

**SOLUTIONS INTERMEDIATE 1**  
**UNIT 1: GENERATIONS**

**1F**

PEGAH BAHOJB GHASEMI

1E

Word Skills

## Phrasal verbs (1)

*I can use three-part phrasal verbs.*

1 Complete the sentences with the correct form of the phrasal verbs below.

get up to   go in for   go through with   live up to  
put up with   run out of   sign up for

- 1 We \_\_\_\_\_ money two days after we arrived!
- 2 He's so annoying. How do you \_\_\_\_\_ him?
- 3 Personally, I don't \_\_\_\_\_ dangerous sports.
- 4 She wasn't brave enough to \_\_\_\_\_ the plan.
- 5 At the hotel reception, you can \_\_\_\_\_ some really interesting excursions.
- 6 What did you \_\_\_\_\_ on holiday?
- 7 Part 2 of the trilogy could never \_\_\_\_\_ Part 1.

2 Complete the plot summary of the film *Big* with the correct form of the phrasal verbs below.

catch up with   fit in with   get away with   get on with  
get up   go back   make up   walk out on



At a travelling carnival, twelve-year-old Josh Baskin is embarrassed when he is too small for one of the rides. He puts a coin in a fortune-telling machine, which tells him to make a wish – so Josh wishes he was big. When he <sup>1</sup> \_\_\_\_\_ the next morning, he notices that his wish has come true: he is an adult, although still a child inside. His mother thinks he is a burglar, so he has to leave home. He tries to <sup>2</sup> \_\_\_\_\_ to the carnival, but it has left town.

On his own, Josh needs money, so he finds a job at a toy company. He doesn't really have the skills he needs for work, but he <sup>3</sup> \_\_\_\_\_ it because he loves toys. In fact, he does well at work, but he finds it difficult to <sup>4</sup> \_\_\_\_\_ the other adults there. The only person he really <sup>5</sup> \_\_\_\_\_ is a female colleague called Susan Lawrence.

One day, Josh's friend Billy tells him that the carnival is back in town. Josh <sup>6</sup> \_\_\_\_\_ Susan in the middle of an important meeting at work. When she <sup>7</sup> \_\_\_\_\_ him, he is at the fortune-telling machine. Finally, she realises that he did not <sup>8</sup> \_\_\_\_\_ the story about being a child. The two say goodbye before Josh puts another coin in the machine and becomes a child again.

**3 Complete the sentences with one or two prepositions below.**

away back for for in in on to up up up

- 1 **Look** \_\_\_\_\_ his address on the internet.
- 2 It was so dark inside the cave that he was afraid to go \_\_\_\_\_.
- 3 I've always **looked** \_\_\_\_\_ my grandmother; she's a brave and intelligent person.
- 4 He's very reliable; he never **goes** \_\_\_\_\_ a promise.
- 5 I like sport, but I don't really go \_\_\_\_\_ martial arts.
- 6 The beach was fantastic. It **made** \_\_\_\_\_ the hotel, which wasn't great.
- 7 The police saw the burglar, but he still managed to get \_\_\_\_\_.

## VOCAB BOOST!



When you come across a new phrasal verb, write down examples to show whether it is separable or inseparable.

For example, 'come across' is inseparable:

*I came across a new verb today.*

*I came across it today.*

However, 'write down' is separable:

*I wrote down two examples.*

*I wrote them down.*



**4 Rewrite the sentences replacing the underlined object with a pronoun (*him, her, it, them, etc.*).**

1 She likes my friends and tries to get on with my friends.  
She likes my friends and tries to \_\_\_\_\_

2 I don't know where the restaurant is. Let's look up the location on the internet.  
I don't know where the restaurant is. Let's \_\_\_\_\_

3 They'd planned the robbery carefully, but didn't go through with the plan.  
They'd planned the robbery carefully, but \_\_\_\_\_

4 We haven't eaten here before; we just came across the restaurant while we were walking around town.  
We haven't eaten here before; we just came across \_\_\_\_\_

5 He's always so rude. I don't think I can put up with his rudeness much longer.  
He's always so rude. I don't think I can put up with \_\_\_\_\_

6 I knew the answer, but I didn't have time to write down the answer.  
I knew the answer, but I didn't have time \_\_\_\_\_


7 The flight was terrible, but the holiday made up for the journey.  
The flight was terrible, but the holiday \_\_\_\_\_



**LOOK UP TO: HAVE A GREAT DEAL  
OF RESPECT FOR SOMEONE.  
ADMIRE**







**THINK OF SOMEONE IN  
YOUR LIFE WHO YOU  
LOOK UP TO.  
WHY IS THIS PERSON  
SO IMPORTANT TO  
YOU?**

**1 SPEAKING** Do you sometimes argue with your parents? What do you argue about, and why? Use the ideas below to help you.

bedtime

clothes

going out with friends

homework

housework

staying up late

using computers or tablets



HOW TO HANDLE

**your parents**

**2** Read the text quickly, ignoring the gaps. Choose the best summary of the text: a, b or c.

- a Parents may find it difficult to understand their adolescent children, but it is a parent's duty to communicate properly with them and avoid arguments.
- b Although teenagers develop new ideas, values and beliefs during adolescence, that is no excuse for bad behaviour. They should listen to their parents.
- c Teenagers experience big physical and emotional changes during adolescence. It's important to communicate with your parents and try to understand their point of view.



Parents get a lot of advice on how to handle their adolescent children, but what about some advice for teenagers on how to deal with their parents?

5 Psychologist Raymond Freedman offers some tips ...

What is adolescence? It starts when you are aged between about ten and thirteen and is a period of rapid **physical change**

10 which transforms you from a pre-teen child, dependent on your parents, to the independent young adult that you become in your early twenties. <sup>1</sup>\_\_ Here are some of the most common social and **emotional changes**  
15 that happen during adolescence.

**FREEDOM** You may not want to spend as much time with your parents as you used to. You want more freedom to choose who you see and when. You may feel that your friends are as important to you as your family.

**PRIVACY** You used to be most happy **in the company of** your  
20 parents. <sup>2</sup>\_\_ You need your own space and some **privacy**.

**INTERESTS** You have new interests and they might include activities that your parents do not understand or think are a waste of time, such as playing computer games or chatting on the internet.

**DECISIONS** In the past, your parents **made** most **decisions** for you  
25 and told you what to do. <sup>3</sup>\_\_ You may resent them **telling you to** go to bed, tidy your bedroom, or come home by ten o'clock.

**OPINIONS** When you were younger, you didn't have many strong **opinions**. <sup>4</sup>\_\_ Adolescents are often **idealistic** and feel impatient and at odds with the adult world. You may feel that you have all the answers, while  
30 many adults don't have any!

All these changes are perfectly normal, but it is important to remember that they will affect your relationship with your parents and that they may be a source of conflict and arguments. So what can you do  
35 to make life easier and make sure that you stay on good terms with your parents?

Firstly, your parents will feel much better if you let them know that you still love and value them. Remember that **they have lost** forever the little child you once were. <sup>5</sup>\_\_

40 Secondly, try to agree rules and boundaries. You may feel these are unnecessary, but your parents' main concern is often just to keep you safe. Once you have agreed what is and isn't acceptable behaviour, try to stick to it. It may feel like a nuisance to remember to phone them and let  
45 them know where you are, but make the effort anyway.

Thirdly, try to understand why they might be irritated by your behaviour. Do your parents get cross if you spend three hours chatting with friends on social media and leave your homework till the last minute? That's probably  
50 because they want you to do well at school.

Finally, it's all about communication! Keep talking to your parents, tell them about what you did today, let them know where you are going, and ask for advice if you need it. The more disconnected they feel, the more  
55 critical, distrustful and controlling they tend to become. Who wants parents like that?





**HOW DO YOU  
THINK TEENAGE  
HOOD DIFFERS  
FROM OTHER  
STAGES OF LIFE?**



## **Reading Strategy**

Read the missing sentences carefully. Then read the sentences in the text that come before and after each gap. Look for words that link with vocabulary in the missing sentences (e.g. synonyms, paraphrases, words with the opposite meaning, pronouns).



**3** Read the **Reading Strategy**. Then read the sentences below and the highlighted words in the text. Say which sentence links to which highlighted word and underline the part of the sentence which helped you to decide.

**A** They may not say so, but they are probably feeling a sense of loss and may even feel rejected by you.

**B** Your parents will expect you to behave responsibly.

**C** But now you want to decide things for yourself and don't want to be told what to do all the time.

**D** As your body changes, you also begin to think and feel differently.

**E** Despite this, you should always listen carefully.

**F** Now you are beginning to see the world differently, developing your own views and your own sense of right and wrong.

**G** Now you probably want to spend more time on your own.

4 Use your answers to exercise 3 to match sentences A–G with gaps 1–5 in the text. There are two extra sentences.



**I USED TO ENJOY  
SPENDING TIME WITH  
MY PARENTS, BUT NOW  
I OFTEN GET ... WHEN  
I'M WITH THEM.**



**I USED TO ENJOY  
SPENDING TIME WITH  
MY PARENTS, BUT NOW  
I OFTEN GET ... WHEN  
I'M WITH THEM.**

IRRITATE





**I USED TO ENJOY  
SPENDING TIME WITH  
MY PARENTS, BUT NOW  
I OFTEN GET **IRRITATED**  
WHEN I'M WITH THEM.**

**5 VOCABULARY** Complete the stems to make a noun and an adjective. Use a dictionary to help you. Either the noun or the adjective is in the text. (Sometimes you do not need to add anything.)

1 *adolescence, adolescent*

### Noun and adjective endings

1 adolesc\_\_\_\_\_

5 priv\_\_\_\_\_

9 safe\_\_\_\_\_

2 depend\_\_\_\_\_

6 ideal\_\_\_\_\_

10 irritat\_\_\_\_\_

3 free\_\_\_\_\_

7 impati\_\_\_\_\_

11 critic\_\_\_\_\_

4 emot\_\_\_\_\_

8 concern\_\_\_\_\_

12 distrust\_\_\_\_\_

**6 SPEAKING** Work in pairs or small groups. Discuss points 1 and 2. Use the phrases below to help you.

- 1 Look at the five social and emotional changes that the writer describes in the text (freedom, privacy, interests, decisions and opinions). Discuss them one by one. Which ones affect teenagers most, do you think? Give examples.
- 2 Look at the advice offered by the writer in the last but one paragraph. Is it good advice on the whole, do you think? Which is the best piece of advice? Give reasons.

### Presenting your ideas

I agree that ... I don't agree that ...

It's (not) true to say that ... In my experience, ...

Personally, I believe that ... I'm not sure about that.

For example, ... For instance, ...

**7 SPEAKING** Share your ideas and opinions from exercise 6 with the class.



**ASSIGNMENT:  
WORKBOOK 1F  
SUMMARY**

**DEADLINE: TUESDAY**