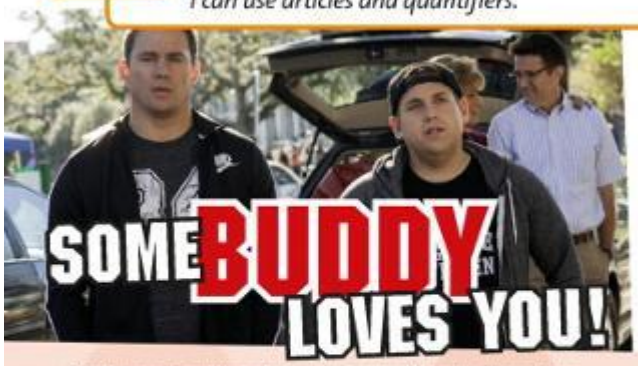
5D Grammar

Articles and quantifiers

I can use articles and quantifiers.



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!

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.**

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 [1]_____ when we mention something for the first time, but [2]_____ when we mention it again.

We sometimes use [3]_____ to refer to one of several similar things or people and we don't need to be more definite.

We use [4]_____ for towns, cities, continents and most countries. But we do use [5]_____ with a few countries.

We use [6]_____ when we talk about something in general.

We use [7]_____ with superlatives.

We use [8]_____ with an adjective to refer to everyone who has that characteristic.

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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.

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.

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

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

LIVEWORKSHEETS

- However, *no* and *every* cannot be followed by *of*. Instead, we say *none of* and *every one / each of*. *None of* takes a singular verb in formal contexts.
  Every one of us scored 100% in the test.
  None of the boys in the band are over 20.
  None of the boys in the band is over 20. (formal)

1 Choose the correct quantifier to complete the sentences.

1 There were **few / a few** cakes left in the shop, but not many.
2 Do you recognise **either / neither** of those two actors?
3 It's so late now, there's **little / a little** point going out.
4 **No / None** of my family can speak French.
5 I can't stand cricket – there are **a few / few** sports I find more boring.
6 Look at your hands – they're **either / both** covered in mud!
7 Would you like **little / a little** sugar in your coffee?
8 **Every / Every one** of these peaches is rotten.

2 Complete the sentences with *of* or leave them blank where possible.

1 None _____ my friends can play the violin.
2 A few _____ those plants need watering.
3 I've seen all _____ her films at least twice!
4 We're going to do a lot _____ sport in the holidays.
5 Do both _____ your parents work in a bank?
6 Several _____ people I know believe in ghosts.
7 The teacher gave each _____ the students top marks.
8 I tried on three sweatshirts but none _____ them fitted.

5.5 *do* and *did* for emphasis

- We can use *do* and *did* to make statements stronger and to show a contrast. We stress *do* and *did* when they are used in this way.
  You do like arguing, don't you?
  We did enjoy the ballet.
- We can use *do* in imperatives to make them more emphatic.
  Do be careful with that vase!
- We can use *do* and *did* to show a contrast.
  He's sometimes a bit rude but I do like him.

1 Use *do* or *did* to rewrite the sentences to make them more emphatic or to show a contrast.

1 You didn't get much sleep last night. Go to bed early tonight.
2 It's a very important meeting. Be on time!
3 I don't like him much, but I like his brother.
4 We enjoyed the play.
5 I like your new top!
6 Be quiet, will you!
7 I didn't cook the meal but I did the washing up.

Unit 6

6.1 The passive

- We form the passive with the verb *be* and the past participle of the main verb. The object of an active verb can become the subject of a passive verb.
  They haven't found a cure for colds yet.
  A cure for colds hasn't been found yet.
- We use the passive when we do not know or do not want to say who or what is responsible for the action.
  This photograph was taken in India.
- If we mention the agent, we use *by*.
  Enormous public baths were built by the Romans.
- With verbs that often have two objects (*ask, award, give, offer, owe, pay, send, show, teach, tell*, etc.), either object can become the subject of a passive sentence.
  They gave me my money back.
  a I was given my money back.
  b My money was given back to me.
  It is much more common for the indirect object (usually a person) to be the subject of the passive sentence (example a above).
- We use the past continuous and present continuous forms of the passive, but not other continuous forms as they sound unnatural.
  A celebration is being planned.
  ~~A celebration has been being planned.~~ ✗
  They have been planning a celebration.

1 Complete the sentences with the verb in brackets in the correct passive form.

1 The band's new song _____ (not / release) until next month.
2 A cure for cancer _____ (not / discover) yet.
3 Those trees _____ (plant) by my grandfather last year.
4 Hans _____ (show) around the college this morning.
5 When the onions are cooked, they _____ (add) to the sauce.
6 Technology _____ (improve) all the time.
7 The Colosseum _____ (build) by the Romans over ten years.
8 We _____ (tell) their decision in a few days' time.

2 Rewrite the sentences in the passive. Remember that the indirect object usually becomes the subject.

1 My brother lent me the money for the ticket.
2 They'll allow us ten minutes to answer the questions.
3 A nurse has given the patient some medicine.
4 Your uncle is taking your parents to the airport now.
5 They didn't give us any information about the strike.

LIVEWORKSHEETS

5E Word Skills

Phrasal verbs

I can use phrasal verbs.

1 Read the dialogue. Underline six phrasal verbs which match meanings a–f below. How many more phrasal verbs are there in the dialogue?

a fail to do what someone expects
b make someone look stupid
c mention in conversation
d make someone lose enthusiasm for something
e stop having a relationship with someone
f accept something that is annoying

Mina How was your date with Donna last night?
Bill I wish you hadn't brought that up. She didn't turn up – again – so I'm not going out with her any more.
Mina But I thought you two got on really well!
Bill So did I. But she started putting me down in front of her friends, and when she let me down again last night ... Well, I couldn't put up with it any more. I decided she'd put me through enough, so I split up with her.
Mina That's a shame. But you'll soon get over her. Don't let it put you off dating other girls!
Bill Oh, it won't. I've already asked her friend out!

2 Read the Learn this! box. Which verbs in the dialogue are transitive and which are intransitive?

LEARN THIS! Phrasal verbs

1 Phrasal verbs can be transitive (they have an object) or intransitive (they don't have an object).
Can you pick me up after school?
My brother and his girlfriend broke up yesterday.

2 When a transitive phrasal verb is inseparable, the object comes after the particle.
He's trying to get over their break-up.

3 When a transitive phrasal verb is separable, the object can usually go before or after the particle.
He's decided to call their date off / call off their date.
However, when the object is a pronoun, it must come before the particle.
Do you think Ella will turn him down?

4 With some transitive phrasal verbs, the object must come before the particle.
Donna messed Bill about, so he finished with her.
NOT ~~*Donna messed about Bill, so he finished with her.*~~ ✗

5 Three-part phrasal verbs are always transitive and are usually inseparable, so the object comes after the particles.
I've decided to split up with my boyfriend.

3 DICTIONARY WORK Read the dictionary entries A–F and answer the questions.

1 Which phrasal verbs are separable? Which are inseparable? Which one must be separated by the object?
2 How is this information shown in the entries?

A **talk sb into sth** to persuade sb to do sth: *I didn't really want to go out, but my friends talked me into it.*
B **turn sb/sth ↔ down** to reject an offer or the person who makes it: *I'd invite Kim, but she may turn me down.*
C **look after sb/sth** to be responsible for sb/sth: *Fred's old enough to look after himself.*
D **run into sb** to meet sb by chance: *Guess who I ran into in town today?*
E **make sth ↔ up** to invent a story, especially in order to trick or entertain sb: *She made up an excuse that she wasn't feeling well.*
F **take after sb** to look or behave like an older member of your family: *Your daughter doesn't take after you at all.*

4 Are the transitive verbs in exercise 1 separable or inseparable? Which three must be separated by the object? Use a dictionary to check.

➔ **Vocabulary Builder** Relationship phrasal verbs: page 119

5 Complete the sentences with the words in brackets in the correct order.

1 Did she manage to talk _____ _____ come? (letting / her / her / into / parents)
2 After _____ boyfriend, Laura went travelling _____. (splitting / her / with / up) (get / him / to / over)
3 Neither of my cousins _____ _____. (aunt / takes / my / after)
4 Nobody believes your stories because you _____ _____! (making / them / keep / up)
5 That experience _____ another relationship. (me / off / put / having)
6 Their relationship is terrible. Will they _____ _____ much longer? (for / it / put / with / up)
7 My dad went shopping this morning. I'm surprised _____ town. (into / you / him / in / run / didn't)
8 If _____ too much, she may leave you. (her / you / through / put)

6 Rewrite the questions using phrasal verbs from this lesson.

1 Has a friend ever failed to do what you expect?
Has a friend ever let you down?
2 Have you ever invented a reason not to meet someone?
3 Who do you most resemble in your family?
4 Have you ever regretted rejecting an invitation?
5 Which person do you have the best relationship with?
6 Would you agree to care for a friend's pet if they asked?

7 SPEAKING Work in pairs. Discuss the questions from exercise 6 using phrasal verbs.

Example: Has a friend ever let you down?
None of my friends have let me down badly. But

LIVEWORKSHEETS

V Vocabulary Builder

Unit 4

4A Holiday idioms

1 Check the meanings of the idioms below. Then complete the sentences in the correct form.

everything but the kitchen sink have a whale of a time
home from home in the middle of nowhere
just what the doctor ordered make a nice change
recharge one's batteries a short break

1 'Did you have a good holiday with your friends?' 'It was brilliant, thanks. We _____.'
2 Wow! That's a lot of luggage! It looks like you've packed _____!
3 I feel great. Our holiday was fantastic – good food, good weather. It was _____.
4 We stayed in a great apartment that was really comfortable and had everything we needed. It was a real _____.
5 I've booked a relaxing holiday in a spa hotel so that I can _____ before work starts again.
6 They're renting a cottage _____. The nearest village is 30 km away!
7 I'm not around at the end of the week. We're taking _____ and going to Paris for a few days.
8 We usually go to France on holiday, but this year we're going to Cyprus – it'll _____.

4H Word building patterns

LEARN THIS! Word building patterns

We use suffixes to form new words.

+(t)ive / ative makes an adjective from a verb, e.g. *act → active*

+(t)ion makes a noun from a verb, e.g. *pollute → pollution*

+er / or makes a noun from a verb for a person who does an activity, e.g. *write → writer*

2 Read the Learn this! box. Complete the letter with the correct form of the words below. There are two extra words.

appreciate communicate express imagine impress
organise produce promote suggest

Dear Sir or Madam,

I am writing to [1] _____ my dissatisfaction with my recent stay in your hotel.

When I arrived, my first [2] _____ of your establishment was not a good one. The queues in reception highlighted the general lack of [3] _____ in your establishment.

The events [4] _____ was late for most of the excursions and the sightseeing programme wasn't particularly [5] _____ – we didn't even leave the town!

I complained to the receptionist, but couldn't understand his explanations as he seemed to lack basic [6] _____ skills.

My [7] _____ would be that in future, you, the manager, are available to deal with problems as they arise.

Yours faithfully,

Unit 5

5E Relationship phrasal verbs

1 Copy the table and write the phrasal verbs in the correct columns.

ask someone out break off something chat someone up
fall for someone get over someone / something
go off someone go out with someone pack something in
run after someone split up (with someone)

Starting a relationship	Finishing a relationship

2 Complete the dialogue with the correct form of the phrasal verbs from exercise 1.

A Have you heard? Maddy and James have [1] _____!
B I don't believe it! But they're engaged!
A Well, they were, but she's [2] _____ the engagement.
B But why?
A I have no idea. She must have [3] _____ him all of a sudden. Why else would she [4] _____ it _____?
B But that's terrible. She can't do that! He's madly in love with her, poor guy. Remember how quickly he [5] _____ her when he first met her? He'll never [6] _____ it.

5G Adjective suffixes

3 Read the Learn this! box. Add an example of your own for each type of adjective formation.

LEARN THIS! Adjective formation

We can add suffixes to nouns and verbs to make adjectives. These are the most common. (Note there can be spelling changes.)

+ *-ful*: beauty → beautiful, _____ → _____
+ *-ive*: support → supportive, _____ → _____
+ *-al*: exception → exceptional, _____ → _____
+ *-able*: comfort → comfortable, _____ → _____
+ *-ous*: fame → famous, _____ → _____
+ *-y*: wit → witty, _____ → _____
+ *-less*: effort → effortless , _____ → _____

4 Complete the sentences with adjectives formed from the nouns in brackets.

1 I didn't mean to break it. It was entirely _____. (accident)
2 I don't know if I'll pass that exam, but I'm _____. (hope)
3 I hope the show goes well. It could be _____ (disaster).
4 I hope your meal is better than mine! Mine's really _____ (taste).
5 What's the weather like? Is it _____ (wind) or just _____ (breeze)?
6 Ask Jack. He'll do it. He's always _____ (rely) and _____ (depend).

LIVEWORKSHEETS