

5 Underline the correct form.

The mystery of the pyramids

How were the pyramids built? This question is one of the **a** great historical / *historical great* mysteries. How did the ancient Egyptians build these **b** *stone enormous* / *enormous stone* monuments? We know about their **c** *daily normal* / *normal daily* lives – religion, food, politics, customs – but nothing about the pyramids.

French vs the English

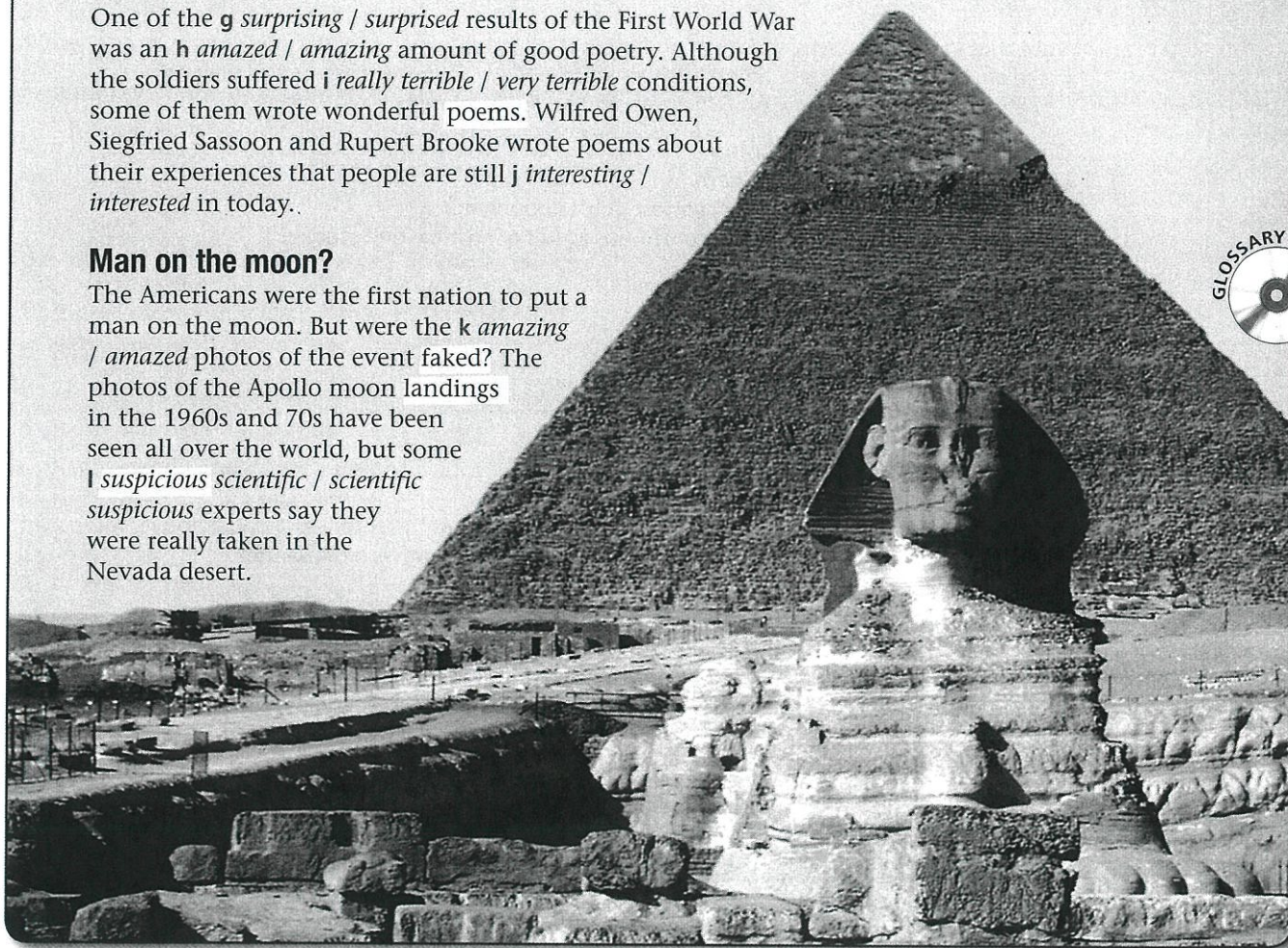
1066 is an important date for the British and French. On October 14th, 1066, William of Normandy and Harold, king of England, fought an **d** *exciting* / *excited* battle for the crown of England. At first, the **e** *brave English* / *English brave* soldiers were winning, but it was the French army who finally won. The events of the Battle of Hastings can be seen on the Bayeux Tapestry, a **f** *long beautiful* / *beautiful long* piece of art.

Poets of war

One of the **g** *surprising* / *surprised* results of the First World War was an **h** *amazed* / *amazing* amount of good poetry. Although the soldiers suffered **i** *really terrible* / *very terrible* conditions, some of them wrote wonderful poems. Wilfred Owen, Siegfried Sassoon and Rupert Brooke wrote poems about their experiences that people are still **j** *interesting* / *interested* in today.

Man on the moon?

The Americans were the first nation to put a man on the moon. But were the **k** *amazing* / *amazed* photos of the event faked? The photos of the Apollo moon landings in the 1960s and 70s have been seen all over the world, but some **l** *suspicious scientific* / *scientific suspicious* experts say they were really taken in the Nevada desert.



GLOSSARY

EXTENSION ACTIVITY

Translate these sentences into your own language.

- a The sweet little baby is asleep.
- b She bought a nice new pair of brown leather boots.
- c Bored children can be very naughty.
- d He is very interested in ancient history.
- e We had a long hot tiring journey.

adverbs of manner

FORM

We can form this type of adverb by adding *-ly* to an adjective.

quick → *quickly* *bad* → *badly* *shy* → *shyly* *reasonable* → *reasonably* (2)
careful → *carefully* *quiet* → *quietly* *heavy* → *heavily* (1) *dramatic* → *dramatically* (3)

- 1 Adjectives of more than one syllable ending in *-y*: change the *-y* to *-i* and add *-ly*.
- 2 Adjectives ending in *-ble*: remove the *-e* and add *-ly*.
- 3 Adjectives ending in *-ic*: add *-ally*.

The adjective *good* does not follow the *-ly* rule. Its related adverb is *well*.

He's a good football player. He plays football well.

Some adverbs and adjectives are the same: eg *fast, hard, early, late, high, low, right, wrong*.

It's a fast computer. This computer boots up fast.

He's a hard worker. He studies hard.

Note that some adjectives end in *-ly* and are not adverbs: *lovely, friendly, silly, lonely, deadly*, etc. To make an adverb from these adjectives we say ***in a lively / friendly / silly way / manner***.

He was talking in a silly way. They danced in a lively manner.

One adverb that causes confusion is *hardly*. It is not the adverb relating to *hard* (see above). It means *almost not*. We use it before a verb.

I'm sorry, I hardly know him. (= I almost don't know him.)

I've hardly studied for the test because I was ill. (= I almost haven't studied.)

USE

Look at these sentences:

- 1 *This is a slow train.*
- 2 *This train seems slow.*
- 3 *This train goes slowly.*

Slow is an adjective. We use adjectives to describe nouns, as in sentences 1 and 2 above. If we want to say how things happen, we use an adverb. In 3, *slowly* is an adverb of manner.

word order

Adverbs of manner can come before or after a verb ...

He drove carefully because the weather was bad. She quietly went up the stairs.

... but they must come after an object if there is one.

You speak French well. NOT ~~You speak well French.~~

He answered the questions wrongly. NOT ~~He answered wrongly the questions.~~

If the object is a long phrase we usually put the adverb before the verb (but not when the adverb is *hard, fast, well* or *badly*):

The teacher carefully explained the correct answers to the question.

The centre forward skillfully headed the ball into the net.

When a sentence consists of verb + preposition + object, we can put the preposition before the preposition or after the object.

She listened to me carefully. She listened carefully to me.

Dan went over the exercise quickly. Dan went quickly over the exercise.

When we use a passive form, the adverb goes before the past participle.

He was badly injured in the car crash.

The flight was seriously delayed by the bad weather.

1 Write the adverb forms of these adjectives.

- | | | | |
|--------------------|-------------|---------------------|-------|
| a good | <u>well</u> | f hard (almost not) | ..... |
| b bad | ..... | g painful | ..... |
| c fast | ..... | h happy | ..... |
| d slow | ..... | i interesting | ..... |
| e hard (difficult) | ..... | j friendly | ..... |

2 Underline the correct form.

- a Daniela speaks good / well Italian.
- b Daniela speaks Italian good / well.
- c Old people usually drive slowly / slow.
- d Be quick / quickly. We're in a hurry.
- e In April it often rains heavy / heavily.
- f Please go over your notes carefully / careful before the exam.
- g What's the matter with him? He looks angry / angrily.
- h She travelled around the world alone / lonely.
- i The policeman looked at me suspiciously / suspicious.
- j We've all been working very hard / hardly and now we're tired.

3 Use the prompts to write present simple sentences.

- a John / write / quickly John writes quickly.
- b Diana / talk / soft
- c They / cook / good
- d Pierre / drive / dangerous
- e Regina and Cindy / eat / quick
- f We / play tennis / bad
- g Michael / complain / loud
- h I / write / neat
- i She / work / hard
- j You / type / too slow

4 Use an adverb from box A with a verb from box B to complete the sentences.

A: ~~slightly~~ badly scientifically specifically tragically carefully urgently freshly

B: ~~damaged~~ considered killed painted injured planned proven designed

- a The CD was slightly damaged in the post but still worked.
- b Dave was in the crash and was in hospital for six months.
- c The trip was but we didn't expect such bad weather.
- d The seat has been so don't sit on it.
- e The theory has never been
- f New measures are being by the government to deal with the crisis.
- g This device has been for use with a 12-volt supply.
- h Tarzan's parents were in an air accident.

5 Complete the second sentence so that it means the same as the first.

- a There was a brief rest after the first class.
We rested briefly after the first class.
- b There was a dramatic improvement in his marks this term.
His marks
- c There has been a significant fall in the number of students.
The number
- d There was a gradual rise in the average temperature last century.
The average
- e There has been considerable growth in the economy this year.
The economy
- f There has been amazing development in the area of genetics.
The area
- g There has been slow progress in the search for an AIDS vaccine.
The search
- h There will be a steady decrease in the price of computers.
The price

6 Complete the second sentence so it means the same as the first. Some sentences contain adverbs, some are adjectives.

- a He finished *War and Peace* in a week because he reads quickly.
He finished *War and Peace* in a week because he is a quick reader.
- b He is late for school because he is a slow walker.
He is late for school because
- c He did a silly dance and everyone laughed.
..... and everyone laughed.
- d The home team won and their fans gave a loud cheer.
The home team won and
- e "I've failed my exams!" he said in a dramatic voice.
"I've failed my exams!"
- f I went on holiday last week and now I've got almost no money.
I went on holiday last week and now
- g We couldn't go out because there was heavy snow at the weekend.
We couldn't go out because
- h "We haven't studied, so we shouldn't have the test today." he said reasonably.
"We haven't studied so we shouldn't have the test today."
- i After the accident he was a more careful driver.
After the accident
- j His test results were very bad because he didn't study.
..... because he didn't study.

- 7 Read this text about a condition called 'narcolepsy'. For each paragraph, complete the text with the adverb form of the adjectives in the box.

When life is a dream

good unexpected repeated

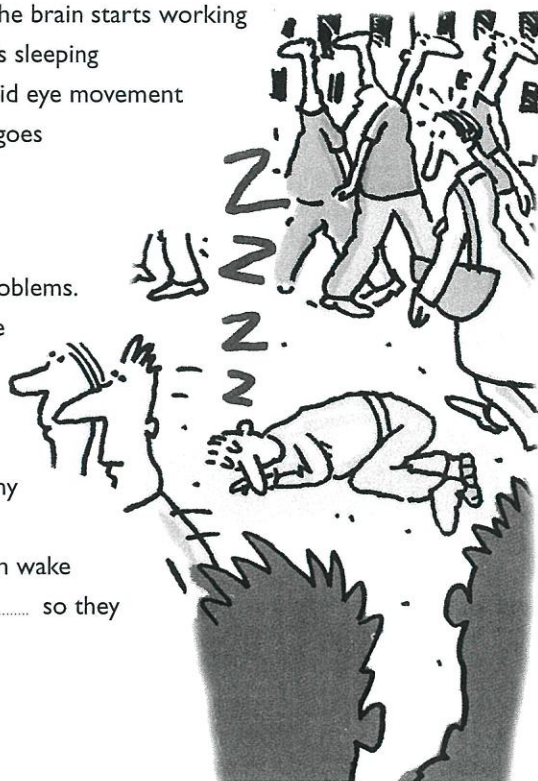
Most of us sleep a *well* at night and manage to stay awake at school or at work. But what would life be like if you fell asleep while talking to someone or walking down the street? That is what happens to sufferers of narcolepsy. Narcoleptics b go to sleep, often at inappropriate times and places. These attacks can occur c in a single day, and the sleepiness can last for long periods.

deep gradual active direct

Normally, when a person falls asleep, the brain waves d become slower and less regular. After about 90 minutes the brain starts working e again, although the person is sleeping f This sleep state, called rapid eye movement (REM), is when dreaming occurs. In narcolepsy, the brain goes g into REM sleep.

temporary usual careful

Apart from the problem of sleepiness, there are other problems. Sometimes when they fall asleep or wake up, sufferers are h unable to talk or move. Unfortunately, there is no cure for narcolepsy although medicine can help to reduce the effects. Although narcoleptics can fall asleep in any place and while doing any activity, they can lead productive lives. They i sleep for 15 minutes and then wake up. They need to plan their lives j so they are able to take naps.



GLOSSARY

EXTENSION ACTIVITY

Complete these sentences.

- a We very carefully.
- b My parents gradually.
- c I slowly.
- d We hard.
- e The teacher nicely.

comparatives and superlatives (1)

FORM

one-syllable adjectives

To form the comparative add **-er** and to form the superlative add **-est** to adjectives such as *cheap, clean, dark, light, small, slow* and *tall*.

tall taller the tallest

Add **-r** or **-st** to adjectives ending in **-e**: *large, late, strange, nice, safe*.

safe safer the safest

Double the final consonant and add **-er** or **-est** to adjectives ending in one vowel and one consonant.
hot, fat, sad, big, wet.

hot hotter the hottest

regular adjectives with two syllables and more

Change **-y** to **-i** and add **-er** or **-est** to adjectives ending in **-y**: *easy, lazy, noisy, happy, funny, sexy, silly*.

easy easier the easiest

NOTE you will often see *more* or *most* with these adjectives as an alternative eg *more funny - the most funny, more noisy - the most noisy*.

Use *more* or *most* in front of most other two-syllable adjectives: *tiring, precise, perfect*.

tiring more tiring the most tiring

You will see either form (*more* or *most* in front, or add **-er** or **-est**) used with a limited number of adjectives such as *clever, common, cruel, gentle, narrow, pleasant, polite, quiet, simple, stupid* and *tired*.

cleverer the cleverest

more clever the most clever

However, if in doubt it is safer to use the *more / most* form.

Use *more* or *most* in front of all adjectives with more than two syllables: *beautiful, intelligent, comfortable, interesting* and *expensive*.

expensive more expensive the most expensive

irregular adjectives

<i>good</i>	better	the best
<i>bad</i>	worse	the worst
<i>far</i>	further / farther	the furthest / farthest

USE

We use comparatives and superlatives to show how people or things are different in some way. We normally use comparatives to compare two things. Comparatives show more of a quality or characteristic. We use *than* in sentences where two people or things are compared using a comparative adjective.

I am faster than John. She is taller than me.

Berlin is larger than Hamburg. It's hotter today than yesterday.

We use superlatives to talk about a person or thing who has more of a particular quality than all others of their type. We always use the definite article *the* before superlative forms and we don't use *than*.

I am the most intelligent student in the class. NOT I am the more intelligent student...

Who is the richest person in the world? The USA is the most powerful country in the world.

Rio de Janeiro is one of the most beautiful cities in the world. He's the worst teacher I know.

1 Write the comparative and superlative forms of the adjectives.

Adjective	Comparative	Superlative
a quiet	<u>quieter</u>	<u>the quietest</u>
b economical
c comfortable
d easy
e quick
f noisy
g clever
h exciting
i soft
j smooth

2 Write the opposites using the adjectives in the box.

~~difficult~~ cheap old noisy light narrow slow cool
clean far beautiful sad dangerous interesting

a easier	<u>more difficult</u>	h warmer	.....
b quieter	.....	i wider	.....
c dirtier	.....	j happier	.....
d uglier	.....	k faster	.....
e more boring	.....	l more expensive	.....
f heavier	.....	m safer	.....
g nearer	.....	n younger	.....

3 Study the information about three countries.

	Canada	Brazil	India
Area (sq km)	9,984,670	186,112,794	3,287,590
Coastline (km)	202,080	7,491	7,000
Population	32,805,041	182,032,604	1,080,264,388
Average age (years)	38.54	27.81	24.66
Births / 1000 population	10.84	16.83	22.32
Population growth rate	0.9%	0.94%	1.4%
Life expectancy (years)	80.1	71.69	64.35
GDP (Gross Domestic Product)	\$1.047 billion	\$1.58 trillion	\$3.678 trillion
GDP per capita	\$32,800	\$8,500	\$3,400
GDP growth rate	2.8%	2.6%	7.1%
Unemployment	6.8%	9.9%	9%

Complete the sentences with the comparative or superlative form of the adjective in brackets.

- India is smaller than Brazil. (small)
- The coastline of is than the coastline of Brazil. (long)
- has population. (big)
- Brazil and India have populations than (young)
- has birth-rate. (high)
- People in have lives than people in Brazil. (short)
- is country of the three. (poor)
- The economy of has growth rate. (slow)

- 4 Complete the sentences with the superlative form of the adjectives below. You will have to use some of them more than once.

deep high low great large small short long wet

- a The deepest spot in the oceans is called the Mariana Trench and is 35,979 feet deep in the Pacific Ocean. That's deeper than the height of the world's highest mountain, Mount Everest, which is 29,002 feet high.
- b Lake Titicaca in Peru is the navigable lake in the world. It is about 12,500 feet (3,810 metres) above sea level.
- c The lake is the Dead Sea (it's considered a lake but it's called a sea), which is in the Jordan Valley of Israel. The surface of the water is 1,302 feet below sea level. It is also the saltiest lake in the world. Almost nothing can survive in it besides some special green algae.
- d Lake Superior is the freshwater lake that covers the surface area in the world. It covers over 82,000 km².
- e The lake in the world is north of the Mongolian border and is 5,712 feet (1,741 metres) deep – more than one mile straight down. It is Lake Baikal and is found in Siberia, Russia.
- f The ocean in the world, the Pacific Ocean, covers a third of the Earth's surface.
- g The ocean is the Arctic Ocean, which is one tenth the size of the Pacific Ocean.
- h The Nile River in Egypt is the river and is 4,145 miles long.
- i The world's river, according to the Guinness Book of World Records, is the Roe River. It is only 200 feet (61 metres) long and flows between Giant Springs and the Missouri River near Great Falls, Montana.
- j The Amazon in South America is the river because it has the greatest water flow. This is because it flows through the Amazon rainforest – the largest and rainforest on Earth.
- k Angel Falls (Salto Angel) in Canaima National Park, Venezuela is the waterfall in the world at 3,212 feet (979 metres).



Lake Baikal

5 Complete the text with the comparative form of the adjectives below.

stressful young green bad healthy easy happy long

Is life better now than it was in the past? Older people look back to when they were a younger and complain that young people today don't realise how difficult things were then. Of course in many ways life is b now. We live in a world which is cleaner and safer. It is generally c as well, and because of improvements in medical care, both men and women can expect to live d lives. Our day-to-day existence is more comfortable, but are we e ?

The rhythm of life is faster, and f People are always in a hurry. In the end it is hard to say if things were better or g before. As the saying goes 'the grass is always h on the other side of the fence'.

6 Complete the text with the adjectives in brackets in comparative or superlative form.

OS battles

Windows, Linux and Unix are different computer operating systems (OS). You need an operating system to run any computer – both PCs at home or in the office, and the big network servers that connect other computers. Windows is the a (popular) most popular system for PCs in the world. There are also versions of Windows for network servers, but in this market, Unix-based systems are b (common) than Microsoft systems. A newcomer to the battle is Linux.

If we compare Windows and Unix as systems for network servers, they have different strengths and weaknesses, but many experts say that Unix is a c (good) system. It is d (small) and e (efficient) than Windows. In addition, it is f (stable) , while Windows has a reputation for 'crashing'. Linux is based on Unix but it is g (easy) to use.

The main difference between Linux and the other two systems is that it is 'open source'. This means it is free and that anyone can modify it or write programs for it. This makes it much h (cheap) , but for most people Linux systems are still i (difficult) to use than Windows.

Another advantage of Windows for PC users is that it has the j (big) range of programs and applications. The range of software for Linux is k (wide) than before, but there is still a problem for people who want to play games, for example.



EXTENSION ACTIVITY

Complete these sentences so they are true for you.

- a The nicest person I know
- b The tallest person in my class
- c I am better at
- d The most difficult subject
- e I am a faster

comparatives and superlatives (2)

FORM

A is bigger / faster / more expensive than B

Everest is **higher than** K2.
Norway is **further north than** Denmark.
Physics is **more difficult than** history.
Bikes are **more ecological than** cars.

B is not so / as big / fast / expensive as A

K2 **isn't as high as** Everest.
Denmark **isn't as far north as** Norway.
History **isn't as difficult as** physics.
Cars **aren't as ecological as** bikes.

USE

We can compare two things which are equal with **as + adjective + as**. We can add *just* for emphasis.
For me, chemistry is (just) as difficult as physics. Sue is (just) as good at basketball as Nicky.

We can use **not so / as + adjective + as** to compare things instead of the comparative form of the adjective with *than*.

big differences and small differences

You can use *much*, *a lot*, *a bit* and *a little* with the comparative form of adjectives to show how big the differences are. You can use *not quite*, *almost*, *nearly* and *not nearly* with **as ... as**.

small differences	<i>a little</i>	A costs £8.50 and B costs £9. B is a little more expensive than A.
	<i>a bit</i>	James is a bit older than me.
	<i>slightly</i>	The exam was slightly more difficult than I expected.
	<i>not quite</i>	A costs £8.50 and B costs £9. A isn't quite as expensive as B.
	<i>almost</i>	A is almost as expensive as B.
	<i>nearly</i>	I'm nearly as old as James.
big differences	<i>a lot</i>	Mexico City is a lot bigger than Rome.
	<i>much</i>	A Ferrari is much more expensive than a Ford.
	<i>far</i>	A DVD is far better than a video for watching films.
	<i>not nearly</i>	Rome isn't nearly as big as Mexico City. A Ford isn't nearly as expensive as a Ferrari. A video isn't nearly as good as a DVD for watching films.

With superlative forms of the adjective you can use *second*, *third*, etc.

Mexico City is **the second largest** city in the world.
Germany is **the third most developed** country in the world.

You can use *by far* to emphasize superlatives.

John is **by far the best** in the class. China is **by far the most populated** country in the world.

You can also use *less ... than* and *the least* to show differences.

Life in the past was **less comfortable than** it is now. Jack is **the least hardworking** boy in the class.

We can compare adverbs in a similar way to adjectives.

I left school **earlier than** you. / You didn't leave school **as early as** I did.
Jane did the exercise **more quickly than** John. / John didn't do the exercise **as quickly as** Jane.

1 Complete the sentence with *as* or *than*.

- a The film wasn't as good *as* I thought it would be.
- b The holiday was more expensive *than* we expected.
- c This classroom is a lot nicer *than* the one we had last year.
- d We're all feeling much more tired *than* yesterday.
- e Portable CD players aren't as small *as* mp3 players.
- f I've got less time *than* I used to have.
- g He's not really *as* tall as he looks on TV.

2 Put the words in order to make sentences.

- a more notebooks than desktop computers are expensive a bit
Notebooks *are a bit more expensive than desktop computers.*
- b aren't as expensive nearly as youth hostels hotels
Youth hostels *are nearly as expensive as hotels.*
- c a easier to learn Chinese English is lot than
English *is a lot easier to learn than Chinese.*
- d a more for long trains are bit comfortable journeys than buses
Trains are *a bit more comfortable for long journeys than buses.*
- e think is quite as physics I don't chemistry as difficult
I don't *think chemistry is quite as difficult as physics.*
- f planes much safer according to statistics are than cars
According *to statistics, planes are much safer than cars.*
- g is warming up lot than the climate a faster people think
The climate *is warming up a lot faster than people think.*

3 Complete the second sentence using the word in brackets.

- a Cycling is faster than walking. (as)
Walking *is not as fast as cycling.*
- b iPods are more fashionable than other types of mp3 player. (as)
Other *types of mp3 player are not as fashionable as iPods.*
- c Motorcycle racing isn't quite as exciting as Formula 1. (slightly)
Formula 1 *is slightly more exciting than motorcycle racing.*
- d Health is a lot more important than money. (nearly)
Money isn't *nearly as important as health.*
- e This year's course isn't nearly as easy as last year's. (much)
Last year's *course was much easier than this year's.*
- f This computer is much faster than the old one. (a lot)
The old computer *isn't nearly as fast as this one.*
- g It isn't quite as hot today as yesterday. (almost)
It is *almost as hot today as yesterday.*
- h Today's exam was much shorter than yesterday's. (a lot)
Yesterday's exam *was a lot longer than today's.*

mp3 players comparison

model	description	memory	price
A	Aurolog Compac Jukebox III	40 GB	\$391.95
B	Hexadec Sound Jukebox Multimedia with Photo Module	20 GB	\$339.99
C	Hexadec Jukebox FM 20 MP3 Player, Recorder & FM Radio	20 GB	\$268.95
D	Aurolog Compac Jukebox MP3 player USB/Firewire	20 GB	\$265.95
E	Hexadec Sound JukeBox MP3 Player	20 GB	\$240.95
F	Hexadec Jukebox Multimedia with Camera & Memory Card Reader	20 GB	\$222.95
G	Aurolog Compac Nomad Jukebox MP3 Player	10 GB	\$221.95
H	Diablo iTP-168T MP3 Player	512 MB	\$189.00
I	Aurolog Compac Jukebox 2 MP3 Player	10 GB	\$169.00
J	Paloma RIO 600 MP-3/WMA PLAYER	64 MB	\$123.95
K	Aurolog Compac II C MP3 Audio Player	64 MB	\$89.89
L	iLynx 530 MP3 Player	128 MB	\$84.95
M	Aurolog Compac Xanadu	64 MB	\$59.99



4 Use the prompts to write sentences comparing the mp3 players.

a A / have / much / big / memory / B

Model A has a much bigger memory than B.

b C / little / expensive / D

c G / quite / expensive / F

d E / slightly / good value / D

e A / lot / good / M

f memory / M / nearly / big / A

g B / second / expensive

h A / has / by far / large / memory

i K / small / memory / L / but / cheap

5 Correct the sentences.

- a This computer game costs €20 and that one costs €35. This one is ~~nearly as expensive~~ as that one.
~~isn't nearly as expensive~~
- b I really like pasta. It tastes less nicer than rice.
- c Jake scored five goals and I scored one. I'm almost as good as Jake at football.
- d Estelle is 18, and Marek is 11. Estelle is slightly older than Marek.
- e The River Nile is longer as the River Thames.
- f It is cheap to live in China than in England.

6 Match the words and phrases (1–7) to the gaps a–g.

- | | |
|------------------------|-------------------------|
| 1 happiest | 5 most hated |
| 2 not as busy | 6 more slowly |
| 3 much happier | 7 much more comfortable |
| 4 the least satisfying | |

Time, money, and happiness

What makes us feel good? A recent study by Richard Layard of the London School of Economics compares the amount of time people use for different daily tasks, and the 'happiness' that each of these tasks gives them. The activities that make us feel **a** include socializing, relaxing, sex, doing sport and praying. We only spend around 23% of our time doing these things. The **b** activities include travelling to work, working, returning home from work, looking after children and doing the housework. We spend 42% of our time doing these things. In other words, we spend most of our time on **c** things. Although society encourages us to work hard and to earn as much as we can, being rich doesn't seem to make most people **d**

People complain about the stress of modern life, but we actually work less and have more holidays than in the past. In practical terms, life is **e** for us than for our grand parents, but perhaps they lived **f** They had less to do and were **g** in their spare time.



GLOSSARY

EXTENSION ACTIVITY

Translate these sentences into your own language.

- a My life isn't quite as simple as yours.
 b John is by far the most intelligent student in the class.
 c This unit isn't nearly as hard as the last one.
 d Sam can't run as fast as Sarah.
 e It was the second most difficult exam I've done.

enough, too

We use *too*, *enough* and *not enough* with adjectives, adverbs and nouns.

- *Too* means 'more than is necessary or desirable'.
 - *Enough* means 'as much as is necessary'.
 - *Not enough* means 'less than is necessary'.
- You have to be 18 to vote. You're 16, so you're **too** young / **not** old **enough**.*
*It was his eighteenth birthday last May so now he's old **enough** to vote.*

	position	example
(not) enough	after an adjective / adverb	<i>His parents were angry because his marks weren't good enough / he didn't study hard enough.</i>
	+ uncountable noun	<i>I can't buy a scooter because I haven't got enough money.</i>
	+ pl. countable noun	<i>Have you got enough tickets for all of us?</i>
	as a pronoun (on its own)	<i>"Do you want some more tea?" "No thanks, I've had enough."</i>
too	+ adjective	<i>The game was cancelled because the weather was too bad.</i>
	+ adverb	<i>I can't understand; you're talking too quickly.</i>
	+ <i>much</i> + uncountable noun	<i>He can't come because he's got too much work to do. We've got too much luggage to carry.</i>
	+ <i>many</i> + pl. countable noun	<i>I've got too many problems – I can't cope. I've eaten too many sweets.</i>
(not) + adjective + enough / too + adjective	+ <i>for</i> + someone / something	<i>This jumper is (not) big enough for you. These jeans are too small for me.</i>
	+ <i>for</i> + someone + to-infinitive	<i>It's too hot for me to drink. The hole was(n't) big enough for me to get through.</i>
	+ to-infinitive	<i>This coffee is too hot to drink. You're too young to take a driving test. He didn't train hard enough to win the race. She's not old enough to leave school.</i>

1 Underline the correct form.

- a I can't go. I don't have enough money / money enough.
- b My computer is old enough / too old and I have to buy a new one.
- c The music is playing too fast / fast enough – there must be something wrong with the CD.
- d Brian isn't really enough clever / clever enough to go to university.
- e I want some new trainers but they are too expensive / expensive enough.
- f This classroom is too small / small enough for 30 students – they won't all fit in.
- g My dad says he doesn't earn enough / enough earn to buy a yacht.
- h Her parents say their house is big enough / too small and they want to move.
- i We wanted to see more of Paris but there was too little / too few time.
- j Have we got enough food / too much food for everyone or do I need to go to the shops?

2 Complete with *too*, *enough*, *too much* or *too many*.

- a I don't feel well. I think I've eaten too much.
- b There were people at the concert and you couldn't see anything.
- c We want to form a rugby team but we don't have players.
- d Can you switch off the heating? It's hot in here.
- e Now that you are 18 you are old to take your driving test.
- f As usual he's had beer and he's drunk again.
- g Do you think we should buy some more food for the party? I'm not sure we've got
- h I can't come out this evening because I've got things to do.
- i You had to write a 200-word composition but this one has over 300 words so there are
- j Don't study late tonight. It's not a good idea the day before an exam.

3 Complete the text with the words in the box.

~~too much~~ too much too many too many enough not enough enough too

The human body is like a machine. It needs fuel to work normally, to grow and to repair body tissues, but many people in the west consume

a too much food and therefore b calories.

Excess food and energy is stored as fat in the body. Most of us don't eat

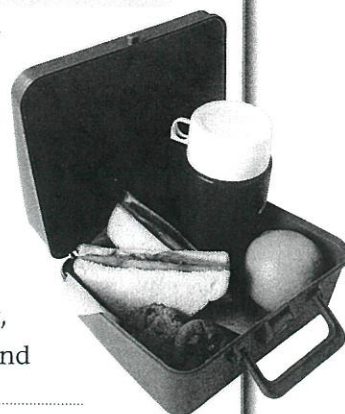
c fibre and starchy carbohydrates, and possibly

d vitamins and minerals, which are all essential for good health.

The diet in most western countries is e high in fat, particularly saturated fat. This increases the risk of heart disease. We also tend

to eat f salt (sodium) and sugar. Eating g sugary foods is a major cause of tooth decay, obesity and diabetes.

The World Health Organisation (WHO) recommends eating at least five portions of fruit and vegetables every day. This is an easy way to consume h vitamins and minerals, as well as fibre.



time expressions

We can use different time expressions to say *when* something happens or *how long* a situation lasts. See Unit 53 for expressing time with *in*, *at* and *on*.

use	form	example
to show the start point and end point of an action or situation	<i>from</i> + point in time + <i>to</i> + point in time	<i>We go to school from Monday to Friday.</i> <i>From 1723 to 1759 Handel lived in London.</i>
to show the start point of an action or situation with the present perfect	+ point in time <i>since</i> + clause (in past tense)	<i>I haven't seen him since Thursday evening.</i> <i>We've lived here since we arrived in the country.</i>
to show the end point of an action or situation	<i>until</i> + point in time + clause*	<i>They'll be here until Friday.</i> <i>We waited until he finished his homework.</i> <i>We will wait until he finishes.</i>
to show how long an action or situation lasts	<i>for</i> + period of time (two years, a week, two days, five minutes, etc)	<i>For 36 years Handel lived in London.</i> <i>NOT during 36 years.</i> <i>I've lived here for two years.</i>
to show how long before now an action happened (with the past simple)	<i>ago</i>	<i>I came to live here two years ago.</i> <i>Handel lived in London nearly 300 years ago.</i> <i>John phoned ten minutes ago.</i>
to show when an action happens in a sequence	<i>after</i> + noun phrase + clause* <i>before</i> + noun phrase + clause*	<i>After lunch he goes to school.</i> <i>He went to bed after he finished his homework.</i> <i>He has breakfast before school.</i> <i>He had breakfast before he went to school.</i>
to show an action happens in a particular period of time	<i>while</i> + clause* <i>during</i> + noun phrase	<i>We watched the news while we were having lunch.</i> <i>We watched the news during lunch.</i>

(*) You can't use the future tense in these clauses even if they refer to the future.

*I'll see you **before you go**.* NOT ~~*I'll see you **before you will go**.*~~

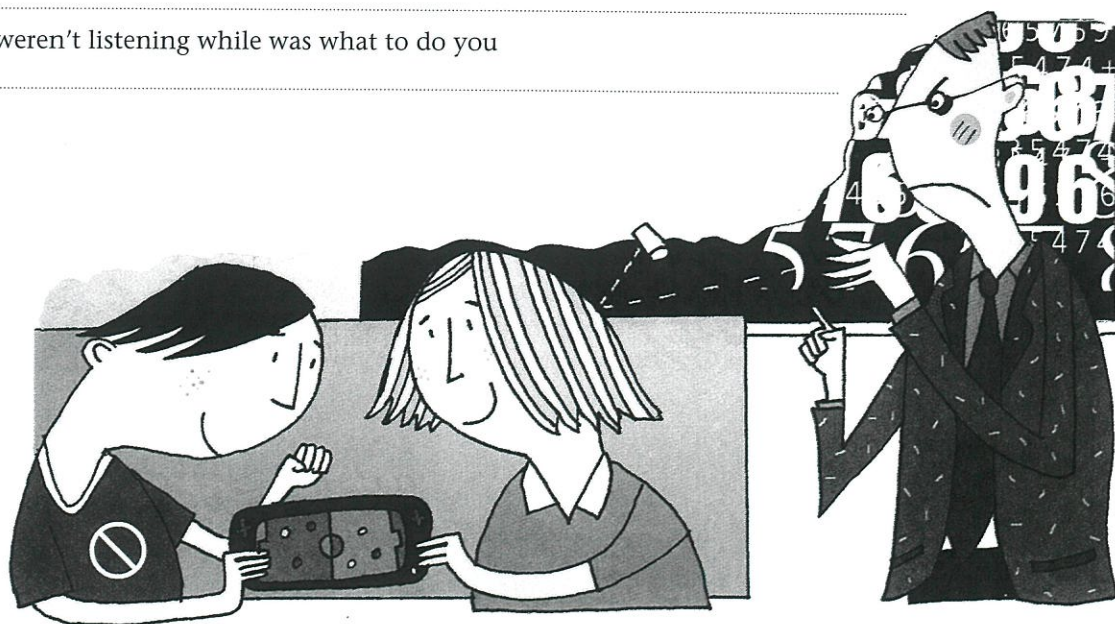
*They'll wait for you **while you are doing** the shopping.* NOT ~~***while you will be doing** the shopping.*~~

1 Match the sentence beginnings a to j with their endings 1 to 10.

- | | |
|---|--|
| a Five minutes ago... | 1 ... you said something different. |
| b My grandfather was in the army ... | 2 ... until he's eaten everything. |
| c He's had that bike since ... | 3 ... I arrived, and there was nothing left. |
| d He broke his leg while ... | 4 ... the accident. |
| e Jack's parents make him stay at the table ... | 5 ... during the war. |
| f He was never the same after ... | 6 ... for very long. |
| g I haven't known Brett ... | 7 ... September to June. |
| h The school year lasts from ... | 8 ... last Christmas. |
| i They finished dinner before ... | 9 ... he was skiing. |
| j I started playing the guitar ... | 10 ... three years ago. |

2 Organize the words to make a sentence.

- a paper to read the during breakfast my dad likes
My dad likes to read the paper during breakfast.
- b everyone start until arrives they won't
They
- c football on Dan goes after school Mondays training to
On
- d should twice start writing before you you question read the
Before
- e since I've had cold Christmas this
I've
- f Manchester my years moved to ten family ago
My family
- g from children school to nine four the are at
The
- h drinking like I dinner coffee after having
I
- i him seen school she leaving hasn't since
She
- j he explaining weren't listening while was what to do you
You



3 There are some mistakes with the time expressions in this dialogue. If the line is correct, put a tick (✓). If there is a mistake, correct it.

- A So David, this is your first job interview. a ✓
- B No, I've worked ~~after~~ now. b *before*
- A Oh yes, when was that?
- B Last year. I worked in a summer camp since the holidays. c
- A Right, well, first we'll talk about your background. Until that, you can ask any questions you have. d
- B Okay.
- A Tell me a bit about school.
- B I've been at the City Institute during five years. Before that I went to a school in the town where we lived until I was twelve. e
- A Why did you move?
- B My father had to change jobs after his company closed down. f
- A I see. What subjects do you like?
- B From we started the International Baccalaureate I've preferred the science subjects. g
- A That's good. What time can you start work in the afternoon?
- B I have school from eight to two and afterwards I have lunch. I can't really start before three-thirty. h
- A That's okay. And how many hours do you want to work?
- B I could stay during about three hours. I need some time for homework. i
- A Yes, of course. Do you mean since Monday to Friday? j
- B I don't think I can work every day.
- A Yes, that's what I thought. Until you're studying, how about Wednesday and Friday afternoons, and Saturday mornings? k
- B That sounds good.
- A Right, now, do you have any questions about the job?

4 Write sentences using the prompts.

- a Johann / live / Hamburg / 2003 → *Johann has lived in Hamburg since 2003.*
- b Johann / live / Hamburg / for
- c Dominic / live / Zurich / 2000 – 2003
- d Dominic / live / Zurich / for
- e I / wait / you / → 5 o'clock
- f I / wait / you / 4 o'clock – 5 o'clock
- g Sarah / be / here / 8 o'clock →
- h Sarah / be / here / for

5 Complete the text with the time expressions in the box.

for 28 years until 1999 until May 1949 After this crisis was over
until 13 August 1961 after months of problems until the collapse of
While it existed for 318 Since October 1990

The Berlin Wall

If you visit Berlin today you will find a rich, busy European capital full of tourists. It is hard to believe that a for 28 years the city was divided by a 3.5 metre high wall.

When World War 2 ended, Berlin was divided into different areas, each under the control of a different ally – American, British and French on one side, and Russian on the other. This was not a good idea and b and arguments, on 24 June 1948 Russia closed all roads into West Berlin. The Americans and British did not want another war, so

c days they sent food and medicines into the city by air. The crisis continued d, when the Russians opened the road and rail links again.

e the city was still divided, but f people could still cross from one area to the other. On that day, without warning, the East German security forces closed most of the crossing points to West Berlin with barbed wire. This soon became a concrete wall, over 150 km long, completely surrounding West Berlin. The wall remained g Communism, and the Berliners were finally able to smash it down on 9 November 1989. h over 200 people were killed while they tried to pass over or dig under the wall.

i Berlin has been the capital of a re-unified Germany, although the German parliament and government did not move there from Bonn j The wall has nearly disappeared and now only small parts remain as a reminder of the city's history.



EXTENSION ACTIVITY

Complete these sentences so they are true for you.

- a Since Christmas
- b During the
- c While I
- d After I
- e Before we

in, at, on

In, *at* and *on* are prepositions. They locate people, objects and events in time and space.

time

We use **at** before exact times, special holiday periods, *night* and *the weekend*.

The meeting is at five o'clock.

I like it when it snows at Christmas.

I like to relax at the weekend. (In American

English you can say **on** *the weekend*.)

He's not doing anything at the moment.

We use **on** before days, dates, and when we refer to part of a particular part of the day.

I'll see you on Monday.

My birthday is on 4 May.

I have Spanish lessons on Tuesday mornings /

afternoons / evenings.

We use **in** before months, years, seasons and longer periods of time.

His birthday is in May.

Berlin is a cold place in winter.

The Normans invaded Britain in 1066.

Newton was born in the 17th century.

We can also use **in** to say

- how soon something will happen.

I'll see you in a week.

The match will end in five minutes.

- how long something takes to happen.

He can run 100 metres in under 10 seconds.

No preposition is required before *next*, *last*, *this*, *one*, *any*, *each*, *every*, *some* and *all*.

Last month we had a school trip.

I'll see you next Friday.

There's no class this week.

place

We use **at** to refer to a position.

He is standing at the bus stop.

There's someone at the door.

Note that we do not use the article *the* after *at* with the nouns *home*, *school*, *work*, *university* and *college*.

We use **on** to refer to a position in relation to a surface or a line.

I left my book on the table. (surface)

The school is on a very busy road. (line)

We also say *on a list*, *on an agenda*, *on a page* and *on a train / tram / bus / plane*.

We use **in** to refer to a position in relation to a three dimensional space or when something is surrounded on all sides eg a country, a town, a room, a field, a forest, or any place with boundaries.

I left my book in the dining room.

They met each other in Italy.

Note that we do not use the article *the* after *in* with the expressions: *in bed*, *in hospital*, *in prison* and *in church*.

Other expressions where *in* is used are *in a picture / book / photograph / collection / circle*, *in Spanish* etc, *in alphabetical order* and *in the sky*.

The preposition we use can depend on the context.

- We can be **in** or **at** a building: *in* means inside only, *at* can mean inside or outside.
I'll meet you in the cinema. (= inside the cinema.)
I'll meet you at the cinema. (= inside or on the street outside.)
- Sometimes we use **at** with an area when we mean 'at this point on a journey'. Compare:
We live in Birmingham.
I had to change trains at Birmingham. (a point on a journey.)
- We use **in** *the sea / river / lake / swimming pool* to mean actually in the water. **At** *the sea / river* etc means 'next to' or 'near' it.
We had a swim in the river.
We had a picnic at the river.
- Note that with addresses we say:
He lives at 14 Clapham Road.
He lives in Clapham Road.
He lives on the third floor.

1 All the prepositions *on*, *in* and *at* have been removed from the sentences. Add the missing preposition to each sentence.

- a I've got a computer /my bedroom. in
- b There were a lot of people the train yesterday.
- c The Nile is the longest river the world.
- d What do you usually do the weekends?
- e This calculator has your name it.
- f We usually visit my grandparents Christmas.
- g Where were you Christmas day?
- h His photo was the newspaper yesterday.
- i We often go skiing the winter.
- j The head's office is the end of the passage.
- k Hamburg is the north of Germany.
- l Go up the street and turn left the traffic lights.
- m Why is my name the bottom of the list?

2 Complete the gaps in the text with *in*, *on* or *at*.

Tropical storms

Tropical storms develop over oceans a in the summer. b different parts of the world they are called *cyclones*, *hurricanes*, *typhoons* and *willy-willies*. Tropical storms are particularly dangerous if they reach land because of the heavy rain, high winds and rises in sea level. Katrina became the fourth hurricane of the season c 25 August 2005. It reached the land later that day d 18.30, between Hallandale Beach and Aventura, towns e the coast of Florida.

Katrina went out to sea and came back to land again f 06.10 g 29 August with winds of 235 km/h. It went north at a speed of 20 km/h, and many seaside communities were damaged by the strong winds. The storm was so large, it created a rise in sea level which affected the entire Mississippi Gulf Coast. The 10 metre rise which was recorded h Biloxi, Mississippi is the highest ever seen i America.

This rise in sea level and waves made a gap j the flood defences which protect New Orleans (built k ground below sea level) and most of the city was flooded. As a result, Hurricane Katrina will be remembered as the most destructive natural disaster l the history of the United States. 1,302 people died and damage cost about \$130 billion.



movement

We use verbs with prepositions to talk about movement in relation to: points (*to, from*), three-dimensional spaces (*in / into* and *out of*), surfaces (*on / onto* and *off*), and directions (*towards, away from, along, past, up* and *down*).



We went **to** the beach on Saturday.
I need to go **to** the post office.



We walked **along** the river.
He followed me **along** the corridor.



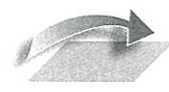
Jacques comes **from** France.
Jane walked home **from** school.



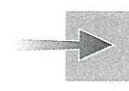
She walked **through** the room.
The river flows **through** the city.



She walked **towards** me and then stopped.



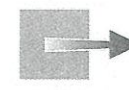
The plane flew low **over** the city.
I walked **over** the bridge.



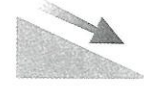
Sam walked **into** the classroom.
Nora travels **into** the city by train.



We went **up** the stairs to his room.
I couldn't cycle **up** the hill.



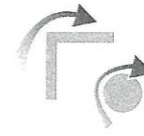
The man got **out of** the taxi.
She's looking **out of** the window.



The prices are going **down**.
My granny fell **down** the stairs.



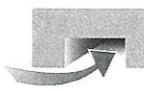
Please leave the food **on** the table.
I put my bags **on** the floor.



Go **around** the corner.
We walked **around** the city centre.



Get **off** the sofa and do some work!
I fell **off** my bike yesterday.



Go **under** the railway bridge.
Never walk **under** a ladder.



I've flown **across** the Atlantic twice.
A fan ran **across** the football pitch.



We drove **past** a church.
She just walked **past** me.

talking about moving from place to place

We can talk about how we move from place to place in two basic ways:

- we can use a phrase: *on foot, by car*, etc.
- we can use a 'verb of movement': *drive, walk, run, fly, cycle*, or, if you are talking about public transport, an expression with *take*: *take a bus / train / plane / taxi*, etc.

verb	+ where	+ how	how	+ where
go	to school	on foot	= walk	to school
come	to the match	by bike	= cycle	to the match
	to the airport	by car	= drive	to the airport
	to Italy	by plane	= fly	to Italy

It's faster to **go** to the centre **on foot**. / It's faster to **walk** to the centre.
Why don't you **come** here **by bike**? / Why don't you **cycle** here?
We **went** to the airport **by taxi**. / We **took a taxi** to the airport.

1 Use the pairs of words to complete the sentences.

to + train ~~to + by~~ took + to out + into trains + to from + to
off + stop on + cycles into + exam into + from travel + by

- a It was late so I went to the airport by taxi.
- b Every morning thousands of commuters into the capital train.
- c After work Joe gets his bike and home.
- d Lindsay flew Lyon Stansted.
- e Then she the train London.
- f She got the car to escape the pouring rain.
- g Jean walked the room just as the finished.
- h We got of the taxi and ran the airport terminal.
- i There are high-speed that go from Tokyo Osaka in two hours thirty minutes.
- j Only 16% of students in the USA go work by bus or
- k I got the bus at the wrong and there wasn't another one for half an hour.

2 Fill in the gaps so that the second sentence means the same as the first.

- a My dad goes to work by car every day.
My dad drives to work every day.
- b In Japan not many people drive to work.
In Japan not many people car.
- c Johan goes to school by bicycle.
Johan school.
- d I went from here to the centre on foot yesterday.
I the centre yesterday.
- e Normally I take a bus to the college.
Normally I by bus.
- f Late at night the best thing is to go home by taxi.
Late at night it's best to home.
- g A lot of people take the train from Oxford to London every day.
A lot of people travel train every day.

3 Complete the text with the prepositions in the box.

~~out of~~ on down up to on out of on to off into

My journey to school takes 45 minutes. That's an hour and a half each day there and back. At six thirty I walk a out of the house, get b my bike and cycle c the station. I get d my bike and walk e the station with it. I get f the train with my bike, sit g and try to sleep. Sometimes you have to stand, because there are no seats. When the train gets to the city I get h, walk i the station and get j my bike again. I get k school at eight or just after.

- 4 In eight of the sentences the preposition of movement is wrong. Put a tick if the sentence is correct. If it is wrong, cross out the preposition and write the correct one.

- a David has gone ~~towards~~ the shops to buy some bread. to
- b She walked into the room and said hello. ✓
- c The dog jumped onto the river.
- d The book fell over the floor.
- e The plane landed on the runway.
- f We walked to the mountain for an hour, but turned north before we reached it.
- g Joe got out from his car and locked it.
- h He fell of the stage because he was drunk.
- i We carried the box down the street to the rubbish dump.
- j I cycled past your house but you weren't there.
- k We couldn't find the shop and walked past the centre for hours looking for it.
- l The cat jumped off the table and ate my steak.

- 5 Read the text about two different types of force. Then underline the correct preposition.

Circular movement – centripetal or centrifugal force?

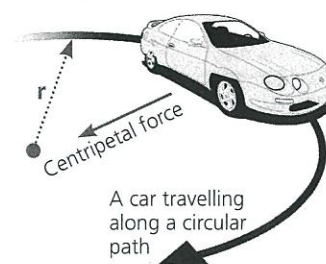
Car accidents often happen when a car is travelling a around / off a corner too fast. The car can go b from / off the road and crash c away / into something. People usually think this is the result of centrifugal force, but is it?

According to Newton's first law of motion, a moving object will travel d towards / along a straight path unless an outside force acts on it. So, to move in a circle, an object needs a constant force pushing it e towards / along the centre. This is centripetal (or 'centre-seeking') force.

If you swing a ball on the end of a string above your head, you can feel the string pulling f up / away from you. This is the centrifugal force. However, the force which the string applies to the ball is centripetal. If the string breaks, the ball will fly g off / past. Without a centripetal force to pull the ball h into / out of the centre of the circle, it continues in a straight line.

In a car going i along / around a bend, the centripetal force is the sideways friction between the tyres and the road surface. If the car goes too fast, it goes j off / onto the road because the friction is not strong enough to provide the necessary centripetal force to keep it on the road.

centripetal acceleration
 $a=v^2/r$



centripetal force
 $F=mv^2/r$



6 Complete the text with suitable prepositions.

The water cycle

1 Rain Clouds become too full of water and it rains. The rain falls **a** onto mountains, hills, fields and towns.

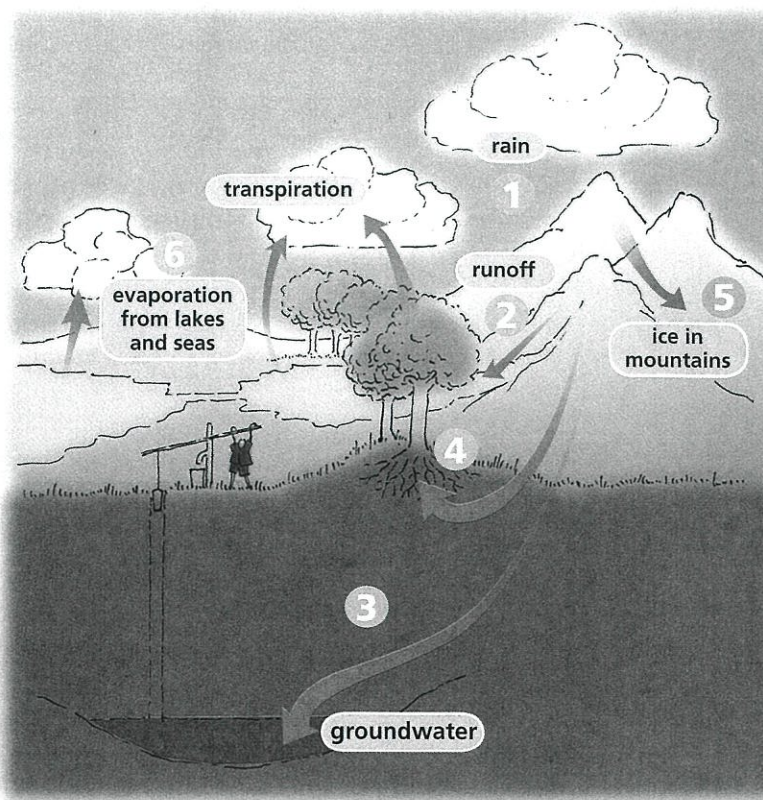
2 Surface runoff A large part of the rain that falls runs **b** the surface of the ground and **c** the slopes of hills and mountains to form rivers. Rivers flow **d** lakes and then eventually **e** the sea.

3 Groundwater Some of the rain soaks **f** the ground. It filters **g** the soil until it is stopped by rock. It cannot go **h** the rock and collects underground. We can pump this groundwater **i** to the surface **j** boreholes.

4 Transpiration Some of the water that soaks **k** the ground is absorbed by plants **l** their roots. Most of this water passes **m** the plant **n** the atmosphere. This water also helps to form clouds. This process is called transpiration.

5 Freezing In cold parts of the world and in mountainous areas, the water that falls **o** the ground as rain or snow freezes to form ice. This ice may later melt to provide surface runoff, or may stay as ice.

6 Evaporation The sun heats water that has flowed **p** rivers, lakes and the sea. The heat makes the water evaporate and the water vapour rises **q** the sky. The vapour forms clouds that eventually produce rain, and the cycle begins again.



EXTENSION ACTIVITY

1 Translate these sentences into your own language.

- a We went home by car.
- b I fell off my bike as I went round the corner.
- c Why don't we take the bus into town?
- d He crawled under the bed to hide.
- e The car went straight into a tree.

2 Write a paragraph describing in detail your last journey.