



ENGLISH HANDBOOK

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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

7. 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

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.

LISTENING

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

1 5

4

2 3

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".

- A: What does your brother look like?
B: Well, he **have** a mustache and wavy hair.
And he wears glasses.
- A: What does your mother look like?
B: Her hair **is** curly and black.
- A: What does her father look like?
B: He **is** a short, gray beard.
- A: What does his grandmother look like?
B: She **is** curly, gray hair and beautiful eyes.
- A: What does his sister look like?
B: His sister? Her hair **is** long and pretty!
- 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.

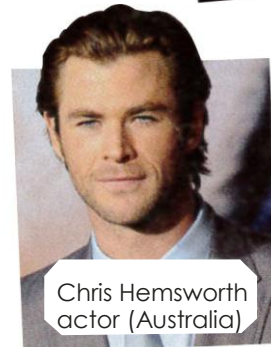
SPEAKING

**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

He has a very pretty voice, his hair
is white



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 **broke her finger**
4. He **cut his chin**.
5. She **fell in the kitchen**.
6. He **burn his hand in the stove**.

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.

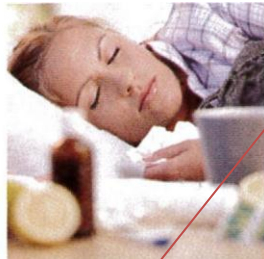
VOCABULARY

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		should take something shouldn't go to work		you should see a doctor.		He shouldn't go to school today.
You						
He						
She						
It						
We						
You						
They						

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

- 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 sorethroat.
- 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

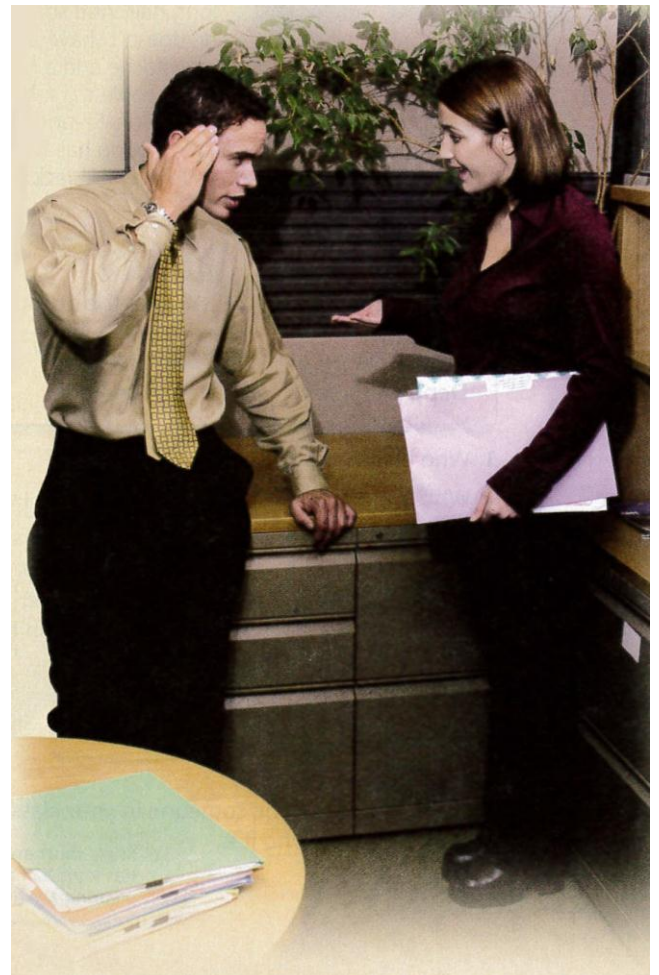
I feel terrible

I don't feel so good

Ideas

✓ go to bed **x** go to class

✓ take a nap **x** exercise



ABILITIES AND REQUESTS

VOCABULARY

Abilities

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



1. sing



2. dance



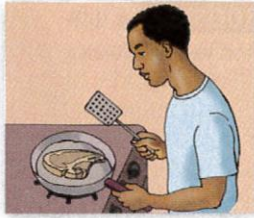
3. swim



4. play the guitar/ the violin



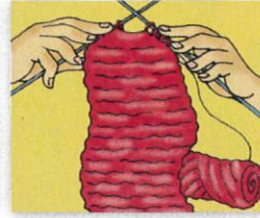
5. ski



6. cook



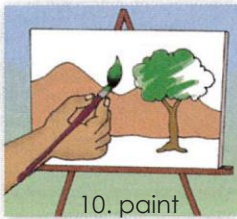
7. sew



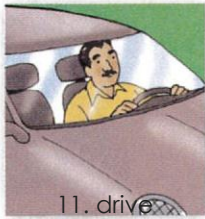
8. knit



9. draw



10. paint




11. drive



12. fix things

Adverbs "well" and "badly"

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



WRITING

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

1. I read well 1. I write badly

2. I sew well 2. I knit badly

3. I climb well 3. I ski 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.

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

Carrie can play the guitar.

Josie can't cook.

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 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.

LISTENING

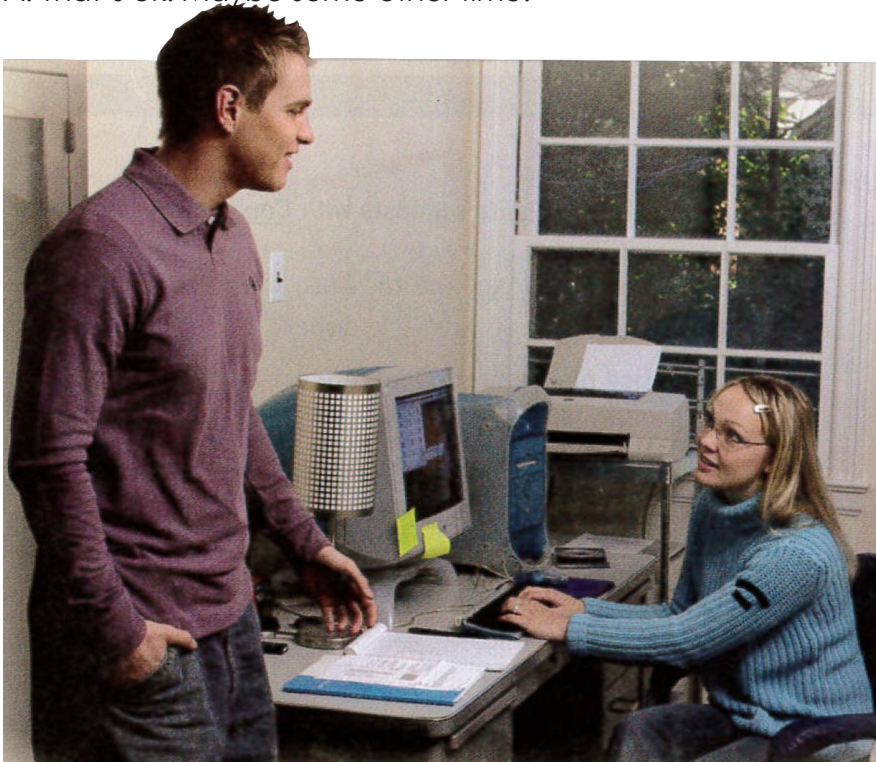
Decline an invitation

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?

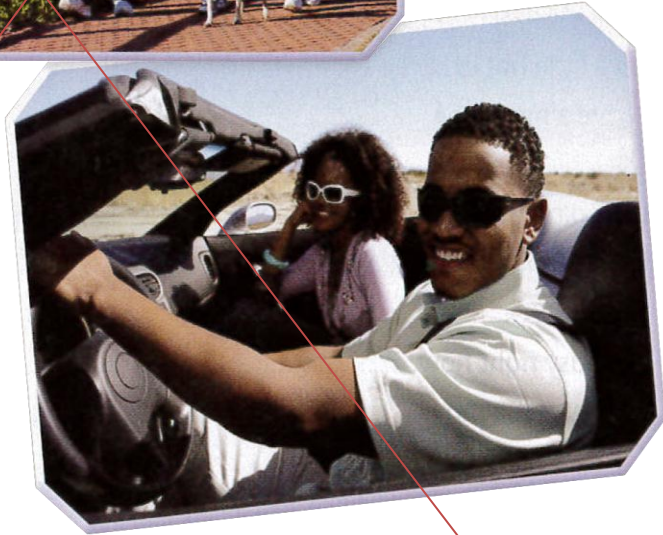
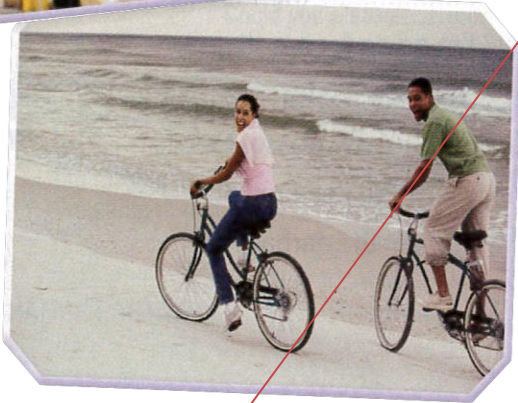
Sounds great!

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?

LISTENING

Favors

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

1. Could you please help me?



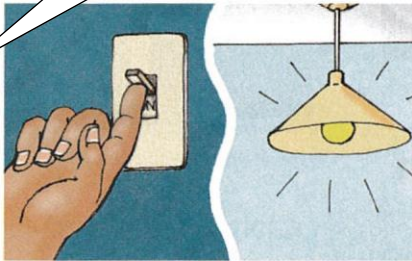
2. Could you please open the window?



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 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 off** _____ 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 _____?

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 ___	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 pass me my phone please?

-of course

Could you please take me in your car?

-Ok

Could you please join our team?

-Sure



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 type="checkbox"/> say some words | <input checked="" type="checkbox"/> crawl and stand | <input type="checkbox"/> throw things |
| <input checked="" type="checkbox"/> pick up small things | <input checked="" type="checkbox"/> walk | <input 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 laugh.
- At five months, a baby can't say some words.
- At eleven months, a baby can't walk.
- At sixteen months a baby can't sing.

