

G the position of adverbs and adverbial phrases

V adverbs and adverbial phrases

P word stress and intonation

# 1 GRAMMAR the position of adverbs and adverbial phrases

a Read four 50-word stories. With a partner, predict how you think each story ends.

## fiftywordstories.com

fiftywordstories.com is a website to which people from all over the world contribute 50-word stories in English.

### 1 Sweet talking



"What are you reading there? It looks serious – you must be **incredibly** smart." He uses his usual pick-up lines on the train. Ask them a simple question. Then pay them a compliment. It **always** works. **Sadly** not this time. ■

### 2 Departed



"Is Mommy gone?"  
**"Unfortunately** she is, sweetie."  
 "I miss Mommy."  
 "So do I, sweetie. Don't cry."  
 "Let's go and get Mommy, **right now!**"  
 "We can't do that, sweetie."  
 "Where is she?"  
 "She's in a **much** better place."  
 "WHERE?" ■

### 3 Can't live without it



**Absolutely** alone. Silence imprisons her. Suffocating silence. She gets up and crosses the room. She presses the button. Waits.

Three. Two. One.

**At once**, there is noise! Footsteps running down the stairs. Shouts and wonderful chaos **at last!** She smiles. Three voices shout in unison, ■

### 4 Revenge is sweet



"You're sitting in my seat!" the woman said. She showed me her ticket and shouted **rudely**, "See? It's mine. Move." I looked at the ticket **carefully**. Then I stood up **silently**. As the train left the station, I whispered to her, ■



- b Read the four final sentences and match them to the stories. Which one do you think has the best ending?
- A "She's gone to have a facial in a nice, *quiet* beauty salon."
- B "Mom! The internet's not working!"
- C "You have the right seat, but the wrong train."
- D "My divorce papers," she replied **angrily**, and turned away.
- c Look at the **highlighted** adverbs or adverbial phrases in the stories. Think about what they mean and write them in the correct place in the chart.

#### Types of adverbs

Time (when things happen, e.g., *immediately*)  
*right now* \_\_\_\_\_

Manner (how you do something, e.g., *slowly*)  
*rudely* \_\_\_\_\_

Degree (describing / modifying an adjective, e.g., *very*) *incredibly* \_\_\_\_\_

Comment (giving an opinion, e.g., *luckily*)  
*sadly* \_\_\_\_\_

Frequency (how often things happen, e.g., *rarely*) \_\_\_\_\_

- d With a partner, decide where the **bold** adverbs should go in these sentences.
- He speaks French and Spanish. **fluently**
  - I use public transportation. **hardly ever**
  - I thought I'd lost my phone, but it was in my bag. **fortunately**
  - It's important that you arrive on time. **extremely**
  - When I find out, I'll tell you. **immediately**

#### e **G** p.137 Grammar Bank 3B

- f **3.15** Listen to some sound effects and short conversations. Then use the **bold** adverb to complete the sentence.
- When she got to the bus stop, the bus... **just**
  - They were having a party when... **suddenly**
  - He thought he had lost his boarding pass, but... **luckily**
  - The woman thought Andrea and Tom were friends, but in fact... **hardly**
  - The driver couldn't see where he was going because... **hard**
  - Salvatore couldn't understand the man because... **incredibly**

## 2 VOCABULARY adverbs and adverbial phrases

- a Read another 50-word story. What do you think the missing word is?



### Hard rock

I **nearly** forget his birthday! I rush to the store. **Lately**, he enjoys listening to music, so I choose a Bluetooth speaker. I regret it now. His bedroom is **near** mine. The music is really loud! I open the door, and shout, "\_\_\_\_\_, it's **late**. Please turn the volume down!"

- b Look at the **highlighted** adverbs. What's the difference between...?

a *near* and *nearly*

b *late* and *lately*

#### c **V** p.155 Vocabulary Bank Adverbs and adverbial phrases

## 3 PRONUNCIATION word stress and intonation

- a **3.18** **U**nderline the stressed syllables in these adverbs. Listen and check.

ab|so|lute|ly ac|tu|al|ly ap|par|ent|ly ba|si|cal|ly de|fi|nite|ly  
e|spe|cial|ly e|ven|tual|ly for|tu|nate|ly gra|dua|ly i|de|al|ly  
in|cre|di|bly lu|ck|ily ob|vi|ous|ly un|for|tu|nate|ly

- b **3.19** Listen and repeat the sentences, copying the stress and intonation of the adverbs.

- There was a lot of traffic, and unfortunately, we arrived extremely late.
- We definitely want to go abroad this summer, ideally somewhere hot.
- It's incredibly easy – even a child could do it!
- I thought Roberto was Portuguese, but actually he's Brazilian.
- Apparently, Jack has been offered a promotion at work, but it will mean moving to New York.
- I absolutely love Italian food, especially pasta.

## 4 WRITING

- a You are going to write a 50-word story. It must be 50 words exactly (not including the title) and you must include at least two adverbs. Contracted forms (e.g., *I'd*) count as one word. First, in pairs, choose one of the titles below.

**A summer romance**  
**The lie**

**A day to remember**  
**Never again**

- b Brainstorm ideas for the plot. Then together, write a first draft. Don't worry about the number of words.
- c Now edit the story to make it exactly 50 words.
- d Read two other pairs' stories. Which do you like best?



## 5 SPEAKING

- a Look at the questions about reading habits and answer them with a partner.

### Reading habits

- Which of the following do you read?  
How often?

#### PRINT

comics or magazines

fiction, e.g., classic or modern novels,  
short stories, graphic novels

nonfiction, e.g., self-help books, history  
books, travel writing, guidebooks

textbooks, manuals, or instructions

#### ONLINE

blogs chat rooms / forums

news reports and articles

recipes shopping websites

social media song lyrics

study- or work-related articles

- Why do you choose to read some things in print and some on-screen?
- What do you read, if anything, specifically to improve your English?

- b **C Communication** Reading habits  
p.108 Compare your reading habits.

## 6 READING & LISTENING

### Reading for pleasure

When you read this story, you will understand it better and enjoy it more if you ask yourself questions from time to time. Think about...

- the setting of the story: Where and when does it take place?
- the characters: Who are they? What do they look like? What kinds of people are they? How do you feel about them?
- the events of the story: What is happening at each stage? What might happen next?
- the ending: What might have happened after the end of the story? What is the writer trying to say?

#### Glossary

**franc** /fræŋk/ (noun) French currency, until the euro was introduced in 2002

# The Necklace

BY GUY DE MAUPASSANT

## Part 1

Mathilde Loisel was a pretty and charming girl, but born into a poor family. She was ambitious, and thought she deserved to be part of the highest level of French society. As she grew up, she was increasingly ashamed of her circumstances, but there was little she could do about it. Eventually, she married a clerk at the Ministry of Education.

They led a simple life, and Mathilde suffered. She felt that she deserved a life of luxury, and their poor house and ugly furniture, and just one young servant, made her miserable. She had no dresses, no jewelry, nothing. She never visited her one rich schoolfriend, Madame Forestier, because she could not bear to see the life that she herself would never have.

One evening, her husband came home, proudly holding in his hand a large envelope.

"Here," he said, "here's something for you."

She quickly opened it. It was an invitation from the Minister of Education to a party at the palace of the Ministry. But instead of being delighted, as her husband had hoped, she threw the invitation on the table.

"What do you want me to do with this?"

"My dear, I thought you would be pleased. You never go out, and this is a great occasion. I went to a lot of trouble to get the invitation. Everybody wants one and not many are given to the clerks. You will meet all kinds of important people there."

She looked at him impatiently and said, "What do you want me to wear to the party?"

He had not thought of that; he hesitated.

"The dress you wear to the theater—"

He stopped, as he saw that his wife was crying.

"What's the matter? What's the matter?"

Mathilde wiped her eyes and replied calmly, "Nothing. Only I have no dress, so I cannot go to this party. Give your invitation to some colleague whose wife has better clothes than I."

Her husband was heartbroken.

"Look here, Mathilde, how much would this cost, a proper dress?"

She thought for a few seconds, and answered, "I don't know exactly, but I think I could do it with four hundred francs."

He grew a little pale. He had saved exactly this amount for a short trip the following summer with his friends. But he said, "All right. I will give you four hundred francs. But make sure you get a pretty dress."

But as the day of the party drew near, Mathilde was still not happy. Although she now had her dress, she had no jewelry to go with it. When she told her husband, he suggested that she ask her friend Jeanne Forestier to lend her something.

Pleased with the idea, she went to her friend's house, and told her about her distress. Madame Forestier agreed to lend her something. She tried on several pieces, but nothing was right, until she suddenly saw a magnificent diamond necklace. To her joy, her friend let her borrow it.





- a **3.20** Read and listen to Part 1 of a short story. With a partner, continue sentences 1–8 in your own words.

- 1 Mathilde was unhappy because...
- 2 She never visited Madame Forestier because...
- 3 Her husband was proud when he came home one night because...
- 4 Mathilde threw the invitation on the table because...
- 5 Her husband was really upset because...
- 6 He was able to give her the money for a dress because...
- 7 Mathilde was still unhappy because...
- 8 She was delighted when she visited Madame Forestier because ...

When do you think the story takes place? What kinds of people are Mathilde and her husband? Who do you sympathize with more? Do you think Mathilde will enjoy the party?

- b **3.21** Now listen to Part 2. Answer the questions with a partner.

- 1 Did Mathilde enjoy the party? Give examples.
- 2 How did they get home?
- 3 What did she discover when they got home?
- 4 What did her husband do?
- 5 What did they decide to do in the end?
- 6 How did they raise the money?
- 7 How did Madame Forestier react?

How do you think their lives will change now?

#### Glossary

**clasp** /klæsp/ (noun) a device that fastens something, such as a handbag, or the ends of a piece of jewelry

**Palais Royal** /'pælɛi rɔi'jæl/ an expensive area of Paris

- c **3.22** Read and listen to Part 3. Answer the questions with a partner.

- 1 How did life change for Mathilde?
- 2 How did it change for her husband?
- 3 What had they achieved at the end of the ten years?
- 4 How had Mathilde changed over the ten years?

Who do you think suffered the most, Mathilde or her husband? Why? What do you think would have happened if Mathilde hadn't lost the necklace? How do you think the story ends?

- d **3.23** Listen to the end of the story. Did it end the way you expected?

Do your feelings for Mathilde change during the story?

What do you think might have happened after the final conversation? What do you think the message of the story is?

#### Glossary

**Champs-Élysées** /ʃɑmz ei'lizei/ the most famous and beautiful avenue in Paris, which goes from the Place de la Concorde to the Arc de Triomphe

## 7 WRITING

**p.116 Writing** A short story Write a short story of 140–190 words.



### Part 3

Mathilde now learned the terrible life of the really poor. Heroically, she made the best of it. The debt must be paid. She would pay it. They dismissed their servant; they left their house and rented a small attic under the roof.

She learned how to do housework, and how to cook. She washed the dishes, wearing out her pink nails on the greasy pots and the bottoms of the pans. She washed their dirty sheets and clothes. She took their rubbish down to the street every morning, and she carried up the water, pausing for breath on every floor. Wearing old, worn-out clothes, she went out to the greengrocer, the grocer, the butcher, with a basket on her arm, bargaining, insulted, fighting to save a sou here or there.

Every month, they had to pay back part of the money they had borrowed. Her husband worked in the evening, doing the accounts for a shopkeeper, and at night, often, he did copying at five sous the page.

This life lasted ten years. At the end of ten years, they had paid everything back, everything, with all the accumulation of interest.

With her badly combed hair, and her red hands, Mathilde now looked like an old woman. But sometimes, when her husband was at the office, she sat down by the window, and she thought of that evening long ago, of that party, where she had been so beautiful and so admired.

What would have happened if she had not lost that necklace? Who knows? Who knows?

#### Glossary

**sou** /su/ (noun) an old French coin worth very little (100 sous = 1 franc)



## 2 A SHORT STORY

It was only a small mistake, but it changed my life forever. I had been working at J.B. Simpson's for ten years. It was a small <sup>1</sup> family-run company that exported outdoor furniture. I was <sup>2</sup> \_\_\_\_\_ happy with my job. I got along <sup>3</sup> \_\_\_\_\_ with the owner, Arthur Simpson, but not with his wife, Linda. She was a loud, <sup>4</sup> \_\_\_\_\_ woman, who <sup>5</sup> \_\_\_\_\_ used to turn up at the office and start criticizing us for no reason. Everyone disliked her.

One afternoon, Mrs. Simpson came in while I was finishing writing a report. She looked at me and said, "If I were you, I wouldn't wear that color. It doesn't suit you at all." I was wearing a <sup>6</sup> \_\_\_\_\_ pink shirt that I was very <sup>7</sup> \_\_\_\_\_ of, and her comment really annoyed me. I typed a <sup>8</sup> \_\_\_\_\_ message to Alan Simmonds in sales. "Watch out! The old witch is here!" and pressed send. A couple of minutes later, I was surprised to receive a message from Mr. Simpson, asking me to come to his office <sup>9</sup> \_\_\_\_\_. When I opened the door, I saw his wife glaring at the computer screen. I realized, to my horror, what I had done. I had clicked on Simpson instead of Simmonds. <sup>10</sup> \_\_\_\_\_, I was packing my things. I had been fired!



- a Read the story. What was the "small mistake"? What happened in the end?
- b Using adverbs and adjectives helps to make a story come alive and makes it more enjoyable to read. Complete the story with an adjective or adverb from the box.

aggressive   an hour later   family-run   fond  
frequently   immediately   new   quick   very   well

- c You may want to write some dialogue as part of your story. Rewrite the following with the correct punctuation. Use the dialogue in the story to help you.

i want to talk to you about an email you sent  
Mr. Simpson said coldly

- d Look at the **highlighted** time expressions in **Useful language** and complete them.

### Useful language: time expressions

- 1 \_\_\_\_\_ **that moment**, the door opened.
- 2 **As soon** \_\_\_\_\_ I saw him, I knew something was wrong.
- 3 **Ten minutes** \_\_\_\_\_, I went back to sleep.
- 4 \_\_\_\_\_ **morning in September**, I got to work early.
- We got to the station <sup>5</sup> **just** \_\_\_\_\_ **time** to catch the train.

- e You are going to write a story beginning with one of the sentences below. With a partner, choose which story to write, and discuss what the plot could be.

- 1 It was eleven o'clock at night when my phone rang.
- 2 As soon as I saw my mother's face, I knew something was wrong.
- 3 We had been driving for four hours when we saw the sign for a small hotel and decided to stop.

- f **Plan the content.**

- 1 Write a quick outline of what happens in the story (50–60 words).
- 2 Think about what tenses you need for each part of the story, e.g., how to set the scene, what significant events had happened before the story starts.
- 3 Think about how you could improve your story by adding extra details, and using more adjectives and adverbs. Think also about where you might want to include some dialogue.

- g **Write 140–190 words**, organized in two or three paragraphs. Set the scene and then tell the story. Use the time expressions in **Useful language** to make the sequence of events clear.

- h **Check** your short story for mistakes (grammar, punctuation, and spelling).



## the position of adverbs and adverbial phrases

1 He walks very **slowly**. 3.14

I speak five languages **fluently**.  
The driver was **seriously** injured in the accident.

2 I **hardly ever** have time for breakfast.  
Liam's **always** late for work.  
I would **never** have thought you were 40.

3 It rained **all day yesterday**.  
My parents will be **here in half an hour**.



4 I'm **nearly** finished.  
We're **incredibly** tired.  
My husband works **a lot**, but he doesn't earn **much**.

5 **Unfortunately**, the package never arrived.  
**Ideally**, we should leave here at 10:00.

- Adverbs can describe an action (e.g., he walks **slowly**) or modify adjectives or other adverbs (e.g., it's **incredibly** expensive, he works **very** hard). They can either be one word (e.g., often) or a phrase (e.g., once a week).

1 **Adverbs of manner** describe how somebody does something. They usually go after the verb or verb phrase, however, with passive verbs they usually go in mid-position (before the main verb but after an auxiliary verb).

2 **Adverbs of frequency** go before the main verb but after the verb *to be*.

- *sometimes, usually, and normally* can also be put at the beginning of the phrase or sentence for emphasis, e.g., *Sometimes the weather can be very wet, but not today.*
- If there are two auxiliary verbs, the adverb goes after the first one.

3 **Adverbs of time and place** usually go at the end of a sentence or clause. Place adverbs usually go before time adverbs. **NOT** *My parents will be in half an hour here.*

- Adverbs of time can also go at the beginning for emphasis, e.g., **Soon** it will be my birthday! **OR** It will be my birthday **soon!**

4 **Adverbs of degree** describe how much something is done, or modify an adjective.

- *nearly* and *almost* are used before a verb or verb phrase.
- *extremely, incredibly, very, etc.*, are used with adjectives and adverbs, and go before them.
- *a lot* and *much* are often used with verbs and go after the verb or verb phrase.
- *a little / a little bit (of)* can be used with adjectives or verbs, e.g., *I'm a little tired. We rested a little bit after the flight.*

5 **Comment adverbs** (which give the speaker's opinion) usually go at the beginning of a sentence or clause. Other common comment adverbs are: *luckily, basically, clearly, obviously, apparently, eventually, etc.*

#### Other adverbs

Most other adverbs go in mid-position, e.g., *I **just** need ten more minutes. I didn't speak to Kelly at the party – I didn't **even** see her. She'll **probably** come in the end.*

a Underline the adverbs or adverbial phrases in each sentence. Correct the word order if it's wrong.

We're going to be unfortunately late. ✗

Unfortunately, we're going to be late.

He can speak Turkish fluently. ✓

- 1 She liked a lot the present.
- 2 Mark came last night very late home.
- 3 The ambulance arrived at the scene of the accident after a few minutes.
- 4 A young man was hurt badly and was taken to the hospital.
- 5 I was incredibly tired last night.
- 6 She's lazy a little bit about doing her homework.
- 7 I forgot your birthday almost, but my sister fortunately reminded me.
- 8 We luckily had taken an umbrella, because it started to rain right away.
- 9 Mary doesn't always eat healthily – she often has snacks between meals.
- 10 Yadier has been apparently fired.

b Put the adverbs in parentheses in the normal position in these sentences.

seriously  
I'm considering resigning from my job. (seriously)

- 1 Their house was damaged in the fire. (badly, last week)
- 2 Ben is at his friend's house. (often, in the evening)
- 3 My father takes a nap. (usually, in the afternoon)
- 4 Julia left and she didn't say goodbye. (early, even)
- 5 Martin eats quickly. (always, incredibly)
- 6 His brother died in a skiing accident. (apparently, nearly)
- 7 We're going to the movies. (probably, tonight)
- 8 I send emails. (rarely, nowadays)
- 9 I bought a beautiful new coat. (just, really)
- 10 Maya realized that she was going to learn to drive. (eventually, never)





### 1 CONFUSING ADVERBS AND ADVERBIAL PHRASES

a Match each pair of adverbs with a pair of sentences. Then decide which adverb goes where and write it in the **Adverbs** column.

right now / actually  
especially / specially  
ever / even

1 hard / hardly  
in the end / at the end  
late / lately

near / nearly  
still / yet

- 1 He trains very  – at least three hours a day.  
It's incredibly foggy. I can  see anything.
- 2 I hate it when people arrive  for meetings.  
I haven't heard from Mike . He must be very busy.
- 3  of a movie, I always stay and watch the credits roll.  
I didn't want to go, but  they persuaded me.
- 4 I love most kinds of music, but  jazz.  
My wedding dress was  made for me by a dressmaker.
- 5 She looks younger than me, but  she's two years older.  
 they're renting a house, but they're hoping to buy one soon.
- 6 I'm  finished with my book. I'm on the last chapter.  
Excuse me, is there a bank  here?
- 7 Have you found a job ?  
He's 35, but he  lives with his parents.
- 8 Have you  been to the US?  
I've been all over the US – I've  been to Alaska!

#### Adverbs

hard  
hardly  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



b 3.16 Listen and check.

**ACTIVATION** Cover the **Adverbs** column and look at sentences 1–8. Say the adverbs.

### 2 COMMENT ADVERBS

a Read the sentences. Then match the **bold** adverbs with definitions 1–8.

I thought the job was going to be difficult, but **in fact** it's very easy. /ɪn 'fækt/

It took us over five hours to get there, but **eventually** we were able to relax. /ɪ'ventʃəli/

**Ideally**, we'd go to Australia if we could afford it. /aɪ'diəli/

**Basically**, it's a pretty simple idea. /'beɪsɪkli/

I thought they'd broken up, but **apparently**, they're back together again. /ə'perəntli/

...so you can tell it was a really awful weekend. **Anyway**, let's forget about it and talk about something else. /'eniweɪ/

He's only 14, so **obviously** he can't stay at home on his own. /əbvɪəsli/

She's been sick for weeks, but **gradually** she's beginning to feel better. /'grædʒuəli/

- 1 \_\_\_\_\_ in a perfect world
- 2 in fact \_\_\_\_\_ the truth is; actually (used to emphasize something, especially the opposite of what was previously said)
- 3 \_\_\_\_\_ in the main and most important way
- 4 \_\_\_\_\_ clearly (used to give information you expect other people to know or agree with)
- 5 \_\_\_\_\_ little by little
- 6 \_\_\_\_\_ according to what you have heard or read
- 7 \_\_\_\_\_ in any case (used to change or finish a conversation)
- 8 \_\_\_\_\_ in the end; after a series of events or difficulties

b 3.17 Listen and check.

**ACTIVATION** Cover the definitions and look at the sentences. Say what the adverbs mean.