



**Mi Universidad**

## **ACTIVIDAD I**

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**THEME: APPEARANCE AND HEALTH/ ABILITIES AND REQUEST.**

**PARTIAL: SECOND.**

**SUBJECT: ENGLISH IV**

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**DEGREE: IN NURSING.**

**CUATRIMESTRE: FOURTH B**

**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		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.


**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?<br>B: Well, he <u>has</u> a mustache and wavy hair.<br>And he wears glasses. | 4. A: What does his grandmother look like?<br>B: She <u>has</u> curly, gray hair and beautiful eyes.      |
| 2. A: What does your mother look like?<br>B: Her hair <u>is</u> curly and black.                                     | 5. A: What does his sister look like?<br>B: His sister? Her hair <u>is</u> long and pretty!               |
| 3. A: What does her father look like?<br>B: He <u>has</u> a short, gray beard.                                       | 6. A: What do your brothers look like?<br>B: They <u>are</u> straight, black hair, and they wear glasses. |

### LISTENING

#### Describing appearance

e)  4.4 Read and listen.

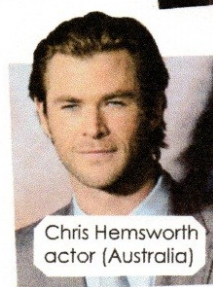
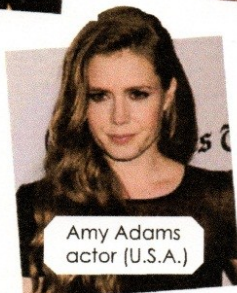
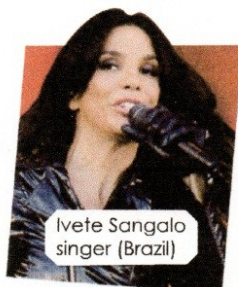
- A: Who's that? She looks familiar.  
B: Who?  
A: The woman with the long, dark hair.  
B: Oh, that's Ivete Sangalo.  
She's a singer from Brazil.  
A: No kidding.

### SPEAKING

- f) With a partner, change the conversation.  
Talk about the people in the photos. Then change roles.

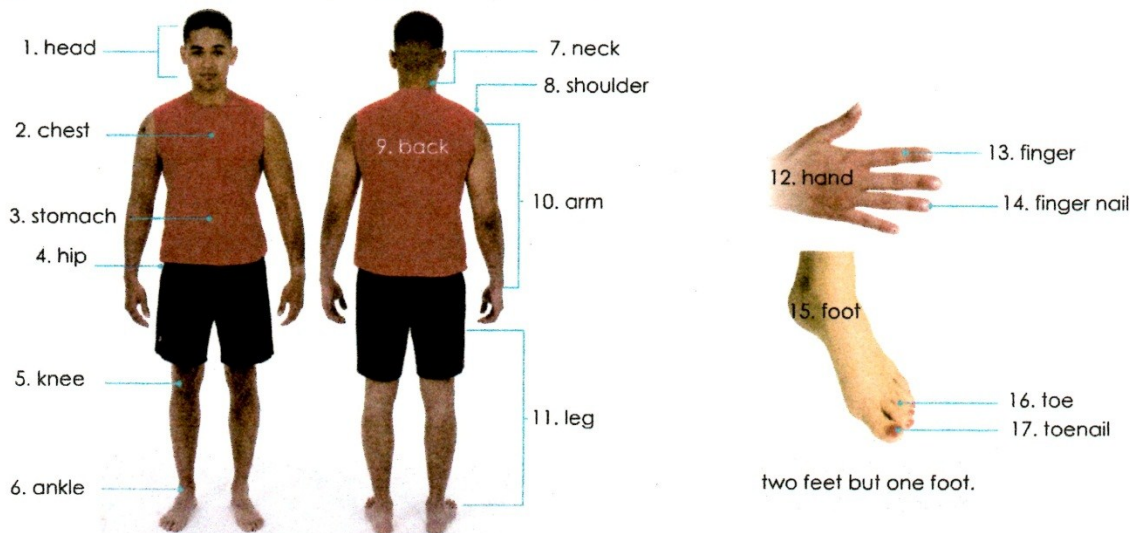
#### RECYCLE THIS LANGUAGE

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

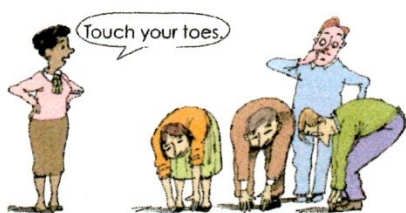
g) 4.5 Read and listen. Then listen again and repeat.



two feet but one foot.

**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 burned his hand

### 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 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

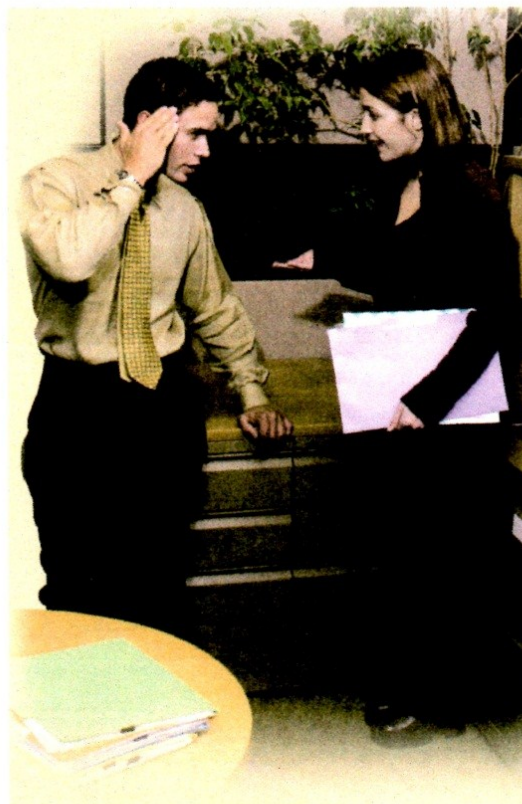
q) With a partner, change the conversation in o). Suggest a remedy with "should". Then change roles.

#### 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)  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



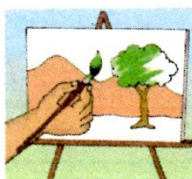
7. sew



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 cook well 1. I swim badly  
2. I paint well 2. I draw badly  
3. I dance well 3. I sings well

**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.

2. A: can Gwen swim 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 speak English well.

B: No, she cannot. She needs this class.

5. A: Can your mother knit?


B: Yes. She knits very well.

6. A: Can your sisters skiing?

B: Yes. They go skiing every weekend.

## LISTENING

### Discuss your abilities

f)  <sup>4.14</sup> 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 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.



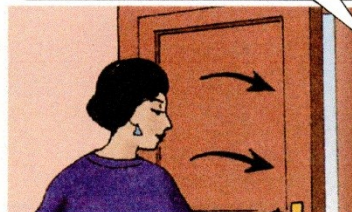
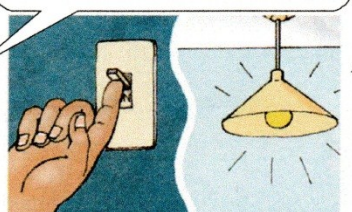
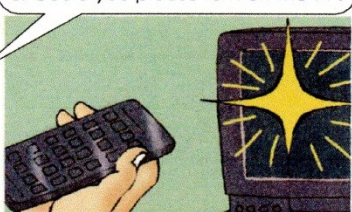





**LISTENING**

**Favors**


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

<p>1. Could you please help me?</p> 	<p>2. Could you please open the window?</p> 	<p>3. Could you please close the door?</p> 
<p>4. Could you please turn on the light?</p>  <p>Also: turn on the stove/ computer</p>	<p>5. Could you please turn off the TV?</p>  <p>Also: turn off the microwave/ light</p>	<p>6. Could you please hand me the glasses?</p>  <p>Also: hand me my sweater/ book</p>

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 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.

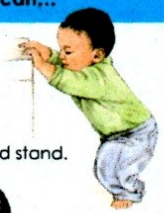






1. Could you close the window, please?
2. Could you turn off the stove \_\_\_\_\_ ?
3. Could you please hand me my glasses \_\_\_\_\_ ?
4. Could you please open the door \_\_\_\_\_ ?
5. Could you help me \_\_\_\_\_ ?

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...
turn her head or smile when her mother or father speaks. 	laugh and make an "m" sound. 	crawl and stand. 	throw things. 
roll over. 	reach for things. 	sit without help and pick up small things. 	say "no". 
cry when she's hungry, thirsty or afraid. 	look at his own hands and feet. 	say some words. 	play next to other children 
see colors. 	sit with help. 		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 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 crawl and stand
- At eleven months, a baby can't play next to other children
- At sixteen months, a baby can't go up and down stairs