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GRAMMAR FOR IELTS

Adverbs

ADVERBS OF TIME

EXPLANATION

- **ADVERBS OF TIME** tell us when something happens or for how long it happens.
- **ADVERBS OF TIME** can go at the beginning, in the middle or at the end of a sentence.
- There are short **ADVERBS OF TIME** such as **yesterday, now** and **soon**.
- We can also use longer prepositional phrases as **ADVERBS OF TIME**. These include **during the past few decades, since time immemorial, immediately after the outbreak of the war**.

ADVERBS OF TIME

These adverbs and prepositional phrases often go at the end of a sentence:

- I am convinced that we will learn how to tackle the issue of mental health **eventually**.
- Nuclear missiles were first used in 1945. Mercifully, none have been used **since then**.
- Pupils are usually punished if they come to class **late**.
- Driverless cars will certainly appear on our roads **quite soon**.
- I will be with you **shortly**.
- The strategy has not really worked **yet**.

ADVERBS OF TIME

These adverbs and prepositional phrases often go at the end of a sentence:

- The way we live has changed enormously **over/during the past couple of decades**.
- Troublingly, the five hottest temperatures on our planet have all been recorded **since the turn of the century**.
- I would like you to finish that report **as soon as possible**.
- We won't be able to move to France **until the end of March at the earliest**.
- I only moved in to my new house **the day before yesterday**.

ADVERBS OF TIME

Adverbs of time and prepositional phrases referring to time can go at the beginning of a sentence (usually followed by a comma) when we want to emphasise the time:

- **Over recent decades,** the number of adults choosing to live on their own has shot up.
- **Over/During the past few decades,** there has been a gradual upward trend in the amount of water consumed.
- **Recently,** there has been a surge in the number of migrants trying to enter Europe.
- **Eventually,** I hope to become a millionaire.

ADVERBS OF TIME

- **Ever since social media began to dominate our lives**, there has been an intense debate about fake news.
- **Since the beginning of recorded time**, humans have fought each other over scarce resources such as land and food.
- **In the seventeenth and eighteenth centuries**, there were significant social and political changes which made it far easier for would-be industrialists to prosper.
- **Before the outbreak of World War 2**, diplomats spent a great deal of time and effort trying to agree a treaty which would enable the conflict to be avoided.

ADVERBS OF TIME

- **Prior to the development of antibiotics,** thousands of patients died from medical conditions which could now be cured with a series of simple injections.
- **After the terrorist attack on The World Trade Centre,** The United States and its allies radically changed their foreign policies.
- **Since the development of the smartphone,** our lives have changed immeasurably.
- **In this current era of globalisation,** individuals and weaker countries can find themselves exploited by the more economically powerful.
- **In the foreseeable future,** the way we live may completely change.

ADVERBS OF TIME

Some adverbs of time can be placed after an auxiliary verb:

- It **will soon** be impossible to prevent cataclysmic climate change.
- We **might eventually** understand everything.
- The situation **has recently** changed.
- We **have just** managed to work out what happened.
- I **have already** eaten three hamburgers and a couple of kebabs.

ADVERBS OF TIME FOR IELTS ACADEMIC WRITING TASK 1

Adverbs and prepositions of time are useful in IELTS Writing Task 1:

- At the beginning of the period under discussion, wages in all seven countries were comparatively low.
- In the middle of the period described by the data, income levels began to drop noticeably.
- Towards the end of the twenty-year period being discussed, the cost of living stabilised.
- In the earlier/latter part of the time period being discussed, wages remained relatively low.
- By the end of the period referred to in the chart, salaries had almost doubled in real terms.



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GRAMMAR FOR IELTS

Adverbs

ADVERBS OF PLACE

EXPLANATION

- **ADVERBS OF PLACE** tell us about the location of the action of a verb. The adverb can tell us about the position, movement, distance or direction of the action.
- **ADVERBS OF PLACE** do not usually tell us about **ADJECTIVES** or other **ADVERBS**.
- There are short **ADVERBS OF PLACE** such as **upstairs**, **here** and **away**. We can also use longer prepositional phrases as **ADVERBS OF PLACE**. These include **in classrooms everywhere, at the top of the mountain, in many developed countries, at The South Pole**.

ADVERBS OF PLACE

We usually put adverbs of place after verbs which do not have an object (intransitive verbs):

- These days, many thousands of people **live** and **work abroad**.
- People who **work outside** are often happier than those who **work indoors**.
- We need to understand that the problem of poverty does not just **exist far away**. It also **exists here**.
- When you called I **was upstairs**.
- Many people no longer want to **live here/there**.
- She has decided to **go away** for a few days.

ADVERBS OF PLACE

We usually put adverbs of place after verbs which have an object (transitive verbs) and after the object:

- We can **see inequality** almost everywhere.
- I **left my keys** at home / in the office.
- Being rude to people will **get you** nowhere.
- I **met him** there last week.
- We **bumped into each other** here the last time I visited.
- I **looked for you** upstairs and downstairs.
- I've been waiting for **you** outside.

ADVERBS OF PLACE

It is possible to put prepositional phrases which work like adverbs of place at the end of a sentence:

- Prices have risen **in nearly all European countries**.
- Security measures have been improved **at airports and other transport hubs around the world**.
- I would like a job **somewhere in South America or The Caribbean**.
- People take their holidays **at sea-side resorts, by the lake or even in the mountains**.
- The Olympic Games usually take place **in major cities**.

ADVERBS OF PLACE

Prepositional phrases which work like adverbs of place can go at the beginning of a sentence (for emphasis). They are used with a comma:

- **Throughout the industrialised/developed/developing world,** there have been substantial changes over the past few decades.
- **In almost every corner of the globe,** technology has had an impact on human life.
- **In some of our planet's poorest urban areas,** life expectancy is significantly lower than it should be.
- **In schools and colleges all over the planet,** children are being taught in ways which do not match their learning styles.
- **In parts of sub-Saharan Africa,** famine and drought continue to blight the lives of ordinary people.

ADVERBS OF TIME AFTER ADVERBS OF PLACE

When we have adverbs or prepositional phrases of place and time in the same sentence, we often put **place** before **time** at the end:

- People have been living **in this region** **since time immemorial**.
- Many people attend classes **at college** **during the weekend**.
- I first met her **at your house** **about six months ago**.
- We've been thinking about opening a hotel **in the north of Spain** **at the beginning of next year**.
- I would love to go **to Australia** **for a month or two during the winter**.



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GRAMMAR FOR IELTS

Adverbs

ADVERBS OF FREQUENCY

EXPLANATION

- **ADVERBS OF FREQUENCY** are very common.
- They include words/phrases like **almost invariably, nearly always, frequently, generally, sometimes, hardly ever, almost never.**
- They tell us how often something happens.
- They need to go in the correct position in a sentence.

ADVERBS OF FREQUENCY: EXAMPLES

- Siblings **almost always** complain about each other's behaviour.
- Children who are praised and shown unconditional love **almost invariably** grow up to be emotionally mature and balanced.
- Teenagers **generally/usually/normally** struggle to get out of bed in the morning.
- International tourists **regularly** visit sites of tremendous cultural or historic significance without fully appreciating them.
- Chief Executives **relatively often** retire early due to the excessive amounts of stress associated with their work.
- Teachers **occasionally** feel that they have no choice but to give a detention to a student who has been behaving inappropriately.

POSITON OF **ADVERBS OF FREQUENCY**

Adverbs of frequency usually go in front of the main verb:

- Young children **almost invariably/always** **believe** what their parents tell them.
- Students **quite frequently** **fail** to appreciate how hard it is to be a parent.
- I **often** **wonder** whether other people are really happy.
- I **sometimes** **ask** my friends to lend me money.
- Most of us **occasionally** **tell** lies in order to protect ourselves.
- Adolescents who **only occasionally** **attend** class are likely to be given an official warning by the school authorities.

POSITION OF **ADVERBS OF FREQUENCY**

Adverbs of frequency usually go after the verb **to be**:

- The weather in winter **is** **nearly always** colder than in summer.
- I **am** **frequently** surprised to see people throwing litter.
- People who **are** **generally/usually/normally** on time dislike others arriving late.
- Teenagers **are** **sometimes** bored in class and resort to day-dreaming or behaving badly.
- Although most people **are** **hardly ever** bored, some appear to experience this emotion almost permanently.
- Some teachers believe that they **are** **virtually/practically/almost never** wrong.

POSITION OF **ADVERBS OF FREQUENCY**

Adverbs of frequency usually go after the first auxiliary verb:

- There **has** **always** been a huge gap between wealthy people and those who struggle to make ends meet.
- I **have** **frequently** been told that I am quite an annoying person.
- If you **have** **never** lived in a foreign country, you may struggle to understand how debilitating culture shock can be.
- I believe that we **should** **sometimes** try to be a little kinder and more considerate.
- I **do** **sometimes** buy more expensive food because I believe the quality will be better.

EXPLANATION

- There are other **ADVERBS OF FREQUENCY** which refer to a definite frequency such as **once a month** or **annually**.
- These **ADVERBS OF FREQUENCY** almost never go in the middle of a sentence. They are usually put at the end and can sometimes go at the beginning if you want to emphasize them.

POSITON OF **ADVERBS OF FREQUENCY**

It is normal to put these adverbs at the end of a sentence or clause:

- Those who are released early from prison are expected to meet with a social worker **once a week/month/year**.
- Unless you study English **four or five times a week**, you probably won't see much progress.
- Some plants only flower **once every two years**.
- The competition takes place **annually**.

POSITION OF **ADVERBS OF FREQUENCY**

- I believe that parents should spend quality time with their children **every evening**.
- We should all try to do exercise **as often as possible**.
- I eat fast food **once in a while**. (This is an informal phrase which means 'occasionally')
- I only buy new clothes **once in a blue moon**. (This is an informal idiomatic phrase which means 'very occasionally')
- I eat chocolate **every now and then**. (This is an informal phrase which means 'occasionally')

POSITION OF **ADVERBS OF FREQUENCY**

It is possible to put these adverbs at the beginning of the sentence for emphasis:

- **Twice a month** prisoners are allowed to have visitors.
- **Every morning** I have exactly the same things to eat.
- **Once or twice a week** I go running.
- **From time to time** stories appear on websites about the inappropriate behaviour of celebrities.
- **Every now and then** we get an incredibly hot summer.
- **Once in a while** I go fishing.



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GRAMMAR FOR IELTS

Adverbs

ADVERBS OF MANNER

EXPLANATION

- There are many **ADVERBS OF MANNER**.
- They give information about how something is done or how an action happens.
- **ADVERBS OF MANNER** often end in **-ly**.
- Examples include **secretly, foolishly, diligently, slowly** and **quietly**.

ADVERBS OF MANNER: EXAMPLES

- It is vital to prepare **diligently** for an exam. Those who fail to take exam preparation **seriously** tend to fail.
- Those who fail to drive **carefully** are far more likely to be involved in accidents.
- Students who do not behave **appropriately** in class are often expelled.
- Businesspeople who can **skilfully** and **successfully** negotiate deals for their companies are highly prized.
- I would **happily/willingly** lay down my life for the defence of my homeland.
- She speaks French incredibly **well**.

POSITION OF **ADVERBS OF MANNER**

If there is a direct object, adverbs of manner usually follow it:

- We need to deal with **this problem** **speedily/quickly/rapidly**.
- Although some children attend **school** **willingly**, others do so far more **reluctantly**.
- Most students complete **the test** **easily**.
- When you get there, open **the door** **carefully** and **slowly**. Open **the window** **cautiously** as it's a bit broken.
- **Youngsters** who are treated **harshly/badly** are unlikely to make progress at school. **(This is a passive sentence)**

POSITION OF **ADVERBS OF MANNER**

If there is no direct object, adverbs of manner usually follow the verb:

- Some policies **work** **successfully**.
- I believe that this approach **would work** **well**.
- I'm afraid he **reacted** **furiously/angrily**.
- We **need to study** **diligently/hard**.
- It is important **to work** **effectively/efficiently**.
- My daughter **danced** **beautifully** at the concert. Unfortunately, some of the other performers **sang** **dreadfully/awfully/terribly**.

ADVERBS OF MANNER

Some adverbs of manner have the same form as the adjective:

- It is vital to work **hard** if you want to succeed. (adjective: **a hard/difficult choice**)
- You will definitely need to get there **early** to avoid the queues. If you arrive **late**, I don't think you will get in. (adjective: **I'm sorry I'm early/late**)
- It is important not to drive **fast** in rainy conditions. (adjective: **a fast car**)

ADVERBS OF MANNER

We do not use adverbs of manner after linking verbs such as **to be, to appear, to seem, to get/become, to taste, to smell, to look**:

- That new car of yours **is** wonderful.
- Most of the participants **looked** quite bored.
- She **seemed/appeared** happy but when she spoke she **sounded** really angry.
- I **got/became** completely disillusioned with the whole thing.
- Your proposal **sounds** extremely interesting.
- That cake **tastes** absolutely fantastic even though it **smells** odd.

ALTERNATIVES TO **ADVERBS** OF **MANNER**

We can use **with + noun** to describe manner:

- Teachers have to try to deal with badly-behaved students **with patience** rather than **with frustration** or **annoyance**.
- Many students only pass school-leaving exams **with tremendous difficulty**, though some seem to do it **with great ease**.
- We need to deal with the situation **with great care**.
- It is **with great pleasure** that I write to offer you the job.

ALTERNATIVES TO **ADVERBS** OF **MANNER**

If the adjective form ends in **-ly**, we usually use the phrase **in a + adjective + way/manner/fashion**:

- It is essential that neighbouring nations try to co-exist **in a friendly way/manner/fashion**.
- All of the children behaved **in a lovely way** at the party.

This structure can be used with other adjectives:

- Students who behave **in an unacceptable manner/way/fashion** towards others in the classroom or the playground may need support rather than punishment.
- Staff who behave **in an inappropriate manner/way/fashion**, such as insulting students or swearing at them, may well be dismissed.

ALTERNATIVES TO **ADVERBS** OF **MANNER**

We can use **like** to express manner:

- She just cried **like a baby**. It was awful!
- She can run **like a hare**. It's very impressive!
- You eat **like a pig**! It's absolutely disgusting.
- This vegetarian option tastes/smells **like meat**.
- Her hands felt **like ice**!



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GRAMMAR FOR IELTS

Adverbs

ADVERBS OF DEGREE

EXPLANATION

- There are many **ADVERBS OF DEGREE**. They show the intensity, extent or degree of the **VERB, ADJECTIVE** or **ADVERB** which they are connected with.
- Using **ADVERBS OF DEGREE** well can make your writing and speaking more complex, precise and specific.
- Some **ADVERBS OF DEGREE** such as **enough, too, and indeed** work in special ways.

ADVERBS OF DEGREE: EXAMPLES

- It is **absolutely** vital that we take this matter seriously.
- I am **awfully/terribly** sorry to hear that you have been seriously ill.
- According to the statistics, **almost/nearly** eighty percent of adults would like to retire early.
- **Barely** a third of those eligible to vote actually did.
- I **completely** disagree with the suggestion that girls and boys should be educated separately.
- The argument that zoos should be kept open to protect animals is **deeply** flawed.
- It would be **decidedly** difficult to change the situation.

ADVERBS OF DEGREE: EXAMPLES

- It would be **enormously** beneficial if you could give some feedback.
- I **entirely** approve of your actions.
- It is **extremely** disappointing that so little has been done to tackle global inequality.
- It would be **fairly** difficult to study two courses at the same time.
- Although I am **fully** aware of the seriousness of the situation, I feel that taking action would probably be counterproductive.
- I **greatly** admire people who are self-confident and self-sufficient.
- It is **highly** unlikely that governments will pass laws making smoking completely illegal.

ADVERBS OF DEGREE: EXAMPLES

- I'm afraid there is **hardly** any chance that you will pass the exam.
- It is **incredibly** important that we ensure the survival of minority languages.
- It is **just** possible that we will succeed.
- It would be **ludicrously/preposterously** difficult to learn to speak every European language.
- Buying a house is only **marginally/slightly** more expensive than buying a flat, according to the figures presented.
- Unfortunately, it will be **practically** impossible for me to get there on time. I have another meeting starting ten minutes earlier.

ADVERBS OF DEGREE: EXAMPLES

- It is **rather** worrying that so few people seem to read books nowadays.
- It was a **really** amazing experience.
- It is **relatively** hard to understand complex mathematical equations.
- I am **reasonably/quite** optimistic about our chances of success.
- The idea that we could all live on the moon is **scarcely** credible.
- For many, travelling by plane is **simply** too expensive.
- The chart indicates that temperatures in May are **significantly/markedly/notably** higher than those in January.
- The issue is **somewhat** complicated by the number of participants.

ADVERBS OF DEGREE: EXAMPLES

- It would be **so** easy to make society a little bit fairer.
- It certainly isn't **so** important to be rich.
- I **thoroughly** agree with the suggestion that children should be taught how to deal with money.
- It would be **utterly/totally** pointless/futile to resign over this issue.
- It seemed **very** cold when I went out this morning.
- It would be **virtually** impossible for humans to live on the planet Mars.
- I **wholeheartedly/vehemently** believe in freedom of speech.

ADVERBS OF DEGREE USED WITH COMPARATIVE FORMS

Some adverbs of degree are used with comparative forms:

- Temperatures in June were **slightly/marginally higher** than in May.
- Car sales tend to be **a bit / a little bit lower** in the winter.
- The amount of electricity used will be **moderately higher**, according to the forecast.
- The cost of flying is **significantly/considerably higher** than the cost of taking the train.
- It is **far more interesting** to play than to study.
- We finished **far sooner** than we expected
- I feel **a lot better** than I did.

ENOUGH

Enough can be an adverb of degree. It can give us information about adverbs and adjectives. It is placed after the adverb or adjective it refers to:

- You should be able to work in the library. It is usually **quiet enough**.
- I don't think any of us would be **stupid enough** to email our bank details to a complete stranger.
- I thought I had worked **hard enough** to pass the exam so I was really disappointed with the result.
- The children were playing **happily enough** when I arrived.

TOO

Too can be an adverb of degree. It can give us information about adverbs and adjectives. It is usually placed before the adjective or adverb:

- It would be **too difficult** to climb that mountain without oxygen.
- The questions were generally **too complicated** for the children.
- They were speaking **too quietly** and nobody could hear them.
- There is often **too much noise** to have a proper conversation.
- If **too many students** apply for places on the course, some will not be able to attend.
- There is **too little time** and there are **too few opportunities**.

INDEED

Indeed can be an adverb of degree. It can be used to emphasize information. It often goes after the adjective or adverb it refers to:

- Many people are very poor **indeed**.
- I think the advice you gave me might turn out to be very valuable **indeed**.
- They worked very hard **indeed**.
- We were very tired **indeed** when we finally got there.

Indeed can confirm what has already been said/thought:

- It is **indeed** difficult to understand why so many people still seem not to care about the environment.
- The economy does **indeed** require a great deal of investment.



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GRAMMAR FOR IELTS

Adverbs

ADVERBS OF DEGREE (AND
GRADABLE AND NON-
GRADABLE ADJECTIVES
AND ADVERBS)

EXPLANATION

- There are many **ADVERBS OF DEGREE**. They show the intensity, extent or degree of the **VERB, ADJECTIVE** or **ADVERB** which they are connected with.
- Some **ADVERBS OF DEGREE** are **GRADABLE**. They are used with **GRADABLE ADJECTIVES** (such as **cold**), which can refer to variations and different levels.
- Some **ADVERBS OF DEGREE** are **NON-GRADABLE**. They are used with **NON-GRADABLE ADJECTIVES** (such as **freezing**), which describe absolute qualities. These qualities cannot change or be compared.

GRADABLE ADVERBS

- **extraordinarily/extremely/immensely/incredibly/dreadfully difficult**
- **very/highly/hugely improbable**
- **somewhat/rather/quite/relatively/reasonably/moderately tricky**
- **slightly/hardly/scarcely/barely believable**
- **a bit / a little bit / a tiny bit worrying**

(These adverbs can be used with adjectives such as **important; useful; beneficial; advantageous; helpful; positive; worrying; concerning; troubling; problematic; sad; bad; good; difficult; tricky; hard; tiring; boring; likely; unusual; doubtful; successful; reasonable**)

NON-GRADABLE ADVERBS

- **absolutely** right
- **entirely** mistaken
- **utterly** wrong
- **completely** inappropriate
- **totally** misunderstood

(These adverbs can be used with adjectives such as **awful; terrible; unbearable; dreadful; indefensible; outrageous; disgusting; unacceptable; disastrous; devastating; catastrophic; cataclysmic; horrific; terrifying; shocking; unimaginable; incomprehensible; distraught; tremendous; wonderful; superb; stunning; magnificent; spectacular; breath-taking; fantastic; amazing; marvellous; overjoyed**)

GRADABLE ADJECTIVES

- For children to be good at mental arithmetic is, in my view, **extremely** important/useful/beneficial/advantageous/helpful/positive.
- Gifted linguists usually assert that mastering a new language is **extremely** easy/simple. However, those less skilled in languages often find this task **rather/relatively/quite** difficult/tricky.
- Those who have never spent much time in the countryside would perhaps find hiking in the mountains both **very** tiring and **awfully** boring.
- The fact that so many children have diets containing only tiny quantities of fruit and vegetables is, as far as I am concerned, **quite** worrying/concerning/troubling/problematic/sad/bad.

GRADABLE ADVERBS

- It is **extraordinarily difficult** to explain complex scientific theories to those with limited scientific education.
- It is **extremely doubtful** whether preventing fast-food manufacturers from advertising online would lead to a reduction in childhood obesity.
- The Indian economy has been **spectacularly successful** over the past few years.
- It is **immensely sad** that so many families abandon their pets instead of looking after them properly.

GRADABLE ADVERBS

- It is **highly likely** that robots will soon be used to do the domestic chores which so many of us detest.
- It is **very unusual** these days to find youngsters with the ability to concentrate for long periods of time. This is almost certainly related to modern technology and the fact that we are encouraged only to look at things for short periods.
- Reality television, soap operas and chat-shows full of celebrity gossip are **hugely popular**. It is **somewhat worrying** that so much of the general public finds this type of broadcast entertaining.
- It is **somewhat difficult** to believe that alcohol actually has a positive effect on those who drink it.

GRADABLE ADVERBS

- These days, it is **rather unusual** to find young children who appreciate the natural world: the vast majority of schoolchildren would prefer to be staring at a smartphone screen rather than enjoying the countryside.
- It is **quite worrying** to see so many youngsters apparently addicted to social media.
- It can be **relatively tricky** for older people to remember facts.
- It is **reasonably hard** for those without their own car to travel around some of our major cities: public transport tends to be limited and unreliable.

GRADABLE ADVERBS

- It is **moderately difficult** to successfully change nationality.
- I am of the opinion that it is **slightly unfair** to expect migrants to adopt all of the cultural practices and traditions found in the country they have moved to. They should be entitled to hold onto the customs of their homeland.
- The ideas put forward are **scarcely credible**.
- It seems **hardly reasonable** to expect anyone to continue working beyond the age of seventy. Most individuals who reach this age are ready for a well-earned retirement.

NON-GRADABLE ADJECTIVES

- **Absolutely awful/terrible** problems confront many living in the poorest regions of the world: they have to deal with drought, famine, armed conflict and poverty.
- We should be grateful for the development of anaesthetics. Before their introduction, the pain which patients experienced during operations must have been **utterly unbearable/dreadful/intolerable**.
- Sexism and racism are, as far as I am concerned, **utterly indefensible/outrageous/disgusting/unacceptable**.

NON-GRADABLE ADJECTIVES

- The earthquake which struck Haiti a few years ago was **completely disastrous/devastating/catastrophic/cataclysmic** for the island. Thousands were killed and the survivors had to move into poor-quality temporary accommodation because their properties had been destroyed.
- Being mugged in the street at knife-point or gun-point must be **utterly horrific/terrifying**. It is likely to leave a victim with serious psychological scars.
- It is **absolutely shocking/mortifying** to think that perhaps a dozen countries in the world possess enough nuclear weapons to completely destroy our species.

NON-GRADABLE ADJECTIVES

- The problems facing children living on the streets are **absolutely unimaginable/incomprehensible** for those of us who enjoyed a relatively comfortable upbringing.
- Most of us would be **entirely distraught** if doctors informed us that we were suffering from an incurable or terminal illness.
- Most of the volunteers working for aid agencies and non-governmental organisations in the developing world are **absolutely tremendous/wonderful/superb**. They have often given up an easy and comfortable life in order to help the planet's most vulnerable and needy individuals.

NON-GRADABLE ADJECTIVES

- Switzerland has developed a reputation as an unrivalled tourist resort partly due to its **utterly stunning/magnificent/spectacular/breath-taking** scenery.
- We should never forget the **absolutely fantastic/amazing/awesome/marvellous** work of organisations like The International Red Cross and MSF. Their volunteers save lives without any regard for their own safety.

NON-GRADABLE ADJECTIVES

- Anyone winning a huge amount of money on a national lottery should, one would think, feel **absolutely ecstatic/overjoyed/delirious**. Yet research into the lives of individuals who have suddenly become spectacularly wealthy suggests that their good fortune does not tend to lead to greater happiness.
- The development in the economy of South Korea has been **utterly remarkable/astonishing/unbelievable/staggering**. The country was one of the world's poorest just a few decades ago, yet it has transformed itself into one of the planet's most advanced technological nations.

NON-GRADABLE ADJECTIVES

- It is, from my perspective, **utterly ridiculous/ludicrous/nonsensical** to believe a single word which any politician says.
- Some say that it is **entirely pointless** to attempt to rehabilitate violent criminals.
- I believe that wealth is **entirely worthless**. Those who strive to become rich are wasting their time and energy.
- It is sometimes said that laughter is the best medicine. Watching an **absolutely hilarious** comedian can certainly help us to forget our troubles.

NON-GRADABLE ADJECTIVES

- The negative attitudes which many hold towards foreigners are **utterly bizarre/inexplicable** as far as I am concerned.
- Most of us would agree that our sight and hearing are **absolutely priceless/invaluable**.
- Anyone doing a job which they find menial, pointless, **utterly tedious** or **absolutely exhausting** is likely to become **completely miserable**.
For such individuals, the only option is probably to find an alternative job.

NON-GRADABLE ADJECTIVES

- Although it is easy to condemn theft, I suppose that if I was **absolutely starving** I would be willing to steal food.
- I imagine that climate and temperature affect a person's character. If you are living in a country where it is **absolutely boiling** or **absolutely freezing** every day, you will probably behave differently from individuals inhabiting countries with more moderate climates.

NON-GRADABLE ADVERBS

- I strongly believe that it is **entirely wrong** to eat meat. Anyone who is not a vegetarian, as far as I am concerned, is little better than a murderer.
- It is **totally inappropriate** to steal. There is absolutely no justification for taking another person's possessions without permission.
- I find it **utterly ridiculous** that children at school are not generally taught more about the world's religions. Making sure that future generations understand belief systems from around the globe would surely lead to greater tolerance and less conflict.

NON-GRADABLE ADVERBS

- Expecting undergraduates to pay for their university education is, in my opinion, **absolutely ludicrous**. This approach will only lead to less well-off students preferring not to apply, even when they are extremely gifted and would do exceedingly well.
- Clearly, it would be **completely counterproductive** to give every citizen a gun to defend themselves with. This would, in all likelihood, lead to a rise in the number of fatal shootings.

GRADABLE AND NON-GRADABLE ADVERBS

Some adverbs can be used with gradable and non-gradable adjectives:

- The difference is **really/pretty** important.
- Understanding the figures is **really/pretty** vital.
- It would be **quite/fairly** silly to invest in a company with no track record of success.
- It would be **quite/fairly** ridiculous to attend a cocktail party with your swimwear on.



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GRAMMAR FOR IELTS

Adverbs

ADVERBS WHICH AFFECT
THE WHOLE SENTENCE:
COMMENT

EXPLANATION

- Many ADVERBS (and prepositional phrases which work like adverbs) often go at the beginning of a sentence because they give information about the whole sentence.
- These ADVERBS are usually followed by a comma.
- COMMENT ADVERBS can be used to describe levels of certainty, to indicate judgements and to indicate attitudes.

COMMENT ADVERBS: CERTAINTY

These adverbs can often go at the beginning of a sentence or in the middle position (before a main verb; after the verb to be; after a first auxiliary verb). Occasionally, they can go in end position:

- **Clearly/Evidently/Obviously**, steps must be taken to deal with this concerning development.
- **Perhaps** he had his mind on other things.
- **Apparently/Presumably**, he was absolutely furious when he came in.
- She was **seemingly** extremely understanding.
- The main causes of petty crime are **undoubtedly/certainly/probably/possibly** deprivation and boredom.

COMMENT ADVERBS: JUDGING

These adverbs can be used to say what we think about other people's actions. Sometimes, we can comment on our own actions:

- **Foolishly**, many young people take up smoking.
- **Rather stupidly**, I took his advice.
- **Generously/Kindly**, she offered to let me stay for a couple of weeks.
- **Bravely**, I agreed to take charge of the project.
- **Rather unwisely**, I agreed to go to his stag-party.
- **Rightly or wrongly**, I gave him another chance.
- **Mistakenly in my view**, many cities would like to host major international sporting events.

COMMENT ADVERBS: INDICATING ATTITUDE

These adverbs can be used to give our opinion or express our feeling about the information in the sentence:

- Global temperatures remained relatively constant throughout the first eight decades of the twentieth century. **Frighteningly/Alarminglly**, there was a huge and unexpected rise in the figures from around 1980.
- Research indicated that fish stocks in parts of The North Atlantic fell during the latter part of the twentieth century. **Astonishingly/Surprisingly/Perplexingly/Astoundingly**, there are signs that the number of fish is on the increase again.

COMMENT ADVERBS: INDICATING ATTITUDE

- **Amazingly/Unbelievably/Incredibly**, the population of the city has more than quadrupled over the past twenty years.
- **Disappointingly/Worryingly/Sadly**, the amount of plastic in our oceans continues to rise, causing untold damage to marine life.
- **Fortunately/Happily/Thankfully**, the percentage of the population living in poverty is now significantly lower than it was a couple of decades ago.



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GRAMMAR FOR IELTS

Adverbs

ADVERBS WHICH AFFECT
THE WHOLE SENTENCE:
STANDPOINT AND FOCUS

EXPLANATION

- Many ADVERBS (and prepositional phrases which work like adverbs) often go at the beginning of a sentence because they give information about the whole sentence.
- These ADVERBS are usually followed by a comma.
- STANDPOINT ADVERBS can be used to explain which features of a situation are being described or whose perspective/position/viewpoint we are writing from.
- FOCUS ADVERBS tell the reader about the most important part of what we want to say.

STANDPOINT ADVERBS

These adverbs tell the reader what features of a situation are being described:

- **Technologically**, our society is incredibly advanced.
- **Physically**, most youngsters appear quite healthy. **Emotionally** or **mentally**, many are extremely fragile.
- **Politically/Economically/Morally/Environmentally**, this decision seems entirely misguided.
- **Medically**, the advances we have made have been spectacular.
- **In terms of the environment**, proposals to halve the number of coal-fired power-stations make sense.

STANDPOINT ADVERBS

- **Economically speaking**, cutting taxes and increasing government spending could be catastrophic.
- **From an economic perspective**, making so many workers redundant makes sense. However, **politically**, it would be a terrible move and would lead to the government being incredibly unpopular.
- **From an environmental viewpoint**, the policy of cutting down rainforest to create farmland makes absolutely no sense whatsoever.
- **From an ethical standpoint**, refusing to allow starving migrants to enter your country is unacceptable.

STANDPOINT ADVERBS

- **Outwardly**, this seems like an excellent suggestion. However, closer inspection reveals it to be somewhat misguided. (**outwardly** = on the surface; at first sight; without considering the matter deeply)
- **Ideally**, every single person would have access to clean drinking water. However, **in the real world**, this is far from what happens.
- **Theoretically**, it should be possible for us to colonize other planets within the next two centuries. **Practically**, this is unlikely to happen for some time.

STANDPOINT ADVERBS

These adverbs can give the opinion of the speaker/writer or of others:

- **Personally**, I would ban smoking altogether.
- **In my view**, the proposal makes no sense.
- **As far as I am concerned**, this view is preposterous.
- **As far as farmers are concerned**, reducing the effects of climate change should be a top priority.
- **In the view of experts**, the current situation is unsustainable.
- **From the perspective of children**, homework often seems pointless.

FOCUS ADVERBS

These adverbs emphasize or focus on the most important part of what we want to say/write:

- Some argue that having a minimum wage is actually detrimental. **Specifically / In particular**, they claim that it leads to companies making staff redundant as a result of rising labour costs.
- **Particularly/Especially** in areas of heavy industry, air quality is now so poor that it leads to an estimated half a million premature deaths each year.

We can also use adverbs to indicate that we are not focussing:

- **Generally speaking**, older people tend to be quite frail and can easily be hurt.



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GRAMMAR FOR IELTS

Adverbs

ADVERBS WHICH AFFECT
THE WHOLE SENTENCE:
CONNECTING IDEAS

EXPLANATION

- Many **ADVERBS** (and prepositional phrases which work like adverbs) often go at the beginning of a sentence because they give information which connects the sentence to the previous sentence, or to the whole text.
- These **ADVERBS** are usually followed by a comma.
- These **ADVERBS** sometimes **put ideas/events in order** or **show us how ideas are connected**.

ADVERBS TO ORDER EVENTS

We can often use adverbs or prepositional phrases to show the time relationship between different events. These words/phrases often go at the beginning of a sentence, followed by a comma:

- **At the beginning of the process**, vegetables are dug up. **Immediately after that**, they are transported to a factory. **Then**, they are frozen. **Next**, they are packaged. **Straight after that**, they are transported to storage warehouses. **Towards the end of the procedure**, the vegetables are sent to supermarkets and purchased by consumers. **Lastly / Finally / Right at the end of the process**, the products are cooked and eaten.

ADVERBS TO ORDER EVENTS

We can often use adverbs or prepositional phrases to show the time relationship between different events. These words/phrases often go at the beginning of a sentence, followed by a comma:

- **Prior to the discovery,** many patients died of the disease.
- **Before the operation,** patients have to sign a consent form.
- Plans for the new building are drawn up. **At the same time,** contractors are contacted and prices are obtained.
- Students are asked to write down the names of every American state they know. **Simultaneously,** they are told to sing their national anthem.

ADVERBS TO ORDER IDEAS

Adverbs and other phrases list/connect points, arguments or ideas:

- There are several reasons why living in a city can be stressful. **Firstly**, there is often a great deal of noise. **Secondly**, overcrowding tends to be a problem. **Finally**, good-quality housing, education and healthcare is sometimes unavailable.
- Children should not be allowed to spend too much time online for a number of reasons. **First and foremost**, it will distract them from important schoolwork. **In addition / Additionally**, they may see inappropriate material, especially if unsupervised. **What's more / Furthermore**, staring into a brightly-lit screen for hours on end can certainly affect a youngster's eye-sight. **Lastly / Last but not least**, this is a solitary and anti-social activity.

ADVERBS TO CONNECT IDEAS

Adverbs and prepositional phrases can be used to refer to a result:

- Corruption and nepotism are rife in many parts of the world. **As a result**, large numbers of citizens have no faith whatsoever in their political leaders.
- Levels of obesity in the western world have rocketed over the past couple of decades. **As a consequence**, governments now have to invest significantly larger amounts in healthcare than previously.
- The river has flooded on several occasions recently. **Consequently**, many local residents have tried to sell their properties but there are very few prospective buyers.

ADVERBS TO CONNECT IDEAS

Adverb phrases can refer to contrasts/comparisons:

- The price of meat and other foodstuffs has risen. **However**, the amount of meat bought has remained relatively constant.
- Living standards have fallen significantly over the past couple of decades. **Nevertheless/Nonetheless**, the numbers of migrants wanting to re-locate to this region have continued to soar.
- In Saudi Arabia, house prices have risen sharply. **In (sharp) contrast / Contrastingly**, in Denmark they have fallen by a huge amount.
- Most young adults have huge hopes and ambitions for the future. **In comparison**, those approaching middle-age often feel a sense of frustration and pointlessness.

ADVERBS TO CONNECT IDEAS

Adverbs can be used to refer to things which are similar:

- Riding a motorbike is one of the most dangerous activities which humans regularly undertake. **Similarly / In a similar way**, going onto the roads on a bicycle can be fatal: statistics suggest that a large proportion of all cyclists have had serious accidents or collisions.
- In West Africa, the population has soared as the death rate falls but the number of births remains high. **Likewise**, in the north of the continent, individuals are living longer and the birth rate continues to be high. The consequent population surge troubles those planning for the region's future.

ADVERBS TO CONNECT IDEAS

Adverbs and prepositional phrases can be used to give examples:

- **Government economic policy could make a real difference to those living below the poverty line. This could, in turn, increase general prosperity. For example,** if the amount of taxation paid by those on lower incomes was reduced further, they would have the ability and opportunity to spend more, which would provide an overall boost to the economy.
- **Disabled people often feel discriminated against. For instance,** they may find it harder to get a job. In some cases, employers are reluctant to recruit wheelchair-users, blind or deaf people, or those with a mental or emotional difficulty.

ADVERBS TO CONNECT IDEAS

Adverbs and prepositional phrases can be used to summarise:

- **In conclusion**, it is clear that reducing the level of obesity would have only a positive effect. There would be no negative consequences whatsoever.
- **In summary**, it seems abundantly clear that allowing young children to watch television programmes which contain violence is wrong. They should be protected from this kind of offensive material until they are adults. It could have a hugely detrimental effect on their emotional and cognitive development if they are subjected to on-screen violence.



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GRAMMAR FOR IELTS

Adjectives and adverbs

**ADJECTIVES AND ADVERBS
WHICH GET CONFUSED**

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EXPLANATION

- Some words can be used as both **ADJECTIVES** and **ADVERBS**.
- Sometimes it is easy to get confused about whether a word can be used as an **ADVERB**, as an **ADJECTIVE** or as both.

CONFUSING **ADJECTIVES** AND **ADVERBS**

- It is **hard** to believe that our planet lacks the necessary resources to feed all of its inhabitants. (= **difficult**)
- Those who want a promotion usually have to work **hard** to persuade an employer to give them one. (= **with a lot of effort**)
- For some parents, it is **hardly** worth getting a job as almost all of what they earn will need to be spent on childcare. (= **almost not; only a little bit**)

CONFUSING **ADJECTIVES** AND **ADVERBS**

- A **straight** line on the graph indicates that sales of computers remained entirely constant during the three-month period. (= **continuing in one direction**)
- When the vegetables are picked, they are taken **straight** to the food processing plant where they are either canned or frozen. (= **immediately; without any interruption or delay**)
- Although cheetahs are incredibly **fast**, most of their attempts to catch prey are unsuccessful. (= **quick**)
- I sincerely believe that those who cause accidents through driving too **fast** need both punishment and education. (= **quickly**)

CONFUSING **ADJECTIVES** AND **ADVERBS**

- **Early** computers obviously had extremely limited processing power and were enormous. (= at an early point in a process)
- It seems reasonable to me that those who arrive **early** for a concert or sporting event should be entitled to the best seats. (= before the time when something should start or happen)
- A **late** apology is probably as bad as no apology at all. (= after the time when something should start or happen)
- As far as I am concerned, anyone who arrives **late** for a doctor's appointment should be sent away. Doctors' time is precious and it is unacceptable for patients to waste it. (= after the time when something should start or happen)

CONFUSING ADJECTIVES AND ADVERBS

- Many individuals do a great deal of **good** work, raising money for charities, helping the vulnerable and supporting those in need. These individuals should be praised and celebrated. (= **beneficial; positive; of high quality**)
- If you speak a foreign language very **well**, you have the opportunity to live and work in a different culture. (= **to a high standard; successfully**)



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PREPARE for IELTS: Grammar Exercises

Look at the following sentences. At the end of each sentence you will find an adverb of frequency. Put the adverb in the correct part of the sentence. It is sometimes possible to put the adverb in two or more places:

EXAMPLE:

I go swimming (**sometimes**)

ANSWER: I **sometimes** go swimming.

1. Children hate studying maths (**often**)
2. Infrastructure projects like new airports, bridges, tunnels and railway networks end up costing more than expected. (**almost invariably**)
3. My sister is very annoying. We regularly arrange to meet for coffee and she is late. (**usually**)
4. I have seen a decent American movie. (**hardly ever**)
5. I try to go to the gym. (**once or twice a week**)
6. He does the washing up. (**once in a blue moon**)
7. I gossip at work. (**hardly ever**)
8. I am late for anything. (**practically never**)

ANSWERS

1. Children **often** hate studying maths.
2. Infrastructure projects like new airports, bridges, tunnels and railway networks **almost invariably** end up costing more than expected.
3. My sister is very annoying. We regularly arrange to meet for coffee and she is **usually** late.
4. I have **hardly ever** seen a decent American movie.
5. I try to go to the gym **once or twice a week**. / **Once or twice a week** I try to go to the gym.
6. He does the washing up **once in a blue moon**. / **Once in a blue moon** he does the washing up.
7. I **hardly ever** gossip at work.
8. I am **practically never** late for anything.

PREPARE for IELTS: Grammar Exercises

Look at the extracts from IELTS writing tests. Choose the better linking word in each case:

1. Many parents are worried about the amount of food their children eat. **In addition,/For instance**, they are concerned that youngsters do not sleep well enough or get sufficient quantities of fresh air and exercise.
2. Climate change has many possible causes. Experts point to the fact that we are using far greater amounts of heating and lighting than we used to. **Moreover,/Nevertheless**, the massive rise in air travel is probably a contributory factor.
3. There are three main reasons why children behave badly at school. **Lastly,/Firstly**, peer pressure is very important for adolescents and they can impress their fellow-students by annoying the teacher. Secondly, the subject being taught may actually be too difficult for them to follow. **Finally,/In summary**, school-children often get bored because the teacher is uninspiring or the subject is irrelevant.
4. There are several important issues relating to the causes of youth unemployment. **First and foremost,/As a consequence**, it is necessary to consider the issue of poor education. Students tend to leave school under-qualified and ill-prepared for the labour market.
5. The price of fuel has rocketed over the past few months. **As a consequence,/In addition**, many households now find it impossible to pay their heating bills and frequently have to endure the cold.
6. Alcoholic drinks are usually sold at football matches. **For instance,/As a result**, fans become drunk and sometimes behave violently towards supporters of opposing teams.

ANSWERS

1. Many parents are worried about the amount of food their children eat. In addition, they are concerned that youngsters do not sleep well enough or get sufficient quantities of fresh air and exercise
2. Climate change has many possible causes. Experts point to the fact that we are using far greater amounts of heating and lighting than we used to. Moreover, the massive rise in air travel is probably a contributory factor.
3. There are three main reasons why children behave badly at school. Firstly, peer pressure is very important for adolescents and they can impress their fellow-students by annoying the teacher. Secondly, the subject being taught may actually be too difficult for them to follow. Finally, school-children often get bored because the teacher is uninspiring or the subject is irrelevant.
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5. The price of fuel has rocketed over the past few months. As a consequence, many households now find it impossible to pay their heating bills and frequently have to endure the cold.

6. **Alcoholic drinks are usually sold at football matches. As a result, fans become drunk and sometimes behave violently towards supporters of opposing teams.**

PREPARE for IELTS: Grammar Exercises

Look at the extracts from IELTS writing. Choose the better linking word in each case:

1. **Despite/Because of** the warnings which ecologists have given us about the future of the planet, most individuals still continue to use finite resources without seeming to care about the consequences.
2. Many soldiers and members of the armed forces seem very keen to avoid war at all costs. **In conclusion,/In contrast**, some of our leading politicians appear determined to start armed conflicts.
3. It would be relatively easy to increase life expectancy. **For example,/As a result**, if sugary foods were banned and all citizens were made to do regular exercise, our population would certainly live longer.
4. English is becoming a dominant language in many different areas. **For instance,/In contrast**, anyone working in the worlds of business, entertainment and travel needs a good command of the English language.
5. **In summary,/For example**, although there are strong arguments in favour of banning younger people from entering fast food restaurants, I feel that on balance it would be a retrograde step.
6. **In conclusion,/Consequently**, education should be free for all. There are important economic, social and moral reasons why allowing everyone to attend school without paying is right. I hope that in the future, an increasing number of governments will realise the merits of this argument and implement this important policy.

ANSWERS

1. Despite the warnings which ecologists have given us about the future of the planet, most individuals still continue to use finite resources without seeming to care about the consequences.
2. Many soldiers and members of the armed forces seem very keen to avoid war at all costs. In contrast, some of our leading politicians appear determined to start armed conflicts.
3. It would be relatively easy to increase life expectancy. For example, if sugary foods were banned and all citizens were made to do regular exercise, our population would certainly live longer.
4. English is becoming a dominant language in many different areas. For instance, anyone working in the worlds of business, entertainment and travel needs a good command of the English language.
5. In summary, although there are strong arguments in favour of banning younger people from entering fast food restaurants, I feel that on balance it would be a retrograde step.
6. In conclusion, education should be free for all. There are important economic, social and moral reasons why allowing everyone to attend school without paying is right. I hope that in the future, an increasing number of governments will realise the merits of this argument and implement this important policy.

PREPARE for IELTS: Grammar Exercises

Decide whether each sentence uses **correct** or **incorrect** English:

1. Work colleagues who can co-operate **friendlily** are likely to be more successful in their careers.
2. Those working in the service sector need to behave in a caring and sensitive way even when dealing with difficult customers.
3. In the latter part of the period under discussion, house prices rose steadily before stabilising.
4. Arguments between work colleagues almost always are related to power or money.
5. It is absolutely ludicrous to expect undergraduates to pay for their own education, as far as I am concerned. The state should pay for the brightest and best to go to university so that they can become well-qualified and make a positive contribution to society.
6. I find it very amazing that so many children and young adults do charity work and volunteer to help vulnerable members of their communities.
7. I strongly believe that it is entirely right to punish corrupt officials; those found guilty of taking bribes or stealing public funds should be imprisoned.

ANSWERS

1. Incorrect

Comment: We cannot turn adjectives ending in -ly into adverbs of manner by adding -ly. We need to write **in a friendly way/manner/fashion**

2. Correct

Comment: We can make adverbs of manner by using adjectives such as **caring** and adding **way/manner/fashion**

3. Correct

Comment: We can use the adjectives **former/earlier** and **latter** to refer to a moment within a period of time

4. Incorrect

Comment: Adverbs of frequency are usually placed after the verb **to be** and before other main verbs

5. Correct

Comment: Non-gradable adverbs such as **absolutely, completely, entirely** and **utterly** are usually used with non-gradable adjectives such as **ludicrous**.

6. Incorrect

Comment: Non-gradable adjectives such as **amazing** are usually used with non-gradable adverbs such as **absolutely** or **utterly**. Gradable adverbs such as **very** are usually used with gradable adjectives such as **strange**.

7. Correct

Comment: Non-gradable adverbs such as **absolutely, completely, entirely** and **utterly** are usually used with non-gradable adjectives such as **wrong** or **right**.