

CAMBRIDGE

PRISM READING

Student's Book

| 3

ONLINE
WORKBOOK
INCLUDED

SEE INSIDE FRONT
COVER



Alan S. Kennedy
Chris Sowton

Experience
Better
Learning

PRISM READING

Student's Book

| 3

Alan S. Kennedy
Chris Sowton
with
Christina Cavage



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314-321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06-04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781108601146

© Cambridge University Press 2018

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2018

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5

Printed in Turkey by Ertem

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-60114-6 Prism Reading 3 Student's Book with Online Workbook

ISBN 978-1-108-45534-3 Prism Reading 3 Teacher's Manual

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

CONTENTS

Scope and Sequence	4
How <i>Prism Reading</i> Works	8
What Makes <i>Prism Reading</i> Special	12
UNIT 1 Globalization	14
UNIT 2 Education	32
UNIT 3 Medicine	50
UNIT 4 The Environment	68
UNIT 5 Architecture	86
UNIT 6 Energy	104
UNIT 7 Art and Design	122
UNIT 8 Aging	140
Glossary of Key Vocabulary	158
Video Scripts	162
Credits	167
Advisory Panel	168

SCOPE AND SEQUENCE

UNIT	READING PASSAGES	KEY READING SKILLS	ADDITIONAL READING SKILLS	
1 GLOBALIZATION <u>Academic Disciplines</u> Cultural Studies / Sociology	1 Turkish Treats (blog post) 2 Changing Eating Habits in Italy (essay)	Making predictions from a text type Scanning topic sentences Taking notes on supporting examples	Understanding key vocabulary Annotating Reading for details Working out meaning Making inferences Reading for main ideas Paraphrasing Identifying purpose and audience Synthesizing	
2 EDUCATION <u>Academic Disciplines</u> Communications / Education	1 Should I Major in Business or Engineering? (article) 2 Distance vs. Face-to-Face Learning (article)	Making inferences Using a Venn diagram	Understanding key vocabulary Using your knowledge Reading for main ideas Reading for details Taking notes Synthesizing	
3 MEDICINE <u>Academic Disciplines</u> Health Sciences / Medicine	1 The Homeopathy Debate (debate) 2 Should Healthcare Be Free? (blog post)	Annotating a text	Understanding key vocabulary Using your knowledge Previewing Reading for details Identifying opinions Skimming Reading for main ideas Scanning to find key words Making inferences Synthesizing	
4 THE ENVIRONMENT <u>Academic Disciplines</u> Ecology / Environmental studies	1 Controlling Certain Disaster (interview) 2 Combatting Drought in Rural Africa (report)	Identifying cohesive devices	Understanding key vocabulary Predicting content using visuals Reading for details Making inferences Using your knowledge Reading for main ideas Taking notes Synthesizing	

	LANGUAGE DEVELOPMENT	WATCH AND LISTEN	SPECIAL FEATURES
	Academic alternatives to phrasal verbs Globalization vocabulary	Chinese Flavors for American Snacks	Critical Thinking Collaboration
	Education vocabulary Academic words	College Debt and Bankruptcy	Critical Thinking Collaboration
	Medical vocabulary Academic vocabulary	A New Way to Handle Allergies	Critical Thinking Collaboration
	Academic noun phrases Natural disaster vocabulary	Population and Water	Critical Thinking Collaboration

UNIT	READING PASSAGES	KEY READING SKILLS	ADDITIONAL READING SKILLS	
5 ARCHITECTURE <i>Academic Disciplines</i> Architecture / Urban Planning	1 We Need More Green Buildings (article) 2 Form, Function, or Both? (essay)	Skimming a text	Using your knowledge Understanding key vocabulary Reading for details Annotating Making inferences Summarizing Understanding paraphrase Synthesizing	
6 ENERGY <i>Academic Disciplines</i> Engineering / Physics	1 Renewable Energy (fact sheet) 2 Reduce, Reuse, Recycle (essay)	Working out meaning from context	Predicting content using visuals Understanding key vocabulary Reading for main ideas Reading for details Using your knowledge Taking notes Making inferences Synthesizing	
7 ART AND DESIGN <i>Academic Disciplines</i> Design / Fine Art	1 All that Art Is (article) 2 Photography as Art (essay)	Scanning to find information	Understanding key vocabulary Predicting content using visuals Reading for details Taking notes Making inferences Using your knowledge Reading for main ideas Understanding paraphrase Identifying opinions Synthesizing	
8 AGING <i>Academic Disciplines</i> Economics / Sociology	1 The Social and Economic Impact of Aging (interview) 2 Saudi Arabia: The Realities of a Young Society (case study)	Using your knowledge to predict content	Understanding key vocabulary Reading for details Making inferences Taking notes on main ideas Scanning to find information Working out meaning Synthesizing	

	LANGUAGE DEVELOPMENT	WATCH AND LISTEN	SPECIAL FEATURES
	Academic word families Architecture and planning vocabulary	Building a Green Home	Critical Thinking Collaboration
	Energy collocations Formal and informal academic verbs	Wind Turbines	Critical Thinking Collaboration
	Paraphrasing Vocabulary for art and design	A Culinary Art Canvas	Critical Thinking Collaboration
	Academic collocations with prepositions Language of prediction	Senior Exercise	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.

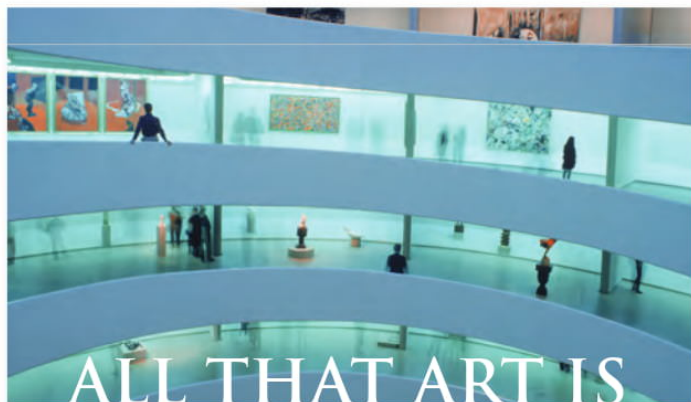
READING 1

PREPARING TO READ

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

aesthetic (adj)	relating to the enjoyment or study of beauty, or showing great beauty
conceptual (adj)	based on ideas or principles
contemporary (adj)	existing or happening now
distinction (n)	a difference between similar things
established (adj)	generally accepted or familiar; having a long history
notion (n)	a belief or idea
significance (n)	importance

- 1 A sculpture in which the artist's main idea or message is considered more important than the technique can be called _____ art.
- 2 The new museum in town has a lot of _____ appeal. The exterior of the building is very beautifully designed.
- 3 It is common these days to prefer _____ architecture, but I like the classic, old homes in my neighborhood.
- 4 In art class we learned the _____ between fine art and applied art.
- 5 It is now well _____ that Pablo Picasso was one of the great artists of the twentieth century.
- 6 Art historians often explain the _____ of very famous works of art and how they may have influenced our society.
- 7 Many people share the _____ that the term "art" also applies to things like car and video game design.



ALL THAT ART IS

■ **What is art?** This question has puzzled philosophers and great thinkers for centuries. In fact, there is disagreement about exactly what art is. Most of us would agree that Leonardo da Vinci's Mona Lisa is art, but what about a video game? One dictionary definition states that art is "making objects, images, or music, etc. that are beautiful or that express certain feelings." This, however, could be regarded as too broad a definition. There are actually a number of different categories of objects and processes under the umbrella term of art that can be explored.

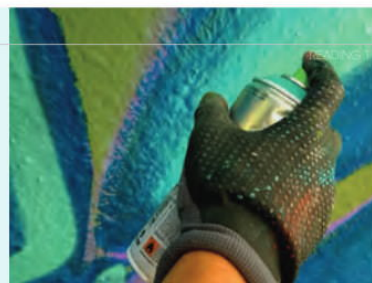
2 Art is typically divided into two areas: fine art (such as painting, sculpture, music, and poetry) and applied art (such as pottery, weaving, metalworking, furniture making, and calligraphy). However, some claim that the art label can also be attached to car design, fashion, photography, cooking, or even sports. Fine art is categorized as something that only has an **aesthetic** or **conceptual** function. This point was made over a thousand years ago by the Greek philosopher Aristotle, who wrote, "the aim of art is to represent not the outward appearance of things but their inward **significance**." He noted that artists produced objects, drama, and music that reflected their emotions and ideas, rather than just trying to capture a true image of nature. Andy Warhol, the American artist famous for his Pop Art in the 1960s, once said, "An artist produces things that people don't need to have." This is the **distinction** between fine and applied art. Applied arts require an object to be functional as well as beautiful.

3 In the twentieth century, artists began to challenge the **established** idea of art. They recognized that their work belonged to the higher social classes who had the wealth to purchase art and the leisure time to enjoy it. The architect Frank Lloyd Wright commented, "Art for art's sake is a philosophy of the well-fed." In an attempt to challenge this **notion**, the French painter Marcel Duchamp submitted a toilet to an art exhibition in 1917 instead of a painting. He signed it and said, "Everything an artist produces is art." Today, many people complain about the lack of skill in the production of conceptual artistic objects. Some **contemporary** artists use assistants to produce all their art for them. British artist Damien Hirst claims that as long as he had the idea, it is his work. He has compared his art to architecture, saying, "You have to look at it as if the artist is an architect, and we don't have a problem that great architects don't actually build the houses."

“Everything an artist produces is art.”

4 Despite a hundred years of modern art, fine art is still regarded as a preserve of the wealthy. Hirst's works, for example, sell for millions of dollars. Even so, we can see examples of art all around us that are not expensive. Many towns and cities have public art that can be enjoyed by all. Some museums, like the National Gallery of Art in Washington, D.C., are free. Others are free for children and students. Street art is also popular in different neighborhoods around the world. One British artist, Banksy, has become world-famous for unauthorized works of art painted on building walls. These can be viewed at no charge by anyone who knows where to look.

5 Art anthropologist Ellen Dissanayake, in the book *What Is Art For?* offers one intriguing function of art: "the heightening of existence." In other words, art makes our ordinary, everyday lives a little more special. This notion may not apply to all art, but perhaps we can agree that it is a good goal toward which all artists should reach.



■ **Unauthorized** (adj) without official permission

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

6 MAKING INFERENCES Which of the artists mentioned in the article would probably have these opinions?

- 1 It is the idea of the work of art that is most important.
- 2 Art isn't functional.
- 3 Everything an artist makes can be considered art.
- 4 A building wall can be used like a canvas.
- 5 It does not matter if the artist doesn't actually make the work of art.
- 6 Only the rich think that art does not need a purpose.

CRITICAL THINKING

7 Work with a partner. Discuss the questions.

APPLY

Which of the artists in the text do you agree with most? Why?

ANALYZE

Do you think art is only for rich people? Why or why not?

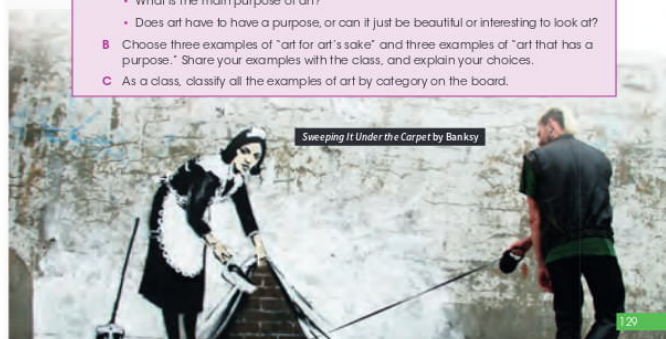
EVALUATE

Should car design be classified as art? Why or why not?

COLLABORATION

8 A Work in a small group. Discuss the following questions:

- What is the main purpose of art?
 - Does art have to have a purpose, or can it just be beautiful or interesting to look at?
- B** Choose three examples of "art for art's sake" and three examples of "art that has a purpose." Share your examples with the class, and explain your choices.
- C** As a class, classify all the examples of art by category on the board.



1:29

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

leftovers (n) food that has not been used or eaten and is kept after a meal

stall (n) a table at a market where goods are sold

go off (phr v) (informal, British) to spoil or rot; to go bad

tarragon (n) a plant whose narrow leaves taste similar to licorice and are used in cooking as an herb

radish (n) a small, round vegetable, usually red or white, that is often eaten raw in salads

tamished (adj) dull or discolored

capture (v) to describe something successfully using words or pictures

PREPARING TO WATCH

1 ACTIVATING YOUR KNOWLEDGE Work with a partner. Discuss the questions.

- 1 What kinds of art do you like?
- 2 What materials are commonly used in art?
- 3 What are some nontraditional materials used in art?

2 PREDICTING CONTENT USING VISUALS Look at the pictures from the video. Discuss the questions with your partner.

- 1 What materials is the artist using?
- 2 Do you consider this art? Why or why not?

WHILE WATCHING

3 UNDERSTANDING MAIN IDEAS Watch the video. Put the activities in the order that they happen (1–6).

- a Lauren photographs her finished artwork. _____
- b Lauren peels the skin off a radish. _____
- c Lauren creates petals from the inside of a radish. _____
- d Lauren finds leftovers in her refrigerator. _____

135

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 7

ART AND DESIGN

LEARNER OBJECTIVES	
Key Reading Skill	Scanning to find information
Additional Reading Skills	Understanding key vocabulary; predicting content using visuals; reading for details; taking notes; making inferences; using your knowledge; reading for main ideas; understanding paraphrase; identifying opinions; synthesizing
Language Development	Paraphrasing; vocabulary for art and design

ACTIVATE YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- Do you like art and design? If so, what media (e.g., painting, music, architecture, fashion) do you like?
- Are you artistic? If so, what kinds of artistic activities do you like doing?
- Look at the photo. Would you call this art? Why or why not?
- Are art and design important for a country's economy? Why or why not?

PHOTOGRAPHY as ART

1 The production of fine art is the use of skill and imagination to create aesthetic objects or experiences that can be shared with other people....

Photography is thought by some to be a form of fine art because it is made using the same critical and creative process that a painter or sculptor would use. It seems clear, however, that there is a significant difference between creating images by hand—using paint, clay, or other tools—and putting a **mechanical** device at something interesting and clicking. Although photography does have some features in common with other kinds of art, it cannot be said that photography is unquestionably art.

2 It is true that photography can be appreciated on the same level as other recognized forms of visual art. Sometimes decisions involved in creating a photograph are **analogous** to those made by any other artist. A photograph is not always just a **literal** record of the world, but a deliberately created image with its own artistic features. Ansel Adams, the American photographer, commented on this point when he noted that taking is not the right verb for a photograph. Instead, he said, one **makes** a photograph. To this end, there is a growing trend for photographers to call themselves artists. Nevertheless, we cannot ignore the fact that artists can sell their pieces in the higher-priced, fine-art markets, whereas photographers cannot. A photograph by German artist Andreas Gursky, for example, recently sold for almost \$4.5 million. As **cynical** as it may sound, no one would likely pay that much for a photograph unless the photographer presented himself as an artist.

The Most Expensive Photographs Sold (as of 2008)

Artist/Photographer	Price (\$)
Andreas Gursky	\$4.3 million
Robert Rauschenberg	\$3.1 million
Jeff Koons	\$3.1 million
Edward Kienyeza	\$2.7 million
Andreas Gursky	\$2.7 million
Andreas Gursky	\$2.7 million

3 In truth, most photographs are basically **objective** records of a particular place at a particular time. Certainly we can appreciate a beautiful photograph when we see one, but any beauty that is **perceived** in the picture comes from the time and place where it was taken, and it is not the creation of the photographer. Also, **sophisticated** and expensive equipment often plays a greater role in the success of a photograph than the photographer's creativity. Even some of the greatest photographers **acknowledge** that there is a limit to the amount of influence they can have on a final product. Henri Cartier-Bresson, the famous French photographer, admitted that luck was the most important factor. Finally, photography is **widely** used for practical functions that have little or nothing to do with art, not as police work, advertising, and news reporting, but that cannot claim to be made for aesthetic purposes alone.

4 People have argued whether photography is art ever since the first photographers shared their work. A photographer may make the same aesthetic choices as a fine artist: subject matter, lighting, color, or even a theme or message. However, cameras can also be purely functional tools, capturing visual records and providing information. Photography is a medium that can be used to make art, but that does not mean that all photography is art.

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.

BETTER LEARNING



EXTENDED LEARNING OPPORTUNITIES

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

WHAT MAKES *PRISM READING* SPECIAL: CRITICAL THINKING

BLOOM'S TAXONOMY

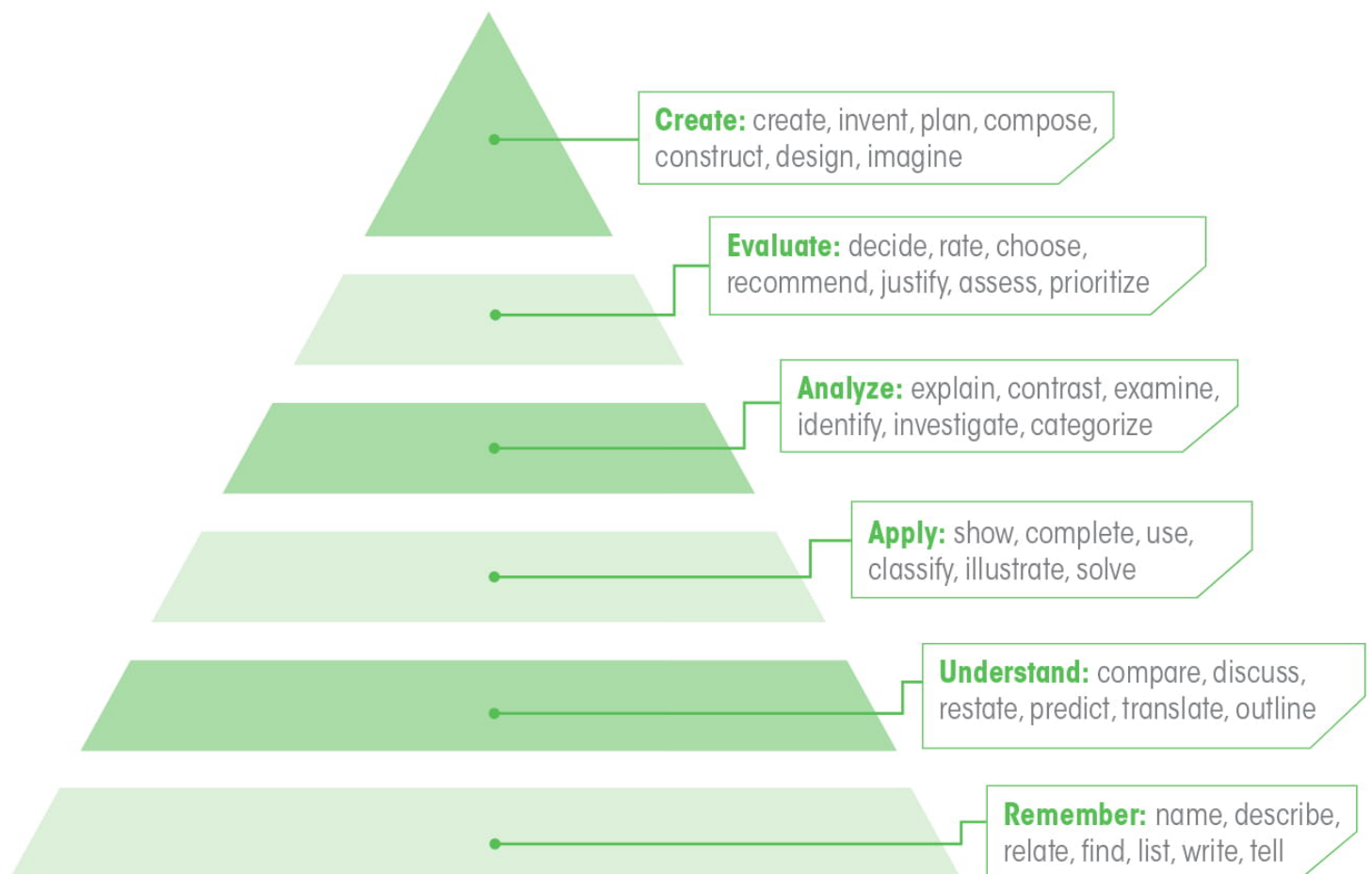
Prism Reading prepares students for college coursework by explicitly teaching a full range of critical thinking skills. Critical thinking exercises appear in every unit of every level, organized according to the taxonomy developed by Benjamin Bloom.

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 Have you ever taken an artistic photograph? Describe it.	APPLY Do you agree with the author's thesis "It cannot be said that photography is unquestionably art"?	ANALYZE Can a photograph really be worth \$4.5 million? Why or why not?
--	---	---



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**

6 IDENTIFYING OPINIONS Match the opinions to the people.

Opinions

- 1 There's no reason for a great photograph to be any cheaper than a great painting. _____
- 2 Even a child could take a great picture of that view. _____
- 3 There's a lot more skill to making a picture than just pointing a camera at something and clicking. It's something that I create. _____
- 4 Most of us would just walk by and not notice something that could make a fabulous photo. And even if we did notice we probably wouldn't know how to take a photo that would stir other people's feelings. _____
- 5 Sometimes you just see something that will make a great picture and the light is perfect and you have your camera with you. At other times, nothing seems to be right. _____

People

a Ansel Adams	d The author of the essay
b Henri Cartier-Bresson	e Someone who believes photography is art
c Andreas Gursky	

7 CRITICAL THINKING

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

APPLY	APPLY	ANALYZE
Have you ever taken an artistic photograph? Describe it.	Do you agree with the author's thesis "It cannot be said that photography is unquestionably art"?	Can a photograph really be worth \$4.5 million? Why or why not?

8 COLLABORATION

8 A Work with a partner. Do you think photographs can achieve the level of "heightening our existence"? Write your opinions and reasons in the chart.

Yes	No	Why or why not?

8 B Survey five people, and add their information to the chart. Report your findings to the class.

135

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.

GLOBALIZATION

LEARNING OBJECTIVES

Key Reading Skills

Making predictions from a text type; scanning topic sentences; taking notes on supporting examples

Additional Reading Skills

Understanding key vocabulary; annotating; reading for details; working out meaning; making inferences; reading for main ideas; paraphrasing; identifying purpose and audience; synthesizing

Language Development

Academic alternatives to phrasal verbs; globalization vocabulary

ACTIVATE YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 What types of food are made in your country and sold in others? Do you buy food and other products from other countries?
- 2 Does it matter that people now import so many goods from other countries? Why or why not?
- 3 What effects has globalization had on your country?

