“Home is where the heart is.”

Look at the photo and discuss the questions.

1. What is it about where you live that makes you feel 'at home'?
2. How can travelling away from home change your views about where you live?
3. If you could live anywhere in the world, where would you choose?

7 Home and away

READING
topic: alternative living spaces
skill: using reference words
task: gapped text

GRAMMAR
conditionals (0–3)
wishes, preferences and regrets

VOCABULARY
living accommodation and furnishings
synonyms and antonyms
prepositions

LISTENING
topic: learning languages
skill: listening for positive or negative ideas and opinions
task: multiple matching

USE OF ENGLISH
key word transformation
multiple-choice cloze

SPEAKING
topic: talking about yourself
skill: giving information about yourself
task: interview

WRITING
topic: description of a visit to a place
skill: using appropriate informal register
task: informal email

SWITCH ON
video: homes of the future
project: plan a living space

READING

Power up

1 **Look at the photos. What would it be like to live or spend time in these places?**

Read on

2 **Read the article about alternative living spaces quickly. Is interest in treehouses a recent thing, according to the article?**

3 **Read the exam tip and complete the task.**

exam tip: gapped text

Check the topic of each paragraph. Then look for reference words (e.g. *this*, *that*, *one*, *he*, *his*, *it*, etc.) before and after the gap. These will give you important clues that will help you to find the correct missing sentence.

Look at gap 1 in the article. What is the word that comes immediately after the gap? What could this refer to? Check the sentences (A–G) in Ex 4 to find one that could fit.

4 **e** **Read the article again. Choose which sentence (A–G) fits each gap (2–6). There is one extra sentence which you do not need.**

A For example, the Roman Emperor Caligula had a treehouse and so did the Medici family in sixteenth-century Italy.

B That is actually when some of our most creative thoughts happen. So, if you moved your desk to the garden, perhaps you'd find homework easier!

C An example of this is the Honey Sphere, made of wood and steel with a tree growing through the centre.

D You can't actually live there since it is part of a museum, but it was made so that visitors can enjoy the beautiful flowering trees that surround it.

E Treehouses were also an important part of the culture of sixteenth-century England.

F There is a home entertainment centre including a plasma-screen television, games consoles and digital photo frames.

G But city living is also changing – and what could be better than a block of flats that is actually designed with trees in mind?

5 **Find words in the article that mean the following.**

1. try something new in order to find out more about it (intro)
2. very modern and perhaps strange looking (para 1)
3. a group of buildings or one large building used for a particular purpose (para 3)
4. the small flowers on a tree or plant (para 5)
5. enormous (para 6)
6. make the effort to do something (para 6)

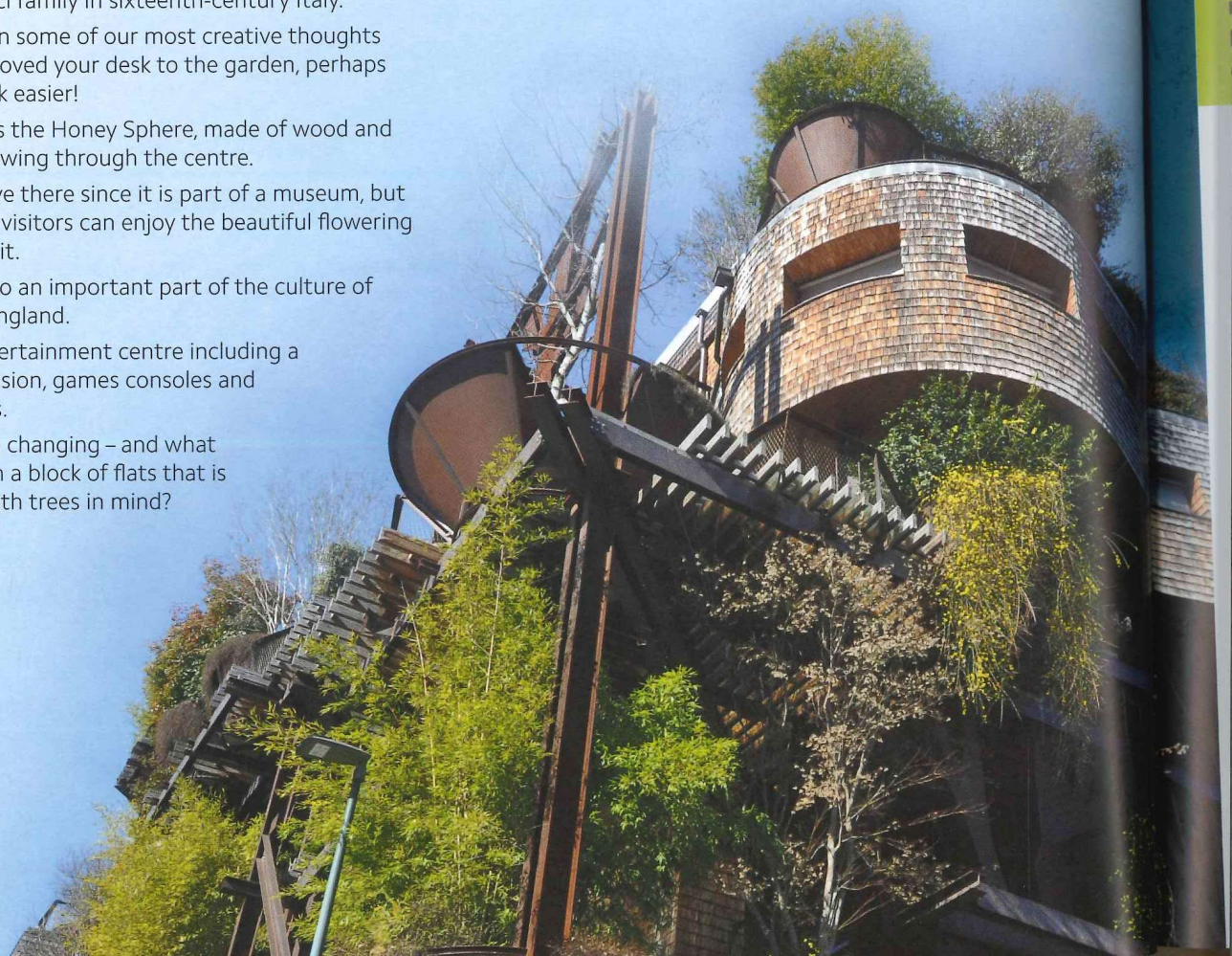
6 **Work in pairs and use all of the words in Ex 5 to describe a house or building you have seen.**

Sum up

7 **What advantages to treehouses and similar buildings does the author mention?**

Speak up

8 **Work in pairs. How many positive things about living or staying in a treehouse can you think of? What about negative things?**



On top of the world?

You know, most of us, when we think about a living space or a place we might relax or stay in for a while, we imagine a 'normal' house, flat or hotel. But increasingly these days, people are experimenting with different types of living spaces that are eco-friendly, hi-tech (sometimes) and unusual!

One type of building that is currently gaining in popularity is the treehouse – but not the type of child's treehouse that we might be familiar with. Around the world, architects and designers have been constructing some amazing designs for treehouses, from ones designed to disappear into their surroundings to others that definitely look futuristic. [1]..... It is unlike most treehouses because it's not really even off the ground – but it still provides a place where the owner can write music in peace and quiet.

Another amazing example of a treehouse with a difference is one that was built for a family in Athens, Greece. Called the High-Tech Hideaway, this treehouse – which on the outside looks very traditional – prides itself on being eco-friendly, and has all the fun gadgets that any teenager could want. [2]..... Not only that, there are also the latest in security cameras and fingerprint locks.

You would be wrong to think, though, that things like this won't happen unless you live in the countryside. [3]..... 25 Verde in Turin, Italy, is an apartment complex with 150 trees growing on it! Trees help to keep the building cool in summer and also provide lots of greenery for the residents.

So what is it about treehouses that attracts people? Well, if you have a space you can go to out of doors, where you are surrounded by nature, you might find that your mind becomes freer to imagine and to daydream. [4]..... I'm sure that's true for some people, at least!

For treehouse fans there are a number of famous architects and buildings, including the Teahouse Tetsu in Japan. If you saw this treehouse, you'd think it was something out of a fairytale. [5]..... These pink cherry blossoms are at their best every spring so visitors who have done their homework know exactly when to visit!

Despite this recent interest in treehouses, they do not belong solely to the modern world. [6]..... The son, Francesco, built a treehouse that was seven metres off the ground in a huge tree with two massive staircases leading up to it, and a marble dining table and fountains inside! It is believed that it was so huge because he wanted a bigger and better one than his father, Cosimo. So it seems that if Cosimo hadn't built a treehouse first, Francesco probably wouldn't have bothered either!

The world's largest treehouse has eighty rooms and is supported by six trees.

GRAMMAR

1 **Read the grammar box. Match the forms (1–4) with their conditional uses (A–D).**

1 *if* + past simple + *would/could/might*
2 *if/unless* + present simple + *will/won't/might*
3 *if* + past perfect + *would have* + past participle
4 *if/when* + present simple + present simple

explore **grammar** ➥ p156

zero conditional

A for general truths or the result of a situation/action, ...

When we **think** about a living space, we **imagine** a 'normal' house, flat or hotel.

first conditional

B for a future possibility, ...

If you **have** a space you can go to, then you **might find** that your mind becomes freer.

Things like this **won't happen** unless you **live** in the countryside.

second conditional

C for hypothetical situations in the present or future, suggestions and advice, ...

If you **saw** this treehouse, you**'d think** it was something out of a fairytale.

If I **were** you, I**'d try** it one day!

third conditional

D for hypothetical situations in the past or regrets about the past, ...

If Cosimo **hadn't built** a treehouse first, Francesco probably **wouldn't have bothered**.

2 7.1 **Watch or listen to three people answering questions about where they live. Match the speakers (1–3) with the questions they are answering (A–C).**

A If you could have designed your house differently, what would you have changed?
B If you could choose a place to live, where would you go?
C If you could design your own house, what would it look like?

3 7.2 **Watch or listen again and answer the questions.**

1 Why would Speaker 1 like to live in Sydney?
2 What would there be in Speaker 2's house?
3 What changes would Speaker 3 have made to the house?

4 **Choose the correct verb forms to complete the sentences.**

1 If you had asked my opinion, I **suggested / 'd have suggested** where to put the furniture.
2 Unless you have a lot of books, you **don't need / need** more than one bookcase.
3 If you have a lot of money saved up, then **you'll buy / you'll be able to buy** whatever you want.
4 How would you feel if you **live / lived** on the twenty-first floor of a block of flats?
5 If I were you, I **didn't / wouldn't** paint the room black.

5 **Complete the conversation with these words.**

could find had had been were (x2) will would (x2) would have

A: Hi, how are things? Guess where I am! In a caravan by the sea and it's pouring with rain! If you [1] ..... here now, we [2] ..... at least play some music!
B: Oh, sorry about that. I [3] ..... come with you if I [4] ..... free but you know we've got relatives staying at the moment.
A: Yeah, I know. Anyway, unless I [5] ..... something to do soon, I [6] ..... go mad!
B: If I [7] ..... you, I [8] ..... get out my laptop and start designing that treehouse you want.
A: Hey, that's a great idea!
B: Anyway, if I [9] ..... the chance to be in your caravan at the moment, I [10] ..... feel really happy. I've got my piano exam tomorrow!
A: Oh no! Good luck!

6 **Work in pairs and answer the questions in Ex 2 for yourselves.**

Speak up

7 **If you had £500 to redesign your classroom, what would you do? Work in pairs and compare your ideas.**

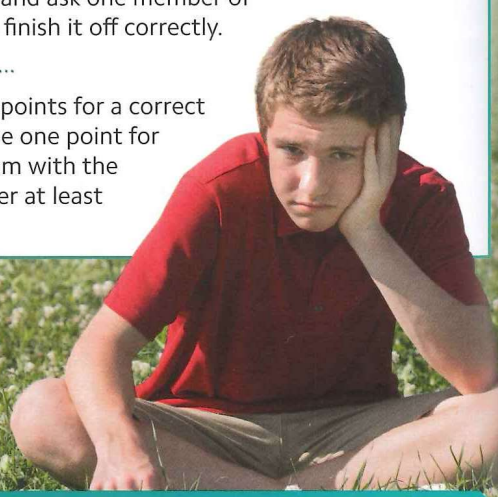
If we had £500 to spend on the classroom, I'd ...

game on

Play in two teams. Each member of the team has to start a conditional sentence and ask one member of the opposite team to finish it off correctly.

If I were rich, I would ...

Each team gains two points for a correct sentence but they lose one point for each mistake. The team with the most points wins (after at least five sentences).



The song 'With a little help from my friends,' by The Beatles, is packed with first and second conditionals.

VOCABULARY

living accommodation and furnishings

1 Match photos A–D with four of these words.

block of flats caravan castle houseboat hut igloo
lighthouse palace tent villa

2 Which of the places in Ex 1 have you stayed in? Where would you like to stay if possible? Why?

3 7.3 Listen to a teenager describing her ideal personal space. Which of these items does she mention?

bench blanket cabinet carpet curtains cushion duvet
lampshade mattress rail rug sheet shelf sink

explore **vocabulary**

synonyms and antonyms

To avoid repeating the same word in your speaking and writing, you can often use a synonym (= a word or phrase with a similar meaning) or an antonym (= a word or phrase with the opposite meaning).

I don't think the limited space inside will feel **cramped** once all the rubbish has gone. I'm hoping that it will seem quite **roomy**.

4 Read the vocabulary box and complete the table with these synonyms and antonyms.

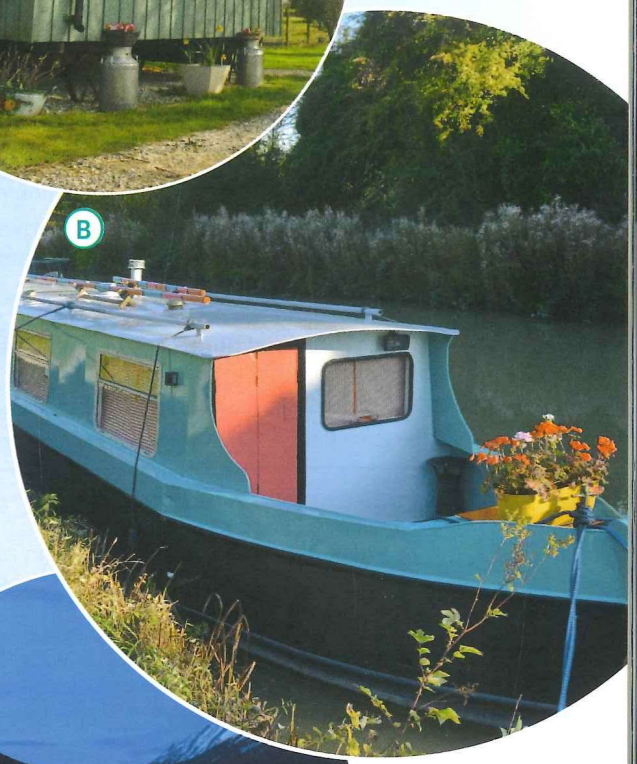
cramped massive messy neat spacious tiny

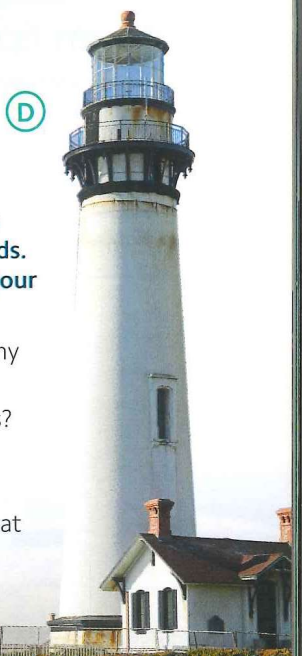
adjective	synonym	antonym
roomy		
tidy		
enormous		

5 Work in pairs and discuss the meaning of the phrasal verbs in bold. Can you think of another way to say the same by replacing the phrasal verbs with other words?

1. How often do you **hang up** your clothes?
2. What sort of thing do you like to **put up** on the walls in your bedroom?
3. Do you clean and **tidy up** every day?
4. Do your parents have to ask you to **clear up** your mess? How often?
5. What do you need to **sort out** in your room at the moment?
6. Do you usually **put away** your things, or do you leave them on the floor?

6 Use the phrasal verbs in Ex 5 to describe what other members of your family do or don't do around the house.





Speak up

7 Work in pairs to design an ideal space for you to hang out in with your friends. Use words from this page to discuss your ideas. Think about these things.

1. What would your space be like: roomy or small?
2. What would you put up on the walls?
3. Would all your furnishings have to match?
4. How would you make your place great to hang out in?

LISTENING

Power up

1 Work in pairs and discuss the questions.

1 What can we learn from visiting other countries?
2 How important is it to know the language of the country you are visiting?
3 What if your family decided to move to a foreign country for a while? Do you think you would find it difficult? Why?

Listen up

2 Match the words and phrases with the correct meaning (1–4).

break the ice fluent language barrier motto

1 being able to speak a foreign language extremely well
2 a short phrase that expresses a person, family or institution's belief about how to behave
3 make it easier to talk to new people
4 a communication problem caused by not knowing a language

3 7.4 **Listen to one of five students talking about his experience of learning a language. Did he manage to learn the language easily? Note down words that give you the answer.**

4 7.5 **Read the exam tip. Listen and complete the task.**

exam tip: multiple matching

Listen carefully for positive or negative ideas and opinions. Do these match any of the statements?

Listen to Speaker 1 again. List all the positive and negative things he says. Do they match any of the statements in Ex 5?

5 e 7.6 **Now listen to all five students talking about difficult situations. Match the speakers (1–5) with what they say. There are three extra letters which you do not need.**

A It was difficult to express emotions.
B I didn't mind sounding silly.
C I felt embarrassed that I couldn't speak the language.
D I picked up spoken language outside the classroom.
E Other people in the class were unfriendly at first.
F It didn't take me long to learn how to communicate.
G Joining in a new activity helped.
H I felt grateful to my teachers for what I'd learnt.

Speaker 1 .....
Speaker 2 .....
Speaker 3 .....
Speaker 4 .....
Speaker 5 .....

6 Match the words and phrases from the recording (1–6) with their meanings (A–H).

1 settle down
2 get back to normal
3 be a pain
4 remain
5 stick with
6 improved

A got better
B become used to a new situation
C continue doing something difficult
D be boring or annoying
E return to the way things usually are
F stay in the same place

Speak up

7 Work in pairs and discuss the questions.

1 What can you say about each speaker? Try to make third conditional sentences about them.
2 Have you had any similar experiences to the speakers? What did you learn?

'A different language is a different vision of life.' (Federico Fellini, film director)

USE OF ENGLISH 1

1 Think of a place you'd really like to travel to. Why would you like to go there? Work in pairs and share your ideas.

I wish I could visit … because …

2 Read the grammar box. Then read the sentences and complete the comments (1–3) with these words. There are two words you do not need.

could didn't hadn't prefer rather

1 You have to cross the river by jumping on the stones.
'If only we ..... have to cross this river!'

2 You want to ask for something in a small Italian shop.
'I wish I ..... speak some Italian!'

3 You have to go to a new school but you want to stay at your old one.
'I'd ..... not go to a new school.'

explore **grammar**

➥ p156

wishes, preferences and regrets

A *I wish/If only* + past simple or continuous for a wish about a present or future situation

I wish German **was** an easier language to learn!

B *I wish/If only* + *could* for a wish about a present or future ability

I wish I could speak Spanish fluently!

C *I wish/If only* + *would/wouldn't* to complain about a present situation

If only they **would** speak French without using idioms.

D *I wish/If only* + past perfect for a wish or regret about the past

I still **wish** sometimes that we**'d remained** in our previous home.

E *I'd rather not* + infinitive without *to* … (*than*) for present and future preferences

I'd rather not have any friends **than** have bad friends.

3 Choose the correct verb forms to complete the email.

From: **Kate** To: **Emma**

Hi Emma,

I hope you're well. You're planning a trip to Poland in the summer, aren't you? I wish I [1]**would come** / **was coming** with you!

Anyway, I've got exciting plans too. I'm going to Italy to stay with my Italian pen-friend. If only I [2]**could speak** / **was speaking** Italian better, things would be easier, but her English is very good! I wish I [3]**had known** / **knew** her when I was younger because by now, I'd be really good at Italian!

I hope you can come and visit soon. I'd rather [4]**to not take** / **not take** any time off from work right now to show you around, but next month would be great.

Speak soon,
Kate x

4 Read the exam tip and answer the question.

exam tip: key word transformation

Remember that the meaning of the sentence must remain the same, even if you need to make major changes to the words in the first sentence. For example, sometimes the example sentence is positive but the key word is negative.

Read question 1 in Ex 5. Will the missing words you provide include a positive or negative form of the verb?

5 e Rewrite the sentences using the word given. Use between two and five words, including the word given.

1 It would be good to catch the 1 o'clock train.
MISS
I'd ..... the 1 o'clock train.

2 I'd prefer to go to the island by ferry.
WISH
I ..... going to the island by ferry.

3 It's a pity Alex didn't study harder in French.
ONLY
If ....., she could have talked to the villagers.

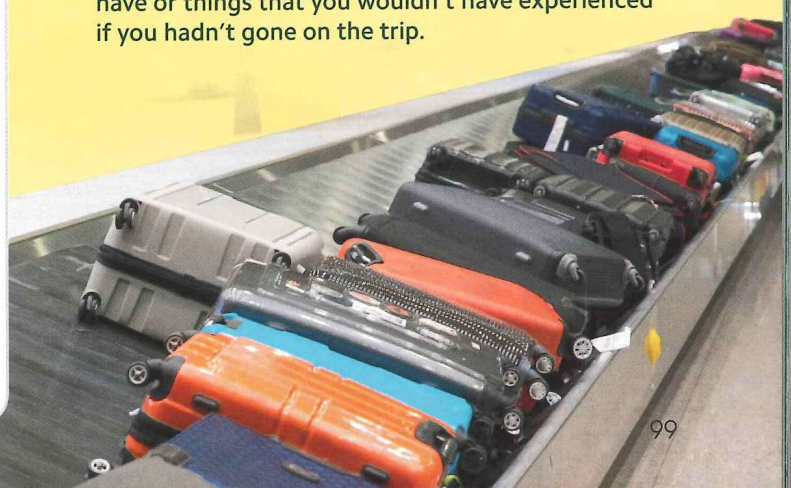
4 Jeni didn't know Spanish, so she couldn't talk to the villagers.
HAD
If ....., she could have talked to the villagers.

5 They regretted walking so far to the restaurant.
WALKED
They wished ..... so far to the restaurant.

6 I went on the school trip and I got to know Max.
IF
I wouldn't have got to know Max ..... on the school trip.

Speak up

6 Work in pairs and talk about a trip in the past that you did or didn't go on. Express any regrets you may have or things that you wouldn't have experienced if you hadn't gone on the trip.



USE OF ENGLISH 2

1 What do you know about countries in the British Isles? Would you like to visit one in particular? Why?

2 Match these words to rail, air or sea travel. Some words can be matched more than once.

board (*v*) brake (*v*, *n*) cabin crew deck departure lounge guard network pilot platform port terminal track traffic tunnel

explore **vocabulary**

prepositions

Prepositions are everywhere: as part of phrasal verbs, set phrases, after nouns, adjectives, verbs, and so on. Try to learn them in context.

be attracted **to** sth/sb, high/low **off** the ground, **out of** doors, pride yourself **on** sth

3 Read the language box and complete the sentences with these prepositions. Use the words in bold to help you.

after for (x2) into of on (x2) out through to

1 The lorry **pulled** ..... into heavy traffic.
2 ..... **the way** to the village, we had to negotiate lots of steep hills and sharp bends.
3 We were **heading** ..... the castle when, suddenly, it started to pour with rain.
4 It's brilliant when you **come** ..... **contact** with different people as you're travelling.
5 Why don't you **take advantage** ..... **this opportunity** and start practising your Greek?
6 Venice is **well-known** ..... its gondolas.
7 The Eiffel Tower in Paris is **named** ..... its designer, Gustave Eiffel.
8 It took ages to **go** ..... **customs** in New York.
9 There was absolutely everything you could want ..... **board** the cruise ship.
10 To **keep costs** ..... **a minimum**, the family decided to go camping for their holiday.

4 Read the exam tip and complete the task.

exam tip: multiple-choice cloze

Read through the whole text first before you start looking at the options. After making your choice, read the whole sentence again. Does it sound correct?

Look at gap 1 in Ex 5. Find the preposition that goes with the word in the gap. Then look at the options and find the word that collocates with the preposition.

5 **e** Read the text and choose the best answer (A, B, C or D).

The road trip of a lifetime

If you want to see some spectacular scenery, then take a road trip around Ireland! Part of the coastal route around Ireland is called the Wild Atlantic Way, [1]....., of course, after the ocean it runs alongside. We had arrived by ferry in the early morning and our first view from our position on [2]....., Ireland looked magical in the mist. And it got even more magical!

As we headed [3]..... Galway up the west coast, we had frequent stops to take [4]..... of the amazing views. I took photos of sharks, dolphins and huge cliffs!

The road [5]..... in Ireland is one of the best in Europe, with Galway alone having over 6,000 kilometres of roads! However, we [6]..... to the coast road since that was the most scenic. To keep [7]..... to a minimum, we stayed in small hotels where we came into [8]..... with the friendly locals. The Irish hospitality was something else!

1	**A** referred	**B** named	**C** made	**D** designed
2	**A** port	**B** platform	**C** track	**D** board
3	**A** for	**B** at	**C** down	**D** along
4	**A** chance	**B** opportunity	**C** advantage	**D** possibility
5	**A** network	**B** destination	**C** link	**D** connection
6	**A** remained	**B** followed	**C** drove	**D** kept
7	**A** exchange	**B** money	**C** costs	**D** payments
8	**A** contact	**B** co-operation	**C** connection	**D** conversation

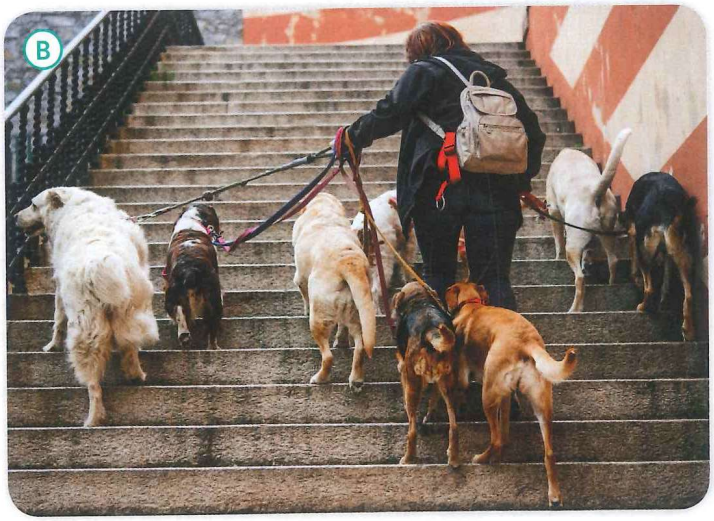
Speak up

6 If you could go on a road trip, where would you go? Why? What would you particularly want to see or do on that trip?

SPEAKING

Power up

1 What is the biggest city you have visited? What did you like/not like about it?



2 Work in pairs. Look at photos A and B of people spending time in their cities. Compare the photos and say how the people might be feeling.

3 Read the useful language. Think about the place where you live and your school. Write down three things you like about each one.

useful **language:**

giving information about yourself

describing where you live:

a stone's throw from the sea
right in the city centre
very close to the main train station

talking about the place where you live:

the **capital of** ... **a suburb of** ...
a small town **to the north of** the country

talking about where you go to school:

I go to ... high school **I'm in** Year 8
My school is **just around the corner from** where I live.

4 Work in pairs to ask and answer questions about where you live. Are your answers different?

What is the place where you live like?
Do you live in a big city? What's it like?
What do you like best about your school?

Speak up

5 Read the exam tip and complete the task.

exam tip: interview

➥ p164

Avoid giving very short answers by making sure you know how to talk about yourself, your likes and dislikes, the place where you live, your possible future plans, and so on. Prepare yourself by learning any special vocabulary that you might need – but don't learn a whole paragraph off by heart!

Number the possible answers to this question from the best (1) to the worst (3).

Who do you spend time with after school?

Answer A: My family. .....

Answer B: I go home and stay with my sister. .....

Answer C: My friends, usually, and then I go home and relax with my mum and my sister. .....

6 e Work in pairs. Student A turns to page 173 for their questions and Student B turns to page 178. Ask and answer the questions.

Speaking extra

7 Work in pairs and roleplay an interview.

1. Assign roles: one of you is the interviewer; the other is someone famous.
2. Think up questions for your interview.
3. Carry out your interview. Record it if you can.
4. Play it or perform it for the class. Can they guess who the famous person is?

'A journey of a thousand miles must begin with a single step.' (Lao Tzu, Chinese philosopher)

WRITING

Power up

1 **In which country do you think the photos were taken? Would you like to travel there? Why/ Why not? What about the other two countries?**

1 Australia **2** Japan **3** India

Plan on

2 **Read the email below. Choose the things you might include in your reply.**

1 complain
2 describe
3 give advice
4 give an opinion
5 invite

From: **Victor**

I hear you've just come back from a month's holiday staying with your e-pal. Did you enjoy your stay? What did you see and do while you were there? What type of place does he live in? Write and tell me all about it!

Bye for now,

Victor

3 **Read a reply to the email in Ex 2. Find examples of these things.**

1 use of multiple exclamation marks
2 phrasal verbs/informal vocabulary
3 informal connectors
4 question tags
5 simpler sentence structure

From: **Amelia**

A Hi Victor,

B Thanks for your email. It was great to hear from you.

C Well, my flight to Tokyo was excellent, though a bit long and tiring, and Haruto and his parents were waiting for me at the airport. They live in another part of Japan but they wanted to show me Tokyo first, so we went sightseeing for a few days. It was amazing to visit such a huge city with so many people!

D They also took me to see a traditional Japanese castle in Matsumoto which was over 400 years old. It was brilliant! Haruto was really kind to me and wanted to make my trip memorable. So we travelled to Kyoto City to a traditional festival which takes place every July. His mum lent me a yukata which is a summer kimono and lots of people were wearing them. That was the best day ever!

E The whole holiday was fantastic and I had a great time. I spent a month there and it went by extremely quickly. Check out the photos I uploaded recently! They're great, aren't they? If I could, I'd go back there tomorrow!

F Write again soon,

Amelia

Amelia

56 posts 234 followers

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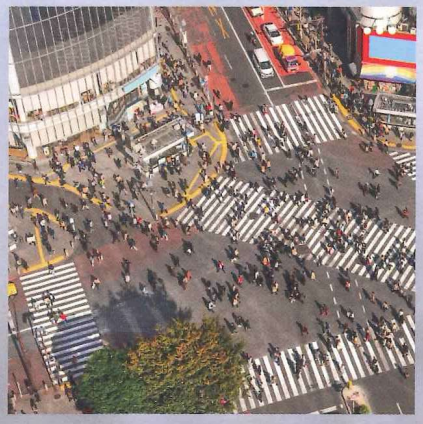
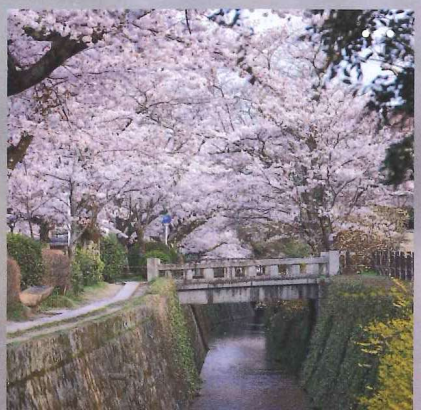
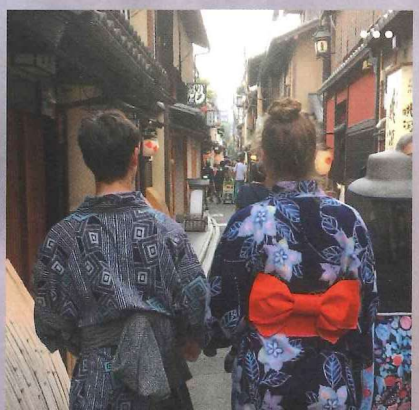
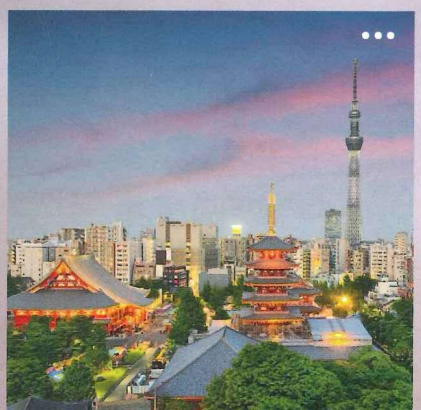








4 Match the different parts of the email in Ex 3 (A–F) with the topics (1–6).

1 overview of trip
2 greeting
3 celebration and tradition
4 introduction
5 signing off
6 sightseeing in the city

5 Complete these comments with the correct form of 'go,' 'have' or 'spend'.

1 Lucy and Ben ..... a great time at their friends' villa in Tuscany.
2 William ..... three hours every day practising his water-skiing.
3 Our time on holiday ..... by very quickly!
4 I hope you ..... a good trip!
5 I'd like to ..... sightseeing in London when I go there.

useful **language:**

starting an informal email

Thanks for your email.
It was really good to get your email.
It was great to hear from you/hear your news.
Sorry I haven't been in touch, but I've been really busy with schoolwork/football, etc.
How are you? I haven't heard from you for a while.

6 Read the useful language and use the phrases to complete these opening sentences for an email.

1 ..... but I haven't been very well.
2 ..... I hadn't heard from you for ages!
3 ..... I'm glad school is going well.
4 ..... I hope you're OK.

Write on

7 Read the exam tip and complete the task.

exam tip: informal email

➥ p168

Check you have answered all the questions in the task and that the language you used is suitable for an email. You can add extra information if it is relevant.

What did you think of Paris?

It was fantastic. We went up to the top of the Eiffel Tower and we could see for miles.

Work in pairs. Read the question again and each think of a famous city that you know. Then answer the question using suitable email language. Remember to give extra information.

8 Read part of an email you have received from an English-speaking friend. Find the questions you must answer and decide on the place you want to write about.

From: **Spiros**

Have you been anywhere nice recently? I'm doing a project about great places to see and visit so I'd love to hear about somewhere you think is really special. How long did you spend there, what did you see and why do you think it is a special place?

Thanks and I can't wait to hear all about it!

Bye for now.

Spiros

9 Read the language box. Could you use any of these words to help you describe your experiences?

explore **language**

saying what an experience was like

Use a variety of different words for positive and negative experiences.

positive: amazing brilliant cool fantastic impressive interesting fun great the best unusual

negative: boring disappointing dull tiring

10 Plan your email and use the checklist to make sure you include these things.

- a description of the place
- what activities you did
- how you felt about them
- any interesting sights you saw
- what your impression was of them
- how long you spent there
- your overall feelings about the trip

11 e Write your email in 140–190 words.

Improve it

12 Swap your email with a partner. Ask them the questions that Spiros asked and see if they can use your email to answer all of them!

13 Check that your email has no spelling mistakes and is easy to read. Make any final corrections to your work.

Fortune cookies, often thought to be Chinese, were first made in Kyoto, Japan in the 19th century.

SWITCH ON

Homes of the future

1 **Write down the four most important things in your bedroom. Think of a reason why these items are important. Work in pairs and compare your ideas. Are your answers the same or different?**

Because I have a comfortable bed, I sleep well and I wake up feeling good.

2 **Watch the clip. Which of the three living spaces is your favourite? Why?**

3 **Watch again and make notes about the special features of each living space. Are any of the house features similar?**

1 The Yo! House
2 The Rotating Apartment
3 The Pitstop Apartment

4 **Work in pairs to finish these sentences about the three houses.**

1 If I lived in the Yo! house, ...
2 The Rotating Apartment ...
3 The Pitstop Apartment ...

Project

5 **Work in pairs to design a living space for the future.**

1 Draw or create your living space. Think about these things:
- how to save space
- how rooms can be used for more than one purpose
- who your living space is designed for: Is it for a particular group of people?
- the features that make your living space special

2 Present your house design to the class. Describe the features and benefits.
3 Have a class vote on the best-designed house.

INDEPENDENT LEARNING

Reading and writing skills

1 **Look back through the main reading texts in the previous units.**

1 Do you find it easier now to understand what you are reading and answer questions about it?
2 Which kinds of texts do you find easiest? Which ones are more challenging?

2 **Work in pairs and share your answers to Ex 1. Answer these questions using the reading exam tip to help you.**

1 What do you think has helped your reading skills to improve?
2 What is something that you find difficult when reading?
3 What is something you can do to continue to improve your reading skills?

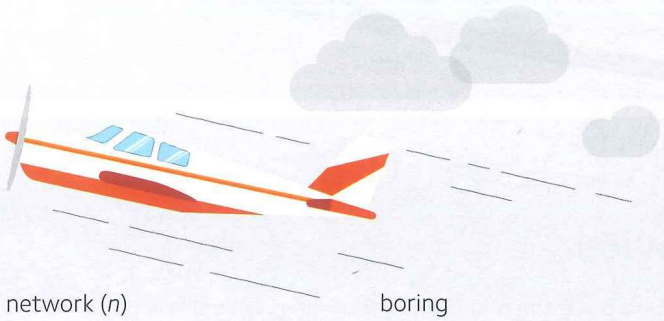
3 **Look back through all the pieces of writing you have done in Units 1–7. Find the one you like best. Work in pairs and give each other feedback on your writing. Think about these questions.**

1 Check sentence length. Is there a variety of short and long sentences? Does the sentence length match the type of writing (i.e. shorter for more informal, longer for more formal)?
2 Is the writing organised clearly? What could be improved?
3 Can you suggest three ways in which your partner's writing could be improved?

4 **Make a list of two things you can do to improve your reading skills and two things to improve your writing skills. You can use your partner's suggestions or create some of your own.**

reading	writing

UNIT CHECK



Wordlist

Living accommodation
block of flats (*phr*)
caravan (*n*)
castle (*n*)
houseboat (*n*)
hut (*n*)
igloo (*n*)
lighthouse (*n*)
palace (*n*)
tent (*n*)
villa (*n*)

Furnishings
bench (*n*)
blanket (*n*)
cabinet (*n*)
carpet (*n*)
curtain (*n*)
cushion (*n*)
duvet (*n*)
lampshade (*n*)
mattress (*n*)
rail (*n*)
rug (*n*)
sheet (*n*)
shelf (*n*)
sink (*n*)

Synonyms and antonyms (adjectives)
cramped
enormous
massive
messy
neat
roomy
spacious
tidy
tiny

Phrasal verbs
clear up
hang up
put away
put up
sort out
tidy up

Travel
board (*v*)
brake (*v, n*)
cabin (*n*)
crew (*n*)
deck (*n*)
departure lounge (*n*)
guard (*n*)
network (*n*)
pilot (*n*)
platform (*n*)
port (*n*)
terminal (*n*)
track (*n*)
traffic (*n*)
tunnel (*n*)

Phrases with prepositions
be attracted to sb/sth
be named after
be well-known for
come into contact with
go through customs
head for
high/low off the ground
keep costs to a minimum
on board
on the way
out of doors
pull out
take advantage of (an opportunity)

Describing experiences (adjectives)
amazing
boring
brilliant
cool
fantastic
fun
great
impressive
interesting
the best
tiring
unusual

Other
alternative (*adj*)
be a pain (*phr*)
blossom (*n*)
bother (*v*)
break the ice (*phr*)
experiment (*v, n*)
fluent (*adj*)
futuristic (*adj*)
get back to normal (*phr*)
improve (*v*)
language barrier (*n*)
motto (*n*)
remain (*v*)
settle down (*phr v*)
stick with (*phr v*)

Practice

1 **Choose the correct answer, A, B or C, to complete the sentences.**

1 Finally, the ..... blew the whistle and we were off!
A passenger **B** guard **C** pilot

2 The huge cruise liner came slowly into the ..... .
A platform **B** destination **C** port

3 On the top ..... of the ship, there was a swimming pool and even some tennis courts!
A board **B** terminal **C** deck

4 When you travel, it's great to come into ..... with people from different countries.
A contact **B** communication **C** connection

5 Let's try and keep ..... to a minimum while we're on holiday, shall we?
A prices **B** costs **C** money

6 On the ..... to our hotel, we went through some villages with lovely cottages in them.
A way **B** track **C** direction

2 **Complete the sentences with the correct form of a word from the first three sections of the wordlist. Then work in pairs and compare your answers.**

1 You're lucky that the space inside your house isn't ..... so there's plenty of room for all your things.

2 While you're staying in the village, why not visit the ..... ? It's just a couple of miles away, on a rock off the coast.

3 It suddenly started to rain but we were OK inside our cosy little ..... in the campsite.

4 If I had a treehouse, I'd try to keep it really ..... and tidy. But I'd also have lots of colourful ..... on the floor and ..... on the chairs.

UNIT CHECK

Review

1 **Complete the conditional sentences with the correct form of the verbs in brackets.**

1 If you stay in our lovely cottage by the sea, you ..... (definitely/have) a relaxing time!
2 If we had booked our train tickets in advance, we ..... (get) seats together on the train.
3 The hotel room ..... (look) so messy if Sara put her things away in the cupboard every day.
4 Unless the weather ..... (get) worse, we'll walk to the lighthouse.
5 If I ..... (be) you, I'd put the desk by the window.
6 If there is a lot of traffic, we ..... (need/go) a different way.
7 Travelling in a foreign country ..... (be) difficult if you spoke the language.
8 If we had organised more time for travelling, we ..... (have) visited more places.

2 **Choose the correct answers to complete the sentences.**

1 I'd rather **to go** / **go** now since it's starting to rain.
2 I wish the ferry crossing **has been** / **had been** calmer – I didn't feel very well.
3 If only **we'd used** / **we use** the sat-nav, we wouldn't have got lost.
4 I wish he **doesn't** / **wouldn't** talk so much on the journey.
5 If only Lloyd **was** / **is** coming with us on holiday!
6 I'd rather not **eat** / **to eat** that. It's very different to the food at home!
7 I wish we **would** / **could** understand the language.
8 I wish we **lived** / **were living** closer to a big city.

3 7.7 **Listen to the conversation and complete the third conditional sentences.**

1 If she ....., they wouldn't have spent such a lot of time in the car.
2 They ..... to the hotel earlier if she hadn't taken the wrong road.
3 If she ..... her bag down in the airport, her mobile phone wouldn't have been stolen.
4 If she hadn't spelt her name wrong on her ticket, they ..... to spend two hours sorting out the problem!

4 **Complete the text with one word in each gap.**

Dreams can come true

Veronica lived in the city with her parents. Their flat had a balcony [1]..... they grew some plants, but Veronica had always wanted a treehouse. She spent hours looking at treehouses on the internet and often thought: 'If [2]..... I had one of those!' However, [3]..... something amazing happened, she knew it was unlikely.

But then, for her fifteenth birthday, Veronica's parents promised her a treehouse in her aunt's garden! At first, Veronica thought it [4]..... to be a joke. But it was true and now they were going to see it. 'If there really is a treehouse, that [5]..... be so cool,' she thought.

And yes, the treehouse was there! But then, her younger cousins appeared. 'Thanks, Veronica!' one of them shouted. 'If you hadn't asked for a treehouse, we [6]..... never have got one ourselves!' Veronica felt confused – [7]..... she really have to share it? But as her cousins showed her around, Veronica knew that she'd [8]..... share her dream treehouse than keep it for herself.

5 **Write a paragraph describing your ideal holiday. Use some examples of conditionals.**