



Mi Universidad

Actividad

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Topic name; APPEARANCE AND HEALTH

Partial; 2

Subject Name; English

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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

LISTENING

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

1 4

2

3

GRAMMAR

Describing people with "be" and "have".

With "be"

Her eyes are blue.
Their hair is grey.

With "have"

She has blue eyes.
They have grey hair.

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.

Her eyelashes are long and dark. She has long, dark, eyelashes.

d) Complete each sentence with the correct form of "be" and "have".

1. A: What does your brother look like?

B: Well, he have a mustache and wavy hair.

And he wears glasses.

2. A: What does your mother look like?

B: Her hair be curly and black.

3. A: What does her father look like?

B: He have a short, gray beard.

4. A: What does his grandmother look like?

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

5. A: What does his sister look like?

B: His sister? Her hair be 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

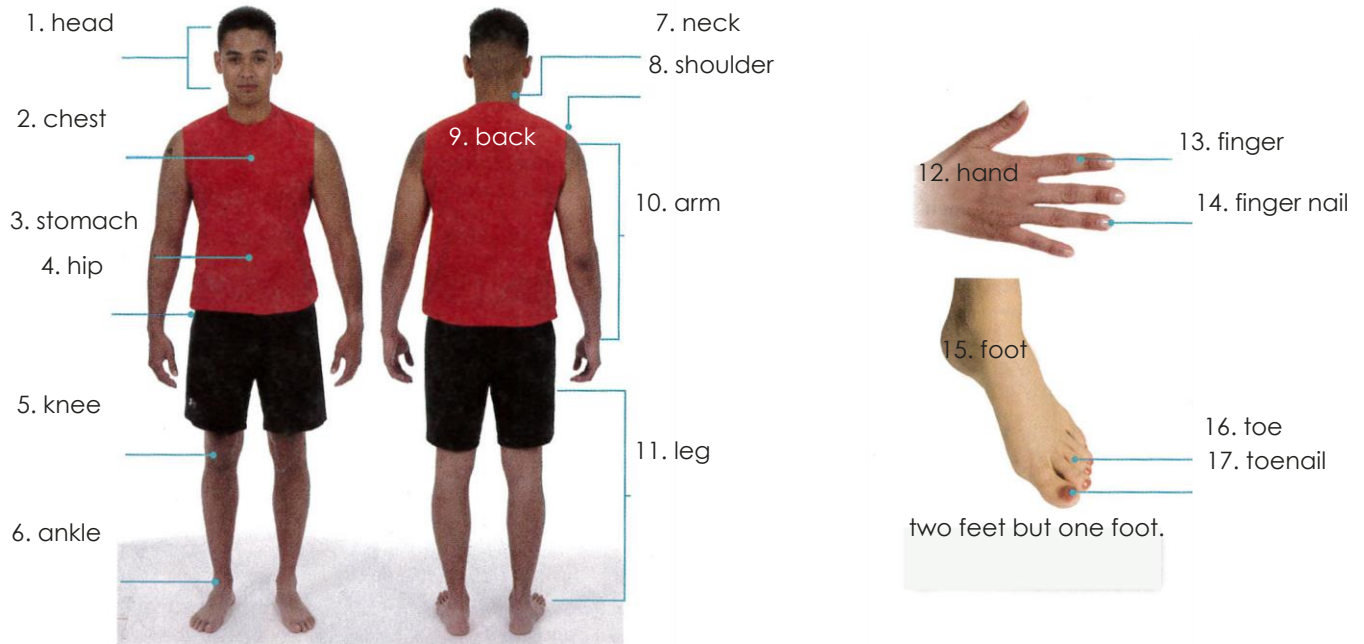
His eyes are very blue / dark



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 the shoulder .
3. She broke her finger .
4. He cut his chin .
5. She fell down .
6. He burned his hand .

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



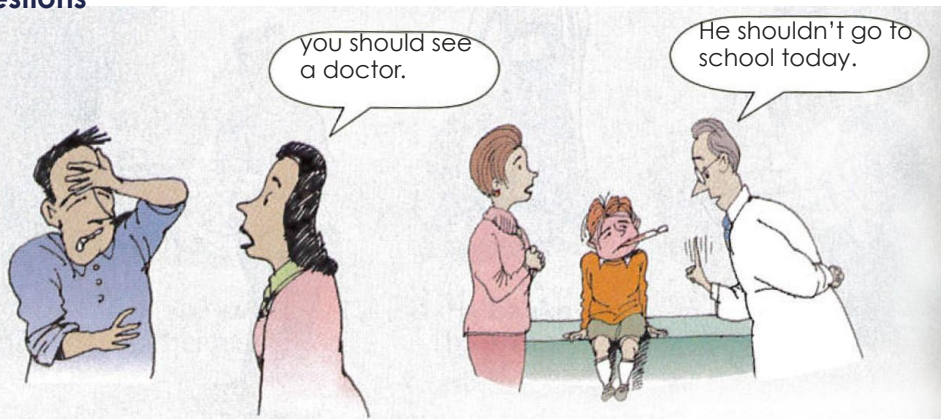
4. see a doctor/ see a dentist

GRAMMAR


Modal: "should" + base form for suggestions

I
You
He
She
It
We
You
They

should take something
shouldn't go to work



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 take a massage
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 type="checkbox"/>	<input checked="" 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 checked="" 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

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

PARTNER'S B ailments

1. I have a bad toothache.
2. I have a sore throat.
3. 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

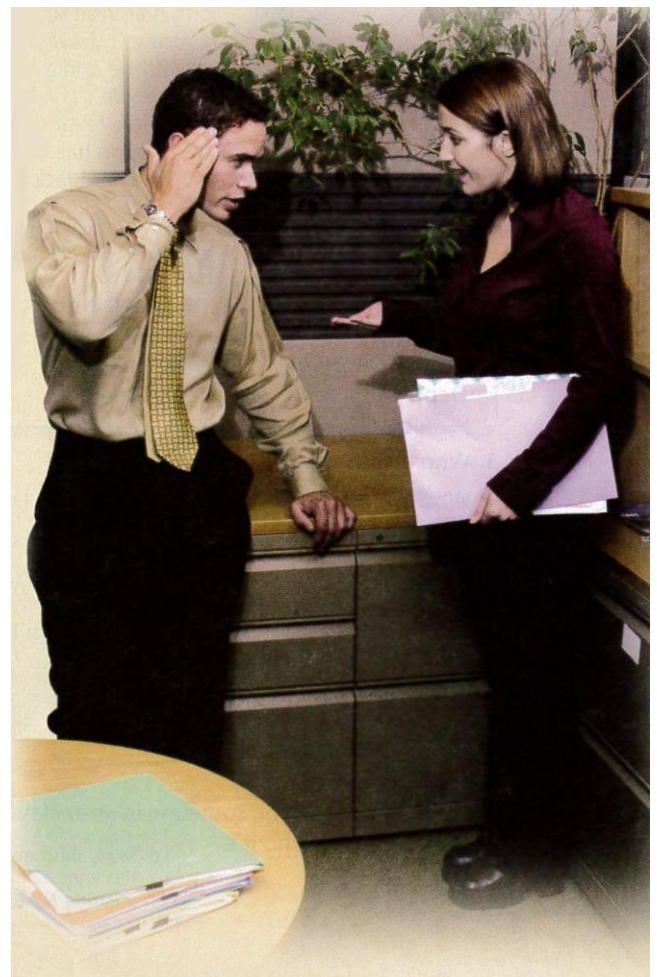
I feel terrible

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



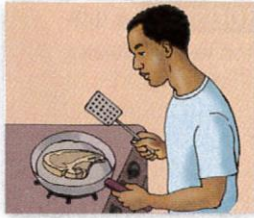
3. swim



4. play the guitar/ the violin



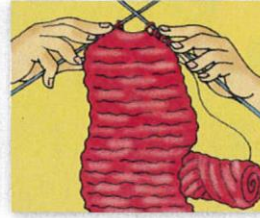
5. ski



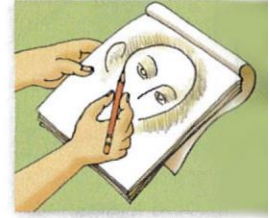
6. cook



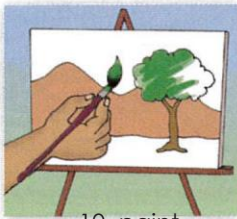
7. sew



8. knit



9. draw



10. paint



11. drive



12. fix things

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. I repair well _____ 1. I drive badly _____

2. I fish well _____ 2. I swim badly _____

3. I do my expenses well _____ 3. I plan my day 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 swims 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 talk English well.

B: No, she can't. She needs this class.

5. A: can your mother knits?

B: Yes. She knits very well.

6. A: can your sisters skiing?

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.

h) Complete each sentence. Use "too" and an adjective.



1. I don't want these shoes.
They're too expensive



2. It's too cool
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 night for a movie.
We should go to bed.

Be careful!
Don't use "too" with a positive adjective.
She's so pretty.
NOT She's ~~too~~ pretty!

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?

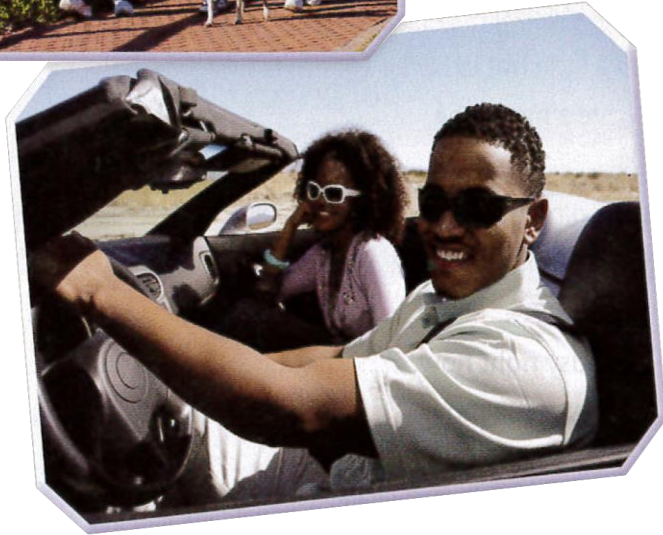
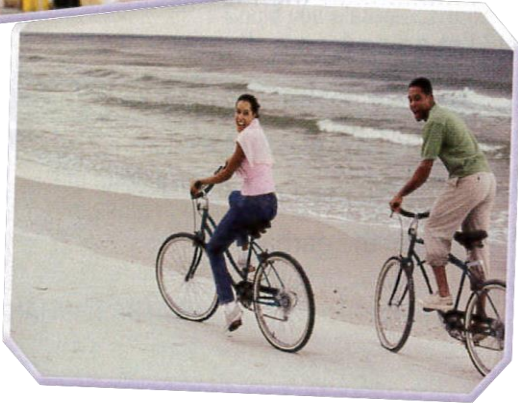
Sounds great!

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

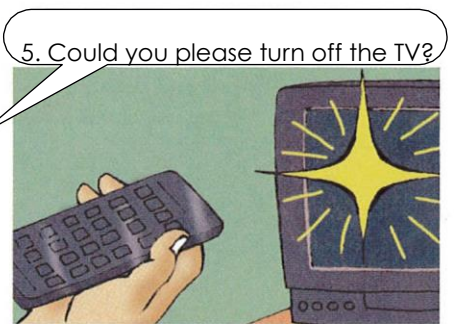
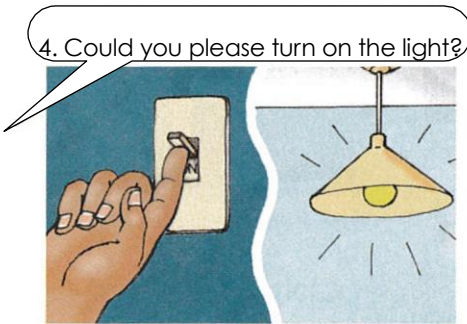
- Use "could you" and the base form of a verb to make a request.
Example: could you wash the dishes?

- 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.



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. Could you please open _____ the window?
2. I have a headache. could you turn off the TV?
3. could you pass me 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 pass me my glasses?
6. could you go shopping _____ shopping? We need milk.
7. I'm busy right now. could you take 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 _____ could you turn off the stove please _____ ?
3. Could you please _____ pass me my glasses _____ ?
4. Could you please open the door for me _____ ?
5. Could you help me with the courses _____ ?

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 <u>tv</u>	help me
turn off the <u>fan</u>	do the laundry
open the <u>closet</u>	make dinner
close the <u>tap</u>	take out the garbage
hand me my	wash the dishes
<u>phone</u>	clean the house












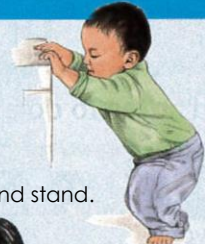







READING

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 type="checkbox"/> smile; / | <input type="checkbox"/> say some words; x | <input type="checkbox"/> crawl and stand; x | <input type="checkbox"/> throw things; / |
| <input type="checkbox"/> pick up small; x | <input type="checkbox"/> walk; x | <input type="checkbox"/> reach for things; x | <input type="checkbox"/> sit without help; x |
| <input type="checkbox"/> things see colors; / | <input type="checkbox"/> roll over; / | <input 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.

1. At two months, a baby he can't throw things
2. At five months, a baby can't talk.
3. At eleven months, a baby can't jump.
4. At sixteen months, a baby can't run.

