

# Contents

<b>Book map</b>	4
<b>Introduction</b>	6
<b>Preface</b>	7
<b>Unit 1</b> Starting points	8
<b>Unit 2</b> Looking backwards and forwards	30
<b>Unit 3</b> Key concepts and tools	54
<b>Unit 4</b> Resources for research	82
<b>Unit 5</b> Speaking for yourself	107
<b>Unit 6</b> Cultures and systems	131
<b>Unit 7</b> Academic integrity	152
<b>Unit 8</b> Critical reading and academic argument	178
<b>Unit 9</b> Evidence from research	227
<b>Unit 10</b> Entering university	260
<b>Transcripts</b>	286



	Unit themes	Functions	Texts	Academic language
1	<b>Starting points</b> <b>Section 1</b> New places and new faces <b>Section 2</b> Making contact and first impressions <b>Section 3</b> Nouns and noun phrases <b>Section 4</b> Academic writing <b>Section 5</b> An introductory lecture	<ul style="list-style-type: none"> <li>introduction to functions</li> <li>stating purpose and method</li> <li>defining and classifying</li> </ul>	<b>Reading:</b> university websites; student e-mails; a student assignment; textbook contents <b>Listening:</b> conversations; an ecology lecture	<ul style="list-style-type: none"> <li>purpose statements</li> <li>prepositional phrases</li> <li>types of nouns</li> <li>noun phrases</li> <li>academic style</li> <li>positive and negative words for viewpoint</li> </ul>
2	<b>Looking backwards and forwards</b> <b>Section 1</b> Reviewing <b>Section 2</b> Coaching <b>Section 3</b> Reporting <b>Section 4</b> Reporting ideas from sources <b>Section 5</b> Writing clearly and logically	<ul style="list-style-type: none"> <li>reviewing</li> <li>reporting</li> <li>evaluating</li> </ul>	<b>Reading:</b> report writing guidelines; a research report <b>Listening:</b> tutorial discussions	<ul style="list-style-type: none"> <li>two-part questions</li> <li>reporting tenses</li> <li>reporting verbs</li> </ul>
3	<b>Key concepts and tools</b> <b>Section 1</b> The concept of autonomy <b>Section 2</b> Tools for researching vocabulary <b>Section 3</b> Key concepts and tools <b>Section 4</b> From metaphors to models <b>Section 5</b> Concepts and tools that cross disciplines	<ul style="list-style-type: none"> <li>defining</li> <li>explaining</li> </ul>	<b>Reading:</b> dictionary entries; concordance lines; textbooks; lecture handouts <b>Listening:</b> instructions for using concordancers; a lecture on mathematical models	<ul style="list-style-type: none"> <li>types of definition and purposes</li> <li>structure of definitions: <i>an X is a Y that ...</i>; <i>an X is a Y for verb + ing / to + verb</i></li> <li>synonyms and acronyms</li> </ul>
4	<b>Resources for research</b> <b>Section 1</b> Exploring the concept of research <b>Section 2</b> Tools for searching online <b>Section 3</b> Reviewing the language of comparison and contrast <b>Section 4</b> Surveying sources <b>Section 5</b> Using abstracts to select and compare sources	<ul style="list-style-type: none"> <li>comparing</li> <li>contrasting</li> <li>evaluating</li> </ul>	<b>Reading:</b> a list of references; a set of abstracts <b>Listening:</b> a seminar introducing research; a talk on searching online databases	<ul style="list-style-type: none"> <li>metaphors for research</li> <li>noun phrases in titles</li> <li>grammar patterns for comparison and contrast</li> </ul>
5	<b>Speaking for yourself</b> <b>Section 1</b> Learning from experience <b>Section 2</b> Setting the right tone for enthusiasm and agreement <b>Section 3</b> Telling problem stories <b>Section 4</b> Setting the right tone for listing and new information <b>Section 5</b> Setting the right tone for familiar and contrasting information	<ul style="list-style-type: none"> <li>classifying</li> <li>explaining problems and solutions</li> <li>making recommendations</li> </ul>	<b>Reading:</b> case studies of problems; job interview guidelines <b>Listening:</b> a discussion about working overseas	<ul style="list-style-type: none"> <li>positive and negative words for problems and solutions: <i>too, not enough</i></li> <li>modals in the past</li> <li>word and sentence stress</li> <li>key intonation patterns</li> <li>emphasizers and emphatic <i>do</i></li> </ul>
6	<b>Cultures and systems</b> <b>Section 1</b> Crossing cultures <b>Section 2</b> Negotiating the system: brick walls and gatekeepers <b>Section 3</b> Setting the right tone for negotiating the system <b>Section 4</b> Presenting a case for change: Part 1 <b>Section 5</b> Presenting a case for change: Part 2	<ul style="list-style-type: none"> <li>explaining causes and effects</li> <li>explaining problems and evaluating solutions</li> <li>negotiating</li> </ul>	<b>Reading:</b> a textbook; Internet sources; a lecturer's webpage and e-mail; case studies <b>Listening:</b> staff-student negotiations; a committee meeting	<ul style="list-style-type: none"> <li>metaphors for cross-cultural communication</li> <li>comparatives</li> <li>positive and negative words for evaluating sources</li> <li><i>too + adjective</i></li> <li>strategic language for diplomacy, assertiveness</li> <li>sentence stress</li> </ul>
7	<b>Academic integrity</b> <b>Section 1</b> Understanding ethical thinking <b>Section 2</b> A lecture on ethics <b>Section 3</b> What is scholarship? <b>Section 4</b> An academic misconduct hearing <b>Section 5</b> Discussing ethical case studies	<ul style="list-style-type: none"> <li>making ethical decisions</li> <li>expressing probability</li> <li>describing procedures</li> </ul>	<b>Reading:</b> a lecture handout; a 'cheat' website; a student code of conduct; a Turnitin® report; ethical case studies <b>Listening:</b> a lecture on ethics; an academic misconduct hearing	<ul style="list-style-type: none"> <li><i>If</i> clause + result clause + tense choice</li> <li><i>The more ... the more ...</i></li> <li>tenses to show viewpoint</li> </ul>
8	<b>Critical reading and academic argument</b> <b>Section 1</b> A point of view <b>Section 2</b> Reasonable scepticism: how to be a critical reader <b>Section 3</b> Writer's voice: reasonable persuasion <b>Section 4</b> Arguing from sources: assignments <b>Section 5</b> Arguing from data	<ul style="list-style-type: none"> <li>arguing</li> <li>persuading</li> <li>evaluating arguments</li> </ul>	<b>Reading:</b> a textbook; Internet sources; published data; student writing <b>Listening:</b> an argument about data	<ul style="list-style-type: none"> <li>strengthening: <i>clearly, obviously</i></li> <li>hedging: <i>some, possibly, may</i></li> <li>distancing: <i>a widespread view</i></li> <li>evaluating: <i>primitive, failed</i></li> <li>emphasizers and highlighters: <i>only, over, particularly</i></li> <li>numerical comparison: <i>four times</i></li> </ul>
9	<b>Evidence from research</b> <b>Section 1</b> Communicating research transparently: where is the evidence? <b>Section 2</b> Research across the disciplines: what counts as evidence? <b>Section 3</b> Evaluating research: how good is the evidence? <b>Section 4</b> The role of the literature review: linking theory to research design <b>Section 5</b> Critical reading of a research paper	<ul style="list-style-type: none"> <li>linking evidence to claims</li> <li>evaluating evidence and the methods that produced it</li> <li>communicating research</li> </ul>	<b>Reading:</b> newspaper articles; research papers; student projects <b>Listening:</b> a lecture on research approaches; a focus group discussion	<ul style="list-style-type: none"> <li>research terms: <i>cohort, control, conditions, variables</i></li> <li>informal register for research quality: <i>reliable, robust, significant, elegant</i></li> <li>reporting claims: <i>as predicted, it is well known</i></li> </ul>
10	<b>Entering university</b> <b>Section 1</b> Assessing readiness for university study <b>Section 2</b> Teamwork in group projects <b>Section 3</b> Reflection for assessment	<ul style="list-style-type: none"> <li>arguing and persuading</li> <li>evaluating</li> <li>comparing</li> <li>solving problems</li> </ul>	<b>Reading:</b> extracts from CEFR; table comparing SELTs; FAQs from test website; SELT and subject exam questions; group project briefs; a student peer review and self-reflection	<ul style="list-style-type: none"> <li>exam questions and instructions</li> <li>describing team roles and team skills: <i>delegate, adaptive, facilitator</i></li> <li>self-reflection: <i>perceptions, complemented, insights</i></li> </ul>





Writing and speaking	Academic competence	Thinking critically
<p><b>Writing:</b> e-mails; an exam answer; redrafting in academic style</p> <p><b>Speaking:</b> word stress</p>	<ul style="list-style-type: none"> <li>• explore expectations of students and universities</li> <li>• develop awareness of writer's purpose and intended reader</li> <li>• prepare for a lecture</li> <li>• listen and make notes effectively</li> </ul>	<ul style="list-style-type: none"> <li>• interpret a general statement by selecting specific examples</li> <li>• evaluate e-mails and other texts – guess, speculate and justify answers</li> </ul>
<p><b>Writing:</b> a tutorial record form; an e-mail to a lecturer; reporting ideas from sources</p> <p><b>Speaking:</b> advice about study</p>	<ul style="list-style-type: none"> <li>• set, implement and review goals</li> <li>• record key information</li> <li>• use general to specific and familiar to new principles to structure texts</li> <li>• understand moves in texts</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate performance</li> <li>• set SMART objectives</li> <li>• compare report formats and purposes</li> <li>• understand a writer's viewpoint</li> </ul>
<p><b>Writing:</b> definitions and explanations; summaries from a textbook and a lecture; a definition of a concept in your field</p> <p><b>Speaking:</b> short presentations of concepts</p>	<ul style="list-style-type: none"> <li>• understand autonomy</li> <li>• identify moves in an explanation</li> <li>• check vocabulary using a concordance tool</li> <li>• practise strategies to find information in a book</li> <li>• tolerate uncertainty about difficult concepts in a lecture</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish definitions from descriptions</li> <li>• infer implicit definitions</li> <li>• identify writer's purpose in defining</li> <li>• evaluate your own learning approach</li> <li>• relate general concepts to your own examples</li> </ul>
<p><b>Writing:</b> answers to FAQs; an e-mail; a comparison of online search tools; a summary from notes</p> <p><b>Speaking:</b> an oral summary</p>	<ul style="list-style-type: none"> <li>• understand the purpose of library research use keyword searching</li> <li>• compare familiar with new concepts</li> <li>• categorize sources</li> <li>• use abstracts to preview articles</li> </ul>	<ul style="list-style-type: none"> <li>• identify types of research</li> <li>• explore the limits of a metaphor</li> <li>• evaluate online search tools</li> <li>• identify general and specific research titles</li> <li>• identify the purpose of abstracts</li> <li>• link concepts to your own experience</li> </ul>
<p><b>Writing:</b> guidelines for working overseas</p> <p><b>Speaking:</b> problem narratives; responding effectively in discussions; contrasting, listing and giving examples orally; suggesting alternative solutions; advice on working in your country; a presentation</p>	<ul style="list-style-type: none"> <li>• analyze problems and solutions</li> <li>• acknowledge and respond to the ideas of others</li> <li>• identify learning outcomes</li> <li>• research and plan for a written assignment</li> </ul>	<ul style="list-style-type: none"> <li>• infer the impact of experiences</li> <li>• evaluate solutions</li> <li>• infer the causes of problems</li> <li>• apply job interview criteria</li> </ul>
<p><b>Writing:</b> e-mails; a personal statement for a funding proposal; an article for a student newsletter; meeting minutes; a report</p> <p><b>Speaking:</b> negotiation role plays; a meeting</p>	<ul style="list-style-type: none"> <li>• take a stance and negotiate</li> <li>• follow the writing process</li> <li>• understand roles and responsibilities within the university system</li> <li>• follow conventions for meetings</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate sources for specific purposes</li> <li>• analyze problems and solutions</li> <li>• compare negotiating conventions across cultures</li> <li>• evaluate negotiations and contributions to a meeting</li> </ul>
<p><b>Writing:</b> advice on cultural differences; an e-mail about cheating; a formal letter; a case study report</p> <p><b>Speaking:</b> discuss cultural differences; advise a student on plagiarism; a case study presentation</p>	<ul style="list-style-type: none"> <li>• reflect on hypothetical situations</li> <li>• choose levels of probability and certainty</li> <li>• plan and adapt listening and note-taking strategies</li> <li>• summarize accurately</li> <li>• show viewpoint</li> <li>• use and reference ideas from a source</li> </ul>	<ul style="list-style-type: none"> <li>• relate ethical options and choices to your own experience</li> <li>• infer lecturer's purpose</li> <li>• evaluate a 'cheat' website</li> <li>• find evidence for answers</li> <li>• ask sceptical questions</li> </ul>
<p><b>Writing:</b> to what extent arguments; interpretive summaries; a persuasive report of research data; a defended stance; a critical evaluation of a key concept</p> <p><b>Speaking:</b> discussion of viewpoints – brainstorming for definitions</p>	<ul style="list-style-type: none"> <li>• take a nuanced stance and defend it</li> <li>• read sources and data critically</li> <li>• understand assignment titles</li> <li>• write from sources and data with an academic voice</li> </ul>	<ul style="list-style-type: none"> <li>• infer viewpoints from context</li> <li>• suggest improvements</li> <li>• anticipate problems</li> <li>• identify data to answer a question</li> <li>• interpret research data</li> </ul>
<p><b>Writing:</b> diagrammatic notes from a lecture; a summary of two research papers</p> <p><b>Speaking:</b> discussions: claims and research evidence; research types and quality; experience of being an international student</p>	<ul style="list-style-type: none"> <li>• understand and compare research designs</li> <li>• classify types of research</li> <li>• record points in a lecture and discussion</li> <li>• formulate research questions</li> </ul>	<ul style="list-style-type: none"> <li>• assess research evidence</li> <li>• identify stance in a paper or lecture</li> <li>• evaluate the quality of methods and results</li> <li>• identify limitations in research</li> <li>• draw independent conclusions from research data</li> </ul>
<p><b>Writing:</b> advice about working in teams; a reflective log</p> <p><b>Speaking:</b> negotiation in teamwork; reflective discussion</p>	<ul style="list-style-type: none"> <li>• recognize university-level competence and assess current ability</li> <li>• analyze exam questions</li> <li>• analyze project briefs</li> <li>• undertake autonomous, self-directed learning</li> <li>• assess process, peers and self</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate type of evidence</li> <li>• recognize limitations of SELTs</li> <li>• identify assessment criteria</li> <li>• assess student project reports</li> </ul>

