

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.

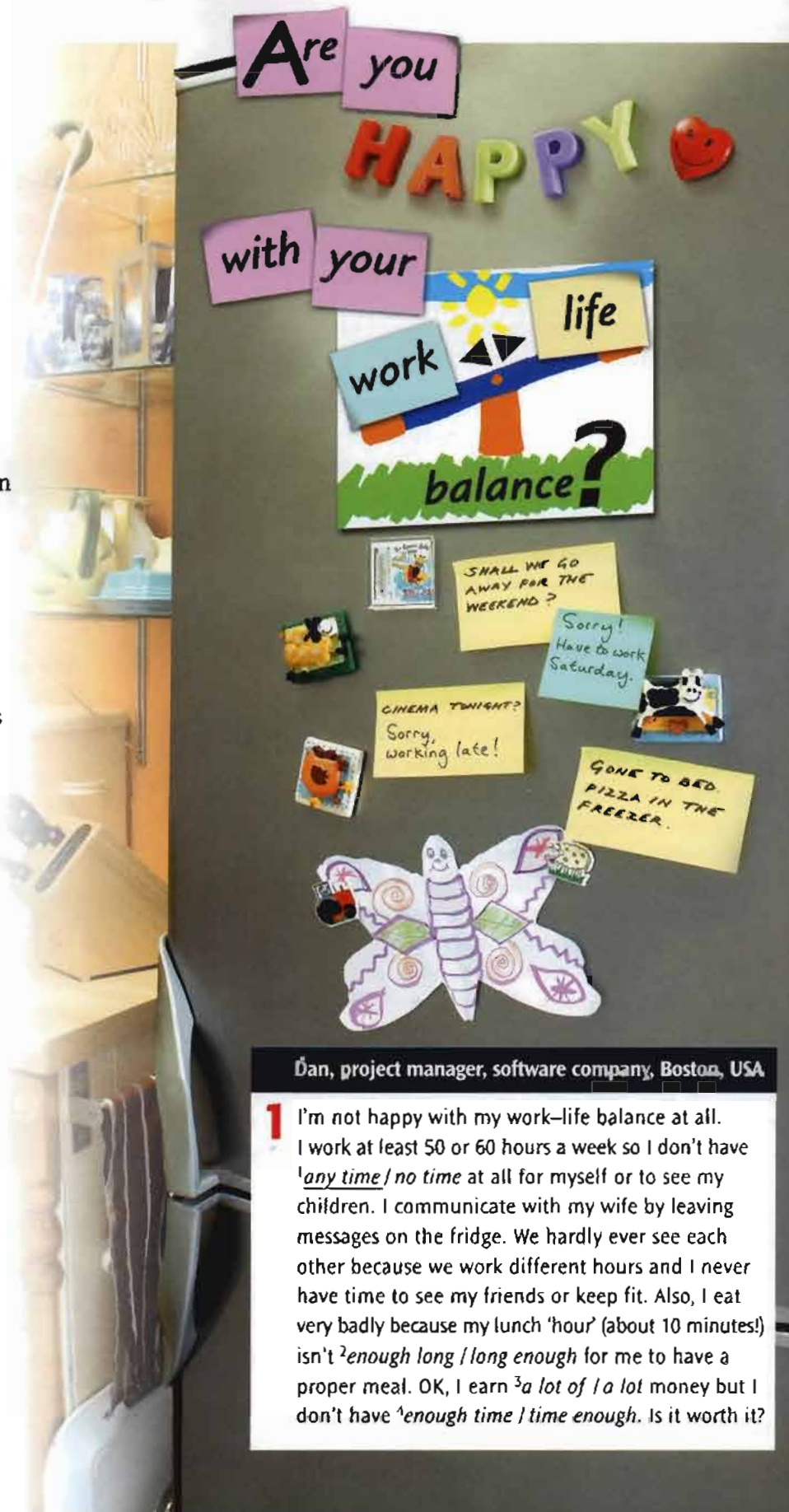
e Talk in small groups about the things below. Are you happy with your work-life balance?

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



Dan, project manager, software company, Boston, USA

1 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 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 ²enough long / long enough for me to have a proper meal. OK, I earn ³a lot of / a lot money but I don't have ⁴enough time / time enough. Is it worth it?

Amélie, Lawyer, Paris, France

2 I didn't use to have ⁵much time / many time for anything because I was working ⁶too much / too many hours – 45 or more a week. But then here in France the government decided that people should only work 35 hours a week. Nowadays I have ⁷plenty of / plenty time for myself. I play tennis two evenings a week, and I finish work at lunchtime on Friday, so I can have long weekends. I am much happier. I think when you have time to enjoy your personal life, you work much better.



Nayuha, store assistant, Tokyo, Japan

3 Yes, I am happy with it because I've chosen a lifestyle that I like and that gives me ⁸quite a lot of / quite free time. But my father, on the other hand, works more than 70 hours a week for a car company, which I think is madness. ⁹Lots of / Much Japanese people do the same. There's an expression in Japanese, karoshi, which means 'dying because you work ¹⁰too hard / too much hard.' A lot of people in Japan get ill or die because they work ¹¹too / too much. I think my generation is different. We don't want our lives to be ruled by work. I work ¹²a few / a little hours a day in a store – that gives me enough money to live. I spend the rest of my time seeing my friends and playing baseball.

2 PRONUNCIATION -ough and -augh

⚠ Be careful with the letters *ough* and *augh*. They can be pronounced in different ways.

a Write the words in the list in the correct column.

although bought brought caught daughter
enough laugh thought through tough

- b **5.1** Listen and check. Which is the most common sound? Which three words finish with the sound /f/?
- c **5.2** Practise saying the sentences. Then listen and check.
- I bought some steak but it was very tough.
 - Although it was dark, we walked through the tunnel.
 - I thought I'd brought enough money with me.
 - I laughed when my daughter caught the ball.

3 LISTENING

a **5.3** You are going to hear an expert telling us five ways in which we can slow down in our daily lives. Listen once and complete Tips 1–5 with two words.

Tips	Why?
1 Eat breakfast _____ .	
2 Forget the _____. Do _____ instead.	
3 Go for a _____ .	
4 Spend 10 minutes each day _____ .	
5 Have a _____ , not a _____ .	

- b Listen again and write down any other information you can in the **Why?** column. Compare with a partner.
- c Which do you think are the best two tips? Do you already do any of them?

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 Ayisham 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...



Slow Food®

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 use 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

A 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

- b **5.4** Listen and check. Underline the stressed syllable in each word. Which ending has a stressed syllable?

6 SPEAKING

- a Imagine that your town is thinking of becoming a 'Slow City' and is planning to do the following things:

- Ban all fast food restaurants.
 - Promote small family restaurants.
 - Ban cars from the city centre.
 - Create more pedestrian zones.
 - Create more green areas and plant more trees.
 - Reduce the speed limit in the town to 30 km/h.
 - Use speed bumps and police cameras to control speed.
 - Move all big supermarkets outside the city.
 - Encourage local shops and ban multinational chain stores.
 - Ban loud music in bars and clubs.

Tick (✓) the ones you agree with and cross (✗) the ones you disagree with. Think of reasons.

- b Work in groups. Have a 'meeting' to discuss each proposal and then vote for or against it.

Useful language

I'm for / against (banning...)

I think / I don't think it would be a good idea (to create...)

The problem with (reducing...) is that...

I don't think that would work.

That would really make a difference.

- c Compare with other groups. Which proposals are the most popular?

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 \oplus sentences.
- Use *a lot* when there is no noun, e.g. *He talks a lot*.
- *Much / many* are normally used in \ominus sentences and ? , but *a lot of* can also be used.
- Use *plenty of* in \oplus 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 \ominus verb. Use *no* with a \oplus 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

Use a / an with singular countable nouns

- the first time you mention a thing / person. I saw **an old man** with a **dog**.
- when you say what something is. It's **a nice house**.
- when you say what somebody does. She's **a lawyer**.
- in exclamations with *What...!* What **an awful day!**
- in expressions like ... three times a week

Use the

- when we talk about something we've already mentioned. I saw an old man with a dog, and **the dog** was barking.
- when there's only one of something. The moon goes round **the sun**.
- when it's clear what you're referring to. He opened **the door**.
- with places in a town, e.g. *cinema* and *theatre*. I'm going to **the cinema**.
- with superlatives. It's **the best** restaurant in town.

Don't use the

- when you are speaking in general (with plural and uncountable nouns). **Women** talk more than **men**.
Love is more important than **money**.
- with some nouns (e.g. *home*, *work*, *school*, *church*) after *at / to / from*.
She's not **at home** today.
I get back **from work** at 5.30.
- before meals, days, and months.
I never have **breakfast** on **Sunday**.
- before *next / last* + days, week, etc.
See you **next Friday**.

5C gerunds and infinitives

Use the gerund (verb + -ing)

- 1 after prepositions and phrasal verbs. I'm very good **at remembering** names.
She's **given up smoking**.
- 2 as the subject of a sentence. **Eating out** is quite cheap here.
- 3 after some verbs, e.g. *hate*, *spend*, *don't mind*. I **don't mind getting** up early.

Common verbs which take the gerund include: **enjoy**, **hate**, **finish**, **like**, **love**, **mind**, **practise**, **spend**, **stop**, **suggest** and phrasal verbs, e.g. **give up**, **go on**, etc.

Use the infinitive (+ to)

- 1 after adjectives. My flat is **easy to find**.
- 2 to express a reason or purpose. He's saving money **to buy** a new car.
- 3 after some verbs, e.g. *want*, *need*, *learn*. She's never **learnt to drive**.
Try not to make a noise.

Common verbs which take the infinitive (with *to*) include: (**can't**) **afford**, **agree**, **decide**, **expect**, **forget**, **help**, **hope**, **learn**, **need**, **offer**, **plan**, **pretend**, **promise**, **refuse**, **remember**, **seem**, **try**, **want**, **would like**

Use the infinitive (without to)

- 1 after most modal and auxiliary verbs. I **can't** drive. We **must** hurry.
- 2 after *make* and *let*. My parents don't let me **go out** much.
She always **makes** me laugh.

- Gerunds and infinitives form the negative with *not*, e.g. *not to be*, *not being*.
- More verbs take the infinitive than the gerund.
- These common verbs can take either the gerund or infinitive with no difference in meaning: **begin**, **continue**, **prefer**, **start**.

⚠ These verbs can take a gerund or an infinitive but the meaning is different.

Try to be on time.

= make an effort to be on time.

Try doing yoga.

= do it to see if you like it.

Remember to phone him.

= Don't forget to do it.

I remember meeting him years ago.

= I have a memory of it.

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 .

5B

a Circle the correct answer.

Did you see *news* / *the news* on TV last night?

- 1 Did you lock *door* / *the door* when you left *a house* / *the house*?
- 2 My brother is married to *Russian* / *a Russian*. She's *lawyer* / *a lawyer*.
- 3 We go to *theatre* / *the theatre* about once *a month* / *the month*.
- 4 What *beautiful* / *a beautiful day*! Let's have breakfast on *a terrace* / *the terrace*.
- 5 I love *classical music* / *the classical music* and *Italian food* / *the Italian food*.
- 6 Who is *a girl* / *the girl* by *a window* / *the window*?
- 7 I leave *home* / *the home* at 8.00 and get to *work* / *the work* at 9.00.
- 8 *Men* / *The men* aren't normally as sensitive as *women* / *the women*.
- 9 We usually have *dinner* / *the dinner* at 8.00 and go to *bed* / *the bed* at about 11.30.
- 10 She has *a lovely face* / *the lovely face* and *the attractive eyes* / *attractive eyes*.

b Complete with *a* / *an*, *the*, or *-* (= no article).

Can you give me a lift to the station?
I want to catch the 6.00 train.

- 1 We went to _____ cinema _____ last night.
We saw _____ great film.
- 2 A Do you like _____ sport? B It depends.
I hate _____ football. I think _____ footballers
earn too much money.
- 3 He always wears _____ expensive clothes and
drives _____ expensive car.
- 4 Jake's _____ musician and _____ artist.
- 5 They've changed _____ date of _____ meeting.
It's _____ next Tuesday now.
- 6 We walked to _____ city centre but we got
_____ taxi back to _____ hotel.

5C

a Complete with the gerund or infinitive.

Smoking is banned in all public places. (smoke)

- 1 It's very expensive _____ a flat in the centre. (rent)
- 2 Are you afraid of _____? (fly)
- 3 I called the restaurant _____ a table for tonight. (book)
- 4 Be careful _____ a noise when you come home
tonight. (not make)
- 5 She's worried about _____ the exam. (fail)
- 6 Everybody went on _____ until after midnight. (dance)
- 7 _____ an only child is a bit boring. (be)
- 8 It's easy _____ the way if you look at the map. (find)
- 9 He's terrible at _____ languages. (learn)
- 10 A Why are you learning Spanish?
B _____ talk to my in-laws. They're Argentinian,
and they don't speak English. (be able to)

b Complete the sentences with *work*, *to work*, or *working*.

I regret not working harder when I was at school.

- 1 I spent all weekend _____ on the computer.
- 2 I've decided _____ abroad next year.
- 3 You must _____ harder if you want to get promoted.
- 4 My boss often makes me _____ late.
- 5 He isn't very good at _____ in a team.
- 6 I don't mind _____ on Saturdays if I can have a day
off during the week.
- 7 He's gone to the UK _____ in his uncle's shop.
- 8 _____ with members of your family can be quite
difficult.
- 9 My husband promised not _____ on my birthday.
- 10 I used _____ in a restaurant when I was a student.