

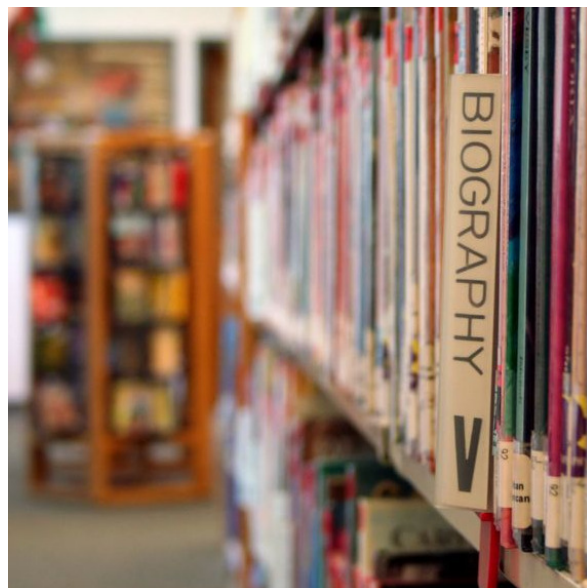


20TH CENTURY LIVES



Scan to review worksheet

Expemo code:
164Z-PJFI-JEH



1

Warm up

Match the beginnings and endings of these phrases about people's lives.

- | | |
|------------------------------|--------------------|
| 1. to be born in | a. 1965 |
| 2. to be <u>famous</u> for | b. his paintings |
| 3. to be <u>from</u> | c. <u>Japanese</u> |
| 4. to be a | d. London |
| 5. to be <u>Canadian</u> or | e. poor |
| 6. to be <u>married</u> or | f. <u>divorced</u> |
| 7. to be <u>beautiful</u> or | g. <u>handsome</u> |
| 8. to be rich or | h. writer |

Which adjectives are opposites?

Which pair of adjectives refer to women and men?

Think of one more way to end the first five phrases.



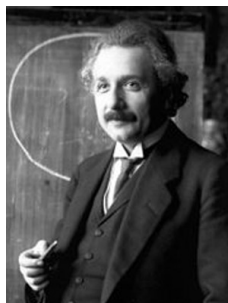
2

Reading

These photos show three famous people from the 20th century. Match the photos to the texts. Then complete the life story about each person using the words in the box.



A



B



C

music	scientist	Britain	1935
singer	rich	pianist	poor

Text 1: Elvis Presley

He was a famous American ____¹ . He was famous for his ____² . He was born in ____³ in Mississippi, USA. His parents were very ____⁴ - it was a difficult time in the American economy.

Text 2: Albert Einstein

He was a German ____⁵ . He was famous for his theory of relativity. He was born in 1879 in Germany. His father was a businessman and his mother was a ____⁶ .

Text 3: Winston Churchill

He was the prime minister of ____⁷ from 1940-1945 and 1950-1951. He was born in England in 1874. His parents were ____⁸ and famous - his father was a politician and his mother was the daughter of an American millionaire.



Listen and check your answers.

Do you know anything else about these people?



3 Language point

Study these sentences.

- Elvis Presley **was** a famous American singer.
- Albert Einstein **was** born in 1879 in Germany.
- Elvis Presley's parents **were** very poor.
- Winston Churchill's parents **were** rich and famous.

Was and **were** are the past tense forms of the irregular verb **to be**.

Study the table below. Then choose the best answers to the questions.

subject	positive	negative	subject	positive	negative
I	was	was not/wasn't	we	were	were not / weren't
he/she/it	was	was not/wasn't	you/they	were	were not / weren't

yes / no questions	Was I/he/she/it famous? Were we/you/they famous?	short answers	Yes, I/he/she/it was. No, I/he/she/it wasn't. Yes, we/you/they were. No, we/you/they weren't.
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question-word questions	When / Where / How long Who	was were was were	I/he/she/it we/you/they he they	famous? married to?
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1. In the past tense, we use **different / the same** forms of **to be** with **I** and **he/she/it**.
2. We **make / don't make** contractions with positive sentences with **to be** in the past tense.
3. We use contractions with negative forms when we want to be **informal / formal**.
4. We **repeat / don't repeat** the adjective when we give a short answer to a **yes/no question**.

How are the past and present forms of **to be** different? Compare the number of forms and the use of contractions.



4

Practice

Read the life stories of two famous African American women. Use the information to write the missing questions or answers. Write full sentences. The examples will help you.

Examples See the question, write the answer:

- Was Aretha Franklin from a small family? No, she wasn't. She was from a big family.

See the answer, write the question:

- Where was Aretha Franklin born? She was born in Memphis.

Text A

Aretha Franklin was a famous singer and songwriter. She was the first woman in the Rock and Roll Hall of Fame. She was born in 1942 in Memphis. She was from a big family. Her parents were friends with lots of famous singers.

1. Was Aretha Franklin a famous scientist? _____.
2. _____? Aretha Franklin was the first woman in the Rock and Roll Hall of Fame.
3. When was Aretha Franklin born? _____.
4. _____? They were friends with lots of famous singers.

Text B

Althea Gibson was a famous sportswoman. She was the first African American woman to play tennis internationally. She was born in 1927 in South Carolina, USA. Her parents were farmers. She was the winner of Wimbledon in 1957 and 1958.

1. Who was Althea Gibson? _____.
2. Was Althea Gibson the first African American woman to play tennis in the US? _____.
3. _____? She was born in South Carolina, USA.
4. _____? Yes, they were. Her parents were farmers.



5

Writing and speaking

Read about two more famous women. Work in A/B pairs. Student A, read about Agatha Christie and Student B, read about Tove Jansson.

- There is some information missing from your texts and your partner has the answers. Work alone to write questions to ask your partner. Use the words you are given.
- Then ask and answer questions together and write the missing information in the text.
- After you finish speaking, show your partner the pictures on your page. Then tell your partner if you know these writers and enjoy their books.

Student A

Read and write questions about Agatha Christie. Give information about Tove Jansson

1. Agatha Christie was
2. She was
3. She was born in
4. She was famous for Hercule Poirot and Miss Marple.
5. Hercule Poirot and Miss Marple were
6. She was married



Use these words to write your questions:

1. Who ...
2. Where ...
3. When ...
4. What ...
5. Who were ...
6. How many times ...

Use this text to answer your partner's questions. Speak in full sentences.

Text 1

Tove Jansson was a writer and artist. She was born in 1914. She was from Finland. She was famous for her books about the Moomins. The Moomins were little animals who lived in the forest. Jansson's parents were artists too.

**Student B**

Read and write questions about Tove Jansson. Use the words you are given to help you make questions. Give information about Agatha Christie.

1. Tove Jansson was a
2. She was born
3. She was from
4. She was famous for the Moomins.
5. The Moomins were
6. Jansson's parents were



Use these words to write your questions:

1. Who ...
2. When ...
3. Where ...
4. What ...
5. Who were ...
6. Were ...too?

Use this text to answer your partner's questions. Speak in full sentences.

Text 2

Agatha Christie was a famous writer. She was English. She was born in 1890. She was famous for her books about Hercule Poirot and Miss Marple. They were very clever detectives. She was married twice.



6

Extra practice/homework

Read the life stories of two politicians and the questions about them. Find ten grammar mistakes and correct them. Three of the sentences are correct.

1. Shirley Chisholm was a famous American politician.
2. She born in New York in 1924.
3. Her parents was from Barbados and Guyana.
4. She was first African American woman to join the US Congress.
5. She was famous helping women and children.
6. Where Shirley Chisholm's parents from?
1. Barbara Castle a famous British politician.
2. She was of the North of England.
3. She was student at Oxford University.
4. She was a Member of Parliament for the Labour party for 34 years.
5. She was famous making laws about transport safety.
6. She and her husband Ted were very interested in their nieces and nephews.
7. Barbara Castle was married?

7

Optional extension

In English, we stress the information words in a sentence. This means we say these words more strongly: louder and longer. If some words are stressed, other words sound weak, or unstressed (softer and shorter). Unstressed words are usually grammar words. Understanding stressed and weak words helps you listen and speak better in English.



Listen again to the sentences about Elvis Presley and notice the *strong* and *weak* words. Then practise saying the sentences like the recording.

- *He was a famous American singer.*
- *He was famous for his music.*
- *He was born in 1935 in Mississippi, USA.*
- *His parents were very poor – it was a difficult time in the American economy.*

Now mark the strong and (weak) words for these sentences about Albert Einstein. Listen and check your ideas. Practise saying the sentences with stressed and weak words.

- He was a German scientist.
- He was famous for his theory of relativity.
- He was born in 1879 in Germany.
- His father was a businessman and his mother was a pianist.



Transcripts

2. Reading

Historian: **Elvis Presley.**

Historian: He was a famous American singer. He was famous for his music. He was born in 1935 in Mississippi, USA.

Historian: His parents were very poor - it was a difficult time in the American economy.

Historian: **Albert Einstein.**

Historian: He was a German scientist. He was famous for his theory of relativity. He was born in 1879 in Germany.

Historian: His father was a businessman and his mother was a pianist.

Historian: **Winston Churchill.**

Historian: He was the prime minister of Britain from 1940-1945 and 1950-1951.

Historian: He was born in England in 1874. His parents were rich and famous - his father was a politician and his mother was the daughter of an American millionaire.



Key

1. Warm up

5 mins.

Explain that the context of this language is famous people's life stories. Demonstrate the exercise with the first item and then give students a minute to complete other phrases. Note that the items are presented as infinitives. You should call attention to the bold words in the first four items as these prepositions or articles determine the completion of the phrase; the final four items are all adjectives. Elicit or explain the meaning of any unknown words. Drill the pronunciation of all items – be careful with *beautiful* /'bju:tɪfəl/. Then pose the follow-up questions. You could also teach students the word *to be single* (not married or in a relationship). For the final questions, accept any reasonable responses: any year, activity, cities or countries, jobs or nationality adjectives.

- | | | | |
|------|------|------|------|
| 1. a | 2. b | 3. d | 4. h |
| 5. c | 6. f | 7. g | 8. e |

Answers:

- | | |
|-----------------------------------------|---------------------------------------------------|
| 1. Married and divorced, rich and poor. | 2. Beautiful refers to women and handsome to men. |
| 3. Student's own answers. | |

2. Reading

10 mins.

Work with the whole class to match the photos to the names/texts. Then students can work alone to complete the gap-fill. They can check answers in pairs and then listen to the recording. If students need to listen again, that's fine. Finally, check answers with the whole class and pose the follow-up question.

Text 1: C

Text 2: B

Text 3: A

1. singer
2. music
3. 1935
4. poor
5. scientist
6. pianist
7. Britain
8. rich

3. Language point

10 mins.

Students have already covered the basic forms and uses of *to be* in the present simple. In this lesson, they are introduced to the past simple of this extremely important irregular verb. Go through the examples and questions with students. Then pose the follow-up question – students may find this challenging so you could give them some support if they need it. Finally, drill the target language in all the example sentences with the students.



There are three forms of to be in the present (am, is, are) and only two in the past (was/were). In the present we make contractions with the positive forms (I'm, you're, he's, etc) but we do not do this with the past (I was, you were, he was, etc).

1. the same 2. don't make 3. informal 4. don't repeat

4. Practice

10 mins.

The aim of this exercise is to provide practice with a range of question and answer forms using was/were. This activity also prepares students for the writing and speaking activity that follows. Go over the instructions and the examples. Point out that students need to write full sentences and correct any wrong information, as in the example. Students work alone and then check answers in pairs. Finally, check answers with the whole class. This is a good opportunity to revise rising intonation for yes/no questions and falling for question-word questions, which students have studied in an earlier unit.

NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

Text A:

1. No, she wasn't. She was a famous singer and songwriter
2. Who was the first woman in the Rock and Roll Hall of Fame
3. She was born in 1942
4. Who were Aretha Franklin's parents friends with

Text B:

5. Althea Gibson was a famous sportswoman
6. No, she wasn't. She was the first African American woman to play tennis internationally
7. Where was Althea Gibson born
8. Were Althea Gibson's parents farmers

5. Writing and speaking

13 mins.

In this stage, students will activate the vocabulary and grammar from the lesson in an information-gap activity. Go over the instructions and set up A/B pairs. For the first stage, each student should work alone to read their own gapped text and prepare questions to ask their partner to find the missing information. They should use the words they are given to write their questions. Monitor and support as necessary. Variation: at the end of this stage, students could compare the questions they have prepared with a student who has the same role (A or B).

In the second stage, students work in A+B pairs. They take turns to ask their prepared questions and record the missing information. Their partner can answer by finding the information in the second text that they have on their page. Encourage students to give their answers in full sentences.

Finally, check both the questions that students prepared and the answers with the whole class. Encourage students to use full sentences and correct their own/each other's mistakes. You could also elicit or explain the meaning of clever detectives. (Note: Agatha Christie wrote murder mysteries.)

Early finishers can answer the follow-up question.

- | | | |
|-------------------------|------------------------------------|-----------------------------|
| 1. was Agatha Christie? | 2. was she from? | 3. was she born? |
| 4. was she famous for? | 5. Hercule Poirot and Miss Marple? | 6. was she married? |
| 1. was Tove Jansson? | 2. was she born? | 3. was she from? |
| 4. was she famous for? | 5. the Moomins? | 6. her parents artists too? |



6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the speaking activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students and they can check their own answers.

Shirley Chisholm:

- | | |
|---------------------------------------------------|----------------------------------------------------------------------|
| 1. (correct) | 2. She was born in New York in 1924. |
| 3. Her parents were from Barbados and Guyana. | 4. She was the first African American woman to join the US Congress. |
| 5. She was famous for helping women and children. | 6. Where were Shirley Chisholm's parents from? |

Barbara Castle:

- | | |
|-----------------------------------------------------------|---------------------------------------|
| 1. Barbara Castle was a famous British politician. | 2. She was from the North of England. |
| 3. She was a student at Oxford University. | 4. (correct) |
| 5. She was famous for making laws about transport safety. | 6. (correct) |
| 7. Was Barbara Castle married? | |

7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students recognise and produce stressed and unstressed words in sentences from the lesson. Go over the information and the sentences about Elvis Presley. You could elicit that grammar words include prepositions, articles and to be verbs.

Play the recording of the Elvis Presley sentences once for students to notice the stress and then again for them to copy - pause the recording after each sentence for them to repeat. You can also drill the students in various ways. Then ask students to mark stressed and unstressed words for the sentences about Albert Einstein -- they can put unstressed words in brackets and underline stressed words or highlight them in different colours. Check answers and then students can then practise the sentences in pairs. Depending on their L1, students may find these exercises difficult or strange. Reassure them that pronunciation is an important part of language learning and encourage them to have fun with the activities. They will improve receptive and productive skills with practice.

(He was a) German scientist. (He was) famous (for his) theory (of) relativity. (He was) born (in) 1879 (in) Germany. (His) father (was a) businessman (and his) mother (was a) pianist.