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

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

**Unit 2**

**Reading**

**1.Selecting and prioritizing what you read**

**1.2**

- article in a journal: words such as review; volume and page numbers (1,8,9,10)

- official report on a website: web address in reference (7)

- textbook: reference to edition (2nd edn) (3,4,11)

- official report published as a book: name of organization (Health and Safety Executive); part of a series (Disaster Risk Management Series No.4) (2,6)

- paper in an edited collection: use of *in* and name of editor (ed) (5)

**2.**

**2.1** **Thinking about what you already know**

Suggested answers

1. A cyclone is a severe storm with strong winds and heavy rain. Tropical cyclones form within and around the tropics (the Tropic of Cancer in the northern hemisphere and the Tropic of Capricorn in the southern hemisphere), and over the sea.
2. Hurricane (in North America); typhoon (in Japan and South-East Asia).
3. Drowning/other deaths; flooding; erosion of coastline; damage to soil fertility; damage to property, building and transport networks; crop destruction; spread of urban fires; earthquakes; landslides/mud flows; disease outbreaks; famine.
4. There is no information in the text about positive effects. (one positive effect might be that cyclones might relieve drought)
5. The Tokyo Typhoon of 1 September 1923 and the earthquake and fires that followed it.

**2.2**

Information which may be considered relevant:

* Storm surges (death from drowning, coastal flooding, saline intrusion, damage to infrastructure)
* Wind (loss of life, damage to property, destruction of crops, urban and woodland fires, earthquakes)
* Rain (death and property damage, drinking water contamination, starvation and disease, landslides, flooding of farmland)

**3 Inferring the meaning of words**

|  |  |
| --- | --- |
| intense | Extreme (of a feeling) or very strong |
| originate | To come from a particular place, time |
| constitute | To form or make something |
| exacerbate | To make something worse |
| vary | To change or cause something to change |
| dramatically | Suddenly or obviously |
| sufficient | Enough for a particular purpose |
| trigger | To cause something bad to start |

**4 Vocabulary building 1: collocations**

**4.1**

2. vary; 3. intense; 4. sufficient; 5. trigger; 6. Dramatically

**5 Vocabulary building 2: cause-effect markers**

**5.1.a**

-- high wind velocities can cause substantial property damage --

-- strong winds can also exacerbate the spread of fires –

-- rainfall is responsible for loss of life –

-- contamination of water supplies can lead to serious disease outbreaks –

-- heavy rain in hilly areas is also responsible for landslides –

-- the destruction of crops can also result in famine –

**5.1.b**

are not a consequence of

bringing about

consequently

with a resulting

can induce

may be sufficient to trigger

caused

mainly through

**7) Preparing slides for presentations**

1: V (if the audience have to read continuous text, they tend to focus on this, rather than listen to the presenter)

2: X (it looks messy)

3: V (it presents a formal, professional image)

4: V (you want your presentation to visible to all members of the audience)

5: V (you want the audience to listen to you, not t read your slide)

6: X (illustrations should only be used if they help understanding)

7: X (this can be difficult to read, especially from a distance)

8: V (this is important for clarity- it may also benefit members of your audience who are colour-blind)

9: X (academic style prefers bold-it is also clearer to see from a long way)

10: V (it is important to demonstrate a hierarchy of information)

11: X (it looks unprofessional and unnatural)

12: V (too many points make the slide look messy – too few points make it look too simple)

**8) Choosing the right type of chart for a slide**

8.1

Suggested answers

1B (easy to see how a value changes over time)

2D (easy to see the relationship between cause and effect)

3A (easy- to- see visual representation)

4E/F

5C (presenting data in rows and columns makes such an analysis easier)

**Grammar and vocabulary**

**1) Complex noun phrases**

**1.1**

2: the assessment of foreign languages in schools

3: the contamination of water supplies

4: the consumption of alcohol during pregnancy

5: the experience of pain

6: the announcement of an increase in the top rate of tax to 80%

**2) Countable and uncountable nouns**

**2.1.a**

|  |  |  |
| --- | --- | --- |
| **countable** | **uncountable** | **Countable and uncountable** |
| coincidence | erosion | occurrence |
| phenomenon | transport | disease |
| margin | evidence | weight |
| consequence | damage | decrease |

**2.1.b**

**Occurrence:** countable

**Disease:** countable

**Weight:** uncountable

**Decrease:** countable

**4 Prefixes**

**4.1.a**

2c

3d

4g

5h

6f

7j

8i

9a

10b

**4.1.b**

anti/pro

sub/super

over/under

intra/extra

pre/post

**4.2a**

2 under

3 sub

4 extra

5 post

**4.2.b**

1 extend

2 cultural

3 date

4 power

5 biotic