

PRISM

READING AND WRITING

1

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HOW PRISM WORKS

1 Video

Setting the context

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

WATCH AND LISTEN

ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

UNDERSTANDING DETAILS

Unit 1

PREPARING TO WATCH

- Work with a partner and answer the questions.
 - Is it important to learn about a country's history? Why or why not?
 - What things, like buildings, show a country's history?
 - Why do some people not like learning about history?
- You are going to watch a video about an American celebration. Look at the pictures from the video. What are the people doing?

GLOSSARY

Declaration of Independence (n) an important U.S. document signed in 1776 that said that the U.S. was free and not under England

unity (n) a situation where everyone agrees with each other or wants to stay together

symbolize (v) to be a sign of or represent something

collaboration (n) the act of working together to make or do something

fireworks (n) small objects that explode and make loud noises and bright colors in the sky

blessed (adj) lucky enough to have something good

WHILE WATCHING

- Read the words. Then watch the video. Check the things that you see or hear in the video.

1 a flag <input type="checkbox"/>	4 fireworks <input type="checkbox"/>	7 a guitar <input type="checkbox"/>
2 a costume <input type="checkbox"/>	5 children <input type="checkbox"/>	8 old glasses <input type="checkbox"/>
3 a drum <input type="checkbox"/>	6 a parade <input type="checkbox"/>	

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.

READING

READING 1

UNDERSTANDING KEY VOCABULARY

PREVIEWING

Unit 1

PREPARING TO READ

- Read the definitions. Complete the sentences with the correct form of the words in bold.

celebrate (v) to do something enjoyable because it is a special day

culture (n) the habits, traditions, and beliefs of a country or group of people

gift (n) something that you give to someone, usually on a special day

the ground (n) the surface of the Earth

lucky (adj) having good things happen to you

traditional (adj) following the ways of behaving or doing things that have continued in a group of people for a long time

 - I always _____ my mother's birthday by making a big meal for our family. She loves to see everyone get together for a special day.
 - There are a lot of festivals in Korean _____. Each one has special food and events.
 - In Japan, guests usually give a small wrapped _____, like cake or fruit, when they visit someone's home.
 - For our International Day party, all of my classmates wore _____ clothing from their countries instead of their usual clothes.
 - In many countries, people believe the color yellow is _____. Wearing yellow will bring you good things like joy and energy.
 - On Arbor Day in the U.S., a lot of people dig holes and plant new trees in _____.

Previewing a text

Before you read, look at the photos, title, and subtitles. This gives you a lot of information about the topic of the text before you read. It will help you understand the text better when you read it.

- Look at the photos, title, and subtitles in the article. Circle the topic of the article.
 - celebrations around the world
 - weddings around the world
 - birthdays around the world
- Read the article and check your answer.

Unit 1

ACADEMIC WRITING SKILLS

ORGANIZING SENTENCES INTO A PARAGRAPH

Skills In written English, sentences are organized into paragraphs. A paragraph is a group of sentences about the same topic. A new topic should be put in a new paragraph.

A paragraph has a *topic sentence*, *supporting sentences*, and a *concluding sentence*. A paragraph is often written in this order:

- 1 The **topic sentence** describes what the paragraph is about. It is usually the first sentence in a paragraph.
- 2 The **supporting sentences** tell more about the topic and give details and examples. They are in the middle of the paragraph.
- 3 The **concluding sentence** ends the paragraph. It usually summarizes the main idea in the paragraph. The concluding sentence often starts with phrases like *In conclusion*, *In summary*, or *In sum*. Some short paragraphs do not have a concluding sentence.

PRISM Online
TECHNOLOGY

- 1 Look at the sentences. They are from two different paragraphs. Paragraph 1 is about a city. Paragraph 2 is about a festival. Organize the sentences into two paragraphs. Write 1 or 2 next to each sentence.

- a Popfest is a music festival in the U.K. 2
- b It is a very noisy city. 1
- c People wear waterproof shoes and coats. _____
- d In the summer, it is very hot. _____
- e It happens in July. _____
- f I live in Taipei. _____
- g There are lots of shops and restaurants. _____
- h People listen to music and dance. _____
- i It's a great place to live. _____

- 2 Read the paragraph and follow the steps.

- 1 Circle the topic sentence and write T next to it.
- 2 Underline the supporting sentences and write S next to them.
- 3 Highlight the concluding sentence and write C next to it.

When I was a child, my favorite day of the year was my birthday. I always went to the park with my family. My sister and brother gave me presents, and we usually played games. We ate lunch, and then for dessert, we ate the chocolate cake my mother made. In sum, I have very special memories of my birthday.

52 UNIT 2

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

THE VIRTUAL CLASSROOM

Skills For many college classes, students have to do some work online. Professors expect students to be active both online and in class. Online participation is often part of a student's grade.

PREPARING TO READ

- 1 Work with a partner. Discuss the questions.
 - 1 What do you do online for your classes?
 - 2 How do you feel about online discussions? Why?
 - 3 Do you prefer an online class or a face-to-face class? Why?
 - 4 What are the advantages of online projects and discussions?

WHILE READING

- 2 Read part of a syllabus from a sociology class.

CLASS WEBSITE

For this class, students can find lecture notes and articles on the class website. Students will also use the class website to do the following tasks: submit¹ homework, take quizzes, do group projects, and post² responses for weekly discussions. Students should do the following:

- check the website each Monday for updates and assignments
- complete all tasks on time
- contact the professor by email if there is a problem

WEEKLY ONLINE DISCUSSIONS

Each Monday, a new question will be posted on the online discussion board. The discussion is open until Friday at 5 p.m. Students must actively participate in the discussion every week.

This part of the course counts for 25% of the final grade.

Students must do the following:

- 1 Post an answer to the question every week. Answers should be 30–40 words. Please post an answer on Monday or Tuesday.
 - 2 Respond to two classmates' answers. Responses should be 20–30 words.
- All discussions should:
- be about the topic
 - use complete sentences in paragraphs
 - use academic language
 - use correct spelling
 - use good grammar
 - be respectful of others

¹submit (v) turn in, either online or to someone
²post (v) put on a website for others to see

70 UNIT 3

4 On Campus

Skills for college life

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

WHAT MAKES *PRISM* SPECIAL: CRITICAL THINKING

Bloom's Taxonomy

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

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

WRITING

CRITICAL THINKING

At the end of this unit, you will write a paragraph describing data from graphs. Look at this unit's Writing Task below.

Describe the weather in a country or region.

ANALYZE

You can use graphs to show numbers or data. When you look at a graph, you can see the most interesting information quickly and easily. When you write about graphs, choose the most interesting information to write about. To do this, look at the highest and lowest numbers.

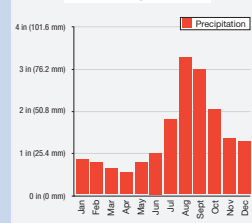
UNDERSTAND

1 Look back at the graph in Reading 2 and answer the questions.

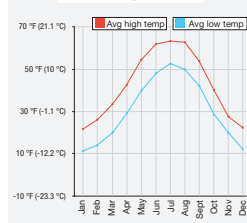
- 1 What do the numbers on the left side of the graph show?
- 2 What do the numbers at the bottom of the graph show?
- 3 What does the highest point in the graph show?
- 4 What does the lowest point in the graph show?

2 Look at the graphs. What kind of information does each one show?

A Precipitation over a year in Anchorage, Alaska



B Temperature over a year in Anchorage, Alaska



Create: create, invent, plan, compose, construct, design, imagine

Evaluate: decide, rate, choose, recommend, justify, assess, prioritize

Analyze: explain, contrast, examine, identify, investigate, categorize

Apply: show, complete, use, classify, illustrate, solve

Understand: compare, discuss, restate, predict, translate, outline

Remember: name, describe, relate, find, list, write, tell

WHAT MAKES *PRISM* SPECIAL: CRITICAL THINKING

WRITING

CRITICAL THINKING

At the end of this unit, you will write an opinion paragraph. Look at this unit's Writing Task below.

- ✓ The Internet wastes our time. It does not help us do more work. Do you agree or disagree?

SKILLS Analyzing a question

Before you answer a question, it is important to analyze exactly what the question asks you to do. You can then decide what to write in order to answer the question correctly.

- 1 Match each question to the correct way to answer it.

- 1 How does the Internet waste our time? How does it help us do more work? _____
- 2 The Internet wastes our time more than it helps us do work. Do you agree or disagree? _____
 - a Give your opinion about whether the Internet wastes our time or helps us do more work. Give examples to support your argument.
 - b Describe the ways the Internet wastes our time and the ways it helps us do more work.

- 2 Look at the advantages and disadvantages of the Internet in the box. Write them in the correct place in the table on page 72.

You can get help from different websites.
You could lose valuable information if your computer breaks.
You can visit social media sites.
You can read newspapers from around the world.
People can work at home sometimes.
You can play video games.
You can read your email.
You can watch educational videos.
You could get addicted to technology.
You can learn new words in a different language.

ANALYZE

CRITICAL THINKING 71

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

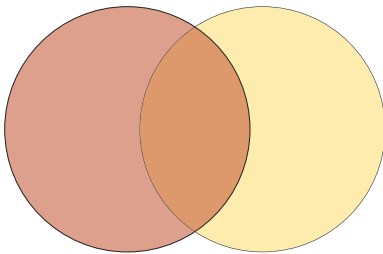
At the end of this unit, you will write an explanatory paragraph. Look at this unit's Writing Task below.

- ✓ Who do you think is a good role model? Write a paragraph explaining the qualities that make that person a good role model.

SKILLS Using a Venn diagram

A *Venn diagram* has two circles that overlap in the middle. Writers use Venn diagrams to think about the similarities between people or ideas. Venn diagrams help organize the qualities that people or ideas share. To complete a Venn diagram, write the shared qualities of people or ideas in the overlapping section of the circles.

- 1 Work with a partner. Choose two people from Reading 2 to compare. Complete the Venn diagram to find the shared qualities of the people. Think about adjectives that describe them and the things these people have done.



APPLY

CRITICAL THINKING 109

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.

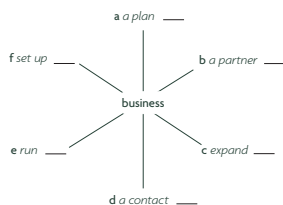
WHAT MAKES *PRISM* SPECIAL: RESEARCH

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

- 1 Look again at the quiz in Reading 1. What type of person would fit into the culture of Google?
- 2 Would you like to work at a large company like Google? Why or why not?

LANGUAGE DEVELOPMENT

COLLOCATIONS WITH *BUSINESS*



1 The words in the diagram are collocations of *business*. Write N next to the nouns and V next to the verbs.

2 Use words from the diagram to complete the sentences.

- 1 A **business** _____ is a detailed document describing the future plans of a business.
- 2 _____ a **business** means to make a business bigger.
- 3 A **business** _____ is a person who owns a business with you.
- 4 _____ a **business** means to be in charge of and control a business.
- 5 _____ a **business** means to start a business.
- 6 A **business** _____ is a person you know because of your job.

3 Look at the sentences in Exercise 2 again and answer the questions.

- 1 Do the verbs go before or after the word *business*? _____
- 2 Do the nouns go before or after the word *business*? _____

SYNTHESIZING

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Textbook

LANGUAGE DEVELOPMENT 155

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

SIMPLE SENTENCES 2

Objects and extra information

A simple sentence needs to have a *subject* and a *verb*. It must form a complete thought. The verb comes after the subject. After the verb, there can be an *object* (usually a *noun* or *noun phrase*). You can also add extra information by using an *adjective* or a *prepositional phrase*.

subject	verb	noun phrase
I	visit	my family.

subject	verb	adjective
The people	are	happy.

subject	verb	prepositional phrase
The festival	is	in May.

PRISM Online
Textbook

1 Underline the subject and circle the verb in each sentence.

- 1 The children wear traditional clothes.
- 2 My family and I watch the fireworks.
- 3 I visit my aunt and uncle.
- 4 People in the U.S. celebrate college graduation.
- 5 My parents and I go downtown.

2 Underline the words that come after the verb in each sentence.

Then write N for noun, A for adjective, and P for prepositional phrase.

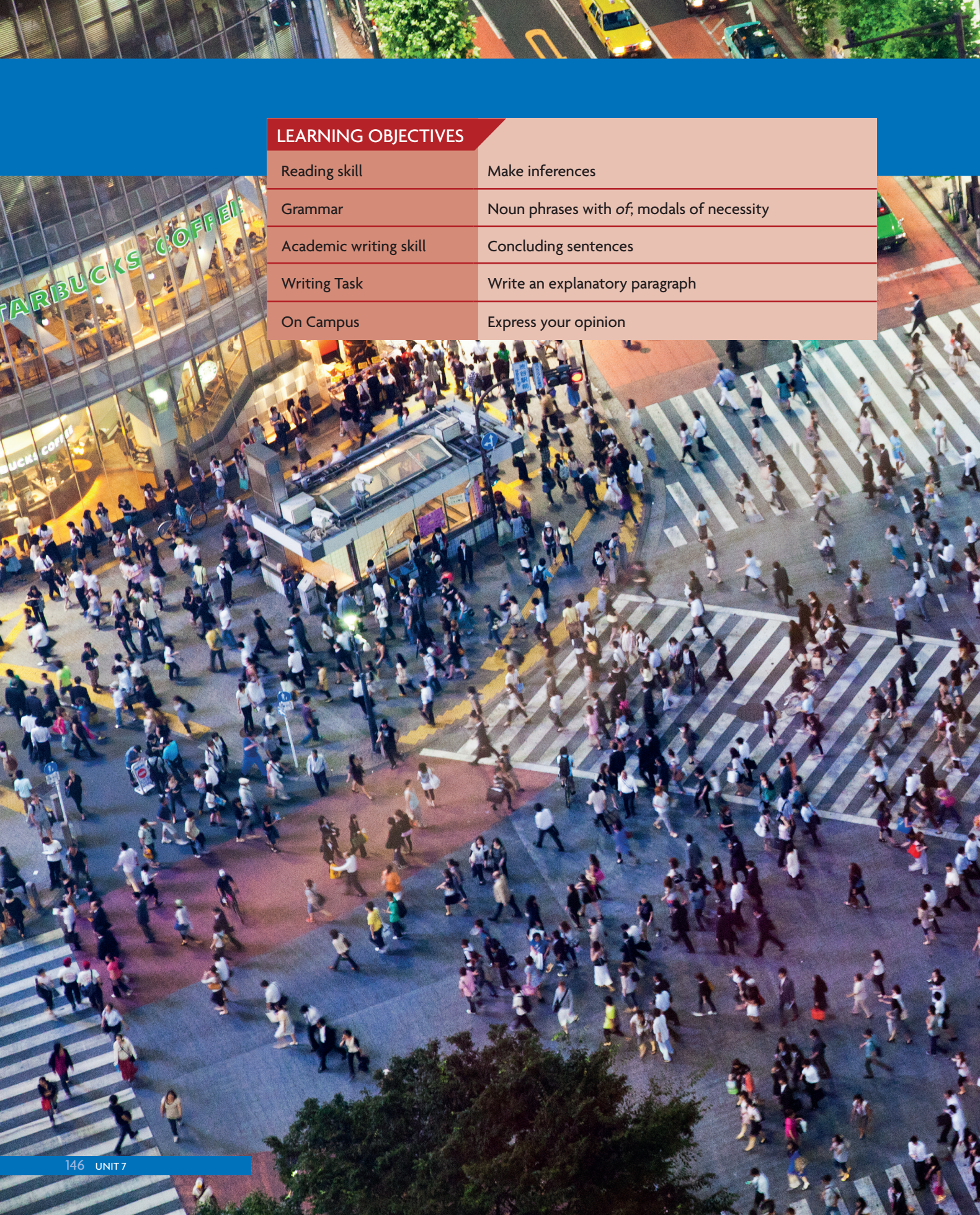
- 1 My family eats at home. _____
- 2 The costumes are beautiful. _____
- 3 We exchange presents. _____
- 4 I celebrate in the evening. _____
- 5 The festival is traditional. _____

SD UNIT 3

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.

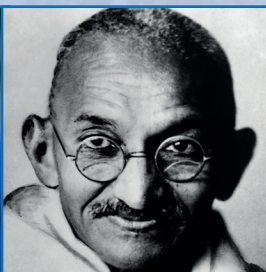


LEARNING OBJECTIVES

Reading skill	Make inferences
Grammar	Noun phrases with <i>of</i> ; modals of necessity
Academic writing skill	Concluding sentences
Writing Task	Write an explanatory paragraph
On Campus	Express your opinion



ACTIVATE YOUR KNOWLEDGE



Look at the photos and answer the questions.

- 1 What are the names of the people?
- 2 What did they do to become famous?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

PREPARING TO WATCH

- 1 Work with a partner and answer the questions.
 - 1 What is a volunteer?
 - 2 Why do people become volunteers?
 - 3 Where do volunteers work?
- 2 You are going to watch a video about a volunteer. Work with your partner. Look at the pictures from the video. What kind of work do you think the man is doing?

GLOSSARY

observer (n) someone whose job is to watch people or events


monitor (v) to watch something to make sure that it is correct

National Weather Service (n) the part of the U.S. government that provides weather forecasts and warnings of dangerous weather

honor (v) to show great respect for someone or something

statistic (n) a fact in the form of a number that shows information about something

WHILE WATCHING

- 3  Read the sentences. Then watch the video. Write *T* (true) or *F* (false). Correct the false statements.

_____ 1 850 volunteers record the weather in the U.S. every day.

_____ 2 Richard Hendrickson is a volunteer for the National Weather Service.


_____ 3 He monitors the temperature from his kitchen.

_____ 4 This job is difficult for him.

_____ 5 Richard also checks the snowfall daily.

_____ 6 He uses his cell phone to call the National Weather Service.

_____ 7 The National Weather Service will honor him for his time as a volunteer.

- 4  Watch again. Choose the correct answer.

1 Richard Hendrickson is _____ years old.

a 85 b 90 c 101

2 He lives in _____, New York.

a Bridgehampton b Brooklyn c Long Beach

3 He started recording the weather in _____.

a 1925 b 1930 c 1940

4 Weather was important to him because he was _____.

a an engineer b a farmer c a teacher

- 5 Work with a partner. Discuss the questions.

1 Why does Richard like being a volunteer?

2 Why do you think Richard first became a volunteer?

3 Will he stop volunteering for the National Weather Service?

DISCUSSION

- 6 Work in small groups. Discuss the questions. Explain your answers.

1 What kind of volunteer work have you done or would you like to do?

2 What kind of volunteer work would you not like to do?

3 What are five personal benefits of being a volunteer?

UNDERSTANDING MAIN IDEAS

UNDERSTANDING DETAILS

MAKING INFERENCES

READING 1

UNDERSTANDING KEY VOCABULARY

PREPARING TO READ

- 1 Read the definitions. Complete the sentences with the correct form of the words in bold.

blind (adj) not able to see

incredible (adj) impossible or very difficult to believe; amazing

inspire (v) to make other people feel that they want to do something

operation (n) the process when doctors cut your body to repair it or to take something out

respect (v) to like or to have a very good opinion of someone because of their knowledge, achievements, etc.

talent (n) a natural ability to do something well

- 1 After the _____ on his foot, Alex had to stay in the hospital until he could walk on his own.
 - 2 Liz Murray went to Harvard, and then became a best-selling author. What is _____ is that she was homeless only a few years before she went to Harvard.
 - 3 Julia was _____ when she was born, so she could not see. Her parents taught her words by putting objects in her hands so she could touch them.
 - 4 Fernanda had a special _____ for playing the piano. She could listen to a song and then play it almost perfectly without any practice.
 - 5 Mahatma Gandhi did a lot of important things for the people of India. I really _____ him and everything he did for people.
 - 6 Having more examples of women as CEOs of businesses will _____ more young girls to reach for similar goals.
- 2 Read the title and the first sentence in each paragraph in the blog post on page 151. What do you think the blog post will be about?
 - a someone who helped people with cancer
 - b someone who was blind and trained to be a doctor
 - c someone who was blind but learned how to see
 - 3 Read the blog post and check your answer to Exercise 2.

SCANNING TO PREDICT CONTENT

INCREDIBLE PEOPLE

About me

My name is Juliet Selby. I write about people that I admire. I write about a different person every week. Read about their amazing lives here!

Archive

▼ 2017

► [Ben Underwood](#)

► [Steve Jobs](#)

► [Mary Evans](#)

► 2016

► 2015

[/2017//Ben Underwood](#)

- 1 Ben Underwood was a normal teenage boy. He loved playing basketball, riding his bicycle, listening to music with his friends, and playing video games. But in one way, Ben was different from most other teenagers—he was blind. However, Ben had a special **talent**. He didn't have eyes, but he could still "see."
- 2 Ben was born on January 26, 1992. For the first two years of his life, Ben was a happy and healthy baby. He had a normal life, living with his mother and two older brothers in California. However, when Ben was two years old, his life changed. In 1994, he was taken to the hospital because he had problems with his eyes. The doctors looked at his eyes and told his mother the bad news—Ben had cancer¹. After a few months, he had an **operation** to remove the cancer. The operation was successful, and Ben was fine. However, the doctors had to remove his eyes, and Ben became **blind**.
- 3 After his operation, Ben developed an **incredible** talent. When he was three, he learned how to "see" buildings with his ears. He listened very carefully, and he could hear noises bounce off buildings. The noises told him where the buildings were. Then, when Ben was seven, he learned to "click." He made clicking noises with his mouth, and listened for the noises that bounced back from things. In this way, Ben could "see" where he was and what was around him. This is the same way dolphins see things underwater and bats see in the dark.
- 4 Scientists and doctors were amazed by Ben's talent. There are only a few blind people in the world who can see like Ben. People **respected** him because of this. He became famous. He was on TV, and he traveled

to different countries and talked to people about his life. Sadly, when Ben was 16, his cancer came back. He died soon after. However, during Ben's life, he taught people that anything is possible. Many people admired him because he **inspired** them and helped them feel strong. When he died in 2009, over 2,000 people went to his funeral.

¹**cancer** (n) a serious disease that makes people very sick because cells in the body grow in ways that are not normal or controlled



WHILE READING

4 Read the blog post again. Write the paragraph number where you can find the information below.

- a Ben learned to “see” again. Paragraph: _____
- b Ben was an ordinary boy, but he could do something amazing.
Paragraph: _____
- c Ben became a hero for many people. Paragraph: _____
- d Ben became ill and lost his eyes. Paragraph: _____

5 Read the blog post again and write *T* (true) or *F* (false) next to the statements. Correct the false statements.

- _____ 1 Ben liked playing basketball.

- _____ 2 Ben was just like other teenagers.

- _____ 3 Ben learned to “see” by touching things.

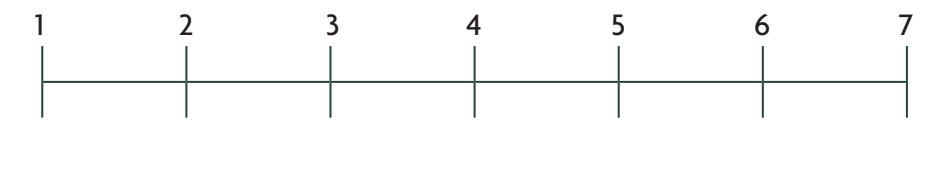
- _____ 4 Ben couldn’t ride a bicycle.

- _____ 5 Ben had two older brothers.

- _____ 6 Ben liked listening to music.

6 Put the events in Ben’s life in the correct order on the timeline.

- a Ben learned how to “see” buildings with his ears.
- b Ben was born.
- c Ben learned how to “click.”
- d Ben’s cancer came back.
- e Ben had a problem with his eyes.
- f Ben died.
- g Ben went on a TV show.



READING BETWEEN THE LINES

- 7 Look at the underlined words in the text. Then look at the sentence below and circle the word that is a synonym for the word in bold.

I really admire her. She's an excellent teacher.

- a dislike
- b respect
- c employ

- 8 Circle the correct answer.

- 1 Who do you think wrote the blog?
 - a a scientist
 - b a journalist
- 2 Why do you think the author wrote this blog?
 - a to teach doctors about cancer
 - b to tell people the story of Ben's life

DISCUSSION

- 9 Think of another famous child or teenager and discuss the questions with a partner.

- 1 What is his/her name? How old is he/she?
- 2 Why is he/she famous?
- 3 How is his/her life different from other children's or teenagers' lives?
Think about the list below.
 - school
 - hobbies
 - friends
 - home

WORKING OUT MEANING

IDENTIFYING PURPOSE

READING 2

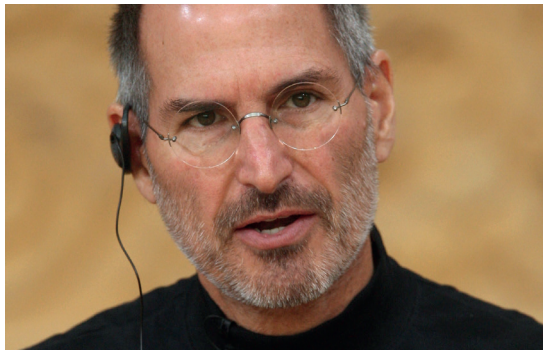
UNDERSTANDING KEY VOCABULARY

PRISM^{Online}
Workbook

PREPARING TO READ

- 1 You are going to read blog posts about incredible people. Read the sentences and write the words in bold next to the correct definitions.
 - 1 My mom thinks I'm too young to **take care of** my little sister, so a babysitter comes to my house every day.
 - 2 My **former** job was boring because I sat at my computer all day. At my current job, I talk to a lot of customers, and I like that much better.
 - 3 Aisha runs at least ten miles (16 kilometers) every morning to **train** for the upcoming race.
 - 4 It is important for a president to be **honest**. People must be able to trust the person leading their country.
 - 5 People say Terence Tao is one of the most **intelligent** people in the world. He earned a Ph.D. at only age 20 and became a math professor at age 24.
 - 6 Eugene was **brave** when he ran into a burning house to save an elderly woman. He could have died, but he did it anyway.
 - 7 After five tries, 64-year-old Diana Nyad was finally able to **achieve** her goal of swimming from Cuba to Florida. It took her almost 53 hours to finish the 100-mile (160-kilometer) swim.
 - 8 William graduated from college and then decided to follow his **dream** of opening a restaurant.
- a _____ (n) something that you really want to do, be, or have in the future
- b _____ (phr v) to care for or be responsible for someone or something
- c _____ (adj) not afraid of dangerous or difficult situations
- d _____ (adj) before the present time or in the past
- e _____ (adj) able to learn and understand things easily; smart
- f _____ (v) to prepare for a job, activity, or sport by learning skills or by exercise
- g _____ (adj) truthful or able to be trusted; not likely to lie, cheat, or steal
- h _____ (v) to succeed in doing something difficult

INCREDIBLE PEOPLE



/Steve Jobs

- 1 I really admire Steve Jobs, the **former** CEO of Apple. He invented a new kind of technology. Apple technology is very **intelligent**, but it is also easy to use. The products that he made are also really beautiful. Steve Jobs is a good role model¹ because he was an excellent businessman. He worked hard, and he created a successful business in IT. I was very sad when he died in October 2011. I respect him because he changed the way people use technology all over the world.

Ahmed Aziz, _____

/Mary Evans

- 2 My mom, Mary Evans, is my role model. I have a very big family, with two brothers and three sisters. My mom works very hard every day to **take care of** us, and she is very busy. She always makes time for everyone, and she always listens to me if I have a problem. She gives me advice, and she is always right. I have a nephew who is sick and has to go to the hospital a lot. My mom often sleeps at the hospital with him. I really respect her because she always takes care of my family and makes sure that we have everything we need.

Mark Evans, _____

/Singapore Women's Everest Team

- 3 My role models are the Singapore Women's Everest Team. In 2009, they became the first all-women team to climb Mount Everest. The team of six young women **trained** for seven years before they climbed the mountain. It was difficult for them to train because Singapore doesn't have any snow or mountains. But they didn't stop, and in the end they **achieved** their goal. They worked hard every day for their **dream**, so I really admire them.

Li Chan, _____



/Malala Yousafzai

- 4 Malala Yousafzai is a **brave** and **honest** young woman. In Pakistan, the Taliban didn't let girls go to school. Malala went anyway. She wrote a blog for the BBC describing the terrible things the Taliban were doing. In 2012, two men came onto her school bus and shot her in the head. Luckily, Malala survived. She gave speeches about the millions of girls around the world who were not allowed to go to school. In 2014, Malala won the Nobel Peace Prize. She donated her \$1.1 million prize money to build a school for girls in Pakistan. Malala is a good role model because she is brave, she never gives up, and she tells the truth no matter what.

Jane Kloster, _____

¹role model (n) someone you try to behave like because you admire them

READING FOR MAIN IDEAS

READING FOR DETAILS

WHILE READING

2 Read the blog posts on page 155. Match the sentence halves.

- | | |
|--------------------------------------|--------------------------------------|
| 1 Steve Jobs | a takes care of her family. |
| 2 Mary Evans | b fights for girls to go to school. |
| 3 The Singapore Women's Everest Team | c invented a new kind of technology. |
| 4 Malala Yousafzai | d climbed a mountain. |

3 Look at the sentences. There is one mistake in each one. Correct the false information.

- 1 In 2009, the Singapore Women's Everest team climbed Everest after five years of training.

- 2 Malala Yousafzai donated \$1.1 million to build a library in Pakistan.

- 3 Steve Jobs died in June 2011.

- 4 Mark's mother takes care of his grandmother in the hospital.

READING BETWEEN THE LINES

SKILLS

Making inferences

Good readers make inferences about a text. To make an inference, think about what the author writes, how he or she writes it, and what you already know about the subject to make a guess about information that is not in the text.

MAKING INFERENCES

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4 In the text on page 155, the jobs of the people writing the comments have been removed. Write the jobs of the writers next to their names.

- a an explorer
- b a teacher
- c an IT technician
- d an author

DISCUSSION

5 Discuss the questions with a partner.

- 1 Who are the most famous people in your country?
- 2 How can famous people inspire others to do good things?
- 3 Why do news services often write about famous people?

6 Use ideas from Reading 1 and Reading 2 to answer the questions.

- 1 Do you want to be famous? Why or why not?
- 2 Think about the people you read about in Reading 1 and Reading 2. Who do you share the most qualities with?

LANGUAGE DEVELOPMENT

NOUN PHRASES WITH OF

LANGUAGE

You can use the word *of* to join two nouns together and make a noun phrase.

He is the president *of* the country.

He invented a type *of* technology.

We write a conclusion at the end *of* an essay.

1 Match the sentence halves.

- | | |
|-----------------------|--------------------------------|
| 1 A chair is | a the principal of the school. |
| 2 I travel to | b the beginning of the day. |
| 3 A dog is | c a kind of furniture. |
| 4 Coffee is | d a lot of countries. |
| 5 Write your name at | e a sort of drink. |
| 6 My teacher is | f the top of the page. |
| 7 We eat breakfast at | g a type of animal. |

2 Put the words in order to make complete sentences.

1 the new leader / She / of / the country / is / .

2 of / I met / my brother's / a friend / .

3 gave me / of / a piece / My mother / cake / .

4 a kind / A dentist / doctor / is / of / .

5 of / the former director / is / technology / He / .

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ADJECTIVES TO DESCRIBE PEOPLE

- 3 Are the adjectives in the box positive or negative? Write the words in the correct place in the table. Some answers may fit in both columns. Use a dictionary to look up any words you don't know.

reliable confident lazy honest calm talented
kind shy intelligent patient stupid
clever difficult sensible selfish friendly

positive	negative

- 4 Use adjectives from Exercise 3 to complete the sentences.

- 1 Luka is very _____. He always tells the truth.
- 2 My teacher is _____. She is very relaxed and doesn't get worried or angry.
- 3 She always chats with students in other classes. She's so _____.
- 4 She doesn't talk very much. She's really _____.
- 5 James hasn't done anything all day. He's so _____.
- 6 Ahmed is very _____. He always comes to work on time and does his job.
- 7 Dae-Jung is practical and doesn't do anything stupid. He's very _____.
- 8 He is a very _____ driver. He wins every race easily.

WRITING

CRITICAL THINKING

At the end of this unit, you will write an explanatory paragraph. Look at this unit's Writing Task below.

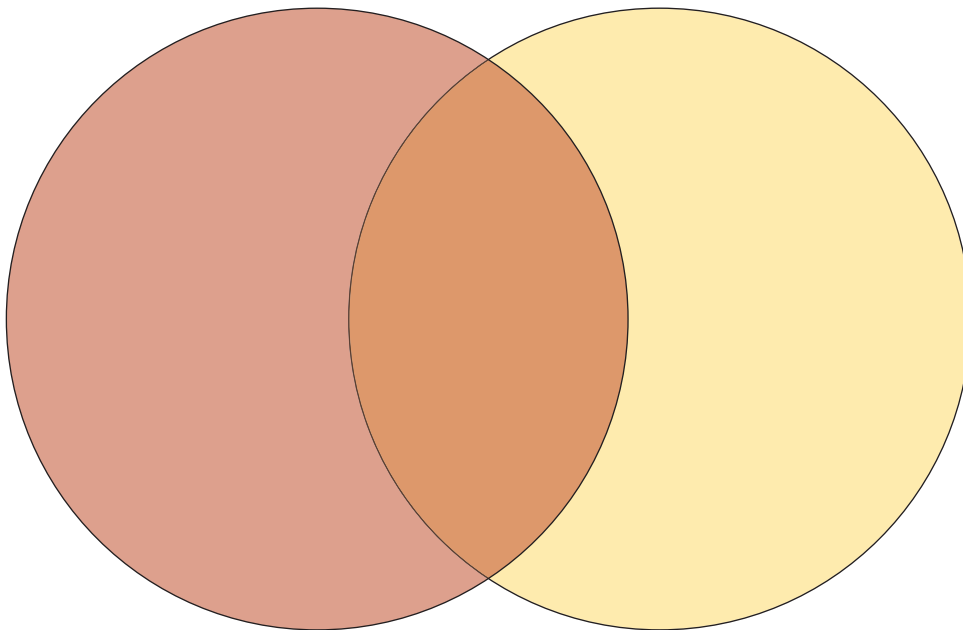
Who do you think is a good role model? Write a paragraph explaining the qualities that make that person a good role model.

SKILLS

Using a Venn diagram

A *Venn diagram* has two circles that overlap in the middle. Writers use Venn diagrams to think about the similarities between people or ideas. Venn diagrams help organize the qualities that people or ideas share. To complete a Venn diagram, write the shared qualities of people or ideas in the overlapping section of the circles.

- 1 Work with a partner. Choose two people from Reading 2 to compare. Complete the Venn diagram to find the shared qualities of the people. Think about adjectives that describe them and the things these people have done.



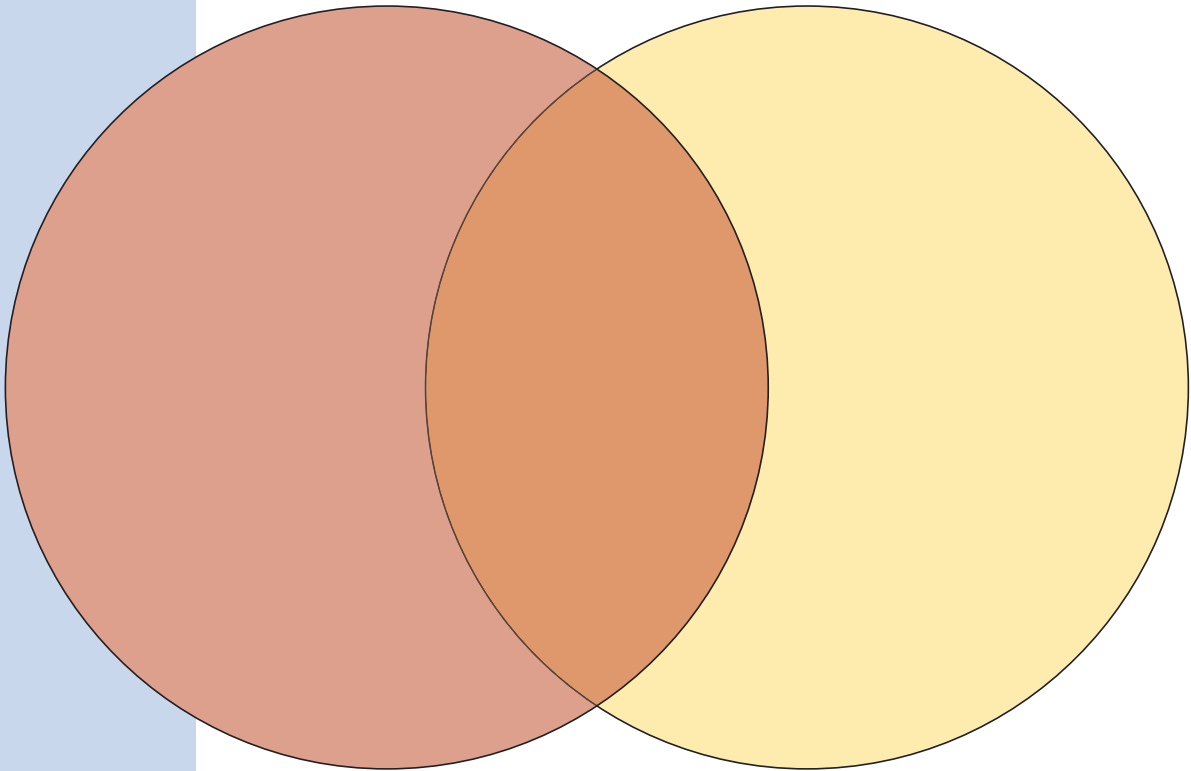
APPLY 

2 Read the four reasons why the people in Reading 2 are role models. Write the name of the person next to the reason. More than one answer is possible.

- a because they are good at sports _____
- b because they help people _____
- c because they are intelligent _____
- d because they were head of a company _____

3 Think of two of your own role models. Write lists of their qualities.

4 Complete the Venn diagram to find the shared qualities of the two role models you chose.



5 Can you think of other reasons that someone might be a role model? Add your reasons to the list.

- 1 because they help to change the world
- 2 _____
- 3 _____
- 4 _____

- 6 Choose one of the role models from the Venn diagram in Exercise 4. Why is he or she a good role model?
- 7 Think of four more things that this person has done that makes him or her a good role model, and add them to the Venn diagram in Exercise 4.

GRAMMAR FOR WRITING

MODALS OF NECESSITY

LANGUAGE

Should, have to, and must express what is required, necessary, or strongly suggested.

A role model **should** inspire people.

Role models **have to** set a good example for others.

A role model **must** be kind.

The negative forms are *should not, do / does not have to, and must not*.

A good role model **should not / must not** be lazy.

People don't **have to** be rich to be good role models.

In academic writing, use the modal *should* or the phrase *it is important to* to say what you believe is the right or best thing to do.

It is important to stay in school.

We **should** spend more time helping others.

- 1 Which of these things should good role models be or do? Write sentences using *should, must, have to, or should not, must not, do not have to*. Use the phrases in parentheses.

Good role models **should** be sensible.

1 (work hard)

2 (be selfish)

3 (ask others what they need)

4 (be patient)

5 (be mean to others)

- 2 Which of these things are important for role models? Write two sentences using *it is important to*. Use the phrases in parentheses.

1 (be patient)

2 (spend time with your family)

3 (learn about other people)

4 (get a good education)

5 (be reliable)

- 3 Compare and discuss your answers with a partner. Do you agree or disagree? Why?

ACADEMIC WRITING SKILLS

CONCLUDING SENTENCES

SKILLS

The *concluding sentence* is the last sentence in a paragraph. The concluding sentence gives your opinion and repeats the main idea of the paragraph using different words. Writers sometimes use phrases such as *in conclusion*, *in summary*, or *in short* to begin concluding sentences.

- 1 Look at the two sentences. Which one is a concluding sentence?
 - a In summary, I admire my mother because she is kind.
 - b First, she always takes care of my family.
- 2 Underline the phrase in Exercise 1 that shows you it is a concluding sentence.
- 3 What type of punctuation follows the phrase you underlined?
 - a a period
 - b a comma

4 Match the topic sentences to the concluding sentences.

Topic sentences

- 1 I really admire my teacher, Mrs. Franklin. _____
- 2 My parents care for my family. _____
- 3 Professional soccer players have to train every day. _____
- 4 My uncle is my hero. _____

Concluding sentences

- a In conclusion, I admire him a lot.
- b In short, it is difficult to compete against other teams if you don't practice.
- c In summary, they work hard to make sure my brothers and I have everything we need.
- d In short, I respect her because she works so hard at the school.

5 Read the paragraph and circle the best concluding sentence.

Samantha Cristoforetti has been very successful in life so far. She studied mechanical engineering in Germany. Then she joined the Air Force in Italy, her home country. She became a captain. In 2009, Samantha became an astronaut. In 2015, she lived in space for almost 200 days. During her time in space, she posted a lot of beautiful pictures and interacted with people on social media.

- a In short, Samantha Cristoforetti still has more that she wants to learn.
- b In conclusion, Samantha Cristoforetti has accomplished a lot in her life.
- c In summary, Samantha Cristoforetti enjoys using social media.



Samantha Cristoforetti

WRITING TASK

Who do you think is a good role model? Write a paragraph explaining the qualities that make that person a good role model.

PLAN

- 1 Write a topic sentence to introduce the person you chose and explain why you think he or she is a good role model.

... is a good role model because ...

- 2 Look at the Venn diagram you made in Exercise 4 of Critical Thinking. Use the shared qualities of the two people as examples of what makes a person a good role model. Write the qualities and examples in the order you will write about them in your paragraph. What are some of the qualities that are special for the person you chose?

1 _____

2 _____

3 _____

4 _____

- 3 Write a concluding sentence that repeats your main idea in different words. Use phrases like *in conclusion*, *in summary*, or *in short* to show that this is the concluding sentence.

- 4 Refer to the Task Checklist on page 165 as you prepare your paragraph.

WRITE A FIRST DRAFT

- 5 Write the first draft of your paragraph.

REVISE

- 6 Use the Task Checklist to review your paragraph for content and structure.

TASK CHECKLIST	✓
Did you write about your role model?	
Did you write about why the person is your role model?	
Does your paragraph have a topic sentence, supporting sentences, and a concluding sentence?	
Does your concluding sentence give your opinion and repeat the main idea of the paragraph?	

- 7 Make any necessary changes to your paragraph.

EDIT

- 8 Use the Language Checklist to edit your paragraph for language errors.

LANGUAGE CHECKLIST	✓
Did you use noun phrases with <i>of</i> correctly?	
Did you use adjectives to describe people correctly?	
Did you use <i>should</i> , <i>have to</i> , and <i>must</i> correctly?	
Did you use <i>it is important to</i> correctly?	

- 9 Make any necessary changes to your paragraph.

EXPRESSING YOUR OPINION

SKILLS

In classes and in online discussions, college students often give their opinions. They can disagree with their classmates, but it is important to be polite.

PREPARING TO READ

- 1 Work with a partner. Discuss the questions.
 - 1 Are you afraid to disagree with a classmate on a discussion board?
 - 2 How do you feel when people disagree with your opinion?
 - 3 What are some polite ways to disagree with someone?

WHILE READING

- 2 Read these posts from a class discussion board. Then match the names below to the opinions.

Question: Should all high school students have to wear school uniforms?

Erica: In my opinion, uniforms are not good for high school students. They should be able to choose their own clothes. Clothes are important for teenagers because they want to have their own style. Posted 15m ago

Renee: That's a good point, Erica. However, I feel uniforms are better for everyone. Some students can afford nice clothes, but some students can't buy those clothes. I believe uniforms make everyone the same at school. Posted 8m ago

David: I agree, Renee. I think school should be for studying, not for fashion. Erica, I see your point, but I don't really agree. Can't students wear their own clothes after school? Posted 5m ago

- | | |
|---------|---|
| 1 Erica | a Students want to be fashionable. |
| 2 Renee | b Students should focus on schoolwork, not clothes. |
| 3 David | c Uniforms make students equal. |

- 3 Choose the correct word for each sentence.
 - 1 Erica believes students *should* / *should not* wear uniforms in high school.
 - 2 Renee *agrees* / *doesn't agree* with Erica about school uniforms.
 - 3 Renee *thinks* / *doesn't think* that Erica makes a good point.
 - 4 Renee *writes* / *doesn't write* her own opinion.
 - 5 David *understands* / *doesn't understand* Erica's opinion.

4 Read the discussion again.

- 1 Underline four phrases that start an opinion.
- 2 Circle two phrases that show understanding of someone's opinion.

PRACTICE

5 Complete the sentences with correct words.

agree but opinion see think

Question: Should high schools require music for all students?

Megan: For many reasons, I don't ⁽¹⁾ _____ music classes should be required. First, it's not a necessary subject like math or science. Second, schools don't have a lot of money. If students want to study music, they should take private lessons. In my ⁽²⁾ _____, schools should not require music.

Posted 19m ago

Katie: I don't really ⁽³⁾ _____. Music is important for all students. I ⁽⁴⁾ _____ your point about money, ⁽⁵⁾ _____ students often buy or rent their own instruments. They also pay for their trips to competitions.

Posted 8m ago

6 Write your own short response to this question.

REAL-WORLD APPLICATION

7 Write 3–4 sentences to respond to one of the questions.

Respond to one of the following questions.

- 1 Do professional athletes make good role models?
- 2 Should junk food be banned in school cafeterias?
- 3 Is it OK to use cell phones in class?
- 4 At what age should people be allowed to drive?

8 Exchange your response with a partner. Write 2–3 sentences to respond to your partner's writing.

9 Share your responses with the class.