

SOLUTIONS UPPER-INTERMEDIATE 3
UNIT 5: RELATIONSHIPS

5C

PEGAH BAHOJB GHASEMI

5B

Grammar

Negative structures

I can use negative structures.

1 Choose the correct answers (a–c) to complete the text.



We ¹ ___ expect our family or friends to turn against us and there can ² ___ be a worse betrayal than one committed by a best friend. ³ ___ in literature has this been more powerfully expressed than by Shakespeare in his play *Julius Caesar*.

⁴ ___ Caesar sees his best friend Brutus among his murderers does he realise the extent of the betrayal against him.

⁵ ___ has Brutus stabbed him than Caesar falls to his death, speaking the famous line 'Et tu, Brute?', meaning 'And you, Brutus?' This is now a phrase often used to express sadness and surprise when you are let down by someone considered to be a trusted friend. Perhaps, like Caesar, it's ⁶ ___ we are let down badly by a good friend that we appreciate how devastating a betrayal can be.

- | | | |
|----------------|-------------|--------------------------|
| 1 a nowhere | b never | c no sooner |
| 2 a hardly | b not until | c only if |
| 3 a Not only | b In no way | c Nowhere |
| 4 a At no time | b Only when | c Rarely |
| 5 a No sooner | b Only once | c Under no circumstances |
| 6 a not only | b hardly | c not until |

2 Write the words in brackets in the correct order to complete the sentences.

1 Rarely (so / she / felt / unhappy / had).

2 Nowhere (find / will / you / a / friend / better).

3 Only (argued / have / ever / once / we).

4 In no (did / to / upset / I / anyone / way / mean)!

5 At (should / lies / tell / time / no / you).

6 Under (can / him / no / you / circumstances / trust).

7 Not (we / will / get / results / Friday / until / our).

3 Match the sentence halves.

- | | |
|---------------------------|-------------------------------|
| 1 She was sorry | a split up with Nick? |
| 2 Do you regret | b not to keep his promise. |
| 3 Wouldn't it be sensible | c to go to bed early? |
| 4 Hasn't she | d not to lose her friendship. |
| 5 Weren't you | e at the café yesterday? |
| 6 He is certain | f not inviting Jane? |
| 7 He'll be lucky | g not to see him at the club. |

4 Complete the dialogue with one word in each gap. Use negative structures.

Ada Hi, Jan! ¹_____ you go out with Sara last night?

Jan Yes, we went out for a pizza.

Ada I was really sorry ²_____ to be able to join you.
Did you have a good time?

Jan Not really, no. No sooner ³_____ we arrived
⁴_____ we had a row!

Ada Oh, that's not good.

Jan I know. And not ⁵_____ that, but she isn't
speaking to me now.

Ada ⁶_____ it be a good idea to phone her and
apologise?

Jan Probably – I regret not ⁷_____ to her at the
time, but I was too angry.

Ada Well, under ⁸_____ circumstances should you
forget to say sorry!

5 Complete the second sentence so that it means the same as the first. Write up to five words in each sentence.

1 We mustn't under any circumstances lose this key.

Under _____ lose this key.

2 This band isn't at all special.

In _____ at all special.

3 I regretted going as soon as I got there.

No sooner _____ I regretted going.

4 My friends haven't judged me at any time.

At no _____ judged me.

5 Bill wished he'd kept his news a secret.

Bill regretted _____ a secret.

6 It was fortunate that we didn't get lost.

We were lucky _____.

7 I'm sure Jerry went into town last night.

_____ town last night?


8 I can't make a decision until I've spoken to Pat.

Not _____ Pat can I make a decision.



**DO YOU HAVE ANY
BROTHERS AND
SISTERS?**

**WHAT ANNOYS YOU
MOST ABOUT YOUR
SIBLINGS?**



**IN WHAT WAYS ARE YOU
TOTALLY DIFFERENT
FROM YOUR SIBLINGS?**

**DO YOU THINK THAT
THESE DIFFERENCES
MAY CAUSE PROBLEMS?**

1 **SPEAKING** Work in pairs. What do you understand by the term 'sibling rivalry'? Why do you think it can happen?

2 Read the text and compare your ideas from exercise 1.



What causes sibling rivalry?

- * Each child tries to define who they are as an individual and wants to show they are separate from their sibling(s).
- * One child may feel that he/she is getting an unequal amount of parental attention.
- * A child can feel that their relationship with their parents is threatened by the arrival of a new baby.
- * Younger children may want to copy or join in with an older sibling's activities, which can annoy the older child.

What can be done about it?

- * Parents must treat their children fairly, rather than equally. Age must be taken into account.
- * Siblings should be encouraged to co-operate with each other, not to be aggressive or competitive.
- * Siblings need space to be on their own sometimes with their own things and their own friends.

However, time is the great healer. Research shows that after the age of 25, siblings get on with each other much better.





Whatcha
gonna do
now?





Wanna
ketchup?





Gimme a
pen.



Dontcha like
the movie?

The image shows five people in a movie theater. From left to right: a man in a grey cardigan leaning back with his hand on his head; a blonde woman in a white shirt holding a gold cup; a man in a patterned shirt leaning forward from the back row; a woman with dark hair in a plaid shirt holding a gold cup; and a man in a grey hoodie sitting upright with his hand on his chin. They are all looking towards the front of the theater. The seats are red and the background is dark.

Listening Strategy

Remember that spoken English can sound quite different from written language. In fast speech, fluent speakers often shorten or omit certain elements.

It is possible to train yourself to understand fast speech. You do not need to imitate fast speakers, but focus on trying to understand what they are talking about.

3  2.12 Read the **Listening Strategy**. Then listen and write down the sentences you hear.

1 _____

2 _____

3 _____

4 _____

4  2.12 Read the **Learn this!** box. Listen again and repeat the examples.



HOW DO YOU READ THEM?

**MANY ELEPHANTS
HAVE TO
SEND MESSAGE**

LEARN THIS! Features of fast speech



- 1 Consonants are sometimes inserted between two vowel sounds:

two eggs sounds like *two weggs*

three eggs sounds like *three yeggs*

four eggs sounds like *four reggs*

- 2 Consonants at the end of words (especially *n*, *d* and *t* sounds) change when the next word also begins with a consonant:

ten pounds sounds like *tem pounds*

band practice sounds like *bam practice*

Did you ... ? sounds like *Dij je ... ?*

- 3 Sounds, usually consonants, sometimes disappear:

Let's go sounds like *Les go*

What's your name? sounds like *Wos your name?*

5 Match each sentence you wrote down in exercise 3 with a point in the **Learn this!** box.

6 Read the sentences (1–6) aloud. Each contains one feature of fast speech from the **Learn this!** box. Can you say where in the sentence it occurs?

1 I've got two or three dictionaries. (point 1)


2 Is this your address? (point 1)


3 I've got a bad cough. (point 2)

4 We went ten-pin bowling. (point 2)


5 She's my best friend. (point 3)

6 This coffee tastes bad. (point 3)

7  **2.13** Listen, check and repeat.

8  **2.14** Listen to a monologue and two dialogues. For questions 1–3, choose the correct answers (a–c).

- 1 What has helped the girl improve her relationship with her sister?
 - a Spending time with each other rather than with friends.
 - b Strengthening her sister's relationship with their mother.
 - c Discussing why her sister used to behave unkindly.
- 2 What does the boy accuse his sister of lying about?
 - a Whether she has taken something from his room.
 - b Whether she has only just written her name on something.
 - c Whether she asked permission before borrowing something.
- 3 What do the brothers explain to the interviewer?
 - a Why they didn't get on when they were younger.
 - b Which brother behaved worse while growing up.
 - c Why they always spoiled each other's things.

9  2.15 Look at these sentences from the dialogues. How were they spoken? Listen again and check. Practise saying them.

1 Sarah always had to take care of me after school ...

2 I had no idea about any of this at the time.

3 Give me that back!

4 I've been looking for it for ages!

5 I always wanted to be like him.

6 How did you feel, Isaac?

10 SPEAKING In pairs, discuss this quotation from a famous British writer. What does it say about sibling relationships? Do you agree with its message?

“It snowed last year too: I made a snowman and my brother knocked it down and I knocked my brother down and then we had tea.” *Dylan Thomas*

5B

Negative structures

1 Find and correct the mistakes in the sentences. There is one mistake in each sentence.

1 No sooner I did see her than I knew she was upset.

2 Under no circumstances should lose you your temper.

3 Hardly ever anyone had spoken to her like that before.

4 Try not thinking about past mistakes.

5 She regrets never tell her family about it.

6 Not only she dislike him, she also didn't trust him.

7 Not until they started speaking he did realise that he had offended them.

8 Only once she has forgotten my birthday.

2 Complete these sentences with negative structures. Use one word in each gap.

1 _____ you rather discuss the problem together?

2 At _____ time did I insult you or your family.

3 On no _____ should you ignore his remarks.

4 _____ she reply to your email?

5 She was disappointed _____ to see him before he left.

6 No sooner did he close the door _____ he regretted his angry words.

7 _____ had he been so close to any of his other friends.

8 Rarely _____ sisters get on so well together.

- 3 **SPEAKING** Work in pairs. Discuss what NOT to do when you are feeling stressed about exams. Make notes of your ideas. Then use negative structures to write five sentences of advice for the leaflet below. Present your ideas to the class and comment on other students' advice.

*Coping with exam stress: what **NOT** to do!*

1 _____

2 _____

3 _____

4 _____

5 _____



**ASSIGNMENT:
WORKBOOK 5C
LISTENING PART
(PAMPHLET)**

DEADLINE: TUESDAY