
 - c. 3
3. The most useful annotation for paragraph 6 would be _____.
 - a. Hu Zhengsheng = disciple of Yang Guiwu, Shaolin master
 - b. Hu Zhengsheng = handsome and confident movie star
 - c. Hu Zhengsheng = entertainment vs. traditional kung fu beliefs
4. The main idea of paragraph 7 is that _____.
 - a. Hu's school is different from the larger kung fu academies in Dengfeng
 - b. the students at Hu's school are not required to pay a lot of money
 - c. fighting is the most important element of kung fu
5. The purpose of paragraph 8 is to show examples of _____.
 - a. saving money
 - b. "eating bitterness"
 - c. outdoor drills
6. The most useful annotation for paragraph 10 would be _____.
 - a. H.Z. = early history/how he became a Shaolin master
 - b. H.Z. = childhood/why he was obsessed with kung fu films
 - c. H.Z. = demonstration/how he learned a fist strike
7. In paragraph 11, the writer probably decided to end the reading with this example because _____.
 - a. it explains what happens when a student hurts his or her ankle at the school
 - b. it describes another way that Hu's school is very difficult for students
 - c. it shows that the next generation is continuing the traditions of kung fu

B Write a sentence that expresses the main idea of the *whole* reading.

Close-Up

A Decide which of the following statements are true or false according to Reading 1 and the short extra reading, "Bruce Lee," on page 206. Write *T* (True) or *F* (False) next to each one.

- _____ 1. A fifth-century mystic taught kung fu forms so that the monks could protect the temple.
- _____ 2. The author doesn't believe all the stories about the temple.
- _____ 3. Everyone who works in the Shaolin Temple is a monk.
- _____ 4. The Shaolin Temple has made a lot of money in the past 10 years.

- ___ 5. Dengfeng has many martial arts schools, with a wide variety of students.
- ___ 6. Hu Zhengsheng's main goal in life is to be a film star like Bruce Lee.
- ___ 7. Hu Zhengsheng wants to carry on the traditions that Yang Guiwu taught him.
- ___ 8. Girls are not allowed at the martial arts schools.
- ___ 9. When Hu talks about his students eating bitterness, he means that they are forced to consume food that does not taste good.
- ___ 10. When Hu was young, he applied to many martial arts academies.
- ___ 11. Bruce Lee practiced and taught traditional Kung Fu.
- ___ 12. Before the 1960s and 70s, many people had never seen Chinese martial arts.

B Work with a partner or in a small group. Change the false statements in Exercise A to make them true.

Reading Skill

Analyzing the Pros and Cons of an Issue

Readings often present pros and cons, or arguments for and against different issues. Successful readers will pay attention to the content of the reading and compare and contrast information and the possible outcomes, even if the author has not explicitly presented this information.

In Unit 6 on page 144, you learned about recognizing contrasts. In Unit 3 on page 60, you learned about making inferences. Both of these skills are necessary to analyze the pros and cons of an issue. After you read, think about the main idea of a reading and notice the issues that have been raised. Create a list of pros and cons for each issue, based on the information that the writer has given and your own knowledge. Reflecting on your own opinion can help you reach a deeper understanding of the reading.

A Work with a partner. Read the following statements and add information from Reading 1 or your own knowledge to the charts below.

1. The Shaolin Temple should make Shaolin kung fu into a big business.

Pros	Cons

2. Hu Zhengsheng should take a leading role in a film.

Pros	Cons

- B** Compare answers to Exercise A with another pair of classmates. Then discuss the following questions.

What do you think the Shaolin Temple should do? What do you think Hu Zhengsheng should do?

VOCABULARY PRACTICE

Academic Vocabulary

- A** Find the words in bold in Reading 1. Use the context and the sentences below to help you match each word to the correct definition.

- | | |
|--|---|
| <p>_____ 1. The film is based on a Greek myth (Par. 2) and tells the story of Hercules.</p> <p>_____ 2. The book was modified (Par. 2) for a younger audience so that they could understand the story.</p> <p>_____ 3. Joana is a proficient (Par. 2) speaker of three languages: Chinese, Spanish, and English.</p> <p>_____ 4. After all of his training, Juan defeated his opponent (Par. 6) easily.</p> <p>_____ 5. Three friends founded (Par. 7) a charity that provides sports education for low-income children.</p> <p>_____ 6. The court dismissed the case because of insufficient (Par. 8) evidence.</p> <p>_____ 7. As Tad matures (Par. 9), he is becoming more and more responsible.</p> <p>_____ 8. In the workshop, the computer scientist will demonstrate (Par. 10) how the new technology can be used.</p> | <p>a. skillful; able to do something well</p> <p>b. person who plays or fights against another</p> <p>c. not enough for a particular purpose</p> <p>d. story from ancient cultures about history, gods, or heroes</p> <p>e. grows to full size or full mental abilities</p> <p>f. show how something works</p> <p>g. changed slightly</p> <p>h. started and financially supported an organization</p> |
|--|---|

- B** The words in bold show academic words from Exercise A and words they often appear with. Complete the sentences with your own ideas.

1. **Ancient myths** are stories of gods and heroes of long ago. One **popular myth** is _____.
2. When food is **genetically modified**, it means that _____.
3. When people interview for a job and say that they are **somewhat proficient** at using a type of software, they probably mean that _____.
4. When a school or university is **founded by** a famous person, the institution often honors that person by _____.
5. If people are **outspoken opponents** of a political party, it means they _____.
6. When people complain that they have **insufficient funds**, they mean they _____.
7. As children **mature**, they begin to _____.
8. One way that students **demonstrate knowledge** of a particular subject is by _____.

Multiword Vocabulary

A Find the multiword vocabulary in bold in Reading 1 and use the context to help you figure out the meaning. Then match each item to the correct definition.

- | | |
|--|--|
| <p>_____ 1. honed their skills (Par. 2)</p> <p>_____ 2. stretch the truth (Par. 3)</p> <p>_____ 3. look the part (Par. 4)</p> <p>_____ 4. makes the case (Par. 4)</p> <p>_____ 5. a leading role (Par. 6)</p> <p>_____ 6. keep up with (Par. 9)</p> <p>_____ 7. talk his way into (Par. 10)</p> <p>_____ 8. gritting his teeth (Par. 11)</p> | <p>a. explains why something is correct by providing a good argument</p> <p>b. resemble a character or a type of person</p> <p>c. convince someone to allow entry into a particular location</p> <p>d. refusing to give up even though the situation is very difficult</p> <p>e. carefully developed their abilities over time</p> <p>f. able to cope with a change, usually by changing at the same rate</p> <p>g. a main part in a play or film</p> <p>h. tell a story that is not completely based on facts</p> |
|--|--|

B Complete the following paragraph with the correct multiword vocabulary from Exercise A. In some cases, you need to change the verb form or the article.

When actor Mark Pareda heard about plans for a new film about the football player Pelé, he knew that he wanted to play _____¹. He had spent his childhood in Brazil hearing his grandfather tell stories about Pelé. Mark went to Hollywood even though he didn't know anyone. Luckily, he was able to _____² the film studio. Once inside, he spoke to the producers and _____³ for why he should portray Pelé. Everyone could see that he _____⁴. In fact, he looked exactly like a young Pelé. Mark _____⁵ and made up a story, telling them that that his grandfather was Pelé's cousin. The producers hired him. Before the movie, Mark and his fellow actors _____⁶ through hours of football practice, and they became very good at the game. Sometimes it was so difficult that he wanted to give up, but he _____⁷ and continued. He was able to _____⁸ his training even while preparing his lines for the movie. In the end, everyone agreed that his portrayal of Pelé was very impressive.



Brazilian soccer superstar, Pelé

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. How **proficient** are you in English? Do you think that you are better at reading, speaking, or writing in English?
2. As you **mature**, do you enjoy the same type of movies that you liked 10 years ago, or have your movie preferences changed? Explain your answers.
3. Do you think that students can **make the case** that tests do not always **demonstrate** their ability in English? Why, or why not?
4. Who are some characters from **ancient myths**? What do you know about them?
5. If you had the chance, what type of charity would you like to **found**? Explain your answer.
6. Who plays **the leading role** in your favorite movie?
7. What is one time that you **stretched the truth** a little when telling a story? Explain your answer.

THINK AND DISCUSS

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

1. **Infer meaning.** Who said the following? What are the speaker's methods for making this happen? Would Hu agree or disagree with the speaker?
We make more people know about Zen Buddhism.
2. **Expand.** Who said the following? How is this connected to the reading? Do you think this is a common problem for schools? Why, or why not?
It is hard to convince boys to spend many years learning something that won't make them wealthy or famous.
3. **Express an opinion.** Would you prefer to visit the Shaolin Temple or Hu Zhengsheng's martial arts school? Explain your answer.

Vocabulary Review

A Complete the paragraphs with the vocabulary below that you have studied in the unit.

- | | | | |
|-----------------|---------------------|--------------------|----------------|
| as they matured | an important aspect | opt to stay | scenic views |
| founded by | insufficient funds | rooted in folklore | are taken with |
| hone the skills | keep up with | | |

The small village of Chincero, Peru, has _____¹ overlooking the Sacred Valley of the Incas. It is known for its agriculture, potatoes, and quinoa, but in recent years the village has faced several threats. For one thing, many farmers can't _____² the rising cost of living. For another, a valuable tradition—weaving in the Incan style—is in danger of disappearing. Now, however, an effort among women of the village addresses both the problem of _____³ among the poor villagers and the threat to tradition. A weaving cooperative, _____⁴ a local woman, Nilda Callanaupa, has brought together a group of women who weave and sell cloth. The cooperative has been a success. Tourists _____⁵ the colorful cloth and buy from the cooperative, which brings much needed money into the community.



A traditional Peruvian weaver demonstrates her skill.

Traditional weaving is _____⁶ of local identity and Incan culture. The patterns on the cloth are intricate and are often _____⁷, in the stories of the Incas. Callanaupa was worried that these traditions would disappear. She wanted to do something so that, _____⁸, the next generation would keep these traditions alive. It takes years to _____⁹ that are needed for this style of weaving. Callanaupa hopes that, with this cooperative, young people will _____¹⁰ in Chincero, rather than move to the city, and that they will learn more about their Incan culture.

B Compare answers to Exercise A with a partner. Then discuss the following questions.

What were the various objectives that Callanaupa had when she opened her weaving school?

C Complete the following sentences in a way that shows that you understand the meaning of the words in bold.

1. Peruvian textile sellers often **look the part** by wearing _____.
2. When visiting new countries, tourists **have a habit of** buying _____.

3. One craft or skill that I am **somewhat proficient** in is _____.
4. If you look at the weaving cooperative **from the perspective of** the male farmers, they probably think that _____.

D Work with a partner and write sentences that include any six of the vocabulary items below. You may use any verb tense and make nouns plural if you wish.

ancient myth	hand in hand with	outspoken opponent
demonstrate your knowledge	to lend itself to	pit yourself against something
genetically modified	moral responsibility	be portrayed as
grit your teeth		

Connect the Readings

A Refer back to Readings 1 and 2 and fill in the chart below with short answers for each category. One example is done for you.

	Hu Zhengsheng	Kwame Nyong'o
Profession		
Motivation		<i>Listened to folktales as a child</i>
Education	<i>Worked with a performance troupe; Studied with Yang Guiwu</i>	
Goals		
Difficulties		
Movies		
Moral lessons		

B With a partner or in a small group, compare answers to Exercise A. Then discuss the following questions.

1. Look at the chart above. How are Hu and Kwame similar? How are they different?
2. How could you apply what you have learned from the two readings to promote awareness of a tradition in your country?

C Discuss the following questions with a partner. Use your understanding of the readings and your own ideas.

1. What do you think are the key elements to making something last through time?
2. Do you consider yourself to be more modern or more old-fashioned? Explain your answer.
3. Read the following quote by Albert Einstein. How does it relate to the readings in this chapter? Do you agree with Einstein? Why, or why not?

If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.