

## Informing 1: Using English to share personal information

In this unit, students will learn to:

- write simple, compound and complex sentences (W3)
- use some basic punctuation rules (W4)
- use verbs and set phrases followed by gerunds (W3, W4, S3, S4)
- use verbs followed by an infinitive (W3, S3)
- find information in a text to answer questions (R1)
- talk and write about your own or somebody else's personal information (W1, W2, W5, S1, S2, S5)
- pick details out of an interview about a person's life (L1, L2, L3)

Student Book pages 1 – 18

Workbook pages 1 – 8

Additionally, they will have the opportunity to practise:

- reading about people's lives (R1, R2)
- talking about hobbies (S1, S2)
- talking and writing about your family (W1, W2, W5, S1, S2, S5)
- using 'used to' to talk about the past (W3, S3)
- writing a biography and a CV (W1, W2, W3, W4, W5)
- using fixed expressions to talk about periods of time (W1, W3)

**Values:** Point out to students that this unit equips them with language skills to use in future social contexts.

### Lesson 1: Writing 1

If this is the first English lesson of the academic year, ask students if they have practised their English since their last lesson. Ask if they have used their English. Give them time to think and remember. Then invite students to share their experiences of using English in the holidays.

#### Warm-up

**1** Ask: *What is a sentence?* Ask students to read the two definitions and to choose the correct one. Students can raise their hands to show whether they think the answer is 'a' or 'b'.

**2** Ask students to work with a partner to read each sentence and write the correct form of the verb in brackets in their notebooks. When everyone finishes, ask different pairs to read out complete sentences so the rest of the class can check their answers.

#### ANSWERS:

1. am 2. like 3. live 4. works 5. play, sing 6. go 7. take 8. do

**Challenge** by reading aloud the gapped sentences for students to complete, but without saying the verbs in brackets. Students listen and write the missing verbs in the correct form.

#### WORKBOOK

There are three activities to practise writing sentences with personal information on page 1 of the Workbook. These range from ordering words in sentences, to completing sentences that have missing words and then writing complete sentences using information provided. For more confident students, ask them to make up another set of notes like those in Activity 3 and then produce another set of sentences to go with them.

### Language Focus 1: Sentence structures

Ask: *Are all sentences similar?*

Explain that some sentences are called simple sentences. Students read the explanation and example. Ask students to provide a few more examples.

Do the same for the other two sentence types; compound and complex. Write the students' example sentences on the board.

**3** Ask students to read through the sentences in Exercise 1 and say whether they are simple, compound or complex.

#### ANSWERS:

1. simple 2. compound 3. complex 4. compound  
5. compound 6. simple 7. complex 8. complex

**4** Students use the words in the box to change each pair of sentences into one compound sentence. They write the sentences in their notebooks.

**Support** by allowing students to work with a partner, comparing their ideas about each pair of sentences.

## ANSWERS:

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

**5** Students use the words in the box to change each pair of sentences into one complex sentence. They write the sentences in their notebooks.

**Challenge** students by asking them to write two more complex sentences.

## ANSWERS:

1. I like running because it clears my mind.
2. I always have a shower before I have breakfast.
3. I'll study English if I go to university.
4. I always have fried fish when we eat in this restaurant.

## WORKBOOK

Activity 4 on page 2 of the Workbook practises simple, compound and complex sentences. This would be a suitable follow-up for homework or as an extension task for early finishers.

**6** Students rewrite sentences from Exercise 2 so they are true for them. When they finish writing they compare their sentences with a partner.

This is an opportunity to engage with students by giving some true example sentences as examples.

## ANSWERS:

will vary.

**7** Students work individually to write the sentences. Explain that they can use the ideas in the box if they want to but they can choose other topics if they prefer.

**Support** by asking students to first discuss each of the prompts with a partner. They should share information about each one. This is a good way for students to identify unknown vocabulary. Give them an opportunity to ask questions. Then students write their sentences.

**Challenge** more confident students to write at least four compound sentences and four complex sentences.

## ANSWERS:

Answers will vary, but students should produce sentences such as:

- I like playing football because it's fun to be part of a team.
- I have a sister but I don't have a brother.

## Language Focus 2: Punctuation

Write these sentences on the board without any punctuation or capital letters.

*some people go on holiday to the beach  
my friend likes travelling playing chess and baking cakes  
do you like pop music or classical music*

Ask: *What is missing?*

Discuss the punctuation that needs to be added to each sentence. Correct the sentences on the board following the students' suggestions.

*Some people go on holiday to the beach.  
My friend likes travelling, playing chess and baking cakes.  
Do you like pop music or classical music?*

## WORKBOOK

For students who need extra practice on punctuation, refer them to Activity 5 on page 2 of the Workbook. Here students have to rewrite sentences and insert the correct punctuation as well as any upper case letters.

## Study Skills

Ask students to read the advice about remembering punctuation rules. Then ask them to share ideas of how to remember other language rules. This is a good time to think about starting study routines such as keeping records of new language that they learn in class.

## Connect

**8** Ask students to work in pairs, going back to the sentences they wrote in Exercise 7 to check the punctuation is correct. As they have different sentences they should look at their own and their partner's work.

**Support** students by asking them to work in groups of three or four. Ask them to discuss any punctuation point they disagree with and try to reach agreement.

Point out that it is a good idea to revisit writing work in this way as it gives students an opportunity to improve writing they did earlier, to learn from their mistakes and to practise self and peer reviewing.

## Lesson 2: Speaking 1

### Warm-up

1 Students work in pairs. They match each of the questions to the correct part of the form and they write the answers in their notebooks.

To check the answers, read each question aloud and get students to call out the number.

**Challenge** by asking students to cover the list of questions on the right. Then ask them to work in pairs and write the necessary questions to complete each part of the form. When they finish they can check their ideas against the list of questions.

#### ANSWERS:

1. E 2. C 3. B 4. A 5. D 6. F

### Interview

2 Organise students into pairs and explain that they are going to take turns to interview each other using the questions in Exercise 1. They should make notes of their partner's answers in their notebook. Make sure they understand that they need this information for a later task.

**Support** students by modelling a few questions and answers first.

3 Students take turns to present their partner to the rest of the class using their notes. Ask students to read the model answer in the speech bubble first. This will show them that their presentations don't need to be lengthy or complicated.

Point out the importance of listening politely when someone is speaking in public. After each student finishes speaking, encourage the class to applaud or make an encouraging comment such as "Well done!" or "Great!"

Draw students' attention to the **Focus on Speech** box, to ensure they understand why it's important to think before they speak and also that they don't worry too much about making mistakes because this is how they will learn.

4 Read out the first question in the list saying "beep" for the gap. Ask students which word is missing. Students then work individually to complete the rest of the gap fill exercise. They write their answers in their notebooks. When they finish go around the class asking students to read out each sentence in full for the rest of the class to check their answers.

**Support** students by doing the exercise together as a whole class or allowing students to work in pairs or small groups.

#### ANSWERS:

1. do 2. is 3. were 4. do 5. your 6. do 7. your 8. favourite 9. many 10. are 11. you 12. do

5 When students finish, ask them to indicate which of the questions they need to for the information on the form. Make sure they understand you are referring to the questions on the bottom half of the penfriend form.

**Challenge** by asking students to look at the form first and decide which questions they need to find the information.

#### WORKBOOK

There are two activities to help students understand the structure of an interview in the Workbook. Activities 3 and 4 on page 3. The first requires students to insert missing words in a dialogue, and the second increases challenge by asking students to provide whole phrases.

### Values

Students read the information about personal information. If appropriate, have a class discussion about the kind of information that it is okay to ask about and the kind of information that might be too personal.

### Language Focus: Verbs followed by the gerund

Remind students that when we use two verbs together in a sentence, the second verb is sometimes used in the gerund form. Ask students to read through the examples.

6 Show the students the model in the speech bubble. Then put them into pairs to take turns asking and answering.

### Focus on Speech

Students read the information about non-verbal gestures and facial expressions. If you have time, go around the class asking for examples of expressions or gestures. Ask students to make a gesture and then ask the rest of the class to say what information is being provided. Alternatively ask questions such as: "How can we (say no/say yes/show we are happy/show we agree) without speaking?"

7 Put students into new pairs to tell each other what they found out about their partner. Monitor students as they speak to help where necessary and make a note of any errors to focus on later.

**Note:** When errors are general in nature, make a note of them and discuss them with the whole class without saying which students made the errors.

**Challenge** students by asking them to write everything they remember about their partner in their notebook. Give them a limited time and then ask them to check whether the information is correct.

## WORKBOOK

Further practice activities for set phrases with prepositions and 'ing' can be found on page 3 of the Workbook. Students should write at least one sentence using each phrase to describe hobbies that they enjoy or don't enjoy.

## Giving personal information

Have a quick discussion about penfriends. Make sure students understand what a penfriend is and ask whether anyone in the class has a penfriend and if so, how they communicate. You might like to consider looking for a teacher in another school in the Cambridge network who you could set up a penfriend scheme with.

**8** Students read the example letter before following the instructions to write their own letters in their notebooks.

## Lesson 3: Listening 1

### Warm-up

Ask: *What hobbies do you have?*

Go around the class asking each student and write a list on the board. Then ask students to look at the pictures to see if any of the hobbies in their list is included.

**1** Students work with a partner matching the hobbies and pictures.

#### ANSWERS:

1. baking 2. bird watching 3. blogging 4. coin collecting  
5. hiking 6. journalling 7. nail art 8. painting 9. playing an instrument  
10. playing computer games 11. skateboarding  
12. Tai Chi

## WORKBOOK

Completing Activity 1 on page 3 of the Workbook will provide further practice with hobbies vocabulary. Students see phrases that might be said when taking part in some hobbies and pastimes and have to match each phrase to the correct hobby.

**2** Students copy the table into their notebooks. Then they categorise the hobbies into those they like or dislike and compare their lists with a partner.

## Listening for detail

### Focus on Skills

Students read the information about developing their skills for listening for detail. Ask them to make a note of the suggestion. You might like to set this as a homework task.

**Note:** Not all homework tasks need to be corrected. Some can be seen as self-study.

**3** Students listen to the dialogue and say which hobbies from Exercise 1 are mentioned.

### Transcript

#### Speaker 1:

Welcome to 'Teenagers around the globe', our weekly podcast where we interview teenagers in different parts of the world and ask them about their lives. This week I'm speaking to Magda, from Poland. Hi Magda.

#### Speaker 2:

Hello.

#### Speaker 1:

Can you tell us a little bit about yourself? How old are you and where do you live?

#### Speaker 2:

I'm fifteen years old and I live in Warsaw with my mum and dad and my older brother, Tom.

#### Speaker 1:

What kind of things do you like doing, Magda?

#### Speaker 2:

Oh, lots of things. I'm interested in keeping fit so I like to stay active.

#### Speaker 1:

Are you a member of any clubs?

#### Speaker 2:

Yes, I am. I'm in a swimming club and I'm keen on doing martial arts so I'm a member of the school martial arts club.

#### Speaker 1:

Great! Do you do karate?

#### Speaker 2:

Yes! And I do Tai Chi too. I'm terrible at doing some of the moves but I only started classes a couple of months ago so I'm sure I'll get better.

#### Speaker 1:

Yes, I'm sure you will. Do you do any outdoor activities?

#### Speaker 2:

Yes, when the weather is OK! I'm fond of hiking. We've got some great forests in Poland that are great for this. I usually go with my dad.

#### Speaker 1:

Great! What about collecting things? Do you collect anything? Coins or stamps for example?

#### Speaker 2:

No! I'm not into collecting things! My mother is!

#### Speaker 1:

Really? What does she collect?

#### Speaker 2:

Fridge magnets! [laughing]

## Lesson 4: Reading 1

**Speaker 1:**

What about your brother? Does he enjoy doing the same things as you?

**Speaker 2:**

Not really. He's into doing things on his computer. He's keen on blogging and he likes playing online games.

**Speaker 1:**

Do you like playing online games?

**Speaker 2:**

No, I don't! I'm fed up with being constantly connected. I prefer doing something that gets me moving.

**Speaker 1:**

Thank you, Magda.

**ANSWERS:**

Tai Chi, hiking, blogging, playing online (computer) games

**Challenge** by asking which other hobbies are mentioned.

**4** Students listen again and decide whether the statements are true or false. They write their answers in their notebooks.

**ANSWERS:**

1. True 2. False 3. True 4. False 5. False 6. True 7. False 8. False

**5** Students speak with a partner, saying how they would answer the four questions from the audio. Ask a few students to share their ideas with you and the rest of the class.

### Language Focus: Using set phrases to express likes and dislikes

Students read the information and the examples about using set phrases to express likes and dislikes.

**Support** by asking students to think of new sentences, changing one verb in each of the examples.

**6** Students work individually copy and completing the sentences into their notebooks.

**Note:** Copying the complete sentences and not just the missing words will help students remember the structures.

**ANSWERS:**

1. of 2. into 3. up with 4. on 5. in 6. at

### Connect

**7** Put students into pairs to practise using the language. They use the new phrases in the Language Focus box to give their opinions about the hobbies in Exercise 1.

Ask: *Can you think of any more interesting hobbies?*

**8** Students work with a partner making a list of ten more hobbies, interests and pastimes. Then they talk about each one using the language from the Language Focus box.

### Warm-up

**1** Ask the first question and encourage students to suggest different answers. Then put students into pairs to discuss questions 2 and 3.

**Note:** When you ask students to do a speaking task, it is a good idea to tell them how much time they have so that they can pace themselves and decide how much time to spend on each part of the task.

### Scanning

Introduce this exercise by asking students to look at the photo and guess information about the person. They could suggest where he is from, how old he is, what his job is, etc.

### Focus on Skills

Students read the information about scanning a text to find specific information. Ask students to think of other examples of when they might scan a text without reading every word.

**2** Students read the biography quickly to find the relevant information. Give a limited time (30 seconds should be enough).

**ANSWER:**

He is a writer

### Focus on Language

Draw students' attention to information about biographies. Ask them whose biography they'd like to read and why.

**3** Explain to students that they now have an opportunity to read the biography again, absorbing all of the information about Amitav Ghosh. They read the biography and answer the questions in their notebooks. When they finish, they compare their answers in pairs before checking as a whole class orally.

**ANSWERS:**

- |   |                           |
|---|---------------------------|
| 1. at boarding school   | 4. a weaver               |
| 2. stories and poetry   | 5. in different countries |
| 3. historical fiction   | 6. ambitious              |
| 7. in <i>The New Yorker</i> and <i>The New York Times</i>   |                           |
| 8. His book <i>The Great Derangement: Climate Change and the Unthinkable</i> won the Utah Award for the Environment in 2018 and he was the first English-language writer to win the Jnanpith Award. |                           |
| 9. because they are translated into more than 30 languages  |                           |
| 10. She is an author.   |                           |

Ask students whether they would like to read any books by this author after reading his biography. Have a class vote.

## WORKBOOK

There are two reading comprehension tasks based on a biography of Albert Einstein in the Workbook on page 4. These tasks involve using the text to put a series of events into chronological order, as well as practice of the verb + infinitive structure that students look at in this lesson's Language Focus.

### Focus on Skills

Students read the information about biographies being written in chronological order. Ask them to think of other texts that are written in chronological order.

### Language Focus: Verbs followed by an infinitive

Explain that students have seen some verbs that are followed by a gerund. Now they are going to see some verbs that are usually followed by an infinitive. Students read the information and the examples.

**4** Students write sentences in their notebooks using the prompts. Make sure that they understand they have to write complete sentences, adding words that are missing. If necessary, write the first sentence on the board as an example.

**Support** students by going through the sentences one by one as a whole class and writing each answer on the board.

#### ANSWERS:

1. Yesterday he decided to join a drama club.
2. Sorry, I promise to study harder next time.
3. They arranged to meet at six o'clock.
4. When I finish school I expect to go to university.
5. Next weekend I want to go on a trip.

### Connect

**5** Students copy and complete the sentences in their notebooks so they are true for them. If necessary give a few examples first by writing sentences on the board that are true for you.

**Support** students by reminding them that the next word in each sentence will be 'to'.

**Challenge** more confident students to write two more sentences using a verb + infinitive.

**6** Students compare sentences with a partner and discuss what is similar and what is different about their hopes and plans.

## Lesson 5: Speaking 2

### Warm-up

**1** Ask students to discuss the four questions with a partner. Give them a time limit for this, e.g. five minutes.

Find out which student has the most brothers, sisters and cousins.

## WORKBOOK

If students need practise of family member vocabulary, refer them to Activity 1 on page 5 of the Workbook where they can choose from a selection of given words to complete an email about their family.

### Values

Students read the information about families. Elaborate on the idea of families being special by asking a few questions like: *Why are families important? What kind of things do you enjoy doing with your family?*

### Family tree

Ask: *What is a family tree?*

**2** Read each definition aloud and ask students to say the family member.

**Support** students by doing this as a whole class exercise.

**Challenge** students by getting them to do the exercise individually, writing the answers in their notebooks and then comparing with a partner.

#### ANSWERS:

1. grandfather
2. nephew
3. sister
4. aunt
5. uncle
6. grandmother
7. brother
8. niece
9. cousins
10. wife
11. husband
12. parents

**Note:** explain that the word 'sibling' means brother or sister. Compare the words brother, sister and sibling with students' own language.

**3** Students read the instruction and think about the questions they need to ask to find the information, e.g. *Are you an only child?* Then students mingle, asking and answering and writing a name for each item on the list.

**Support** students by going through the list item by item and writing the corresponding questions on the board in a list.

**4** Students work individually to make a family tree in their notebooks. Show them the example family tree and explain that they should use this as a model but that they should include the members of their own family.

When students finish they work with a partner, using their family trees to describe their family. They should include information about names, ages and occupations.

For example: *This is my brother. His name is Harry. He is sixteen. He's a student.*

**Challenge** students by asking the to present their family tree to the class.

**Support** students by allowing them to write notes to help them remember the information.

## Focus on Skills

Students read the information about using images to help you explain personal information. If you have time, give students some pictures of families and ask them to imagine they are one of the people in the picture. Then, with a partner they point and explain who the people are, using their imagination to invent the information, including names, ages and occupations.

**5** Ask students to look at the prompts and to read the example in the speech bubble. Then they think about some members of their family before taking turns to talk to a partner about each one.

**Support** students by allowing them to make brief notes about their family members.

**Challenge** students by asking them to ask each other a few questions about each member after their partner has finished a description.

**6** Students consolidate their learning by writing a description of a family member in their notebooks. They should use the information from Exercise 4. Tell students to read the advice in the **Focus on Language** box about how we can write sentences to describe people in different ways.

**Support** students by suggesting they use the model description in the speech bubble as a skeleton for their own descriptions, changing details to make it match their family member.

## Lesson 6: Listening 2

Ask students to look at the photo of the twins. Ask questions about the photo: *Who are they? What is their relationship? Where are they? Where are they from? Do you think they are good friends? Do they like the same things?* etc. Make it clear that students can guess the answers.

### Warm-up

**1** Ask students to work with a partner to talk about a member of their family using the prompts. If appropriate, give students a model by talking about a member of your family first.

### Values

This is a good moment for students to read the sidebar about the importance of respecting older members of your family. Find out which student has the oldest family member. Have a discussion about why we need to respect older people and what we can learn from them.

### Match the speakers

**2** Ask students to copy the question (Speaker 1 – 5, etc.) into their notebooks. Then play the audio. Students listen and match the adjectives to each speaker. Make sure they understand there is an extra adjective they don't need to use. Students compare their answers in pairs.

### Transcript

#### Speaker 1:

My sister's name is Fatima and she'll be nineteen next week. She is a university student, studying Environmental Science. This is her first year and she's really enjoying it. Fatima shares a student flat with two other girls so I don't see her very often. She's really clever and funny but she's a bit bossy sometimes too. In her free time she enjoys painting and cooking.

#### Speaker 2:

Harry is my cousin. He's the same age as me, 16. He goes to my school but we aren't in the same class. Harry lives in a house in the same street as me so we spend a lot of time together. Neither of us have any brothers or sisters. Harry is a brilliant cricket player. He's a loyal friend and is always happy. When Harry has free time, he usually watches cricket videos online.

#### Speaker 3:

My aunt Julia is only six years older than me so she is more like a cousin or a sister. She lives in a small apartment with her husband. They got married last year. Julia works in a hospital as a nurse. She's very hard-working and a bit shy. In her free time, she likes going shopping. I go with her sometimes.

#### Speaker 4:

Our dad is called Sammy. He lives with my two brothers, mum and me in our farmhouse in the countryside. Dad is kind and generous. He's got lots of friends and everybody loves him. He doesn't have much free time because on a farm there's always something to do. But he enjoys watching comedy films and in the summer he likes going fishing too.

#### Speaker 5:

Kim is more like a best friend than a brother. He's the same age as me. We're twins. We live in the same flat. We're in the same class, in the same school and we like all the same things! When I talk about Kim it's like talking about myself! We both like cycling, swimming and playing football. Kim's very confident and sociable but sometimes he is a bit too competitive.

**Support** students by pausing after each speaker or by playing each speaker twice.

**Challenge** students to identify the other personality adjectives for each person

#### ANSWERS:

1. clever 2. happy 3. hard-working 4. kind 5. competitive

**3** Students copy the table into their notebooks. Then they listen again and complete the table.

**Support** students by going through each column in the table and discussing the kind of information that they need to write. Further support can be given by completing the first speaker's information together as a whole class.

## ANSWERS:

- Speaker 1:** sister, university student, painting and cooking  
**Speaker 2:** cousin, student, plays cricket, watches cricket  
**Speaker 3:** aunt, nurse, likes going shopping  
**Speaker 4:** father, farmer, watching comedy films, going fishing  
**Speaker 5:** brother, student, cycling, swimming, playing football

**4** Students work with a partner. They make a list of all the adjectives used to talk about personalities. First they write adjectives from the audio:

clever	happy	generous
funny	hard-working	confident
bossy	shy	sociable
loyal	kind	competitive

Then they add other adjectives they know.

**Challenge** students to look up adjectives they don't know in English in a bilingual dictionary.

**5** Students make a list of some family members in their notebooks. They add some adjectives to describe them and then talk with a partner, comparing their notes and checking to see if they have family members who are similar.

**Support** students by allowing them to make notes about two family members.

**Challenge** students by asking them to make more notes about four family members.

## Language Focus: *Used to*

Say: *When I was a high school student I used to like (maths).*  
 Then ask: *Am I a high school student now? (No) Do we use 'used to' to talk about the past or the present? (The past)*

Ask students to read through the information about 'used to'.

### WORKBOOK

Activities 2 and 3 on page 5 of the Workbook provide practise of using the phrases 'used to' and 'didn't use to'. These activities would benefit more confident students and could be used as extension or **Challenge** tasks. Less confident students may need further support or some scaffolding to help them with Activity 4.

**6** Students work individually to write the six sentences using the correct form of used to in their notebooks. Write the answers on the board so they can check the spelling.

## ANSWERS:

1. I used to study French.
2. I used to live in Japan.
3. I didn't use to have a bicycle.
4. I didn't use to come to this school.
5. My dad used to play basketball for his school team.
6. Our teacher didn't use to give us homework.

## Identify the speaker

**7** Explain to students that they are going to listen to the same five speakers again. This time they have to match each speaker (1 to 5) to a sentence (a to e). Students read the sentences first and think about the words they might hear in the audio. Then play the audio. Students listen and write the answers in their notebook.

### Transcript

#### Speaker 1:

When Fatima lived at home we used to do a lot of things together so I really miss her now. On the other hand I haven't got as much free time as I used to have because I have a lot of homework, so maybe it's a good thing that she isn't around to distract me.

#### Speaker 2:

I didn't use to like cricket to be honest. I didn't understand the rules of the game. It seemed too complicated. But Harry taught me how to play and now I love it too. But maybe not as much as him!

#### Speaker 3:

Before Aunt Julia got married she used to live in the same apartment block as me so I used to see her every day. Sometimes she used to walk to school with me because she went to college in the same part of town.

#### Speaker 4:

Lots of people say that my father looks like that actor, Michael something? Did you use to watch that series, 'The Little House on the Prairie'? He was in that. He was the father. Maybe he looks like him because he was a farmer too!

#### Speaker 5:

I can't imagine my life without Kim by my side. I didn't use to think about this when we were children but now I think about it a lot. I imagine us going to the same university and living next door to each other when we are older and married but who knows?

## ANSWERS:

1. d
2. e
3. b
4. c
5. a

## Focus on Language

Ask students to read the information about 'they' and 'their'. Explain that while they might not use these pronouns at this stage in their learning, they can expect to hear them in audios or see them in texts. It is a good idea to understand how they are used.



## Connect

**8** Students write five sentences in their notebooks about the things in the list. When they finish they compare their sentences with a partner. Did they write anything similar? Did they find out something surprising or interesting about their partner?

## Lesson 7: Writing 2

### Warm-up

Ask: *What do we use CVs for? What kind of information do we include in a CV?*

Ask students to work with a partner to discuss each of the questions. When they finish have some feedback as a class. We usually use CVs when we apply for a job. We include personal information as well as qualifications, skills, work experience and interests.

### Focus on Language

Ask students to read the information about abbreviations. If appropriate, ask them to think of other abbreviations that are common in English. Write a list on the board.

**1** Ask students to copy and complete the CV in their notebooks. They use the information in the notes.

**Support** students by going through the first few lines of the CV as a whole class. Point to each line and ask *What do we need to write here?*

Ask: *What makes a good CV?*

Encourage students to share their ideas with a partner or in small groups and then feed back to the whole class.

### Writing a personal biography

**2** Ask students to complete the biography using the information in the CV and notes in Exercise 1. Make sure that they have to think carefully about the tense of the verbs in brackets. Ask students that they will need to use three different tenses.

**Support** students by doing the first few examples together as a whole class.

#### ANSWERS:

1. was 2. started 3. attended 4. went 5. studied 6. became  
7. began 8. moved 9. remained 10. got 11. had  
12. has lived 13. has worked 14. enjoys 15. goes

**3** Point to the photo and ask students to guess what job this woman does. Ask them to check the CV quickly to see if they were right. Then students use the information in the CV to write a biography of Amrita Chandy in their notebooks. They should use the biography in Exercise 2 as a model. Give students a limited time for the writing task, e.g. ten minutes. When they finish writing encourage them to exchange notebooks with a partner

to correct each other's work. Peer reviewing is a useful thing to do with short texts like this and it encourages students to analyse language carefully.

**Support** students by making a plan of the biography together as a whole class first.

### Language Focus: Time

Remind students that there are lots of fixed expressions in English and that there are some such expressions that we can use to talk about time. Students read the information and the examples. Make sure they understand by asking students to provide a few examples around the class. They should talk about their own experiences. E.g. *At the age of six I started school.*

#### WORKBOOK

Activity 1 on page 6 of the Workbook practises expressions involving time. Students need to order the words in sentences so that each one makes sense.

### Study Skills

Students read the information about checklists. When they finish, ask them what other things a checklist might be useful for.

### Connect

**4** Students follow the steps to write a CV and a biography about someone in their family. They write in their notebooks.

#### ANSWERS:

will vary.

**Support** students by guiding them in their writing. First they can copy the CV sections from the CV in Exercise 3, leaving key information and dates blank. Then they can fill in the information about a member of their family, guessing anything they aren't sure about. Finally they can use the CV to write the biography in the same way as they did for Exercise 3.

#### ANSWERS:

will vary.

#### WORKBOOK

Activity 2 on page 6 of the Workbook is a structured writing task where students use notes about the writer Haruki Murakami to write a short biography. This could be set as a homework task; students could either write the biography in their notebooks, or they could use a computer to type up their biography and add in subheadings, create sections or add in images alongside their work.

## Lesson 8: Reading 2

### Warm-up

Ask: *What can you see in the photos? Do you know any of these people?*

**1** Ask students to match the words and photos. Even without knowing these people by name, students can work out by process of elimination which is which because one is playing a cello, and one is carrying a snowboard so the other must be the inventor.

#### ANSWERS:

1. C 2. A 3. B

**2** Students read the words in the list and make sure they understand what each word means. Help if necessary or ask students to discuss unknown words with a partner or small groups. Ask students to match the words with the three people in Exercise 1. When they finish, students read the three biographies quickly to check their answers. Were they right?

**Note:** In an exercise like this it is useful for students to talk with a partner afterwards to explain why they made each decision. Analysing in this way is a useful skill to develop as it helps students understand how language works and how they are able to find the best ways of facing a task.

#### ANSWERS:

**Sheku:** album, cello, instrument

**Chloe:** gold medal, Olympics, team

**Boyan:** engineering company, experiment, technology

**Note:** If students are interested in finding out more about Boyan Slat, they can look at the website [www.theoceancleanup.com](http://www.theoceancleanup.com).

### Study Skills

Students read the information about collocations. This is a good opportunity for students to have a discussion about how they can record new vocabulary that they learn. Have an informal class discussion inviting students to share their ideas and methods.

**3** Students match the words and write the answers in their notebook. Then they check back in the biographies to see whether they were right.

#### ANSWERS:

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

**Support** students by allowing them to do this exercise with a partner, discussing each option as they work.

**Challenge** students by asking them to think of other words that can be matched with the words in the columns (words that come before or after the given words).

### Reading Comprehension

**4** First, read the advice in the **Focus on Skills** box about how to deal with comprehension questions. Then read through the questions one by one. Ask students to think about what each question means and to think about which words or phrases they might expect to see in the text. For example, in question 1, they might expect to see a year beginning with '2'.

Ask students to read the questions again and to work individually to write the answers in their notebook.

**Support** students by putting them into pairs for this exercise and allowing them to work together.

#### ANSWERS:

1. Chloe 2. Boyan 3. Sheku 4. Sheku 5. Chloe 6. Chloe  
7. Boyan 8. Boyan 9. Sheku

**Note:** Give students a list of ten common words and asking them to think of a synonym or a word with a similar meaning for each one. For example, quick (fast), jumper (sweater), unhappy (sad), lovely (nice), not like (dislike), film (movie), racquet (bat), tidy (clean), meal (food), unique (original).

#### WORKBOOK

On page 7 of the Workbook is a reading comprehension about an inspirational young woman, Alexa Dectis from the USA. Her biography is followed by ten true or false questions which students can answer by finding information in the text.

### Language Focus: More verbs followed by a gerund

Students read more examples of verbs followed by a gerund. Ask students to think of an example sentence for each verb.

**Challenge** students by asking them to make sentences with an exact number of words, e.g. 10. This kind of restriction makes students think more carefully about the language they use as they find creative ways to make a sentence short or longer.

**5** Students work individually using the prompts to write complete sentences in their notebooks. Check the answers orally as a whole class.

#### ANSWERS:

1. I started learning English when I was seven.
2. Do you fancy going to the cinema tomorrow?
3. We can carry on talking about this after school.
4. Last night I practised speaking French with my neighbour.
5. Can you imagine living in the Arctic Circle?

6 Students work individually to write four sentences in their notebooks. This kind of freer practise is more challenging for students so praise their efforts and encourage them to spot any errors themselves before correcting their work.

 **WORKBOOK**

The final Workbook task for this unit, on page 8 offers students an opportunity to practise using gerunds or infinitives. Students are given prompts and should use these to formulate sentences.

## Connect

7 Students follow the instructions to write a mini biography about themselves.

**Note:** explain that a biography written about yourself is called an 'autobiography'.

8 Students swap with a partner and read each other's biographies. Then they discuss if they have learned anything new about their partner.

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