

MODULE 9

Life history

UNIT 1

He left school and began work at the age of 12.

Listening and vocabulary

Preparation

- Ask some students what month and year they were born in. Write the months and years on the board and ask the class to repeat them.
- Ask a student to come to the front and say a month aloud. Students who were born in that month should stand up.
- Students take turns to do the activity.

1. Match the festivals with the months.

- Ask students to give the names of some festivals they know.
- Write down the festivals on the board and ask students to read them aloud.
- Now ask students to work in pairs to match the festivals with the months in Activity 1.
- Tell them to check with their partners.
- Call back answers in pairs.

Answers

a—9; b—3; c—12; d—10;
e—6; f—1; g—5; h—1/2

Now talk about when the festivals are.

- Nominate some students to tell the class when the festivals are. (e.g. Spring Festival is in January or February.)
- Put students into pairs to check their answers.

2. Listen and choose the correct answer.

- Show a picture of a grandfather to the class.

- Put the following questions on the board and tell students to work in pairs and ask each other:
 - 1) What was life like for your grandparents when they were young?
 - 2) Was it the same or different from yours?
 - 3) Did they watch TV?
 - 4) Where were they born?
 - 5) Where did they live when they were young?

- Ask the class about what they've found out about each other's grandparents.

- Tell students to read the three statements about Betty's grandfather and guess the answers.

- Play the recording twice and tell students to check in pairs.

- Play the recording again to check.

- Elicit answers in full sentences from the class.

Answers

1. was 2. 1935 3. America; October

Tapescript

Betty: What was life like when you were young, Grandpa?

Grandfather: It was very different!

Betty: When were you born, Grandpa?

Grandfather: I was born in April 1935.

Betty: Were you born in America?

Grandfather: No, I wasn't. I was born in England.

Betty: When did you come to America?

Grandfather: We came to America in October 1941 when I was six years old.

3. Listen and read.

- Ask students what they like to read. Tell them what you read this morning and ask what they read last night.
- Tell them they are going to hear about an American writer. Ask them to predict what information they may get from the conversation (e.g. name, birthday, works).
- Play the recording through once while students

check whether they can get the information they predicted.

Now complete the table about Mark Twain.

- Ask students to look at the table and guess what happened to Mark Twain at the time mentioned in the table.
- Ask students to listen again while they read it in their books. Tell them to underline key information while listening.
- Students work in pairs to complete the table.
- Elicit answers from the class with students reading in full sentences.
- Nominate some students to tell the life story of Mark Twain according to the table.

Answers	
Time	Facts
In 1835	born in Missouri
At the age of 12	left school and began work
In the 1860s	took the name Mark Twain and became very famous

4. Find the past form of the verbs in the conversation.

- Tell students not all action verbs end with “-ed” when they are changed into the past form. Some are “irregular” and don’t have any rules. Students just have to memorise them like new vocabulary.
- Ask students to read the conversation again and find out the past form of the verbs. They can do this individually, and then check in pairs.
- Write the verbs on the board. Ask students to put the correct past form next to each word.

Answers
be—was/were; become—became; begin—began; do—did; get—got; go—went; know—knew; leave—left; read—read; take—took; write—wrote

Extension

- Tell students they are going to play a game called “Hot Seat” and explain the rules: You are going to

place two chairs against the board and divide the class into two teams. One student from each team sits in a hot seat with his/her back to the board. You write a past form of a verb on the board. The others in his/her team describe it for him/her to guess. But they mustn’t pronounce or spell it. The first team to guess correctly gets a point. The team with the highest points wins.

Learning to learn

- Read through this with students. Tell them to go back to the conversation and underline all the irregular verbs they find.
- Tell students to take notes on their notebooks when they come across a new irregular verb in the future.

5. Complete the sentences with the correct form of the words from the box.

- Ask students to read the words in the box aloud and check the meaning.
- Ask students to read the sentences and complete them with the words in the box individually. Tell them they may have to change the form of the words.
- Tell students to check their answers in pairs.
- Elicit full sentences from the class.

Answers
1. age 2. real 3. newspaper 4. became 5. Europe 6. writer

Pronunciation and speaking

6. Listen and repeat.

- Explain that this activity is to practise pronunciation.
- Play the recording without stopping and tell students to listen to the sounds and words.
- Play the recording again and stop at the end of each line. Ask the class to repeat.
- Do the same again and ask individual students to repeat.
- Do Ping-Pong practice in pairs. Student A pronounces the sound and Student B the words and then change roles.

7. Work in pairs. Ask and answer the questions about Mark Twain.

- Have students repeat the questions paying attention to pronunciation and intonation.
- Tell students to answer the questions on their own first. Remind them to think about the tense: past simple. Tell them to think about whether it is “was/wasn’t” or “did/didn’t”.
- Students work in pairs to ask and answer the questions.
- Elicit answers from the whole class.

Answers

1. No, it wasn’t.
2. Yes, she did.
3. No, he didn’t.
4. Yes, he did.
5. No, he didn’t.

UNIT 2

He decided to be an actor.

Reading and vocabulary

Preparation

- Ask students whether they like writing and why or why not. Then ask what they like to write.
- Elicit ideas. Write “songs, poems, stories, plays, letters, shows, emails” on the board, and ask students to read them aloud. Elicit the meaning from the class.
- Put students into groups of 3-4. Ask them to name as many famous writers and their works as possible and make a list.
- Each group of students show the list to the whole class. The group coming up with the most names and works wins.

1. Work in pairs. Read the passage and decide what William Shakespeare wrote.

- Ask if anyone knows who Shakespeare was. Tell students that Shakespeare became famous about 400 years ago. Elicit anything they know about Shakespeare for prediction and put it on the board. (e.g. When was he born? When did he become famous?)
- Ask students to read the passage quickly to check their ideas.
- Tell students to read again and underline what Shakespeare wrote.
- Put them into pairs to go back to the passage and “decide” what Shakespeare wrote together. Teach them the word “decide”.
- Elicit answers from the whole class.

Answers

plays; poems

2. Put the sentences in the correct order.

- Ask students to read the sentences in pairs. Ask if there are any words they don’t know. For those words they don’t know, elicit what they mean from any students who know or demonstrate and show them the meaning.
- Ask students to discuss the order of events in pairs without referring to the passage first.
- Elicit and write their predictions up on the board.
- Ask students to read the passage again. They should underline events and number the sentences again on their own.
- Elicit answers from the class. Check them against their predictions on the board.

Answers

a. 4 b. 5 c. 3 d. 1 e. 6 f. 2

3. Complete the timeline for Shakespeare with the correct form of the words and expressions from the box.

- Read the timeline in the box. Ask students to repeat after you.

- Tell students to read the passage again and find the answers individually. Remind them that they may need to use the correct form of the verbs.
- Tell students to check their answers with their partners.
- Draw the timeline on the board. Ask three students to come up to write the events along it.
- Elicit full sentences about William Shakespeare's life from the class.

Answers

1564	1578	1582	About 1592	1599	1616
was born	finished school	married	went to London	built the Globe Theatre	died

4. Work in pairs. Ask and answer questions about Shakespeare. Use the information in Activity 3 to help you.

- Look at the information on the timeline with the class. Elicit questions for each event.
- Write question prompts on the board (e.g. finish school /1578).
- Nominate students to ask others for open pair practice to demonstrate what to do.
- Tell students they can make their own questions. Have them ask and answer in pairs.
- Elicit examples from students in open pairs.

Possible answers

A: Was Shakespeare born in 1578?
 B: No, he wasn't. He was born in 1564.
 A: Did he marry in 1582?
 B: Yes, he did.
 A: Did he move to London in 1599?
 B: No, he didn't. He moved to London in about 1592.

5. Complete the passage with the correct form of the words from the box.

- Ask students to read the words in the box first.
- Tell students to work individually to complete the

passage with the words in the box. They may have to change the form of the words where needed.

- Tell students to work in pairs to check their answers.
- Nominate some students to read the full sentences aloud.

Answers

1. married
2. languages
3. poems
4. rich/successful
5. successful/rich
6. fire
7. died

Writing

6. Look at the sentences.

- Read the example sentences with the class. Check what they know about Wang Dong.
- Elicit what they can remember about their childhood at different ages. Prompt with "happy memory", "exciting", "favourite food/music/sport" etc.
- Tell students to use their imagination if they cannot remember.
- Elicit some ideas of what people did when they were six, nine and twelve years old.
- Put students in pairs or groups to ask and answer. (e.g. What did you do at the age of six?)

Now write sentences about events in your life.

- Tell students to write sentences like the examples about themselves.
- Ask students to check what they have written in pairs.
- Have some students read out their sentences.

Possible answers

I was born in Shanghai.
 At the age of six, I went to a primary school in Shanghai.
 At the age of nine, I went to London with my parents and studied there.
 At the age of twelve, we came back to China and we now live in Beijing.

Culture box: William Shakespeare's plays

- Although Shakespeare's plays were popular on stage, they were not published in his lifetime.
- More than thirty were collected together by two of his friends, John Heminge and Henry Condell in 1623. They divided the plays into three types: the histories (e.g. *Richard III*), the light stories and comedies (e.g. *A Midsummer Night's Dream*) and the tragedies (e.g. *Hamlet*).

UNIT 3

Language in use

Language practice

Preparation

- Go through the sentences in the practice box with students.
- Ask students to work in pairs and talk about what questions they could ask for each sentence.
- Nominate some pairs to ask and answer about these sentences. Help them to correct any mistakes.

1. Complete the sentences about Betty's life.

- Ask students to read the sentences and put the words/expressions in brackets in the past form.
- Tell students to check their answers in pairs.
- Elicit answers from the class in full sentences.
- Elicit questions they could ask for each sentence.

Answers

1. was born 2. went 3. was 4. had 5. didn't come

2. Complete the passage with the correct form of the words.

- Ask students to read the passage and decide what the past forms of the words are individually.
- Tell students to complete the passage individually and then check their answers in pairs.

- Nominate some students to read the passage aloud for the whole class.

Answers

1. didn't have 2. began 3. left 4. got 5. read
6. went 7. had

3. Complete the conversation with the correct form of the words from the box. You can use the words twice.

- Ask students to read the conversation and complete it with the words in the box. They should pay attention to the correct form of the words.
- Tell students to check their answers in pairs.
- Elicit full sentences from the class.

Answers

1. leave 2. left 3. get 4. got 5. do 6. did
7. begin 8. began

4. Complete the passage with the correct form of the words from the box.

- Ask students if they know who Deng Yaping is. Ask them to answer the following questions:
1) What sport did she play?
2) Did she win any competitions?
- Elicit answers from the class.
- Tell them to read the passage and complete it on their own using the words in the box. Remind them that they may need to change the verbs into past form.
- Tell students to check their answers in pairs.
- Nominate some students to read the passage aloud.

Answers

1. started 2. joined 3. became 4. left 5. worked
6. went

Around the world: Stratford-upon-Avon

- Tell students that Shakespeare came from Stratford-upon-Avon. Point at the photo of the town and ask them what they think about the houses.

Explain this was the type of house in Shakespeare's day.

- Check vocabulary they may not know. Read the description and answer any questions the students have.
- Ask what they think is meant by "Old England" and why people want to see it.

Module task: Writing about people in the past

5. Find out about your parents' or grandparents' lives when they were young. Ask:

- **Where did you live?**
- **What did you often watch?**
- **What games did you play?**
- **When did you get married?**
- **How did you travel?**
- Ask students to talk about their parents' or grandparents' lives using the prompt questions.

• Tell them they can also talk about things that interest them. For example, they can ask when they were born, what they listened to, what their first jobs were etc.

• Tell students to ask their parents about the needed information beforehand.

Now make notes.

- Ask students to write timelines for their parents' or grandparents' lives. They may refer to the timeline of Shakespeare's life.
- Tell students to write notes on the timelines.
- Nominate some students to the front and show their timelines to the class and make descriptions.

6. Write a paragraph about their lives.

- Tell students to write a paragraph about their parents' or grandparents' lives individually. Deal with any questions students might have.
- Ask them to do some drawings or add some photos to their paragraphs.

Possible answer

My grandparents were born in the countryside. They both came from a small village in the south of China. They went to the village school when they were young and they both worked on a farm. They didn't have a television but they listened to the radio. They got married when my grandmother was 22 and my grandfather was 24. They usually travelled by bicycle and sometimes they travelled by train. They stayed on the farm all their lives. When my father left the village, my grandparents visited him in the city every year.

7. Show your paragraph to the whole class.

- Nominate some students to read out their paragraphs aloud.
- Put students into groups to share the timelines they drew and tell each other the life stories of their parents or grandparents.
- Tell students to put their names on the bottom of the paragraphs, and then exchange their paragraphs with other groups. Pass their paragraphs around until everyone has read them.
- Or tell students to put up their paragraphs on the classroom wall and everyone walks around and reads them.