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

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

**Unit 5 – Culture, Science and Society**

**1 Preparing to read**

**1.1.**

*cultural heritage =* the objects (e.g. buildings, books, works of art) and cultural items (e.g. music, art, traditions) of a society that have been inherited from previous generations.

*cultural industries =* economic activities such as music, television, publishing, crafts that create employment and wealth.

*cultural tourism =* part of the tourist industry that is concerned with a country's culture, such as its history, art, traditions, and architecture.

**1.2.a**

*empowerment =* making people more confident and feeling that they are in control of their lives

*marginalise* (also: *marginalize) =* to treat people as if they are not important

*reconciliation -* when two people or groups of people become friendly again after they have argued or fought

*stewardship =* the way in which a person organizes or looks after something

*social cohesion =* bringing people in a society together

**2 Identifying the main point**

**2.1.b**

Enhancing development:

- generates jobs and income

- cultural tourism produces revenue from visits, sales of local crafts, etc. and employment

- maintaining traditional cultural practices keeps local knowledge and brings local economic development (e.g. building crafts)

- cultural goods and services often need low capital investment, so micro-credit can bring

economic growth

- cultural infrastructure and institutions (e.g. universities, theatres) generates employment

and revenue

Note that the first point ('generates jobs and income') in effect summarises the rest (that is, all of the others are examples of the ways in which jobs and income are generated).

Enhancing social cohesion and stability:

- social stability from mutual appreciation of diversity among cultures (including empowerment of women)

- reconciliation after conflicts from intercultural dialogue

- after disasters, culture can help restore psychological well-being

I - culture brings a sense of belonging

- social cohesion built by care and management of cultural heritage

- stronger social capital by safeguarding distinctive cultural forms

**3 Understanding meaning in context**

**3.1**

generate = 2

credit = 1

vehicle = 1

appreciation = 1

restore = 2

**4 Vocabulary building: formal and informal verbs**

**4.1**

2 to enhance cultural industries

3 help retain local knowledge

4 that benefit women

**5** creates positive

**6** transmitting them to the new generations

**5 Reading in detail**

**5.1.a**

one point three trillion US/United States/American dollars

**5.1.b**

It refers to the developing countries of the world, many of which are south of the equator.

**5.1.c**

the annual rate of (service industries)

**5.1.d**

institutions such as universities, museums, cultural centres, etc. (in other words, educational and cultural institutions)

**5.1.e**

*revenue -* the income that a government or company receives regularly from tax or business activities

*investnnent =* money that is used in order to make a profit (for example, buying property or shares in a company)

*credit =* money borrowed from a bank or other lender, paid back at a later date, usually with interest

*income =* money that is earned from doing work or

**6 Evaluating websites**

**6.1**

The meaning of authoritative as used in the booklet is 'containing complete and accurate

information, and therefore respected'.

As a respected international organisation, UNESCO publications are likely to be supported by sound research and evidence. In general, then, they can be considered authoritative.

Anything can be put online, so information should be carefully evaluated.

Anyone can write a web page, whatever their level of knowledge about a subject. Websites often aim to entertain or advertise, and this may affect the accuracy or quality of the information provided.

**6.2a&b**

Different subjects (or disciplines) may accept different types of websites.

- Even 'non-authoritative' websites might be used to gather ideas for student writing (e.g. arguments in support of the existence of UFOs; arguments against private education), but these should not be used as sources of reliable information or data, and should not be referenced.

- There is no clear dividing line between an 'authoritative' and 'non-authoritative' source. For example, personal blogs are not peer-reviewed, and so are considered 'non- authoritative', but if a blog is written by a respected scholar in the field, it may be taken to be 'authoritative'.

**7 Giving opinions in presentations**

**7.1a**

The student agrees with points 1 , 4 and 5, and disagrees with points 2 and 3.

**7.1.b**

Elicit the answer from the class. The student refers to the literature in their presentation. This makes their talk sound authoritative.

**7.1.c&d**

**showing agreement**: I tend to agree with/ I think they make a good point here/ That’s a fair point/ This is right I think/ This seems to me entirely valid

**showing disagreement**: It's certainly the case that ... but actually .../ I have my doubts

here/ Rather, it seems to me …/ It might be true that ... but in fact …/ I'd like to question

this / They don't appear to take into account .../ I'm not sure about this at all.

**7.2.b**

Answers will vary. Here are some example sentence completions for use in class.

2 ... they'd rather pay lower taxes.

3 ... they're more concerned with keeping on good terms with the business community.

4 ... it encourages creativity.

5 ... the evidence is clear: our planet is in trouble.

**8** **Presentation Pratice**

**8.1.a**

Possible notes are as follows.

• Globalisation can lead to the loss of local cultures and traditions - replaced by products

and activities that are also found in the rest of the world.

• Globalisation reduces diversity - the more cultural uniformity there is, the easier it is for

multinational businesses to sell their products.

• Globalisation encourages consumerism - may change traditional societies - also

world's resources are limited, and increased consumption damages the environment.

• Worldwide communication between cultures only available to those who have internet access - this means that a large percentage of the world's population are left out.

**9** **Using primary and secondary sources**

**9.1**

A, B and E can be considered primary sources. These are given without any interpretation; it is up to the researcher/writer to offer an interpretation of the data (in A and B) and content of the pictures (in E).

**11 Writing up research: writing an introduction**

**11.1.a**

- outline of how the thesis is organised (a4)

- brief review of previous studies on the topic (b2)

- explanation of how the study will fill a gap,

- overcome limitations, or solve a problem {c4)

**11.1.b**

1 Not all theses will have all these elements; it depends on the topic and the nature of the

research being reported. For example, it may be that it is unnecessary to define key terms,

or it is more appropriate to define key terms in another part of the thesis.

2 Other elements that might be included in a thesis introduction include: a statement of

how you came to be interested in the research topic; a list of specific research questions or hypotheses; a statement of a problem that is to be addressed in the research (as an alternative to a 'gap' or 'limitation'); an explanation of what is not going to be included in the thesis.

3 Although there may be some variation, the order of the elements given in **11.1a** has a logic to it, moving from the general area of the work towards the specific topic of this particular piece of research. However, some elements may be moved (e.g. definition of key terms) to other positions, without disturbing this progression.

**11.2.a**

2 a4; 3 b1; 4 cl; 5 c2

**11.2.c&d**

Note that this section moves from the 'general' (the general impact of technology on people) to the 'specific' (the particular aspect of this topic to be looked at in this study).

Background information relevant to the study (a2). Note that the student signals how the background information relates to the study ("This, then, provides the context for this study") and how the study is related to the problem described in the background information ("This study looks at one piece of the puzzle . . . " ). The last part of this section could also be seen as an introduction to the Description of the aims of the study ( c l ) ("This study looks at one piece of the puzzle by surveying teachers ... the study

will provide a snapshot of student computer use"), which is developed later in the introduction. Background information relevant to the study (a2). Further background information is given at the beginning of that part of the introduction headed

*'Rationale and aims'.* Note that this section ends by identifying the 'problem' which the study addresses: " . . . Saskatchewan students are significantly underachieving in meeting the standards of computer usage at school." Brief review of previous studies on the topic (a4) Identification of gaps or limitations in previous studies ( b l) Indicated in " . . . a relatively small number of studies have examined ...". Description of the aims of the study ( c l). Note that the student begins by saying what is not the purpose of the study before focusing on what the purpose is. Brief description of how the study was carried out (c2). Description of what is not done in the study. This element is not listed in the table on p 78. Description of the importance of the study. This element is not listed in the table on p 78, although is common in thesis introductions. Note that the importance of a study can be indicated less explicitly by explaining how it fills a gap, overcomes limitations or solves a problem. Outline of how the thesis is organised (c4). Definition of key terms (a3). Note that this is in a different position than in the table on page 78.

**11.2.d**

... researchers have been slow in developing studies that specifically address children's

happiness.

- ... most of these studies have focused on adults, not children.

- Studies have primarily used surveys to examine how external correlates of adults' lives [...] affect happiness ...

- Studies have also been designed to assess how happy people are, as opposed to what makes them happy.

- ... a relatively small number of studies have examined the frequency and type of computer use demonstrated by students in schools.

**Grammar and vocabulary**

**1) Complex noun-phrases**

**1.1**

Suggested answers

2 found in Knossos in Crete, dating to around 1600 BC,

3 in France, beginning soon after the American Declaration of Independence in 1789,

4 first discovered in England by Wilhelm Gregor, and named after the Titans of Greek mythology,

5 from the 2004 tsunami caused by the undersea earthquake in the Indian Ocean measuring 9.3 on the Richter Scale

**2) Classifying nouns**

**2.1**

2 factors

3 stakeholders

4 characteristics

i goods

8 measures

7 media

8 documents

**3) Compound adjectives**

**3.1**

2 related + h

3 effective + e

4 standing + a

5 day + f

6 called + b

7 term + d

8 risk +g

**4) Specialist terms: collocation**

**4.1**

1 income

2 revenue

3 investment

4 credit

**5) Language-announcing goals in research introductions**

**5.1**

1 The purpose of the present study

*2* The objective of the present paper

3 This study is designed to assess

4 The aim of this investigation is