B1
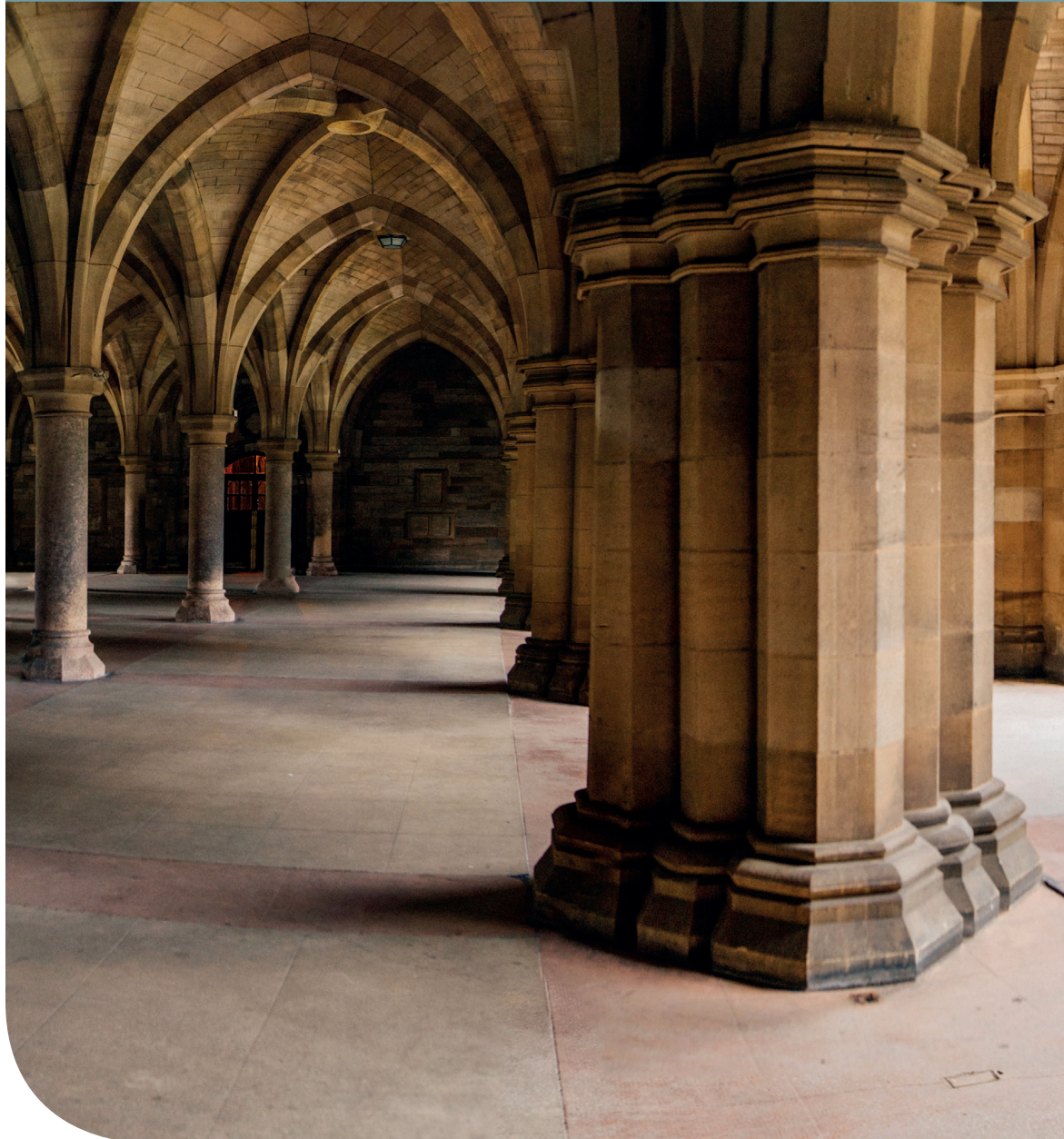
EAP Grammar in Context
Reading & Writing

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Do you want your EAP students to learn the grammar they <u>really</u> need?

Did you know …?

- 75%–85% of EAP is **present tense**, including passives
- 10%–15% is in **past**, including passives
- 5%–10% is **modals**

- 90% of EAP is **simple aspect** *(does/did)*
- 7% is perfect *(has/had done)*
- 3% is progressive *(is/was doing)*
- 0.5% is perfect progressive *(has/had been doing)*

(Source: Longman Grammar of Written and Spoken English)

So …

Complexity in **EAP** is NOT in verb tenses and aspect.

Complexity in **EAP** is in **word order** (syntax) and the **noun phrase**.

So …

Don't waste your time, and theirs, teaching every tense under the sun!

Use …

EAP Grammar in Context: Reading and Writing

30 double-page spreads at B1, B2 and C1 level.

The <u>only</u> grammar course

your EAP students <u>really</u> need!

Key features

- a colourful approach - with **photographs** to activate schemata, **highlighting** and **tables** … … which make learning EAP grammar **FUN**!
- the step-by-step approach is a **lesson plan** for teachers and a **study plan** for students
- a new grammar point **from EAP** on every double-page spread
- a **simple explanation** of the point, which can be translated
- an **interesting EAP article** which exemplifies the new point and gives context
- **highlighting** of the new grammar point in the exemplar text
- skills points with learner **strategies** to
  - **understand** the point in **reading**
  - **produce** the point in **writing**
- **tables** for practice in breaking the example sentences
  - into syntactic **structures,** emphasizing the importance of **word order,** or
  - into the **different meanings** they convey
- scaffolded exercises in **applying the new reading skill** to a new related academic texts
- a scaffolded exercise in **applying the new writing skill** to a further text or set of sentences
- **recycling** of previous grammar points
- all texts and sentences on the spread have the same academic context with one **lexical set**
- each text contains a number of words from the **Academic Word List**
- all exercises have **closed answers,** fully keyed to help the teacher and the self-study student
- further reading and writing exercises for each point available **FREE online** at innovapress.com

The organization of each spread

Unit X: Grammar point

Before you read
Questions to activate schemata
- cvbcvb
- cvbcvbcv
- cvbcvbcvb

Visual 1 to build schemata

Grammar in context
Explanation with cross-reference to EAP text with clear examples of the point(s)

EAP text 1
dfghdfgh fggh fgdfg dgdfg sgdg
fdghdfh ghdfgh fghfg dhdgh dfdgd fghdfgh ghd-fghdfgh dfghdfg cvcbv fghfgh ghfgh

dfghdfgh fggh fgdfg dgdfg sgdg
fdghdfh ghdfgh fghfg dhdgd dfdgd fghdfgh ghdfghdfgh dfghdfg

Reading skills
Advice for 'while you read'
+
Practice in applying the advice, moving highlighted points into the table(s).

Writing skills
Advice for 'while you write'

Table(s)
Breakdown of a structure OR linking structure to meaning

[Areas associated with texts]

hfgfgh	fgfgh	fghfghgf	fghfgh
dfghdfgh	fggh	fgdfg	dgdfg
fgdfg	dgdfg	dfghdfgh	fggh

X.1 Reading skills exercise

Visual 2 to build schemata

X.2 Reading skills exercise OR vocabulary exercise

EAP text 2
dfghdfgh fggh fgdfg dgdfg sgdg
fdghdfh ghdfgh fghfg dhdgd dfdgd fghdfgh ghdfghdfgh dfghdfg

dfghdfgh fggh fgdfg dgdfg sgdg
fdghdfh ghdfgh fghfg dhdgd dfdgd fghdfgh ghdfghdfgh dfghdfg

dfghdfgh fggh fgdfg dgdfg sgdg
fdghdfh ghdfgh fghfg dhdgd dfdgd fghdfgh ghdfghdfgh dfghdfg

X.3 Reading skills exercise OR vocabulary exercise

X.4 Writing skills exercise

Units in this sample

	The grammar	**The context**	**Main areas of EAP**
1	Sentence structure 1: S V O; S V C	Fast growth for fast fashion The price of fast fashion	retail, fashion
2	Sentence structure 2: Parts of speech	Why is Apple successful? The success of Apple	business, marketing
3	The noun phrase: NP = article + noun	Could you become a vegan? Why do people become vegans?	food science, biology
4	The noun phrase: pre-modifying (1) NP = art. + adv. + adj. + noun	What is a good design? What is a bad design?	creative arts, product design
5	The noun phrase: pre-modifying (2) NP = quantifier + noun	The facts about environmental health Environmental health problems	life sciences, biology, environment
6	The noun phrase: post-modifying (1) NP = noun + prep.+ noun	Bug grub! The psychology of food	social sciences, psychology, sociology
7	The noun phrase: pronouns possessive adjectives	The most expensive painting? The Instagram effect	creative arts, technology, sociology
8	Sentence structure 3: S V [O/C] A (time) A (place)	The deepest locations on Earth Underwater vehicles	technology, oceanography, marine biology
11	Adjectives: Comparative and superlative	Why are skyscrapers popular? Higher, more expensive ... but safer?	engineering, economics
12	Modals (1) *can / could*	The danger of digital footprints Computers help fight crime	computer science, sociology

1 Sentence structure 1: SVC or SV[O]

Before you read

- How interested are you in the latest fashions?
- How much do you spend on clothes each year?
- How has the fashion retail market changed in your country over the past few years?

Grammar in context

Every sentence in English has

- a **subject (S)** and
- a **verb (V)**

[In imperatives, the subject is *You* e.g. [*You*] *Come here*.]

There are two types of verbs:

- the verb **be**
- **other verbs**

Sentences with **be** always have a **complement** (C). It give more information about the subject.

Sentences with **other verbs** often have an **object (O).** It is a new item in the sentence.

The normal order is **S V C or O** (see the tables at the bottom of the page).

Reading skills

When you read a sentence, think: What are the main parts? S V C or S V O + more information.

1. Read the highlighted sentences in the text on the right. Copy the words into the correct places in the tables.
2. Check your answers. **p xx**

Separate the sections with /

Fashions / followed / the seasons / in the past

Writing skills

1. Write simple sentences first – **S V C** or **S V O**.
2. Then add extra words.

Fast growth of fast fashion

Fashion is big business nowadays. In fact, the online fashion market is the sector with the fastest growth in the world. This growth averages an incredible 20% per month.

The figures are astonishing. The global fashion industry has a worth of three trillion dollars. That's three and 12 noughts. It is 2 per cent of the world's Gross Domestic Product (GDP).

New fashions are on the web every month. The average person spends at least £625 per year on clothes in the UK. This amount can buy about 28 kilos of clothes because many retailers sell clothes very cheaply.

Fashions followed the seasons in the past. They changed four times per year. Today, fashion shops may have 10 or more 'seasons' in a year.

These quick changes are a problem for consumers. The ranges are not available for long so people purchase clothes today. Retailers call this 'fast fashion.'

(retail, environment)

subject (S)	verb (V)	complement (C)	more information
Fashion	is	big business	nowadays.
The figures	are	astonishing	

subject (S)	verb (V)	object (O)	more information
The global fashion industry	has	a worth of 3 trillion dollars.	
The average person	spends	£625 per year on clothes	in the UK.

1.1 Read paragraph 1 of the text on the right.

a. Complete each space with a suitable subject. Choose from the list below:
- new clothes
- the fast fashion process
- the average lifetime of a garment
- landfills
- consumers
- they
- cloth
- many clothes

b. Check your answers. (p xx)

1.2 Read the second paragraph on the right.

a. Find the main verb in each sentence and underline it.

b. Check your answers. (p xx)

1.3 Read the third paragraph on the right.

a. What object / complement do you expect in each space?

b. Find the best word or phrase in the list below.
- less than 1% of the world's total annual cotton crop
- a huge amount of pesticides
- one solution to this problem
- toxic chemicals
- the real price of the fast fashion business

c. Check your answers. (p xx)

1.4 Rewrite the poor sentences below.

Read each sentence. One section is in the wrong place.

a. Find the sections and mark with / .

b. Rewrite the sentence with the correct order.

> **Remember!**
> **S V C** or **S V O**.

c. Check your answers. (p xx)

The price of fast fashion

_____ has three main issues. Firstly, _____ buy clothes and then _____ only wear them for a short time. After that, _____ go in the bin. _____ replace them. _____ is now only 2.2 years. As a result, _____ are full of unwanted clothes. _____ is slow to biodegrade.

Secondly, all those clothes need a lot of resources including water and fossil fuels. The manufacturing process uses a lot of toxic chemicals. In many places, these chemicals get into the water and food supply. In fact, textile dyes are the second biggest polluter of clean water.

Thirdly, the manufacture of cotton produces _____. Organic cotton is _____. However, organic cotton represents _____. Fashion brands must remove _____ from their supply chains. As it stands, pollution and waste are _____.

1. Very small / the profit margins / are / in the fast fashion business.
   The profit margins are very small in the fast fashion business.

2. Fast fashion retailers a lot of clothes need to sell very quickly.

3. Manufacturers in developing countries very low wages pay.

4. The working day 10-15 hours without a break in many cases is.

5. The factory owners lock in the workers sometimes.

6. About 40 million people in the world in the fashion industry work.

7. Are another 30 million women homeworkers on very low salaries.

2 Sentence structure 2: parts of speech

Before you read

What brand is your:
- laptop?
- desktop computer?
- mobile phone?
- tablet?

How did you choose each product? Was the brand important?

Grammar in context

There are 5 main parts of speech:
- noun (n)
- verb (v)
- adjective (adj)
- adverb (adv)
- preposition (prep)

Sometimes you can identify the part of speech from the form of the word.

1. Look at the highlighted words in paragraph 3. Can you identify the part of speech in each case?
   2. Check your answers. p xx

Reading skills

Many words in English can be nouns or verbs. Think: is this a noun or a verb?

1. Look at the highlighted words in paragraph 4. Mark each word n or v. Use the sentence structure to identify the part of speech.
2. Check your answers. p xx
3. Copy all the highlighted words in paragraphs 3 and 4 into the correct place in the table at the bottom of the page.
4. Check your answers. p xx

Writing skills

For each word, think:
1. Which part of speech do I need here?
2. Does the word need a special ending to show the part of speech?
   Examples: *comfortable, statement, usually*

Why is Apple successful?

Apple is one of the most successful companies in the world. The value of the company was one trillion dollars in 2018. That's a one and 12 noughts!

What are the reasons for its success? Business experts do not all agree but two key factors are very important with Apple products.

Firstly, the design is very important. The products are beautiful and comfortable to hold. Apple marketing focuses on visual features. Consumers want the products very much and new models usually sell very quickly in stores and online.

Design is not the only different thing about Apple products. They cost more than similar products and not everyone can afford the purchase price. The latest iPhone or MacBook is a fashion statement. If you have one, you belong to a kind of 'club.' Perhaps you talk about its look and feel. Perhaps you show it to your friends, proudly.

(business, technology)

noun (n)		verb (v)	adjective (adj)	adverb (adv)
products	consumers	focuses	important	firstly

2.1 Read the text on the right.

a. Choose the correct part of speech from each pair in *italics*.

b. Check your answers. p xx

2.2 Read the definitions below.

a. Find the blue words in the text with the meanings below.

  1. customers or shoppers *consumers n.*
  2. other companies in the same market
  3. making people want a product
  4. make prices lower
  5. for that company only
  6. makes more modern
  7. helping customers
  8. how good something is

b. What part of speech is each word above?

c. Check your answers. p xx

d. How did you get the correct part of speech? Choose a reason from the tables.

	before	after
noun	a verb	an article
		an adjective
		be
		apostrophe 's

verb		a noun
		a pronoun
		a negative

adjective	a noun	*be*

e. Check your answers. p xx

2.3 Read the nouns in the table on the right.

a. Write the verb for each noun. Sometimes it is the same word!

b. Check your answers. p xx

2.4 Write sentences about Amazon.

This company is also successful.

a. Complete each sentence with a word from the table on the right. Make any necessary changes.

  1. What are the reasons for Amazon's _____?
  2. Amazon only _____ books in 1995.
  3. It has thousands of different _____ today.
  4. Amazon _____ in technology and innovation.
  5. It _____ customer service very highly.
  6. It is easy to return or exchange a _____.
  7. Amazon gives customers a great deal of _____ of products and services.
  8. There are big discounts in the Black Friday _____.

b. Check your answers. p xx

The Success of Apple

Consumers love Apple because their *products / produce* are special and *beauty / beautiful*. Apple has several more *advance / advantages* over its competitors.

Apple's marketing is *different / difference* from other companies. It's simple and doesn't give customers too many *choose / choices*. Very *important / importantly*, it doesn't cut prices. Apple customers are *happy / happiness* to pay more because the product is so good.

Apple *designers / designs* its own software. It *sells / sales* a product and the software in it. Apple software is also simple and *ease / easy* to use. The company *regular / regularly* updates the software and 'kills' old products. so customers need to buy *its / it* new one.

Finally / Final, Apple has *excellence / excellent* customer service. However, perhaps the most *important / importance* factor is quality. Apple *simply / simple* makes very good products.

verb	noun
choose	*choice*
design	
excel	
pay	
produce	
sell	
succeed	
value	

3 The noun phrase: article + noun

Before you read

- Can you name all the types of food on the right?
- What's the difference between a **vegetarian** and a **vegan** diet?

Grammar in context

A noun phrase is a group of words. It can describe a person, a place, a thing or an idea.

The simplest noun phrase has:
- an **article** – *a, an, the*
- a **noun** – *man, town, book, theory*

Nouns are:
- countable or uncountable
- singular or plural
- definite or indefinite

Some **noun phrases** do not have an article:
- plural countable nouns – *eggs*
- uncountable nouns – *meat*

We call this *zero article (Ø).*

However, we need *the* + noun if we are talking about a *definite*...
- plural noun – *the recipes*
- uncountable noun – *the popularity*

Reading skills

The article – *a, an, the* or *zero article* (Ø) tells you a lot about the head noun.

1. Copy the highlighted noun phrases into final column of the table at the bottom of the page.
2. Check your answers. **p xx**

Writing skills

Every time you write a noun, think:
- Is it countable or uncountable?
- If it is countable, is it singular or plural?
- Is it definite or indefinite?

1. Choose the correct article – *a, an, the* or Ø.
2. Write the correct form of the noun – singular or plural.

Could you become a vegan?

Vegetarianism is a diet. Veganism is also a diet. The name comes from the first letters and the last letters of 'vegetarian'.

A man called Donald Watson coined the term in 1944. Vegans are very strict vegetarians. Vegans do not eat any animal products. A vegan only eats food from plants.

So vegans cannot eat meat or fish but they can eat fruit and vegetables.

Some people think vegan food must be boring. But there are delicious recipes with no animal products. The recipes have replacements for cows milk or eggs. The replacements use plant-based products such as the milk from nuts.

Recently, there has been a big increase in the popularity of vegan food. The increase has led to changes in food retailing. For example, some large supermarkets have introduced vegan ranges.

[food science, biology]

article type	articles	means	examples in the text
indefinite	a, an	this is a new, singular, countable item	*a big increase*
	some	this is a new item, plural or uncountable	
definite	the	the same item is earlier in the text	
		the item is defined in this noun phrase	
zero	Ø	indefinite plural	
		indefinite uncountable	

3.1 Read the text on the right.

a. Underline all the nouns. If there are two nouns together, underline both – see the examples.

b. Complete each noun phrase with the correct article:
- a
- an
- some
- the
- Ø

c. Check your answers. (p xx)

3.2 Explain these answers.

a. *impact* (line 12) begins with a vowel, but the correct article is *a = a smaller impact*

b. *UN* (line 15) begins with a vowel but the correct article is *a = a UN report*

c. *deaths* (line 4) is not mentioned earlier in the text but the correct article is *the = the unnecessary deaths*

d. *environment* (line 12) and *planet* (line 16) are not mentioned earlier in the text, but the correct article is *the = the environment* and *the planet*

e. Check your answers. (p xx)

3.3 Find the correct match.

a. A lot of the nouns in the article have an adjective or noun in front.

b. Cover the text. Match each adjective or noun in the first column with a noun in the third column.

c. Uncover the text and check.

adjective / noun		noun
main		benefits
animal		disease
health		fuel
heart		number
efficient	*1*	reason
food		shortages
large		use
fossil		welfare

3.4 Write the last part of the article on the right.

a. Find the mistakes. There are extra words, missing words, wrong words and mistakes with singular and plural.

b. Rewrite the text correctly.

c. Check your answers. (p xx)

Why do people become vegans?

1 There are Ø three main <u>reasons</u> for *a* vegan <u>diet</u>.

Firstly, there is *a* <u>concern</u> for Ø <u>animal welfare</u>. _____ Vegans are against _____ animal suffering, including _____ unnecessary deaths of _____ male animals in 5 _____ milk production and _____ baby chickens in _____ egg production.

Secondly, there are _____ health benefits. _____ large number of vegans have _____ lower blood pressure and suffer less from _____ heart disease. In 10 general, they also avoid _____ type 2 diabetes.

Finally, _____ production of vegan food types has _____ smaller impact on _____ environment. It is _____ much more efficient use of _____ resources including _____ water and _____ fossil fuels.

15 According to _____ UN report from 2010, _____ veganism is _____ essential development for _____ planet. It can save us from _____ climate disaster and _____ food shortages.

How healthy is a vegan diet?

A vegan diet has positive effect on the health. A diet is rich in fruits and vegetable so it has a wide range of vitamin and mineral, fibre and antioxidants. The vegans avoid meat and dairy food so vegan food is lower in an unhealthy fat. In general, vegans eat fewer calorie.

However, some peoples say there is not enough protein in vegan diet. Vegans might also suffer from the nutrient deficiencies.

A important source of vitamin B12 is breakfast cereal. A green leafy vegetables, brown bread and lentils provide the iron. Nuts, seed and oils are good for an omega 3. Vegans can obtain protein from tofu, nuts and bean.

4 The noun phrase: pre-modifying (1)

Before you read

What well-designed products do you know in:
- technology?
- architecture?
- transport?
- home appliances and utensils?

Grammar in context

Subjects and **objects** are usually **noun phrases.**
Complements are often noun phrases but
they can be adjectives or prepositional phrases.

Some sentences have **a single noun**
as the S, O or C, with an article or ∅.

Noun phrases in EAP sentences are often very long.
There is a **head noun**, and extra information
in front of the head noun. This is **pre-modifying**
the head noun.

We can pre-modify with:
- an adjective in front of the noun
- another noun in front of the noun
- an adverb in front of the adjective

Reading skills

For each noun in a sentence, think:
- Is this the **head noun**?
- Is it **pre-modified**?
- If so, what **extra information** do I get from
  the pre-modifying words?

1. Copy the highlighted noun phrases on the right
   into the table at the bottom of the page.
2. Check your answers. p xx

Writing Skills

1. Write a first draft of each sentence with an
   article or ∅ + single nouns.
2. Pre-modify the nouns, if necessary.

What is a good design?

A successful product solves a problem. The
product matches needs or it meets consumer
wants.

A new product has several stages. Firstly, the
designers look at similar products. They identify:
- The possible users
- The target price
- The key features

Next, they analyse the main functions. Then they
produce very detailed drawings.

Finally, the product designers test the product.
They build working prototypes and get some focus
groups to test them.

Good design takes time. It starts with very
extensive market research. It ends with detailed
customer feedback. The feedback concentrates on
the user experience. Good designers then make
any necessary modifications.

[creative arts: product design]

article	adverb	adjective	noun	head noun
the			product	designers
		working		prototypes
some			focus	groups

4.1 Read the text on the right.
Pre-modify each head noun with a word from the table below.

article	adverb	adjective	noun
a some the	very	bad faulty physical same	bank consumer end USB dishwasher

4.2 Identify the type of noun.
Pre-modifiers tell you the *type* of noun.
Example: *consumer* needs =
> *the type of needs for* **consumers** *(rather than producers, for example)*

a. What type of noun is the writer talking about for each of these head nouns?
- features
- connector
- notes
- tablets
- user
- process

b. Check your answers. **p xx**

4.3 Read the sentences below about design.
a. Correct the mistakes in the noun phrases.
1. The product has some good feature.
2. US banks notes are all same size.
3. The iPad is a expensive product.
4. Consumer often don't notice well design.
5. Companies must consider the possibly users.
6. Designers look at similar product.

b. Check your answers. **p xx**

4.4 Read the short sentences below.
a. Rewrite the sentences with the extra information in brackets
b. Check your answers. **p xx**

What is a bad design?

Good designs are harder to notice than _____ **designs**. Good designs match _____ **needs** so we often do not see the quality. But bad products often have _____ poor **features**. Bad products might be difficult to use, for example, the _____ **connector**. The USB connector is a _____ common **object** but users often plug it in _____ wrong **way** because the top is not marked.

Designers need to consider _____ **needs**, too. Blind people have _____ **problem** with US _____ **notes** because the notes are all the _____ **size**.

_____ **design** can even be dangerous. For example, some _____ **tablets** look like sweets. Children might eat the tablets by mistake.

Designers can avoid accidents by thinking about the _____ **user** at every stage of the _____ **process**. In this way, the user will stay safe.

1. The skyscraper in London is a building. [Walkie-Talkie / famous]
   The Walkie-Talkie skyscraper in London is a famous building.
2. However, it is famous for reasons. [the / wrong]
3. People call it the building in London. [local / ugliest]
4. Inhabitants hate the building. [many / high-rise]
5. The buildings are low-rise. [neighbouring]
6. The levels cost more so the building is wider at the top. [higher / strange]
7. However, this arrangement creates a design. [unusual / unattractive]
8. Another problem appeared very quickly. [serious / design]
9. The glass concentrated the sunlight. [window / afternoon]
10. The heat damaged cars and fronts near the building. [parked / shop]

5 The noun phrase: pre-modifying (2)

Before you read

- What is an unhealthy environment?
- What sort of diseases can it cause?
- How can we help people in these environments?
- Why are infectious diseases decreasing?

Grammar in context

There is a **head noun** in all noun phrases and often extra information in front of the head noun. This is called **pre-modifying** the head noun.[see Unit 4]

Texts in EAP often contain **quantities**. Sometimes, a writer gives **a raw number** + the **head noun.**

Sometimes a writer uses a **quantifier** to give the **proportion** for the head noun. **e.g.** *25%, a quarter*

We have **general** quantifiers and **specific** quantifiers.

A prepositional phrase often follows a quantifier.

Reading skills

When you see a raw number or a quantifier, think:

- What does this refer to?
- What is the source? Is it a good source?

1. Copy the highlighted noun phrases into the tables below.
2. Check your answers. p xx

Writing Skills

1. In your research, make a careful note of numbers and percentages.
2. Record the sources in case you need to check the information again later.
3. Use a variety of ways to describe data to make your text more interesting.

The facts about environmental health

- 12 million people around the world die every year because they live in an unhealthy environment.
- Nearly thirty-five thousand children under five die from environmental causes each week.
- That's over a quarter of the weekly total.
- 50-75 year-old adults are the second most affected group.
- The largest group of environmental deaths is in low-income countries.
- Many of the people also die due to social factors, for example status, employment and education.
- 65% of the deaths are from diseases such as cancer and heart disease.
- On the other hand, a decreasing number of people die each year from infectious diseases.

[life sciences: biology, environment]

adjective/adverb	number	unit	head noun
	12	million	people
nearly	thirty-five	thousand	children

quantifier	of	article	adjective	head noun
the largest group			environmental	deaths
Many		the		people
65%	of	the		deaths

5.1 Read the text on the right.

a.   Write a quantifier from the box in each space.

all	~~large~~	little	majority	many
millions	lot	most	few	some
438,000	increasing	10th	93%	one

b.   Check your answers.   **p xx**

5.2 Read the text again.

a.   Answer the questions.
   1.   What is the main cause of disease?
   2.   Which diseases are decreasing? Why?
   3.   What kind of disease is increasing?
   4.   What causes health problems?
   5.   What can we do to prevent them?
   6.   Do you believe the statistics in the text?

b.   Check your answers.   **p xx**

5.3 Look at the general quantifiers.

a.   Number them in order, 1 = the largest.

	a few			many			none
1	all			most			some

b.   Which word(s) from the box can go with each general quantifier?

almost	just	nearly	not	only	very

c.   Check your answers.   **p xx**

5.4 Look at the specific quantifiers.

a.   Match the percentages and fractions

   1.   75% |___| a quarter
   2.   67% |___| a third
   3.   50% |___| half
   4.   33% |___| three quarters
   5.   25% |___| two thirds

f.   Check your answers.   **p xx**

5.5 Write sentences about health in cities.

a.   Add the extra information in brackets and rewrite the text.

b.   Check your answers.   **p xx**

Environmental health problems

A *large* proportion of global disease is due to the environment. Infectious diseases are more common in tropical countries, for example.

However, _____ infectious diseases are decreasing worldwide. Deaths from malaria, for example, fell by _____ from 2012 to 2017, according to the World Health Organization (WHO). This fall is very good but WHO says that _____ people died from malaria in 2015. In fact, every _____ child under 5 died from malaria in 2016.

_____ diseases, for example, heart disease, are increasing. _____ of these diseases have environmental causes. But the _____ of the deaths from unhealthy environments are unnecessary. We could prevent nearly _____ of them.

A _____ of the solutions are common sense. For example, _____ of people in low-income countries cook on wood stoves. Often, there is very _____ ventilation. The smoke can cause lung disease and a _____ other breathing difficulties.

_____ problems include restricted access to clean water and poor hygiene practices. _____ of the solutions to these difficulties is education by public and health professionals.

1.   60% will live in cities. [by 2060/ of the world's population / large]
   By 2060, 60% of the world's population will live in large cities.

2.   In big cities, there are problems, for example, traffic. [the majority of / many / and pollution / heavy]

3.   Workers work in dirty conditions. [about two thirds of / and dangerous]

4.   There are deaths in cities from problems. [more / big / environmental / every year]

5.   Curitiba is dealing with these problems. [in Brazil / one of the cities / successfully]

6.   The city has spent money on improvements. [a great deal of / environmental]

7.   There are effects including deaths of children. [a few / in people's lives / fewer / under five.]

6 The noun phrase: post-modifying (1)

Before you read

- Do you find any types of food disgusting?
- Why do people avoid some types of food?
- What foods are not eaten in your culture?
- Do you eat insects? Why (not?)

Grammar in context

Noun phrases in EAP sentences are often very long.
There is a head noun and often extra information in front of the head noun.
This is called pre-modifying the head noun.
[see Units 4 and 5]

We can also **post-modify** the head noun.
We can put extra information after the head noun.

We often post-modify with
a preposition + one or more nouns.

Reading skills

When you read a sentence think:
- What's the head noun in each noun phrase?
- Is it pre-modified?
- Is it post-modified?

1. Copy the highlighted phrases into the correct places in the table at the bottom of the page.
2. Check your answers. p xx

Writing Skills

1. Write a first draft of your text. Use single nouns, if possible, with an article or ∅.
2. Look again at the nouns. If necessary, add:
   - pre-modifiers
   - post-modifiers

Bug grub!

A diet of insects is very beneficial to both animals and humans in a number of ways.

Firstly, insects provide good nourishment, surprisingly. They are an important source of protein and vitamins.

Secondly, the production of insects takes less land and water than the production of meat. So insects as food are much better for the planet.

Insects are not part of the normal diet in many Western countries but they are a popular food in some Asian regions. The reason for their popularity is probably the climate. Tropical countries have a lot of sunshine. It produces thicker vegetation so there is a wide variety of large insects. There is often a lack of alternative nutrition.

Therefore, location is an important factor in insect eating. Eight out of ten people have insects in the diet in areas near the Equator.

[social sciences: psychology, sociology]

pre-modifying		post-modifying				
article	adjective	head noun	preposition	article	adjective	noun
		part	of	the	normal	diet
a	popular	food	in	some	Asian	regions

6.1 Read the text on the right.

a. Post-modify each bold noun with a phrase below.
- about the benefits of insect food
- about this disgust
- around the world
- as babies and children
- ~~from North America and Europe~~
- from the University of Pennsylvania in Philadelphia
- of some people towards insects
- to insects
- in our feelings towards food

b. Check your answers. (p xx)

6.2 Look at these noun phrases again.

a. What do they have in common?
1. Researchers from the University of Pennsylvania in Philadelphia
2. factors in our feelings towards food.
3. attitudes of some people towards insects
4. education about the benefits of insect food

b. Check your answers. (p xx)

6.3 Identify nouns from the word ending.

a. You can sometimes identify a noun from the ending. Look at the verbs in the table below.

b. Tick in the column of the correct ending.

c. Write the nouns. Make any necessary spelling changes.

	-iour	-ion	-nce	-ing	-ty	-ment
behave						
educate						
feel						
locate						
nourish						
occur						
produce						
react						
vary						

d. Check your answers. (p xx)

6.4 Write another paragraph for this text.
Use the notes on the right.

a. Try to pre-or post-modify some of the nouns.

b. Begin your paragraph with the following:
Many environmentalists say that insects are the food of the future. However, ...

c. Check your text with the model. (p xx)

The psychology of food

Many **people** *from North America and Europe* don't like eating insects. Their **reaction** _____ _____ is usually 'yuk'! Eating beetles and worms, for example, is disgusting to them.

This reaction is much stronger than dislike. However, insects are not disgusting for everyone. Two billion **people** _____ _____eat them regularly. For these people, it is normal behaviour.

Researchers _____ _____ asked two **questions** _____ _____:

- Where does it come from?
- Can people unlearn it?

Disgust is probably learned **behaviour** _____ _____. Very young children do not have a disgust reflex. They often put dirt and insects in their mouths. So both psychology and culture are **factors** _____ _____.

Researchers in both the US and the UK have successfully changed the **attitudes** _____ _____. How?

The answer is **education** _____ _____.

Changing attitudes

Many environ. "insects = food of future"
BUT - now in low inc. countries, disgust ↑
AND people = changing diet
prefer more West. lifestyle, = not insects!
Y. people e.g. Asian region, prefer burgers NOT beetles etc.
New gen. = ↑ standard of living
and West. diet = sign of progress!

7 The noun phrase: pronouns and possessive adjectives

Before you read

Which of these statements do you agree with?
- I take selfies in front of famous places, views etc.
- People shouldn't take photos in galleries.
- I prefer looking at famous paintings online.

Grammar in context

In EAP, writers do not usually repeat nouns.
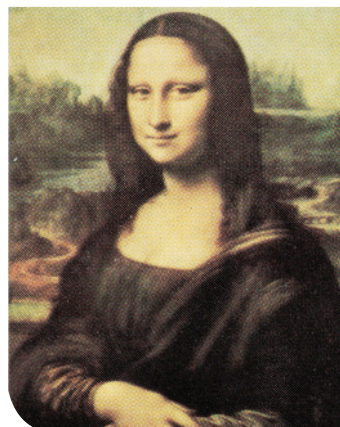After the first mention of a noun, writers often use, in later sentences:

a. a **pronoun** as:
- the `subject` (S)
- the `object` or `complement` (O/C)
- part of a prepositional phrase

Notice that we use `object` pronouns in prepositional phrases.

b. a **possessive adjective** in front of a noun
Learn the words! – see `p xx`

Notice:
- *you* and *it* can be `subject` or `object` / `complement` pronouns
- *we* and *our* = people in general

Reading skills

When you see a pronoun or possessive adjective, think:
- What does this word refer to?

Find the earlier noun or noun phrase.

1. Read the final paragraph. Complete the tables.
2. Check your answers. `p xx`

Writing skills

Avoid repeating nouns close to each other.

The Mona Lisa is a painting. The painting is …

1. Use a pronoun or possessive adjective instead.
2. Use the same noun again after two or three sentences to ensure the reader understands.

The most expensive painting?

1 The Louvre museum is in Paris. `It` is home to one of the most famous paintings in the world. About 8 million visitors view the painting every year. `They` stand in front of `it.` `She` smiles. `They` take a selfie.

5 `It` is called *The Mona Lisa* by Leonardo da Vinci. The woman was probably Lisa Gherardini. `She` was the wife of Francesco del Giocondo. `She` married `him` in 1495. Leonardo painted `her` between 1503 and 1506 but perhaps `he` continued to work on `his` 10 painting until 1517.

`Its` exact value is not known because `it` is not for sale, but the museum staff insured `it` for $100 million in 1962, and `their` valuation today is about $900 million.

15 In the past, most museums and art galleries were different from today. They controlled access to their exhibits. Nowadays, we do not need physical museums to control our interaction with art. We can search for Leonardo da Vinci and see all his works 20 online. A person can view them in his or her home and decide on their merits

[creative arts, technology, sociology]

line	noun / noun phrase	pronoun
1	The Louvre museum	It
3	visitors	They
7	Francesco del Giacondo	him

line	noun / noun phrase	poss adj
8	Leonardo da Vinci	his
5	The Mona Lisa	Its
12	the museum staff	their

7.1 Complete the table.

a. Write the missing words.

S	O / C	poss adj
I		my
you	you	
he		his
she	her	
it	it	
we		
they		

b. Check your answers. (p xx)

7.2 Read the text on the right.

a. Write the correct pronoun or possessive adjective in each space.

b. Check your answers. (p xx)

7.3 Match the beginning and ending of words.
They are all connected with art and art galleries.

a. Cover the text on the right. Find the ending of each word.

1.	gall _____			ery
2.	mu _____			ff
3.	vis _____			fie
4.	sta _____			graph
5.	ex _____			hibit
6.	pic _____			itor
7.	photo _____			seum
8.	pain _____			sign
9.	de _____			ting
10.	sel _____			ture

b. Uncover the text and check.

c. Cover the final column above. Write the ending of each word.

d. Check with the text on the right

7.4 Write another paragraph.

a. Change some of the repeated noun phrases into pronouns or possessive adjectives.

In 2018, staff at the Franklin Institute in Philadelphia say that a man called Michael Rohana put

his

~~Michael Rohana's~~ arm round a 2000 year old Chinese sculpture to take a selfie of Michael Rohana

with the 2000 year old Chinese sculpture . Michael Rohana broke off one of the 2000 year old Chinese

sculpture's thumbs for a souvenir. Staff at the museum saw the crime on surveillance cameras and the

staff reported the crime to FBI agents. FBI agents arrested Michael Rohana at Michael Rohana's parents'

house and FBI agents found the thumb in Michael Rohana's desk drawer. The Qin dynasty statue is worth

about $4.5 million.

b. Check your answers. (p xx)

The Instagram effect

In the past, galleries and museums had a 'no photos' policy. Staff often claimed that photography damaged the artworks so _____ did not allow _____. But recent research shows that paintings are not affected by _____ exposure to flash. As a result, many galleries now encourage visitors to take photos and post _____ on social media. This new approach allows visitors to engage more with _____ works of art.

The most popular photo sharing app is Instagram. _____ is growing rapidly with more than one billion users. Celebrities, brands and businesses all use _____ for a variety of purposes. _____ take pictures of different areas of modern life, for example interiors, food on a plate and, of course, art, and share _____.

Modern museums now design _____ art work and exhibits with photo sharing in mind. A good example is the Museum of Ice Cream in New York. _____ gives visitors many opportunities to take selfies. _____ interactive exhibits, colourful settings and careful lighting all provide opportunities for _____ to snap the perfect picture.

8 Sentence structure 3: S V [O/C] A (time) A (place)

Before you read

- What are the challenges of exploring oceans?
- How do we measure the depth?
- Why do we explore extreme regions?

Grammar in context

Writers often add information about the **verb** to a basic S V [O/C] sentence with an **adverbial (A)**.

Adverbial words or phrases tell us more about:

- the time – *in 1850, last year, at night*
- the place – *in the UK, at Harvard University*

We usually put these adverbials at the end of the sentence. We often put both A (place) and A (time).

However, we can also put A (place) or A (time) at the beginning of a sentence. We do this to vary the pattern. In these cases, we can put another adverbial of place or time at the end.

Reading skills

Always look for A (place) and /or A (time) at the **end** of a sentence.

If A (place) or A (time) is at the **beginning** of a sentence, look for a comma. The next noun phrase is the subject of the sentence.

1. Copy the highlighted sentences into the correct places in the tables below.
2. Check your answers.

Writing skills

1. Write basic **S V [O/C]** sentences. Then think:
   - Do I want to add the time and / or the place?
2. If you have several sentences with A at the end together, change some to A at the beginning.
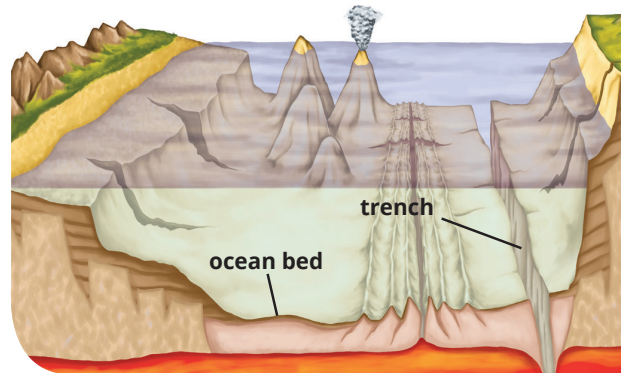
trench

ocean bed

The deepest locations on Earth

Underwater trenches exist in many parts of the world. A trench is a long, narrow cut on the ocean bed. The world's deepest underwater trench is in the Pacific Ocean. It is called the Mariana Trench. It formed millions of years ago. The Pacific Plate went under the Mariana Plate.

A British ship called *The Challenger* plumbed the trench with a rope in 1875. It estimated the depth at about 8,000 metres. The US Centre for Coastal and Ocean Mapping found its true depth. They measured it at 10,994 metres in 2010.

In the past, humans could not do research in these regions. They are so deep. But science has moved on. In the Mariana Trench, research is quite common nowadays.

Here, fantastic life forms occur at incredible depths. In the future, we will discover more strange things in these harsh conditions.

[technology, oceanography, marine biology]

S	V	[O/C]	A [place]	A [time]
Underwater trenches	exist		in many parts of the world.	
It	formed			millions of years ago.
A trench	is	a long narrow cut	on the sea floor.	
The Pacific Plate	went		under the Mariana Plate.	

A [place / time]	,	S	V	[O/C]	A [place / time]
In the past	,	humans	could not do	research	in these regions.
In the Mariana Trench	,	research	is	quite common	nowadays.

8.1 Read the text on the right.

a. Choose the correct adverbial phrase for each sentence. Look closely at the punctuation!

- at these extreme depths.
- before then.
- for about three hours
- from the sea bed.
- In 1960,
- In 2012,
- in the Trieste bathyscaphe.
- More recently,
- More than 50 years later,
- to nearly 7,000 metres.
- to the ocean floor.
- ~~until the 20th century.~~

b. Check your answers. (p xx)

8.2 Find the words with these meanings.

1. unknown
2. a general word for water vehicle
3. the noun of the adjective 'deep'
4. a vehicle with people on board
5. went down
6. guided
7. alone, one person
8. examine, measure
9. small pieces for testing

a. Check your answers. (p xx)

8.3 Write more sentences about this topic.

a. Rewrite each sentence, moving one or more (highlighted) adverbials.

b. Check your answers. (p xx)

Underwater vehicles

Deep sea trenches were a mystery *until the 20th century.* Nothing could dive to the ocean bed _____ _____ The pressure of the water killed _____ Scientists needed special craft for underwater research.

_____ two men descended nearly 11,000 metres _____ It took nearly five hours but they only spent _____ _____ on the sea floor.

_____ another manned vehicle explored the Mariana Trench. _____ _____ the filmmaker and explorer James Cameron descended in his *Deepsea Challenger* submersible. He piloted his craft solo _____ _____

_____ a Chinese submersible called *Jiaolong* dived _____ The dive took about three hours and 15 minutes.

Researchers surveyed the area _____ _____ and took samples _____

---

1. A research expedition found high levels of pollution in life forms (in the trench in 2016.)
   In 2016, a research expedition found high levels of pollution in life forms in the trench.

2. (In 2009,) researchers sent an ROV (robot operated vehicle) (to the deepest part of the Mariana Trench.)

3. (In future), more ROVs will explore the deepest parts of the ocean.

4. (At a height of 8,848 metres,) Mt Everest, has 2,000 metres less height than the Mariana Trench.

5. Researchers filmed a type of snailfish (at a depth of 8,178 metres in May 2017).

6. (During a 2014 expedition), researchers filmed huge crustaceans (at over 8,000 metres).

snailfish

crustaceans

11 Comparative and superlative adjectives

Before you read

* How did the elevator change our way of life?
* What are the advantages of skyscraper?

Grammar in context

We often want to compare things in EAP. Comparative adjectives compare **one person/thing** with **another person/thing**. We usually form comparatives in two ways:

* `one syllable adjectives` – adj + -*er*
* `two or more syllables` – *more* + adj

The word *than* follows the comparative if the second item is given.

The second item is often replaced with `one` or `ones.` Sometimes it is missing. There is no *than* in this case.

We can make a comparative stronger with *much,* e.g. *This building is much taller.*

Superlative adjectives compare **one person/thing** with **all members of a group**.

We usually form superlatives in two ways:

* `one syllable adjectives` – adj + -*est*
* `most two or more syllables` – *the most* + adj

But there are other rules – see `p xx`

Reading skills

When you read an adjective with -*er* or -*est*, think:

* What is the writer comparing?
* What two things? *or* group of things?

1. Study the highlighted adjectives in the text.
   * Complete the tables below.
2. Check your answers. `p xx`

Writing skills

Learn the spelling rules for comparatives and superlatives! See Exercise 11.1 opposite.

Why are skyscrapers popular?

Skyscrapers are `taller than` high-rise buildings. They are `more common` now `than` in the past.

There are two main reasons for the increasing height of buildings. Firstly, building materials are `stronger than` before. But a `more important` reason is the invention of the elevator.

At one time, only children and servants slept in rooms on `the highest floor.` Rooms on the ground and first floors were `the most popular.`

However, the invention of the elevator in the 1800s changed our way of living. `Higher` floors became `more popular` than lower `ones` because people realised the advantages of high-rise living. The air was `cleaner` there, and it was `quieter.`

Every year, a building is named `the tallest` in the world, then someone builds a `taller` `one.`

[engineering, economics]

comparative adjective	Item 1	Item 2
taller than	skyscrapers	high-rise buildings
more common	skyscrapers now	skyscrapers in the past
stronger than		
more important		
more popular		
cleaner and quieter		
taller		

superlative adjective	Item 1	Group
the highest floor	the floor for children and servants	all the floors
the most popular		
the tallest		

11.1 Follow the spelling rules.
Tick the correct way for each adjective.

a.   Comparatives:

1. safe	safer	√	saffer	
2. clean	cleanner		cleaner	
3. big	biger		bigger	
4. good	gooder		better	
5. far	farther		farer	

b.   Superlatives:

1. hot	hottest	hotest	
2. heavy	heavyest	heaviest	
3. far	farest	farthest	
4. bad	baddest	worst	
5. good	best	goodest	

c.   Check your answers. **p xx**

11.2 Read the article on the right.
a.   Choose an adjective from the box and make any
     necessary changes.

beautiful   big   dangerous   expensive good   heavy   high   impressive   ~~late~~ safe   tall   ugly

b.   Check your answers. **p xx**

11.3 Look at the definitions below.
a.   Find the words in the text for each one.
     1. improvements
     2. expensive and comfortable
     3. for a top group of society
     4. used up all of
     5. the force pulling things down
     6. a building material like stone
     7. a building material from iron (Fe)
     8. move from side to side
b.   Check your answers. **p xx**

11.4 Write more sentences about skyscrapers.

a.   Write one word in each space to complete the sentences with comparative and superlative adjectives.
     1. Good design of a skyscraper is *more* important than height.
     2. Building costs of the upper floors are much higher _____ the lower floors.
     3. But landlords can charge _____ higher rents for higher floors.
     4. However, in some cases, the top floors of _____ tallest towers are not practical for living in.
     5. The _____ essential consideration is the balance between costs and technology.
     6. Building companies are developing _____ economical ways of building very high.
     7. Skyscrapers near airports must be lower than ones _____ away due to air safety.
     8. A new, tall building is more efficient than a new low-rise _____ in crowded cities.
     9. A mixture of offices and accommodation in skyscrapers is _____.
     10. Mixed-use buildings are more active all day than single-use _____.
b.   Check your answers. **p xx**

Higher, more expensive ... but safer?

Today, *the latest* technological advances and economic development have made skyscraper homes luxurious and elite. Cities compete with each other to have _____ buildings.

_____ building in the world in 2019 was the Burj Khalifa in Dubai at 828 metres. It has 57 elevators.

For some people, this 'vertical city' of concrete and glass is _____ building in the world. For others, it is _____ because it is too high. In fact, it is more than twice the height of the Empire State building in New York. It was certainly one of _____ to build. The original builders ran out of money and the UAE government paid for completion.

Perhaps surprisingly, _____ challenge with tall buildings such as the Burj is not gravity. _____ _____ floors of very tall buildings sway in high winds but this does not make them _____ _____. Concrete is a much _____ building material than steel because it is _____ _____. Height can actually help a very high concrete building to be _____ than a lower steel one.

12 Modal auxiliaries: *can / could*

Before you read

- What is the connection between a footprint and digital data?
- How many times each day do you *like*, *tweet* or *post* something on social media?

Grammar in context

EAP texts are about:

- **facts** - with *be* or other verbs
- **non-facts** - with modal auxiliaries

Sentences with non-facts use:

1. **modal auxiliaries** e.g.
   - *can* for ability or possibility - this unit
   - *must/should/will* etc. – see other units
2. *It + be* + **adjective** e.g.
   - *It was possible* ... = could...
   - *It is impossible*... = can't

Notice that *could* has two main meanings:

1. past ability
2. possibility

Reading skills

Look for modals and *it* phrases in the text. Think:

- What is this modal doing?
- What is the main verb?

1. Read the last paragraph. Find all the facts.
   Check your answers. p xx
2. Copy the modals and *it* phrases in the final paragraph into the tables.
   Check your answers. p xx

Writing skills

1. Choose between *can* and *could* carefully.
2. Use *It + be + possible / impossible* sometimes.
3. Use the correct form of the main verb.

The dangers of digital footprints

Your digital footprint is the history of your computer use. Data banks record all your activity online. Employers can research your digital footprints. It is possible to check the social media accounts of applicants.

At one time, it was possible to destroy records. People could hide their past history. Nowadays, you can delete files from your computer but it is impossible to delete your digital footprint.

Negative comments, reviews and embarrassing photographs form part of your digital footprint. They could damage your reputation or your personal life.

Actions, such as liking a photo, retweeting a comment or posting a joke, all stay online. Retailers and service providers use your digital footprint to target advertising at you. Criminals get digital footprints every day. It is not possible to stop them all. They can use the data illegally. For example, criminals steal money and blackmail people with the data. You could be the next victim.

[computer science, sociology]

S	Modal	V without *to*	O
Employers	can	research	your digital footprint.
People	could	hide	their past history.
They	could	damage	your reputation.

It	be	adjective	V with *to*	O
It	is	possible	to check	the social media accounts of applicants.
it	was	possible	to destroy	records.
It	is	impossible	to delete	your digital footprint.

12.1 Read the article on the right.

a. Write one word from the box in each space.

can	cannot	could	find	is	~~it~~
	not	possible	store	to	

b. Check your answers. **p xx**

12.2 Match the two parts of each sentence.

a. Cover the text on the right.

b. Read the start of each sentence below. Find the endings underneath.

   1. It is impossible …
   2. Car systems, in particular, can …
   3. It is possible …
   4. In the past, you could …
   5. It was not possible for your car …
   6. With the technology, mechanics could …
   7. It is possible for police …
   8. The data can tell them about …
   9. But it is personal information so police cannot …

	events before, during and after a crime.
	find faults more quickly.
	to record any information.
	keep journeys secret.
	read it without permission from a judge.
	store a lot of data.
1	to delete all the search history.
	to record in-car phone connections, too.
	to solve crimes with this information.

c. Uncover the text and check your answers.

12.3 Rewrite the sentences.

Replace each modal with an *it* phrase. Be careful!

• Notice the form of the modal: *can* or *could*.
• Notice the sentence type: positive or negative.

   1. Now, we can control many things in our homes through the Internet of things.
     Now, it is possible to control many things in our homes through the Internet of things.
   2. But fridges, central heating systems and even door bells can record information.
   3. Criminals can use the Internet of things to break into networks.
   4. The weak link could be a router without a firewall.
   5. But it could also be a washing machine or a kettle.
   6. Recently, a criminal could break into a bank network through the thermometer in a fish tank.
   7. We cannot make any network completely secure.
   8. But criminals cannot steal computer data without leaving digital footprints.

Computers help fight crime

We leave a digital footprint on our computers. *It* is impossible to delete all the search history. But nowadays, there are computers in everything. The Internet of things _____ link your fridge or your heating system to an app in your phone.

Car systems in particular can _____ a lot of data. They can save GPS information, for example, with destinations and the time spent on journeys. It _____ possible to record in-car phone connections, too.

In the past, you _____ keep journeys secret. It was _____ possible for your car to record any information. But gradually, manufacturers put more computer technology into cars. With the technology, mechanics could _____ faults quickly. Nowadays, it is _____ for some cars to record actions, such as opening doors or switching headlights on.

It is possible for police _____ solve crimes with this information. The data can tell them about events before, during and after a crime. But it is personal information so police _____ read this data without permission from a judge.

The Academic Word List in the first 8 units of the B1 book

Headword	Sublist	B1.1	B1.2	B1.3	B1.4	B1.5	B1.6	B1.7	B1.8
analyse	1				■				
approach	1							■	
area	1						■	■	
benefit	1			■			■		
create	1				■				
economy	1								
environment	1	■		■		■			
factor	1		■			■	■		
function	1				■				
identify	1				■				
issue	1	■							
percent	1					■			
policy	1							■	
process	1	■			■				
research	1				■		■	■	■
sector	1	■							
source	1			■			■		

Over 60% of AWL List 1 and List 2 words used in the B1 course.
Lists 3 to 8 extensively used in B2 and C1.

The authors

Terry Phillips and Anna Phillips have worked in ELT for more than 40 years as teachers, teacher trainers, managers, language school owners, author and ELT consultant.

As authors, they have produced more than 180 published books in ELT, including many works for English for Specific Purposes (ESP) and English for Academic Purposes (EAP), including the multi-level EAP course, *Progressive Skills in English*.

Terry and Anna's books are taught in a large number of universities and language centres around the world, and the original EAP course, *Skills in English,* was highly commended in The Duke of Edinburgh's English Speaking Union (ESU) Award for 2004, and the 2009 ESU award was won by the *English for Specific Academic Purposes* (ESAP), which Terry produced the syllabus and the template model for, and then series-edited.

A significant feature of all of their work in EAP has been the recognition that complexity in academic English is very different from complexity in general English. This recognition has led them to develop materials within course books to teach the syntax of English as well as the tense forms. **EAP Grammar in Context** brings together the results of years of research and work on suitable activities in this area.

Terry holds an MA in Applied Linguistics and Anna has an MA in TEFL, both from the University of Reading, UK. They both have the Diploma in Teaching English as a Foreign Language to Adults (now DELTA) from the Royal Society of Arts, London.

Advanced information

Title	EAP Grammar in Context
Usage	Classroom and Self-Study
Levels	B1, B2, C1
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	B2: June 2019
	C1: August 2019
Pricing	Check with your distributor
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Extent	128 pages
Form	Paperback (ebook to follow in late 2019)
ISBN	978-1-78768-040-1
Subject	LAN006000 LANGUAGE
	ARTS & DISCIPLINES / Grammar & Punctuation
	YQCS: Educational – English language – reading & writing skills
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1. The scientists at the university …
   a. do research for the government.
   b. does research for the government.
   c. do for the government research.
   d. does research for the government.

4. The invention of gunpowder …   to the end of castles in Europe.
   a. it led
   b. leading
   c. led
   d. was leading

10. What Bell …   the telephone.
    e. did was invented
    f. did was invent
    g. do was invent
    h. did he invented

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