



Alumno:

Olivar Pérez Santizo

Profesor:

Lic. Jezabel Ivonne Silvestre Montejo

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Appearance and health/ abilities and request

Licenciatura:

Licenciatura en enfermería

PASIÓN POR EDUCAR

Materia:

Ingles IV

Grado:

Cuarto cuatrimestre

Grupo:

"A"

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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.

- 1. eye
- 2. eyebrow
- 3. eyelashes
- 4. nose
- 5. ear
- 6. mouth
- 7. teeth
- 8. chin
- 9. brown eyes
- 10. blue eyes
- 11. green eyes
- two teeth BUT one tooth

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".

ser tener

1. A: What does your brother look like?
B: Well, he has a mustache and wavy hair.
And he wears glasses. (have)

4. A: What does his grandmother look like? (have)
B: She has curly, gray hair and beautiful eyes.

2. A: What does your mother look like?
B: Her hair is curly and black. (be)

5. A: What does his sister look like? (be)
B: His sister? Her hair is long and pretty!

3. A: What does her father look like?
B: He has a short, gray beard. (have)

6. A: What do your brothers look like? (be)
B: They are straight, black hair, and they wear glasses.

LISTENING

Describing appearance

e) ^{4.4} 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

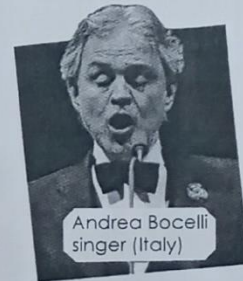
* Emeli Sandé is singer, she is from Ukraine, she has short and blonde hair, she has brown eyes, teeth and smile beautiful.
Description



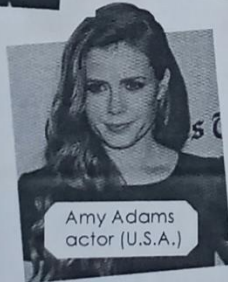
Ivete Sangalo
singer (Brazil)



Emeli Sandé
singer (U.K.)



Andrea Bocelli
singer (Italy)




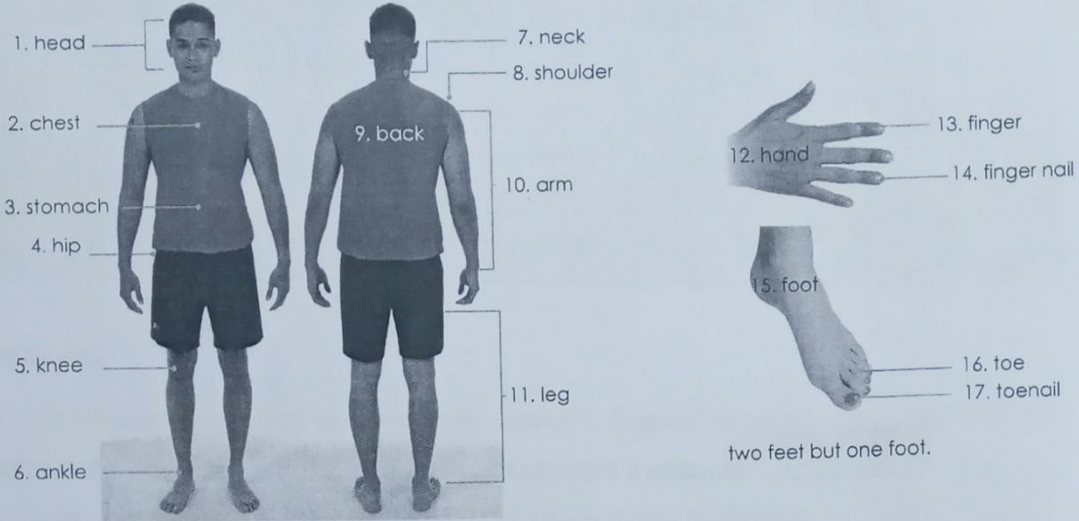
Amy Adams
actor (U.S.A.)



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.



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

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

LISTENING

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

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

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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	He should lie down
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She should see a doctor
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He should have some tea
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She should some tea
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	He should see a dentist

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 sorethroat.
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

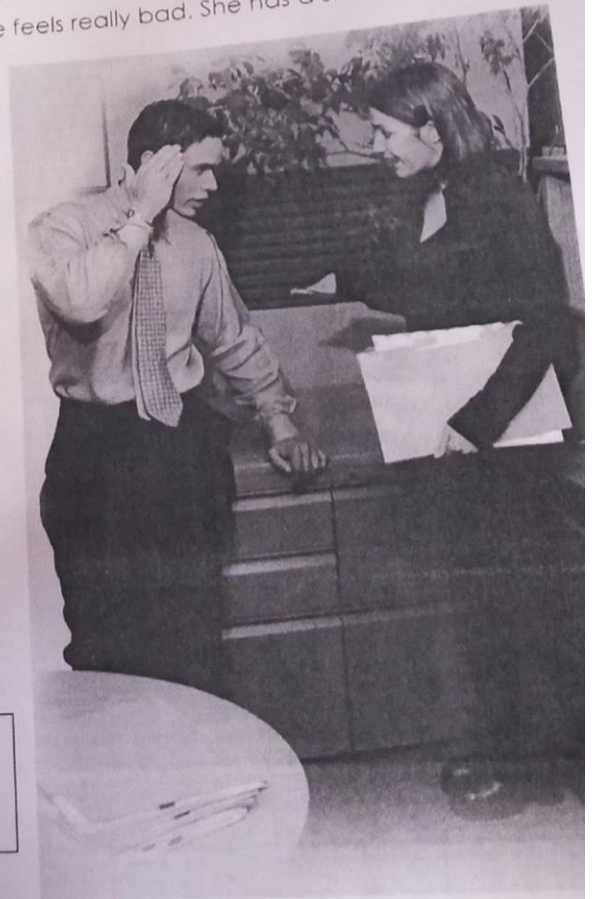
q) With a partner, change the conversation in o). Suggest a remedy with "should". Then change roles.

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 sing badly

2. I cook well 2. I draw badly

3. I fix things well 3. I swim 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.

Usamos "Puedo" ó "No puedo" + la forma base de un Verbo para hablar de habilidad.
 "Poder" "No poder"



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

Completa cada conversación con can o can't y la forma base de un Verbo.

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 need 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

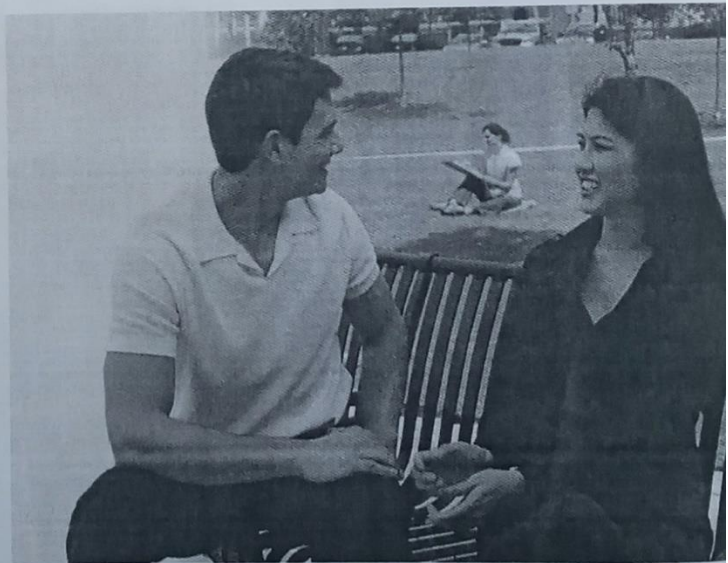
Discuss your abilities

f) 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.



TOO = Demasiado (a) / muy

GRAMMAR

Too + adjective

(Generalmente le da un significado Negativo)

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

Example: I'm too busy. I can't talk right now. (estoy muy ocupado. No puedo hablar ahora)

Example: I'm too tired. Let's not go to the movies. (estoy muy cansado. No vayamos al cine)

Example: It's too late. I should go to bed. (es demasiado tarde. Debería irme a la cama)

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

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 short



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



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

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.

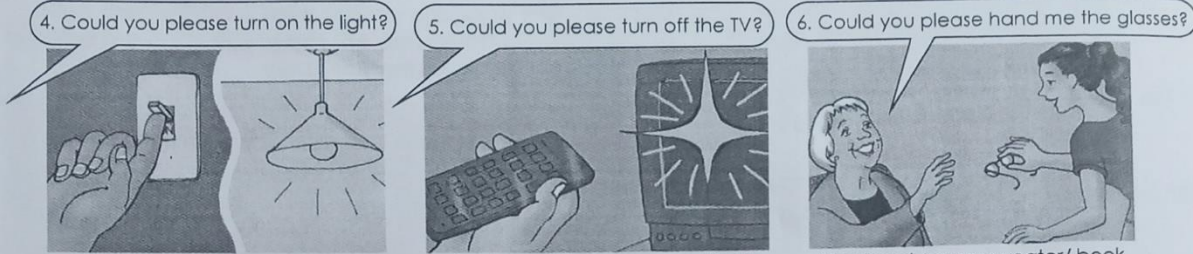
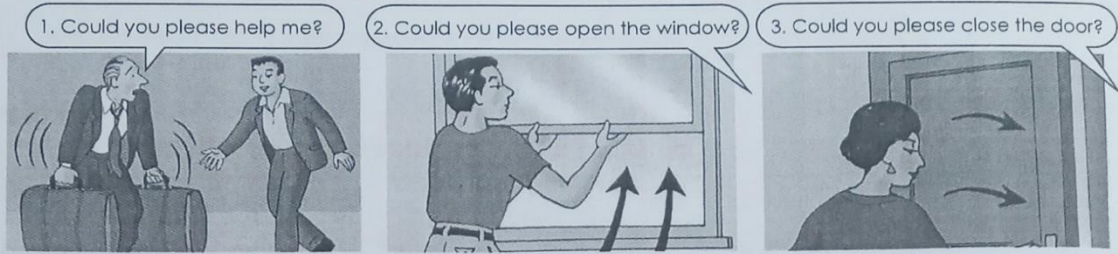
A: That's ok. Maybe some other time.



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

complete las solicitudes de cortesia. Utilice 'Podria por favor'. Usa el vocabulario y otras Verbas que conoce
 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 on _____ the TV?
3. Could you please pass _____ 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 _____ my glasses?
6. Could you please go to the _____ shopping? We need milk.
7. I'm busy right now. Could you please take out _____ the garbage?
8. Let's watch a movie. Could you please turn on _____ the TV?

LISTENING

Escucha las conversaciones. luego complete cada solicitud / pregunta
 m)  4.17 Listen to the conversations. Then complete each request.

1. Could you close the window, please?
2. Could you turn on the stove _____ ?
3. Could you please hand me the glasses _____ ?
4. Could you please open the door _____ ?
5. Could you help me _____ ?

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

- (1) turn on the stove help me (6) → Could you help me?
- (2) turn off the lamp do the laundry (7) → Could you please do the laundry?
- (3) open the door make dinner (8) → Could you please make dinner?
- (4) close the window take out the garbage (9) → could you please take out the garbage?
- (5) hand me my jacket wash the dishes (10) → could you please wash the dishes?
- clean the house (11) → could you please clean the house?



- (1) could you please turn on the stove?
- (2) could you please turn off the lamp?
- (3) could you please open the door?
- (4) could you please close the window?
- (5) could you please hand me my jacket?

READING

p)  (4.19) Read and listen to the article.

From Infant to Toddler

At birth, an infant cannot do anything alone. But before the age of two, a baby learns many things.

Between 1 and 3 months a baby can....

turn her head or smile when her mother or father speaks.

roll over.

cry when she's hungry, thirsty or afraid.

see colors.

Between 3 and 6 months a baby can....

laugh and make an "m" sound.

reach for things.

look at his own hands and feet.

sit with help.

Between 6 and 12 months a baby can....

crawl and stand.

sit without help and pick up small things.

say some words.

Between 1 and 2 years a baby can....

throw things.

say "no".

play next to other children

walk.

Escribir una marca (✓) para las cosas que pueden hacer los bebés de 5 meses según el artículo.
 a) Write a checkmark (✓) for the things that five-month-old babies can do, according to the article.

Write an X for the things they can't do.
 escribir una (X) para las cosas que no pueden hacer.

- | | | | |
|--|--|--|--|
| <input checked="" type="checkbox"/> smile | <input checked="" type="checkbox"/> say some words | <input checked="" type="checkbox"/> crawl and stand | <input checked="" type="checkbox"/> throw things |
| <input checked="" type="checkbox"/> pick up small things | <input checked="" type="checkbox"/> walk | <input checked="" type="checkbox"/> reach for things | <input checked="" type="checkbox"/> sit without help |
| <input checked="" type="checkbox"/> see colors | <input checked="" type="checkbox"/> roll over | <input checked="" type="checkbox"/> laugh | |

Usa la gramática.

r) Use the grammar. Complete the sentences about what a baby cannot do.
 Example: at one month, a baby can't crawl.

1. At two months, a baby can't say some word.
2. At five months, a baby can't walk.
3. At eleven months, a baby can't throw things.
4. At sixteen months, a baby can't sit with help.