

Reading, Writing
& Critical Thinking

UNLOCK

5

STUDENT'S BOOK
WITH DIGITAL PACK

THIRD EDITION

Michele Lewis, Sabina Ostrowska,
Jessica Williams, with Chris Sowton



CAMBRIDGE



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

103 Penang Road, #05-06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press & Assessment is a department of the University of Cambridge.

We share the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781009797573

© Cambridge University Press & Assessment 2025

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press & Assessment.

First published 2014

Second Edition 2019

Second Edition update published 2021

Third Edition 2025

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in the United Kingdom by A Printer Ltd, Cambridge

A catalogue record for this publication is available from the British Library

ISBN 978-1-009-79757-3 Reading, Writing and Critical Thinking Student's Book with Digital Pack 5

ISBN 978-1-009-53616-5 Reading, Writing and Critical Thinking Student's eBook with Digital Pack 5

Cambridge University Press & Assessment has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press & Assessment does not guarantee the accuracy of such information thereafter.

CONTENTS

Map of the book	4
Your guide to <i>Unlock</i>	8
UNIT 1 Conservation	14
UNIT 2 Design	38
UNIT 3 Privacy	62
UNIT 4 Business	86
UNIT 5 Psychology	110
UNIT 6 Careers	134
UNIT 7 Health sciences	158
UNIT 8 Collaboration	182
UNIT 9 Technology	206
UNIT 10 Language	230
Glossary	254
Video scripts	265
Thanks and acknowledgements	271
<i>Unlock</i> Advisory Panel	272

MAP OF THE BOOK

UNIT	VIDEO	READING	VOCABULARY	
1 CONSERVATION Reading 1: Are we living in the digital dark ages? (Information technology) Reading 2: Preserving our heritage (Urban planning)	Preserving traditional perfume making skills	<u>Key reading skills:</u> Identifying an argument Using your knowledge Previewing Understanding key vocabulary Reading for main ideas Reading for detail Making inferences Predicting content using visuals Distinguishing fact from opinion Synthesizing	Time expressions Compound adjectives	
2 DESIGN Reading 1: What makes a successful logo? (Marketing) Reading 2: Rebranding and logos (Marketing)	The role of Helvetica font in graphic design	<u>Key reading skills:</u> Taking notes in outline form Challenging ideas in a text Previewing Understanding key vocabulary Reading for main ideas Reading for detail Making inferences Synthesizing	Describing emotional responses	
3 PRIVACY Reading 1: Cybercrime is on the rise (Ethics/Law) Reading 2: Combatting cybercrime (Ethics/Law)	Facial recognition technology	<u>Key reading skills:</u> Previewing a text Identifying perspective and purpose Understanding key vocabulary Using your knowledge Previewing Reading for main ideas Reading for detail Identifying purpose Synthesizing	Collocations for behaviour Problem–solution collocations	
4 BUSINESS Reading 1: Starting out mobile (Business management) Reading 2: Keeping your customers (Marketing)	Small business Saturday	<u>Key reading skills:</u> Working out meaning from context Using your knowledge Understanding key vocabulary Previewing Reading for main ideas Summarizing Making inferences Synthesizing	Business and marketing vocabulary	
5 PSYCHOLOGY Reading 1: The creative mind (Psychology) Reading 2: Can we learn to be more creative? (Psychology)	Lego artist Nathan Sawaya	<u>Key reading skills:</u> Annotating a text Interpreting quotes Understanding key vocabulary Previewing Reading for main ideas Annotating Making inferences Predicting content using visuals Using your knowledge Summarizing Synthesizing	Experimental science terminology	

	GRAMMAR	CRITICAL THINKING	WRITING
	<u>Grammar for writing:</u> First and second conditionals	Evaluating facts to build support for an argument	<u>Academic writing skills:</u> Paragraph structure and unity Impersonal statements <u>Writing task type:</u> Write an argumentative essay <u>Writing task:</u> Make and support an argument for what to do with an ageing but culturally or historically significant area or neighbourhood in your city or country.
	Paraphrasing <u>Grammar for writing:</u> Non-defining relative clauses Appositives	Determining and applying criteria	<u>Academic writing skills:</u> Structuring a summary–response essay Writing a conclusion <u>Writing task type:</u> Write a summary–response essay <u>Writing task:</u> Summarize criteria and then analyze a logo in terms of those criteria.
	<u>Grammar for writing:</u> Impersonal passive constructions Passive for continuity	Analyzing problems and solutions	<u>Academic writing skills:</u> Writing about problems Writing about solutions <u>Writing task type:</u> Write a problem–solution essay <u>Writing task:</u> Describe an online behaviour that you think is problematic and explain what you think should be done to prevent or eliminate it.
	Expressing contrast <u>Grammar for writing:</u> Reductions of subordinate clauses	Analyzing advantages and disadvantages	<u>Academic writing skill:</u> Writing about similarities and differences <u>Writing task type:</u> Write a compare and contrast essay <u>Writing task:</u> Compare and contrast two products or services regarding their potential as a mobile business.
	<u>Grammar for writing:</u> Complex noun phrases with <i>what</i>	Synthesizing information from more than one text	<u>Academic writing skills:</u> Citing quoted material Writing an expository essay <u>Writing task type:</u> Write an expository essay <u>Writing task:</u> What is creative thinking? Explain the current understanding of this concept, synthesizing information from different sources.

UNIT	VIDEO	READING	VOCABULARY	
6 CAREERS Reading 1: The skills gap (Education) Reading 2: What is the value of a university education? (Education/Business)	Apprenticeships	<u>Key reading skills:</u> Interpreting graphical information Predicting content using visuals Previewing Understanding key vocabulary Reading for main ideas Reading for detail Identifying purpose Making inferences Synthesizing	Compound nouns	
7 HEALTH SCIENCES Reading 1: Air pollution and public health (Medicine) Reading 2: How ocean pollution impacts health (Medicine)	Medical implants	<u>Key reading skill:</u> Recognizing discourse organization Using your knowledge Understanding key vocabulary Reading for main ideas Understanding discourse Reading for detail Working out meaning from context Scanning to predict content Making inferences Synthesizing	Verbs and verb phrases for causation Word families	
8 COLLABORATION Reading 1: The value of talent (Business / Sports management) Reading 2: The perfect work team (Business)	Behind the scenes look at the RAF Red Arrows	<u>Key reading skills:</u> Using context clues to understand terminology and fixed expressions Previewing Understanding key vocabulary Reading for main ideas Summarizing Reading for detail Working out meaning from context Using your knowledge Synthesizing	Hedging devices	
9 TECHNOLOGY Reading 1: AR: Changing the world around us (Design/Technology) Reading 2: AR in education – A positive or negative development? (Education)	Artificial intelligence (AI)	<u>Key reading skills:</u> Drawing out common themes Predicting content using visuals Understanding key vocabulary Reading for main ideas Reading for detail Summarizing Distinguishing fact from opinion Using your knowledge Working out meaning from context Synthesizing	Reporting expert opinions	
10 LANGUAGE Reading 1: Loanwords in English (Linguistics) Reading 2: Linguistic purism and English as a global language (Linguistics/Sociology)	The Miriwoong language	<u>Key reading skills:</u> Using background knowledge to annotate a text Understanding key vocabulary Using your knowledge Reading for main ideas Reading for detail Annotating Making inferences Working out meaning from context Synthesizing	Latin prefixes in academic English	

	GRAMMAR	CRITICAL THINKING	WRITING
	<u>Grammar for writing:</u> Active vs. passive voice to discuss figures	Analyzing information in graphs and other figures	<u>Academic writing skill:</u> Making a claim <u>Writing task type:</u> Write an argumentative essay with graphical support <u>Writing task:</u> What is a good choice for a career path with a secure future?
	<u>Grammar for writing:</u> Cause and effect: logical connectors	Analyzing causes and effects	<u>Academic writing skill:</u> Writing about causes and effects <u>Writing task type:</u> Write a cause and effect essay <u>Writing task:</u> Choose one illness or disease that is commonly caused or made worse by pollution. Discuss the pollution related factors that contribute to the disease or illness.
	<u>Grammar for writing:</u> Concession and refutation	Understanding audience and purpose	<u>Academic writing skill:</u> Anticipating counter-arguments <u>Writing task type:</u> Write a report giving recommendations <u>Writing task:</u> Present your recommendations for assembling and organizing an effective and satisfied team in a report for a young company.
	<i>It</i> clefts <u>Grammar for writing:</u> Parenthetical phrases Using the semicolon	Constructing an argument using a premise	<u>Academic writing skill:</u> Formal style in academic writing <u>Writing task type:</u> Write an argumentative essay <u>Writing task:</u> Choose an emerging technology that you think will have positive impact on learning outcomes. Present an argument to support your position.
	Highlighting supporting examples <u>Grammar for writing:</u> Hedging predictions	Evaluating and synthesizing arguments	<u>Academic writing skills:</u> Avoiding overgeneralizations Refuting counter-arguments <u>Writing task type:</u> Write a pros and cons essay <u>Writing task:</u> Write an essay on the pros and cons of English medium university education in your country or another country that you know well.

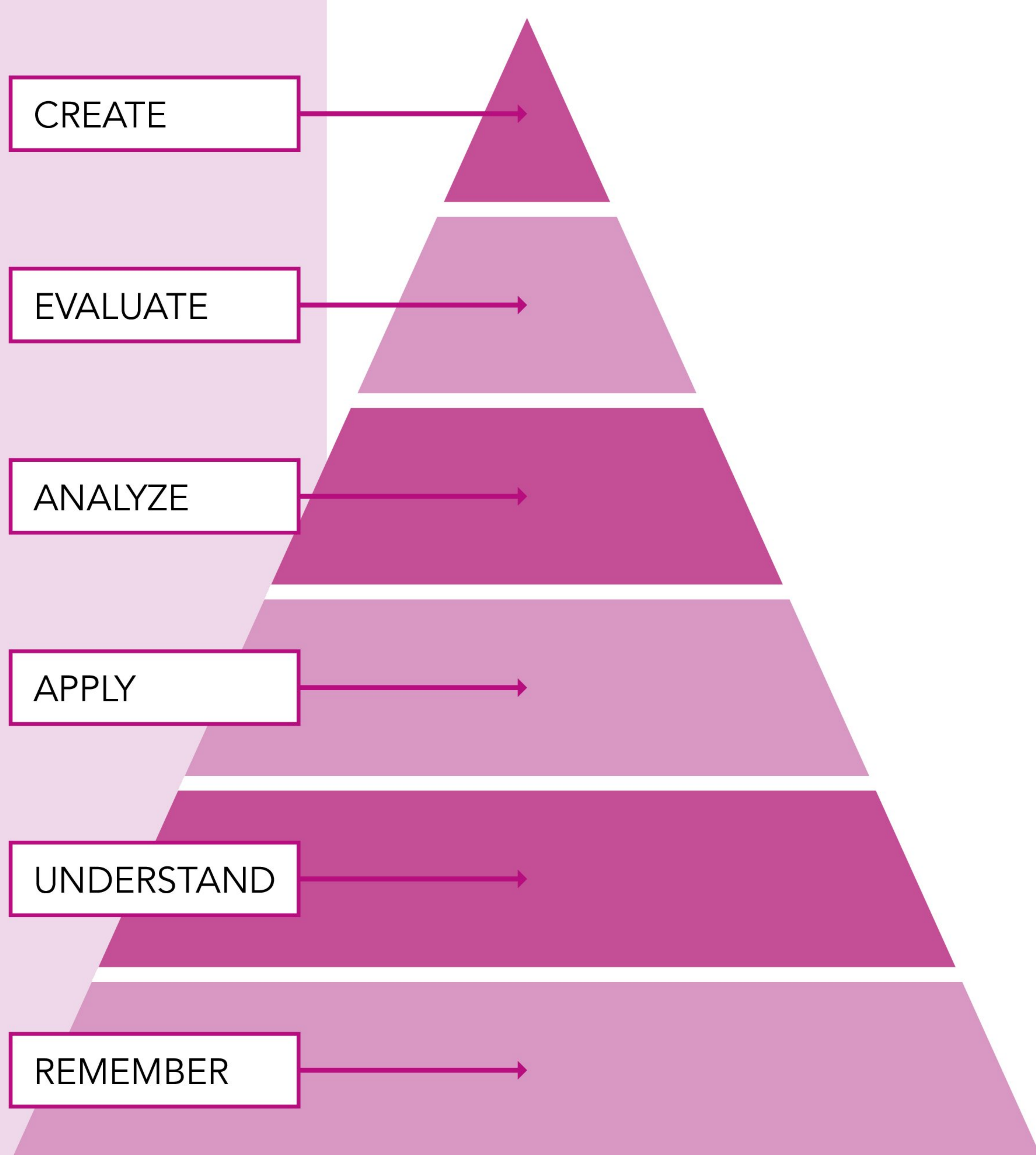
YOUR GUIDE TO UNLOCK

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.

- 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** giving teachers options when assessing student understanding and progress.
- **Teacher Manual and Development Pack** supporting 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 What, do you think, is the best way to maintain privacy on the internet?
- 2 What security issues should you consider before you spend money online?
- 3 How can you recognize emails that are intended to trick you into providing personal information?

Unlock your knowledge

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

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREPARING TO WATCH

- 1 Read the sentences. Write A if you agree and D if you disagree. Discuss your opinions with a partner.

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

UNDERSTANDING KEY VOCABULARY

- 1 Read the sentences and choose the best synonym for the words in bold.
 - 1 The investment company turned out to be a **fraudulent** business. As a result, she lost a lot of her savings.
 - a reliable
 - b incapable
 - c dishonest
 - 2 If a social media site becomes a **hostile** environment, users should immediately log off.
 - a unfriendly
 - b unreliable
 - c boring
 - 3 The **deceptive** website looked real at first but, on closer inspection, it was obviously fake.
 - a trustworthy
 - b misleading
 - c old-fashioned
 - 4 After the **devastating** flood, the community came together to help people in need.
 - a widespread
 - b destructive
 - c residential

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

USING YOUR KNOWLEDGE

- 1 You are going to read an essay about possible solutions to cybercrime. Work with a partner. Discuss the questions.
 - 1 Why, do you think, has cybercrime increased in recent years?
 - 2 What can individuals do to protect themselves against cybercrime?
 - 3 Given that the internet is global, who is responsible for preventing cybercrime?



Reading 2

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

LANGUAGE DEVELOPMENT

COLLOCATIONS FOR BEHAVIOUR

- 1 Complete each sentence with one verb (in the correct form) and one noun. In some items, more than one answer is possible.

verbs

build exhibit face lose suffer take

nouns

behaviour confidence consequences
pain a reputation responsibility

- 1 If someone commits an illegal act, they should expect to _____.
- 2 After she lost her money to an e-commerce scam, she _____ in making online purchases.

Language development

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

COMBATTING CYBERCRIME

- 1 Cybercrime is any **malicious** activity that is done with computers or the internet. These crimes have a negative impact on society, businesses and the economy. They also cause great harm to individuals. Victims of fraud suffer emotional consequences, often **exhibiting** behaviour related to anxiety and stress. Some people even become afraid to go online or leave their homes. Worse, scammers frequently target society's most vulnerable members. In 2022, it was reported that the most amount of money lost to fraud happened to those aged 60 and older. One of those victims was Mary Barker, a retired woman from the United Kingdom, who lost £70,000 of her pension after criminals created a fake website that looked identical to a well-known investment firm's website.
- 2 Although it may lead to financial devastation, cybercrime is often treated as a low-priority issue. However, the problem is not going away any time soon. Internet use has soared in recent years, leading to an increase in fraudulent activity such as phishing attacks, which can lead online users to fake websites or malware. And online use only continues to grow. *Cybercrime Magazine* reported that 90% of the global population over age 6 will be online by 2030. That will amount to an astonishing seven billion internet users.
- 3 The best way to **eliminate** cybercrime is to find and **prosecute** criminals. Because crime rings often operate across international borders, they are difficult – though not impossible – to stop. They do, however, require international effort and cooperation. In one case, 59 people were arrested after



QR codes

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

WRITING

CRITICAL THINKING

At the end of this unit, you will write a problem–solution essay. Look at this unit’s writing task in the box below.

Describe an online behaviour that you think is a problem and explain what you think should be done to prevent or eliminate it.

SKILLS

Analyzing problems and solutions

Framing a text in terms of problems and their possible solutions can be an effective form of analysis. First identify the problem. Analyze the problem and look at it from different angles. How did the problem arise? What conditions allow it to continue? Consider a range of possible ways to reduce or eliminate the problem and, finally, decide which solution is best.

EVALUATE

1 Work with a small group. Think of examples of problematic online behaviour. Give a clear explanation of each of the behaviours. Look back at the two reading texts for ideas or think of examples from

Critical thinking

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

ACADEMIC WRITING SKILLS

WRITING ABOUT PROBLEMS

SKILLS

When presenting problems, writers use a range of strategies to demonstrate to their readers that these problems are important. Facts, statistics and examples (especially ones that will resonate with readers) can highlight the seriousness of each problem. Here are some examples of these strategies.

facts	statistics	examples
Cybersecurity is a career field that is growing quickly.	More than 60% of parents reported checking the websites their teenagers visit.	Clara Bennett had been saving money for her wedding when she lost £20,000 to fraud.

1 Read the sentences. Write the numbers (1–8) in the correct boxes.

Academic writing skills

Practises all the writing skills needed for the writing task.

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 facial recognition technology. _____

preview a text. _____

identify purpose and tone. _____

analyze problems and solutions. _____

use impersonal passive constructions. _____

use passives for continuity. _____

Objectives review

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

GRAMMAR FOR WRITING

IMPERSONAL PASSIVE CONSTRUCTIONS

GRAMMAR

Writers often choose the passive voice when the agent is ‘people’. As a subject, ‘people’ may be too general or repetitive.

People say that phishing attacks are among the most common types of cybercrime.

When reporting what people think or say, writers create a passive which has no apparent agent. Two constructions are commonly used:

Phishing attacks are said to be among the most common types of cybercrime.

It is said that phishing attacks are among the most common types of cybercrime.

These passive constructions often appear with the verbs agree, argue, believe, claim, consider, decide, expect, say, think and understand. Note, however, that not all of these verbs allow both constructions.

Updating passwords regularly is believed to be one of the best ways to prevent cybercrime.

It is argued that cybercrime laws are too weak to keep consumers safe.

Grammar for writing

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

WRITING TASK

Describe an online behaviour that you think is a problem and explain what you think should be done to prevent or eliminate it.

PLAN

1 Choose a danger associated with the internet to write about.

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.

WORDLIST

abhorrent (adj)	disturbing (adj)	malicious (adj)
accountable (adj)	eliminate (v)	negative (adj)
assemble (v)	exhibit (v)	offensive (adj)
combat (v)	fraudulent (adj)	prosecute (v)
confront (v)	hostile (adj)	regulate (v)
deceptive (adj)	humiliation (n)	resolve (v)
devastating (adj)	legitimate (adj)	run into (phr v)

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

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

TEACHING WITH *UNLOCK THIRD EDITION*

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

UNIT 1

CONSERVATION

LEARNING OBJECTIVES

Watch and listen

Watch and understand a video about preserving traditional perfume making skills.

Reading skill

Identify an argument.

Critical thinking

Evaluate facts to build support for an argument.

Grammar

Use first and second conditionals.

Academic writing skills

Write structured and unified paragraphs; write impersonal statements.

Writing task

Write an argumentative essay.





UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 What are some of the oldest buildings that you know of? Do they hold cultural or historical significance?
- 2 Think about the most interesting neighbourhood you know. What makes it interesting? What do the buildings look like?
- 3 How can you save digital family photos to make sure they are available to future generations?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREPARING TO WATCH

1 Work with a partner. Discuss the questions.

- 1 How, do you think, are scents created when manufacturing perfume?
- 2 What traditional skills, for example calligraphy or wood carving, might be in danger of becoming extinct one day?
- 3 The UNESCO Intangible Cultural Heritage lists protect traditions that are culturally and historically significant. Which of the following five traditions, do you think, are on the UNESCO Intangible Cultural Heritage lists?
 - Thailand: Songkran (traditional New Year festival)
 - Sri Lanka: harvesting pearls from oysters
 - United Arab Emirates: Al Talli (traditional embroidery skills)
 - Japan: sushi making skills
 - Italy: opera singing

2 You are going to watch a video about preserving traditional perfume making skills. Look at the photos and discuss the questions with a partner.

- 1 What do you think the man is sampling?
- 2 What are the women doing? Why might they be doing it?
- 3 How might the fourth photo be related to the perfume industry?

GLOSSARY

repository (n) a place where things are stored

founder (n) someone who establishes an organization

masterpiece (n) a work of art, such as a painting, movie or book

the passage of time (phr) the process of time going past

seal (v) to close a container so that nothing can enter or leave it

elders (n) older people, especially those with respected positions in society



WHILE WATCHING

- 3** ▶ Watch the video and check your predictions from Exercise 2. Then circle the sentences that best express the problems the perfume industry faces.
- a Young people no longer want to buy perfume.
 - b Some perfume recipes are too old to be recreated.
 - c Young people may not want to work in the perfume industry.
 - d Some raw materials can only grow in specific regions.
 - e Knowledge of traditional skills may be lost to younger generations.
- 4** ▶ Watch the video again. Circle the correct answers.
- 1 More than 4,000 perfume scents are
 - a as old as the Roman Empire.
 - b manufactured in Versailles, France.
 - c stored in a cellar called the Osmotheque.
 - 2 The harvesting of Taif roses
 - a produces a unique extract.
 - b requires a Mediterranean climate.
 - c creates many high demand jobs.
- 5** Work with a partner. Discuss the question.
- Jean Kerléo said the scents at the Osmotheque 'represent very rare moments'. What moments might he be referring to?

DISCUSSION

- 6** Work with a partner. Discuss the questions.
- 1 The narrator compares perfume evolution to 'influential masterpieces'. Are the two comparable? Why / Why not?
 - 2 What other traditional skills might be protected by UNESCO?

UNDERSTANDING
MAIN IDEAS

UNDERSTANDING
DETAIL

MAKING
INFERENCES

READING 1

PREPARING TO READ

1 You are going to read an article about storing records. Look at the list of types of record in the left-hand column of the table below. Add six more examples of your own. Then tick (✓) where you store each type of thing. Compare your answers with a partner.

USING YOUR KNOWLEDGE

type of record	in a box or drawer	on my phone / tablet	in the cloud	I throw them away / delete them
old school records				
family photos				
bank statements				
holiday selfies				
medical records				
receipts from major purchases				
playlists of music				

2 Work with a partner. Discuss the questions.

- 1 Think about items in the table in Exercise 1. How long do you think these records will last? Do you think your grandchildren will be able to access them? Your great-grandchildren? Why / Why not?
- 2 Look at the title of the article on page 20. What does the word *digital* mean there? Give some examples of digital devices that you use. What are some digital devices that are no longer widely used – perhaps devices that your parents used?
- 3 *The Dark Ages* is the term used to refer to Europe from about the fifth to the tenth century. We have very few records from this time, so it is difficult to find out about how people lived then. How do you think digital could be related to *the Dark Ages*? What do you think the title means?

3 Read the sentences. Write the correct form of the words in bold (1–8) next to their definitions below (a–h).

- 1 The internet is not working so I have been unable to **retrieve** the files I uploaded yesterday.
- 2 Many employees have still not adopted the **practice** of saving their work regularly.
- 3 The company has been in business for almost 200 years. Its **longevity** is a result of the quality of its products and service.
- 4 You need to use the same document format as the rest of us. The one you are using is not **compatible**.
- 5 Your computer files are **vulnerable** if you do not protect them by using a strong password.
- 6 We are working on two different possible **scenarios**: one, if our business grows slowly, and the other, if success comes more quickly.
- 7 Problems with security **prompted** software designers to make major changes to the new version of the program.
- 8 The cupboard was filled with boxes of **memorabilia** from my childhood and the early years of my parents' marriage.

- a _____ (adj) not well protected; able to be harmed
- b _____ (n) something that is usually or regularly done
- c _____ (v) to make someone decide to do something
- d _____ (n) how long something lasts
- e _____ (n) a description of a current or future situation
- f _____ (v) to find and bring something back
- g _____ (n) a collection of items connected to a person or event
- h _____ (adj) able to work successfully with something else

UNDERSTANDING KEY VOCABULARY

ARE WE LIVING IN THE DIGITAL DARK AGES?

MEMORIES



- 1 Imagine these **scenarios**: (1) 2040: A box of **memorabilia**, including floppy disks and VHS tapes¹, is found in the attic of an old house with a label that says, 'Records and early videos of Bill Gates (1975–1985)'. (2) 2050: You find an envelope labelled 'bank records' in your grandmother's desk. Inside the envelope, there is an old CD marked with the date 1998, your great-grandfather's name, and the words 'all overseas bank accounts'.
- 2 If these stories were really to happen, the people who found these items would be very excited – at least at first. Their excitement would be quickly followed by frustration because it would be difficult for them to **retrieve** the information on the disks and tapes. Even if the records were still in good condition, it would be hard to find a device that could read them. Compare these discoveries to one that might have occurred around the turn of the twentieth century: a box of old letters and photographs on a high shelf at the back of a cupboard. The information these items contain would be immediately accessible because you would only need your eyes.
- 3 Computers and digital technology have vastly expanded our capacity to store all kinds of information, but how long will our access to this stored information last? In fact, the people who found the disks and tapes in our scenarios would be lucky because disks and tapes are physically real. Although those technologies are long out of date, it's information on the web that is much more **vulnerable**; it is completely digital and can disappear in a flash. This is a problem that began to worry technology experts in the early twenty-first century. They became concerned that, without better ways of preserving information, future generations might look back on our times as the 'digital dark ages'. If current **practice** continues, future generations may not have access to the digital record of our lives and our world.
- 4 Vint Cerf, a vice president at Google, argues that this could happen if we do not quickly take steps to address the issue. He uses the term 'bit rot' to describe how our digital records may slowly but surely become inaccessible. In our scenarios, for example, it is not the **longevity** of the records themselves that is the concern; it is that we may no longer have **compatible** devices, such as video cassette and CD players, to access them. Most software and apps that were used to create documents and websites ten or twenty years ago are already out of date, and in another sixty years they may not even be available. The problem is particularly challenging with interactive apps and websites. We can read letters from long ago, but will we be able to read an X feed or access a Snapchat exchange a hundred years from now?
- 5 This problem has **prompted** technology experts like computer scientist Mahadev Satyanarayanan of Carnegie Mellon University to take action. He has found a way to store everything that is needed to interpret a record – the record itself, as well as the original operating system and the application it used – all together in the cloud. Using his state-of-the-art approach, Satyanarayanan has been able to recover and preserve digital records that might otherwise have been lost forever.
- 6 Both Cerf and Satyanarayanan stress the importance of deliberate preservation. In the past, you could throw your old photos into a box without having to decide what to save and what to throw away. With digital records, however, you need to make an active decision about what to keep. Satyanarayanan says it is likely that important records – government documents, big news stories, etc. – will be transferred to new forms of storage technology as they emerge. It is the records of everyday life, the ones we do not yet know the value of, that may disappear into the digital dark ages.

¹**floppy disks and VHS tapes** (n) early forms of electronic media storage

Identifying an argument

Most academic texts put forward a *claim*. It is important to be able to identify the central claim in a text because this is the most important thing the writer is trying to express. Once you have identified the claim, the next step is to understand the ways that the author supports that argument. This will help you evaluate the strength and quality of the claim. Three common ways to support an argument are to (1) appeal to the reader's **emotions**, (2) rely on the words of an **expert** and, perhaps most common, (3) present **facts**.

4 Read the article. Complete the tasks.

- 1 Which sentence best captures the writer's central claim?
 - a Digital technology is not keeping up with the need to save records.
 - b It would be easier to keep records if we made a physical copy of everything.
 - c We are not preserving our digital records, so our history may be lost.
 - d As our capacity to store records increases, we have to throw more things away.
- 2 Underline the sentence in the article that expresses this claim.

5 Read the article again. Complete the tasks.

- 1 The writer begins with two examples to illustrate the central claim. What are they? Underline them in the article.
- 2 Read the extracts from the article below. What kind of support do they provide for the claim: emotional appeal (EA), expertise (E) or facts (F)?
 - a If common practice continues, future generations may not have access to the digital record of our lives and our world. _____
 - b Vint Cerf, a vice president at Google, argues that this could happen if we do not quickly take steps to address the issue. He uses the term 'bit rot' to describe how our digital records may slowly but surely become inaccessible. _____
 - c Most software and apps that were used to create documents and websites ten or twenty years ago are already out of date. _____
 - d Satyanarayanan says it is likely that important records – government documents, big news stories, etc. – will be transferred to new forms of storage technology as they emerge. _____
 - e It is the records of everyday life, the ones we do not yet know the value of, that may disappear into the digital dark ages. _____

READING FOR
MAIN IDEAS

READING FOR
DETAIL

6 Reread Paragraph 4. Circle two problems with our current practices that Vint Cerf points out.

- 1 Physical records take up much more space than digital records.
- 2 The devices necessary to read our records will not be available.
- 3 Software used to create applications goes out of date quickly.
- 4 We may not have access to the cloud in the future.

7 Read the article again. Write *T* (true), *F* (false) or *DNS* (does not say) next to the statements below. Then correct the false statements.

_____ 1 Some early records of Bill Gates were recently found.

_____ 2 The capacity to store a lot of digital records does not guarantee future access to them.

_____ 3 Maintaining access to out-of-date interactive applications is particularly difficult.

_____ 4 All government records are currently stored in the cloud.

READING BETWEEN THE LINES

8 Work with a partner. Discuss the questions.

- 1 Why does the writer make a comparison to *the Dark Ages*?
- 2 What do you think the term bit rot means? Think about the meaning of a *bit* in the digital world.
- 3 Why is it more difficult to preserve a conversation thread on X than a letter?

DISCUSSION

9 Work with a partner. Discuss the questions.

- 1 Have you ever looked at old photos, letters, or records of birth, weddings or deaths related to previous generations of your family? If so, describe what you found. Did you wish more items had been saved for you to look at?
- 2 Discuss specific items you might save for future generations of your family.

WRITING

10 Imagine you have saved memorabilia from your life for future generations. Write a letter to a relative in the distant future. The letter should describe 4–5 items you decided to save and explain why you chose those items.

READING 2

PREPARING TO READ

1 Work with a partner and answer the questions.

- 1 Look at the photos on page 24. Do you think modern buildings or historic buildings are more attractive? Explain.
- 2 Read the definition of *heritage* at the bottom of page 24. Describe how buildings might be connected to heritage.
- 3 How might historic preservation of buildings or neighbourhoods be good for the economy and the environment?

2 Use the words in the box to complete the sentences (1–8).

demolition (n) destruction

vibrant (adj) lively and energetic

affluent (adj) rich

adaptive (adj) having the ability to change when conditions change

anonymous (adj) having no unusual or interesting features

irreversible (adj) impossible to change back

renovation (n) the repair of a building to bring it into good condition

opted for (v) chose

- 1 The _____ houses all looked the same so it was difficult to find the one we were looking for.
- 2 The old printing factory is now a trendy, successful hotel, and a good example of _____ reuse and recycling.
- 3 When the architect designed the building, she _____ solar energy instead of natural gas as the main power source.
- 4 Having received countless letters of complaint, the city cancelled the upcoming _____ of the old building.
- 5 Despite the recent _____, the historic home maintained an old-fashioned quality.
- 6 Although the city has become quite _____, there are still affordable houses to be found in some areas.
- 7 What he loved most about his _____ neighborhood were the cafés and restaurants, where locals ate and socialized on a regular basis.
- 8 The years have brought about _____ changes to the city. It will never be the same as it once was.

PREDICTING
CONTENT USING
VISUALS

UNDERSTANDING
KEY VOCABULARY

Preserving *our* heritage¹

1 Everywhere I look, there are new buildings under construction. The neighbourhoods that I knew as a boy, filled with beautiful old buildings, have mostly disappeared, and in their place, **anonymous**, modern, high-rise buildings have appeared. If we continue in this way, nothing will remain of our heritage; soon I will no longer recognize my city. What is left of the city's traditional buildings and neighbourhoods must be preserved and it is imperative that this process begins now.

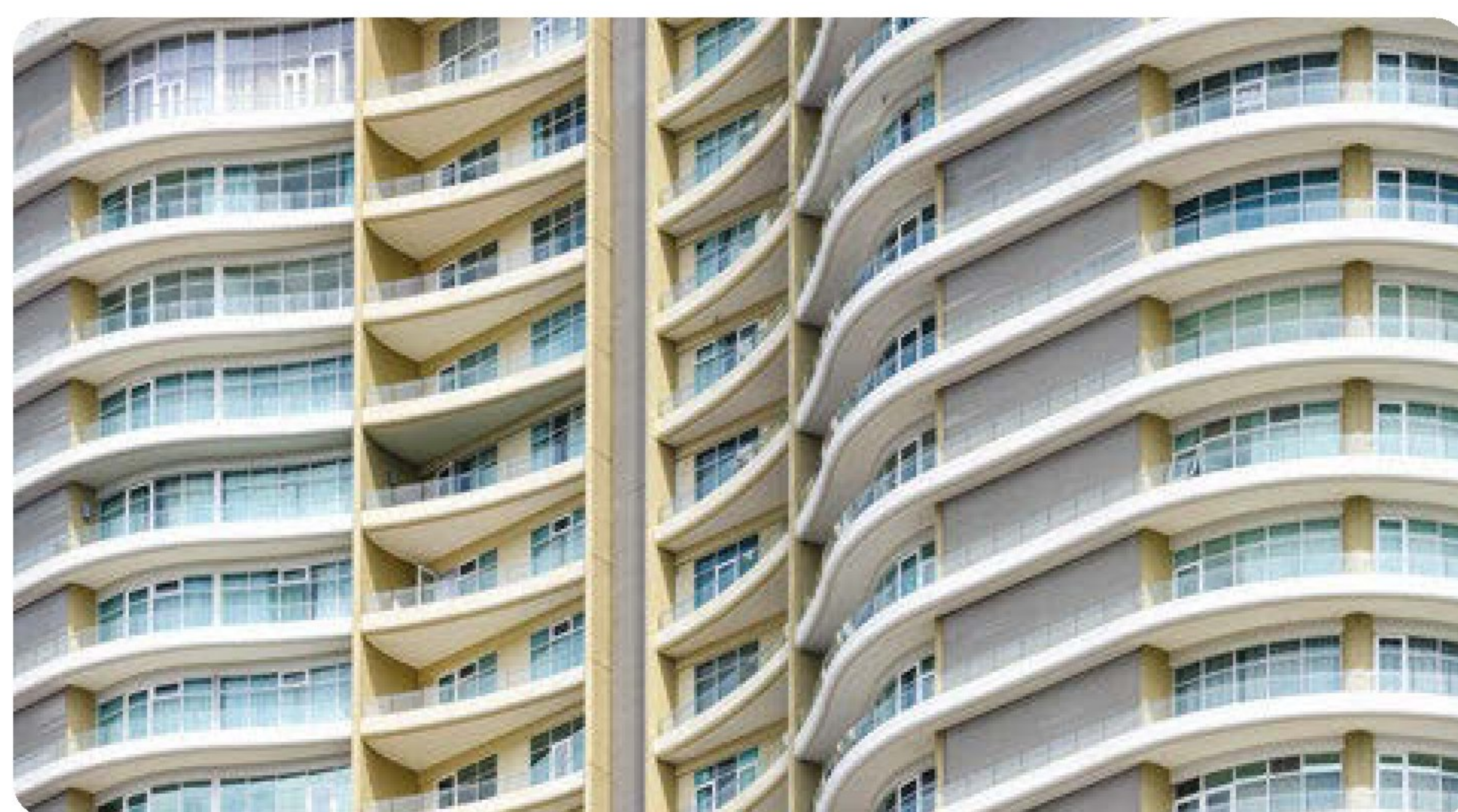
2 Historic preservation has become popular all over the world in recent years, but many countries around the world have **opted for demolition** and new construction over preservation. There is good reason for this; as the population has become more **affluent**, residents want all the conveniences of modern living. However, the built environment² should be more than shiny new buildings with air conditioning and washing machines; it should also reflect the beauty of our culture and heritage. How can our children understand and maintain their cultural identity if we erase so much of the physical evidence of it? Will they recognize a *barjeel*, the wind towers that once provided natural air conditioning for buildings all over the region? Will they understand the significance of *mashrabiya*s, the delicately carved wooden windows that provide a screen against the outside world? Not if they have all disappeared.

3 The arguments for preserving historic buildings are not simply about an emotional attachment to the past. There are also good economic arguments in favour of preservation. The **renovation** and preservation of historic districts can become an economic engine, drawing tourists and small businesses to the area. There are several good examples of this in the Middle East. In Dubai, the historic *Al Bastikiya* district draws thousands of tourists every year from all over the world. It also attracts local residents, eager to learn about their city's past. In Bahrain, the hundred-year-old *Beit al Jasra* was at one time the summer home of a sheikh³. It has been beautifully restored and is now a centre for traditional crafts, such as rug weaving and basket making. International visitors are not only interested in shopping centres; they also want to learn about our culture and traditions like these.

4 *Al Bastikiya* and *Beit al Jasra* are successful tourist attractions with exhibits, galleries and boutiques. Renovated for this purpose, they are not intended to be functioning communities for local residents. However, it is also possible to preserve old buildings and adapt them for reuse by the local community. In Bahrain, buildings in a historic district of the city of Muharraq have been restored, and today they are part of a **vibrant** neighbourhood of homes, small shops and businesses contributing to the nation's economy.

5 Some opponents of historic preservation have argued that it is too expensive, but many recent projects all over the world have demonstrated that this is not necessarily the case. In fact, renovation of an existing structure for **adaptive** reuse can cost about £40 per square metre less than even the most basic new construction, while preserving the beauty of the original building. And, although it is often claimed that old buildings have a more significant environmental footprint⁴ than new construction because they aren't very energy efficient, architects and environmental experts maintain that the greenest building is the one that is already built. New construction almost always has a more serious environmental impact because it requires the use of all-new materials that must be transported, often over long distances, instead of recycled materials that are already on site. We recycle so many other things. We can and should recycle buildings, too.

6 Historic preservation is an option that opens many possibilities; demolition, in contrast, is **irreversible**. Once these treasures are lost, they are lost forever, an important link in our heritage that can never be recovered.



¹**heritage** (n) features belonging to the culture of a particular society, such as traditions, languages or buildings, that were created in the past and still have historical importance

²**built environment** (n phr) setting made by people for human activity, including buildings, parks and roads

³**sheikh** (n) an Arab ruler or head of a group of people

⁴**environmental footprint** (n phr) the impact something or someone has on the environment



WHILE READING

3 Read the article. Then complete the tasks.

- 1 Circle the statements that express the main ideas.
 - a If new buildings continue to replace old buildings, our heritage will be harmed.
 - b Dubai has successfully preserved many of their historic buildings.
 - c Preserving historic buildings is a wise economic choice.
 - d For some buildings, historic preservation is less expensive than demolition.
 - e Environmentally safe procedures must be used at all new building sites.
- 2 Highlight the sentences in the article that express the main ideas you circled.

4 Read the article again. Then complete the tasks.

- 1 Write one example each of the facts, expertise and emotional appeals the author uses to support his argument. Compare your answers with a partner.
fact _____
expertise _____
emotional appeal _____
- 2 Why does the author use the examples of the *barjeel* and *mashrabiya*?

5 Read the summary and circle the correct words.

The author gives several reasons why ⁽¹⁾*adaptive reuse* / *historic preservation* is valuable. First, it creates more ⁽²⁾*economic* / *modern opportunities*. ⁽³⁾*Small businesses* / *Corporations* that are drawn to historic districts will generate income. Preservation of historic buildings also promotes ⁽⁴⁾*employment* / *tourism*, which will contribute to the local economy. In many cases, it is less expensive to ⁽⁵⁾*renovate* / *demolish* old buildings than to build new ones. Furthermore, preserving buildings creates less ⁽⁶⁾*environmental* / *irreversible* damage than building new ones. Sadly, if we lose all our old buildings, we may also lose our ⁽⁷⁾*residents* / *identity*.

READING FOR
MAIN IDEAS

READING FOR
DETAIL

READING

READING BETWEEN THE LINES

SKILLS

Distinguishing fact from opinion

Writers often present their arguments as a combination of facts and opinions. It is important to be able to distinguish them. Opinions often contain:

- first person references: *I / We* don't want to lose the neighbourhoods we grew up in.
- modal verbs: Residents *must / should / need to* support historic preservation.
- verbs of belief: We often *think / believe* newer buildings are better.

Writers may also ask questions in an effort to persuade readers to accept their arguments.

- How can cities preserve their history if they don't preserve their buildings?

DISTINGUISHING FACT FROM OPINION

MAKING INFERENCES

SYNTHESIZING

6 Work with a partner. Answer the questions.

- 1 Which signposts of opinion from the skills box occur in the article?
- 2 Write two sentences from the article with signposts of opinion.

7 Work with a partner. Discuss the questions. Find phrases in the text that helped you answer.

- 1 What does the author mean when he says Al Bastikiya and Beit al Jasra were 'not intended to be functioning communities for local residents'?
- 2 What does the statement 'the greenest building is the one that is already built' mean?
- 3 How does the author see the relationship between buildings and culture? Do you agree with him?

DISCUSSION

8 Work with a small group. Half the group should take the position of Group A and half of Group B. Think of ways to argue your position to the other team. Use Readings 1 and 2 for support.

Group A

It's better to preserve old buildings than tear them down.

It's difficult to maintain cultural identity when historical buildings are gone.

Without memorabilia from previous generations, we won't fully know our heritage.

Group B

It's better to tear down old buildings to make way for new ones.

Cultural identity can still be preserved without historical buildings.

We don't need memorabilia from past generations to understand our heritage.

TIME EXPRESSIONS

There are many different phrases that can tell the reader when or how something happens. There are also phrases that describe things and events as they relate to a stated or implied timeframe.

A new high school was built <i>at the turn of the century / in recent years</i> to accommodate the growing student population.	tells <i>when</i> something happens
A few new restaurants have opened in my neighbourhood <i>over the past / last week / month / year</i> .	
<i>At one time</i> , the office building I work in was a museum.	
My car is old but I'm going to keep it <i>for the time being</i> .	
<i>Slowly but surely</i> , her new software company is starting to earn money.	tells <i>how</i> something happens
The express train is very fast. We'll be there <i>in a flash / in the blink of an eye</i> .	
Thanks to weekly emails, her family is <i>up to date</i> on her travelling adventures.	describes things and events <i>in relation to a timeframe</i>
My smartphone is <i>out of date</i> . It doesn't even work most of the time.	
<i>It is about time</i> for repairs to be made on the bridge that crosses the river.	

1 Complete the sentences with an appropriate expression. In some items, more than one answer is possible.

(1) _____ , my favourite places in the city where I grew up have changed. One place that has changed a lot (2) _____ is the public library. When I was a child, most books were worn and (3) _____ . Now, everything is digital. People can borrow any e-book they want (4) _____ . It's also easier to get to the library than it used to be. (5) _____ , the city buses ran slowly, but (6) _____ , they have improved greatly. Overall, I'm pleased with the changes that have occurred in my city and I'm going to stay here, at least (7) _____ .

2 Choose a neighbourhood, building or street that you are familiar with. Describe the changes that have occurred in your lifetime to a partner. Use time expressions.