

CAMBRIDGE

# PRISM READING

Student's Book

| **Intro**

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WORKBOOK  
INCLUDED

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COVER



Kate Adams  
Sabina Ostrowska

Experience  
**Better**  
**Learning**

# PRISM READING

Student's Book

## | Intro

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Sabina Ostrowska  
with  
Christina Cavage



CAMBRIDGE  
UNIVERSITY PRESS

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# SCOPE AND SEQUENCE

UNIT	READING PASSAGES	KEY READING SKILLS	ADDITIONAL READING SKILLS	
<b>1 PEOPLE</b>  <u>Academic Disciplines</u> Communications / Sociology	1 My Profile: Jeremy Lin (social media profile) 2 A Very Tall Man! (article)	Previewing	Understanding key vocabulary Skimming Scanning to find information Reading for details Taking notes Synthesizing	
<b>2 CLIMATE</b>  <u>Academic Disciplines</u> Meteorology / Geography	1 The Coldest City in the World (article) 2 Cuba Weather (website)	Scanning to find information Taking notes in a chart	Understanding key vocabulary Using your knowledge Previewing Reading for details Synthesizing	
<b>3 LIFESTYLE</b>  <u>Academic Disciplines</u> Anthropology / Education	1 Meet the Kombai (book review) 2 Class schedule and email (mixed text types)	Annotating	Understanding key vocabulary Using your knowledge Predicting content using visuals Scanning to find information Reading for main ideas Previewing Reading for details Synthesizing	
<b>4 PLACES</b>  <u>Academic Disciplines</u> Geography / History	1 A World History of Maps: Muhammad al-Idrisi's World Map (book excerpts) 2 The Maldives: An Overview (country profile)	Reading for main ideas	Understanding key vocabulary Previewing Annotating Scanning to find information Reading for details Using your knowledge Taking notes Synthesizing	



	LANGUAGE DEVELOPMENT	WATCH AND LISTEN	SPECIAL FEATURES
	Family vocabulary Nouns and verbs Singular and plural nouns	Thailand's Moken Fishermen	Critical Thinking Collaboration
	Nouns and adjectives Noun phrases	The Growing Ice Cap	Critical Thinking Collaboration
	Collocations for free-time activities Time expressions	Panama's Kuna People	Critical Thinking Collaboration
	Superlative adjectives Noun phrases with <i>of</i> Vocabulary for places	The <i>Cenotes</i> of Mexico	Critical Thinking Collaboration

UNIT	READING PASSAGES	KEY READING SKILLS	ADDITIONAL READING SKILLS	
<b>5 JOBS</b>  <u>Academic Disciplines</u> Business / Career Services	1 Find_my_job.com (website) 2 Emails about jobs (emails)	Reading for details	Understanding key vocabulary Using your knowledge Previewing Scanning to find information Taking notes Reading for main ideas Synthesizing	
<b>6 HOMES AND BUILDINGS</b>  <u>Discipline</u> Architecture / Engineering	1 <i>Architect's World: Expert Interview</i> (printed interview) 2 Skyscrapers: Buildings that Touch the Sky (report)	Predicting content using visuals	Understanding key vocabulary Using your knowledge Scanning to find information Reading for main ideas Reading for details Annotating Synthesizing	
<b>7 FOOD AND CULTURE</b>  <u>Academic Disciplines</u> History / Sociology	1 Tea: A World History (article) 2 10 of the Best by Cuisine (travel guide)	Taking notes	Understanding key vocabulary Using your knowledge Previewing Reading for main ideas Scanning to find information Reading for details Synthesizing	
<b>8 TRANSPORTATION</b>  <u>Academic Disciplines</u> Engineering / Urban Planning	1 Transportation Survey (survey) 2 Transportation in Bangkok (report)	Skimming	Understanding key vocabulary Previewing Scanning to find information Reading for details Using your knowledge Reading for main ideas Annotating Synthesizing	

	LANGUAGE DEVELOPMENT	WATCH AND LISTEN	SPECIAL FEATURES
	Vocabulary for jobs Adjective phrases	Utah's Bingham Mine	Critical Thinking Collaboration
	Pronouns Vocabulary for buildings Adjectives for buildings	To Build the Tallest	Critical Thinking Collaboration
	Vocabulary about food Count and noncount nouns	Goat Cheese	Critical Thinking Collaboration
	Quantifiers Transportation collocations	Modern Subways	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 sentences. Choose the best definition for the word or phrase in bold.

- The **traffic** is moving slowly. There are a lot of cars on the road.  
 a the cars, trucks, etc., driving on the road  
 b the time it takes to get somewhere
- When does the **train** get into the station? I need to be at work by 9 a.m.  
 a a long, thin type of car that travels on tracks  
 b a route or way for traveling from one place to another
- I take the **subway** to work. I only have to go two stops.  
 a a place for people to walk along the road  
 b trains that travel underground, usually in a city
- Many children learn to ride **bikes**. It's a fun and easy way to travel.  
 a a type of transportation with two wheels that you sit on and move by turning two pedals  
 b a type of transportation with four wheels and an engine.
- I paid a **taxi** driver to take me from the airport to the city.  
 a a place for planes to land and people to get on planes  
 b a car with a driver who you pay to take you somewhere
- My son takes the **bus** to school with other kids from his class.  
 a a big type of car that takes many people around a city  
 b a small car with three wheels

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## TRANSPORTATION IN BANGKOK

### REPORT

#### Introduction

- 1 This **report** shows the **results** of a survey about transportation in Bangkok. Over eight million people live in the city. The pie chart (Figure 1) shows the most popular types of transportation in Bangkok. It shows the percentage<sup>1</sup> of people who use each type of transportation to get to work or school.

#### Public Transportation

- 2 Every day, thousands of people use public and private transportation. A popular form of public transportation is the SkyTrain. People take public transportation so they don't have to drive themselves. Twenty-one percent of the population of Bangkok takes the SkyTrain to work or school. Another form of public transportation in the city is the bus. Eighteen percent of people who live in Bangkok **take** buses. People **prefer** buses to tuk-tuks because buses cost less money. Only 8% of people use tuk-tuks to get to work or school.

<sup>1</sup> **percentage** (n) how many out of 100



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READING 2 8

#### Private Transportation

- 3 Most people in Bangkok use private transportation. They **drive** their own cars. Fourteen percent of people **ride** motorcycles to get to work or take children to school. Only 3% walk to work, and only 2% bike to work. Most places of work are too far away to walk or bike to.

#### Traffic

- 4 There is a lot of traffic in Bangkok. The roads are full of different types of vehicles<sup>2</sup> (cars, motorcycles, tuk-tuks, etc.). Twenty-three percent of people drive a car to work or school. Most people **spend** more than one hour every day traveling because the traffic is so bad. Almost 35% of people are late because of traffic jams. However, there are no traffic jams on the river. Eleven percent of people take the water taxi.

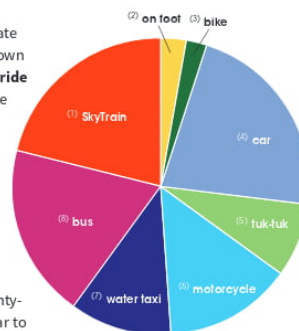


Figure 1: Transportation use in Bangkok

<sup>2</sup> **vehicles** (n) things such as cars or buses that take people from one place to another, especially using roads

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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 8

#### CRITICAL THINKING

4 Work with a partner. Ask and answer the questions.

##### APPLY

What types of transportation do people usually use in your city or town?

##### EVALUATE

Which types of transportation are the best and which are the worst for:

- a long trips? c places with no roads?
- b getting in shape and being healthy? d families?

#### COLLABORATION

7 A Work in a small group. Create a survey to find out about transportation in your city. Write 5–10 questions. Use the survey in Reading 1 as an example.

B Each person in the group should survey five people and take notes on their answers.

C Look at the answers as a group. Summarize the results. Answer the following questions in your summary.

- How many people took the survey?
- How long do people spend going to work or school?
- How many people get to work or school with each type of transportation?
- How often do most people take each type of transportation?
- Which types of transportation do people have?

D Compare your summary with another group.



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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**

**rider** (n) a person who rides in a car, train, or bus, or on a bike or motorcycle

**platform** (n) the area in a train or subway station where you get on and off a train

**attendant** (n) someone whose job is to help people in a particular place

**calm** (adj) relaxed; not worried or excited

#### PREPARING TO WATCH

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

- 1 What are the most common types of transportation in your city?
- 2 What are some unusual types of transportation?
- 3 What cities have subway systems?

2 PREDICTING CONTENT USING VISUALS Look at the pictures from the video. Circle the correct word.

- 1 This train is *underground* / *over ground*.
- 2 Many people are waiting to get *on* / *off* the train.
- 3 The city is *busy* / *quiet*.
- 4 The man is helping people in the *shopping mall* / *subway station*.

#### WHILE WATCHING

3 UNDERSTANDING MAIN IDEAS Watch the video. Write T (true) or F (false) next to the statements. Correct the false statements.

- \_\_\_\_\_ 1 Every day, millions of people travel on subways that are under the ground.
- \_\_\_\_\_ 2 The oldest subway system is in Tokyo.
- \_\_\_\_\_ 3 London's subway system is called the "Tube."
- \_\_\_\_\_ 4 London has the busiest subway system.
- \_\_\_\_\_ 5 Attendants help keep riders safe, calm, and on time.

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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.



**Bangkok City Planning**

## TRANSPORTATION SURVEY<sup>1</sup>

Please answer the questions about transportation in Bangkok. Your answers will help us make our city better.

Check (✓) the correct boxes to answer the questions.

**A. About you**

A1 How old are you?

☐ 14-17 ☐ 18-21 ☐ 22-31

☒ 32-53 ☐ older than 53

A2 I am:

☐ male ☒ female

A3 What do you do?

☐ study ☒ work

**B. Travel**

B1 How long is your trip to work or school?

☐ 5-15 minutes ☒ 15-45 minutes ☐ 45-60 minutes ☐ more than 1 hour

B2 How do you get to work or school?

☐ on foot ☐ bike ☐ car ☐ tuk-tuk

☐ motorcycle ☐ water taxi ☐ taxi ☐ bus

☒ subway

Survey (n) a set of questions people are asked to get information.  
You fast (prip-phr) if you go somewhere on foot, you walk there.

**READING 1**

**B3 How often do you use these types of transportation?**

types of transportation	always	often	sometimes	not often	never
on foot	<input checked="" type="checkbox"/>				
bike		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
car					<input checked="" type="checkbox"/>
motorcycle				<input checked="" type="checkbox"/>	
water taxi				<input checked="" type="checkbox"/>	
taxi			<input checked="" type="checkbox"/>		
bus			<input checked="" type="checkbox"/>		
SkyTrain		<input checked="" type="checkbox"/>			
subway		<input checked="" type="checkbox"/>			

**B4 Which type or types of transportation do you own?**

I own a: ☐ bike ☒ car ☐ motorcycle ☐ other: \_\_\_\_\_

**C. Opinion**

**C1 Read the statements in the chart. Do you agree or disagree with them?**

statements	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
There is a lot of traffic in Bangkok.	<input checked="" type="checkbox"/>				
The traffic makes me late.		<input checked="" type="checkbox"/>			
We need more public transportation.	<input checked="" type="checkbox"/>				

**C2 Write any comments or suggestions that you have about transportation in Bangkok.**

We should build more subway lines. Then more people could use the subway and there would not be so much traffic on the roads.

Thank you for taking the time to answer the questions in this survey.

**Need a ride? Get a tuk-tuk**

**WATER TAXI**

Click here for schedule and tickets.

## 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

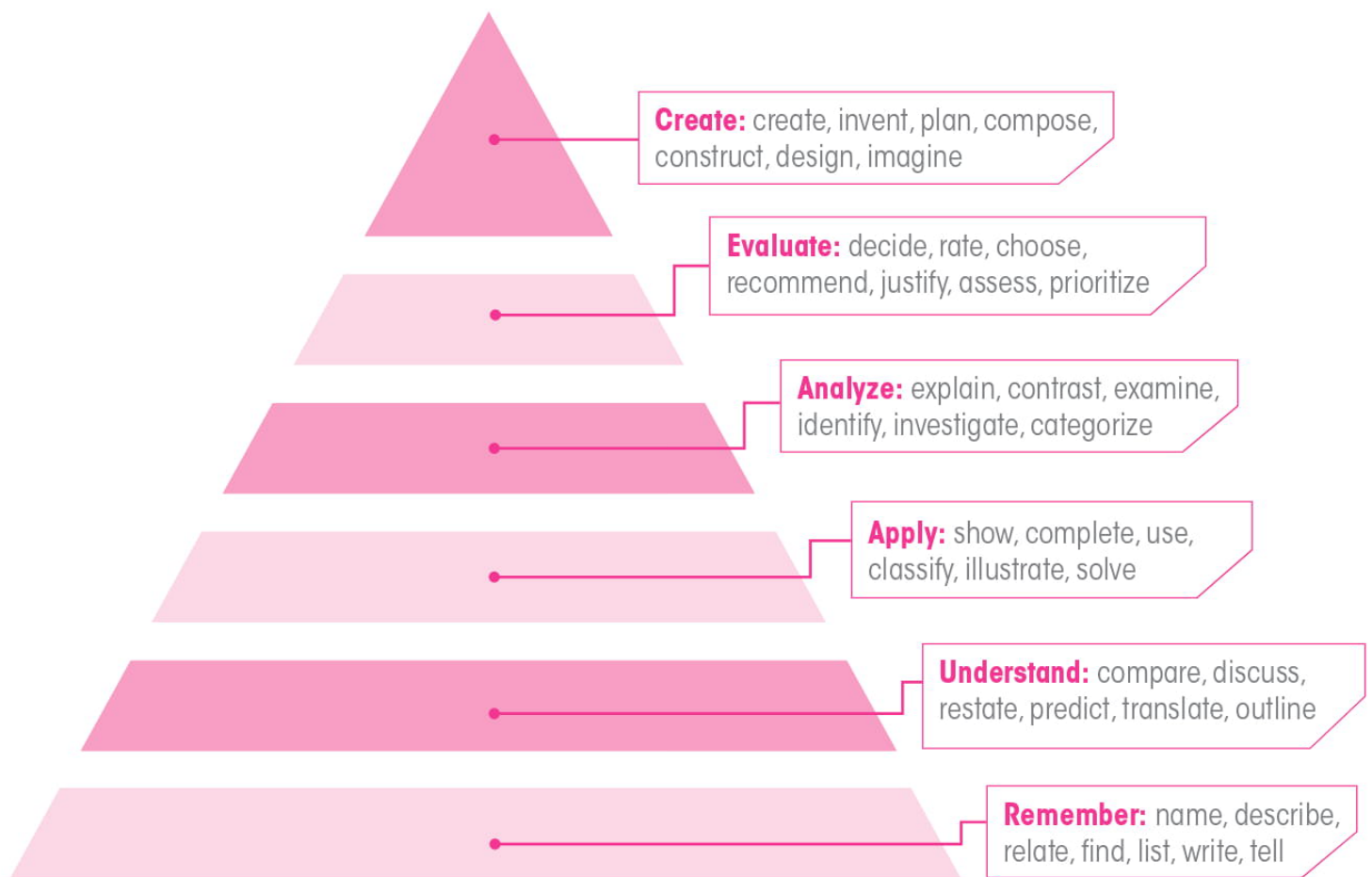
*Prism Reading* prepares students for college coursework by explicitly teaching a full range of critical thinking skills. Critical thinking exercises appear in every unit of every level, organized according to the taxonomy developed by Benjamin Bloom.

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 answer the questions.

<b>APPLY</b> What is the most popular way to get to work in Bangkok? Why do you think that is?	<b>ANALYZE</b> If you lived in Bangkok, what transportation would you use? Why?	<b>EVALUATE</b> Why is it important for cities to know how people get to work?
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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 **8**

**6 ANNOTATING** Read the report again. Find and underline the information that answers the questions. Then use your notes to write the answers.

- 1 How many people live in Bangkok?  
\_\_\_\_\_
- 2 Is the SkyTrain a public or private form of transportation?  
\_\_\_\_\_
- 3 What percentage of people drive cars?  
\_\_\_\_\_
- 4 How long do most people spend in traffic?  
\_\_\_\_\_
- 5 What percentage of people are late because of traffic jams?  
\_\_\_\_\_

**7 CRITICAL THINKING**

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

APPLY	ANALYZE	EVALUATE
What is the most popular way to get to work in Bangkok? Why do you think that is?	If you lived in Bangkok, what transportation would you use? Why?	Why is it important for cities to know how people get to work?

**8 COLLABORATION**

**8 A** Work in a small group. Make a pie chart about transportation in your city. Use Figure 1 on page 151 as an example. Use the information in your surveys from Exercise 7 on page 147 to complete the pie chart.

**B** Compare your information with another group. If you can, go online to check the information, and make changes to your chart.

**C** Think about the results. Why are some forms of transportation more popular? Write three statements to explain the information in your chart. Then present your pie chart and reasons to the class.

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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.

# PEOPLE

## LEARNING OBJECTIVES

**Key Reading Skill**

Previewing

**Additional Reading Skills**

Understanding key vocabulary; skimming; scanning to find information; reading for details; taking notes; synthesizing

**Language Development**

Family vocabulary; nouns and verbs; singular and plural nouns

## ACTIVATE YOUR KNOWLEDGE

**Work with a partner. Ask and answer the questions.**

- 1 What is your name?
- 2 Where do you live?
- 3 Do you have a job? What do you do?
- 4 Do you study? What do you study?



