

CAMBRIDGE

PRISM

Reading
and
Writing

Intro



.....
Sabina Ostrowska
Kate Adams
.....

Experience
Better
Learning

PRISM

READING AND WRITING

Intro

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with

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CAMBRIDGE
UNIVERSITY PRESS

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SCOPE AND SEQUENCE

UNIT	WATCH AND LISTEN	READINGS	READING SKILLS	LANGUAGE DEVELOPMENT	
1 PEOPLE <i>Academic Disciplines</i> Communications / Sociology	Thai Fishermen	1: Profile of Jeremy Lin (personal profile) 2: A Very Tall Man! (book excerpt)	Key Skill Previewing Additional Skills Understanding key vocabulary Skimming Scanning to find information Reading for details Synthesizing	Family vocabulary Nouns and verbs • Singular and plural nouns	
2 CLIMATE <i>Academic Disciplines</i> Geography / Meteorology	The Growing Ice Cap	1: The Coldest City in the World (article) 2: Cuba Weather (website)	Key Skill Scanning to find information Additional Skills Using your knowledge Understanding key vocabulary Reading for details Previewing Synthesizing	Nouns and adjectives Noun phrases	
3 LIFESTYLE <i>Academic Disciplines</i> Anthropology / Education	Panama's Kuna People	1: Meet the Kombai (book review) 2: Student schedule (class schedule)	Key Skill Annotating a text Additional Skills Using your knowledge Understanding key vocabulary Previewing Scanning to find information Reading for main ideas Synthesizing	Collocations for free-time activities Vocabulary for study Time expressions	
4 PLACES <i>Academic Disciplines</i> Geography / History	The Cenotes of Mexico	1: A World History of Maps (excerpts from a history book) 2: The Maldives: An Overview (fact file)	Key Skill Reading for main ideas Additional Skills Understanding key vocabulary Previewing Using your knowledge Annotating Scanning to find information Reading for details Synthesizing	Superlative adjectives Noun phrases with of Vocabulary for places	

	CRITICAL THINKING	GRAMMAR FOR WRITING	WRITING	ON CAMPUS
	Analyzing and using a two-column chart	Subject pronouns The verb <i>be</i> Possessive adjectives	<u><i>Academic Writing Skill</i></u> Writing simple sentences <u><i>Rhetorical Mode</i></u> Descriptive <u><i>Writing Task</i></u> Write a profile of someone in your family. (sentences)	<u><i>Life Skill</i></u> Meeting people
	Understanding and using a three-column chart	Prepositional phrases	<u><i>Academic Writing Skills</i></u> Capital letters Commas <u><i>Rhetorical Mode</i></u> Descriptive <u><i>Writing Task</i></u> Write about the weather in your city or town. (sentences)	<u><i>Life Skill</i></u> Using English measurements
	Analyzing and organizing information	Parts of a sentence The simple present	<u><i>Academic Writing Skill</i></u> Main ideas and details <u><i>Rhetorical Mode</i></u> Descriptive <u><i>Writing Task</i></u> Write about the life of a student in your class. (sentences)	<u><i>Study Skill</i></u> Creating a test study plan
	Classifying key words	<i>There is / There are</i> Articles	<u><i>Academic Writing Skill</i></u> Paragraph structure • Topic sentences <u><i>Rhetorical Mode</i></u> Descriptive <u><i>Writing Task</i></u> Write facts about your country. (paragraph)	<u><i>Life Skill</i></u> Places on campus

UNIT	WATCH AND LISTEN	READINGS	READING SKILLS	LANGUAGE DEVELOPMENT	
5 JOBS <i>Academic Disciplines</i> Business / Career Services	Utah's Bingham Mine	1: Find_my_job.com (web page) 2: Email chain about jobs (emails)	Key Skill Reading for details Additional Skills Using your knowledge Understanding key vocabulary Scanning to find information Reading for main ideas Synthesizing	Vocabulary for jobs Adjective phrases	
6 HOMES AND BUILDINGS <i>Academic Disciplines</i> Architecture / Engineering	To Build the Tallest	1: Architect's World: Expert Interview (article) 2: Skyscrapers (article)	Key Skill Predicting content using visuals Additional Skills Using your knowledge Understanding key vocabulary Scanning to find information Reading for main ideas Reading for details Synthesizing	Pronouns Vocabulary for buildings Adjectives	
7 FOOD AND CULTURE <i>Academic Disciplines</i> History / Sociology	Goat Cheese	1: Tea: A World History (article) 2: 10 of the Best by Cuisine (travel guide)	Key Skill Taking notes Additional Skills Using your knowledge Understanding key vocabulary Reading for main ideas Reading for details Scanning to find information Synthesizing	Vocabulary about food Count and noncount nouns	
8 TRANSPORTATION <i>Academic Disciplines</i> Engineering / Urban Planning	Modern Subways	1: Transportation survey (survey) 2: Transportation in Bangkok: Report (student report)	Key Skill Skimming Additional Skills Previewing Understanding key vocabulary Skimming Scanning to find information Reading for details Using your knowledge Reading for main ideas Synthesizing	Quantifiers Transportation collocations	

	CRITICAL THINKING	GRAMMAR FOR WRITING	WRITING	ON CAMPUS
	Using a Likert scale to evaluate and analyze	The pronoun <i>you</i> <i>Must</i> and <i>have to</i>	<u>Academic Writing Skills</u> Joining ideas with <i>and</i> <ul style="list-style-type: none"> Simple sentences Writing compound sentences with <i>and</i> Writing an email <u>Rhetorical Mode</u> Descriptive <u>Writing Task</u> Write an email about a job. (paragraph)	<u>Communication Skill</u> Writing emails to professors
	Comparing and using data	Comparing quantities Comparative adjectives	<u>Academic Writing Skills</u> Compound sentences with <i>but</i> Supporting sentences <u>Rhetorical Mode</u> Comparative <u>Writing Task</u> Write a comparison of two buildings. (paragraph)	<u>Study Skill</u> College classes
	Brainstorming Using idea maps	Subject-verb agreement Determiners: <i>a</i> , <i>an</i> , and <i>some</i>	<u>Academic Writing Skill</u> Concluding sentences <u>Rhetorical Mode</u> Descriptive <u>Writing Task</u> Write about a popular food in your country. (paragraph)	<u>Study Skill</u> Making notes in a text
	Collecting data using questionnaires and surveys Analyzing data	Sentence word order: subject-verb-object Linking sentences with pronouns	<u>Academic Writing Skill</u> Giving reasons with <i>because</i> and results with <i>so</i> <u>Rhetorical Mode</u> Explanatory <u>Writing Task</u> Write a paragraph explaining the results of a survey about transportation. (paragraph)	<u>Life Skill</u> Getting to campus and around town

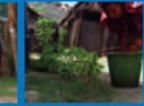
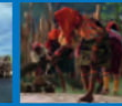
HOW PRISM WORKS

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

PREPARING TO WATCH

- Work with a partner and answer the questions.
 - What are five things that you do every day?
 - What jobs do people in the mountains do? What do you think they do every day?
 - What jobs do people on islands do? What do you think they do every day?
 - What do you think is better, living in the mountains or living on an island? Why?
- Match the sentences to the pictures (1-4) from the video.
 - The women wear colorful clothes. _____
 - The woman is caring for a plant. _____
 - There is a village on the island. _____
 - The man is catching food to eat. _____

GLOSSARY

coast (n) the land next to the ocean
deep (adj) having a long distance from top to bottom, like the middle of the ocean
culture (n) the habits and traditions of a country or group of people
sweep (v) to clean, especially a floor, by using a broom or brush
raise (v) to take care of from a young age

60 UNITS

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.

SCANNING TO FIND INFORMATION

WHILE READING

- Scan the texts. Write words from the texts in the blanks.

	text A	text B	text C
1 What is the job?	(1) _____	pilot	(2) _____
2 Which country is the job in?	(3) _____	(4) _____	Canada
3 Where is the work?	Vancouver Hospital	(5) _____	Shelburne Elementary School
4 What is the pay?	\$4,800 per month	(6) _____	(7) _____
5 What is the schedule?	Monday–Friday and some weekends	10–15 hours per week	(8) _____

READING FOR DETAILS



Reading for details

Reading for details means looking for key words and information that supports the main idea. Details give more information about the main idea. One way of reading for details is to follow the steps below:

- Ask a question. (e.g., *Vancouver Hospital teaches nurses – is this true or false?*)
- Scan the text to find key words and sentences. (e.g., *Vancouver, teach, nurses*)
- Read the sentences in the paragraph with the key words to find the correct answer. (e.g., *We teach doctors and nurses*)

READING FOR DETAILS

PRISM Online Workbook

- Read the texts again. Write T (true) or F (false) next to the statements.
 - The pilot at FlyHigh must speak two languages.
 - The teacher at Shelburne Elementary School has to teach grade 12.
 - The nurse at Vancouver Hospital must have ten years of experience.
 - Teachers at Shelburne Elementary School are friendly.
 - Pilots at FlyHigh are paid per hour.
 - The nurse at Vancouver Hospital must speak two languages.

DISCUSSION

- Work with a partner. Ask and answer the questions.
 - Which jobs need someone who is friendly?
 - Which jobs ask that the person speak more than one language? Why do you think they ask for that?
 - Which job from Reading 1 do you want? Why?

108 UNITS

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.

2 Write the third person singular form of the simple present verb.

PRISM Online
Library

infinitive	third person singular verb form
get up	1 gets up
travel	2
go	3
study	4
stay	5
have	6

3 Read the text. Circle the correct forms of the verbs.

Noreen ⁽¹⁾ *is / are* a student in my class. This ⁽²⁾ *is / are* her schedule. She ⁽³⁾ *study / studies* English at the University of Wisconsin. She ⁽⁴⁾ *get up / gets up* at 6 a.m. She ⁽⁵⁾ *eat / eats* breakfast at 6:30 a.m. On Mondays and Wednesdays, Noreen ⁽⁶⁾ *meet / meets* with a study group at 11 a.m. She ⁽⁷⁾ *have / has* lunch at 12:30 p.m. every day. She ⁽⁸⁾ *study / studies* in the library from 3 to 6 p.m. She ⁽⁹⁾ *go / goes* to the gym with friends on Sundays. Noreen ⁽¹⁰⁾ *is / are* a serious student.

ACADEMIC WRITING SKILLS

MAIN IDEAS AND DETAILS

SKILLS A *main idea* states what a paragraph is about. The *details* add information about the main idea.

main idea Matteo Taha is a student. *details* He has a busy schedule. Matteo studies engineering at the University of Michigan. He takes five classes. They are physics, calculus, English, engineering, and history. His favorite classes are physics and calculus.

The main idea is often at the beginning of the paragraph. Then the writer writes details after it. They give more information and explain the main idea.

The main idea in the example is that Matteo is a student. The details give more information about Matteo's life as a student. They talk about his school, schedule, and classes.

ACADEMIC WRITING SKILLS 75

ON CAMPUS

WRITING EMAILS TO PROFESSORS

Writing emails

Students often write emails to their professors to ask for help or permission. They need to be polite. They should also give complete information and good reasons.

PREPARING TO READ

1 Work with a partner and answer the questions.

- Do you write email messages to your professors? What do you write about?
 - ☐ You are sick and you want to know the homework assignment.
 - ☐ You don't like your project group.
 - ☐ You want to turn in your homework late.
 - ☐ You need help with a lesson.
 - ☐ You aren't ready for a test. You don't want to take it on the test day.
- Are you nervous when you write to a professor or teacher? Why / Why not?

WHILE READING

2 Read the two email messages.

Subject: Appointment request

Dear Professor Thompson,

I am a student in your Math 124 class. I don't understand today's lesson. I need some help, so I want to talk to you, please. Your office hours¹ are from 2:30–4:30, but I have to work at the library then. Could I make an appointment² at 1:30?

Sincerely,

Magda Koch

Subject: Hi from Lily

Hi,

I'm Lily. I have a lot of homework. Also, I have to take a test in another class tomorrow. I wanna turn in my project next week. Okay?

Lily

¹ office hours (n) the time a professor is in their office ready to talk to students

² make an appointment (phr) agree on a time to see someone

4 On Campus

Skills for college life

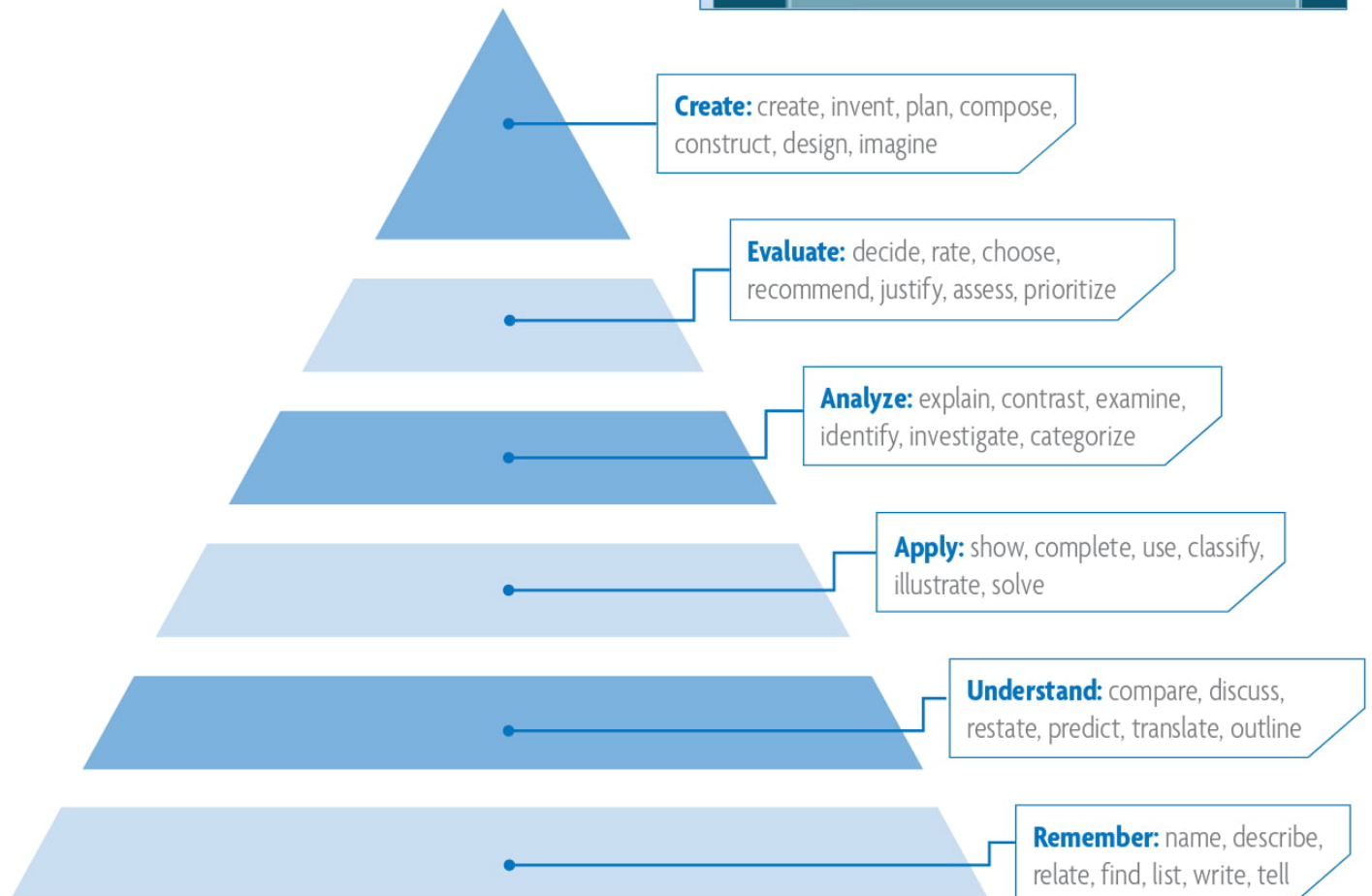
This unique section teaches students valuable skills beyond academic reading and writing. From asking questions in class to participating in a study group and from conducting research to finding help, students learn how to navigate university life. The section begins with a context-setting reading and 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 do the Writing Task below.

Write an email about a job.

Using a Likert scale

A scale is a way to measure something. In a Likert scale, you read a statement and then circle the answer that is true for you. Your answer shows how you feel.

I am good at English.

1 2 3 4 5

1 = strongly disagree

2 = disagree

3 = neither agree nor disagree

4 = agree

5 = strongly agree

EVALUATE

1 Read the statements and circle the answers that are true for you.

1 = strongly disagree
2 = disagree
3 = neither agree nor disagree

4 = agree
5 = strongly agree

1 I am healthy and in shape.

1 2 3 4 5

2 I am good at dancing.

1 2 3 4 5

3 I am good with people.

1 2 3 4 5

4 I am very smart.

1 2 3 4 5

5 I am kind and helpful.

1 2 3 4 5

6 I am good with children.

1 2 3 4 5

7 I am very good at basketball.

1 2 3 4 5

8 I am good at math.

1 2 3 4 5

9 I am good at writing.

1 2 3 4 5

10 I am good with computers.

1 2 3 4 5

11 I am good with animals.

1 2 3 4 5

12 I am good at languages.

1 2 3 4 5

WHAT MAKES *PRISM* SPECIAL: CRITICAL THINKING

WRITING

CRITICAL THINKING

At the end of this unit, you are going to do the Writing Task below.

Write about the results of a survey about transportation.

Collecting data
 Before you write, you can *collect data*. You can use questionnaires and surveys to collect data.

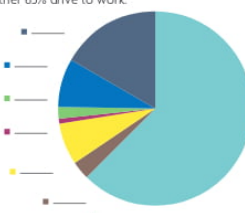
UNDERSTAND

1 Look back at Reading 2 on page 177. Check (✓) the number of the paragraph or paragraphs that state the percentages in the pie chart.
 ____ 1 ____ 2 ____ 3

ANALYZE

2 Now look at the results from a survey on transportation in Chicago. Match the questions to the results.
 We asked over one million workers the following questions:
 1 Do you use public transportation? If so, what type? ____
 2 If you don't use public transportation, how do you get to work? ____
 3 Which statements do you agree with? ____
 a The bus takes too long. There is too much traffic. The water taxi is not close to my work. It takes too long to walk to my work.
 b 17% take the subway or other train. Eight percent take the bus. Two percent ride a water taxi.
 c One percent bike to work. Seven percent walk to work. Three percent take a taxi to work. The other 63% drive to work.

CREATE

3 Underline the information in Exercise 2 that you could show in a pie chart.
 

CREATE

4 Use the information from Exercise 2. Write the percentages and names of transportation in the pie chart.

UNIT 3

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.

WRITING

CRITICAL THINKING

At the end of this unit, you are going to do the Writing Task below.

Write about the weather in your town or city.

Understand a chart
 A chart shows facts and numbers. It is easy to see facts and numbers in a chart.

season	months	average temperature
spring	March, April, May	-6 °F (-21 °C)

UNDERSTAND

1 Complete the chart. Use information about Yakutsk from the text and graph on page 41.
 1 Write the name of one season in each row in Column A.
 2 Write the names of the months for each season in Column B.
 3 Write the average temperatures for each season in Column C.

A	B	C

CRITICAL THINKING 47

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

LANGUAGE DEVELOPMENT

COLLOCATIONS FOR FREE-TIME ACTIVITIES

A pair or small group of words that are often used together is a *collocation*. One type of collocation is a verb + a noun or a noun phrase.

sentence	collocation (verb + noun or noun phrase)
I have breakfast.	have + breakfast
Dae-Jung and Chung-Hee play video games.	play + video games
Matteo studies English.	studies + English

Another type of collocation is a verb + a prepositional phrase.

sentence	collocation (verb + prepositional phrase)
Matteo goes to the gym.	goes + to the gym
Matteo studies in the library.	studies + in the library
Matteo relaxes with friends.	relaxes + with friends

1 Match the sentence halves.

- | | |
|---------------------------------|-------------------------------|
| 1 Fernando studies | a coffee before work. |
| 2 Matteo gets up | b physics at Yale University. |
| 3 Melody and Ginger take | c at 6 a.m. |
| 4 In the morning, I have | d to the gym every Saturday. |
| 5 My friends go | e the bus every morning. |

PRISM Online
BROOKS

LANGUAGE DEVELOPMENT 59

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

COMPARING QUANTITIES

You can compare quantities with *more / fewer / less* + a noun or a noun phrase + *than*. This phrase comes after the subject and the verb.

Use *more* for a higher quantity.

One World Trade Center has **more elevators than** the Shanghai World Financial Center.

Skyscrapers cost **more money than** other buildings.

The garden home in Saigon has **more rooms than** the roof house.

Use *fewer* or *less* for a lower quantity. Use *fewer* with count nouns, and use *less* with noncount nouns.

The Shanghai World Financial Center has **fewer elevators than** One World Trade Center.

There is **less information about** Building B **than** about Building A.

PRISM Online
BROOKS

1 Put the words and phrases in order to make sentences.

- The Burj Khalifa / more / floors / than One World Trade Center / has / .

- visitors / than / has / The Burj Khalifa / the Shanghai World Financial Center / more / .

- more / than the Mall of America / The John Hancock Center / has / stairs / .

- has / than the Shanghai World Financial Center / elevators / more / The Burj Khalifa / .

- money / cost / One World Trade Center / than the Burj Khalifa / more / .

- Burj Khalifa / less / money / cost / than One World Trade Center / .

138 UNIT 4

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 skill	Preview a text
Grammar	Subject pronouns; the verb <i>be</i> ; possessive adjectives
Academic writing skill	Write simple sentences
Writing Task	Write a profile of someone in your family
On Campus	Meeting people



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?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

PREPARING TO WATCH

- 1 Work with a partner and answer the questions.
 - 1 Where are you from?
 - 2 What do you do in your free time?
 - 3 Imagine you live by the sea. What could you do in your free time?
- 2 Look at the pictures from the video. Put the words in order to make sentences.
 - 1 houses / There are / near the / water / .
 - 2 The boys / a boat / on / are getting / .
 - 3 in / are jumping / The boys / the water / .
 - 4 the sea / in / He / is swimming / .

GLOSSARY

island (n) an area of land that has water around it, like Cuba or Iceland

spend time (v phr) to do something with your time

sail (v) to travel in a boat


dive (v) to jump into water with your head first

equipment (n) the things that you use for a particular activity


goggles (n) special glasses for seeing underwater

easily (adv) with no difficulty

WHILE WATCHING

3  Watch the video. Check (✓) the statements you hear.

- 1 ☐ Goon lives by the sea.
- 2 ☐ The Moken people spend a lot of time in and on the sea.
- 3 ☐ Goon does not like sailing.
- 4 ☐ The boys are good swimmers.
- 5 ☐ The boys need goggles to swim.
- 6 ☐ They can see everything underwater easily.

4  Watch again. Complete the sentences with the correct words from the box.

friends equipment jump family village

- 1 His _____ is near the west coast of Thailand.
- 2 They don't use special _____ or goggles.
- 3 They _____ from their boat into the water.
- 4 Goon and his _____ are special.
- 5 He catches fish and other sea animals for his friends and _____.

5 Circle the correct word.

- 1 The Moken people learn to swim when they are *children* / *adults*.
- 2 The Moken people eat a lot of *meat* / *fish*.
- 3 A *boat* / *car* is important in the village.
- 4 The Moken people see easily in the water because *they were born with special eyes* / *they learn how to see underwater*.

DISCUSSION

6 Work with a partner and answer the questions.

- 1 Would you like to live in a village near the sea?
- 2 Do you like to sail, swim, or fish? Why or why not?
- 3 How is Goon's life similar to yours? How is it different?

UNDERSTANDING MAIN IDEAS

UNDERSTANDING DETAILS

MAKING INFERENCES

READING 1

PREPARING TO READ

SKILLS

Previewing a text

Previewing means looking at a text before you read it. When you preview a text, look at the text and think about these questions:

- 1 Are there photos?
- 2 What is in the photos?
- 3 What is the title of the text?
- 4 Where is the text from? (a book? a magazine? a web page?)

PREVIEWING

PRISM Online
Workbook

UNDERSTANDING KEY VOCABULARY

- 1 Look at the photo and the text. Ask and answer the questions with a partner.
 - 1 Read the title. What is a profile?
 - 2 Where can you find profiles?
 - 3 Who do you think Jeremy Lin is?
- 2 You are going to read a profile of a famous basketball player. Read the words and examples in the box. Then write the bold words from the box in the sentences below.

words	examples
languages	Spanish, Urdu, Russian
city	New York City, Montreal
date of birth	May 4, 1998
country	United States, Mexico
job	teacher, doctor
hobbies	reading, playing the piano, running

- 1 London is a very big _____ in England. Many people live there.
- 2 I speak three _____ : Turkish, Arabic, and English.
- 3 Morocco is a _____ in North Africa. It is next to Algeria and Spain.
- 4 My _____ is July 7, 1997.
- 5 I have a great _____. I am a teacher.
- 6 I have many _____. I like running, reading, and playing the piano.



MY PROFILE

Jeremy Lin

My personal information

First name: Jeremy

Last name: Lin

Date of birth: August 23, 1988

City: Torrance, California

Country: United States

Languages: English, Mandarin

Job: Basketball player

1

Email: jeremy.lin@cup.org

2

Mother: Shirley

Father: Gie-Ming

Brothers: Josh and Joseph

3

Hobbies: playing the piano, playing video games

Other interests: helping young people

Education: Harvard University



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I'm Jeremy Lin. My mother and father are from Taiwan. I speak two languages: English and Mandarin. I am a basketball player. I have played on many basketball teams in the United States. My brothers' names are Josh and Joseph. They like basketball, too. I also like playing the piano and playing video games.