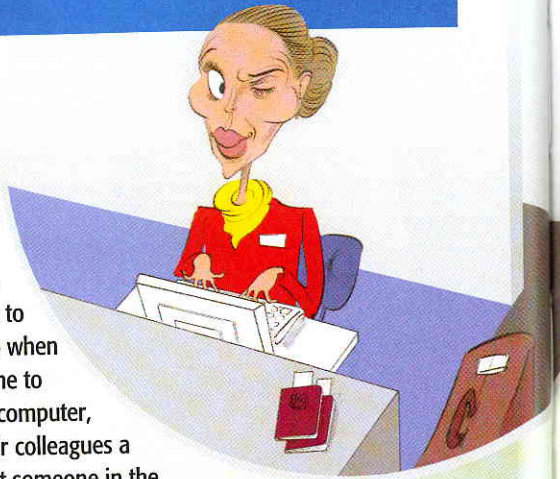


Air travel: the inside story



Air BABYLON

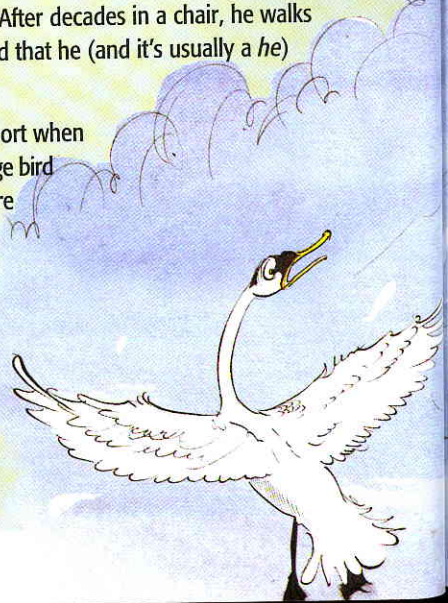
Depending on what computer system the airline uses, check-in staff can talk to each other via simultaneous email. So when they seem to be taking a very long time to type your rather short name into the computer, they are probably sending one of their colleagues a message – usually about you or about someone in the queue behind you. These messages range from 'Have you seen this incredibly good looking woman / man?' to 'I've got a really difficult passenger here – does anyone have a seat next to a screaming child?' 1

There is a sensible drinking policy on all airlines, which means that we are not supposed to serve passengers if they start getting noisy, but some air crew think that if you give them enough to eat and drink, they will eventually fall asleep and give you no trouble at all. 2 That's the reason, of course, why we like to turn the heating up halfway through a flight...

Some airports are notorious for losing passengers' luggage. Heathrow has a poor reputation – most airports lose about two in every thousand bags, but Heathrow loses eighty per thousand, which means for every five hundred people who check in, forty won't get their bags or suitcases at the other end! 3 When the airport is busy, which it always is, there is so much baggage being transported between the terminals and so little time to do it that a lot of the transferred luggage gets left behind.

4 Not only is there always a shortage of them for the people who really need them, but worse still, some of the people who request them often don't need them at all. I've lost count of the number of times I've pushed someone through the airport, taken them through customs and passport control, and got a porter to pick up their luggage, and then seen the person jump up in Arrivals and sprint towards their waiting relatives. One flight attendant I know gets so annoyed when this happens that as soon as the passenger gets out of the chair she shouts, 'Ladies and gentlemen! I give you another miracle, courtesy of the airline industry! After decades in a chair, he walks again!' The passenger is normally so embarrassed that he (and it's usually a *he*) disappears as quickly as he can.

Birds are one of the major problems for any airport when planes are taking off and landing. A swan or any large bird can easily cause an accident. 5 Smaller birds are less of a problem. In some cases they can do some damage, but more often than not they are just roasted. When this happens, there is often such a strong smell of roast bird that passengers on the plane think that chicken is being cooked, and they're often surprised when they are given a choice of fish or beef at dinner!



From *Air Babylon* by Imogen Edwards-Jones

I READING

a Read the back cover of a book about air travel. Can you guess the answers to any of the questions?

Air Babylon is a best-selling book, co-written by Imogen Edwards-Jones and anonymous airline staff whose identities must remain secret. It tells the 'inside story' about flying and answers all these questions and many more...

What are the check-in staff really doing when they type at their computers?

Why is the heating often suddenly turned up halfway through a flight?

Out of 1,000 passengers, how many will probably lose their luggage?

Why do airport staff sometimes have a problem with wheelchairs?

Why can you sometimes smell roast chicken in a plane when they are serving you fish?



b Now quickly read the extract from *Air Babylon*. Did you guess correctly?

c Now read the extract again. Complete each paragraph with one of the sentences below. Be careful, as there is one sentence you do not need to use.

- A Wheelchairs are a big problem for us.
- B It flies into the engine, totally destroying itself and the machinery.
- C I'll never forget the last time it happened to me.
- D So you can see, it really does pay to be nice to the person at the desk.
- E This is mainly because the transport times between the terminals are so tight.
- F And, as every flight attendant knows, a snoring plane is a happy plane.

d Do you believe everything you read in the extract?

2 VOCABULARY air travel

a Complete the column on the right with a word or phrase (all the words come from the *Air Babylon* extract).

At the airport

- | | |
|---|------------------|
| 1 Most big airports have several different buildings called _____. | <u>terminals</u> |
| 2 Passengers leave from Departures and arrive at _____. | _____ |
| 3 Two general words for bags and suitcases are _____ and _____. | _____ / _____ |
| 4 When you arrive at the airport, you go to _____ to get your boarding pass. | _____ |
| 5 Before you get on the plane you have to show identification at _____ and go through security. | _____ |
| 6 After you have arrived you go to baggage reclaim to _____ your luggage. | _____ |
| 7 When you go through _____, you may be asked, 'Do you have anything to declare?' | _____ |
| 8 A person whose job is to carry your bags for you is called a _____. | _____ |
| 9 Ryanair and easyJet were two of the first low-cost _____. | _____ |

On the plane

- | | |
|---|-------|
| 10 The pilots and other people who work in the plane are the (air) _____. | _____ |
| 11 The people who have paid to travel in a plane are _____. | _____ |
| 12 The person who looks after you during a flight is the _____. | _____ |
| 13 You can usually ask for a window or aisle _____. | _____ |
| 14 The noun from the verb <i>fly</i> is _____. | _____ |
| 15 When a plane is going up into the sky it is _____. | _____ |
| 16 When a plane is coming down from the air it is _____. | _____ |

b Which of the words in a can also be used if you are travelling by bus or train?

c Cover the words on the right and read the definitions again.
Can you remember all the words and pronounce them correctly?

MINI GRAMMAR *so / such...that*

The passenger is normally **so embarrassed that** he disappears as quickly as possible.

When this happens there is often **such a strong smell of roast bird that** passengers on the plane think that chicken is being cooked.

We often use *so / such... (that)* to express a consequence.

Use *so* + adjective / adverb

The film was so good (that) we went to see it again.

He drives so dangerously (that) nobody wants to go with him.

Use *so much / so many* + noun

There was so much traffic (that) we nearly missed our flight.

Use *such a* + adjective + single countable noun

It was such a good film (that) we went to see it again.

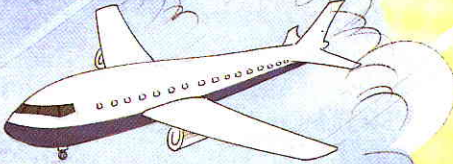
Use *such* + adjective + uncountable or plural noun

They played such awful music (that) nobody wanted to dance.

They were such beautiful shoes (that) I bought them.

Complete the sentences with *so*, *such*, or *such a*.

- The flight was _____ long that I got really bored.
- I had _____ noisy child sitting beside me that I couldn't sleep at all.
- There was _____ long delay because of fog that we had to sleep at the airport.
- My suitcase was _____ heavy that I had to pay excess baggage.
- I slept _____ badly in the plane that it took me two days to recover.
- We were served _____ terrible food that I couldn't eat a thing.
- There were _____ many people at check-in that we had to queue for an hour.
- We had _____ heavy cases that we had to ask for a porter.



GRAMMAR narrative tenses,
past perfect continuous

Read a newspaper story about an incident during a recent flight. What happened?
Do you think the flight attendant should lose her job?

We're going to crash!



Hysterical flight attendant causes panic on transatlantic flight

Everything was going smoothly on Virgin Atlantic flight VS043 from London Gatwick to Las Vegas. The 451 passengers were relaxing after lunch when the plane hit some turbulence over Greenland. There was no advance warning, so many passengers were out of their seats or were not wearing seat belts when the plane started dropping violently.

Suddenly one of the flight attendants screamed, 'We're going to crash!' Panic immediately broke out. In the 30 minutes of chaos, passengers desperately clung to their seats, as drinks and magazines flew around the cabin. Amid the terror, the flight attendant screamed every time the plane dropped.

Businesswoman Angela Marshall was travelling with her partner. 'Until then the flight had been fine,' she said afterwards. 'I'd been reading my book and my partner had been having a nap. But when the flight attendant started screaming, I was totally convinced that we were about to die.'

Another passenger said, 'It was unreal, like something from a film. People started crying and being sick. That woman shouldn't be a flight attendant. After we landed she was joking and laughing as if nothing had happened, but we all staggered off the plane in a state of shock.'

Glossary

- turbulence** sudden and violent changes in wind direction
- break (broke, broken) out** *pv* start suddenly
- cling (clung, clung)** hold on tightly to sb / sth
- nap** a short sleep especially during the day
- be about to** be going to do something very soon
- stagger** walk as if you are about to fall

b Copy the highlighted verbs into the chart.

- past simple regular _____
- past simple irregular _____
- past continuous _____
- past perfect _____
- past perfect continuous _____

c In pairs, look at the sentences and circle the more logical verb form. Be prepared to say why.

When the plane hit turbulence...

- 1 ...the passengers *screamed* / *were screaming*.
- 2 ...the passengers *relaxed* / *were relaxing*.
- 3 ...they *finished* / *had finished* lunch.
- 4 ...they *had flown* / *had been flying* for two hours.

d p.134 Grammar Bank 2B. Read the rules and do the exercises.

e In pairs or groups, try to complete the two sentences in four different ways using the four narrative tenses.

- 1 The police stopped the driver because he...
- 2 I couldn't sleep last night because...

4 PRONUNCIATION irregular past forms

a Match the sentences 1-8 with the correct sounds A-H according to the pronunciation of the vowel sound.

A 	B 	C 	D
-------	-------	-------	-------

E 	F 	G 	H
-------	-------	-------	-------

- 1 I **thought** he'd **caught** that flight. I **saw** him checking in.
- 2 The hotel was **built** in 1950. The date was **written** above the door.
- 3 The company had **become** successful since it **won** the prize for Best Airline.
- 4 I **flew** to Mexico City. I **knew** the city very well.
- 5 She **read** for a while before she **fell** asleep. Then she **dreamt** about her childhood.
- 6 We'd **flown** from New York that day. We'd **chosen** a bad day to travel.
- 7 I **heard** that they'd been **hurt** in the accident, but they **weren't**.
- 8 She said she'd **paid** for the train with money she'd **taken** from my wallet.

b 2.5 Listen and check. Then practise saying the sentences.

5 LISTENING



- a You are going to listen to an interview with two pilots. Before you listen, discuss questions 1–6 with a partner and guess how the pilots will answer them.
- 1 What weather conditions are the most dangerous when flying a plane?
 - 2 Which is more dangerous, taking off or landing?
 - 3 Is it really worth passengers wearing seat belts?
 - 4 Is it worth listening to the safety instructions?
 - 5 Are some airports more dangerous than others?
 - 6 How important is it for pilots to speak English well?
- b **2.6** Listen to the first part of the interview. How many of the questions did you answer correctly?
- c Listen again for more detail. Then with a partner try to remember as much as possible about the pilots' answers.
- d **2.7** Now listen to the second part. What three questions do they answer?
- e Listen again and try to remember the anecdotes.
- f Do you think you would like to work as a pilot? What are the main advantages and disadvantages?

6 SPEAKING

GET IT RIGHT active listening

When someone tells us a story or anecdote, we normally interact with the person who is telling the story.

Useful language

ASKING FOR MORE INFORMATION

What happened next?
Then what happened?
How did you feel?
What was it like?

SHOWING SURPRISE

Really?
You're joking?
No! I don't believe it.

SHOWING APPROVAL

Wow!
That's great / fantastic!

SHOWING SYMPATHY

Oh no!
How awful!
What a pity!

- a **Communication** *Flight stories A p.116 B p.119.* Read a newspaper story to retell to your partner.

- b You are going to tell an anecdote. The story can either be true or invented. If it is invented, you must try to tell it in such a convincing way that your partner thinks it's true.

Choose one of the topics below and plan what you are going to say. Look at the Story plan below, and ask your teacher for any words you need.

Talk about a time when you (or someone you know)...

- had a frightening / funny / unusual experience when travelling by plane / bus / train.
- got ill or had an accident while travelling.
- missed a bus / train / flight which caused serious complications.
- arrived home from a trip and had a surprise.

Story plan

Setting the scene

This happened to me when I was...

I was ...-ing when...

I ...because I had / hadn't...

The main events

I decided to...because...

So then I...

Suddenly / At that moment...

What happened in the end?

In the end... / Eventually...

I felt...

- c In pairs, A tell B your story. B ask A for more details and decide whether the story is true or not. Then swap roles.

Communication

1B You're psychic, aren't you? Student A

- a Imagine you're a psychic. Make guesses and complete the sentences below about B.
- 1 Your favourite colour is _____, ...?
 - 2 You really like _____, (a sport or hobby)...?
 - 3 You went to _____ last weekend, ...?
 - 4 You haven't been to _____ (a country), ...?
 - 5 You were born in _____ (place), ...?
 - 6 You'd like to be able to _____, ...?
 - 7 You can't _____ very well, ...?
 - 8 You're very good at _____, ...?
- b Check if your guesses are true, by saying the sentences to B and checking with a question tag, e.g. *Your favourite colour is pink, isn't it?* Try to use a falling intonation.
- c Now B will check his / her guesses about you. Respond with a short answer. If the guess is wrong, tell B the real answer.
- d Count your correct guesses. Who was the better psychic?

1C You're the doc! Students A + B

Check your answers.

1 c The correct treatment is to pinch the soft part of the nose. This will usually cure a nosebleed if you do it for five minutes. If not, repeat for 10 minutes, and if that still doesn't work, go to your nearest hospital.

2 a The correct treatment is first to pour cold water on the burn for at least 10 minutes and then to cover it with a loose bandage. If you haven't got a bandage, you can use a clean plastic bag or kitchen film. Do not break blisters and don't put any cream on the burn.

2A Clothes quiz Student A

- a Ask B the questions (the answers are in *italics*).
- 1 What's the opposite of...?
 - These trousers are too tight. (*These trousers are too loose.*)
 - trendy clothes (*old-fashioned clothes*)
 - get dressed (*get undressed*)
 - 2 What material are the following usually made of?
 - a sweater (*wool*)
 - cycling shorts (*Lycra™*)
 - a tie (*silk*)
 - 3 What does it mean if you say 'These shoes don't fit me'? (*They're too big or too small.*)
 - 4 When do people normally...?
 - try clothes on (*in a shop before they buy them*)
 - dress up (*for a party, a wedding, etc.*)
 - 5 What does it mean if you say 'Paula's dressed to kill tonight'? (*People will admire her because of her clothes.*)
- b Answer B's questions.

2B Flight stories Student A

- a You're going to read a newspaper article and then tell your partner about it. Read the article and write down 10 words that will help you remember the story.

Lovesick violinist grounds plane



Nuala Ni Chanainn, an Irish violinist, had been travelling round San Francisco as part of a theatre group. When the tour was over, she went to the airport and boarded the plane that would take her back home to Ireland. She was in her seat, waiting for the plane to take off, when she suddenly decided not to go after all. She rushed off the plane at the last minute, leaving TWA airline officials thinking that she perhaps had planted a bomb on the plane and escaped. The plane and all the luggage were thoroughly searched by a bomb-sniffing dog. Meanwhile, the airport authorities stopped Nuala and took her away to be questioned. However, after extensive questioning, she managed to convince them that she hadn't planted a bomb: she simply couldn't bear to leave her new boyfriend! The plane was allowed to depart nearly four hours later, minus the love-struck violinist, who then spent another two weeks in the States with the boyfriend.

- b Close your book and tell B your story in your own words, e.g. *There was a woman called Nuala who was a violinist from Ireland...*
- c Now listen to B's story, and ask your partner to clarify or rephrase if there's anything you don't understand.

1B You're psychic, aren't you? Student B

- a Imagine you're a psychic. Make guesses and complete the sentences below about A.
- 1 You're going to _____ tonight, ...?
 - 2 You don't like _____, (a kind of music)...?
 - 3 You've seen _____ (a film), ...?
 - 4 You didn't _____ last night, ...?
 - 5 You were born in _____ (month), ...?
 - 6 You wouldn't like to be a / an _____ (a job), ...?
 - 7 Your favourite season is _____, ...?
 - 8 You can speak _____, ...?
- b A is going to make some guesses about you. Respond with a short answer. If the guess is wrong, tell A the real answer.
- c Now check if your guesses about A are true, by saying the sentences and checking with a question tag, e.g. *You're going to see a film tonight, aren't you?* Try to use a falling intonation.
- d Count your correct guesses. Who was the better psychic?

2A Clothes quiz Student B

- a Answer A's questions.
- b Ask B the questions (the answers are in *italics*).
- 1 What's the opposite of...?
 - He looks smart. (*He looks scruffy.*)
 - a short-sleeved T-shirt (*a long-sleeved T-shirt*)
 - put your shoes on (*take your shoes off*)
 - 2 What material are the following usually made of?
 - tights (*nylon*)
 - shoes (*leather*)
 - jeans (*denim*)
 - 3 What does it mean if you say 'That shirt doesn't suit you?' (*It doesn't look good on you.*)
 - 4 When do people normally...?
 - hang clothes up (*after they've ironed them or after they take them off, e.g. in the evening*)
 - get changed (*to go to the gym, when they get home from work*)
 - 5 What does it mean if you say 'Mark needs to pull his socks up?' (*He needs to work harder.*)

2B Flight stories Student B

- a You're going to read a newspaper article and then tell your partner about it. Read the article and write down 10 words that will help you remember the story.



Tourist stranded at airport for five months

When student Sheridan Gregorio arrived at Fortaleza airport in Brazil, he was planning to fly home to Holland. He had had a great holiday, but unfortunately he had spent all his money. All he had was his return air ticket to Amsterdam. But when he checked in, the airline staff at the airport told him that he would have to pay airport tax before he could leave the country. Sheridan explained that he was completely broke, but he wasn't allowed to fly and so he missed his flight home. His ticket was non-refundable, so now he needed to buy a new ticket *and* pay the airport tax.

As he had no money, Sheridan's only option was to sleep in the airport and clean restaurants in exchange for food and some money. After working for five months, he had saved enough for the airport tax and the Brazilian police persuaded the airline to let him use his old ticket to go home. Sheridan told a newspaper reporter from *Jornal da Globo*, 'The Brazilian people were really nice to me, they treated me very well.' Sheridan finally arrived home safe and sound last week.

- b Listen to A's story, and ask your partner to clarify or rephrase if there's anything you don't understand.
- c Close your book and tell A your story in your own words, e.g. *There was a Dutch man who was on holiday in Brazil...*

2A adjectives as nouns, adjective order

nationalities

- 1 **The English** are famous for drinking tea. **The Dutch** make wonderful cheeses. **The Chinese** invented paper.
- 2 **The Argentinians** invented the tango. **The Greeks** are very extrovert.
- 3 **The Turks** drink a lot of coffee. **The Poles** play a lot of basketball.

- 1 You can use *the* with the nationality adjectives which end in *-sh*, *-ch*, *-ss*, or *-ese*. Don't add *s* to these words, or use them without *the*.
- 2 Nationality words which end in *-an* and a few others, e.g. *Greek* and *Thai*, are both adjectives and nouns. To talk about the people from that country use a plural noun ending in *-s*.
- 3 Some nationalities have a special noun for the people which is different from the adjective, e.g. *Polish* = adjective, *Pole* = noun. To talk about the people you can either use *the* + adjective or *the* + plural noun, e.g. *the Polish* or *the Poles*.

▲ With any nationality, you can also use the adjective + *people*, e.g. *French people*.

▲ To talk about **one** person from a country you can't use *a / an* + adjective alone:

- 1 *a Japanese man / woman / person, an Englishman / Englishwoman / English person*, NOT *a Japanese, an English*, etc.
- 2 *an Italian, a Greek*, etc.
- 3 *a Turk, a Pole*, etc.

specific groups of people

The poor are getting poorer and **the rich** are getting richer. The government needs to create more jobs for **the unemployed**.

- You can use *the* + some adjectives to talk about specific groups in society, e.g. *the young, the blind, the homeless, the old, the elderly, the sick*. These expressions are always plural.

one, ones

A Which one would you like? **B** The red one, please. Two ice creams, please. **Big ones**.

- When we don't want to repeat a noun after an adjective because it is already clear what we are talking about, we use the adjective + *one* (singular) or + *ones* (plural).

adjective order

We've got a **lovely old cottage** just outside Bath. She has **long fair hair**. I bought a **beautiful Italian leather belt**.

- You can put more than one adjective before a noun (often two and occasionally three). These adjectives go in a particular order, e.g. NOT *an old lovely cottage*.
- Opinion adjectives, e.g. *beautiful, nice, lovely*, usually go before fact adjectives, e.g. *big, old, round*.
- If there is more than one fact adjective, they go in this order:

size	age	shape / style	colour / pattern	nationality	material	noun
<i>big</i>	<i>new</i>	<i>long</i>	<i>pink, striped</i>	<i>Italian</i>	<i>silk</i>	<i>scarf</i>

2B narrative tenses: past simple, past continuous, past perfect, past perfect continuous

narrative tenses

- 1 We **arrived** at the airport and **checked in**.
- 2 We **were having dinner** when the plane hit some turbulence.
- 3 When we arrived at the airport, we suddenly realized that we **had left** one of the suitcases in the taxi.
- 4 We'd **been flying** for about two hours when the captain told us to fasten our seat belts because we were flying into some very bad weather.

- 1 Use the **past simple** to talk about consecutive actions in the past, i.e. for the main events in a story.
- 2 Use the **past continuous** (*was / were* + verb + *-ing*) to describe a longer continuous past action, which was in progress when another action happened.
- 3 Use the **past perfect** (*had* + past participle) to talk about the 'earlier past', i.e. things which happened before the main event(s).
- 4 Use the **past perfect continuous** (*had been* + verb + *-ing*) to talk about a longer continuous action that was going on before the main events happened. Non-action verbs are not normally used in the past continuous.

past perfect simple or continuous?

She was crying because **she'd been reading** a very sad book. She didn't want to see the film, because **she'd read** the book.

The past perfect continuous emphasizes the continuation of an activity. The past perfect simple emphasizes the completion of an activity.

2C adverbs and adverbial phrases

- 1 I don't understand you when you speak **quickly**. The driver was **seriously** injured.
- 2 I **never** have breakfast. He's **always** late.
- 3 They'll be here **soon**. It rained **all day yesterday**.
- 4 I've **nearly** finished. We're **incredibly** tired. He works **a lot**.
- 5 **Unfortunately**, we arrived half an hour late. **Ideally**, we should leave at 10.00.

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

1 **Adverbs of manner** (how somebody does something) usually go after the verb or 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 / normally* can go at the beginning of a sentence too.

3 **Adverbs of time** usually go at the end of a sentence or clause.

4 **Adverbs of degree** (which describe how much something is done or to modify an adjective).

- *extremely, incredibly, very*, etc. are used with adjectives and adverbs and go before them.
- *much* and *a lot* are often used with verbs and go after the verb or verb phrase.

• *a little / a bit* can be used with adjectives or verbs, e.g. *I'm a bit tired. She sleeps a bit in the afternoon*.

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

▲ Most other adverbs go in mid-position, e.g. *I just need ten more minutes. She didn't even say goodbye*.

2A

a Rewrite the underlined phrase using *the* + an adjective.

The people who live in Spain go to bed very late. *the Spanish*

- The people from the Netherlands are very good at languages.
- The people who had injuries were taken to hospital.
- The system of reading for people who can't see is called Braille.
- The people from France enjoy eating good food.
- A nurse's job is to look after the people who aren't well.
- I think the people from Switzerland are very punctual.
- The worst season for people without a home is winter.
- There is a discount for students and people without a job.

b Write the adjectives in brackets in the right place.

- a big car park (empty) *a big empty car park*
- an attractive man (young)
 - dirty shoes (old)
 - a leather jacket (purple / stylish)
 - a tall woman (thin)
 - a sandy beach (long)
 - a new floor (lovely / wooden)
 - a smart suit (Italian)
 - beautiful eyes (big / dark)
 - an old dog (black / friendly)

2B

a Put the verb in brackets in the past perfect simple (*had done*) or continuous (*had been doing*). If you think both are possible, use the continuous form.

His English was very good. He 'd been learning it for five years. (learn)

- My feet were aching. We _____ for hours. (queue)
- She went to the police, because someone _____ her bag. (steal)
- The streets were wet. It _____ all morning. (rain).
- She got to work late because she _____ an accident on the way. (have)
- I almost didn't recognize him. He _____ a lot since I last saw him. (change)
- They were very red. They _____ all morning but they _____ any sun cream. (sunbathe, not put on)
- I could see from their faces that my parents _____. (argue)
- Jess had a bandage on her arm. She _____ off her bike the day before. (fall)

b Circle the correct verb form.

Meg and Liam McGowan (got) / *were getting* a nasty surprise when they ¹*had checked in / were checking in* at Heathrow airport yesterday with their baby Shaun. They ²*had won / won* three free plane tickets to Rome in a competition and they ³*were looking forward to / had been looking forward to* their trip for months. But, unfortunately, they ⁴*had been forgetting / had forgotten* to get a passport for their son and so Shaun couldn't fly. Luckily they ⁵*had arrived / were arriving* very early for their flight so they still had time to do something about it. They ⁶*had run / ran* to the police station in the airport to apply for an emergency passport. Meg ⁷*was going / went* with Shaun to the photo machine while Liam ⁸*had filled in / was filling in* the forms. The passport was ready in an hour, so they ⁹*hurried / were hurrying* back to check-in and finally ¹⁰*caught / had caught* their flight.

2C

a Underline the adverb(s) or adverbial phrase(s) and correct the sentences which are wrong.

We're going to be unfortunately late. ✗ *Unfortunately, we're going to be late.*

We rarely go to bed before 11.30. ✓

- She likes very much the theatre.
- Dave was late for work yesterday.
- Immediately the ambulance arrived.
- They go usually jogging after work.
- I was extremely tired last night.
- They won easily the match because they played brilliantly.
- I forgot your birthday almost.
- We luckily had taken an umbrella.
- She always eats healthily.
- He's been apparently sacked.

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

Sadly *very*
I don't speak good English. (sadly, very)

- The building was damaged in the fire. (badly, last week)
- We need to do something. (obviously, quickly)
- Ben is at his friend's house. (often, in the evening)
- She walked out and she didn't say goodbye. (just, even)
- He drives fast. (always, extremely)
- She danced at the ballet. (beautifully, last night)
- She wasn't injured when she fell. (luckily, seriously)
- He broke his leg when he was skiing. (apparently, nearly)
- My father sleeps in the afternoon. (usually, a bit)