

## Vocabulary

### Teens and independence

#### 1 Match the words with their meanings.

- |                        |  |
|------------------------|--|
| 1 self-motivated (adj) | a a skill that is necessary or extremely useful to manage well in daily life |
| 2 self-study (n)       | b to succeed in dealing with something, especially something difficult       |
| 3 manage (v)           | c a belief that someone is good, honest and reliable, and will not harm you  |
| 4 trust (n)            | d the activity of learning something by yourself without teachers' help      |
| 5 life skill (n)       | e able to do or achieve something without pressure from others               |

#### 2 Complete the sentences using the correct form of the words in 1.

- We have great \_\_\_\_\_ in our parents and teachers.
- Teenagers should learn basic \_\_\_\_\_, such as cooking a meal and using a washing machine.
- My brother signed up for a \_\_\_\_\_ computer course.
- It is important for us to learn how to \_\_\_\_\_ our time and money.
- His parents don't have to force him to study hard as he is highly \_\_\_\_\_.

## Grammar

### Cleft sentences with *It is/was ... that/who ...*

#### Remember!

- A cleft sentence is used to focus on a particular part of the sentence and to emphasise what we want to say.
- We use preparatory **It** to introduce the thing that we want to focus on while the rest is put in a relative clause introduced with a relative pronoun, e.g. **that** or **who**.

#### Example:

Nam taught Mai how to use the app in the library last weekend. (no particular focus)

- **It was** Nam **that/who** taught Mai how to use the app in the library last weekend. (focus on Nam)

- **It was** the app **that** Nam taught Mai how to use in the library last weekend. (focus on the app)

- **It was** in the library **that** Nam taught Mai how to use the app last weekend. (focus on the library)

- **It was** last weekend **that** Nam taught Mai how to use the app in the library. (focus on last weekend)

#### 1 Rewrite the sentences using cleft sentences focusing on the underlined parts.

- John is saving his pocket money to buy a new phone.  
→ **It** \_\_\_\_\_ to buy a new phone.
- He gets 20 dollars every week by doing chores around the house.  
→ **It** \_\_\_\_\_ by doing chores around the house.
- John earned more pocket money by helping his grandpa last weekend.  
→ **It** \_\_\_\_\_ more pocket money by helping his grandpa.
- He bought gifts for his friends and family members with his pocket money.  
→ **It** \_\_\_\_\_ he bought with his pocket money.
- Teenagers can earn pocket money by doing part-time jobs.  
→ **It** \_\_\_\_\_ can earn pocket money.