

**SOLUTIONS PRE-INTERMEDIATE 1**  
**EXAM SKILLS TRAINER**  
**+ MOVIE**

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## Reading

### Strategy

Some questions are about the whole text, so you need to have a general idea of what the text is about. Read the text quickly before you look at the questions and ask yourself:

- 1 Who or what is the text about?
- 2 What kind of text is it?
- 3 Where might you read the text?
- 4 Why has the writer written it?

- 1 Read the **Strategy** and decide which question (1–5) in the task is about the whole text. Then read the text quickly and answer the four gist questions in the **Strategy**.

- 2 Read the text and answer the questions (1–5). Circle the correct answer (A–D).

### Lost in Australia

When eighteen-year-old British student Sam Woodhead left college, he dreamed of joining the army – but he decided to have a gap year and go travelling first. Sam was already a keen long-distance runner and was very fit and healthy, but he thought backpacking in Australia was great training for his future.

In December 2012, Sam arrived in Central Queensland and found a job on a cattle farm. The farm was in the middle of the countryside, and Sam was enjoying his life there. One Tuesday morning, only eight days after his arrival, he decided to go for a run. But Sam made some mistakes. He took a heavy backpack but only one bottle of water. He also didn't have a route, and he didn't know the landscape. After only two hours, he finished his water and realised he was lost. The temperature was close to 40°C and he was soon exhausted. After four or five hours, he decided to stop and spend the night in the outback.

The next morning, Sam didn't report for work. His employers checked his room. His backpack and running shoes were gone, but his mobile and wallet were there. They called the rescue services and then they called Sam's family in England. The rescue services sent helicopters to the area to try to find Sam, but there were a lot of trees and plants in the area so it was difficult for the pilots to see a person on the ground.

Meanwhile, Sam was trying to find his way back. He made an SOS emergency signal on the ground from all the clothes in his backpack, including a pair of colourful shorts. Then, on Friday morning, Sam heard two helicopters flying over him. He shouted and waved his arms, but of course they didn't see him, and they couldn't hear him because their engines were too noisy. Then, in the afternoon, a third helicopter flew right over the SOS signal. At first, the pilot didn't see anything, but the wind from the helicopter's engine picked up Sam's shorts, and the pilot suddenly spotted them. He searched the area again, and at last he found the missing student only four or five kilometres from the cattle farm. Sam went to a hospital in the nearby town, Longreach, to recover. He was lucky to be alive!

- 1 Sam went backpacking because
  - A he didn't know what to do with his life.
  - B he didn't like being a student.
  - C he wanted to become fit.
  - D he thought it would be good for his career plans.
- 2 Sam got lost because
  - A he didn't prepare well.
  - B his map was incorrect.
  - C the weather suddenly changed.
  - D he wasn't well.
- 3 Sam's employers realised Sam was lost when
  - A he called them from his mobile.
  - B they saw that all his money was gone.
  - C his family rang to speak to him.
  - D some of his things were missing.
- 4 The rescue services found Sam after they
  - A heard him shouting.
  - B saw him moving about.
  - C noticed his signal.
  - D decided to land.
- 5 In the article, the author
  - A gives advice on survival.
  - B describes an adventure that went wrong.
  - C advertises a rescue centre.
  - D tells the story of Sam's career.

## Listening

### Strategy

In some listening tasks, the recordings you hear are connected by one topic. It helps to look at typical topics for a listening task and brainstorm vocabulary related to them.

3 Read the **Strategy**. Put the words below in the correct categories (A–D).


boat bored burn canoe cave cliffs climbing  
condition confused cure cut delighted diving  
embarrassed injury kayaking landscape ocean  
proud stream

A Feelings proud, ...

B Sport

C Nature

D Health

4  1.24 Listen to six people talking about sport. Match sentences A–G with speakers 1–6. There is one extra sentence.

- A We learn how a new sport developed. \_\_\_\_\_
- B We find out about a new sporting venue. \_\_\_\_\_
- C The speaker is talking to holiday guests. \_\_\_\_\_
- D The speaker is talking about the different benefits of sport. \_\_\_\_\_
- E The speaker is describing a personal experience of a sport. \_\_\_\_\_
- F The speaker is advertising sports activities. \_\_\_\_\_
- G The speaker is explaining the advantages of extreme sports. \_\_\_\_\_

## Use of English

### Strategy

Read the text quickly, ignoring the gaps, to get a general idea of what it is about. Then read it again more slowly and think of possible words to complete the text. Try out different ideas and say the sentences in your head before making a decision.

- 5 Read the **Strategy**. Complete the text with one word in each gap.

### Why do people travel?

Do you enjoy travelling, or do you prefer to stay at home? Some people go on holiday in their own country with <sup>1</sup> \_\_\_\_\_ family or friends, and spend time on beaches or sightseeing in cities. They're more interested in relaxing than doing anything else. However, there are some people who love to travel all <sup>2</sup> \_\_\_\_\_ time. They give up their normal lives and have adventures such <sup>3</sup> \_\_\_\_\_ going to Australia for a year, or travelling around Africa. They live with local people and explore deserts, rainforests and other amazing places. If they run out of money, <sup>4</sup> \_\_\_\_\_ find work in bars and restaurants, or they teach English to local people. They don't care about having careers at home or earning lots <sup>5</sup> \_\_\_\_\_ money. They only want <sup>6</sup> \_\_\_\_\_ have the experience of travelling. Often, young people go travelling before or after they go to university. Travelling is also popular with older people who want to take a break from work. So why do people love travelling so <sup>7</sup> \_\_\_\_\_? If you're travelling alone, it's <sup>8</sup> \_\_\_\_\_ great way to meet new and interesting people. You can learn <sup>9</sup> \_\_\_\_\_ different cultures, eat new food and practise a new language. More <sup>10</sup> \_\_\_\_\_ anything, travel gives you memories that you have forever.

## Speaking

### Strategy

After you describe a photo in a speaking task, you often have to speculate about things such as people's feelings or the reasons why they are doing things. Use phrases which show that you are just speculating and that there is no correct answer.

**6** Read the **Strategy** and look at the photo. Then look at phrases 1–5. Which can we use to speculate? Can you think of any other phrases?

- 1 He could be ...
- 2 It's clear that ...
- 3 He's probably ...
- 4 You can see that ...
- 5 Maybe he is ...

**7** Describe the photo.



**8** Answer questions 1–3.

- 1 Why is this person smiling?
- 2 Would you like to try something like this? Why? / Why not?
- 3 Talk about a situation when you or someone you know did something really enjoyable or exciting.



## Writing

### Strategy

You often have to make suggestions when you write an invitation. Make sure you use appropriate structures (*do something or doing something*) after, e.g. *Let's ...*, *How about ... ?*, etc.

- 9 You are going to write an invitation to a friend asking him / her to come on a camping weekend with you and a few other friends. Read the **Strategy**. Then use some of the phrases below to write sentences suggesting things you might do.

Shall we ... ?   How / What about ... ?   We could always ...  
Do you fancy ... ?   Let's ...

- 10 Write a short email invitation to a friend, asking them to come on a camping weekend with you and a few other friends. Remember to include:

- the date, time and place of the weekend.
- suggestions for things to do.
- a request for your friend to bring something (e.g. tent, sleeping bag, cooking equipment).



**HOW DO YOU  
DESCRIBE THE  
NATURE OF  
BRITAIN?**



## 2

## The British landscape

### Before you watch

1 **SPEAKING** Work in pairs. Answer the questions.

- 1 What different landscapes are there in your country?
- 2 What do you know about the different landscapes in Britain?
- 3 Look at the photos. Which of these landscapes do you think is in Britain?





**WHERE'S THE  
REMOTEST AND  
VERY  
DANGEROUS  
PLACE IN IRAN?**



# FILBAND IN MAZANDARAN







# SEVEN CAVES VALLEY IN NEYSHABOUR





# GHOST LAKE IN MAZANDARAN





# STARS VALLEY IN QESHM





**WHERE'S THE  
REMOTEST AND  
VERY DANGEROUS  
PLACE IN  
BRITAIN?**

## Comprehension check

**2**  Watch the DVD clip. Choose the correct answers.

**1** Where in England is Dartmoor?


**a** in the south-west      **b** in the north-west      **c** in the south-east

**2** Where is Yorkshire?

**a** in the south      **b** in the north      **c** in the west

**3** Where is the Lake District near to?

**a** Dartmoor      **b** the Yorkshire moors      **c** Devon

**3**  Watch again. Tick the landscape features that are in the UK.

**a** lakes

**b** hills

**c** deserts

**d** streams


**e** valleys

**f** volcanoes

**g** caves

**h** mountains



4  Watch again. Choose the correct answers.

- 1 Ben Nevis is the highest **mountain** / **forest** in Britain.
- 2 Loch Morar is **310** / **770** metres deep.
- 3 Galloway **Mountain** / **Forest** is in Scotland.
- 4 Moorlands are usually hilly, rocky and **icy** / **wet**.
- 5 Dartmoor covers **915** / **954** square kilometres.
- 6 Emily Brontë wrote about the Yorkshire **lakes** / **moors** in *Wuthering Heights*.
- 7 Over 12 million people visit the Lake District every **summer** / **year**.
- 8 Beatrix Potter wrote stories for **children** / **adults**.

## Round up

**5** **SPEAKING** Work in groups. Answer the question.

Would you like to visit Dartmoor and the Yorkshire moors? Why? / Why not?

## Vocabulary

**6 RECYCLE** Complete the sentences with the adjectives below.

dark deep narrow rocky shallow steep

- 1 The road to the top of the hill was so \_\_\_\_\_ that we couldn't cycle up it.
- 2 You can't swim in the stream because the water is too \_\_\_\_\_.
- 3 It was difficult to see anything in the \_\_\_\_\_ cave.
- 4 The water is very \_\_\_\_\_ here. You can't see the bottom.
- 5 The coast is very \_\_\_\_\_ here. There isn't a sandy beach.
- 6 The stream is quite \_\_\_\_\_ here. It's easy to jump over it.

7 Complete the text with the words below.

moorland plant remote scenery

### ***Rannoch Moor***

Rannoch Moor is a large area of <sup>1</sup>\_\_\_\_\_ in the highlands of Scotland.

It is a <sup>2</sup>\_\_\_\_\_ area; the nearest town is Glencoe, over two hours away by car.

But with mountains, lakes and forests nearby, the <sup>3</sup>\_\_\_\_\_ is spectacular and there is plenty to see. Purple heather grows everywhere on the hills, and in August, tourists can come and see the beautiful flowers of this famous Scottish <sup>4</sup>\_\_\_\_\_.

## Extension

- 8** Work in groups. Use the internet to find photos of some beautiful landscapes in your country. Then make a poster about the most beautiful places in your country. Include the following:
- descriptions of the places in the photos
  - some information about the places
  - when is the best time to visit
- 9** Present your poster to the class. Use the key phrases for describing photos.

### Describing photos

This photo shows ...

In the foreground / background ...

On the left / right ...

It looks like ...

**DON'T FORGET  
YOUR FINAL  
EXAM.**