## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book map</td>
<td>4</td>
</tr>
<tr>
<td>Introduction</td>
<td>6</td>
</tr>
<tr>
<td><strong>Unit 1</strong> Preparing for university studies</td>
<td>7</td>
</tr>
<tr>
<td><strong>Unit 2</strong> Freshers’ week</td>
<td>23</td>
</tr>
<tr>
<td><strong>Unit 3</strong> First steps and new routines</td>
<td>39</td>
</tr>
<tr>
<td><strong>Unit 4</strong> Finding information</td>
<td>57</td>
</tr>
<tr>
<td><strong>Unit 5</strong> New ideas and new concepts</td>
<td>77</td>
</tr>
<tr>
<td>Mid-course review</td>
<td>95</td>
</tr>
<tr>
<td><strong>Unit 6</strong> Borrowing and using ideas</td>
<td>97</td>
</tr>
<tr>
<td><strong>Unit 7</strong> Something to say</td>
<td>117</td>
</tr>
<tr>
<td><strong>Unit 8</strong> Linking ideas</td>
<td>135</td>
</tr>
<tr>
<td><strong>Unit 9</strong> Supporting ideas</td>
<td>157</td>
</tr>
<tr>
<td><strong>Unit 10</strong> Exams</td>
<td>183</td>
</tr>
<tr>
<td>End of course review</td>
<td>197</td>
</tr>
<tr>
<td>Additional material</td>
<td>199</td>
</tr>
<tr>
<td>Transcripts</td>
<td>200</td>
</tr>
<tr>
<td>Unit themes</td>
<td>Functions</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| 1 Preparing for university studies | • stating purposes  
• meeting other students | • conversations with new students  
• university websites, letters and application forms  
• student personal statements | types of nouns  
word families  
colloctions  
formal and informal style  
to + verb  
so that + sentence  
have to |
| 2 Freshers’ week | • describing position, shape and movement  
• contacting staff | • map  
• case study  
• e-mails  
• university website guidance notes | shape nouns  
noun phrases to name places  
prepositional phrases for position and movement  
there is / are |
| 3 First steps and new routines | • instructions and processes  
• describing purpose, method, sequence, frequency and duration | • how to 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 | • comparing  
• contrasting  
• evaluating advantages and disadvantages | • 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  
more than / less than  
positive and negative adjectives |
| 5 New ideas and new concepts | • defining  
• classifying  
• analyzing  
• giving examples | • 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 | • describing change and development | • lecture  
• student discussion  
• extract from textbook  
tutorial  
• student discussion  
• introductions to essays  
• timelines  
• spidergrams | general nouns to summarize familiar ideas  
starting sentences with familiar ideas  
general to specific development in noun phrases  
transitive / intransitive verbs  
used to + but  
general to specific verb tenses |
| 7 Something to say | • introducing self  
• contributing to discussions  
• giving a presentation | • 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 | • explaining reason and result / cause and effect  
• giving levels of probability | • 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  
result + because; reason + so; as a result + reason;  
reason + makes |
| 9 Supporting ideas | • reporting data  
• comparing and contrasting  
• explaining trends  
• supporting claims with data  
• interpreting data | • 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 a viewpoint  
familiar and new ideas in data  
prepositional phrases for data: more than / most |
| 10 Exams | • all functions | • 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 |
<table>
<thead>
<tr>
<th><strong>Writing and speaking</strong></th>
<th><strong>Academic competence</strong></th>
<th><strong>Thinking critically</strong></th>
</tr>
</thead>
</table>
| **Speaking:** name academic subjects; discuss purposes and expectations | Listen and read with a purpose; choose and record vocabulary; use dictionaries; support statements with specific information | • think of reasons why  
• identify student purposes  
• guess word meanings  
• compare English with your language  
• evaluate examples for relevance  
• evaluate expectations |
| **Writing:** write purpose statements; complete a form | **Speaking / Writing:** describe a campus; **Speaking:** ask about names | **University's expectations of teachers and students; prepare to listen; take responsibility for learning; constructive feedback** | • identify feelings  
• suggest an improvement  
• guess subject areas  
• evaluate e-mails  
• find specific examples |
| **Speaking:** ask questions in a lecture; ask and answer questions about purpose and method. | **Writing / Speaking:** describe processes from instructions and flow diagrams | **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** | • identify text purposes  
• evaluate sentences  
• identify a problem |
| **Speaking:** brainstorm ideas; exchange information; oral summaries | **Writing:** sentences to compare and contrast; the introduction to an assignment | **Redraft ideas for a reader; use reading to support listening; lecture organization; make a checklist to evaluate sources** | • identify advantages and disadvantages  
• support claims with reasons  
• identify viewpoint |
| **Speaking / Writing:** synonyms; reconstruct a text from tree diagram notes | **Writing:** definitions; classification systems; examples | **Recognize quick explanations; analyze concepts; the Dewey Decimal system; organize, record and learn key vocabulary; take notes for a purpose** | • predict pressures on students  
• evaluate definitions  
• evaluate synonyms in context  
• improve definitions  
• identify the purposes of examples  
• support explanation with examples |
| **Speaking:** oral summaries | **Writing:** an e-mail; sentences to show changes; sentences from notes; the introduction to an assignment | **Share listening focus; take notes on a timeline; organize vocabulary; analyze an essay question; borrow ideas correctly; work together in an acceptable way** | • find information relevant to an audience  
• evaluate a student draft for acceptable borrowing |
| **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 | **Reasons why you have to contribute to discussions; recognize and respond to contributions; presentations; give feedback on speaking** | • evaluate contributions in discussions and presentations |
| **Speaking:** answer quiz questions | **Speaking / Writing:** give reasons for feedback; explain hazards; give feedback on writing; **Writing:** Redraft texts; explain causes and effects | **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** | • evaluate student texts  
• compare student texts with models  
• identify attitudes in student–lecturer interactions |
| **Speaking:** discuss Internet access in your country | **Writing:** e-mail to a friend; report on Internet access in your country | **Understand tables and graphs; support claims with objective data; use persuasive moves; use feedback to redraft a report** | • identify viewpoint  
• select data to support claims  
• interpret data  
• evaluate claims using a checklist  
• evaluate a website |
| **Speaking:** give a short talk and answer questions | **Writing:** take notes from a text to answer a question | **Revise strategically for exams; classify and record functional vocabulary; use practice exams effectively; review exam results; set goals** | • link general concepts to specific examples  
• identify relevant information  
• interpret data |

**ACCESS EAP: Foundations**