

# 1

## CROSSING BORDERS

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### SKILLS AND STRATEGIES

- Finding the Meanings of Words
- Finding the Topic of a Paragraph

## SKILLS AND STRATEGIES 1

# Finding the Meanings of Words

Writers sometimes use words that a reader may not know. To help readers understand a difficult word, writers may explain what the word means by giving its definition. Writers often use clues to do this. These clues can be other words, phrases, or punctuation. They can signal, or show you, that a definition is coming next. Good readers pay attention to these clues. This helps them find the meanings of words.

## Examples & Explanations

Computers can scan, **or** take pictures of, travelers' faces.

Sometimes writers give the definition of a difficult word immediately after the word. They may use the word *or* to signal, or show you, that a definition is coming next.

**scan** = take pictures of

Governments want to be able to use their countries' natural resources, **that is**, the natural materials in the water, on land, and underground.

Writers may use phrases, such as *that is* or *in other words*, to explain the meaning of a word or a phrase.

**natural resources** = materials in the water, on land, and underground

National borders – the places where one country ends and another country begins – can be physical or political.

Writers may also use punctuation around definitions. They may use parentheses, dashes, and commas. Here the writer uses dashes (–).

**national borders** = the places where one country ends and another begins

Computer chips are an important development in technology. These very small electronic parts can store large amounts of information.

Sometimes writers don't give a signal. They just give a definition in a sentence that follows.

**computer chips** = very small electronic parts that can store large amounts of information

## Strategies

These strategies will help you find the meanings of words while you read.

- Look for words and phrases that signal, or show you, that a definition for a difficult word is coming next. Read the definition carefully.
- Pay attention to punctuation. Look for parentheses, commas, and dashes.
- If there is no definition immediately after the difficult word, look for it in a sentence that follows. Writers sometimes also repeat the word before they give the definition.

## Skill Practice 1

Read the following sentences, and find the clues that signal the meaning of each word in **bold**. Highlight the clues. The first one has been done for you.

- 1 Gold and sugar are two of Mexico's important **exports** (items sold by one country to another country).
- 2 The officials told the travelers about the dangerous **infection** – a disease or sickness in a person's body – in South America.
- 3 It is important to use different **strategies**, or plans for success, when you play chess.
- 4 The speaker talked for 15 minutes, and then he gave his **conclusion**. It was this last part of the talk that was most exciting.
- 5 At international soccer matches, fights are quite **frequent**; in other words, they occur often.
- 6 Since we do not know how much the tickets cost, we have to **guess**, that is, give an answer that we are not sure about.
- 7 The man was not sure of the **value** of the painting. In other words, he was not sure how much money to pay for it.
- 8 Some toys are dangerous. They can seriously **injure**, or harm, the children who play with them.

## Skill Practice 2

Read the sentences in Skill Practice 1 again. Look at the clues you highlighted for each sentence. Use the clues to figure out the meaning of each word in **bold**. Write a short definition or synonym – a word that means the same or almost the same thing – on the blank lines. The first one has been done for you.

- 1 Gold and sugar are two of Mexico's important **exports** (items sold by one country to another country).  
*exports* = *items sold by one country to another country* \_\_\_\_\_
- 2 The officials told the travelers about the dangerous **infection** – a disease or sickness in a person's body – in South America.  
*infection* = \_\_\_\_\_
- 3 It is important to use different **strategies**, or plans for success, when you play chess.  
*strategies* = \_\_\_\_\_
- 4 The speaker talked for 15 minutes, and then he gave his **conclusion**. It was this last part of the talk that was most exciting.  
*conclusion* = \_\_\_\_\_
- 5 At international soccer matches, fights are quite **frequent**; in other words, they occur often.  
*frequent* = \_\_\_\_\_
- 6 Since we do not know how much the tickets cost, we have to **guess**, that is, give an answer that we are not sure about.  
*guess* = \_\_\_\_\_
- 7 The man was not sure of the **value** of the painting. In other words, he was not sure how much money to pay for it.  
*value* = \_\_\_\_\_
- 8 Some toys are dangerous. They can seriously **injure**, or harm, the children who play with them.  
*injure* = \_\_\_\_\_

## Before You Read

### Connecting to the Topic

Look at a map of the world or of a continent. Then discuss the following questions with a partner.

- 1 What is a national border? Point to a border between two countries on the map.
- 2 Where are the borders in your country? Are there any mountains or rivers along the border?
- 3 Look at other countries and their borders. Are any of the borders straight lines?
- 4 Who do you think decides where national borders should be?

### Previewing and Predicting

It is a good idea to look at parts of a reading quickly before you read it carefully. This is called *previewing*. Previewing gives you information about what you are going to read. One way to do this is to read the title and the first few sentences of a reading. This can help you predict what the whole reading will be about.

**A** Read the first few sentences of Reading 1 below and the title on page 6. Then answer the questions that follow. Write your answers on the blank lines.

Long ago, there were no national borders. People moved freely from place to place. Today, countries have national borders. National borders are where one country ends and another country begins. There are two kinds of national borders. The first kind is a physical border. Physical borders between countries are physical features like rivers or mountains.

- 1 What is the definition of *national border*?  
\_\_\_\_\_
- 2 What do you think this reading will discuss next?  
\_\_\_\_\_
- 3 What do you think the whole reading will be about?  
\_\_\_\_\_

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

### While You Read

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

## READING

## 1

# Borders on the Land, in the Ocean, and in the Air

- 1 Long ago, there were no national borders. People moved freely from place to place. Today, countries have national borders. National borders are where one country ends and another country begins. There are two kinds of national borders. The first kind is a **physical border**. Physical borders between countries are physical features like rivers or mountains. You can see them. The Rio Grande is a physical border between Mexico and the United States. The Pyrenees Mountains are a physical border between Spain and France.
- 2 The second kind of border is a **political border**. When there is no physical border between countries, governments must decide on one. Political borders are also lines between countries like physical borders, but governments decide where these borders will be. The political borders of many North African countries are a good example of this. In the nineteenth and early twentieth centuries, European countries had power over many parts of Africa. They decided on the borders. Many of these borders were just straight lines on a map. They were not physical features like rivers or mountains. (See Figure 1.1.)
- 3 Governments want to control their borders. They want to decide *who* is coming into their country. Government officials at the borders **check**, that is, take a careful look at, everyone who enters. Only people who have permission to enter the country may come in. The government also wants to know *what* is entering the country, so officials also

## WHILE YOU READ 1

Look in the next sentence for a definition of *physical border*. Highlight it.

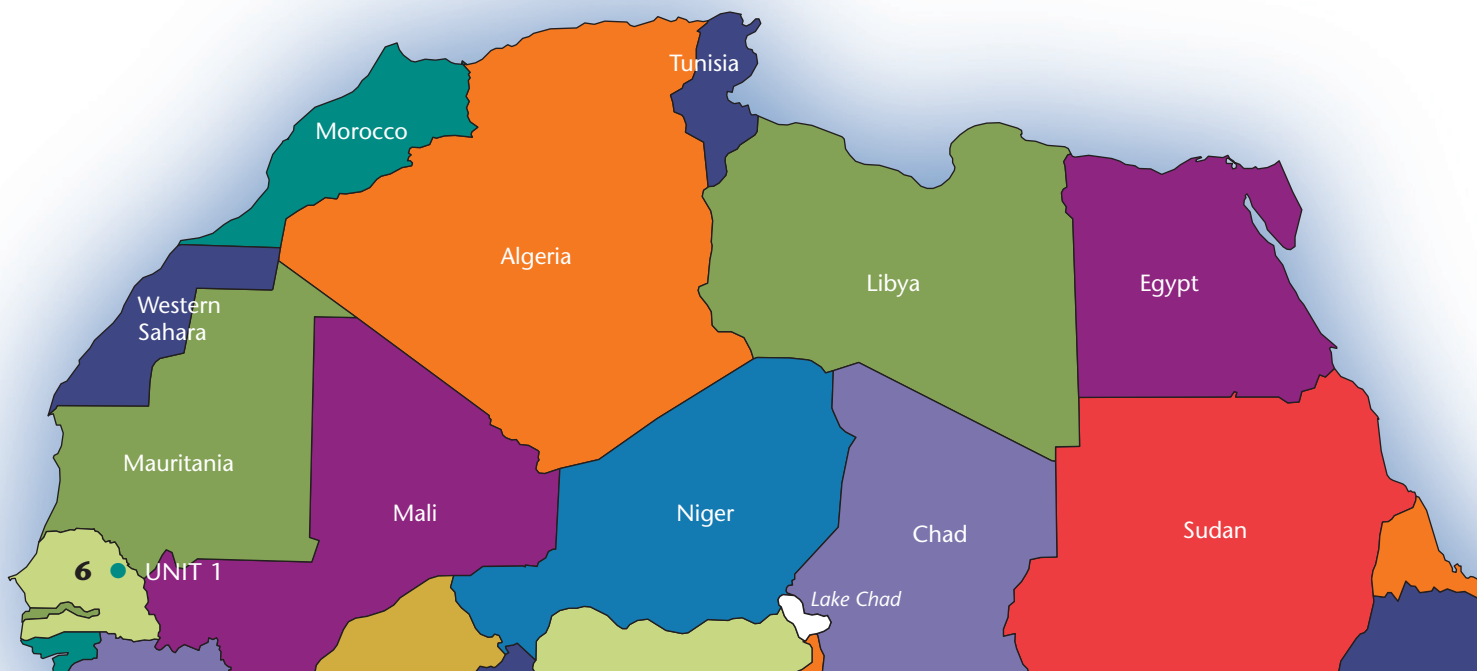
## WHILE YOU READ 2

Look in the third sentence for a definition of *political border*. Highlight it.

## WHILE YOU READ 3

Find a clue in this sentence that signals a definition of *check*. Highlight the clue and the definition.

**Figure 1.1** Countries of North Africa





check everything that crosses the border.

Most governments make money on some of the things that people bring into their countries. In most countries, there is a tax on things that enter the country. A tax is money that you must pay to the government. For example, when Singaporeans bring a new car from Japan or Europe into their country, they have to pay money to the Singapore government.

- 4 Governments also want to control the ocean near their borders. They want to be sure their country is safe, so they do not want dangerous people to come near their country. There is an international law about this. It says that a country owns the ocean within 13.8 miles (22.2 kilometers) of that country's **shore** – the country's border with the ocean. However, there is another important reason why countries want to control the ocean near their shores. The ocean and the land under the ocean have many natural resources, such as fish and oil. Countries want to use these resources, and they do not want other countries to use them. There is an international law that says that a country may use the natural resources within 124.3 miles (200 kilometers) of its shore. Other countries may not use them. However, no country controls the ocean or its resources more than 124.3 miles from its shore. (See Figure 1.2.)
- 5 What about the air near a country's border? Can a country control that, too? The international law about the air around a country is the same as the law about the ocean. Every country controls the airspace within 13.8 miles of its borders. A plane must request permission to fly in that space. International laws like this are another way to control national borders.

**Figure 1.2**

The Area in the Ocean that a Country Controls

**WHILE YOU READ 4**

Look in the rest of this sentence for a definition of *shore*. Highlight it.

## Reading Skill Development

### Main Idea Check

The main idea of a reading is what the whole reading is about.

#### Which sentence gives the main idea of Reading 1?

- a Long ago there were no physical or political borders.
- b There are different laws about borders on the land, in the ocean, and in the air.
- c Borders help governments control who and what comes into a country.
- d If two countries cannot decide on their borders, they often go to war.

### A Closer Look

Look back at Reading 1 to answer the following questions.

- 1 A river can be a physical border. **True or False?** (Par. 1)
- 2 How did many of the borders in North Africa begin? (Par. 2)
  - a The borders followed the rivers, which are very straight.
  - b The borders were physical features.
  - c The Europeans who controlled North Africa decided on the borders.
  - d North African countries decided on their borders when they became independent.
- 3 What are fish and oil examples of? (Par. 4)
  - a Products that you must pay tax on
  - b Products that cross borders
  - c Physical features
  - d Natural resources
- 4 Match the beginning of a sentence in Column A with its correct ending in Column B. (Pars. 4 and 5)

#### Column A

- \_\_\_\_\_ 1 No country controls the water that is
- \_\_\_\_\_ 2 Each country owns the ocean
- \_\_\_\_\_ 3 Every country controls the airspace that is
- \_\_\_\_\_ 4 Every country controls natural resources that are

#### Column B

- a within 13.8 miles of the shore.
- b within 124.3 miles of the shore.
- c more than 124.3 miles from the shore.
- d within 13.8 miles of the border.



- 5 According to the whole reading, why do governments want to control their borders?  
Circle four answers.
- a They want to know who is entering the country.
  - b They want to know who is leaving the county.
  - c They want to know what is entering the country.
  - d They want to collect taxes.
  - e They don't want other countries to use their natural resources.

## Skill Review

In Skills and Strategies 1, you learned several strategies to help you figure out the meaning of new words. You were told to look for words, phrases, and punctuation that signal a definition. You were also told that sometimes you may find the word defined in a sentence that follows.

- A** Find the words and phrases in the left-hand column of the chart in Reading 1. Put a check (✓) next to the type of clue the writer gave in the text to help readers understand the meanings.

WORD OR PHRASE	OR	THAT IS + DEFINITION IN OTHER WORDS + DEFINITION	PUNCTUATION	DEFINITION IN A SENTENCE THAT FOLLOWS
physical border (n) Par. 1				
political borders (n) Par. 2				
check (v) Par. 3				
tax (n) Par. 3				
shore (n) Par. 4				

- B** Work with a partner and define the words in the chart. Explain where you found the definitions.

## Vocabulary Development

### Definitions

Find the words in Reading 1 that complete the following definitions.

- 1 Something that you can see or touch is \_\_\_\_\_. (*adj*) Par. 1
- 2 \_\_\_\_\_ are an important part of something and are easy to notice.  
(*n pl*) Par. 1
- 3 A/An \_\_\_\_\_ line is the closest distance from one place to another place.  
(*adj*) Par. 2
- 4 To \_\_\_\_\_ something is to have power over it. (*v*) Par. 3
- 5 A person who has government responsibility is a/an \_\_\_\_\_. (*n pl*) Par. 3
- 6 \_\_\_\_\_ are valuable things that belong to a person, group, or country.  
(*n pl*) Par. 4
- 7 The air or sky above a country is its \_\_\_\_\_. (*n*) Par. 5
- 8 If you allow people to do something, you give them \_\_\_\_\_ to do it.  
(*n*) Par. 5

### Synonyms

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

area	checked	freely	shore
borders	cross	requested	tax

- 1 The officials (looked over) \_\_\_\_\_ the travelers' papers.
- 2 There is a/an (place) \_\_\_\_\_ in the store where children can play while their parents shop.
- 3 The children picked up rocks as they walked along the (land by the ocean) \_\_\_\_\_.
- 4 The student (asked) \_\_\_\_\_ permission to take the test on a different day.
- 5 You should always look in both directions before you (go to the other side of) \_\_\_\_\_ the street.
- 6 In some countries people cannot move around (easily) \_\_\_\_\_. They must ask permission to go from one city to another.
- 7 Some countries have had wars about their (lines between countries) \_\_\_\_\_.
- 8 In many cities, you must pay a/an (money for the government) \_\_\_\_\_ on cigarettes.