

TRADITIONS AND RITUALS

4

Folk dancers in traditional costume at a local festival in Trujillo, Peru

WARM UP

Discuss these questions with a partner.

1. What are some important traditions in your culture?
2. What is your favorite tradition? Why?

BEFORE YOU READ

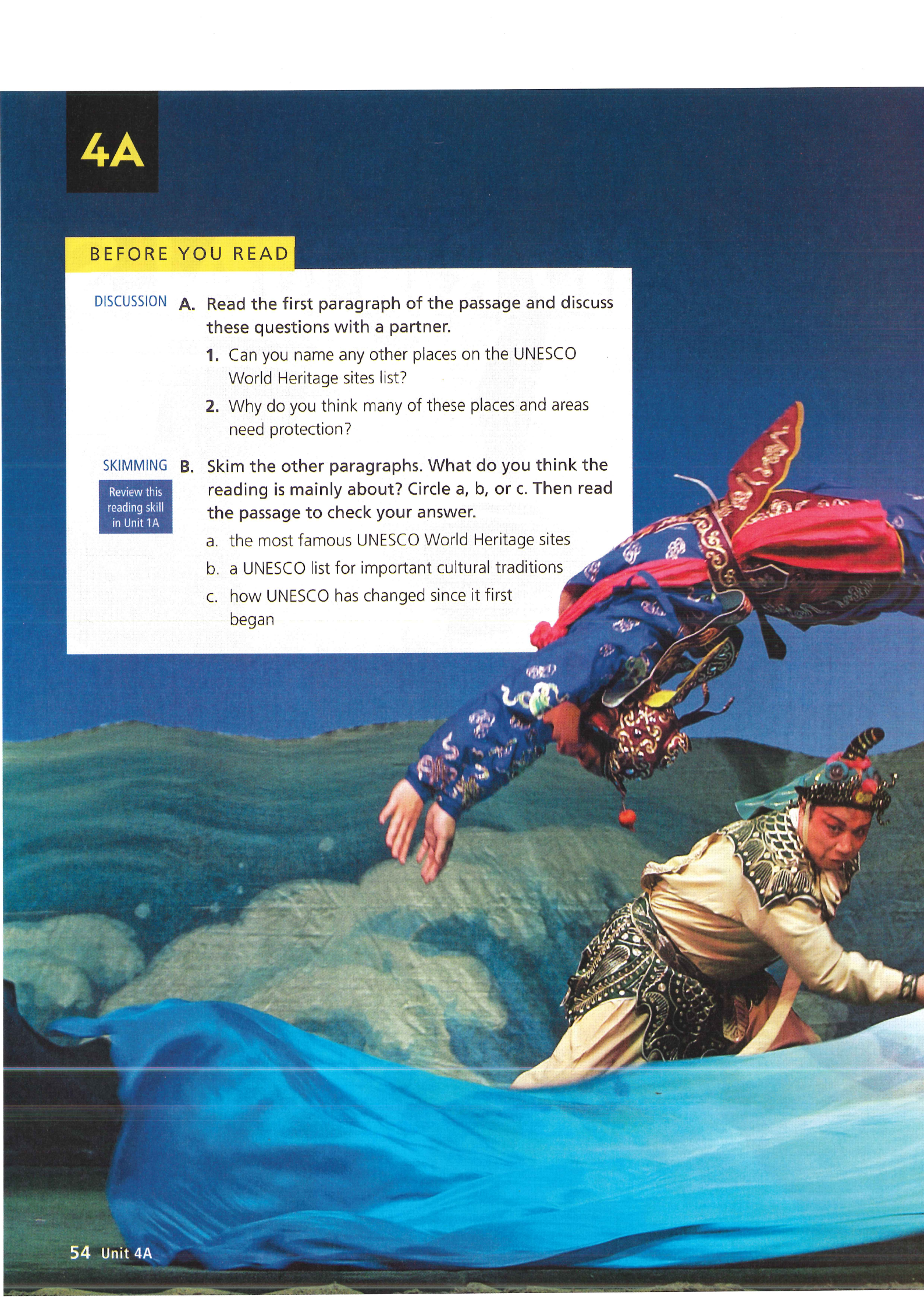
DISCUSSION A. Read the first paragraph of the passage and discuss these questions with a partner.


1. Can you name any other places on the UNESCO World Heritage sites list?
2. Why do you think many of these places and areas need protection?

SKIMMING B. Skim the other paragraphs. What do you think the reading is mainly about? Circle a, b, or c. Then read the passage to check your answer.

Review this reading skill in Unit 1A

- a. the most famous UNESCO World Heritage sites
- b. a UNESCO list for important cultural traditions
- c. how UNESCO has changed since it first began





LIVING TREASURES

▼ A performance of *The Legend of the White Snake* by the China National Peking Opera Company

- A The Tower of Pisa. Machu Picchu. The Taj Mahal. You probably know them as famous UNESCO¹ World Heritage **sites**—structures and monuments of great cultural value. But what about the Mediterranean diet? The Beijing opera? Or the art of pizza-making in Naples? What do these have in common?
- B Traditions like these are known as “intangible cultural heritage.” In contrast to UNESCO World Heritage sites, intangible heritage does not include buildings like palaces and temples. Instead, it includes traditional art forms, such as music, dance, and **craft**-making—living traditions that are an important part of a place’s culture.
- C UNESCO began to identify cultural traditions in 2008. Among the first on their list were the Puppet Theater of Sicily and Mexico’s Day of the Dead festival. By 2017, UNESCO had **approved** more than 300 **diverse** practices. These include cultural events like the Chinese Dragon Boat Festival; performing arts including Spanish flamenco; martial arts such as Brazilian capoeira and Korean Taekkyeon; and handicrafts like Japanese washi paper-making.
- D In 2010, UNESCO also began to include important regional cuisines, starting with French and Mexican food. Several other types of food and drink have since been added, such as Korean kimchi and Croatian gingerbread. Arabic coffee was included in 2015. The sharing of coffee has been an important aspect of Arab hospitality for centuries, according to UNESCO, and is “a **symbol** of generosity.”

¹ The **United Nations Educational, Scientific, and Cultural Organization** helps nations work together in the fields of education, culture, and science.

Protecting Cultural Roots

- E Cultural rituals are an important part of the UNESCO list. An example is the Tlemcen **wedding** ritual in Algeria. The ritual begins in the bride's parents' home, where friends and female relatives help the bride prepare for the **ceremony**. The bride is first dressed in a golden silk dress. Symbolic henna² designs are applied to her hands. Before leaving the house for the ceremony, her face is **wrapped** in a golden silk veil.³ Later, during the wedding feast, the bride removes her veil, ready to be married. The tradition has passed from one generation to the next, and marks the community's cultural **identity**.
- F Some of the cultural items on the list are dying out and in need of protection. An example is Al Sadu—traditional weaving in the United Arab Emirates. The tradition was once widely practiced by communities of desert Bedouin women. However, many Bedouin have now moved to cities, and so the practice has begun to disappear. Today, Al Sadu is mostly practiced by older women whose numbers are declining.
- G The main goal of UNESCO is to **promote** peace through respect for the world's varied cultures and common humanity. It hopes that by bringing attention to cultural traditions such as Al Sadu, they will be more likely to survive. Cultural traditions are important to fight for, says Cécile Duvelle of UNESCO. "The more globalized the world becomes," she says, "the more important it is not to lose these traditional roots."

² **Henna** is a type of dye often used for coloring hair and skin.

³ A **veil** is a thin piece of material that covers the face.

✓ Algerian women decorate a bride's hands with henna during a Tlemcen wedding.



READING COMPREHENSION

A. Choose the best answer for each question.

PURPOSE

1. What is the purpose of paragraph B?
 - a. to describe the most famous World Heritage sites
 - b. to provide details about the history of UNESCO
 - c. to give a definition of “intangible cultural heritage”



^ An Algerian bride dances with her relatives during her wedding party.

DETAIL

2. Which of the following was one of the first items added to the intangible cultural heritage list?
 - a. Arabic coffee
 - b. Korean kimchi
 - c. Sicilian Puppet Theater

INFERENCE

3. Which of the following could NOT be added to the intangible cultural heritage list?
 - a. flute music from Peru
 - b. a historic bridge in Paris
 - c. an Irish poetry festival

DETAIL

4. Which of the following is true about a Tlemcen wedding?
 - a. The main ceremony takes place in the bride’s parents’ home.
 - b. Female family members help the bride prepare for the event.
 - c. The bride takes off her veil before leaving the house.

PURPOSE

5. Why does the author mention Al Sadu?
 - a. to show that traditional weaving is still popular in Bedouin culture
 - b. to give an example of an intangible item that could soon disappear
 - c. to show how the UNESCO list is already achieving success

SCANNING

Review this reading skill in Unit 2B

- B. Scan the reading for each of the intangible cultural items listed below (1–7). Match each one with the correct category (a–d).**

a. Regional food and drink b. Performing arts c. Handicrafts d. Cultural events

- | | |
|-------------------------------|---------------------------------|
| 1. Al Sadu _____ | 5. Mediterranean diet _____ |
| 2. Arabic coffee _____ | 6. Tlemcen wedding ritual _____ |
| 3. Dragon Boat Festival _____ | 7. Washi _____ |
| 4. Flamenco _____ | |

READING SKILL

Dealing with Unfamiliar Vocabulary (1)—Using Context

If a word or phrase in a text is unfamiliar, you may be able to understand its meaning from the context. Look at the words around it and try to guess the meaning. Are there any examples that help you understand what it means? In some cases, the meaning may be explained in the text. Definitions are often set off by commas, a dash (—), or dashes:

An example is Al Sadu—traditional weaving in the United Arab Emirates.

The writer may also explain the meaning using words or phrases like *means*, *is called*, or *known as*. At other times, a word may be defined in a glossary or a footnote.

SCANNING A. These words and phrases appear in the reading passage. Find and circle them.

cuisine martial art ritual roots veil

MATCHING B. Use the context to help you identify the meaning of each word or phrase. Then match each word with its definition (a–e).

- | | | |
|----------------|---|---|
| 1. cuisine | • | • a. a fixed set of actions, often relating to religion |
| 2. martial art | • | • b. the place or culture that a person comes from |
| 3. ritual | • | • c. a piece of thin material worn over the face |
| 4. roots | • | • d. a method of fighting or self-defense |
| 5. veil | • | • e. the style of cooking common in a certain place |

CRITICAL THINKING Applying Ideas

- Work with a partner. List some examples of intangible cultural heritage from your country. Note at least one idea for each category.

Cuisine	Performing Arts	Crafts	Cultural Events

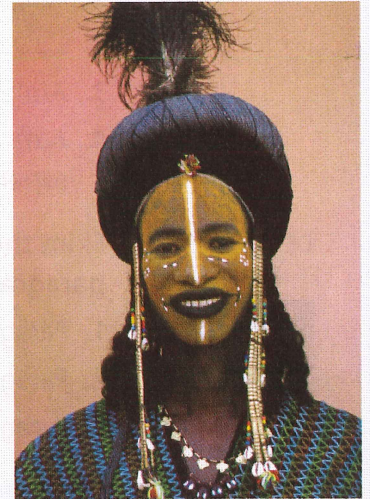
- Imagine you can select only one item from your list to be included on UNESCO's list. Which would you choose? Note your ideas and reasons, and share with a partner.

VOCABULARY PRACTICE

COMPLETION A. Complete the information using the correct form of the words in the box. One word is extra.

approve ceremony site symbol wedding wrap

The Wodaabe are nomadic African people who migrate from place to place throughout the year. At the end of September, the Wodaabe come together for an important cultural ¹_____ called the *geerewol*. The ritual includes a unique beauty contest. Young Wodaabe men paint their faces with makeup, and ²_____ their heads in colorful headwear. Some put on beads and shells as ³_____ of their wealth. They then perform a dance for young Wodaabe women. If a woman ⁴_____ of a male dancer, she may agree to marry him and a ⁵_____ is prepared.



A Wodaabe man dressed in makeup for the geerewol festival

COMPLETION B. Complete the sentences using the words in the box. One word is extra.

crafts diverse identity promote site wrap

1. The Great Wall of China is a very famous World Heritage _____.
2. UNESCO's intangible heritage list includes a(n) _____ range of traditional _____ and other art forms.
3. The tradition of flamenco is an important part of Spain's cultural _____.
4. UNESCO's aim is to _____ education, science, and culture worldwide.

WORD PARTS C. The prefix **pro-** can mean "forward" or "toward the front," as in the verb **promote**. Complete the definitions by circling the correct options.

1. If you **proceed with** something, you *make a start on it / decide to change it*.
2. If you **get a promotion**, you *rise to a higher level / move to a different place*.
3. If you **make progress** on something, you *decide to do it / have success with it*.

4B

BEFORE YOU READ

DEFINITIONS

A. Look at the photo and read the caption. Complete the sentences using the correct form of the words in **bold**.

1. A(n) _____ is a member of a male religious community.
2. _____ are skillful, athletic movements such as jumping, rolling, etc.
3. A(n) _____ is a building for the practice of a religion.
4. A(n) _____ of something knows how to do it extremely well.

IDENTIFYING PURPOSE

Review this reading skill in Unit 1B

B. Skim the first three paragraphs of the reading passage. Match each paragraph with its purpose.

1. Paragraph A • • a. to describe modern kung fu schools in Dengfeng
2. Paragraph B • • b. to give a brief history of kung fu
3. Paragraph C • • c. to introduce the owner of a small kung fu school



THE CHANGING FACE OF KUNG FU

- A In the fifth century—according to legend—an Indian master taught some monks at the Shaolin Temple a **series** of exercises, or forms, **inspired** by the movements of animals. These forms became the **basis** for the style of fighting known as kung fu. Over 16 centuries, the monks have used kung fu for self-defense and in war. With it, they have won many battles against their enemies.
- B In Dengfeng today, ten kilometers from the Shaolin Temple, there are over 60 martial arts schools with more than 50,000 students. They come to the schools for a variety of reasons. Some hope to become movie stars. Others come to learn skills that will **ensure** good jobs in the military or police force. A few are sent by their parents to learn self-control and hard work.
- C Master Hu Zhengsheng teaches at a small school in Dengfeng. Recently, he was offered an important role in a kung fu movie. It would have been good **publicity** for his school, but he did not **accept**. He doesn't agree with how kung fu is often shown in movies. He feels they show too much **violence**.
- D Unlike many large schools, which teach acrobatics and kickboxing, Hu teaches his students traditional kung fu forms. He teaches
- them the way his master—a Shaolin legend—taught him. But attracting new students to this style of kung fu has become a problem. Hu is afraid his art will soon die out. He has to **remind** his students that kung fu was designed for fighting, not to entertain.
- E “There are no high kicks or acrobatics here,” he says. “It is hard to **convince** boys to spend many years learning something that won't make them wealthy or famous.”
- F Hu's students have little. They sleep in unheated rooms and train outside no matter what the temperature. They hit trees with their bare hands and take turns sitting on each other's shoulders to build leg strength. Why such hardship? To master kung fu, they must learn **respect**, and how to “eat bitterness,” a Mandarin expression meaning “to endure suffering.” The life of a Shaolin master, Hu teaches, is not easy or attractive.
- G Master Hu is in a difficult position. For old traditions to survive, the young must learn. Gradually, he has begun offering a few courses in kickboxing and the acrobatic kung fu forms, hoping to attract new students. Then, maybe, he'll be able to convince them to learn Shaolin kung fu the traditional way.

◀ The Shaolin Temple has stood in the mountains of China's Henan Province for over 1,500 years. The monks who live there are masters of a martial art called *kung fu*. In movies, kung fu usually involves lots of acrobatics, which is not taught in more traditional styles of kung fu.

READING COMPREHENSION

A. Choose the best answer for each question.

GIST

1. What is the reading mainly about?
- a kung fu student learning kickboxing
 - a kung fu master preserving old traditions
 - a famous actor who studied kung fu

DETAIL

2. Which is NOT given as a reason why people study kung fu?
- to think more clearly
 - to help get jobs
 - to become movie stars

REFERENCE

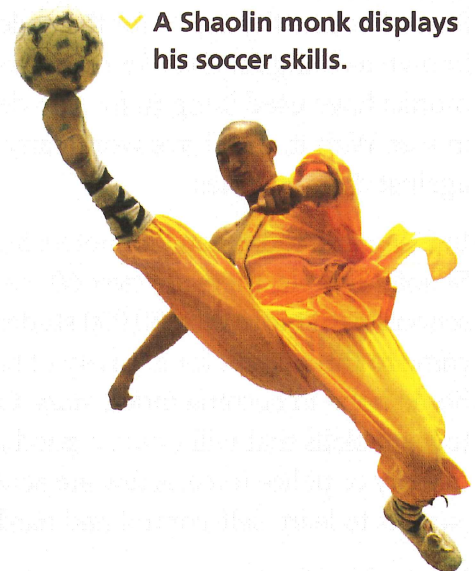
3. In paragraph E, what does *here* refer to?
- in kung fu movies
 - in the city of Dengfeng
 - in Master Hu's school

PARAPHRASING

4. Which of the following is closest in meaning to *no matter what the temperature* (paragraph F)?
- even if it's very hot or cold
 - only when the temperature is hot
 - because it's warmer than in their rooms

VOCABULARY

5. In paragraph F, what does *endure suffering* mean?
- stop the suffering
 - make someone suffer
 - survive the suffering



✓ A Shaolin monk displays his soccer skills.

EVALUATING STATEMENTS

B. Are the following statements true or false according to the reading passage, or is the information not given? Circle T (true), F (false), or NG (not given).

- | | | | |
|---|---|---|----|
| 1. Kung fu is believed to be over 2,000 years old. | T | F | NG |
| 2. The easiest animal form to learn is the tiger. | T | F | NG |
| 3. China's most famous actor studied in Dengfeng. | T | F | NG |
| 4. Master Hu learned kung fu by watching movies. | T | F | NG |
| 5. Master Hu's students have to cook their own meals. | T | F | NG |
| 6. Hu has started to give classes in kickboxing. | T | F | NG |

Differentiating Between Main Ideas and Supporting Details

A paragraph usually has one main idea—the most important piece of information. To find the main idea, ask yourself, “What is this paragraph mainly about?” or “What point is the author trying to make?”

A paragraph is developed around this main idea. Supporting sentences may give reasons and other details, provide examples or definitions, and make comparisons or contrasts.

**IDENTIFYING
MAIN IDEAS
AND DETAILS**

- A. Look back at the reading passage. In each pair of sentences below, identify the main idea (M) of the paragraph and the supporting sentence (S).**

Paragraph A

- a. ____ With it, they have won many battles against their enemies.
- b. ____ These forms became the basis for the style of fighting known as kung fu.

Paragraph B

- a. ____ Students come to the schools for a variety of reasons.
- b. ____ Some hope to become movie stars.

Paragraph C

- a. ____ He feels they (movies) show too much violence.
- b. ____ He doesn't agree with how kung fu is often shown in movies.

Paragraph D

- a. ____ He has to remind his students that kung fu was designed for fighting, not to entertain.
- b. ____ Unlike many large schools, which teach acrobatics and kickboxing, Hu teaches his students traditional kung fu forms.

Paragraph F

- a. ____ They sleep in unheated rooms and train outside no matter what the temperature.
- b. ____ The life of a Shaolin master, Hu teaches, is not easy or attractive.

CRITICAL THINKING Relating Information

- ▶ List some traditional practices in your country that are changing.

- ▶ Choose one of the practices. How is it changing? Are the changes for the better? Discuss your ideas with a partner.

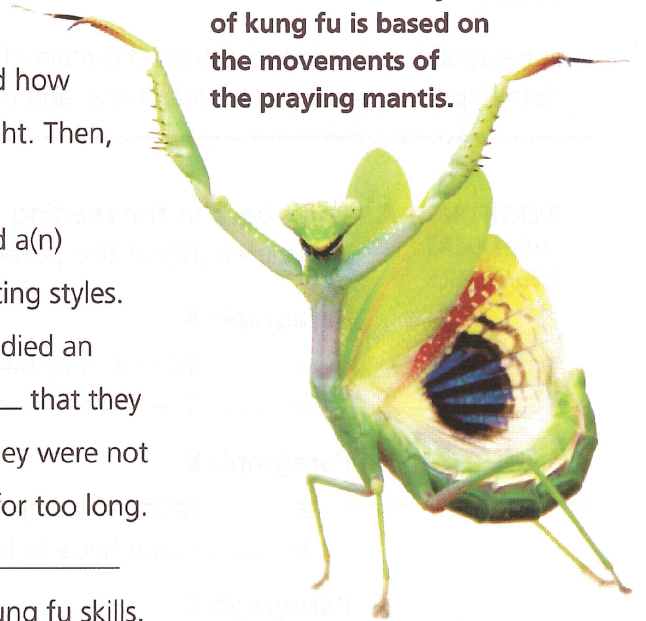
VOCABULARY PRACTICE

COMPLETION A. Complete the information using the words in the box.

basis convinced ensured inspired series

Many kung fu forms were ¹_____ by the movements of animals, like the snake, crane, or tiger. The monks studied how these creatures rested, hunted, and fought. Then, using the animals' behavior as a(n) ²_____, the monks created a(n) ³_____ of animal-like fighting styles. According to legend, as some monks studied an animal, they became ⁴_____ that they were like that animal. For that reason, they were not allowed to train in any one animal style for too long. Training in several styles also ⁵_____ that the monks developed a variety of kung fu skills.

✓ Another animal style of kung fu is based on the movements of the praying mantis.



DEFINITIONS B. Complete the definitions. Circle the correct options.

1. You **remind** someone about something so they *don't forget / can learn* about it.
2. One way to **accept** someone's offer is to say, "Yes, please." / "No, thanks."
3. **Violence** is behavior that is meant to *calm and relax / hurt or kill*.
4. Someone who is looking for **publicity** wants to *attract / avoid* the public's attention.
5. If you have **respect** for someone, you have a *low / high* opinion of them.

WORD PARTS C. As in **ensure**, the prefix **en-** means "make or cause." It can be added to some adjectives to make verbs. Complete the sentences using the words in the box.

able large rich

1. Traveling abroad can **en**_____ your understanding of other cultures.
2. Learning a martial art will **en**_____ you to defend yourself better.
3. The school needed to **en**_____ its cafeteria to cope with an increase in student numbers.

> Participants race dragon boats as part of a festival in Shenzhen, China.

DRAGON BOAT FESTIVAL

BEFORE YOU WATCH

PREVIEWING A. Read the information. The words in **bold** appear in the video. Complete the definitions by circling the correct words.

No one really knows how the Chinese Dragon Boat Festival began. However, many people believe it was following the death of a Chinese poet named Qu Yuan. When Qu Yuan fell into a river and disappeared, local people **paddled** down the river in boats searching for his body. The festival is now celebrated every year in countries around the world. While **customs** vary, many festivals feature **intense** dragon boat races. Members of winning teams are thought to receive good luck in the following year.

1. You need to **paddle** in order to *get in / move* a dragon boat.
2. A **custom** is an activity people *rarely / regularly* do.
3. If a feeling is **intense**, it is *not very / very* strong.

WHILE YOU WATCH

GIST A. Watch the video. Check (✓) the topics that are mentioned.

- | | |
|---|--|
| <input type="checkbox"/> a. when the Dragon Boat Festival is held | <input type="checkbox"/> d. where the first festival was held |
| <input type="checkbox"/> b. the size of dragon boats | <input type="checkbox"/> e. what food is eaten at the festival |
| <input type="checkbox"/> c. how dragon boats are made | <input type="checkbox"/> f. why the boats are dragon-shaped |

TRUE OR FALSE B. Watch the video again. Circle T (true), F (false), or NG (not given).

- | | | | |
|---|---|---|----|
| 1. The longest dragon boats are around sixty meters. | T | F | NG |
| 2. The drummer helps control the speed of the boats. | T | F | NG |
| 3. The winners of the Xi'an tournament receive a special prize. | T | F | NG |
| 4. At many festivals, people can learn how to make zongzi. | T | F | NG |
| 5. The Dragon Boat Festival is a public holiday in China. | T | F | NG |

CRITICAL THINKING *Applying Ideas*

Work with a partner. Think of an important person or event in your country's history. Design a festival to commemorate this person or event. Note your ideas and include reasons for your choice.

Festival name: _____

Purpose: To commemorate _____

When: _____

Activities: _____

Reason: _____

VOCABULARY REVIEW

Do you remember the meanings of these words? Check (✓) the ones you know. Look back at the unit and review any words you're not sure of.

Reading A

- | | | | | |
|-----------------------------------|-----------------------------------|----------------------------------|-----------------------------------|------------------------------------|
| <input type="checkbox"/> approve | <input type="checkbox"/> ceremony | <input type="checkbox"/> craft | <input type="checkbox"/> diverse* | <input type="checkbox"/> identity* |
| <input type="checkbox"/> promote* | <input type="checkbox"/> site* | <input type="checkbox"/> symbol* | <input type="checkbox"/> wedding | <input type="checkbox"/> wrap |

Reading B

- | | | | | |
|------------------------------------|---------------------------------|------------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> accept | <input type="checkbox"/> basis | <input type="checkbox"/> convince* | <input type="checkbox"/> ensure* | <input type="checkbox"/> inspire |
| <input type="checkbox"/> publicity | <input type="checkbox"/> remind | <input type="checkbox"/> respect | <input type="checkbox"/> series* | <input type="checkbox"/> violence |

* Academic Word List