

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. grey

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

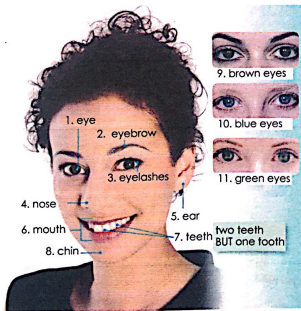
17. he wears glasses



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.

2. A: What does your mother look like?

B: Her hair has curly and black.

3. A: What does her father look like?

B: He has a short, gray beard.

4. A: What does his grandmother look like?

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

5. A: What does his sister look like?


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

6. A: What do your brothers look like?

B: They have 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

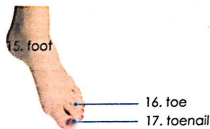
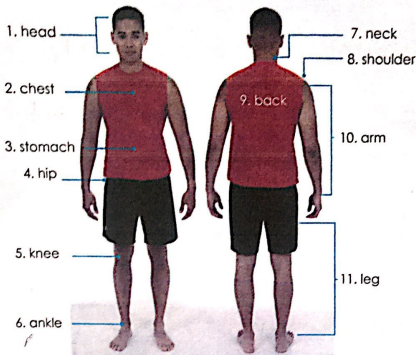
She's very pretty / young / tall

Her hair is so wavy / pretty / short

His eyes are very blue / dark



g) ^{4.5} Read and listen. Then listen again and repeat.



two feet but one foot.

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 broke her finger

4. He cut his chin while shaving
5. She fell this morning in the kitchen
6. He went to the doctor this morning

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 checked="" 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 take something |
| 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 have 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

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

PARTNER'S B ailments

- I have a bad toothache.
- I have a sore throat.
- 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

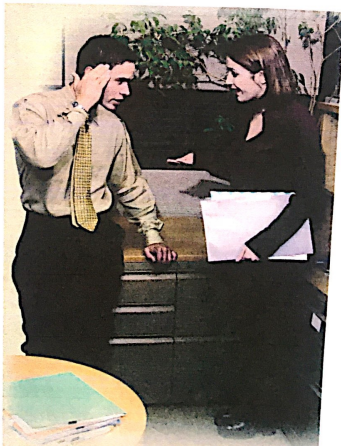
I feel terrible

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



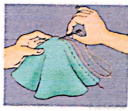
4. play the guitar/ the violin



5. ski



6. cook



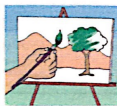
7. sew



8. knit



9. draw



10. paint



11. drive



12. fix things

WRITING

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

1. I Cook well 1. I Sing badly
2. I Paint well 2. I dance badly
3. I Swim well 3. I make up 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."

Adverbs "well" and "badly"

b)  Read and listen.

Then listen again and repeat.



Tom sings well

Ryan sings badly

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?

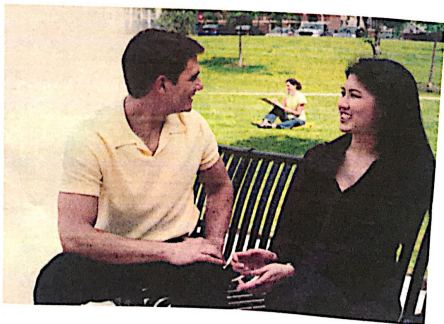
B: Actually, yes, I can. Can you?

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.

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 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.

LISTENING

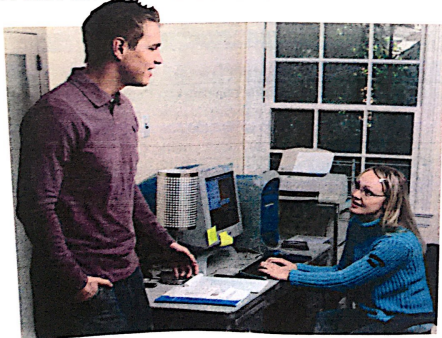
Decline an invitation

i) ^{4.13} 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

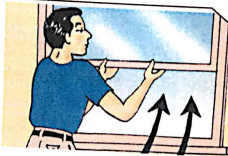
Favors

k) ^{4.16} Read and listen. Then listen again and repeat.

1. Could you please help me?



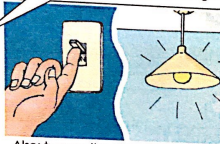
2. Could you please open the window?



3. Could you please close the door?



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 turn OFF the TV?
3. Could you bring my jacket? I'm going for a walk.
4. I'm going to bed. Could you turn OFF the computer?
5. I want to read a book. could you bring me my glasses?
6. Could you go shopping? We need milk.
7. I'm busy right now. could you throw out the garbage?
8. Let's watch a movie. Could you 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 turn OFF the stove ?
3. Could you please hand me my glasses ?
4. Could you please OPEN the door ?
5. Could you help me ?

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.

| | | | |
|--|---|---|---|
| <p>Between 1 and 3 months a baby can....</p> <ul style="list-style-type: none"> turn her head or smile when her mother or father speaks. roll over. cry when she's hungry, thirsty or afraid. see colors. | <p>Between 3 and 6 months a baby can...</p> <ul style="list-style-type: none"> laugh and make an "m" sound. reach for things. look at his own hands and feet. sit with help. | <p>Between 6 and 12 months a baby can...</p> <ul style="list-style-type: none"> crawl and stand. sit without help and pick up small things. say some words. | <p>Between 1 and 2 years a baby can...</p> <ul style="list-style-type: none"> throw things. say "no". play next to other children. walk. |
|--|---|---|---|

q) 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.

- | | | | |
|--|--|--|--|
| <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 | |

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

- At two months, a baby can't walk.
- At five months, a baby can't speak.
- At eleven months, a baby can't run.
- At sixteen months, a baby cannot hold heavy things.