## **Contents**

|   | Thanks and acknowledgements       | X   |
|---|-----------------------------------|-----|
|   | Introduction                      | 1   |
| 1 | Speaking                          |     |
|   | Code user                         | 9   |
|   | 1.1 IT vocabulary rap             | 9   |
|   | 1.2 Reading aloud                 | 11  |
|   | 1.3 Fish bowl                     | 13  |
|   | 1.4 Connected speech              | 16  |
|   | Text maker                        | 18  |
|   | 1.5 Tips and advice               | 18  |
|   | 1.6 Text analysis                 | 21  |
|   | 1.7 PowerPoint® presentations     | 24  |
|   | 1.8 Group seminars                | 27  |
|   | 1.9 Literature review: palm cards | 30  |
|   | Text user                         | 32  |
|   | 1.10 Rotating trios               | 32  |
|   | 1.11 Jigsaw                       | 35  |
|   | 1.12 Hot potato                   | 38  |
|   | 1.13 Role play                    | 40  |
|   | 1.14 Videoed discussion           | 43  |
|   | Text agent                        | 47  |
|   | 1.15 Circle of voices             | 47  |
|   | 1.16 Defending a position         | 49  |
|   | 1.17 Progressive debate           | 50  |
|   | 1.18 Clarification continuum      | 53  |
|   | 1.19 A strategic plan             | 5 5 |
| 2 | Listening                         | 58  |
|   | Code breaker                      | 58  |
|   | 2.1 Numbers                       | 58  |
|   | 2.2 Using contextual clues        | 61  |
|   | 2.3 Evaluating vocal features     | 63  |
|   |                                   |     |

## Communicative Activities for EAP

|   | Text             | participant                            |     | 65  |
|---|------------------|----------------------------------------|-----|-----|
|   | 2.4              | Listening comprehension                |     | 65  |
|   | 2.5              | True/false questions                   |     | 68  |
|   | 2.6              | Dictogloss                             |     | 70  |
|   | 2.7              | Symbols and abbreviations              |     | 72  |
|   | 2.8              | Connecting ideas                       |     | 74  |
|   | 2.9              | Listening jigsaw                       |     | 76  |
|   | 2.10             | Pre-listening                          |     | 77  |
|   | Text             | user                                   |     | 80  |
|   | 2.11             | Introducing top-level structures       |     | 80  |
|   | 2.12             | Applying top-level-structure knowledge |     | 85  |
|   | 2.13             | Career questions                       |     | 89  |
|   | 2.14             | SWOT analysis                          |     | 92  |
|   | 2.15             | KWL: Know/Want/Learned                 |     | 94  |
|   | Text analyst     |                                        | 95  |     |
|   | 2.16             | Critical response                      |     | 95  |
|   | 2.17             | Accept, reject or challenge?           |     | 98  |
|   | 2.18             | Fact or opinion?                       |     | 101 |
|   | 2.19             | Synthesizing ideas                     |     | 104 |
| 3 | Read             | ding                                   |     | 108 |
|   | Code             | e breaker                              |     | 108 |
|   | 3.1              | Recording references                   |     | 108 |
|   | 3.2              | Semantic and syntactic clues           |     | 111 |
|   | 3.3              | Suffixes                               |     | 113 |
|   | Text participant |                                        | 115 |     |
|   | 3.4              | Library reading task                   |     | 115 |
|   | 3.5              | Note-making                            |     | 116 |
|   | 3.6              | Book covers and contents tables        |     | 118 |
|   | 3.7              | Comprehension challenge                |     | 121 |
|   | 3.8              | Reciprocal teaching                    |     | 123 |
|   | 3.9              | Spot the referent                      |     | 126 |
|   | Text             | user                                   |     | 129 |
|   | 3.10             | Compare/contrast                       |     | 129 |
|   | 3.11             | Tables                                 |     | 132 |
|   | 3.12             | Reading strategies                     |     | 135 |
|   | 3.13             | Topics and examples                    |     | 138 |
|   | 3.14             | Audience, purpose and context          |     | 140 |
|   |                  |                                        |     |     |

## Contents

|   | Text of | analyst                                            | 142 |
|---|---------|----------------------------------------------------|-----|
|   | 3.15    | Author's values, beliefs, opinions and attitudes   | 142 |
|   | 3.16    | Six Thinking Hats®                                 | 145 |
|   | 3.17    | Multiple readings                                  | 148 |
|   | 3.18    | Exploring ideologies                               | 150 |
| 1 | Writi   | ing                                                | 153 |
|   | Code    | user                                               | 153 |
|   | 4.1     | Embedded quotes                                    | 153 |
|   | 4.2     | Scrabble                                           | 155 |
|   | 4.3     | Word relay                                         | 157 |
|   | Text i  | maker                                              | 159 |
|   | 4.4     | Matching topic sentences                           | 159 |
|   | 4.5     | Introductions to essays                            | 160 |
|   | 4.6     | Concluding an essay                                | 163 |
|   | 4.7     | Conclusions as summaries                           | 165 |
|   | 4.8     | Jumbled sentences                                  | 166 |
|   | 4.9     | Add missing sentences                              | 168 |
|   | 4.10    | Linking ideas                                      | 171 |
|   | 4.11    | Identifying lexical cohesion                       | 173 |
|   | 4.12    | Identifying patterns                               | 175 |
|   | 4.13    | Comparing two texts                                | 177 |
|   | 4.14    | Matching graphs to descriptions                    | 182 |
|   | Text    | user                                               | 186 |
|   | 4.15    | Academic genres: round robin                       | 186 |
|   | 4.16    | Graphic organizers and essay planning              | 188 |
|   | 4.17    | Joint construction                                 | 192 |
|   | 4.18    | Joint editing                                      | 195 |
|   | 4.19    | Composing assessment questions                     | 197 |
|   | Text    | Text agent                                         |     |
|   | 4.20    | Fish bowl discussion: summarizing and paraphrasing | 199 |
|   | 4.21    | From subjectivity to objectivity                   | 201 |
|   | 4.22    | Drawing on a range of sources                      | 203 |
|   | 4.23    | Creating conference posters                        | 206 |
|   |         | Contrary views exemplified                         | 200 |

## Communicative Activities for EAP

| 5 | Vocabulary development  Phase 1: Noticing |                                    |     | 21  |
|---|-------------------------------------------|------------------------------------|-----|-----|
|   |                                           |                                    |     | 21  |
|   | 5.1                                       | Reflecting on strategies           |     | 21  |
|   | 5.2                                       | Let's get rich!                    |     | 213 |
|   | 5.3                                       | Origins of words                   |     | 215 |
|   | 5.4                                       | Search for suffixes                |     | 216 |
|   | 5.5                                       | Work out the code                  |     | 218 |
|   | 5.6                                       | Noughts and crosses                |     | 219 |
|   | 5.7                                       | Card games                         |     | 22  |
|   | 5.8                                       | Bingo                              |     | 222 |
|   | 5.9                                       | Creating vocabulary cards          |     | 224 |
|   | Phase 2                                   | 2: Experimenting                   |     | 226 |
|   | 5.10                                      | What's the difference?             |     | 226 |
|   | 5.11                                      | Words in context                   |     | 227 |
|   | 5.12                                      | A matter of choice                 |     | 229 |
|   | 5.13                                      | Analysing academic vocabulary      |     | 23  |
|   | 5.14                                      | Concept clusters                   |     | 232 |
|   | 5.15                                      | Concept map                        |     | 234 |
|   | 5.16                                      | Spot the 'odd' word                |     | 236 |
|   | 5.17                                      | Visual thesaurus                   |     | 237 |
|   | 5.18                                      | Matching words to categories       |     | 239 |
|   | Phase                                     | 3: Producing                       |     | 240 |
|   | 5.19                                      | Conversations                      |     | 240 |
|   | 5.20                                      | Avoiding plagiarism                |     | 242 |
|   |                                           | Writing definitions                |     | 245 |
|   | 5.22                                      | Reporting to the class             |     | 247 |
|   | 5.23                                      | Creating academic register         |     | 248 |
| 6 | Gram                                      | mar                                |     | 250 |
|   | Phase 1: Noticing                         |                                    |     | 250 |
|   |                                           | Colour-coded errors                |     | 250 |
|   |                                           | Interrogating the definite article |     | 252 |
|   |                                           | Creating parallel structures       |     | 254 |
|   | -                                         | Noun:verb ratios                   |     | 257 |
|   |                                           | Running dictation                  | × , | 259 |
|   | -                                         | Comparing texts                    |     | 260 |
|   | Phase :                                   | 2: Experimenting                   |     | 262 |
|   |                                           | Rotating questions                 |     | 262 |
|   |                                           | Sentence auction                   |     | 26  |

|       |                                                              | Contents |
|-------|--------------------------------------------------------------|----------|
| 6.9   | Spotting adverbial clauses                                   | 267      |
| 6.10  | Cause/effect reconnaissance mission                          | 269      |
| 6.11  | From informal to formal                                      | 272      |
| 6.12  | Sorting nouns                                                |          |
| 6.13  | Actors, actions and receivers                                |          |
| 6.14  | Hunting for noun phrases                                     | 281      |
| Phase | 3: Producing                                                 | 283      |
| 6.15  | Noun conga                                                   | 283      |
| -     | Definition templates                                         | 285      |
| 6.17  | Softening a stance                                           | 287      |
| 6.18  | Reporting findings                                           | 290      |
| 6.19  | Students as teachers                                         | 294      |
| 6.20  | Notice the grammar: use the grammar                          | 297      |
| 6.21  | Soap box                                                     | 300      |
| Appe  | endix 1: Framework for speaking, listening, reading, writing | 303      |
| Appe  | ndix 2: Framework for vocabulary development and grammar     | t<br>307 |
| Furth | er reading and resources                                     | 308      |

311

Index