



## CROSSING BORDERS

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### SKILLS AND STRATEGIES

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

# 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* = \_\_\_\_\_

## 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.

# 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**

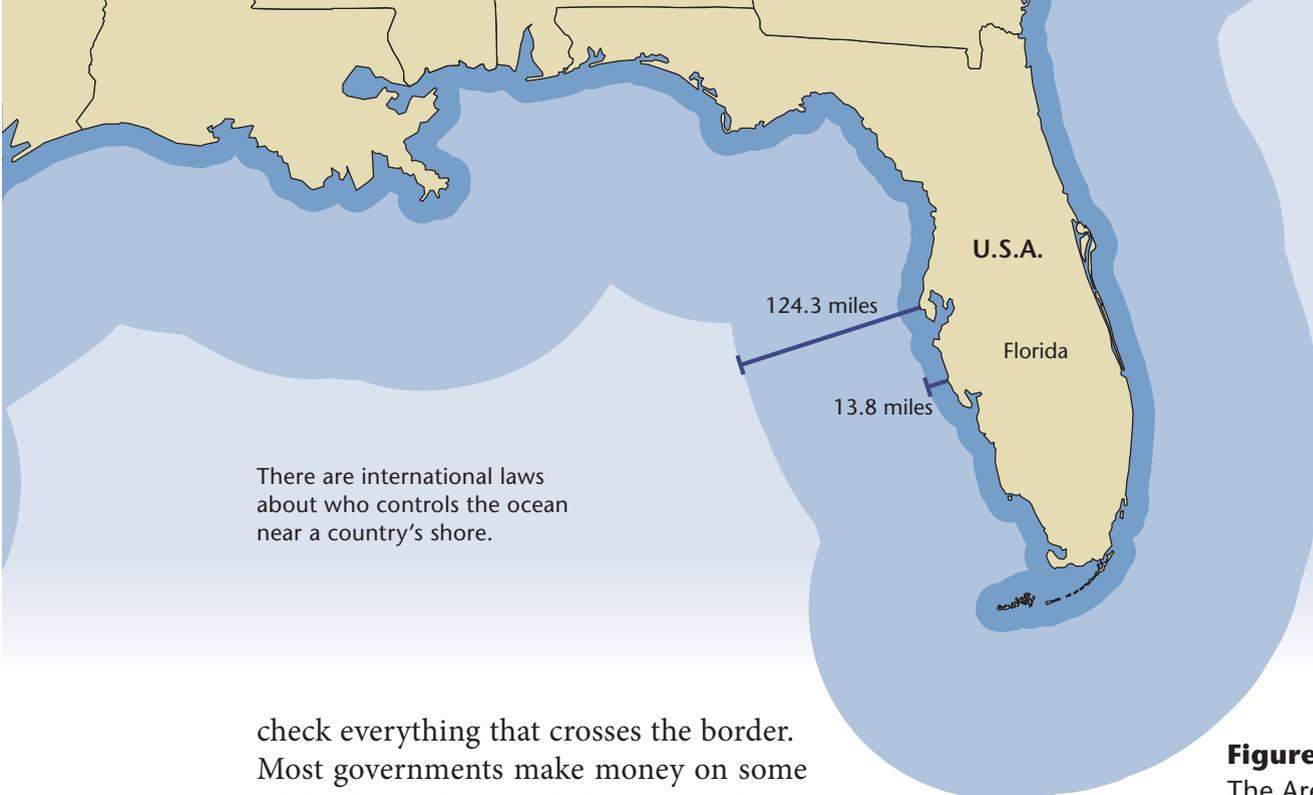
Look in the third sentence for a definition of *political border*. Highlight it.

**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





**Figure 1.2**  
The Area in the Ocean that a Country Controls

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.

**WHILE YOU READ 4**

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

## 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.

## 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.

## Critical Thinking

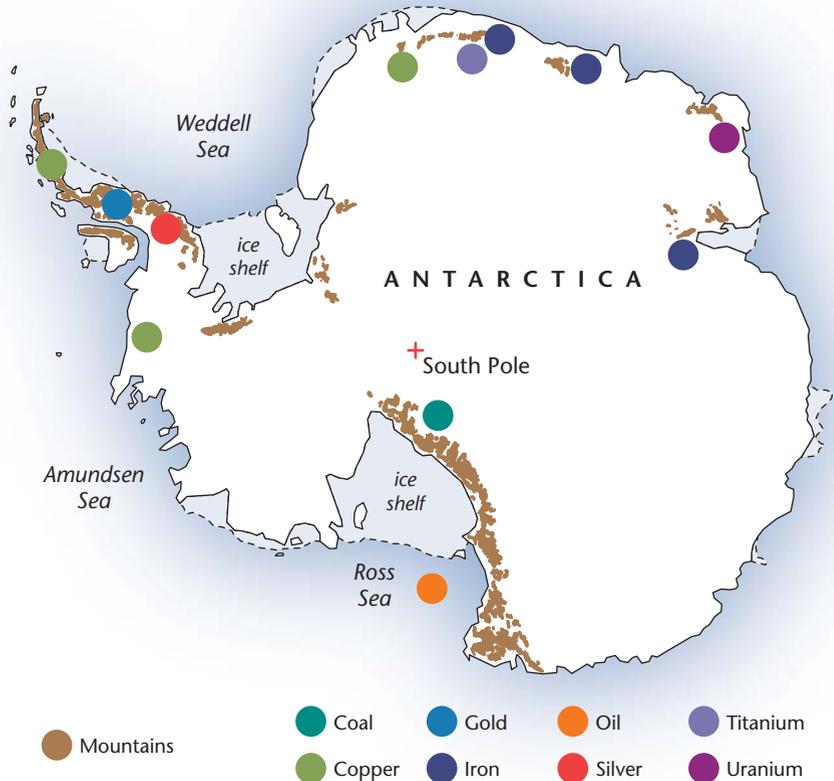
In Reading 1, you learned that most countries today have national borders. However, there is one place in the world that still has no national borders – Antarctica. Antarctica has many natural resources. Perhaps in the future, the most powerful countries at the time may want to divide up Antarctica and divide up its resources.

### APPLYING INFORMATION

You use critical thinking skills when you apply information you have just learned to new situations.

**A** Work in small groups. Imagine it is the future – the year 2200. You have been sent by the four most powerful countries in the world (decide which countries these will be) to help divide Antarctica into physical borders. Decide where the borders should go. Draw lines on the map.

**B** Explain your group's decision to the other groups in your class.



## Research

Find a map of your own country or a country you know well. Study the borders. Look for any physical borders, like mountains or rivers. Find answers to the following questions.

- Which countries share a border with the country you chose to research?
- Are there any physical borders? What are they?
- What is the history of the borders?

## Writing

Write a short description of the borders in the country you researched.

## Connecting to the Topic

Discuss the following questions with a partner.

- 1 Where are some famous border walls? Think about the past and more recent times.
- 2 Why do you think countries built walls on their borders in the past?
- 3 Why do you think countries build walls on their borders today?

## Previewing and Predicting

Reading the title and the first few sentences of a reading can give you a good idea of what the whole reading will be about.

**A** Read the first four sentences of Reading 2 below and the title of the reading on page 13.

Today, most national borders are lines on a map. Two countries agree on the line between them. However, in the past, some countries had walls or fences on their borders. Walls had several purposes.

**B** After reading the title and the four sentences, what do you think this reading will be about? Circle four answers.

- a Border walls that were built a long time ago
- b Famous walls
- c How to build a strong border wall
- d The reason that countries build walls at their borders
- e Walls that are at the border of some countries today
- f Walls that protect homes

**C** 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.

# Walls as Borders

- 1 Today, most national borders are lines on a map. Two countries agree on the line between them. However, in the past, some countries had walls or fences on their borders. Walls had several purposes. They helped prevent invasions, that is, the arrival of enemies. Walls were also a good way to make money. There were often only a few entrances in a wall. People had to pay taxes when they went through these entrances. In more **recent** times, walls also have had other purposes. These days, some walls prevent people from leaving their country. Other walls stop people from entering a country. These people are often looking for jobs and are hoping for a better life on the other side of the wall.
- 2 Two of the most famous walls in history are the Great Wall of China and Hadrian's Wall. The Great Wall of China is 5,500 miles (8,850 kilometers) long and more than 29.5 feet (9 meters) wide in some places. The Chinese built it to stop invaders from entering China. Along the top of the wall, there were thousands of **guards**. These guards were men who could see anyone who came near the wall. In England, the Romans built Hadrian's Wall in the second century CE. Like the Great Wall of China, its major purpose was also to stop invaders. However, that was not its only purpose. The other reason was money: People had to pay a tax to the Romans when they came through Hadrian's Wall.
- 3 The most famous wall in recent history was the Berlin Wall. After World War II, East and West Germany became separate, that is, they became two different countries. The Soviet Union controlled East Germany and the eastern part of Berlin. At first, people could still travel between East and West Berlin. However, the Soviet Union wanted to stop this, so in 1961, it built the Berlin Wall. The purpose of this wall was not to stop invaders or get money from taxes. It was

## WHILE YOU READ 1

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

## WHILE YOU READ 2

Look in the next sentence to help you guess the meaning of *guards*. What do guards do?  
a) Keep people safe  
b) Build walls

The Great Wall of China stopped invaders from entering China.



to prevent the people of East Berlin from leaving. On August 13, 1961, all travel between East and West Berlin suddenly stopped. No one could cross the border. Some people tried to climb over the wall, but this was dangerous. East German guards shot some of these people. More than 100 people were killed trying to cross the border before the Berlin Wall came down in 1989.



A guard at the Berlin Wall prevents people from crossing the border.

4 Today, the newest walls are electronic. For example, many people attempt to enter the United States from Mexico without permission every year. Many of these people are searching for jobs in the United States. The United States has tried to stop them with fences and walls at the border. However, the border is very long, and in some places there are no physical walls or fences. In some of those places, the government wants to build an electronic fence. An **electronic fence** is a group of computers and cameras that can tell the guards when people are crossing the border, so the guards can stop them.

**WHILE YOU READ 3**

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

5 There are still walls and fences in many countries around the world. They are often in places where there are wars or other problems. Walls and fences **divide** people. Often people with more money and easier lives are on one side. Poorer people with more difficult lives are on the other side. However, walls and fences cannot always prevent people from crossing the border. The fence at the Mexican border does not stop a lot of people. Government officials believe that half a million people enter the United States from Mexico without permission every year. People who want a better life will continue to try to cross borders.

**WHILE YOU READ 4**

Find clues in the next two sentences for a definition of *divide*. Highlight the clues.



People cross into the United States without permission every day.

## Main Idea Check

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

### Which sentence gives the main idea of Reading 2?

- a Walls can stop people from entering a country.
- b Walls and fences help governments make money and keep people safe.
- c The most famous walls in history are the Great Wall of China and the Berlin Wall.
- d In the past and today, walls at borders have had different purposes.

## A Closer Look

Look back at Reading 2 to answer the following questions.

- 1 Which of the following is *not* a purpose for a wall on a border? (Par. 1)
  - a Walls can give people a better life.
  - b Walls stop enemies from entering the country.
  - c Walls stop people from leaving the country.
  - d Walls help the government collect money from people when they enter the country.
- 2 Hadrian's Wall protected China in the second century CE. **True or False?** (Par. 2)
- 3 Which of the following statements is correct? Circle two answers. (Par. 3)
  - a East German guards killed some people who tried to climb over the wall.
  - b The Soviet Union killed some Germans who tried to enter East Berlin.
  - c The wall stopped invaders from the Soviet Union.
  - d The purpose of the wall was to stop travel between East and West Berlin.
  - e The Berlin Wall was built during World War II.
- 4 What is the main reason why many people try to enter the United States from Mexico when they do not have permission? (Par. 4)
  - a They don't like living in Mexico.
  - b They think the wall is unfair.
  - c They don't want to pay taxes in Mexico.
  - d They want to find jobs in the United States.
- 5 Which of the following will you find at an electronic fence? Circle two answers. (Par. 4)
  - a Cameras
  - b Guns
  - c Metal wires
  - d Computers
  - e Lights

- 6 Match the name of the wall in the left column to the purpose of the wall in the right column. One wall has two purposes.

Wall	Purpose
___ 1 The Great Wall of China	a to stop people from leaving
___ 2 Hadrian's Wall	b to stop people from entering without permission
___ 3 The Berlin Wall	c to stop enemy invaders
___ 4 Fences on the Mexico-United States border	d to make money from taxes

## Skill Review

In Skills and Strategies 1, you learned that different clues can help you figure out the meaning of new words. You also learned that sometimes you need to look in a sentence after the new word to find its meaning.

- A** The sentences with the words in **bold** are from Reading 2. Which sentences have clues that signal the meaning of the words in **bold**? Which sentences give the definition in the next sentence without a clue? Choose the correct answer.

- 1 They helped prevent **invasions**, that is, the arrival of enemies. Walls were also a good way to make money.  
a First sentence has a clue  
b Second sentence has a definition
- 2 However, that was the not its only **purpose**. The other reason was money.  
a First sentence has a clue  
b Second sentence has a definition
- 3 After World War II, East and West Germany became **separate**, that is, they became two different countries. The Soviet Union controlled East Germany and the eastern part of Berlin.  
a First sentence has a clue  
b Second sentence has a definition
- 4 East German guards **shot** some of these people. More than 100 people were killed trying to cross the border before the Berlin Wall came down in 1989.  
a First sentence has a clue  
b Second sentence has a definition

- B** Highlight the definition for each word in **bold** in **A** above.

## Definitions

Find the words in Reading 2 that complete the following definitions.

- 1 To \_\_\_\_\_ about something is to think the same thing about it. (v) Par. 1
- 2 \_\_\_\_\_ are walls made of metal or wood. (n pl) Par. 1
- 3 \_\_\_\_\_ things are more than two things. (adj) Par. 1
- 4 People who work against other people and try to hurt them are \_\_\_\_\_. (n pl) Par. 1
- 5 Something that happened a short time ago is \_\_\_\_\_. (adj) Par. 1
- 6 To \_\_\_\_\_ something is to stop it from happening. (v) Par. 3
- 7 When something happens very quickly, it happens \_\_\_\_\_. (adv) Par. 3
- 8 Machines that use computers or parts of computers are \_\_\_\_\_. (adj) Par. 4

## Words in Context

Complete the sentences with words from Reading 2 in the box below.

attempt	entrance	invasion	purpose
divide	guards	major	searched

- 1 The \_\_\_\_\_ stood at the door and stopped the people from entering.
- 2 Dogs \_\_\_\_\_ for the man who was lost in the mountains.
- 3 The \_\_\_\_\_ of the new machine is to make our work easier.
- 4 There was a/an \_\_\_\_\_ by an army of 20,000 men.
- 5 Mountains \_\_\_\_\_ the country into two parts.
- 6 She stood at the \_\_\_\_\_ of her house and said hello to her friends when they arrived.
- 7 The teacher explained the two \_\_\_\_\_ causes of the war.
- 8 Travelers should not \_\_\_\_\_ to climb mountains during the winter.

## Critical Thinking

In Reading 2 the writer claims that people cross borders “hoping for a better life.”

**A** Look at these paintings of people climbing over walls and fences. They are on a fence that is on the border between Mexico and the United States. (In the third picture, the word *AMOR* means *love*.) How do these paintings illustrate the writer’s claim?



Source: Mark Ehrman *Borders and Barriers*

### CLARIFYING CONCEPTS

Critical thinking includes exploring an idea in a text by thinking about how it would fit in a different context.

**B** Work in a small group and answer the following questions.

- 1 Do you think people hoping for a better life should be allowed to enter another country?
- 2 Do you think they can be prevented from doing so? How?

## Research

Find out if there are any fences or walls on the border of your country or a country that you know well. Find answers to the following questions.

- What is the purpose of the wall or fence?
- When was it built?
- How successful has it been?

## Writing

Write a short summary of your research. Describe the wall or fence and its history.

# Finding the Topic of a Paragraph

Most paragraphs have one topic. The topic is the general subject of the paragraph. It is what the paragraph is about. Usually you can find the topic at the beginning of the paragraph. Sometimes, however, you will have to read the whole paragraph to find the topic. Finding the topic of a paragraph is an important reading skill.

## Examples & Explanations

Today people cross national borders much more often than they did 100 years ago. Cars and planes help us move easily from one country to another. You can get on a plane and a few hours later arrive in another country on the other side of the world.

The topic is often at the beginning of the paragraph. In this paragraph, the topic is *crossing national borders*.

However, this easy movement can also cause problems. The spread of disease is the most serious problem. When people move around the world, diseases sometimes move with them. As a result, at many borders, government officials check to see if travelers are sick. Sick travelers may have to see a doctor or take some medicine before they can enter the country.

The topic is not always in the first sentence. The first sentence in this paragraph says there are problems, but the second sentence gives the topic: *the spread of disease*. In addition, many of the words in this paragraph, such as *sick*, *doctor*, and *medicine*, give clues to the topic. These words can help you understand that the topic is *the spread of disease*.

One example of this is SARS. In 2003, this serious disease appeared in China. It spread quickly around Asia and to Canada. More than 8,000 people became sick and more than 700 people died. Government officials at borders around the world checked travelers, especially from China and Canada, to see if they were sick. Travelers with SARS were prevented from entering the country.

The topics of the first two paragraphs are *crossing borders* and *disease*. In this paragraph, there are a lot of specific details about one disease. The topic of this paragraph is *the spread of a disease called SARS*.

## Strategies

These strategies will help you find the topic of a paragraph while you read.

- As you read the paragraph, ask yourself: *What is this paragraph about?*
- Pay attention to the first sentence. It often gives the topic of the paragraph.
- Look for words and phrases that are all connected to the same topic. They can help you figure out the topic of the whole paragraph.

## Skill Practice 1

Read the following paragraphs. Then look at the four possible topic choices for the paragraph. Circle the best choice. Discuss your answers with a partner.

- 1 In the early 1800s, many people came to the United States from different countries. These people are called immigrants. The United States wanted immigrants to come to work on farms and in factories. The government did not check the immigrants' health. In the 1880s, the number of immigrants increased quickly. The government began to worry about diseases. It worried that the immigrants were bringing diseases.

**Topic:**

- a The history of immigration
  - b Health and immigration
  - c Immigrant workers
  - d Health in the United States
- 2 In 1891, the government began to check the health of all immigrants. There were doctors and hospitals at the border. The largest number of immigrants – about 70 percent of them – came through New York, so the largest hospital was there. The doctors looked for two kinds of diseases. The first were dangerous diseases that might spread from one person to another. The second were diseases that might prevent the person from working. The government only wanted immigrants who were healthy enough to work hard.

**Topic:**

- a Immigrants in New York
- b Checking immigrants' health
- c Dangerous diseases
- d Government doctors on the U.S. border

- 3 If immigrants had either of these kinds of diseases, they could not enter the country. If the doctors believed that the people would get better, they sent them to a hospital. They stayed in the hospital until they were healthy again. Their friends and families had to wait for them. If the doctors believed the immigrants would not get better, sometimes they sent them back to their countries.

**Topic:**

- a Immigrants with diseases
- b Immigrant families
- c Two diseases
- d Immigration and immigrants

## Skill Practice 2

**Read the following paragraphs. After each paragraph, stop and think about the topic. Then write the topic on the blank line.**

- 1 Computer chips are very small, but they can store a lot of information. Many credit cards and passports have computer chips inside of them. These are called *smart cards*. Look at a credit card. It may have a black line on the back. Computers can read this black line. It tells the computer a lot of important information.

**Topic:** \_\_\_\_\_

- 2 Many people use passwords. A password is a secret number, word, or group of letters and numbers. You may use a password to get into your computer, your bank, or the school library. You should never use your telephone number or birthday as your password because other people may know them. You should also choose different passwords for different purposes. Have you ever forgotten a password? When people have a lot of different passwords, they sometimes forget them.

**Topic:** \_\_\_\_\_

- 3 People often worry about their pet dogs and cats. They worry that their pet will run away or get lost. How will they be able to find their pet? Some pets wear something around their necks that has information about them. For example, the information might give the pet's name and address. What happens if the pet loses this information? The pet may never come home. Because some people worry about this, they put a computer chip under their pet's skin. The chip has the information about the pet. If someone finds the pet, a computer can read the information on the chip. This helps the dog or cat return home.

**Topic:** \_\_\_\_\_

## Connecting to the Topic

Discuss the following questions with a partner.

- 1 What usually happens when people cross a border into a different country? Do they have to show anything to the officials at the border? Do they have to answer any questions? Can they take what they want with them over the border?
- 2 Have you or someone you know ever had an unusual experience crossing a border? What happened?

## Previewing and Predicting

When you preview a reading, look to see if it has sections. Also, look to see if the sections have headings. Read the headings and think about why the writer divided the reading in this way.

**A** Read the section headings in Reading 3. Decide what you will read about in each section. Then write the number of the section (I–III) next to the topic that best describes it.

SECTION	TOPIC
	Using fingerprints to identify people as they cross the border
	How our grandchildren may go from country to country
	Using eyes to identify people as they cross the border
	Passports
	Documents you may need to enter different countries

**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.

# Border Control

## I. Documents at the Border

- 1 What happens when you cross a national border? The answer is not the same in every country. When you enter most countries, you need a **passport** – a document that governments give to their citizens that allows them to travel to other countries. Passports include important information such as name, birth date, and birthplace. Most passports also include a photograph. When you enter most countries, you must show a passport. However, this is not true for many countries in Europe. When Europeans cross a national border between most countries in the European Union, they do not need to show a passport.
- 2 A passport is not the only type of travel document. A visa is another important travel document. Many countries require travelers to have a visa when they enter. The type of visa depends on which country you come from and the reason for your visit. There are several types of visas. If you go for a brief visit, you may need a tourist visa. If you want to study, you need a student visa. If you want to find a job in the country, **you probably need a business or work visa**.



### WHILE YOU READ 1

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

### WHILE YOU READ 2

What is the topic of paragraph 2? Highlight the word or words that name the topic.

## II. New Technology at the Border

- 3 Government officials at national borders look very carefully at passports and visas. They want to be sure that the people who are entering the country are not dangerous. They use technology to help them decide who may enter the country. For example, when travelers enter the country, officials at the border check their computers for important information about these travelers. They can check if travelers have been in the country before and if they have done anything wrong. Officials also examine the traveler's documents to see if they are real. Some people try to cross the border without permission. They use fake passports or visas. Officials at the border can use computer technology to check whether these documents are real or fake.

4 Technology has been helpful in other ways, too. In the second half of the twentieth century, passports were the major form of identification for travelers. Now there are new forms of identification that use technology. One example is a machine that can read fingerprints. When travelers enter the country, they put their fingers on a machine that **scans** them. In other words, the machine takes a picture of the fingerprints and saves the picture in a computer. It can also send the picture to government officials who are far from the border. Those officials can compare the picture to fingerprints of many other people. If the traveler's fingerprints are the same as fingerprints of a dangerous person, the traveler may not enter the country. This technology is now in use at many airports all over the world.

5 One person's fingerprints are different from another person's fingerprints. Therefore, many countries use fingerprints as a good form of identification. However, it is possible to trick the machines that scan them. In 2008, a woman at a Japanese airport put tape on her fingers. The tape had another person's fingerprints on it, so she was able to enter Japan without permission.

6 As a result of these problems, some airports are using another part of the body for identification – **the iris**. The iris is the colored part of the eye. New machines can scan travelers' irises and save the pictures. Several airports are already using this technology, including airports in London and Qatar. Irises work better than fingerprints for identification. The iris has hundreds of very small lines in it. These lines are **unique**. In other words, everyone's iris is different. Even twins have different irises. These new forms of technology have another advantage. They are fast. This makes lines at airports and borders shorter and helps travelers move more quickly.



An iris



A fingerprint

#### WHILE YOU READ 3

Find a clue in the next sentence that signals a definition of *scan*. Highlight the clue and the definition.

#### WHILE YOU READ 4

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

#### WHILE YOU READ 5

Find a clue in the next sentence that signals a definition of *unique*. Highlight the clue and the definition.

### III. Crossing Borders in the Future

7 Passports, visas, fingerprint scans, and iris scans are all forms of identification that governments can use today. Sometime in the future, there might be new forms of identification. You will not need paper documents. You may not need to scan your fingers or eyes. You

will store all of your important information on a computer chip. This computer chip will be inside a small card, or perhaps under your skin. Computers will quickly read, save, and send the information on the card when you **cross the border**.

- 8 Long ago, there were no national borders. People moved around freely. They moved to find food or somewhere to live. They did not think about borders or documents. Some people believe that in the future, national borders will become less important. Some borders may disappear. People will move freely again. They will travel quickly and easily around the world for education, for work, or simply to see new places.

WHILE YOU READ 6

What is the topic of paragraph 7? Highlight the words that name the topic.



New technology will help travelers cross borders more quickly in the future.

## Main Idea Check

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

**Which sentence gives the main idea of Reading 3?**

- a Paper documents are not important anymore.
- b It is important to have correct documents when you cross a national border.
- c In the future, there will be no national borders.
- d The way that officials check travelers at the borders is changing.

## A Closer Look

Look back at Reading 3 to answer the following questions.

- 1 Which of the following is *not* information on most passports? (Par. 1)
  - a Birth date
  - b Birthplace
  - c Name
  - d Address
  - e Photograph
- 2 If you want to visit a country for one week, what kind of visa will you probably need? (Par. 2)
  - a A student visa
  - b A business visa
  - c A traveler's visa
  - d A tourist visa
- 3 According to section II, how has technology helped government officials? Circle three answers.
  - a Computers can check if travelers have done anything wrong.
  - b Machines can scan travelers' eyes.
  - c Computers can make fake documents.
  - d Computers can tape travelers' fingerprints.
  - e Machines can scan travelers' fingerprints.
- 4 What happens if computers show that a traveler's fingerprints are the same as fingerprints of a dangerous person? (Par. 4)
  - a The traveler needs a new passport.
  - b The traveler must have an iris scan.
  - c The traveler may not enter the country.
  - d The traveler must give his passport to officials at the border.
- 5 How did the woman at the Japanese airport trick the fingerprint scanner? (Par. 5)
  - a Her fingerprints were not on her passport.
  - b She used a fake passport.
  - c She taped another person's fingerprints onto her fingers.
  - d She used the iris scanner instead of the fingerprint scanner.

- 6 Twins have the same lines in their irises. **True or False?** (Par. 6)
- 7 Reread paragraphs 5 and 6. What are three reasons why iris scanners may be better than fingerprint scanners?
- a Iris records are easier to store on computers.
  - b They are harder to trick.
  - c They are faster.
  - d They are cheaper.
  - e Irises are unique; fingerprints are not.
- 8 According to paragraph 7, what might be the next step in technology at borders? (Par. 7)
- a Borders will disappear.
  - b People will store all their information on a computer chip.
  - c People will move freely everywhere.
  - d Passports will disappear.

## Skill Review

In Skills and Strategies 2, you learned that every paragraph has a topic. You also learned that it is an important reading skill to be able to identify what the topic of a paragraph is.

**A** Look back in Reading 3, and then match the topic of paragraphs 1–7 (note that the concluding paragraph 8 is not included) to the list below. Write the number of the correct paragraph on the blank line. Three items in the list will not be used.

- 1 \_\_\_\_ Checking documents
- 2 \_\_\_\_ Forms of identification in the future
- 3 \_\_\_\_ Passports
- 4 \_\_\_\_ Countries without border checks
- 5 \_\_\_\_ Fingerprint scanning
- 6 \_\_\_\_ Visas
- 7 \_\_\_\_ Border officials
- 8 \_\_\_\_ Someone who tricked the fingerprint scanner
- 9 \_\_\_\_ Long lines at the border
- 10 \_\_\_\_ Iris scanning

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

## Definitions

Find the words in Reading 3 that complete the following definitions.

- 1 A/An \_\_\_\_\_ is an official piece of paper. (*n*) Par. 1
- 2 Your \_\_\_\_\_ is a card or piece of paper that says who you are. (*n*) Par. 4
- 3 To \_\_\_\_\_ is to make someone believe something that is not true.  
(*v*) Par. 5
- 4 If something is \_\_\_\_\_ there is nothing else that is like it. (*adj*) Par. 6
- 5 Two brothers, two sisters, or a brother and a sister who are born at the same time are \_\_\_\_\_. (*n pl*) Par. 6
- 6 A/An \_\_\_\_\_ is something that gives you a better chance of success.  
(*n*) Par. 6
- 7 To \_\_\_\_\_ is to keep something to look at or use in the future. (*v*) Par. 7
- 8 When things \_\_\_\_\_ people can no longer see them. (*v*) Par. 8

## Words in Context

Complete the passages with words from Reading 3 in the box below.

brief	depends on	fake	technology
citizens	examine	requires	tourists

- 1 When you arrive at an airport in a different country, often you must wait in line to enter the country. There are usually two lines. The first is for \_\_\_\_\_, that is, people who live in that country. The second line is for \_\_\_\_\_, who are visiting the country, as well as students and people who have come for business reasons. Sometimes you have to wait a long time, but if you are lucky, your wait will be \_\_\_\_\_. This \_\_\_\_\_ the number of planes that land at the same time.
- 2 Travel to another country usually \_\_\_\_\_ a passport. Today's passports use new computer \_\_\_\_\_. If you \_\_\_\_\_ a passport very carefully, you will see very thin lines. These lines have information that a computer can read. The computer uses this information to tell if the passport is real or if it is \_\_\_\_\_.

## Academic Word List

The following are Academic Word List words from all the readings in Unit 1. Use these words to complete the sentences. (For more on the Academic Word List, see page 260.)

areas ( <i>n</i> )	features ( <i>n</i> )	major ( <i>adj</i> )	requires ( <i>v</i> )	technology ( <i>n</i> )
documents ( <i>n</i> )	identification ( <i>n</i> )	physical ( <i>adj</i> )	resources ( <i>n</i> )	unique ( <i>adj</i> )

- 1 She put important \_\_\_\_\_, such as her passport, under her bed.
- 2 The country's most important natural \_\_\_\_\_ are oil, gas, and gold.
- 3 \_\_\_\_\_, especially the use of computers, has changed many things in business, government, and education.
- 4 A trip to Antarctica \_\_\_\_\_ a lot of warm clothes.
- 5 Scientists said the fish was \_\_\_\_\_. It was the only one in the world.
- 6 There were different \_\_\_\_\_ in the classroom. Some were for quiet work, and others were for discussion.
- 7 All citizens must carry a/an \_\_\_\_\_ card when they leave the country.
- 8 One of the most famous \_\_\_\_\_ of Egypt is the Nile River.
- 9 During the twentieth century, there were several \_\_\_\_\_ wars.
- 10 As children grow, their \_\_\_\_\_ abilities increase. They can run, jump, and throw things.

## Critical Thinking

In Reading 3, the writer says that in the future, there will be powerful technology at borders, borders will become easier to cross, and one day, borders may even disappear.

**A** Work with a partner and decide if there is enough information to support the writer's point by answering the following questions. Give reasons for your answers, and take notes on your discussion.

- 1 Does the writer explain what type of powerful technology there might be at the borders in the future? What type do you imagine there will be?
- 2 Does the writer explain why it will become easier to cross borders in the future? Do you think it will become easier to cross borders in the future or more difficult?
- 3 Does the writer explain why borders might disappear in the future? Do you think there will be a time in the future when borders disappear?

**B** Work with another pair of students. Compare your answers and the reasons you gave for your answers.

### EVALUATING INFORMATION

Critical thinkers ask themselves if there is enough information to support the points a writer makes in a text.

## Research

Find out about border control in your country or a country that you know well. Find answers to the following questions.

- Who needs a visa to visit this country?
- Do citizens of the country need a visa to visit other countries?
- What sort of technology is used at the borders of the country?

## Writing

Write a short summary of your research. Describe border control in the country you researched.

### Improving Your Reading Speed

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

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

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

## PRONOUN CONNECTORS

Writers use pronouns to connect words and ideas within and across sentences. Pronouns make the writing shorter and less repetitive. However, pronouns give the reader extra work to do because the reader has to find the words and ideas that the pronouns refer to.

Some common pronouns are

*he she it they this that these those*

When you see a pronoun, ask yourself: *What does this pronoun refer to?*

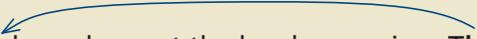
In the following example, the pronoun is in **bold**, and the noun it refers to is underlined. The arrow shows the connection.

Government officials work at the border. **They** check all passports.



In the next example, the pronoun is in **bold**, and the idea it refers to is underlined. The arrow shows that the pronoun refers to the whole idea in the first sentence.

There was a long line of trucks and cars at the border crossing. **This** delayed the tour bus for 3 hours.



### Exercise 1

Read the following groups of sentences. Highlight the pronoun in the second sentence in each group. Underline the noun or ideas the pronoun refers to. Draw an arrow from the pronoun to the underlined items. The first one has been done for you.

- 1 I gave my passport to the official. **He** examined the photo carefully.
- 2 Everyone is required to show some kind of identification. The guard at the entrance will ask for it.
- 3 All the documents are electronic. They are stored on one computer.
- 4 There were three attempts to guess the password. They all failed.
- 5 Each person's iris is unique. That is the reason irises are good forms of identification.
- 6 There were separate lines for visitors and citizens. This made it faster for citizens to come back into the country.

## Exercise 2

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

1 The fence along the border prevents people from entering. \_\_\_ \_\_\_ \_\_\_

**A** These help officials see if anyone is trying to come across the fence at night.

**B** It is very high and has a lot of lights.

**C** That is the time when most people try to cross the border without permission.

2 All Americans need to know about recent changes at the Mexican border.  
\_\_\_ \_\_\_ \_\_\_

**A** They began in January.

**B** The most important change affects American tourists.

**C** They now have to show passports as identification instead of drivers' licenses.

3 Tourists should check the government website before they travel. \_\_\_ \_\_\_ \_\_\_

**A** These could make travel in those countries difficult for foreign citizens.

**B** This helps people understand when there are dangerous political situations.

**C** It has information about safety in different countries.

4 The invasion was a complete surprise. \_\_\_ \_\_\_ \_\_\_

**A** Enemy soldiers crossed the border at night.

**B** They took control of the major city.

**C** It happened suddenly, with no warning.

5 The information is stored on a computer chip in your passport. \_\_\_ \_\_\_ \_\_\_

**A** They worry that someone with the right technology can steal the information.

**B** A computer can then scan it when you go through customs.

**C** Some people don't like this.