

PRISM

READING AND WRITING 4

Jessica Williams

with
Wendy Asplin
Christina Cavage



CAMBRIDGE
UNIVERSITY PRESS

CONTENTS

Scope and Sequence	4
How <i>Prism</i> Works	8
What Makes <i>Prism</i> Special	10
UNIT 1 Conservation	14
UNIT 2 Design	38
UNIT 3 Privacy	62
UNIT 4 Business	86
UNIT 5 Psychology	110
UNIT 6 Careers	134
UNIT 7 Health Sciences	158
UNIT 8 Collaboration	182
Glossary of Key Vocabulary	206
Video Scripts	210
Credits	215
Advisory Panel	216

HOW PRISM WORKS

1 Video

Setting the context

Every unit begins with a video clip. The videos serve as a springboard for the unit and introduce 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

PREPARING TO WATCH

- Take this survey about your online security habits. Check (✓) your answers. Discuss your answers with a partner.

How safe do you feel ...	Very safe	Safe	Not safe
1 sharing your address with someone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 shopping online?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 sending private information to someone's phone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 storing private information on your cell phone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 keeping passwords stored on your computer or phone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Discuss the questions with your partner.
 - Does everyone have a right to privacy? Why or why not?
 - Do you think celebrities and other public figures give up their right to privacy when they become famous? Why or why not?
 - What can people do to better protect their privacy?

GLOSSARY

hack (v) to use a computer to get into someone else's computer system or other electronic device illegally

scandal (n) activities that shock people because they think they are very bad

breach (n) an act of breaking a rule, law, custom, or practice

virtual fingerprint (n) unique characteristics of a computer, file, or set of data

liable (adj) having legal responsibility for something

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 which prepare students for college classrooms. Language Development sections teach vocabulary, collocations, and language structure.

READING

READING 1

USING YOUR KNOWLEDGE

PREPARING TO READ

- You are going to read an article about mobile businesses. Read the statements. Do you think they are true or false? Write T (true) or F (false).

1 It's easy to turn a hobby into a business.	_____
2 It is cheaper to start a food truck than a restaurant.	_____
3 It usually only costs about \$3,000 to start a mobile business.	_____
4 New food truck owners usually make a profit more quickly than new restaurant owners.	_____
5 The number of mobile businesses is increasing.	_____
6 Food trucks are just a small fraction of the mobile retail market.	_____
- Read the definitions. Complete the sentences with the correct form of the words in bold.

aspiring

 (adj) wishing to become successful

break even

 (idm) to earn only enough to pay expenses

component

 (n) one of the parts of something

fluctuate

 (v) to change frequently from one level to another

outweigh

 (v) to be greater or more important than something else

proposition

 (n) a proposal or suggestion, especially in business

revenue

 (n) the money that a business receives regularly

transition

 (n) a change from one state or condition to another

ACADEMIC WRITING SKILLS

Writing about causes and effects

Academic writing often includes explanations for why something happens or the consequences of events, behavior, or decisions. The first involves an analysis of causes, whereas the second requires an analysis of effects.

- A causal analysis addresses causal factors in a situation or decision.
- An effect analysis addresses the consequences of an event or situation.

These analyses may be chains; in other words, one cause may lead to an effect that causes another effect. The distinction between causes and effects is not always clear cut, as the effect of one situation can become the cause of another, and so on.

More complex pieces of writing may include both types of analysis.

PRISM Online resources

- Review the articles in this unit. Do they involve primarily an analysis of causes or effects?

a Reading 1 _____
 b Reading 2 _____
- Work with a partner. Complete the tasks, first following the examples (items 1–3), then on your own (items 4–6).
 - Climate change is primarily the result of human activity. It is having a serious impact on the Arctic. Review this list of the effects of climate change.
 - Glaciers are melting: getting weaker and smaller.
 - There's an increase in shipping and other commercial activities.
 - Floating ice, an important habitat for polar animals, is disappearing.
 - Arctic areas are more accessible to humans.
 - Sea ice is melting.
 - Strong Arctic storms are more frequent.
 - Arctic animals, such as polar bears, have become endangered.
 - The ocean is getting warmer.
 - Storms are breaking up weak areas of glaciers.
 - Study this chain based on the information in Task 1 above. Develop another cause or effect chain using at least three of the facts from Task 1.

```

graph LR
    A[higher ocean temp] --> B[more freq storms]
    B --> C[breakup glaciers]
    C --> D[more access]
    D --> E[more shipping]
          
```

176 UNIT 7

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

MANAGING HIGH VOLUMES OF READING

Skills

One of the biggest shocks for many new college students is the amount of reading they have to do. There are ways to manage the workload, but it takes practice.

PREPARING TO READ

- Work with a partner. What strategies for managing reading volume do you predict will be presented? Come back to check your predictions after you read the text.

WHILE READING

- Read the comments on the next page from an Academic Support Center discussion board thread about how to deal with a high volume of reading. Write T (true) or F (false).
 - Students should read every word of an assigned text.
 - You read differently for a class discussion than for a test.
 - It is good to read before you go to sleep because you are relaxed.
 - It can take some time to become good at the suggested strategies.
 - You can usually understand the main idea of a chapter by previewing it.
 - It is helpful to read the study questions in a textbook before doing the reading.

PRACTICE

- Work with a partner. Discuss the questions.
 - Which strategies from the discussion board would be easiest for you to implement?
 - Which strategies from the discussion board would be most difficult for you to implement?

177 UNIT 8

4 On Campus

Skills for college life

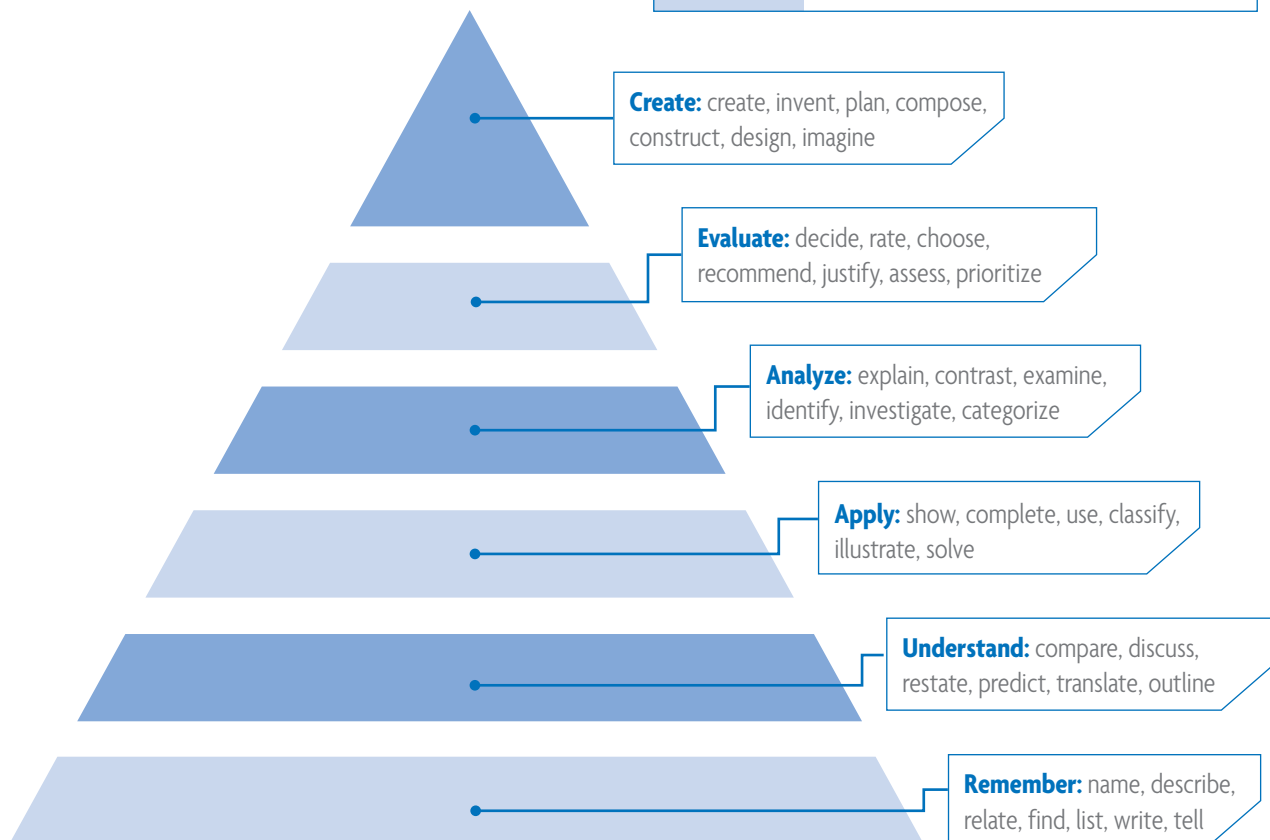
This unique section teaches students valuable skills beyond academic reading and writing. From asking questions in class to participating in a study group and from conducting research to finding help, students learn how to navigate university life. The section begins with a context-setting reading and 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 an argumentative essay about factors that are important in choosing a career. Your essay should include some form of graphical support. Look at this unit's Writing Task below.

Considering what you know about the job market, what is a good choice for a career path with a secure future?

ANALYZING

Analyzing information in graphs and other figures

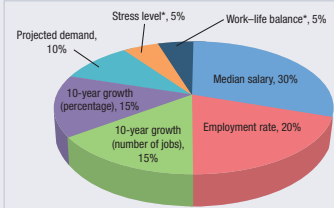
Information in academic texts is often presented visually in graphs or other types of figures. It is important to be able to connect this information with the information in the text.

UNDERSTAND

1 Work with a partner. Read the information about the annual 100 Best Jobs report and study the figure. Take turns explaining each of the components in your own words.

Every year, the news magazine *U.S. News and World Report* publishes a report on the year's 100 best jobs. Figure 5 shows how the report's authors measured job quality.

Figure 5. Components of Best Job measure



*Based on interviews with current job holders

Source: *U.S. News and World Report* 2016

WHAT MAKES *PRISM* SPECIAL: CRITICAL THINKING

2 With your partner, complete the tasks.

- 1 Table 1, below, is a selection from the 100 Best Jobs list along with the median salaries for each job. Based on what you have learned in this unit, explain the wide range of median salaries for the jobs in the table.
- 2 The highest ranked job is also the highest paid, but this relationship is not consistent throughout the list. Choose two examples and explain what other components in the measure could be responsible for the ranking.

Table 1. The 100 best jobs in the U.S., with median salary

Rank	job title	median salary
2	Dentist	\$150,000
13	Software Developer	\$96,000
22	Nurse	\$67,000
24	Accountant	\$66,000
36	Pharmacist	\$121,000
38	Mechanical Engineer	\$83,000
49	Medical Secretary	\$32,000
66	Laboratory Technician	\$38,000
71	Lawyer	\$71,000
73	Social Worker	\$52,000
81	High School Teacher	\$56,000
84	Insurance Salesperson	\$48,000
91	Manicurist	\$20,000
93	Anthropologist	\$59,000

Source: U.S. News and World Report 2016

3 Think of another job, perhaps your own job or one that you would like.

- 1 Give the approximate ranking that you think this job would get. Give reasons for your ranking.
- 2 What do you think is the salary potential for this job? Why?

ANALYZE

EVALUATE

CRITICAL THINKING 169

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 write a cause-and-effect essay about factors that affect the spread of disease. Look at this unit's Writing Task below.

Many infectious diseases that were once geographically limited now occur globally. Choose one disease and discuss the factors that may have contributed to its development and spread or could do so in the future.

Skills Analyzing causes and effects

In academic writing it is important to be able to provide an analysis of why something happens and of the consequences of events, behavior, or decisions.

REMEMBER

- 1 Work with a partner. List the factors that you have read about in this unit that have contributed to the globalization of infection.

_____	_____
_____	_____
_____	_____
_____	_____

ANALYZE

- 2 Review these case histories for three infectious diseases that have created global concern in recent years. Go online and research another one. Prepare a case history for it in the space provided. With your partner, discuss the ways in which all the diseases are similar and how they differ.

chikungunya

- first documented cases in Tanzania in the 1950s
- spread through Africa and SE Asia
- first case in western hemisphere in 2013
- about 3 million infections/year
- rarely lethal—1 death per 1,000 infections
- symptoms include joint pain, headaches, fatigue, and may last for months or even years
- vectors: *Aedes aegypti* and more recently, *Aedes albopictus*
- crowded conditions needed to sustain transmission among humans
- virus
- no vaccine
- no specific treatment

172 UNIT 7

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

EXPERIMENTAL SCIENCE TERMINOLOGY

Read the summary of a child development study. Write the words and phrases in bold next to their definitions below.

A study that began in 1986 **established a causal link** between the behavior of parents and the success of their children. The **research subjects** in this study were the families of 129 children living in poverty in Jamaica. There were two **experimental groups**, and each group received a different treatment. In one, the children received extra food and milk. In the other, the families received visits from an expert in early childhood development, who encouraged the parents to spend more time engaged with their children: reading books, singing songs, or simply playing. A third set of families, the **control group**, received no treatment. The experiment lasted for two years, but the researchers who **conducted the study** continued to follow the children.

The researchers found that the **intervention** that made the most difference in the children's lives was early parental interaction. As they were growing up, the children in this group exhibited more positive behavior and had higher IQ scores than the children in the other groups. As adults, they earn 25% more than the other participants in the study. The researchers **contend** that their results have clear **implications**. To ensure the future success of children living in poverty, educate parents about the importance of parent-child interaction.

- 1 _____ (v phr) to do academic research, such as an experiment
- 2 _____ (n) action taken to deal with a problem
- 3 _____ (n) conclusions suggested by the results of an academic study
- 4 _____ (n phr) participants in an experiment who do not receive experimental treatment
- 5 _____ (n phr) participants in an experiment who receive experimental treatment
- 6 _____ (n) all the participants in an experiment
- 7 _____ (v phr) to show a cause-and-effect connection
- 8 _____ (v) to claim

PRISM Online
Textbook

LANGUAGE DEVELOPMENT 123

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

COMPLEX NOUN PHRASES WITH *WHAT*

A complex noun phrase with *what* can perform the same function as a noun + relative clause.

In a complex noun phrase beginning with *what*, the pronoun *what* replaces both the relative pronoun and the noun (phrase) it refers to. However, *what* can only be used to replace general terms like "the things/stuff/activities that ..."

These complex noun phrases can appear as subjects or objects. Notice that, although "the things/stuff/activities" are plural, *what* always takes a singular verb.

Subject: **What most people think of as creativity** generally involves divergent thinking.

Object: The quiet environment and free time gave him exactly **what he needed** in order to think creatively.

Complex noun phrases with *what* add variety to a writer's sentences. This structure is also an efficient and elegant way to draw attention to a point.

PRISM Online
Textbook

- 1 Rewrite the sentences so that they contain a complex noun phrase with *what*. Make sure to use the correct verb form after *what*.
 - 1 The articles describe the activities that the research subjects in the study did in order to demonstrate their creativity.

 - 2 The things that have long been considered signs of mental illness may actually be part of the creative process.

 - 3 We still don't know for certain the things that lead to creativity.

 - 4 The researchers were looking for the things that single out the most creative people in the population.

 - 5 One of the goals of the study was to find out the activities that creative people are doing when they come up with their best ideas.

126 UNIT 5

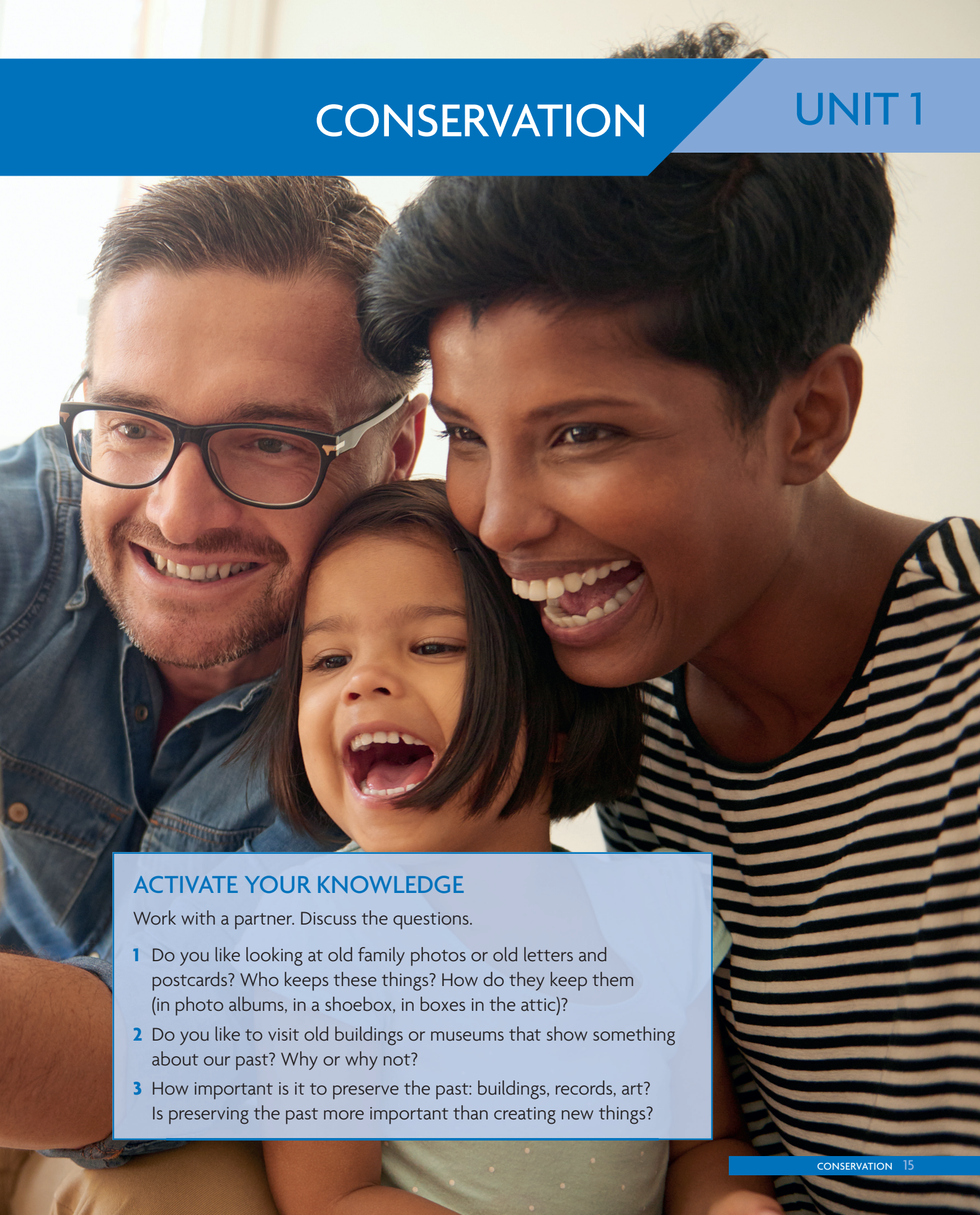
Grammar for Writing

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	Identify an argument; identify supporting details
Grammar	Future real and unreal conditionals
Academic writing skills	Paragraph structure and unity; impersonal statements
Writing Task	Write an argumentative essay
On Campus	Staying organized with group projects

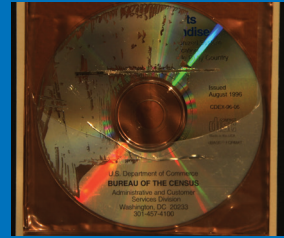
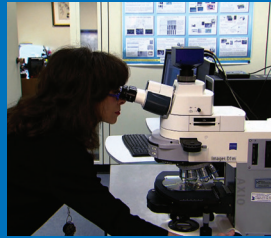


ACTIVATE YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

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

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

PREPARING TO WATCH

- 1 Work with a partner. Discuss the questions.
 - 1 Do you own a collection of music or movies? Is it stored on discs in your home or in a digital download folder on your computer?
 - 2 Do you still have any CDs or DVDs? How long do you think they will last?
 - 3 What could you do to preserve your CDs and DVDs? What other belongings do you have that might need to be preserved?
- 2 Look at the pictures from the video. Discuss the questions with your partner.
 - 1 What problem do you think the woman is investigating?
 - 2 Why do you think it is a problem?
 - 3 What do you think will be learned by the research the woman is doing?

GLOSSARY

Library of Congress (n) the national library of the United States

posterity (n) the people who will exist in the future



parchment (n) the skin of animals that was used in the past to write on, or a paper made to look like this

degrade (v) to reduce the quality of something

longevity (n) how long a person or group of people lives, or how long a physical thing generally lasts; lifespan

Sharpie (n) a brand of permanent marker pen

WHILE WATCHING

- 3  Watch the video. Which sentence best expresses the main idea of the video?
- 1 ☐ The Library of Congress is testing the longevity of CDs every three to five years.
 - 2 ☐ CDs are being aged to help learn which type of manufacturing is best for CD development.
 - 3 ☐ How a CD is manufactured, how it has been handled, and how it has been stored all affect its longevity.
- 4  Watch the video again. Write a detail for each main idea.
- 1 Fanella France and her colleagues are studying the preservation of CDs.

 - 2 To test CD durability, the Library of Congress is accelerating aging.

 - 3 There are several things people can do to preserve their CDs at home.

- 5 Work with a partner. Discuss the questions.
- 1 Why is it important for the Library of Congress to understand CD preservation?
 - 2 What other items might the Preservation Research and Testing department of the Library of Congress be researching and testing?
 - 3 What kinds of conditions might negatively affect old books, CDs, films, etc.? How might they go about testing these items under different conditions?

DISCUSSION

- 6 Discuss the questions with your partner.
- 1 France offered suggestions on ways to preserve your CDs. Do you follow any of her suggestions? Will you pass the advice along to anyone else? If so, who?
 - 2 What are some other items that are usually preserved in national libraries or museums?
 - 3 Is there value in preserving items in their original format? Why not transfer the information to a new form of technology and discard the original thing?
 - 4 Can we really learn from the past? Or do we learn just as much when we focus on the present and the future?

UNDERSTANDING MAIN IDEAS

UNDERSTANDING DETAILS

MAKING INFERENCES

READING

READING 1

USING YOUR KNOWLEDGE

PREPARING TO READ

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

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

2 With your partner, discuss these questions.

- 1 Think about items in the chart in Exercise 1. How long do you think these records will last? Do you think your grandchildren will be able to access them? Your great-grandchildren? Why or why not?
- 2 Look at the title of the article on page 20. What does the word *digital* mean there? Give some examples of digital devices that you use. What are some digital devices that are no longer widely used—perhaps devices that your parents used?
- 3 The Dark Ages is the term used to refer to Europe from about the 5th to the 10th century. We have very few records from this time, so it is difficult to find out about how people lived then. How do you think *digital* could be related to *the Dark Ages*? What do you think the title means?

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

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

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

Are We Living in the Digital Dark Ages?

1 Imagine these scenarios: (1) 2040: A box of **memorabilia**, including floppy discs and VHS tapes¹, is found in the attic of an old house with a label that says, “Records and early videos of Bill Gates (1975–1985).” (2) 2050: You find an envelope labeled “bank records” in your grandmother’s desk. Inside the envelope, there is an old CD marked with the date 1998, your great-grandfather’s name, and the words “all overseas bank accounts.”

2 If these stories were really to happen, the people who found these items would be very excited—at least at first. Their excitement would be quickly followed by frustration because it would be very difficult for them to access the information on the discs and tapes. Even if the records were still in good condition, it would be very hard to find a device that could read them. Compare these discoveries to one that might have occurred around the turn of the twentieth century: a box of old letters and photographs on a high shelf at the back of a closet. The information these items contain would be immediately accessible because you would only need your eyes.

3 Computers and digital technology have vastly expanded our **capacity** to store all kinds of information, but how long will our access to this stored information last? In fact, the people who found the discs and tapes in our scenarios would be lucky because discs and tapes are physically real. Information on the Web is much more **vulnerable**; it is completely digital and can disappear in a flash. This is a problem that began to worry technology experts in the early 2000s. They became concerned

that, without better ways of preserving information, future generations might look back on our times as the “digital dark ages.” If current **practices** continue, future generations may not have access to the digital record of our lives and our world.

4 Vint Cerf, a vice president at Google, argues that this could happen if we do not take steps quickly. He uses the term “bit rot” to describe how our digital records may slowly but surely become inaccessible. In our scenarios, for example, we may no longer have the devices, such as video and CD players, to access the records. Most software and apps that were used to create documents and websites ten or twenty years ago are already out of date, and in another sixty years they may not even be available. The problem is particularly challenging with interactive apps and websites. We can read letters from long ago, but will we be able to read a Twitter feed or access a Snapchat exchange a hundred years from now?

5 This problem has **prompted** technology experts like computer scientist Mahadev Satyanarayanan of Carnegie Mellon University to take action. He has found a way to store everything that is needed to interpret a record—the record itself as well as the original operating system and the application it used—all together in the cloud. Using this approach, he has been able to **recover** and preserve digital records that might otherwise have been lost forever.

6 Both Cerf and Satyanarayanan stress the importance of **deliberate** preservation. In the past, you could throw a bunch of photos into a box without having to decide what to save and what to throw away. With digital records, however, you need to make an active decision about what to keep. Satyanarayanan says it is likely that important records—government documents, big news stories, etc.—will be transferred to new forms of storage technology as they **emerge**. It is the records of everyday life, the ones we do not yet know we will value, that may disappear into the digital dark ages.

¹floppy discs and VHS tapes (n) early forms of electronic media storage



WHILE READING

SKILLS

Identifying an argument

Most academic texts put forth an argument (or *claim*). It is important to be able to identify the central claim in a text and then to locate the evidence that the writer uses to support that argument.

4 Read the article. Then complete these tasks.

- 1 Which sentence best captures the writer's central claim?
 - a Digital technology is not keeping up with the need to save records.
 - b It would be easier to keep records if we made a physical copy of everything.
 - c We are not preserving our digital records, so our history may be lost.
 - d As our capacity to store records increases, we have to throw more things away.
- 2 Underline the sentence in the article that expresses this claim.

5 Read the article again. Answer the questions with information from the article.

- 1 The writer begins with two examples to illustrate the central claim. What are they? Underline or highlight them in the article.
- 2 Reread Paragraph 4. What **two** problems with our current practices does Vint Cerf point out?
 - a Physical records take up much more space than digital records. ☐
 - b The devices necessary to read our records will not be available. ☐
 - c Software used to create applications goes out of date quickly. ☐
 - d We may not have access to the cloud in the future. ☐
 - e It is not possible to preserve interactive applications such as Snapchat and Twitter. ☐

6 Write *T* (true), *F* (false), or *DNS* (does not say) next to the statements.

- _____ 1 Some early records of Bill Gates were recently found.
- _____ 2 The capacity to store a lot of digital records does not guarantee future access to them.
- _____ 3 Maintaining access to out-of-date interactive applications is particularly difficult.
- _____ 4 Google is working on this problem and will reveal their solution soon.
- _____ 5 Satyanarayanan has been working on this problem but has not been able to solve it.
- _____ 6 All government records are currently stored in the cloud.

READING FOR MAIN IDEAS

PRISM^{Online}
Workbook

READING FOR DETAILS

MAKING INFERENCES

READING BETWEEN THE LINES

7 Work with a partner. Discuss the questions.

- 1 In paragraph 1, the writer states, “the people who found these items would be very excited—at least at first.” Why would they be excited?
- 2 Why does the writer make a comparison to the Dark Ages?
- 3 What do you think the term *bit rot* means? Think about the meaning of a *bit* in the digital world.
- 4 Why is it more difficult to preserve a conversation thread on Twitter than a letter?

DISCUSSION

8 Work with a partner. Discuss the questions.

- 1 Have you ever found a box of memorabilia? Describe what you found. How did you feel as you looked through it?
- 2 The article talks about the need to make deliberate decisions about the kinds of records to save for future generations. What would you pick from your own life? From your family? From your community?
- 3 Do you think it is important to save records of everyday life? Why or why not?

READING 2

SKIMMING

PREPARING TO READ

1 Skim the reading texts on page 24 and answer the questions.

- 1 What kind of texts are these?

- 2 Who is the intended audience?

- 3 Who wrote them?

- 4 What do you think they will be about?

- 2 Read the sentences and choose the best definition for the words in bold.
 - 1 The store that was once here closed five years ago, and the building has been **vacant** ever since.
 - a busy
 - b for sale
 - c empty
 - 2 We are looking for an **affordable** apartment, but everywhere we look the rents are too high.
 - a not expensive
 - b average
 - c small but comfortable
 - 3 **Developers** are going to build a shopping mall just outside of the city.
 - a construction companies
 - b companies that make a profit from buying and selling land
 - c companies that buy land and build on it
 - 4 The old building is falling apart, so the **renovation** is going to be very complex and expensive.
 - a the replacement of an old building with a new one
 - b the repair of a building to bring it into good condition
 - c investment of money in an old building
 - 5 The athletic **facility** at the university has a new ice-skating rink.
 - a a building for a special purpose
 - b a field
 - c a place where people can meet
 - 6 The government **maintains** that it has no money to pay for any new social programs.
 - a continues to claim
 - b finally understands
 - c deeply regrets
 - 7 The patient's condition has **deteriorated** rapidly. Doctors are doing their best to save her.
 - a grown worse
 - b stabilized
 - c strengthened
 - 8 After a period of adjustment, most immigrants find jobs and **prosper** in their new country.
 - a stay
 - b are successful
 - c are optimistic

Dear members of the county board:

- 1 Cook County Hospital (CCH), which has been standing **vacant** for more than ten years, has become an eyesore¹ in our neighborhood. In spite of the fact that the government has spent millions of dollars studying the best use for the site, we are still waiting for action. Let's stop trying to figure out how to save this out-of-date pile of bricks. Our neighborhood is expanding and **prospering**, and it's about time for the board to show some leadership by adopting a proposal that embraces the future, not one that clings to the past.
- 2 It has been argued that it would be cheaper to reuse the old building than to tear it down and build a new one. Almost ten years ago, experts estimated that saving the CCH building would cost more than 150 million dollars. This figure may have been true then, but over the last decade, the building has **deteriorated** considerably, which would no doubt add to the cost of any **renovation** carried out today. Our experts agree that updating this one hundred-year-old building to meet modern safety standards would actually be more expensive than starting from scratch².
- 3 What this neighborhood needs is an up-to-date, green structure that will provide much-needed housing and retail space. Our proposal will replace the decaying hospital building with a hotel, apartments (including 15% **affordable** housing), and space for stores, restaurants, and medical offices. Just as important, construction of these structures, and the businesses that will be located in them, will provide good jobs for people in the community. How much longer do we have to wait for our leaders to make the right decision for the future of our neighborhood? Tear down CCH!

Respectfully yours,
New Neighborhood Group



Dear Cook County Board:

- 1 Cook County Hospital, which welcomed patients and their families for almost a century, is a community landmark. The building is beautiful, but more beautiful than the structure itself is the statement it made to the city and the world. When it opened its doors in 1916, Cook County Hospital offered an attractive, modern **facility**, not just to the city's elite, but also to the poor. It sent the message that the poor are just as deserving of quality healthcare as the wealthy. People in the neighborhood called the hospital, our *Statue of Liberty*. Let's make sure this site continues to serve all of our citizens by renovating it now.
- 2 Some opponents to our proposal have argued that renovation is too expensive, but a recent, similar project demonstrated that this may not be the case. In fact, renovating an existing structure can cost about \$25 per square foot less than even the most basic new construction, while preserving the beauty of the original building. And, although it is often claimed that old buildings have a more significant environmental footprint³ compared with new construction, architect and sustainability expert Carl Elefante **maintains** that the greenest building is the one that is already built. New construction almost always has a more serious environmental impact because it requires the use of all new materials.
- 3 Our group's proposal for renovation of the hospital site and building will allow it to continue to serve the community by providing affordable housing, medical clinics, a school, and a community center—resources that we badly need. If instead we allow **developers** to take over the project, the guiding principle will be profit, not neighborhood preservation. The people who will benefit most will be the investors in the project, not the people of our community. Save the Cook County Hospital building!

Respectfully,
Citizens Neighborhood Coalition

¹**eyesore** (n) something ugly and unpleasant to look at

²**starting from scratch** (phr) starting over from the very beginning

³**environmental footprint** (n phr) the impact something/someone has on the environment

WHILE READING

3 Read the letters. Then complete these tasks.

- 1 Which group makes the argument that the hospital should be torn down?
 - a New Neighborhood Group
 - b Citizens Neighborhood Coalition
- 2 Underline or highlight a sentence in the letter that expresses this argument.
- 3 Which group makes the argument that the hospital should be renovated?
 - a New Neighborhood Group
 - b Citizens Neighborhood Coalition
- 4 Underline or highlight a sentence in the letter that expresses this argument.

SKILLS

Identifying supporting details

Writers support their arguments with details, such as reasons, explanations, or examples.

4 Read the letters again. Choose all the answers that are correct.

- 1 What reasons does the New Neighborhood Group give to support its argument?
Its proposal ...
 - a is cheaper.
 - b has more community support.
 - c can be completed more quickly.
 - d will provide jobs.
 - e will last longer.
- 2 Underline or highlight these reasons in the letter.
- 3 What reasons does the Citizens Neighborhood Coalition give to support its argument?
Its proposal ...
 - a is cheaper.
 - b meets more of the community's needs.
 - c is more popular with the community.
 - d is more practical.
 - e is greener.
- 4 Underline or highlight these reasons in the letter.

READING FOR MAIN IDEAS

READING FOR DETAILS

PRISM^{Online}
Workbook

READING BETWEEN THE LINES

IDENTIFYING PURPOSE

- 5 Work with a partner. Discuss the questions.
- 1 Who do you think are the people behind the New Neighborhood Group? What are the group's goals generally?
 - 2 Who do you think are the people behind the Citizens Neighborhood Coalition? What are this group's goals generally?
 - 3 Why do you think Cook County Hospital was once compared to the Statue of Liberty?
 - 4 What does the statement "the greenest building is the one that is already built" mean?

DISCUSSION

SYNTHESIZING

- 6 Work with a partner. Use information from Reading 1 and Reading 2 to discuss the questions.
- 1 Do you think it is better to try to preserve old buildings or tear them down to make way for new ones? Would you give a different answer if the buildings were particularly beautiful or historically important?
 - 2 Apart from the thing itself, what do you think is lost when something from the past disappears?
 - 3 In the future, do you think we are more likely to lose physical or digital things?

LANGUAGE DEVELOPMENT

TIME EXPRESSIONS

LANGUAGE

There are many different phrases that can tell the reader when or how something happens. There are also phrases that describe things and events as they relate to a stated or implied timeframe.

when	how	in relation to a timeframe
<i>at the turn of the century</i>	<i>slowly but surely</i>	<i>up to date</i>
<i>over the past / last + (week / month / year)</i>	<i>in a flash</i>	<i>out of date</i>
<i>at one time</i>	<i>in the blink of an eye</i>	<i>it's about time for</i>
<i>for the time being</i>		

- 1 Complete the sentences with an appropriate expression. In some items, more than one answer is possible.
 - 1 The clothes she wears are really _____. People have not worn jackets like that since the 1980s.
 - 2 _____ you to find a job. I am not going to support you any longer.
 - 3 After a two-year downturn, _____ the economy is showing signs of recovery.
 - 4 Twenty years ago, _____, Twitter, Instagram, and Snapchat did not yet exist.
 - 5 _____ this was the most popular restaurant in the city. Today, however, it's hardly ever full, even on Saturday nights.
 - 6 I called the police and they got here _____. I was surprised by how quickly they arrived.
 - 7 If my company keeps doing well, we should be able to buy a house in the next couple of years, but _____, we're renting an apartment.
 - 8 _____ five years, the city has torn down more than ten historic buildings.
 - 9 The owners have kept the building _____ with new lighting and an efficient heating system.
- 2 On your own or with a partner, complete the sentences with your own ideas using time expressions.
 - 1 For the time being, I'm _____
 - 2 Slowly but surely, the world / country / city _____
 - 3 In order to stay up to date with technology, I _____
 - 4 In the blink of an eye, _____
 - 5 It's about time for me _____
 - 6 At one time, this _____

COMPOUND ADJECTIVES

LANGUAGE

An adjective can be a single word or a phrase of two or more words acting as a single modifier. Depending on the type of phrase and its position in the sentence, the words may need to be hyphenated.

Before a noun, a compound adjective should be hyphenated.

We need more **up-to-date** reference materials.

My company just installed **state-of-the-art** graphics programs on all our computers.

When the same phrase appears in other contexts, no hyphenation is necessary.

I try to keep my software **up to date**.

This program was **state of the art** about ten years ago!

3 Circle the correct option to complete the sentences.

- 1 We need a more *long term* / *long-term* solution to this problem.
- 2 This city needs housing for *low income* / *low-income* families.
- 3 These homes were built at the *turn of the century* / *turn-of-the-century*, but they already need a lot of repair.
- 4 The neighborhood has implemented a system of *one way* / *one-way* streets to ease the increasing volume of traffic.
- 5 The artists in this area are quite *well known* / *well-known*.
- 6 Where there once were apartments, today most of the buildings are *single family* / *single-family* homes.
- 7 Appliances installed in newly constructed homes must meet strict government standards and also be *energy efficient* / *energy-efficient*.
- 8 As in any *fast growing* / *fast-growing* community, we face a number of challenges.

4 In your notebook, write five sentences using a compound adjective from the first column and an appropriate noun from the second column. Compare sentences with a partner. Did you choose the same word sets?

compound adjectives	nouns
low-income	homes / windows / light bulb
well-known	neighborhood / housing / apartments
long-term	author / song / story
energy-efficient	industry / city / business
fast-growing	goal / plan / care

WRITING

CRITICAL THINKING

At the end of this unit, you are going to write an argumentative essay in which you make and support an argument. Look at this unit's Writing Task below.

Do some research to find an aging but culturally or historically important building in your city or country. What do you think should be done with it and why?

SKILLS

Building support for an argument

When you make an argument, you need to decide which facts are relevant and will support it.

1 Read these facts about preservation and new construction. Which support preservation (P) and which support new construction (NC)?

- 1 Renovation of old buildings in the state of Maryland kept 387,000 tons of building material out of landfills over a period of 12 years. That would fill a football field 60 feet high. _____
- 2 After a community is designated as a historic neighborhood, it is more difficult to make changes to buildings. As a result, the neighborhood becomes more stable, with fewer people moving out. _____
- 3 Some research studies estimate that a new, energy-efficient building can make up for the environmental impact of tearing down an old building in as little as ten years. _____
- 4 As buildings are renovated, higher-income people move in, demanding better schools and community services. _____
- 5 A recent study suggests that it takes 35–50 years for a new building to save the amount of energy that is used when an existing building is torn down and the new one is built. _____
- 6 A study in Delaware demonstrated that an average of 14.6 jobs were created per million dollars spent on renovation, compared with 11.2 jobs per million dollars spent on new construction. _____
- 7 When restoring old construction, there are often surprises that can cause a project to take twice as long as new construction projects, resulting in increased costs. _____
- 8 On a cost per square foot basis, renovation is usually slightly more expensive than new construction. _____

ANALYZE



High Line Park, New York City

APPLY

- 2 Place the first five facts from Exercise 1 into the correct category. Then, based on what you learned in Reading 2, add one more category for the last three facts.

factor	fact
environmental impact	
community impact	
	6, 7, 8

EVALUATE

- 3 Work with a partner. Discuss which factors are most important to you when forming an opinion about a building's future and why. Brainstorm some ideas. Start with the list from Exercise 2.

- 1 Environmental impact: Will new construction save more energy than renovating the existing structure?
- 2 Community impact: How much would each option change the neighborhood?

3 _____

- 4 What other factors might be important (safety, tourism, duration, etc.)?

GRAMMAR FOR WRITING

FUTURE CONDITIONALS

LANGUAGE

Both real and unreal conditionals can be used to make proposals about the future and to describe their consequences. The difference between them lies in how likely or certain it is that the event or action will take place.

Future real conditionals

Real conditionals imply a future event is possible or likely.

If we **tear down** the old city hall, we **will lose** our connection to the past.

Future unreal conditionals

Unreal conditionals imply a future event is unlikely, hypothetical, or impossible. This structure is often used to present alternative ideas or actions and their undesirable consequences.

If we **tore down** the old city hall, we **would regret** it.

If we **were to tear down** the old city hall, we **would regret** it.

- 1 Which statement describes an event that is more likely?
 - 1 a If I spend much more time on my history project, I won't have time for my chemistry homework.
 - b If I were to start my history project all over again, I would choose a different topic.
 - 2 a If I visited my parents this weekend, they would be really happy.
 - b If I visit my parents this weekend, I'll bring my laundry and do it there.
 - 3 a If they hold the meeting in the community center, there won't be enough room for everyone to sit.
 - b If we were to hold the meeting today, not very many people would attend.
 - 4 a If you left for the library, you might get there before it closes.
 - b If I leave for the library now, I might get there before it closes.
- 2 Write three sentences about the building you have chosen to discuss using the three forms of the future conditional in the explanation box.
- 1 (real conditional) _____

 - 2 (unreal conditional) _____

 - 3 (unreal conditional) _____

ACADEMIC WRITING SKILLS

PARAGRAPH STRUCTURE AND UNITY

SKILLS

Academic essays are divided into unified paragraphs. Each paragraph should have a main idea. Paragraph *unity* means that the entire paragraph focuses on the main idea. The main idea is often, but not always, expressed by a *topic sentence*. All the other sentences in the paragraph provide background information or support for the main idea.

- 1 Read the sets of two sentences from a single paragraph. Decide which of the two would make a better topic sentence.
 - 1 ☐ a When a neighborhood becomes an officially recognized historic district, the people who own homes in this district benefit financially.
 - ☐ b Homes in historic districts are worth approximately 25% more than similar homes in other areas.

- 2 ☐ a Fifty percent of visitors to Florida say they visited a historic site during their trip.
☐ b Historic sites increase tourism.
- 3 ☐ a Developers who renovate old buildings instead of tearing them down get a 50% reduction in their taxes.
☐ b Renovating an old building can be cheaper than building a new one.
- 4 ☐ a Prices usually rise when a neighborhood becomes a historic district.
☐ b Historic districts are usually not economically diverse because working class and even middle-class families cannot afford to live in them.

2 Decide whether each paragraph is unified. If the paragraph is not unified, cross out the information that does not belong.

- 1 unified ☐ not unified ☐

The creation of historic districts generally increases property values. Because their homes are protected, owners are willing to invest in them. Owners don't have to worry about future changes in the character and quality of their neighborhood. As a result, these districts tend to attract wealthier families who can afford to pay for the unique character that historic districts provide. However, higher property values make it difficult for families with less money to live in these areas.

- 2 unified ☐ not unified ☐

Many people believe that if they buy a home in a historic district, they will receive money from the government to make repairs. Unfortunately, this is not true, but they can get some assistance with their taxes. If they buy a home in a historic district and invest money to repair and preserve it, the local government will not increase the taxes on the home for eight years. They cannot make major changes that affect the appearance of their home without the approval of a committee that is in charge of the district. Owners can also apply for special federal funds to help keep their homes in their original condition.

- 3 unified ☐ not unified ☐

Farmers' markets are becoming increasingly popular in U.S. cities. In the past twenty years, their number has increased by about 125%. Farmers' markets are particularly popular in the Northeast, Midwest, and on the West Coast. Their popularity has been driven by the public's desire for locally grown food and also by an increasing awareness of the impact on the environment of food that comes from far away. Experts predict that the demand for locally grown food will continue to increase over the next ten years.

- 4 unified ☐ not unified ☐

The New York Historical Society, an organization dedicated to promoting research and public awareness of history and its influences on our lives today, was founded in 1804. It is the oldest museum in New York. Exhibits at the NYHS explore the rich cultural and social history of New York City, New York State, and the United States. It has a vast collection of items that trace the area's history to its very roots, including paintings of some of the country's most famous figures. It offers a \$50,000 annual book prize for a work on U.S. history. Visitors to the NYHS will discover treasures including everything from famous works of art to the artifacts of everyday life in colonial times.

IMPERSONAL STATEMENTS

SKILLS

When you state a position, there is no need to use phrases that mark it as your personal opinion such as *I think* or *we should*. The reader understands that you are making a case based on your view of the subject.

Instead of writing a personal statement:

In my opinion, The First National Bank should be torn down / restored.

Express the same idea with an impersonal statement:

The First National Bank has become an eyesore in our city, and the time has come to tear it down and replace it with a new building.

The First National Bank is of architectural and historical importance for our community and should be restored to its original beauty.

- 3 In your notebook, rewrite the sentences as impersonal statements. Compare sentences with a partner.

- 1 It is only my opinion, but I believe that city leaders did not act responsibly when they voted to allow construction on park land.
- 2 As far as I am concerned, it is always better to reuse and recycle the resources that we have instead of using up additional resources.
- 3 As I see it, a new convention center would be an incredible benefit for this city and its citizens, as it would provide both jobs and revenue. It would be foolish to pass up this opportunity.
- 4 It seems to me that by designating this neighborhood a historic area, we are telling all low-income homebuyers to stay away.
- 5 From my point of view, placing this building on the register of historic places is a step in the right direction because it has the potential to draw tourists who are interested in architectural and cultural history.

WRITING TASK

Do some research to find an aging but culturally or historically important building in your city or country. What do you think should be done with it and why?

PLAN

- 1 What building are you going to write about? Make note of its history, physical condition, and location. This information will be used in your introductory paragraph.
- 2 Do you think it should be renovated or torn down? Why? Write one or two sentences. This will be your thesis statement.
- 3 Look back at your notes from Exercise 3 in Critical Thinking. How do the different factors support your position? Write two or three ideas in a table like the one below. These will be the basis of your body paragraphs. Make notes that support your ideas.

	factor	notes
body paragraph 1		
body paragraph 2		
body paragraph 3		

- 4 What are some of the main alternative ideas? What would be the consequences of each? Use these points in your concluding paragraph.
- 5 Make notes on ways to restate your position to show that it is the best option. This is how you will end your essay.
- 6 Refer to the Task Checklist on page 35 as you prepare your essay.

WRITE A FIRST DRAFT

7 Use your essay plan to write the first draft of your essay in 500–600 words.

REVISE

8 Use the Task Checklist to review your essay for content and structure.

TASK CHECKLIST	✓
Does the introductory paragraph provide a good description of the building?	
Is your position definitely and clearly stated in your introduction?	
Do the body paragraphs offer support for your position from different angles (factors)?	
Do the body paragraphs state a proposal and its consequences?	
Does the concluding paragraph state the negative consequences of the alternative position?	
Is each paragraph unified?	
Does each paragraph include a topic sentence?	

9 Make any necessary changes to your essay.

EDIT

10 Use the Language Checklist to edit your essay for language errors.

LANGUAGE CHECKLIST	✓
Have you used time expressions correctly?	
Have you stated your proposal and its consequences with real conditional statements?	
Have you presented and dismissed alternative positions with unreal conditional statements?	
Have you expressed your opinions as impersonal statements, avoiding <i>I think</i> , <i>In my opinion</i> , etc.?	

11 Make any necessary changes to your essay.

STAYING ORGANIZED WITH GROUP PROJECTS

When students are working on a group project, keeping messages, files, and folders organized is important for every member of the group.

PREPARING TO READ

-
- A horizontal scale from 0 to 100. The scale is marked with vertical lines at 0, 25, 50, 75, and 100. Above the scale, the labels are: "very organized" (0-25), "both organized and messy" (25-75), and "chaotic" (75-100). Below the scale, the labels are: "mostly organized" (0-50) and "mostly messy" (50-100).

- 2 Do you have a system for labeling your files or folders? What is it?
- 3 When you do a group project, how do you communicate with the others? How do you all edit the same document?

WHILE READING

- 2** Read a blog post from the team at the Writing Center about how groups can organize their work. Then complete the sentences below with information from the blog post.

- 1 The first thing that a group should do is decide on _____
- 2 The group should choose a file-sharing system that everyone _____
- 3 Groups shouldn't use email for _____
- 4 A file name might include information such as _____
- 5 When a file is revised, include something new at the end of the file name, such as _____
- 6 Instead of deleting old drafts, you should _____



TEAMWORK: STAYING ORGANIZED AS A GROUP

by Chris Ryan

This week we want to talk about organizing your shared work when you're doing a group project.

First, choose a file-sharing system. There are a lot of choices: a learning management system (like Canvas), a social media site, an integrated platform (like Basecamp or Slack) where files, messages, and calendars are all in one place. Choose one that everyone has easy access to and is comfortable with.

For today's discussion, we'll look at communicating through email and a separate file sharing system.

EMAIL

- Use email for meeting times or task reminders, but not for sharing files.
- Be specific in the subject line. Instead of "Meeting" write "Meeting to review dataset 3."
- Make a special folder for the project. Keep all your emails about the project in that folder.

SHARED FILES & FOLDERS

- Choose a system for file sharing (like Dropbox or Google Drive).
- Decide on a system for naming files. When you revise, add a date, your initials, or numbers to the file name, for example:

First draft by Nur Aydin:

MOHA1_sample_NA.docx

Revised by Manny Cruz:

MOHA1_sample_NA_mc.docx

- Create folders for the different parts of the project (like Data, Photos, Interviews, Report).
- Create a folder called "Old Files" for first drafts and outdated material. This keeps the active folders clean and updated, and the old files handy for reference.

That's it! Come into the Writing Center if you need more help with organizing.

PRACTICE

3 In your groups, imagine you want to preserve a park in your city from development. You are doing research on the history of the area, interviewing residents, and taking photos. You will give a PowerPoint presentation and write a paper as a team.

- 1 How you will share files for this project?
- 2 What naming system for your files will you use? For revised files?

4 Now imagine you are the group leader. Write an email to the team to describe what you have all agreed on in Exercise 3. Share your emails within your group and offer each other feedback.

REAL-WORLD APPLICATION

5 Work with a small group. Research and compare three different file-sharing and collaboration platforms. Consider size of storage, how files are organized, if file sharing and communication are integrated, what kind of support there is, etc.

- 1 Choose the systems you want to compare. You can use the ones mentioned in the reading or your own favorite programs.
- 2 List of the main features of each one.
- 3 List two advantages and disadvantages for each one.
- 4 Share your work with another group and compare your results.