

EAP Essentials

A teacher's guide to principles and practice

Classroom Material

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Contents

These files accompany the book *EAP Essentials: A teacher's guide to principles and practice*. Each Classroom Material file provides practical teaching ideas linked to the approaches presented in the book and is cross-referenced at the relevant point. The files include photocopiable masters which offer teachers a wide range of resources for classroom teaching and learning. For copyright restrictions, please read the 'Photocopying and duplication' notice above.

Chapter 1

1.1	Welcome to Academia!	introduces students to the idea of an academic community
1.2	Rich Aunty	shows writer's stance in a context that is accessible to students (persuading a family member to help with a financial problem) and explores persuasive language for taking a stance
1.3	Chocolate in the classroom	introduces the concepts that underpin academic referencing. Students invent crazy ideas which the teacher then attempts to plagiarize.

Chapter 2

2.1	Recognizing academic style	illustrates features of the style of academic texts
2.2	Controlling nouns in noun phrases	provides practice of the NP structure <i>the ... of ...</i> in controlling the grammar of verbs in a sentence
2.3	Identifying general nouns	explores the role of general nouns in a text and in providing more specific reference
2.4	The role of general nouns	shows how general nouns create cohesion in text and indicate author stance
2.5	Topic development	shows how topics are maintained through the use of the passive
2.6	Information flow	illustrates the way information flows from given to new in texts
2.7	It's in the news	provides practice in creating noun phrases using developing news stories
2.8	Summarizing noun phrases	provides practice in creating summarizing noun phrases to link given and new information in texts
2.9	General to specific	illustrates paragraph development in texts which explain and persuade

Chapter 3

There are no Classroom Materials for this chapter.

Chapter 4

4.1	What is academic literature?	introduces students to some text types and ways to evaluate their scope and status
4.2	How can I read faster?	shows how students can be introduced to reading in meaningful phrases
4.3	How do you read?	introduces students to flexible reading strategies and their purposes
4.4	The Metropole and the Luxus hotels	illustrates how a text can be exploited in a series of classroom tasks

Chapter 5

5.1	Unpacking noun phrases	shows how technical noun phrases can be explored in class
5.2	Exploring the academic word list	shows how students can study the AWL through a functional approach
5.3	Product costing	shows an example of how key words can be explored in the classroom
5.4	Gender differences	gives examples of tasks which have been developed to exploit this text
5.5	Vocabulary games	shows students how to think critically about the way vocabulary is used in different fields

Chapter 6

6.1	Quiz: Do I have a good academic writing style?	helps students to clarify misconceptions about academic writing style
6.2	What is research?	introduces students to the concept of synthesizing their own ideas from several sources
6.3	Noun phrases for referring to data	gives practice in constructing noun phrases for referring to data
6.4	A class profile	introduces students to writing from data and using highlighting statements
6.5	The demand for chocolate cakes	illustrates the language used to explain a graph

6.6	Quiz: Mathematical expressions	enables students to check their knowledge of some common mathematical terms
6.7	In my own words	introduces techniques for paraphrasing and summarizing
6.8	EAP warmers	gives ideas for awareness-raising activities and quick practice for noun phrases and general nouns
6.9	Think like an algorithm!	using grammar- and language-checking apps critically

Chapter 7

7.1	Academic listening strategies	encourages a systematic approach to exploring listening strategies
7.2	Seminar awareness	explores the challenges of seminar discussion
7.3	Academic seminar strategies	raises awareness of student roles in a seminar and in encouraging discussion
7.4	Mini-presentation skills	models an appropriate introduction and delivery for a presentation
7.5	Presentation titles	encourages clear and accurate pronunciation of presentation titles

Chapter 8

8.1	Mystery graphs	encourages students to present and support ideas
8.2	Good and bad examples	provides practice in presenting and supporting ideas
8.3	What does the writer think?	develops the idea of questioning a writer's stance
8.4	It's in the genes	requires students to assemble what they know and be ready to make connections with new information
8.5	Seeing beyond the text	helps students to discern connections that are not obvious
8.6	What's wrong with these claims?	encourages critical evaluation
8.7	Critical analysis	develops critical evaluation in which students establish the criteria

8.8	EAP pills	shows how to make imaginative connections and think logically to design an experiment
8.9	Should teachers do your washing?	encourages students to present and support ideas
8.10	Smoking twins	provides a text with a range of activities and acts as a key to Task 12 in chapter 8 of the book
Chapter 9		
9.1	Self-access quiz	encourages reflection on strategies for studying in a self-access centre
9.2	Correction code and error log	provides a framework to support proofreading
Chapter 10		
10.1	Applying assessment criteria	shows how EAP students can be encouraged to interact with assessment criteria