

# Native English Academy

## UNIT 3

### Vocabulary and Grammar focus

#### Vocabulary

##### stages of life

- 2** 1 negative 2 positive 3 positive 4 positive  
5 negative 6 negative
- 3** 1 adolescent (negative), childish (negative), infantile (negative)  
2 childish (negative)  
3 boyish (positive)  
4 adult (positive), old (neutral)  
5 aging (neutral), elderly (neutral), old (negative)  
6 old (negative)
- 4** The underlined words should be stressed.
- 5** (Suggested answers)  
1 immature (negative)  
2 naïve (neutral)  
3 fresh-faced (positive)  
4 grown-up (positive)  
5 geriatric (negative) ancient (usually neutral, but negative in this context)  
6 past it (negative)

#### Future forms

##### Grammar reference

- 1 'll cook  
2 'll be  
3 are we meeting  
4 'll get  
5 'll be lying  
6 will have read  
7 will have retired  
8 will be doing
- 9** 1 They're moving to a bigger house soon 2 We're going to start a family 3 they think they'll have enough money 4 I'll get down to some serious planning tomorrow! 5 I'll have been promoted 6 I'll be doing exactly the same job
- 10** 1 I'm starting 2 I'm doing 3 I'm achieving  
4 I do 5 I'll have spent 6 I see 7 I'll have stayed  
8 I'm finding
- 11** 1 will be doing 2 will have left 3 will have found  
4 am going to/will pass 5 meet 6 find 7 am living/will live 8 will learn 9 got 10 will be

#### Reading focus

##### Cross-text multiple matching (Part 6)

- 2** (suggested answers) rereading diaries as an adult can be embarrassing; it's difficult to completely destroy digital records; social media posts attract unkind comments; people can find your diary and read it; expressing ourselves honestly in a diary can force us to confront uncomfortable truths; what you write online remains there forever.
- 3** 1 A, B 2 B, D 3 B, D 4 A, B, D
- 4** 1 **D** (nothing more than records of childish hopes and ambitions in A; how little space they gave to what really matters and how much time they dedicated to the boy or girl on the bus who might or might not have fancied them in D)  
2 **B** I'm not convinced though that the dangers of expressing ourselves through social media outweigh the benefits.  
3 **A** (though they are in many senses more ephemeral C; can be quickly and completely destroyed, something that can't be said of our digital footprint)  
4 **D** The frequently uncharitable responses to narcissistic display on social media are hardly surprising. If found, a diary too will be read and its contents certainly made fun of in much the same way but the reluctant diarist... in A; the prospect of somebody finding and reading similar outpourings in a secret diary is enough to put many teenagers off the idea of keeping one in B)
- 5** 1 appalling 2 retaliation/retaliating 3 charity  
4 justify 5 reticent 6 insightful

## Grammar focus

### Introductory *it*

#### Grammar reference

- 1 It was lovely to visit Lisbon again.
  - 2 It is shocking how many young people drop litter in the street.
  - 3 It is almost inevitable that I will not finish the assignment on time.
  - 4 Fiona made it very clear that she didn't want any birthday presents.
  - 5 It was Eva who made the negotiations run so smoothly.
  - 6 It was on Wednesday that we arranged to meet.
- 3** 1 It's no fun being in debt. 2 One day it may be your partner or child who needs your help. 3 It's amazing how many people don't know how to find their most beguiling smile. 4 I find it appalling that so many young people live on pot noodles and toast.
- 4** 1 It's sad that we have become so disconnected from the natural environment. 2 It's vital for schoolchildren to learn basic first aid skills. 3 It worries me how dependent people have become on mobile phones. 4 It's you who should get the credit for the work done on the project. 5 It was difficult for me to make new friends. 6 It is vital for people to contact a member of staff first. 7 It makes good sense not to throw away letters with your name and address on them. 8 It was embarrassing telling Charles how I felt.

## Speaking focus

### Collaborative task and Discussion (Parts 3 and 4)

#### responding to and expanding on your partner's ideas

- 1 Daniela responds to and expands on what the other candidate says.
- 2 You mean, because you're having to ask your parents for money and possibly also having to justify what you spend it on?  
There's a lot to be said for that argument. In many cases, I think it does make people less able to take responsibility for their own decisions and it often creates tensions in a family.  
Yes, you're forced to be mature by having to make sacrifices and by being responsible for other people, aren't you?

## Use of English focus

### Multiple-choice cloze (Part 1)

- 3 1 B 2 A
- 4 1

- 5 1 D (collocates with *play*)  
 2 A (collocates with *life/lives*)  
 3 C (collocates with *at*)  
 4 C (collocates with *highest*, *amount* not possible with countable noun)  
 5 D (collocates with *life*)  
 6 B (followed by dependent preposition *to*)  
 7 C (followed by dependent preposition *by*)  
 8 A (only option that can be followed by *in*)

## Listening focus

### Multiple choice (Part 3)

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

### Vocabulary

#### working out meaning from context

- 4 1 believing what you want to happen will happen even though it is impossible  
 2 used when you admit that something is true  
 3 would definitely prefer  
 4 relaxed and easy-going  
 5 change direction suddenly  
 6 when the situation is the opposite of what it was before

## Writing focus

### Report (Part 2)

#### dos and don'ts

- 2 Item 7 should start with *Don't*.  
 3 Plans A and B do not include a recommendation section.  
 4 Plan C is the most similar to the structure of the model report.  
 6 Model answer

#### Introduction

The main objectives of this report are to summarise local young people's views about elderly people in their area, and the thought of their own aging. I will present results of a survey I conducted with a random selection of 200 young people at the local high school. I include recommendations as to how attitudes could be improved.

#### Attitudes to older people

According to my survey, a significant proportion of young people never or hardly ever spend time with someone aged over 65. Reasons that respondents gave for this included: they have nothing in common, the elderly don't like teenagers and lack of time. More promisingly, nearly three quarters of those surveyed (74 percent) agreed that they could probably 'learn something' from older people.

#### Attitudes to aging

Those responding to the survey were almost equally split between preferring to think about it as little as possible and those who never thought about it. For those who did think about it, the prime concerns were loneliness, poor health and boredom.

#### Recommendations

Clearly more could be done to bridge the gap between young and old in our community. I would make the following recommendations:

- Set up volunteer tutoring opportunities for elderly citizens to help younger people at the high school with academic work or practical skills.
- Invite young people to tutor old people in technology use, e.g. how to text/send emails in return for a donation to be used for social events. It is hoped that increased contact between the groups will lead to greater empathy and more positive attitudes.

## Review

- 1 1 F 2 A 3 E 4 C 5 D 6 B

- 2 1 vital that we learn 2 will still be living  
 3 the council that should do 4 astonishing how few people 5 find it (really) embarrassing 6 time I got

- 3 1 C 2 B 3 D 4 A 5 C 6 D 7 A 8 B

## Progress test I

- 1 1 B 2 B 3 C 4 D 5 B 6 C 7 A 8 C

- 2 1 she 2 out 3 on 4 time 5 have 6 too  
 7 some 8 what

- 3 1 amazement 2 imagination(s) 3 unlikely  
 4 unexpectedly 5 discovery 6 enthusiastic  
 7 remarkable 8 agencies

- 4 1 nor is he  
 2 as yet I haven't  
 3 is a mystery (to me)  
 4 who found my (stolen) wallet  
 5 no idea why she should/might  
 6 I had already