

EJERCICIOS
ENGLISH HANDBOOK

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MONTEJO

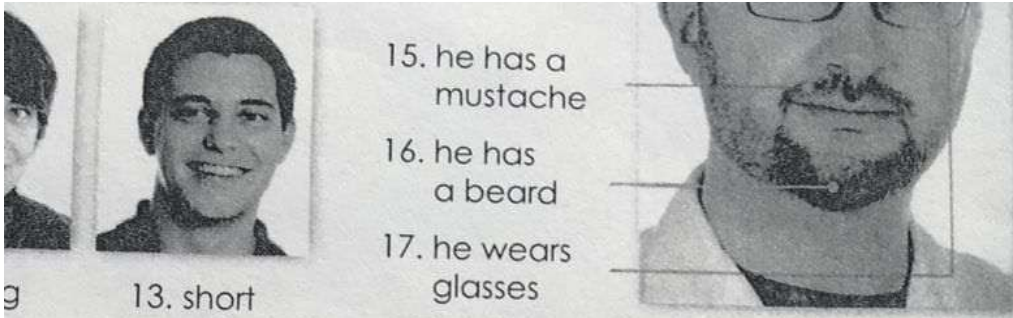
PRESENTA EL ALUMNO:

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4to. Cuatrimestre “A” Semiescolarizado

Frontera Comalapa, Chiapas.

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LISTENING

at. c)  ^{4.3} Listen to the descriptions.
Write the number of the conversation in the circle.



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 is 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 is a short, gray beard.

6. A: What do your brothers look like?
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.

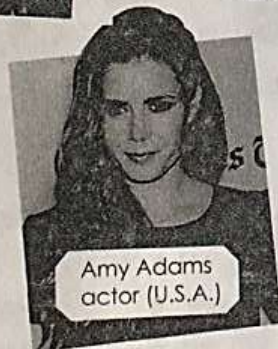
SPEAKING

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


she is very pretty, too is young and she has blonde hair and she has her.




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 <u>burned her arm</u>	4. He <u>cut his chin</u>
2. He <u>hurt his shoulder</u>	5. She <u>fell this morning in the kitchen</u>
3. She <u>broke her fingers</u>	6. He <u>burn his head in the stove this morning</u>

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 lying 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 go to the 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 take a 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 go to the 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.

PARTNER'S B ailments


1. I have a bad toothache.



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 write well 1. I draw badly
 2. I eat well 2. I cook badly
 3. I run 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."

6


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

Tom sings well Ryan sings badly



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.

4. A: Can Gloria speak English well.
 B: No, she can't. She needs this class.

2. A: Can Gwen swim well?
 B: Yes, she can. She swims very well.

5. A: Can your mother knit?
 B: Yes. She knits very well.

3. A: Can your brother cook?
 B: My brother? No. He can't cook at all.

6. A: Can your sisters ski?
 B: Yes. They go skiing every weekend.

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.

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 too expensive

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

3. I'm too sleepy
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.

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 please turn on the computer?


5. I want to read a book. Could you please hand me my glasses?

6. Could you please go 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

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 ?

SPEAKING

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

RECYCLE THIS LANGUAGE

- | | |
|------------------|----------------------|
| turn on the ___ | help me |
| turn off the ___ | do the laundry |
| open the ___ | make dinner |
| close the ___ | take out the garbage |
| hand me my ___ | wash the dishes |
| | clean the house |

- Could you please turn off the TV?
- sure.
- Could you please open the door?
- of course.


















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...	Between 3 and 6 months a baby can...	Between 6 and 12 months a baby can...	Between 1 and 2 years a baby can...
<p>turn her head or smile when her mother or father speaks.</p>  <p>roll over.</p>  <p>cry when she's hungry, thirsty or afraid.</p>  <p>see colors.</p> 	<p>laugh and make an "m" sound.</p>  <p>reach for things.</p>  <p>look at his own hands and feet.</p>  <p>sit with help.</p> 	<p>crawl and stand.</p>  <p>sit without help and pick up small things.</p>  <p>say some words.</p> 	<p>throw things.</p>  <p>say "no".</p>  <p>play next to other children.</p>  <p>walk.</p> 

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 sit with help.
- At five months, a baby can't stand.
- At eleven months, a baby can't say no.
- At sixteen months, a baby can't run.