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

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

**Unit 3 – Facing Challenges**

**1 Following the writer’s argument**

**1.1.**

*food secunty:* a situation in which enough food is produced and available for everyone in a group, country, etc. to have enough to eat

*energy security:* 1 the pressures on supply from rapidly industrialising countries such as China and India; 2 policies that result in interdependence between countries; 3 protecting pipelines from attack; 4 reducing dependence on fossil fuels in favour of renewable resources, such as solar and wind power

*climate change:* the way the world's weather is changing

*pollution:* refers to damage caused to water, air, etc. by harmful substances or waste

**1.2.c**

1 note

2 we suggest that; our proposed framework; a number of recommendations for further

Investigation

**1.2.d**

Note

Keywords allow articles to be searched In databases and by search engines. An increasing number of journals ask authors to include keywords. Only abbreviations firmly established in the field may be eligible (EAP is an accepted abbreviation). These keywords will be used for indexing purposes. Dissertations and theses often require keywords, sometimes selected from a subject-specific list. For more information, see [www.egs.edu/community/master-anddoctorate-thesis](http://www.egs.edu/community/master-anddoctorate-thesis)

The most important purpose of keywords is to allow articles to be searched in databases and by search engines. A secondary purpose is to indicate to the reader the main areas of interest in the article. Students might also use them to check their understanding of important terms before reading the article.

*- bioeconomy:* the part of the economy that is based on products and services produced from renewable resources (plants and crops, etc.)

*- biofuels:* fuels that are made from living things or their waste

*- biotechnology:* the use of living things, especially cells and bacteria, in industrial processes

*- food security:* a situation in which enough food is produced and available for everyone in a group, country, etc. to have enough to eat

*- plant science:* the branch of biology that involves the study of plant life

*- research policy:* an official agreement about research that should be carried out

**1.3.a**

*bio =* connected with life and living things

*- bio-renewables* (line 13): sources of energy that are produced from living matter, such as plant material (biomass)

*- bioethanol* (line 23): ethanol is a chemical compound which is a type of alcohol; bioethanol is ethanol produced from living matter, such as plant material (it may alternatively be produced from oil)

*- biorefineries* (line 23): a refinery is a factory where raw substances are made pure. For

example, an oil refinery converts oil to products such as petroleum. In a biorefinery, biomass is converted to chemicals, and heat or power may also be produced.

**1.3.b**

*bedrock:* the main thing on which something else is built or based

*derived:* obtained from something else

*transition:* the change from one form or type to another

*commodities:* substances or products that can be traded, bought or sold

*tensions:* problems caused by opposing aims or influences

*intensifying:* becoming greater, more serious or more extreme

**1.4**

2b; 3d; 4j; 5a; 6i; 7h; 8e; 9c; 10g

**2 Vocabulary in context 1: focusing and evaluative adverbs**

**2.1.a**

1 ~~mostly~~ predominantly

2 ~~Although some people might disagree, we think that~~ Arguably,

3 ~~may in the future be~~ are potentially

4~~more and more~~ increasingly

**2.1.b**

**focusing adverbs:** particularly, increasingly

**evaluative adverbs:** arg;uably, potentially

**2.1.c**

**focusing adverbs:** increasingly recognised; being largely dependent on; firmly rooted in; notably, higher food prices; quickly become; increasinglv complicated

**evaluative adverbs:** arguably, tantalizingly

**3 Vocabulary in context 2: adjective compounds**

Language note

Words like *old-fashioned* are adjective compounds (or compound adjectives). They are made up of two or more words, often with hyphens between them. Something that is old has been around for many years, so something that is *old-fashioned* is something that is

not modern and which is typical of a time in the past. If someone has *old-fashioned attitudes* then their opinions are not modern. One of the most common forms for adjective compounds is adjective or adverb -n past participle, for example:

*open-minded, old-fashioned* and *well-behaved.* When this type of adjective compound is used with a copular verb (a type of verb, especially be, that join the subject of the verb with a complement, a word that describes the subject) and comes after the noun it modifies, then it is not hyphenated. Also, when an adverb is used, then the compound adjective is not hyphenated.

*- Her husband is very good looking.*

*- Her beliefs are deeply rooted.*

Other common adjective compounds include the following.

- adjective/adverb/noun -n present participle: *goodlooking; far-reaching*

- noun - past participle: *sun-dried, shop-soiled*

- noun - adjective: *trouble-free, world-famous*

- adjective + noun: *last-minute, full-length*

- number +- noun: *four-door, ten-kilometre*

**3.1.b**

2 policy-level; knowledge-based

3 cutting-edge; petroleum-based

4 large-scale

5plant-derived; zero-sum

**3.1.c**

**Suggested answers**

a *bio-based economy:* an economy in which renewable sources are used for energy, fuel and production (abstract, sentence 2)

a *cross-cutting ttieme:* a theme that links, or is common to, a number of otherwise separate parties, interests or topics (text, line 21)

a *win-win situation:* a situation in which all participants benefit (text, line 30)

**4 Reading in detail**

**4.1.a**

It means 'In this text'; 'In this article

**4.1.b**

Language note

The phrase as such has a very limited use. It means *in* the exact sense of the *word:*

She was a *respected academic. As such,, her work was taken seriously.*

However as such is often used incorrectly as a synonym for *therefore:*

*It was a very difficult exam. \*As such, many of the students failed.*

Even when used correctly, the phrase can be misinterpreted by the reader. Consider the first example again: She *was a respected academic. As such, her work was taken seriously.*

Here, as such is used as a pronoun and refers to the word *academic.* It does not mean 'therefore' but this is the meaning ofte n understood by readers (who may then

use it incorrectly in their own writing). In fact, it is so often misused that some teachers advise their learners not to use it at all.

The phrase *not... as such* is used to mean that something is not exactly what has been suggested:

*He's not a lawyer as such, but he has been able to advise me on my rights.*

* Sentence 1 is correct. The phrase as such refers to the noun *science.*

**4.1.c**

**this broader picture:** the context in which food security is considered in terms of 'the use and management of global biomass resources' in general; a more complex context than was taken in the past

**4.1.d**

The a indicates that von Braun published more than one publication in 2007, and that more than one is referred to in this article. The letter a distinguishes them in the reference list. Further publications by von Braun would be labelled *von Braun 2007b, von Braun 2007c,* etc., and these letters would also be used in the reference list.

**4.1.e**

The inverted commas suggest that this is a term introduced for the first time in the main text (although it has already been used in the Abstract) and may indicate that this term is not a widely accepted one in the subject, perhaps because it is the authors' own term. Once the term has been introduced in this way, it is not necessary to continue to use inverted commas around it.

**4.1.f**

'Working' describes a definition that is not complete or generally accepted, but is good

enough to be useful. A 'working definition' introduced in an academic text is often refined or made more accurate later in that text, perhaps after further discussion or research.

**5 Working with colleagues: problem solving**

**5.1**

Suggested responses

**a** Describe the possible causes of the problem

- pollution from industry

- car exhaust fumes

- mountains prevent pollution being blown away

**b** Suggest possible responses

- reduce industrial pollution (e.g. by Introducing new laws on emissions limits)

- encourage the use of less-polluting cars (e.g. by providing financial incentives), and

discourage more-polluting cars (e.g. by preventing them travelling into the city centre)

- an advertising campaign to highlight the positive side of living in the city, and also to

inform the public about what anti-pollution measures are being taken

**c** Speculate on the outcome of these suggested responses

- it may reduce industrial pollution, but may also force industries to close or relocate,

making the city less prosperous

- it may reduce the high levels of car exhaust fumes in the air, but it might be inconvenient or financially difficult for less well-off people; richer people might leave because of the inconvenience, and poorer people might leave because they can't afford to stay

- it might encourage people to stay in the city or move in, although it is unlikely to be

effective for families with young children who are able to leave.

**5.2.b**

2 Maybe

3 cause of

4 one option

5 What about

6 maybe they

7 That might be

8 did that, it might

9 sure that's likely

10we're in agreement

**6 Understanding instructions in essays and other assignments**

**6.1.a**

**1** This essay only requires the student to describe the use of the media by marketing managers to achieve their objectives. It does not require any critical analysis of the effectiveness of these methods. Media use described in the essay might include (among others): advertising, social networks, press releases and product placement.

**2** This essay would include a critical analysis of topics such as advertising, social networks, press releases and product placement as they relate to marketing. This could include a discussion of aspects such as of the effectiveness of these different forms of media in helping marketing managers meet their objectives and the ethical aspects of such media exploitation.

**3** This essay would require the student to compare and contrast the use of media with other means available to marketing managers in achieving their objectives. The discussion of non-media means available to marketing managers could include topics such as direct mailing and market research.

**6.1.b**

**1**

**a** descriptive essay

**b** discursive essay

**2**

**a** essay showing how two topics are related

**b** discursive

**3**

**a** discursive

**b** descriptive

**4**

**a** essay showing how two topics are related

**b** descriptive

**5**

**a** discursive

**b** descriptive

**6.2.a&b**

**Description**: Some instruction words include: summarise, explain, illustrate, describe, give examples; also classify, define, outline

**Argument** instruction words include: assess, critically evaluate, to what extent, discuss; also analyse, argue, consider, how far

**Relationship** instruction words include: compare, contrast, relate

**8 Style in academic writings**

**8.1**

Suggested answers

*- Recent research by Doug Gurian-Sherman of the Union of Concerned Scientists published as a study "Failure to Yield"...*

References to the literature don't usually give author's first name, their affiliation, or the title of the publication. More appropriate would be something like: *Recent research (Gurian-Sherman, [date])...*

*- That is why I am so disappointed ...* It is not usual in academic writing to express a personal opinion so strongly and using 'I’. Also, referring back to an earlier part of the text is usually done with 'this' rather than 'that' (which would be more common for this purpose in speech). More appropriate would be something like: *This Is why it is disappointing that...*

*- As I have shown in my book "Soil, Not Oil,"...* it is unusual in academic writing to give the title of a publication. More appropriate would be something like: *In an earlier publication ([author's surname], [date]) I have shown that...*

*- The claim by the genetic engineering industry that without genetically modified food we cannot respond to climate change is simply false....* 'is simply false' seems a very strong statement to make, it would be more appropriate in academic writing to express disagreement more cautiously (e.g. '... is questionable', or '... is open to debate'), and to go on to provide evidence to support this disagreement.

*- / have helped create through the Navdanya movement,...* This gives the impression of self-publicity, which tends to be avoided in academic writing. Perhaps mentioning the Navdanya movement, without saying that '1' helped create it, would be more appropriate here.

*- What we need is ...*

*- It is time to put small farmers, especially women, at the heart of this process.* In both cases the recommendations are made rather too strongly, with the consequent implication that other possible ways forward are wrong. Possible alternatives might be: *It is important to Policy makers should give greater attention to putting small farmers,*

*especially women, at the heart of this process.*

**Grammar and vocabulary**

**1) Complex prepositions**

1.2

2 in line with 8 irrespective of

3 except for 9 along with

4 in the event of 10 contrary to

S with regard to 11result of

6 apart from 12in return for

7 as distinct from

**1.3**

1 distinct from

2 except for / apart from

3 depending on

4 along with

5 in the event of

6 irrespective of

7 with regard to

8 in line with

9 contrary to

10 in return for

11 as a result of

12 apart from / except for

**2) Items in lists**

**2.1**

Items in a list such as this should all have the same grammatical form e.g. all noun phrases, all verb phrases, or all the same type of clause. A better version of this sentence that complies with this rule is:

*The country faces a number of serious problems, such as unemployment, racial discrimination and increasing crime.*

**Language note**

The *serial comma* (also called the *Oxford comma* or the *Harvard comma)* refers to a comma used after the penultimate item in a list of three or more items, before

*and* or or. It is a characteristic of the house style of Oxford University Press and Harvard University Press, but is uncommon in British English. However, it is used in American English, and can make certain lists clearer. Compare the two sentences. A list with no Oxford comma:

*The* *things I missed most during my gap year were tea, instant coffee and fish and chips.*

A list with the Oxford comma:

*The things I missed most during my gap year were tea, instant coffee, and fish and chips.*

**2.2**

**Possible answers**

1 North et al. (2000: 263) found that adolescents listen to and play pop rather than classical music for a number of reasons including: to enjoy the music; to be creative; to relieve boredom; to help get through difficult times; and to reduce loneliness.

2 Schools are expected to work towards goals (such as: improving attendance and punctuality, arranging work experience, and preparing a record of achievement.

3 Demographic factors were recorded including: age, gender, marital status, and years in full-time education.

4 The following threats from environmental hazards can be recognised: hazards to people, including death, injury, disease, and mental stress; hazards to goods, including property damage, and economic loss; and hazards to the environment, including loss of flora and fauna, and pollution.

**3) Being**

**3.1**

1 being almost square in shape

2 Being part of such a large organisation

3 being a gas

4 Portuguese being her native language

5Not being a statistician

**3.3**

1 The book provides information that is clear without being too technical.

2 A total of 33 percent of participants described themselves as fat, despite being undenweight.

3 The public demands first-class higher education while being unwilling to pay higher taxes for it.

4 Vegetables are best in the growing season, besides being cheaper.

5 Some materials allow much of the light that falls on them to pass through the material without the light being reflected.

6 … South Africa was comparatively late in introducing television broadcasting despite being the most economically advanced country in Africa.