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

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

**Unit 4 – IT in education and business**

**1 Preparing to read a research article**

**1.1.**

a There are various possible patterns of laptop use which students could identify. For example:

- most students spent over 50% of class time either taking notes (74%) or taking part in

academic activities (68%).

- most students spent under 50% of class time sending non-academic email messages (84%).

- most students spent under 50% of class time exchanging instant messages (56%).

- just under a third (31%) of students spent over 50% of class time sending instant messages.

- just over a third (35%) of students spent under 50% of class time playing games.

b & c students' own answers

**1.2.a**

1 b; 2 e; 3 f; 4 d; 5 a; 6 c

**1.2.b**

**Suggested answers**

- Asynchronous communication can make learning more flexible.

- Students can gain valuable thinking time if communication is asynchronous.

- Laptops can be used in online collaborative projects involving groups of students.

- On many university courses, students are encouraged to learn collaboratively, and this may involve the use of laptops.

- Laptops are now ubiquitous on many university campuses.

- Wi-fi access is not ubiquitous on all university campuses, and this can limit laptop use in classrooms.

- Using laptops in classrooms can be distracting for students.

- Unless students are given very focused tasks in the classroom, access to the internet can be very distracting.

- Using laptops in the classroom can help mitigate the effects of having limited access to

lecturers.

- Laptops have a lot of potential for learning, but teachers need to find ways to mitigate their undesirable impacts.

- Playing games on computers isn't always detrimental to learning.

- Having access to laptops in the classroom can be detrimental to concentration.

**3 Producing slides from texts**

**3.2**

Answers will vary. As technology improves and the internet becomes faster and more accessible, increasingly sophisticated means of computer assisted teaching and learning are being developed. As digital libraries become increasingly accessible, much research will now be conducted online. The initial novelty of owning and using a laptop may now be wearing off, which may encourage a more efficient use of technology for educational purposes. That said, the emergence of social networking since the report was published may mean that less disciplined students find access to such networks a distraction from academic work. To a certain extent, smartphones, iPads and other tablets may have replaced (or may at least complement) some of the functions to which laptops were put in the past. However, for serious work that demands a lot of writing, laptops are still likely to be favoured over touch-screen devices. This may change as dictation; software becomes more sophisticated and reliable.

**4 Vocabulary in context 1: recognising the relationship between pieces of research**

**4.1**

1 adds additional information *(added that)*

*2* provides similar information *(similarly)*

3 provides different information *(results ... though are mixed)*

4 provides similar information *(similarly)*

5 provides different information (*on* *the other hand) \*

6 provides additional information (*also* *found)*

**5 Vocabulary in context 2: noun/verb + preposition**

**5.1.a**

1 toward *(towards* is also possible, *toward* is more common in US English)

2 of

3 from

4 to

5 in

**5.1.c**

1 with

2 with

3 in

4 from

5 on

**6 Reading in detail**

**6.1.a**

***Each of these will be … in turn.***

*discussed* (other likely alternatives include: *considered, examined, explained, explored, dealt with, described, identified, illustrated, introduced)*

Corpus research

**1** examined

**2** deal with

**3** described

**6.1.b**

lecturers, tutors or academic staff

**6.1.c**

Interactions between faculty and students

**6.1.d**

The difference between *integral* and *non-integral* references. In the case of an *integral* reference, the author's surname is used as an element of the sentence *(Bygate (1987) pointsout that spoken text is generally grammatically simplerthan written text).* With *non-integral* references, the author's surname and the date of publication are put in brackets *(75 per cent of journeys by men and 52 per cent by women were by car (OxIey 2000)).* More details on integral and non-integral references and their uses are given in Appendix 1 on page 168. Tell students to count the number of integral and non-integral references in the text and to check their answers with a partner.

* 1 integral reference and 17 non-integral references.

**Corpus research**

2 show

3 suggest

4 report

5 argue

6 use

7 propose

8 provide

9 demonstrate

10 describe

**6.1.d**

*and* is used in integral references

the ampersand (&) is used in non-integral references

**7 Reasons for referencing**

**7.1**

1 exemplifying

2 comparing

3 compahng

4 acknowledging

5 directing

6 exemplifying

7 acknowledging

8 directing

**8** **Using evidence**

**8.1**

a 4

b 2

c 3

d 1

**8.2**

1) Not every fact in a piece of academic writing needs to be documented. Common knowledge (information that is shared or accepted as fact by people in general or by specialists working within a particular subject area) does not need to be referenced. However, it is important not to confuse statements that can be considered common knowledge with those that cannot.

Examples of common knowledge include the following:

* Margaret Thatcher was the UK's first female Prime Minister.
* Paris is the capital city of France.
* World War Two ended in 1945.

Examples of statements that are not common knowledge include the following:

* The average life expectancy in Austria is 78 years (men) and 83 years (women) (UN, 2010).
* The gross national income (GNI) per capita in the US is $47,240 (World Bank, 2009).
* The First International Conference on Renewable Energies and Vehicular Technology was held in Hammamet from 26 to 28 March 2012.

2) Answers will vary. This could be an opportunity to discuss with students whether certain types of evidence are more common than others in their discipline. For example, in the hard sciences, personal experience may not be acceptable (whereas it may be more acceptable in some social sciences, such as education and business studies).

**9** **Writing up research: a research proposal**

**9.1**

**Possible answers**

- It helps to make sure that you have a research project that: is worth doing; is of the right scale; for the level; can be done in practice (that the data can be collected, and can be completed in; the time available).

- It indicates that you are aware of what research has already been done, of methods that might be used, and (more generally) that you have the potential ability to complete the research.

- It allows an academic institution to check that it has someone appropriate who will be able to supervise the research.

**9.2**

2 Aims and objectives

3 Methods

4 Ethical considerations

5 Time scale

6References

**9.3**

Introduction: 2, 6, 7, 14, 17

Aims and objectives: 1, 10, 13

Methods: 4, 8, 9, 12, 16

Ethical considerations: 3, 15

Time scale: 5

References: 11

**10 Presenting professionally**

**10.1**

Answers will vary

Where to stand in relation to the audience; use of displays, props, etc.

- The importance of making eye contact with the audience.

- Why working with notes or prompt cards tends to lead to a more interesting presentation.

- What to do with the hands, and why this is important.

- Whether the presenter should sit or stand, and the possible pros and cons of each.

- The importance of rehearsing the presentation first.

- The importance of checking that all of the equipment is running, and having a back-up plan; should any technology fail (some presenters I have a set of OHP slides for use should there be a problem with the computer).

- The pros and cons of using slides.

**11 Introducing presentations**

**11.1**

**Presentation 1**

**a** a quotation

**b** shopping for online groceries

**c** two

**d** the experiences (particularly the problems) of supermarkets (of selling groceries online)

over the last ten years; the future of grocery shopping - predictions for the next ten years.

**Presentation** 2

**a** background

**b** the experience of business students taking an online course

**c** three

**d** information about the students and the course they are following; whether the students'

experience of distance learning is influenced by their age, gender and past experiences;

implications for the design of future distance learning programmes.

**Presentation 3**

**a** statistics

**b** problems associated with telecommuting

c three

**d** the economic disadvantages of telecommuting; the social costs of telecommuting; a case study.

**12 Presentation practice**

Answers will vary, but may include the following ideas.

1) Digital files can be easier to retrieve; offices need not be so large (or space can be put to more productive use); digital files may be more environmentally friendly; digital files are easier to share and are less of a fire risk.

2) As one technology reduces the use of paper, so another encourages it. Many people think nothing of printing web pages, emails and documents to be read offline. Some have suggested that the paperless office will only

happen if paper becomes too expensive for general use. However, as computer screens

( become more tactile and easier on the eyes, and as digital technology becomes increasingly widespread, it seems likely that there will be a general decrease in the reliance on paper.

**Grammar and vocabulary**

**1) Subject-verb agreement**

**1.1.b**

1 Student comments about unhelpful behavior were consistent with the inclusion of nonacademic communication behaviours.

2 The demand for a learner to be physically at a computer and physically connected via some kind of cable to a network means that learning locations were constrained.

3 The only potential drawback to the use of personal digital assistants (PDAs) is their

lack of processing power relative to a laptop or desktop computer.

4 To date, reliable and valid scales assessing the impact of laptops during class have not been developed.

5 Research outcomes reported in Attewell's (2005) summary of the 2001 MLearn project

suggest that the use of mobile learning may have positive contributions to make in a number of areas.

6 Evidence based on student comments indicates that the LES may need to be expanded to include more specific examples of academic and non-academic use.

7 Some attempts at quantifying the time spent on non-academic communication and social distraction have been made, such as Barak, et al. (2006).

8 Identifying the level of academic activity in laptop-based classes is critical to improving the quality of instruction offered.

**1.2**

**1** has

**2** were (the verb agrees with 'responses')

**3** has

**4** has (preferred in academic writing, but have could be used in less formal contexts)

**5** have

**6** works (the complex subject is one /n ten of the *population,* and the verb agrees with *population; works* would be more likely in academic writing, but *work* could be used in less formal contexts)

**7** was

**8** suggest; contain (the verb agrees with shows)

**9** was

**10** uses (preferred in academic writing, but use could be used in less formal contexts)

**11** was

**12** begin

**13** agrees

**14** was (the complex subject is a *quarter of the sample,* and the verb agrees with *sample; was*would be more likely in academic writing, but *were* could be used in less formal contexts)

**3) Common prefixes in academic writing**

**3.1.a**

1 inter

2 pre

3 trans

4 out

5 co

6 multi

**3.1.b**2 outcome

3 co-education

4 outweigh

5 transnational

6 are interrelated

7 prejudge

8 co-occur

9 transplant entire hands and faces

10 multitasking

11 interpersonal relationships

12 pre-determined