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## MAKING CONNECTIONS

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Making CONNECTIONS 3 is a high 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.

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.

Students learn strategies for approaching academic texts and skills for consciously applying the strategies.
WHAT’S NEW

• Critical thinking skills
• More recycling of skills and strategies
• Study of the Academic Word List

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

Connecting to the Topic
Discuss the following questions with a partner:
1. Do you think babies can understand language before they can speak? Why or why not?
2. At what age do you think language learning begins?
3. Think about how you learned your second language. Do you think babies begin
   the process in the same way? Explain your answer.
4. How do people become bilingual (able to speak two languages well)?

Before You Read

Connecting to the Topic
Discuss the following questions with a partner:
1. Do you think babies can understand language before they can speak? Why or why not?
2. At what age do you think language learning begins?
3. Think about how you learned your second language. Do you think babies begin
   the process in the same way? Explain your answer.
4. How do people become bilingual (able to speak two languages well)?

Predicting and Predicting

Reading the title and first sentence of each paragraph is a quick way to predict
what a reading will be about.

Read the title and the first sentence of each paragraph in Reading 1. What do
you think this reading will be about? Put a check (✓) next to the topic or topics that
you think will be included in the reading:

A Research methods in the study of child language learning
B A baby’s first sentences
C Bilingual education
D Early bilingual language learning
E Language learning before birth
F How infants begin to understand the sounds of language

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.

Each unit contains 5 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.

When Does Language Learning Begin?

1. By the time children have reached the age of about five, they have
   accomplished something that few of us give much thought to but is
   actually quite extraordinary: They have learned how to speak their native
   language. They have perfect pronunciation, and they have learned most of
   the grammar necessary to speak and understand their language. Language
   acquisition takes place regardless of whether the children are born into
   educated, prosperous families in a society that uses advanced technology
   or into uneducated, even illiterate, poor families in a developing country.
   It occurs regardless of the disparities in individual children’s intellectual
   abilities or their motivations. It also begins far earlier than scientists
   once thought.

2. This remarkable achievement, which takes place without formal
   teaching, has fascinated scientists for centuries. Once children begin to
   verbalize, with words or simply with sounds, scientists can study the lan-
   guage acquisition process fairly easily. However, the more mysterious part
   of the process takes place before that time, when a baby begins to perceive
   the sounds of language and understand their connection to meaning. How
do babies begin the language acquisition process?

Recent research indicates that this process begins before babies are
even born. From inside the uterus, fetuses cannot hear individual sounds,
but they can perceive the rhythm patterns and tones of the language that
they hear. Once they are born, babies use this fetal auditory experience to
accomplish three crucial tasks. First, they recognize their mother’s voice;
second, they distinguish between language sounds and non-language
sounds; and third, they differentiate between basic contours of their own
language—the rhythm and tone patterns—and those of other languages.
They can do all of these things within days of birth.
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.

Students expand their vocabularies by studying key words from each reading and academic words from each unit.
More information
Frontmatter
Kenneth J. Pakenham, Jo McEntire and Jessica Williams
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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.

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

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

The units end with a study of how writers make connections across sentences, helping students learn how to navigate dense academic text.