



lingoda

# Academic language

COMMUNICATION

LEVEL  
Advanced

NUMBER  
C1\_2032X\_EN

LANGUAGE  
English

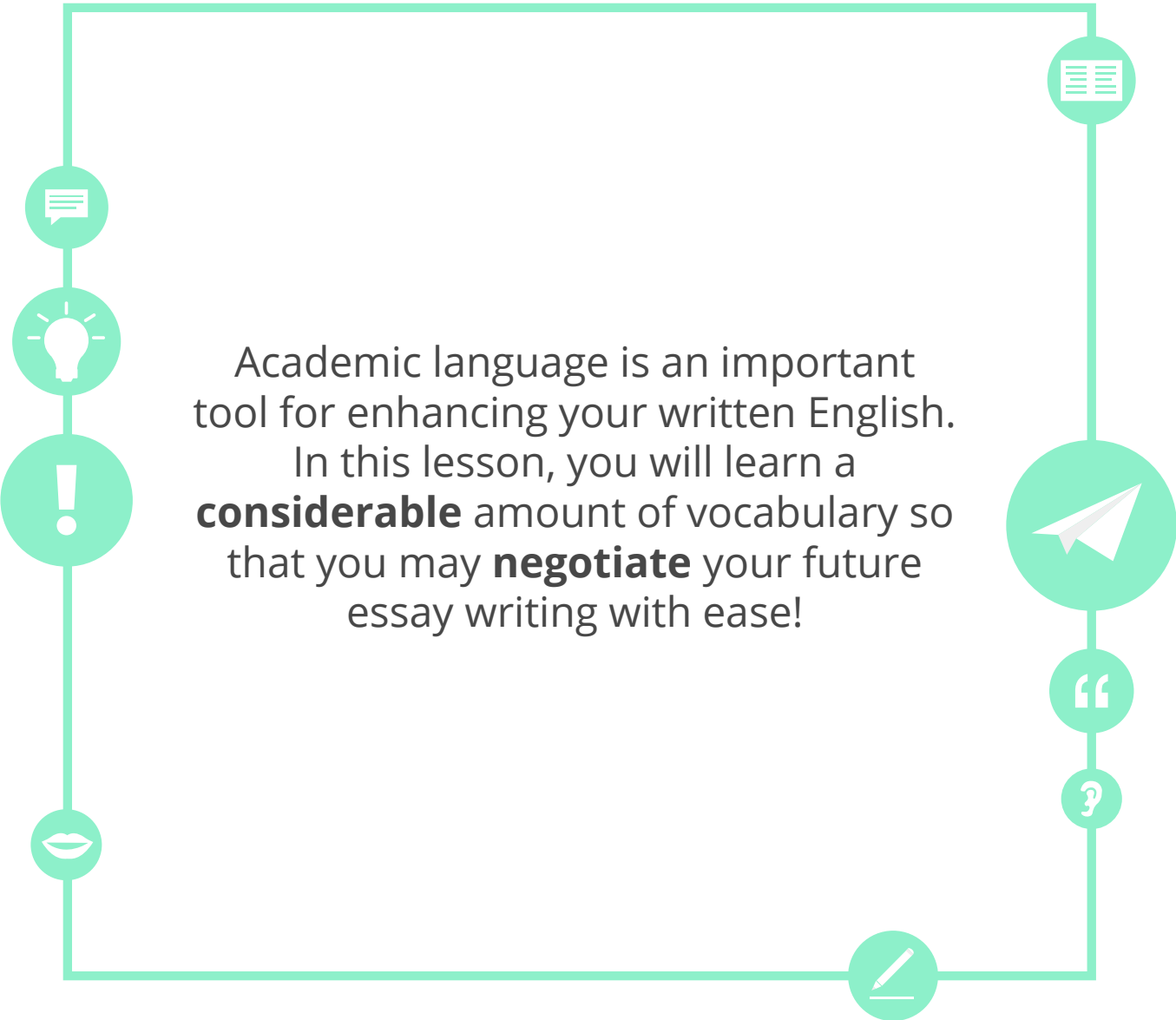




## Goals

- Can recognise and recall the meaning of more complex academic vocabulary.
- Can use this new technical vocabulary to answer questions in a detailed, context appropriate way.





Academic language is an important tool for enhancing your written English. In this lesson, you will learn a **considerable** amount of vocabulary so that you may **negotiate** your future essay writing with ease!



## Talk about your experience of academic writing

What academic writing have you done or are you working on now?

What academic writing have you read?





## Discuss

How is academic writing different from other types of writing, for example a magazine article or a blog? Can you think of any features or techniques?



formal

difficult

interesting

research



## Words for linking topics and sentences

**furthermore**

Used to build on previous ideas

**in addition**

Used to introduce another idea on the same topic

**in relation to**

Used to relate one idea or thing to another

**with reference  
to**

Used to refer to another work or previous idea



## New words in practice

### Fill the gaps using joining words

in addition to

furthermore

in relation to

with  
reference to

1. Good nutrition is important for long term health. \_\_\_\_\_, it can help to prevent viruses such as colds.
2. \_\_\_\_\_ the perceived expense of fresh vegetables, this assertion has been shown to be false.
3. \_\_\_\_\_ this, many people who make these assertions are in fact reluctant to change their eating habits and state the expense of food as a reason.
4. The general health of a population without easy access to fresh vegetables is low \_\_\_\_\_ similar populations in other areas.





## Adjectives for emphasising ideas

**noteworthy**

worth noticing, interesting information

**remarkable**

important and somewhat surprising

**considerable**

large in size or scale

**significant**

important to the main topic or theme





## Verbs commonly used in academic writing

**to assume**

To make an educated guess

**to argue**

To state your point of view and give evidence for it

**to establish**

To show something as valid or true, to prove

**to negotiate**

To deal with, bargain with or discuss with others

**to research**

To investigate or find out more, usually using formal methods

**to elaborate**

To explain more about something



Replace the words in this essay with more academic ones.

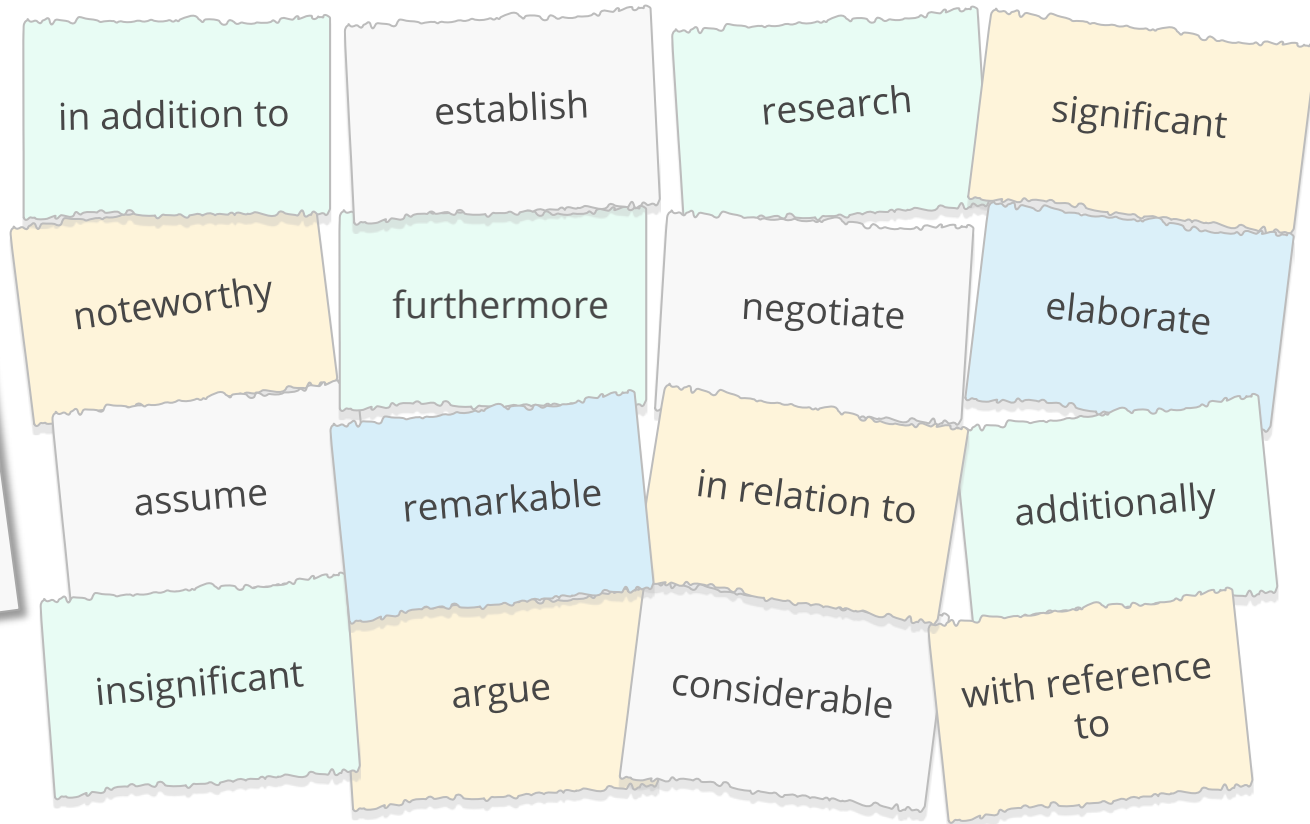
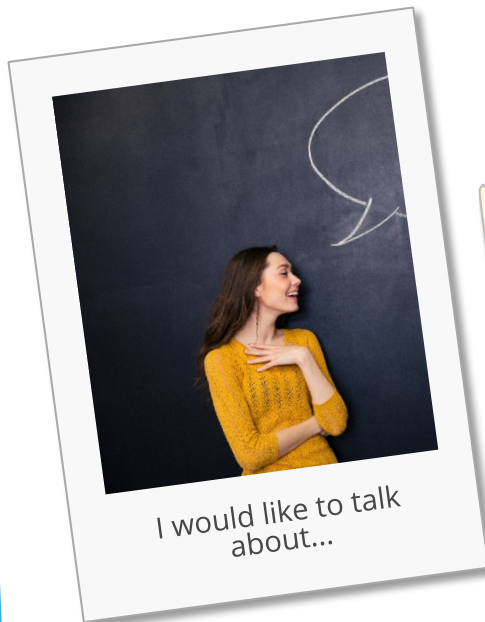
I **think** that the most interesting period in world history was the Renaissance. The development of art during this time was **very good**. Michelangelo was one of the **best** artists of his time. **Also**, many historians **say** that Da Vinci made a **big** contribution to art and science during his life. To **say more**, he made great contributions to our modern understanding of human anatomy.





## Academic word bingo

Now say a few sentences about a topic you are knowledgeable on. Try to use as many words as possible or try to use all the words in a row or column!





## Academic writing conventions

- While it is common to express your personal opinion or state your actions in speech or in casual writing, this is considered unprofessional in academic writing.
- Academic pieces should not be written in the first person.

Casual or spoken English	→	Academic writing
I think that...is important	→	<b>It is important to note that...</b>
We did the experiment...	→	<b>The experiment was carried out...</b>
I've read that...	→	<b>Many critics argue that...</b>
I surveyed 100 people	→	<b>100 people were surveyed...</b>
I believe that...	→	<b>It is reasonable to conclude that...</b>



## Academic writing conventions

- In any form of academic writings, opinions should always be supported by evidence.
- Some writers state their opinion in the first sentence of a paragraph, followed by evidence. Others lay out their evidence first, and then conclude with their own opinion.



Andy Warhol's Soup Can painting is a masterpiece, evidenced by the inclusion of the work in multiple modern art books and its predominance in pop culture.



## Academic writing conventions

- Always be as precise as possible with word choice. This helps you clarify what you are trying to say, and makes it easier for your reader to understand you.
- Avoid unnecessary words which don't add anything to the meaning of what you want to say.

■ Recent modern scholarship has maintained that multiple aspects of events that took place after World War I led to the social discourse and conditions that were prerequisite for World War II.

■ Many scholars state that the events that took place after World War I caused the conditions that started World War II.



## Change the sentences to make them more academic.

1. We did the research in November 2016.



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2. I think *A Tale of Two Cities* is the best book by Charles Dickens.



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---

3. I have read in several articles that animal testing is unnecessary.



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---

4. I would argue that social media celebrities should not give medical advice.



---

---

5. We were unable to complete the experiment due to lack of subjects.



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## Spot the mistakes

Find the problems in tense in the following excerpt from an essay about a well-known novel.

*Crime and Punishment* was first published in 1866. It was published as a serial in a newspaper before being released as a novel.

The story was about a student named Raskolnikov, who decided that he was extraordinary and therefore had the right to commit any crime. He murdered an old pawnbroker and then a witness to his crime. Raskolnikov eventually got caught and went to prison in Siberia.







## Lasting impressions

**Talk about a book, movie or album and what it means to you. What have others said about it?**

**Make your language as academic as possible.**

meaning

creative

story



## Academic debate

**Argue for or against the statement below. Use as many linking words, academic adjectives and verbs as you can.**

//

The wheel is commonly considered the invention that changed the course of humanity.

//



## Read an academic text

**Now you will read the introduction to a Master's thesis written by a student at the University of London, about immigration to Canada in the 20<sup>th</sup> century. As you read, notice words and structures which make the text sound more academic.**

Arabs first began to arrive in Canada in the 1880's and settled mostly in Montreal and the Eastern Canadian provinces. Many of these early migrants were not planning to settle in Canada forever, but intended to work and save enough money to buy a house and land upon their return to the Old Country. Most Arab immigrants to Canada before World War I were Syrian Christians, trying to escape both the poverty which was widespread across Syria and Lebanon and the oppression of Christians under the Ottoman Empire. These early Arab immigrants to Canada could often not speak English or French and may have been illiterate, so worked as labourers and travelling peddlers.





## Read an academic text

Between World Wars I and II, the Canadian government passed laws that severely limited the entrance of Arabs, Asians and Africans into the country via extremely high landing fees and rigid restrictions regarding which family members could be brought to Canada. Because of these rules, the growth of the Arab community in Canada at this time was very slow, and based largely on natural increase rather than immigration. This combination of poverty and lack of education of Arab immigrants to Canada, and the government's immigration restrictions, may help to explain why it has proved impossible to find anything written by Arab immigrants to Canada before the middle of the Twentieth Century.





## Read an academic text

After World War II, however, the patterns of migration from Arab countries to Canada changed drastically. The people of most Middle Eastern countries were redefined by the Canadian government as Europeans rather than Asians for the purposes of migration sponsorship, thus lifting many of the restrictions specifying which family members could be brought into the country by those already resident in Canada. In addition to this, the nationalities of Arabs wishing to immigrate to Canada became much more varied.





## Read an academic text

Between 1946 and 1975, the largest number of Arab immigrants came from Egypt, with other immigrants coming from Lebanon, Morocco, Syria, Jordan and Tunisia. Many of these post-war immigrants spoke French as a result of French colonisation and so settled in Quebec, and English-speakers mostly settled in Ontario and Alberta. While early Arab immigrants to Canada immigrated because of their economic situation, many post-war immigrants from Arab countries chose to move to Canada because of educational or career opportunities. Other post-war immigrants moved to Canada because of political upheaval in countries such as Lebanon and Egypt.





## Review and discuss

**Answer these questions with reference to the text on the previous slides.**

1. What periods of Canadian history does this introduction cover?
2. How is the introduction organised? (e.g. thematically, chronologically, etc)
3. How does the writer link one paragraph with the next?
4. What tenses does the writer use and why?



## Over to you

**Practise writing your own short piece in an academic style. Write about a topic with which you're already familiar. Try to incorporate as many new terms as you can. Remember to structure it with an introduction, main point and conclusion.**

remarkable

noteworthy

thus

furthermore

to conclude

in summary

A sheet of white lined paper with a spiral binding on the left side. The paper has several horizontal lines for writing.





## Reflect on the lesson

Take a moment to review any new **vocabulary, phrases, language structures** or **grammar points** you have come across for the first time in this lesson.

Review them with your teacher one more time to make sure you don't forget!





## Answer key

### Exercise p. 7

1. furthermore, 2. with reference to, 3. in addition to, 4. in relation to

### Exercise p. 10

Sample answers: argue, remarkable, most significant, furthermore, state, considerable, in addition

### Exercise p. 15

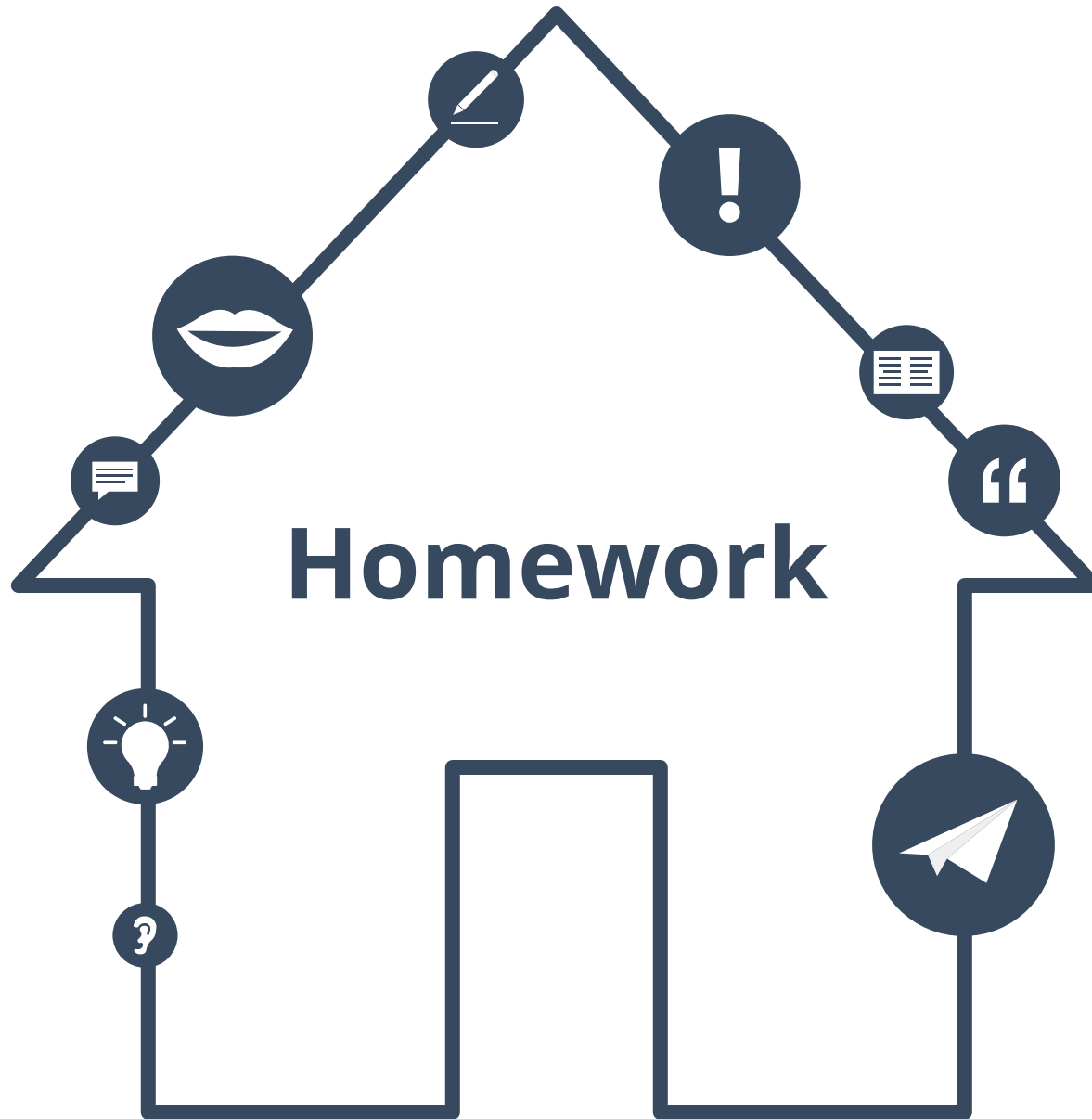
Sample answers: 1. The research was done in November 2016, 2. I suggest that *A Tale of Two Cities* is the best book by Charles Dickens, 3. Several articles argue that animal testing is unnecessary, 4. It could be argued that social media celebrities should not give medical advice, 5. The experiment could not be completed due to lack of subjects

### Exercise p. 16

*All verbs in the second paragraph should be in the present simple tense.*

*Crime and Punishment* was first published in 1866. It was published as a serial in a newspaper before being released as a novel.

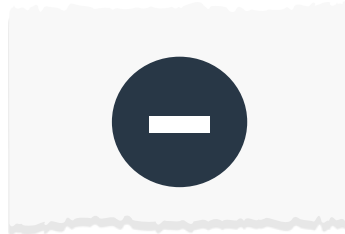
The story **is [was]** about a student named Raskalnikov, who **decides [decided]** that he was extraordinary and therefore **has [had]** the right to commit any crime. He **murders [murdered]** an old pawnbroker and then a witness to his crime. Raskalnikov eventually **gets [got] caught** and **goes [went]** to prison in Siberia.





## Evaluation

**How was this lesson for you?  
What did you find easy?  
What did you need to work on more?**

A vertical notepad with a white background and horizontal lines. The left edge features a series of circular punch holes, suggesting it is part of a binder or folder.



## Academic vocabulary review

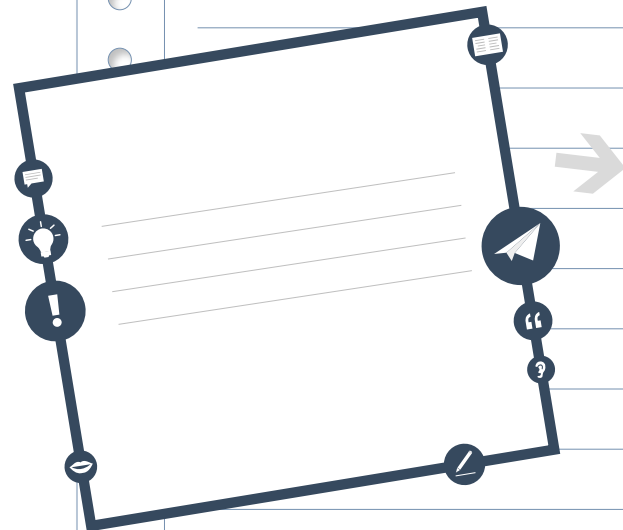
**Make flashcards of interesting or useful words that you learned in this lesson.**





## Academic writing

Write a short piece of academic writing about a topic of your choice, using the words you learned in this lesson.



...is....for the following reasons...



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