

# EVENTS

## IN THIS UNIT

- Grammar: Relative clauses; Quantifiers
- Vocabulary: Celebrations and protests; Special events; Take
- Task: Present an idea for an event
- Language live: a review of an event; Awkward social situations



## Speaking and vocabulary

### Celebrations and protests

- 1 Look at the photo. What kind of event do you think it is? Think of five other events that draw large crowds like this.
  
- 2a Look at news extracts 1–8 below. Check the meaning of the words in bold. Do the words in bold relate to:
  - events      – people
  - activities    – things?
  
- b Can you think of any other words related to these categories?
  - 1 The demonstration was largely peaceful with **protestors** campaigning for an end to poverty.
  - 2 Hundreds of supporters clapped, cheered and waved flags as the team went past on their victory parade.
  - 3 The **marchers** were carrying **placards** and **banners** calling for better pay.
  - 4 When the minister addressed the crowd, a few people booed.
  - 5 The crowd at the festival went wild when the final act came on.
  - 6 A small group of **protestors** broke away and **clashed with** police.
  - 7 The **carnival** was truly spectacular with so many **floats** and people wearing **costumes**.
  - 8 The stadium is usually a venue for outdoor concerts and sporting events, but yesterday the crowd were there to celebrate the new year.
  
- 3 Work in pairs and discuss. What's the biggest protest or celebration that you have been to or seen on TV?

## THE BIGGEST CONCERT IN HISTORY

A new record was set on 31st December 1994<sup>1</sup> \_\_\_\_\_ a Rod Stewart concert in Rio de Janeiro, Brazil. The venue was Copacabana Beach,<sup>2</sup> \_\_\_\_\_ New Year's Eve every year. Some of the crowd<sup>3</sup> \_\_\_\_\_ were probably just celebrating as usual rather than attending the concert, but it is still recognised by the Guinness Book of Records as the largest ever.

## THE BIGGEST PROTEST EVER

The largest coordinated anti-war rallies in history took place on 15th February 2003 all around the world. Protestors were campaigning against the war<sup>4</sup> \_\_\_\_\_. The largest single protest,<sup>5</sup> \_\_\_\_\_, attracted around three million people, many carrying placards and banners. The size of the protest surprised even the organisers,<sup>6</sup> \_\_\_\_\_ the march two hours early as a result. Most marchers didn't manage to hear the speakers address the crowd, as the public square wasn't big enough.

## THE LARGEST CROWD AT A SPORTS EVENT

The 200,000 people<sup>7</sup> \_\_\_\_\_ in the Maracanã stadium in June 1950 remain to this day the largest stadium crowd at a sports event. The match itself was between Uruguay,<sup>8</sup> \_\_\_\_\_, and Brazil. But the record for the largest crowd at a single sports event is probably held by the Tour de France. This race attracts 12–15 million spectators over the two weeks<sup>9</sup> \_\_\_\_\_.

## Language focus 1

### Relative clauses

- 1** 7.1 Complete the news stories above with phrases from the box. Then listen and check.

which was in Rome    who decided to start  
 where millions celebrate    that it is held  
 who watched the World Cup final    who were there  
 which was about to begin in Iraq    who won  
 when over 3.5 million people attended

## GRAMMAR

### Relative pronouns

- a The phrases in the box above are relative clauses. Underline the relative pronoun in each phrase.
- b In which of the sentences below can the relative pronoun be omitted? Why?
- This is the man who designed the stadium.*
- This is the stadium which he designed.*
- c Only one relative pronoun in the box above can be omitted from the news stories. Which one?

### Defining and non-defining relative clauses

- 2 Read the sentences below and answer the questions.
- Those who went home early missed the party.*
- Pedro, who went home early, missed the party.*
- 1 Which clause in bold is necessary to understand the sentence? (This is a defining relative clause.)
- 2 Which clause in bold gives 'extra' information in the sentence? (This is a non-defining relative clause.)
- 3 Which type of relative clause needs commas?

► Read Study 7.1, page 149

### PRACTICE

- 1a** Complete the sentences below with a relative pronoun, if necessary.

Write the name of ...

- 1 a place \_\_\_\_\_ you'd really like to visit.  
 2 someone \_\_\_\_\_ you haven't seen for several years.  
 3 the month \_\_\_\_\_ you usually go on holiday.  
 4 something \_\_\_\_\_ you never leave home without.  
 5 someone \_\_\_\_\_ music you particularly enjoy.  
 6 someone \_\_\_\_\_ music you can't stand.  
 7 a place \_\_\_\_\_ you always feel relaxed.  
 8 something \_\_\_\_\_ you often forget.

- b** Write your answers in random order on a piece of paper.

- c** Work in pairs. Show your answers. Take turns to ask questions about the answers on the piece of paper, using relative clauses.

- 2** Combine the sentences below using a non-defining relative clause. Start with the words in bold.

- 1 **The UEFA Champions League final** takes place in May. It is the most-watched annual sporting event in the world.  
*The UEFA Champions League final, which takes place ...*
- 2 **The Beatles** split up in 1970. They have sold more records than any other band in history.
- 3 **The Grand Bazaar** in Istanbul was built in the 15th century. It is the most popular tourist attraction in Europe.
- 4 Chongqing is a little-known city in south-west China. It is **one of the largest urban areas in the world**.
- 5 **Cuban singer Compay Segundo** made his first recording in the 1930s. He finally found international fame in the 1990s with Latin group The Buena Vista Social Club.
- 6 During the festival of Ramadan, **daytime eating and drinking are forbidden**. It takes place in the ninth month of the Muslim calendar.

> Unit 7, Study & Practice 1, page 149

# WE SAW HISTORY IN THE MAKING

WE LOOK BACK AT SOME OF THE MOST FAMOUS CELEBRATIONS AND PROTESTS OF THE LAST CENTURY, AND HOW IT FELT TO BE THERE.

1929

## 1 THE WALL STREET CRASH AND THE JARROW MARCH



On Thursday 24th October 1929, at the New York Stock Exchange on Wall Street, the unthinkable happened. In one day, 13 million shares changed hands as prices collapsed and the dream of wealth was transformed into the nightmare of poverty. The Wall Street Crash led to a period of unemployment, homelessness and hunger all over the world. In the next few years, millions of ordinary people's lives were destroyed.

Over 5,000 km away, in the ship-building town of Jarrow in the north east of England, unemployment among skilled working men reached 65 percent as a result of the 'Great Depression' that followed the Wall Street Crash. In October 1936, 207 men from Jarrow set out on foot, to march the 480 km to London as a 'protest against starvation'. The Jarrow marchers were cheered and given food in every town they passed through, but when they reached parliament, nothing was done for them. The men were given £1 each for their train fare home.

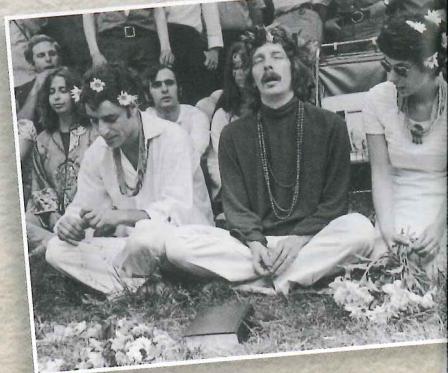
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## 2 THE SUMMER OF LOVE

During the 1960s, rebellion against the establishment grew in many parts of the world, from the United States to Czechoslovakia.

Young people began to adopt an alternative lifestyle characterised by long hair and colourful

clothes, and to protest against the actions of their governments, such as the Vietnam War. In 1967, thousands of young people gathered in the Haight-Ashbury neighbourhood of San Francisco to promote peace, happiness and love in what became known as the 'Summer of love'. Music festivals, poetry readings, speeches and theatre events celebrated 'flower power'. However, by October 1967, events had taken an unpleasant turn as crime and drug abuse increasingly took over. The organisers held a 'funeral' and burnt a coffin labelled 'Summer of Love'.



## Reading and speaking

**1a** Work in groups. Look at the photos and titles and make a list of anything you know about the events.

**b** Can you guess which event(s) the words below relate to?

the Stock Exchange	starvation
the campaign for Black rights	victory
an alternative lifestyle	reunify
the establishment	shares
a border crossing	homelessness
rebellion	to protest
reforms	

**2a** Read about events 1–4 above and check your ideas.

**b** Work in pairs and discuss the questions.

- When and where did these events happen?
- Were these events celebrations or protests?
- Why were the participants celebrating/protesting?
- Were other countries affected?

**3** Work in pairs and discuss. What do you think it was like to experience these events at the time? Think of three words to describe each event.

**4a** Match comments A–E on page 69 to events 1–4. One event has two comments.

**b** What feelings or atmosphere does each person describe?

**5** Read the texts and comments again. Are the statements below probably true (T) or probably false (F)? Underline the words that tell you.

### Events

- 1 In 1929, people didn't believe that the stock market could collapse.
- 2 Ordinary people sympathised more with the Jarrow Marchers than the government did.
- 3 The organisers of the 'Summer of Love' thought it was a complete success.
- 4 The East German government was more or less forced to open its borders.
- 5 Obama only just won the 2008 presidential election.

### Comments

- 6 The closure of the shipyards in Jarrow felt like a death sentence to the town.
- 7 Many older people in the 1960s were shocked by the way hippies dressed.
- 8 People in the former East Germany did not trust the government.
- 9 Before Obama's election, black people did not believe that top jobs were open to them.



### 3 THE FALL OF THE BERLIN WALL

In autumn 1989, following reforms in the former Soviet Union, opposition to communist rule in the countries of Eastern Europe began to grow and their governments began to open their borders. Under overwhelming pressure, on 9th November, the East German government announced that the Berlin Wall, which divided the city, would be opened and that East Berliners would be free to visit the West. Within hours, thousands of people poured through the gates in the wall, where they were greeted with flowers and champagne by West Berliners. People from both sides began to knock down the wall with hammers and by 1990, East and West Germany were reunified.

# 2008

### 4 OBAMA'S ELECTION NIGHT

On 5th November 2008, 47-year-old Senator Barack Obama shattered 200 years of US history and swept to victory to become the first black president of the United States. A crowd of a quarter of a million gathered in Grant Park, Chicago, to celebrate. Over a million people crammed the streets of the city and many millions more celebrated around the US and across the world. Obama, who had started his presidential campaign as an outsider, had won millions of white votes as well as black ones with his famous slogan, 'Yes we can'. His election was seen by many as the culmination of a campaign for black rights that had begun with Martin Luther King in the early 1960s.



#### 6 Work in groups. Discuss the questions.

- Whose account do you find most moving/interesting? Why?
- Which of these events do you think was most/least important? Why?
- Would you like to have experienced any of these events yourself? Which ones and why?
- Which other events in your lifetime do you think will be remembered by future generations? Why?

**A** We just couldn't believe it, then we saw pictures on television showing people at the border crossing ... they were waving ... it seemed impossible. The next day, we bundled our sleeping daughter into the car and drove to the border. We were worried it might be closed again before we could get there, but when we reached it we were waved through. People were getting out of their cars and giving flowers to the guards. It was a very peaceful sight. Someone greeted us with wine and chocolate for the child ... I was shaking, I was so excited ... the streets were full of people and everyone was embracing each other ... there was a feeling of great joy.' *Carmen Blazejewski*

**B** There was music and dancing and people being free and being wild ... My parents came to visit and I remember my mother bursting into tears as someone wafted across the street in a cape with long plumed feathers.' *Martine Algier*

**C** It's one thing to hear someone say the sky is the limit, but now we can see that. We've had doctors and lawyers and we've known those were things we could achieve, but the presidency was always closed to us. If someone said the sky was the limit, we could say "not quite". That is no longer the case.'

*God-Goldin Harrison*

**D** It was only natural for sons to follow their fathers, so that's what I did. My father was a riveter so when I was 14, I started with him as a rivet catcher ... that was me with a job. Then one afternoon, the foreman came round and said "Con, you're finished tonight," just like that. So that was me finished, out ... The town was murdered. A good town, just cut off like that, like a hangman dropping a noose. ... It was really very depressing for the future and for our children' *Con Shiels*

**E** It seemed like anything was possible. Every kind of character appeared on the street because you could dress however you wanted ... We put "free" in front of everything, we were exploring what freedom was, what a free society was. There were free stores, free meals, sometimes even a ceremony burning money.'

*Ron Thelin*



## Vocabulary and listening

### Special events

1 Work in pairs and discuss the questions.

- What can you see in the photos?
- Which events do you associate these things/people with?
- Have you been to any events like these recently?

2 Cross out the word that does not match the event. Rewrite it in the correct place(s).

carnival:	floats, crowds, a bridegroom, special costumes
wedding:	cake, speeches, a reception, mourners, a bridegroom
music festival:	presents, stewards, a stage, the headline act
anniversary/engagement:	a party, guests, cards, merchandise, decorations
public holiday:	parades, fans, special meals, family gatherings
fair:	balloons, a bride, food stalls, queues
funeral:	a coffin, a ceremony, fireworks, flower arrangements

3 7.2 You are going to hear three people talking about an event from exercise 1, but the name of the event is bleeped out. Listen and decide which event each person is talking about.

4 Work in pairs. Make a list of positive or negative issues each speaker mentions. Listen again and check.

## Language focus 2

### Quantifiers

1a Choose the quantifier that best reflects what Harriet, Bethany and Dan said about the events they described.

Harriet

- 1 Quite a few of / All of my friends had huge weddings.
- 2 They had one or two / hundreds of guests.
- 3 My friend didn't know some / any of the guests at her own wedding.
- 4 She had hardly any / enough time to talk to her own friends.
- 5 We've invited a few / loads of old friends.
- 6 We'll have a party a couple of / several weeks later.

Bethany

- 7 Everyone eats far too much / far too little food.
- 8 Very few / Most people exchange presents.
- 9 You take a little / a lot of candy for the kids.

Dan

- 10 There are too many / plenty of food stalls.
- 11 There isn't enough / any water available.
- 12 I go to no / any festival I can.

b 7.3 Listen and check.

## GRAMMAR

- 1 Match the quantifiers in exercise 1 to the definitions below.
  - 1 large quantities: *hundreds of*
  - 2 small quantities: *very few*
  - 3 neither: *enough*
  
- 2 Are the quantifiers in exercise 1 followed by a countable noun (C), an uncountable noun (U) or both (B)?
  - 1a We ate a lot of food.
  - b We ate too much food.
  - 2a There are enough toilets.
  - b There are plenty of toilets.
  - 3a Quite a few of my friends had big weddings.
  - b A few of my friends had big weddings.
  - c (Very) few of my friends had big weddings.
  - 4a My friend didn't know some of the guests at her own wedding.
  - b My friend didn't know any of the guests at her own wedding.
  - 5a I go to any festival.
  - b I don't go to any festivals.

► Read Study 2, page 150

## PRACTICE

- 1a** Use the prompts below to make as many true sentences as you can about yourself, your country, town, etc.

- 1 In my country, there are very few / quite a few / too many carnivals / music festivals / public holidays.
- 2 In my town, there are / plenty of / enough / not enough parks / supermarkets / facilities for children.
- 3 At my house, there is a lot of / not enough / too much / not much space / noise.
- 4 I like / I don't like some / any / most / rock music / classical music / opera.
- 5 I like / I don't like some / any / most / fruit / fish / ice cream.

- b** Work in pairs and compare answers.

- 2** Work in pairs. Think of an event that you have been to. Describe it and say what was good or bad about it using quantifiers and the topics below.

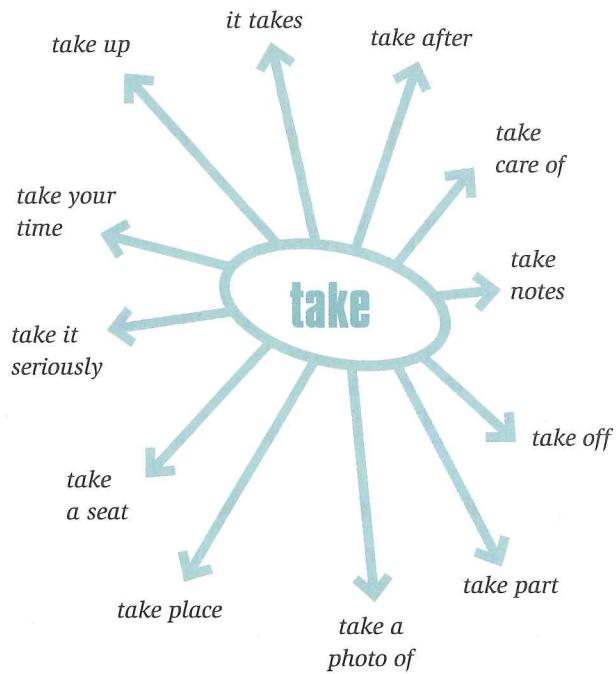
- people
- speeches
- noise
- excitement
- space
- staff
- toilets
- places to get food/drink

► Unit 7, Study & Practice 2, page 150

## Wordspot

### take

- 1** Complete sentences 1–12 with a phrase from the word map below. Use the correct form of *take*.



- 1 Thousands of people \_\_\_\_\_ in yesterday's demonstration.
- 2 Halloween \_\_\_\_\_ on 31st October.
- 3 Excuse me, could you \_\_\_\_\_ us all with this camera?
- 4 Don't worry, we're not in a hurry. You can \_\_\_\_\_ getting ready.
- 5 \_\_\_\_\_ roughly an hour to get from the airport, depending on traffic.
- 6 Fortunately, Carmen's father can \_\_\_\_\_ the baby while she's at work.
- 7 Would you mind \_\_\_\_\_ for a moment? I'll tell Mr Evans you're here.
- 8 Philip spends loads of money on tennis lessons. He really does \_\_\_\_\_.
- 9 I wish I'd \_\_\_\_\_ during the lecture, because I can't remember anything now.
- 10 Everyone says Michael \_\_\_\_\_ his father, but I think he's more like his mother.
- 11 It's getting hot in here – I think I'll \_\_\_\_\_ my jacket.
- 12 Jo was getting unfit, so she decided \_\_\_\_\_ jogging.

- 2a** **7.4** Listen to 12 questions with *take* and write brief answers. How many of the questions can you remember from your answers? Look at audio script 7.4 on page 173.

- b** Work in pairs. Ask and answer the questions with your partner.

# Task

## Present ideas for an event



HOME | EVENTS | PREVIOUS WINNERS | GALLERY | CONTACT

### Preparation Reading and vocabulary

- 1a Look at the photos. Which events in the box do they show?

art exhibition      classical concert      food festival  
sports day      street party      summer fair  
children's entertainment      traditional dancing  
fancy dress competition

- b Work in pairs and discuss the questions.

- What are the people in each photo doing?
- Have you ever been to (or organised) any events like these?

- 2a Read the website and answer the questions.

- 1 What is the Mayor's Big Event?
- 2 How can you take part in the competition?
- 3 Which idea will win the competition?

- b Read the advice for organisers below and check the meaning of the phrases in bold.

- 1 Consider printing **flyers** and putting up **posters**.
  - 2 You can sell tickets for the event, **charge an entrance fee** or make it free.
  - 3 Don't ignore easy **money spinners** such as selling bottled water.
  - 4 If you're putting on a concert or festival then you need a **headline act** to **attract** people and encourage **word-of-mouth advertising**.
  - 5 Think about **taking out** an ad in the local paper or sending out a **mailshot**.
  - 6 Don't forget, if there are **stalls** at your event, you can **charge a fee** to the **stall holders** for taking part.
- c Does each sentence describe a means of promotion or a way of raising money?

- 3 Work in pairs and discuss. What sort of event do you think would have the best chance of winning sponsorship from the mayor? Choose from the events in exercise 1a, or your own ideas.

## the Mayor's **Big Event** competition

What event will you organise? The Mayor's Big Event has been running for six years. In that time, local residents have organised events such as concerts, fairs and art exhibitions. This year, the mayor will sponsor an exciting new event to raise money for local charities. Do you have an idea for such an event?

### What is the Mayor's Big Event?

It's an annual event that is organised by local people, for local people. All the money that is raised goes to charity. The mayor pays for all the costs of organising and promoting the event.

### Where does the event happen?

It can take place in the town hall, a local park, a shopping centre, or anywhere else you can think of.

### Task Speaking

- 1a Work in groups of two or three. You are going to plan an event then present your ideas. Choose the type of event that you are going to plan.

- b Discuss the questions below and make notes on your answers.

- What will be the main attraction at your event?
- What other activities and entertainment will be on offer?
- Where will you stage the event?
- What will you do about food and drink?
- How will you promote the event?
- What problems might you encounter and how will you solve those problems?

> Useful language a



## USEFUL LANGUAGE

### a Making plans

So how are we going to (make money)?  
Perhaps we should consider (selling tickets).  
It's a nice idea but ...  
We could (place an ad in the local paper).

### b Presenting ideas

This event will be really popular because ...  
There will be a wide range of activities on offer.  
For children, we have planned ...

### c Asking questions

What if it rains?  
How will you make money?  
What else will you do to promote the event?

### Who can organise the event?

Anyone can present their ideas to the mayor on Saturday 11th April, between 2–5 p.m. in the town hall. The best idea wins.

### What sort of event can I organise?

Anything that the local community will enjoy, and that will raise money for charity.

### I have an idea for an event.

#### What should I do now?

Plan your event in detail. For example, you should think about ...

- the activities that will be available.
- how to promote the event.
- how to raise the maximum amount of money for charity.

Then present your idea to the mayor on Saturday 11th April between 2–5 p.m. The most exciting and original idea that raises the most money for charity will win the sponsorship from the mayor.

## Think big, act local!

- 2** Decide which pieces of information each member of the group will present. Then practise your presentation. Ask your teacher for any words/phrases you need. Try to make your ideas as attractive as possible.

> Useful language b

- 3a** Take turns to give your presentation to the class and listen to the other presentations. Make notes on the topics below for each presentation you hear.

- event
- food and drink
- What's on offer?
- promotion and marketing

- b** At the end of each presentation, ask questions to see how well-planned the event is. Vote for the best idea (you can't vote for your own). Which idea got the most votes? Why?

> Useful language c

## SHARE YOUR TASK

Practise giving your presentation until you feel confident.

Film/Record yourself giving your presentation.

Share your film/recording with other students.

# LANGUAGE LIVE

## Writing

### A review of an event

1 Work in pairs and discuss. Have you been to see any well-known bands or singers in concert? If so, describe the experience. If not, which group/singer would you like to see?

2a Read the review and answer the questions.

- 1 What did the reviewer like about the concert?
- 2 What didn't he like?

b Tick the things below that the reviewer describes. What else do you think he should have described?

- the reason for going
- the reactions of the crowd
- how many people were there
- the quality of the performance
- the names of the band members
- the atmosphere
- the songs played
- the highlights
- the negatives

## intune on the edge of music

Coldplay aren't the youngest band on the music scene, or the coolest, but they're definitely one of the best live bands performing today. Consequently, as soon as I knew they were coming to Toronto, where I live, I booked my ticket!

Standing in the arena last night, the atmosphere was electric. The two women sitting next to me were cheering and singing (very badly) before the band had even come on stage. And when the concert finally started an hour later than planned, no one seemed to mind. The concert itself lasted for over two hours and included some of their biggest hits, such as 'Viva La Vida'. The crowd loved them all, though perhaps the highlight for me was 'Yellow', from their debut album *Parachutes*. Singing along to that with the thousands of other fans in the arena was an unforgettable experience.

The only problem for me was that their big hits weren't all that they played. Quite a lot of the songs were from their latest album, currently standing at the top of the charts. I haven't bought this album, although I think I was the only person in the arena who hadn't. As a result, when the concert finished, I felt like I'd been to my best friend's wedding but hadn't been given a piece of wedding cake. It was a great experience – but something was missing.

Next time Coldplay are in town, I'll definitely go again, but I'll make sure I know their latest album off by heart beforehand and I'll sit a bit further away from the two women with tuneless voices trying to sing louder than the lead singer!

3a Find sentences in the review which mean the same as the ones below. What are the differences?

- 1 They're definitely one of the best live bands who are performing today.
- 2 The two women who were sitting next to me were cheering ...
- 3 No one who was sitting in the arena seemed to mind.
- 4 Quite a lot of the songs were from their latest album, which is currently standing at the top of the charts.
- 5 I'll sit a bit further away from the two women with tuneless voices who were trying to sing louder than the lead singer.

b Cross out words from the relative clauses in the sentences below, if possible.

- 1 I felt sorry for the people who were queuing in the rain to get a ticket.
- 2 The band who I was watching on the main stage were awful.
- 3 The person who was sitting next to me fell asleep.
- 4 Who's that girl in the crowd who is waving at us?
- 5 The band that we are listening to are looking for a new drummer.
- 6 I haven't heard this song that is playing now.
- 7 I know that guy who is playing drums on stage.
- 8 Where did you download that music we're listening to?

4a Think of a festival, play, comedy show, etc. that you have been to or seen. Make notes on the topics in exercise 2b.

b Organise your notes into paragraphs, then write the first draft of your review.

5a Write a final draft of your review using the checklist below.

- Have you used interesting and rich language to describe the event?
- Have you used relative clauses correctly?
- Are the spelling, grammar and punctuation correct?
- Have you included information about some of the topics in exercise 2a?

b Work in pairs. Swap reviews with a partner and take turns to give each other feedback.



## Speaking Awkward social situations

- 1 Work in pairs and discuss. What would you say in each situation in pictures A–E?
- 2a 7.5 Listen to find out what Bella actually said. Was it similar to your answers above? How successfully did Bella deal with each situation?
  - b 7.6 Listen and complete the sentences. Then say the sentences, copying the polite intonation.

1 It was very nice but I'm really \_\_\_\_\_.  
 2 No, really. I couldn't \_\_\_\_\_ any more.  
 3 Oh, don't \_\_\_\_\_, Sally.  
 4 It doesn't \_\_\_\_\_. These things \_\_\_\_\_.  
 5 When was the last time we \_\_\_\_\_?  
 6 How's \_\_\_\_\_ going?  
 7 Oh sorry. I didn't \_\_\_\_\_.  
 8 I hope I didn't \_\_\_\_\_ you.  
 9 I don't want to \_\_\_\_\_ you.  
 10 I'll call you if I get a \_\_\_\_\_.

- 3a Work in pairs. Look at the awkward social situations below. Choose two and write conversations of five to six lines using sentences from exercise 2b.

- Someone keeps on offering you food but you aren't hungry.
- You are next to a very talkative person on a train. You want to do some work on your laptop.
- At a party, you comment that the food isn't very good. The other person says that he/she helped to cook it.
- Someone introduces you to Ivan at a party. Ivan says you've met before but you can't remember when or where.
- Someone spills a drink on your new sofa.

- b Act out one of your conversations to the class. Listen to other students' conversations and decide which sound the most natural.

### AFTER UNIT 7 YOU CAN ...

Describe and discuss public and personal events.

Discuss and plan an event.

Write a review of a performance you have seen.

Use tactful phrases in awkward social situations.

**STUDY 1****Relative clauses****1 General**

Relative clauses give us information about things, people, possessions, places and times using a relative pronoun (*which*, *that*, *who*, *whose*, *where*, *when*).

- **Things (which, that)**

*It's a shop which/that sells electronic goods.*

**REMEMBER!**

It is incorrect to use *what* after a noun.

*It's a festival which raises money for charity.*

**NOT** *It's a festival what raises money for charity.*

- **People (who, that)**

*A spectator is a person who/that watches a public event.*

- **Possessions (whose)**

*A widow is a woman whose husband has died.*

- **Places (where, which/that + preposition)**

*This is the room where Leo sleeps.*

*This is the room which/that Leo sleeps in.*

Notice that we drop prepositions with *where*.

*That's the room where Leo sleeps in.*

- **Times (when)**

*A public holiday is a day when all the shops close.*

**REMEMBER!**

In the examples above, the relative pronoun is the subject of the clause. If a person or thing is the object of the relative clause, you can omit *which*, *who* or *that*.

*A ring is a metal thing (which) you wear on your finger.*

*Look! There's the man (who) I met at that party the other night.*

When we combine sentences with a relative clause, words which refer to the subject like *here* and *then* are omitted. Pronouns are also omitted.

*This is the city. The president was born here.*

→ *This is the city where the president was born here.*

*He's a man. Everyone admires him.*

→ *He's a man (who) everyone admires him.*

Prepositions normally go at the end of the clause.

*That's the woman (who) I was talking about.*

But in very formal English, they can go before the relative pronoun. Notice that in this case we use *whom* instead of *who*.

*That's the woman about whom I was talking.*

**2 Defining vs non-defining relative clauses****Defining relative clauses (without commas)**

Sometimes the relative clause is necessary to tell us which thing or person we are talking about. In this case, there are no commas.

*That's the man who offered me a lift home.*

(we need the relative clause to know which man)

*I've just finished the book you gave me for Christmas.*

(we need the relative clause to know which book)

**Non-defining relative clauses (with commas)**

Sometimes the relative clause is not necessary to tell us which thing/person we are talking about – it gives extra information. In this case, there are commas before (and if necessary after) the clause.

*Christmas Day, which is on a Thursday this year, is always a public holiday.*

*He gave me a photograph, which I keep in my wallet.*

**REMEMBER!**

You cannot use *that* in non-defining clauses.

*Christmas Day, which is on a Thursday this year, is always a public holiday.*

**NOT** *Christmas Day, that is on a Thursday this year, is always a public holiday.*

You cannot leave out the relative pronoun in non-defining clauses.

*He gave me a photograph, which I keep in my wallet.*

**NOT** *He gave me a photograph, I keep in my wallet.*

**PRACTICE 1**

**1 Complete the sentences with a relative pronoun only where necessary.**

- 1 That's the man \_\_\_\_\_ photo was in the paper the other day.
- 2 Chiang Mai, \_\_\_\_\_ is one of the biggest cities in Thailand, is in the north of the country.
- 3 This is the place \_\_\_\_\_ a new library is going to be built.
- 4 For dinner we had bouillabaisse, \_\_\_\_\_ is a kind of fish stew.
- 5 Sunday's the day \_\_\_\_\_ we all go and visit my grandmother.
- 6 Cate Blanchett's first film Paradise Road, in \_\_\_\_\_ she played a young nurse, was released in 1997.

**2 Which phrases are incorrect? Correct them.**

- 1 a shop what sells second-hand computer games
- 2 someone who looks after animals
- 3 the woman we saw yesterday
- 4 the couple who house is for sale
- 5 someone who is good at languages
- 6 the place which I was born
- 7 the hotel which we're staying at
- 8 the beach where he works at

**3 Complete the sentences with a word or phrase in the box.**

....., in which , which to whom , who , whose on , when .....

- 1 This house Dickens lived as a child, is now a museum.
- 2 Our new computer system cost several thousand euros, is still not in operation.
- 3 The receptionist was in a bad mood, told us to wait outside.
- 4 He is a man the whole nation will always be deeply grateful.
- 5 I'll call you next week I'll have more information.
- 6 The fishing trade, which the whole town depends, has been badly affected by pollution.
- 7 The man on the left wife is wearing a red dress, is my old headmaster!

## STUDY 2

### Quantifiers

#### Countable and uncountable nouns

- Nouns in English are either countable or uncountable. If a noun is uncountable, it does not have a plural form.
- Some nouns in English have countable and uncountable forms.  
*Colombia exports a large amount of coffee.* (= uncountable)  
*I've ordered three coffees.* (= countable: cups of coffee)
- Some uncountable nouns have a plural form which is different in meaning.  
*The bomb caused over \$1 million worth of damage.*  
(= uncountable: physical harm)  
*The court awarded him \$5,000 in damages.* (= plural: financial compensation)

#### Quantifiers with countable nouns

- Several, one or two, a couple, a few, quite a few, very few**  
A few, a couple and one or two all mean 'a small number'.  
*There are only a few/a couple of/one or two tickets left.*  
Several means 'more than a few'.  
*She speaks several languages.* (= perhaps three, four or more)  
Notice that a few and quite a few emphasise the positive.  
*I know (quite) a few Australian people.*  
Whereas few and very few emphasise that it is a small number.  
*There are (very) few people here who speak English.*
- many, a number of, loads of, hundreds of, dozens of, etc.**  
These are all used with plural countable nouns.  
Many and a number of are used in more formal situations to talk about a large, non-specific number.  
*Many/A number of people disagree with you.*  
Loads of, hundreds of and dozens of are mostly used informally.
- too many**  
Too many is used with countable nouns to mean 'more than we need or is good'.  
*I've eaten too many cakes.*

#### Quantifiers with uncountable nouns

- a little, very little, (quite) a bit of**  
A little and a bit of refer to uncountable nouns – a bit of tends to be used in conversation and informal situations.  
*There's still a bit of pudding left. Would you like it?*  
*There's a bit of cheese in the fridge.*  
Little/very little emphasises a small quantity.  
*There's very little time left.*  
Quite a bit of is used to emphasise the positive. We cannot say quite a little.  
*There's quite a bit of interest in his new book.*
- much, a great deal of, loads of**  
Much is used to talk about large quantities. It is used with uncountable nouns and is mainly used in questions and negatives.  
*Hurry up, there isn't much time!*  
A great deal of is used in formal contexts – loads of is informal.  
*There is a great deal of concern about the new proposals.*  
*He's got loads of money.*
- too much**  
Too much is used with uncountable nouns to mean 'more than we need or is good'.  
*I can't sleep. I think I drank too much coffee.*

#### Quantifiers with countable and uncountable nouns

- a lot of, lots of**  
A lot of is used with both countable and uncountable nouns. It is used less in formal situations. It is not usually used in negative sentences and questions.  
*Lots of is used in the same way.*  
**A lot of/Lots of people arrived late.**
- enough, plenty of**  
Enough is used with both countable and uncountable nouns to mean 'as much as we need'.  
Plenty of means 'more than we need'.  
*Have you got enough money to pay the bill?*  
*Don't worry, we've got plenty of time to get to the airport.*
- some and any**  
Some and any are both used with plural and uncountable nouns, and in positive and negative sentences.  
Some refers to a limited quantity or number. It can be followed by but not all.  
*Some (but not all) people like getting up early.*  
*I don't like some of his music (but I do like some of it)*  
Any refers to an unlimited quantity or number. With a positive verb it means 'all'.  
*You can get online at any cybercafé.* (= all of them, it doesn't matter which).  
Whereas with a negative verb, it means 'none'.  
*I can't think of any reasons to ask him to stay.* (= none)

### PRACTICE 2

1 Choose the phrase which is closest in meaning to the ones underlined.

- 1 Several people have applied for the job.  
*hundreds / loads / more than a few*
- 2 There are too many people in the recording studio.  
*dozens of / hundreds of / more than we need*
- 3 We have very little time before the bus leaves.  
*enough / not much / plenty of*
- 4 This project has already cost us a great deal of money.  
*a bit of / a lot of / not enough*
- 5 You can get a free map at any tourist office.  
*all of them / none of them / some of them*
- 6 Don't buy any more food, we've got plenty.  
*enough / more than enough / too much*
- 7 He eats anything.  
*everything / nothing / certain things*
- 8 I don't like some of her recent songs.  
*all / certain / most*

2 Choose the quantifier which cannot be used.

- 1 There are a bit of / a few / quite a few / several things to say.
- 2 There is a bit of / a little / very little / very few money left.
- 3 There were a bit of / a great deal of / hundreds of / loads of people waiting for the team at the airport.
- 4 There's enough / much / plenty of / too much salt in the soup.
- 5 I foolishly didn't follow all / any / no / some of the advice I was given.
- 6 I knew some of the people in the room, but a few / any / many / some of them I'd never met before.

## REMEMBER THESE WORDS

### CELEBRATIONS AND PROTESTS

to address (a crowd)	to go wild
a banner	joy/joyful
a ceremony	a placard
to campaign/a campaign	to promote/a promotion
to celebrate/a celebration	to protest/a protest against
to cheer	a rebellion against
to clap	a slogan
to clash with	a spectator
to embrace/an embrace	a victory (parade)
to gather/a gathering	to wave/a wave
to give/make a speech	

### SPECIAL EVENTS

an anniversary	a flower arrangement
to attract people	a funeral
a balloon	merchandise
a bride	a mourner
a bridegroom	a parade
a carnival	a public holiday
to charge an entrance fee	a queue
a coffin	a reception
a costume	sponsorship
a decoration	a stage
an engagement party	a stall
a fair	a steward
a fan	to take out an ad
a festival	a wedding
a firework	

### PHRASES WITH TAKE

to take a seat	to take place
to take after someone	to take something seriously
to take care of someone	to take up (a new activity)
to take notes	to take your time
to take part	

### OTHER

an alternative lifestyle	poverty
the establishment	reforms
homelessness	to starve
hunger	the stock market
a mayor	

## PRACTICE

### 1 Match the words in the box to the categories below.

merchandise a parade a mourner a steward  
 a funeral a costume a coffin a spectator  
 a reception a fair a demonstration a banner  
 a bridegroom a balloon a float a victory  
 a placard a ceremony

- people:
- things:
- events:

### 2 Choose the best answers.

- 1 The demonstrators were silent as the president *did / made / put* his speech.
- 2 The Olympics *take part / off / place* every four years.
- 3 The king came out onto the balcony and *cheered / clapped / waved* to the crowd.
- 4 Greg is terribly good at maths – he takes *up / after / a photo of* his mother.
- 5 I'm taking *part / a seat / place* in the annual school play.
- 6 Many teenagers *make a campaign / rebel / clash* against their parents.

### 3 Which five verbs in the box are not the same as the noun form? What are the noun forms?

campaign celebrate cheer clap decorate gather  
 parade protest promote queue rebel reform  
 starve wave

## STUDY TIPS

### English outside the classroom (1)

1 If you are living in an English-speaking country, it is much easier to practise speaking outside the classroom, but it is still possible to do it in your own country. Tick the ideas below that are possible for you.

- 1 Record or film yourself doing the speaking tasks from *Cutting Edge*, using your mobile phone/laptop, etc. Plan and practise what you will say first, and ask your teacher to listen to your recording and correct mistakes.
- 2 Practise the pronunciation of new words at home by listening to the audio in your mini-dictionary to check the correct pronunciation.
- 3 Choose a short section of audio from Unit 7 and listen to it on the DVD-ROM. Practise reading it aloud yourself, then listen again and check your pronunciation. If necessary, practise it again.
- 4 Join an online forum about a subject you are interested in and write comments. Although you are writing, the style of English is often more like speaking.
- 5 Think of situations where you might have to use English (at work, speaking to tourists in your town, to foreign students at your university, etc.). Imagine the kind of thing that you might have to say, and plan and practise in your head how to say it.
- 6 Find a conversation exchange or English club in your local area that you can join.

### 2 Choose one of the ideas and try it out for a month. Then assess and compare with other students how much it has helped to improve your spoken English.