



**Mi Universidad**

## **Exercise**

*Student's name: Vivian Guadalupe Nanduca Cardenas*

*Theme name: Appearance And Health/Abilities And Request*

*Partial: Second*

*Course: English IV*

*Teacher's name: Jezabel Ivonne Silvestre Montejo*

*Name of the degree: Nursing*

*Semester: fourth semester*

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 has 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 has 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

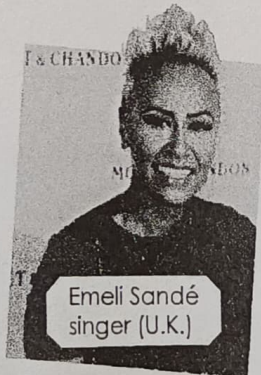
She's very pretty / young / tall

Her hair is so wavy / pretty / short

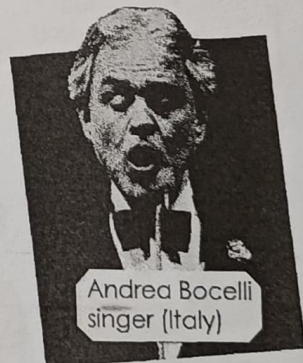
His eyes are very blue / dark



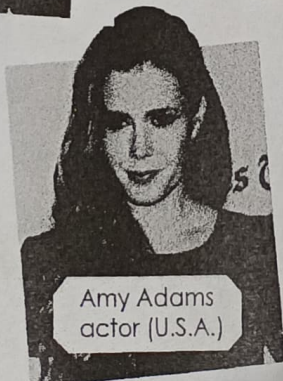
Ivete Sangalo  
singer (Brazil)



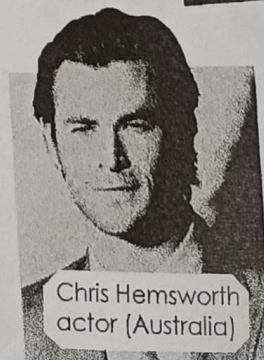
Emeli Sandé  
singer (U.K.)



Andrea Bocelli  
singer (Italy)



Amy Adams  
actor (U.S.A.)

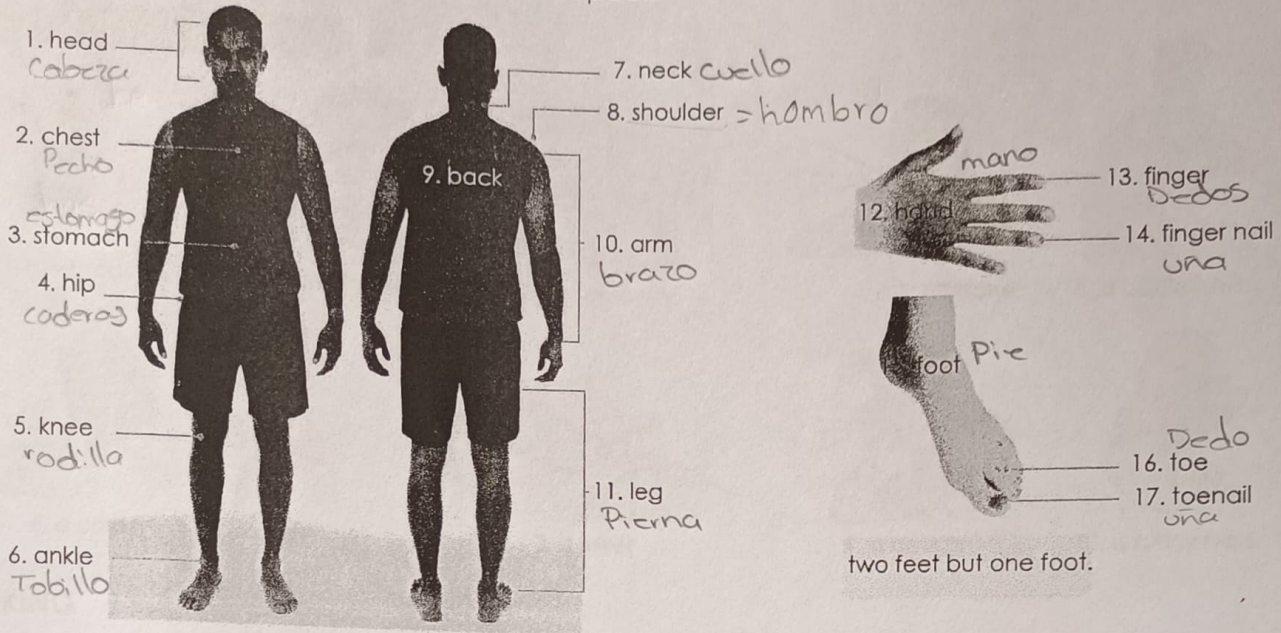


Chris Hemsworth  
actor (Australia)

# VOCABULARY

## Parts of the body

g) <sup>4.5</sup> 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.



face = cara

base form	past form
quemar	burn → burned
herir	hurt → hurt
cortar	cut → cut
romper	break → broke
caer	fall → fell

# LISTENING

## Accidents and injuries

i) <sup>4.6</sup> 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) <sup>4.7</sup> Listen to the conversations. Write each injury. Then listen again and check your work.

1. She burned her arm.  
*Ella se quemó el brazo*
2. He hurt her shoulder
3. She broke her finger

4. He cut her chin
5. She fell in the kitchen
6. He burned her hand

burned = quemar  
arm = brazo

## 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"/>	ella debería tomar algo 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

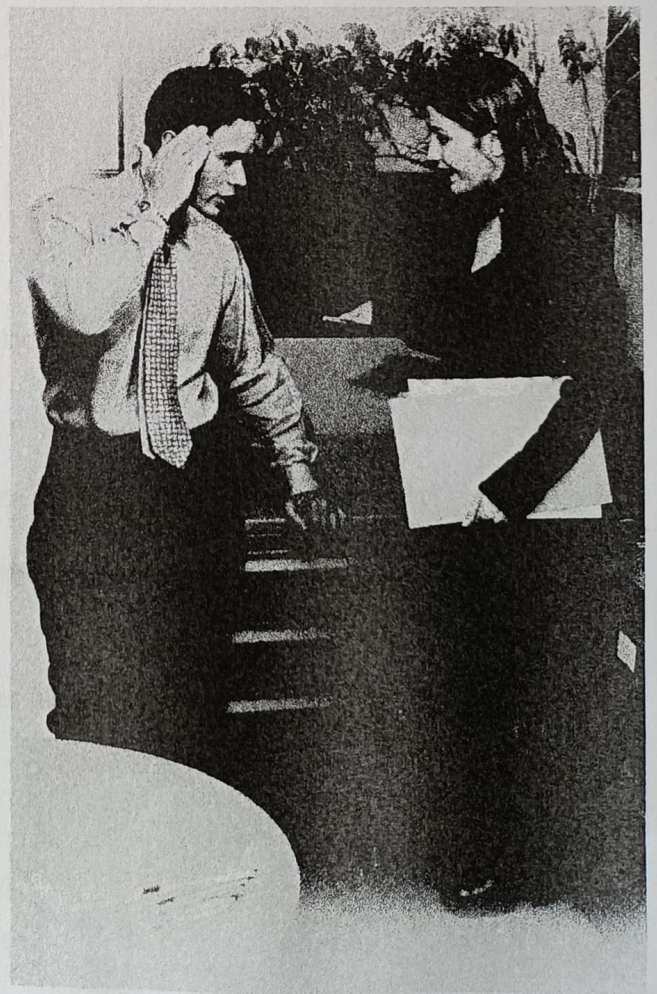
q) With a partner, change the conversation in o). Suggest a remedy with "should". Then change roles.

### 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)  <sup>4.12</sup> Read and listen. Then listen again and repeat.



1. sing



2. dance



3. swim



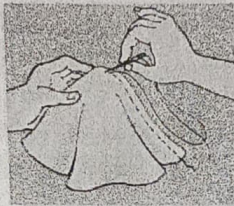
4. play the guitar/ the violin



5. ski



6. cook



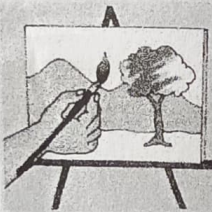
7. sew



8. knit



9. draw



10. paint




11. drive



12. fix things

### Adverbs "well" and "badly"

b)  <sup>4.13</sup> 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. I paint well      1. I draw badly (pinto bien, dibujo mal)  
 2. I cook well      2. I sew badly (cocino bien, coso mal)  
 3. I swim well      3. I drive badly (nado bien, conduzco mal)

## 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."

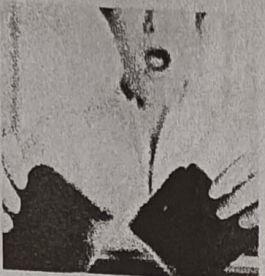
**GRAMMAR**

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

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

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

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

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

6. A: can your sisters skis?  
 B: Yes. They go skiing every weekend.

**LISTENING**

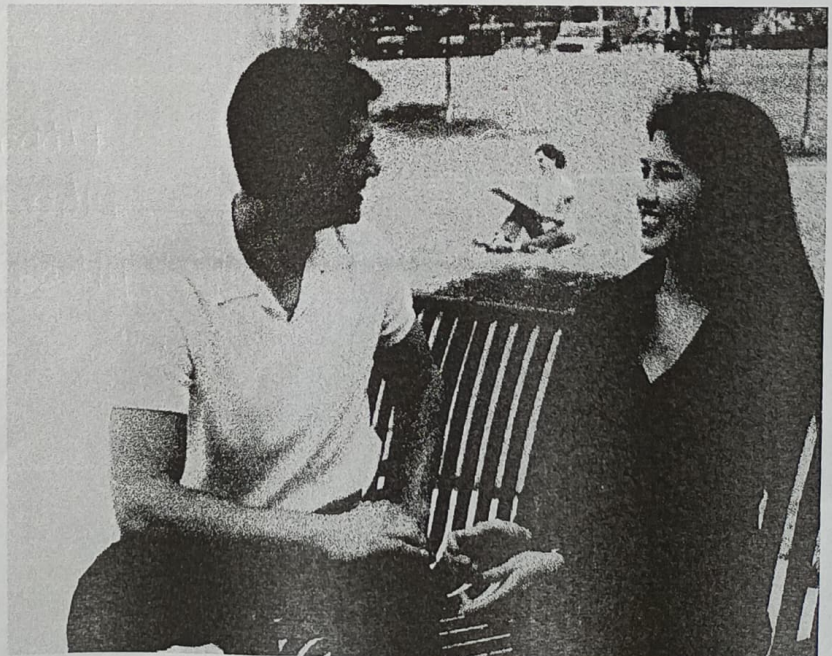
**Discuss your abilities**

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**  
 → también  
**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 sneakers



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



3. I'm too tired  
 I can't read right now no puedo leer ahora



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



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

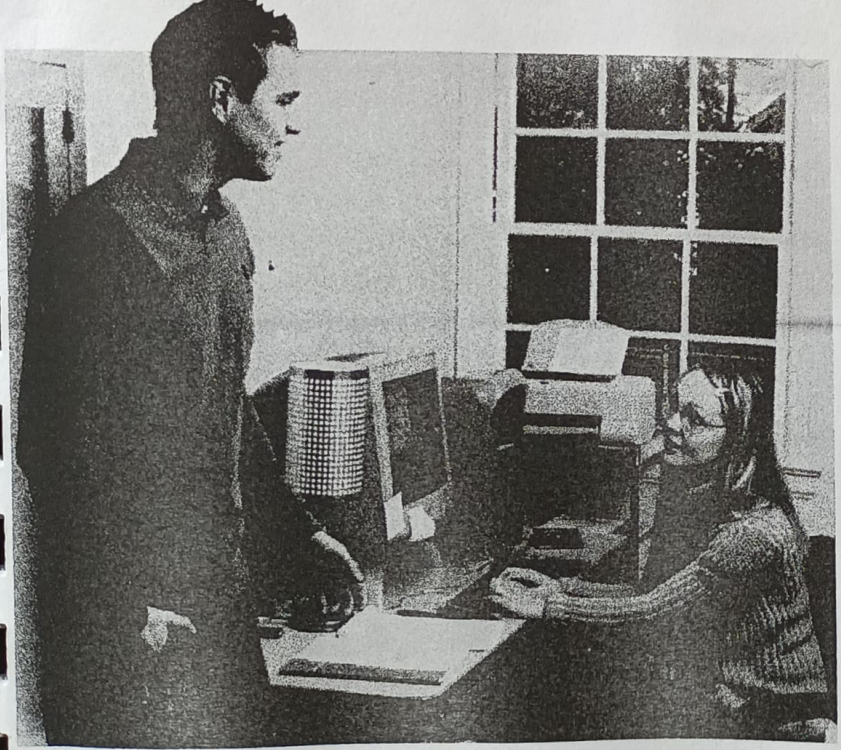


6. It's too late for a movie.  
 We should go to bed. Para una película

**LISTENING**


**Decline an invitation**

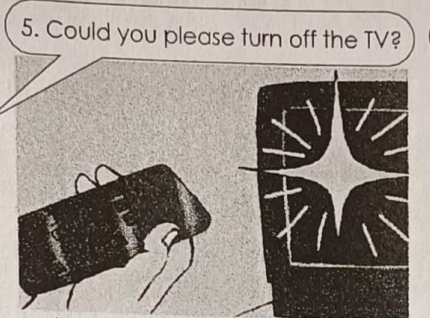
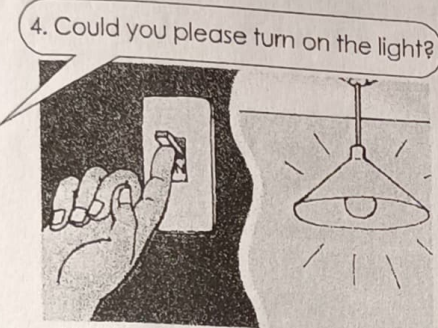
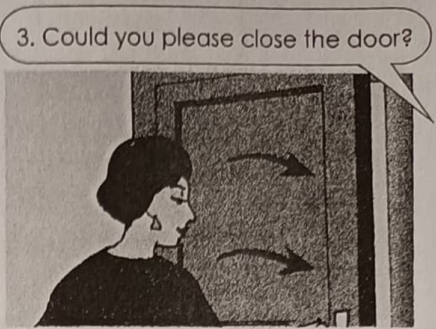
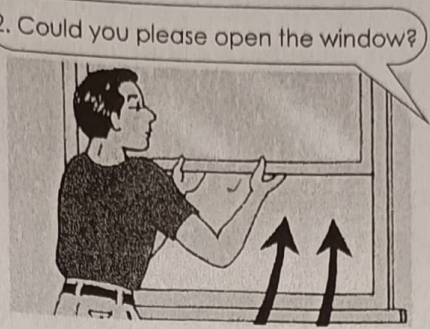
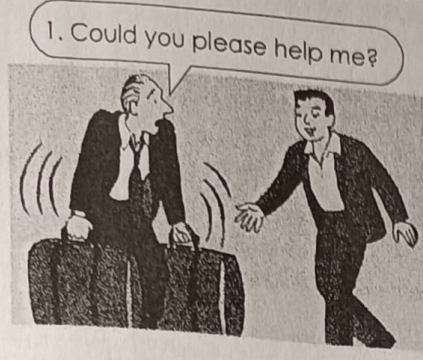
- i) (4.15) Read and listen.  
 A: Hey, Sue. Let's go to a movie.  
 B: I'm really sorry, Paul, but I'm too busy.  
 A: That's ok. Maybe some other time.



# LISTENING

## Favors

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



Also: turn on the stove/ computer


Also: turn off the microwave/ light

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. <sup>hace un poco de calor</sup> Could you please open <sup>podria usted</sup> the window? <sup>la ventana</sup>
2. I have a headache. <sup>me duele la cabeza</sup> could you please off the TV?
3. could you please to go for my jacket? I'm going for a walk. <sup>podria usted entregarme mi chaqueta.</sup>
4. I'm going to bed. could you please to take the computer?
5. I want to read a book. could you please to give my glasses?
6. could you please to go shopping? We need milk.
7. I'm busy right now. <sup>ocupado</sup> could you please take the garbage?
8. Let's watch a movie. could you please Power 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 my glasses on ?
4. Could you please open the door ?
5. Could you help me ?

→ Saber



# LISTENING

## Ask for and agree to do a favor

n) <sup>4.18</sup> 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 *Ayúdame*

turn off the \_\_\_

do the laundry

open the \_\_\_

make dinner *hacer la cena*

close the \_\_\_

take out the garbage *sacar la basura*

hand me my \_\_\_

wash the dishes *lavar platos*

clean the house *limpiar la casa*

*laundry = lavandería*

*Profe aqui no entiendo*



READING

p) <sup>4.19</sup> 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"> <li>turn her head or smile when her mother or father speaks.</li> <li>roll over.</li> <li>cry when she's hungry, thirsty or afraid.</li> <li>see colors.</li> </ul>	<p>Between 3 and 6 months a baby can:</p> <ul style="list-style-type: none"> <li>laugh and make an "m" sound.</li> <li>reach for things.</li> <li>look at his own hands and feet.</li> <li>sit with help.</li> </ul>	<p>Between 6 and 12 months a baby can:</p> <ul style="list-style-type: none"> <li>crawl and stand.</li> <li>sit without help and pick up small things.</li> <li>say some words.</li> </ul>	<p>Between 12 and 24 months a baby can:</p> <ul style="list-style-type: none"> <li>throw things.</li> <li>say "no".</li> <li>play next to other children.</li> <li>walk.</li> </ul>
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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 <i>sonrisa</i>                               | <input checked="" type="checkbox"/> say some words <i>decir algunas palabras</i> | <input checked="" type="checkbox"/> crawl and stand <i>gatear y estar de pie</i> | <input checked="" type="checkbox"/> throw things <i>lanzar cosas</i>           |
| <input checked="" type="checkbox"/> pick up small things <i>recoger cosas pequeñas</i> | <input checked="" type="checkbox"/> walk <i>andar</i>                            | <input checked="" type="checkbox"/> reach for things <i>alcanzar cosas</i>       | <input checked="" type="checkbox"/> sit without help <i>sentarse sin ayuda</i> |
| <input checked="" type="checkbox"/> see colors <i>ver colores</i>                      | <input checked="" type="checkbox"/> roll over <i>darse vuelta</i>                | <input checked="" type="checkbox"/> laugh <i>reír</i>                            |                                                                                |

r) Use the grammar. Complete the sentences about what a baby cannot do.

Example: at one month, a baby can't crawl. *al mes el bebé no puede gatear*

- At two months, can't sit without help.
- At five months, can't walk.
- At eleven months, can't see colors.
- At sixteen months, can't play next to other children.