

CAMBRIDGE

PRISM

Reading
and
Writing

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Chris Sowton
Alan S. Kennedy
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Experience
Better
Learning

PRISM

READING AND WRITING

3

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with
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CAMBRIDGE
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SCOPE AND SEQUENCE

UNIT	WATCH AND LISTEN	READINGS	READING SKILLS	LANGUAGE DEVELOPMENT	
1 GLOBALIZATION <i>Academic Disciplines</i> Cultural Studies / Sociology	Chinese Flavors for American Snacks	1: Turkish Treats (blog) 2: Changing Eating Habits in Italy (essay)	<u>Key Skills</u> Making predictions from a text type Topic sentences <u>Additional Skills</u> Understanding key vocabulary Using your knowledge Reading for main ideas Reading for details Identifying purpose and audience Making inferences Synthesizing	Academic alternatives to phrasal verbs Globalization vocabulary	
2 EDUCATION <i>Academic Disciplines</i> Communications / Education	College Debt and Bankruptcy	1: College Majors: Business vs. Engineering (essay) 2: Distance Learning vs. Face-to-Face Learning (article)	<u>Key Skill</u> Making inferences <u>Additional Skills</u> Understanding key vocabulary Using your knowledge Reading for main ideas Reading for details Synthesizing	Education vocabulary Academic words	
3 MEDICINE <i>Academic Disciplines</i> Health Sciences / Medicine	A New Way to Handle Allergies	1: The Homeopathy Debate (article) 2: Should Health Care Be Free? (article)	<u>Key Skill</u> Annotating a text <u>Additional Skills</u> Understanding key vocabulary Using your knowledge Skimming Reading for main ideas Reading for details Scanning to find key words Identifying opinions Making inferences Synthesizing	Medical vocabulary Academic vocabulary	
4 THE ENVIRONMENT <i>Academic Disciplines</i> Ecology / Environmental studies	Population and Water	1: Disaster Mitigation (interview) 2: Combating Drought in Rural Africa: A Report (report)	<u>Key Skill</u> Identifying cohesive devices <u>Additional Skills</u> Understanding key vocabulary Predicting content using visuals Using your knowledge Skimming Reading for main ideas Reading for details Making inferences Synthesizing	Academic noun phrases Natural disaster vocabulary	

	CRITICAL THINKING	GRAMMAR FOR WRITING	WRITING	ON CAMPUS
	Providing supporting examples Using tables and diagrams	Noun phrases Time phrases	<u><i>Academic Writing Skills</i></u> Essay structure Writing an effective thesis statement <u><i>Rhetorical Mode</i></u> Explanatory <u><i>Writing Task</i></u> How has globalization changed your country? (essay)	<u><i>Study Skill</i></u> Maximizing concentration levels
	Using a Venn diagram to plan a comparison and contrast essay Analyzing similarities and differences	Comparison and contrast language: <ul style="list-style-type: none"> • Transitions to show comparison and contrast • Adverb clauses of contrast 	<u><i>Academic Writing Skills</i></u> Avoiding run-on sentences and comma splices Comparison and contrast essays <u><i>Rhetorical Mode</i></u> Comparison and contrast <u><i>Writing Task</i></u> Discuss the various similarities and differences between studying a language and studying math. (essay)	<u><i>Communication Skill</i></u> Class discussion boards
	Evaluating and analyzing ideas	Articles: <ul style="list-style-type: none"> • Definite article (<i>the</i>) • Indefinite article (<i>a/an</i>) • No article (Ø) • Articles in discourse Transitions to show concession	<u><i>Academic Writing Skill</i></u> Sentence variety <u><i>Rhetorical Mode</i></u> Opinion <u><i>Writing Task</i></u> Is disease prevention the responsibility of individuals and their families, or of the government? (essay)	<u><i>Life Skill</i></u> Managing minor illnesses
	Analyzing a case study	Expressing solutions using <i>it</i>	<u><i>Academic Writing Skills</i></u> Developing ideas Parallel structure <u><i>Rhetorical Mode</i></u> Problem and solution <u><i>Writing Task</i></u> Write a report that provides both short- and long-term solutions to an environmental problem and takes the costs into consideration. Refer to a specific case study in your report. (report)	<u><i>Study Skill</i></u> Making a study plan

UNIT	WATCH AND LISTEN	READINGS	READING SKILLS	LANGUAGE DEVELOPMENT	
5 ARCHITECTURE <i>Academic Disciplines</i> Architecture / Urban Planning	Building a Green Home	1: We Need More Green Buildings (article) 2: Building Design: Form vs. Function (essay)	Key Skill Skimming a text Additional Skills Using your knowledge Understanding key vocabulary Summarizing Reading for details Understanding paraphrase Making inferences Synthesizing	Academic word families Architecture and planning vocabulary	
6 ENERGY <i>Academic Disciplines</i> Engineering / Physics	Wind Turbines	1: Alternative Energy (Web article) 2: Maintaining Our Vital Natural Resources (essay)	Key Skill Working out meaning from context Additional Skills Predicting content using visuals Understanding key vocabulary Using your knowledge Reading for main ideas Reading for details Making inferences Synthesizing	Energy collocations Formal and informal academic verbs	
7 ART AND DESIGN <i>Academic Disciplines</i> Design / Fine Art	A Culinary Art Canvas	1: All that Art Is (article) 2: Photography as Art (essay)	Key Skill Scanning to find information Additional Skills Understanding key vocabulary Predicting content using visuals Using your knowledge Reading for details Making inferences Understanding paraphrase Synthesizing	Paraphrasing Vocabulary for art and design	
8 AGING <i>Academic Disciplines</i> Economics / Sociology	Senior Exercise	1: The Social and Economic Impact of Aging (interview) 2: The Realities of a Young Society (essay)	Key Skill Using your knowledge to predict content Additional Skills Understanding key vocabulary Reading for main ideas Reading for details Working out meaning Making inferences Synthesizing	Academic collocations with prepositions	

	CRITICAL THINKING	GRAMMAR FOR WRITING	WRITING	ON CAMPUS
	Analyzing and evaluating ideas in persuasive writing	Register in academic writing	<u><i>Academic Writing Skills</i></u> Ordering information Prioritizing arguments <u><i>Rhetorical Mode</i></u> Persuasive <u><i>Writing Task</i></u> Which is more important when building or buying a new home: its location or its size? (essay)	<u><i>Life Skill</i></u> Resolving conflicts
	Evaluating benefits and drawbacks Organizing ideas for an essay	Relative clauses	<u><i>Academic Writing Skills</i></u> Introducing advantages and disadvantages Coherence <u><i>Rhetorical Mode</i></u> Explanatory <u><i>Writing Task</i></u> Explain the advantages and disadvantages of three types of renewable energy and decide which would work best in your country. (essay)	<u><i>Communication Skill</i></u> Letters of reference
	Analyzing and evaluating arguments	Substitution Ellipsis	<u><i>Academic Writing Skill</i></u> Arguments, counterarguments, and refutations <u><i>Rhetorical Mode</i></u> Argumentative <u><i>Writing Task</i></u> Fashion, cooking, and video games have all been likened to fine art. Choose <i>one</i> of these and discuss whether it should be considered fine art, comparable to painting or sculpture. (essay)	<u><i>Research Skill</i></u> Understanding common knowledge
	Analyzing graphical data Evaluating advantages and disadvantages	Language of prediction Future real conditionals	<u><i>Academic Writing Skills</i></u> Numerical words and phrases Interpreting graphs and charts <u><i>Rhetorical Mode</i></u> Analysis <u><i>Writing Task</i></u> Describe population trends in Japan using data from a graph. Suggest the potential impact on the country if the 2050 projections are correct. (essay)	<u><i>Life Skill</i></u> The world of work

HOW PRISM WORKS

1 Video

Setting the context

Every unit begins with a video clip. Each video serves as a springboard for the unit and introduces the topic in an engaging way. The clips were carefully selected to pique students' interest and prepare them to explore the unit's topic in greater depth. As they work, students develop key skills in prediction, comprehension, and discussion.

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

UNDERSTANDING MAIN IDEAS

PREPARING TO WATCH

- 1 Work with a partner. Discuss the questions.
 - 1 What do people mean when they say that the world is getting smaller?
 - 2 What products do you have that were made in another country?
 - 3 What are the pros and cons of importing and exporting products?
 - 4 What are five companies that are seen in many cities around the world?
- 2 Look at the pictures from the video. Discuss the questions with your partner.
 - 1 Which of these companies do you know?
 - 2 Which products from these companies are popular in your country?
 - 3 Why do companies sell different products in different countries?

GLOSSARY

cantaloupe (n) a round melon that is orange and sweet inside
taste buds (n) the cells on your tongue that allow you to taste different foods
boundary (n) a line that divides two areas or forms an edge around an area
spectrum (n) a range of objects, ideas, or opinions
squid (n) a sea animal with a long body and ten arms that can shoot out black ink
wacky (adj) strange or unusual in a surprising or silly way
craving (n) a strong feeling that you want or need a particular thing

WHILE WATCHING

- 3 Watch the video. Write T (true), F (false), or DNS (does not say) next to the statements. Correct the false statements.
 - 1 American food companies are increasing their sales in China every year.
 - 2 Chinese consumers only like salty products from U.S. brands.
 - 3 Many of these flavors are popular with American consumers.
 - 4 The Chinese consumer market is expected to grow in the future.
 - 5 American grocery stores are building branches in China.

2 Reading

Receptive, language, and analytical skills

Students improve their reading abilities through a sequence of proven activities. They study key vocabulary to prepare them for each reading and to develop academic reading skills. A second reading leads into synthesis exercises that prepare students for college classrooms. Language Development sections teach vocabulary, collocations, and language structure.

WHILE READING

- 4 Read the essay. Then read these facts and check (✓) if they apply to business, engineering, or both.

	business	engineering	both
1 will help students launch their careers			
2 has a gender gap			
3 is the most popular U.S. college major			
4 is a STEM subject			
5 requires the use of mathematics			
6 provides a good foundation for graduate school			
7 involves working with electronics and mechanics			

- 5 Answer the questions about the text.

- 1 Which majors are mentioned as examples of ones which are not directly linked to careers?
- 2 What suggestion is given for people who plan to attend graduate school for engineering?
- 3 What is the most popular engineering major in the U.S.?
- 4 What percentage of U.S. engineers are women?

READING BETWEEN THE LINES

SKILL

Making inferences

Sometimes writers suggest the meaning of something without saying it directly. Being able to read this inferred meaning (as well as the literal meaning of the words) is a useful skill. Practice using reasoning, logic, and your knowledge of the world to work out the real meaning behind the words you read.

- 6 Work with a partner. Discuss the questions.

- 1 Why would a student prefer to major in a career-oriented subject?
- 2 What are disadvantages of majoring in business or engineering?

DISCUSSION

- 7 Discuss the questions with your partner.
 - 1 Are you interested in STEM subjects? Why?
 - 2 Is there a gender balance in STEM education in your country? Why?

READING FOR MAIN IDEAS

READING FOR DETAILS

MAKING INFERENCES

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ACADEMIC WRITING SKILLS

DEVELOPING IDEAS

SKILL A body paragraph that supports a thesis statement must give reasons why the thesis is valid by providing examples. These reasons and examples need to be sequenced in a logical way. In other words, the presentation of ideas in a body paragraph needs to be cohesive—it needs to “flow” well, and the connection of ideas should be clear to the reader. End a body paragraph with a sentence (or two) that gives the idea a “finished” feeling.

- 1 Number the sentences to create a body paragraph that flows logically.
 - a Another way is to harvest rainwater by collecting and storing any that does fall and using it for flushing toilets and watering gardens. _____
 - b In very dry regions of the world, it is important to conserve as much water as possible. _____
 - c The first step to take is to avoid wasting water by making sure taps are completely turned off after use. _____
 - d The water from the shower, sink, and washing machine can also be used for these purposes. _____
 - e This is the cheapest and easiest way to ensure inhabitants have adequate water for their everyday needs. _____

PRISM Online

PARALLEL STRUCTURE

SKILL When you write a list of words or phrases connected with conjunctions such as *and*, they should either be the same part of speech or they should all be clauses. This is called *parallel structure*.

The government needs to *monitor hurricane activity* and *alert the public*.

Roads and droughts can be *dangerous*, *damaging*, and *costly*.

To minimize casualties in natural disasters, *the government should be*

prepared and *people need to be warned*.

If you do not use the same part of speech, the writing “violates” parallel structure. This is not good writing.

Environmental problems that people are concerned about include

air pollution, *lack of safe water*, and *they worry about global warming*.

ACADEMIC WRITING SKILLS 97

3 Writing

Critical thinking and production

Multiple critical thinking activities begin this section, preparing students for exercises that focus on grammar for writing and writing skills. All of these lead up to a structured writing task, in which students apply the skills and language they have developed over the course of the entire unit.

ON CAMPUS

CLASS DISCUSSION BOARDS

SKILL Contributing to a discussion board is an important part of many college courses. Students discuss topics from their lectures and reading, but they also express their own opinions. Knowing how to disagree politely is a valuable skill.

PREPARING TO READ

- 1 Work with a partner. Discuss the questions.
 - 1 What is your experience writing on discussion boards for class?
 - 2 What challenges do you have when contributing to discussion boards?
 - 3 When you disagree with a comment, what do you usually do?

<input type="checkbox"/> not comment	<input type="checkbox"/> say that you agree anyway
<input type="checkbox"/> disagree in an indirect way	<input type="checkbox"/> disagree in a direct way
 - 4 What are some ways to disagree politely, or indirectly?

WHILE READING

- 2 Read a discussion from a class on public health. Check (✓) the boxes that describe each writer's post.

	Ricardo	Feride	Dylan
1 agrees with the discussion statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 disagrees with a classmate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 uses sarcasm in his/her response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 states an opinion as a question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 gives clear reasons for his/her opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 uses personal examples that support his/her argument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 uses examples from class readings that support his/her argument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 does not support his/her argument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 uses academic language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

56 UNIT 3

4 On Campus

Skills for college life

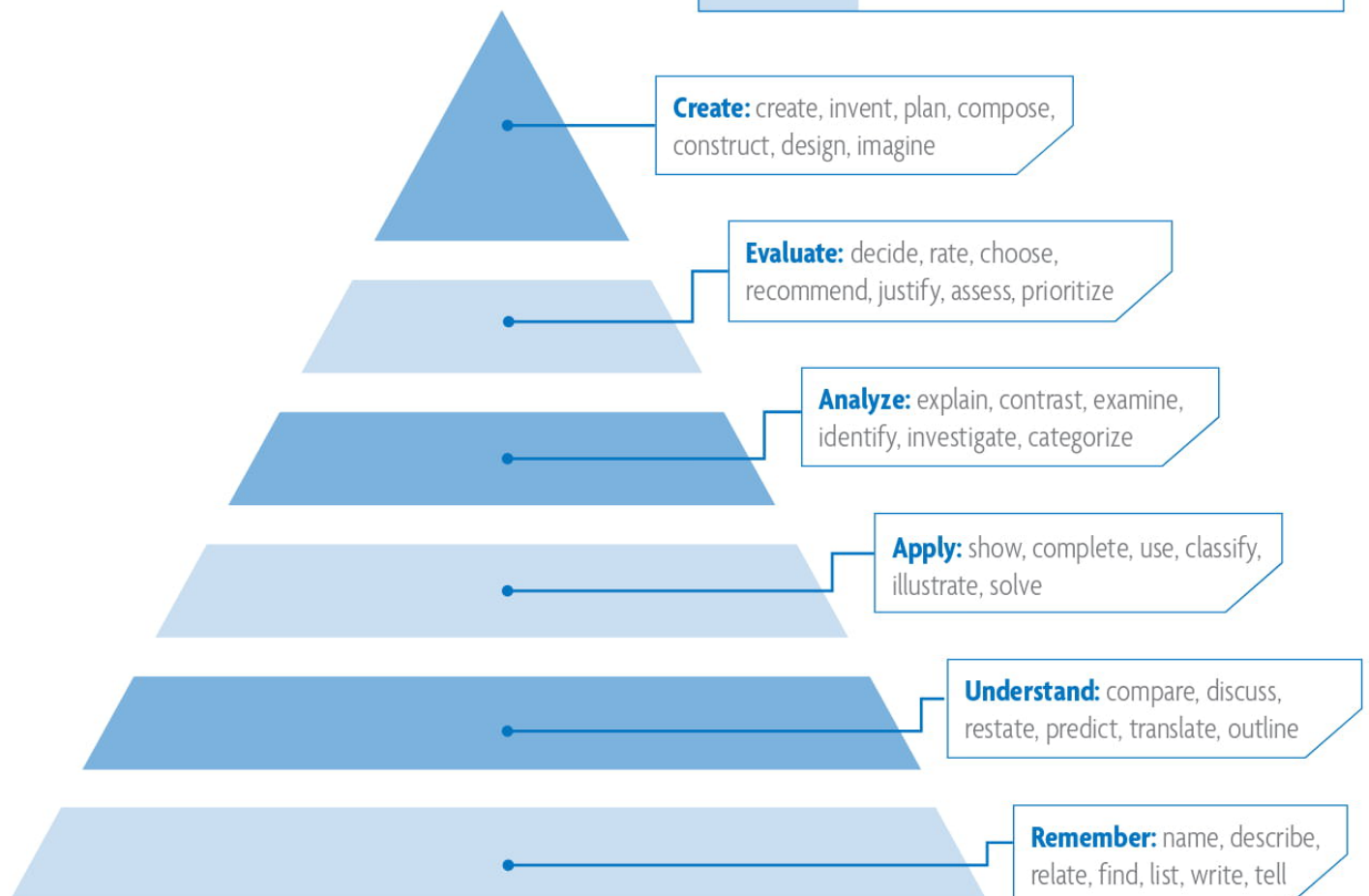
This unique section teaches students valuable skills beyond academic reading and writing. From asking questions in class to participating in a study group and from conducting research to finding help, students learn how to navigate university life. The section begins with a context-setting reading and moves directly into active practice of the skill.

WHAT MAKES *PRISM* SPECIAL: CRITICAL THINKING

Bloom's Taxonomy

In order to truly prepare for college coursework, students need to develop a full range of thinking skills. *Prism* teaches explicit critical thinking skills in every unit of every level. These skills adhere to the taxonomy developed by Benjamin Bloom. By working within the taxonomy, we are able to ensure that your students learn both lower-order and higher-order thinking skills.

Critical thinking exercises are accompanied by icons indicating where the activities fall in Bloom's Taxonomy.



WRITING

CRITICAL THINKING

At the end of this unit, you are going to write a report. Look at this unit's Writing Task below.

Write a report that provides both short- and long-term solutions to an environmental problem and takes the costs into consideration. Refer to a specific case study in your report.

UNDERSTAND

1 Read the case study.

Case Study: Mudslides¹

Location: Washington state, U.S.

Geography: heavily forested areas, mountains, coastal areas

State GDP rank in U.S.: 14

Potential causes: heavy rains, human activity, global warming

Average annual U.S. deaths from mudslides: 25

Effects: death, injury, property destruction, water contamination

Short-term solutions: government warning programs (\$0 per year), well-water contamination legislation (\$20,000 per year)

Long-term solutions: shallow trench drains (\$15,000), new drainage routes (\$2 million), embankments² and pumping stations (\$1 billion)

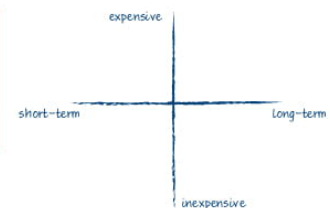
¹mudslides (n) landslides that occur when mud (wet earth) and other earthy materials move quickly and suddenly down a steep slope

²embankments (n) artificial slopes made of earth or stones

CREATE

2 Now read the case study again and place the preventative strategies below in the diagram based on their cost and how short- or long-term you think they are.

- 1 well-water contamination legislation
- 2 government warning programs
- 3 new drainage routes
- 4 shallow trench construction
- 5 embankments and pumping stations



WHAT MAKES *PRISM* SPECIAL: CRITICAL THINKING

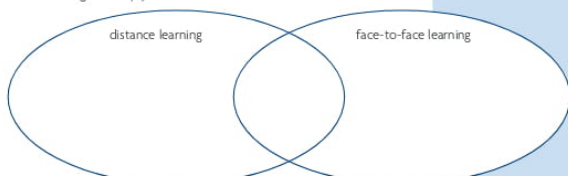
WRITING

CRITICAL THINKING

At the end of this unit, you are going to write a comparison and contrast essay. Look at this unit's Writing Task below.

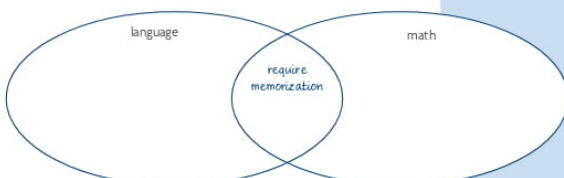
- Discuss the various similarities and differences between studying a language and studying math.

- 1 In the Venn diagram below, write the similarities and differences between distance learning and face-to-face learning. Use your notes and ideas from Reading 2 to help you.



- 2 Now think of some subjects that you think would work better for distance learning, better for face-to-face learning, or equally well for both. Add these to the Venn diagram above.

- 3 Now think about learning a language versus learning math. What is similar about these experiences? What is different? Discuss this with a partner. You can check online for ideas as well. Write your notes in the Venn diagram below. You will use this information in the Writing Task at the end of this unit.



APPLY

ANALYZE

CRITICAL THINKING 49

Higher-Order Thinking Skills

Create, **Evaluate**, and **Analyze** are critical skills for students in any college setting. Academic success depends on their abilities to derive knowledge from collected data, make educated judgments, and deliver insightful presentations. *Prism* helps students get there by creating activities such as categorizing information, comparing data, selecting the best solution to a problem, and developing arguments for a discussion or presentation.

- 2 Read the quotations and circle whether they support or challenge the idea that fashion, cooking, or video games can be fine art.

	support	challenge
1 "Unlike art, fashion rarely expresses more than the headlines of history." —Alice Rawsthorn		
2 "Video games are a unique form of artistic expression through what I call the 'three voices': the voice of the designer or artist, the voice of the game and its mechanics, and the voice of the player." —Chris Melissinos		
3 "The same amount of artistic expression goes into clothes, a piece of pottery, or a painting." —Zandra Rhodes		
4 "For most gamers, video games represent a loss of those precious hours we have available to make ourselves more cultured, civilized, and empathetic." —Roger Ebert		
5 Cooking "doesn't involve the sense of transmission of human emotion in the way that the arts at their highest do." —Denis Dutton		
6 "The art of cooking: it's when you mix craftsmanship at the highest level with creativity." —Eric Ripert		

- 3 Complete the sentences. Give reasons for your answers.

- 1 I agree / disagree with Zandra Rhodes's argument that the same amount of artistic expression goes into clothing, pottery, and paintings because clothes have to be practical enough to wear.
- 2 I agree / disagree with Eric Ripert when he says cooking is the mixture of great craftsmanship with creativity because _____.
- 3 I agree / disagree with Roger Ebert, who argued that video games make us less civilized and empathetic, because _____.
- 4 I agree / disagree with Denis Dutton, who suggests that cooking doesn't involve the expression of human emotion in the way that other forms of art do, because _____.
- 5 I agree / disagree with Chris Melissinos's argument that video games are a unique form of artistic expression because _____.
- 6 I agree / disagree with Alice Rawsthorn's suggestion that fashion is not a true art form because _____.

UNDERSTAND

EVALUATE

CRITICAL THINKING 50

Lower-Order Thinking Skills

Apply, **Understand**, and **Remember** provide the foundation upon which all thinking occurs. Students need to be able to recall information, comprehend it, and see its use in new contexts. *Prism* develops these skills through exercises such as taking notes, mining notes for specific data, demonstrating comprehension, and distilling information from charts.

WHAT MAKES *PRISM* SPECIAL: ON CAMPUS

More college skills

Students need more than traditional academic skills. *Prism* teaches important skills for being engaged and successful all around campus, from emailing professors to navigating study groups.

Professors

Students learn how to take good lecture notes and how to communicate with professors and academic advisors.

Beyond the classroom

Skills include how to utilize campus resources, where to go for help, how to choose classes, and more.

Active learning

Students practice participating in class, in online discussion boards, and in study groups.

Texts

Learners become proficient at taking notes and annotating textbooks as well as conducting research online and in the library.

WHAT MAKES *PRISM* SPECIAL: RESEARCH

PRISM Online
RESEARCH

- 2 Complete the sentences using energy collocations from Exercise 1.
- 1 Critics of _____ energy say that the risks to the environment outweigh the benefits of cheap electricity.
 - 2 Asthma and diabetes are increasingly common _____ problems.
 - 3 For a renewable _____ of electricity to be truly successful, governments have to invest more money in it.
 - 4 _____ fuels, such as oil and gas, have a finite lifespan.
 - 5 _____ energy, whichever renewable source it comes from, tends to be slightly more expensive for the user.
 - 6 Rivers and lakes are two major _____ sources that can be used for hydroelectric power.

FORMAL AND INFORMAL ACADEMIC VERBS

- 3 Match formal verbs with informal alternatives.

1 consult	a get
2 contest	b skip; leave out
3 deliver	c start
4 diminish	d look at
5 instigate	e use
6 omit	f decrease
7 secure	g give
8 utilize	h disagree with

- 4 Complete the sentences with the correct forms of the formal verbs in Exercise 3.

- 1 Resources are beginning to _____; soon they will run out.
- 2 This company needs to _____ its energy policy to the government by the end of the year.
- 3 The application to construct a wind farm in this area has been _____ by local residents who dislike the idea.
- 4 If people _____ the documents on our website, they can see how biofuel is made.
- 5 The rise in fuel prices should _____ a debate on oil reserves.
- 6 This car _____ fuel more efficiently than previous models.
- 7 Advocates of biofuels sometimes _____ key details such as how much land is needed to cultivate the crops. People who disagree with them would certainly use this information to argue against biofuel advocates.
- 8 This country must _____ new renewable energy sources.

156 UNIT 6

Vocabulary Research

Learning the right words

Students need to learn a wide range of general and academic vocabulary in order to be successful in college. *Prism* carefully selects the vocabulary that students study based on the General Service List, the Academic Word List, and the Cambridge English Corpus.

GRAMMAR FOR WRITING

SUBSTITUTION

In academic writing, writers try to avoid repetition when possible. To do this, you can substitute pronouns or other words for nouns or noun phrases. In the sentence below, *this* is used to avoid repetition.

Although many people find cars beautiful, ~~finding-cars-beautiful~~ **this** does not make cars art.

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RESEARCH

- 1 Read the paragraph and underline the words the author has substituted for the full name of the car.



The Jaguar E-type is probably one of the most famous cars ever produced. The two-seater roadster was the fastest sports car on the market in 1961. The aerodynamic styling of the car is functional yet beautiful. The bullet shape of the E-type contrasts with the body's curves. The machine's most prominent feature is the long, projecting hood that contains the powerful engine. The view of the car's shape is as beautiful from the driver seat as it is to the pedestrian. It is easy to see why Enzo Ferrari called it "the most beautiful car in the world."

ELLIPSIS

Another way to avoid repetition is to leave out some words that have already been mentioned. This is called *ellipsis*.

Some photos have a very clear meaning, but other photos ~~do not have a clear meaning~~.

PRISM Online
RESEARCH

- 2 Read the paragraph and cross out any words or phrases that can be removed without affecting the meaning of the text. Add any substitutions (such as pronouns) that you think are necessary.



The Scream is the popular name given to each of four paintings of *The Scream* by the artist Edvard Munch who painted *The Scream* between 1893 and 1910. The National Gallery in Oslo holds one painting of *The Scream*, the Munch Museum holds two more paintings of *The Scream*, and the fourth version of *The Scream* sold for \$119 million at Sotheby's on May 2, 2012. To explain the picture of *The Scream*, the artist Edvard Munch wrote in his diary, "One evening I felt tired and ill. I stopped and looked out over the sea—the sun was setting, and the clouds were turning blood red. I sensed a scream passing through nature; it seemed to me that I heard the scream."

162 UNIT 7

Grammar for Writing

Focused instruction

This unique feature teaches learners the exact grammar they will need for their writing task. With a focus on using grammar to accomplish rhetorical goals, these sections ensure that students learn the most useful grammar for their assignment.

LEARNING OBJECTIVES

Reading skills	Make predictions from a text type; topic sentences
Grammar	Noun phrases; time phrases
Academic writing skills	Essay structure; write an effective thesis statement
Writing Task	Write an explanatory essay
On Campus	Maximize concentration levels



ACTIVATE YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 Look at the photo. 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?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

UNDERSTANDING MAIN IDEAS

PREPARING TO WATCH

- 1 Work with a partner. Discuss the questions.
 - 1 What do people mean when they say that the world is getting smaller?
 - 2 What products do you have that were made in another country?
 - 3 What are the pros and cons of importing and exporting products?
 - 4 What are five companies that are seen in many cities around the world?
- 2 Look at the pictures from the video. Discuss the questions with your partner.
 - 1 Which of these companies do you know?
 - 2 Which products from these companies are popular in your country?
 - 3 Why do companies sell different products in different countries?

GLOSSARY

- cantaloupe** (n) a round melon that is orange and sweet inside
- taste buds** (n) the cells on your tongue that allow you to taste different foods
- boundary** (n) a line that divides two areas or forms an edge around an area
- spectrum** (n) a range of objects, ideas, or opinions
- squid** (n) a sea animal with a long body and ten arms that can shoot out black ink
- wacky** (adj) strange or unusual in a surprising or silly way
- craving** (n) a strong feeling that you want or need a particular thing

WHILE WATCHING

- 3 Watch the video. Write *T* (true), *F* (false), or *DNS* (does not say) next to the statements. Correct the false statements.
 - _____ 1 American food companies are increasing their sales in China every year.
 - _____ 2 Chinese consumers only like salty products from U.S. brands.
 - _____ 3 Many of these flavors are popular with American consumers.
 - _____ 4 The Chinese consumer market is expected to grow in the future.
 - _____ 5 American grocery stores are building branches in China.

- 4  Watch again. Complete the student's notes with words from the box.

American competitive popular sweet unique

- examples of ⁽¹⁾ _____ brands in China: Cheetos, Minute Maid, Frito-Lay
- ⁽²⁾ _____ Frito-Lay flavor in U.S.: sour cream & onion
- Frito-Lay flavors in China: Szechuan spicy, ⁽³⁾ _____ & sour tomato, cucumber, lychee, mango
- Chinese market = very ⁽⁴⁾ _____
- U.S. chains sell ⁽⁵⁾ _____ products in China

- 5 Read the sentences from the video. Choose the best meaning for each phrase in bold.

- 1 Every major U.S. food label, it seems, is trying to **bite into** China's \$186 billion food industry.
 - a get products from
 - b become part of
 - c take control of
- 2 It's Frito-Lay potato chips that really **push the boundaries** [of flavor].
 - a expand what is accepted or possible
 - b cross into a region
 - c delay an adjustment or change
- 3 **Every corner** of the grocery store is trying to tempt China's curious consumers.
 - a all products located in the corners
 - b all toothpaste and similar products
 - c all kinds of products

DISCUSSION

- 6 Work in a small group. Discuss the questions.
- 1 Which products in the video seem unusual to you? Would you be interested in trying them?
 - 2 Which products do not appeal to you? Why not?
 - 3 Taste is one way that a company changes a product to make it appeal to people from a particular culture. What other ways might a company change a product?

MAKING INFERENCES

READING 1

UNDERSTANDING KEY VOCABULARY

PREPARING TO READ

1 Read the sentences and write the correct form of the words in bold next to the definitions.

- 1 A food critic wrote that she was impressed by the sushi restaurant's **authenticity** and how it is run by chefs from Japan.
 - 2 The chef at this restaurant is well known for being a **perfectionist**. He takes a long time to prepare his dishes, and he will not serve them unless they look exactly right.
 - 3 The fish at this restaurant is always extremely **fresh**. If it has been in the kitchen for more than one day, they will not use it.
 - 4 The restaurant is **situated** near the river, which is a very popular place.
 - 5 The food critic **insists** that people must visit the restaurant.
 - 6 The restaurant is offering a **discount**: anyone who eats dinner before 7:00 p.m. on Monday only has to pay 50% of the menu prices.
 - 7 Besides the delicious food, according to the critic, another **selling point** of the restaurant is that it has beautiful, traditional Japanese furniture and art on the walls.
 - 8 Good chefs use the best **ingredients** when they cook to make sure the food is flavorful and delicious.
- a _____ (adj) recently made, collected, or cooked
 - b _____ (n) a feature that persuades people to buy a product
 - c _____ (n) a reduction in the usual price
 - d _____ (n) food that is used with other foods in the preparation of a particular dish
 - e _____ (n) a person who wants everything to be perfect and demands the highest standards possible
 - f _____ (adj) in a particular place
 - g _____ (v) to say firmly or demand forcefully
 - h _____ (n) the quality of being real or true

SKILLS

Making predictions from a text type

Different text types, such as essays, articles, and blogs, have different characteristics. Some will be more suitable for academic study than others. Before reading a text, you can make predictions about the information and the style of the writing. The source, title, and any pictures can help you predict the content.

- 2 You are going to read a blog post. Before reading, which of the statements do you think will be true?
 - 1 The style will be informal.
 - 2 The contents will be appropriate for an academic essay.
 - 3 The writer will give his or her personal opinions.
 - 4 The information will be up-to-date.
- 3 Read the blog and check your predictions. Find examples to support your ideas.

Turkish Treats

- 1 Hello Minneapolis foodies!
- 2 I'm kicking off this week's blog by talking about a fantastic new Turkish restaurant in East Calhoun called Moda. I can't remember ever eating better Turkish food—it was so delicious! In fact, this is one of the things that the restaurant prides itself on¹—the **fresh ingredients** and **authenticity** of the cooking. Apparently, the chef **insists** that the fruit and vegetables be brought over twice a week from his home region in Turkey—and from nowhere else. He may be a **perfectionist**, but it was so delicious that I can't complain. Moda isn't cheap, but it's definitely worth every penny.
- 3 And I have great news for you. When I told him that I write a food blog, he said he'd give all my readers a 10% **discount**! Just mention this blog when you make a reservation.
- 4 A very different restaurant, where I had lunch last Monday, is Chez Fitz. **Situated** near downtown, its main **selling point** is that its food is all locally sourced² within 20 miles (32 kilometers) of the restaurant. My friends and I were completely amazed—we had no idea that so much could be grown so close to central Minneapolis. But it turns out that there are pockets of green all over the city—you just need to know where to look.
- 5 One final point: I couldn't believe how pricey my weekly grocery shopping trip was this week. Normally, it's about \$40, but this week, it was more than \$55 for more or less the same amount of food. Any ideas why?

COMMENTS

TwinCitiesMom October 10

Hi—regarding your last point, I've found the same thing recently. I read somewhere that the average “shopping cart” has already increased by 20% this year. The prices have gone up so much because of the awful weather we've been having. How are we supposed to feed our families?

Ecovore October 10

I'm not sure we should be supporting restaurants like Moda. They are very bad for the environment. Bringing over those ingredients from Turkey creates extra carbon emissions. It wastes fuel and creates pollution.

Anonymous October 11

I know what you're saying, Ecovore, but you can't just blame places like Moda. If we grow exotic vegetables in Minnesota, then we have to use heated greenhouses, and that probably uses even more energy.



¹prides itself on (phr v) is proud of

²locally sourced (adj) originating from a nearby location; not requiring lengthy transportation