

**SOLUTIONS UPPER-INTERMEDIATE 3**  
**UNIT 5: RELATIONSHIPS**

**5D**

PEGAH BAHOJB GHASEMI

5C

Listening


## Sibling rivalry

*I can understand a discussion about sibling rivalry.*



### 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.

1  1.26 Read the Listening Strategy. Listen to a student talking about his sister. Answer the questions.

1 What was Ella's behaviour like?

---

2 What kind of child was the speaker?

---

3 What did people use to say to the speaker?

---

4 How did the speaker feel about his sister when they were young?

---

5 When did their relationship improve?

---

**2 Match the features of fast speech (a–c) with examples 1–3.**

**a** *Tell everybody* sounds like *Tell leverybody*.


**b** *That's my ...* sounds like *Thas my ...*

**c** *So early* sounds like *so wearily*; *my uncle* sounds like *my yuncle*

**1** Consonants are sometimes inserted between two vowel sounds.

**2** Consonant sounds at the end of words run into a following vowel sound.

**3** Sounds, usually consonants, sometimes disappear.

3  1.27 Listen to the sentences from the text. Write down one or two features of fast speech that you hear in each.

1 My sister was born with big, blue eyes ...

---

2 She looked like an angel.

---

3 This was not good news for me.

---

4 Sometimes I pushed her away.


---


5 Later, when I got better at school ...

---


6 Now I think she's great too.

---

4  1.27 Listen again and repeat. Try to copy the pronunciation.

5  1.28 Listen to two dialogues and a monologue. Choose the correct answer (a–c).

- 1 How does the first dialogue end?
  - a The speakers refuse to listen to each other's point of view.
  - b The speakers eventually come to an acknowledgment of each other's viewpoints.
  - c The speakers decide that the disagreement can't be resolved.
- 2 What caused the speaker of the monologue to feel happier during her childhood?
  - a Her parents had triplets.
  - b A relative moved in with them.
  - c Her brothers spent more time playing with her.
- 3 In the second dialogue, what do Linda and Cathy tell the interviewer?
  - a How their parents' divorce affected them emotionally.
  - b How Cathy continually annoyed Linda.
  - c What the main cause of problems between them was.

6  1.29 Listen and write the sentences from the listening.

1 \_\_\_\_\_


2 \_\_\_\_\_

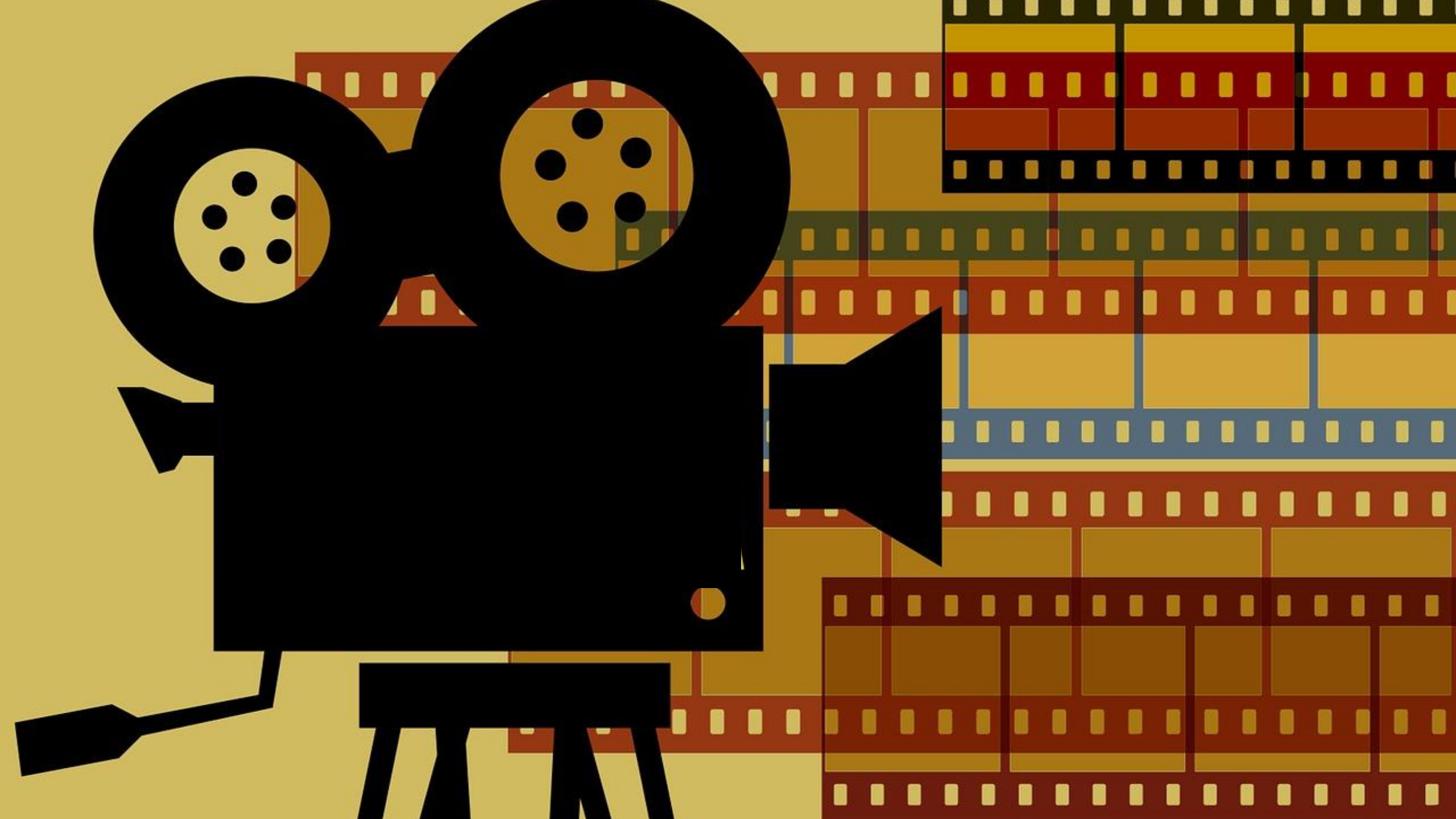
3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7  1.29 How are the sentences in exercise 6 spoken? Mark the features of fast speech from exercise 2. Then listen again and check. Practise saying the sentences.







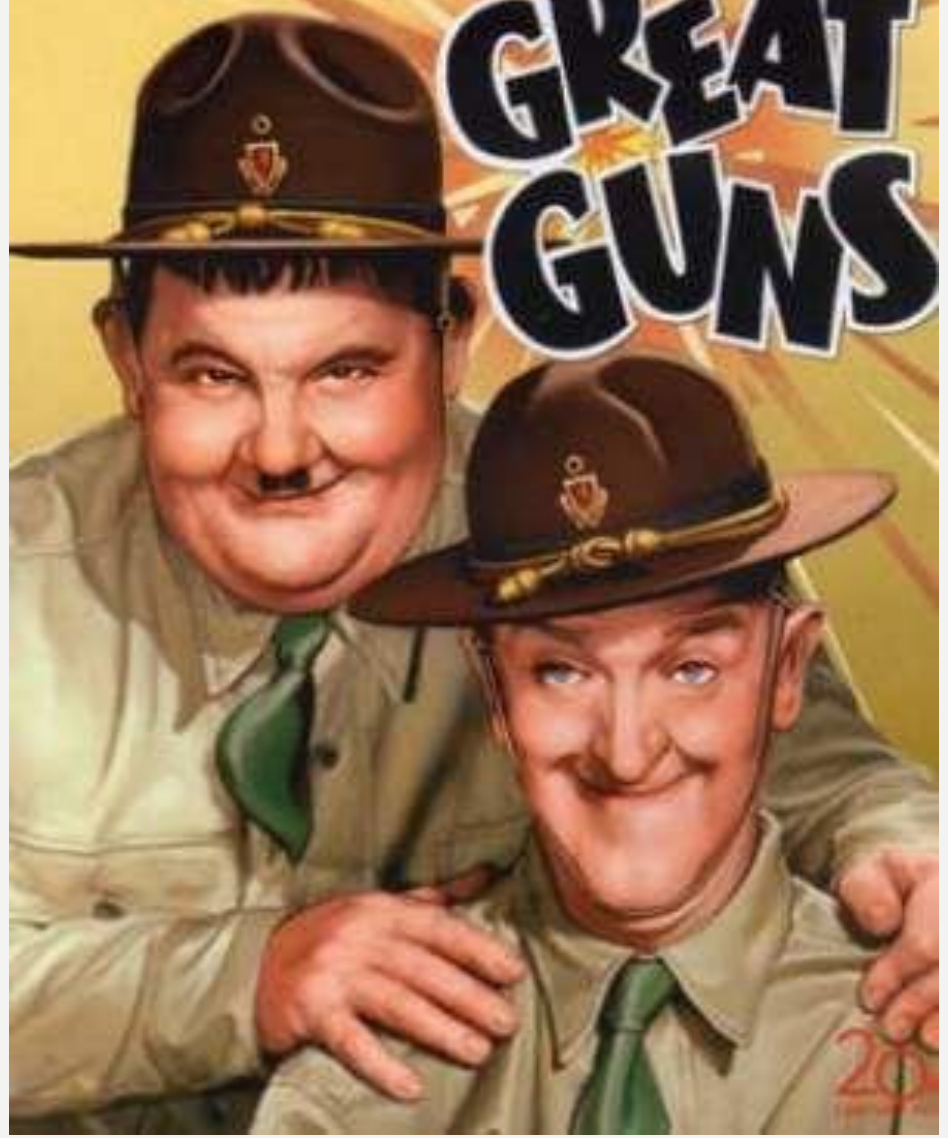


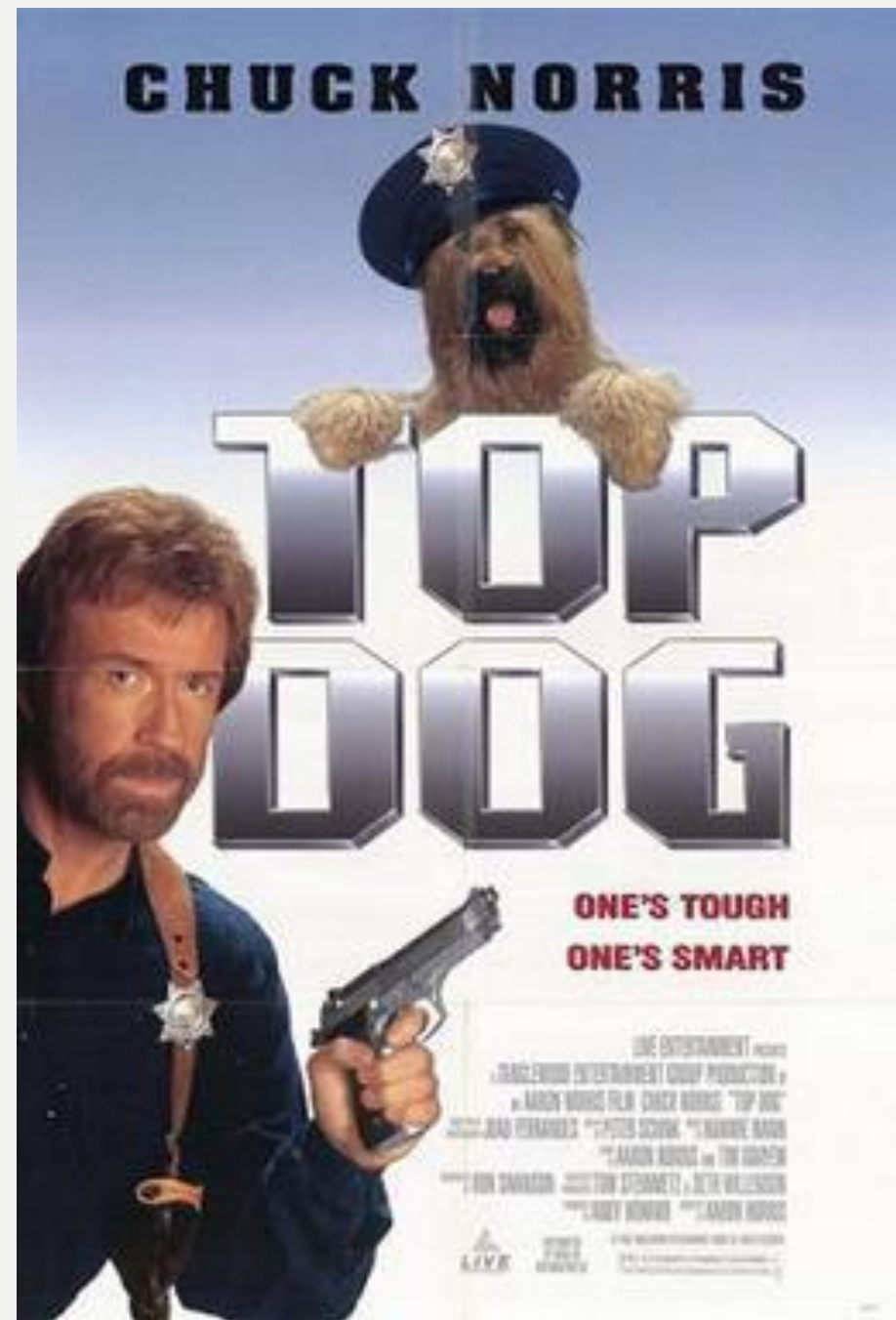
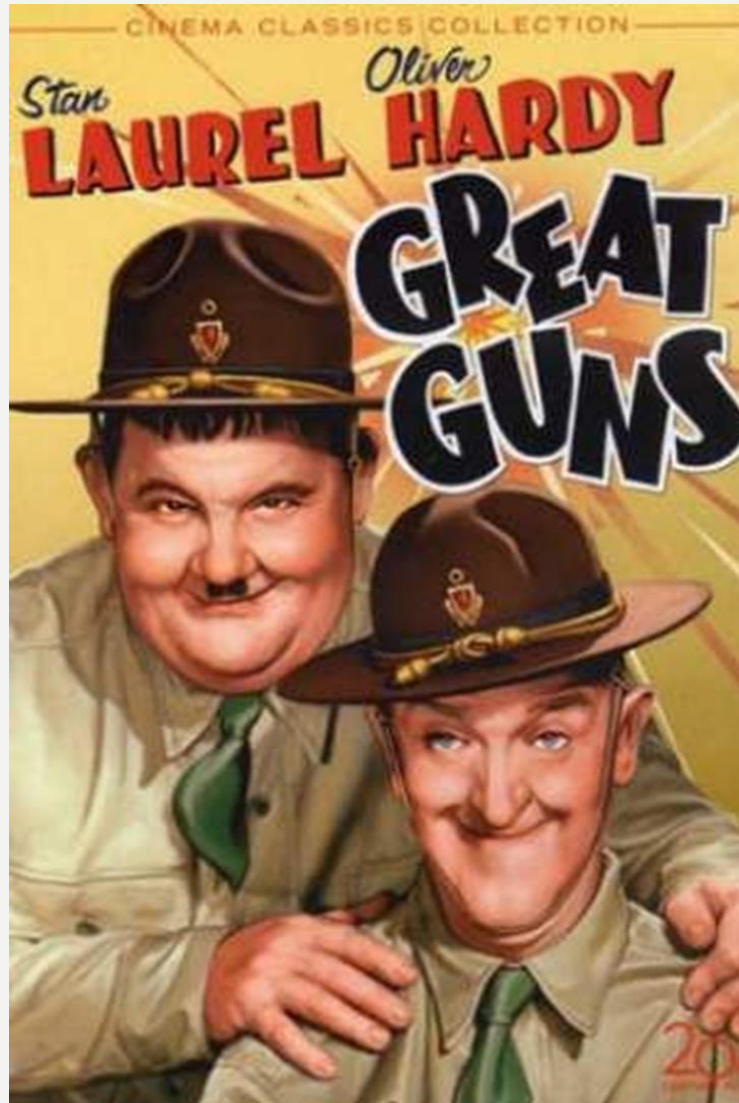
**WHAT IS YOUR  
FAVORITE FILM  
GENRE?**

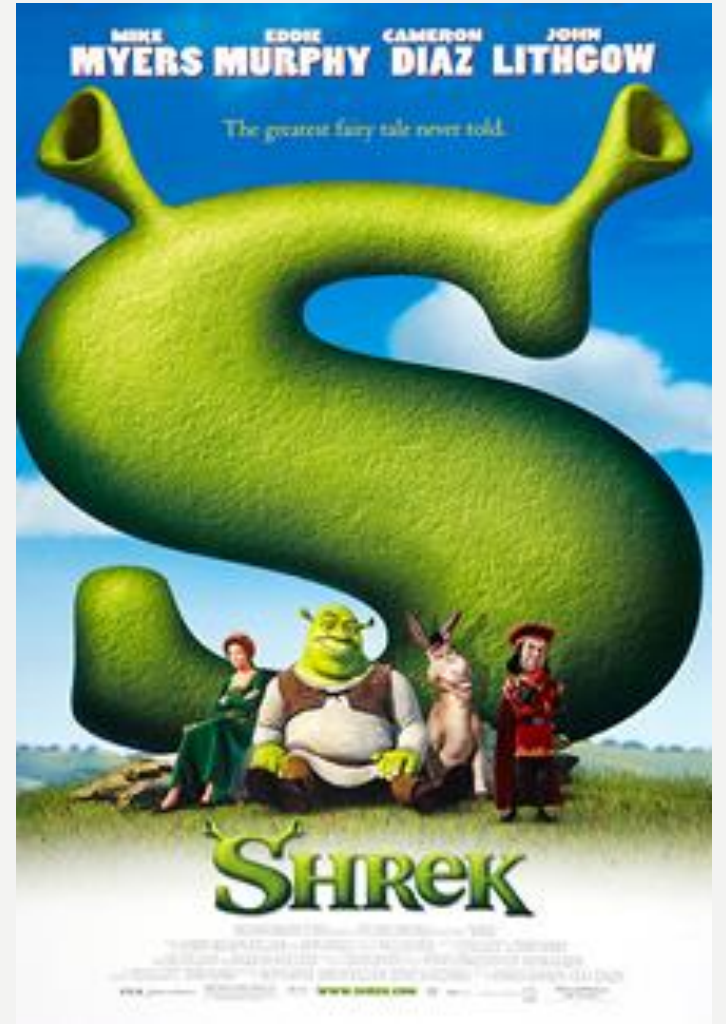
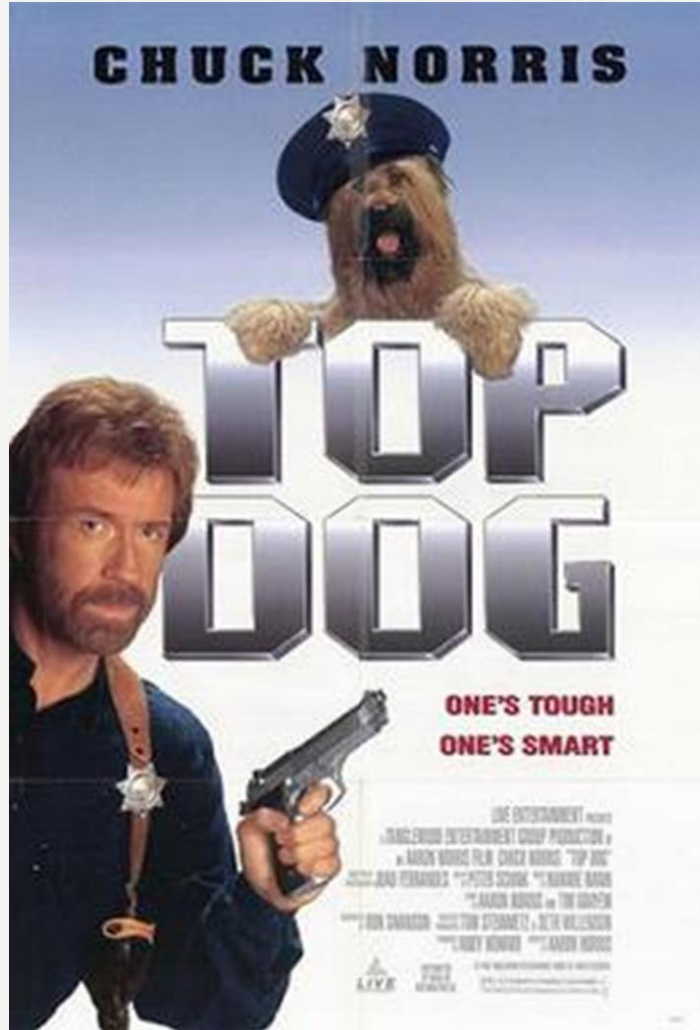
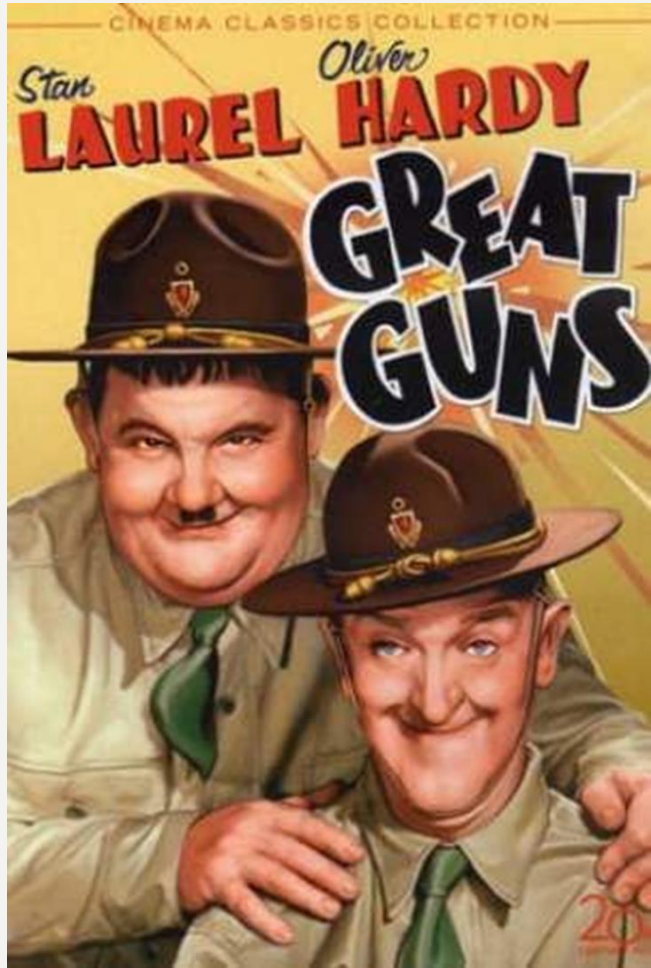
CINEMA CLASSICS COLLECTION

Stars **LAUREL** *Oliver* **HARDY**

# GREAT GUNS







1 Look at the photo and the title. What is a 'buddy'? What sort of film is a 'buddy movie'? Read the text to check.



Buddy movies always have two male friends, often from different backgrounds or with different personalities. They usually face a challenge together during the course of the film, and the challenge (eventually) makes their friendship stronger. They're more popular in the USA than in Europe, and can be aimed at both the old and the young. The earliest buddy movies starred Laurel and Hardy and were made in black and white around a hundred years ago. Nowadays, many are also action films, road movies or westerns – famous examples include *Die Hard 3* and *22 Jump Street*. In most of them, women only play a minor role, never one of the buddies. In a few films, one of the 'buddies' is an animal!



**HAVE YOU EVER SEEN  
A BUDDY FILM?  
IF YES, WHAT WAS IT  
ABOUT?  
DID YOU LIKE IT?**

- 2 Read the **Learn this!** box. Complete the gaps with *a/an*, *the* or no article (–) and find examples in exercise 1.

### **LEARN THIS!** Articles



We often use <sup>1</sup>\_\_\_\_\_ when we mention something for the first time, but <sup>2</sup>\_\_\_\_\_ when we mention it again.

We sometimes use <sup>3</sup>\_\_\_\_\_ to refer to one of several similar things or people and we don't need to be more definite.

We use <sup>4</sup>\_\_\_\_\_ for towns, cities, continents and most countries. But we do use <sup>5</sup>\_\_\_\_\_ with a few countries.

We use <sup>6</sup>\_\_\_\_\_ when we talk about something in general.

We use <sup>7</sup>\_\_\_\_\_ with superlatives.

We use <sup>8</sup>\_\_\_\_\_ with an adjective to refer to everyone who has that characteristic.



### 3 Choose the correct answers to complete the sentences.

- 1 Mont Blanc is **an** / **the** tallest mountain in – / **the** France.
- 2 It's usually **the** / – poor who have **a** / **the** most problems.
- 3 He was in **a** / – film about **the** / – people with – / **the** superpowers.
- 4 Let's go for **the** / **a** pizza while we're in – / **the** town.
- 5 I've got – / **a** cat and **a** / **the** dog. – / **The** dog is eighteen years old!
- 6 My cousin's gone to **the** / – Nassau in – / **the** Bahamas.

1. How \_\_\_ time do we have?

- a. Much                      b. Many

2. They moved to France a \_\_\_ years ago.

- a. Few                        b. Little

3. I need \_\_\_ help moving these boxes.

- a. Any                        b. Some

4. I've got a \_\_\_ minutes. I'll help you.

- a. Little                      b. Few

5. There was \_\_\_ of noise because it was such a big party.

- a. Lot                         b. A lot

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5. There was \_\_\_ of noise because it was such a big party.

- a. **Lot**                                      b. **A lot**

6. \_\_\_ of my friends send me text messages.

- a. No                      b. Non

7. ---- of the students use their student IDs to enter the building.

- a. All                      b. Every

8. If you ask my opinion, \_\_\_ of those two dresses are appropriate for the wedding.

- a. Any                      b. Neither

9. With hard work and \_\_\_ luck nothing can stop you in your way to success.

- a. A little                      b. Few

10. I know ---- of the book is not worth reading but most of the readers like the end of the book.

- a. Much                      b. Several

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- a. **No**                      b. **Non**

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9. With hard work and \_\_\_ luck nothing can stop you in your way to success.

- a. **A little**                      b. **Few**

10. I know \_\_\_ of the book is not worth reading but most of the readers like the end of the book.

- a. **Much**                      b. **Several**

## LEARN THIS! Quantifiers



Examples of quantifiers are: *a lot of, a little, all, another, both, each, every, few, many, no, several, some, etc.*

Most quantifiers can be followed by *of* + a determiner:

*Some of my favourite films are buddy movies. Just a few of these star women.*

*No* and *every* can't be followed by *of*; instead we use *none of* and *every one / each of*:

*None of the main characters are female.*

After *both* and *all*, we often leave out *of* before determiners:

*All the actors have starred in other films.*

*Both my parents are film fans.*

We use *few / little* instead of *a few / a little* to emphasise the smallness of the number or quantity. Compare:

*There are a few westerns I really like. The ones with Clint Eastwood are brilliant.*

*There are few westerns I really like. I just don't find the characters interesting.*

**4 USE OF ENGLISH** Read the **Learn this!** box. Then choose the correct answers (a–d).

Only <sup>1</sup>\_\_\_ of my favourite films are sequels, but *22 Jump Street* is an exception. <sup>2</sup>\_\_\_ the viewers who enjoyed the original *21 Jump Street* will be pleased to see the return of officers Jenko and Schmidt. There's <sup>3</sup>\_\_\_ difference in the plot – it's <sup>4</sup>\_\_\_ undercover operation in a high school on the trail of <sup>5</sup>\_\_\_ violent drug dealers. As the action unfolds, <sup>6</sup>\_\_\_ men form close relationships with other people, threatening their friendship. There's <sup>7</sup>\_\_\_ of good-natured humour and <sup>8</sup>\_\_\_ clever jokes about whether this adventure will be as good as the last. It is, and of course in the end <sup>9</sup>\_\_\_ of the buddies wants to end their 'bromance'. Now <sup>10</sup>\_\_\_ of those *Jump Street* fans will be hoping for a number 23 ...

- |    |           |            |           |             |
|----|-----------|------------|-----------|-------------|
| 1  | a much    | b a few    | c every   | d none      |
| 2  | a Each of | b Every    | c All of  | d Most      |
| 3  | a any     | b none     | c little  | d several   |
| 4  | a both    | b another  | c other   | d each      |
| 5  | a some    | b few of   | c either  | d little    |
| 6  | a few     | b each     | c both    | d neither   |
| 7  | a all     | b most     | c some    | d a lot     |
| 8  | a none    | b several  | c much of | d every     |
| 9  | a neither | b either   | c no      | d both      |
| 10 | a every   | b a little | c few     | d every one |

**5 SPEAKING** Work in pairs. Find out the information below about your partner. Try to use quantifiers from the **Learn this!** box in your answers.

- 1 how much free time he/she spends with classmates
- 2 how many of his/her friends have the same taste in films

Do you see a lot of your classmates outside school.

I see a few of them every day, but ...



Listen and transcribe. (Track 2.14)

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**ASSIGNMENT:  
WORKBOOK 5D  
GRAMMAR BUILDER**

DEADLINE: SUNDAY