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Third Edition **Solutions**

Intermediate

Teacher's Book

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Introduction to *Solutions Third Edition*

A note from the authors

Welcome to *Solutions Third Edition*. Teachers' responses to *Solutions* and *Solutions Second Edition* have been overwhelmingly positive. *Solutions Third Edition* has evolved, based on teacher feedback, whilst retaining the key features that teachers value in the *Solutions* series:

- engaging topics and texts
- a strong focus on exam topics and tasks
- a clear structure, with easy-to-follow lessons that always have an achievable outcome
- a familiar teaching and learning approach with plenty of extra practice material
- a guided and supported approach to speaking and writing

In the course of extensive research carried out for the new edition, we spoke to scores of teachers and asked them how we could improve the course.

In response to their requests, we have:

- provided 100% new content
- included a Listening lesson in every unit which will develop your students' listening skills
- included a Word Skills lesson in every unit which explores the grammar of key vocabulary and includes dictionary-based exercises
- addressed mixed ability, with extra support for all levels and suggested extension activities in the Teacher's Guide
- increased the amount of language recycling and included a *Recycle!* activity to consolidate grammar students have studied earlier in the course
- provided added flexibility with a bank of Culture lessons with supporting DVD documentary clips at the back of the Student's Book and extra activities on the Classroom Presentation Tool

Solutions Third Edition has benefited from collaboration with teachers with extensive experience of teaching and preparing students for exams. We would like to thank Christina de la Mare for sharing her expertise in writing the procedural notes in the Teacher's Guide.

We are confident that the result is a forward-thinking and modern course that will prepare your students for the future and provide you with all the support that you need. We hope that you and your students enjoy using it!

Tim Falla and Paul A Davies

The components of the course

- Student's Book
- Workbook with audio available online
- Student's Book and Workbook e-Books
- Teacher's Pack
 - Essentials Teacher's Book: answer keys and audio scripts for both the Student's Book and the Workbook
 - Teacher's Resource Disk: full teaching notes, photocopiable worksheets, DVD worksheets, Twenty-first century skills projects, Course Test audio
 - Workbook Audio
- Class Audio CDs
- Course Tests
- Course DVD
- Classroom Presentation Tool
- Student's and Teacher's Websites
(www.oup.com/elt/teacher/solutions)

Solutions Third Edition – new features

New for the Student's Book

- New *Listening* lesson – with a focus on sub-skills to develop students' listening skills. Lessons include strategies, exam-like practice and speaking activities.
- New *Word Skills* lesson – students learn the grammar of key vocabulary in context, including word building and phrasal verbs. Students also develop their dictionary skills.
- New *Culture Bank* – nine Culture lessons linked to the topic and language of the main units. These ready-to-use lessons can be used at any point in the course, giving teachers the flexibility to choose when to use them.

New for the Workbook

- More listening practice.
- Five *Exam Skills Trainers* and two *B2 Exam Skills Trainers* providing further practice of typical exam tasks.
- Nine *Unit Reviews* to encourage students to reflect on their progress.
- Five *Cumulative Reviews* for Units 1–1, 1–3, 1–5, 1–7 and 1–9.

New for the Classroom Presentation Tool

- Optional lesson openers – additional lead-in activities to motivate students and recycle language.
- Optional lesson closers – quiz-style round-up activities to consolidate what students have learned in the lesson.
- Optional task support – for example, useful language or extra ideas to help students complete classroom tasks.



Introduction



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Map of resources

IA Vocabulary

Student's Book, page 4; Workbook, page 4

IB Grammar

Student's Book, page 5; Workbook, page 5

IC Vocabulary

Student's Book, page 6; Workbook, page 6

Photocopiable: Vocabulary Review

ID Grammar

Student's Book, page 7; Workbook, page 7

Photocopiable: Grammar Review

Classroom Presentation Tool Unit I

End of unit

Short Tests: Unit I

IA Vocabulary

Holidays

Exercise 2 1.02 page 4

Anna had a more enjoyable holiday.

Transcript

See Student's Book, page 4.

Exercise 3 page 4

boat trip, music festival, theme park

For further practice of describing visitor attractions: Vocabulary Builder IA page 121

- 1 1 atmospheric 2 beautiful 3 boring 4 busy
5 cheap 6 crowded 7 disappointing 8 expensive
9 historic 10 impressive 11 peaceful 12 remote
13 romantic 14 spectacular 15 touristy
- 2 1 cheap, expensive 2 busy, crowded, touristy
3 boring, crowded, disappointing, expensive, touristy

Exercise 5 page 4

- 1 a castle 2 a theme park 3 kayaking 4 mountain biking
5 a bike ride 6 an excursion 7 a bike
8 beach volleyball 9 cards 10 the beach

Exercise 6 page 4

visit a museum, go on a boat trip, visit a theme park

Exercise 7 page 4

1 We visited the Tower of London ... and we visited a theme park a couple of times. 2 Yes, it was great, thanks. I went on a city break ... No, we went to London. ... and went windsurfing. We went on a boat trip too. It was too expensive. I hung out with my friends. We went to a music festival ... Yes, it was OK. 3 But I didn't do much. We didn't go away. Just a shame the holidays weren't longer. 4 Did you have a good holiday? What did you

get up to? Did you have a good time? / Did you go on the London Eye?

For further practice of the past simple:

Grammar Builder I.1 page 126

- 1 1 visited 2 was 3 could 4 sent 5 studied
6 sunbathed 7 went
- 2 1 didn't visit 2 wasn't 3 couldn't 4 didn't send
5 didn't study 6 didn't sunbathe 7 didn't go
- 3 Did you do any sport during the week? Did you have a big breakfast? Did you phone anybody yesterday? Did you send any texts? Did you buy anything last weekend?

IB Grammar

Present tense contrast

Exercise 2 1.03 page 5

He forgot they were supposed to revise together on Saturday.

Transcript

See Student's Book, page 5.

Exercise 3 page 5

PS starts; haven't got; don't like; is; makes; That's; gives; don't mind; need to do; have; know; That's why; don't remember; get back; can't; have to help PC aren't wearing; You're always forgetting; I'm not feeling; (What) are you doing; is giving; we're revising; I'm going away; you're always forgetting; are decorating; There are 7 negative and 1 interrogative form.

Exercise 4 page 5

- a present simple b present continuous c present continuous
d present simple e present simple
f present continuous g present simple

Exercise 5 page 5

(Possible answer)

Sentence a expresses a fact. Sentence b expresses annoyance or jealousy that the person is always going shopping with Cathy.

Exercise 6 page 5

like, mind, need, know, remember – They describe a state, not an action, and they are used in the present simple. We do not normally use them in the present continuous.

For further practice of dynamic and state verbs:

Grammar Builder I.2 page 126

- 1 1 are (you) going; need 2 Do (you usually) wear
3 don't understand 4 are (you) smiling
5 Are (you) coming; don't like 6 leaves
- 2 1a works b is working 2a are having b have
3a am taking b take 4a arrive b is arriving
5a are (you) listening (to) b listens
- 3 1 tastes 2 are you looking at 3 has
4 is appearing 5 I think 6 I don't see

Exercise 7 page 5

1 am meeting; Do you want 2 walk; are going 3 love; cost 4 don't want; is raining 5 Are you enjoying; do you prefer 6 don't believe; is always inventing 7 are you laughing; don't understand 8 am catching; arrives

IC Vocabulary

Adjectives

Exercise 2 1.04 page 6

He's terrified because he now has to sing a song on his own.

Transcript

See Student's Book, page 6.

Exercise 3 page 6

anxious, excited, frightened, terrified, upset

Exercise 5 1.05 page 6

1 envious 2 confused 3 relieved 4 embarrassed 5 suspicious 6 excited

Transcript

Speaker 1 Ooh, that's a really nice phone. Is it new? Yes, it's the latest model, isn't it? I wish I had one like that. One day, maybe ... if I win the lottery.

Speaker 2 Hang on, this doesn't make sense. Tom said he was waiting for me at the café. Now I'm at the café and he's sending me messages saying 'where are you?'. And there's only one café in this part of town. It's all very strange.

Speaker 3 Here's my passport! It was in my jacket pocket all along! I thought I'd lost it. Now I remember, I put it in my pocket as I was leaving the plane. Phew! I was so worried for a while.

Speaker 4 Hey, Tom! Come over here a minute and help me with this. Oh, I'm so sorry. I thought you were somebody else. He looks a bit like you. I mean, from behind. Sorry, madam. My fault. Silly mistake.

Speaker 5 I think somebody's been using my phone. Look – it says 'incorrect password'. But I haven't entered the password yet. Somebody else entered one and it was incorrect. Hmm. But who? Who was in this room while I was in the kitchen?

Speaker 6 It's my birthday tomorrow. I can't wait! I'm having a big meal with all my friends. We're going to a Mexican restaurant in town. We went there last year too. It was such a laugh!

Exercise 7 page 6

friendly, punctual, confident, brave

Exercise 8 page 6

1 amusing 2 amazing 3 embarrassed 4 moving 5 surprised 6 bored 7 annoying

Exercise 9 page 6

flexible – inflexible; honest – dishonest; kind – unkind; loyal – disloyal; organised – disorganised; patient – impatient; reliable – unreliable; sensitive – insensitive

For further practice of adjective endings:
Vocabulary Builder IC page 121

- 4 1 meaningful 2 hopeless 3 meaningless
4 snowy 5 drinkable 6 affordable 7 adventurous
8 mountainous 9 impressive 10 supportive
- 5 1 courageous; supportive 2 mountainous;
dangerous 3 friendly; likeable 4 wonderful;
watchable 5 snowy; hazardous 6 helpful; careless

ID Grammar

Articles, will and going to

Exercise 3 1.06 page 7

1 the 2 a 3 the 4 – 5 the 6 the 7 a 8 the
9 an 10 the 11 – 12 the

Toby and Leah are going cycling on Sunday afternoon.

Transcript

Leah What are you up to at the weekend, Toby?

Toby I'm going to go for a bike ride on Saturday. Do you fancy coming too?

L I can't, I'm afraid. I'm going to help my dad with some gardening. We're going to do some work for a neighbour.

T That doesn't sound like the best way to spend your weekend. Gardening is hard work! And according to the forecast, the weather isn't going to be good.

L I know. But the neighbour is going to pay us for it. And my dad's a gardener so he's got all the right tools.

T Really? I'll come and help you. I mean, if that's OK with you and your dad ...

L Sure. We'll share the money with you; £10 an hour. But what about the bike ride?

T I'll go on Sunday instead. The weather will probably be better then. Do you want to come?

L Yes, please. I love bike rides. But let's go in the afternoon. I'll be exhausted when I wake up!

Exercise 4 page 7

1 a/an 2 the 3 the 4 a/an 5 no article 6 a/an
7 the 8 the

Exercise 5 page 7

1 a; the 2 –; a; the; an 3 –; a 4 A; a; –; the; the
5 an; the; an 6 a; the

For further practice of articles:
Grammar Builder I.3 page 127

1 ...so we had dinner in ... The restaurant was quite expensive – the water was about £5 a bottle ... the food was fantastic! For me, the best part ... and he's a chef so he knows ... My brother ordered steak because he hates fish ... leave the restaurant until 11:30 at night!

Exercise 6 page 7

a 1: ... the weather isn't going to be good. 2: The weather will probably be better ... I'll be exhausted ... b 1: I'm going to go for a bike ride ... I'm going to help my dad ... We're going to do some work ... the neighbour is going to pay us ... 2: We'll share the money ... I'll go on Sunday ... i I'll come and help you.

Exercise 7 page 7

1 isn't going to stop (a) 2 are going to spend (b), 'll have (a) 3 'm going to drop (a), 'll take (c) 4 'm going to go (b), won't be (c) 5 Are you going to invite (b), won't come (a)

For further practice of will and going to:
Grammar Builder 1.4 page 127

1 'll buy 2 'll have 3 'm going to have
4 'm going to do 5 Are (you) going to revise
6 'm going to go 7 'm going to meet 8 'll get
9 'll give 10 isn't going to be / won't be



Map of resources

1A Vocabulary

Student's Book, pages 8–9; Workbook, page 8
Photocopiable: 1A (Ages and stages)

1B Grammar

Student's Book, page 10; Workbook, page 9
Photocopiable: 1B (Past tense contrast)

1C Listening

Student's Book, page 11; Workbook, page 10

1D Grammar

Student's Book, page 12; Workbook, page 11
Photocopiable: 1D (*used to*)

1E Word Skills

Student's Book, page 13; Workbook, page 12

1F Reading

Student's Book, pages 14–15; Workbook, page 13

1G Speaking

Student's Book, page 16; Workbook, page 14

1H Writing

Student's Book, page 17; Workbook, page 15

Culture 1

Student's Book, page 112
DVD and DVD worksheet: Unit 1

Classroom Presentation Tool Unit 1

End of unit

Unit Review: Workbook, pages 16–17
Photocopiable: Grammar Review
Photocopiable: Vocabulary Review
Exam Skills Trainer 1: Student's Book, pages 18–19
Cumulative Review I–1: Workbook, pages 112–113
Progress Test and Short Tests: Unit 1

1A Vocabulary

Ages and stages

Exercise 1 page 8

a human being

Exercise 2 1.07 page 8

See transcript.

Transcript

- | | |
|--------------------|-----------------------|
| 1 be an infant | 6 be in your twenties |
| 2 be a toddler | 7 be middle-aged |
| 3 be a young child | 8 be elderly |
| 4 be in your teens | 9 be a centenarian |
| 5 be an adult | |

Exercise 3 page 8

(Possible answers)

In picture A, she is an infant. In picture B, she is a toddler. In picture C, she is a young child. In picture D, she is a teenager. In picture E, she is in her twenties. In picture F, she is middle-aged. In picture G, she is elderly. In picture H, she is a centenarian.

Exercise 4 page 8

(Possible answers)

- 1 be born; be brought up (by); go to university; grow up; learn to drive; leave home; leave school; start school
- 2 buy a house or flat; get engaged; get married; get your first job; settle down; split up; start a family
- 3 get divorced; have a change of career; inherit (money, a house, etc.); start a business
- 4 become a grandparent; retire
- 5 emigrate; fall in love; move house; pass away

Exercise 5 1.08 page 9

1 a 2 c 3 c 4 c

Transcript

- My name's Bilal and I live in Bradford in the north of England. Both sets of my grandparents emigrated from Pakistan in the 1960s, just before my parents were born. My dad worked on the buses and my mum stayed at home and brought up the family. Dad would like a change of career but it's a bit late for him now to change jobs. I think he's just looking forward to retiring. I've got a sister who's 25. She didn't leave home until last summer, when she got married. My dad wants me to go to university in Birmingham and study law. But I think I'd like to start my own business, creating computer games.
- Boy** Tell me a bit about your background, Sandra.

Girl Well, I grew up in the village where my family has lived for generations. My great-great-grandad moved here from Birmingham in the 1930s, looking for work.

B What kind of work did he find?

G He found a job on a farm, just outside the village. He settled down, married a local girl and started a family. They worked incredibly hard and over the years they managed to save quite a bit of money and eventually bought a small farmhouse with some land.

B And does your family still own that land?

G Yes, it does. My great-great-grandparents had a son. When he got married, he bought more land and now the farm is quite big. I don't have any brothers or sisters so one day I'll inherit it and keep it running.
- My mum met my dad while she was on holiday in France. She's British and he's French. They fell in love, got engaged after a week and were married a month later. And then I was born! They named me Charlotte as it's both an English and a French name. Anyway, unfortunately the marriage didn't last. They split up when I was just a toddler and got divorced a few months later. I was brought up by my mum after she moved back to the UK. It was tough for her being a single parent. But she went to university, got a degree and then became a teacher. She met my step-dad at university and they've been married for about 10 years.

- 4 My name's Callum. My mum's parents were from poor working-class families in Glasgow. They left school at sixteen and didn't go to university. But they started a successful business and didn't retire until they were in their seventies. My mum inherited quite a bit of money when they passed away, but she didn't want to work in the family business and sold it. She moved south and settled down in Liverpool. She got married and took an office job. But she soon wanted a change of career. I think she was fed up with the cold, wet weather too, because she persuaded my dad to emigrate to Australia when I was two. I'd love to visit Glasgow and Liverpool one day and see where my mum and her parents lived before emigrating.

For practice of noun plural forms:
Vocabulary Builder 1A page 121

- 1 1 -s, ancestors 2 -es, boxes, buses, lunches, kisses, wishes 3 -es or -s, videos / potatoes 4 -s, toys 5 -ies, countries 6 -ves, knives

Exercise 6 1.08 page 9

- 1 emigrated 2 didn't leave; got 3 grew up 4 bought 5 fell; got 6 was; moved 7 left; didn't go 8 started; didn't retire

Transcript

See exercise 5.

1B Grammar

Past tense contrast
Exercise 2 page 10

She's 122 years old. She had the longest lifespan in the world.

Exercise 3 page 10

- 1 past simple 2 past continuous 3 past simple
4 past continuous 5 past perfect
a ... she married Fernand Calment and then gave birth ...
b ... the US army was still fighting Native Americans and Alexander Bell was working on a new invention ...
c While she was serving in the shop in 1888, she met ...
d ... who had come in to buy pencils. Yvonne had had a son, but both she and her son had died many years earlier.

Exercise 4 page 10

When Tom left school, he learned to drive. = First Tom left school, then learned to drive. When Tom left school, he was learning to drive. = Tom left school during the period when he was learning to drive. When Tom left school, he had learned to drive. = When Tom left school, he already knew how to drive.

Exercise 5 page 10

- 1 moved; was growing up 2 had learned / learned; bought 3 left; went; studied 4 were (you) living; got 5 got; had fallen; were working 6 wanted; emigrated

For further practice of past tense contrast:
Grammar Builder 1.1 page 128

- 1 1 had; was learning 2 got; was living 3 was raining; decided 4 were (you) doing; saw 5 didn't hear; was listening 6 broke; was skiing 7 was working; met 8 weren't listening; asked
2 1 had already got engaged; emigrated 2 couldn't buy; had forgotten 3 was; had split up 4 had started / started; left 5 had inherited / inherited; bought 6 retired; had become 7 had settled down / settled down; decided 8 had spent / spent; went
3 1 a 2 b 1 a 4 b 5 a 6 a

Exercise 6 page 10

- 1 was 2 wrote 3 left 4 got 5 was working 6 met 7 had been 8 retired 9 didn't stop 10 became 11 died 12 had lived 13 said

Exercise 8 page 10

(Possible answer)

She was born in 1934 in France. At the age of 17, she left school and got a job in a large department store. While she was living in Paris, she met my grandfather. She got married in 1960.

1C Listening

Family tensions
Exercise 1 page 11

(Possible answer)

It allows parents to lock their children's phones at times when they should be doing other things such as studying. Some children might need this app because they spend too much time on their phones instead of doing other things.

Exercise 3 page 11

positive calm, complimentary, enthusiastic, grateful, nostalgic, optimistic, sympathetic
negative accusing, aggressive, arrogant, bitter, miserable, nostalgic, pessimistic, sarcastic, urgent

Exercise 4 1.09 page 11

- 1 pessimistic 2 aggressive 3 complimentary 4 sympathetic 5 grateful 6 urgent

Transcript

Speaker 1 We've got a big family dinner tonight. I expect there'll be an argument. There usually is. That's why I hate these dinners. They always end badly.

Speaker 2 Hey! Get out of my chair! I want to sit there. I can't see the TV if I sit on this side of the table, can I? Come on, hurry up!

Speaker 3 You're looking well. Is that a new shirt? It's very nice. I love the colour – it really suits you.

Speaker 4 I'm so sorry you didn't pass your test. You must be very disappointed. But don't worry, you can take it again next month – and I'm sure you'll pass it then.

Speaker 5 Thank you so much for inviting me round for dinner. I was going to buy some chips from the takeaway, but this is much nicer – and healthier too. Thanks!

Speaker 6 The match is going to start in five minutes. We need to finish eating and go into the living room. Quick! We don't want to miss the start. Come on!

Exercise 5 1.10 page 11

Transcript

See Student's Book, page 11.

Exercise 6 1.11 page 11

Speaker 1: b; Speaker 2: c; Speaker 3: a; Speaker 4: d

Transcript

Speaker 1 We all know what it's like to argue with our family. It's just part of life, isn't it? Well, not necessarily. Sometimes, family arguments can become a habit ... a habit that is harmful and upsetting for the people involved. Our three-week course will teach you some simple tricks and techniques for breaking that habit. Do the course on your own or better still, persuade other members of your family to come along with you.

Speaker 2 When I was younger, I had a lot of arguments with my parents ... and with my sister too. I won a few of them, but mostly I lost. Then I realised what I was doing wrong: I wasn't preparing for the arguments. So I started treating them more like exams. I actually started revising for my family arguments! I prepared all my reasons, my examples. You really should take the same approach – it works like magic! Now I hardly ever lose an argument at home.

Speaker 3 Hi, Poppy, it's me. Look, this family meal is on Sunday ... that's this Sunday. Mum and Dad will be there, and so will Grandad. I'm not sure about Uncle John. But then, we've never been sure about Uncle John. Anyway, I really need to know that you're going to be there. Without you, it might be a disaster. You know how Grandad always tries to start an argument when we're out. He's much better when you're there. So give me a call and tell me you're coming. Please!

Speaker 4 I left home when I was seventeen after an argument with my parents, and to be honest, it was the best thing that happened to me. I had to grow up quickly! At nineteen, I started my own business. Now I live in a £5-million house in London and run a business with more than a thousand employees. That family argument gave me the push I needed. Of course, I've got a lot of talent too!

Exercise 7 1.11 page 11

Speaker 1: C; Speaker 2: A; Speaker 3: D; Speaker 4: B

Transcript

See exercise 6.

1D Grammar

used to

Exercise 1 1.12 page 12

nostalgic

Transcript

See Student's Book, page 12.

Exercise 2 page 12

affirmative You used to have great hair! I used to spend ages getting it just right. And I used to share clothes with my brother. I used to do that too.

negative I didn't use to have much money.

interrogative Did you use to spend a lot of money on them?

Exercise 4 1.13 page 12

1 used to live 2 Did (you) use to go 3 did
4 didn't use to have 5 used to wait 6 use
7 used to be

Transcript

Mum I used to live opposite the Palace Cinema when I was ten.

Alice Did you use to go there often?

M Yes. But we didn't use to pay. It wasn't our fault – we didn't use to have any money for tickets.

A So how did you get in?

M We used to wait outside the fire exit and run in when somebody opened it!

A I can't believe you used to do that! You're always telling me how important it is to be honest!

M Well, yes. I used to be very naughty, but I grew out of it.

For further practice of used to:

Grammar Builder 1.2 page 129

- 1 1 used to have 2 used to be 3 used to like
4 didn't use to invite 5 didn't use to go 6 used to listen
7 did you use to listen 8 used to enjoy
9 Did you use to go 10 used to take
- 2 1 use to live 2 used to cost 3 didn't use to play
4 didn't use to sell 5 used to go 6 used to drink
7 used to cook 8 didn't use to win

Exercise 5 page 12

1 used to live 2 used to be 3 didn't use to eat
4 used to like 5 used to enjoy 6 used to spend
7 didn't use to speak 8 didn't use to have

Exercise 6 1.14 page 12

1 be used to 2 used to 3 get used to 4 used to; be used to
5 be used to 6 used to 7 used to; get used to

Transcript

1 My grandma is used to living on her own.

2 We used to live in an enormous house.

3 These new shoes feel strange, but I'll get used to them.

4 I used to hate this flat, but I'm used to it now.

5 I found the job really difficult at first. I wasn't used to working so hard!

6 Did you use to wear glasses?

7 I didn't use to enjoy walking to work, but I got used to it.

1E Word Skills

Phrasal verbs (1)

Exercise 1 page 13

(Possible answer)

He lives his life in reverse: he is born old and dies a baby.

Exercise 2 page 13

1 gets on with 2 walks out on 3 go through with
4 lives up to 5 run out of 6 signs up for 7 catches up with
8 fits in with 9 put up with

Exercise 3 page 13

1 one 2 two 3 transitive 4 after

Exercise 4 page 13

look up to search for information in a book look up to to respect and admire somebody get away to succeed in leaving or escaping from somebody or a place get away with to do something bad and not be punished for it make up to invent something, often something that is not true make up for to do something that corrects a bad situation get up to get out of bed get up to to be busy with something, especially something secret or bad go in to enter go in for to do or have something as a hobby or interest go back to return to a place go back on to break a promise, an agreement, etc.

Exercise 5 page 13

- 1 make up for 2 go in for 3 looked up 4 go back on
5 get up to 6 make up

For further practice of phrasal verbs:

Vocabulary Builder 1E page 121

3 1 b 2 b 3 a 4 a 5 b 6 b

Exercise 6 page 13

- Which famous people do you look up to?
- Which sports or games do you go in for?
- What did you get up to last weekend?
- What kind of behaviour is the most difficult to put up with?
- What kind of people do you find it easiest to get on with?

1F Reading

Adolescence

Exercise 2 page 15

Exercise 3 page 15

- Links to 'they have lost': ... but they are probably feeling a sense of loss ...
- Extra sentence (does not link to any highlighted words)
- Links to 'made decisions' and 'telling you to': ... decide things for yourself ... don't want to be told what to do ...
- Links to 'physical change' and 'emotional changes': ... body changes ... think and feel differently ...
- Extra sentence (does not link to any highlighted words)
- Links to 'opinions' and 'idealistic': ... developing your own views ... your own sense of right and wrong ...
- Links to 'in the company of' and 'privacy': ... to spend more time on your own.

Exercise 4 page 15

1 D 2 G 3 C 4 F 5 A

Exercise 5 page 15

- adolescence; adolescent 2 dependence; dependent
- freedom; free 4 emotion; emotional 5 privacy; private
- ideal; ideal / idealistic 7 impatience; impatient 8 concern; concerned 9 safety; safe
- irritant / irritation; irritated / irritating 11 critic / criticism; critical 12 distrust; distrustful

1G Speaking

Role-play

Exercise 2 page 16

(Possible answers)

getting to know your exchange student doing hobbies together
useful things to take with you carrying a dictionary
going to school in England eating in the canteen, wearing a uniform
advice about staying with an English family keeping your room tidy, helping with housework

Exercise 3 1.16 page 16

She discusses all the topics. She mentions doing hobbies together, eating in the canteen and wearing a uniform.

Transcript

Boy So, did you have a good time in England?

Girl It was great. I stayed with a really nice family. And I got to know my exchange student quite well.

B Did you spend a lot of time together?

G Yes, we did. We had similar hobbies. For example, we both liked playing basketball, so we did that every weekend. It was good fun!

B I hope I get on well with my exchange student. I'm going to stay with him next term.

G You ought to find out about his hobbies. I think you should send him an email.

B Yes, that's a good idea. Maybe he likes tennis. I play tennis a lot.

G Well, don't forget to take your tennis racket with you. And anything else you need for your hobbies.

B Do you think I should take some food from home with me? I'm worried that I'm going to miss it!

G No, I don't think you should do that. It's easy to buy all kinds of food in the supermarkets in England.

B What's English food like?

G It's OK. At school, we had lunch in the canteen every day. The food was quite good.

B What was the school like?

G It was quite a small school. I was the only exchange student there. And everybody noticed me, because I wasn't wearing a uniform! But they were really friendly. And the lessons were interesting, but they were all in English, of course. I had to concentrate really hard.

B That sounds tiring.

G Yes, it was. But you get used to it. Don't worry!

B Have you got any other advice for me?

G Yes. You ought to take a present for the parents.

B Oh, OK. What should I buy for them?

G Just something small ... something for the house.

B OK. Good.

G And remember to say 'please' and 'thank you' when you're staying with them. The English are very polite!

B Great. Thanks for the advice!

Exercise 5 1.16 page 16

- ought to find out
- think you should send
- Do you think I should take; don't think you should do
- ought to take
- should I buy

Transcript

See exercise 3

1H Writing

A message
Exercise 1 page 17

(Possible answers)

to practise their English, to learn about life in other countries, to have someone to visit in the future

Exercise 2 page 17

information about you, your family and why you are looking for a penfriend

Exercise 3 page 17

Yes. He asks for information about Newcastle and what it's like living there.

Exercise 4 page 17

Adam: Could you please ...?

Dominik: Would you mind (+ -ing form)?

Exercise 5 page 17

(Possible answers)

Would it be possible for you to describe your earliest memory? Could you please describe your ideal day out? Would you mind telling me about your taste in music?

Exercise 6 page 17

He develops the points.

Exercise 7 page 17

1 b 2 e 3 c 4 a 5 d

Exam Skills Trainer 1

Reading
Exercise 1 page 18

C

Exercise 2 page 18

1 E 2 B 3 A 4 F 5 D

Listening
Exercise 3 page 18

C is correct

A is incorrect because the extract says the writer missed out on getting to know her family.

B is incorrect because the writer describes one negative aspect of her upbringing, so it was not all positive.

Exercise 4 1.17 page 18

1 B 2 C 3 A 4 B 5 C 6 A

Transcript

1 James I can't believe you don't know how to swim when you grew up near the coast.

Cara I know, but I've always found water totally scary.

J Do you know why, Cara?

C According to my parents, when I was about two years old I fell into a neighbour's pool, and they only found me at the

last minute. After that, my mum and dad were the time I got near the water. And when my aunt for swimming lessons, there was a terrible argument, swimming and trouble are pretty much the same.

2 Of course it's normal for young friends to fall out. A friend may promise to do something and then go back on their word. Or perhaps you've decided a new friend is the greatest person ever, then they don't live up to your expectations. The truth is that adults learn to put up with disappointments like these, but young people haven't yet learned that friendships go through difficult times.

3 Of course you get older customers who've had the same hairstyle since their twenties, and they just can't see that it makes them look old-fashioned now. Maybe doing their hair like that used to make them feel stylish – because everyone was wearing it that way at the time. But even when they're middle-aged or retired, you can encourage these customers to change a bit. Show them pictures of a similar modern hairstyle in a fashion magazine, or rearrange their hair in front of the mirror – then tell them how great it looks!

4 Man I've noticed you always have audio books in your car. You must really enjoy listening to stories while you drive.

Woman I do. Actually, I think it comes from when I was a child. My dad used to read to me every night before I went to sleep, so I connect it with a really happy and peaceful time.

M Hmm. Perhaps that's why I find it difficult to listen to them. I can't remember anyone reading to me at all. I always read to myself at night.

5 Woman Did you use to enjoy sport when you were a child? I've noticed you don't go in for any sports nowadays.

Man No, I didn't really do much sport – just what we had to do at school. I enjoyed things like tennis, but I wasn't much good as part of a team, so I hated football.

W I was mad about football. I played it from the age of five, and in secondary school I was the captain of the girls' team. I feel quite jealous when I watch my kids playing now. Maybe I should take it up again.

6 The writer got his first job in a supermarket when he was fifteen, and he was already feeling pessimistic about his future as a writer. Today, young people like you hope to go to university, but in the author's day, he knew his family could never afford to send him to university. He thought that he might spend his life working in boring jobs just to support himself. But then he met Walters, a quiet man with a job at the local library. And from that first meeting, things began to change.

Use of English
Exercise 5 page 19

1 B 2 B 3 B 4 C 5 A 6 A 7 B 8 C

Speaking
Exercise 7 page 19

1 ought 2 should 3 don't 4 advice 5 to 6 about

Writing
Exercise 9 page 19

1 B 2 C 3 B

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