

## محاضرات اللغة الانجليزية للسنة الأولى الفصل الدراسي الثاني



## Lecture (1)



## So school these days is easy? Think again.

**P**eople and politicians complain that school is getting easier. Damian Whitworth, a 35-year-old journalist, decided to see for himself. He spent a week as a pupil at a British secondary school, Brentwood County High School. It's a large state school and has about 1,800 pupils, girls and boys, aged between 11 and 18.

### 3 READING

- a Look at the photo above. What's unusual about one of the pupils? *one is adult*
- b Read the introduction. Why did Damian Whitworth go back to school? What kind of school did he go to? *he wanted to see if it was true that school is getting easier*
- c Read Damian's diary for one of the days he spent back at school. Does he think school is easier or harder now?
- d Read the text again and put the phrases A–H in the correct places.
- 8 A A crowd of pupils are watching.  
6 B However, the pupils are totally involved.  
4 C He's friendly with the pupils but not too friendly.  
2 D When I was the same age as these children I had never used a computer.  
7 E It's a magical moment and the most effective class I have seen.  
F 'Are you really in our class?'  
5 G One boy says he has chips every day.  
3 H Phones that ring in class are confiscated until the end of the week.
- e In pairs, look at the **highlighted** words and phrases. Try to guess what they mean from the context. Then check with your dictionary or the teacher.
- f In pairs, look at each heading (French, Maths, etc.) and say if what happens is the same, similar, or different from the secondary school you went to (or go to). Say why.
- light school secondary school*

#### French

My first lesson is French. I am in a class of thirteen year olds. Outside the classroom some girls start **interrogating** me. <sup>1</sup> *Are you really in our class?* 'How old are you?' 'How old do you think I am?' I reply. 'Well... you're not 13!'

First we have a listening test which I find difficult. I get 14 out of 20. *Not bad.* Then we make revision lists on the computer. <sup>2</sup> *Now every pupil has one.*

#### Maths

As we wait outside the maths classroom a teacher tells me to **do up** the top button of my shirt. The maths teacher uses an interactive whiteboard which has graphics and video, but the pupils don't look very interested in the lesson. A mobile rings and the owner hurries to switch it off. <sup>3</sup>

#### History

Mr Fishleigh is the history teacher. He doesn't have any problems controlling the noise level (other teachers do). <sup>4</sup> He talks to them as if they were adults and gets their attention **in return**.

#### Lunch

In the canteen we can choose between traditional and fast food. Burger **and** chips is the most popular meal. <sup>5</sup>

#### Information and communication technology

We are designing **spreadsheets** for mobile phone sales and I cannot imagine a more boring lesson. <sup>6</sup>

Most children have Internet access at home and the school has a website where parents can see what homework their children have and when they have to **give it in**.

#### Religious education

The teacher introduces us to meditation. We sit cross-legged on our desks and try to fill our minds with blackness and think positively about people who we have been thinking negatively about. For 15 minutes the children sit, eyes closed, in total silence. When they leave the class they are **slightly dazed**.  
'Incredible!'  
'Amazing!'  
'We should do this in maths!'

<sup>7</sup> The **bell** goes. End of school for the day.

As we leave there is a fight at the school gates. <sup>8</sup> 'If anyone hits anyone, I'll call the police,' says a teacher.



## So has school got easier?

It's difficult to say if lessons are harder or easier since I was a child because teaching methods have changed so much. All I can say is that during my working life I have had many tiring experiences. Being back at school for a week was as tiring as any of them. Being a pupil today is very, very hard work.

## 4 GRAMMAR first conditional and future time clauses

a In pairs, answer the questions.

- 1 When was the last time you did an exam? Did you pass or fail?
- 2 What's the next exam you are going to do? How do you feel about it?
- 3 How do you usually feel before you do an exam?
- 4 What do you usually do the night before an exam?
- 5 Have you ever failed an important exam you thought you had passed (or vice versa)?

b Charlotte and Viktor are waiting for their exam results.

4.3 Listen to Charlotte and answer questions 1–5. 4.4 Then do the same for Viktor.



Charlotte has just taken her A-levels.

Viktor has just taken the FCE exam.

- 1 Do you think you have passed?
- 2 When and how will you get the results of the exam?
- 3 How will you celebrate if you get good results?
- 4 What will you do if you get good results?
- 5 What will you do if you fail, or if you don't get the results you need?

c 4.5 Listen and complete the sentences.

- 1 They won't give me a place unless \_\_\_\_\_.
- 2 As soon as \_\_\_\_\_, I'll take the letter upstairs and open it.
- 3 I don't want to plan any celebrations until \_\_\_\_\_.
- 4 If I don't get into Cambridge, \_\_\_\_\_.
- 5 When I \_\_\_\_\_, the grades will be on the notice board.

d p.136 Grammar Bank 4A. Read the rules and do the exercises.

e Choose five sentence beginnings from the list below and make true sentences about yourself. Then tell your partner.

- |  |  |
|--|--|
| I won't stop studying English until I... | I'll have a big party if...              |
| I'd like to retire when...               | I'll always live here unless...          |
| I'll leave home as soon as...            | I'll have more free time when...         |
| I'll be really annoyed if...             | I'll have something to eat as soon as... |
| I don't want to have children before...  | I won't get married until...             |

f 4.6 Listen to Charlotte and Viktor. Did they pass or fail? What grade did they get? What are they going to do?



# 4

## 4A first conditional and future time clauses + when, until, etc.

first conditional sentences: *if (or unless) + present simple, will / won't + infinitive*

**if** you **don't** do more work, you'll fail the exam.  
 He'll be late for work **if** he **doesn't** hurry up.  
 She won't get into university **unless** she gets good grades.

- Use the present tense (NOT the future) after *if* in first conditional sentences.
- *unless = if...not*  
*I won't go unless she invites me.* = I won't go if she doesn't invite me.
- You can also use an imperative instead of the *will* clause, e.g. *Come and see us next week if you have time.*

future time clauses

**As soon as** you get your exam results, call me.  
 We'll have dinner **when** your father gets home.  
 I won't go to bed **until** you come home.  
 I'll have lunch **before** I leave.

- Use the present simple (NOT the future) after *when*, *as soon as*, *until*, *before*, and *after* to talk about the future.
- *as soon as = at the moment when*, e.g. *I'll call you as soon as I arrive.*

## GRAMMAR BANK

### 4A

a Complete with a word or expression from the list.

after as soon as before if unless until when

- After we have dinner, we could go for a drink.
- 1 I must write the date in my diary *before* I forget it.
  - 2 Let's wait under the tree *until* it stops raining.
  - 3 This job is very urgent so please do it *as soon as* you can.
  - 4 We won't get a table in the restaurant *if* we don't book.
  - 5 I'll pay you back *when/as soon as* I get my first salary.
  - 6 I can't go *unless* you pay for my ticket. I'm broke.
  - 7 They'll be really happy *when* they hear your news.
  - 8 I want to go on working *until* I'm 60. Then I'll retire.
  - 9 I must renew my passport *before* I go to New York.
  - 10 *unless* you work harder, you won't pass the final exam.

b Complete with the present simple or *will*.

- I'll give him your message when I *see* him. (see)
- 1 Don't forget to turn off the lights before you *leave*. (leave)
  - 2 Go to bed when the film *finishes*. (finish)
  - 3 They *won't get* married until they find a place to live. (not get)
  - 4 If I see Emma, I'll *tell* her you are looking for her. (tell)
  - 5 I'll call you as soon as I *arrive* at the hotel. (arrive)
  - 6 You won't be able to park unless you *get* there early. (get)
  - 7 As soon it stops raining, we'll *go* out. (go)
  - 8 She won't like curry if she *doesn't like* spicy food. (not like)
  - 9 Don't write anything until I *tell* you. (tell)
  - 10 When she finds out what he's done, she'll *be* furious. (be)

## Lecture(2)

4

B

G second conditional  
V houses  
P sentence stress

### In an ideal world...



## Getting personal

Our weekly questionnaire. This week we ask the actress and model Isabella Rossellini and dancer Joaquin Cortés...

- 1 If you could live in another period of time for its fashion, when would you choose and why?
- 2 If you could come back in another life, who (or what) would you like to be?
- 3 If you could change one part of your body, what would it be?
- 4 What would you wear if you were invited on a date by someone you really liked?
- 5 What would you eat for your last meal and who (dead or alive) would you share it with?



## 1 GRAMMAR second conditional

a Look at the two photos on p.56 and describe the people. Do you know anything about them?

b Read the questions in *Getting personal* and match two answers with each question. Try to guess which answers are Isabella Rossellini's and which are Joaquin Cortés's.

- A  A fly on the wall, so I could watch people.
- B  Either the thirties, for its elegance, or the seventies, for its hippy clothes and great music.
- C  Jeans and a shirt.
- D  My back. I would like 13 new vertebrae.
- E  With a fabulous woman. I wouldn't really care about the food.
- F  I'd change everything.
- G  Some super comfortable French pyjamas that everyone thinks are clothes.
- H  A bird.
- I  I would have a pasta supper with my dog, Macaroni. It's what she has wanted her whole life.
- J  I'd choose today or any time after the end of the corset.

c Look at *Getting personal* again, and answer these questions.

- 1 In questions 1-4, what tense is the verb in the *if* clause?
- 2 What tense is the other verb?
- 3 How is question 5 different?
- 4 Do the questions refer to real or imaginary situations?

d  p.136 Grammar Bank 4B. Read the rules and do the exercises.

e  Communication What would you do if...? A p.117 B p.120.

## 2 PRONUNCIATION & SPEAKING Allende Street in Mexico City.

a Match the sentence halves.

- 1 I wouldn't wear that hat  A *if she practised more.*
- 2 If you did more exercise,  B *I'm sure she'd understand you.*
- 3 If it wasn't so expensive,  C *if I could find the right person.*
- 4 I'd get married tomorrow  D *you'd feel much better.*
- 5 She'd play better  E *I'd buy it.*
- 6 If you talked to her,  F *if I were you.*

b  4.8 Listen and check.

c Listen again and repeat. Copy the rhythm. Then cover A-F and try to remember the sentences.

d Choose three of the sentence beginnings below and complete them in a way which is true for you. Tell a partner and say why.

- If I won a 'dream holiday' in a competition, I'd go...*
- If I could choose any car I liked, I'd have a...*
- If I could be very good at a sport, I'd choose...*
- If I could choose my ideal job, I'd...*
- If I had more time, I'd learn...*
- If I could buy a house in another country, I'd buy...*



a Write second conditional sentences.

If you / speak to your boss, I'm sure he / understand.

If you *spoke* to your boss, I'm sure he *would* understand.

1 It / be better for me if we / meet tomorrow.

2 She / not treat him like that if she really / love him.

3 If I / can live anywhere in the world, I / live in New Zealand.

4 The kitchen / look bigger if we / paint it white.

5 I / not buy that house if I / be you.

6 He / be more attractive if he / wear nicer clothes.

7 If we / not have children, we / travel more.

8 What / you do in this situation if you / be me?

b First or second conditional? Complete the sentences.

If you tell her anything, she *ll* tell everybody in the office. (tell)

We'd have a dog if we *had* a garden. (have)

1 It'll be quicker if we *get* a taxi to the airport. (get)

2 If you stopped smoking, you *feel* better. (feel) *would feel*

3 What would you do if you *lost* your job? (lose)

4 If you buy the food, I *ll* cook tonight. (cook)

5 I think he'd be happier if he *didn't* live alone. (not live)

6 I'll be very surprised if Marina *doesn't* come here. (not get lost)

7 Where will he live if he *gets* the job in Moscow? (get)

8 If she didn't have to look after her mother, she *would* enjoy life more. (enjoy)

## 4B second conditional

second conditional sentences: *if* + past simple,  
*would* / *wouldn't* + infinitive

If I **had** more money, I'd **buy** a bigger house.

If he **spoke** English, he **could** get a job in a hotel.

I **would** get on better with my parents if I **didn't** live with them.

I **wouldn't** do that job unless they **paid** me a really good salary.

If I **were** you, I'd **buy** a new computer.

- Use the second conditional to talk about a hypothetical / imaginary situation in the present or future and its consequence. Compare:

*I don't have much money, so I can't buy a bigger house (real situation).*

*If I had more money, I'd buy a bigger house (hypothetical / imaginary situation).*

- Use second conditionals beginning *If I were you, I'd...* to give advice. Here you can't use *If I was you*.

### *would* / *wouldn't* + infinitive

My ideal holiday **would be** a week in the Bahamas.  
I'd never **buy** a car as big as yours.

- You can also use *would* / *wouldn't* + infinitive (without an *if* clause) when you talk about imaginary situations.
- The contraction of *would* is 'd.

⚠ Remember the difference between first and second conditionals.

*If I have time, I'll help you.*

= a possible situation. I may have time.

*If I had time, I'd help you.*


= an imaginary / hypothetical situation.

I don't / won't have time.



### 3 VOCABULARY houses

a Look at the cover of *Ideal Home* magazine. Which room is it? How many things in the room can you name?


b  p.151 Vocabulary Bank Houses.

c In pairs, ask and answer the questions.

- Where do you live?
- What do you like about the area where you live?
- What don't you like?
- What do you like about your house / flat?
- What would you change?



### 4 LISTENING & SPEAKING

a  4.9 Listen to four people describing their 'dream house'. Match the speakers 1-4 with the pictures.



b Listen again and match the people with what they say.

Which speaker...?

- would not like to have other people living nearby
- would like to live somewhere that was partly old and partly modern
- would not spend much time inside their dream house
- doesn't think they will ever get their dream house

c Think for a few minutes about what your dream house would be like and make notes. Use **Vocabulary Bank Houses** to help you.

- Where would it be?
- What kind of house or flat would it be?
- What special features would it have?

d In groups, describe your houses. Whose do you like best?

### 5 READING

a Have you ever visited the house where a famous person was born or lived? Where was it? What do you especially remember about it?

b Read the article about Casa Azul. Which parts of the house are these things connected to? Why are they mentioned?

- two giant statues
- Leon Trotsky
- a yellow floor
- a monkey and a parrot
- a pair of shoes
- a cupboard with a glass door
- July 7 1910
- 1929-1954

c Match the **highlighted** words with their meaning.

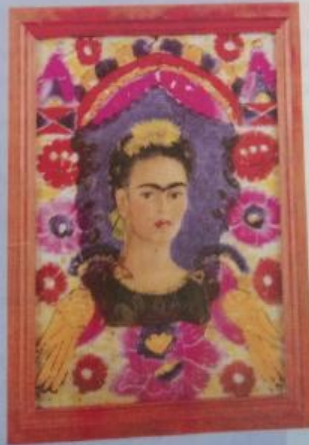
- |                           |  |
|---------------------------|--|
| 1 <b>Charmoy dresser</b>  | a piece of furniture with cupboards at the bottom and shelves above, to hold cups and plates, etc. |
| 2 <b>glass roof</b>       | material which you can see through   |
| 3 <b>entrance balcony</b> | the door, gate, or opening where you go into a place   |
| 4 <b>gallery</b>          | a room where paintings are hung  |
| upstairs <b>wall</b>      | the floor above where you are  |
| airys <b>gate</b>         | with a lot of fresh air inside   |
| <b>garden shutters</b>    | wooden or metal covers which are fixed outside windows   |
| 8 <b>patio</b>            | an area, usually behind a house, where people can sit and eat outside                              |

d What did you find out about Frida Kahlo and her life? Would you like to visit her house?

### 6 4.10 SONG Our house

## Houses you'll never forget

### Casa Azul (The Blue House)



On the corner of Londres and Allende Street in Coyoacán, an old residential area of Mexico City, there is a house with bright blue walls, tall windows and green shutters, surrounded by trees. It is one of the most extraordinary places in Mexico, the home of the surrealist painter Frida Kahlo, who died in 1954, aged only 47.

The entrance is guarded by two giant statues nearly seven metres tall. As you walk past them, you enter a garden with tropical plants and fountains. When you go inside the house the first room is the spacious and airy living room. Here Frida and her husband, the painter Diego Rivera, entertained their famous friends, including the millionaire Nelson Rockefeller, the composer George Gershwin, and the political leader Leon Trotsky. Now the room is a gallery where some of Frida's paintings can be seen.

The first thing you notice when you go into the kitchen is the floor – painted bright yellow to stop insects from coming in. There is a long yellow table where Frida and Diego often had lunch parties, and a yellow dresser holding traditional green and brown Mexican dishes. Here, their guests often found themselves in the company of Frida's pets, Fulang Chang, a beloved monkey, or Bonito the parrot, who used to perform tricks at the table in return for butter!

Everywhere in the house you can feel the spirit of Frida and Diego. Upstairs Frida's palette and brushes are still on the worktable in her studio, as if she had just put them down. In Diego's bedroom you can see his stetson hat and a huge pair of shoes – he had enormous feet. In another bedroom there is a cupboard with a glass door, which contains one of the colourful Mexican dresses which Frida loved wearing.

Above the cupboard, in Spanish, are painted these words: 'Frida Kahlo was born here on July 7 1910'. In fact, she was born three years earlier (July 6th 1907) but she changed her birth date to the year of the Mexican Revolution. On the walls of the patio is another inscription 'Frida and Diego lived in this house from 1929–1954'. Again, this is not entirely true. She and her husband lived in separate houses for five years during that period, and they divorced in 1939, though they remarried a year later. The house, like Frida's life, is full of contradictions.

# Houses

## 1 Types of houses

Match the words and pictures.

- block of flats (US apartment building)
- cottage /'kɒtɪdʒ/
- detached house
- terraced house



## 2 Where people live

Match the sentences.

- |   |  |
|---|--|
| 1 I live in the <u>country</u> .        | a It has 20,000 inhabitants.                             |
| 2 I live in the <u>city centre</u> .    | b It's very small, with only 800 inhabitants.            |
| 3 I live in the <u>suburbs</u> .        | c There are a lot of houses but no offices or big shops. |
| 4 I live in a <u>village</u> /'vɪlɪdʒ/. | d It's right in the middle of the city.                  |
| 5 I live in a <u>small town</u> .       | e It's the area outside the central part of town.        |
| 6 I live in a <u>residential area</u> . | f There are two floors below me.                         |
| 7 I live on the <u>second floor</u> .   | g There are fields and trees all around me.              |

## 3 Parts of a house

Match the words and pictures.

- balcony
- chimney
- garage /'gærɑ:ʒ/
- garden
- gate
- path
- roof
- steps
- terrace /'terəs/
- wall



## 4 Furniture

a Put two words in each column. Use your dictionary to help you.

- washbasin   sink   shower  
 bedside table   dishwasher  
 coffee table   armchair  
 chest of drawers

| bathroom | kitchen | living room | bedroom |
|----------|---------|-------------|---------|
|          |         |             |         |

b Add two more words to each column.

Can you remember the words on this page? Test yourself or a partner.

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# Lecture(3)

## 4 C Still friends?

G usually and used to  
V friendship  
P /s/ or /z/

### 1 VOCABULARY & SPEAKING friendship

a Complete the text with the phrases below.

argue close friend colleague get on very well  
have a lot in common keep in touch known  
lost touch met



I have a close friend called Irene. I've <sup>1</sup> known her for about 15 years now. We <sup>2</sup> met at work – she was a <sup>3</sup> colleague of mine at the company where I used to work, and we used to have our coffee breaks at the same time.

We <sup>4</sup> keep in touch although we don't <sup>5</sup> argue – we have quite different interests. We don't work together any more, and when I changed jobs we <sup>6</sup> lost touch for a couple of years. But now we <sup>7</sup> keep in touch regularly. We phone each other once a week, and we see each other about twice a month. We don't often <sup>8</sup> have a lot in common, only sometimes about films as we have completely different tastes!

b Think of a close friend of yours. In pairs, ask and answer the questions.

How long have you known him / her?

Where did you meet?

Why do you get on well?

What do you have in common?

Do you ever argue? What about?

How often do you see each other?

How do you keep in touch the rest of the time?

Have you ever lost touch? Why? When?

Do you think you'll stay friends?

### 2 GRAMMAR usually and used to

a Have you ever tried to get in touch with an old friend? Why? Did you succeed?

b Read about the *Friends Reunited* website and answer the questions.

- 1 What's it for?
- 2 How do you use it?

*Friends Reunited* is a website which helps you to find old friends and lets you read what people you've lost touch with are doing now.



#### How does it work?

New visitors find their old schools or workplaces, which are usually listed on the web page, and then add their names to the list of people already registered. They can also post photos and information about what they are doing now. When they want to contact another member, *Friends Reunited* forwards the message. Communication takes place without revealing personal email addresses or contact details until members decide they want to do so.

c Now read about two people who registered on the website. Who did they want to meet? Why?

d Complete the texts with the sentences below.

he used to go to I used to know I used to live  
used to come we used to go out

e Look at the two texts again. When do we use *used to*? How do you make negatives and questions?

f p.136 Grammar Bank 4C. Read the rules and do the exercises.

## 4C usually and used to

### present habits and states

I **usually** get up at 8.00 on school days.  
 I **don't usually** go out during the week.  
 Houses in the suburbs **usually have** gardens.  
 Do you **usually** walk to work?

### past habits and states

We **used to be** close friends but we **don't see each other any more**.  
 I **used to go out** with that girl when I was at school.  
 Did you **use to wear** glasses?  
 She **didn't use to have** fair hair. She had dark hair before.

- For present habits use *usually* or *normally* + present simple.
- For past habits use *used to* / *didn't use to* + infinitive. *Used to* does not exist in the present tense.
- We use *used to* for things that were true over a period of time in the past. It usually refers to something which is not true now.  
*I used to smoke.* = I smoked for a period time in the past but now I don't.
- *Used to* / *didn't use to* can be used with action verbs (e.g. *wear, go out*) and non-action verbs (e.g. *be, have*).
- We often use *not...any more* / *any longer* (= not now) with the present simple to contrast with *used to*.  
*I used to go to the gym but I don't any more / any longer.*

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a Correct the mistakes in the **highlighted** phrases.

She wasn't **use to be** so shy. She **didn't use to be**

1 I **use to get up** at 6.30, but I don't any more.

2 Did she always **used to** have long hair?

3 Do you **use to** have breakfast before you go to work?

4 They **didn't used to** have a car, they **used to** cycle everywhere.

5 He doesn't like coffee, so **he use to** drink tea in the morning.

6 He **used be** a teacher, but now he works for Greenpeace.

7 Do **usually** you wear trousers or skirts?

8 Last year **we used to go** to Prague in August.

9 Does she **use to live** near you when you were children?

10 At school **we don't use to wear** a uniform. We wore what we liked. **didn't**

b Complete with *used to* in (+, -, or ?) and a verb from the list.

argue be (x2) go have (x2) like live play work

- I **didn't use to go** to the theatre much but now I go twice a month.

1 + Kirsty **used to live** in Bristol but she moved to London last year.

2 ? Did you **use to have** a moustache? You look different.

3 - I **didn't use to like** my boss but now we get on quite well.

4 + We **used to be** really close but now we hardly ever meet.

5 ? Where **did** you **use to work** before you started with this company?

6 + She **used to play** tennis professionally but she retired last year.

7 + When I lived in Paris, I always **used to have** breakfast in a café.

8 ? Did you **use to argue** with your parents when you were a teenager?

9 - He **didn't use to be** so slim. In fact, he was quite overweight before.

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## Friends Reunited?



### Carol, 52, from Cornwall

When I was 15 I fell in love with a boy called Robert. I was at school, a girls' convent, and he was in his first year at university. <sup>1</sup> \_\_\_\_\_ in secret because my parents didn't like him at all – Robert was a long-haired hippy who played the guitar. But after a year I broke up with him because my parents were making my life impossible. Robert was very angry, and we completely lost touch. But I always wondered what had happened to him, and when I heard about *Friends Reunited* I decided to try to get in touch again. I'm divorced now, and I thought 'you never know...'. I remembered the name of the school that <sup>2</sup> \_\_\_\_\_ and I went to their web page on *Friends Reunited* and there was his name! I sent him an email and two days later I got a reply....



### Alex, 24, from Manchester

<sup>3</sup> \_\_\_\_\_ in Manchester but when I was eighteen my family moved south to London. Two years ago I had a really bad motorbike accident. I was in a coma for two weeks and in hospital for six months. I completely lost my memory, not just of the crash itself but also of my past. While I was in hospital, my family <sup>4</sup> \_\_\_\_\_ every day and play me my favourite music and show me photos. Little by little I began to remember who I was and who my family were. But I still couldn't remember anything about the rest of my life. Then my sister had the idea of contacting *Friends Reunited*. Through them she contacted people <sup>5</sup> \_\_\_\_\_ in Manchester when I was at school. She arranged a reunion in a pub near Piccadilly Station and I travelled to Manchester in search of my past.

## 5 READING

- a How often do you see your really good friends? Would you like to see them more often? Do you spend much time with people you don't really like?
- b Now read the magazine article. What does 'edit your friends' mean?

### Do you need to 'edit your friends'?

Is your mobile phone directory full of phone numbers of people you don't really want to talk to? Do you go out with people from work or university more often than with your real friends? Do you say yes to invitations because you think you should, not because you want to? If you answered yes to at least two of these questions, then perhaps it's time to 'edit your friends'.

Nowadays people tend to spend a lot of time socializing with colleagues at work or classmates at university. The result is that we don't have enough time to see our real, close friends. As our lives get busier it becomes more important to spend the little free time we have with people we really want to see, people we love and who really love us.

Who are the friends you need to edit? A few years ago I read a book about how to get rid of unnecessary possessions.

It said you should ask yourself about each thing you have: Is it useful? Do I really like it? Do I feel better every time I look at it? If the answer is no to any one of those questions, you should throw it away. Maybe we should ask similar questions about our friends.

What kind of friends will you probably need to edit? Sometimes it's an old friend. Somebody who you used to have a lot in common with, but who, when you meet now, you have very little or nothing to say to. Or it might be a new friend who you get on quite well with, but who is taking up too much of your time. Next time one of these people calls you and suggests a meeting, think, 'Do I really want to see this person?' and if the answer is no, say no, and make an excuse. That way you'll have more time to spend with your real friends.

Adapted from the British press

- c Now read the article again. Choose the best summary of each paragraph, a, b, or c.
- 1 People need to 'edit' their friends if...
    - a they have moved to a different area.
    - b all their friends are people from work or school.
    - c they are spending a lot of time with people who are not real friends.
  - 2 People today are often very busy, so...
    - a they should see their friends less.
    - b they should think carefully about how they spend their free time.
    - c they should try to make friends with people from work / school.
  - 3 The writer says that...
    - a we should ask ourselves who our real friends are.
    - b most of our friends are unnecessary.
    - c we shouldn't treat friends as possessions.
  - 4 The kind of friends we probably need to 'edit' are...
    - a old friends who don't talk very much.
    - b new friends who talk too much.
    - c friends that you don't really want to see any more.
- d Read the article again. Underline five new words or phrases you want to learn.
- e Do you agree with the article? Do you need to 'edit your friends'?



## HOW WORDS WORK...

1 Look at these expressions with *get* which have appeared in this lesson.  
Match them with their meanings A-G.

- |  |   |
|--|---|
| 1 <del>F</del> a book about how to <b>get rid of</b> unnecessary objects <input type="checkbox"/>          | A make contact with somebody                    |
| 2 <del>B</del> a new friend who you <b>get on with</b> quite well <input type="checkbox"/>                 | B be friendly with                              |
| 3 <del>D</del> I sort of relaxed and felt I was <b>getting to know</b> them again <input type="checkbox"/> | C become  |
| 4 <del>G</del> I <b>got to</b> the pub late <input type="checkbox"/>                                       | D know somebody (or something) little by little |
| 5 <del>A</del> I decided to try to <b>get in touch</b> <input type="checkbox"/>                            | E receive                                       |
| 6 <del>E</del> and two days later I <b>got</b> a reply <input type="checkbox"/>                            | F throw away                                    |
| 7 <del>C</del> I <b>got</b> really excited <input type="checkbox"/>  | G arrive at / in                                |

2 Complete the questions with *get* or an expression with *get*.  
Ask and answer the questions in pairs.

- 1 Who do you **get on with** best in your family?
- 2 Does it take you long to **get to know** new people?
- 3 Do you **get** more emails from friends than work-related ones?
- 4 How do you normally **get in touch** with your friends (by text, phone, etc.)?
- 5 How often do you **get rid of** things (e.g. clothes) that you don't use any more?

## 6 LISTENING & SPEAKING

... three people talking.



# Describing a house or flat

WRITING

4



Four-bedroom house, Alberta, Canada

Would you like to stay in this beautiful house in the heart of the Canadian Rocky Mountains?

It's a spacious house with four bedrooms, a living room, a large kitchen, two bathrooms, and a store room. There are breathtaking views of the mountains from all the windows. It has a large balcony, which is ideal for eating outside in the summer. The house has wooden floors, a jacuzzi, cable television, and Internet.

It's a quiet, safe neighbourhood and the neighbours are very warm and friendly. The house is walking distance from stores and restaurants in the local town and a short drive from areas with excellent skiing and hiking. In the area around the house you can see amazing wildlife such as bears, wolves, deer, and mountain goats.

This house is perfect for families or two couples. It's a no-smoking house and, sorry, no pets.



Two-bedroom apartment, Manhattan, New York City

Rent this <sup>superb</sup> nice two-bedroom apartment. It's perfectly situated between 43rd Street and 8th Avenue, five minutes from Time Square and most of the theatres, and a fifteen-minute walk from Central Park.

It's a nice 150-square-metre apartment on the 19th floor of a new building. It has two bedrooms, a nice living room with a huge balcony, a kitchen/dining room and two bathrooms. The flat has very big windows, so during the day it's very light and at night you have a nice view of downtown Manhattan, especially on the 4th of July when you can see all the fireworks!

The neighbourhood is colourful, and it's nice for people who like eating out or going to the theatre and clubs. There's a subway station on the street and it's a ten-minute walk to Grand Central train station. JFK airport is less than half an hour away by taxi.

This apartment is nice for couples. Sorry, no children or pets and definitely no smoking.

- Read the two adverts from a website. Which one would you prefer to rent for a two-week holiday? Why?
- Read about the house in Canada again. Highlight any adjectives which help to 'sell' the house.
- Now read about the New York apartment again. Improve the description by replacing the word *nice* with one of the adjectives below. Often there is more than one possibility.

breathtaking ideal magnificent perfect spacious superb

### Useful language: describing location

It's perfectly situated...  
 walking distance from...  
 a (fifteen-minute) walk from...  
 a short drive from...

The neighbourhood is (safe, friendly, etc.)  
 It's a (beautiful) area...

**WRITE** a description of your house / flat (real or imaginary) for a website.

**PLAN** what you're going to write. Use the **Useful language** box and **Vocabulary Bank Houses p.151** to help you.

- Paragraph 1** A brief introduction. What kind of house / flat is it? Where is it exactly?  
**Paragraph 2** Describe the house / flat. What rooms does it have? Does it have any special characteristics?  
**Paragraph 3** Describe the neighbourhood. How far is it from places of interest, public transport, etc.?  
**Paragraph 4** Say who the house / flat is suitable for. Are there any restrictions?

**CHECK** the description for mistakes ( grammar , punctuation , and spelling ).

## GRAMMAR

a Complete the sentences with the right form of the verb in brackets.

- 1 If I don't pass the exam, I \_\_\_\_\_ it again in January. (do)
- 2 You'd sleep better if you \_\_\_\_\_ less coffee. (drink)
- 3 Don't buy it unless you \_\_\_\_\_ sure you like it. (be)
- 4 If I could change a part of my body, I \_\_\_\_\_ my nose. (change)
- 5 As soon as he \_\_\_\_\_, we can have dinner. (arrive)



b Choose a, b, or c.

- 1 Where \_\_\_\_\_ if you took the job in London?  
a will you live    b did you live  
c would you live
- 2 I used \_\_\_\_\_ with that boy over there.  
a going out    b to go out    c go out
- 3 I \_\_\_\_\_ enjoy flying but now I love it.  
a not used to    b didn't used to  
c didn't use to
- 4 In the summer I \_\_\_\_\_ to the country.  
a usually go    b use to go  
c usually to go
- 5 \_\_\_\_\_ to wear glasses?  
a She used    b Does she use  
c Did she use

## Lecture(4)

**5**  
**A**

V noun formation  
P -ough and -ough

### Slow down, you move too fast

**1 GRAMMAR** quantifiers

a Answer the questions and compare with a partner.

How much time (approximately) do you spend on a **weekday**...?

- sleeping
- having meals (breakfast, lunch, etc.)
- working (or studying)
- cooking
- doing housework or shopping
- relaxing, doing sport, or seeing friends

b Read the article *Are you happy with your work-life balance?* Which situation is most typical in your country?

c Read the texts again and underline the correct phrases.

d **p.138 Grammar Bank 5A.** Read the rules and do the exercises.

e Talk in small groups about the things below. Are you happy with your work-life balance?

**How much time do you have...?**

- for yourself
- to do exercise
- to see friends
- to be with your family

**How much...do you have?**

- work
- school / university work
- English homework
- energy

**Are you HAPPY with your work-life balance?**

SHALL WE GO AWAY FOR THE WEEKEND?

MOVIE THEATRE'S Sorry, working late!

WENT TO BED PIZZA IN THE FREEZER

**Dan, project manager, software company, Boston, USA**

**I** I'm not happy with my work-life balance at all. I work at least 50 or 60 hours a week so I don't have <sup>1</sup>any time / no time at all for myself or to see my children. I communicate with my wife by leaving messages on the fridge. We hardly ever see each other because we work different hours and I never have time to see my friends or keep fit. Also, I eat very badly because my lunch 'hour' (about 10 minutes) isn't <sup>2</sup>enough long / long enough for me to have a proper meal. OK, I earn <sup>3</sup>a lot of / a lot money but I don't have <sup>4</sup>enough time / time enough. Is it worth it?

68

5A

a Circle the correct answer. Tick (✓) if both are possible.

I think this restaurant is too / *too much* expensive.

- 1 There are *too much* / *too many* people in my salsa class.
- 2 Nobody likes him. He has *very little* / *very few* friends.
- 3 We've had *a lot of* / *lots of* rain recently.
- 4 There aren't *enough car parks* / *car parks enough* in the city centre.
- 5 I *have no* / *I don't have any* time.
- 6 He works *a lot* / *much*. At least ten hours a day.
- 7 A Do you speak French? B Yes, *a little* / *a few*.
- 8 I don't have *no time* / *any time* for myself.

b Right (✓) or wrong (✗). Correct the wrong sentences.

She drives too much fast . *too fast*

- 1 Slow down! We have *plenty time*.
- 2 We have too many work at the moment.
- 3 I think I made a few mistakes in the letter.
- 4 He isn't enough old to understand.
- 5 We can't go tomorrow. We're too busy.
- 6 We have very little time to do this.
- 7 A How many eggs are there? B Any.
- 8 He's retired so he has much free time.

5

5A quantifiers

large quantities

They have **a lot of** money.  
She has **lots of** friends.  
He eats **a lot**.  
There aren't **many** cafés near here.  
Do you watch **much** TV?  
Don't run. We have **plenty of** time.

- Use *a lot of* / *lots of* in [+ ] sentences.
- Use *a lot* when there is no noun, e.g. *He talks a lot*.
- *Much* / *many* are normally used in [ - ] sentences and [ 2 ], but *a lot of* can also be used.
- Use *plenty of* in [+ ] sentences to mean *as much as we need or more*.

small quantities

A Do you want some ice cream? B Just **a little**.  
The town only has **a few** cinemas.  
Hurry up. We have **very little** time.  
I have **very few** close friends.

- Use *little* + uncountable nouns, *few* + plural countable nouns.
- *a little* and *a few* = some, but not a lot,
- *very little* and *very few* = not much / many.

zero quantity

There **isn't any** room in the car.  
There's **no** room in the car.  
A How much money do you have?  
B **None**.

- Use *any* for zero quantity with a [ - ] verb. Use *no* with a [+ ] verb.
- Use *none* (without a noun) in short answers.

more than you need or want

I don't like this city. It's **too big**.  
There's **too much** traffic.  
There are **too many** tourists.

- Use *too* + adjective, *too much* + uncountable noun, *too many* + plural countable nouns.
- Use *enough* before a noun but after an adjective.

less than you need

There aren't **enough** parks.  
The buses aren't **frequent enough**.

5B articles: a / an / the / no article

#### 4 READING & VOCABULARY

- a Read the leaflet and match the verbs with their meanings.

##### We promise to...

|           |                              |
|-----------|------------------------------|
| increase  | teachers' salaries           |
| reduce    | unemployment                 |
| promote   | national products abroad     |
| encourage | people to do more sport      |
| protect   | wildlife                     |
| ban       | smoking in streets and parks |

- \_\_\_\_\_ influence somebody in a positive way, e.g. *I ... my children to do sport.*
- \_\_\_\_\_ to make something bigger, e.g. *The boss is going to ... my salary.*
- \_\_\_\_\_ to say something is not allowed, often by law, e.g. *We want to ... smoking everywhere.*
- \_\_\_\_\_ to help something to happen or develop, e.g. *The meeting helped to ... better relations*
- \_\_\_\_\_ to make something smaller, e.g. *... the noise, the number of cars.*
- \_\_\_\_\_ to defend somebody or something, or keep them safe, e.g. *We need to ... these birds as they are becoming extinct.*

- b Read the introduction to the article. What is the 'counter-revolution'?

- c Work in pairs, A and B.

A read **Do you eat 'Slow Food'?** and find out the answers to these questions.

- Who started the Slow Food movement? Why?
- What did he think was wrong with today's world?
- What are the aims of the Slow Food movement?
- How big is the Slow Food movement now?

B read **Would you like to live in a 'Slow City'?** and find out the answers to these questions.

- How did the Slow City movement start?
- What are the aims of the Slow City movement?
- Where has it spread to?
- What do the people of Aylsham in the UK think about living in a Slow City?

- d Cover the article. A tell B about the Slow Food movement. B tell A about the Slow City movement.

- e Do you think these movements are a good idea?

## Slow down, you move too fast

The clock rules our lives. The more we try to save time, the less time we seem to have. In every area of our lives we are doing things faster. And many of us live in towns and cities which are getting noisier and more stressful as each day passes.

But now a worldwide movement, whose aim is to slow life down, has started a counter-revolution. Its supporters are people who believe that a happier and healthier way of life is possible...

### Do you eat 'Slow Food'?

The Slow Food movement was founded the day that an Italian journalist, Carlo Petrini, saw that McDonald's had opened a restaurant in Piazza di Spagna, the beautiful square in Rome. He thought it was tragic that many people today live too quickly to sit down for a proper meal and only eat mass-produced fast food. He decided that he had to try to do something about it and so he started the Slow Food movement. Although he didn't succeed in banning McDonald's from Piazza di Spagna, Slow Food has become a global organization and now has more than 80,000 members in 100 countries.

'We believe,' says Fiona Richmond of Slow Food UK, 'that people should take time to enjoy food.'

Slow Food also encourages people to eat local and regional food, to visit local shops and markets, to eat out in small family restaurants, and to cook with traditional recipes. Says Richmond, 'There is nothing more satisfying than relaxing around a lively table in the company of family and friends. The pleasure of eating quality food should be celebrated.'





## Would you like to live in a 'Slow City'?

The idea of 'Cittaslow' or 'Slow Cities' was inspired by the Slow Food movement and it was started by the mayor of the small Italian town of Greve in Chianti. The aim of Slow Cities is to make our towns places where people enjoy living and working, and where they value and protect the things that make the town different. Towns which want to become a Slow City have to reduce traffic and noise, increase the number of green areas, plant trees, build pedestrian zones, and promote local businesses and traditions.

Many other small towns in Italy have joined the movement and it has spread to other countries all over the world, from the UK to Japan and Australia. Aylsham in the UK recently became a Slow City, and most people are delighted.

'Slow Cities are about having a community life in the town, so people don't come home from work, shut their doors and that's it,' said a local resident. 'It is not "slow" as in "stupid". It is "slow" as in the opposite of "frantic" and "stressful". It is about quality of life.'

But not everybody in Aylsham is happy. For teenagers, who have to go 25 km to Norwich, the nearest city, to buy trainers or CDs, living in a Slow City is not very attractive. 'It's all right here,' says Lewis Cook, 16. 'But if you want excitement, you have to go to Norwich. We need more things here for young people.'

*Adapted from the British press*

## 5 VOCABULARY noun formation

**!** Nouns are often formed:  
from verbs, by adding *-ment*, *-ion*, *-ation*, and *-al*  
from adjectives by adding *-ness* or *-ity*

- a Form nouns from the verbs and adjectives below and write them in the chart.

discuss   govern   happy   mad   move   organize  
possible   propose   react   relax   similar   survive

| -ment | -ation | -ion |
|-------|--------|------|
|       |        |      |

| -al | -ness | -ity |
|-----|-------|------|
|     |       |      |