



General Upper Intermediate

Unit 8: Going to extremes

Objectives

- Language focus: Relative clauses, present & past participles
- Vocabulary: Adverb collocations
- Everyday English: Exclamations
- Reading: A fairy tale of New York
- Listening: Extreme temperatures
- Writing: Describing places





1. Do you think the man in the photo is enjoying himself? Why do you think he is doing this? Would you?

2. Read the quote. What does it mean? Do you agree with it? When do you break this rule?

‘Everything is good in moderation. Even moderation.’

Iveta Cherneva

Test your grammar!

1. Complete the sentences with one of the relative pronouns.

who which where what when whose

1. The woman _____ you met at the party was my sister.
2. She's decided to stop teaching, _____ surprised us all.
3. My other sister, _____ lives in London, is a teacher.
4. Apparently, _____ she wants to do is move to Australia.
5. Her boyfriend, _____ parents live in Perth, is delighted.
6. They don't know _____ or _____ they're going.
7. Their flat, _____ they bought last year, is up for sale.
8. The flat _____ I bought recently isn't far from theirs.

2. In which sentences can the relative pronoun be replaced by *that*?

3. Underline the present and past participles in these sentences. Rewrite them using relative pronouns.

1. The bored man standing next to her is her husband.
2. Most houses built in the 17th century are listed buildings.



1. Look at the photos. What sport is the man doing? Would you like to do it? Why/Why not?

2. Read the text about Akwasi Frimpong quickly. What impression do you get of him?

3. Read the text again and complete it with clauses a–j. Then listen and check.

- a. which housed a family of ten
- b. earned by selling vacuum cleaners
- c. some of whom had been training for years
- d. using a wooden board with wheels
- e. who had moved to The Netherlands
- f. where he set up the improbable-sounding
- g. whose coaches believed he'd lost his passport
- h. which will be held in Beijing
- i. in which a short, quick sprint start is essential
- j. ~~was the day when~~



Audio 8.1

4. Answer the questions.

- 1. What record did Akwasi Frimpong break in February 2018?
- 2. Why was he brought up by his grandmother?
- 3. Why did he tell his athletics coaches that he'd lost his passport?
- 4. Did he compete in the 2012 London Olympics?
- 5. Why was bobsled a good option for him?
- 6. Why did he decide to give up his sporting career?
- 7. What made him change his mind?
- 8. Why is the Bobsled and Skeleton Federation Ghana 'improbable-sounding'?
- 9. What are Akwasi's aims for the future?



The African Iceman

Feb 15th 2018 1. was the day when 32-year-old Akwasi Frimpong from Ghana entered history. Sprinting alongside a tiny sled, jumping onto it face first, and hurtling down an ice track at 100 km an hour, he became the first African to compete in the Olympic Skeleton.

From Africa to Europe

Born in 1986, Akwasi was brought up by his grandmother in Kumasi, Ghana, in a 4m² room 2. _____. Aged eight, he joined his mother, _____. He loved sport and was a talented sprinter, becoming the Dutch junior 200 metre champion at the age of 17. However, he never travelled to competitions abroad. Akwasi, 4. _____, had a secret! His paperwork hadn't been processed, so he was an illegal immigrant, and wouldn't have been allowed back into The Netherlands.

From sprinting to 'Skeleton'!

In 2008, he finally got his Dutch passport and trained for the 2012 London Olympics, but injury ended his sprinting ambitions. He changed sport, and trained in bobsled, an event 5. _____, but after failing to get into the 2014 Winter Olympic team, he decided to give up competitive sport altogether. However, his wife, Erica, told him she didn't want him forever moaning about his lost Olympic dreams, so Akwasi changed sport again – this time to Skeleton racing. He loved it, and set his sights on competing in the 2018 Olympics in South Korea, but not for The Netherlands ... for his birth country, Ghana.

"I have to push, dive on the sled, and navigate a mile of ice track at 80–90 mph with my chin three inches from the ice."

Back to Africa

Aged 31, for the first time in 23 years, Akwasi returned to Ghana, 6. _____ Bobsled and Skeleton Federation Ghana. In a country with no snow or ice, he introduced fellow Ghanaians to winter sports 7. _____! Back in The Netherlands, he trained for the Olympics with money 8. _____ door-to-door, and just managed to qualify for South Korea, entering the top 60 in the world.



Success of a sort

In a Hollywood movie, Akwasi would have won Olympic gold, but of course he had no chance against his competitors, 9. _____. He came last. "That is OK," he said. "For me, being at the Winter Olympics is about breaking barriers ... to show black people from warm countries can do this as well." But he now hopes to win the first Olympic gold medal for Ghana in the 2022 Winter Games, 10. _____.

- What is Akwasi trying to prove? Why?
- Why do you think his helmet has a rabbit escaping from a lion's mouth on it?
- Which of these adjectives do you think best describe him?

brave	childish	daring	determined
gutsy	hot-headed	inspiring	passive
enthusiastic		fearless	
resourceful		spirited	

LANGUAGE FOCUS

Relative clauses

Relative clauses are like adjectives. They give more information about nouns.

We have *a lovely neighbour* who comes from Peru.

1. Underline the relative clauses in these sentences.
 - a. I met a man who works at the UN. (defining)
 - b. My cousin, who lives in New York, works at the UN. (non-defining)
 - c. The house which we just passed is Brenda's. (defining)
 - d. Brenda's house, which cost over a million, was flooded last week. (non-defining)
2. Explain the use of commas in the sentences. Read them aloud. How do the commas affect the pronunciation?
3. In which sentence in 1 can the relative pronoun be omitted? Why?

Present and past participles

Underline the present and past participles in these sentences.

Which are adjectives?

1. Who is that boring woman standing at the bar?
2. The building sold for over \$2m was demolished and rebuilt!
3. The owner has three houses, including a ruined castle in York.

Go to pages 20-24 for grammar reference.

1. Read the sentences aloud, then write any necessary punctuation.

1. I met a woman whose dream in life was to travel to every country in Asia.
2. The novel that I'm reading at the moment is excellent.
3. Jake passed his driving test first time, which amazed me.
4. A tall man with curly hair seen walking away from the scene of the accident is being questioned by the police.
5. People who consume too many sweets risk developing diabetes.
6. My uncle who's a dentist plays the guitar.
7. The Golden Gate Bridge, which opened in 1937, is a great way to cross into San Francisco.
8. The part of Tokyo I like best is Shibuya.

Listen to your teacher and repeat the sentences.

2. What does each of these sentences mean with, and without, commas? Which sentences *need* commas?

1. Laura's brother who works in publishing is a very interesting man.
2. My three nephews who enjoy music are excellent violin players.
3. Bromine which melts at -7°C is a liquid at room temperature.
4. The star in the sky which barely moves is known as the 'Southern Cross'.
5. I'd love to see the house where Van Gogh lived while we're in The Netherlands.
6. Our apartment which is in Portugal has a rooftop garden.

Relative clauses

3. Put a cross X next to the sentences that need more information in the gap to make sense.

1. Let me introduce you to Marcus Lee _____.
X
2. I was speaking to someone _____.
X
3. People _____ stay healthier.
X
4. I'm looking for a magazine _____.
X
5. The mango tree in our backyard _____ needs trimming.
X
6. She married a woman _____.
X
7. The Amazon River _____ is the longest river in South America.
X
8. Did I show you the letters _____?
X

4. Use the information below to complete the sentences in 3, rewriting them as relative clauses.

- a. He works in our Berlin office.
- b. You've met this woman.
- c. We took them in Thailand.
- d. He met her while travelling in Morocco.
- e. It explains Spanish grammar.
- f. They go jogging every morning.
- g. My grandmother planted it 50 years ago.
- h. It's located in Brazil.

5. Which sentences in 4 need commas around the clauses? Why?

6B. Listen and check



Wow! It's five o'clock already!

Well, time flies when you're
having fun!

A

- # B

- a. I come to it.
- b. the heart is.
- c. you're having fun!
- d. shouldn't throw stones.
- e. proves the rule.
- f. is not gold.
- g. you can do today.
- h. ends well.

Practice I Present and past participles: -ing and -ed

8. Complete each pair of sentences with the correct form of the same verb, once as a present participle, and once as a past participle.

- 1. I've spent the whole evening _____ this essay.
On the wall was some graffiti _____ in huge letters.
- 2. I hurt my leg _____ rugby.
Bridge is a card game _____ by four people.
- 3. It says _____ in China on these trousers.
I work in a café, _____ hot drinks and sandwiches.
- 4. I've spent all day _____ Christmas presents online.
Goods _____ in the sale cannot be refunded.
- 5. The criminal was caught _____ into the house.
Be careful of the _____ glass on the stairs!

9. Which group of adjectives B or C, go with the topics in A?

A	B	C
1. the weather	annoying	annoyed
2. a holiday	shocking	shocked
3. news	depressing	depressed
4. a journey	relaxing	relaxed
5. a neighbour	exhausting	exhausted
6. a mistake	boring	bored
7. a film	embarrassing	embarrassed

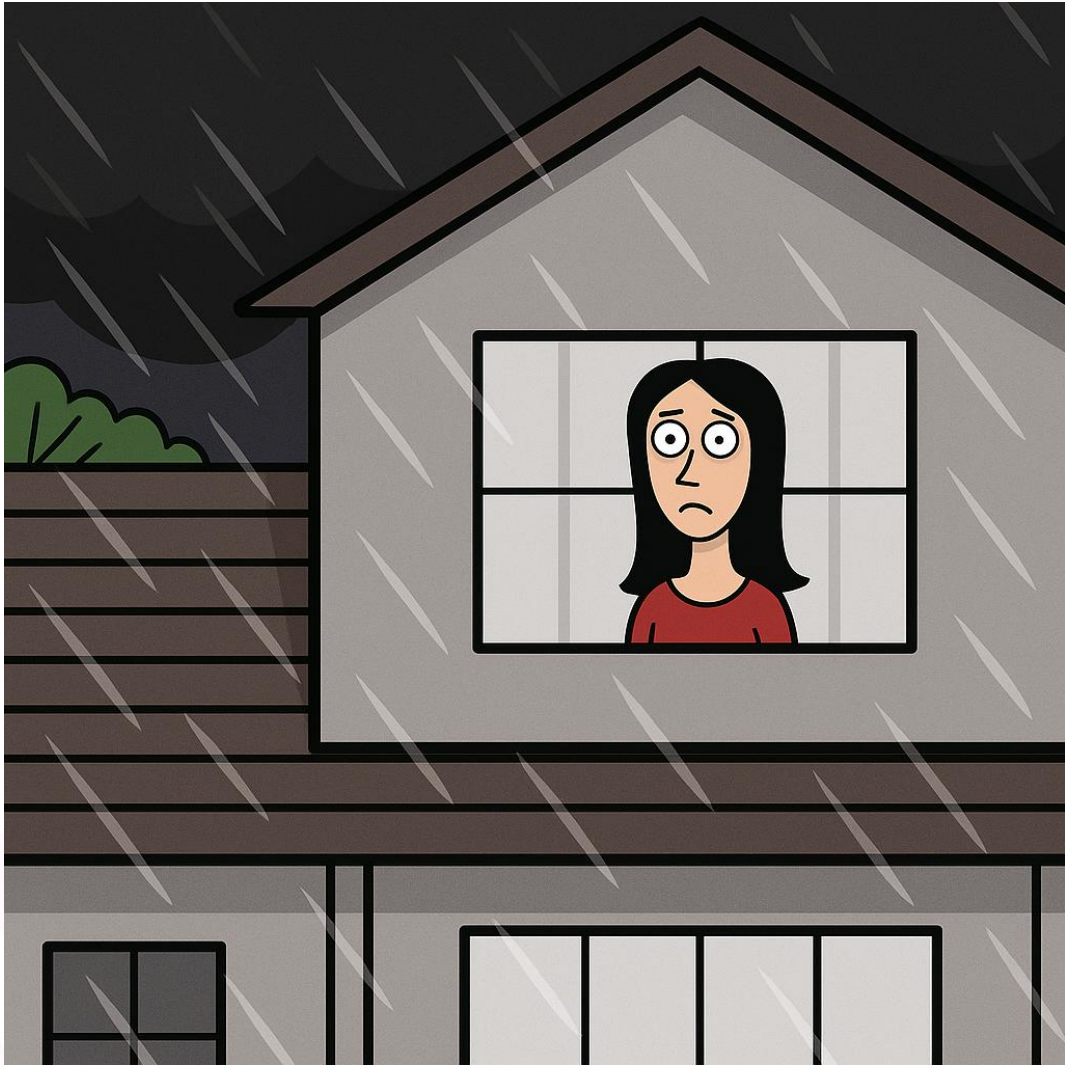
Match each topic to one or more adjectives.

10. Listen to conversations about the topics in 9. For each, say how the woman feels, and why.



'It's raining again!'
'Oh no! Another miserable day when we're stuck indoors!'

She's depressed.
The weather is depressing.



11. Add *all* the words and phrases from the box to make this short sentence longer.

A man was walking down the street.

slowly humming to himself busy lost in
thought young listening to music cool



Listen and compare.  Audio 8.5

12. Choose two sentences and make them longer. Read them aloud.

- 1. A girl was sunbathing on the beach.
- 2. A policeman came into the room.
- 3. A boy stole a wallet on a bus.
- 4. The actor was seen in a restaurant.
- 5. The conference was a success.

Listen and compare.  Audio 8.6

Reading and speaking | A fairy tale of New York

1. Write down three things you know about New York.
2. Read this conclusion of a story about a man called Bob Redman, a resident of New York. Answer the questions.

This story just goes to prove that America is still a land of opportunity, where dreams can become reality. And, in the hectic, competitive world of New York, it is comforting to know that a man like Bob Redman exists.

1. Why has America always been seen as 'a land of opportunity'?
2. Why does New York have a reputation for being *hectic* and *competitive*?
3. What do you think are the themes of this story? Why might it be *comforting*?
4. What kind of person do you think Bob Redman is? Is he a successful businessman?



Reading and speaking

3. Read the title of the article and the introduction.

Answer these questions.

- 1. Why is Bob Redman called 'Tarzan'?
- 2. What advice is given about where to stay in New York? Why?
- 3. What are the 'enormous cliffs of stone and cement'?

4. Read the headings of the paragraphs.

What can you guess now about Bob Redman's story?

5. Read all of the article. Were any of your guesses correct? Are these statements true (✓) or false (X)?

- 1. All the stories of people living among the treetops were rumours.
- 2. Bob Redman's childhood home was situated among trees.
- 3. Bob felt lonely sometimes in the park, especially at night.
- 4. Estate agents rented out his final house, but we don't know for how much.
- 5. Not many people went to the parts of the park where his tree houses were.
- 6. Friends were welcome to visit, but sometimes behaved badly.
- 7. The Park Director was impressed with Bob's exceptional skills.
- 8. He's not completely happy with his new job because he can't build tree houses.

6. Use context to work out the meaning of the words in the text. Then match them with the synonyms.

- | | | |
|-------------|-------------------|--------------------------|
| 1. very sad | 4. take apart | 7. unnoticed |
| 2. next to | 5. moving | 8. took a lot of trouble |
| 3. seen | 6. were amazed by | |

Anyone visiting New York for the first time should try to get a room high up in one of the hotels at the southern end of Central Park. The view is extraordinary. The park extends northwards until it is lost from sight in a sea of treetops, with enormous cliffs of stone and cement on each side.

TARZAN OF CENTRAL PARK



Life among the treetops

For many years, legends grew among people who lived near the park, legends of life among the treetops. One story was of a young handsome man who had been spotted from time to time among the branches. In this case, the rumour turned out to be true. There was a young, handsome man who had been living in the treetops for eight years, until discovered by the city authorities.



'I like the solitude.'

It's a touching tale. Bob Redman, brought up by his mother in a tiny Manhattan apartment, had always been addicted to trees. When he was 14, he went into the park and built himself a tree house. It was the first of 13 houses, each one more elaborate than the last. 'I like to be in trees,' Redman explained to a reporter from The New York Times. 'I like to be up, away from everything. I like the solitude. I love most of all to look at the stars. The view at night of the city lights and stars is beyond description.'

A five-room split-level home

His final house was the grandest of them all. Constructed at the top of a huge beech tree, it was what an estate agent would describe as a 'five-room, split-level home, commanding spectacular views of the city skyline and Central Park'. It included ladders and rope bridges leading to an adjacent tree, as well as wooden benches and tables. Who can imagine what the rent might be for such a house?

Friends come to visit

Redman went to great pains to hide his tree houses, building them in neglected corners of the park and camouflaging them with

branches and green paint. Friends used to come to visit him, sometimes as many as 12 people at a time, bringing sandwiches and radios and books and torches. Certain rules had to be obeyed: no breaking branches, no litter, no fires, and no loud music – except his brother Bill, who sometimes brought a set of conga drums and played them very late at night, giving rise to the rumours of a tree-dwelling tribe.

The party's over!

Although the park authorities quickly became aware of his activities, the houses would often go undetected for long periods of time. Some lasted as long as a whole year before they were found and destroyed by officials, with a mournful Bob Redman watching from a distance. His magnificent final house went unnoticed for four months before Bob was awoken one morning with the word: 'Come down! The party's over!' He climbed down and was met by Frank Serpe, Park Director, and ten officers of the Parks Enforcement Patrol. Mr Serpe had been hunting Redman for years. But he was generous in his praise for the houses. 'We marvelled at the spectacular workmanship,' he said. 'The floors were strong enough to hold a truck, and not one nail was driven

into the tree.' And when Bob offered to help dismantle the tree house, 'Well, he walked up the tree' an officer said. 'It was amazing!'

The perfect job!

Mr Serpe concluded that rather than lock him up, they should offer Redman a job. He is now a professional pruner and tree climber for the Central Park Conservancy. However, he has had to promise not to build any more tree houses. He says he cannot believe that a job so perfect for him could possibly exist.

This story just goes to prove that America is still a land of opportunity, where dreams can become reality. And, in the hectic, competitive world of New York, it is comforting to know that a man like Bob Redman exists.

Postscript

When a New York writer called Shira Boss needed her tiny Japanese maple tree pruning, someone suggested a man called ... Bob Redman. They are now married, with two sons, and Shira has written a children's book telling Bob's story, Up In The Leaves, which was published in 2018.

Role Play

Optional.

A is Bob Redman. **B** is a journalist.

Act out an interview with Bob Redman.

Tell me Bob, when did you build your first tree house? And why exactly?

Well, I was 14 and ...

What do you think?

- If you were Park Director, would you have allowed Bob to build tree houses in the park? Why/ Why not?
- What are the pros and cons of living in big cities? Why do cities have parks?

1. What's the coldest, hottest or wettest place you've ever been? What were you doing there? What was it like?

2. You are going to listen to **Helena** and **Abi** recalling their experiences. Look at the words in the box about Helena. What do you think happened to her?

3. Listen to Helena and answer the questions (1-9).  Audio 8.7

- 1. Where was she?
- 2. What was the temperature?
- 3. What did she do that was silly?
- 4. What kinds of transport did she use?
- 5. Where was she going? Why?
- 6. What did she see when she arrived?
- 7. Who did she meet? Was this person helpful?
- 8. How did the temperature affect her?
- 9. What happened in the end?

4. Look at the photo and the words in the box about Abi and guess the answers to the questions in 3 for her story.

5. Listen to Abi and give answers to the questions in 3, comparing them with your ideas.  Audio 8.8



Helena

- a night club
- the pyramids
- a motorbike
- broke down
- heat exhaustion
- rehydration salts
- the sunrise
- a taxi



Abi

- friends / outskirts of town
- an anonymous landscape
- huge blocks of flats
- frozen nostrils
- tram
- an old lady
- feet and hands
- bonfires

6. Complete the sentences with the adverbs used by Helena and Abi, then check them against the audio script.

- properly
exactly
seriously
- completely
extremely
really
- dramatically
profusely
stupidly

1. It was _____ hot and _____ we decided to go dancing.
2. We were sweating _____.
3. The temperature rises _____.
4. My brain wasn't working _____.
5. It was _____ anonymous, this landscape.
6. They all looked _____ the same.
7. I was beginning to _____, _____ panic.

Audio script 8.8
Abi

The time that I was very, very cold, erm, was a time when I was working in Russia, in a small town in central Russia and, er, I was going to see some friends who lived on the outskirts of the town, and they were worried about me getting lost and they said that they'd come to the tram stop to meet me. But I wanted to be independent, so I, I told them, 'Don't be silly, of course I'll find it'. And on the day of, of the visit, erm, it was very, very cold, it might have been minus 30, but it might have been colder than that and, er, it was, it was so cold that at some of the tram stops and bus stops there were bonfires lit – special street fires, erm, to keep people warm, and I think it was a day when the schools were closed, when the children didn't go to school because it was so cold. So I put on all the clothes that I had – all the scarves and jumpers, and, and I took the tram to the outskirts of the town where my friends lived, and it was right, right way out to the end of the line and I, I got off the tram, which was heated, erm, into this cold white world. And, erm, it was, it was so cold that if you ... when you breathed in, little balls of ice formed in your nostrils, you, you had to keep your, erm, a scarf over your mouth and nose. About a minute, two minutes after getting off the tram, my, my, er, feet and hands were already hurting, they were so cold. So I was walking around, trying to find the, the, flat, but it was completely anonymous this, this landscape, erm, and there were these huge snow-covered white blocks, these buildings, 15 or 16 floors, but they all looked exactly the same and I couldn't find the name of the, the street either, and it was very, very quiet and the, the tram had gone. Er ... and I began, actually, to get very frightened because I was feeling so, so cold. Erm ... my feet and hands had, had gone beyond hurting almost, I couldn't feel them any more. Erm, it was quite difficult to breathe because of the icy scarf over my mouth and nose, erm, and I, I just couldn't find where, where they lived, and I asked an old lady the way, but my Russian wasn't good enough – she didn't understand me. And I was beginning to really, seriously panic, when suddenly in the distance I, I saw my friends. They'd come to find me and, erm, they took me home.

SPOKEN ENGLISH – Adding a comment

In conversation we can use which to add a comment as an afterthought.
This often expresses our reaction to what we have just said.

'He gave me a lift home, which was nice of him.'

1. Add a suitable comment from B to Helena's and Abi's comments in A. Sometimes more than one is possible.

A	B
1. It was over 40°C and we went dancing,	which is hardly surprising with my Russian!
2. We visited the pyramids at sunrise,	which was rather a stupid thing to do.
3. The motorbike broke down in the desert,	which was very painful.
4. My friends were worried I'd get lost,	which was no laughing matter.
5. My nostrils actually froze,	which was understandable.
6. The old lady couldn't understand me,	which was just amazing!

Listen and check/ compare. 
Audio 8.9

2. Write sentences ending with a comment from B.

'I missed the last train home, **which was no laughing matter.**'

Extreme adjectives

1. Which group of adjectives, **A** or **B**, goes with *very*? Which goes with *absolutely*? Why?

A

wonderful

gorgeous

fascinating

huge

boiling

exhausted

drenched

hilarious

ridiculous

starving

enormous

amazed

brilliant

stunning

thrilled

awful

fabulous

dreadful

freezing

devastated

very

absolutely

B

good

big

upset

lovely

hot

tired

clever

nice

hungry

wet

funny

cold

silly

happy

sad

beautiful

bad

surprised

interesting

2. Match each adjective in **A** to one or more adjectives with a similar meaning in **B**.
3. Complete the conversations using adjectives from **1**.

1. **A:** Shall I turn the heating down? It's very hot in here.
B: Please do! I'm absolutely _____!

2. **A:** It's silly having to use all these passwords for everything, isn't it?
B: Oh, it's absolutely _____! How are you supposed to remember them all?
3. **A:** Cara looks _____, doesn't she? What a beautiful dress!
B: Oh, wow! She looks absolutely _____!
4. **A:** Dan tells such good jokes. He's very funny, isn't he?
B: Oh, yes! He's absolutely _____ sometimes!
5. **A:** I'll cook some lunch if you're hungry.
B: _____? You bet! I didn't have breakfast, so I'm absolutely _____!
6. **A:** Was Lisa upset when she heard the bad news?
B: Oh, she was absolutely _____!

4. Listen and compare. Make similar conversations on topics such as holidays, books, films, the weather, etc.



Quite

5. The adverb *quite* has different meanings. Listen and repeat these sentences and notice the stress and intonation. Which in each pair is more positive?



1. a. He's quite nice.

2. a. She's quite clever
- b. He's quite nice.

b. She's quite clever.

6. Read these lines aloud to give them the right meaning.

1. **a.** That book was quite interesting. You should read it.
b. That book was quite interesting, but I wouldn't really recommend it.
2. **a.** I'm quite tired. Shall we stop playing?
b. I'm quite tired, but I could play one more game.

Listen, check and repeat.



Audio 8.12

A night at the Oscars

7. Read the speech. Who is speaking?

8. Optional. Rewrite it. Make it much more dramatic by changing and adding adjectives and adverbs.

9. Listen and compare your choices, and practise reading the speech. Try not to cry!



Audio 8.13

And the Oscar goes to...

"Well, I certainly know how sad it is to lose out on these awards, so I'm very happy, and surprised, to finally receive one. I am grateful to all the nice people who voted for me. It's a big honour to be named best actor, and for Riviera Rose to win best film. We were all very tired at the end of shooting, but we knew we'd made a good film. I guess none of us imagined it would be such a big success though! OK, I know it's bad to have to listen to long lists of thank-yous, but I have to say something about some of the clever people involved. So, special thanks to writer Clare Baxter for creating such interesting characters and a very funny script, to Michael Davis for his good direction, and to Barry Kenwood for his very beautiful cinematography. And last but not least, thank you to my very lovely wife, for her support. I love you Kayla, and I love you all."



Exclamations often begin with **How** or **What**. We use:

- **What** + adjective + plural or uncountable noun
What fabulous shoes! What awful music!
- **What** a/an + adjective + singular countable noun
What a lovely surprise! What an idiot!
- **How** + adjective
How amazing! How incredibly weird!

1. Complete the exclamations with *What*, *What a* or *How*.

1. ____ silly mistake!
2. ____ brilliant idea!
3. ____ utterly ridiculous!
4. ____ dreadful weather!
5. ____ rubbish!
6. ____ mess!
7. ____ awful!
8. ____ wonderful!
9. ____ relief!
10. ____ terrible thing to say!

Which are positive reactions? Which are negative?

2. Listen to some situations. React to them using one of the exclamations from 1.



Audio 8.14

3. Listen to these sounds used in exclamations. After each one, write it in the correct line.



Audio 8.15

Oops! Phew! Yuck! Oh! Duh!
Ouch! Wow! Mmm! Eh? Ha ha!

1. ____ How amazing!
2. ____ Very funny!
3. ____ That really hurt!
4. ____ That's disgusting!
5. ____ I'm sorry to hear that! What a shame!
6. Oops! I've spilt it. Sorry about that!
7. ____ It's absolutely delicious!
8. ____ What a relief!
9. ____ What did you say?
10. ____ You forgot to plug it in!

4. Listen the conversation and reply with a line from 3.



Audio 8.16

5. Listen and check. Complete the extra lines from the conversation.



Audio 8.17

1. Just the _____ I like it – spicy, but not too hot!
2. You _____ be so disappointed!
3. What are the _____ of that happening?!
4. It's a _____ being tall sometimes!
5. They do work _____ with electricity.
6. At _____ it's white and not red!
7. You wouldn't _____ me eating any of those!
8. You really _____ get a job as a comedian.
9. It must be a _____ off your shoulders!
10. Don't talk with your mouth _____!

6. Optional. Practise some of the conversations. Act one of them out to the class and make it longer.

7. Write a conversation, using some of the exclamations on this page. It could be about a holiday, a sporting event, an exam result, a meal, etc.



It is important to understand the difference between two kinds of relative clauses.

1. *Defining relative (DR) clauses* qualify a noun, and tell us exactly which person or thing is being referred to.

She likes people **who are good fun to be with**.

- (*She likes people on its own doesn't mean very much; we need to know which people she likes.*)

Politicians **who tell lies** are odious.

- (*who tells/ lies tells us exactly which politicians are odious. Without it, the speaker is saying that all politicians are odious.*)

A corkscrew is a thing **you use to open a bottle of wine**.

- (*A corkscrew is a thing doesn't make sense on its own.*)

2. *Non-defining relative (NDR) clauses* add secondary information to a sentence, almost as an afterthought.

My friend Andrew, **who is Scottish**, plays the bagpipes.

- (*My friend Andrew is clearly defined. We don't need to know which Andrew is being discussed. The clause who is Scottish gives us extra information about him.*)

Politicians, **who tell lies**, are the majority.

- (*The clause who tell lies suggests that all politicians tell lies. It isn't necessary to identify only those that deceive – they all do!*)

My favourite building is Durham Cathedral, **which took over 200 years to build**.

- (*My favourite building is clearly defined. The following clause simply tells us something extra.*)

3. *DR clauses* are much more common in spoken language, and *NDR clauses* are more common in written language. In spoken language, we tend to avoid NDR clauses.

My friend Andrew plays the bagpipes. He's Scottish.

4. *When we speak, there is no pause before or after a DR clause, and no commas when we write. With NDR clauses, there are commas before and after, and pauses when we speak.*

I like the things you say to me. (**No commas, no pauses**)

My aunt (**pause**), who has been a widow for 20 years (**pause**), loves travelling.

1. Notice how we can leave out the relative pronoun if it is the object of the relative clause. This is very common.

Relative pronoun left out

Did you like the gift () I gave you?
Who was that woman () you were chatting with?
The thing () I like about Jhon is his sense of humour.

2. We cannot leave out the pronoun if it is the subject of the clause.

Relative pronoun included

I met a man **who** works in marketing.
I'll lend you a book **that** changed my perspective.

3. Here are the possible pronouns for people and things. The words in brackets are possible, but not as common. () means '*nothing*'.

	Person	Thing
Subject	who (that)	that (which)
Object	() (that)	() (that)

Notes:

- That is preferred to which after superlatives, and words such as all, every(thing), some(thing), any(thing), and only.

That's the **funniest** movie **that** was ever made.
All that's left is a few slices of cheese.
He's good at **any** sport **that** is played with a ball.
The **only** thing **that'll** help you is rest.

- Prepositions usually come at the end of the relative clause.

Come and meet the people I work **with**.
This is the article I was telling you **about**.
She's a person I can never rely **on**.

1. Relative pronouns cannot be left out of *NDR clauses*.

Relative pronoun as subject

Mila Zenish, **who** has written several books, is a feminist.
Her last book, **which** was on Mozart, was a great success.

Relative pronoun as object

Mila Zenish, **who** I knew at university, is a feminist.
His last book, **which** I loved, was on Mozart.

2. Look at the possible pronouns for people and things. *Whom* is possible, but not as common as it is very formal.

	Person	Thing
Subject	..., who ...,	..., which ...,
Object	..., who (whom) ...,	..., which ...,

Notes:

- Prepositions can come at the end of the clause.

The talk was on AI, which I'd never heard **of**.

- In a more formal written style, prepositions come before the pronoun.

The privatization of railways, **to which** the present government is committed, is not very popular.



Which

Which can be used in *NDR clauses* to refer to the whole of the sentence before.

She arrived late, **which** annoyed everybody.
The flight is at 8:00, **which** means getting up at 4:00.

Whose

Whose can be used in both *DR clauses* and *NDR clauses*.

That's the woman **whose** son won the lottery.
My grandad, **whose** eyesight is terrible, still drives.

What

What is used in *DR clauses* to mean the thing that.

Has she told you **what's** worrying her?
What I need to know is where we're meeting.

Why, when, where

1. *Why* can be used in *DR clauses* to mean the reason why.

I don't know **why** we're arguing.

2. *When* and *where* can be used in *DR clauses* and *NDR clauses*.

Tell me **when** you arrive.
The AIRBNB **where** we stayed was excellent.
We go walking on Sundays, **when** the rest of the world is sleeping.
He works in Lyon, **where** his sister lives.



1. When present participles (-ing) are used like adjectives or adverbs, they are active in meaning.

AI art is **interesting**.

Pour **boiling** water onto the pasta.

She sat in the corner **crying**.

2. When past participles (usually -ed) are used like adjectives or adverbs, they are passive in meaning.

I'm **interested** in AI.

Look at that **broken** wall.

He sat in his chair, **filled** with horror at what he had just seen.

3. Participles after a noun define in the same way as relative clauses.

I met a man **riding** a horse.(= who was riding ..)

The car **stolen** in the night was found abandoned. (= that was stolen)

4. Participles can be used as adverbs. They can describe:

- two actions happening at the same time.

She **sat** by the fire **reading** a book.

- two actions that happen one after another.

Opening his case, he **took** out a gun.

- If it is important to show that the first action is completed before the second action begins, we use the perfect participle.

Having finished dinner, we set off on our journey.

Having had a bath, she got dressed.

- two actions that happen - one because of another.

She **sat** by the fire **reading** a book.

Being mean, he never bought anyone a Christmas present.

Not knowing what to do, I waited patiently.

5. Many verbs are followed by -ing forms.

I **spent** the day **reading**.

Don't **waste** time **thinking** about the future.

He **keeps** on **asking** me the same questions.