

# Answer Key

## 2 Learning academic vocabulary

### TASK 1

1

General words: immediate, decides

Academic words: technologies, procedures, legal, impact, strategic, expand

Technical words / phrases: competitors, operational change

## 3 Using a dictionary

### TASK 1

1

1 [C]

2 [U]

3 AW

4 OPP

5 sb

6 sth

### TASK 2

1

#### Suggested answers

A psychologist is a scientist who studies and is trained in psychology, for example, a clinical psychologist treats people with mental disorders.

Intensity is the state or quality of being intense, for example, 'the storm resumed with even greater intensity'. In a technical context, intensity is the strength of something, for example, light, that can be measured.

## 4 Avoiding plagiarism

### TASK 1

2

Case A: Jacques needs to use quotation marks if he is using a source word for word. As the source extract provides a major part of the essay, he should have detailed in-text references, and not just reference at end - this will be especially relevant if there is evaluation throughout the essay.

Case B: Juan needs to be honest, and provide the source; rewriting the text in his own style is insufficient. Juan has paraphrased the source, and as such should provide in-text reference as well as at the end of his essay.

## 5 Preparing a bibliography

### TASK 1

1

1 d 2 c 3 e 4 b 5 a

### TASK 2

1

Authors' names: Dryzek, J. S. and Schlosberg, D.

Year of publication: 2005

Title: *Debating the Earth: The Environmental Politics Reader*

Place of publication: New York

Publisher's name: Oxford University Press

### TASK 3

1

1 Wetherly, P. and Otter, D. (2011). *The Business Environment: Themes and Issues, 2<sup>nd</sup> edition*. Oxford: Oxford University Press

2 Crane, J. and Hannibal, J. (2009). *Psychology: A Course Companion*. Oxford: Oxford University Press

3 Sperling, D. and Gordon, D. (2009). *Two Billion Cars: Driving Towards Sustainability*. Oxford: Oxford University Press

2

#### Sample answers

de Chazal, E. and McCarter, S. (2012) *Oxford EAP: A Course in English for Academic Purposes, Upper-Intermediate / B2*. Oxford: Oxford University Press

de Chazal, E. and Rogers, L. (2013) *Oxford EAP: A Course in English for Academic Purposes, Intermediate / B1+*. Oxford: Oxford University Press

## 6 Referencing styles

### TASK 1

	Text 1	Text 2
Number of different sources (1, 2, etc. )	1	3
Referencing style (author-date, or numerical)	Author - date	Author - date
Page numbers given in in-text reference? (yes / no)	yes	no
Presentation (author focus / content focus)	Author focus	Content focus

### TASK 2

2

1 b 2 a

## 7 Academic style (1)

### TASK 1

1

Text 2 is more formal

2

	Feature of style	Text	Example
1	addresses the audience as 'you'	1	If you lead a sad and uninteresting life ...
2	uses difficult, old-fashioned words	2	venerate, bewail its inadequacies, sceptics refute the law's often self-righteous espousal ...
3	uses less formal words	1	sad, magic
4	writes incomplete sentences, i.e. not a full subject, verb, etc.	1	Not so.
5	uses humour to engage the audience	1	If you lead a sad and uninteresting life ...
6	uses a rhetorical question, i.e. a question which is answered by the person who asks it	1	How can this be?
7	uses a 'Classical' style, e.g. listing terms for stylistic effect	2	justice, liberty, and the rule of law

### TASK 2

1

i 2, 7

ii 1, 3, 4, 5, 6, 7

## 8 Academic style (2)

### TASK 1

1

i both are objective

ii Text 1 is more objective

2

Feature of style	Example (Text)	Associated with objectivity or subjectivity
Use of the passive voice to avoid stating who did something	<i>It was assumed that</i> (Text 1)	objectivity
Use of the first person, i.e. <i>I</i> and <i>we</i>	<i>Now we know enough about standard views of the structure of time</i> (Text 2)	subjectivity
Use of impersonal structures, e.g. <i>It was assumed / considered that ...</i>	<i>it was considered that those of low intellect ...</i> (Text 1)	objectivity
Adverbs such as <i>just</i> and <i>actually</i>	<i>In this chapter I just want to discuss the idea that ...</i> (Text 2)	subjectivity
Adverbs such as <i>furthermore</i> and <i>reasonably</i>	<i>Furthermore, it was considered ...</i> (Text 1)	objectivity
Introducing citations using expressions such as <i>he says</i> <i>things like ...</i>	<i>He also makes radical claims ...</i> (Text 2)	subjectivity
Referring to authors using surname only	<i>The first generally accepted test was constructed by Binet and Simon ...</i> (Text 1)	objectivity
Referring to authors using first name and surname	<i>Julian Barbour has made the radical proposal that ...</i> (Text 2)	subjectivity

## 9 Teamwork

### TASK 2

1

i 2, 4, 7    ii 1, 5, 6, 8, 9    iii 3

2

Positive body language includes nodding agreement, smiling, looking interested.

Use encouraging phrases, for example, 'Yes, *that's a good idea*'; 'Yes, *I agree*'.

Ask questions such as 'How do we do that?' that ask for explanation rather than challenge an idea.

Make suggestions that build on the speaker's ideas.

Disagree by asking questions like 'What if...?', 'How will that work in practice?' These might lead the person to see the weaknesses in their own suggestion.