Academic English: how is it different?

Author: Martin Hewings
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Time: (5:20)
Level: *** [B1/B2/C1]

You Tube Link: https://www.youtube.com/watch?v=29nizxc8k5k&app=desktop

Check these words before listening:

**Key vocabulary**

1. Grammatical patterns
2. Frequency
3. Procedure
4. Process
5. System
6. Focus
7. Context
8. Lectures
9. Seminars
10. Academic life / academic environment / academic culture
11. Dissertations
12. Assessment
13. Skimming / scanning
14. 'I' in academic writing
15. An academic discipline
16. Integrated
17. Authentic
18. Filtered
19. Current thinking
20. Genre analysis
21. Phraseology
22. Socialisation

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Student

Academic English Listening [5+ minutes]

Time: Approximately 20-30 minutes

1. Read the title
   - Try to predict the content of lecture
   - Write down key terms / ideas
   - Check key vocabulary using a dictionary

Try to listen ONLY two times

Three types of lesson

Lesson #1: [hard]
1. Listen once – take notes
2. Give 2-3 minutes to tidy notes
3. Listen again and add to notes (use a different colour pen)
4. Answer questions – set 10 minutes to answer
5. Check answers
6. Listen again to check answers

Lesson #2: [medium]
1. Listen once – take notes
2. Answer questions: 5-10 minutes
3. Listen again – answer the questions as you listen
4. Give yourself 3-5 minutes to tidy answers. Then check answers
5. Listen again to check answers

Lesson #3: [easier]
1. Read questions – highlight key terms
2. Listen once and answer questions
3. 2-3 minutes to tidy notes
4. Listen again answer missed question
5. 3-5 minutes to tidy answers. Then check answers
6. Listen again to check answers
Teacher

Academic English Listening [5 minutes]

Aim: to develop the students’ ability to listen to a short 5-minute lecture, to take notes and then use those notes to answer a range of questions types.

Lesson Time: 30 minutes

Lesson Plan

1. Lead in
   - Ask Students to discuss the ‘What is academic English?’ and predict the content of lecture ‘Academic English: How is it different?’
   - Ask students to write down key terms / language from discussion
   - Feed in / check key vocabulary (if necessary)

Three types of lesson

Lesson#1: [hard]
1. Students listen once – take notes
2. Give 2-3 minutes to tidy notes
3. Listen again and add to notes (use a different colour pen)
4. Give out questions – set 5-10 minutes to answer
5. Feedback answers (give out answers or go through on board)

Lesson #2: [medium]
1. Students listen once – take notes
2. Give out questions: Set 3-5 minutes for students to answer questions from notes
3. Listen again – students answer the questions as they listen
4. Give extra 5-10 minutes to consolidate answers
5. Feedback answers (give out answers or go through on board)

Lesson #3: [easy]
1. Give out questions - students have 5 minutes to look at questions
2. Students listen and answer questions
3. Give 3 minutes to tidy notes
4. Students listen again – check answers and answer questions missed
5. 5 minutes to tidy answers
6. Feedback answers (give out answers or go through on board)
## Academic English: How is it different?

**Cambridge University Press:** [https://m.youtube.com/watch?v=29nizxc8k5k](https://m.youtube.com/watch?v=29nizxc8k5k)

### 1. Similarities
What are the two main similarities between Academic English and General English?

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### 2. Differences
The author discusses two areas on how academic English is different.

#### Key point 1:
**Three words given:**

**Why?**

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#### Key point 2:

**Where**

**Features?**

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### 3. Skills
The most important skill is:

**Why?**

Three main skills for reading:

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### 4. Disciplines
There are different attitudes towards 'I' in writing. What are they?

- **Education:**
- **Engineering:**

**What is the advice given?**

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### 5. The course - summary

The course is an i_____________ skills approach. It tries to incorporate two main areas of Academic c____________, and working in an academic e____________. Many of the lectures and reading texts are a____________. This means that the language is not f____________ but similar to what native speakers use. The course also considers c____________ thinking and research and tries to reflect on areas like g____________ analysis, phraseology and academic s____________.

**TOTAL __/26**
Academic English: how is it different? ANSWERS

1. Similarities
What are the two main similarities between Academic English and General English?

   i. Grammatical patterns
   ii. Vocabulary

2. Differences
The author discusses two areas on how academic English is different.

   Key point 1: Frequency
   Three words given: Procedure, process, system
   Why? More frequent - more important - focus

   Key point 2: Context
   Where? Academic communications Lectures, seminars, occur in academic life
   Features? Texts, essays, dissertations

3. Skills
The most important skill is: Writing
Why? Most of the assessment

Three main skills for reading:

   i. Skimming
   ii. Scanning
   iii. Guessing unknown vocabulary

4. Disciplines
There are different attitudes towards 'I' in writing. What are they?

   Education: acceptable to use ‘I’
   Engineering: avoid using ‘I’
   What is the advice given? Find out about your discipline

5. The course - summary
The course is an integrated skills approach. It tries to incorporate two main areas of Academic culture and working in an academic environment. Many of the lectures and reading texts are authentic. This means that the language is not filtered but similar to what native speakers use. The course also considers current thinking and research and tries to reflect on areas like genre analysis, phraseology and academic socialisation