

# PRISM

READING AND WRITING

# Intro

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**CAMBRIDGE**  
UNIVERSITY PRESS

# 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

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

GO UNIT 1

## 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

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

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

#### READING FOR DETAILS

#### SKILLS

##### 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

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

#### DISCUSSION

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

GO UNIT 1

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

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

## ACADEMIC WRITING SKILLS

### MAIN IDEAS AND DETAILS

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

*Matteo Taha is a student. 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

## 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

### 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?
- Look at the reasons below. When is it okay to write to a professor?
  - ☐ 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 hours<sup>1</sup> are from 2:30 – 4:30, but I have to work at the library then. Could I make an appointment<sup>2</sup> 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

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

<sup>2</sup>make an appointment (phr) agree on a time to see someone

122 UNIT 5

## 4 On Campus

### Skills for college life

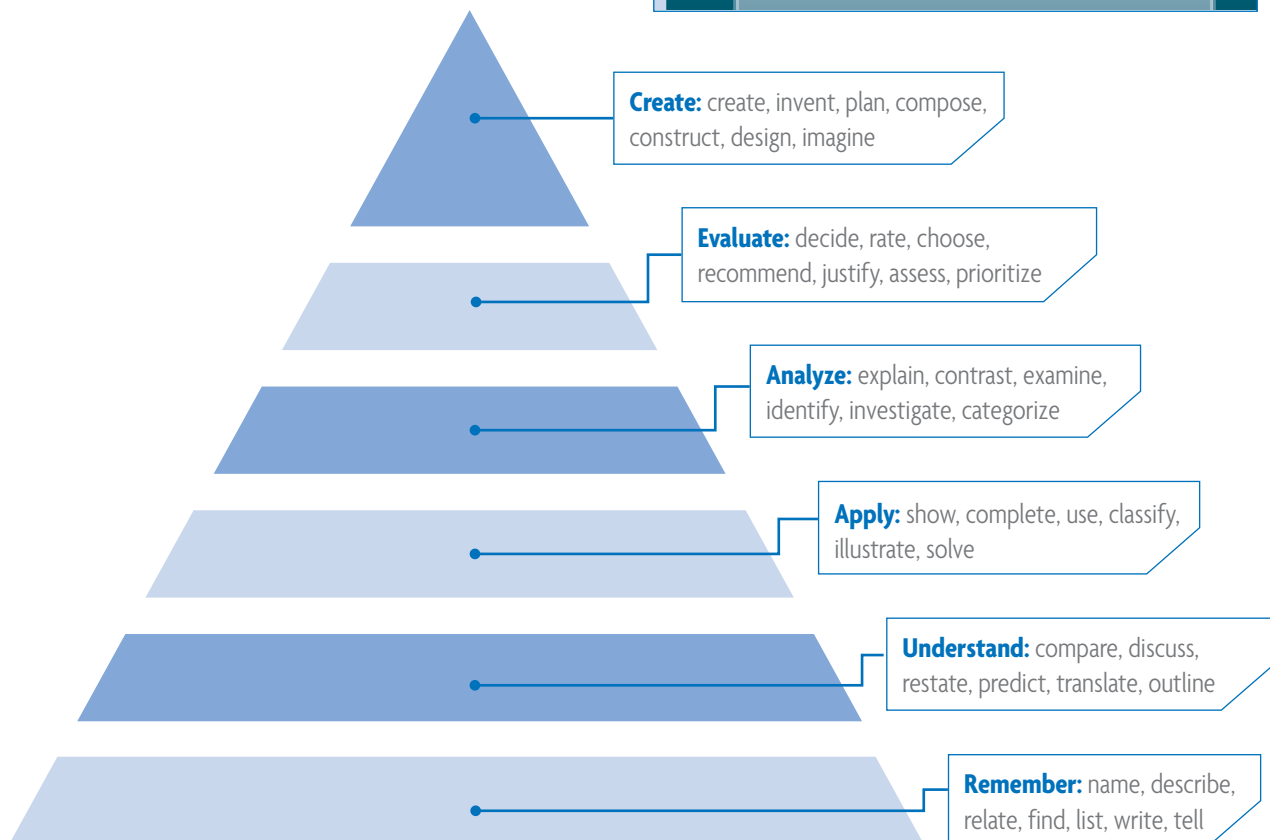
This unique section teaches students valuable skills beyond academic reading and writing. From asking questions in class to participating in a study group and from conducting research to finding help, students learn how to navigate university life. The section begins with a context-setting reading and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

- 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

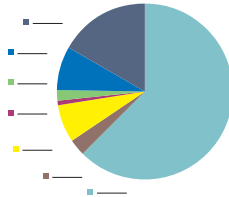
#### ANALYZE

- 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:

- Do you use public transportation? If so, what type? \_\_\_\_\_
- If you don't use public transportation, how do you get to work? \_\_\_\_\_
- Which statements do you agree with? \_\_\_\_\_
  - 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.
  - 17% take the subway or other train. Eight percent take the bus. Two percent ride a water taxi.
  - One percent bike to work. Seven percent walk to work. Three percent take a taxi to work. The other 63% drive to work.

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



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

#### CREATE

102 UNITS

## 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)

- Complete the chart. Use information about Yakutsk from the text and graph on page 41.

- Write the name of one season in each row in Column A.
- Write the names of the months for each season in Column B.
- Write the average temperatures for each season in Column C.

A	B	C

#### UNDERSTAND

CRITICAL THINKING 67

## 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.      |

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LANGUAGE DEVELOPMENT 6/7

## 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.

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

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

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

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

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

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

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

118 UNIT 6

## Grammar for Writing

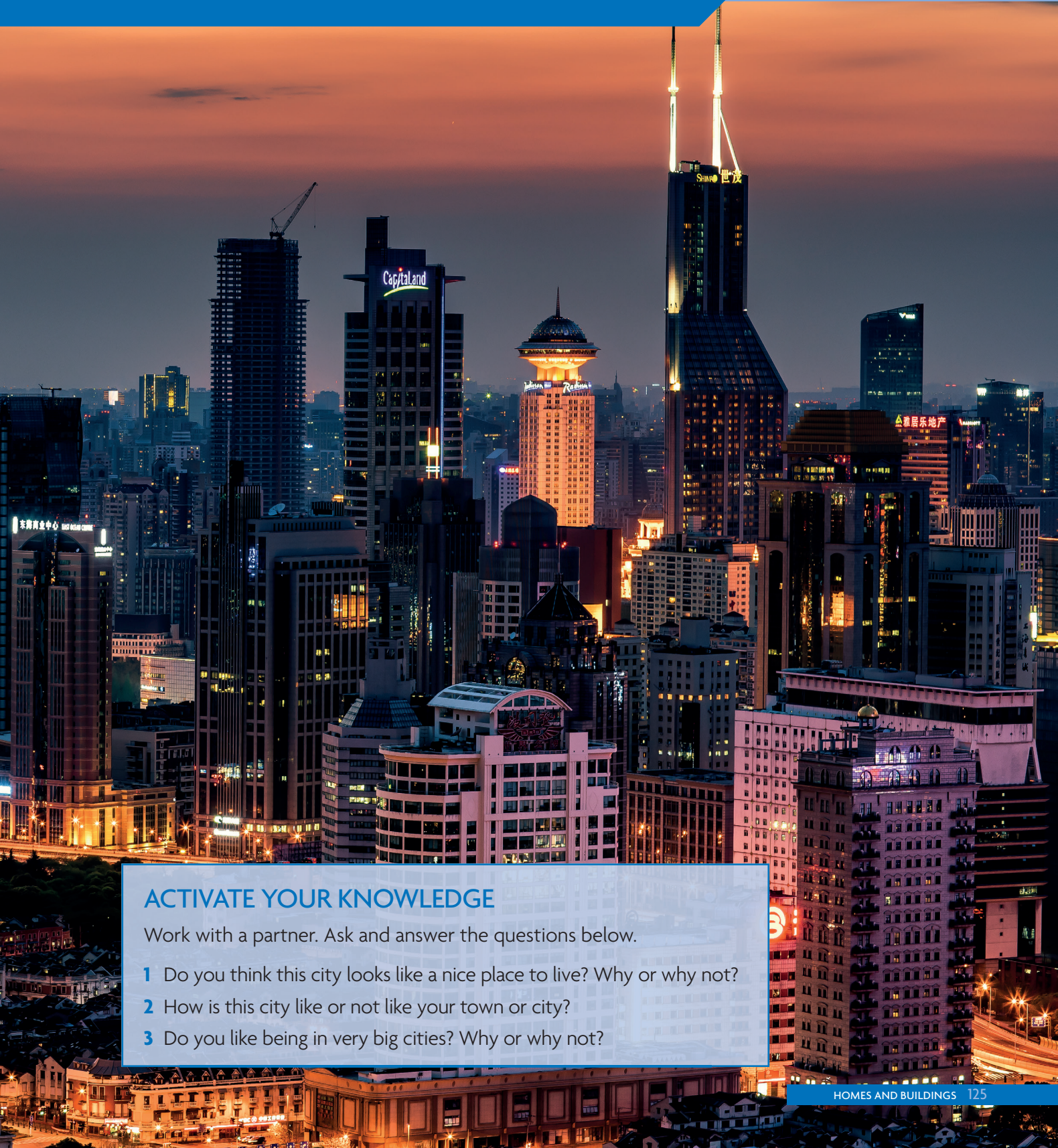
### Focused instruction

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	Predict content using visuals
Grammar	Compare quantities; comparative adjectives
Academic writing skills	Compound sentences with <i>but</i> ; supporting sentences
Writing Task	Write a paragraph comparing two buildings
On Campus	College classes



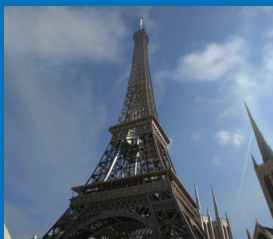


### ACTIVATE YOUR KNOWLEDGE

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

- 1 Do you think this city looks like a nice place to live? Why or why not?
- 2 How is this city like or not like your town or city?
- 3 Do you like being in very big cities? Why or why not?

## WATCH AND LISTEN



### ACTIVATING YOUR KNOWLEDGE

- 1 Work with a partner. Write the name of a famous tall building for each country.

Canada	Mexico	Italy	Dubai, UAE	China

### PREDICTING CONTENT USING VISUALS

- 2 Look at the pictures from the video. Match the pictures (1–4) to the countries.
  - a England \_\_\_\_\_
  - b United States \_\_\_\_\_
  - c France \_\_\_\_\_
  - d Egypt \_\_\_\_\_

#### GLOSSARY

**stone** (n) a hard, natural substance that is found in the ground


**cathedral** (n) a large and important church

**spire** (n) a tall, pointed tower on the top of a building such as a church

**steel** (n) a very strong metal made from iron

**skyscraper** (n) a very tall building

## WHILE WATCHING

3  Watch the video. Put the buildings in order (1–5) from the oldest to the newest.

- a Lincoln Cathedral \_\_\_\_\_
- b Eiffel Tower \_\_\_\_\_
- c Great Pyramid \_\_\_\_\_
- d Taipei 101 \_\_\_\_\_
- e Chrysler Building \_\_\_\_\_

4  Watch again. Circle the correct answer.

- 1 The Great Pyramid of Egypt is 445 / 455 feet tall.
- 2 The Lincoln Cathedral was 46 feet taller than the *Great Pyramid / Eiffel Tower*.
- 3 The Chrysler Building used *stone / steel* to make it the tallest skyscraper in 1930.
- 4 The Petronas Towers in Kuala Lumpur, Malaysia are made of glass, steel, and *stone / concrete*.

5 Using the information in the video, check (✓) the true statements.

- 1 ☐ Buildings are getting taller.
- 2 ☐ Buildings do not change very much.
- 3 ☐ New materials help us build taller buildings.
- 4 ☐ New buildings use more glass than old buildings.
- 5 ☐ Skyscrapers are common in large cities.
- 6 ☐ There will be more skyscrapers in the future.

## DISCUSSION

6 Work with a partner and answer the questions.

- 1 Have you visited any of the buildings in the video? If so, which one(s)?
- 2 Which building would you like to visit the most? Why?
- 3 Describe the tallest building in your city.

### UNDERSTANDING MAIN IDEAS

### UNDERSTANDING DETAILS

### MAKING INFERENCES

# READING

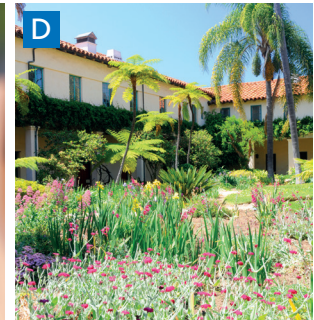
## READING 1

### USING YOUR KNOWLEDGE

### UNDERSTANDING KEY VOCABULARY

### PREPARING TO READ

- 1 Ask and answer the questions with a partner.
  - 1 What do you like about your home?
  - 2 What kind of home do you want to live in?
  - 3 What makes a home a good place to live?
- 2 You are going to read an interview with an architect. Read the sentences. Write the words in bold below the photos.
  - 1 In a **garden**, you grow flowers and plants.
  - 2 Children drink out of **plastic** cups.
  - 3 Cities have **tall** buildings.
  - 4 Tables and chairs are made of **wood**.
  - 5 The **roof** on our house is red.
  - 6 I have a picture on the **wall**.
  - 7 The sun shines through the **window**.
  - 8 Be careful. **Glass** can break.



## PREDICTING CONTENT USING VISUALS

### SKILLS

Visuals can be photographs, pictures, graphs, or charts. You can use the visuals to help you understand the topic of the text.

- 3 Look at the photos. Circle the phrases to make statements you agree with.

I think the buildings in the photos are ...

- a exciting.                      c good for people to live in.  
b easy to build.                d in the same city.

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## Architect's World

### EXPERT INTERVIEW

- 1 **Professor Michael Chan** teaches design to architects at the London School of Architecture. He has been at the school for 30 years. There have been many changes in home design in the last 30 years. This week, Michael Chan tells us more about new home design around the world.



The architect, Michael Chan, makes drawings for houses.



Japanese roof house



garden home with plants



mirror house

- 2 **Architect's World:** What are your favorite home designs?  
**Michael Chan:** I really like Japanese designs. Many people in Japan build interesting houses. For example, the roof house is very **tall** and has a steep<sup>1</sup> **roof**. The **windows** on the roof are different sizes. Inside the house, the rooms are very narrow<sup>2</sup>, and the ceilings<sup>3</sup> are very high. It is simple and very small inside.

- 3 **AW:** What do you think about "green"<sup>4</sup> homes?  
**MC:** It is very important to build houses that are good for the Earth. My favorite example is a house in Saigon, Vietnam. It is a "garden home." This house is in the middle of a busy city, but there are plants everywhere. From the street, people see a tall **garden**. But, in fact, it is a house. There are plants and trees in front of the glass **walls**. There is also a small garden on top of the roof. You can put chairs and a table there and enjoy tea with your family.

- 4 **AW:** What do architects use to build houses?  
**MC:** Many architects use **wood**. It keeps your house warm in winter. They also use metal<sup>5</sup> and **glass**. Sometimes they use something different. For example, one architect from Amsterdam put mirrors on every wall of a house. Other architects use glass or even **plastic** for the walls.

<sup>1</sup>**steep** (adj) goes down very quickly and almost straight down

<sup>2</sup>**narrow** (adj) not much space from one side to the other

<sup>3</sup>**ceilings** (n) the inside top of a room that you see when you look up

<sup>4</sup>**green** (adj) something that is good for the Earth and does not use a lot of energy

<sup>5</sup>**metal** (adj) a hard and shiny material, such as iron or gold

## WHILE READING

### SCANNING TO FIND INFORMATION

- 4 Read the text. Check (✓) the boxes in the chart that are true for the two houses.

	windows are different sizes	has glass walls	has a small garden on the roof	rooms are narrow
Japanese roof house				
Vietnamese “garden home”				

### READING FOR MAIN IDEAS

- 5 Match the sentence parts to create a main idea.

- |                                |                                    |
|--------------------------------|------------------------------------|
| 1 Michael Chan likes           | a metal, wood, glass, and plastic. |
| 2 Green architecture is        | b good for the Earth.              |
| 3 Architects make homes out of | c unusual and interesting homes.   |

- 6 Read the interview again. Write *T* (true) or *F* (false) next to the statements.

- \_\_\_\_\_ 1 Professor Chan’s favorite home designs are Korean.  
\_\_\_\_\_ 2 The roof house has small and narrow rooms.  
\_\_\_\_\_ 3 Professor Chan says it is important to build more homes in Vietnam.  
\_\_\_\_\_ 4 The “garden home” is in the center of a big city.  
\_\_\_\_\_ 5 Gardens and plants are good for the Earth.  
\_\_\_\_\_ 6 In Amsterdam, many architects put mirrors on the walls.

## DISCUSSION

- 7 Ask and answer the questions with a partner.

- 1 What do you think makes a home good for the Earth?
- 2 Which home from the photos would you like to live in? Why?
- 3 Why do you think the architect from Amsterdam used mirrors?

## READING 2

### PREPARING TO READ

- 1 Tell a partner if you agree or disagree with each statement. Explain why.
  - 1 It's important for the buildings in a city to look interesting.
  - 2 Tall buildings are better than small buildings.
  - 3 It is fun to be high up in a building.
- 2 You are going to read an article about skyscrapers. Read the sentences. Write the words in bold next to the correct definitions.
  - 1 The car is too **expensive**. I don't have the money to buy it.
  - 2 The **buildings** in my city are made of metal and glass – both the stores and the offices.
  - 3 You can take an **elevator** to the top of the building. It is very high!
  - 4 I live in an **apartment** on the fourth floor.
  - 5 How much does this TV **cost**? I can't see the price.
  - 6 A plane ticket to Boston is very **cheap**! I bought it for only \$54!
  - a \_\_\_\_\_ (adj) costing a lot of money
  - b \_\_\_\_\_ (n) a house, school, office, or store with a roof and walls
  - c \_\_\_\_\_ (adj) costing little money
  - d \_\_\_\_\_ (n) a set of rooms for someone to live in on one level of a building or house
  - e \_\_\_\_\_ (v) to have an amount of money as a price that someone must pay
  - f \_\_\_\_\_ (n) a machine, like a small room, that carries people straight up or down in a tall building

### USING YOUR KNOWLEDGE

### UNDERSTANDING KEY VOCABULARY

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# Skyscrapers

## What Are Skyscrapers?

- 1 Skyscrapers are very tall **buildings**. They are usually more than 984 feet (300 meters) tall. You can see skyscrapers in cities around the world. Many countries build skyscrapers so tourists go there. There are many skyscrapers in Asia, the Middle East, the Americas, and Europe. Inside a skyscraper, there are offices, stores, restaurants, and **apartments**.

## What Are Some Famous Skyscrapers?

- 2 The Empire State Building in New York is a world-famous skyscraper. It has two million visitors every year. It is popular with tourists, but there are taller and more modern skyscrapers in the Middle East and in Asia. The Shanghai World Financial Center, One World Trade Center in New York City, and the Burj Khalifa in Dubai are taller than the Empire State Building. The Burj Khalifa is taller than the Shanghai World Financial Center and One World Trade Center. One World Trade Center is taller than the Shanghai World Financial Center. One World Trade Center is more modern than the other two buildings. It opened in 2014.

## How Much Money Do Skyscrapers Cost?

- 3 Skyscrapers are very **expensive**. They cost more money than other buildings. The Burj Khalifa cost \$1,500,000,000 to build. It was more expensive than the Shanghai World Financial Center (\$850,000,000), but it was **cheaper** than One World Trade Center. One World Trade Center cost \$3,900,000,000.

## What Is Inside a Skyscraper?

- 4 The Burj Khalifa has 163 floors. This is more than One World Trade Center or the Shanghai World Financial Center. One World Trade Center has 104 floors and the Shanghai World Financial Center has 101 floors. All skyscrapers have **elevators**. The Burj Khalifa has more elevators than One World Trade Center or the Shanghai World Financial Center. It has 57 elevators. One World Trade Center has 54 elevators, but the Shanghai World Financial Center has fewer. It only has 31. Many skyscrapers also have shopping malls inside them. A lot of people come to shop every day.



Shanghai World Financial Center, 2008 (1614 feet)



One World Trade Center, 2014 (1776 feet)



Burj Khalifa, 2010 (2717 feet)

## WHILE READING

3 Scan the text. Write words from the text in the chart.

	Shanghai World Financial Center	One World Trade Center	Burj Khalifa
A city	Shanghai	New York	<sup>(1)</sup> _____
B height (ft)	<sup>(2)</sup> _____	<sup>(3)</sup> _____	2,717
C year	2008	2014	2010
D number of floors	<sup>(4)</sup> _____	104	163
E number of elevators	<sup>(5)</sup> _____	54	57
F cost (USD)	\$850,000,000	<sup>(6)</sup> \$ _____	\$1,500,000,000

4 Follow the directions to annotate the text.

- 1 Underline the four questions in italics the text asks.
- 2 Underline key words in each paragraph that answer the question.
- 3 Compare your answers with a partner.

## DISCUSSION

5 Ask and answer the questions with a partner. Look at the photos and the text.

- 1 Which skyscraper was the most expensive to build? Why do you think it was so expensive?
- 2 Why do you think skyscrapers need so many elevators?
- 3 Use information from Reading 1 and Reading 2 to answer the question: What information do architects need to make a building or a home?

## LANGUAGE DEVELOPMENT

### PRONOUNS

LANGUAGE

You can match pronouns to nouns to help you understand a text.

Skyscrapers are very tall buildings. **They** [They = Skyscrapers] are usually more than 984 ft (300 m) tall.

The Empire State Building in New York is a world-famous skyscraper.

**It** [It = The Empire State Building] has two million visitors every year.

### SCANNING TO FIND INFORMATION

### READING FOR DETAILS

### SYNTHESIZING

- 1 Read the text on page 132 again. Match the words and phrases in the box to the pronouns in bold in the sentences.

Burj Khalifa   One World Trade Center  
Shanghai World Financial Center   skyscrapers

- 1 **It** was more expensive than the Shanghai World Financial Center (\$850,000,000). \_\_\_\_\_
- 2 **It** opened in 2014. \_\_\_\_\_
- 3 **They** cost more money than other buildings. \_\_\_\_\_
- 4 **It** has only 31 elevators. \_\_\_\_\_

## VOCABULARY FOR BUILDINGS

- 2 Read the sentences and write the words from the box in the blanks.

apartments   ceiling   elevators   entrance   exit  
garden   parking lot   roof   shopping mall  
stairs   walls   windows

- 1 There are over 520 different stores in the Mall of America, which is a \_\_\_\_\_ in Minnesota.
- 2 In the Burj Khalifa, there are over 900 \_\_\_\_\_ you can live in.
- 3 It is popular for a building to have a \_\_\_\_\_ on the \_\_\_\_\_.  
The plants on top of the building are good for the city.
- 4 The John Hancock Center in Chicago has a race up the building. People run up the \_\_\_\_\_.
- 5 Skyscrapers often have one main \_\_\_\_\_ at the front of the building. It is also the \_\_\_\_\_. You leave from there, too.
- 6 One World Trade Center has 13,000 glass \_\_\_\_\_.
- 7 Each floor in the One World Trade Center is nine feet high from floor to \_\_\_\_\_.
- 8 There are 1,100 parking spaces in the \_\_\_\_\_ at Shanghai World Financial Center.
- 9 The \_\_\_\_\_ of skyscrapers have to be very strong. They hold the building up.
- 10 Skyscrapers must have \_\_\_\_\_ . They are too tall for people to walk up the stairs.



**3** Read the sentences and circle the correct words.

- 1 You can leave your car in the *garden* / *parking lot*.
- 2 You can ride on the *elevator* / *stairs* to the next floor.
- 3 You go into a building through the *entrance* / *exit*.
- 4 You can walk up the *elevator* / *stairs* to the next floor.
- 5 You must go to the *entrance* / *exit* to get out if there is a fire.
- 6 I live in an *apartment* / *shopping* in the city.
- 7 I have beautiful pictures on my *ceiling* / *walls*.
- 8 The *windows* / *roof* in my house are made of glass.

## ADJECTIVES

**4** Match the adjectives to their opposites.

- |               |          |
|---------------|----------|
| 1 big         | a ugly   |
| 2 tall        | b cheap  |
| 3 traditional | c short  |
| 4 old         | d small  |
| 5 expensive   | e modern |
| 6 beautiful   | f new    |

**5** Write the adjectives from the box in the correct blanks.

beautiful   cheap   expensive   modern   traditional   ugly

- 1 It is \_\_\_\_\_ to build skyscrapers. They are not cheap.
- 2 Buildings with glass look \_\_\_\_\_. They shine in the sun.
- 3 Skyscrapers are \_\_\_\_\_ buildings. They are new and interesting.
- 4 Some homes in China are \_\_\_\_\_. They look like homes from the past.
- 5 It is hard to find a \_\_\_\_\_ apartment in the city. They cost too much money.
- 6 Most people like skyscrapers, but I think they are \_\_\_\_\_. I prefer small buildings and more traditional designs.

# WRITING

## CRITICAL THINKING

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

Write a comparison of two buildings.

### SKILLS

#### Comparison of data

*Data* is facts or information. Data is often numbers. If we compare the facts or information about two or more things, we make a comparison of data.

### UNDERSTAND

- 1 Read the sentences and match them to the row with the same data in the chart on page 133. Write the letter of the row at the end of the sentence it matches.
  - 1 The Burj Khalifa cost \$1,500,000,000 to build. It was more expensive than the Shanghai World Financial Center (\$850,000,000), but it was cheaper than One World Trade Center. One World Trade Center cost \$3,900,000,000. \_\_\_\_\_
  - 2 The Burj Khalifa has 163 floors. This is more than One World Trade Center or the Shanghai World Financial Center. One World Trade Center has 104 floors, and the Shanghai World Financial Center has 101 floors. \_\_\_\_\_
  - 3 The Burj Khalifa has more elevators than One World Trade Center or the Shanghai World Financial Center. It has 57 elevators. One World Trade Center has 54 elevators, but the Shanghai World Financial Center has fewer. It only has 31. \_\_\_\_\_

2 Work with a partner. Choose two skyscrapers you are interested in. Find information on the Internet to complete the chart.

	<div>_____</div> <div>(building 1)</div>	<div>_____</div> <div>(building 2)</div>
city		
height (ft)		
year		
number of floors		
number of elevators		
cost (USD)		

3 Work with a partner. Ask and answer the questions about your buildings.

1 Which building is taller?

\_\_\_\_\_

\_\_\_\_\_

2 Which building is more modern?

\_\_\_\_\_

\_\_\_\_\_

3 Which building is has more floors?

\_\_\_\_\_

\_\_\_\_\_

4 Which building has more elevators?

\_\_\_\_\_

\_\_\_\_\_

5 Which building was more expensive?

\_\_\_\_\_

\_\_\_\_\_

# GRAMMAR FOR WRITING

## COMPARING QUANTITIES

### LANGUAGE

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.

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

## COMPARATIVE ADJECTIVES

### LANGUAGE

Use comparative adjectives to describe how two things are different.

For one syllable adjectives, add *-(e)r + than*.

tall → taller than

The Burj Khalifa is **taller than** the Shanghai World Financial Center.

The roof house is **smaller than** the garden home.

For adjectives with two syllables that end in a consonant + *-y*, replace the *-y* with *-i* and add *-er + than*.

busy → busier than

Shanghai is **busier than** Kansas City.

For adjectives with two or more syllables, use *more + adjective + than* or *less + adjective + than*.

expensive → more expensive than

→ less expensive than

One World Trade Center was **more expensive than** the Burj Khalifa.

The Burj Khalifa was **less expensive than** One World Trade Center.

### 2 Correct the mistakes in the sentences.

1 The Metropolitan Museum of Art in New York is popular the Art Institute of Chicago.

---

2 One World Trade Center is more of modern the Empire State Building.

---

3 The John Hancock Center in Chicago is more small the Shanghai World Financial Center.

---

4 Modern buildings are beautifuler that traditional buildings.

---

5 The Burj Khalifa taller the One World Trade Center.

---

6 Wood is more expensive that plastic.

---

7 This street is many busy than the main road.

---

8 Many buildings in New York are more old than buildings in Kansas City.

---

# ACADEMIC WRITING SKILLS

## COMPOUND SENTENCES WITH *BUT*

SKILLS

A sentence always has a subject and a verb. You can use *but* to join two simple sentences to make a compound sentence. *But* makes a comparison.

Sentences 1 and 2:

subject                      verb                      subject                      verb  
One World Trade Center is tall. The Burj Khalifa is taller than One World Trade Center.



Join sentences 1 and 2 with *but*. Add a comma before *but*:

One World Trade Center is tall, **but** the Burj Khalifa is taller than One World Trade Center.



Do not repeat *than* + noun phrase after a comparison:

One World Trade Center is tall, **but** the Burj Khalifa is taller ~~than One World Trade Center~~.



New sentence:

One World Trade Center is tall, **but** the Burj Khalifa is taller.

PRISM Online  
Workbook

- 1 Join each pair of simple sentences below to make one compound sentence with *but*.

- 1 The Shanghai World Financial Center has over 101 floors. One World Trade Center has more floors.

---

---

- 2 The Sears Tower is tall. The CN Tower in Toronto is taller than the Sears Tower.

---

---

- 3 One World Trade Center has many elevators. The Burj Khalifa has more elevators than One World Trade Center.

---

---

- 4 The Art Institute of Chicago has many pictures. The Metropolitan Museum of Art has more pictures than the Art Institute of Chicago.

---

---

## SUPPORTING SENTENCES

### SKILLS

*Supporting sentences* are in the middle of the paragraph and explain the topic sentence to the reader. Supporting sentences give details and examples to make the topic sentence clearer. All supporting sentences should be related to the topic sentence.

topic sentence	Skyscrapers are very expensive.
supporting sentences and details	They cost more money than other buildings. The Burj Khalifa cost \$1,500,000,000 to build. It was more expensive than the Shanghai World Financial Center (\$850,000,000), but it was cheaper than One World Trade Center. One World Trade Center cost \$3,900,000,000.

- 2 Read the topic sentence. Check (✓) the supporting sentences and details that explain the topic sentence.

- 1 **topic sentence:** Skyscrapers are very tall buildings.

- \_\_\_\_\_ They are usually more than 984 feet (300 meters) tall.
- \_\_\_\_\_ The Burj Khalifa has more elevators than One World Trade Center or the Shanghai World Financial Center.
- \_\_\_\_\_ Many countries build skyscrapers so tourists go there.
- \_\_\_\_\_ There are many skyscrapers in Asia, the Middle East, the Americas, and Europe.

- 2 **topic sentence:** All skyscrapers have elevators.

- \_\_\_\_\_ The Burj Khalifa has more elevators than One World Trade Center or the Shanghai World Financial Center.
- \_\_\_\_\_ It has 57 elevators.
- \_\_\_\_\_ One World Trade Center cost \$3,900,000,000.
- \_\_\_\_\_ The Empire State Building in New York is a world-famous skyscraper.
- \_\_\_\_\_ One World Trade Center has 54 elevators, but the Shanghai World Financial Center has fewer.

3 Read the topic sentence. Find a supporting sentence in Reading 1 or Reading 2 for the topic sentence.

1 **topic sentence:** Skyscrapers are very tall.  
**supporting sentence:**

---

2 **topic sentence:** It is important to build houses that are good for the Earth.  
**supporting sentence:**

---

4 Read the topic sentence. Write a supporting sentence to explain the topic sentence.

1 **topic sentence:** Modern design is interesting.  
**supporting sentence:**

---

2 **topic sentence:** Skyscrapers are very expensive.  
**supporting sentence:**

---

## WRITING TASK

Write a comparison of two buildings.

### PLAN

1 Look at the chart you completed in the Critical Thinking section. What other information do you want to compare? Add it below.

	(building 1)	(building 2)
_____		
_____		

2 Refer to the Task Checklist as you prepare your paragraph.

# WRITE A FIRST DRAFT

- 3
- Write sentences for each topic. Use the information in your chart from the Critical Thinking section and from Exercise 1.
- 1

Write the names of your buildings. Write what city they are in.

2

Compare the height of your buildings.

3

Compare the year your buildings opened.

4

Compare the number of floors in your buildings.

5

Compare the number of elevators in your buildings.

6

Compare the cost of your buildings.

7

Compare any other information you have.

# EDIT

- 4
- Use the Task Checklist to edit your paragraph.

TASK CHECKLIST	✓
Use supporting sentences and details to explain the topic sentence and compare two different buildings.	
Use pronouns to refer to your buildings.	
Use sentences which compare quantities.	
Make sure sentences have <i>than</i> after a comparative adjective.	
Join sentences with <i>but</i> to make comparisons.	

- 5
- Make any necessary changes to your paragraph.

## COLLEGE CLASSES

### SKILLS

#### Class information

In colleges, there are different kinds of classrooms. There are big lecture halls and small science labs. There are also different kinds of teachers. Some are professors, and some are graduate students. The graduate students are usually called TAs (teaching assistants).

### PREPARING TO READ

- 1 Work with a partner. Discuss the questions below.
  - 1 In your country, are classes different sizes?
  - 2 Do you speak or listen more?
  - 3 What are your favorite classes?
  - 4 Do you think college students in your country read more or less for their classes than in North America?

### WHILE READING

- 2 Read the class descriptions and the notes from the academic advisor<sup>1</sup>.

#### BIOLOGY 148 Human Biology

Maximum: 650 students

- main class in big lecture hall<sup>2</sup>, Tuesday and Thursday, all students together with professor
- small lab class, once a week, 15 students each, with TA
- one book, 480 pages

#### SOCIOLOGY 150 Social Problems

Maximum: 85 students

- main class in small lecture hall, Monday & Wednesday, all students together with professor
- quiz section in classroom, once a week, 12 students each, with TA
- must buy course pack with 27 journal articles
- a lot of writing

#### ENGLISH 132 Intro to American Literature

Maximum: 12 students

- seminar class, every day with professor
- a lot of discussion
- must read 8 novels

<sup>1</sup>**academic advisor** (n) a person who helps students with education plans

<sup>2</sup>**lecture hall** (n) a large classroom in a college

3 Write *T* (true) or *F* (false) next to the statements below.

- \_\_\_\_\_ 1 A lecture is bigger than a quiz section.
- \_\_\_\_\_ 2 A TA teaches a lecture class.
- \_\_\_\_\_ 3 In the English class, students talk a lot.
- \_\_\_\_\_ 4 A course pack is a kind of book.
- \_\_\_\_\_ 5 A professor teaches a lab class.
- \_\_\_\_\_ 6 There is a lot of reading in all the classes.

## PRACTICE

4 Complete the email message with the words in the box.

quiz section   seminar   lab class   lecture

**Subject: My semester schedule**

Hi Samim,

How is your class schedule this semester? I'm really busy! I have an economics class. There is a big <sup>(1)</sup>\_\_\_\_\_ with the professor on Tuesday and Thursday mornings. I think there are 400 students! On Monday and Wednesday, we have a <sup>(2)</sup>\_\_\_\_\_ with a TA. That class is small, so I get a lot of help.

My chemistry class is really hard. The professor talks so fast! But I like the <sup>(3)</sup>\_\_\_\_\_ because the TA is really good. And we do fun science projects in that class.

I also have a history class and we read 100 pages every night! There are only 18 students. It's a <sup>(4)</sup>\_\_\_\_\_, so we talk a lot! That makes me nervous.

You know, I don't like to talk in class. But the professor is really nice.

Okay, I have a lot of reading right now! Call me later.

Aleksandra

## REAL-WORLD APPLICATION

5 Work with a partner. Find a class schedule at your college.

6 Choose one class. Find this information:

The name of the class is <sup>(1)</sup>\_\_\_\_\_. It meets on <sup>(2)</sup>\_\_\_\_\_ (days). It meets in <sup>(3)</sup>\_\_\_\_\_ (classroom).

There *is* / *is not* a quiz section. There *is* / *is not* a lab class. The class has <sup>(4)</sup>\_\_\_\_\_ (number) students.

7 Report to your class. Write the name of the class on the board. Then talk about the class.

8 Discuss the classes. Which one is your favorite? Why?