

PRISM

READING AND WRITING

3

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HOW PRISM WORKS

1 Video

Setting the context

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

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

UNDERSTANDING MAIN IDEAS

PREPARING TO WATCH

- 1 Work with a partner. Discuss the questions.
 - 1 What do people mean when they say that the world is getting smaller?
 - 2 What products do you have that were made in another country?
 - 3 What are the pros and cons of importing and exporting products?
 - 4 What are five companies that are seen in many cities around the world?
- 2 Look at the pictures from the video. Discuss the questions with your partner.
 - 1 Which of these companies do you know?
 - 2 Which products from these companies are popular in your country?
 - 3 Why do companies sell different products in different countries?

GLOSSARY

cantaloupe (n) a round melon that is orange and sweet inside

taste buds (n) the cells on your tongue that allow you to taste different foods

boundary (n) a line that divides two areas or forms an edge around an area

spectrum (n) a range of objects, ideas, or opinions

squid (n) a sea animal with a long body and ten arms that can shoot out black ink

wacky (adj) strange or unusual in a surprising or silly way

craving (n) a strong feeling that you want or need a particular thing

WHILE WATCHING

- 3 Watch the video. Write T (true), F (false), or DNS (does not say) next to the statements. Correct the false statements.
 - 1 American food companies are increasing their sales in China every year.
 - 2 Chinese consumers only like salty products from U.S. brands.
 - 3 Many of these flavors are popular with American consumers.
 - 4 The Chinese consumer market is expected to grow in the future.
 - 5 American grocery stores are building branches in China.

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.

WHILE READING

- 4 Read the essay. Then read these facts and check (✓) if they apply to business, engineering, or both.

	business	engineering	both
1 will help students launch their careers			
2 has a gender gap			
3 is the most popular U.S. college major			
4 is a STEM subject			
5 requires the use of mathematics			
6 provides a good foundation for graduate school			
7 involves working with electronics and mechanics			

- 5 Answer the questions about the text.
 - 1 Which majors are mentioned as examples of ones which are not directly linked to careers?
 - 2 What suggestion is given for people who plan to attend graduate school for engineering?
 - 3 What is the most popular engineering major in the U.S.?
 - 4 What percentage of U.S. engineers are women?

READING FOR MAIN IDEAS

READING FOR DETAILS

MAKING INFERENCES

SKILL Making inferences

Sometimes writers suggest the meaning of something without saying it directly. Being able to read this inferred meaning (as well as the literal meaning of the words) is a useful skill. Practice using reasoning, logic, and your knowledge of the world to work out the real meaning behind the words you read.

DISCUSSION

- 7 Discuss the questions with your partner.
 - 1 Are you interested in STEM subjects? Why?
 - 2 Is there a gender balance in STEM education in your country? Why?

ACADEMIC WRITING SKILLS

DEVELOPING IDEAS

SKILLS A body paragraph that supports a thesis statement must give reasons why the thesis is valid by providing examples. These reasons and examples need to be sequenced in a logical way. In other words, the presentation of ideas in a body paragraph needs to be cohesive—it needs to “flow” well, and the connection of ideas should be clear to the reader. End a body paragraph with a sentence (or two) that gives the idea a “finished” feeling.

- Number the sentences to create a body paragraph that flows logically.
 - Another way is to harvest rainwater by collecting and storing any that does fall and using it for flushing toilets and watering gardens. _____
 - In very dry regions of the world, it is important to conserve as much water as possible. _____
 - The first step to take is to avoid wasting water by making sure taps are completely turned off after use. _____
 - The water from the shower, sink, and washing machine can also be used for these purposes. _____
 - This is the cheapest and easiest way to ensure inhabitants have adequate water for their everyday needs. _____

PRISM ONLINE
TECHNOLOGY

PARALLEL STRUCTURE

SKILLS When you write a list of words or phrases connected with conjunctions such as *and*, they should either be the same part of speech or they should all be clauses. This is called *parallel structure*.

The government needs to ^{verb phrase} *monitor hurricane activity* and ^{verb phrase} *alert the public*.

Floods and droughts can be ^{adjective} *dangerous*, ^{adjective} *damaging*, and ^{adjective} *costly*.

To minimize casualties in natural disasters, ^{clause} *the government should be prepared*, and ^{clause} *people need to be warned*.

If you do not use the same part of speech, the writing “violates” parallel structure. This is not good writing.

Environmental problems that people are concerned about include ^{noun phrase} *air pollution*, ^{noun phrase} *lack of safe water*, and ^{clause} *they worry about global warming*.

ACADEMIC WRITING SKILLS 97

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

CLASS DISCUSSION BOARDS

SKILLS Contributing to a discussion board is an important part of many college courses. Students discuss topics from their lectures and reading, but they also express their own opinions. Knowing how to disagree politely is a valuable skill.

PREPARING TO READ

- Work with a partner. Discuss the questions.
 - What is your experience writing on discussion boards for class?
 - What challenges do you have when contributing to discussion boards?
 - When you disagree with a comment, what do you usually do?

<input type="checkbox"/> not comment	<input type="checkbox"/> say that you agree anyway
<input type="checkbox"/> disagree in an indirect way	<input type="checkbox"/> disagree in a direct way
 - What are some ways to disagree politely, or indirectly?

WHILE READING

- Read a discussion from a class on public health. Check the boxes that describe each writer's post.

	Ricardo	Feride	Dylan
1 agrees with the discussion statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 disagrees with a classmate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 uses sarcasm in his/her response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 states an opinion as a question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 gives clear reasons for his/her opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 uses personal examples that support his/her argument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 uses examples from class readings that support his/her argument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 does not support his/her argument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 uses academic language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

56 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 are going to write a report. Look at this unit's Writing Task below.

✦ Write a report that provides both short- and long-term solutions to an environmental problem and takes the costs into consideration. Refer to a specific case study in your report.

UNDERSTAND

1 Read the case study.

Case Study: Mudslides¹

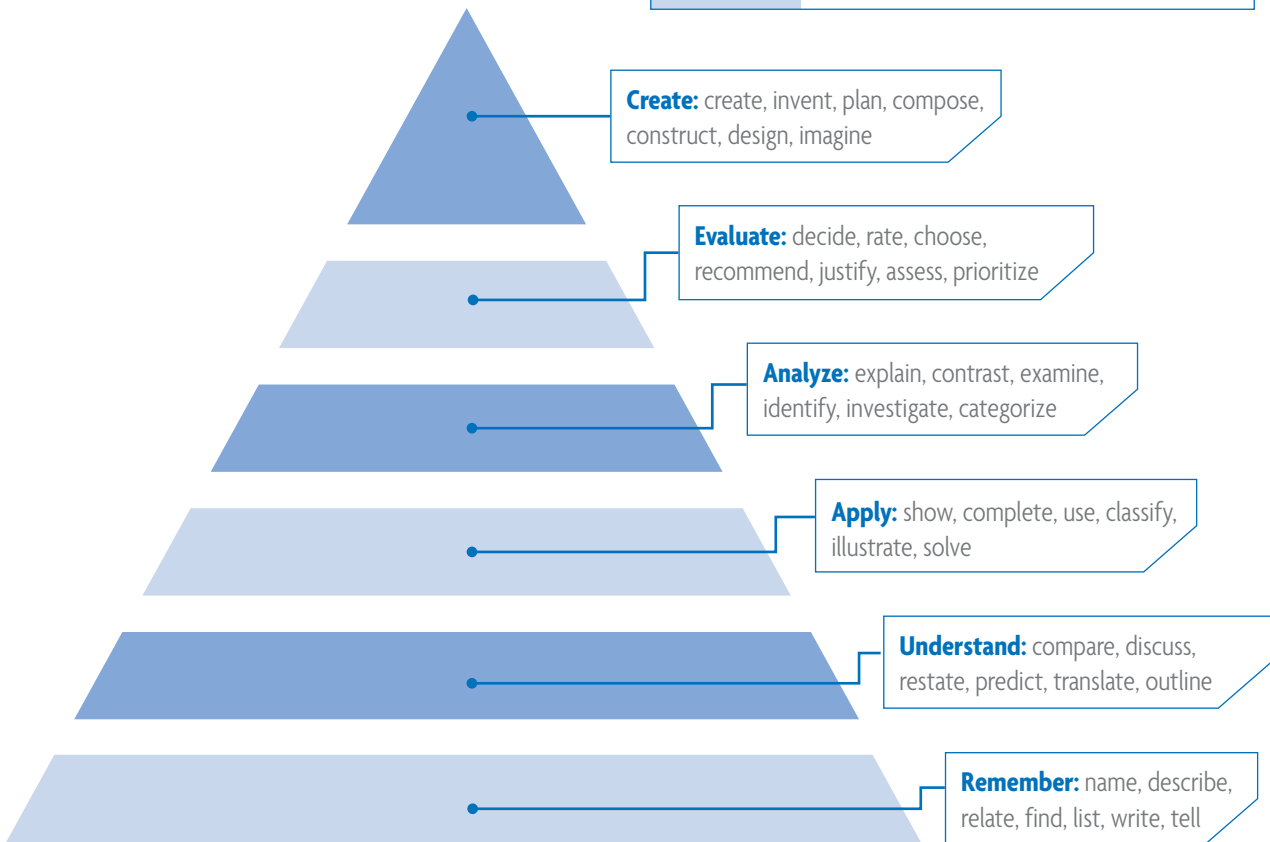
Location: Washington state, U.S.
Geography: heavily forested areas, mountains, coastal areas
State GDP rank in U.S.: 14
Potential causes: heavy rains, human activity, global warming
Average annual U.S. deaths from mudslides: 25
Effects: death, injury, property destruction, water contamination
Short-term solutions: government warning programs (\$0 per year), well-water contamination legislation (\$20,000 per year)
Long-term solutions: shallow trench drains (\$15,000), new drainage routes (\$2 million), embankments² and pumping stations (\$1 billion)

¹mudslides (n) landslides that occur when mud (wet earth) and other earthy materials move quickly and suddenly down a steep slope
²embankments (n) artificial slopes made of earth or stones

CREATE

2 Now read the case study again and place the preventative strategies below in the diagram based on their cost and how short- or long-term you think they are.

- 1 well-water contamination legislation
- 2 government warning programs
- 3 new drainage routes
- 4 shallow trench construction
- 5 embankments and pumping stations



WHAT MAKES PRISM SPECIAL: CRITICAL THINKING

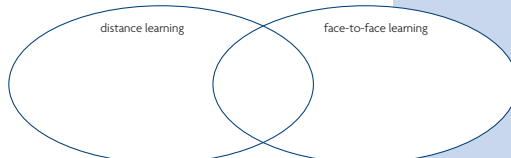
WRITING

CRITICAL THINKING

At the end of this unit, you are going to write a comparison and contrast essay. Look at this unit's Writing Task below.

Discuss the various similarities and differences between studying a language and studying math.

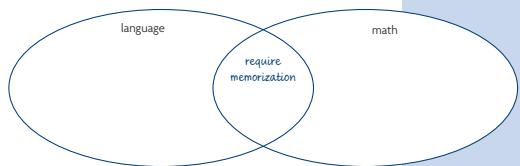
- In the Venn diagram below, write the similarities and differences between distance learning and face-to-face learning. Use your notes and ideas from Reading 2 to help you.



APPLY

- Now think of some subjects that you think would work better for distance learning, better for face-to-face learning, or equally well for both. Add these to the Venn diagram above.

- Now think about learning a language versus learning math. What is similar about these experiences? What is different? Discuss this with a partner. You can check online for ideas as well. Write your notes in the Venn diagram below. You will use this information in the Writing Task at the end of this unit.



ANALYZE

CRITICAL THINKING 49

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.

- Read the quotations and circle whether they support or challenge the idea that fashion, cooking, or video games can be fine art.

UNDERSTAND

1 "Unlike art, fashion rarely expresses more than the headlines of history." —Alice Rawsthorn	support	challenge
2 "Video games are a unique form of artistic expression through what I call the 'three voices': the voice of the designer or artist, the voice of the game and its mechanics, and the voice of the player." —Chris Melissinos	support	challenge
3 "The same amount of artistic expression goes into clothes, a piece of pottery, or a painting." —Zandra Rhodes	support	challenge
4 "For most gamers, video games represent a loss of those precious hours we have available to make ourselves more cultured, civilized, and empathetic." —Roger Ebert	support	challenge
5 Cooking "doesn't involve the sense of transmission of human emotion in the way that the arts at their highest do." —Denis Dutton	support	challenge
6 "The art of cooking: it's when you mix craftsmanship at the highest level with creativity." —Eric Ripert	support	challenge

- Complete the sentences. Give reasons for your answers.

- I agree / disagree with Zandra Rhodes's argument that the same amount of artistic expression goes into clothing, pottery, and paintings because clothes have to be practical enough to wear.
- I agree / disagree with Eric Ripert when he says cooking is the mixture of great craftsmanship with creativity because _____.
- I agree / disagree with Roger Ebert, who argued that video games make us less civilized and empathetic, because _____.
- I agree / disagree with Denis Dutton, who suggests that cooking doesn't involve the expression of human emotion in the way that other forms of art do, because _____.
- I agree / disagree with Chris Melissinos's argument that video games are a unique form of artistic expression because _____.
- I agree / disagree with Alice Rawsthorn's suggestion that fashion is not a true art form because _____.

EVALUATE

CRITICAL THINKING 101

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

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.

- 2 Complete the sentences using energy collocations from Exercise 1.
- 1 Critics of _____ energy say that the risks to the environment outweigh the benefits of cheap electricity.
 - 2 Asthma and diabetes are increasingly common _____ problems.
 - 3 For a renewable _____ of electricity to be truly successful, governments have to invest more money in it.
 - 4 _____ fuels, such as oil and gas, have a finite lifespan.
 - 5 _____ energy, whichever renewable source it comes from, tends to be slightly more expensive for the user.
 - 6 Rivers and lakes are two major _____ sources that can be used for hydroelectric power.

FORMAL AND INFORMAL ACADEMIC VERBS

- 3 Match formal verbs with informal alternatives.

1 consult	a get
2 contest	b skip; leave out
3 deliver	c start
4 diminish	d look at
5 instigate	e use
6 omit	f decrease
7 secure	g give
8 utilize	h disagree with

- 4 Complete the sentences with the correct forms of the formal verbs in Exercise 3.

- 1 Resources are beginning to _____; soon they will run out.
- 2 This company needs to _____ its energy policy to the government by the end of the year.
- 3 The application to construct a wind farm in this area has been _____ by local residents who dislike the idea.
- 4 If people _____ the documents on our website, they can see how biofuel is made.
- 5 The rise in fuel prices should _____ a debate on oil reserves.
- 6 This car _____ fuel more efficiently than previous models.
- 7 Advocates of biofuels sometimes _____ key details such as how much land is needed to cultivate the crops. People who disagree with them would certainly use this information to argue against biofuel advocates.
- 8 This country must _____ new renewable energy sources.

PRISM Online Workbook

156 UNIT 6

GRAMMAR FOR WRITING

SUBSTITUTION

LANGUAGE In academic writing, writers try to avoid repetition when possible. To do this, you can substitute pronouns or other words for nouns or noun phrases. In the sentence below, *this* is used to avoid repetition.

Although many people find cars beautiful, *finding cars beautiful this* does not make cars art.

PRISM Online Workbook

- 1 Read the paragraph and underline the words the author has substituted for the full name of the car.



The Jaguar E-type is probably one of the most famous cars ever produced. The two-seater roadster was the fastest sports car on the market in 1961. The aerodynamic styling of the car is functional yet beautiful. The bullet shape of the E-type contrasts with the body's curves. The machine's most prominent feature is the long, projecting hood that contains the powerful engine. The view of the car's shape is as beautiful from the driver seat as it is to the pedestrian. It is easy to see why Enzo Ferrari called it "the most beautiful car in the world."

ELLIPSIS

LANGUAGE Another way to avoid repetition is to leave out some words that have already been mentioned. This is called *ellipsis*.

Some photos have a very clear meaning, but other photos do not have a clear meaning.

PRISM Online Workbook

- 2 Read the paragraph and cross out any words or phrases that can be removed without affecting the meaning of the text. Add any substitutions (such as pronouns) that you think are necessary.



The Scream is the popular name given to each of four paintings of *The Scream* by the artist Edvard Munch who painted *The Scream* between 1893 and 1910. The National Gallery in Oslo holds one painting of *The Scream*, the Munch Museum holds two more paintings of *The Scream*, and the fourth version of *The Scream* sold for \$119 million at Sotheby's on May 2, 2012. To explain the picture of *The Scream*, the artist Edvard Munch wrote in his diary, "One evening I felt tired and ill. I stopped and looked out over the sea—the sun was setting, and the clouds were turning blood red. I sensed a scream passing through nature; it seemed to me that I heard the scream."

157 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 skills	Make predictions from a text type; topic sentences
Grammar	Noun phrases; time phrases
Academic writing skills	Essay structure; write an effective thesis statement
Writing Task	Write an explanatory essay
On Campus	Maximize concentration levels



ACTIVATE YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 Look at the photo. What types of food are made in your country and sold in others? Do you buy food and other products from other countries?
- 2 Does it matter that people now import so many goods from other countries? Why or why not?
- 3 What effects has globalization had on your country?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

UNDERSTANDING MAIN IDEAS


PREPARING TO WATCH


- 1 Work with a partner. Discuss the questions.
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 - 2 What products do you have that were made in another country?
 - 3 What are the pros and cons of importing and exporting products?
 - 4 What are five companies that are seen in many cities around the world?
- 2 Look at the pictures from the video. Discuss the questions with your partner.
 - 1 Which of these companies do you know?
 - 2 Which products from these companies are popular in your country?
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GLOSSARY

- cantaloupe** (n) a round melon that is orange and sweet inside
- taste buds** (n) the cells on your tongue that allow you to taste different foods
- boundary** (n) a line that divides two areas or forms an edge around an area
- spectrum** (n) a range of objects, ideas, or opinions
- squid** (n) a sea animal with a long body and ten arms that can shoot out black ink
- wacky** (adj) strange or unusual in a surprising or silly way
- craving** (n) a strong feeling that you want or need a particular thing

WHILE WATCHING

- 3  Watch the video. Write *T* (true), *F* (false), or *DNS* (does not say) next to the statements. Correct the false statements.
 - _____ 1 American food companies are increasing their sales in China every year.
 - _____ 2 Chinese consumers only like salty products from U.S. brands.
 - _____ 3 Many of these flavors are popular with American consumers.
 - _____ 4 The Chinese consumer market is expected to grow in the future.
 - _____ 5 American grocery stores are building branches in China.

- 4  Watch again. Complete the student's notes with words from the box.

American competitive popular sweet unique

- examples of ⁽¹⁾ _____ brands in China: Cheetos, Minute Maid, Frito-Lay
- ⁽²⁾ _____ Frito-Lay flavor in U.S.: sour cream & onion
- Frito-Lay flavors in China: Szechuan spicy, ⁽³⁾ _____ & sour tomato, cucumber, lychee, mango
- Chinese market = very ⁽⁴⁾ _____
- U.S. chains sell ⁽⁵⁾ _____ products in China

- 5 Read the sentences from the video. Choose the best meaning for each phrase in bold.

- 1 Every major U.S. food label, it seems, is trying to **bite into** China's \$186 billion food industry.
 - a get products from
 - b become part of
 - c take control of
- 2 It's Frito-Lay potato chips that really **push the boundaries** [of flavor].
 - a expand what is accepted or possible
 - b cross into a region
 - c delay an adjustment or change
- 3 **Every corner** of the grocery store is trying to tempt China's curious consumers.
 - a all products located in the corners
 - b all toothpaste and similar products
 - c all kinds of products

DISCUSSION

- 6 Work in a small group. Discuss the questions.
- 1 Which products in the video seem unusual to you? Would you be interested in trying them?
 - 2 Which products do not appeal to you? Why not?
 - 3 Taste is one way that a company changes a product to make it appeal to people from a particular culture. What other ways might a company change a product?

READING 1

UNDERSTANDING KEY VOCABULARY

PREPARING TO READ

- 1 Read the sentences and write the words in bold next to the definitions.
- 1 A food critic wrote that she was impressed by the sushi restaurant's **authenticity** and how it is run by chefs from Japan.
 - 2 The chef at this restaurant is well known for being a **perfectionist**. He takes a long time to prepare his dishes, and he will not serve them unless they look exactly right.
 - 3 The fish at this restaurant is always extremely **fresh**. If it has been in the kitchen for more than one day, they will not use it.
 - 4 The restaurant is **situated** near the river, which is a very popular place.
 - 5 The food critic **insists** that people must visit the restaurant.
 - 6 The restaurant is offering a **discount**: anyone who eats dinner before 7:00 p.m. on Monday only has to pay 50% of the menu prices.
 - 7 Besides the delicious food, according to the critic, another **selling point** of the restaurant is that it has beautiful, traditional Japanese furniture and art on the walls.
 - 8 Good chefs use the best **ingredients** when they cook to make sure the food is flavorful and delicious.
- a _____ (adj) recently made, collected, or cooked
b _____ (n) a feature that persuades people to buy a product
c _____ (n) a reduction in the usual price
d _____ (n) food that is used with other foods in the preparation of a particular dish
e _____ (n) a person who wants everything to be perfect and demands the highest standards possible
f _____ (adj) in a particular place
g _____ (v) to say firmly or demand forcefully
h _____ (n) the quality of being real or true

SKILLS

Making predictions from a text type

Different text types, such as essays, articles, and blogs, have different characteristics. Some will be more suitable for academic study than others. Before reading a text, you can make predictions about the information and the style of the writing. The source, title, and any pictures can help you predict the content.

- 2 You are going to read a blog post. Before reading, which of the statements do you think will be true?
 - 1 The style will be informal.
 - 2 The contents will be appropriate for an academic essay.
 - 3 The writer will give his or her personal opinions.
 - 4 The information will be up-to-date.

- 3 Read the blog and check your predictions. Find examples to support your ideas.

Turkish Treats

- 1 Hello Minneapolis foodies!
- 2 I'm kicking off this week's blog by talking about a fantastic new Turkish restaurant in East Calhoun called Moda. I can't remember ever eating better Turkish food—it was so delicious! In fact, this is one of the things that the restaurant prides itself on¹—the **fresh ingredients** and **authenticity** of the cooking. Apparently, the chef **insists** that the fruit and vegetables be brought over twice a week from his home region in Turkey—and from nowhere else. He may be a **perfectionist**, but it was so delicious that I can't complain. Moda isn't cheap, but it's definitely worth every penny.
- 3 And I have great news for you. When I told him that I write a food blog, he said he'd give all my readers a 10% **discount!** Just mention this blog when you make a reservation.
- 4 A very different restaurant, where I had lunch last Monday, is Chez Fitz. **Situated** near downtown, its main **selling point** is that its food is all locally sourced² within 20 miles (32 kilometers) of the restaurant. My friends and I were completely amazed—we had no idea that so much could be grown so close to central Minneapolis. But it turns out that there are pockets of green all over the city—you just need to know where to look.
- 5 One final point: I couldn't believe how pricey my weekly grocery shopping trip was this week. Normally, it's about \$40, but this week, it was more than \$55 for more or less the same amount of food. Any ideas why?

COMMENTS

TwinCitiesMom October 10

Hi—regarding your last point, I've found the same thing recently. I read somewhere that the average “shopping cart” has already increased by 20% this year. The prices have gone up so much because of the awful weather we've been having. How are we supposed to feed our families?

Ecovore October 10

I'm not sure we should be supporting restaurants like Moda. They are very bad for the environment. Bringing over those ingredients from Turkey creates extra carbon emissions. It wastes fuel and creates pollution.

Anonymous October 11

I know what you're saying, Ecovore, but you can't just blame places like Moda. If we grow exotic vegetables in Minnesota, then we have to use heated greenhouses, and that probably uses even more energy.



¹prides itself on (phr v) is proud of

²locally sourced (adj) originating from a nearby location; not requiring lengthy transportation

WHILE READING

READING FOR DETAILS

4 Answer the questions with information from the blog.

1 Why does the blog's author like Moda?

2 What is the main selling point of Chez Fitz?

3 What question does the blogger ask at the end of the post?

4 What is TwinCitiesMom angry about?

5 Read the blog again. Write *T* (true), *F* (false), or *DNS* (does not say) next to the statements. Correct the false statements.

_____ 1 It is impossible to grow food in urban areas.

_____ 2 The author has noticed an increase of almost 40% in the cost of food.

_____ 3 Restaurants like Chez Fitz will become more common in the future.

_____ 4 Chez Fitz tries to minimize food transportation that wastes fuel and creates pollution.

_____ 5 Food prices are going up in Turkey.

_____ 6 To eat at Moda regularly, you would have to be relatively wealthy.

6 The blog author uses informal language. Match informal words and phrases to formal words. Use the context to help you.

1 kick off

a expensive

2 pricey

b import

3 bring over

c begin

READING BETWEEN THE LINES

7 Work with a partner. Discuss the questions.

1 Do you think the blog author likes *perfectionists*?

2 Why do you think the chef gave a discount to the blog's readers?

3 Why do you think the blogger's shopping trip was more expensive?

MAKING INFERENCES

DISCUSSION

- 8 Work with a partner. Discuss the questions.
- 1 Do you read blogs or reviews online? Why or why not?
 - 2 What kind of information should be in a restaurant review?
 - 3 Should you believe restaurant reviews you read online? Why or why not?

READING 2

PREPARING TO READ

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

consumption (n) the using of goods and services in an economy
convenience (n) something that is suitable to your purposes and causes no difficulty for your schedule or plans
ensure (v) to make certain that something is done or happens
experiment (v) to test or to try a new way of doing something
increase (v) to become larger or greater
influence (n) the power to have an effect on people or things, or someone or something that is able to do this
relatively (adv) quite good, bad, etc. in comparison with other similar things or with what you would expect
specialty (n) a product that is unusually good in a particular place

- 1 Many shoppers have switched to ordering groceries online because of its _____. Now they don't leave their homes to buy food.
- 2 Others, however, prefer to see the food before they buy it to _____ that the food is fresh.
- 3 People sometimes reduce their _____ of certain foods when those foods become more expensive.
- 4 If bad weather affects the supply of some fruits or vegetables, it can cause their prices to _____.
- 5 People who live in big cities tend to be _____ familiar with international food compared to people who live in rural areas.
- 6 Larger cities often have more _____ food stores, which sell foreign and less-familiar items.
- 7 Recently, the popularity of cooking programs on television has had a big _____ on the ingredients that people use. People want to cook with foods they see on TV.
- 8 Some travelers like to eat familiar food, but others prefer to _____ with unfamiliar dishes.

UNDERSTANDING KEY VOCABULARY

PRISM^{Online}
Workbook

Topic sentences

Good paragraphs in formal writing usually start with *topic sentences*. These tell you the subject of the paragraph. By reading the first sentence of each paragraph in a text, you can often get a good idea of the overall content and also which paragraph to look at if you need some specific information.

- 2 You are going to read an essay about changing eating habits in Italy. Read the topic sentences. Work with a partner and discuss what you think the rest of each paragraph will be about.
 - 1 In Italy, changing trends have affected the preparation of food.
 - 2 Italians' food tastes have changed because of globalization.
 - 3 A third major change in Italy's food culture has been the rise of large restaurant chains.
- 3 Skim the essay and check your predictions from Exercise 2.

WHILE READING

- 4 Read the essay. Do the topics in the table refer to the past, the present, or both? Check (✓) the correct column.

	past	present	both
1 mass production of pasta		✓	
2 making pasta sauce at home			
3 popularity of frozen food			
4 lack of foreign food in Italy			
5 the rise of large restaurant chains			
6 worldwide popularity of Italian food			

- 5 Complete the sentences with your own words.
 - 1 Italian restaurants can be found _____ .
 - 2 In the past, it was not common for Italians to _____ .
 - 3 In Italian shops, you can now buy _____ .
 - 4 Although recent changes mean Italians have more time and more choice, some dislike the fact that local food is _____ .

Changing Eating Habits in Italy

- 1 Globalization is causing a lot of change in international culture, from the TV shows we watch to the clothes we wear. One major area that has been affected by globalization is food culture. In a recent survey taken in Japan, Brazil, and Canada, 72% of people said that globalization had improved their eating habits. It seems clear that globalization has significantly affected food **consumption** in most parts of the world, but one country whose food has a long history of being “globalized” is Italy. If you walk down any main street in any major world city, you will find at least one Italian restaurant. Furthermore, Italy has seen changes in its own eating habits due to **influence** from other countries. This influence, which is a result of the broader trend of globalization, has had both advantages and disadvantages.
- 2 In Italy, changing trends have affected the preparation of food. Italian families have always taken a lot of pride in preparing food. Until recently, pasta—a basic Italian food—would have been made by people in their local area. Families would also have made the sauces to eat with the pasta at home. People no longer spend so much time preparing their meals. Indeed, frozen or take-out Italian meals have become very popular in Italy. Furthermore, dried pasta is now mass-produced¹ and is sold **relatively** cheaply in supermarkets. Ready-made pasta sauces are also increasingly popular—sales have doubled in the last five years, according to one manufacturer. This has added to the convenience of making meals, but has diminished² a cultural tradition.
- 3 Italians’ food tastes have changed because of globalization. People are traveling more, being exposed to other cultures more, and reading about and seeing foreign ingredients and recipes on the Internet and social media. Immigrants to Italy bring their food traditions with them. It used to be that people’s opportunities to **experiment** with foreign food were very limited, since only pizza and pasta were available in the local town square. Now they can eat at restaurants with foreign cuisine³ and buy foreign food in shops. Indian, Chinese, and Japanese food have all become especially popular. While this trend is more common in urban areas such as Rome, Milan, and Venice, many smaller towns are also experiencing similar changes. Many Italians would say that this has been a positive change, but others worry that they are losing their sense of nationality as foreign food becomes more common.
- 4 A third major change in Italy’s food culture has been the rise of large restaurant chains. These chains are often foreign, and their numbers have **increased** enormously in recent years. Many people like the **convenience** of fast food. Some Italians, however, feel that this has resulted in the destruction of local and national **specialties**. In 1986, a famous fast-food chain opened a restaurant in a historic Rome neighborhood. Many unhappy people responded by joining the “Slow Food” movement. This movement encourages people to eat healthy, locally sourced food.
- 5 In summary, globalization has had a significant effect on the way that Italians eat. Its influence can be seen as both positive and negative. Convenience foods have replaced many of the traditional home-cooked meals, and the availability of foreign foods and international chains has greatly increased. Italians no longer have to rely on food that is produced locally. While some people welcome this extra choice, others fear the damage it may cause to Italian traditions, culture, and local businesses. On the other hand, the great popularity of Italian food worldwide will **ensure** this great cuisine never disappears.



¹**mass-produced** (adj) made in large amounts, using machinery in a factory

²**diminished** (v) made smaller; decreased

³**cuisine** (n) style of cooking

READING BETWEEN THE LINES

- 6 Work with a partner. Discuss the questions and choose the best answer.
- 1 What types of readers do you think this essay is meant to appeal to?
 - a people who have a general interest in food
 - b people who are experts in Italian food
 - 2 What do you think is the author's main intention in writing this essay?
 - a to say that globalization has had a largely positive impact on Italian food
 - b to say that globalization has fundamentally changed Italian food

DISCUSSION

- 7 Work with a partner. Discuss the questions.
- 1 Should governments limit the growth of multinational restaurant chains to allow local, traditional restaurants to compete for customers?
 - 2 Use ideas from Reading 1 and Reading 2 to answer the following question. When you eat at a foreign food restaurant, which of these three qualities is most important to you: that it is *inexpensive*, that it is *locally owned*, or that it is *authentic*? Why?

LANGUAGE DEVELOPMENT

ACADEMIC ALTERNATIVES TO PHRASAL VERBS

LANGUAGE

When writing essays, it is important to use language that is more formal than you would use when speaking or writing informal pieces.

Phrasal verbs, which usually consist of a main verb followed by a particle (e.g., *up*, *on*), are less common in academic writing than in informal writing. In academic writing, phrasal verbs can often be replaced by a single word. Using these alternatives will make your writing seem more formal and academic.

- 1 Match the phrasal verbs to the academic verbs.
- | | |
|-------------|------------|
| 1 go on | a increase |
| 2 go up | b continue |
| 3 turn down | c study |
| 4 look into | d confuse |
| 5 use up | e remove |
| 6 mix up | f refuse |
| 7 leave out | g exclude |
| 8 take away | h exhaust |

- 2 Replace the phrasal verbs in bold with the correct form of the academic verbs from Exercise 1.
- 1 The amount of migrant labor is expected to **go up**. _____
 - 2 If multinational companies **go on** expanding, smaller local suppliers may die out. _____
 - 3 Academics have been **looking into** the implications of globalization for many years. _____
 - 4 Immigration can lead to people becoming **mixed up** about their sense of nationality. _____
 - 5 Although many people benefit from globalization, others can also be **left out**. _____
 - 6 Immigrants without suitable qualifications may have their visa requests **turned down**. _____
 - 7 When a country's natural resources are **used up**, they may need to rely on other countries to supply them. _____
 - 8 Some supporters of global economic freedom believe that all trade barriers should be **taken away**. _____

GLOBALIZATION VOCABULARY

- 3 Complete the text about globalization with words from the box.

consumption diets farms monopoly multinational
obesity outlets poverty supermarkets

There are both advantages and disadvantages of globalization in terms of food. On the negative side, ⁽¹⁾ _____ companies have been criticized for opening too many fast-food ⁽²⁾ _____ in developing countries. This is causing ⁽³⁾ _____ in children, who are becoming addicted to a fatty, westernized diet. Many of these companies are able to effectively set whatever price they like for the food because they have a ⁽⁴⁾ _____. Their goods are cheaper than healthier local products and appeal to people living in ⁽⁵⁾ _____.

On the other hand, globalization means that people now have the possibility of more variety in their ⁽⁶⁾ _____. The development of large-scale ⁽⁷⁾ _____ and fisheries means some products are more affordable and can allow people to eat protein-rich foods on a regular basis for the first time. Large amounts of this food can often be bought cheaply by big ⁽⁸⁾ _____ and then sold to customers at a reasonable price. Because of these changes, ⁽⁹⁾ _____ of products such as meat has increased throughout the world.

WRITING

CRITICAL THINKING

At the end of this unit, you are going to write an explanatory essay. Look at this unit's Writing Task below.

How has globalization changed your country?

SKILLS

Providing supporting examples

In academic writing, you need to justify and give supporting examples to any statements or opinions that you write to show that they are true.

APPLY

1 Read these statements. Note any examples given in Reading 2 that support them.

1 Italians pride themselves on the making and preparation of food.

Supporting examples: _____

2 People's opportunity to experiment with foreign food was very limited.

Supporting examples: _____

3 People no longer spend so much time preparing their meals.

Supporting examples: _____

4 Italians worry that they are losing their sense of nationality.

Supporting examples: _____

5 Globalization has become such a significant influence.

Supporting examples: _____

2 Think of an aspect of globalization that you would like to write about in the Writing Task. This can be about food or other aspects of globalization such as clothing, entertainment, holidays, language, or technology. Think of a few examples of this aspect of globalization. Take notes.

ANALYZE

SKILLS

Using tables and diagrams

Tables and diagrams can often help you organize information that you can use to support your ideas in an essay.

- 3 Complete the diagram below. It should follow the format of a body paragraph in an essay on the topic you chose in Exercise 2. Write the main idea in the “Topic” space. Choose three examples that could support your main idea. Write your examples in the “Supporting example” spaces. Lastly, write a concluding sentence in the bottom space.

Topic:
Supporting example 1:
Supporting example 2:
Supporting example 3:
Concluding sentence:

GRAMMAR FOR WRITING

NOUN PHRASES

LANGUAGE

Noun phrases are two or more words that function as a noun in a sentence and contain one idea.

Noun phrases can be made by combining nouns with:

- other nouns: *restaurant owners*
- relative clauses: *a café that serves food*
- prepositional phrases: *the kitchen on the second floor*
- adjectives: *the new Indian restaurant*

In academic writing, many noun phrases are created by joining two nouns with *of*. These common phrases with *of* are used to talk about quantity: *a range of*, *a number of*.

- 1 Match the sets of noun phrases to grammar structures.

- | | |
|---|------------------------------------|
| 1 world cuisine
pasta sauces | a adjective + noun |
| 2 people in their local area
pride in the making of food
a fact of modern life | b noun + prepositional
phrase |
| 3 large chains
ready-made sauces
major city | c noun phrase + relative
clause |
| 4 the range of food that is available
the type of food that people like
a recent change that is unstoppable | d noun + noun |

2 Rearrange the words to make noun phrases.

1 specialties / local
local specialties

2 a / list / dishes / of / traditional

3 programs / cooking / television

4 allergies / and / increase / in / noticeable / a / diabetes

5 a / of / fruits / variety / new

6 the / of / international / number / chefs

7 different / the / cultures / impact / of

8 preparation / time / a / of / deal / great / and

TIME PHRASES

LANGUAGE

In academic writing, it is helpful to use different phrases to describe the time in which something happened. You can also use these phrases to be clear about whether events occurred in the past or are happening now. Sometimes, you need to be specific. Other times, you can be more general.

Very specific: *The refrigerated truck was invented in 1939.*

More general: *In recent years, foreign food has become more popular in Italy.*

PRISM Online
Workbook

3 Put the time phrases below in the correct part of the table, according to the period of time they refer to.

around ten years ago at the present time
before the war currently formerly historically in the 1990s
in the eighteenth century in the past in recent years nowadays
presently these days

general past time	specific past time	present

4 Complete the sentences with information about food in your country.

- 1 Nowadays, you can buy _____
_____.
- 2 In recent years, my country has seen many new types of restaurants, such as _____
_____.
- 3 Until the 1990s, it was impossible to find _____
_____.
- 4 These days, there are many _____
_____.
- 5 Around ten years ago, you could not buy _____
_____.
- 6 Historically, people tended to live off _____
_____.

ACADEMIC WRITING SKILLS

ESSAY STRUCTURE

SKILLS

Although there are different types of academic essays, the overall structure and principles tend to be the same. Academic essays start with an **introductory paragraph**, followed by **body paragraphs**, and end with a **concluding paragraph**.

Introductory paragraph

The first paragraph gets the reader's attention by beginning with a **hook**—an interesting fact or statement, a surprising statistic, a quotation, or a question. For example, in Reading 2, a statistic based on a survey taken in Japan, Brazil, and Canada (“72% of people said ...”) grabs the reader's attention. Then the writer provides some background on the main topic of the essay. The paragraph ends with a **thesis statement**, which is the main idea of the essay and reflects the writer's point of view. In Reading 2, the thesis statement is:

This influence from other countries, which is a result of the broader trend of globalization, has had both advantages and disadvantages.

Body paragraphs

These develop the main ideas outlined in the introduction and include relevant evidence and supporting information.

Concluding paragraph

The last paragraph presents a restatement of the thesis of the essay and ends with the conclusions, recommendations, or predictions of the writer.

- 1 Decide in which part of an essay you would probably find the sentences: the introductory paragraph, a body paragraph, or the concluding paragraph.
 - 1 We should all consider ourselves lucky to be living in the era of globalization.

 - 2 While globalization had had a huge influence on countries all over the world, these changes have mostly been beneficial.

 - 3 Globalization allows countries to more easily exchange ideas, research, and technology.

 - 4 For example, consumers all over the world can purchase and use products by companies like Apple and Samsung, no matter where they live.

 - 5 In summary, globalization exposes all of us to the richness of new cultures.

WRITING AN EFFECTIVE THESIS STATEMENT

SKILLS

A *thesis statement* in an academic essay is usually found at the very end of the introductory paragraph. It explains what the entire essay will be about, and it expresses a writer's point of view. With a good thesis statement, readers can guess what the rest of the essay might look like.

A thesis statement should sound like an opinion. It should *not* sound like a fact, a question, a description of what the essay will contain, or a general idea that everyone agrees on.

Essay topic

The effects of globalization

The global influence of the U.S.

Foreign direct investment by companies

Possible thesis statement

Globalization has brought us both advantages and disadvantages, but the benefits have been far greater than the drawbacks.

It is a mistake to confuse globalization with Americanization.

The rise of foreign direct investment by companies has led to pollution problems, exploitation of local workers, and job loss in less developed countries.

Notice that in each case, you can imagine or guess what the rest of the essay might contain. None of these statements sound like facts, questions, or descriptions of what will follow. Instead, they sound like points of view that the writer could argue.

- 2 Read the possible thesis statements. Decide if the statement would make a good thesis statement. If so, check (✓) *OK*. If not, check *F* (it sounds like a fact), *Q* (it is a question), *D* (it is a description of what the essay will contain), or *G* (it is an idea that is too general to work well as a thesis statement).

		OK	F	Q	D	G
1	Pasta dishes are very common in Italian cuisine.					
2	Should governments limit the number of chain restaurants?					
3	The exchange of cultures has been a huge benefit of globalization.					
4	Most people like to eat different kinds of food.					
5	Even though globalization is considered to be beneficial by many, it has actually done great harm to cultures around the world.					
6	I do not like broccoli, so I never eat it.					
7	The following essay will explain the drawbacks of globalization.					

- 3 Read the topic sentences (1–3) from body paragraphs. Then match them to the thesis statements (a–c) they refer back to.
- 1 Because of globalization, farmers in poorer countries have to compete with farms in developed countries that have more resources. _____
 - 2 The rising popularity of foreign restaurants means that local restaurants have a lot of competition for customers' business. _____
 - 3 As people start to eat more similarly around the world, traditional national recipes and dishes will become less common. _____
- a Globalization has changed many aspects of local culture.
 - b Globalization has created some disadvantages in worldwide food production.
 - c Globalization has had an impact on local food service industries.

WRITING TASK

How has globalization changed your country?

PLAN

- 1 In Reading 2, each paragraph has a different function. Match each paragraph to the functions below.
Paragraph ____ : Description of changes to food preparation
Paragraph ____ : Introduction
Paragraph ____ : Conclusion
Paragraph ____ : Description of changes to food tastes
Paragraph ____ : Description of changes to the restaurant industry
- 2 Look back at your notes from Exercises 2 and 3 in Critical Thinking. Think of some other details about this aspect of globalization. Use your notes to help you plan your essay.
- 3 Decide the function of each paragraph in your essay. Write the functions in column A.

	A	B
paragraph 1		
paragraph 2		
paragraph 3		
paragraph 4		
paragraph 5		

- 4 Think about the supporting details and examples you are going to include in each paragraph. Write notes in column B.
- 5 Now think about a thesis statement that will work well for this essay. You can always go back and change it later if it does not match the rest of the essay.
- 6 Refer to the Task Checklist on page 33 as you prepare your essay.

WRITE A FIRST DRAFT

- 7 Write the first draft of your essay. Use your essay plan to structure your essay. Include an introductory paragraph with a hook, a thesis statement, three body paragraphs with supporting ideas, and a concluding paragraph with a final thought, recommendation, or prediction.

REVISE

- 8 Use the Task Checklist to review your essay for content and structure.

TASK CHECKLIST	✓
Did you structure your essay?	
Does the introductory paragraph have a clear thesis statement?	
Does each paragraph focus on the information it is supposed to?	
Did you include topic sentences for each paragraph?	
Did you include evidence to support your topic sentences?	
Is there a concluding paragraph with a concluding thought, recommendation, or prediction?	

- 9 Make any necessary changes to your essay.

EDIT

- 10 Use the Language Checklist to edit your essay for language errors.

LANGUAGE CHECKLIST	✓
Do the words in any noun phrases appear in the right order?	
Did you use time phrases correctly?	
Did you use academic verbs instead of phrasal verbs where possible?	
Did you spell academic verbs correctly?	

- 11 Make any necessary changes to your essay.

MAXIMIZING CONCENTRATION LEVELS

SKILLS

All students need to study in college, but not all students study effectively. When, where, and how a student studies can affect how useful a study session is.

PREPARING TO READ

- 1 Work with a partner. Discuss the questions.
 - 1 Can you concentrate well or are you easily distracted when you study?
 - 2 How often do you take a break when you study? What do you do when you take a break?
 - 3 Are there things about your study habits you would like to change? What are they?

WHILE READING

- 2 Read some advice from four students about how to study effectively.



Miguel

Find the right place to study. Studying requires concentration. I live in a big, noisy house, so I decided to study at a coffee shop, but I always saw people I knew and we'd always talk. Finally, I found a quiet corner of the library, and I can focus on my work there.



Kristjana

Include breaks. It's good for your body to move around. It gets oxygen into the brain, so it really helps me concentrate. For creative projects, I often get ideas when I walk. Also, breaks are a good time to reward yourself. I take a 15-minute break every hour. I usually eat something or check my phone for messages. Those are my rewards.



Dwi

Get rid of distractions! My phone is my biggest problem. I tried turning off the sound but I could still see when a text came in and I couldn't concentrate. Finally, I decided to turn the phone off completely when I study. I'm also distracted by people talking, music, and TV. That's why I study in the quiet rooms at the library.



Daisuke

Make healthy food choices. Food is important for concentration, so don't skip meals. Also, avoid junk food, like chips or candy. Research shows that protein is better for concentration, so I try to eat snacks like yogurt, nuts, cheese, or protein bars.

'distractions (n) things that take your attention away from studying

3 Answer the questions. Underline where you found the answer.

- 1 What kinds of snacks are good for concentration?
- 2 Why is studying in a coffee shop a bad idea for Miguel?
- 3 What are two ways that study breaks are good for you?

PRACTICE

4 Check the boxes that describe your study habits.

When I study ...	always	usually	sometimes	rarely	never
a ... I take regular study breaks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b ... I avoid junk food when I study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c ... I turn my cell phone off or put it away.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d ... I find a quiet place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e ... I turn off music and the TV.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 What do you think you need to change about your study habits?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> food habits | <input type="checkbox"/> place you study |
| <input type="checkbox"/> distractions | <input type="checkbox"/> exercise |
| <input type="checkbox"/> rewards | <input type="checkbox"/> study breaks |

6 Discuss your answers with a partner.

REAL-WORLD APPLICATION

7 Work with a partner to survey three students on campus. Ask them these questions:

- 1 What is the best place for you to study? Why?
- 2 Do you take study breaks? If so, what do you do during breaks?
- 3 What advice would you give a student about how to concentrate well when they study?

8 Use the advice from the survey and your own ideas to make a poster about good ways to maximize energy and concentration levels.

9 Share your poster with your class.