

Features of Academic Vocabulary

This Worksheet is for use with the **Features of academic vocabulary?** video, available on YouTube and Youku.

Video name: **Features of academic vocabulary**

Link to video: https://www.youtube.com/watch?v=XOT_Y0GytnM

Alternate link: https://v.youku.com/v_show/id_XNjM3MDk4NTg5Mg==.html

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Worksheet

Video name: **What is academic vocabulary**

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Alternate link: https://v.youku.com/v_show/id_XNjM3MDk4NTg5Mg==.html

Task 1: Before watching

- With a partner, discuss how you normally record new words. Do you have a special notebook for new vocabulary? What information do you write down?
- When studying vocabulary it is important to focus on the word's **meaning**. What other things are important? In particular, think about if you want to use the word in your:
 - Writing
 - Speaking

Task 2: Features of academic vocabulary

Watch the video **from the start up to 09:38** and complete the following notes.

Meaning

most basic feature

most words have 1. _____ meanings

best to focus on 2. _____ meaning only (e.g. meaning in context you encountered it)

Frequency

key Q: Is it a 3. _____ word?

if the word is low-frequency then 4. _____

focus on:

- ☐ 5. _____ words (e.g. most common 2,000 words = 6. _____ % of English, most common 3,000 words = 7. _____ % of English)
- ☐ 8. common _____ words (e.g. words in the Academic Word List AWL)
- ☐ 9. _____ words (e.g. *osmosis* for Biology, *aggregate* for Economics)

Pronunciation

difficult because of large number of 10. _____ sounds

many words spelled similarly but pronounced differently

useful to make a note of 11. _____ for words with more than one syllable

Spelling

can be difficult as shown by *homophones* (words which 12. _____ but spelt differently)

Word form

also called 13. _____

noun, verb, adjective, adverb

Word family

group of words related by a 14. _____ base word

helpful to study 15. _____ and 16. _____ (e.g. -tor, -ivity)

Register

refers to language used for particular 17. _____ or in particular 18. _____

key Q: Is it an 19. _____ word?

register is generally 20. _____ but some words still unsuitable (e.g. *hereinafter*)

words like *OK*, *But*, *So* are acceptable for 21. _____

Usage

relates to the grammar of a word (e.g. *prepare* 22. _____, *unwilling* 23. _____)

Collocation

means 24. _____ words which frequently go together

e.g. cultural 25. _____, accept 26. _____

Task 3: Features and related skills

Complete the following table showing which skills (Reading, Writing, Listening, Speaking) each feature is important for. The first two (*Meaning* and *Frequency*) have been done.

Feature	Re	Wr	Li	Sp
1. Meaning	✓	✓	✓	✓
2. Frequency	✓	✓	✓	✓
3. Pronunciation				
4. Spelling				
5. Word form				
6. Word family				
7. Register				
8. Usage				
9. Collocation				

Task 4: Example word: Conclusion

Watch the video **from 09:38 to the end** and answer the following questions about the word *Conclusion*.

- Mark the stress on the word **Conclusion**. How many syllables does it have?
- Complete the meaning: A _____, *opinion or judgment reached after* _____.
- Complete the gaps in the following sentences by changing the word form of *conclusion* from noun to a different part of speech.
 - ☐ The report _____ that there was a clear link between smoking and lung cancer, and recommended stronger action by the government.
 - ☐ While the findings suggest some link between video games and teenage violence, the evidence is _____ and it is not possible to make recommendations.
 - ☐ The report _____ shows that further research is needed in this area.
- Complete the following sentences using a suitable *collocation* from the video.
 - ☐ We _____ **the conclusion** that repeating the experiment was unnecessary and potentially harmful to the participants.
 - ☐ The most _____ **conclusion** was that an error had been made when measuring the result.
 - ☐ Although it was not possible to formulate detailed conclusions, some _____ **conclusions** were presented in the paper.
 - ☐ His speech ended with some **concluding** _____ regarding increased funding for the department.

Further reading [suggested links for further reading or study]

Features of academic vocabulary: <https://www.eapfoundation.com/vocab/features/>

General Service List (GSL) [for most common 2,000 words]

<https://www.eapfoundation.com/vocab/general/gsl/>

BNC/COCA lists [for most common 3,000 words]

<https://www.eapfoundation.com/vocab/general/bnccoca/>

Academic Word List AWL: <https://www.eapfoundation.com/vocab/academic/awllists/>

Academic Vocabulary List AVL: <https://www.eapfoundation.com/vocab/academic/other/avl/>

Secondary School Vocabulary Lists SVL [technical word list]

<https://www.eapfoundation.com/vocab/other/svl/>

Middle School Vocabulary Lists MSVL [technical word list]

<https://www.eapfoundation.com/vocab/other/msvl/>

Academic Collocation List ACL: <https://www.eapfoundation.com/vocab/academic/acl/>

Word profiler: <https://www.eapfoundation.com/vocab/profiler/singleword/>

Answers

Task 1: Before watching

- a) With a partner, discuss how you normally record new words. Do you have a special notebook for new vocabulary? What information do you write down?
Answers will vary. Discuss with students whether they actually record new vocabulary. If possible, get students to share their vocabulary notebooks.
- b) When studying vocabulary it is important to focus on the word's **meaning**. What other things are important? In particular, think about if you want to use the word in your:
- Writing
 - Speaking

Task 2: Features of academic vocabulary

Watch the video **from the start up to 09:38** and complete the following notes.

Meaning

most basic feature
 most words have 1. multiple meanings
 best to focus on 2. single meaning only (e.g. meaning in context you encountered it)

Frequency

key Q: Is it a 3. common word?
 if the word is low-frequency then 4. don't study it!
 focus on:

- 5. high-frequency words (e.g. most common 2,000 words = 6. 90% of English, most common 3,000 words = 7. 95% of English)
- 8. common academic words (e.g. words in the Academic Word List AWL)
- 9. technical words (e.g. *osmosis* for Biology, *aggregate* for Economics)

Pronunciation

difficult because of large number of 10. vowel sounds
 many words spelled similarly but pronounced differently
 useful to make a note of 11. stress for words with more than one syllable

Spelling

can be difficult as shown by *homophones* (words which 12. sound the same but spelt differently)

Word form

also called 13. part of speech
 noun, verb, adjective, adverb

Word family

group of words related by a 14. common base word
 helpful to study 15. prefixes and 16. suffixes (e.g. -tor, -ivity)

Register

refers to language used for particular 17. purpose or in particular 18. social setting
 key Q: Is it an 19. academic word?
 register is generally 20. formal but some words still unsuitable (e.g. *hereinafter*)
 words like *OK*, *But*, *So* are acceptable for 21. presentations or lectures

Usage

relates to the grammar of a word (e.g. *prepare* 22. for, *unwilling* 23. to do)

Collocation

means 24. two or more words which frequently go together
 e.g. cultural 25. diversity, accept 26. responsibility

Task 3: Features and related skills

Complete the following table showing which skills (Reading, Writing, Listening, Speaking) each feature is important for. The first two (*Meaning* and *Frequency*) have been done.

Feature	Re	Wr	Li	Sp
1. Meaning	✓	✓	✓	✓
2. Frequency	✓	✓	✓	✓
3. Pronunciation			✓	✓
4. Spelling		✓		
5. Word form		✓		✓
6. Word family		✓		✓
7. Register		✓		✓
8. Usage		✓		✓
9. Collocation		✓		✓

Task 4: Example word: Conclusion

Watch the video **from 09:38 to the end** and answer the following questions about the word *Conclusion*.

- Mark the stress on the word **Conclusion**. How many syllables does it have?
- Complete the meaning: A **position**, *opinion or judgment reached after **consideration***.
- Complete the gaps in the following sentences by changing the word form of *conclusion* from noun to a different part of speech.
 - The report **concluded** that there was a clear link between smoking and lung cancer, and recommended stronger action by the government.
 - While the findings suggest some link between video games and teenage violence, the evidence is **inconclusive** and it is not possible to make recommendations.
 - The report **conclusively** shows that further research is needed in this area.
- Complete the following sentences using a suitable *collocation* from the video.
 - We **drew/reached the conclusion** that repeating the experiment was unnecessary and potentially harmful to the participants.
 - The most **logical conclusion** was that an error had been made when measuring the result.
 - Although it was not possible to formulate detailed conclusions, some **general conclusions** were presented in the paper.
 - His speech ended with some **concluding remarks** regarding increased funding for the department.

Teacher's Notes

Video name: **Features of academic vocabulary**

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Video length: 13.06

Learning (1) Reflect on current vocabulary study [Task 1]

Outcomes (2) Understand important features of vocabulary [Task 2]

(3) Understand which skills each feature is important for [Task 3]

(4) Apply detailed study of one word (*conclusion*) to authentic language [Task 4]

Suggested sequence/timings (for teachers)

The following is a possible sequence. Total timing is 55'.

1. Warm-up (10')

Students complete Task 1. This task gets them to reflect on their current vocabulary study and prepares them for the video by considering some ideas of important features of vocabulary. If possible, have students share their vocabulary notes or notebooks.

2. Video comprehension #1 (30')

- Direct students to watch the video (up to 09:38) and take notes.
- Give out the handout and have students (in pairs) complete Task 2. Students may need to work together. Alternative approaches: (a) watch the video a second time; (b) give out handout first, pause after each feature and elicit answers.
- Move on to Task 3, to make sure students understand which skill each feature is important for (most are for speaking and writing, i.e. productive skills).
- Go through answers with students.

3. Video comprehension #2 (15')

- Students watch the remaining part of the video (09:38 to end).
- Students complete Task 4.
- Go through answers with students.

NOTE: If 1 + 2 take too long, 3 can be left to another lesson.

4. Extension activities

- Give students one or more words. Have them conduct detailed study of those words, using dictionaries or online sources. If possible, set exercises for students to complete to test knowledge of the words.
- Have students explore frequency information of words, using the academic word profiler shown in the video:

<https://www.eapfoundation.com/vocab/profiler/singleword/>