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

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

**Unit 4**

|  |  |  |  |
| --- | --- | --- | --- |
| **5** | **Homework**  **G&V Unit 4. WL4.**  **Language learning skills:**  **4.4 p. 57**  **4.5 p. 57**  **Writing:**  **4.6 p.57**  **4.7 p.58**  **4.12.1a p. 63** | **Week 5**  **Unit 4 WL and G&V**  **4.1 p.54**  **4.2 p.54**  **4.10.3 p.61**  **4.11.1 p.62** |  |

**Reading**

**1.Thinking about what you already know**

**--**

**2**

**2.1 Reading in Detail**

1 X

2 V

3 V

4 V

5 X

6 V

**2.2**

A = 3 (individualism)

B = 4 (masculinity)

C = 2 (uncertainty avoidance)

D = 1 (power distance)

**4 Vocabulary building 1: word families**

|  |  |
| --- | --- |
| **Noun** | **Adjectives** |
| **Individuals**  **Individualism** | **Individual**  **Individualistic** |
| **Culture**  **Subculture** | **Cultural** |
| **Institution** | **Institutional** |
| **Hierarchies** | **Hierarchical** |
| **Stereotype** | **Stereotypical** |

**5 Vocabulary building 2: adjective – noun collocations**

**5.1**

1 institutional

2 hierarchical

3 individual

4 stereotypical

5 cultural

**Listening and Speaking**

**8 Working with colleagues: generating ideas and reporting**

**8.1a**

1 greetings; attitudes to using a mobile phone in public; childcare

2 students’ own answers

3 students’ own answers (e.g. physical contact, introductions, gestures, concept of respect etc.

**8.2a**

1 people in different cultures greet each other differently

2 in some cultures people shake hands … others avoid contact and just bow

3 turning now to the third question

8.2b

2 there’s also the question of

3 one member of the group suggested that

4 mentioned that

5 turning now to; we came up with

6 said something similar for group one

7 this was something that group two talked about as well

**9 Pronunciation: dividing speech into units**

**9.2b**

1 So in some cultures // people shake hands for example

2 while others avoid contact // and might just bow

3 There’s also the question of gender here // which prompted us to talk the different behavior // of men and women

4 one possibility // would be to look at // how young people // treat their elders

5 this was something // that group two talked about // as well

**Writing**

**10. Language for writing: the grammar of reporting verbs**

**10.1**

A analyse

B demonstrate

C agree

**10.2**

|  |  |  |
| --- | --- | --- |
| **A** | **B** | **C** |
| Analyse, call for,  Compare, conduct,  Define, describe,  Discuss, examine,  Investigate, outline  Question, reject | Consider,  Demonstrate,  Explain, note  Point out, show  State, suggest | Agree, argue  Believe, claim  Comment, conclude  Say, think, write |

**10.3**

2 pointed out

3 investigated

4 compared

5 concluded

6 carried out

7 examined

8 agreed

9 called for

**11 Language for writing 2: comparing and contrasting**

**11.1**

A 3: But; 4: Although

B 1: more; 6: far greater attention; 2: is also possible (more powerful)

C 2: some/other cultures; 5: achievement/ascription means

**11.2**

2 A soldier is a member of a country’s armed forces, whereas a mercenary is a hired in service of a foreign country.

3 In the US, the terms ‘college’ and ‘university’ are interchangeable, whereas in the UK, ‘college’ has a specific meaning (the institution between school and university)

4 In a constitutional monarchy, the monarch is the head of state bound by the constitution; in an absolute monarchy, the monarch is the sole source of political power but not legally bound by the constitution.

5 Health programmes in schools can contribute towards the contribute toward the development of a responsible attitude towards a diet. Similarly, publicity campaigns and advertising can spread knowledge about diet.

**Grammar and vocabulary**

**1) Linking parts of a text: conjunctions and sentence connectors**

**1.1**

|  |  |  |
| --- | --- | --- |
| **Type of link** | **Conjunctions** | **Sentence connectors** |
| Comparison, contrast, and indicating that something is unexpected | even though, yet, while | Even so, on the other hand, meanwhile |
| Reasons and results | Because, insofar as, since | Hence, therefore |
| Adding information |  | Furthermore, too |
| Condition | Provided that, unless | If, so, otherwise |
| Time: one event at the same time as another | While, when | At the same time, meanwhile |
| Time: one event before or after the other | As soon as, since | Later, subsequently |

**1.3**

2 Subsequently (i)

3 whereas (f)

4 as long as/ provided that (j)

5 As a result/ As a consequence (e)

6 As a result/ As a consequence

7 If not/ Otherwise (c)

8 as long as/ provided that (d)

9 If not/ Otherwise (h)

10 after (g)

**2) Single-word verbs and multi-word verbs**

**2.1**

2 come up against: experience

3 cut out: remove

4 find out: discover

5 go together: coincide

6 look into: investigate

7 put off: delay

8 start off: begin

9 think about: consider

10 work out: calculate

**2.2**

3 is based on: correct

4 go together: wrong🡪 coincide

5 thought about: wrong🡪 considered

6 carried out: correct

7 have found out: wrong🡪 discovered

8 looked at: correct

9 worked out: wrong🡪 calculated

10 came up against: wrong🡪 experienced

**3 Word families**

**3.1**

2a individualistic 2b individual

3a culturally 3b culture

4a institutions 4b institutional

5a stereotype 5b sterotypical