

**SOLUTIONS PRE-INTERMEDIATE 1**

**UNIT 2: LANDSCAPES**

**2F**

PEGAH BAHOJB GHASEMI

**2E**

Word Skills

**Word building***I can understand parts of speech and dictionary entries.*

- 1 Write the noun form of these verbs. Some are the same as the verb.

Verb	Noun
1 complete	completion
2 achieve	
3 need	
4 dream	
5 argue	
6 fail	
7 translate	
8 erupt	
9 rescue	

**2 Complete the text with the noun form of the verbs in brackets. You may need the plural form.**

Last year, at the age of seventeen, Mike Perham became the youngest sailor to complete a <sup>1</sup> \_\_\_\_\_ (circumnavigate) of the world alone. But this year, two sixteen-year-old girls are beginning separate <sup>2</sup> \_\_\_\_\_ (attempt) to beat his record. Last year, a thirteen-year-old Dutch girl, Laura Dekker, was finishing her <sup>3</sup> \_\_\_\_\_ (prepare) for the same journey when a children's court stopped her. Now aged fourteen, she's trying again. It seems that many teenagers today aren't interested in the normal forms of <sup>4</sup> \_\_\_\_\_ (entertain) and <sup>5</sup> \_\_\_\_\_ (relax), like video games and sports. They want <sup>6</sup> \_\_\_\_\_ (experience) that can really excite their <sup>7</sup> \_\_\_\_\_ (imagine) and also help with the <sup>8</sup> \_\_\_\_\_ (develop) of personal skills. So they choose <sup>9</sup> \_\_\_\_\_ (explore). Their amazing <sup>10</sup> \_\_\_\_\_ (accomplish) certainly look good on their CVs when it's time to find <sup>11</sup> \_\_\_\_\_ (employ). But for most of them, that probably isn't the main <sup>12</sup> \_\_\_\_\_ (motivate).

3 Study the dictionary entries. Then answer the questions below.

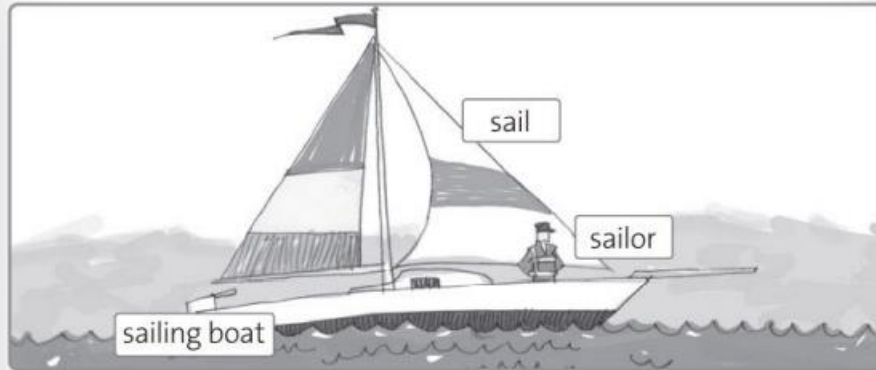
**explore** /ɪk'splɔː/ *verb* to travel around a place, etc. in order to learn about it: *They went on an expedition to explore the River Amazon.* ♦ (figurative) *We need to explore (= look carefully at) all the possibilities before we decide.* > **exploration** *noun* [U]

**explorer** /ɪk'splɔːrə/ *noun* [C] a person who travels around a place in order to learn about it

- 1 Which noun is countable? \_\_\_\_\_
- 2 Which noun is uncountable? \_\_\_\_\_
- 3 Which noun has no definition? \_\_\_\_\_  
(Note: related nouns sometimes have no definition if the meaning is clear without one.)
- 4 Which entry has example sentences? \_\_\_\_\_
- 5 Why are there two examples, not one?  
\_\_\_\_\_  
\_\_\_\_\_
- 6 Which entry has no information about pronunciation? \_\_\_\_\_

### VOCAB BOOST!

Sometimes pictures with labels can help you record and learn related words.

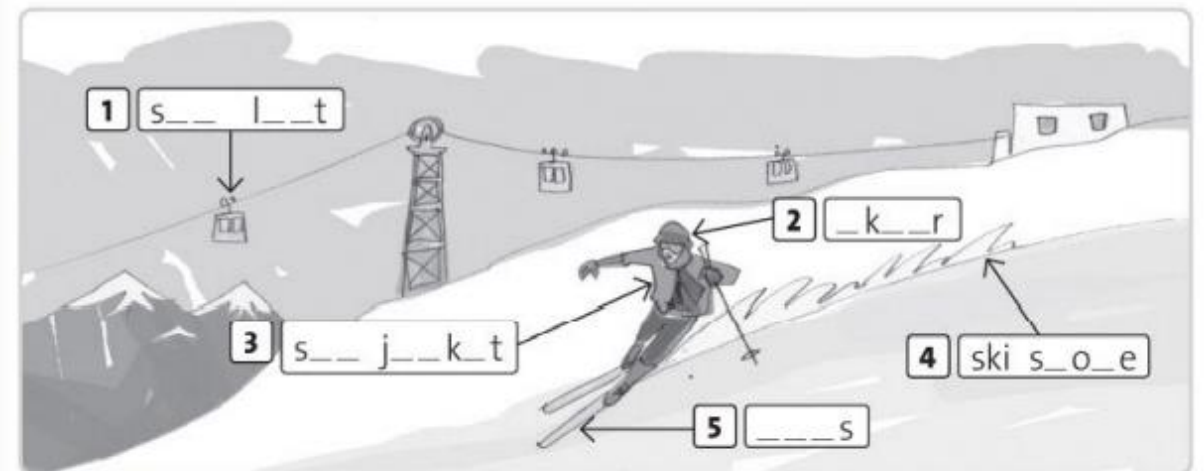


#### Verbs

sail – She sailed to America.

go sailing – We went sailing last summer.

4 Read the *Vocab boost!* box. Then complete the labels and add any other words you can. Use a dictionary to help you.











**WOULD YOU LIKE  
TO EXPERIENCE A  
LONG SEA  
JOURNEY?**





NORTH  
AMERICA

NORTH  
ATLANTIC  
OCEAN

BERMUDA

FLORIDA

PUERTO RICO

THE  
PACIFIC  
OCEAN

SOUTH  
AMERICA




1 Look at the photos. What do you think the text is about?  
Choose from headlines a, b and c.

a **'TOURISTS' FISHING TRIP DISASTER**

b How to protect sea creatures

c **Fish rescues sailors**





## 2 Read the first paragraph of the text. Did you choose correctly in exercise 1? How do you know?

1.21

A dream holiday turned into a nightmare for an American brother and sister called Dan and Kate Suski. They were enjoying a fishing trip in the Caribbean, near the **stunning** island of St Lucia, when their boat sank, leaving them and their captain to fight for their lives.

The fishing trip began well enough. The weather wasn't **brilliant**, but Dan wasn't complaining: he had a **huge** fish on his line! He was trying to pull it onto the boat and Kate was helping him.

But then, the captain realised there was a problem. Water was coming into the cabin and the boat was sinking fast. The captain used his radio to send a message for help. Then he shouted to the Suskis, 'Jump out! Jump out!' They were about 15 km from land.

The captain told the Suskis to wait with him in the water. Help was coming. The weather was now **awful**, but they were wearing life jackets. After an hour, the captain and the Suskis lost each other, and there was no sign of rescue. They were both thinking the same **terrifying** thought: sharks!

A plane and a helicopter appeared in the sky, but nobody saw Dan and Kate in the water. Hours passed and night came. The Suskis swam for fourteen hours. Then, in the moonlight, they saw some cliffs. They were only a few metres from land!

The waves were breaking against sharp rocks; it was too dangerous. So Kate and Dan swam past the cliffs. By now, they were **exhausted**. Eventually, they reached a sandy beach.

Then they started to look for a town or village. On the way, they picked and ate green bananas. Dan said later that it was the worst – and best – food of his life! After three hours, they met a young farm worker. He also gave them some **tragic** news: the captain was lost at sea.

Dan and Kate Suski spent a few days in hospital. Their story appeared in news programmes around the world. And there was one final piece of **astounding** news: the captain also survived. A rescue boat found him after 23 hours in the water!





### **Reading Strategy**

When you do a task with gapped sentences in a narrative text, look carefully at the sentence before each gap and think about what is likely to happen next. Then look at the options and see which of the sentences matches your ideas. Finally, check that the text reads smoothly with your chosen sentence in place.

- 3** Read the **Reading Strategy**. Then read the text, focusing on each gap and thinking about what might happen next.

**4 Match sentences A–G with gaps 1–5 in the text. There are two extra sentences. Do any of the sentences match your ideas from exercise 3?**

**A** So Dan and Kate started to swim as fast as they could towards land.

**B** The captain helped them as they climbed onto dry land.

**C** He gave them water and food, and stayed with them until the police arrived.

**D** So they did, and a few minutes later, the boat disappeared under the waves.

**E** Out of the water at last, they lay down and rested.

**F** But the sharks swam away after a few minutes.

**G** But they couldn't get out of the water here.



**5** Explain why the extra sentences in exercise 4 do not make sense in any of the gaps.

**6 Read the text again. Are the sentences true or false? Write T or F.**

- 1 When Dan and Kate were fishing, the weather was brilliant. \_\_\_\_
- 2 Dan was the first person to see that there was a problem with the boat. \_\_\_\_
- 3 The boat sank before Dan and Kate could jump into the water. \_\_\_\_
- 4 A helicopter saw Dan and Kate in the sea, but it couldn't rescue them. \_\_\_\_
- 5 When Dan and Kate reached land, they couldn't get out of the water at first. \_\_\_\_
- 6 There was nobody on the beach when Dan and Kate got out of the sea. \_\_\_\_
- 7 The captain swam to the beach a few hours after Dan and Kate. \_\_\_\_





**EXCRUCIATING**

Very painful





REN WHITE PHOTOGRAPHY





GORGEOUS

Very beautiful

REN WHITE PHOTOGRAPHY

## LEARN THIS! Extreme adjectives



**a** Some adjectives are extreme equivalents of simpler adjectives.

*delicious* = very *tasty*

*filthy* = very <sup>2</sup> \_\_\_\_\_

*disgusting* = very *unpleasant*

*starving* = very <sup>3</sup> \_\_\_\_\_

*fantastic* = very <sup>1</sup> \_\_\_\_\_

*tiny* = very <sup>4</sup> \_\_\_\_\_

**b** Very common adjectives often have more than one extreme equivalent.

*enormous, massive, gigantic, giant, immense* = very *big*

**7** Read the **Learn this!** box and complete it with the adjectives below.

small    good    hungry    dirty

**8 VOCABULARY** Match the extreme adjectives highlighted in the text with the simpler adjectives below.

**Extreme adjectives**

1 very bad \_\_\_\_\_

2 very good \_\_\_\_\_

3 very beautiful \_\_\_\_\_

4 very big \_\_\_\_\_

5 very surprising \_\_\_\_\_

6 very sad \_\_\_\_\_

7 very frightening \_\_\_\_\_

8 very tired \_\_\_\_\_

- 9 Explain this sentence from the text in your own words. Try to include two extreme adjectives from the **Learn this!** box in your explanation.

Dan said later that it was the worst – and best – food of his life!



**10 SPEAKING** Work in pairs. Prepare an interview with Dan or Kate.

**Student A:** You are the interviewer. Write six questions using the prompts below and / or your own ideas.

**Student B:** You are Dan or Kate. Prepare your answers to Student A's questions. Use as much information from the text as you can.

1 what / weather / like / that day?

2 what / you / doing?

3 what / happened / boat?

4 why / you / start / swimming?

5 how / you / feel?

6 how / you / reach safety?



**11** **SPEAKING** Work in pairs. Act out your interview.

What was the weather like that day?

**ASSIGNMENT:  
WORKBOOK 2F  
SUMMARY**

**DEADLINE: SUNDAY**