

B1 Preliminary for Schools

Optimise Stars

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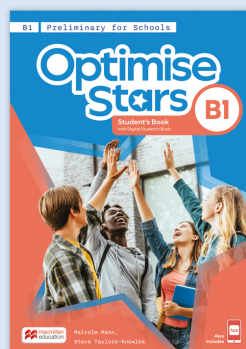
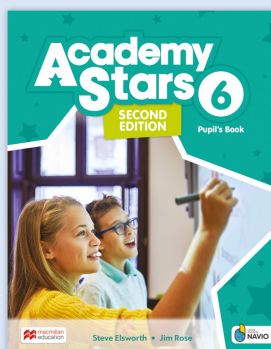
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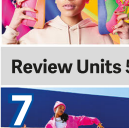
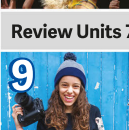
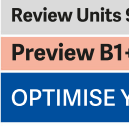
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From A1 to B2, with Academy Stars

Optimise Stars is part of a 10-level series taking you all the way from Starters, Movers and Flyers to B2 First for Schools.



Starter p 6–9		Grammar: present simple, present continuous, stative verbs, quantifiers		
UNIT		READING	GRAMMAR	VOCABULARY
1 	How we live (HOUSE AND HOME) p 10–19	 <i>Living in a van</i> <i>Small is beautiful!</i> Understanding reference words  Gapped text	Past simple and past continuous  <i>used to</i> and <i>would</i>	Words connected with the <i>house and home</i> Phrasal verbs Word patterns
2 	Around the world (TRAVEL AND TRANSPORT) p 20–29	<i>The social media effect</i> Skimming  4-option multiple choice	Present perfect simple and continuous  Countable and uncountable nouns	Words connected with <i>holidays</i> Word formation: adjectives with <i>un- / im- / il- / ir- / dis-</i> Word patterns
Review Units 1 and 2: Optimise your well-being Take a moment / Revise Grammar and vocabulary /				
3 	Time out (NEW EXPERIENCES) p 32–41	 <i>In my free time</i> <i>Climbing wall opening party!</i> Identifying text type  3-option multiple choice	 <i>will</i> and <i>be going to</i> Present simple and present continuous for future	Words connected with <i>outdoor activities</i> Phrasal verbs Collocations connected with <i>free time</i>
4 	Healthy living (HEALTH) p 42–51	<i>Have fun and improve your mental health</i> Scanning  Matching	 Modals (1): ability, obligation, advice, permission Modals (2): possibility, probability, certainty	Words connected with <i>health and illness</i> Phrasal verbs Collocations with <i>have, take, make</i> and <i>do</i>
Review Units 3 and 4: Optimise your well-being Be active / Revise Grammar and vocabulary /				
5 	On the menu (FOOD AND DRINK) p 54–63	 <i>Eating across Europe</i> <i>Today's special</i> Identifying synonyms  3-option multiple choice	 Relative clauses Articles	Words connected with <i>food</i> Phrasal verbs Word formation: adjectives / nouns / verbs
6 	Shopping around (SHOPPING AND SERVICES) p 64–73	<i>At your service!</i> Identifying paraphrasing  Matching	 Past perfect simple and continuous Comparatives and superlatives	Words connected with <i>shopping</i> Phrasal verbs Idioms for <i>shopping and spending</i>
Review Units 5 and 6: Optimise your well-being The gift of giving / Revise Grammar and vocabulary /				
7 	Your own style (FASHION) p 76–85	 <i>Clothing in Ghana</i> <i>New generation goes retro</i> Understanding implication  4-option multiple choice	 The passive Question tags	Words connected with <i>clothes and accessories</i> Phrasal verbs Word formation: adjectives / nouns / verbs
8 	Your best shot (SPORT) p 86–95	<i>Sporting success!</i> Understanding time words and phrases  Gapped text	 Conditionals (1): zero, first and second conditionals Time clauses	Words connected with <i>people in sport</i> Phrasal verbs Collocations with <i>do, play</i> and <i>go</i>
Review Units 7 and 8: Optimise your well-being Connect with others / Revise Grammar and vocabulary /				
9 	Let's have fun! (ENTERTAINMENT) p 98–107	 <i>Entertainment we enjoy</i> <i>Bored? Here are eight ways to have fun!</i> Understanding attitude and opinion  Matching	 Conditionals (2): third conditional The causative	Words connected with <i>people in the media</i> Phrasal verbs Word patterns
10 	Learning better (EDUCATION) p 108–117	<i>Time for change?</i> Understanding linking words and phrases  Gapped text	 Reported speech Reported questions	Words connected with <i>studying</i> Phrasal verbs Idioms for <i>education and learning</i>
Review Units 9 and 10: Optimise your well-being Lifelong learning / Revise Grammar and vocabulary /				
Preview B1+ p 120–123		Grammar: future perfect, modal perfect		
OPTIMISE YOUR EXAMS B1 PRELIMINARY FOR SCHOOLS  ▶ READING p 124–127 ▶ WRITING p 128–129				
Grammar reference p 136–148		Vocabulary reference p 149–157		Writing reference p 158–162
				Irregular verbs p 163

Vocabulary: words connected with *appearance and personality*, word formation: nouns with *-ity / -ness*, collocations with adjectives

LISTENING	SPEAKING	LANGUAGE IN USE	WRITING
Predicting  3-option multiple choice Interview	 Saying where things are  Extended turn Photos	Result clauses  4-option multiple-choice cloze	Using the right style  An article  Learning to Learn: Knowing your strengths and weakness
Listening for attitude and opinion  3-option multiple choice Dialogues	 Making suggestions  Discussion Pictures	Particles in phrasal verbs  Open cloze	Choosing positive and negative points  A review  Learning to Learn: Setting goals

Action plan Exam skills p 30–31

Listening for the main idea  3-option multiple choice Dialogues	 Expressing opinions  General conversation	Connectors of contrast  Key word transformation	Giving your opinion  An article  Learning to Learn: Saving time
Understanding the situation  3-option multiple choice Interview	 Talking about habits  Questions	Words formed from verbs  Word formation	Using narrative tenses  A story  Learning to Learn: Participating in class

Action plan Exam skills p 52–53

Recognising similar meanings  Gap fill	 Describing situations and actions  Extended turn Photos	Collocations  Open cloze	Making suggestions  An email  Learning to Learn: Learning new vocabulary
Understanding context and relationships  3-option multiple choice Pictures	 Asking questions  General conversation	Nouns connected with people  Word formation	Using direct speech  A story  Learning to Learn: Taking notes while listening

Action plan Exam skills p 74–75

Knowing what type of information to listen for  Gap fill	 Discussing alternatives  Discussion Pictures	<i>-ing</i> and infinitives  Key word transformation	Writing descriptions  A story  Learning to Learn: Improving your reading skills
Identifying incorrect options  3-option multiple choice Dialogues	 Talking about other people  Questions	Verbs with similar meanings  4-option multiple-choice cloze	Expressing preferences  An email  Learning to Learn: Evaluating yourself / classmates

Action plan Exam skills p 96–97

Note-taking  Gap fill	 Listening and responding  General conversation	<i>wish</i> and <i>if only</i>  Open cloze	Describing how to do something  An article  Learning to Learn: Using a dictionary
Understanding implication  3-option multiple choice Pictures	 Expressing uncertainty  Extended turn Photos	Nouns with similar meanings  4-option multiple-choice cloze	Understanding notes  An email  Learning to Learn: Revising for exams

Action plan Exam skills p 118–119

Vocabulary: words connected with *natural habitats*, phrasal verbs, word formation: adjectives, nouns and verbs

► LISTENING p 130–131 ► SPEAKING / ► SPEAKING TEST VIDEO p 132–135

Speaking reference p 164–165

Starter

VOCABULARY 1 Words connected with *appearance and personality*

1  s.01 In pairs or groups, write the words and phrases below. Listen and check.

brown eyes creative curious curly dependable freckles friendly
generous negative polite popular serious shy tall unreliable wavy

Hair	Face	Height	Personality

2 Complete the sentences with the words connected with personality in Exercise 1.

- Mark is very _____. He is not enthusiastic about anything!
- Lucas is _____. He is imaginative, artistic and talented.
- Maya is _____. She wants to find out and learn about things.
- Helen is _____. You can trust and rely on her.
- Amelia is _____. She always says please and thank you.
- James is often _____ and gets nervous when he meets new people.
- Max is _____ and liked by lots of people.
- Sara is _____. She gives a lot of her time to people.
- Harry is _____. He thinks carefully about things and he doesn't laugh a lot.
- Lily is _____. She doesn't do what she says she will do.

3 Look at the people in the photos below. Write a short paragraph to describe them using the words in Exercise 1 that were not used in Exercise 2 and any other words you need.

4  Think of a celebrity. In pairs, take turns to describe the person using the words in Exercise 1. Then ask your partner to guess who the celebrity is.



READING 1 An article

- 1 Read the text quickly. Which three habits does the writer talk about?

What do your habits say about you?



From using social media to choosing the colour of your clothes, your habits reveal more about your personality than you think. Read on to find out what researchers say.

First, social media. Do you use it? Of course you do! But how do you use it? Do you post your own content or do you prefer to look at other people's posts, photos and videos? Some researchers believe there are four types of social media users: leaders, likers, lurkers and loners. Leaders are creative. They post content and ideas and want people to respond. Likers rarely post, but love to comment and share. Lurkers are shy. They read everything, but never post, like or share. And loners aren't interested in social media at all! Which social media personality are you?

Let's move on to shoes. What kind of shoes are you wearing now? Do you prefer trainers or smart shoes?

What do you think of boots? Researchers say if you usually wear comfortable shoes, it means you are friendly and relaxed. Smart shoes show you are dependable and reliable. And boots mean you want to be different!

And what about the colours of your clothes you usually wear? Do you choose bright colours or do you prefer black? Researchers have a lot to say about this topic, too! They say bright colours suggest you are happy and friendly, while black clothes show you are serious and creative.

Of course, these theories aren't true for everyone and researchers are always changing their minds. But whatever our habits and personality, we all do have something positive to offer. Life wouldn't be interesting if we were all the same!

- 2 s.02 Read the text again and decide if the statements are T (True) or F (False).

- | | | | |
|--|-------|---|-------|
| 1 The writer mentions four types of people who use social media. | T / F | 4 People who wear boots want to look like other people. | T / F |
| 2 'Lurkers' never post comments, but they often like posts. | T / F | 5 People who wear black probably like music and art. | T / F |
| 3 Friendly people wear comfortable shoes. | T / F | | |

- 3 In pairs or groups, discuss the ideas in the article. Do you agree with them?

VOCABULARY 2 Word formation: nouns with -ity / -ness

- 1 s.03 Write nouns with -ity and -ness using the words below. Listen and check.

creative curious dependable friendly
generous negative personal polite
popular reliable serious shy

- 3 They're twins, but Ben's _____ is completely different from Jack's. He's much quieter.
4 Just out of _____, why did you decide to change your hairstyle?

- 2 Complete the sentences with words from Exercise 1.

- 1 My brother finds it difficult to talk to people because of his _____.
2 Thanks to the _____ of my parents, we now have two tickets for the festival!

Think

Think about your ideal friend. What kind of personality should they have? Why?

GRAMMAR 1 Present simple, present continuous, stative verbs

Grammar in context

Look at these extracts from the reading text on page 7. Match the extracts (1–5) with the descriptions a–e.

- 1 Some researchers **believe** there are four types of social media users
- 2 They **post** content and ideas
- 3 What kind of shoes **are you wearing** now?
- 4 researchers **are always changing** their minds
- 5 we all **do have** something positive to offer

- a) a changing situation
- b) a situation or action that is happening now
- c) the emphatic present simple
- d) a habit, routine, or permanent situation
- e) a stative verb

Remember

- Use the present simple for general truths, facts, habits, routines and permanent situations.
- Use the present continuous for actions happening now and temporary or changing situations.
- We don't usually use stative verbs like *believe*, *hate*, *want*, *like* and *need* in the present continuous. But some verbs are both stative and action verbs.

Lucas **has** brown hair. (stative)

Lucas **is having** a haircut now. (action)

See Grammar reference, Starter, page 136

1 Complete the sentences with the correct present simple or present continuous form of the verbs in brackets.

- 1 I usually _____ (go) on social media after school, but today I _____ (watch) a film.
- 2 _____ (Max / chat) to his friends right now or _____ (he / listen) to music?
- 3 He _____ (not / want) to do exercise. He's too tired.
- 4 My sister _____ (hate) video games, so she _____ (never / play) them.
- 5 I can't talk on the phone right now. I _____ (have) my dinner.
- 6 I _____ (not / visit) my friends today. I _____ (have) too much work.

2 Use the prompts to write questions in the present simple or present continuous.

- 1 how often / you / go / on social media ?

- 2 what / you / wear / at the moment ?

- 3 what colour hair / your best friend / have ?

- 4 what / members of your family / do / right now ?

3 Ask and answer the questions in Exercise 2 with a partner.

VOCABULARY 3 Collocations with adjectives

1 S.04 Choose the correct word. Listen and check.

- | | |
|----------------------|---------------------|
| 1 big / loud trouble | 4 deep / wide awake |
| 2 fast / wide asleep | 5 long / fast time |
| 3 feel small / long | 6 deep / wide voice |

2 Complete the sentences with the collocations in Exercise 1.

- 1 Last night, I was so tired, I fell _____ in minutes.
- 2 My brother is in _____. He borrowed my mobile phone again.
- 3 My friend hates social media. She hasn't used it for a _____.
- 4 It's midnight, but I'm _____. I think I'll have a snack.
- 5 He has a very _____. He's an amazing singer.
- 6 I always _____ when my teacher tells me off for talking!

READING 2 Fact files

1 In pairs or groups, discuss the questions.

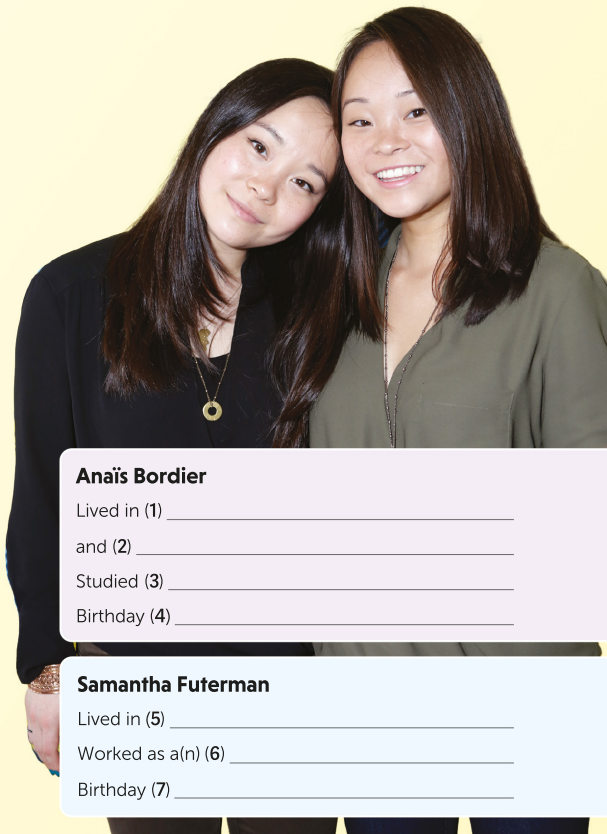
- 1 Do you know any twins? Are they identical?
- 2 Can you think of any stories or films about twins?
- 3 Why do you think people are so interested in twins?

2 s.05 Read the text and complete the fact files.

Twins

Lots of people are interested in identical twins. Scientists study their biology, authors write about them and directors make films.

Many of the stories are fiction, while others are true, like the story of Anaïs Bordier and Samantha Futerman. Anaïs Bordier grew up in France and then moved to London to study fashion. One day, a friend sent her a picture from an online video. It showed a young woman from the USA, Samantha Futerman, acting in a film trailer. The woman looked exactly like Anaïs. Anaïs did some research and was shocked to discover that they were both born in South Korea on 19th November 1987. Anaïs contacted Samantha and discovered more amazing information: both of them were adopted and had been born in the same hospital. They were identical twins!



Anaïs Bordier

Lived in (1) _____
and (2) _____
Studied (3) _____
Birthday (4) _____

Samantha Futerman

Lived in (5) _____
Worked as a(n) (6) _____
Birthday (7) _____

GRAMMAR 2 Quantifiers

Grammar in context

Complete the extracts from Reading 2 Exercise 2 with quantifiers. Decide if the nouns the quantifiers are used with are countable or uncountable.

- 1 _____ the stories are fiction, while _____ are true.
- 2 Anaïs did _____ research.

Remember

- Use *each* and *every* with singular countable nouns. **Every student** in my class is 14 years old.
- Use *all*, *both*, *each*, *lots of*, *many* and *most* with plural countable nouns. **Many teenagers** are shy.
- Use *little* and *much* with uncountable nouns. I haven't got **much money**.
- Use a plural verb with *of* (the). **Most of the children have** short hair.
- Use a singular verb with *each of* (the). **Each of the boys has** short hair.
- Use *of* (the) when we refer to a specific group. *All people breathe air.* (all = generally) **All of the people in my class have** a mobile phone.

See Grammar reference, Starter, page 136

1 Choose the correct word or phrase. Sometimes both are correct.

- 1 Anna's got an earring in **each** / **every** ear.
- 2 **Most** / **Most of** people use social media.
- 3 I'm taking **both** / **both of** my cousins to the park tomorrow.
- 4 Every **boy** / **boys** in my class **have** / **has** a sister or brother.
- 5 Each of the **student** / **students** in my school **have** / **has** an exam today.

2 Complete the sentences so that they are true for you. In pairs, compare your sentences.

- 1 All of my friends _____
- 2 Each of my favourite people _____
- 3 Most people I know _____
- 4 Every student in my class _____

Research

Find another interesting story about twins. Tell the class what you learnt.



1

How we live



READING

Gapped text | An article

- 1 Watch the video and make a list of the important things Hannah has in her van.
- 2 Watch again and answer the questions.
 - 1 Why does Hannah choose to live in a van?

 - 2 What does Hannah like about living in the van?

 - 3 What would you like and dislike about living in a van?

- 3 In pairs or groups, look at the three photos at the top of page 11 and discuss the questions.
 - 1 What do the homes have in common?
 - 2 What do you think are the advantages and disadvantages of living in homes like these?
 - 3 Which home would you most like to live in? Why?
- 4 Read the text quickly and choose the topics that are mentioned.
 - 1 saving money
 - 2 the reasons why tiny homes became popular
 - 3 the environment
 - 4 the advantages of tiny homes
 - 5 the disadvantages of tiny homes
 - 6 the type of people who live in tiny homes

EXAM SKILL

Understanding reference words

- Reference words are words that refer to people, objects or ideas already mentioned in a text.
- Reference words include pronouns, e.g. *he, they, it, this, those*; determiners, e.g. *this, those*; adverbs, e.g. *here, there*; and relative pronouns, e.g. *that, which, who*.
- Identifying reference words and understanding what they refer to can help you understand the order of a text.

- 5 Read the sentences before and after gap 1 in the text and look at the sentences (a–c). Identify the reference words in the sentences. Then decide which sentence fills the gap.
 - a This is what people like best about being in a small house.
 - b They come in different shapes and styles, including huts and cabins.
 - c There are several reasons why it is a popular way to live.



Small is beautiful!

People need homes. But sometimes it's difficult to find one and they can be very expensive. The solution? Tiny homes. So, what exactly are they? Tiny homes are very small living spaces. (1) _____ Many people also transform **vans** into tiny mobile homes so that they can travel around in them. There are a lot of social media sites about travelling in a tiny home. So how did this trend begin?

In the 1990s, an American man called Jay Shafer was thinking about building a new home when he had an interesting idea. (2) _____ When he first moved into his unusual new home in 1999, he began to receive a lot of attention. Everybody wanted to interview him about it. (3) _____ As a result, the idea **took off**.

Today, there are thousands of tiny homes in the United States. They are cheaper to buy, but they are also better for the environment than regular flats and houses. Many of the houses have green energy **features**, such as solar panels, and they use less energy to run. People can live simpler lives away from the stresses of modern living. What's more, with a mobile tiny home, you can even take your house with you on holiday! (4) _____ Many people enjoy this travelling lifestyle.

But are tiny homes comfortable? The answer is yes. Most of the homes have all the **facilities** you need, including hot water, kitchen equipment, electricity or gas and the latest smart technology. (5) _____ Tiny homes are fun and convenient places to live. There's no doubt the trend is going to continue.

Small really is beautiful!

OPTIMISE your exam



Gapped text

- First, read the text quickly to get a general idea of what it's about. Ignore the gaps.
- Then carefully re-read the sentences in the text before and after each gap. Pay attention to the vocabulary, tenses and reference words.
- Look at the removed sentences and, for each one, decide if it logically fits in each gap.
- Check that the meaning, vocabulary, tenses and reference words in the removed sentences make sense in the gap.

6 **1.01** Read the text. Five sentences have been removed. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

- They saw living in a tiny home as a way to solve these problems.
- Their lives changed as soon as they moved.
- They come in different shapes and styles, including **huts** and cabins.
- To experience living more simply, he decided to build a tiny house on wheels.
- He realised living in a tiny home had many problems.
- Many also have separate rooms and come in all kinds of interesting and stylish designs.
- These ideas became more and more popular in Europe.
- It's easy to move from place to place.

7 Write a highlighted word or phrase from the text to match each definition.

- small, simple wooden buildings _____
- parts or aspects of something _____
- road vehicles used for carrying goods _____
- became successful or popular very fast _____
- equipment and services _____



Me

Imagine your ideal tiny home on wheels. Answer the questions, then tell a partner.

What does it look like on the outside?

What is it like inside?

Where are you planning to travel?

What are the best and worst things about your home?

Grammar in context

Choose the correct words (a–d) to complete the sentence. Then find the sentence in the reading text on page 11 and check your answer.

Jay Shafer _____
about building a new home
when he _____ an
interesting idea.

- a) thought, has had
b) was thinking, was having
c) thought, was having
d) was thinking, had

Remember

- Use the **past simple** for actions, habits and facts in the past.
*I **went** to the park last Saturday.*
- Use the **past continuous** for actions in progress and for temporary and changing situations in the past.
*Before I met you, I **was living** in France.*
- In a story, use the **past continuous** for background information and the **past simple** for the main events.
*The sun **was shining** and the birds **were singing**. I **left** my house.*
- When an action in the past is interrupted by another action, use the **past continuous** for the first action and the **past simple** for the second action.
*I **was watching** TV when my friend **phoned** me.*

See Grammar reference, Unit 1, page 137

1 Choose the correct word or phrase.

- Last week, I **visited** / **was visiting** Sam's house.
- I **walked** / **was walking** to school yesterday when I tripped and fell.
- As a child, I **didn't like** / **wasn't liking** eating vegetables.
- Last year, we **invited** / **were inviting** the whole class to our birthday party.
- While I was on holiday recently, I **was swimming** / **swam** in the sea every day.
- It **was raining** / **rained** when I left the house this morning.

2 Rewrite the sentences in Exercise 1 so they are true for you. Then compare your sentences with a partner.

3 Use the prompts to write sentences about what each person was doing when something else happened.



she / putting up a poster / the phone / ring

1 _____



they / play a video game / the lights / suddenly / go off

2 _____



he / do / homework / the party upstairs / begin

3 _____



we / walk / home / it / start / to rain

4 _____

4 Complete the text using the past simple or past continuous form of the verbs in brackets.

THE TRANSPARENT HOUSE

When one Japanese couple (1) _____ (plan) their new home in Tokyo, they (2) _____ (have) an incredible idea. Why not have glass walls and make a completely transparent building?

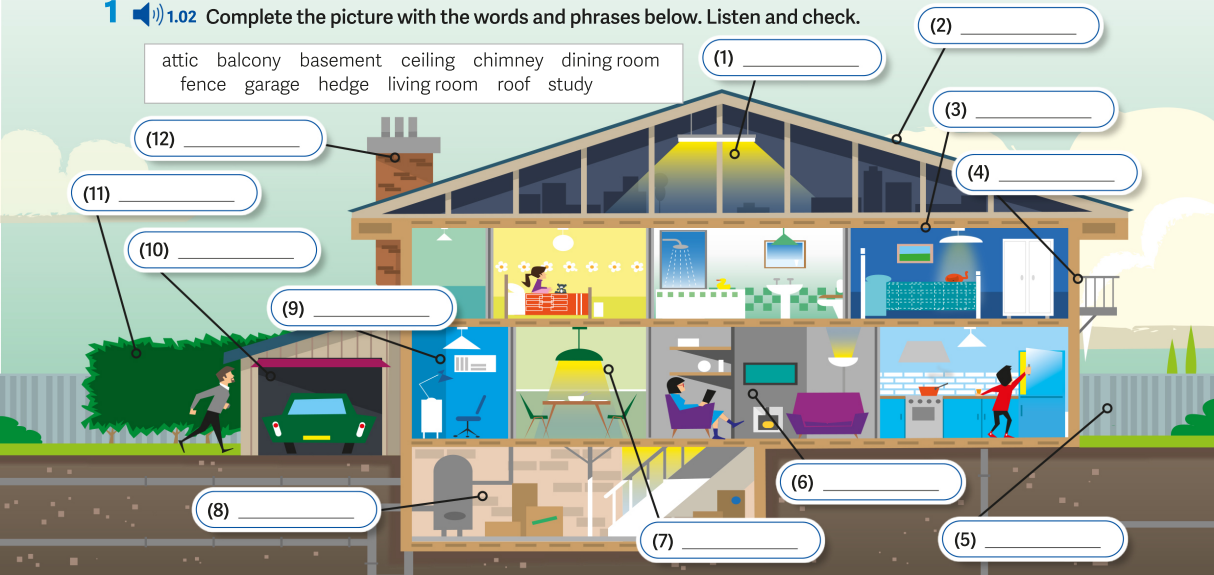
It sounds odd, but that's what Sou Fujimoto Architects (3) _____ (build) for them. The architects say that their inspiration (4) _____ (come) from trees. They (5) _____ (create) a building on many floors, connected by stairs, ladders and wooden steps. While they (6) _____ (design) the building, they soon (7) _____ (realise) that the people in the building would need some privacy, so there are thick white curtains for the glass walls. Most of the time, though, anyone walking by can see what the people inside are doing. No doubt the neighbours (8) _____ (find) it a little strange.



Words connected with *the house and home*

1 1.02 Complete the picture with the words and phrases below. Listen and check.

attic balcony basement ceiling chimney dining room
fence garage hedge living room roof study



Phrasal verbs

2 1.03 Complete the sentences with the correct form of the phrasal verbs below. Listen and check.

do up move in move out pull down put up rent out settle in tidy up

- They bought an old house and _____ it _____. Now it looks amazing!
- When my cousin moved to a new city, it took her a long time to make friends and _____.
- My brother _____ last year when he went to university. My parents miss him!
- Tom _____ his room when he found his old schoolbooks.
- They didn't like the house when they first _____, but now they love it.
- I'm staying with friends in London. They're _____ me _____ in the spare room.
- My parents sometimes _____ our house to earn money while we're away on holiday.
- They _____ the house I was born in. Now it's gone for ever!

3 Complete the social media post with the correct form of the phrasal verbs in Exercise 2.

Z ZigZagMilo_14

Hey, everyone! We finally (1) _____ of our old house, so I've got a new address. My sister (2) _____ to our new school quickly and has made some friends, but I'm still finding it a bit strange. Our house is old, so my parents want to (3) _____ it _____ with a new kitchen and bathroom. It will look great when it's finished. We've got a spare room, so we can (4) _____ you _____ if you fancy a holiday by the sea!

8 29

Word patterns

4 1.04 Choose the correct word or phrase. Use the words in *italics* to help you. Listen and check.

- How *keen* are you **for / on** the idea of decorating your bedroom?
- Is it *worth moving / to move* house if you don't like your neighbours? Why / Why not?
- How often do you *stop yourself from / with* saying what you think?
- Does your teacher *make you do / to do* homework every night?
- Do you agree that happiness *depends from / on* where you live?
- How often does someone at home *tell you tidying / to tidy* your room?

5 In pairs, ask and answer the questions in Exercise 4.



1 In pairs or groups, look at the photos and discuss the questions.

- 1 Why do you think homes in these countries are like this?
- 2 What do you think it would be like to live in each one?



House on stilts, the Philippines



Underground house, Tunisia



Yurt, Mongolia

EXAM SKILL

Predicting

- Before you listen, use any information, questions or pictures related to the listening to predict what you might hear.
- If you know the topic of the listening, think about what words and information you might hear.

2 You are going to listen to an interview with an expert on houses around the world. Read the questions and options in Exercise 4. Then match the topics (a–h) with the questions (1–5).

- a) the weather _____
- b) danger from wildlife _____
- c) the speaker's emotions _____
- d) the speaker's previous career _____
- e) details about living in a yurt _____
- f) the speaker's plans for the future _____
- g) reasons why people build houses on stilts _____
- h) reasons why people build houses underground _____

3 1.05 Listen to the interview and check your answers.

OPTIMISE your exam



3-option multiple choice | Interview

- Remember that the questions are in the same order as the answers that you will hear.
- If you don't hear an answer, don't stop at that question. Move quickly onto the next one, or you'll miss the answer to that one, too. You'll hear the listening task again, so don't worry if you miss an answer the first time.

4 1.05 Listen to the interview again and choose the correct answers.

- 1 Why did Leyla first become interested in houses?
 - A She moved to another country.
 - B She trained as an architect.
 - C She saw a programme on TV.
- 2 How did she feel when she stayed in a yurt?
 - A surprisingly comfortable
 - B a little afraid
 - C excited
- 3 People sometimes build houses underground in Tunisia to keep
 - A safe at night.
 - B cool during the day.
 - C warm during the winter.
- 4 Stilt houses are popular in areas where there is
 - A a problem with animals.
 - B a lack of space.
 - C heavy rain.
- 5 In the future, Leyla would like to
 - A visit houses in more countries.
 - B build her own unusual home.
 - C study other types of buildings.

Learn

Find out more about an unusual type of house. In the next lesson, tell the class about the house. Bring a photo if possible.



Grammar in context



Grammar video

Look at these extracts from the listening on page 14. Match each extract to a description, a or b.

- 1 I **used to want** to be an architect.
- 2 I **would often watch** programmes about unusual buildings on television.

- a This refers to a habit in the past.
- b This refers to a feeling in the past.

Remember

- Use *used to* and *would* for habits in the past.
*When I was young, I **used to / would** tidy up my room every day.*
- Use *used to* for states in the past.
*I **used to** like living here, but now I don't.*
- For negative statements, use *never used to* or *didn't use to*.
*There **never used to / didn't use to** be houses around here.*
- For questions with *used to*, use *did ... use to ...?*
***Did they use to** live next door to you?*

See Grammar reference, Unit 1, page 137

- 1 Tick the sentence if the word or phrase in **bold** is correct. If it's incorrect, write the correct word on the line.

- 1 As a teenager, Max **would** _____ often play computer games for hours.
- 2 When I was a child, my mother **use to** _____ walk with me to school every day.
- 3 Where **did you used to** _____ live before you moved here?
- 4 I **used to love** _____ visiting my neighbours when I was young.
- 5 There **didn't use to be** _____ so many shops in our street.
- 6 How **would you use to** _____ get to school when you were little?

- 2 Complete the sentences so they are true for you. In pairs, compare your sentences and explain your answers.

When I was young ...

- 1 I used to _____, but now I don't.
- 2 I never used to _____, but now I do.
- 3 My family and I used to _____.
- 4 My friends and I would always _____.

- 3 Complete the text with the correct form of *would* or *used to* and the verbs in brackets.

The 1980s versus NOW

In the 1980s, people (1) _____ (not / use to have) as much technology as we have today. They (2) _____ (use to / listen) to music, but they bought tape cassettes or vinyl and listened to it on record players. They definitely (3) _____ (not / use to download) music from the internet because the internet didn't exist! Computers and mobile phones existed in the 1980s, but young people (4) _____ (not / use to own) them. Instead, they had typewriters, or wrote everything by hand. Video games existed, but these were very simple, and people (5) _____ (would / go) to cafés and other places to play them because they didn't have gaming devices at home. So (6) _____ (young people / use to / get) bored? People from the 1980s say that they didn't. They (7) _____ (use to / invite) their friends round to their houses and they (8) _____ (would / chat) and listen to music just like teenagers do today.

Culture

What did houses and flats use to be like in your country? How were they different from houses and flats today?



Digital practice

Workbook Unit 1: Grammar 2, page 7