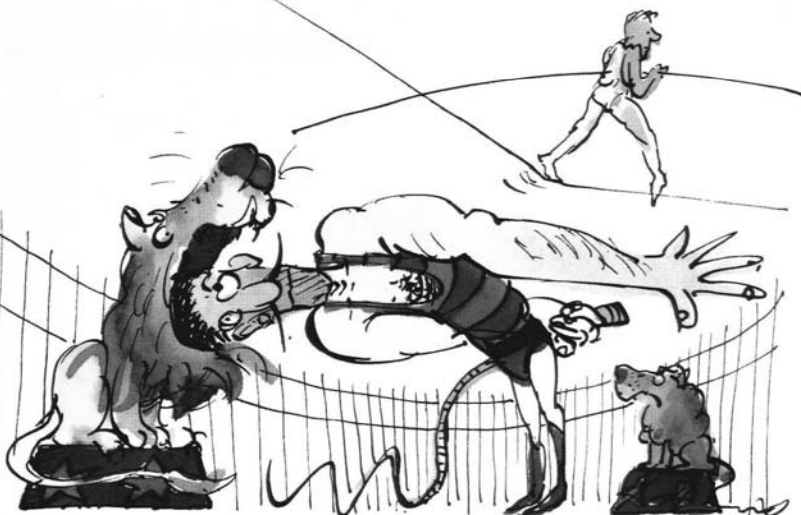


UNIT 94



Prepositions: Various points.

La presente unidad está dedicada a ampliar los conocimientos acerca de las preposiciones que usted ha adquirido previamente. Los siguientes ejemplos le recordarán los principales puntos relacionados con el uso de las mismas estudiados con anterioridad.

The prepositions at, on and in, used in expressions of time (p. 235):

I start work at 9.30 on Saturdays./I was born in 1956./My birthday is in September.

Prepositions indicating position: at, on, in, near, next to, under, etc. (pp. 388-389):

The cinema is in North Street, near the bank.

Prepositions indicating movement: to, from, into, out of, through, etc. (pp. 390-391):

When you come out of the lift, go through some doors.

The prepositions after, before, for and till/until, used in expressions of time (pp. 430-431):

After lunch, before dinner, for ten minutes, till/until next Saturday.

Prepositions at the end of short questions (p. 715): What for? Where to? Who for?

Prepositions after adjectives (p. 1184): interested in, afraid of, famous for, equal to, etc.

Además del estudio del uso de las preposiciones, la presente unidad incluye la última sección de **Attitudes**, una aproximación a la literatura en lengua inglesa producida en los países del Caribe, algunas expresiones de argot y varias observaciones acerca de cómo prepararse para los exámenes de inglés.

Confusiones que debe evitar.

A continuación figuran algunos pares de expresiones en las que intervienen preposiciones cuya confusión debe evitar.

– **as** (que hace referencia a trabajos o funciones)/**like** (que expresa similitud en una comparación).

I'm working as a travel courier at the moment.

I can swim like a fish.

– **in time** (que significa “no tarde”, “antes de la hora límite”)/**on time** (que significa “exactamente a la hora”).

I couldn't take part in the City Marathon, because I didn't register in time.

Did the meeting start on time?

– **in the end** (“finalmente”, por lo general aplicado a la idea de “después de algunas dificultades o complicaciones”)/**at the end (of)** (“al final [de]”, “en la parte final [de]”).

She made me wait, but I knew she would marry me in the end.

I felt OK when the race began, but I was tired at the end./I got off the bus at the end of my street.



Prepositions before particular expressions.

As you know, prepositions are generally followed by nouns. They are often used with their *basic* meanings (indicating movement or position, for example), but some fixed expressions are *idiomatic*, i.e. you simply have to learn which prepositions are used in them. Here are some examples, all taken from Unit 93.

Basic meanings.

People who live *in* glass houses shouldn't throw stones.
I'll go *to* America!
It's Sunshine Travel that takes you *round* the world.
On these pages, you have some reading practice.

Idiomatic expressions.

Mr Jones – <i>in</i> love?	<i>For example, ...</i>
Everybody shook him <i>by</i> the hand.	<i>In fact, ...</i>
Are you going <i>on</i> foot?	<i>On the contrary, ...</i>

The cassette dialogue includes examples of prepositions used with their basic meanings and also in idiomatic expressions.



Prepositions before particular expressions. Listen.

Man 1: I remember my wedding day very clearly. I got married *in* ... um ...
Man 2: *In* London?
Man 1: No. *In* ...
Man 2: *In* winter?
Man 1: No. *In* ...
Man 2: *In* church? *In* secret?
Man 1: No. *In* a smart suit. I got married *in* a really smart suit. And my wife was *in* ... um ...
Man 2: *In* tears?
Man 1: No. *In* white. My wife was *in* white. We had some photographs taken *by* ... um ...
Man 2: *By* a photographer?
Man 1: No. *By* the river. We had some photographs taken *by* the river, *in* the ... um ...
Man 2: *In* the park?
Man 1: No. *In* the ...
Man 2: *In* the afternoon?
Man 1: No. *In* the rain.
Man 2: Oh.



Kelly Le Brocq in a scene from the film "Woman in Red" (1984).

Practice.

Notice that the preposition *in* can be used to mean "wearing":

I got married *in* a smart suit, My wife was *in* white.

It has this meaning in three of the following British and American film titles. Which three?

- "The Girl in the News." (1940)
- "The Man in Grey." (1943)
- "The Woman in the Window." (1944)
- "The Woman in White." (1948)
- "The Man in the White Suit." (1951)
- "The Man in the Sky." (1956)

Answers on page 1920.

Prepositions can also be followed by **-ing** forms and by expressions beginning with the words **what**, **where**, **how**, etc. Read aloud these examples, which are all taken from Unit 89.

Preposition + -ing form.

Well, Victoria, thank you *for being* with us this evening. My hotel room was so small that I could touch all four walls *without moving*!

We look forward *to hearing* from you.

We apologize for the delay *in supplying* your order.

Preposition + what ...

Victoria Benson, this is the second paranormal event which has affected your bookshops. Aren't you a little afraid *of what might happen next*?

You will find some more examples (with the prepositions **about**, **after**, **by** and **without**) in the cassette dialogue.



He was angry about what I was wearing.



Listen.

Man 1: Do you remember *your wedding day*?

Man 2: How could I forget it, after ... um ...

Man 1: After only two years?

Man 2: No. After what happened at the reception.

Man 1: What was that?

Man 2: Well, Susan's father got angry and left without ... um ...

Man 1: Without saying "Goodbye"?

Man 2: No. Without ...

Man 1: Without eating his piece of the wedding cake?

Man 2: No. Without making his speech.

Man 1: Oh.

Man 2: Yes, he left without making his speech. And as he left, he accidentally locked the door, and no-one else could get out.

Man 1: Really?

Man 2: Yes. Still, finally we all got out by ... um ...

Man 1: By midnight?

Man 2: No. By climbing through a window. We all got out by climbing through a window. It was a very memorable day.

Man 1: What was it that made Susan's father angry?

Man 2: Oh, he was angry about ... um ...

Man 1: About having you as a son-in-law?

Man 2: No. He was angry about what I was wearing.

Man 1: What were you wearing?

Man 2: Well, I decided to get married in my uniform.

Man 1: What's wrong with that? Were you in the army at the time?

Man 2: No. I was a milkman.

Man 1: Oh.



As you can see in the text of the cassette dialogue, a party after a wedding is called a **reception** in English.

Practice.

In the cassette dialogue, find all the expressions beginning with the following prepositions and read them aloud.

after
by

without
about

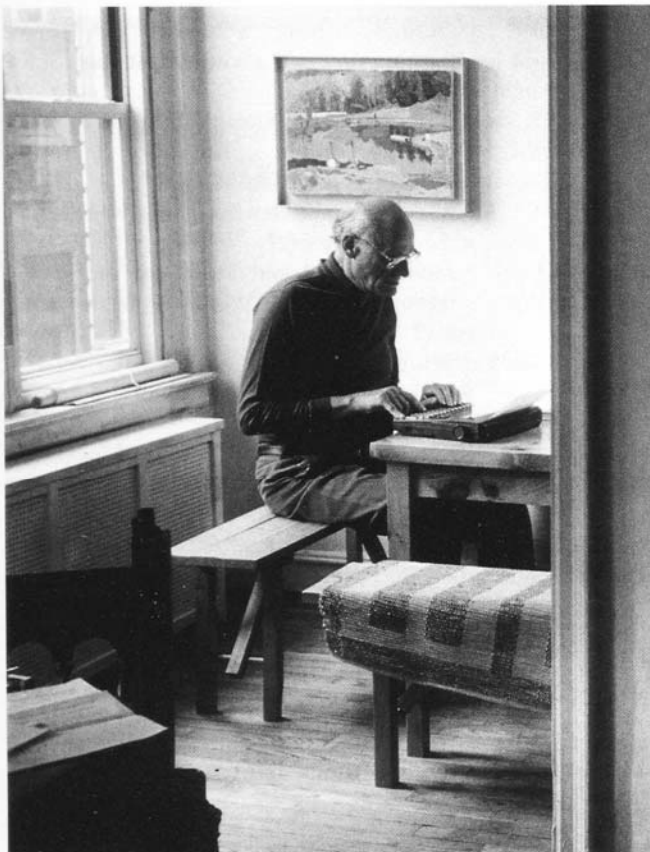


Prepositions after particular expressions.

As you have seen in earlier units of the course, particular adjectives are followed by particular prepositions. In fact, three examples (*Aren't you a little afraid of ...*, *He was angry about ...*, *What's wrong with ...?*) appeared on the previous page. Here are some more examples, taken from Units 92 and 93.

Ruth Prawer Jhabvala is *well known for* her many film scripts.
Many people are *interested in* the origins of names.
Don't drink too much tea and coffee. They're *bad for* you.
My uncle Joe was *popular with* everyone he knew.
In radio communication, some numbers have special pronunciations, which are *different from* the pronunciations used in normal speech.
Air Canada 762. Report when *ready for* departure.

Unfortunately, there are no rules to help you with such expressions. You simply have to learn which prepositions are used after which adjectives. The cassette includes some more examples.



Prepositions after particular expressions.
Listen and answer.

Are you afraid of heights?
Are you good at sports?
Are you usually polite to people?
Are you anxious about the future?
Are you interested in history?

Listen.

Woman 1: I remember my wedding day very clearly.
Woman 2: Were you in white?
Woman 1: Yes, I was in white, and so was George.
Woman 2: Really?
Woman 1: Yes. He was wearing his long white milkman's coat – and his milkman's cap, of course.
Woman 2: Well, that was very ... original.
Woman 1: Yes ... typical of George. My father wasn't very happy about it. In fact, he was absolutely furious about it. He left the reception without making his speech.
Woman 2: Well, I'm not surprised he was angry with George ...
Woman 1: He was angry with *me* too. He said I should have stopped George doing it.
Woman 2: How did you feel about it?
Woman 1: Oh, I didn't mind him wearing his milkman's uniform. Things could have been worse. We'd originally planned to get married a couple of months earlier – and a couple of months earlier, he was working as a lifeguard on the beach.



Remember that, depending on the meaning, an adjective may be followed by different prepositions, e.g. *angry with* (someone), *angry about* (something).

My father was angry with George.
He was angry about George's uniform.

Arthur Miller is well known for his many plays. (In the picture: Arthur Miller, working at home.)

As well as being used after adjectives, particular prepositions are used after particular verbs. Very early in the course, you met expressions like these:

Look at this! *Listen to the cassette.*
Wait for me! *I'm thinking about/of you.*

Throughout the course, you have met many more examples. Here are a few of those which have appeared recently (in Units 89-93). Read them aloud.

Hope for the best, and prepare for the worst.
We understand that you specialize in books in this field.
I could stare at the clouds all day.
I heard the police were looking for you, Richard.
Compare the translation with the original.
The titles will remind you of the practice you have done in earlier sections of this unit.

Once again, there are no rules to help you. You simply have to learn which prepositions are used after which verbs. The cassette includes some more examples.



We borrowed an old Rolls-Royce from some friends, and it broke down on the way to the church.



Listen.

- Woman 1:* Do you remember *your* wedding day?
Woman 2: Oh, yes. But I don't talk about it very often.
Woman 1: Why not?
Woman 2: It consisted of one disaster after another. We borrowed an old Rolls-Royce from some friends, and it broke down on the way to the church. *My* parents didn't like *Norman's* parents, so they didn't speak to each other for most of the day. And at the reception, Norman insisted on playing the drums with the band – and he must be the worst drummer in the world!
- Woman 1:* It sounds like an interesting day.
Woman 2: Well, looking back on it, it seems very amusing. But it wasn't quite so amusing at the time.
- Woman 1:* I've never seen your wedding photographs. Didn't you have any taken?
Woman 2: Oh, yes, we had some photographs taken – in the rain.
- Woman 1:* In the rain?
Woman 2: Yes. And the photographer said: "Don't look at the camera." Of course, he meant: "Look at each other." Anyway, in most of the photographs, I'm looking at Norman – and Norman's looking at the ground, or the trees, or the sky, or the river. I'll show them to you sometime, if you like.
- Woman 1:* Yes, I'll look forward to that. We've got some good wedding photos too, actually. My favourite one is of George climbing through a window in his milkman's uniform.



Practice.

Find and read aloud the sentences in the cassette text which include the following verbs:

talk, consist, borrow, speak, insist, sound,
 look back, look, show, look forward

Notice especially the prepositions used.



Sentences ending with a preposition.

We have discussed sentences ending with a preposition on one occasion earlier in the course (Unit 35, p. 715). There are a lot of examples on this page, and you will find more comments in this unit's **Grammar** section.

Here are some examples from recent units:

There's nothing for you to worry *about*.

What are you afraid *of*?

Who are you talking *about*?

Who did you want to speak *to*?

Read some quotations aloud, and I'll tell you where they come *from*.



Do you have a hobby that you're especially keen on?

1906



Sentences ending with a preposition.

Listen to these quotations. You will recognize three of them from previous units.

"There was a clock in the room, which the stranger often turned to look at."

– Charles Dickens, "Martin Chuzzlewit".

"That man's silence is wonderful to listen to."

– Thomas Hardy, "Under the Greenwood Tree".

"They found plenty of things to be delighted with, but nothing to be astonished at."

– Mark Twain, "The Adventures of Tom Sawyer".

"That's enough to begin with," Humpty Dumpty interrupted."

– Lewis Carroll, "Through the Looking Glass".

Now listen to these questions, and answer them.

Do you have a hobby that you're especially keen on?

Is there a particular kind of "Special English" that you're interested in?

Are there any sports that you're really good at?

Is there anything that you're really afraid of?



Questions.

1. When Humpty Dumpty said: **That's enough to begin with**, what was he talking about?

2. Where does this quotation come from? And who is "he"?

He made his bound before he saw what it was he was jumping at, and then he tried to stop himself.

3. Each of the following two proverbs ends with a preposition. Can you say what the prepositions are?

Speak when you are spoken

Everybody needs something to do, someone to love, and something to hope

Answers on page 1920.

Song.

There have been quite a lot of well-known pop songs about friendship. Perhaps the most famous is The Beatles' **With a little help from my friends**, but others include **You've got a friend**, **Count on me** and **Lean on me**. The song you can hear here is on the same subject.

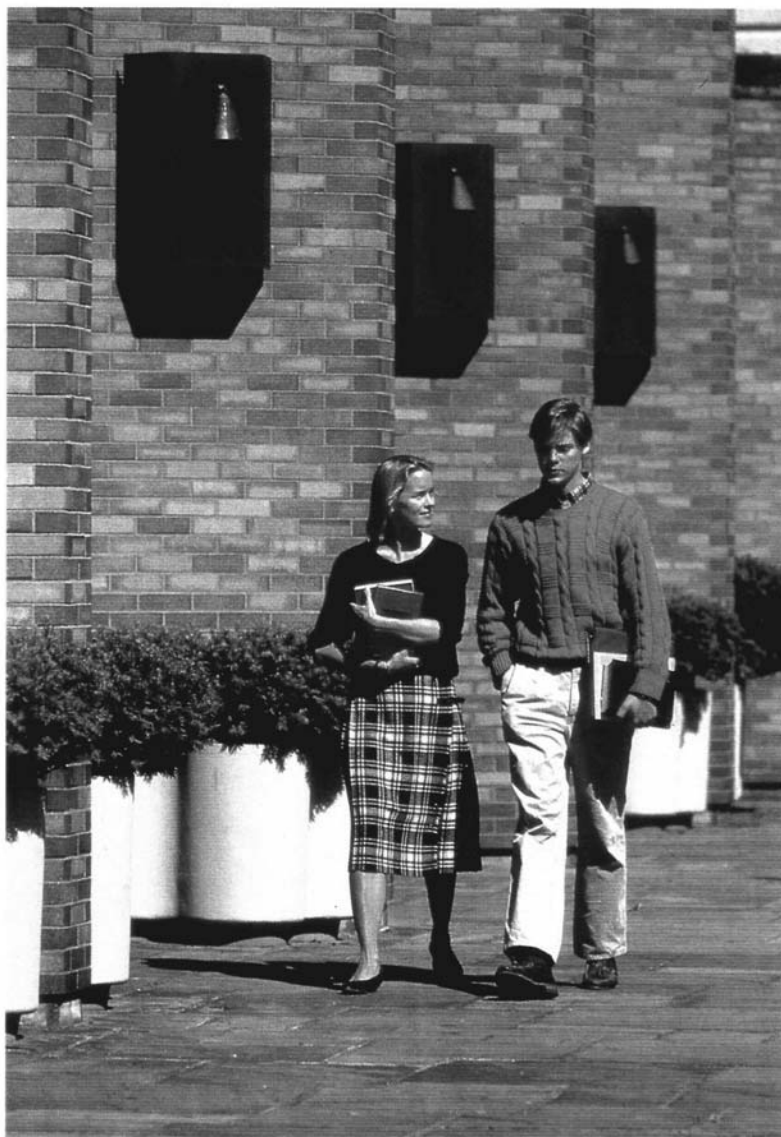


Song: You can depend on me.

When you need someone to depend on,
You can depend on me.
When you think that hope is gone,
You can always depend on me.
When you are all alone and blue,
And you think no-one cares about you,
When you need someone to depend on,
You can depend on me.

When you need someone to talk to,
You can talk to me.
(That's right ...)
Don't give it a second thought¹, you can—
you can just—just come and talk to me.
You know that I will never refuse,
So if you're feeling sad and confused,
And you need—you need someone to talk to,
You can always—always talk to me.

When nothing is right,
And you're lost in the night,
And you can't see a light anywhere,
Don't sit all alone
And stare at the phone:
Just dial my number,
Dial my number and I will be there.



Practice.

Without looking at the text of the song, read the following extracts aloud, putting in the missing prepositions.

When you are all alone and blue, and you think no-one
cares you.

When nothing is right and you're lost the night.

Don't sit all alone and stare the phone.

When you need someone to talk, you can talk me.

When you need someone to depend, you can depend me.

¹ Don't give it a second thought: Don't hesitate



Attitudes: Revision.

In the first **Attitudes** section, in Unit 74, you practised various English expressions used to describe someone's attitude at a particular moment or their character in general. Since that first section, you have studied the following subjects:

Reactions.	Unit 76.
Negative questions.	Unit 78.
Using people's titles.	Unit 81.
Surprise.	Unit 83.
Saying things indirectly (understatements and euphemisms).	Unit 85.
Irony and sarcasm.	Unit 87.
Adverbs showing attitudes.	Unit 90.
Strong feelings.	Unit 92.

You can remind yourself of some of those subjects by doing the exercises and listening to the cassette recording on these pages.

Exercise 1.

Put the ironic or sarcastic expressions (1-6) together with their meanings (A-F).

1. Big deal.	A. There is very little possibility that what you want to happen will happen.
2. Don't make me laugh!	B. That surprises me and makes me angry.
3. Some hope(s)!	C. That is very disappointing; I am not pleased by that news.
4. Surprise, surprise.	D. I am not impressed by what you are saying.
5. Well, that's just great.	E. I am not surprised at all.
6. Well, I like that!	F. What you are saying is ridiculous, and I do not believe it.

Exercise 2.

Each of the following eight sentences is taken from a different **Attitudes** section between Unit 76 and Unit 92.

With the help of the titles in the list above, decide which unit each sentence is taken from.

1. What's the problem, officer?
2. Fancy meeting you here!
3. If I were to say "The bank manager is here", how would you react?
4. Some hope!
5. I wouldn't say that, exactly.
6. Happy? I was overjoyed!
7. Frankly, it wasn't a good idea.
8. Wasn't Sir Walter Raleigh imprisoned here?

Exercise 3.

Among the words in the box, find those which have the following meanings:

- | | |
|-------------------|--------------------|
| 1. very pleased | 4. very interested |
| 2. very surprised | 5. very confused |
| 3. very excited | 6. very frightened |

amazed	disappointed	relieved
amused	disgusted	shocked
bewildered	fascinated	terrified
delighted	horrified	thrilled
depressed	irritated	worried

Exercise 4.

All the adjectives in the following three groups describe a person's attitude at a particular moment, or their character in general.

In each group, one letter will complete all the adjectives. Which is the letter needed in each group?

Group 1.	cyn_cal dec_s_ve	opt_m_st_c sens_t_ve
Group 2.	c_lm h_ppy	je_lous t_ctful
Group 3.	bitt_r qui_t	r_s_rv_d sinc_r_

Answers on page 1920.



I hear from Susan that you had an eventful wedding day too.



Yes, you could say that. A day filled with happiness, sadness, anger, shock, excitement and confusion.

The dialogue on the cassette includes examples of various points practised during this phase in the **Attitudes** sections.



Listen.

Woman: George!

Man: Hello, Julia! This is a surprise! Fancy meeting you here!

Woman: I'm working just round the corner at the moment.

Man: Well, well, well ... What a small world! How are you?

Woman: Fine.

Man: I was talking to Norman the other day. He was telling me about your wedding. I'd never heard the full story before. I was very impressed.

Woman: Impressed?

Man: Yes. It sounds as if you had a really wonderful day.

Woman: Well, I wouldn't say that, exactly. You could call it an "eventful" day ... or a "memorable" day. But "wonderful" isn't quite the right word. Frankly, I was relieved when it was over.

Man: I heard about the photographs in the rain.

Woman: With Norman looking totally bewildered, yes. And I suppose he told you about the car breaking down.

Man: Yes.

Woman: And about the drums.

Man: The drums?

Woman: Yes. At the reception, he insisted on playing the drums with the band. Didn't he tell you about that?

Man: Oh, yes. Well, *he* said it was *the band* who insisted on it.

Woman: Well, I like *that*! It was all his idea.

Man: And he's not the greatest drummer in the world, is he?

Woman: That is the understatement of the year. He's absolutely terrible. Still, I hear from Susan that you had an eventful wedding day too.

Man: Yes, you could say that. A day filled with happiness, sadness, anger, shock, excitement and confusion.

Woman: We must get together soon. We'll bring our photos. You can see us standing in the rain, smiling bravely.

Man: And you can see Susan's father looking absolutely furious – and the rest of us climbing through a window.

Woman: Great. We'll look forward to it. See you soon!

Man: Keep smiling!



The forms and uses of prepositions.

During the course, you have met all the frequently-used English prepositions. As you know, most of them are single words, but some are expressions consisting of two or three words. They are all listed in the table on this page.

Remember these points about meanings.

- The basic meanings of most prepositions are concerned with place (*above the trees, across the ocean, against the wall ...*) or with time (*after lunch, before the meeting, during the night ...*) or with both place and time (*at home/at six o'clock, in London/in 1956, on the table/on Friday ...*).
- The prepositions which are not concerned with place or time have a variety of other meanings.
- Even the prepositions which are concerned with place or time may also have other meanings too.

We're talking *about* nuclear power. John's *for* it and I'm *against* it.

Remember these points about grammar.

- Most prepositions are also used as adverbs, or as "adverbial particles" in phrasal verbs.

The boss is *in* his office. (*preposition*)

Is the boss *in*? (*adverb*)

The boss has just come *in*. (*adverbial particle in phrasal verb*)

- Some prepositions are also used as conjunctions.

I'll phone you again *after* lunch. (*preposition*)

I'll phone you again *after* I've finished work.

(*conjunction*)



about	P	T	●	like			▲
above	P		●	near	P		●
across	P		●	of			
after	T		▲	off	P		●
against	P			on	P	T	●
along	P		●	onto	P		
among	P			opposite	P		●
around	P	T	●	outside	P		●
as			▲	over	P	T	●
at	P	T		past	P	T	●
before	T		●	round	P	T	●
behind	P		●	since	T		●
below	P		●	through	P	T	●
between	P	T	●	throughout	P	T	●
beyond	P	T	●	till	T		▲
by	P	T	●	to	P	T	
down	P	T	●	toward(s)	P	T	
during	T			under	P		●
except				underneath	P		●
for	P	T	▲	until	T		▲
from	P	T		up	P		●
in	P	T	●	upon	P		
inside	P		●	with			
into	P	T		without			

apart from		in addition to		on to	P
as well as		in favour of		on top of	P
away from	P	in front of	P	out of	P
because of		instead of		owing to	
except for		next to	P		

P Concerning place.

T Concerning time.

● Also used as adverb or as adverbial particle.

▲ Also used as conjunction.

Notes.

- The expressions in these pairs have the same meanings: **around/round**, **except/except for**, **onto/on to**, **till/until**, **as well as/in addition to**.
- The form **toward** is more common in American English; the form **towards** is more common in British English.
- The preposition **upon** is literary in style, and is not used in current everyday speech.

There is nothing for you to worry about.



After the match.

The uses of prepositions.

As well as being used in expressions concerning place, time, etc., prepositions are used after certain adjectives, verbs and nouns. You practised some examples with adjectives and verbs earlier in this unit (pp. 1904-1905). Here are some examples with nouns from recent units.

The extracts from the play ...

There are *exceptions to* this, however.

The Nobel Prize for Literature.

You should have no *difficulty in* understanding the text.

Remember that a preposition can be followed by a noun, a pronoun, an **-ing** form, or an expression beginning with **what**, **where**, **how**, etc.

I'm thinking about the problem.

I'm thinking about it.

I'm thinking about changing my job.

I'm thinking about	{	what I should do. where I should go. how I could make more money.
--------------------	---	---

Finally, remember that it is not incorrect to end a sentence with a preposition.

I've just received a telegram. – Where's it *from*?

What are you laughing *at*?

This is the kind of music I like listening *to*.

In fact, in those examples it would be extremely unnatural to use a different word order (**From where is it?**, **At what are you laughing?**; ... **to which I like listening**).

In a formal style, however, some speakers of English prefer to avoid ending sentences with prepositions. A few examples have appeared in recent units:

In which year was that book published?

(*Which year was that book published in?*)

"Oh! There is an aristocracy here, then?" said Martin.

"*Of what* is it composed?"

(*What is it composed of?*)

Let's examine the parts *of which* a solar panel consists.

(Let's examine the parts *which/that* a solar panel consists *of*.)

Exercise.

How would you translate the following sentences, in which the prepositions **down**, **into** and **over** are used in time-expressions, and the preposition **for** is used in a place-expression.

1. The English language has changed a lot down the centuries.
2. Will it continue being the world's *lingua franca* into the next century?
3. Why don't you come and stay with us over Christmas?
4. I'd love to, but I can't. I'm leaving for New York on December 23rd.

Answers on page 1920.



English literature from the Caribbean.

The earliest example of English literature from the Caribbean is an anonymous poem written in Jamaica in 1718, welcoming a new governor to the island. So it can be said that English literature has existed in the region for more than two-and-a-half centuries. It was in the first half of the 20th century, however, that authors of great ability, creating a distinctively Caribbean literature in English, began to appear.

In the 1930s and 1940s, Caribbean literature in English began to grow in importance. Several literary magazines were influential in this process, especially "The Beacon" (Trinidad), "BIM" (Barbados), "Focus" (Jamaica) and "Kyk-Over-Al" (Guyana). Another important factor was the radio programme "Caribbean Voices", broadcast by the BBC Caribbean Service from 1945 to 1958, which included work by over 200 writers from the region. In the 1950s, work by Caribbean writers began to reach an even wider international audience. Many writers went abroad – especially to England – and among them the novelists were the first to become known.

Novelists.

Claude McKay (1889-1948), a poet and novelist from Jamaica, was the first major writer. He left for the United States in 1912, but before his departure had published two collections of poems, *Constab Ballads* and *Songs of Jamaica*. His novel *Banana Bottom* (1933) is considered to be his greatest work and a Caribbean classic. Another important early figure was **Thomas MacDermot** (1870-1933), who wrote under the name "Tom Redcam". Like Claude McKay, he was a poet and novelist.

The year 1950 saw the publication of *A Morning at the Office* by one of the major 20th-century Caribbean novelists, **Edgar Mittelholzer** (1909-1965), from Guyana, and in 1952 and 1953, the first novels by three other major writers appeared: *A Brighter Sun* by the Trinidadian **Samuel Selvon** (b. 1923), *In the Castle of My Skin* by the Barbadian **George Lamming** (b. 1927) and *The Hills Were Joyful Together* by the Jamaican **Roger Mais** (1905-1955). A little later came the first novels by **V.S. Naipaul** (*The Mystic Masseur*, 1957) and **Wilson Harris** (*The Palace of the Peacock*, 1960). V.S. Naipaul, who was born in Trinidad in 1932, is perhaps the most widely known author of Caribbean origin, and is considered by many critics to be one of the finest modern writers in English. His most famous book is *A House for Mr Biswas* (1961). The writing of Wilson Harris, born in Guyana in 1921, is very poetic in style, and his work includes poetry – such as *Eternity to Season* (1954) – as well as novels.

Other major novelists include **V.S. Reid** (*New Day*, 1949), **Andrew Salkey** (*A Quality of Violence*, 1959), and **John Hearne** (*Land of the Living*, 1961), all from Jamaica.

Poets.

The greatest figure in Caribbean English poetry is **Derek Walcott**, from St Lucia (b. 1930). His early collections include *In a Green Night* (1962) and *The Gulf* (1969), and his long poem in twenty-three sections *Another Life* (1972) is regarded as a major work of modern English literature. He is also a dramatist, his best-known play being *Dream on Monkey Mountain* (1970). The poet who has had the greatest success with the public is the folklorist **Louise Bennett**, born in Jamaica in 1919. In her poems, which are generally comic and satirical, she uses many varieties of Jamaican English, and her recordings of her work are enormously popular.

The Barbadian poet **Frank Collymore** (1893-1980) has been called "the godfather of modern West Indian literature": for over thirty years he edited the magazine *BIM*, in which many writers saw their work published for the first time.



Derek Walcott.

Some other Caribbean poets whose work is in English.

Una Marson	(Jamaica)	1905-1965	<i>Heights and Depths</i> (1932)
George Campbell	(Jamaica)	1918	<i>First Poems</i> (1945)
A.L. Hendriks	(Jamaica)	1922	<i>These Green Islands</i> (1971)
Mervin Morris	(Jamaica)	1937	<i>Shadow Boxing</i> (1979)
Martin Carter	(Guyana)	1927	<i>Poems of Resistance</i> (1954)
Edward Braithwaite	(Barbados)	1930	<i>Islands</i> (1969)
E.A. Markham	(Montserrat)	1939	<i>Love, Politics and Food</i> (1982)
Wayne Brown	(Trinidad)	1944	<i>On the Coast</i> (1972)

Three short poems by Caribbean poets.

The Spider

I'm told that the spider
Has coiled up inside her
Enough silky material
To spin an aerial
One-way track
To the moon and back;
Whilst I
Cannot even catch a fly.

Frank Collymore (Barbados)

So That We Build

In a great silence I hear approaching rain:
There is a sound of conflict in the sky.
The frightened lizard darts behind a stone.
First was the wind, now is the wild assault.

I wish this world would sink and drown again
So that we build another Noah's ark
And send another little dove to find
What we have lost in floods of misery.

Martin Carter (Guyana)

Greenwich Village, Winter

A book is a life, and this
White paper death,
I roll it on the drum and write,
Rum-courage on my breath.
The truth is no less hard
Than it was years ago,
Than what Catullus, Villon heard,
Each word,
Black footprints in the frightening snow.

Derek Walcott (St Lucia)



V.S. Naipaul.

coiled up: enroscado(da) • **to spin an aerial one-way track:** para hilar una pista aérea de dirección única • **rum:** ron • **footprints:** huellas

whilst = whereas • **approaching** = coming nearer • **darts** = moves very quickly • **dove:** white bird (which represents peace) • **Catullus:** Roman poet (84[?]-54[?] BC) • **Villon:** French poet (1431-1463[?])



Some slang expressions.

We first discussed English slang in the **Style** sections of Units 50 and 54. In those sections you met expressions such as **ain't** (= **am not/aren't/isn't/haven't/hasn't**), **bucks** (= **dollars**), **kids** (= **children**) and **Beat it!** (= **Go away!**).

In Unit 50, we discussed the problem of deciding which expressions are “informal”, which are “colloquial”, and which are “slang”. In Unit 54, we gave answers to questions such as “Is slang incorrect?” and “Is slang useful to the student of English?” Look back at pp. 1022-1023 and 1102-1103 if you would like to remind yourself of those points.

From time to time during the course, you have met various other slang expressions, such as **Cool it!** (= **Stop being angry/excited!**), **nuts** (= **crazy**) and **weird** (= **strange**). On these pages, we give you some more.

Remember this important point: Although this information appears in a **Written English** section (because it is presented as an extract from a dictionary), these slang expressions are, not surprisingly, more common in speech than in writing.



Exercise 1.

Scan the list to find the following:

- Two adjectives which mean “crazy”.
- Two nouns which mean “food”.
- Two nouns which mean “money”.
- Three nouns which mean “policeman”.
- An adjective which means “stupid” and a noun which means “stupid person”.

Then read the rest of the list.

Exercise 2.

Each of the following sentences includes a slang expression beginning with a preposition. For each expression, guess which is the correct meaning. (The answers are given on page 1920.)

1. Now we're really *up the creek!*
 - A. In a good situation.
 - B. In a bad situation.
2. In my opinion, he's *round the bend*.
 - A. Crazy.
 - B. Intelligent.
3. Explain it to me again *from the top*.
 - A. From the beginning.
 - B. From the end.
4. Why did you do it? – *For kicks*.
 - A. For money.
 - B. For pleasure.
5. The washing-machine's *on the blink*.
 - A. Working normally.
 - B. Not working normally.

Two very different types of policemen: Hollywood's “Keystone Cops” and the real-life “bobbies” of Great Britain.

Peanuts® by Charles M. Schulz.

ace /eɪs/ *adj* excellent, marvellous
beef /bi:f/ *vb, n* (US) complain, complaint: *What are you beefing about?, What's your beef?*
best shot, I'll give it my (US) I'll do my best, I'll try as hard as I can
bloke /bləʊk/ *n* (UK) man: *I like your brother. He's a really nice bloke.*
bobby /'bɒbi:/ *n* (UK) policeman
boloney /bə'ləʊni:/ *n* nonsense
bonkers /'bɒŋkəz/ *adj* (UK) crazy
booze /bu:z/ *n* alcohol, i.e. alcoholic drink(s)
box, the /ðə'bɒks/ (UK) the television: *There's a good film on the box tonight.*
bread /bred/ *n* money
broke /brəʊk/ *adj* having no money: *Can you lend me £5? – Sorry. I'm broke.*
chicken /'tʃɪkɪn/ *adj* afraid, not brave
chow /tʃəʊ/ *n* food
chuck /tʃʌk/ *vb* throw
chuffed /tʃʌft/ *adj* (UK) pleased: *I hear you passed your exam. You must be really chuffed.*
cinch, a /ə'sɪntʃ/ something which is easy to do: *Was the exam difficult? – No, it was a cinch.*
cop /kɒp/, **copper** /'kɒpə/ *n* policeman
crackers /'krækəz/ *adj* (UK) crazy
crummy /'krʌmi:/ *adj* terrible, of bad quality
dicey /'daɪsi:/ *adj* risky, dangerous
dough /daʊ/ *n* money
drag, a /ə'dræg/ something boring: *Did you enjoy the film? – No, it was a drag.*
dumb /dʌm/ *adj* (US) stupid
ex /eks/ *n* ex-husband, ex-wife
flip /flɪp/ *vb* become angry very suddenly: *How did he react when you told him the news? – He flipped.*
flog /flɒg/ *vb* (UK) sell
gas, a /ə'gæs/ something enjoyable
gig /gɪg/ *n* performance by a jazz or rock group
grand /grænd/ *n* thousand pounds, thousand dollars: *How much did it cost? – Six grand.*
grub /grʌb/ *n* food
hassle /'hæsl/ *n* problem, difficulty: *You're looking depressed. – Yes. I've had a lot of hassles recently.*
hot /hɒt/ *adj* stolen: *This car is hot.*
invite /'ɪnvart/ *n* invitation: *Are you coming to the party? – I didn't get an invite.*
jerk /dʒɜ:rk/ *n* (US) stupid person
john, the /ðə'dʒɒn/ (US) the toilet
Knock it off! Stop doing that!, Stop talking nonsense!

Sally has written another report, which she is going to read to her class at school. The preparation of this report seems to have given her some problems.

Notice the use of the phrasal verb **sit up** in the expression **I sat up all night**, which means "I sat (in a chair, at a desk, etc.) all night", i.e. "I didn't go to bed at all".

Notice also the expression **What I did was, ...**, which is similar in construction to the expressions **What I mean is, ...**, **What I meant was, ...**, **What I'm trying to say is, ...** We commented on such expressions in the **Fluency** section of Unit 77.



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Translation of the strip text.

Ésta es mi redacción ... Estuve despierta toda la noche trabajando en ella.

Bueno, de hecho no estuve despierta toda la noche trabajando en ella ... Lo que hice fue estar despierta toda la noche preocupada por ella. ¡Hay una gran diferencia!



Study skills (9): Preparing for examinations.

Many learners of a new language, of course, are not particularly interested in taking examinations in that language. Those learners who *do* take examinations, however, have various reasons for doing so:

- Simply for personal satisfaction.
- In order to give their studies a definite direction or goal.
- Because success in the examination will help them in their job, or in getting another job.
- Because the examination is a necessary qualification for entry to a college or university at which they wish to study.

If you have been thinking about taking an English examination, you may find the information given on these pages useful.

Finding an appropriate examination.

There are a lot of different examinations available for learners of English, so it is important to find an appropriate one. Some examinations test only Written English and some test only Spoken English, for example, although most test both. Also, some examinations are better known than others in particular countries, and are thus preferred by colleges, employers, and so on.

On the following page there is a list of eight organizations offering examinations which can be taken in many different countries. Probably the best-known of these are the Cambridge exams, from the UK, and the TOEFL exams, from the USA.

For each organization we give the names of the examinations offered, the skills which are tested (R: Reading, W: Writing, L: Listening, S: Speaking), and the times of the year when the examinations can be taken.

All the examinations mentioned in the list are examinations of "General" English. There are also organizations which offer specialized examinations – in Scientific English or Business English, for example.

If you are interested in finding out more details, you could write letters asking the organizations for information. (You learnt how to write such letters in Unit 62, pp. 1266-1267.)

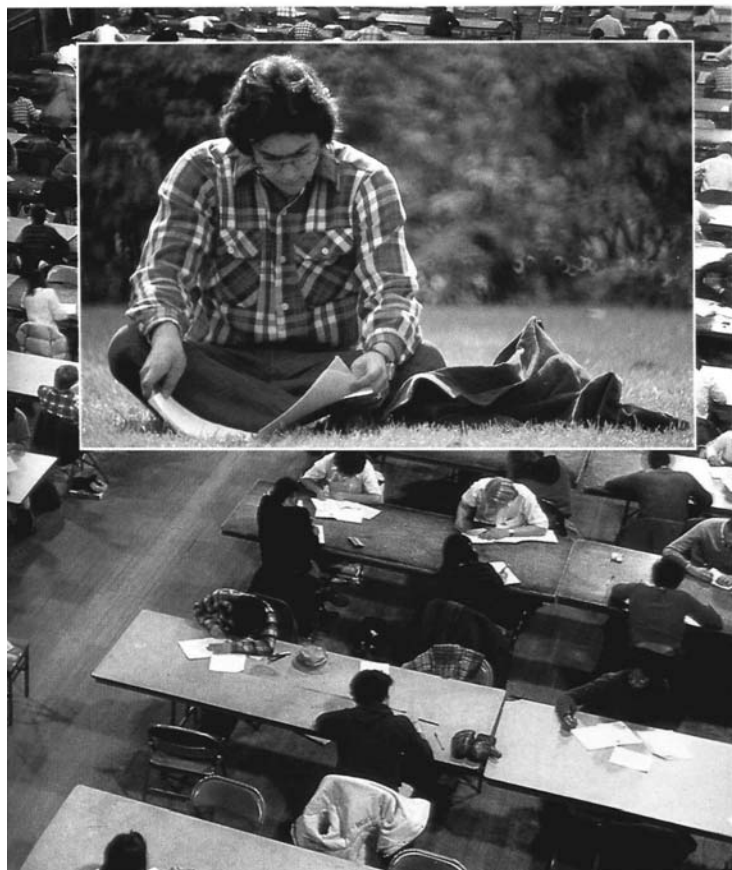
Alternatively, for details of all these examinations and others, you could write to a local British Council office (there are such offices in 80 countries), or consult **The Pitman Guide to English Language Examinations** (this is published by Pitman, whose address appears in the list).



Preparing for an examination.

When you have decided on the examination you wish to take, you should obviously find out exactly what it consists of. For example:

- Will it test your knowledge of grammar or vocabulary in particular? Or will it test your ability to communicate generally?
- Is it a multiple-choice test, in which you have to choose correct answers from several possibilities? Or will you have to write complete texts?
- Will you have to write formal letters? Informal letters? Summaries?
- Will you have to read a newspaper article or a literary text, for example, and answer questions about it?
- Does the exam include dictation? Translation? Conversation? Reading aloud?
- Do you have to study any particular books beforehand?



The organization offering the examination will give you all the necessary details, and it is often possible to see examination papers from previous years.

When you know exactly what you have to do in the exam, you can prepare for it by practising the appropriate skills. You should also, of course, revise especially the areas of the language in which you have problems: you may know, for example, that you need to study particular points of grammar or pronunciation.

For most examinations, it is possible to follow a special course of preparation, and there are books and cassettes designed to help you do this, whether you are studying in a class or on your own.

When you have decided which examination to take, when you have found out what it consists of, and when you have prepared for it carefully, there is only one more thing to remember: During the exam itself, concentrate – but relax!

If you do your preparation carefully, you'll have no problems in the examination itself.

Some organizations offering examinations for learners of English.

The **ARELS** Examinations Trust, 113, Banbury Road, Oxford OX2 6JX, U.K.

- Preliminary • Higher Certificate • Diploma

[L] [S]

Mar, May/Jun, Nov

The **British Council** English Language Testing Service, 10, Spring Gardens, London SW1A 2BN, U.K.

- ELTS Examination

[R] [W] [L] [S]

Any time

The **Pitman** Examinations Institute, Godalming, Surrey GU7 1UU, U.K.

- Elementary • Intermediate • Higher Intermediate • Advanced

[R] [W] [L] [S]

Any time

The **RSA** Examinations Board, John Adam Street, London WC2N 6EZ, U.K.

- Basic • Intermediate • Advanced

[R] [W] [L] [S]

May/Jun, Nov/Dec

The **TOEFL** Educational Testing Service, PO Box 899, Princeton, NJ 08541, U.S.A.

- TOEFL (Test of English as a Foreign Language)

[R] [W] [L]

Any time

Trinity College, 11-13, Mandeville Place, London W1M 6AQ, U.K.

- Spoken English, Grades 1-12

[R] [L] [S]

Any time

- Written English, Intermediate

[R] [W]

May/Jun, Nov/Dec

The **University of Cambridge** Local Examinations Syndicate, 1, Hills Road, Cambridge CB1 2EU, U.K.

- Preliminary • First Certificate • Proficiency • Diploma

[R] [W] [L] [S]

Jun, Dec

The **University of Oxford** Delegacy of Local Examinations, Ewert Place, Summertown, Oxford OX2 7BZ, U.K.

- Preliminary • Higher

[R] [W]

May, Nov



Key points from this unit.

- Prepositions: Their basic meanings and their uses in fixed expressions.

on the beach, on these pages
in the park, in the sky
I got married in London.

on foot, on the contrary
in fact, in love
I got married in secret.

- Prepositions: Before **-ing** forms and before **what/where/how**, etc.

We look forward to hearing from you.
He left without saying "Goodbye".
Aren't you a little afraid of what might happen next?
How could I forget it, after what happened at the reception?

- Prepositions: After adjectives.

<i>afraid of ...</i>	<i>good at ...</i>
<i>angry { with (someone)</i>	<i>interested in ...</i>
<i> { about (something)</i>	<i>ready for ...</i>

- Prepositions: After verbs.

<i>consist of ...</i>	<i>borrow ... from ...</i>
<i>depend on ...</i>	<i>compare ... with ...</i>
<i>talk { to (someone)</i>	<i>consult ... about ...</i>
<i> { about (something)</i>	<i>remind ... of ...</i>

- Prepositions: After nouns.

"Encounters with the Paranormal."
"An Essay on Criticism."
The Nobel Prize for Literature.
You should have no difficulty in understanding the text.

- Prepositions: At the end of sentences.

Speak when you are spoken to.
There's nothing for you to worry about.
What are you afraid of?
That's enough to begin with.

- Some slang expressions.

Dialogue.

Read the dialogue and listen to it on the cassette. Mr Jones has invited Jeff and Elizabeth to lunch.



Dialogue.

Mr Jones: So, it's not long now until the big day.
Jeff: That's right.
Elizabeth: About two weeks.
Mr Jones: Well, I hope it's a marvellous day for you. Don't listen to people when they start telling you about *their* weddings – about how it rained all day and everything went wrong, and so on.
Elizabeth: What was your wedding day like?
Mr Jones: Oh, quite memorable, actually. As a matter of fact, it rained all day and everything went wrong. ... No, no, I'm only joking. It wasn't like that at all. ... Although, of course, we had some problems later. ... Anyway, that's another story. Incidentally, Jeff ...
Jeff: Yes?
Mr Jones: You weren't planning on calling me "Uncle William", were you?
Jeff: No, I don't think I could get used to that.
Mr Jones: Nor could I. Just call me "William".
Jeff: OK – although that'll probably take a little getting used to as well.
Mr Jones: True – but you can't go on calling me "Mr Jones", can you?
Jeff: I guess not.
Mr Jones: There was something else I wanted to ask you about. ... What was it? ... Oh, yes. Will you want to travel a little less after you're married?
Jeff: Well, I'd prefer that, if possible.
Elizabeth: We've talked about it quite often, actually.
Mr Jones: Oh, good. Because I've had quite a few ideas for re-organizing the company, and I've got some suggestions. ... Anyway, we'll talk about that another time. This isn't a working lunch. We're not here on business. I wanted us to have lunch together today so that I could wish you both lots of happiness. So ... Cheers!
Elizabeth: Thank you, Uncle William.
Mr Jones: Jeff, you're a lucky man.
Jeff: I know.
Elizabeth: Well, I feel the same. ... I think he's a lucky man too.



Don't listen to people when they start telling you about *their* weddings – about how it rained all day and everything went wrong, and so on.



You weren't planning on ...
I don't think I could get
used to that.
that'll probably take a
little getting used to
as well

No estarás planeando ...
No creo que pueda
acostumbrarme a eso.
probablemente costará un
poco acostumbrarse
a eso también



Test 94.

Check yourself on what you have learnt in this unit. (Answers at the end of Unit 96.)

1. Substitute these slang words for the words *in italics* in the following sentences: **boloney**, **booze**, **cops**, **dicey**, **dumb**.

I always leave my exam preparation till the last minute.

– That's a bit *risky*, isn't it?

Stay where you are, or I'll call the *police*!

That was really *stupid*.

No more *alcohol*. Doctor's orders.

That's *nonsense*! I don't believe a word of it!



2. The following novels have all been mentioned in recent units. A different preposition is missing from each title. What are these prepositions?

"A House Mr Biswas", by V.S. Naipaul.

"A Morning the Office", by Edgar Mittelholzer.

"Sunlight a Broken Column", by Attia Hosain.

"The World the Evening", by Christopher Isherwood.

"A Passage India", by E.M. Forster.

"The Adventures Tom Sawyer", by Mark Twain.

3. Complete the following quotations by putting in the appropriate prepositions.

Men love war because it allows them to look serious. Because it is the one thing that stops women laughing them. (*John Fowles*)

If a dramatist is funny, the English look the serious message; if he is serious, they look the joke. (*Sacha Guitry*)

General Peckem liked listening himself talk, liked most of all listening himself talk himself. (*Joseph Heller*)

4. In each of the following sentences, the preposition is incorrect. Make the necessary corrections.

We got married *by* secret.

Are you afraid *from* heights?

Everybody needs something to hope *about*.

The photographer said: "Don't look *to* the camera."

Speak when you are spoken *at*.



5. Complete the following sentences with the **-ing** forms of these verbs: **be**, **have**, **make**, **play**, **receive**.

Susan's father left the reception without his speech.

Norman insisted on the drums with the band.

Thank you for with us.

We look forward to confirmation of your order.

Déjà vu is the feeling of experienced something before.

Answers to exercises.

Page 1902.

"The Man in Grey", "The Woman in White", "The Man in the White Suit".

Page 1906.

1. Humpty Dumpty was talking about the first verse of the poem "Jabberwocky", which Alice wanted him to explain. (See Unit 83, p. 1696).
2. "The Jungle Book" by Rudyard Kipling (See Unit 91, p. 1852). "He" is Father Wolf.

3. Speak when you are spoken *to*. Everybody needs something to do, someone to love, and something to hope *for*.

Page 1908.

Exercise 1. 1:D. 2:F. 3:A. 4:E. 5:C. 6:B.

Exercise 2. 1. Unit 81 (Using people's titles). 2. Unit 83 (Surprise). 3. Unit 76 (Reactions). 4. Unit 87 (Irony and sarcasm). 5. Unit 85 (Saying things indirectly). 6. Unit 92 (Strong feelings). 7. Unit 90 (Adverbs showing attitudes). 8. Unit 78 (Negative questions).

Exercise 3. 1. delighted. 2. amazed. 3. thrilled. 4. fascinated. 5. bewildered. 6. terrified.

Exercise 4. Group 1: i. Group 2: a. Group 3: e.

Page 1911.

1. La lengua inglesa ha cambiado mucho a lo largo de los siglos.
2. ¿Continuará siendo la *lingua franca* del mundo el próximo siglo?
3. ¿Por qué no vienes/viene y te quedas/se queda con nosotros en Navidad?
4. Me encantaría, pero no puedo. Me marché a New York el 23 de diciembre.

Page 1914.

Exercise 2. 1:B. 2:A. 3:A. 4:B. 5:B.



Test 93: Answers.

1. *Bravo!*
Pronto.

Ad infinitum.
Chin!

Au contraire.
Eureka!

Cheers!

Cheers!

Cheers!



2. "It's nice to go travelling."
"It doesn't matter any more."
"It's so easy to fall in love."
"It hurts to be in love."
"It may be winter outside, but in my heart it's spring."
"It won't seem like Christmas without you."

3. It's love that makes the world go round.
Everybody makes mistakes, don't they?
When a person is unhappy, their/his/his or her personality often changes completely.
We're going to visit some friends of ours this weekend.

4. My uncle Joe was a very friendly man,
Popular with everyone he knew.
It wasn't hard to understand
Why everybody shook him by the hand:
It was the natural thing to do.

5. The food's *not* bad: /nɒt/ → /nɒp/ before /b/.
In *that* case, ...: /ðæt/ → /ðæk/ before /k/.
a *great* car: /greɪt/ → /greɪk/ before /k/.
a *blind* man: /blaɪn(d)/ → /blaɪm/ before /m/.
Would you give me my *handbag*?: /hænd(d)/ → /hæm/ before /b/.

6. Yes./Yes, I do. (And say what your nickname is.)/No./No, I don't.
Yes./Yes, I have./No./No, I haven't.
Yes./Yes, they have./No./No, they haven't.
Yes./Yes, I would./No./No, I wouldn't./I would if I could./etc.
I'd advise them to .../I'd suggest that they .../etc.

Phase 4: Springboard.

Units 73-96. Cassettes 19-24.



In Unit 95:

- Various points concerning word order and the uses of conjunctions.
- Some more slang expressions.
- Some extracts from the play *Pygmalion* by George Bernard Shaw.
- A song by The Walker Brothers.
- Revision of points covered in the **Fluency** section.

And lots more.