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	Unit themes	Functions	Texts	Academic language
1	Preparing for university studies	<ul style="list-style-type: none"> stating purposes meeting other students 	<ul style="list-style-type: none"> conversations with new students university websites, letters and application forms student personal statements 	types of nouns word families collocations formal and informal style <i>to + verb</i> <i>so that + sentence</i> <i>have to</i>
2	Freshers' week	<ul style="list-style-type: none"> describing position, shape and movement contacting staff 	<ul style="list-style-type: none"> map case study e-mails university website guidance notes 	shape nouns noun phrases to name places prepositional phrases for position and movement <i>there is / are</i>
3	First steps and new routines	<ul style="list-style-type: none"> instructions and processes describing purpose, method, sequence, frequency and duration 	<ul style="list-style-type: none"> <i>how to</i> instructions lecture on laboratory health and safety lectures on linear and cyclical processes flow diagrams 	noun phrases to name steps and to show sequence articles starting sentences prepositional phrases for method and sequence general and specific vocabulary passive verbs
4	Finding information	<ul style="list-style-type: none"> comparing contrasting evaluating advantages and disadvantages 	<ul style="list-style-type: none"> assignment question student discussion flier for library library lecture texts from Internet sources for an assignment 	general nouns to name features noun phrases to start sentences general to specific organization <i>more than / less than</i> positive and negative adjectives
5	New ideas and new concepts	<ul style="list-style-type: none"> defining classifying analyzing giving examples 	<ul style="list-style-type: none"> student diary introductory lectures definitions student university assignment draft student discussion tree diagrams 	general nouns to name classes general to specific ideas in sentences/tree diagrams synonyms prepositional phrases for specific information in definitions relative pronouns
6	Borrowing and using ideas	<ul style="list-style-type: none"> describing change and development 	<ul style="list-style-type: none"> lecture student discussion extract from textbook tutorial student discussion introductions to essays timelines spidergrams 	general nouns to summarize starting sentences with topics transitive / intransitive verbs <i>used to + but</i> general to specific verb tenses
7	Something to say	<ul style="list-style-type: none"> introducing self contributing to discussions giving a presentation 	<ul style="list-style-type: none"> committee meeting minutes of a meeting presentations feedback discussions student discussions 	patterns to show interest, confirm and refine ideas word stress sentence stress
8	Linking ideas	<ul style="list-style-type: none"> explaining reason and result / cause and effect giving levels of probability 	<ul style="list-style-type: none"> short talk quiz flow diagrams health information website student high school essay draft feedback discussion student university assignment draft tutorial discussion model paragraphs 	general nouns to summarize familiar ideas starting sentences with familiar ideas general to specific development in noun phrases patterns to show probability prepositional phrases for reasons and results <i>result + because; reason + so; as a result + reason; reason + makes</i>
9	Supporting ideas	<ul style="list-style-type: none"> reporting data comparing and contrasting explaining trends supporting claims with data interpreting data 	<ul style="list-style-type: none"> annual report extract marketing proposal university league table tables and graphs 	noun phrases to label data general to specific organization to persuade patterns to show relationships in data patterns to show a viewpoint familiar and new ideas in data prepositional phrases for data: <i>more than / most</i>
10	Exams	<ul style="list-style-type: none"> all functions 	<ul style="list-style-type: none"> student discussion health information website exam questions extract from a textbook tables and graphs tutorial discussion library lecture 	review functional language review noun phrases language of exam questions

Writing and speaking	Academic competence	Thinking critically
<ul style="list-style-type: none"> • Speaking: name academic subjects; discuss purposes and expectations • Writing: write purpose statements; complete a form 	<ul style="list-style-type: none"> • listen and read with a purpose • choose and record vocabulary • use dictionaries • support statements with specific information 	<ul style="list-style-type: none"> • think of reasons why • identify student purposes • guess word meanings • compare English with your language • evaluate examples for relevance • evaluate expectations
<ul style="list-style-type: none"> • Speaking / Writing: describe position; describe a campus • Speaking: ask about names • Writing: study plans; feedback 	<ul style="list-style-type: none"> • university's expectations of teachers and students • prepare to listen • take responsibility for learning • constructive feedback 	<ul style="list-style-type: none"> • identify feelings • suggest an improvement • guess subject areas • evaluate e-mails • find specific examples
<ul style="list-style-type: none"> • Speaking: ask questions in a lecture; ask and answer questions about purpose and method • Writing / Speaking: describe processes from instructions and flow diagrams 	<ul style="list-style-type: none"> • predict organization and content of a lecture • ask questions in a lecture • make notes in flow diagrams • share listening and note taking • record and learn vocabulary 	<ul style="list-style-type: none"> • identify text purposes • evaluate sentences • identify a problem
<ul style="list-style-type: none"> • Speaking: brainstorm ideas; exchange information; oral summaries • Writing: sentences to compare and contrast; the introduction to an assignment 	<ul style="list-style-type: none"> • redraft ideas for a reader • use reading to support listening • lecture organization • make a checklist to evaluate sources 	<ul style="list-style-type: none"> • identify advantages and disadvantages • support claims with reasons • identify viewpoint
<ul style="list-style-type: none"> • Speaking: numbers • Speaking / Writing: synonyms; reconstruct a text from tree diagram notes • Writing: definitions; classification systems; examples 	<ul style="list-style-type: none"> • recognize quick explanations • analyze concepts • the Dewey Decimal system • organize, record and learn key vocabulary • take notes for a purpose 	<ul style="list-style-type: none"> • predict pressures on students • evaluate definitions • evaluate synonyms in context • improve definitions • identify the purposes of examples • support explanation with examples
<ul style="list-style-type: none"> • Speaking: oral summaries • Writing: an e-mail; sentences to show changes; sentences from notes; the introduction to an assignment 	<ul style="list-style-type: none"> • share listening focus • take notes on a timeline • organize vocabulary • analyze an essay question • borrow ideas correctly • work together in an acceptable way 	<ul style="list-style-type: none"> • find information relevant to an audience • evaluate a student draft for acceptable borrowing
<ul style="list-style-type: none"> • Speaking: participate in a discussion; give a short presentation; use intonation and stress to show interest and confirmation and to focus listeners' attention • Writing: presentation checklist 	<ul style="list-style-type: none"> • reasons why you have to contribute to discussions • recognize and respond to contributions • presentations • give feedback on speaking 	<ul style="list-style-type: none"> • evaluate contributions in discussions and presentations
<ul style="list-style-type: none"> • Speaking: answer quiz questions • Speaking / Writing: give reasons for feedback; explain hazards; give feedback on writing • Writing: Redraft texts; explain causes and effects 	<ul style="list-style-type: none"> • make notes in flow diagrams • analyze assignment tasks and titles • be aware of reader • use feedback to redraft assignments • EAP assessment criteria • refer to people in an academic way 	<ul style="list-style-type: none"> • evaluate student texts • compare student texts with models • identify attitudes in student-lecturer interactions
<ul style="list-style-type: none"> • Speaking: discuss Internet access in your country • Writing: e-mail to a friend; report on Internet access in your country 	<ul style="list-style-type: none"> • understand tables and graphs • support claims with objective data • use persuasive moves • use feedback to redraft a report 	<ul style="list-style-type: none"> • identify viewpoint • select data to support claims • interpret data • evaluate claims using a checklist • evaluate a website
<ul style="list-style-type: none"> • Speaking: give a short talk and answer questions • Writing: take notes from a text to answer a question 	<ul style="list-style-type: none"> • revise strategically for exams • classify and record functional vocabulary • use practice exams effectively • review exam results • set goals 	<ul style="list-style-type: none"> • link general concepts to specific examples • identify relevant information • interpret data