



Informing 1: Using English to share personal information

In this unit you will learn to:

- write simple, compound and complex sentences
- use some basic punctuation rules
- use verbs and set phrases followed by gerunds
- use verbs followed by an infinitive
- find information in a text to answer questions
- talk and write about your own or somebody else's personal information
- pick details out of an interview about a person's life

Additionally, you will have the opportunity to practise:

- reading about people's lives
- talking about hobbies
- talking and writing about your family
- using 'used to' to talk about the past
- writing a biography and a CV
- using fixed expressions to talk about periods of time



VALUES

This unit equips you with language skills that you will use in future opportunities in a social context. Social engagement is a key skill that you need to develop as you face future challenges of being part of the global English-speaking community. You will need to contribute constructively to society at a local, national and global level, sharing personal information as you meet and interact with people from all corners of the world.

STUDY SKILLS



A good way to improve your writing is to read more. Try to read in English for five minutes every day. Five minutes isn't much time, but if you do it daily, you will get better at reading and writing and you'll probably learn a lot of new vocabulary too.

Warm-up

1 With a partner, discuss this question:

What is a sentence?

- a group of words, or
- a group of words that expresses a complete idea?

2 Read the sentences and give the correct form of the verb in brackets.

1. I _____ fourteen years old today. (to be)
2. I _____ most sports but I don't like football. (to like)
3. I _____ in Leeds, which is a city in the north of England. (to live)
4. My mum _____ in an office and my dad is a taxi driver. (to work)
5. I can _____ the guitar but I can't _____ very well. (to play, to sing)
6. I often _____ to the cinema with my friends. (to go)
7. I _____ the bus to school because it is too far to walk. (to take)
8. I always _____ my homework before I have dinner. (to do)



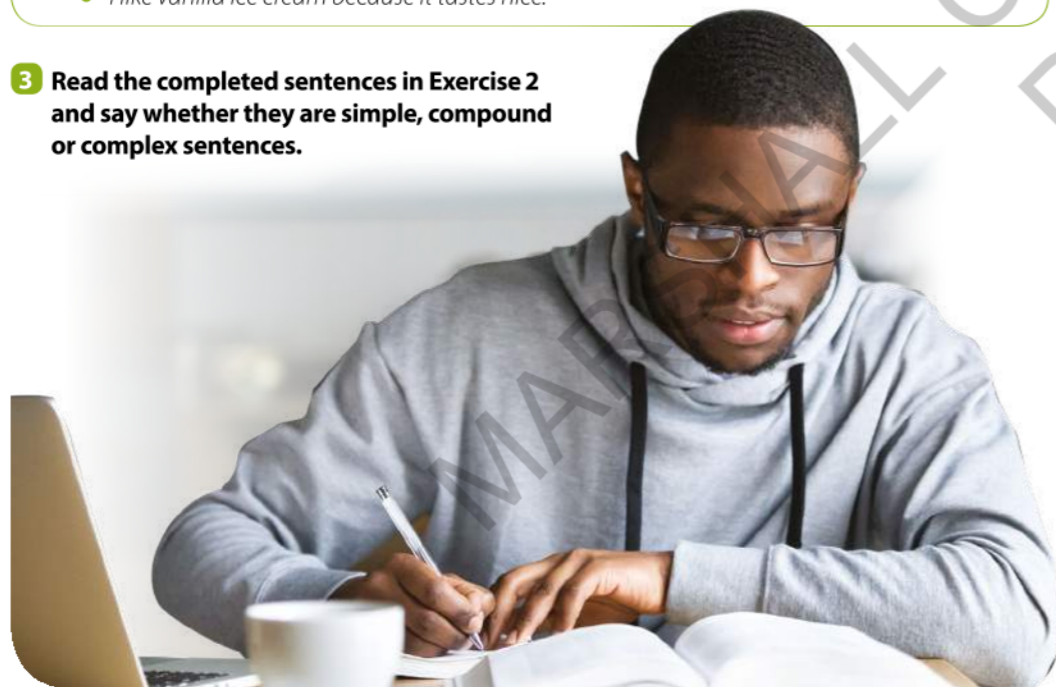
Language Focus 1

Sentence structures

Read the information about three types of sentence structures.

1. A *simple sentence* is the expression of one simple idea. It has one independent clause.
 - *I don't like chocolate ice cream.*
2. A *compound sentence* has two clauses, joined together by a coordinating conjunction (connecting word) such as *and*, *but*, or *so*.
 - *I like vanilla ice cream but I don't like chocolate ice cream.*
3. A *complex sentence* has two clauses called an independent clause and a dependent clause. These are joined together by a subordinating conjunction such as *after*, *because*, *if*, *while*, *when*, or *until*.
 - *I like vanilla ice cream because it tastes nice.*

3 Read the completed sentences in Exercise 2 and say whether they are simple, compound or complex sentences.



4 Use the words in the box to change the pairs of simple sentences into compound sentences.

and but or so

1. My name is Joe.
I'm fourteen years old.
2. I like watching football.
I don't play it.
3. I love reading.
I go to the library a lot.
4. For our summer holiday we stay in a hotel near the beach.
We go camping in the mountains.

5 Think of two pairs of simple sentences. Use the words in the box to join your sentences into complex sentences. Write them in your notebook.

because before if when

6 Choose three sentences from Exercise 2 and rewrite them so they are true for you.

Example: *My older brother works in a shop and my mum is a teacher.*

7 Write sentences about yourself using the ideas in the box. You should write at least two compound sentences and two complex sentences.

where you go on holiday

your hobbies and pastimes

where you were born and where you live now

your family

music you like

your daily routines

your favourite food

places you go to

your name and age

Language Focus 2

Punctuation

It is important to follow these basic punctuation rules when writing sentences:

1. Sentences begin with a capital letter.
2. Sentences always end with a full stop (.), a question mark (?) or an exclamation mark (!).
3. Sometimes there is a comma in the middle of a sentence but never at the end.

Connect

8 Go back to the sentences you wrote in Exercise 7 and check the punctuation is correct. Swap with a partner and check each other's punctuation.



VALUES

When you make new friends, you will probably share personal information about your favourite things. Remember that not everyone likes the same things. It is important to respect other people's opinions and preferences.



STUDY SKILLS

The best way to remember punctuation rules is to write some example sentences. Then, highlight the key punctuation features and display them in a place where you will see them frequently.

Warm-up

1 Read the form below. Match the questions to the different parts of the form.

Penfriend Club

First name (1) _____	A What do you do?
Surname (2) _____	B How old are you?
Age (3) _____	C What's your surname?
Occupation (4) _____	D Where do you live?
Town/City (5) _____	E What's your first name?
Brothers/Sisters (6) _____	F Have you got any brothers or sisters?

Interview

- 2 Interview your partner using the questions in Exercise 1. Make notes.
- 3 Tell the rest of the class about your partner.
- 4 Complete the questions with a suitable word.

This is my classmate, Yuki Watanabe. He is 14 years old and he is a student. He lives in Kyoto, in Japan. He has got two brothers and a sister.



1. What sports _____ you like?
2. When _____ your birthday?
3. When _____ you born?
4. What kind of music _____ you like?
5. What's _____ favourite food?
6. What _____ you like doing in your free time?
7. What's _____ favourite TV programme?
8. What's your _____ colour?
9. How _____ languages do you speak?
10. What kind of person _____ you?
11. What do _____ enjoy doing at the weekend?
12. What kind of books _____ you enjoy reading?

5 Which of the questions in Exercise 4 do you need to complete the form?

Date of birth _____	Favourite _____
Languages _____	• music _____
Hobbies _____	• TV programme _____
Weekend activities _____	• Colour _____

Language Focus

Verbs followed by the gerund

The gerund is the 'ing' form of the verb.

- I like _____
 - I love _____ + ing
 - I enjoy _____
 - I don't mind _____
 - I'm (not) keen on _____ + ing
 - I can't stand _____
-
- I like reading mystery novels.
 - I enjoy going to the cinema.
 - I'm not keen on going to parties.
 - I can't stand being in crowded places.

6 Take turns asking and answering with a partner. Use the questions in Exercise 4 and phrases from the Language Focus box in your answers. Take notes of your partner's answers.

What kind of music do you like?

I enjoy listening to rap music. I'm not keen on listening to heavy rock.

7 Talk to a new partner. Take turns to explain what you each found out about your first partner.

Giving personal information

8 Write a letter to a new penfriend. Include basic personal information about yourself, and also information about what you enjoy doing in your free time.

Example:

Hi Tatiana,
 It's great to have you as a penfriend. I'm the same age as you, fifteen. I live with my mum, dad and younger brother, Mehmet. We live in a small town about an hour from Istanbul. I go to a High School in my town. It's near my home so I walk to school with my best friend, Elif. We're in the same class.

I'm not good at science or maths but I'm good at history, art, music and languages. I can speak three languages, Turkish, English and some Spanish. I can play the guitar too. My favourite music is rock. I like watching music videos online and I love writing songs. We (Elif, me and another friend, Helice) have a band called 'Her'. The name comes from the initials of our names, H, E, R!

At the weekend I enjoy practising with the band. I'm not keen on performing in public but I don't mind my brother and his friends watching. My other hobby is reading. I like reading novels and travel books mostly.

Write back soon.

Rabia

FOCUS ON SPEECH

Some people feel nervous when they speak in public, especially when they use another language. Before you speak, think of the words you are going to use and if you make a mistake, pause and try again. There is a saying in English, "practice makes perfect".

FOCUS ON SPEECH

You can use non-verbal gestures and facial expressions to help you express strong feelings when you are talking about things you like and dislike. A big smile and open eyes implies pleasure while a frown or a sad face shows you do not like something.

VALUES

Some people prefer not to share personal information. Be careful not to ask for too many details or to ask questions that might be too personal.

Warm-up

1 Work with a partner. Match the hobbies in the Vocabulary Bank to the pictures.



1



2



3



4



5



6



7



8



9



10



11



12

2 Copy and complete the table in your notebook. Categorise the hobbies in Exercise 1 into activities you like or dislike, then compare your table with a partner. Do you enjoy doing the same hobbies?

😊	😞

Listening for detail

3 Listen to the dialogue. Which of the hobbies from Exercise 1 are mentioned?

4 Decide whether these statements are true or false.

1. Magda is from Poland.
2. Tom is Magda's father.
3. Magda enjoys doing exercise.
4. Magda isn't a member of any clubs.
5. Magda is a Tai Chi champion.
6. Magda goes hiking in forests with her father.
7. Magda has a collection of fridge magnets.
8. Magda enjoys playing computer games with her brother.

5 Speak with a partner. How would you answer these questions from the dialogue?

1. What kind of things do you like doing?
2. Are you a member of any clubs?
3. Do you do any outdoor activities?
4. Do you collect anything?

Language Focus

Using set phrases to express likes and dislikes

Sometimes we use set phrases with a preposition and the gerund when we talk about things we like and dislike.

- I'm (not) into + ing
- I'm fond of + ing
- I'm (not) interested in + ing
- I'm fed up with + ing
- I'm good/not very good at + ing

Here are some examples:

- I'm into hiking and climbing mountains.
- I'm fed up with losing every time we have a match!
- I'm not very good at doing crosswords.

6 Copy and complete the sentences in your notebook. Write the missing prepositions.

1. I'm very fond _____ singing and dancing.
2. I'm not _____ playing team sports.
3. I'm really fed _____ playing computer games.
4. Are you keen _____ blogging?
5. My brother is interested _____ learning languages.
6. I'm not very good _____ playing the violin.

Connect

7 Talk with a partner. Use the phrases in the Language Focus box to give your opinion about the hobbies in Exercise 1.

8 With your partner, make a list of up to ten different hobbies, interests or pastimes. Then talk about each one using phrases from the Language Focus box.

FOCUS ON SKILLS

When you listen for detail, you focus on key information such as names or dates. You can ignore information that isn't relevant. In Exercise 3, the words and phrases you need to listen for are 'hobbies'.

To develop your skills in listening for detail, decide on the type of information you want to practise listening for. Then find a video or a TV programme where you will hear this kind of information. Watch and listen making a note of the key information. For example, you could watch the sports news and make a note of the results, or watch an international weather report and make a list of the countries mentioned.

FOCUS ON SKILLS



You scan a text to find specific information. When you scan a text, you don't read every word, instead you look out for the key words that will give you the information you are looking for.

FOCUS ON LANGUAGE



A biography provides information about a person's life. It might include basic information about where they are from and what kind of work they do, as well as any interesting facts about them. Usually it would also explain what makes them interesting; how they became famous or important, or facts they are known for.

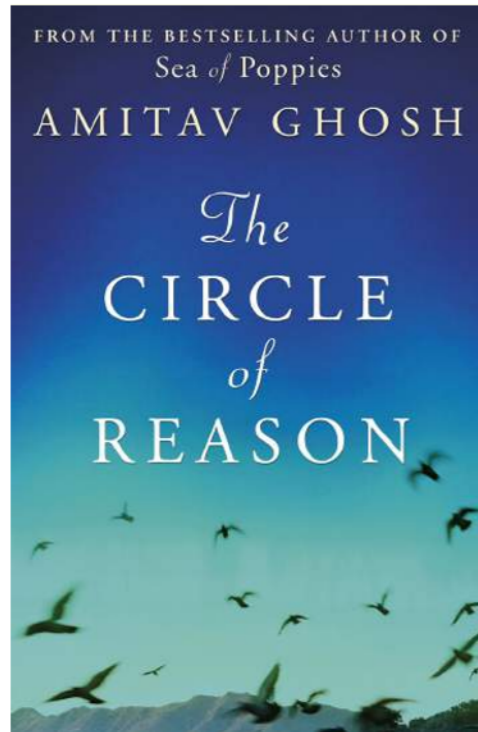
Warm-up

1 With a partner, discuss:

1. How can we find out about the lives of other people?
2. Think of a famous person from your country. What do you know about them?
3. Have you ever read a biography?

Scanning

2 Before reading in detail, scan the biography and quickly find out what job the person does.



Amitav Ghosh was born in Calcutta in 1956. He went to a boys' boarding school, and it was during this period that he decided to be a writer. As a schoolboy, he regularly contributed stories and poetry to the school magazine.

Ghosh went to Delhi University after finishing school, and then to Oxford University in the UK. When he finished university, he managed to get a job as a writer for the 'Indian Express' newspaper.

Ghosh writes mainly historical fiction. His first novel, published in 1986, is called 'The Circle of Reason'. It is about a young tapestry weaver called Alu. The Police plan to arrest Alu because they think he has committed a crime, but Alu refuses to give himself up and runs away. As the Police chase him across India and Africa, he meets all kinds of colourful characters.

His most recent work of fiction is the best-selling 'Ibis' trilogy. The books

are about the first wave of globalisation that started in the early 19th century. He attempts to explain the phenomena of globalisation in a story that takes us to different countries and spans decades. It is almost a million words long, and, according to Swarajya magazine, 'it is the most ambitious literary project ever undertaken by an Indian author.'

Ghosh also writes non-fiction. His essays have appeared in publications, such as The New Yorker and The New York Times. In his book, 'The Great Derangement: Climate Change and the Unthinkable', he writes about how people fail to understand the serious effects of climate change. In it, he explains how people prefer to ignore the consequences of climate change. It won the Utah Award for the Environment in 2018.

Ghosh's work has been translated into more than 30 languages and he has won lots of prizes and awards. In 2007, he won the Padma Siri, one of India's most prestigious civilian awards. In 2018 he was the first English-language writer to win India's highest literary prize, the Jnanpith Award.

Although Ghosh sometimes visits his hometown, Calcutta, as a visiting professor at the university, he chose to live in the USA. He lives in New York with his wife Deborah Baker (who is also an author) and his two children.

3 Answer the questions in your notebook.

1. Where did Amitav Ghosh first think about being an author?
2. What kind of things did Amitav Ghosh first write?
3. What genre are most of Ghosh's books?
4. What job does Ghosh's first fictional character do?
5. Where is 'The Ibis Trilogy' set?
6. How did a critic describe 'The Ibis Trilogy'?
7. Where could people read Ghosh's essays?
8. Which two events happened to Ghosh in 2018?
9. How do we know people read Ghosh's books all over the world?
10. What job does Ghosh's wife do?

Language Focus

Verbs followed by an infinitive

Some verbs are usually followed by an infinitive. An infinitive is a verb with 'to'. For example, 'to be'.

- He decided to be a writer.
- Alu refused to give himself up.
- He chose to live in the USA.

Common verbs that are followed by an infinitive include:

decide	agree	choose	threaten
want	refuse	prefer	learn
promise	plan	arrange	expect
offer	fail	hope	intend

4 Using the given words, write sentences in your notebook.

1. Yesterday / he / decide / join / drama club
2. Sorry / I / promise / study / harder next time
3. They / arrange / meet / six o'clock
4. When / I / finish school / expect / go / university
5. Next weekend / I / want / go / trip

Connect

5 Complete the sentences in your notebook.

1. Next year I hope ...
2. Right now I want ...
3. At the weekend I expect ...
4. When I finish studying I intend ...
5. When I am an adult I promise ...
6. Next summer I plan ...

6 Compare your sentences with a partner. Discuss what is similar and what is different about your hopes and plans.



FOCUS ON SKILLS

Biographies are usually written in chronological order. This means the information starts with the early life of a person and continues in order, finishing with the latest information. Look for key dates and ages in a biography to help you work out the order of events.



VALUES



There are many different types of family. It is important to respect different families whether they are similar or different to yours.

Warm-up

1 With a partner, discuss:

- Who are the members of your immediate family?
- How many grandparents do you have?
- How many uncles and aunts do you have?
- How many cousins do you have?

Family tree

2 Complete the definitions. Say the name of a family member to match each definition.

- | | |
|---------------------------------------|---|
| 1. Your father's father is your ... | 7. Your mother's son is your ... |
| 2. Your sister's son is your ... | 8. Your brother's daughter is your ... |
| 3. Your father's daughter is your ... | 9. Your uncle's children are your ... |
| 4. Your mother's sister is your ... | 10. Your mother is your father's ... |
| 5. Your mother's brother is your ... | 11. Your father is your mother's ... |
| 6. Your father's mother is your ... | 12. Your mother and father are your ... |

3 Talk to your classmates. Find out who the following statements are true for and write their names in your notebook. Try to get as many names as possible for each statement.

Find someone who ...

- has got more than three brothers and sisters
- is an only child
- lives with more than three people
- has more cousins than you
- has four grandparents
- has one brother and one sister
- is the youngest member of their family
- is the oldest brother or sister of their family.

4 Make your own family tree in your notebook. Use it to present your family to a partner. Take turns to give each other basic information about your family members such as their names, ages and occupations.



5 Choose two or three family members to talk about with a partner. Use these ideas to help you during the discussion:

- where they live
- hobbies and interests
- something they are good at/something they are bad at
- personality
- favourite music/food/other.

6 Write a written description of a family member using the information from Exercise 5.

Example:

My grandfather lives in Buenos Aires. He's fond of reading and he's very interested in photography too. He's good at gardening but he isn't very good at cooking. My grandfather is friendly and kind. His favourite music is folk music and his favourite food is rice. His favourite sport is tennis.



FOCUS ON SKILLS

You can use images such as diagrams and photos to help you explain things. When you want to share personal information about your family and friends, photos are useful. Use different prepositions to talk about where people or objects are in an image. For example, "on the left/right", "at the top/bottom", "in the middle".



FOCUS ON LANGUAGE

In this lesson you are learning how to talk about family members. Sometimes people ask us questions about our family. "What is he like?" is a question about personality, so you may answer, "He's friendly and kind". "What does he look like?" is a question about physical appearance, so you could reply, "He's tall and he wears glasses."



It is important to respect older family members. They can teach you a lot about what life was like in the past. Ask your parents, grandparents, uncles and aunts to tell you about their experiences as a teenager.

Warm-up

1 Talk to a partner. Describe a member of your family using the prompts:

- relationship to me
- name
- age
- where they live
- free time activities
- two adjectives to describe their personality.



Match the speakers

2 Listen to five people talking about a family member. Match these adjectives to each speaker. There is one adjective you don't need.

clever competitive easy-going happy hard-working kind

- Speaker 1: _____
- Speaker 2: _____
- Speaker 3: _____
- Speaker 4: _____
- Speaker 5: _____

3 Copy and complete the table in your notebook.

	Talks about	Occupation	Hobbies
Speaker 1	sister		_____
Speaker 2			playing _____ watching _____
Speaker 3			_____
Speaker 4			_____
Speaker 5		student	_____

4 With a partner, make a list of all the adjectives used to talk about personality. Can you add any more?

5 In your notebook, make a list of some family members. Choose some adjectives that describe them. Then compare your notes with a partner. Have you got similar personalities in your families?

Language Focus

Used to

We use 'used to' to talk about an activity that we did in the past, but we don't do now.

- He used to play tennis.

This means that he played tennis in the past, but he doesn't play tennis now.

- She didn't use to speak Spanish.

This means that she didn't speak Spanish in the past, but she speaks it now.

- Did you use to have a lot of free time?

This is a question about something you did in the past, but do not do now.

6 Write sentences in your notebook using 'used to'.

1. I studied French, but I don't study it now.
2. I lived in Japan but now I live in China.
3. I didn't have a bicycle last year. I've got one now.
4. I didn't come to this school when I was younger. Now I do.
5. My dad played basketball for his school team but he doesn't play now.
6. Our teacher didn't give us homework last year. Now she does.

Identify the speaker

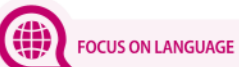
7 Which speaker 1 - 5 does each sentence apply to?

- a. This person thinks about how their relationship with a family member will be in the future.
- b. This person talks about someone who studied near their school.
- c. This person makes a comparison between a family member and someone famous.
- d. This person talks about someone who moved out of the family home.
- e. This person likes doing something now that they didn't like in the past.

Connect

8 Write sentences about these things. Then compare your sentences with a partner.

1. Something you used to do.
2. A place where you used to go.
3. A TV programme you used to watch.
4. Something you didn't use to like but now you do.
5. Something you didn't use to be good at but now you are.




You can use 'they' instead of 'he or she' and 'their' instead of 'his or hers' when you are talking about one person but you don't want to reveal their identity (male or female) or when you don't know their identity. For example, 'Look! Someone left their bag on the bus.'



Warm-up

1 Copy and complete the CV with the information in the notes.

 Name: _____
Date of birth: _____
Place of birth: _____

EDUCATION

1984 - _____
1988 - 1995 _____
_____ - _____ St Petersburg State _____
(Faculty _____)

EMPLOYMENT

2003 - 2005 _____ (doctor)
2005 - 2015 _____ (_____)
2015 - (date) _____ (_____)
Family: married in _____, two _____

HOBBIES AND INTERESTS

_____ and _____

Andrei Petrov
b. Moscow (13/05/78)
International school 84-88
Anglo-American School 1988-1995
St Petersburg State University
1995 - 2003
(Faculty of Medicine)
Jobs (doctor)
2 years American Hospital
St Petersburg (start 2003)
10 years City Hospital, St P (until 15)
Today University Hospital, Paris,
France (since Nov 15)
Wife Larisa (m. 2010)
Daughter: Olga, son: Boris
Likes: hiking, mountain climbing,
gardening
Dislikes: playing games, swimming

Writing a personal biography

2 Complete this biography about Andrei Petrov. Use the verbs in brackets and information in Exercise 1.


Andrei Petrov (1) ___ (be) born in Moscow in 1978. At the age of six he (2) ___ (started) school. First he (3) ___ (attend) the International School, then he (4) ___ (go) to the Anglo-American school from 1988 to 1995. When he was eighteen he (5) ___ (study) Medicine at St Petersburg State University.

In 2003 Andrei (6) ___ (become) a doctor and (7) ___ (begin) his first job in the American Hospital. Later he (8) ___ (move) to the City Hospital where he (9) ___ (remain) from 2005 until 2015. During this time Andrei (10) ___ (get) married and (11) ___ (have) two children.

Since 2015 Andrei (12) ___ (live) in Paris. He (13) ___ (work) at the University Hospital for several years.

In his free time Andrei (14) ___ (enjoy) mountain climbing and gardening. He also (15) ___ (go) to the cinema to watch French films.

3 Use the information in this CV to write a short biography about this woman.

 **AMRITA CHANDRY**
CURRICULUM VITAE

NAME	Amrita Chandy	
DATE OF BIRTH	18 June 1991	
PLACE OF BIRTH	Hyderabad, India	
EDUCATION	1991 - 1995	Manthan International School (Primary)
	1995 - 2001	Silver Oaks School (Secondary)
	2001 - 2005	University of Hyderabad (Economics)
EMPLOYMENT	2005 - 2006	LTC Business Consulting (Assistant Manager)
	2006 - (date)	Hyderabad Trading (Manager)
FAMILY	married in 2019, 1 child	
HOBBIES AND INTERESTS	Dancing and cooking	

Language Focus

Time

Biographies often use fixed expressions to talk about periods of time.

- At the age of ...
- Since ...
- ... until ...
- from ... to ...

For example:

- At the age of six he started school.
- Since 2003 he has lived in Singapore.
- He worked for the company from 2010 until 2019.
- She lived in New York from 1999 to 2004.

Connect

4 You are going to write a CV and a biography about a family member. Follow the steps.

Step 1: Choose a family member and make notes about these things:

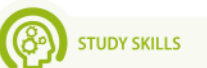
- full name, date of birth and place of birth
- education and employment
- family
- hobbies and interests.

Step 2: Use the two CVs on this spread as a model to write a CV.

Step 3: Write a short biography using the information in the CV.

Step 4: Use this checklist for your biography. Have you:

- included all the relevant information
- used correct verb tenses
- used correct spelling and punctuation?



STUDY SKILLS

Checklists are useful for making sure you don't forget to do something. Write a checklist before you start a writing task. Write everything you need to do and include. Then, when you finish writing, look at the list to make sure you haven't forgotten anything.

Warm-up

1 Match the words and photos.

1. snowboarder
2. musician
3. inventor



2 Match the words with the three people in the photos. Then scan the three biographies to check your answers.

album	experiment	Olympics
cello	gold medal	team
engineering company	instrument	technology

Sheku Kanneh-Mason was born in Nottingham, in the UK in 1999. He is a world famous musician. Sheku grew up surrounded by music because his parents and six brothers and sisters all played instruments. Sheku started playing the cello at the age of six and won his first national prize when he was nine. At this age he also won a scholarship to study at the Royal Academy of Music in London. In 2015 Sheku played with his **siblings** on the TV show 'Britain's Got Talent' and in 2016 he won the 'Young Musician of the Year' award, which is a prize given out by a company called the BBC in the UK. Two years later Sheku's album 'Inspiration' had 2.5 million streams on Spotify. In May of the same year he performed at the Royal Wedding of Prince Harry and Meghan Markle. Today Sheku continues to perform, teach, record and study music.

Chloe Kim was born in California, the USA in 2000. She is a famous snowboarder. Chloe's parents are from South Korea and she is an only child. Chloe took up snowboarding at the age of four and when she was six she took part in her first competitions. Chloe went to Switzerland to train for two years when she was eight. She returned to the USA two years later and joined the US snowboarding team in 2013. In 2016 Chloe broke a record when she became the first American woman to win a gold medal in snowboarding at the Winter Youth Olympics. Two years later in the Winter Olympics in South Korea, she won another gold medal. Chloe continues to practise snowboarding while she studies science at university. She also loves languages and is fluent in Korean, French and English.

Boyan Slat was born in Delft, in The Netherlands, in 1994. He is a famous inventor and entrepreneur. Boyan started doing science experiments when he was two. When he was fourteen he set a world record by launching 213 water rockets **simultaneously**. When Boyan was eleven he went on holiday to Greece with his parents and saw a lot of plastic pollution in the ocean. This inspired him to invent a clean-up system. He suggested using the oceans' currents to power the system. In 2013 Boyan started a company, 'The Ocean Cleanup' to develop technology to clean up the oceans. Through a **crowd-funding** campaign he raised more than \$2 million and since then many engineering companies have donated more money to the 'The Ocean Cleanup'. In 2013 Boyan stopped studying at university to work full time on the project. He has won several awards for his business ideas and was the youngest person to ever receive the United Nation's 'Champion of the Earth' award in 2015. Today Boyan leads a group of more than eighty engineers, scientists and researchers.

3 Pair up a word from the first group with a word from the second group. All of the answers can be found in the biographies.

- | | | | | | | | |
|----------|-------|-------|-----------|----------|-------|---------|---------------|
| TV | Royal | South | only | American | world | plastic | crowd-funding |
| campaign | child | Korea | pollution | record | show | wedding | woman |

Reading Comprehension

4 Answer the questions in your notebook. Write Sheku, Chloe or Boyan.

1. Who was born this century?
2. Who had a life-changing experience while on holiday?
3. Who lived in an English town?
4. Who had talented brothers and sisters?
5. Who has no brothers and sisters?
6. Who set a new world record?
7. Who didn't finish a university course?
8. Who raised a lot of money to save the planet?
9. Who made a successful album?

Language Focus

More verbs followed by a gerund

Here are some more examples of verbs that are followed by a gerund (-ing form).

- Sheku started playing the cello at the age of six.
- Chloe took up snowboarding at the age of four.
- He stopped studying at university.

Other common verbs that are followed by a gerund include:

suggest	practise	consider	imagine
avoid	fancy	give up	carry on

5 Use the words to write sentences in your notebook.

1. I / start / learn / English / when I was seven.
2. you / fancy / go / to the cinema tomorrow?
3. We can / carry on / talk / about this after school.
4. Last night I / practise / speak / French with my neighbour.
5. Can you / imagine / live / in the Arctic Circle?

6 Write sentences in your notebook using the pairs of verbs.

- | | |
|-------------------|-------------------------|
| 1. suggest + have | 3. consider + learn |
| 2. imagine + meet | 4. take up + (any verb) |

Connect

7 Follow the steps to write a mini biography about yourself.

Step 1: Make notes about:

- your name, date and place of birth, family, education (schools and dates)
- three or four key events in your life (with dates).

Step 2: Use the notes to write your mini biography. You can write an autobiography in the first person (I) or a biography in the third person (He or She).

8 Swap with a partner and read each other's stories. Do you learn anything new about your partner that you didn't know before?



STUDY SKILLS

Words that commonly go together are sometimes called 'collocations' or 'chunks of language'. It can be useful to learn vocabulary collocations and chunks instead of isolated words.



FOCUS ON SKILLS

Comprehension questions often use different words to those in the text. For example, in number 5, the question mentions someone having no brothers and sisters but the text mentions being 'an only child'. When you read a question like this, think of synonyms that might be used in the text.



STUDY SKILLS

Practise saying sentences with new language structures. Record yourself saying them, then listen to the audio and if you notice any mistakes, delete the recording and start again.



Inspirational young people

Reading

Read the report about teenagers' hobbies, and then answer the questions.

The advantages of taking up a hobby

There are several reasons why having a hobby is a good thing for a teenager. A hobby provides opportunities to make new friends and connect with people they might not normally meet. As they get to know people and share ideas and information, they develop all kinds of important skills. Some of these skills are connected to a teenager's growth as an individual. They begin to form personal preferences and to make better choices about what they want or need. Hobbies that take place after school often give teenagers a chance to develop away from the watchful eyes of parents or teachers. For some reason, young people behave differently with a sports coach or the leader of a band. They have to learn new rules as they develop skills they don't necessarily learn at home or in the classroom.

Top 10 reasons for starting a hobby:

1. Hobbies are an ideal way to develop new skills that aren't taught at school.
2. When a teenager focuses on something they choose to spend time on, they develop skills much more quickly.
3. Joining an after school club is a great way to meet people you might not normally meet. This helps to develop empathy and tolerance.
4. Teenagers who do an active hobby such as hiking or a sport get plenty of exercise and stay fit and healthy.
5. When a teenager becomes good at a sport or at playing a musical instrument, their confidence grows.
6. Taking part in hobbies is a great way to learn time management skills because you have to find time to fit a hobby into a busy day.
7. After school clubs are a great place to develop a unique identity and personality.
8. The skills you need to do well at a hobby need time and patience. This means you learn how to regulate emotions such as frustration or disappointment.
9. Teenagers learn the value of hard work when they do a hobby. In order to do well at something, it is necessary to spend time practising it.
10. Hobbies are fun! They are a great way to relieve stress and relax.

1. What effect does a hobby have on a teenager's personality? [1]
2. Which words does the writer use to show they don't know why teenagers treat a sports coach differently to a teacher? [1]
3. Which hobbies are mentioned as being good for a teenager's physical health? [1]
4. Which skill can a teenager develop when they work out when to do a hobby? [1]
5. Which negative feelings can a hobby help you to overcome? [1]

[Total: 5]