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PRISM READING

Student's Book

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COVER



Lida Baker
Carolyn Westbrook

Experience
Better
Learning

PRISM READING

Student's Book

| 2

Lida Baker
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with
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SCOPE AND SEQUENCE

UNIT	READING PASSAGES	KEY READING SKILLS	ADDITIONAL READING SKILLS
1 ANIMALS <i>Academic Disciplines</i> Ecology / Zoology	1 Endangered Species (article) 2 Losing the Battle for Survival (article)	Reading for main ideas Using a Venn diagram	Understanding key vocabulary Using your knowledge Reading for details Working out meaning Predicting content using visuals Taking notes Summarizing Making inferences Synthesizing
2 THE ENVIRONMENT <i>Academic Disciplines</i> Environmental Science / Natural Science	1 Our Changing Planet (web page) 2 The Causes and Effects of Deforestation (article)	Reading for details Taking notes on causes and effects	Understanding key vocabulary Predicting content using visuals Reading for main ideas Scanning to find information Identifying purpose Previewing Summarizing Making inferences Synthesizing
3 TRANSPORTATION <i>Academic Disciplines</i> Transportation Management / Urban Planning	1 Masdar: the Future of Cities? (case study) 2 A reading about traffic congestion (essay)	Predicting content using visuals	Understanding key vocabulary Reading for main ideas Reading for details Making inferences Taking notes Synthesizing
4 CUSTOMS AND TRADITIONS <i>Academic Disciplines</i> Cultural Studies / Sociology	1 Customs around the World (article) 2 Nontraditional Weddings (online article)	Annotating	Understanding key vocabulary Using your knowledge Taking notes Reading for main ideas Making inferences Previewing Reading for details Synthesizing

LANGUAGE DEVELOPMENT	WATCH AND LISTEN	SPECIAL FEATURES
Academic verbs Comparative adjectives	Animal Teamwork	Critical Thinking Collaboration
Academic vocabulary Environment collocations	The Role of Water in U.S. Natural Wonders	Critical Thinking Collaboration
Transportation collocations Synonyms for verbs	The Jumbo Jet	Critical Thinking Collaboration
Avoiding generalizations Adverbs of frequency to avoid generalizations Synonyms to avoid generalizations	Halloween by the Numbers	Critical Thinking Collaboration

UNIT	READING PASSAGES	KEY READING SKILLS	ADDITIONAL READING SKILLS	
5 HEALTH AND FITNESS <i>Academic Disciplines</i> Medicine / Nutrition	1 A reading about health and exercise (article) 2 Tackling Obesity (essay)	Making inferences	Understanding key vocabulary Predicting content using visuals Skimming Reading for main ideas Reading for details Using your knowledge Scanning to predict content Taking notes Synthesizing	
6 DISCOVERY AND INVENTION <i>Academic Disciplines</i> Industrial Design / Mechanical Engineering	1 The Magic of Mimicry (article) 2 Technology of the Future (online article)	Scanning to find information Using a T-chart	Understanding key vocabulary Previewing Reading for main ideas Annotating Making inferences Using your knowledge Taking notes Reading for details Synthesizing	
7 FASHION <i>Academic Disciplines</i> Fashion Design / Retail Management	1 Is Fast Fashion Taking Over? (online article) 2 Offshore Textile Production: Why It Must Change (essay)	Distinguishing fact from opinion	Understanding key vocabulary Using your knowledge Reading for main ideas Reading for details Making inferences Skimming Scanning to find information Taking notes Synthesizing	
8 ECONOMICS <i>Academic Disciplines</i> Business / Economics	1 Investing: Two Alternatives to Consider (article) 2 What Has Happened to the American Dream? (online article)	Skimming Understanding line graphs	Understanding key vocabulary Using your knowledge Reading for main ideas Reading for details Making inferences Scanning to find information Annotating Taking notes Synthesizing	

LANGUAGE DEVELOPMENT	WATCH AND LISTEN	SPECIAL FEATURES
Verb and noun forms Health and fitness collocations	Nutrition Labels	Critical Thinking Collaboration
Making predictions with modals and adverbs of certainty Prefixes	China's Man-made River	Critical Thinking Collaboration
Vocabulary for the fashion business	A Life Tailored Around Clothes	Critical Thinking Collaboration
Nouns and adjectives for economics Nouns for economic trends	The Stock Market Crash of 1929	Critical Thinking Collaboration

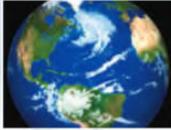
HOW PRISM READING WORKS

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 You are going to read a Web page about climate change. Before you do, read the sentences below. Complete the definitions with the words in bold.

- 1 The Amazon rainforest is one of the largest **ecosystems** in the world. It is home to more than 10% of all the known plants and animals on Earth.
- 2 Southern California has a very pleasant **climate**. The winters are not too cold and the summers are not too hot.
- 3 Pesticides—chemicals generally used to kill insects that damage plants—also **threaten** helpful insects, such as bees.
- 4 In order to fight pollution, scientists are developing car engines that use electric or solar energy instead of **fossil fuels** like gasoline.
- 5 Methane (CH₄) is a **greenhouse gas** that is found naturally inside the Earth and under the sea. It is used for cooking and heating homes and buildings.
- 6 The Earth's **atmosphere** is 300 miles (480 km) thick and contains a mixture of about 10 different gases, which we call air.
- 7 Because of **global warming**, polar ice is melting, sea levels are rising, and some islands might soon be underwater.
- 8 Habitat loss is the most important **cause** of species extinction.

a _____ (n) a gas that makes the air around the Earth warmer
 b _____ (n) someone or something that makes something happen
 c _____ (n) the layer of gases around the Earth
 d _____ (n) the general weather conditions usually found in a particular place
 e _____ (n) an increase in the Earth's temperature because of pollution
 f _____ (v) to be likely to damage or harm something
 g _____ (n) all the living things in an area and the effect they have on each other and the environment
 h _____ (n) a source of energy like coal, gas, and petroleum, that was formed inside the Earth millions of years ago

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🔍
READING 1 2

Our Changing Planet

The Upsala glacier in Argentina used to be one of the biggest glaciers in South America. In 1928, it was covered in ice and snow, but now the glacier is melting at an annual rate of about 650 feet (about 200 meters), so the area is covered in water. This is evidence of **global warming**.

Effects of Climate Change

- 1** In the last 100 years, the global temperature has gone up by around 1.33°F (0.75°C). This may not sound like much, but such a small increase is causing sea levels to rise and **threatening** the habitat of many species of plants and animals. An increase of 3.6°F (2°C) in global temperatures could result in extinction for 30% of the world's land species.
- 2** The Northwest Passage is a sea route that runs along the northern coast of Canada between the Atlantic and the Pacific Oceans. In the past, it was often difficult to use because the water was frozen; however, increasing temperatures and the subsequent deglaciation¹ have made it easier for ships to travel through this route. The trouble is that the melting of the ice will lead to loss of habitat for the polar bears and other species that live in this area.

Causes of Climate Change

5 What is causing climate change? The main **cause** is the huge amount of **greenhouse gases**, such as methane and carbon dioxide (CO₂), in the atmosphere, but the reason for the high levels is the world's population—you and I. As the population increases, more land is needed to provide food and energy. Burning **fossil fuels** for heating, lighting, transportation, electricity, or manufacturing produces CO₂. Furthermore, humans breathe out CO₂, while trees "breathe in" CO₂ and produce oxygen, so by cutting down trees, we are increasing the amount of CO₂ in the atmosphere and reducing the amount of oxygen. As a result of human activities, CO₂ levels are now at their highest in 800,000 years.

- 3** Experts predict that global sea levels could rise by 12 to 48 inches (30.5 to 122 centimeters) by the end of the century. Consequently, some areas that were land a few hundred years ago are now underwater, and many low-lying islands may be underwater in the future.
- 4** As a result of the changing **climate**, the world's **ecosystems** are also changing faster than ever before. More than one-third of the world's mangrove forests² and around 30% of the world's coral reefs³ have been destroyed in the last few decades. Forests are being cut down to provide land for food, because human population is growing at such a rapid rate. Approximately a quarter of the land on Earth is now used for growing food. As a result of the higher temperatures and higher levels of carbon dioxide in the **atmosphere**, plants are producing more pollen, which could lead to more cases of asthma, a medical condition that makes it hard to breathe.

What Can Be Done

6 The biggest challenge we all face is to prevent further environmental disasters. We must do something before it is too late. We need to reduce the amount of CO₂ in the atmosphere. We need to stop burning fossil fuels and start using renewable energy. We can get enough energy from renewable fuels such as solar energy, hydroelectric energy, or wind power to be able to stop using fossil fuels completely.

Click here to sign the petition to tell governments to take action before it is too late!





¹ **deglaciation** (n) the melting of a glacier
² **mangrove forests** (n) large areas of trees and shrubs that live in coastal areas, e.g., in Florida and Bangladesh
³ **coral reefs** (n) diverse underwater ecosystems built by tiny animals

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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 **2**

5 **READING FOR DETAILS** Read the Web page again and complete the chart with supporting details.

1 country where the Upsala glacier is located	
2 name of sea route through the Arctic ice	
3 why forests are being cut down all over the world	
4 medical problem caused by pollen	
5 main chemicals responsible for climate change	
6 human activities that reduce the amount of CO ₂ in the atmosphere	
7 how to reduce the amount of CO ₂ in the atmosphere	

6 **IDENTIFYING PURPOSE** Why did the author write the Web page? Circle the correct answer.

- To inform the reader about the causes of melting glaciers
- To educate the reader about how to stop climate change
- To convince people to sign a petition about using renewable fuels

7 **CRITICAL THINKING**

7 Work with a partner. Discuss the questions.

REMEMBER	ANALYZE	EVALUATE
What is the advantage to the melting of the glaciers in the Northwest Passage?	What are the possible disadvantages of using renewable energy like solar or wind?	Why don't governments, corporations, and individuals do more to help prevent global warming?

8 **COLLABORATION**

8 **A** Work in a small group. Make a list of ten things you, the government, and/or corporations can do to reduce global warming and slow climate change. Discuss and put them in order of importance.

B Present your best ideas to the class. Each person should discuss one idea.

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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

canyon (n) a deep valley with very steep sides

form (v) to create; to make something begin to exist or take a particular shape

cavern (n) a large cave

spectacular (adj) extremely good, exciting, or beautiful

glacier (n) a large mass of ice that moves very slowly, usually down a slope or valley

PREPARING TO WATCH

1 **ACTIVATING YOUR KNOWLEDGE** You are going to watch a video about the natural environment. Before you watch, work with a partner and discuss the questions.

- What are the Seven Natural Wonders of the World?
- What are some important geographical features, like mountains or rivers, in your country?
- What street or place names in your city or country refer to geography? (e.g., Pacific Coast Highway, Lake Street)

2 **PREDICTING CONTENT USING VISUALS** Work with a partner. Look at the photos from the video and discuss the questions.

- Where are these places located?
- How old do you think these places are?
- Who owns these places?

WHILE WATCHING

3 **UNDERSTANDING MAIN IDEAS** Watch the video. Number the sentences in order (1-6).

- The weather in the Grand Canyon can change very quickly.
- Water is still changing the inside of Carlsbad Caverns.
- Half Dome in Yosemite National Park was made by glaciers.
- The Colorado River formed the Grand Canyon.
- The rocks in the Grand Canyon are very old.
- Yosemite Falls is the tallest waterfall in North America.

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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.

UNIT 2

THE ENVIRONMENT

LEARNING OBJECTIVES

Key Reading Skills	Reading for details; taking notes on causes and effects
Additional Reading Skills	Understanding key vocabulary; predicting content using visuals; reading for main ideas; scanning to find information; identifying purpose; previewing; summarizing; making inferences; synthesizing
Language Development	Academic vocabulary; environment collocations

ACTIVATE YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

1. Is the weather changing in your country? How?
2. What are some ways that humans have affected the environment?
3. What is the biggest environmental problem in your country?

The Dangers of Deforestation

Forests, which cover almost one-third of the surface of the Earth, produce oxygen and provide homes to plants, animals, and humans. These days, many of the world's great forests are threatened by deforestation: the process of removing trees from large areas of land. The destruction of forests occurs for several reasons: trees are used as fuel or for construction, and cleared land is used as pasture for animals and fields for planting food. The most harmful effects of deforestation are climate change and damage to animal habitats.

The main causes of deforestation are commercial farming by big business and farming by local people. Huge commercial farms have taken over large areas of forest in many countries. In Indonesia, for example, industrial logging is carried out to clear huge areas for the production of palm oil, while in Brazil, large areas of the Amazon rainforest are cleared to grow soy and vegetable oil. In contrast, local farmers may cut down and burn trees to clear an area just big enough to grow cattle or grow crops. However, after two or three years, the land can no longer be used, so the farmer moves to another piece of land. Normally, it takes around ten years for cleared land to recover, but in populated areas, the land is never allowed to recover. This constant reuse of land leads to heavy erosion—the loss of the top layer of soil that protects the ground. Erosion, in turn, can cause flooding in heavy rain.

Just as we live on a small island with people for animals to eat, the animals live on a small island with people for animals to eat.

READING 2

One serious effect of deforestation is climate change. Normally tropical rainforests help control the Earth's temperature by absorbing carbon dioxide. As an example, the vast rainforest of the Amazon covers an area of more than 2.6 million square miles—about 10 times the size of Texas—and absorbs an estimated 1.5 billion tons of carbon dioxide annually. However, in areas where deforestation has taken place, the carbon dioxide goes into the atmosphere and traps heat in a process called the greenhouse effect. The result is global warming. Increasing global temperatures result in less rain. This causes the rainforests to dry out and leads to fires—which cause more emissions of carbon dioxide. In this way, the rainforests actually contribute to global warming instead of helping to solve it.

Forest destruction also has an effect on biodiversity. Deforestation causes the loss of habitats and damage to land where plants and animal species live, leading to the extinction of many species. A decrease in biodiversity threatens entire ecosystems and destroys future sources of food and medicine.

In conclusion, damage to the world's forests is leading to changes in the natural environment and causing global warming. Looking to the future, governments should act to plant more trees that will absorb carbon dioxide and protect forests from illegal logging. Other wise, deforestation on such a large scale is sure to have terrible effects on the environment.

Large areas of the Amazon rainforest have been destroyed.

Legend:
 remaining area
 destroyed
 not yet cleared

“Increasing global temperatures lead to forest fires.”

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

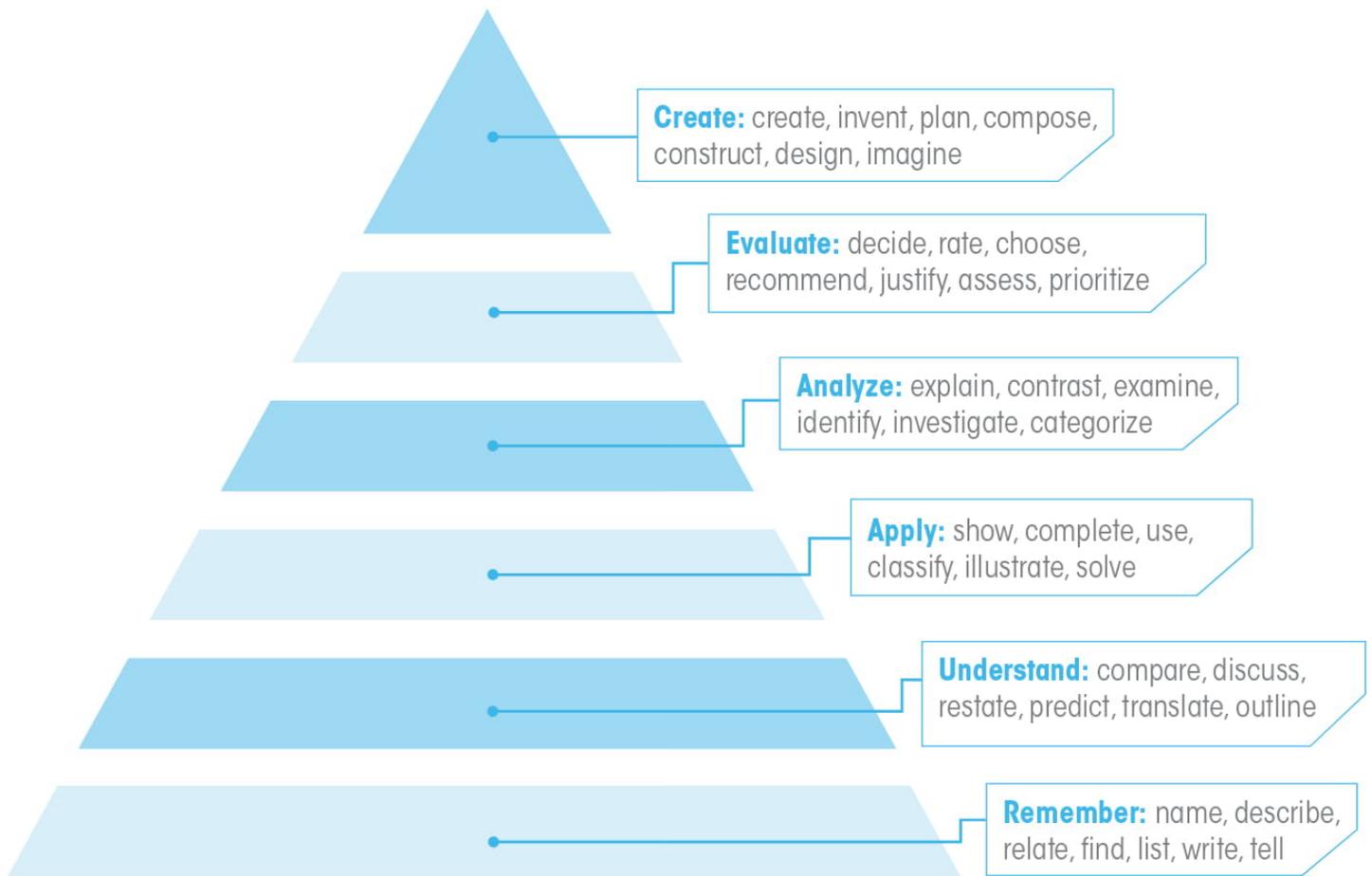
Prism Reading prepares students for college coursework by explicitly teaching a full range of critical thinking skills. Critical thinking exercises appear in every unit of every level, organized according to the taxonomy developed by Benjamin Bloom.

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 information from Reading 1 and Reading 2 to answer the questions.

UNDERSTAND As the world's climate changes, which places will have too much water? Which places will become drier?	EVALUATE How do both the melting of the glaciers and deforestation contribute to the extinction of species?
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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 **2**

5 TAKING NOTES Work in a small group. Look back at the article. Underline three causes of deforestation and circle three effects. Then complete the chart.

CAUSES	➔	EFFECTS
commercial farming by big business		

READING BETWEEN THE LINES

6 MAKING INFERENCES Work with a partner. Discuss the questions.

- 1 What does the writer mean by the phrases *industrial logging* and *commercial farming*?
- 2 What will probably happen if the Amazon rainforest disappears?
- 3 Why does deforestation reduce future sources of food and medicine?

7 CRITICAL THINKING

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

<p>UNDERSTAND</p> <p>As the world's climate changes, which places will have too much water? Which places will become drier?</p>	<p>EVALUATE</p> <p>How do both the melting of the glaciers and deforestation contribute to the extinction of species?</p>
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8 COLLABORATION

8 A Work with a partner. Look online for organizations that work to stop deforestation or slow climate change. Choose one, and research their work. Answer these questions:

- What is their mission, or goal?
- Where do they get money for their work?
- What is one of their successful projects or programs?

8 B Report your findings to the class. As a class, vote on the organization that is making the biggest difference.

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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.

ANIMALS

LEARNING OBJECTIVES

Key Reading Skills	Reading for main ideas; using a Venn diagram
Additional Reading Skills	Understanding key vocabulary; using your knowledge; reading for details; working out meaning; predicting content using visuals; taking notes; summarizing; making inferences; synthesizing
Language Development	Academic verbs; comparative adjectives

ACTIVATE YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 In your opinion, is it better to see animals in a zoo or in nature? Why?
- 2 Are there more wild animals in your country now, or were there more in the past? Why? Give examples.
- 3 Why do some people enjoy having animals in their homes?
- 4 Do humans need animals? Why or why not?
- 5 Are animals important in your life? Why?

