

Academic English: how is it different?

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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>

1. Similarities

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

i.
ii.

__/2

2. Differences

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

Key point 1:
Three words given:
Why?

__/5

Key point 2:
Where
Features?

__/3

3. Skills

The most important skill is:
Why?

Three main skills for reading:

i.
ii.
iii.

__/5

4. Disciplines

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

Education:
Engineering:
What is the advice given?

__/3

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_____.

__/8

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
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Why? More frequent - more important - focus
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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**