

# Native English Academy

## UNIT 2

### Speaking and Grammar focus

#### Long turn (Part 2)

##### giving opinions

2 1 A 2 D 3 A 4 D

3 1 speaking 2 argue 3 way 4 goes 5 far 6 fair

5 Three things: Look at the pictures. They show people using their phones. I'd like you to compare two of the pictures and say why people might be communicating in this way and how effective this form of communication might be.

6 1 yes 2 no 3 no 4 yes

#### Review of narrative tenses

##### past simple, past continuous, past perfect

##### Grammar reference

- 1 didn't realise, had left, got
- 2 got on/used to get on, would/used to, went/were going
- 3 Wasn't there/Didn't there use to be
- 4 hadn't been living, met
- 5 had been thinking/was thinking, gave

8 1

9 1 B 2 D 3 F 4 C 5 A 6 H 7 G 8 E

10 9 learnt 10 had booked 11 emailed 12 had flooded 13 communicated 14 had been planning 15 called 16 had managed

12 Model answer

Last night I woke up suddenly because my phone was ringing. I didn't pick it up in time, and then it stopped. I checked the voicemail messages. It was my friend Sarah who hadn't contacted me for months. Her message said 'Call me. I need to talk to you.' I was completely confused by this. We had been very close at school but since she'd moved to another city, I had hardly seen her. I knew she'd been working for her uncle and that she'd also been travelling a lot. It was 3 o'clock in the morning. I couldn't call her back in the middle of the night, could I? While I was trying to decide what to do next, the phone rang again.

### Listening focus

#### Multiple choice (Part 1)

2 1 C 2 A 3 B 4 A 5 B 6 C

3 unsure = sceptical  
relieved = reassuring  
normal = absolutely nothing wrong with that at all

4 A 3 B 2 C 5 D 6 E 4

### Use of English focus

#### Word formation (Part 3)

2 1 communicators (noun) 2 uncommunicative (adjective) 3 communication (noun)

3 only using emojis literally, not understanding how to use emojis ironically, trying too hard to use an appropriate emoji

4 1 embarrassing 2 unexpected  
3 misunderstandings 4 enthusiastic 5 ironically  
6 impression 7 meaningful 8 effective

### Reading focus

#### Gapped text (Part 7)

2 The writer thought the course was too theoretical rather than practical.

3 2

4 G

5 1 G (*this* (paragraph G, line 1) refers to the topic 'How to have a conversation' in the first paragraph.)

2 E (The second paragraph talks about people's views on the negative effect of technology on conversation with two quotes. Paragraph E continues this topic with an additional quote.)

3 A (The topic of the third paragraph is people's reasons for attendance. *These aims* (line 1) in paragraph A refers to the classmates' reasons in the third paragraph.)

4 D (*Then* (paragraph D, line 1) links the fourth paragraph to *After an enjoyable ten minutes spent chatting to my classmates*. The fifth paragraph refers to the discussion described in D.)

5 B (*these ideas* (in the sixth paragraph) refers to 1–6 in paragraph B. Paragraph G has similar content to B, however *this in the basics of this* has nothing to refer to.)

6 F (*this enjoyable burst of role play* (paragraph F) is described in the sixth paragraph: *try out ideas for unusual openings*.)

6 witty: clever and funny

empathise: understand the feelings of others

eloquence: the ability to express yourself articulately

banter: friendly, teasing conversation

unease: feeling of discomfort

dwindle: fade, grow weaker

### Vocabulary focus

#### Communication collocations

2 make: conversation (no article), a speech, a statement  
have: a chat, a conversation, a debate, a discussion, a gossip, a talk

give: a presentation, a speech, a statement, a talk

hold: a debate, a discussion

3 1 speech 2 conversation 3 talk 4 discussion

5 debate 6 conversation 7 debate 8 conversation

#### Adjectives: ways of speaking

5 1 positive: deep, husky, lively, mellow, soft, soothing, warm

2 soft, soothing, warm

3 man: lively, mellow, warm, soothing

woman: husky, lively, mellow, warm, soothing

7 1 soothing 2 nasal 3 husky 4 wobbly 5 flat

6 harsh

8 1 deep, mellow, soft, soothing, warm 2 flat, harsh, monotonous, soft 3 deep, lively, mellow, soft, warm

4 flat, lively, monotonous

- 2** 1 who/that (D) 2 where (D) 3 whom (D)  
 4 whose (D) 5 that/which (D) 6 which (ND)  
 7 when (D) 8 which (ND) 9 whose (D)  
 10 who (D)

- 3** 1 A 2 B

- 4** Problems on the telephone, at work or in job interviews.

- 5** 1 which 2 where 3 who 4 whose 5 which  
 6 when 7 which 8 why

## Writing focus

### Proposal (Part 2)

#### organising your ideas

- 1** 1 proposal 2 report  
**2** The candidate has not followed tip 5.  
**3** Model answer

#### Helping with student presentations: a proposal

##### Introduction

In this proposal I will describe some of the difficulties students at this school have with making presentations in English and conclude by making a series of recommendations on how teachers could assist students with overcoming the obstacles to giving a successful presentation confidently.

##### Current situation

A student survey indicates that many students are nervous or overwhelmed when faced with presenting in English. Students are concerned about making pronunciation and grammar mistakes and they are unsure about how formal their language should be. Some students need additional assistance with structuring their presentations.

##### Key needs to be addressed

Students require additional help with confidence building and opportunities need to be provided for students to gain experience speaking in front of others.

##### Recommendations

I would suggest the following actions to teachers at the school:

- Students could be provided with a list of useful expressions for use in presentations.
- Extra drop-in sessions could be offered where students could get help on all aspects of their preparation.
- Teachers could allocate more class time to practice. For example, students could deliver their presentation in front of a small group the day before the final presentation to the whole class.
- A greater variety of lower stakes speaking opportunities should be provided in all classes to get students accustomed to speaking in front of others.

If these suggestions are implemented, it will lead to increased student confidence and performance for giving a presentation in English.

## Review

- 1** 1 including 2 administrative 3 addiction  
 4 indecision 5 distinctive 6 interactive  
 7 communicator 8 impressive
- 2** 1 was typing, got, had decided, hadn't expected/  
 wasn't expecting, felt, hadn't had/didn't have  
 2 had known, I'd never realised/I never realised, he'd  
 been (was is only possible if Jack is still a footballer),  
 He'd even played/He even played  
 3 moved, I'd been worried/I'd been worrying, I'd been  
 living/I'd lived, hadn't spent  
 4 always planned/were always planning, we left/we'd  
 left, didn't manage/hadn't managed, got married,  
 we'd saved  
 5 was working/worked, qualified  
 6 had hoped/was hoping, went, said, had sold
- 3** 1 who/that 2 which 3 whose 4 which/that  
 5 who/that
- 4** 1 monotonous 2 soft 3 husky 4 squeaky  
 5 warm 6 nasal

## Grammar focus

### Defining and non-defining

#### relative clauses

#### Grammar reference

- 1 whose 2 whom 3 where 4 which 5 that 6 who
- 1** 1 Non-defining 2 Defining 3 Non-defining  
 4 Defining

