

# 8

# Learning and working

## READING AND USE OF ENGLISH



### Part 8

1 Explain the differences between these pairs of words.

- |                    |                 |
|--------------------|-----------------|
| 1 a) learning      | b) instruction  |
| 2 a) lecture       | b) tutorial     |
| 3 a) lecturer      | b) professor    |
| 4 a) scholar       | b) scholarship  |
| 5 a) seminar       | b) workshop     |
| 6 a) enrol         | b) qualify      |
| 7 a) graduate      | b) graduation   |
| 8 a) undergraduate | b) postgraduate |
| 9 a) educated      | b) educational  |
| 10 a) prospectus   | b) syllabus     |

2 Discuss these questions.

- 1 What different ways of learning are shown in the pictures?
- 2 Which of these ways of learning do you think suits you best? Why?
- 3 Which other ways of learning do you like? Which do you dislike? Why?

3 Look at the exam task. Quickly read the text and decide which kind of learner is most similar to you.

#### Quick steps to Reading and Use of English Part 8

- When you have found an answer, read the question again and study the evidence in the text carefully.
- Cross out questions as you answer them.
- If you can't decide, eliminate the obviously incorrect letters and guess.

4 Look at the Quick steps, underline the key words in questions 1–10 and do the exam task.

#### Exam tip

Remember that you will need to use at least one option more often than others.

#### Exam task

You are going to read an article in which a psychologist assesses four different kinds of learner. For questions 1–10, choose from the kinds of learner (A–D). The kinds of learner may be chosen more than once.

#### According to the psychologist, which kind of learner ...

likes to take into account what has happened in the past before they act?

1

has little interest in ensuring something remains effective once it has become operational?

2

feels the need to make sure different things fit into an overall pattern?

3

may be irritated if they encounter obstacles to the introduction of innovations?

4

quickly loses interest in conversations they believe to be pointless?

5

prefers to avoid taking part in anything that has not been sufficiently well thought through?

6

dislikes it when people fail to take the subject seriously enough?

7

enjoys participating in group activities?

8

needs to see the immediate relevance and usefulness of learning something?

9

would always be opposed to basing an opinion on insufficient evidence?

10

## Four different kinds of learner

### Learner A

People in this group adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way, assimilating disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until everything is tidy and forms part of a rational scheme. They like to analyse and synthesise, and are keen on basic assumptions, principles, theories, models and systems. Their philosophy prizes rationality and logic, so questions they frequently ask are: 'Does it make sense?', 'How does this go with that?', and 'What are the basic assumptions?' They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous, approaching problems in a consistently logical manner. This is their 'mental set' and they rigidly reject anything that conflicts with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything that treats the matter in hand with less respect than they feel it deserves.

### Learner B

These people are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them, and are liable to resent any rules or regulations that may impede their implementation. They also tend to be impatient with discussions that they believe are not goal-orientated, and their attention soon begins to wander if they feel they are going round in circles. They are essentially practical, down to earth people who like making practical decisions and solving problems. They see problems and opportunities as a challenge, and their philosophy is: 'There is always a better way' and 'If it works, it's good'.

### Learner C

People in this group involve themselves fully and without bias in new experiences, they enjoy the here and now, and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: "I'll try anything once", so they tend to act first and consider the consequences afterwards. Their days are filled with activity and they tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next, as they tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves. These people like to stand back to ponder experiences and observe them from many different perspectives.


### Learner D

They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to a conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone making definitive judgments for as long as possible. Their philosophy is to be cautious, never to make wild guesses or jump to conclusions. They are thoughtful people who like to consider all possible angles and implications before making a move, and will be reluctant to become involved in activities that others put forward without having carefully considered the likely outcome. They prefer to take a back seat in meetings and discussions, listening to others and getting the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant, unruffled air about them. When they do something it is in response to earlier as well as current events, and others' observations as well as their own.

5 Use the context to explain the meanings of these expressions.

- |                           |                            |
|---------------------------|----------------------------|
| 1 won't rest easy (A)     | 7 first hand (D)           |
| 2 the matter in hand (A)  | 8 come to a conclusion (D) |
| 3 brimming with (B)       | 9 what counts (D)          |
| 4 open-ended (B)          | 10 take a back seat (D)    |
| 5 go round in circles (B) | 11 getting the drift (D)   |
| 6 die down (C)            | 12 adopt a low profile (D) |

## Relative clauses **G** Page 94

- 1**  Correct the mistakes in these sentences written by exam candidates. In each case explain why it is wrong.
- You, that have always been concerned about education, should understand this.
  - I can attend the interview any time except Friday evenings, which I have a Spanish class.
  - We were disappointed there was no price reduction for students who they were not from this country.
  - Firstly, the report on college food does not refer to its quality, what seems suspicious.
  - Seferis was a Greek poet who's work was dedicated to his country.
  - It is difficult to move to a country that you are unfamiliar with the language, culture and everything around you.
  - My job is to plan activities for club members which ages are between 16 and 18.
  - The school is advertising its Business English course which is taught very well.
  - There have been serious complaints from students, which are refusing to use the canteen.
  - In the meeting, that took place yesterday, some members made interesting suggestions.
- 2** Complete each sentence with a relative pronoun, adding commas if necessary. In which sentences can the relative pronoun be omitted? Why? / Why not?
- My younger brother showed me the essay ..... he had written.
  - That's the primary school ..... I met my best friend.
  - On Sundays ..... the library is closed I read at home.
  - Students ..... parents have a low income can apply for a grant.
  - The teacher ..... I liked most was Mr Anderson.
  - Maths ..... was my favourite subject was our first lesson of the day.
  - My mother ..... is a lecturer did her PhD at Cambridge.
  - The college ..... I studied at has since closed.

- 3** In more formal styles, 8 above could be written *The college at which I studied has since closed*. Rewrite these sentences using a preposition + relative pronoun.

- The research the theory is based on is unreliable.
- The people Stephen studied with were all experts.
- We were shown the desk the President sits at.
- There is an Open Day that prospective students are invited to.
- He is a philosopher who many books have been written about.
- The day the Queen was born on was a Friday.
- That distant star has a planet we know little about.
- The person I wrote to has yet to reply.

- 4** We can place quantifiers such as *all of*, *both of* or *many of* before *which* and *whom*. Join the sentences as in the example.


**Example:** I read that textbook. I didn't understand half of it.

*I read that textbook, half of which I didn't understand.*

- I have two sisters. They are both at university.
- Nicky sent off two job applications. Neither of them was successful.
- I've lost touch with most of my ex-classmates. Many of them went abroad to study.
- This department has done a lot of research. All of it has been published.
- Astronomers observed a large number of meteorities. Few of them reached the ground.
- In the study we interviewed hundreds of people. The majority lived locally.
- This is where the ancient city stood. Little of it remains today.
- The talk was attended by a large audience. None of them left before the end.



### Words with a prefix and a suffix

1  Correct the mistakes in these sentences written by exam candidates. What is the base word in each case?

- 1 It is an unescapable fact that people regret things they have done.
- 2 The public use our firm's car park illegally.
- 3 There are several reasons for the unsatisfaction of the staff.
- 4 Some overprotecting parents keep that role even when their kids are grown up.
- 5 Undeniable, there are advantages to living longer.
- 6 It is the children's outbringing that will help them cope with life's problems.
- 7 My friend unexplicably took the other boy's side.
- 8 Being in a winning team brings an undescribable feeling of pride.

### Spelling changes

2 The words in the box form new words by changing their internal spelling. Make these changes and complete the sentences.

broad depth detain maintain prove  
repeat resolve strong

- 1 The police now have sufficient ..... that the men stole the computers.
- 2 The river is being ..... to allow bigger ships to reach the port.
- 3 Our aim is to ..... the cultural ties between the two countries.
- 4 The old college building needs a lot of expensive .....
- 5 For somebody so young, Mia has an amazing ..... of knowledge.
- 6 Urgent talks are taking place to find a ..... to the crisis.
- 7 Try to avoid any ..... of those mistakes.
- 8 At my parents' school, ..... was a common punishment.

### Part 3

#### Quick steps to Reading and Use of English Part 3

- Remember that answers may depend on the whole context, not just the words before and after the gap.
- Check whether the word in capitals needs more than one change.

3 Quickly read the text and answer the questions.

- 1 What are 'employability skills'?
- 2 Do you think they are a useful addition to university courses?

4 Do the exam task. Which answers require both a prefix and a suffix? Which need internal spelling changes?

#### Exam tip

If you need a noun, decide if it is countable or uncountable.

### Exam task

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Example: 0 REASONABLY

#### Graduates need employability skills

Years ago, anyone with a degree could be (0) ..... REASON  
confident of finding a job.

But with ever more graduates looking for work, that confidence has now been replaced by (1) ..... CERTAIN  
even among those with a Master's. Graduates, no matter how well qualified, are (2) ..... INCREASE  
being required to show they also have 'employability skills', such as numeracy, business awareness and the (3) ..... CAPABLE  
to deal with problems creatively.

Fortunately for (4) ..... PROSPECT  
undergraduates, many universities already aim to develop such skills as part of their courses, frequently with the help of professional (5) ..... ADVICE  
working in the relevant business sector. The approach often has both (6) ..... THEORY  
and practical elements, for instance designing a marketing campaign and then working with actual clients.

Activities are done in groups, thus (7) ..... SURE  
that students become used to team work. Any (8) ..... WILLING  
to take part can be overcome by pointing out that for many employers the ability to work in a team is essential.

## Part 2

- 1 Work in small groups. Which of the expressions in the box mean a–e? What differences in meaning are there?

appoint be employed dismiss  
fill a position fire go into hire  
hold down a job lay off let go  
make redundant on benefits out of a job  
practise quit recruit resign retire  
sack serve step down take on

- a) get or do a job  
b) give somebody a job  
c) leave a job  
d) make somebody leave a job  
e) without a job
- 2 Discuss these questions.
- How many people are out of work in your country?
  - In which industries have a lot of people been laid off?
  - What are the most common reasons for people being dismissed?
  - Why do some people find it difficult to hold down a job?
  - Which organisations recruit people of your age?
  - What kind of work or profession would you like to go into?
  - What would make you resign from a job?
  - At what age would you like to retire?
- 3 Look at the photo and answer the questions about being an airline pilot.
- What personal qualities are needed?
  - What training is required?
  - What are the advantages and disadvantages of the work?



### Quick steps to Listening Part 2

- Be sure you know how numbers, including ordinals (1st, 2nd, etc.) and fractions, are pronounced.
  - Take care with words or numbers that appear to fit a gap, but are not the right answer.
  - Write up to three words.
- 4 Study the exam task. What kind of word, phrase or number is needed for each answer?
- 5 2.09 Read the Quick steps and Exam tip, then do the exam task.

### Exam task

You will hear airline pilot Anita Ricci talking about her work. For questions 1–8, complete the sentences with a word or short phrase.

#### My job: airline pilot

Anita's (1) ..... wasn't good enough for her to become a military pilot.

Most airline pilots start their careers as a (2) ..... pilot.

It is becoming less common to have a (3) ..... on an aeroplane.

Anita cannot fly a plane on her present route for more than (4) ..... without a break.

Anita likes flying into Swiss airports because of the excellent (5) ..... there.

Anita says that as a pilot you have to be able to accept (6) ..... from others.

Over (7) ..... pilots applied recently to work for Anita's company.

Anita says airlines are particularly sensitive to changes in (8) .....

#### Exam tip

It is simpler to write any numbers as figures, for example 96 rather than *ninety-six*. You also avoid the risk of making spelling mistakes.

## Adding emphasis

1 For each of a–d, complete the second sentence with one word. Then answer questions 1–4 about each of those sentences.

- I want to study physics at university.  
What I want to study at university ... physics.
- I took the job as I needed the money.  
The reason I took the job ... that I needed the money.
- The manager replied to my email.  
The person who replied to my email ... the manager.
- I sent off my application last month.  
It ... last month when I sent off my application.

- Which information is emphasised?
- How does the sentence begin?
- What comes before a form of the verb *be*?
- Is any other change needed?

2 Rewrite the sentences to emphasise the underlined expressions, using the words in brackets.

- You need to work harder. (What)
- Travelling to work causes the most stress. (It)
- Bankers seem to make the most money. (The people)
- Emma resigned because she didn't like her boss. (The reason)
- I found all the form-filling really boring. (It)
- My friend and I first met at the office. (The place)


3 Tell your partner the following, using emphatic forms from Exercises 1 and 2.

- The job you'd most like to do.
- The most boring thing you have to do.
- The country you'd most like to live in.
- The kind of people who annoy you most.
- The time when you feel most relaxed.
- Something you would like to achieve.


## Part 4 Page 111

### Quick steps to Speaking Part 4

- Whenever the examiner asks you a question, try to think of two or three replies.
- If you prefer not to give an opinion immediately, say something like *It depends* or *I'm not sure*, and outline arguments on both sides.
- If you partly agree with an opinion, say something like *Yes, up to a point, but ...*

4  **2.10** Listen to this extract from Maxim and Dariya practising Part 4 and answer the questions.

- What question does the teacher ask them?
- Which speaker considers arguments on both sides before giving their opinion?
- Does the other speaker completely agree?

5  **2.10** Listen again and answer the questions.

- What expressions does Maxim use to avoid giving an opinion immediately?
- What expression does Dariya use to show she partly agrees with Maxim?
- Which phrases beginning *What ...* and *It ...* do they use?

6 In groups of three, do Part 4 three times. Each time, one of you is the examiner. Follow these instructions:

- Ask the 'candidates' three questions, if necessary prompting with *Why?* or *Do you agree?*
- Stop them after five minutes and comment on how well they did the task.

### List of questions for Speaking Part 4

- Which jobs in your country are considered to be good jobs?
- Which job would you least like to do?
- Would you prefer to work on your own or as part of a working team?
- Do you think it is more important to make a lot of money or to enjoy your job?
- In what ways do you think people's working conditions should be improved?
- Why do some people find it difficult to choose a career?
- Would you prefer to have one career, or a series of different jobs during your working life?
- Which is more important for an employee: qualifications or experience?
- Which is better: working in an office or working online from home?

### Exam tip

Don't worry if the examiner stops you before you have said everything you intended to. There is a strict time limit for each part of the Speaking test.

### Formal language

1 Which of these are common in formal writing, and which are more likely to be found in informal writing?

- |                            |                             |
|----------------------------|-----------------------------|
| 1 long words               | 6 conversation expressions  |
| 2 exclamation marks        | 7 contracted forms of words |
| 3 passive forms            | 8 impersonal tone           |
| 4 long, complete sentences | 9 question tags             |
| 5 phrasal verbs            | 10 abbreviations            |

2 Replace the underlined informal expressions with more formal words from the box.

are well informed understand the situation excessive  
extremely disappointed fortunate misunderstand me  
I am quite interested in I was completely unaware

- I like the sound of the vacancy advertised by your company.
- I feel the price you have quoted me is over the top.
- Please don't get me wrong when I make this point.
- I realise that I am in luck to be given this opportunity.
- It's news to me that the firm intends to close this office.
- I would be gutted not to be offered this position.
- I am extremely grateful for your explanation. I now completely get the picture.
- It is clear from our correspondence that you know your stuff.

### Part 2: formal letter

**W** Page 101

3 'Work experience' typically involves school or college students doing one or two weeks unpaid work in term time. Discuss these questions in small groups.

- What are the advantages for students of doing work experience?
- How does the employer also benefit?
- If you are a student, what kind of work experience would you like to do? If you are already working, what kind of work would you like to have done when you were at school?

4 Look at the exam task and answer the questions.

- Who are you writing to?
- Why are you writing to them?
- What must your letter contain?
- What style should you write in?

### Exam task

Your company has a number of vacancies for students who wish to do two weeks' work experience during the next summer term. You have been asked by your manager to write a letter to a local college. Your letter should explain:

- what your company does
- what kind of work the students would do
- how they would benefit from working for the company.

Write your letter.

5 Which of the following would be appropriate for this task? Which would not? Why?

- They can chill out with their mates in the coffee bar.
- They would develop their skills in a professional working environment.
- We've got loads of fun jobs for the guys at your college.
- The full-time staff would ensure they made the most of their time here.
- Check out our website for more info!
- I trust you will find this information helpful.
- I look forward to hearing from you.
- Speak soon.



6 Quickly read the model letter below. In which paragraph does the writer do each of the following?

- 1 describe the work students would do
- 2 say what her company does
- 3 outline its work experience programme
- 4 suggest what the reader should now do
- 5 give a reason for writing
- 6 explain how students would benefit

Dear Sir or Madam,

I am writing to inform you that this hotel will be able to offer work experience to twelve students aged 16 to 18 during the summer term. Placements will last a fortnight and no wages will be paid.

The hotel employs over 100 full-time staff, the majority of whom live in the local community. In addition to providing luxury accommodation, we serve high quality meals in our restaurant and café, and offer extensive leisure facilities including a gymnasium, swimming pool and sauna.

Placements will involve working with reception staff, housekeepers, maintenance workers and porters, kitchen staff and waiters, fitness instructors and lifeguards. Young people will be expected to carry out the same tasks as permanent employees, but suitable training will be given. They will receive health and safety instruction when their placement commences, and will be supervised at all times. They will also be assessed throughout and receive constructive advice from their supervisors.

On successful completion of their placement, students will be awarded a Work Experience Certificate and a detailed description of the work they have done, both of which will be useful additions to their CV. Moreover, their placement will introduce them to the world of work, possibly giving them ideas for careers and enabling them to make contacts for future networking. What will benefit them most, however, is the opportunity to develop their employability skills, regarded by many employers as essential for those seeking their first job.

I would be most grateful if you could pass this information on to your students.

Yours faithfully,  
Montserrat Oriol

7 Answer the questions about the model letter.

- 1 In what style is the letter written?
- 2 What formal beginning and ending does the writer use?
- 3 Which two quantifier + preposition + relative pronoun forms does she use?
- 4 Which emphatic *What* form does she use?
- 5 Which formal expressions in the letter mean the following?

tell big gym staff training begins looking for very pleased

8 Read these exam task instructions and answer the questions in Exercise 4 about it.

## Exam task

You see this newspaper advertisement.

The Central has vacancies for young people on our annual two-week Work Experience programme. Unpaid work will be available in our kitchens, restaurants and leisure facilities, as well as in maintenance, housekeeping and reception.

Tell us which job you would like to do and why, why you would be suited to working in a hotel environment, and what you hope to learn from the experience.

Send your application to: Ms Klaudia Nowak, Human Resources Manager, Central Hotel

Write your letter.

9 Look at the Quick steps and plan your letter. Which of these points are relevant to this exam task?

- 1 your willingness to learn from others
- 2 your experiences as a hotel guest
- 3 what you want to find out about yourself
- 4 how much you would like to earn
- 5 any experience you already have of the work you want to do
- 6 why you should be given a management position at the hotel
- 7 how you rate your interpersonal skills
- 8 your capacity to work hard

10 Write your letter in 220–260 words in an appropriate style. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

### Exam tip >

Don't include any postal email addresses in the Writing paper.





# 7 Green issues

## LISTENING



### Collocations

1 Look at the pictures and discuss the questions in pairs.

- 1 Where do you think these photos were taken?
- 2 Which would you most like to visit?

2 2.05 Match the words in box A with those in B to form collocations. Then listen to the recorded text to check your answers.

A

carbon climate drought endangered become forest fossil global habitat melting rainforest rising

B

fuels emissions clearance warming fires change icecaps conditions destruction sea-levels species extinct

3 Look at each picture again. Answer the questions using expressions from Exercise 2.

- 1 How important is this kind of area to the Earth's climate and wildlife?
- 2 What kind of dangers does it face, and what might happen if it is not protected?

### Exam tip

Make sure you know which extract you are listening to.

#### Quick steps to Listening Part 1

- Read each introduction and first line of the questions.
- Think about who will be speaking, why, and about what.
- Don't choose an answer before hearing the whole extract.

### Part 1

4 Look at the exam task and answer these questions.

- 1 Which extract relates to which picture?
- 2 Who will you hear and what will they talk about?
- 3 What are the key words in each question?

5 2.06 Listen and do the exam task.

### Exam task

You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

#### Extract One

You overhear two colleagues talking about the man's recent holiday.

- 1 What does the man complain about?
  - A the cost of accommodation
  - B the lack of snow
  - C the large crowds
- 2 How does the woman react to what he says?
  - A She is concerned about the implications.
  - B She is not convinced he is telling the truth.
  - C She is sympathetic about the problem he had.

#### Extract Two

You hear two friends discussing a documentary programme about a tropical rainforest.

- 3 They agree that
  - A the commentary was irritating at times.
  - B the photography was of poor quality.
  - C the programme was too short.
- 4 The man says the programme seemed to have been made
  - A in Australia.
  - B by amateurs.
  - C on a low budget.

#### Extract Three

You hear part of an interview with a woman called Anne Murphy, who is campaigning against the building of a new factory.

- 5 Anne is opposed to the plan because
  - A there is no need for additional jobs in the district.
  - B the river could become polluted by waste.
  - C the infrastructure would have to be upgraded.
- 6 What would Anne prefer instead of the current plan?
  - A turning the land into a leisure facility
  - B leaving the fields exactly as they are now
  - C building a smaller factory in the same place

## Inversion of subject and verb

1 Most of these sentences written by exam candidates are correct, but five contain errors. Correct any mistakes. Then answer questions a–f about the expressions in bold.

- Seldom have I seen such a determined person.
- Little did the children know they were in for so many adventures together in the future.
- Only when they start performing they will discover any hidden talents they might have.
- Not until the 20th century did travelling become a widespread phenomenon.
- Never before Sonia had ever had such a feeling of freedom and strength.
- Under no circumstances we can allow this kind of accident to happen again.
- On no account should we assume our planet will always provide us with enough food.
- Hardly had he finished the sentence, when the telephone rang.
- At no time when she was in Paris was Carlota really aware of her true feelings.
- No sooner did he finish his studies than he decided to become a wildlife photographer.
- Nowhere else in the world will you find this strange-sounding but lovely bird.
- Not only private cars contribute to this chaos in our cities, they also pollute the air.

- What kinds of adverbial expression require inversion of subject and verb?
- Where in the sentence do these expressions usually go?
- How does inversion affect the way a sentence sounds?
- How does the word order change when there is an auxiliary verb?
- What is added when there is no auxiliary verb?
- When would you use sentences like these?

2 Rewrite the sentences by putting the words in *italics* at the beginning and making any other necessary changes.

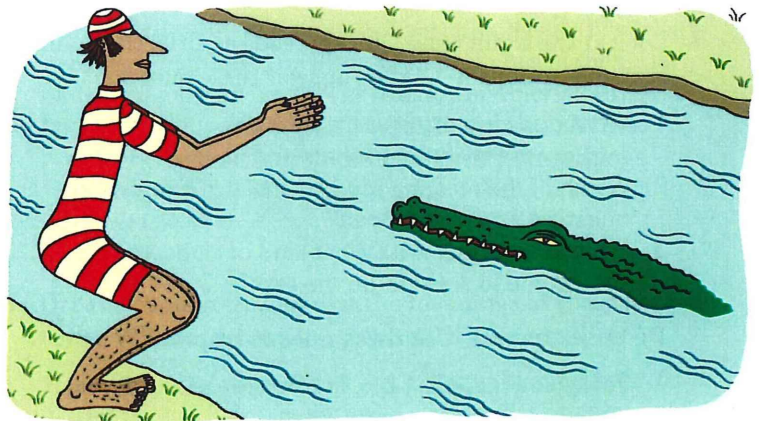
- It was *only when* we arrived in Kenya that we saw hippos and giraffes.
- I'd *hardly* unpacked in my hotel room when my phone rang.
- The nature reserve guards *seldom* catch illegal hunters.
- I have *never before* seen such a spectacular waterfall.
- There are *no longer* any tigers in the northern region.
- The zebras had *no sooner* entered the water than hungry crocodiles appeared.
- Visitors to the forest must *on no account* light fires.
- The local people are *in no way* to blame for the destruction of the forest.

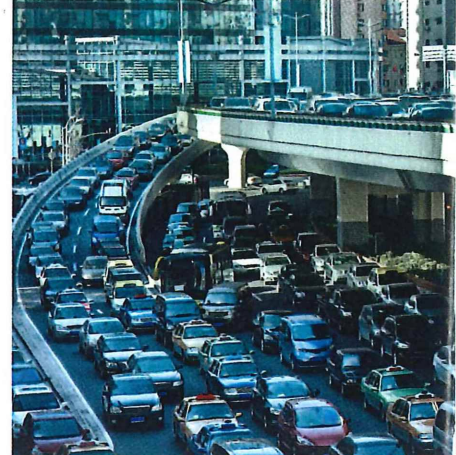
3 Make these sentences more emphatic by using inversion forms from Exercises 1 and 2.

- This is the longest drought there has ever been.
- We had little idea of what would happen when darkness fell.
- There won't be any chance of rescuing survivors until the storm has passed.
- Visitors are not permitted to leave the designated footpaths, for any reason.
- There are bears and also wolves in those hills.
- Wild flowers started to appear as soon as the rains came.
- It is rare to see fish in a river as polluted as this.
- The climbers set off for the summit and almost immediately it began to snow.

4 Imagine you have to do these writing tasks. For each task, write three sentences using the expressions given.

- A list of safety rules for people visiting a safari park.  
 On no account .....  
 At no time .....  
 Under no circumstances .....
- A narrative about an adventure you had.  
 Hardly .....  
 No sooner .....  
 Little .....
- A description of a beautiful part of your country.  
 Nowhere else .....  
 Rarely .....  
 In no other country .....
- An account of events in your country's history.  
 Not until .....  
 Only when .....  
 Not since .....





## Part 7

1 Compare the pictures using some of these expressions.

commuters congestion fuel consumption gridlock  
car horns car occupancy jams rush hour smog  
exhaust fumes

2 Discuss these questions.

- 1 Is traffic getting better or worse where you live? Why?
- 2 In which parts of the world do you think it is getting much worse? Why?
- 3 The amount of traffic in some cities is actually reducing. What reasons can you think of for this?

## Quick steps to Reading and Use of English Part 7

- Fill in any gaps you are sure about first.
- Don't leave any gaps blank.
- At the end, make sure the option left over does not fit any of the gaps.

3 Look at the exam task. Quickly read the title, the main text and options A–G, then answer these questions.

- 1 What does *motormania* mean? Look at the introduction for a phrase that means the same.
- 2 Which of the reasons you discussed in Exercise 2 question 3 are mentioned?
- 3 What kind of text is it? What kind of clues, therefore, should you look for to do the task?

4 Do the exam task. Use these clues to help you.

- 1 For questions 1, 3, 4 & 6, find reference words and phrases with similar meanings.
- 2 For question 2, look for the previous *explanation(s)*.
- 3 For question 3, also look for an addition link.
- 4 For question 5, find an addition link and a contrast link.

## Exam task

You are going to read a newspaper article about changes in car usage. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

**The end of the road for motormania**

Something unexpected is happening to our car-crazy culture. What are the forces driving us out of motoring?

Is the west falling out of love with the car? For environmentalists it seems an impossible dream, but it is happening. While baby boomers and those with young families may carry on using four wheels, a combination of our ageing societies and a new attitude among the young seems to be breaking our 20th-century car addiction. Somewhere along the road, we reached the high point of the car and are now cruising down the other side.

1

The phenomenon was first recognised in *The Road... Less Traveled*, a 2008 report by the Brookings Institution in Washington DC, but had been going on largely unnoticed for years. Japan reached it in the 1990s. They talk there of "demotorisation". The west had its tipping point in 2004. That year the US, UK, Germany, France, Australia and Sweden all saw the start of a decline in the number of kilometres the average person travelled in a car that continues today.

2

Demographics are another possible explanation. It is surely no accident that 'peak car' happened first in Japan, which has the world's oldest population. Pensioners do not drive to work, and many don't drive at all. There is also the rise of "virtual commuters" who work from home via the Internet.

3

Social scientists detect a new 'culture of urbanism'. The stylish way to live these days is in inner-city apartments, not the suburbs. Richard Florida, an urban studies theorist at the University of Toronto in Canada, points out that the young shop online, telecommute, live in walkable city neighbourhoods near public transport and rely more on social media and less on face-to-face visiting. Given those changes, they can think of better ways to spend their money than buying a car.

4

The industrialised world still has plenty of less-green trends too. Falling car occupancy is one. In the US, the average car on the average journey carries 1.7 people, half a person less than in 1970. So even if we individually travel less, our cars may travel just as much.

5

But the good news is that those straight lines on the planners' graphs predicting ever rising car-kilometres and ever-worsening carbon emissions from internal combustion engines are being proved wrong. Meanwhile, the use of everything else, from bikes and buses to trains and trams, is unexpectedly going up.

6

Some think car use will revive if and when economies recover. But it looks like something more profound is going on. Florida calls it a "great reset" in society that will have profound consequences – not least for the environment. Even our most treasured consumer aspirations can have a peak. Enough can be enough.

### Exam tip >

Highlight the language links you find so that you don't waste time looking for them again.

**A** Of course, environmentalists shouldn't get carried away with all this. In the developing world, the car boom is only now getting under way, despite gridlock in cities from Shanghai to São Paulo. That trend makes any claim of an impending global peak in car usage far-fetched.

**B** What could be driving us off the road? Fuel costs and rising insurance premiums may be a factor. And urban gridlock, combined with an absence of parking places and congestion charging, makes an increasing number of us look on the car as a dumb way to move around in cities where there are public transport alternatives.

**C** Planners need to take note of these miscalculations. And, if they have any sense, they will start to reinforce these trends with improved public transport, an end to urban sprawl and more investment in inner cities.

**D** In the US, similarly, the decline of the car among the young is most dramatic not in the gridlocked city centres but in the car-dependent suburbs. In sprawling cities like Atlanta and Houston where the automobile is king, driving is down by more than ten per cent.

**E** Likewise, by insisting on driving bigger and more powerful cars we are wiping out the gains from more fuel-efficient vehicles. And sometimes we simply replace driving with flying.

**F** That peak takes several forms. Sales of new cars have almost halved in the US, down from nearly 11 million in 1985 to about 5.5 million now. We shouldn't take much notice of that, though. Cars last longer these days, and sales go up and down with the economy. But we have hit peak car ownership, too. And, more to the point, peak per-capita travel.

**G** Besides these new employment patterns, leisure lifestyles are also changing. The biggest fall in car use in the US is among people under 35. The fraction of American 17-year-olds with a driver's licence has fallen from about three-quarters to about half since 1998. Twenty-somethings have recently gone from driving more than the average to driving less.

**5** Use the context to work out the meanings of these phrasal verbs. What other meaning can each have?

- |                            |                        |
|----------------------------|------------------------|
| 1 carry on (1st paragraph) | 4 look on (option B)   |
| 2 go on (2nd paragraph)    | 5 insist on (option E) |
| 3 rely on (4th paragraph)  |                        |


### Phrasal verbs with on

- 1 Complete the sentences using phrasal verbs with *on*. Choose from these verbs in the box.

call catch come draw move run stay take

- After the party had ended, I ..... to help tidy up.
- The report ..... research carried out in several countries.
- If electric cars ..... with the public, the air will be much cleaner.
- Marko is looking tired. I think he's ..... too much work.
- If that light ....., it means you're running out of petrol.
- Environmentalists have ..... the Government to finance green projects.
- This device ..... rechargeable batteries.
- OK, we've discussed that picture, so let's ..... to the next one.

### Giving examples

- 2  **2.07** Fill in each gap with one suitable word, then listen to check your answers.

Environmentalists are calling on all of us to recognise that waste is fast becoming a major problem.

(1) ..... at the amount we throw out every year. A family of three, (2) ....., produces more than a ton of rubbish every year, and this is steadily rising. A case in (3) ..... is plastic, used in ever greater quantities and often ending up in the bin. An obvious (4) ..... of this is the plastic shopping bag. Also, (5) ..... paper waste. Did you know that every year the average family throws out the equivalent of six trees?

- 3 Discuss the problem of waste creation in society, giving some of these points as examples.
- the good food that is thrown out
  - the old electronic devices that become hazardous waste
  - the cars and other vehicles that are broken up
  - the rubbish that goes into landfills
  - the garbage that is burnt
  - the rivers and seas that are polluted

### Part 3

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#### Quick steps to Speaking Part 3

- Begin by saying something like *Shall we start with this one? or Do you want to go first or shall I?*
- Take turns with your partner throughout.
- Consider both the positive and the negative aspects of each prompt.

- 4 Look quickly at the exam task instructions. What do you have to talk about?


### Exam task

Here are some ways we can reduce the amount of waste we create and a question for you to discuss. First you have some time to look at the task. Now, talk to each other about how effective these suggestions might be in reducing the amount of waste we create.


#### How effective might these suggestions be in reducing the amount of waste we create?

- Recycle as much rubbish as possible
- Give away unwanted clothes
- Buy products that have little or no packaging
- Read online versions of newspapers and magazines
- Buy only as much food as you need

Now you have about a minute to decide which suggestion would be most effective in reducing the amount of waste we create.

- 5  **2.08** Listen to this extract from Aishar and Haziq practising Speaking Part 3. Answer these questions.

- Which prompt are they discussing?
- Which student sounds less confident at first?

- 6  **2.08** Listen again. What questions and phrases does Aishar use to encourage Haziq to speak and feel more confident?

- 7 Look at the Quick steps and Exam tip, then do both parts of the exam task in pairs. Help your partner if necessary.
- 8 Compare your decision with other pairs, saying which suggestion you chose and why.

#### Exam tip

Avoid spending too long talking about one of the prompts. Remember, you need to discuss them all.

## Idioms: nature

1 Match these idioms with their meanings. Are any of them similar in your first language?

- 1 play with fire
- 2 down to earth
- 3 over the moon
- 4 out of the blue
- 5 a drop in the ocean
- 6 a breath of fresh air
- 7 the tip of the iceberg
- 8 keep your head above water

- a a small part of a big problem
- b new, different and exciting
- c completely unexpectedly
- d tiny amount compared to what is needed
- e have just enough money to live on
- f take a foolish risk
- g delighted about something
- h sensible and practical

2 Complete the sentences with idioms from Exercise 1.

- 1 Frieda was ..... when she passed her music exam.
- 2 Creating a new virus in the laboratory is an example of scientists .....
- 3 It isn't easy ..... when you're living on a student's income.
- 4 One person using solar energy is ..... but if everyone does so it'll make a difference.
- 5 I hadn't heard from Jody in years, but ..... I had an email from him.
- 6 Lee's ideas are fine in theory but don't work in practice. Selma, though, is far more .....
- 7 So far we've only found a few trees with the disease, but sadly they're likely to be .....
- 8 After so many years at school, I'm finding life at university is .....

## Part 4

## Quick steps to Reading and Use of English Part 4

- Look for any other changes you need to make, e.g. adjective to adverb.
- Make sure your answer fits the words both before and after the gap.
- Write no more than six words and no fewer than three.

3 Look quickly at the exam task. Which questions mainly test: a) a phrasal verb? b) an idiom? c) inversion of subject and verb?

Example: 0 idiom

4 Do the exam task.

## Exam task

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

Example:

0 The government's announcement of investment in tidal energy came as a complete surprise.

**BLUE**

The government ANNOUNCED OUT OF THE BLUE that there would be investment in tidal energy.

- 1 Immediately after the storm began, lightning struck the roof.  
**SOONER**  
No ..... lightning struck the roof.
- 2 There seems little chance of paper shopping bags becoming popular with consumers.  
**ON**  
Paper shopping bags seem unlikely ..... consumers.
- 3 Visitors are not allowed to approach the animals in the Reserve, for whatever reason.  
**SHOULD**  
Under no ..... the animals in the Reserve.
- 4 Alone in that small boat, I had no idea what time it was any more.  
**TRACK**  
Alone in that small boat, I had completely ..... time.
- 5 Those trucks cause air pollution and they make a terrible noise, too.  
**ONLY**  
Not ..... the air, they make a terrible noise, too.
- 6 Ollie's attempt to make his in-laws feel relaxed by telling a joke was not a success.  
**ICE**  
Ollie tried ..... with his in-laws by telling a joke.

## Exam tip &gt;

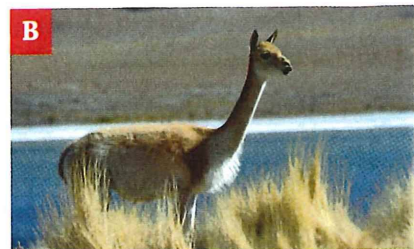
Sometimes more than one answer is possible, but you must only give one of them.

## Sentence adverbs

- 1 We can use an adverb, often at the beginning of the sentence followed by a comma to show how we feel about the fact or event we are writing about. Replace the *underlined* words in the following sentences with adverbs in the box.

admittedly   apparently   fortunately  
generally   happily   mysteriously  
obviously   sadly   unexpectedly  
unsurprisingly

- Last winter was one of the coldest ever recorded, which nobody had expected.
  - When people are asked where they want to live, in most cases they say 'in the countryside'.
  - From what I've read, they're going to build a dam across the river.
  - Part of the forest was destroyed by fire, which was a pity.
  - A bridge collapsed during the storm. It was lucky that nobody was injured.
  - It came as no surprise that the company said it was not to blame for the oil slick.
  - Two children went missing during the flood, but the good news is they are now safe.
  - I don't know if there's a Recycling Centre, but I'm afraid it's true. I haven't tried very hard to find out.
  - There's a real crisis in fishing. It is clear that too many boats are chasing too few fish.
  - I don't know why, but all the apples have disappeared from the tree in my garden.
- 2 Comment on each situation by writing a sentence containing a sentence adverb.
- You have heard that summers are going to get hotter.
  - You lost your mobile phone but someone found it and gave it back to you.
  - People were asked if they wanted to give up eating meat. Most said 'no'.
  - You failed your biology exam but you know you hadn't done enough revision.
  - You hear footsteps behind you but when you look round there's no-one there.
  - A friend you haven't seen or heard from for years knocks on your door.

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- 3 Discuss the questions in small groups.

- Which picture shows each of these endangered animals?  
Black Rhinoceros   Snow leopard   Southern Water Vole   Vicuña
- Which is native to a) Africa b) Asia c) Europe d) South America?
- Which other creatures at risk of extinction do you know of?
- What reasons can you think of for species becoming endangered?

- 4 Look at the exam task instructions and the first three notes. Answer these questions.

- What do you have to write about, and for whom?
- Which points must you choose from?
- What must you also write about two of those points?

- 5 Look at the three opinions in the exam task. For each one, decide which of A, B or C is the best way of paraphrasing each opinion in an exam answer. Say why in each case.

- A Protecting animals is something that people should be taught how to do.

B Schools and the media should show the public how they can help conserve wildlife.

C The public should be given lessons in what to do about the situation.
- A Habitats can be restored to enable species at risk of extinction to thrive again.

B The populations of endangered species should be encouraged to increase.

C One way to help the recovery of endangered animal populations is to improve their environment.
- A Laws should protect all living creatures, wherever they may be.

B Harming animals, or damaging the places where they live, ought to be illegal.

C There should be strict laws against the harming of wildlife or their habitats.

## Exam task

Write your answer in **220-260** words in an appropriate style.

Your class has attended a debate on how governments around the world should help protect endangered species. You have made the notes below.

### **Ways governments could help protect endangered species:**

- education
- protected zones
- legislation

### **Some opinions expressed in the discussion:**

"People should be shown how they can help conserve wildlife."

"We can help endangered animal populations recover by improving their environment."

"It ought to be illegal to harm animals or damage the places where they live."

Write an essay for your tutor discussing **two** of the points in your notes. You should **explain which way you think would be more effective, giving reasons** to support your opinion. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

**6** Read the model essay. Then answer the questions.

- 1 Which two of the notes does the writer use, and in which paragraphs?
- 2 Which two handwritten opinions does she use, and how does she paraphrase them?
- 3 Which way does she think would be more effective and what reasons does she give?
- 4 Which of the following does she use?
  - inversion of subject and verb
  - sentence adverbs
  - addition links
  - contrast links

At no time in recorded history have so many species of animal faced extinction. Alarmingly, scientists say that our planet is currently undergoing a mass extinction episode, brought about by a combination of factors that include habitat destruction, diseases, pollution, uncontrolled hunting, and – above all – climate change.

One solution is to pass strict laws protecting both wildlife and their habitats. Not only must the hunting or capturing of endangered or threatened species be made a criminal offence, the sale, export or import of products from those animals should also be prohibited worldwide. Clearly, such regulations will be difficult to enforce in certain countries, but they are essential if the trade in ivory, for instance, is to be stopped. In addition, the law must prevent damage to natural habitats by pollution, uncontrolled building or the use of pesticides.

Another approach would be to create protected zones where a recovery plan would enable endangered animals, especially those most affected by habitat loss, to return to their previous population levels. Crucially, such zones would be kept free from water contamination, illegal hunting and invasive species, while wildlife-friendly land management practices would be encouraged and animals relocated there from less safe environments.

On balance, however, I would prefer to see legislation. Unfortunately, there simply are not the resources available to establish protected zones for all the animals at risk, and the loss of one species inevitably leads to the extinction of others within the ecosystem. The law, on the other hand, can be applied globally to combat what is now, undeniably, a global crisis.

- 7** You are going to do the exam task. If you intend to write about education, get ideas by thinking about these points and making notes.
- The educational system, the government and the media should make everyone aware of the threats to the survival of animal species, and the consequences of extinctions.
  - People should be encouraged to help conserve wildlife by, for example, providing habitats in their gardens, avoiding the use of pesticides or not keeping invasive species as pets, and by reporting any illegal hunting, dumping of waste or water contamination.

### **Quick steps to writing a Part 1 essay**

- If you feel strongly about the topic, use some emphatic language such as inversion of subject and object.
- Stay within the word limits. Writing too much creates a negative impression, while too little may prevent you dealing with all aspects of the task.

- 8** Look at the Quick steps, then plan and write your essay in 220–260 words in an appropriate style. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

### **Exam tip** >

As elsewhere in the exam, you can write in U.S. or U.K. English as long as you use it consistently.



**subtle** *adj* achieved in a quiet way that does not attract attention to itself and is therefore good or clever (54)

**tedious** *adj* boring (48)

**unconventional** *adj* different from what is usual or from the way most people do things (48)

**unconvincing** *adj* If an explanation or story is unconvincing, it does not sound or seem true or real. (54)

**uninspired** *adj* not exciting or interesting (54)

**urge** *v* to strongly advise or try to persuade someone to do a particular thing (51)

**utterly** *adv* completely (48)

**view** *v* to look at or watch something (49)



**a breath of fresh air** *exp* someone or something that is new and different and makes everything seem more exciting (61)

**a drop in the ocean** *exp* a very small amount compared to the amount needed (61)

**commuter** *n* someone who regularly travels between work and home (58)

**congestion** *n* traffic on roads or in towns, making movement difficult (58)

**consumption** *n* the amount used (58)

**designated** *adj* officially having the stated purpose (57)

**down to earth** *exp* sensible and practical (61)

**drought** *n* a long period when there is little or no rain (56)

**emission** *n* an amount of gas, heat, light, etc. that is sent out (56)

**exhaust fumes** *n (plural)* the waste gas from an engine, especially a car's (58)

**extinct** *adj* not now existing (56)

**fossil fuel** *n* fuels, such as gas, coal and oil, that were formed underground from plant and animal remains millions of years ago (56)

**gridlock** *n* a situation where roads in a town become so blocked by cars that it is impossible for any traffic to move (58)

**habitat** *n* the natural environment in which an animal or plant usually lives (56)

**ice cap** *n* a thick layer of ice that permanently covers an area of land (56)

**keep your head above water** *exp* to just be able to manage, especially when you have financial difficulties (61)

**legislation** *n* a law or set of laws suggested by a government and made official by a parliament (63)

**mysteriously** *adv* in a way that is strange and cannot be understood (62)

**occupancy** *n* someone's use of a room, building or vehicle (58)

**out of the blue** *exp* If something happens out of the blue, it is completely unexpected. (61)

**over the moon** *exp* delighted about something (61)

**play with fire** *exp* to act in a way that is very dangerous and to take risks (61)

**smog** *n* a mixture of smoke, gases, and chemicals, especially in cities, that makes the atmosphere difficult to breathe and harmful for health (58)

**tip of the iceberg** *exp* a small, noticeable part of a problem, the total size of which is really much greater (61)

**unsurprisingly** *adv* in a way that does not make you feel surprised (62)



**adopt a low profile** *exp* to avoid attracting attention to yourself (65)

**appoint** *v* to choose someone officially for a job or responsibility (68)

**be what counts** *exp* to have most importance or value (65)

**brim with** *exp* If someone is brimming with a good quality or thing, they have a lot of it. (65)

**come to a conclusion** *exp* to decide what to think about something (65)

**die down** *pv* to gradually decrease (65)

**dismiss** *v (sack)* to remove someone from their job, especially because they have done something wrong (68)

**enrol** *v* to put yourself or someone else onto the official list of members of a course, college, or group (64)

**fill a position** *exp* to find someone to do a job (68)

**get the drift** *exp* to understand the general meaning of what someone is saying (65)

**go round in circles** *exp* to keep doing or talking about the same thing, without achieving anything (65)

**hold down a job** *exp* to manage to keep a job for a period of time (68)

**lay off** *pv* to stop employing someone, usually because there is no work for them to do (68)

**let go** *exp (sack)* to stop employing someone, usually because there is no work for them to do (68)

**make redundant** *exp* to stop employing someone, usually because there is no work for them to do (68)

**open-ended** *adj* An open-ended activity or situation does not have a planned ending, so it may develop in several ways. (65)

**postgraduate** *n* a student who has already got one degree and is studying at a university for a more advanced qualification (64)

**prospectus** *n* a document giving details of a college, school, or business and its activities (64)

**recruit** *v* to persuade someone to work for a company or become a new member of an organisation, especially the army (68)

**scholarship** *n* an amount of money given by a school, college, university, or other organisation to pay for the studies of a person with great ability but little money (64)

**step down** *pv* to leave an important job or position, especially to allow someone else to take your place (68)

**syllabus** *n* (a plan showing) the subjects or books to be studied in a particular course, especially a course that leads to an exam (64)

**take a back seat** *exp* to choose not to be in a position of responsibility in an organisation or activity (65)

**the matter in hand** *exp* the subject or situation being considered (65)

**tutorial** *n* a period of study with a tutor involving one student or a small group (64)

**undergraduate** *n* a student who is studying for their first degree at college or university (64)



**biased** *adj* showing an unreasonable like or dislike for a person based on personal opinions (76)

**compatible** *adj* able to exist, live together, or work successfully with something or someone else (76)

**criteria** *n (plural)* standards by which you judge, decide about, or deal with something (72)

**deduction** *n* the process of reaching a decision or answer by thinking about the known facts, or the decision that is reached (72)

**deprived** *adj* not having the things that are necessary for a pleasant life, such as enough money, food, or good living conditions (76)

**dumb down** *pv* to make something simpler and easier to understand, especially in order to make it more popular (74)

**eligible** *adj* having the necessary qualities or satisfying the necessary conditions (76)

**equivalent** *adj* having the same amount, value, purpose, qualities, etc. as something else (76)

**hostile (to)** *adj* unfriendly and not liking or agreeing with something (76)

**hypothesis** *n* an idea or explanation for something that is based on known facts but has not yet been proved (72)

**ignorant** *adj* not having enough knowledge, understanding, or information about something (76)

**in a sense** *exp* thinking about something in one way, but not in every way (75)

**inadequate** *adj* not good enough or too low in quality (76)

**be a matter of** *exp* If something is a matter of doing a particular thing, that is what you need to do in order to achieve it. (75)

**journal** *n* a serious magazine or newspaper that is published regularly about a particular subject (74)

**knowledgeable** *adj* knowing a lot (76)

**notorious** *adj* famous for something bad (76)

**prejudiced** *adj* showing an unreasonable dislike for something or someone (76)

**principle** *n* a basic idea or rule that explains or controls how something happens or works (72)

Sometimes there is a slight difference in meaning:  
*I like going to the dentist.* (I enjoy it.)

*I like to go to the dentist on my way to work.* (This is my preference, but it doesn't necessarily mean that I enjoy my visits to the dentist.)

- 8 Verbs followed by either *to* + infinitive or the *-ing* form, with different meanings include: *forget, go on, mean, regret, remember, stop, try*:
- I'll never forget seeing Botticelli's painting The Birth of Venus for the first time.* (I actually saw the painting, and I'll never forget that experience.)  
*I forgot to see The Birth of Venus when I went to Florence.* (I intended to see it, but I forgot to.)  
*Fiona went on visiting the Museo Reina Sofia website until she had seen everything.* (She didn't stop until she'd seen everything.)  
*Fiona went on to visit the Museo Reina Sofia website.* (She finished what she was doing, then visited the Museo website.)  
*Going to the Uffizi meant queuing outside for a couple of hours.* (Going to the Uffizi involved queuing.)  
*We meant to see the new museum, but there wasn't enough time.* (We intended to see it, but didn't.)  
*We regret informing you about the error, as it has obviously caused you considerable anxiety.* (We informed you, but now we are sorry we did so.)  
*We regret to inform you that the concert has been cancelled.* (We are sorry for what we are about to do.)  
*I can remember going to the theatre for the first time.* (I went to the theatre and now I clearly remember it.)  
*I remembered to go to the bank.* (I remembered that I had to go to the bank, and then I went there.)  
*Tom stopped drinking coffee when he realised it kept him awake.* (He used to drink coffee, but now he doesn't.)  
*Sheila stopped to make some coffee.* (Sheila stopped whatever she was doing in order to make some coffee.)  
*I tried looking in the garden, but I still couldn't find my keys.* (I looked in the garden hoping to find my keys.)  
*I tried to look for my glasses, but I felt too ill to move.* (I wanted to look for my glasses, but couldn't.)

### Using inversion in questions

Inversion means having a verb, usually an auxiliary, before the subject of a sentence as in questions:

*Have the nature reserve guards caught the illegal hunters?*

**Inversion** is also used

- 1 to emphasise an adverbial phrase, normally one that is negative in meaning, e.g. *only, no sooner, not once, never, rarely, seldom, scarcely, hardly, little, few, under no circumstances*:

*The tourists had no sooner arrived than they noticed some giraffes in the distance.* (Without inversion.)

*No sooner **had the tourists** arrived than they noticed some giraffes in the distance.* (With inversion.)

*This drought is not only severe, it is also unexpected.* (Without inversion.)

*Not only **is this drought** severe, it is also unexpected.*

- 2 to emphasise degree (amount), using e.g. *so, such, much, many, more, most, little*:

*The antelope little realised that it was being eyed by a watchful lion.* (Without inversion.)

*Little **did the antelope** realise that it was being eyed by a watchful lion.* (With inversion. This emphasises how little the antelope realised what was happening.)

- 3 in second and third conditionals, placing *were, had* or *should* before the subject:

***Were the nature reserve** to be closed, the local tourism industry would collapse.* (= If the nature reserve were to be closed, or was closed)

***Had any photographers** been present, they would have been delighted with the opportunities the animals presented.* (= If any photographers had been present)

***Should visitors** visit this part of the rainforest, they must keep to the paths.*

(=If visitors [should] visit this part of the rainforest, they must keep to the paths.)

- 4 if we put adverbs of time or place, such as *here, there, out, in, then, now*, at the beginning of the sentence for emphasis:

***Here comes** a herd of elephants.*

### Using relative clauses

#### Defining relative clauses

Defining relative clauses are used to give information that is essential for identifying exactly what a noun refers to:

*The hotel **where Kate had a temporary job last summer** has just closed down.* (This gives essential information, defining which hotel the speaker means.)

*The restaurant offers work experience to people **who are studying catering**.* (This gives essential information, defining which people the speaker means.)

The relative pronouns used in defining relative clauses are: *which* or *that* (for things); *who* or *that* (for people); *where* (for places); *when* (for times); *whose* (to indicate possession, usually by people):

*There are times **when** my job becomes very stressful.*

*I enjoy working with people **who / that** are friendly.*

*I'd like to work with people **whose** sense of humour is similar to my own.*

If the relative pronoun is the object in the defining relative clause it can be omitted:

*The office (that / which) he works in gets very hot in the summer. (The office gets hot in the summer. He works in the office.)*

In more formal English, prepositions can be moved from the end of the relative clause to before the relative pronoun. In these cases, only the relative pronouns *which* (for things) and *whom* (for people) can be used:

*The office in which he works gets very hot in the summer.*

*The manager to whom he reports is very demanding. (This is a formal alternative to The manager (who / that) he reports to is very demanding.)*

*What* is a pronoun meaning *the thing(s) that / which*. It isn't used to refer to people. Unlike relative pronouns, it doesn't follow a noun. If it is the subject of a clause, the verb is always singular:

*What I enjoy most about going shopping is chatting to people and finding bargains. (what introduces the subject of the sentence, i.e. The two things that I enjoy most about going shopping.)*

*You'd better explain what you mean. (what introduces the direct object of the sentence.)*

*The trainer devoted too little time to what the trainees regarded as essential. (what introduces something that follows a preposition.)*

*This is what I want to do for the rest of my life. (what introduces the complement of the sentence.)*

## Non-defining relative clauses

Non-defining relative clauses are used to give extra information. This type of relative clause is usually separated from the main clause with commas. If the clause is omitted, it is still clear what exactly the noun refers to. This is not the case with defining relative clauses:

*Her brother who lives in Spain is a doctor. (Defining: she has more than one brother, but only one who lives in Spain.)*

*Her brother, who lives in Spain, is a doctor. (Non-defining: she has only one brother, so 'who lives in Spain' is extra information. Her brother is enough to identify the person.)*

We cannot use *that* or *what* in non-defining relative clauses.

The relative pronoun cannot be omitted from non-defining relative clauses:

*Jill's job, she really enjoys, offers plenty of scope for promotion.*

*Jill's job, which she really enjoys, offers plenty of scope for promotion. ✓*

As in defining clauses, a preposition can come before the pronoun of a non-defining relative clause:

*I may be invited for a job interview, in which case I'll need to take a day off work.*

The relative pronoun can follow a quantifier or noun, together with a preposition. This tends to occur in non-defining relative clauses, and in more formal language:

*She has two brothers, both of whom studied business.*

*There are over a hundred applicants for the job, most of whom have had a great deal of work experience.*

*The new film studies course, an outline of which is available on the college website, is attracting a large number of applicants.*

## Other uses

In both defining and non-defining relative clauses, *whose* generally refers to people rather than to things:

*The physicist whose work won a Nobel prize has since left the university.*

*The book, whose theoretical basis is unreliable, has been severely criticised. (This is a less common structure than the following, without whose.)*

*This book, which is based on an unreliable theory, has been severely criticised.*

*Why* and *that* can be used as a relative pronoun after reason:

*The reason (why / that) there are so many students in the class is that the lecturer is very well-known.*

We can use *why* without *reason* as in the following example:

*Most graduates find jobs soon after leaving, which is (the reason) why I applied to this university.*

Some relative clauses can be reduced by omitting the relative pronoun and auxiliary verb(s) and leaving the present or past participle. The auxiliary verb *be* can be omitted from a continuous tense, leaving the present participle (-ing):

*There were over fifty students (who were) waiting for the lecturer to arrive.*

*Most people (who / that are) hoping to meet the popular biologist will be disappointed.*

Similarly, if the relative clause is in the passive, the relative pronoun and auxiliary verb(s) can be omitted:

*Several of the courses (which / that are) offered by the college have a very good reputation.*