

Making CONNECTIONS

MAKING CONNECTIONS 1 is a low intermediate academic reading and vocabulary skills book. It is intended for students who need to improve their strategic reading skills and build their academic vocabulary.

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

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Each unit begins with an in-depth study of key skills and strategies for reading academic texts, helping students to learn how and when to use them.

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.

Students learn strategies for approaching academic texts and skills for consciously applying the strategies.

SKILLS AND STRATEGIES 1 • 3

WHAT'S NEW

- Critical thinking skills
- More recycling of skills and strategies
- Study of the Academic Word List
- Updated readings
- Enhanced unit navigation

Before You Read

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.

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Predicting the content of a text is critical for reading college books, and students practice this skill extensively before beginning each reading.

READING 2

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.

Each unit contains 3 readings, providing students with multiple opportunities to practice applying the skills and strategies.

Students learn how to use the skills and strategies by applying them to each text while they read it.



READING 2 • 13

FROM THE SERIES AUTHORS

“Reading is an interactive process, in which readers use their knowledge of language, text organization, and the world to understand what they read.”

“Reading is goal-oriented and strategic; good academic readers know when to use the right reading skills.”

Students continually review the skills and strategies, helping them build up a valuable set of tools for reading academic texts.

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.

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

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

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Vocabulary Development

Definitions

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

- A / An _____ is an official piece of paper. (n) Par. 1
- Your _____ is the part of a country that is far from the capital. (n) Par. 2
- To _____ is to give someone a job. (v) Par. 3
- If some _____ are _____, they are not very important. (n) Par. 4
- Two _____ are _____ in the same way. (n) Par. 5
- A / An _____ is a person who works for a government. (n) Par. 6
- To _____ is to give someone a job. (v) Par. 7
- When _____, you are not very important. (adj) Par. 8

Words in Context

Complete

brief
citizens

- Wh _____ enter _____ is, pec _____ visitin _____ reasor _____ be _____ same _____
- Tr _____ use ne _____ carefu _____ can re _____

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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 (n)	features (n)	major (adj)	requires (v)	technology (n)
documents (n)	identification (n)	physical (adj)	resources (n)	unique (adj)

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

READING 3 • 29

Students expand their vocabularies by studying key words from each reading and academic words from each unit.

THE APPROACH

The *Making Connections* series offers a skills-based approach to academic reading instruction. Throughout each book, students are introduced to a variety of academic reading and vocabulary-building skills, which they then apply to high-interest, thematically-related readings.

Beyond the Reading

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.

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.

EVALUATING INFORMATION

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

Each unit develops students' higher level thinking skills, such as evaluating and synthesizing information.

Students also learn to read more quickly, a valuable skill for extended academic texts.

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.

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The units end with a study of academic connectors, helping students learn how to navigate dense academic text.

MAKING CONNECTIONS

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.

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