

CAMBRIDGE

PRISM READING

Student's Book

| 4

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COVER



Jessica Williams

Experience
Better
Learning

PRISM READING

Student's Book

| 4

Jessica Williams

with

Christina Cavage



CAMBRIDGE
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SCOPE AND SEQUENCE

UNIT	READING PASSAGES	KEY READING SKILLS	ADDITIONAL READING SKILLS	
1 PRESERVATION <u>Academic Disciplines</u> Architecture / Information Technology / Urban Planning	1: Are We Living in the Digital Dark Ages? (article) 2: Build It up or Tear It down? (mixed texts)	Identifying an argument Identifying supporting details	Using your knowledge Previewing Understanding key vocabulary Reading for main ideas Reading for details Annotating Making inferences Skimming Identifying purpose Synthesizing	
2 EDUCATION <u>Academic Disciplines</u> Graphic Design / Marketing	1: What Makes a Successful Logo? (textbook excerpt) 2: Rebranding and Logos (textbook excerpt)	Making inferences Using an outline to take notes	Using your knowledge Understanding key vocabulary Previewing Reading for main ideas Taking notes Identifying purpose Reading for details Synthesizing	
3 PRIVACY <u>Academic Disciplines</u> Business / Criminal Justice / Media	1: Cyber Harassment (online article) 2: Combatting Cyber Harassment (article)	Previewing Identifying purpose and tone	Understanding key vocabulary Using your knowledge Reading for main ideas Reading for details Taking notes Annotating Synthesizing	
4 BUSINESS <u>Academic Disciplines</u> Business / Marketing / Social Media	1: Starting Out Mobile (online article) 2: Keeping Your Customers (article)	Scanning	Using your knowledge Understanding key vocabulary Reading for main ideas Working out meaning Annotating Reading for details Making inferences Synthesizing	

	LANGUAGE DEVELOPMENT	WATCH AND LISTEN	SPECIAL FEATURES
	Time expressions Compound adjectives	Preserving CDs at the Library of Congress	Critical Thinking Collaboration
	Describing emotional responses Paraphrasing	The Role of Helvetica Font in Graphic Design	Critical Thinking Collaboration
	Collocations for behavior Problem-solution collocations	Computer Fraud: Celebrity Hacking	Critical Thinking Collaboration
	Expressing contrast Business and marketing vocabulary	Florida Teen Buys Houses	Critical Thinking Collaboration

UNIT	READING PASSAGES	KEY READING SKILLS	ADDITIONAL READING SKILLS	
5 PSYCHOLOGY <i>Academic Disciplines</i> Experimental Science / History / Neuroscience	1: Mental Illness and Creative Genius: Is There a Connection? (article) 2: The Creative Mind (online article)	Using graphic organizers to take notes Interpreting quotes	Understanding key vocabulary Previewing Taking notes Making inferences Predicting content using visuals Reading for main ideas Reading for details Synthesizing	
6 CAREERS <i>Academic Disciplines</i> Business / Education / Information Technology	1: The Skills Gap (report) 2: What Is the Value of Education? (article)	Interpreting graphical information	Understanding key vocabulary Predicting content using visuals Reading for main ideas Reading for details Annotating Identifying purpose and tone Making inferences Synthesizing	
7 HEALTH SCIENCES <i>Academic Disciplines</i> Global Studies / Medicine	1: Superbugs (article) 2: The Globalization of Infection (article)	Recognizing discourse organization	Using your knowledge Understanding key vocabulary Reading for main ideas Taking notes Making inferences Scanning to predict content Reading for details Synthesizing	
8 COLLABORATION <i>Academic Disciplines</i> Business / Human Resources / Sports Management	1: The Value of Talent (article) 2: The Perfect Work Team: Getting the Best from a Group (article)	Using context clues to understand terminology and fixed expressions	Understanding key vocabulary Previewing Reading for main ideas Summarizing Reading for details Working out meaning Using your knowledge Taking notes	

	LANGUAGE DEVELOPMENT	WATCH AND LISTEN	SPECIAL FEATURES
	Experimental science vocabulary Complex noun phrases with <i>what</i>	Interview with the Founders of IDEO	Critical Thinking Collaboration
	Complex noun phrases	Vocational Training	Critical Thinking Collaboration
	Verbs and verb phrases for causation Health and medicine word families	Superbugs	Critical Thinking Collaboration
	Language for hedging	Office Space	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.

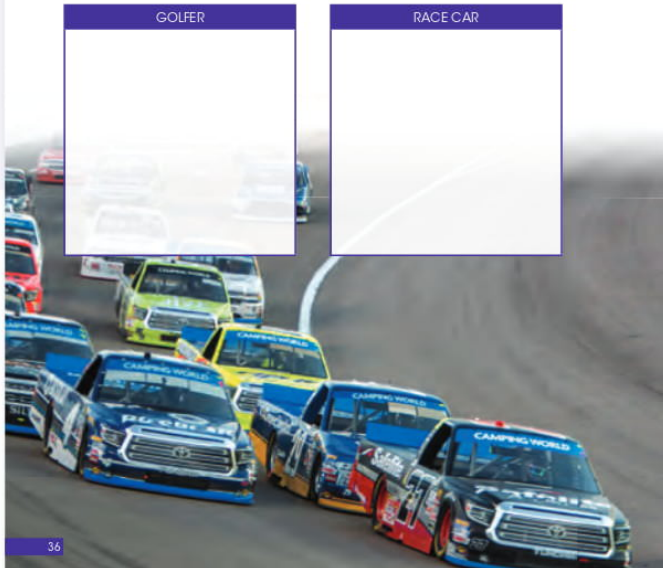
READING 1

PREPARING TO READ

1 USING YOUR KNOWLEDGE Find photos of a professional golfer and a professional race car and/or driver. Company logos should be visible on the clothes and equipment in the photos. Write the logos you recognize in the correct column in the chart. Compare lists with a partner. Discuss which logos are the most effective and why.

GOLFER

RACE CAR



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READING 1 2

CHAPTER 5

WHAT MAKES A SUCCESSFUL LOGO?

1 In 2010, a group of world leaders got together to bring greater attention to **human rights**. They held a design competition for a logo that any organization devoted to human rights issues could use.

2 A logo is an efficient visual form that conveys an organization's message. Logos may seem rather simple. After all, they are often just a name or very basic image, but in fact, designing a good logo takes a lot of time and thought. So, what were the world leaders looking for? What are the **criteria** that define a good logo? If you ask ten different graphic designers, you may get ten different answers. However, there are some common themes.

3 A good logo is clear and simple. Simple logos are easy to remember. In studies where participants were shown hundreds of unfamiliar logos, the ones they remembered later all had simple designs. Some designers advise the use of no more than two colors.

4 A good logo must also be unique so it won't be confused with the logo from another organization. For example, the logo for IKEA is so familiar that any new logo in those shades of blue and yellow would probably remind people of IKEA. A unique logo also arouses curiosity when people see it for the first time. They want to know more about it. When tennis star Novak Djokovic began wearing shirts by the Japanese clothing manufacturer UNIQLO, people unfamiliar with the company became curious about the odd combination of letters that make up its logo.

retro (adj) having the appearance of something from the past
nonprofit (adj) established for a reason other than making a profit, often for the arts or for religious or charitable purposes

5 Logos should be flexible enough to adapt across time and placement. We all remember Apple's rainbow-colored design, which worked in the 1970s, but today would look **retro**. The **subsequent** gray and black Apple logo looks more **contemporary**, yet it **retains** the original design. Designers also need to consider where the logo will appear. Will it be on shopping bags? Coffee cups? Does it need to shrink down to a tiny icon on a digital device, like the Twitter bluebird or the Facebook 'f'? Will people be able to recognize it from far away on the side of a truck?

6 More than anything else, a logo needs to tell a story—to convey the company's identity and evoke an emotional response in the people who see it. But to be successful, the message and the response must be **appropriate** for the organization that the logo represents. The Toys 'R Us logo, with its childish handwriting and backwards R, conveys a message of fun. It is childlike and playful. It works for a toy company, but it probably would not work for a bank or insurance company.

7 In contrast, the FedEx logo, with the negative space in its block letters forming a forward-pointing arrow, looks like serious business. Its aim is to inspire confidence: We are a company you can trust your package to. An emotional response is particularly important for nonprofit organizations. The World Wide Fund for Nature (WWF) hopes that its iconic black and white panda will resonate with the public and encourage people to make a **donation** to support its global environmental conservation work on saving the endangered species and their habitats as well as reducing people's footprint for a sustainable future.

8 Once a logo becomes widely recognized, businesses and organizations often rely more on the logo than their name. The public immediately recognizes the Nike swoosh, McDonald's golden arches, and Target's red and white circles because these logos have become so familiar.

9 So, what logo did world leaders hope would convey an immediately recognizable and unmistakable message of human rights? They chose Serbian designer Predrag Stakić's logo, which combines the images of a bird and a human hand.

FedEx



PROTECTING LOGOS

A business can protect its brand name and its logo by getting them trademarked. In the United States, this protection is granted by a federal agency, the Department of Commerce. After you register your trademark, no one can use your name or logo without permission. This is meant to keep your valuable mark off fake goods. It also prohibits the trademark's use in ways that might damage your company's image.

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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.

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.

READING 1 **2**

READING BETWEEN THE LINES

SKILLS

MAKING INFERENCES
Writers often suggest ideas but do not say them directly. In this case, readers need to infer what the writer means. Inferring meaning is an important reading skill. Readers combine what the writer says with logic and their own knowledge of the world to infer the complete meaning of the text.

6 MAKING INFERENCES Work with a partner. Go online and look at the UNIGLO logo. What about its design aroused so much curiosity, do you think? Write down some ideas.

7 IDENTIFYING PURPOSE Think of three nonprofit organizations of different types and look up their logos. What kind of responses do you think they want to evoke with their logos? Are they successful?

nonprofit	response
1 _____	_____
2 _____	_____
3 _____	_____

CRITICAL THINKING

8 Work in small groups. Discuss the questions.

<p>APPLY Choose one of the logos discussed in Reading 1. What story do you think it is meant to tell?</p>	<p>ANALYZE Think of another logo that you think is not as successful as those in Reading 1. Describe and analyze its effectiveness.</p>	<p>EVALUATE Is the human rights logo successful based on the criteria discussed in Reading 1? Why or why not?</p>
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COLLABORATION

9 A Work in a small group. Imagine that you work for Maple State Bank and that you must create a new logo. Your bank serves ordinary families and small businesses in your city. Design a logo that will relate to your customers and community.

B Present and promote your logo to the class.

C As a class, vote on the best logo and story.

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WATCH AND LISTEN

GLOSSARY

endemic (adj) found particularly in a specific area or group

zany (adj) surprisingly different and strange, and therefore amusing and interesting

typography (n) the design of writing in a piece of printing or on a computer screen

Helvetica (n) a typeface or font that has clean, smooth lines

in full swing (adj) at the height of an activity

authoritarian (adj) demanding total obedience to one's authority

PREPARING TO WATCH

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

- How have ads changed in your lifetime?
- What companies spend the most on advertising?
- What are some subtle ways that companies try to influence what you buy?

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

- Which ads do you think are more effective? Why?
- How does the look of the letters—the font—differ in each picture?
- How do you think the font affects the look of a logo, ad, or sign?
- Do you think the font affects the way people perceive the information? If so, how big a difference does it make?
- What are the benefits of simple lettering?

WHILE WATCHING

3 UNDERSTANDING MAIN IDEAS Watch the video. Which sentence best expresses the main idea of the video?

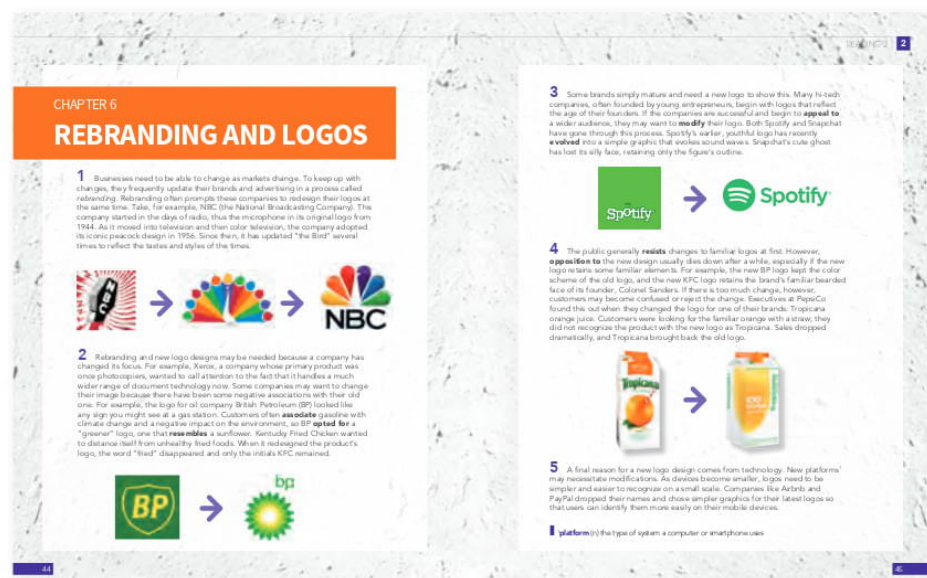
- The ad for Coca-Cola is the most effective ad ever. ☐
- Many corporations today use Helvetica because it communicates a clear message. ☐
- Companies like to use Helvetica today so they appear strong and authoritarian. ☐

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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.



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

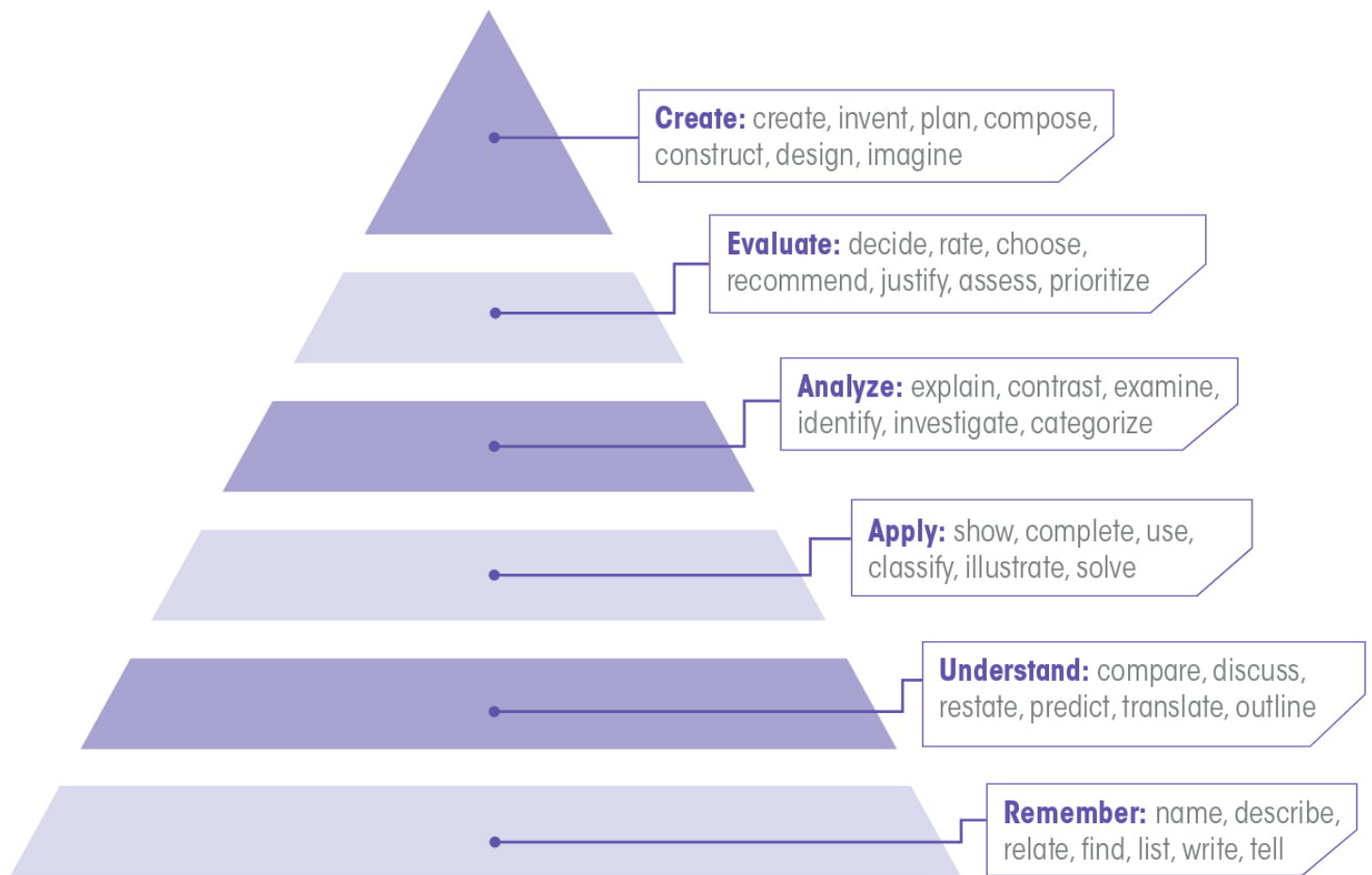
Prism Reading prepares students for college coursework by explicitly teaching a full range of critical thinking skills. Critical thinking exercises appear in every unit of every level, organized according to the taxonomy developed by Benjamin Bloom.

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

CRITICAL THINKING

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

APPLY Describe your response to a specific logo, and compare it to your partner's.	ANALYZE Choose one of the pairs of logos discussed in Reading 2. Why do you think the company made the change?	EVALUATE How important do you think a logo is for a brand? Support your idea with examples.
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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**

READING BETWEEN THE LINES

7 MAKING INFERENCES Work with a partner. Choose the statement(s) that can you infer from Reading 2. Discuss your reasoning.

- a A peacock is immediately associated with the idea of color. ☐
- b The founders of Spotify were young when they started the company. ☐
- c The new BP logo was a success. ☐
- d The face on KFC's logo is an important element of the brand. ☐
- e Other companies now have animated logos like Google's. ☐

CRITICAL THINKING

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

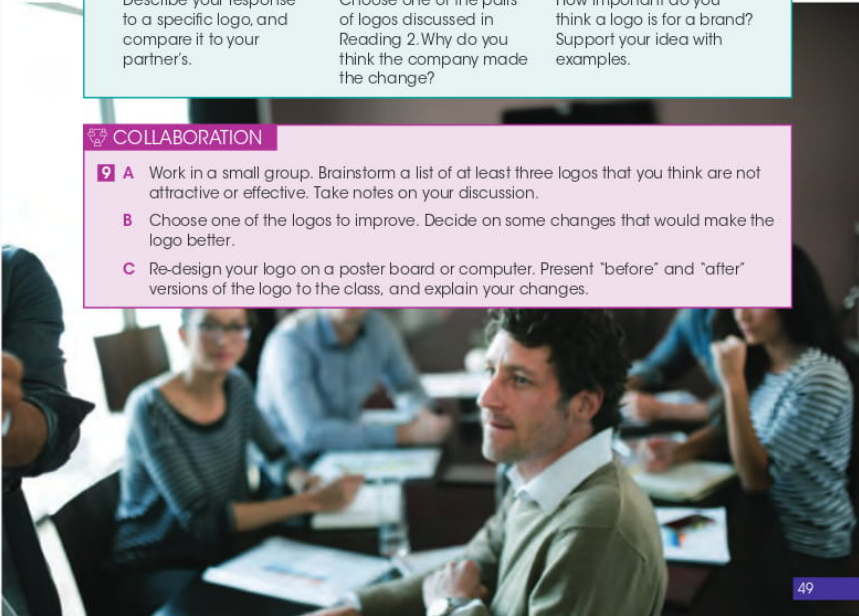
APPLY	ANALYZE	EVALUATE
Describe your response to a specific logo, and compare it to your partner's.	Choose one of the pairs of logos discussed in Reading 2. Why do you think the company made the change?	How important do you think a logo is for a brand? Support your idea with examples.

COLLABORATION

9 A Work in a small group. Brainstorm a list of at least three logos that you think are not attractive or effective. Take notes on your discussion.

B Choose one of the logos to improve. Decide on some changes that would make the logo better.

C Re-design your logo on a poster board or computer. Present "before" and "after" versions of the logo to the class, and explain your changes.



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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.

PRESERVATION

LEARNING OBJECTIVES

Key Reading Skill

Identifying an argument; identifying supporting details

Additional Reading Skills

Using your knowledge; previewing; understanding key vocabulary; reading for main ideas; reading for details; annotating; making inferences; skimming; identifying purpose; synthesizing

Language Development

Time expressions; compound adjectives

ACTIVATE YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 Do you like to visit old buildings or museums that show something about our past? Why or why not?
- 2 Do you like looking at old family photos or old letters and postcards? Who keeps these things? How do they keep them (in photo albums, in a shoebox, in boxes in the attic)?
- 3 How important is it to preserve the past: buildings, records, art? Is preserving the past more important than creating new things?



READING 1

PREPARING TO READ

- 1 USING YOUR KNOWLEDGE** You are going to read an article about storing records. Look at the list of information and records—in text, audio, and visual form—about your life. Add four more examples of your own. Then check where you store each type of thing. Compare answers with a partner.

	in a box or drawer	on my phone / tablet	in the cloud	I throw them away.
old school records				
family photos				
bank statements				
selfies from vacation				
medical records				
receipts from major purchases				
music				

- 2 PREVIEWING** Work with a partner. Discuss the questions.

- 1 Think about items in the chart in Exercise 1. How long will records last? Will your grandchildren be able to access them? Why or why not?
- 2 Look at the title of the article on pages 18–19. What does the word *digital* mean there? Give some examples of digital devices that you use. What are some digital devices that are no longer widely used?
- 3 The *Dark Ages* is a period of European history from about 500 CE to 1000 CE. How do you think it relates to the article?

3 UNDERSTANDING KEY VOCABULARY Read the sentences and write the words in bold next to the definitions.

- 1 The designers of the new phone have made a **deliberate** effort to make the device easy for anyone to use.
- 2 It is a common **practice** to name a baby after a parent or grandparent.
- 3 I am upset because my computer crashed and I have not been able to **recover** the files on it.
- 4 We can't plan for everything, so we will have to handle problems as they **emerge**.
- 5 Your computer files are **vulnerable** if you don't protect them with a strong password.
- 6 All of the devices have the **capacity** to update information over Wi-Fi.
- 7 Problems with security **prompted** software designers to make major changes to the new version of the program.
- 8 The closet was filled with boxes of **memorabilia** from my childhood and my parents' early years of marriage.

- a _____ (adj) not well protected; able to be harmed
- b _____ (n) a regular or widespread habit or behavior
- c _____ (v) to cause to do something
- d _____ (v) to get something back
- e _____ (n) ability
- f _____ (adj) intentional
- g _____ (n) a collection of items connected to a person or event
- h _____ (v) to become known

