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Jo McEntire and Jessica Williams

Frontmatter

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Making CONNECTIONS

Skills and Strategies for Academic Reading



Second Edition

Jo McEntire | Jessica Williams



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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 How do you get your local news? Your national news? Your international news?
- 2 Do your parents get the news the same way you do? How about your grandparents and great-grandparents?
- 3 How did your parents, grandparents, or great-grandparents get the news when they were your age?

Previewing and Predicting

Good readers quickly look over a reading before they begin to read it in depth. This is known as *previewing*. Previewing helps you better understand a reading because it gives you a general idea of what to expect in the reading. One way to do this is to read the title and look at any illustrations and graphic material (pictures, photos, charts, tables, or graphs). Previewing will help you predict what a text will be about.

A Read the title of Reading 1, and look at the photos on pages 7–8. What do you think this reading will be about? Choose the best way to complete the sentence below.

I think this reading will be about ____.

- a the history of news.
- b news on the Internet.
- c famous people in the news.
- d the role of the telegraph in the news.

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.

6 • UNIT 1

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

Each unit contains 4 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 1**The News Media in the Past**

1 The news is not new. Humans have always wanted to know what is happening in the world. Prior to newspapers and television, that is, before the news media of today, people wanted to hear information about events and other people. They wanted to hear local news as well as reports from places far away. A long time ago, information traveled by **word of mouth**. Villagers asked travelers questions about what was happening in other villages. Villagers also used to gather around and listen to men known as **town criers**. These men shouted out news from the town square. This human appetite for news has not changed; however, how people learn about the news has changed dramatically.

2 Before the invention of printing, people wrote newspapers by hand. For example, over 2,000 years ago, the Chinese government employed educated people to write the news. At about the same time, Julius Caesar, the leader of the powerful Roman Empire, put a daily newspaper on the walls of government buildings and public baths. Because most people were **illiterate** in both China and Rome, the governments also paid people to read the news aloud. This meant that ordinary people who could not read could also hear the news.



3 After the invention of the printing press in about 1440, it became possible to print the news. Printed news came out first in brief one-page reports. These early news reports were not very accurate. Writers often invented stories in order to interest readers. German newspapers, for instance, reported stories about the crimes of Count Dracula. Local people were terrified by

There's always been an interest in learning the latest news.

WHILE YOU READ 1
Use context clues in the next two sentences to figure out the definition of *word of mouth*. Highlight the clues.

WHILE YOU READ 2
Use context clues in the next sentence to figure out the definition of *illiterate*. Highlight it.

READING 1 • 7

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.”

Skill Review

In Skills and Strategies 1, you learned that writers often use signal words and phrases that introduce clues to the meaning of words that you may not know. These may be signals of definition, exemplification, contrast, or general knowledge. Recognizing these signals is an important reading skill.

A Look back in Reading 1, and find and highlight the words in the left-hand column of the chart below. Search for signal words and phrases that introduce context clues. Identify the type of context clue for each word, and put a check (✓) in the correct column below. The first one has been done for you.

WORD OR PHRASE	DEFINITION	EXEMPLIFICATION	CONTRAST	GENERAL KNOWLEDGE
prior to (<i>adv</i>) Par. 1	✓			
invention (<i>n</i>) Par. 3				
brief (<i>adj</i>) Par. 3				
spanned (<i>v</i>) Par. 5				
functioning (<i>v</i>) Par. 5				

B Use the type of context clues you chose in step A to figure out the meaning of each word in **bold** below. If you need help, go back and reread the clue sentences that contain the words. Then circle the correct meaning.

- prior to:**
 - a after
 - b while
 - c before
 - d at the same time
- invention:**
 - a a newly designed machine
 - b a printing press
 - c an old machine
 - d printed news
- brief:**
 - a long
 - b complicated
 - c short
 - d difficult
- spanned:**
 - a started
 - b connected
 - c reported
 - d worked
- functioning:**
 - a working properly
 - b not working properly
 - c costing a lot
 - d not costing a lot

10 • UNIT 1

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

Vocabulary Development

Definitions

Find the words in Reading 2 that complete the following definitions. When a verb completes the definition, use the base form, although the verb in the reading may not be in the base form.

- To se
- Whe
- 3
- Small
- The v
- Send
- (*n*) P
- 7
- A/Ar
- 9 Whe
- 10

Word Fan

Word meaning you learn you to

A The from Re are from and learn

B Choose words from following verb ten Use the noun fo

- The s
- 2 Mov and l

18 • UNIT 1

Academic Word List

The following are Academic Word List words from Readings 1 and 2 of this unit. Use these words to complete the sentences. (For more on the Academic Word List, see page 257)

accessible (<i>adj</i>)	dramatically (<i>adv</i>)	global (<i>adj</i>)	negative (<i>adj</i>)	traditional (<i>adj</i>)
access to (<i>n</i>)	focuses on (<i>v</i>)	impact (<i>n</i>)	publish (<i>v</i>)	transmitted (<i>v</i>)

- The report only contained _____ things; it didn't include all the good things.
- The radio had an important _____ on the way people got their news.
- The village in the mountains was not _____ by car.
- The number of people who get their news online has increased _____ since 2000.
- This is a/an _____ business. It has offices on five continents.
- She wore the _____ dress of her country to the party.
- The news often _____ wars and disasters instead of happy things
- Newspapers often _____ photos of celebrities without permission.
- Information is _____ almost instantly by millions of miles of underground cables.
- When I was traveling, I did not have _____ the Internet, so I bought newspapers to keep up with the news.

READING 2 • 19

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

Reading 4 discusses how some journalists have found out information for news stories. The writer explores whether their methods are ethical, that is, whether they are acceptable.

A Read the following statements about what is acceptable for journalists to do or not do. Put a check (✓) in the box that expresses your opinion.

IT IS ACCEPTABLE FOR JOURNALISTS TO . . .	AGREE	STRONGLY AGREE	DISAGREE	STRONGLY DISAGREE
listen to private phone calls in order to find out about survivors from a serious crime.				
lie in order to discover the truth about airport security.				
pay people money for information about celebrities' personal lives.				

B Discuss your opinions with a partner.

Research

Go online if necessary to find out about a celebrity. Write brief notes about why you think there is so much public interest in his or her private life.

Writing

Write two paragraphs about your research.

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 271.

B Choose either Reading 3 or Reading 4 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 272. Then calculate your reading speed in number of words per minute.

40 • UNIT 1

Each unit develops students' higher level thinking skills, such as agreeing and disagreeing with a writer and synthesizing information.

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

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

MAKING CONNECTIONS

WORD REPETITION

One way that writers can connect ideas in a text is by repeating a word or phrase or by using a word or phrase that is similar in meaning to a previously used word or phrase.

In the following example, the two words that are connected are in **bold**. The arrow shows how they are connected.

For many years, the newspaper was the main method for communicating **the news**. Then came the radio, which could transmit **the news** through the air instead of through cables.

Exercise 1

Look at the words or phrases in **bold** in the following paragraphs. Then find the words or phrases in the next sentence that repeat or refer to the same idea. Write them on the blank lines. The first one has been done for you.

1 The first live broadcast of a sports event was **on the radio**. Of course, on the radio, no one could see what was happening, so listeners needed a **person to describe the action**. This person, known as an **announcer**, had to describe the game quickly, clearly, and accurately. Successful announcers were able to make the listeners feel as if they were watching the game.

on the radio *on the radio* _____

a person to describe the action *This person* _____

an announcer *Successful announcers* _____

2 **July 20th, 1969**, was a big day for television. That day, television viewers **watched** a live broadcast of the first humans to walk on the moon. More than half a billion **people all over the world** watched as the two astronauts stepped onto the moon. The broadcast had the biggest international television audience at that time.

July 20th, 1969 _____

watched _____

people all over the world _____

3 The largest newspapers have offices, usually called **bureaus**, in big cities all over the world. Reporters at these news bureaus send **international** stories back to the main office of the newspaper. For **smaller newspapers**, however, it is too expensive to have reporters all over the world. Instead of using their own reporters, these smaller companies buy stories from international news services, such as the Associated Press and Reuters.

bureaus _____

international _____

smaller newspapers _____

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