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

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

**Unit 6 – Ways of studying in higher education**

**1 Reading efficiently**

**1.1.**

3. Try to understand every word. It is natural for a learner to want to understand every word. (However, the more complicated a text, the less likely it will be that the learner will be able to understand everything. It is generally possible to understand the main ideas in a text without understanding every word. A student will soon find which of the new words they really do need to know In order to follow a text.)

6. Use a dictionary whenever you find an unknown word. (If we had to rely on dictionaries from birth, you could argue that none of us would have any language at all! We learn best when we learn from context, and students should try to develop

the important skill of understanding vocabulary from the context in which it is used.

Dictionaries can then be used to check meaning if necessary.)

9. Always write notes on the text in your own language. (Translating between two languages is a very inefficient way of learning a language, and at this level it is Important for students to try - as far as possible - to think in English. Rather than writing notes in the first language, students could consider writing a sentence that illustrates the use of the word. In this way, they will also be learning some useful information about how the word is used - with collocations, prepositions, contexts, etc.).

**1.2**

1 h, q

2 b, j

4 e , l

6 j , k

7 c, f

8 0, p

10 g, n

11 a, m

12 d, r

**2 Practise reading efficiently**

**2.3**

A3; B5; C2; D1; E4

**3 Understanding the relationship between research findings**

**3.1**

2 the findings are similar - Similarly

3 No special language is used to signal the relationship, but it is left to the reader to infer

it. Schmidt found no connection between study time and academic performance, while

Ackerman and Gross found a connection. In other words, the findings are different.

4 the findings are different – Conversely

There are many possibilities here. Some of the language you might identify is given below.

- these are **consistent with** previous findings

- these are **similar to** previous findings

- these **confirm** previous findings

- these are **in accord witli** previous findings

- these **support** previous findings

- these are **in line with** previous findings

- there is a **discrepancy between** these and previous findings

- these **do not agree with** previous findings

- these **differ from** findings in previous studies

- these **contradict** previous findings

- there have been **variable** findings in previous studies

**- contrary to** the findings in previous studies

**4 Vocabulary in context: movement up and down**

**4.1.a**

drop - *(In 2003, this had dropped to 34%)*

increase - (a *one-letter-grade increase in quarter GPA; the number of hours these students work each week is increasing; an increase of 4% since 1993)*

nnount - *[There is mounting evidence)*

decrease - *[that student study time is decreasing)*

grow - (a *growing number of students work)*

**5 Vocabulary building: dependent prepositions**

**5.1.a**

1 How much time is a college student expected to devote to study outside of class for each credit hour he or she is taking?

2 Lahmers and Zulauf (2000) found that a one-letter-grade increase in quarter GPA was

associated with a 40-hour increase in weekly study time.

3 Young, Klemz and Murphy (2003) showed that effort and time spent studying influenced / had an influence on learning performance.

4 Work was found to interfere with the effective acquisition of academic knowledge and skills.

5 Another, simpler explanation for / of these results can be that previous investigations have not looked at all student time use.

6 The time left for studies and for work depends on how much time is spent on all activities.

7 There is a need for studies and for work that investigates student time use.

8 This study focuses on exploring the phenomenon of student time use.

**6 Reading in detail**

**6.1.a**

6.1a

fall - autumn

*freshmen -* 'first year undergraduates' or 'freshers' (at a university)

*outside of -* outside (when it is used as a preposition; *outside* is not usually followed by *of* in British English)

*senior year in high school - final* year in secondary school

*behavior -* behaviour

**6.1.b**

In the extract, *moderate* is used as a verb and would be pronounced / ' m o d a r e i t /.

As an adjective it is pronounced / ' m o d a r a t /.

**6.1.c**

mostly, largely, virtually

Note that these words could alternatively be placed between 'has' and 'been'.

**6.1.d**

*Empirical Investigations =* investigations that involved doing experiments or

observation rather than theory alone

**6.1.e**

The writers are expressing the opinion that the fact that 'there is a need for research that investigates student time use' is obvious or certain and, therefore, that the reader will agree.

**Corpus research**

verbs which collocate with *research.*

1 examines

2 addresses

3 focuses on

4 seeks to

5 considers

6 aims to

**More corpus research**

*experimental investigations -* investigations that involve doing scientific tests (or experiments) to learn something about a subject

*theoretical investigations -* investigations that are based on ideas about a subject rather than practical (empirical or experimental) investigations

*preliminary investigations* - investigations that come before a more important or larger-scale investigation

*extensive investigations -* investigations that cover a wide range of topics, or many investigations that go into considerable detail on a particular topic

**7 Presenting and explaining results in charts**

**7.1a**

**1** bar chart; pie chart

**2** bar chart

**3** scatter diagram

**7.2a**

1 Home

**2** Refreshment areas

**3** Travelling

**7.2.b**

a 5

b 3

e 4

d 1

e 6

f 2

**7.2.c**

**1** It must be, then, that . . .

**2** ... we felt that a more likely explanation is that ...

**3** Most explanations are expressed very cautiously with modal verbs (may, *could),*modal adverbs *(maybe),* and modal adjectives *(possible).*

**9** **Choosing between paraphrase and quotation**

**9.1**

It Is usually better to paraphrase than quote because:

- paraphrasing more clearly demonstrates an understanding of what you read.

- it can be difficult to integrate a quotation into your own writing, so there may be problems with the flow of ideas.

**9.2**

Although it is usually better to paraphrase, there are times when quotations

should be used.

**1** b

**2** c

**3** a

**4** d

**10 Quotation conventions**

**10.1**

When you quote, make sure that you use exactly the same words as in the source text.

Quotations should support what you have said. For example, in extract 3 the quotation

illustrates how Lewis's familiarity was not 'limited to a day'.For short quotations, it is usual to continue on the same line and put the quotation in inverted commas; for example, extracts 1, 2 and 3. For longer quotations, start a new line and indent the quotation; don't use inverted commas; for example, extract 2. A colon (:) often precedes longer quotations; for example, extract 2. Use an ellipsis (...) to show that you have

left a word or more out of the source text; for example, extract 4. Give a reference for the quotation: family name, date, and (usually) page number. The quotation must be integrated grammatically into the text; the grammar of the quotation should match the grammar of what comes before; for example, in extract 4.

**11 Writing up research: the literature review**

**11.1**

In the long literature reviews found in many theses (as compared with journal articles), a combination of options for organising material may be used. In 1 , sections 2.2 and 2.3 appear to be presenting contrasting positions on the use of the Ll in the language classroom. However, 2. 1 appears to provide a historical context to this debate, while 2.4 reports literature relevant to the particular context of the research in the thesis. It is important, then, that teachers shouldn't oversimplify by suggesting that it is common to find a single organising option for the whole literature review. I In 2, sections 2.2 and 2.3 appear to be presenting broad (i.e. international) and narrow (i.e. national) perspectives on the topic of the thesis. In 3, sections 2. 1 and 2.2 appear to be presenting a historical perspective, first looking at traditional (past) models of professional development, and then what the future may hold. In section 2.3, literature on a new but related topic (peer

observation) is introduced. In 4, sections 2. 1 - 2. 4 appear to be presenting different aspects of the same topic: culture. 2.5 presumably contrasts previous research with what

is done in this thesis. - 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)

**11.2.a**

This is the most likely order. Arguments could be made for a different order, so encourage students to explain their choices.

1 b

2 d

3 a

4 c

**11.3**

1 c

2 a

3 e

4 d

5 b

**11.4.a**

**Possible advantages:**

podcasts are more flexible and accessible than live lectures; lectures can be distributed over the internet to student's computers, and so can be accessed by more students than can fit into a lecture hall; they can be watched when it is convenient for students; they can be watched anywhere on an MP3 player; they can easily be updated to provide the latest news/ information on a topic; students can replay them as many times that they want.

**Possible disadvantages:**

podcasts are often less memorable events than live lectures; there is no opportunity to ask the lecturer direct questions; lecturers can't modify what they are saying in response to reaction to the audience (e.g. if it is clear that students don't understand something that is said).

**11.4.b**

Preference for listening to podcasts on computer:

- 80% listened to podcasts on computer (rather than on mobile device) (Evans)

- most preferred to listen to podcasts on computer at home ... (Lee & Chan)

Preference for listening to podcasts as a sole activity:

- most preferred to listen to podcasts ... at home

rather than multitasking (e.g. while travelling) (Lee & Chan);

- 91 % used podcasts during regular student time (rather than while engaged in other activities) (Huntsberber & Stavitsky)

- only 13% used podcasts while doing other things (Copley)

Repeated listening to podcasts:

- 89% listened to podcasts multiple times (Lee & Chan)

**Grammar and vocabulary**

**1) Complex noun-phrases**

**1.1**

2 a virtually non-existent relationship between hours of study and earned grades

3 the amount of work required for success in university courses

4 an increase in the number of hours students reported studying for a class

5 congruency of attitudes by business school professors and undergraduate business

students regarding important learning dimensions

**2) Producing compound nouns**

**2.1**

1 research assistants

*2* government (or state) policy

3 community care

*4* time interval

5 information storage

6 work satisfaction

7 family background

8 state (or government) intervention

**3) as- clauses: referring to the work of others**

**3.1.a**

1 As found by Levinger (1979) / As was found by

Levinger (1979)

2As Willard (2004: 7) has stated, "only ...

**3.1.b**

Sentence 1 suggests agreement with Cameron's proposition, while sentence 2 is a more neutral statement (which might also be followed either by agreement or disagreement).

**3.2**

**1** The four classic parenting styles, as proposed by Baumrind (1966), are authoritative,

authoritarian, permissive, and neglectful.

**2** Marker bands were revealed using silver staining, as descnbed by Panaud, et al. in 1996.

**3** Many authors have investigated the idea that better pieces of art are better investments, as first put forward by Pesando (1993).

**4** As has been argued by Nelson and Winter (1982), to solve the problems of a particular

company, there Is a need for specific knowledge of that company.

**5** As Dornev (1990) and others have noted, it is not appropriate to apply findings from research into first-language acquisition to second language learning.

**4) of which: expressing ideas effectively**

**4.1**

2 In this section I will briefly outline the findings from the survey, details of which can be found in the Appendix.

3 Universities provide a service, higher education, the value of which is impossible to quantify.

4 Only 3 4 % of t he sample was female, the significance of which will be explained below, (or ... I will explain below.)

5 The government set up an inquiry into falling educational standards, the outcome of which was a new secondary school curriculum.

6 His first paintings, few of which survive today date from the early 1850s.

7The attitudes and policies of employers, a thorough understanding of which is crucial in

explaining the experiences of older workers, have only recently received attention.