

Population Change and Its Impact

UNIT

4



SKILLS AND STRATEGIES 7-8

- Increasing Reading Speed
- Scanning for Specific Information

READINGS

- Population Trends
- Global Migration
- The Growth of Cities
- Challenges Facing the World's Cities

SKILLS AND STRATEGIES 7

INCREASING READING SPEED

Academic tasks often include a lot of reading, so it is important to be able to read material quickly. You may think that if you read more slowly, you will understand the material better. However, this is usually not true. You can read quickly and understand reading material well if you use some simple strategies such as reading words in groups rather than reading them one at a time.

EXAMPLES & EXPLANATIONS

Examples

Migration • is • the • movement • of • people. • Both • individuals • and • groups • have • always • moved, • sometimes • because • they • were • forced • to • move. • Usually, • however, • people • move • because • they • want • to. • Sometimes • people • have • important • reasons • for • leaving • their • homeland; • in • other • cases, • something • important • about • a • new • location • attracts • them.

Migration • is the movement of people. • Both individuals and groups • have always moved, • sometimes • because they were forced to move. • Usually, however, • people move because they want to. • Sometimes • people have important reasons • for leaving their homeland; • in other cases, • something important about a new location • attracts them.

Explanations

Try reading the paragraph on the left one word at a time.

If you read one word at a time, you may lose the meaning of the whole text. If you stop, even briefly, to read and understand each word, you break the connection of the word to other words in the text.

Words in a sentence form natural groups based on grammar and meaning. When you read a text in word groups, you can improve both your comprehension and your reading speed.

Try reading the paragraph on the left in word groups. Now this paragraph should be easier to understand.

THE LANGUAGE OF WORD GROUPS

Words in a text form natural groups based on the grammatical structure of the group. Good readers pause for a very short time but only between word groups, not between every word. The chart shows some of these natural groups. However, different readers will pause in different places, so you should not worry about following the guidelines exactly.

NATURAL WORD GROUPS				
LONG SUBJECTS	SHORT SUBJECTS AND VERBS	VERBS AND THEIR OBJECTS	PREPOSITIONS AND THEIR OBJECTS	SHORT CLAUSES OR SENTENCES
<i>the country's economy</i>	<i>immigrants worked</i>	<i>leave their country</i>	<i>in a new country</i>	<i>because they like it</i>
<i>individuals and groups</i>	<i>they looked</i>	<i>brought their children</i>	<i>for many reasons</i>	<i>when they arrive</i>
<i>the most important reason</i>	<i>people move</i>	<i>cause problems</i>	<i>about a new place</i>	<i>want to go</i>

STRATEGIES

These strategies will help you read more quickly and effectively.

- Don't read one word at a time. Read in natural word groups.
- Don't move your lips as you read.
- Don't say the words in your head as you read.
- Try to use the context clues to get meaning so you can read without stopping.
- Don't look up unfamiliar words in the dictionary unless they are key words that you need in order to understand the main ideas.

SKILL PRACTICE 1

The following paragraph is divided into natural word groups. Read it as quickly as you can. Then answer the question without looking back at the paragraph.

A number of people • leave their homelands • to find greater security, • especially during wars • or after natural disasters. • Others leave • to find more political and religious freedom. • They may be afraid • of the government • in their own country. • They may choose to leave, • or they may be forced to leave.

What are two reasons why people leave their homeland?

1 _____

2 _____

SKILL PRACTICE 2

In the following paragraph, create your own word groups by drawing lines between words. The first sentence has been done for you as an example. Read the paragraph in the word groups you have made. Try to pause only between word groups. Then read the paragraph to a partner. Compare your word groups with your partner's.

When people arrive /in a new country, /they are called immigrants. /One important reason immigrants come to a new country is economics. Immigrants usually choose a country that has better opportunities than their homeland: more land, more jobs, or better pay. They may also hope to find better working and living conditions, better health care for their families, and a better education for their children. Some people leave their home country because of dangers there, and they believe they will be safer in the new country. Finally, immigrants may choose a new country where they will be freer to express their ideas or to practice their religion.

SKILL PRACTICE 3

Read the following paragraph in word groups as quickly as you can. Then answer the questions without looking back at the paragraph. Check your answers with a partner.

Sometimes both the government and the people in the new country are unhappy to see immigrants. New immigrants can cost the government a lot of money because they use services like health care and education. Therefore, the government may find ways to prevent immigrants from coming. For example, the government may limit the number of people who can come. Or it may require immigrants to have a specific amount of money or education before they come. The citizens of the new country often think immigrants are very different from them. They may think the immigrants are a danger to their culture, their language, and, most important, to their financial security.

1 What is the main idea of the paragraph?

2 What have governments done to stop or slow immigration?

3 Why do some citizens of the new country *not* welcome immigrants?

READING 1

POPULATION TRENDS

GETTING INTO THE TOPIC

Discuss the following questions with a partner.

- 1 Is it good for a country to have a rising population? a falling population? a population that stays the same? Explain your answers.
- 2 What can a government do to try to encourage people to have more children? What can a government do to encourage people to have smaller families?

GETTING A FIRST IDEA ABOUT THE ARTICLE

Look at Figure 4.1 on page 130 and the two pictures in the poster on page 132. Then answer the following questions.

- 1 What does the graph on page 130 show?

- 2 What does the graph suggest about the future?

- 3 What are some of the differences between the families in the two pictures on page 132? Write the differences in the chart. Two examples have been done for you.

BIG FAMILY	SMALL FAMILY
<i>hole in the roof</i>	<i>window in the house</i>

- 4 What is the poster trying to tell us?

WHILE YOU READ

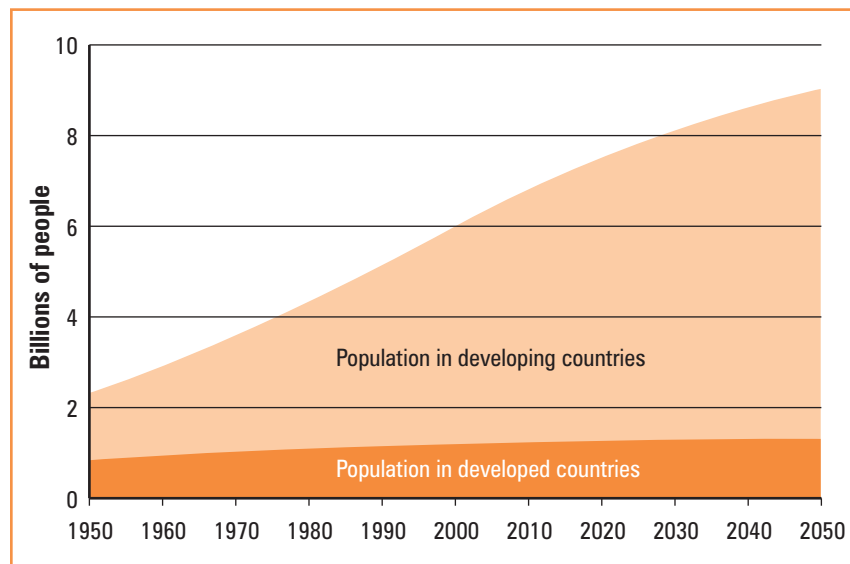
As you read the article, stop at the end of each sentence that contains **boldface** text. Follow the instructions in the box in the margin.

Population Trends

Read this article in word groups. If you wish, divide up paragraph 1 with a pencil before you start reading.

Demography is the study of population. It can tell us the percentage of a country's population in a specific age range, for example, whether there are more people over or under 65. Demography is also the study of population trends. These trends include increases or decreases in a country's population. This information is important because changes in population can have an enormous impact on a country's future. One important demographic trend is that the world's population has been growing rapidly since the nineteenth century. However, this change is not the same in all parts of the world. The population of the developing world is growing much faster than the population of the developed world. (See Figure 4.1.)

FIGURE 4.1 Population Trends in Billions in the Developed and Developing World from 1950 to 2050



Source: Population Reference Bureau

Read ahead to find these factors in paragraphs 2 and 3. Underline them. Then come back and continue reading.

Two factors may explain this growth in the world's population. One of the most important factors is life expectancy. Life expectancy is the average age at which people die, and it is closely related to a country's development. As the nations of the world have developed and become more industrialized, life expectancy figures have risen everywhere. One reason is that development brings better hygiene and health care, so life expectancy is usually higher in more developed countries. In Japan, for instance, life expectancy is 81 years. However, life expectancy has improved significantly in the less developed countries, too. In 1950, the average life expectancy in developing countries was 41 years. By 2007, it had risen to 66 years.

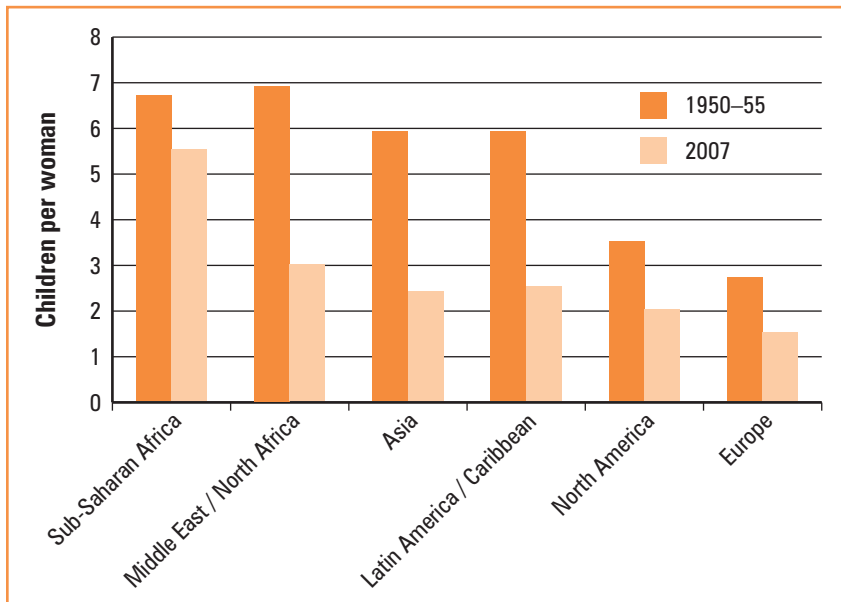
Another important factor is a nation's **fertility rate**. The fertility rate is the average number of children per woman. Average fertility rates decreased worldwide from 5.0 children per woman in 1950 to

Find the definition for *fertility rate*. Highlight it.

2.7 in 2007, but the size of this decrease is not the same everywhere. (See Figure 4.2.) A country's fertility rate is also related to its development. For example, in a less developed country where a major industry is agriculture, people need to have large families to work on the land. However, as machines start to do more of this type of work, families need fewer children to help. The fertility rate is also frequently related to a woman's education. In developing countries, if a woman has a good education, she is likely to have fewer children. Ethiopia is a dramatic example of this. Ethiopian women with no education have an average of 6.1 children; women with at least a secondary education have an average of 2.0 children.

Look at Figure 4.2. Which region had the largest decrease in its fertility rate? Write the region and the decrease in the margin.

FIGURE 4.2 Fertility Rate by Region 1950–2007



Source: Population Reference Bureau

A large population uses **lots of resources**. Starting in the 1950s, many countries became concerned about their skyrocketing populations. How could these nations support so many people? As a result, some of these countries made great efforts to control their population growth by encouraging people to have smaller families. Some countries with very large populations, such as China and India, have been leaders in these efforts. In 1979, China began its “one child” policy. This policy states that most families may have only one child. The government provides financial and educational rewards for families with one child and penalties for families who do not follow the policy. India’s effort to control its population has emphasized education for girls and women. These programs show that it is possible for government policies to control fertility rates and slow population growth.

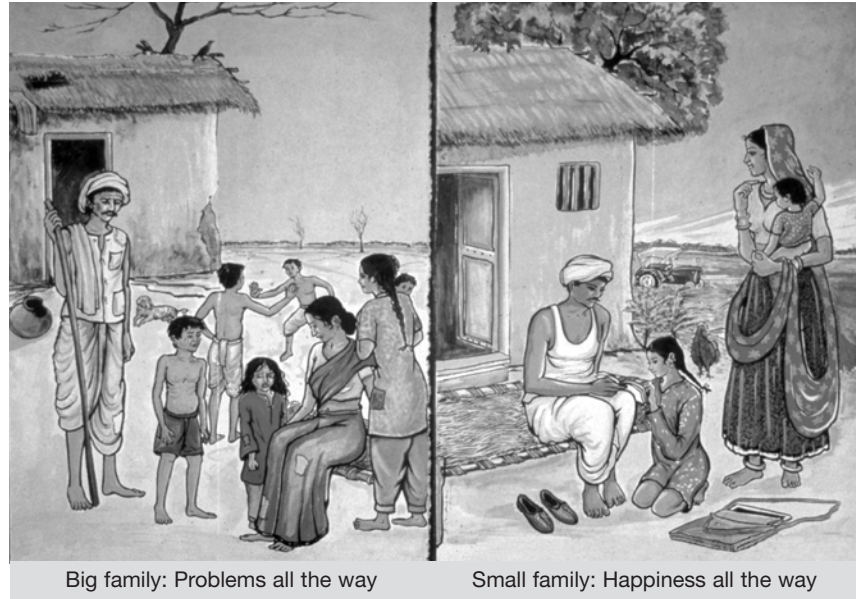
4

Read ahead and find the main idea of this paragraph. Circle it.

Although population growth may be slowing down in some countries, such as China and India, the world’s population continues to increase. A new person is born somewhere in the world every three

5

A poster from a developing country encouraging smaller families



seconds. So it is not surprising that there are still many concerns about an explosion in the world's population. This is especially true in the developing world, where the population is growing the fastest. (See Figure 4.1.) In 1960, almost 70 percent of the world's people lived in developing countries. By 2000, that figure had reached more than 80 percent, and it continues to rise. Many experts are concerned that this growth is in countries that cannot afford to support such large populations.

Read ahead and find reasons for the concern. Number them.

In some developed countries, in contrast, a **major concern is the decline in population**. In Japan and in most of Europe, fertility rates are now too low to replace the current population. In some countries, the fertility rate is as low as 1.2 births per woman. This is much lower than the rate of 2.1 births per woman that is needed to replace the existing population. This falling fertility rate is a problem because younger workers have to support the older, retired population. Soon there will not be enough workers, and there will be too many retired people. According to the United Nations, by 2050, almost a quarter of the world's population will be older than 65. 6

Look in a dictionary for the words *maternity* and *leave*. Then write a definition for *maternity leave* in the margin.

Many governments are trying to solve the problem of falling fertility rates by encouraging people to have more children. In particular, they are making it easier for women to work and have a family at the same time. In many European countries, the government pays for **maternity leave** and child care for working mothers. Some governments also offer financial rewards to families who have more than two children. In Singapore and Japan, two unusual government programs try to help young, busy, single professionals meet each other. The governments hope that some of them may get married and start families. All of these programs show that governments take changes in their populations very seriously. Increases and decreases in fertility rates and life expectancy have important consequences for all nations and their citizens. 7

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 on the blank line.

Paragraphs 1–4

- _____ A Life expectancy is an important factor in population growth.
- _____ B It is important for countries to study their demographic trends.
- _____ C Some countries have programs to control their population growth.
- _____ D Fertility rates contribute to population trends.

Paragraphs 5–7

- _____ E Some governments have programs to encourage larger families.
- _____ F The population continues to grow in the developing world.
- _____ G In some developed countries, the population is decreasing.

A CLOSER LOOK

Look back at the article to answer the following questions.

- 1 Which of the following is *not* stated in paragraph 1 or in Figure 4.1?
 - a The world's population is rising.
 - b The number of people older than 65 is larger than the number of people younger than 65.
 - c The population of the developing world is growing faster than the population of the developed world.
 - d The world's population started to grow more rapidly in the nineteenth century.
- 2 Reread paragraphs 2 and 3. Name the two most important factors in determining a nation's population growth.
- 3 Look back at Figure 4.2. Then write the approximate decrease in the number of children per woman between 1950 and 2007 for each region. The first one has been done for you as an example.

3.6 Asia

_____ Europe

_____ Latin America / Caribbean

_____ Middle East / North Africa

_____ North America

_____ Sub-Saharan Africa

- 4 According to paragraph 3, why are large families often an advantage in developing countries?
 - a A large number of children increases the population.
 - b Many members of the family contribute to a family's farm or business.
 - c The government supports large families.
 - d The children can help friends and neighbors in the village.

- 5 According to paragraph 4, how does India's policy of education for girls and women help lower fertility rates?
 - a The women get money from the government to go to school.
 - b Women with an education have fewer children.
 - c Educated women must not have more than one child.
 - d Education is important for development.

- 6 A rate of 1.2 children per woman is needed to replace the existing population.
True or False?

- 7 According to paragraph 6, why are experts concerned about the falling population in the developed world?
 - a It may cause problems for countries in the developing world.
 - b The working population must support the growing retired population.
 - c There will be too many young workers.
 - d If current trends continue, some countries may slowly disappear.

- 8 According to paragraph 7, what are governments doing to encourage larger families? Circle all that apply.
 - a They are providing services for working women.
 - b They are giving penalties to couples with only one child.
 - c They are helping single young people meet each other.
 - d They are giving prizes for large families.
 - e They are giving money to couples with more than two children.

VOCABULARY STUDY: SYNONYMS

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

- 1 the number of people in a city, country, or other area (*n*) Par. 1
- 2 general movements of changes or developments (*n*) Par. 1
- 3 numbers (*n*) Par. 2
- 4 to provide money, food, and other things necessary for life (*v*) Par. 4
- 5 activities or work needed to achieve something (*n*) Par. 4
- 6 relating to money (*adj*) Par. 4
- 7 punishments (*n*) Par. 4
- 8 a sudden, large increase (*n*) Par. 5
- 9 to take the place of something or someone (*v*) Par. 6
- 10 no longer working, usually after reaching a particular age (*adj*) Par. 6

VOCABULARY STUDY: WORDS IN CONTEXT

Complete the following sentences with words from the list below. If necessary, review the words in the Key Vocabulary from the Readings on page 252.

according to	child care	demography	maternity leave	hygiene
fertility rate	existing	life expectancy	agriculture	single

- 1 The report stated that fewer Americans are getting married. A growing number of them, 82 million, are _____.
- 2 Developments in technology have improved _____. For example, new kinds of rice can grow in dry areas.
- 3 _____ can help us understand the future economic needs of a country.
- 4 Many women do not go back to work after they have a child because they cannot find good _____.
- 5 _____ in the developing world has been rising since 1950.
- 6 _____ a study by the United Nations, the ratio of working people to retired people is changing quickly.
- 7 In Sweden, the government gives new mothers _____ for more than a year.
- 8 Good _____, such as washing your hands frequently, can prevent illness.
- 9 The level of education for women is closely connected to a nation's _____.
- 10 We need to use _____ natural resources carefully.

BEYOND THE READING

Research

Do some online research about demographic trends in a country that you know about.

Discussion

Describe the demographic trends of the country you researched to a partner.

Writing

Write two paragraphs. The first paragraph will report the information you found. The second one will discuss what you think will happen in the future and why.

READING 2

GLOBAL MIGRATION

GETTING INTO THE TOPIC

Discuss the following questions with a partner.

- 1 Today, many people leave the country where they were born. What are some possible reasons for this?
- 2 Would you leave the country where you live now to live somewhere else for a short time? Would you leave to live somewhere else forever? Explain your answers.

GETTING A FIRST IDEA ABOUT THE ARTICLE

For each paragraph in the article, read the first sentence and think of a question that you expect this paragraph to answer. Then write a question in the chart for each paragraph that is missing one.

PARAGRAPH	QUESTION
1	How many people move across national borders?
2	What kinds of backgrounds do immigrants have?
3	
4	
5	
6	
7	What are the negative effects of immigration?

WHILE YOU READ

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

Global Migration

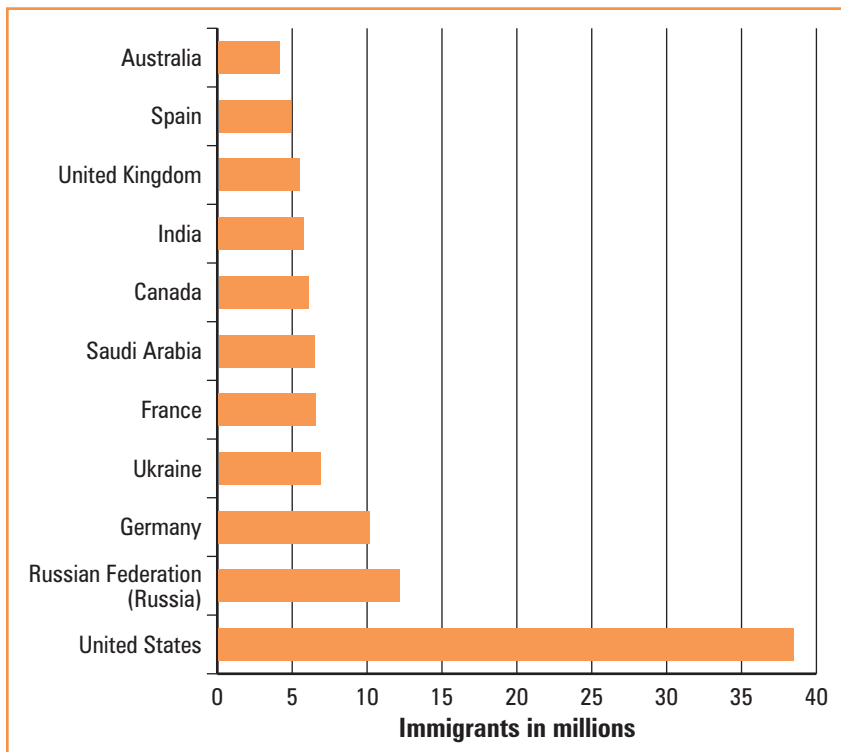
In today's global economy, money and products move across international borders every day. People also move across borders; they are pushed and pulled by national and international economic, social, and political forces. The number of people who cross international borders has been rising. In 2007, about 200 million people, or one out of every 35 people in the world, were living outside their **country of origin**. The largest number of these immigrants comes from China, India, and the Philippines. The United States receives more immigrants than any other country. (See Figure 4.3.)

1

Read this article in word groups.

Use context clues to figure out the meaning of *country of origin*. Then write a definition in the margin.

FIGURE 4.3 Countries with the Largest Number of Immigrants in 2005 in Millions



Source: International Organization for Migration

Immigrants come from many different backgrounds. They are wealthy and poor, educated and illiterate. Some come alone to a new country; others come with their families. Some come for a few years; others stay forever. The one thing they all share is the hope for a better life. Migration has become a global concern because it has a large impact on the economy of the country that the immigrant is leaving as well as on the immigrant's new **host country**. It also, of course, has an impact on the lives of the immigrants themselves and their families.

2

Use context clues to figure out the meaning of *host country*. Then write a definition in the margin.

The typical immigrant moves from a poor country to a rich country to find work. In 2007, about 82 million people went from a poor country to a rich one. In some countries, such as Qatar and Singapore, immigrants can only work for a limited period of time. They are not permitted to stay in the country forever, and they may not become citizens. In many other countries, immigrants intend to make the new country their home, either legally or illegally. 3

You learned the meaning of *prosperity* on page 112. What part of speech is *prosperous*? Use this knowledge to figure out the meaning. Then write a definition in the margin.

Although most immigrants move to rich countries, a huge number of people move from very poor countries to other countries that are only a little more **prosperous** than their homeland. The World Bank estimates that there are about 74 million of these immigrants. For example, many Dominicans come to the United States as immigrants. However, the Dominican Republic is also a host country for people from Haiti. In Haiti, the average income is less than 20 percent of the average income in the Dominican Republic. In most cases, even immigrants with very little education can make much more money than they could make in their homeland. 4

Not all immigrants are poor or uneducated, however. The prosperous economies of many Middle Eastern and Southeast Asian countries have attracted a significant number of well-educated professionals, including doctors, bankers, and, most of all, teachers. In 2000, 36 percent of the 52 million immigrants in 20 host countries had some college education. 5

What is the main idea? Circle it. Find details that support it. Number them.

This widespread migration has a strong impact on individuals, families, and countries. **This impact can be positive** for both the host country and the immigrants' homeland. Many countries have a shortage of workers. In these countries, immigrants can fill some of these jobs, especially jobs that do not require a specific skill. They can also allow skilled workers in the host country to be more productive. For example, in the United States, many immigrants provide child care, which allows parents to go to work. This helps the economy of the host country. Migration can also help the immigrants' homeland because immigrant workers often send part of their income back to their families in their home country. 6

What is the main idea? Circle it. Find details that support it. Number them.

The economic and social effects of widespread migration **are not always positive**, however. For the host country, services for immigrants, such as health care and education, are expensive. Some residents of the host country also fear that immigrants will take their jobs away. In addition, if the cultures of the host country and the immigrants are very different, this can lead to misunderstandings between the two groups. However, it is the immigrants' homelands that feel the greatest impact of migration. These countries lose their most productive workers. Migration can also divide families and leave towns and villages almost empty. Finally, because immigrants invest their skills and energy in another country, they do not invest in their homelands. As a result, not many new jobs or other opportunities are created in those countries. Global migration has economic, political, and social consequences for all nations. 7

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 on the blank line.

Paragraphs 1–4

- _____ A A large number of immigrants go from very poor countries to countries that are only a little more prosperous.
- _____ B Global migration is an important force in today's world.
- _____ C Not all immigrants come from similar backgrounds.
- _____ D Immigrants usually move from poor countries to rich countries.

Paragraphs 5–7

- _____ E Some of the impact of world migration is negative.
- _____ F Some immigrants are educated professionals.
- _____ G International migration can have a positive effect on individuals and countries.

A CLOSER LOOK

Look back at the article to answer the following questions.

- 1 Look back at Figure 4.3. Put the following continents in the order of the number of immigrants they receive. Use 1 for the continent that receives the most immigrants and 3 for the continent that receives the fewest immigrants.
 - _____ Asia
 - _____ Europe
 - _____ North America
- 2 Reread paragraph 2. Name one thing that most immigrants share.
- 3 According to paragraph 4, approximately how many immigrants now live in countries that are only a little more prosperous than their homelands?
 - a 52 million
 - b 74 million
 - c 82 million
 - d 200 million
- 4 The Dominican Republic is a host country for immigrants. **True or False?**
- 5 According to paragraph 5, where do many well-educated immigrants go?
 - a Australia
 - b The Middle East and Southeast Asia
 - c The United States and Canada
 - d Western Europe

- 6 Reread paragraphs 6 and 7. Fill in the chart to show the positive and negative effects of international migration.

POSITIVE EFFECTS	NEGATIVE EFFECTS

VOCABULARY STUDY: SYNONYMS

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

- 1 lines that divide one country from another (*n*) Par. 1
- 2 things with a lot of influence or power (*n*) Par. 1
- 3 people who have come to a new country (*n*) Par. 1
- 4 showing the normal and expected characteristics of a group (*adj*) Par. 3
- 5 very successful; making a lot of money (*adj*) Par. 4
- 6 the country where a person is born (*n*) Par. 4
- 7 money you get for doing work (*n*) Par. 4
- 8 happening or existing in many places (*adj*) Par. 6
- 9 to make it possible for something to happen (*v*) Par. 6
- 10 to put money, effort, time, or skills into something (*v*) Par. 7

VOCABULARY STUDY: WORD FAMILIES

Read the words in the following chart. The **boldface** words are the parts of speech that appear in Reading 2. Find these words in the reading. Use context clues to figure out their meanings. If necessary, review the words in the Key Vocabulary from the Readings on page 253.

NOUN	VERB	ADJECTIVE
<i>intention</i>	intend	—
migration	<i>migrate</i>	—
origin	<i>originate</i>	<i>original</i>
<i>permission</i>	permit	—
<i>wealth</i>	—	wealthy

Choose the correct form of the words from the chart to complete the following sentences. Look for clues in the context to tell you what part of speech the words should be. Use the correct verb tenses and subject-verb agreement. Use the correct singular and plural noun forms.

- 1 Immigrants usually move from poor countries to _____ countries.
- 2 Some immigrants change their _____ plans to return home, and they stay in their new country instead.
- 3 Global _____ is mainly a result of economic forces.
- 4 His _____ was to remain in Canada after he finished his university education.
- 5 Because of his enormous _____, Bill Gates can buy a private jet and a huge home. However, he also gives much of his money away.
- 6 Most countries do not _____ tourists to stay for more than six months.
- 7 Most of the immigrants in the United States are of Mexican _____.
- 8 Many immigrants _____ to return home after they have made enough money.
- 9 People, animals, and products all _____ across international borders.
- 10 Students usually have _____ to remain in the host country longer than tourists.

VOCABULARY REVIEW: SAME OR DIFFERENT

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

- | | | |
|---------|---|---|
| _____ 1 | According to the government report, fertility rates are rising rapidly. | The government reports say that there has been an explosion in the birth rate. |
| _____ 2 | The immigrants were happy when they crossed the border. | The immigrants were worried when they left their homeland. |
| _____ 3 | Life expectancy figures in the developed world are higher than in the rest of the world. | People live longer in wealthy, developed countries than in developing countries. |
| _____ 4 | A new government program permits retired people to increase their incomes so they can support their families. | There is a new government program that allows people to leave their jobs early so they can help their families. |

- 5 Improved hygiene can increase life expectancy.
- 6 Recent figures show widespread investment in better health care.

Better educational programs can reduce fertility rates and help people live longer.

The report showed that many governments are now investing in better health care.

BEYOND THE READING

Research

Think about the country where you live now or a country where you have lived in the past. Use the Internet to find more information that can help you answer the following questions:

- Do many people leave the country to live somewhere else? How many? Where do they go?
- Do many people come to the country from somewhere else? How many? Where do they come from?

Discussion

Share your information with your classmates. Discuss why you think people decide to leave their homeland and how they choose a new country.

Writing

Write two paragraphs. The first paragraph will describe the people who leave the country and why they leave it. The second paragraph will describe the people who come to that country, where they come from, and why they come.

SKILLS AND STRATEGIES 8

SCANNING FOR SPECIFIC INFORMATION

As a student, you often have to read for the main idea of an article in an academic text. This involves careful, thoughtful reading. However, there are also many times when you need to find a specific piece of information from a reading – a number, a name, a definition, or an example. In this case, it is not necessary to read the complete text carefully. A better strategy is scanning. *Scanning* is moving your eyes very quickly through a reading until you find the information you are looking for. For example, in an economics class, your teacher may ask you to find the definition of the terms *supply* and *demand*. You do not have to read the whole text carefully because you are searching for only two specific pieces of information. You can quickly scan for the terms, and, when you find them, you can read more carefully to find the information you are looking for.

EXAMPLES & EXPLANATIONS

Example

Historically, diseases have played an important role in population rates. For example, the Black Death killed about one-third of Europe's population between 1347 and 1351. In recent years, the most dangerous disease has been HIV/AIDS. This disease has had a significant impact on the southern part of Africa – particularly on the small country of Botswana. Botswana's population was declining in 2006 because of deaths due to HIV/AIDS. Around 39 percent of Botswana's adults have HIV, and life expectancy has fallen to under 40 years. Other countries in this area of Africa have high rates of HIV/AIDS. Unless scientists find a cure for HIV/AIDS, this disease will continue to have an important effect on the population of southern Africa.

Explanation

Imagine you are reading this paragraph in order to find out why the population of Botswana was declining in 2006. You can quickly scan through the paragraph for the answer and focus on the key word *Botswana*.

Quickly move your eyes through the paragraph. Focus on the center of each line, and move your eyes quickly down, looking left and right along each line. Don't say the words to yourself or move your lips. Stop when you come to the word *Botswana*. Now read more slowly until you find the answer to your question: The population of Botswana was declining in 2006 because of deaths due to HIV/AIDS.

STRATEGIES

These strategies will help you to scan for specific information.

- Decide what specific information you are looking for.
- Focus on a key word in the text, and quickly scan for that word. Quickly move your eyes through the text.
- Don't say the words to yourself. Try not to move your lips.
- Scan quickly until you find the key word. When you find it, slow down and see if the information you are looking for is there. If it is not, speed up again and look for the next time the key word appears.

SKILL PRACTICE 1

Read the following questions. Focus on the **boldface** word or date. Quickly scan the paragraph for that key word or date. Then write the answers on the blank lines.

1 What was the world's largest city in **1800**?

2 What was the world's largest city in **1900**?

3 Which city in **India** has a population of over 19 million?

4 What will be the population of this city in **2020**?

In the past, the population of cities grew faster in developed countries. Today, in contrast, the population of cities in developing countries is skyrocketing. In 1800, Beijing was the only city in the world with a population of over 1 million people. However, as Europe became more industrialized in the nineteenth century, cities there grew rapidly. By 1900, London was the world's largest city. The next nine largest cities were all in Europe and the United States. However, most of the largest cities in the world today are in developing countries. Mexico City and Mumbai (formerly Bombay) in India both have populations of over 19 million, and São Paulo, Brazil, has over 18 million. By 2020, it is estimated that these cities will each have over 25 million people. In contrast, the population of cities in developed countries is growing at a much slower rate.

SKILL PRACTICE 2

Read the following questions. Underline the key word in each question. Then focus on that key word, and scan the paragraph to find the answers. Write the answers on the blank lines.

1 Who was Thomas Malthus?

2 When did he write about overpopulation?

3 Define the term *Malthusians*.

4 According to Malthus, what events would reduce population growth?

The name Thomas Malthus is not very well known today, but his ideas have had a lot of influence in the world of demography. In 1798, he asked an important question: Will the world face a problem of overpopulation? Malthus was an English economist who was interested in demography. At that time, life in Europe was improving: people had enough to eat, and fewer children were dying at a young age. As a result, the population was growing. Malthus feared that this was going to cause serious problems in the future. He believed that the world's population was growing faster than food production. Therefore, Malthus argued that there would not be enough food for everyone unless war, disease, or smaller families reduced population growth. Many people still agree with his theories today. They are known as *Malthusians*. Malthusians argue that the population is rising most rapidly in developing countries but that most of the people in these countries are poor. These countries are not producing enough food for this growing population. So Malthusians still believe the answer to the question is yes, the world does face a problem of overpopulation.

SKILL PRACTICE 3

Read the following questions. Decide which key words to scan for. Then quickly scan for the answers. Write the answers on the blank lines.

1 What percentage of Americans own cars?

2 How many hours per year does the average American spend driving in a car?

3 How much of the oil used in the United States is used by cars and trucks?

4 How much money does heavy traffic waste in the United States every year?

In most cities in the United States, new houses are built on the edge of the cities. This is because there is more available land in these areas and the land is cheaper. However, living far from the city center creates traffic problems. Because there is often little public transportation, most people need to drive to work in the city. Over 70 percent of Americans own a car, and many families own two or three. Every day, they drive to work, and this drive is becoming longer. The average American spends 443 hours per year in the car. All this driving is expensive. Two-thirds of all the oil in the United States goes into fuel for cars and trucks. Economists estimate that traffic problems cost the United States over \$63 billion per year in wasted time and fuel. So living away from cities can be expensive.

READING 3

THE GROWTH OF CITIES

GETTING INTO THE TOPIC

Discuss the following questions with a partner.

- 1 Most people in the world now live in cities. What are some possible reasons for this?
- 2 Think of a city you know well. If possible, look at a map of the city or draw a map of the city.
 - a What do you know about the history of this city? When and why did it grow?
 - b Where are the best shops, restaurants, and entertainment?
 - c Where do wealthy people live? Where do poorer people live?

GETTING A FIRST IDEA ABOUT THE ARTICLE

Quickly read the first sentence of each paragraph in the article. Decide what the topic of the paragraph will be. Match your idea to one of the topics below. Write the number of the paragraph on the blank line.

- _____ A European cities
- _____ B Cities in developing countries
- _____ C Historical background of urban population
- _____ D North American cities
- _____ E Why cities develop
- _____ F Differences and similarities in urban development around the world

WHILE YOU READ

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

The Growth of Cities

Quickly scan ahead for the phrase *urban areas*. Then look for the percentage of the population that lived in urban areas in 2007. Write the number in the margin.

As you find each reason, number it in the margin.

1 In 1800, only 3 percent of the world's population lived in cities or urban areas. In 2007, according to statistics from the United Nations, half of the world's population lived in urban areas. Recent urban growth has been in developing countries, and their cities are continuing to grow at astounding rates. The United Nations predicts that the urban population of developing nations will grow from 2.84 billion in 2000 to 4.9 billion in 2030. In the future, the United Nations predicts that almost all population growth will be in cities.

2 Cities have developed for many **different reasons**. The first cities grew up around marketplaces, where people traded food and goods. Because of this, major cities were established along large rivers or around harbors. Religion also played an important role in the development of urban areas. As religions became more organized, people built settlements around important religious buildings. Later, cities became the centers for government. They also provided security in a dangerous world. They were built on top of hills and often were surrounded by walls. Finally, and perhaps most importantly, cities attracted growing numbers of people with ideas about art and science. The cities then became the centers of culture.

3 By the nineteenth century, the largest cities were in Europe. Europeans planned cities around a central business district. The best shops and restaurants were often located in this sector. Wealthy people lived in an area that circled the central business district. Factories and low-quality housing were built away from this center, so poorer people lived in the suburbs. This pattern continues today. In many European cities, the richest residents live close to the center, while the poorest residents live in low-quality housing far from the center.



A European city showing the old city center and the suburbs where workers live

In contrast, many North American cities have evolved **differently**. 4 A well-known sociologist, Ernest Burgess, studied Chicago in the 1920s. He described the development of the city as a series of rings. The inner ring was the central business district. However, wealthy people did not live in the next ring, as they did in European cities. Instead, this ring had factories and poor housing. The third ring had better housing, but it was still for the working class. The fourth ring was the suburban area, where the wealthy lived – in large houses with big yards. Not every North American city follows Burgess’s model; however, it does explain why many cities in the United States have poor neighborhoods close to the central business districts and wealthy suburbs far away from the central areas.

What two subjects are contrasted here? Underline them.

Today, most of the world’s largest cities are in developing countries. 5 In these cities, as in Europe, most wealthy residents live close to the city center. These centers have the best stores, the finest restaurants, and the most expensive apartments. Thousands of people migrate to these cities to look for work. However, many of the cities cannot provide housing for them. As a result, these new residents move into areas known as squatter settlements. In these settlements, very few services are available because neither the residents nor the city can afford them. People often have to carry water by hand, and they do not have electricity. Millions of people around the globe live in these squatter settlements.

What two subjects are compared here? Underline them.

Cities have developed in different ways around the world. A city 6 in the United States looks very different from an older European city, which is different from a rapidly growing city in a developing country. Yet cities share one thing: people move to cities looking for opportunities. This creates exciting, vibrant communities. However, as migration from rural to urban areas continues to rise, cities face many challenges. The most critical challenge is providing services to this **growing urban population**.

What is the main idea of paragraph 6? Circle it.

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 on the blank line.

- _____ A Many cities in the developing world cannot provide services to all of their residents.
- _____ B North American cities were planned differently from European cities.
- _____ C Although cities have developed differently, they share one thing.
- _____ D In European cities, the wealthy live close to the center, and the poor live far from the center.
- _____ E There are several reasons why cities have developed throughout history.
- _____ F The world’s urban population is very large and rapidly growing.

A CLOSER LOOK

Look back at the article to answer the following questions.

- 1 Quickly scan the article for the **boldface** words to help you find the answers to the following questions.
 - a What percentage of the world's population lived in cities in **1800**?
 - b What is the population of **urban areas** in developing countries predicted to be in 2030?
 - c What was the name of the **sociologist** who studied the development of Chicago?
 - d According to the article, how many people live in **squatter settlements** worldwide?
- 2 It is estimated that the number of people living in cities in developing countries will more than double in the first thirty years of the twenty-first century. **True or False?**
- 3 Complete this outline for paragraph 2.

Main idea: _____

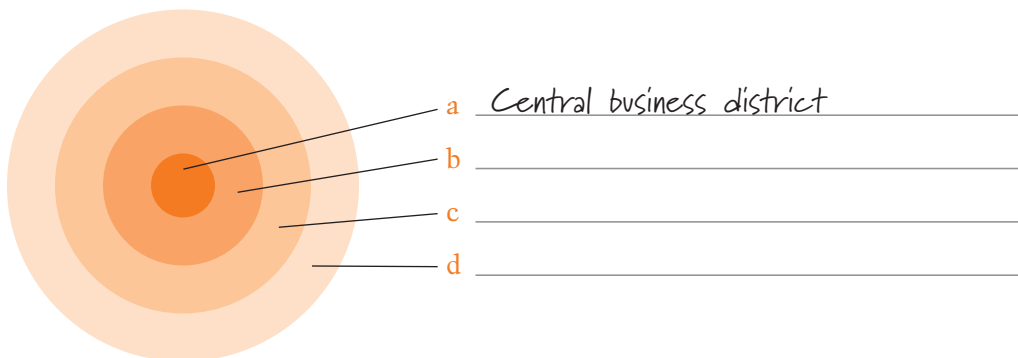
Supporting detail: _____

Supporting detail: _____

Supporting detail: _____

Supporting detail: _____

- 4 Which statements are correct according to paragraphs 3–5? Circle all that apply.
 - a European and North American cities are similar in design.
 - b Cities in European countries and developing countries are similar; the rich live close to the city center.
 - c All North American cities are designed as a series of rings around a central suburban area.
 - d All cities usually have a wealthy central area.
 - e In North American cities, the wealthy are likely to live in the suburbs.
- 5 Sociologist Ernest Burgess described the city of Chicago as a series of rings. Use information from paragraph 4 to label each ring. The first one has been done for you as an example.



- 6 In many North American cities, the wealthy work in the central business district but live far away from it. **True or False?**
- 7 According to paragraph 5, why do many people live in squatter settlements?
- These settlements provide good housing at low prices.
 - The people cannot afford better housing.
 - City governments have built these settlements for the poor.
 - There are a lot of jobs available in these settlements.
- 8 Paragraph 6 states that “. . . cities face many challenges. The most critical challenge is providing services to this growing urban population.” Quickly scan paragraph 5 and name the services that a growing urban population needs.

VOCABULARY STUDY: SYNONYMS

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

- relating to a city (*adj*) Par. 1
- to make a guess about the future (*v*) Par. 1
- to buy, sell, or exchange things (*v*) Par. 2
- one part of an area (*n*) Par. 3
- areas outside the center of the city (*n*) Par. 3
- the way something is done or organized (*n*) Par. 3
- a person who studies society (*n*) Par. 4
- a group of similar things (*n*) Par. 4
- people who live in a place (*n*) Par. 5
- full of life (*adj*) Par. 6

VOCABULARY STUDY: WORDS IN CONTEXT

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

by hand	harbor	evolved	rural	squatter settlements
model	surrounded	face	working class	astounding

- People who migrate to cities often _____ difficulties. There may be a shortage of jobs and housing.
- Many large cities in the developing world have _____, where poor people live.
- She made all of her children’s clothes _____ because she could not afford to buy them in a store.
- Hong Kong is located on a natural, deepwater _____.

- 5 People from _____ areas often move to the city to find jobs because there is not enough work on farms.
- 6 The cost of an apartment in the city center of some capitals like Tokyo or Paris is _____. Only very rich people can afford to live there.
- 7 The hotel was very quiet and peaceful because it was _____ by fields and forests.
- 8 His small store slowly _____ into an international business.
- 9 The _____ has traditionally lived near the factories where they work.
- 10 The scientists developed a _____ to explain how the human heart works.

BEYOND THE READING

Research

Think about a city that you know. Does its design follow any of the models presented in the article? Which one? Look at a map if you need to. Make notes about your ideas.

Discussion

Tell a partner about the design of the city you chose. Use your notes to help you. Talk about ways that the design is the same or different from the models in the article.

Writing

Write two paragraphs. The first paragraph will discuss different urban models. The second one will describe your city and say which one of the models is the most similar to it.

READING 4

CHALLENGES FACING THE WORLD'S CITIES

GETTING INTO THE TOPIC

Discuss the following questions with a partner.

- 1 Think about famous cities in the world you have read or heard about. Which cities do you think would be good to live in? Explain your answer.
- 2 What problems do you think these cities have?

GETTING A FIRST IDEA ABOUT THE ARTICLE

Read the section headings, look at Table 4.1 on page 154 and the photos on pages 155 and 156, and scan through the article. Then complete the chart by matching each topic with a section. Each section has two topics. Write the number of the section (I–IV) next to the topics that best describe it.

SECTION	TOPIC
	Traffic problems in major cities
	Breathing problems for residents of cities with bad air pollution
	People who are too poor to find housing and who have to live on the streets
	New smaller communities that use alternative energy
	Planning for better urban living in the next century
	Reasons that the crime rate is so high in some cities
	The largest cities in the past and in the future
	A definition of megacities

WHILE YOU READ

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

Challenges Facing the World's Cities

Scan ahead for the definition of *megacity*. Highlight the definition.

You learned the meaning of *urban* on page 151. Use this knowledge to figure out the meaning of *urbanization*. Write a definition in the margin.

I. INTRODUCTION

Throughout history, **cities have offered hope and opportunity.** ¹ Today, 70 million people a year migrate from rural areas to cities. Most of these people migrate to find better jobs and better lives. This migration has resulted in the development of megacities, that is, cities with a population of more than 10 million people. By 2020, there will be about 35 of these megacities, and most will be in developing countries. (See Table 4.1.) **This urbanization** brings many economic benefits. Most of any country's economic activity takes place in urban areas, so urbanization usually leads to increased prosperity. However, these huge cities also have serious social and environmental challenges.

TABLE 4.1 The World's Largest Cities in 1950 and 2020 (predicted)

Rank	Largest Cities in 1950	Population in millions	Largest Cities in 2020	Population in millions
1	New York, U.S.	12.5	Tokyo, Japan	37.3
2	London, U.K.	8.9	Mumbai, India	26.0
3	Tokyo, Japan	7.0	Delhi, India	26.0
4	Paris, France	5.9	Dhaka, Bangladesh	22.0
5	Shanghai, China	5.4	Mexico City, Mexico	22.0
6	Moscow, Russia	5.1	São Paulo, Brazil	21.6
7	Buenos Aires, Argentina	5.0	Lagos, Nigeria	21.6
8	Chicago, U.S.	4.9	Jakarta, Indonesia	20.8
9	Ruhr, Germany	4.9	New York, U.S.	20.4
10	Kolkata, India	4.8	Karachi, Pakistan	18.9

Source: about.com, Chandler, 1987; citymayors.com

II. SOCIAL CHALLENGES: POVERTY, HOMELESSNESS, AND CRIME

Not everyone who comes to the cities from a rural area can get a good job. Some people cannot find any job at all. As a result, poverty is a major problem in the megacities, especially in developing countries. In these cities, the differences between the rich and the poor are very clear. In one area of the city, beautifully dressed people ride in big cars to expensive homes. Nearby, in contrast, there are homeless families who have to beg for food and work. The United Nations estimates that globally 1 billion people live in squatter settlements or are homeless. People can become homeless for many **reasons**. Some are mentally ill; others are drug or alcohol addicts. Mostly, however, the homeless are the very poor who cannot afford to buy or rent a place to live, especially in the fastest growing cities around the world. ²

As you find each reason for *homelessness*, number it in the margin.



Poverty and homelessness are not uncommon in many of the world's fast-growing cities.

One of the fastest growing cities is Cairo. The population there doubled between 1980 and 2000 to about 18 million residents. As in other megacities, poverty is a huge problem. Fifty percent of the new residents live in squatter settlements. One settlement, the City of the Dead, has become famous around the world for its unique housing. This settlement is a huge cemetery. The residents live in the tombs where people are buried. Families sit on the floor of these cold, dark tombs and eat their meals on the tombstones. It is estimated that over 1 million people live in the City of the Dead. 3

Crime is another major problem of urban areas. A United Nations study from 1988 to 1995 found that half of the residents of urban areas were victims of crime during that period. Other studies have also found that the highest crime rates are in large cities. For example, in Brazil, Mexico, and Peru the largest cities have the majority of crimes. However, not all big cities have a lot of crime. Tokyo, one of the largest cities in the world, does not have a high crime rate. 4

Historically, crime is most likely to rise during periods of **rapid urbanization**. In the nineteenth and early twentieth centuries, crime rates rose in European and North American cities when the rural poor were moving to these urban areas. This pattern continues today. Crime often increases when large numbers of people, especially young men, migrate to the city. Often these people cannot find jobs, and they live in difficult conditions. However, poverty is just one factor in rising urban crime rates. Some experts believe that the picture is more complicated. They argue that the crucial factor is not poverty; it is economic inequality. During periods of rapid urbanization, the rich and the poor often live near each other. This can lead to an increase in crime. 5

Circle the main idea of this paragraph, and number the supporting details.

III. AN ENVIRONMENTAL CHALLENGE: POLLUTION

Another problem in growing cities is pollution. Visitors to Bangkok, Thailand, are often shocked by the large numbers of motorcycles, cars, and buses on the city's streets. The traffic is so bad there that an average Bangkok resident spends about 44 days each year sitting 6



in traffic. The situation in Jakarta, Indonesia, is similar. Five and a half million people come into Jakarta each day – 2.5 million by car and over 3 million by motorcycle. Emissions from all of these cars and motorcycles are a major cause of air pollution in these cities. It is not unusual for the people who breathe this air to have serious health problems, especially respiratory illnesses.

Because of the connection between pollution and illness, many cities are trying to clean up their air and water. One city in Brazil showed that it is possible to reduce pollution dramatically. In the 1990s, Cubatão was known as the Valley of Death. The oil and steel plants and chemical factories were polluting the city's air and poisoning the water. Fish died in the rivers, trees died in the forests, and people died of respiratory illnesses and cancer. The problem was so serious that the government and industries decided to do something to solve it. They invested millions of dollars to reduce the air pollution and clean up the water. Today, fish are returning to the rivers, trees are growing in the forests, and the residents of Cubatão are healthy again. 7

IV. FUTURE TRENDS: THE ENVIRONMENT

There are many environmental challenges. Many cities have problems with air pollution and heavy traffic. Rapid urbanization has led to an explosion of new buildings and the loss of parks and open spaces. However, in some places, these trends are changing. Architects, engineers, and politicians are starting to plan for a better future. They understand that growth does not need to create environmental problems. They are designing new cities that are environmentally smart. Design principles for “**smart growth**” include: 8

Scan ahead and find two areas of the world that are using or are planning to use the principles for smart growth. Highlight them.

- smaller communities with parks and gardens
- use of alternative energies
- services and employment near where people live so they can walk to work
- green areas where people can plant trees, flowers, and vegetables
- efficient public transportation

A community in South London, England, has followed these 9 principles of smart growth. This community, BedZED, has housing, community services, and employment all inside one community. Wind and solar power provide energy, and the buildings do not use fossil fuels. This alternative energy is cheaper, so residents pay only 10 percent of what other London residents pay for electricity. In BedZED, buildings collect and reuse rainwater. They also have rooftop gardens, which help keep buildings cooler in the summers and warmer in the winters. Residents walk or bicycle to work. If they need a car, they use one of the community's **hybrid cars**. This community has been so successful that similar communities are planned in other cities. In China, the government has planned seven new cities that will follow these principles of smart growth.

Every minute, 130 people leave their villages and move to a city, 10 **where they often face difficult living conditions**. However, this migration is likely to continue because cities offer the best economic opportunities. For megacities, it is a huge challenge to meet the needs of these new residents. Poverty, homelessness, crime, and pollution are real problems. Yet when people come together in the cities, great things can happen. People all around the world are making changes in their cities. Everyone wants to be sure that in this century these cities will continue to be places where people want to live.

Look back at the list of smart growth principles. Which ones did BedZED follow? Underline them.

Circle the main idea of this paragraph.

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 on the blank line.

Paragraphs 1–5

- _____ A Crime is a big problem in many large cities.
- _____ B The City of the Dead is an unusual example of a squatter settlement.
- _____ C Rapid urbanization is often connected to economic inequality and crime.
- _____ D Poverty is a significant problem, especially in the cities of the developing world.
- _____ E Urbanization brings both prosperity and challenges.

Paragraphs 6–10

- _____ F BedZED was built on the principles of smart design.
- _____ G Although there are serious problems in many large cities, people are working to solve these problems.
- _____ H Air pollution is a problem in many huge cities.
- _____ I There are several design principles for smart growth.
- _____ J Cubatão showed it was possible to clean up a very polluted city.

A CLOSER LOOK

Look back at the article to answer the following questions.

- 1 Quickly scan the article for the **boldface** words to help you find the answers to the following questions.
 - a How many **megacities** will there be by 2020?
 - b What will be the largest city in the world in **2020**?
 - c How many people live in the **City of the Dead**?
 - d How many people go to **Jakarta** every day?
 - e Which city in **Brazil** cleaned up its pollution?
- 2 The population of New York will double between 1950 and 2020. **True or False?**
- 3 Which of the following was *not* given as a reason for homelessness in paragraph 2?
 - a Many people send all their money to their families.
 - b Some people are mentally ill.
 - c Some people drink too much alcohol or use drugs.
 - d Many people are too poor and cannot afford housing.
- 4 Why is the City of the Dead in Cairo unique?
 - a Its population doubled between 1980 and 2000.
 - b It is a squatter settlement.
 - c It is located in a cemetery.
 - d One million people live there.
- 5 Crime rates are rising in many new megacities. **True or False?**
- 6 Which of the following factors is *not* listed in paragraph 5 as a factor in high crime rates?
 - a Rapid urbanization
 - b Economic inequality
 - c Squatter settlements
 - d Poverty
- 7 Heavy traffic caused the environmental problems in Cubatão. **True or False?**
- 8 According to paragraphs 8 and 9, which environmentally smart developments are likely to save energy? Circle all that apply.
 - a Efficient public transportation
 - b Gardens and parks
 - c Hybrid cars
 - d Services and employment near where people live
 - e Rooftop gardens

VOCABULARY STUDY: SYNONYMS

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

- 1 to provide or supply something (*v*) Par. 1
- 2 the state of being very poor (*n*) Par. 2
- 3 without a place to live (*adj*) Par. 2
- 4 to ask for food or money because you are poor (*v*) Par. 2
- 5 very special; one of a kind (*adj*) Par. 3
- 6 an area of land where dead people are buried (*n*) Par. 3
- 7 buildings where one person or a family is buried (*n*) Par. 3
- 8 people who are hurt or killed by someone or something (*n*) Par. 4
- 9 a serious disease (*n*) Par. 7
- 10 basic rules (*n*) Par. 8

VOCABULARY STUDY: WORD FAMILIES

Read the words in the following chart. The **boldface** words are the parts of speech that appear in Reading 4. Find these words in the reading. Use context clues to figure out their meanings. If necessary, review the words in the Key Vocabulary from the Readings on page 254.

NOUN	VERB	ADJECTIVE
<i>burial</i>	bury	—
illness	—	<i>ill</i>
inequality	—	<i>unequal</i>
<i>respiration</i>	—	respiratory
<i>similarity</i>	—	similar

Choose the correct form of the words from the chart to complete the following sentences. Look for clues in the context to tell you what part of speech the words should be. Use the correct verb tenses and subject-verb agreement. Use the correct singular and plural noun forms.

- 1 His _____ and heartbeat were too fast, so his wife took him to a hospital.
- 2 The dog _____ a big bone in the garden.
- 3 Many experts believe there is a connection between crime and _____.
- 4 My grandfather has been _____ since he worked outside in the rain.

- 5 Many people came from all over the world for the funeral of Ronald Reagan, but just the family went to the _____.
- 6 The air pollution in the city causes many _____ problems. Sometimes it is hard for young children and older people to breathe.
- 7 Although all cities are different, there are also many _____, including the problems of crime, poverty, and homelessness.
- 8 The city was divided into _____ sectors. The working-class sector was much smaller than the central business district.
- 9 Better hygiene could prevent many common _____.
- 10 In 2007, the populations of Mexico City and Mumbai were _____. Both cities had about 18 million people.

VOCABULARY REVIEW: SAME OR DIFFERENT

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

- | | |
|--|---|
| _____ 1 A very large number of homeless people live in the cemetery. | An astounding number of homeless people are residents of the cemetery. |
| _____ 2 According to a national report, more people will live in the suburbs and rural areas by the middle of the century. | The national report predicts that more people will live in urban areas and the suburbs by 2050. |
| _____ 3 The sociologist analyzed the crime rate in the squatter settlements. She found it was related to poverty. | The sociologist found a pattern in the crime rate in squatter settlements. She found there are more crimes in poor sectors. |
| _____ 4 Sometimes homeless people have to beg for food. | Homeless people are often victims of crimes. |
| _____ 5 The area of the city surrounding the harbor was a vibrant neighborhood of shops and restaurants. | The sector of the city around the harbor was exciting to visit. It was filled with interesting stores and restaurants. |
| _____ 6 The two cities followed similar design principles, but the cities were very different. | Although the two cities followed design principles that were almost the same, each city was unique. |

BEYOND THE READING

Research

Think about a city that you know well. What are the city's most important challenges? How is the city trying to solve its problems? Go online if necessary to find out more about the city.

Discussion

Work with a partner and talk about your city's problems and possible solutions.

Writing

Write two paragraphs. The first paragraph will describe the challenges; the second one will describe steps that could help solve these problems.

MAKING CONNECTIONS

The vocabulary in these two exercises comes from all the readings in Unit 4. The exercises will help you see how writers make connections across sentences in a text.

You have learned some different ways to connect sentences to each other. In Unit 3 on page 122, you learned that one way is to use transition words that show the effect one action or event has on another action or event. Transition words can also show how one idea in a sentence is different from another idea. This is called *contrast*. The following are some transition words and phrases that show contrast.

however	but	although
on the other hand	whereas	in contrast

In the following example, the word **however** introduces a contrast between two ideas.

Since the 1900s, the world's population has been growing rapidly.

However, this change has not been the same in all parts of the world.

The first idea is that the population is growing all over the world. The second idea is that this growth is unequal.

EXERCISE 1

In the following paragraphs, highlight any transition words that show a contrast, underline repeated key words, and circle pronouns and their antecedents.

- 1 The definition of a city is an urban settlement that has its own government. This government provides important services to its residents. They include schools, water, electricity, and roads. Although all cities provide these services to some people, many cities cannot provide them to everyone.
- 2 All countries have experienced some changes in their population growth. This growth has occurred at different times in different parts of the world. Europe and North America had an explosion in population growth in the early nineteenth century. In contrast, many African and Latin American countries began to grow rapidly in the twentieth century.
- 3 Better hygiene and health care have increased life expectancy in many countries. A simple change, the introduction of soap in the nineteenth century, made a big difference in life expectancy. Medicines that prevent disease have made an even bigger difference. However, there are still some countries today where life expectancy is low because of the low standard of hygiene and health care.

- 4 How do we know the population of different countries? Some countries, like Canada and England, count their inhabitants every ten years. In contrast, France counts every seven years, and Japan and Australia count their inhabitants every five years. This information provides an estimate of the worldwide population.
- 5 People immigrate for different reasons. Most people leave their homelands for economic reasons. Another reason is that parents want a better education for their children. Although their reasons for leaving their homelands are often different, all immigrants hope to find a better life.

EXERCISE 2

Make a clear paragraph by putting sentences A, B, and C into the best order after the numbered sentence. Look for transition words, pronouns, and repeated key words to help you. Write the letters in the correct order on the blank lines.

- 1 In the past, the majority of immigrants to the United States were single male adults. ___ ___ ___

A Many of these women brought their children, so the number of immigrants under the age of 15 increased.

B Today, many immigrants are both men and women who come to the United States with their children.

C However, in the 1950s this changed because, for the first time, there were more female immigrants than male immigrants.

- 2 Immigrants face many difficulties when they move to a new country.
___ ___ ___

A The first challenge is finding a job.

B Learning a new language and understanding a different culture can be very hard.

C However, before they can find a good job, immigrants usually need to learn a new language.

- 3 In the United States, there are both advantages and disadvantages to living in the suburbs. ___ ___ ___

A However, people in the suburbs usually have to pay a high price for their house and will have to drive a long distance to get to work.

B Finally, although suburbs have lower crime rates than cities, people feel separated from the vibrant city life.

C A typical suburban house is much larger than a house in the city.

4 Cities are finding ways to solve traffic problems. ___ ___ ___

A In U.S. cities, on the other hand, the traffic is getting worse. So soon these cities may have to follow Singapore's example.

B In Singapore, for example, the number of drivers has decreased because they have to buy a license to drive during these times.

C One trend is to make people pay if they drive during the busiest times.

5 The countries of East Asia have different population patterns. ___ ___ ___

A In contrast, only one-third of all Chinese live in urban areas. The majority live in smaller farming communities.

B In total, three-quarters of Japanese and South Koreans live in urban areas.

C In Japan and South Korea, large populations live in a few major cities, such as Tokyo and Osaka in Japan, and Seoul in South Korea.