Cambridge Academic English
An integrated skills course for EAP

Student’s Book

Intermediate
Craig Thaine
Course consultant: Michael McCarthy
Acknowledgements

Author Acknowledgements
First of all, I would like to thank Caroline Thiriau and Kate Hansford for managing the publication of this book in such a constructive, supportive and expert way. I would also like to thank Verity Cole, who provided me with extremely useful and thorough feedback over different drafts. Thanks also go to Brigit Viney and Jessica Errington for their patience and expertise in the final shaping of the book. It has been a pleasure to have worked with such a great editorial team.

I would like to thank Karen Momber for commissioning the book and Dilya Silva, Martin Hewings and Michael McCarthy for their feedback and for the valuable work they did in initially shaping this EAP series. Much of the corpus-based material in the book is the result of the excellent support of the Corpus team at Cambridge University Press. In the latter stages of the book, Linda Matthews efficiently managed the production of the book in liaison with the team at Wild Apple Design. Thanks also to Steven Shuttleworth for on-going support during the writing of the book.

Finally, I would like to acknowledge colleagues and students at Languages International, Auckland, whose contributions over the years have helped shape the thinking behind these materials. In particular, I would like to thank Darren Conway for his expertise and insight into the field of EAP.

Publisher Acknowledgements
A special thanks to Dr Karen Ottewell at the University of Cambridge Language Centre for reviewing the material so thoroughly and helping us to organise the lectures and to all the lecturers who allowed us to film them delivering lectures for the book:
Dr Patricia Fara, Dr Hugh Hunt, and Dr Prodromos Vlamis.

We would like to thank all the reviewers who have provided valuable feedback on this project: Anna Derelkowska, Ludmila Gorodetskaya, Chris Hilton, Maggie McAllinden, Marie McCullagh, Gavin McGuire, Sylwia Maciaszczyk, Karen Ottewell, Margareth Perucci, Elaine Rowlands, Chris Sowton and Lisa Zimmermann.

We would also like to thank the students who participated in the interviews which appear in the Lecture skills units:
Frederike Asael; Larissa Bosso; Fei He; Cristoffer Levin; Anna Lowe; Zaneta Macko; Sithamparanathan Sabesan; Maria Silva-Grazia; Anita Thillaisundaram.

Text and Photo Acknowledgements
The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

The publisher has used its best endeavours to ensure that the URLs for external websites referred to in this book are correct and active at the time of going to press. However, the publisher has no responsibility for the websites and can make no guarantee that a site will remain live or that the content is or will remain appropriate.

The Cambridge Advanced Learner’s Dictionary is the world’s most widely used dictionary for learners of English. Including all the words and phrases that learners are likely to come across, it also has easy-to-understand definitions and example sentences to show how the word is used in context. The Cambridge Advanced Learner’s Dictionary is available online at dictionary.cambridge.org. © Cambridge University Press, Third edition & 2008, reproduced with permission.

Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a computer database of contemporary spoken and written English, which currently stands at over one billion words. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with the University of Cambridge ESOL Examinations. Cambridge University Press has built up the CEC to provide evidence about language use that helps to produce better language teaching materials.
## Contents

<table>
<thead>
<tr>
<th>Acknowledgements</th>
<th>Page 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Page 8</td>
</tr>
</tbody>
</table>

### Academic orientation

- Setting study goals in academic English
- Focusing on academic study
- Reading and writing in academic English
- Attending lectures
- Studying independently on an academic English course
- Thinking about the role of language in academic English

<table>
<thead>
<tr>
<th>Unit 1 Styles of learning</th>
<th>Reading</th>
<th>Listening and speaking</th>
<th>Writing</th>
<th>Grammar and vocabulary practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Listening and speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>Organising ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linking words 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2 Problems in the natural world</th>
<th>Reading</th>
<th>Listening and speaking</th>
<th>Writing</th>
<th>Grammar and vocabulary practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Making sure you have understood</td>
<td></td>
<td>Paragraph building</td>
<td>Word families</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grammar in context: past perfect</td>
<td>Present perfect and past simple</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture skills A</th>
<th>Preparing for lectures</th>
<th>Listening</th>
<th>Language focus</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about products</td>
<td>Listening for gist and detail</td>
<td></td>
<td>If structures 1</td>
<td>Organising notes</td>
</tr>
<tr>
<td>Vocabulary for the context</td>
<td></td>
<td>Pronunciation: emphasising words</td>
<td>Further listening</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3 Indications and trends</th>
<th>Reading</th>
<th>Listening and Speaking</th>
<th>Writing</th>
<th>Grammar and vocabulary practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Deciding what to read for an essay</td>
<td>Planning the main paragraphs of an essay</td>
<td>Giving advice</td>
<td>Corpus language</td>
</tr>
<tr>
<td></td>
<td>Approaches to note-taking 1</td>
<td>Writing a short report</td>
<td>Asking for help</td>
<td>Past simple</td>
</tr>
<tr>
<td></td>
<td>Grammar in context: past perfect</td>
<td>Vocabulary in context: language for describing trends</td>
<td></td>
<td>Past perfect</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Language to describe statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Words for economic graphs</td>
</tr>
</tbody>
</table>
### Unit 4 The information age

**Reading**
- Interactive reading
- Grammar in context: phrases of frequency
- Reading for the main ideas in a text
- Grammar in context: prepositional phrases

**Listening and speaking**
- Outlining issues and putting forward your point of view

**Writing**
- Drafting and building arguments

**Grammar and vocabulary practice**
- Word building
- Noun phrases
- Phrases of frequency
- Vocabulary families
- Prepositional phrases
- Reporting verbs

---

### Lecture skills B

**Preparation for lectures**
- Women scientists in history
- Vocabulary for the context

**Listening**
- Listening for gist and detail

**Language focus**
- Signposting language in lectures
- Pronunciation
- Useful phrases

**Follow-up**
- Further research
- Further listening

---

### Unit 5 On budget

**Reading**
- Reading for key information and concepts
- Grammar in context: expressing different levels of certainty
- Vocabulary in context: language to define terms

**Listening and speaking**
- Describing a process in a seminar presentation
- Giving a presentation: describing a process

**Writing**
- Drafting and revising content

**Grammar and vocabulary practice**
- Words associated with planning
- Language of possibility
- Definitions
- Language of presentations
- Word families from the Academic Word List

---

### Unit 6 Being objective

**Reading**
- Close reading for key ideas
- Analysing information in more complex texts
- Grammar in context: modal expressions
- Grammar in context: relative clauses

**Listening and speaking**
- Agreeing and disagreeing

**Writing**
- Paraphrasing information for essays
- Avoiding plagiarism
- Linking words 2

**Grammar and vocabulary practice**
- Verb and noun collocations
- Language of agreement
- Modal expressions
- Relative clauses
- Linking words and phrases

---

### Lecture skills C

**Preparing for lectures**
- Chemical elements
- Predicting information from visuals
- Vocabulary for the context

**Listening**
- Listening for gist and detail

**Language focus**
- Language for focusing on visuals
- Beginnings and endings
- Intonation

**Follow-up**
- Critical thinking
- Further listening
<table>
<thead>
<tr>
<th>Unit 7 Innovation</th>
<th>Page 98</th>
<th>Reading</th>
<th>Listening and speaking</th>
<th>Writing</th>
<th>Grammar and vocabulary practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Approaches to note-taking 2</td>
<td>Turn-taking in discussions</td>
<td>Paraphrasing by using synonyms</td>
<td>Innovation word family</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grammar in context: comparing and contrasting</td>
<td>Synonyms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Comparative language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Articles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Joining ideas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 8 Sensing and understanding</th>
<th>Page 110</th>
<th>Reading</th>
<th>Listening and speaking</th>
<th>Writing</th>
<th>Grammar and vocabulary practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Text organisation 1</td>
<td>Signposting in seminar presentations</td>
<td>Linking words 3</td>
<td>Art and design vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grammar in context: passive constructions</td>
<td>Giving a presentation</td>
<td>Grammar in context: using the passive to manage information in texts</td>
<td>Passive forms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary in context: word building</td>
<td></td>
<td></td>
<td>Perceive word family</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Signposting in seminar presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Linking words</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture skills D</th>
<th>Page 122</th>
<th>Preparing for lectures</th>
<th>Listening</th>
<th>Language focus</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Discussion on global warming</td>
<td>Listening for gist and detail</td>
<td>Referring words</td>
<td>Taking action</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary for the context Predicting</td>
<td>Emphasising structures</td>
<td>Further listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 9 IT issues</th>
<th>Page 126</th>
<th>Reading</th>
<th>Listening and speaking</th>
<th>Writing</th>
<th>Grammar and vocabulary practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Text organisation 2</td>
<td>Problem–solution patterns and repair strategies</td>
<td>Generating ideas</td>
<td>Subordination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grammar in context: hedging language</td>
<td></td>
<td>Grammar in context: cohesive devices</td>
<td>Crime vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In-text referencing</td>
<td>Hedging language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cohesion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 10 Culture shock</th>
<th>Page 138</th>
<th>Reading</th>
<th>Listening and speaking</th>
<th>Writing</th>
<th>Grammar and vocabulary practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Text organisation 3</td>
<td>Concluding a presentation</td>
<td>Planning the overall shape of an essay</td>
<td>Word building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grammar in context: reduced relative clauses</td>
<td></td>
<td>Reading for relevant information</td>
<td>Reduced relative clauses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Writing the conclusion</td>
<td>Particle clauses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Creating a bibliography</td>
<td>Compound words</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture skills E</th>
<th>Page 150</th>
<th>Preparing for lectures</th>
<th>Listening</th>
<th>Language focus</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Discussion</td>
<td>Scan listening and interactive listening</td>
<td>Guessing the meaning of vocabulary</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary for the context</td>
<td></td>
<td>If structures 2</td>
<td>Further listening</td>
</tr>
</tbody>
</table>
Introduction

Who is the course for?

*Cambridge Academic English* is for anyone who needs English for their academic studies.

It is an integrated skills course, which means that at each of the levels you will develop your abilities in reading, writing, listening and speaking in an academic context. In your class there will probably be students studying or hoping to go on to study many different subjects. With this in mind, *Cambridge Academic English* includes topics and texts that will be of interest to students from all disciplines (subject areas), and teaches language and skills that will be of use to students working in all subjects. However, some parts of the course also help you to develop abilities relevant to your particular area of study.

Student’s Book B1 is aimed at students who need to improve their English significantly in order to guarantee success in higher education. If you are familiar with the Common European Framework of Reference (CEFR) proficiency levels, Student’s Book B1 is likely to be most useful for Independent Users at level B1 and above. Student’s Book B2 is aimed at students who will soon be starting undergraduate or postgraduate studies and are Independent Users at level B2 and above. Student’s Book C1 is aimed at students who may already have begun their academic studies. It will also be of interest to non-native English-speaking academics who need to present and publish in English. It will be of most use to Proficient Users at level C1 and above.

How is the book organised?

The introductory unit, *Academic orientation*, introduces you to aspects of studying academic English. For example, you will learn about academic culture and consider possible differences in study methods in different countries and in different subject areas.

The Student’s Book is organised into integrated skills and lecture skills units:

- **Integrated skills units 1–10 (with separate Audio CD)**
  
  Ten units are organised around a broad topic of interest and help you develop your skills in reading, speaking and writing academic English. Each of these units ends with a grammar and vocabulary focus that is of particular importance in academic written and spoken communication. The cross references in the margins point to further information, strategies, or extra practice which can be found in the *Grammar and vocabulary* section of that unit.

- **Lecture skills units A–E (with separate DVD)**
  
  After every two integrated skills units there is a *Lecture skills unit* to help you develop skills in listening to lectures and taking notes. For this course, a variety of lectures were recorded at the University of Cambridge and a separate DVD accompanies the Student’s Book, containing clips of these lectures and of students talking about their experience of studying in English at university.

What kind of language does the course teach?

*Cambridge Academic English* uses authentic academic texts. The texts you will read are taken from the kinds of textbooks and journal articles that your subject tutors might recommend you to read. You may find these challenging at first but you will learn strategies in the course to help you to cope with them. We believe that working with authentic texts in EAP is the best way of preparing to read them during your academic course of study.
The lectures you will watch are delivered by experienced lecturers and researchers. In many colleges and universities around the world you will be taught in English by some tutors who are native English speakers and others who are non-native English speakers. To help you prepare for this, both native and non-native English-speaking lecturers have been included in this course.

The vocabulary focused on in the course has been selected for being of particular importance in academic writing, reading, lectures and seminars. In choosing what to teach we have made use of the Academic Word List compiled by Averil Coxhead (see www.victoria.ac.nz/lals/resources/academicwordlist/ for more information). This list includes many of the words that you are likely to encounter in your academic studies.

What are the additional features?

Each unit contains the following additional features:

- The Study tip boxes offer practical advice on how you can improve the way you study.
- The Information boxes provide useful background on language or academic culture.
- The Focus on your subject boxes encourage you to think about how what you have learnt applies to your own subject area.
- The Corpus research boxes present useful findings from the CAEC.

- The Word list at the back of the Student's Book covers key academic words essential for development of academic vocabulary.

- For each level of the course, a full-length version of one of the lectures from the DVD is available online. This gives you the opportunity to practise, in an extended context, the listening and note-taking skills that you develop in the Lecture Skills units. The video and accompanying worksheets are available for students at www.cambridge.org/elt/academicenglish.

To make sure that the language we teach in the course is up-to-date and relevant, we have made extensive use of the Cambridge Academic English Corpus (CAEC) in preparing the material.

What is the Cambridge Academic English Corpus (CAEC)?

The CAEC is a 400-million-word resource comprising two parts. One is a collection of written academic language taken from textbooks and journals written in both British and American English. The second is a collection of spoken language from academic lectures and seminars. In both parts of the corpus a wide variety of academic subject areas is covered. In addition to the CAEC, we have looked at language from a 1.7-million-word corpus of scripts written by students taking the IELTS test.

Conducting our research using these corpora has allowed us to learn more about academic language in use, and also about the common errors made by students when using academic English. Using this information, we can be sure that the material in this course is built on sound evidence of how English is used in a wide variety of academic contexts. We use the CAEC to provide authentic examples in the activities of how language is used, and to give you useful facts about how often and in what contexts certain words and phrases are used in academic writing.

We hope you enjoy using Cambridge Academic English and that it helps you achieve success in your academic studies.

Craig Thaine