



Mi Universidad

Unit Activity #1 – U2

Nombre del Alumno: Jennifer Xicoténcatl Méndez

Nombre del tema: Unit II

Parcial: Second

Nombre de la Materia: English IV

Nombre del profesor: Juan Manuel Jaime Díaz

Nombre de la Licenciatura: técnico en enfermería

Cuatrimestre: Fourth

Comitán de Domínguez Chiapas a 15 de abril de 2024.

VOCABULARY

Abilities



1. sing



2. dance



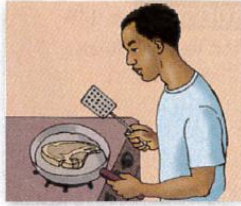
3. swim



4. play the guitar/ the violin



5. ski



6. cook



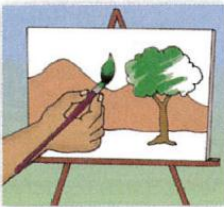
7. sew



8. knit



9. draw



10. paint



11. drive



12. fix things

Exercise 1. Translate to Spanish the vocabulary above. Traduce al español el vocabulario de arriba.

1. cantar

7. Coser

2. bailar

8. tejer

3. nadar

9. dibujar

4. tocar la guitarra/el violín

10. pintar

5. skiar

11. Manejar

6. cocinar

12. Arreglar cosas

Grammar - Adverbs "well" and "badly"

Use "**badly**" if your sentence is active. You should determine if your sentence involves how an action is/was performed. This means it is active and requires an adverb, such as "badly."

For instance, in the sentence "I feel badly since my fingers were burned," the word "feel" is used actively as an action. Instead of describing an emotional state, the sentence now describes a person's ability to touch. Therefore, the adverb "badly" is used.

Badly es un adverbio, lo que significa que describe los verbos o las acciones además de otros adjetivos y adverbios. Por ejemplo, cuando alguien "habla mal", cuando alguien "cocina mal", cuando alguien "conduce mal" etc, usamos badly. Es decir, Badly cataloga lo mal que se realiza algo.

Ej: Su novia canta bastante mal. His girlfriend sings pretty badly.

Él juega muy mal al fútbol. He plays football very badly*.

Él está mal vestido He's badly dressed.

Use "**well**" if your sentence is active. Once you understand that the meaning of your sentence is active in nature, use the adverb "well" to further your explanation of how an action is/was performed.

For instance, in the sentence "I feel well now that my fingers have healed," the word "feel" is used actively as an action. Instead of describing an emotional state, the sentence now describes a person's ability to touch (or to "do" something well—which is an action). Therefore, the adverb "well" is used.

Un adverbio nos dice de que manera se hace la acción. Cuando **WELL** se usa como adverbio significa que la acción se hace bien, de manera adecuada, con claridad, etc.

I could not hear the teacher well. - No pude escuchar el profesor con claridad.

Things are going well. - Las cosas van bien.

He did his job well. - El hizo su trabajo bien/adecuadamente.

Exercise 2. Escribe 3 oraciones usando well y 3 oraciones usando badly usa el vocabulario de arriba

Well

1. I cook well

2. I dance well

3. I play soccer well

Badly



1. I draw badly

2. I drive badly

3. I to skateboard badly

Grammar - "Can" and "can't" for ability

We use "can" or "can't" + the base form of a verb to talk about ability.

		Questions	Short Answers
Carrie can play the guitar.	Josie can't cook.	Can you play the guitar	Yes, I can. / No, I can't.
		Can he speak English	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

Exercise 3. 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 ___sking_____?

B: Yes. She knits very well.

6. A: ___can_____ your sisters ___sking_____?

B: Yes. They go skiing every weekend.

Exercise 4. Answer the questions with true information. Use short answers with "can" or "can't".

1. Can you play the piano? No, I can't play the piano _____

2. Can you ski? No, I can't ski _____

3. Can your parents sing well? Yes, my parents can sing well _____

4. Can your friend speak English? No, my friends can't speak English _____

5. Can you draw? Yes, I can draw _____

6. Can your father fix things? Yes, my father can fix things _____

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.

Exercise 5.



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 busy I can't read right now.



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



5. I can't talk right now. I'm too tired. □



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

Exercise 6. Complete each sentence. Use "too" and an adjective.

1. I need a new dress. This dress is too old.

2. This skirt is too big _____ I want a short skirt.

3. His shirt is _____. He needs size small. □

4. I don't want that suit. It's _____. □

5. He needs size medium. This shirt is too short _____.