Adjectives

Unit 5

"Good" adjectives and "bad" adjectives

You can use more than one adjective to describe something or someone as good or bad. It depends on how strongly you feel about them. Look at the diagram below.

lovely (++)	(very) good (+)	OK	(very) bad (–)	awful (––)
wonderful (+++)				terrible (–––)
terrific (++++)				dreadful (––––)
etc.				etc.

The adjectives in the middle are called scale adjectives and give a general description of something. You can use very before them.

The adjectives at the ends of the diagram are called limit adjectives and give an extreme description of something. You can use absolutely before them (but not very).

1. **Put these adjectives into the "good" or the "bad" list. Check their meanings in your dictionary if necessary.**

brilliant boring difficult fine great happy lovely
nasty horrible naughty fantastic interesting perfect
fascinating kind super amazing

GOOD	BAD

2. Match the 'scale' adjectives on the left with the 'limit' ones on the right which have the same meaning. Write at least one 'limit' adjective for these 'scale' adjectives.

Scale adjectives		Limit adjectives
1. big	_____	a. awful
2. cold	_____	b. boiling
3. happy	_____	c. delighted
4. hot	_____	d. enormous
5. interesting	_____	e. excellent
6. good	_____	f. exhausted
7. not very good	_____	g. fascinating
8. small	_____	h. freezing
9. tired	_____	i. tiny

3. **Fill in the gaps below with suitable adjectives. Use some of the ones above or others that you know.**

1. I had a(n) _____ time at school today. We ate, danced, and played interesting games.
2. They say the new boss is a very _____ person. He never smiles at anyone.
3. It is very _____ of you to help me out in this difficult moment. Thank you.
4. There is _____ heavy traffic in the city centre today. Take the train.

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5. I've just had some _____ news! I have finally passed my driving test.
6. She is very well-behaved, but her 5-year-old brother is very _____.
7. Julie is more than nice. She is really a(n) _____ person.
8. That's _____ ! Surely they can't fire you for no reason.
9. Don't cook these eggs. They have been in the fridge for 3 weeks and they have a(n) _____ smell.
10. The kids had a(n) _____ opportunity to see wild animals in their natural surroundings in the safari park.
11. Standing there on the top of Mount Etna was a(n) _____ experience for me.
12. Have you ever seen her dance? She's absolutely _____!

Adjectives ending in -ing or -ed

The adjectives below ending in -ing describe a person, a thing, or a situation. The adjectives ending in -ed describe how we feel because of a person, thing, or situation.

Examples: **It was a very interesting programme. / I was very interested in the programme.**
I feel depressed today because the weather is depressing.

4. Choose the correct adjective to complete the sentences below.

1. Sue wasn't very good at maths. I was ***surprising / surprised*** when she passed the exams.
2. It was very ***embarrassing / embarrassed*** to find out that I had no money with me at the supermarket checkout.
3. I enjoyed the Dracula film last night, but my younger sister was ***frightening / frightened*** by it.
4. I thought it was very ***annoying / annoyed*** to wait for our order for almost an hour at the restaurant.
5. The children got very ***exciting / excited*** at the idea of a holiday in Greece.

5. Complete each second sentence so that it means the same as the one before. Use the right adjective form.

1. Most students are frightened of speaking a foreign language.
   Speaking a foreign language is _____.
2. The meeting was so boring that I almost fell asleep.
   I was _____ that I almost fell asleep.
3. The teacher found her pupils' exam results disappointing.
   The teacher was _____ her pupils' exam results.
4. I was confused because the instructions were only in Spanish.
   The instructions were _____ because they were only in Spanish.

LIVEWORKSHEETS

Words you may confuse

Unit 5

The same word can have more than one different meaning.

1. **Look at the entry of the word light in your dictionary. How many different meanings does it have as a verb, as an adjective, and as a noun?**

light /laɪt/ **noun 1.** brightness; the opposite of darkness • I can read the map by the light of the moon. • There's not enough light to take a photo. **2.** a piece of electrical equipment which gives light. • Turn the light on — I can't see. • It's dangerous to ride a bicycle with no lights. • In the fog, I could just see the red lights of the car in front of me. **verb** → to start to burn; to make something start to burn • He is trying to get the fire to light. • Can you light the candles on the birthday cake? • He couldn't get the fire to light. • Light a candle — it's dark in the cellar. (NOTE: **lights — lighting — lit** /lɪt/)

adjective 1. not heavy • I can lift this box easily; it's quite light or it's as light as a feather. • You need light clothing for tropical countries. • She's just been ill and can only do light work. **2.** pale • He was wearing a light green shirt. • I prefer a light carpet to a dark one. **3.** having a lot of light so that you can see well • The big windows make the kitchen very light. • It was six o'clock in the morning and just getting light. **to cast or throw light on something** = to make something easier to understand. • The papers throw light on how the minister reached his decision.

2. **Look at the sentences and decide if the word light is a verb, a noun, or an adjective in each one. Then decide which of the meanings shown above it has.**

1. There is more light near the window. It's sunny today. _____
2. Will you light the fire tonight? _____
3. Please turn the light off before you leave the room. _____
4. She has light brown hair and green eyes. _____
5. They left early in the afternoon while it was still light. _____
6. I can carry both bags; they are quite light. _____
7. The police hope that she may throw some light on the case. _____
8. That car hasn't got its lights on. _____

There are words that sound similar, but they have a different meaning and a different spelling. Example: quiet / quite

quiet /ˈkwaɪət/ **adjective 1.** without any noise • a house in a quiet street • I wish the children would be quiet - I'm trying to work. **2.** with no great excitement • We had a quiet holiday by the sea. • It's a quiet little village. • The hotel is in the quietest part of the town.

quite /kwaɪt/ **adverb 1.** to some degree • It's quite a long play. • She's quite a good writer. • The book is quite amusing, but I liked the TV play better. **2.** to a great degree • It's quite mad to go walking in a snowstorm. • He's quite right. • I don't quite understand why you want to go to China.

3. **Look at the two dictionary entries above and complete the following example sentences.**

1. Please keep _____.
2. The film was _____.
3. They found a table in a _____ corner of the room.
4. Are you _____ sure you want to go?
5. There are _____ a few e-mails for you today.

LIVEWORKSHEETS

There are words that have similar or related meanings but are used in a different way. It is a good idea to use your dictionary to check their use, e.g. lend/borrow, job/work.

4. Do, make, have, or take? Correct the mistakes in these sentences. Two of the sentences are already correct.

1. Has she done many mistakes? _____
2. They did a lot of noise during the party. _____
3. Can I take a photo of you? _____
4. Are you making an exam tomorrow? _____
5. We must do a decision soon. _____
6. She always makes her washing at the weekends. _____
7. I always have a shower when I get up. _____
8. Why don't you have a taxi? It's late. _____
9. Susan is making a baby in two months. _____
10. Does he make his homework every day? _____

5. Match the verbs on the left with the words on the right. All the verbs have to do with talking.

1.	answer	_____	a. the bill
2.	ask	_____	b. lies
3.	ask for	_____	c. Merry Christmas
4.	discuss	_____	d. many languages
5.	reply to	_____	e. a friend about your problem
6.	say	_____	f. building a new school in the village
7.	speak	_____	g. someone to help you
8.	talk about	_____	h. the door
9.	talk to	_____	i. an e-mail
10.	tell	_____	j. your problem with your friend

6. Choose the correct word in each of the following sentences.

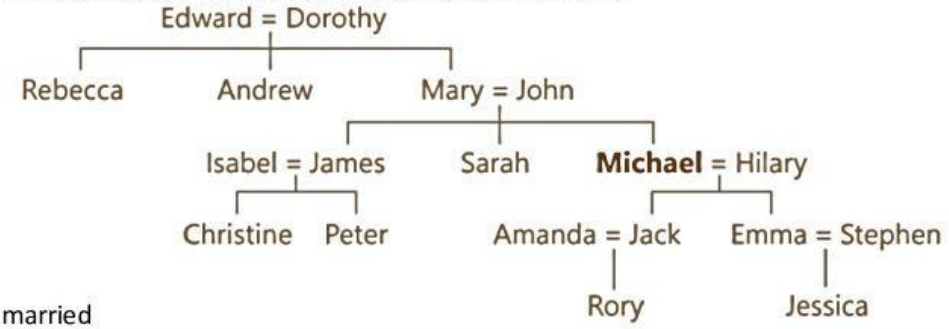
1. If you ***lose / loose*** your passport, you must tell your embassy.
2. She ***fell / felt*** and broke her arm.
3. The passport officer ***checked / controlled*** my passport.
4. Her husband is a very good ***cook / cooker***. He used to be a chef.
5. Why don't you ***bring / take*** your boyfriend with you? We'd love to meet him.
6. Will you ***borrow / lend*** me your car for tomorrow?
7. It's a lot of hard ***job / work*** looking after children.
8. My father ***learnt / taught*** me to swim when I was four years old.
9. I haven't studied hard. I ***expect / wait*** I'll fail the exams.
10. The National Bank was ***robbed / stolen*** yesterday.
11. It's ***quiet / quite*** cold today. I ***fell / felt*** it this morning when I was waiting for the bus.
12. He ***did / made*** a lot of money when he worked in the cinema.
13. I ***had / took*** a burger with salad for lunch.
14. He managed to ***brake / break*** the world record again.
15. Can you ***remember / remind*** me to pay the water bill by the end of this month?

LIVEWORKSHEETS

Family & relations

Unit 5

1. Look at the family tree below. Imagine you are Michael and, using the words in tl describe what relationship these people have to you.



Key =: married

niece • granddaughter • grandmother • sister • grandson • mother • uncle • father • aunt • wife • grandfather • son • nephew • daughter • brother

1. Mary — She is my _____.
2. Edward — He is my _____.
3. Jessica — She is my _____.
4. Rebecca — She is my _____.
5. Emma — She is my _____.
6. Dorothy — She is my _____.
7. Jack — He is my _____.
8. John — He is my _____.

Hilary — She is my _____.
Andrew — He is my _____.
Sarah — She is my _____.
Rory — He is my _____.
Peter — He is my _____.
James — He is my _____.
Christine — She is my _____.

2. Fill the gaps with the missing words or phrases.

old friend • divorced • first name • have a baby • only child • single • get a divorce • get married • single-parent family • surname

1. When you are born, your family gives you a _____, like Mary or James.
2. John is just a(n) _____. We haven't seen each other for 10 years.
3. We grew up in a(n) _____family. Our mother never lived with us.
4. She is pregnant. She's going to _____ next July.
5. He is _____ now, but he still sees his ex-wife.
6. We're engaged and planning to _____ in the summer.
7. Their marriage has too many problems. They are going to _____.
8. I am a(n) _____. I have no brothers or sisters.
9. Both my sisters are married with children, but I am still _____.
10. Her first name is Anne, but I don't know her _____.

LIVEWORKSHEETS

3. Match the beginnings with the right ending to make logical sentences about Francesca's life.

1. Francesca was born	a. for six months.
2. She grew up	b. her village to work at the local hospital.
3. Her first boyfriend	c. with another student doing medicine.
4. She went out with him	d. in her late twenties.
5. She went to university	e. as soon as she got her degree.
6. She fell in love	f. in a car accident.
7. They got married	g. in 1968.
8. She had a baby	h. once she had finished school.
9. Her husband was killed	i. was Mario, a boy from school.
10. Francesca went back to	j. in a small house by the sea.

4. Answer these questions about yourself.

1. What is your first name?
2. Do you have a middle name?
3. Are you an only child?
4. Who is your best friend?
5. What is your surname? Is that common in your country?
6. Have you got any colleagues or close friends who speak English?

Opinions & feelings

Unit 5

1. Fill in the blanks to create expressions to describe people's feelings. Some of the words can fit in more than one sentence. Use the correct form of the words on the right.

love • don't mind • don't like • hate • like

1. He really _____ football; he plays it every day.
2. She _____ cooking; she prefers to get takeaways.
3. They _____ what we do at the weekend. I'm happy either way.
4. My mother _____ each other, so they've decided to get married.
5. _____ soap operas. I'm not allowed to watch them at home.

2. These are more expressions you can use to describe feelings. With which of the words above are they closest in meaning?

I really like _____
I don't enjoy _____
I'm looking forward to _____
I loathe _____
I'm bored of _____
I sometimes worry about _____
I really dislike _____
I feel very happy about _____
I'm keen on _____
It makes no difference to me _____

LIVEWORKSHEETS

3. How do you feel about these things? Use the words above to make true sentences about yourself.

chips	learning English	working late
cold weather	pizza	travelling by train
cooking	getting up late	playing computer games
dogs	swimming	football

4. Complete each second sentence so that it means the same as the first one. Use the words in the box.

offers • recommends • disappointed • feels • refuses • enjoys • suggests • keen on • persuade • thinks

1. "I'm sure I'll win the game."
   He _____ confident about winning the game.
2. "In my opinion, this trip is a waste of time."
   _____ the trip is a waste of time.
3. "You really should see a doctor about it," she said to me.
   She tried to _____ me to see a doctor about it.
4. "No, I won't sell it."
   He _____ to sell it.
5. "I really like buying presents."
   She _____ buying presents.
6. "Why don't we go to a Greek island?"
   He _____ going to a Greek island.
7. "This wine is excellent."
   He _____ the wine.
8. "Shall I make the salad?"
   He _____ to make the salad.
9. "I don't really like extreme sports, like hang gliding."
   She is not _____ extreme sports, like hang gliding.
10. "I hoped I would go swimming today, but it's too cold."
    She is _____ that she can't go swimming.

5. All the words and phrases below describe people's opinions. Put them into the right column.

In my opinion	I totally disagree	Maybe, but don't forget...
I think	Personally	Yes, that's true.
I quite agree	According to	As far as I am concerned
I don't think so	I think you're right	You could be right, but...

AGREEING	DISAGREEING	GIVING OPINION

6. Rewrite these sentences so that they mean the same as the sentence before them.

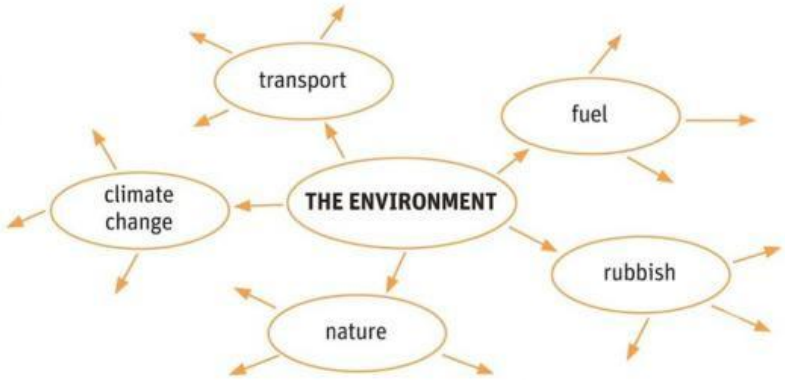
1. I don't think you can learn a foreign language in three months.
   In my _____ can't learn a language in three months.
2. Yes, I agree with you.
   Yes, I _____ right.
3. The newspaper says that the President has died.
   According _____ the President has died.
4. I don't think it's a very good idea.
   As far _____ isn't a very good idea.
5. You're absolutely wrong, I'm afraid.
   I _____, I'm afraid.is

LIVEWORKSHEETS

The environment

Unit 5

1. **Look at the spidergram and think of words to add to it.**



2. **Look at the words and phrases in the box below. Some words may go in more than one place.**

traffic jams	petrol	litter
pollution	rainforests	tins
plastic	paper	cardboard	floods
plants	cans	storms	public transport
coal	glass	wildlife
metal	oil	global warming
packaging	electricity	waste
recycle	the countryside	bottle bank

Vocabulary note

Nature, the environment, the countryside
Look at how we use these words:
*We should all work hard to protect the **environment**. (The air, land, and water where people, animals, and plants live.)*
*My son is very interested in studying **nature**. (The natural world: plants, animals, oceans, etc. Do not use an article before nature in this meaning.)*
*I love going for long walks in the **countryside**. (Land where there are farms, fields, and forests, but no towns or cities.)*

3. **Use some words or phrases from the spidergram to complete this text.**

A Planet in Trouble

There are more problems facing the environment today than at any time in the past. The world's population stands at around 6 billion, and by the end of the 21st century, it may reach 8 or 10 billion. To satisfy the needs of these people, we are destroying (1) _rainforests_ and other natural places so that we can grow food and put up buildings. This creates (2) _____ of the land, sea, and air, which can be very bad for the health of humans and (3) _____, such as birds and animals.

Most scientists now agree that it has also caused (4) _____, and this means that the temperature of the Earth is rising. The ice at the North Pole could melt, raising sea levels and causing serious (5) _____. Generally, the Earth's weather will be worse, and there will be more wind, rain, and (6) _____. However, there are things we can do. Scientists are working to come up with ways of making power that do not cause so much pollution. People at home can recycle their (7) _____, paper, and glass, and try to use less (8) _____ by turning off lights, TVs, and stereos when they are not using them. We could all use our cars less and walk or use (9) _____ more.

LIVEWORKSHEETS

4. Look at the text in 3 again. What is the writer's purpose in the text? Tick (✓) two of the following.

1. To advise people on the best way to recycle their waste.
2. To describe some difficulties in the environment.
3. To explain the reasons for some problems in the environment.
4. To discuss different ways of producing energy.
5. To suggest ways that governments can help the environment.

5. Now look at the texts below and say what the writer's purpose is in each case. Circle the best verb for each.

1. If you want to help local insects and birds, a really good way to do it is to let your garden grow a little bit wild and not tidy it up too much. If you don't want the whole garden to be untidy, just choose one area at the back of the garden and let nature take control of it.	suggest remind review
2. From the mid-1800s until the 1950s, large cities in Britain, such as London and Manchester, suffered every winter from thick, yellow fog. It was caused by smoke from burning coal in homes and factories. Many people became ill from it every year. Eventually, the government passed laws to control the amount of fuel that could be burnt in the cities, and the fog disappeared.	persuade explain warn
3. There are several ways that you can use less power in your home. First of all, if you are cold, put on a jumper instead of turning up the heating. If you are hot, turn down the heating rather than opening a window. Switch the TV off when you are not using it, and always buy low-energy light bulbs.	recommend promise compare

6. Listen to five short conversations. For each one, choose one word from the box to describe the speaker's main purpose. Write it on the line.

1. Conversation 1: _____
2. Conversation 2: _____
3. Conversation 3: _____
4. Conversation 4: _____
5. Conversation 5: _____

encourage • promise • persuade • recommend • decide • advise • remind • complain • agree • disagree

7. Use the words below to talk or write about your opinions on the environment.

I believe...
I think...
I don't think...
In my opinion...
According to...
I feel...
I'm confident that...
I'm sure...
I wish...

Vocabulary note

We say: ✓ I don't think it's a good idea to burn rubbish ***NOT*** *✗ I think it's not a good idea to burn rubbish.*
To give someone else's opinion, you say:
According to *Professor Turner, ...*
To give your own opinion, you say:
In my opinion*, ...* ***NOT****: According to me...*

LIVEWORKSHEETS

8. All the words in the box below describe feelings. Which are positive and which are negative? Write P or N beside each word. If you think the word is neither positive nor negative, put a circle around it.

depressed _N_ disappointed ____ amazed ____ frightened ____ annoyed ____ relaxed ____
ashamed ____ satisfied ____ delighted ____ worried ____

9. Match each word in the box below with a word with a similar meaning in the box above.

angry	_____	surprised	_____
upset	_____	embarrassed	_____
afraid	_____	miserable	_____
calm	_____	pleased	_____
anxious	_____	very happy	_____

Error warning!

Nervous *is another word for* ***worried*** *and* ***anxious****.*
I felt very nervous before my exam.
Nervous *does not mean angry.*

10. How would you feel in these situations (1–8)? Use words from 8 and 9.

1. You have a very important job interview later today. _____
2. You have just found out that you failed your driving test. _____
3. You have just spilt coffee on your friend's new white carpet. _____
4. Your friend has just spilt coffee on your new white carpet. _____
5. You have heard that your aunt has just had a baby. _____
6. You have just finished painting a beautiful picture. _____
7. You are in the middle of a wonderful holiday by the sea. _____
8. You have had a new haircut and everyone is saying how good you look. _____

11. Talk or write about yourself. Look at the words in the lists in 3.1 and 3.2. What makes (or made) you happy, anxious, frightened, nervous, etc.?

Example:
I am happy when I listen to my favourite music.
I felt embarrassed and nervous when I had to speak in public at my brother's wedding.

12. Use one of the following verbs in the correct form to complete the sentences. More than one choice may be possible.

to love • to like • to hate • to be keen on • to dislike • to mind • to look forward to • ~~to be fond of~~

1. My grandfather is a lovely man, and I _am fond of_ him.
2. I can cook if I have to, but I don't really _____ it.
3. My son _____ football. It's his favourite sport.
4. I don't _____ walking, but I prefer to drive if I have the choice.
5. There are not many people I _____, but my horrible history teacher is one of them.
6. They _____ each other very much, so they are going to get married.
7. I _____ it when people drop litter on the floor—it's so unnecessary.
8. I'm going on holiday next week, and I am _____ it so much. I can't wait!

LIVEWORKSHEETS

EXAM PRACTICE

READING – Part 4

Read the text and the questions below. For each question, choose the correct answer: A, B, C, or D.

Bird Watching in Colombia

Luis Morales is 18 years old and comes from a tiny village in the Andes Mountains in Colombia. Until seven years ago, one of Luis's favourite activities was to go into the thick forest surrounding his home to hunt and kill wildlife, especially birds. Now, however, he and a group of other local youths work with an international organisation, Wildlife World, to study and protect the birds and their environment.

Wildlife World has set up several of these groups across the area. "The information we get from the children helps us learn how the birds and other animals use the forest, what they eat, and how best we can protect them. The project has been very successful, and we hope to set up more groups in the future," says area leader Felipe Ramos.

Luis is the oldest and most experienced member of his group, having been a member since he was just 11. "Before I joined, I planned to leave the village as soon as I was old enough to go and find work in the city, like most young people do," Luis says. "But now I want to go to university, become a scientist, and return here to carry on working to save these rare birds and their environment. Being part of the group has had a huge effect on me."

Luis also spends time with the younger children in the village. "There is not much to do here after school," he says, "so I try to involve them in our activities. As well as bird watching and nature studies, we also do drama and art. The drama has been particularly successful, and we now have a theatre group of 30 children, which tours the area performing different plays."

1. In this text, the writer is...
A. describing village life in Colombia.
B. suggesting ways to help the environment.
C. giving information about a project.
D. advising children to join Wildlife World.

2. Seven years ago, what was Luis's attitude towards birds in the forest?
A. He wanted to learn more about them.
B. He knew they were rare and in danger.
C. He thought it was fun to destroy them.
D. He was not interested in them at all.

3. How does Luis feel about the group?
A. He is happy he is leaving it.
B. He is grateful because it has changed his life.
C. He is miserable because he wants to stay longer.
D. He is worried because he wants more young people to join.

4. According to Felipe Ramos, what is the purpose of the group?
A. To find out about the behaviour of local wildlife.
B. To teach children how to look after the environment.
C. To protect children from wild animals in the forest.
D. To collect information about how people use the forest.

5. What would Felipe say about Luis?
A. Luis is wonderful, and he knows so much about the birds and animals in this forest. He is also a really great musician.
B. Luis has just joined us and is already very important to the group, mainly because he is so good with the younger children.
C. I'm going to miss Luis when he goes away to study. But I am delighted that he will be back afterwards to continue his work here.
D. When I first met Luis, he was preparing to move to the city to find work. Luckily, I persuaded him to stay and join my group. He never wants to leave.

Exam tip

Some questions in this part of the exam Will test your understanding of the whole text. Now circle the questions that test your understanding of attitude and opinion.

LIVEWORKSHEETS