



Mi Universidad

NOMBRE DEL ALUMNO: TOMAS VASQUEZ ROSA PATRICIA.

TEMA: APPEARANCE AND HEALTH / ABILITIES AND REQUEST.

PARCIAL: CUARTO CUATRIMESTRE.

MATERIA: INGLES

NOMBRE DEL PROFESOR: JEZABEL IVONNE SILVESTRE.

LICENCIATURA: ENFERMERIA.

AMATENANGO DE LA FRONTERA A 19/09/2021

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

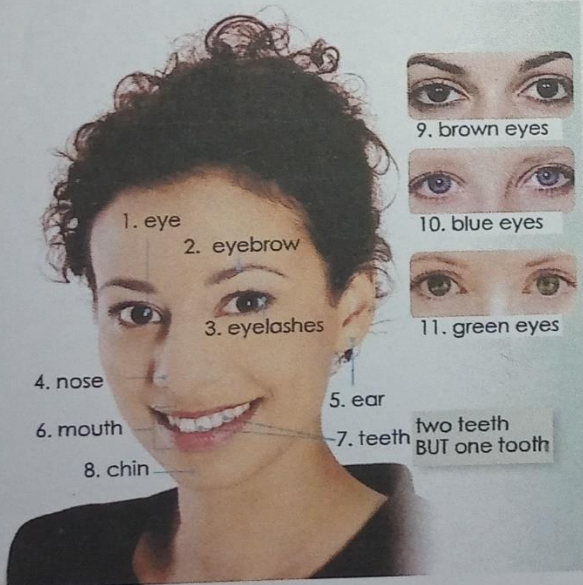
17. he wears glasses



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 be a mustache and wavy hair.
And he wears glasses.

4. A: What does his grandmother look like?

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

2. A: What does your mother look like?

B: Her hair have curly and black.

5. A: What does his sister look like?

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

3. A: What does her father look like?


B: He have a short, gray beard.

6. A: What do your brothers look like?

B: They be 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.

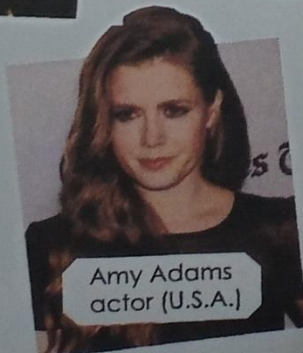
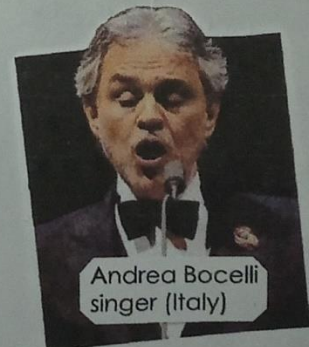
SPEAKING

f) With a partner, change the conversation.

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

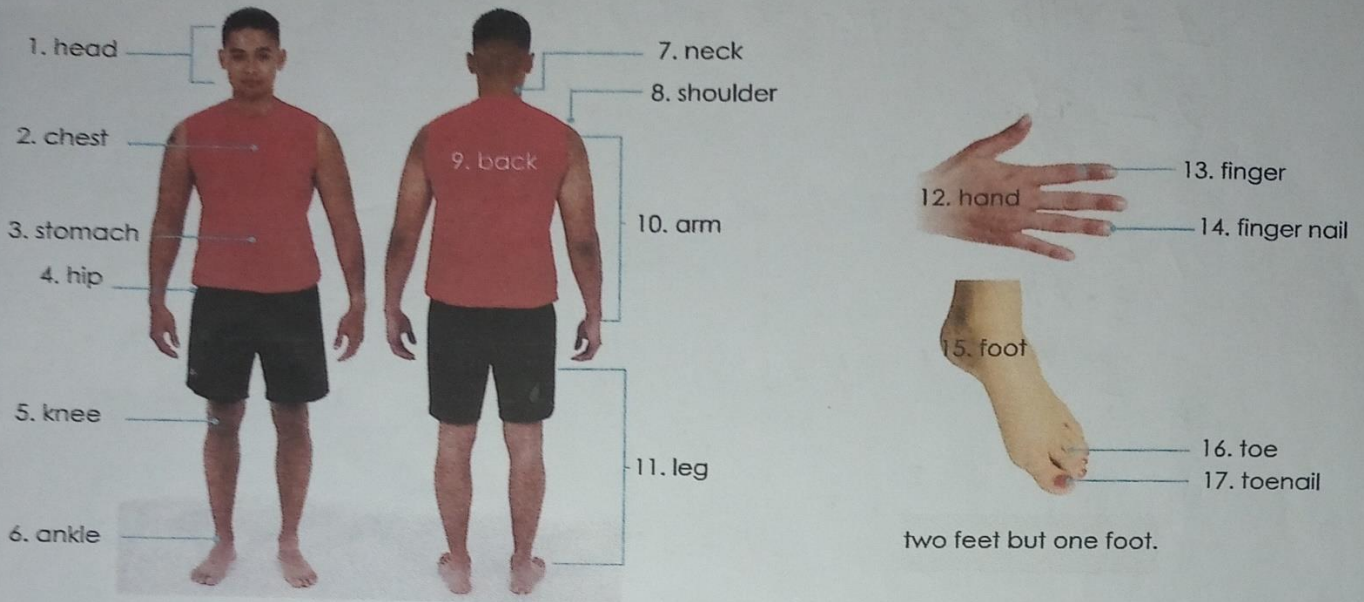
RECYCLE THIS LANGUAGE

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



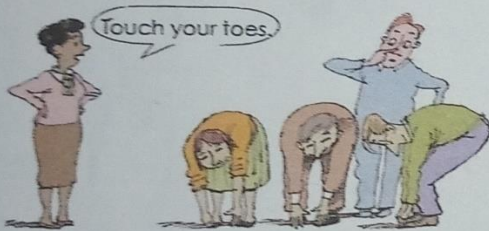
VOCABULARY
Parts of the body

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

j) 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 _____.
- 4. He _____.
- 5. She _____.
- 6. He _____.

LISTENING

n)  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)  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

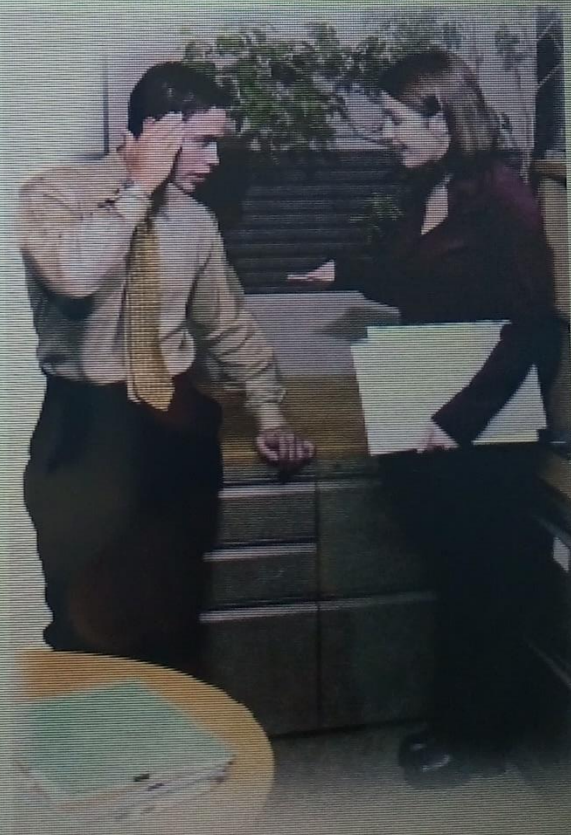
I feel terrible

I don't feel so good

Ideas

✓ go to bed ✗ go to class


✓ take a nap ✗ exercise



ABILITIES AND REQUESTS

VOCABULARY

Abilities

a)  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

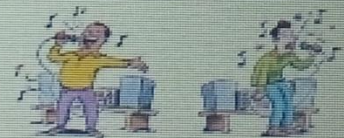


12. fix things

Adverbs "well" and "badly"

b)  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. _____ 1. _____

2. _____ 2. _____

3. _____ 3. _____

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: NO, I can't you play the guitar?

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

2. A: he can Gwen cook well?

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

3. A: he can your brother cook at all?

B: My brother? No. He can cook at all.

4. A: I can Gloria talk English well.

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

5. A: can your mother she knits very well?

B: Yes. She knits very well.

6. A: I can your sister sking every well?

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

También hace que un adjetivo sea mas fuerte por lo general, le da un sig. negativo

"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.

Be careful!

Don't use "too" with a positive adjective

She's so pretty.

NOT She's ~~too~~ pretty!



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



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



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



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



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



6. It's too evening 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.

1. Could you please help me?



2. Could you please open the window?



3. Could you please close the door?
Podrias cerrar la puerta?



4. Could you please turn on the light?



Also: turn on the stove/ computer

5. Could you please turn off the TV?



Also: turn off the microwave/ light

6. Could you please hand me the glasses?




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 please pass me my jacket? I'm going for a walk.
4. I'm going to bed. could you to in the computer?
5. I want to read a book. could you pass my glasses?
6. You could go shopping? We need milk.
7. I'm busy right now. could you please take in 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

turn on the ___

turn off the ___

open the ___

close the ___

hand me my ___

help me

do the laundry

make dinner

take out the garbage

wash the dishes

clean the house

