

A Context listening

- 1 Dan is flying tomorrow afternoon to visit his friend Jess in the south of France. What do you know about this part of France?



- 2 24a Listen to their telephone conversation. Which of these instructions best represents the advice Jess gives to Dan?
- 1 Take a taxi from the airport to Montpellier station. Take the bus from Montpellier to Perpignan. Take a taxi from Perpignan station to the hotel. Eat at Café Mathis on Wednesday evening. Be in the hotel foyer at two o'clock on Thursday afternoon.
 - 2 Take the bus from the airport to Montpellier station. Take the train from Montpellier to Perpignan. Walk from Perpignan station to the hotel. Eat at Le Metropole on Wednesday evening. Be at Café Mathis at two o'clock on Thursday afternoon.
 - 3 Take a taxi from the airport to Montpellier station. Take the train from Montpellier to Perpignan. Walk from Perpignan station to the hotel. Eat at Le Metropole on Wednesday evening. Be in the hotel foyer at two o'clock on Thursday afternoon.
 - 4 Take a taxi from the airport to Montpellier station. Take the train from Montpellier to Perpignan. Take a taxi from Perpignan station to the hotel. Eat at Café Mathis on Wednesday evening. Be in the hotel foyer at two o'clock on Thursday afternoon.
- 3 24a Listen again and write the exact words from the recording. The number of words you should write in each space is given.
- 1 I'm really sorry, but I've messed up (1) our plans (2) for tomorrow.
 - 2 So I won't be able to pick (1) (1) at the airport after all.
 - 3 I've found (1) (3) from the SNCF website ...
 - 4 You'll need to buy a ticket before you get (1) (2).
 - 5 ... when you've checked (1) (2), I suggest you get a meal there.
 - 6 I'll sort (1) (2) when I pick you up on Thursday afternoon.
 - 7 Relax on Thursday morning and walk (1) (1).
- 4 In which of the extracts can you reverse the order of the words in the first space and the words in the second space?

B Grammar

1 Complex prepositions

Prepositions can be either simple (one word) or complex (two or more words):

*I'm really, really sorry **about** this.*

*The bus will only take you **as far as** the main square.*

(> See Appendices 17.1 and 17.2.)

Some complex prepositions have a meaning similar to a simple preposition:

*I wasn't able to reschedule the meeting, **in spite of** my efforts. (= despite)*

*All the people **in front of** me had been queuing for a long time. (= before)*

2 Verb + preposition: common patterns

START POINT

*Don't forget to **bring** your camera **with** you.*

*I **insist on paying** your hotel bill.*

After some verbs a preposition is needed to link the verb to what follows. If the preposition is followed by a second verb, the verb must be an -ing form.

- verb + object + prepositional phrase: (> See Appendix 18.1.)
*I tried to **reschedule** the meeting **for next week**, but it's just impossible.*
- verb + preposition + object + preposition + object: (> See Appendix 18.2.)
*She **complained to** the company **about** the unreliability of their bus service.*
- verb + preposition + -ing: (> See Appendix 18.3.)
*Don't **worry about getting** lost.*
- verb + object + preposition + -ing: (> See Appendix 18.4.)
*I'd **advise** you **against catching** the bus.*
- verb + preposition + subject + -ing: (> See Appendix 18.5.)
*You can **depend on the train running** on time.*

3 Phrasal verbs: word order

START POINT

*I've **booked** you **into** a hotel not far from the station.*

book into is a transitive, two-word phrasal verb. The object here is *you* and the particle is *into*.

*While you're strolling around, **look out for** Café Mathis.*

look out for is a transitive, three-word phrasal verb. The object here is *Café Mathis* and the particles are *out* and *for*.

*Something's **come up** at work.*

come up is an intransitive phrasal verb. There is no object.

Some phrasal verbs can be used transitively or intransitively with the same meaning:

Feel free to **call me back** if there's anything that's not clear about tomorrow.

Call back later.

(> See Appendix 19.1.)

Others have different meanings when they are used transitively and intransitively:

I've looked up the online timetable and it appears that the last train from Montpellier to Perpignan is at 21.51. (transitive verb = I've found the information)

The weather has been bad over the last week, but it seems to be **looking up** now.

(intransitive verb = improving)

(> See Appendix 19.2.)

With most phrasal verbs, the object can go before or after the particle:

I'll sort out the bill when I pick you up on Thursday morning. or

I'll sort the bill out when I pick you up on Thursday morning.

(> See Appendix 19.3.)

▲ With these verbs we tend to put the object after the particle if the object is long:

You might want to **take down** some of the information I'm going to give to you. rather than

You might want to **take** some of the information I'm going to give to you **down**.

and we always put the object before the particle if the object is a pronoun:

I won't be able to **pick you up** at the airport after all. (~~not I won't be able to pick up you at the airport after all.~~)

▲ If the object consists of two or more items connected with *and*, it can occur before or after the particle even if one or both of the items is a pronoun:

When I'm next in London I'll **look you and your wife up**. or

... I'll **look up you and your wife**. (look up = go and see them)

With some phrasal verbs, the object must go after the particle(s):

When you've **checked into the hotel**, I suggest you get a meal there. (~~not When you've checked the hotel into ...~~)

(> See Appendix 19.4.)

With a few phrasal verbs the object must go between the verb and the particle:

Although she was the youngest in the class, she used to **order the other children about**.

(~~not ... she used to order about the other children.~~)

(> See Appendix 19.5.)

A few three-word phrasal verbs have two objects, one after the verb and the other after the particles:

I'll **take you up on your offer** to buy me a meal. (verb = *take up on*; objects = *you* and *your offer*)

(> See Appendix 19.6.)

C Grammar exercises

- 1** Complete the sentences using the notes in brackets. Use an appropriate tense for the verb. If two word orders are possible, give them both.
- Sam sings really well. He takes after his father (*take / his father / after*).
 - I decided it was time to (*throw / some of my old exercise books from school / away*).
 - Sarah got really angry during the meeting, and eventually she (*gather / her papers / up*) and stormed out.
 - I (*bump / Cherie / into*) in town. She said she'll phone you later.
 - A: Have I got everybody on the list now?
B: No, you (*leave / Dave's name / out*).
 - I really can't (*tell / the twins / apart*), they look so similar.
 - I don't suppose there's any way we can (*talk / you / leaving college / out / of*), is there?
 - You should really try and (*get / some food / down*), even if you're not hungry.
 - Our neighbours are so inconsiderate. Last night they (*wake / me and my husband / up*) at three o'clock in the morning playing loud music.
 - The new shop has loads of computers on show so that you can (*try / them / out*) before buying.
 - A: You don't think Gary was telling the truth, then?
B: No, I think he (*make / the whole story / up*).

- 2** Complete the sentences using a complex preposition which includes the word in brackets and followed by a sentence ending from the box.

their ability to pay their health ~~a cut in their salaries~~ a strict protein-only diet
 an apology the train driver cream his wishes the 10,000 predicted
 an excellent art gallery 30th September a terrorist attack

- The workers got extra paid holiday in exchange for a cut in their salaries . (*exchange*)
- The concert attracted only 2,000 people (*against*)
- The pudding recipe's very rich, isn't it? Do you think I could use yogurt ? (*place*)
- I think healthcare should be available to all people, (*irrespective*)

- 5 The city has drawn up plans for the evacuation of thousands of people (*event*)
- 6 She's lost a lot of weight recently, (*thanks*)
- 7 Although he didn't spend much of his life in Ireland, he was buried there (*accordance*)
- 8 My parents want to move somewhere out of the city (*sake*)
- 9 It may be only a small town, but it has an interesting natural history museum (*along*)
- 10 He was a bit bad-tempered with me last week, so he gave me a box of chocolates (*way*)
- 11 The road will be closed for major repairs (*effect*)
- 12 The crash was found to be the result of negligence (*part*)

3 Complete these extracts from a radio news report by expanding the notes in brackets. Choose appropriate forms for the verbs and add prepositions and pronouns where necessary.

- 1 Police *have appealed to witnesses for information* (*appeal / witnesses / information*) about the fire which has led to the closure of the main east coast rail line at Crewbury. A factory next to the line was burned down yesterday, causing major damage to the track. Rail passengers are currently being (*advise / use*) the line.
- 2 In the first interview given by the Foreign Minister since newspapers reported that she personally approved illegal arms sales, she (*dismiss / the reports*) 'completely untrue'. She went on to say that the accusation would not (*prevent / do*) her job, and that she intended to continue in her post.
- 3 Ten youngsters between the ages of 12 and 16 met the Prime Minister today after they competed in the World Youth Maths Challenge. The Prime Minister (*congratulate / achieve*) excellent results in the competition. He said that they (*benefit / take part*) the After School Maths scheme set up by the government to encourage young people's enthusiasm for the subject.
- 4 The Food and Agriculture Minister, Sheila Davies, (*quarrel / European counterparts*) the issue of fish conservation. During a discussion on the decline in fish stocks, Ms Davies got into a heated argument, which (*end / walk*) out of the meeting.

- 5 Senior environmental scientists have called on the government to act immediately to (*protect / the country*) the effects of rising sea levels by building additional coastal defences. However, a spokesperson from the Environment Department said that the government wouldn't (*rush / invest*) substantial amounts of money on coastal defences when these might not provide a long-term solution.

4 Add the missing prepositions to this letter.

Dear Jodi,

Sorry I haven't been ⁱⁿ touch you for such a long time, but it's been a busy few months.

Earlier this year I heard that my great-aunt had died. Apart seeing her a couple of times at my parents' house, I didn't really know her. So you can imagine my surprise when I found she'd left me a cottage along some money in her will!

When I saw the cottage, I just fell in love with it. It's close a beautiful little village, and looks out the sea. My great-aunt used it as a holiday home, and I've decided to do the same. Unfortunately, it's been badly looked, so I've had to spend most weekends this year sorting the place.

I knew it was need some work, and at first I thought I could get away giving it a quick coat of paint. But I soon realised it was a much bigger job. There were holes in the roof, and the window frames were so rotten some of the panes of glass were danger falling out.

I was walking around the village one Saturday, wondering what best to do, when who should I run but Barney Adams. Do you remember him from school? As luck would have it, he now works in the village as a builder and decorator. We got talking, and he said he'd come and look the house. Naturally, I took him up his offer! He got really enthusiastic about it. He talked me replacing all the windows, and he's put in a new central heating system place the old coal fires. I've had to prevent him extending the kitchen, which he was keen to do! He's checked the roof, and fortunately that doesn't need replacing. Thanks Barney, the house is now looking brilliant, and comparison other builders, he doesn't charge very much.

The next project for me is to clean the mess in the garden, as it's completely overgrown. If you want to come and help me some time, feel free! You'll always be very welcome.

Love,
Emily

D Exam practice

This exercise tests
grammar from the
rest of the book
as well as the
grammar in
this unit.

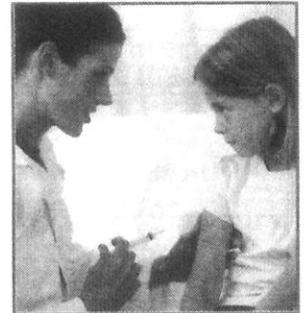
C P E Listening

24b You will hear four different extracts. For each, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear Mark Harris being interviewed about his new book on immunisation.

- Why, according to Mark Harris, do most scientists support immunisation?
 - They are reluctant to disagree with the predominant view.
 - They believe it is the best way to protect public health.
 - They think it has worked effectively since it was developed.
- In this interview, what is Mark Harris's main message?
 - Views on the effectiveness of immunisation have changed over time.
 - It is not desirable to immunise all children against disease.
 - All immunisation is unsafe to some extent.

**Extract Two**

You hear a woman talking about snowboarding.

- According to the speaker, the public don't realise that
 - snowboarding is easier than skiing.
 - snowboarding is difficult for beginners.
 - snowboarders take their sport seriously.
- According to the speaker, why don't skiers welcome snowboarders?
 - They resent the fact that snowboarders generally have more money than skiers.
 - They don't like the disruption that snowboarding causes.
 - They don't like snowboarding being dominated by one group.



C
P
E**Extract Three**

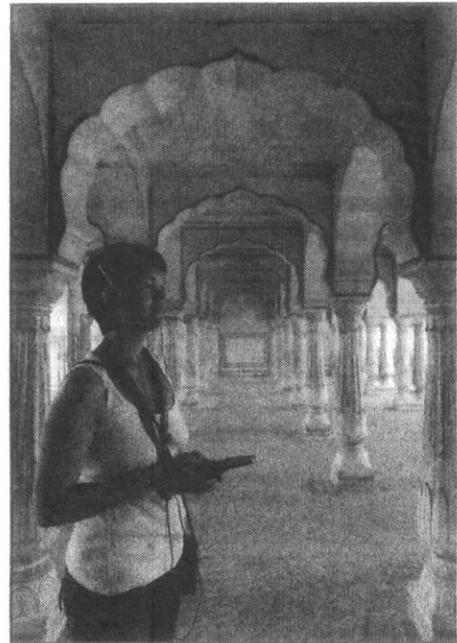
You hear a woman talking about her job in a lost property office at a major railway station.

- 5 When she explains that their missing belongings aren't in the lost property office, most people
- A don't believe her.
 - B are annoyed with her.
 - C realise that they have probably been stolen.
- 6 She believes that most unusual items of lost property
- A are unwanted presents.
 - B have been left deliberately.
 - C have no value to their owners.

Extract Four

You hear a man on a radio travel programme talking about city audioguides for use on an MP3 player.

- 7 According to the speaker, the *City Sounds* audioguide
- A is no better than a guidebook.
 - B explains architecture well.
 - C includes irrelevant information.
- 8 The feature of *Walk and Talk* that the speaker particularly praises is
- A the style of presentation.
 - B the accuracy of the information.
 - C the selection of music.



Grammar focus task

Complete these sentences from Extract 3 by writing the object in brackets in one space and an appropriate particle in the other. In which can you reverse the position of the object and the particle?

- It's always difficult when I tell people that no-one's handed *their property* *in* *in their property* . (*their property*)
- I think most of them are secretly convinced that I'm hanging
..... (*lost property*) for myself or selling
..... (*it*)
- People leave on trains that you really would not believe. (*some things*)
- I really think that people 'accidentally' leave unusual things like this on the train because they don't know how else to get rid
(*them*)
- You'd think people would be able to give or dispose of them in some other way rather than leaving them behind on trains, wouldn't you? (*them*)

Writing

The tourist authority is trying to increase the number of visitors from overseas that come to your region. It has asked for reviews of local tourist attractions which have some historical interest for publication in its magazine for visitors. Write your review of one tourist attraction. Describe it, outline its historical interest, give your personal view of the attraction, and say why it will appeal particularly to overseas visitors.

Write your **review** in **300–350** words.

Writing hints

This task gives you the chance to practise using complex prepositions: *in comparison with other tourist attractions; together with restaurants and clubs; away from the crowds; as well as other attractions.*
(> See Appendix 17.)

Prepositions after nouns and adjectives

noun + preposition: related verbs and adjectives; noun + preposition + *-ing* or noun + preposition + noun; noun + *of* + *-ing* or noun + *to*-infinitive; noun + *in* or noun + *of*; adjective + preposition

25

A Context listening

- 1 Do you prefer reading the news online or in a newspaper? Why?



- 2 **25** Kate Pearce has set up an online newspaper called *Happening*. Recently she visited her old school to talk to students about how she set up the paper. Listen to the question and answer session and number these steps in the order Kate mentions them.

- | | |
|---|---|
| a contact advertisers | f borrow some money |
| b learn how to design a website | g design a prototype website |
| c give more information about famous people | h increase involvement of teenagers |
| d gather feedback on the website | i have the idea of a newspaper for teenagers1.... |
| e respond to criticism | |

- 3 **25** Listen again and write the exact words you hear in the spaces.

- 1 I'd also had the opportunity to do a course on website design, and that*influenced*..... my decision.
- 2 I felt that there was a big an online newspaper.
- 3 But we did money to live on.
- 4 We had real persuading banks to lend us anything at all.
- 5 We took the work on it for six months.
- 6 It was generate business at first.
- 7 I think there'll always be a traditional newspapers.
- 8 And do many people *Happening*?
- 9 In the early days we used to get quite a lot of our news coverage.
- 10 Young people very high standards nowadays.
- 11 We've include a section on celebrities.
- 12 Young people may be able to have an government policies.

- 4 Underline the nouns you have written in Exercise 3, and find the related verb or adjective. Which nouns used the same preposition as the related verb or adjective?

B Grammar

START POINT

*I felt that there was a big **demand for** an online newspaper.*

*Every bank we approached was **sceptical about** whether the project would ever make money.*

Many nouns and adjectives are typically followed by particular prepositions.

1 Noun + preposition: related verbs and adjectives

Many nouns are followed by the same prepositions as their related verb or adjective:

(> See Appendix 20.1.)

*We used to get quite a lot of **complaints about** our news coverage. or*

*People used to **complain** a lot **about** our news coverage.*

*I wanted to increase young people's **awareness of** current affairs. or*

*I wanted to make young people more **aware of** current affairs.*

A few are followed by different prepositions from their related adjective:

(> See Appendix 20.1.)

*We take **pride in** the design of our website. or We are **proud of** the design of our website.*

Some take a preposition where their related verb does not:

(> See Appendix 20.1.)

*Young people may be able to have an **influence on** government policies. or*

*Young people may be able to **influence** government policies.*

2 Noun + preposition + -ing or noun + preposition + noun

Most noun + preposition combinations can be followed either by an *-ing* form or a noun:

*There have been **protests about locating** a new nuclear power station on the east coast. or*

*There have been **protests about the location** of a new nuclear power station on the east coast.*

(> See Appendix 20.2.)

▲ Some noun + preposition combinations are more usually followed by a noun than an *-ing* form:

*I felt there was a **demand for the publication** of an online newspaper. rather than*

*I felt there was a **demand for publishing** an online newspaper.*

(> See Appendix 20.2.)

3 Noun + of + ing or noun + to-infinitive

Some nouns can be followed by either *of + -ing* or a *to*-infinitive with little difference in meaning:

*The **idea of setting up** some kind of newspaper for young people came from that time. or*

*The **idea to set up** ...*

*I had the **opportunity to do** a course on website design. or*

*I had the **opportunity of doing** a course on website design.*

(> See Appendix 20.3.)

Some nouns have more than one meaning and are followed by either *of* + *-ing* or *to*-infinitive depending on which meaning is used:

Young people get the *chance to contribute* in various ways. (chance = opportunity)

The banks thought there was little *chance of making* it a commercial success.

(chance = likelihood)

(> See Appendix 20.3.)

Some nouns can be followed by *of* + *-ing*, but not a *to*-infinitive:

The *difficulty of persuading* the banks to lend us money meant that we had to borrow money from our parents. (not ~~The difficulty to persuade the banks ...~~)

(> See Appendix 20.3.)

Some nouns can be followed by a *to*-infinitive, but not *of* + *-ing*:

We took the *decision to work* on it for six months. (not ~~We took the decision of working on it for six months.~~)

(> See Appendix 20.3.)

4 Noun + *in* or noun + *of*

We use *increase / decrease / rise / fall* + *in* when we talk about what is increasing or decreasing, and *increase / decrease / rise / fall* + *of* to talk about the amount of an increase or decrease:

The recent *increase in* hits on the website means that we can charge more for advertising space.

(not ~~The recent increase of hits ...~~)

We've had an *increase of* about 50% in the last three months alone. (not ~~We've had an increase in about 50% ...~~)

Other nouns like this include: *cut, decline, downturn, drop; gain, growth, jump, leap.*

5 Adjective + preposition: expressing feelings

Many adjectives which refer to feelings or opinions are followed by particular prepositions:

Young people seem generally very *enthusiastic about* the site.

They were very *wary of* advertising on the site.

(> See Appendix 20.4.)

6 Adjective + preposition: different meanings

Some adjectives are followed by different prepositions, depending on meaning:

I knew they were *concerned about* what was going on in the world. (*concerned about* = worried about)

We have a reviews section, which is *concerned with* films, CDs, DVDs and books. (*concerned with* = to do with)

(> See Appendix 20.5.)

C Grammar exercises

1 Complete each sentence with an appropriate preposition.

- 1 I've been afraid^{of}..... the dark ever since I was young.
- 2 As the men came towards him, knives in hand, he felt afraid his life.
- 3 Get Brian to do the decorating. He's particularly good wallpapering.
- 4 We ought to get our website redesigned. I think it would be good business.
- 5 I was really furious Steve for turning up so late.
- 6 Local people are furious the decision to build a power station.
- 7 I think it's unfair you to blame me for missing the plane. It wasn't my fault the taxi was late.
- 8 The teacher kept the whole class in after school, which I thought was unfair those of us who hadn't been behaving badly.
- 9 I'm really sorry the coffee on the carpet. I didn't notice your cup there.
- 10 I feel really sorry Sarah. She lost all her work when her computer crashed.

2 Rewrite the sentences using a noun related to the underlined verb or adjective. Make as few other changes as possible.

- 1 At the meeting we discussed the pros and cons of private education.
At the meeting we had a discussion about / on the pros and cons of private education.
- 2 She admitted that the salary increase had influenced her decision to take the new job.
- 3 The children's spelling has improved noticeably since they were each given a dictionary.
- 4 Alex has done very well at university and we are very proud of his achievement.
- 5 Although I don't agree with his political beliefs, I greatly admire his writing.
- 6 The flooding seriously damaged many of the houses in the village.
- 7 When you come to collect the parcel, please bring documents to prove your identity.
- 8 Northern Rail has banned the use of mobile phones on its trains.
- 9 To solve the problem of severe traffic congestion, drivers are to be charged £10 a day for bringing their cars into the city centre.
- 10 The number of students dropping out of college has reduced substantially this year.

3 Choose the correct option. In some sentences both are correct.

- 1 Researchers have developed a treatment that they claim can significantly reduce the likelihood of getting / to get skin cancer.
- 2 After his heart attack, Tom had the sense of cutting / to cut down on the amount of fatty foods he ate.

- 3 The government has withdrawn its opposition to *using / the use of* private hospitals in the National Health Service.
- 4 Has there been an increase or decrease in *visiting / the number of visitors to* the National Park over the last ten years?
- 5 It was Gwen who had the idea of *organising / to organise* a fashion show to raise money.
- 6 Have you ever regretted your decision of *moving / to move* to Sweden?
- 7 It has been shown that people are more productive when they are given the option of *working / to work* flexible hours.
- 8 There seem to be two main factors behind *closing / the closure of* the car factory.
- 9 The focus of the conference is on *protecting / the protection of* endangered species in the rainforests of central Africa.
- 10 The party still shows no sign of *recovering / recovery* from its election defeat last year.
- 11 As she was writing, I noticed she had a very strange way of *holding / to hold* her pen.
- 12 A new advertising campaign is being launched today with the aim of *encouraging / to encourage* children to stay at school until they are 18.

4 Add the missing prepositions to these texts.

A A: I'm really fed up ^{with} my job. I've been doing the same thing at Trimstep for ten years, and I'm tired the same old routine.

B: But I thought you were keen your job. You've always seemed so enthusiastic it.

A: Well, I used to be very impressed the managers. But now they're only interested making money and they seem indifferent how the staff feel. There are rumours that business isn't going well, so a lot of people are worried their jobs. In fact, one of the senior managers left last week. He obviously wasn't satisfied the way the company's being run. Maybe it's time I started looking around for something new, too.



B (This is part of a speech made by a senior manager at Trimstep to employees.)

I know that some of you have expressed anxiety Mr Madson's sudden departure the company last week. I was very disappointed his decision to resign. I must admit that the last few months have been difficult, and at times we've been very concerned ourselves the future of the company. However, we have now developed an association a firm of retailers in South-East Asia, and we're extremely pleased this development. We did at first have a disagreement safety standards, but this has been resolved and they have now indicated their satisfaction the design changes we've made. We hope to sign a major contract with them in the next few days. To all of you I want to express my gratitude your belief the company and your continuing support the management team.

D Exam practice

This exercise tests
grammar from the
rest of the book
as well as the
grammar in
this unit.

Use of English

For questions **1–12**, read the text below and then decide which answer (**A, B, C** or **D**) best fits each space. There is an example at the beginning (**0**).

Seasonal affective disorder

Seasonal affective disorder, or SAD, is a type of depression that follows the seasons, with most SAD sufferers (**0**) symptoms during winter months. These symptoms include disturbed sleep and difficulty staying awake during the day. For many people, SAD is a (**1**) condition which causes (**2**) discomfort, but no severe suffering. This form of SAD is sometimes referred to as 'winter blues'. For others, however, it is a serious illness which might (**3**) them living a normal life.

SAD is clearly a response to the (**4**) of daylight hours and the lack of sunlight in winter. It is mainly found (**5**) people living in high latitudes. However, it is rare in those living within 30 degrees of the Equator, where daylight hours are long and constant. The relationship between (**6**) daylight and SAD is not clearly understood. It is thought that it affects the brain's production of the hormones serotonin and melatonin, but precisely (**7**) depression is triggered by a fall (**8**) the production of these hormones is an area for further research.

The most common treatment (**9**) SAD is light therapy in which sufferers are exposed to a very bright light, of at least ten times the intensity of ordinary domestic lighting, for up to four hours per day. This is (**10**) in around 85% of cases. Patients who do not respond to light therapy are usually prescribed antidepressant drugs, although there is a growing (**11**) in psychotherapy for SAD sufferers, enabling them to relax and (**12**) with the problems induced by the illness.

- | | | | | |
|-----------|---------------------|---------------------|-----------------------|---------------------|
| 0 | A feeling | B facing | C experiencing | D finding |
| 1 | A mild | B medium | C lenient | D slight |
| 2 | A the | B some | C a | D no |
| 3 | A limit | B prevent | C obstruct | D prohibit |
| 4 | A inadequacy | B shortage | C scarcity | D shortening |
| 5 | A by | B on | C among | D between |
| 6 | A weakened | B contracted | C reduced | D lowered |
| 7 | A if | B why | C whether | D that |
| 8 | A from | B to | C in | D of |
| 9 | A with | B for | C of | D by |
| 10 | A efficient | B active | C effective | D productive |
| 11 | A enthusiasm | B attention | C popularity | D interest |
| 12 | A cope | B manage | C face | D confront |

Grammar focus task

Without looking back at the text, decide how many of these extracts have the preposition *of* after the noun in italics? What other prepositions are used after nouns in the extracts?

- 1 Seasonal affective disorder is a *type* depression that follows the seasons.
- 2 This *form* SAD is sometimes referred to as 'winter blues'.
- 3 SAD is clearly a *response* the shortening of daylight hours ...
- 4 ... the *lack* sunlight in winter.
- 5 The *relationship* reduced daylight and SAD ...
- 6 ... it affects the brain's *production* the hormones serotonin and melatonin.
- 7 ... triggered by a *fall* the production of these hormones ...
- 8 ... at least ten times the *intensity* ordinary domestic lighting ...

Writing

You are studying Business and English at your college. You want to spend two months during your vacation working in a company in an English-speaking country to get work experience and to practise your English. Write a letter to the Personnel Manager of Arcon, an international company with branches in many countries, explaining who you are, what you would like to do, and why the company should employ you temporarily. Offer to send further information about yourself if the company is interested in employing you.

Write your **letter** in **220–260** words. Do not write any postal address.

Writing hints

The task gives you the chance to practise using nouns followed by particular prepositions: a possibility *of* (finding), the experience *of* (working), a good knowledge *of* (computers); the opportunity *to* (improve); an interest *in* (marketing), an expertise *in* (information technology); a demand *for* (temporary positions)

Useful language

I am writing to enquire whether ...; I would like to be able to ...; to make a useful contribution;

Thank you for your attention.

Writing Sample answer:

Introduction

I undertook a survey to identify staff views on the time, duration and location of the annual sales conference.

Time

The conference is traditionally held in the spring and this seems to suit the majority of staff members. The survey indicated that *there is an overwhelming preference for the conference to take place in February or March*, with only a small minority favouring April.

Duration

In the past, the conference has lasted three days. However, *it appears that most staff members consider this to be too long*. The general view is that the information could easily be covered in two days. *It is possible that the conference could be held over a weekend*, although this may inconvenience staff members with families.

Location

This year's conference should be held somewhere different. *There was considerable negative feedback* on last year's venue. People felt confined to the countryside centre for the whole three days. If the conference were held in town, *there would be many more facilities available*.

Recommendations

I propose that we hold our conference for two days during the working week in early spring. *I think it essential that it takes place in town*. This would appeal to most staff members, with the likely result of increased motivation and participation.

Unit 24

A: Context listening

- 2 Instruction 3
- 3 2 you up 3 out the train times 4 on the train 5 into the hotel
6 out the bill 7 around town
- 4 The order can be reversed in sentences 1, 3 and 6:
1 I'm afraid I've messed **our plans up** for tomorrow.
3 I've found **the train times out** from the SNCF website ...
6 I'll sort **the bill out** when I pick you up on Thursday
afternoon.

C: Grammar exercises

- 1 2 throw away some of my old exercise books from school
(more natural than 'throw some of my old exercise books
from school away' because the object is long)
- 3 gathered her papers up / gathered up her papers
- 4 bumped into Cherie
- 5 (have) left Dave's name out / (have) left out Dave's name
- 6 tell the twins apart
- 7 talk you out of leaving college
- 8 get some food down / get down some food
- 9 woke me and my husband up / woke up me and my
husband
- 10 try them out
- 11 (has) made the whole story up / (has) made up the whole
story (or is/was making)

- 2 2 as against the 10,000 predicted
3 in place of cream
4 irrespective of their ability to pay
5 in the event of a terrorist attack
6 thanks to a strict protein-only diet
7 in accordance with his wishes
8 for the sake of their health
9 along with an excellent art gallery
- 10 by way of an apology
11 with effect from 30th September
12 on the part of the train driver
- 3 1 advised against using
2 dismissed the reports as; prevent her (from) doing
3 congratulated them on achieving; had benefited from taking
part in
4 has quarrelled / has been quarrelling with her European
counterparts over; ended in / with her walking
5 protect the country from / against; rush into investing

4

Dear Jodi,

Sorry I haven't been in touch with you for such a long time, but it's been a busy few months.

Earlier this year I heard that my great-aunt had died. Apart from seeing her a couple of times at my parents' house, I didn't really know her. So you can imagine my surprise when I found **(out)** *(optional)* she'd left me a cottage along with some money in her will!

When I saw the cottage, I just fell in love with it. It's close to a beautiful little village, and looks out over / on the sea. My great-aunt used it as a holiday home, and I've decided to do the same. Unfortunately, it's been badly looked after, so I've had to spend most weekends this year sorting **(out)** the place **(out)** *(Either position is possible. Very informally, 'out' could be omitted.)*

I knew it was in need of some work, and at first I thought I could get away with giving it a quick coat of paint. But I soon realised it was a much bigger job. There were holes in the roof, and the window frames were so rotten some of the panes of glass were in danger of falling out.

I was walking around the village one Saturday, wondering what best to do, when who should I run into but Barney Adams. Do you remember him from school? As luck would have it, he now works in the village as a builder and decorator. We got talking, and he said he'd come **(over/round)** *(optional)* and look **(a)round** / at / over the house. Naturally, I took him up on his offer! He got really enthusiastic about it. He talked me **into** *(talked to me about' is also possible)* replacing all the windows, and he's put in a new central heating system in place of the old coal fires. I've had to prevent him **(from)** *(optional)* extending the kitchen, which he was keen to do! He's checked **(over)** the roof **(over)** *(Either position is possible; 'over' could also be omitted)*, and fortunately that doesn't need replacing. Thanks to Barney, the house is now looking brilliant, and in comparison with other builders, he doesn't charge very much.

The next project for me is to clean **(up)** the mess **(up)** (*Either position is possible.*) in the garden, as it's completely overgrown. If you want to come **(over/round)** (*optional*) and help me **(out)** (*optional*) some time, feel free! You'll always be very welcome.

D: Exam practice

Listening

1 A 2 B 3 C 4 B 5 A 6 B 7 C 8 A

Grammar focus task

2 onto lost property; it off 3 some things behind *or* behind some things 4 of them 5 them away

Writing Sample answer:

Birmingham's canals: an undiscovered attraction

The city of Birmingham in the English Midlands may not be glamorous *in comparison with* Venice, but it has more canals – over a hundred miles of them! In 1800, Birmingham was at the heart of the Industrial Revolution, and the meeting place of five major canals. Throughout the nineteenth century, the city's canals were alive with activity, as cargoes were loaded, unloaded and transported *as far as* Liverpool and London. But in the twentieth century the canals went into decline *as a result of* competition from railways and then road transport, and the network was *in danger of* being filled in.

Today, however, Birmingham's canals are once again buzzing with life. Where they cut through the city centre, they are surrounded by restaurants and clubs, *together with* concert venues and shopping malls. The canal boats are busy once again, but *in place of* the cargoes of coal and iron, they carry residents and tourists enjoying the leisurely pace of life along the waterways.

It is equally enjoyable to walk the miles of towpaths *next to* the canals. These were the paths originally walked along by horses, pulling barges in the early days before motorised boats. *Away from* the crowds, it is possible to explore the industrial heritage of the city, *as well as* make use of the new facilities that have developed around the canals. Recently, I had an excellent dinner on board a restaurant canal boat as it made its peaceful way around the city. The following morning, I was back, drinking coffee on a boat moored in an oasis of calm in the city, watching the world go by.

It is a pity that visitors from overseas usually bypass Birmingham, heading instead for nearby Oxford and Stratford. The canals are a gem in one of the country's most underrated cities, and they offer a view of life in Britain that overseas visitors rarely see. And visitors can be certain that they will be given a warm welcome by those living and working on and around the canals.

Unit 25

A: Context listening

2 2 b 3 g 4 f 5 a 6 d 7 e 8 h 9 c
3 2 demand for 3 need 4 difficulty in 5 decision to
6 difficult to 7 need for 8 complain about 9 complaints
about 10 demand 11 decided to 12 influence on

4 2 demand + for; 10 demand (verb) + no preposition
4 difficulty + in; 6 difficult (adjective) + to
5 decision + to; 11 decided (verb) + to
7 need + for; 3 need (verb) + no preposition
9 complaints + about; 8 complain (verb) + about
12 influence + on; 1 influenced (verb) + no preposition

C: Grammar exercises

- 1 2 for 3 at 4 for 5 with 6 about 7 of 8 on 9 about 10 for
2 Suggested answers:
2 She admitted that the salary increase (*had*) *had an influence on* her decision to take the new job.
3 *There has been a noticeable improvement in* the children's spelling since they were each given a dictionary. *or The improvement in the children's spelling has been noticeable since they were each given a dictionary.*
4 Alex has done very well at university and we *take (great / considerable) pride in* his achievement.
5 Although I don't agree with his political beliefs, I *have great admiration for* his writing.
6 The flooding *caused serious damage to* many of the houses in the village.
7 When you come to collect the parcel, please bring documents *as proof of (your) identity.*
8 Northern Rail *has imposed / placed / put / introduced a ban on* the use of mobile phones on its trains.
9 *As a solution to* the problem of severe traffic congestion, drivers are to be charged £10 a day for bringing their cars into the city centre.
10 *There has been a substantial reduction in* the number of students dropping out of college this year.
3 2 to cut
3 using / the use of
4 the number of visitors to
5 of organising / to organise
6 to move
7 of working / to work
8 the closure of
9 protecting / the protection of
10 recovering / recovery
11 of holding
12 of encouraging / to encourage
4 1 A: I'm really fed up **with** my job. I've been doing the same thing at Trimstep for ten years, and I'm tired of the same old routine.
B: But I thought you were keen **on** your job. You've always seemed so enthusiastic **about** it.
A: Well, I used to be very impressed **by / with** the managers. But now they're only interested **in** making money and they seem indifferent to how the staff feel. There are rumours that business isn't going well, so a lot of people are worried **about** their jobs. In fact, one of the senior managers left last week. He obviously wasn't satisfied **with** the way the company's being run. Maybe it's time I started looking around for something new, too.

2 I know that some of you have expressed anxiety about Mr Madson's sudden departure from the company last week. I was very disappointed with his decision to resign. I must admit that the last few months have been difficult, and at times we've been very concerned ourselves about the future of the company. However, we have now developed an association with a firm of retailers in southeast Asia, and we're extremely pleased with / about this development. We did at first have a disagreement over safety standards, but this has been resolved and they have indicated their satisfaction with the design changes we've made. We hope to sign a major contract with them in the next few days. To all of you I want to express my gratitude for your belief in the company and your continuing support for the management team.

D: Exam practice

Use of English

1 A 2 B 3 B 4 D 5 C 6 C 7 B 8 C 9 B 10 C 11 D 12 A

Grammar focus task

of is used after the noun in 5 extracts (1, 2, 4, 6, 8)
to is used in 3, *between* in 5, and *in* in 7

Writing Sample answer:

Dear Mrs Adams,

I am writing to enquire whether there is any possibility of finding temporary work at Arcon in one of your branches in an English-speaking country this summer.

I am a student of business and English, near the end of the third year of a four-year course at City College in Athens. I would like to spend some time during the college vacation gaining experience of working in a multinational company. Although I have a very good knowledge of spoken and written English, I would welcome the opportunity to improve my language skills further by working in an English-speaking environment.

I have a particular interest in marketing. If there is a post in the marketing department, I am sure I could make a useful contribution as well as develop my own understanding of the area. I also have an expertise in information technology, and have designed websites for organisations at college. My skills in this area might be useful to you.

I am happy in principle to work for no salary, and will be able to pay for my own accommodation and living expenses. However, if Arcon could pay a salary this would be gratefully received.

I realise there must be a great demand for temporary positions of this kind. However, if you feel there is a chance of arranging work for me, I would be pleased to provide further details about myself. In the meantime, I enclose a copy of my CV.

Thank you for your attention, and I look forward to hearing from you.

Yours sincerely,

Nikolaos Kovaos

Writing

As a lead-in, bring in some local newspapers and show examples of the letters it publishes. Ask students: *What differences do you note between these letters and the formal letter you wrote in Unit 6?*

Ask students to use the ideas from their discussion to write an email to a local newspaper. Students can do this individually or in pairs/groups. Refer students to the Style guide section on emails, page 16. If appropriate for your class, you could get students to exchange letters and comment/make corrections.

Suggested answer

From: Judy Hart

To: Editor-in-chief, *The Greenwood Post*

Subject: Installation of nuclear reactor in Greenwood
Dear Sir/Madam

As a resident of Greenwood, I was very concerned to learn about the proposed plan to install a mini nuclear reactor in the local area.

This proposal is unacceptable on environmental grounds. Of course, natural energy resources have been depleted and we must look to sustainable alternatives but the dangers of nuclear power are well documented. As a parent, I am extremely concerned for the health of my children.

Furthermore, we cannot leave a legacy of nuclear waste for our children without so much as providing them with the means to clean up after us. Therefore, until such a time as the technology is firmly in place to dispose of nuclear waste effectively, it is my strong opinion that the residents of Greenwood should stand united and oppose the proposal in favour of exploring cleaner and safer alternatives.

I would be most grateful if you would print this email in the next edition of your newspaper, as I would be interested to hear other readers' views on this matter.

Yours faithfully
Judy Hart

 Style guide, Emails, page 16

Language check

Ask students to read the information about the future perfect. Refer students to the Grammar reference at the back of the book. Ask students to work in pairs and answer the questions.

- a 4
- b 3
- c 2
- d 1



Coursebook, Grammar reference, Future perfect, page 158



Workbook, page 28

Practice

Ask students to complete the introduction to the presentation and compare answers with a partner. Then ask students to take turns reading the presentation.

- 1 will have had
- 2 won't have heard
- 3 shall have
- 4 won't have succeeded
- 5 will have been published
- 6 will have lost
- 7 will be compromised
- 8 will be facing
- 9 will have provided
- 10 will have been avoided

Speaking

Ask students to work in pairs and answer the questions. Then students join with another pair to exchange their ideas. Have a brief feedback session with the whole class.

Career skills

Students will have had discussions and informal debates in lessons but this section looks at the structure and content of a formal debate. So, as a lead-in you could ask students if they have ever listened to a formal debate? Ask what features differ from an informal discussion. (A debate has a chair or moderator, whose role is to introduce the debate topic, oversee allocated speaking time, check that the rules of the debate are being kept; the speakers present their case individually and are not allowed to interrupt each other as they speak.)

Ask students to read the information about debates. Check that students understand terms such as *counter*, *discredit*, *rebut* and *repudiate*. Ask students to think of other situations where these techniques might be useful (e.g. *negotiations*, *presentations*, *meetings*). Students should pay particular attention to the rhetorical techniques. Check that students understand what a rhetorical question is. (It functions as a statement rather than a question. No answer is required either because there is none or because the answer is obvious enabling the person asking it to retain the last word.) The question is asked for stylistic effect (e.g. *Why would anyone support such a flawed argument?*). Then ask students to match the rhetorical techniques to the extracts from a debate on the following page.