

Making CONNECTIONS

MAKING CONNECTIONS INTRO is a high-beginning 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 3

Finding the Meanings of Words: Examples

As you learned in Skills and Strategies 1 on page 2, writers often give definitions for difficult words. Sometimes writers give examples, not direct definitions. Examples give additional information to show what a word means. If you can understand a word by looking at examples, you do not need to stop reading and check a dictionary.

Examples & Explanations

Almost every week a new **diet** becomes popular. For example, people try to lose weight by eating no rice or bread, or by eating fish instead of red meat.

The reader may not know what *diet* means. The writer shows the meaning with examples of diets in the next sentences: *eating no rice or bread and eating fish instead of red meat*. These examples are introduced by a signal: *for example*. Writers also use the signals *such as* and *like* to introduce examples.

diet = a plan to eat only a small amount of special types of food in order to lose weight

You often hear about health topics in the **media**. Newspapers, TV, and websites talk about how to be healthy.

The writer gives examples of the media without using a signal word or phrase. Notice that the examples form a list: *newspapers, TV, and websites*. Lists often contain examples.

the media = all the organizations – like newspapers, TV, and websites – that give people news and information

Strategies

These strategies will help you find the meanings of words while you read.

- When you see a word you do not know, do not stop reading. Finish reading the sentence with the unknown word, and read the next sentence as well.
- Look for examples in those sentences. Remember that writers use signals like *for example*, *such as*, and *like* to introduce examples.
- Look for a list. A list could contain examples of an unknown word.
- Use the examples to help you understand the unknown word.

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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.

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

Skill Practice 1

Read the following sentence pairs. Highlight the examples that are given for each word in **bold**. The first one is an example.

- 1 Some people believe cold weather makes them sick. They put on warm **garments** like coats and sweaters every time they go outside.
- 2 There is an old saying “an apple a day keeps the doctor away” In fact, apples are good for **organs** such as the heart and brain.
- 3 There are many different **treatments** for colds, for example, chicken soup, orange juice, and extra sleep. Which one works best?
- 4 Children need **nutritious** food, like fruit, nuts, and vegetables. It makes them stronger and healthier.
- 5 Is it true that **stressful** situations can give you health problems? I sometimes feel sick during important exams, presentations, and job interviews.
- 6 Some people think **spicy** food causes stomach problems. They will not eat things such as hot red peppers.
- 7 Psychologists say it is good for our health to **complain**. After we talk about our problems at work or in marriage, we usually feel better.
- 8 My parents **warn** me about health problems. They always say, “don’t do this,” “be careful about that,” or “that’s bad for you.”

Skill Practice 2

Read the sentences from Skill Practice 1 again. What do the words in **bold** mean? Write your answers on the blank lines. The first one is an example.

- 1 Some people believe cold weather makes them sick. They put on warm **garments** like coats and sweaters every time they go outside.
garments = pieces of clothing
- 2 There is an old saying “an apple a day keeps the doctor away” In fact, apples are good for **organs** such as the heart and brain.
organs = _____
- 3 I have heard about many different **treatments** for colds, for example, chicken soup, orange juice, and extra sleep. Which one works best?
treatments = _____

SKILLS AND STRATEGIES 3 • 35

FEATURES

- Critical thinking skills
- Real-time practice of skills and strategies
- Study of the Academic Word List

Before You Read

Connecting to the Topic

Discuss the following questions with a partner.

- 1 Did you ever learn a “fact” about science that was not really true? Explain your answer.
- 2 Did you ever learn a “fact” about health or medicine, for example, what kinds of things can make you sick, that was not really true? Explain your answer.
- 3 People often pass on inaccurate information about science and health. Why do you think these ideas are repeated over and over?

Previewing and Predicting

One way to preview is to notice the way the reading looks. Do any words or sentences appear in bold or italics? These are probably important. Are any sections of the reading set apart with numbers or bullets? If they are short, it is a good idea to preview them.

A Read the title of Reading 1. Then look in the reading for words or sentences that look special. Read the sentences that are in italics or set apart with bullets. Then put a check (✓) next to the statements below that you think are true.

- ___ 1 All of the sentences with bullets are true.
- ___ 2 Some of the sentences with bullets are true.
- ___ 3 None of the sentences with bullets is true.
- ___ 4 All of the sentences in italics are true.
- ___ 5 Some of the sentences in italics are true.
- ___ 6 None of the sentences in italics is true.

B Compare your answers with a partner’s.

C Discuss what you think the reading will be about with your partner.

While You Read

As you read, stop at the end of each sentence that contains a word in bold. Then follow the instructions in the box in the margin.

READING 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 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 1

Fact or Fiction – Science

1 Maybe your mother or father told you. Maybe it was a teacher or a friend. You have heard these things since you were a child:

- If you drop a coin, like a penny, from a very tall building, you could kill a person who is standing below.
- Lightning never hits the same place twice.
- If you touch a baby bird or an egg, the mother will abandon it.

In fact, none of these is true. They are all science myths, that is, common beliefs that are actually false. Yet, these myths have persisted across generations, and many people continue to believe them. Probably the greatest number of these science myths are about our health. Here are a few that may be familiar.

2 *You can catch a cold if you go outside with wet hair or without a coat, or sleep near an open window.* In fact, there is no evidence – no supporting facts – for any of these beliefs. Colds are caused by a virus, not by temperature or weather. People who live in cold places don’t catch more colds than people who live in warm places do. In fact, the opposite is true. Studies show that people resist colds better in cold weather. You are more likely to catch a cold in a warm house with a lot of other people than outside on a cold day.

WHILE YOU READ 1
Find a clue in this sentence that signals an example of a coin. Highlight the clue and example.

WHILE YOU READ 2
Find a clue in this sentence that signals the definition of *myths*. Highlight the clue and definition.



Lightning never hits the same place twice: true or false?

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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 use clues to signal definitions. In Skills and Strategies 3, you learned that writers point to the meanings of words by using examples. They use clues to signal these examples. Noticing this information can sometimes help you figure out the meanings of words you do not know.

- A** Find the words or phrases in the left-hand column of the chart in Reading 2. Put a check (✓) to show the type of clue in the reading that helped you understand the meanings. Then write the clue in the right-hand column of the chart.

WORD OR PHRASE	DEFINITION	EXAMPLE	CLUE
fiction (Par. 1)			
pasta (Par. 3)			
the New World (Par. 5)			
agriculture (Par. 8)			
asp (Par. 8)			

- B** List the word(s) from the chart in A that appear(s) with examples in the reading. Fill in the examples that the writer used.

WORD	EXAMPLES

- C** Compare your answers with a partner's.

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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 3 that complete the following definitions.

- 1 A / An _____ is an empty space between two things. (n) Par. 2, sentence 2
- 2 Your _____ sender
- 3 To _____ sender
- 4 To _____
- 5 _____
- 6 _____
- 7 A / An _____ good.
- 8 Sometime (adv) _____

Words in

Complete

benefit
detect

- 1 The b _____
- 2 It is _____
- 3 We co _____
- 4 We ca _____
- 5 The _____
- 6 The _____
- 7 The m _____
- 8 The _____

Academic Word List

As you read academic texts, you will find that some words appear frequently, even if the topics of the texts are very different. These words are part of an important list of words called the Academic Word List (AWL). Learning words on the Academic Word List will help you to improve your reading, writing, and test-taking.

The following are Academic Word List words from all the readings in Unit 1. Use these words to complete the sentences. (If necessary, review the AWL words in Key Vocabulary on pages 257–267.)

access (n)	expert (n)	participants (n)	positive (adj)	significantly (adv)
detect (v)	factor (n)	perspective (n)	research (n)	stressed (v)

- 1 The teacher _____ the parts of the chapter that were important for the test.
- 2 Portugal, Greece, and Argentina were _____ in the FIFA World Cup.
- 3 Scientific _____ helps us learn more about ourselves and the world around us.
- 4 Prices for bread and eggs increased _____ during the 1990s.
- 5 The number of people with _____ to the Internet grew more than 500 percent in 10 years.
- 6 Dogs can _____ sounds that humans cannot hear.
- 7 The new director of the hospital is a / an _____ in heart disease.
- 8 The newspaper article gives a very different _____ on the economy.
- 9 The main _____ in his decision to buy this computer was its price.
- 10 She got a very _____ feeling from her visit to the new school. She liked it a lot.

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

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READING 3 • 29

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 1, you learned about science myths that are related to health. The author offers some possible explanations for how they began and why people continue to believe them.

A Discuss the questions below with a small group.

- 1 Are science myths only about health? In what other areas of science do you think people might believe myths (think animals, nature, the universe, etc.)?
- 2 Do you think lack of knowledge explains how myths began, as the author suggests about health myths? Explain your answer.
- 3 Do you think repetition is a good explanation for why people continue to believe myths? Explain your answer.
- 4 What might be some other explanations for the existence of these myths?

B Share your answers with the rest of the class.

Research

Find out more information about a science myth – one that is not related to health. You may choose one that you discussed with your group, or you can choose a new one.

A Find the answers to the following questions.

- 1 How did the myth begin?
- 2 Is any part of the myth true? Explain which part(s).
- 3 What is really the truth about the myth, as we know it now?
- 4 Why do you think people continue to believe the myth?
- 5 Do you think the myth will continue in the future?

B Ask five people about the myth you have chosen.

- 1 Do they believe it is true?
- 2 When did they first hear it?

Writing

Write a short report on the results of your research. Include the answers to all of the questions.

READING 1 • 4

ANALYZING INFORMATION

Critical thinking involves thinking carefully about important topics that the writer has not completely explained.

Each unit develops students' higher level thinking skills, such as personalizing and applying information.

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

MAKING CONNECTIONS

PRONOUN CONNECTORS 2

Writers use pronouns to connect words and ideas within and across sentences. When you use pronouns, you don't need to repeat words as often. Sometimes pronouns refer to a simple noun or noun phrase. Sometimes they refer to a whole sentence or idea. Demonstrative pronouns often refer to whole sentences or ideas. *This* is the most common demonstrative pronoun.

The demonstrative pronouns are:

this that these those

When you see a pronoun, ask yourself: *What word or phrase 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.

Have you ever heard the term "late bloomer"? **This** is a term for children who develop skills, like speaking or reading, later than other children.

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

Some children do not speak until they are two years old. However, **this** is unusual.

Exercise 1

Read the following groups of sentences. Highlight the pronoun in the second sentence in each group. Underline the noun, noun phrase, or idea the pronoun refers to. Draw an arrow from the pronoun to the underlined item. The first one is an example.

1 Albert Einstein was a late bloomer. **This** surprises a lot of people.

2 Einstein began to speak later than other children. **This** worried Einstein's parents.

3 People have said that Einstein was bad at math as a child. **That** is simply not true.

4 Napoleon was about five feet, seven inches (1.7 meters) tall. **This** was average for the time.

5 British historians say he was only five feet, two inches (1.57 meters) tall. **Modern historians** have proven that this is not true.

6 The British and French reports of Napoleon's height were different. **This** was because the British and French used different systems of measurement.

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