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# 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.

Governments want to be able to use their countries' natural resources, **that is**, the natural 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.

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

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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

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

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

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

Students learn strategies for approaching academic texts and skills for consciously applying the strategies. 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
- 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.
- 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.
- It is important to use different strategies, or plans for success, when you play chess.
   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.

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
- Where are some famous border walls? Think about the past and more recent times.
   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.

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

- De about? Lircle 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

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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providing students with multiple opportunities to practice applying the skills and strategies.

and strategies by applying them to

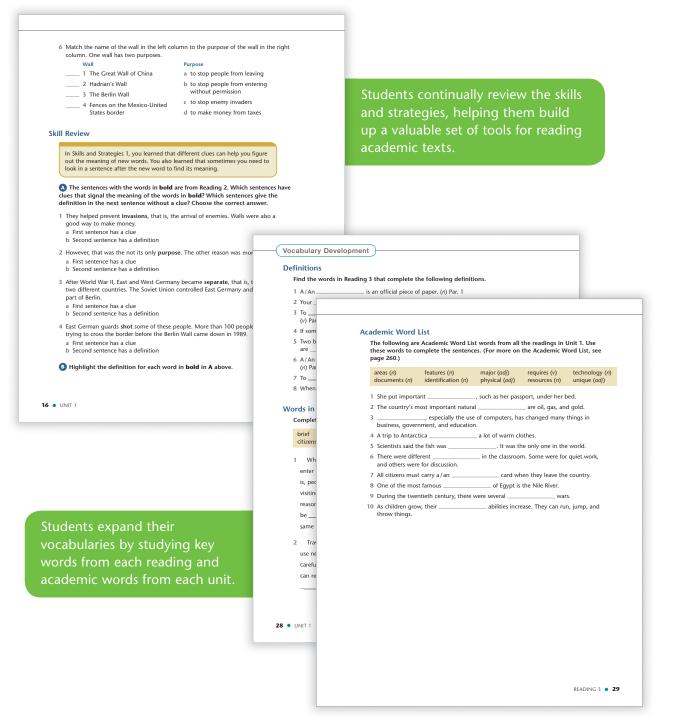
Predicting the content of a text is before beginning each reading.

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	WHILE YOU READ
	purposes. These days, some walls prevent people from leaving their country. Other walls stop people from entering a country. These peo- ple are often looking for jobs and are hoping for a better life on the other side of the wall.	Look in the next ser for a definition of re Highlight it.
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 Hadrians Wall in the second cen- tury 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.	WHILE YOU READ ( Look in the next ser to help you guess ti meaning of guards. do guards do? a) Keep people safe b) Build walls
3		The Great Wall of China stopped
	of this wall was not to stop invaders or get money from taxes. It was	invaders from entering China.

## 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."

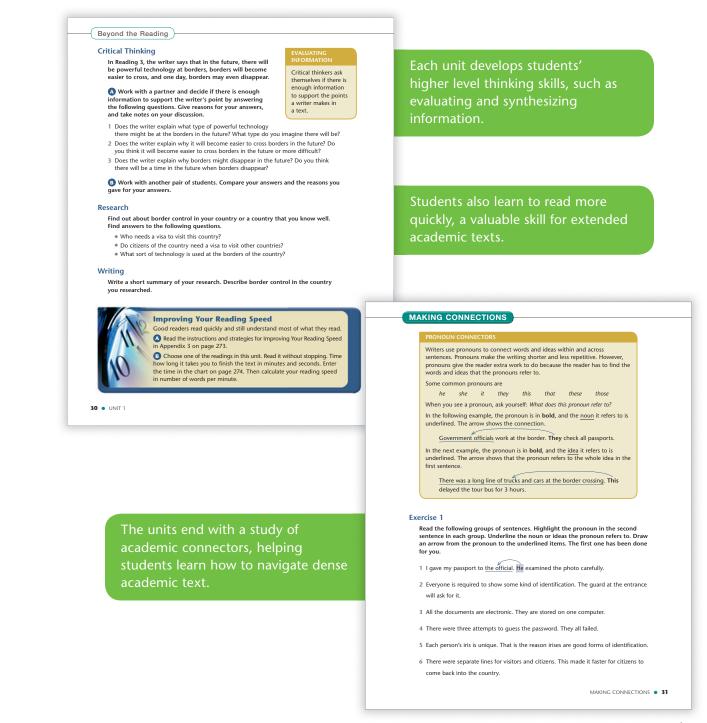
"Reading is goal-oriented and strategic; good academic readers know when to use the right reading skills."



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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.



# Acknowledgments

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Finally, textbooks are only as good as the feedback that authors receive on them. Many thanks to the following reviewers whose insights helped shape the new editions of the entire *Making Connections* series: Macarena Aguilar, Lone Star College-CyFair, Texas; Susan Boland, Tidewater Community College, Virginia; Inna Cannon, San Diego State University, California; Holly Cin, University of Houston, Texas; Stacie Miller, Community College of Baltimore County, Maryland.