

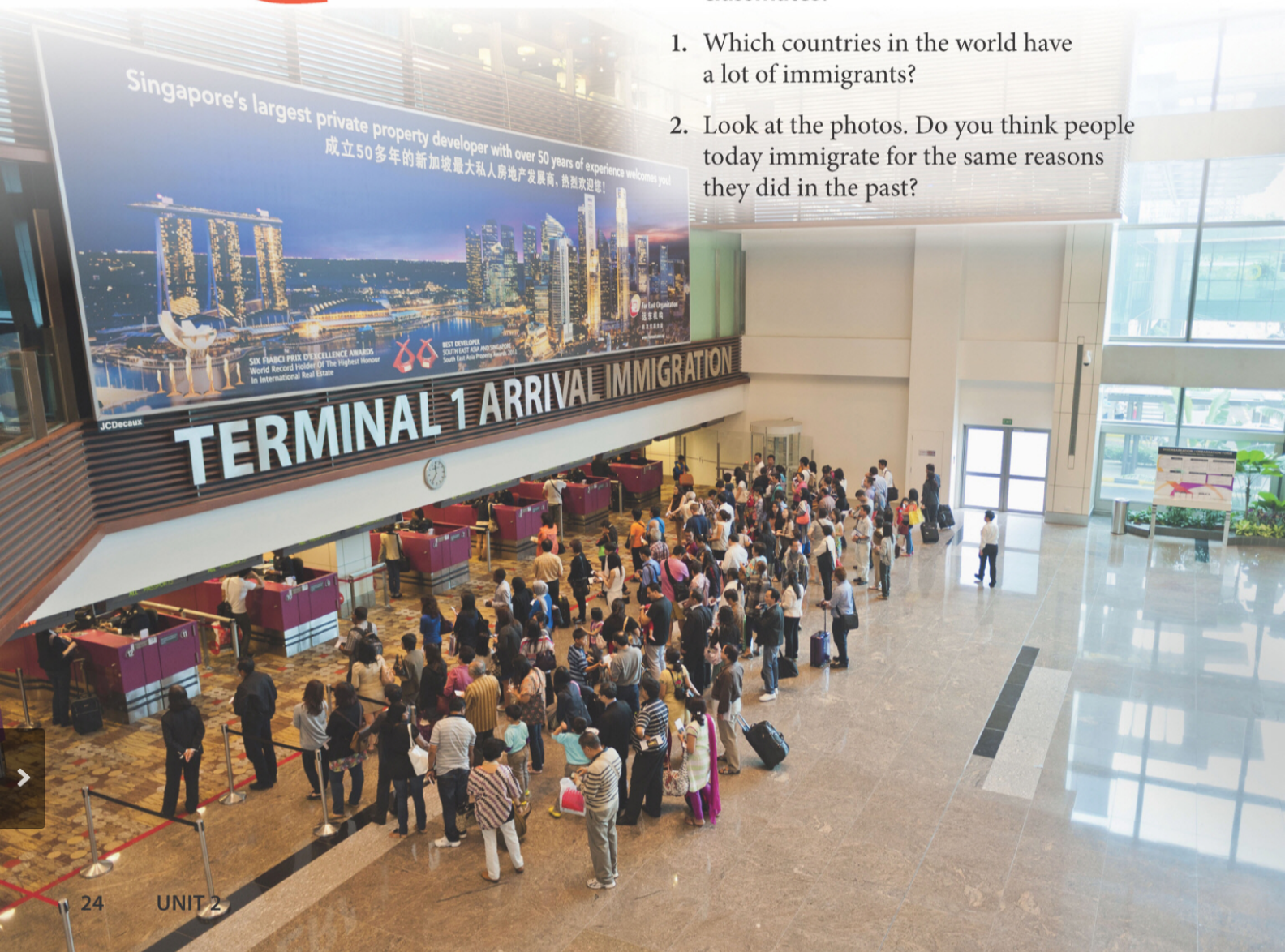
- ▶ skimming for the main idea
- ▶ word roots
- ▶ writing compound sentences with *but* and *so*
- ▶ simple past with regular and irregular verbs

## UNIT QUESTION

# Why do people immigrate to other countries?

**A** Discuss these questions with your classmates.

1. Which countries in the world have a lot of immigrants?
2. Look at the photos. Do you think people today immigrate for the same reasons they did in the past?





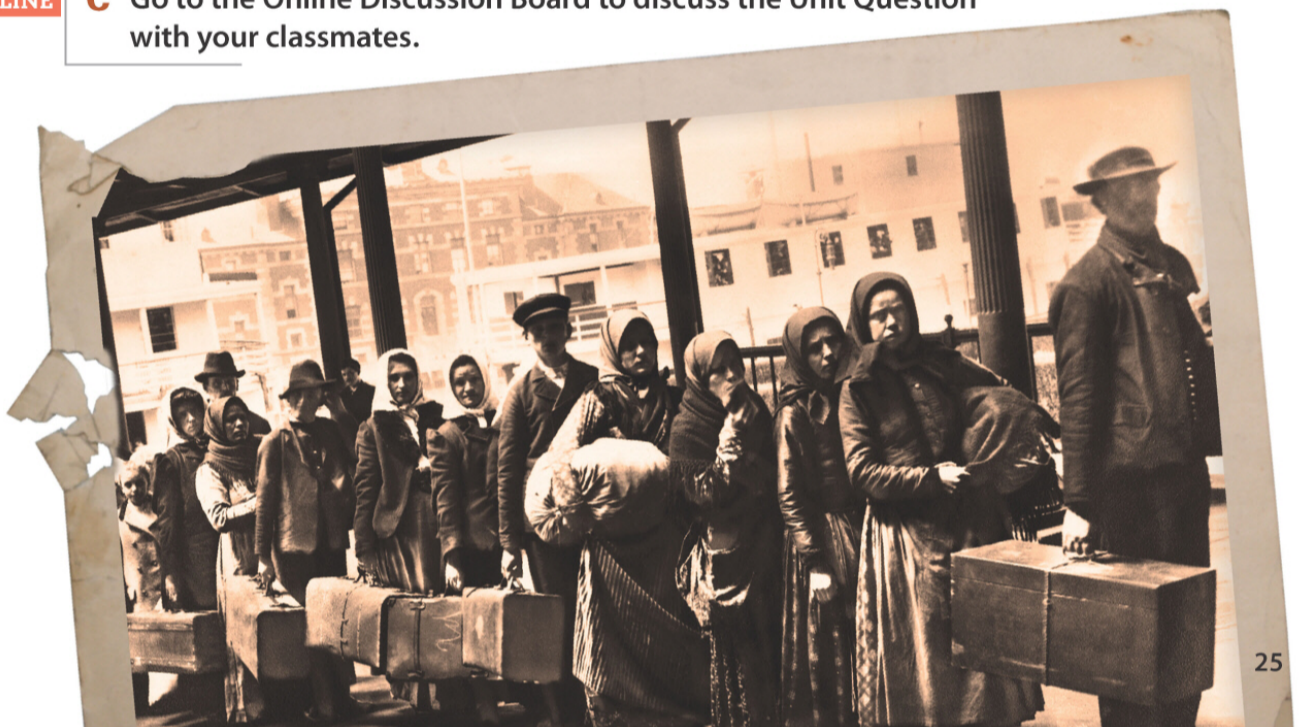
**B** Listen to *The Q Classroom* online. Match the reasons in the box to the students. Do you agree or disagree? Check (✓) your answers in the chart below.

- |                          |                      |
|--------------------------|----------------------|
| a. for education         | c. to be with family |
| b. for job opportunities | d. for safety        |

	Reason	Agree	Disagree
Felix	<i>b. for job opportunities</i>	<input type="checkbox"/>	<input type="checkbox"/>
Yuna		<input type="checkbox"/>	<input type="checkbox"/>
Sophy		<input type="checkbox"/>	<input type="checkbox"/>
Marcus		<input type="checkbox"/>	<input type="checkbox"/>



**C** Go to the Online Discussion Board to discuss the Unit Question with your classmates.





**D** Look at the map of Europe with a partner. What do you know about these countries? Try to say one thing about each country.



**E** Write the names of six other countries you know. Work with a partner. If possible, add the countries to the map.

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

**F** Answer the questions with your partner.

1. Do you know people from other countries? Which countries?
2. Do you sometimes travel to other countries? Which countries do you visit?



# READING

## READING 1 | The World in a City

### UNIT OBJECTIVE

You are going to read a Web page about London. Use the Web page to gather information and ideas for your Unit Assignment.

### PREVIEW THE READING

#### Vocabulary Skill Review

Pay attention to the part of speech information in each definition. As you do Activity A, think about which part of speech is needed in each sentence. Does the sentence need a verb, a noun, or an adjective?

**A. VOCABULARY** Here are some words from Reading 1. Read their definitions. Then complete each sentence.

- celebrate** (*verb*) 🔑 to do something special on an important day
- international** (*adjective*) 🔑 between different countries
- market** (*noun*) 🔑 a place where people go to buy and sell things, usually outside
- million** (*number*) 🔑 1,000,000
- neighborhood** (*noun*) a part of a town or city; the people who live there
- population** (*noun*) the number of people who live in a place
- sights** (*noun*) 🔑 interesting places to see

🔑 Oxford 2000 keywords

1. Many people buy vegetables and fruits at their local .
2. People from many different countries live and work in New York City. It is an  city.
3. Riyadh is a very large city. About 5  people live there.
4. People in this country don't have many children. The  is going down.
5. I want to live in this . The houses and schools are very nice.
6. We  the new year with special food and fireworks.
7. There are many famous  to see in London, like the Tower of London.



**B. Go online for more practice with the vocabulary.**



- C. PREVIEW** Look at the title, headings, pictures, and captions. What does the Web page say about London? Check (✓) the answer.

- London is fun for families.
- People in London come from many different countries.
- People from London like to visit many countries.

- D. QUICK WRITE** An international city is a city where people from many countries live and work. What international cities do you know? Who lives in these cities? Write a few sentences. Remember to use this section for your Unit Assignment.

## WORK WITH THE READING

- A.** Read the Web page and gather information about why people immigrate to other countries.

**The World in a City**

**London**

1 Do you plan to visit London? There are many English **sights** to see, but there are many **international** sights, sounds, and foods, too. London is a city with many different groups of people. In a visit to London, you see the world.

**Population**

2 The **population** of the city of London is about eight **million**. Over three million of these people are from **other** countries. In London, you can hear over 300 languages spoken.

**Eat**

3 There is food from more than 55 different countries in London's restaurants. There is even food from countries such as Tanzania, Peru, and Mongolia. At food **markets**, you can buy vegetables and fruits from all over the world.

A street in London

The following are the top ten countries of birth<sup>1</sup> for today's immigrants in London:

1. India	6. Sri Lanka
2. Poland	7. Jamaica
3. Bangladesh	8. Pakistan
4. Nigeria	9. South Africa
5. Ireland	10. Germany

<sup>1</sup> country of birth: the country a person is born in

## Visit

- 4 People from many countries live and work in the **neighborhoods** of London. You can go to the neighborhoods to see interesting people, shops, restaurants, and events from all over the world. London also has more than 240 museums! Go to the museums to see old and new art from many different countries.

## Celebrate

- 5 London has many international festivals with food, music, art, and dance. In winter, you can **celebrate** Chinese New Year. In early spring, you can celebrate the Russian end of winter. In the summer, you can go to the largest Caribbean festival in the world. In the fall, you can enjoy the Indian festival of lights.



London's food markets have fruits and vegetables from all over the world.



London has many festivals all year long.

### Tip for Success



Read a text two times or more. The first time, read for the main ideas. Then read it again for details.

### B. According to the Web page, what are five activities that you can do to see the world in London?

- |   |   |
|---|---|
| <input type="checkbox"/> Eat in a restaurant. | <input type="checkbox"/> Read the newspapers.     |
| <input type="checkbox"/> Go to a food market. | <input type="checkbox"/> Go to museums.           |
| <input type="checkbox"/> Ride a bus.          | <input type="checkbox"/> Visit the neighborhoods. |
| <input type="checkbox"/> Go to a festival.    |   |

### C. Read the statements. Check (✓) true or false. Then correct each false statement to make it true.

1. About three million people live in London.  True  False

2. About one million Londoners were born outside of England.  True  False



-  3. People in London speak over 300 languages.  True  False

4. There is food from more than 65 countries in London's restaurants.  True  False

5. Poland is the number 1 country of birth of today's London immigrants.  True  False

6. In London museums you can see things from all over the world.  True  False

**D. Where is this information on the Web page? Write the correct paragraph number next to each statement.**

- London is a city with many things to see.
- There is food from all around the world in London.
- There are great neighborhoods in London.
- There are interesting festivals all year long.
- The people in London come from many countries.
- London has many museums.

**Critical Thinking**

**Tip**

In Activity E, you have to **restate**, or write in your own words, some of the information you learned in Reading 1. **Restating** is a good way to review information.

**E. What did you learn about London in Reading 1? Write one sentence in your own words about each topic.**

- 1. People:
- 2. Food:
- 3. Neighborhoods:
- 4. Festivals:

**Q?**

**WRITE WHAT YOU THINK**

- A. Think about your city or town. How international is it? Are there international restaurants and festivals? Are there international museums? Do people from different countries live in your city or town?**
- B. Think about the immigrants in your city or town. Where are they from? What neighborhoods do they live in? What do you know about the immigrants in your area?**
- C. Choose the questions from A or B and write a response. Look back at your Quick Write on **page 28** as you think about what you have learned.**

Question:

My response: \_\_\_\_\_





## READING 2 | Immigrant Stories



UNIT  
OBJECTIVE

You are going to read a magazine article that tells the stories of three immigrants. Use the article to gather information and ideas for your Unit Assignment.

### PREVIEW THE READING

**A. VOCABULARY** Here are some words from Reading 2. Read the sentences. Then write each underlined word next to the correct definition.

1. I'm so excited. I have the opportunity to go to London this year.
2. John doesn't have any friends. He is lonely.
3. I work in a restaurant now, but I want to have my own restaurant.
4. Children need their parents to support them. They need food, money, love, and many other things.
5. One year is not enough. You need several years to make a new life in a new country.
6. Many people from Jamaica live in London. They have a large community there.

- a.  (*noun*) a group of people who are together, for example, because they have the same interests or background
- b.  (*verb*) to help someone to live by giving them things like money, a home, or food
- c.  (*adjective*) unhappy because you are not with other people
- d.  (*adjective*) belonging to a particular person
- e.  (*noun*) a chance to do something
- f.  (*adjective*) more than two but not many



**B. Go online for more practice with the vocabulary.**


## Reading Skill Skimming for the main idea

Skimming is reading a text quickly to find the main idea. People often skim articles online, in newspapers, or in magazines. They look quickly at all sections of the article to get the main idea. Then they decide if they want to take more time to read the article carefully.

Skimming is useful when you want to get a quick idea of the reading.

Here are some tips to help you skim for the main idea.

- Read the title.
- Read the headings of each section.
- Read the first and last sentences of each paragraph. Often the main idea is at the beginning or end of a paragraph.

 **C. PREVIEW** Skim the article. Then write *T* (true) and *F* (false) for each statement.

1. The three immigrants are from different countries.
2. The three immigrants all live in England.
3. The three immigrants are students.



**D. Go online for more practice with skimming.**

**E. QUICK WRITE** What problems do immigrants have when they change countries? What things can be better? Write a few sentences. Remember to use this section for your Unit Assignment.



## WORK WITH THE READING



A. Read the article and gather information about why people immigrate to other countries.

### Immigrant Stories

1 Immigrants in London—Why are they in London? Are they happy to live here? Do they plan to stay? Read their stories and find the answers!

#### Story 1: Sun Yun Wing

2 My name is Sun Yun Wing. I am from a small town near Hong Kong. In 1965, there weren't many



Sun Yun Wing

jobs there. There were many job **opportunities** in England, so I came to London. I was 20 years old.

3 I had many problems at first. I didn't speak English. The weather was cold and rainy. I was **lonely** because my family didn't come with me, but there were good things about living in London. There were many jobs with good pay.

4 I got my first job in a Chinese restaurant. Now, I have my **own** restaurant. I work there with my wife. She is also Chinese. Her English is good, so she speaks to the customers. I am the chef. We work very hard.

5 We have three children. They have good jobs. They do not want to live in Hong Kong. My wife and I don't know anyone in Hong Kong now. Our life is here. This is our home.

#### Story 2: Basher Ali

6 My name is Basher Ali. I am from a small town in Bangladesh. I came to England in 1985 with my wife and two small children. I was 25 years old. I immigrated to England to give my family a better life.

7 My first job in England was in a factory<sup>1</sup>. At night, I went to school. I studied English and business on nights and weekends.

8 Now, I have my own business. I sell clothing from Bangladesh. My business is very successful. I have **several** clothing stores.



<sup>1</sup> factory: a place where people make things, usually with machines

- 9 I try to help my people. In London, I give English classes at my stores for the Bangladeshi **community**. I send money to my relatives and my town in Bangladesh. I **support** a children's language school there.
- 10 I have good children. They work in my company. They keep Bangladeshi ways in their families. They are successful in England, but they are still Bangladeshi in their hearts.

### Story 3: Apará Asuquo

- 11 My name is Apará Asuquo. I am from Lagos, Nigeria. I came to London in 2008 with my husband. I was 45 years old. My husband works for an **international** bank here in London. He worked in an office of the same bank in Nigeria. We moved here for his career.
- 12 I was a successful businesswoman<sup>2</sup> in my country, but I had no success finding a job here in London. After two years, my husband said, "This is a different country. This is your new life. You need to start from the beginning



Apará Asuquo

- again." So I got a job as an office worker. The pay isn't very good, but I like the people.
- 13 Our children go to university in England. My husband and I plan to return to Nigeria, but our children plan to stay here. They have many opportunities here. It is always sad to say goodbye, but for my husband and me, Nigeria is our home.

<sup>2</sup> **businesswoman**: a woman who works in business, especially in a top position

## B. Circle the answer to each question.

### Sun Yun Wing

1. Is he happy living in England?  Yes  No
2. Does he plan to stay?  Yes  No

### Basher Ali

3. Is he happy living in England?  Yes  No
4. Does he plan to stay?  Yes  No

### Apará Asuquo

5. Is she happy living in England?  Yes  No
6. Does she plan to stay?  Yes  No





### C. What do we know about each person?

1. What do we know about Sun Yun Wing?

- He is from Hong Kong.
- He came to London alone.
- He is married.
- He went to school in Hong Kong.
- He is a grandfather.

2. What do we know about Basher Ali?

- He is from a small town in Bangladesh.
- He came to London with his family.
- He learned English in school in London.
- He goes back to Bangladesh often.
- He is a grandfather.

3. What do we know about Apará Asuquo?

- She is from a big city.
- She has five children.
- She was successful in Nigeria.
- She came with her husband.
- She misses Nigeria.

**D. Read the stories again. Check (✓) the problems and successes of each immigrant. You may check more than one person for each statement.**

	Sun Yun Wing	Basher Ali	Apara Asuquo
1. I was lonely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I didn't find a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. There were no good jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I was sad without my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have a business in England.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I help my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My children go to university in England.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My children have good jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**E. What do you think? Circle your answer. Find an example from the article to support your answer.**

1. Is it better to immigrate when you are young?  Yes  No

Example from the reading:

2. Is it easier to immigrate with family?  Yes  No

Example from the reading:

3. Is it important to learn the language of the new country?  Yes  No

Example from the reading:

**F. Look back at your Quick Write on page 33. Add new information you learned from the reading. Have any of your answers changed?**



**G. Go online to read *Living In Tokyo* and check your comprehension.**



## WRITE WHAT YOU THINK

**A. Discuss the questions in a group. Look back at your Quick Write on page 33 as you think about what you learned.**

1. In Activity D on page 36, numbers 1–4 tell about problems immigrants have in London. What problems do immigrants have where you live?
2. In Activity D on page 36, numbers 5–8 tell about successes London immigrants have. What are the successes of immigrants where you live?



**B. Go online to watch the video about how one immigrant gives to his community. Then check your comprehension.**

**community groups** (*n.*) groups in a community, like children's sports teams, arts organizations, or book groups

**fundraiser** (*n.*) an event that makes money for a group

**volunteer** (*v.*) to work for free to help a group or a cause

VIDEO VOCABULARY

**C. Think about the unit video, Reading 1, and Reading 2 as you discuss the questions. Then choose one question and write a response.**

1. Is immigration good for countries like England?
2. How do immigrants help a country?
3. What are some problems with immigration?



The **root** of a word is the part of a word with the basic meaning.

<b>lone</b>	<b>alone</b>
<b>lonely</b>	<b>loneliness</b>

The root is *lone*, which means “without another person.” The meaning of each of the words relates to this basic meaning. Learning roots can increase your vocabulary and help you guess the meaning of a new word in a text.

**A. These words from the unit have word roots (in bold). Match each word root with its definition.**

**factory**      **immigrate**      **international**      **population**

	Word Roots	Definitions
<input type="checkbox"/>	1. nat	a. people
<input type="checkbox"/>	2. pop	b. to do or make
<input type="checkbox"/>	3. fac	c. to be born or come from
<input type="checkbox"/>	4. migra	d. to move

**B. Here are more words with the same roots. Match each word with its definition.**

	Words	Definitions
<input type="checkbox"/>	1. emigrate	a. belonging to a place from birth
<input type="checkbox"/>	2. native	b. to fill an area with people
<input type="checkbox"/>	3. populate	c. to make things using machines
<input type="checkbox"/>	4. manufacture	d. to leave your country for another country



**C. Go online for more practice with word roots.**



# WRITING

UNIT  
OBJECTIVE



At the end of this unit you will write about a place that changed with immigration. Your sentences will include specific information from the readings and your own ideas.

## Writing Skill

### Writing compound sentences with *but* and *so*

You can connect two simple sentences with *but* to give opposite or different information. Use a comma before *but*.

*She is happy, but she misses home.*

*She likes the English language, but she doesn't like English weather.*

You can connect two simple sentences with *so* when the second sentence is a result of the first sentence. Use a comma before *so*.

*There were no jobs in his country, so he immigrated to the United States.*

*His doesn't speak English well, so he goes to English classes.*

#### A. Complete each sentence with *but* or *so*.

1. She wanted to help her family back home,  she sent money every month.
2. He was a teacher in his native country,  he isn't a teacher in the United States.
3. There are great opportunities for immigrants,  there are also many problems.
4. There are many Indian immigrants in London,  there are many Indian restaurants in London.
5. London is an English city,  it is an international city, too.
6. He went to school in London,  he can speak English very well.

#### B. Read the sentences. Connect them with *but* or *so*. Remember to use commas.

1. There were no jobs in his small town.  
He moved to a big city.

There were no jobs in his small town, so he moved to a big city.





2. She had good business skills.  
She did not get a job.

3. People speak many different languages in London.  
Most people speak English.

4. His family didn't come with him.  
He was very lonely.

5. She was a doctor in Colombia.  
She is a medical secretary here.

6. Many people from the Caribbean live in London.  
London has very big Caribbean festivals.

**C. Complete the sentences. Use information about yourself.**

1. I want to learn English, so I .
2. I want to learn English, but I .



**D. Go online for more practice writing compound sentences with *but* and *so*.**

**Grammar** Simple past with regular and irregular verbs

**Regular verbs**

Use the **simple past** to talk about actions that happened in the past.

- To form the simple past of regular verbs, add *-ed* to the base form of the verb.

*He worked in a factory.*

- For verbs ending in *e*, just add *-d*.

*They moved to London in 2013.*

- For verbs ending in *y*, drop the *y* and add *-ied*.

*She studied English in school.*

## Irregular verbs

Past of *be*

- The verb *be* is irregular in the simple past. It has two forms: *was* and *were*. Use *was* with *I, he, she, and it*. Use *were* with *we, you, and they*.

*I was in London.*

*You were in the neighborhood.*

*She was new to the country.*

*He was a good student.*

*It was cold.*

*We were at the museum.*

*They were from China.*

- Here are some common irregular verbs with their simple past forms.

*buy           bought*

*know       knew*

*come       came*

*make       made*

*do          did*

*say         said*

*get         got*

*speak      spoke*

*go          went*

*take       took*

*have       had*


## Negative forms of the simple past

- To form a negative statement, use *did + not* (or *didn't*) + base form of the verb.

*We didn't work nights. We worked days.*

*I didn't go home for dinner. I went to a restaurant.*

*She didn't speak English. She spoke Tagalog.*

-  **A.** Look back at Reading 2 on pages 34 and 35. Circle all the verbs in the reading about Basher Ali. Write the verbs in the correct column of the chart below.

Present	Past



**B. Complete each sentence with the past tense of *be*.**

1. I  sad to say goodbye.
2. You  successful in your job.
3. She  happy to start a new life.
4. It  a small town.
5. Sami  ready to try something new.
6. We  able to find work.
7. You and I  at our jobs morning and night.
8. Kim and Sun  happy to speak Korean together.

**C. Complete each sentence with the simple past form of the verb in parentheses.**

1. New York City is an old city of immigrants. The Dutch  the land from the Native Americans in 1626.  
(buy)
2. In the mid 1800's many people from Germany and Ireland  to New York City.  
(move)
3. In 1880, 12,000 Italians  in New York City.  
(live)
4. Over the next thirty years, many Italians  to New York City.  
(come)
5. In 1910, 341,000 Italians  in New York City.  
(be)
6. Nearly a million immigrants  New York City their home between 1990 and 2000.  
(make)
7. One third of the immigrants  from Latin America.  
(arrive)
8. In 2005 more than half of the people in New York City were immigrants or  immigrant parents.  
(have)



**D. Go online for more practice with the simple past.**

**E. Go online for the grammar expansion.**

## Unit Assignment Write sentences about a place that changed with immigration

### UNIT OBJECTIVE



In this assignment, you are going to write about a place that changed because of international immigration or international culture. As you prepare to write, think about the Unit Question, “Why do people immigrate to other countries?” Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your writing. Refer to the Self-Assessment checklist on [page 44](#).



Go to the Online Writing Tutor for a writing model and alternate Unit Assignments.

## PLAN AND WRITE

### A. BRAINSTORM Complete the activities.

1. Think about a place that changed because of immigration. Write the name of the place.
2. How did immigration or international culture change this place? Think about the place now and in the past. What are some changes in businesses, restaurants, supermarkets, languages people speak, schools, and families? Also remember changes you read about in this unit.

### B. PLAN Complete the chart with information about the neighborhood, town, or city from Exercise A.

	Past	Today
People Where were the people from? Where are they from today?		
Foods What food was available? What food is available today?		
Culture What music, art, and festivals were common? What music, art, and festivals are common today?		
Business What kinds of business, shops, and markets were there? What kinds are there today?		





**C. WRITE** Use your **PLAN** notes to write your sentences. Go to *iQ Online* to use the Online Writing Tutor.

1. Use your information from Exercises A and B. Try to include some compound sentences with *but* and *so*.
2. Look at the Self-Assessment checklist to guide your writing.

## REVISE AND EDIT



**A. PEER REVIEW** Read your partner's sentences. Then go online and use the Peer Review worksheet. Discuss the review with your partner.

**B. REWRITE** Based on your partner's review, revise and rewrite your sentences.

**C. EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your sentences. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Do you have a main idea?
<input type="checkbox"/>	<input type="checkbox"/>	Do all your sentences support your main idea?
<input type="checkbox"/>	<input type="checkbox"/>	Do you use both simple sentences and compound sentences connected with <i>but</i> or <i>so</i> ?
<input type="checkbox"/>	<input type="checkbox"/>	Do you have verbs in the simple past? Are the verbs spelled correctly?
<input type="checkbox"/>	<input type="checkbox"/>	Do your sentences include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Is the spelling correct? Check a dictionary if you are not sure.
<input type="checkbox"/>	<input type="checkbox"/>	Does every sentence begin with a capital letter?
<input type="checkbox"/>	<input type="checkbox"/>	Does every sentence have final punctuation? (period, question mark)



**D. REFLECT** Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—Why do people immigrate to other countries? Is your answer different now than when you started the unit? If yes, how is it different? Why?



## TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

### Nouns

community  **AWL**  
market   
neighborhood  
opportunity   
population  
sights 





### Verbs

celebrate   
support 

### Numbers

million 


### Adjectives

international   
lonely   
own   
several 

 Oxford 2000 keywords

**AWL** Academic Word List

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

<b>READING</b>	<input type="checkbox"/>	I can skim for the main idea. (p. 33)
<b>VOCABULARY</b>	<input type="checkbox"/>	I can recognize word roots. (p. 38)
<b>WRITING</b>	<input type="checkbox"/>	I can connect sentences with <i>but</i> and <i>so</i> . (p. 39)
<b>GRAMMAR</b>	<input type="checkbox"/>	I can recognize and use the simple past. (p. 40)
<b>UNIT OBJECTIVE</b> 	<input type="checkbox"/>	I can gather information and ideas to explain how a place changed because of international immigration or culture.