

INTRODUCTION

Prism is a five-level paired skills series for beginner- to advanced-level students of North American English. Its five Reading and Writing and five Listening and Speaking levels are designed to equip students with the language and skills to be successful both inside and outside of the college classroom.

Prism uses a fresh approach to Critical Thinking based on a full integration of Bloom's taxonomy to help students become well-rounded critical thinkers. The productive half of each unit begins with Critical Thinking. This section gives students the skills and tools they need to plan and prepare for success in their Speaking or Writing Task. Learners develop lower- and higher-order thinking skills, ranging from demonstrating knowledge and understanding to in-depth evaluation and analysis of content. Margin labels in the Critical Thinking sections highlight exercises that develop Bloom's concepts.

Prism 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 goes beyond language and critical thinking skills to teach students how to be successful, engaged college students both inside and outside of the classroom. On Campus spreads at the end of each unit introduce students to communication, study, presentation, and life skills that will help them transition to life in North American community college and university programs.

Prism combines print and digital solutions for the modern student and program. Digital home study materials give students additional graded language and skills practice. Video 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 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 at Cambridge.org/prism and on the Cambridge learning platform. Writing rubrics for grading Writing Tasks in the Student's Book and on the Unit Writing Quizzes are included in the Teacher's Manual.

SERIES LEVELS

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

TEACHING SUGGESTIONS

UNIT OPENER

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

PURPOSE

- To introduce and generate interest in the unit topic 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 topic. 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 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.

WATCH AND LISTEN

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

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 topic
- To build background knowledge and ideas on the topic
- To develop and practice key skills in prediction, comprehension, and discussion
- To personalize and give opinions on a topic

TEACHING SUGGESTIONS

PREPARING TO WATCH

Have students work in pairs to answer the Activating Your Knowledge exercise. Then have volunteers share their answers. For a livelier class discussion, answer the questions together as a class.

Students can complete the Predicting Content Using Visuals exercise on their own and then compare answers with a partner.

WHILE WATCHING

Watch the video twice, once while students listen for main ideas and once while they listen for key details. After each viewing, facilitate a discussion of students' answers and clarify any confusion. If some students still have trouble with comprehension, suggest that they watch the video again at home or during a computer lab session.

DISCUSSION

Have students work in pairs or small groups to answer the discussion questions. Have students compare their answers with another pair or group. Then have volunteers share their answers with the class. If possible, expand on their answers by making connections between their answers and the video content. For example: *That's an interesting perspective. How is it similar to what the speaker in the video mentioned? How is it different?*

For writing practice, have students write responses to the questions for homework.

READING

The first half of each unit focuses on the receptive skill of reading. Each unit includes two reading passages that provide different angles, viewpoints, and/or genres related to the unit topic.

READING 1

Reading 1 includes a reading passage on an academically related topic. It provides information on the unit topic, and it gives students exposure to and practice with language and reading skills while helping them begin to generate ideas for their Writing Task.

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 academically related and topical vocabulary for the reading and for the unit Writing Task

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 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 and annotation skills
- To see and understand key vocabulary in a natural academically related context
- To provide information and stimulate ideas on an academically related 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?*

DISCUSSION

PURPOSE

- To give students the opportunity to discuss and offer opinions about what they read
- To think critically about the content of the reading
- To further personalize the topic and issues in Reading 1

TEACHING SUGGESTIONS

Give students three to five minutes to discuss and jot down notes for their answers before discussing them in pairs or small groups. Monitor student groups, taking notes on common mistakes. Then, survey the students on their favorite questions and have groups volunteer to share these answers. You can provide oral or written feedback on common mistakes at the end of the section.

READING 2

Reading 2 is a reading passage on the unit topic from a different angle and often in a different format than Reading 1. It gives students additional exposure to and practice with language and reading skills while helping them generate and refine ideas for their Writing Task. It generally includes rhetorical elements that serve as a structured model for the Writing Task.

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 academically related and topical vocabulary for the reading and for the unit Writing Task

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 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 and annotation skills
- To see and understand key vocabulary in a natural academically related context
- To provide information and stimulate ideas on an academically related topic
- To help students become more efficient readers
- To model aspects or elements of the Writing Task

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.

DISCUSSION

PURPOSE

- To personalize and expand on the ideas and content of Reading 2
- To practice synthesizing the content of the unit reading passages

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 answer the questions in pairs or small groups, and then ask for volunteers to share their answers with the class. Facilitate the discussion, encouraging students to make connections between Reading 1 and Reading 2. If applicable, ask students to relate the content of the unit video to this section. This is also a good context in which to introduce the Writing Task at the beginning of the Critical Thinking section and to have students consider how the content of the reading passages relates to the prompt.

To extend this activity beyond discussion, write the connections students make on the board, and have students take notes. Students can then use their notes to write sentences or a paragraph(s) describing how the ideas in all the sources discussed are connected.

LANGUAGE DEVELOPMENT

Each unit includes the introduction and practice of academically related language relevant to the unit topic and readings, and useful for the unit Writing Task. 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 for the unit topic and level
- To practice language and structures that students can use in the Writing Task

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.

WRITING

The second half of each unit focuses on the productive skill of writing. It begins with the prompt for the Writing Task and systematically equips students with the grammar and skills to plan for, prepare, and execute the task successfully.

CRITICAL THINKING

PURPOSE

- To introduce the Writing Task.
- To notice and analyze features of Reading 2 related to the Writing Task
- To help generate, develop, and organize ideas for the Writing Task.
- To teach and practice the lower-order critical thinking skills of remembering, understanding, and applying knowledge through practical brainstorming and organizational activities
- To teach and practice the higher-order critical thinking skills of analyzing, evaluating, and creating in order to prepare students for success in the Writing Task and, more generally, in the college classroom

TEACHING SUGGESTIONS

Encourage students to work through this section collaboratively in pairs or small groups to promote a high level of engagement. Facilitate their learning and progress by circulating and checking in on students as they work through this section. If time permits, have groups exchange and evaluate one another's work.

Note: Students will often be directed back to this section to review, revise, and expand on their initial ideas and notes for the Writing Task.

GRAMMAR FOR WRITING

PURPOSE

- To introduce and practice grammar that is relevant to the Writing Task
- To introduce and practice grammar that often presents trouble for students at this level of academically related writing

TEACHING SUGGESTIONS

Review any skills boxes in this section as a class, allowing time to answer questions and clarify points of confusion. Then have students work on the activities in pairs or small groups, before eliciting answers as a class.

ACADEMIC WRITING SKILLS

PURPOSE

- To present and practice academic writing skills needed to be successful in college or graduate school
- To focus on specific language and skills relevant to the Writing Task

TEACHING SUGGESTIONS

Have students read any skills boxes on their own. Check understanding by asking guided questions like:

- *What do you notice about the parallel structure examples?*
- *What are some other examples of parallel structure?*
- *How would you describe parallel structure based on the information and examples you just read?*

Provide clarification as necessary, offering and eliciting more examples. Have students find examples in the unit readings if possible.

Students can work in pairs to complete the exercises and then share their answers with the class. Alternatively, assign exercises for homework.

WRITING TASK

PURPOSE

- To work collaboratively in preparation for the Writing Task
- To revisit, revise, and expand on work done in the Critical Thinking section
- To provide an opportunity for students to synthesize the language, skills, and ideas presented and generated in the unit
- To help students plan, draft, and edit their writing

TEACHING SUGGESTIONS

Depending on time and class level, students can complete the preparation activities for homework or in class. If conducted in class, have students work on their own to complete the Plan section. They can then share their plans in pairs. Give students time to revise their plans based on feedback from their partners.

Depending on time, students can write their first drafts at home or in class. Encourage students to refer to the Task Checklist after writing their first drafts. The checklist can also be used in a peer review of first drafts in class. Students should then edit their writing based on feedback from the peer review.

Even with a peer review, it is important to provide written feedback for your students.

When doing so, look for common mistakes in student writing. Select at least one problem sentence or area from each student's draft, and conduct an edit correction exercise either as a class or in an online discussion forum. You can also select and review a well-written sentence from each draft to serve as models and to provide positive reinforcement.

Note: For the first unit or two, you may want to conduct the writing task as a collaborative class activity. You can elicit sentences from students and write them on the board, or have students come to the board and write sentences themselves. Use guiding questions and the Task Checklist to help students edit the sentences.

ON CAMPUS

Each unit concludes with a unique spread that teaches students concepts and skills that go beyond traditional reading and writing academic skills.

PURPOSE

- To familiarize students with all aspects of the North American college experience
- To enable students to interact and participate successfully in the college classroom
- To prepare students to navigate typical North American college campus life

TEACHING SUGGESTIONS

PREPARING TO READ

Have students read the skills box silently. Then begin with an open discussion by asking students what they know about the topic. For example:

- *What is a study plan?*
- *Have you ever written an email to a teacher or professor?*
- *How do college students choose a major?*
- *What is a virtual classroom?*

You can also write the question on the board and assign as pair work, and have students share their answers with the class.

WHILE READING

Have students read the text and complete the accompanying activities. Elicit from some volunteers how the reading relates to what they read in the skills box. Have them read again and check their work. You can extend these activities by asking the following questions:

- *What did you find most interesting in this reading passage?*
- *What did you understand more clearly during the second reading?*
- *Who do you think wrote the text? Why?*

PRACTICE

Give students two minutes to discuss the information from the reading with partners before they complete the exercises. Elicit from some volunteers how the exercises practice what they read in the text.

REAL-WORLD APPLICATION

Depending on time, you may want to assign the activities in this section as homework. Having students collaborate on these real-world tasks either inside or outside of the classroom simulates a common practice in college and graduate school. At the beginning of the week you can set up a schedule so that several student groups present their work during class throughout the week.

To extend this section, assign small related research projects, as applicable. For example, have students research and report on three websites with information on choosing a college major.

PRISM WRITING TASK RUBRIC

CATEGORY	CRITERIA	SCORE
Content and Development	<ul style="list-style-type: none"> • Writing completes the task and fully answers the prompt. • Content is meaningful and interesting. • Main points and ideas are fully developed with good support and logic. 	
Organization	<ul style="list-style-type: none"> • Writing is well-organized and follows the conventions of academic writing: <ul style="list-style-type: none"> • Sentences – word order, no fragments or run-ons • Paragraph – topic sentence, supporting details, concluding sentence • Rhetorical mode used is appropriate to the writing task. 	
Coherence, Clarity, and Unity	<ul style="list-style-type: none"> • Sentences within a paragraph flow logically with appropriate transitions. • Sentences and ideas are clear and make sense to the reader. • All sentences in a paragraph relate to the topic sentence. 	
Vocabulary	<ul style="list-style-type: none"> • Vocabulary, including expressions and transition language, is accurate, appropriate, and varied. • Writing shows mastery of unit key vocabulary and Language Development. 	
Grammar and Writing Skills	<ul style="list-style-type: none"> • Grammar is accurate, appropriate, and varied. • Writing shows mastery of unit Grammar for Writing and Language Development. • Sentence types are varied and used appropriately. • Level of formality shows an understanding of audience and purpose. • Mechanics (capitalization, punctuation, indentation, and spelling) are strong. • Writing shows mastery of unit Academic Writing Skills. 	

How well does the response meet the criteria?	Recommended Score
At least 90%	20
At least 75%	15
At least 60%	10
At least 50%	5
Less than 50%	0
Total Score Possible per Section	20
Total Score Possible	100

Feedback:

STUDENT'S BOOK ANSWER KEY

UNIT 1

ACTIVATE YOUR KNOWLEDGE

Exercise 1 page 15

Answers will vary.

WATCH AND LISTEN

Exercise 1 page 16

Answers will vary.

Exercise 2 page 16

- 1 There are houses near the water.
- 2 The boys are getting on a boat.
- 3 The boys are jumping in the water.
- 4 He is swimming in the sea.

Exercise 3 page 17

- 1 2 4 6

Exercise 4 page 17

- 1 village 2 equipment 3 jump 4 friends
5 family

Exercise 5 page 17

- 1 children 2 fish 3 boat
4 they learn how to see underwater.

Exercise 6 page 17

Answers will vary.

READING 1

Exercise 1 page 18

- 1 Information about a person and their life
- 2 Facebook and other social and work websites
- 3 A basketball player

Exercise 2 page 18

- 1 city
- 2 languages
- 3 country
- 4 date of birth
- 5 job
- 6 hobbies

Exercise 3 page 20

- 1 Contact information
- 2 My family
- 3 My hobbies
- 4 My life

Exercise 4 page 20

- 1 the United States
- 2 basketball
- 3 playing the piano and video games
- 4 interest

5 mother

6 father

7 jeremy.lin@cup.org

8 Harvard University

Exercise 5 page 20

- 1 basketball player
- 2 Torrance, California
- 3 1988
- 4 speaks
- 5 brothers

Exercise 6 page 20

Answers will vary.

READING 2

Exercise 1 page 21

1 a

2 c

3 a

Exercise 2 page 21

1 f

2 c

3 g

4 d

5 e

6 h

7 b

8 a

Exercise 3 page 23

- 1 Sultan
- 2 Kösen
- 3 Turkey
- 4 Mardin
- 5 1 sister and 3 brothers
- 6 watching TV

Exercise 4 page 23

- 1 is
- 2 lives
- 3 family
- 4 is
- 5 watching
- 6 speaks

Exercise 5 page 23

- 1 People look at him. Normal clothes and shoes are too small.
- 2 Jeremy is interested in helping young people. Sultan is interested in music.
- 3 You learn the name, job, and hobbies of a person. You learn about their family and where the person lives.
- 4 *Answers will vary.*