



Street Performers

UNIT

1

Street performers have been around for centuries. Today they are in most large cities in the world. They perform for people on the street. They usually have a basket or hat in front of them for money. If people like their performance, they put money in the basket.

Work with a classmate. Match the type of street performer in the left column with the description of the performance in the right column. Then discuss other kinds of street performers you've seen.

- | | |
|-------------------|--|
| 1. drummer | a. predicts information or events about a person's life |
| 2. escape artist | b. tells a story or communicating with actions or gestures but not by using any words |
| 3. fortune teller | c. frees oneself from handcuffs or restraints or traps such as boxes or cages |
| 4. juggler | d. plays music |
| 5. mime | e. throws several objects up in the air in a timed order to catch them and then throw them again without dropping any of the objects |

CHAPTER

1



The Zip Code Man

Getting Ready to Read

How good is your memory? Try this experiment. Tell your classmate your telephone number. Then your classmate will tell you his or her telephone number. Do not write it down or save it. Each of you will try to remember the telephone number. Remember: you cannot write it down.

Vocabulary Preview

For each sentence, choose the word or phrase to match the meaning of the word in bold.

brings something to another

place

enjoyable

make a picture

more or less

not average or typical

remember

a show

a system used to give or show

information with signs or symbols

1. We have to **memorize** 25 vocabulary words for tomorrow's test.

I think **memorize** means _____.

2. My sister can **draw** animals very well. Her animals look real!

I think **draw** means _____.

3. When someone plays the guitar for other people, it is called a **performance**.

I think **performance** means _____.

4. I don't know how many people are in the crowd, but I can guess. There are **approximately** 45. There may be one or two more, but I think that's how many there are.

I think **approximately** means _____.

5. He **delivers** our office mail in the morning. The mail is on our desks before we eat lunch.

I think **delivers** means _____.

6. Steve writes **codes** for computer programs. The numbers tell the computer what to do.

I think **codes** means _____.

7. A clerk is a common type of job. A furniture tester is an **unusual** job.

I think **unusual** means _____.

8. The street performer was **entertaining**. I laughed a lot.

I think **entertaining** means _____.

Do you still know your classmate's telephone number?

4 Challenges 1, Unit 1



Reading Skill

Skill

Previewing

Purpose

To get a general idea of the reading before you read

Explanation

Before you read an article, you should look at

- **the title and subtitles**
- **diagrams, charts, and tables**
- **photographs and illustrations (drawings)**

As you look at these, think about what they tell you about the article. Previewing doesn't take a very long time, but it gets you thinking about what you will read, and that can help you understand more when you read.

Previewing

Work with a classmate to preview the reading on pages 5 and 6 by discussing the answers to these questions.

1. What is the title? Can you guess what a “zip code man” is?
2. Look at the illustration. What is it? How is it related to the title?
3. Look at the photo. What is it? How is it related to the title?

Reading

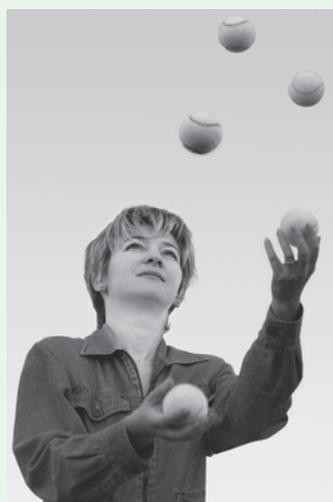
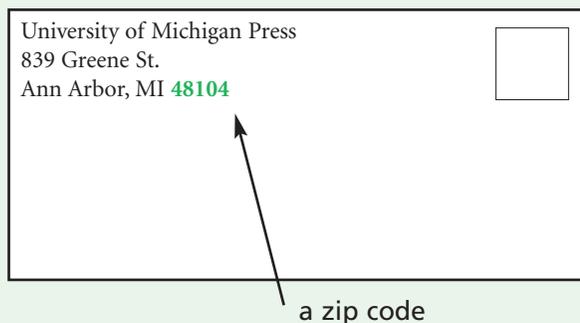
The Zip Code Man

David Rosdeitcher is an **unusual** street performer. He stands on the street and asks people to tell him their zip **codes**. Then he tells them where they are from. Next, he asks other people to tell him their zip **codes**, and

he also tells them the name of their cities. David can do this because he knows 40,000 zip **codes** of places in the United States.

What is a zip **code**? It is the number that you put at the end of your address. It is a number that tells what state and city you live in. The U.S. post office started using zip **codes** in 1963 to help with the **delivery** of mail. There are **approximately** 45,000 zip **codes**, but no one knows exactly how many there are. This is because the numbers are always changing.

Interestingly, David was born in the same year that the post office started using zip **codes**, 1963. When David was a child, he liked maps and numbers. In fact, when he was five, he named all the state capitals.* He started doing street **performances** in the 1980s when he was in college in New Orleans. He was a good juggler, and he could ride a unicycle. After college, he decided to move to Boulder, Colorado, but there were already many street jugglers in Boulder. David decided to use his good memory skills. He started to **memorize** zip **codes** in 1991 and then became the Zip **Code** Man.



* **capitals**—*n.* cities where a country's or state's main government is located

6 Challenges 1, Unit 1

David usually does his work outside at a mall** in Boulder, Colorado. He stands on the street and begins to ask people what their zip **codes** are. He tells them where they are from, and then he names a good restaurant in their town. People are surprised that David is almost always correct. During his **performance**, he **draws** a big map of the United States on the ground. When he finishes the map, he asks more people for their zip **codes**. Then he asks them to stand on the map in the place where they live. When he has about 20 or 30 people on his map, he stops. Then, he points at each person and says the zip **code** and town of that person. People are surprised by his memory.

David is very happy being the Zip **Code** Man. He says, “I’m not always right, but I’m usually always **entertaining**.” What else should a good street performer be?

****mall**—*n.* a place where there are a lot of stores and restaurants

Reading Comprehension

Circle the letter of the correct answer, or write a short answer.

1. What is a zip code?
 - a. a place
 - b. a number
 - c. a name
2. No one knows the exact number of zip codes.
 - a. true
 - b. false
 - c. The reading doesn’t say.
3. David can memorize zip codes and
 - a. the names of places
 - b. the names of restaurants
 - c. both a and b

4. David was a juggler in
 - a. New Orleans
 - b. Boulder
 - c. both a and b
5. When David performs, he draws a map of
 - a. Colorado
 - b. the United States
 - c. Boulder
6. During one performance, David memorizes
 - a. 40,000 zip codes
 - b. 20 or 30 zip codes
 - c. more than 30 zip codes
7. David likes his job.
 - a. true
 - b. false
 - c. The reading doesn't say.
8. What is unusual about David's job? _____

Discuss Your Ideas

In small groups, discuss the answers to these questions. Be prepared to share your answers with the class.

1. Are you good at memorizing things? What things have you memorized?
2. Do you know anyone with an unusual ability? What can this person do?
3. Would you like to watch David perform? Why or why not?
4. What kinds of street performers are common in your culture?

8 Challenges 1, Unit 1



STUDY TIP

Setting Goals

Good students think about why they are studying. They have goals. What are your goals for studying? Are they short-term goals? Are they long-term goals? Look at this list. Add your own goals at the bottom of the list.

1. I want to pass a test.
2. I want to write a paper.
3. I want to get an A in this class.
4. I want to graduate.
5. I want to get a good job.
6. _____
7. _____

Vocabulary Comprehension

With a classmate, fill in the empty boxes in the chart. Do not write anything in the boxes that have an X. You can use an English dictionary.

Nouns	Verbs	Adjectives	Adverbs
			approximately
code		X	X
delivery		X	X
	draw	X	X
1. 2.		entertaining	X
1. 2.	memorize		
1. performance 2.			X
X	X	unusual	

Matching

Match each word in the left column with its opposite meaning in the right column.

- | | |
|--------------------|----------------------|
| ___ 1. approximate | a. take |
| ___ 2. code (v.) | b. observe |
| ___ 3. deliver | c. forget |
| ___ 4. draw | d. common |
| ___ 5. entertain | e. erase |
| ___ 6. memorize | f. break down; crack |
| ___ 7. perform | g. bore |
| ___ 8. unusual | h. exact |

Word Forms

For each sentence, change the incorrect word form in bold to the correct word form.

- _____ 1. The **entertainment** juggler juggled six pans at one time.
- _____ 2. I love to study art, but my **draw** isn't very good.
- _____ 3. People don't have to **memorization** phone numbers any more because cell phones keep the numbers in the phone.
- _____ 4. It's **unusually** for Jack to miss a class. He comes every day.
- _____ 5. The **approximation** number of people living in the United States is 307 million.
- _____ 6. For extra money, some students **delivery** newspapers every morning.
- _____ 7. I saw Julie **performance** in three cities.

10 Challenges 1, Unit 1

Vocabulary Use

Vocabulary Note

Some of the target vocabulary in Chapter 1 has usages and meanings that are different from how they were used in the reading. To become a better reader, make sure you understand these phrase/usages:

code *a secret code, the honor code (a set of rules of behavior)*

draw *to draw conclusions, to draw a blank*

delivery *a delivery room, to deliver a speech*

True or False

Write T if the statement is true and F if the statement is false.

- ___ 1. If you memorize something, you forget it easily.
- ___ 2. Actors are performers, but truck drivers are not performers.
- ___ 3. To use an ATM machine to get money, you need to have a code.
- ___ 4. Pizza and babies are examples of things that are delivered.
- ___ 5. It is unusual for it to snow in Florida.

Write about It

Read the statement. Write a paragraph stating if you agree or disagree. Try to give three reasons for your answer. Use at least three of the words from the chart on page 8.

Some performers such as movie stars and pop singers receive a huge amount of money for doing work that is not very important.

CHAPTER

2



Walking in the Air

Getting Ready to Read

Not all public performers actually perform on the street. Some of them perform above the street. One type of performer is a tightrope walker. Discuss these questions with a classmate.

1. Have you ever seen a performance by a tightrope walker? Where?
2. What types of skills does someone need to be able to do this?
3. Is it something you would like to try?

12 Challenges 1, Unit 1

Vocabulary Preview

For each sentence, choose the word or phrase to match the meaning of the word in bold.

allowed by law

building

favorable

focus

hanging

recognition

unlike anything else

wish

1. The professor asked the students to give him their **attention**.

I think **attention** means _____.

2. It took the **construction** workers two years to build our new house.

I think **construction** means _____.

3. The United States received **credit** for putting the first human on the moon, but the U.S.S.R. had the honor of putting the first person in space.

I think **credit** means _____.

4. Many street performers have a **desire** to do something no one else has ever done. They want this experience very badly. Sometimes, they don't consider the risks.

I think **desire** means _____.

5. In many states, it isn't **legal** to drive a car and talk on a cell phone at the same time. If a police officer sees you using a cell phone while driving, the officer will give you a ticket.

I think **legal** means _____.

6. Is this glass half full or half empty? If you think that it is half full, you look at things in a **positive** way. If you think it is half empty, you look at things in a negative way.

I think **positive** means _____.

7. Hummingbirds look like they are **suspended** in air when they are feeding because their wings are moving too fast to see.

I think **suspended** means _____.

8. The view from the top of the mountain is **unique**. You can see the ocean miles away.

I think **unique** means _____.



Reading Skill

Skill

Scanning for Details

Purpose

To find specific information quickly

Technique

When you scan, you look only for the information that you need. You move your eyes across the text to look only for the specific information. You don't read every word. Keep moving your eyes across the text until you find the information that you are looking for.

Example

Questions

1. When was the first law about street performing passed? (Look for dates to answer *when* questions.)
2. Who passed it? (Look for capital letters and names for answers to *who* questions.)

Passage

In 462 BCE, the Romans passed a law against street performing. If you sang a song about the government in public places, you could be put to death.

Scanning for Details

Scan the reading on pages 14–15 for the answers to these questions.

1. Where does Philippe Petit live? _____
2. When did Philippe Petit walk between the towers? _____
3. How long was he walking there? _____
4. How many times did he walk across the cable? _____

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Reading

Walking in the Air: The Story of Philippe Petit

Philippe Petit is not like most people in the world. As a child, he was kicked out of five schools. He's been arrested* more than 500 times in several different countries. He was born in France, but he now lives in New York. He is building a barn by



himself using only 18th century tools. All of these facts are true, but they are not what make Philippe Petit famous. He is famous for walking on a rope between the Twin Towers in New York City. As everyone knows, the Twin Towers are gone, but in 1974, they were new. Philippe drew worldwide **attention** to them by putting up a 450-pound cable** between them and walking on it for 45 minutes.

Philippe's **desire** to walk between the towers began six years earlier. He was a street performer and had walked on a tightrope many times. So, when he saw the towers being built, he wanted to walk between them. He spent those six years finding out more about the towers as they were being built. Since his plan wasn't **legal** and the towers had many locks, he had to first find ways of getting into the buildings. He dressed as a **construction** worker and a businessman. He hid under tarps*** and in elevators. He learned the codes to locks. He measured the wind speed and the distance between the towers. At home, he built models of the towers and practiced tightrope walking. He measured cables and gathered the equipment. Finally, on August 7, 1974, at 7:15 AM, he stepped out on the cable that was **suspended** between the towers.

***arrested**—*v.* taken by the police

****cable**—*n.* a thick rope

*****tarp**—*n.* a large piece of waterproof plastic used to cover things in the rain

Slowly, people began to notice that someone was walking between the two towers. Crowds gathered. Someone called the police. Philippe, however, was not concerned. He was having fun. He was getting a **unique** view of the towers. In all, he walked across the cable eight times. When he stepped off the cable, the police arrested him. However, they dropped the charges several days later. In fact, he was given a lifetime pass to the Observation Deck for the Twin Towers. He also received **credit** for bringing **positive** attention to the towers.

Now Philippe is more than 60 years old, but he still practices tightrope walking every day. And he is raising money for his next performance: walking on a cable across the Grand Canyon.

Reading Comprehension

Circle the letter of the correct answer, or write a short answer.

1. Why is Philippe Petit an unusual person?
 - a. He was born in France, but he lives in New York.
 - b. He walked on a rope between two towers in New York.
 - c. He is more than 60 years old.
2. Philippe first worked at the towers before they were open to the public.
 - a. true
 - b. false
 - c. The reading doesn't say.
3. Before 1974, Philippe had
 - a. never walked on a tightrope.
 - b. walked on a tightrope once or twice.
 - c. walked on a tightrope many times.

16 Challenges 1, Unit 1

4. When Philippe first stepped out on the wire, people on the street cheered for him.
 - a. true
 - b. false
 - c. The reading doesn't say.
5. How many times did Philippe walk across the wire? _____
6. The police were not happy to see Philippe on the wire.
 - a. true
 - b. false
 - c. The reading doesn't say.
7. After Philippe stepped off of the wire,
 - a. the police arrested him.
 - b. he spent three months in jail.
 - c. both a and b
8. Philippe retired when he turned 60.
 - a. true
 - b. false
 - c. The reading doesn't say.

Discuss Your Ideas

In small groups, discuss the answers to these questions. Be prepared to share your answers with the class.

1. Do you think that the police should have arrested Philippe? Why or why not?
2. Do you think you would like Philippe? Why or why not?
3. What do you think was the biggest risk that Philippe took? Why?
4. Why do you think people like Philippe take risks?
5. Do you take risks? In what ways?



STUDY TIP

Understanding How *You* Study

In order to be an effective student, you need to think about what you do when you study: what helps you study and what distracts you from studying? Answer the questions to get an understanding of how you study.

1. Where do you study? _____
2. Do you study alone or with other students? _____
3. Do you need a quiet place, or can you study with noise around you? _____

4. When you read, do you take notes? _____
5. When you have to learn some vocabulary words or some facts for a test, how do you memorize them? _____
6. How can you change the way you study to make it better? _____

Vocabulary Comprehension

With a classmate, fill in the empty boxes in the chart. Do not write anything in the boxes that have an X. You can use an English dictionary.

Nouns	Verbs	Adjectives	Adverbs
attention	X		
construction		X	X
1. 2.	credit	X	X
desire			X
		legal	
X	X	positive	
	suspend	X	X
X	X	unique	

18 Challenges 1, Unit 1

Sentence Completion

Fill in each blank with one of the words from the chart. Use the context to help you choose the correct form of the word.

1. The teacher didn't give me _____ for my homework because I turned it in late. Next time, I have to turn it in on time so that she will know that I did it.
2. The _____ for money can lead people to do things that they should not do.
3. I think that my son is going to be a _____ worker. He loves to make buildings with small pieces of wood.
4. Each one of us is _____ in our own way.
5. On German highways, cars can go as fast as the drivers want, but in most U.S. states, driving over 70 mph isn't _____.
6. Are you _____ that you can pick me up from the airport?
7. In my biology class, my professor is giving a lot of _____ to the first chapter.
8. If you do something against the law, the police can _____ your license.

Odd One Out

Circle the word that does not belong in each group. Be prepared to explain why the word does not belong.

1. build, construct, make, take
2. happy, helpful, positive, upset
3. attentive, careless, forgetful, sleepy
4. hang, land, stay in the air, suspend
5. legal, unfair, unlawful, wrong
6. normal, special, unique, unusual
7. acknowledgment, card, credit, recognition
8. desire, dislike, hate, not want

Vocabulary Use

Vocabulary Note

Some of the target vocabulary in Chapter 2 has usages and meanings that are different from how they were used in the reading. To become a better reader, make sure you understand these phrase/usages:

positive *to be positive* (sure, certain), *to test positive*

suspend *to suspend a license*, *to suspend production*

Short Answer

Write an answer to these questions. Try to use the word in bold in your answer.

1. Where is it **legal** to drive on the left side of the street? _____
2. What materials can be used to **construct** houses? _____
3. When should a driver be very **attentive**? _____

Write about It

Try to use at least three words from the chart on page 17.

It takes courage to perform in public. Are you the kind of person who would enjoy being a street performer? If so, what kind of performance would you give? If not, would you rather perform on stage or some other place? Write a paragraph describing the kind of performance you would like to give.

20 Challenges 1, Unit 1



Vocabulary Skill

Skill	Keeping a Vocabulary Journal	
Purpose	To learn vocabulary items in a systematic way	
Technique	In a notebook, enter the targeted vocabulary words for each chapter. Each word gets one page (front and back). <ol style="list-style-type: none">1. On the front of each page, write all the forms of the word.2. On the back, write a brief definition <u>or</u> translation, the pronunciation, and sample sentence or phrase. If you have seen the word used in different ways (noun and verb) or have different meaning, add a definition for each.3. If you like, you can also write the translation in your native language.	
Example	Front	Back
	<p><i>amazement, n.</i> <i>amaze, v.</i> <i>amazing, adj.</i> <i>amazingly, adv.</i></p>	<p><i>a big surprise</i> <i>[ah-māy-z-ment]</i> <i>I saw the <u>amazement</u></i> <i>on the child's face</i> <i>when he saw his new</i> <i>bicycle.</i></p>

Keeping a Vocabulary Log

Start your own Vocabulary Journal. Write entries for words from Unit 1.

1. approximately
2. delivery
3. performance



Timed Reading

Read the passage according to your teacher's instructions. Then answer the questions on page 209 without looking at the reading.

The Hip Hop Phenomenon

Hip hop is a unique part of urban culture in the United States. It began in the 1970s in a neighborhood of New York City called the Bronx. At that time, the Bronx was full of poverty, unemployment, and hopelessness. Young people especially felt restless and depressed. But amazingly, out of this disorder, an original and significant music and dance movement began. It happened when young men and women gathered on street corners and tried to forget their troubles by playing music and dancing.

The music of hip hop is called rap. Rap originated with the Jamaican * immigrants in New York City. They brought some techniques of reggae music with them and adapted them to rap. For example, one Jamaican immigrant, Kool Herc, used the idea of “toasting” from reggae music. In reggae, “toasting” is talking over parts of songs, so Kool Herc began to talk in rhymes to the beat of hip hop music. Another original development in hip hop is the DJ. DJs are disc jockeys that use records and turntables to create unique blends of music and song.

The dance style of hip hop music is called break dancing. Break dancing * styles developed to the familiar rhythms of African music and the poetry of rappers. It is a combination of recognized movements and individual variations. Typical break dance moves are Toprock and Downrock. As their names indicate, Toprock dancing uses the top half of the body, and Downrock is movement of the feet. The “moon walk,” which was made famous by Michael Jackson, is a Downrock move. Break dance Power Moves require a lot of skill

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and strength. In Windmill, for example, dancers support their weight on one hand and then move their bodies in different ways in the air. In Headspin, * dancers spin upside down with their heads on the sidewalk while their bodies move above them to the beat of the music. These moves look random and unplanned, but becoming a good hip hop dancer requires skill, strength, and a lot of practice.

From the streets of the Bronx, hip hop fans followed their favorite rappers and DJs into nightclubs. Smart record company executives offered recording contracts to popular rappers. Their CDs sold millions of copies. Hip hop dancers began to perform on the streets and in clubs worldwide. In just a few short years, hip hop became an essential part of American culture.