

# SCOPE AND SEQUENCE

UNIT	READING PASSAGES	KEY READING SKILLS	ADDITIONAL READING SKILLS
<b>1 GLOBALIZATION</b>  <i>Academic Disciplines</i> Cultural Studies / Sociology	1 Turkish Treats (blog post) 2 Changing Eating Habits in Italy (essay)	Making predictions from a text type Scanning topic sentences Taking notes on supporting examples	Understanding key vocabulary Annotating Reading for details Working out meaning Making inferences Reading for main ideas Paraphrasing Identifying purpose and audience Synthesizing
<b>2 EDUCATION</b>  <i>Academic Disciplines</i> Communications / Education	1 Should I Major in Business or Engineering? (article) 2 Distance vs. Face-to-Face Learning (article)	Making inferences Using a Venn diagram	Understanding key vocabulary Using your knowledge Reading for main ideas Reading for details Taking notes Synthesizing
<b>3 MEDICINE</b>  <i>Academic Disciplines</i> Health Sciences / Medicine	1 The Homeopathy Debate (debate) 2 Should Healthcare Be Free? (blog post)	Annotating a text	Understanding key vocabulary Using your knowledge Previewing Reading for details Identifying opinions Skimming Reading for main ideas Scanning to find key words Making inferences Synthesizing
<b>4 THE ENVIRONMENT</b>  <i>Academic Disciplines</i> Ecology / Environmental studies	1 Controlling Certain Disaster (interview) 2 Combatting Drought in Rural Africa (report)	Identifying cohesive devices	Understanding key vocabulary Predicting content using visuals Reading for details Making inferences Using your knowledge Reading for main ideas Taking notes Synthesizing

	LANGUAGE DEVELOPMENT	WATCH AND LISTEN	SPECIAL FEATURES
	Academic alternatives to phrasal verbs Globalization vocabulary	Chinese Flavors for American Snacks	Critical Thinking Collaboration
	Education vocabulary Academic words	College Debt and Bankruptcy	Critical Thinking Collaboration
	Medical vocabulary Academic vocabulary	A New Way to Handle Allergies	Critical Thinking Collaboration
	Academic noun phrases Natural disaster vocabulary	Population and Water	Critical Thinking Collaboration

UNIT	READING PASSAGES	KEY READING SKILLS	ADDITIONAL READING SKILLS
<b>5 ARCHITECTURE</b>  <i>Academic Disciplines</i> Architecture / Urban Planning	1 We Need More Green Buildings (article) 2 Form, Function, or Both? (essay)	Skimming a text	Using your knowledge Understanding key vocabulary Reading for details Annotating Making inferences Summarizing Understanding paraphrase Synthesizing
<b>6 ENERGY</b>  <i>Academic Disciplines</i> Engineering / Physics	1 Renewable Energy (fact sheet) 2 Reduce, Reuse, Recycle (essay)	Working out meaning from context	Predicting content using visuals Understanding key vocabulary Reading for main ideas Reading for details Using your knowledge Taking notes Making inferences Synthesizing
<b>7 ART AND DESIGN</b>  <i>Academic Disciplines</i> Design / Fine Art	1 All that Art Is (article) 2 Photography as Art (essay)	Scanning to find information	Understanding key vocabulary Predicting content using visuals Reading for details Taking notes Making inferences Using your knowledge Reading for main ideas Understanding paraphrase Identifying opinions Synthesizing
<b>8 AGING</b>  <i>Academic Disciplines</i> Economics / Sociology	1 The Social and Economic Impact of Aging (interview) 2 Saudi Arabia: The Realities of a Young Society (case study)	Using your knowledge to predict content	Understanding key vocabulary Reading for details Making inferences Taking notes on main ideas Scanning to find information Working out meaning Synthesizing

	LANGUAGE DEVELOPMENT	WATCH AND LISTEN	SPECIAL FEATURES
	Academic word families Architecture and planning vocabulary	Building a Green Home	Critical Thinking Collaboration
	Energy collocations Formal and informal academic verbs	Wind Turbines	Critical Thinking Collaboration
	Paraphrasing Vocabulary for art and design	A Culinary Art Canvas	Critical Thinking Collaboration
	Academic collocations with prepositions Language of prediction	Senior Exercise	Critical Thinking Collaboration

## INTRODUCTION

**Prism Reading is a five-level reading series for beginning to advanced-level students of North American English.** Its five levels are designed to equip students with reading skills, strategies, and language needed to be successful both inside and outside of the college classroom.

**Prism Reading uses a fresh approach to Critical Thinking based on a full integration of Bloom's taxonomy to help students become well-rounded critical thinkers.** Students are guided up Bloom's framework by carefully scaffolded tasks and activities. Following each receptive task, there are critical thinking questions that help students build necessary cognitive skills. Each question is highlighted with the corresponding Bloom's level, or cognitive domain. Each domain corresponds to measurable verbs.

Remember	Understand	Apply	Analyze	Evaluate	Create
name describe relate find list write	compare discuss restate predict translate outline	show complete use classify illustrate solve	explain contrast examine identify investigate categorize	decide rate choose recommend justify assess prioritize	create invent plan compose construct design imagine

**Prism Reading focuses on the most relevant and important language for students of academic English based on comprehensive research.** Key vocabulary is taken from the General Service List, the Academic Word List, and the Cambridge English Corpus. The grammar selected is also corpus-informed.

**Prism Reading goes beyond language and critical thinking skills to teach students how to be successful, engaged college students both inside and outside of the classroom.** Collaborative tasks extend the readings and require students to apply newly learned skills in a new, fresh scenario. Students work with their peers on culminating tasks that require them to engage deeper into the content, and their academic community.

**Prism Reading combines print and digital solutions for the modern student and program.** Online workbooks build 21<sup>st</sup>-century skills through additional graded language and skills practice in the Cambridge Learning Management System (CLMS). Video and audio resources are available to students and teachers in the same platform. Presentation Plus gives teachers modern tools to enhance their students' learning environment in the classroom.

**Prism Reading provides assessment resources for the busy teacher.** Photocopiable unit quizzes and answer keys are included in the Teacher's Manual, with downloadable PDF and Word versions available online to registered teachers.

### SERIES LEVELS

Level	Description	CEFR Levels
<i>Prism Reading Intro</i>	Beginner	A1
<i>Prism Reading 1</i>	Low Intermediate	A2
<i>Prism Reading 2</i>	Intermediate	B1
<i>Prism Reading 3</i>	High Intermediate	B2
<i>Prism Reading 4</i>	Advanced	C1

# PATH TO BETTER LEARNING



## CLEAR LEARNING OBJECTIVES

Every unit begins with clear learning objectives aligned to common syllabi in Academic English Programs.



## RICH CONTENT

Themes are current and engage learners. Opening images and discussion questions serve as a springboard for the unit.



## SCAFFOLDED INSTRUCTION

Activities and tasks are scaffolded and move learners up Bloom's taxonomy. Students work from the *remember* stage to the *create* stage.



## COLLABORATIVE TASKS

Critical thinking is followed up by collaborative tasks and activities. Students are asked to apply new knowledge. Tasks are project-based and require students to work together, research, and present. Tasks are representative of activities students will encounter in an academic program.



## CRITICAL THINKING

Receptive activities conclude with critical thinking questions. These questions are organized by Bloom's taxonomy and allow learners to seamlessly move up the domains.

# BETTER LEARNING



## EXTENDED LEARNING OPPORTUNITIES

Task-based projects and Cambridge Learning Management System activities offer students an opportunity to learn outside of the classroom. The Cambridge LMS is ideal for the FLIPPed classroom or blended instruction.

## 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.