

# Native English Academy

## UNIT 12

### Listening and Vocabulary focus

#### Sentence completion (Part 2)

- 2** jokes and laughter, listening to music at the end  
**3** everything except 'taking notes'  
**4** 1 radio producer 2 performances by musicians  
3 experiments 4 black holes 5 questions 6 to network  
7 Britain and France 8 inclusive

#### Multi-part verbs

##### science and research

- 7** 1 determine 2 observed 3 arrive at 4 validate  
5 varying 6 plot 7 findings 8 initial  
**8** 1 carried out 2 looking into 3 make clear 4 put forward  
5 take into account 6 point out 7 set out  
8 take issue with

- 9** 1 A X, B X, C ✓ 2 A ✓, B ✓, C X 3 A ✓, B ✓, C X

##### 10 (suggested answers)

We took into account certain factors.

We took certain factors into account.

We took them into account.

(Not possible: We took into account them.)

We were counting on getting a grant.

We were counting on it.

(Not possible: We were counting it on. We were counting getting a grant on.)

He turned down a job offer.

He turned a job offer down.

He turned it down.

(Not possible: He turned down it.)

Both *take into account* and *turn down* are 'separable' multi-part verbs. This means the object can go between the main verb and the second part(s) which is an adverb / are adverbs.

*Count on* is an 'inseparable' multi-part verb. The second part (*on*) is a preposition and it is not possible to put the object between the main verb and the second part.

### Grammar focus

#### Cohesion

##### Grammar reference

- 1 it  
2 they  
3 do  
4 won't  
5 not  
6 So

- 3** Otto Loewi: one scientist, his, Loewi, he, him  
John Eccles: the other, he, his, him, Eccles, himself  
Loewi and Eccles: their, Both, they

- 4** nap: siesta, full night's sleep  
question: problem, challenges  
wrote: jotted ... down  
**5** the other (scientist), Both (scientists)  
**6** 1 Like 2 while 3 so 4 until 5 but  
6 however/though

### Speaking focus

#### All parts

##### Improving your performance

- 1** Gustave. He should give longer, more communicative answers.  
**2** Maria doesn't answer the second question (why people choose to do research like this). Gustave's answer is long enough but only after the examiner prompts him.  
**4** Both candidates fail to respond to one another's comments.  
Gustave is less inclined to involve or encourage Maria and less willing to compromise at the end of their discussion.  
**6** Maria performs well. Gustave should give longer, more communicative answers without having to be prompted by the examiner. He should also respond more to Maria's comments.

### Grammar focus

#### Emphasis with inversion

##### Grammar reference

- 1 Seldom have I been so angry.  
2 Hardly had I got into bed when the neighbours started playing loud music.  
3 Only when she told me how she felt did I understand what had gone wrong.  
4 At no time did he attempt to discuss it with us.  
5 No sooner had we put our towels down/put down our towels than the sun went behind a cloud.  
6 Under no circumstances should you say anything to Gary about this.  
**3** The two 'A' sentences make the surprising information more prominent by placing it at the beginning.  
**4** In the sentences from the text, the subject and verb are inverted as in question forms. These sentences begin with an adverb. The alternative sentences have a different sentence word order. The adverbs are in the middle of these sentences.  
**5** 1 Seldom has this city been in greater need of energy-efficient public transport than it is today.  
2 Scarcely had we ordered our meal when the waiter rudely asked us if we would mind paying the bill.

- 3 Rarely have I seen such a brilliant display of artistry and expertise.
- 4 Not only have you failed to hand in your essay on time, you have also copied several paragraphs directly from the internet.
- 5 Under no circumstances should you let people who don't respect the dress code into the club.
- 6 No sooner had she posted the letter than she began to regret what she had said.
- 7 At no time has my client ever revealed the contents of this document to the media.
- 8 Hardly had I finished the assignment when my boss asked me to do something else for her.

**6** (Suggested answers)

- 1 editorial in a newspaper or political speech 2 letter of complaint or post on travellers' advice website  
 3 review of a performance or exhibition 4 teacher's comment on a student's essay 5 instructions given to bouncers at a club 6 story 7 lawyer giving evidence in court 8 letter to a friend

## Use of English focus

### Key word transformation (Part 4)

- 1–2** 1 only I had written down (hypothetical meaning)  
 2 must have been (modal verbs)  
 3 was only by going (introductory *it*)  
 4 was to (later) change (future in the past)
- 3** 1 sooner had I arrived than  
 2 no recollection of ever  
 3 on behalf of my daughter  
 4 you are determined to remember
- 4** 1 it is less difficult to forget  
 2 take back the dress to/take the dress back to  
 3 never struck me that  
 4 it when people give me
- 5** 1 wish I hadn't sent  
 2 must have happened  
 3 I succeeded in getting  
 4 did to resolve the problem was  
 5 rumoured/said to be retiring  
 6 no circumstances should you say anything

## Reading focus

### Gapped text (Part 7)

- 1–2** 1 Guglielmo Marconi  
 2 Thomas Edison  
 3 alternating current and direct current  
 4 alternating current  
 5 direct current  
 6 Heinrich Hertz, James Clerk Maxwell and Christian Hülsmeyer are all credited with the invention of radar.

- 3** 1 G (The 'people who so rapidly answered the call' in the first paragraph were 'Tesla's hugely loyal fan-base' referred to in paragraph G.)  
 2 D (*one of these* (line 1, paragraph D) refers to a 'Tesla coil' mentioned in the second paragraph.)  
 3 A (*It*, the first word in paragraph A, refers to Marconi beating him to the radio, mentioned in the third paragraph; *this*, in the fourth paragraph, refers to the electric light bulb.)  
 4 F (*also*, in paragraph F, links Tesla's contribution to making the light bulb workable, in the fourth paragraph, with his making enough electricity come out of sockets in paragraph F.)  
 5 C (*great rival*, in paragraph C, refers to Edison and their intense antipathy, mentioned in the fifth paragraph; *though*, in the sixth paragraph, concedes that Tesla was a man of exceptional talents despite fans tending to exaggerate Tesla's inventive genius, as mentioned in paragraph C.)  
 6 E (*strange habits*, in the seventh paragraph, refers to sleeping only two to three hours a night and obsessions such as a loathing for round objects, as referred to in paragraph E.)

- 4** 1 B 2 A 3 B 4 A 5 A 6 A

### Vocabulary

#### expressions with *matter*

- 5** 1 dark 2 fact 3 principle 4 time 5 interest 6 life and death

## Writing focus

### Essay (Part 1)

#### using linking phrases and conjunctions

- 1** 1 Don't 2 Do 3 Do 4 Do 5 Do 6 Do 7 Do 8 Don't
- 2** (Suggested answers)  
 2 'While this would almost certainly give scientific research a more positive image, it implies placing restrictions on the freedom of the press.'  
 (paragraph 2)  
 3 'In my view, the second of these two approaches should be implemented.'  
 (paragraph 4)  
 4 'Nevertheless, any resistance might be overcome by'  
 (paragraph 3)  
 5 'A potential difficulty here is that some adults'  
 (paragraph 3)  
 6 'But how might this be achieved?'  
 (paragraph 1)  
 7 (many examples) 'This lack of appreciation is the result of insufficient information about scientists and the work they do.'  
 (paragraph 1)
- 3** 1 One possible approach 2 While 3 In my view 4 thus

#### 4 Model answer

People owe much to scientific breakthroughs, yet many young people seem to eschew science in favour of other more glamorous-sounding professions. In this essay I will discuss two possible methods that governments could employ to help persuade more teenagers to consider pursuing studies in science.

Given that careers advisors play an influential role in students' lives, one possible approach would be to target careers advisors within schools. For example, they could be provided with regular up-to-date course advice, or be invited to attend science experience days. If they are exposed to modern problem-solving approaches, it seems far more likely that they will on-sell scientific careers to students with the requisite enthusiasm.

A second tactic that the government could employ would be to invite scientists to share their work in schools. This would be a golden opportunity to shatter lingering stereotypes about scientists, which in turn may encourage a more diverse cross-section of students to consider entering the field. Realistically, there would be some challenges to secure the time of high profile scientists. Yet, this could be overcome with creative solutions such as having scientists doing a five-minute virtual visit from their laboratory.

Overall, I would say that the most effective measure would be to have guest speakers. Hearing real tales of satisfaction and innovation from real scientists is much more likely to influence career choice than some second-hand advice.

- 4 1 suggest (that) you talk 2 only does Michael 3 are sometimes prevented from entering 4 despite being worth 5 had I got to the theatre 6 is thought to have invented

## Review

- 1 1 carried 2 forward 3 took 4 into 5 at 6 down  
2 1 did I manage to buy  
2 only are the neighbours  
3 no time should you  
4 have been living here for  
5 no circumstances should you  
6 sooner had I closed  
3 1 She 2 they 3 both/the 4 Although/Though  
5 none 6 one 7 would 8 to 9 so 10 had

## Progress test 4

- 1 1 B 2 A 3 C 4 D 5 A 6 B 7 A 8 C  
2 1 around 2 out 3 according 4 made 5 which  
6 this 7 where 8 without  
3 1 indignantly 2 abilities/ability 3 criticism  
4 demanding 5 suspicious 6 mismatches  
7 untrustworthy 8 responses