

UNIT 1

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.

CONSERVATION



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978-1-109-79757-3 — Unlock Level 5 Reading, Writing and Critical Thinking Student's Book with Digital Pack

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Excerpt

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UNIT 1 CONSERVATION

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

PREDICTING CONTENT USING VISUALS

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 Kerl  o 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

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

PREVIEWING

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.

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

WHILE READING

SKILLS

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

MAKING
INFERENCES

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