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

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

**Unit 8 – Criminology**

**1 Making predictions**

**1.1.a**

Other possibilities might include: checking whether a number of documents have been written by the same person; finding out if a signature has been forged; checking whether a receipt, invoice, cheque; or other document has been changed in any way

**1.1.b**

Other vocabulary that might be introduced at this stage include: handwriting characteristics/ features/traits; upper-/lower-case; joined-up writing; printing; features in common; distinctive features; left-handed or right-handed writing.

**1.1.c**

1 "that the writing of each person is unique to them" (i.e. no two people have identical

handwriting); "that each piece of writing from a given individual is in itself unique" (i.e. that a person's handwriting varies from one situation to the next)

2 No. The text says that "handwriting can be used as a means of individual identification, provided sufficient quantities of specimen material ... are available for comparison with the questioned handwriting".

3 A graphologist examines (scrutinises) "the handwriting of individuals in an attempt to infer their personality traits". A forensic document examiner attempts to identify the person who produced a piece of writing (e.g. they use handwriting "as a means of individual identification").

**1.1.d**

Possibilities might include:

*- How can the differences between the handwriting of individuals be 'measured'? (i.e. quantitatively or qualitatively)*

*- Why is the handwriting of an individual unique?*

*- What causes variation in the handwriting of an individual from one situation to another?*

*- How do forensic document examiners use what they find to catch criminals?*

**1.2.a**

*adolescent =* a young person who is developing into an adult *{Making the transition from child toadolescent may be challenging and difficult.)*

*distinctive =* easy to recognise because it is different from other things (He *was wearing*

*distinctive grey and yellow gloves.)*

*forensic =* related to scientific methods of solving crimes, involving examining the objects or substances that are involved in the crime *(Forensic investigators have been examining the scene of the attack)*

*Infer =* to form an opinion or guess that something is true because of the information that you have (*Another reading of the report might infer a less equal distribution of income.)*

*scrutinise =* to examine something very carefully in order to discover information *{it is essential that the committee continues to scrutinise politicians at all levels.)*

*specimen =* something shown or examined as an example; a typical example *(The fossil is believed to be the oldest specimen of its kind yet.)*

*trait =* a particular characteristic that can produce a particular type of behaviour *(Experts now believe it is a genetic trait Inherited from the parents.)*

**1.3**

1 Because, as children, they are all taught the same ('standard') form of writing.

2 The handwriting of adults is more individualized or distinctive; that is, the handwriting of one adult is distinct from that of another.

3 Cursive writing (i.e. lower-case joined-up writing) and script (i.e. lower-case, unjoined writing).

4 Handwriting samples both written in the same form (e.g. both block capitals). Letters in different forms are different, so can't be compared.

5 The construction, proportions (both internal and relative to each other) and shape of the

individual characters; the directions in which the constituent pen strokes have been made and the order in which they have been laid down; the connections between letters (if any) and the slope of the writing; word and letter spacing, date style and arrangement.

6 The handwriting of an individual is never exactly the same on any two occasions. Other factors causing variation: the mental and physical state of the writer, for example, whether a person is ill, stressed or under the influence of alcohol or other drugs; the writing surface or writing instrument used; whether there is an attempt to disguise handwriting.

7 Variation must be taken into account in comparing handwriting samples. For example,

two signatures written on separate occasions by the same person will be different.

**2 Vocabulary building 1: adjectives**

**2.1**

1 complex

2 individualised

3 identifiable

4 sufficient

5 synonymous

6 unique (is) fundamental

**3 Vocabulary building 2: verbs**

**3.1**

**l+d** Variation can occur when writers attempt to **disguise** their own natural handwriting.

**2+c** The t e rm *cursive writing* **denotes** handwriting in which letters are joined.

**3+f** Connections between letters may **contribute** to individualising the content.

**4+h** To study the construction of characters, it is necessary to ascertain both the direction and order of constituent pen strokes.

**5+a** In the UK, the three basic types of handwriting are **designated** as block capitals, cursive writing, and script. (Note: as could be omitted.)

**6+g** The direction of pen movement can also **reveal** the difference between right- and left-handed individuals.

**7+b** Circular pen strokes made in a clockwise direction **attest** to left-handedness.

**8+e** Graphologists **scrutinise** the handwriting of individuals to identify their personality traits.

**4 Reading in detail**

**4.1.a**

**Such distinctive features** = individualised features; of character forms (= letters) such as their shape and proportion (= size relative to other letters) sueti eases = when handwriting is somewhere between cursive writing and script.

**4.1.b**

*Namely* is used to show that more details are to be given about what has just been said; in this case, the names of the two terms. There are various alternative ways of expressing the same meaning:

*... in this context. These are connected writing ...*

*... in this context, which are connected writing ...*

*... in this context: connected writing ...*

The word *respectively* is used for both of these references.

**4.1.c**

Given

**Corpus research**

The structure *It should be ... that*... is very common in academic writing.

*It should be … … … … … that ...*

2 remembered

3 emphasised

4 pointed out

5 stressed

6mentioned

*7* borne in mind

*8* recalled

9 kept in mind

10noticed

**5 Understanding plagiarism**

**5.1.**

it is dishonest; it is a form of cheating; it can be viewed as theft; the marks that a student is given for plagiarised work are not fully deserved; in commercial and business contexts it could constitute a breach of civil and/or criminal law

**5.2**

**5.2.1**

1 Plagiarised. Two sources are used and some minor changes and additions are made. But

there is no acknowledgement of the sources.

2 Not plagiarised. The ideas in the original text are paraphrased (showing that they are

understood) and the source of the ideas acknowledged.

3 Clearly plagiarised, with the section copied word-for-word from the original without

acknowledgement of the source.

4 Not plagiarised. The quotation is integrated into the preceding text and the source of the

quotation acknowledged.

5 Plagiarised. Only small changes are made, such as replacing words with synonyms, and

minor deletions.

**6 Dealing with questions in presentation**

**6.1.a**

**Extract 1**

The problem: the presenter doesn't know the answer to a question.

Possible advice: it is better to admit that you don't know the answer to a question (and perhaps offer to find the answer later) than to pretend that you do; if you don't know the answer to a question, ask whether anyone in the audience can give the answer.

**Extract 2**

The problem: a member of the audience interrupts the presenter to ask a question. This is distracting for the presenter, who finds it difficult to pick up the presentation after answering the question, and may also be distracting for the audience. Possible advice: at the start of your presentation, ask the audience to keep their questions to the end; if someone asks a question during the presentation, particularly if it can't be answered

very quickly, say that it's a good question, but that you would prefer to answer it at the end of the presentation.

**6.1.b**

**Suggested answers**

1 At the end of your presentation, set a time limit for the question-answer session.

2Pause before answering a question to gain some thinking time.

3 Keep your answers short because the question may not be relevant to some of the audience.

4 Look directly at the person asking the question, and show that you are interested.

**6.2.c**

**1.** I'm sorry I'm not sure I follow you.

That's a good question.

I don't have the figures here ...

Is that OK?

Are there any more questions?

**2**. …so the question was ...

. ... that's an interesting question.

Essentially ...

Is that the kind of information you were looking for?

Any other questions?

**3.** For those of you that didn't hear, the question was ...

That's a very good point.

I must confess, though, I really don't know what the answer is.

**4.** Sorry, I'm not quite sure what you're getting at … ... maybe we could talk about it later?

Does anyone want to ask any other questions?

**5.** ... so the questioner wants to know ...

I think that's a really difficult issue.

Would anybody like to comment on that?

Does that answer your question?

OK, anything else anyone wants to ask?

**6.** I wonder if you could expand on that a bit more?

As I think I said near the beginning of the talk

**8 Organising information in texts**

**8.1**

**Text 1**

Original order: 1-c, 2-g, 3-b, 4-f, 5-e, 6-a, 7-d

More than one step in the classification may be included in one sentence, and one step may take more than one sentence. Introduce the thing being divided into classes (c - 'deviance', as understood by sociologists). Give the number of classes and their names

(c - 'two ...: formal and informal'). Explain the first class (g). Give an example and/or more details of the first class (b & f). Explain the second class (e). Give an example and/or more details of the second class (a & d).

**Text 2**

Original order: 1-d, 2-b, 3-e, 4-g, 5-c, 6-a, 7-f Introduce the problem (d). Introduce possible solutions (b). Give details of first solution (e). Evaluate first solution (g). Give details of second solution (c & a). Evaluate second solution (f).

**8.2.a**

**1** classification

**2** problem-solution

**9 Writing up research: the Results section**

**9.1**

2 Give general or important result(s)

3 Give details of result(s)

4 Explain results(s)

5 Introduce topic of section

6 Give general or important result(s)

7 Direct readers to a figure

8 Give general or important result(s)

9 Direct readers to a figure

10 Give details of result(s)

11 Give general or important result(s)

12 Give details of result(s)

**9.2**

1. Figure 20 presents (Figure 2.7); (see Figure 2.8)

Other ways include use of a passive form (... is presented in Figure 20 ...)

2. Very often, explanations of research findings are suggested rather than given with certainty, and therefore are expressed cautiously. This heads off challenges from the reader and other future writers who might challenge explanations expressed with certainty ... should be made known to the police (altruistic motive) **may** stem from the fact that not all the results are mentioned in the text.

3. The text draws the reader's attention only to what the researcher thinks are the most important results in the figures. Consequently, only selected results are presented.

4. Give general or important result(s)' comes first. This pattern appears in text 2. In Results sections, this pattern may be repeated a number of times.

5. It is written 'per cent' in the main text, but '%' in bracketed sections or in notes.

**Grammar and vocabulary**

**1) Problem words: *comprise, be composed of, consist of, constitute, make up, include***

**1.1**

**1** was consisted of consisted of *(consist of* does not have a passive form)

**2 /**

**3** is consisting of consists of (the verbs mentioned in this section are not generally used in a continuous form)

**4** comprise constitute

**5** includes comprises (we don't use *include* when we mention all the parts of something)

**6** constituted was made up of/consisted of/ was composed of

**7 /**

**8** consisted of included

**9 /**

**10** Although some people would consider *is comprised of to* be correct, others think it is wrong and might prefer: *is* *composed of* or *consists of*

**2) Classifying phrases**

**2.1.a**

l+d Policies designed to influence polluter behaviour can be classified into three categories: moral persuasion, direct controls, and methods that rely on market processes.

2+b Among the most common assessment types, a distinction can be made between short-answer questions and essays.

3+e Survey respondents were divided into three groups according to the area of the city they were living in.

4+a Roberts (2010) looks at pensions as distinct from other types of employee benefit.

5+c Foraging behaviour in any animal consists of two main components - food searching and food consumption.

**3) Problem-solution phrases**

**3.1.a**

1P

2S

3S

4P

5P

6S

7P

8S

9S

10P

**3.1.b**

a experience difficulties **with**

bto **overcome** the problem of

craises the **question** of

dfaced the **problem** of

emitigated the **impact** of

f **revealed** shortcomings in

gpointed to weaknesses **in**

h **found** a solution to

i resolved the **dilemma of**

jcome **up** with an answer **to**

**4) Word order in as-clauses**

**4.1.a**

The usual subject-verb word order is reversed in the as-clause. The usual order would be as *general writing features can.* However, the order here is as can *general writing features.* This is quite common in academic English, and Is used to mean 'in the same way'.

**4.1.b**

1 Bad weather can reduce turnouts at elections, as can the day of the week.

2 The total number of lung cancer cases in our work was comparable to the three studies

discussed above, as was the size of the population examined.

3 TV and radio programmes, especially news broadcasts, have been extensively studied, as have newspaper reports.

4The study found, as have others before, a direct relationship between an individual's socioeconomic status and their health status.

5 First- and second- born children were more prone to asthma, as were children from the southern part of the country.

8 Population growth was a cause of increased local housing demand, as was rising income.