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Materia : ingles

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Tema: ejercicios de ingles

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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		
						<p>14. he's bald</p> <p>15. he has a mustache</p> <p>16. he has a beard</p> <p>17. he wears glasses</p>

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.

1	5
2	
3	4

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 had curly, gray hair and beautiful eyes.

2. A: What does your mother look like?

B: Her hair be curly and black.

5. A: What does his sister look like?

B: His sister? Her hair be 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 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



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.




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 broke his arm.
3. She she cut her hand.
4. He He Fell down.
5. She hurt her back.
6. He burned his finger.

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
- You
- He
- She
- It
- We
- You
- They

should take something
shouldn't go to work



you should see a doctor.

He shouldn't go to school today.

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 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 go doctor
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 take pills ^{take pills}
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 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 take 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

doctor
take pills
something

SPEAKING

a) 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) 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 a). 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. ~~play~~ I play well 1. I sing badly
2. I cook well 2. I sleep badly
3. I work well 3. I watch 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.



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

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

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


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

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

6. A: Can't your sisters can?
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.



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 girly.



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

ij) ^{4.19} 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 please turn off the TV?
3. Could you please hand me my jacket? I'm going for a walk.
4. I'm going to bed. Could you please turn the computer?
5. I want to read a book. Could you please hand my glasses?
6. Could you please shopping? We need milk.
7. I'm busy right now. Could you please help me the garbage?
8. Let's watch a movie. Could you please light 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)  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



READING

p) ⁽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 4 months a baby can...	Between 4 and 12 months a baby can...	Between 1 and 2 years 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.	laugh and make an "m" sound. reach for things. look at his own hands and feet. sit with help.	crawl and stand. sit without help and pick up small things. say some words.	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 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, ~~roll over~~ roll over
- At five months, reach for things
- At eleven months, say some words
- At sixteen months, sit without help and pick up small things