

CAMBRIDGE

PRISM

Listening
and
Speaking

1



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Experience
Better
Learning

PRISM

LISTENING AND SPEAKING 1

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SCOPE AND SEQUENCE

UNIT	WATCH AND LISTEN	LISTENINGS	LISTENING SKILLS	PRONUNCIATION FOR LISTENING
1 PLACES <i>Academic Disciplines</i> Sociology / Urban Planning	The Grand Canal	1: A podcast about homes around the world 2: A profile on Stanley Park in Vancouver	Key Skills Predicting content using visuals Distinguishing fact from opinion Additional Skills Understanding key vocabulary Predicting content using visuals Listening for main ideas Listening for details Taking notes Synthesizing	Vowel sounds /eɪ/, /ɒ/, /ɪ/, /ʌ/
2 FESTIVALS AND CELEBRATIONS <i>Academic Disciplines</i> Anthropology / Cultural Studies / Sociology	Harbin's Ice Festival	1: Interviews about three cultural festivals 2: A discussion about Thanksgiving in the U.S. and Canada	Key Skills Taking notes Listening for main ideas Additional Skills Understanding key vocabulary Predicting content using visuals Listening for details Recognizing examples Synthesizing	Word stress
3 THE INTERNET AND TECHNOLOGY <i>Academic Disciplines</i> Computer science / Engineering	Fiber Optic Cables	1: A student radio program about developments in robotics 2: A news report about how computers affect memory	Key Skill Listening for reasons Additional Skills Understanding key vocabulary Using your knowledge Predicting content using visuals Listening for main ideas Listening for details Taking notes Synthesizing	Consonant sounds /s/, /ʃ/, /tʃ/ Strong /æ/ and weak /ə/
4 WEATHER AND CLIMATE <i>Academic Disciplines</i> Ecology / Environmental Studies / Psychology	The Impact of Oceans on Climate	1: A student discussion on how weather affects people's moods 2: A news report on global warming and its effects on rainforests	Key Skill Predicting ideas from research Additional Skills Understanding key vocabulary Using your knowledge Predicting content using visuals Listening for main ideas Listening for details Taking notes Synthesizing	Rising and falling intonation Vowel sounds /ɑ/ and /oʊ/

	LANGUAGE DEVELOPMENT	CRITICAL THINKING	SPEAKING	ON CAMPUS
	Review of the simple past Descriptive adjectives	Planning a presentation Evaluating opinions	<i>Speaking Skills</i> Signposting an opinion Organizing information for a presentation <i>Pronunciation</i> Connecting speech <i>Speaking Task</i> Give a presentation about an interesting place.	<i>Life Skill</i> Campus resources
	Gerunds and infinitives Collocations with <i>go to</i> , <i>take</i> , and <i>have</i>	Organizing ideas Analyzing and evaluating options	<i>Speaking Skills</i> Making suggestions Agreeing and disagreeing <i>Speaking Task</i> Choose a group of events from a festival and persuade your group to go to them.	<i>Communication Skill</i> Starting and continuing a conversation
	<i>Can / be able to</i> Vocabulary for technology	Evaluating and categorizing advantages and disadvantages	<i>Speaking Skill</i> Giving additional and contrasting information <i>Speaking Task</i> Present a report about a device or technology.	<i>Study Skill</i> Technology for learning
	Verb collocations Future forms	Evaluating effects	<i>Speaking Skill</i> Linking words to explain cause and effect <i>Speaking Task</i> Give a presentation about changes in the climate.	<i>Life Skill</i> Managing your time

UNIT	WATCH AND LISTEN	LISTENINGS	LISTENING SKILLS	PRONUNCIATION FOR LISTENING	
5 SPORTS AND COMPETITION <i>Academic Disciplines</i> Sports Management / Sports Science	Kasparov versus Deep Blue	1: A student presentation on unusual sports 2: A discussion about money in sports	Key Skill Listening for bias Supporting opinions Additional Skills Understanding key vocabulary Listening for main ideas Listening for details Listening for opinion Taking notes Synthesizing	Making corrections	
6 BUSINESS <i>Academic Disciplines</i> Business / Marketing	Food at Coffee Shops	1: A conversation between a business student and a professor about a project 2: A conversation between a business owner and a consultant	Key Skill Listening for numbers Additional Skills Understanding key vocabulary Using your knowledge Listening for details Listening for reaction Making inferences Taking notes Synthesizing	Pronouncing numbers	
7 PEOPLE <i>Academic Disciplines</i> Psychology / Sociology	Trash Artists	1: A student presentation on creative people 2: A student conversation about a project	Key Skill Listening for attitude Additional Skills Understanding key vocabulary Using your knowledge Listening for main ideas Listening for details Taking notes Synthesizing	Intonation for emotion and interest	
8 THE UNIVERSE <i>Academic Disciplines</i> Astronomy / Engineering	Empire of the Sun	1: A radio program about space travel 2: A discussion on funding for space exploration	Key Skill Understanding meaning from context Additional Skills Understanding key vocabulary Predicting content using visuals Listening for details Listening to an introduction Taking notes Synthesizing	Words with easily confused sounds	

	LANGUAGE DEVELOPMENT	CRITICAL THINKING	SPEAKING	ON CAMPUS
	Factual and future real conditionals Adverbs of degree	Analyzing reasons and supporting evidence Using a persuasion map	<u>Speaking Skills</u> Presenting a point Asking for and giving clarification <u>Speaking Task</u> Have a discussion about money in sports. Discuss reasons for and against athletes being paid extremely large amounts of money.	<u>Communication Skill</u> Asking for information
	Comparatives and superlatives Phrasal verbs	Using problem and solution charts Analyzing and evaluating problems and possible solutions	<u>Speaking Skill</u> Giving advice <u>Speaking Task</u> Give advice to a failing business.	<u>Communication Skill</u> Working in groups
	Adjective endings -ed and -ing The past progressive: • Forming the past progressive • The past progressive and the simple past	Using an idea map Analyzing qualities	<u>Speaking Skills</u> Time order Examples and details <u>Speaking Task</u> Give a presentation about a remarkable person and his or her work.	<u>Presentation Skill</u> Giving presentations
	Vocabulary for problems and solutions Future unreal conditionals	Analyzing a problem Evaluating possible solutions to a problem Using a problem and solution chart	<u>Speaking Skills</u> Turn-taking Showing levels of agreement <u>Speaking Task</u> Discuss how to get children interested in space exploration.	<u>Study Skill</u> Reviewing for exams

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.

2 Listening

Receptive, language, and analytical skills

Students improve their listening abilities through a sequence of proven activities. They study key vocabulary to prepare them for each listening and to develop academic listening skills. Pronunciation for Listening exercises help students learn how to decode spoken English. Language Development sections teach grammar and vocabulary. A second listening leads into synthesis exercises that prepare students for college classrooms.

WATCH AND LISTEN




ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

PREPARING TO WATCH

- 1 Work with a partner and answer the questions.
 - 1 How many oceans are there in the world? Can you name them?
 - 2 How much of the Earth is covered by water?
 - 3 Do you think oceans are important? Why or why not?
- 2 Look at the diagram of Earth. Write a, b, c, d, or e in the statements. Compare your answers with a partner.



- 1 The weather is usually warm and sunny in _____, _____, and _____.
- 2 The weather in _____ and _____ is usually cold in the winter.
- 3 Places near _____ are the hottest.
- 4 My country's weather is similar to the weather in _____.

GLOSSARY

current (n) a movement of water or air

equator (n) the imaginary line around the Earth that divides it into equal north and south parts

gyre (n) a flow of water in a circle

heat (n) hot weather, extreme warmth

planet (n) a large, round object in space, such as Earth or Mars, that moves around the sun

32 UNIT 1

WHILE LISTENING

SOLE **Listening for main ideas**

Main ideas are the most important ideas about the topic being discussed. To help you figure out what the main idea is, think about the topic. What about the topic does the speaker focus on? For example, a main idea about the topic of festivals could be that they have a lot of fun activities. So that is what the speaker or writer talks about. Take notes on the main ideas as you listen.

TAKING NOTES ON MAIN IDEAS

4 **2.4** Listen to the discussion. Write the main ideas. Remember that main ideas are the most important ideas about a topic.

PRISM **North American holiday:** (1) _____

U.S. & Canada celebrate - everyone thankful

(2) _____ and friends - eat meal together

(3) _____ meal: turkey, stuffing, potatoes, corn, cranberries, pie

(4) _____ **differences:**

(5) _____	(6) _____
(7) _____ : spicy	sweet, whipped cream
(8) _____ : rice or bread	cornbread, oysters

(9) _____ : leaves, fall vegetables, candies

(10) _____ (red, yellow, orange)

Canadian Thanksgiving: October, American Thanksgiving: November

(11) _____ : parades, watch TV, sports; no gifts

(12) _____ : small local parade, (13) _____ : big New York City parade on TV

(14) Different _____ for the holiday

Canada: fall harvest

U.S.: fall harvest + remembering Native Americans helping settlers hunt and grow food

40 UNIT 2

PREPARATION FOR SPEAKING

PRESENTING POINTS AND CLARIFYING STATEMENTS

Presenting a point

When you discuss a topic with others, you can use signal words to help you make that point strongly.

Of course, obviously, actually, and definitely all signal to the listener that what comes next is going to be a point that you wish to emphasize.

PRISM Online Workbook

- 1 **5.5** Listen to the sentences from Listening 2. Use the words from the box to complete the sentences.

actually definitely obviously of course

- I think there is _____ more marketing and business in sports than ever before.
- And _____, only about 5 percent of Olympic athletes get money from big companies to be in ads.
- Well, _____ poorer countries can't usually pay the costs for training athletes.
- And _____, the countries with lots of money can train their athletes really well.

- 2 Write sentences to give reasons and support either for or against the points you made in Exercises 4 and 5 in Critical Thinking. Use a word from the box above to emphasize your point in each sentence.

Sports fans *actually* like to see ads with athletes in them.

- _____
- _____
- _____
- _____

- 3 Work with a partner who chose the same point of view as you in Exercise 2. Share your sentences. Discuss your argument, reasons, and support. Do you have similar ideas?

34 unit 1

3 Speaking

Critical thinking and production

Multiple critical thinking activities begin this section, setting students up for exercises that focus on speaking skills, functional language, and pronunciation. All of these lead up to a structured speaking task, in which students apply the skills and language they have developed over the course of the entire unit.

ON CAMPUS

CAMPUS RESOURCES

PREPARING TO LISTEN

- 1 Look at the map and find the places below. Which of the places do you have on your campus?

the library residence halls parking the gym the theater
the Student Union the Administration building



WHILE LISTENING

- 2 **1.8** Listen to the campus tour. Circle on the map the six places mentioned and write them in column A.

A Place	B What students can do there
Administration building	pay tuition

- 3 **1.8** Listen again and complete column B in the table.

34 unit 1

4 On Campus

Skills for college life

This unique section teaches students valuable skills beyond academic listening and speaking. From asking questions in class to participating in a study group and from being an active listener to finding help, students learn how to navigate university life. The section begins with a context-setting listening, 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.

SPEAKING

CRITICAL THINKING

At the end of this unit, you are going to do the Speaking Task below.

Give a presentation about changes in the climate.

REMEMBER

- 1 Work with a partner. You are going to study climate change in the Arctic. What kind of weather is there in the Arctic? Make a list of how problems with the weather in the Arctic could affect people, animals, and the environment.
- 2 Work with a partner. Read the problems in the box for the Arctic. Did you and your partner have the same ideas?

THE ARCTIC

Temperatures rise.

Polar ice melts.

Sea levels rise.

Polar bears and other animals lose sea ice to hunt from.

Arctic animals begin to disappear.

People in the Arctic lose traditional food sources.

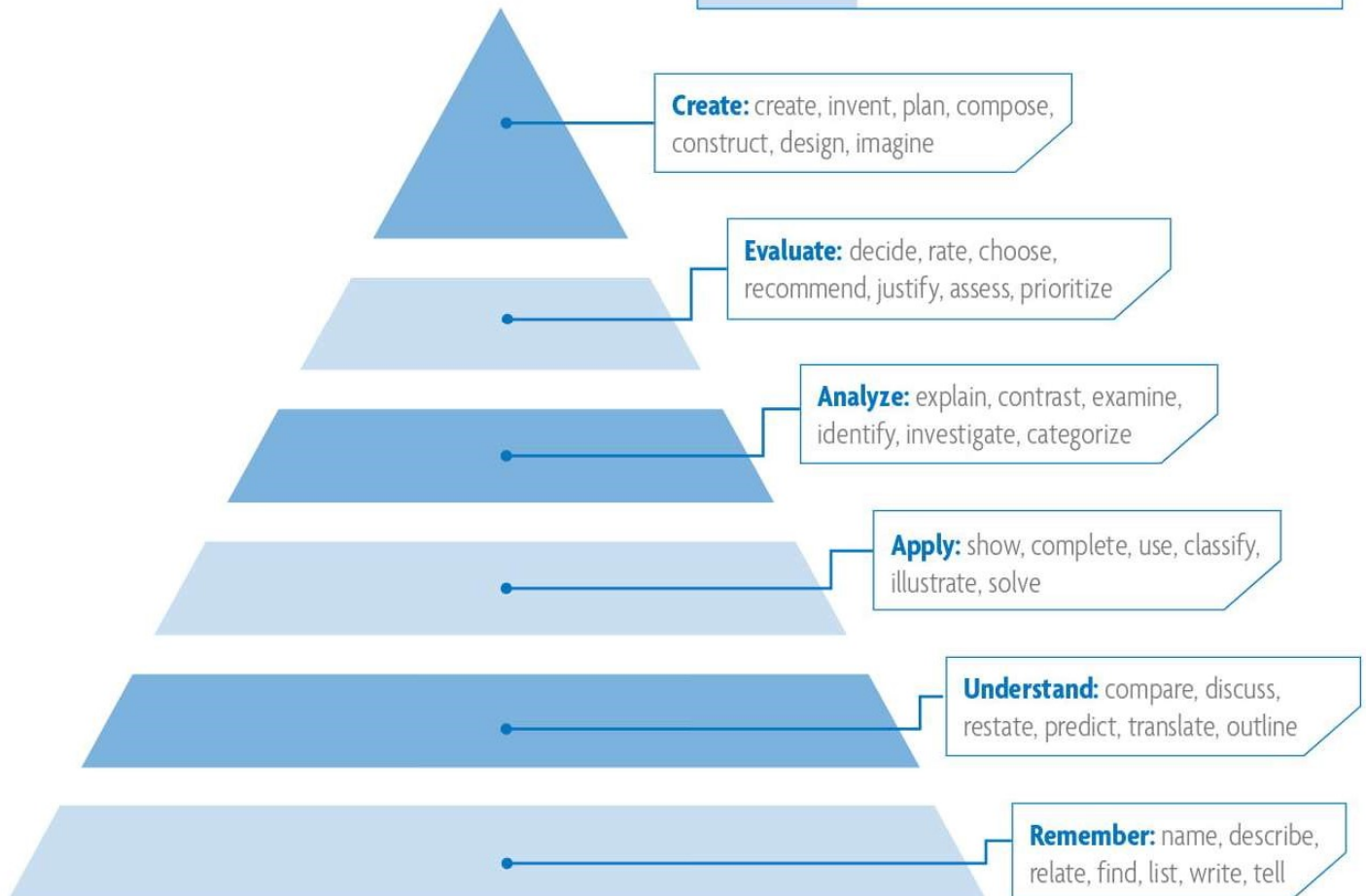
ANALYZE

- 3 Write the phrases from the box to complete the effects in the table. Use a dictionary to help you.

sea levels rise wildlife will begin to disappear ice will melt

causes of problem	effects of problem
The Arctic	
1 temperatures rise	a <u>ice melts</u>
2 ice melts	b _____
3 less sea ice for animals to hunt from	c _____

24 UNIT 4



WHAT MAKES PRISM SPECIAL: CRITICAL THINKING

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.

CREATE

5 With your group, create your own cause-effect chain for Africa, low-level lands, or California. Use the ideas from the boxes below and your own ideas.

<p>AFRICA</p> <p>By 2050 up to 600 million people won't be able to get drinking water. Drought will stop farmers from growing food. Shortage of clean water will help diseases spread. Some land areas will be under the ocean. Some areas may lose up to 60% of the animal species.</p>	<p>CALIFORNIA</p> <p>Temperature rises. Heat waves occur. Less water is in the land. Drought occurs.</p> <p>Trees die. Wildfires occur. People lose homes and jobs.</p>
<p>LOW-LEVEL LAND (MALDIVES, THE FLORIDA COASTLINE)</p> <p>Ice on land melts around the world. Sea levels rise. Low-level land around the world floods.</p>	<p>Land areas go under water. Some people lose their home or country. People have to find new homes or countries to live in.</p>

ANALYZE

6 Can the cause-effect chain repeat? If so, draw an arrow from the box that could cause something in the chain to occur again.

7 Look at the words in the cause-effect chain you created. How exactly does one cause create the next effect?

PREPARATION FOR SPEAKING

LINKING WORDS TO EXPLAIN CAUSE AND EFFECT

SKILLS You can use words to let a listener know that what comes next will be an explanation of the cause of something. Examples of linking words for causes are *because*, *because of*, and *due to*.

You can also use linking words to show that what comes next is the effect of something. Examples of effect linking words are *so*, *therefore*, and *as a result*. Word order is important to help the listener know if a cause or an effect will follow. The linking word should come right before the cause or effect.

10 UNIT 4

SPEAKING

CRITICAL THINKING

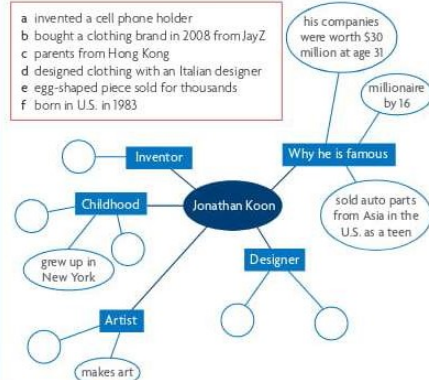
At the end of this unit, you are going to do the Speaking Task below.

- Give a presentation about a remarkable person and his or her work. Describe the impact of this person's work on our lives.

SKILLS **Using an idea map**
Use an idea map to think of topics and related subtopics that you want to find information about. Start with your main topic in the center of the idea map. Write subtopics on the "legs" of the idea map. Use the map to help you do research about your topic and subtopics and organize the information that you find.

REMEMBER

- 1 Work with a partner. Fill in the idea map about Jonathan Koon. Use your notes from Exercise 3 in Listening 2 (page 159) to help you. Write the letter of each phrase in the bubbles.



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

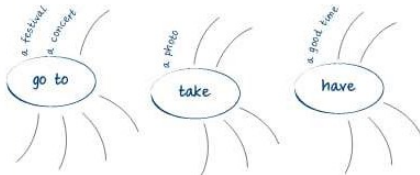
COLLOCATIONS

A collocation is a combination of two or more words that are often used together.
go to college, go to a talk, go to class

PRISM Prism Research

4 Label each circle with the correct words from the box to make verb + noun collocations. Some words can be used more than once.

a celebration (x2) care college a concert an event (x2)
a festival fun a good time a lecture a party (x2)
part place a photo a problem a video your time



5 Write the correct form of *go to*, *have*, or *take*.

- Excuse me, can you _____ a photo of my sister and me?
- What time will you leave your house to _____ the celebration?
- I'm going on vacation next week. Will you _____ care of my plants?
- _____ a good time on your vacation!
- I'm sorry that I can't go to your party tonight. But I hope you _____ fun!

6 Write the correct form of the words from Exercise 4. In some items, more than one answer is possible.

- What do you think makes a good festival? Should everyone go to every _____, or is it OK to miss some of them?
- Do you take _____ to enjoy a festival when you go, or do you hurry to see things?
- In your country do people often go to _____ to listen to music?
- If it's your birthday, do you have a _____?

7 Work with a partner. Ask and answer the questions.

50 UNIT 1

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.

LISTENING

LISTENING 1

PRONUNCIATION FOR LISTENING

Skills Rising and falling intonation

Intonation describes how the tone of your voice goes up (rises) and goes down (falls). Intonation can help you understand someone's mood (e.g., happy, interested, excited, bored, sad, upset, etc.). Rising intonation can show interest or happiness. Falling intonation often shows boredom or sadness. Falling intonation can also show certainty.

really (rising intonation) = The speaker is interested.

really (falling intonation) = The speaker is not interested.

The meaning of a sentence can change depending on the intonation. Read the sentence aloud with a rising intonation and then a falling intonation. How does the meaning change?

I know.

PRISM Prism Research

1 **41** Listen to the dialogues. Write I (interested) or B (bored) for Speaker B.

- A: Did you know global warming is still increasing?
B: Is it? _____
- A: It's my birthday today.
B: Really? Happy birthday! _____
- A: The weather got really chilly, didn't it?
B: I suppose so. _____
- A: Thanks for inviting me to your party!
B: You're welcome. It'll be nice to see you! _____
- A: Dinner was great.
B: Good. Glad you liked it. _____

2 Work with a partner. Read the dialogues aloud. Speaker B should change their intonation. Speaker A should guess whether Speaker B sounds interested or bored.

54 UNIT 4

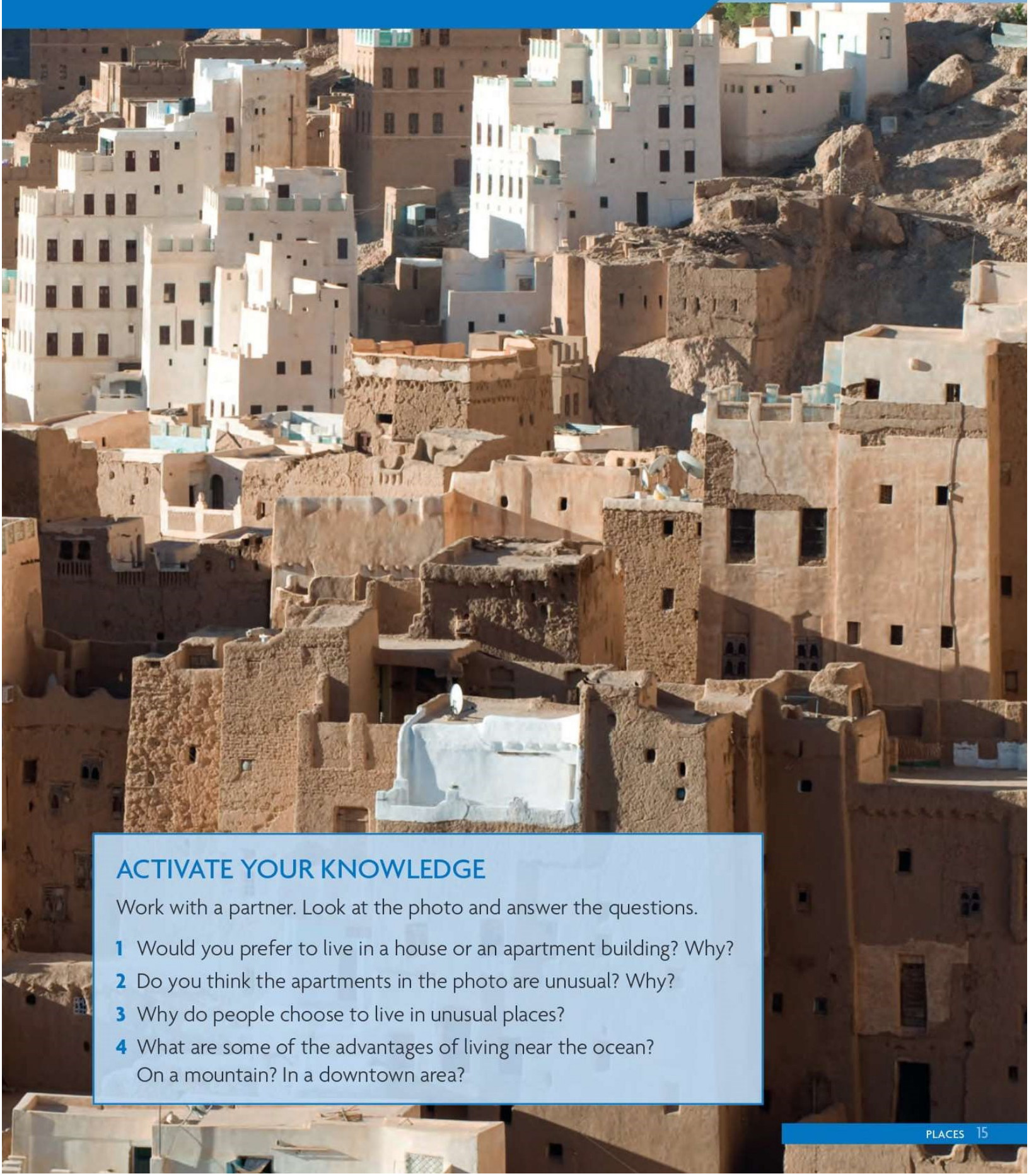
Pronunciation for Listening

Training your ears

This unique feature teaches learners to listen for specific features of spoken English that typically inhibit comprehension. Learners become primed to better understand detail and nuance while listening.

LEARNING OBJECTIVES

Listening skills	Predict content using visuals; distinguish fact from opinion
Pronunciation	Vowel sounds /eɪ/, /ɒ/, /ɪ/, /ʌ/; connect speech
Speaking skills	Signpost an opinion; organize information for a presentation
Speaking Task	Give a presentation about an interesting place
On Campus	Campus resources



ACTIVATE YOUR KNOWLEDGE

Work with a partner. Look at the photo and answer the questions.

- 1 Would you prefer to live in a house or an apartment building? Why?
- 2 Do you think the apartments in the photo are unusual? Why?
- 3 Why do people choose to live in unusual places?
- 4 What are some of the advantages of living near the ocean?
On a mountain? In a downtown area?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

UNDERSTANDING MAIN IDEAS

PREPARING TO WATCH

- 1 Work with a partner and answer the questions.
 - 1 Where is the city of Venice?
 - 2 What do you know about Venice?
 - 3 Why do tourists like to visit old towns or cities like Venice?
- 2 You are going to watch a video about Venice. Look at the pictures from the video. Work with a partner. Discuss how this city looks different from other cities.

GLOSSARY

canal (n) a river made by people

gondola (n) a narrow boat with a raised point at both ends, used on canals in Venice


man-made (adj) not natural, but made by people

palace (n) a large, important house or building, often where a king or queen lives

stilts (n) long pieces of wood or metal that a building stands on so that it is above the ground or water

WHILE WATCHING

- 3 Watch the video. Write *T* (true) or *F* (false) next to the statements. Correct the false statements.
 - _____ 1 Venice does not have many beautiful churches.
 - _____ 2 There are a lot of canals and bridges.
 - _____ 3 Most of the islands between the canals are big.
 - _____ 4 Today, Venice is important for art and businesses.
 - _____ 5 People know Venice as a popular tourist center.
 - _____ 6 The Grand Canal is the smallest canal in Venice.
 - _____ 7 The Grand Canal is a man-made river.
 - _____ 8 Another name for Venice is “The City of Boats.”

4  Read the questions. Then watch the video again and answer the questions.

- 1 What does Venice have instead of busy roads?
- 2 What don't you see on them?
- 3 What is the name of the special boats in the video?
- 4 What are palaces and other buildings in Venice built on?
- 5 What was the Ca' d'Oro palace decorated with?
- 6 What is the Rialto Bridge made of?

5 Work with a partner. Complete each sentence with a number from the box.

one two 15 117 300 400

- 1 There are _____ islands between the canals, and _____ bridges in Venice.
 - 2 The Grand Canal is more than _____ miles long.
 - 3 For nearly _____ years, you could only cross the Grand Canal on the Rialto Bridge.
 - 4 The Ca' d'Oro is _____ of Venice's most beautiful palaces.
 - 5 The palace was built in the _____th century.
- 6 Work with a partner. The speaker in the video says that a gondola ride is "one of the best 30 minutes you can spend in your life."
- 1 Why do you think the speaker says this?
 - 2 Do you agree with his opinion? Why or why not?

DISCUSSION

- 7 Work in a small group. Discuss the questions.
- 1 What do you think it is like to live in Venice?
 - 2 Does your hometown or country have any interesting canals, rivers, or roads?
- 8 Look at the advertisement about gondola boat rides. Answer the questions.
- 1 Can you take a boat ride on Monday night?
 - 2 Is there a boat ride at 10:00 in the morning?
 - 3 Where does the boat ride begin?
 - 4 How much does it cost?
 - 5 Why do you think the boat rides are from April until October?
 - 6 Why do the boats have life jackets?

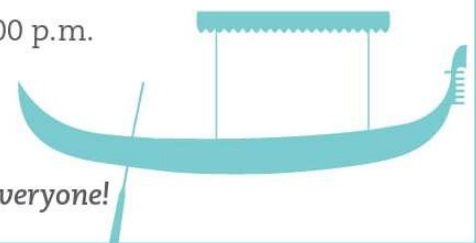
Gondola Boat Rides

Starting at the Ca' d'Oro Palace
Every day of the week
11:00 a.m., 2:00 p.m., 3:00 p.m.

€20 per person

from April to October

We have life jackets for everyone!



LISTENING 1

UNDERSTANDING KEY VOCABULARY

PREPARING TO LISTEN

1 Read the sentences. Write the words in bold next to the definitions.

- 1 Look at the pictures. Do you **recognize** any of the places? Where are they?
- 2 Some of these places are very **strange**. They are not like other places.
- 3 The **capital** of the United States is Washington, D.C. The president lives there.
- 4 These **ancient** buildings are more than 1,000 years old.
- 5 Mountains have a lot of **rocks** on them. It is difficult to walk around them. They make it difficult to walk.
- 6 Kara lives in a small **apartment** in New York City. It's in a big building.
- 7 We have to drive over the **bridge** to get to the island.
- 8 Lisa found a large **cave** on the mountain. It was very dark and cold inside.

- a _____ (adj) different from the usual or normal; unusual or not expected
- b _____ (n) something built over a river or road that lets people, cars, or trains go across
- c _____ (n) a hard piece of the material that the Earth is made of
- d _____ (v) to know something because you have seen it before
- e _____ (n) a large hole in the side of a mountain or under the ground
- f _____ (adj) from a long time ago; very old
- g _____ (n) a room or set of rooms in a building for someone to live in
- h _____ (n) the most important city in a country or state, where the government is

SKILLS

Predicting content using visuals

Before you listen, look quickly at the pictures related to the listening. Think of important or “key” words to describe the pictures. This helps you understand more about the topic when you listen.

- 2 You are going to listen to a podcast about homes around the world. Look at the photos. What do you think you will learn about homes?
- 3 Work with a partner. Look at the photos. Match the words from the box to the photos. In some items, more than one answer is possible.

PREDICTING CONTENT USING VISUALS

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Workbook

an-cient bridge cave rock strange

