

Native English Academy

UNIT 6

Use of English and Listening focus

Word formation (Part 3)

- 3** 1 extinction, perfection, consideration, confrontation
2 powerless 3 imperfect
- 4** 1 perfectly 2 exciting 3 analysis 4 considerably
5 disability 6 powerless 7 hunters
8 confrontation

Multiple choice (Part 1)

- 6** 1 B 2 A 3 A 4 C 5 A 6 A
- 7** in-: inaccurate, insignificant
un-: unbelievable, unchanged, unconvincing,
uncovered, undiscovered, unfavourable, uninformative,
unmodernised

Grammar focus

Grammar reference

- 1 by
2 nowhere
3 so/very
4 great
5 not
6 like
- 3** 1 a bit, a great deal, a little, a lot, far, very much
2 almost, just 3 a little, a lot, much 4 by far, much
- 4** 1 *no more* means the same, *a bit more* means there has been some increase 2 similar meaning
3 *By far* means it has more visitors than any other museum. *One of* means there are other museums which have as many visitors. 4 different – *no better than* means the same, *worse and worse* means it is deteriorating 5 similar meaning
- 6** 1 never 2 far more 3 the briefest 4 More than ever 5 higher and higher 6 far

Speaking focus

Long turn (Part 2)

comparing

- 1** compare two of the pictures, say why the people might be interested in this kind of information about the past, say how easy it might be for them to remember it

- 2** A and C
- 3** location, clothes, possible reasons for the visit, the historical significance of the place, and how the people may be feeling
- 5** One significant difference is, What both these photos have in common is, Whilst

Reading focus

Multiple choice (Part 5)

- 2** 1 B ('I'd accepted the invitation gladly, not because I had any particular interest in my forebears but because, as a journalist, I thought a story on genealogy would appeal to my readers.')
2 A ('But the name of the programme is a bit of a sham ... who we actually are has nothing to do with our ancestors; it's down to our own personality, luck, circumstances, education and that of our parents.')
3 D ('... we should try to make something of ourselves and not dwell on the past.')
4 C ('For them, the fun isn't in the facts, it's in the hunting.')
5 D ('Would I have been able to forgive him for abandoning his family?')
6 B ('I was more interested than I'd expected to be in the fate of Amos'; 'I'm not who I thought I was six months ago'; 'Who I am now is a born-again ancestor bore.')

Vocabulary

adjective/noun collocations

- 4** tailor-made: designed especially for an individual; consumer-driven: focused on material things (in this context); high-minded: having high moral standards
- 5** 1 trip, course, suit, service 2 fashion, technology, design 3 person, ambition, reason, principle
- 6** 1 close, distant, immediate 2 common, direct, distant, early 3 close, distant, extended, immediate, nuclear

Vocabulary focus

- 1** more international

Prefixes and suffixes

- 3** 1 unsettling 2 amazed 3 predictable 4 initial
5 understandable 6 unbelievable
- 4** -able: believable, changeable, comfortable, comparable, considerable, deniable, excitable, identifiable, imaginable, movable, noticeable, profitable, variable
-ible: accessible, comprehensible, resistible, reversible, visible
- 5** un-: unbelievable, unchangeable, uncomfortable, undeniable, unexcitable, unidentifiable, unimaginable,

unmovable, unnoticeable, unprofitable
in-: inaccessible, incomparable, incomprehensible,
inconsiderable, invariable, invisible
ir-: irresistible, irreversible

- 6** 1 imaginable 2 imaginative 3 changeable
4 variable 5 excitable 6 comforting 7 changing
8 comprehensive
imaginable = something which can be imagined
imaginative = creative
changeable = inconstant/capable of being changed
changing = something which is becoming different
variable = something which can vary
varying = different
excitable = easily excited
exciting = something which makes you feel excited
comforting = something which brings comfort
comfortable = something which makes you relaxed or
gives physical comfort
comprehensive = complete
comprehensible = something which can be
understood

Grammar focus

Modifying adverbs

Grammar reference

- 1 both
2 seriously
3 really
4 extremely
5 both
6 quite
- 1** to give emphasis. Both modifiers intensify the adjective.
- 2** enormous, awesome, furious, impossible, perfect, terrified
- 3** extremely, practically (but *practically impossible* is an exception)
- 5** False memories can be created from TV programmes or books.
- 6** 1 absolutely
2 pretty
3 practically
4 extremely
5 completely
6 entirely

Writing focus

Essay (Part 1)

structuring an argument

- 2** Your class has attended a lecture on the action governments can take to make sure cultural heritage is preserved for future generations. You have made the notes below.

Priorities for governments aiming to preserve cultural heritage

- increase funding for museums
- protect old buildings
- teach the importance of cultural heritage in schools

Some opinions expressed in the discussion

– ‘Cultural heritage isn’t just about buildings – it’s about a way of life.’

– ‘It’s the responsibility of the older generation to pass on cultural heritage to the next generation.’

– ‘Museums are the best places to keep shared memories of a community.’

Write an essay for your tutor discussing two of the priorities in your notes. You should explain which priority you think is more important, giving reasons to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion but you should use your own words as far as possible.

Write your essay in 220–260 words in an appropriate style.

4 1 P 2 P 3 E 4 E 5 P 6 E

- 5** Giving main points: I would argue that, The problem is that, It’s become necessary to, An urgent priority is
Giving supporting evidence: Perhaps, I’m sure, For example

7 Model answer

Cultural heritage is an invaluable asset for all generations to enjoy. It is about knowing where we have come from and having pride in the place we live. In this essay I will discuss two priorities for the government’s support of the cultural heritage in our community.

The first idea is to increase funding to museums. People say that museums are the heart of cultural heritage preservation. Not only do they display objects, they also teach and provide information about them. Increased funding could attract better care of objects, more specialised staff and more entertaining displays, in turn attracting more people to visit and learn. On the other hand, I would argue that it is unreasonable to expect governments to give more money to museums when they have got more important things to spend people’s taxes on.

The second idea is to protect old buildings. It has become clear in recent years that governments can no longer afford to provide generous grants to help people maintain their historically significant houses. I am sure there are many voluntary organisations which would be prepared to work on conservation projects. Nevertheless, the government could provide protection to ensure that old buildings are not demolished or transformed out of character.

In my view, the most pressing priority is to provide protective legislation for old homes and buildings. I'm not alone in my concern about the loss of historical features which take such pride of place in and give character to our communities.

Review

- 1** 1 so 2 much 3 nothing 4 great 5 far 6 like
7 ever 8 worse and worse 9 just as 10 simplest
- 2** 1 B 2 A 3 B 4 C 5 A 6 C 7 B 8 A 9 C 10 A
- 3** 1 favourable 2 unconvincing 3 misinformed
4 imaginative 5 irreversible 6 inaccessible
7 disbelief 8 inaccurately 9 incomprehensible
10 invisible
- 4** 1 trip 2 principles 3 design 4 ambition 5 course
6 person 7 service 8 reason

Progress Test 2

- 1** 1 B 2 D 3 C 4 A 5 B 6 A 7 C 8 D
- 2** 1 More
2 like
3 no/never
4 to
5 for
6 much
7 if/when/should
8 What
- 3** 1 impressive
2 considerable
3 further/farther
4 believable
5 invention
6 curiosity
7 undeniable
8 imaginative
- 4** 1 wish they didn't have
2 were nothing like as
3 high time they told you
4 would have been impossible
5 regretted not having worked/that he hadn't worked
6 prevented everyone/anyone from entering