Academic Style

Lesson plan

Topic: Academic style in writing.
Aim: To review and practice academic style.
Time: 60 minutes.

PPT Download: included in paid version.

Procedure

1. On the board write ‘academic style’ and ask for some ideas. Write up a couple points taken from ‘worksheet 2 – Answers’.
2. Give out ‘worksheet 1’. Ask students to write 10 ideas for ‘No’ and 7 ideas for ‘Yes’.
3. Feedback as a whole class. Clarify points and then give students ‘worksheet 2 - Answers’.
4. Give out ‘worksheet 3’. Do the first two questions together. Students connect the poor style to ‘Academic Style - worksheet 2 - Answers’. Then students work on their own. Teacher monitors and supports individually.
5. Feedback as a whole group. Use ‘Academic Style Possible Answers.’
   There are two possible answers for each question: basic and advanced. Choose which is relevant to your class.

Important:

There is not one specific accepted ‘academic style’ and this lesson is to highlight common ideas behind what is ‘generally accepted’.

Copyright: These materials are photocopiable but please leave all logos and web addresses on handouts. Please don’t post these materials onto the web. Thank you

Copyright: www.academic-englishuk.com
<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>NO</strong> Idiomatic / colloquial (slang)</td>
<td><strong>NO</strong> number / bullet points</td>
<td><strong>YES</strong> Passive structures</td>
</tr>
<tr>
<td>Kids / boss / gonna / stuff</td>
<td><strong>NO</strong> vague language</td>
<td><em>We analysed the data</em></td>
</tr>
<tr>
<td><strong>NO</strong> Phrasal verbs</td>
<td><strong>NO</strong> vague language</td>
<td><em>The data was analysed</em></td>
</tr>
<tr>
<td>Go up / look up</td>
<td><strong>NO</strong> Repetition</td>
<td><strong>YES</strong> – Academic Vocabulary</td>
</tr>
<tr>
<td><strong>NO</strong> Repetition</td>
<td><strong>NO</strong> Repetition</td>
<td><em>See A.W.L</em></td>
</tr>
<tr>
<td><em>Constant repeating same words</em></td>
<td><strong>NO</strong> Contractions</td>
<td><strong>YES</strong> – Referencing systems</td>
</tr>
<tr>
<td><strong>NO</strong> Contractions</td>
<td><em>It’ll = it will / It’s = it is</em></td>
<td><strong>YES</strong> Complex Grammar structures</td>
</tr>
<tr>
<td><strong>NO</strong> Personal Pronouns</td>
<td><strong>NO</strong> Personal Pronouns</td>
<td><em>Nominalisation / noun structures</em></td>
</tr>
<tr>
<td>I, we, In my opinion (limit use)</td>
<td><strong>NO</strong> Questions</td>
<td><strong>YES</strong> Caution – tentative language</td>
</tr>
<tr>
<td><strong>NO</strong> Personal adverbs</td>
<td><strong>NO</strong> Questions</td>
<td><em>Possibly / seems / appears / could / may</em></td>
</tr>
<tr>
<td><em>So why did the project fail?</em></td>
<td><strong>NO</strong> Personal adverbs</td>
<td><strong>YES</strong> Accurate vocabulary</td>
</tr>
<tr>
<td><em>Surprisingly / fortunately</em></td>
<td><strong>NO</strong> Questions</td>
<td><em>Difference between law / rule</em></td>
</tr>
<tr>
<td><strong>NO</strong> Basic language</td>
<td><strong>NO</strong> Questions</td>
<td><strong>YES</strong> Precise facts / figures</td>
</tr>
<tr>
<td><em>Like – for example</em></td>
<td><strong>NO</strong> Questions</td>
<td><em>A few years ago / in 2014</em></td>
</tr>
<tr>
<td><em>Thing – factor</em></td>
<td><strong>NO</strong> Questions</td>
<td><strong>YES</strong> Complex Grammar structures</td>
</tr>
<tr>
<td><em>Lots of – significant amount</em></td>
<td><strong>NO</strong> Questions</td>
<td><em>Difference between law / rule</em></td>
</tr>
<tr>
<td><em>Little / big – large</em></td>
<td><strong>NO</strong> Questions</td>
<td><strong>YES</strong> Precise facts / figures</td>
</tr>
<tr>
<td><em>Get – obtain</em></td>
<td><strong>NO</strong> Questions</td>
<td><em>A few years ago / in 2014</em></td>
</tr>
<tr>
<td><em>Hard – difficult</em></td>
<td><strong>NO</strong> Questions</td>
<td><strong>YES</strong> Complex Grammar structures</td>
</tr>
<tr>
<td><em>Good / bad – positive / negative</em></td>
<td><strong>NO</strong> Questions</td>
<td><em>Difference between law / rule</em></td>
</tr>
<tr>
<td><em>Amazing / wonderful – important</em></td>
<td><strong>NO</strong> Questions</td>
<td><strong>YES</strong> Precise facts / figures</td>
</tr>
</tbody>
</table>
Academic Style Worksheet 3

Task: Underline examples of bad style and rewrite them in a more suitable way

(a) Another thing to think about is the chance of terrorism getting worse.

(b) Unfortunately, these XXXXXX of people XXXXXX jobs.

(c) I think soon they XXXXXX a XXXXXX for cancer.

(d) A few years ago, house prices XXXXXX in Spain XXXXXX a lot.

(e) As far as I’m concerned you XXXXXX trust the XXXXXX in the media.

(f) Sadly, the financial crisis led to XXXXXX, XXXXXX and so on...

(g) He was on cloud nine XXXXXX when he XXXXXX promotion.

(h) In my opinion, we XXXXXX students to XXXXXX.

(i) Many years ago, XXXXXX XXXXXX to have a bank account.

(j) What were the XXXXXX of the XXXXXX revolution?

Academic Style Possible Answers

(a) Another thing to think about is the chance of terrorism getting worse.

Basic: Another factor of consideration / to consider is the possibility of terrorism increasing.
Advanced: One area of consideration is the probability of terrorism escalating.

(b) Unfortunately, these days a lot of people just don't have jobs.

Basic: Currently, many people are unemployed.
Advanced: Currently, the rate of unemployment is at an unprecedented level.

ALL ANSWERS ARE INCLUDED IN PAID VERSION...