

# **Mi Universidad**

## **Unit Activity #1 – U2**

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*Nombre del tema: Unit II*

*Parcial: Second*

*Nombre de la Materia: English IV*

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*Nombre de la Licenciatura: Tec. en enfermería.*

*Cuatrimestre: Fourth*

## VOCABULARY

### Abilities



1. sing



2. dance



3. swim



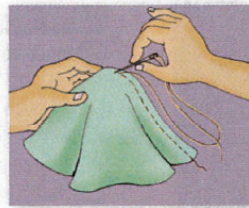
4. play the guitar/ the violin



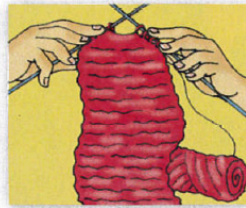
5. ski



6. cook



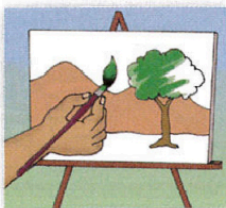
7. sew



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/ violín

10. Pintar

5. Esquiar

11. Conducir

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.

Ejs: 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 draw well
2. I fix things well
3. I rotter blade well

### Badly

1. I sing badly
2. I skateboard badly
3. I knit badly

## 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

**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   knits  ?  
 B: Yes. She knits very well.

6. A: \_\_\_can\_\_\_ your sisters \_\_\_\_\_skiing\_\_\_?

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? \_No, my parents can't sing well\_\_\_\_\_

4. Can your friend speak English? \_\_Yes I can speak English\_\_\_\_\_

5. Can you draw? \_\_No, I can't draw\_\_\_\_\_

6. Can your father fix things? \_\_Yes , he 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 tired \_\_ 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 busy\_\_\_\_\_.



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 long \_\_\_ I want a short skirt.

3. His shirt is \_\_\_\_\_ too big \_\_\_\_\_. He needs size small.

4. I don't want that suit. It's \_\_\_\_\_ too ugly \_\_\_\_\_.

5. He needs size medium. This shirt is \_\_\_too short\_\_\_.