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6



IDEAL HOMES

Reading

Vocabulary in context – Accommodation

1 **SPEAKING** Check you understand the words in the box. Do you live in one of these types of accommodation?

34

block of (high-rise) flats • bungalow • chalet • cottage • detached house • luxury apartment • semi-detached house • terraced house • villa

2 Complete the text with the correct form of these words.

35

bill • deposit • dorm/dormitory • flat-/house-hunt • flat/house share • flatmate • fully furnished • halls of residence • homestay • host • landlord/landlady • lodger • move in

UK student accommodation options

- Staying at home:** The simplest option, but maybe you can't or you want to experience independent living.
- (a): This accommodation type is popular for students in their first year. Usually you'll be on, or near, the campus, living with other students. Americans usually call this type of accommodation (b), based on the idea that you just sleep there.
- (c): This is typical in the second year of university. You and a few friends may need to (d) for a while before you find the perfect place to live together. It's a good idea to find a place that is (e) so that you don't need to buy anything big like a fridge. When you find a place you like, you'll probably have to put down a (f) to reserve it before you actually (g) and start living there. It's essential to speak to the owner of the house, the (h), to check if all your (i), like water and electricity, are included. Also, if something breaks or stops working, who will repair it? Will it be the owner or you? Remember to all help with cleaning the place you rent. Most arguments with (j) start that way!
- Renting a room in someone's house:** If you're on your own and can't afford a place of your own, you may want to become a (k), living in someone else's house. It's worth finding out how much contact you'll have with the owner and whether you can share common spaces like the kitchen or living room. If you're studying abroad, a (l) like this can be useful because you can practise speaking the language with your (m) family.

Use it ... don't lose it!

3 **SPEAKING** Which of the four types of student accommodation would you prefer? Why? What are the advantages and disadvantages of each?

Reach higher → page 138

4 **SPEAKING** Imagine that you are going to study abroad for a term or a year. What would be your ideal accommodation arrangement? Why?

5 Read the article on page 71. Does it mention your ideas in 4?

6 **SPEAKING** Read the article again. For questions 1–11, choose from the people (A–C).

Who ...

- was perfectly content not to get out much to see places of local interest? **A / B / C**
- considers that an important part of studying abroad is getting to know people who are not only from your new country of residence? **A / B / C**
- learnt or began to do chores? (two people) **A / B / C**
- thinks that a short period of adjustment is normal when you first live abroad? **A / B / C**
- thinks that where they stayed was instrumental in them gaining insight into life in the new country? **A / B / C**
- was disappointed with the unfair treatment they received? **A / B / C**
- thinks that going for the cheapest accommodation isn't necessarily the best idea? **A / B / C**
- had certain obligations as part of their accommodation agreement? (two people) **A / B / C**
- feels that they discovered something important about themselves by living abroad? **A / B / C**
- learnt a lot by doing things wrong? **A / B / C**
- believes the people they lived with were vital to them completing their time abroad successfully? **A / B / C**

7 What do the underlined words and phrases in the text mean?

8 Critical thinkers

In your opinion, are there more advantages or disadvantages to studying abroad?

What makes you say that?



Studying abroad next year? Time to think about where to live

Three students share their experiences and tips.

A Jenny Harris, 17, Valencia



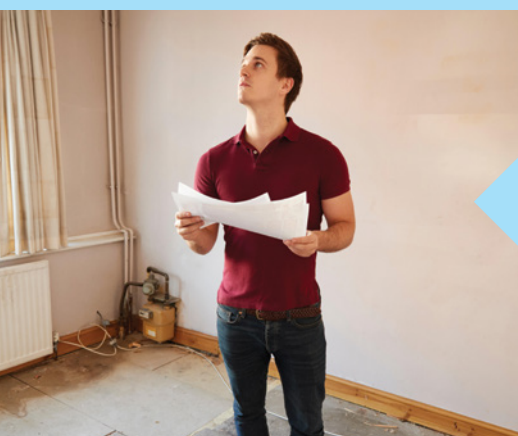
You're going to study abroad for a year? Get ready for the time of your life! No, I know, in the first week it won't seem like that. You'll be feeling homesick and awkward, and you might even start thinking you've made the biggest mistake of your life moving to a new country where you don't know anyone. But if you choose a homestay, and, if you're like me, after just one week you'll be feeling you've been part of your host family your whole life. When I think back to my year abroad, what I remember most aren't the classes or what I learnt, but how at home I felt in a new culture. When I wanted to know how to get around the city on public transport or how I should reply to certain questions without making a fool of myself, my host mum and her daughter, who became like a sister to me, helped me with everything I needed to know. In fact, I don't think I could have survived without them. There were some ground rules that I didn't particularly appreciate, like helping with the cooking and cleaning, unlike in my own home, or not allowing friends or guests to turn up at any hour. But we only had a few disagreements in all my time there and we formed such a close connection that we're still in touch regularly. So, if you're going abroad, choose a homestay so that you learn the language, but also all about the country's customs and culture. For example, you can find out the best markets to visit, how to avoid the expensive tourist traps, and, on top of that – and importantly in my case – you're saving money because it's always going to be cheaper than renting a flat on your own.

B Nate Parker, 16, Houston



When I found out I was going to be studying abroad for a whole term, I confess to feeling quite nervous about the situation. I was definitely a homebody, so I really wanted to stay with a host family. My study programme didn't have that option, so I found myself in a dorm on campus, much to my initial disappointment. How wrong can you be? I shared my room with a student from Mexico and right from day one we became the best of friends and I started to have the time of my life. I discovered I was more outgoing than I'd realised. And the experience taught me lots of new skills, like doing my own laundry. Sadly, cooking was *not* a skill I picked up, despite having a shared kitchen! In my defence, there was little need to prepare my own meals, since we had easy access to some great places to eat on campus. The rooms were fully furnished and well equipped, which meant I didn't need to pack much. At first, I thought the facilities would be pretty basic, but ... wrong again. We had all the mod cons, including hi-tech laundry rooms, an on-site gym and even a cinema, all within easy walking distance. Obviously, you could go into the city centre when you liked but the only thing holding you back was that you were so at home on campus that you didn't really feel like it. That did mean making more international than local friends, but that's also a key part of studying abroad in my opinion. You certainly never felt alone, right from day one, since literally everyone was in the same boat. You're discovering a whole new way of life, but together, feeling the same doubts and fears, and the same thrills and excitement, too.

C Will Taylor, 25, Paris



My first experience of living abroad was traumatic. I was in Paris as part of an Erasmus programme. I was young and I signed a very dodgy contract which virtually took away my standard rights as a tenant, leaving me feeling very bitter. Once I'd signed, the landlady informed me that there was a clause stating that I had to teach her three young children English! She threatened to kick me out of the flat if she wasn't satisfied with my lessons, despite never having taught before. She claimed she'd reduced the rent in return – not that I noticed! So, I strongly suggest you check all the small print before signing anything. I also advise you not to put down a deposit on any flat based only on your online impressions. What appears to be a large, airy apartment can end up being a tiny little flat with no space at all. When the ancient sink fell right off my bathroom wall and crashed into pieces, my landlady accused me of breaking it on purpose and, initially at least, refused to repair it. So, if at all possible, go and see the place before handing over any money. I also recommend comparing the price of properties in the same area. Location is, of course, incredibly important. If it takes ages to attend classes or socialise in the evening, think also about the cost and stress involved. Having said that, it was worth it. After a couple of months in my first flat, I learnt by trial and error and found a much better place. Living independently was ideal for me, and my flat was the perfect base for my frequent trips into the heart of an amazing city!

Reporting structures

1a Look at the sentences. Check that you understand the meaning of the reporting verbs.

- a She **confessed** to feeling nervous.
- b She **informed** me that there was a special clause.
- c She **claimed** she'd reduced the rent.
- d He **suggested** we check the small print.
- e My landlady **accused** me of breaking it on purpose.
- f I **wanted to know** whether it was easy to get around the city.
- g She **refused** to repair it.
- h He **advised** us not to put down a deposit.
- i He **recommended** comparing the price of properties.

1b Match the reporting verbs in 1a to the patterns 1–9.

- 1 verb + (that) + sentence in reported speech: *add, admit, agree, announce, confess, deny, explain, promise, reply, say*
- 2 verb + object + (that) + sentence in reported speech: *tell, remind, warn*
- 3 verb + question word/if + sentence in reported speech: *ask, wonder*
- 4 verb + (not) infinitive with to: *agree, claim, demand, offer, promise, threaten*
- 5 verb + object + (not) infinitive with to: *ask, instruct, invite, order, remind, tell, warn*
- 6 verb + gerund: *admit, deny, regret, suggest*
- 7 verb + preposition + gerund: *apologise for, insist on, object to*
- 8 verb + object + preposition + gerund: *blame for, criticise for, congratulate on, warn against*
- 9 verb + (that) + object + (should) + infinitive without to: *demand, insist, recommend*

✓ Check it page 80

2 Look at these questions that Becky asked her new landlord. Make reported questions using the words given.

- 1 'How much is the rent?' (asked)
- 2 'Will you fix anything if it stops working?' (wanted)
- 3 'Do we have to pay one month's rent as deposit?' (whether)
- 4 'Can I move in this month?' (wondered)
- 5 'Do you think the neighbours are going to be noisy?' (know)
- 6 'What should we do if we have any problems in this first month?' (landlord)

3a Look at the reporting verbs in bold in these sentences. Find them in 1a or 1b. What do you notice about these verbs?

- 1 She **admitted** that she had stolen something.
- 2 My friend **confessed** that he had told Sara our secret.
- 3 I **suggested** that we should turn the electricity off.
- 4 They **recommended** getting the bus.
- 5 He **promised** to get to the house on time.
- 6 They **denied** that they had broken the window.
- 7 She **agreed** to pay an extra month's deposit.

3b Rewrite the sentences in 3a, using the same reporting verb in bold and the alternative structure.

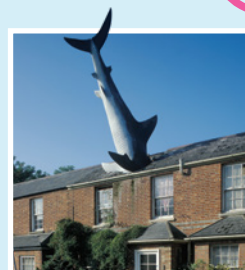
4 Complete the text. Write one word in each gap.

Culture exchange



Eccentric Britain!

When, in 1986, Bill Heine asked his sculptor friend John Buckley



(a) make his house look special, John had no problem at all agreeing to (b) just that. He created a statue of a shark crashing right through the roof of the house. Straight away, some people hated the sculpture and criticised them (c) ruining the neighbourhood. Others even accused them (d) creating a public monstrosity. Others, meanwhile, congratulated them (e) brightening up the place. Some of the unhappy neighbours insisted (f) making an official complaint about the shark. Unusually, perhaps, a top politician of the time confessed (g) liking the shark and recommended that they (h) allow it to stay. Not only is it still there today, but the local council who once threatened (i) take it down have now suggested (j) it a protected piece of artwork and have warned the owners of the house (k) to take it down! Many people admit (l) all the way to the street on the outskirts of Oxford just to take a photo of it.

Collaborative project 3 page 83

Use it ... don't lose it!

5 SPEAKING Turn to page 150 and follow the instructions.

Reach higher page 138

Developing vocabulary

Idiomatic expressions with *home and house*

- 1 **SPEAKING** Look at these sentences and discuss what you think the expressions in bold mean.
- When I heard about all of her problems, it really **brought it home to** me how lucky I am.
 - Last night's concert was amazing. The band **brought the house down!**
 - I often stay at my grandparents' house, so it's like a **home from home** for me.
 - When I met Sue for the first time, we **got on like a house on fire**.
 - That documentary was OK, but it **wasn't anything to write home about**.
 - It's time you heard some **home truths**. What you're doing just isn't right.
 - Stop **going round the houses** and get to the point!
 - I'd like to **home in on** this question for a second and look at it in detail.
 - Please, take your coat off and **make yourself at home**.
 - We're only winning 1-0 and there are still ten minutes to play. We **aren't home and dry** yet.

2 Complete these dialogues with the correct form of idiomatic expressions from 1.

- A: That new singer was easily the best in the show.
B: I know. She really
- A: Shall we talk about homelessness in general, or the specific problems in our town?
B: Let's the specific problems in our town.
- A: It's about time we told him what we really think about him.
B: I agree. He should hear some
- A: What's that book you're reading like?
B: It's not bad but it
- A: Only one more day until we finish our project.
B: Yes. It's taken ages, but we're nearly

3 Complete the questions with the correct word.

- Is there anywhere that feels like a home home for you?
- When you meet new people, for example at a party, do you usually get on like a house fire or does it take you a while to become friendly with them?
- If you had something difficult to tell a friend, do you think you would go the houses or tell them directly?
- Was the last film or series you saw anything to home about?

Use it ... don't lose it!

- 4 **SPEAKING** Ask and answer the completed questions in 3.

Reach higher page 138

Exam tip

In multiple-choice cloze activities, if you aren't sure which option is correct, think about why other options are definitely not correct and eliminate them.

5 Read the text and decide which answer (a, b, c or d) best fits each gap.

NOISY NEIGHBOURS



Let's (1) it. We all like listening to music at home, right? And we all have our favourite artists and songs. But have you ever wondered (2) would happen if you played your favourite song again and again, at full volume? One woman in the UK found out. She went to jail for playing Ed Sheeran's song *Shape of you* on repeat at full blast for half an hour. This wasn't the first time the woman had annoyed her neighbour with loud music and her landlords had demanded (3) stop causing a disturbance from her semi-detached house near Birmingham. Her next-door neighbour (4) she could no longer cope with the noise. The judge homed in (5) the fact that the noisy neighbour had already been in trouble with the law before (6) account of the same offence and gave her a two-month prison sentence. It's true that Ed Sheeran might not be everyone's cup of tea, but not everyone is mad about opera either. So, what happens when you play an aria from Verdi's *La Traviata* every day at full volume? When singers perform the aria in concert halls, they often bring the (7) down. But in this case, the song drove a whole street crazy! Neighbours accused a woman (8) playing the song every day, from sunrise to sunset, for the last sixteen years! The woman, from Sturovo in Slovakia, (9) journalists that she had started playing the song to drown out the sound of a neighbour's dog, which had a loud bark. She could face a three-year prison sentence if they find her guilty. So next time you play your favourite song at home, please promise (10) keep the volume down!

- | | | | |
|--------------|------------|------------|-------------|
| 1 a say | b accept | c face | d add |
| 2 a why | b what | c if | d how |
| 3 a she | b her | c it | d to |
| 4 a informed | b told | c reminded | d explained |
| 5 a to | b up | c on | d with |
| 6 a in | b on | c for | d with |
| 7 a home | b house | c walls | d audience |
| 8 a of | b on | c with | d for |
| 9 a said | b informed | c claimed | d warned |
| 10 a - | b me | c and | d to |

6 **SPEAKING** Discuss these questions.

- What do you think of the punishments for the noisy neighbours in 5?
- Do you ever have any problems with your neighbours? If so, what?



GREAT LEARNERS GREAT THINKERS

21ST CENTURY HOMES

Lesson aim: To think about new solutions for building homes in the 21st century

Video: Houses

SEL Social and emotional learning: Being curious and creative

- 1** **SPEAKING** You are going to watch a video about people who build their own homes. What do you think are some of the advantages of building your own home?
- 2** **VIDEO** Watch the video. What advantages does the video mention?
- 3** **VIDEO** Watch the video again. Choose the correct alternative.
 - 1** London and Amsterdam are similar because they have both encouraged people to build their own homes/had a need to build more homes.
 - 2** Thomas and Yulie above all wanted a(n) practical/unusual type of house.
 - 3** Amsterdam began encouraging self-building after an economic crisis/mainly because they wanted more interesting buildings.
 - 4** One of the women interviewed mentions an island where the residents all have high incomes/have varying amounts of money.
 - 5** The Usterwald project is more extreme because there is more freedom to create original designs/no basic infrastructure in place there.
 - 6** The architect says that the market for self-building is increasing because younger people don't like modern housing/newer generations are more idealistic and independent.
 - 7** The presenter concludes that London and Amsterdam are too different for self-building to really catch on/forthcoming changes may bring a shift in attitude to self-building in London.

GREAT THINKERS



Chalk Talk

- 4** **SPEAKING** Follow the instructions.
 - 1** When people think about building or adapting homes today, they often think about how their home can be as eco-friendly as possible. Individually, think about how you could build an eco-friendly home or make a pre-existing home greener.
 - 2** When you have some ideas, write them on the board or a large sheet of paper.
 - 3** Look at what other people have written. Do they have similar or different ideas to you? What do you think of their ideas? Why?
 - 4** Work in small groups. Discuss your ideas. Would you like someone to clarify or justify anything? Which do you think are the best ideas? Why?





5 Read this text. Does it mention any of your ideas in 4?

So you want to make your home eco-friendly?



First things first, what exactly is an eco-friendly home?

An eco-friendly home is one that tries to lessen its impact on the environment, principally through the way the home is designed and/or built.



Are eco-friendly homes expensive?

Not necessarily. There are lots of simple but significant modifications that you can make to your home that can make your house or flat more environmentally-friendly.



For example?

Find a way to collect rainwater and greywater (in other words, wastewater from sinks, baths or washing machines) so that you can use that water again, for example to use in the toilet or to water plants. And when it comes to changing the lighting in your home, consider LED lighting, which can reduce the amount of electricity consumed.




What materials should an eco-friendly home use?

Glass is good! The more glass windows you have, the less artificial light and heating you need, thanks to the natural sunlight. It goes without saying that the orientation of the house is important. Make sure there are more windows on the side of the house facing the sun, and fewer on the other (helping you to avoid heat loss, of course). Meanwhile, do what you can to use natural, sustainably sourced or recycled materials. To lower the carbon footprint of the house, don't use plastic unless absolutely necessary. As a simple rule, it's always a good sign if you know exactly where all the materials used to build your house actually come from.



Any suggestions for how to heat an eco-friendly home?

In general, the ideal energy source is solar power. But don't forget that good insulation can be just as important as your heating source. Grass roofs provide a natural solution for keeping a house warmer in the winter and cooler in the summer. Apart from that, try to make your house as airtight as possible. That will mean that cold can't come in and heat can't escape, ultimately reducing how much energy the house consumes ... and how much you spend on bills!

- 6 **SPEAKING**  **SEL** Think about how you could minimise the environmental impact of your home and/or your school. Think about the ideas in the text in 5, but also simple steps like wearing warmer clothes and turning the heating down at home in the winter. Look for more information and ideas if necessary and try to come up with some creative solutions.

GREAT LEARNERS



Great learners make connections between what they learn and the world outside.

How relevant do you think the information about eco-friendly homes is in today's world? Why?



1 SPEAKING Discuss these questions.

- How serious do you think the problem of homelessness is?
- Who do you think homelessness affects the most?
- What do you think can be done to combat the problem of homelessness?

2 **37** Listen to a programme about homelessness. How do they answer the questions in 1?

Exam tip

In tasks where you complete sentences, don't write down the first word you hear that could fit in the gap, as there may be another possible answer later on. Also, always follow the instructions explaining the number of words to write in each space.

3 **37** Listen again and complete the sentences. Write no more than three words and/or numbers in each gap.

- In the UK, the daily number of children becoming homeless is around
- Homeless people either sleep rough, out on the streets, or they do a thing known as
- Apart from young people, form a high percentage of homeless people around the world.
- The money raised from The Big Sleep Out event was divided between charities.
- The Big Sleep Out in London brought it home to participants how hard sleeping outdoors is because it
- Chris Gardner was a homeless person who in later life became
- people attended the second Big Sleep Out event in Edinburgh.
- Matches at the Homeless World Cup last in total.
- Training sessions teach people to work

4 **Critical thinkers**

In your opinion, are events like The Big Sleep Out and the Homeless World Cup the best ways to fight homelessness?

What makes you say that?

Flipped classroom video

Watch the Grammar Presentation video



Reply questions

5 Look at the dialogues and the reply questions in bold. Decide if statements 1–5 are True (T) or False (F).

Dialogue 1

A: More than 50,000 people slept outdoors.

B: Did they?

Dialogue 2

A: I've never seen that film.

B: Haven't you?

- We use reply questions when we want to show interest in what somebody tells us. **T / F**
- We use subject pronouns at the end of reply questions. **T / F**
- We use auxiliary or modal verbs in reply questions, not main verbs. **T / F**
- When the statement we reply to is affirmative, the reply question is also affirmative. **T / F**
- When the statement we reply to is negative, the reply question is affirmative. **T / F**

Check it page 80

6a Write reply questions to respond to these statements.

- I hadn't heard about the Homeless World Cup before.
- My friend Anna helps with a charity for homeless people.
- Next week, there'll be a sleep out in London.
- You're totally wrong to think that.
- Everybody likes Will Smith.
- Nobody complained about the bad weather.
- I couldn't find out any more information.

6b **38** **PRONUNCIATION** Listen and check your answers. What do you notice about the intonation in the reply questions? Does it go up or down at the end?

7 Write six statements that you think will surprise your partner. They can be about yourself, your friends and family, or they can be more general. Use a variety of tenses and try to use one or two modal verbs.

Use it ... don't lose it!

8 **SPEAKING** Take it in turns to listen to your partner's statements. Respond to each statement with the correct reply question. Then ask a follow-up question to find out more information.

Reach higher page 138

Discussion questions



1 **SPEAKING** Look at the discussion questions. Which do you think are the easiest questions to answer and which are the most difficult? Why?

- 1 How important do you think it is for people to be aware of problems like homelessness? Why?
- 2 Some people think that it's best never to leave home or be far from their parents. What's your opinion?
- 3 Is it important to donate money to charities that help with problems like homelessness?
- 4 Why do you think that it's more common in some countries to stay at home until you're older and get married or start work?
- 5 What are the advantages and disadvantages of living at home as you get older?
- 6 Do you think you're ready to live independently, away from your parents? Why/Why not?
- 7 Living alone or living with other people. Which is better, in your opinion?
- 8 'Home is where the heart is.' What do you think this means and do you agree with the idea?

2 **39** Listen. Which question in 1 do the two students answer? Do you agree with their answers?

3a Look at the Speaking bank. Which expressions did the speakers in 2 use? Listen again if necessary.

Speaking bank

Useful expressions to respond and refer to what your partner said

- As you/X said, ...
- You/X just mentioned ...
- I'd like to take up what you/X mentioned a minute ago.
- When you say ...,
- I agree with you when you say ..., (but) ...
- Let me pick up on what you/X said.
- It's true that ... (but) ...
- What's also true is that ...
- You/X seemed to suggest that ...

3b **SPEAKING** Why is it important to use the expressions in the Speaking bank when answering discussion questions with a partner? Discuss and then read the Exam tip to check your ideas.

Exam tip

In tasks where you discuss something with others, remember that it's important to listen to your partner(s) and respond and refer to what they say. This can be difficult when you're nervous and are concentrating on what you're going to say next, but try to react to what your partner says. And remember, there are no right or wrong answers.

4 Look at the questions in 1 again and think about how you are going to answer each question. Remember that you will need a couple of ideas or examples to support each answer.

5 **SPEAKING** Take it in turns to ask and answer the questions in 1. After your partner has spoken for a short while, respond and refer to what they have said. Use expressions from the Speaking bank.

6 Write three more questions about homes, families and neighbours, similar to the questions in 1.

Practice makes perfect

7 **SPEAKING** Ask and answer your questions in 6. After your partner has spoken for a short while, respond and refer to what they have said.

An article – describing a place

1 **SPEAKING**  Discuss these questions.

- 1 Look at the cities in the photos. Which would you prefer to live in? Why?
- 2 Which factors do you think decide the quality of life in a city? Are the factors the same for adults and teenagers? Why/Why not?



San Francisco



Munich

2 Read this short article and answer the questions.

- 1 Do you agree with the factors mentioned in the article?
- 2 In your opinion, are there any factors missing from the article?
- 3 Would the town or city you live in, or that's nearest to you, score well on the factors that the article mentions, for adults or for teens?

Choosing the best city to live in

Several tables appear each year ranking cities according to the quality of life of the inhabitants. The criteria usually include things like the political, social and economic environment, health and sanitation, public services, transport, housing, crime levels and the natural environment. I think we'd all agree that those are important factors. But let's imagine we're trying to find the best cities for *teenagers* to live in. Surely there are other important factors involved, too? A few years ago, a financial advice group called smartasset created a list of the best US cities for teenagers to live in. Factors they took into account included what they described as 'fun stuff', things like the number of basketball hoops, skate parks, beaches, bowling alleys, cinemas and arcades per 100,000 residents. Because most teens don't drive or have a car, they also looked at how easy it was to get to places just by walking. They went further and looked at how many teens there were in each city, how many high-school students graduated each year and how easy it was for teens to get a job. In the top 20 US cities for teens were well-known places such as Seattle, San Francisco and San Diego.

3 Read the task. What are the key words?

You read the following announcement in an English-language magazine:

We're looking for articles suggesting the world's best city or town for teens to live in. It could be your home town or city, a town or city from your region or country, or any town or city that you know quite well. Describe the place and explain why you think it's ideal for teens.

4 Read this article written by a student and answer the questions.

- 1 Does the article cover all the points in the task in 3?
- 2 Does it make the city sound attractive to teens, and to you, personally? Why/Why not?

San Diego, California

The official teen paradise!

Just think! If I say 'California' to you, what comes to mind? Beaches, sun and fun, right? That's exactly what San Diego has to offer, making it a paradise for people of all ages, but especially teens.



Vocabulary – Describing cities and towns

5 **SPEAKING**  Look at these words and expressions and answer the questions.

atmospheric • bohemian • bustling • cosmopolitan • crowded • fun • hilly • hip • historic • imposing • industrial • isolated • laid-back • picturesque • renowned for • run-down • shabby • spotless • sprawling • steeped in (history/art/culture) • stylish • thriving • touristy • tranquil • trendy • upmarket • vibrant • welcoming • well-connected

- 1 Which of the words were used to describe San Diego in the article in 4?
- 2 Which of the words could you use to describe your home town or city?

If you didn't already know, San Diego is California's second biggest city, situated on the Pacific coast, right next to the Mexican border and the city of Tijuana. Thanks to its location, San Diego is steeped in Mexican and Hispanic culture and still has a very cosmopolitan feel today, thanks partly also to the fact that it's so well-connected by road, sea and air.

Before you start getting the idea that San Diego is just an old historic town, I'd like to point out that the city has over 30 public beaches – more than any other city in the US. If you're into surfing, there's really no better place to be, with perfect beaches and ideal weather nearly all year round. Or why not walk along The Promenade? It's always bustling, making it an atmospheric place for teens to get together and spend endless hours skating, eating out or shopping. And if wildlife is more your scene, you've got the SeaWorld theme park nearby, too. And finally, let's not forget that San Diego is renowned for its amazing zoo, located in the unmissable Balboa Park.

Quite frankly, San Diego is like a dream come true for teenagers. But don't just take my word for it. Come and see the city for yourself. You're bound to end up wanting to stay!

Exam tip

When you write an article, to make your writing interesting and appealing to the reader, go beyond using basic vocabulary and use more precise and complex words and expressions. By using varied vocabulary, you can also avoid repeating words.

- 6** Look at the Writing bank. Which of the ideas and expressions are used in the article in 4?

Writing bank

Ways to involve the reader

- Think of a title that grabs the reader's attention.
- Use *you* and *your* or *we* and *our*.
- Use expressions such as:
If you're into ...,
If ... is what you're looking for,
For those seeking ...,
If ... is more your scene,
Imagine ...
Just think ...
- Use direct questions.
- Use adverbs to make your opinion clear (see the Writing bank on page 41).

- 7a** Look again at the article in 4. How many paragraphs are there? What is the aim of each paragraph?

- 7b** You are going to do the task in 3. Choose the town or city that you would like to write about and make notes. Then make a plan by organising your notes into paragraphs.

Practice makes perfect

- 8a** Write your article for the task in 3. Use vocabulary from 5 and ideas and expressions from the Writing bank.

- 8b** When you finish writing your article, use the Writing checklist on page 141 to check it.

- 8c** Read other students' articles and vote for the best city for teens.



Reported statements

- When the reporting verb (e.g. *say, tell*) is in the past, the tense of the verb in reported speech usually changes, going one tense 'back'.
- *could, would, should* and *might* do not change from direct to reported speech.
- Pronouns and possessive adjectives change.
'I need your laptop.' said Brad. → Brad said he needed her laptop.
- Other words also change, e.g. *here* and *now* change to *there* and *then*.

Reported questions

- The same changes occur with tenses, pronouns and other words as with reported statements.
- We do not use the auxiliary verb *do* in reported questions.
'Do you like rap music?' she asked. → She asked me if I liked rap music.
- There is no inversion of subject and verb in reported questions.
'Where are you?' he asked. → He asked me where I was.
- Reported questions are not actual questions, so they do not need question marks.
- When there is no question word, we use *if* or *whether*.
'Can you do it?' they asked. → They asked me if I could do it.

Reporting structures and reporting verbs

Note that **some verbs** go in more than one category.

- verb + (*that*) + sentence in reported speech: *add, admit, agree, announce, claim, confess, deny, explain, promise, reply, say*
- verb + object + (*that*) + sentence in reported speech: *inform, tell, remind, warn*
- verb + question word/*if/whether* + sentence in reported speech: *ask, want to know, wonder*
- verb + infinitive with *to*: *agree, claim, demand, offer, promise, refuse, threaten*
- verb + object + infinitive with *to*: *advise, ask, instruct, invite, order, remind, tell, warn*
- verb + gerund: *admit, deny, recommend, regret, suggest*
- verb + preposition + gerund: *apologise for, confess to, insist on, object to*
- verb + object + preposition + gerund: *accuse of, blame for, criticise for, congratulate on, warn against*
- verb + (*that*) + object + (*should*) + infinitive without *to*: *demand, insist, recommend, suggest*

Reply questions

Form

- A: *He's my landlord.*
B: Is he?
- A: *Jack's parents have bought a new flat.*
B: Have they?
- A: *Katy and Leah will study abroad next year.*
B: Will they?
- A: *She isn't living at home.*
B: Isn't she?
- A: *I wouldn't like to live in New York.*
B: Wouldn't you?
- A: *Nothing has changed.*
B: Hasn't it?

- In reply questions, we use pronouns, not names or nouns.
- We make reply questions with auxiliary or modal verbs, not main verbs. If there is no auxiliary or modal verb in the statement we reply to, we use the appropriate part of the auxiliary *do*.
- We reply to affirmative statements with affirmative reply questions. We reply to negative statements with negative reply questions.
- When we respond to *everybody, nobody* and *somebody*, we use the pronoun *they*.

Use

- We use reply questions to show interest in what somebody tells us.
- The intonation in reply questions usually rises, emphasising your interest.

I'm going to study in London next year.

↑
Are you?

Vocabulary

40 1 Accommodation

bill (n) • block of (high-rise) flats (n) • bungalow (n) • chalet (n) • cottage (n) • deposit (n) • detached house (n) • dorm/dormitory (n) • flat-/house-hunt (v) • flat/house share (n) • flatmate (n) • fully furnished (adj) • halls of residence (n) • homestay (n) • host (n, adj) • landlord/landlady (n) • lodger (n) • luxury apartment (n) • move in (phr v) • semi-detached house (n) • terraced house (n) • villa (n)

41 2 Idiomatic expressions with *home* and *house*

not be anything to write home about • be home and dry • a home from home • bring the house down • bring (it) home to someone • get on like a house on fire • go round the houses • home in on • home truths • make (yourself) at home

42 3 Describing cities and towns

atmospheric (adj) • bohemian (adj) • bustling (adj) • cosmopolitan (adj) • crowded (adj) • fun (adj) • hilly (adj) • hip (adj) • historic (adj) • imposing (adj) • industrial (adj) • isolated (adj) • laid-back (adj) • picturesque (adj) • renowned for (phr) • run-down (adj) • shabby (adj) • spotless (adj) • sprawling (adj) • steeped in (history/art/culture) (phr) • stylish (adj) • thriving (adj) • touristy (adj) • tranquil (adj) • trendy (adj) • upmarket (adj) • vibrant (adj) • welcoming (adj) • well-connected (adj)



Reporting structures and reporting verbs

1 Decide if the sentences are correct. Rewrite the incorrect sentences.

- 1 They accused him that he'd stolen the laptop.
- 2 She claimed to know the director personally.
- 3 My friend denied to have done anything wrong.
- 4 The police wanted to know what had the group of teenagers been doing.
- 5 The authorities advised to not drive in the snow.
- 6 Ed suggested me to learn to play the guitar.
- 7 They promised not to play loud music that night.
- 8 Ben apologised that he had woken everybody up.
- 9 She insisted to pay for the meal, even though she didn't have much money.
- 10 The neighbours threatened with calling the police.

/ 10 points

Reply questions

2 Complete the reply questions.

- 1 A: She's got a beautiful apartment in San Francisco.
B: she?
- 2 A: Nobody knows where he's living now.
B: Don't?
- 3 A: Kyle and Adam don't have anywhere to stay.
B: they?
- 4 A: I'm having the time of my life!
B: you?
- 5 A: Katy thinks she'd prefer a homestay.
B: she?
- 6 A: Nothing would make me happier.
B: it?
- 7 A: The flat was really modern.
B: it?

/ 7 points

Vocabulary test

Accommodation

1 Complete the sentences with the words in the box.

deposit • detached • move • share • fully furnished • landlady • lodger

- 1 She's our We pay her the rent each month because the flat belongs to her.
- 2 They agreed to rent the house and put down a to close the deal.
- 3 The house is ours at last! Next month we can in.
- 4 The new flat is so we don't have to take our horrible old sofa and table.
- 5 She can't afford to buy a flat, so she's looking for a flat or house while she's a student.
- 6 She lived in a big house with land on each side separating it from the houses nearby.
- 7 My aunt decided to rent out her spare room to a to make some extra money.

/ 7 points

Idiomatic expressions with home and house

2 Complete the sentences with the correct words. Write one word in each gap.

- 1 My best friend's house is a real home home for me because I'm so comfortable there.
- 2 You might not like what I'm going to say, but you need to hear some home
- 3 She'd worked hard on her final assignment, but she knew she wasn't home and yet.
- 4 Personally, I don't think the food there is to write home about.
- 5 When I heard about his accident, it really it home to me how important he is to me.
- 6 We got on like a on fire. We were best friends after an hour!
- 7 The comedian the house down last night with his imitations.
- 8 I'd like you to home on this part of the diagram and study it closely.

/ 8 points

Describing cities and towns

3 Write definitions or explanations for these words and phrases.

- | | | |
|-------------|---------------|------------|
| 1 bustling | 4 welcoming | 7 run-down |
| 2 hip | 5 picturesque | 8 upmarket |
| 3 laid-back | 6 steeped in | |

/ 8 points

Total: / 40 points

Reading

- 1 Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

The perfect teenage punishment

As we know, teenagers can find parents embarrassing, but the Internet has given mums and dads a whole new way of making life awkward for their children. Thirteen-year-old Andrew was in trouble with his parents for constantly staying out past the time they required him to be home.

(1) They gave Andrew a choice. He could either be banned from gaming for a month or he could allow his parents to take over his social media account for the same month. (2) However, he was in for a shock because his mum and dad started posting lots of photos with funny and clever captions. They took hilarious shots of Andrew's little brother and sister in strange outfits and crazy costumes. (3) It was all in vain because his parents said they were having far too much fun and that they had loads more ideas they wanted to try out. For Andrew's parents, this was a new and enjoyable experience! (4) So much so that Andrew's account became really popular, with his classmates checking it out regularly. They thought it was really funny and different. Andrew disagreed!

At the end of the month, Andrew was asked about how effective the punishment was. He said he never wanted to go through the experience again and he was learning to make good choices. (5) But, on a more serious note, Andrew has now started writing a blog about his experience, and he suggests that parents of teenagers will find punishments are more effective if they break with tradition and use tactics that are closer to the world of today's teens. He says, 'Teenagers will always push the boundaries and parents will want to instil some form of discipline, but this will work better if it is part of how we live our lives.'

(6) We need to move with the times rather than necessarily relying on what has gone before. Maybe when this generation are adults and working in the law they will bring about their own changes.

Reading exam tip

In activities in which you match missing paragraphs to gaps in the text, remember ... Check every missing paragraph in each gap even if you have already selected it.

- A After only one day Andrew found the process too humiliating. He asked his parents if he could change the punishment and give up gaming for a month.
- B He is also grateful his parents increased the popularity of his account, although he has had many requests to bring his parents back! And he has learnt that people prefer fun posts that make them laugh rather than the selfies he had posted previously.
- C Andrew had to put up with his mum and dad managing the account for a month. They quickly became very good at it, posting videos of people dancing as well as staged photos.
- D He was unaware of what a significant impact the punishment would have. This was partly because he underestimated his parents' commitment to the cause.
- E Eventually, his parents got so fed up with him ignoring the rules they decided to punish him. But they came up with something much more creative than the old-fashioned grounding that most teenagers are familiar with.
- F This discussion is also raising more questions about punishments generally. Nowadays, a psychological approach might be better than, for example, physically keeping someone at home.
- G Andrew could not bear the thought of being banned from gaming. So he chose to let his parents take over his social media account, as he thought they would write some boring posts and that would be the end of it.

Writing

Writing exam tip

When you have to reply to an email or a letter, remember ...

Make sure you reply to all the questions.

- 2 Read the email and write a response answering Saffy's questions.
- 3 **SPEAKING** Exchange emails with a partner. Use the Writing checklist on page 141 to check your partner's email and give suggestions to help them improve.

You have received an email from an English friend.

Hi!

Help! At college, we have got the opportunity of studying abroad next year for a few months and I don't know what to do! Would you go abroad to study for a short period? What do you think I can get out of it? Where would you go if you were me? Why? I'm worried it will be too scary.

Write soon!

Saffy

Write your email in 220–260 words.



Unusual and eccentric behaviour in your country



1 SPEAKING Starting point

What do you remember about the news story from the US that you read on page 58? Why did people pay parking fines with peanut butter and jam? What was unusual about the British house described on page 72?

2 SPEAKING Project task

You want to inform students from other countries about unusual celebrations and events and intriguing behaviour, customs and traditions which are exclusive to your country or region. Use your own knowledge and the Internet to find a selection of interesting examples from your own country or region. Prepare one of these:

- A poster
- B presentation
- C video message
- D information leaflet

Research areas

- unusual stories that have just appeared in the news
- behaviour, customs and traditions in your country or region that people from other places may find unusual or intriguing
- celebrations and events that are typical in your region or country that don't generally happen in other places
- clothes or costumes that people wear that are in some way out of the ordinary

3 Think about ...

Digital skills

Don't limit your online research to information only. Look also for useful, striking or funny photos or graphics that you can use to illustrate the information in your project to make it more interesting and to make it clearer for somebody from another country.

Academic skills

When working on an assignment, it's important to manage your time carefully. Find out when you have to finish the project and how much time you have. Then decide how long each different stage (e.g. research, writing, checking) will take. Make sure everybody in the team knows when they have to finish their part.

Collaboration

When you work in a team, it's essential to listen to everyone and let everybody contribute. Sometimes one or two people can dominate in a group, but the best teams have a balance between everybody, even the quieter members of the team. Encourage all team members to have their say.

Useful language

That's a good idea. But what do you think, (Sara)?, Let's listen to (Oscar), Who hasn't spoken?, It's (Olga's) turn to speak.

Intercultural awareness

Think about what may seem unusual to people from other countries and regions about the things from your country and region you describe and why that might be. Is there any background information or any other concepts you could mention to explain the customs, traditions or behaviour? Check also for any words or expressions that you think are difficult to translate and decide how to get the meaning across effectively.

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for:

- | | | | |
|--------------|--------------------------|----------|--------------------------|
| Content | <input type="checkbox"/> | Design | <input type="checkbox"/> |
| Presentation | <input type="checkbox"/> | Language | <input type="checkbox"/> |