

Native English Academy

UNIT 9

Use of English and Vocabulary focus

Open cloze (Part 2)

- 2** Because the babies seemed surprised when they were shown images that appeared to defy the laws of physics.
- 3** 1 in 2 out 3 but 4 same 5 anything 6 for 7 no 8 nothing

Expressions with *brain* and *mind*

- 4** 1 return a smile 2 recognise familiar faces 3 know her own name and respond to it 4 enjoy hiding games 5 try to be a help 6 learn to put on her own clothes
- 5** recognise familiar faces – know who's who
learn to put on her own clothes – get the hang of dressing herself
know her own name and respond to it – recognise her own name and react to it
enjoy hiding games – get a real kick out of the game of *peekaboo*
try to be a help – display helpful behaviour
return a smile – smile back
- 6** 1 brainchild, brain damage, brain drain, brain scan, brainstorm, brain teaser, brainwash, brainwave
2 A mind-boggling, B mind reader
- 7** 1 brain drain 2 brainchild 3 brain damage
4 brainstorm 5 brainwave 6 brain teasers
7 brainwashing 8 brain scan
- 8** (Suggested answers)
1 something disappointing or upsetting
2 No, she'll just think about it.
3 They want one.
4 Because another person has used a taboo word in front of a child or someone who might find it offensive.
5 Because you are about to say something that partially contradicts something you or another

Grammar focus

- 1** to control electronic devices, to direct musicians to play music

Future in the past

Grammar reference

- 1 were
2 was
3 had
4 have
5 going
6 would

- 3** All the underlined forms are predictions made in the past about the future.
- 4** Psychologists are aiming to find out how acquiring new skills, such as speaking a foreign language, can affect the structure of the brain. They think that these changes will not take place at the same rate in older people and want to find out if there is an optimal age for learning a language.
Changes from future in the past to present: past continuous – present continuous, *would* – *will*, *could* – *can*, *would have been* – *would be*
- 5** 1 was considering 2 was going to be 3 would win
4 were hoping 5 would have been 6 was going to take

Speaking focus

Long turn (Part 2)

paraphrasing

- 2** The examiner asks the candidates to compare two of the pictures and say why people might be doing these things on their own and what reactions they might get from other people.
- 4** Yes. She compares two of the pictures, says why people might be doing these things and suggests possible reactions people might have.
- 5** 1 by himself 2 without anyone else 3 all to himself
4 solitary 5 lone 6 unaccompanied
- 6** The examiner asks who is happiest doing these things on their own and why. The candidate responds effectively.

Reading focus

Gapped text (Part 7)

- 3** Points 1 and 4: 'It took me ages to be able to tell the time on an analogue clock. I don't know why but I sometimes couldn't understand what I read or what

- 4** **1 B** (Paragraph B provides further evidence and examples of the last statement in the first paragraph: *She didn't know what was wrong.*)
2 F (*somebody, His and he* in the third paragraph refer to 'the injured man' in paragraph F)
3 G (*an area of my brain wasn't working* in the third paragraph is a paraphrase of *The bullet had lodged in a part of the Russian's brain where information from sight, sound, language and touch is synthesised, analysed and made sense of*)
4 A (*this* in the fifth paragraph refers to the clock face exercise described in paragraph A)
5 D (*It* in the sixth paragraph refers to the *exercises* she developed)
6 E (*So many children get written off* in the final paragraph is a paraphrase of *Thousands of children dismissed as impossible to teach*)

Vocabulary

working out meaning from context

- 5** **1** dismal **2** breakthrough **3** devised **4** got
5 premise **6** written off

Listening focus

Multiple matching (Part 4)

- 4** **Task 1:** **1** C **2** G **3** A **4** F **5** H
Task 2: **6** D **7** C **8** G **9** H **10** E
5 **1** F **2** D **3** E **4** B **5** C **6** A

Grammar focus

Future in the past: advanced features

- 1** **1** was about to **2** weren't meant to **3** was meant to/ due to leave (verb form changes here) **4** were thinking of inviting (verb form changes here) **5** was about to **6** was about to
2 **1** no **2** yes **3** yes **4** yes
3 **1** were to have left **2** was to go on **3** was to have been published **4** were to be informed **5** were to sign **6** was to have become
4 **1** was supposed to be/have been finished **2** were due to publish **3** were to have been told **4** was thinking of asking (for) **5** was about to close **6** would have invited Sarah

Writing focus

Email (Part 2)

adopting the right tone

- 2** The text is informal. The following features tell us this: contractions (e.g. *I'd read*); *and* is used frequently as a linker; simple vocabulary (e.g. *got it wrong*) and phrasal verbs (e.g. *work out, end up*).

- 3** **1** F **2** I **3** F **4** F **5** I **6** I **7** F **8** I

4 (Suggested answers)

- 1** It wouldn't be a bad idea to get yourself a dictionary.
3 If I was thinking of learning a language, I'd most probably do a course.
4 Reading as widely as you can could help.
7 I wouldn't try learning a language by yourself.
5 **1** Acknowledge receipt of the message and apologise for not writing before.
2 Express pleasure about friend's plans to relocate and reiterate the question in the email.
3 Comment briefly on my experience of learning English.
4 Make a series of suggestions about learning my language drawing on my own and others' experience.
5 Express the hope of having been of some assistance.
6 Conclude with the wish to receive a reply and the usual salutation.

6 Model answer

Hi Emma,

So good to hear from you. I'm sorry for not getting back to you earlier, I was snowed under with exams. Thankfully, I've now got them done and dusted for another year.

What great news that you're finally coming to Spain – and you're going to learn Spanish too – even better! Seeing as you ask, I do have a few suggestions that might help you pick it up more quickly.

I guess it's been ten years since I had my first English lesson, and it's been an incredible journey with only a few hiccups along the way. By far the most useful experience was when I got to do that immersion course in Brighton. I think you'll find that the more you can immerse yourself, the quicker you'll progress.

Before you arrive, you could start off with some apps. I'm a bit sceptical about their claims that they'll make you fluent but they're great for learning some of the building blocks. I'd suggest enrolling in a course in your first weeks here to get the basics down. Read as widely as possible, online newspapers, blogs, books, the back of a cereal packet – anything, really! What's also crucial is that you get exposure to real Spanish. A part-time job with locals could be just the ticket, I'd be happy to help you with the job search.

Anyway, I hope that's helped give you a few ideas. Do write back as soon as you can so we can pencil in a catch up!

Cheers,

Ana

Review

- 1** 1 was planning 2 was meant to be coming 3 was going to ask 4 would be 5 were babysitting 6 was supposed to 7 were due to play 8 would have been
- 2** 1 brainstorming 2 wave 3 brain 4 Brainteaser 5 brain 6 damage
- 3** 1 leadership 2 unemployed 3 uneasy 4 registration 5 solution 6 unoccupied 7 collaboratively 8 confusion

Progress test 3

- 1** 1 C 2 A 3 B 4 A 5 B 6 D 7 D 8 B
- 2** 1 own 2 was 3 up 4 along 5 well 6 less 7 to 8 by
- 3** 1 unemployment 2 shortage 3 perceptions 4 prospective 5 assumptions 6 recruitment 7 openings 8 exceptional
- 4** 1 if I had waited 2 you happen to pass/be passing 3 quite impossible for me to attend 4 if any of us/ them/ you had 5 regretted having told/telling Angela 6 for as long as (is)