



APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 6 · B1·6B

Doing it well

Theme · Free time

Unit 6 · B1·6B

Doing it well

Theme: *Free time*

B1 · General English



Learning objectives

- Describe HOW you do things using adverbs of manner (well, badly, quickly, carefully).
- Notice the difference between adjectives and adverbs.
- Talk about skills you have — and skills you'd love to develop.

Ask the teacher — notes to bring to class



Class Book

Warm-up · Something you do badly (and love)

Think of *ONE* thing you do badly but still enjoy. Describe it in 3 sentences: what it is, why you're bad at it, and why you keep doing it.

What's the activity?

Why exactly are you bad at it?

Why does it still make you happy?

Lead-in · Predict the world record

Guess the number for each world record. Then reveal.

1. The fastest marathon ever run by a human.

2. The longest anyone has held their breath underwater.

3. Number of languages spoken by the most multilingual person on record.

4. The oldest person to complete the New York Marathon.

5. Fastest time to solve a Rubik's Cube one-handed.

followUp: Which record surprised you the most? Which one would you never even try?

Reading · The 20-hour rule

Everyone knows the '10,000-hour rule' — the idea that to become world-class at something, you need 10,000 hours of practice. It's a beautiful, terrifying number. If you practise for two hours a day, that's roughly fourteen years.

But there's a much friendlier number: 20 hours. Josh Kaufman argues that with only 20 focused hours you can go from 'total beginner' to 'reasonably competent'. Not world-class — competent. Enough to play a song, hold a conversation, or cook a meal for guests.

The trick is **HOW** you spend those 20 hours. Do it badly and it takes forever. Do it well and it works: break the skill into small pieces, practise the boring ones deliberately, and accept that the first 5 hours will feel humiliating. After that, something clicks. You'll never be world-class — but you'll be able to say, honestly, 'yes, I do that.'

Ask the teacher — notes to bring to class



1. What does the 10,000-hour rule refer to?
 - (A) Sleep
 - (B) Practice to be world-class
 - (C) Screen time
2. What can you reach with 20 focused hours?
 - (A) World-class
 - (B) Reasonable competence
 - (C) Nothing
3. How does the writer describe the first 5 hours?
 - (A) Fun
 - (B) Easy
 - (C) Humiliating

Vocabulary in context

Match the phrase to its meaning.

world-class — at the very top level

reasonably competent — good enough for real use

deliberately — on purpose, with attention

something clicks — you suddenly understand

True / False / Not Given

Based only on the text.

1. The 10,000-hour rule is a friendly number.
 - (A) True
 - (B) False
 - (C) Not Given
2. Josh Kaufman claims 20 hours makes you world-class.
 - (A) True
 - (B) False
 - (C) Not Given
3. The first 5 hours of a new skill can feel embarrassing.
 - (A) True
 - (B) False
 - (C) Not Given

Ask the teacher — notes to bring to class



4. Most people give up after the first hour.

- (A) True
- (B) False
- (C) Not Given

React to the text

Answer in 2–3 sentences.

1. What skill would YOU pick if you had 20 focused hours to spend?

2. Do you agree the first 5 hours are the hardest?

Scan for meaning

Find the word or phrase from the text.

1. at the very top level

2. on purpose, with attention

3. you suddenly understand

Vocabulary · Skills, ability & effort

skill — the ability to do something well

talent — natural ability you're born with

effort — the energy you put into something

practice — regular activity to get better

beginner — someone just starting

expert — someone who really masters something

excel at — have ability in

struggle with — lack ability in

get better at — improve at something

give it a try — attempt something

Ask the teacher — notes to bring to class



keep at it — don't stop practising

practice makes perfect — you improve with repetition

practice

Complete each sentence with ONE word or phrase from the lists.

1. I'm terrible at maths — but I'm slowly ____ ____ ____ it.

2. She's a natural ____ — she's been drawing since she was 3.

3. OK, I've never surfed before, but I'll ____ ____ ____.

4. He's an ____ ____ playing the guitar — 20 years of practice.

5. Don't give up! Just ____ ____ ____.

6. I'm a total ____ — please explain slowly.

Collocations · with skill / effort

Match each verb with its noun.

develop — a skill / a habit / a taste for

put in — effort / time / hours

master — a skill / a technique / a language

pick up — a language / a habit / a skill

give up on — an idea / a dream / a project

Odd one out

Choose the word that does NOT belong.

1. beginner · expert · master · pillow

(A) beginner

(B) expert

(C) master

(D) pillow

Ask the teacher — notes to bring to class



2. talent · gift · skill · biscuit

(A) talent

(B) gift

(C) skill

(D) biscuit

3. practise · rehearse · train · sleep

(A) practise

(B) rehearse

(C) train

(D) sleep

Word building · adjective ↔ adverb

Complete each pair.

utility:

1. careful → ____

2. quick → ____

3. good → ____

4. hard → ____



Grammar · Adverbs of manner

Ask the teacher — notes to bring to class



1. Adverbs tell us HOW someone does something — They usually come AFTER the verb (or after the object). • She sings beautifully. ■ • She beautifully sings. ■ • He speaks English fluently. ■

2. Formation — • Most adjectives + -ly → quick / quickly, careful / carefully, slow / slowly. • Adjectives ending in -y → happy / happily, easy / easily. • Adjectives ending in -le → simple / simply. • Irregular: good → WELL, fast → fast, hard → hard.

3. Adjective vs adverb — the trap — Adjective describes a noun. Adverb describes a verb. • He's a careful driver. (adjective + noun) • He drives carefully. (verb + adverb) • She's fast. (adjective) / She runs fast. (adverb)

4. Two 'good' traps — • 'good' is ALWAYS an adjective. → She sings good. ■ → She sings well. ■ • 'hard' and 'hardly' are DIFFERENT words: He works hard. (= a lot) / He hardly works. (= almost not at all).

Exercise A — Form the adverb

Write the adverb form of each adjective.

1. careful → ____

2. quick → ____

3. happy → ____

4. simple → ____

5. good → ____

6. fast → ____

Exercise B — Adjective or adverb?

Choose the correct form.

1. He drives very (careful / carefully).

2. She's a (good / well) cook.

3. He sings really (good / well).

Ask the teacher — notes to bring to class



4. She's a (fast / fastly) reader.

5. Please speak (slow / slowly).

Exercise C — Find and fix the mistake

Each sentence has ONE mistake.

1. She sings good.

2. He drives dangerous.

3. Please speak more slow.

4. She's a beautifully painter.

Exercise D — Word order

Put the words in the correct order.

1. carefully / drives / she / very

2. well / plays / really / he / the guitar

3. fast / eat / please / don't / so

Exercise E — About you

Complete each sentence truthfully.

1. I speak English ____

2. I usually drive ____

3. I sing ____

Exercise F — Complete the mini-conversation

Complete each gap with the correct adjective or adverb.

Ask the teacher — notes to bring to class



1. — How was the presentation? — Really ____ (good) — she spoke very ____ (clear).

2. — How's your Spanish? — Slowly getting better. I read ____ (easy) but I speak too ____ (fast) and I make mistakes.

Listening · A guitar teacher and a nervous adult beginner

A first lesson. The teacher is patient. The student is 42 and terrified. Notice the adverbs.

pre

Have YOU ever started a hobby as an adult? How did it feel?

Which is more important for learning something new — talent or effort? Why?

gist

1. What instrument is the student learning?

2. Why is the student nervous?

3. What does the teacher promise for the first month?

detail

1. How long should he practise per day?

2. What does the teacher say about the first 5 hours?

3. Which song will they start with?

Third listen — read between the lines

Answer from what is IMPLIED.

Ask the teacher — notes to bring to class



1. Is the teacher likely to be a good match for this student?

2. How is the student's mood likely to change during the lesson?

Useful language from the audio

Match each phrase to what it does.

"Take it slowly — no rush." — adverb of manner reassuring the student

"You'll play it badly at first, and that's fine." — adverb of manner + normalising failure

"Practise deliberately, not distractedly." — contrast of two adverbs

"You'll be surprised how quickly it clicks." — adverb of speed

"Trust me." — informal reassurance

Voice A: Come in, come in. First lesson — try to breathe.

Voice B: I'm 42. I have no talent. This is going to be a disaster.

Voice A: Ha — I hear that at least once a week. Take it slowly. No rush.

Voice B: How much do I need to practise?

Voice A: Only 15 minutes a day. But every day. Don't skip.

Voice B: And when will I stop sounding awful?

Voice A: You'll play it badly at first, and that's fine. The first five hours are humiliating — everyone. You'll be surprised how quickly it clicks after that.

Voice B: What are we starting with?

Voice A: 'Happy Birthday.' Three chords. Everyone loves it. Guaranteed party trick.

Voice B: Really? That's my whole dream?

Voice A: In four weeks you'll play something your family will actually recognise — badly, but recognisably. And that's the win. Trust me. Practise deliberately, not distractedly.

Voice B: Okay. Let's go.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. Take it ____ — no rush.

Ask the teacher — notes to bring to class



2. You'll play it ____ at first, and that's fine.

3. Practise ____, not ____.

4. You'll be surprised how ____ it clicks.

Speaking · Coaching a nervous beginner

In pairs, play a coach (A) and a nervous adult beginner (B) at a hobby of your choice. Use at least SIX adverbs of manner between you.

Scene: Adult beginner at swimming lessons — afraid of the deep end

A: You: patient instructor.

B: You: never learned to swim as a child.

Scene: First driving lesson at 30

A: You: driving instructor.

B: You: convinced you'll crash.

Scene: First public-speaking workshop

A: You: coach with 10 years' experience.

B: You: shaking, will speak in front of 50 people next week.

Discussion · skill and effort

Choose 2 questions and speak for 30–45 seconds each.

Do you think talent is more important than practice?

Which skill do you WISH you'd started as a child?

What's the last thing you learned to do reasonably well?

Is there something you do well that you get NO credit for?

Role-play · The friend who won't practise

Read your role, prepare, then run the conversation for 2 minutes.

Ask the teacher — notes to bring to class



Scene: Your friend wants to speak fluent Italian in 6 months but never practises

A: You: honest friend. Point out the gap between goal and effort. Suggest 20 focused hours.

B: You: full of excuses (work, tired, weather). Try to negotiate a plan you'll actually keep.

Mini-presentation · 60-second skill portrait

Deliver a 60-second portrait of ONE skill you have. Use at least four adverbs of manner.

Beat 1 (10s) — Name the skill.

Beat 2 (15s) — How well you do it (adverbs!).

Beat 3 (20s) — How you got there (hours, practice, mistakes).

Beat 4 (15s) — One tip for someone starting.

sample: I can bake bread — decently, not perfectly. I mix quickly, knead badly, and check the oven obsessively. I got there through 40 loaves, most of them heavy as bricks. My tip: weigh everything precisely, forget your grandmother's 'a handful of flour', and don't take it personally when the first six loaves come out flat.

Writing · A short 'how I do it' post

Write 80–100 words describing HOW you do one activity well (or badly). Use at least FIVE adverbs of manner.

bonus: Bonus — Rewrite the same post with NO adverbs. Which version is more honest? Which is more fun?

Wrap-up · What did we cover?

Adverbs of manner tell us HOW: quickly, carefully, badly, well.

Usually formed with -ly; irregular: good → well; hard = hard.

Adjective + noun / verb + adverb — don't mix them up.

20 focused hours is enough to be reasonably good at almost anything.

Quiz

1. "She sings ____."

(A) good

(B) goodly

(C) well

2. The adverb of 'careful' is...

(A) carefully

(B) carefull

(C) care

Ask the teacher — notes to bring to class



3. "Please speak ____."

- (A) slow
- (B) slowly
- (C) slower

4. 'Hardly' means...

- (A) with a lot of effort
- (B) almost not at all
- (C) very fast

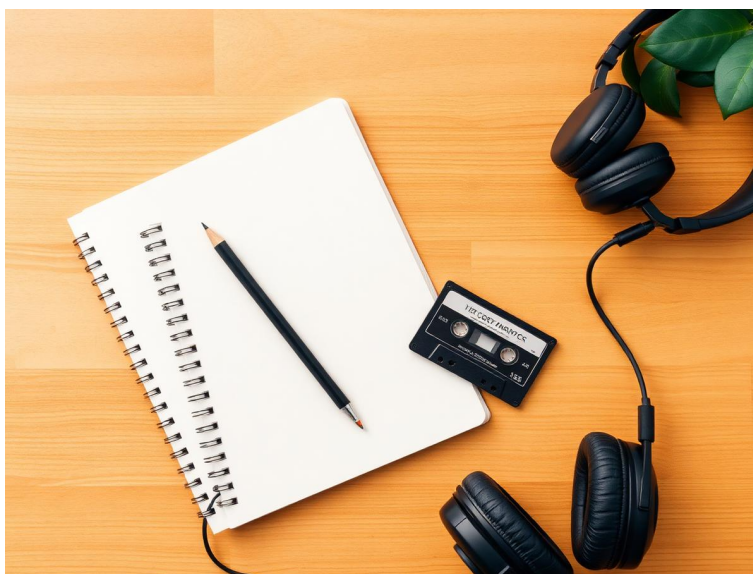
5. "He's a ____ driver."

- (A) careful
- (B) carefully
- (C) carefulness

Ask the teacher — notes to bring to class



Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word from the class-book lesson.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Adverbs of manner

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

Ask the teacher — notes to bring to class



3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about free time for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your free time this week. Anything different?

Ask the teacher — notes to bring to class



Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

Ask the teacher — notes to bring to class



Answer key — Class Book

Lead-in · Predict the world record

1. 2 hours 00 minutes 35 seconds — Kelvin Kiptum, 2023 Chicago Marathon.
2. 24 minutes 37 seconds — Budimir Šobat, Croatia, 2021 (with pure oxygen prep).
3. Around 58 languages — Ziad Fazah is the most cited, though the number is debated.
4. 92 years old — Ginette Bedard finished it aged 84 and Fauja Singh completed marathons into his 100s.
5. About 6.20 seconds — Max Park, 2023.

Reading · The 20-hour rule

1. (B) Practice to be world-class
2. (B) Reasonable competence
3. (C) Humiliating
1. (B) False
2. (B) False
3. (A) True
4. (C) Not Given
1. Model: I'd learn to type without looking at the keyboard — it's silly I still can't.
2. Model: yes, and that's exactly why I've quit three languages so far.
1. world-class
2. deliberately
3. something clicks

Vocabulary · Skills, ability & effort

1. getting better at
2. talent
3. give it a try
4. expert at
5. keep at it
6. beginner
1. (D) pillow
2. (D) biscuit
3. (D) sleep
1. carefully
2. quickly
3. well (irregular)
4. hard (same form)

Grammar · Adverbs of manner

1. carefully
2. quickly
3. happily
4. simply
5. well
6. fast
1. carefully
2. good
3. well
4. fast
5. slowly
1. She sings well.
2. He drives dangerously.
3. Please speak more slowly.
4. She's a beautiful painter.
1. She drives very carefully.
2. He plays the guitar really well.

Ask the teacher — notes to bring to class



3. Please don't eat so fast.

1. Model: I speak English confidently but not perfectly.

2. Model: I usually drive quite carefully — my mother trained me well.

3. Model: I sing very badly, but very happily.

1. good / clearly

2. easily / fast

Listening · A guitar teacher and a nervous adult beginner

1. Classical guitar — his childhood dream.

2. He's convinced he has 'no talent' and he's 'too old to start'.

3. One song he'll be proud to play for his family — badly but recognisably.

1. Only 15 minutes — but every day, without skipping.

2. They will feel humiliating — that's normal, not a sign of failure.

3. 'Happy Birthday' — 3 chords, everyone loves it, and it's a party trick.

1. Yes — warm tone, laughs at the same things, promises small wins instead of glory.

2. From tense to slightly relaxed — the teacher makes him laugh, which lowers his shoulders literally and figuratively.

1. slowly

2. badly

3. deliberately / distractedly

4. quickly

Quiz

1. (C) well

2. (A) carefully

3. (B) slowly

4. (B) almost not at all

5. (A) careful

Ask the teacher — notes to bring to class



Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Adverbs of manner

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of free time.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

Ask the teacher — notes to bring to class