

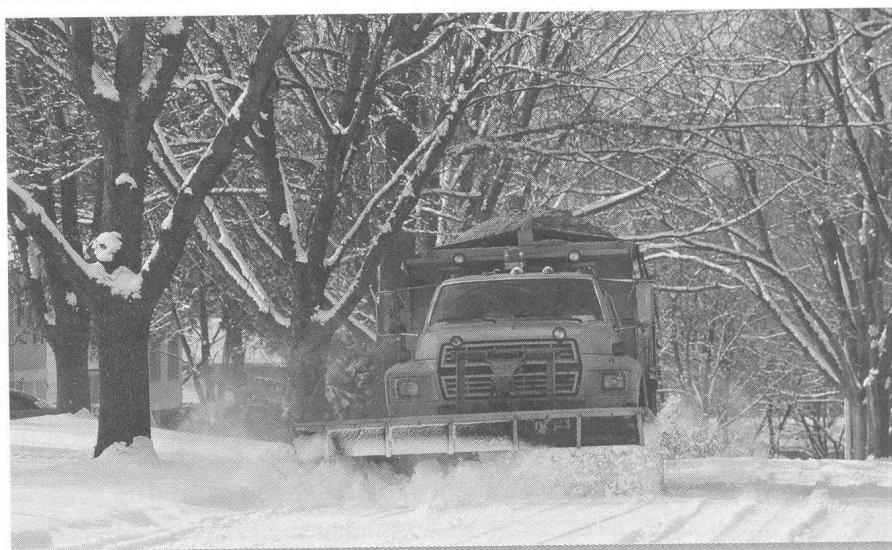
**GRAMMAR 22 NUMBER AND QUANTITY****Taxation policies**

In (11) ..... ways there is a (12) ..... of difference between the taxation policies of the two parties. While the Liberal Party believes that there are too (13) ..... high earners who are paying (14) ..... little income tax, and proposes raising millions (15) ..... pounds of tax revenue by increasing tax rates for higher earners, the Centre Party believes that in fact (16) ..... of us has been paying (17) ..... tax, and proposes steep rises for higher earners and an overall rise for all earners, apart from the small (18) ..... of people earning less than €10,000. However, as the Liberal Party also proposes an increase in VAT, very (19) ..... of us would avoid paying (20) ..... more for goods and services.

\*VAT = Value Added Tax, a tax on goods and services

**An enquiry into how local councils dealt with winter weather**

The report concluded that while (21) ..... of the agencies involved made every effort to respond to the emergency, very (22) ..... (only 2 out of 14 in fact) managed to clear the main roads within 24 hours. A large (23) ..... (12 out of 14) reported that they did not have (24) ..... warning of the change in weather conditions. There were too (25) ..... snow-clearing vehicles available, and (26) ..... valuable time was wasted in moving equipment from other areas. Because of the severe weather conditions, a large (27) ..... of staff were unable to reach depots, and there was (28) ..... evidence of adequate planning for such emergencies.



## IELTS LANGUAGE PRACTICE

**5 Complete the second sentence so that it has a similar meaning to the first sentence.**

- 1 Not many companies specialize in this product.  
Very.....*few companies specialize in this product*.....
- 2 Could you advise me about what I should do?  
Could you give.....?
- 3 This area lacks open spaces.  
There aren't.....
- 4 Whenever you need a break, there's a cafeteria on the next floor.  
Any.....
- 5 What proportion of the atmosphere is nitrogen?  
How.....?
- 6 This model doesn't require much more maintenance than the earlier model.  
This model requires only.....
- 7 This condition does not have a cure.  
There is.....
- 8 Up to a hundred police officers were involved in the security operation.  
As.....

**6 Write a new sentence with a similar meaning to the first sentence, using a word or phrase from the box.**

not enough	none	how much	hardly enough	a few
many	plenty	a little	a large amount	too few

- 1 There is insufficient time to deal with this issue properly.  
*There is not enough time to deal with this issue properly.*
- 2 Thousands and thousands of people remain homeless.  
.....
- 3 There was barely room to fit everyone in.  
.....
- 4 Considerable damage has been reported from the capital.  
.....
- 5 A small number of troublemakers was arrested.  
.....
- 6 There is more than enough time before the plane leaves.  
.....
- 7 Add a small amount of salt, and stir well.  
.....
- 8 Nobody I spoke to knew where the college was.  
.....
- 9 There is an insufficient number of parking places.  
.....
- 10 What volume of water does the reservoir contain?  
.....

# 23

## GRAMMAR

# Making comparisons

### Comparative forms

Comparatives may be formed in various ways.

- comparative adjective + *than*:

*This experiment is longer/better/more detailed than the last one.*

- *Not as, just as*:

*This experiment is not as detailed as the last one.*

*This computer is just as fast as the other one.*

- *Not as/so + adj + to-infinitive + as*:

*It's not as/so easy to explain as I thought.*

- *As + adjective + a + noun + as*:

*We asked for as large a car as possible.*

*It's not as long a journey as I used to have.*

- *Too + adjective (+ a + noun) + to-infinitive*:

*Failure at this stage is too terrible even to think about.*

- *Sufficiently + adverb + to-infinitive*:

*Some students are unable to write sufficiently well to pass the test. (formal)*

- *More + adjective + than + adjective, not so much + adjective + as + adjective*:

- To make a distinction between adjectives which are close in meaning:

*I was more surprised than angry.*

*I wasn't so much angry as surprised.*

- (subject) + *be* + comparative +*to-infinitive (than ...)*

*It's more/less convenient to use public transport.*

*A computer is easier to use than a typewriter.*

*It's easier to learn some languages than others.*

### Comparative + comparative

- Two comparatives are often used with verbs of becoming, changing, etc:

*The project is becoming more and more interesting.*

*Computers are growing faster and faster.*

### The + comparative or superlative + of the + number/quantity

- A comparative can be used to compare two things:

*This is by far/easily the most dangerous of the two methods.*

- A superlative is used to compare one thing with many things:

*The second proposal seems to be the best of the three.*

## IELTS LANGUAGE PRACTICE

### Present perfect + superlative

- We often use the present perfect with a superlative:

*This is **the most interesting** research I've ever done.* (I'm still doing it)  
*That was **by far/much the worst** film I've seen this year.*

### The + comparative, the + superlative

- To describe an action and its consequences:

*The longer we postpone the decision, the more serious the situation will become.*

- Adjectives and adverbs can be mixed:

*The more effort we put into this project, the more slowly it seems to progress.*

### Modifiers

- Comparisons can be modified to make them less extreme:

*This is **probably the best** solution.*

*We've done **just about as much as** we can.*

*This isn't **quite as easy as** I thought.*

*The new one is **not nearly/half/nowhere near as good as** the old one.*

- Comparisons can be made stronger:

*This is **easily the best** solution. It's the **most popular** sport in the world **by far**.*

*Tennis is **far/a lot/much more demanding**.*

*It's **a lot/much more interesting**.*

### Like and as

- As ... as:

*Her hands were **as cold as** ice.*

- Like:

*A caravan is **like** a house on wheels. (it is similar)*

- Look like, smell like, sound like, feel like:

*The college **looks like** a factory. (it is similar)*

*This **smells like** a rotten egg! (they smell the same)*

*That **sounds like** the postman. (it sounds is if he has arrived)*

*The pain **felt like** a red-hot needle. (it was similar)*

*I **feel like** going out tonight. (that's what I want to do)*

- As and like:

*Sue works **as a lab assistant**. (that's her job)*

*They worked **like slaves** to get the project finished. (that's how they would)*

- Look as if/as though + present simple/unreal past simple:

*You **look as if you need/needed** a rest. You must be really tired.*

**GRAMMAR 23 MAKING COMPARISONS****Enough and too**

- Not + adjective/adverb + enough + to-infinitive:

*I wasn't quite old enough to get into the film. (I was nearly old enough)  
He didn't work hard enough to win.*

- Too + adjective + to-infinitive:

*The police arrived far/much too late to catch the robbers.  
It was too great a problem (for him) to solve on his own.*

**More, fewer, less, not as/so much/many, too little, most (of the ...)**

- We use more, not a/so many with countables and uncountables, and fewer, less, not as/so much, too little with uncountables. We use superlative most with countables and uncountables:

*We need more paper.  
There is less time than we thought. There is too little money.  
There have been fewer storms/there haven't been as many this year.  
Most people try to save money most of the time.*

**Twice, three times, etc + as much as/as many as**

- We use twice as much, three times as much, etc to make comparisons between a larger and smaller quantity or number:

*There has been twice as much rain this year compared with last year.  
There are ten times as many students here as in my old college.*

- (Just) as much/many means 'an equal amount or number':

*This machine uses just as much electricity as that one.*

## IELTS LANGUAGE PRACTICE

### 1 Underline the most suitable option in each sentence.

- 1 In city areas a motorbike can be *faster as a car/faster than a car/as fast than a car*.
- 2 This is easily the worst film *than I've ever seen/I've ever seen/as I've ever seen*.
- 3 Your laptop is *twice as fast as mine/twice faster than mine/faster than mine twice*.
- 4 That kind of job is *too difficult than to do/too difficult doing/too difficult to do* your own.
- 5 The more I think about this proposal, *more appealing it becomes/the more appealing it becomes/it becomes more than appealing*.
- 6 Ann hasn't worked *too hard/the hardest/hard enough* to qualify for a bonus.
- 7 There isn't *too much money left/as much money left/more money left* as I thought.
- 8 The work I'm doing is becoming *a more demanding/the more demanding/more and more demanding*.
- 9 This looks *like/as/than* an interesting old village.
- 10 I've had *more and more that I can take/just about as much as I can take/easily to the most I can take* from you!

### 2 Complete the text by writing a suitable word in each space.

#### The popularity of football

Football is generally considered to be the (1) ..... *most* ..... popular sport in the world. It doesn't require very much in the way of equipment, so it's (2) ..... *as easy* for a group of children to play football in the street (3) ..... *it is* for an organized team to play on a proper pitch. For many people, playing in a team is (4) ..... *interesting* and (5) ..... *demanding* (6) ..... *playing* other kinds of sport such as tennis or golf. At the professional level, football probably attracts (7) ..... *spectators* and television viewers (8) ..... *any* other sport, but it is here that the situation is perhaps (9) ..... *as healthy* (10) ..... *it might seem*. According to some, the profit motive has begun to dominate the game, and the more that clubs and players earn, the (11) ..... *they care about football as a game*. In other words, winning at all costs and making as much money (12) ..... *possible* are beginning to overwhelm the sport. For some fanatical fans, in any case, football has become more of a religion (13) ..... *a sport*. Winning is (14) ..... *more important than anything else*, and they are happy to insult rival teams or fight with other fans. Of course it's (15) ..... *easier to watch a game than it is to play in one*, so perhaps what football needs is (16) ..... *spectators and more participants*. One way or another, the 'beautiful game' is perhaps not (17) ..... *beautiful* (18) ..... *some people would like to think*.

## GRAMMAR 23 MAKING COMPARISONS

**3 Complete the second sentence so that it has a similar meaning to the first sentence using a comparative or superlative form.**

- 1 It's not as difficult a problem as we thought.  
It's an easier problem than we thought it was.
- 2 The finances have never been in such a bad state.  
This is the.....
- 3 James is less likely to change his mind.  
James is not.....
- 4 This method is more dangerous than that one.  
This method is the.....
- 5 Our profits have doubled compared with last year.  
We have made.....
- 6 By the time the fire brigade arrived to put out the fire, it was too late.  
The fire brigade arrived.....
- 7 I think this is the bus now.  
This sounds.....
- 8 It costs a lot more to travel by air.  
Travelling by air is.....

**4 Write a new sentence with a similar meaning to the first sentence, using the word in bold. Do not change the word given.**

- 1 This research paper is a lot more detailed than the other one.  
**not as**  
The other research paper is not as detailed as this one.
- 2 At weekends, Harry has a cleaning job.  
**works**  
.....
- 3 This problem is a lot harder than I thought it was.  
**easy**  
.....
- 4 This book is more interesting than that book.  
**the two**  
.....
- 5 We haven't had a summer as wet as this for ten years.  
**wettest**  
.....
- 6 This year there are fewer students on the course.  
**not**  
.....
- 7 If he'd felt stronger, he would have carried on.  
**enough**  
.....
- 8 She couldn't try any harder.  
**tried**  
.....

## IELTS LANGUAGE PRACTICE

5 Complete the text by writing a word or phrase from the box in each space.

just as	a little richer	a lot more	as much	than
as simple as	drier	harder	higher	the longer
less water	minute less	more and more	more sense	
more surprising	shorter and cooler	twice as much	the best	



### Saving water



Climate change in the UK may not be obvious, as to most people it seems (1) ... just as ..... wet a place as ever. And everyone complains that gas and electricity is costing them (2) ..... as their bills get bigger. In fact, there isn't (3) ..... water available in southern England as there used to be, mainly because new housing and light industry is increasing demand. Some of the facts about the situation are (4) ..... than you might suppose. For example, London is actually (5) ..... than Istanbul and the South East of England has (6) ..... available per person than the Sudan and Syria. This is why everyone needs to try (7) ..... to avoid wasting water supplies, especially hot water, because consumers are having to pay (8) ..... prices for it. Easily (9) ..... solution is to change your bathroom habits! It's said that a typical bath uses around (10) .....

hot water as a five-minute shower, and therefore uses (11) ..... energy to heat the water. If you already do this, then remember that (12) ..... you stay under the shower, the more water (and energy) you use. So try making your showers (13) ..... . A (14) ..... in the shower could save as much as 11 litres of water, and it obviously makes (15) ..... to save water (16) ..... to waste it. This way everyone can make themselves (17) ..... by cutting energy bills. The less water we use, the more money we save, it is (18) ..... that.

# 24



## GRAMMAR

### Practice 8

**1 Complete the text by writing a suitable word in each space.**

The table below shows how (1) ..... people in total were employed in Alabama in 1990, with the various employment sectors expressed as percentages. Of 1,741,794 people in employment, by far the highest (2) ..... were employed in manufacturing of both durable and non-durable goods. Slightly (3) ..... people were employed in the durable goods sector (4) ..... in the non-durable goods sector. Taken together, the two sectors accounted for around 23% of the total, thus providing (5) ..... of the state's employment, nearly ten (6) ..... as many as worked in agriculture. Over recent years far (7) ..... had found employment in traditional industries such as mining and agriculture, forestry and fisheries, these sectors eventually accounting for not much (8) ..... than 3% of employment. Retail and wholesale trade combined employed almost as (9) ..... people as manufacturing at 20.4%. Both health and educational services employed (10) ..... people than construction.

**Alabama: Occupations 1990**

Employed persons 16 years and over	total 1,741,794 percentage%
Agriculture, forestry, and fisheries	2.4
Mining	0.7
Construction	7.1
Manufacturing, non-durable goods (eg food, fuel, clothing, etc)	11.3
Manufacturing, durable goods (eg cars, computers, toys, etc)	11.5
Transportation	3.8
Communications and other public utilities	3.2
Wholesale trade	4.2
Retail trade	16.2
Finance, insurance, and real estate	5.0
Business and repair services	4.0
Personal services (e.g. cleaning, domestic care, child care, etc)	2.9
Entertainment and recreation services	0.9
Health services	8.2
Educational services	8.1
Other professional and related services	5.2
Public administration	5.3

## IELTS LANGUAGE PRACTICE

**2 Complete the text by writing a phrase from the box in each space.**

most populous	greater extent	busiest	considerable
dominant	extensive	highest	large quantities
largest	major	many	mostly
large numbers	significant amounts		not even

### The state of Alabama, US



Alabama, with about 4.6 million residents, is the 23<sup>rd</sup> (1) ..... *most populous* ..... in the United States. In 1810 its population was (2) ..... 10,000, but its (3) ..... city, Birmingham, now has a population of about 1.25 million. Until the late 19th century, Alabama's economy was (4) ..... agricultural but from then on manufacturing became the (5) ..... sector. Until the 1960s (6) ..... quantities of iron ore were mined in the state. However the agricultural sector still produces (7) ..... of soya beans, cotton and peanuts, and (8) ..... of beef cattle and chickens. Over the last thirty years the economy has been transformed, with information technology, bio-technology and medical research expanding to a (9) ..... compared to other sectors. Alabama also now has the 4<sup>th</sup> (10) ..... level of motor manufacturing output in the US. In addition, Alabama has a (11) ..... tourist industry, and (12) ..... tourists visit Alabama's historic sites, state parks, and national forests. The state's (13) ..... forests also produce (14) ..... of pulpwood and lumber. Mobile, the only port, is the 10th (15) ..... (by tonnage) in the United States. There are also (16) ..... road, rail and canal systems.

**GRAMMAR 24 PRACTICE 8****3 Complete the text by writing one word in each space.**

Britain's universities are producing more and (1) .....*more*..... graduates, but there aren't (2) ..... graduate level jobs to go round. According to a recent report, there are now (3) ..... many graduates for the UK jobs market, and their work skills are not quite good (4) ..... . According to the latest figures, more (5) ..... a million graduates are in jobs for which they are over-qualified, and there are too (6) ..... graduate level jobs (9 m) to provide for the number of graduates currently available (10.1 m). To make matters worse, by 2020 there will be even (7) ..... graduate jobs, with the figure for graduate jobs as low as 42%. And this situation is not being improved by government policy, which is to encourage an even greater (8) ..... of young people to enter higher education. In fact the intention is for as (9) ..... as 50% of all young people to be on degree courses. But does producing (10) ..... graduates mean that the quality of their education will not be as high (11) ..... it should be? The report, by the Confederation of British Industry (CBI), goes on to say that current graduates are (12) ..... as well qualified as they might be, and lack 'people skills'. (13) ..... many young graduates, they say, are not able to communicate (14) ..... well for today's workplace. Some are (15) ..... skilled enough in teamwork and time management, and a (16) ..... , it is suggested, even find it hard to get up in the morning. The CBI report points out that there is (17) ..... great a need for graduates to be good employees as there is for them to be scholars. At the same time, the CBI expressed concern that universities were not producing (18) ..... graduates in maths, science, technology and engineering subjects. The report also criticized employees, saying that too (19) ..... of them provided students with high quality work experience to prepare them before they apply for a job. The government too came in for criticism, with evidence showing that the UK spent proportionally (20) ..... on higher education than other European countries.

# 25

## GRAMMAR



# Adverbial clauses 1

## Coordinate clauses

- A coordinate clause can make sense on its own. A coordinating conjunction, such as *and*, *but*, *because* joins the clause to another clause and makes a longer sentence. This kind of sentence is sometimes called a 'compound' sentence:

*We reduced the temperature of the oil, but the results stayed the same.*

## Subordinate clauses

- A subordinate clause gives more information about a sentence, but does not make sense on its own. A subordinating conjunction introduces a subordinate clause, and joins on to the main part of the sentence:

*Although the experiment was successful, the results were not as expected.*

This section deals with a range of subordinate clauses called 'adverbial' clauses. Most adverbial clauses can be placed after or in front of the main clause. Note the changes below

*Although the experiment was successful, the results were not as expected.*

*The results of the experiment were not as expected, although it was successful.*

- It is sometimes possible to place the clauses in the middle of another clause:

*The results of the experiment, when you consider them in context, were unusual.*

## Time clauses

- Time clauses are introduced by time conjunctions: *when*, *after*, *as*, *as soon as*, *before*, *by the time*, *at the same time*, *during the time*, *immediately*, *the moment*, *now*, *once*, *since*, *till/until*, *whenever*, *while*. If the time clause comes first, we usually put a comma after it:

*As we were leaving, I noticed that something was wrong.*

*The moment the news leaked out, we received a flood of offers.*

*The company ran into difficulties when the factory was burned down.*

*Take the medication for as long as is stated on the label.*

- In adverbial time clauses referring to the future we do not use *will*, but use present simple, or present perfect to emphasize completion:

*As soon as there is any definite information, we'll make a decision.*

*Let me know as soon as you've left the building.*

## Place clauses

- Place clauses are introduced by *where* for a particular place and *wherever*, *anywhere*, or *everywhere*. They normally come after the main clause:

*There is a warning sign on the cupboard where poisons are kept.*

*You can leave your bicycle wherever you like.*

*Everywhere scientists look, they are finding the same results.*

## GRAMMAR 25 ADVERBIAL CLAUSES 1

### Manner clauses

- Manner clauses are introduced by *as*, *like*, *just as*, *much as* and *normally* come after the main clause:

*I used brown sugar, as/like it said in the recipe.*

*The village remains much as it was in the 18<sup>th</sup> century.*

- We also use *how* or *in the way (that)*:

*He makes coffee just how I like it.*

*They didn't perform the task in the way that we wanted them to.*

- We use *as if* and *as though* to describe something which seems to be true:

*The company acted as though there was nothing wrong.* (there was)

As *if* and *as though* with a past tense have an imaginary or ‘unreal’ sense, as in a conditional sentence:

*Most people treat this problem as if it were just a matter for scientists.* (it isn’t)

As *if* and *as though* are common with *be*, *act*, *appear*, *behave*, *feel*, *look*, *seem*, *smell*, *sound*, *taste*. Using a past tense shows that the matter is an imaginary or ‘unreal’:

*He acted as if he had seen a ghost.* (imaginary)

*It sounds as though they are having a good time.* (real)

#### → SEE ALSO

**Grammar 26: Adverbial clauses 2**

**Grammar 29: Participle clauses**

## IELTS LANGUAGE PRACTICE

**1 Underline the most suitable option in each sentence.**

- 1 When the inquiry completed/will complete/has completed its investigation it will publish a report.
- 2 You can park as though/what/wherever you like in this street.
- 3 During the time/Immediately/While he spent in intensive care, he was not allowed visitors.
- 4 The tests differ as if/like/in the way they measure potential performance and aptitude.
- 5 We've been living in temporary accommodation while/since/when we moved here in September.
- 6 We can find you a ticket for just as/as soon as/anywhere you want to go.
- 7 The technicians replaced the safety mechanism as/whenever/while they had been instructed.
- 8 We'll let you know anywhere/when exactly/just as you need to come for your interview.
- 9 Give me a call as soon as you arrive/arrived/will arrive at the airport.
- 10 A bell will ring three times five minutes before/until/as soon as the library closes.

**2 Complete each short text by writing one suitable word in each space.  
Sometimes more than one answer is possible.**

### Natural cleaning

A research team in the US is looking at a method of removing pollution from the environment in the (1) ..... way ..... that it occurs in nature – by using bacteria. (2) ..... scientists look – at the bottom of rivers and in the Antarctic ice – they find microbes feasting on materials in their environment. (3) ..... they feed on toxic chemicals, some bacteria convert these substances into useful compounds.

### Rebuilding work

(4) ..... construction begins in South Court, the Student Centre will remain open on its regular schedule. The cafeteria will be usable (5) ..... the first phase of work is taking place, but will be closed from June 30<sup>th</sup>. (6) ..... this work has been completed, the cafeteria will reopen. This is scheduled for November 1<sup>st</sup>. (7) ..... access to the Student Centre from North Road is closed, use the fire exit at the rear of the building. This will be kept open (8) ..... this occurs and warning signs will be placed outside.

## GRAMMAR 25 ADVERBIAL CLAUSES 1

George Orwell in Spain

(9) ..... the Spanish Civil War broke out, Orwell decided to go to Spain and fight on the Republican side (10) ..... he was needed. (11) ..... the time his wife Eileen joined him in Spain the following year, he had been involved in fighting in the Aragon area. (12) ..... he had spent a short period in Barcelona, he returned to the fighting (13) ..... he was wounded in the throat and was lucky not to be killed. (14) ..... he had recovered sufficiently, he and his wife left Spain later that summer.

**3 Write one new sentence with a similar meaning to the two sentences, using the word in bold.**

- 1 The instructions said I should use glue. I did use glue.

**as**

..... I used glue as it said I should in the instructions.....

- 2 The match finished. There was a huge cheer.

**moment**

.....

- 3 The tomb was discovered, and the archaeologists were astounded.

**when**

.....

- 4 The operation had started. It could not be interrupted after that.

**once**

.....

- 5 They fitted the windows, but not as we wanted them to be fitted.

**way**

.....

- 6 I always imagined the village would be just like this.

**how**

.....

- 7 I'll leave home at six. I'll be here until then.

**before**

.....

- 8 The refugees found shelter in any place they could.

**wherever**

.....

- 9 The way of life of the people in the mountains hasn't changed a lot since the last century.

**much as**

.....

- 10 They are not telling the truth. That is the way it sounds.

**if**

.....

# 26

## GRAMMAR

# Adverbial clauses 2

See Grammar 25 for an overview of coordinate and subordinate clauses.

### Concession clauses

- Concession clauses add information which seems to oppose the information in the rest of the sentence and are typically introduced by *although*, *though*, *even though*:  
*The expedition pressed on, although everyone was tired.*  
*Even though it had rained all night, they were able to cross the river.*  
*They were in good spirits, considering how bad conditions were.*
- Even if* explains that although something may happen, another situation stays the same:  
*Even if the price of the product is reduced, we are unlikely to buy it.*
- Despite* and *in spite of* can only be followed by noun forms:  
*In spite of /Despite the bad conditions, they were in good spirits.*  
*In spite of /Despite feeling tired, they pressed on.*

### Contrast clauses

- Contrast clauses are typically introduced by *although* or *though*. In formal speech and writing *while*, *whereas*, *whilst* are used:  
*Although/While they accepted his theory in part, they rejected his conclusions.*  
*The study found that although/whereas the total number of cancer deaths had increased by 22%, cancer of the respiratory tract had increased 120%.*
- Much as* is a formal way of saying *although*:  
*(As) Much as I would like to believe you, I find your explanation hard to accept.*

### Reason clauses

- Reason clauses are introduced by *as*, *because*, *since*, *seeing that*:  
*I won't be able to attend the meeting as I have another appointment.*  
*Since you refuse to answer my letters I am referring this matter to my lawyers.*
- Seeing how/as/that* are spoken forms:  
*Seeing that I am paying, I think I should decide which film we see.*
- For* is a formal and often literary use:  
*He did not check again, for there was no reason to expect any change.*
- When *in case* and *just in case* refer to a future situation which explains the reason for doing something in the present, we use a present tense to refer to future time:  
*We use safety gloves just in case the liquid spills.*

## GRAMMAR 26 ADVERBIAL CLAUSES 2

- In past situations, we use two past tenses:

*They all wore heavy clothing in case the weather turned cold.*

### Result clauses

- Result clauses are introduced by *so + adjective/adverb + that, such (a) + (adjective) + noun + that*. It is not possible to reverse these clauses:

*The plane is so small/It is such a small aircraft that it can take off from a road.*

*The weather changed so rapidly that everyone was taken by surprise.*

- We also use *so much/many/few/little + that*:

*The company made so much profit that it was able to expand rapidly.*

### Purpose clauses

- Purpose clauses are introduced by *so (that)* usually followed by a modal auxiliary:

*They filmed the experiment so (that) they could be sure of what happened.*

- We use *in order that* in formal speech and writing:

*Legislation is needed in order that this problem may be dealt with effectively.*

- *So as (not) + to-* infinitive also describes the purpose of the subject in the main clause:

*I closed the door quietly so as not to disturb anyone.*

#### → SEE ALSO

Grammar 25: Adverbial clauses 1

## IELTS LANGUAGE PRACTICE

This section includes practice of adverbial clauses in Grammar 25.

**1 Underline the most suitable option in each sentence.**

- 1 *Whereas/As/Much as* finance is no longer available, this project has been postponed.
- 2 It is *so/such a/so that* powerful engine that it requires a great deal of fuel.
- 3 You should wear warm clothing *in case/although/since* the weather changes for the worse.
- 4 *Despite she took/In spite of taking/In spite she took* the medication, she still developed malaria.
- 5 *Whereas/Such as/Seeing as* the concert tickets are free, we might as well go along.
- 6 The organism grew *such rapidly/so much rapidly/so rapidly* that it doubled in size within two days.
- 7 *Although/Despite/Even if* supplies of gas are suspended, there is enough in the country to last the winter.
- 8 *Although/In order that/Since* your application for funding can be considered, please complete and return this form.
- 9 There was *such/so little/so* hope of finding any more survivors that the search was abandoned.
- 10 The year ahead will be difficult for wind power, *despite/whereas/as much as* sales of solar energy equipment should do well.

**2 Complete each short text by writing one suitable word in each space.**

### Are robots dangerous?

Scientists, and film-makers, have wondered whether robots might become (1) ..... sophisticated that they will become a threat to human life. (2) ..... it seems unlikely that robots will ever become self-aware, more advanced robots could be dangerous (3) ..... they might become more independent of human control. In other words, they might become so 'intelligent' (4) ..... they start to take decisions on their own. However, (5) ..... if robots started to think and act for themselves, these abilities would be extremely limited and in any case robots are (6) ..... complex that they nearly always require human controllers.

### Radon gas

(7) ..... most people are aware of the dangers of radiation, not many consider that they might be at risk in their own homes from radon, a naturally occurring radioactive gas. (8) ..... it is colourless and odourless, home owners may not be aware of potential problems. However, radon is (9) ..... dangerous that in the USA alone it is the second most common cause of lung cancer. (10) ..... there are no immediate symptoms of exposure, which may take years to surface, it's as well to have your house tested if you are in a risk area.

## GRAMMAR 26 ADVERBIAL CLAUSES 2

**Tea with milk?**

Research has found that (11) ..... drinking black tea can have a relaxing effect on the arteries, (12) ..... they expand and protect the heart, the tea has no effect at all if milk has been added. Tea without milk relaxes the arteries (13) ..... it produces nitric oxide, (14) ..... tea with milk has no effect at all. (15) ..... tea is the second most popular drink in the world, after water, its health effects are of considerable importance. Researchers also suggest that other foods with known health benefits, such as olive oil and red wine, are looked at in context, (16) ..... it can be determined whether they too lose their effects in combination with other foods.

**3 Write a new sentence with a similar meaning to the first sentence, using the word in bold. Do not change the word given.**

- 1 As the headwind was strong, the flight was delayed.  
**that**

..... *The headwind was so strong that the flight was delayed.* .....

- 2 Your application has not been accepted because you have failed to provide any references.  
**since**

- 3 The meeting was poorly attended so no vote was taken on the proposal.  
**as**

- 4 The computer programme had a lot of errors and it had to be rewritten.  
**that**

- 5 The building work was completed on time, despite the bad weather.  
**although**

- 6 I'll give you my phone number because you may change your mind.  
**just**

- 7 I appreciate your offer but I have to decline.  
**as**

- 8 Classes finished early to allow students to attend rehearsals for the play.  
**could**

- 9 It is a dangerous substance so it has to be kept in a special container.  
**such**

- 10 They had been advised to turn back, but the expedition went on.  
**even though**

## IELTS LANGUAGE PRACTICE

- 4 Rewrite the two sentences as one sentence with a similar meaning, using the word in bold. Leave out any unnecessary words.**

### Living in a tax free country: The Cayman Islands

1 The Islands are a tax-neutral jurisdiction. No one there pays income tax.

as

As the Islands are a tax-neutral jurisdiction, no one there pays income tax.

2 The Islands do not produce manufactured goods. Everything has to be imported.

since

.....  
3 The government can pay for essential services. It does this by levying a special tax on all imports.

so

.....  
4 The government is also able to raise large amounts of revenue from work permits and port fees. A lot of people want to work there and there is a lot of tourism.

many

.....  
5 This policy has been very successful. The Islands are one of the wealthiest places in the world.

that

- 5 Complete the text by writing one suitable word in each space.**



### Why buy organic food?

(1) Although organic food is more expensive, it has some important environmental benefits. (2) ..... animals are raised organically, they live under better conditions. They are not given growth hormones or antibiotics, (3) ..... you will not have to worry about these chemicals being passed from the meat you eat into your body. (4) ..... conventional farmers uses pesticides which contaminate the soil and the air, organic farming avoids these. Farmers also have to keep increasing the strength of pesticides (5) ..... they can control pests which have become resistant. So when the authorities insist that all meat products are 'safe', what they really mean is that the levels of chemicals in the meat is (6) ..... small that it is not considered to be a risk. However, you may prefer to eat organic meat (7) ..... you can be absolutely sure that it is not contaminated. (8) ..... it has not been proved that organic food is healthier than non-organic food, it can safely be said that non-organic food carries more risks. And (9) ..... organic farms are safer places for those who work there, (10) ..... you buy organic food you are protecting farmers' health as well as your own.

# 27

## GRAMMAR

### Practice 9

1 Complete the text by writing a phrase from the box in each space.

- a as has often been observed
- b as sites like Facebook
- c before long the adults start
- d despite the fact that Facebook
- e so rapidly that people began
- f while the figures might
- g although the number
- h as the new figures showed
- i when Facebook users see
- j even if the figures are wrong
- k so striking that some commentators
- l while the number of users

### Who uses Facebook?

(1) ...., once kids start doing something, then (2) ..... to do it too. Recent figures from IStrategy Labs in the US suggest that this is happening to the personal networking site Facebook. (3) ..... of Facebook users aged 18–24 rose by 4.8% in the first half of 2009, the number

of older users grew much more. (4) ..... aged 25–34 grew by 60.8%, users aged 35–54 showed an increase of 190.2%, and the number of users aged 55 or above rose by 513.7%.

This rise in older users was (5) ..... suggested that Facebook had become mainly a site for older people. (6) ..... was considered a site for young

people, most of its users (28.2%) in July 2009 fell into the 35–54 age group. (7) ..... , the 18–24 age group had dropped to third place with 25.1% of users, just behind the 25–34-year-olds. The rise in users aged 55 from under a million in January 2009 to nearly 5.9 million six months later took place (8) ..... to see Facebook in a different way. (9) ..... seem to show a decline in younger users, in fact what they show is that the overall number of users is growing, but at different rates. (10) ..... rely on advertising, this is significant. (11) ..... an advertisement, they react differently, because the audience has changed. (12) ..... (if for example younger users didn't enter their data into the site), older users are still making a big impact.

Gender	As of 1/04/09		As of 7/04/09		Growth
	Users	Percentage	Users	Percentage	
US Males	17,747,880	42.2%	29,090,240	40.5%	63.9%
US Females	23,429,960	55.7%	39,246,680	54.6%	67.5%
Unknown	911,360	2.2%	3,564,480	5.0%	291.1%
Total US	42,089,200	100.0%	71,901,400	100.0%	70.8%

Age	As of 1/04/09		As of 7/04/09		Growth
	Users	Percentage	Users	Percentage	
0–17	5,674,780	13.5%	7,050,320	9.8%	24.2%
18–24	17,192,360	40.8%	18,017,480	25.1%	4.8%
25–34	11,254,700	26.7%	18,102,320	25.2%	60.8%
35–54	6,989,200	16.6%	20,285,640	28.2%	190.2%
55+	954,680	2.3%	5,859,160	8.1%	513.7%
Unknown	23,480	0.1%	2,586,480	3.6%	10915.7%

Geography	As of 1/04/09		As of 7/04/09		Growth
	Users	Percentage	Users	Percentage	
New York	1,622,560	3.9%	2,179,400	5.2%	34.3%
Chicago	797,040	1.9%	1,068,660	2.5%	34.0%
Los Angeles	636,160	1.5%	1,250,920	3.0%	96.6%
Miami	627,840	1.5%	825,280	2.1%	31.4%
Houston	560,520	1.3%	955,500	2.3%	70.5%
Atlanta	535,300	1.3%	1,297,420	3.1%	142.4%
Washington DC	526,460	1.3%	749,400	1.8%	42.3%
Philadelphia	498,220	1.2%	706,940	1.7%	41.9%
Boston	440,500	1.0%	605,600	1.4%	37.5%
San Francisco	264,460	0.6%	387,280	0.9%	46.4%

Current Enrollment	As of 1/04/09		As of 7/04/09		Growth
	Users	Percentage	Users	Percentage	
High School	5,627,740	13.4%	4,697,780	6.6%	16.5%
College	7,833,280	18.6%	6,133,600	8.7%	21.7%
Alumni	4,756,480	11.3%	3,997,880	5.7%	-15.9%
Unknown	23,871,700	56.7%	35,927,000	59.0%	134.3%

## IELTS LANGUAGE PRACTICE

2 Complete the text by writing a word or phrase from the box in each space. Use each word or phrase once only.

when although as as if as soon as as though by the time  
even though in case such since the moment whenever while

### How many Facebook friends should you have?

(1) .... everyone you know starts using Facebook, it's time to wonder how many friends you should have. Facebook friends, that is. (2) ..... someone boasts to me that they have 500 or 1000 friends, I become sceptical. (3) ..... it's good to have lots of friends, can these electronic contacts really be worthy of the name? According to a recent book by Robin Dunbar, a professor of evolutionary anthropology, (4) ..... you reach the number 150, you've arrived at the optimum number of people the brain can deal with. The professor argues his case at some length, (5) ..... nobody could possibly deal with more than that number of people. Well, it is (6) ..... an appealing idea that a lot of people have jumped on the bandwagon and declared that Dunbar's number, 150, is about the maximum number of Facebook friends anyone should have. (7) ..... I heard about this idea, I started asking people how many Facebook friends they had. (8) ..... you're wondering, no, I'm not on Facebook myself, so I needed to ask around. (9) ..... I had to use normal conversational means, this took me some time. (10) ..... it became rather a slow process, I considered signing up to Facebook, just so that I could ask people about this. Anyway, (11) ..... I'd spoken to a few people about this, I began to think that 150 simply wasn't enough. For a start, (12) ..... Facebook contacts are called 'friends', a lot of them turned out to be business contacts, or companies, or people the user had been at primary school with years ago. (13) ..... these contacts are not close friends, people who are contacted often, it's useful to keep in touch with them. So if you have thousands of Facebook friends, it might sound (14) ..... you have an over-active social life, but it depends on how often you contact them and why. It seems that you can never have enough friends, after all.

## IELTS LANGUAGE PRACTICE

**2 Complete the text by writing a word or phrase from the box in each space. Use each word or phrase once only.**

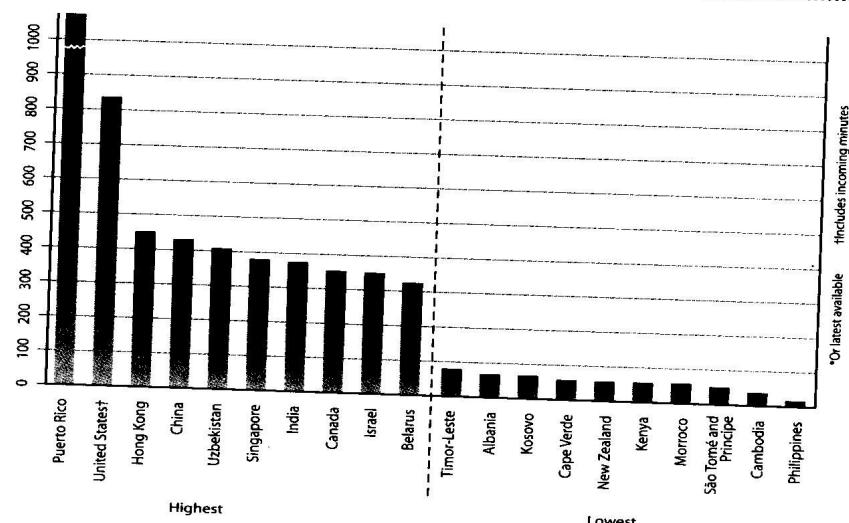
when    although    as    as if    as soon as    as though    by the time  
even though    in case    such    since    the moment    whenever    while

### How many Facebook friends should you have?

(1) ..... everyone you know starts using Facebook, it's time to wonder how many friends you should have. Facebook friends, that is. (2) ..... someone boasts to me that they have 500 or 1000 friends, I become sceptical. (3) ..... it's good to have lots of friends, can these electronic contacts really be worthy of the name? According to a recent book by Robin Dunbar, a professor of evolutionary anthropology, (4) ..... you reach the number 150, you've arrived at the optimum number of people the brain can deal with. The professor argues his case at some length, (5) ..... nobody could possibly deal with more than that number of people. Well, it is (6) ..... an appealing idea that a lot of people have jumped on the bandwagon and declared that Dunbar's number, 150, is about the maximum number of Facebook friends anyone should have. (7) ..... I heard about this idea, I started asking people how many Facebook friends they had. (8) ..... you're wondering, no, I'm not on Facebook myself, so I needed to ask around. (9) ..... I had to use normal conversational means, this took me some time. (10) ..... it became rather a slow process, I considered signing up to Facebook, just so that I could ask people about this. Anyway, (11) ..... I'd spoken to a few people about this, I began to think that 150 simply wasn't enough. For a start, (12) ..... Facebook contacts are called 'friends', a lot of them turned out to be business contacts, or companies, or people the user had been at primary school with years ago. (13) ..... these contacts are not close friends, people who are contacted often, it's useful to keep in touch with them. So if you have thousands of Facebook friends, it might sound (14) ..... you have an over-active social life, but it depends on how often you contact them and why. It seems that you can never have enough friends, after all.

**GRAMMAR 27 PRACTICE 9****3 Rewrite the sentences as one sentence containing an adverbial clause.**

- 1 Many people in the developing world now use or have access to mobile phones.  
Mobile technology is now a major contributor to economic growth.  
*So many people in the developing world now use or have access to mobile phones that mobile technology is now a major contributor to economic growth.*
- 2 It seems that mobile phone use will just keep on rising. The entire world population owns or has access to a mobile phone.  
.....
- 3 Puerto Ricans top the list of mobile phone chatters. Many mobile phone plans in Puerto Rico include unlimited calls to the US where many people have relatives.  
.....
- 4 However, people in developing countries may come lower on the list as far as minutes per month are concerned. Mobile use is still booming.  
.....
- 5 Many people using mobile phones subscribe to money transfer services. They can send money easily by text message.  
.....
- 6 Sales of mobiles have rocketed. Sales of landline connections have remained at the same level for some time.  
.....
- 7 In the developing world, which now accounts for over 60% of mobile use, people choose not to have landlines. They are more expensive and harder to acquire.  
.....
- 8 Traditionally, effective communications infrastructure has been poor in developing countries. They have been held back economically, but mobile technology has changed everything.  
.....
- 9 You travel. It is now possible to use your mobile phone.  
.....
- 10 Even though there are a few parts of Britain where there is no mobile coverage, it is possible to use your mobile on Mount Everest. There is a China Telecom mast at the bottom of the mountain!  
.....



# 28

## GRAMMAR

# Relative clauses

### Defining and non-defining clauses

- A defining relative clause gives specific information about a person or thing. It comes immediately after the noun it describes and is not separated from it by a comma:

*There are several matters **that/which** we need to discuss.*

*The book **that/which** I ordered has not arrived yet.*

- A non-defining relative clause gives extra information which does not identify the person or thing it follows. It is separated from the main clause by commas:

*Paris, **which** I've visited several times, is my favourite city.*

### Which and that

- We can use *which* or *that* in defining clauses. In British English, *which* is more formal, while *that* is more common in American English:

*This is the equipment **that/which** gave us a lot of problems.*

- *Which* is more usual than *that* in a non-defining clause. *That* cannot be followed by a preposition:

*It is subject **about which** Professor James knows a great deal.*

### Leaving out the relative pronoun

- We can leave out *that/which* if it is the object of the defining clauses:

*There are several matters (**that/which**) we need to discuss.*

- We cannot leave out *that/which* if it is the subject:

*This is the equipment **that/which** gave us a lot of problems.*

### Who and whom

- *Who* is often replaced by *that* in everyday use in defining clauses:

*The people **who/that** lived there had no idea what was happening.*

- *Whom* is the object form of *who*, and is used formally in object clauses:

*There were several people **whom** I did not recognize.*

- *Who* or *that* are used informally instead of *whom*, or can be left out:

*She was exactly the person (**whom/who/that**) we wanted for the job.*

- *Whom* is used after a preposition, but this is often avoided in everyday use by putting the preposition at the end of the clause:

*In the survey subjects were asked to describe a person **to whom** they had spoken earlier. (formal)*

*They were asked to describe someone **they had spoken to earlier**. (less formal)*

## GRAMMAR 28 RELATIVE CLAUSES

### **Whose**

- *Whose* is the possessive form of *who*, and is used in both defining and non-defining clauses. It can apply to both people and to things:

*The police want to interview anyone whose car has been vandalized recently.*

*One of the cars, whose wheels had been removed, had to be taken to a garage.*

### **Prepositions and relative pronouns**

- In everyday use we often put the preposition at the end of the clause to avoid over-formality, unless there is a long clause between the relative pronoun and the preposition:
 

*The goods, for which we had already paid, had to be returned to the factory.*

*The goods, which we had already paid for, had to be returned to the factory.*

*The professor with whom I attended the conference offered me a research post.*

*The professor I attended the conference with offered me a research post.*
- We do not split phrasal verbs in this way:  
*All the extra responsibilities which she has taken on are proving to be a worry.*

### **When, where, why, whereby**

- In defining clauses, *when* and *where* follow general words for time or place:  
*The office where my brother works is near here.*  
*Monday was the day when the results were expected.*
- In non-defining clauses, the place or time is usually much more exact:  
*I stopped at the top of the stairs, where there was a window.*  
*The accident occurred at around 4.30, when it was starting to get dark.*
- We can use *why* or *reason why* to explain reasons:  
*This lack of preparation was the main reason why the project was a failure.*
- *Whereby* is used after words such as *method*, *arrangement*, *regulation*, etc:  
*The company operates an arrangement whereby employees can choose their own working hours.*

### **Reduced relative clauses**

- In defining clauses we can leave out the relative pronoun and part of the verb phrase to leave a past participle or a present participle acting as an adjective to define the noun, or we can omit a relative and *be*, leaving an adjective or adjectival phrase:  
*This is the only painting (which was) not sold during the exhibition.*  
*Most of the people (who were) waiting for tickets went away disappointed.*  
*The house (which is) on sale includes more than 10 hectares of land.*
- In non-defining clauses reduced clauses often occur in descriptive writing:  
*The police officer, (who was) covered in blood, staggered back to the car.*

## IELTS LANGUAGE PRACTICE

### Anyone who, those who

- We can use relative clauses after *anyone*, *something*, etc, and after *this/that/these/those*:  
*I am looking for someone who can help me.*  
*I think there is something (that) we need to discuss.*  
*Those who know her well say she is the ideal person for the job.*

### Which

- We can use *which* to relate a non-defining clause to the main clause, and act as a comment upon it as a whole:  
*The train was over an hour late, which was extremely annoying.*
- We can use other phrases in the same way: *at which time/point*, *by which time*, *in which case*, *in which event*:  
*The symptoms may become worse, in which case contact your doctor.*

### Nominal relative clauses

- In this kind of clause, *what* can mean 'the thing or things which':  
*I don't know what to do.*  
*What we really need is a larger lab.*
- *Whatever* and *whoever* meaning 'anything/anyone at all' can be used in the same way:  
*You can do whatever you want.*  
*Whatever you do, do it now!*  
*You can bring whoever you like.*  
*Whoever gets most points, wins the prize.*
- *Whichever* is used when there are more than two items to choose from:  
*There are three desks. You can use whichever one you prefer.*
- *All of, most of, some of, (number) of, none of*, etc can combine with *which* and *whom*:  
*There are three castles, one of which has Roman origins.*  
*Ten people were rescued from the crash, none of whom was badly injured.*

**GRAMMAR 28 RELATIVE CLAUSES****1 Underline the most suitable option in each sentence. Sometimes more than one option is possible.**

- 1 There are a few details in this agreement *what/-/whom/that/which* are causing us problems.
- 2 Professor Smith is an expert for *what/who/-/whom/that/which* we all feel the highest regard.
- 3 Students *whose/who/-/whom/that/which* mobile phones are not switched off run the risk of expulsion from the examination room.
- 4 There are two other matters *what/who/-/whom/that/which* we need to discuss.
- 5 Did you take the name and address of the person *whose/what/who/-/whom/that/which* car you crashed into?
- 6 Helen is the kind of student *whose/what/who/-/whom/that/which* will succeed at the highest level.
- 7 There was only one college *what/-/whom/that/which* asked me to attend an interview.
- 8 I'd like to hear from anyone *whose/who/-/whom/that/which* flat will be available for rent in July and August.
- 9 The official *who/-/whom/that/which* issued the report later admitted that its conclusions had been wrong.
- 10 There is something *what/who/-/whom/that/which* the first witness said that doesn't really make sense.

**2 Underline uses of *who*, *whom*, *which* or *that* which can be left out.**

- 1 The last thing that we expected was to discover a species that nobody had previously recorded.
- 2 The hall into which we were led was full of children who were all shouting and screaming.
- 3 The inquiry that we set up heard evidence from a number of residents whose homes had suffered damage in the floods.
- 4 The person who I spoke to told me that the goods which I had bought online could not be exchanged.
- 5 The scientist who is in charge of the project is the one whose opinion matters most.
- 6 The tomb that we have recently discovered is the one that everyone has been looking for.
- 7 There is somebody here whom I'd like you to meet, somebody whose research I think you will find interesting.
- 8 The second expedition, which took place in 1932, found no traces of a city, which was disappointing.
- 9 The period that I find the most interesting, and one which is rightly getting a lot of interest nowadays, is that between 800 and 1000 AD.
- 10 The entry which wins the competition will be the one which shows most originality.

## IELTS LANGUAGE PRACTICE

**3 Complete each sentence by writing one suitable word in each space, or leave it blank.**

- 1 ..... **What** ..... we really need now is some help from the government.
- 2 William Golding, ..... won the Nobel Prize in 1983, is best known for his novel *Lord of the Flies*.
- 3 Five people were interviewed for the position, none of ..... were suitable.
- 4 There was no one ..... opinion was so sought after.
- 5 I am uncertain to ..... I should address my letter.
- 6 If you cannot open the document you may not have the appropriate software, in ..... case you should download a viewer from the Magnosoft website.
- 7 It is a subject on ..... some people hold very strong views.
- 8 What was the main reason ..... the company chose Paris as their headquarters?
- 9 Everyone ..... knows my father thinks very highly of him.
- 10 The earthquake occurred during the night ..... most people were at home in bed.

**4 Write a new sentence with a similar meaning to the first sentence by placing the word in bold at the end of the sentence and leaving out unnecessary relative pronouns.**

- 1 I need someone **on** whom I can rely.  
.....  
.....
- 2 The doctor phoned back all the patients **with** whom she had already had interviews.  
.....  
.....
- 3 This is exactly the kind of material **for** which we have been looking.  
.....  
.....
- 4 There are two or three matters **with** which I want to take issue.  
.....  
.....
- 5 A phenotype contains the genome **from** which it originates.  
.....  
.....
- 6 His third film, *Last Time*, is **for** what he will be remembered.  
.....  
.....
- 7 It was not the experiment **with** which they were most satisfied.  
.....  
.....
- 8 The sale of its old offices was the transaction **from** which the company profited most.  
.....  
.....
- 9 Such a substance can be broken down into the elements **of** which it is composed.  
.....  
.....
- 10 Shakespeare is one of those writers **for** whose personal life there is very little evidence.  
.....  
.....

**GRAMMAR 28 RELATIVE CLAUSES**

- 5** Complete each short text by writing one suitable word in each space, or leave it blank.

**The Penny Post**

The postal service (1) ..... existed in the UK up to 1840 was expensive. All charges, (2) ..... varied according to the distance the letter travelled and the number of pages (3) ..... it contained, were paid by (4) ..... received the letter, something (5) ..... seems odd from a modern perspective. The person (6) ..... can be called the father of the modern postal system was Sir Rowland Hill, (7) ..... reforms were based on pre-payment, and (8) ..... introduced the postage stamp, the Penny Black, (9) ..... became one of the most famous stamps in the world.

**Belém, Portugal**

The Portuguese port of Belém, (10) ..... name is derived from the Portuguese word for Bethlehem, is part of the city of Lisbon. It is the port from (11) ..... many Portuguese ships set out on voyages of exploration, (12) ..... established it as a profitable trading port (13) ..... spices and other goods were imported from India, the far East and from South America. The Belém Palace, (14) ..... is now the residence of the President of Portugal, is a former royal palace built in the 16<sup>th</sup> century. The city's most famous image is the Torre de Belém, (15) ..... was originally built as a fortress to protect the port, and (16) ..... image often appears in tourist literature.

**Commuting in Britain**

Research in Britain has found that British commuters, (17) ..... spend an average of 45 minutes commuting to work, have the longest commute in Europe. People (18) ..... work in London use public transport most, but outside the capital 70% of commuters use cars to get to work, a situation (19) ..... the researchers say should convince the government to improve Britain's road system. The conclusion of their report, (20) ..... will come as no surprise to anyone (21) ..... has travelled on British roads at peak times, is that Britain is a nation (22) ..... the car is king. Many people (23) ..... drive to work do it because they have no other choice, and the poor state of public transport is something else to (24) ..... the report draws attention.

# 29

## GRAMMAR

### Participle clauses

Participle (or non-finite) clauses use a participle instead of a full verb. They can be either defining or non-defining.

Defining: *Anyone parking without permission will receive a penalty fine.*

*All those interested in attending the meeting should arrive by 7.30.*

Non-defining: *Closing the door behind her, she walked quickly down the road and out of sight.*

*Sold at auction, the painting fetched £10 million.*

#### Two actions at the same time performed by the same subject

- The participle clause can come at the beginning or end. If at the beginning it is usually followed by a comma:

*Using a compass, they calculated the area affected by the quake.*

*They calculated the area affected by the quake using a compass.*

#### One action before another performed by the same subject

- The subject of both clauses must be the same:

*After reading the report, she changed her mind.*

- We cannot use a participle clause when the subject of each clause is different:

*After I gave her the report, she changed her mind.*

*(After giving her the report, she changed ... is not possible as this would mean she gave herself the report.)*

- Having + past participle* is used to show that one action is the consequence of the other:

*Having used up all the money we had, we asked for a loan from the bank.*

- Using the present participle can refer to past time:

*Leaving the door open, I went outside to see who was there.*

- A passive participle clause can also be shortened:

*(Having been) introduced to the President, he could think of nothing to say.*

#### Time clause with **after, before, since, when, while, on**

- The participle follows the time word:

*Clean it thoroughly with warm soapy water **before** using it for the first time.*

*Since examining the data, I've come to a different conclusion.*

- On** describes an event immediately followed by another event:

*On hearing the fire alarm, we evacuated the building.*

- Be** is not changed to a participle, but left out:

*While in the laboratory, she noticed that something was wrong.*

## GRAMMAR 29 PARTICIPLE CLAUSES

### Manner, contrast and conditional clauses

*She waved her arms about, as if (she was) swatting a fly.*

*Although feeling ill, I went to the meeting.*

*If studying full-time, expect to spend 20 hours a week outside of set lectures.*

*(Being) interested in animals, she took a job at Bristol zoo. (As she was ...)*

### It and There clauses

- *It or there can also be used as a subject in formal speech or writing:*

*There being no further time today, the meeting will continue in the morning.*

*It being a Sunday, there were fewer trains than usual.*

### With and Without clauses

- These are used in descriptive writing. We can leave out *with* in many cases:

*(With) blood pouring from his wounds, he staggered into the room.*

*Without making a sound, she opened the door.*

### Adjective clauses

- A present or past participle can be used as an adjective, making an adjectival clause:

*There were several people in the room, looking closely at the paintings.*

*They found the wreckage of the aircraft scattered over a wide area.*

## IELTS LANGUAGE PRACTICE

### 1 Correct any errors in these sentences.

- 1 Taking a deep breath and she dived into the water.  
Taking a deep breath, she dived into the water.
- 2 After considered the new evidence, the judge dismissing the case.  
.....
- 3 They removed the fragments, carefully having photographing each one first.  
.....
- 4 Driving to work, a tree fell across the road in front of him.  
.....
- 5 Accepted the recommendations of the committee, the principal has now resigned.  
.....
- 6 Foster on checking the figures again, he realized there had been a mistake.  
.....
- 7 It was being a public holiday, all the banks were closed.  
.....
- 8 Since becoming president O'Hara, he has been forced to change his plans.  
.....
- 9 Suffered from a paralysis of the right hand, although Leonardo was still able to draw.  
.....
- 10 Forcing to leave Vienna, Freud spent his last years in London.  
.....

### 2 Complete the second sentence so that it has a similar meaning to the first sentence.

- 1 She took a holiday and then she felt much better.  
After taking a holiday, she felt much better.
- 2 It was badly damaged but the plane managed to land safely.  
Although .....
- 3 He didn't think and deleted the document.  
Without .....
- 4 She arrived in Paris and went directly to her hotel.  
On .....
- 5 He removed his shoes and walked through the metal detector.  
Having .....
- 6 JK Rowling wrote the first *Harry Potter* book and then became a top-selling author.  
Since .....
- 7 He hardly dared to breathe and pressed the button.  
Hardly .....
- 8 The doctor examined the patient and decided she should be admitted to hospital.  
Having .....
- 9 The archaeologists used carbon-dating and established the age of the sword.  
Using .....
- 10 She was trapped in the wrecked car and was not discovered for several hours.  
Trapped .....

**GRAMMAR 29 PARTICIPLE CLAUSES**

- 3 Complete the text by writing a suitable participle in each space, using a form of a verb from the box. More than one answer may be possible.**

retain	abandon	concern	investigate	notice	study
attract	continue	leave	develop	return	succeed
carry out	go	make	publish	spend	turn out

### **Leonardo and flight**

Leonardo da Vinci was also an engineer, (1) retaining a professional interest in various kinds of machinery, while (2) ..... his career as an artist. He was especially fascinated by flight, (3) ..... many drawings of flying machines, most of them, however, (4) ..... to be impractical. After (5) ..... the way that birds moved their wings, Leonardo drew detailed plans, (6) ..... these in the *Codex on the Flight of Birds*. Despite (7) ..... much of his life (8) ..... himself with the problem of flight, he only produced one workable flying machine, a hang glider, which has actually been constructed in modern times.

### **Fleming and penicillin**

While (9) ..... the properties of staphylococci, Fleming stumbled upon penicillin by chance. In September 1928, on (10) ..... to his laboratory after (11) ..... on holiday with his family, he checked the cultures of staphylococci (12) ..... for several weeks in a corner on the bench. (13) ..... that one of them had grown a fungus and that the surrounding staphylococci had died, he showed it to an assistant, and after (14) ..... research on this fungus for a year or so, published an article about it in 1929, (15) ..... little interest at the time. (16) ..... his research as there seemed little chance of anyone (17) ..... a drug from the fungus, he concentrated on other work. Two other researchers, Florey and Chain, took over, and (18) ..... in producing a usable drug, were awarded the Nobel Prize, along with Fleming, in 1945.

## IELTS LANGUAGE PRACTICE

- 4 Write one new sentence with a similar meaning to the two sentences, using a non-finite clause and the word in bold. There may be more than one possible answer.

1 We locked all the doors. Then we left.

**before**

Before leaving, we locked all the doors.

We locked all the doors before leaving.

2 She checked the photographs. She made an interesting discovery.

**while**

.....

.....

3 He received the news of his appointment. Then he called a press conference.

**on**

.....

.....

4 I started to take this medicine in June. I have had no recurrence of symptoms.

**since**

.....

.....

5 She picked up the papers. Then she ran out of the room.

**picking**

.....

.....

6 Some students do not wish to attend on Friday. There will be a session for them next Tuesday.

**wishing**

.....

.....

7 Jackson was forced to resign. He was accused of falsifying the bank's accounts.

**having**

.....

.....

8 The castle is thought to be of timber construction. There were no traces of masonry.

**being**

.....

.....

9 We have been burgled twice. We have decided to install a new alarm system.

**having**

.....

.....

10 Trains leave this station. All of them stop at Euston.

**leaving**

.....

.....

# 30

## GRAMMAR

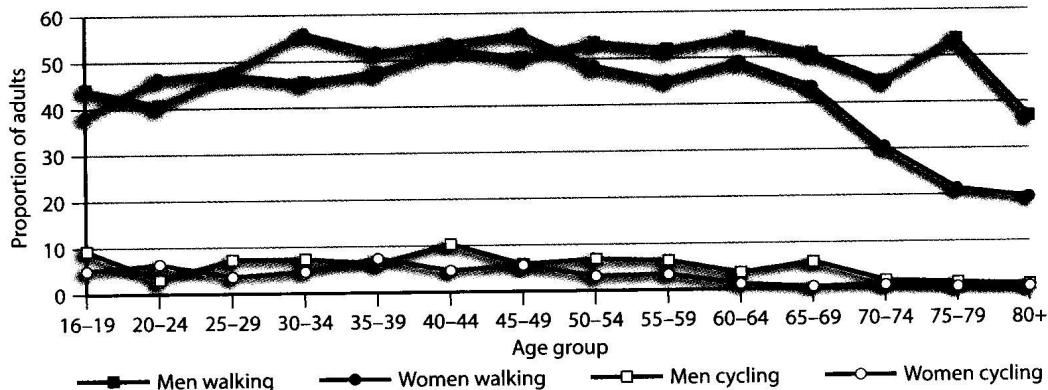
### Practice 10

1 Put one suitable word in each space.



#### Walking and cycling in Scotland

Recent research in Scotland focused on the number of adults (1) .....*who*..... walked or cycled in 2008. There are several conclusions (2) .....*which*..... can be drawn from the figures, though it is stressed that the report, (3) .....*that*..... was based on a small sample of people, gives indications only. 53% of adults (4) .....*that*..... were questioned had walked more than 400 metres in the previous seven days, (5) .....*which*..... might seem a low figure considering the distance involved. Unsurprisingly, the people (6) .....*that*..... had walked the most were in the 16–19 age group. Older people walk far less, (7) .....*which*..... is also unsurprising. The proportion of those (8) .....*that*..... had walked for pleasure or to keep fit (47%) tended to rise with income. The figures for cycling, (9) .....*which*..... were much lower than those for walking (5%), seem disappointing. More generally, it is men (10) .....*that*..... do most of the walking and the cycling, though there are age variations. For example, the walking figures show significant numbers of women (11) .....*that*..... are in their thirties. Not shown in the graph are other trends, (12) .....*which*..... suggest that people are generally walking less and walking shorter distances than they were twenty years ago. The figures for cycling, (13) .....*which*..... show that cyclists now make longer average journeys, were based on too small a sample to be significant. (14) .....*which*..... would also be useful would be more information on people's reasons for taking part or not taking part in these activities.



Scottish Government statistics

## IELTS LANGUAGE PRACTICE

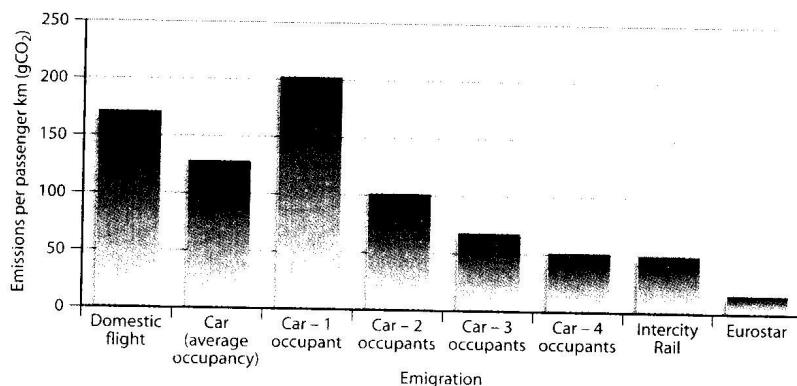
**2 Rewrite the numbered clauses as participle clauses where possible.**

### **Your carbon footprint: travel and transport**

If you study this table (1) *showing*... (which shows) the carbon emissions ( $\text{CO}_2$ ) per passenger kilometre (CEPPK) made by different kinds of transport, it is clear that anyone (2) ..... (who chooses) to travel by train has a much smaller 'carbon footprint' than someone (3) ..... (who uses) a car. Obviously, anyone (4) ..... (who travels) by car alone is responsible for more emissions than someone (5) ..... (who carries) passengers. The more people being transported, the lower the emissions per passenger kilometre, as becomes clear when you look at the information (6) ..... (which gives) the CEPPK figures for domestic air travel. A plane of course carries a large number of people, (7) ..... (which means) that the figure per passenger is lower than that for a car with a single passenger. Both trains and planes, (8) ..... (which tend) to travel long distances, show lower rates than cars, (9) ..... (which may be used) only for short range commuting. What this kind of table shows clearly is that relative to domestic flights and rail journeys, cars are the form of transport (10) ..... (which cause) the most pollution.

What do these figures really tell us, however, about (11) ..... (what we should do) if we want to reduce our personal carbon footprint? There are number of issues (12) ..... (that are not mentioned) in the table. For example, what about people whose journeys can only be made by car? There are many regions where there are poor public transport links, or none at all. People (13) ..... (who live) in rural areas and (14) ..... (who need) to go to the local supermarket may have to drive to get there.

The cleanest form of transport, (15) ..... (which is not included) in the table, is cycling, but this may not be an option for anyone (16) ..... (who is elderly), has young children, or has to carry heavy loads over long distances. The message seems to be that we should try to use low carbon transport where the alternative exists. We can also conclude that (17) ..... (what will reduce) carbon emissions is likely to be a set of public policies (18) ..... (which make) some journeys unnecessary, and (19) ..... (which provide) cheap public transport. Any government (20) ..... (that can fund and implement) such policies will win the votes of environmentalists.



## GRAMMAR 30 PRACTICE 10

**3 Complete the text by writing a phrase (a–r) in each space.**

- |                             |                                 |                        |
|-----------------------------|---------------------------------|------------------------|
| a which rather surprisingly | g that fills most people with   | m what all these cars  |
| b which are designed for    | h which are designed to         | n which all other cars |
| c which can run             | i which costs                   | o which don't contain  |
| d which has many            | j which is bound to             | p which have           |
| e which is linked to        | k which is trying to            | q which looks like     |
| f which ticks all the boxes | l which make charging batteries | r which predicts that  |

### Electric cars

Electric cars, (1) ..... came into existence over 50 years before conventional cars, are often said to be the cars of the future. The European Environment Agency is one of many bodies (2) ..... by the middle of the century 25% of all the cars in the world will be electric. For short journeys in the city an electric car is a form of transport (3) ..... obvious advantages. In parts of London, (4) ..... promote greener forms of transport, electric cars have free parking, and are exempt from the congestion charge (5) ..... have to pay to enter the central city area. Government road tax, (6) ..... the amount of CO<sub>2</sub> emissions made by the car, is zero for electric cars. In London there are also free power points (7) ..... less of a problem. All of these savings for the car owner add up to a set of incentives (8) ..... make electric motoring attractive. However, the thought of owning an electric car is not yet a prospect (9) ..... enthusiasm. While sales of hybrids, cars (10) ..... for short periods on batteries, but (11) ..... low-emission petrol or diesel engines, have rocketed, electric cars haven't really taken off. However, this is a situation (12) ..... change as fuel costs rise and as more efficient and cheaper models come onto the market. There is an impressive range of cars, from the small, and often odd-looking ones (13) ..... taking one person to work and back, to the relatively high-speed sports car (14) ..... over £100,000. What the market is waiting for is a car (15) ..... the kind of car the average person might want to drive. (16) ..... depend on is battery technology, and when the industry can supply low-cost high performance batteries (17) ..... dangerous substances, then sales will certainly take off. Although before too long there could just be a vehicle powered by some other source (18) ..... : reasonable cost, zero or very low emissions, and high performance. We'll have to wait and see.

# 31

## GRAMMAR

# Pronouns and determiners

### Pronouns and determiners

Some words can stand alone as pronouns or can be used with a noun as determiners:

*Both looked the same.* (pronoun)

*Both houses looked the same.* (determiner)

### Every and each + noun

- *Every* and *each* can mean the same, though *each* is often used to mean ‘separately’ or ‘one by one’, especially when we are thinking of a definite number:

*Every/Each time I come here, it seems to be raining.*

*There was a cupboard in each corner of the room.* (a definite number)

### Each (of), both (of), either, neither

- *Each* refers to one or more things or people separately:

*If two players win, they each get a prize/each of them gets a prize.*

*The winners received €500 each.*

- *Both* refers to one or more things or people together:

*They both arrived at the same time.*

*Both (of them) arrived at the same time.*

*I like them both.*

*I like both of them.*

- *Either (of)* means ‘one or the other’, when it doesn’t matter which one. It uses a singular verb. *Not ... either* is also possible:

*We can use either method. Either of them is suitable.*

- *Neither (of)* is the negative form, meaning ‘not one nor the other’:

*I don’t like those methods.*

*We can’t use either.*

*Neither of them is suitable.*

### Each other, one another, one ... the other

- *Each other* refers to one or more things or people each doing something to the other:

*The two professors accused each other of stealing the idea.*

- *One another* has the same meaning. Some speakers prefer to use *each other* for two things or people, and *one another* for more than two:

*Members of the team help one another.*

- *One* and *the other* refer to related things:

*They’ve got two cats. One is white and the other is black.*

## GRAMMAR 31 PRONOUNS AND DETERMINERS

### Pronouns with *some-*, *any-*, and *no-*

- Formally we refer to the pronoun with *he/him/his*, but *they/them/their* is now usual in informal or spoken English:  
*Someone/somebody has left his/their wallet on the desk.*
- Impersonal *they/their* is often used instead. In formal writing *he* or *she/his* or *her* is used:  
*Does everyone know what they are/he or she is supposed to be doing?*
- Someone, something*, etc can be used with an adjective, a comparative adjective or an infinitive:  
*I've got something important to tell you.*  
*Have you got anything smaller?*  
*He says he's got nothing to do.*  
*Is there anything for us to drink?*
- This also applies to adverbials *anywhere, somewhere, nowhere*:  
*There's nowhere nice to sit.*  
*Do you know anywhere cheaper?*
- The determiner *else* can be added to all of these words to mean 'other':  
*I'm in love with someone else.*  
*Do you want anything else?*

### ***None, none of, one/ones***

- None* means 'not any' or 'not one'. When it is a subject, the verb may be singular or plural, though a singular verb with a plural subject is not considered correct in formal written English:  
*None of the experiments was/were completely successful.*  
*There's none left.*  
*There are none left.*
- We use *one/ones* to avoid repeating a countable noun or person:  
*Are those the ones you meant?*  
*Harry was the one who helped us most.*

## IELTS LANGUAGE PRACTICE

**1 Underline the most suitable option in each sentence.**

- 1 There is nothing/nowhere/neither to be gained by sending this girl to prison.
- 2 The police were called when the two neighbours threatened each other/both/either with knives.
- 3 The patient wakes up either/one/every morning with stomach pains.
- 4 The witness pointed at the two defendants and accused them each other/both/either of threatening her.
- 5 The president pointed out that nothing/neither/none of the many proposals put before him would deal with the real issues.
- 6 The director told her that he had been looking for anyone/someone/everyone to open a new office in Italy.
- 7 You are advised to use a different password for each/each of/each other website you visit.
- 8 I am afraid that there is nowhere/nothing else/neither we can do to help you at the moment.
- 9 We think you'll find that Yorkshire really does provide the best of each/everything/either!
- 10 I have replaced the bulbs in both/either/every lights, but neither of them works.

**2 Complete the second sentence so that it has a similar meaning to the first sentence.**

- 1 The team wins whenever Smith plays.  
Every..... time Smith plays the team wins.....
- 2 All of the experiments failed.  
None.....
- 3 Neither of these books is suitable.  
Both.....
- 4 Everyone on the project received a bonus.  
Each.....
- 5 The expedition made no discoveries.  
Nothing.....
- 6 These two proposals will each be expensive.  
Either.....
- 7 This line has an error in it.  
There is something.....
- 8 There aren't any seats in this part of the library.  
There's nowhere.....
- 9 I have some interesting news for you.  
I have something.....
- 10 Do you want more to eat?  
Do you want anything..... ?

## GRAMMAR 31 PRONOUNS AND DETERMINERS

- 3 Complete each short text by writing a suitable pronoun in each space. Add a determiner if necessary.

### The Curies

Marie and Pierre Curie were two scientists who married in 1895. They (1) ..... *both* ..... explored the phenomenon of radioactivity, (2) ..... that was barely understood at the time. They assisted one another in their research, and in 1903 they were (3) ..... awarded the Nobel Prize. (4) ..... Marie and Pierre handled radioactive material with their bare hands. At the time (5) ..... of them realized that the radiation they worked with was so dangerous. After Pierre died in an accident in 1906, Marie won a second Nobel Prize in 1911.

### Conquering Everest

In May 1953, two men, Tenzing Norgay and Edmund Hillary, conquered Mount Everest, the highest mountain in the world. It was the first time that (6) ..... had definitely succeeded in reaching the summit. The two men were part of a team that helped (7) ..... to climb the massive, icy mountain but were the only (8) ..... who reached the summit.

### Road accident

Two people have been injured in a road accident involving two vehicles.

(9) ..... of the two cars skidded on the icy road forcing (10) ..... off the road. (11) ..... drivers were trapped in their vehicles but were later released by emergency services, and (12) ..... suffered serious injury.

### Speed cameras

(13) ..... likes being told what to do, especially on the roads. Speed cameras are (14) ..... of the ways of encouraging people to drive more responsibly. (15) ..... include chicanes and speed humps, also called 'sleeping policemen', (16) ..... of which are often used in residential streets to force drivers to slow down. (17) ..... of these is as unpopular as speed cameras, however, because (18) ..... who is caught by the camera has to pay a fine. (19) ..... people argue that it is (20) ..... other than a means of raising revenue. It is certainly true that (21) ..... time (22) ..... is caught, the authority earns more money, which it can use to pay its bills.

## IELTS LANGUAGE PRACTICE

- 4** Write a new sentence with a similar meaning to the first sentence, using the word in bold. Do not change the word given.

1 Is there a place where we can get something to eat?  
**anywhere**

.....  
.....

2 I don't know the answer and you don't know the answer.  
**us**

.....  
.....

3 The cupboard is empty.  
**there**

.....  
.....

4 I'll take this one and that one.  
**them**

.....  
.....

5 Are you all right?  
**wrong**

.....  
.....

6 We all need someone to love.  
**needs**

.....  
.....

7 My wallet is nowhere to be found.  
**find**

.....  
.....

8 We can use this one or that one.  
**them**

.....  
.....

9 Another person is sitting in my place.  
**else**

.....  
.....

10 These people are homeless.  
**live**

.....  
.....

# 32



## GRAMMAR

# Prepositional phrases

### Prepositions and adverbs

- A preposition always has an object. Some prepositions of place can be used as adverbs (adverb particles) with no object:

*She ran across the road.* (preposition)

- Many prepositions of place can be used as adverbs with no object:

*The lake is 2 kms across.* (adverb)

Others include: *above, along, around, behind, below, beneath, down, in, inside, near, off, on, opposite, out, outside, round, through, under, underneath, up*

- Many are used in phrases:

*behind the times*

*below zero*

*within a short distance*

### Place or position

*At, on and in*, and similar words such as *within, upon* are used with *be* and verbs that describe position, e.g. *sit, stand, live*. They do not describe movement.

- At a place, an address, a house, a building, a point on a journey or in a process:

*It's at the entrance/at university/at 12 Green Street/at the cinema/at the Grand Hotel/at the beginning/at that point.*

- On touching something in a particular place:

*It's on the top shelf/on the outskirts/on the notice board/on the west coast*

- In a room, container, etc, a city, country direction or area:

*It's in the drawer/in New York/in Greece/in Africa/in the district/ in the North.*

### Movement

With a verb of motion, e.g. *come* and *go*, we use *to, into/onto, out of, towards* and other prepositions or adverbials that involve movement: *along, up/down, through, across*:

*She walked across the path and came to the side door.*

*He ran out of the room and down the stairs.*

The following is a list of prepositions of place and movement:

- *Abroad, ahead, ashore* show movement, while *abroad* and *ahead* can describe place or movement. They are adverbs, but *ahead of* + object is a prepositional phrase:

*Several bodies were washed ashore later in the week. (= to the shore)*

*Many pensioners now live abroad.*

*I'm going abroad next week.*

*It's time for the company to move ahead.*

*Smith is ahead of Jones in the race.*

## IELTS LANGUAGE PRACTICE

- *Above* and *over* can be used to mean the same thing, especially when something is at a higher level exactly vertically. The opposite is *below*:  
*The company started in an office over/above a shop.*  
*There were strange noises coming from the flat below.*
- *Above* means ‘at a higher level’ but *over* means ‘touching’:  
*The temperature is 20°C above normal.*  
*They put a blanket over him.*
- *Across, over* have the meaning ‘from one side to the other’ with a verb of motion:  
*She walked across/over the road.*
- *Around, round* describes moving in a circle:  
*People once believed the Sun went around/round the Earth.*
- *Along* describes movement ‘in the direction of a line’, and can also show direction in general:  
*He walked along the top of the wall.*  
*She was walking along the road.*
- *Alongside* means close to the side. It also means ‘together with’:  
*The road runs alongside the canal.*  
*Scientists worked alongside chefs on the project.*
- *Among* means ‘in a number of things’:  
*Among the survivors were several children.*
- *Away (from)* describes a movement, the opposite of *towards*:  
*Come away from the edge! You might fall.*
- *Away* also means you have left home for some time, perhaps to stay somewhere else:  
*Helen and Bill are away in France.*  
*Anna is away from school today.*
- *Far away* describes a place:  
*I wish I was far away from here.*
- *Back* describes a returning movement:  
*When will she be back?*  
*Come back! I want to talk to you!*
- *Backwards, forwards/forward* describe a direction of movement:  
*The car was going backwards.*  
*I reached forward and took her hand.*
- *Backward* and *forward* are also used as adjectives, e.g. *a forward movement*.
- *Between* means ‘being in the middle of two’:  
*The factory is sited half way between London and Dover.*

## GRAMMAR 32 PREPOSITIONAL PHRASES

- *By* and *past* describe something that passes, with verbs of motion:  
*We walked by the house twice before we recognized it.*  
*Time goes past very slowly when you are bored.*
- *Over* can mean ‘covering an area’ or ‘above’:  
*The police put a blanket over his head.*  
*She jumped over the wall.*
- *Out (of)* means ‘not at home’. *In* means ‘at home’:  
*The director is out/is not in at the moment.*  
*She's out of town.*
- *Under* can mean ‘covered by’, but *below* generally means ‘at a lower level’:  
*There's a cat under the table.*  
*The lake is 100m below sea level.*
- *Under* can mean ‘less than’ and *over* ‘more than’:  
*The total cost of the project was over €2 million.*
- *Up* and *down* are used with *road*, *street*, etc to mean ‘along’:  
*I saw him as I was walking up the road.*

### Pairs of adverbs

Many adverbs are used in pairs to describe movement:

*back and forth*  
*backwards and forwards*  
*in and out*  
*round and round*  
*to and fro*  
*up and down*

*The figures have been going up and down unpredictably*  
*People were running round and round in circles not knowing what to do.*

### Phrases

Many prepositions form phrases with nouns. Check meanings with a dictionary:

*above average*  
*above the law*  
*at rest*  
*below average*  
*in charge*  
*in control*  
*on average*  
*on the way*  
*under construction*  
*under pressure*  
*under suspicion*

## IELTS LANGUAGE PRACTICE

**1 Underline the most suitable options in each sentence.**

- 1 The dog ran opposite/across at the road and jumped over/to/through a garden wall.
- 2 According to the story, while Newton was sitting at/under/below an apple tree, an apple fell and hit him on/at/to the head.
- 3 Celsius was born at/to/in Sweden, and became Professor of Astronomy at/to/in the University of Uppsala.
- 4 Few visitors are now allowed inside/underneath/alongside the cave because the paintings at/in/on the walls are damaged by their breath.
- 5 The photo shows plastic debris washed ashore/around/along last week on/at/to a Pacific island.
- 6 In/At/On average, the Moon orbits across/away from/around the Earth at a distance of about 385,000 km.
- 7 Opportunities for studying away/abroad/around are available on/at/to a number of European universities.
- 8 Inside/Along/Among the many objects brought in/at/to the museum by metal-detectors were these gold coins.
- 9 It seems that the company has now fallen off/behind/among others in the same field, even though when it started out it was ahead/away/under of its time.
- 10 The police officer walked up and down/in and out/round and round the street, looking for the man who had jumped off/past/out of the car.

**2 Complete each sentence (1–10) with one of the endings (a–j).**

- 1 The president said that the opposition was in ....f....
  - 2 The recently discovered collection of gold and silver artefacts has been put on .....  
.....
  - 3 After the agreement signed in 1802 between the two countries, they remained at .....  
.....
  - 4 After being taken ill at the end of June, the prime minister did not appear in .....
  - 5 Historians now agree that in fact neither side was directly at .....
  - 6 The king desperately needed money, as the treasury was deeply in .....
  - 7 The heir to the throne, Prince George, was unfortunately not in .....
  - 8 To the commanders, the situation seemed at .....
  - 9 The crisis occurred when the CEO was out of .....
  - 10 The fleet had been trapped in the harbour for weeks, and the crews were out of .....
- a** public again until the first week of October.  
**b** good health, and seemed unlikely to live for more than a few months.  
**c** peace until their uneasy relationship broke down a year later.  
**d** debt, and parliament was unlikely to grant him any more revenue.  
**e** first sight to hold little danger, but they quickly saw their mistake.  
**f** danger of misleading the public with its plans for reform.  
**g** practice, as no training had been possible.  
**h** fault, and that hostilities could easily have been halted.  
**i** display at the local town hall, before being taken to the museum.  
**j** reach in a secluded country house, and could not easily be contacted.

**GRAMMAR 32 PREPOSITIONAL PHRASES**

- 3** Complete each short text by writing a preposition from the box in each space. Some prepositions are used more than once.

back	far away	in	on	to
------	----------	----	----	----

**Eels**

European eels are migratory fish found (1) ..... European countries with coastlines (2) ..... the North Atlantic. They spend their adult lives (3) ..... freshwater (4) ..... rivers such as the Thames, where they remain for up to twenty years before travelling 6,500 kms (5) ..... their spawning grounds (6) ..... (7) ..... the Sargasso Sea. There they die, and the newborn eels then spend as long as three years travelling (8) ..... (9) ..... fresh water.

at	beneath	beside	down	on	opposite	round	through	to
----	---------	--------	------	----	----------	-------	---------	----

**Guide book directions**

Leaving the town, look for the sign (10) ..... Albury which can be found (11) ..... the end of the village (12) ..... the right, (13) ..... the filling station. Follow the path (14) ..... the railway for 700 metres, and after it passes (15) ..... a tunnel (16) ..... the motorway, go (17) ..... the steps (18) ..... the right and follow the path as it circles (19) ..... until it comes (20) ..... the river bank. There is a notice board with a map (21) ..... this point showing the way (22) ..... Albury.

alongside	among	in	to	under	within
-----------	-------	----	----	-------	--------

**Eco-towns**

New eco-towns are (23) ..... construction (24) ..... various parts of the country. (25) ..... these towns the emphasis will be on providing as many 'green' features as possible, (26) ..... which will be: a 'smart' meter (27) ..... each house, making it easier to control energy consumption; businesses and schools (28) ..... a short distance of every home so everyone can walk or cycle (29) ..... work or school; good public transport with timetable information available (30) ..... the home; the use of wind and solar power (31) ..... conventional energy sources for all homes and businesses; and more green spaces.

## IELTS LANGUAGE PRACTICE

**4 Write a new sentence with a similar meaning to the first sentence, using the word in bold. Do not change the word given.**

- 1 Generally speaking, women live longer than men.

**average**

.....*On average, women live longer than men.*.....

- 2 The new bridge is still being built.

**construction**

.....*The new bridge is still under construction.*.....

- 3 Tina is the head of the sales department.

**charge**

.....*Tina is in charge of the sales department.*.....

- 4 It is suspected that the two men did something wrong.

**under**

.....*It is suspected that the two men were under suspicion.*.....

- 5 We are successfully managing the situation.

**control**

.....*We are in control of the situation.*.....

- 6 The president is being forced to consider changing the law.

**pressure**

.....*The president is under pressure to change the law.*.....

**5 Write a new sentence with a similar meaning to the first sentence, using the preposition in bold. Do not change the word given.**

- 1 The faculty library is located near the office.

**within**

.....*The faculty library is located within a short distance of the office.*.....

- 2 We finished the project earlier than scheduled.

**ahead**

.....*We finished the project ahead of schedule.*.....

- 3 Government spending cannot be controlled.

**out**

.....*Government spending is out of control.*.....

- 4 For full information, see the bottom of the page.

**below**

.....*For full information, see below.*.....

- 5 I am in the middle of the book at the moment.

**through**

.....*I am through the middle of the book at the moment.*.....

- 6 Most importantly, Koch is remembered for his work on tuberculosis.

**above**

.....*Most importantly, Koch is remembered for working above the tuberculosis.*.....

- 7 Since things are as they are, you'd better leave, and come back next week.

**under**

.....*Since things are as they are, you're under obligation to leave, and come back next week.*.....

- 8 Peter is on a business trip and not at home.

.....*Peter is on a business trip and not at home.*.....

# 33

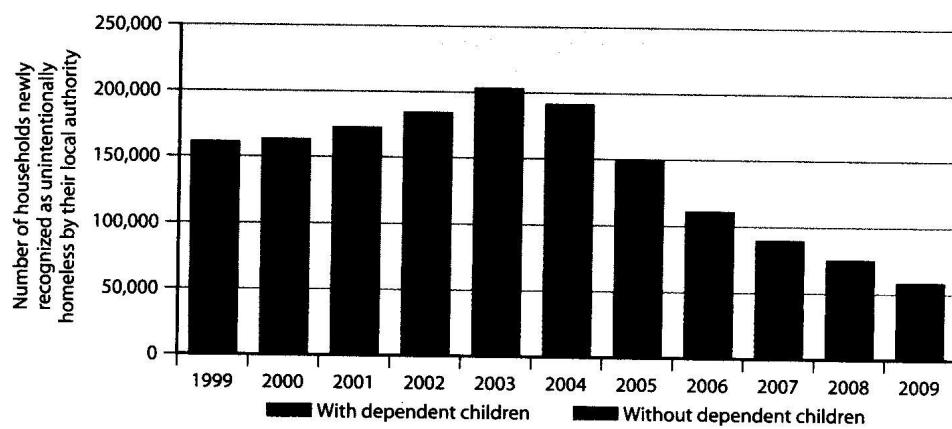
## GRAMMAR

### Practice 11

1 Complete the text by writing one suitable preposition in each space.

#### **Homelessness: Trends over time**

According to government statistics, the problem of homelessness is being slowly brought (1) ..... control. Although these figures are not completely (2) ..... to date, the table shows that they have changed (3) ..... the better. At the beginning of the period (4) ..... consideration, over 150,000 households came (5) ..... the definition of homeless. (6) ..... contrast, ten years later the numbers were well (7) ..... this level, at (8) ..... 85,000. In 2003, the figures seemed (9) ..... danger of rising (10) ..... of control, as (11) ..... that point they had topped the 200,000 mark. Local authorities have been (12) ..... pressure to provide more housing, and their services are much (13) ..... demand. However, (14) ..... practice they have to prioritize those (15) ..... need of housing, which, (16) ..... general, means those with special needs or with children, though not all families with children qualify (17) ..... the rules. The table shows (18) ..... detail how many homeless with 'priority need' have been rehoused during the ten-year period. (19) ..... average, only about half of those with children qualify (20) ..... this way, so (21) ..... addition the table shows numbers of homeless families who have not been rehoused. Note that there is a significant number of homeless who are considered to have lost their accommodation (22) ..... purpose. Local authorities are (23) ..... no obligation to rehouse this category. The overall figures seem encouraging, but they are (24) ..... no means universally accepted as representing the full truth about homelessness.



**GRAMMAR 33 PRACTICE 11****3 Match the words and phrases in brackets with the words and phrases (a–r) below.**

- |                             |                                 |
|-----------------------------|---------------------------------|
| <b>a</b> at present         | <b>j</b> changed for the better |
| <b>b</b> whatever they do   | <b>k</b> keep in touch          |
| <b>c</b> in many cases      | <b>l</b> with regards to        |
| <b>d</b> under discussion   | <b>m</b> on the streets         |
| <b>e</b> in general         | <b>n</b> for consideration      |
| <b>f</b> in common          | <b>o</b> in their way           |
| <b>g</b> be smaller in size | <b>p</b> on hand                |
| <b>h</b> in charge          | <b>q</b> at first hand          |
| <b>i</b> in the first place | <b>r</b> at risk of             |

**Talking to the government**

A group of homeless people, some of whom are (1) ....**a**..... (currently) sleeping (2) .....**.....**, have visited a government office to give the minister responsible the opportunity to learn (3) .....**.....** (directly by experience) the issues they face. Topics (4) .....**.....** (covered) at the meeting included looking at how services for rough sleepers could be (5) .....**.....** (improved), and how homelessness could be avoided (6) .....**.....** (from the outset). Among the recommendations (7) .....**.....** (to be considered) were: that local authorities could provide a helpline for those (8) .....**.....** (facing) eviction; that (9) .....**.....** (generally) those rehoused people who had experience (10) .....**.....** (together) of sleeping rough could be housed close together so they could still (11) .....**.....** (talk to each other); that local authorities and government agencies could in general cut down the bureaucratic obstacles that homeless people find (12) .....**.....** (stopping them making progress), obstacles which frustrate them (13) .....**.....** (at every turn) when they are trying to get off the streets and into accommodation; that hostels for the homeless could (14) .....**.....** (contain fewer people), and could be better planned (15) .....**.....** (concerning) the needs of individuals; and that there should be help (16) .....**.....** (present) in hospitals for homeless people who are (17) .....**.....** (often) simply returned to the streets after medical treatment. The minister (18) .....**.....** (responsible) assured the visitors that their views would be seriously considered.

# 34

## GRAMMAR

# Reporting and hearsay



### Report verbs

Academic texts often contain report verbs which present points of view or describe research findings. The following is a list of typical report verbs in context.

*The article **argues that** mobile phones are changing the lifestyles of the younger generation in Bangladesh.*

*A new study **claims that** some medical tests may do more harm than good.*

*Dr Simons **commented that** reports in the press had been exaggerated.*

*The Company **has confirmed that** it is investigating the problem.*

*This fact seems to **demonstrate that** there are limits to possible biological change.*

*The United Nations now **estimates that** over 5,000 civilians have died in the fighting.*

*The doctors **explain that** changes in diet and exercise will help the patients.*

*The team **found that** the planet underwent a steady cooling trend from 1000 AD to about 1880.*

*The report **implies that** because solar panels are increasing in price, the technology is likely to be uneconomic.*

*It should be **noted that** this is not always the case.*

*The author **observes that** despite years of prosperity, most people have become more and more unhappy.*

*The study **points out that** all of these data sets have a similar problem.*

*The report **predicts that** by 2020 newspaper circulations will have fallen by 25%.*

*The study excluded patients with very severe cases, and thus **does not prove that** surgery is best for everyone.*

*A new study **reports that** a Mediterranean diet can lower the risk of Type 2 diabetes.*

*New research **shows that** dirty pigs are healthy pigs.*

*These figures **indicate that** the recovery in some sectors is extremely slow.*

*Brown and Jones (1993) also **stated that** there was no link between the two factors.*

*Latest research **suggests that** there may be some water present after all.*

## GRAMMAR 34 REPORTING AND HEARSAY

### Hearsay reports

These reports are introduced by a passive form of a report verb, e.g. *say*, *report*, *believe*, *think*, *consider*, *know*, either in present simple or past simple form. The report can refer to the present, or past, or a time before the time of reporting:

Present + present

*The patient is said to be as well as can be expected.*

Present + past

*The company is thought to have paid more than €30 million.*

Past + present

*The government was said to be undecided.*

Past + past

*Smith was believed to have died before reaching the top.*

Present + continuous

*The elephants are said to be increasing in number.*

Past + present/past continuous infinitive

*The company was reported to be/have been considering the offer.*

Present + present passive infinitive

*These diseases which are known to be caused by poor hygiene.*

Present + past passive infinitive

*The plans are said to have been destroyed.*

#### → SEE ALSO

**Grammar 5:** Past perfect, used to

**Grammar 10:** Direct and indirect questions

## IELTS LANGUAGE PRACTICE

**1 Underline the most suitable verb in each sentence.**

- 1 The author estimates/predicts/claims that previous research in this area has been flawed.
- 2 The report makes no definite claims, but confirms/implies/shows that government interference may have played a role in the decision of the court.
- 3 After a careful examination of the data, the team found/pointed out/suggested that there was no reason to remove this medication from the market.
- 4 The university now finds/argues/estimates that there will be around 250 fewer places for new students in the coming academic year.
- 5 The IMF now predicts/comments/demonstrates that the economy will grow by 1.2% in the next year.
- 6 Contemporary research seems to state/demonstrate/observe that this account of the history of the Viking invasions is misleading.
- 7 The report explains/predicts/estimates that the scheme is intended as an interim measure.
- 8 Despite repeated denials, the company has now shown/confirmed/argued that it was responsible for the pollution of the river.
- 9 The findings suggest/comment/state that the brain does remain adaptable after the end of childhood.
- 10 A spokesperson demonstrated/commented/showed that the company believed it had the best interest of its customers at heart.

**2 Complete each sentence with a form of a verb from the box. More than one answer may be possible.**

<b>predict</b>	<b>claim</b>	<b>confirm</b>	<b>estimate</b>
point out	prove	suggest	imply

- 1 The report ...predicts... that, without intervention by health authorities and governments, smoking in African countries is set to increase by up to 100% within the next decade.
- 2 Although the committee tactfully avoids the use of the word 'faked', their report ..... that some of the data used may not have been entirely reliable.
- 3 The authors also ..... that in fact some sections of the article in question have been copied without acknowledgement from *Wilson and Vincent 2004*.
- 4 The study ..... that by adopting these measures, the government would save around €100 million over a ten-year period
- 5 The authors ..... that the sword is of Byzantine origin, but produce very little evidence to support this view.
- 6 The evidence put forward in this study, showing that not everyone will benefit from exercise, ..... the views of earlier research in this field.
- 7 Dr Roberts also ..... that the link between the two conditions is not as straightforward as was previously supposed.
- 8 The author ..... conclusively that Sickert could not have been Jack the Ripper, as he was absent in France at the time of the murders.

**GRAMMAR 34 REPORTING AND HEARSAY****3 Complete the second sentence so that it has a similar meaning to the first sentence.**

- 1 People once believed that the Sun circled round the Earth.  
The Sun.....
- 2 People think that heavy traffic caused the subsidence.  
The subsidence.....
- 3 People know that more than half a million people are at risk.  
More than.....
- 4 People say that the situation is growing worse all the time.  
The situation.....
- 5 People reported that the government had offered financial assistance.  
The government.....
- 6 People consider that this equipment to be the best available.  
This equipment.....
- 7 People say that the statue was found in the 18<sup>th</sup> century.  
The statue.....
- 8 People believe that the spacecraft is experiencing communication problems.  
The spacecraft.....
- 9 People think that this bird became extinct at the end of the 19<sup>th</sup> century.  
This bird.....
- 10 People say that the company is suffering from lack of investment.  
The company.....

**4 Write a new sentence with a similar meaning to the first sentence, using the word in bold. Do not change the word given.**

- 1 According to Professor Scott, the effects of global warming have been greatly exaggerated – or so the argument goes.  
**argue**  
.....
- 2 The Institute has announced that it is indeed true that Professor Dawking has resigned.  
**confirm**  
.....
- 3 The scientists went into detail, saying that the disease is not transmitted by human contact.  
**explain**  
.....
- 4 The report says that it is true that this kind of medication has little beneficial effect.  
**claim**  
.....
- 5 The UN agency thinks that there are roughly two million people affected by the drought.  
**estimate**  
.....