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Alistair McNair and Fred Gooch Ian Smallwood
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# Language for Study

## LEVEL 3

Alistair McNair Fred Gooch

Series editor: Ian Smallwood

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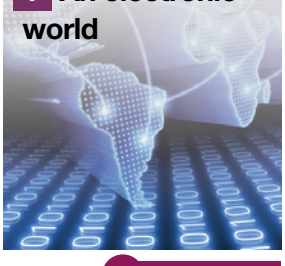
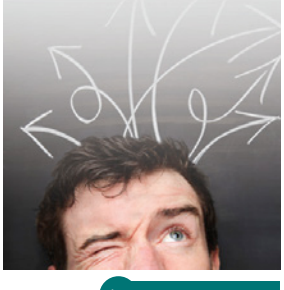
# Map of the book

## Understanding

| | Speaking Part A | Writing Part B |
|---|---|---|
| **1 An electronic world**  | Identifying features of fluent speech<br>Understanding how pauses, intonation and stress influence listeners | Identifying appropriate academic style<br>Referring to different authors' ideas<br>Identifying persuasive language |
| LESSON TASK | **Preparing and presenting a short, persuasive talk** | **Recognizing persuasion in texts** |
| **2 New frontiers** | Recognizing and using stressed and unstressed syllables in tone units<br>Identifying lead-in and question structures | Identifying signposting for written arguments and counter-arguments<br>Identifying assumptions<br>Identifying and using word-order inversion |
| LESSON TASK | **Forming questions after listening** | **Evaluating the basis of an argument** |
| **3 The individual in society** | Identifying the language of speculation<br>Identifying the language of past speculation<br>Identifying consonants and intrusive sounds | Understanding the way claims are framed<br>Evaluating claims in context |
| LESSON TASK | **Speculating on a topic** | **Identifying and assessing claims** |
| **4 Choices**  | Identifying and understanding repetition<br>Identifying and understanding reformulation<br>Identifying stance markers | Identifying emphasis in academic texts<br>Identifying and understanding analogy in academic texts |
| LESSON TASK | **Identifying a speaker's stance on a topic** | **Reading to recognize emphasis in texts** |
| | **Appendices** | |



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## Investigating

## Reporting

| Part C | Speaking Part D | Writing Part E |
|---|---|---|
| Identifying the grammatical structure of reporting verbs<br>Identifying reporting verb collocations | Identifying rise and fall tones for checking and adding new information<br>Identifying and using tones for authority and finishing a topic | Identifying general–specific structure in introductions<br>Identifying linking words used in introductions<br>Writing and paraphrasing definitions using academic nouns |
| **Reporting other people's ideas** | **Identifying phrases used in a group presentation** | **Organizing introductions** |
| Identifying and using hedging devices<br>Identifying vocabulary and grammar used in stating premises | Referring to graphics and visual data<br>Referring to other sources in a presentation (1) | Using *it* and *this* to link between sentences<br>Using *it* phrases to convey opinion |
| **Hedging an argument** | **Referring to other sources in a presentation (2)** | **Identifying cohesion in texts** |
| Reconstructing information from notes<br>Writing when synthesizing information from two or more sources | Summarizing key aspects of research in a presentation<br>Presenting an oral argument with alternative viewpoints | Identifying and using substitution and ellipsis<br>Identifying and using different ways of paraphrasing |
| **Using synthesis in writing** | **Including alternative views in a presentation** | **Paraphrasing a text** |
| Identifying common errors in formality levels of academic emails<br>Understanding appropriate features of emails in different situations<br>Identifying formal and informal language in written communication | Concluding an oral presentation<br>Speculating about research results in conclusions | Developing language for writing conclusions<br>Referring to previous sections of an academic text in the conclusion<br>Expressing importance, desirability and necessity |
| **Writing a formal email** | **Presenting results of research** | **Writing a conclusion** |



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