

## Unit 2 You can make it!

### A. LOGGING ON

#### 1. GOALS

1. In this unit:

You will learn how to talk about famous athletes and artists.

You will practice:

The simple past (regular verbs: *talked*; irregular verbs: *went*)

The habitual past with *used to*

#### 2. VOCABULARY

### MUHAMMAD ALI: THE GREATEST



**INSTRUCTIONS:** Drag the words to the corresponding blanks of the story.

achievements	award	championship	cup
lifetime	Hall of Fame	the Olympics	tournament

Boxing in the early 1960's was in a moribund state until Muhammad Ali (born Cassius Clay) appeared. Ali won the gold medal in the Rome \_\_\_\_\_ in 1960. But his fight for the heavyweight \_\_\_\_\_ in Miami against Sony Liston surprised the world. This boxer was the most talkative of athletes. During his \_\_\_\_\_, he never stopped talking. His most watched \_\_\_\_\_ was not a boxing match but carrying the torch in the Atlanta Olympics in 1996. This was the best \_\_\_\_\_ for a life of \_\_\_\_\_, his best induction to the \_\_\_\_\_. For him, Atlanta was like drinking from the gold \_\_\_\_\_ of sports. The estimated 3 billion TV viewers realized how much they missed and how much he contributed to the world of boxing and the history of sports. **Source:** Photo taken from *Time*, 14 June 1999, pp. 98-101

### 3. WARM-UP

**INSTRUCTIONS:** Fill in the blanks with the past tense forms of the verbs in parentheses.

#### Young Mother Teresa

This is an account of Mother Teresa's early years in Calcutta, India by Sister Bharati Mukherjee. I first (see) \_\_\_\_\_ Mother Teresa in the summer of 1951, when I (start) \_\_\_\_\_ at Loreto House in Calcutta. The Loreto Sisters (run) \_\_\_\_\_ the school. Their principal convent (send) \_\_\_\_\_ the Sisters the directives for its administration. By the time I (become) \_\_\_\_\_ a student there, the majority of students (be) \_\_\_\_\_ from India, and the majority of teachers (continue) \_\_\_\_\_ to be nuns from Ireland. Mother Teresa (come) \_\_\_\_\_ to our school every day. She (be) \_\_\_\_\_ a young woman full of energy. She (wear) \_\_\_\_\_ a white and blue habit. We (think) \_\_\_\_\_ that she (look) \_\_\_\_\_ strange: a nun from Albania on mission in India. Later, we (find out) \_\_\_\_\_ about her endless love for the poor people of Calcutta.



Source: Adapted from *Time*, 14 June 1999, pp. 98-101

### 4. YOUR TURN

1. What would like to be a famous person or athlete?
2. Who would you like to be?
3. Is there a famous person in your family?
4. Would you like to do something special for humanity? What?

#### B. TURN IT UP

##### 1. Pre-listening

**Discuss the following questions with one or more classmates.**

1. Who is your favorite athlete? Why?
2. Who is your favorite artist? Why?
3. If you had the opportunity to meet a famous person, who would you choose? Why?

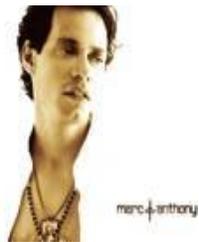
## 2. While listening

**INSTRUCTIONS:** Listen to the following selection about three famous Latinos who live or work in the United States.



Oscar de la Hoya the famous boxer from East Los Angeles was born in 1974. An Olympic gold medallist, he is the son Mexican immigrants. After he moved to an elegant neighborhood, he said: “People in the barrio thought that I abandoned them. But that’s not the case anymore. They know that I’m opening doors for my people. We must work hard.”

Shakira was born in Colombia in 1977. Her 1998 album “¿Dónde están los ladrones?” won her a special place in the hearts of millions of Latinos. She later worked in the English version with Gloria Stephan. She wants to show the world that Latinos don’t just sing *salsa* and *rancheras*. She says: “We can do good rock.”



Marc Anthony was born in New York in 1969. His CD “Contra la Corriente” won a Grammy in 1999. He is the son of Puerto Rican immigrants. For Marc Anthony music is one way for Latinos to show that they are a proud people.

Robert Rodriguez was born in Austin, Texas in 1969. His parents came to the United States from Mexico. Today he is a famous film director and his movie “El Mariachi” won him many awards. For Rodríguez Latinos are doing a good job, but they can do much better.



**Source:** Adapted from *Newsweek*, 12 July 1999, pp. 56-57.

**INSTRUCTIONS: Fill in the blanks of the chart with information from the passage.**

FAMOUS LATINOS	DATE OF BIRTH	COUNTRY OF ORIGIN	OPINION ABOUT LATINOS
Oscar de la Hoya			
Shakira		Colombia	
Marc Anthony	1969		
Robert Rodríguez			They can do much better

**Post listening**

**INSTRUCTIONS: Match the name of the famous Latino with his/her achievement as mentioned in the listening selection.**

- 1. Oscar de la Hoya \_\_\_\_\_ made a successful movie
- 2. Shakira \_\_\_\_\_ won a gold medal in the Olympic Games
- 3. Marc Anthony \_\_\_\_\_ released a second album in English
- 4. Robert Rodríguez \_\_\_\_\_ became a Grammy winner in 1969

**PRONUNCIATION**

**INSTRUCTIONS: Write the verbs in the corresponding box according to the pronunciation of the past form.**

carried	released	moved	started	looked
appeared	surprised	watched	contributed	awarded

**/ t /**

**/ d /**

**Id /**

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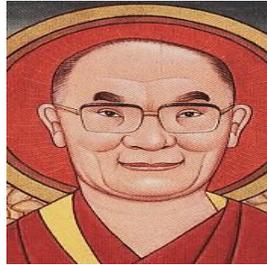
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## C. System Tools

### 1. Warm Up

**INSTRUCTIONS: Drag the verbs in the past tense to the corresponding blank spaces to complete the story.**



VISITED	BECAME
MADE	CAME
WAS	MADE
KNEW	LOOKED
FOUNDED	SENT

Tenzin Gyatso, the Dalai Lama, \_\_\_\_\_ WAS born in Tibet in 1935. By that time, Tibet \_\_\_\_\_ LOOKED like a remote and inhospitable country to the few people from the West who \_\_\_\_\_ VISITED it. But when Tenzin Gyatso \_\_\_\_\_ BECAME the 24<sup>th</sup> Dalai Lama, the world \_\_\_\_\_ KNEW about Tibet and Tibetan Buddhism. In 1959, the Chinese troops \_\_\_\_\_ SENT him into exile, but he \_\_\_\_\_ ESCAPED to India, and later \_\_\_\_\_ FOUNDED more than 50 Tibetan communities. He \_\_\_\_\_ WORKED for the transmission of his culture and religion around the world and \_\_\_\_\_ MADE sure that his homeland will have a life in many countries even if it is losing that life itself in Tibet. The Dalai Lama \_\_\_\_\_ CAME to Costa Rica for the second time in September of 2004.

Source: *Time*. Special Issue. 24 April, 2004.

### 2. CHARTS

<b>USED TO: TALKING ABOUT HABITUAL ACTIONS IN THE PAST</b>	
English speakers distinguish between habitual or repeated events in the past and past events, which are specific and occurred only once. Compare the use of the tenses in the following sentences.	
<i>(repeated actions)</i>	<i>(specific actions)</i>
Pelé <u>used to play</u> for the Santos F.C. from Brazil	At the end of his career, he <i>played</i> for the New York Cosmos.
This example describes a habitual or repeated event in the past	This example describes an action that took place one time in the past
In English, habitual actions are often expressed by the construction <b>used to + verb</b> . <b>Used to</b> is usually accompanied by time expressions such as: <i>always, every day, often, when</i> .	

### 3. PRACTICE

**INSTRUCTIONS: Read the following dialogue and click on the right verb to show a specific action or a repeated action in the past.**

David Stedman used to be a famous soccer star. This year he retired, and since he has millions of dollars, he and his wife Deborah decided to buy a ten-bedroom house in the country. They don't like the city very much now. Soon after they bought the house, Jack Ellis, host of the popular TV show *VIPs* interviewed them.

JACKIE: Laurie, can you tell us what it means to be rich and famous?

David: Well, everything is different now. We can do what we want. For example, when I **WAS/USED TO BE** young and poor I **WOKE UP/USED TO WAKE UP** at 4 in the morning and deliver the paper at different houses in the neighborhood. Now I don't have to get up at all if I don't want to.

LAURIE: How about you Deborah?

DEBORAH: Living in a house in the country is a big change. We **LIVED/USED TO LIVE** in a large house but now we have a big garden, a four-car garage and a swimming pool. We're going to get our tennis court too.

LAURIE: Do you miss anything?

DEBORAH: Well, I miss my old friends a bit. They don't come and see me any more.

DAVID: That's right, but we have so much to do here. When I **PLAYED/USED TO PLAY** soccer I **STAYED/USED TO STAY** in the stadium training all day. Now I play golf every day. And Deborah is taking piano lessons. She **SPENT/USED TO SPEND** her time at her mom's house all day before.

DEBORAH: But, you see, yesterday I **HAD/USED TO HAVE** a party with our new neighbors, and day before yesterday I **ATE/USED TO EAT** with friends at a French restaurant nearby. Oh, yes, we're very busy.

LAURIE: And are you happier now than you **WERE/USED TO BE**?

**Read the following.**

Two years after this interview there was a fire at the Stedman's house. David and Deborah were not hurt, but they lost everything they had. The house was not insured. Now they are renting a little apartment. Their lawyer, who was looking after their money, disappeared—with all the money. David tried to become a soccer coach, so he decided to go back to delivering newspapers.

**INSTRUCTIONS: Now write the first part of the sentences using *used to*. Use the cues given.**

Fred/famous soccer player

FRED USED TO BE A FAMOUS SOCCER PLAYER, but now he delivers the paper.

Fred & Deborah/ large house

FRED AND DEBORAH USED TO HAVE A LARGE HOUSE, but now their renting.

Fred & Deborah/many friends

FRED AND DEBORAH USED TO HAVE MANY FRIENDS, but now they have no friends.

Deborah/spend time with her mom

DEBORAH USED TO SPEND TIME WITH HER MOM, but now she has to work.

Fred/Deborah/eat out

FRED AND DEBORAH USED TO EAT OUT, but now they cook at home.

Fred & Deborah/a happy couple

FRED AND DEBORAH USED TO BE A VERY HAPPY COUPLE, but now they aren't.

Source: Garton-Spenger, T.C. Jupp & P. Prowse. 1985. *Exchanges. Main Course English. Students' Book Part A*. London: Heinemann Educational Books.

#### **4. YOUR TURN**

**INSTRUCTIONS: Answer the following questions.**

1. Where did you use to spend your vacation when you were a child?
2. Did you use to visit your grandparents or other relatives?
3. What kinds of toys did you use to play with?
4. Who used to be your best friend in primary school?

#### **D. SCAN IT**

##### **1. Pre-reading**

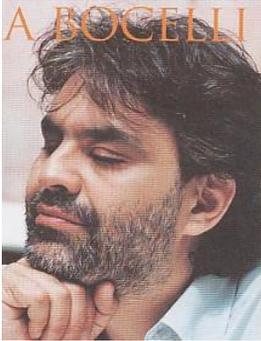
**INSTRUCTIONS: Discuss these questions with your classmates.**

1. Do you like opera?
2. Have you heard about Andrea Bocelli?
3. Do you know any of his songs?
4. Did you know that he was a lawyer before he became a singer?

## 2. While Reading

### ANDREA BOCELLI: THE EARLY YEARS

Andrea Bocelli was born on September 22nd, 1958. Andrea grew up on the family farm in , a farming community set among the vineyards and olive groves of rural Tuscany, Italy. Displaying rare musical gifts from an early age, Andrea's parents nurtured and encouraged his talents with formal piano lessons from the age of six. He later learned to play both the flute and saxophone. Andrea's love of opera was also apparent from an early age. He felt he was destined to sing. After school, Andrea studied law at the University of Pisa, and these years are fondly recalled as a highly enjoyable period in his life. Graduating as a Doctor of Law, Andrea spent a year acting as a lawyer before he started singing. He approached the legendary tenor, Franco Corelli, famous for working with some of the greatest voices in the world. Corelli agreed to take Andrea as his student. To pay for his studies Andrea performed at night in piano bars and clubs, and at one of those venues, he met Enrica, his future wife.



The couple has now been married for eight years and have two sons, Amos and Matteo.

Source: <http://www.andreabocelli.org>

**INSTRUCTIONS: Drag the sentences and put them in the chronological order that they appear in the reading about Andrea Bocelli.**

- He took lessons with Franco Corelli. (6)
- He learned to play the flute and saxophone. (3)
- He sang in bars. (7)
- He graduated from the University of Pisa. (4)
- He showed a talent for music. (1)
- He met his future wife. (8)
- He worked as a lawyer. (5)
- He took piano lessons. (2)

## 3. Post Reading

**INSTRUCTIONS:** Click on the information that you can infer from the reading about Andrea Bocelli.

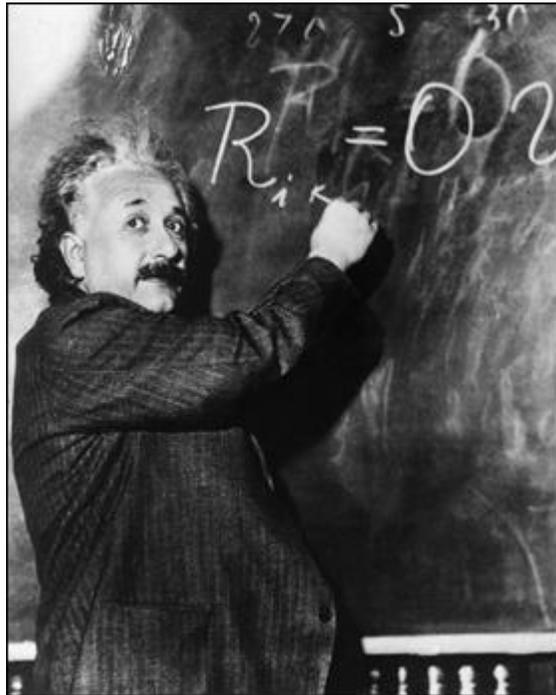
- ✓ As a child, Andrea Bocelli liked to grow grapes and olives as a child.
- ✓ Andrea's parents were an important influence in his singing career.
- ✓ Andrea continued studying music when he went to college.
- ✓ Andrea stopped law practice after he met Franco Corelli.
- ✓ Andrea didn't become an opera superstar by himself.
- Andrea's singing career was a success from the very beginning.

## E. Type it up

### 1. Pre writing

**INSTRUCTIONS:** Discuss the following questions with your classmates.

1. Do you know the person in this photograph?
2. What was his most important contribution to science?
3. What did he mean when he said: "Politics are for the moment. Equations are for eternity."



Taken from: [http://www.time.com/time100/poc/einstein\\_photo/einstein7.html](http://www.time.com/time100/poc/einstein_photo/einstein7.html)

### 2. Writing

**INSTRUCTIONS:** Choose a famous person from Costa Rica that you really admire (a politician, a writer, a former president, a sports person) and write a composition about his/her life. Include biographical data, for example, date and place of birth, studies, and major achievements.

### 3. Post writing

**INSTRUCTIONS:** Once you have written your composition, prepare a 5-minute speech about the person you wrote about. Refer to the main contents of your composition. If possible, bring to class to illustrate your presentation as well as samples of his/her work, for example, pictures, books, posters, replicas of paintings, etc.

## F. Logging off

### 1. Team Project for each unit

**Objective:** Design a project based on the life and works of an inventor or scientist.

**Product:** Suppose this is a science class. The students are going to prepare a project about the inventors or scientists that they have written about in their paragraphs.

**Dissemination:** Oral report to the whole class. With a team, you will create and present the project to the class.

<b>Roles</b>	<b>Job Description</b>	<b>Student's Name</b>
Student 1 <b>Leader</b>	Sees that everybody uses English Sees that everybody participates Presents the product	
Student 2 <b>Secretary</b>	Writes information about project	
Student 3 <b>Designer</b>	Designs layout and adds artwork	
Student 4 <b>Assistant</b>	Helps secretary and designer with their work	

### Steps

1. Choose roles for each member of your team. Give the project a name.
2. In your group, decide what you are going to do and how you are going to present the information.
3. Create the text for your section according to your role.
4. Create artwork for your section.
5. Put everything together.
6. Present your project to the class.

### 2. Surfing the Net (icon)

Surf the net using <http://www.goggle.com> to find information about the life and achievements of Johann Gutenberg. List your Internet resources and present the information found in class.

<b>Internet Address</b>	http://
<b>Topic</b>	
<b>Information found</b>	

## PAIR UP AND WORK

**Situation A:** You are the president of the Costa Rica Olympic Committee. You are talking to the president of the International Olympic Committee . You want to convince this person that the 2008 Olympic Games should be held in the five Central American countries. State your reasons.

**Situation B:** You are the president of the International Olympic Committee. The president of the Costa Rica Olympic Committee is trying to convince you that the 2008 Olympic Games should be held in the five Central American countries. You don't agree with this idea. Say why.

## CULTURE NOTE

The Costa Rica Hall of Fame (*Galería Costarricense del Deporte*) has a total of 114 members. These are athletes who have excelled in different sports. The first athlete to be inducted in the Hall of Fame was Hernán Bolaños Ulloa in 1969 for his outstanding performance as a soccer player. Among the disciplines are: soccer, biking, swimming, basketball, baseball, boxing, chess, and athletics. In order to be admitted to the Hall of Fame, an athlete must be proposed by a group of people or civil or sports organizations—even high schools—as in the case of boxer Eddy Bermúdez who was proposed as a candidate by the *Liceo de Costa Rica*. Besides the outstanding performance as an athlete, the member must prove that he or she have shown exemplary behavior both in their sports fields and in their dealings with people in their daily lives. All of the members have also represented the country in international competitions. The Costa Rica Hall of Fame was created in July 9<sup>th</sup>, 1965 by the *Consejo Nacional de Deportes*, and it is administered by *the Comisión de la Galería*

## Review of Unit 2

### 1. VOCABULARY

**INSTRUCTIONS: Draw an arrow from the words on the left to the examples or synonyms on the right.**

- |                 |  |
|-----------------|--|
| a. achievement  | The Tennis Coffee Cup in Costa Rica (h)        |
| b. award        | Barcelona 2000 in the summer (g)               |
| c. cup          | from 1962 to 1999, for example (f)             |
| d. championship | Silvia Poll's Bronze Medal in Indianapolis (a) |
| e. Hall of Fame | in this case a trophy given to a champion ©    |
| f. lifetime     | Korea-Japan 2002, Germany 2006 (d)             |
| g. the Olympics | the Oscar (every March in Hollywood) (b)       |
| h. tournament   | pictures of athletes (e)                       |

### 2. GRAMMAR

**INSTRUCTIONS: Fill in the blanks of this short biography of American President Abraham Lincoln with verbs in past tense. Drag the verbs from the box to the corresponding blank spaces.**

catapulted	elected	expanded	finished	opposed	showed
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No American President was more ill prepared for the job. Raised poor in Kentucky and Indiana, Lincoln \_\_\_\_\_ (finished) barely a year of formal schooling. But his ambition, pragmatism and generosity of spirit \_\_\_\_\_ (catapulted) him into politics at a time when slavery predominated. He \_\_\_\_\_ (opposed) the spread of slavery to the Western states of the United States. In 1860, promising to save the union of the country, he was \_\_\_\_\_ (elected) President. During the American Civil War, he \_\_\_\_\_ (showed) himself to be a strong military tactician and a leader of great moral courage. With the signing of the Emancipation Declaration in 1863, he \_\_\_\_\_ (expanded) the purpose of war, making it nothing less than a fight for freedom and the survival of democracy. America's greatest President paid for the faith with his own life.

Adapted from *Time*, December 31, 1999, p. 195.

## **GLOSSARY**

**achievement:** a thing that a person has done successfully, especially using their own effort

**award:** a prize for something that a person has done

**championship:** a competition to find the best player or team in a particular sport

**cup:** a silver or gold cup on a stem, usually with two handles, that is given as a prize in a competition; a sports competition in which a cup is given as a prize

**lifetime:** the length of time that a person lives

**Hall of Fame:** a place for people to visit with photographs of famous people from a particular sport

**the Olympics:** an international sports festival held every four years in a different country

**tournament:** a competition that involves a number of teams, players and sports

## SELF-ASSESSMENT UNIT 2

In this unit you have learned things about famous people and their lives. Rate your comfort level.

### *Skills*

- I can talk about famous athletes and artists.
- I can talk about different types of sports.
- I can use the simple past of regular and irregular verbs
- I can use the habitual past expressed with *used to*.
- I can understand information about the lives of a famous person
- I know the distinction between / t /, / d /, and / Id / past tense endings.
- I can understand a reading selection that uses the simple past and *used to*.
- I can write about the life of a famous Costa Rican.

### *Self reflection*

1. What was the most useful thing you learned in this unit?

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2. How will this help you in real life?

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