## Answer Key Academic English

## Unit 8: Work and Equality

**1 Understanding figures and tables**

**1.1**

Suggested Answers

**Source A**

**1** The graph shows the incomes of men in different age groups. A source is given below thegraph. **2** A blue line charts the proportion of women. A red line charts the proportion of men.**3** The X axis shows age groups. The Y axis shows the proportion of age groups at a certain income level. **4** students' own answers.

**Source B**

1 The table shows the proportion of men and women not working in different age groups. A source is given below the table. 2 No colours are used, but different tints make the table easier to read. 3 The rows show different age groups. The columns give information about men or womenout of work. 4 students' own answers.

**Source C**

**1** The figure shows the income levels of different households across regions in England. A source is given below the figure. **2** Different colours are used for different regions in England. **3** not applicable **4** students' own answers.

**Source D**

**1** The chart shows differences in income levels over a period of time. A source is given below the chart. **2** Different colours are used for different segments of the chart. **3** not applicable. **4** students' own answers.

**2 Scanning for information**

**2.2**

1 W 2W 3W 4 W 5 W 6 M 7 M 8 W 9 W 10 W

**4 Understanding the significance of references**

**4.1**

**2** that women are being kept out of high-status jobs by men

**3** that women are forced to work harder than men

***4***that the glass ceiling is a major barrier for women

**5** men are more readily promoted to the upper tier even when other factors (e.g. personal attributes, qualification, job performance) are controlled.

**6** that glass ceilings are pervasive across workplace settings

**7** that glass ceilings are to be found in private corporations

8 that glass ceilings are to be found in government agencies

**9** that glass ceilings are to be found in non-profit organisations

**10** that African Americans and Asian Americans do not advance as much in their careers as European American men

**5 Vocabulary in context: Avoiding repetition**

**2** sex; common (pervasive means that something is present or noticeable in every part of a thing

or place)

**3** occupation; attributes

**4** create

**5** in the workplace

**6** suggested

**6 Taking part in tutorials and joining in discussions**

**6.2**

2a 3d 4a 5b 6b 7c 8d 9c 10b 11d 12 a

**6.3.a**

2a 3a 4f 5f 6a 7f 8a 9a 10f 11f 12a

**7 Pronunciation: stress in compound nouns**

***7.2***

1 *bullet point*

2 *early retirement*

3 *earthquake*

4 *gender bias*

5 *global warming*

6*health centre*

7 *income tax*

8 *jet lag*

**9** *middle management*

10 *mixed economy*

11 *periodic table '*

12 *social security*

***7.3***

2 global warming

3 social security

4 gender bias

5 income tax

**6** mixed economy

7 earthquake

8 bullet point

**9** early retirement

10 periodic table

11 jet lag

12 middle management

**8 Writing: Looking at the structure and content of reports**

**8.1.a**

Frederike: essays (4 x 4 , 0 0 0 words) and dissertation

Saljesam: technical report

Anitha:problem sheets (Bachelor's degree) and dissertation (Master's)

**8.2**

Abstract 2

Acknowledgements 3

Appendices 11

Conclusion 9

Discussion o

Introduction 4

Literature survey 5

Methods 6

References 10

Results 7

**8.3.a**

2 Literature survey

3 Abstract

4 Conclusion

5 Discussion

6 Appendix

7 Introduction

8 Acknowledgements

9 References

10 Results

11 Title page

**9: Language for writing: describing events in a time sequence**

**9.1.a**

Reading ability

**9.1.b**

2 First of all

3 was followed by

4 while

5 After this

6 was followed by

7 prior to

8 later

9earlier

10 Immediately after

**9.1.c**

1 after t h i s , was followed by, immediately after, later

2 earlier, prior to

3 while, during

4 ' . . . to discuss the clues that I had used.' ('Using the clues' took place before discussing them.);' . . . which I had set up in the classroom prior to the beginning of the session.' ('Setting up the camera and microphone' took place before all the events reported in the extract.) The past perfect tense ('I had used') is used in this case.

**9.2.a**

a6 b3 c1 d5 e4 f2 g7

**9.2.b**

- deleting/, since this represents a 'subjective' type of writing - use the passive or /t-clauses instead;

- using linking phrases to increase the cohesion and coherence of the text;

- using introductory adverbs or adverbial phrases;

- using content words (nouns and verbs) throughout.

**10: Language for writing: Cause and Effect**

**10.1**

|  |  |
| --- | --- |
| **Cause** | **Effect** |
| *food contaminated*  *conflicting European claims*  *areas often merge*  *deafness*  *rural*  *modern machinery* | *food poisoning*  *the Scramble for Africa*  *boundaries are blurred*  *retire early*  *not dense transport network*  *more food with less effort* |

**10.2**

Suggested answers

1+ e An economic crisis hit the country, bringing about a change in government.

5+ d Agricultural prices were depressed after the First World War. As a consequence, farmers

intensified their demands for government assistance.

2+ a In 2010, an ash cloud from a volcano in Iceland gave rise to major disruptions in air transport.

3 + b The economy of the country grew by 15% last year on account of huge foreign direct investment.

4 + c The rapid decrease in the number of smokers was a consequence of the ban on cigarette advertising.

## Grammar and Vocabulary

**1: Passive Voice**

**1.1**

1) The 'topic' is women, so this should come first. It is unnecessary to mention 'men'; women could not be outnumbered by any other group.

2) The 'topic' is women, so t h is should come first. This would represent the natural word order of English.

Mentioning 'people' is unnecessary. It is a weak subject and adds nothing to the quality of the sentence.

3) The 'topic' is the glass ceiling, so this should come first.

4) Stylistically, it is clumsy to have a list of references as the subject of the sentence.

**1.2**

1 passive: is estimated/was estimated/has been estimated

2 active: underwent/will undergo/have undergone

3 active: had risen/rose

4 passive: is based/was based/has been based/ will be based

5 passive: is designed/was designed has been designed

6 active: depends/depended/will depend

*7* passive: is linked/has been linked

*8,* active: belongs

9 active: happened

10 passive: was subjected/had been subjected

**2: Past Perfect**

**2.1**

A2

B1, 3, 5

C4, 6

**3: -ing nouns**

**3.1**

|  |  |
| --- | --- |
| analyse | analysis |
| apply | application |
| build |  |
| conclude | conclusion |
| create | creation |
| establish | establishment |
| fund | fund |
| identify | identification |
| invest | investment |
| learn |  |
| obtain |  |
| plan | plan |
| remove | removal |
| respond | response |
| research | research |
| structure | structure |
| teach | teacher |
| transcribe | transcription |
| undertake |  |

**3.2**

2 transcribing / the transcription of; analysis

3 establishing / the establishment of ('the establishing of is also possible, but less likely)

4 response

5 creation

6 learning

7 identifying / the identification

8 obtaining

9 Removing / The removal of