UNIT 1 The way we are

Lesson A People in a hurry

Grammar Adjectives

(See Student's Book p. 3.)

Use

- Adjectives

  Adjectives are used to describe or give more information about nouns or pronouns. They often come before nouns. They also come after the verb *be* and similar verbs (see below for more information on this type of verb).

  He's a careful driver. He's careful.

- Verb + adjective

  Adjectives are used after verbs that describe states, feelings, and senses such as *be, get, feel, seem,* and *sound* (sometimes called copular verbs).

  I get impatient. (not *impatiently*)

  I feel safe with her.

  However, when *feel* means "to have an opinion about," it is followed by an adverb.

  I don't feel strongly about it.

Grammar Manner adverbs

(See Student's Book p. 3.)

The lesson contrasts adverbs with adjectives.

Form

- Adverbs with *-ly*

  To make most adverbs, add *-ly* to the adjective form.

  quick → *quickly*   *careful* → *carefully*

- Irregular adverbs

  Some manner adverbs are irregular (do not end in *-ly*).

  good → *well*

  Some have the same form as the adjective.

  fast → *fast*

- Note: Not all adverbs ending in *-ly* are adverbs of manner (e.g., *recently* is a time adverb; *absolutely* is an intensifying adverb). Not all words ending in *-ly* are adverbs (e.g., *friendly* and *silly* are adjectives).

Spelling rules

Here are rules for adding *-ly* to adjectives to form adverbs:

- For most adjectives, add *-ly*.

  patient → *patiently*

- For adjectives ending in *y*, change the *y* to *i* and add *-ly*.

  easy → *easily*

- For adjectives ending in *c*, add *ally*.

  automatic → *automatically*

Use

- Verb + adverb

  Adverbs are used to describe or give more information about verbs. They describe how things are done or how things happen.

  He drives carefully.   *She sings well.*

Corpus information Irregular adverbs

The irregular adverbs *well, hard, late,* and *fast* are all in the top 1,000 words in conversation. The most frequent *-ly* adverbs of manner in conversation — *quickly, easily, differently, automatically, slowly, properly, badly, strongly,* and *carefully* — are all in the top 4,000 words.

Common errors with adjectives

Students often use adjectives instead of adverbs to describe how someone does an action. (*Children learn languages easily.* NOT *Children learn languages easy.*)

Speaking naturally Questions giving alternatives

(See Student's Book p. 3.)

The examples show a typical intonation pattern used when people ask questions with alternatives or choices. In the first question, the intonation typically rises. In the second question, it typically falls. The falling intonation signals that the list of questions is finished.

Lesson B Personality and character

Vocabulary Adjectives for personality

(See Student's Book p. 4.)

- The vocabulary presented in the lesson consists of adjectives to talk about people's character or personality. The adjectives are often modified by intensifying adverbs such as *extremely* or *totally* (e.g., *He's extremely competitive. She's totally reliable.*). Intensifying adverbs make the meaning of a following word stronger.
- There are also two verb phrases: *to have a (great) sense of humor* and *to count on (someone).*

Grammar Adverbs before adjectives and adverbs

(See Student's Book p. 5.)

The chart in the lesson presents adverbs that are used before adjectives and adverbs.

Form

Intensifying adverbs usually come before the adjective they modify, except for *at all,* which is typically used with *not* and comes after the adjective (e.g., *She's not selfish at all.*).

Use

- Adverbs can describe adjectives and other adverbs. Adverbs such as *extremely, totally, very,* and *really* are all intensifying adverbs. *She's extremely generous.*
- The adjectives *pretty* and *fairly* mean more than a little. *Pretty* is "stronger" than *fairly.*
- The adverbs *extremely* and *very* are not generally used before adjectives such as *wonderful* or *fantastic,* whose meaning cannot be made stronger because they are already very strong. These stronger adjectives use adverbs such as *absolutely* or *really. She's absolutely wonderful.*
- The expression *at all* after a negative + adjective means "completely not." *She's not selfish at all.* This sentence means "She is totally unselfish."
- Note: *Very, really,* and *so* are also used after negatives. *She's not very selfish.* This sentence means "She's just a little selfish."
- *Completely* and *totally* before an adjective mean "100 percent" in a positive sense. *He's completely honest.*

Grammar Adjective prefixes

(See Student's Book p. 5.)

Form

- The prefixes *dis-, im-, in-,* and *un-* can be added to adjectives to give them the opposite meaning. *He's **un**friendly.* (= not friendly) *She's **dis**honest.* (= not honest)
- Other common prefixes with opposite meanings include:

| a / an | amoral | anti- | antisocial |
| il | illogical | ir- | irrational |

Corpus information *Really; pretty*

Really is about nine times more common in conversation than in written texts, and *pretty* is about seven times more common. *Very* or *extremely,* rather than *pretty* and *really,* are used in more formal writing. The pattern *not* + adjective *at all* is about seven times more frequent in conversation than in writing. The pattern *not at all* + adjective is more common in formal writing and speaking.

Lesson C He's always wasting time.

Conversation strategy Describing individual habits

(See Student's Book p. 6.)

- The structure *always* and a verb in the present or past continuous is used to describe what people often do or did. The use suggests that the activity takes place often and that it is worth commenting on. For example, it might be used to describe someone's annoying habit or an activity that is funny or special in some way.

  We're always running late in this house.

  (= We do this a lot. We never stop!)

  When I was in college, I was always studying.

  (= I did this all the time.)

- Using *always* and a continuous verb is a way of highlighting the activity. It can be used to make an account of a situation or event livelier.

Corpus information *Always* with continuous

Always with a continuous verb is often used to describe actions that are annoying, but it can also be used to describe positive behavior. About half of the examples in the corpus describe annoying or negative behavior. The rest are either positive or neither positive nor negative.

Strategy plus *At least*

(See Student's Book p. 7.)

- In this lesson, *at least* is used to introduce a positive idea when a bad situation is being discussed.

  My girlfriend is always late, but at least she apologizes.

- *At least* has a number of other meanings, including the literal meaning of "a minimum of" or "not less than" when used with numbers, amounts, or degrees.

  There were at least 50 people there.

- It can also be used to correct or qualify information.

  That's what we all used to do, or at least, most of us.

  He's always working. At least, that's what I heard.

Corpus information *At least*

The expression *at least* is in the top 500 words and expressions in conversation, and it accounts for over 90 percent of the uses of the word *least.* About 25 percent of uses of *at least* in conversation are in the meaning taught in the lesson. The expression usually comes at the beginning of a sentence rather than at the end.

Lesson D Is that a fact?

Reading tip

(See Student's Book p. 8.)

The Reading Tip tells Ss to think about their own answers to the questions on the class website as they read them. The tip also asks them to look for expressions they can use.

Help note Useful expressions

(See Student's Book p. 9.)

The Help Note presents expressions that students can use in writing about themselves. It includes two passive structures, which should be taught as fixed expressions at this point: *I was born and raised in . . .* and *(a company) called . . .*

The way we are

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Say, "Think about your best friend. What's he or she like? Tell me one thing." Ask a few Ss, and write their responses in a column on the board (e.g., *smart, funny, kind*). Label the column *Personality.* Say, "Now tell me about one of your best friend's favorite free-time activities." Ask a few Ss, and write their responses in a separate column on the board (e.g., *play soccer, cook, listen to music*). Label the column *Habits.* Say, "Personality and habits are two things we talk about when we describe the way people are."

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

> **Extra activity** CLASS
>
> Ss look at the aim in Lesson A and Lesson B and find examples in the unit of phrases with adverbs that describe behavior and adverbs that describe adjectives (e.g., *walk very fast, eat quickly* on p. 2 and *incredibly talented, extremely competitive* on p. 4).

Before you begin . . .

- **Introduce the ideas for describing people** Have Ss look at Before You Begin. Read it aloud. Help with new vocabulary as needed.

↻ **Recycle grammar** Recycle the use of phrases with verb + *-ing* and prepositions to describe people. Write on the board:

> *verb + -ing:*
> *The man / woman ＿＿ looks ＿＿.*
> *in / with:*
> *The man / woman ＿＿ looks ＿＿.*

- Ask, "Who looks outgoing?" Ask a few Ss to respond using one of the patterns on the board (e.g., *The woman in the gray suit looks outgoing.*). Ask Ss who disagree to raise their hands and give their opinions.
- Have Ss work in pairs to discuss the other three adjectives in the first question in Before You Begin. Check answers with the class: Ask individual Ss, "Who do you think looks shy? / conservative? / stylish?" Ask Ss who disagree to raise their hands and give their opinions.

- Call on individual Ss to talk about each person in the pictures (e.g., *S1: I think he / she looks shy.*). Ask other Ss to say whether they agree or not (e.g., *S2: I agree. I think he / she looks shy. S3: Really? I think he / she looks friendly.*).
- Ask, "Which people would you like to meet? Why?" Tell Ss to work in small groups to discuss the questions. Groups report which people they would most like to meet and give their reasons.

> **Extra activity** PAIRS
>
> Call out the number of a page in the Student's Book with a picture of a person. Ss look at the page and describe the person to a partner, talking about personality, habits, possible job, etc. Partners say if they agree or not (e.g., *She looks very smart / stylish.*).

Vocabulary Notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

▪ **Present** *Learning Tip* Read the information aloud. Say, "When you read the news in English, notice the words that go together, for example, adjectives and nouns such as *extreme weather*, and adverbs and verbs such as *severely damaged.* Make a note of such expressions."

▪ **Present** *In Conversation* Books closed. Write on the board: *nice, good, bad, cold, warm, hot.* Say, "These are the six most frequent adjectives used before the word *weather.* Guess the order and write your answers." Ss open their books and check their guesses.

⇄ These tasks recycle collocations used in reporting the news.

1

▪ **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class.

Answers	
1. hailstorm	4. flood
2. rain	5. wildfire
3. earthquake	

2

▪ **Preview the** *Word Builder* **task** Say, "This Word Builder task will give you practice choosing nouns and verbs that can and cannot go together." Read the instructions aloud.

▪ **Do the task** Have Ss complete the task. Check answers with the class.

Answers	
1. injured	3. partially
2. A shopping mall	4. rain

3

▪ **Preview the** *Word Builder* **task** Say, "This Word Builder task gives you an opportunity to use what you know to guess the meaning of new adjective + noun collocations." Read the instructions aloud.

▪ **Do the task** Have Ss complete the task. Check answers with the class.

Possible answers

freak accident: sudden, unusual, unexpected accident
heavy traffic: a lot of traffic
major earthquake: strong or big earthquake
minor injuries: light injuries that are not very bad

On your own

▪ **Present** *On Your Own* Read the instructions aloud. Ask, "What city and temperatures are shown in the example?" [Honolulu; 92°F / 33°C]

▪ **Follow-up** At the start of the next class, Ss form small groups and tell about the three places they looked up.

Now I can . . .

▪ Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.

▪ Have Ss look over the four lessons and identify any areas they want to review.

▪ Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

Checkpoint Units 10–12

Tell Ss to look through the Checkpoint. Ask, "Which tasks look easy for you? Which look hard to you?" Tell Ss to choose a task that they think will be hard for them, go back to the unit where the language is taught, and review it before beginning the Checkpoint.

1   What can you guess about Suki?

🔁 This task recycles the present perfect continuous, the present perfect, and *already* and *yet*. It also recycles modal verbs for speculating.

A

- **Set the scene**   Tell Ss to look at the pictures. Ask, "What do you see in the pictures? What's been happening?" Ask Ss for their ideas (e.g., *In the kitchen, there are two pots on the stove and some cookies on the counter. Someone has been cooking.*).
- **Preview and do the task**   Read the instructions and the example aloud. Have Ss complete the sentences. Check answers with the class: Have individual Ss each read a sentence aloud.

> **Answers**
>
> There are two pots on the stove, so she's been cooking. She has already baked some cookies. She has been writing a letter, but she hasn't finished it yet. There's a whole pizza, so I bet she hasn't eaten lunch. Her headphones are on the table, so she has probably been listening to music. Her paints and brushes are out, so it looks like she's been painting. She has already painted a vase of flowers.

B

- **Preview the task**   Read the instructions aloud. Call on two Ss to read the example sentences aloud. Write on the board to guide Ss' discussion:

  Why is she baking cookies?
  Who is she writing the letter to?
  What kind of music does she like?
  Where is Suki?

- **Do the task**   Have Ss work in pairs, discuss the questions, and make more guesses about Suki and the pictures.
- **Follow-up**   A few pairs share some of their guesses.

> **Extra activity**   GROUPS
>
> Groups play charades using modal verbs for speculating. Each group thinks of five interesting situations (e.g., *You are driving to the airport, and you are very late.*). Then group members take turns miming their situations for another group. The other group writes down as many speculations about the situation as possible in 30 seconds (e.g., *He must be late for an appointment. He could be driving to work.*). Groups get one point for each good guess. The group with the most points wins.

2   That must be interesting!

🔁 This task recycles *since*, *for*, and *in* for duration and adjectives ending in *-ed* and *-ing*. It also recycles the conversation strategy of showing you understand another person's feelings or situation.

- **Preview the task**   Write on the board: *I went to a concert on Saturday. It was _____.* Ask Ss for adjectives to complete the second sentence (e.g., *boring, amazing, disappointing*). Read the instructions aloud.
- **Do the task**   Have Ss complete the statements and responses. Check answers with the class: Call on pairs of Ss to read their statements and responses.

> **Possible answers**
>
> 1. *A*   I've been taking dance lessons since I was a kid.
>   *B*   You must be good / motivated.
> 2. *A*   I haven't heard from my boyfriend in / for ages.
>   *B*   You must be worried / annoyed / anxious.

> 3. *A*   I've been going out with someone for several months now.
>   *B*   That must be exciting / fun.
> 4. *A*   I've been working hard since May. I haven't had a vacation.
>   *B*   That must be tiring / frustrating.

- Have two Ss read the example conversation aloud. Ask, "What can you ask to continue the conversation?" Have Ss call out questions (e.g., *What kind of music do you like to play?*). Have pairs take turns reading and responding to the sentences. Tell them to ask follow-up questions to continue the conversation.
- Have Ss rewrite the sentences so that they are true for them. When Ss finish, have them take turns reading and responding, this time using their true sentences.

3   Have you seen any good movies lately?

🔁 This task recycles the vocabulary for kinds of movies and expressions to describe types of movies.

- **Preview and do the task**   Read the instructions and the examples in the chart aloud. Have two Ss read the example conversation. Have Ss complete the chart with movies they have seen.

- Ask, "What questions can you ask about a movie?" Write Ss' answers on the board (e.g., *Who was in it? What was it about?*).
- Call on two Ss to read the example conversation aloud. Have Ss work in pairs and talk about the movies in their charts. Tell Ss to use the questions on the board to get more information about the movies.

4 Can you complete this conversation?

🔁 This task recycles the conversation strategies of asking for a favor politely, showing you understand another person's feelings, introducing news, and using *all right*, *I see*, and *the thing is*. It also recycles *already* and *yet* with the present perfect.

- **Set the scene** Tell Ss to look at the picture. Ask, "What do you think the two people are doing?" Get ideas from Ss (e.g., *They could be talking about all the clutter.*).
- **Preview and do the task** Read the instructions aloud. Tell Ss to use each expression only once. Have Ss complete the conversation. Check answers with the class: Have a pair of Ss read the conversation.

Answers

Ana <u>Guess what</u>? We have a new boss — Abigail Freeman. And <u>you know what</u>? Things are going to change around here!

Nat Really? So, have you met her <u>yet</u>?

Ana No, but I've <u>already</u> heard lots of stories about her. <u>The thing is</u>, she's a "clean freak." She hates clutter. So everyone is busy cleaning and putting things away.

Nat <u>I see</u>. So I guess we're going to have to clean up this mailroom.

Ana Actually, <u>I was wondering</u> if we could start now because she might come by later.

Nat Yeah. We need to make a good first impression. <u>The only thing is</u>, every time I clean up, I lose something!

Ana Really? <u>That must be</u> frustrating! So let's be careful when we throw things away!

Nat Good idea. <u>All right</u>, let's get started!

- **Practice** Ss practice the conversation in pairs, taking turns playing each role.

5 I was wondering . . .

🔁 This task recycles the conversation strategy of asking for a favor politely.

- **Preview the task** Read the instructions aloud. Call on two Ss to each read a favor. Tell pairs to add two more favors. Then call on a few pairs to read their favors.

- Have two Ss read the example conversation aloud. Write on the board: *I was wondering if I could . . . ?* Ask, "What other expressions can you use to ask politely for a favor?" Write Ss' ideas on the board (e.g., *I want to . . . ; Would it be OK with you if I . . . ?*).
- **Do the task** Say, "Now role-play conversations in pairs, taking turns asking for favors. Ask why your partner needs the favor and decide if you will do it."

6 Here's the news.

🔁 This task recycles the passive.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the sentences. Check answers with the class.

Answers

Four cars <u>were involved</u> in an accident on the highway this morning. The accident <u>was caused</u> by a truck that spilled hundreds of tomatoes onto the road. Fortunately, the drivers <u>weren't</u> seriously <u>injured</u>. Two people <u>were taken</u> to the hospital with minor injuries. The truck driver <u>was interviewed</u> by police. The highway <u>was opened</u> again two hours later.

B

- **Preview and do the task** Say, "Brainstorm words and expressions describing extreme weather and natural disasters." Read the examples aloud.
- Have pairs write as many words as they can for extreme weather and natural disasters. When Ss finish, have them call out words, and write them on the board.

Possible answers

severe thunderstorm, heavy rains, catastrophic wildfire, flash flood, freak hailstorm, hurricane, minor earthquake, strong winds, thunder and lightning, tornado

- Say, "Now write five sentences to create a news report." Tell pairs to use words on the board and the model in Exercise 6A to report on an extreme weather situation or natural disaster. When pairs finish, have them read their reports to the class.

Extra activity GROUPS

Groups choose one extreme weather event and write a list of words related to it. Group members take turns saying a sentence about the weather event, using words on their list (e.g., *Houses are often destroyed by strong winds. Electric power is often disrupted.*).