

19

Prepositions

prepositions after verbs, adjectives and nouns;
prepositional phrases

A Context listening

1 A student is being interviewed for a teacher training course. Which of the following do you think she says she's worried about?

finding accommodation

lots of hard work

controlling the class


pupils being rude to her

transport

finding maths difficult

having the right clothes

being unprepared to teach

2  **19a** Listen and see if you were right.

3  **19a** Listen again and complete the interviewer's notes below.



Notes

Reasons for applying for this course:

- has always been **1** teaching
- wants to gain a teaching qualification

Reasons for choosing our college specifically:

- can **2** accommodation **3** her brother
- was **4** the description of the course in the prospectus
- is keen on **5** teaching before doing it

Expectations of the course:

- a friend **6** her **7** the hard work

Concerns about the course:

- feels she is not very **8** maths
- has no **9** teaching
- **10** not being able to control the class
- unsure what to do if pupils **11** her

4 Look at your answers to Exercise 3. Find at least one example of each of the following:

1 verb + *about*

2 adjective + *about*

3 adjective + *at*

4 verb + *at*

5 adjective + *in*

6 noun + *of*

7 verb + *with*

8 adjective + *by*

B Grammar

The choice of preposition in a clause often depends on the adjective, verb or noun which comes before it.

1 Verb + preposition

Verb	Preposition
<i>care, complain, hear, know, learn, say something, talk, think, warn, wonder, worry, write</i>	about
<i>aim, fire, laugh, look, point, shout, yell</i>	at
<i>choose, decide, differentiate, distinguish</i>	between
<i>aim, apologise, apply, forgive, hope, long, prepare, search, wait, watch, wish</i>	for
<i>learn, prevent, stop</i>	from
<i>assure, convince</i>	of
<i>concentrate, count, depend, insist, rely</i>	on
<i>apologise, explain, present, speak, talk, write</i>	to
<i>be, deal, go out, play, stay</i>	with

⚠ We do not use a preposition with *marry*:

She married him last year. (not She married with him)

Verbs of saying or thinking (e.g. *complain, know, learn, say something, talk, think, warn somebody, wonder, write*) are often followed by *about* when we want to indicate the topic:

That way you can learn about teaching before being asked to do it.

⚠ Some other verbs of saying or thinking (e.g. *discuss, debate, consider, mention*) do not need a preposition:

We need to discuss the problem. (not discuss about)

Some verbs of saying (e.g. *apologise, explain, present, speak, talk, write*) are often followed by *to* + person to show who the speech is directed at:

Have you talked to anyone who has done this course?

We use *at* + person/thing after some verbs (e.g. *aim, fire, laugh, look, point, shout, yell*) to show who or what is the focus of the verb:

If they shout at me in class, I'm not sure what I'll do.

We often use *for* after verbs that show desire (e.g. *aim, hope, long, wish*) to introduce the thing we want:

I'm aiming for a good mark in my next assignment.

⚠ We use *to* after *aim, hope* and *long* if they are followed by a verb:

I'm hoping to get a better mark than last year.

2 Adjective + preposition

Adjective	Preposition
<i>anxious, annoyed, concerned, depressed, excited, upset, worried</i>	about
<i>amazed, annoyed, astonished, awful, bad, clever, excited, good, skilled, surprised, terrible, useless</i>	at
<i>amazed, annoyed, astonished, concerned, disturbed, excited, impressed, inspired, shocked, surprised</i>	by
<i>bad, concerned, good, responsible</i>	for
<i>disappointed, interested</i>	in
<i>frightened, scared, terrified</i>	of
<i>aware, clever, cruel, generous, good, kind, mean, nasty, nice, polite, rude, selfish, true, typical, unkind</i>	of
<i>cruel, good, kind, mean, nasty, nice, polite, rude, unkind</i>	to
<i>annoyed, bored, concerned, disappointed, fed up, impressed, obsessed, pleased, satisfied, wrong</i>	with

Adjectives talking about ability (e.g. *awful, bad, clever, good, skilled, terrible, useless*) are often followed by **at**:

*I'm not very **good at** maths.*

Some adjectives describing fear (e.g. *frightened, scared, terrified*) can be followed by **of**:

*There are some aspects of the course that I am a bit **scared of**.*

*Most people are **frightened of** being in front of a class for the first time.*

Adjectives describing behaviour (e.g. *clever, generous, good, kind, nice, selfish*) in a clause starting with *it, that* or *this* are often followed by **of**:

*Would you like a cup of tea **of** coffee? **That's** very **kind of** you.*

Adjectives describing behaviour directed towards others (e.g. *cruel, good, kind, mean, nasty, nice, polite, rude, unkind*) are often followed by **to**:

*I'm worried about the pupils being **rude to** me.*

3 Noun + preposition

Noun	Preposition
<i>anything, information, nothing, something</i>	about
<i>excuse, explanation, ideas, in return, need, reasons, reputation, responsibility</i>	for
<i>change, decrease, drop, experience, fall, increase, rise</i>	in
<i>experience, knowledge, understanding</i>	of
<i>effect, impact, influence</i>	on
<i>in association, experience</i>	with

4 Prepositional phrases: *by, in, at, on, of*

We use *by*

- ◆ to talk about who in a passive clause:
*But you will be taught how to deal with those things **by the tutors** on the course.*
- ◆ to explain how something is done:
*You can remove any dirty marks **by wiping** it with a wet cloth.*
- ◆ to talk about transport and communications e.g. *by plane, by email*:
*We'll be in touch **by email** soon if that's okay.*
- ◆ to talk about chance (e.g. *by chance, by accident, by mistake*):
*I saw the advertisement for the job **by chance** and decided to apply for it.*

We use *in* for the following expressions: *in love, in pain, in private, in touch, in debt, in danger, in a rush, in fashion, in luck, in the end.*

*Don't forget to keep **in touch** while you're away!*

We use *at* for the following expressions

- ◆ *at first, at large, at peace*:
***At first** I was impressed by the reputation of the university but I also like the course you offer.*
- ◆ *at work, at home, at school, at the airport, at university*:
*I've just finished my first degree **at Stamford University**.*

We use *on* to say why you are somewhere (e.g. *on holiday, on business, on duty*).

We use *of* with expressions of quantity (e.g. *all, any, both, either, neither*).

Grammar extra: Prepositions

We can use nouns, pronouns, or *-ing* after a preposition:

*I was really impressed **with the description** of the course in your prospectus.*

*If they shout **at me** in class, I'm not sure what I'll do.*

*Well, I've always been interested **in teaching**.*

In negatives *not* comes between the preposition and *-ing*:

*I'm worried **about not being** able to control a class.*

C Grammar exercises

1 Choose the correct word (A, B or C) to complete each sentence.

- 1 I still haven't forgiven her her behaviour in front of my boss.
 (A) for B of C from
- 2 I'm going to to your parents about your exam results.
 A talk B discuss C ask
- 3 I'm scared making a fool of myself when I give the presentation.
 A for B to C of
- 4 I'm very in you. You've made a real mess of things.
 A concerned B astonished C disappointed
- 5 The new drug prevents the bacteria growing.
 A to B from C in
- 6 There are many things with our society today.
 A bad B wrong C disturbing
- 7 It was very generous you to offer to help me.
 A of B about C for
- 8 The president first became in politics as a student.
 A aware B involved C enthusiastic

2 In nine of these sentences there is a wrong preposition. Underline each mistake and write the correction.

- 1 There has been a rise in the number of people buying their own homes. ✓.....
- 2 It is not difficult to distinguish amongst the emotional response to this crime and the law's response.
- 3 There is no need about a new school in this area.
- 4 We want the government to promise to make a change in the law.
- 5 I hate the way she always laughs to people.
- 6 I've decided to apply to that job in the newspaper.
- 7 Professor Ho has a good knowledge about his subject.
- 8 I'm afraid I broke this glass in accident.
- 9 My husband's staying at my cousin while he is on business in America.
- 10 I gave him one of my paintings in return for his help when I moved house.
- 11 Why do governments always insist in doing things that are unpopular?
- 12 When I was in school I did much more sport than I do these days.

3 Fill in the gaps in the conversation with a word from the box and a preposition.

anxious bad choose depend effect obsessed rely true worried

Teacher: Do you think that money can solve all problems?

Student: No, not really. Of course, I would be 1 *anxious* *about* money if I didn't have very much, but I believe that too much money can be 2 you.

Teacher: So you think it is possible to have too much money?

Student: Well, there are lots of stories in the media about people who have won lots of money in the lottery and realised that they are not happier as a result. I think that large amounts of money can have a negative 3 people.

Teacher: Do you think that people 4 modern technology like computers too much and that people are 5 having the latest high tech equipment?

Student: Well, yes, in some countries. But this isn't 6 many people in the world who are only 7 their next meal. In rich countries people always want a new gadget to make life easier but I'm not sure these machines do actually do that. When we go shopping we have to 8 hundreds of different brands of the same thing, and when these things go wrong we don't know what to do. I would prefer it if life were simpler and we didn't 9 expensive technologies so much.



4 Fill in the gaps in the letter with a preposition.

FIVE STAR HOTELS



Dear Mr Rees,

Thank you for your letter of 21 June. I was very disturbed 1^{by}..... your account of what happened in our hotel last week, and I am writing to apologise 2 this. I can understand that you were shocked 3 the way the employee spoke to you. There can be no excuse 4 such behaviour and I fully understand why you felt the need to complain 5 the situation. I can provide no explanation 6 the way the receptionist behaved.

Our hotel group has a reputation 7 being good 8 looking after our customers, and I am very sorry that your experience 9 our service did not confirm this. I intend to deal 10 the staff member appropriately and I will ensure that she does not repeat this behaviour 11 sending her on a retraining course next week. I would like to assure you that the behaviour you encountered is not typical 12 our staff.

As the manager, I am responsible 13 all of our employees so please accept my apologies again and this voucher worth £50 to spend in any 14 our hotels.

Yours sincerely,

Clive Martin
Hotel Manager

D Test practice

Listening Section 2

Questions 1 and 2

Choose the correct letter **A**, **B** or **C**.

1 How far away is the nearest big town to Greenville?

- A 10 kilometres
- B 25 kilometres
- C 500 kilometres

2 Which service came to the town recently?

- A fire service
- B medical service
- C weather station

Questions 3–10

Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Volunteer storm spotters

Duties:

- Need to **3** the weather station as soon as the storm has passed
- Fill in a **4**
- Attach extracts from **5**

What to report:

- Hail which measures **6** across or larger
- Wind damage e.g. **7** that have been brought down
- Flooding caused by heavy rainfall

How do I become a volunteer?

- There will be a **8** day next month
- Contact local **9** if you want to attend
- Important to sign up before 31st **10**

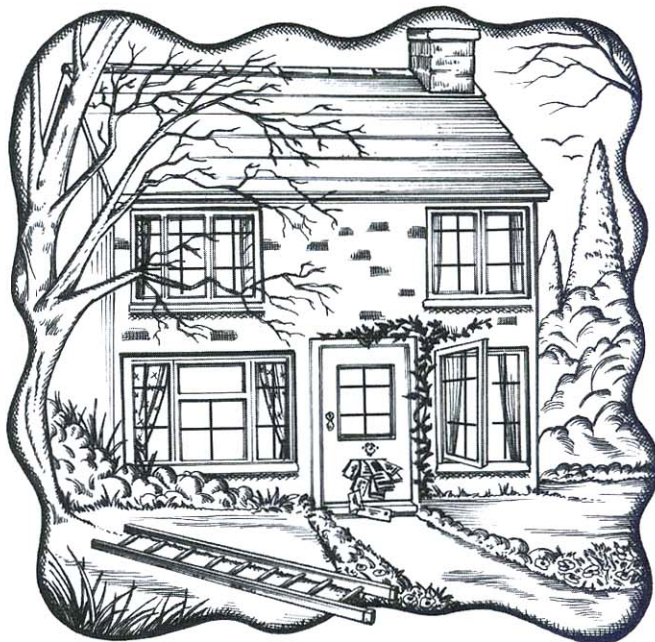
Grammar focus task

These are some extracts from the recording. Without listening to the text again, fill in the gaps with the correct prepositions.

- 1 Today we're going to be talking what we as a community can do to help each other in severe weather.
- 2 The National Weather Bureau can provide a lot of helpful information and even warn us severe storms.
- 3 You don't have to be particularly skilled anything.
- 4 They'd also like to hear very heavy rainfall.
- 5 What should you do if you care our community and you want to help?
- 6 This will only take up a day so don't worry too much it.
- 7 You'll need to talk the police.

A Context listening

- 1 You are going to hear part of a radio programme about making sure your home is safe when you are away. Before you listen, look at the picture. What do you think the radio programme will mention?



- 2 20 Listen and see if you were right.

- 3 20 Listen again and complete the advice below using no more than three words from the recording.

How to protect your home

Outdoors

- If you live in an area 1 a lot of tall trees, cut off overhanging or dead branches.
- Put away objects 2 damaging missiles.

Indoors

- If you are away for a long time then find someone 3 on your home for you.
- Install lights 4 a timer so that it looks as though you are home.
- Find someone 5 your mail regularly.

- 4 Look at your answers and underline all of the relative pronouns (*where, which, who, that*).

Which relative pronoun refers to a place?

Which relative pronouns are used to refer to people?

Which relative pronouns are used to refer to things?

B Grammar

Relative clauses give information about a noun (or noun phrase). They are linked to the noun (or noun phrase) by a relative pronoun (e.g. *who*, *which*). The relative pronoun can be either the subject or the object of the clause, and we do not use another pronoun in the clause to refer to the noun:

*Why not install lights **which** have a timer?* (~~not *Why not install lights which they have a timer?*~~)

▲ We sometimes use a participle clause instead of a relative clause (see Unit 12):

the man sitting beside me (= the man who is sitting beside me)

the food kept in the fridge (= the food which is kept in the fridge)

1 Relative pronouns

We use

◆ *who* to refer to people:

*Please welcome **Mike Bowers, who** is going to talk to us about how to look after your home.*

◆ *which* to refer to things:

*These are dangerous if you live in **a flat which** is in a large high-rise building.*

◆ *that* to refer to people or things:

*Find **someone that** can check on your home while you're away.*

*Store away any **objects that** could become damaging missiles.*

That is an alternative to *who* and *which* and is more common in spoken English.

▲ *That* is not used in non-defining relative clauses (see below).

◆ *where* to refer to places:

*This is your home, **the place where** you keep your most treasured possessions.*

◆ *when* to refer to times:

*Programme them to come on at **times when** you would normally be home.*

◆ *whose* to show possession:

*You're **a person whose job** involves a lot of travel.*

*He lives in **an old house, whose roof** needs repairing.*

◆ *why* after *the reason* or *reasons*:

*There are often very good **reasons why** one house is burgled and another is not.*

2 Defining relative clauses

Defining relative clauses give information after a noun to identify the noun more clearly:

*Find someone **who can collect your mail for you.***

*Store away any objects **that could become damaging missiles** if it gets windy. (the relative clause identifies the type of objects)*

Without these relative clauses, it is unclear which person, place or thing we are referring to:

Store away any objects if it gets windy. (we do not know which objects)

We can leave out the relative pronoun when it refers back to the object of the defining relative clause. Compare:

Maybe there's a neighbour (that) you can ask. (neighbour is the object of the verb)

In the evening, a house that's very dark can really stand out. (house is the subject of the verb: not a house is very dark can really stand out)

3 Non-defining relative clauses

Non-defining relative clauses add extra, non-essential information about something. Compare:

I applied to the university, which is located in the centre of the city. (there is only one university, so its location is extra information: non-defining)

I applied to the university which is located in the centre of the city. (there is another university which is not in the centre of the city: defining)

Non-defining relative clauses are more common in written language than in spoken language.

With non-defining relative clauses

- ◆ we do not use the relative pronoun *that*:

The burglars got in through the kitchen window, which the owners had forgotten to shut. (not the kitchen window, that the owners)

- ◆ we separate the relative clause from the main clause with commas. There may be two commas or one comma depending on whether the relative clause comes in the middle of a sentence or at the end:

A letterbox can become full of uncollected letters, which is a great help to a burglar.

Mr Smith, who was my primary school teacher, got married last week.

- ◆ we cannot leave out the relative pronoun:

My new house, which I have just redecorated, is much larger than my old house. (not My new house, I have just redecorated)

- ◆ the relative pronoun can refer to a single noun phrase or to a whole clause:

My neighbour, who lives upstairs, often looks after my flat. (who refers to my neighbour)

Some people seem to think it's just a matter of locking all the doors, which is fine as long as there are no nasty storms while you are away. (which refers to the whole of the first phrase)

Compare the key differences between defining and non-defining relative clauses:

Defining relative clauses:

- ◆ identify the thing that you are talking about
- ◆ *that* can replace *who* or *which*
- ◆ the relative pronoun can be left out if it refers to the object
- ◆ no commas

Non-defining relative clauses:

- ◆ give additional, non-essential information
- ◆ *that* cannot be used
- ◆ the relative pronoun cannot be left out
- ◆ must have commas

4 Prepositions

When prepositions are used with relative clauses they usually come at the end of the clause in spoken English:

*You may have a neighbour that you can rely **on**.* (informal)

In formal style the preposition can be placed before the relative pronouns *which* or *whom*:

*I was unsuccessful in obtaining a place at any of the universities **to which** I applied.*

*My boss, **for whom** I have worked for over 30 years, has decided to retire.*

Grammar extra: Common collocations with relative pronouns

We often use the expression *the one* with defining relative clauses:

*He's **the one who** suggested I became a teacher.*

*My father is **the one that** taught me to play the piano.*

*That house is **the one where** I grew up.*

Where can be used after expressions such as *the situation*, *the stage* or *the point*:

*We were in **a situation where** there were no easy solutions.*

*I'm almost at **the stage where** I'm ready to quit my job and go into business for myself.*

*I've reached **the point where** I feel I should just give up.*

C Grammar exercises

1 Match the beginnings (1–10) and endings (a–j) of these sentences, and join them by adding a relative pronoun. In which two sentences can the relative pronoun be left out?

- | | |
|--|---|
| 1 The college has many students d | a Mozart performed many of his operas. |
| 2 My cousin Phillip is a solicitor; he was the one | b flat I rent. |
| 3 I went to a school | c every student wants to have. |
| 4 I visited the theatre | d are classed as 'mature' because they are over 21. |
| 5 Why don't you call again at a time | e advised me to study law. |
| 6 Mrs Jackson is the kind of teacher | f I'm not as busy. |
| 7 Faraday was the man | g invented the first electric motor. |
| 8 Is there any reason | h factory burned down yesterday? |
| 9 What was the name of that company | i didn't have very good sports facilities. |
| 10 That's the woman | j manufacturers like to keep demand above supply? |

2 Rewrite the sentences below as single sentences using non-defining relative clauses.

- My father lives in a small house full of ornaments. This makes it really difficult to clean.
My father lives in a small house full of ornaments, which makes it really difficult to clean.
- Some students take a year out before university. This allows them to work or travel.
 Some students
- The Guggenheim Museum is in Bilbao. It only displays contemporary art.
 The Guggenheim Museum,
- My English teacher is leaving. His lectures are very interesting.
 My English teacher,
- The lecture was about current economic policy. It was not very easy to understand.
 The lecture
- In 1951 my parents arrived in New York. They stayed there for the rest of their lives.
 My parents arrived in New York
- I gave my assignment to the faculty secretary. She was not very friendly.
 I gave my assignment

3 There is a mistake with relative clauses in each of the email extracts below. Find the mistakes and correct them.

1

I wonder if you can help me. I want to get in touch with the woman which we met at the meeting last week. Do you know the one I mean?

...which who...

2

I'm sending this email to ask for more information about the language courses which I saw them advertised in *The Daily Star* yesterday.

.....

3

How are you getting on with your new job? I'm finding my new job exhausting, that is not surprising considering I have to travel so much.

.....

4

I really enjoyed the lecture which you gave it on Wednesday, and am thinking about doing my assignment on the same topic.

.....

5

You left your notebook at my house. Do you need it? It's the one which in you have written your lecture notes.

.....

6

I'm just emailing you to find out if you want to go to the cinema on Thursday. I've got today's newspaper which has a list of films. If you're free, let me know.

.....

7

Can you pick up some shopping on your way home? I want some of those bread rolls what we had last week. Will you be able to stop at the shop?

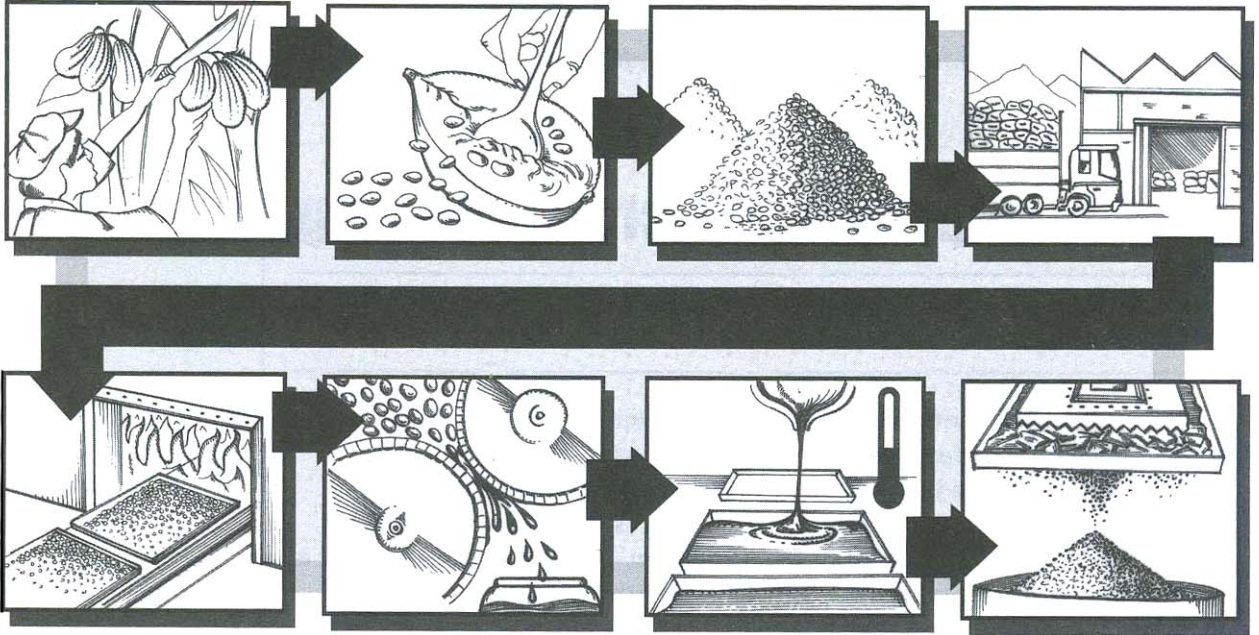
.....

8

You are clearly a person who life is full and busy and that is why we think you would like our *Ladies Personal Organiser*. For just £15.99 you ...

.....

4 Read the description of how chocolate is made. Add the relative clauses (a-i) to the text in the gaps and write in the appropriate relative pronoun *where*, *which* or *that*.



Chocolate's varied flavours, colours, shapes and textures result from different recipe traditions 1 The essential ingredient in all chocolate is cocoa, which is made from the cream-coloured beans 2 The cacao tree, 3 , produces a fruit about the size of a small pineapple, 4

After harvesting, the cocoa beans are removed from the pods and piled in heaps 5 The dried beans are then transported to factories 6 The shells are then removed and the beans are ground into chocolate liquor – a thick brown liquid 7 This liquor contains a high percentage of fat (cocoa butter), 8 The solid block of cocoa that remains is then made into a powder 9 , or is mixed back with some of the cocoa butter, sugar and other flavour such as vanilla to make the different kinds of chocolate.

- a is removed by using presses
- b they are sorted and roasted
- c are left for several days to dry
- d can be used to make a hot chocolate drink
- e grows in equatorial regions such as South America, Africa and Indonesia
- f forms a solid at about room temperature
- g *which* have evolved in different parts of the world
- h inside are the tree's seeds
- i grow in pods on the cacao tree

D Test practice**Academic Reading**

You should spend about 20 minutes on **Questions 1–12** which are based on the Reading Passage below.

Robotic approach to crop breeding

Jennifer Manyweathers takes a look at a robot that is being used to identify drought-tolerant crop varieties

- A** The Australian sunflower industry is the major source of polyunsaturated fatty acids found in margarines and spreads. Recognised as the type of fatty acid most able to protect against heart disease, it is in everybody's best interest that Australia has a competitive and healthy sunflower industry, but in Australia there is a constant struggle with the harsh climate. However, thanks to one special robot, farmers may be able to win the battle against drought.
- B** Dr Chris Lambrides, a research fellow at the University of Queensland, is nearing the end of a project that aims to develop more drought-tolerant sunflowers by selecting flowers that use water more efficiently. He's done this with the help of a robot developed by the Australian National University's Research School of Biological Sciences.
- C** Plants undergo photosynthesis to produce energy in the form of sugar. This involves allowing carbon dioxide to enter the leaves through pores called stomata. Transpiration is the mechanism by which plants lose water through their leaves. This system is thought to facilitate the passage of minerals through the plant and is vital for healthy plants.
- D** However, in conditions of drought, the plants that can use the available water efficiently and lose less to the environment will be more likely to thrive and, in a commercial sense become more profitable. These plants are classified as having a high transpiration efficiency. When plants transpire, the leaves become cooler due to evaporation. Therefore, by measuring the temperature of the leaves, scientists can determine how much water is being lost through transpiration.

- E When the project first began, the researchers used hand-held infrared thermometers to measure the temperature difference between leaves of different varieties of sunflowers in an experimental plot. Wind can affect leaf temperature, and the research team discovered that its initial approach did not cater for changes in wind speed, which could not be controlled as an experimental variable. The team therefore needed a technique to measure temperature continuously that would allow it to examine the effects of other variables such as humidity. They needed a robot.
- F They designed a robot with two infrared thermometers set at 180° to each other. The robot runs on an oblong track around the experimental plot and the thermometers operate on each side of the track. In order to minimize any variables from the two thermometers, they are rotated 180° at the beginning of each run and the results are averaged. The infrared thermometers can be rotated on an angle to examine different parts of the foliage.
- G The robot is also able to detect light intensity. It has a garage on the track, where it waits until the light intensity is high enough to give useful results. If the skies darken due to rain, heavy cloud cover or sunset, the robot makes its way back to the garage to wait.
- H The main difficulty faced by the research group was to find an agronomist who could grow the perfect crop of sunflowers. The sunflower canopy had to be complete, with no visible soil, so that the thermometers would only measure the temperature of the plants and not the surrounding environment. Eight varieties of sunflower were examined. The data collected by the robot has been used by the research team to determine which variety has the highest transpiration efficiency.
- I This is not the first time such methods have been used to determine drought-resistance in plants. The team and their robot have already made a major breakthrough in the Australian wheat industry with Drysdale Wheat, which signalled the arrival of a new technique for selecting drought-resistant species.

Questions 1–4

Complete the sentences with words taken from the passage.

Use **NO MORE THAN TWO WORDS** for each answer.

Write your answers next to Questions 1–4.

- 1 In terms of our health, sunflowers are important in defending humans against
- 2 The research team wanted to find a sunflower that could cope well in conditions.
- 3 The name of the process which is believed to help keep plants in good condition is
- 4 The research team had to rethink their initial approach when they realised they needed to measure the impact of external conditions such as and

Questions 5–12

The reading passage has nine paragraphs labelled **A–I**.

Which paragraph contains the following information?

Write the correct letter **A–I** next to Questions 5–12.

- 5 the precise growing conditions required to allow the experiment to work
- 6 a description of the how the robot operates
- 7 an explanation of two important processes used by plants
- 8 a reference to a previous study using a different crop
- 9 details of what the robot does when conditions are poor
- 10 the name of the group responsible for making the robot
- 11 the number of different types of sunflower tested
- 12 the purpose of taking the temperature of the plants

Grammar focus task

Look at these extracts from the text. For each extract answer the following questions.

- 1 Do they contain defining or non-defining relative clauses?**
 - 2 Which words or ideas do the relative pronouns refer to?**
 - 3 Does the relative pronoun act as the subject or the object of the verb?**
-
- 1** Dr Chris Lambrides, a research fellow at the University of Queensland, is nearing the end of a project that aims to develop more drought-tolerant sunflowers by selecting flowers that use water more efficiently.
 - 2** ... the research team discovered that its initial approach did not cater for changes in wind speed, which could not be controlled as an experimental variable.
 - 3** It has a garage on the track, where it waits until the light intensity is high enough to give useful results.
 - 4** The main difficulty faced by the research group was to find an agronomist who could grow the perfect crop of sunflowers.
 - 5** The team and their robot have already made a major breakthrough in the Australian wheat industry with Drysdale Wheat, which signalled the arrival of a new technique for selecting drought-resistant species.

A Context listening

- 1 You are going to listen to a student interviewing a woman for a survey on shopping habits. Look at these questions. How would you answer them?



- 2 21 Listen and compare your answers with the woman in the interview.

- 3 21 Listen again and fill in the gaps. Underline the subject of each verb.

- 1 'No, with my family – my husband and three children.'
- 2 'And how many times a week the food shopping?'
- 3 'Oh, it on my own. If with the others, too many things in the trolley and me a fortune!'
- 4 '..... the food shopping on Thursdays because Monday to Wednesday and fewer people in the supermarket on Thursday than on Friday.'
- 5 'Well, it once but it.'
'And you why not?'
'Well, what I like is being able to see the products and walking around the shop and maybe buying things that aren't on my shopping list, you know. do that on your computer, can you?'

- 4 Now read part of the student's written report. What is the difference between the kinds of words that are used as subjects in the spoken text in Exercise 3 and the underlined words that are used as subjects in the written report?

Nowadays people appear to do their shopping on a weekly basis at large supermarkets. These supermarkets seem to have largely replaced the smaller, individual shops. Most people tend to go to the same store on the same day of the week and, according to my survey results, it is still the women who do most of the shopping. In general, the people who were interviewed were not positive about online shopping. However, it is important to note that the respondents were interviewed at the supermarket and were not a random sample of the general public.

B Grammar

Ways of organising texts

1 The subject

We use different kinds of words as subjects depending on the context.

In informal contexts (e.g. conversation) subjects are very often personal pronouns such as *I*, *you*, *we*:

'First I need to ask about your household. Do you live alone?'

'No, I live with my family.'

In formal contexts (e.g. academic writing) subjects are often nouns or noun phrases, which makes the message sound factual rather than personal:

Most people tend to go to the same store on the same day of the week each time.

The introductory *it*

We often use expressions beginning with *it* when the pronoun does not refer to any noun (e.g. *it is important, it is clear, it is useful, it is possible, it is difficult, it is likely, it seems, it appears*). We use this introductory *it* when the subject of the sentence is an infinitive, *-ing* or *that*-clause. This structure is more common in written English than in spoken:

It is important to note that these respondents were interviewed at the supermarket. (not ~~To note that these respondents were interviewed at the supermarket is important.~~)

It is clear that women do most of the shopping. (not ~~That women do most of the shopping is clear.~~)

2 Ellipsis: leaving words out

We can leave out the subject of a verb to avoid repetition, as well as any other repeated words such as auxiliaries or other verbs:

The respondents were interviewed at the supermarket and (they) were not a random sample of the general public.

The students were researching and (they were) planning their seminar presentations.

3 Organising information in a text

In formal writing we often start clauses or sentences with information that has been mentioned before. We usually place new information at the end of the clause or sentence. To develop our texts in an organised and logical way we can use the information at the end of one clause as the start of the next. This 'zigzag pattern' is common in academic writing where new ideas are taken up and developed:

People appear to do their shopping on a weekly basis at ^{new information} large supermarkets.

These supermarkets, seem to have largely replaced the smaller, individual shops.

mentioned before

new information

The new information in the first sentence becomes known information in the second sentence.

4 Adding emphasis or contrast in a text

We can use *it*-clauses and *what*-clauses to emphasize or highlight the information that directly follows them.

It-clauses

It + be + main focus + relative clause *It is still the women who do most of the shopping.*

Compare these sentences:

The women still do most of the household shopping at local supermarkets. (no emphasis)

It is still the women who do most of the household shopping at local supermarkets. (emphasizes the women)

⚠ We cannot say: ~~*They are still the women who do most of the shopping.*~~

What-clauses

What + secondary focus + be + main focus *What I like is being able to see the products.*

Compare these sentences:

I like seeing the products.

What I like is seeing the products. (highlights being able to see products in contrast with online shopping where you can't see products)

We normally use a singular verb after a *what*-clause.

5 Repeating ideas in a text

We can link ideas in a text by using related words. These related words can be

◆ pronouns:

Most people tend to go to the same store on the same day of the week each time, and they spend between £100 and £200 a week on their household shopping. (they = most people)

◆ synonyms or rewording:

These supermarkets seem to have largely replaced the smaller, individual shops. Most people tend to go to the same store on the same day of the week each time. (supermarket = store)

(See Unit 9 for more information about avoiding repetition in texts.)

C Grammar exercises

1 Rewrite sentences 1–8 using *it-* or *what-* clauses to emphasize the underlined words.

1 I find writing essays really difficult.

What I find really difficult is writing essays.

2 The government needs a lot more loyal supporters.

What

3 We don't want words. We want action.

We don't want words. What

4 I really like reading novels. I don't enjoy watching TV.

I really like reading novels. What

5 In my country the bride is the most important person at a wedding.

In my country it

6 Governments should be dealing with the causes of poverty, not the results of it.

It

7 I first decided to study medicine when I was ill in hospital as a child.

It

8 When you are seriously ill your family suffer the most.

When you are seriously ill it

2 Look at the sentences from the first paragraph of an essay answering this question.

***'The camera has changed the way we look at the world and the way that we celebrate special occasions.'* To what extent do you agree with this statement?**

The beginnings of the sentences are mixed up, but the endings are in the correct order. Match the beginnings (a–g) to the endings (1–7).

- | | | |
|--|----------------|--|
| a Unfortunately, <u>this</u> can often interfere | <u>d</u> | 1 has brought many changes to our lives. |
| b However, it is also true that the photographs record the event | | 2 the way we see and experience the world. |
| c But has the photograph become | | 3 and use <u>it</u> to create photographic records of their experiences. |
| d The invention of the camera | | 4 more important than the event or experience it is recording? |
| e On important occasions such as weddings, | | 5 cameras often have a primary role. |
| f One of <u>these</u> is | | 6 with the enjoyment of the occasion. |
| g Most adults in this country have a camera these days | | 7 so that it can be remembered in the future. |

Look at the underlined words. What do they refer back to?

3 Fill in the gaps with a subject from the box.

A one kilowatt solar panel

Global energy consumption

Solar panels, solar water heaters and wind generators

These renewable energy systems

This rise

a solar roof

Many countries

the government

they

The Future of Energy

A look at the challenge of providing the world with energy without damaging the environment.

1 Global energy consumption is predicted to rise nearly sixty per cent in the next twenty years. 2 is due to factors such as population growth, urbanization, and economic and industrial expansion.

3 have set themselves renewable energy targets, hoping to be able to generate a proportion of the electricity by such renewable means as wind or solar power. On a cloudy day in Britain

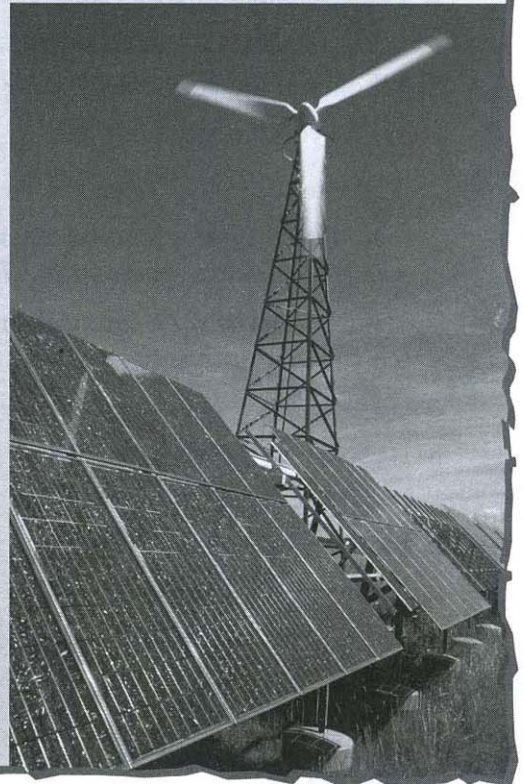
4 can generate enough electricity for the household to play 140 hours of TV and make 35 cups of tea.

5 saves up to a ton of CO₂ emissions each year.

6 all help to provide alternative sources of energy for private homes and 7 are no longer prohibitively expensive.

8 can make savings for householders in the long run, and in Britain

9 is providing financial help with the cost of installing them.



- 4 Read the test task and the model answer. A teacher has underlined the problem areas and written comments. Write the corrections below.

Many health problems in adults such as obesity and heart disease can be linked to poor diet. Research shows that it is important to encourage healthy eating patterns at an early age in order to avoid ill-health as an adult.

What action can be taken to encourage children to eat more healthily?

<p>1 <u>To educate our children about healthy eating and physical exercise is important.</u> Children need to learn what to eat and 2 <u>children need to experience</u> eating a wider variety of foods.</p>	1 grammar problem
<p>Packed lunches which are produced by the same person every day tend to contain the same food items every day too and also 3 <u>these foods tend not to be</u> the healthy option. Very often the contents of children's lunch boxes are crisps, sweets and biscuits.</p>	2 avoid repetition
<p>In order to prevent the problems associated with poor diet, such as obesity and heart disease in adulthood, parents need to encourage their children to eat a greater variety of healthier foods. 4 <u>The lack of experience of eating different kinds of foods often leads to poor diet in adults.</u> Experiencing a wider variety of foods can lead to a more rounded and nutritious diet and 5 <u>experiencing a wider variety of foods can therefore lead to better health.</u></p>	3 avoid repetition
<p>6 <u>To provide support and help to parents is important.</u> One way to do this is to implement a system whereby all children get the same food. 7 <u>No child would feel ashamed or embarrassed by the contents of their lunch boxes with this system.</u> Although difficult to achieve, this would control the foods that all children ate, thereby ensuring a healthy diet.</p>	4 add emphasis
<p>8 <u>Eating a healthy diet as a child undoubtedly has a huge influence on how healthy we are as adults.</u></p>	5 avoid repetition
<p>6 <u>To provide support and help to parents is important.</u> One way to do this is to implement a system whereby all children get the same food. 7 <u>No child would feel ashamed or embarrassed by the contents of their lunch boxes with this system.</u> Although difficult to achieve, this would control the foods that all children ate, thereby ensuring a healthy diet.</p>	6 grammar problem
<p>8 <u>Eating a healthy diet as a child undoubtedly has a huge influence on how healthy we are as adults.</u></p>	7 try starting with 'This system ...'
<p>8 <u>Eating a healthy diet as a child undoubtedly has a huge influence on how healthy we are as adults.</u></p>	8 avoid repetition

- 1 It is important to educate our children about healthy eating and physical exercise.
- 2
- 3
- 4
- 5
- 6
- 7
- 8

D Test practice

Academic Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

Children today play very violent games. This must be the reason for the increase in violence and crime in most major cities of the world.

What are your opinions on this?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Grammar focus task

Put the sentences of the first paragraph of this model answer in the correct order. What is the new information in each sentence?

- These games have become more violent over the past few years.
- Some are concerned that playing violent games might encourage them to become aggressive in real life.
- ¹..... Nowadays most children regularly play games on a computer or on their television.
- What we need to establish is whether or not this is actually true.
- In fact, many parents worry about this and the effect these games are having on their children.