

TEACHING SUGGESTIONS

UNIT OPENER

Each unit opens with a striking two-page photo related to the theme, a Learning Objectives box, and an Activate Your Knowledge activity.

PURPOSE

- To introduce and generate interest in the unit theme with an engaging visual
- To set the learning objectives for the unit
- To make connections between students' background knowledge and the unit topic/theme

TEACHING SUGGESTIONS

PHOTO SPREAD

Lead an open class discussion on the connection between the unit opener photo and theme. Start off with questions like:

- *What is the first thing you notice in the photographs?*
- *What do you think of when you look at the photo?*
- *How is the photo connected to the unit title?*

ACTIVATE YOUR KNOWLEDGE

After students work in pairs to discuss the questions, have volunteers share with the class answers to the questions that generated the most discussion.

You can also use the exercise to practice fluency. Instruct students to answer the questions as quickly as possible without worrying about creating grammatically correct sentences. Keep time and do not allow students more than 15–60 seconds per answer, depending on level and complexity of the question. You can then focus on accuracy when volunteers share their answers with the class.

READING

Each unit includes two reading passages that provide different angles, viewpoints, and/or genres related to the unit theme.

READING 1

Reading 1 includes a reading passage on an academic topic. It provides information on the unit theme, and it gives students exposure to and practice with language and reading skills.

PREPARING TO READ

PURPOSE

- To prepare students to understand the content of the reading
- To introduce, review, and/or practice key pre-reading skills
- To introduce and build key academic and thematic vocabulary for the reading

TEACHING SUGGESTIONS

Encourage students to complete the pre-reading activities in this section in pairs or groups. This will promote a high level of engagement. Once students have completed the activities, check for understanding and offer any clarification.

Encourage or assign your students to keep a vocabulary notebook for new words. This should include new key vocabulary words, parts of speech, definitions (in the students' own words), and contextual sentences. To extend the vocabulary activity in this section, ask students to find synonyms, antonyms, or related terms for the vocabulary items they just practiced. These can then be added to their vocabulary notebooks.

Key vocabulary exercises can also be assigned ahead of time so that you can focus on the reading content and skills in class.

If there is a Skills box in this section, draw students' attention to the particular strategy that they should employ during the reading.

If time permits, have students scan Reading 1 for the key vocabulary just practiced in bold and read the sentences with each term. This will provide additional pre-reading scaffolding.

WHILE READING

PURPOSE

- To introduce, review, and/or practice key academic reading skills
- To practice reading comprehension, note-taking, and annotation skills
- To see and understand key vocabulary in a natural academic context
- To provide information and stimulate ideas on an academic topic
- To help students become more efficient readers

TEACHING SUGGESTIONS

Have students work in pairs or small groups to complete the activities. Students should always be prepared to support their answers from the text, so encourage them to annotate the text as they complete the activities. After students complete the activities, have volunteers share their answers with the class, along with support from the text. If necessary, facilitate clarification by referring back to the text yourself. Use guided questions to help with understanding. For example: *Take a moment to review the final sentences of Paragraph 2. What words discuss a problem?*

If there is a Skills box in this section, draw students' attention to the particular strategy that they should employ during the reading.

READING BETWEEN THE LINES

PURPOSE

- To introduce, expand on, and/or practice key reading skills related to students' ability to infer meaning, text type, purpose, audience, etc.
- To introduce, review, and/or practice key critical thinking skills applied to content from the reading passage

TEACHING SUGGESTIONS

Have students complete the activities in pairs or small groups and share their answers with the class. It is particularly important for students to be able to support their answers using the text at this point. Encourage students to work out any partial or wrong answers by asking a series of clear, guided questions like: *You thought the author meant ... What about this sentence in the reading? What information does it give us? Does this sentence change your mind about your answer?*

After checking answers, survey students on what they found most challenging in the section. Then have students read the text again for homework, making additional annotations and notes on the challenging skills and content to be shared at the beginning of the next class or in an online forum.

If there is a Skills box in this section, draw students' attention to the particular strategy that they should employ while making inferences.

CRITICAL THINKING

PURPOSE

- To think critically about the content of the reading
- To give students the opportunity to move up Bloom's Taxonomy while interacting with content from the reading
- To extend content presented in the reading

TEACHING SUGGESTIONS

Have students get into pairs or small groups. Have one student read the question aloud to the group. Have the other student(s) share his or her ideas. Move on to the next question, allowing another student to read the question aloud. Encourage students to ask follow-up questions. If there is time, discuss the questions as a class.

COLLABORATION

PURPOSE

- To build students' skills in group work
- To give students the opportunity to seek out additional resources and apply newly learned skills
- To extend content presented in the reading

TEACHING SUGGESTIONS

Assign pairs or groups as indicated by the collaboration activity. Read through the tasks with the class, breaking down each step. Some steps can be completed in class entirely while others may require students to research, survey, or investigate beyond the classroom. Be sure to plan for multi-day tasks, and set clear due dates for students.

READING 2

Reading 2 is a reading passage on the unit theme from a different angle and often in a different format than Reading 1. It gives students additional exposure to and practice with language, idea development, and reading skills while helping foster synthesizing skills.

PREPARING TO READ

PURPOSE

- To prepare students to understand the content of the reading
- To introduce, review, and/or practice key pre-reading skills
- To introduce and build key academic and thematic vocabulary for the reading

TEACHING SUGGESTIONS

As with Reading 1, encourage students to complete the activities in this section in pairs or small groups to promote a high level of engagement. Circulate among students at this time, taking notes of common areas of difficulty. Once students have completed the activities, check for understanding and offer clarification, paying particular attention to any problem areas you noted.

If there is a Skills box in this section, draw students' attention to the particular strategy that they should employ during the reading.

If you wish to extend the vocabulary activity in this section, elicit other word forms of the key vocabulary. Students can add these word forms to their vocabulary notebooks.

WHILE READING

PURPOSE

- To introduce, review, and/or practice key academic reading skills
- To practice reading comprehension, note-taking, and annotation skills
- To see and understand key vocabulary in a natural academic context
- To provide information and stimulate ideas on an academic topic
- To help students become more efficient readers

TEACHING SUGGESTIONS

As with Reading 1, have students work in pairs or small groups to complete the activities. Encourage them to annotate the reading so that they are prepared to support their answers from the text. Elicit answers and explanations from the class. Remember to facilitate clarification by referring back to the text yourself, using clear, guided questions to help with understanding.

Alternatively, separate the class into multiple groups, and assign a paragraph or section of the reading to each group. (Students should skim the rest of the passage not assigned to them.) Set a time limit for reading. Then do the exercises as a class, with each group responsible for answering and explaining the items that fall within their paragraph or section of the text.

If there is a Skills box in this section, draw students' attention to the particular strategy that they should employ during the reading.

READING BETWEEN THE LINES

PURPOSE

- To introduce, expand on, and/or practice key reading skills related to students' ability to infer meaning, text type, purpose, audience, etc.
- To introduce, review, and/or practice key critical thinking skills applied to content from the reading passage

TEACHING SUGGESTIONS

For Making Inferences activities, have students work in pairs to answer the questions. Instruct pairs to make notes in the margins about the clues from the text they use to answer the questions. Then have pairs meet up with other pairs to compare their clues. Have volunteers share their clues and answers with the class.

For other activity types, such as Recognizing Text Type or Distinguishing Fact and Opinion, have students work in pairs and then share their answers with the class as before. Then promote deeper engagement with guided questions like:

- *How is an essay different from a newspaper article?*
- *What are common features of a [text type]?*
- *What words in the sentence tell you that you are reading an opinion and not a fact?*
- *Can you say more about what [x] means?*

If there is a Skills box in this section, draw students' attention to the particular strategy that they should employ while making inferences.

CRITICAL THINKING

PURPOSE

- To think critically about the content of the reading
- To give students the opportunity to move up Bloom's Taxonomy while synthesizing content from Reading 1 and Reading 2
- To extend content presented in the reading

TEACHING SUGGESTIONS

Before students discuss the questions in this section the first time, introduce the key skill of synthesis. Start by defining synthesis (combining and analyzing ideas from multiple sources). Stress its importance in higher education: in college or graduate school, students will be asked to synthesize ideas from a wide range of sources, to think critically about them, to make connections among them, and to add their own ideas.

Note: you may need to review this information periodically with your class.

Have students get into pairs or small groups. Have one student read the question aloud to the group. Have the other student(s) share his or her ideas. Move on to the next question, allowing another student to read the question aloud. Encourage students to ask follow-up questions. If there is time, discuss the questions as a class.

COLLABORATION

PURPOSE

- To build students' skills in group work
- To give students the opportunity to seek out additional resources and apply newly learned skills
- To extend content presented in the readings

TEACHING SUGGESTIONS

Assign pairs or groups as indicated by the collaboration activity. Read through the tasks with the class, breaking down each step. Some steps can be completed in class entirely while others may require students to research, survey, or investigate beyond the classroom. Be sure to plan for multi-day tasks, and set clear due dates for students.

LANGUAGE DEVELOPMENT

Each unit includes the introduction and practice of academic language relevant to the unit theme and readings. The focus of this section is on vocabulary and/or grammar.

PURPOSE

- To recycle and expand on vocabulary that appears in Reading 1 or Reading 2
- To focus and expand on grammar that appears in Reading 1 or Reading 2
- To expose students to additional corpus-informed, research-based language appropriate for the unit theme and level

TEACHING SUGGESTIONS

For grammar points, review the Language Box as a class and facilitate answers to any unclear sections. Alternatively, have students review it in pairs and allow time for questions. Then have students work in pairs to complete the accompanying activities. Review students' answers, allowing time for any clarification. For vocabulary points, have students complete the exercises in pairs. Then, review answers and allow time for any clarification. To extend this activity, have students create sentences using each term and/or make a list of synonyms, antonyms, or related words and phrases for each term. Students should also add relevant language to their vocabulary notebooks.

For homework, have students annotate the readings in the unit, underlining or highlighting any language covered in this section.

WATCH AND LISTEN

Each unit includes a short authentic video from a respected news source that is related to the unit theme, along with exercises for students to do before, while, and after watching. The video can be played in the classroom or watched outside of class by students via the Cambridge LMS.

Note: A glossary defines above-level or specialized words that appear in the video and are essential for students to understand the main ideas so that teachers do not have to spend time pre-teaching or explaining this vocabulary while viewing.

PURPOSE

- To create a varied and dynamic learning experience
- To generate further interest in and discussion of the unit theme
- To develop and practice key skills in prediction, comprehension, and discussion
- To personalize and give opinions on a theme
- To present additional opportunities for critical thinking and collaborative tasks

TEACHING SUGGESTIONS

PREPARING TO WATCH

Have students work in pairs to complete the Activating Your Knowledge exercise. Then have volunteers share their answers. Alternatively, students can complete this section on their own, and then compare answers with their partners.

For a livelier class discussion, look at the visuals from the Predicting Content Using Visuals exercise as a class and answer the questions together.

WHILE WATCHING

Watch the video two to three times in class. In the first viewing, ask students to listen for main ideas. During the second viewing, draw students' attention to key details. After each viewing, facilitate a discussion of students' answers, and clarify any confusion. If time allows, consider a third viewing with the closed captioning turned on. This feature is controlled by teachers and can aid in comprehension. Remind students that they can watch the video again at home or during a computer lab session.

CRITICAL THINKING

PURPOSE

- To think critically about the content of the video
- To give students the opportunity to move up Bloom's Taxonomy while synthesizing content from the unit readings and video
- To extend content presented in the video

TEACHING SUGGESTIONS

Have students get into pairs or small groups. Have one student read the question aloud to the group. Have the other student(s) share his or her ideas. Move on to the next question, allowing another partner to read the question aloud. Encourage students to ask follow-up questions. If there is time, discuss the questions as a class.

COLLABORATION

PURPOSE

- To build students' skills in group work
- To give students the opportunity to seek out additional resources and apply newly learned skills
- To extend content presented in the unit
- To serve as a culminating task for the unit theme

TEACHING SUGGESTIONS

Assign pairs or groups as indicated by the collaboration activity. Read through the tasks with the class, breaking down each step. Some steps can be completed in class entirely while others may require students to research, survey, or investigate beyond the classroom. Be sure to plan for multi-day tasks, and set clear due dates for students.

LESSON PLANNERS

Lesson planners provide guidance to teachers, helping them balance text content with supporting resources and activities in Cambridge's Learning Management System (CLMS) over the course of a term or semester. The following steps apply to each lesson planner, regardless of the program.

At the beginning of the term/semester:

- set up the appropriate *Prism Reading* course;
- send the course ID to your students and/or copy it onto your course syllabus.

Before each new unit:

- open the correct unit in the CLMS;
- assign tasks/activities to your students.

Before the final class in a unit:

- review the unit assessment and modify as needed.

Intensive: Programs where Reading is 8 hours a week or more, for 8 weeks. You can spend 8 hours on each unit.

Hour	In class	Outside of class
1	Unit Opener Reading 1: Preparing to Read	Reading 1: text
2	Reading 1: review text Reading 1: While Reading Reading 1: Reading Between the Lines	Have students keep a vocabulary notebook—use the CLMS Class Tools: BLOG Review Critical Thinking questions
3	Reading 1: Critical Thinking Reading 1: Collaboration	Reading 1: Collaboration steps that require out-of-class work
4	Reading 2: Preparing to Read Reading 2: text	Add to vocabulary notebook Reading 2: While Reading
5	Reading 2: review While Reading Reading 2: Reading Between the Lines Reading 2: Critical Thinking	CLMS: Reading and Vocabulary
6	Reading 2: Collaboration Language Development	Reading 2: Collaboration steps that require out-of-class work Add to vocabulary notebook CLMS: Language Development
7	Reading 2: Collaboration presentations, if applicable Watch & Listen (through Critical Thinking)	Watch & Listen: Collaboration steps that require out-of-class work
8	Watch & Listen: Collaboration Unit Assessment	

Semi-Intensive: Programs where Reading is 6 hours a week or more, for 10 weeks. You can spend up to 7 hours on each unit.

Hour	In class	Outside of class
1	Unit Opener Reading 1: Preparing to Read	Reading 1: text
2	Reading 1: review text Reading 1: While Reading Reading 1: Reading Between the Lines Reading 1: Critical Thinking	Have students keep a vocabulary notebook—use the CLMS Class Tools: BLOG
3	Reading 1: Collaboration Reading 2: Preparing to Read	Reading 1: Collaboration steps that require out-of-class work Reading 2: text
4	Reading 1: Collaboration presentations, if applicable Reading 2: review text Reading 2: While Reading Reading 2: Reading Between the Lines	Add to vocabulary notebook Reading 2: Critical Thinking CLMS: Reading and Vocabulary
5	Reading 2: review Critical Thinking Reading 2: Collaboration Language Development	Reading 2: Collaboration steps that require out-of-class work Add to vocabulary notebook CLMS: Language Development
6	Reading 2: Collaboration presentations, if applicable Watch & Listen	Watch & Listen: Collaboration steps that require out-of-class work
7	Watch & Listen: Collaboration presentations, if applicable Unit Assessment	

Less Intensive: Programs where Reading is 3 hours a week for 15 weeks. You can spend 6 hours on each unit.

Hour	In class	Outside of class
1	Unit Opener; Reading 1: Preparing to Read Reading 1: text	Reading 1: While Reading Reading 1: Reading Between the Lines Have students keep a vocabulary notebook—use the CLMS Class Tools: BLOG
2	Reading 1: review While Reading Reading 1: review Reading Between the Lines Reading 1: Critical Thinking Reading 1: Collaboration	Reading 1: Collaboration steps that require out-of-class work
3	Reading 2: Preparing to Read Reading 2: text Reading 2: While Reading	Add to vocabulary notebook Reading 2: Reading Between the Lines CLMS: Vocabulary
4	Reading 2: review Reading Between the Lines Reading 2: Critical Thinking Reading 2: Collaboration	Reading 2: Collaboration steps that require out-of-class work CLMS: Reading
5	Language Development Watch & Listen	Add to vocabulary notebook CLMS: Language Development Watch & Listen: Collaboration steps that require out-of-class work
6	Watch & Listen: Collaboration presentations, if applicable Unit Assessment	

INCREASE LEARNER ENGAGEMENT: EXTEND THE CLASSROOM WALLS

How can you increase student engagement? Extend your classroom walls. Creating opportunities for students to engage with course content outside of the classroom not only increases student engagement, but leads to better learning. To engage learners more deeply and to extend your classroom walls, consider flipping your classroom. The FLIPPed approach is built on the premise that students can receive instruction outside of the classroom. This instruction often takes place in a digital environment, like Cambridge's Learning Management System (CLMS). Teachers assign students tasks and activities outside of the classroom which tend to be lower on Bloom's Taxonomy. Reading a text and identifying key ideas, or watching an instructional video on a new structure or strategy are examples. Then, in class, students work on higher-order skills, and apply, analyze, evaluate, or create with the new knowledge. Below is a lesson planner you can use as a guide to increase learner engagement by extending classroom walls.

Hour	Before class	In class	Outside of class
	At the beginning of term: <ul style="list-style-type: none"> • set up <i>Prism Reading</i> CLMS course • send course ID to students or copy onto syllabus Before each new unit: <ul style="list-style-type: none"> • open unit and assign tasks in the CLMS 		
1		Unit Opener Reading 1: Preparing to Read	Reading 1: text Reading 1: While Reading Reading 1: Reading Between the Lines
2	Students complete Reading 1: text, While Reading, Reading Between the Lines	Reading 1: Critical Thinking Reading 1: Collaboration Reading 2: Preparing to Read	Reading 1: Collaboration steps that require out-of-class work Reading 2: text Reading 2: While Reading Reading 2: Reading Between the Lines CLMS: Vocabulary
3	Students complete Reading 2: text, While Reading, Reading Between the Lines	Reading 1: Collaboration presentations, if applicable Reading 2: Critical Thinking Reading 2: Collaboration	Reading 2: Collaboration steps that require out-of-class work Language Development CLMS: Reading
4	Students complete Language Development	Reading 2: Collaboration presentations, if applicable Language Development: review activities, hands-on activity with language	CLMS: Language Development CLMS: video
5	Students watch video	Watch & Listen	Watch & Listen: Collaboration steps that require out-of-class work
6	Students can collaborate with peers via Discussion Board Review Unit Assessment and modify as needed	Watch & Listen: Collaboration presentations, if applicable Unit Assessment	

STUDENT'S BOOK ANSWER KEY

UNIT 1

ACTIVATE YOUR KNOWLEDGE

page 14

1 Charleston, South Carolina

2-3 *Answers will vary.*

READING 1

Exercise 1 pages 16-17

a traffic

b countryside

c modern

d population

e pollution

f capital

g expert

h opportunity

Exercises 2-3 page 17

1 c 2 more 3 c

Exercise 4 page 20

1 T

2 T

3 T

4 F; *More than 35 cities in the world are megacities.*

5 F; *Most megacities are in Asia, South America, and Africa.*

6 F; *Finding a house or an apartment to live in is difficult in megacities.*

Exercise 5 page 20

Tokyo – lots of jobs, traffic jams, busy trains, good place to study

Delhi – interesting places to visit, mix of different people, housing problem

Cairo – important industries, good place to study

Exercise 6 page 21

1 2	4 8	7 25
2 40	5 8.7	8 4
3 12	6 20	9 1,200

Exercise 7 page 21

a

Exercise 8 page 21

Answers will vary.

Exercise 9 page 21

Answers will vary.

READING 2

Exercise 1 pages 22-23

1 quiet

2 area

3 local

4 cheap

5 downtown

6 expensive

7 noisy

Exercises 2-3 page 23

b

Exercise 4 page 23

Possible answers: Homestays, around the world, hotels, places to stay, guests, popular, another country

Exercise 5 page 26

paragraph 2: A Mountain Village

paragraph 3: A House Near the Forest

paragraph 4: A Big City

Exercise 6 page 26

Answers will vary. Suggested answers:

1 The Atal family lives in a city **village**. It is a busy **friendly** place. The mountains are very old **beautiful**.

2 Kate and Julian Foxton live in the Northeast **Pacific Northwest** of the United States. The area is great for theaters **sports like hiking, kayaking, and mountain biking**. The houses are really cheap **expensive**.

3 Chafic and Aline Halwany live in a small **large** city. People learn English **Arabic** and French in the downtown area. There is a lot of traffic **at night during the day**.

Exercise 7 page 26

MANANG

Positive: quiet; friendly; beautiful mountains; you can go for long walks & swim in rivers

Negative: no stores, movie theaters, cafés

WASHINGTON

Positive: many lakes, rivers, forests; quiet; great for outdoor sports & activities

Negative: expensive houses; not many buses or trains so you need a car

BEIRUT

Positive: many cafés & restaurants; friendly; you can always find what you need; lots of jobs and businesses; good weather

Negative: noisy; a lot of traffic

Exercise 8 page 27

1 *Answers will vary.*

2 probably three (English, French, Arabic)

3 *Answers will vary.*

Exercises 9 page 27

Answers will vary.

Exercise 10 page 27

Answers will vary.

LANGUAGE DEVELOPMENT**Exercise 1** page 28

noun – 1, verb – 2, adjective – 3

Exercise 2 page 28

noun – town, café, building

verb – live, drive, have

adjective – excellent, exciting, different

Exercise 3 page 29

1 b 2 a 3 c 4 e 5 d

Exercise 4 page 29

1 polluted 2 expensive 3 quiet
 4 interesting 5 ugly

WATCH AND LISTEN**Exercise 1** page 30

Answers will vary.

Exercise 2 page 30

1 Charleston, South Carolina

2 Answers will vary.

3 Answers will vary.

Exercise 3 page 30

1 San Francisco

2 18

3 surprised

4 regulated

5 billion

Exercise 4 page 31

1 b 2 d 3 c 4 e 5 a

Exercise 5 page 31

Answers will vary. Possible answers:

1 roof, tower

2 a long time, hundreds of years

3 salesperson, seller

4 wagon, cart

Exercise 6 page 31

Answers will vary.

Exercise 7 page 31

Answers will vary.

UNIT 2**ACTIVATE YOUR KNOWLEDGE**

page 32

1 People are celebrating the Holi festival in India.

2 (clockwise from top left) a wedding, a religious celebration, a traditional celebration (Day of the Dead), a birthday party

3 South Korea, Saudi Arabia, Mexico, the United States

READING 1**Exercise 1** page 34

1 celebrate 2 culture 3 gift 4 traditional
 5 lucky 6 the ground

Exercise 2 page 35

a

Exercise 3 page 35

Answers will vary.

Exercise 4 page 38

1 Mexico

2 China

3 Greece

4 Japan

5 the U.S.

Exercise 5 page 38

1 F; Piñatas have *candy* inside them.

2 F; Long noodles are *lucky* in Chinese Culture.

3 F; Mother's Day in the U.S. is the *second* week in May.

4 T

5 T

Exercise 6 page 38

a

Exercise 7 page 38

photos, length of paragraphs, title, design of the article

Exercise 8 page 39

Answers will vary.

Exercise 9 page 39

Answers will vary.

READING 2**Exercise 1** pages 40–41

1 a 2 b 3 a 4 b 5 a 6 b

Exercise 2 page 41

paragraph 1: Oman, Muscat Festival, February
 other paragraphs: Omanis, Tour of Oman, Jabal Al Akhdhar, Green Mountain, Oman Food Festival, Muscat Art Festival, Festival of Lights, Brazil, Cuba, Italy, India, Russia, South Korea, Spain, Tunisia, Turkey

Exercise 3 page 44

a 5 b 1 c 4 d 2 e 3

Exercise 4 page 44

1 February

2 visit / attend / enjoy

3 Green Mountain

4 Muscat Art Festival

5 popular

6 Possible answers: food; music; the mix of different cultures