

Reading, Writing  
& Critical Thinking

# UNLOCK

4

STUDENT'S BOOK  
WITH DIGITAL PACK

THIRD EDITION

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CAMBRIDGE





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# MAP OF THE BOOK

UNIT	VIDEO	READING	VOCABULARY	
<b>1 GLOBALIZATION</b> Reading 1: IKEA's global success (Business) Reading 2: Changing eating habits in Italy (Economics / Cultural studies)	China plans revival of Silk Road trade routes	<u><b>Key reading skill:</b></u> Making predictions from a text type Topic sentences <u><b>Additional skills:</b></u> Understanding key vocabulary Using your knowledge Reading for main ideas Reading for detail Making inferences Identifying purpose and audience Synthesizing	Academic alternatives to phrasal verbs Globalization vocabulary	
<b>2 EDUCATION</b> Reading 1: University courses: a traditional degree vs a degree apprenticeship (Education / Sociology) Reading 2: Distance learning vs face-to-face learning (Education)	Global literacy campaigns	<u><b>Key reading skill:</b></u> Making inferences <u><b>Additional skills:</b></u> Understanding key vocabulary Using your knowledge Reading for main ideas Reading for detail Synthesizing	Education vocabulary Academic vocabulary	
<b>3 MEDICINE</b> Reading 1: The homeopathy debate (Medical ethics) Reading 2: Should healthcare be free? (Economics)	Doctors using VR to help patients	<u><b>Key reading skill:</b></u> Annotating a text <u><b>Additional skills:</b></u> Understanding key vocabulary Using your knowledge Skimming Reading for main ideas Reading for detail Identifying opinions Scanning to find key words Making inferences Synthesizing	Medical vocabulary Academic vocabulary	
<b>4 THE ENVIRONMENT</b> Reading 1: Disaster mitigation (Meteorology) Reading 2: Going Green in Denmark (Environment)	Population and water	<u><b>Key reading skill:</b></u> Identifying cohesive devices <u><b>Additional skills:</b></u> Understanding key vocabulary Using your knowledge Predicting content using visuals Skimming Reading for main ideas Reading for detail Making inferences Synthesizing	Academic noun phrases Natural disaster vocabulary	



	GRAMMAR	CRITICAL THINKING	WRITING
	<u><b>Grammar for writing:</b></u> Noun phrases Time phrases	Evaluating supporting examples Using tables and diagrams	<u><b>Academic writing skills:</b></u> Essay structure Writing an effective thesis statement <u><b>Writing task type:</b></u> Write an explanatory essay. <u><b>Writing task:</b></u> How has globalization changed your country?
	<u><b>Grammar for writing:</b></u> Comparison and contrast language: • Transitions to show comparison and contrast • Adverb clauses of contrast	Analyzing similarities and differences Using a Venn diagram	<u><b>Academic writing skills:</b></u> Avoiding run-on sentences and comma splices Comparison and contrast essays <u><b>Writing task type:</b></u> Write a comparison and contrast essay. <u><b>Writing task:</b></u> Discuss the similarities and differences between studying a language and studying Mathematics.
	<u><b>Grammar for writing:</b></u> Articles Transitions to show concession	Evaluating ideas	<u><b>Academic writing skills:</b></u> Sentence variety <u><b>Writing task type:</b></u> Write an opinion essay <u><b>Writing task:</b></u> Some people believe that disease prevention is the responsibility of the individual, while others believe it is the role of the government. Discuss both views and give your opinion.
	<u><b>Grammar for writing:</b></u> Expressing solutions using <i>it</i>	Analyzing a case study Evaluating arguments	<u><b>Academic writing skills:</b></u> Developing ideas Parallel structure <u><b>Writing task type:</b></u> Write a problem-solution essay <u><b>Writing task:</b></u> Choose a case study of a natural disaster. Write an essay about the problems it caused and provide both short and long-term solutions, taking cost into consideration.



UNIT	VIDEO	READING	VOCABULARY	
<b>5 ARCHITECTURE</b>  Reading 1: We need more green buildings (Environmental planning)  Reading 2: Building design: form vs function (Building design)	Government grants for warmer, cheaper housing	<u><b>Key reading skill:</b></u> Skimming a text  <u><b>Additional skills:</b></u> Understanding key vocabulary Using your knowledge Reading for detail Understanding paraphrase Making inferences Synthesizing	Academic word families Architecture and planning vocabulary	
<b>6 ENERGY</b>  Reading 1: Renewable energy (Energy development)  Reading 2: The pros and cons of the electric car (Environment / technology)	The power of the wind	<u><b>Key reading skill:</b></u> Working out meaning from context  <u><b>Additional skills:</b></u> Understanding key vocabulary Using your knowledge Predicting content using visuals Reading for main ideas Reading for detail Making inferences Synthesizing	Energy collocations Formal and informal academic verbs	
<b>7 ART AND DESIGN</b>  Reading 1: All that art is (Fine art)  Reading 2: Photography as art (Photography)	Beijing Art Zone	<u><b>Key reading skill:</b></u> Scanning to find information  <u><b>Additional skills:</b></u> Understanding key vocabulary Using your knowledge Predicting content using visuals Reading for detail Making inferences Understanding paraphrase Synthesizing	Vocabulary for art and design	
<b>8 AGEING</b>  Reading 1: The social and economic impact of ageing (Economics)  Reading 2: What are the impacts of a young population on a society? (Social anthropology)	The happiest time of your life?	<u><b>Key reading skill:</b></u> Identifying evidence in a text  <u><b>Additional skills:</b></u> Understanding key vocabulary Using your knowledge Reading for main ideas Reading for detail Working out meaning Synthesizing	Academic collocations with prepositions	



	GRAMMAR	CRITICAL THINKING	WRITING
	<u><b>Grammar for writing:</b></u> Register in academic writing	Creating a persuasive argument	<u><b>Academic writing skills:</b></u> Ordering information Writing a persuasive argument <u><b>Writing task type:</b></u> Write a persuasive essay <u><b>Writing task:</b></u> Which is more important when building or buying a new home: its location or its size?
	<u><b>Grammar for writing:</b></u> Relative clauses	Evaluating benefits and drawbacks Organizing ideas for an essay	<u><b>Academic writing skills:</b></u> Introducing advantages and disadvantages Coherence <u><b>Writing task type:</b></u> Write an advantages and disadvantages essay <u><b>Writing task:</b></u> Explain the advantages and disadvantages of three types of renewable energy and decide which would work best in your country.
	Paraphrasing quotations <u><b>Grammar for writing:</b></u> Substitution Ellipsis	Understanding and evaluating analogies	<u><b>Academic writing skills:</b></u> Arguments, counter-arguments and refutations <u><b>Writing task type:</b></u> Write an argumentative essay <u><b>Writing task:</b></u> Fashion, cooking and video games have all been likened to fine art. Choose <i>one</i> of these and discuss whether it should be considered fine art, comparable to painting or sculpture.
	Cause and effect <u><b>Grammar for writing:</b></u> Language of prediction The first conditional	Drawing appropriate conclusions from graphical data	<u><b>Academic writing skills:</b></u> Numerical words and phrases Interpreting graphs and charts <u><b>Writing task type:</b></u> Write an analysis essay <u><b>Writing task:</b></u> Describe population trends in Japan. Use the data from the graph as evidence to support your claims. Suggest the potential impact on the country if the 2050 projections are correct.



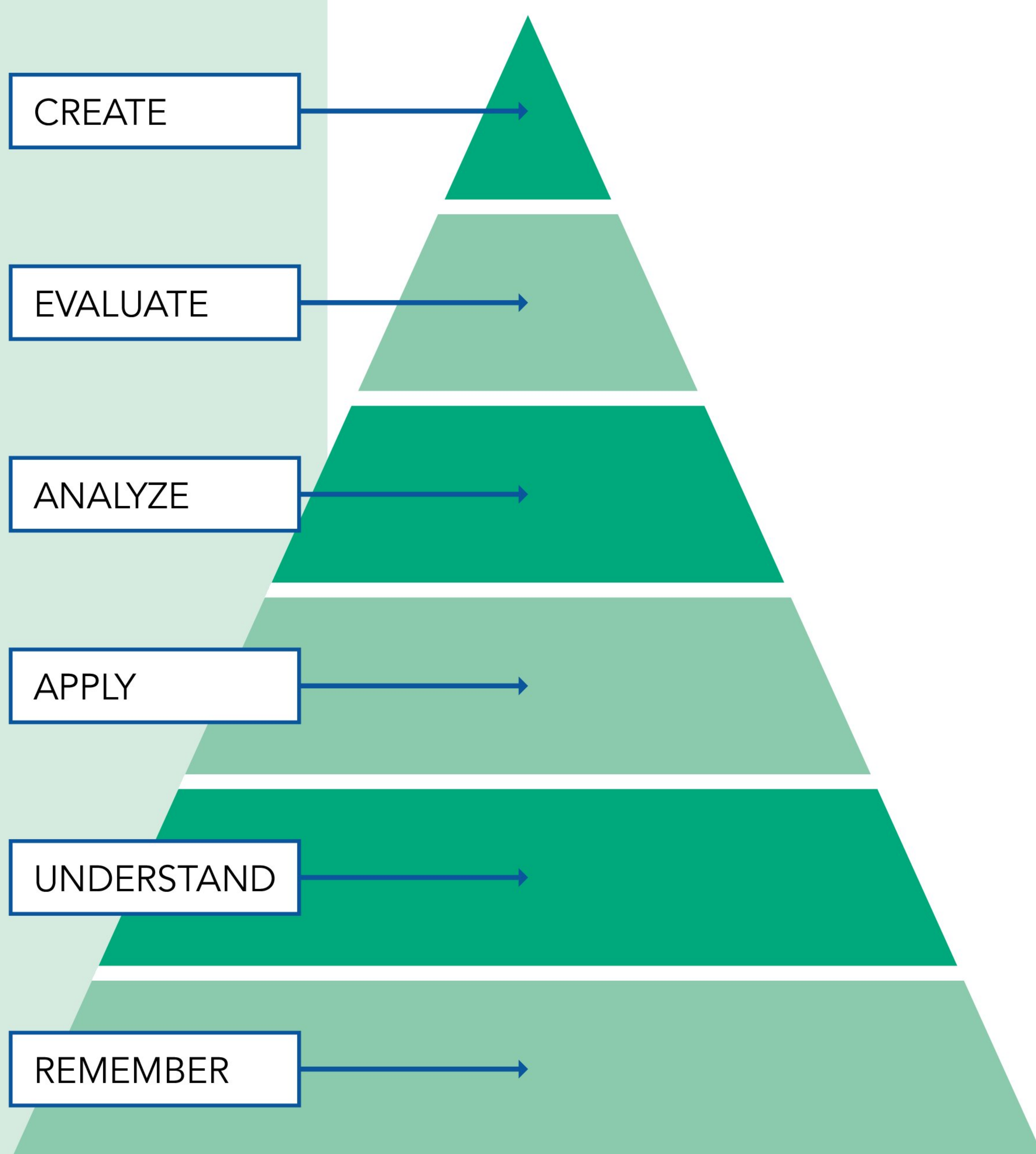
# YOUR GUIDE TO UNLOCK

## UNLOCK YOUR ACADEMIC POTENTIAL

*Unlock Third Edition* is a six-level, academic-light English course created to build the skills and language students need for their studies (CEFR Pre-A1 to C1). It develops students' ability to think critically in an academic context right from the start of their language learning. Every level has inspiring videos on a range of academic topics.

### CRITICAL THINKING

*Unlock Third Edition* includes the right mix of lower- and higher-order thinking skills development in every unit, with clear learning objectives. Students are better prepared for their academic studies and have the confidence to apply the critical thinking skills they have developed. Critical thinking in *Unlock Third Edition*:




- is **informed** by a range of academic research from Bloom in the 1950s, to Krathwohl and Anderson in the 2000s, to more recent considerations relating to 21st Century Skills
- has a **refined** syllabus with a better mix of higher- and lower-order critical thinking skills
- is **measurable**, with objectives and self-evaluation so students can track their critical thinking progress
- is **transparent** so teachers and students know when and why they're developing critical thinking skills
- is **supported** with professional development material for teachers so teachers can teach with confidence




## TEACHER RESOURCES

We've carried out research with teachers across the world to understand their needs and how we can better meet them with *Unlock*. All teacher resources can be accessed on our learning platform, Cambridge One [cambridge.org/one](https://cambridge.org/one).

- Fully interactive presentation software, **Presentation Plus**, with pop-up activities to type or automatically display answers.
- Downloadable **Model Answer Booklet** with model answers for all end-of-unit productive activities and example answers for all 'Answers may vary' activity types in the Student's Book.
- **Variations of unit tests, mid- and end-of-course tests** give teachers options when assessing student understanding and progress.
- **Teacher Manual and Development Pack** supports your teaching with flexible lesson plans with timings for every unit.
- **Digital Workbook with videos** to assign additional practice for your students whenever you see this symbol 

## RESEARCH

*Unlock Third Edition* is informed by consulting with a global advisory panel and comprehensive review of the material so you can be assured of the quality of every lesson.

- **extensive market research** with teachers and students to fully understand their needs throughout the course's development
- consulting **academic research** into critical thinking
- refined vocabulary syllabus using our **exclusive Corpus research** 



# HOW UNLOCK WORKS

## UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 Look at the photo. What do you think the people are studying?
- 2 What do you think of the education system in your country? What do you think works well and what could be improved?
- 3 How do you think your education system could become more modernized and useful for today's generation? Think about new subjects, and technology for the classroom.
- 4 At what age can students leave school in your country? What type of exams do you have to take before you leave school?

## Unlock your knowledge

Encourages discussion around the themes of the unit with inspiration from interesting questions and striking images.

## WATCH AND LISTEN



## PREPARING TO WATCH

- 1 Work with a partner and answer the questions.
  - 1 How do you think your life would be different if you were unable

## ACTIVATING YOUR KNOWLEDGE

## Watch and listen

Features an engaging and motivating video which generates interest in the topic and develops listening skills.

## READING

### READING 1



## PREPARING TO READ

- 1 You are going to read an essay with the title *A Traditional Degree Versus a Degree Apprenticeship*. Look at the photos. Which

## PREDICTING CONTENT USING

## Reading 1

Offers students the opportunity to develop the reading skills required to process academic texts, and presents and practises the vocabulary needed to comprehend the text itself.

### READING 2

## PREPARING TO READ

- 1 You are going to read an article about distance and face-to-face learning. Before you read, match the collocations to their meanings.

1 core principles	a recent trend
2 credible alternative	b important distinction
3 distance learning	c an academic qualification obtained from online instruction
4 modern phenomenon	d key values
5 online degree	e general education from online instruction
6 significant difference	f online course
7 technological advances	g reliable substitute
8 virtual classroom	h developments in technology
- 2 Complete the sentences and discuss your answers with a partner.
  - 1 One interesting **modern phenomenon** in my country is \_\_\_\_\_.

## UNDERSTANDING KEY VOCABULARY

## Reading 2

Provides a different angle on the topic and serves as a model text for the writing task.

## LANGUAGE DEVELOPMENT

### EDUCATION VOCABULARY

assignment campus degree dissertation examination journal lecturer plagiarism seminar term tutor

- 1 Complete the statements with some of the words from the box. Then circle the option in *italics* to give your own opinion.
  - 1 If a student commits \_\_\_\_\_ by copying from their sources, or by not acknowledging them, when writing an essay, they *should* / *should not* be removed from the course immediately.
  - 2 Research papers, known as \_\_\_\_\_, *should* / *should not* be available free of charge to students from poorer backgrounds.
  - 3 When you need to pass a formal \_\_\_\_\_ to get a specific qualification, you should revise *on your own* / *with peers*.
  - 4 When I am given an \_\_\_\_\_ to complete, I usually *manage* / *do not manage* to hand it in on time.

## Language development

Consolidates and expands on the language presented in preparation for the writing task.

## UNIVERSITY COURSES:

### A TRADITIONAL DEGREE VS A DEGREE APPRENTICESHIP

1 Traditional university degrees have been valued for hundreds of years. A university education allows graduates to make better choices by increasing job opportunities for a broad range of careers. Research shows that men with a university education can earn salaries of around 8% more than their **peers** and for graduate women the gap is even bigger at 28%. **It is not surprising**, therefore, that university is the most popular higher education option with nearly eight hundred thousand school-leavers starting a degree course in 2023. However, even though a traditional degree is extremely beneficial, it can still be extremely challenging for graduates to find a job due to a lack of work experience. Degree apprenticeships, which were introduced in the UK in 2015, are realistic alternatives to gaining a degree qualification, particularly with school-leavers who



3 Research suggests that one of the main advantages graduate apprentices have over their peers is that they learn key workplace skills. During their apprenticeship students will attend meetings and meet **deadlines**. They will build valuable relationships with colleagues at many different levels and may even communicate with external 'stakeholders' like customers. These 'soft skills', for example,

## QR codes

Allow students to easily access the audio of the reading passages.



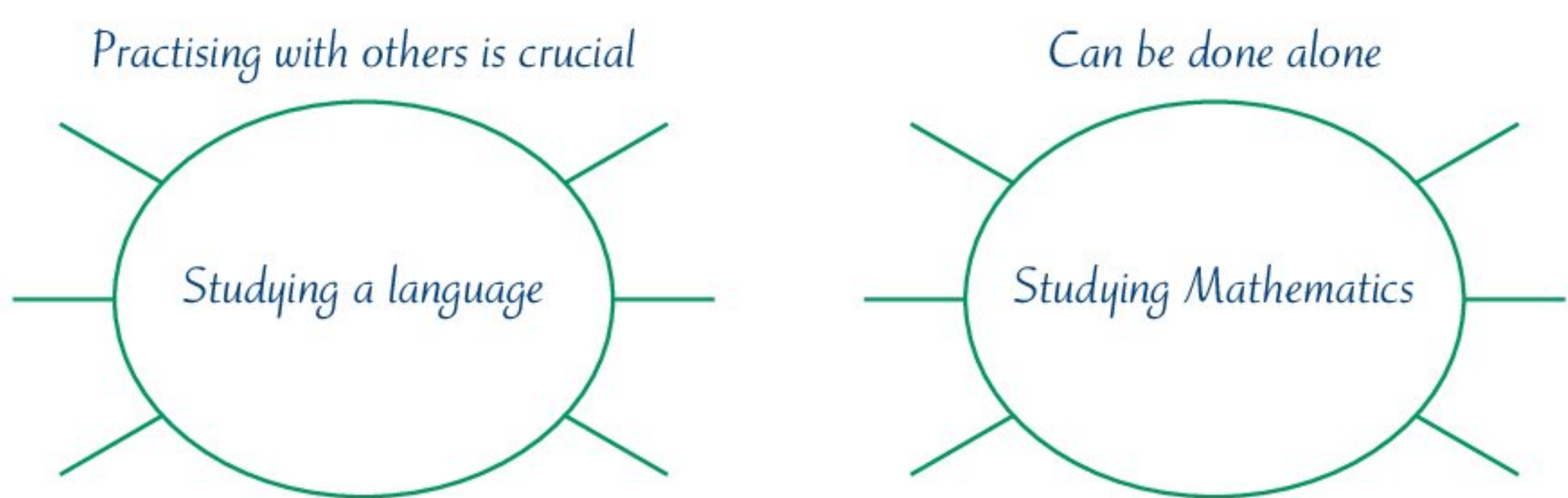
WRITING

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 Mathematics.

- 1 Look at the two ideas maps below. One is labelled 'Studying a language' and the other 'Studying Mathematics'. Add details according to your experience of studying these subjects.



UNDERSTAND

Critical thinking

Develops the lower- and higher-order thinking skills required for the writing task.

GRAMMAR FOR WRITING

COMPARISON AND CONTRAST LANGUAGE

GRAMMAR

Transitions to show comparison and contrast

The ability to **compare** similar ideas or to **contrast** different ideas is an important skill in academic writing.

*Students in face-to-face courses see tutors often. Similarly, students in distance-learning courses contact their tutors in online forums often.*

*Universities charge high fees for academic subjects. However, colleges charge much less for vocational courses.*

Words such as *however* and *similarly* are called **transition words**. When transition words begin a sentence, they must be followed by a **comma**.

- 1 Complete the table with transition words or phrases from the box.

although compared to conversely equally  
however in contrast in the same way nevertheless  
on the other hand similarly

Grammar for writing

Presents and practises grammatical structures and features needed for the writing task.

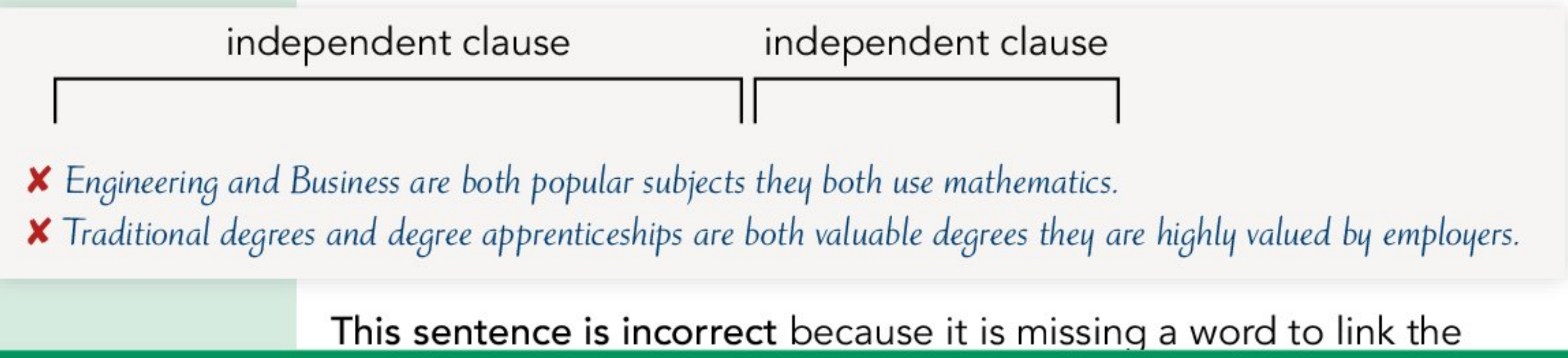
ACADEMIC WRITING SKILLS

AVOIDING RUN-ON SENTENCES AND COMMA SPLICES

Run-on sentences and comma splices are common errors that writers must know how to avoid in academic writing. If they are used incorrectly, they can make it difficult for the reader to understand what you mean.

What is a run-on sentence?

A run on sentence is two independent clauses that have not been connected in the right way.



This sentence is incorrect because it is missing a word to link the

Academic writing skills

Practises all the writing skills needed for the writing task.

WRITING TASK

Discuss the various similarities and differences between studying a language and studying Mathematics. Write about 350–400 words.

PLAN

- 1 Look back at the Venn diagram in Critical thinking with your notes on the similarities and differences between studying a language and studying Mathematics. Now take those ideas, plus any new ones you can think of, and create an outline for your essay using the structure below.

	Your notes
<b>Introductory paragraph:</b> (background information, thesis statement) (about 50–100 words)	<i>Maths and languages are two important subjects which many people choose to study at university. While Maths is...</i>
<b>Body paragraph 1:</b> (differences)	<i>When comparing the two subjects, the most obvious</i>

Writing task

Uses the skills and language learned throughout the unit to support students in drafting, producing and editing a piece of academic writing. This is the unit's main learning objective.

OBJECTIVES REVIEW

- 1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

- watch and understand a video about global literacy campaigns. \_\_\_\_\_  
make inferences and analyze similarities and differences. \_\_\_\_\_  
use a Venn diagram to plan a comparison-contrast essay. \_\_\_\_\_  
use transitions to show comparison and contrast. \_\_\_\_\_  
use adverb clauses of contrast. \_\_\_\_\_  
avoid run-on sentences and comma splices. \_\_\_\_\_  
write a comparison and contrast essay. \_\_\_\_\_

Objectives review

Allows students to evaluate how well they have mastered the skills covered in the unit.

WORDLIST

alternative (n)	distance learning (n phr)	principle (adj)
aspect (n)	employability (n)	pursue (v)
assignment (n)	establishment (n)	regard (v)
campus (n)	examination (n)	semester (n)
community (n)	in-depth (adj)	seminar (n)
concrete (adj)	illiteracy (n)	significant (adj)
core (adj)	journal (n)	specific (adj)
core principles (n phr)	lecturer (n)	stigma (n)
credible alternative (n phr)	modern phenomenon (n phr)	technological advances (n phr)
deadline (n)	(n phr)	term (n)
degree (n)	motivation (n)	tutor (n)
discipline (n)	online degree (n phr)	virtual (adj)
dissertation (n)	peer (n)	virtual classroom (n phr)
	plagiarism (n)	

= high-frequency words in the Cambridge Academic Corpus

Wordlist

Lists the key vocabulary from the unit. The most frequent words used at this level in an academic context are highlighted with this icon



# COMPONENTS

Unlock offers 70–90 hours per Student’s Book, which is extendable with the Digital Pack, and other additional activities in the Teacher’s Manual and Development Pack.

Unlock is a paired-skills course with two separate Student’s Books per level. For levels 1–5 (CEFR A1–C1), these are **Reading, Writing and Critical Thinking** and **Listening, Speaking and Critical Thinking**. They share the same unit topics so you have access to a wide range of material at each level. Each Student’s Book includes access to the Digital Pack.

Unlock Basic has been developed for pre-A1 learners. **Unlock Basic Skills** integrates reading, writing, listening, speaking and critical thinking in one book to provide students with an effective and manageable learning experience. **Unlock Basic Literacy** develops and builds confidence in literacy. The Basic books also share the same unit topics and so can be used together or separately, and **Unlock Basic Literacy** can be used for self-study.

## STUDENT COMPONENTS

All material in the Student’s Digital Pack (Levels 1–5) can be accessed on Cambridge One, our learning platform using the unique code printed on the inside front cover of the Student’s Book.

Resource	Description
Student’s Book with Digital Pack	<ul style="list-style-type: none"><li>• 8 units per level (Levels 1–4); 10 units (Level 5)</li><li>• QR codes for students to easily access the Class Audio</li><li>• Levels 1–5 includes access to the Digital Pack:<ul style="list-style-type: none"><li>– Interactive eBook with videos</li><li>– Digital Workbook</li><li>– Downloadable audio for listening activities and pronunciation (Listening and Speaking strand)</li><li>– Downloadable audio for reading passages (Reading and Writing strand)</li></ul></li><li>• <i>Unlock Basic Skills</i> comes with downloadable audio and video (11 units)</li><li>• <i>Unlock Basic Literacy</i> comes with downloadable audio (11 units)</li></ul>
Interactive eBook with videos	<ul style="list-style-type: none"><li>• Levels 1–5</li><li>• Digital version of the Student’s Book with auto-graded activities</li><li>• Student’s Book videos for students to watch on their own</li></ul>
Digital Workbook with videos	<ul style="list-style-type: none"><li>• Levels 1–5</li><li>• Extension activities to further practise the language and skills learned</li><li>• Additional video comprehension and extension activities that are different from the activities in the Student’s Book.</li></ul>



## TEACHER COMPONENTS

All teacher components can be accessed on Cambridge One, our learning platform. Teachers can access the Digital Workbook with videos by creating an account. To access the Teacher's Resources and Presentation Plus, please request an access code from your local Cambridge representative.

Resource	Description
<b>Audio</b>	<ul style="list-style-type: none"><li>• Downloadable audio for listening activities and pronunciation (Listening and Speaking strand)</li><li>• Downloadable audio for reading passages (Reading and Writing strand)</li></ul>
<b>Teacher's Manual and Development Pack</b>	<ul style="list-style-type: none"><li>• Flexible lesson plans with timings, lesson objectives and lesson observation templates</li><li>• Downloadable Model Answer Booklet with model and example answers for productive skills</li><li>• Supplementary classroom materials for Levels 1–4</li><li>• Common student errors</li><li>• <i>Developing critical thinking skills in your students</i>, a teacher development material with clear objectives, in-practice activities and opportunities for review and self-evaluation.</li></ul>
<b>Teacher Development Resources</b>	Additional materials which can be used for professional development: <ul style="list-style-type: none"><li>• Peer-to-peer training workshop materials with PowerPoint presentations</li><li>• In-session worksheets, trainer's notes</li><li>• Pre- and post- workshop quizzes</li></ul>
<b>Presentation Plus</b>	<ul style="list-style-type: none"><li>• Fully interactive presentation software, with pop-up activities to type or automatically display answers</li><li>• Embedded audio and video for easy access to play in class</li></ul>
<b>Tests</b>	<ul style="list-style-type: none"><li>• Unit, mid- and end-of-course tests for the assessment of student understanding and progress</li></ul>

## TEACHING WITH *UNLOCK THIRD EDITION*

This online training course gives you a thorough knowledge of how *Unlock* works, what it includes and acquaints teachers with the methodological principles behind the course.



## UNIT 1

# GLOBALIZATION

## LEARNING OBJECTIVES

### Watch and listen

Watch and understand a video about China's plans to revive the Silk Road trade routes.

### Reading skills

Make predictions from a text type; recognize topic sentences.

### Critical thinking

Evaluate supporting examples; use tables and diagrams.

### Grammar

Use noun phrases; use time phrases.

### Academic writing skill

Use correct essay structure; write an effective thesis statement.

### Writing task

Write an explanatory essay.





## UNLOCK YOUR KNOWLEDGE



Work with a partner. Discuss the questions.

- 1 What do you think the term *globalization* means?
- 2 How do you think the products in the images above contribute to globalization?
- 3 Can you think of any global brands which you use regularly? Do you think these global brands have had a positive or negative effect on your life and society in general?



# WATCH AND LISTEN



## ACTIVATING YOUR KNOWLEDGE

## PREDICTING CONTENT USING VISUALS

### PREPARING TO WATCH

**1** You are going to watch a video about an important transport route. Before you watch, work with a partner and discuss the questions.

- 1 Where do most of the imported products in your country come from?
- 2 What products does your country export to other countries?
- 3 How are these products usually transported in and out of the country? Why?

**2** Work with a partner. Look at the pictures from the video and discuss the questions.

- 1 What kind of location is shown in the first picture? Where do you think it is?
- 2 What forms of transport do you see in the other pictures? What does it tell you about the location?
- 3 What do you think they are transporting? Where do you think they are coming from and going to?

### GLOSSARY

**the Silk Road** (n) an ancient trade route mainly across land from China, across central Asia to the Eastern Mediterranean and Europe

**dry port** (n) a transport centre where goods are loaded and unloaded, but which is not near water

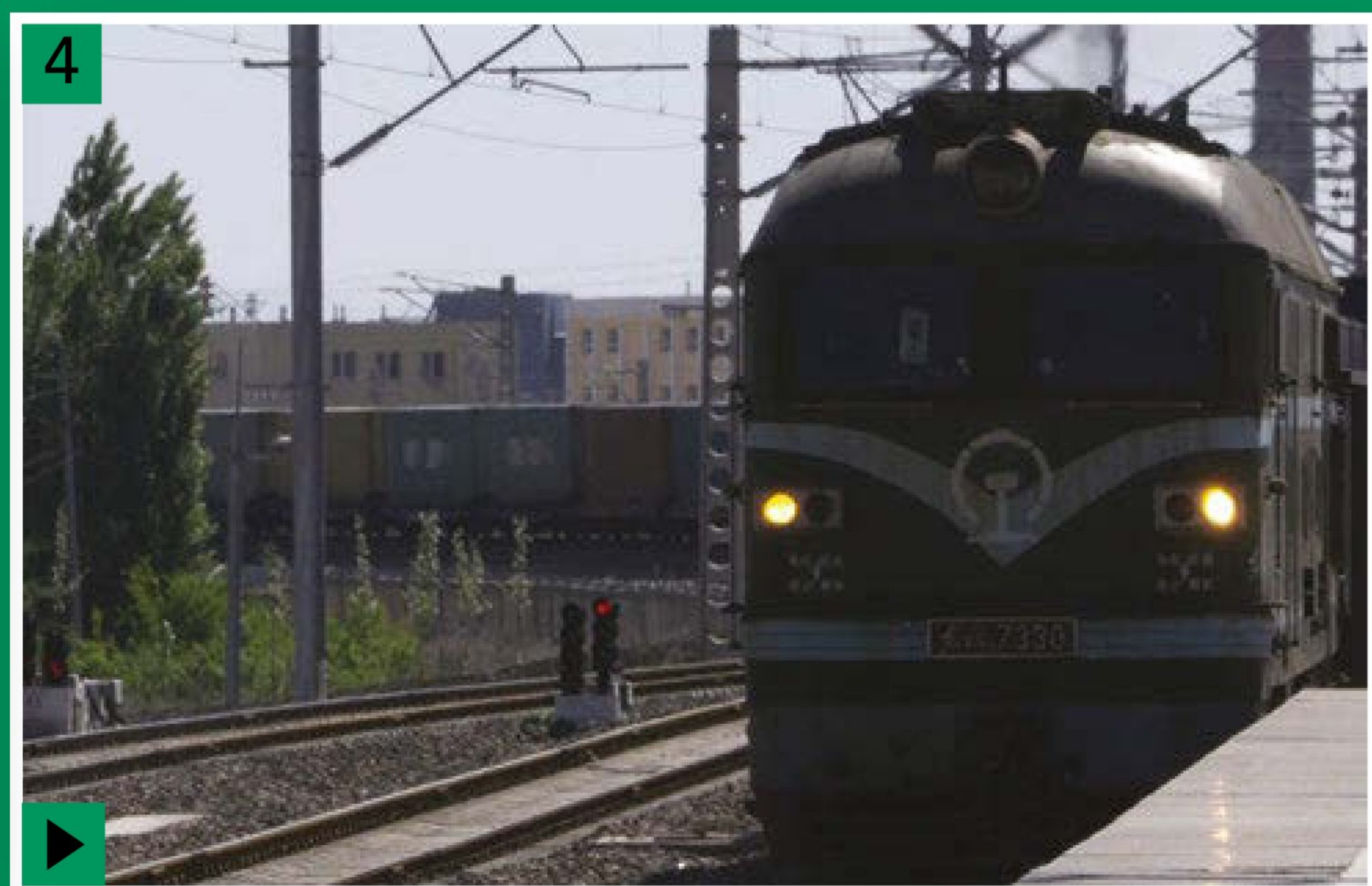
**logistics hub** (n) a centre where goods are received, stored, and then sent out to different places

**infrastructure** (n) the basic systems and services, such as transport and power, that a country uses to work effectively

**think tank** (n) a group of experts who work together to study a problem and suggest solutions

**domestic** (adj) related to issues inside a country





## WHILE WATCHING

3 Watch the video. Which sentence summarizes the main idea?

- 1 The Silk Road is an important part of China's history.
- 2 The Chinese government is aiming to create a giant trade network to connect Asia and Europe.
- 3 Korgas could be like other Chinese cities, such as Shanghai.

4 Watch again. Write *T* (true) or *F* (false) next to the statements below. Correct the false statements.

- \_\_\_\_\_ 1 Korgas in China is the starting point of a new trading route.
- \_\_\_\_\_ 2 Five years ago there wasn't much infrastructure in the area.
- \_\_\_\_\_ 3 People in the area believe the project will be a success.
- \_\_\_\_\_ 4 Building new roads and railways will help to create trade between countries.

5 Work with a partner. Read the sentences from the video. What do you think the words and phrases in bold mean?

- 1 Five years ago, there was almost nothing here. All of this has been built **from scratch**.
- 2 Build the roads and rail links out into the regions' developing countries and the trade will follow, **so the theory goes**.
- 3 This is very much the image of the modern Silk Road the Chinese government wants to **project**.

## DISCUSSION

6 Work with a partner and answer the questions.

- 1 Will international trade increase in the future? Why? / Why not?
- 2 What recent large infrastructure projects (a new airport, a new stadium, etc.) have there been in your country?

UNDERSTANDING  
MAIN IDEAS

UNDERSTANDING  
DETAIL

WORKING OUT  
MEANING FROM  
CONTEXT



# READING

## READING 1

### PREPARING TO READ

1 Read the sentences and write the words in bold next to the definitions.

- 1 The countries with the strongest economies play the most **dominant** role in globalization.
- 2 My country experienced high **inflation** last year. Now things like food, housing and transport are much more expensive.
- 3 Nothing at that shop is sold at a **discount** – it's very expensive.
- 4 The shipping company has a **reputation** for thorough and on-time delivery. Customers have been very happy with their work.
- 5 Besides the excellent food at that restaurant, another **selling point** is the beautiful traditional Japanese art and furniture.
- 6 The corporation is a **multinational** organization with offices in Asia, Europe and Africa.
- 7 We can't repair the computers until our **supplier** sends us the special parts that we need to do it.
- 8 I usually buy fruit from local farmers to support the **domestic** economy.

- a \_\_\_\_\_ (adj) relating to a person's own country
- b \_\_\_\_\_ (adj) more powerful or noticeable than anything else of the same type
- c \_\_\_\_\_ (adj) a reduction in the usual price
- d \_\_\_\_\_ (n) the general opinion that people have about someone or something based on their behaviour in the past
- e \_\_\_\_\_ (n) a person or company that provides goods of a particular kind
- f \_\_\_\_\_ (n) a continuing rise in prices in an economy
- g \_\_\_\_\_ (adj) operating in different countries
- h \_\_\_\_\_ (n) a feature that persuades people to buy a product

#### UNDERSTANDING KEY VOCABULARY

#### 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 visuals can help you predict the content.

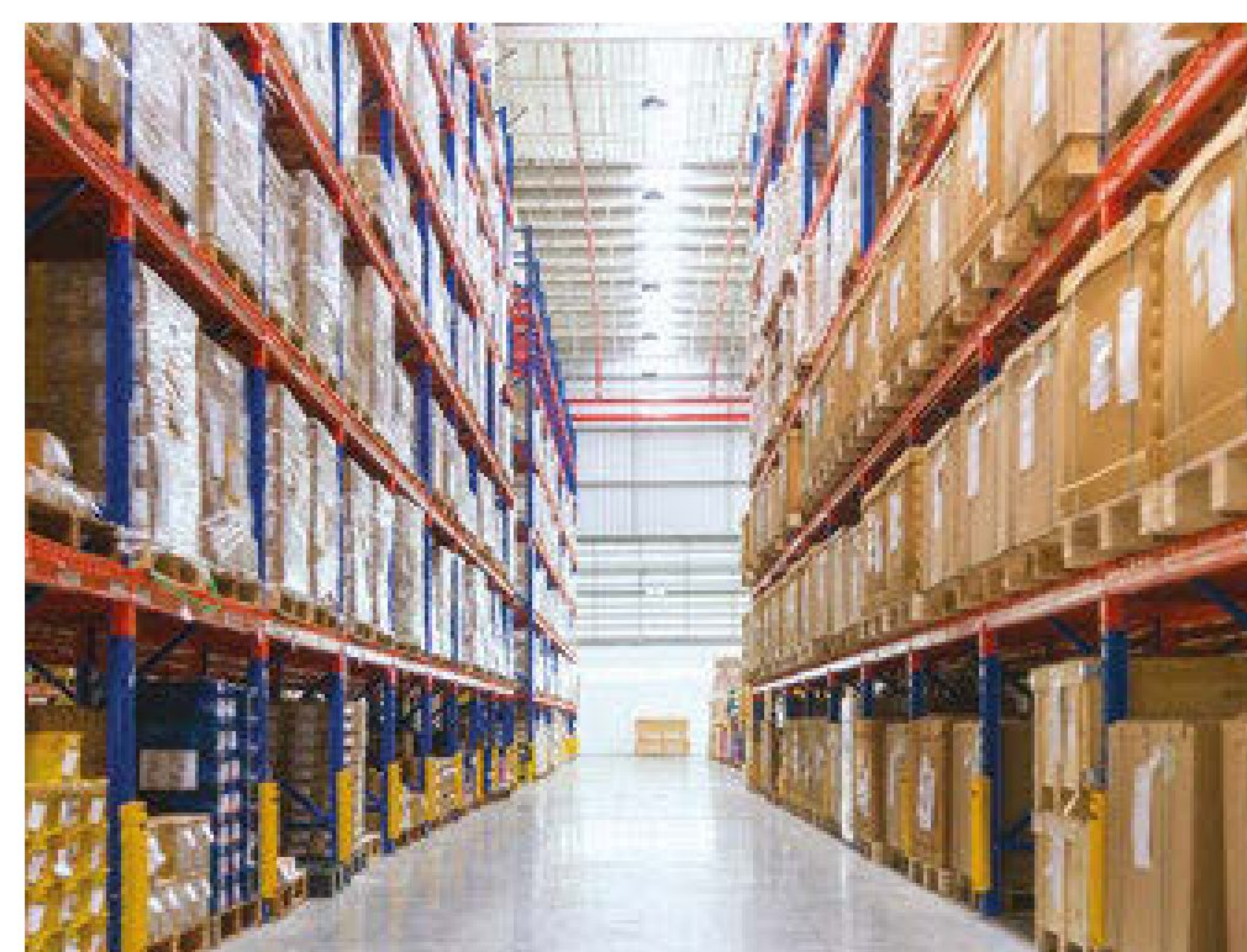




- 2 You are going to read a blog post. Before reading, which of the statements do you think will be true?
  - 1 The style will be informal.
  - 2 The contents will be appropriate for an academic essay.
  - 3 The writer will give his or her personal opinions.
  - 4 The information will be up-to-date.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

## IKEA'S GLOBAL SUCCESS

- 1 In this entry to my blog series about successful **multinational** companies, I will check out the furniture chain IKEA. IKEA has been the world's **dominant** furniture chain since 2008, according to *Forbes* magazine.
- 2 Swedish entrepreneur Ingvar Kamprad was only 17 years old when he started the company in 1943. These days, the chain has about 460 stores selling appliances<sup>1</sup>, furniture and other household<sup>2</sup> items in over 61 countries around the world. So how have they managed to become such a global hit? Well, to me it seems that three features of the chain stand out: their dedication to research, their affordable prices and their eco-friendly<sup>3</sup> **reputation**.
- 3 The executives at IKEA have long understood the need to research other markets in order to succeed globally. The company is constantly conducting research on how people use their furniture and what they are looking for. They recently conducted research in eight cities worldwide. This is how they learned, for example, that Korean customers want a special *kimchi*<sup>4</sup> refrigerator.
- 4 But in order to sell at **discount** prices, they need to make and sell a lot of the same thing to keep costs low. This way, they can get low prices from **suppliers**, and charge super-low prices to their customers. As a result, they can keep their prices economical even during periods of **inflation**. This is why they will show the same products in different ways in their stores, depending on the local culture. A British bedroom display might have a British flag bedspread on it, whereas one in Tokyo may have a traditional mat on the floor. In China, IKEA's fastest-growing market, **domestic** manufacturers make most of the products they sell in order to keep transport costs low.
- 5 A final **selling point** for many customers is the image of the company. They sell their furniture in flat boxes which use less space and paper and are easier to transport. A company representative recently said that they are working on creating new products out of materials we currently throw away, such as recycled plastic and foil. In some markets, they plan to market an electric bicycle, and in Seoul, they recently planted a tree to celebrate the opening of a new store.
- 6 Next week, I'll look at other multinational companies which specialize in household goods and automobile production.



<sup>1</sup>**appliances** (n) devices, usually electrical, that are used in the home

<sup>2</sup>**household** (adj) related to people homes

<sup>3</sup>**eco-friendly** (adj) designed to do the least possible damage to the environment

<sup>4</sup>**kimchi** (n) a traditional Korean vegetable dish



## WHILE READING

**4** Answer the questions with information from the blog.

- 1 According to the introduction, why has the blogger written this blog entry about IKEA?
- 2 How might a display in a Japanese IKEA be different from one in the UK?
- 3 Why does the writer think that IKEA's shipping packaging is eco-friendly?
- 4 What does the writer plan to write about soon?

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

- \_\_\_\_\_ 1 IKEA's founder is from Sweden.
- \_\_\_\_\_ 2 The author identifies three main characteristics of the chain which has made it globally successful.
- \_\_\_\_\_ 3 IKEA executives have only recently wanted to understand new markets.
- \_\_\_\_\_ 4 IKEA has stores in China.
- \_\_\_\_\_ 5 Some IKEA products use recycled glass.
- \_\_\_\_\_ 6 IKEA has plans to sell electric bicycles in all their markets.

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

- |             |                    |
|-------------|--------------------|
| 1 check out | a a big success    |
| 2 super-low | b investigate      |
| 3 a hit     | c very inexpensive |

## READING BETWEEN THE LINES

**7** Work with a partner. Discuss the questions.

- 1 Do you think the author is impressed by the age at which Ingvar Kamprad started his own company? Why / Why not?
- 2 Why does IKEA present products differently in different countries?
- 3 Why did IKEA decide to plant a tree to celebrate the opening of a new store in Seoul?

## DISCUSSION

**8** Work with a partner. Discuss the questions.

- 1 Ikea produces furniture which you have to build yourself. Is this something you like doing? Why / Why not?
- 2 How important is the presentation of products in a shop?