

# Universidad Autónoma de Nuevo León

## Preparatoria 15 Unidad Florida

CELEX\_P15  
GROUPS: 1, 7 & 8

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# Unit 4

HOW DO YOU FEEL?



# ACTIVITIES

- Review vocabulary on page 58 of the *Student's book*.  
Revisa el vocabulario de la página 58 del Student's book.
- Practice the vocabulary with the wordsearch (Worksheet- U4-1)  
Practica el vocabulario con la siguiente sopa de letras (hoja de trabajo U4-1)
- Review the should/shouldn't structure on page 62 of the Student's book. It is also in the next slide. Answer the activity 9.  
Revisa la estructura de should y shouldn't en la página 62 del Student's book, también esta en la siguiente diapositiva y responde la actividad 9.
- Answer pages 46, 47, 48 and 49 of the *Workbook*.
- Contesta las páginas 46 47 del workbook.

# STRUCTURE SHOULD AND SHOULDN'T

## SHOULD

When it is used with a verb,  
means something is a good  
idea to do.

Cuando se utiliza con un verbo  
significa que es una buena idea  
hacerlo.

## SHOULD NOT = SHOULDN'T

When it is used with a verb,  
means something is NOT a  
good idea to do.

Cuando se utiliza con un verbo  
significa que NO es una buena  
idea hacerlo.



# Unit 4

HOW DO YOU FEEL?



# ACTIVITIES

- Read page 63 of the Student's book and the next information, then answer the activities of page 63 of the Student's book and page 50 of the Workbook.
- Lee la página 63 del Student's book y la siguiente información, después contesta los ejercicios de la página 63 del Student's book y la 50 del Workbook.

I	myself
you	yourself
he	himself
she	herself
we	ourselves
they	themselves

Examples:

I should take better care of myself.	My sister should take better care of herself.
We take good care of ourselves.	They take good care of themselves.

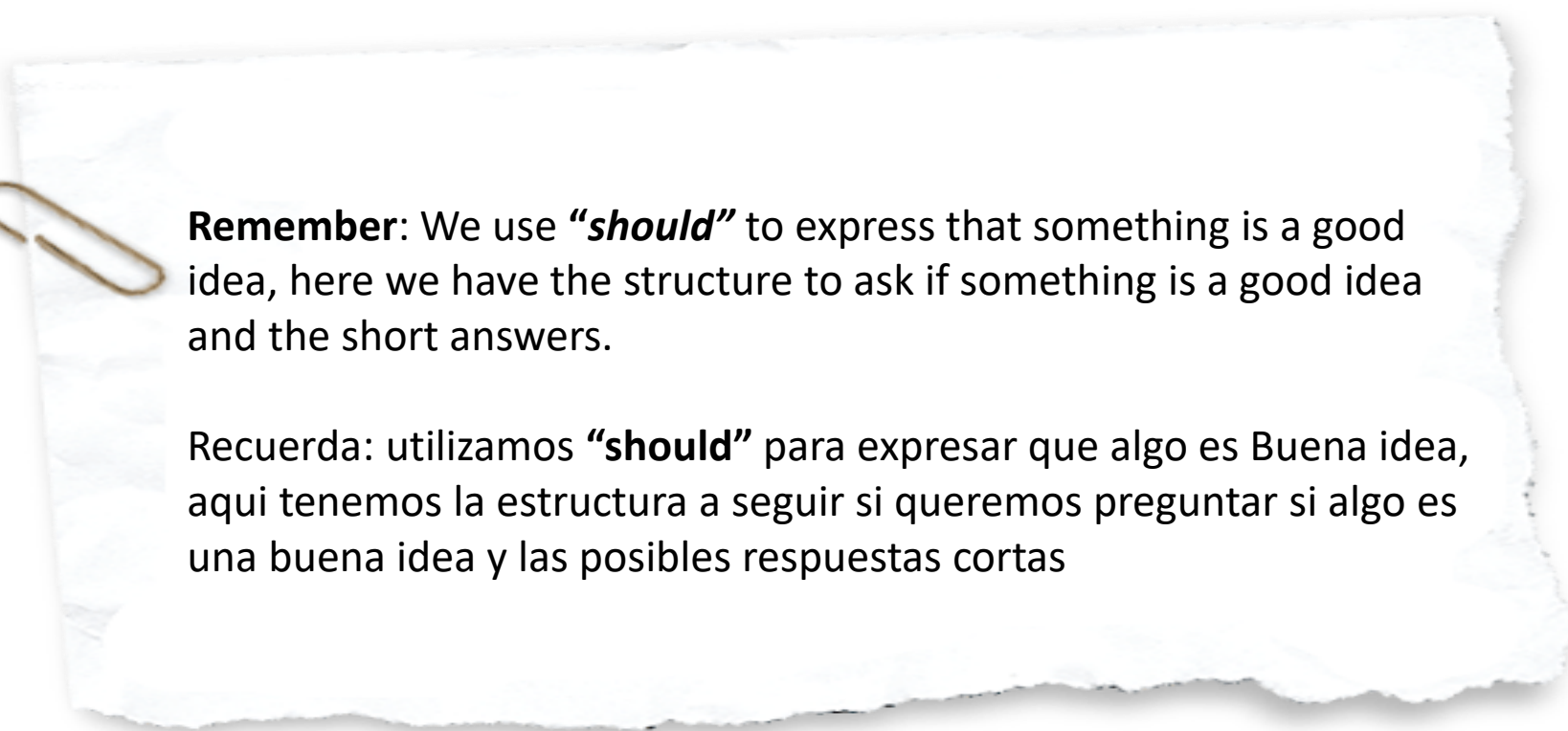
We use these expressions to indicate that the action was performed by the same subject who is talking about.

Utilizamos estas expresiones para comunicar que la acción ha sido realizada por el mismo sujeto de quien se esta hablando

# ACTIVITIES

- Read page 66 and review the structure of the chart. (it is also in the next slide).  
Lee la página 66 y revisa la estructura del cuadro, también la encontraras en la siguiente diapositiva.
- Answer the exercises 21, 22 and 23 of the *Student's book* (pages 66 and 67)  
Contesta los ejercicios 21,22 y 23 del Student's book (páginas 66 y 67)
- Answer *Workbook* page 53 exercise 16.  
Contesta la página 53 del Workbook, ejercicio 16.

<b>Should</b> I/you/he/she/it/we/they eat?	What <b>should</b> we do? <b>Should</b> we go downstairs? <b>Should</b> we call the police?	Yes, we <b>should</b> . No, we <b>shouldn't</b> .
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**Remember:** We use “**should**” to express that something is a good idea, here we have the structure to ask if something is a good idea and the short answers.

Recuerda: utilizamos “**should**” para expresar que algo es Buena idea, aqui tenemos la estructura a seguir si queremos preguntar si algo es una buena idea y las posibles respuestas cortas



I/you/he/she/it/we/they **could** go out.

You **could** stop shaking me.  
You **could** put that noisy cat outside.  
We **could** tell Mom and Dad.



**Remember:** We use “**could**” to express a possibility or to ask something politely.

Recuerda: utilizamos **could** para expresar una posibilidad o para pedir algo amablemente.

# ACTIVITIES

- Read page 70 and review the structure of the chart.
1. We use a comma (,) between items in a list.
  2. We use a comma (,) after most sequence words. We don't use comma after Then.
  3. We use a comma (,) before too at the end of a sentence.
- Answer Workbook page 57