

# Adjectives & Regular Adverbs

**Two instructors are talking in the school hall.**

**Paul:** OK. It's the end of the semester, and I gave the students a final project.

There are a lot of nervous students in my class. How are your students?

**David:** Busy. They're doing a final project, too. They're doing it right now.

**Paul:** How are they working?

**David:** They're working steadily. There's Vince. He's a quick and accurate worker.

**Paul:** Oh, yes. He was in my class last year.

**David:** And there's Martin. He works a little slowly, but he's a very careful worker. He always does everything correctly. There's Joanne. She's attentive and she works safely. And next to her, there's Alberto. He left his project temporarily because he's helping a new student. Alberto explains directions very clearly. There's only one problem. They all talk too loudly.



**Practice** Work with a partner. Talk about the people in the pictures below. Use your own verbs. Change the adjective to an adverb using **-ly**. See the example.

**Student 1:** How does .....?

**Student 2:** He / She / It .....ly.

How does  
Vince work?



He works  
quickly.



1. Vince is a quick worker.



2. Joanne is an attentive student.



3. Martin is a careful student.



4. Alberto is a clear speaker.



5. Maria is a steady worker.

**Practice** Work with a partner. Talk about the people in the pictures below. Change the adverbs to adjectives. See the example below.

**Student 1:** What kind of ..... is/are .....?

**Student 2:** He/She/They is/are .....

What kind of  
students are they?



They're noisy  
students.



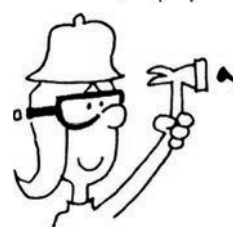
1. The students talk loudly.



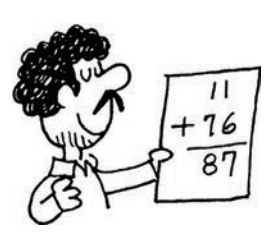
2. Amir studies nervously.



3. Paul listens carefully.



4. Joanne works safely.



5. Martin counts accurately.

# Teacher's Notes

- 1 Before distributing the worksheet, explain how to use adjectives and regular adverbs.

## Adjectives and Regular Adverbs

- Adjectives modify nouns and precede them.
- Adjectives generally appear in answers to questions with ***What kind of ...?***
- Adverbs modify verbs and usually follow them.
- Many common adverbs are formed by adding the suffix ***-ly***.
- Adverbs generally appear in answers to questions with ***How ...?***

### Examples:

There are a lot of  
Vince's an  
Martin's a  
Joanne's a

### Adjectives

***nervous***  
***accurate***  
***careful***  
***safe***

### Nouns

***students***  
***worker.***  
***worker.***  
***student.***

in my class

### Verbs

***'re working***  
***does***  
***left***  
***explains***

### Adverbs

***steadily.***  
***correctly.***  
***temporarily.***  
***clearly.***

They  
Martin  
Alberto  
He

everything  
his project  
directions

- 2 As a listening activity, read the dialog twice. Discuss any unfamiliar vocabulary.
- 3 Next, ask the students to listen to the following statements and say if they are *true* or *false*.
1. Paul and David are teachers.
  2. The students are taking a test.
  3. The students talk quietly.
  4. Paul has a lot of nervous students.
  5. The students are steady workers.
  6. Paul and David teach English.

**Answers:** 1. *True.*, 2. *False*, 3. *False*, 4. *True*, 5. *True*, 6. *We don't know. (Probably not.)*

- 4 Distribute the worksheet and read the dialog again. Discuss any unfamiliar vocabulary.
- 5 Direct the students' attention to the Practice exercise. Practice the rejoinder (mini-dialogs) orally and sentences in the cartoon balloons. Model the pronunciation and have the students repeat several times.
- 6 With the help of a student, demonstrate how to do the Practice exercises. Then have the students continue by working in pairs.
- 7 As a follow-up activity, use the dialog as a dictation exercise.
- 8 Ask your students to come up with additional adjectives that can be made into adverbs. Here are a few: *easy*, *calm*, *gentle*, *intense*, *neat*, and *slow*.

# Adjectives Ending in -y

- We can sometimes make an adjective from a noun by adding a **-y** at the end of the word.

**Examples:** sun → -- sunny\* weather  
 rain → a rainy day  
 ice → an icy\*\* street

\* When a word ends in a consonant-vowel-consonant pattern and the final vowel is stressed, the last consonant is doubled before adding “-y.”

\*\* When a word ends in a silent “e,” before adding “-y.”

**Write** *Change these nouns to adjectives.*

- |   |  |
|---|--|
| 1. snow <u>          snowy          </u>        | 6. wind <u>                                </u>  |
| 2. ice <u>                                </u>  | 7. storm <u>                                </u> |
| 3. haze <u>                                </u> | 8. cloud <u>                                </u> |
| 4. fog <u>                                </u>  | 9. rain <u>                                </u>  |
| 5. smog <u>                                </u> | 10. dirt <u>                                </u> |

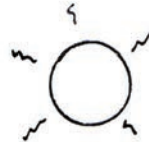
**Write** *What kind of day do the pictures show?*



1. It's a  
rainy day.



2.                                 



3.                                 



4.                                 



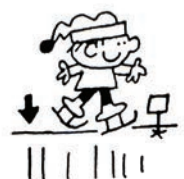
5.                                 



6.                                 



7.                                 



8.                                 

**Write** *Fill in the sentences with the words in the box.*

**dust      smokey      sandy      chilly      muddy      misty**

- It rained all day. My mother said “ Take off your \_\_\_\_\_ shoes.
- There was a light rain all day. It was a \_\_\_\_\_ rain.
- It's 40 degrees outside. It was a little cold. I don't like \_\_\_\_\_ days.
- We like to walk along beautiful, white, \_\_\_\_\_ beaches.
- Our fireplace doesn't work correctly. The air in our house is a little \_\_\_\_\_.
- It doesn't rain a lot in the desert. The streets are always \_\_\_\_\_.

# Teacher's Notes

- 1 Read the rules in the Word Building box at the top of the page. Then slowly read the examples. Point out the additional rules in the footnote at the bottom of the box.
- 2 Explain the directions of the first Write exercise. Do a few examples with the whole class.

**Answer Key:**

- |                 |                  |                  |
|-----------------|------------------|------------------|
| 1. <i>snowy</i> | 4. <i>foggy</i>  | 7. <i>stormy</i> |
| 2. <i>icy</i>   | 5. <i>smoggy</i> | 8. <i>cloudy</i> |
| 3. <i>hazy</i>  | 6. <i>windy</i>  | 9. <i>rainy</i>  |

- 3 Have the students use the words above in original sentences describing the weather in your area at different times of the year.
- 4 Explain the directions for the second Write exercise at the bottom of the page.  
Have the students write complete sentences. Do a few examples with the whole class.

**Answer Key:**

- |                              |                              |
|------------------------------|------------------------------|
| 1. <i>It's a rainy day.</i>  | 5. <i>It's a snowy day.</i>  |
| 2. <i>It's a cloudy day.</i> | 6. <i>It's a smoggy day.</i> |
| 3. <i>It's a sunny day.</i>  | 7. <i>It's a windy day.</i>  |
| 4. <i>It's a foggy day,</i>  | 8. <i>It's an icy day.</i>   |

- 6 Next, tell the students to fill in the exercise at the bottom of the page with the words in the box. Have them use their dictionaries or smart phone to find the meanings of the words if necessary.

**Answer Key:**

1. *It rained all day. My mother said "Take off your muddy shoes.*
2. *There was a light rain all day. It was a misty rain.*
3. *It's 40 degrees outside. It was a little cold. I don't like chilly days.*
4. *We like to walk along beautiful, white, sandy beaches.*
5. *Our fireplace doesn't work correctly. The air in our house is a little smokey.*
6. *It doesn't rain a lot in the desert. The streets are always dusty.*

- 7 As a follow-up activity, present some additional adjectives ending in **-y**.

lousy	gloomy	dreamy	slippery
nasty	nippy	scary	soggy
breezy	ugly	filthy	watery

# Adverbs of Frequency

Here's a page from Carmen's calendar.

FEBRUARY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 call parents	2 work, school	3 work, school	4 work, school	5 work, school	6 work, market	7 clean house, date
8 movie date	9 work, school	10 work, school	11 work, school	12 work, school	13 work, paycheck, market	14 clean house
15 call parents	16 work, school	17 work, school	18 work, school	19 work, school	20 work, laundry, market	21 clean yard, restaurant
22 text parents	23 work, school	24 work, school	25 work, school	26 work, school	27 work, paycheck, market	28 clean house, market

**Practice 1** Work with a partner. Use the calendar above. See the example below.

Student 1: How often does Carmen .....?

Student 2: .....

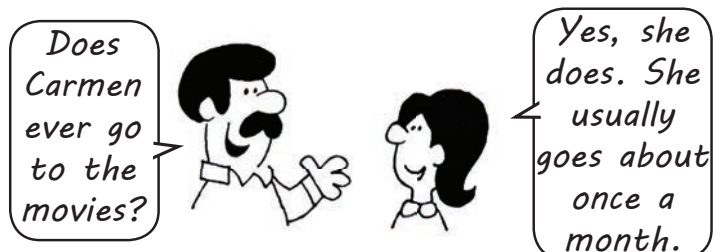


**Practice 2** Work with a partner. Use **always**, **usually**, **often**, **sometimes**, and **seldom** in your answers. Use the calendar above. See the example below.

Student 1: Does Carmen ever .....?

Student 2: Yes, she does. She .....  
or

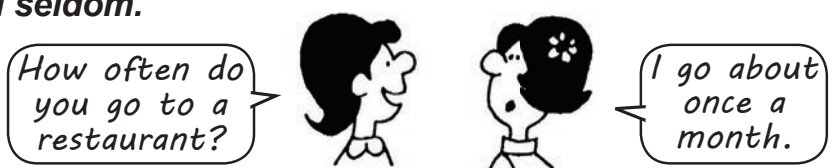
No, she doesn't. She never .....



**Practice 3** Work with a partner. Talk about your own monthly schedules. Answer the questions in your own words with **always**, **usually**, **often**, **sometimes**, and **seldom**.

Student 1: How often do you .....?

Student 2: I .....





# Teacher's Notes

- 1 Before distributing the worksheet, review the use of adverbs of frequency and adverbial expressions of time. See the explanation below:

## Adverbs of Frequency

- Adverbs of frequency tell how often an action happens. The percentages below show approximately what frequency of occurrence each word represents.

**always** - 100%

**generally - usually** 90%

**often** - 75%

**sometimes** - 50%

**seldom** - 20%

**never** - 0%

- Adverbs of frequency come before the main verb of a sentence.

**Examples:**

We

**usually**

work eight hours.

We

**sometimes**

work half a day

We

**never**

work on holidays.

We

**seldom**

take breaks before 10 a.m.

We

**generally**

get a raise every year.

- But they follow the verb **be** and modal verbs.

**Examples:**

It isn't

**often.**

You must

**always**

wear the badge at work.

- Adverbs of frequency can appear at the beginning of a sentence.

**Example:**

**Sometimes**

we work overtime.

- We often use the adverb **ever** in questions. We never use **ever** in positive statements.

**Example:** Do you **ever** work overtime?

## Adverbial Expressions of Time

- Long adverbial expressions of time generally come at the end of the sentence.

**Examples:**

We

work

**eight hours a day.**

We

work overtime

**two or three times a month.**

We

take a break

**twice a day.**

We

get a raise

**once a year.**

- 2 Distribute the worksheet and read through Carmen's calendar at the top of the page. Then, with the help of a student, demonstrate how to do the Practice exercises using the calendar. Have the students continue by working in pairs.

- 3 As a follow-up activity, teach other common adverbial expressions of time:

*rarely*

*now and then*

*every two weeks*

*at no time*

*weekly*

*annually*

*frequently*

*once in a while*

*all the time*

*several times*

*monthly*

*from time to time*

*occasionally*

*bimonthly*

*most of the time*

*daily*

*yearly*

*not ever*

# The Comparative

Mrs. Doris Hirsch, Bill, and Steve work in the personnel department of the Acme Home Improvement Center. They're talking about some job applicants.

**Doris:** Here are two good applicants, Bob Johnson and Gale Hope.

**Bill:** Let's hire Bob. He can work faster than Gale.

**Steve:** How do you know? Maybe Gale can work better than Bob.

**Bill:** I think that Bob is younger than Gale.

**Steve:** That's not important. Gale has more education.

**Bill:** Bob is stronger than Gale.

**Steve:** Maybe, but Gale has more experience than Bob.

**Doris:** Bob will be more dependable and can work for less money than Gale.

**Steve:** Gale has two kids; she needs the job more than Bob.

**Bill:** Bob has a bigger family than Gale.

**Steve:** Gale told me that she can come to work earlier than Bob.

**Bill:** But Bob can work later than Gale.

**Steve:** Gale speaks better English than Bob.


**Bill:** But Gale writes worse than Bob.


**Doris:** OK! OK! Enough! What about Vince Cartelli?

**Steve:** I don't know very much about him.

**Doris:** It's almost five o'clock. Let's talk about him tomorrow!



<b>Bob Johnson</b>		
10 years' experience		
12 years' of education		
5 references		
3 past jobs		
3 children		
many qualifications		
36 years old		6' 1" tall 230 lbs

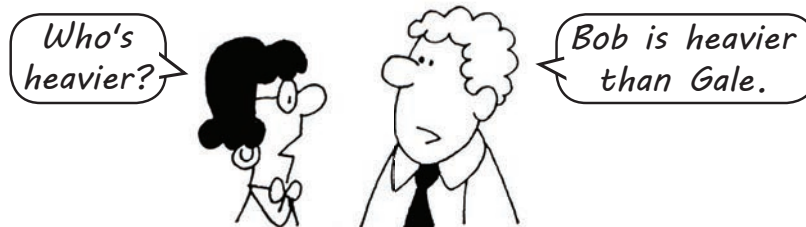
<b>Gale Hope</b>		
8 years' experience		
14 years of education		
3 references		
4 past jobs		
2 children		
some qualifications		
57 years old		5' 6" tall 140 lbs

**Practice** Work with a partner. Practice the comparative form. Use the suffix **-er** with the phrases below and the information on the cards above. See the example below.

**Student 1:** Who's ..... er?

**Student 2:** Bob / Gale is ..... than .....

- |          |          |
|----------|----------|
| 1. heavy | 4. tall  |
| 2. light | 5. young |
| 3. old   | 6. short |



**Practice** Work with a partner. Practice the comparative form. Use **more** with the phrases below and the information on the cards. See the example below.

**Student 1:** Who has more .....?

**Student 2:** Bob / Gale has more ..... than .....

- |               |                   |
|---------------|-------------------|
| 1. experience | 4. qualifications |
| 2. education  | 5. children       |
| 3. references | 6. past jobs      |



# Teacher's Notes

- 1 Before distributing the worksheet explain how to form the comparative. See the box below.

• We use the comparative to compare two objects or people.

• We use the suffix **-er** after short adjectives or adverbs with one or two syllables.

**Examples:**

He can work	<b>faster</b>		<b>than</b>	Gale.
Bob is	<b>younger</b>		<b>than</b>	Gale.
Bob is	<b>stronger</b>		<b>than</b>	Gale.
Bob has a	<b>bigger</b>	family	<b>than</b>	Gale.
Gale can begin	<b>earlier</b>		<b>than</b>	Bob.
Bob can stay	<b>later</b>		<b>than</b>	Gale.

• We always place **than** after the comparative.

• We use **more** before long adjectives with three or more syllables.

Bob is	<b>more</b>	dependable	<b>than</b>	Gale.
This job is	<b>more</b>	interesting	<b>than</b>	the others.
Vince is	<b>more</b>	reliable	<b>than</b>	the others.

• Some irregular comparative forms are as follows:

<b>good / well</b>	→	<b>better</b>	<b>than</b>
<b>bad</b>	→	<b>worse</b>	<b>than</b>
<b>a little</b>	→	<b>less</b>	<b>than</b>
<b>much / many</b>	→	<b>more</b>	<b>than</b>

**Examples:**

Gale speaks	<b>better</b>	English	<b>than</b>	Bob.
Gale writes	<b>worse</b>		<b>than</b>	Bob.
Gale has	<b>more</b>	experience	<b>than</b>	Bob.
Bob can work for	<b>less</b>	money	<b>than</b>	Gale.

- 2 As a listening activity, read the dialog twice. Discuss any unfamiliar vocabulary.
- 3 Next, ask the students to listen to the following statements and determine if they are *True*, *False*, or *We don't know*.

- |                                |   |
|--------------------------------|---|
| 1. Gale works better than Bob. | 4. Gale speaks English better than she writes it. |
| 2. Bob has three children.     | 5. They gave the job to Vince Cartelli.           |
| 3. Gale is a woman.            | 6. The group can't decide.                        |

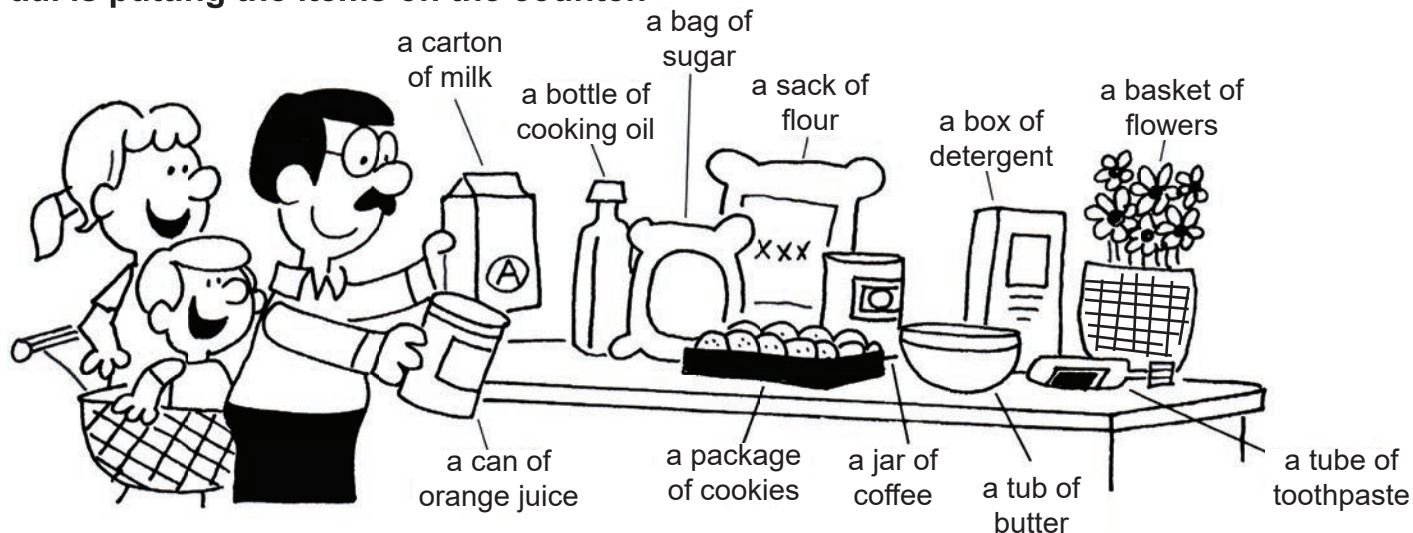
**Answers:** 1. *We don't know.*, 2. *We don't know.*, 3. *True*, 4. *True*, 5. *We don't know.*, 6. *True*

- 4 Distribute the worksheet and read the dialog again. This time ask the students to underline all the adjectives in the comparative.
- 5 Have students practice the dialog by working in pairs. Do a read-and-look-up exercise: have students read a sentence silently, then look away from the text and try to repeat as much of the sentence as they can without looking at the text. Finally, have the students retell the story in their own words.
- 6 With the help of a student, demonstrate how to do the Practice exercises using the ID cards. Then have the students continue by working in pairs.



# Containers & Preposition “of”

Paul is putting the items on the counter.



**Practice** Work with a partner. Use the picture above. See the example below.

Student 1: What's on the counter?

Student 2: There's a ..... of .....

What's on  
the counter?



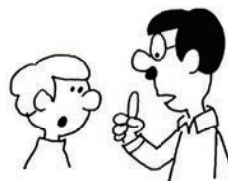
There's a jar  
of coffee.

**Practice** Work with a partner. Talk about the containers in the picture above. See the example below.

Student 1: What's in the .....

Student 2: Some .....

What's in  
the carton?



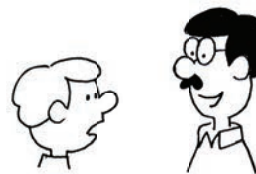
Some  
milk.

**Practice** Work with a partner. Talk about the pictures above. See the example below.

Student 1: What kind of container does / containers do ..... come in?

Student 2: It comes in a .... / They come in a ....

What kind of  
container does  
milk come in?



It comes in  
a carton.

**Challenge** What kind of products come in the following containers. Make a list.

- |            |                             |                             |                             |                             |
|------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1. cans    | <u>soda</u>                 | <u>juice</u>                | <u>                    </u> | <u>                    </u> |
| 2. boxes   | <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> |
| 3. jars    | <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> |
| 4. cartons | <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> |
| 5. bottles | <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> |

# Teacher's Notes

- 1 Distribute the worksheet and identify all the items on the counter.

Model the pronunciation of the items several times and have the students repeat.

- 2 Point out the use of the preposition **of**.

- We use the preposition **of** to show that one thing contains something else. It shows belonging to, relating to, or connected with.

**Examples:**

a six-pack	<b>of</b>	soda
a carton	<b>of</b>	milk
a sack	<b>of</b>	flour
a bottle	<b>of</b>	cooking oil

- Of** is often unstressed and pronounced /əv/.

- 3 Have the students practice making sentences about the location of the people and items in the picture. Stress the use of common prepositions such as

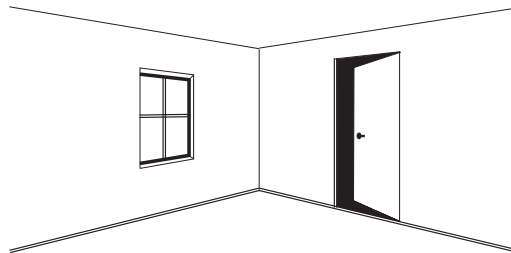
***next to, beside, in front of, behind, over, under, on, in, between***

*For example: A carton of milk is next to a bottle of cooking oil.*

*A package of cookies is in front of a sack of flour.*

- 4 Use the following activity to practice the use of prepositions of location.

- 5 Draw a simple picture of a room on the board. It should look something like this.



- 6 Have your students tell you or a student volunteer what item to add to the picture and where to place it. Tell students to use the prepositions from the top of the worksheet.

- 7 Model a few examples such as:

1. Draw a chalkboard/white-board to the left of the window.
2. Draw a bulletin board on the right side of the
3. Draw a table in the middle of the floor/room.
5. Draw a chair in front of the table.

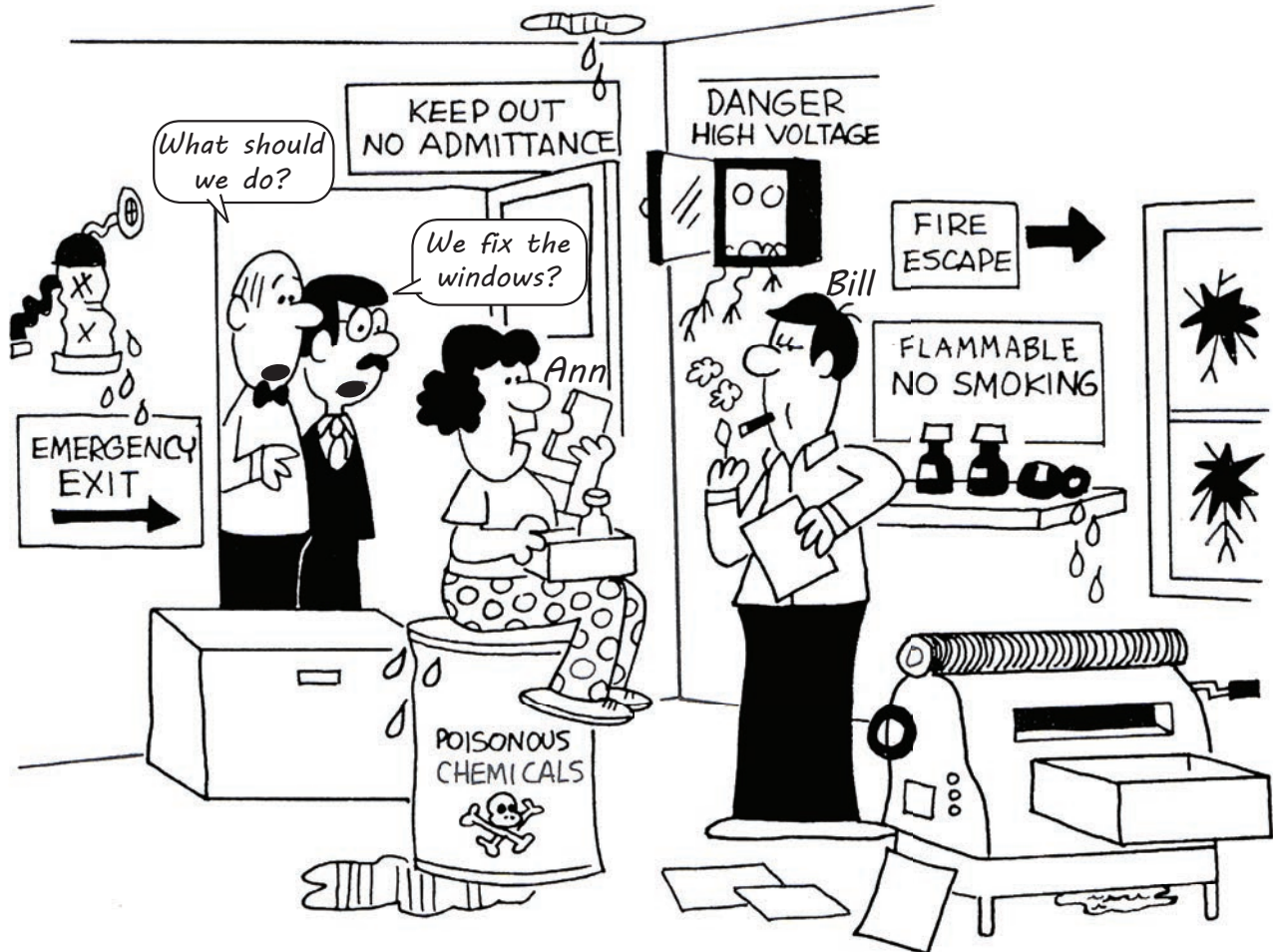
- 8 With the help of a student, demonstrate how to do the Practice exercises using the items in the Read exercise. Then have the students continue by working in pairs.

- 9 Challenge your students to name store items that come in the containers listed.

- 10 Correct the Challenge exercise by having volunteers write the items in lists on the board. Practice the pronunciation of the items.

# Giving Advice with Should

**Discussion** How many dangerous situations can you identify in the picture below?  
**The safety team is making suggestions about the company storage room.**



**Write** What should the company, the safety team, Ann and Bill do or shouldn't do?

1. The company should fix the window.

2. Bill shouldn't smoke in the storage room.

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

# Teacher's Notes

- 1 Before distributing the worksheet, explain that we use the word **should** when we want to express an opinion (good idea or bad idea) or to give advice.

- Should is a modal verb and does not change form, so we do not add the **-s** ending to the third person singular. We use modals with the simple form of the verb (an infinitive without **to**).

*Example: The company **should fix** the broken windows.*

- We form the negative by adding **not** or **n't**.

*Example: Bill **shouldn't smoke**. It's bad for him.*

- We place should in front of the subject to form questions.

*Example: **Should** we **fix** the windows?*

- **Should** is sometimes a polite form of **must**. **Ought to** generally has the same meaning as **should**.
- We pronounce should as /ʃʊd/ and shouldn't as /ʃʊdənt/.

- 2 Distribute the worksheet and read all the signs in the picture, Then ask the students to identify as many dangerous situations as they can. Make a list on the board. Here are some situations:

- |   |   |
|---|---|
| 1. A box is blocking the entrance.  | 8. The man is smoking near flammable liquid.                    |
| 2. The windows are broken.  | 9. The woman is eating near poisonous chemicals.                |
| 3. The fire extinguisher is broken.   | 10. The woman is sitting on a barrel.                           |
| 4. The fuse box on the wall is open and broken (the wires are hanging out).         | 11. The people are ignoring the sign "Keep Out, No Admittance." |
| 5. Flammable liquid in the bottles on the shelf is tipped over and is dripping out. | 12. Poisonous chemicals are leaking out of the barrel.          |
| 6. The liquid is leaking onto the machine.  |   |
| 7. The ceiling is leaking.  |   |

- 3 Discuss what the safety team, the company, Bill, and Ann should and should not do. Tell your students to write suggestions on the lines below the picture. Have some volunteers write their suggestions on the board and correct them as a group. Some suggestions:

- |  |  |
|--|--|
| 1. We should move the box out of the way.            | 7. They should fix the ceiling.                |
| 2. The company should fix/repair the broken windows. | 8. Bill shouldn't smoke in the storage room.   |
| 3. They should replace the fire extinguisher.        | 9. Ann shouldn't eat near poisonous chemicals. |
| 4. They should fix the fuse box.                     | 10. Ann shouldn't sit on the barrel.           |
| 5. They should remove the bottles.                   | 11. Ann and Bill shouldn't be in this room.    |
| 6. They should clean the machine.                    | 12. They should fix the leak in the barrel.    |

- 4 Describe situations in which the students must respond with **should**. Examples:
- |  |  |
|--|--|
| <i>Stimulus: It's my mother's birthday.</i>      | <i>Response: I should buy her a present.</i> |
| <i>Stimulus: Jim smokes too many cigarettes.</i> | <i>Response: Jim shouldn't smoke.</i>        |
| <i>Stimulus: Pablo can't speak English.</i>      | <i>Response: Pablo should go to school.</i>  |