

13 She Lived 2,000 Years Ago

Past Simple 1

Target patterns: Past simple (regular form)
Go / Went
. . . ago

Communication skills: Asking / Talking about the past
Talking about people in history

Language sets: Yesterday, last week . . .

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Warm Up People in History

Say "Who was (a historical figure)?" to the class. Help the students tell you anything they know about him/her. If necessary, ask questions like "Where/When did he/she live?" Finally say, "Who was Cleopatra?" and see what the students can tell you. The students then ask each other about historical figures.

When Did Cleopatra Live?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who was very beautiful?
Who were Julius Caesar and Mark Anthony?

Follow-up questions

When did Cleopatra live?
Who loved her?
Who loved Juliet?

Comprehension – personalization

T: Did Cleopatra live 20 years ago?
S1: No, she didn't.
When did she live?
S2: She lived 2,000 years ago.
When did . . . live?
S3: He/She lived . . . ago.

T: Was Cleopatra famous because she was very lazy?
S4: No, she wasn't.
Why is Cleopatra famous?
S5: Because she was very beautiful and two famous Romans loved her.
Why is . . . famous?
S6: Because . . .

Personalization

In pairs, groups or as a class, students talk about people in history they respect. Other students ask questions.

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Warm Up Use Verbs from a List

Write a list of regular and easy irregular verbs on the board. Talk naturally about your past, encouraging the students to ask you questions as you are talking. Every time you use the past form of one of the verbs on the board, get one of the students to cross it out (with help from the whole class). Each of the students then writes down the list of verbs. In pairs or groups, students take turns to talk about their past, and cross out verbs when they use them in the past form.

Mark Anthony Killed Himself

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who did Cleopatra go to Rome with?
Why did Cleopatra kill herself?

Follow-up questions

Who did Cleopatra marry?
Who attacked Egypt?
Who killed himself?

Comprehension – personalization

T: Did Cleopatra marry Julius Caesar?
S1: No, she didn't.
Who did she marry?
S2: She married her brother.
Who did . . . marry?
S3: He/She married . . .

T: Did Rome attack China?
S4: No, Rome didn't.
Which country did Rome attack?
S5: Rome attacked Egypt.
Which country / Who did . . . attack?
S6: . . . attacked . . .

Personalization

The students take turns talking about the pasts of friends or family members. The other student(s) asks questions.

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Word Building Past Times

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

- I got up late yesterday.*
- I played soccer the day before yesterday.*
- I went to the beach two weeks ago.*

Controlled Practice Last Year

The students make sentences about each picture.

Sample answers

2. *He played games seven hours a day.*
3. *He didn't work or study.*
4. *He played cards every night.*
5. *And he didn't do any exercise.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

- Last year, I studied hard every day.*
- Last year, I ate three meals a day.*
- Last year, I didn't take a vacation.*

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Warm Up Natural Conversation

Ask individual students about their past, starting with "Where were you born?" Then, in pairs, groups or as a whole class, the students ask each other questions about their past.

I Came to Earth in a UFO

The students can listen to the dialog, read it, or do both.

Anticipation questions

- What does he want to do?
- What's the matter with Atchoo?

Follow-up questions

- Where was he born?
- Where were you born?

- What school did he go to?
- What school did you go to?

- What did he do after leaving school?
- What did/will you do after leaving school?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

The students take turns being a psychiatrist and analyzing the problems of other students. The other student(s) can either be themselves or role-play being famous people.

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Communication Activities

A. Photographs and Pictures

The students look at photographs of people. If the person is alive, the students describe his or her past. If he or she no longer alive, the students describe his or her life. What the students say can be true or imaginary.

B. Who Was I?

One student thinks of a famous person from the past. The other students take turns to ask *yes/no* questions to try to find out who it is. If an answer is "Yes," the student can make a guess. If an answer is "No," the turn passes to the next student.

C. Last Sentence

Divide the class into two teams. A student from one team picks up a prompt card, shows it to everybody, and makes a sentence about the person on the card. A student from the other team then makes another sentence. The teams alternate, and the last team to make a sentence is the winner.

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

Marc: *What's the weather like in your city in spring?*
You: *It's very nice. It's warm and sunny.*
Marc: *What's the weather like in summer?*
You: *It's very hot and humid.*
Marc: *What's the weather like in fall?*
You: *It's very mild and comfortable.*
Marc: *What's the weather like in winter?*
You: *It's freezing.*
Marc: *So when should I visit you?*
You: *In spring or fall.*

Picture prompts

*He's taller than her.
She's younger than him.
She's lazier than him.
Chinese is more difficult than English.
Tigers are more dangerous than rabbits.
The gorilla is more intelligent than the man.*

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.