2

MULTICULTURAL SOCIETIES

SKILLS AND STRATEGIES

- Continuing Ideas
- Point of View
- Reduced Relative Clauses

Continuing Ideas

Continuing ideas are ideas that a writer has introduced in an earlier sentence and then refers to again in a later sentence. Paying attention to continuing ideas will help you understand the connections between sentences and improve your academic reading.

Examples & Explanations

Last year there was continuous violence in several areas of the country. **This** caused many people to leave the country and look for a safer place for their families.

Writers often use the word ***this*** to repeat an idea from the sentence before.

This = violence in several areas of the country.

The state has decided to allow the children of illegal immigrants to go to public schools. **This decision** has angered a lot of people.

Here the writer uses ***this*** + **noun**. *Decision* is a noun from the same word family as the main verb (*decide*) in the earlier sentence.

This decision = the decision to allow children of illegal immigrants to go to public school.

According to new statistics, unemployment has fallen in the last six months. **These figures** suggest that the economy is improving.

Here the writer uses ***these*** + **synonym**. The noun *figures* is a synonym for the noun *statistics* in the earlier sentence.

These figures = the statistics about unemployment in the last six months.

In 2011, more than 60 African immigrants died off the coast of Italy when their boat ran out of fuel. Survivors say no one answered their call for help. **The tragedy** shocked the world.

The + **noun** does not always show a repeated idea, but here it does. In this sentence, the noun *tragedy* is a general word that describes something in the two earlier sentences. If you know the meaning of *tragedy*, the connection between the sentences is clear.

The tragedy = death of the African immigrants.

The government wants to increase the number of immigrants it allows into the country. However, **such a move** would be risky with an election in only six months.

Such + **noun** shows a repeated idea (*Such* = *like this* or *like these*).

Such a move = increasing the number of immigrants.

The Language of Continuing Ideas

Writers often use the words *this, these, the,* and *such* as continuing idea markers. They often follow these markers with a noun, either a synonym for the idea in the earlier sentence or a general word. Here is a list of general words that may follow continuing idea markers.

GENERAL WORDS FOR CONTINUING IDEAS			
For Things That Happen	**For Things That People Do**	**For Things That People Say or Write**	**For Things That People Think**
circumstances	*achievement*	*claim*	*attitude*
crisis	*action*	*complaint*	*belief*
development	*behavior*	*criticism*	*idea*
disaster	*decision*	*objection*	*opinion*
event	*habit*	*offer*	*reaction*
incident	*move*	*request*	*view*
problem	*practice*	*statement*	
situation	*response*	*warning*	
tragedy	*tendency*		

Strategies

These strategies will help you identify and understand continuing ideas while you read.

- Look for continuing idea markers: *this, this,* or *these* + repeated noun or synonym; *the* + repeated noun or synonym; *such* + noun.
- Ask yourself what the continuing idea marker refers to. If you are not sure, search for its meaning in the sentences before the marker.
- Use your knowledge of vocabulary: general words, synonyms, and word families.

Skill Practice 1

From the box below, find the noun that best continues an idea from the first sentence of each item. The first one has been done for you.

decrease	fact	possibility	requirement
discovery	opinion	prediction	response

1 Immigrants gave up a familiar life for a chance of success in the New World. This
possibility . . .

2 In 1968, a resident of Brooklyn, New York, found the remains of a nineteenth-century African American settlement. This _____ . . .

3 Some experts believe there will be 9 billion people in the world by 2050. This

_____ . . .

4 In some countries, you must be able to speak the national language in order to

become a citizen. This _____ . . .

5 In the nineteenth century, established immigrant groups often had a hostile reaction

to new immigrant groups. This _____ . . .

6 About 1.5 million people of Japanese descent now live in Brazil. This

_____ . . .

7 Some people think that that western culture has had too much influence around the

world. This _____ . . .

8 The number of immigrants arriving in the United States dropped considerably during

the economic downturn. This _____ . . .

Skill Practice 2

**For each pair of sentences, circle the continuing idea marker in the second sentence.
Then answer the question that follows. The first one has been done for you.**

1 In the nineteenth century, the cost of travel across the Atlantic dropped considerably.
(This) made the journey possible for many more people.

What made the journey possible? *The lower cost of travel* _____

2 On many farms in Europe, the soil was thin and rocky. This made it harder for farmers
to grow crops to feed their animals and families.

What made it hard to grow crops? _____

3 After World War I, many countries began to limit the number of immigrants who could
enter the country. Such restrictions resulted in a lower percentage of immigrants in
the population.

What decreased the percentage of immigrants in the population?

_____

4 The steel and cotton industry needed lots of workers to keep their factories running.
This demand for labor was a major factor in immigration.

What was a major factor in immigration? _____

5 Starting in 1882, people from China were prohibited from immigrating to the United
States. This practice continued until 1943.

What continued until 1943? _____

6 Many developed countries now have immigration policies that are designed to attract skilled workers. These policies have attracted thousands of engineers and computer specialists.

What has attracted engineers and computer specialists? _____

Skill Practice 3

From the box below, find the noun that best continues an idea from the first sentence of each item. The words in bold will help you.

attempts	changes	crisis	statements
attitude	circumstances	move	views

1 The government has made several **modifications** to the university admission test. There is a new writing section and a longer vocabulary section. These

_____ mean that high school students will have to practice different skills to prepare for the test.

2 Some politicians **believe** that the government needs to do a better job of controlling its country's borders. These _____ are shared by many citizens.

3 For many years, scientists have **tried to find** a cure for HIV/AIDS. So far these

_____ have been unsuccessful, but scientists have had some success in finding ways to help people with HIV/AIDS live longer.

4 Some people want **the government to allow people who came to the country illegally to become citizens**. Others think that such a/an _____ would be very unpopular.

5 Medical technology **can keep a patient alive** even when his or her brain has stopped working. In such _____, many people believe that the life support equipment should be switched off.

6 In the nineteenth century, many people on the West Coast of the United States openly **expressed their prejudice against Chinese immigrants**. Such a/an

_____ would not be acceptable today.

7 The striking workers **have said** that the company has no interest in improving job safety. The employers **have complained** that the workers want to destroy the company. These _____ have not helped the two sides reach an agreement.

8 Between 2009 and 2012, several major European countries were **unable to pay their debts**. This _____ had a negative impact on the global economy.

Connecting to the Topic

Read the definition of *immigration*, and then discuss the following questions with a partner.

> **immigration** (*n*) the process by which people come in to a foreign country to live

1 Why do you think people choose to immigrate?

2 Has there been a history of immigration in your country? Describe it.

3 Do you think immigration has a positive or negative effect on a country?

Previewing and Predicting

> Looking at illustrations and graphic material (pictures, photos, charts, tables, or graphs) can help you predict what a reading will be about.

A **Read the title of Reading 1, and look at the photograph and the graph (Figure 2.0). What do you think this reading will be about? Put a check (✓) next to the topic or topics that you think will be included in the reading.**

_____ **A** Historical immigrations trends

_____ **B** The lives of immigrants

_____ **C** Immigration to the United States and Canada today

_____ **D** Immigrants' journeys to the New World

_____ **E** Immigration laws and regulations
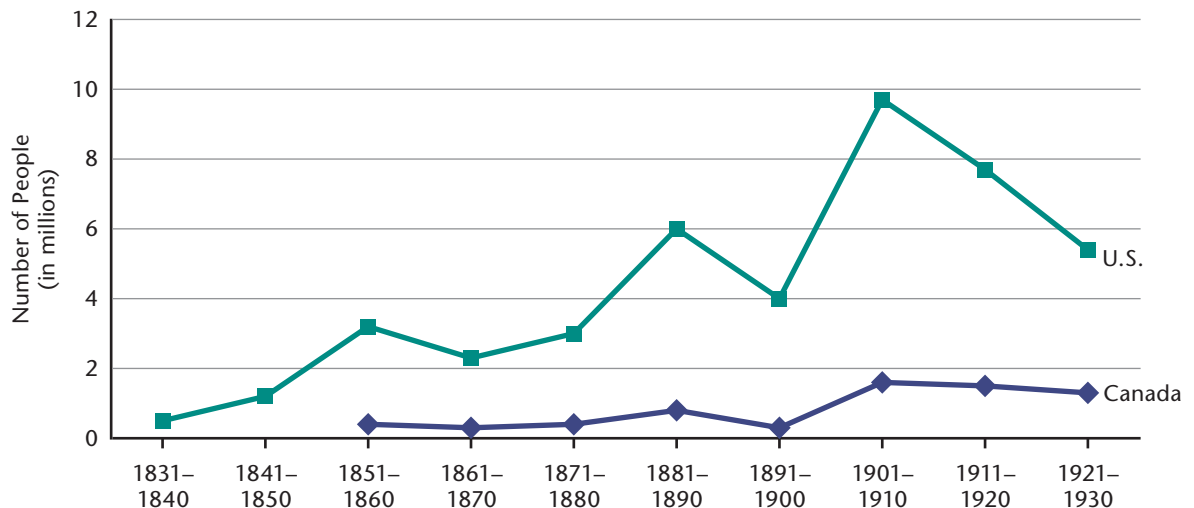
B **Compare your answers with a partner's.**

While You Read

As you read, stop at the end of each sentence that contains words in bold. Then follow the instructions in the box in the margin.

The Age of Immigration

1   The period between 1830 and 1930 was a time of explosive immigration from the Old World to the New World – North, South, and Central America. In the United States, for example, almost 15 percent of the population was born outside of the country in 1890. (See Figure 2.1.) For the first 60 years of this period, almost all immigration to the United States was from Northwestern Europe, especially from Britain, Ireland, Scandinavia, and Germany. Then, as the flow of immigrants from these countries declined, large numbers of people began to make the journey from countries in Southern and Eastern Europe. In addition, a smaller but significant number of immigrants came to the United States from Asia, particularly China and Japan. Finally, during the early part of this period, there was forced migration of Africans as slaves to many places in the New World.

2   The largest number of immigrants went to the United States, but substantial numbers also went to Canada. Initially, like the United States, most immigrants to Canada came from Northwestern Europe; subsequently, there was a shift to Southern and Eastern Europe as the primary sources of immigration. In South America, Argentina and Brazil received the largest number of immigrants during the same period. About 6.5 million immigrants went to Argentina, and about four and half million went to Brazil. In Argentina, the majority came from Spain and Italy, and in Brazil, most immigrants came from Portugal, Italy, and Germany.

Figure 2.1 Immigration to the United States* (1831–1930) and Canada (1851–1930)

Source: Statistics Canada and U.S. Department of Commerce

*Figures do not include forced migration of slaves

3   A number of factors lay behind immigrants' decisions to leave their home countries. Sociologists and economists generally **categorize** these as "push" and "pull" factors. Push factors are characteristics of the home country that make staying there less attractive. Pull factors are characteristics that make the new country more attractive, despite the hardship of giving up a familiar life and of taking a difficult journey. Although immigrants all had their own reasons for leaving home, one push factor – economic hardship – was behind most of the decisions to risk an uncertain future in the New World.

4   In nineteenth-century Europe, economic hardship affected workers of all kinds. Both agriculture and industry were in transition. The old agricultural system that depended on large numbers of unskilled workers was disintegrating and had left many farm workers unemployed. The farm work that remained available was difficult and uncertain. When a harvest failed, there was not enough to eat. The persistent failure of the potato harvest in Ireland (1845–1852) caused widespread starvation and

more than 750,000 deaths. However, it was not only farmers who endured **such difficult conditions**. Industrialization was drawing large numbers of people into the cities. This growing supply of workers depressed wages, so often jobs did not pay enough to support a family. Many people could not find work at all.

5   In contrast, life in the New World offered several pull factors that attracted immigrants. For farmers, good land in the New World was

In the nineteenth century, most immigrants came from Europe.

inexpensive. The governments in many countries, including the United States and Canada, encouraged immigrants by offering land at low prices or in some cases, at no cost to farmers who were willing to build homes and communities. Many countries in the New World also had a large and growing demand for non-farm labor. Companies sent representatives to countries all over Europe to recruit both skilled and unskilled workers, offering higher wages than European factories. With the invention of the steamship, travel time from Europe fell from several months to just two weeks, making the option to immigrate more attractive. Finally, the countries that experienced the highest rates of immigration – the United States, Canada, Argentina, and Brazil – also offered political stability. These push and pull factors combined to fuel a colossal immigration wave that peaked between 1900 and **World War I**.

6   During this period, the strongest demand for labor in the New World was for the most difficult jobs: building subways and railroads, harvesting sugar cane, picking fruit, and mining precious metals. Such **robust** demand led many countries to turn to the system of contract labor. In this system, a company paid the cost of the immigrants' journey to the New World. The companies profited in two ways: first, the immigrants had to work for the company, usually for low wages; and second, they had to pay back the cost of the journey plus interest. Many Asians, pushed by poor economic conditions in their own countries, came to the New World under this system. In South America, many Chinese and Japanese went to Peru, and to a lesser extent, Brazil, during this period. There was also substantial immigration from Asia to the United States. More than 400,000 Chinese immigrated to the United States during this period, including about 50,000 to Hawaii, which was not yet part of the United States. About 380,000 Japanese came to the United States, 200,000 of them to Hawaii. Some, though not all, came as contract laborers.

7   Finally, a large number of laborers were brought to the New World against their will. The slave trade began in the seventeenth century and reached its height before the age of immigration. Brazil was the last country in South America to abolish slavery in 1888, by which time, between 9 and 10 million Africans had been brought to the New World. Only about five percent went to the United States. The majority of slaves were taken to South America and the Caribbean, with the largest number going to Brazil. In many countries, including the United States, slaves worked in physically demanding jobs for which it was difficult to find enough paid laborers.

8   The age of immigration, which closed with the beginning of World War II, prepared the way for a multicultural New World. Following the war, immigration continued, but patterns and directions of immigration changed. In addition, although the number of immigrants remained high in some countries, the percentage of immigrants in the population has never been as high as it was during the Age of Immigration.

WHILE YOU READ ③

What is the main idea of paragraph 5? Highlight it.

WHILE YOU READ ④

Look back in the previous sentence for a word that means the same thing as *robust*. Highlight the word.

Main Idea Check

Match the main ideas below to five of the paragraphs in Reading 1. Write the number of the paragraph on the blank line.

_____ **A** Life was very difficult in nineteenth-century Europe.

_____ **B** The contract labor system was the result of high demand for labor in the New World.

_____ **C** Slaves worked in sectors where it was difficult to find paid workers.

_____ **D** Push and pull factors can explain decisions to immigrate.

_____ **E** Life in the New World had many attractions.

A Closer Look

Look back at Reading 1 to answer the following questions.

1 In the beginning of the period described in the reading, most of the immigrants were German, Irish, British, and Scandinavian. **True or False?**

2 When did immigration reach its highest point?
   a Between 1881 and 1890
   b In the decade before World War II
   c In the decade before World War I
   d Immediately after World War I

3 In Paragraph 4, why does the writer describe the economic hardship and difficult living conditions of workers in Europe?
   a To show the improvements that occurred in immigrants' lives in the United States
   b To show the sacrifices that immigrants made to establish new lives in the United States
   c To show how much immigrants suffered
   d To illustrate the role push factors played in immigrants' decisions

4 What did the governments of some countries in the New World do to attract immigrants?
   a They offered free land.
   b They paid for immigrants' families to join them.
   c They promised jobs for new immigrants.
   d They offered immigrants a free place to live for their first year in the country.

5 Put a check (✓) in the blank before the four countries that received the largest number of immigrants during the Age of Immigration.

_____ Canada   _____ Peru

_____ the United States   _____ Brazil

_____ Mexico   _____ Argentina

6 Who benefitted the most financially from the contract labor system?

   a Asian laborers
   b South American countries where laborers settled
   c The companies who paid the laborers passage
   d The shipping companies who brought the laborers to the New World

7 More slaves went to the Caribbean than the United States. **True or False?**

Skill Review

In Skills and Strategies 4, you learned that writers often make connections between ideas by using continuing idea markers, such as *this*, *these*, and *such*, as well as general nouns. Learning these signals of continuing ideas can improve your reading comprehension.

A **Reread the following sentences from Reading 1. Highlight the continuing ideas that the words in bold refer to.**

1 A number of factors lay behind immigrants' decision to leave their home countries. Sociologists and economists generally categorize **these** as "push" factors and "pull" factors. (Par. 3)

2 These push and pull factors combined to fuel a colossal immigration wave that peaked between 1900 and World War I. During **this** period, the strongest demand for labor in the New World was for the most difficult jobs: building subways and railroads, harvesting sugar cane, and mining precious metals. (Par. 5)

3 During this period, the strongest demand for labor in the New World was for the most difficult jobs: building subways and railroads, harvesting sugar cane, picking fruit, and mining precious metals. **Such** robust demand led many countries to turn to the system of contract labor. (Par. 6)

4 Such robust demand led many countries to turn to the system of contract labor. In this system, a company paid the cost of the immigrants' journey to the New World. Then, the immigrants had to work for the company, usually for low wages, until they had paid it back plus interest. Many Asians, pushed by poor economic conditions in their own countries, came to the New World under **this** system. (Par. 6)

5 In many countries, including the United States, slaves worked in physically demanding jobs, for which it was difficult to find enough paid laborers. **These** included sugar cane, cotton, and tobacco farming, as well as mining. (Par. 7)

B **Compare your answers with a partner's.**

Definitions

Find the words in Reading 1 that are similar to the definitions below.

1 a difficult and unpleasant situation (*n*) Par. 3

2 a process of change (*n*) Par. 4

3 to become weaker or destroyed by falling into small pieces (*v*) Par. 4

4 lack of food for a long period of time (*n*) Par. 4

5 someone who speaks or acts for another person or group (*n*) Par. 5

6 to persuade someone to become an employee (*v*) Par. 5

7 when something stays the same and doesn't move or change (*n*) Par. 5

8 to reach the highest point (*v*) Par. 5

9 additional money that you must pay when you borrow money (*n*) Par. 6

10 requiring a lot of strength, energy, or attention (*adj*) Par. 7

Synonyms

Complete the sentences with words from Reading 1 in the box below. These words replace the words or phrases in parentheses, which are similar in meaning.

abolish	colossal	fueled	option	source
attractive	endured	initially	persistent	subsequently

1 Scientists identified a gene mutation for breast cancer and (later) _____, developed a test to identify people who carry the gene mutation.

2 Many immigrants believed that leaving home and looking for work in the New World was their only (choice) _____.

3 The discovery of gold in the Western United States (encouraged) _____ immigration to California.

4 The idea of a new life in a new country was very (appealing) _____ to many immigrants.

5 Many people would like the government to (end; eliminate) _____ the income tax, but this is unlikely to happen.

6 A / An (very large) _____ storm damaged the immigrant's farm.

7 The (origin) _____ of political discontent is often economic.

8 Many countries (at first) _____ welcomed immigrants because they needed workers.

9 The (continuous) _____ failure of national economic policies has forced many people to look for jobs in other countries.

10 The slaves who were brought to the New World (suffered) _____ terrible treatment and many of them even died.

Critical Thinking

In Reading 1, the author introduced the concepts of push and pull factors in immigrants' decisions to leave their home countries and start over in a new country.

> **CLARIFYING CONCEPTS**
>
> Critical thinking includes exploring a concept in a text by restating it and applying it to a different context.

A Think about the terms *push factor* and *pull factor*. Briefly define each term and use the chart below to make a list of the factors that are discussed in the reading.

PUSH FACTORS	PULL FACTORS

B With a partner, think of other push and pull factors in immigration that the writer did not mention. Add them to the chart.

C Considering push and pull factors is not limited to decisions about immigration. Many important decisions require you to go through a similar process, for example, to leave one job for a different one or to move to a new city. Think of a decision in your own life that involved push and pull factors.

Research

Research the importance of migration on the history of your country. Find answers to the following questions.

- Has there been substantial immigration *to* your country? When? From where?
- Has there been substantial emigration *from* your country to other places? When? To where?
- If there has been neither, find out if there have been any barriers to immigration or emigration in your country.

Writing

Write two paragraphs about your research.

Connecting to the Topic

Discuss the following questions with a partner.

1 Where do you think most of today's immigrants come from?

2 Where do you think most immigrants go?

3 In Reading 1, you considered why most people immigrate. Do you think their reasons are different from the reasons that immigrants had 100 years ago?

Previewing and Predicting

Reading the title and the first one or two sentences of several paragraphs can help you predict what a reading will be about.

A **Read the first two sentences of paragraphs 2–6 in Reading 2, and think about the title of the reading. Then read the following topics. Write the number of the paragraph next to the topic that best describes it.**

PARAGRAPH	TOPIC
	Illegal immigration
	The reasons why people today choose to immigrate
	Non-economic factors in immigration decisions
	The economic needs of today's destination countries
	The destinations of today's immigrants

B **Compare your answers with a partner's.**

While You Read

As you read, stop at the end of each sentence that contains words in bold. Then follow the instructions in the box in the margin.
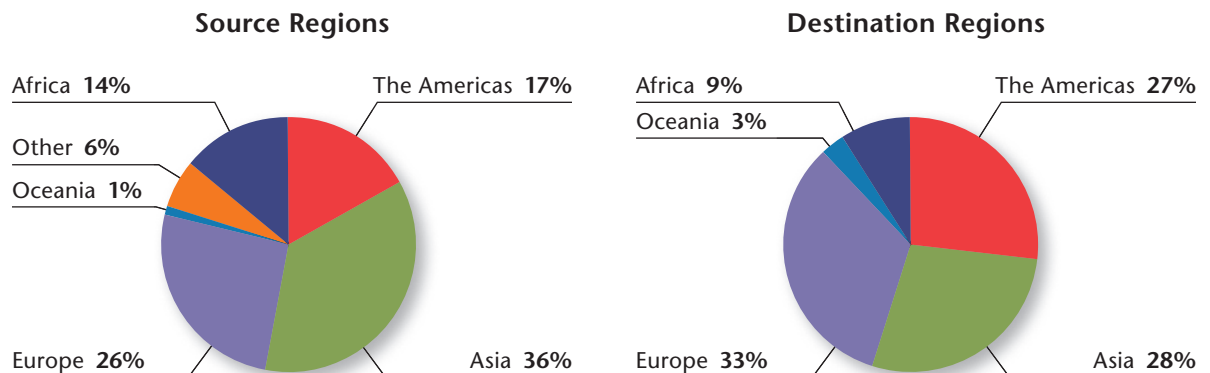
Who Are Today's Immigrants?

1   The world's population is more mobile today than ever before. In 2010, more than 200 million people left their home countries to live in a new country. This is about 3 percent of the total world population. Some experts believe that number will swell to 400 million by 2050. Rates of immigration have remained strong for the last 300 years, but patterns of immigration have changed since World War II. The backgrounds and experiences of today's immigrants are different from those of the typical European immigrant of the nineteenth and early twentieth centuries. Contemporary immigrants range from unskilled laborers to highly skilled professionals, and they come from and go to countries all over the world. (See Figure 2.2.)

2   In the nineteenth century and until World War II, immigration was primarily in one direction – from the Old World to the New World. This is no longer the case. Countries such as Russia and China, which have long been, and continue to be, significant source countries, are now also destination countries. There is also considerable mobility inside regions, such as from one European country to another, or among the countries of the former Soviet Union.

3   In spite of **such** differences, the push and pull factors for immigration remain essentially the same as they were 100 years ago. Most people move to another country because they want a better life. For the majority of immigrants, this means better economic conditions. As in past generations, a labor shortage in one country often draws workers from another country, especially if wages are significantly higher. In some small countries, for example, Qatar, United Arab Emirates, and Kuwait, there are more jobs

WHILE YOU READ ❶

What is the continuing idea that *such* refers to? Highlight it.

Figure 2.2 Source and Destination Regions of Migrants, 2010

Source Regions

Africa **14%**
Other **6%**
Oceania **1%**
The Americas **17%**
Europe **26%**
Asia **36%**

Destination Regions

Africa **9%**
Oceania **3%**
The Americas **27%**
Europe **33%**
Asia **28%**

Source: Migration Policy Institute

than citizens. The demand for labor is so high that the majority of the population consists of foreign-born workers, ranging from highly skilled engineers and financial experts to domestic and construction **workers**.

4   In traditional destination countries, such as the United States, however, labor needs have changed. Today, although there is still demand for unskilled labor, there is increasing demand for people with a high level of skill and education. The need for less skilled labor has shifted to other countries. As work on farms and in industry in the United States and Canada once drew workers from all over the world, now work in factories in Taiwan and South Korea attracts workers from Vietnam, the Philippines, and Cambodia.

5   Most global immigration is legal; however, a large number of people also move across national borders illegally in pursuit of employment. Experts estimate that about 15 to 20 percent of immigrants worldwide are in their new countries illegally. The United States has the largest number of **these** immigrants, followed by South Africa, with significant numbers also in Northern and Western Europe and Mexico. These immigrants face particular challenges because they often must hide from the authorities who might deport them back to their home countries. Their illegal status also means that employers may take advantage of them by forcing them to work longer hours and paying them less than the legal minimum wage.

6   Although economics remains the most important motivation in all forms of immigration, other factors are also important. Some people decide to leave their home countries because their actions or political beliefs make it dangerous for them to remain. Others choose to leave because their home country has become too dangerous and unstable, often because of war or political unrest. They wish to find a place that is secure for themselves and their families. Education is also a significant factor for many modern immigrants. They want to raise their children in a place where they can get a good education, which, in turn, they hope will provide them with better prospects for the future. Finally, family and community ties also play a role in immigration **decisions**. As in the past, once a group of people from one country establishes a community in a new country, more people from that country are likely to follow.

7   The pattern, direction, and rate of immigration may change as the global economy changes. However, as long as life in a new country is more attractive than life in the old country, immigration will continue.

Some people become refugees because it is too dangerous to stay in their homes.

Main Idea Check

Here are the main ideas of paragraphs 2–6 of Reading 2. Match each paragraph to its main idea. Write the number of the paragraph on the blank line.

_____ **A** A significant percentage of immigration occurs illegally.

_____ **B** Today immigrants come from and go to many different countries.

_____ **C** Although economic reasons are primary, there are other factors in immigration decisions.

_____ **D** Economic reasons remain the primary factor in making decisions about immigration.

_____ **E** The need for unskilled labor has shifted away from countries like the United States to countries such as South Korea.

A Closer Look

Look back at Reading 2 to answer the following questions.

1 Unskilled workers are no longer among today's immigrants. **True or False?**

2 Look at Figure 2.2. Which area of the world has the largest percentage of *net immigration*, that is, the percentage of people arriving minus the percentage of people who are leaving?
   a Europe   b Asia   c Africa   d The Americas

3 According to the reading, what are the patterns of immigration in China and Russia today?
   a They are major destination countries for immigrants.
   b They are major source countries for immigration.
   c Many people leave these countries, but many people also immigrate to them.
   d Some people immigrate to these countries but many more people leave them.

4 Why is the percentage of foreign-born workers so high in Kuwait, Qatar, and the United Arab Emirates?
   a These countries pay very high wages, so they attract many foreign workers.
   b There are not enough native-born workers in these countries so they must recruit workers from other countries.
   c It is very easy to immigrate to these countries.
   d These countries are very stable so many workers prefer to go there.

5 Compared to 100 years ago, there is a higher demand for skilled workers in the United States. **True or False?**

6 Why do some employers sometimes pay illegal immigrants less than the legal minimum wage?
   a They often do not speak good English.
   b Authorities might send illegal immigrants back to their home country.
   c Employers know that they will not complain about their wages to authorities.
   d Illegal workers often cause problems for employers.

7 What factors, other than economic opportunity, are offered in the reading to explain why people choose to immigrate? Circle all that apply.

    a Education
    b Religious freedom
    c Political stability
    d Freedom of expression
    e Family and community connections

Skill Review

In Skills and Strategies 4, you learned that writers often signal connections between ideas with continuing idea markers, such as *these*, *this*, *that*, and *such*, as well as general nouns. Learning these signals of continuing ideas can improve your reading comprehension.

A **Reread the first three paragraphs of Reading 2. Find examples of *this* that signal continuing ideas. Write the ideas that these markers refer to.**

Par. 1 (this) _____

Par. 2 (this) _____

Par. 3 (this) _____

B **Read the sentences below. Then write a new sentence that continues the ideas that were introduced in the earlier sentences. Use a general word for continuing ideas to begin your sentence. Review the Language of Continuing Ideas box on page 65 if you need help.**

1 Often immigrants want to escape political oppression in their countries. Some groups were escaping widespread prejudice and violence against them, while others just wanted a good job. These _____

_____.

2 Many immigrants to the United States have made important contributions in music, art, business, and especially technology. Jerry Yang founded Yahoo, Sergey Brin is a founder of Google, and Andrew Grove is a founder of Intel. These _____

_____.

3 Some people say that immigrants take away jobs, increase crime, and don't learn the language of their new county. These _____

_____.

Definitions

Find the words in Reading 2 that are similar to the definitions below.

1 to increase in size or amount (*v*) Par. 1

2 to vary (*v*) Par. 1

3 the place where someone is going (*n*) Par. 2

4 from an earlier time (*adj*) Par. 2

5 basically (*adv*) Par. 3

6 to be made of (*v 2 word*) Par. 3

7 related to the management of money (*adj*) Par. 3

8 related to the house and home (*adj*) Par. 3

9 the building of something (*n*) Par. 3

10 a group of people with official power to enforce rules or laws (*n pl*) Par. 5

11 a position or condition at a particular time (*n*) Par. 5

12 the lowest possible amount (*adj*) Par. 5

13 money paid for work (*n*) Par. 5

14 the reason why you are willing to do some thing (*n*) Par. 6

15 connections (*n pl*) Par. 6

Words in Context

Complete the passages with words and phrases from Reading 2 in the box below.

contemporary	mobility	secure	the case	unskilled
deport	prospects	take advantage of	unrest	unstable

1   When people are unhappy with the government and there is political

_____, the economy often becomes _____, as well. When
       a   b

this happens, in some countries, the government may _____ the
                                                              c

situation and decide to _____ foreign workers. The government may
                                  d

claim that these steps are necessary in order to provide jobs for citizens and to keep

the economy _____.
                    e

2   The _____ workforce is very different from the workforce of 100
             f

years ago. Perhaps the most important difference is its _____. Workers
                                                                  g

frequently move to other countries for better employment _____. This
                                                                    h

is particularly _____ with technology experts, who are in great demand
                       i

all over the world. However, _____ workers also move across borders to

j

find work, often in factories or agriculture.

Academic Word List

The following are Academic Word List words from Readings 1 and 2 of this unit. Use these words to complete the sentences. (For more on the Academic Word List, see page 256.)

| consist of (*v*) | minimum (*adj*) | options (*n*) | range (*v*) | subsequently (*adv*) |
| contemporary (*adj*) | motivation (*n*) | prospects (*n*) | source (*n*) | transition (*n*) |

1 Every state in the United States establishes a / an _____ hourly wage. Employers may not pay workers less than this.

2 The reasons for a high mortality rate _____ from lack of access to adequate health care and clean water to poor sanitation.

3 Many immigrants name the education of their children as the primary

_____ for leaving their home country.

4 _____ ideas about conquering killer diseases, such as the use of gene therapy, are very different from the ideas of the last century.

5 We are in _____ from the old system to the new system, so there may be some delays in the project.

6 College graduates have far better job _____ than people who have only a high school education.

7 Most computers _____ a central processing unit, a monitor or screen, and a keyboard.

8 He decided to take a job in Germany but _____ changed his mind and decided to stay in Japan instead.

9 The government offers several _____ for health care, but all of them are too expensive for the poorest people in the country.

10 The doctors are uncertain about the _____ of her infection. They believe she may have become ill on a trip she took last month.

Critical Thinking

SYNTHESIZING

Critical thinking includes connecting new information to information you learned in previous readings.

Readings 1 and 2 were both about immigrants and immigration in different time periods.

A **Work with a partner. Think about immigration during the Age of Immigration and about immigration today. How are these two periods similar or different? Use the chart below to list your ideas. The first row has been filled in for you.**

DURING AGE OF IMMIGRATION	TODAY
Immigrants came from the Old World	*Immigrants come from all over the world*

B **Discuss your ideas with the rest of the class.**

Research

Consider immigration in your own country or a country you know well. Find answers to the following questions.

- How large is the foreign-born population?
- Where do the largest number of immigrants come from?
- What are their reasons for coming? What kind of work do they do?

Writing

Write two paragraphs about your research. The first paragraph will describe the population, and the second will describe their reasons for coming to your country.

Improving Your Reading Speed

Good readers read quickly and still understand most of what they read.

A Read the instructions and strategies for Improving Your Reading Speed in Appendix 3 on page 273.

B Choose either Reading 1 or Reading 2 in this unit. Read it without stopping. Time how long it takes you to finish the text in minutes and seconds. Enter the time in the chart on page 274. Then calculate your reading speed in number of words per minute.