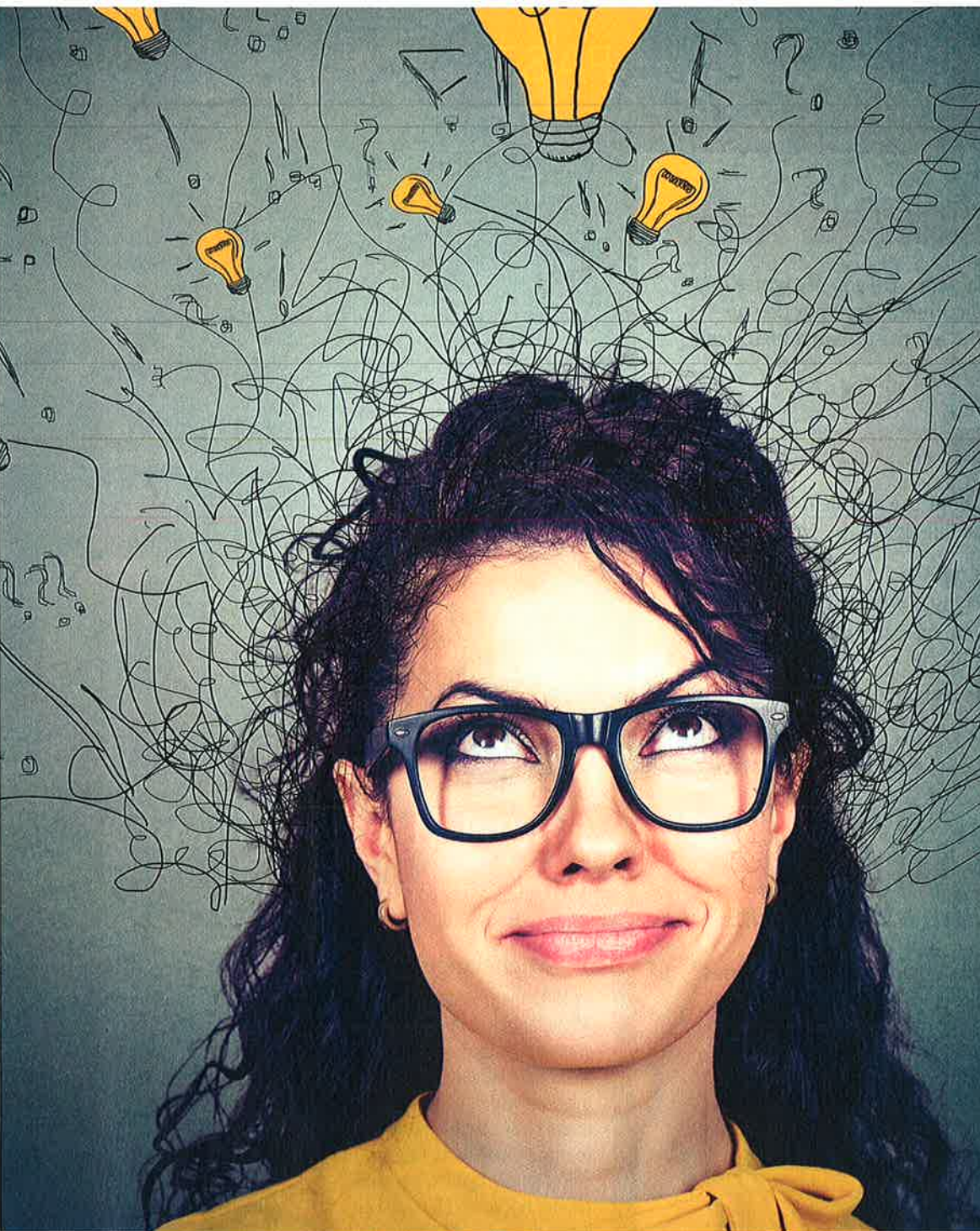
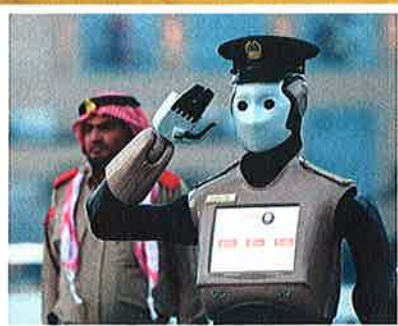


8 Knowledge



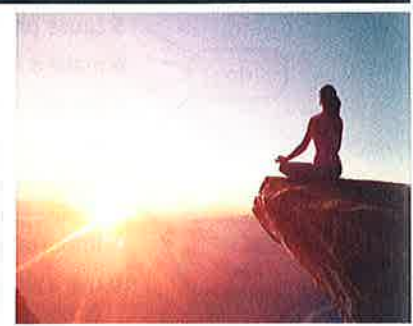
LESSONS FROM THE PAST p92



BIG DATA p95



IDIOMS AND ORIGINS p98



FINDING OUT p100

- SPEAKING** 8.1 Tell an anecdote 8.2 Discuss big data and future predictions
8.3 Discuss some idioms 8.4 A group discussion about information and knowledge
- LISTENING** 8.2 Listen to a radio programme about big data 8.3 Listen to people discussing the origins of some idioms 8.4 Watch people talking about information and knowledge
- READING** 8.1 Read about knowledge and power 8.2 Read some facts about big data
- WRITING** 8.1 Write an anecdote 8.4 Write a response to a proposal

SPEAKING

1 Discuss with other students. Do you recognise any of the people in the pictures? If so, what do you know about them? Who are the greatest historical figures in your country?

READING

2 A Read four stories about the people in the pictures. Which do you like best?

B Each of the stories can teach us a lesson. Read stories 1–4 again and match them with lessons a)–d).

- a) Work with people who have the same goals as you.
- b) Know how to sell yourself.
- c) Let powerful people feel important.
- d) Listen to criticism.

C What do you think of these four lessons? Have any applied to you?

VOCABULARY

LEXICAL CHUNKS WITH MAKE, DO, TAKE

3 Find phrases with *make, do* and *take* in the stories. Match them with 1–12.

<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">make</div>	<p>1 change things (story 1) _____</p> <p>2 make an agreement or arrangement (especially in business or politics) (story 3, title) _____</p> <p>3 make a formal agreement between two groups/people (story 3) _____</p> <p>4 earn (story 3) _____</p>
<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">do</div>	<p>5 cause physical harm (story 1) _____</p> <p>6 make a mistake (story 2) _____</p> <p>7 do an important task (story 4) _____</p> <p>8 do everything possible (story 4) _____</p>
<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">take</div>	<p>9 pay attention to someone and/or their opinion because you think it is important (story 2) _____</p> <p>10 use a situation for your benefit or gain (story 3) _____</p> <p>11 be in charge or become the boss of something (story 4) _____</p> <p>12 accept without questioning or assume something (story 4) _____</p>

4 A **8.1 STRESS ON LEXICAL CHUNKS** Listen to sentences with the phrases from Exercise 3. Which words are stressed?

B Listen again and repeat.

page 127 **VOCABULARY BANK**



Knowledge and power

four lessons from historical figures

1 Michelangelo pretends to sculpt

In 1502 Piero Soderini, the mayor of Florence, commissioned Michelangelo to build the statue of David. When the piece was nearly finished, Soderini, who thought he was an expert, told Michelangelo the nose was too big. The sculptor climbed a ladder with a handful of dust and a chisel. He then pretended to make alterations, tapping the chisel gently against the stone, careful not to do any damage, while dropping dust from his hand. 'Look at it now,' he said. Soderini replied, 'I like it better. You've made it come alive.'



The lesson: _____

2 Churchill paints a sheep

British prime minister William Churchill was a talented painter. Once, when visiting publisher Henry Luce in Luce's New York office, Churchill saw one of his own paintings on the wall. Luce commented, 'It's good, but I think it needs something in the foreground – a sheep, perhaps.' He didn't expect Churchill to take him seriously. However, a few days later, Churchill's secretary called, asking for the painting to be sent to England. Luce panicked, thinking he'd done something wrong and offended Churchill. He sent the painting anyway, and shortly afterwards, the work was returned with a sheep newly painted in the foreground.

The lesson: _____

*governess = a woman who tutors the children of wealthy families

GRAMMAR

RELATIVE CLAUSES

5 A Underline the relative clauses in these sentences from the stories.

- 1 Marie Curie, whose achievements in science won her Nobel prizes in physics and chemistry, did not have an easy childhood.
- 2 Soderini, who thought he was an expert, told Michelangelo the nose was too big.
- 3 She had carvings made that showed her as the daughter of the god Amun.
- 4 The person who helped her to get an education was her sister.

B Which two relative clauses in Exercise 5A are essential to the sentence? Which two add extra information?

C Read the rules. Underline the correct alternative and cross out the incorrect one. The first has been done for you.

RULES

- 1 For essential information, use a defining/non-defining relative clause.
- 2 For extra information, use a *defining/non-defining* relative clause.
- 3 Use commas to separate *defining/non-defining* relative clauses from the rest of the sentence.
- 4 We can use *that* instead of *who* or *which* in *defining/non-defining* relative clauses.
- 5 Use *who's/whose* to show possession.

3 Curie sisters make a deal

Marie Curie, whose achievements in science won her Nobel prizes in physics and chemistry, did not have an easy childhood. When she was young, her family was too poor to take advantage of her obvious intelligence and send her to university. The person who helped her to get an education was her sister, Bronisława. The sisters, who were very close, made a pact. Marie would work as a governess*, making enough money to pay for Bronisława's medical studies. Then, after starting her career, Bronisława would finance Marie's studies. The deal worked perfectly. They paid for each other's education and the rest is history.

The lesson: _____



4 Hatshepsut builds for glory

In Ancient Egypt, when King Thutmose I died, his daughter Hatshepsut became queen and took control of the country. But the real power always belonged to men, so she declared herself 'king'. She then did various deeds to demonstrate her power: she commissioned hundreds of statues of herself, restored important monuments, had carvings made that showed her as the daughter of the god Amun (some depicted her with a long false beard) and finally, she built a massive burial temple to ensure that her reputation would survive after death. Hatshepsut understood that male rulers took their power for granted, but she had to do her utmost to gain respect.

The lesson: _____

D Read the statements about relative clauses. Which one is false?

- 1 Relative clauses are useful for giving essential or extra information.
- 2 They are common when we try to define something (place, person, object).
- 3 They are common when we want to describe something in more detail.
- 4 Relative clauses are not used frequently in writing.

▷ page 118 **LANGUAGEBANK**

6 Join the sentences using non-defining relative clauses. Use the underlined sentence for the relative clause.

- 1 Eben joined our company last month. He was my best friend at school.
Eben, who was my best friend at school, joined our company last month.
- 2 My father is staying with me. He lives in New Zealand.
- 3 I visited Lagos. My mother is from there.
- 4 The castle was owned by the royal family. It was built in 1684.
- 5 My friend Jo will come over later. I borrowed her guitar.
- 6 Sunil moved to Delhi. He went to university there.
- 7 He studied physics. He loved it.

7 Join the sentences using defining relative clauses.

- 1 That's the shed. I keep my tools there.
That's the shed where I keep my tools.
- 2 This is the place. We grew up here.
- 3 The taxi was yellow. We took it.
- 4 Was that the girl? Her father went to prison.
- 5 The nightclub is the best in town. It has four dance floors.
- 6 It's that man. I spoke to him yesterday.
- 7 Is this the restaurant? You ate here last night.
- 8 The lady later became famous. We bought her house.

SPEAKING

8 A You are going to tell an anecdote that taught you something. Think of true endings to these sentences and add details: where and when did these things happen? Who was involved and what did you learn?

- 1 I learned something important when ...
- 2 I travelled to ... , where ...
- 3 I met ... , who ...
- 4 I learned to ... , which ...

B Share your anecdote with other students.

WRITING

ANECDOTE; LEARN TO SET THE SCENE

9 A Read the anecdote. Why do you think the writer gave it this title? What was/were the lesson(s)?

B Complete the useful phrases with words from the text.

anecdote – useful phrases	
setting the scene: time	The story took place one winter. In those days, ... When I was ¹ _____, ...
setting the scene: place	This happened in a big city ... I was living in a town by the sea. I grew up in a ² _____.
setting the scene: people	She was larger than life. She would (give us treats/take us to the river/ hug us daily). She was the greatest ³ _____.
describing a sequence of events	At first, I ... Years later, ... Inside it was the letter my teacher had sent home all those ⁴ _____.

10 Are the statements about anecdotes true (T) or false (F)?

Anecdotes:

- often use emotion or humour.
- often have a lesson or a moral.
- are informal – written in the same style as speech.
- include details to ‘set the scene’.
- are divided into short sections with subheadings.
- can use dialogue to bring the scene to life.

11 A Think of an anecdote or use the one you told in Exercise 8B. Write the story (250–300 words). Try to use some of the useful phrases in Exercise 9B.

B Work in pairs. Read your partner’s story and think of one question to ask. Then ask your partner your question.

A lesson from my mother



I grew up in a windy little town with one school, one shop and no future. When I was eight years old, my teacher sent home a note for me to give to my mother. She opened it and began to read aloud. ‘Dear Mrs Boujayan, your daughter is a genius. She is too gifted for this school. You will need to teach her yourself.’ My mother smiled at me, returned the letter to its envelope and said, ‘Come, my little genius, now your real education begins,’ and gave me a hug. I never set foot in that school again. Even though my mother was alone with three children and had to work, she somehow taught me for the next ten years. She was the greatest teacher imaginable. We did our lessons at the flimsy kitchen table or, when it wasn’t freezing outside, in the fields near our tiny bungalow. She taught me to think logically and to ask questions. Every day after studying, we’d finish off with our favourite hobby: a game of chess.

Perhaps because she’d had a hard life, her health began to fail in her late fifties. My brothers and I looked after her and we played chess right up until her final days. She died at the age of sixty-four – the same number of squares as on a chess board.

When I was going through her things, I found an envelope. Inside it was the ‘genius’ letter that my teacher had sent home all those years ago. As I began reading it, I learned something new about my mother. The letter said, ‘Dear Mrs Boujayan, your daughter is a difficult child. She is too wild for this school. You will need to teach her yourself.’

Soumaya Boujayan
surgeon, chess champion, writer



LISTENING

2 A **8.2** Listen to an interview about 'big data'. Tick the topics in the box the speakers mention.

healthcare education news
 crime prevention online dating
 farming/agriculture traffic
 politics/elections sports

B What does the man say about each topic?

3 A Circle the correct answer, a) or b). Then listen again and check your answers.

- 1 In the future big data will be used in healthcare to cure diseases like cancer by
 - a) developing new and more effective drugs and predicting the progress of the disease.
 - b) matching patients to exact treatments and increasing monitoring to help prevent the disease.
- 2 Police are using data to
 - a) predict where a crime is likely to happen.
 - b) identify criminals.
- 3 Online dating websites can use
 - a) information shared on social networks to understand your personality and find a match.
 - b) location tracking from social network apps to help people find a partner who lives near them.
- 4 Professional sports players have their performance tracked
 - a) so that their pay can be tracked according to their performance.
 - b) both when they play the sport and in their free time.
- 5 In the future traffic jams in big cities
 - a) will be a big problem as there are more and more driverless cars.
 - b) should decrease as data analytics helps drivers to choose a better route.

B Work in groups and discuss. Do you agree that big data analytics is going to change the world for the better? What do you think the downsides might be?

SPEAKING

1 A Look at the photo. What do you think it shows?

B Read the article and answer the questions.

- 1 Can you think of examples of how your everyday activities are tracked?
- 2 Are you concerned about governments and big businesses monitoring and collecting data about you? Why/Why not?

Data is everywhere

We're living in an era where data is everywhere. As we walk around every day, our phones and devices track our location. Apps and websites we visit are tracked. When we walk along a street or into a shopping centre, our movements are tracked by surveillance cameras. If we get into a car with GPS, we are tracked. If we drive too fast or go through a red light, there's a camera. If we wear a medical device, information about our activities and our health is tracked. It's known as 'digital exhaust', the trail of data that we leave behind us, and now all this information is being collected and analysed. From business to science, from government to the arts, 'big data' is everywhere and it's about to change our lives forever.

GRAMMAR

FUTURE FORMS

4 A Work in pairs. Underline the future forms in the sentences. Then discuss why you think each form is used.

- 1 Big data is everywhere and it's about to change our lives forever.
- 2 Experts try to work out where the disease is going to spread to.
- 3 In the future it will be used to cure diseases like cancer.
- 4 Data in healthcare enables us to predict when there might be a problem.
- 5 They use the data to help predict where crime is likely to occur.
- 6 In the future you'll probably never get stuck in a traffic jam.
- 7 You won't be driving your own car either; it'll be driving itself.
- 8 There are bound to be problems.
- 9 Big data is due to change the world. I think it will be for the better.

B Match sentences 1–9 in Exercise 4A with rules a)–h). You need to match one of the rules with two sentences.

RULES

- 1 Use *going to* + infinitive for a prediction based on evidence.
- 2 Use *will/won't* to make general predictions.
- 3 Use *probably will/won't* to make a prediction less certain.
- 4 Use *may/might* for predictions which are less certain.
- 5 Use *be about to* for something that is going to happen soon.
- 6 Use *be likely to* when a prediction is probable.
- 7 Use *be due to* for something that is expected to happen.
- 8 Use *be bound to* for a prediction that is very likely.

▷ page 118 LANGUAGEBANK

5 A Underline the correct alternatives to complete the article.

The problems with big data

So big data ¹is *going/might* to transform how we live, work and think. But is there a dark side to big data? Big data analysis will ²*probably/due* to improve our lives in some ways but there ³*will/are* bound to be problems too.

Robocop

If you're ⁴*about to/bound* commit a crime in Dubai, you ⁵*might/might* to get stopped by a robotic police officer. Robocop uses big data to identify offenders. One problem is that if we have technology that can predict what people ⁶*are about/are about* to do, then in the future ⁷*will/are* we going to punish people for crimes before they even commit them? Also, in Dubai the police department ⁸*is about/is due* to replace a quarter of its officers with robots by 2030. In the future many jobs done by people today will be performed by robots using big data.



Ice cream

It's also important to consider how we interpret this data in order to get the best outcomes. For example, big data tells us that in summer deaths from drowning ⁹*going to/will* increase, and so ¹⁰*will/likely* the amount of ice cream people eat. Data analytics ¹¹*might/bound* suggest that if you eat ice cream, you're more ¹²*likely/about* to die from drowning. But the reason the two activities increase is because it's summer. If big data ¹³*going/is going* to help us, ¹⁴*we'll have/we might* to become better critical thinkers.

B Do you think robotic police officers are a good or bad idea? Do you think it's important that we become better critical thinkers?

VOCABULARY

CRITICAL THINKING

6 A Match the words in bold in sentences 1–10 with definitions a)–j).

- 1 That seems like a **plausible** explanation.
- 2 It's a **reliable** source of information.
- 3 The media coverage during the election was **biased**.
- 4 The article contains a number of **misleading** statements.
- 5 Unfortunately, their business strategy was fatally **flawed** and they went bankrupt.
- 6 We need **accurate** information about the spread of the disease.
- 7 That seems like a **reasonable** solution to the problem.
- 8 I'm sure there's a perfectly **rational** explanation.
- 9 Doctors nowadays are more **open-minded** about alternative medicine.
- 10 She's very **well-informed**. She obviously knows her subject.

- a) that can be trusted or depended on
- b) fair and sensible
- c) having a lot of knowledge or information about something
- d) believable
- e) having a weakness or imperfection
- f) designed to be deceptive
- g) explained using facts and logic rather than emotion
- h) willing to try new things or consider new ideas
- i) correct in all details; exact
- j) unfairly preferring one person or group over another

B Work in pairs. Discuss the questions.

- 1 Can you believe everything you read? Why/Why not?
- 2 Do you know any news websites that you think are reliable/unreliable?
- 3 How can you be sure that the information you receive is accurate? How can you stay well-informed?
- 4 'Statistics can be misleading.' Do you agree?

SPEAKING

7 A Look at these topics and the questions below. Make notes.

health

crime

environment

agriculture

work

education

- Within the next fifty years, what do you think will be the major problems in each area?
- What will be the consequences of these problems?
- Can you think of any possible solutions?
- Do you think big data will have an influence on this?

Health:

Problem: Antibiotics will no longer work.

Solution: ...

B Work in groups and compare your ideas. What do you think are going to be the greatest challenges in the next fifty years? Can you think of any plausible solutions?

VOCABULARY PLUS

NUMBERS AND STATISTICS

8 A Read the facts on the right. Do any of them surprise you? If so, why?

B Try reading the facts out loud. Do you know how to say the numbers?

C  **8.3 NUMBERS** Listen and check.

9 Match the numbers in the box with how we say them.

10%	3.2	276,000 km	-10°C	50 m ²
10:1	150 kg	1,800,000		

- one point eight million/one million, eight hundred thousand
- two hundred and seventy-six thousand kilometres
- ten percent
- fifty square metres
- minus ten degrees Celsius
- three point two
- one hundred and fifty kilograms
- ten to one

10 A Work in pairs. Ask and answer questions to complete a list of crazy statistics.

Student A: turn to p132. Ask Student B questions to complete your statistics. Then answer his/her questions.

Student B: turn to p133. Answer Student A's questions. Then ask him/her questions to complete your statistics.

B Do you find any of the statistics in Exercise 10A surprising/unbelievable? Can you check the information to see if it is accurate?

Eight amazing facts about big data that everyone should know

1 Every **2 days** we create as much data as we did from the beginning of time until **2013**.

2 Over **90%** of all the data in the world was created in the last two years.

3 Every minute we send **204 million** emails, generate **1.8 million** Facebook likes, send **278,000** tweets and upload **200,000** photos to Facebook.

4 Google processes **40,000** search queries per second, on average over **3.5 billion** which amounts to in a single day.

5 Around **100** hours of video are uploaded to YouTube every minute. It would take you around **15 years** to watch every video uploaded by users in one day.

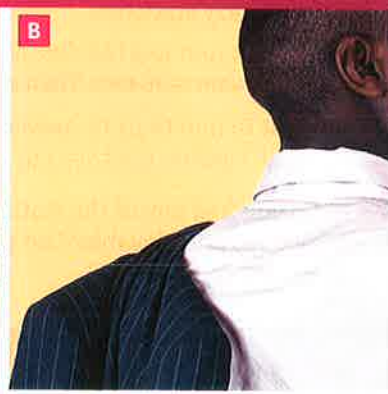
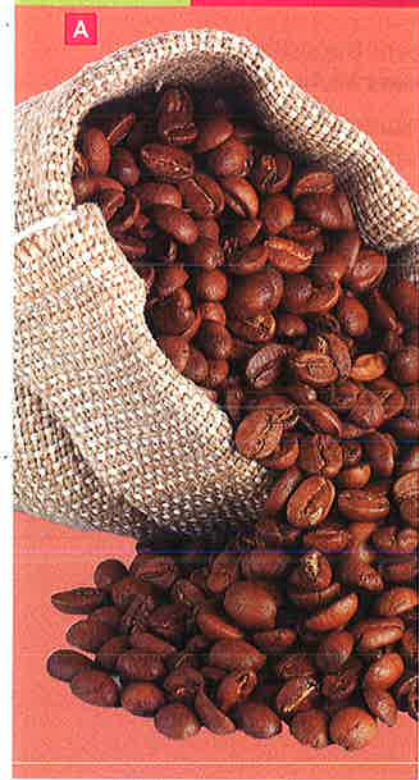
6 If you burned all of the data created in just one day onto DVDs, you could stack them on top of each other and **reach the moon (384,400 km) – twice**.

7 **570** new websites spring into existence every minute of every day.

8 The number of bits of information stored in the digital universe is thought to have **exceeded the number of stars** in the physical universe in **2007**.

8.3 IDIOMS AND ORIGINS

- F** guessing and estimating
- P** intonation in short responses
- V** idioms



VOCABULARY

IDIOMS

1 A Read the sentences. What do you think the idioms in bold mean?

- 1 What's the big secret? Oh go on, **spill the beans!**
- 2 Let's not **get side-tracked**. We need to make a decision today.
- 3 I like my teacher. She always **turns a blind eye** to my bad behaviour.
- 4 I have to work. I can't afford to **miss my deadline**, which is on Monday.
- 5 I hope I don't **get the sack**. I need this job!
- 6 These shoes are **brand new**.
- 7 I don't think she likes me. That's why she **gives me the cold shoulder**.
- 8 He's hopeless at maths. He **doesn't have a clue**.
- 9 Whether you're tired or not is **beside the point**. We were talking about your grades!
- 10 Politically, I'm **left-wing**, but my family is **right-wing**.

B Match the idioms in sentences 1–9 in Exercise 1A with the definitions in the box. Do you have any similar idioms in your language?

not relevant 9 fail to submit work on time
 deliberately not see something lose your job
 recently made start discussing something unrelated
 liberal or conservative doesn't know anything
 is unfriendly or ignores (someone) tell the secret

C Which idioms are related to which photos?

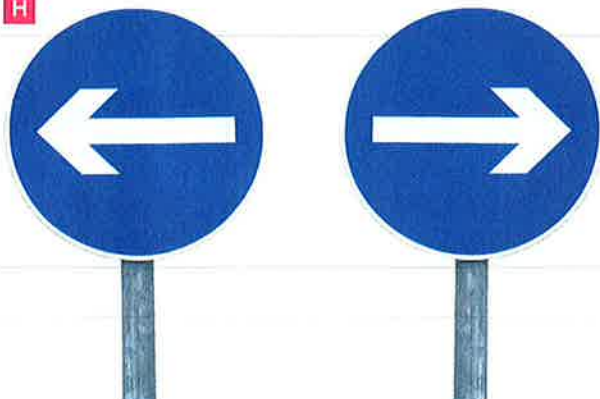
2 A Complete the conversations with the idioms in Exercise 1A.

- 1 **A:** I'll get up early. My essay is due by noon.
B: Yes, you don't want to _____.
- 2 **A:** Who wrote the lyrics to that 1943 song?
B: 1943?! I _____.
- 3 **A:** I can't tell you – it's a secret.
B: Oh go on! _____!
- 4 **A:** I'm sick and tired of her behaviour!
B: It's not that bad! Can't you just _____?
- 5 **A:** I know I stole the money, but I'm usually honest!
B: That's completely _____.
- 6 **A:** Was he friendly?
B: Not at all. He _____.
- 7 **A:** Sorry, but I lost the coat that you lent me.
B: Oh no! It was _____.
- 8 **A:** That politician's a liberal, isn't she?
B: Yes, she's definitely _____.
- 9 **A:** What if I can't fix the machine?
B: It's your job. If you can't do it, you'll _____.
- 10 **A:** Then he changed the subject and we wasted twenty minutes.
B: I know. He's always _____.

B Work in pairs. Look at Exercise 2A and take turns to read A's turn. Your partner responds.

▷ page 127 **VOCABULARY BANK**

H



FUNCTION

GUESSING AND ESTIMATING

- 3** Look at the idioms in Exercise 1A. Is it possible to guess what they mean by looking at the words? Read the Speakout tip.

Speakout TIP

The meanings of idioms in English are usually impossible to guess. This is because idioms often refer to very old customs, traditions and uses of language. Some idioms were first used hundreds of years ago. The traditions have changed but the language has kept the idiom. This means you have to learn the meaning of idioms.

What do the actual words in the idioms in Exercise 1A mean (the literal meaning)?

'Spill the beans' means you accidentally drop beans!

- 4 A** **8.4** Listen to two people discussing the origins of some of the idioms in Exercise 1A. Which idioms do they mention?

B Listen again. What are the origins of the idioms the speakers mention? Work in pairs and check your answers.

- 5 A** Read the extracts from the recording. Underline the phrases the speakers use to make guesses.

1 A: Where do you think the expression *get the sack* comes from?

B: I have no idea. Perhaps it's something like Father Christmas ...

2 A: What about *brand new*?

B: I'd imagine it's connected to the word *brand*.

3 A: Why do we say *left-wing* and *right-wing* for political views?

B: Is it something to do with where people sat in parliament?

B Here are eight more phrases for guessing or estimating. Match the phrases in box A with phrases with a similar meaning in box B.

A

approximately ... it might be ...
I'm not sure, but I'd estimate ... there's no way it's ...

B

at a rough guess, I'd say ... more or less ...
it could be ... it can't be ...

- C** **8.5** Listen and check your answers.

▷ page 118 **LANGUAGEBANK**

- 6** Put the words in brackets in the correct order to complete the conversation. Add punctuation.

A: How many languages does he speak?

B: ¹ _____ (guess / say / a / rough / I'd / eight / at)

A: Eight?! ² _____ (no / there's / that / way / many / it's)

B: ³ _____ (could / it / be). He's lived in a lot of places.

A: Has he? How many? ⁴ _____ (be / six / can't / more / it / than). He's only twenty.

B: ⁵ _____ (estimate / not / but / I'd / sure / I'm / ten / countries)

A: ⁶ _____ (as / more / that's / the / or / same / less / me)

B: Yes, and you only speak English!

LEARN TO

GIVE SHORT RESPONSES TO NEW INFORMATION

- 7 A** Read these two-word responses to new information and answer questions a)–d).

- | | |
|-------------------|--------------------------|
| 1 I see. | 4 No idea. |
| 2 Oh wow! | 5 No way! |
| 3 Kind of. | 6 You're kidding! |

- a) Which responses show surprise?
b) Which response shows understanding?
c) Which response shows you don't know?
d) Which response says the other person is partly, but not completely, correct?

B **8.6** **INTONATION IN SHORT RESPONSES** Listen to the phrases in Exercise 7A and repeat. Copy the intonation.

SPEAKING

- 8** Work in pairs. Student A: turn to page 130. Student B: turn to page 133. Explain to your partner where two of the idioms in Exercise 1A come from.



DVD PREVIEW

1 Read the quotes. Do you agree? Why/Why not?

- 1 'Google can bring you back 100,000 answers. A librarian can bring you back the right one.' *Neil Gaiman, writer*
- 2 '[Because of the internet], the level of intelligence has been tremendously increased. Much of the real action is taking place in cyberspace.' *Timothy Leary, writer*

DVD VIEW

2 Watch Part 1. Number the answers in the order you hear them.

- a) colleagues, school books and online research
- b) blog posts, bloggers and news channels
- c) newspapers and radio
- d) a variety of sources

3 A Watch Part 2. Answer the questions.

- 1 What does David say about the modern world?
- 2 What does Anthony say about googling?
- 3 Does Marie believe what she reads on the Internet?
- 4 What does Julian say about research and sources?

B Underline the correct alternatives to complete what the speakers say. Watch again to check your answers.

- 1 You have to learn to *filter/fill* the information so you understand where it's coming from.
- 2 Does it have a trusted *sort/source*?
- 3 I take what I read from the internet with a *punch/pinch* of salt.
- 4 It's important to see if you can come to a *lone/your own* conclusion of what the real story is.

C Work in pairs. Answer the questions.

- 1 What is a filter, e.g. a coffee filter? What does *filter information* mean?
- 2 What is a source, e.g. the source of a river? What does a *trusted source* mean?
- 3 If you *take something with a pinch of salt*, do you believe it completely or not?
- 4 If you *come to your own conclusion*, are you thinking for yourself or agreeing with someone else?

4 Watch Part 3. Are the statements true (T) or false (F)?

- 1 Simon thinks the internet has good and bad things.
- 2 Isabelle says it's full of fake news.
- 3 Sophie says it makes you smarter if you use it to educate yourself.
- 4 Anthony thinks it wastes our time.

5 A Complete the extracts with one word in each gap.

- 1 I think the internet is a _____ **blessing**.
- 2 You need to be a _____ **user** of it.
- 3 We don't feel like we need to **learn** as many things **by** _____ any more.
- 4 We've got **so much** _____ now to knowledge.

B Watch Part 3 again to check your answers.

C Match the phrases in bold in Exercise 5A with their definitions.

- a) memorise
- b) chances to experience or get something
- c) something that is both good and bad
- d) someone who is able to make good judgments

D Work in pairs and discuss. Do you agree that the internet is a mixed blessing? Do you think it stops us learning things by heart?

speakout a group discussion

7 A Read the questions and think about your answers.

- 1 How do you usually get information?
- 2 Which websites do you trust? Which don't you trust? Why?
- 3 Do you think the internet is making us smarter or more stupid?
- 4 What knowledge would you like to pass on to younger members of your family? Why?

B Work in groups. Discuss the questions in Exercise 7A.

writeback a response

8 A Read the proposal for an internet-free day and a response. Does Mary-Lou like the idea?

ACTIVITY

Unplug!

Can you survive a day without the internet? Why not find out? Join us for Internet-free Day on 5 January this year.

The idea is inspired by the 5th Street Café. This café has wi-fi, but it also has an Unplugged Hour every day. During this hour, which is called Coffee-and-Conversation, the owners offer free coffee on one condition: that you sit with a stranger and chat.

The owners tell us the hour has been extremely popular and that having a break from the web has restored the ancient art of conversation.

ML Mary-Lou
@mary-lou



I think Internet-free Day is an absolutely terrible idea. For a start, I get my news from the net. Secondly, unless EVERYONE does it, it'll be a disaster. All those work emails will be unread and your colleagues will be wondering what's going on. As for the 'evidence' from 5th Street Café, well, of course people like it! They're getting free coffee! As soon as the hour is up, I bet you everyone's back on Facebook.

Mary-Lou, Texas

B Write your own response to the proposal in Exercise 8A (70–100 words).



Isabelle



Sophie



Juliet



Atri

6 A Watch Part 4. Number the answers in the order you hear them.

- a) believe in people
- b) values
- c) a love of history
- d) a love of books

B Answer the questions.

- 1 Simon mentions his mother's reading habits. What did she teach her children about books?
- 2 Juliet says she learned how to 'live life well'. What does she say was NOT important?
- 3 According to Julian, who exactly should you believe in?
- 4 Which two people exposed Atri to history? How?

C Watch again to check.



V LEXICAL CHUNKS WITH MAKE, DO, TAKE

- 1 A** Complete the sentences with the words in the box.

damage control granted
alterations seriously
utmost deal advantage

- The dress was too big, so we made some _____ to make it smaller.
- I find it hard to take this report _____ when it has so many mistakes.
- The companies made a _____ worth 100,000 euros.
- The storm did a lot of _____ to our house.
- Not everyone goes to university, so you have to take _____ of this opportunity.
- When the boss died, his daughter Jennifer took _____ of the company.
- These days it's taken for _____ that people have mobile phones.
- The exam is difficult but I'll do my _____ to pass it.

B Choose six phrases with *do*, *make* or *take* and write three true and three false sentences about yourself. Read your sentences to other students. Can they guess which are true?

G RELATIVE CLAUSES

- 2 A** Underline the correct alternatives to complete the story.

Wise words

Henry David Thoreau was a writer ¹*whose/who* was famous for leaving society to live in the woods. One day, Thoreau took a group of friends to pick berries. He knew ²*the places where/ what the places* every type of berry grew. These friends included young Edward Emerson, ³*whose father/who's father* was another writer, Ralph Waldo Emerson.

At ⁴*the moment of/the moment when* they were turning to go home, Edward tripped and dropped his basket. The ⁵*berries what/berries that* he'd picked fell onto the ground and were ruined. Everyone offered to share theirs, but Edward, ⁶*whose basket/the basket which* was now empty, was extremely sad. Thoreau, ⁷*whose seen/who had seen* the incident, put his arm around the boy and explained that for berries to keep growing, nature had made sure that little boys would trip sometimes and drop their pickings. When he came back next year, Edward would find lots of berries in ⁸*the place where/where* he'd dropped them. On hearing this, Edward smiled.

B Work in pairs. Read the story again and discuss. What lesson can we learn from it? Then work in groups and compare your ideas.

G FUTURE FORMS

- 3** Find and correct the mistakes in the sentences. There is one mistake in each sentence.
- The train is due arrive at 14.30.
 - I was just about telephoning you.
 - Unfortunately, we're not likely seeing them again soon.
 - I'd take an umbrella. It might to rain later.
 - We don't need to buy any food. They bound to have lots already.
 - I'm not convinced we'll to be finished by lunchtime.
 - We haven't seen each other for over a year. We're going have a brilliant time.
 - They'll probably arriving just before the start.

V CRITICAL THINKING

- 4** Add the missing letters to complete the adjectives relating to critical thinking.
- He had no pl_____ reason for leaving the country.
 - We need more ac_____ statistics regarding the rate of unemployment.
 - The information we have received has not come from a re_____ source.
 - We encourage members to be as we_____ -i_____ as possible.
 - The article contained many mi_____ statements.
 - The judge's decision was bi_____.
 - He put forward a perfectly re_____ argument.
 - He was very op_____ -m_____ about other people's work.
 - Unfortunately, the system is fl_____ and it fails many people.
 - I don't understand his behaviour. It just wasn't ra_____.

F GUESSING AND ESTIMATING

- 5 A** Read the conversations about three quiz questions. Cross out the option which is not possible.
- A:** Where is the world's biggest library?
B: *It could be/It guesses/ It might be* the one in Alexandria in Egypt.
 - A:** Where did the name *Google* come from?
B: *Perhaps it's something to do with/I'm not sure, but I think it's/There is definitely* the word for a big number.
 - A:** Which is the world's most educated country?
B: *There's no way it's/It can't be/I don't estimate my* country, the UK!
- B** Work in pairs. Try to answer the quiz questions in Exercise 5A. Then turn to page 129 and check your answers.

IRREGULAR VERBS

Verb	Past simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leap	leapt	leapt
lean	leaned/leant	leaned/leant
learn	learned/learnt	learned/learnt

Verb	Past simple	Past participle
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spell	spelt	spelt
spend	spent	spent
spill	spilled/spilt	spilled/spilt
split	split	split
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written