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Third Edition **Solutions**

Intermediate

Student's Book

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Unit	A Vocabulary	B Grammar	C Vocabulary	D Grammar
I Introduction	p4 Holidays Tourist and visitor attractions (<i>aquarium, castle, etc.</i>) Holiday activities (<i>lie on the beach, hire a kayak, etc.</i>) Grammar: Past simple Speaking: Describing holidays	p5 Present tense contrast Dynamic and state verbs Vocabulary: Social activities (<i>meet friends in town, etc.</i>)	p6 Adjectives Adjectives describing feelings (<i>anxious, ashamed, etc.</i>) Adjectives describing personality (<i>flexible, honest, etc.</i>) -ed and -ing adjectives Negative prefixes (<i>un-, dis-, in-, etc.</i>) Speaking: Describing personality	
1 Generations	p8 Ages and stages Stages of life (<i>be an adult, be a centenarian, etc.</i>) Life events (<i>be born, be brought up, etc.</i>) Speaking: Talking about your family and background Recycle: Past simple 🔊 Teens talking about their families and backgrounds	p10 Past tense contrast Past simple, past continuous and past perfect	p11 Family tensions Strategy: Listening for tone of voice Vocabulary: Attitude adjectives (<i>accusing, etc.</i>) Speaking: What causes family arguments? 🔊 Teens talking about family tensions and arguments	p12 used to Contrast with <i>be / get used to</i>
2 Leisure time	p20 Love it or hate it Activities and sports (<i>use social media, bake cakes, etc.</i>) <i>do, play and go (do ballet, play basketball, go cycling, etc.)</i> Speaking: Sports and leisure quiz Recycle: Present simple and adverbs of frequency 🔊 Teens talk about things they hate	p22 Present perfect and past simple contrast Speaking: Talking about experiences	p23 Eating out Strategy: Identifying the context of a dialogue Vocabulary: Food dishes (<i>curry, pie, pudding, etc.</i>) Vocabulary: Phrases to describe experiences (<i>a bit special, etc.</i>) 🔊 Two teens talk about eating out	p24 Present perfect simple and continuous Use of English
3 The human body	p30 Parts of the body Parts of the body (<i>ankle, bottom, brain, etc.</i>) Treatments (<i>antibiotics, bandage, etc.</i>) Accidents and injuries (<i>bang your head, break a bone, etc.</i>) Speaking: Human body quiz Speaking: Role-play: at the doctor's Recycle: Present perfect and past simple 🔊 At the doctor's	p32 Speculating and predicting <i>will, may, might, could</i> First conditional Speaking: Making predictions about your future	p33 The body's limits Strategy: Listening for numbers, dates and measurements Vocabulary: Large numbers, fractions, percentages, ratios, etc. 🔊 The limits of human survival	p34 Future continuous and future perfect Vocabulary: Future time expressions (<i>in 100 years time, etc.</i>) Key phrases: Asking for and offering a response (<i>What's your view?, etc.</i>)
4 Home	p42 Describing houses and homes Types of home (<i>bungalow, thatched cottage, etc.</i>) Parts of a house and garden (<i>attic, balcony, etc.</i>) Describing houses and rooms (<i>beautifully restored, etc.</i>) Key phrases: Describing where you live (<i>It's a flat, etc.</i>) Recycle: <i>some, any, much, many</i> 🔊 An estate agent shows someone round a house 🔊 Teens describe their homes	p44 Comparison Comparative and superlative adjectives and adverbs, double comparatives Use of English	p45 Young and homeless Strategy: Recognising paraphrases of simple verbs in a recording Strategy: Register and context Speaking: Discussing homelessness 🔊 People talking about aspects of homelessness	p46 Imaginary situations Second conditional <i>I wish ... , if only ...</i>
5 Technology	p52 Computing Digital activities (<i>download music, etc.</i>) Computing verbs (<i>comment, forward, etc.</i>) Computing: useful collocations (<i>empty the trash, etc.</i>) Speaking: Technology quiz Speaking: Instructions for digital technology Recycle: Imperatives 🔊 Calling a helpline	p54 Quantifiers <i>every one of and none of</i> Use of English	p55 Navigation nightmare Strategy: Distinguishing fact from opinion Vocabulary: Gadgets (<i>camcorder, digital radio, etc.</i>) Key phrases: Expressing opinions (<i>I believe that ... , etc.</i>) 🔊 A dialogue about an amusing satnav mistake 🔊 Problems with gadgets	p56 Modals in the past Modal verbs Use of English
6 High flyers	p62 Exam Skills Trainer 3 • Reading: Multiple choice • Listening: True or false • Use of English: Key word transformations • Speaking: Picture comparison and discussion			
6 High flyers	p64 Describing character Describing character: nouns (<i>ambition, cheerfulness, etc.</i>) Describing character: adjectives (<i>ambitious, cheerful, etc.</i>) Personal qualities (<i>show lots of initiative, etc.</i>) Recycle: Comparison 🔊 People discussing qualities needed for jobs	p66 Defining relative clauses Omitting object pronouns Use of English	p67 Nellie Bly Strategy: Listening for linking words and phrases Use of English Speaking: Discussing Nellie Bly's achievements 🔊 Nellie Bly's round-the-world trip	p68 Non-defining relative clauses Use of English
7 Artists	p74 Talking about the arts Art forms (<i>ballet, cartoon, etc.</i>) Artists (<i>actor, composer, etc.</i>) Artistic activities (<i>act, carve, etc.</i>) Cultural activities (<i>went to a rock concert, read a novel, etc.</i>) Recycle: Articles 🔊 People talking about cultural events	p76 The passive	p77 Poetry in motion Strategy: Listening for implications and subtext Speaking: Discussing poetry 🔊 <i>The Lost Generation</i> 🔊 People talking about poetry	p78 have something done Reflexive pronouns
8 Messages	p84 Exam Skills Trainer 4 • Reading: True or false • Listening: Multiple choice • Use of English: Multiple-choice cloze • Speaking: Role-play • Writing: A book review			
8 Messages	p86 On the phone Key phrases: Collocations: using a mobile phone (<i>listen to your voicemail, lose the signal, etc.</i>) Key phrases: Phrasal verbs: phoning (<i>get through, speak up, etc.</i>) Speaking: Talking about mobile phones Recycle: Phrasal verbs 🔊 Phone conversations	p88 Reported speech Pronouns, possessive adjectives and references to time and place in reported speech	p89 Global network Strategy: Listening for gist Strategy: Answering multiple-choice questions Vocabulary: Phrasal verbs (<i>work out, set off, etc.</i>) Speaking: Talking about problems and solutions 🔊 A radio programme about communication	p90 Reported questions 🔊 An extract from a film
9 Journeys	p96 Travel and transport Forms of transport (<i>aircraft, cable car, etc.</i>) Travel: places (<i>airport, buffet car, etc.</i>) Speaking: Discussing forms of transport Speaking: Travel role-plays Recycle: The passive 🔊 Dialogues about transport	p98 Third conditional Contracting <i>have</i> in spoken third conditional sentences	p99 Travel solutions Strategy: Identifying names and proper nouns Strategy: Identifying register Vocabulary: Travel collocations (<i>board a plane, etc.</i>) 🔊 Travel problems	p100 Participle clauses
	p106 Exam Skills Trainer 5 • Reading: Multiple choice • Listening: Summary completion • Use of English: Word formation • Speaking: Photo comparison and discussion			
	p108 B2 Exam Skills Trainer 1 • Reading: Multiple matching • Listening: Multiple choice • Use of English: Word formation			
	p110 B2 Exam Skills Trainer 2 • Reading: Missing sentences • Listening: Multiple matching • Use of English: Multiple-choice cloze • Speaking: Interview			

Culture Bank p112

 1 Ethnic minorities in the UK 2 Tinseltown 3 British sporting events 4 Royal palaces
 5 Benjamin Franklin 6 British public schools 7 Charles Dickens 8 Helen Keller 9 Victorian explorers

 Vocabulary Builder p121 Grammar Builder and Refere
 Extra speaking tasks p144
 Listening

E Word Skills	F Reading	G Speaking	H Writing
p13 Phrasal verbs (1) Three-part phrasal verbs (<i>look up to, catch up with, etc.</i>) Dictionary work	p14 Adolescence How to handle your parents Strategy: Gapped-sentence tasks Vocabulary: Related nouns and adjectives Key phrases: Presenting your ideas	p16 Role-play Strategy: Preparing to speak Vocabulary: Exchange programmes Grammar: <i>should</i> and <i>ought to</i> for advice Advice for an exchange student	p17 A message Strategy: Completing all parts of the task Key phrases: Polite requests
p25 Compound nouns and adjectives Vocabulary: Sports venues: compound nouns Vocabulary: Compound adjectives Students talk about school facilities	p26 Field games GPS challenge Strategy: Multiple-choice questions Vocabulary: Prepositions (<i>all along, beside, etc.</i>) Vocabulary: Adjectives (<i>addictive, boring, etc.</i>) Key phrases: Explaining preference	p28 Stimulus-based discussion Strategy: Using a range of phrases to express opinions Vocabulary: Adventure activities (<i>abseiling, bodyboarding, etc.</i>) Key phrases: Making and justifying a choice and rejecting other options (<i>I quite fancy, etc.</i>) Key phrases: Coming to an agreement Choosing a leisure activity	p29 A blog post Strategy: Keeping within the word limit Vocabulary: School clubs (<i>art club, astronomy club, etc.</i>)
p35 Word families Related nouns, adjectives and adverbs Vocabulary: Adjectives to describe feelings (<i>afraid, anxious, etc.</i>) Use of English	p36 Body clock Night and day Strategy: Matching questions with texts and paragraphs Vocabulary: Homonyms	p38 Photo description Strategy: Giving your description a structure Key phrases: Identifying people in photos (<i>the man in the red shirt, the girl with a ponytail, etc.</i>) Key phrases: Speculating about photos (<i>it looks like ..., etc.</i>) Caring for your appearance	p39 An opinion essay Strategy: Structuring your essay and using appropriate language Key phrases: Introducing opinions, additional points, proposals and solutions, and conclusions
p47 do, make, take Dictionary work Use of English	p48 Alternative living Alternative homes Strategy: Finding evidence in the text for your answers Vocabulary: Homes: compound nouns (<i>front door, housing estate, etc.</i>)	p50 Photo comparison and discussion Strategy: Developing your statements Strategy: Making time to think as you speak Vocabulary: In the house (<i>bedside table, bookcase, etc.</i>) Key phrases: Phrases for gaining time (<i>Let me see, etc.</i>) The pros and cons of different types of accommodation	p51 An email Strategy: Appropriate language for informal emails and letters Key phrases: Beginning and ending a letter or email Grammar: <i>would rather, had better</i>
p57 Adjective + preposition Dictionary work Use of English	p58 Clever machines Testing intelligence Strategy: Answering multiple-choice questions Vocabulary: Verb-noun collocations (<i>break a code, etc.</i>)	p60 Photo comparison Strategy: Using key phrases to compare and contrast photos Vocabulary: School subjects (<i>art, drama, etc.</i>) Photo descriptions	p61 An internet forum post Strategy: Answering all the elements in a writing task Grammar: Concession clauses
p69 Phrasal verbs (2) Separable and inseparable phrasal verbs (<i>work out, look after, etc.</i>) Dictionary work	p70 #GIRLBOSS Rags to riches Strategy: Answering gapped-sentence tasks Vocabulary: Verb + preposition combinations	p72 Guided conversation Strategy: Completing the task / Moving the conversation on Grammar: Indirect questions Key phrases: Indirect questions (<i>Could you tell me ...?, etc.</i>) A job interview with a hotel manager	p73 A for and against essay Strategy: Using rhetorical questions Grammar: Preparatory <i>it</i>
p79 Indefinite pronouns Indefinite pronouns in offers and requests Vocabulary: Musical genres (<i>blues, classical, etc.</i>) Vocabulary: Aspects of music (<i>beat, chorus, etc.</i>)	p80 Graffiti's softer side Granny graffiti Strategy: Answering multiple-choice questions Vocabulary: In the street (<i>statue, stop sign, etc.</i>) Key phrases: Arguing your point (<i>In my opinion, As I see it, etc.</i>)	p82 Photo comparison and role-play Strategy: Using a variety of expressions Strategy: Phrases for introducing negative preferences Key phrases: Talking about likes and dislikes Vocabulary: Cultural events and shows Choosing a show or cultural event Talking about cultural events	p83 Article: a book review Strategy: Choosing a title for an article Strategy: Structuring your article Key phrases: Describing stories (<i>There are lots of twists and turns. It's a real page-turner, etc.</i>)
p91 Verb patterns: reporting verbs Vocabulary: Reporting verbs (<i>admit, persuade, etc.</i>)	p92 A novel idea A different type of phone book Strategy: Answering gapped-sentence tasks Vocabulary: Reading matter (<i>biographies, etc.</i>) Vocabulary: Digital formats (<i>blogs, e-books, etc.</i>) Vocabulary: Compound nouns (<i>leisure time, etc.</i>)	p94 Photo description Strategy: Engaging with the person you are speaking to Key phrases: Speculating (<i>It could be (that) ..., etc.</i>) Talking about emergency phone calls	p95 A narrative Strategy: Using adverbs and tenses Key phrases: Narrative time expressions (<i>a while back, etc.</i>) Grammar: Verbs with two objects
p101 Verb patterns <i>stop, remember, etc.</i>	p102 Miscalculations Disastrous mistakes! Strategy: Matching more than one text with a question Vocabulary: Units of measurement	p104 Guided conversation Strategy: Using your preparation time Strategy: Interacting appropriately Vocabulary: Holiday activities and accommodation Planning a holiday	p105 A formal letter Strategy: Starting and finishing a formal letter Strategy: Using paragraphs Vocabulary: Formal words and phrases

- **Writing:** A formal letter of complaint
- **Speaking:** Picture-based long turn / Topic discussion
- **Writing:** An opinion essay
- **Writing:** A report

I

Introduction

IA

Vocabulary

Holidays

I can talk about what I did in the school holidays.



1 SPEAKING Work in pairs. Look at the photo and ask and answer the questions.

- Do you know where it is?
- Have you been there? If so, did you have a good time?
- If you haven't been there, would you like to go? Why? / Why not?

2 1.02 Read and listen to the dialogue. Who had a more enjoyable holiday: Dave or Anna?

Dave Hi, Anna. Did you have a good holiday?
Anna Yes, it was great, thanks.
Dave What did you get up to?
Anna I went on a city break with my family.
Dave Abroad?
Anna No, we went to London.
Dave Cool. Did you have a good time?
Anna Yes, we visited the Tower of London and lots of museums. We went on a boat trip too.
Dave Did you go on the London Eye?
Anna No, it was too expensive. How was your holiday?
Dave Not bad. But I didn't do much. We didn't go away. I hung out with my friends. We went to a music festival and we visited a theme park a couple of times.
Anna Sounds fun.
Dave Yes, it was OK. Just a shame the holidays weren't longer!

3 VOCABULARY Look at the list of tourist attractions below. Then underline three more in the dialogue in exercise 2. How many more can you think of?

Tourist and visitor attractions aquarium castle cathedral church harbour market monument mosque museum national park old town opera house palace park restaurant ruins shopping district square statue theatre tower wildlife park

➔ **Vocabulary Builder** Describing visitor attractions: page 121

4 SPEAKING Work in pairs. Ask and answer about the tourist attractions in exercise 3.

Do you like visiting museums?

Yes, I do. / No, I don't.

Why? / Why not?

5 VOCABULARY Complete the holiday activities with the words below.

the beach beach volleyball a bike
 a bike ride cards an excursion kayaking
 a castle mountain biking a theme park

Holiday activities

visit a museum / ¹ _____ / a cathedral / ² _____

go shopping / swimming / cycling / ³ _____ /
 abseiling / ⁴ _____

go for a walk / for ⁵ _____ / on ⁶ _____ /
 on a boat trip

hire ⁷ _____ / a kayak / a car / a boat

play table tennis / ⁸ _____ / ⁹ _____ /
 board games

lie on ¹⁰ _____ eat out buy souvenirs sunbathe

6 Find three of the holiday activities from exercise 5 in the dialogue in exercise 2.

LEARN THIS! Past simple

The past simple of regular verbs ends in *-ed*.

We use *did* / *didn't* for the negative and interrogative forms of all verbs except *be*. We do not use *did* / *didn't* with modal verbs (*can*, *must*, etc.).

I didn't go away in the summer.

Did you visit your cousins? Yes, I did. / No, I didn't.

7 Read the **Learn this!** box. In the dialogue in exercise 2, underline examples of the following past simple forms:

- regular affirmative
- irregular affirmative
- negative
- interrogative

➔ **Grammar Builder I.1** page 126

8 SPEAKING Work in pairs. Ask and answer about the holiday activities in exercise 5. Find three that you both did in the school holidays, and three that neither of you did. Give extra information in your answers where possible.

Did you go mountain biking?

No, I didn't. Did you?

Yes, I did. I went mountain biking with my family near Bristol.

9 SPEAKING Work in pairs. Ask and answer about your summer holidays.

- What was the most enjoyable thing you did during the school holidays? Why?
- What was the least enjoyable thing you did? Why?

Present tense contrast

I can use different tenses to talk about the present and future.

1 **SPEAKING** Work in pairs. Find out a) when and where your partner usually does his / her homework and b) what type of homework he / she likes most and least.

2 **1.03** Read and listen to the dialogue. Why is Sue annoyed with Dan at the end?



Sue You aren't wearing your sports kit. P.E. starts in ten minutes.

Dan I haven't got my sports kit today.

Sue You're always forgetting things!

Dan Well, I don't like P.E., so I'm not feeling too sad about it.

Sue Sport is important. It makes you fit. What are you doing instead?

Dan Mr Harley is giving me some extra maths homework to do in the library.

Sue That's a shame. Mr Harley always gives us really difficult homework.

Dan I don't mind. I need to do some extra work. We have exams next week.

Sue I know. That's why we're revising together on Saturday. We arranged it last week.

Dan I don't remember that! Sorry! I'm going away on Saturday.

Sue Like I said ... you're always forgetting things!

Dan Let's revise when I get back on Sunday afternoon.

Sue Sorry, I can't. My parents are decorating the house at the moment and I have to help.

3 Look at the dialogue again. Which verbs are in the present simple? Which are in the present continuous? How many negative and interrogative forms are there?

4 Read the **Learn this!** box. Complete the rules (a–g) with the correct tenses: *present simple* or *present continuous*. Use the highlighted examples from the dialogue to help you.

LEARN THIS! Present simple and continuous

We use:

- a the _____ for habits and routines.
- b the _____ for something happening now or about now.
- c the _____ for describing annoying behaviour (with *always*).
- d the _____ for a permanent situation or fact.
- e the _____ for timetables and schedules (e.g. school timetables).
- f the _____ for future arrangements.
- g the _____ in future time clauses (starting with *when, as soon as, after, if, etc.*).

5 Compare sentence a with sentence b. How is the speaker's attitude different?

a You always go shopping with Cathy at the weekend.

b You're always going shopping with Cathy at the weekend.

LEARN THIS! Dynamic and state verbs

Dynamic verbs describe actions and can be used in the simple or continuous form. State verbs describe states or situations and are not usually used in continuous tenses. Common state verbs include:

believe belong hate know like love mean mind need prefer remember understand want

Some verbs can be used as either state or dynamic verbs, depending on their meaning.

Dynamic: *What are you thinking about?* (= mental activity)

State: *What do you think of this film?* (= opinion)

6 Read the **Learn this!** box. Find five state verbs in the dialogue in exercise 2. How do you know they are state verbs?

➔ **Grammar Builder 1.2 page 126**

7 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

1 I _____ (meet) Jack in town later.
_____ (you / want) to come?

2 We usually _____ (walk) to school, but tomorrow we _____ (go) by bus.

3 I _____ (love) theme parks, but the tickets _____ (cost) a lot.

4 My friends _____ (not want) to play tennis because it _____ (rain).

5 _____ (you / enjoy) this film?
Or _____ (you / prefer) comedies?

6 I _____ (not believe) Ben's story.
He _____ (always / invent) things.

7 Why _____ (you / laugh)?
I _____ (not understand) the joke.

8 I _____ (catch) the train to London as soon as it _____ (arrive).

8 **SPEAKING** Work in pairs. Find out what your partner a) usually does at weekends and b) is doing this weekend. Use the words below or your own activities.

Social activities go for a bike ride go for a walk
go out for lunch go shopping go skateboarding
go to a café with friends go to a friend's house
listen to music meet friends in town
play basketball play table tennis
play video games watch TV / a DVD / a film

What do you usually do at weekends?

I usually meet friends in town.

What about this weekend?

On Saturday, I'm ...
On Sunday, I'm ...

Adjectives

I can form and use a variety of adjectives correctly.



1 SPEAKING In pairs, describe the photo. Would you like to appear on stage in a theatre production? Why? / Why not?

2 1.04 Read and listen to the dialogue. Why does Mason change from feeling anxious to feeling terrified?

Ruby So this is your first school show, Mason. Are you excited about it?
Mason Yes, I am. But I'm anxious too. There's going to be a big audience!
Ruby Don't worry. They're friendly!
Mason I hope so. Where's Alex? He isn't here yet.
Ruby That's strange. He's usually very punctual.
Mason Maybe he's too frightened to come.
Ruby Alex? No, it can't be that. He's a really confident person.
Miss Hart Hello, Mason. I had a message from Alex. He's ill and can't perform tonight. He's very upset about it. Can you sing his song in the second half?
Mason I know the song well, so maybe ...
Miss Hart Thanks, Mason. That's brave of you. Don't worry, you'll be great.
Ruby You've got your own song now. How exciting!
Mason I know. But I'm terrified!

3 VOCABULARY Look at the adjectives below. Underline five of them in the dialogue in exercise 2.

Adjectives describing feelings anxious ashamed bored confused cross delighted disappointed embarrassed envious excited frightened proud relieved shocked suspicious terrified upset

4 SPEAKING Work in pairs. Ask and answer the questions.

- How do you think performers in a school show usually feel before a performance?
- How might they feel afterwards?
- Do you mind speaking in public? Why? / Why not?

5 1.05 Listen to the speakers. How is each person feeling? Choose from the adjectives in exercise 3.

6 SPEAKING Choose four adjectives from exercise 3. Then find out when your partner last felt that way.

When did you last feel cross?

I felt cross when my sister broke my hairdryer.

7 VOCABULARY Work in pairs. Look at the list of personality adjectives below. Then underline four more in the dialogue in exercise 2. How many other personality adjectives do you know?

Adjectives describing personality flexible hard-working honest kind loyal organised outgoing patient reliable sensitive shy

LOOK OUT!

Adjectives ending in *-ed* usually describe a feeling, while similar adjectives ending in *-ing* describe something or somebody that causes the feeling.

This game is tiring. I'm tired.

It's an exciting competition. They're feeling excited.

8 Read the **Look out!** box. Complete the sentences with an *-ed* or *-ing* adjective formed from the verbs in brackets.

- The show wasn't great, but parts of it were very _____ (amuse).
- The singing and dancing were _____ (amaze).
- A few actors forgot their lines and looked quite _____ (embarrass).
- The final scenes were actually quite _____ (move).
- I was _____ (surprise) that it was over two hours long.
- I was a bit _____ (bore) by the end of it.
- My brother is really _____ (annoy). He's always going into my bedroom without permission.

LEARN THIS! Adjectives: negative prefixes

Adjectives beginning with *un-*, *dis-*, or *im-* / *in-* / *il-* / *ir-* have a negative meaning.

unenthusiastic disorganised impatient

9 Read the **Learn this!** box. Which adjectives from exercise 7 can have a negative prefix? Use a dictionary to help you.

➔ **Vocabulary Builder** Adjective endings: page 121

10 SPEAKING Work in pairs. Describe yourself to your partner using adjectives from exercise 7 (with or without negative prefixes). Include the modifying adverbs *a bit*, *quite* or *very* if necessary.

I think I'm quite hard-working, but I'm a bit disorganised.

I'm very loyal, but I'm a bit impatient.

Articles, *will* and *going to*

I can use articles and talk about plans and predictions.



1 **SPEAKING** Look at the photo in pairs. Is this an activity you enjoy? Why? / Why not?

2 In pairs, read the dialogue and decide whether each gap should be *a / an, the* or – (no article). Write your answers.

Leah What are you up to at ¹ _____ weekend, Toby?

Toby I'm going to go for ² _____ bike ride on Saturday. Do you fancy coming too?

Leah 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.

Toby That doesn't sound like ³ _____ best way to spend your weekend. Gardening is ⁴ _____ hard work! And according to the forecast, ⁵ _____ weather isn't going to be good.

Leah I know. But ⁶ _____ neighbour is going to pay us for it. And my dad's ⁷ _____ gardener, so he's got all the right tools.

Toby Really? I'll come and help you. I mean, if that's OK with you and your dad ...

Leah Sure. We'll share ⁸ _____ money with you: £10 ⁹ _____ hour. But what about ¹⁰ _____ bike ride?

Toby I'll go on Sunday instead. The weather will probably be better then. Do you want to come?

Leah Yes, please. I love ¹¹ _____ bike rides. But let's go in ¹² _____ afternoon. I'll be exhausted when I wake up!

3 **1.06** Listen and check your answers. When are Toby and Leah going to do the activity in the photo?

4 Study the use of articles in the dialogue. Complete the **Learn this!** box with *a / an, the* or – (no article).

LEARN THIS! Articles

a We use ¹ _____ when we mention something for the first time and ² _____ when we mention it again.

b We use ³ _____ when it is clear what we are talking about, when there is only one of something, and in superlatives.

c We use ⁴ _____ to say what someone's job is.

d We use ⁵ _____ when we make generalisations.

e We use ⁶ _____ to mean 'per' or 'in each'.

f There are set phrases which do not follow a rule.
go to school at ⁷ _____ weekend watch TV
go to the cinema in ⁸ _____ morning / afternoon
on Monday listen to the radio

5 Complete the sentences with *a / an, the* or – (no article). Use rules a–f in the **Learn this!** box to explain your answers.

- My mum is _____ violin teacher. In fact, she's _____ only violin teacher in our town.
- If you like _____ tennis, there's _____ sports centre next to _____ town hall. You can hire courts for £5 _____ hour.
- I love _____ Chinese food and there's _____ great Chinese restaurant near my house.
- _____ student in my class is having _____ party on _____ Saturday. I can't go to _____ party because I'm going to _____ theatre.
- My brother, who is _____ accountant with one of _____ largest companies in London, earns £100 _____ hour.
- If you're hungry, there's _____ sandwich in _____ fridge.

➔ **Grammar Builder 1.3** page 127

LEARN THIS! *will* and *going to*

a For predictions, we use:

- going to* when it is based on what we can see or hear.
- will* when it is based on what we know or is a guess.

b For plans, we use:

- going to* when we have already decided what to do.
- will* when we are deciding what to do as we speak.

c For offers and promises, we use *will*.

6 Read the **Learn this!** box. Then underline an example of each of the uses of *will* and *going to* in the dialogue in exercise 2.

7 Complete the sentences with the correct form of *will* or *going to* and the verbs in brackets. Write which rule in the **Learn this!** box you are following.

- That train _____ (not stop) here – it's going too fast. _____
- 'We _____ (spend) the weekend in Paris.' 'Lucky you. You _____ (have) a great time!' _____
- 'Help! I _____ (drop) one of these boxes.' 'Don't worry. I _____ (take) one for you.' _____
- I _____ (go) into town this afternoon. But I _____ (not be) late home, I promise. _____
- '_____ (you / invite) Max to your party?' 'Yes, but he _____ (not come). He never goes to parties.' _____

➔ **Grammar Builder 1.4** page 127

8 Write sentences about these plans and predictions. Use *will* and *going to*. Use the list of social activities in exercise 8 on page 5 to help you.

- two things you plan to do this evening
I'm going to watch TV this evening. I'm also ...
- two things you definitely aren't going to do this evening
- two things you think you will do next summer
- two things you don't think you will do next summer

9 **SPEAKING** Work in pairs. Take turns to tell your partner about your plans from exercise 8. Are any of them the same?

1

Generations

1A

Vocabulary

Ages and stages

I can talk about the different stages of people's lives.

Unit map

Vocabulary

Stages of life
Life events
Attitude (adjectives)
Noun and adjective endings
Exchange programmes

Word Skills

Phrasal verbs (1)

Grammar

Past tense contrast
used to

Listening

Family tensions



Reading

Adolescence



Speaking

Role-play



Writing

A message

Culture 1

Ethnic minorities in the UK



Vocabulary Builder

page 121

Grammar Builder and Reference

page 128

- 1 **SPEAKING** Work in pairs. Can you answer this famous riddle from Sophocles' play *Oedipus the King*? Explain your answer.

'What creature walks on four legs in the morning, two legs in the afternoon, and three in the evening?'

- 2 **1.07 VOCABULARY** Number the stages of life in the order that people reach them. Then listen and check.

Stages of life be an adult be a centenarian be an infant be a toddler
be a young child be elderly be in your teens be in your twenties be middle-aged

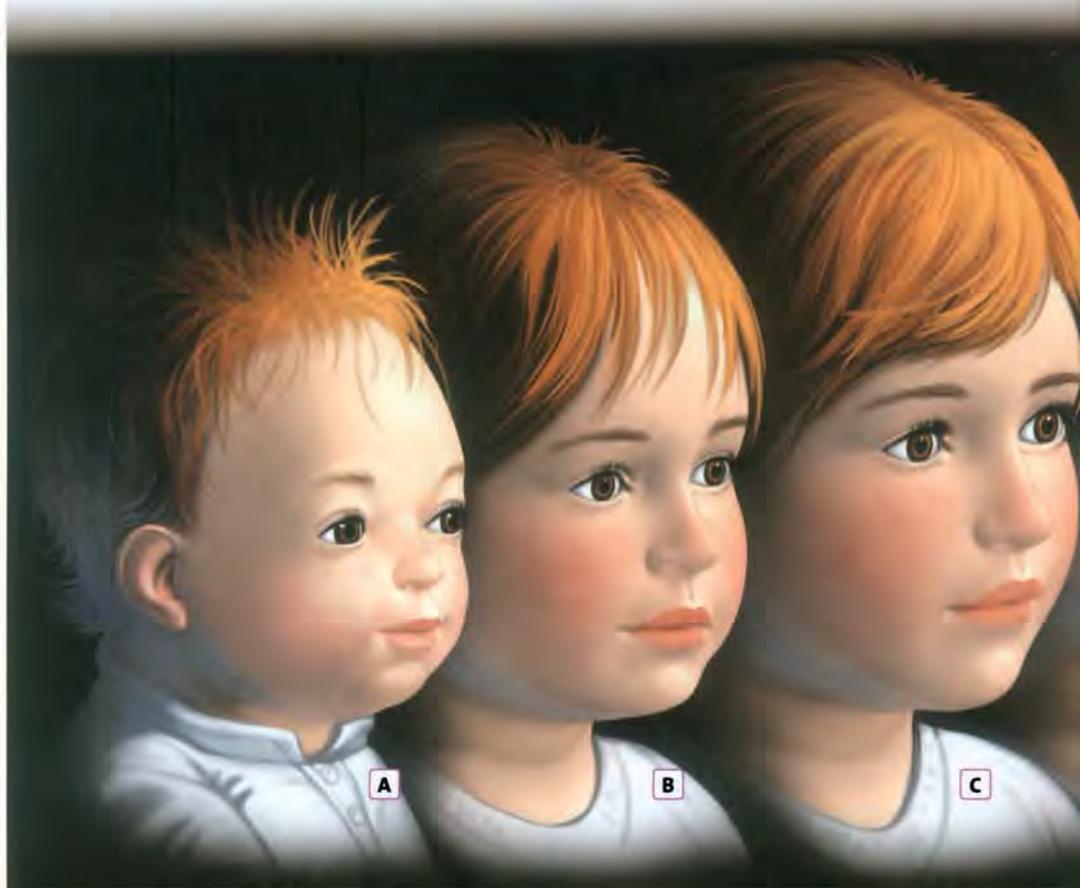
- 3 Match some of the phrases in exercise 2 with the pictures below of the woman at different stages of her life.

In picture A, she's an infant.

- 4 **VOCABULARY** Check the meaning of the life events below. At what age are they most likely to happen, do you think? Put them in groups A–E. Compare your answers with your partner. Do you agree?

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

- A Before you are 20 _____
B From 20 to 40 _____
C From 40 to 60 _____
D Over 60 _____
E At any age _____



5 **1.08** Listen to four people talking about their backgrounds and their families. Circle the correct answers (a–c).

- Bilal's dad
 - was born in the UK.
 - is going to have a change of career.
 - wants to study law.
- Sandra's family
 - have owned a number of farms.
 - sold the first farm and bought a bigger one.
 - have owned the same farm for many years.
- Charlotte's mum
 - brought up her daughter in France.
 - isn't married.
 - has been married twice.
- Callum's parents
 - inherited and ran a successful family business.
 - didn't have a good education.
 - left Britain many years ago.

RECYCLE! Past simple

Remember that there are no rules for the affirmative forms of irregular verbs (e.g. *go – went*), and that the spelling changes with some regular verbs (e.g. *stop – stopped*, *carry – carried*).

We form the past simple negative with *didn't* and the interrogative with *did*. (The verbs *be* and *can* are exceptions.)

➔ **Vocabulary Builder** Noun plural forms: page 121

6 **1.08** Read the **Recycle!** box. Complete the sentences with the past simple form of the verbs below. Then listen again and check.

be buy emigrate fall get get grow up leave move not go not leave not retire start

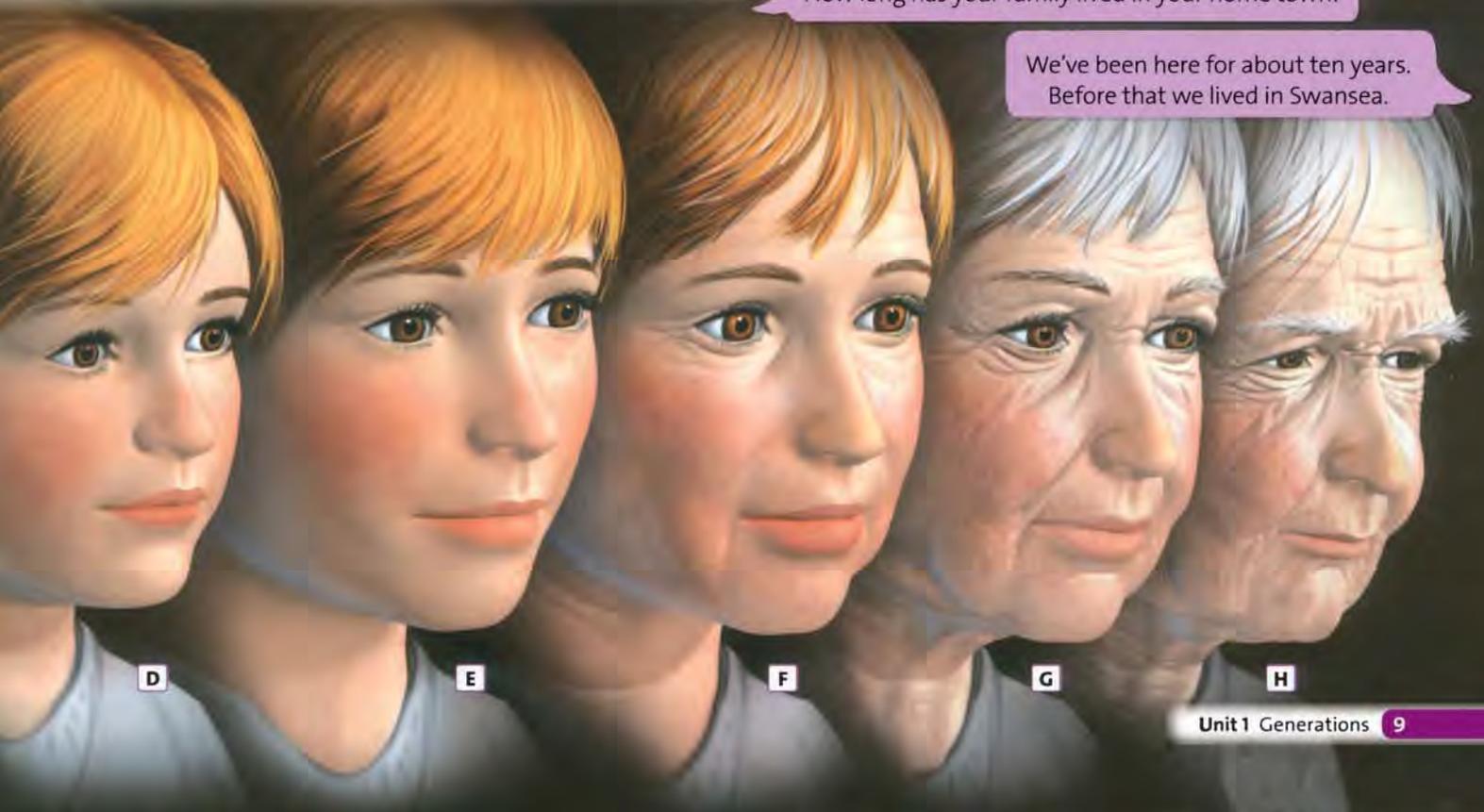
- My grandparents _____ from Pakistan in the 1960s.
- She _____ home until last summer, when she _____ married.
- I _____ in the village where my family has lived for generations.
- They managed to save quite a bit of money and eventually _____ a small farmhouse with some land.
- They _____ in love, _____ engaged after a week and were married a month later.
- I _____ brought up by my mum after she _____ back to the UK.
- They _____ school at sixteen and _____ to university.
- They _____ a successful business and _____ until they were in their seventies.

7 **SPEAKING** In pairs, ask and answer about your family and your ancestors. Give extra information where you can.

- How long has your family lived in your home town?
- Did any of them emigrate from another country? From where? When? Why?
- Did any of them move from another part of your country? From where? When? Why?
- Did any of your ancestors or members of your family emigrate to another country? Where to? When? Why?
- Are you related to anyone famous? If so, who?

How long has your family lived in your home town?

We've been here for about ten years.
Before that we lived in Swansea.



1B

Grammar

Past tense contrast

I can talk about the past using a variety of past tenses.

- 1 Look at the photo. How old do you think the woman is? Why do you think she is famous?
- 2 Read the text and check your ideas.



In 1875, the US army was still fighting Native Americans, and Alexander Bell was working on a new invention – the telephone. That was the year that Jeanne Calment, the person with the longest lifespan ever, was born in Arles, France. Her parents ran a shop in the town and she worked there when she was a teenager. While she was serving in the shop in 1888, she met Vincent van Gogh, who had come in to buy pencils. She thought he was 'dirty, ugly and badly dressed'!

In 1896, at the age of 21, she married Fernand Calment and then gave birth to a daughter, Yvonne. Fernand was very wealthy so Jeanne never needed to work. She lived in Arles for the rest of her life, dying on 5 August 1997 at the age of 122.

People of that age often have an enormous family with generations of grandchildren. But Jeanne didn't have any living descendants. Yvonne had had a son, but both she and her son had died many years earlier. So how did Jeanne manage to live so long? The French have their own theories, noting that she ate more than two pounds of chocolate a week and rode a bicycle until she was 100!

- 3 Complete the **Learn this!** box with the tenses below. Then underline an example of each of the rules (a–d) in the text in exercise 2.

past continuous past perfect past simple

LEARN THIS! Past tenses

- a We use the ¹ _____ for a sequence of events that happened one after another.
In 1989, my parents met, fell in love and got married.
- b We use the ² _____ to describe a scene in the past. The events were in progress at the same time.
It was raining and people were rushing home from work.
- c We use the ³ _____ for a single event that interrupted a longer event in the past. We use the ⁴ _____ for the longer event.
My parents got engaged while they were living in Wales.
- d We use the ⁵ _____ for an event that happened before another event in the past.
He had started a business before he left school.

- 4 Complete this sentence in three different ways using the three tenses in the **Learn this!** box. Use the verb *learn*. How does the meaning change?

When Tom left school, he _____ / _____ / _____ to drive.

- 5 Complete the sentences with the correct past simple, past continuous or past perfect form of the verbs in brackets.
 - 1 We _____ (move) house a lot while I _____ (grow up).
 - 2 After Joe _____ (learn) to drive, he _____ (buy) a car.
 - 3 George _____ (leave) school, _____ (go) to university and _____ (study) engineering.
 - 4 Where _____ you _____ (live) when you _____ (get) your first job?
 - 5 My parents _____ (get) engaged in 1990. They _____ (fall) in love two years before, while they _____ (work) in London.
 - 6 Kim _____ (want) a change of career so she _____ (emigrate) to Australia.

➔ Grammar Builder 1.1 page 128

- 6 Complete the text with the past simple, past continuous or past perfect form of the verbs below.

be be become die get leave live
meet not stop retire say work write



Japan is the country with the most centenarians: over 50,000. It is also where Jiroemon Kimura, the man with the longest lifespan ever, ¹ _____ born in 1897, the year that Bram Stoker ² _____ *Dracula*. Kimura ³ _____ school at fourteen and ⁴ _____ a job in a post office. While he ⁵ _____ there, he ⁶ _____ his future wife Yae. He ⁷ _____ a postal worker for 45 years when he ⁸ _____ in 1962. But he ⁹ _____ working! He ¹⁰ _____ a farmer! In an interview just before he ¹¹ _____ at the age of 116, he said he wasn't sure why he ¹² _____ so long. 'Maybe it's thanks to the sun,' he ¹³ _____. 'I'm always looking up to the sky!'

- 7 Choose a real or invented person from a previous generation (e.g. a parent, grandparent). Make notes about their life using the headings below to help you.
Born when / where? Education? Jobs? Married? Family? Moved? Other interesting facts?
- 8 **SPEAKING** Tell the class about the person in exercise 7. Look again at the vocabulary in lesson 1A. Use the prompts below to help you, and your own ideas.

- She was born ...
- At the age of ... she left school and got a job as ...
- After she had left home, she ...
- While she was living in ... , she ...
- She got married in ...

1C

Listening

Family tensions

I can identify the attitude and intention of a speaker.

- 1 SPEAKING** Look at the photo. What do you think this app does? Why might some people need it?
- 2 SPEAKING** Read the text and check your answer to exercise 1. Do you think the app would increase or decrease the number of arguments in your family? Why?

Kid's smartphone or tablet



Parent's smartphone

Tablets for dinner?

An evening meal for all the family was once part of everyday life in British homes, but this tradition has almost disappeared. Some people blame technology: children and teenagers are so addicted to their phones and tablets that they do not want to stop playing with them, even at mealtimes. This causes a lot of arguments in families. But now, parents can get a free app called DinnerTime, which locks their children's devices at certain times of the day and night. During those times, the children are unable to access messages, games, or the internet. In theory, this means that parents and children can spend more time together, eating and chatting. But will it lead to happier families or more family arguments?

- 3 VOCABULARY** In pairs, check the meaning of the adjectives below. Which describe a positive attitude? Which describe a negative attitude?

Attitude (adjectives) accusing aggressive arrogant bitter calm complimentary enthusiastic grateful miserable nostalgic optimistic pessimistic sarcastic sympathetic urgent

Listening Strategy

Sometimes, the words alone do not fully express the speaker's intention. You need to pay attention to the tone of voice as well. For example, an urgent tone of voice suggests that the speaker is giving a warning.

- 4 1.09** Read the **Listening Strategy**. Then listen and underline the adjective which best matches the speaker's attitude. Use their tone of voice to help you.
 - arrogant / pessimistic / confident
 - aggressive / miserable / sarcastic
 - calm / complimentary / optimistic
 - accusing / enthusiastic / sympathetic
 - grateful / optimistic / sympathetic
 - aggressive / bitter / urgent
- 5 1.10 SPEAKING** Listen and compare two different ways of saying the sentences. Then, in pairs, say a sentence in one of the two ways. Can your partner guess the adjective?
 - 'Thanks, Andy. That's really helpful.' (first grateful, then sarcastic)
 - 'Our train leaves in ten minutes.' (first calm, then urgent)
 - 'You and your sister always argued during dinner.' (first nostalgic, then accusing)
 - 'You need to stop and think about what's happened.' (first sympathetic, then aggressive)
 - 'I think we'll win one or two of our matches.' (first optimistic, then pessimistic)

- 6 1.11** Listen to four speakers. In pairs, try to agree which speaker sounds:
 - urgent
 - calm
 - enthusiastic
 - arrogant

- 7 1.11** Listen again. Match sentences A–E with speakers 1–4. Use the tone of voice to help you. There is one extra sentence.

- The speaker is giving advice about winning family arguments. ___
- We learn how a bad argument had a positive result for the speaker. ___
- The speaker is advertising a course for families who want to argue less. ___
- The speaker is persuading somebody to attend a family reunion. ___
- The speaker describes how a relative lost his job because of a family argument. ___

- 8 SPEAKING** Work in pairs. Decide which of these topics is most likely to cause arguments in your family and why. Are there any others you can think of?

doing chores
 doing schoolwork
 staying out late
 sharing a family computer
 what to watch on TV
 when to watch TV
 too much time spent on social media and games
 what to eat

- 9 SPEAKING** Compare your ideas with the class. Find the topic which causes the most family arguments.

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