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

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

**Unit 9 – Families and relationships**

**1 Understanding the writer’s opinion**

**1.1.a**

*nuclear family =* a family consisting of two parents and their children, but not including aunts, uncles, grandparents, etc.

*extended family =* a family which includes grandparents, aunts, uncles, etc., in addition to

parents and children

*family unit =* a single family (whether nuclear or extended)

*industrial societies =* societies that use technology to produce goods on a large scale. In the West, industrial societies replaced agricultural societies following the industrial revolution.

**1.3**

1 & 2 The writer appears to disagree with the statement.

- At line 19, he writes:

'How then has the argument fared against more recent research? Certainly the historical claims look a little bit more shaky.' *(the argument/historical claims =* that the predominant family form before the industrial revolution was extended, and after the industrial revolution it was the nuclear family; shaky = not firm or strong)

- At line 43, he writes: 'On the face of it, therefore, the story of decline in kinship

relationships seems unconvincing.' *{unconvincing =* not believable or persuasive)

He uses evidence from recent research to support his views:

* 'The family in pre-industrial Britain was not extended but consisted largely of relatively small households which were not multi-generational.'
* During the industrial revolution, "extended families were actually created in urban centres and acted as protective mutual-aid devices.'
* 'The essential conclusion from recent work is that there is a high degree of involvement as measured by the degree of contact, the flows of support and the emotional importance accorded to wider family, especially on the continuing significance through life of the parent-child tie.'
* 'Levels of contact are high, flows of support are robust and vigorous, and people routinely include members of their wider family when asked about their closest social networks.'

**2 Inferring the meaning of words**

**2.1**

*privatism =* a term used in sociology to mean that people are more concerned with their own personal or family interests and welfare than broader social issues or relationships

*flexitime* = a system of working in which people work a set number of hours within a fixed period of time, but can vary the time they start of finish work

*disrupts =* prevents something from continuing or working as usual or expected

*instrumental* = emphasising work as a means of making money rather than an satisfaction achieved from doing work

*domesticity =* life at home looking after your house and family

*accorded (to) =* a formal word meaning 'given' (to)

*proximity =* the state of being near in space or time

*kinship =* the relationship between members of the same family

**3 Vocabulary building: word families**

**3.1.b**

1 extend - extensive/extended

2 industry - industrialization

3 appear - appearance

4 significance - significant

5 emerge -- emergence

6 complex - complexities

**4 Reading in detail**

**4.1.a**

A 'golden age' was a period of time in the past when people were happier than now and business, art, etc. was successful. Words that commonly come before 'golden age' suggest either that this age is now gone, but perhaps we would welcome it back (lost, *vanished)* or that it didn't actually exist *(so-called, mythical, supposed).*

**4.1.b**

Certainly the historical claims appear less certain or reliable.

**4.1.c**

Various expansions are possible. For example, 'devices (here, groups of people) that were

intended to provide aid (or help) and protection for other members of the group'.

**4.1.d**

for example

**4.1.d**

'largely' means 'almost completely', so the percentage would be closer to 90%

**Corpus research**

'not consisting of anything else': e*ntirely, exclusively, only, simply, solely,*

'consisting to a large degree of’: *largely, mainly, mostly, predominantly, primarily*

**5 Understanding figures**

**5.1**

1 c

2 a

3 b

**5.2.b**

**Figure 1**

Although there was a slight decrease in the average weekly hours of total work for Australian men without children between 1992 and 1997, the overall tendency between the early 1990s and mid 2000s seems to be for the figure to have increased. There was a substantial increase in the average total weekly hours of work for Australian men with

young children between 1992 and 2006.

**Figure 2**

Fathers in the Netherlands, Sweden and the UK tend to find that work makes it more difficult for them to do necessary household tasks as they get older. The trend in the UK seems to be for fathers to find it more difficult to do their work adequately as they get older because of their responsibilities towards their families.

**Figure** 3

There is considerable diversity in the dominant solutions for childcare across Norway, the UK, and Portugal.

**5.3**

1 average 7 80

2 height 8 70

3 shading 9 workloads

*4* period 10 steeply

5 greater 11 remained

6 increased

**Corpus research**

'description' verbs: *depict, display, present, provide*

'implications' verbs: *demonstrate, indicate, reveal, suggest*

**6 Your relationship with your supervisor**

**6.1.**

1. It is the job of the student to conduct all of the research necessary for their thesis. However, the supervisor may advise, and will often suggest texts that might be useful for the student. This is especially true if the thesis is in the supervisor's own area of academic

research.

2. The student should include suggested times for supervisions during the planning of the

thesis. These times will then be discussed and; agreed with the supervisor.

3. This is one of the main jobs of the researcher. Different supervisors may give different

amounts of feedback, which may be of varying quality. At the start of the research It is a good idea for the student and supervisor to discuss the kind of feedback that might be expected. The student should do their best to find a supervisor who has some kind of interest or expertise in the particular area of research being undertaken.

4. The supervisor will have had a lot of experience of academic research, and will be

in a good position to advise the student as to how realistic their goals are.

5. This should include details of any style guides, help in avoiding plagiarism and questions of ethical standards that must be respected during the research.

6 It is up to the student to make sure that all drafts presented to the supervisor are as

correct as they can be, this applies to both content and language. The student should

always proofread on a printed document, rather than on a computer screen. It is very easy

to miss mistakes when reading a computer screen, although the informed use of spelling

and grammar checkers can help.

7-9 The kinds of basic tasks outlined here are always the job of the student. The role of the supervisor is generally limited to advising on academic issues.

10 This is particularly important to get right at the start of the research. It is unfortunately quite common for students to research a topic for a relatively long time with no real direction. A good supervisor will help the student avoid this, and make sure they have a clear topic as early on in the research as possible.

**6.2.a**

1. About 15:

- for the essays, eight (... *we had to write four* essays ... we *were meeting like twice before the* essay)

- for the dissertation, seven (... we *had first two meetings just to define the research question ... then there was one meeting, well two meetings before the fieldwork. ... And then, uh, we met about three times on three different drafts parts of my dissertation ...)*

2. It would depend on what the meeting was for.

Some of what happened needs to be inferred from what Diana said. Teachers could ask

students to speculate where there are gaps. For the essay:

- first meeting (two weeks in advance), not clear what happened in this meeting (perhaps to talk: about an outline for the essay);

- second meeting, presumably to talk about the supervisor's comments *(he would comment on my first draft and I would change it again);*

For the dissertation:

- first two meetings: to define the research question and objectives (we *had first two*

*meetings just to define the research question and where are where are we going with that And he kind of edited my objectives)*

- the third and fourth meetings: before the fieldwork, to talk about the interview questions

she was going to use *(then there was one meeting b- well two meetings before the fieldwork. ...I had to bring two drafts of my questions of what I'm gonna interview, how I'm gonna interview people.)*

- the fifth, sixth and seventh meetings: to talk about drafts of the dissertation and then the

final draft (... we *met about three times on three different drafts parts of my dissertation and he also re-edited my final draft)*

3.Diana needed more guidance with the dissertation than with essays *(basically 1 needed*

*more guidance from him).* Also, her work was original, and they needed to talk about the new methodology she was using *(and also my ... my MPhil dissertation was really original* so *we kind of had to work on a new methodology, so we were meeting quite a lot)*

**6.2.b**

**5.** 'we kind of had to work on a new methodology'; 'I had to bring two drafts of my questions of what I'm gonna interview how I'm gonna interview people'.

**6.** 'he also re-edited my final draft'

**10.** 'we had first two meetings just to define the research question'; 'I needed more guidance from him.

**7** **Formality and politenes.s in arranging meetings**

**7.1.b**

**2** I need to meet you today.

**3** Can we meet this morning?

**4** Would it be possible to meet you later this week?

**5** I want to see you next week.

**6** I wonder if I could set up a time to meet you next week?

**7.2**

There are two factors here: One is wording. In general, those that are less direct (1, 4 and 6) are likely to be perceived as more polite, and therefore more appropriate, than those that are more direct (2 and 5). The second is the amount of notice the student gives the

supervisor. Asking for or demanding an immediate appointment (unless it is very urgent) of a busy supervisor is likely to be inappropriate. Therefore, 2 and 3 may be inappropriate on this basis.

**7.3.b**

It is usually inappropriate to abbreviate 'Professor' to 'Prof’ in a greeting. It can sound

humorous or even mocking.

**2** Appropriate, particularly if the relationship between supervisor and student is rather formal.

**3** Appropriate in an informal relationship between supervisor and student. However, it would be considered inappropriate if the tutor had not invited the student to address her by her first name. Using 'hi ' instead of 'hello' makes the greeting even more informal, suggesting friendship in addition to the student-supervisor roles.

**4** Inappropriate. Medical doctors are sometimes addressed with the title 'Doctor' - without the addition of their surname - but not academics who have a PhD.

**5** Appropriate, particularly if the relationship between supervisor and student is rather formal.

**6** Appropriate in an informal relationship between supervisor and student. However, it would be considered inappropriate if the tutor had not invited the student to address him by his first name.

**8 Writing a critique**

**8.1**

a introduction and summary: 6, 9, 7 ,1

b evaluation: 8, 4 , 2, 3

c conclusion: 5

**8.2**

1. The media are more likely to be interested in findings and their implications than, for example, previous literature, methods and data collection, that would typically precede findings in an academic paper.

2. To explore household structures (i.e. nuclear vs extended families) in Bangladesh to establish whether children are better off in one or the other. 'Child outcomes' might refer to the consequences/ implications for children of living in a nuclear or extended family.

3. It is said that "the widespread practice of arranged marriages is harmful". This statement is likely to be disputed in societies/cultures in which arranged marriages are common or the norm. Consequently, the conclusion can be said to be controversial.

4. 'Related research ...' is mentioned, but no details are given. Although this omission is not surprising in a press release, details would be expected in the paper. The research in the press release may contribute to the view that arranged marriages are 'harmful', but evidence is only presented from a small number of villages in one country.

5. The research looks at families in which grandfather is head vs those in which father

is head. The hypothesis to be tested is that children gain more benefits from being in a

family with the father as head. If this is shown to be the case, it might be useful in determining government policy on families.

6. Two types of data are collected: height-forage (as an indicator of nutritional status and

morbidity, or life expectancy) and school class completed (as an indicator of resources directed to the child). While these give some indication of 'child outcomes', there are probably other factors that might be measured.

7. If arranged marriage is 'harmful', then the implication seems to be that it should

be discouraged or prevented. It would be unrealistic, however, to do this nationally (or

internationally) on the basis of one relatively small-scale and geographically limited piece of research.

**8.3a**

a. 1, 4

b. 6, 9

c. 5, 7

d. 2, 8

e. 3, 10

**8.3.b**

Praise: *appropriate, comprehensive, convincing, original, stimulating, systematic, thorough, thoughtful*

Criticism: *limited, restricted, simplistic, small-scale*

The 'praise' words might also be used in the context of criticism (e.g. 'not original'), and vice versa. Point out that the term *small-scale* might, for some research, be positive).

**9** **Writing up researcli: tlie Discussion section**

**9.1**

These sections are sometimes presented in figures and much of the text will be concerned with reporting what is in a particular figure (as in 1), and highlighting the most significant aspects of the material in the figure (as in 2). In the Discussion section we interpret results by, for example, offering explanations (as in 3) and comparing our results with those of others in previous research (as in 4).

**9.2**

The language used to indicate purpose is in **bold.**

**a** 5 **(This is** also **inconsistent with** prominent research by Putnam (1996) which found that trust and civic engagement were highest among those who are both married and have children)

**b** 2 , 6 (Marital status **was associated with** high levels of community group membership,

trust and reciprocity for men, and divorce was associated with low levels . . . ) ; **(We** also **found that** working full time is associated with low levels of community trust and reciprocity among women with dependent children ...)

**c** 1 **(In sum,** the analyses in this article provide some support for the decline thesis in respect to the role of marriage for men. **Overall,** however, they provide more evidence that family change is unrelated to community life, or in fact positively related to community life, particularly for women.)

**d** 10 **(Research could** explore how community group membership, trust and reciprocity relate to personality characteristics and demographic factors, such as cultural back- ground or ethnicity, which the literature suggests may also be important correlates (De Neve and Cooper, 1998; Fukuyama, 1999; Hughes et al., 1999).)

**e** 4 **(In contrast to the decline theory,** we found that men with children have lower levels of community trust and reciprocity than men without children.)

**f** 8, 9 **(lt is important to remind the reader that our data are not** longitudinal in nature. [...] **[So] we can’t determine** whether the particular family characteristics we examined *caused* the community patterns, or vice versa.); (Also, **the models we estimated explained only** some of the variation in levels of community group

membership, trust and reciprocity. **This means that** other factors play an important determining role.)

**g 3, 7** **(This was in part because** marital status is associated with the strength and quality of men's family relationships, as the decline thesis suggests.); (Long hours in paid work **are likely to be**a barrier to community engagement and trust where one also has primary or sole responsibility for the care of young children, because of the time constraints associated with combining parenting and full-time work ...)

**9.3.a**

1 We also find some evidence that low levels of community trust and reciprocity among men with children may in part be explained by the resource constraints they impose.

2 We would argue that full-time employment is likely to be associated with low levels of

community trust and reciprocity among women with dependent children.

3 It is possible that some of these non-family relationships substitute for family relationships.

**9.3.b**

Discussion sections are primarily concerned with the interpretation of results. As there may be a number of interpretations of any particular result, and because other authors might choose to prioritise a different interpretation, this usually needs to be done cautiously. In addition, it can be difficult to be certain about the causes of a particular finding from any single piece of research, done with a limited amount of data or in a narrow context.

**Grammar and vocabulary**

**1) Collocation: evaluative language in critiques**

**1.1**

The article contains a stimulating discussion of Tennyson's use of nature in his poetry.

He takes a simplistic view of the role of the media in society. She conducted a thorough analysis of the likely consequences of a proposed reform for the teaching of reading.

Harris offers convincing evidence of the need for lifelong learning systems. Davis uses a restricted definition of 'mental health'. She makes an original contribution to the debate

about the EU's global role. Keverne carries out a systematic investigation on the role of imprinted genes in the development of the brain.

**2) Hedges**

**2.1**

Without the hedge *(The argument is a story of decline* ...) the sentence suggests that the

argument is entirely a 'negative' one; that it is only about decline and a move away from a

'golden age'. Including the hedge suggests that not all aspects of the argument are to do with this decline, although the main features of the argument are 'negative'.

**2.2**

*Families in general shrank to their minimal, nuclear size...*

* It is included to indicate that most, but not all families shrank to their minimal, nuclear size.
* *... the nuclear family in some sense 'fits' industrial society...* the hedge might suggest that the nuclear family 'fits ' industrial society in some ways, but not in others. Alternatively, it might suggest that the writer finds it difficult to say exactly how the nuclear family 'fits' industrial society, but that he thinks it does.

**2.3.a**

l a Belgium is essentially a bilingual country divided into the Flemish-speaking north and the French speaking south.

2a Depression on many occasions leads to feelings of suicide.

3a The term 'andragogy' is virtually unknown outside the field of adult education.

4a Bern's (2002) study appears to be well researched and reaches interesting conclusions.

5a End of the course assessment is most often the form of evaluation used in academic institutions.

6a The structure of the noun phrase is relatively neglected in grammars for language learners.

7a The speed at which business, government and, to a certain extent, the public have begun to use the internet is faster than earlier technology.

8a The results for the males and females in the group were more or less identical.

**2.3.b**

**Suggested answers**

1b Essentially, ten percent of the world's population owns 90 percent of its wealth.

2b It is not necessary to hedge this statement.

3b Construction was virtually halted in many countries during the depression of the 1930s.

4bIt is not necessary to hedge this statement.

5b Long-term unemployment (without work for more than one year) is most often experienced by older workers who are close to retirement age.

6b It is not necessary to hedge this statement.

7b Everyone's behaviour is determined by their parents to a certain extent.

8b Whereas Asian markets have developed and expanded over the last 50 years, social and cultural values have remained more or less unchanged.

**3) Problem words: tendency, tend, trend**

**3.1**

1 tendency

2 tend

3 tendency

4trends

5 tend

6 trend

7 tendency

**3.2**

- The graph shows changes in employment according to type of industry, and gender, between 1990 and 2010. There has been a tendency for both men and women to leave the sectors of primary and utilities, and manufacturing. However, more women than men enter the construction, distribution, transport, and business and retail sectors. Overall, more women than men changed their type of employment during this period.

- The graph shows the proportion of men and women in part time jobs, divided according to age. There is a tendency for more women to be in part-time jobs than men. Part-time jobs tend to be concentrated in the older age groups.

**4) Comparing results in Discussion sections**

**4.1.a**

1 A. These findings are in keeping with the pioneering studies of Blume and Friend (1975,1978) who used data from the 1960s.

2 D. These results contrast with those of Bates et al. (1995), who found that native adult speakers of Italian had more difficulty indicating the gender of opaque nouns compared to transparent nouns.

3 A. Our findings accord with earlier research indicating, for example, that divided government influences trade policy.

4 A. The present findings confirm previous reports (McKelvie & Demers, 1979; Phillips, 1978) of no relationship between the WIQ and recognition memory for faces.

5 A. These results are consistent with the previous studies of the FT-SE 100 by Yadav and Pope (1990).

6 D. The results presented here do not support the findings of Lindenberger et al. (1993) who found that 20% of the variance in fluency was accounted for by age among a sample of older adults.

7 A. The findings endorse Lewis's view (1993) that language is made up of lexical chunks.

8 D. The results of this exploratory study differ from those reported by Hughes (2006).

**4.1.b**

Students' theses tend to be small-scale, using established methods, and sometimes even using data from previously published students. Consequently, it would be surprising if more findings disagreed with previously published, larger-scale studies.