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# BUILDING ACADEMIC VOCABULARY UNIT 2E

WEEK 3

LESSON 4 –ASYNCHRONOUS  
TASK





# LESSON OBJECTIVES



## WHAT IS ACADEMIC VOCABULARY?

In 1 minute, list as many academic words as you can.

# ACADEMIC VOCABULARY

|              |                               |
|--------------|-------------------------------|
| Concepts     | e.g. research, theory ...     |
| Actions      | e.g. allocate, constitute ... |
| Reporting    | e.g. argue, claim ...         |
| Perspectives | e.g. economic, social ...     |
| Qualities    | e.g. subjective, specific ... |
| Evaluation   | e.g. likely ...               |

# TASK 1

- 1 Read the text and find the following academic words. Notice how the form of each word may change to fit the grammatical context.

medicine   role   advocate   enable   social   achieve   environment  
dominate   specific   inform   cause   provide   condition

## Child public health in the twentieth century

Although the medical profession played a role in advocating and enabling change, the improvements in child public health that occurred in the eighteenth and nineteenth centuries were achieved almost entirely through changes to the social and environmental conditions in which children lived. During the twentieth century, particularly the latter half, public health was also informed by advances in understanding of the causes of disease and the development of medical practice. Indeed, public health practice became increasingly dominated by the provision of medical services and by attempts to prevent or treat specific diseases and conditions.

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SOURCE: Blair, M., Crowther, R., Stewart-Brown, S., & Waterston, T. (2010). pp.111. *Child Public Health* (2nd ed.). Oxford: Oxford University Press.



# CLASSIFY ACADEMIC WORDS IN 1 USING THE FOLLOWING CATEGORIES.

- 1 I know this word and use it regularly in my spoken and written work.
- 2 I think I understand this word, but I don't use it.
- 3 I recognize this word, but I'm not sure about its meaning.
- 4 I don't think I've seen this word before and I don't know it.

- Medicine
- Role
- Advocate
- Enable
- Social
- Achieve
- Environment
- Dominate
- Specific
- Inform
- Cause
- Provide
- Condition

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# WORK IN GROUPS AND COMPARE YOUR ANSWERS.

■ The best known words:

■ The least known words

# TASK 2. RECORDING INFORMATION ABOUT ACADEMIC VOCABULARY

**1 Decide which two strategies for learning vocabulary are most useful.**

1 writing translations of words

4 making lists of words

2 highlighting words in texts

5 using word cards

3 writing words in a notebook


6 using electronic devices

**2 How do you decide which words to learn? Which strategies do you use?**





|                                |  |  |  |
|--------------------------------|--|--|--|
| <b>advocate</b>                |  | 'ædvəkeɪt/ (n. and v. diff. pronunciation) |  |
| word class                     | verb   | pronunciation                              | pronunciation)   |
| definition                     | Support smt  | translation                                | Отстаивать, поддерживать   |
| example                        | The report did not advocate the use of force in such circumstances |  |  |
| similar words (synonyms)       | Support, back, promote   | opposite words (antonyms)                  | Oppose, discourage   |
| related words (in same family) | Advocate-n., advocacy  | collocations                               | Advocate the use of force/violence; a course of action/plan; free speech |

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- What new things have you learnt today?
  - Recall some new words you've learnt in the lesson
  - Is there anything you didn't understand in the activities or the text?
  - Could you participate in each activity?
  - Do you have any questions?

# LESSON REFLECTION

# *TEST YOUR KNOWLEDGE!*

Now, go to your assignments in MS Teams. Check your knowledge by taking the quiz that your instructor assigned

<https://forms.office.com/Pages/ResponsePage.aspx?id=8xWPFeCDBkmCTGm9xQ2dYcAmYROuce5NkXnSZdrpithUQ0s4UljFVEhDRDFPSU1FTkZUR1g2U0dZSSQIQCNjPTEu>





THANK YOU FOR  
PARTICIPATING !