

# 7 People: past and present

**READING SKILLS** Using original sources

**RESEARCH** Using the Internet • Developing a search plan

**WRITING SKILLS** Adding extra information • Organizing ideas (2) • Writing from research

## READING Three famous writers pp40–41

### AIMS

The aim of this section is to improve students' use of original sources on the Internet. Students are shown that they need not understand everything on the site, and that there are many sites for information, some of which may be easier to understand.

### LEAD IN

- Focus students' attention on the page. Ask students to identify the skill **READING**, and the topic (*Three famous writers*). Tell each student to write down the three most famous writers they know. Put students in pairs. The pairs discuss their choices and produce a list of the three writers they agree on. Put the students in small groups and repeat the procedure. Get each group to tell the class about their choices.

### PROCEDURE

- 1 Students read the instructions and discuss the books with their partners. Ask:  
– *What have you been reading, in English or your own language, recently?* ►► 1
- 2 Ask students what they can tell you about Shakespeare, Christie, and Shaqwi. Put this information on the board.  
Students read the instructions. Give students one minute to skim the texts and answer the questions. Students compare their answers in pairs. ►► 2
- 3 Students read the instructions and the **Study Skill**. Give students time to look at the **Study Skill** on predicting content (p17), if they need to.  
Remind them that they are scanning for specific information and not to worry about vocabulary they don't understand at this stage. Do not pre-teach or explain any vocabulary. ►► 3
- 4 Students read the instructions. Tell students to look at the first word in bold, *playwright*. Ask:  
– *What part of speech is it?* (noun),  
– *What is the context?* (... and poet),  
– *What does that tell you?* (it must be similar in some way to *poet*)

Ask students to guess what it means. Tell students to look at the sentences in exercise 4. Ask them to choose the correct one for this word.

Tell students to repeat this process with each new word. Students work individually and complete the task.

Put students in pairs to compare answers. ►► 4

### EXTENSION ACTIVITY

Put students in small groups to brainstorm famous people from their own country or region.

Elicit fields in which people might achieve fame and put them on the board. For example:

- science
- travel/exploration
- politics/leadership
- literature
- sport
- music
- the arts

Students add names of famous people (dead or alive) to these categories.

Get students to tell the class about the people they have chosen. Add their names under the correct category on the board.

Remind students to copy the list as they will need it in a later class. (See Writing Extension Activity)

## READING Answer key pp40–41

### ►► 1

Students' own answers.

### ►► 2

William Shakespeare: a, f  
Agatha Christie: c, g  
Shaqwi: b, d, e

### ►► 3

#### Shakespeare

country: England  
born: 1564 in Stratford-upon-Avon  
early life and family: grammar school; in 1582 married Anne Hathaway  
profession: playwright & poet (dramatist, actor)  
famous for: plays (tragedies, comedies)  
death: 1616

#### Agatha Christie

country: England  
born: 1890 in Torquay  
early life and family: father died when she was young; educated at home; at 16 went to Paris; studied singing & piano; in 1930 married Sir Max Mallowan  
profession: novelist (author)  
famous for: plays, mystery stories, Hercule Poirot, Miss Jane Marple  
death: January 12 1976

#### Ahmed Shaqwi

country: Egypt  
born: 1868 in Cairo  
early life and family: raised by grandmother; related to royal family; law school – degree in translation; job in court of Khedive Abbas II; studied law at Montpellier and Paris 3 years  
profession: poet & dramatist  
famous for: poetic plays, Al Shawkiyat 1890  
death: 1932

### ►► 4

- 1 poet
- 2 ill-documented
- 3 bestseller
- 4 published
- 5 tragedy
- 6 author
- 7 playwright
- 8 comedy

**AIMS**

The aims of this section are to draw students' attention to the importance of checking the reliability of information obtained on the Internet, and to help them find information more efficiently.

**LEAD IN**

- Ask:
  - *Who surfs the Internet for information?*
  - *How do you do it? Do you use 'Google' or other search engines?*
  - *Does your university have its own research facility available on computers?*

**PROCEDURE**

- 1** Students read the instructions and the **Study Skill**. Students compare the two extracts. Ask what they notice about them. If students are unsure, tell them to look at the first extract again. Ask: *Is there a lot or a little information about Shakespeare?* (a lot)

Tell them to look at the second extract and repeat the question. This time the answer is 'a little'.

Ask:

- *What conclusion can you draw from these two extracts from the Internet?*  
(information can be contradictory)

- 2** Students read the instructions and the **Study Skill**. Students look at the first question. Ask:

- *What is the key word?* (Chopin)

Repeat the question for numbers 2 (Jane Austen, Persuasion) and 3 (Angola, export).

Students complete the task individually and compare answers in pairs. ►► 2

- 3** Students read the instructions. Students work in pairs. Tell the students to underline the key word(s) or phrase, i.e. the words they will use for their search.

Elicit answers from the class. ►► 3a

Ask students what type(s) of search they will make. ►► 3b

- 4** Students read the instructions. Put students in pairs to complete the task. Ask students which facts they think are wrong. Put their ideas on the board. Do not correct them at this stage.

- 5** Students read the instructions. Students work individually and underline the key words or phrases to search for. Put students in pairs to compare their selection.

Students complete the task. ►► 5

## ►► 2

- 1 writing (composing) piano music
- 2 1816
- 3 oil/oil derivatives

## ►► 3a

**Possible answers**

- 1 Amman, summer temperature
- 2 How far, Sun, Earth
- 3 Dickens, born
- 4 percentage water, human body
- 5 Amazon, average rainfall
- 6 butterfly, life cycle

## ►► 3b

**Possible answers**

- 1 search engine
- 2 online encyclopaedia/whole question search engine
- 3 online encyclopaedia/search engine
- 4 whole question search engine
- 5 online encyclopaedia/search engine
- 6 online encyclopaedia/search engine

## ►► 5

Marie Curie

born in **Poland**

Nobel Prize for **Physics** in 1903

**1911**, won the Nobel Prize for Chemistry.

Zinédine Zidane

born in **1972** in **Marseilles**

1998 World Cup final v. **Brazil**

**AIMS**

The aim of this section is to develop students' writing style by using relative clauses to add extra information, and to draw their attention to how to organize a paragraph, in this case chronologically.

**LEAD IN**

- Ask:
  - *Who enjoys playing or watching tennis?*
- Write *Roger Federer* on the board. Put students in small groups to brainstorm what they know about him. Put this information on the board.

**PROCEDURE**

- 1 Students read the instructions. Ask students to check the information on the board. Ask: *Are any of the questions 1–5 answered?*  
Students read the text and answer the questions. ▶▶1
- 2 Students read the instructions and the **Study Skill**. Draw their attention to the need to omit *there* when adding extra information with the relative pronoun *where* (e.g. ... in Basle, where Roger Federer was born ~~there~~ ...).  
Students work individually and complete the task. Students compare their answers in pairs. ▶▶2
- 3 Students read the instructions and complete the task individually. ▶▶3
- 4 Students read the instructions and the **Study Skill**. Ask: *What other texts might be organized chronologically?* (an historical text, a report of events in a newspaper, etc.)  
Students complete the task individually. ▶▶4
- 5 Students read the instructions and complete the task. ▶▶5

**EXTENSION ACTIVITY**

Students return to list of famous people from their country or region. (see Reading – Extension Activity).  
Each student decides which person they wish to research and write about.  
Get each student to make a search plan. For example:  
– What information do they need?  
Students write the questions, e.g.  
– Where was he/she born?  
– What are the key words in each question?  
– What type of Internet site would be best for this research?

**Writing from research p44**

- 6 Students read the instructions and complete the task. If you have done the extension activity above, students should follow the search plan they made.  
▶▶6

▶▶1

- 1 Basle, Switzerland 1981
- 2 2003
- 3 the Australian Open, Wimbledon, the US Open
- 4 Pete Sampras
- 5 the Roger Federer Foundation

▶▶2

Roger Federer is probably the best and most famous tennis player in the world today. He was born in Basle, in Switzerland in 1981. His parents, **(1) who met when Roger's father was in South Africa on business**, encouraged him to start playing tennis when he was eight years old. He won his first Wimbledon title, the Wimbledon Junior, at the age of sixteen. Over the next few years he played all over the world, including in Australia, **(2) where he represented Switzerland in the 2000 Olympic Games**. However, it was in the year 2003 that he really began to show just how good he was. He started the year by winning two tournaments in a row, in Dubai and Marseilles. He also won his first Grand Slam title at the Wimbledon Championships. In 2004 he won three out of four Grand Slam titles, in the Australian Open, Wimbledon, and the US Open. In 2006 he equalled Pete Sampras's record of winning Wimbledon four times in a row. However, he is still one championship behind Bjorn Borg, **(3) who won five consecutive finals at Wimbledon**. When he is not playing tennis, Roger Federer is busy with his special project, the Roger Federer Foundation, **(4) which helps disadvantaged children**. He is also a Goodwill Ambassador to Unicef, which also helps poor children around the world.

▶▶3

- 1 Arthur Conan Doyle, who was a Scottish doctor, wrote the Sherlock Holmes stories.
- 2 The film *Amadeus*, which is about the life of Mozart, won eight Oscars.
- 3 Stratford-upon-Avon, where Shakespeare was born, is a beautiful little town.

▶▶4

**Nelson Mandela**  
born in South Africa in 1918 – became the most famous statesman in the world  
actively involved in the African National Congress and the fight against apartheid – the separation of black and white people  
was released from prison after 27 years in 1990, won the Nobel Peace Prize – shared with President de Klerk  
became first democratically elected president of South Africa in 1994  
retired from politics in 2004, moved back to Qunu – he was born there

▶▶5

Students' own answers, but model text:  
Nelson Mandela, who became the most famous statesman in the world, was born in South Africa in 1918. He was actively involved in the African National Congress, and the fight against apartheid, which is the separation of black and white people. He was imprisoned for 27 years. He was released from prison in 1990 and won the Nobel Peace Prize, which he shared with President de Klerk. He became the first democratically elected President of South Africa in 1994. In 2004 he retired from politics and moved back to Qunu, where he was born.

▶▶6

Students' own answers, but the text on Nelson Mandela is a model.

## REVIEW Organizing vocabulary (2) p45

### AIMS

The aims of this section are to give students further practice in the skills learnt in this unit, and to give them the opportunity to review the work they have done. A further aim is to encourage students to apply what they have learnt to their other academic studies in English.

### PROCEDURE

- 1 Students read the instructions. Put students in pairs. Tell them to try and fill in the gaps without referring to p41.  
Students refer to p41 to check their answers. ►►1
- 2 Students read the instructions and the **Study Skill**. Ask:  
– *What other methods for recording vocabulary have you seen?* (word cards, labelled pictures, scales, antonyms/synonyms, word diagrams)  
Students work in pairs and complete the task. Students should use their dictionaries to look up unknown words. They should be encouraged to make word cards for any individual words that may be useful to their academic studies. ►►2
- 3 Students read the instructions and complete the task individually. Students check their answers in pairs. ►►3
- 4 Put students in small groups. Students read the instructions. Students discuss each sentence, underlining the key words that helped them find their answer. Ask students to give their answers and their reasons. The rest of the class listens and checks. ►►4

### EXTENSION ACTIVITY

Students make a topic-based record of some vocabulary they use in their academic studies.

## REVIEW Answer key p45

### ►►1

- 1 ill-documented
- 2 playwright
- 3 tragedy
- 4 published
- 5 author/writer
- 6 bestsellers
- 7 poet
- 8 comedies

### ►►2

art: a landscape a portrait a sculpture an abstract  
an art gallery

music: a composer a conductor a songwriter jazz opera

literature: a novel an author a short story poetry prose

cinema: a director a movie a role a star an actor

### ►►3

- 1 designed
- 2 wrote
- 3 directed
- 4 composed
- 5 starred
- 6 painted
- 7 played
- 8 conducted

### ►►4

- 1 a sculpture
- 2 an abstract (painting)
- 3 a film
- 4 a novel
- 5 an opera