

APPEARANCE AND HEALTH

VOCABULARY

Adjectives to describe hair

a) 4.1 Read and listen. Then listen again and repeat.

1. black

2. brown

3. red

4. blonde

5. gray

6. white



7. dark

8. light



9. straight

10. wavy

11. curly

12. long

13. short

14. he's bald

15. he has a mustache

16. he has a beard

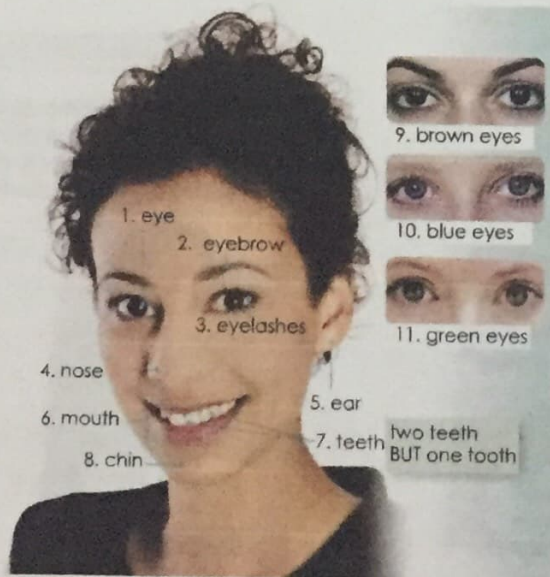
17. he wears glasses



VOCABULARY

The face

b) 4.2 Read and listen. Then listen again and repeat.



LISTENING

c) 4.3 Listen to the descriptions. Write the number of the conversation in the circle.



GRAMMAR

Describing people with "be" and "have".

With "be"

Her eyes are blue.

Their hair is grey.

Her eyelashes are long and dark.

With "have"

She has blue eyes.

They have grey hair.

She has long, dark, eyelashes.

Remember:

Adjectives come before the nouns they describe.
Example: She has blue eyes. NOT She has eyes blue.

Adjectives are never plural.

She has blue eyes. NOT She has eyes blue.

d) Complete each sentence with the correct form of "be" and "have".

1. A: What does your brother look like?

B: Well, he has a mustache and wavy hair.
And he wears glasses.

4. A: What does his grandmother look like?

B: She has curly, gray hair and beautiful eyes.

2. A: What does your mother look like?

B: Her hair is curly and black.

5. A: What does his sister look like?

B: His sister? Her hair is long and pretty!

3. A: What does her father look like?


B: He has a short, gray beard.

6. A: What do your brothers look like?

B: They have straight, black hair, and they wear glasses.

LISTENING

Describing appearance

e)  Read and listen.

A: Who's that? She looks familiar.

B: Who?

A: The woman with the long, dark hair.

B: Oh, that's Ivete Sangalo.

She's a singer from Brazil.

A: No kidding.

SPEAKING

f) With a partner, change the conversation.

Talk about the people in the photos. Then change roles.

RECYCLE THIS LANGUAGE

He's so good-looking / handsome / old

She's very pretty / young / tall

Her hair is so wavy / pretty / short

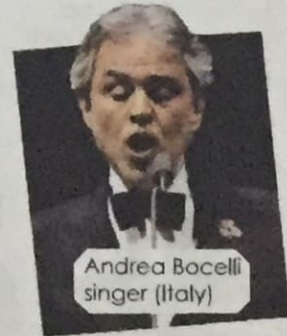
His eyes are very blue / dark



Ivete Sangalo
singer (Brazil)



Emeli Sandé
singer (U.K.)



Andrea Bocelli
singer (Italy)



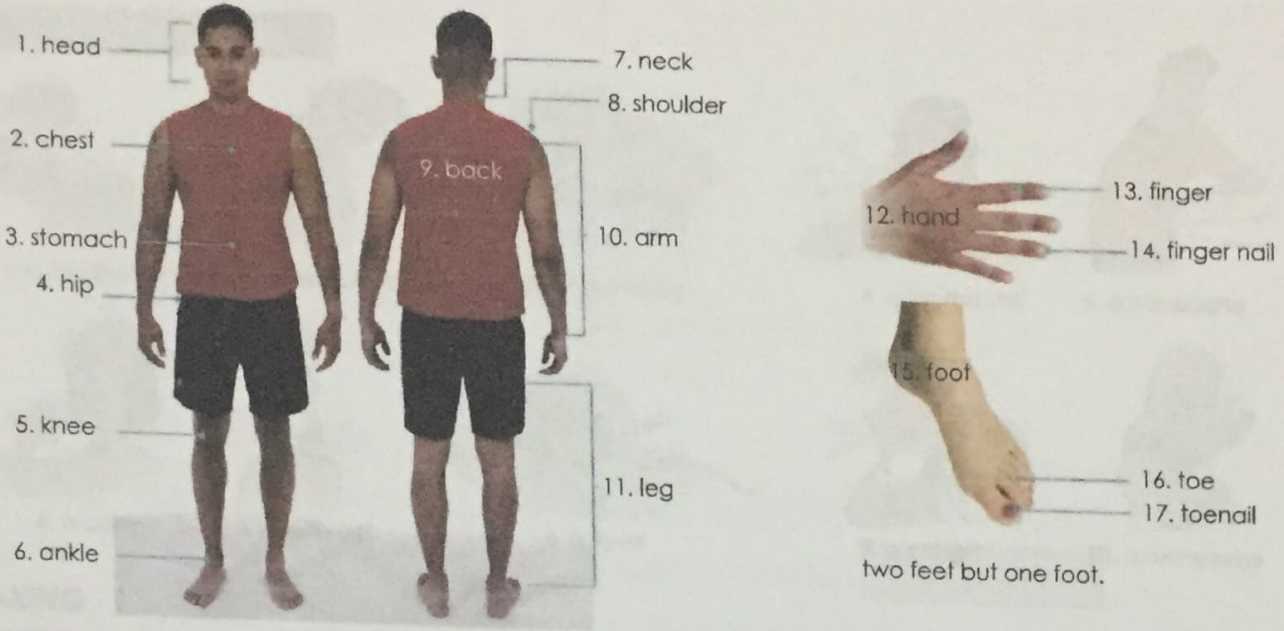
Amy Adams
actor (U.S.A.)



Chris Hemsworth
actor (Australia)

VOCABULARY
Parts of the body

g) 4.5 Read and listen. Then listen again and repeat.



VOCABULARY

h) Follow a classmate's directions. If you make a mistake, sit down.



LISTENING
Accidents and Injuries

i) 4.6 Read and listen. Then listen again and repeat.



1. He burned his finger 2. She hurt her back 3. She cut her hand 4. He broke his arm 5. He fell down

base form	past form
burn	→ burned
hurt	→ hurt
cut	→ cut
break	→ broke
fall	→ fell


LISTENING

j) 4.7 Listen to the conversations. Write each injury. Then listen again and check your work.

- | | |
|--------------------------------|---------------|
| 1. She <u>burned her arm</u> . | 4. He _____. |
| 2. He _____. | 5. She _____. |
| 3. She _____. | 6. He _____. |

VOCABULARY

Ailments

k)  4.8 Read and listen. Then listen again and repeat.

I don't feel well. I have ...



1. a headache



2. a stomachache



3. an earache



4. a toothache



5. a backache



6. a cold



7. a sore throat



8. a fever



9. a cough




10. a runny nose

SPEAKING

l) Imagine you have an ailment. Tell your partner about it. Use the vocabulary. Practice three times.

VOCABULARY

Remedies

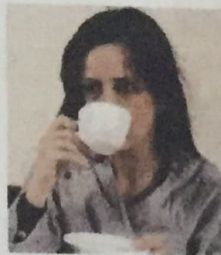
m)  4.9 Read and listen. Then listen again and repeat.



1. take something



2. lie down



3. have some tea



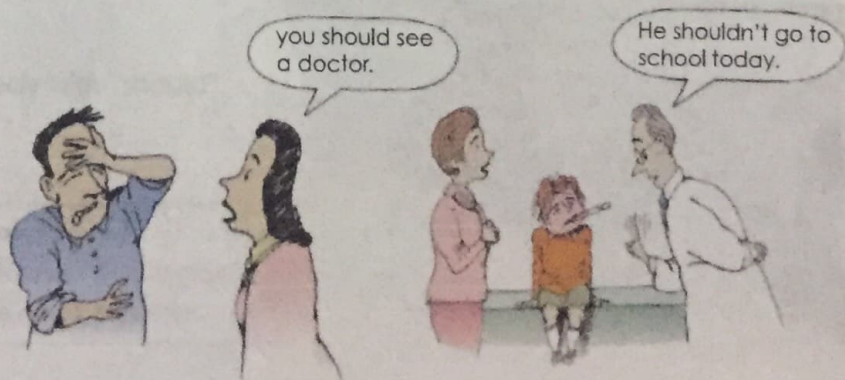
4. see a doctor/ see a dentist

GRAMMAR


Modal: "should" + base form for suggestions

I
You
He
She
It
We
You
They

should take something
shouldn't go to work



LISTENING

n)  ^{4.10} Listen to the conversations. Check the correct ailments. Then complete the suggestion for a remedy each person gives. Use "should".

	a cold	a fever	a headache	a stomachache	a sore throat	a backache	a toothache	Remedy
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She should take something
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He

SPEAKING

o) Work with a partner. Listen to your partner's ailments. Suggest remedies. Use should / shouldn't.

PARTNER'S A ailments


1. I have a backache.
2. I don't feel well. I think I have a fever.
3. My son doesn't feel well. He has a cough.

PARTNER'S B ailments

1. I have a bad toothache.
2. I have a sore throat.
3. My wife feels really bad. She has a stomachache.

LISTENING

Suggest a remedy

p)  ^{4.11} Read and listen.

A: I don't feel well.

B: What's wrong?

A: I have a headache

B: Oh, that's too bad. You really should take something.

A: Good idea. Thanks

B: I hope you feel better.

SPEAKING

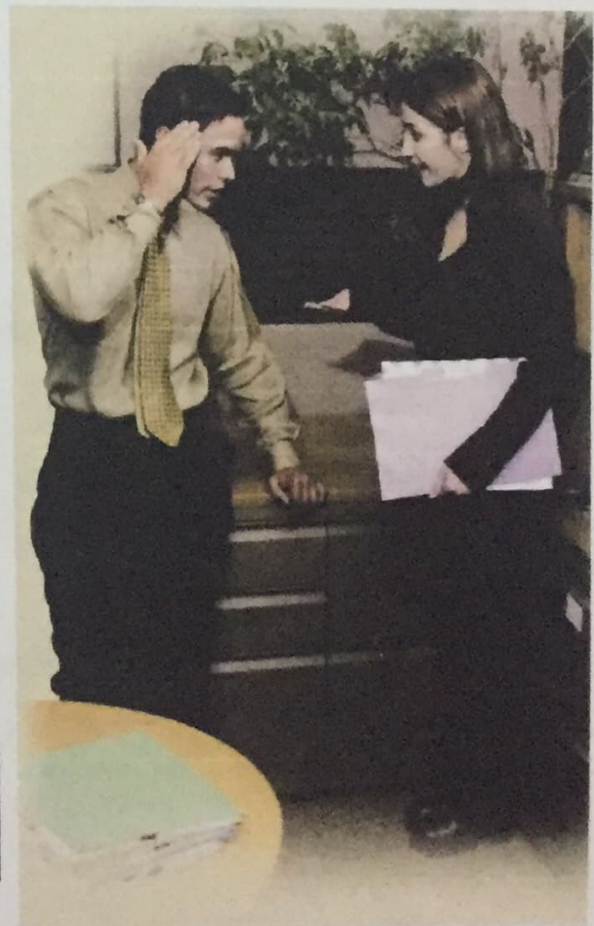
q) With a partner, change the conversation in o). Suggest a remedy with "should". Then change roles.

Ways to say that you're sick

- I don't feel well
- I feel terrible
- I don't feel so good

Ideas


- ✓ go to bed ✗ go to class
- ✓ take a nap ✗ exercise



ABILITIES AND REQUESTS

VOCABULARY

Abilities

a)  ^{4.12} Read and listen. Then listen again and repeat.



1. sing



2. dance



3. swim



4. play the guitar/ the violin



5. ski



6. cook



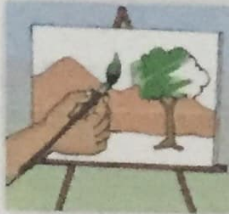
7. sew



8. knit



9. draw



10. paint




11. drive



12. fix things

Adverbs "well" and "badly"

b)  ^{4.13} Read and listen.

Then listen again and repeat.



Tom sings well Ryan sings badly

WRITING

c) Write three things you do well and three things you do badly.
Example: I sing well, I dance badly.

1. I dance well 1. I drive well

2. I sing badly 2. I knit badly

3. I cook well 3. I draw badly

SPEAKING

d) Tell your partner about your abilities. Use your sentences from a) with "and" and "but".

"I sing well, but
I dance badly"

"I draw well, and
I paint well, too."

GRAMMAR

"Can" and "can't" for ability

We use "can" or "can't" + the base form of a verb to talk about ability.



Carrie can play the guitar.



Josie can't cook.

Questions

Can you play the guitar

Can he speak English

Short Answers

Yes, I can. / No, I can't.

Yes, he can. / No, he can't.

Use "can" or "can't" with "well" to indicate degree of ability
Example: she can play the guitar, but she can't play it very well.

can't = can not = cannot

e) Complete each conversation with "can" or "can't" and the base form of a verb.

1. A: Can you play the guitar?

B: Yes, I can. But I don't play well.

2. A: Can Gwen swim well?

B: Yes, she can. She swims very well.

3. A: Can your brother cook?

B: My brother? No. He can't cook at all.

4. A: Can Gloria speak English well.

B: No, she can't. She needs this class.

5. A: Can your mother knit?


B: Yes. She knits very well.

6. A: Can your sisters ski?

B: Yes. They go skiing every weekend.

LISTENING

Discuss your abilities

f)  ^{4.14} Read and listen.

A: Can you draw?

B: Actually, yes, I can. Can you?

A: No, I can't.

B: Really, that's too bad.

SPEAKING

g) With a partner, personalize the conversation. Discuss your abilities. Then change roles.



GRAMMAR

Too + adjective

"Too" makes an adjective stronger. It usually gives it a negative meaning.

Example: I'm too busy. I can't talk right now.

Example: I'm too tired. Let's not go to the movies.

Example: It's too late. I should go to bed.

h) Complete each sentence. Use "too" and an adjective.



1. I don't want these shoes.
They're too expensive.



2. It's too cold today.
She can't go swimming.



3. I'm too tired
I can't read right now



4. He doesn't want that shirt.
It's too small.



5. I can't talk right now.
I'm too busy.




6. It's too late for a movie.
We should go to bed.

Be careful!
Don't use "too" with a positive adjective.
She's so pretty.
NOT She's ~~too pretty!~~

LISTENING

Decline an invitation

i)  4.15 Read and listen.

A: Hey, Sue. Let's go to a movie.

B: I'm really sorry, Paul, but I'm too busy.

A: That's ok. Maybe some other time.



SPEAKING

j) With a partner, change the conversation. Suggest a different activity. Use the vocabulary and the photos. Then change roles.

RECYCLE THIS LANGUAGE

How about tomorrow / this weekend / this evening / at 6:00?

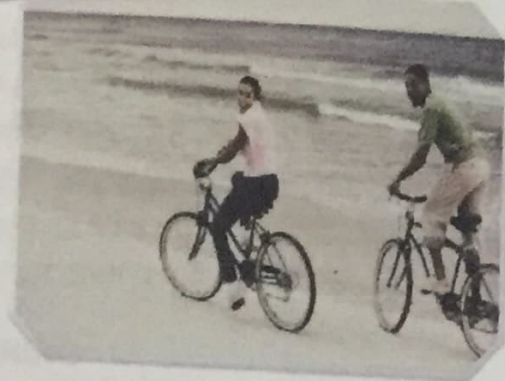
Sounds great!

I'm not hungry.

I'm too tired / busy / full.

It's too early / late.

It's too windy / hot / cold / rainy today.



GRAMMAR

Polite requests with "could you" + base form

- Use "could you" and the base form of a verb to make a request.
Example: could you wash the dishes?


- Use "please" to make a request more polite.

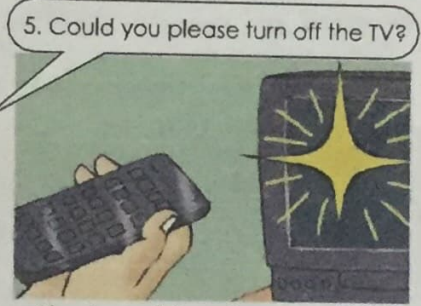
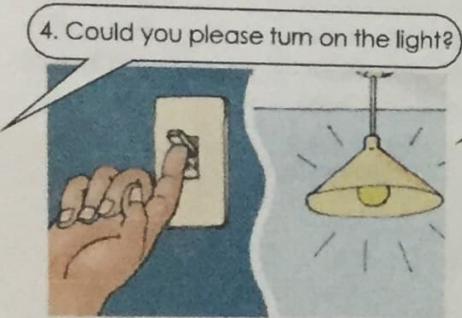
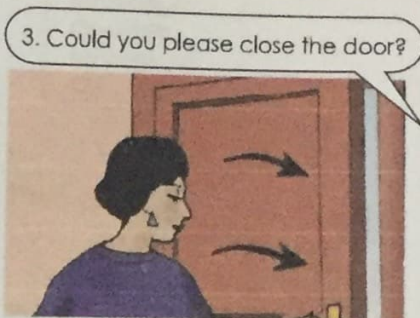
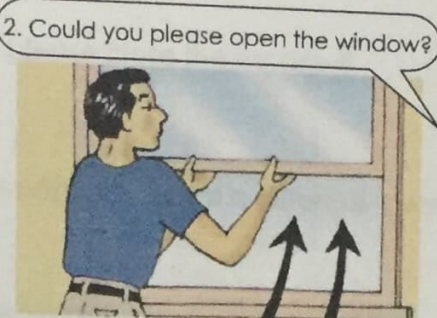
Example: Could you please wash the dishes? → Podrias lavar 100 platos?

- Podrias

+ formatorio basico

LISTENING
Favors

k)  4.16 Read and listen. Then listen again and repeat.



Also: turn on the stove/ computer


Also: turn off the microwave/ light

Also: hand me my sweater/ book

l) Complete the polite requests. Use "could you please". Use the vocabulary and other verbs you know.

1. It's a little hot in here. Could you please open _____ the window?
2. I have a headache. could you please turn off _____ the TV?
3. Could you hand me my sweater my jacket? I'm going for a walk.
4. I'm going to bed. Could you please turn off _____ the computer?
5. I want to read a book. Could you please hand me _____ my glasses?
6. Could me please help me _____ shopping? We need milk.
7. I'm busy right now. Could you please help me with the garbage?
8. Let's watch a movie. Could you please turn on _____ the TV?


LISTENING

m)  4.17 Listen to the conversations. Then complete each request.

1. Could you close the window, please?
2. Could you _____ ?
3. Could you please _____ ?
4. Could you please _____ ?
5. Could you _____ ?

LISTENING

Ask for and agree to do a favor

- n)  4.18 Read and listen.
A: Could you do me a favor?
B: Of course.
A: It's very cold. Could you please close the window?
B: Sure. No problem.

Ways to agree to a request

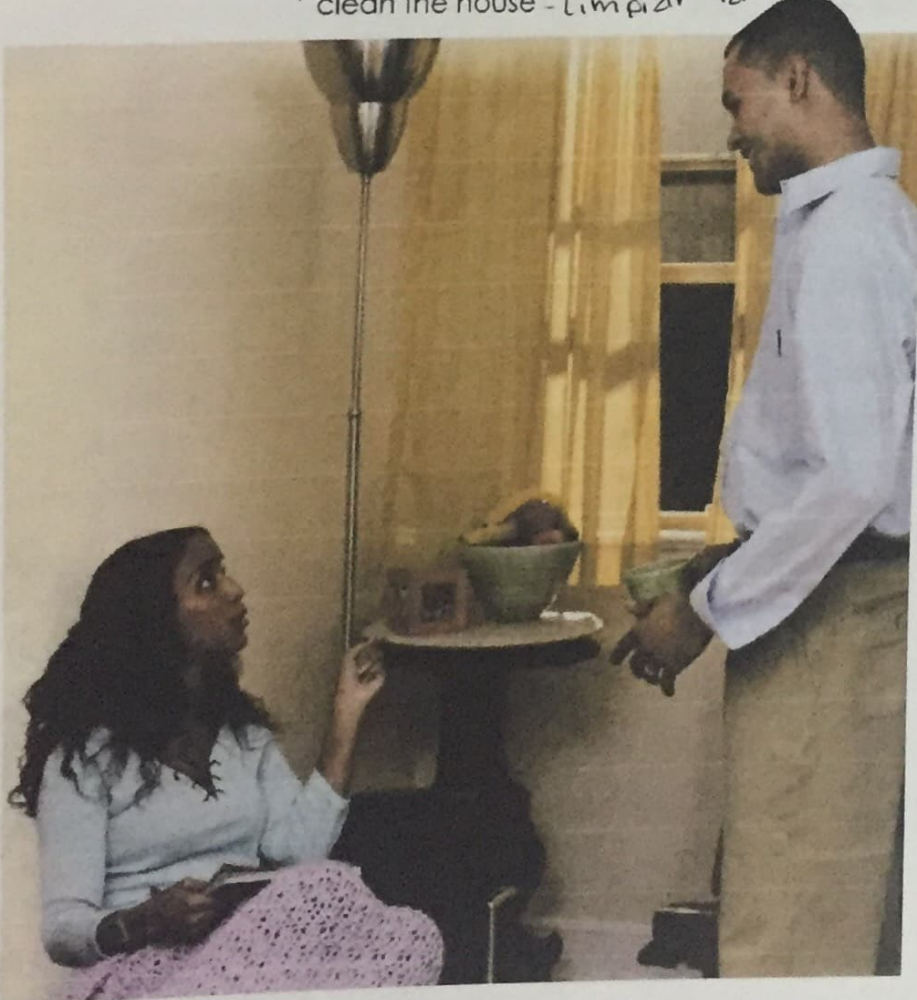
Sure.
No problem.
Of course.
My pleasure.
Ok.

SPEAKING

- o) With a partner, change the conversation. Ask for a different favor. Then change roles.

RECYCLE THIS LANGUAGE

Enciende el <u> </u>	help me <i>Ayúdame</i>
turn on the <u> </u>	do the laundry
apago <u> </u>	turn off the <u> </u>
open the <u> </u>	make dinner - <i>hacer la cena</i>
close the <u> </u>	take out the garbage - <i>Sacar la basura</i>
hand me my <u> </u>	wash the dishes - <i>Lavar los platos</i>
	clean the house - <i>Limpiar la casa.</i>



GRAMMAR BOOSTER

a) Write a sentence with "be" and a sentence with "have".

1. Kate / hair / long / straight
 - a. Kate's hair is long and straight
 - b. Kate has long straight hair
2. George / short / black hair
 - a. George's hair is short and black
 - b. George has short and black hair
3. Harry / long / curly / hair
 - a. Harry's hair is long and curly
 - b. Harry has long curly hair
4. Mary / eyes / blue
 - a. Mary's eyes are blue
 - b. Mary has blue eyes
5. Amy / pretty / eyes
 - a. Amy's eyes are pretty
 - b. Amy's has pretty eyes

b) Complete each sentence with "should" and a verb form the box.

1. It's your birthday. You should go out for dinner!
2. I'm sorry you have a toothache. You should get a dentist.
3. There's a movie on TV tonight. We should watch it.
4. You have a cold? You shouldn't exercise today.
5. We have tomatoes, potatoes, and onions. We should make tomato potato soup for dinner tonight!
6. Pam's taking a shower right now. You should call back later.
7. Martin has a headache. He shouldn't play soccer tonight.
8. It's time for bed. You should go undressed.

call
(not) exercise
go
watch
make
(not) play
see
get

c) Answer the questions with true information. Use short answers with "can" or "can't". Begin each answer with a capital letter.

1. Can you play the piano? I can't
2. Can you ski? I can't
3. Can your parents sing well? I can't
4. Can your friend speak English? If you can
5. Can you draw? I can't
6. Can your father fix things? If you can

d) Complete each sentence. Use "too" and an adjective.

1. I need a new dress. This dress is too old.
2. This skirt is too long I want a short skirt.
3. His shirt is too big. He needs size small.
4. I don't want that suit. It's too ugly.
5. He needs size medium. This shirt is too small.