



APEX ENGLISH

Your voice. Global.

C1 · GENERAL ENGLISH

UNIT 3 · 3A

A love-hate relationship

Theme · History & Drama



Unit 3 · 3A

A love-hate relationship

Theme: History & Drama

Learning objectives

- Expand C1 vocabulary related to **phrases with get**.
- Use **get** accurately and idiomatically.
- Read a discursive text and discuss inferences beyond the literal.
- Speak fluently on the unit's theme with a partner or in a small group.

This booklet accompanies the digital lesson at

alunos.apexenglish.com.br/general-c1/3a. Interactive audio, video and drag-and-drop tasks live online; use this booklet in class and to review.

Ask the teacher — notes to bring to class



Class Book

Warm-up

In pairs, talk for about a minute on each prompt before feedback:

- 1 What comes to mind when you hear the theme **"History & Drama"**?
- 2 How comfortable are you using vocabulary about **phrases with get**? Give one recent example.
- 3 When did you last use — or misuse — **get**?

Reading

The city I cannot forgive

I have lived in London for twenty-two years. That is old enough to have children who were born here and never known anywhere else; long enough, in most towns, to be considered a native. And yet, if you ask me on any given Tuesday whether I actually like it, the honest answer is: it depends on the hour.

There are mornings when the city gets under my skin in the good way. I get off the bus at Piccadilly, and the sheer variety of people — the Nigerian grandmother arguing gently with the Turkish greengrocer, the Polish plumber shouting into his phone in three languages — gives me a private, unreasonable rush of pride. Then, on the way home, I get squashed onto a tube carriage that has been out of service for maintenance since 2019, and I want to leave the country. Not the city — the country.

Urban psychologists have a term for this: they call it "ambivalent attachment", and, apparently, most long-term residents of large cities feel it. What they mean is that the same features that make a city intolerable — the density, the noise, the improbable rents — are inseparable from the features that make it addictive. You cannot get the museums and the two-in-the-morning noodles without the queue and the sirens. The compromise is the point.

What has surprised me most, as the years go on, is that I have stopped waiting to fall completely in love with London or completely out of it. I have got, instead, a working relationship with the place — the sort of relationship you can have with a difficult but interesting relative. Some weeks are affectionate. Some weeks are a fight. And, embarrassingly, if I moved tomorrow, I would spend the rest of my life quietly missing the very things I currently complain about most. That, I think, is what a love-hate relationship actually is.

Comprehension — choose the best answer.

Ask the teacher — notes to bring to class



1. The writer's overall attitude to London is best described as:
 - (A) mostly positive
 - (B) mostly negative
 - (C) openly ambivalent
 - (D) increasingly indifferent
2. The Piccadilly bus scene is used to illustrate:
 - (A) urban stress
 - (B) unreasonable civic pride
 - (C) loneliness
 - (D) gentrification
3. 'Ambivalent attachment' according to urban psychologists means that:
 - (A) most residents secretly wish to leave
 - (B) hate and love of a city share the same causes
 - (C) attachment weakens with time
 - (D) commuters bond faster than others
4. 'The compromise is the point' implies that:
 - (A) cities disappoint everyone equally
 - (B) the trade-off IS what makes city life valuable
 - (C) smaller towns are objectively better
 - (D) residents overpay for convenience
5. The writer's current stance towards London is:
 - (A) romantic idealism
 - (B) quiet resignation
 - (C) an honest working relationship
 - (D) planned departure
6. The final admission — that leaving would trigger missing what she now complains about — reveals:
 - (A) hypocrisy
 - (B) the paradox at the heart of a love-hate relationship
 - (C) regret about staying
 - (D) financial dependence on the city

Ask the teacher — notes to bring to class



Vocabulary

Focus: **phrases with get**

Study these C1 items and their meanings.

get on with it — stop delaying and continue with a task

get on someone's nerves — irritate someone repeatedly

get cold feet — become suddenly nervous about a decision

get under someone's skin — affect someone deeply, often as annoyance

get fed up — lose patience after long dissatisfaction

get itchy feet — feel a strong urge to travel or move on

get out of hand — become uncontrollable

get the hang of — acquire skill or understanding of something

Ask the teacher — notes to bring to class



Grammar

Focus: **get**

Study the online lesson notes, then complete the interactive tasks at **alunos.apexenglish.com.br/general-c1/3a**.

Ask the teacher — notes to bring to class



Speaking

- 1 Tell a partner about a personal experience connected to **history & drama**. Aim for at least two minutes without pausing.
- 2 Compare cultures or generations on this topic. Use at least three items from the *phrases with get* list.
- 3 Discuss: *Is it possible to be objective about history & drama?* Justify your view.

Writing

Write 220–260 words on: **“History & Drama — what has changed in the last twenty years?”** Use at least four items from the vocabulary list and one structure from the grammar focus (*get*).

Ask the teacher — notes to bring to class



Workbook

Home practice

Complete on your own; check answers in class.

1. I finally _____ him _____ his old records — he had refused for years.
(A) got / lend
(B) got / to lend
(C) get / lend
(D) got / lending
2. It's _____ dark — we should head back.
(A) getting
(B) got
(C) gets
(D) get
3. She _____ last month after eight years in the same role.
(A) got promoted
(B) get promoted
(C) getting promoted
(D) gets promoted
4. I really must _____ my hair _____.
(A) get / cut
(B) got / cutting
(C) get / cutting
(D) got / cut
5. I've _____ a headache, do you mind if we stop?
(A) got
(B) getting
(C) get
(D) gets

Ask the teacher — notes to bring to class

[← Back to C1 General contents](#)

Workbook · 3A. A love-hate relationship

Home practice · uses of get & idiomatic phrases · answer key included



Class Book

Full lesson · in-class material



Workbook

Home practice · with answer key

GRAMMAR

1 · The many uses of get — choose the best option

10 min

1. I finally _____ him _____ his old records — he had refused for years.

a. got / lend

b. got / to lend ✓

c. get / lend

d. got / lending

2. It's _____ dark — we should head back.

a. getting ✓

b. got

c. gets

d. get

3. She _____ last month after eight years in the same role.

a. got promoted ✓

b. get promoted

c. getting promoted

d. gets promoted

4. I really must _____ my hair _____.

a. get / cut ✓

b. got / cutting

c. get / cutting

d. got / cut

5. I've _____ a headache, do you mind if we stop?

a. got ✓

b. getting

c. get

d. gets

Score: 5 / 5

Try again

VOCABULARY

10 min

2 · Complete with a phrase from the box

WORD BANK — DRAG OR TAP, THEN TAP A GAP

got soaked

got hold of

got on my nerves

got fed up

got cold feet

1. The neighbour's dog barked all night — it really **got on my nerves** **got on my nerves**.

2. We **got soaked** **got soaked** walking back — the rain was biblical.

3. After twenty years in the same job, she simply **got fed up** **got fed up** and left.

4. I've been trying all week — I finally **got hold of** **got hold of** her this morning.
5. He was about to sign the offer, then **got cold feet** **got cold feet** at the last minute.

Score: 5 / 5

Try again

GRAMMAR

10 min

3 · Rewrite using the structure in brackets

1. *Someone stole her wallet on the tube. (passive with get)*

Hide answer

Her wallet got stolen on the tube. / She got her wallet stolen on the tube.

2. *A mechanic repaired the car for me. (get something done)*

Hide answer

I got the car repaired.

3. *I persuaded my brother to help. (get someone to do)*

Hide answer

I got my brother to help.

4. *It is becoming cold. (get + adjective)*

Hide answer

It is getting cold.

VOCABULARY +

8 min

4 · More phrases with get

DRAG THE MEANING ONTO THE WORD

Reset

have a good relationship with them

escape blame or punishment for doing it

succeed in making someone understand you

recover from an illness, shock or heartbreak

finally find time to do something you've been putting off

get away with (something)

escape blame or punishment for doing it

Hide answer

escape blame or punishment for doing it

get over (something)

recover from an illness, shock or heartbreak

Hide answer

recover from an illness, shock or heartbreak

get through to (someone)

succeed in making someone understand you

Hide answer

succeed in making someone understand you

get round to (doing)

finally find time to do something you've been putting off

Hide answer

finally find time to do something you've been putting off

get on (well) with (someone)

have a good relationship with them

Hide answer

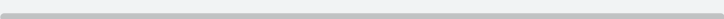
have a good relationship with them

LISTENING

10 min

5 · Podcast · Do I actually like London?

Listen to a British man in his forties on a podcast, reflecting on his love-hate relationship with London.

▶ 0:00 / 0:00   

1. How often does he say London makes him furious?

Hide answer

At least once a week.

2. Name three specific things that annoy him on any given week.

Hide answer

Overpriced coffee, cyclists pushing him off the pavement, and Northern Line delays.

3. What kind of moments 'get to him' in the good way?

Hide answer

The lit-up river at London Bridge, a birthday dinner in a Turkish place in Green Lanes, and a chatty black-cab driver taking him home.

4. How does he now describe his relationship with the city?

Hide answer

Not exactly love, definitely not hate — a grown-up 'working relationship'.

WRITING

20 min

6 · A short review (150–180 words)

Write a short review of your own city for a travel magazine — but write it as honestly ambivalent, not glossy. Use at least four different meanings of *get* and two idiomatic *get*-phrases.

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Next · Workbook 3B →