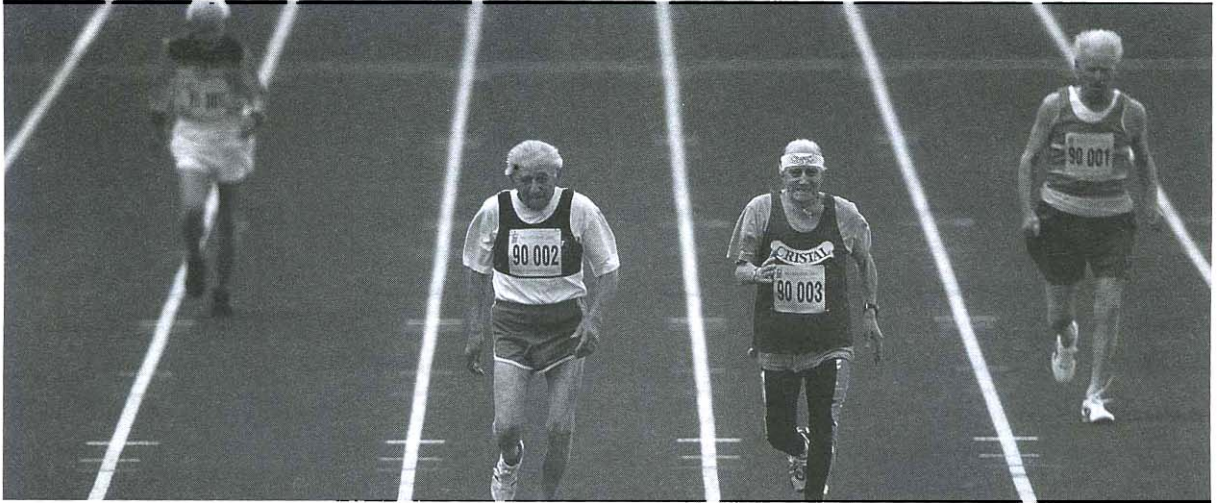


# 11

## Comparing things

comparative and superlative adjectives and adverbs;  
other ways of comparing; comparing nouns and quantities

### A Context listening



- 1** You are going to hear a talk comparing the performance of older and younger athletes. Before you listen look at the phrases from the talk. Which ones would you associate with young athletes and which ones would you associate with older athletes?

breaking records

strongest in the world

greatest increases in speed

peak fitness

physical improvement


four minutes quicker each year

Olympics

complete a marathon

set record running times

- 2**  **11** Listen and check if you were right.

- 3**  **11** Listen again and say whether these sentences are true or false. Correct the sentences that are false.

- 1 Older athletes are getting faster and fitter.
- 2 Runners aged 50+ are speeding up less rapidly than young runners.
- 3 Women aged 60–68 running the New York marathon run on average two minutes faster each year.
- 4 Older athletes are less likely to achieve their peak fitness than younger athletes.
- 5 People grow weaker because they are less active than when they were younger.

- 4** Underline the language used to compare in Exercise 3.

- 1 Which sentences contain adjectives?
- 2 Which sentences contain adverbs?
- 3 Which word is used as both an adjective and an adverb?

## B Grammar

### 1 Comparing adjectives

adjective	comparative	superlative
one syllable: <i>hard</i>	adjective + <i>-er</i> : <i>harder</i>	<i>the</i> + adjective + <i>-est</i> : <i>the hardest</i>
one syllable ending in <i>-e</i> : <i>nice</i>	adjective + <i>-r</i> : <i>nicer</i>	<i>the</i> + adjective + <i>-st</i> : <i>the nicest</i>
one syllable ending in vowel + consonant: <i>fat</i>	adjective with last consonant doubled + <i>-er</i> : <i>fatter</i>	<i>the</i> + adjective + consonant doubled + <i>-est</i> : <i>the fattest</i>
two syllables ending in <i>-y</i> : <i>happy</i>	adjective <i>-y</i> + <i>ier</i> : <i>happier</i>	<i>the</i> + adjective <i>-y</i> + <i>iest</i> : <i>the happiest</i>
two or more syllables: <i>enjoyable</i>	<i>more</i> + adjective: <i>more enjoyable</i>	<i>the most</i> + adjective: <i>the most enjoyable</i>
Irregular: <i>good, bad, far</i>	<i>better, worse, further/farther</i>	<i>the best, the worst, the furthest/farthest</i>

#### Comparative adjectives

We use comparative adjectives to compare two or more things, people or places:

*Younger runners will always be **faster** than older runners.*

or the same thing, person or place at two different times:

*I'm much **fitter** than I was last year.*

We use *than* after comparative adjectives to say what we are comparing something with.

Sometimes we leave out the *than*-clause if it is clear from the context what we are comparing something with:

*Older athletes are getting **faster and fitter**. (than in the past)*

#### Superlative adjectives

We use superlative adjectives to compare one thing in a group with all the others in that group:

*The Olympics is probably **the most exciting** sports event in the sports calendar.*

We can modify superlatives with

◆ *one of the / some of the* + superlative + plural noun:

*It's one of the few chances we get to see **some of the best athletes** in the world competing against each other.*

*Tamsin is **one of the most generous people** I know.*

◆ ordinal numbers:

*Our team was **the third best** in the competition.*

We can replace *the* with a possessive:

***my** best friend*

***his** greatest achievement*



## 2 Comparing adverbs

We can compare how things are done by using *more/most* + adverb:

*Runners aged 50 and over are speeding up **more rapidly** than younger people.*

*Women aged 60 to 68 improved **the most markedly**.*

Adverbs that have the same form as the adjective (e.g. *hard, fast, straight, late, early, quick*) add *-er/-est*:

*Women aged 60 to 68 run on average four minutes **faster** each year.*

There are some irregular adverbs (e.g. *well, better, best; badly, worse, worst; far, further, furthest; little, less, least*):

*I did **worse** than I had expected in the exam, so I was disappointed.*

## 3 Other ways of comparing

We use *less/the least* to mean the opposite of *more/the most*:

*You might imagine that the Masters Games would be **less** exciting to watch.*

*That was probably **the least** enjoyable meal I've ever had!*

We can add emphasis

◆ with words like *even, far, a great deal, a little, a lot, much* + comparative:

*Older women showed **much greater** increases in speed than expected.*

◆ in formal English with words like *slightly, considerably, significantly* + comparative:

*The figures for 2003 were **significantly higher** than those for the year 2000.*

*The number of women in higher education was **only slightly lower** than the number of men.*

▲ We cannot use *very* with comparatives (~~*not the number of women was very lower*~~).

We can say two things are the same or similar with *as* + adjective/adverb + *as*:

*My car is **as old as** yours. (= the two cars are the same age)*

*Older athletes are **as likely** to achieve their peak fitness **as** younger athletes. (= they have the same chance of achieving this)*

We can add to the meaning by using *just, almost, nearly, half, twice, three times* etc.:

*In 2005, our team was **almost as successful as** in 2003.*

*He can run **twice as fast as** the others in his team.*

We can say two things are different with *not as* + adjective/adverb + *as*:

*While they may **not be as fast as** their younger counterparts ...*

We can show that a change is happening over time by repeating the comparative:

*Each year athletes seem to be getting **better and better**.*

*Our atmosphere is gradually becoming **more and more** polluted.*

*It seems **less and less** likely that there will be a general election this year.*

We use *the* + comparative + *the* + comparative to show that two things vary or change at the same time:

*It would seem that **the longer** athletes keep competing **the greater** their chances of setting new records are.*

***The sooner the better.***

## 4 Comparing quantities

quantifier	comparative	superlative
<i>a lot / much / many</i>	<i>more</i>	<i>the most</i>
<i>a few</i>	<i>fewer (+ plural countable noun)</i>	<i>the fewest (+ plural countable noun)</i>
<i>a little</i>	<i>less (+ uncountable noun)</i>	<i>the least (+ uncountable noun)</i>

For plural or uncountable nouns we can compare quantities with *more* or *most*:

*Today's top sportspeople receive a lot **more money** than in the past.*

We can use *fewer* or *the fewest* with plural countable nouns, and *less* or *the least* with uncountable nouns:

*25 years ago few 60-year-old men and even **fewer women** would have considered running a marathon.*

*There used to be **less information** available about fitness.*

We can add emphasis

◆ with *a lot / many + more / fewer + plural countable noun*:

*Increased sponsorship has given today's athletes **many more opportunities** to succeed.*

◆ with *a lot / much + more / less + uncountable noun*:

*Today's athletes need to do **much more training** than in the past.*

◆ by repeating *more/less/fewer*:

*So much in our society is about making **more and more money**.*

We can say something is the same or different using (*not*) *as many/much + plural/uncountable noun (+ as)*:

*There **aren't as many people** doing sports at school (as there used to be).*

We can add more specific information about quantity by using *half, twice, three times* etc. with *as many/much ... as*:

*In 2004 China won nearly **twice as many silver medals as** the US.*

*The US won more than **three times as many medals as** Great Britain.*

### Grammar extra: Comparing nouns

We can compare how similar things are using *like, the same (as), similar to*:

*Older athletes can achieve **the same degree of physical improvement as** those in their twenties and thirties.*

*He swims **like** a fish.*

*This film is **similar to** this director's last one.*



## C Grammar exercises

1 Fill in the gaps with the adjectives in the box in a comparative or superlative form.

brave effective exciting expensive ~~fast~~ happy good heavy small

- 1 I travelled through Turkey by train because it was the fastest way to cross the country.
- 2 Scientists have discovered a tiny bacteria living in the deep ocean. They say it is ..... living organism known to man.
- 3 It is almost impossible to find a parking space in the city centre so it is ..... to travel by public transport if you need to go there.
- 4 Pain killers are much ..... now so they reduce pain a lot faster than in the past.
- 5 I like all kinds of sports, but I think football is ..... game to watch because it is so fast-moving.
- 6 Nick did a bungee-jump, but I was too scared. He's much ..... than me.
- 7 I think people from the north of my country are ..... than people from the south. In the south no one ever seems to smile, but it's the opposite in the north.
- 8 The website listed hotels in a wide price range. I was amazed that the ..... ones cost over \$500 a night.
- 9 Weightlifters these days are lifting ..... weights than ever before.

2 Fill in the gaps with the words in brackets in a comparative or superlative form.

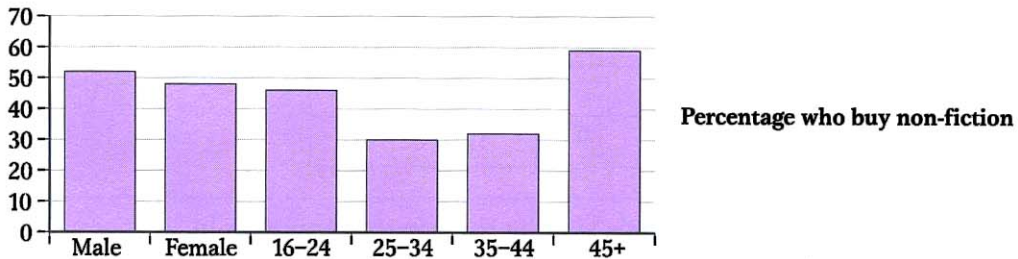
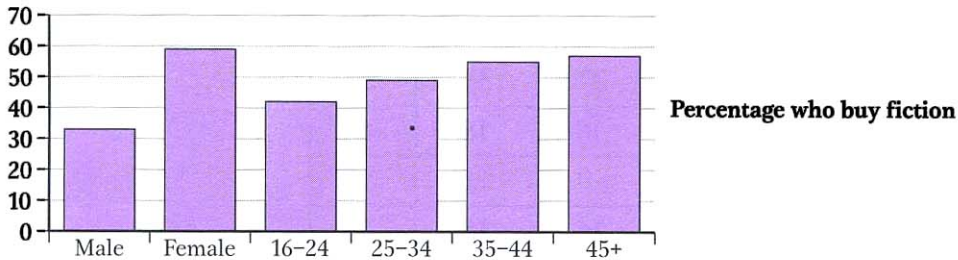
Teacher: What are 1 the most obvious (*obvious*) differences you have noticed between your own country and this one?

Student: Oh there are so many! In my country people are 2 not as interested (*not/interested*) in foreigners as people here, who are much 3 ..... (*friendly*). They are always kind and welcoming. Also, the weather is very different. It's much 4 ..... (*hot*) in my country. It's only autumn but I am feeling cold here already and it's getting 5 ..... (*cold*) every day. I don't like that. Then there's the food. Your food is 6 ..... (*not/good*) ours. Our food is 7 ..... (*spicy*) and 8 ..... (*delicious*). I think it's 9 ..... (*good*) in the world! It is 10 ..... (*not/expensive*) either. I've also noticed that people here eat slightly 11 ..... (*early*) and they eat their meals 12 ..... (*quickly*). And I am beginning to change my own habits too! 13 ..... (*long*) I stay here 14 ..... (*fast*) I seem to be eating.

**3** Fill in the gaps in the model answer below. Use one word in each gap.

**The charts below show the number and types of books bought by men and women and four different age groups in the UK.**

**Summarise the information by selecting and reporting the main features, and make comparisons where relevant.**



The charts give information about the types of books that British men and women and different age groups buy. The initial impression from the charts is that women tend to buy **1** ..... *more* ..... books than men overall, although they buy slightly **2** ..... non-fiction books. The people that buy the **3** ..... books are in the 45+ age group.

Nearly 60% of women buy fiction, which is almost **4** ..... as many as the number of men who choose this type of book. Nevertheless, most age groups buy **5** ..... fiction books than non-fiction ones showing that non-fiction is generally **6** ..... popular than fiction.

The number of people buying fiction increases steadily from ages 16 to 45 with the **7** ..... number of books, at just over 40% of the age group, bought by 16- to 24-year-olds and the **8** ..... number; at just over 50%, bought by the over 45s.

However, the pattern is different for non-fiction. The number of books bought by 25- to 44-year-olds is **9** ..... lower than the number bought by 16- to 24-year-olds and those over 45. Just over 40% of 16- to 24-year-olds buy non-fiction, but this number is not **10** ..... high as the number of people aged 45 and over buying non-fiction, at nearly 60%. Only 31% of 35- to 44-year-olds buy non-fiction, and the number of 24- to 34-year-olds is **11** ..... lower at 28%.



**4** Read the description of the table below. Decide if the underlined comparisons are correct or not. Tick (✓) them if they are right and correct them if they are wrong.

2004 Olympic Games Medal Table					
Rank	Country	Gold	Silver	Bronze	Total
1	United States	35	39	29	103
2	China	32	17	14	63
3	Russia	27	27	38	92
4	Australia	17	16	16	49
5	Japan	16	9	12	37
6	Germany	14	16	18	48
7	France	11	9	13	33
8	Italy	10	11	11	32
9	South Korea	9	12	9	30
10	Great Britain	9	9	12	30

The table shows the number of medals won by the top ten countries in the 2004 Olympic Games. The USA won 1 greatest number of medals overall with a total of 103. They won 2 more silver medals as gold and 3 more medals than any other country in both categories. China had 4 the second high number of medals at 63, but unlike the USA, China won 5 less silver medals than gold medals. While Russia's silver medal total was 6 more good than China's, they did not do 7 well as China in the gold medals, winning just 27. In fact China had a 8 more lower overall medal total than Russia but, as the table is based on the number of gold medals won, they were placed second. Similarly, Germany was 9 significantly successful at winning medals than Japan, with a total of 48 compared to Japan's 37, but because Japan won 10 two more gold medals that Germany they were ranked 11 higher. Great Britain gave 12 the worse performance in this group, winning only nine gold and nine silver medals.

- 1 the greatest
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....
- 11 .....
- 12 .....

## D Test practice

### Academic Writing Task 1

You should spend about 20 minutes on this task.

**The chart below shows the average hours worked per day by married men and women in paid employment.**

**Summarise the information by selecting and reporting the main features, and make comparisons where relevant.**

You should write at least 150 words.



### Grammar focus task

Fill in the gaps in the following sentences using the correct form of the words in brackets and any other words you need.

- The total number of hours worked by married women with children is ..... (*great*) the total number of hours worked by men.
- Whilst women aged 45 to 64 may work ..... (*few*) hours inside the home than younger women, overall they work ..... (*great*) number of hours per day due to the extra hours of paid work that they do.
- Men aged 25 to 44 spend only ..... (*slight/more*) time working outside the home than men aged 45 to 64, but this figure is ..... (*significant/high*) the number of hours of paid work that women of the same age do.
- Women in the 25 to 44 age group work almost ..... (*many*) hours inside the home as outside, and there is only a slight difference in the 45 to 64 age group.
- However, men work on average ..... (*three/long*) outside the home than inside.



# 12

## The noun phrase

noun + prepositional phrase; noun + participle clause;  
noun + *to*-infinitive clause

### A Context listening



- 1 You are going to hear a woman giving a talk about a project she is involved in. Before you listen look at the pictures and the words below. What do you think the purpose of the project is?

abundance analyze calculate car tyres conservation debris diver  
habitat harbour reef rope rubble seahorses species submerged

- 2 12 Listen and see if you were right. What did the study show? What did the woman's team decide to do?
- 3 12 Listen again and match the beginnings (1-8) and endings (a-h) of these phrases. Stop the recording when you need to.

- |                         |                                       |
|-------------------------|---------------------------------------|
| 1 this horrible rubbish | a with bright red bodies              |
| 2 the idea              | b of the past                         |
| 3 the areas             | c of putting rubbish into the harbour |
| 4 other debris          | d with submerged rubbish              |
| 5 sea tulips            | e to expand our study                 |
| 6 a decision            | f lying on the sea floor              |
| 7 the rubble            | g cleared of rubbish                  |
| 8 other possible sites  | h lying at the bottom of the harbour  |

- 4 Add the phrases from Exercise 3 to the table below.

noun + preposition	noun + past participle	noun + <i>-ing</i>	noun + <i>to</i> -infinitive
the idea of putting rubbish into the harbour		this horrible rubbish lying at the bottom of the harbour	

## B Grammar

### The noun phrase

A noun phrase is a group of words with a noun as its main part. Information about the noun can be before the noun and/or after the noun.

Information that comes before the noun in a noun phrase is usually expressed through

- ◆ determiners (see Unit 8):  
*this horrible rubbish*
- ◆ adjectives and adverbs (see Unit 10):  
*a rich habitat*

Information that comes after the noun is usually expressed through

- ◆ prepositional phrases:  
*an abundance of creatures*
- ◆ past participle clauses:  
*the rubbish contained in the harbour*
- ◆ present participle (-ing) clauses:  
*the rubbish lying at the bottom of the harbour*
- ◆ to-infinitive clauses:  
*a decision to expand*

### 1 Noun + prepositional phrase

We can add information after a noun by using a prepositional phrase. Common prepositions in these phrases are *of, in, for, on, to, with*:

*possible sites with submerged rubbish*  
*a rich habitat for an abundance of creatures*

*Of* is the most common preposition used in prepositional noun phrases. It is used after nouns of quantity or containers:

*the number of fish*     *an abundance of creatures* (quantities)  
*a bottle of water*     *a packet of biscuits* (containers)

We also use *of* to show belonging or possession (see Unit 8):

*the rubble of the past* (not ~~*the past's rubble*~~)  
*particular areas of the harbour*

We often use *at, in* and *on* to talk about physical location:

*this rubbish lying at the bottom of the harbour*  
*different species living in Sydney Harbour*

Prepositional phrases containing *with* often express the same information as a relative clause with the main verb *have*:

*harbour sites with submerged rubbish* (= harbour sites which have submerged rubbish)  
*sea tulips with bright red bodies* (= sea tulips which have bright red bodies)



## 2 Noun + past participle clause

A past participle clause gives the same information as a relative clause (see Unit 20) with a passive verb:

*all of the rubbish **contained in the harbour** (= rubbish which is contained in the harbour)*

*areas **cleared of rubbish** (= areas which have been cleared of rubbish)*

*the data **collected from the sites** (= the data which is collected from the sites)*

In both spoken and written English using a noun + past participle clause is more common than the equivalent relative clause because it can express the same information in fewer words.

## 3 Noun + present participle (-ing) clause

A present participle clause can give the same information as a relative clause with an active verb, often in the present or past continuous:

*the other debris **lying on the sea floor** (= the other debris which is lying on the sea floor)*

As in section 2 above, the noun + present participle clause is more common than the equivalent relative clause.

## 4 Noun + to-infinitive clause

To-infinitive clauses are used to show a purpose or intention and usually follow nouns of time, place, manner and quantity:

*time **to go***

*the place **to visit***

*a way **to look at it***

*a lot **to look at***

Nouns followed by the to-infinitive are related to verbs also followed by the to-infinitive (e.g. *decide/decision; plan/plan*):

*a decision **to expand** (decide to)*

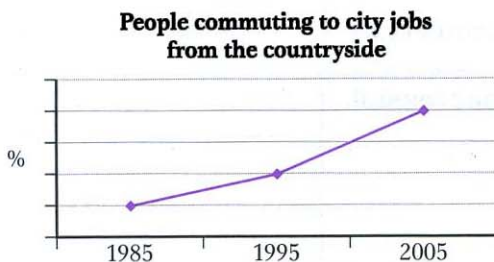
*our plan **to build** a new hospital (plan to)*

## C Grammar exercises

### 1 Fill in the gaps with *of, in, for, on, to* or *with*.

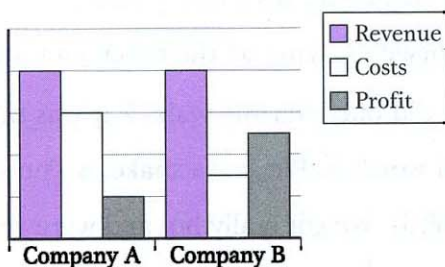
- 1 My family live in an old, wooden house *with* shutters.
- 2 Our main meal ..... the day usually includes rice and vegetables.
- 3 She got the best exam results ..... the whole school.
- 4 At a wedding reception in Britain, all the guests usually get a piece ..... the cake.
- 5 In my country there are special universities ..... talented sportsmen and women.
- 6 You need a large amount ..... money if you want to travel around the world.
- 7 My recent business trip ..... Florida was a great success.
- 8 The house ..... the corner is for sale.
- 9 The weather ..... Greece is wonderful compared with here.
- 10 You should buy a grammar book ..... answers, so that you can practise by yourself.

### 2 Fill in the gaps with the present or past participle of the verbs in brackets.



- 1 The information ..... *given* ..... (*give*) in the graph shows that more and more people ..... (*work*) in towns and cities prefer to live in the countryside and commute to work. The number of people ..... (*move*) out of towns and cities increased significantly between 1985 and 2005.

- 2 Our awareness of food quality has changed recently with more people ..... (*buy*) organic food and eggs and meat ..... (*produce*) from animals that live in natural, comfortable conditions. Since 1980 the quantity of food ..... (*grow*) organically in the UK has risen steadily.



- 3 The graph gives information ..... (*concern*) sales and profits of two manufacturing companies. Company A sells pencils ..... (*make*) in the UK, whereas Company B sells pencils ..... (*manufacture*) overseas. Company B has lower costs ..... (*result*) in a higher annual profit.



- 3** Join the two sentences to make one sentence using a noun phrase. Add prepositions where necessary.

1 I live in Malaysia. I live in the capital city.

I live in the ..... *capital city of* ..... Malaysia.

2 Many people buy their own home. The number is increasing.

The number of ..... increasing.

3 A proposal was made by the education department. It was rejected by the government.

The proposal ..... the government.

4 We have computer software. The software's purpose is to predict future earthquakes.

We have computer software ..... earthquakes.

5 A new dictionary is about to be published. The dictionary contains more words than ever before.

A new dictionary ..... to be published.

6 My favourite novel is a story. The story is based on the author's own experience.

My favourite novel ..... own experience.

- 4** Use noun phrases to replace the underlined sentences.

**Describe a holiday you have had that was successful.**

**You should say:**

**when the holiday took place**

**who you went with**

**why it was successful.**

*with my friends*

I recently had a wonderful holiday in Crete. 1 I went with my friends. When we arrived we saw a bus. 2 The bus was waiting to take us to our hotel. The hotel was nice with good views. 3 The views were of the sea. The location was also very good. 4 There was lots to do nearby. There are lots of Minoan sites. 5 You can visit them. It's a lovely island. 6 It has beautiful beaches. We spent our time sightseeing, lying on the beach and walking. Actually, it was the walking that I liked best. We did one amazing walk. 7 It was through the Samarian Gorge. It took all day, but was well worth it. We saw a snake. 8 The snake was curled up on a rock. And lots of lizards and birds. We got really hot and were very tired when we arrived at the beach at the end of the long walk. It was great to see the sea. 9 It was sparkling in the sun. We ran into the water to cool down. It was the best holiday ever.

## D Test practice

### Academic Reading

You should spend about 20 minutes on **Questions 1–12** which are based on the Reading Passage below.

## Practical intelligence lends a hand

*Dr Rajendra Persaud explains how practical intelligence is linked to success.*

This year, record numbers of high school students obtained top grades in their final exams, yet employers complain that young people still lack the basic skills to succeed at work. The only explanation offered is that exams must be getting easier. But the real answer could lie in a study just published by Professor Robert Sternberg, an eminent psychologist at Yale University in the USA and the world's leading expert on intelligence. His research reveals the existence of a totally new variety: practical intelligence.

Professor Sternberg's astonishing finding is that practical intelligence, which predicts success in real life, has an inverse relationship with academic intelligence. In other words, the more practically intelligent you are, the less likely you are to succeed at school or university. Similarly, the more paper qualifications you hold and the higher your grades, the less able you are to cope with problems of everyday life and the lower your score in practical intelligence.

Many people who are clearly successful in their place of work do badly in standard IQ (academic intelligence) tests. Entrepreneurs and those who have built large businesses from scratch are frequently discovered to be high school or college drop-outs. IQ as a concept is more than 100 years old. It was supposed to explain why some people excelled at a wide variety of intellectual tasks. But

IQ ran into trouble when it became apparent that some high scorers failed to achieve in real life what was predicted by their tests.

Emotional intelligence (EQ), which emerged a decade ago, was supposed to explain this deficit. It suggested that to succeed in real life, people needed both emotional as well as intellectual skills. EQ includes the abilities to motivate yourself and persist in the face of frustrations; to control impulses and delay gratification; to regulate moods and keep distress from swamping the ability to think; and to understand and empathize with others. While social or emotional intelligence was a useful concept in explaining many of the real-world deficiencies of super intelligent people, it did not go any further than the IQ test in measuring success in real life. Again, some of the most successful people in the business world were obviously lacking in social charm.

Not all the real-life difficulties we face are solvable with just good social skills – and good social acumen in one situation may not translate to another. The crucial problem with academic and emotional intelligence scores is that they are both poor predictors of success in real life. For example, research has shown that IQ tests predict only between 4% and 25% of success in life, such as job performance.



Professor Sternberg's group at Yale began from a very different position to traditional researchers into intelligence. Instead of asking what intelligence was and investigating whether it predicted success in life, Professor Sternberg asked what distinguished people who were thriving from those that were not. Instead of measuring this form of intelligence with mathematical or verbal tests, practical intelligence is scored by answers to real-life dilemmas such as: 'If you were travelling by car and got stranded on a motorway during a blizzard, what would you do?' An important contrast between these questions is that in academic tests there is usually only one answer, whereas in practical intelligence tests – as in real life – there are several different solutions to the problem.

The Yale group found that most of the really useful knowledge which successful people have acquired is gained during everyday activities – but typically without conscious awareness. Although successful people's behaviour reflects the fact that they have this knowledge, high achievers are often unable to articulate or define what they know. This partly explains why practical intelligence has been so difficult to identify.

Professor Sternberg found that the best way to reach practical intelligence is to ask successful people to relate examples of crucial incidents at work where they solved problems demonstrating skills they had learnt while doing their jobs. It would appear that one of the best ways of improving your practical intelligence is to observe

master practitioners at work and, in particular, to focus on the skills they have acquired while doing the job. Oddly enough, this is the basis of traditional apprentice training. Historically, the junior doctor learnt by observing the consultant surgeon at work and the junior lawyer by assisting the senior barrister.

Another area where practical intelligence appears to resolve a previously unexplained paradox is that performance in academic tests usually declines after formal education ends. Yet most older adults contend that their ability to solve practical problems increases over the years. The key implication for organizations and companies is that practical intelligence may not be detectable by conventional auditing and performance measuring procedures. Training new or less capable employees to become more practically intelligent will involve learning from the genuinely practically intelligent rather than from training manuals or courses.

Perhaps the biggest challenge is in recruitment, as these new studies strongly suggest that paper qualifications are unlikely to be helpful in predicting who will be best at solving your company's problems. Professor Sternberg's research suggests that we should start looking at companies in a completely different way – and see them as places where a huge number of problems are being solved all the time but where it may take new eyes to see the practical intelligence in action.

**Questions 1–5**

Choose the correct answer, **A**, **B**, **C** or **D**.

- 1** Professor Sternberg's study showed that
  - A** qualifications are a good indicator of success at work.
  - B** education can help people cope with real-life problems.
  - C** intelligent people do not always achieve well at school.
  - D** high grades can indicate a lack of practical intelligence.
  
- 2** What is the 'deficit' referred to in the fourth paragraph?
  - A** People with high IQ scores could not score well in EQ tests.
  - B** EQ tests were unable to predict success at work.
  - C** High IQ scores did not always lead to personal success.
  - D** People with high EQ scores could not cope with real life.
  
- 3** Professor Sternberg's research differed from previous studies because
  - A** he used verbal testing instead of mathematics.
  - B** he began by establishing a definition of intelligence.
  - C** he analyzed whether intelligence could predict success in real life.
  - D** he wanted to find out what was different about successful people.
  
- 4** Part of the reason why practical intelligence had not been identified before Professor Sternberg's study is that
  - A** the behaviour of successful people had never been studied.
  - B** successful people are too busy with their everyday lives.
  - C** successful people cannot put their knowledge into words.
  - D** successful people are unaware of their own abilities.
  
- 5** In order to increase the practical intelligence of employees, companies need to
  - A** adopt an apprentice-style system.
  - B** organise special courses.
  - C** devise better training manuals.
  - D** carry out an audit on all employees.



**Questions 6–12**

Classify the following characteristics as belonging to

- A** academic intelligence (IQ) tests
- B** emotional intelligence (EQ) tests
- C** practical intelligence tests

Write the correct letter **A**, **B** or **C**, next to Questions 6–12 below.

- 6** measures skills which are likely to improve with age
- 7** assesses people's social skills
- 8** measures the ability to deal with real-life difficulties
- 9** the oldest of the three tests
- 10** high scorers learn from their actions
- 11** high scorers are more likely to stay calm in difficult situations
- 12** questions have more than one possible answer

**Grammar focus task**

Look at the first paragraph of the text and find one example of each of the following types of noun phrase:

- 1** noun + prepositional phrase
- 2** noun + past participle clause
- 3** noun + *to*-infinitive

A Context listening

- 1 You are going to hear two doctors discussing a patient. Before you listen look at the newspaper headline and guess how it relates to the patient.

The image shows a newspaper clipping. At the top left, it says 'THE Morning Herald'. Below that is a large headline: 'Does anyone know who this man is?'. To the right of the headline is a black and white illustration of a man with a headband, looking thoughtful. Below the headline and illustration are several lines of placeholder text represented by wavy lines. To the right of the illustration is a section titled 'Today's top stories' with more placeholder text.

- 2 11 Listen and check if you were right.
- 3 11 Listen again and say whether the sentences below are true or false. Correct the sentences that are false.

- 1 The patient could remember all his personal details.
- 2 The patient definitely came from Yorkshire.
- 3 The patient could speak French and Italian.
- 4 Joe thinks that the patient might have been running away from something.
- 5 Joe thinks that the patient was definitely unmarried.
- 6 The patient has been unable to make contact with anyone he knows.
- 7 Deborah thinks that the patient can't have hit his head.
- 8 Deborah thinks that the patient will never recover his memory.

- 4 Underline these words in the questions and answers in Exercise 3.

could    couldn't    might    be able to    must    can't    will

- 1 Which words refer to ability?
- 2 Which words refer to certainty or impossibility?
- 3 Which words refer to possibility?



## B Grammar

Modal verbs (*can, could, may, might, must, will, would, shall, should, ought to, need*) are auxiliary verbs that give information about ability, possibility or necessity.

Modal verbs are followed by the infinitive without *to* and their form doesn't change:

*He **could** speak French and Italian. (not He ~~coulds~~ speak)*

***Could** you speak French before you lived there? (not Did you ~~could~~ speak)*

### 1 Ability

We use the following verbs to talk about ability:

Present	<i>can, can't, be able to, manage to</i>	<i>I <b>can't</b> swim.</i>
Past	<i>could, couldn't, be able to, manage to</i>	<i>They <b>weren't able to</b> find out his name.</i>
Perfect	<i>be able to, manage to</i>	<i>Have you <b>managed to</b> finish the report yet?</i>
Future	<i>be able to, manage to</i>	<i>I <b>won't be able to</b> meet you later.</i>

It is more common to use *can/could* to talk about general ability in the present and past than *be able to*:

***Can** you remember much about it? (= Are you able to remember?)*

*He **could** speak French and Italian, but he **couldn't** remember his name.*

To talk about ability on one specific occasion in the past we use *couldn't, was(n't)/were(n't) able to*, but not *could*:

*The police **were able to** find out that he **could** speak French and Italian. (not The police ~~could~~ find out)*

*He **couldn't** remember who he was.*

We sometimes use *manage to* to show that something is difficult to achieve:

*I've finally **managed to** give up smoking after all these years!*

We use *be able to* or *manage to* with perfect or future forms:

*Apparently he's **been able to** find his family.*

*Within a year he'll probably **be able to** remember quite a lot. (not Within a year he ~~can~~ probably remember quite a lot.)*

### 2 Other uses of can

We use *can* to mean *sometimes*:

*People **can do** funny things when they've experienced something terrible. (= people sometimes do funny things)*

We also use *can* to ask for and give permission:

***Can** I borrow the car this afternoon?*

*You **can** borrow it, but I need it later this evening.*

### 3 Possibility

We use *must*, *may*, *might*, *could*, *couldn't* and *can't* when there is some evidence, information or belief that something is probably or possibly true (or not true). The modal verb we choose depends on the strength of the evidence we have to support our ideas.

very likely	<i>must</i>
possible	<i>might, may, could, may not, might not</i>
very unlikely	<i>can't, couldn't</i>

*Could*, *may* and *might* express the same degree of possibility:

*He may/might/could remember some things already.*

*Couldn't* expresses the same probability as *can't*. It is usually used to talk about the past:

*The police realised he couldn't be Canadian. (= it was very unlikely that he was Canadian)*

▲ *May not* and *might not* do not express the same probability as *couldn't*:

*The supermarket may/might not be open today because it's a Bank Holiday. (not the supermarket couldn't be open)*

#### Present

We use *may (not)*, *might (not)*, *could(n't)*, *must*, *can't* + infinitive without *to* to talk about possibility in the present:

*He may remember some things already. (= it is possible he remembers some things now)*

*It can't be very easy living with someone who doesn't remember any of the past. (= it is very unlikely that it is easy)*

We use *may (not)*, *might (not)*, *could(n't)*, *must*, *can't* + *be* + *-ing* to talk about things (possibly) happening or in progress at the time of speaking:

*They must be having a difficult time adjusting to it all.*

*The phone is engaged. She might be talking to her sister on the phone.*

#### Past

We can use *may (not)*, *might (not)*, *could(n't)*, *must*, *can't* + *have* + past participle to talk about possibility in the past:

*In the attack he must have hit his head. (= there is strong evidence that he hit his head)*

*He could have had a wife and children. (this is a possible situation)*

*He can't have been married. (= there is strong evidence that he wasn't married)*

We can use *may (not)*, *might (not)*, *could(n't)*, *must*, *can't* + *have been* + *-ing* to talk about things possibly happening or in progress in the past:

*He might have been trying to run away from his past.*



## Future

We can use *may (not)*, *might (not)*, and *could (not)* + infinitive without *to* to talk about possibility or uncertainty in the future:

*He could make a total recovery one day.*

We can use *may (not)*, *might (not)*, *could (not)*, *must*, *can't* + *be* + *-ing* to talk about things possibly happening at a time in the future:

*I might be meeting John later.*

## 4 Expressing possibility and opinions in written texts

Modals are very important in written texts because they 'soften' the message and help to show that the author is expressing an opinion rather than a proven fact. *May* is very common in these kinds of texts as well as *can* used to mean 'sometimes'. (see B3)

Compare these sentences and the teacher's comments:

Student's work	Teacher's comment
People are unkind about their colleagues but it is simply because they are feeling insecure at work.	How do you know this?
People can be unkind about their colleagues but it may simply be because they are feeling insecure at work.	Good sentence.
Banning cars with high fuel consumption is a good idea, as it will result in less pollution.	This is a very strong opinion.
Banning cars with high fuel consumption may be a good idea, as it could result in a less pollution.	Good sentence. You are making your opinion 'softer'.

## 5 Alternatives to modals

Adverbs like *certainly*, *probably*, *possibly*, *perhaps* and *maybe* can be used to express similar ideas to modal verbs:

*He had probably been attacked and robbed.* (= he must have been attacked)

We can use *it + be + certain/likely/probable/possible/impossible* to express ability, probability and possibility:

*It is possible to program your computer to translate texts automatically.* (= you can program your computer)

*It is possible that the train will be late.* (= the train might be late)

## C Grammar exercises

### 1 Underline the most suitable words. Sometimes both options are possible.

- 1 He's a concert pianist and he can / *manages to* play all Beethoven's sonatas.
- 2 When I lived in a small town I *was able to* / *could* walk almost everywhere, but now I live in the capital city I need a car.
- 3 They worked all night and *could* / *managed to* finish the report just in time.
- 4 The protestors *didn't manage to* / *couldn't* persuade the president to change the law.
- 5 Next year she *can* / *will be able to* join the club, but she's not old enough yet.
- 6 In my country it *can* / *is able to* get very cold in the winter.
- 7 I was nearly late as the bus didn't come, but luckily I *could* / *managed to* get a taxi.
- 8 I hope that I *will be able to* / *will manage to* do some sightseeing when I'm in New York next week on business, but I've got a busy schedule.
- 9 She didn't get good enough grades to go to her first choice of university but she *could* / *was able to* get a place at another one.

### 2 Tick (✓) the sentence, a or b, which best matches the sentence on the right.

- |  |   |
|--|---|
| 1a He might be British.                          | He has a British passport.                                |
| b He must be British. ✓                          |   |
| 2a Our teacher can't be off sick.                | I just saw him in the corridor talking to a student.      |
| b Our teacher may not be off sick.               |   |
| 3a It can be cold in Delhi in December.          | I advise you to take some warm clothes just in case.      |
| b It must be cold in Delhi in December.          |   |
| 4a John can't have been working late last night. | He wasn't home when I called at seven.                    |
| b John might have been working late last night.  |   |
| 5a He can't be a millionaire.                    | He has shares in the most successful company of all time. |
| b He must be a millionaire.                      |   |
| 6a I may come to the lecture this afternoon.     | It depends if I finish my essay before then.              |
| b I must come to the lecture this afternoon.     |   |
| 7a The exam may have been very difficult.        | Not many people passed it.                                |
| b The exam must have been very difficult.        |   |
| 8a John couldn't know how to get here.           | We will have to give him directions.                      |
| b John might not know how to get here.           |   |



**3** Replace the underlined phrases with a suitable past modal phrase.



The mummy of Djedmaatesankh, a young woman from the ninth century BC, lies behind a glass display in the Royal Ontario Museum. 2,800 years ago she lived in Thebes with her husband on the east bank of the river Nile. They were well-off, although as a double-income couple without children 1 it is likely they were rather unusual. Djedmaatesankh was a musician at the great Temple of Amun-Re at nearby Karnak, where her husband was a temple doorkeeper. 2 It is possible that their jobs at the temple provided the couple with a small wage and other benefits to supplement their main income from a piece of fertile Nile land on which 3 it is possible that they grew crops of barley, sesame, or dates.

We can only guess at what Djedmaatesankh's life would have been like, and try to imagine what her problems were. 4 It is possible she was anxious about her inability to have children and certainly, as she approached her thirties, 5 it is highly likely that she worried about her health.

Looking upon a face from so long ago, a face not unlike that of any other young woman in Egypt today, ties us more personally to history. In a way that 6 was impossible for her to imagine, Djedmaatesankh has achieved a degree of fame in our 21st century, appearing in dozens of newspapers and magazines.

- 1 they must have been .....
- 2 .....
- 3 .....

- 4 .....
- 5 .....
- 6 .....

**4** Read the following essay. Find seven places where you can add *may*, *can* or *can't* to soften the verbs.

**'Children can be adversely affected by the influence of television.'**  
**To what extent do you agree with this statement? Give reasons for your answer.**

Almost every family has a television these days, and many children watch a whole range of programmes every day. Some people believe that television is harmful to children, saying that it influences behaviour in a negative way.

can be  
 .....

There are a lot of programmes on television that are not educational and that contain violence and bad language. However, watching violence on television encourages violent behaviour in children. This is true in cases of children who have already exhibited violent tendencies, but it isn't true of all children, otherwise we would have an epidemic of child crime. It is also argued that bad language on television encourages the same in children.

.....  
 .....  
 .....  
 .....

Nevertheless, overall I believe that restricting children's television viewing to mainly educational programmes shown at a time of day when there is no violence or bad language will overcome any risks of television being a bad influence.

.....

## D Test practice

### Listening Section 4

#### Questions 1–10

Complete the summary below.

Write **NO MORE THAN TWO WORDS** for each answer.

#### The history of soap

In ancient times soap was used to clean 1 ..... Soap was not seen as a means of personal hygiene until 2 ..... times. Ancient people had little technology but many 3 ..... so were probably able to discover soap by chance. Soap was probably only used in 4 ..... societies. There is no evidence that tribespeople at the time of the British 5 ..... used soap.

The history of soap has mostly been discovered from 6 ..... The earliest known use of soap in 2500 BC was to wash 7 ..... The Egyptians made soap by mixing salts with oil taken from 8 ..... The Romans saw washing themselves as a social activity. They removed dirt using steam and a 9 ..... When Pompeii was excavated, they discovered a 10 ..... for making soap.

#### Grammar focus task

Listen to the first part of the recording again and fill in the gaps with a modal and the verb in brackets in the correct form.

- 1 While you ..... (*find*) some information on the origins of soap, it is not a substance which has excited a great deal of study so far.
- 2 We can only assume that other activities ..... (*provide*) the basis from which this key concept arose.
- 3 So, how is it that these primitive people from over two thousand years ago ..... (*discover*) soap?
- 4 I carried out some experiments using basic techniques to try to find out what people without any chemical knowledge ..... (*observe*).
- 5 I was able to demonstrate that they would indeed ..... (*make*) a soap that is not dissimilar to the one we know today.

Decide whether the modals are used to show ability or possibility in these sentences.