

In recent years, DNA researchers believe that they have linked the DNA of all humans on our with the DNA of African natives.

Scientists assume that the entire world was populated as a result of a migration that began in Africa around 70,000 ago.

The implications of this idea would have shocked the European slave traders.

They probably would have found it incredible to think that people all over the world were, in a sense, related to one another...

Migrations

The first migrations in human history were probably voluntary.

People chose to leave their birthplace in search of food, water, or living space.

Other migrations have been involuntary, which means that people were forced to travel.

Between the 16th and 19th centuries, for instance, European slave traders kidnapped an immense number of African natives and transported them against their will to the Americas.

There, the Africans encountered a world unlike anything they had seen in their native lands.

They were to work in terrible conditions, and many died young. The practice of slavery declined in the 18th and 19th centuries.

Subsequently, it was made illegal, and the descendants' of those early African slaves became free.

Africans were absorbed into the cultures of the Americas, and today they are described, for example, as African Americans, Afro-Caribbeans, or Afro-Latin Americans.

What's in a Name?



When naming a child, some parents seem to choose a name based simply on their personal **preference**. In other families, grandparents or professional name-makers come up with a child's name. And in some cases, the time of a child's birth influences how the child's name is determined.

5 In many European cultures, names are typically chosen by parents. Parents' choice for their child's name may be based on names of **relatives** or ancestors within their particular family. For example, in Italy, children are traditionally named after their grandparents. The parents generally use the father's parents' names first. If they have more children, then they will use the mother's parents' names. Similarly, some people
10 in Eastern Europe name their children after relatives who have died. This tradition is seen as a means to protect the child from the **Angel of Death**.

Traditionally in some Asian countries, a child's grandfather or a fortune-teller chooses the child's name. In contrast to the tradition of naming children after relatives, the child's name is chosen to influence the child's character. For example, names may be
15 based on a connection to certain elements such as fire, water, earth, wood, or metal. Or the name might include a written character meaning beauty, strength, or kindness.

In certain African cultures, when a child is born plays a large part in determining the child's name. In Ghana's Akan culture, the day a child is born determines the child's name. But each day has different names for boys and girls.
20 For instance, a boy born on Friday is named Kofi, whereas a girl born on the same day is named Afua. Both Kofi and Afua are names meaning "wanderer" or "explorer." Children with these names are seen as travelers.

No matter where the name comes from, a child's name is the first gift in life. Whether it is chosen according to preference or **dictated** by tradition, the name reflects something about a child's culture. For that reason, all names should be **treasured** and respected.
25

Reading Time _____ minutes _____ seconds

337 words



Shakespeare, Where Are You Now?



William Shakespeare (1564-1616) wrote many plays and poems which are known the world over. But perhaps you think the works of an **Elizabethan playwright** are not important today. Well, think again. Shakespeare's works have survived the years and then some! For example, *Romeo and Juliet* has not only been performed again and again in theaters around the world, but it has also been made into a very popular movie, twice!

During the late 1500s, however, Shakespeare's plays were often performed at the Globe Theatre in London. The Globe was a large **open-air** theater that used only natural lighting. Shows at the Globe used very few **props**, but performances were always interesting and exciting because the **audience** yelled at, cheered, and talked with the performers. The Globe was a great success. However, in 1613, during a performance of Shakespeare's *Henry VIII*, a **cannon** was **fired** on stage, setting off a fire. The fire completely destroyed the theater. The Globe was fixed a year later, but it did not stay open long. The theater was closed by the **Puritans**, who did not approve of entertainment. The Globe never opened again, and the building was finally **torn down** in 1644.

Theater lovers in England never forgot the Globe, and in 1970, a decision was made to rebuild it as close to the original design as possible. Imagine how people felt when, in 1989, those working on the new Globe came across some of the original building only about 100 meters from the new theater. They were building the new theater almost in the original Globe's location! The new Globe opened in 1999 and has since won many **awards** as one of the best tourist **attractions** in Europe. Since the new theater opened, hundreds of thousands of people have attended Shakespearean performances such as *A Midsummer Night's Dream*, *As You Like It*, and *Henry V*. Shakespeare, where are you now? At the Globe, of course!



Reading Time _____ minutes _____ seconds

324 words

- ² *Elizabethan*: related to times in England from 1550-1600
- ³ *playwright*: a person who writes plays
- ⁸ *open-air*: without a roof
- ⁹ *prop*: a thing actors use during a performance
- ¹⁰ *audience*: a group of people watching a show
- ¹² *cannon*: a big gun on wheels used in war

- ¹² *fire*: to shoot
- ¹⁴ *Puritan*: a person of a group of Protestants in the 1500s and 1600s
- ¹⁵ *tear down*: to remove or take apart
- ²² *award*: a prize; something granted as for merit
- ²³ *attraction*: a thing to see

A. Choose the best word or phrase to fill in the blank.

1. Computers are now used ____ for both education and entertainment.
a. and then some b. in the end c. over and over d. the world over
2. I am afraid to speak in front of a large ____.
a. attraction b. audience c. prop d. stage
3. More than 1,000 people ____ the concert.
a. attended b. destroyed c. produced d. survived
4. Please ____ the other people in the audience and don't talk during the show.
a. approve b. attend c. fire d. respect
5. The huge park downtown is one of the city's most popular ____.
a. attractions b. audiences c. plays d. successes
6. The theater does not ____ people to eat or drink during the show.
a. allow b. destroy c. perform d. yell
7. We will have the report finished by five o'clock. You can ____.
a. call us names b. calm us down c. come across us d. count on us

B. Choose the correct form of the word to fill in the blank.

8. He's waiting for the committee's ____ of the plan.
a. approval b. approve c. approved
9. The audience cheered when the ____ walked onto the stage.
a. performer b. perform c. performance
10. They had trouble ____ a place to park near the theater.
a. location b. locating c. local

A. Choose the best word or phrase to fill in the blank.

1. She likes only one ____ flavor of ice cream.
a. particular b. typical c. general d. mobile
2. The head researcher must ____ the idea before we go ahead with the experiment.
a. dictate b. approve c. base d. contrast
3. I always visit ____ at Christmas.
a. ancestors b. cultures c. traditions d. relatives
4. Cultural traditions often ____ how we act during special holidays.
a. base b. dictate c. allow d. approve
5. ____ to traditional methods, many Asian families are now choosing names according to their personal preference.
a. As a means b. Typically c. In contrast d. Similarly
6. My ____ moved from Germany to Britain about 100 years ago.
a. friends b. ancestors c. children d. locations
7. What is your ____, to eat in or go out for dinner?
a. preference b. culture c. tradition d. type

B. Choose the correct form of the word to fill in the blank.

8. He always looks at his ____ in the mirror.
a. reflect b. reflection c. reflected
9. The young man was ____ by a group of bad students.
a. influence b. influential c. influenced
10. He ____ sleeps late on Saturdays.
a. typically b. typical c. atypical

Before You Read

A. Completion. Read the definitions. Complete the paragraph with the correct form of the words in **bold**.

astronaut: a person who travels into space

colony: a place or an area under the control of another place, usually another country

establish: to make or start something, such as a system or an organization

rocket: a vehicle used to travel to space

Robert Zubrin is a(n) **1.** _____ scientist; he designs spaceships. He thinks we should send **2.** _____ into space, but not just to visit. Zubrin wants to **3.** _____ a human **4.** _____ on the planet Mars. He wants to change the planet into a new place for humans to live.

B. Predict. Read the sentence below. Circle your answer and discuss your reasons with a partner. Then compare your ideas with those in the passage.

Sending humans into space to live (**is** / **is not**) a good idea because . . .



^ This is how a Mars One colony might look like in the future.

High School Dropout Rates on the Rise

Pre-Reading Questions

Think about the following questions.

1. What is the high school dropout rate in your city?
2. What are some reasons why a student may drop out of high school?
3. What are some ways to decrease the number of high school dropouts?

Vocabulary Preview

Match each word or phrase with the correct definition.

- | | |
|------------------|------------------------------------------------|
| 1. convince | a. to abandon an attempt or activity |
| 2. diploma | b. a report that examines and analyzes a topic |
| 3. drop out | c. a document certifying graduation |
| 4. economy | d. the condition of economic life |
| 5. philanthropic | e. to persuade |
| 6. study | f. characterized by acts of goodwill |

LIVING IN SPACE

1 Stephen Hawking, one of the world's most important scientists, believes that to **survive**, humans must move into space: "Once we **spread out** into space and establish **independent** colonies, our future should be safe," he says.

5 Today, the European Union, India, China, Russia, and Japan are all planning to send astronauts back to Earth's closest **neighbor**: the moon. Some of these countries want to create space stations there between 2020 and 2030. These stations will prepare humans to visit and later live on Mars or other
10 Earthlike planets.

Robert Zubrin, a rocket scientist, thinks humans should colonize space. He wants to start with Mars. Why? He thinks sending people to Mars will allow us to learn a lot—for example, about the ability of humans to live in a very different
15 environment. Then we can eventually create new human societies on other planets. In addition, any **advances** we make in the fields of science, technology, **medicine**, and health will also **benefit** us here on Earth.

SpaceX is a company that builds rockets. Its owner, Elon Musk,
20 also believes we should colonize Mars, but he doesn't want just one small colony. He doesn't want to send just "one little **mission**;" he would like to send millions of people.

Not everyone thinks sending humans into space is a smart idea. Many say it's too expensive, even if it's just a short
25 **journey**. And most space trips are not short. A one-way trip to Mars, for example, would take about six months. People traveling this kind of distance face many health problems. Also, these first people would find life extremely difficult out in space. On the moon's **surface**, for example, the sun's rays¹ are
30 very dangerous. People would have to stay indoors most of the time.

Despite these concerns, sending people into space seems certain. In the future, we might see lunar² cities or even new human cultures on other planets. First stop: the moon.

¹ The **sun's rays** are narrow beams of light from the sun.

² **Lunar** means "related to the moon."

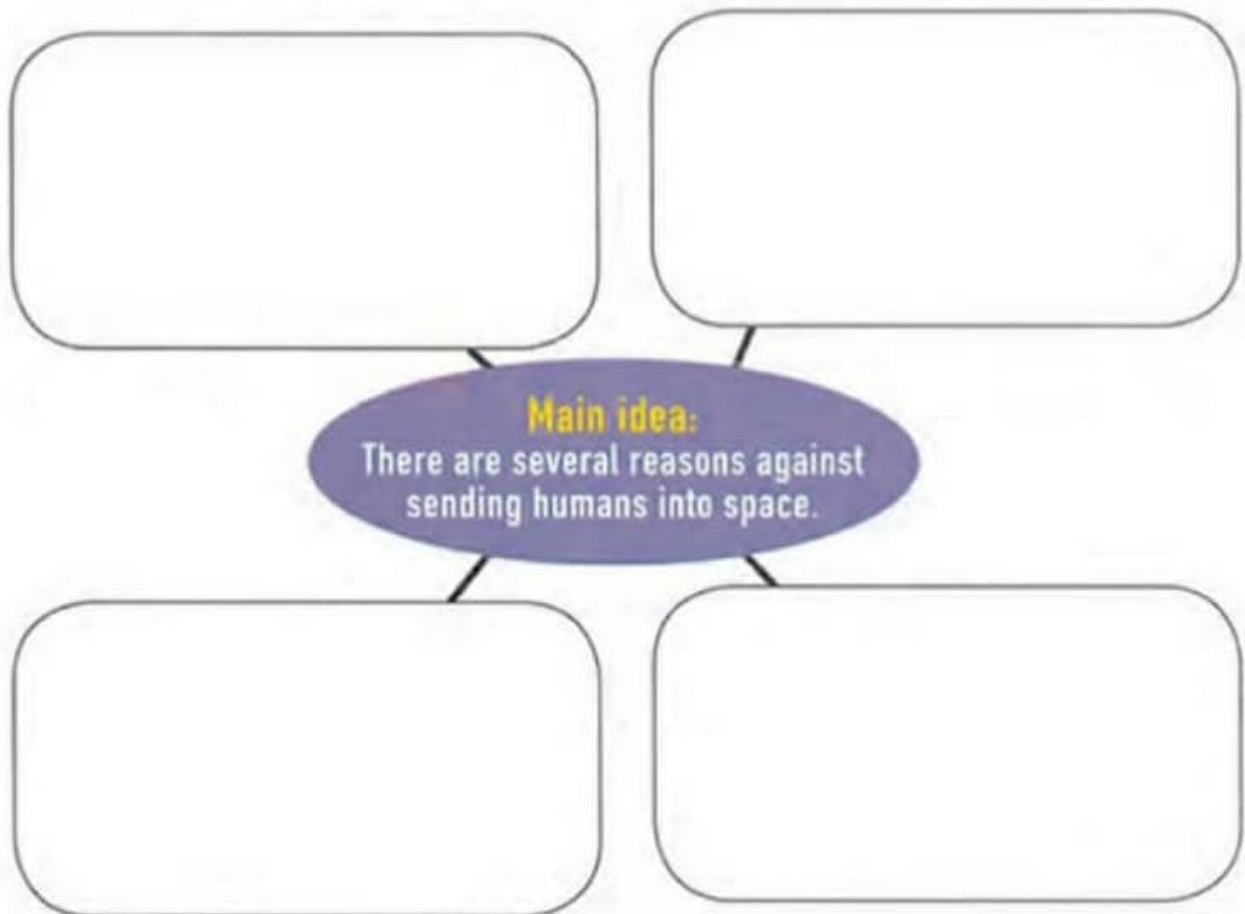


Neil Armstrong, the first astronaut to walk on the surface of the moon

Identifying Reasons (2)

A reading text will sometimes contain arguments for and against an idea. It can be useful to identify and list all the reasons for and against an idea. This can help you form your own opinion on a particular topic.

- A. Analyzing.** Look back at the reading on page 57. Read the third paragraph and identify the main idea of the paragraph. Then underline the reasons that support the main idea.
- B. Completion.** Now read the fifth paragraph of the reading on page 57. Complete the diagram below by writing the reasons in the boxes.



Critical Thinking Discuss with a partner. Do you agree with Elon Musk that we should send millions of people to Mars? Why or why not? What do you think would be the most difficult thing about living in a colony in space?

Vocabulary Practice

A. **Matching.** Read the information and match each word in **red** with its definition.

A **mission** to Mars would take at least a year—six months to get there and six months to return. This sounds like a long time, but think about it—people from Europe used to go on six-month **journeys** to Australia by ship. What's more difficult than getting to Mars is living there. People who want to live on Mars will have to find water. They would need water to **survive**, and they would probably have to take it with them from Earth. But scientists think water existed on Mars in the past and may still be under the **surface** of the planet. So, in time, the planet might be able to have water again. This would then make people on Mars more **independent** from Earth.

1. _____: able to live on one's own
2. _____: the outer part of something
3. _____: a special trip that has an aim or a goal
4. _____: trips, travels
5. _____: to stay alive

B. **Words in Context.** Complete each sentence with the correct answer.

1. A **neighbor** is a person who lives _____ you.
a. near b. far from
2. A student of **medicine** probably wants to be a(n) _____.
a. doctor b. astronaut
3. If a group of people **spreads out**, they _____.
a. come together in one place
b. move away from one another
4. If we make **advances** in science or technology, we _____ in those areas.
a. do worse b. improve
5. If something **benefits** you, it _____ you.
a. helps b. hurts

A view of the water-ice clouds drifting over the ancient volcanoes on Mars



Word Link *in, im* = not: *independent, impolite, impossible*

Directions:

Valeen enjoys spending time with her grandmother. Valeen is fascinated with the stories Grandma tells about how things have changed since she was a girl. Read one of her stories below. Then answer the questions.

When I was a little girl growing up in the 1940s, we didn't have much in the way of material things. The Great Depression had hit just about everyone, and we were just climbing out of it. My dad had a job at a factory, and mom stayed at home with the kids. I got a new outfit once a year, and that was only because Mom was pretty good with the sewing machine. Good thing, too, because when World War II came, mom got a job sewing uniforms for the soldiers. The extra money helped, and by the time I was in my teens in the late 1950s we had enough to get one of those fancy new television sets. It was black and white and only got three channels, but we were glued to it.

I decided around that time that I didn't want to work in a factory or sew like my mom had. I wanted to go to college. A girl aspiring to a career at that time raised some eyebrows. Worse still, I wanted to be a lawyer. Though others scoffed, my parents told me that they would support me in any way they could.

Fortunately, I worked hard at school and got a scholarship. It wasn't easy, but a few years later I was a lawyer.

At first I was a little overwhelmed. But in the late '60s I knew I could use my education and spirit to help our nation. I took a job working against discrimination as a civil rights attorney. That's where I met your Grandpa. He was not only handsome but believed in the same things I did and still do—equality and justice. When your mom came along, I took a year off but went right back to work. We were able to afford a color TV and, like me, your mom was glued to it. She had an intense interest not in the programs, but how the thing worked. I guess I knew from the time she was watching "Sesame Street" that she would also take a path that was not normally taken by women. She became an electrician.

So, Valeen, I wonder what's left for you to try that is uncharted territory for women. After all, it seems to run in our family.



1. Name a way Valeen's mother and grandmother were alike. _____

2. Compare Valeen's grandparents to her great-grandparents. _____

3. What did Grandma mean by "raised some eyebrows"? _____

4. Today college enrollment is roughly equal between men and women. Are there any fields you think are still "uncharted territory" for women? _____
5. Contrast Valeen's opportunities today to that of her grandmother's as a teen. _____

Name: _____**Date:** _____

READING COMPREHENSION

A Mark each statement as either true (T) or false (F) according to the reading.

1. ____ The US has the highest dropout rate of all industrialized countries.
2. ____ The new national campaign is funded by the government.
3. ____ The majority of prisoners in the US did not finish high school.
4. ____ High school dropouts cost the US economy billions of dollars a year.

B Choose the best answer.

1. The mayor of which city visits homes of dropouts to persuade them to go back to school?
 - a. Washington, D.C.
 - b. New York
 - c. Houston
 - d. Los Angeles
2. Which of the following was NOT a statistic in the reading passage for the number of high school dropouts recorded in the United States?
 - a. 52 percent
 - b. 75 percent
 - c. 80 percent
 - d. 85 percent
3. Which of the following groups was NOT mentioned in the new campaign of working together?
 - a. educators
 - b. business leaders
 - c. parents
 - d. economists

C For the next two questions, look for the answers in the passage and write them on the lines provided.

1. Why is getting an education important?

2. Why is the rising high school dropout rate bad for the economy?

What Does “Dropout” Really Mean? Track 14

One popular saying in America is that “there are lies, damn lies, and statistics.” This means that statistics are often deceiving. Statistical numbers reveal facts that appear to be true but, in reality, mask a truth that is much more complicated.

Many researchers think this is the case with dropout statistics. National high school dropout rates are difficult to accurately determine for several reasons. First, each state records dropouts differently. There is no national standard for what the term “dropout” means. Some students “drop out” of one school after their freshman year and then go to another school to finish their high school career. Others do not finish high school but later take a special test and receive a General Education Diploma, or GED, which is equivalent to a high school diploma.



Statistical discrepancies can cause confusion. For example, several studies have recently claimed that the US high school dropout rate is about 25 percent. But the National Center for Education Statistics showed the US dropout rate at 14 percent. How can the statistics be so different? Which ones are more correct? The answers are not clear, and researchers add to the confusion by arguing among themselves.

The validity of statistics depends on how they are calculated. Statistics often don't reflect different factors in determining the statistics. They give us a picture of a situation, but the picture is not always accurate.

Reading Comprehension

Multiple Choice. Choose the best answer for each question.

- | | |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose | 1. What is the main purpose of this passage?
a. to give reasons for and against space colonization
b. to describe what life would be like on the moon
c. to explain the history of human space travel
d. to compare the environments of Mars and the moon |
| Reference | 2. What does <i>our</i> in Stephen Hawking's quote <i>our future should be safe</i> (line 4) refer to?
a. colonies'
b. scientists'
c. humans'
d. astronauts' |
| Detail | 3. Between 2020 and 2030, some countries plan to send astronauts to _____.
a. Mars
b. other Earthlike planets
c. the moon
d. another solar system |
| Detail | 4. Why are some countries planning to create lunar space stations?
a. to find out about the moon's surface
b. to lower Earth's population
c. to grow food for humans on Earth
d. to prepare humans to live on other planets |
| Detail | 5. Which reason for living in space is NOT mentioned?
a. We can learn if humans can live in a very different environment.
b. We can create human societies on other planets.
c. We can search for life on other planets.
d. We can benefit from scientific advances. |
| Main Idea | 6. Which of the following is the main idea of the fifth paragraph?
a. There are reasons not to send humans to space.
b. Travel to space is very expensive.
c. The sun's rays are dangerous for humans.
d. People living on the moon will need to stay indoors. |
| Paraphrase | 7. What does <i>First stop: the moon</i> mean in the last line?
a. Everybody wants to go to the moon first.
b. Mars's moon is the best place to have a human colony.
c. All spaceships to other planets will stop at the moon first.
d. The first human colony in space will likely be on the moon. |



Did You Know?

The meals astronauts eat in space include food such as pasta and chocolate cake or, for Japanese astronauts, ramen noodles.

Choose the best answer.

1. What is the main focus of this reading?
 - a. Interesting attractions in Europe
 - b. Shakespeare and the Globe Theatre
 - c. Shakespeare's plays and poems
 - d. The first play at the Globe Theatre

2. Which is probably NOT true about plays at the Globe in the 1500s?
 - a. Actors didn't use very many objects on stage.
 - b. The shows were very popular.
 - c. The audience said things to actors on stage.
 - d. The shows were usually performed at night.

3. Which is true about the new Globe Theatre?
 - a. It was open from 1500-1616.
 - b. A fire happened there around 1970.
 - c. Workers finished it in 1989.
 - d. People could see plays there in 1999.

4. During what kind of scene did the fire at the Globe start?
 - a. During a battle scene
 - b. During a party scene
 - c. During a scene in which witches cooked something
 - d. During a scene on a beach after a boat sank

5. What won an award for the best attraction in Europe?
 - a. *Romeo and Juliet*
 - b. Shakespeare's plays
 - c. The Globe Theatre
 - d. The original performance

Idiomatic Expressions

Find these idioms in the reading.

- **the world over** [around the world; everywhere]
Children **the world over** like Pokemon.

- **and then some** [plus more]
He completed all of his own work **and then some**.

- **come across** [to discover; to encounter]
We **came across** \$50 lying on the street on the way home.

Fill in the blank with one of the above idioms. Change its form if necessary.

1. A smile is understood as a sign of friendship _____.
2. You may _____ a good bargain if you shop at the market.
3. The website has news stories, jokes, games, _____.

Directions: Read this story about a tortoise named Mr. T. Then answer the questions.

My dad and I belong to ARC, the Arizona Reptile Club. Once a month we get together with other reptile lovers (yes, you can love a reptile) to swap information and stories. One weekend last spring the club organized a trip out to the desert. It was supposed to be like a safari—we would ride around and try to spot reptiles in their natural habitat, then report back what we saw at the next meeting.

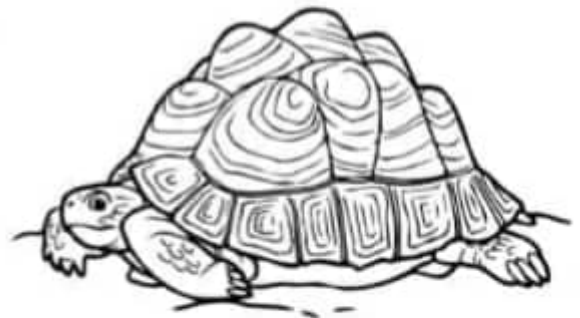
So, off we went—reptile lovers armed with cameras. After driving for a while, we were on a narrow road through open desert. We were moving slowly looking for signs of life. That's when I saw a good-sized tortoise who had made his way just about across the road. Suddenly a large pick-up truck came up on our tail, honking. The driver was waving his fist and yelling. We pulled over a little to the side, and he stepped on the gas to pass us, leaving a cloud of smoky dust behind. When the cloud settled, I glanced back at the tortoise. He was not at the side of the road where he had been a moment ago. I leaped from the car and crossed the road where I scanned the area like a hawk. About 20 feet out, I saw him—or at least I saw a shell—turned over on its back. It had to be him and that truck must have clipped him as it passed and sent him hurling.

One of our goals as an organization is to preserve and protect wildlife, so we were furious at the prospect of having one of our beloved creatures assaulted in his own domain. Dad joined me and we sadly walked over to where he lay, unmoving. "It doesn't look good, Marsha," he said as he bent down and turned the shell upright.

I stood there just staring at the shell, tears starting to well up. Then something amazing happened. A little head gingerly poked out, then the legs. In a moment, the tortoise had lifted himself up on his toes. He looked back at us once, as if to say thanks, then walked away.

"That's one tough tortoise," said Dad.

"Yep," I said smiling and took a picture of "Mr. T."

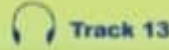


1. Is the storyteller a boy or a girl? _____ How can you tell? _____
2. Is the story written in first, second, or third person? _____
3. Find a simile in the story. _____
4. Which of the following can you conclude is a character trait of the storyteller?
 devious compassionate dependent hot-tempered
5. By reading the first sentence, what can you infer about how the storyteller thinks most people feel about reptiles? _____
6. Write a synonym for: a) glanced _____ b) swap _____
7. In this story clipped means: 1. cut away, 2. joined together, or 3. hit on the edge?

Name: _____

Date: _____

High School Dropout Rates on the Rise



How many students drop out of high school in the United States? Nobody seems to know with certainty, but statistics indicate it might be a lot more than most people think. Recent studies have found that only about 75 percent of all high school **freshmen** receive a high school diploma and that in the fifty largest US cities, the number falls to 52 percent—barely more than half. Previous studies had shown that 85 percent of all high school students graduated. The US now has the highest dropout rate of all industrialized countries. It is estimated that more than 1 million students drop out of high school every year, or 7,000 each school day. According to one study, America is the only **industrialized** nation in which children are less likely to graduate from high school than their parents.

The rising dropout rate has alarmed both **educators** and **economists**. In this age of advanced technology, education is more important than ever. To get a good job, workers need to know how to read. They must be able to quickly **calculate** complex math problems. High school dropouts hurt not only themselves but also the American economy. They **hinder** America's ability to compete against the rest of the world. A worker without a high school diploma earns an estimated \$300,000 less in his or her lifetime than a high school **graduate**. A dropout has less spending money to help the economy and less to pay the government in the form of taxes. Because the government collects less tax money, it cannot pay as much to retired people who have worked hard their entire lives. One report estimated that high school dropouts in one recent school year will cost the US almost \$330 billion. In addition, dropouts are more likely to get into trouble. They often rely on



- 4 freshman — a student in his or her first year of high school or college
- 10 industrialized — well-developed; stable
- 12 educator — a person who works in the education field
- 12 economist — a specialist in economic matters
- 15 calculate — to figure out; to solve
- 16 hinder — to cause delay
- 18 graduate — someone who has finished high school or college

government welfare programs, which are funded by American taxpayers. Studies have shown that as much as 75 percent of all **prisoners** in the United States, for example, did not finish high school.

Several cities have formed programs to help high school dropouts. In Houston, Texas, volunteers—including the **mayor**—go to dropouts' homes and try to convince these students to give school another try. More than 5,000 city dropouts have returned to the classroom since the program started in 2004. In Virginia, a private business has donated money to open two non-traditional schools for high school students who are struggling in conventional schools and are likely to drop out. And in Washington, D.C., a private welfare agency has started a program to help dropouts learn job skills.

Now there is a new national **campaign** to reduce American dropout rates. A group called the Promise Alliance is giving money to several states. It wants each state to develop a plan for increasing its graduation rates. Alliance leaders hope that all fifty states will have a plan in place by the year 2010. The campaign is funded by both businesses and philanthropic organizations. It aims to unite government and business leaders with parents and educators. "The key is to start working together," said Marguerite Kondracke, president and CEO of Promise Alliance. "We need to recognize that by working together, we can make enormous strides to ensure that our children succeed."

Reading Time _____ minutes _____ seconds

547 words



SUMMARY

Fill in the blanks in the table with the sentences below according to the category they belong to. Use each sentence only once.

High School Dropouts	
Problems	Solutions

1. Businesses and philanthropic organizations are funding campaigns to increase graduation rates.
2. High school dropouts put a strain on the economy.
3. Volunteers go to dropouts' homes to try and convince them to go back to school.
4. Recent studies state that barely half of the students in the fifty largest cities in the United States graduate from high school.
5. High school dropouts also hurt their chance of getting a good job.
6. Promise Alliance is giving money to several states for them to develop their own plans to decrease the number of high school dropouts.

VOCABULARY EXTENSION

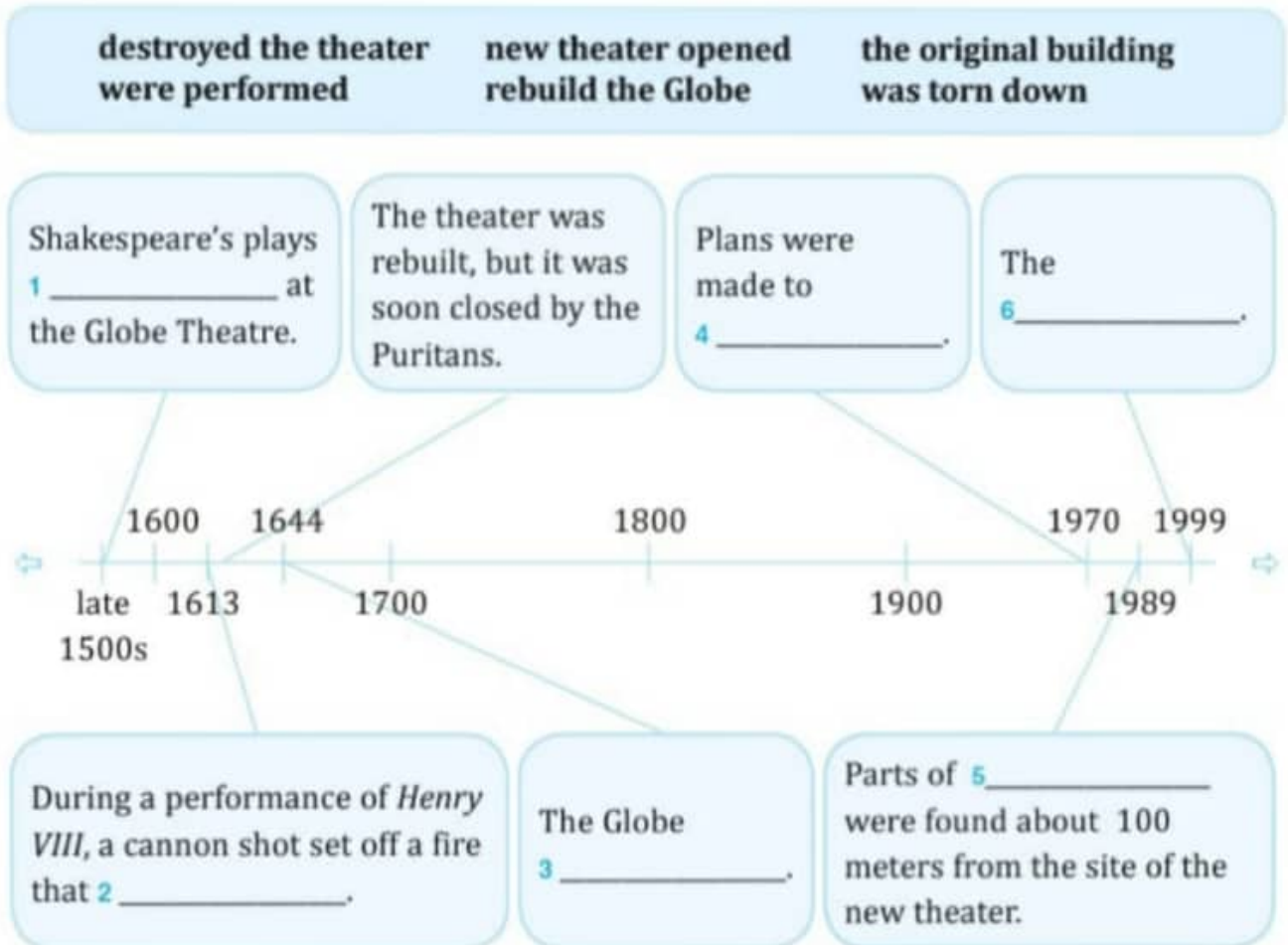
Here are six words that are related to the topic but are not in the reading. Fill in each blank with the best word from the list. Use each word only once.

enact pedagogy administration credit fosters tuition

1. The University's decision to raise _____ made many students angry because they feel the cost of attendance is already too high.
2. Assistant principals aid the principals with the overall _____ of the school.
3. Because he was always absent for class, the teacher decided to fail him. So, he did not receive _____ for the class.
4. The government should _____ a law that gives more money to schools.
5. Every teacher has a(n) _____, or style of teaching, that they follow when instructing in the classroom.
6. The classroom should be an environment that _____ learning.

Summary

Scan the passage and complete the timeline with the correct information.



Discussion

Discuss the following questions.

1. What is something you know about Shakespeare or his work?
2. Which present-day writers do you admire?
3. Which of those writers do you think will still be popular 100 years from now?

Read the sentences from the reading passage. Paraphrase the sentences to create a summary of the passage.

- a. A parent's choice for a name may be based on names of relatives or ancestors within their particular family.
- b. For example, in Italy, children are traditionally named after their grandparents.

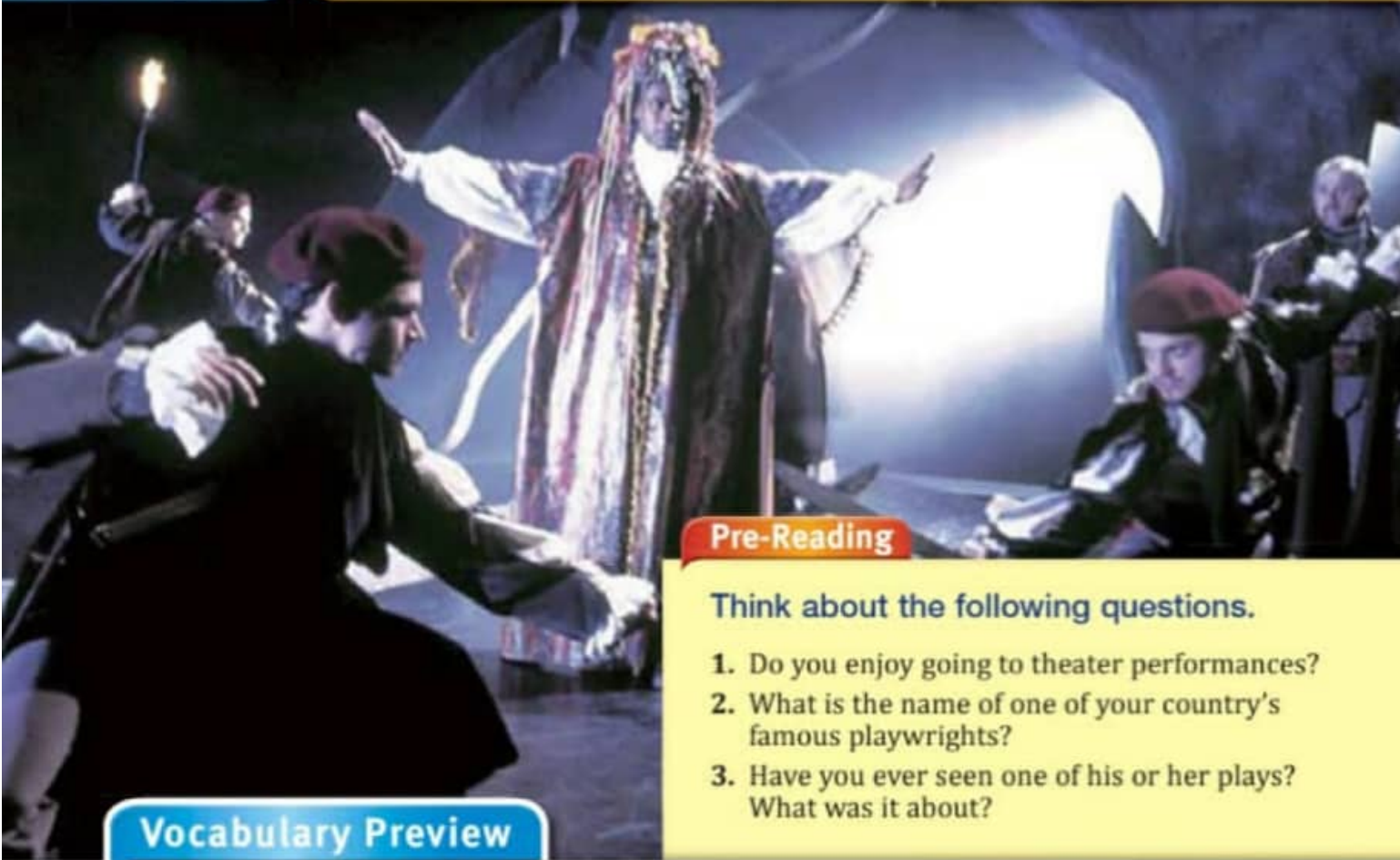
1. **a + b:** In Italy, relatives' or ancestors' names can determine a child's name, _____.

- c. Traditionally in some Asian countries...the child's name is chosen to influence the child's character.
- d. For example, names may be based on a connection to certain elements...or the name might include a written character meaning beauty, strength, or kindness.

2. **c + d:** In some Asian cultures, _____.

- e. In Ghana, the day a child is born determines the child's name in the Akan culture.
- f. For instance, a boy born on Friday is named Kofi, whereas a girl born on the same day is named Afua.

3. **e + f:** In the Akan culture of Ghana, the _____.



Pre-Reading

Think about the following questions.

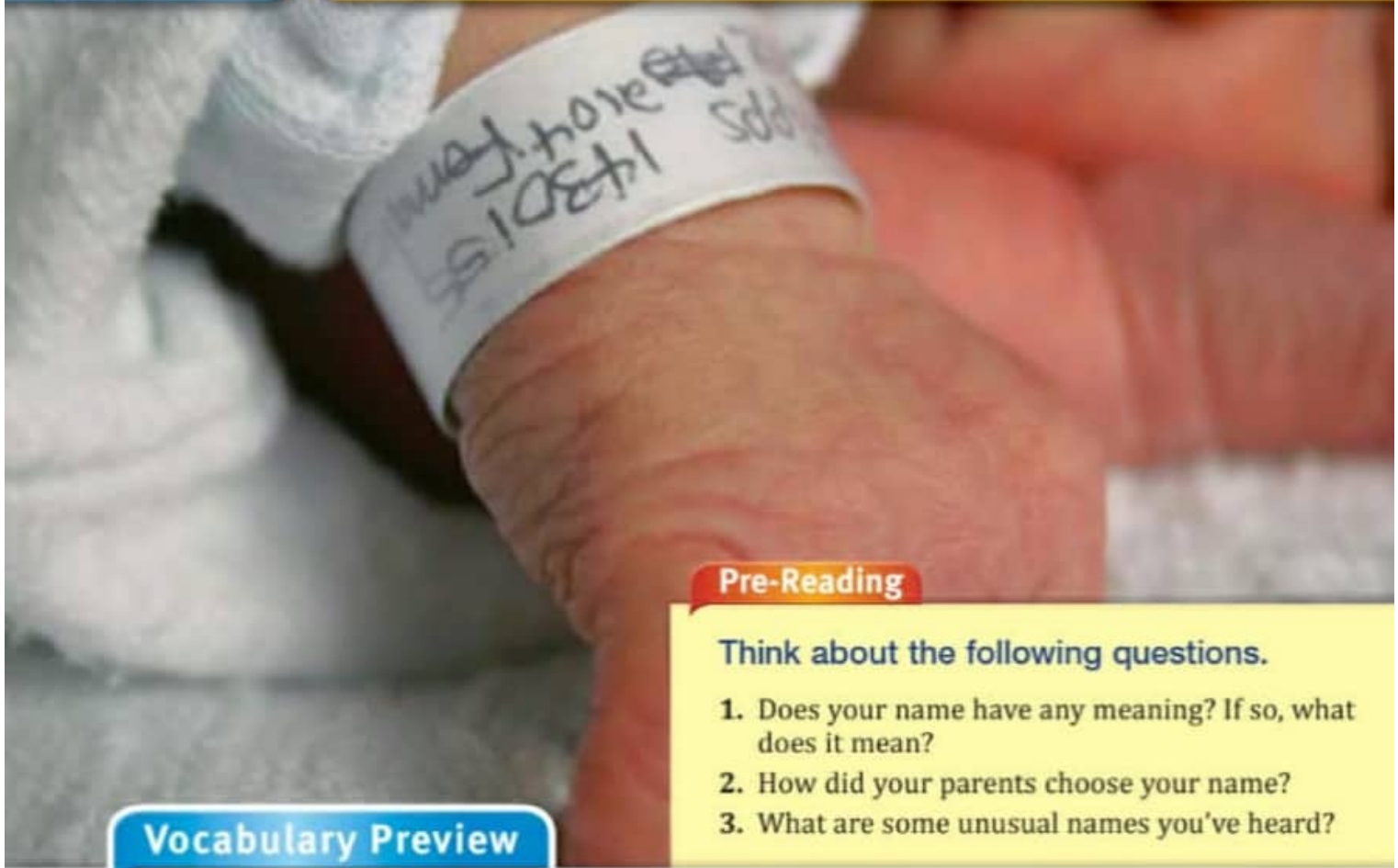
1. Do you enjoy going to theater performances?
2. What is the name of one of your country's famous playwrights?
3. Have you ever seen one of his or her plays? What was it about?

Vocabulary Preview

Write the letter of the word or phrase with the same meaning as the underlined word or phrase.

- | | |
|-------------------------------------|-----------------------------------|
| a. go to; be at | d. acts, sings, dances, etc. |
| b. tear down; get rid of completely | e. have a good opinion about |
| c. place | f. lived or lasted through a time |

1. ___ This old book survived the fire in the library.
2. ___ I like to watch that actress's movies. She always performs well.
3. ___ Nobody uses the building. The city wants to destroy it and build something new.
4. ___ Some parents did not approve of the play because the actors kissed.
5. ___ This is a great location for a theater. I'm sure the theater will do well.
6. ___ We have to reserve tickets early to attend the opening night of the play.



Pre-Reading

Think about the following questions.

1. Does your name have any meaning? If so, what does it mean?
2. How did your parents choose your name?
3. What are some unusual names you've heard?

Vocabulary Preview

Write the letter of the word or phrase with the same meaning as the underlined word.

- | | |
|----------------------|----------------------------------------------------------|
| a. normally; usually | d. opposite |
| b. affects | e. the basic things people used to think made all things |
| c. shows | f. relatives from long ago |

1. ___ The elements of fire and water are opposites.
2. ___ My family influences how I act.
3. ___ Typically, Canadian families have two children.
4. ___ Even though I am from America, my ancestors were from Europe.
5. ___ In contrast to Thailand, Norway is almost always cold.
6. ___ Her way of dressing reflects her outgoing character.

Choose the best answer.

1. What is the main idea of this reading?
 - a. How names reflect a person's culture
 - b. How Asian people name their children
 - c. Choosing traditional names
 - d. Choosing names in Italian culture
2. In which culture are children most likely named after their grandparents?
 - a. Italian
 - b. Japanese
 - c. Mexican
 - d. Akan
3. In which culture do grandparents most likely choose the child's name?
 - a. Italian
 - b. Eastern European
 - c. American
 - d. Chinese
4. In China, what should names relate to?
 - a. A child's ancestors
 - b. A child's birth date
 - c. A child's birth element
 - d. A child's personality
5. Which is true in Akan culture if a twin brother and sister are born on a Friday?
 - a. They will have different names.
 - b. They will have to travel to a different city.
 - c. They will both be named Afua.
 - d. They will both be named Kofi.

Idiomatic Expressions

Find these idioms in the reading.

- **be named after** [to have the same name as]
Her cat **is named after** her favorite singer.
- **as a means** [as a way]
In English classes, my teacher uses music **as a means** of practicing listening.
- **play a large part** [to be a reason for; to organize something]
He **played a large part** in the success of the conference.

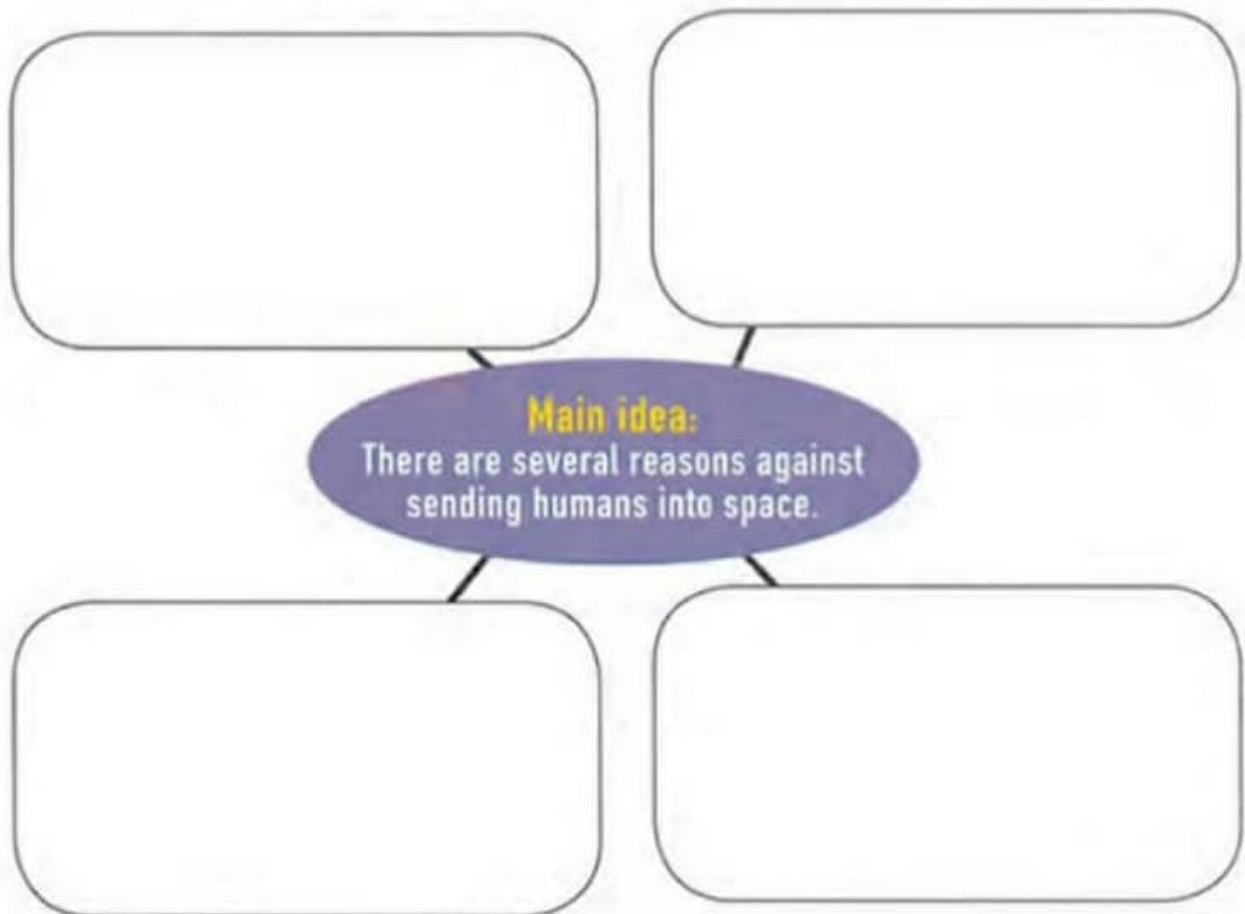
Fill in the blank with one of the above idioms. Change its form if necessary.

1. Cultural traditions _____ in how we act.
2. John _____ his uncle.
3. Some people use the Internet _____ to meet new people.

Identifying Reasons (2)

A reading text will sometimes contain arguments for and against an idea. It can be useful to identify and list all the reasons for and against an idea. This can help you form your own opinion on a particular topic.

- A. Analyzing.** Look back at the reading on page 57. Read the third paragraph and identify the main idea of the paragraph. Then underline the reasons that support the main idea.
- B. Completion.** Now read the fifth paragraph of the reading on page 57. Complete the diagram below by writing the reasons in the boxes.



Critical Thinking Discuss with a partner. Do you agree with Elon Musk that we should send millions of people to Mars? Why or why not? What do you think would be the most difficult thing about living in a colony in space?

Reading Comprehension

Multiple Choice. Choose the best answer for each question.

Purpose

1. What is the main purpose of this passage?
- to give reasons for and against space colonization
 - to describe what life would be like on the moon
 - to explain the history of human space travel
 - to compare the environments of Mars and the moon

Reference

2. What does *our* in Stephen Hawking's quote *our future should be safe* (line 4) refer to?
- colonies'
 - scientists'
 - humans'
 - astronauts'

Detail

3. Between 2020 and 2030, some countries plan to send astronauts to _____.
- Mars
 - other Earthlike planets
 - the moon
 - another solar system

Detail

4. Why are some countries planning to create lunar space stations?
- to find out about the moon's surface
 - to lower Earth's population
 - to grow food for humans on Earth
 - to prepare humans to live on other planets

Detail

5. Which reason for living in space is NOT mentioned?
- We can learn if humans can live in a very different environment.
 - We can create human societies on other planets.
 - We can search for life on other planets.
 - We can benefit from scientific advances.

Main Idea

6. Which of the following is the main idea of the fifth paragraph?
- There are reasons not to send humans to space.
 - Travel to space is very expensive.
 - The sun's rays are dangerous for humans.
 - People living on the moon will need to stay indoors.

Paraphrase

7. What does *First stop: the moon* mean in the last line?
- Everybody wants to go to the moon first.
 - Mars's moon is the best place to have a human colony.
 - All spaceships to other planets will stop at the moon first.
 - The first human colony in space will likely be on the moon.



Did You Know?

The meals astronauts eat in space include food such as pasta and chocolate cake or, for Japanese astronauts, ramen noodles.

LIVING IN SPACE

4B

1 Stephen Hawking, one of the world's most important scientists, believes that to **survive**, humans must move into space: "Once we **spread out** into space and establish **independent** colonies, our future should be safe," he says.

5 Today, the European Union, India, China, Russia, and Japan are all planning to send astronauts back to Earth's closest **neighbor**: the moon. Some of these countries want to create space stations there between 2020 and 2030. These stations will prepare humans to visit and later live on Mars or other
10 Earthlike planets.

Robert Zubrin, a rocket scientist, thinks humans should colonize space. He wants to start with Mars. Why? He thinks sending people to Mars will allow us to learn a lot—for example, about the ability of humans to live in a very different
15 environment. Then we can eventually create new human societies on other planets. In addition, any **advances** we make in the fields of science, technology, **medicine**, and health will also **benefit** us here on Earth.

SpaceX is a company that builds rockets. Its owner, Elon Musk,
20 also believes we should colonize Mars, but he doesn't want just one small colony. He doesn't want to send just "one little **mission**;" he would like to send millions of people.

Not everyone thinks sending humans into space is a smart idea. Many say it's too expensive, even if it's just a short
25 **journey**. And most space trips are not short. A one-way trip to Mars, for example, would take about six months. People traveling this kind of distance face many health problems. Also, these first people would find life extremely difficult out in space. On the moon's **surface**, for example, the sun's rays¹ are
30 very dangerous. People would have to stay indoors most of the time.

Despite these concerns, sending people into space seems certain. In the future, we might see lunar² cities or even new human cultures on other planets. First stop: the moon.

¹ The **sun's rays** are narrow beams of light from the sun.

² **Lunar** means "related to the moon."



▶ Neil Armstrong, the first astronaut to walk on the surface of the moon

Vocabulary Practice

A. **Matching.** Read the information and match each word in **red** with its definition.

A **mission** to Mars would take at least a year—six months to get there and six months to return. This sounds like a long time, but think about it—people from Europe used to go on six-month **journeys** to Australia by ship. What's more difficult than getting to Mars is living there. People who want to live on Mars will have to find water. They would need water to **survive**, and they would probably have to take it with them from Earth. But scientists think water existed on Mars in the past and may still be under the **surface** of the planet. So, in time, the planet might be able to have water again. This would then make people on Mars more **independent** from Earth.

1. _____: able to live on one's own
2. _____: the outer part of something
3. _____: a special trip that has an aim or a goal
4. _____: trips, travels
5. _____: to stay alive

B. **Words in Context.** Complete each sentence with the correct answer.

1. A **neighbor** is a person who lives _____ you.
a. near b. far from
2. A student of **medicine** probably wants to be a(n) _____.
a. doctor b. astronaut
3. If a group of people **spreads out**, they _____.
a. come together in one place
b. move away from one another
4. If we make **advances** in science or technology, we _____ in those areas.
a. do worse b. improve
5. If something **benefits** you, it _____ you.
a. helps b. hurts

A view of the water-ice clouds drifting over the ancient volcanoes on Mars



Word Link *in, im* = not: *independent, impolite, impossible*

Before You Read

A. Completion. Read the definitions. Complete the paragraph with the correct form of the words in **bold**.

astronaut: a person who travels into space

colony: a place or an area under the control of another place, usually another country

establish: to make or start something, such as a system or an organization

rocket: a vehicle used to travel to space

Robert Zubrin is a(n) **1.** _____ scientist; he designs spaceships. He thinks we should send **2.** _____ into space, but not just to visit. Zubrin wants to **3.** _____ a human **4.** _____ on the planet Mars. He wants to change the planet into a new place for humans to live.

B. Predict. Read the sentence below. Circle your answer and discuss your reasons with a partner. Then compare your ideas with those in the passage.

Sending humans into space to live (**is** / **is not**) a good idea because . . .



^ This is how a Mars One colony might look like in the future.

ING VOCABULARY
A | Complete the paragraph with the correct form of a word from the box.

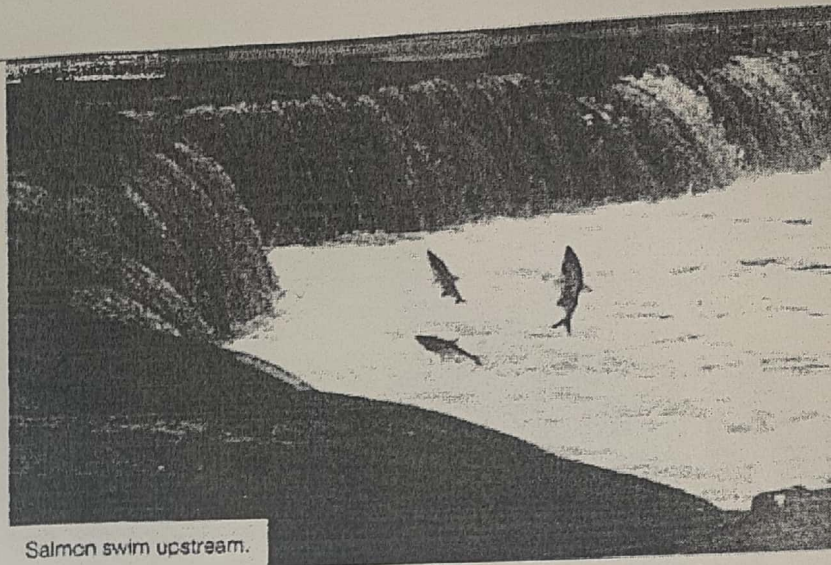
approximately
displace

ensure
establish

illegal
interfere

invest
overwhelming

Salmon fishing in the Pacific Ocean is a huge business. In a good year, (1) approximately 800,000 tons of salmon are caught, but today salmon populations are facing (2) overwhelming challenges. River dams are one problem. Salmon are migrating fish that must return far up rivers and streams to the spot where they were born in order to reproduce.¹ Dams built on rivers can (3) interfere with salmon migration and, as a result, with salmon reproduction. Drift nets in the ocean are another obstacle. These nets, which are 32 feet (10 meters) across and 30 miles (48 kilometers) long, are (4) illegal in many countries because they kill too much sea life. Still, certain countries continue to use them.



Salmon swim upstream.

As competition for wild salmon increases, new ways of meeting the demand are being tested. Farmers have (5) establish salmon farms where the fish are raised in saltwater cages. The farms have been very successful, and farm-raised salmon has (6) displace wild salmon in many restaurants. Moreover, some countries have (7) invest money to help raise and release young salmon in rivers and streams. These salmon make their way to the ocean, where they grow to adulthood. Many will be caught and eaten, but the ones that return upstream will produce millions of babies to (8) ensure that salmon will survive.

¹When people, animals, or plants reproduce, they produce babies.

B | Critical Thinking. Work with a partner. Read the information and discuss the questions.

Salmon travel through the national waters of many countries without restrictions. The governments of the United States and Canada believe that every migrating salmon belongs to the country where it was born, no matter where it goes in the ocean. The fishermen of some countries believe that fish, a gift of nature, belong to everyone. These fishermen believe that they should be able to catch and keep the salmon.

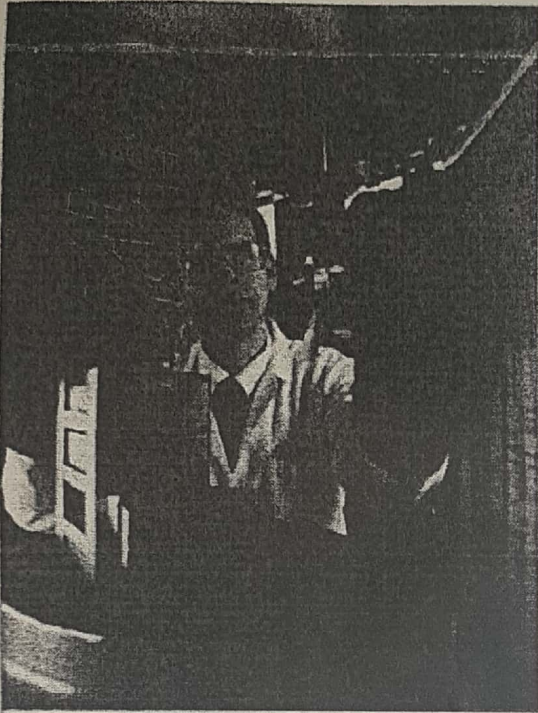
1. Which position do you agree with? Explain your reasons.
2. If a fisherman catches a migrating salmon, how could he figure out if it is a migrating salmon from a different country?

MIGRAT



A

Meaning from Context. Read and listen to the information about migration. Notice the words in blue. These are words you will hear and use in Lesson A.



A scientist studies DNA and other genetic material.

The first **migrations** in human history were probably voluntary. People chose to leave their birthplace in search of food, water, or living space. Other migrations have been involuntary, which means that people were forced to travel. Between the 16th and 19th centuries, for instance, European slave traders kidnapped an immense number of African natives and transported them against their will to the Americas. There, the Africans encountered a world unlike anything they had ever seen in their native lands. They were forced to work in terrible conditions, and many died young.

The practice of slavery declined in the 18th and 19th centuries. Subsequently, it was made illegal, and the descendants¹ of those early African slaves became free. Africans were absorbed into the cultures of the Americas, and today they are described, for example, as African Americans, Afro-Caribbeans, or Afro-Latin Americans.

In recent years, DNA² researchers believe that they have linked the DNA of all humans on our planet with the DNA of African natives. Scientists assume that the entire world was populated as a result of a migration that began in Africa around 70,000 years ago. The implications of this idea would have shocked the European slave traders. They probably would have found it incredible to think that people all over the world were, in a sense, related to one another.

¹Someone's descendants are the people in later generations who are related to them.

²DNA is a substance that carries information in the cells of the body. It is responsible for characteristics being passed on from parents to their children.

B | Write each word in blue from exercise A next to its definition.

1. implications (n.) unstated conclusions based on given facts
2. subsequently (adv.) later or afterwards
3. incredible (adj.) very unusual, surprising, or difficult to believe
4. encountered (v.) met someone unexpectedly
5. migrations (n.) large-scale movements of people or animals
6. immense (adj.) extremely large or great amounts
7. declined (v.) became less in quantity, importance, or strength
8. absorbed (v.) take something into a larger group and make it part of the group
9. linked (v.) connected physically or logically
10. assume (v.) to believe something to be true, although it is not a proven fact

USING VOCABULARY

A | Using a Dictionary. Complete the paragraph with the correct form of a word from the box. Use your dictionary to help you.

absorb

assume

implication

migrate

subsequently

Early modern humans (1) migrate to Britain around 30,000 years ago. (2) subsequently, however, most left just 3000 years later. Britain became very cold when an ice age began, and early modern humans left to find warmer areas. Humans returned to Britain when temperatures became warm again. Until recently, scientists (3) assumed that people returned slowly and in small numbers. Now, however, scientists believe that humans actually returned very quickly and in large numbers. Scientists developed this theory by using *carbon dating*. Carbon dating is a process used to tell exactly how old an object is by measuring the amount of carbon-14 it contains. Carbon-14 is a natural material that living things (4) absorb until they die. In Britain, scientists discovered the bones of a large number of animals such as horses and hares. The bones had marks on them showing that the animals had been killed and cut up by humans with tools. Scientists used carbon dating and found that the animals were killed very soon after the ice age ended. The (5) implication was clear to the scientists: A large number of humans had followed the animals back to Britain soon after the temperature warmed.



Early modern humans hunt during the ice age.

B | Discussion. With a partner, answer the questions.

1. Early humans traveled immense distances to populate the world. Tell your partner about the longest trip you have ever taken.
2. Choose a time or a place in human history that you find incredible. Explain to your partner why you find this event interesting.
3. When old cultures encounter newer ones, both cultures change in positive and negative ways. What types of changes could happen when two cultures meet? Share your ideas with your partner.
4. In many developed countries, such as Italy and Japan, the population is declining. What effects might this have on these countries?

C | Choosing the Right Definition. Study the numbered definitions for *link*. Write the number of the definition next to the correct sentence below.

- 2 a. Thousands of years ago there was a link between Asia and North America.
- 3 b. Her necklace fell to the floor when one of the links broke.
- 1 c. There is a link between exercise and good health.

link /lɪŋk/ (links, linking, linked)

[1] N-COUNT If there is a link between two things, there is a relationship between them; for example, one thing causes or affects the other. • *the link between cell phones and car accidents* [2] N-COUNT A link between two things or places is a physical connection between them. • *A tunnel links between England and France.* [3] N-COUNT A link is one of the rings in a chain. • *a broken link on a bicycle chain*

In recent years, DNA researchers believe that they have linked the DNA of all humans on our with the DNA of African natives.

Scientists assume that the entire world was populated as a result of a migration that began in Africa around 70,000 ago.

The implications of this idea would have shocked the European slave traders.

They probably would have found it incredible to think that people all over the world were, in a sense, related to one another...

Migrations

The first migrations in human history were probably voluntary.

People chose to leave their birthplace in search of food, water, or living space.

Other migrations have been involuntary, which means that people were forced to travel.

Between the 16th and 19th centuries, for instance, European slave traders kidnapped an immense number of African natives and transported them against their will to the Americas.

There, the Africans encountered a world unlike anything they had seen in their native lands.

They were to work in terrible conditions, and many died young. The practice of slavery declined in the 18th and 19th centuries.

Subsequently, it was made illegal, and the descendants' of those early African slaves became free.

Africans were absorbed into the cultures of the Americas, and today they are described, for example, as African Americans, Afro-Caribbeans, or Afro-Latin Americans.



A | Meaning from Context. Read and listen to the interview about butterfly migration. Notice the words in blue. These are words you will hear and use in Lesson B.

Interviewer: I'm **talk**ing with Maxine Felton, a butterfly expert. For more than 20 years she has **dedic**ated herself to the study of butterflies. What kinds of butterflies do you study, Maxine?

Maxine: I study the monarch butterfly. It is an orange, black, and white butterfly that's approximately 10 centimeters across.

Interviewer: What is special about the monarch butterfly?

Maxine: Well, it is the only butterfly that migrates north to south with the seasons, the same way that many birds do.

Interviewer: How interesting! And how do you follow the monarch butterfly migration?

Maxine: Well, I glue little numbered labels on their wings. The labels help me follow their migration patterns. The labels are small, so they don't interfere with flying. Nighttime is the best time to glue on the labels, because monarchs stay on the ground at night. Their flying is restricted to the daylight hours.

Interviewer: And where do the monarchs go in the winter?

Maxine: Many go to the Mexican Monarch Butterfly Reserve. When the butterflies arrive there, they cover the trees in overwhelming numbers.

Interviewer: That must be a beautiful sight! It sounds like there are plenty of monarchs.

Maxine: Well, actually, there are fewer than there once were. There are various threats to monarchs. For example, in the Butterfly Reserve some illegal logging still takes place. In many places, plants such as corn and wheat have displaced many of the milkweed plants that monarchs need for food.

Interviewer: I see. Is there any good news for monarch butterflies?

Maxine: Yes, there is. Many new conservation agencies and areas have been established to protect monarchs. Recently, the World Wildlife Fund, the Mexican government, and Mexican billionaire Carlos Slim invested 100 million dollars in a fund to protect wildlife in Mexico. Part of the money will help to ensure the continued protection of monarch butterflies in Mexico.



A woman takes a photo of hundreds of butterflies.



B | Self-Reflection. With a partner, discuss the questions below.

1. If you had 100 million dollars to invest, what would you spend it on? Explain your choices.
2. Do you think it is OK for scientists to track animals as long as their efforts don't interfere with the animals' migration? Why, or why not?