

IELTS Grammar



■ Cadence

Task 1

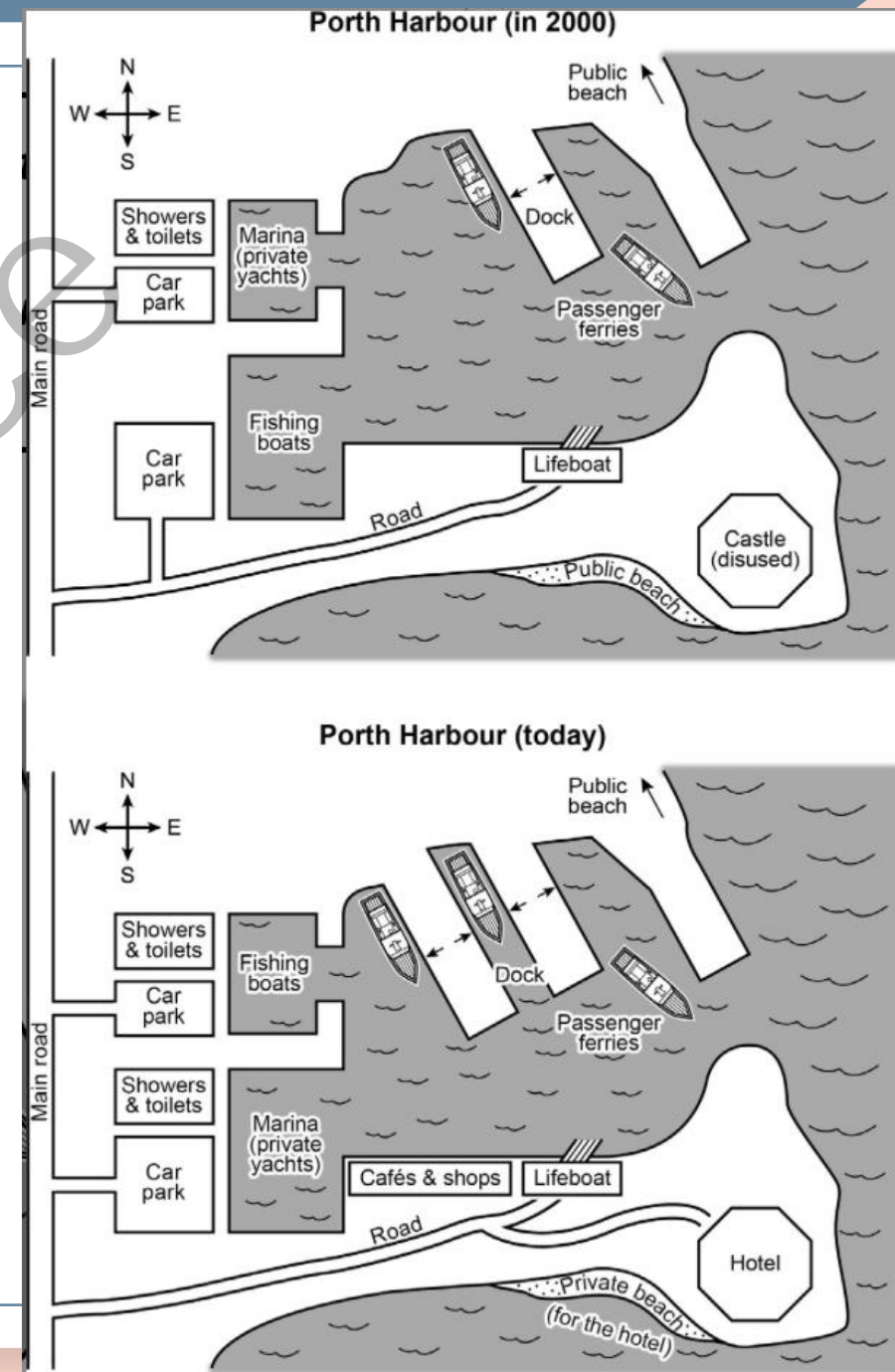
The plans below show a harbour in 2000 and how it looks today.

The two maps illustrate the layout of Porth Harbour in the year 2000 and how it **has been transformed** by now.

Overall, the harbour has undergone many significant changes that **are targeted** towards attracting visitors or tourists to the harbour, including the construction of a new hotel with a private beach, increased capacity for the passenger ferries, and improved amenities.

In the north of Porth Harbour, the major change involved the relocation of the former marina to the south in order to create more spaces for private yachts. Today, the former marina is now bustling with fishing boats. An additional dock for passenger ferries **has also been added**, while amenities situated on the north side, including a car park, a public beach, showers, and toilets, continue to operate from the same location.

Changes **have also been made** to the south of the harbor. The disused castle **has been replaced by** a new hotel, with the old public beach now designated exclusively for hotel guests. New constructions of amenities like showers, toilets, cafés, and shops **can be easily found** in the south, and minor changes **have been made** to improve road access to the hotel and car park. The lifeboat station remains where it has been since 2000.



Task 2

Air pollution in cities is growing at an alarming rate. What are the main causes and what measures could be taken to address this problem?

Air pollution can 1 **define** / **be defined** as the addition of harmful substances to the atmosphere at a faster rate than they can 2 **absorb** / **be absorbed** naturally. It 3 **is considered** / **considers** one of the most serious environmental issues in urban areas and 4 **poses** / **is posed** a significant threat to public health. This essay will examine the main causes of urban air pollution and propose measures that could 5 **implement** / **be implemented** to address this problem.

One of the primary causes of air pollution in cities is the excessive use of private vehicles. Cars 6 **use** / **are used** even for short journeys, and attempts by governments to encourage citizens 7 **to use** / **to be used** public transport 8 **have largely failed** / **have largely been failed**. Another significant contributor is industrial activity, which 9 **releases** / **is released** large quantities of pollutants into the air. Fortunately, many new industrial facilities 10 **are being constructed** / **are constructing** away from densely populated areas to mitigate their impact.

Air pollution in cities is growing at an alarming rate. What are the main causes and what measures could be taken to address this problem?

Several measures 11 **could be taken** / **could take** to alleviate this issue. In some cities, laws 12 **have been enacted** / **have enacted** to restrict car usage. For instance, Athens only 13 **allows** / **is allowed** a limited number of vehicles into the city centre each day. Consequently, citizens 14 **are compelled** / **compel** to rely on public transport, ensuring that buses and trains 15 **are used** / **use** efficiently. Additionally, governments could enforce regular emissions checks, and owners of vehicles producing excessive pollutants 16 **should be fined** / **should fine**. These steps would help reduce harmful emissions and improve air quality over time.

In conclusion, urban air pollution is caused by both private transportation and industrial activities, and effective measures 17 **must be implemented** / **must implement** to mitigate its adverse effects. Through the combined efforts of governments and citizens, air quality 18 **can be improved** / **can improve** by enforcing strict regulations and promoting environmentally friendly practices.

句子的扩展

写句子

Girls play games.

Girls are playing games.

Cute girls are playing games happily.

Thousands of cute girls are playing games very happily.

After class thousands of cute girls are playing games very
happily on the playground.

读句子

Adjectives 形容词

Adjectives describe nouns.

We can use adjectives

- before nouns:

There are so many **historical** buildings.

- after the following verbs: be, become, get, seem, appear, look, smell, taste, feel

They always seem **pleased** to see you.

- after find/make/keep + object:

I found the insects rather **frightening**.

- with other adjectives or with other nouns to describe a noun:

a **long, tiring boat** ride (adjective + adjective + noun + noun)

Adjectives 形容词

The order of adjectives

- When we use adjectives together, we put words which express opinion before words which describe the characteristics or type of what we are talking about:

a beautiful Turkish carpet (beautiful = opinion + Turkish = type: not a Turkish beautiful carpet)

- We often use nouns as adjectives to add information about type:

the Gujarat Textile Museum

- When we use more than one adjective to describe characteristics or type, they usually follow this order:

size → temperature → age → shape → colour → nationality → material → type

Indian silk embroidery

small mountain village

shot black coffee

a beautiful old round table

Practice

a beautiful table (wooden/round)
an unusual ring (gold)
red gloves (leather)
important ideas (new)
long hair (black/beautiful)

a beautiful round wooden table
an unusual gold ring
red leather gloves
important new ideas
beautiful long black hair

the first day and the second day of the course
next week and the week after
the last day of our holiday and the two days before that

the first two days of the course
the next two weeks
the last three days of our holiday

Adjectives 形容词

The order of adjectives

- When there are two or more adjectives after a verb or noun, we use and between the last two:

The people are very **welcoming and friendly** towards visitors.

- We use and between two colours:

vivid **blue and green** feathers

Adjectives 形容词



Jane has been doing the same job for a very long time. Every day she does exactly the same thing again and again. She doesn't enjoy her job any more and would like to do something different.

Jane's job is **boring**.

Jane is **bored** with her job.

Compare
My job is boring.
I' m bored with my job.

Adjectives 形容词

Some adjectives can be followed by to + infinitive to add to their meaning (e.g. able, likely, right, wrong, lucky) and some adjectives describing feelings (e.g. surprised, afraid, happy, delighted):

I'll be happy to answer questions.

I was fascinated to see the extraordinary range of patterns.

Some adjectives can be followed by a preposition + -ing:

People are tired of hearing politicians' promises. (~~not tired to hear~~)

I am not very good at taking photographs. (~~not good to take photographs~~)

Adverbs 副词

- Adverbs give information about verbs, adjectives or other adverbs.
- Adverbs tell us how (manner), where (place), when (time), how often (frequency), or how much (intensity) something happens or is done.
- An adverb can be a single word (sometimes) or a phrase (from time to time).

Compare

She speaks perfect English.

adj. + n.

She speaks English perfectly.

v. + n. +adv.

Adverbs 副词

How adverbs are used

Adverbs which tell us about

- manner are often formed by adding -ly to the adjective form:

careful → carefully happy → happily

They usually come after the verb (and object, if there is one):

I plan my trips very **carefully**. (not I plan very carefully my trips)

- place usually come after the verb:

It was the first time I had been **there**.

Try to stay **near the old part of the city**.

Adverbs 副词

How adverbs are used

- time such as today, tomorrow, now, since 2003, for three minutes can go at the beginning or the end of a clause:

I had a very memorable trip **last year**. (or Last year I had a very memorable trip.)

- frequency** usually come before the verb but after be or an auxiliary verb:

I **often** travel for my job.

I have **always** enjoyed my visits there.

He's **never** late.

- intensity affect the strength of adjectives or adverbs:

*fairly, quite,
rather, pretty*

*very, extremely,
highly, really*

*absolutely,
completely, totally*

weaker

stronger

Adverbs 副词

How adverbs are used

The adverbs at the stronger end of the scale can only be used with some adjectives. These tend to be 'extreme' adjectives that suggest a limit in their meaning (e.g. terrifying, excellent, exhausted). Other 'non-extreme' adjectives (e.g. frightened, good, tired) never collocate with these stronger adverbs.

Compare:

There are some absolutely stunning examples of Indian silk embroidery. (not ~~fairly~~ stunning)

The people are very friendly. (not ~~absolutely~~ friendly)

Really collocates with most adjectives.

We cannot intensify adjectives or nouns which describe type (not ~~a very~~ Textile Museum).

Adverbs 副词

The order of adverbs

When two or more adverbs are used together at the end of a clause the order is usually manner → place → time:

I'll meet you outside the station at six o'clock.
(outside the station = place, at six o'clock = time)

Irregular adverbs

Some adverbs of manner look the same as the adjective form (e.g. hard, fast, straight, late, early):

Work **hard** on your research. (adverb)

This is a **hard** exercise. (adjective)

lately = recently

Have you seen Kate lately?

Adverbs 副词

Irregular adverbs

Good is an adjective, and well is the adverb:

He spoke very **good** English. (describes English)

He spoke English very **well**. (describes how he spoke)

we use well with past participles

well-known well-educated well-paid well-behaved

However, **well can also be an adjective when talking about health:**

She's not **well** – she's got a cold.

Hard is an adjective and an adverb, and hardly is an adverb meaning very little:

He **hardly** had time to say hello. (= he had very little time to say hello)

hard+any/anybody/anyone/anything/anywhere

How much money do we have? **Hardly any**. (=very little, almost none)

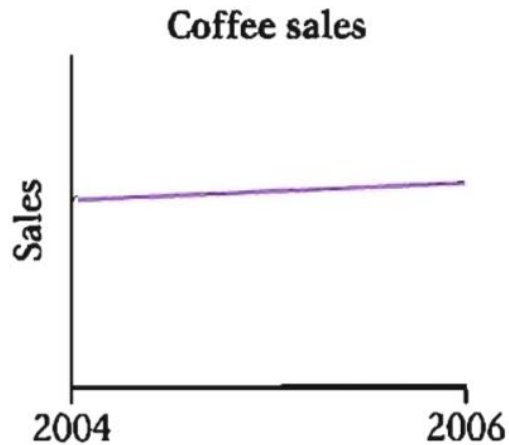
The exam result was bad. **Hardly anybody** in our class passed.

Practice

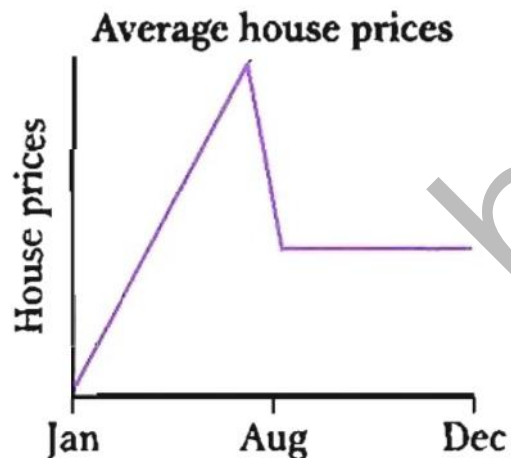
1. I wasn't in a hurry, so I was walking slow / slowly.
2. I haven't been to the cinema late / lately.
3. Slow down! You're walking too fast / quick for me.
4. I tried hard / hardly to remember her name, but I couldn't.
5. This coat is practically unused. I've hard / hardly worn it.

Practice

dramatic slight steady sharp steeply



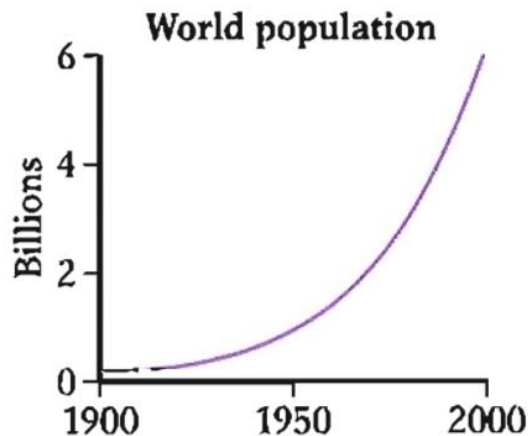
- 1 a Sales of coffee showed a slight increase between 2004 and 2006.
- b Sales of coffee increased slightly between 2004 and 2006.



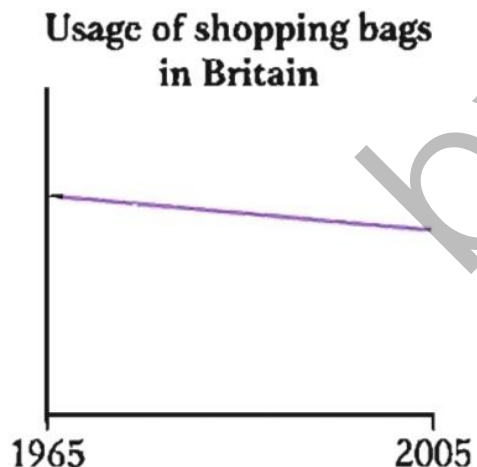
- 5 a House prices climbed steeply during the first half of the year before falling sharply in August.
- b There was a steep climb in house prices during the first half of the year before a sharp fall in August.

Practice

dramatic slight steady sharp steep



- 3 a The world population grew dramatically between 1950 and 2005.
- b The world population experienced a dramatic growth between 1950 and 2005.



- 4 a The number of British households using their own shopping bags when shopping fell steadily between 1965 and 2005.
- b There was a steady fall in the number of British households using their own shopping bags when shopping between 1965 and 2005.

IELTS TASK 1

The number of aged people over 65 increased significantly from 1 million in 1940 to 1.2 million in 2000.

The number of aged people over 65 underwent a significant drop from 9 million to 1 million in the following 4 years.

There was a remarkable increase in the number of aged people over 65 from 1 million in 1940 to 1.2 million in 2000.

Practice

Environmentalists and conservationists tell us that there are ways that each of us can help to 1 *very reduce / greatly reduce* our impact on the planet. We can 2 *work hard / hardly work* to conserve energy and we can invest in equipment to help us create our own power. People 3 *say often / often say* that they want to save the planet, but the only way to do this is to 4 *take immediately action / take action immediately*.

It is 5 *really important / important really* for individuals to 6 *responsibly act / act responsibly* and try to reduce their contribution to greenhouse gases. There are several ways we can do this. For example there are mini wind turbines that you 7 *can install easily / easily can install* on your roof as well as very efficient solar panels that 8 *work good / work well* all year round to provide electricity.

But if this is all too expensive, there are other ways to conserve energy that actually save you money. In cooler weather, simply keep the heat 9 *inside safely / safely inside* by closing doors after you so that the warmth doesn't escape. It is 10 *absolutely essential / very essential* that we all take this seriously and do our best to lead a more sustainable life.

Comparing adjectives

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

判定一个词有几个音节，核心是看单词发音中包含多少个元音音素
每个元音音素对应一个音节

Comparing adjectives

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

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

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

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

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

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

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

Comparing adjectives

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

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

We can modify superlatives with

- one of the / some of the + superlative + plural noun:

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

- ordinal numbers:

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

We can replace *the* with a possessive:

my best friend

his greatest achievement

Comparing adverbs

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

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

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

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

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

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

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

Other ways of comparing

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

You might imagine that the Masters Games would be **less** exciting to watch.
That was probably **the least** enjoyable meal I've ever had!

We can add emphasis

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

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

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

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

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

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

Other ways of comparing

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

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

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

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

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

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

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

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

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

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

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

Other ways of comparing

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

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

The sooner the better.

Comparing quantities

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

Comparing quantities

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

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

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

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

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

We can add emphasis

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

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

- with a lot / much + more / less + uncountable noun:

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

- by repeating more/less/fewer:

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

Comparing quantities

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

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

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

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

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

Comparing nouns

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

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

He swims **like** a fish.

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

Practice

as him is less me much soon than twice

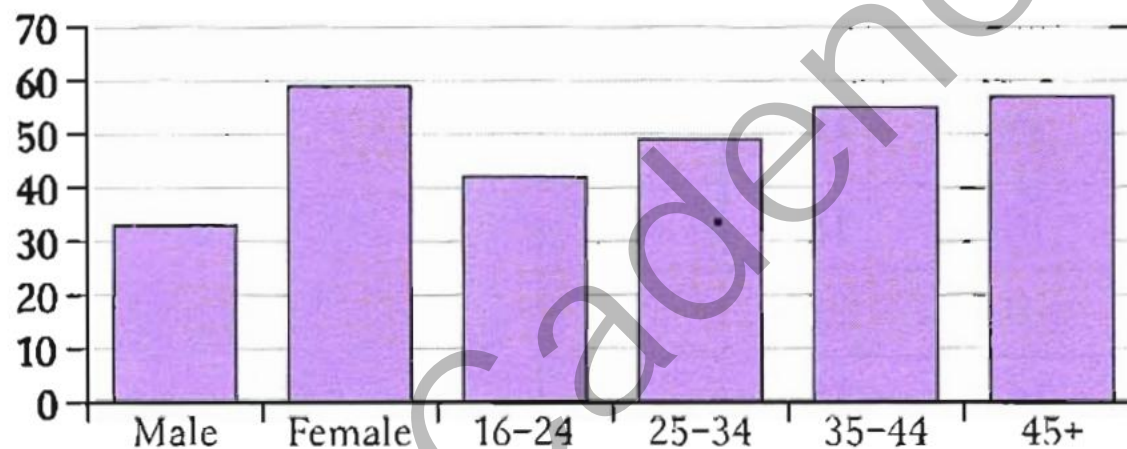
1. I'll let you know as soon as I have any more news.
2. My friends arrived earlier than I expected.
3. I live in the same street as Katherine. We're neighbour.
4. He doesn't know much. I know more than him.
5. This morning there was less traffic than usual.
6. I don't watch TV as much as I used to.
7. Your bag is quite light. Mine is twice as heavy as yours.
8. We were born in the same year. I'm a little older than she is.
9. I was really surprised. Nobody was more surprised than me.

Practice

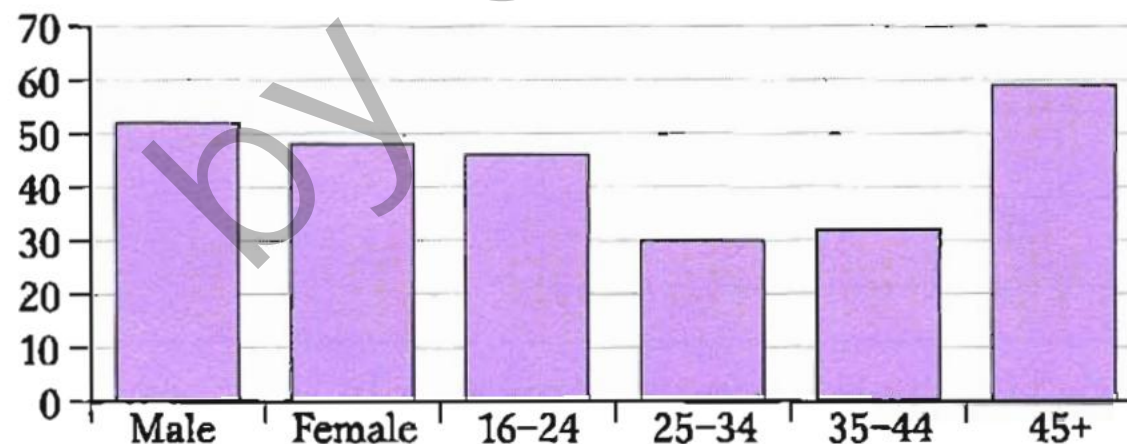
Fill in the gaps in the model answer below. Use one word in each gap.

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

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

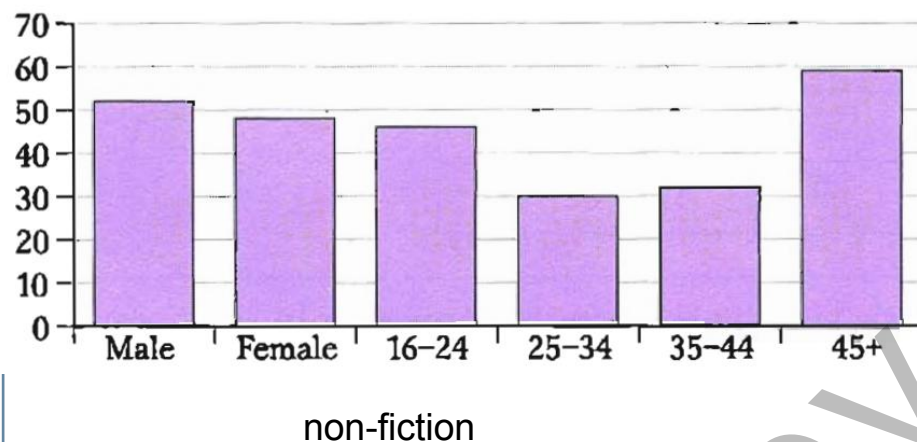
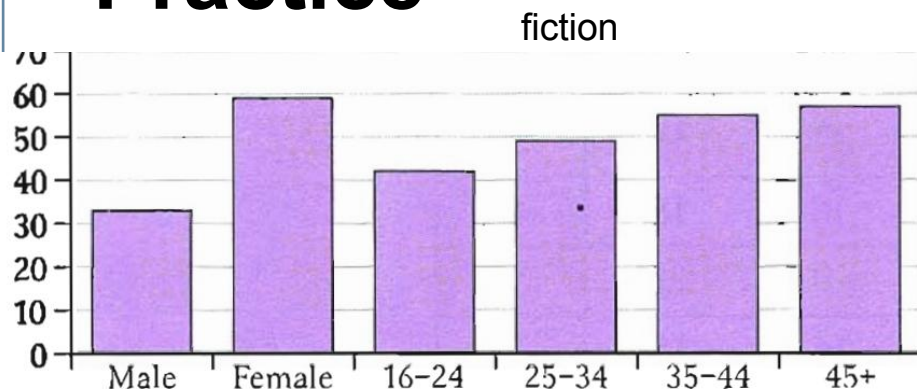


Percentage who buy fiction



Percentage who buy non-fiction

Practice



The charts give information about the types of books that British men and women and different age groups buy.

Overall, women tend to buy 1 more books than men, although they buy slightly 2 fewer non-fiction books. The people that buy the 3 most books are in the 45+ age group.

Nearly 60% of women buy fiction, which is almost 4 1.5 times as many as the number of men who choose this type of book. Nevertheless, most age groups buy 5 more fiction books than non-fiction ones showing that non-fiction is generally 6 less popular than fiction.

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

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