Colaboración especial de edición para el bachillerato de la UAS:

Mariela Guerrero Amarillas
Coordinadora estatal

Martín Benedicto Lizárraga García
Coordinador estatal

Simón Martín Díaz Quiñónez
Subdirector administrativo

Student’s Book
Gudelia Matías Silva

Think Cool 2

New edition new apps

Student’s Book
Gudelia Matías Silva

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Students and teachers will find this book to be flexible and informative. Reading, writing, listening and speaking are integrated throughout the book. Speaking is an important component added to this book, since there are conversations in every unit to present and reinforce the essential information. Additionally, we have included listening practices in every unit as well as collaborative work.

This book fulfills the objectives of the reformed program working with generic and disciplinary competences. The book has been designed to accomplish all of the units of competence as efficiently as possible.

The design of the book includes:

1. The table of contents shows you how all of the pages relate to the skills and competences set out in the program.

2. Vocabulary is presented discretely and contextually in each unit with exercises and activities to reinforce spelling.

3. Vocabulary, reading texts, and conversations are on audio to provide students with ample opportunities for listening.

4. Conversations are presented in every lesson of every unit. They provide students with a model of how native speakers use the language. Oral practice of the conversations help improve student’s pronunciation.

5. Students build their writing competence gradually through a variety of independent exercises.

6. Reading strategies are introduced in each unit in order to help students improve their reading skills and level.

The features mentioned are meant to help and support the teacher and the student. We know all of your hard work will pay off.

Have fun with Think cool 2!
**Unit 1** I express measures and quantities

<table>
<thead>
<tr>
<th>Lesson and topic</th>
<th>Grammar</th>
<th>Vocabulary</th>
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<td>There is – There are in affirmative form</td>
<td>Rooms of a house</td>
</tr>
<tr>
<td>There is a library near here!</td>
<td>Countable and uncountable nouns</td>
<td>Food, cooking activities, common plural nouns</td>
</tr>
<tr>
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<td>Food containers measurements</td>
</tr>
<tr>
<td>A carton of milk, please!</td>
<td>How much/How many</td>
<td>Expressions for ordering food</td>
</tr>
<tr>
<td><strong>Lesson 3</strong></td>
<td>How much milk is there?</td>
<td></td>
</tr>
<tr>
<td>How much milk is there?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reading**
- Some food history

**Project assessment**
- Evaluate project work

**Summative assessment**
- Self-evaluation
- Global assessment

**Achievement and Performance Evidence Organizer**

**Unit 2** Compare people, objects and places

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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
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<td>Adjectives of quality and quantity</td>
<td>Adjectives.</td>
</tr>
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<td>I am friendly and young!</td>
<td>What does/do, look like?</td>
<td>er adjectives, more + adj.</td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td>Comparative adjectives</td>
<td>est adjectives, the most + adjective</td>
</tr>
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<td>Native people are more interesting!</td>
<td>Irregular adjectives</td>
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<tr>
<td><strong>Lesson 3</strong></td>
<td>Superlative adjectives</td>
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<tr>
<td>The Vikings were the most powerful people!</td>
<td>Equatives</td>
<td></td>
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</table>

**Reading**
- Top 20 travel destination

**Project assessment**
- Evaluate project work

**Summative assessment**
- Self-evaluation

**Achievement and Performance Evidence Organizer**
- Global assessment
## Function

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## Function

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<td>Final evaluation</td>
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## Lesson and topic

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<td>My activities</td>
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<tr>
<td>2</td>
<td>She was rich and talented!</td>
</tr>
<tr>
<td>3</td>
<td>Memories</td>
</tr>
</tbody>
</table>

## Grammar
- Simple present
- The thing I like...
- I'm really into...
- I think I'm good at...
- Past tense of be (was, wasn’t and were, weren’t)
- affirmative, negative and interrogative
- Regular and irregular verbs in past tense, affirmative, negative and interrogative

## Vocabulary
- Action verbs
- Adverbs of time
- Global assessment

---

**Unit 3**

**Important moments in the past**

---

**Lesson and topic**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
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<td>3</td>
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**Grammar**
- Simple present
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- I’m really into...
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- Regular and irregular verbs in past tense, affirmative, negative and interrogative

**Vocabulary**
- Action verbs
- Adverbs of time
- Global assessment

---

**Reading**
- Dracula

**Project assessment**

**Summative assessment**

**Achievement and Performance Evidence Organizer**

**Global assessment**

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**Reading**
- Dracula

**Project assessment**

**Summative assessment**

**Achievement and Performance Evidence Organizer**

**Global assessment**
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<td><strong>Lesson 1</strong></td>
<td><strong>My activities</strong></td>
<td><strong>Lesson 2</strong></td>
</tr>
<tr>
<td>Use the simple present about leisure activities, sports and hobbies.</td>
<td>Listening, reading, speaking and writing</td>
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<td>Describe famous people from the past</td>
<td>Listening, reading, speaking and writing</td>
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<td><strong>Lesson 3</strong></td>
</tr>
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<td>Listening, reading, speaking and writing</td>
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<tr>
<td>Evaluate project work</td>
<td>Listening, reading, speaking and writing</td>
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</tr>
<tr>
<td>Self-evaluation</td>
<td>[\textbf{Reading and writing} ]</td>
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<td>Final evaluation</td>
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</tr>
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<td>[\textbf{Reading} ]</td>
<td>[\textbf{Self-evaluation} ]</td>
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</tr>
<tr>
<td>Dracula</td>
<td>[\textbf{Self-evaluation} ]</td>
<td><strong>Achievement and Performance</strong></td>
</tr>
<tr>
<td>Evidence Organizer</td>
<td>[\textbf{Final evaluation} ]</td>
<td><strong>Evidence Organizer</strong></td>
</tr>
</tbody>
</table>
Unit 1

I express measures and quantities

**Unit purpose**
Implements communicative strategies in English, at a basic level using comparatives, superlatives, countable and non-countable nouns; adjectives and the simple past tense in accord with the context.

**Unit 1 Competence**
Express quantities using accounting adjectives, and measures; describes public places, everyday expressions, and household products.

**Generic competences**

**Category 2.** Expresses and communicates
4. Listens, interprets and issues relevant messages in different context through the use of media, tools and appropriate codes.
4.1 Expresses ideas and concepts through language, math or graphics.
4.2 Applies different communication strategies according to the listener, the context in which they are located and the objectives.
4.3 Identifies main ideas in a text or oral discourse and infer conclusions from them.
4.4 Communicates in a second language in everyday situations.
4.5 Manages information technology and communication (TIC) to get facts and express ideas.

**Category 4.** Learns autonomously
7. Learns by initiative and self-interest throughout life.
7.2 Identifies the relevance and size of an activity with interest and measures their reaction to challenges and obstacles.

**Category 5.** Works collaboratively
8. Participates and collaborates effectively in diverse teams.
8.1 Suggest ways to solve a problem or develop a team project, defining a course of action with specific steps.
8.2 Provides views with openness of mind and considers those of others reflexively.
8.3 Assumes a constructive attitude consistent with the knowledge and skills of different team members.

**Disciplinary competences**
10. Identifies and interprets the general idea and possible development of an oral written messages in a second language, using prior knowledge, nonverbal elements and cultural context.
11. Communicates in a foreign language using a consistent logical, oral or written speech with the communicative situation.
Diagnosis

A. Write the plural form of these words.

1. watch __________
2. phone __________
3. country __________
4. key __________
5. man __________
6. church __________
7. leaf __________
8. car __________
9. mouse __________
10. glass __________

B. Listen to the vocabulary and label the pictures. Track 1

1. coffee
2. juice
3. milk
4. soda
5. ham and eggs
6. iced tea
7. sunny side up eggs
8. french toast
9. pasta
10. milkshake

C. Read the clue. Unscramble the letters to make words.

1. In this part of the house I cook my lunch. (enitchk) __________
2. I have a shower in this part of the house. (oobhrmat) __________
3. I watch movies and my favorite program here. (liomvirong) __________
4. I sleep and rest in this room. (roedomb) __________
5. My family and I have our meals in this area. (nindigomro) __________
A. Discuss the following questions with a group of friends.

- Do you live in a house or in an apartment?
- What’s your favorite room in your house?
- Can you describe your house?

B. Listen to the following words and match the two columns. Track 10

1. Swimming pool
2. Garage
3. Balcony
4. Bedroom
5. Porch
6. Living room
7. Dining room
8. Backyard
9. Kitchen
10. Bathroom
11. Garden
Look Roberto! this is my grandmother’s summer house. There are 4 bedrooms in her house, so she can have many guests.

There are two big windows in the living room and there is a big table in the dining room and fine white china on a nice tablecloth.

The best part is that there is a swimming pool in the backyard. That makes our summers really funny. I really enjoy her house.
**Grammar Focus**

There is - There are

1. We use *there is* and *there are* to express presence of something in a specific place. We use *there is* in singular and *there are* in with plural nouns.

<table>
<thead>
<tr>
<th>Singular</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There is</td>
<td>a / an</td>
<td>object</td>
<td>complement.</td>
</tr>
<tr>
<td>There is</td>
<td>a</td>
<td>car</td>
<td>in the garage.</td>
</tr>
<tr>
<td>There is</td>
<td>an</td>
<td>apple</td>
<td>on the table.</td>
</tr>
</tbody>
</table>

1. We also use *there is* with uncountable nouns: *There is* sugar in my coffee.

<table>
<thead>
<tr>
<th>Plural</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There are</td>
<td>some</td>
<td>objects</td>
<td>complement.</td>
</tr>
<tr>
<td>There are</td>
<td>many</td>
<td>objects</td>
<td>complement.</td>
</tr>
<tr>
<td>There are</td>
<td>some</td>
<td>cars</td>
<td>in the garage.</td>
</tr>
<tr>
<td>There are</td>
<td>many</td>
<td>apples</td>
<td>on the table.</td>
</tr>
<tr>
<td>There are</td>
<td>four</td>
<td>students</td>
<td>in the classroom.</td>
</tr>
</tbody>
</table>

---

**Answer the following questions**

1. What do *there is* and *there are* express?

   - Presence of something in a specific place.

2. How do you use these expressions?

   - *There is* is used with singular nouns,
   - *There are* is used with plural nouns.

---

**G. Read the following information.**

- *There is* and *there are* are used to express the presence of something in a specific place. *There is* is used with singular nouns, while *there are* is used with plural nouns.

- In the singular case, we use:
  - **There is** followed by a/an + noun + complement.
  - Example: There is a car in the garage.
  - Example: There is an apple on the table.

- In the plural case, we use:
  - **There are** followed by some/many + noun + complement.
  - Example: There are some cars in the garage.
  - Example: There are many apples on the table.
  - Example: There are four students in the classroom.

- *There is* can also be used with uncountable nouns:
  - Example: There is sugar in my coffee.

---

- **Unit 1**
  - I express measures and quantities
H. Complete the sentences with *there is* or *there are*.

1. ______________________ many books in a library.
2. ______________________ two windows in my bedroom.
3. ______________________ some ham in the salad.
4. ______________________ an umbrella in the living room.
5. ______________________ water in that bucket.
6. ______________________ some students in the classroom.
7. ______________________ much salt in my food.
8. ______________________ many cars in the parking lot.

I. Read the sentences and correct the mistakes. If the sentence is correct, put a check.

1. There are some flower in the garden.
2. There is two boys in the bedroom.
3. There is a good movie on TV.
4. There are a book on the table.
5. There is a car in the garage.
6. There are some sheep on the farm.
7. There is mice in the backyard.
8. There are children in the living room.

To practice on-line, log on to:

http://bkmrt.com/SHaTUB

http://bkmrt.com/wFc8uA
J. Listen to the following conversation. Track 12

Lety: Good morning, can I have a cup of coffee and a tuna sandwich?

Joseph: I'm sorry, there aren't any tuna sandwiches.

Lety: Are there chicken sandwiches?

Joseph: No, there aren't any chicken sandwiches.

Lety: Is there coffee?

Joseph: No, there isn't any coffee. There is soda or tea. There are croissants, bagels and of course doughnuts!

Lety: O.K. I'll have a bagel with some tea.

Joseph: Right away!

K. Mark T (True) or F (False).

1. Lety wants a tuna sandwich.   __________
2. There aren't chicken sandwiches.  __________
3. There is coffee.   __________
4. There aren't any bagels.   __________
5. Lety asked for soda.   __________
6. There is plenty of food at the coffee shop.   __________

L. Listen again. Read and circle the correct answer to these questions.

1. Are there any tuna sandwiches in the cafeteria?
   a. Yes, there are.   b. No, there aren't.
2. Are there any ham and cheese sandwiches?
   a. Yes, there are.   b. No, there aren't.
3. Are there any cheeseburgers?
   a. Yes, there are.   b. No, there aren't.
4. Is there any milk?
   a. Yes, there is.   b. No, there isn't.
5. Is there any juice?
   a. Yes, there is.   b. No, there isn't.
6. Is there any lemonade?
   a. Yes, there is.   b. No, there isn’t.
7. Is there any chocolate cake?
   a. Yes, there is.   b. No, there isn’t.
Questions:

> ____________________________________________ ?
> ____________________________________________ ?
> ____________________________________________ ?

Answers:

> ____________________________________________ .
> ____________________________________________ .
> ____________________________________________ .

Answer the following questions

How do you use the expressions of *there is / there are* in questions and negative sentences?

O. Complete the missing information.

Grammar Focus

**Interrogative – Negative**

*Is / Are there? There isn’t / aren’t.*

<table>
<thead>
<tr>
<th>Is / Are</th>
<th>Interrogative</th>
<th>object(s)</th>
<th>complement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is</td>
<td>there</td>
<td>a car</td>
<td>in the garage?</td>
</tr>
</tbody>
</table>

__________________________________________ ?

**Negative**

*There isn’t / aren’t object(s) complement.*

<table>
<thead>
<tr>
<th>There</th>
<th>isn’t / aren't</th>
<th>object(s)</th>
<th>complement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There</td>
<td>isn’t</td>
<td>any cream</td>
<td>for your coffee.</td>
</tr>
</tbody>
</table>

__________________________________________.

Note: We use *any* in questions and negative sentences.
P. Discuss the following questions with a group of classmates.

Example: ball/chair

Is there a ball on the chair?
Yes, there is.

1. books / table

________________________________________________________________________?
________________________________________________________________________.

2. milk / glass

________________________________________________________________________?
________________________________________________________________________.

3. pears / bowl

________________________________________________________________________?
________________________________________________________________________.

4. women / office

________________________________________________________________________?
________________________________________________________________________.

5. cell phone / table

________________________________________________________________________?
________________________________________________________________________.

Q. Work with a classmate. In your notebook draw a refrigerator with as much food in it as you can. Then ask your classmate questions to find out what he/she has in his/her fridge.
A. Discuss the following questions with a group of classmates.

› What’s your favorite fruit / vegetable?

› What’s your favorite dish? What ingredients does it have?

B. Listen to the ingredients of your favorite dish. Track 1

Example:

Favorite dish: pizza.

Ingredients:

› tomato sauce
› salt
› dough
› ham
› cheese
› sausage
› bacon

Your favorite dish: ____________________________

C. Make questions to a classmate to find out about his/ her favorite dish.

Example:

You can ask: What’s your favorite dish?

What ingredients does it have?

D. Write your classmate’s answers.

Favorite dish: ____________________________

Ingredients:

› ____________________________
› ____________________________
› ____________________________
› ____________________________
› ____________________________
E. Listen to the recording to number the names of the food you hear. Track 2

- oil
- eggs
- butter
- milk
- bread
- ham
- cookies
- mayonnaise
- sausages
- coffee
- apples
- tomatoes
- onions
- juice
- bananas
- ketchup
- meat
- carrots
- cheese
- salt

F. Now label the pictures.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

G. Listen to the following information and complete the food pyramid. Track 3

Be careful with:

Enjoy:

Eat “it” as much as you want!
H. Listen and complete the missing information. Track 4

What do these colors stand for?
Orange=_____________________________________________________________________.
Green=_______________________________________________________________________.
Red=_________________________________________________________________________.
Yellow=_______________________________________________________________________.
Blue=_________________________________________________________________________.
Purple=_______________________________________________________________________.

I. Small group work. Work with four classmates. Use all the food vocabulary you know to plan a healthy diet. Present it in class.

We use containers and quantities with uncountable nouns. Read the examples.
- A glass of water, soda, juice
- A bag of chips, flour, cookies
- A bunch of grapes, bananas, cherries
- A book of matches, stamps
- A cup of coffee, sugar, tea
- A stick of butter, gum
- A box of chocolates, shoes, cereal
- A bar of soap, chocolate
- A pack of gum, cigarettes
- A carton of milk, eggs
- A slice of pizza, ham, cheese
- A piece of cake, cheese, chicken
- A can of soda, soup, beans
- A jar of coffee, mayonnaise, jam
- A bottle of soda, wine, oil
- A tube of margarine, toothpaste, cream
- A teaspoon / tablespoon of salt, coffee, sugar
- A handful of rice, nuts
- A pinch of salt, cinnamon, pepper
J. Listen and read the following information carefully. Track 5

In Mexico, we use the Metric System to measure length and volume of solids and liquids.

When we have to measure the volume of solids, we use:

- The gram is the basic unit of volume.
- A kilogram is 1,000 grams.

When we have to measure the volume of liquids, we use:

- The liter as the basic unit of volume for liquids.
- A deciliter is 1/10 liters.
- A centiliter is 1/100 liters.

In the United States the basic volume units are different:

- For solids, they have pounds and ounces as basic units.
- For liquids they have teaspoons, fluid ounces, cups, tablespoons, pints, quarts, and gallons.

K. Complete the chart with the previous information.

<table>
<thead>
<tr>
<th>Measuring solids</th>
<th>Measuring liquids</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Working on my project

Introduction

Write a recipe of a traditional dish of your community, region and country or from another country. Make copies to share your recipe with the whole group and later produce a cook book. The cook book should include a cover design, a table of contents, section of typical dishes of your community, section of typical dishes of your region, section of the most representative dishes from your country, and a section of international dishes.

Before you begin, think about the following:

1. We write recipes using imperative sentences, that is instructions or orders, with the form verb + complement. For example: Cut the fruit into small pieces.
2. You will use the food vocabulary and expressions for quantity and measurements that you learned in the previous lessons.
3. You will need to research some cooking terminology online.
4. You will need to bring your recipes to class. You should try them out at home and take pictures of the steps and the final product.
5. Collate the recipes and classify them in the corresponding section.
6. After you share your cookbook with your class, you will send it to your school principal to have it published on the school’s website.
7. Place a copy in the school library as well.
L. Read, listen and match the following names of food containers. Track 6

1. A box of _____
2. A can of _____
3. A carton of _____
4. A loaf of _____
5. A package of _____
6. A bottle of _____
7. A bag of _____
8. A tube of _____
9. A jar of _____

a) milk  b) jam  c) margarine  d) soda  e) chocolates  f) bread  g) sausages  h) water  i) rice

M. Write the kind of container each food is packaged in.


N. Discuss the following questions with a partner:

- Do you know how to cook?
- If yes, what do you like cooking the most? Why?
- If not, would you like to learn how to cook? Why? Why not?
- Do you ever help any member of your family to prepare food? Why? Why not?
- If you cook, do you follow recipes or you do it your way?

O. Read the following Spaghetti Bolognese recipe very quickly (do not take more than 3 minutes). Which of the ingredients in exercise 3, including the example, are mentioned?

**Spaghetti Bolognese**

Recipe:

*Pour* some olive oil in a saucepan and *heat* it for about 1 minute. Then, *fry* four diced onion and four diced cloves of garlic until softened. *Add* four chopped tomatoes and half a cup of fresh, chopped basil and let them fry until the mixture looks thick. Don’t let it get too dry! Add salt and pepper, and *stir* until fully mixed. After that, add 1000g of minced meat and *mix* it with the fried onion, garlic and meat, and let it cook for about 15 minutes. Meanwhile, *boil* a liter of water with salt and some olive oil. Once boiling, add 800g of dried spaghetti and let cook until tender. Don’t take it out before checking that it is tender. Finally, *serve* a portion of cooked spaghetti on a plate and then pour some of the minced meat mixture. Finally, *sprinkle* some Parmesan cheese over the spaghetti.

P. Label the pictures using the words in bold from the text.
Q. Choose the correct verb to complete the instruction in this recipe.

1. ______ your pan until it’s nice and hot.
2. ______ and enjoy your omelet is ready!
3. ______ some eggs into a bowl and whisk.
4. ______ some cheese and add to your egg mixture.
5. ______ together thoroughly.
6. ______ your egg mixture and cook for 3 minutes.
7. ______ for the final 2 minutes until completely cooked.

R. Now, try to complete this four-line chocolate milk recipe using the pictures and the words in brackets. The first one has been done for you.

1. pour milk in a glass.
2. __________
3. __________
4. __________

S. Look at the sentences and choose the correct option.

1. _____ the garlic until it is soft, but not brown.
   a. heat
   b. fry
   c. pour
2. Don’t _____ all the ingredients with a spoon, do it with your hands.
   a. mix
   b. sprinkle
   c. boil
3. _____ cocoa powder to the mixture.
   a. serve
   b. add
   c. mix
4. _____ 2 liters of water before adding the vegetables.
   a. stir
   b. pour
   c. boil
5. After adding sugar to your coffee, _____ with a spoon.
   a. fry
   b. mix
   c. stir
T. Listen to the Angel food cake recipe and complete the missing information. Track 7

**Ingredients:**
- 1 3/4 ___________ of sugar
- 1/4 ______________ salt
- 1 ___________ cake flour, sifted
- 12 _________ whites
- 1/3 cup warm ____________
- 1 ___________ orange extract, or extract of your choice
- 1 1/2 _______________ ____________ of tartar

**Instructions:**
- ___________ oven to 350 degrees F.
- ___________ sugar about 2 minutes until it is superfine.
- ___________ half of the sugar with the salt the cake flour, ____________ the remaining sugar aside.
- ___________ egg whites, water, orange extract, and cream of tartar and ____________.
  After 2 minutes, _____________ to a hand mixer.
  ___________ the reserved sugar.
  ___________ continuously at medium speed.

U. Read, listen, and repeat the following words. Track 8

1. Potatoes
2. Apples
3. Pears
4. Pineapple
5. Tomatoes
6. Eggs
7. Bananas
8. Peaches
9. Grapes
10. Carrots
11. Onions
12. Cherries
V. Listen and read the following conversation. Track 9
Laura: Hi Marina, are you busy?
Marina: Not really. What do you need?
Laura: I’m cooking but I need a cake. Can you mention the ingredients for a cake?
Marina: Listen carefully, you need: flour, butter, milk, baking powder, sugar, vanilla or chocolate; you also need 8 eggs, 15 strawberries or many nuts.
Laura: Flour? Butter? What about the quantities?
Marina: Well, you said ingredients not quantities!

W. Listen to the conversation again and practice it with another classmate.

X. Read the conversation and circle the sentences which contain food vocabulary. Write the sentences you circled in the conversation.

> __________________________________________________________
> __________________________________________________________
> __________________________________________________________
> __________________________________________________________
1. What’s the difference between the food words you circled?

2. What are the plurals of these words?

Y. Complete the missing information.

**Grammar Focus**

**Countable / Uncountable nouns**

Countable nouns are objects that we can count. They can be singular or plural. Uncountable nouns (also called mass nouns such as: rice, water) are words that do not have a plural form. They are always singular.

<table>
<thead>
<tr>
<th>Countable nouns</th>
<th>Uncountable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>A book – books</td>
<td>coffee</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Working on my project**

**Project: Our cooking book**

Choose a group of classmates you want to work with. Discuss the following aspects with your teacher and conclude the results.

1. The date for your project presentation.
2. The length of the presentation.
3. How many classes you have to prepare your project.
4. Talk about evaluation criteria with the class.
Z. Classify the words into the correct category.

<table>
<thead>
<tr>
<th>Countable Nouns</th>
<th>Uncountable Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>Water</td>
</tr>
<tr>
<td>Pollution</td>
<td>Coffee</td>
</tr>
<tr>
<td>Bean</td>
<td>Apple</td>
</tr>
<tr>
<td>Avocado</td>
<td>Money</td>
</tr>
<tr>
<td>Tea</td>
<td>Brown</td>
</tr>
<tr>
<td>Onion</td>
<td>Butter</td>
</tr>
<tr>
<td>Tomato</td>
<td>Pen</td>
</tr>
<tr>
<td>Eye</td>
<td>Cheese</td>
</tr>
<tr>
<td>Watermelon</td>
<td></td>
</tr>
</tbody>
</table>

AA. Look at the examples carefully.

Examples:

What’s this?
It’s a car.

1. What’s that?
It’s an umbrella.

2. What are these?
They’re cars.

3. What are those?
They’re umbrellas.
AB. Read the rules for spelling and review them with your teacher.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Add <em>s</em> to make common plural nouns.</td>
<td>5. Nouns ending in vowel + <em>y</em>, add -s.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>book - books</td>
<td>key – keys</td>
</tr>
<tr>
<td>girl - girls</td>
<td>boy – boys</td>
</tr>
<tr>
<td>house – houses</td>
<td>toy – toys</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Nouns ending in <em>s</em>, <em>ss</em>, <em>sh</em>, <em>ch</em>, <em>x</em>, <em>z</em>, <em>o</em>, add -es.</td>
<td>6. Some words have irregular plural forms.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>bus - buses</td>
<td>child – children</td>
</tr>
<tr>
<td>kiss - kisses</td>
<td>person – people</td>
</tr>
<tr>
<td>wish - wishes</td>
<td>woman – women</td>
</tr>
<tr>
<td>watch – watches</td>
<td>man – men</td>
</tr>
<tr>
<td>fox – foxes</td>
<td>tooth – teeth</td>
</tr>
<tr>
<td>potato – potatoes</td>
<td>foot – feet</td>
</tr>
<tr>
<td>ox – oxen</td>
<td>mouse – mice</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Noun endings in for <em>fe</em>, drop the-<em>f/fe</em> and add <em>ves</em>.</td>
<td>7. Some words have the same spelling for singular and plural forms.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>wife – wives</td>
<td>fish – fish</td>
</tr>
<tr>
<td>leaf – leaves</td>
<td>deer – deer</td>
</tr>
<tr>
<td>knife – knives</td>
<td>spinach – spinach</td>
</tr>
<tr>
<td></td>
<td>sheep – sheep</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Nouns endings in consonant + <em>y</em> drop the -<em>y</em> and add <em>ies</em>.</td>
<td></td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
</tr>
<tr>
<td>baby – babies</td>
<td></td>
</tr>
<tr>
<td>pony – ponies</td>
<td></td>
</tr>
<tr>
<td>bakery – bakeries</td>
<td></td>
</tr>
</tbody>
</table>
In order to start your project, you have to select a recipe for your class cookbook. Summarize and identify important facts to include in your presentation.

**AC.** Now you have to write the plural forms for these words. Remember, look them up in your dictionary if you are not sure about them.

1. pencil __________________
2. church _________________
3. child _________________
4. wolf _________________
5. deer _________________
6. tomato _________________
7. bag _________________
8. bush _________________
9. man _________________
10. scarf _________________
11. fish _________________
12. ox _________________
A. Discuss the following questions with a group of classmates.

- Where does your mom shop for groceries?
- Does your mom write shopping lists?
- How does she remember what to buy at the supermarket / market?

B. Write your answers to these questions.

- ________________________________
- ________________________________
- ________________________________
- ________________________________
C. Read and listen to the following conversation. Track 13

Pedro and Luis are roommates. Pedro usually writes a shopping list on Saturday. Today is Saturday so listen and read carefully:

Pedro: Hey Luis! How much milk is there in the fridge?

Luis: We don’t have any. Please buy two liters.

Pedro: Ok, what about butter? How much butter is there?

Luis: Let me see! Well there is just a small bar.

Pedro: That’s enough. How many tomatoes do we have?

Luis: There are only two of them.

Pedro: Ok ... and how many eggs are there?

Luis: We still have three. That’s Ok!

Pedro: Mmmmm... What about juice? How much juice is there?

Luis: We have ten cans!

D. Practice the conversation with a classmate.

E. Read the conversation again and underline all the questions you can find.

F. Write the questions you underlined in the conversation.

> ____________________________________________?
> ____________________________________________?
> ____________________________________________?
Answer the following questions

1. What does *how much* express?

2. What does *how many* express?

3. How do you use *much*?

4. How do you use *many*?

---

G. Complete the missing information.

### Grammar Focus

<table>
<thead>
<tr>
<th>There is - There are</th>
</tr>
</thead>
</table>
| We use *how much* to ask ________________________________.
| We use *how many* to ask ________________________________.

<table>
<thead>
<tr>
<th>How much</th>
<th>How much</th>
<th>How much</th>
</tr>
</thead>
<tbody>
<tr>
<td>uncountable noun</td>
<td>is there</td>
<td>complement?</td>
</tr>
<tr>
<td>How much sugar</td>
<td>is there</td>
<td>in the jar?</td>
</tr>
<tr>
<td>________________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many</th>
<th>How many</th>
<th>How many</th>
</tr>
</thead>
<tbody>
<tr>
<td>countable nouns</td>
<td>are there</td>
<td>complement?</td>
</tr>
<tr>
<td>How many apples</td>
<td>are there</td>
<td>in the bowl?</td>
</tr>
<tr>
<td>________________________________</td>
<td></td>
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</tr>
</tbody>
</table>

**Note:** The questions with *how much* are always singular. The questions with *how many* are always plural.
H. Work with a classmate practice asking questions with how much and how many.

I. Read the expressions below.

**Ordering meals**

When we go to a restaurant, we usually use the same expressions to order meals or to respond to the waiter’s questions. The most common expressions are:

Q Are you ready to order?
A I’d like to order a pizza / a tuna sandwich...

Q May I take your order?
A Yes, I’d like / I’ll have the fried / baked eggs / potato...

Q How would you like your meat?
A Rare / medium done / well done, please!

Q Would you like anything else to drink / for dessert?
A Yes, Could / May I have a glass of mineral water / an apple pie, please?

---

**Part 4 Working on my project**

Let’s continue working on your project: It’s important to check that your writing is complete and that it complies with grammar, spelling and punctuation conventions. Prepare and design the visual material you are going to use for your presentation. You can use posters, power point presentations, videos, photographs, etc. Check your pronunciation, intonation, and fluency. Ask your teacher for help if you have questions.
J. Read and listen to the conversation below. Track 14

Roberto: I’m starving!

Gina: Let’s order now!

Waiter: Good afternoon, are you ready to order?

Gina: Yes, we are. I’d like to have a chicken soup.

Roberto: I want the ravioli with spinach, please.

Waiter: What about the main course?

Gina: I’ll have the sirloin steak with a side salad.

Waiter: How would you like your steak?

Gina: Medium done, please.

Roberto: I’d like some salmon. How is the salmon?

Waiter: The salmon is fresh today!

Roberto: Good! I want the salmon with baked potatoes and some rice, please.

Waiter: Anything to drink?

Gina: I want lemonade.

Roberto: I’d like a soda.

Waiter: Very good. I’ll be here in a minute with your drinks.

K. Now read the conversation again and complete the table.

<table>
<thead>
<tr>
<th>Waiter’s expressions</th>
<th>Diner’s expressions</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
L. Read and listen to the following conversation and practice it with a classmate. Track 15

Rosa: Hi Robbie, are you busy?
Robbie: Not really. What do you need?
Rosa: I’m at the supermarket, can you check the fridge and answer some doubts I have?
Robbie: Yeah, let me see... I’m right in front of it.
Rosa Are there any eggs?
Robbie: Yes, there are some eggs.
Rosa: And milk, is there any milk?
Robbie: No, there isn’t any milk. Oh, let me see, sorry! There is a little milk, but if you can buy some, it’ll be great.
Rosa: What about vegetables? Are there any vegetables?
Robbie: There are a lot of vegetables. We have some tomatoes, a few carrots, some potatoes and a lot of spinach!
Rosa: Thanks, Robbie. See you later.
Robbie: Can you get some cereal and a few strawberries, please?
Rosa: Of course, bye!

M. Listen to the conversation again and repeat it after the recording.
N. Read the conversation and circle the sentences with words in bold.
O. Write the sentences you circled in the conversation.

- Some vegetables.
- Some tomatoes, a few carrots, some potatoes and a lot of spinach.
- A lot of vegetables.
- Some cereal and a few strawberries.
1. What do you express with these words: many, a few, some, any, a lot of?

2. How do you use these words?

P. Complete the missing information.

Quantity words

We use certain words to express the quantity of a countable or an uncountable noun.

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>many</td>
<td>much</td>
</tr>
<tr>
<td>a few</td>
<td>a little</td>
</tr>
<tr>
<td>some</td>
<td>some</td>
</tr>
<tr>
<td>too many</td>
<td>too much</td>
</tr>
<tr>
<td>any</td>
<td>any</td>
</tr>
<tr>
<td>a lot of</td>
<td>a lot of</td>
</tr>
</tbody>
</table>

Examples:

There are a lot of cars in Mexico City.

There is some sugar in this jar.

For further information, check these sites:

http://bkmrt.com/rMiUCo

http://bkmrt.com/mFG8zJ
Q. Complete the phrases with: some, a few, a little, any, a lot of.
1. ________ flour.  
2. ________ potatoes.  
3. ________ people.  
4. ________ books.  
5. ________ money.  
6. ________ apples.  
7. ________ bread.  
8. ________ cars.

R. Complete the following conversation.

a) Are there ________ oranges?
b) Yes, there are ________ oranges.

a) Is there ________ yogurt?
b) No, there isn’t ________ yogurt. Oh, let me see, sorry! There is ________ yogurt.

a) Is there ________ fruit?
b) There are ________ peaches, ________ apples, ________ plums and ________ melon.

Now, substitute the underlined words from the conversation to make it different. Work with a classmate. Write the new conversation below and practice it.

Reading

Some food history

Before you read

Work with a classmate and answer the following questions:

▷ What’s your favorite food?
▷ What do you know about fast food?

While you read

Read the text. How did these dishes appear?

Everybody loves hot dogs; they are easy to prepare and the cost isn’t high, but what do you know about the origin of hot dogs? The popularity of the name hot dog is attributed to the sports cartoonist T. A. “Tad” Dorgan, who drew German figures as dachshund dogs just after the turn of the 19th century. His cartoons were not fully accepted because it was such a bad publicity. In 1913, the Chamber of Commerce prohibited the use of the term “hot dog”. The term first appeared in print in the Oxford English Dictionary in 1900.

German Americans brought us smoked sausages as bundewurst, a German word for dog sausage.

Harry Magely had the idea of putting the hot dog into a warm bun and topping of different condiments.
In 1943, Ignacio “Nacho” assembled the first nachos, he had no idea that 60 years later this idea would become one of the most famous and popular appetizers around America. This appetizer took the name after its creator: Ignacio “nachos” (Mexican people whose name is Ignacio, are usually called Nacho).

At that time, Ignacio was working at a restaurant, the Victory Club in Piedras Negras, Mexico, across the border. One day; the place was full of customers and a huge group of people got in, he needed to prepare something easy and fast. He went into the kitchen, picked up tostados and grated some cheese on them and put them under the oven, which quickly browned the top of food. He pulled them out after a couple of minutes; all melted, and put on a slice of jalapeno.” The original name that was given to this was the Nacho’s Especiales. The name was later shortened to just “Nachos.”

The origin of the term sandwich for an item of food might have originated from a story about John Montagu, the 4th Earl of Sandwich. In 1762, he asked for some meat to be served between slices of bread, to have enough food so as not to interrupt a gambling game.

Was spaghetti invented in Sicily? Spaghetti is made from the flour of hard wheat with water and salt. It has existed since the days of the Roman Empire. Spaghetti has become one of the world’s most popular dishes. It is quite possible that this food, as we know it today, was first prepared in ancient Sicily. But was it really invented in Sicily?

Popular history says that pasta was invented in China: the noodles and that Marco Polo brought the knowledge of this food to Venice. The spaghetti Polo found in the far east was made from either rice flour or hard wheat flour (Long noodles made from both grains). It is generally accepted that pasta was invented in China and perhaps spaghetti was too!

After you read

Write a brief description of these dishes.

<table>
<thead>
<tr>
<th>Dish 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nachos</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dish 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spaghetti</td>
</tr>
</tbody>
</table>
Now, you’re ready to give your presentation in front of your class. You may receive some feedback from your classmates and teacher.

<table>
<thead>
<tr>
<th>Current problem</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

## Project assessment

Read the chart and assess your personal progress.

<table>
<thead>
<tr>
<th>Student’s range of performance</th>
<th>Needs improvement</th>
<th>Good</th>
<th>Very good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using <em>there is</em> and <em>there are</em> in affirmative, interrogative, and negative forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressing existence in the present in written form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking wh-questions and talking about existence/presence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing information using <em>there is</em> and <em>there are</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using <em>how much</em> and <em>how many</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scan and play

Scan the QR code for additional resources.
1. Label the pictures below.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

2. Classify the above food into the correct category.

<table>
<thead>
<tr>
<th>Things that we can count</th>
<th>Things that we can’t count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>CONCEPTS</td>
<td>PROCESSES &amp; PRODUCTS</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Identifies the difference between countable nouns and uncountable nouns.</td>
<td>Does a pictionary about countable and uncountable nouns.</td>
</tr>
<tr>
<td>Distinguishes singular and plural nouns.</td>
<td>Practices the use of singular and plural nouns in different exercises from the book.</td>
</tr>
<tr>
<td>Identifies vocabulary about food in the food pyramid.</td>
<td>Makes a presentacion about the food pyramid.</td>
</tr>
<tr>
<td>Lists healthy recipes.</td>
<td>Describes a dish using containers and units of measurement.</td>
</tr>
<tr>
<td>Identifies the use of there is y there are in affirmative, negative, and interrogative sentences</td>
<td>Does exercises using there is y there are, in the book and notebook.</td>
</tr>
<tr>
<td>Lists the grammatical rules of nouns.</td>
<td>Makes a presentation of the grammatical rules of nouns in teams.</td>
</tr>
<tr>
<td>Identifies the words used to express quantities to use them with different types of nouns.</td>
<td>Creates affirmative, negative and interrogative sentences with the use of quantifiers (many, a few, some, too many, any, a lot of, much, a Little, some, too much, any lot).</td>
</tr>
<tr>
<td>Knows the origin of famous Mexican dishes.</td>
<td>Reads about the origins of famous dishes in Mexico.</td>
</tr>
<tr>
<td>Vocabulary about food and parts of the house.</td>
<td>Creates a book of famous recipes.</td>
</tr>
<tr>
<td></td>
<td>Uses vocabulary of food and house in affirmative, negative and questions sentences.</td>
</tr>
<tr>
<td></td>
<td>Makes a presentation of a any recipe in teams.</td>
</tr>
</tbody>
</table>
Unit purpose
Implements communicative strategies in English, at a basic level using comparatives, superlatives, accounting and no accounting adjectives and simple past tense considering the surrounding context.

Unit 2 Competence
Describes people, objects and places using the comparative and superlative form retaking historical contexts related to ancient cultures.

Generic competences
Category 2. Expresses and communicates
4. Listens, interprets and issues relevant messages in different context through the use of media, tools and appropriate codes.
4.1 Expresses ideas and concepts through language, math or graphics.
4.2 Apply different communication strategies according to those who are its partners, the context in which it is located and the objectives.
4.3 Identifies main ideas in a text oral discourse and infer conclusions from them.

Category 4. Learns autonomously
7. Learns by initiative and self-interest throughout life.
7.2 Identify the activities that are smaller and more interest and difficulty recognizing and controlling their reactions to challenges and obstacles.

Category 5. Works collaboratively
8. Participates and collaborates effectively in diverse teams.
8.1 Suggest ways to solve a problem or develop a Project team, defining a course of action with specific steps.
8.2 Provides views with opening and considers other people reflexively.
8.3 Assumes, constructive attitude consistent with the knowledge and skills are there in different teams.

Disciplinary Competences
10. Identifies and interprets the general idea and possible development of an oral written messages in a second language, using prior knowledge, nonverbal elements and cultural context.
11. Communicates in a foreign language using a consistent logical, oral or written speech with the communicative situation.
Diagnosis

A. Write in Spanish the correct translation of the following adjectives.

1. tall __________________
2. short __________________
3. big __________________
4. small __________________
5. old __________________
6. young __________________
7. happy __________________
8. sad __________________
9. handsome __________________
10. ugly __________________
11. fast __________________
12. slow __________________
13. fat __________________
14. thin __________________
15. cold __________________
16. hot __________________
17. moody __________________
18. beautiful __________________
19. shy __________________
20. smart __________________

B. Describe the following people.

1. __________________
2. __________________

C. Find the correct form of the words below.

1. Better __________________
2. Bigger __________________
3. Expensive __________________
4. Farther __________________
5. Lazier __________________
6. More __________________
7. Most __________________
8. Noisiest __________________
9. Slower __________________
10. Talented __________________
11. Taller __________________

You can log on to: http://bkmrt.com/KkSW9C

Introduction

We watch movies or TV every day, we admire famous people and many times we compare these people with other celebrities. As a class project; in this block, you have to give a presentation about famous people’s characteristics. You have to present your descriptions using comparative or superlative adjectives as well as adjectives of equality. This presentation has to be given in front of your classmates and teacher. You can include some illustrations to make it more attractive and interesting. The suggested steps for this project are divided into 4 parts that are indicated as: Working on my project.
A. Work with a group of classmates and answer the following questions.

› How would you describe your family members?

› What qualities do they have?

› What qualities do you have?

B. Listen to the words and label the pictures. Track 16

1. tall
2. short
3. big
4. small
5. old
6. young
7. happy
8. sad
9. handsome
10. ugly
11. fast
12. slow
13. fat
14. thin
15. cold
16. hot
17. moody
18. beautiful
19. shy
20. smart
C. Work with a group of classmates and write the adjectives that describe people, places, and objects on the lines.

- active
- huge
- wealthy
- young
- open
- legal
- famous
- scrawny
- important
- neat
- old
- insidious
- fancy
- husky
- grumpy

D. Look at the pictures below and write five adjectives that can describe the three pictures.
E. Now read the description and circle all the words that describe Henry.

Henry is a retired doctor. He’s 65 years old but he’s active and healthy. He does exercise every day. He’s concerned about his family. He’s easygoing, friendly and happy.

Write the words you circled:

Answer the following questions

1. What words describe Henry’s appearance?


2. What words describe Henry’s personality?


F. Analyze the information in the chart.

Grammar Focus

To ask about a person’s appearance, we use:

<table>
<thead>
<tr>
<th>What</th>
<th>do</th>
<th>you</th>
<th>they</th>
<th>we</th>
<th>they</th>
<th>look like?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>does</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>she</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>he</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q: What does your mom look like?
A: She’s tall and thin.

Q: What do you look like?
A: I’m short and plump.

To ask about a person’s personality, we use:

<table>
<thead>
<tr>
<th>What</th>
<th>are</th>
<th>you</th>
<th>we</th>
<th>they</th>
<th>she</th>
<th>he</th>
<th>like?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>is</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q: What is your mom like?
A: She’s warm-hearted and understanding.

Q: What are you like?
A: I’m friendly and easygoing.
G. Classify the following adjectives in the correct category.

| 1. nice       | 7. fat       | 13. serious  |
| 2. shy        | 8. short     | 14. old      |
| 3. friendly   | 9. tall      | 15. outgoing |
| 4. plump      | 10. young    | 16. intelligent |
| 5. pretty     | 11. big      |             |
| 6. hard-working | 12. modern  |             |
A: Who is he?
B: He’s my father.
A: What’s his name?
B: His name is Joshua.
A: How do you spell that?
B: J-o-s-h-u-a.

A: What’s your father like?
B: He’s hard-working and friendly.
A: What does he look like?
B: He’s tall.

He’s in his middle 30’s.
He’s thin.
I. Work with a classmate. Describe a famous person you admire. Don’t mention his / her name so your classmate can guess who the person is.

Example:
A: She is a peacemaker.
B: What's she like?
A: She's warmhearted.
She's popular.

She's courageous and fair.
B: Where is she from?
A: She's a native Guatemalan.
B: What does she look like?
A: She's dark-haired, short plump.

Working on my project

Part 1
Project: Comparing celebrities

Choose a group of classmates you want to work with. Discuss the following items with your teacher.
1. the date for your project presentation
2. the duration of the presentation
3. how many classes you have to prepare your project
4. how you will be evaluated

Example image. «Rigoberta Menchu 2009 cropped» by Surizar, cropped by Jen - File:Rigoberta Menchu 2009.jpg. Licensed under Creative Commons Attribution-Share Alike 2.0 via Wikimedia Commons -

Image 6. "Emperor Akihito cropped 2 Barack Obama Emperor Akihito and Empress Michiko 20140424" by State Department photo by William Ng / Public domainEast Asia and Pacific Media Hub - President Obama at the Welcome Ceremony in Japan | Flickr - Photo Sharing!. Licensed under Public domain via Wikimedia Commons -
A. Look for ten words that describe a person’s personality and write them below.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
B. Listen to the words and repeat them. Track 17

Listen & repeat

Adjectives:
- adaptable
- ambitious
- brave
- bright
- calm
- capable
- charming
- cheerful
- confident
- dynamic
- eager
- efficient
- enthusiastic
- fantastic
- fearless
- friendly
- funny
- generous
- lovely
- modern
- punctual
- quiet
- romantic
- sincere
- successful
- vigorous
- witty

C. Write synonyms for the following adjectives.

1. brave ____________________________
2. witty ____________________________
3. quiet ____________________________
4. dynamic ____________________________
5. enthusiastic ____________________________
6. cheerful ____________________________
7. successful ____________________________
8. efficient ____________________________

D. Check your answers in class.
The Apache Indians are Native American Indians who lived and ruled their territories in Arizona and New Mexico. They were more popular than other tribes in the US. In the past, each Apache tribe was led by its own chief, who was more important than the other Indians. The most important decisions were made by the council, and all the Apache council members had to agree before an action could be taken. They were more organized and respected than other tribes. There are two types of Apache traditions, formal and informal. Formal traditions are rituals or dances. Informal traditions are ceremonies. Apache celebrates formal and informal rituals to communicate with spirits.
During their ceremonies, such as the Sundown Ritual for women, Apache dancers, including the person who I was being honored, danced for five days, almost completely non-stop. In ceremonies, such as asking the spirits for rain or thanking them for a good harvest, members of the tribe would dance from sundown until the moon was at its highest point, which was midnight.

Apache dancers are a major part of any ritual. These dancers wear ankle wraps with bells when they are performing the traditional rituals. These wraps are made of leather. Sometimes, in addition to ankle wraps, the dancer will wear wrist, elbow and knee wraps. The jingling of the bells is said to awaken the spirits and prepare them for communications.
The samurai was a class of more highly skilled warriors than any others, gradually developed in Japan after the Taika reforms of 646 A.D. The reforms were about land redistribution and heavy new taxes, a Chinese-style empire. As a result, many small farmers had to sell their land and work as tenant farmers.

The culture of the samurai was grounded in the concept of bushido - “the way of the warrior.” The central tenets of bushido are honor and freedom from the fear of death. A samurai was a warrior with a stronger bushido spirit than other warriors who would fight fearlessly for his master, and die honorably rather than surrender in defeat. They were faster than their enemies.

Early samurai were archers, fighting on foot or horseback with extremely long bows (yumi). They were more prepared than other fighters. They used swords mainly for finishing off wounded enemies. After 1272, the samurai began to use more swords, as well as poles topped by curved blades called naginata, and spears.
Samurai warriors wore two swords, together called daisho - “long and short.” The katana was more dangerous than the naginata because it was a curved blade over 24 inches long, suitable for slashing.

Samurai wore full body-armor in battle, often including a horned helmet.

Seppuku, also known less formally as harakiri, is a form of ritual suicide that was practiced by the samurai and daimyo of Japan.

Samurai committed seppuku for a number of reasons, in accordance with bushido, the samurai code of conduct. Motivations could include personal shame due to cowardice in battle, shame over a dishonest act, or loss of sponsorship from a daimyo. Sometimes samurai who were defeated but not killed in battle would be allowed to commit suicide in order to regain their honor.

Now, answer the following questions.

1. What does Bushido mean?
2. What was Daisho?
3. Was Seppuku a ritual?

F. Read the descriptions again and underline the sentences that express comparisons.
G. Write some of the sentences you underlined in the previous exercise.  

> ..............................................................................................................................
> ..............................................................................................................................
> ..............................................................................................................................
> ..............................................................................................................................
Answer the following questions

1. What does more _______ than mean?

2. What does ______ er than mean?

3. How do you use these structures?

H. Summarize the information to complete the chart.

Grammar Focus

Comparative adjectives

We use comparative adjectives to _________________________________.

Subject + am/is/are + more + adjective + than + 2nd subject

| I | am | more | talented | than | my sister. |

Subject + am/is/are + adjective+er + than + 2nd subject

| My brother | is | taller | than | my cousin. |

I. Complete the rules to form comparative adjectives.

1. Add only r when the one – syllable adjective ends with ___________.
   Example: nice - nicer

2. Double the consonant when a one – syllable adjective ends with a single _______ + a single consonant.
   Example: big - bigger

3. Change the__________ to ___________ and add er.
   Example: pretty – prettier.

There are some irregular adjectives:

Irregular adjectives – comparative form

1. good – better
2. bad – worse
3. far – farther / further
J. Complete the chart with the comparative form of the adjectives.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>far</td>
<td>more far</td>
</tr>
<tr>
<td>attractive</td>
<td>more attractive</td>
</tr>
<tr>
<td>big</td>
<td>more big</td>
</tr>
<tr>
<td>good</td>
<td>more good</td>
</tr>
<tr>
<td>noisy</td>
<td>more noisy</td>
</tr>
<tr>
<td>beautiful</td>
<td>more beautiful</td>
</tr>
<tr>
<td>slow</td>
<td>more slow</td>
</tr>
<tr>
<td>bad</td>
<td>more bad</td>
</tr>
<tr>
<td>expensive</td>
<td>more expensive</td>
</tr>
<tr>
<td>tall</td>
<td>taller</td>
</tr>
</tbody>
</table>

K. Look at the pictures and complete the sentences.

Example:
Mexican food is more (delicious) delicious than pizza.

1. She is _____________ than her sister. (pretty)
2. A toothache ____________ a headache. (bad)
3. Girls _________________ boys. (romantic)
4. English _______________ German. (easy)
5. Your house _____________ mine. (big)
6. Mexican people ________ than other people. (warm-hearted)
Lesson 3 The Vikings were the most powerful people!

A. Look at the following pictures and write some sentences to describe them.

B. Read and listen to the information below. Track 19

The Vikings came from three countries of Scandinavia: Denmark, Norway and Sweden. The name ‘Viking’ means ‘a pirate raid’.

The Viking Age in Europe was about 700 to 1100 AD. During this period many Vikings left Scandinavia and travelled to other countries, such as Britain and Ireland. Some went to fight and steal treasures. Others settled in new lands as farmers, craftsmen or traders.

Terrified monks of England, Ireland and France, described the Vikings as daring barbarians; fierce, cruel and heartless pirates who according to the chronicles were well dressed and combed their beard and hair, but that’s not the whole story. The Vikings were also poets, artists and legislators and their ships explored unknown seas. They discovered and founded new countries.
The Vikings built fast ships for raiding and war. These ships were ‘dragon-ships’ or ‘longships’. The Vikings also had slower passenger and cargo ships called “knorrs”. They built small boats for fishing or short trips.

Viking longships could sail in shallow water, so they could travel up rivers as well as across the sea. In a raid, a ship could be hauled up on a beach. The Vikings could jump out and start fighting, and then make a quick getaway if they were chased.
These are the most interesting facts about the Vikings:

- They were considered the most important culture in the 9th century.
- They were the strongest men and the most fearful barbarians.
- They had one of the most fantastic mythology in Europe: They believed in many gods, including Odin - the god of war, and Thor, the god of thunder.
- They left their most important offerings for their gods to protect them during long voyages or in battles. They left offerings for their gods in holy woods, or by streams and waterfalls, hoping the gods would help them in return. Towards the end of the Viking Age, they built big wooden temples for statues of their gods.
- Viking men always wore a charm shaped like Thor’s hammer on a chain around their necks.

Now, complete the sentences below.

1. Vikings were ____________________________________________________________.
2. They built ______________________________________________________________.
3. Their mythology ________________________________________________________.

C. Read the information again and circle the sentences that express comparison.

D. Write some of the sentences you circled in the previous exercise.

> ____________________________________________________________________
> ____________________________________________________________________
> ____________________________________________________________________
> ____________________________________________________________________
> ____________________________________________________________________

Answer the following questions

1. What does the most + adjective mean?

2. What does adjective + est mean?

3. How do you use these structures?
**Superlative adjectives**

We use superlative adjectives to _____________________________________________________.

<table>
<thead>
<tr>
<th>Subject</th>
<th>am/is/are</th>
<th>the most</th>
<th>adj.</th>
<th>complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>the most</td>
<td>talented</td>
<td>in my house.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>am/is/are</th>
<th>the adjective/est</th>
<th>complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>My brother</td>
<td>is</td>
<td>the tallest</td>
<td>student.</td>
</tr>
</tbody>
</table>

**Examples:**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I am the most talented in my house.</td>
</tr>
<tr>
<td>My brother is the tallest student.</td>
</tr>
</tbody>
</table>

**F. Complete the rules to form superlative adjectives.**

1. **Add only st when a one – syllable adjective ends with _________.**

   **Example:**
   
nice - the nicest

2. **Double the consonant when a one - syllable adjective ends with a single _______ + a single consonant.**

   **Example:**
   
   big - the biggest

3. **Change the ____________ to _____________ and add _____________.**

   **Example:**
   
   pretty – the prettiest.

**There are some irregular adjectives:**

- Adjective - Superlative form
  - good - the best
  - bad - the worst
  - far - the farthest / furthest
G. Complete the table with the superlative form of the adjectives.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Superlative adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>far</td>
<td>______________________</td>
</tr>
<tr>
<td>attractive</td>
<td>______________________</td>
</tr>
<tr>
<td>big</td>
<td>______________________</td>
</tr>
<tr>
<td>good</td>
<td>______________________</td>
</tr>
<tr>
<td>noisy</td>
<td>______________________</td>
</tr>
<tr>
<td>beautiful</td>
<td>______________________</td>
</tr>
<tr>
<td>slow</td>
<td>______________________</td>
</tr>
<tr>
<td>bad</td>
<td>______________________</td>
</tr>
<tr>
<td>expensive</td>
<td>______________________</td>
</tr>
<tr>
<td>tall</td>
<td>______________________</td>
</tr>
</tbody>
</table>

H. Read the first sentence and write a second sentence using a superlative adjective.

Example:
I was very happy yesterday. It was the happiest day of my life.

1. It’s a very good movie.
2. It was a very serious accident.
3. It will be a very big party.
4. She’s more beautiful than other girls.
5. He’s a very responsible worker.
6. Russia is bigger than other countries.
I. Work with a classmate. Look at the photos and talk about some characteristics that describe the people/objects/places. Use superlative adjectives.

Example:
Dolphins are the most intelligent animals.
J. Write some examples from the previous exercise and then read them in class.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________

K. Read and listen to the comparisons about the Mayas and the Incas. Track 20

The Mayans were as organized as the Incas. They implemented strong governmental systems to retain those empires for long periods of time. The religious beliefs and practices of the Mayans and Aztecs were similar. The Incas worshiped the sun but they were as religious as the Mayans. The Mayáns are credited for the Mayan calendar and the Aztecs also have a calendar, while the Incas are famed for their masonry and engineering skills. The Mayans were as good architects as the Incas. The Incas had as interesting myths as the Mayans did. They were great civilizations!

L. Read the text again and underline all the sentences that express comparisons.

M. Write some of the sentences you underlined in the previous exercise.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Answer the following questions

1. What does *as + adjective + as* mean?

2. How do you use the structure?

Grammar Focus

Equatives

We use equatives ________________________________.

Subject + am/is/are + as + adjective + as + complement.

I | am | as | intelligent | as | you.

Working on my project

Part 2

In order to start your project, you have to select or choose two or more celebrities you want to talk about. You will need to consult different sources to get information about these people. Summarize and identify important facts to include in your presentation.
O. Look at the following pictures and make **as... as** comparisons.

Example: My little sister is as sweet as a lollipop.

P. Work with a classmate. Write a conversation comparing something you both like, such as: music and sports. Rehearse and present your conversation in class.
Part 3

Let’s continue working on your project: It’s important to check that your writing is complete and that it complies with grammar, spelling and punctuation conventions.

Prepare and design the visual material you are going to use for your presentation. You can use posters, power point presentations, videos, and photographs.

Check your pronunciation, intonation, and fluency. Ask your teacher for help if necessary.

Reading comprehension

Before you read

Answer the questions below before you read:

➢ Which vacation places are the most popular?
➢ Which is the most attractive city in the world? Why?

While reading

Read the descriptions and circle the sentences that describe each place.

Top 20 Travel destinations

Here you have the best 20 places to spend your vacation:

20. Washington DC
Of course DC is so much more than its museums, monuments and political prominence, and that is the main reason why we love it so.
19. Dubai
Dubai is not all gold souks, world-class hotels and shopping malls but also a place to relax and feel as if you were in paradise!

18. Istanbul
We’re expecting great things from the historic city of Ottoman mosques in 2012. Istanbul’s once uninspiring restaurants and nightlife scene are undergoing a renaissance on a grand scale.

17. Maui
Consistently voted one of the world’s most romantic islands, Maui’s lush tropical forests, gorgeous beaches and fresh cuisine see it featured strongly on a list dominated by big cities.

16. Tokyo
Futuristic yet historic, conservative yet outrageous, Tokyo, Japan’s capital city continues to astonish and delight us.

15. Los Angeles
Los Angeles—the city of dreamers, celebrities and wannabes—continues to fascinate and attract stargazers.

14. Amsterdam
We can’t go past Amsterdam’s historic canals, museums and cute coffee shops. It’s also one of the world’s best cities for cycling.

13. Orlando
Synonymous with Disney, let’s not kid ourselves why people love this town. While it’s a bit light on historical attractions, the theme parks and sunshine are plentiful in Orlando.

12. Bangkok
Hot, sweaty and addictive, Bangkok buzzes with activity day and night while still remaining distinctly and majestically Thai.

11. Florence
Once the center of the Italian Renaissance, we continue to be captivated by Florence, one of Italy’s most beautiful cities.

10. Rio de Janeiro
It’s not hard to see why Rio de Janeiro is high on the list! Go for zesty caipirinhas, samba and city beaches and stay for the world’s biggest party when in Rio de Janeiro.

9. San Francisco
It’s hard to say what we love most about San Francisco: the Golden Gate Bridge? Its hilly streets or its laidback west coast vibe? We love it all!

8. Venice
The floating city of Venice has been attracting world travelers for centuries and we continue to be drawn to its waterways, festivals and remarkable architecture.
7. Barcelona
Young, vibrant and dripping in Gothic architecture, we can’t get enough of Barcelona and its famous son, architect Antoni Gaudi.

6. Sydney
Have fun in the sun in Sydney! Nowhere inspires city envy as much as sun-loving Sydney. Just as well, if it wasn’t so far away from the northern hemisphere we’d all want to live there.

5. Rome
Bustling and dramatic. Rome, old and new, has long captured the hearts and minds of world travelers.

4. Las Vegas
Join the stream of hopefuls, honeymooners and lovers of bling as they get caught in the headlights of Las Vegas, America’s glitziest city.

3. Paris
And in third place… one of the most stylish and romantic cities in the world! Perennially popular Paris continues to seduce and summon lovers of food, fashion, architecture and all French things.

2. London
Snapping at the heels of NYC is London, one of the world’s best-loved destinations. Ok, the sun only makes an occasional appearance, but we’re more interested in Buckingham Palace, Hyde Park, the Tower of London and a host of other cool Britannia attractions.

1. New York City
Start spreading the news… New York City was our top travel destination in 2011 and we predict that it’ll top the charts again next year! From Times Square and Central Park to the Empire State Building and The Met, NYC is one of the world’s most exciting places to visit.
After you read

Small group work. Work with a group of classmates and choose the best place for you.

Walk around the classroom to interview your classmates about the most popular places and activities for their vacation season.

<table>
<thead>
<tr>
<th>Name:</th>
<th>1. ___________</th>
<th>2. ___________</th>
<th>3. ___________</th>
<th>4. ___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What's your favorite holiday destination?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How often do you visit this place?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What can you do there?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What kind of food can you eat?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Who do you usually go with?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q. Small group work. Work with a group of classmates and share your results from the previous activity. Decide which place is the best to spend your vacation in.

The best place for my vacation is: ____________________________________________
because _____________________________________________________________________
____________________________________________________________________________.

R. Work with a group of classmates and discuss the question below.

What's a Spelling Bee contest?

Organize a spelling contest in your class. Good luck!

Watch this video and find out!
http://bkmrt.com/z7adJB
Now, you’re ready to give your presentation in front of your class. You will receive some feedback from your classmates and teacher.

Use the chart below to make notes on your classmates’ presentations.

<table>
<thead>
<tr>
<th>Current problem</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Project assessment

Read the chart and assess your personal progress.

**Student’s range of performance**

<table>
<thead>
<tr>
<th>Needs improvement</th>
<th>Good</th>
<th>Very good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search for information related to comparative and superlative adjectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarize information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify comparative, and superlative adjectives, and equatives in written texts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe events using the target language. Use grammar structures and vocabulary correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express personal opinions communicatively. Use information technology to search for information to solve problems.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scan and play

http://bkmrt.com/ionsar

http://bkmrt.com/Hrn79D
Reading comprehension

Before you read

1. Answer the following questions.
   a. What places do you like in Mexico?
   b. What’s the most beautiful place in Mexico? Why?

While you read

2. Underline sentences that contain comparative or superlative adjectives.

Mexico is a beautiful country. It is one of the richest countries, culturally speaking. Mexicans are proud of their country. They have worked very hard to make it an attractive country for tourists.

Tourists love Mexico because it is full of history, delicious food, nice beaches, historic buildings, beautiful weather. Take for example Cancun, a city that has the most visited and most expensive beach in Mexico.

Surfing is more common in the US than in Mexico but many Americans come to Mexico to go surfing in Puerto Escondido, Oaxaca.

Historical buildings in Mexico are much older than those of some modern countries and towns in Europe and America.

Although Mexico City has more than 20 million people, and it is considered the most crowded city in the world, it also offers an abundance of culture and entertainment. There are many museums, theaters, movie theaters, and more.

Mexico is probably the country that has some of the spiciest food in America. Chili is a popular ingredient in food everywhere in our country.
3. Read the text again and underline the comparative sentences, write them below.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

After you read

4. Answer the following questions T (True) of F (False).

1. Beaches in Oaxaca are the most visited in America. _____
2. Mexico City is entertaining. _____
3. Buildings in Mexico are the newest in the world. _____
4. Cancun isn’t a better place than Oaxaca for surfing. _____
5. Mexico City is the most crowded city in the world. _____

Achievement and Performance Evidence Organizer

✓ Check your answers or ✗ cross them out.

**KNOWLEDGE**
- Identifies adjectives of quality to describe personality and physical appearance.
- Lists questions that are commonly performed to talk about personality and physical appearance.
- Identifies famous people in the world to describe physical and personally.
- Distinguishes features of ancestral cultures in a reading comprehension text.
- Knows the rule of comparatives in the English language.
- Identifies the characteristics of different tourist destinations in the world.

**PROCESSES & PRODUCTS**
- Classifies adjectives of quality to describe personality and physical appearance.
- Builds sentences and questions to describe personality and physical appearance of people.
- Performs small conversations where includes qualifying adjectives which describe family members and celebrities in the world.
- Compare different ancestral cultures through a reading comprehension.
- Builds comparative sentences to distinguish ancestral cultures.
- Compare different tourist destinations in the world.

**CONSCIOUS ATTITUDE DEVELOPMENT**
- Shows openness and tolerance toward the new language.
- Demonstrates patience and collaborative work for the development of activities either in pairs, trios, or in teams.
- Shows respect toward classmates and teachers.
- Use of information responsibly and the adjectives adjectives to describe people.
- Demonstrates willingness and initiative to seek information about the different tourist places around the world.
- Use his/her creativity to develop the project of the unit.
Unit 3

Important moments in the past

Unit purpose
Implements communicative strategies in English, at a basic level using comparatives, superlatives, countable and non-countable nouns; adjectives and the simple past tense in accord with the context.

Unit 3 Competence
Generic competences
Category 2. Expresses and communicates ideas.
4. Listens, interprets and issues relevant messages in different context through the use of media, tools and appropriate codes.
4.1 Expresses ideas and concepts through language, math or graphics.
4.2 Apply different communication strategies according to those who are its partners, the context in which it is located and the objectives.
4.3 Identifies main ideas in a text or oral discourse and infer conclusions from them.
4.5 Manages information technology and communication (TIC) to get facts and express ideas.
Category 4. Learns autonomously
7. Learns by initiative and self-interest throughout life.
7.2 Identify the activities that are smaller and more interest and difficulty recognizing and controlling their reactions to challenges and obstacles.

Category 5. Works collaboratively
8. Participates and collaborates effectively in diverse teams.
8.1 Suggests ways to solve a problem or develop a team project, defining a course of action with specific steps.
8.2 Provides views with opening and considers other people reflexively.

Disciplinary competences
10. Identifies and interprets the general idea and possible development of oral or written messages in a second language, using prior knowledge, non-verbal elements and cultural contexts.
11. Communicates in foreign language using consistent logical oral or written speech in accord with the communicative situation.
Diagnosis

A. Choose the correct answer to complete the ideas.

1. Sarah doesn’t like coffee; she usually __________ tea.
   a. drinks b. drink c. drinking d. to drink

2. Where does he __________?
   a. to live b. lives c. living d. live

3. You shouldn’t __________ too much junk food; it’s bad for your health.
   a. eating b. eats c. to eat d. eat

4. __________ a brown bag.
   a. Sarah is b. Sarah has c. Sarah doesn’t d. Sarah didn’t

5. Please __________! I’m trying to sleep.
   a. don’t shout b. doesn’t shout c. not shouts d. can’t shout

6. My friend __________ lunch every day in his job.
   a. buys b. bought c. buy d. eat

B. Circle the verb in each question.

1. Does this city have / has any famous buildings?
2. Do you live / lives in the center of the city?
3. What kind of home do you lives / live in?
4. How many rooms does your home have / has?
5. Does your home have / has a garage?
6. Does your home has / have a swimming pool?
7. Why do they ask / asks so many questions in class?
8. Where does your sister live / lives?
9. What time do the lessons finish / finishes?

You can log on to:

http://bkmrt.com/ ejb8FH

Working on my project

Introduction

We usually have family albums which contain photographs about our childhood. As a class project; in this block, you have to give a presentation about your childhood memories. You have to present your anecdotes when you were a little child, using the simple past tense. This presentation has to be given in front of your classmates and teacher. You can include some illustrations to make it more attractive and interesting. The suggested steps for this project are divided into 4 parts that are indicated as: Working on my project.
A. Small group work. Work with a group of classmates and discuss the following questions.

1. What do you usually do in your free time?
2. What activities do you do at school?
3. Which sports do you like? Why?

B. Write two activities in each category.
C. Search for words to complete the mind map. Circle them.

Leisure activities
- download music
- attend classes
- stretch
- read

Working activities
- do homework

My activities
- __________________________
- __________________________
- __________________________
- __________________________

Studying activities
- __________________________
- __________________________
- __________________________
- __________________________
D. Read and listen to the following information. Track 21

I’m always in a rush! My life is full of activities that I sometimes enjoy and some others they are just killing me! I think we must have a balance in our lives, to have sports and leisure activities are important elements of schooling. They serve as ‘lungs’ in the hectic school schedule that we deal with.

Schooling is not only about studying but also about having fun and keeping healthy. Education is best imparted, if learning is made taken into account all different needs students have. It is very important to devote enough time for academic, sports and leisure development. It is thus important for school officials to encourage the active participation of students in sports. These activities at school act as effective stress busters in the hectic school schedule and also help create an environment that is conducive to the general growth and development of young minds. There are sports and leisure activities that can be planned for school students because they also develop or promote different competencies: team work, collaborative work, etc.
School sports

Sports are an essential aspect of a school curriculum. Sports help in fostering the much-needed team spirit among students. Gymnastics, track and field competitions, basketball and soccer matches and inter-class sports events can be organized in schools. Sports enthusiasts can participate in these events, while those not participating can be a part of the cheering team. We surely enjoy activities like cycling and running races, skating and fun games. Outdoor camps and picnics are great options for fun activities. We can organize team games and make the school trips, a fun-filled learning experience for the teachers and the students as well. How about taking up extreme sports? Well, sport enthusiasts with a dare-devil attitude can go for it! Just make sure you take the required safety measures, as outdoor endeavors might turn out to be risky.

Leisure time at school

If you believe that school is only about class projects and homework, you’re wrong! School education is much more than that. It is about teaching students the important lessons of life. It aims at the global development which includes moral values and principles. It is very important to incorporate some leisure activities in the school’s weekly schedule. We can organize yoga sessions and meditation exercises or drama classes, loud-reading sessions and library exercises are excellent leisure activities in school! What about some Zumba? Or some oil painting? In fact, we should devote one hour every week for reading. Music and dance classes are excellent options for leisure activities at school. We can also arrange for arts and craft or clay work lessons.

Sports and leisure activities are about spending our time in a creative and productive way. They are the best way to discover hidden talents, cultivate bright minds and encourage innovation!
Answer the following questions

1. Why is it important to practice sports?

2. What leisure activities do you enjoy the most? Why?

3. What school activities do you consider necessary? Why?

G. Complete the missing information.

Grammar Focus

The thing I like the most about my school is the sports program we have.
You’re good at soccer. You dribble the opponents easily!
I’m really into history, it’s my favorite subject.

We use the following phrases to express opinions:

The thing I like the most about ... is ...
The thing I like the least about ... is ...
I’m really into ... because ...
I think I’m good at ...
I’m not good at ...
Soccer is a ball game that two teams play. The ball is moved with the feet, that’s why the sport is also called football. The official name of this sport is association football (after the London Football Association). But English native speakers usually just called it soccer, football, footie, footy or footer. Read some characteristics of this sport:

**Purpose:** The purpose of this game is to score goals in order to beat the opponent.

**Players:** Each team has 11 players:

- A goalkeeper (also called goalie). This player has to block the shots by the opposing team.
- The fullbacks (defense). These players need to prevent the opposing team from scoring goals.
- The halfbacks (or midfielders). They play both offense and defense.
- The forwards (or strikers). They have to score goals for their team.

**Duration:** The game is played in two halves of 45 minutes each. At halftime the teams change ends. There’s a 15 minute break after the first half is over.

**Rules:** Except for the goalie, players must not touch the ball with their hands or arms. They can, however, use any other part of the body.

A goal is scored when the ball has crossed the goal line between the posts and under the crossbar.
1. What is ‘soccer’ officially called?

2. What does the goalie do?

3. Are players allowed to touch the ball with their hands?

---

**Soccer time**

This page is just for you that love soccer...

Goal ! is the name of a film about soccer. It tells the story of a Mexican-American boy who lives in LA and goes to Europe to play with the New Castle United.

Santiago Munez embodies every child’s dream: to become a famous and successful player, but it wasn’t easy for him. He was living illegally in the U.S. He was poor. He didn’t have his father’s support. And above all, he had asthma. But he struggled to overcome adversity and achieved his dream. Dreams can come true!
I. As we know you love soccer and know a lot about it, we’ve decided to test your knowledge about the most popular sport in Mexico. Complete the following activities.

Get ready to have fun!

who does what? referee goal keeper forward defense mid fielder

1. The ________ also called goalie, or keeper, is the only player allowed to touch the ball with his hands.

2. The ________ has as a primary role to take the ball away from the offense and start the attack in his team’s favor. His secondary role is to shut down the attack of the opposing team.

3. The ________ is in charge of making sure players obey the rules in the field.

4. The ________ can play both offense and defense.

5. The ________ finishes the attack and tries to score.

History

1. Soccer is originally from ________

2. FIFA was created in the year ________

3. The oldest soccer team in Mexico is ________

4. FIFA means ________

5. Two rules of soccer are: ________  ________
Lesson 2
She was rich and talented.

A. Look at the pictures below and discuss these questions with a classmate.

- Do you recognize these people?
- What do they have in common?

1. Brittany Murphy
2. Pablo Picasso
3. George Harrison
4. Paul Walker
5. John Lennon
6. Whitney Houston
7. Amy Winehouse
8. Robie Williams
B. Complete the following chart with the opposite form of the adjectives. Use an online dictionary to help you.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Opposite</th>
</tr>
</thead>
<tbody>
<tr>
<td>old</td>
<td>new</td>
</tr>
<tr>
<td>shy</td>
<td>bold</td>
</tr>
<tr>
<td>rich</td>
<td>poor</td>
</tr>
<tr>
<td>generous</td>
<td>stingy</td>
</tr>
<tr>
<td>slim</td>
<td>fat</td>
</tr>
<tr>
<td>short</td>
<td>tall</td>
</tr>
<tr>
<td>witty</td>
<td>dull</td>
</tr>
<tr>
<td>angry</td>
<td>happy</td>
</tr>
<tr>
<td>clumsy</td>
<td>skilled</td>
</tr>
<tr>
<td>handsome</td>
<td>plain</td>
</tr>
<tr>
<td>off-beat</td>
<td>on-beat</td>
</tr>
<tr>
<td>stubborn</td>
<td>easy</td>
</tr>
</tbody>
</table>

C. Use some of the previous words to describe the people in exercise A.

Example: He is Andy Whitfield.

He was an actor.

He was rich and talented!

Write some examples below:

> ____________________________________________________________
> ____________________________________________________________
> ____________________________________________________________
> ____________________________________________________________
> ____________________________________________________________

Small group work. Share your results with your classmates.
Brittany Murphy

Brittany Anne Murphy-Monjack was born on November 10th, 1977. Her artistic name was Brittany Murphy. She was an American actress and singer.

Her parents were Sharon Murphy and Angelo Bertolotti. Murphy’s father had personal problems and was in and out of prison. As a result, Murphy’s parents were not happy together and they were divorced when she was only two years old.

Murphy and her mother were in Edison, New Jersey when she became interested in acting and performing. She entered the Verne Fowler’s School of Dance and Theater (voice lessons) in Colonia, New Jersey and was a student there until she was in her early teens.

When she was eight, she was at auditions all the time. She made her first TV commercial when she was 12. Murphy and her mother relocated to Los Angeles in 1991 when the actress was 14 years old, in order to further Murphy’s acting career. She was a regular on the Fox sitcom Drexell's Class (1991). When she wasn’t working on set, Brittany was studying at John Burroughs High School in Burbank, California.
After the success of *Clueless*, Murphy was a star in a series of critically acclaimed film roles, including starring roles in *Girl, Interrupted* (1999) with Winona Ryder and Angelina Jolie; *8 Mile* (2002) with rapper Eminem; and *Sin City* (2005) with a star-studded cast that included Bruce Willis, Mickey Rourke and Jessica Alba.

In December of 2009, Murphy’s life changed drastically. Her husband, screenwriter Simon Monjack, was hospitalized for health problems. She was sick too and was forced to leave her project, *The Caller*.

On December 20th, 2009, actress Brittany Murphy died of a cardiac arrest. She was only 32 years old.

**F. Read Brittany’s biography again and complete the following sentences.**

2. Murphy’s parents ___________________________ together.
3. Murphy ________ a student at the Verne Fowler’s School of Dance and Theater.
4. When she ________ working on set ____________________________ studying.

**Answer the following questions**

1. What do you express with *was* and *were*?

2. How do you use *was* and *were* in sentences?
G. Complete the missing information.

**Grammar Focus**

We use the past tense of the verb to be to ________________________________

<table>
<thead>
<tr>
<th>was (was not)</th>
<th>were (were not)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was at home last night.</td>
<td>You were my classmate.</td>
</tr>
<tr>
<td>He was sick yesterday.</td>
<td>We were busy last week.</td>
</tr>
<tr>
<td>She was not an actress.</td>
<td>They were not at the movies.</td>
</tr>
<tr>
<td>The dog was not tired.</td>
<td></td>
</tr>
</tbody>
</table>

**Working on my project**

**Part 1**

**Project: Childhood memories**

Choose a group of classmates you want to work with. Discuss the following items with your teacher.

1. The date for your project presentation
2. The duration of the presentation
3. How many classes you have to prepare your project
4. How the project will be evaluated

**Pay attention to the following contractions:**

- Was + not = wasn’t
- Were + not = weren’t

To make questions, just place the past tense of the verb to be at the beginning of the sentences.

Was your mom sick?
Were you busy yesterday?

**H. Complete the sentences using was/wasn’t/were/weren’t.**

1. She __________________ happy yesterday.
2. They __________________ at home last night.
3. ___________________ he sick last week?
4. I ___________ hungry yesterday.
5. My mom ____________ angry.

6. ______________ your father busy last night?

7. Your teacher ______________ tired yesterday.

8. She ______________ nervous during the test.

I. Interview four classmates to complete the chart.

<table>
<thead>
<tr>
<th>Student’s name:</th>
<th>Classmate 1</th>
<th>Classmate 2</th>
<th>Classmate 3</th>
<th>Classmate 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Years ago...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who was your favorite singer?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was your favorite food?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which was your favorite TV program?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was your favorite game?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which was your favorite holiday?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who was your favorite hero/heroine/character?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remember you can use question words:

Who - people
What - object, action
Where - place
When - date
What time - hour
How long - period of time
What kind of - type of
J. Work with a classmate. Look at the pictures and describe the famous people you know.

Example:

**Student A:** He is Heath Ledger. He was an actor.

**Student B:** Was he American?

**Student A:** No, he wasn’t. He was Australian.

1. Brandon Lee
2. Kurt Cobain
3. Amy Winehouse
4. Frida Kahlo
5. Diana, Princess of Wales
6. Mario Benedetti
A. Discuss the following questions with a group of classmates.
   > Do you remember your childhood?
   > What do you remember about it?

B. Use the verbs to fill in the blanks in the pictures.

| work-worked | show-showed | study-studied |
| play-played | love-loved  | ask-asked     |
| paint-painted | watch-watched | walk-walked  |
| kiss-kissed | look-looked  | cook-cooked   |
| wash-washed | talk-talked  | listen to-listened to |
| call-called | spy-spied    | rest-rested   |
C. Listen to the following verbs and repeat them. Track 23

**Listen and repeat**

1. happen
2. pick
3. enjoy
4. invite
5. ask
6. kiss
7. play
8. dance
9. look
10. visit

- happened
- picked
- enjoyed
- invited
- asked
- kissed
- played
- danced
- looked
- visited

D. Unscramble the verbs and use each one to fill in the blanks of the sentences below:

1. We __________ on the phone for hours.
2. They __________ a great game yesterday!
3. She __________ me a question about the homework.
4. We __________ 25 people to the party.
5. You _________ great in that red dress!
6. I really _________ the party.
7. He _______________ to school every day last week.
8. They ___________ at the end of their date.

E. Read and listen to the following conversation. Track 24

**Pam:** Hello Karen!

**Karen:** Hi Pam!

**Pam:** Tell me. I’m anxious to know.

**Karen:** Oh, I’m anxious to tell you! I had a great date!

**Pam:** Really? What happened?

**Karen:** He picked me up yesterday at noon. First, we ordered lunch at Luigi’s. The restaurant was beautiful and the food was delicious. Then, we walked on Independence Boulevard. We walked a lot. He offered me some ice cream as a dessert. Finally, he invited me to fly in a hot air balloon! A huge one! He helped me get in the basket and up into the sky we went! We floated in the air for about an hour… at the end of our date, he mentioned that he liked me very much!

**Pam:**Wow! That is something! Congratulations!

**Karen:** Yes, he planned the best date ever!
F. Underline all the sentences which have verbs in the past tense.

G. Write some of the sentences you underlined in the previous exercise.

H. Surf the web to find information to answer the following questions.

Examples of sentences in the simple past.
Explanation about how to form sentences in the simple past.
Use of the simple past tense.
Answer the following questions

1. What do we express with the simple past tense?

2. How do you use the structure of the simple past tense?

I. Complete the missing information.

Grammar Focus

We use the simple past tense to express.__________________________________________

Affirmative: Subject + verb in past + complement.

I visited my friends yesterday.

My sister cooked pasta last week.

Example:

Working on my project

Part 2

In order to start your project, you have to select your childhood memories you want to talk about. You can choose any anecdotes you want to talk about. You may need to get information about these memories. Summarize and identify important facts to include in your presentation.
J. Pay attention to the information below.

**Regular verbs in past.**

We have three different pronunciation sounds for regular verbs in the simple past tense:

1. **When verbs end with voiceless sounds**
   
   p, s, sh, ch, f, k, x. We pronounce *ed* as *t*.
   
   **Examples:**
   
   watch - watched

2. **When verbs end with voiced sounds**
   
   l, n, m, b, v, g, w, y, j, z, r. We pronounce *ed* as *d*.
   
   **Examples:**
   
   stay – stayed

3. **When the verbs end with *t* or *d* we pronounce**
   
   *ed* as *id*
   
   **Examples:**
   
   want - wanted [id]
   need - needed [id]

K. Listen to the verbs and write them in the correct column according to their pronunciation. **Track 25**

<table>
<thead>
<tr>
<th>/t/</th>
<th>/d/</th>
<th>/id/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
L. Listen and repeat the following examples. Write the correct ending pronunciation, /t/, /d/ or /id/ on the line. Track 26

1. looked ____  6. laughed ____  11. listened ____  16. smelled ____
2. played ____  7. smiled ____  12. loved ____  17. invited ____
3. walked ____  8. talked ____  13. asked ____  18. called ____
4. lived ____  9. watched ____  14. visited ____  19. jumped ____
5. skated ____  10. looked ____  15. liked ____  20. wanted ____

M. Complete the sentences using the past tense form of the verbs.

Example:
My sister cooked roast chicken last night.

1. I ________________________
tennis yesterday.

2. My grandma _______________________
my sister with the dinner last night.
3. You _______________ your girlfriend last night.

4. We________________ our friends to our party last week.

5. He________________ to his boss about the problem for hours.

6. I________________ the movie very much. It was really interesting.

7. My sister _______________ the dogs this morning.

8. The teacher _______________ Javier about last class.
Read and listen to the following expressions. Track 27.

1. ride a bike
2. eat
3. jog
4. exercise
5. write
6. sleep
7. buy
8. swim
9. go bowling
10. sing
11. draw
12. hang out with friends
Now listen and repeat the verbs in the present and the past forms. Track 28

**Present**
- go
- see
- sing
- ride
- eat
- run
- do
- write
- sleep
- buy
- swim
- have
- drink
- read
- draw

**Past**
- went
- saw
- sang
- rode
- ate
- ran
- did
- wrote
- slept
- bought
- swam
- had
- drank
- read
- drew

P. Complete the sentences using the above verbs.

*Example:* I wrote an e-mail this morning.

1. Karen _____________ orange juice this morning.
2. You _____________ your homework last night.
3. We _____________ pizza yesterday.
4. Your dad _____________ a song at the party.
5. The teacher _____________ to the museum last month.
6. We _____________ a horse yesterday.
7. I _____________ 8 hours last night.
8. My sister _____________ an interesting book last week.
Outstanding people

Q. Small group work. Work with a group of classmates and discuss the following questions.

- Who is the most famous person in the world?
- Why is this person famous?

Whitney Houston
Steve Jobs
Amy Winehouse
Heath Ledger
Brittany Murphy
Malala
Martin Luther King Jr. considered in history as one of the principal leaders of the civil rights movement in the United States and a prominent advocate of nonviolent protest. King’s challenges to segregation and racial discrimination helped convince many white Americans to support the cause of civil rights in the United States.

German-American physicist Albert Einstein contributed more than any other scientist to the 20th-century vision of physical reality. In the wake of World War I, Einstein’s theories, especially his theory of relativity, seemed to many people to point to a pure quality of human thought, one far removed from the war and its aftermath. Seldom has a scientist received such public attention for having cultivated the fruit of pure learning.
Bruce Lee

The Chinese American actor Bruce Lee, was born in San Francisco on November 27, 1940. Born a sickly child, he was named Li Jun Fan a female name by his mother toward off evil spirits. His dad a Hong Kong opera singer returned back to Hong Kong along with his family in 1941. In 1946 he appeared in first of many films as a child actor. He appeared in 20 movies and rarely in school. He soon became involved with a gang and his mother shipped him back to America. He soon picked up a job teaching the Wing Chun style of martial arts that he had learned in Hong Kong. Lee also studied philosophy at the University of Washington, at the same time acquiring his considerable skills in the martial arts like karate, kung-fu, and so on. Shortly after, Lee landed his first US show-biz role -- Kato in The Green Hornet, A 1966-67 TV superhero drama from the creators of Batman.

Mother Teresa

Mother Teresa was born Agnes Gonxha Bojaxhiu, the youngest of three children of an Albanian builder, on August 26, 1910 in Skopje, Macedonia. At the age of 18 she joined the Order of the Sisters of Our Lady of Loreto in Ireland. She chose the name of Sister Teresa, in memory of Saint Thérèse of Lisieux. In December 1928 she began her journey to India. Soon after, on January 6, 1929 she arrived in Calcutta, the capital of Bengal, India to teach at a school for girls. While in Calcutta, she was moved by the presence of the sick and dying on the city’s streets. Mother Teresa recalls: “I realized that I had the call to take care of the sick and the dying, the hungry, the naked, the homeless - to be God’s Love in action to the poorest of the poor. That was the beginning of the Missionaries of Charity.”

Part 3

Let’s continue working on your project: It’s important to check that your writing is complete and that it complies with grammar, spelling and punctuation conventions.

Prepare and design the visual material you are going to use for your presentation. You can use posters, powerpoint presentations, videos, photographs, etc.

Check your pronunciation, intonation and fluency. Ask your teacher for help if you have questions.
5. Read the text again and complete the mind map.

**Martin Luther King**
- Occupation: 
- Contribution to mankind: 
- Outstanding fact: 

**Mother Teresa**
- Occupation: 
- Contribution to mankind: 
- Outstanding fact: 

**Albert Einstein**
- Occupation: 
- Contribution to mankind: 
- Outstanding fact: 

**Bruce Lee**
- Occupation: 
- Contribution to mankind: 
- Outstanding fact: 

6. Underline the sentences that express completed actions in the past.

7. Write some sentences you underlined in the previous exercise.
   1. 
   2. 
   3. 
V. Complete the missing information.

Answer the following questions

1. What does *did* mean?

2. What does *didn’t* mean?

---

**Grammar Focus**

Simple past tense with irregular verbs:

**Affirmative:**

Subject + verb in past + complement.

- We ate Mexican food last weekend.

**Negative:**

Subject + didn’t + verb in simple form + complement.

- We didn’t go out last night.
- I didn’t buy any books last semester.

**Interrogative:**

Did + subject + verb in simple form + complement?

- Did you write an e-mail yesterday?
- Did your friends take classes last week?
Irregular verbs

There are other verbs that change to “past” in a different way, basically in three different forms:

1. They change slightly (They are similar: drink-drank, run-ran).
2. They don’t change at all (They are the same: cut-cut, hit-hit).
3. The entire word changes. (They are completely different: eat-ate, go-went).

Examples:
eat-ate  drink-drank  fly-flew  go-went
have-had  get-got  hit-hit  break-broke
sit-sat  catch-caught  buy-bought  think-thought
give-gave  bring-brought  take-took  sing-sang
swim-swam  cut-cut  make-made  hear-heard
see-saw  feel-felt  write-wrote  find-found
win-won  say-said  run-ran  wear-wore

What’s the difference between regular and irregular verbs?

W. Look at the verbs and classify them in the correct column.
X. Complete the sentences with the correct form of the verb or the auxiliary.

1. ______________ you ______________ to the movies last weekend?
   No, I ______________ ______________ because I ______________ for an English exam.
2. ______________ Helen ______________ new car on weekend?
   Yes, she ______________ a nice red convertible!
3. What time ______________ you ______________ this morning?
   I ______________ very early because I ______________ to class at 7!
4. Where ______________ you and your family ______________ on vacation last summer?
   We ______________ to the beach and ______________ a lot of fun!
5. When did you ______________ seafood last time?
   I ______________ a shrimp cocktail last weekend.

Y. Use the words to make questions and then, answer them with your personal information.

Example: you - TV - last night.
Did you watch TV last night?
No, I didn’t watch TV last night.

1. You – History – yesterday

2. Your uncle – a car – last week.

3. It – rain – last night.


5. Your father – the newspaper – this morning.


The carriage moved fast along a road that passed through a thick forest. "These Transylvanian mountains are somehow creepy", I thought to myself, "and I can see many red eyes out there. Those must be wolves". A woman reached toward me and gave me a small, silver cross. "Wear it around your neck", she said, "all the evil things in the world are running wild now". I got out and another big black carriage came to pick me up. Some hours passed until I finally saw a large, black castle on top of the mountain – Castle Dracula, where I would meet Count Dracula to close a business deal.
The old wooden door opened and a tall, pale man spoke to me. “My house is your house, you are most welcome, Mr. Jonathan Harker.”

“Count Dracula?”, I asked. He was a mysterious man; his face was pale and long, his cold eyes were red and his mouth was filled with pointed, white teeth.

“I am Dracula. Come in, you must be starving. And don’t worry about the wolves. They are just happy to have you as a guest.”

He took me to a very elegant room where dinner was served. He apologized for not eating with me, as he had already eaten. The first night passed and I woke up late the next day; I met Dracula in his library and we talked about the house he intended to buy in England. The next day, as I was shaving myself using a small mirror I had brought with me, I heard someone whisper “Good morning”. I jumped with fear and cut myself; the count had been standing next to me, but I had not seen him in the mirror. He got very angry when he saw my little mirror and threw it away, and it seemed to me that when he saw a small blood drop he began to shake. He left the room and I was very scared. I wanted to leave as soon as possible.

But that did not happen. Count Dracula asked me to stay for one month as I had to take care of our business, so I wrote a letter to my boss and to my girlfriend, Mina, explaining the situation. One day, as we were talking about England in his library, Dracula advised me not to wander around the castle at night. Later that day I discovered a room that was not locked as the others; I fell asleep and dreamt of three beautiful, red-eyed women. As they were approaching me, Count Dracula entered the room and yelled at them. “I told you not to touch him! This man is mine!” and so they went away with a bag Dracula gave them. There was something in the bag that made baby noises, but I never really knew what was in it.

The next day Dracula said nothing about that scary event. Instead he told me to write three letters: one saying I was almost done with business there, the second saying I would leave the next day and the third one saying I had already arrived at a small town that was near Dracula’s castle. “The post office service is slow here, so I will send the letters at the right time. Don’t worry”, he said to me. I really wanted to escape – I looked for the keys to the front door in Dracula’s room. I climbed down the exterior castle wall as I had seen the count do the night before (which was terrifying as hell) and entered his room; I followed a dark passage and found a room filled with wooden boxes. Count Dracula was lying inside one of them, his face looking happy and his mouth covered with blood, so I ran away as fast as I could!

Mina, Jonathan’s girlfriend, and her friend Lucy were on holiday in a small town near London. There was a night in which Mina woke up alone in their room, and went out looking for Lucy. She found her seated next to a dark shadow that disappeared as soon as she came closer. She had two strange marks on her neck. Lucy became ill and Mina was very worried about her, until a letter that said Jonathan was hospitalized in Budapest arrived.
Arthur, Lucy’s boyfriend, called for Dr. Seward to check on her. He could not understand what was going on with the lady, so he called Professor Van Helsing, a friend of his that knew a lot about unusual illnesses. After he checked her she seemed to recover, but after a few days her condition worsened. Her heart was weak and she was very pale as she had lost a lot of blood. Van Helsing performed a blood transfusion and Lucy felt better; he also gave her some garlic flowers and advised her to stay home.

“Do not take these flowers off your neck and don’t open the windows.”, he said, “Trust me. It is very important to keep you safe”.

“But, safe from what?”, Arthur and Dr. Seward thought. Van Helsing gave no further explanations and told them he had to go away for some time.

Dr. Seward was very tired. He worked in a mental care hospital during the days and took care of Lucy at nights. In that hospital there was a man, Renfield, who had been hallucinating since Lucy became ill. “He is here! He is here!” he yelled. A few nights passed, and as Dr. Seward was falling asleep on his desk at the hospital, the door crashed open and Renfield came in with a knife. He attacked him but Dr. Seward hit him with a book. Renfield fell to the floor and began drinking the blood that was falling from Dr. Seward’s arm. “Blood is life!”

He screamed, as the guards took him away. Dr. Seward was feeling sick so he did not go to take care of Lucy that night, and instead received a note from Van Helsing saying he would arrive that very same night.

The next morning Dr. Seward hurried up to go where Lucy was. The house where she was staying was as silent as a cemetery and one of the windows had been broken. He heard a voice say, “It is too late. They came through the window last night.” Van Helsing looked worried and they both entered the house. They found Lucy and her mother lying on the floor; Lucy had more red wounds than before. “She’s still breathing!”, exclaimed Dr. Seward.

They took care of her and called Arthur, as she was very weak and was not likely to survive the attack.
Lucy looked somehow different: her teeth were sharper, and the skin on her neck was smooth and cold, showing no signs of the wounds she had before. “Kiss her goodbye,” Van Helsing told Arthur, “but not on the mouth and only once.” So he did, and Lucy closed her eyes.

“So this is over,” Dr. Seward said relieved.

“I am afraid this is only the beginning,” Van Helsing answered.

Some days later there were several reports of children being attacked in the northern part of London. The children disappeared and were found later, very pale and weak, with red wounds on their necks. Van Helsing knew what was happening. “Lucy is attacking them. She is a vampire now and she is feeding on those missing children.”

“That is impossible, my friend” replied Dr. Seward.

“Let me show you,” Van Helsing said, and so they went to Lucy’s tomb. They opened her coffin and it was empty.

“Dead people do not escape from their graves, do they?” Van Helsing asked. So they waited near the grave until it was past midnight and finally saw a white shape moving through the trees. The shadow disappeared and a small child was lying on the ground; they took the boy back to town. Van Helsing and Dr. Seward returned to Lucy’s grave during the day; and there they found her, her face was not pale and she looked happy. Her mouth was filled with sharp teeth that had a little blood on them.

“What should we do now?”, asked Dr. Seward.

“We have to cut off her head, fill her mouth with garlic and push a piece of wood through her heart. But we have to talk to Arthur before we do that,” Van Helsing replied.
Van Helsing talked to Arthur and convinced him to go later that night to Lucy’s tomb and see with his own eyes what was happening. They opened the coffin and, as Van Helsing expected, she was not there. They exited the tomb and Van Helsing pressed pieces of bread into the space between the wall and the door.

“This is holy bread and prevents anything evil from getting in,” he explained. They waited for some minutes in the dark until a white shadow came through the trees - it was Lucy carrying a small child in her arms, her mouth filled with blood. Van Helsing came out from where they were hiding and she called lovingly for Arthur as she saw him. “My love, come to me,” she said. Arthur began to walk to her as if a spell had been cast upon him, but Van Helsing jumped forward holding a gold cross. Lucy screamed and tried to run to the tomb but she couldn’t enter, so she hid in the woods.

“Now I believe you, Van Helsing,” Arthur said. Van Helsing took out the holy bread and Lucy moved like smoke into the tomb. They waited for some hours until she fell asleep and entered the tomb; Arthur pushed a piece of wood through her heart as Van Helsing read some words from a holy book. Lucy’s face changed and they all knew her soul was free now.

“We have finished the first part of our work. Are you willing to help me with an even great danger?,” Van Helsing asked. They all nodded.

Mina and I got married in Budapest and returned to England. I received a letter from Professor Van Helsing saying he wanted to meet us, so we came to see him. Mina and I told him of our experiences and he told us his part of the story. We then met Jack Seward and Arthur. We all knew the danger that was coming to us if we did nothing about it.

“They need to sleep during the day, so we can kill them whenever they are in their boxes,” said Van Helsing.

“And I know where we can find those boxes: in the house I sold to Count Dracula. It’s not very far from here,” I told them.

We entered the house as quietly as we could. Even though it was very dark I counted twenty nine boxes piled against the walls – so there were twenty one missing. Van Helsing, Jack, Arthur, Morris (a former friend of Lucy) and I were walking when we saw thousands of small, red eyes.

“Rats! Those are rats!”, Morris shouted. We ran to the front door.

They all went back the next day to that house to put holy bread, except for me – I was going to go to London to investigate where the other twenty one boxes were delivered. When they returned to their hotel Mina was having breakfast; she looked pale and tired, but seemed happy when Jack offered to show her the hospital. There she met Renfield, the madman Jack had told her about, and they talked for an hour.
A few minutes after midnight Van Helsing was woken up by the night guard. He told him Renfield had been attacked. Seward and Van Helsing went to see him. He was on the floor and there was blood all over his face and head.

“He came...”, Renfield said slowly. “He came just like last night. I waited for him all day, but Mina came. But she was nice to me, so I did not want him to hurt her.” Renfield coughed, he was not going to survive.

“So I was ready to fight with him. I was winning until I looked at his eyes and...”, but Renfield stopped talking and closed his eyes.

Seward and Van Helsing ran back to meet Arthur and Morris. They broke open Mina’s bedroom door and what they saw terrified them: a pale man dressed in black was holding and pressing Mina against his chest – there was blood dropping from a wound and he was trying to get Mina to drink it. This man jumped through the window as soon as he saw the four men in the door, who were now holding gold crosses.

“I thought I was dreaming, just like last night. He said that we were tied to him and that I was going to help him now. Is that true?”, said Mina with tears in her eyes.

“Don’t worry. We will protect you from now on”, replied Van Helsing. I almost went crazy when I returned and they told me what had happened. But then I calmed down and told them where the missing boxes were. We found only twenty boxes and destroyed them – but one was missing. Mina could read Dracula’s mind when she slept, so we planned to catch him before he arrived at his castle. Arthur and I were going to travel by boat up a river, Jack and Morris were riding horses, and Mina and Van Helsing were going by train.

“Mina is changing. Her teeth are looking sharper and her eyes look threatening some times. We must hurry up”, Van Helsing told Jack.

Van Helsing and Mina traveled for some days until they finally saw the castle. They stopped to rest as Mina looked very pale. Van Helsing lit up a bonfire and put holy bread around Mina.

“Mina, come here,” he called her. She walked and suddenly stopped. She was almost a vampire.

The four men were getting closer to the carriage in which Dracula was traveling. Van Helsing encountered the carriage first, and the horsemen that served Dracula were willing to fight for him. Arthur, Jack, Morris and I arrived to help Van Helsing. The horsemen ran away just as the sun began to hide. We opened the box and Dracula was smiling in an evil way. We attacked him and cut his head, so his body disappeared. Morris was hurt, so Mina escaped the holy circle to help him.

“We have won”, were his last words. I kissed Mina, Arthur hugged Morris’ body.

Van Helsing told Jack “Have you seen her?.” Mina was herself again.
Now, you’re ready to give your presentation in front of your class. You will receive feedback from your classmates and teacher.

Set the chart below to record information from your classmates’ presentations.

<table>
<thead>
<tr>
<th>Current problem</th>
<th>Notes</th>
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**Project assessment**

Read the chart and assess your personal progress.

<table>
<thead>
<tr>
<th>Student’s range of performance</th>
<th>Needs improvement</th>
<th>Good</th>
<th>Very good</th>
<th>Excellent</th>
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<tr>
<td>Search for past tense information.</td>
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<td>Use information technology to search for information to solve problems.</td>
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1. Complete the sentences using verbs in the past tense.

Example: I wrote an e-mail this morning.

1. Karen _______________ orange juice this morning.
2. You _______________ your homework last night.
3. We _______________ pizza yesterday.
4. Your dad _______________ a song at the party.
5. The teacher _______________ to the museum last month.
6. We _______________ a horse yesterday.
7. I _______________ 8 hours last night.
8. My sister _______________ an interesting book last week.

2. Answer the following questions.

1. What did you do last Saturday?
   _______________________________________________________

2. What junior high school did you go to?
   _______________________________________________________

3. How many friends did you have in junior high school?
   _______________________________________________________

4. What did you have for lunch yesterday?
   _______________________________________________________

5. Who did you take to the last party you went to?
   _______________________________________________________

6. Why did you choose those clothes today?
   _______________________________________________________
Achievement and Performance Evidence Organizer

**KNOWLEDGE**
- Lists leisure activities, sports activities, and study carried out at their school.
- Knows rules, general information and vocabulary about soccer.
- Recognizes celebrities.
- Identifies the simple past of the verb to be (was, were).
- Identifies the wh words in questions.
- Differentiates the irregular and irregular verbs.
- Identifies the rules of the simple past in affirmative, negative, and questions sentences.
- Identifies information about famous people from the past.
- Learn the use of the auxiliary do-does.

**PROCESSES & PRODUCTS**
- Practices vocabulary about leisure activities and school activities.
- Writes vocabulary about a soccer field and its rules.
- Discusses features and similarities of celebrities.
- Creates sentences using the simple past of the verb to be.
- Practices the regular and irregular verbs.
- Makes oral and written exercises using the rules of the simple past tense.
- Inquires about the life and achievements of important figures in the world.
- Creates questions and negative sentences with the auxiliary do-does.
- Practices the simple past tense through a reading comprehension text.

**CONSCIOUS ATTITUDE DEVELOPMENT**
- Demonstrates openness and tolerance toward the new language.
- Demonstrates patience and collaborative work for the development of activities either in pairs, trios, or in teams.
- Shows respect toward classmates and teachers.
- Assesses the importance of sports and leisure activities and study carried out at school.
- Assesses the use of the simple past tense to communicate correctly in past contexts.
- Recognizes the inquiry as a strategy to improve their cultural baggage about historical figures.
### List of Verbs

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
<th>Meaning</th>
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