***Cambridge Academic English – An integrated skills course for EAP – Advanced***

**Key to Grammar and Vocabulary & Reading exercises**

**Unit 1: advertising and critical thinking**

**1 Reading Critically**

**1.1.1** Possible responses include:

- to understand a writer's point of view and compare it with the student's own;

- to judge the validity of information or views presented;

- to evaluate information in an unbiased way;

- to separate good evidence from bad;

- to be mindful of any prejudices or unreferenced implications evident in the author's writing (e.g. if the author implies that statistics support his or her argument, does he or she actually provide those statistics or simply invite the reader to accept them as fact?).

**1.1.2**

Answers will vary.

**1.2.b**

1 It suggests that the writer will highlight the social value of brands rather than their negative effects. (Although there is no certainty in this.)

2 That the 'social contribution' of the consumer society is greater than its 'ills' (although these are recognised), and that 'strong brands' are a factor in strong economic growth.

3 Generating wealth (through the consumer society) allows social progress, including

improvements in health, education, living standards and opportunities; without brands,

less wealth is created, and so the government has less money (through taxation) to spend on social goods.

4 No evidence is provided.

5 There are 'many ills' in a consumer society, such as negatives of brands (e.g. encouraging people to spend more than they need and to see achievement in terms of acquiring brands, etc.). The writer acknowledges this position, but does not give details.

6 Answers will vary.

**1.2.c**

**Suggested answers**

1 The title is *Consumer culture.* There doesn't seem to be anything in this title that indicates the writer's position.

2 The writer seems to be very critical of a consumer society (in particular the opening

sentence, which highlights its disadvantages).

3 There are three main claims related to the disadvantages picked out by the writer:

- 'The freedom of the individual consumer has limited the freedom of the community.'

- 'The society that has fed, clothed, and housed people has also damaged the environment and created more trash than any other society in history.'

- 'our options for addressing [the] problems [of the consumer society] seem to be narrowing.' The remaining claims (e.g. 'Most people [...] are deeply concerned about the ecological damage caused by consumption'; 'the response to [ecological damage] has been channelled into individual consumer choices') relate to ways in which 'options [...] seem to be narrowing'.

4 No evidence for any of the claims is provided in this extract, although this may be given in other parts of the publication, of course.

5 The most obvious alternative is that there are advantages of a consumer society. These are not acknowledged in this extract, but may be in other parts of the book.

6 In this extract, the writer's position is based on claims unsupported with evidence. Readers should not be persuaded by the information in this extract alone.

**1.3**

**Suggested answer**

No, it's not necessary in this particular case. Texts that give information, rather than the writer's interpretation of information, may not need to be read critically (for example, reference books that present knowledge that is well established and accepted in the field).

**2 Preparing to read**

**2.1** Suggested answer

The aims of the research are to evaluate the success of media literacy programs. This includes assessing the effectiveness of teaching and finding out whether students are able to critically analyse what they read, see or hear in the media.

**3 Note-taking**

**3.1** Suggested ideas

What are the reasons for studying it?

- some argue that knowledge of advertising tactics leads to more critical skills (and so reduces vulnerability to advertising)

- increases ability to produce counter-arguments

What is it?

- analysis of print, audio, visual and electronic messages from today's culture (e.g. analysis of contexts, purposes, audience, point of view, persuasive techniques in adverts)

- it sometimes looks at the processes of creating advertising messages

Does it work?

- limited evidence that learning about advertising leads to more critical skills and greater advertising - some evidence that it makes young people better consumers (showing better judgement in what they buy)

**3.3** Suggested answers

Further research is needed to:

- investigate the impact of increased knowledge of advertising production processes on

critical thinking about advertising. The extract notes that: **empirical research has not yet examined** the impact of increased knowledge of advertising production processes as it may affect critical thinking skills in responding to advertising messages.'

- provide further evidence of the influence of media literacy teaching on critical thinking about advertising. The extract notes that: **'[t]here is only limited evidence** that shows that learning about advertising and discussions about advertising in school can reduce children's vulnerability to advertising appeals and increase their ability to produce counterarguments in response to advertising.' If no evidence is found, this devalues media literacy teaching.

- use different methods for looking at the influence of media literacy teaching on critical

thinking about advertising. The extract notes the weakness of using attitude statements in

meaning scepticism: 'Young (1990) criticizes the validity of research that has used superficial measures of children's skepticism including responses to attitude statements using Likerttype scales.' This suggests that future research should use and evaluate alternative methods.

**4 Vocabulary in context: compound nouns**

**4.1.**

1 texts - that is, pieces of writing and, possibly, other visual material - that are intended to

advertise something

2 teaching people how to analyse media texts so that they can be more critical readers of them

3 making - or producing - newspapers, radio, television, or other forms of communication 4 work set during a course on English taken at a high school - that is, for young people from about 14 upwards

5 the skills - or abilities - you need to be able to analyse or study advertising in detail so that you can judge it and give your opinion about it

6 the ways - or processes - in which advertisements are made

7 the messages - or information - that an advertising text tries to convey to someone;

usually this is to do with why they should buy a particular product

8 showing how a product - or an item for sale - works

**5 Inferring relationships between sentences**

**5.1**

1 *for example:* links back to the previous sentence and gives an example of the (limited) evidence that learning about advertising in school can reduce children's vulnerability to advertising

2 *instead:* used to contrast Young's arguments with earlier research based on what Young views as superficial measures of children's skepticism

**5.2**

**1** This exemplifies research showing that children 'may not necessarily employ critical thinking skills in response to advertising or have more skepticism about advertising in general'.

**2** This gives additional details of what is meant by 'advertiser tactics' mentioned in the previous sentence.

**6 Nominalisation**

**6.1.b**

2 the importance of knowledge structures

3 middle-school students' knowledge of advertiser; tactics; their skepticism of advertising

4 students'understanding of the way advertising works

**6.1.c**

Nominalisation:

- allows the writer to be more concise (it is often used by academics and journalists as a way of keeping to strict word limits;

- leads to more efficient writing;

- can make a text sound more authoritative;

- can be used, like the passive voice, to hide agency (who carried out an action).

**7 Reading in detail**

**7.1.a**

Occasionally [...] students also learn about the ~~processes~~ pre-production, production, and postproduction processes ~~before production, during production, and after production~~ involved in the creation of advertising messages.

**7.1.b**

Because two of the authors shared the same surname.

**7.1.c**

Try and work out the *meaning from the context.* An optional (i.e. not compulsory) course. The meaning of *elective* may be guessed from *elect -* to decide on or choose, especially to choose a person for a particular job, by voting.

**7.1.d**

*This information* would be used because this is a piece of formal, written prose. In less formal, spoken English, *that information* would be more usual.

**7.1.e**

In academic English, we sometimes put an auxiliary verb (and non-auxiliary *have* and be)

directly before the subject of a clause; this is known as *inversion.* Inversion sometimes happens after *as, than* and *so* and has the effect of making the writing sound more formal or literary. The placing of the subject at the end of the sentence also emphasises the contrast, and helps to highlight the point that the writer wants to make.

**8 Pros and cons of group work**

**8.2.1**

Answers will vary.

**8.2.2** Advantages of group work:

- because there is more than one person working, there is likely to be a greater number

of views and ideas covered;

- by sharing ideas, some people may feel encouraged to explore ideas they would

othenwise have ignored;

- because the group would need to agree before accepting any particular ideas,

participants may be more likely to take risks and to suggest things that they normally

wouldn't;

- ideas and solutions to problems are likely to be more diverse because of differing

viewpoints.

Disadvantages of group work:

- there could be some people in the group who will go along with the majority viewpoint, even if they don't agree with it;

- a leader or chair is not always appointed to the group, which can mean that there is no

direction to group discussions;

- solving group problems can also be a time-consuming process because it requires

individuals to agree with each other before a decision can be taken;

- if no note-taking has taken place, then some valid ideas may not be considered when it

comes to making a final decision.

**9 Getting an opportunity to speak in a group discussion**

**9.1**

Ken chose this chart because he thought that it might be good to get some data on a particular country. The limitation he mentions is that the information is a little out of date (2009).

**9.2.a**

2 Can I just come back to what you said about clothing?

3 Can I just pick up a point you made a while ago?

4 Can I say something here?

5 Can I just go back to something you said earlier?

6 Can I just make a point here?

**9.2.b**

N

Can I just come in here?

Can I just say something here?

Can I just make a point here?

B

Can I just come back to what you said?

Can I just pick up a point you made?

Can I just go back to something you said earlier?

**10 Writing a summary**

**10.1** Suggested answers

**1** The choices made by advertisers cannot always be described in simple terms such as good and bad. There is a large area between these two extremes in which ethical decisions have to be made.

**2** *dilemma:* a situation in which a difficult choice has to be made between two different things you could do *grey area:* a situation which is not clear or where the rules are not known.

3 & 4 See the notes and underlined sections on page 21 of the Student's Book.

**10.3.a**

1C 2D 3B 4A

**11 In-text referencing conventions**

**11.1**

**2 Teresa Cairns (2006):** the author's first name should not be included. (An exception is when two authors with the same surname and publications with the same date are referred to in a text; the first name, or initial, is included to distinguish them.)

**3 Willis (2012):** this should be written as a 'nonintegral' reference - **(Willis, 2012)** or

**(Willis 2012)**

**4 (e.g. Barry, 2011, May 2010, White, 2010):** when a number of sources by different authors are listed, these are usually separated by a semi-colon; a comma may or may not be included between surname and date, but this needs to be consistent in a particular piece of writing. So this should be corrected to either **(e.g. Barry, 2011; May, 2010; White, 2010)** or **(e.g. Barry 2011; May 2010; White 2010)**

**5 (May, P, 2010):** only the writer's surname should be included - **(May, 2010)** or **(May 2010).** (Note the exception mentioned in 2 above.)

**6 (Levin, Advertising in focus, 2008):** the title of the publication should not be mentioned - **(Levin, 2008)** or **(Levin 2008).**

**7 (e.g. Marks, 2006, in Allen, 2008):** this is a report of one writer (Marks) mentioned in

another writer's work. This is correct, although a common alternative is **(e.g. Marks, 2006, cited in Allen, 2008).**

**8 Alvin 2010:** date should be in brackets - **Aivin (2010)**

**9 (Collins, 2011):** correct

**10 (Petersen, 2012, page 13):** 'page' is usually abbreviated to p. - **(Petersen, 2012, p. 13)**

**Grammar and vocabulary**

**1) *–ing* clauses with prepositions and conjunctions**

**1.1**

2e - After reviewing the literature, I will outline the methods used in the research.

3b - On becoming president, he made education the main priority of his government.

4f - In comparing the two groups, both quantitative and qualitative data were used.

5a - While not denying that there is discrimination in the workplace, Bright (2009) contends that it is not older workers who are a particular target.

6d - Before starting school in September, children are immunised against tetanus and measles.

**1.2**

1 Incorrect. The implied subject of the *-ing* clause is '(the) children looked at in the research', while the subject of the main clause is 'the researchers'. Possible improvements might be: *On starting school, the children had their achievement examined by researchers./When children started school, researchers examined their achievement.*

2 Correct. The implied subject of the *-ing* clause is ' 1 ' , and the subject of the main clause is also T.

3 Correct. The implied subject of the *-ing* clause is 'students', and the subject of the main clause is also 'students'.

4 Incorrect. The implied subject of the *-ing*clause is ' 1 ' (= the author), while the subject

of the main clause is 'managers'. Possible improvements might be:*While recognising that the results may not be generallsable to ail businesses, In my view managers should have a working knowledge of accounting./Although I recognise that the results may not be*

*generallsable to all businesses, managers should have a working knowledge of accounting.*

**2) Prepositions after passive verbs**

**2.1**

1 to

3 with

4 of

5 in

6 into

7 on

8 at

**2.2**

2 divided

3 to

4 with

5 regarded

6 based

7 in

8 of

9 as

10 translated

**3) Problem-words affect vs effect**

**3.1**

2 d

3 b

4 e

5 h

6 a

7 g

8 c

**3.2**

2 came into effect / took effect

3 effect

4 takes effect / comes into effect / will be put into effect

5 in effect

6 adversely affect

7 affect

8 to good effect

**Corpus information:**

The most common adverb before *affect* is significantly.

1 significantly

2 adversely

3 directly

4 negatively

5 strongly