

UNIT 1 PRESERVATION LEARNING OBJECTIVES Identifying an argument; identifying **Key Reading Skill** supporting details Using your knowledge; previewing; understanding key vocabulary; reading **Additional Reading Skills** for main ideas; reading for details; annotating; making inferences; skimming; identifying purpose; synthesizing anguage Development Time expressions; compound adjectives ACTIVATE YOUR KNOWLEDGE Work with a partner. Discuss the questions. Do you like to visit old buildings or museums that show something about our past? Why or why not? 2 Do you like looking at old family photos or old letters and postcards? Who keeps these things? How do they keep them (in photo albums, in a shoebox, in boxes in the attic)? 3 How important is it to preserve the past: buildings, records, art? Is preserving the past more important than creating new things?







READING 1

PREPARING TO READ

USING YOUR KNOWLEDGE You are going to read an article about storing records. Look at the list of information and records—in text, audio, and visual form—about your life. Add four more examples of your own. Then check where you store each type of thing. Compare answers with a partner.

	in a box or drawer	on my phone/ tablet	in the cloud	I throw them away.
old school records				
family photos				
bank statements				
selfies from vacation				
medical records				
receipts from major purchases				
music				

- 2 PREVIEWING Work with a partner. Discuss the questions.
 - 1 Think about items in the chart in Exercise 1. How long will records last? Will your grandchildren be able to access them? Why or why not?
 - 2 Look at the title of the article on pages 18–19. 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?
 - 3 The *Dark Ages* is a period of European history from about 500 CE to 1000 CE. How do you think it relates to the article?

READING 1

- 3 UNDERSTANDING KEY VOCABULARY Read the sentences and write the words in bold next to the definitions.
 - 1 The designers of the new phone have made a **deliberate** effort to make the device easy for anyone to use.
 - 2 It is a common **practice** to name a baby after a parent or grandparent.
 - 3 I am upset because my computer crashed and I have not been able to **recover** the files on it.
 - 4 We can't plan for everything, so we will have to handle problems as they **emerge**.
 - 5 Your computer files are **vulnerable** if you don't protect them with a strong password.
 - 6 All of the devices have the **capacity** to update information over Wi-Fi.
 - 7 Problems with security **prompted** software designers to make major changes to the new version of the program.
 - **8** The closet was filled with boxes of **memorabilia** from my childhood and my parents' early years of marriage.

a	(adj) not well protected; able to be harmed

- **b** ______ (n) a regular or widespread habit or behavior
- c _____ (v) to cause to do something
- d _____ (v) to get something back
- e _____ (n) ability
- f _____ (adj) intentional
- g ______ (n) a collection of items connected to a person or event
- h _____ (v) to become known





ARE WE LIVING IN THE DIGITAL DARK AGES?

access to this stored information last? In fact, the people who found the discs and tapes in our scenarios would be lucky because discs and tapes are physically real. Information on the Web 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 2000s. 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 practices continue,

future generations may not have access to

the digital record of our lives and our world.

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 very difficult for them to access the information on the discs and tapes. Even if the records were still in good condition, it would be very 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 closet. The information these items contain would be immediately accessible because you would only need your eyes.

1 Imagine these scenarios: (1) 2040: A box of **memorabilia**, including floppy discs 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 labeled "bank

the envelope, there is an old CD marked

name, and the words "all overseas bank

accounts."

records" in your grandmother's desk. Inside

with the date 1998, your great-grandfather's

- 3 Computers and digital technology have vastly expanded our **capacity** to store all kinds of information, but how long will our
- 4 Vint Cerf, a vice president at Google, argues that this could happen if we do not take steps quickly. He uses the term "bit rot" to describe how our digital records may slowly but surely become inaccessible. In our scenarios, for example, we may no longer have the devices, such as video and CD players, to access the records. 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 a Twitter feed or access a Snapchat exchange a hundred years from now?

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

CAMBRIDGE

Cambridge University Press 978-1-108-63848-7 — Prism Reading Level 4 Student's Book with Online Workbook Jessica Williams Excerpt More Information





WHILE READING



IDENTIFYING AN ARGUMENT

Most academic texts put forth an argument (or *claim*). It is important to be able to identify the central claim in a text and then to locate the evidence that the writer uses to support that argument.



4 READING FOR MAIN IDEAS Read the article on pages 18-19, and 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 READING FOR DETAILS Read the article again. Answer the questions with information from the article.

1	The writer begins with two examples to illustrate the central claim.
	What are they?

- 2 Reread Paragraph 4. What two problems with our current practices does Vint Cerf point out?
 - a Physical records take up much more space than digital records. □
 - **b** The devices necessary to read our records will not be available. \Box
 - c Software used to create applications goes out of date quickly. □
 - **d** We may not have access to the cloud in the future.
 - e It is not possible to preserve interactive applications such as Snapchat and Twitter.

3	Where does Satyanarayanan	suggest	keeping	digital	records
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READING 1

1

6	Highligl	Write <i>T</i> (true), <i>F</i> (false), or <i>DNS</i> (does not say) next to the statements. In the information in the article that helps you decide the answers, and correct e 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 Google is working on this problem and will reveal their solution soon.

5 Satyanarayanan has been working on this problem but has not been able to solve it.

___ 6 All government records are currently stored in the cloud.

READING BETWEEN THE LINES



10001101100111001010101010101010101

010121011000110011001

7 MAKING INFERENCES Work with a partner. Discuss the questions.

- 1 In paragraph 1, the writer states, "the people who found these items would be very excited—at least at first." Why would they be excited?
- 2 Why does the writer make a comparison to the Dark Ages?
- 3 What do you think the term *bit rot* means? Think about the meaning of a *bit* in the digital world.
- 4 Why is it more difficult to preserve a conversation thread on Twitter than in a letter?

TO CRITICAL THINKING

8 Work with a partner. Discuss the questions.

UNDERSTAND

APPLY

EVALUATE

What is a *time capsule*? What is it used for?

Have you ever found a box of memorabilia? Describe the experience.

Do you think it is important to save records of everyday life? Why or why not?

COLLABORATION

- Work in a small group. Imagine that your school is putting up a new building and wants to place a time capsule in its walls. Make a list of five things that represent today's student life and school spirit to contribute to the time capsule.
 - B Present your list to the class, and explain your reasons for choosing each item.
 - C As a class, decide on five things to contribute to the time capsule.



READING 2

PREPARING TO READ



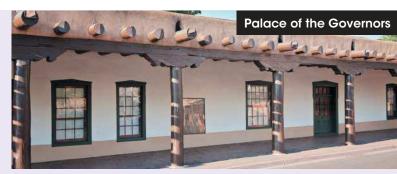
	for each vocabulary item in	
1	LINDERSTANDING KEY VOCABLILARY	Read the sentences and choose the best definition

				I the sentences and choose	the	best definition
1	The store that was once here closed five years ago, and the building has been vacant ever since.					lding has been
		busy	b	for sale	С	empty
2		e are looking for an afford e too high.	ab	le apartment, but everywhere	e we	e look the rents
	a	not expensive	b	average	С	small but comfortable
3	De	evelopers are going to bu	ild d	a shopping mall just outside o	of th	ne city.
	a	construction companies				
	b	companies that make a	pro	ofit from buying and selling lar	nd	
	С	companies that buy land	d aı	nd build on it		
4		e old building is falling ap d expensive.	art,	so the renovation is going to	be	e very complex
	a	the replacement of an o	ld k	ouilding with a new one		
	b	the repair of a building to	o bi	ring it into good condition		
	С	investment of money in o	an d	old building		
5	The	e athletic facility at the ur	nive	ersity has a new ice-skating rin	k.	
	a	a building for a special p	ourp	oose		
	b	a field				
	С	a place where people co	an I	meet		
6	The	e government maintains :	tha	t it has no money to pay for a	ny	new social programs.
	a	continues to claim	b	finally understands	С	deeply regrets
7		e patient's condition has ove her.	det	eriorated rapidly. Doctors are	dc	oing their best to
	a	grown worse	b	stabilized	С	strengthened
8		er a period of adjustment w country.	, m	ost immigrants find jobs and	pro	sper in their
	a	stay	b	are successful	С	are optimistic



READING 2

- 2 USING YOUR KNOWLEDGE Read the fact box and then answer the questions.
- The most expensive renovation in history Experts disagree. Perhaps St. Paul's Cathedral in London (about \$64 million dollars; completed 2011). Perhaps the Pentagon in Arlington, VA, USA (\$700 million; completed 2011), but much of the work was not renovation but complete rebuilding of sections destroyed on September 11, 2001.
- The oldest operating hospital in the United States – The Pennsylvania Hospital, Philadelphia, PA; built 1751; most recent renovation—a new roof (still being installed)



- The oldest operating public building in the United States – Palace of the Governors, Santa Fe, New Mexico; built between 1601 and 1618
- The average cost of remodeling a kitchen in the United States -about \$20,000

1	Why might experts disagree about the most expensive renovation in history?
2	How was part of the Pentagon destroyed in 2001?
3	What is the difference between renovating and remodeling?
3 SKII	MMING Skim the texts on pages 24–26 and answer the questions.
1	What kind of texts are these?
2	Who is the intended audience?
3	Who wrote them?
4	What do you think they will be about?