Vocabulary: Noun modifiers

A 2.1 Listen and match people 1–6 to topics a–g. Pause and answer when you hear Beep! There is one extra topic.

Different people, different concerns

We asked people what was most on their minds.

1. romantic relationships
2. family dynamics
3. material possessions
4. financial problems
5. physical appearance
6. leisure activities
7. peer pressure

B 2.1 Listen again. In pairs, consider who you relate to most?

C Read Types of noun modifiers. Then label the modifiers a–g from A as either A (adjective) or N (noun). Can you add three other combinations of these words?

Types of noun modifiers

We can use both nouns and adjectives to create new expressions:

- a family dinner (noun + noun) = a dinner for the family
- social issues (adjective + noun) = issues in society

romantic relationships – A

D Make it personal What’s most on your mind these days? Share your thoughts in groups. Ask for and give more details. Any surprises?

Common mistakes

- I’m considering / thinking about going back to school.
- Romantic relationships take up a lot of energy!
- I’m thinking about family’s / families problems a lot.

I can’t seem to focus on anything but...
2 Listening

A What's each person's problem in pictures 1–4? What do you think happened?

B 2.2 Listen to a conversation between April and her dad. Number the opinions 1–4 in the order you hear them.

1 Young people listen to their friends more than adults.
2 It's hard for young people to plan and organise so they can reach their goals.
3 Young people don't think about the consequences of their actions.
4 Natural body rhythms in young people are different from adults.

C 2.2 Listen again. Who believes 1–6—Dad (D), April (A), or both (B)?

1 Young people's brains are immature until the age of 25.
2 April's last haircut was bad.
3 Teenagers are often tired during the day.
4 April is easily influenced by her friends.
5 Children under 25 should live with their parents.
6 Young people are adults at 18.

D Rephrase 1–6 using noun modifiers to replace the underlined text.

1 I'm worried about the work you're doing for school. I'm worried about your schoolwork.
2 I was just reading an article about the brain of the adolescent.
3 You can't argue with facts that are scientific.
4 They make decisions in an instant they often regret.
5 Our patterns of sleep, clocks regulating our bodies, are different.
6 Lots of crashes involving cars are caused by young drivers.

E In pairs, how many noun modifiers can you use to describe the pictures in A? Which reasons in B explain the situations? Similar opinions?

F Make it personal Discuss young people's responsibilities.

1 2.3 How to say it Complete these expressions from the conversation in B. Then listen to check.

<table>
<thead>
<tr>
<th>What they said</th>
<th>What they meant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I had no idea at all (that) ...</td>
<td>I had absolutely no idea (that) ...</td>
</tr>
<tr>
<td>2 I never thought (that) ...</td>
<td>I never thought (that) ...</td>
</tr>
<tr>
<td>3 You must be kidding!</td>
<td>This is a joke, right?</td>
</tr>
<tr>
<td>4 It surprises me (that) ...</td>
<td>It really surprises me (that) ...</td>
</tr>
</tbody>
</table>

2 In groups, decide at what age young people should be able to do these things and why. Use How to say it expressions.

babysit  drive a car  get a tattoo  get married  join the army  travel abroad alone  vote

It amazes me that some people say you should be 25 or over to drive a car. I'm 19 and I'm a really careful driver.

Well, perhaps you're the exception and not the rule.
2.2 Do you worry about your diet?

3 Language in use

A Listen and fill in the missing words. As you listen, notice the silent /t/ at the end of some words.

the best thing  the biggest problem  the hardest thing

<table>
<thead>
<tr>
<th>Online Quick Survey</th>
<th>Have you got a sweet tooth?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We asked our readers what sweet treats they can't resist. Here's what they told us!</td>
<td></td>
</tr>
</tbody>
</table>

I usually have 1 ______ every afternoon. The best thing about it is that it wakes me up for my afternoon lessons.

2 ______! The biggest problem is weight gain if I have one every day.

I love a big 3 ______ for dessert in restaurants. The hardest thing is sharing it with other people!

I have two or three 4 ______ a day. The good thing is the 5 ______, which gives me energy. It keeps me going, and I really need it because I play a lot of sport.

6 ______ is my favourite! Going to our local 7 ______ is a big deal for my family. The best part is all the different 8 ______, so it never gets boring!

There’s definitely an advantage to 9 ______! I eat a lot of them to pick me up. However, the disadvantage is that they make you feel even more tired later, when the effect has worn off.

In my family, we don’t have 10 ______ like ice cream and biscuits, only fruit. My mum says fruit has 11 ______.

B Complete the definitions with the highlighted words from A. Change the form if neccesary.

1 To keep ______ someone ______ (v) means to give someone strength to continue.

2 A ______ (n) is the opposite of an advantage.

3 It’s a ______ (n) means it’s important.

4 A ______ (n) is something that gives pleasure or enjoyment.

5 To ______ (v) means to diminish in effect.

6 ______ (n) is the process of becoming heavier.

C Make it personal  Who in the survey do you identify with most / least? Which foods can’t you resist? Survey the class to find your top five.

Have you got a sweet tooth? Not really, but I really can’t resist pizza! It’s such a great comfort food.
4 Grammar: Using noun, verb, and sentence complements

A Study the sentences 1–3 in the grammar box. Find five similar ones in the survey, and write N (noun), V (verb) or S (sentence) beside each. Then tick (✔) the correct rules.

Noun, verb, and sentence complements to describe advantages and disadvantages

1 The problem with cafés is noise. [N]
2 The good thing about going to one is being able to sit down. [V]
3 The best thing is [that] they serve nice food. [S]

After is, the form of the verb is an infinitive or ing form.

When a sentence follows is, the word that is isn’t optional.

Be careful with subject-verb agreement, and make sure sentences have got a subject!

One of the best things about restaurants is good food.
One disadvantage of restaurants is that they are often crowded.

Common mistakes

The best thing about fruits (NC) is that they have less calories (C) than chocolate.
Remember that count (C) and non-count (NC) nouns are different!

B Match the sentence halves. Do you agree with the statements?

1 The best thing about energy drinks is ...
2 The problem with fruit is ...
3 The biggest advantage of vegetables is ...
4 The most difficult thing about eating well is ...
5 The worst thing about junk food is ...

a that it’s expensive, especially if it’s organic.

b knowing what’s good for you and what isn’t.

c that they help you stay alert.

d that it’s irresistible!

e vitamins and minerals, but less sugar.

I definitely agree with the first one. And another good thing about them is ...

C Complete 1–4 with your ideas. In groups, whose were the most original?

1 The best thing about paying tax is ..., but the worst thing is ...
2 The most difficult thing about studying English is ..., but the most rewarding thing is ...
3 The easiest part of meeting someone new is ..., but the hardest part is ...
4 The biggest advantage of my neighbourhood is ..., but the biggest disadvantage is ...

The best thing about paying tax is that it feels good to be honest, but ...

D Make it personal Choices and more choices!

1 Note down the pluses and minuses of each choice (a–d). Then make a decision.

a On your birthday, would you rather go out to eat or throw a party at home?

b If you want to see a film with your family, would you rather go to a cinema or watch it on TV?

c If you want a new phone, would you rather buy it unlocked or sign up for a plan?

d On holiday, would you rather lie on the beach, hike in the mountains, or go sightseeing in your city?

2 Find a partner who thinks the opposite. Share your arguments. Use expressions from A and B. Can you change people’s minds?

Well, the good thing about having a party is that you can invite more people.

Yes, but it’s a lot of work.

3 Finally, take a vote. Which choices win?
Who's the smartest person you know?

5 Vocabulary: Describing ability

A 2.5 Listen to a lecture on six types of intelligence. Number the pictures 1–6.

B 2.5 Guess the missing words in the notes (1–6) on the right. Be careful with verb forms. Listen again to check.

C Write the highlighted expressions from the notes in B in the table. Then test your memory in pairs:

A Use the pictures and table to describe the six types of intelligence.
B Prompt A and offer help when needed. Then switch roles.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td>1. be good at</td>
</tr>
<tr>
<td></td>
<td>be bad / hopeless at (music / singing)</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>for</td>
<td>4. have got no talent for (sport / playing ...)</td>
</tr>
<tr>
<td>of</td>
<td>5. be incapable of (learning ...)</td>
</tr>
<tr>
<td>to</td>
<td>6. be unable to (learn ...)</td>
</tr>
</tbody>
</table>

Someone who has logical-mathematical intelligence is really good at...

Common mistake

*I find it easy to speak / I'm good at speaking*

I have facility to speak / speaking in public.

D Make it personal In pairs, answer 1–3.

1 Which are your two strongest types of intelligence? How do you know?
2 Which one(s) do you think you should work on? Have you tried?
3 Do you think it makes sense to divide intelligence into different types? Why (not)?

I think my spatial intelligence is good. I find it easy to give directions, and I never get lost.

I'm just the opposite. I can barely understand my satnav!
6 Reading

A 2.6 Read the introduction. Guess the author’s answer to the question there. Then listen to or read the article to check.

FISH AND TREES: GARDNER’S MULTIPLE INTELLIGENCES REVISITED

Howard Gardner’s theory of multiple intelligences was published in 1983. It is still relevant today and accepted by many as true. But is it a valid way of looking at learning? Of all the memes I see on my Facebook® wall day after day, there’s one that looks particularly clever. It claims that ‘Everybody’s a genius, but if you judge a fish by its ability to climb a tree, you will think it’s stupid.’ In other words, we’re all gifted at different things, so we should concentrate on our strengths, not on our weaknesses. People with a high degree of musical intelligence, for example, will excel at playing instruments, but may be hopeless at expressing themselves in writing, or doing maths problems in their heads. Fair enough. Who can argue against the notion that each and every one of us is different? Perhaps this explains why Gardner’s theory is still popular. In a way, we all like to think of ourselves as unappreciated geniuses whose brilliance remains undiscovered. We’re fish, and our teachers and bosses are making us climb trees. But are we really that special? Stephen Hawking is a genius. Mozart was a genius. The fact that my three-year-old can draw a four-legged horse on a rooftop doesn’t make her a genius. It simply means she’s skilled at drawing pictures of animals, which may or may not help her make a decent living in the future.

Worse still, the theory seems to reinforce the idea that some people have no talent for certain things and that little can be done about it. This, to me, denies the whole point of education, which is to enable people to master new skills and deal with challenges. In my view, you don’t need highly developed linguistic intelligence to be able to write a clear essay, or a good degree of bodily intelligence to become a dancer or an athlete.

Any theory that overlooks the importance of motivation, passion, and hard work should not be taken seriously, I believe.

B Re-read. Infer which statements the author would agree with and write Y (yes) or N (no). Underline the evidence in the article.

1. We should only focus on what we’re naturally good at.
2. People tend to underestimate their own intelligence.
3. Parents tend to overestimate children’s talents.
4. Children with special talents generally become rich later in life.
5. Schools should focus on what students can already do well.
6. You can learn most things if you put your mind to it.

C Read Reference words. Then explain what the eight highlighted words in the text refer to.

Reference words

Reference words often refer back to a specific, stated word, but they can refer to a concept, too. You can’t judge a fish by its ability to climb a tree. This idea makes perfect sense to me. (its = the fish’s ability; This = the fact that we can’t judge a fish.)

D Make it personal Answer 1–3 in groups. Any surprises?

1. Choose a statement in B you agree / disagree with. Explain why.
2. How does / did your school deal with students’ different abilities and learning styles?
3. Which skills do these jobs require? Which is the most important intelligence type for each?

actor athlete chef manager nurse parent politician taxi driver teacher

I think it’s really important for a teacher to be good at explaining things. I don’t know. A teacher needs to be intuitive – you know, have a gift for reading people’s expressions.
7 Listening

A  2.7 Listen to three friends discussing a news report. Who’s most convinced that intelligent alien life exists, Theo or Ruby?

B  2.7 Listen again and tick (✔) the name(s). In pairs, share your opinion on these statements.

<table>
<thead>
<tr>
<th>Who believes ...</th>
<th>Theo</th>
<th>Jude</th>
<th>Ruby</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 most UFO stories have got a lot in common?</td>
<td>✔ ✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 it’s likely that there’s some extraterrestrial life?</td>
<td>𝑇</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>3 perhaps aliens talk to each other mentally?</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 the pyramids were built by aliens?</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 there’s a lot of reliable evidence that aliens do exist?</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>6 it’s likely that if aliens exist, they are physically similar to us?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C  2.8 Read the excerpts in the speech bubbles and guess Theo’s story. Then listen and number the speech balloons (1–6). How close were you to guessing Theo’s story?

Let’s see. It was late at night, and he thought somebody was following him. So he was walking outside, right?

Yeah, but what about the vacuum cleaner? What does it have to do with the rest of the story?
Grammar: Degrees of certainty with modal verbs

A Study the grammar box and tick (✔) the correct rules. Then identify the passive sentence in 7C.

Degrees of certainty: may, might, must, can, and could

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perhaps it’s true.</td>
<td>They might / may [not] look like us.</td>
</tr>
<tr>
<td>I’m quite sure it’s true.</td>
<td>It might / may [not] have disappeared.</td>
</tr>
<tr>
<td>I really doubt it’s true.</td>
<td>You can’t / couldn’t be serious!</td>
</tr>
<tr>
<td></td>
<td>It can’t / couldn’t have been a UFO.</td>
</tr>
</tbody>
</table>

1 Use a modal verb + be / have been + past participle to form active and passive sentences:

Other planets might be inhabited by humans.  The scene could have been captured on video.

2 Could means may or might in the affirmative only:

It could have been a UFO. The scene could have been captured on video.

More about can and could

Can is not used in the affirmative to express possibility:
It could / may / might be an alien.

B Rephrase 1–6 beginning with the underlined words.

1 I doubt we are alone in the universe.
We can’t / couldn’t be alone in the universe.

2 Perhaps there is life on other planets.

3 Perhaps they use a different form of communication.

4 I doubt the pyramids were built by aliens.

5 (If there are aliens out there), I’m quite sure they look a lot like us.

6 I’m quite sure we have been visited by extraterrestrials.

C Make it personal  In pairs, rephrase the sentences you disagree with, using a different modal.

Are you more like Theo, Ruby, or Judd?

First one ... I think we might be on our own in the universe. I mean, who knows.

Common mistakes

That legend must have invented by our ancestors.
I think the Loch Ness Monster might have actually existed.

Pronunciation: Modal verbs in informal speech

A 2.9 Read and listen to the rules. Then listen to and repeat examples 1–3.

In rapid, informal conversation, it’s important to understand these common reductions:

must have = musta  might have = mighta  could have = coulda

In less informal speech, say must’ve, might’ve, and could’ve.

1 He must have been confused.  2 It might have been a joke.  3 It could have been a UFO.

B Make it personal  Think of something hard to explain that happened to you or someone else. Share your stories in groups. Whose explanation is the most logical?

And then when I opened the door, there was nobody there.

Wow! That must have been scary. Were you on your own at home?
2.5 What was the last test you took?

10 Listening

A 2.10 Answer 1–4 in the IQ quiz as fast as you can. Listen to two friends to check. For you, which was the hardest question?

B 2.11 Listen to the rest of their conversation. Circle a or b.
1 Carol thinks IQ tests ...
   a are boring.  
   b have more disadvantages than advantages.
2 Flavio ...
   a doesn’t have strong feelings for or against IQ tests.
   b sees several advantages to IQ tests.

C 2.11 Listen again and complete 1–6 with one to three words.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Internet IQ tests are <strong>fun</strong>.</td>
<td>4 They focus on specifics like <strong>__________</strong>.</td>
</tr>
<tr>
<td>2 They <strong>__________</strong> your brain.</td>
<td>5 They pay no attention to your <strong>__________</strong>.</td>
</tr>
<tr>
<td>3 They can help teenagers <strong>__________</strong>.</td>
<td>6 They might negatively affect your <strong>__________</strong>.</td>
</tr>
</tbody>
</table>

D Go online and take an IQ quiz in English and check your score. Is there an argument in C you strongly (dis)agree with?

Keep talking

A Choose a question 1–6. Note down two advantages, two disadvantages, and your conclusion.

- 1 being considered the family genius?
- 2 getting into university when you’re very young?
- 3 being rich and famous?
- 4 being extremely good-looking?
- 5 being very tall?
- 6 being an only child?

B How to say it Share your views in groups using the expressions in the table. Who has the best arguments?

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Agreeing / Disagreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the best things about ... is (that) ...</td>
<td>The trouble with ... is (that) ...</td>
<td>Absolutely!</td>
</tr>
<tr>
<td>Another plus is (that) ...</td>
<td>Another problem with ... is (that) ...</td>
<td>That’s one way to look at it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I wouldn’t be so sure.</td>
</tr>
</tbody>
</table>

I think being an only child has more advantages than disadvantages. For one thing you get a lot of attention.

Well, I wouldn’t be so sure. The trouble with being an only child is you’re lonely.
12 Writing: A for-and-against essay

A Read this upper-intermediate student’s essay. Ignoring the blanks, find two arguments for tests and two against them.

Most schools in my country still evaluate students using formal tests. However, more and more schools are beginning to evaluate students based on their performance, instead. This includes essays, projects, presentations, and real-world activities. Some people think tests are a necessary evil, while others say students need to be evaluated after every lesson. Personally, I agree with the second group.

1 ___________ tests is that they’re objective and easy to mark, which is useful for teachers who teach large classes. ___________ is that students with low scores can be given enough extra help before it’s too late.

2 ___________ , I believe ___________ using test scores to evaluate students. First, students who do well might think they’re better than everybody else, ___________ students with lower marks might lose confidence and have got a poor self-image. ___________ tests is that they emphasise memorisation, instead of creativity and social skills. When performance is evaluated continuously, every lesson is important. Students try harder, and teachers take more interest in every individual.

3 ___________ , I believe formal tests should be replaced by continuous evaluation. This way, students can also evaluate themselves, and this is really the whole point of education.

B Read Write it right! Then complete the essay with items 1–8, changing the punctuation as necessary.

Write it right!

In a for-and-against essay, use expressions like these to help readers follow your train of thought.

| Listing pros and cons | 1 One advantage of ...  
|                       | 2 A further advantage ...  
|                       | 3 There are a number of drawbacks to ...  
|                       | 4 Another disadvantage of ...  |
| Contrasting           | 5 On the other hand ...  
|                       | 6 While ... / 7 Whereas ...  |
| Reaching a conclusion | 8 To sum up ...  

D Complete 1–3 with an opinion of your own. Then compare sentences in groups. Any similarities?

While it’s true that schools ..., personally, I believe that ...

Retiring early gives you a chance to reinvent yourself, whereas ...

Living in a big city has both pros and cons. On the one hand, ... On the other hand, ...

E Your turn! Write a four-paragraph essay (250 words) discussing one of the questions in 11A.

Before
List the pros and cons. Order them logically. Anything you can add?

After
Write four paragraphs following the model in A. Use at least five expressions from B.

Post your essay online and read your classmates’ work. What was the most popular topic? Similar arguments and conclusions?