

Living in a Multicultural Society

UNIT

2



SKILLS AND STRATEGIES 4-6

- Main Ideas
- Unfavored and Favored Views
- Reduced Relative Clauses

READINGS

- The Age of Immigration
- Who Are Today's Immigrants?
- Views on Multiculturalism
- Experimental Evidence on the Nature of Prejudice
- The Challenge of Diversity

SKILLS AND STRATEGIES 4

MAIN IDEAS

The main idea is the most important idea that a writer expresses in a paragraph. Often, but not always, the main idea is stated clearly in one sentence. The other sentences in the paragraph usually support the main idea by providing details. Identifying main ideas helps your academic reading.

EXAMPLES & EXPLANATIONS

Good readers form hypotheses, or careful guesses, about the main idea of a paragraph as they are reading the first sentence. As they read further, they keep testing to see whether their hypothesis is correct or needs to be changed.

Example

To answer the urgent health care needs of developing countries, experts argue, we should give priority to primary health care (PHC).¹ PHC emphasizes the prevention of disease.² Many deadly diseases, the experts point out, can be prevented if clean water and adequate sanitation are provided.³ Many other illnesses can be prevented by mass vaccination programs.⁴

Explanation

A good reader will find the paragraph's main idea by developing and testing hypotheses in the following way.

"After reading sentence 1, my first hypothesis (H_1) for the main idea of this paragraph is: *To respond to the most serious health problems in developing countries, we need to focus on primary health care (PHC).*

"Sentence 2 gives more information about PHC. I need to revise my first hypothesis. Perhaps the main idea is: *PHC, which stresses prevention, is the best response to the worst health problems in developing countries.* Let me try this as my revised hypothesis (H_2).

"Sentence 3 gives me an example of how deadly diseases can be prevented. Therefore, I can continue with my revised hypothesis (H_2).

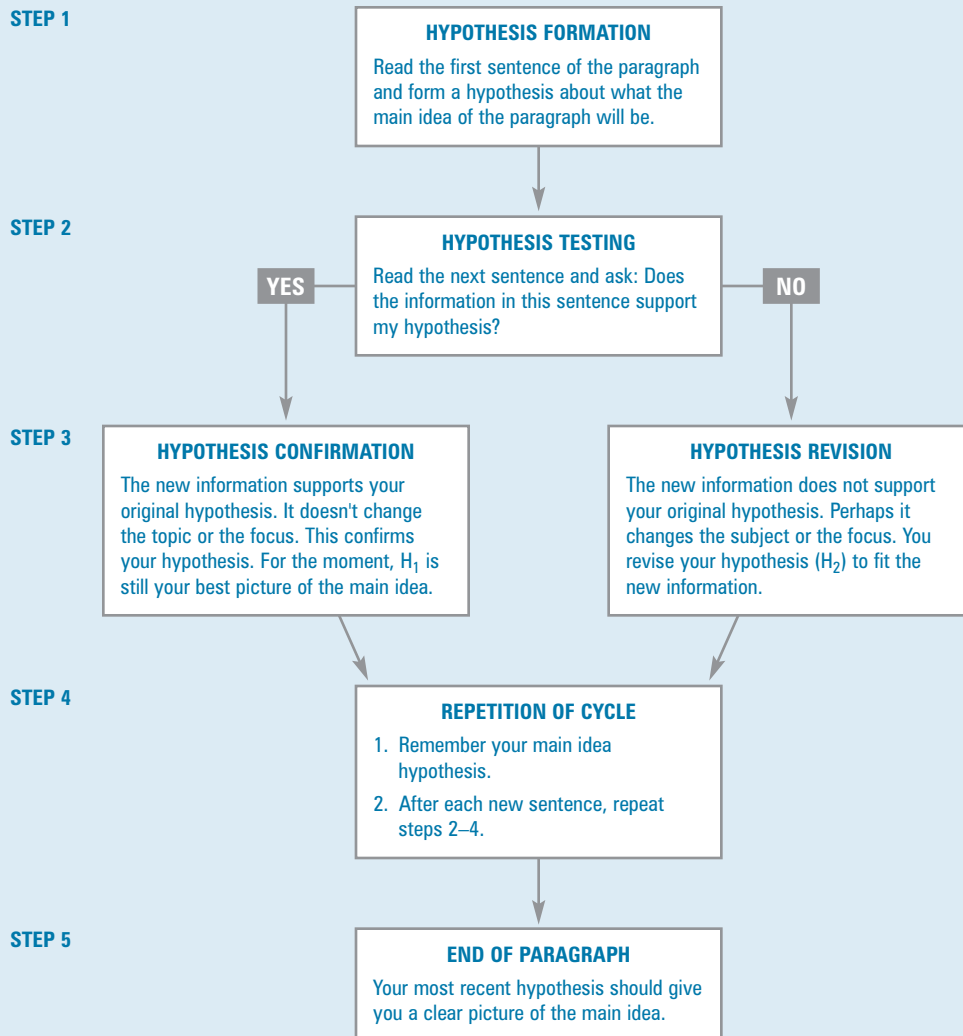
"Sentence 4 gives another example of successful disease prevention. I can keep the revised hypothesis (H_2)."

STRATEGIES

These three strategies will help you identify main ideas.

- Start looking for the main idea as soon as you begin reading a paragraph. Use the strategy called Early Hypothesis Formation and Testing (EHFT). (See the flowchart on the opposite page for how this works.)
- If you are still unsure of the main idea when you finish a paragraph, look for examples and ask yourself, "What idea do these examples support?"
- At the beginning of a paragraph, writers may repeat an important idea from the previous paragraph. This continuing idea can help you identify the main idea of the previous paragraph.

Early Hypothesis Formation and Testing



SKILL PRACTICE 1

Use the EHFT strategy as you read each paragraph. Highlight your first hypothesis for the main idea. Then, when necessary, circle any words that cause you to revise your hypothesis. Finally, choose the sentence (a–d) that best matches your final main idea hypothesis.

- 1 Heart surgery, in spite of the enormous progress it has made since the 1970s, still has a number of weaknesses as an answer to heart disease. First, the exciting world of heart surgery attracts research and public interest away from the question of preventing heart disease. Second, it attracts money that could be used instead for programs to educate the public about the factors that contribute to heart disease – smoking, a lack of regular exercise, and fat in our diet. Third, the emphasis on the surgical treatment of heart disease may cause

doctors to perform unnecessary surgery. In a hospital that has the equipment and the medical expertise needed for heart surgery, the presence of that equipment and expertise – and the fact that they must be paid for – creates pressure to use them.

- a Heart surgery is not a perfect solution to the problem of heart disease.
- b Heart disease is one of the most serious problems that faces the health care systems of the Western world.
- c Research has shown clearly that smoking, lack of exercise, and a diet high in fat are all factors in the development of heart disease.
- d Heart surgery has made a great deal of progress since the 1970s.

2 In recent decades, interest in, and financial support for, genetic research have increased enormously. As a result, a great deal of progress has been made in this important area of knowledge. For example, scientists have identified the genes for a number of serious birth defects and diseases that children can inherit from their parents. Medical science has developed amniocentesis and, more recently, chorionic villus sampling, tests that are performed on pregnant women. The tests allow doctors to discover a variety of genetic abnormalities in unborn babies, abnormalities that are usually incurable and often result in death.

- a Recently there has been an enormous growth of interest in, and financial support for, genetic research.
- b Tests like amniocentesis and chorionic villus sampling can identify genetic problems in babies before they are born.
- c Because of increased interest and financial support, genetic research has made a great deal of progress in recent years.
- d Scientists have identified the genes for some serious diseases and genetic defects.

3 Annually, about 12 million children in less-developed countries die before their fifth birthday from diseases like diphtheria, measles, whooping cough, and simple diarrhea. The health systems of developing countries could save many, if not all, of these children by emphasizing the prevention rather than the treatment of disease. Some of the diseases that kill so many children can be prevented by vaccines that are now available. Using the vaccines is simple and effective. After a few shots, the patient has a natural protection against the disease. On the other hand, treating the diseases after they occur is often not effective; it is expensive and difficult and requires drugs, facilities, and the medical expertise that many developing countries cannot provide. Other killer diseases, such as simple diarrhea, are closely associated with unhygienic living conditions and can easily be prevented if clean water and adequate sanitation are provided.

- a Diseases like diarrhea are no longer a serious problem in the industrial world because of new drugs and other improvements in medical treatment.
- b In developing countries, 12 million children die before their fifth birthday from diphtheria, whooping cough, polio, measles, and diarrhea.
- c Vaccines are very effective against many of the diseases that kill children in developing countries.
- d If the health systems of developing countries emphasized disease prevention, they could save many of the 12 million children who die every year.

SKILL PRACTICE 2

For each numbered item, use the EHFT strategy as you read the first paragraph. Then, in the first sentence of the next paragraph, identify the continuing idea that might help you recognize the main idea of the first paragraph. Finally, choose the sentence (a–d) that best expresses the main idea of the paragraph.

- 1 What can be done to fight cardiovascular disease (CVD)? The surgical treatment of heart disease continues to benefit patients in countries where the necessary expertise, equipment, and other resources are available. However, by itself such treatment is not an adequate response to CVD – for at least two reasons. First, surgery is enormously expensive and is a burden even for the rich nations that can afford to offer it. For developing countries, which often do not have the necessary financial, technological, or human resources, large treatment programs are simply not possible. Second, where the resources are available, an emphasis on the surgical treatment of CVD can sometimes result in the ineffective use of those resources. In the late 1980s, for example, a government report found that only 15 percent of patients benefited from a type of heart operation that doctors were performing more than 100,000 times a year in the United States.

For these reasons, health experts have concluded that a global strategy to fight CVD must emphasize prevention of the disease through community and government programs.

- a The surgical treatment of heart disease is one solution to the global problem of cardiovascular disease.
 - b Developing countries simply do not have the resources to fight CVD with surgery.
 - c Heart surgery is very expensive and a financial burden even to those wealthier countries that can afford to offer it.
 - d Surgery alone is not the answer to global CVD because it is very expensive and may use resources ineffectively.
- 2 The health care systems of developing countries have another quality in common with those of wealthier nations: a tendency to focus on treatment. Developing countries have inherited the Western preference for treatment. Although they have much less money to spend for health care, their systems also give priority to treatment. Recent statistics show that about 80 percent of health care funds in developing countries are spent to train doctors and to build hospitals.
- There are two reasons for this emphasis on treatment.
- a There are two reasons why developing countries focus on treatment in their health care systems.
 - b Like those in wealthier countries, the health care systems of developing countries also emphasize the treatment of disease.
 - c Developing countries spend the major part of their health care funds to train doctors and build hospitals.
 - d The health care systems of developing countries are similar to those of wealthier countries.

3 There are two reasons for this emphasis on treatment. First, many doctors in developing countries have received their medical training in the industrial countries or in systems that follow Western traditions. As a result, they tend to have attitudes that are typical of Western medicine. Naturally, the type of system they want for their own countries is the kind that seems successful in the West. Therefore, they support a system that focuses on treatment, even though it may not be the most realistic answer to the public health problems in their countries.

The second reason for the emphasis on treatment in developing countries is a commercial one.

- a Doctors in developing countries tend to have their training in the wealthier countries or in systems that follow Western traditions.
- b There are two reasons for the emphasis on treatment in the health care systems of developing countries.
- c A health care system that emphasizes treatment may not be the best answer to the health problems of developing countries.
- d One reason for the emphasis on treatment in developing countries is the Western-style medical training of their doctors.

4 A number of developing countries have already shown that primary health care programs can be successful. Cuba eliminated polio in 1972, even before the disease was eliminated in the United States. In 1974, the World Health Organization began a program to immunize the world's children against six common vaccine-preventable diseases during their first year of life. By 1994, the vaccinations were protecting 80 percent of children and the annual number of child deaths had fallen by 3 million. Another WHO program, whose goal was to wipe out polio in the Americas, began in 1985. The goal was achieved in 1991. In that year, nearly 2 million children in Peru were vaccinated in one week after polio had been diagnosed in a two-year-old boy. The boy, Luis Fermin, recovered and proved to be the last case of polio in the Americas.

Similar successes are to be found in diseases for which no effective vaccines are available.

- a Primary health care programs have been very effective in fighting vaccine-preventable diseases in some poorer nations.
- b Cuba eliminated polio before the United States achieved the same goal.
- c By 1994, the World Health Organization had succeeded in vaccinating 80 percent of the world's children against six killer diseases.
- d The World Health Organization program gave the polio vaccine to 2 million children in Peru.

READING 1

THE AGE OF IMMIGRATION

GETTING INTO THE TOPIC

It is a good idea to look at illustrations to get an idea of the topic of an article. Look at the photograph in this article and discuss the following questions with a partner.

- 1 When do you think the immigrants in the photograph arrived in the United States, and where did they come from?
- 2 How was the journey across the Atlantic for the majority of these immigrants?
- 3 How was life in the United States for this generation of immigrants?

GETTING A FIRST IDEA ABOUT THE ARTICLE

You will understand an article more easily if you can get an idea of its organization and content before you start reading. A quick way to do this is to read the first sentence of each paragraph. First sentences can help you because they often introduce the ideas that the writer will develop and explain in that paragraph.

For each paragraph, read the first sentence and think of a question that you expect this paragraph to answer. Then choose the question below that is most like your question. The first paragraph has been done for you as an example.

- _____ A What kinds of linguistic, cultural, and educational backgrounds did the immigrants have?
- 1 B Why is the period 1820–1920 called the most significant in U.S. immigration?
- _____ C What was achieved by the sacrifices of new immigrants?
- _____ D What reasons did immigrants have for leaving Europe?
- _____ E What sacrifices did immigrants have to make?
- _____ F What economic difficulties caused people to emigrate to the United States?
- _____ G What was the second major development that occurred in the later generations of immigrant families?

WHILE YOU READ

As you read the article, stop at the end of each sentence that contains boldface text and follow the instructions in the box in the margin.

The Age of Immigration

European immigration to the United States has been continuous since 1607, but the most significant period of such immigration occurred between 1820 and 1920. During this time, a total of 32 million immigrants arrived in the country in successive waves. For the first seventy years, almost all came from northwestern Europe, especially from Britain, Ireland, Scandinavia, and Germany. (See Figure 2.1.) Then, as the flow of immigrants from these countries declined, large numbers of people began to make the journey across the Atlantic from Italy, Hungary, Poland, Russia, Greece, and other countries of southern and eastern Europe. (See Table 2.1.)

Scan forward through the paragraph and number the factors. Then come back and continue reading for the main idea.

A number of factors lay behind people's decision to leave their European homes. Some people were escaping from political oppression in their homelands. Others, especially in Britain and Germany, had acquired technical skills that allowed them to seek jobs on the open market. For still others, threats to their physical survival were a factor. The start of the great period of Irish immigration (1845–1900), for example, is associated with a disease that destroyed the potato crop and caused starvation throughout Ireland. The Jews of eastern Europe saw moving to North America as a way to escape widespread prejudice and violence in which thousands of Jews were murdered.

Scan the paragraph and highlight words or short phrases that suggest *economic hardship*. Then come back and continue reading.

Although each immigrant had his or her reasons for leaving home, one factor – **economic hardship** – was behind most of the decisions to risk an uncertain future in America. Nineteenth-century Europe was a continent in economic transition. The old agricultural system that depended on large numbers of unskilled workers was disintegrating and leaving many of the workers unemployed. Other workers found themselves replaced by steam-driven machines. The population was increasing and crowding into the towns and cities that industrialization was creating. This transition created unemployment and poverty for masses of people – conditions that led many to consider starting a new life in a new country.

What does *However* suggest about the main idea of the paragraph? Should you (a) keep your first hypothesis (H₁) or (b) change it?

Immigrants brought with them a wide diversity of languages, cultures, and educational backgrounds. **However**, whether Irish or Italian, educated or illiterate, skilled or unskilled, industrial worker or teacher, farm worker or lawyer, most immigrants had two qualities in common. First, because the great majority were between fifteen and thirty-five years old, most had the energy of youth. Second, they

TABLE 2.1 The Age of Immigration 1820–1920: Immigrant totals and origins

Region of Origin	1820–1890	1891–1920
Northwest Europe*	12.5 million	4.6 million
South and East Europe†	1.1 million	11.4 million
* Belgium, France, Germany, Ireland, Netherlands, Scandinavia, Switzerland, United Kingdom † Austria-Hungary, Greece, Italy, Poland, Portugal, Russia, Spain		



These European immigrants are on their way to the United States in 1910.

were willing to make sacrifices for their future in a country they considered the land of opportunity.

And considerable sacrifices were demanded from them. They left home with little more than a suitcase to carry their possessions. In the United States, both men and women worked long hours for low wages. The majority lived in unhealthy conditions in the overcrowded immigrant neighborhoods of the large cities of the Northeast, Great Lakes, and midwestern states. They suffered widespread discrimination as each wave of new immigrants met many of the same prejudices and fears that earlier immigrants had experienced. Some of the least fortunate arrived during the Civil War, were immediately persuaded to join the Union army, and were killed in the fighting. Few of the first generation managed to achieve the prosperity that was the dream of every immigrant.

The result of the first generation's sacrifices first became visible in the generations that followed. Within three generations, most non-English-speaking immigrant families had acquired a new first language. The children and grandchildren of immigrants who spoke Swedish, German, Italian, and more than twenty other languages became native speakers of English. This process of language shift is one of the most significant features of immigration history in the

5 As you continue reading, answer this question: "Does the paragraph describe (a) positive or (b) negative aspects of immigrants' lives?"

Read the first sentence of paragraph 7 and highlight the continuing idea in it. Use this idea to help you identify the main idea of paragraph 6.

Highlight the sentence in the paragraph that this story illustrates.

United States. Although the process did not guarantee these generations would become wealthy and successful, it was essential for economic advancement and for **full integration into the mainstream of society.**

The shift to English was accompanied by another change that took place in second-generation immigrant families. While first-generation immigrants still tended to think of themselves as Irish, English, Italian, or German, their children and grandchildren clearly considered themselves American. A story that was told by an English immigrant symbolizes a process that must have taken place in most immigrant households. One day the immigrant's son came home from school, where his class had been learning about the American Revolution. He explained to his English-born father what had happened in words similar to these: **"You had the king's army, and we had only a bunch of farmers, but we beat you anyway."** Out of the diversity of more than thirty countries and almost as many languages, a generation appeared that felt itself to be truly American.

MAIN IDEA CHECK

Here are the main ideas of each paragraph in the article. Match each paragraph to its main idea. Write the number of the paragraph in the blank.

- _____ A Immigrants had a number of different reasons for wanting to leave home.
- _____ B Within three generations, immigrant families spoke English as their first language, a development that was necessary for their economic progress and full membership in American society.
- _____ C In spite of their differences, the great majority of immigrants were young and ready to make sacrifices for a better future.
- _____ D The second and third generations of immigrant families thought of themselves as Americans.
- _____ E Thirty-two million immigrants came to the United States from all over Europe between 1820 and 1920.
- _____ F Difficult economic conditions in their native country were the main reason why Europeans decided to move to the United States.
- _____ G In the United States, the lives of many immigrants were very difficult.

A CLOSER LOOK

Look back at the article to answer the following questions.

- 1 The highest number of German, Irish, British, and Scandinavian immigrants arrived after 1890. **True or False?**
- 2 Some immigrants left their home countries in Europe because of political oppression. **True or False?**

- 3 What brought about difficult economic conditions in nineteenth-century Europe?
- a An increase in population
 - b The change to an industrial society
 - c The decline of traditional agriculture
 - d All of the above
- 4 In paragraph 5, why does the writer report the working conditions of immigrants in the United States, the prejudice they experienced, and their unhealthy living conditions?
- 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 the way Americans took advantage of new immigrants
 - d To show that discrimination was common in the United States at that time
- 5 What, in the writer's opinion, is the significance of language shift in immigrant families?
- a It made it certain that later generations would become prosperous members of U.S. society.
 - b It is an example of a sacrifice that immigrants were expected to make.
 - c It was necessary for economic success and acceptance into U.S. society.
 - d It was not a factor that influenced whether an immigrant family was successful or not.

VOCABULARY STUDY: SYNONYMS

Find words in the article that are similar in meaning to the following.

- 1 important (*adj*) Par. 1
- 2 to get away from a threat (*v*) Par. 2
- 3 to get something by learning (*v*) Par. 2
- 4 a hunger that can lead to death (*n*) Par. 2
- 5 behavior that is intended to hurt people (*n*) Par. 2
- 6 unable to read or write (*adj*) Par. 4
- 7 things that a person gives up for something more important (*n*) Par. 4
- 8 things that belong to a person (*n*) Par. 5
- 9 the unfair treatment of a group of people (*n*) Par. 5
- 10 an unfair opinion that a person forms before having enough information (*n*) Par. 5
- 11 financial success (*n*) Par. 5
- 12 people from a similar age group (*n*) Par. 6
- 13 able to be seen (*adj*) Par. 6
- 14 a typical quality of something (*n*) Par. 6
- 15 to promise that something will happen (*v*) Par. 6

VOCABULARY STUDY: WORDS IN CONTEXT

Complete the sentences with words from the list below. If necessary, review the words in the Key Vocabulary from the Readings on page 251.

process	oppression	integrated	diversity	in transition
hardships	in succession	declined	flow	symbol

- 1 Language shift is the technical name for the _____ by which a group of people move from one first language to a new first language.
- 2 You know that an immigrant family is becoming _____ into its new society if language shift takes place in its second or third generation.
- 3 One feature of Indian society is the _____ of languages that are spoken there. The country has more than 1,600 different languages.
- 4 Many immigrants to America left Europe to escape the religious _____ that caused friends and family members to suffer.
- 5 Nineteenth-century Europe was a continent _____. Machines were replacing workers in agriculture and unemployment was rising.
- 6 The Statue of Liberty may be the world's best-known _____ of freedom. For millions of immigrants, it signified the hope of a better future.
- 7 For three years _____ in the 1840s, a new disease destroyed the potatoes in Ireland.
- 8 In the late 1840s, the _____ of Irish immigrants into the United States became very strong.
- 9 Before 1840, the population of Ireland had reached over 8 million. Then it _____ rapidly and by 1890 it was only 5 million.
- 10 Life in America had its own _____ for Irish immigrants in the 1850s. Because of anti-Irish prejudice, they had difficulties getting good jobs.

BEYOND THE READING

Research

Do Internet or library research to find information on one of these subjects:

- Immigration (past and present) from your country into the United States
- Immigration (past and present) into your own country from other countries

Discussion

Discuss the following question with a partner.

- What difficulties might an immigrant or a visitor to your country experience?

Writing

Write a short report on the results of your research or your discussion.

READING 2

WHO ARE TODAY'S IMMIGRANTS?

GETTING INTO THE TOPIC

Read the article's title and examine the figure on page 70. Then discuss the following questions with a partner.

- 1 Why are many of today's immigrants to the United States not from Europe but from other parts of the world?
- 2 What might today's immigrants have in common with the European immigrants of the nineteenth and twentieth centuries?

GETTING A FIRST IDEA ABOUT THE ARTICLE

Read the first sentence of paragraph 1. Think of a question that you expect this paragraph to answer and match it to a question below. Continue in the same way for paragraphs 2–5. Write the number of the paragraph in the blank.

- _____ A How do today's immigrants differ from earlier European immigrants?
- _____ B Why are ethnic communities important for today's immigrants to the United States?
- _____ C In what ways is life in the United States difficult for today's immigrants?
- _____ D What is the significance of ethnic neighborhoods in today's United States?
- _____ E Who are these new immigrants to the United States?

WHILE YOU READ

As you read the article, stop at the end of each sentence that contains boldface text and follow the instructions in the box in the margin.

Who Are Today's Immigrants?

Scan forward and highlight words that introduce each of these differences. Number the differences. Then come back and continue reading the article.

Today a new first generation of immigrants is pursuing its dream of a new life in the United States. The backgrounds and experiences of these immigrants are **in some ways different** from those of the typical European immigrant of the nineteenth and early twentieth centuries. Although Europeans are still arriving, the majority of contemporary immigrants come from Asia and Latin America (see Figure 2.1) and include refugees from war-torn parts of the world. In addition, some writers have claimed that a greater proportion of the new immigrants are well-educated, but this claim has been challenged and remains unproven. However, it is clear that many of the better-trained, more prosperous immigrants are not moving into ethnic neighborhoods but instead favor middle-class suburbs. Lastly, the United States of the twenty-first century is no longer expanding its industrial base. Nor is it creating the number of factory jobs that were available for the earlier immigrants.

Will the article now focus on (a) the differences between past and present immigrants or (b) the similarities?

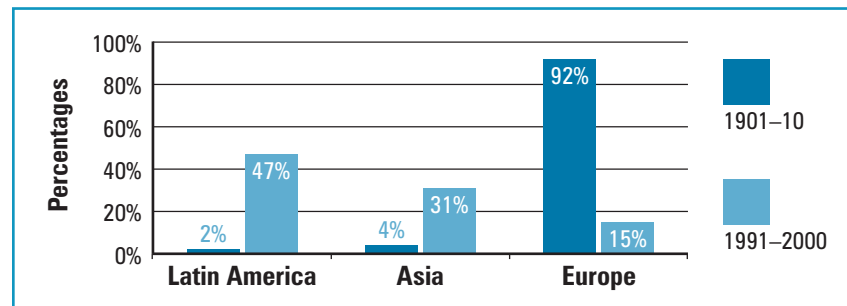
The differences between modern immigrants and earlier European immigrants cannot be ignored in any thorough analysis of the topic. The differences, **however**, should not be interpreted to mean that the lives and attitudes of modern immigrants are completely different from those of the Europeans who preceded them. In fact, today's immigrants in many ways are following the patterns that were established by earlier immigrants.

Although some new immigrants live in middle-class suburbs, Asian and Latin ethnic neighborhoods are alive and well in cities across the United States. For many of today's immigrants, these neighborhoods function in the same way as immigrant neighborhoods traditionally functioned for Europeans – as the place to find employment or start a business that serves the ethnic community.

As you continue reading, look for specific examples that support the general idea in this sentence. Number them.

For immigrants who don't live in ethnic neighborhoods, the immigrant community remains **an important part of their working and social lives**. Although its members may not live near each other, the community provides a network of connections and contacts like those in ethnic neighborhoods. Thus, although an ethnic community may not be identified with a specific neighborhood, for the new immigrants, it functions as ethnic neighborhoods have traditionally

FIGURE 2.1 Origins of Immigrants to the United States: 1901–1910 and 1991–2000



functioned. It supports them by providing opportunities to socialize and attend religious services with people who know their language and culture. Further, for more recent immigrants wishing to establish businesses, it is a source of both financing and labor. And finally, through the ethnic community, new immigrants can find employers who are willing to hire non-English speakers.

Finally, the new immigrants are also like those of a hundred years ago **in their willingness to make sacrifices**. In their businesses, they work long hours to compete with economically stronger businesses. Some workers accept jobs of lower status than the jobs they had at home. Some, especially those who open stores in neighborhoods that are populated mainly by other ethnic groups, face the hostility of people who may resent their economic success or their mere presence in the neighborhood. For today's new immigrants, as it was for the generations of Europeans who preceded them, adjusting to life in their new country has its own challenges and hardships.

5

As you continue reading, number each example that supports the general idea in this sentence.

MAIN IDEA CHECK

Here are the main ideas of each paragraph in the article. Match each paragraph to its main idea. Write the number of the paragraph in the blank.

- _____ A The ethnic community is as important for the new immigrants as it was for earlier European immigrants.
- _____ B New ethnic neighborhoods are functioning the way the earlier European neighborhoods once did.
- _____ C Today's immigrants to the United States are somewhat different from the European immigrants of many years ago.
- _____ D Modern immigrants make sacrifices to live in the United States.
- _____ E The lives of today's immigrants are similar in many ways to those of the European immigrants who came to the United States in the nineteenth and early twentieth centuries.

A CLOSER LOOK

Look back at the article to answer the following questions.

- 1 It has been established that there are more well-educated professionals among today's immigrants than there were among the earlier European immigrants.
True or False?
- 2 For which purpose(s) do modern immigrants use the networks in their immigrant communities? Circle all that apply.
 - a To look for business loans
 - b To find employees for their businesses
 - c To spend their free time
 - d To find jobs for themselves

- 3 Some of today's first-generation immigrants live in nonethnic neighborhoods. **True or False?**
- 4 What experience(s) do today's immigrants have in common with the European immigrants of the nineteenth and early twentieth centuries? Circle all that apply.
- a Difficulty adjusting to life in the United States
 - b The support of immigrant communities
 - c Their countries of origin
 - d The need to make sacrifices
 - e Jobs in traditional industries
 - f Jobs and homes in ethnic neighborhoods
- 5 The writer is more interested in the similarities between today's immigrants and earlier European immigrants than in the differences. **True or False?**

VOCABULARY STUDY: SYNONYMS

Find words in the article that are similar in meaning to the following.

- 1 to try to reach (*v*) Par. 1
- 2 existing today (*adj*) Par. 1
- 3 to say or write that something is true without proving it (*v*) Par. 1
- 4 to question if something is really true (*v*) Par. 1
- 5 an examination of something in order to understand it (*n*) Par. 2
- 6 to explain the meaning of something (*v*) Par. 2
- 7 to be before someone or something (*v*) Par. 2
- 8 a group of people with something in common (*n*) Par. 3
- 9 a group of connected things or people (*n*) Par. 4
- 10 workers (*n*) Par. 4
- 11 to employ; to give someone a job (*v*) Par. 4
- 12 importance in society (*n*) Par. 5
- 13 strong feelings of dislike (*n*) Par. 5
- 14 to feel angry because of being treated unfairly (*v*) Par. 5
- 15 to change in order to fit new circumstances (*v*) Par. 5

VOCABULARY REVIEW: SAME OR DIFFERENT

The following pairs of sentences contain vocabulary from Readings 1 and 2. Write *S* in the blank if the two sentences have the same meaning. Write *D* if the meanings are different.

- | | |
|---|--|
| <p>_____ 1 The flow of immigrants into the United States from Europe declined significantly after 1925.</p> | <p>After 1925, there was a significant expansion of European immigration to the United States.</p> |
| <p>_____ 2 The process of adjustment to a new culture can be a difficult experience.</p> | <p>Getting used to life in a new culture can be a real challenge.</p> |

- | | |
|--|--|
| <p>_____ 3 It generally took two or three generations before non-English-speaking immigrant families were a fully integrated part of American society.</p> | <p>For immigrant families who did not speak English, the process of full integration into American society was not usually completed until the second or third generation.</p> |
| <p>_____ 4 Contemporary immigrants tend to look to their ethnic communities as places to find jobs or employees to work for them.</p> | <p>For today's immigrants, their ethnic communities function as a source of employers willing to hire them or of labor for their own businesses.</p> |
| <p>_____ 5 An analysis of the language that immigrants choose to speak shows a clear pattern: within three generations, most families have shifted to English.</p> | <p>By analyzing English and finding patterns in it, successive generations of immigrants have been able to acquire English.</p> |
| <p>_____ 6 After 1970, the proportion of immigrants from Asia who entered the United States was much greater than in the preceding decades of the century.</p> | <p>The flow of Asian immigrants into the United States declined considerably in the last decades of the twentieth century.</p> |
| <p>_____ 7 A few immigrants, unable to make the transition to U.S. culture, returned home.</p> | <p>A small number of immigrants returned home after failing to become prosperous in America.</p> |
| <p>_____ 8 In the past, competition for jobs caused different ethnic groups to be hostile toward, and resentful of, each other.</p> | <p>In the past, groups of different ethnic backgrounds competed for work; this caused hostility and resentment to develop between them.</p> |

BEYOND THE READING

Research

Do Internet or library research to find additional, up-to-date information on culture shock.

Discussion

Discuss the following questions with a partner:

- If you are studying English outside your native country: In which ways does the behavior of a speaker of English seem strange to you? How have you changed since you've been living in this country?
- If you are studying English in your native country: In addition to learning your language, what are the most important social behaviors you would advise English speakers to learn in order to get along well in your culture?

Writing

Write a short report on the results of your research or your discussion.

SKILLS AND STRATEGIES 5

UNFAVORED AND FAVORED VIEWS

Writers sometimes present two different views on an issue. The first view may be common; the second view, however, is the one that the writer considers better, or *favours*. Recognizing and understanding this type of organization will improve your academic reading.

EXAMPLES & EXPLANATIONS

Example

It seems to be a reasonable assumption that the health care problems in developing nations are very different from those that face industrial countries.¹ However, we would be seriously mistaken if we accept this assumption.² In fact, the reality is that health care systems throughout the world are facing many of the same general challenges and some of the same specific problems.³ AIDS, for example, is a major threat in both industrial and developing countries.⁴

Explanation

Sentence 1 contains an idea about differences in health care problems for developing and industrial countries. The word *assumption* is a View Marker, a word that tells readers to expect an opinion, not a fact.

Sentence 2 begins with *However*, a Contrast Marker. It tells readers to expect information that disagrees with sentence 1. The word *mistaken* is an Assessment Marker, a word that judges (here negatively) the view that is expressed in the first sentence.

Sentence 3 offers a different view of health care problems around the world – that they are often the same. The words *in fact* and *reality* emphasize that the second view, the writer’s favored view, represents the truth.

Sentence 4 contains an example to support the favored view.

THE LANGUAGE OF UNFAVORED AND FAVORED VIEWS

A text that contains unfavored and favored views first introduces views and then assesses them. In such texts, therefore, we find View Markers, Contrast Markers, and Assessment Markers.

VIEW MARKERS

VERBS

<i>to accuse</i>	<i>to criticize</i>
<i>to allege</i>	<i>to doubt</i>
<i>to argue</i>	<i>to imagine</i>
<i>to assume</i>	<i>to interpret</i>
<i>to believe</i>	<i>to perceive</i>
<i>to blame</i>	<i>to regard</i>
<i>to charge</i>	<i>to seem</i>
<i>to claim</i>	<i>to suggest</i>
<i>to conclude</i>	<i>to think</i>
<i>to consider</i>	<i>to view</i>

NOUNS

<i>accusation</i>	<i>doubt</i>
<i>allegation</i>	<i>idea</i>
<i>analysis</i>	<i>impression</i>
<i>argument</i>	<i>interpretation</i>
<i>assumption</i>	<i>judgment</i>
<i>belief</i>	<i>notion</i>
<i>blame</i>	<i>opinion</i>
<i>charge</i>	<i>perception</i>
<i>claim</i>	<i>theory</i>
<i>conclusion</i>	<i>thought</i>
<i>criticism</i>	<i>view</i>

CONTRAST MARKERS

but
however
in theory . . . in practice
on the other hand
yet

ASSESSMENT MARKERS

NOUNS

accuracy *(mis)interpretation*
defect *mistake*
error *myth*
fallacy *shortcoming*
fault *trap*
flaw *validity*
illusion *weakness*
(mis)conception

ADJECTIVES

defective *(in)accurate*
erroneous *(un)convincing*
false *(in)correct*
faulty *(un)justified*
flawed *(un)reasonable*
flawless *(un)sound*
illusory *(in)valid*
mistaken *(un)warranted*
questionable *weak*

+ other positive and negative adjectives
or phrases – *good, excellent, poor, and
terrible*

STRATEGIES

Here are three strategies to help you recognize and understand texts that are organized around unfavored and favored views.

- Look for View Markers. Use them to establish that you are reading about beliefs, not facts.
- Look for Contrast Markers. Use them to identify where the first view ends.
- Look for Assessment Markers. Use them to identify the unfavored and the favored views.

SKILL PRACTICE 1

In the following sentences, circle the View Markers and highlight the opinions. The first one has been done for you as an example.

- 1 At the end of their (analysis), the authors (conclude) that political oppression is increasing in some parts of the world.
- 2 Although the government would like you to believe that its programs are helping the economy to recover, unemployment continues to rise and investment is falling.
- 3 Most people who have not lived in cultures other than their own assume that the rules for polite speech and behavior are universal.
- 4 People who watch a great deal of television tend to perceive the world as more violent than it really is.
- 5 A frequent allegation that is made about people between the ages of eighteen and twenty-five is that they have no interest in politics.
- 6 The latest statistics, which show an increase in the illiteracy rate, do not support the government's claim that its programs have brought about improvements in education.
- 7 The tendency of immigrants to live in their own ethnic communities is sometimes interpreted as evidence that they do not wish to become integrated into U.S. society.
- 8 The researchers argue that much more information is needed before anyone can adequately describe how people adjust to life in a new culture.
- 9 Relations between the company and its workers worsened after the employees charged that the company wanted to destroy their union.
- 10 Among Americans, a common perception is that most immigrants enter the United States illegally.

SKILL PRACTICE 2

Read the following short texts. Continue to look for View Markers, but circle the Contrast Markers and Assessment Markers. Then highlight the unfavored view. The first one has been done for you as an example.

- 1 There is a widespread belief that cardiovascular disease is a problem only in affluent societies and that it attacks mostly men. Studies from the 1990s, (however), provide evidence that this view of CVD is (no longer valid).
- 2 Some years ago, it was argued, usually by Western experts, that overpopulation in developing nations was one of the main causes of widespread poverty. According to more recent studies, however, this analysis of the relationship between poverty and overpopulation is seriously flawed.

- 3 Even before vaccination became available, people in the West considered measles to be a relatively minor childhood disease that was more of an inconvenience than a serious danger to health. But past and present experience shows that such an optimistic view of this highly infectious disease is unwarranted.
- 4 There is a tendency among nonexperts to regard primary health care in developing countries as exclusively for the prevention of disease. Yet a closer look at specific programs offers evidence to correct this common misperception.
- 5 The fact that some first-generation immigrants continue to speak their first languages might suggest that these immigrants and their families are unwilling to become a full part of their new society. Studies by social scientists, on the other hand, cast doubt on the validity of this conclusion.

SKILL PRACTICE 3

Read the following paragraphs and look for View Markers, Contrast Markers, and Assessment Markers. Then underline the unfavored view and highlight the favored view.

- 1 There is a widespread belief that cardiovascular disease is a problem only in affluent societies and that it attacks mostly men. This was perhaps true in the 1950s, when CVD was first identified as a major health risk. However, more recent studies indicate that this view of CVD is questionable. In many parts of the world, CVD is the leading cause of death among women under sixty-five. It is also becoming more common in less affluent countries and is expected to be the leading cause of death there by 2010.
- 2 Many people assume that the rules for polite social behavior are universal. They claim that all societies have the same rules, for example, for how and when to thank others. Yet research on intercultural communication shows that this apparently reasonable assumption is unjustified. In fact, the rules for social behavior may differ, sometimes widely, from culture to culture. Studies have established, for instance, that some Asian cultures do not give or expect to receive thanks while shopping, but Americans do.
- 3 Even before a measles vaccine became available, people in the West considered measles to be a relatively minor childhood disease that was more of an inconvenience than a danger to health. But past and present experience shows that such an optimistic view of this highly infectious disease is unwarranted. Measles, with its many complications – including diarrhea and pneumonia – is, in fact, potentially fatal. Before the vaccine became widely available late in the twentieth century, measles killed an estimated 8 million children annually. In 2000, the disease caused an estimated 700,000 deaths in developing countries.

READING 3

VIEWS ON MULTICULTURALISM

GETTING INTO THE TOPIC

Read the title of the article and then discuss the following questions with a partner.

- 1 What is “culture,” and how and when do we acquire it?
- 2 What kinds of human behavior are influenced by culture?
- 3 What do you expect to see in a country that is described as “culturally diverse”?

GETTING A FIRST IDEA ABOUT THE ARTICLE

Read the first sentence of paragraph 1. Think of a question that you expect this paragraph to answer and match it to a question below. Continue in the same way for paragraphs 2–8. Write the number of the paragraph in the blank.

- ___ A What evidence is there that multiculturalism is controversial?
- ___ B What is a better explanation for the division of public opinion?
- ___ C What evidence is there that the United States and Canada have become more culturally diverse?
- ___ D Why is multiculturalism causing controversy?
- ___ E What is another way to interpret multiculturalism?
- ___ F What have the U.S. and Canadian governments done to encourage cultural diversity?
- ___ G What evidence is there for claiming that Canadian society is divided on the issue of multiculturalism?
- ___ H How do people who interpret multiculturalism this way feel about it?

WHILE YOU READ

As you read the article, stop at the end of each sentence that contains boldface text and follow the instructions in the box in the margin.

Views on Multiculturalism

1 Since the 1960s, Canada and the United States have become more culturally diverse than at any other time in their history. In 1957, for example, 95 percent of people who settled in Canada were European; thirty years later, 76 percent of immigrants were from Asia and elsewhere in the developing world. In the United States, between 1970 and 2000 the foreign-born population doubled and experienced significant changes in ethnic makeup. In 1970, 59 percent of the foreign-born population were European, while 27 percent were from Latin America and Asia. By 2000, the proportions were very different. Of the 31.1 million foreign-born, 78 percent were Latino and Asian, whereas Europeans made up only 16 percent of the total. (See Table 2.2 for historical shifts in immigration patterns.)

2 Also since the 1960s, the governments of the United States and Canada have supported cultural diversity by developing a policy that is often called **multiculturalism**. Both countries, for example, shifted from immigration laws that favored Europeans (and admitted few people from other parts of the world) to more open, fairer policies. In the United States, the Bilingual Education Acts of 1968 and 1978 provided funds to educate the children of non-English-speaking immigrants. In the Multiculturalism Act of 1988, the Canadian government committed itself to the idea that all citizens had the right to preserve their cultural inheritance. It also established a Ministry for Multiculturalism.

3 Multiculturalism, however, is a **controversial issue in both countries**. In the United States, multiculturalism is closely associated with bilingual education – public school programs that use the native language of immigrant children to teach them math, science, and social studies. These programs have caused disagreement both within immigrant communities and in the wider American public. In the 1990s, for example, public opinion polls showed Americans were divided on bilingual education, sometimes equally, sometimes with a majority opposed to it. By 2003, small majorities in California, Arizona, and Massachusetts had voted not to allow any more state funds to be spent on **bilingual education**.

As you continue to read this paragraph, number the examples that support the idea of this sentence.

Scan forward and highlight a phrase that shows where the writer starts to deal with the controversy in each country. Mark the passage *U.S.* or *Canada*. Then come back and continue reading.

Read the first sentence of paragraph 4. Highlight the continuing idea. Use this idea to help you identify the main idea in paragraph 3.

TABLE 2.2 Immigration to Canada and the United States: Changes in immigrant region of origin 1960–2000

	Canada		United States	
	Europe	Elsewhere*	Europe	Elsewhere*
1961–1970	74%	26%	39%	61%
1991–2000	21%	79%	15%	85%

* Canadian figures do not include immigration from the U.S.; U.S. figures do not include immigration from Canada.

In Canada, similar divisions on the issue of multiculturalism are also visible. A 1988 public opinion poll found that approximately 60 percent were in favor of encouraging immigrants to assimilate into Canadian culture, whereas 38 percent thought that immigrants should be encouraged to retain their cultural traditions. Support for assimilation was strongest, at 73 percent, among Canadians with low educational levels; however, such support was also found among 52 percent of university graduates. 4

Use the strategies for identifying organization by unfavored and favored views. Scan for View, Contrast, and Assessment Markers and circle them. Then come back and continue reading.

Why is multiculturalism such a divisive issue? Some people argue that the poll results and the votes against bilingual education are empirical evidence of a growing racism in U.S. and Canadian society. Yet such an interpretation appears unjustified. In both countries, polls in 2002 showed that large majorities of Americans (75 percent) and Canadians (77 percent) believed that immigration has benefited their countries. In Canada, the 1988 poll also showed that approximately 80 percent of Canadians disapproved of using country of origin as a way to select immigrants. Such responses would be highly unlikely to occur in societies in which racist attitudes were widespread. 5

There is a more likely explanation why public opinion seems divided on the issue of multiculturalism. Because the concept has never been clearly defined, people inevitably use their own experiences to arrive at a definition. Different experiences lead to **different interpretations of multiculturalism**. 6

Scan paragraphs 7 and 8. Circle the earliest View Marker in each paragraph and one Contrast Marker. Mark them *View 1* and *View 2*. Then come back and continue reading.

One common interpretation of multiculturalism is that society should encourage immigrants to retain their own culture and language. Under this definition, multiculturalism seems to imply that immigrant families need not adapt to the culture of their new country. Canadians and Americans who interpret multiculturalism in this way oppose it, perhaps justifiably. Common sense tells them that people cannot be full members of a new society if they are not willing to adapt and use the new society's cultural rules at least some of the time. 7

On the other hand, many people interpret multiculturalism differently. For them it means accepting American or Canadian cultural traditions for public behavior and retaining their own culture in private life. If multiculturalism were explicitly defined in this way, much of the controversy would probably disappear. This definition, after all, reflects the experience of earlier first-generation immigrants to the United States and Canada. Later generations, however, considered themselves fully integrated North Americans. 8

MAIN IDEA CHECK

Here are the main ideas of each paragraph in the article. Match each paragraph to its main idea. Write the number of the paragraph in the blank.

Paragraphs 1–4

- _____ A Multiculturalism, with its focus on maintaining immigrant language and culture, is a divisive issue in Canada.
- _____ B Canada and the United States have become more culturally and ethnically diverse than ever before.
- _____ C Multiculturalism, with its focus on maintaining immigrant language and culture, is a divisive issue in the United States.
- _____ D Cultural diversity in the United States and Canada is supported by a government policy that is called multiculturalism.

Paragraphs 5–8

- _____ E A better explanation for the controversy is that multiculturalism, because it has never been defined, means different things to different people.
- _____ F The lack of support for multiculturalism among many Americans and Canadians should not be interpreted as evidence of racism in these two countries.
- _____ G For many people, multiculturalism means that immigrants may retain their native culture for their private lives, but should acquire the new culture's rules for their public lives.
- _____ H Canadian and American opponents of multiculturalism reject it because it seems to ignore the need to adapt to the new society.

A CLOSER LOOK

Look back at the article to answer the following questions.

- 1 Why does the writer include the statistical details in paragraph 1?
 - a To show that the majority of Americans and Canadians are of European origin
 - b To show how Canadian and U.S. immigration policy has changed
 - c To show that the United States and Canada are becoming more culturally diverse
 - d To show that immigration policies in the United States and Canada no longer discriminate against non-Europeans
- 2 According to opinion polls, large majorities of Americans support all the government programs that are associated with multiculturalism. **True or False?**

- 3 What evidence does the writer use to argue against the claim that racism is the reason for the public's opposition to government policies on multiculturalism? Circle all that apply.
- a A number of U.S. states voted to discontinue funding for bilingual education.
 - b Most Canadians and Americans believe that immigration has had a positive effect on their country.
 - c About 80 percent of Canadians don't want country of origin to be a factor in deciding who is allowed to immigrate to Canada.
 - d Only 38 percent of Canadians believe that immigrants should be encouraged to retain their cultural traditions.
- 4 The writer is sure that everyone in Canada and the United States is in agreement on the meaning of the term *multiculturalism*. True or False?
- 5 Why does the writer introduce the topic of earlier U.S. and Canadian immigrants in paragraph 8? Circle all that apply.
- a To show that multiculturalism, under one definition, does not prevent immigrant families from becoming assimilated into their new society
 - b To show that the behavior of immigrants differs in Canada and the United States
 - c To show that multiculturalism is a danger for society in general
 - d To show that the definition of multiculturalism in paragraph 8 reflects the experiences of real people
- 6 The article implies that the writer prefers to define *multiculturalism* in a specific way. Identify the writer's preferred definition.

VOCABULARY STUDY: SYNONYMS

Find words in the article that are similar in meaning to the following.

- 1 other places (*adv*) Par. 1
- 2 to allow someone to enter (*v*) Par. 2
- 3 to prevent something from being changed, damaged, or destroyed (*v*) Par. 2
- 4 causing deep disagreement (*adj*) Par. 3
- 5 a report of people's opinion on a topic (*n*) Par. 4
- 6 to keep something; not to give up something (*v*) Par. 4
- 7 based on what a person sees or experiences (*adj*) Par. 5
- 8 the belief that some races of people are better than others (*n*) Par. 5
- 9 about; not exactly (*adv*) Par. 5
- 10 to choose (*v*) Par. 5
- 11 not probable (*adj*) Par. 5
- 12 not avoidable; certain to happen (*adv*) Par. 6
- 13 to disagree with something (*v*) Par. 7
- 14 to change in order to fit new conditions; to adjust (*v*) Par. 7
- 15 clearly and completely shown or expressed (*adv*) Par. 8

VOCABULARY STUDY: WORDS IN CONTEXT

Complete the sentences with words from the list below. If necessary, review the words in the Key Vocabulary from the Readings on page 254.

policy	approves of	assimilate	settled	native
committed	issue	likely	racial	reflect

- 1 There is good news for the government. The latest opinion polls show that 65 percent of the public _____ the way it is running the country.
- 2 The majority of nineteenth-century immigrants _____ in the cities of the East and Midwest, but some moved west into areas that were populated by Native Americans.
- 3 The immigration _____ of the United States changed during the twentieth century. Until 1965, it favored Europeans, but then it became fairer and more open.
- 4 When Europeans settled in the Americas and elsewhere, they often oppressed the _____ people they found there.
- 5 In a few generations, most European immigrants were able to _____ fully into U.S. society. The Old Order Amish, however, still live, work, and marry within their own communities.
- 6 Only 35 percent of the people feel that the president is doing a good job in the economy. These low approval figures _____ people's dissatisfaction with the latest unemployment numbers, the highest in twenty years.
- 7 The weak economy will be an important _____ in the next election.
- 8 In 2002, there was still evidence of _____ discrimination in the United States. African Americans were paying higher interest rates on mortgages than white homeowners with similar incomes and jobs.
- 9 In 1985, the World Health Organization _____ itself to eliminating polio in the Americas. In 1991, the goal was achieved.
- 10 If public support for the present government continues to fall, it is _____ to lose the election next year.

BEYOND THE READING

Research

Do Internet or library research to find additional, up-to-date information on bilingual education.

Discussion

Discuss the following situation with a partner:

- You are a new immigrant to a country where English is the language of the large majority of the population. You have one child aged seven. For her education, which of the following two programs do you choose:
 - 1 A bilingual education program? This program teaches all subjects, including your cultural history, in your native language. The program also provides one daily class of instruction in the English language.
 - 2 The same program that English-speaking students take? This program pays no special attention to your cultural history. In addition, a tutor is available to give your child extra help with her learning.

Writing

Write a short report on the results of your research or your discussion.

READING 4

EXPERIMENTAL EVIDENCE ON THE NATURE OF PREJUDICE

GETTING INTO THE TOPIC

Read the title of the article. Then discuss the following questions with a partner.

- 1 What examples of prejudice have you read about or experienced?
- 2 Who was the prejudice directed against, and what consequences did it have for that person or group?

GETTING A FIRST IDEA ABOUT THE ARTICLE

Read the first sentence of paragraph 1. Think of a question that you expect this paragraph to answer and match it to a question below. Continue in the same way for paragraphs 2–6. Write the number of the paragraph in the blank.

- _____ A What is the writer's attitude to this assumption?
- _____ B What did the experiment attempt to test?
- _____ C What questions will the next section of the chapter help to answer?
- _____ D What is the connection between prejudice and relations between social groups?
- _____ E Why do people persist in their prejudices?
- _____ F What significance is there in the fact that the student teachers misjudged the language of the African American and Mexican American children?

WHILE YOU READ

As you read the article, stop at the end of each sentence that contains boldface text and follow the instructions in the box in the margin.

Experimental Evidence on the Nature of Prejudice

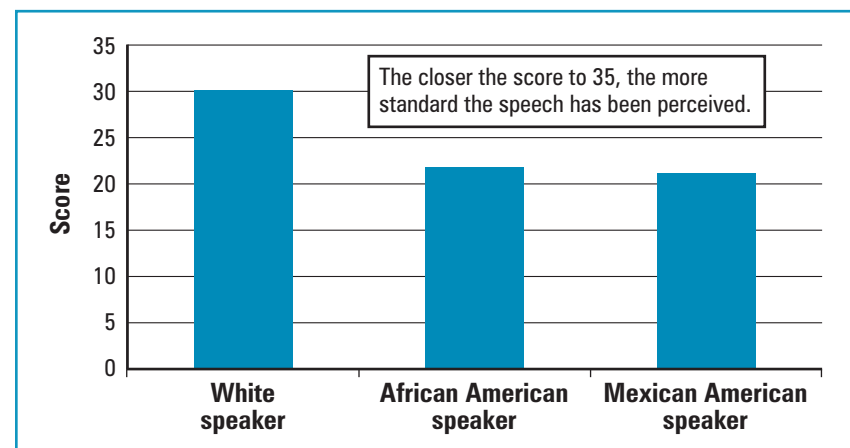
Most people will acknowledge that the relations between different ethnic and racial groups is a potential source of problems for culturally diverse societies. Most rational people will also agree that prejudice contributes to the misunderstandings, intolerance, and even hostility that may develop and persist between such groups. Thus, if society's goal is to minimize these problems, a necessary step is to address the issue of prejudice. 1

Four important elements of experimental research are: the research question, methodology, results, and interpretation of the results. Scan paragraphs 2–3 and label each element.

A good starting point for our examination of prejudice is **an experiment that is often cited in education textbooks**. The experiment, which was conducted some time ago, sought to determine the potential effects of prejudice on the judgments of future U.S. schoolteachers. The researchers made three videotapes, each of a different child in conversation with an adult. On each tape, the camera was behind the child so that his mouth was not visible. However, it was obvious from the tapes that the children were speaking and that they were racially different: one was white, one was African American, the third was Mexican American. A sound track was added to each videotape. It contained the same conversation in English, with the same two voices, a child's and an adult's. Each tape was then played to one of three groups of student teachers. Their task was to evaluate the correctness of the speech of the child they had seen on the videotape. Correctness was defined as "closeness to good Standard English," which is, of course, the type of English that schools seek to teach. 2

Although they actually heard the same child's voice, the student teachers judged each child's English differently. They perceived the African American and Mexican American children's English to be less like Standard English than the language on the videotape with the white child. (See Figure 2.2.) These results may be interpreted as demonstrating the existence of a specific prejudice in the student 3

FIGURE 2.2 Ethnic Prejudice and Perceptions of Children's Speech



teachers – a bias in favor of the language of white children. Because the English on the videotapes was identical, it is clear that the student teachers were basing their evaluations of the children’s speech on a previously formed opinion – that Mexican Americans and African Americans don’t speak Standard English as well as white Americans. In addition, this specific prejudice was strong enough to prevent the student teachers from perceiving the objective reality on the videotapes. Although the sound track contained no evidence to justify differences in their assessment of the three children’s speech, the student teachers responded as if they had heard such evidence.

Since prejudice is associated with insufficient knowledge, we often **assume** that we can reduce it simply by replacing ignorance with knowledge. But such an assumption is unjustified. In the experiment that is described in the preceding paragraphs, prejudice successfully resisted change. The student teachers heard evidence on the sound track that contradicted some of their previously held ideas, but they did not revise these beliefs. Instead, they persisted in them and erroneously found the English on one tape to be superior to the same English **on the other two tapes**.

Thus, the immediate problem seems to be the persistence of prejudice. To address this problem rationally, we must first find answers to the following questions: Under what circumstances does prejudice resist change? Are there different kinds of prejudice, and, if so, are some types more persistent than others? Under what circumstances can prejudices be changed or eliminated?

In the next section of this chapter, we will consider research that may help suggest answers to **these questions**. Yet, from what we have seen so far, one fact seems clear: finding a remedy for social prejudice will be a complex and challenging task.

4 View Marker! Scan this paragraph for a Contrast Marker and an Assessment Marker. Circle them. Then come back and continue reading.

5 Highlight a continuing idea in the first sentence of paragraph 5. Use this to confirm the main idea of paragraph 4.

6 Check back for the meaning of *these questions*. Number the questions.

MAIN IDEA CHECK

Here are the main ideas of each paragraph in the article. Match each paragraph to its main idea. Write the number of the paragraph in the blank.

- _____ A The experiment shows that providing people with correct information will probably not be sufficient to reduce prejudice and its effects.
- _____ B If we want to adequately address the problem of why prejudice resists change, we need answers to a number of questions.
- _____ C The paragraph describes an experiment to identify how prejudice might influence the judgment of future schoolteachers.
- _____ D To reduce racial intolerance and hostility, we need to understand prejudice.
- _____ E The paragraph prepares the reader for the next section of the chapter.
- _____ F The student teachers showed the effects of unconscious prejudice when they judged the English of the African American and Mexican American children to be inferior to that of the white child.

A CLOSER LOOK

Look back at the article to answer the following questions.

- 1 In the experiment that is described in paragraph 2, what were the student teachers explicitly asked to do?
 - a To judge the correctness of the child's English
 - b To guess the racial background of the child
 - c To say what the child was talking about
 - d To identify their own prejudices
- 2 On the videotapes, the three children had different accents. **True or False?**
- 3 What were the results of the experiment?
 - a The student teachers judged the speech of the African American child and Mexican American child to be superior to that of the white child.
 - b The student teachers gave lower evaluations to the speech on the videotapes with the African American child and the Mexican American child.
 - c The white child expressed himself better in Standard English than the African American child or the Mexican American child.
 - d There were no differences in the student teachers' assessments of the language they heard on the three videotapes.
- 4 What conclusion(s) does the article draw from the results of the experiment? Circle all that apply.
 - a Mexican Americans and African Americans don't speak Standard English as well as Americans of European origin.
 - b Prejudice can influence the way people perceive the world around them.
 - c The student teachers were prejudiced.
 - d We can eliminate or at least reduce prejudice simply by providing the information that the prejudiced person does not have.
- 5 The results of the experiment imply that some students could become victims of biased teachers. **True or False?**
- 6 What more general conclusion(s) does the writer want readers to draw from the discussion of this experiment? Circle all that apply.
 - a Prejudices can be resistant to change.
 - b To understand prejudice, we need to do more research.
 - c Solving the problem of prejudice is not as simple as some people might think.
 - d Giving people objective information will guarantee a reduction in their prejudices.

VOCABULARY STUDY: SYNONYMS

Find words in the article that are similar in meaning to the following.

- 1 to agree that something is true (*v*) Par. 1
- 2 unwillingness to accept ideas or behavior different from one's own (*n*) Par. 1
- 3 not to stop in a situation where stopping is expected (*v*) Par. 1
- 4 to make something as small as possible (*v*) Par. 1
- 5 to try; to have as a goal (*v*) Par. 2
- 6 easy to see or understand (*adj*) Par. 2
- 7 to judge; to assess (*v*) Par. 2
- 8 in reality (*adv*) Par. 3
- 9 to see or hear in a particular way (*v*) Par. 3
- 10 to believe that something is true, without having proof (*v*) Par. 4
- 11 to say or be the opposite of another idea (*v*) Par. 4
- 12 better (*adj*) Par. 4
- 13 to try to answer or solve (*v*) Par. 5
- 14 with the use of logical thought (*adv*) Par. 5
- 15 to remain unaffected by something; to fight against it (*v*) Par. 5

VOCABULARY REVIEW: SAME OR DIFFERENT

The following pairs of sentences contain vocabulary from Readings 3 and 4. Write *S* if the two sentences have the same meaning. Write *D* if the meanings are different.

- | | | |
|---------|--|--|
| _____ 1 | Approximately 9 million immigrants were legally admitted to the country in the last decade of the twentieth century. | In the 1990s, the total number of legal immigrants entering the county was about 9 million. |
| _____ 2 | Recent empirical research has demonstrated that the assimilation of immigrant families is completed within two generations. | The claim that immigrant families assimilate within two generations has been contradicted by recent empirical studies. |
| _____ 3 | It is unlikely that we can change the views of prejudiced people simply by providing information that contradicts their ideas. | Just supplying information that demonstrates their views are mistaken will probably not cause biased people to change these views. |
| _____ 4 | The television program contained an objective analysis of the effects of the government's immigration policy. | The television program included an unbiased examination of the impact of the government's immigration policy. |
| _____ 5 | The latest polls reflect approval of the government's immigration policy by a majority of the public. | The latest polls indicate that most people are not in favor of the government's policy on immigration. |

—— 6 Empirical studies demonstrate that immigrants and native-born Americans are not likely to compete for the same jobs.

According to empirical research, immigrants and native-born Americans tend to compete for the same types of employment.

—— 7 The experiment suggests that a prejudice is likely to persist even though objective reality contradicts the biased view.

The implication of the experiment is that providing objective information is unlikely to be a sufficient remedy for prejudice.

—— 8 When people hear first-generation immigrants still using their native language, some may doubt the immigrants' commitment to becoming fully integrated members of their new community.

Because they continue to use their native language, first-generation immigrants may be perceived as not really serious about participating fully in their new community.

BEYOND THE READING

Research

Do some research and identify a group that has suffered from prejudice in your country or in the country where you are studying English. Find someone from that group to interview about the causes and effects of the prejudice.

Discussion

Discuss the following question with a partner.

- How can a society work to reduce prejudice?

Writing

Write a short report on the results of your research or your discussion.

SKILLS AND STRATEGIES 6

REDUCED RELATIVE CLAUSES

To add variety to their writing and to avoid having too many clauses that begin with *who*, *which*, or *that*, writers can use reduced relative clauses. Learning to recognize and understand these clauses will help your reading of academic English.

EXAMPLES & EXPLANATIONS

Example

Only a small percentage of **immigrants arriving** in the United States ever returned to live in their native countries.

Explanation

Noun + verb -ing. To understand reduced relative clauses with this pattern, you can produce the full clause by making these changes:

- Before the verb *-ing*, add *that* or *who*.
- Drop the *-ing*.
- Give this verb the tense of the other verb(s) in the sentence.

*Only a small percentage of immigrants **who arrived** in the United States ever returned to live in their native countries.*

Today's immigrants are following the **patterns established** by earlier immigrants.

Noun + past participle. To understand reduced relative clauses with this pattern, you can produce the full clause by making these changes:

- Before the past participle, add *that/who*.
- After *that/who*, add *is/are* or *was/were*.

*Today's immigrants are following the patterns **that were established** by earlier immigrants.*

Many of **the drugs being used** in medicine today are extremely expensive.

Noun + being + past participle. To understand reduced relative clauses with this pattern, you can produce the full clause by making these changes:

- Before *being*, add *that/who*.
- After *that/who*, add *is/are* or *was/were*.

*Many of the drugs **that are being used** in medicine today are extremely expensive.*

THE LANGUAGE OF REDUCED RELATIVE CLAUSES

Here are the markers for reduced relative clauses.

noun + verb-*ing*

noun + past participle

noun + *being* + past participle

↑

A negative or an adverb
may follow the noun.

STRATEGIES

Here are three strategies to help you recognize and understand sentences that contain reduced relative clauses.

- Look for the markers of reduced relative clauses.
- Until you can easily understand reduced relative clauses, change them to full relative clauses. Use the explanations shown on page 91.
- In most verbs, the past participle is the same as the simple past tense. So ask yourself: "Is this a main verb in the simple past or a past participle in a reduced relative clause?"

SKILL PRACTICE 1

In the following sentences, highlight the reduced relative clauses. Some sentences have more than one. The first one has been done for you as an example.

- 1 The major problem **facing health care systems** is the increasing cost of medical care.
- 2 In the nineteenth century, Europeans wanting to immigrate to the United States could do so as long as they were not criminals and did not have any infectious disease.
- 3 The behavior described in the previous paragraph is typical of the behavior of people experiencing culture shock.
- 4 In the nineteenth century, the economic hardship created by the transition from agricultural to industrial economies was a major reason for European immigration to the United States.
- 5 Acquiring an adequate knowledge of English is one of the first tasks facing many immigrants coming to the United States and Canada.
- 6 Two studies recently published in Europe focus on the health risks faced by overweight children.
- 7 Most democratic nations with diverse populations have laws explicitly intended to protect ethnic and religious minorities from discrimination.
- 8 By the year 2000, the discrimination suffered by African Americans since the end of slavery had lessened considerably but had not disappeared.
- 9 In the 1980s, a large proportion of the immigrants settling in Los Angeles were from developing countries troubled by poverty and high unemployment.
- 10 By changing the laws governing immigration, in 1965 the U.S. Congress ended the biased system giving preference to Europeans and discriminating against other nationalities.

SKILL PRACTICE 2

In the following sentences, highlight the reduced relative clauses. Then circle the verb of the main clause of the sentence. The first one has been done for you as an example.

- 1 The economic hardships **caused by the decline in agricultural economies** created a huge increase in European immigration to the United States.
- 2 Economic hardship caused many nineteenth-century Europeans wanting a better life to immigrate to the United States.
- 3 The frustration resulting from an inability to communicate easily and effectively is a common experience among newcomers to the United States.
- 4 Research showing evidence of language shift in the second and third generations of recent immigrant groups suggests that their experience is similar to that of nineteenth- and early-twentieth-century groups.
- 5 This analysis of problems associated with immigration concludes that three steps are necessary if we are to achieve a transition to a more diverse society.
- 6 A complaint frequently directed at immigrants is that they are unwilling to assimilate – to become full members of U.S. society.
- 7 In the experiment, the race of the child appearing in the videotape activated a prejudice in the student teachers watching the tape.
- 8 The sacrifices made by first-generation immigrants to the United States were sometimes greater than any immediate benefits they experienced.
- 9 The frustration sometimes experienced by newcomers to the United States may often result from an inability to communicate easily and effectively.
- 10 In the latest opinion poll, the percentage of voters giving the president a favorable evaluation fell by 15 points, to 54 percent.

SKILL PRACTICE 3

Rewrite the following sentences by replacing each full relative clause with a reduced relative clause. Some sentences have more than one relative clause. The first one has been done for you as an example.

- 1 The government acknowledged that researchers had reported only 6 percent of the serious side effects that were experienced by patients in one type of gene therapy.
The government acknowledged that researchers had reported only 6 percent of the serious side effects experienced by patients in one type of gene therapy.
- 2 Gene therapy may be able to help people who are suffering from Parkinson's disease.
- 3 A sound track that contained the same conversation with the same two voices was added to each videotape.
- 4 Under a law that was passed in 1980, refugees are no longer counted in the annual total of immigrants who are admitted to the United States.
- 5 The procedures that have been outlined by the National Institutes of Health are intended to make sure that researchers follow the rules that require them to report all negative side effects that are observed in clinical trials.

MAIN READING

THE CHALLENGE OF DIVERSITY

GETTING INTO THE TOPIC

Look at the illustrations and photos accompanying “The Challenge of Diversity” and discuss the following questions with a partner.

- 1 What region of the world did most of the students in 1926 come from? If you saw a similar photo from 2004, what differences would you expect?
- 2 In the 1946 cartoon, why was President Truman unhappy with the immigration policy in effect then? What was the cartoonist’s attitude toward the policy?
- 3 In the 1885 leaflet, what connection could there be between immigration and “Ruinous Business and Labor Competition”? Who might have produced this leaflet?

GETTING A FIRST IDEA ABOUT THE ARTICLE

For information about the organization and topics of this article, read the section headings, look at the illustrations, and scan the introduction. Then complete the chart by matching each topic with the section that deals with it. Some sections may have more than one topic. Write the number of the section (I–V) in the blank.

SECTION	TOPIC
	Problems associated with immigration and diversity
	How Americans feel about immigration
	The causes of cultural and ethnic diversity in the United States
	An overview of the content and organization of the article
	Solutions to problems associated with immigration and diversity
	Some misconceptions about immigrants
	A description of U.S. immigration policy

WHILE YOU READ

Read the article section by section. Stop after each sentence that contains boldface text and follow the instructions in the box in the margin. After you read each section, answer the Main Idea Check and A Closer Look questions, which can be found on pages 102–107.

The Challenge of Diversity

I. INTRODUCTION

Today in the United States, a social experiment that began in the early nineteenth century is continuing: the development of a truly multicultural and multiethnic society. Immigrants continue to flow into the country; in the 1990s alone, over 3.9 million settled in New York, Los Angeles, San Francisco, Miami and Chicago. As an illustration of the increasing cultural diversity of these areas, consider the following statistic. In 2003, San Francisco County reported that forty-five languages other than English were spoken natively by students in the county's schools. Interestingly, only an estimated 3 percent of these students were of European origin; the large majority were **from Asia and Latin America**.

Such ethnic diversity will be an even more significant feature of life in the United States as the twenty-first century progresses. If recent immigration and population patterns persist, the total Asian and Hispanic population will rise from its 2003 level of approximately 52 million to 96 million by 2030. By the same year, according to government estimates, Asians and Hispanics will make up 26 percent of the total population, up from 17 percent in 2003.

The experiment in multiculturalism, however, is **controversial**. Its supporters point to the country's history as a nation of immigrants and argue that cultural and ethnic diversity has always been a source of strength in American society. Opinion polls, for example, repeatedly show that large numbers of Americans believe that immigration has benefited the country. However, many others are opposed to continuing the experiment. They feel that present government policies will inevitably lead to the development of large ethnic groups who are not interested in becoming part of the national community. The presence of such groups, according to the opponents of multiculturalism, could, over time, result in social disorder and ultimately the disintegration of society. To see the potential dangers of encouraging diversity, they argue, we need only look at recent history in the former Yugoslavia, where a once-multicultural society disintegrated during years of ethnic hostility, violence, **and civil war**.

Read the first sentence of paragraph 2. Highlight the continuing idea and use it to help you identify the main idea of paragraph 1.

Two opposing attitudes toward multiculturalism will be described. Scan forward and highlight where the writer begins to describe each view. Then come back and continue reading.

Read the first sentence of paragraph 4 and highlight the continuing idea. Use this idea to help you identify the main idea of paragraph 3.



This photograph shows schoolchildren in a New York City public school classroom in 1926. Notice that most of the children are from Europe; by contrast, most of the immigrant children in today's U.S. public schools come from Latin America and Asia.

Because of the emotion produced by this controversy, there is clearly a need for a rational analysis of ethnic and cultural diversity in the United States. As a first step in providing such an analysis, this article identifies immigration policy as the main factor behind the present level of diversity. It then evaluates the justification for some common worries about immigration before identifying the real problems associated with the issue. Finally, it offers suggestions on how these problems might be addressed.

Draw a simple cause and effect arrow diagram for this paragraph.

II. THE ORIGINS OF U.S. CULTURAL DIVERSITY

The most significant and most obvious **factor** behind the growth of cultural diversity in the United States is, of course, the country's immigration policy. Immigration policy, in turn, reflects the political and social thinking of the period during which the policy came into existence.

Between 1921 and 1965, immigration was controlled by laws favoring newcomers from Europe and placing obstacles in the way of immigration from elsewhere. The laws also restricted the annual number of immigrants to approximately 150,000. The result was a considerable decline in the flow of immigrants, down from the enormous numbers of the period 1880–1920, and a U.S. population that remained almost completely **European in origin**.

Read the first sentence of paragraph 7 and highlight the continuing idea. Use this idea to help you identify the main idea of paragraph 6.

For forty years, this immigration policy was not effectively challenged. In the 1960s, however, the United States was changing. By then, many Americans had become aware of the discrimination suffered by African Americans and of the need to make such discrimination illegal. The public's awareness caused politicians to realize that the civil rights of all racial minorities should be protected; this realization, in turn, led naturally to a reexamination of the contemporary immigration laws. In their clear preference for European immigrants, the laws were obvious examples of the discrimination that many Americans were beginning to reject.

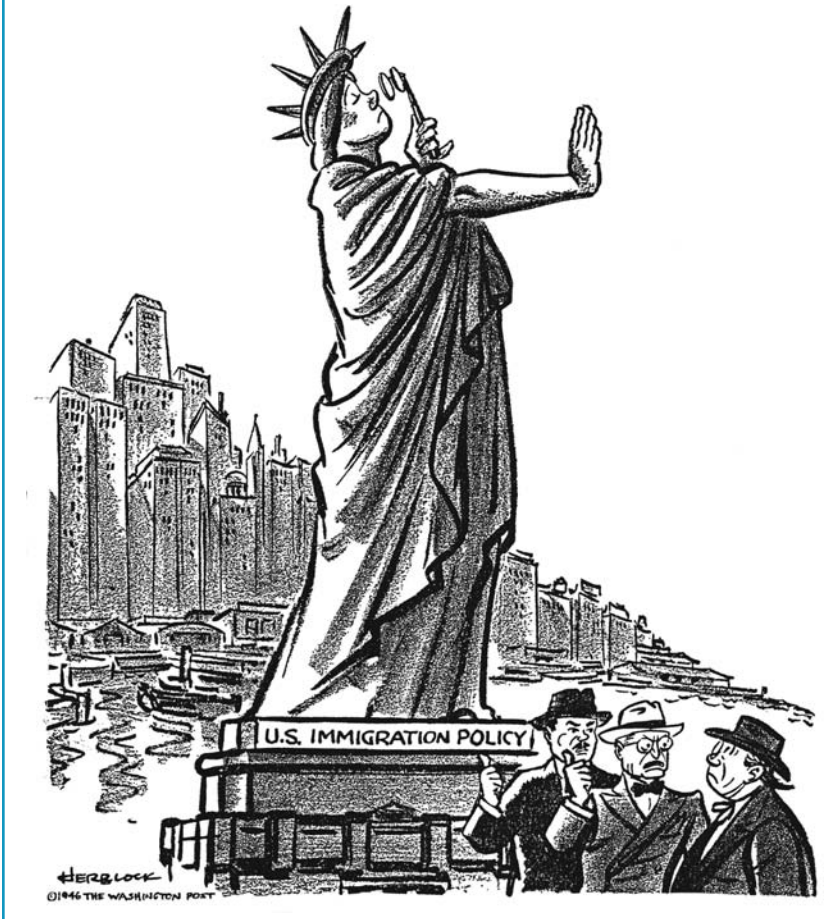
In 1965, Congress approved **major changes in the laws governing immigration**. The new law eliminated the system giving preference to Europeans and discriminating against other nationalities. At the same time, it raised the annual number of legal immigrants to 290,000, and established a new principle for U.S. immigration – family reunification. Under this principle, priority was given to admitting the immediate family members of recent immigrants.

Number these changes as you find them in the paragraph.

Later changes to the 1965 immigration law had the effect of increasing the number of people who could be admitted annually. From 1980, refugees were no longer considered immigrants and a 20,000 per-country limit was established worldwide. Ten years later, the annual limit of immigrant visas was increased to 675,000, including a total of 140,000 for people who had specific job skills that would immediately benefit the U.S. economy.

The 1965 immigration law and its later adjustments had an enormous impact on the volume and ethnic character of immigration. In the last three decades of the century, the overall immigration rate almost doubled. Close to 31 million legal immigrants entered the country – almost as many as the 32 million who arrived between 1900 and

“What Happened To The One We Used To Have?”



In 1946, many Americans, including President Harry Truman (the man in the white hat), wanted fairer and less restrictive immigration policies. (© Herblock; from *The Herblock Book* [Beacon Press, 1952])

1960. In the new total, the proportion of Europeans averaged 19 percent, a significant decline from the 70 percent in the earlier period. At the same time, the proportion of immigrants from Latin America and the Caribbean climbed from 13 percent to 45 percent of total U.S. immigration, while Asian immigration rose from 4 percent to 34 percent of the total.

III. IMMIGRATION: PERCEPTIONS AND ATTITUDES

Throughout U.S. history, there has always been some degree of **11** hostility to immigrants, especially if they arrive in large enough numbers to attract the attention of American-born citizens or even of earlier immigrants. Some proportion of public opinion – local, regional, and national – has looked with disfavor on Catholics and Jews, on Germans, Swedes, Koreans, Italians, Chinese, Cubans, Mexicans, and other groups. Since the continuing opposition to immigration is probably due to fears about how it might change U.S. society for the worse, two questions suggest themselves: (1) What are these fears? and (2) How justified are such fears today?

Scan paragraphs 12–14. Circle the View Markers and highlight two Assessment Markers. Mark each paragraph as *Views* or *Assessment*. Then come back and continue reading here.

Use the View Marker you have circled to identify the view in paragraph 14. Underline this view.

Scan paragraphs 15–17 and highlight at least one Contrast and one Assessment Marker in each paragraph. Then come back and continue reading.

Look for unfavored and favored view organization in the first three sentences of this paragraph. In the margin, identify the unfavored view and mark it *UV*, and identify the favored view and mark it *FV*.

One recurrent fear (see the illustration on page 99) is that immigrants **12** take jobs away from native-born workers, a belief that is shared by 53 percent of Americans, according to a 1990 poll. Since immigrants are willing to work for lower wages, the charge goes, employers lay off native-born workers and hire immigrants in their place. This allegation is often combined with the charge that newcomers immediately go on government assistance and remain dependent on welfare payments for a long period of time. Thus, the argument goes, they take more out of the economy than they ever contribute to it.

Is there objective evidence that the charges outlined in the preceding **13** paragraph are warranted? Empirical studies have not yet provided a conclusive answer to the question of whether immigrants are a cost or a benefit to the economy. On the one hand, some researchers conclude that newcomers are a burden on the economy because they are more likely to use welfare and to displace native-born unskilled workers. On the other hand, other researchers claim that these negative conclusions are unwarranted. Their numbers show that the economy profits from immigrants.

Another charge traditionally directed at immigrants is that they **14** are unwilling to assimilate and become part of U.S. society. As evidence for this, opponents cite the tendency of immigrants to settle in their ethnic neighborhoods – in the Chinatowns, Little Saigons, Manilatowns, and Koreatowns of major U.S. cities. Further evidence may be provided by the language behavior of first-generation immigrants: they continue to use their native languages and thus seem to be demonstrating an unwillingness to learn English.

To assess the validity of this charge, we need to reconsider **the** **15** **evidence that seems to support it** and to provide additional evidence that the critics of immigration have ignored. It is true that new immigrants tend to settle in their ethnic neighborhoods. It is a mistake to conclude, however, that the newcomers therefore have no interest in becoming part of American society. The same tendency did not prevent Italians, Germans, Swedes, European Jews, or other earlier immigrant groups from completing the process of assimilation. In fact, the ethnic neighborhoods of the nineteenth and early twentieth centuries were a positive factor in immigrants' adjustment to life in the United States. They enabled adults to develop a supportive social life in the new country. Just as important, these communities offered a network of contacts through which newcomers learned about employment opportunities that would make them productive, contributing members of their new nation. By helping their residents establish themselves, the European neighborhoods and communities supported the ultimate assimilation of immigrant families into the mainstream of American life. There is every reason to believe that Asian and Latin neighborhoods will do the same for today's newcomers.

It is also true that new arrivals to the United States continue to **16** use their native language. Again, however, it is an error to conclude that their children and grandchildren will live outside the mainstream, English-speaking society. Research has shown that immigrant communities typically take three generations to complete *language shift*, the process by which a group takes a different language as their

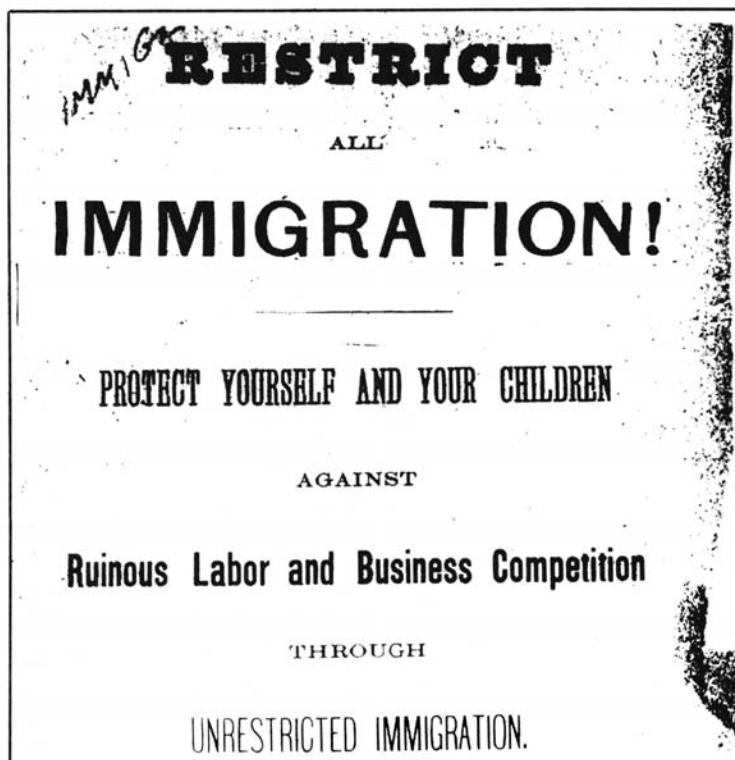
native language. Usually, first-generation adult immigrants acquire some English, but few master the language. Their children, educated mostly in U.S. schools, are typically bilingual in English and their parents' native language, although their abilities in that language may be limited. The third generation, the grandchildren of the original immigrants, are typically monolingual English speakers. With a few exceptions, this pattern was followed by the European immigrants of the nineteenth and early twentieth centuries. **A similar pattern** is visible in recent immigrant communities in which the language behavior of two or three generations can be studied.

According to the historical evidence from the nineteenth and early twentieth centuries, full assimilation into mainstream American society, like language shift, takes time to complete. If we ignore this fact, we might conclude from the behavior of today's first-generation immigrants that their children and grandchildren will continue to speak imperfect English and lead lives separate from the mainstream. **That conclusion**, however, would be wrong.

In fact, the available evidence shows that, like earlier immigrants, recent newcomers are learning English and slowly assimilating into mainstream society. Although the American-born children or grandchildren of European immigrants have retained some parts of their native culture, they are now fully integrated into American life. U.S. society, for its part, has been enriched by the immigrants who have contributed to it. Similarly, we can expect today's immigrant families to become full members of tomorrow's society and to add something of their culture to it.

Check back for the meaning of a *similar pattern*. The pattern has three clear parts. Highlight the two or three words that introduce each part and number them.

Check back for the meaning of *That conclusion*. Highlight it.



An 1885 leaflet appeals to fears that immigrants will take jobs away from American workers – fears that still exist today.

IV. THE CHALLENGE

The preceding section has demonstrated that some of the fears **19** about modern immigration are the result of misperceptions and misinterpretations of immigrant behavior. However, it would be a mistake to assume that cultural diversity is problem-free. The truth is that immigration, as well as being of long-term benefit to U.S. society, has the potential to create its own immediate problems or to worsen existing ones. Immigration raises **complex issues** that must be considered and brings real challenges that must be addressed.

Scan this section. Highlight the short phrases that show where the writer introduces each issue; number them. Then come back and continue reading.

One of these issues is how to avoid the unintended consequences **20** of admitting skilled and unskilled workers from overseas in order to satisfy the immediate demands of the country's economy. The United States already has large numbers of people living in poverty because they are poorly educated, sometimes illiterate, and without marketable skills. Resentment among members of this group, sometimes called the underclass, will increase as they watch immigrants achieve what they cannot – success and acceptance into mainstream society. This despair and resentment can only hurt the nation.

A second problem results from the tendency of immigrants to settle **21** disproportionately in a few areas of the United States. As a consequence of this tendency, the cost of providing services to immigrants falls disproportionately on a limited number of communities. To cover the costs of providing the additional services, the local or state government responds in one or both of two ways: raise taxes and/or reduce the level of the services enjoyed by the community. **Either response** has the potential to create a negative reaction against immigrants. By 2002, for example, citizens in three states had voted to end state and local funding for bilingual education, which serves mostly the children of first-generation immigrants.

Check back for the meaning of *Either response*. Highlight and number each response.

A third problem is that the number of illegal immigrants into the **22** United States has been growing since the late 1970s. By 2000, according to government estimates, there were 6 million illegal immigrants in the country and the number was increasing by 275,000 per year. The publicity given to illegal immigration affects American perceptions of immigration. In a poll conducted in 2001, 53 percent of those responding mistakenly believed that most people entering the United States did so illegally. Such a belief must inevitably affect public attitudes toward legal immigrants.

What these three problems have in common is their obvious **23** potential to **produce**, in the native-born population, hostility and resentment toward immigrants. In the past, such feelings have led to violence between native-born and foreign-born groups, especially in places where immigrant numbers were high and during times of economic hardship. Violence between native-born Americans and immigrants, for example, broke out in New York City in the 1850s after a rapid increase in the Irish population of the city. Such reactions could occur again if we do nothing to address the circumstances that produce them.

Draw a simple cause and effect arrow diagram for this sentence.

V. RESPONDING TO THE CHALLENGE

This analysis of problems associated with immigration suggests **24** that at least three steps are necessary if there is to be a relatively smooth transition to a more diverse society in the United States in the twenty-first century.

Two of the issues we have identified have **fairly obvious solutions.** **25** First, to address the problem of a large underclass that is potentially resentful of the success of newcomers, the federal government should offer programs of education and training, in order to integrate as many of this underclass as possible into American society. In this way, resentment against immigrants will be minimized, and the potential for tension and violence between ethnic and racial groups will be significantly reduced.

Second, to ease the financial burden on areas where immigrants **26** disproportionately settle, Congress should direct sufficient federal funds to these areas to cover the costs of providing services to the newcomers. In this way, native-born residents will have less justification for complaining that their tax dollars are being spent for the benefit of strangers.

Addressing the problem of illegal immigration is a much more diffi- **27** cult task. The United States shares a long border with Mexico, where economic conditions cause many people to risk crossing the border illegally in order to feed their families. Stopping the flow of such immigrants will be impossible until the social and economic conditions creating it no longer exist. However, the flow can be reduced with better border security and increased identification of U.S. businesses that break the law by hiring illegal immigrants.

In the United States of the twenty-first century, the immigrant and **28** the native-born communities need time to learn about each other and gradually to adjust to each other. **This process** is not new. In the past, successive generations of immigrant families were changed by society and, at the same time, helped to change society. The three steps suggested support the process today. By making ethnic hostility less likely, they help produce conditions in which understanding and acceptance can replace ignorance and intolerance. The result should be a more fully integrated multiethnic society.

As you read paragraphs 25–27, highlight the sentences (one in paragraphs 25 and 26 and two in paragraph 27) that describe solutions.

Check back for the meaning of *This process*. Highlight it.

SECTION I: Introduction

MAIN IDEA CHECK

Here are the main ideas of each paragraph in this section of the article. Match each paragraph to its main idea. Write the number of the paragraph in the blank.

Paragraphs 1–4

- _____ A Public opinion in the United States is divided on the issue of multiculturalism.
- _____ B The United States is continuing the process of becoming a multiethnic society.
- _____ C This paragraph identifies the specific issues to be discussed in the rest of the article.
- _____ D The United States of the future will be even more ethnically and culturally diverse than it is today.

SECTION II: The Origins of U.S. Cultural Diversity

MAIN IDEA CHECK

Here are the main ideas of each paragraph in this section of the article. Match each paragraph to its main idea. Write the number of the paragraph in the blank.

Paragraphs 5–10

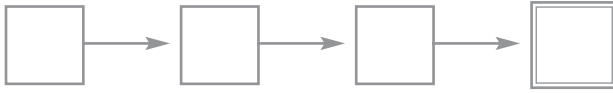
- _____ A Between 1921 and 1965, U.S. policy kept the numbers of immigrants low and was biased in favor of immigration from Europe.
- _____ B Adjustments made later to the 1965 immigration law increased the number of people allowed to settle in the United States.
- _____ C The realization, in the 1960s, that racial minorities in the United States suffered discrimination led Congress to reconsider the racially biased immigration laws.
- _____ D Immigration policy is the most important determiner of ethnic and cultural diversity in the United States.
- _____ E Immigration policy from 1965 to 2000 caused a considerable increase in immigration and changed its ethnic character.
- _____ F In 1965, significant changes were made to the immigration law that favored Europeans.

A CLOSER LOOK

Look back at section II of the article to answer the following questions.

- 1 Between 1921 and 1965, U.S. immigration laws were biased in favor of non-Europeans. **True or False?**

- 2 This diagram shows the process of cause and effect that ended in the Immigration and Nationality Act of 1965. Reread paragraph 7. Then complete the diagram with sentences A–D. Write the correct letter in each box.



- A The 1965 act removed the bias in favor of Europeans and against people from other parts of the world.
- B People began to reconsider the existing immigration policy.
- C U.S. society became aware of the discrimination suffered by African Americans.
- D Politicians and the public came to believe that the rights of all ethnic minorities needed legal protection.
- 3 How did immigration policy change between 1965 and 2000? Circle all that apply.
- a The new laws eliminated the earlier obstacles to immigration from Asia and Latin America.
- b Family reunification became a guiding rule of the policy.
- c A large number of immigrant visas were reserved for workers who would benefit the U.S. economy.
- d Refugees and family members of immigrants already in the United States were no longer included in the annual count of immigrants.
- 4 How did immigration to the United States change from 1965 to 2000? Circle all that apply.
- a There was an enormous increase in the proportion of immigrants from Asia and Latin America.
- b The percentage of immigrants from Europe fell significantly.
- c The overall number of immigrants declined.
- d The number of Asian immigrants grew even faster than that of Latin American immigrants.

SECTION III: Immigration: Perceptions and Attitudes

MAIN IDEA CHECK

Here are the main ideas of each paragraph in this section of the article. Match each paragraph to its main idea. Write the number of the paragraph in the blank.

Paragraphs 11–14

- _____ A Research has given contradictory answers to the question of whether immigrants help or hurt the U.S. economy.
- _____ B In U.S. history, many new groups of immigrants have been met with hostility.

- _____ C Because immigrants tend to live in ethnic neighborhoods and continue speaking their native language, immigration opponents claim that they are unwilling to really become a part of U.S. society.
- _____ D It is a common belief that immigrants damage the U.S. economy.

Paragraphs 15–18

- _____ E If people ignore the fact that assimilation and language shift take time, they may wrongly conclude that today's immigrant families will not become part of American society.
- _____ F Research on language shift shows that first-generation immigrants may continue to use their native languages but that their children or grandchildren will be native speakers of English.
- _____ G There is already evidence that contemporary immigrants, like the earlier European arrivals, are assimilating into U.S. society.
- _____ H Because ethnic neighborhoods helped the assimilation of earlier European immigrants, we can reasonably assume that today's ethnic neighborhoods will do the same for today's immigrants.

A CLOSER LOOK

Look back at section III of the article to answer the following questions.

- 1 The anti-immigrant feeling that exists today among some Americans is a new phenomenon in U.S. history. **True or False?**
- 2 What has empirical research on the economic impact of immigration found? Circle all that apply.
 - a Native-born unskilled workers may lose their jobs to immigrants.
 - b There may be defects in research claiming that immigrants damage the economy.
 - c Immigrants help the U.S. economy.
 - d Immigrants take more money from the economy than they contribute to it.
- 3 One allegation made against today's immigrants is that they do not want to become integrated into U.S. society. What behavior do people cite as evidence to justify this charge? Circle all that apply.
 - a Some new immigrants settle in their own ethnic neighborhoods in U.S. cities.
 - b New immigrants are willing to work for lower wages than native-born Americans.
 - c New immigrants continue to use their native language.
 - d New immigrants take more money out of the economy than they contribute to it.

- 4 This article is about immigration today. So why, in paragraphs 15–18, does the writer include details about earlier European immigrants?
- a To provide evidence that ethnic neighborhoods do not prevent but help the assimilation of immigrants into American society
 - b To demonstrate clearly that the lives of European immigrants were very different from the lives of today’s immigrants
 - c To show that American society was diverse even in the nineteenth and early twentieth centuries
 - d To show that today’s immigrants are unwilling to assimilate into U.S. society
- 5 If the English of an adult first-generation immigrant remains poor, we can assume that his or her family will not become integrated into U.S. society. **True or False?**
- 6 According to the writer, what happened as earlier, European immigrants assimilated into American society? Circle all that apply.
- a They lost all their native culture in the process of assimilation.
 - b They lost some parts of their native culture and retained others.
 - c They changed American culture in positive ways.
 - d They shifted to English as their native language over several generations.

SECTION IV: The Challenge

MAIN IDEA CHECK

Here are the main ideas of each paragraph in this section of the article. Match each paragraph to its main idea. Write the number of the paragraph in the blank.

Paragraphs 19–23

- _____ A We risk causing bitterness and resentment among poor unemployed Americans if we do nothing for them but at the same time admit large numbers of immigrants.
- _____ B Media reports about the number of illegal immigrants are probably causing an increase in anti-immigrant feelings in the United States.
- _____ C Although some fears about immigration are unjustified, there are problems associated with it.
- _____ D Hostility and resentment toward immigrants have caused problems between immigrants and native-born Americans in the past and could do so again.
- _____ E Immigrants tend to settle in a limited number of areas and can cause economic problems in those communities.

A CLOSER LOOK

Look back at section IV of the article to answer the following questions.

- 1 It can be clearly demonstrated that immigration causes no problems for U.S. society. **True or False?**

- 2 What specific problems does the writer believe are associated with immigration? Circle all that apply.
- a Resentment increases among members of the native-born underclass who see immigrants achieving what they cannot.
 - b There is a decline in services to native-born Americans.
 - c Many new immigrants are unable to find work because they have no marketable skills.
 - d Immigrants are becoming a burden on some communities because of their tendency to settle in only a few areas of the United States.
- 3 According to the writer, which development(s) could cause resentment against immigrants in the communities where they settle? Circle all that apply.
- a Taxes are increased to cover increased services to the immigrants.
 - b Services are reduced to save money that can be used for services to the immigrants.
 - c The immigrants successfully assimilate into society.
 - d Immigrants do not settle in similar numbers in every part of the United States.
- 4 In paragraph 23, why does the writer use the example of nineteenth-century violence in New York between immigrants and native-born Americans?
- a To show that relations between these two groups are now better than in the nineteenth century
 - b To illustrate how difficult life could be for immigrants
 - c To show that bad feelings toward immigrants can lead to more serious social problems
 - d To show that racial and ethnic prejudice existed in nineteenth-century America

SECTION V: Responding to the Challenge

MAIN IDEA CHECK

Here are the main ideas of each paragraph in this section of the article. Match each paragraph to its main idea. Write the number of the paragraph in the blank.

Paragraphs 24–28

- _____ A Illegal immigration can be reduced by increased border security and better identification of companies that employ illegal immigrants.
- _____ B Education and training programs are needed so that members of the underclass can advance socially and economically.
- _____ C The solutions suggested will give cultural understanding and tolerance time to grow and will help create a more integrated society.
- _____ D The United States needs to take at least three steps to ease the way to a multiethnic society.
- _____ E The federal government should provide adequate financial support for those regions where immigrants tend to settle.

A CLOSER LOOK

Look back at section V of the article to answer the following questions.

- 1 Reread paragraph 25. Then complete the cause and effect diagram with sentences A–D. Write the correct letter in each box.



- A We reduce the possibility of ethnic tension and violence.
B We provide effective programs to educate and train the underclass.
C There are fewer reasons to feel resentful of immigrants' success.
D Members of the underclass become a real part of U.S. society.
- 2 The writer implies that the United States by itself cannot solve the problem of illegal immigration. **True or False?**
- 3 What would help the United States today make a smooth transition to a more multicultural society of the future? Circle all that apply.
- a The government needs to develop a better immigration policy.
 - b Immigrants and native-born residents need time to get to know each other.
 - c The government needs to recognize the problems associated with immigration and address these problems.
 - d Immigrants need to give up their traditions and adapt to U.S. culture as quickly as possible.
- 4 The writer appears to believe that native-born Americans and immigrants will influence and change each other in time. **True or False?**

BEYOND THE READING

Research

Do Internet or library research to find information about a first-generation immigrant to the United States or to your own country who has become successful and famous.

Discussion

Discuss the following question with a partner.

- To help a multicultural society, the writer suggests, immigrants and native-born people must learn more about each other's cultural ways. How could such learning occur and be effective?

Writing

Write a short report on the results of your research or your discussion.

MAKING CONNECTIONS

The vocabulary in these two exercises comes from all the readings in Unit 2. The exercises will help you see how writers make connections across sentences in a text.

EXERCISE 1: CONNECTIONS BETWEEN SENTENCES

Read the numbered sentence. Then choose and circle the sentence, *a* or *b*, that logically follows it. Then, from the box, decide how the sentence you chose connects to the first. Write *A*, *B*, or *C* to identify the connection.

- A It contains a correction to a view that is reported in the first sentence.
- B It describes the cause of what is reported in the first sentence.
- C It adds specific details to support the more general information in the first sentence.

- _____ 1 One obvious quality possessed by most immigrants to the United States is their willingness to make sacrifices as they pursue the goal of a better life for themselves and their children.
 - a They become part of an ethnic community where they make a network of contacts that is a source of support in their adjustment to their new lives.
 - b A significant proportion of them accept jobs that place them in a lower economic and social status than they had achieved at home.

- _____ 2 Because contemporary immigrants continue using their native language, some native-born residents of the United States perceive them as not really committed to becoming fully integrated members of American society.
 - a Such a conclusion, however, is likely to be invalid, because it assumes – erroneously – that language shift should occur in the first generation of immigrants.
 - b Their language use demonstrates that today’s immigrants are acquiring English and are assimilating into mainstream American life just as well as earlier European immigrants.

- _____ 3 Between 1965 and 2000, the United States became a much more diverse society – ethnically and racially – than it had been in the preceding one hundred years.
 - a This development reflects the government’s successful attempt to preserve the ethnic and racial character of the nation.
 - b This development was the inevitable result of a shift from an immigration policy that was biased in favor of admitting Europeans to one that did not discriminate against people of other racial or ethnic backgrounds.

- _____ 4 There is a widespread but erroneous belief that all immigrant parents favor bilingual education for their children.
- a Significant numbers of such parents, in fact, are opposed to bilingual education, especially programs whose priority is to help children retain their native culture.
 - b By teaching subjects like math, science, and social studies in their native language, bilingual education seeks to help children make a better transition to American schools.
- _____ 5 The Old Order Amish are often cited as an obvious example of an immigrant group that has successfully resisted assimilation into mainstream American society.
- a For two centuries, they have retained their native language and preserved their religion and culture by selecting marriage partners from inside their communities and by limiting contact with the English-speaking world.
 - b Like most other early immigrant groups, in three generations they had shifted to English and had achieved full integration into American life.

EXERCISE 2: CONNECTIONS WITHIN PARAGRAPHS

Make a clear paragraph by putting sentences A, B, and C into the best order after the numbered sentence. Write the letters in the correct order. The boldface words help you identify continuing ideas.

- 1 In 1965, in an attempt to address discrimination in the country's immigration policy, the U.S. Congress approved major changes to the Immigration and Naturalization Law. _____

A In addition, it gave priority to admitting the immediate family of recent immigrants.

B These two features of the law have significantly increased the ethnic diversity of the United States.

C The new law eliminated the bias in favor of immigrants from Europe.

- 2 Why do contemporary immigrants still follow the patterns established by earlier European immigrants and tend to settle disproportionately in a few metropolitan areas of the United States? _____

A The primary reason is that immigrants perceive the ethnic communities in these areas as a source of support in the transition to a new life.

B These new immigrants inevitably tend to move to areas of the country in which they already have a network of family support.

C A second reason is that present immigration policy gives preference to admitting relatives of immigrants already in the United States.

3 There is a belief among some Americans that contemporary immigrants are not as committed to becoming fully integrated Americans as earlier immigrants were. — — —

A In this process, the clear pattern is that the first generation acquires only some English, but their children and grandchildren will be native speakers of English.

B As evidence for this conclusion, they cite the tendency of first-generation immigrants to retain their native languages for use in private and in public.

C Their claim, however, is unwarranted because it does not acknowledge what empirical research has demonstrated about the process of language shift.

4 Through the 1990s, public opinion polls showed that a large majority of Americans believed that immigration should be reduced or maintained at the existing level. — — —

A This misperception suggests a more likely explanation for the poll results: the public is opposed to illegal immigration, not immigration in general.

B This claim, however, is questionable because it does not address another poll finding – namely, the mistaken belief among many Americans that most immigrants arrive illegally.

C According to people seeking to change immigration policy, these results reflect strong public opposition to immigration in general.

5 One obvious cause of social prejudice against a minority group is that the majority community does not have correct information about the minority group. — — —

A The assumption, however, ignores considerable empirical evidence that merely supplying such objective information will not reduce the prejudices directed against the minority group.

B This causal connection might lead us to assume that we can remedy the bias by simply providing the majority group with correct information that contradicts their prejudices.

C In fact, these biases are likely to persist until members of the groups actually get to know each other by working and socializing with each other.