

1 Grammar in the Real World

A Do you know how to give a presentation? What do you do to prepare? Read the article. How many of your ideas are in the web article?

How to Be a Successful Presenter

For many people, giving a presentation can be a **scary** experience. If you feel **nervous** about giving presentations, here are some helpful tips.

- Prepare your presentation **carefully**. **Careful** preparation will give you confidence, and this will impress¹ your audience. A **confident**² presenter always makes a **good** impression.³
- Organize your ideas. Think about what you want to say. Then list your three or four main points on note cards.
- Practice giving your presentation aloud⁴ by yourself and with friends, too. Tell your friends to give you **honest** feedback,⁵ but make sure they tell you first what you did **well**.
- On the day of the presentation, arrive at the room **early**. Think **positive** thoughts and remember that you can do this.
- Before you start, breathe **deeply** and smile **confidently** at your audience. Speak **slowly** and **clearly**. Make eye contact with people in **different** parts of the room. Look at your notes **quickly** when you need to. Your audience wants you to do **well**. Then relax and do your best.
- After your presentation, ask people for feedback and advice. Use the ideas in your next presentation. With practice, you will learn to give **good** presentations, and you may even enjoy giving them.



¹impress: cause people to admire and respect you | ²confident: not having a doubt about yourself or your abilities | ³impression: an idea or opinion of what someone is like | ⁴aloud: in a voice loud enough that people can hear it | ⁵feedback: response after seeing an activity or performance

B Comprehension Check Does the article answer these questions? Write *Yes* or *No*. Then answer the questions.

1. What can give you confidence as a presenter? _____
2. What are some ways that can help you organize your ideas? _____
3. What should you do when you practice? _____
4. What should you do after your presentation? Why? _____

C Notice Look at the word in bold in each sentence. Circle the word that it describes. How are the words you circled in item 1 different from the words you circled in item 2?

1. a. A **confident** presenter always makes a good impression.
b. Think **positive** thoughts.
2. a. Smile **confidently**.
b. Before you start, breathe **deeply**.

Next, complete the sentence below. How do you know which word to use?

3. He walks _____.
a. confident
b. confidently

2 Adjectives and Adverbs of Manner

► Grammar Presentation

2.1 Adjectives and Adverbs of Manner

| | |
|---|---|
| <p>a. Adjectives give information about nouns. They often come before a noun or after <i>be</i>.</p> | <p>ADJ. NOUN <i>I want your honest feedback.</i></p> <p>BE ADJ. <i>The slides were clear.</i></p> |
| <p>b. Adverbs give information about verbs.</p> | <p>VERB ADV. <i>The presenter spoke clearly.</i></p> <p>VERB ADV. <i>She prepared her presentation carefully.</i></p> |
| <p>c. Adverbs of manner usually come after a verb or a verb + object.</p> | <p>VERB ADV. <i>Dress nicely.</i></p> <p>VERB OBJ. ADV. <i>She looked at the audience quickly.</i></p> |

2.1 Adjectives and Adverbs of Manner (continued)

- d. Don't put an adverb between a verb and an object.
Place it after the object.

| | | |
|--|--------|--------|
| VERB | OBJECT | ADVERB |
| <i>Prepare your presentation carefully.</i> | | |
| NOT <i>Prepare carefully your presentation.</i> | | |

2.2 Basic Forms of Adverbs

| | Adjective | Adverb |
|--|---|---|
| a. For most adverbs of manner, add <i>-ly</i> to the adjective form. | <i>bad</i> <i>careful</i> <i>clear</i> <i>fluent</i> <i>loud</i> <i>nervous</i> <i>quick</i> | <i>badly</i> <i>carefully</i> <i>clearly</i> <i>fluently</i> <i>loudly</i> <i>nervously</i> <i>quickly</i> |
| b. With adjectives ending in <i>-y</i> , change <i>y</i> to <i>i</i> and add <i>-ly</i> . | <i>easy</i> <i>happy</i> | <i>easily</i> <i>happily</i> |
| c. With adjectives ending in <i>-ic</i> , add <i>-ally</i> . | <i>automatic</i> <i>academic</i> | <i>automatically</i> <i>academically</i> |
| d. With adjectives ending in a consonant + <i>-le</i> , drop <i>e</i> and add <i>-y</i> . | <i>gentle</i> <i>terrible</i> | <i>gently</i> <i>terribly</i> |
| e. The adverb and adjective form of the following words are the same: <i>early</i> , <i>fast</i> , <i>hard</i> , <i>late</i> . | <i>He is early.</i> <i>It sounds fast.</i> <i>It's a hard test.</i> <i>They're late.</i> | <i>He went home early.</i> <i>He talks fast.</i> <i>He studied hard.</i> <i>They arrived late.</i> |
| f. <i>Well</i> is the adverb form of the adjective <i>good</i> . | <i>He's good at English.</i> | <i>He speaks English well.</i> |
| <i>Well</i> can also be an adjective. It means "healthy." | <i>He isn't well.</i> | |
| g. Some adjectives that end in <i>-ly</i> do not have an adverb form. Do <u>not</u> use them as adverbs. | <i>elderly, friendly, lively,</i> <i>lonely, lovely, ugly</i> | |

►► Adverbs with *-ly*: See page A24.

Data from the Real World

These are the most common adverbs of manner:

| | | | | | |
|-------|---------|---------|-----------|-------------|---------------|
| well | late | easily | carefully | seriously | automatically |
| hard | fast | clearly | strongly | differently | properly |
| early | quickly | slowly | closely | badly | |

► Grammar Application

Exercise 2.1 Adjectives and Adverbs

A Circle the adjectives and draw an arrow to the nouns they describe. Underline the adverbs and draw a line to the verbs they describe.



I'm a professional hairstylist, and I'm very good at my job. I'm friendly and polite to my clients, so I make a good impression. But I don't schedule clients early in the day because I'm not in a good mood until noon.

Of course, I don't get an early start to my day. I wake up late and start my day slowly.
 5 I can't think clearly without three cups of strong coffee. After breakfast, I take a shower, get dressed, and check my e-mail. I don't talk to anyone in the morning, except for my elderly neighbor when I leave home. He likes to sit on the front porch. I think he's lonely.

I drive to work, but my commute isn't bad. When I get to work, I check my
 10 schedule closely and make a few quick phone calls. At 11:55 a.m., I finish my last cup of coffee and smile warmly at my first client at 12:00 noon.

B Over to You What is your morning routine? Write four sentences using adjectives and adverbs. Then tell a partner.

A I get up early. I'm awake by 6:00 a.m.

B I sleep late. On the weekends, I sleep until 11:00 a.m.

Exercise 2.2 More Adjectives and Adverbs

A Complete each sentence pair with the adverb or adjective form of the underlined word in the first sentence. The sentences will have a similar meaning. (Remember: Some adjectives do not change form when they are adverbs.)

1. Cindy makes a good impression when she presents in front of a group.
 - a. She is careful when she researches her topic. She researches her topic carefully.
 - b. Her voice is clear and easy to understand. She speaks _____.
 - c. When she starts to speak, her smile is automatic. When she starts to speak, she _____ smiles.
 - d. She strongly argues her points. She makes _____ arguments for her points.



2. Robert made a good impression at the job interview.
 - a. He was polite. He talked politely to the interviewer.
 - b. He was early. He arrived at the company _____.
 - c. He thought about the questions, and he answered the questions carefully. He was _____ in his answers.
 - d. He was good at answering the questions. He answered the questions _____.
 - e. He didn't speak badly about his former employer. He didn't say _____ things about his former employer.



B Pair Work Take turns reading the sentences. Identify the adjective and adverb form of the words.

Exercise 2.3 Adverbs of Manner

A Complete the questions about making a good impression at school and at work. Use the adverb forms of the words in parentheses.

Questionnaire

1. Do you get to work or school early (early), or do you arrive late (late)?
2. Do you take your job or your studies _____ (serious)?
3. Do you work _____ (hard), or are you lazy?
4. Do you check your assignments _____ (careful)?
5. Do you try to do every job _____ (proper), or do you do everything _____ (quick)?
6. Do you always dress _____ (appropriate) for work or school?
7. Do you always speak _____ (polite) to your boss or teacher?
8. Do you plan your time _____ (good) and complete your work on time?
9. Do you organize your desk _____ (neat)?
10. Can you give instructions _____ (clear)?
11. Do you like to work _____ (close) with co-workers or classmates?

B Pair Work Ask and answer the questions in A. Give more information in your answers.

A Do you get to work early?

B No, I don't. I usually arrive just in time.

C What do you think are the six most important qualities of a good employee? What about a good student? Complete the sentences using ideas from A and your own ideas.

| A good employee ... | A good student ... |
|----------------------|------------------------|
| 1. <u>works hard</u> | 1. <u>studies hard</u> |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |
| 6. _____ | 6. _____ |

3.2 Very and Too + Adjective or Adverb (continued)

e. You can use an infinitive after *too* + an adjective or adverb.

*She's **too tired to study.***

(= She can't study because she's too tired.)

*She spoke **too fast to understand.***

(= I did not understand her because she spoke too fast.)

*The words on the slides were **too small to read.***

(= No one could read the words because they were too small.)

► Grammar Application

Exercise 3.1 Adjectives with Linking Verbs

A Complete the sentences about how people react in new social situations. Choose the correct adjective or adverb in parentheses. When you finish, check (✓) the statements that are true for you.



1. I often get nervous / shyly in new social situations. _____
2. I am confident / easily around new people. _____
3. I often feel excited / nervously before a party. _____
4. I feel uncomfortable / fast when I'm nervous. _____
5. I hope other people think I look attractive / confidently. _____
6. I try to be a nicely / friendly person. _____
7. I like to tell jokes and make people laugh. I tell jokes bad / well. _____
8. I get excited / well when I listen to music and sing along to the songs. _____
9. It's never a problem for me to remember people's names. I do that easily / automatic. _____
10. I give my opinion when I feel strong / strongly about something. _____

B Pair Work Compare sentences from A. Do you act the same way in new situations?

A I often get nervous in new social situations. How about you?

B I don't get nervous. I'm always excited about meeting new people.

Exercise 3.2 Adjectives with Very and Too

A Complete the sentences about a party. Use *very* or *too*.



1. The party lasted for six hours. The party was very long, so we went home early.
2. The party lasted for an hour. Everyone wanted to stay longer. The party was _____ short.
3. There were 75 people at the party. The living room holds 50. The room was _____ small.
4. There were five people at the table. The table seats 12. The table was _____ big.
5. The party was noisy, and I couldn't hear conversations. The party was _____ noisy.
6. The party was noisy, but I had a great time. The party was _____ noisy.
7. Some people spoke quickly, but I understood most of it. Some people spoke _____ quickly.
8. One man spoke quickly, and I didn't understand a word of it. He spoke _____ quickly.
9. It was 25°F (-4°C) outside on the porch. We had to leave. It was _____ cold.
10. It was 43°F (6°C) outside on the porch. I wore my coat. It was _____ cold.

B  Now listen and check your answers.

Exercise 3.3 Adjectives with Too + Adjective + Infinitive

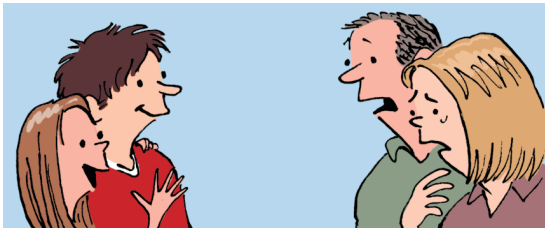
A Pair Work Complete the conversations. Use the word given with *too* + adjective + infinitive (*to* + verb). Then practice with a partner.



1. **A** You passed your exams with straight As.
B That can't be true.
 (good) It's too good to be true.



2. **A** Do you like your new job?
B I can't say. I only started today.
 (early) It's _____.



3. **A** Mom! Dad! We want to get married.
B You're only 16!
 (young) You're _____.



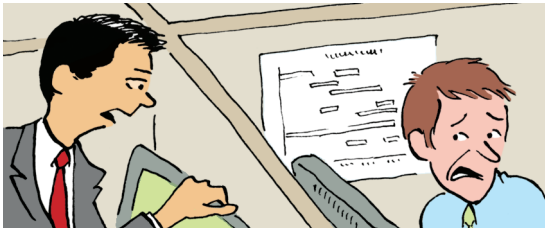
4. **A** I want to change programs in school.
B Well, there's still time.
 (not late) It's _____.



5. **A** Let's go camping this weekend.
B Camping? It's 10 below outside!
 (cold) It's _____.



6. **A** Is your brother going to work today?
B Well, I think he has the flu.
 (sick) He's _____.



7. **A** Why don't you ask your boss for help?
B I can't, I'm afraid of him.
 (scared) I'm _____.



8. **A** You look really stressed today.
B Do I? You know, I can't think.
 (busy) I'm _____.

B Group Work Discuss these questions in a group. Which ideas do you share?

1. Do you ever get too tired to think?
2. Are you ever too scared to ask questions?
3. Do you ever feel too embarrassed to apologize for something?
4. Were you ever too sick to go to work or school this year?
5. What is something you feel is too difficult to do?
6. Are 17-year-olds too young to get married?

Data from the Real World 

People often use *not very* + adjective or adverb to make negative statements “softer,” less critical, or less direct.

The speaker wasn't very good. He didn't speak very well.

NOT *The speaker was bad. He spoke badly.*

Exercise 3.4 Not very . . .

Read the notes that an interviewer wrote about a job candidate. Make them less critical, or direct, and write statements using *not very* and the words in parentheses.



1. unfriendly *He wasn't very friendly.* (friendly)
2. spoke nervously *He didn't speak very confidently.* (confidently)
3. wore a dirty shirt _____ (clean)
4. bad at problem solving _____ (good at)
5. answered questions badly _____ (well)
6. looked dishonest _____ (honest)
7. seemed inexperienced _____ (experienced)
8. acted bored _____ (interested)

4 Avoid Common Mistakes

1. Use an adverb when you give information about most verbs. Some adverbs are irregular and do not end in *-ly*.

efficiently
I work ~~efficient~~. I work very *hard* ~~hardly~~.

2. Use an adjective after the linking verbs *be, feel, get, look, seem, smell, sound, and taste*.

strange
He seemed ~~strangely~~.

3. Be especially careful with *good* and *well*. People often use *good* instead of *well*, especially when they speak, but do not write this.

well
I try to do things ~~good~~.

4. Do not use an adverb between a verb and its object.

I always prepare ~~carefully~~ my answers. *carefully*

5. Do not use *too* when you mean *very*.

very
My teacher is ~~too~~ good. I'm learning a lot.

Editing Task

Find and correct the mistakes in this article about job interviews.

Preparing for an Interview

An interview can be a difficult experience. Prepare ~~carefully~~ your responses, *carefully* and you will make a good impression.

Before the interview, research thoroughly the company. Find out about its products and services. You should always be truthfully about the things you do ~~5~~ good. When you talk about something you do bad, choose a weakness that is not serious. Say that you are too aware of the weakness and that you are working hardly to improve yourself. Say you want a new challenge and that you want to progress in your career. Always sound positively and don't complain about your current job.

On the day of the interview, dress nice. Shake firmly hands when you meet the ~~10~~ interviewer. Try to sound sincerely and look too confident. Follow these steps and you'll do good.

5

Grammar for Writing

Writing About People's Behavior in Different Situations

Writers use adjectives and adverbs to describe people and the way they do things in situations such as job interviews, presentations, and social situations.

Remember:

- **Use adjectives to talk about people's personalities and adverbs to talk about the way people do things.**

Eduardo is a very friendly person. He never speaks badly about anyone.

- **Use *very* to strengthen your statements and *not very* in negative statements to be more polite or to sound less negative.**

Sadie is a very serious student.

Our neighbors do not speak English very well.

Pre-writing Task

- 1 Read the paragraph below. What situation is the writer giving tips about? What tip do you think is the most useful?

Meeting People

Do you get nervous meeting new people at parties? Many people are not very comfortable in these situations. Some people are afraid that they are not very interesting. Other people talk too much or too loudly. Here are some tips for making a good impression at parties. Don't worry about finding intelligent things to say. Listen closely to others instead. Many people can talk very happily about themselves for a long time. Listen carefully and then ask questions. Also, when you listen to people, make eye contact with them. People will think you are very nice, and they will want to be your friend. These tips will help you enjoy parties and make new friends very easily.

- 2 Read the paragraph again. Underline all the adverbs of manner and circle all the adjectives. Draw arrows from the adverbs and adjectives to the verbs and nouns or pronouns they describe. Double underline the uses of *very* and *not very*. Notice how *very* strengthens the statement and *not very* makes it sound less negative.

Writing Task

- 1 Write** Use the paragraph in the Pre-writing Task to help you write a paragraph about making a good impression in a new situation. You can write about making a good impression in a new class, in a new job, in a group with students, on a team at work, or in a new social situation.

- 2 Self-Edit** Use the editing tips below to improve your sentences. Make any necessary changes.
 1. Did you use adjectives and adverbs to write about uncomfortable situations?
 2. Did you use adjectives to write about personalities and adverbs to write about the way people do things?
 3. Did you use *very* to strengthen your statements and *not very* to “soften” your negative statements?
 4. Did you avoid the mistakes in the Avoid Common Mistakes chart on page 395?