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

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

**Unit 5**

**Reading**

**1.Recognizing plagiarism**

**1.1.a**

- It is wrong to copy word-for-word without giving a reference to the source text.

- Our own when in fact the copying and failing to include a reference suggests that the ideas are your own when in fact they belong to the writer of the source text.

- Even if you put something in your own words, the ideas belong to the writer of the source text, so this should be acknowledged.

- The tutor cannot judge how much Antonia understands if she does not try to put ideas into her own words. It’s therefore hard for the tutor to evaluate the essay.

**1.2.a**

|  |  |  |
| --- | --- | --- |
| **Most common forms of plagiarism** | **Why plagiarism is wrong and how it can affect your grades** | **How to avoid plagiarism** |
| * Copying materials from a textbook or journal * Cutting and pasting material from a website * Copying the work of another student; for example an essay, data from a lab experiment | * Saying that words or ideas are yours when they belong to someone else is stealing * In assessed work, credit might be given for something that is not the student’s own work | * Acknowledge (give reference to) the source of information * Try to paraphrase what you have read into your own words * Where exact words are used, put these in quotation marks |

**3 Identifying the main ideas in a text**

1b (They also began to develop a language of locations)

2b (the first maps were probably made by early humans)

3a (graphic symbols… that must be understood to appreciate and comprehend the rich store of information they display)

4b (Cartography is the science and profession of mapmaking)

5b (Cartographers can now gather special data … to combine and manipulate map data)

6a (Changes … that have occurred through the use of computers and digital techniques are dramatic)

7b (Reasons … navigation, recreation, political science, community planning, surveying, history, meteorology, and geology.)

**5 Vocabulary building: single-word verbs and multi word verbs**

**5.1.a**

If there are alternatives with a similar meaning, single-word verbs are preferred to multi-word verbs in academic writing (see G&V4, exercise 2).

**5.1.b**

2 observe

3 communicate

4 encounter

5 combine; transmit

6 occurred

7 created

8 display

**6 Vocabulary in context: hedging**

**6.1.a**

2 possibilities

3 facts

4 partially

5 some

**6.1.b**

Sentence 2 is hedged, with the use of the word ‘typically’.

**6.2.a**

2 No hedge needed. (We can take it as a fact that once people were sailing on the oceans, they had to develop methods of fining directions)

3 Hedge needed. (We have no way of knowing for certain how early humans made maps.)

4 Hedge needed. (It would not be entirely accurate to say that we encounter maps everywhere. There are many places and occasions where there would be no maps.)

5 No hedge needed. (It seems indisputable that computer technology has had this effect.)

6 Hedge needed. (Without ‘relatively’ we have no way of interpreting á short amount of time. Does it mean 30 seconds or 30 days? With ‘relatively’, we understand that the amount of time is short compared to the time it would take to draw maps by hand.)

**6.2.b**

3 The first maps were probably made …

4 … nearly everywhere.

5 … in a relatively short amount of time.

**Listening and Speaking**

**7 Reaching consensus in group work**

**7.2a**

**Importance:** the most important information often appears towards the beginning

**Logic:** it may make sense to present the background information first, then the analysis

**Audience:** are there any expectations as to what information will be included from the audience?

**7.3**

1 discovery

2 how they work

3 side effects

4 impact on public health

5 problems of resistance

**7.4.b**

2 ir seems logical to talk about; before saying

3 we can’t really introduce; before we’ve talked about

4 the presentation would flow better

5 we haven’t goy much time left; we need to agree

6 most people are in agreement that

7 Right, the consensus seems to be that we talk about

8 That’s it then. Our agreed order

**8 Pronunciation: contrasts**

2 unexpected

3 permanent

4 qualitative

5 national

6 abstract

7 contradict

8 mental

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**

**Grammar and vocabulary**

**1) Articles: zero article and the**

**1.1**

1b

2i

3k

4h

5e

6g

7a

8d

9f

10c

11j

**1.2**

1 b the history of science

2 a the most significant risks

3 a the main food

4 b The painting shows

**2) Complex prepositions**

**2.1**

1 … predominates, as opposed to industry …; As well as single family housing …; … housing such as apartment blocks.

2 With the exception of the new railway …; … completed ahead of schedule, in spite of the difficult economic conditions at the time.

3 … communication by means of gestures and facial expressions, as distinct from speech.; … is understood regardless of the culture in which it occurs.

**2.2**

2 as distinct from

3 as well as

4 by means of

5 ahead of

6 regardless of

7 such as

8 in spite of

**2.3**

2 regardless of age.

3 by means of rotating blades.

4 such as using a search engine.

5 with the exception of researchers conducting the study.

6 ahead of social responsibility.

7 as well as wealth.

8 with exception of Malawi.

**3 Person, people, peoples**

**3.1**

1 people

2 people/peoples

3 people/persons

4 people

5 people/a people

6 people/peoples

7 people/persons

8 people