Academic Style 4 (Vocabulary 2: STEM) EXAMPLE

Aim: To increase awareness of the Academic Word List and Nominalisation within a STEM context.
Time: 1 hour 30 minutes + homework task.
Delivery: This lesson can be delivered face-to-face or online. For online delivery, each worksheet could be placed in a class document on OneDrive.

Lead in

- Distribute **worksheet 1.** Students ask & answer questions in **task 1**.
- Feedback: nominate a few students to give their answers.
- Feedback: distribute or project the **writing criteria** for your course if you have one. Point out where academic style is assessed (It could be in task or language depending on the course).

Language Review

- Distribute the **language review: AWL & nominalisation** information sheet.
- Students read the information and discuss whether this is new.

Guided Practice

- Distribute **worksheet 2**. Students complete **task 1**: categorise language.
- Feedback: distribute or project **worksheet 2 task 1** ANSWERS.
- Students complete **task 2**: replace informal words with formal alternatives.
- Feedback: distribute or project **worksheet 2 task 2** ANSWERS.
- Students complete **task 3:** categorise words according to stress pattern.
- Feedback: distribute or project **worksheet 2 task 3** ANSWERS.
- Students complete **task 4**: rewrite the paragraph to make more formal.
- Feedback: distribute or project **worksheet 2 task 4** ANSWERS.
- Distribute **worksheet 3**. students complete **task 1**: verbs and adjectives to nouns.
- Students complete **task 2**: rewrite sentences to practise nominalization.
- Feedback: distribute or project **worksheet 3 task 2** ANSWERS.
- Students complete **task 3:** categorise the nouns according to stress pattern.
- Feedback: distribute or project **worksheet 3 task 3** ANSWERS.
- Students complete **task 4**: rewrite the paragraph to make more formal.
- Feedback: distribute or project **worksheet 3 task 4** ANSWERS.

Freer Practice or Homework

- Students choose a topic connected to their studies and write a paragraph paying careful attention to their academic style in terms of vocabulary.
- Feedback options:
  i. Teachers take in and mark. Use our error correction code:
     https://www.academic-englishuk.com/correction-code

  ii. Students do peer feedback. Use the included **checklist**.

Worksheet 1: Academic Style (Vocabulary)

Task 1
- Discuss the following questions with your partner:
1. How ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ remember?
2. Which features are you already implementing into your writing?
3. Which ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓?
4. What feedback has your teacher given you on your academic style?
5. How will you be assessed ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ on?

- Read the following information on two areas of academic style. Have you learnt these before? Discuss with your partner.

Academic Word List
One way to increase your academic vocabulary is to learn words from the
AWL (Academic Word List): 570-word families which are found in academic texts.

Part of speech	Examples
• Verbs:	*include,* ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓*, identify, conserve, disperse, outweigh, amplify,* ▓▓▓▓▓
• Nouns:	▓▓▓▓▓▓▓▓▓▓▓▓▓▓*, impact, transference, incapacity, ubiquity, upsurge, discord*
• Adjectives:	▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ *low, conducive, advantageous, likely, focal, arbitrary*

Nominalisation
Another way to improve your academic writing is through nominalisation. This is the process of changing words like verbs and adjectives into nouns.

• Verbs to nouns:	*Climate change happens because the use of fossil fuels <u>has increased.</u>* *Climate* ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ <u>*in*</u> *the use of fossil fuels.*
• Adjectives to nouns:	*Regular yoga and pilates can help to obtain <u>stronger and more flexible</u> muscles.* *Regular* ▓▓▓▓▓▓▓▓▓▓▓▓▓ *further muscle <u>strength and flexibility.</u>*

Worksheet 2: Academic Vocabulary

Task 1

- Look at the words in the box. Categorize them according to their parts of speech.

approach	raise	▨▨▨	derive	▨▨	factor
▨▨▨	▨▨▨	significant	▨▨▨	diminish	▨▨▨
component	major	▨▨▨	minimise	▨▨▨	exposure
▨▨▨	▨▨▨	devoid of	▨▨▨	precise	▨▨▨

Verbs	Adjectives	Nouns

Task 2

- Replace each informal word or phrase with a word from task 1. Make any necessary changes so that the grammar is correct.

1. The term diabetes <u>comes from</u> a combination of the Greek *diabeinein* and the Latin *mellitus*.

   _____

2. The global fertility rate has <u>gone up and down</u> in the last fifty years.

   _____

3. Many ophthalmologists ▨▨▨▨▨▨▨▨▨▨▨▨▨ a different <u>way of looking at it.</u>

   _____

4. A standard ▨▨▨▨▨▨▨▨▨▨▨▨▨▨ <u>things</u>.

   _____

5. The risk of infection ▨▨▨▨▨▨▨ <u>gets smaller</u> thanks ▨▨▨▨▨▨▨▨

   _____

6. ▨▨▨▨▨▨▨▨▨▨ <u>is different in each country</u>.

   _____

7. Only a <u>little bit</u> of ▨▨▨▨▨▨▨▨▨▨▨▨

   _____

8. The amount, intensity ▨▨▨▨▨▨▨▨▨▨▨▨▨▨ a <u>big</u> impact on soil formation.

   _____

9. Larger and ▨▨▨▨▨▨▨▨▨▨▨▨▨ <u>a good chance</u> of rain.

   _____

10. Arthropods are species ▨▨▨▨▨▨▨▨▨▨▨ <u>on the outside of their body</u>.

    _____

Task 3

- Put the academic words from task 2 into the correct columns according to their stress pattern. Practise saying them with your partner.

oO	Oo	Ooo	oOo	oOoo

Task 4

- Read the following paragraph on deforestation. Exchange the underlined words with words from task 1.

Deforestation

In the last 15 years, there has been a dramatic increase in deforestation, particularly i. well-known in the Amazon rainforest. Inpe (2020) report that between 2019 and 2020 it rose by almost 10%, making ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒. According to AAF (2020), one of the ii. biggest issues with deforestation is the impact on ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ for more sunlight ▒▒▒▒▒▒▒▒▒▒▒ floor to heat up. Consequently, overall temperatures rise, which iii. adds to the possibility of drought. Furthermore, ▒▒▒▒▒▒▒▒▒ iv. gets smaller, ▒▒▒▒▒▒▒▒▒▒▒▒ erodes and decays, leaving many organisms v. without nutrients. As a result, animals need to search ▒▒▒▒▒▒▒▒▒▒▒▒ vi. openness to ▒▒▒▒▒▒▒▒▒▒ vii. Getting rid of the trees also plays a crucial role in determining the climate. As the trees are burned, the ▒▒▒▒▒▒▒▒▒▒▒▒ is viii. let out, which further ▒▒▒▒▒▒▒▒▒▒▒▒.

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References

Inpe, 2020. *PRODES - Earth Observation General Coordination*. [online] Obt.inpe.br. Available at: http://www.obt.inpe.br/OBT/assuntos/programas/amazonia/prodes [Accessed 13 October 2021].

AAF, 2020. *Effects of Deforestation on the Amazon - Amazon Aid Foundation*. [online] Amazon Aid Foundation. Available at: https://amazonaid.org/resources/about-the-amazon/effects-of-deforestation-on-the-amazon/ [Accessed 13 October 2021].

Worksheet 3: Nominalisation

Task 1

- Write the noun forms of the following words. Check your answers before you do the next task.

Word	Noun	Word	Noun
affect			
		propose	
erode			
		intense	
produce			
		formulate	
Significantly			
		rotate	

Task 2

- Rewrite the following sentences using some of the nouns from task 1. Change any other words to make grammatically correct.

1. The amount of sediment on beaches required to protect themselves from waves has reduced dramatically because coastlines have eroded considerably.

   _____

2. The amount of rice _____ of methane emissions.

   _____

3. Solar energy has been proven to _____ wind.

   _____

4. The increasing number of people living and _____ diseases to emerge.

   _____

5. As distance increases, light _____

   _____

6. The Earth rotates _____ year.

   _____

7. The FDA states that the Pfizer vaccine was formulated _____.

   _____

8. _____ retroactively due to their specific structure.

   _____

9. Alcohol _____ people.

   _____

10. WWF claims that _____ an unsustainable rate.

   _____

Task 3

- Put the nouns from task 2 into the correct columns according to their stress pattern. Practice saying them with your partner.

oO	oOo	ooOo	oOoo	oOooo	oooOo

Task 4

- Rewrite the following paragraph about cobalt mining by nominalising the underlined words. Don't forget to change the grammar too.

Cobalt mining

Cobalt is a chemical element commonly used in medicine. More recently, <u>it has become more widely used</u>, from rechargeable batteries in smartphones to the lithium-ion batteries which are commonly ▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨. Thus, the demand for the mineral has increased dramatically and ▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨, <u>the fact that production has risen</u> has had a devastating impact on the environment. For instance, ▨▨▨▨▨▨▨▨▨▨ 2 ▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨ such as Chile has seen <u>water levels reduce significantly</u>, as well as <u>soil becoming contaminated</u>, ▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨ (UNCTAD, 2020). Moreover, ▨▨▨▨▨▨▨▨▨▨▨▨▨ of the Congo for example, UNCTAD (2020) claims that <u>the mining process emits harmful sulphides to the</u> ▨▨▨▨▨▨▨▨▨▨▨▨▨ acid ▨▨▨▨▨▨▨▨▨▨▨▨▨ to <u>several bodies of water being polluted</u> and <u>numerous marine</u> ▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨▨ <u>becoming extinct</u>.

UNCTAD, 2020. *Developing countries pay environmental cost of electric car batteries | UNCTAD*. [online] Unctad.org. Available at: https://unctad.org/news/developing-countries-pay-environmental-cost-electric-car-batteries [Accessed 13 Oct 2021].

Write your paragraph here…

Worksheet 4: Freer Practice or Homework Task

- Select a ▨▨▨▨▨▨▨▨▨▨▨▨▨▨ a short paragraph using as many nouns as possible.

Write your paragraph here…

- Read through your partner's paragraph and answer the following questions:

How many words from the AWL have they used?	
How many ▨▨▨▨▨▨▨▨▨▨▨▨▨▨ used?	
Can you ▨▨▨▨▨▨▨▨▨▨ been written more formally?	
Is the language accurate?	

Worksheet 2: Academic Vocabulary (ANSWERS)

Task 1

Verbs	Adjectives	Nouns
approach derive diminish fluctuate ……	devoid of distinct evident ….. …..	approach component disposal ……

Task 2

1. The term diabetes is derived from a combination of the Greek *diabeinein* and the Latin *mellitus*.
2. …….

ALL ANSWERS ARE INCLUDED IN PAID VERSION…