

CAMBRIDGE

PRISM

Reading
and
Writing

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.....
Richard O'Neill
Michele Lewis
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Experience
Better
Learning

PRISM

READING AND WRITING

1

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with

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SCOPE AND SEQUENCE

UNIT	WATCH AND LISTEN	READINGS	READING SKILLS	LANGUAGE DEVELOPMENT
1 PLACES <i>Academic Disciplines</i> Sociology / Urban Planning	The Top U.S. City	1: Rise of the Megacities (article) 2: Homestay Vacations: A Home away from Home (article)	Key Skill Scanning for numbers Additional Skills Understanding key vocabulary Using your knowledge Reading for main ideas Reading for details Scanning to find information Scanning to predict content Working out meaning Making inferences Synthesizing	Nouns, verbs, and adjectives
2 FESTIVALS AND CELEBRATIONS <i>Academic Disciplines</i> Anthropology / Cultural Studies	The Meaning of Independence Day	1: Celebrate! (article) 2: Muscat Festival (article)	Key Skill Previewing a text Additional Skills Understanding key vocabulary Scanning to predict content Reading for main ideas Reading for details Recognizing text type Synthesizing	Prepositions of time and place Adverbs of frequency
3 THE INTERNET AND TECHNOLOGY <i>Academic Disciplines</i> Computer Science / Engineering	Predictive Advertising	1: Someone's Always Watching You Online (Web article) 2: Video Games for Kids: Win or Lose? (essay)	Key Skills Reading for main ideas Making inferences Additional Skills Understanding key vocabulary Using your knowledge Scanning to predict content Reading for details Recognizing text type Synthesizing	Compound nouns Giving opinions
4 WEATHER AND CLIMATE <i>Academic Disciplines</i> Environmental Studies / Meteorology	Tornadoes	1: Extreme Weather (profile) 2: Surviving the Sea of Sand: How to Stay Alive in the Sahara Desert (article)	Key Skills Reading for details Using your knowledge to predict content Additional Skills Understanding key vocabulary Reading for main ideas Recognizing text type Synthesizing	Collocations with <i>temperature</i> Describing a graph

	CRITICAL THINKING	GRAMMAR FOR WRITING	WRITING	ON CAMPUS
	Using a T-chart Analyzing positives and negatives	Simple sentences 1: • Subject + verb <i>There is / there are</i>	<u>Academic Writing Skill</u> Capital letters and punctuation <u>Rhetorical Mode</u> Descriptive <u>Writing Task</u> Describe the place where you live. Write about its positives and its negatives. (sentences)	<u>Life Skill</u> Finding a place to live
	Using an idea map to organize ideas	Simple sentences 2: • Objects and extra information • Prepositional phrases	<u>Academic Writing Skill</u> Organizing sentences into a paragraph <u>Rhetorical Mode</u> Descriptive <u>Writing Task</u> Describe a festival or special event. (paragraph)	<u>Life Skill</u> Cultural exchange
	Analyzing a question	Connecting ideas • <i>And, also, and too</i> • Compound sentences • <i>However</i>	<u>Academic Writing Skill</u> Topic sentences <u>Rhetorical Mode</u> Opinion <u>Writing Task</u> The Internet wastes our time. It does not help us do more work. Do you agree or disagree? (paragraph)	<u>Study Skill</u> The virtual classroom
	Analyzing a graph	Comparative and superlative adjectives	<u>Academic Writing Skills</u> Supporting sentences Giving examples • <i>Like, such as, and for example</i> <u>Rhetorical Mode</u> Descriptive <u>Writing Task</u> Describe the weather in a country or region. (paragraph)	<u>Life Skill</u> Seeing a doctor

UNIT	WATCH AND LISTEN	READINGS	READING SKILLS	LANGUAGE DEVELOPMENT
5 SPORTS AND COMPETITION <i>Academic Disciplines</i> Sports Management / Sports Science	Skiing in the French Alps	1: Five Unusual Sports (article) 2: Tough Guy: A Race to the Limit (article)	Key Skill Scanning to predict content Additional Skills Understanding key vocabulary Previewing Reading for main ideas Reading for details Recognizing text type Understanding discourse Working out meaning Synthesizing	Prepositions of movement
6 BUSINESS <i>Academic Disciplines</i> Business / Marketing	Amazon's Fulfillment Center	1: Are You Ready for the World of Work? (survey) 2: The Story of Google (article)	Key Skills Working out meaning from context Annotating a text Additional Skills Understanding key vocabulary Scanning to predict content Reading for main ideas Reading for details Identifying audience Making inferences Synthesizing	Collocations with <i>business</i> Business vocabulary
7 PEOPLE <i>Academic Disciplines</i> Psychology / Sociology	The 101-Year-Old Weather Volunteer	1: Incredible People: Ben Underwood (blog post) 2: Incredible People (blog posts)	Key Skill Making inferences Additional Skills Understanding key vocabulary Scanning to predict content Reading for main ideas Reading for details Working out meaning Identifying purpose Synthesizing	Noun phrases with <i>of</i> Adjectives to describe people
8 THE UNIVERSE <i>Academic Disciplines</i> Astronomy / Engineering	Going to the International Space Station	1: The Rise of Commercial Space Travel (article) 2: Life on Other Planets (essay)	Key Skill Identifying the author's purpose Additional Skills Understanding key vocabulary Using your knowledge Scanning to predict content Reading for main ideas Reading for details Making inferences Distinguishing fact from opinion Synthesizing	Giving evidence and supporting an argument

	CRITICAL THINKING	GRAMMAR FOR WRITING	WRITING	ON CAMPUS
	Analyzing a diagram	Subject and verb agreement	<p><u>Academic Writing Skills</u> Ordering events in a process Removing unrelated information</p> <p><u>Rhetorical Mode</u> Process</p> <p><u>Writing Task</u> Describe the Sydney Triathlon. (paragraph)</p>	<p><u>Communication Skill</u> Virtual communication</p>
	Using a timeline to put past events in order	The simple present and the simple past Time clauses with <i>when</i> to describe past events	<p><u>Academic Writing Skill</u> Adding details to main facts</p> <p><u>Rhetorical Mode</u> Narrative</p> <p><u>Writing Task</u> Write about the history of a business. (paragraph)</p>	<p><u>Study Skill</u> Creating checklists</p>
	Using a Venn diagram	Modals of necessity	<p><u>Academic Writing Skill</u> Concluding sentences</p> <p><u>Rhetorical Mode</u> Explanatory</p> <p><u>Writing Task</u> Who do you think is a good role model? Write a paragraph explaining the qualities that make that person a good role model. (paragraph)</p>	<p><u>Communication Skill</u> Expressing your opinion</p>
	Evaluating arguments	<i>That</i> clauses in complex sentences Infinitives of purpose	<p><u>Academic Writing Skill</u> Essay organization</p> <p><u>Rhetorical Mode</u> Opinion</p> <p><u>Writing Task</u> Should governments spend more money on space exploration? Give reasons and examples to support your opinion. (essay)</p>	<p><u>Research Skill</u> Using the library</p>

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

PREPARING TO WATCH

1 Work with a partner and answer the questions.

- 1 Is it important to learn about a country's history? Why or why not?
- 2 What things, like buildings, show a country's history?
- 3 Why do some people not like learning about history?

2 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

3 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"/>	

38 UNIT 2

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

PREPARING TO READ

1 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

- 1 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.
- 2 There are a lot of festivals in Korean _____. Each one has special food and events.
- 3 In Japan, guests usually give a small wrapped _____, like cake or fruit, when they visit someone's home.
- 4 For our International Day party, all of my classmates wore _____ clothing from their countries instead of their usual clothes.
- 5 In many countries, people believe the color yellow is _____. Wearing yellow will bring you good things like joy and energy.
- 6 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.

40 UNIT 2

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 resources

- 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 3

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

78 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 a graph

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

- Look back at the graph in Reading 2 and answer the questions.
 - What do the numbers on the left side of the graph show?
 - What do the numbers at the bottom of the graph show?
 - What does the highest point in the graph show?
 - What does the lowest point in the graph show?

ANALYZE

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

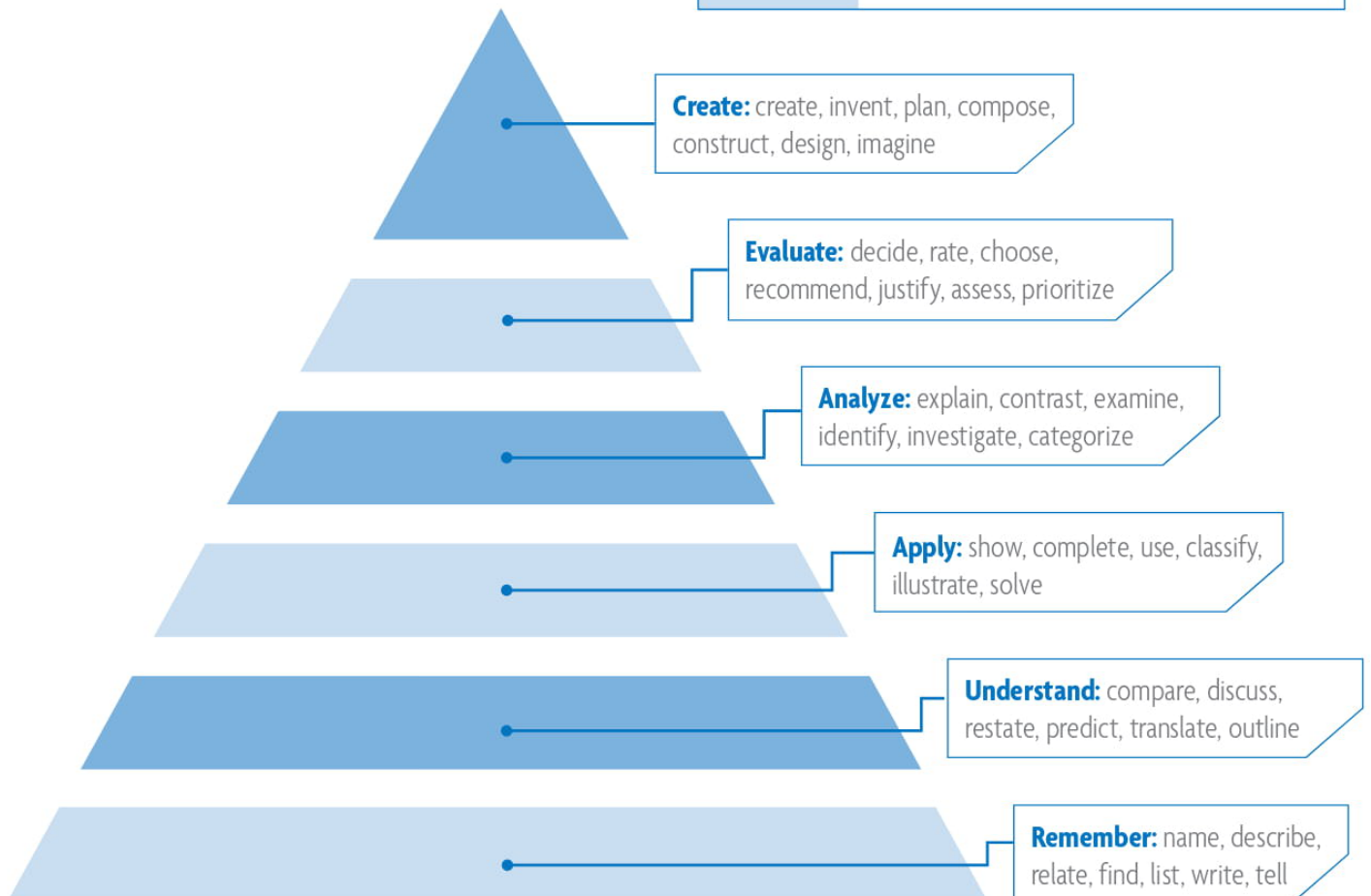
A Precipitation over a year in Anchorage, Alaska

Month	Precipitation (in)	Precipitation (mm)
Jan	0.8	20.3
Feb	0.7	17.8
Mar	0.6	15.2
Apr	0.7	17.8
May	0.8	20.3
Jun	1.0	25.4
Jul	1.5	38.1
Aug	3.2	81.3
Sept	2.5	63.5
Oct	1.8	45.7
Nov	1.2	30.5
Dec	1.1	27.9

B Temperature over a year in Anchorage, Alaska

Month	Avg high temp (°F)	Avg low temp (°F)
Jan	25	5
Feb	30	10
Mar	35	15
Apr	40	20
May	45	25
Jun	50	30
Jul	55	35
Aug	55	35
Sept	50	30
Oct	45	25
Nov	40	20
Dec	35	15

92 UNIT 4



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?

SKILL 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

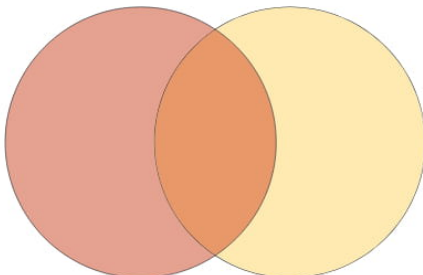
At the end of this unit, you will write an explanatory paragraph. Look at this unit's Writing Task below.

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

SKILL 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 159

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.

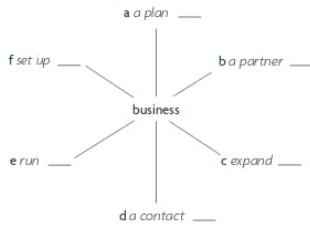
WHAT MAKES PRISM SPECIAL: RESEARCH

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

PRISM Online

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

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. _____

50 UNIT 7

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	Scan for numbers
Grammar	Nouns, verbs, and adjectives; simple sentences 1; <i>there is / there are</i>
Academic writing skill	Capital letters and punctuation
Writing Task	Write descriptive sentences
On Campus	Find a place to live



ACTIVATE YOUR KNOWLEDGE

Look at the photo and answer the questions.

- 1 Where do you think the place in the photo is?
- 2 Is the city similar to or different from the place where you live? How?
- 3 Would you like to live here? Why or why not?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

PREPARING TO WATCH

- 1 Work with a partner and answer the questions.
 - 1 What makes a city beautiful?
 - 2 Why might a city win an award?
 - 3 Have you ever visited a beautiful city? If so, describe it.
- 2 You are going to watch a video about a city that won an award. Read the heading in the box and look at the pictures from the video. Then discuss the questions with your partner.

“And the award for top U.S. city goes to ...”

- 1 What city do you think won the award?
- 2 Why do you think the city won the award?
- 3 What cities probably did not win the award?

GLOSSARY

beat out (phr v) to win something in a competition that someone else wants

Civil War (n) the war between the North (the Union) and the South (the Confederacy) in the United States from 1861 to 1865, which was won by the North


cuisine (n) a style of cooking

draw (n) something that people want to see or visit

regulate (v) to control an activity or process by rules or a system

tourism (n) the business of providing services for tourists

WHILE WATCHING

3  Read the sentences and then watch the video. Circle the correct answers.

- 1 Charleston won against another city named *San Francisco / San Diego*.
- 2 This other city won the award for *13 / 18* years in a row.
- 3 People are *surprised / not surprised* when they come to Charleston.
- 4 There are a lot of *bicycle / carriage* rides in Charleston.
- 5 The tourism industry in Charleston is *not regulated / regulated*.
- 6 Tourism is a *small / big* business in Charleston.
- 7 More than three *million / billion* dollars are brought in by visitors a year.

4  Watch again and match the questions to the answers.

- | | |
|--|---------------------------|
| 1 What is Charleston called? | a buses and walking tours |
| 2 Who is Joe Riley? | b “the Holy City” |
| 3 What can you feel all around Charleston? | c the food |
| 4 What do people sell in the market? | d the history |
| 5 What is one draw for visitors? | e the mayor |
| 6 What things are regulated? | f handmade crafts |

5 Work with a partner. Discuss the meanings of the underlined words from the video.

- 1 Charleston’s many church steeples reach high into the sky.
- 2 Some of its houses were built two or three hundred years ago. They are two or three centuries old.
- 3 Tourists buy handmade crafts and souvenirs from vendors in the city market.
- 4 In Charleston, tourists often ride in horse carriages instead of cars.

DISCUSSION

6 Work in small groups. Discuss the questions.

- 1 Would you like to visit Charleston, South Carolina? Why or why not?
- 2 Think of one scene from the video and describe it to your group.
- 3 How is Charleston similar to your city or town? How is it different?

UNDERSTANDING DETAILS

UNDERSTANDING MAIN IDEAS

MAKING INFERENCES

READING 1

UNDERSTANDING KEY VOCABULARY

PREPARING TO READ

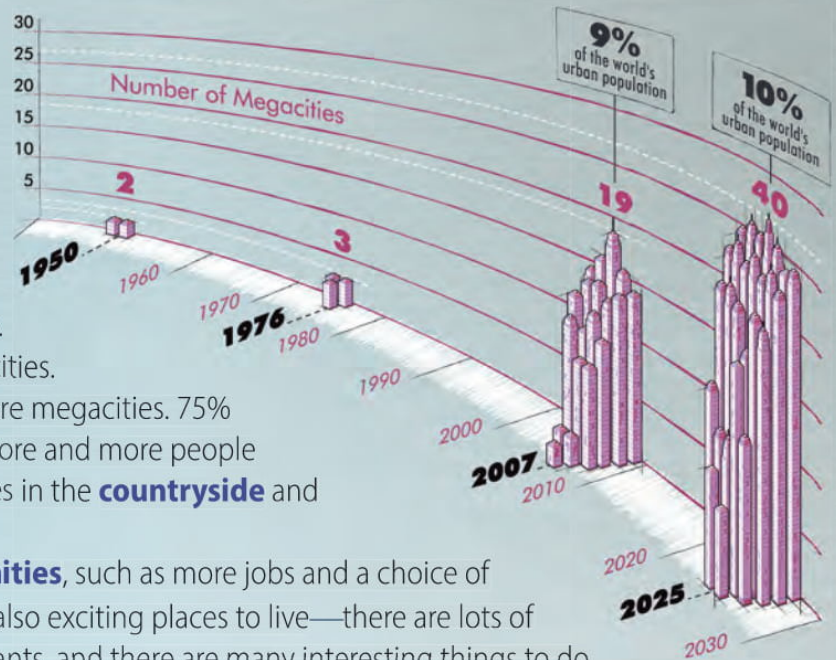
- 1 You are going to read an article about cities. Read the sentences. Write the words in bold next to the definitions.
 - 1 More than 8 million people live in New York City. New York City has the largest **population** in the United States.
 - 2 The city hired an **expert** to help decide on the best place for the new shopping mall. He knows a lot about planning big cities.
 - 3 People who live in big cities often visit the **countryside** so they can get away from the crowds and breathe some fresh air.
 - 4 Studying in another country gives students the **opportunity** to learn about new cultures and see how other people live.
 - 5 The sky was so gray with air **pollution** from cars and factory smoke that I couldn't see the sunset.
 - 6 Shanghai is thousands of years old, but it is also a very **modern** city. It is filled with tall glass buildings and bright lights.
 - 7 Big cities usually have a lot of **traffic**, especially when people drive to work in the morning and drive home in the evening.
 - 8 Washington, D.C., is the **capital** of the United States. It is where the U.S. government is run.
 - a _____ (n) the cars, trucks, and other vehicles using a road
 - b _____ (n) land that is not in towns or cities and may have farms and fields
 - c _____ (adj) designed and made using the most recent ideas and methods
 - d _____ (n) the number of people living in a place
 - e _____ (n) damage caused to water, air, and land by harmful materials or waste
 - f _____ (n) the most important city in a country or state; where the government is
 - g _____ (n) someone who has a lot of skill in or a lot of knowledge about something
 - h _____ (n) a chance to do or experience something good
- 2 Read the title of the article. What do you think *mega* means?
 - a very busy
 - b very good
 - c very big
- 3 Read the article and check your answer.

USING YOUR KNOWLEDGE

Rise of the MEGACITIES

Megacity: A City with More Than Ten Million People

- 1 The number of megacities is growing very quickly. In the 1950s, there were only two megacities in the world.
- 2 Today, 12% of the world's urban population¹ lives in megacities. Studies show that there will be eight billion people in the world in 2025. **Experts** say that there will be 40 megacities.
- 3 Today, more than 35 cities in the world are megacities. 75% are in Asia, South America, and Africa. More and more people around the world are leaving their homes in the **countryside** and moving to the city.
- 4 Many megacities have better **opportunities**, such as more jobs and a choice of schools and universities. Megacities are also exciting places to live—there are lots of different people, languages, and restaurants, and there are many interesting things to do.
- 5 However, megacities have problems, too. The cities are very big, and this can cause problems like **pollution** or poor housing².



TOKYO, JAPAN

37.8 MILLION

- 6 Tokyo is an exciting **modern** city in the east of Japan. There are lots of jobs because most big companies in Japan are in Tokyo. It is also an excellent place to study—20% of Japan's universities are in the city. However, Tokyo is very busy, and the **traffic** is very bad. More than 8.7 million people use the subway every day.

DELHI, INDIA

25 MILLION

- 7 Delhi is in the north of India. It has many beautiful monuments³, interesting museums, and modern restaurants. There is an exciting mix of different cultures in the city, and there are four official languages: Hindi, Urdu, Punjabi, and English. However, there are not enough houses in some parts of Delhi. This means that many people live in large slums in the city.

CAIRO, EGYPT

16.9 MILLION

- 8 Cairo is the **capital** of Egypt, and it is the largest city in Africa. Cairo has important car and film industries. The city is the center of many government offices and has many universities, one of which is over 1,200 years old.

¹urban (adj) relating to towns and cities

²housing (n) places to live, such as apartments or houses

³monuments (n) old buildings or places that are important in history