


Referring to nouns

articles; other determiners (demonstratives, possessives, inclusives: *each, every, both, all, either, neither* etc.)

A Context listening

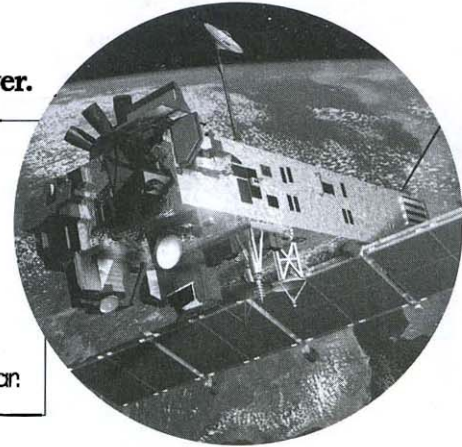
- 1** You are going to hear a speaker at an environmental awareness conference talking about a European satellite called Envisat. Before you listen, put the words below into two groups: *the environment* and *satellites*.

climate fully-equipped global warming instrument
 launch monitoring observation operational costs
 outer space ozone depletion precise

- 2**  **8a** Now listen to the talk and complete the notes below. Write no more than two words or a number for each answer.

Envisat satellite

- Envisat was launched **1**
- Envisat has **2** instrument systems.
- In 1990s ESA launched **3** and **4**
- ESA will spend 2.3 billion euros over **5**
- This is the same as **6** of coffee per person per year.



- 3** Underline the correct words.  **8a** Listen again to check your answers.

- 1 Envisat is *a/the* fully equipped observation satellite.
- 2 *A/The* satellite was launched in 2002.
- 3 With its ten instrument systems it is equipped with *-/the* best eyes possible and offers everything that *-/the* scientists could wish for.
- 4 The total cost of the Envisat Programme is 2.3 billion euros over 15 years. Included in *that/this* sum is development and construction of the instruments.
- 5 *Neither/None* of our countries can afford to let down their environmental guard.

- 4** Look at your answers to Exercise 3 and answer these questions.

- 1 Why do we say *a satellite* in sentence 1 and *the satellite* in sentence 2?
- 2 In sentence 3, why do we use an article before *best*? Why don't we use an article in front of the word *scientists*?
- 3 In sentence 4, what does *this sum* refer to?
- 4 In sentence 5, why can't we use *neither*?

B Grammar

1 Articles

a/an

We use *a/an*

- ◆ to refer to something for the first time:
*I'd like to talk to you today about **an exciting development**.*
- ◆ to refer to any one from a group of several:
*Climate protection is **a challenge** for our entire society. (one of many challenges)*
- ◆ to classify people or things as belonging to a group:
*Envisat is **a fully-equipped observation satellite**. (there are different kinds of satellite)*
- ◆ to say what job somebody does:
*My brother is **an engineer**.*

▲ We can only use *a/an* with singular countable nouns.

the

We use *the*

- ◆ when the listener/reader knows which thing we mean (it may have been mentioned before):
*Envisat is **a fully-equipped observation satellite** ... **The satellite** was launched in 2002.*
or it is understood which thing we mean:
*As part of **the conference** on environmental awareness ... (we are at the conference now so it is clear which one I mean)*
 - Compare:
*I went to **a conference** on Environmental awareness last week. (the person I am talking to does not know which conference I am talking about)*
 - ◆ when there is only one of this thing:
the earth, the sun, the twentieth century, the sixties, the Government, the Prime Minister (there is only one government and one prime minister in each country)
 - ◆ for superlatives (see Unit 11):
*It is equipped with **the best eyes** possible.*
 - ◆ to talk about playing a musical instrument:
*He plays **the piano** and she plays **the guitar**.*
 - ◆ with certain proper nouns:
nationalities (*the British, the Chinese, the Egyptians*)
rivers (*the Thames, the Yangtze, the Nile*)
island groups (*the Maldives, the Philippines, the Seychelles*)
mountain ranges (*the Alps, the Himalayas*)
seas and oceans (*the Black Sea, the Mediterranean, the Pacific*)
country names that represent a group (*the United Kingdom, the United States of America*)
many famous/historical buildings (*the White House*)
noun phrases with *of* (*the Great Wall of China, the Temple of Heaven*)
- ▲ With university names we can say *the University of Bath* or *Bath University*.

No article

We use no article

- ◆ with plural or uncountable nouns to talk generally about things:
*It will deliver **information** about our changing environment.*
*It offers everything that **scientists** could wish for.* (scientists in general not a specific group of scientists)
- ◆ with certain proper nouns:
continents (*Europe, Asia*)
countries (*Australia, China*)
states or counties (*Michigan, Cambridgeshire*)
towns and cities (*Tokyo, Jeddah*)
mountains (*Everest, Kilimanjaro*)
lakes (*Lake Superior*)
companies (*Microsoft, Sony*)
buildings and places with the name of a town (*Heathrow Airport*)
- ◆ with mealtimes:
*I have **lunch** at 12.30.*
- ◆ in common expressions after prepositions:
to/at school/university; to/in class; in prison/hospital/bed
▲ We can use *the/a* if we want to be specific. Compare:
*When I was a child I used to walk **to school**.*
*When I was a child I went **to the school on the other side of town**.*
However, we cannot use an article with the following expressions:
at home; at/to work; at night; by bus/bicycle/car/train/plane; on foot

2 Demonstratives: **this, that, these, those**

We use these words to show whether something is near or remote, in terms of time or place:

	near	remote
time	<i>I'd like to talk to you this morning about an exciting development.</i> (today)	<i>My mother called me later that day.</i> (I am telling you this on a different day)
place	<i>I like these pictures.</i> (here)	<i>Oh, I prefer those pictures.</i> (over there)

We can use *this/that/these/those* to refer back to something previously mentioned in the text:
*The total cost of the Envisat programme is 2.3 billion euros over 15 years. Included in **this sum** ...*
(*this sum = 2.3 billion euros*)

We can refer back to whole sentences or ideas with *this* and *that*:

*Seeing the earth from outer space highlights how tiny and fragile our planet is. Envisat helps people to understand **that**.* (= understand how tiny and fragile our planet is)

There is often very little difference between *this* and *that* when used in this way, so we could say:

*Envisat helps people to understand **this**.*

3 Possessives

We use possessive determiners (*my/your/his/her/its/our/their*) to tell us what or who something belongs to:

our blue planet; their children

▲ We cannot use possessive determiners after other determiners (e.g. *a, the*). We use determiner + noun + *of* + possessive pronoun:

this planet of ours (not ~~this our planet~~)

We use *'s* with singular nouns and irregular plural nouns. We use *s'* after regular plural nouns:

Europe's technological showpiece; the children's toys; my parents' house

We usually use noun + *of* instead of *'s* when the thing we are referring to is not a person or animal:

the price of the hotel (not ~~the hotel's price~~)

4 Inclusives

each, every

Each and *every* are used with a singular noun and verb.

Each is used for things or people in a group of two or more, with a focus on the individuals in the group:

Each European citizen has therefore invested seven euros in the environment.

Every is used for three or more things, with a focus on the group. Often the difference in focus between *each* and *every* is very small:

Every citizen will have access to precise information about changes in the environment (= Each citizen ...)

We can use *each* (but not *every*) + *of* + noun/pronoun:

Each of the students gave the teacher a present. (not ~~every of the students~~)

all, most, some

We use *all/most/some* + plural noun and verb to talk about things in general:

Most children like sweets.

Some people believe space exploration is a waste of money.

We use *all/most/some* + *of* + pronoun or determiner + noun or to refer to a specific group:

Most of the children at my school play football.

▲ We do not need to use *all* + *of* before a noun, but we need *of* before a pronoun:

All the children at my school play a musical instrument.

All of them like music. (not ~~all-them~~)

▲ When *all* is followed by a singular noun referring to time the meaning is different. Compare:

I worked hard all day. (= I worked hard for one whole day)

I worked hard every day. (= I regularly worked hard)

Both, neither, either, none

Both, neither and **either** refer to two people or things. We use **both** + plural noun and **either/neither** + singular noun:

Both satellites were launched in the 1990s.

Neither person knew very much about Envisat before the conference. (= not one or the other)

I don't mind where we go. **Either** restaurant is fine. (= one or the other is fine)

⚠ We use **both** + **of** + determiner + plural noun (or pronoun) with a plural verb. We can use **either/neither** + **of** + determiner + plural noun (or pronoun) with a singular or a plural verb:

Neither of my sisters **lives/live** in the same town as me.

Both of them **are** married. (~~not Both of them is married.~~)

None means 'not one' (of a group). It can be followed by a singular or plural verb:

None of our countries **is/are** able to ignore the implications of global warming.

C Grammar exercises

1 In some of these sentences there is a mistake with articles. Underline each mistake and write the correction.

- 1 My father likes the classical music and listens to it all the time. the classical music
- 2 I saw a man sitting in a restaurant. A woman came and joined him, but the man got up and left without speaking to her! ✓
- 3 Sun was shining and it was a lovely day.
- 4 I can play piano.
- 5 I come from United Arab Emirates.
- 6 I've applied to study at the University of Edinburgh.
- 7 I usually go to work by the bus.
- 8 My husband is doctor.
- 9 Sorry I'm late - car wouldn't start this morning.
- 10 I'm going to take a cruise down river Nile.
- 11 I once saw a cat wearing a pink coat and boots!
- 12 My husband collects the antiques. He's always going to auctions.

2 Fill in the gaps with *a/an* or *the* or put a cross (X) if no article is needed.

BORNEO BORN AND BRED

1 X Local legends say that 2 Borneo's few thousand wild elephants are descendants from those brought to 3 island from India or Malaysia as 4 gift to 5 sultan in 6 eighteenth century. Biologists from 7 Columbia University's Centre for Environmental Research and Conservation compared DNA samples from Borneo elephants with Asian elephants in Sumatra, India and elsewhere. 8 findings confirmed their suspicions: Borneo's elephants are genetically different. In fact 9 DNA differences are so great between them and their closest relatives (elephants in Peninsular Malaysia) that 10 populations may have separated up to 300,000 years ago, say 11 scientists. The animals became isolated when 12 island became totally cut off from the mainland due to 13 rise in sea level. Borneo's elephants are, therefore, 14 important, separate population.



3 Underline the most suitable words.

Report on holiday survey

1 This/That survey aimed to find out about 2 people's / the people's ideal holidays. We used 3 the interviews / interviews and 4 the questionnaires / questionnaires to collect 5 our/their data. 6 Both/All of 7 those/these methods of data collection were quick and simple to carry out and 8 neither/none of them were too demanding of the public. 9 Our findings / Findings show that many people like to take their holidays in the summer. 10 This/The view was reinforced by the destinations suggested by 11 the people / people involved in 12 a survey / the survey. 13 The beach holidays / Beach holidays were the most popular, particularly in 14 the Spain / Spain or 15 the France / France. 16 Most/Both people in the survey said they looked forward to their holiday. 17 Each/All person we interviewed agreed that it was important to have at least one holiday 18 every/all year. 19 The price of the holiday / the holiday's price was important to most people, with general agreement that value for money was a primary consideration.

4 Fill in the gaps with words from the box.

both each every my neither none this that
that their those

My home town is smaller than London, but there are some similarities. 1 Each of the two cities is famous for its architecture. For example, 2 Kuala Lumpur and London have tall, modern buildings, set amongst older historical buildings. Although both cities have rivers running through them, 3 city is by the sea, which is a shame, as I think some of the most beautiful cities in the world are by the sea.

4 major city in the world has one thing in common – being large and busy – and 5 is true of both London and Kuala Lumpur. In fact, some people don't like my city because it is so noisy and busy, but 6 is one reason why I love it.

A lot of city markets take place in the day-time, but in 7 home city they don't open until it's dark! Malaysians tend to buy all their groceries at the night markets. In London people tend to use supermarkets for 8 food shopping.

It is always hot in Kuala Lumpur, but London can get very cold. 9 's probably why you get outdoor restaurants all over Kuala Lumpur all year round whereas in London there are almost 10 in the winter. In some restaurants in Kuala Lumpur, you can go to the kitchen and point at the food and say, 'I'll have one of 11, please!' You can't do that in London!

D Test practice

Listening Section 4

Questions 1–2

Choose the correct letter **A**, **B** or **C**.

- 1 Health club membership in Europe
A has reached 36 million.
B has declined in recent years.
C has followed a similar trend to America.
- 2 If people today ate the same amount as their parents did
A they would gain weight.
B they would have more energy.
C they would feel healthier.

Questions 3–4

Choose **TWO** letters **A–E**.

According to the speaker which **TWO** factors have contributed to the change in our fitness levels?

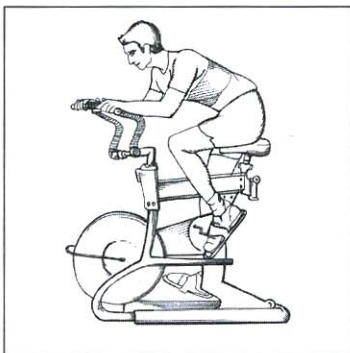
- A** availability of better food
B different working conditions
C labour-saving devices
D changes in healthcare
E diets which do not work

Question 5

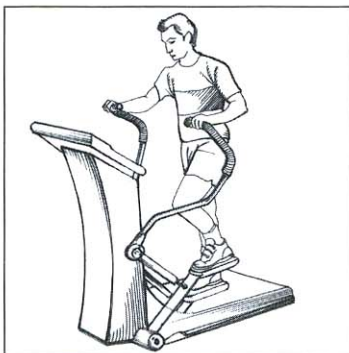
Choose the correct letter, **A**, **B** or **C**.

- 5 Which of the following machines has been available for less than ten years?

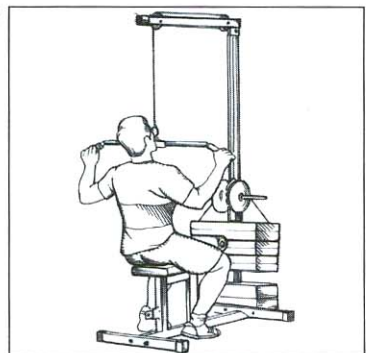
A



B



C



Questions 6–10

Which exercise method do the following statements apply to?

- A** using an elliptical trainer
- B** running on the road
- C** using a treadmill

Write the correct letter **A**, **B**, or **C** next to Questions 6–10 below.

- 6** The impact on the body is more than twice your own body weight.
- 7** The impact on the body is almost the same as your own body weight.
- 8** It has the same impact on the body as walking does.
- 9** It is the best method for losing weight at speeds over 14 kph.
- 10** It has the highest impact on the joints.

Grammar focus task

Look at the following extracts from the recording. Which words or ideas do the underlined words refer to in the text?

- 1** Unfortunately, instead of eating less than their parents did, many consume a lot more.
- 2** On top of this, the change in employment patterns over the past ...
- 3** And this is where exercise machines come in.
- 4** That's an amazing number of people
- 5** As its name implies, the machine delivers an elliptical motion ...
- 6** In that respect, ellipticals are superior.
- 7** After that, just keep going and going and going ...

Pronouns and referencing

personal, possessive and reflexive pronouns;
avoiding repetition

9

A Context listening

- 1 You are going to hear a conversation between Chi Wen, a student from Hong Kong who is studying in Australia, and her homestay host Mrs Smith. Which household chores do you think Chi Wen will have to do?



2 Listen and write

A if Mrs Smith will do this B if Chi Wen will do this C if both of them will do it

- | | | |
|------------------|----------------|-------------------|
| 1 cook dinner | 4 make lunches | 6 wash sheets |
| 2 make breakfast | 5 wash clothes | 7 clean the house |
| 3 buy food | | |

3 Listen again and fill in the gaps.

- 1 I can introduce to a friend of, Yi Ling.
- 2 I know 's really enjoying here in Australia.
- 3 Now, I have had a lot of students staying with over the years and I do have a few rules.
- 4 First of all, my husband and want everyone to feel at home so treat everyone like 're a member of our own family.
- 5 And what about other meals? Can I cook for?
- 6 Yes, everyone makes their own breakfast and I always make sure there is plenty of food in the fridge so can prepare a packed lunch if you like.
- 7 I expect everyone to wash and iron for
- 8 Can I use to make local calls?

4 Put the words you wrote in Exercise 3 into four groups.

I,
.....
myself,
.....

me,
.....
mine,
.....

B Grammar

1 Personal and possessive pronouns

Subject personal pronouns: *I, you, he, she, it, we, they*
 Object personal pronouns: *me, you, him, her, it, us, them*
 Possessive pronouns: *mine, yours, his, hers, ours, theirs*

We use pronouns to replace nouns and avoid repetition of the noun:

I can introduce you to my friend, Yi Ling. She's a student from Taiwan. (not Yi Ling's a student)

We use subject pronouns before verbs:

I only arrived last month.

and object pronouns after verbs or prepositions:

I have had a lot of students staying with me over the years.

We use possessive pronouns to replace a possessive determiner and a noun:

I don't have a phone here. Can I use yours? (= your phone)

⚠ *Its* is not used as a possessive pronoun.

2 Reflexive pronouns

Reflexive pronouns: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*

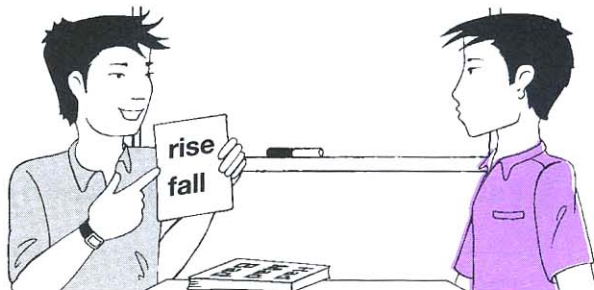
We use reflexive pronouns

- ◆ when the subject and the object of the verb are the same:
You can prepare yourself a packed lunch if you like.
- ◆ to add emphasis to the subject or object:
I clean the kitchen and the living areas myself. (= I do it, not anybody else)
- ◆ with *by* to mean *on my own/on your own* etc.:
I clean the kitchen and the living areas by myself. (= on my own)
- ◆ after some set expressions in the imperative with *yourself/yourselves*:
Help yourself. Look after yourself. (= be careful) Enjoy yourselves.

⚠ Notice the use of *each other/one another* below:

The boys taught themselves English. (= each boy taught himself English)

The boys taught each other/one another some new words. (= each boy taught the other boy some new words)



3 Some special situations

It

We can use *it*

- ◆ as a subject to start a sentence without carrying any meaning. Often the sentences are about the weather, the time or distance:

It didn't always rain. It's five o'clock. It's 10 km from the sea.

- ◆ to start sentences when the real subject is an infinitive or an *-ing* form:

It won't take long to settle in. (= to settle in won't take long)

- ◆ to refer to phrases, whole sentences or ideas:

I only arrived last month and I am still finding it all a bit strange, actually. (= living in a foreign country)

▲ We use *there + be + noun phrase* to show something exists (or doesn't exist), not *it*:

There's a good coffee shop near here. (~~not It is a good coffee shop near here.~~)

You and we

To talk about everybody in general we can use

- ◆ *you*:

In Australia you often eat sandwiches for lunch. (= people in Australia)

- ◆ *we* (when we include ourselves in the group):

We often eat lunch in a bit of a hurry. (= Australian people in general, and the speaker is Australian)

They

We can use *they*

- ◆ to mean experts or authorities:

They have changed the law recently. (= the government)

They have discovered a new kind of beetle. (= scientists)

- ◆ when we do not know or do not need to say if the person is male or female:

I asked a student if they liked learning English and they said no!

One/ones

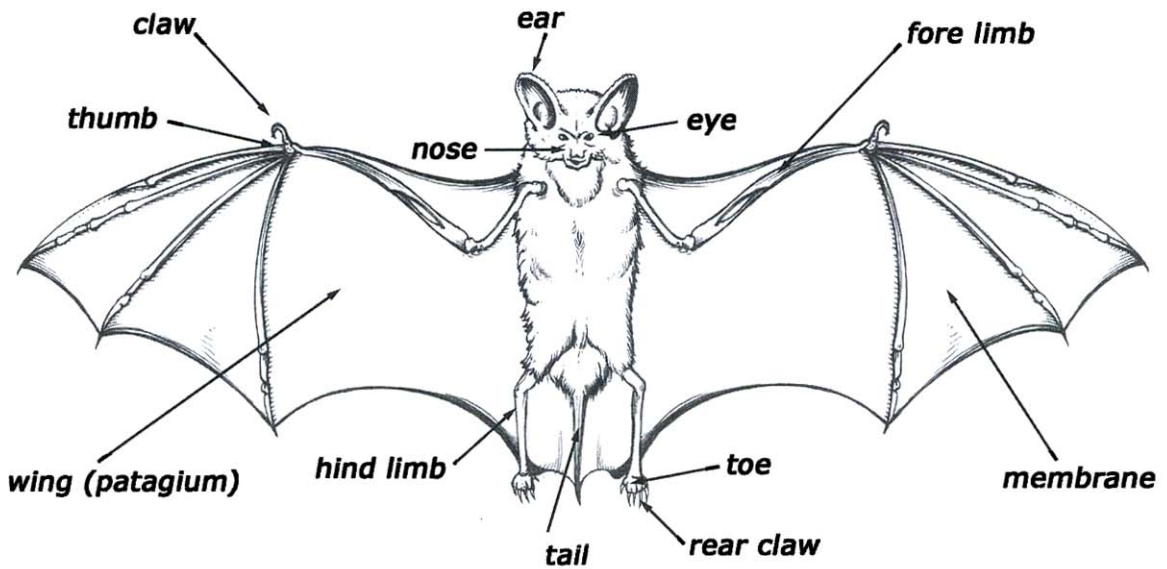
We can use *one/ones* to avoid repetition of a countable noun:

I do have a few rules. The most important one is that I want everyone to feel at home. (= the most important rule)

C Grammar exercises

1 Fill in the gaps with *it, its, itself, they, their* or *themselves*.

Anatomy of a bat



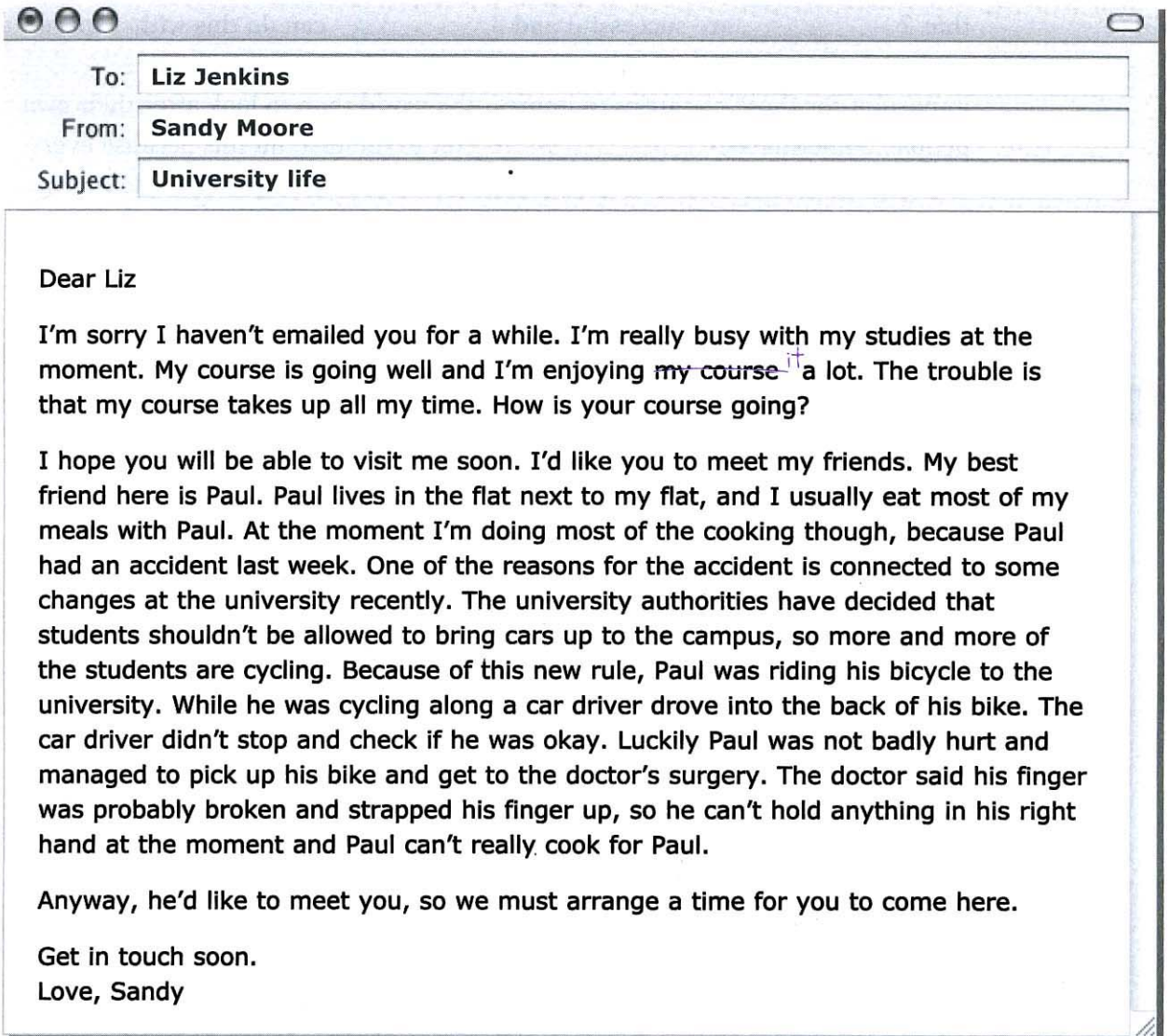
The entire wing of a bat is called the *patagium*. Many species also have a membrane between 1 *their* hind limbs enclosing the tail. The *patagium* is full of fine blood vessels, muscle fibres and nerves. When it is cold, these bats wrap 2 up in 3 wings like a coat. In warm weather 4 flap 5 wings in order to cool 6 bodies.

The bat has claws on 7 thumbs and sometimes on the toes of 8 fore and hind limbs. The rear claws enable 9 to hang 10 on to a tree branch or ledge.

All bats are active at night or at twilight, so 11 eyes are poorly developed. Instead 12 use 13 nose and ears to orientate 14

- 2** Find and correct 13 places where nouns could be replaced with the pronouns in the box to make the email sound more natural.

He He he he he him himself it it it mine
They us yours



To: Liz Jenkins

From: Sandy Moore

Subject: University life

Dear Liz

I'm sorry I haven't emailed you for a while. I'm really busy with my studies at the moment. My course is going well and I'm enjoying my course ^{it} a lot. The trouble is that my course takes up all my time. How is your course going?

I hope you will be able to visit me soon. I'd like you to meet my friends. My best friend here is Paul. Paul lives in the flat next to my flat, and I usually eat most of my meals with Paul. At the moment I'm doing most of the cooking though, because Paul had an accident last week. One of the reasons for the accident is connected to some changes at the university recently. The university authorities have decided that students shouldn't be allowed to bring cars up to the campus, so more and more of the students are cycling. Because of this new rule, Paul was riding his bicycle to the university. While he was cycling along a car driver drove into the back of his bike. The car driver didn't stop and check if he was okay. Luckily Paul was not badly hurt and managed to pick up his bike and get to the doctor's surgery. The doctor said his finger was probably broken and strapped his finger up, so he can't hold anything in his right hand at the moment and Paul can't really cook for Paul.

Anyway, he'd like to meet you, so we must arrange a time for you to come here.

Get in touch soon.
Love, Sandy

3 Fill in the gaps with a suitable pronoun or *there*.

Teacher: Do you think that governments spend too much on space exploration nowadays?

Student: Well, I think that 1 there are a lot of different factors to take into consideration. For example some countries want to show the rest of the world that 2 are successful and 3 can do this with a space exploration program. 4 seems that 5 is more important for these countries to impress the world than to look after their own people. Sometimes 6 is difficult to understand this because every country in the world has 7 problems and has poor people that need to be looked after because they can't look after 8 So, yes, I do think that these countries should look after people first before 9 start trying to send men to the moon! 10 are too many other problems here on earth that we need to sort out.

4 Underline the correct words.

There are many reasons why 1 we / they should recycle household waste. The main reason is to avoid using up valuable resources making new things when 2 it is / we are not necessary. However, I do not think the government should make 3 it / the law compulsory for people to recycle their waste.

If the government makes a law that all households must recycle 4 their / its rubbish, 5 the law / it could lead to more problems. For example, how can 6 you / people check that people are recycling everything? 7 It is not practical to do this. / To do this is not practical. In addition, there is the argument that individuals should be allowed to decide for 8 each other / themselves whether to throw something away or to recycle 9 it / something.

I believe the most sensible approach is for the government to put more money into recycling schemes. The most successful are 10 the ones / them where the government gives each household special boxes to put different kinds of waste in, and 11 the government / they provide a regular collection service. 12 They / There are separate boxes for plastic, metal, glass etc. This makes 13 to recycle easier for people / it easier for people to recycle and 14 they / there are therefore less likely to throw things in the rubbish bin.

D Test practice

Academic Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic.

Governments spend millions of dollars each year on their space programmes. Most recently, Mars is the focus of scientists' attention. Some people think this money would be better spent on dealing with problems closer to home.

Do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

Grammar focus task

Look at these extracts from a model answer. Match the pronouns (1–5) to the uses (A–E).

... However, some people believe this cannot justify the huge amount of money spent on space research when there is a greater need for **1 it** here on earth ...

... For example, the United States and the USSR raced each other to see who could put a man on the moon first. **2 It** would have been much easier and cheaper if **3 they** had pooled resources and information, and made a joint expedition into space ...

... **4 It** is very difficult to argue against these criticisms ...

... In my opinion, **5 we** need a balance between how much money is spent on space exploration and how much money is invested into solving problems here on earth. With continued co-operation between nations over space travel more will be achieved for less money. This should leave more money to be spent on problems at home ...

A a subject which doesn't carry a specific meaning

B to refer to *the United States and the USSR*

C to refer to *money*

D to refer to people in general

E to replace an infinitive as a subject

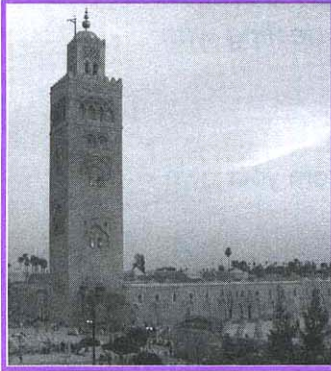
10

Adjectives and adverbs

describing things; adding information about manner, place, time, frequency and intensity

A Context listening

- 1 You are going to hear a man talking about a recent trip. Look at the following pictures and try to guess which three countries the man visited.



- 2 Listen to check if you were right.

- 3 Listen again and complete the table below. Write no more than two words for each answer.

Countries visited	Interesting facts
1	◆ many 2 and beautiful mosques
3	◆ travelled there by 4 ◆ good for 5 ◆ bought a beautiful 6
7	◆ visited Gujarati Textile 8 ◆ great examples of 9 embroidery ◆ lots of wildlife in 10 areas ◆ saw incredible 11 birds and several poisonous 12

- 4 Look at Exercise 3 and make a list of all the adjectives.

interesting

B Grammar

1 Adjectives

Adjectives describe nouns.

How adjectives are used

We can use adjectives

- ◆ before nouns:
*There are so many **historical buildings**.*
*It was well worth the trip, especially if you like **local crafts**.*
- ◆ after the following verbs: *be, become, get, seem, appear, look, smell, taste, feel*
*The mosques in particular **are very beautiful**.*
*They always **seem pleased** to see you.*
- ◆ after *find/make/keep* + object:
*Work hard on your research if you want to **make your trip enjoyable and rewarding**.*
*I **found the insects** rather **frightening**.*
- ◆ with other adjectives or with other nouns to describe a noun:
*a **long, tiring boat ride** (adjective + adjective + noun + noun)*

The order of adjectives

When we use adjectives together, we put words which express opinion before words which describe the characteristics or type of what we are talking about:

*a **beautiful Turkish** carpet (beautiful = opinion + Turkish = type: ~~not a Turkish beautiful carpet~~)*

We often use nouns as adjectives to add information about type:

*the Gujarati **Textile Museum***

When we use more than one adjective to describe characteristics or type, they usually follow this order:

size → temperature → age → shape → colour → nationality → material → type

Indian silk embroidery small mountain villages

hot black coffee a beautiful old round table

When there are two or more adjectives after a verb or noun, we use *and* between the last two:

*The people are very **welcoming and friendly** towards visitors.*

We use *and* between two colours:

*vivid **blue and green** feathers*

Adjectives ending in *-ed* and *-ing*

Some adjectives connected with feelings are formed from verbs and have two possible forms, usually *-ed* or *-ing* e.g. *tired/tiring*. We use *-ed* forms to talk about how we feel:

*I was **fascinated** to see the extraordinary range of patterns.*

*I was **amazed** at the variety of wonderful animals.*

We use *-ing* forms to describe the things or people that cause the feelings:

*It's an absolutely **amazing** city to visit.*

*India is a **fascinating** country.*

2 Adverbs

Adverbs give information about verbs, adjectives or other adverbs. Adverbs tell us *how* (manner), *where* (place), *when* (time), *how often* (frequency), or *how much* (intensity) something happens or is done. An adverb can be a single word (*sometimes*) or a phrase (*from time to time*).

How adverbs are used

Adverbs which tell us about

- ◆ **manner** are often formed by adding *-ly* to the adjective form:

careful → *carefully* *happy* → *happily*

They usually come after the verb (and object, if there is one):

*I plan my trips **very carefully**.* (~~not I plan very carefully my trips~~)

- ◆ **place** usually come after the verb:

*It was the first time I had been **there**.*

*Try to stay **near the old part of the city**.*

- ◆ **time** such as *today*, *tomorrow*, *now*, *since 2003*, *for three minutes* can go at the beginning or the end of a clause:

*I had a very memorable trip **last year**.* (or *Last year I had a very memorable trip.*)

- ◆ **frequency** usually come before the verb but after *be* or an auxiliary verb:

*I **often** travel for my job.*

*I **have always** enjoyed my visits there.*

*He's **never** late.*

- ◆ **intensity** affect the strength of adjectives or adverbs:

*fairly, quite,
rather, pretty*

*very, extremely,
highly, really*

*absolutely,
completely, totally*

weaker

stronger

The adverbs at the stronger end of the scale (*absolutely, completely, totally*) can only be used with some adjectives. These tend to be 'extreme' adjectives that suggest a limit in their meaning (e.g. *terrifying, excellent, exhausted*). Other 'non-extreme' adjectives (e.g. *frightened, good, tired*) never collocate with these stronger adverbs. Compare:

*There are some **absolutely stunning** examples of Indian silk embroidery.* (~~not fairly stunning~~)

*The people are **very friendly**.* (~~not absolutely friendly~~)

Really collocates with most adjectives.

- ▲ We cannot intensify adjectives or nouns which describe type (~~not a very Textile Museum~~).

The order of adverbs

When two or more adverbs are used together at the end of a clause the order is usually manner → place → time:

*I'll meet you **outside the station at six o'clock**.* (*outside the station* = place, *at six o'clock* = time)

Irregular adverbs

Some adverbs of manner look the same as the adjective form (e.g. *hard, fast, straight, late, early*):

Work **hard** on your research. (adverb)

This is a **hard** exercise. (adjective)

Hard is an adjective and an adverb, and **hardly** is an adverb meaning *very little*:

He **hardly** had time to say hello. (= he had very little time to say hello)

Good is an adjective, and **well** is the adverb:

He spoke **very good** English. (describes English)

He spoke English **very well**. (describes how he spoke)

However, **well** can also be an adjective when talking about health:

She's not **well** – she's got a cold.

Grammar extra: Adjectives

Some adjectives can be followed by *to* + infinitive to add to their meaning (e.g. *able, likely, right, wrong, lucky*) and some adjectives describing feelings (e.g. *surprised, afraid, happy, delighted*):

I'll be **happy to answer** questions.

I was **fascinated to see** the extraordinary range of patterns.

Some adjectives can be followed by a preposition + *-ing* (see Unit 19):

People are **tired of hearing** politicians' promises. (~~not tired to hear~~)

I am not very **good at taking** photographs. (~~not good to take photographs~~)

C Grammar exercises

- 1 Read the test task and the students' responses. Some of the adjectives they used are underlined. If they are used correctly, put a tick (✓). If they are wrong, write the correct answer.

Describe a favourite place.
You should say:
 where it is
 what kind of place it is
 what makes it special
 and explain why you like it so much.

My favourite place is a 1 quiet little wood near my home town in Indonesia. I like it because it is a 2 green peaceful place. It is full of 3 old tall trees and there are lots of 4 wild interesting animals.

1 ✓
 2 *peaceful green*
 3
 4

I'm going to tell you about my bedroom. I love it because it is full of my things. The walls are painted with 5 blue yellow stripes, and there is a 6 wooden dark floor. There is a 7 lovely old photo of my family by my bed, and all my precious books are on the shelves.

5
 6
 7

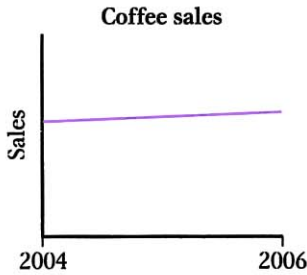
My favourite place is the town I grew up in. It has 8 an ancient beautiful ruined castle and lots of 9 historical old buildings. The streets are 10 narrow winding, and there are lots of good shops. It is 11 busy noisy, but I like that. I feel good there because I have so many 12 childhood happy memories.

8
 9
 10
 11
 12

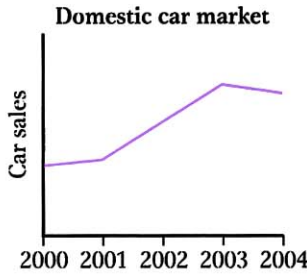
- 2 Write the missing adjectives and adverbs.

..... dramatic - *dramatically* impressive - slight -
 steady - sharp - steeply -

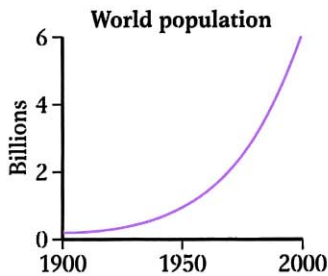
Now use the words to fill in the gaps on the next page. Use one pair of words for each question.



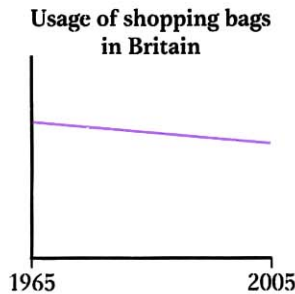
- 1 a Sales of coffee showed a slight increase between 2004 and 2006.
 b Sales of coffee increased slightly between 2004 and 2006.



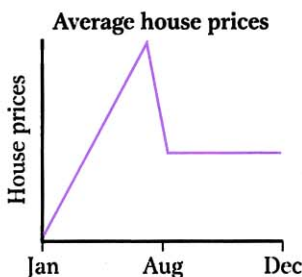
- 2 a The domestic car market showed an growth of 50% for three consecutive years from 2001 to 2003.
 b The domestic car market grew by 50% for three consecutive years from 2001 to 2003.



- 3 a The world population grew between 1950 and 2005.
 b The world population experienced a growth between 1950 and 2005.



- 4 a The number of British households using their own shopping bags when shopping fell between 1965 and 2005.
 b There was a fall in the number of British households using their own shopping bags when shopping between 1965 and 2005.



- 5 a House prices climbed during the first half of the year before falling in August.
 b There was a climb in house prices during the first half of the year before a fall in August.

- 3** Match the beginnings (1–8) and the endings (a–h) of the sentences. Join them by adding a suitable *-ed* or *-ing* adjective formed from one of the verbs in the box. Use each verb once.

excite frighten interest please relax surprise tire satisfy

- | | | |
|--|----------------------|---|
| 1 I was really | <u>pleased</u> ..c.. | a an adventure I've ever had. I can't wait to go back! |
| 2 Martin's excellent exam results were very | | b as he had hardly had time to study. |
| 3 The jungle was full of strange noises and I felt | | c when I opened my present because it was just what I wanted. |
| 4 After so much hard work, it was a very | | d after exercise. |
| 5 Paula wasn't | | e a moment when I finally finished the project. |
| 6 Having a warm bath can be very | | f so I had a warm bath. |
| 7 My trip through the jungle was the most | | g during the whole trip. |
| 8 After walking so far I felt very | | h in the lecture so she fell asleep. |

- 4** Underline the correct words.

Environmentalists and conservationists tell us that there are ways that each of us can help to 1 *very reduce* / *greatly reduce* our impact on the planet. We can 2 *work hard* / *hardly work* to conserve energy and we can invest in equipment to help us create our own power. People 3 *say often* / *often say* that they want to save the planet, but the only way to do this is to 4 *take immediately action* / *take action immediately*.

It is 5 *really important* / *important really* for individuals to 6 *responsibly act* / *act responsibly* and try to reduce their contribution to greenhouse gases. There are several ways we can do this. For example there are mini wind turbines that you 7 *can install easily* / *easily can install* on your roof as well as very efficient solar panels that 8 *work good* / *work well* all year round to provide electricity.

But if this is all too expensive, there are other ways to conserve energy that actually save you money. In cooler weather, simply keep the heat 9 *inside safely* / *safely inside* by closing doors after you so that the warmth doesn't escape. It is 10 *absolutely essential* / *very essential* that we all take this seriously and do our best to lead a more sustainable life.

D Test practice

General Training Reading

Questions 1–8

Look at the information about five museums **A–E** in Seoul, South Korea.

For which museum are the following statements true?

Write the correct letter **A–F** next to Questions 1–8.

NB You may write any letter more than once.

- 1 This museum also functions as an occasional venue for performing arts.
- 2 You can learn about natural history in this museum.
- 3 This museum is the only one of its kind in Korea.
- 4 This is the most high-tech of the museums.
- 5 A historical building once stood where this museum stands today.
- 6 This museum contains something for the very distant future.
- 7 The exhibits in this museum include objects from the distant past.
- 8 You can take classes one day a week at this museum.

A Namsangol Traditional Folk Village

Located just north of Namsan Park, this re-creation of a small village depicts the architecture and gardens of the Chosun Dynasty (1393–1910). There are five restored traditional houses from that era. A large pavilion overlooks a beautiful pond and an outdoor theatre hosts dance and drama performances on weekends. There is also a hall displaying traditional handicrafts and a kiosk selling souvenirs. Recently, a time capsule containing 600 items representing the lifestyle of modern-day people of Seoul was buried to celebrate the city's 600th anniversary. In 2394, it will be opened!

B Eunan Museum

This privately-owned museum displays rare specimens of animals, ores, and species of insects collected from around the world. The building comprises six floors, one under ground

and five above. Among the fauna on exhibition are shellfish, insects, butterflies and birds. The collection is housed on the lower floors. On the third floor is a library and the fifth floor has a study room and an ocean exhibition hall. One aim of the museum is to bring animal extinction to the attention of the public.

C National Museum of Korea

This is one of the most extensive museums in Seoul, housing art and archaeological relics from Korean prehistory through to the end of the Chosun Dynasty (1910). Throughout the three-floor museum, there are 4,500 artefacts on display in 18 permanent galleries. Audio guides, touch screens, and video rooms all help to bring the ancient world alive here. In addition to regular exhibitions, the museum offers special educational programs such as public lectures, arts and crafts classes, and special tours.

D Seoul Metropolitan Museum of Art

Established in 1988, this museum is located on the former site of Kyonghee-gung palace. There are four floors with six exhibition halls. The collections include more than 170 Korean paintings, Western paintings and prints. Spend a peaceful and relaxing day amidst beautiful works of art. If you are an art enthusiast and would like to learn, the museum offers art courses every Friday.

E Korea Sports Museum

This is the sole museum in Korea dedicated to sports. It displays about 2,500 items tracing back to 1920, when Korea's first sports organization was founded. You can browse through sports memorabilia such as badges, medals, photographs, trophies, and mascots related to national and international sports events. Make sure not to miss the taekwondo-related exhibits.

Questions 9–14

Read the information below and answer Questions 9–14.

Gear Guide – Buying a Backpack

Most walkers will know the value of a good backpack. Choosing one is a different matter, as any trip to an outdoor shop will reveal. To help, gear expert Peter Hawkins examines the ins and outs of a backpack.

A quick glance through my outdoor trade directory reveals 49 companies that sell or make rucksacks. If they all produce ten backpacks then we have a frightening number for the humble beginner to choose from. So before you set foot in an outdoor shop consider what you want your rucksack for.

The first and most vital consideration is your anticipated load. If your walks are short summer evening strolls then a small sack would be fine, but if your walks are day-long and year-round then your sack will need to be bigger. Mine typically contains a flask, packed lunch, waterproofs, clothing I've peeled off during the day, first aid kit and an emergency shelter. In winter I add a sleeping bag and a torch. I need a sack with a reasonable capacity.

My current backpack is a Craghopper AD30 (30 litres) which is just big enough. Admittedly I do often lead walking parties in remote places so perhaps my added responsibilities cause me to carry more. Compare my list with yours to see if you need as much carrying space.

The second consideration is weight. Choose a light sack, but make sure it can take the weight of what you are carrying and it supports the load comfortably on your back.

The next thing to consider is the rucksack's features. Today you can get quite technically advanced backpacks boasting excellent features: advanced fabrics, a variety of side and lid pockets, loops for walking poles, internal frames, adjustable straps, hip belts and clever ventilation systems to keep your back cool.

You also need to look inside. It may seem obvious, but you should choose a backpack that allows you easy access. Some have narrow necks that make removing bulky items difficult. It's also important to choose a backpack that fits the length of your back. Being six feet I need a long, thin rucksack rather than a short, wider one. If I use the latter, I have a hip belt round my stomach!

Last, and probably least, we have the look of the sack to consider. Obviously you can't see it when it's on your back, but why buy something that won't look good on you? After all, there's no shortage of colours or designs to choose from.

Questions 9–14

Do the following statements agree with the opinions of the writer in the Reading passage?

Next to Questions 9–14 write

- YES** if the statement agrees with the opinions of the writer
NO if the statement contradicts the opinions of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

- 9 Few companies make backpacks.
- 10 When choosing a backpack, people should think about their needs.
- 11 The Craghopper AD30 is more comfortable than other brands.
- 12 Manufacturers still need to solve the problem of backpacks causing your back to get hot.

- 13 A person's physical shape and size is an important consideration when choosing a backpack.
- 14 The style of a backpack is less important than other considerations.

Grammar focus task

Look at the adverbs taken from the second reading passage and say whether each one gives information about time, place, manner, intensity or frequency.

- a often (line 11)
- b comfortably (line 15)
- c today (line 16)
- d quite (line 16)
- e inside (line 19)