

SOLUTIONS PRE-INTERMEDIATE 1

UNIT 1: FEELINGS

1G

PEGAH BAHOJB GHASEMI

1F

Reading

A painless operation

I can understand a text about a medical operation.

Revision: Student's Book page 14

1 Complete the table.

Accidents and injuries	
Noun / Phrase	Verb
1 blood	_____
2 a _____	burn yourself
3 a cut	_____ your finger
4 a _____	sprain your ankle
5 an injury	_____ yourself
6 a _____ arm	break your arm

2 Complete the sentences with the words below.

bruise fell over hurt hurts pain slipped

- 1 I've got a big black _____ where I banged my arm.
- 2 I've got a _____ in my shoulder.
- 3 My finger _____.
- 4 Joe _____ himself when he was playing football.
- 5 My mum _____ on the ice and _____.

3 Read the text. Are the sentences true (T) or false (F)?

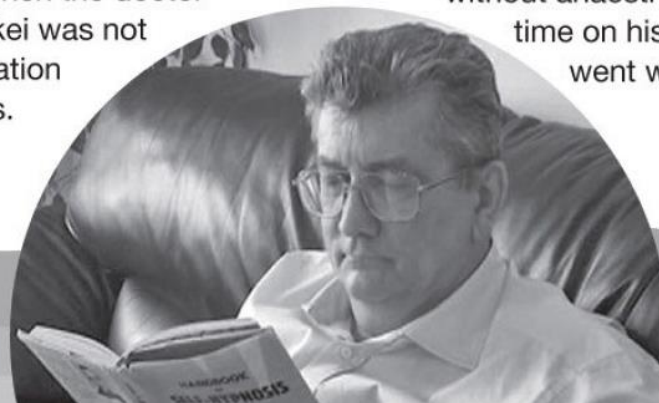
- 1 Lenkei took about half an hour to hypnotise himself.
- 2 Lenkei didn't speak during the operation.
- 3 All the operations were successful.

It didn't hurt!

1 In 2008, Alex Lenkei had a problem with the bone in his arm and he needed a serious operation. Normally, with an operation like
5 that, the doctor gives the patient an anaesthetic so that he or she doesn't feel any pain. But Lenkei refused the anaesthetic. Instead, he hypnotised himself and simply told himself that
10 he could not feel any pain. That took about thirty seconds. Then the operation started. According to Mr Lenkei, pain signals do not reach his brain when he is hypnotised.

2 The doctor, David Llewellyn-Clerk, was a bit worried. He had to take some bone from Lenkei's arm. He watched Lenkei carefully during the operation, as he wasn't sure that Lenkei could feel no
20 pain. 'I didn't think Mr Lenkei could hear us,' said Dr Llewellyn-Clerk, 'but half way through the operation, he said "How's it going?"' That's when the doctor realised that Lenkei was not
25 in pain. The operation lasted 83 minutes.

3 Mr Lenkei started hypnotising people when he was sixteen and is now an expert. It wasn't
30 his first operation without anaesthetic. In 1996, a friend hypnotised him before a thirty-minute operation on his stomach. Both operations were successful,
35 so Lenkei had a third operation without anaesthetic in 2013, this time on his ankle, which also went well.



Reading Strategy


When you do a matching task, follow these steps:

- 1 Read the text to get a general idea of the meaning. Do not worry if you do not understand every word.
- 2 Read the task and all the options carefully.
- 3 Read the paragraphs of the text carefully one by one and match them to the correct option.
- 4 Check that the extra options do not match any of the paragraphs.

4 Read the Reading Strategy. Then match the questions below with paragraphs 1–3 of the text. There is one extra question.

In which paragraph does the writer tell us ...

- A when the first operation happened?
- B why Lenkei needed an operation on his arm?
- C what Lenkei did just before the operation on his arm?
- D on what part of his body the third operation was?
- E when Doctor Llewellyn-Clerk realised that Lenkei was not in pain?
- F when Lenkei first hypnotised someone?
- G what happens to pain signals in his body while he is hypnotised?
- H when Lenkei had his second operation?
- I how long the operation on his arm took?
- J what the doctor did to Lenkei's arm during the operation?



**WHAT DID YOU
DO DURING THE
LAST SCHOOL
HOLIDAY?**



Summer Fun



NORMAL
IS
BORING

1 Look at the photo. Do you know this sport?
How do you think it feels to do it?



2 Complete the dialogue with the correct affirmative or negative past simple form of the verbs below.

be get learn leave love spend watch

Kirstie Hi, Laurie. How are you? Tell me about your summer holiday!

Laurie Well, for the first three weeks, I was at a summer camp in Cornwall.

Kirstie Really? That sounds like fun!

Laurie Yes, it was. I ¹ _____ a new sport – bodyboarding.

Kirstie Wow! That sounds great!

Laurie Yes, I ² _____ it. It was really exciting – and a bit frightening too!

Kirstie I bet! What else did you get up to over the summer?

Laurie Well, the second half of the holiday ³ _____ so good. I ⁴ _____ a stomach bug and ⁵ _____ nearly a week on the sofa.

Kirstie Oh dear! How awful!

Laurie I ⁶ _____ the house for days. I just ⁷ _____ DVDs. I was so bored!

- 3  1.13 Listen and check your answers to exercise 2. Does the photo go with the first or second half of the dialogue? How do you know?



NEWCASTLE






CORNWALL





SOUTH COAST OF ENGLAND

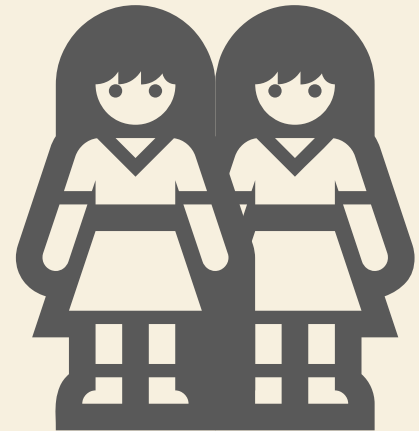
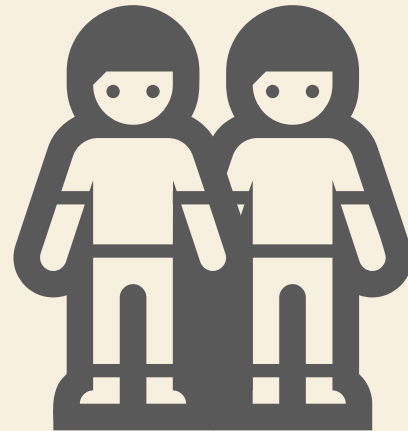
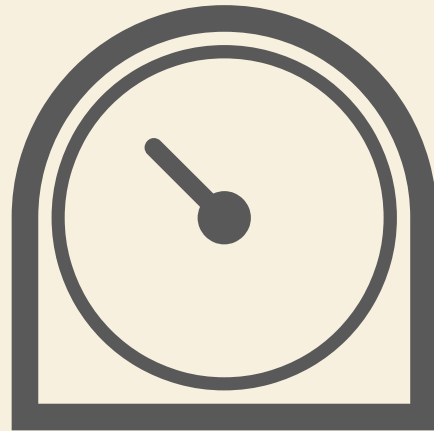
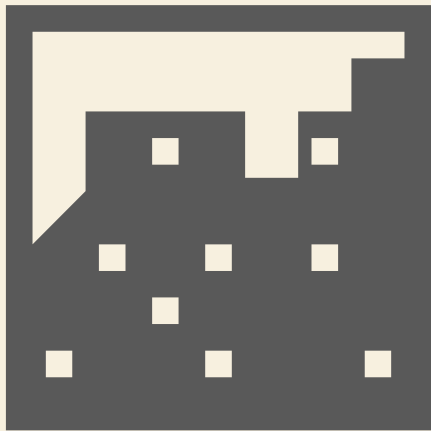


4  1.14 Listen to four girls talking about events over the summer. Match each speaker (1–4) with an event (a–e) and then circle the correct adjective to describe how she felt about it. There is one extra event.

- a Speaker ___ got sunburned.
She felt **depressed** / **embarrassed** / **worried**.
- b Speaker ___ ran a half marathon.
She felt **exhausted** / **proud** / **surprised**.
- c Speaker ___ got her exam results.
She felt **disappointed** / **relieved** / **upset**.
- d Speaker ___ took part in a dance competition.
She felt **bored** / **relaxed** / **suspicious**.
- e Speaker ___ visited her friend's new house.
She felt **envious** / **interested** / **shocked**.

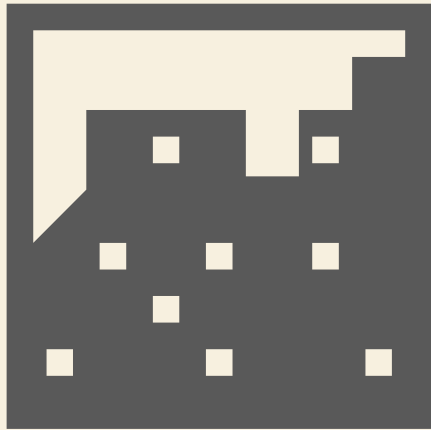
HOW TO NARRATE AN EVENT?

1.

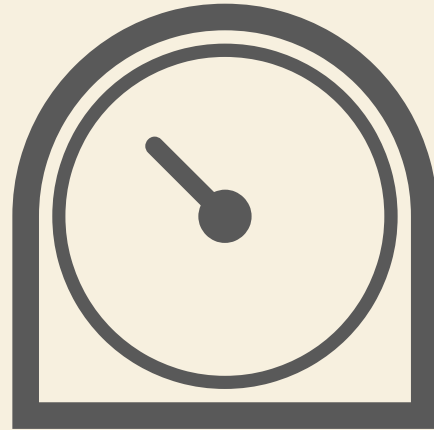


HOW TO NARRATE AN EVENT?

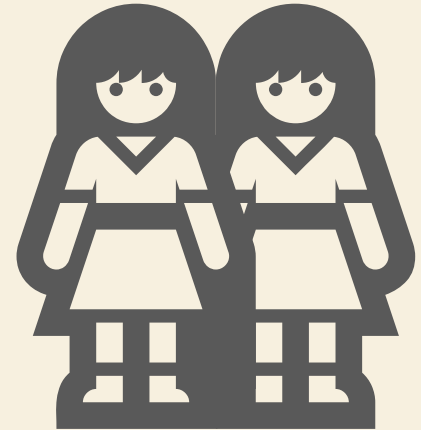
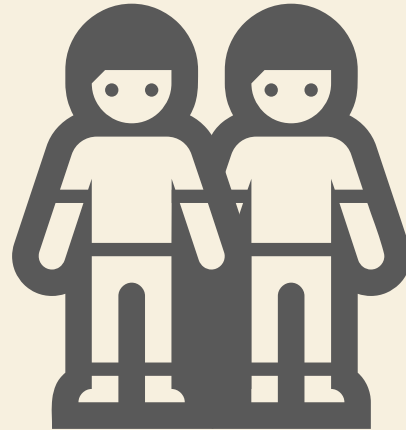
1.



Where?



When?



Who?

HOW TO NARRATE AN EVENT?

2.



HOW TO NARRATE AN EVENT?

2.



Say what happened

HOW TO NARRATE AN EVENT?

3.



HOW TO NARRATE AN EVENT?

3.




Mention others' and your
feelings

Speaking Strategy

Follow a simple structure for narrating events, for example:

- 1 set the scene (where? when? who?)
- 2 say what happened
- 3 say how you (and / or others) felt about it

- 5  1.14 Read the **Speaking Strategy**. Then listen to speakers 1–4 again. Do they all follow the suggested structure?

You're joking, right?





**SOUNDS LIKE
A NIGHTMARE**

6 KEY PHRASES Read the phrases for reacting and showing interest. Then find three more in the dialogue in exercise 2.

Reacting and showing interest

You're joking / kidding!

How boring / funny / frustrating / exciting / upsetting!

That's amazing / exciting / worrying / shocking!

That sounds great / terrible / annoying / terrifying!

What a cool thing to do!

Really? I'm so envious!

Really? What a relief!

That sounds like a nightmare!

Oh no! What a disaster / shame!

7 SPEAKING Work in pairs. Take turns to say a sentence from the list below using the correct past simple form of the verbs in brackets. Your partner reacts with a suitable phrase from exercise 6.

- 1 I finally (finish) my science project.
- 2 I (learn) to play a new song on the guitar.
- 3 I (break) a bone in my foot.
- 4 I (drop) my dad's laptop.
- 5 I (fall) asleep at my cousin's wedding.

I finally finished my science project.

Really? What a relief!

8 Make notes about an event from the summer using points 1–3 below. You can use real information or your own ideas.

1 Set the scene (where? when? who?).

2 What happened?

3 How did you (and / or other people) feel?

9 SPEAKING Work in pairs. Use your notes from exercise 8 to take turns to tell your partner about the summer. When your partner is narrating, use phrases from exercise 6 to react appropriately.

1

Functional Language Practice: Giving advice

1 Match the problems with the advice.

- | | |
|--|--|
| 1 I failed my science exam. | a You should join a club and meet other people with similar interests. |
| 2 I broke my best friend's laptop. | b You should get a part-time job. |
| 3 I want to exercise, but I haven't got enough time. | c You should apologise to your friend and offer to pay for it. |
| 4 I'm always late for school. | d You should talk to your teacher and ask how to improve. |
| 5 I don't know many people here. | e You should walk or cycle to school every day. |
| 6 I haven't got any money. | f You should get up earlier. |

2 Work in pairs. Put the dialogue into the correct order. Then act it out.

- A** You shouldn't feel embarrassed. Maybe there's a simple explanation.
- B** OK, perhaps I'll talk to her tomorrow.
- A** Oh dear. What's the problem?
- B** Well, it's my cousin, Rebecca. She invited all my friends to her birthday party, but she didn't invite me. I'm really upset.
- 1 A** Hi, how are you?
- A** I'm not surprised. I think you should talk to her about it.
- B** I can't do that! I'm too embarrassed.
- B** Not great, actually.

3 **SPEAKING** Work in pairs. Choose one of the problems. Then follow the instructions below.

Problem

I think my brother is in trouble with bullies at his school.

Problem

I don't understand the maths homework.

Problem

All my friends can go out at the weekend, but my parents are really strict and make me stay at home.

Problem

I think my friend is stealing money from other students' bags.

- Discuss possible solutions to the problem. Make notes of your ideas.
- Plan and practise a dialogue about the problem. Use the dialogue from exercise 2 as a model.
- Act out your dialogue to the rest of the class.

ASSIGNMENT:
WORKBOOK- 1G
VOCABULARY BUILDER-
P.117

DEADLINE: TUESDAY