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PRISM READING

Student's Book

| 1

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COVER



Michele Lewis
Richard O'Neill

Experience

Better
Learning

PRISM READING

Student's Book

| 1

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Richard O'Neill
with
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SCOPE AND SEQUENCE

UNIT	READING PASSAGES	KEY READING SKILLS	ADDITIONAL READING SKILLS	
1 PLACES <u>Disciplines</u> Sociology / Urban Planning	1 Rise of the Megacities (report) 2 Homestay Vacations: A Home away from Home (online article)	Scanning for numbers Using a T-chart	Understanding key vocabulary Previewing Reading for main ideas Reading for details Scanning to find information Working out meaning Scanning to predict content Taking notes Making inferences Synthesizing	
2 FESTIVALS AND CELEBRATIONS <u>Disciplines</u> Anthropology / Cultural Studies	1 Celebrate! (article) 2 Muscat Festival: A Celebration of Omani Culture (online article)	Previewing	Understanding key vocabulary Using your knowledge Taking notes Reading for details Recognizing text type Scanning to predict content Reading for main ideas Making inferences Synthesizing	
3 THE INTERNET AND TECHNOLOGY <u>Disciplines</u> Computer Science / Engineering	1 Tech Expert Today: Someone's Always Watching You Online (online article) 2 Video Games for Kids: Win, Lose, or Draw? (essay)	Reading for main ideas Making inferences	Understanding key vocabulary Scanning to predict content Reading for details Using your knowledge Taking notes Recognizing text type Synthesizing	
4 WEATHER AND CLIMATE <u>Disciplines</u> Environmental Studies / Meteorology	1 Extreme Weather (book excerpt) 2 Surviving the Sea of Sand: How to Stay Alive in the Sahara Desert (article)	Reading for details Using your knowledge to predict content	Understanding key vocabulary Reading for main ideas Recognizing text type Synthesizing	

	LANGUAGE DEVELOPMENT	WATCH AND LISTEN	SPECIAL FEATURES
	Nouns, verbs, and adjectives	The Top U.S. City	Critical Thinking Collaboration
	Prepositions of time and place Adverbs of frequency	The Meaning of Independence Day	Critical Thinking Collaboration
	Compound nouns Giving opinions	Predictive Advertising	Critical Thinking Collaboration
	Collocations with <i>temperature</i> Describing a graph	Tornadoes	Critical Thinking Collaboration

UNIT	READING PASSAGES	KEY READING SKILLS	ADDITIONAL READING SKILLS	
5 SPORTS AND COMPETITION <i>Disciplines</i> Sports Management / Sports Science	1 Five Unusual Sports (online article) 2 Tough Guy: A Race to the Limit (article)	Scanning to predict content	Understanding key vocabulary Reading for main ideas Reading for details Recognizing text type Previewing Predicting content using visuals Taking notes Understanding discourse Working out meaning Synthesizing	
6 BUSINESS <i>Disciplines</i> Business / Marketing	1 Are You Ready for the World of Work? (survey) 2 The Story of Google (online article)	Working out meaning from context Annotating	Understanding key vocabulary Scanning to predict content Reading for main ideas Reading for details Giving opinions Identifying audience Making inferences Synthesizing	
7 PEOPLE <i>Disciplines</i> Psychology / Sociology	1 Incredible People: Ben Underwood (blog post) 2 Role Models (blog posts)	Using a Venn diagram	Understanding key vocabulary Scanning to predict content Reading for main ideas Reading for details Taking notes Working out meaning Identifying purpose Previewing Making inferences Synthesizing	
8 THE UNIVERSE <i>Disciplines</i> Astronomy / Engineering	1 The New Space Race: The Rise of Commercial Space Travel (online article) 2 Is There Life on Other Planets? (essay)	Identifying the author's purpose	Understanding key vocabulary Using your knowledge Previewing Reading for main ideas Reading for details Scanning to predict content Annotating Distinguishing fact from opinion Synthesizing	

	LANGUAGE DEVELOPMENT	WATCH AND LISTEN	SPECIAL FEATURES
	Prepositions of movement	Skiing in the French Alps	Critical Thinking Collaboration
	Collocations with <i>business</i> Business vocabulary	Amazon's Fulfillment Center	Critical Thinking Collaboration
	Noun phrases with <i>of</i> Adjectives to describe people	The 101-Year-Old Weather Volunteer	Critical Thinking Collaboration
	Giving evidence and supporting an argument Infinitives of purpose	Going to the International Space Station	Critical Thinking Collaboration

HOW PRISM READING WORKS

1 READING

Receptive, language, and analytical skills

Students improve their reading skills through a sequence of proven activities. First they study key vocabulary to prepare for each reading and to develop academic reading skills. Then they work on synthesis exercises in the second reading that prepare students for college classrooms. Language Development sections teach vocabulary, collocations, and language structure.

READING 1

PREPARING TO READ

1 **UNDERSTANDING KEY VOCABULARY** Read the definitions. Complete the sentences with the correct form of the words in bold.

blind (adj) not able to see
incredible (adj) impossible or very difficult to believe; amazing
inspire (v) to make other people feel that they want to do something
operation (n) the process when doctors cut your body to repair it or to take something out
respect (v) to like or to have a very good opinion of someone because of their knowledge, achievements, etc.
talent (n) a natural ability to do something well

- 1 After the _____ on his foot, Alex had to stay in the hospital until he could walk on his own.
- 2 Liz Murray went to Harvard, and then became a best-selling author. It is _____ that she was homeless only a few years before she went to Harvard!
- 3 Julia was _____ when she was born, so she could not see. Her parents taught her words by putting objects in her hands so she could touch them.

Indra Nooyi, CEO of PepsiCo, speaking at the Aspen Ideas Festival

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INCREDIBLE PEOPLE



1 Ben Underwood was a normal teenage boy. He loved playing basketball, riding his bicycle, listening to music with his friends, and playing video games. But in one way, Ben was different from most other teenagers—he was blind. However, Ben had a special **talent**. He didn't have eyes, but he could still "see."

2 Ben was born on January 26, 1992. For the first two years of his life, Ben was a happy and healthy baby. He had a normal life, living with his mother and two older brothers in California. However, when Ben was two years old, his life changed. In 1994, he was taken to the hospital because he had problems with his eyes. The doctors looked at his eyes and told his mother the bad news—Ben had cancer¹. After a few months, he had an **operation** to remove the cancer. The operation was successful, and Ben was fine. However, the doctors had to remove his eyes, and Ben became **blind**.

3 After his operation, Ben developed an **incredible** talent. When he was three, he learned how to "see" buildings with his ears. He listened very carefully, and he could hear noises bounce off buildings. The noises told him where the buildings were. Then, when Ben was seven, he learned to "click." He made clicking noises with his mouth, and listened for the noises that bounced back from things. In this way, Ben could "see" where he was and what was around him. This is the same way dolphins see things underwater and bats see in the dark.

4 Scientists and doctors were amazed by Ben's talent. There are only a few blind people in the world who can see like Ben. People **respected** him because of this. He became famous. He was on TV, and he traveled to different countries and talked to people about his life. Sadly, when Ben was 16, his cancer came back. He died soon after. However, during Ben's life, he taught people that anything is possible. Many people **admired** him because he **inspired** them and helped them feel strong. When he died in 2009, over 2,000 people went to his funeral.

¹cancer (n) a serious disease that makes people very sick because cells in the body grow in ways that are not normal or controlled



ABOUT ME

My name is Juliet Selby. I write about people that I admire. I write about a different person every week. Read about their amazing lives here!

ARCHIVE

- 2018
- 2017
- Ben Underwood
- Steve Jobs
- Mary Evans
- 2016
- 2015

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2 MORE READING

Critical thinking and collaboration

Multiple critical thinking activities prepare students for exercises that focus on academic reading skills. Collaboration activities help develop higher-level thinking skills, oral communication, and understanding of different opinions. By working with others students, they become better prepared for real life social and academic situations.

READING 1 7

READING BETWEEN THE LINES

7 WORKING OUT MEANING Look at the underlined word in the text, and circle its synonym.

- a dislike b respect c employ

8 IDENTIFYING PURPOSE Circle the correct answer.

- 1 Who do you think wrote the blog?
a a scientist b a journalist
- 2 Why do you think the author wrote this blog?
a to teach doctors about cancer b to tell people the story of Ben's life

CRITICAL THINKING

9 Discuss the questions with a partner.

UNDERSTAND

Why did so many people respect Ben? Give at least three reasons.

APPLY

Describe one person you admire.

ANALYZE

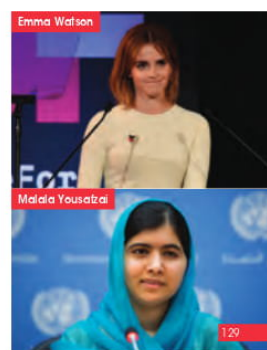
Who are three famous children or teenagers? Why are they famous?

COLLABORATION

10 A Work with a partner. Choose one famous child or teenager from your list in Exercise 9. Make a list of 10 questions to ask that person in an interview.

- school
- work
- daily life
- hobbies
- family
- friends

B Role-play the interview. One person is the interviewer. The other person is the famous person.



3 VIDEO

Summarizing the unit

Each unit ends with a carefully selected video clip that piques student interest and pulls together what they have learned. Video lessons also develop key skills such as prediction, comprehension, and discussion.

WATCH AND LISTEN



GLOSSARY

observer (n) someone whose job is to watch people or events
monitor (v) to watch something to make sure that it is correct
National Weather Service (n) the part of the U.S. government that provides weather forecasts and warnings of dangerous weather
honor (v) to show great respect for someone or something
statistic (n) a fact in the form of a number that shows information about something

PREPARING TO WATCH

1 ACTIVATING YOUR KNOWLEDGE Work with a partner and answer the questions.

- 1 What is a volunteer?
 2 Why do people become volunteers?
 3 Where do volunteers work?

2 PREDICTING CONTENT USING VISUALS Work with your partner. Look at the pictures from the video. What kind of work do you think the man is doing?

WHILE WATCHING

3 UNDERSTANDING MAIN IDEAS Read the sentences. Then watch the video.

Write **T** (true) or **F** (false). Correct the false statements.

- _____ 1 850 volunteers record the weather in the U.S. every day.
 _____ 2 Richard Hendrickson is a volunteer for the National Weather Service.
 _____ 3 He monitors the temperature from his kitchen.
 _____ 4 This job is difficult for him.
 _____ 5 Richard also checks the snowfall daily.
 _____ 6 He uses his cell phone to call the National Weather Service.
 _____ 7 The National Weather Service will honor him for his time as a volunteer.

PREPARE YOUR STUDENTS TO SUCCEED IN COLLEGE CLASSES AND BEYOND

Capturing interest

- Students experience the topics and expand their vocabulary through captivating readings and videos that pull together everything they have learned in the unit, while developing academic reading and critical thinking skills.
- Teachers can deliver effective and engaging lessons using Presentation Plus.



ROLE MODELS

STEVE JOBS
 1 I really admire Steve Jobs, the **former** CEO of Apple. He invented a new kind of technology. Apple technology is very **intelligent**, but it is also easy to use. The products that he made are also really beautiful. Steve Jobs is a good role model because he was an excellent businessman. He worked hard, and he created a successful business in IT. I was very sad when he died in October 2011. I respect him because he changed the way people use technology all over the world.
 Ahmed Aziz

MARY EVANS
 2 My mom, Mary Evans, is my role model. I have a very big family, with two brothers and three sisters. My mom works very hard every day to **take care of** us, and she is very busy. She always makes time for everyone, and she always listens to me if I have a problem. She gives me advice, and she is always right. I have a nephew who is sick and has to go to the hospital a lot. My mom often sleeps at the hospital with him. I really respect her because she always takes care of my family and makes sure that we have everything we need. She is my hero.
 Mark Evans

SINGAPORE WOMEN'S EVEREST TEAM
 3 My role models are the Singapore Women's Everest Team. In 2009, they became the first all-women team to climb Mount Everest. The team of six young women **trained** for seven years before they climbed the mountain. It was difficult for them to train because Singapore doesn't have any snow or mountains. But they didn't stop, and in the end they **achieved** their goal. They worked hard every day for their **dream**, so I really admire them.
 Li Chan

MALALA YOUSAFZAI
 4 Malala Yousafzai is a **brave** and **honest** young woman. In Pakistan, the Taliban didn't let girls go to school. Malala went anyway. She wrote a blog for the BBC, describing the terrible things the Taliban were doing. In 2012, two men came onto her school bus and shot her in the head. Luckily, Malala survived. She gave speeches about the millions of girls around the world who were not allowed to go to school. In 2014, Malala won the Nobel Peace Prize. She donated her \$1.1 million prize money to build a school for girls in Pakistan. Malala is a good role model because she is brave, she never gives up, and she tells the truth no matter what.
 Jane Kloeber

Building confidence

- *Prism Reading* teaches skills that enable students to read, understand, and analyze university texts with confidence.
- Readings from a variety of academic disciplines in different formats (essays, articles, websites, etc.) expose and prepare students to comprehend real-life text they may face in or outside the classroom.

Extended learning

- The Online Workbook has one extra reading and additional practice for each unit. Automated feedback gives autonomy to students while allowing teachers to spend less time grading and more time teaching.

Research-based

- Topics, vocabulary, academic and critical thinking skills to build students' confidence and prepare them for college courses were shaped by conversations with teachers at over 500 institutions.
- Carefully selected vocabulary students need to be successful in college are based on the General Service List, the Academic Word List, and the Cambridge English Corpus.

PATH TO BETTER LEARNING



CLEAR LEARNING OBJECTIVES

Every unit begins with clear learning objectives.



RICH CONTENT

Highly visual unit openers with discussion questions are engaging opportunities for previewing unit themes.



SCAFFOLDED INSTRUCTION

Activities and tasks support the development of critical thinking skills.



COLLABORATIVE GROUP WORK

Critical thinking is followed by collaborative tasks and activities for the opportunity to apply new skills. Tasks are project-based and require teamwork, research, and presentation. These projects are similar to ones in an academic program.



CRITICAL THINKING

After reading, targeted questions help develop critical thinking skills. The questions range in complexity to prepare students for higher-level course work.

EXTENDED LEARNING OPPORTUNITIES

In-class projects and online activities extend learning beyond the textbook.

BETTER LEARNING



WHAT MAKES *PRISM READING* SPECIAL: CRITICAL THINKING

BLOOM'S TAXONOMY

Prism Reading prepares students for college coursework by explicitly teaching a full range of critical thinking skills. Critical thinking exercises appear in every unit of every level, organized according to the taxonomy developed by Benjamin Bloom.

Critical thinking exercises are highlighted in a special box and indicates which skills the students are learning.

CRITICAL THINKING

7 SYNTHESIZING Work with a partner. Use ideas from Reading 1 and Reading 2 to discuss the questions.

APPLY

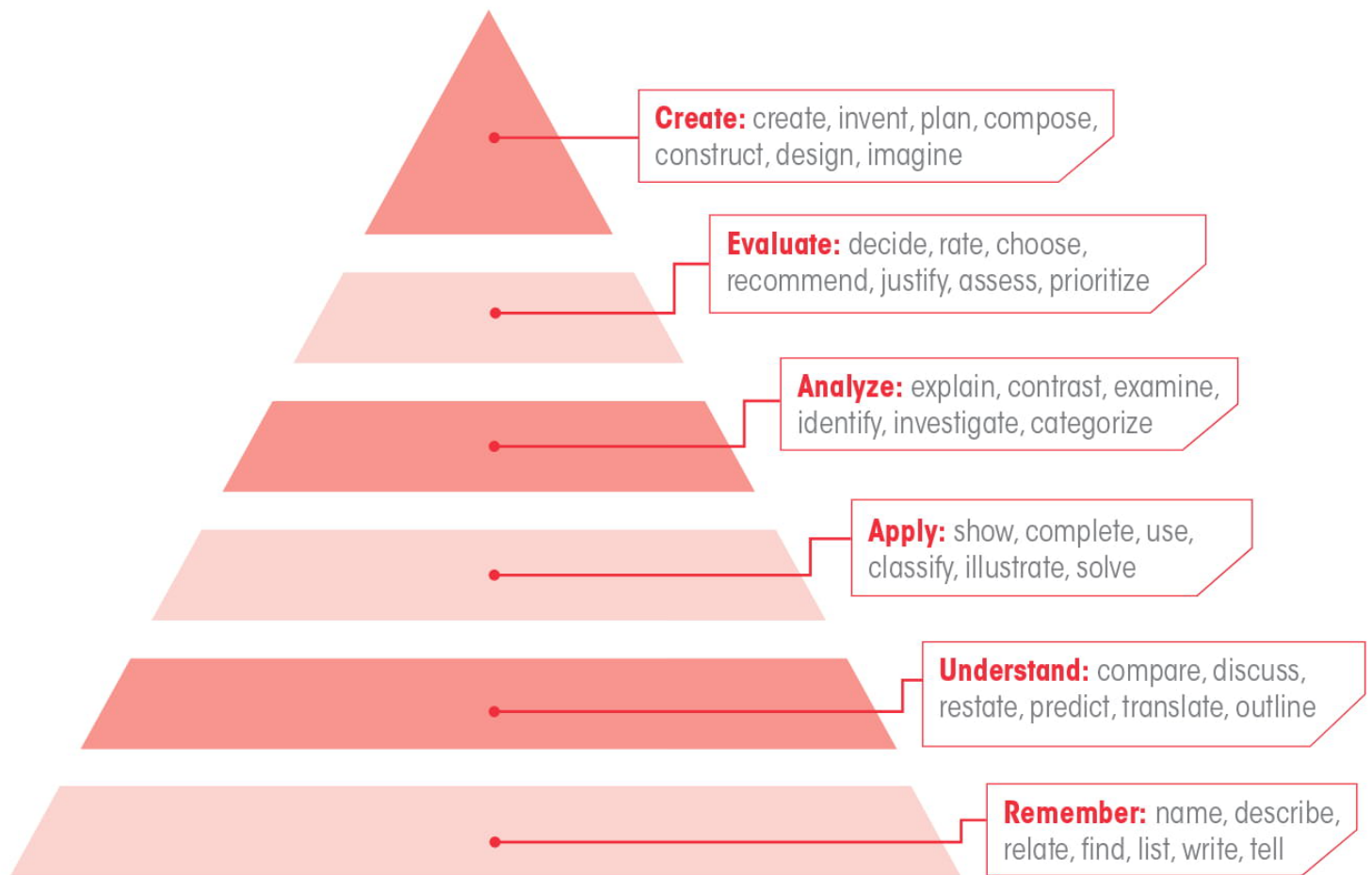
Who are the most famous people in your country?

ANALYZE

How can famous people inspire others to do good things?

EVALUATE

Think about the people in Unit 7. Who are you the most similar to? Explain.



HIGHER-ORDER THINKING SKILLS

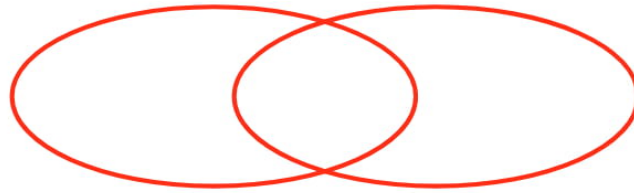
Create, Evaluate, Analyze

Students' academic success depends on their ability to derive knowledge from collected data, make educated judgments, and deliver insightful presentations. *Prism Reading* helps students gain these skills with activities that teach them the best solution to a problem, and develop arguments for a discussion or presentation.

READING 2 **7****SKILLS****USING A VENN DIAGRAM**

A *Venn diagram* has two circles that overlap in the middle. You can use Venn diagrams to think about the similarities between people or ideas. Venn diagrams help organize the qualities that people or ideas share. To complete a Venn diagram, write the shared qualities of people or ideas in the overlapping section of the circles.

- 6 TAKING NOTES** Compare two people from Reading 2. Take notes on each person in the outside sections, and write their shared qualities in the middle.

**CRITICAL THINKING**

- 7 SYNTHESIZING** Work with a partner. Use ideas from Reading 1 and Reading 2 to discuss the questions.

APPLY

Who are the most famous people in your country?

ANALYZE

How can famous people inspire others to do good things?

EVALUATE

Think about the people in Unit 7. Who are you the most similar to? Explain.

COLLABORATION

- 8 A** Work in small groups. Make a T-chart. Write at least five advantages and five disadvantages of fame.
- B** Separate the class into two groups. One side will argue that fame is positive. The other group will argue that fame is negative.
- C** Have a class debate. Your teacher will decide who wins.

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LOWER-ORDER THINKING SKILLS

Apply, Understand, Remember

Students need to be able to recall information, comprehend it, and see its use in new contexts. These skills form the foundation for all higher-order thinking, and *Prism Reading* develops them through exercises that teach note-taking, comprehension, and the ability to distill information from charts.

PLACES

LEARNING OBJECTIVES

Key Reading Skills

Scanning for numbers; using a T-chart

Additional Reading Skills

Understanding key vocabulary; previewing; reading for main ideas; reading for details; scanning to find information; working out meaning; scanning to predict content; taking notes; making inferences; synthesizing

Language Development

Nouns, verbs, and adjectives

ACTIVATE YOUR KNOWLEDGE

Look at the photo and answer the questions.

- 1 Where is the place in the photo? Is it in the city or in the country?
- 2 Is it similar to or different from the place where you live? How?
- 3 Would you like to live here? Why or why not?

