

Shaolin Temple

Main ideas

A Complete the chart with the words and phrases from the box.

- | | |
|--|--|
| <input type="checkbox"/> central China | <input type="checkbox"/> monks |
| <input type="checkbox"/> De Yang | <input type="checkbox"/> special martial arts moves |
| <input type="checkbox"/> foot of Song Mountain | <input type="checkbox"/> students |
| <input checked="" type="checkbox"/> home of Asian martial arts | <input type="checkbox"/> to gain spiritual enlightenment |
| <input type="checkbox"/> home of Zen Buddhism | <input type="checkbox"/> to meditate in a physical way |
| <input type="checkbox"/> meditation | <input type="checkbox"/> visitors |

| | |
|--|-----------------------------------|
| 1. Why is Shaolin Temple famous? | <i>home of Asian martial arts</i> |
| 2. Where is Shaolin Temple? | |
| 3. Who goes to Shaolin Temple? | |
| 4. What is taught at Shaolin Temple? | |
| 5. Why do people practice martial arts? | |

Scanning

B Check (✓) the sights visitors to Shaolin Temple might see.

- 1. fighting monks
- 2. more girls than boys
- 3. people looking at a piece of rock
- 4. older students studying math
- 5. a student hanging from a tree by the toes
- 6. monks breaking hard objects with their heads
- 7. beautiful grounds and buildings
- 8. Bodhidharma sitting in a cave

Similarity in meaning

C Compare the meaning of each pair of words. Write similar (S) or different (D).

- D 1. *stroll* (par. 1) / *watch* (par. 7)
- 2. *unexpected* (par. 2) / *intense* (par. 10)
- 3. *gentle* (par. 3) / *persevering* (par. 10)
- 4. *kicking* (par. 3) / *slashing* (par. 3)
- 5. *Chan* (par. 4) / *Zen* (par. 4)
- 6. *fable* (par. 7) / *legend* (par. 10)
- 7. *elegant* (par. 7) / *permanent* (par. 10)
- 8. *limbs* (par. 11) / *leg* (par. 2)

The karate generation

Purpose and main ideas

A Circle the correct answers.

- What is the purpose of this article?
 - to show how certain children learn karate
 - to persuade parents that their children should learn karate
 - to explain how karate helps some children
- Where is the main idea of the article?
 - in the first sentence of paragraph 1
 - in the first sentence of paragraph 2
 - in the first sentence of paragraph 3
- How does the author support the main idea?
 - with problems and solutions
 - with comparisons and contrasts
 - with reasons and results

Sources

B Check (✓) the source of each statement.

- “Karate gives a general sense of confidence and personal control.”
 ___ a karate official a psychologist ___ a sports coach
- “Karate makes me feel strong and good and happy.”
 ___ Lisa Terranova ___ Bob Schlessler ___ Vincent Almeroth
- “[Taking karate] has helped [James] learn to cope with his disability.”
 ___ Joanne Fuller ___ Jeff Kohn ___ the author
- “Karate has given him a greater ability to focus”
 ___ the author ___ Vincent’s mother ___ Bob Schlessler
- “Martial arts is everywhere”
 ___ Vincent Almeroth ___ Joe Corley ___ Katherine Thiry
- “. . . the number of martial arts students under 12 has grown 15 percent a year for the past five years.”
 ___ Joe Corley ___ Katherine Thiry ___ Rob Colasanti

Vocabulary

C How does karate help children with disabilities? Complete the chart with the words and phrases from the box.

- | | | | |
|---|--------------------------------------|---|--|
| <input type="checkbox"/> ability to focus | <input type="checkbox"/> confidence | <input type="checkbox"/> coordination | <input type="checkbox"/> social skills |
| <input checked="" type="checkbox"/> agility | <input type="checkbox"/> self-esteem | <input type="checkbox"/> personal control | <input type="checkbox"/> strength |

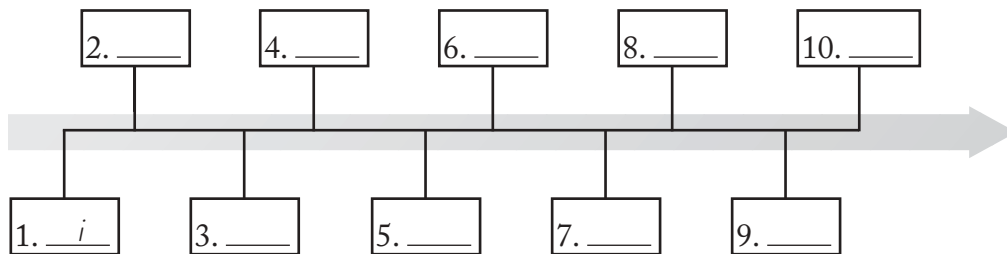
| Physical rewards | Mental rewards |
|------------------|----------------|
| <i>agility</i> | |

Iron and Silk

Sequencing

A Write the letter of each event in order on the time line.

- a. The officials said he could take the bag, but not the weapons inside.
- b. Some ladies offered to help.
- c. The American met a policeman who was a friend.
- d. The officials told the American his bag was too long.
- e. The American's pants split.
- f. The officials said he could take the weapons, but he needed special documents.
- g. The policeman helped the American get on the train.
- h. The policeman saluted.
- i. The American arrived at the train station.
- j. The policeman suggested a martial arts demonstration.



Parts of speech

B Circle the correct answers.

1. The American **demonstration** / **demonstrative** / **demonstrated** his martial arts skill.
2. He was **desperate** / **desperation** / **desperately** to get on his flight from Hong Kong.
3. He had the receipts and **correspondents** / **correspondence** / **corresponding** he needed.
4. The student's documents **legitimately** / **legitimate** / **legitimized** the weapons.
5. The officials wanted the student to obey the **regulatory** / **regulate** / **regulations**.

Inferencing

C Check (✓) the correct column.

| | True | False |
|---|------|-------|
| 1. The American had visited Canton before. | ✓ | |
| 2. The officials didn't delay the American for one specific reason. | | |
| 3. The American could speak Chinese. | | |
| 4. The American wanted to give a martial arts demonstration. | | |
| 5. The ladies were afraid of the American. | | |
| 6. The American was good at martial arts. | | |

CHALLENGE

D Underline all the passive verb forms in the reading.