

UNIT

NINE

Mozambican woman
with painted face

200

A close-up, profile view of a person's face, heavily adorned with intricate white and red body paint. The paint is applied in a textured, layered fashion, covering the entire face and creating a mask-like appearance. The person's eyes are visible, looking slightly to the right. The background is a soft, out-of-focus green.

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?
-

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.

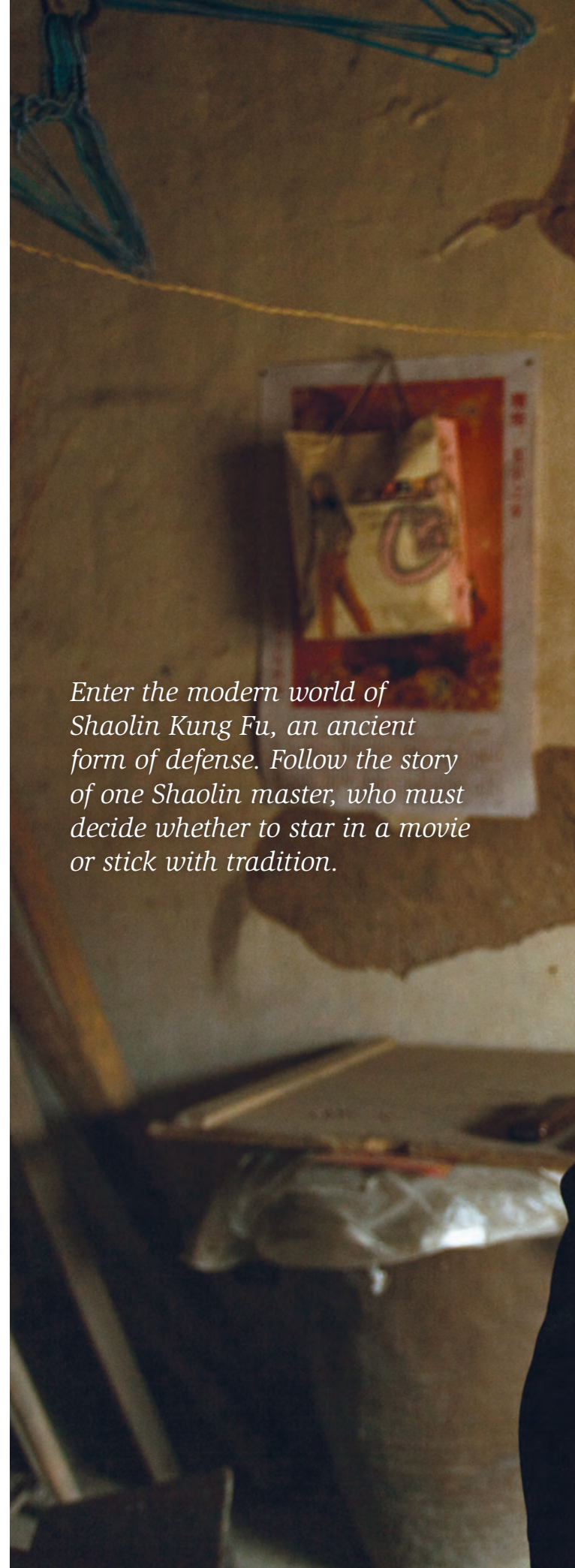
1. When was the Shaolin Temple founded?
2. What happened in 1928?
3. When did a lot of Americans learn about the Shaolin Temple? Why?

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.



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.

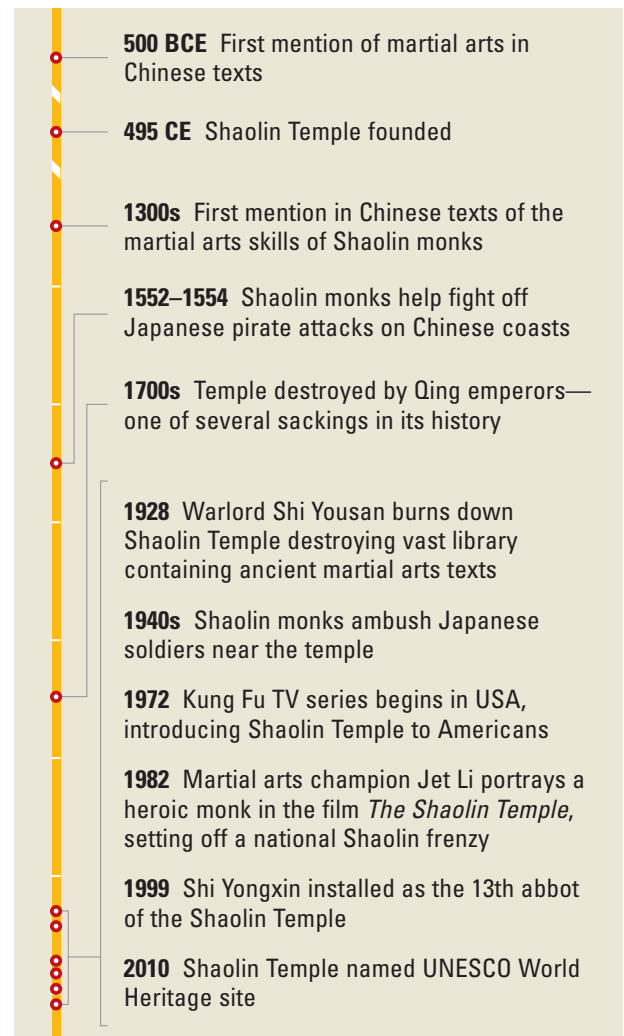
Hu Zhengsheng is a disciple of Yang Guiwu, a Shaolin master. Hu has just received a call that many martial artists spend their lives hoping for: a Hong Kong producer offering him a leading role in a kung fu movie. It's easy to see why. Hu has a boyishly handsome face and projects a confidence won through 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.

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

- 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.

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

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.

READING 2

Academic Vocabulary

an aspect	moral	to portray
folklore	to opt	scenic
a medium	a perspective	

Multiword Vocabulary

to be taken with	a jack-of-all-trades
fine arts	to lend itself to
hand in hand with	to pit one's wits against
to have a habit of	to stand out

Reading Preview

A Preview. Scan Reading 2 to find answers to the following questions. Then discuss the answers with a partner or in a small group.

1. What award did Kwame Nyong'o receive?
2. Where did Kwame go to college?
3. Where does Kwame live now?

B Topic vocabulary. The following words appear in Reading 2. Look at the words and answer the questions with a partner.

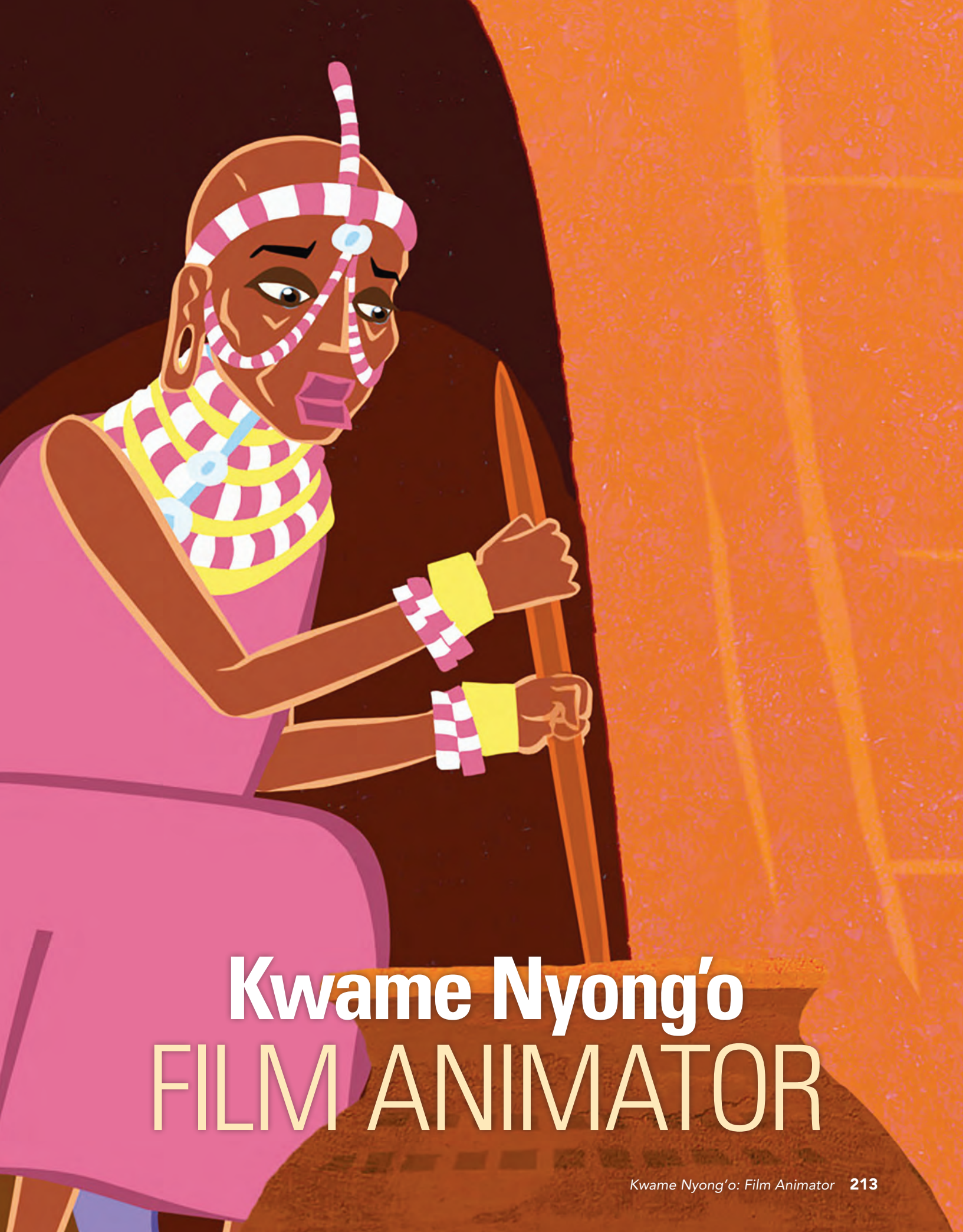
background artist	initiatives
characters	kick-start
concept designer	magical powers
consultant	novelty
creation	ogre
humor	village
illustrator	

1. Which words might be part of a folktale?
2. Which words refer to the job of computer animation?
3. Which words refer to new and innovative projects?

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.

Meet Kwame Nyong'o, an artist and computer animator in Kenya, Africa. Learn how he became interested in turning ancient fables into animated stories for a new generation.

*A still from the animated movie *The Legend of Ngong Hills*, a Maasai folktale*



Kwame Nyong'ó

FILM ANIMATOR



Hi, Kwame. Thank you for agreeing to be interviewed, and congratulations on winning the award for Best Animation at the African Movie Awards! Can you tell us a bit about *The Legend of Ngong Hills*?

Yes. The film is based on a Maasai¹ traditional folktale. Like other peoples in Africa, they have a long tradition of storytelling and folklore. Many of these stories are creation stories—that is, they tell of how things in this world came to exist—and simultaneously teach moral lessons. *The Legend of Ngong Hills* is the creation story of a scenic mountain range on the outskirts of present-day Nairobi. The story is centered around the frightful ogre of the forest, who has a habit of attacking the nearby Maasai village. As the story goes, he falls in love with, and eventually gets trapped by, a beautiful village girl.

¹ *Maasai*: an ethnic group that lives in Kenya and Tanzania and continues its ancient traditions

When did you first become interested in African folktales?

As a child. I remember being told many stories by African storytellers, reading picture books, and watching films. I was especially taken with the famous West African character Anansi the Spider. Anansi is a fictional character who, in some stories, is human and can change into a spider or vice versa. He's always portrayed as a mischievous character who pits his wits against superior strength, usually with success. In the many different versions of these tales, Anansi weaves his way in and out of trouble and teaches the audience life lessons. This really captured my imagination. From there, I became very interested in African and African Diaspora² stories, including African-American folklore such as *John Henry* and *Brer Rabbit*. These folktales tend to lend themselves perfectly to the medium of animation as they often have elements of fantasy like talking animals and magical powers.

² *African Diaspora*: a term that refers to the communities all over the world of people who have African origins



Why do you think it is important to retell these folktales? 5

Folktales usually shed light on a moral dilemma in the form of metaphor. I think African folktales stand out because they blend creation stories (for example, why the turtle has a broken shell) with a moral lesson (he fell from the sky because he was being too greedy and wanted to eat all the feasts in the heavens). I find that African tales use different degrees of humor to help these lessons be received more easily. As times are changing in Africa and in the African diaspora, the traditional culture of the elders telling stories to the youth is disappearing. I feel it is important to preserve and enhance these stories and culture through this media of film and animation. 6

“As times are changing in Africa . . . the traditional culture of the elders telling stories to the youth is disappearing.”

How did you get your start in computer animation? 7

Well, I was always a comic and movie fan, and especially interested in the fantasy and 8

science-fiction genres.³ I went to college in the United States, and I opted to be a fine arts major. I was drawn to all the various media available at the time—photography, sculpture, drawing, painting. Although this gave me a firm foundation in fine arts, I had no idea how to apply it toward making a living. I then decided to go back to do a master’s⁴ at art school. It was there that I discovered that animation blended all my passions from my past experiences into one. At that time, computer animation was just emerging, so I was naturally drawn to it as well.

Since moving back to Kenya in 2000, I’ve had the opportunity to participate in several exciting animation initiatives. I worked as a trainer for a UNESCO (United Nations Educational, Scientific, and Cultural Organization) sponsored project Africa Animated! that trained over 40 animators across the continent. We produced 19 films, which have won awards at film festivals around the world. This project really acted to kick-start the animation industry on the continent. International animation producers became interested in producing African content. Tiger Aspect (UK), for example, produced the hit children’s TV series *Tinga Tinga Tales* right here in Nairobi. The show now airs on channels such as Disney Channel and is distributed in over 40 territories. 9

How would you describe the computer animation industry in Kenya now? 10

Being back in Kenya has not been without its challenges. In small, emerging industries such as we have here, you kind of need to be a jack-of-all-trades in order to survive financially. Here, I work as a storyboard artist, animator, illustrator, director, producer, teacher, consultant, . . . the list goes on. On the other hand, if I was working in the United States right now, I’d most probably be 11



Maasai tribesmen in the Mara Region of Kenya perform a traditional storytelling dance.

³ *genres*: specific types of literature, art, or music grouped according to style or subject

⁴ *master’s*: university degree between a bachelor’s degree and a PhD



Still from the animated movie
The Legend of Ngong Hills

specialized in a certain aspect of the animation production pipeline,⁵ whether it be as a background artist, concept designer, layout artist, etc.

Animation production is typically more expensive than live action, and the local broadcasters don't have the funds to commission animated series work yet. Thus, the few animated series that have been produced for the local market have been funded by NGOs⁶ to push their agendas. While this kind of work pays the bills, it almost always lacks creative freedom and novelty.

Good news, though, is that since 2010 we've had high-speed Internet in Kenya. This has opened up huge opportunities in terms of communication and access to new markets. Kenya also has a buzzing tech sector, dubbed⁷ the "Silicon Savannah"; it's the hub⁸ for tech in

⁵ *production pipeline*: a series of actions that are necessary in order to create something such as a film

⁶ *NGO*: an organization that is not run by the government. It is an abbreviation for "nongovernmental organization."

⁷ *dubbed*: when someone or something is given a descriptive nickname

⁸ *hub*: an important center for a particular activity

Africa. This sector works hand in hand with animation, as animators need coders and techies⁹ to support their creative content.

Finally, what would you like people to take away from your films? What would be your dream project for the future?

I would like people to learn just a little more and have just a slightly fresher perspective about a place, people, or thing than they did before. My dream is to create a feature length African period and/or fantasy piece. The history of Africa is so rich and intricate yet very, very little is known of it, and film is such a powerful way to tell these stories.

Thank you very much for speaking with us today, Kwame.

Thanks a lot for your interest in my story and what is happening in Africa in terms of animation.

⁹ *coders and techies*: people who work to create the technology behind the animation

READING COMPREHENSION

Big Picture

A Complete the annotations for each paragraph with your own ideas. The first one is done for you.

1. Paragraph 2: Legend of Ngong Hills: creation story/Maasai folktale/ogre + girl
2. Paragraph 4: _____
3. Paragraph 6: _____
4. Paragraph 8: _____
5. Paragraph 9: _____
6. Paragraph 11: _____

B Complete the following sentences with your own words.

1. The purpose of Reading 2 is to show _____.
2. The interviewer asks Kwame about the *Legend of the Ngong Hills* because _____.

Close-Up

A Scan Reading 2 to find answers to the following questions. Write short answers.

1. What is a creation story? _____
2. Who is Anansi? _____
3. Why does Kwame say that African folktales are good material for animated stories?

4. Why does Kwame say African folktales use humor? _____
5. Did Kwame always want to be a computer animator? Explain your answer.

6. What was Africa Animated! and how was this an important step in Kwame's career?

7. How is Kwame's animation work in Kenya different from the work he would be doing if he were in the United States? _____
8. What would Kwame like to produce in the future? _____

B Compare answers to Exercise A with a partner. Write two other questions based on the reading. Then ask your questions to a different partner.

1. _____
2. _____

Reading Skill

Recognizing Different Modes of Writing

Every reading has a purpose: to entertain, inform, or persuade. Often a reading can be a combination of all of these; paragraphs or sections of a reading can present information in different ways, or *modes*, each of which may have a specific purpose in a reading. Successful readers will notice when a writer switches from one mode of writing to another.

The following is a list of different modes of writing that a writer uses.

- **Narrative writing** presents a detailed sequence of events.
- **Persuasive writing** presents information in the hope that the reader will agree.
- **Cause-and-effect writing** shows what happened and what made it happen.
- **Compare-and-contrast writing** shows how two things are similar and different.
- **Steps-in-a-process writing** shows the separate stages of how something happened.

- A** Match each reading topic with the mode that would most likely be used to write about that topic.

Reading Topics	Modes of Writing
_____ 1. A story about a day in Paris	a. Persuasive
_____ 2. A blog about why animal conservation is important	b. Narrative
_____ 3. A description of erupting volcanoes and icy fields	c. Cause-and-Effect
_____ 4. The way that you can prevent a snakebite from killing you	d. Compare-and-Contrast
_____ 5. The reasons why animals are becoming extinct	e. Steps-in-a-Process

- B** What modes of writing in Exercise A are used in each of the following paragraphs of Reading 2? Write the mode or modes on the line.

1. Paragraph 2: _____
2. Paragraph 4: _____
3. Paragraph 6: _____
4. Paragraphs 8 + 9: _____
5. Paragraphs 11 + 12: _____
6. Paragraph 13: _____
7. Paragraph 15: _____

- C** Discuss your answers to Exercise B with a partner.

VOCABULARY PRACTICE

Academic Vocabulary

A Find the words in the box below in Reading 2. Use the context to help you choose the correct word to complete each of the following definitions.

folklore (Par. 2)	scenic (Par. 2)	medium (Par. 4)	aspect (Par. 11)
moral (Par. 2)	portrayed (Par. 4)	opted (Par. 8)	perspective (Par. 15)

1. The word _____ is related to the right and wrong way of behaving.
2. The word _____ refers to the traditional stories, customs, and habits of a particular community or nation.
3. A(n) _____ is a part of something such as a part of its character.
4. A(n) _____ is a particular way of thinking about something, especially one that is influenced by your beliefs and experiences.
5. If someone is _____ in a certain way, it means that a movie, book, or TV show has represented him or her in that way.
6. If you _____ to do something, you decided to do that in preference to anything else.
7. If an area is described as _____, it means that it has an attractive view of nature.
8. A(n) _____ is a basic material or channel for art or communication such as oil paints, film, sculpture, or animation.

B Choose an academic word from Exercise A to complete each of the following sentences. Notice and learn the words in bold because they often appear with the academic words.

1. This is one of the oldest inhabited areas of the country, and the way of life here is **rooted in** _____ and tradition. I love hearing all of the stories.
2. Trust is an **important** _____ of any friendship. You need to know that the other person is someone you can rely on.
3. Most people feel a _____ **responsibility** to help others in need.
4. The story, told **from the** _____ **of** an alien from another planet, addressed issues that we face here on Earth.
5. After the oil spill, the oil company insisted that they should not **be** _____ **as** people who are evil. They say they want to do the right thing.
6. Texting is a popular _____ **of communication** among teenagers.
7. The parade was not as busy as usual because the forecast was for rain, and many people _____ **to stay** home instead.
8. We stopped along the road to admire the _____ **view** and take photographs.

Multiword Vocabulary

A Find the multiword vocabulary in bold in Reading 2 and use the context to help you figure out the meaning. Then match each item to the correct definition.

- | | |
|---|--|
| _____ 1. has a habit of (Par. 2) | a. became very interested in something and wanted to learn more about it |
| _____ 2. was especially taken with (Par. 4) | b. competes against someone (in a test of knowledge or intelligence) |
| _____ 3. pits his wits against (Par. 4) | c. be very noticeable |
| _____ 4. lend themselves perfectly to (Par. 4) | d. someone who is able to do a variety of different jobs |
| _____ 5. stand out (Par. 6) | e. such pursuits as painting, drawing, music, dance, literature, drama, and architecture |
| _____ 6. fine arts (Par. 8) | f. does the same thing regularly and often |
| _____ 7. a jack-of-all-trades (Par. 11) | g. are good for a particular purpose |
| _____ 8. hand in hand with (Par. 13) | h. closely connected |

B Complete the following sentences with the correct multiword vocabulary in the box below.

fine arts	has a habit of	lends itself to	stands out
hand in hand with	a jack-of-all-trades	pit their wits against	was taken with

- Francis _____ biting his pencil during tests.
- The politicians will _____ each other in the debate.
- Some of the artists studied _____ in college, while others have taught themselves.
- The Bassetts' house _____ because it is painted purple.
- Whenever something needs to be fixed, we call my uncle. He's _____.
- When I saw my first Bollywood movie, I _____ the cinematography and wanted to learn as much as I could about the film industry in India.
- In professional sports, strength and teamwork go _____ each other. It isn't enough just to be strong—you need to know how to use your strength as well.
- The library is a quiet, peaceful place that _____ studying.

Use the Vocabulary

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

- What is one particular **aspect** of your life that you would like to change? Explain your answer.
- Imagine that a film studio wants to make a film about your life. What actor or actress would you like to **portray** you?
- If you could study anything you'd like in college, would you **opt** to study **fine arts**? Why, or why not?



Still from the animated movie
The Legend of Ngong Hills

4. Do you know anyone who is a **jack-of-all-trades**? If so, who? Describe him or her.
5. What is an example of a **moral** dilemma that many people face today?
6. Television is a **medium** that can connect many people to new ideas. What is a TV show that has changed your **perspective** about a particular topic? 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. **Prior knowledge.** Do the folktales that Kwame describes sound like tales that you know? Why, or why not?
2. **Express an opinion.** Are you interested in watching the computer-animated folktales that Kwame produces? Why, or why not?
3. **Infer meaning.** Why do you think children would like hearing about Anansi? Explain your answer.
4. **Summarize.** How did Kwame become a computer animator in Africa? Tell the story in your own words.

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.