

FIRST-6

- COFFEE-TASTER:** Erm the coffees - we have about seventy cups set out here on a circular table er and the circular table will turn so that I can sit on a stool here in front of the spittoon and er the, the coffees will turn slowly and we can taste one at a time and I can spit in -spit into the spittoon.
- INTERVIEWER:** You don't swallow the coffee when you're tasting it?
- COFFEE-TASTER:** We don't swallow the coffee because we'd soon fill up er ... we, if we're tasting all day. So there are seventy cups on this table and on the table behind me there can be another seventy cups and so we would soon fill up. So that is why we spit.
- INTERVIEWER:** Do you know what you're tasting?
- COFFEE-TASTER:** Er we, we know what broad type of coffee it is. We don't know from what country it comes from and we don't know who the supplier is, we don't want to be influenced by things like that. Erm, we just know the category of, the general category of coffee, and we ha - in the middle of the table, the circular table, we have a standard, er three bowls of coffee that come from the same bag every time, so that we always has a, have a benchmark er for take - comparing the coffees.
- INTERVIEWER:** What, what has decided what these three cups are, that you - your standard?
- COFFEE-TASTER:** That standard we, we, we select very carefully. Erm we choose it very carefully because that represents the company's standard for the next six months, and so we select it extremely carefully.
- INTERVIEWER:** Are you trying to find coffees that taste the same or as near as possible, is that the idea?
- COFFEE-TASTER:** Coffee - coffees are a natural product and they never taste quite the same, er, s - but they need come quite close to it, we use that really as a guide er and then we have er, er, we have four different categories into which we place the coffee according to what we find. When we taste we use a spoon and we put the spoon into the coffee like this and then suck it and spit it out erm, the idea being that you create a sort of rainstorm inside the mouth so that all the, the fine volatile aromatics reach the olfactory bulb behind the nose. It's not absolutely essential, you do have to do that when you're tasting coffee but it whe - if we have a difficult decision to make it just makes it a little easier to really register what, what is there.
- INTERVIEWER:** What do you mean by 'creating a rainstorm'?
- COFFEE-TASTER:** Well, we draw air in across the top of the coffee, the spoonful of coffee, so that you get little i droplets flying about inside the mouth ... I'll I'll do it again so that, so that, you can you can hear and see what, what I'm doing.

ACTIVITY 34: After listening to the first part of the coffee-taster's interview, choose the best alternative (**TRUE** or **FALSE**) from the menu. Finally, check your answers.



	TRUE	FALSE
1. The tasters must swallow the coffee they are tasting.	☐	☐
2. The tasters need to know where the coffee they are tasting comes from.	☐	☐
3. The tasters shouldn't know the name of the supplier.	☐	☐
4. The tasters compare the coffee they are tasting with a standard.	☐	☐
5. The coffees the tasters select taste exactly the same as the standard.	☐	☐
6. One way of tasting coffee more easily is to draw air into the mouth with the coffee.	☐	☐

ACTIVITY 35: After listening to the second part of the coffee-taster's interview, **match** the description of the coffee bush to its name. Choose the best alternative from the menu. Finally, check your answers.

- | | | |
|---------------------------------------|--------------------------------|--------------------------------|
| 1. 'much finer, much more aromatic' | <input type="text" value="-"/> | <input type="text" value="v"/> |
| 3. 'relatively coarse, woody, earthy' | <input type="text" value="-"/> | <input type="text" value="v"/> |

ACTIVITY 36: Note the main adjectives the coffee-taster uses to describe the coffee from four countries. Choose carefully the best alternative from the menu to **match the taster's description**. Finally, check your answers.

- | | | |
|--|--------------------------------|--------------------------------|
| 1. 'the most wonderful aromatic fruity note' | <input type="text" value="-"/> | <input type="text" value="v"/> |
| 2. 'lighter type of coffee' | <input type="text" value="-"/> | <input type="text" value="v"/> |
| 3. 'much rounder, fuller, richer' | <input type="text" value="-"/> | <input type="text" value="v"/> |
| 4. 'the Guinness of the coffee world' | <input type="text" value="-"/> | <input type="text" value="v"/> |
| 5. 'quite acid' | <input type="text" value="-"/> | <input type="text" value="v"/> |
| 6. 'a little more acidity' | <input type="text" value="-"/> | <input type="text" value="v"/> |
| 7. 'thick and full' | <input type="text" value="-"/> | <input type="text" value="v"/> |
| 8. 'a light lager' | <input type="text" value="-"/> | <input type="text" value="v"/> |
| 9. 'not so acid and not so fresh' | <input type="text" value="-"/> | <input type="text" value="v"/> |

HOW ADVERBS ARE FORMED

Most adverbs are formed by adding **-ly** to an adjective:

useful >> usefully slow >> slowly

Note these spelling changes:

-le	becomes	-ly	-->	terrible >> terribly
-y	becomes	-ily	-->	easy >> easily
-ic	becomes	-ically	-->	tragic >> tragically

A few common adverbs have the same form as adjectives:

early far fast hard late next

*It was a **hard** decision to make. (ADJECTIVE)*

*You must work **hard**. (ADVERB)*

The adverb related to the adjective **good** is **well**:

*He's a **good** cook. (ADJECTIVE)*

*He cooks **well**. (ADVERB)*

ADVERBS OF MANNER >> How?

*The coffees will turn **slowly**.*

*We choose the standard **carefully**.*

The Adverbs of Manner tell us something extra about verbs (as if in answer to '**How?**').

ADVERBS OF DEGREE >> How much?

*Kenya coffee tends to be **quite** acid.*

*That standard we select **very** **carefully**.*

The Adverbs of Degree tell us something extra about adjectives or adverbs (as if in answer to '**How much?**').

Some adverbs of degree strengthen an adjective or adverb:

*We select it **extremely** **carefully**.*

The Adverbs of Degree tell us something extra about adjectives or adverbs (as if in answer to '**How much?**').

Some adverbs of degree strengthen an adjective or adverb:

*We select it **extremely** **carefully**.*

Others make an adjective or adverb less strong:

*It just makes it **a little** easier to register.*

QUESTION:

What is the effect of these adverbs of degree: to strengthen or to make less strong?

Much finer much more aromatic
It's fairly acid

ANSWER:

MUCH strengthens the adjectives **finer** and **more aromatic**.

FAIRLY makes the adjective **acid** less strong.

CONFUSING ADVERBS

MUCH

This adverb of degree can be used to strengthen comparative adjectives or adverbs, e.g. ***This restaurant is much more expensive. This oven cooks much less quickly.***

ABSOLUTELY

This adverb of degree has a different function from adverbs like **extremely** and **very**: it is used to emphasise adjectives or adverbs whose meaning is fixed at one end of a scale, e.g. **excellent** or **perfectly**.

Such words are fixed at the end of a good-bad scale. Their meanings cannot move up and down a scale, and cannot be **more** or **less** (unlike, for example, **cold** or **interesting**). Something is either **excellent**, or done **perfectly**, or not (whereas something can be **colder** or **less interesting**).

Similar common adjectives whose meaning is fixed at one end of scale are: **awful, complete, delicious, essential, impossible, right, unique, wrong**. So you cannot say, e.g. ~~extremely delicious~~ or ~~very impossible~~. That is NOT correct.

Other adverbs of degree that are used like **absolutely** are: **completely, entirely, totally, wholly, utterly**.

For adjectives or adverbs that can move up and down a scale (e.g. **cold, interesting, slowly**) use adverbs of degree like **extremely, really, or very**, e.g. ***It's extremely cold. It's really interesting. It's cooked very slowly.***

QUITE

The adverb **quite** can have two meanings, depending on the adjective or adverb it is used with.

1) When used with an adjective or adverb whose meaning is fixed at one end of a scale, it means **completely**, e.g. ***It's quite impossible. She sings quite perfectly.***

2) Otherwise it makes an adjective or adverb less strong, e.g. ***The menu was quite interesting. He cooks quite well.*** (But see "Cultural Note")

REALLY

In colloquial English **really** can also be used like **absolutely**, e.g. ***This cake is really delicious. The food was really awful.***

exercises Use of adverbs (I)

ACTIVITY 37: Make an adverb of manner from the adjectives on the last column and put it in a suitable place in the sentence both for normal and emphatic use. The last two sentences require only normal use. Rewrite all the new sentences in the blank spaces. Then check your answers.



1. She answered three of the four questions.

SUCCESSFUL

NORMAL USE

EMPHATIC USE

2. When he arrived, the children were playing together.

HAPPY

NORMAL USE

EMPHATIC USE

3. The kettle switches itself off after it has boiled.

AUTOMATIC

NORMAL USE

EMPHATIC USE

4. She picked up her pet rabbit.

GENTLE

NORMAL USE

EMPHATIC USE

5. They walked home and arrived in time for supper.

FAST

NORMAL USE

6. Please cook that meat.

GOOD

NORMAL USE

ACTIVITY 38: Complete this extract by choosing from the menus the correct adverb of degree. Then check your answers.

I'm sorry you couldn't come to the picnic on Saturday. The weather was cold but we kept warm thanks to Sofia's delicious homemade soup. The picnic basket was heavy on the way there, but it was lighter when we carried it home!! As it was cold and the beach was deserted, we played games energetically - and more noisily than usual!

ACTIVITY 39: Rewrite these sentences in the blank spaces putting the words in normal sentence order and **paying close attention to the position of adverbs**. Then check your answers.



1. this morning / your coffee / very / drank / you / in the canteen / fast

2. delicious food / last week / had / really / in that / some / Hungarian restaurant / Laura and I

3. extremely / there / can buy / cheaply / everywhere / you / bananas

4. fry / they / quickly / over a high flame / fairly / vegetables

5. on two slices of bread / thickly / spread / jam / he / quite

6. burnt / the whole dinner / was / completely / unfortunately

7. finely / can grind / you / coffee beans / more / in an electric grinder / much

8. well-known / Australian wine / less / than Californian / slightly / is

ACTIVITY 40: Complete each sentence with the best alternative from the menus. Then check your answers.

1. Be as as possible in the shower.
2. Luis Carlos made the sandwiches .
3. I can't hear what you're saying. Please speak more
4. That music is too .
5. Are you all right? You look this morning.
6. Oh, I've spilt the soup. I'm sorry!
7. I feel in a mood after a large meal,
8. She cooks , like her grandmother Marissa.
9. Is Mariana ill? I haven't seen her .
10. Manuel is for lunch again!!
11. If you try , you'll succeed in your FCE exam.
12. Aren't you hungry? You've eaten anything today.