

# Access EAP



## FRAMEWORKS

### Course Book

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**Garnet**  
EDUCATION

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Any errors in the book are our fault and result from not asking these people the right questions.

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	Unit themes	Functions	Texts	Academic language
1	<b>Starting points</b> Section 1 New places and new faces Section 2 Making contact and first impressions Section 3 Nouns and noun phrases Section 4 Academic writing Section 5 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	purpose statements prepositional phrases types of nouns noun phrases academic style positive and negative words for viewpoint
2	<b>Looking backwards and forwards</b> Section 1 Reviewing Section 2 Coaching Section 3 Reporting Section 4 Reporting ideas from sources Section 5 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	two-part questions reporting tenses reporting verbs
3	<b>Key concepts and tools</b> Section 1 The concept of autonomy Section 2 Tools for researching vocabulary Section 3 Key concepts and tools Section 4 From metaphors to models Section 5 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	types of definition and purposes structure of definitions: <i>an X is a Y that ...</i> ; <i>an X is a Y for verb + ing / to + verb</i> synonyms and acronyms
4	<b>Resources for research</b> Section 1 Exploring the concept of research Section 2 Tools for searching online Section 3 Reviewing the language of comparison and contrast Section 4 Surveying sources Section 5 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	metaphors for research noun phrases in titles grammar patterns for comparison and contrast
5	<b>Speaking for yourself</b> Section 1 Learning from experience Section 2 Setting the right tone for enthusiasm and agreement Section 3 Telling problem stories Section 4 Setting the right tone for listing and new information Section 5 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	positive and negative words for problems and solutions: <i>too, not enough</i> modals in the past word and sentence stress key intonation patterns emphasizers and emphatic <i>do</i>
6	<b>Cultures and systems</b> Section 1 Crossing cultures Section 2 Negotiating the system: brick walls and gatekeepers Section 3 Getting the tone right for negotiating the system Section 4 Presenting a case for change: Part 1 Section 5 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 web page and e-mail case studies <b>Listening:</b> staff– student negotiations; a committee meeting	metaphors for cross-cultural communication comparatives positive and negative words for evaluating sources <i>too</i> + adjective strategic language for diplomacy, assertiveness sentence stress
7	<b>Academic integrity</b> Section 1 Understanding ethical thinking Section 2 A lecture on ethics Section 3 What is scholarship? Section 4 An academic misconduct hearing Section 5 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	If clause + result clause + tense choice <i>The more ... the more</i> Tenses to show viewpoint
8	<b>Critical reading and academic argument</b> Section 1 A point of view Section 2 Reasonable scepticism: how to be a critical reader Section 3 Writer's voice: reasonable persuasion Section 4 Arguing from sources: assignments Section 5 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	strengthening: <i>clearly, obviously</i> hedging: <i>some, possibly, may</i> distancing: a <i>widespread view</i> evaluating: <i>primitive, failed</i> emphasizers and highlighters: <i>only, over, particularly</i> numerical comparison: <i>four times</i>
9	<b>Evidence from research</b> Section 1 Communicating research transparently: where is the evidence? Section 2 Research across the disciplines: what counts as evidence? Section 3 Evaluating research: how good is the evidence? Section 4 The role of the literature review: linking theory to research design Section 5 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	research terms: <i>cohort, control, conditions, variables</i> Informal register for research quality: <i>reliable, robust, significant, elegant</i> reporting claims: <i>as predicted, it is well known</i>
10	<b>Entering university</b> Section 1 Assessing readiness for university study Section 2 Teamwork in group projects Section 3 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	exam questions and instructions describing team roles and team skills: <i>delegate, adaptive, facilitator</i> self-reflection: <i>perceptions, complemented, insights</i>

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 - develop awareness of writer's purpose and intended reader - prepare for a lecture - 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 - record key information - use general to specific and familiar to new principles to structure texts - 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 - identify moves in an explanation - check vocabulary using a concordance tool - practise strategies to find information in a book - 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 - compare familiar with new concepts - categorize sources - 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 - acknowledge and respond to the ideas of others - identify learning outcomes - 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 - follow the writing process - understand roles and responsibilities within the university system - 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 - choose levels of probability and certainty - plan and adapt listening and note-taking strategies - summarize accurately - show viewpoint - 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 - read sources and data critically - understand assignment titles - 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 - classify types of research - record points in a lecture and discussion - 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 - analyze exam questions - analyze project briefs - undertake autonomous, self-directed learning - 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>

# Introduction

## What is different about this book?

### It's about university

*Access EAP: Frameworks* is based on real university life and prepares you for many of the tasks that you will face in your studies. Each unit has an academic theme and takes you through conversations and discussions, seminars and lectures, reading texts and assignments that relate to the theme, helping you to make choices about how to study.

*Access EAP: Frameworks* follows on from the lower-level book *Access EAP: Foundations*. However, it is not necessary to have studied *Access EAP: Foundations* first. There is a short preface that will help you to familiarize yourself with the students in the book and their areas of study.

### The themes

Each theme explores an aspect of what lecturers will expect you to do at university. You will develop the language and skills you need to meet these expectations; for example, explaining concepts and using data to support arguments, as well as writing assignments and e-mails and negotiating with staff. Each theme determines the content of the unit and the choice of authentic academic reading and listening texts which help you practise study strategies and develop vocabulary and grammar patterns that you can use in your academic studies. Look at the map of the book to see how it works.

### The sections

The book has ten units, each divided into five sections apart from the final unit which has only three. The first section introduces the theme, for example reports, key tools and concepts, and research. We have linked the listening, reading, speaking and writing tasks together around each theme, just as they are at university. There are regular tasks in each section to develop your ability to think critically and to study effectively.

We recognize that you need to develop your writing specifically for your target subject, yet you may share a class with EAP students intending to study in a wide range of disciplines. An important part of each section is the self-study task which directs you to investigate how the vocabulary, grammar and skills introduced in the section are applied in your particular subject area.

To help you to build your academic vocabulary, there are lists of key academic words and phrases from the texts. You will learn the important grammar patterns that are needed for understanding and producing a range of academic texts. This means that you will focus on nouns and noun phrases rather than verbs. You will also learn that academic texts develop from general to specific ideas and from what is familiar to what is new. These aspects of academic grammar are essential for understanding academic style.

### Progress

*Access EAP: Frameworks* is designed to help you to make progress and achieve a high level of academic performance by providing you with frameworks of language and study skills through which you can build your own experience and learning. These frameworks may be checklists and procedures to follow, or language patterns and structures to use. You will revisit the same key concepts and key language within increasingly more difficult texts and tasks, helping you to remember them as you work through the book.

### ***Access EAP: Frameworks* consists of:**

- a students' Course Book, including audio transcripts
- a Teacher's Book, which provides detailed guidance on each section, answers to tasks and additional photocopiable resources
- an audio CD with lectures, conversations, discussions and seminar excerpts

# Preface

## Gateway University students

The students shown in these photographs are all studying at Gateway University in Summerford somewhere in the UK, and have successfully completed Semester 1. They appear in the units of this book and the earlier book in this series, *Access EAP: Foundations*, not to make the books more 'friendly' – quite the contrary – they are present to illustrate clearly and in personal detail the sometimes problematic situations you are likely to meet at university. However, they also demonstrate ways that you can meet these challenges. The subsequent units follow their progress through Semester 2, examining the tasks they have to do and the choices they make.

There is a large population of international students studying on campus and by open learning<sup>1</sup>.



Maysoun

Maysoun is the oldest of the students in this book and is a postgraduate. She met Chen when they were both studying on the university's preessional course. They studied English for Academic Purposes (EAP) for eight weeks in order to prepare for their university studies. She lives off campus and is married with a small child, a little boy who attends a local primary school. Her husband is studying for a PhD in Education and she is studying for a master's degree in Environmental Science. Her first degree, which she gained in her home country, Syria, was in Geography. Her main concern is that she has not studied biology before and so she has to learn a lot about this subject in a short time. She has also experienced some new ways of learning. For example, in the first semester she had her first laboratory practical classes and she had to go on a residential field trip.



Chen

Chen is from China and is in his first year of a BSc in Computer Science. In the first semester, he lived in the room next to Guy on campus and they became friends. Chen helps Guy with any computer problems. They are also language partners, so Guy helps Chen with his English and Chen is helping Guy to learn Chinese. Chen expected that he wouldn't have to write or speak much English on his course but he soon found that he was wrong. For one of his essays, he considered using ideas from another student's essay by just changing the words, but Maysoun convinced him that this is unacceptable at university. He hates speaking in class, but when he had to give a presentation, Maysoun and Guy helped him. He also joined the International Student Committee, and that gave him a little more confidence in speaking English. He met his girlfriend Xiaohua when he went to talk to a new group of international students at the university.



Guy

Guy is from Wales in the UK and he is in his second year of a degree in International Business. He has to study a language module as part of his degree and has chosen Chinese. His first year at the university was not very successful. He avoided the library because he was not really sure how to use the resources there. He relied heavily on the Internet to find information for his assignments; he missed assignment deadlines and even failed some of his exams. However, he took them again in the vacation and managed to pass them. During the next semester, he struggled to understand how to write good academic texts and so he got some help from a tutor in the Writing Centre. She showed him the correct way to use ideas from the library sources he found and how to reference them. He started to enjoy his studies when he became interested in ethical trading and found some good journal references.



Xiaohua

Xiaohua is the youngest of the group. She wants to study Computer Science next year and so she is studying on the foundation-year programme. Because she arrived late, she missed some important work and it was very difficult for her to understand what was expected in her writing. Chen helped her to understand the difference between the essays she used to write for her high school English class and the academic assignments that are required at university.

### Key words & phrases

problematic  
meet challenges  
a population  
international  
on campus  
by open learning  
off campus  
main concern  
practical classes  
a residential field trip  
unacceptable  
a module  
relied heavily  
managed to  
to reference  
ethical trading  
journal references  
academic assignments

<sup>1</sup> Many universities offer whole or part of degree studies in a student's own country. This is called 'open' or 'distance' learning.