

Index

A matter of choice 229–30	book extracts, matching cover and contents
abbreviations and symbols for notes 72-4,	pages 118-20
116–17	brainstorming 145-8
Academic genres: round robin (purpose of)	
186–7	Card games using matching words 221–2
academic register 248-9, 257-8, 260-2,	Career questions 89–92
281-3, 294-300	cataphoric and anaphoric reference 252-3
academic vocabulary analysis 231-2	categories of words 239–40
Accept, reject or challenge? 98–101	Cause/effect reconnaissance mission 269-7:
active voice 278-81, 290-3	CD-ROM of support materials 6
activities	Circle of voices 47–8
content 5–6	citations, incorporating 203-5
fitting into an overall scheme of work 6-8	clarification 40–3
frameworks for 2-3	Clarification continuum 53-5
materials for 6	cloze activity 112
preparation for 6	Code breaker
underpinning philosophy 3-5	definition 2
see also grammar activities; listening	listening activities 58
activities; reading activities; speaking	reading activities 108
activities; vocabulary development;	Code user
writing activities	definition 2
Actors, actions and receivers 278-81	speaking activities 9
Add missing sentences 168–71	writing activities 153
adverbial clauses 267-9	cohesion and coherence in text 177-81
agreeing and disagreeing 35-7	cohesive devices 77–80
alternative points of view 50-3	cohesive language 74–6
alternative readings of a text 148–50	cohesive text creation
Analysing academic vocabulary 231–2	Add missing sentences 168–71
anaphoric and cataphoric reference 252-3	Jumbled sentences 166-7
answering an exam question 262-4	lexical cohesion 173-4
Applying top-level-structure knowledge	Linking ideas 171–3
85-88	patterns in text 175-7
arguments	Colour-coded errors 250–1
and counter-arguments 49–50	commonly confused words 226–7
construction 208–10	communication focus 3
articles for nouns 275-7	Compare/contrast 129–32
assessment questions, composing 197-8	comparing 35-7
Audience, purpose and context of a text 140–1	Comparing texts 260–2
authenticity 3-4	Comparing two texts 177–81
Author's values, beliefs, opinions and	Composing assessment questions 197–8
attitudes 142–5	comprehension (reciprocal teaching) 123-5
Avoiding plagiarism 242–4	comprehension activities 65-7
	Comprehension challenge 121–3
back-channelling 40-3	Concept clusters 232-4
bibliographical data 108-11	Concept map 234-5
Bingo based on word definitions 222-4	concepts 157–8
body language 13–15	conceptual clues 76-7
Book covers and contents tables 118–20	conceptual meaning, understanding 68–70



Communicative Activities for EAP

Concluding an essay 163-5 exemplification 208-10 Conclusions as summaries 165 existential there 297-300 conditional clauses 300-2 Exploring ideologies 150-2 conference poster creation 206-8 Connected speech 16-18 Fact or opinion? 101-3 Fish bowl (body language) 13-15 Connecting ideas 74–6 construction of text 192-5 Fish bowl discussion: summarizing and context paraphrasing 199-200 clues in 61-2 fluency development 38-40, 47-8 formal register 272-4 of a text 140-1 of words 227-8 Four Resources Model 2, 4 Contrary views exemplified 208-10 frameworks contrast and exemplification 208-10 Four Resources Model 2, 4 Conversations 240-2 grammar activities 2-3 coordination and continuation of ideas 32-4 listening activities 2 corpus, use of 269-72 reading activities 2 Creating academic register 248-9 speaking activities 2 see also academic register vocabulary activities 2-3 Creating conference posters 206–8 writing activities 2 Creating parallel structures 254-6 From informal to formal 272-4 Creating vocabulary cards 224-5 From subjectivity to objectivity 201-3 critical listening 98-101 critical reading 142-5 general, matching to the particular 138-40 Critical response to a stated position 95-8 generalization signal words 18-21 critical thinking 145-8 grammar activities 250-302 and analysis 4-5 academic register 257-8, 260-2, 281-3, cultural differences, body language 13-15 294-300 active voice 278-81, 290-3 de Bono, Edward 145-8 Actors, actions and receivers 278-81 debate 50-5, 53-5, 208-10 adverbial clauses 267-9 decisions, giving reasons for 49-50 anaphoric and cataphoric reference 252-3 answering an exam question 262-4 deducing the meaning of unfamiliar vocabulary 61–2 articles for nouns 275-7 Defending a position 49-50 Cause/effect reconnaissance mission definite article 275–7 269-72 in definitions 252-3 Colour-coded errors 250-1 Definition templates 285-6 Comparing texts 260-2 definitions 222-4, 245-6, 252-3, 285-6 conditional clauses 300-2 describing graphs 182-5 converting questions into statements 262-4 dictionary exercises 227-8, 229-30 Creating parallel structures 254-6 definite article in definitions 252-3 Dictogloss method 70-1 direction words 197-8 Definition templates 285-6 discourse markers 43-7 error analysis 250-1, 264-7 existential there 297-300 dominant discourse in a text 148-50 formal register 272-4 Drawing on a range of sources 203-5 framework for grammar activities 2-3 From informal to formal 272-4 editing a text 195-7 Embedded quotes 153-5 hedging expressions 287-9 Hunting for noun phrases 281-3 error analysis 250-1, 264-7 informal register 272-4 essays conclusions 163-5 Interrogating the definite article 252-3 introductions 160-2 modal expressions 287-9 planning 188-92 Notice the grammar: use the grammar etymology 215-16, 245-6 297-300 Noun conga 283-4 Evaluating vocal features 63-4 noun phrases 257-8, 281-4 exam questions, beginning an answer 262-4



Index

Noun:verb ratios 257-8 Joint editing of text 195-7 Jumbled sentences 166-7 parallel structures 254-6 passive voice 278-81, 290-3, 297-300 peer-tutoring 294-7 key features, listening for 92-4 KWL (Know/Want/Learned) 94-5 Phase 1: noticing 250 Phase 2: experimenting 262 Phase 3: producing 283 language of agreeing and disagreeing 35-7 language of comparing 35-7 phrasal verbs and Latinate equivalents 272-4 language of coordination 32-4 plural nouns 259-60 learner autonomy 4 Present Perfect tense 259-60 Let's get rich! (quiz game with verbs) 213-14 referents 252-3 lexical chain 112 Reporting findings 290-3 lexical cohesion 173-4 Library reading task 115-16 research reporting 290-3 Linking ideas 171-3 rhetorical question 297-300 Rotating questions 262-4 linking statements 16-18 Running dictation 259-60 listening activities 58–107 abbreviations and symbols 72-4 Sentence auction 264-7 sentence types 260-2 Accept, reject or challenge? 98-101 Soap box 300-2 Applying top-level-structure knowledge Softening a stance 287–9 85 - 88Career questions 89-92 Sorting nouns 275-Spotting adverbial clauses 267-9 Code breaker 58 Students as teachers 294-7 cohesive devices 77-80 third person self-reference 297-300 cohesive language 74-6 comprehension activities 65-7 transforming verbs into nouns 257-8 use of a corpus 269-72 conceptual and vocabulary clues 76-7 zero, definite and indefinite articles 275-7 Connecting ideas 74-6 contextual clues 61-2 Graphic organizers and essay planning 188–92 graphical data 182-5 critical listening 98-101 Group seminars 27-9 Critical response to a stated position 95-8 deducing the meaning of unfamiliar hedging expressions 287-9 vocabulary 61–2 Hot potato (developing fluency) 38-40 Dictogloss method 70-1 Hunting for noun phrases 281-3 Evaluating vocal features 63-4 Fact or opinion? 101-3 framework for listening activities 2 ideas coordination and continuation of ideas Introducing top-level structures 80-4 KWL (Know/Want/Learned) 94-5 introducing, developing and synthesizing Listening comprehension 65-7 listening for key features 92-4 55-7,104-7 Identifying lexical cohesion 173-4 Listening jigsaw 76-7 Identifying patterns in text 175-7 note-taking 70-1, 72-4 ideologies, identifying and questioning 150-2 note-taking grids 80-4 imperatives 21-3 Numbers (selective listening) 58-61 indefinite article 275-7 Pre-listening activities 77-80 question forms 89-92 informal register 272-4 scanning for specific details 94-5 information organization 188-92 selective listening 58-61 Interrogating the definite article 252–3 Introducing top-level structures 80-4 summarizing and questioning 104-7 Introductions to essays 160-2 SWOT analysis 92-4 IT vocabulary rap (stress and rhythm) 9-10 Symbols and abbreviations 72-4 Synthesizing ideas 104-7 Jigsaw (agreeing, disagreeing and comparing) Text analyst 95 text organizational structures 80-4, 35-7 Joint construction of text 192-5 85-88



> Communicative Activities for EAP listening activities (cont.) persuasive speech 53-5 Text participant 65 Text user 80 top-level structures 80-4, 85-88 True/false questions 68-70 understanding conceptual meaning 68-70 Using contextual clues 61-2 vocal features 63-4 Listening comprehension 65-7 Listening jigsaw 76-7 Literature review tutorial 30-2 making suggestions 49-50 Matching graphs to descriptions 182-5 Matching topic sentences with paragraphs 159 Matching words to categories 239-40 materials for activities 6 Meaning maker, definition 2 missing words activity 227-8 modal expressions 287-9 multiple-choice activities 229-30 Multiple readings of a text 148-50 questions Noughts and crosses with words 219-21 forms of 89-92 non-verbal communication 13-15 Note-making 116–17 re-writing in your own words 242-4 note-taking 70-1, 72-4, 116-17 note-taking grids 80-4, 129-32 Notice the grammar: use the grammar 297-300 Noun conga 283-4 noun phrases 257-8, 281-4 Noun:verb ratios 257-8 nouns plural nouns 259-60 transforming verbs into 257-8 zero, definite and indefinite articles Numbers (selective listening) 58-61 123-5 objective language 201-3

odd word out 236-7 opinion, distinguishing from fact 101-3 opinions and attitudes of the author 142-5 oral presentation 24-6, 27-9, 30-2 oral pronunciation chunking, pausing and stress 11-13 symbols 12 Origins of words 215-16, 245-6

palm cards 30–2 parallel structures 254-6 paraphrasing 199-200, 203-5, 242-4 passive voice 278-81, 290-3, 297-300 patterns in text 175-7 peer-tutoring 294-7

philosophy underpinning activities 3-5 authenticity 3-4 communication 3 critical thinking and analysis 4-5 learner autonomy 4 phonemic transcription 218 phrasal verbs and Latinate equivalents 272-4 plagiarism, avoiding 242-4 planning and organizing information 188-92 plural nouns 259-60 Powerpoint® presentations 24-6 Pre-listening activities 77-80 preparation for activities 6 Present Perfect tense 259-60 procedures, generic structure 21-3 Progressive debate 50-3 punctuation conventions 153-5 purpose of a text 140-1 purpose of academic genres 186-7

converting into statements 262-4

reading activities 108-52 abbreviations and symbols for notes 116-17 alternative readings of a text 148-50 Audience, purpose and context 140-1 Author's values, beliefs, opinions and attitudes 142-5 bibliographical data 108-11 Book covers and contents tables 118-20 brainstorming 145-8 cloze activity 112 Code breaker 108 Compare/contrast 129-32 comprehension (reciprocal teaching) Comprehension challenge 121-3 context of a text 140-1 critical reading 142-5 critical thinking 145-8 dominant discourse in a text 148-50 Exploring ideologies 150-2 framework for reading activities 2 identifying referents 126-9 ideologies 150-2 interpreting tables 132-4 lexical chain 112 Library reading task 115-16 matching extracts to cover and contents pages 118-20 matching the general to the particular 138-40



Index

Multiple readings 148-50 scanning 94-5, 135-7 Note-making 116-17 Scrabble 155-Search for suffixes 216-17 note-taking grid 129-32 opinions and attitudes of the author 142-5 selective listening 58-61 self-evaluation, written work 195-7 purpose of a text 140-1 reading for different purposes 145-8 Semantic and syntactic clues to meaning Reading strategies 135-8 111-12 Reciprocal teaching 123-5 seminar skills 27-9 Recording references 108–11 Sentence auction 264-7 reference information 108-11 sentence types 260-2 referents 126-9 Six Thinking Hats® 145-8 responding to a text 145-8 skimming 115-16, 135-7 scanning 135-7 Soap box 300-2 Semantic and syntactic clues to meaning Softening a stance 287-9 Sorting nouns 275-7 111-12 Six Thinking Hats® 145-8 speaking activities 9-57 skimming 115-16, 135-7 A strategic plan 55–7 Spot the referent 126-9 agreeing and disagreeing 35-7 Suffixes 113-15 back-channelling 40-3 summarizing 129-32 body language 13-15 chunking, pausing and stress 11-13 symbols and abbreviations for notes 116-17 Circle of voices 47-8 syntactic and semantic clues to meaning 111-12 clarification 40-3 Clarification continuum 53-5 Tables 132-4 Text analyst 142 Code user 9 comparing 35-7 Text participant 115 Connected speech 16-18 Text user 129 Topics and examples 138-40 coordination and continuation of ideas top-level structures 129-32 values and beliefs of the author 142-5 debate 50-3, 53-5 Reading aloud 11-13 Defending a position 49-50 reading for different purposes 145-8 developing fluency 38-40, 47-8 Reading strategies 13 5-8 discourse markers 43-7 Reciprocal teaching 123-5 Fish bowl (body language) 13-15 Recording references 108-11 framework for speaking activities 2 re-drafting and reviewing a text 195-7 generalization signal words 18-21 references generic structure of a procedure 21-3 incorporating 203-5 giving reasons for decisions 49-50 information for 108-11 Group seminars 27-9 referents 126-9, 252-3 Hot potato (developing fluency) 38-40 Reflecting on strategies for vocabulary imperatives 21-3 development 211-13 introducing, developing and synthesizing ideas 55-7 Reporting findings 290-3 IT vocabulary rap (stress and rhythm) 9-10 reporting on research 24-6, 27-9, 30-2, 290-3 Jigsaw (agreeing, disagreeing and Reporting to the class 247 comparing) 35-7 language of agreeing and disagreeing 35-7 research data, interpreting tables 132-4 research findings, reporting 24-6, 27-9, language of comparing 35-7 30-2, 290-3 language of coordination 32-4 responding to a text 145-8 linking statements 16-18 rhemes and themes 175-7, 177-81 Literature review tutorial 30-2 rhetorical question 297-300 making suggestions 49-50 Role play 40-3 non-verbal communication 13-15 oral presentation 24-6, 27-9, 30-2 Rotating questions 262-4 Rotating trios 32-4 palm cards 30-2 Running dictation 259-60 persuasive speech 53-5



Communicative Activities for EAP

speaking activities (cont.)	Text critic, definition 2
Powerpoint® presentations 24–6	Text maker
presenting a well-structured seminar 27-9	definition 2
presenting alternative points of view 50-3	speaking activities 18
presenting arguments and counter-	writing activities 159
arguments 49–50	text organizational structures 80-4, 85-88
procedures 21–3	Text participant
Progressive debate 50–3	definition 2
Reading aloud 11–13	listening activities 65
reporting on research (oral presentation)	reading activities 115
24-6, 27-9, 30-2	Text user
Role play 40–3	definition 2
Rotating trios 32-4	listening activities 80
seminar skills 27–9	reading activities 129
stress and rhythm of words 9–10	speaking activities 32
symbols for oral pronunciation 12	writing activities 186
synthesizing ideas 55-7	thematic progression 192-5
Text agent 47	themes and rhemes 175-7, 177-81
Text analysis 21-3	thesaurus exercises 229-30, 237-8
Text maker 18	third person self-reference 297–300
Text user 32	Tips and advice (generalization) 18–21
Tips and advice (generalization) 18–21	top-level structures 80–4, 85–88, 129–32
turn-taking strategies 43-7	topic sentences in paragraphs 159
tutorial presentation using palm cards 30-2	Topics and examples 138–40
Videoed discussion 43–7	True/false questions 68-70
spelling 155-7	turn-taking strategies 43-7
Spot the 'odd' word 236-7	tutorial presentation using palm cards 30-2
Spot the referent 126–9	
Spotting adverbial clauses 267–9	Using contextual clues 61–2
Strategic plan 55-7	8
	values and beliefs of the author 142-5
Strategies for vocabulary development zii–13	
strategies for vocabulary development 211–13 stress and rhythm of words 9–10	verbs
stress and rhythm of words 9–10	verbs
stress and rhythm of words 9–10 Students as teachers 294–7	verbs phrasal verbs and Latinate equivalents
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3	verbs phrasal verbs and Latinate equivalents 272-4
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17	verbs phrasal verbs and Latinate equivalents 272–4 quiz game 213–14
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6 SWOT analysis 92–4	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5 vocabulary clues 76-7
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6 SWOT analysis 92–4 Symbols and abbreviations for notes 72–4,	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5 vocabulary clues 76-7 vocabulary development 211-49
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6 SWOT analysis 92–4 Symbols and abbreviations for notes 72–4, 116–17	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5 vocabulary clues 76-7 vocabulary development 211-49 A matter of choice 229-30
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6 SWOT analysis 92–4 Symbols and abbreviations for notes 72–4, 116–17 symbols for oral pronunciation 12	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5 vocabulary clues 76-7 vocabulary development 211-49 A matter of choice 229-30 academic register 248-9
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6 SWOT analysis 92–4 Symbols and abbreviations for notes 72–4, 116–17 symbols for oral pronunciation 12 syntactic and semantic clues to meaning 111–12	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5 vocabulary clues 76-7 vocabulary development 211-49 A matter of choice 229-30 academic register 248-9 academic vocabulary analysis 231-2
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6 SWOT analysis 92–4 Symbols and abbreviations for notes 72–4, 116–17 symbols for oral pronunciation 12	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5 vocabulary clues 76-7 vocabulary development 211-49 A matter of choice 229-30 academic register 248-9 academic vocabulary analysis 231-2 Analysing academic vocabulary 231-2
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6 SWOT analysis 92–4 Symbols and abbreviations for notes 72–4, 116–17 symbols for oral pronunciation 12 syntactic and semantic clues to meaning 111–12 synthesizing ideas 55–7, 104–7	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5 vocabulary clues 76-7 vocabulary development 211-49 A matter of choice 229-30 academic register 248-9 academic vocabulary analysis 231-2 Analysing academic vocabulary 231-2 Avoiding plagiarism 242-4
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6 SWOT analysis 92–4 Symbols and abbreviations for notes 72–4, 116–17 symbols for oral pronunciation 12 syntactic and semantic clues to meaning 111–12 synthesizing ideas 55–7, 104–7 Tables, interpreting 132–4	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5 vocabulary clues 76-7 vocabulary development 211-49 A matter of choice 229-30 academic register 248-9 academic vocabulary analysis 231-2 Analysing academic vocabulary 231-2 Avoiding plagiarism 242-4 Bingo based on word definitions 222-4
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6 SWOT analysis 92–4 Symbols and abbreviations for notes 72–4, 116–17 symbols for oral pronunciation 12 syntactic and semantic clues to meaning 111–12 synthesizing ideas 55–7, 104–7 Tables, interpreting 132–4 Text agent	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5 vocabulary clues 76-7 vocabulary development 211-49 A matter of choice 229-30 academic register 248-9 academic vocabulary analysis 231-2 Analysing academic vocabulary 231-2 Avoiding plagiarism 242-4 Bingo based on word definitions 222-4 Card games using matching words 221-2
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6 SWOT analysis 92–4 Symbols and abbreviations for notes 72–4, 116–17 symbols for oral pronunciation 12 syntactic and semantic clues to meaning 111–12 synthesizing ideas 55–7, 104–7 Tables, interpreting 132–4 Text agent definition 2	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5 vocabulary clues 76-7 vocabulary development 211-49 A matter of choice 229-30 academic register 248-9 academic vocabulary analysis 231-2 Analysing academic vocabulary 231-2 Avoiding plagiarism 242-4 Bingo based on word definitions 222-4 Card games using matching words 221-2 categories of words 239-40
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6 SWOT analysis 92–4 Symbols and abbreviations for notes 72–4, 116–17 symbols for oral pronunciation 12 syntactic and semantic clues to meaning 111–12 synthesizing ideas 55–7, 104–7 Tables, interpreting 132–4 Text agent definition 2 speaking activities 47	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5 vocabulary clues 76-7 vocabulary development 211-49 A matter of choice 229-30 academic register 248-9 academic vocabulary analysis 231-2 Analysing academic vocabulary 231-2 Avoiding plagiarism 242-4 Bingo based on word definitions 222-4 Card games using matching words 221-2 categories of words 239-40 commonly confused words 226-7
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6 SWOT analysis 92–4 Symbols and abbreviations for notes 72–4, 116–17 symbols for oral pronunciation 12 syntactic and semantic clues to meaning 111–12 synthesizing ideas 55–7, 104–7 Tables, interpreting 132–4 Text agent definition 2 speaking activities 47 writing activities 199	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5 vocabulary clues 76-7 vocabulary development 211-49 A matter of choice 229-30 academic register 248-9 academic rocabulary analysis 231-2 Analysing academic vocabulary 231-2 Avoiding plagiarism 242-4 Bingo based on word definitions 222-4 Card games using matching words 221-2 categories of words 239-40 commonly confused words 226-7 Concept clusters 232-4
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6 SWOT analysis 92–4 Symbols and abbreviations for notes 72–4, 116–17 symbols for oral pronunciation 12 syntactic and semantic clues to meaning 111–12 synthesizing ideas 55–7, 104–7 Tables, interpreting 132–4 Text agent definition 2 speaking activities 47 writing activities 199 Text analysis 21–3	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5 vocabulary clues 76-7 vocabulary development 211-49 A matter of choice 229-30 academic register 248-9 academic vocabulary analysis 231-2 Analysing academic vocabulary 231-2 Avoiding plagiarism 242-4 Bingo based on word definitions 222-4 Card games using matching words 221-2 categories of words 239-40 commonly confused words 226-7 Concept clusters 232-4 Concept map 234-5
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6 SWOT analysis 92–4 Symbols and abbreviations for notes 72–4, 116–17 symbols for oral pronunciation 12 syntactic and semantic clues to meaning 111–12 synthesizing ideas 55–7, 104–7 Tables, interpreting 13 2–4 Text agent definition 2 speaking activities 47 writing activities 199 Text analysis 21–3 Text analysis	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5 vocabulary clues 76-7 vocabulary development 211-49 A matter of choice 229-30 academic register 248-9 academic vocabulary analysis 231-2 Analysing academic vocabulary 231-2 Avoiding plagiarism 242-4 Bingo based on word definitions 222-4 Card games using matching words 221-2 categories of words 239-40 commonly confused words 226-7 Concept clusters 232-4 Concept map 234-5 Conversations 240-2
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6 SWOT analysis 92–4 Symbols and abbreviations for notes 72–4, 116–17 symbols for oral pronunciation 12 syntactic and semantic clues to meaning 111–12 synthesizing ideas 55–7, 104–7 Tables, interpreting 132–4 Text agent definition 2 speaking activities 47 writing activities 199 Text analysis 21–3 Text analysis 21–3 Text analyst definition 2	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5 vocabulary clues 76-7 vocabulary development 211-49 A matter of choice 229-30 academic register 248-9 academic vocabulary analysis 231-2 Analysing academic vocabulary 231-2 Avoiding plagiarism 242-4 Bingo based on word definitions 222-4 Card games using matching words 221-2 categories of words 239-40 commonly confused words 226-7 Concept clusters 232-4 Concept map 234-5 Conversations 240-2 Creating academic register 248-9
stress and rhythm of words 9–10 Students as teachers 294–7 subjective language 201–3 Suffixes 113–15, 216–17 summarizing 129–32, 199–200 and questioning 104–7 summary, conclusion as 165 support materials CD-ROM 6 SWOT analysis 92–4 Symbols and abbreviations for notes 72–4, 116–17 symbols for oral pronunciation 12 syntactic and semantic clues to meaning 111–12 synthesizing ideas 55–7, 104–7 Tables, interpreting 13 2–4 Text agent definition 2 speaking activities 47 writing activities 199 Text analysis 21–3 Text analysis	verbs phrasal verbs and Latinate equivalents 272-4 quiz game 213-14 transforming into nouns 257-8 Videoed discussion 43-7 Visual thesaurus 237-8 vocabulary cards 224-5 vocabulary clues 76-7 vocabulary development 211-49 A matter of choice 229-30 academic register 248-9 academic vocabulary analysis 231-2 Analysing academic vocabulary 231-2 Avoiding plagiarism 242-4 Bingo based on word definitions 222-4 Card games using matching words 221-2 categories of words 239-40 commonly confused words 226-7 Concept clusters 232-4 Concept map 234-5 Conversations 240-2



Index

definition of words 245-6 concepts 157-8 dictionary exercises 227-8, 229-30 Concluding an essay 163-5 etymology 215-16, 245-6 Conclusions as summaries 165 framework for vocabulary activities 2-3 conference poster creation 206-8 Let's get rich! (quiz game with verbs) 213-14 Contrary views exemplified 208–10 Matching words to categories 239-40 contrast and exemplification 208-10 missing words activity 227-8 Creating conference posters 206-8 Noughts and crosses with words 219-21 debate 208-10 describing graphs 182-5 odd word out 236-7 Origins of words 215-16, 245-6 direction words 197-8 paraphrasing 242-4 Drawing on a range of sources 203-5 editing a text 195-7 Phase 1: noticing 211 Phase 2: experimenting 226 Embedded quotes 153-5 Phase 3: producing 240 essay conclusions 163-5 phonemic transcription 218 essay introductions 160-2 plagiarism 242-4 essay planning 188-92 re-writing in your own words 242-4 Fish bowl discussion: summarizing and Reflecting on strategies 211-13 paraphrasing 199-200 Reporting to the class 247 framework for writing activities 2 Search for suffixes 216-17 From subjectivity to objectivity 201-3 Spot the 'odd' word 236-7 Graphic organizers and essay planning 188-92 strategies for 211-13 graphical data 182-5 suffixes 216-17 thesaurus exercises 229-30, 237-8 Identifying lexical cohesion 173-4 verbs quiz game 213-14 Identifying patterns in text 175-7 Visual thesaurus 237–8 incorporating citations 203-5 vocabulary cards 224-5 information organization 188-92 What's the difference? 226-7 Introductions to essays 160-2 word origins 215-16, 245-6 Joint construction of text 192-5 Words in context 227-8 Joint editing of text 195-7 Work out the code 218 Jumbled sentences 166-7 Writing definitions 245-6 lexical cohesion 173-4 written summary of an oral text 247 Linking ideas 171-3 vocal features 63-4 Matching graphs to descriptions 182-5 Matching topic sentences with paragraphs What's the difference? (confused words) 159 objective language 201-3 word associations 157-8 paraphrasing 199-200, 203-5 word order in a sentence 153-5 patterns in text 175-7 word origins 215-16, 245-6 planning and organizing information Word relay 157–8 188-92 Words in context 227-8 punctuation conventions 153-5 words which are commonly confused purpose of academic genres 186-7 re-drafting and reviewing a text 195-7 226-7 Work out the code 218 references within text 203-5 rhemes and themes 175-7, 177-81 writing activities 153-210 Academic genres: round robin 186-7 Scrabble 155-7 Add missing sentences 168-71 self-evaluation 195-7 argument construction 208-10 spelling 155-7 subjective language 201-3 assessment question composition 197-8 citations within text 203-5 summaries 165 Code user 153 summarizing 199-200 cohesion and coherence in text 177-81 Text agent 199

Text maker 159

thematic progression 192-5

Text user 186

Composing assessment questions 197-8

cohesive text creation 166-77

Comparing two texts 177-81



Communicative Activities for EAP

writing activities (cont.)
themes and rhemes 175-7,177-81
topic sentences in paragraphs 159
word associations 157-8
word order in a sentence 153-5
Word relay 157-8
zigzag patterning in text 175-7,177-81

Writing definitions 245-6 written summary of an oral text 247

zero article 275–7 zigzag patterning in text 175–7, 177–81