

# LESSON 3

# TALK ABOUT HOW PEOPLE DO THINGS



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75% of employees think feedback is important, but only 30% say they get it. I need to spend more time on this!

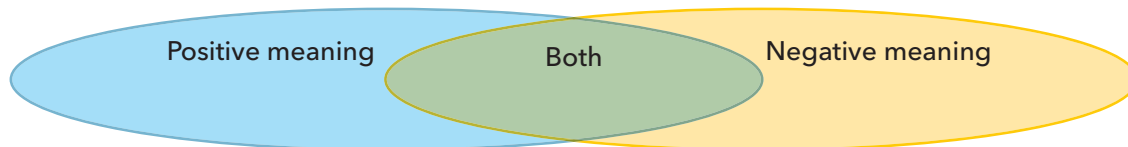


## 1 VOCABULARY Adverbs of manner

**A** ▶02:16 Listen. Then listen and repeat.

well: behaving or doing something in a good way  
quickly: moving or doing something fast  
easily: moving or doing something comfortably  
carefully: moving or doing something without making mistakes  
badly: behaving or doing something in a way that is not good  
slowly: moving or doing something at a low speed  
honestly: behaving or doing something in an honest and fair way  
carelessly: behaving or doing something without thinking

**B** Put the adverbs from 1A into the correct categories.



**C PAIRS** Student A, say an adverb from 1A. Student B, say what can be done this way.

A: easily

B: ride a bike



## 2 GRAMMAR Adverbs of degree and manner

Adverbs modify verbs. Adverbs can also modify adjectives and other adverbs. Adverbs of degree show *intensity*. Adverbs of manner show *how* something happens.

Subject	Verb	Object	Adverb of degree	Adverb of manner
Yoko	speaks	English	<b>fairly</b>	<b>well.</b>
The manager	spoke		<b>very</b>	<b>honestly.</b>

### Adverbs of degree

- Use *fairly* or *pretty* to weaken an adverb. *She speaks English **fairly** well.* = *Her English is OK.*
- Use *really*, *very*, or *extremely* to strengthen an adverb. *She speaks English **really** well.* = *Her English is excellent.*

**Adverbs of manner:** Most adverbs of manner are formed with an adjective + *-ly*. If the adjective ends with a *y*, change the *y* to *i*.

### Adverbs formed with adjective + *-ly*

bad	badly
careful	carefully
careless	carelessly
easy	easily
honest	honestly
quick	quickly

### Same adjective and adverb form

fast	fast
hard	hard
late	late

### Irregular adverbs

good	well
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### 3 LISTENING

- A** ▶02-18 Listen to the podcast. Circle the correct answer.

Managers give feedback to employees to \_\_\_\_.

- tell them they are working badly
- help improve their performance
- get to know them



#### LISTENING SKILL Listen for paraphrasing

When you are listening to a speaker, pay attention to words that signal paraphrasing. Speakers use these words to explain something in a different way. Some of these signal words include *in other words*, *or*, *that is*, *which is*, and *which means*.

- B** ▶02-18 Read the Listening Skill. Listen again. Listen for words that signal paraphrasing. Complete the sentences.

- Employee feedback, \_\_\_\_\_ information about how well someone is working, is important.
- Ask employees for feedback about their work. \_\_\_\_\_, let them give feedback to you.
- If you start with something positive, employees will be more open to what you have to say, \_\_\_\_\_ they will listen to your ideas.
- Follow up with your employees. \_\_\_\_\_, talk to them again.

- C** ▶02-18 Listen again. Look at the poster. Complete the sentences with the missing words.

EFFECTIVE FEEDBACK

Think about your _____ before giving feedback.	Begin with something _____.	Have a _____ message.
Let good _____ give you feedback.	Don't give a poor employee too much _____ feedback.	Give specific suggestions.
Make a _____ with your employees.	Tell your employee what he or she isn't doing well.	Follow up with your employee in a few _____

- D PAIRS** What are the three best suggestions on the poster in 3C? Discuss.

### 4 TRY IT YOURSELF

- A MAKE IT PERSONAL** Look at the vocabulary in 1A. Write one sentence about yourself for four of the words.
- B PAIRS** Talk about yourself using your notes from 4A. Ask questions to get more information.  
**A:** I love to go running. I run very quickly.  
**B:** Oh, really? Where do you like to run?
- C WALK AROUND** Continue the conversation. Talk to three classmates. Report to the class. How did your classmates answer? Were any of your answers similar?

