



**HELLO, DEAR DOCTORIAL STUDENTS!**



**Subject: “Academic writing” (Doctorial students)**

**Type of the lesson:**



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**Department:” Aviation English”**

**WELCOME, TO THE  
LESSON!**

**THANK YOU FOR  
ATTENDING THE LESSON!**



***DEAR STUDENTS!***

**HELLO! We are going to have an interactive lesson using PEAR DECK platform! There is a link :**

**[https://app.peardeck.com/student/tevrtgagm\\_kmauoq](https://app.peardeck.com/student/tevrtgagm_kmauoq)**



**WILL YOU ANSWER TO THE BRAINSTORMING questions:**

**1. What are the pictures and words meant for you? 2. Predict the content of the lesson, please. You are given 5 minutes! Write your responses!**



*fall*

*autumn*



*dissertation is for a PhD*

*thesis is for a PhD*



*trunk*

*boot (of car)*



*a graduate student*



*Master's degree is a postgraduate*



*neighbor*

*neighbour*



*teaching is mainly done by professors and assistant professors.*



*is done by lecturers*

**What do you think  
about topic ?**

**Write your responses, you are given 3  
minutes!**



Students, write your response!

Peer Deck Interactive Slide  
Do not remove this bar



# Stress Check



**I'm in a  
good space  
and can  
focus**

**Something is  
bothering me,  
but I can still  
focus**

**I can't manage my  
emotions or  
behaviors right  
now**



Students, drag the icon!

Pear Deck Interactive Slide  
Do not remove this bar



## **AIMS ARE:**

- to develop critical thinking, discuss, practice by doing, or teach others.
- to truly tap into higher-order learning and thinking, analyzing, evaluating and creating.

## **Learning Objectives:**

- understanding the subject and the Written British and American English;
  - mastering the key differences of written British and American English.
- a) Vocabulary
  - b) Spelling
  - c) Academic language
  - d) Punctuation

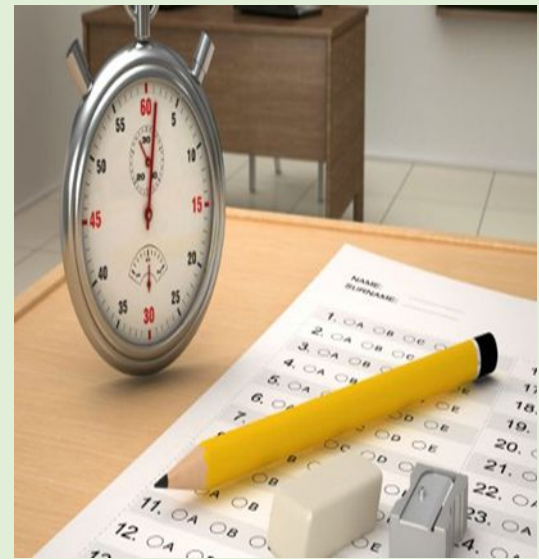
## **Learning Outcomes:**

By the end of the lesson Doctoral students will be able to:

- understand the subject;
  - remember the differences of the Written British and American English:
- a) Vocabulary
  - b) Spelling
  - c) Academic language
  - d) Punctuation
- enrich academic vocabulary and extend grammar range;

## LESSON PLAN

1. Introduction to the subject. Academic Writing Quiz
2. Development of speaking skills (Brainstorming)
3. Work with vocabulary differences between Written British and American English.
4. Academic language differences between Written British and American English.
5. Conclusion
6. Feedback
7. Home-work



# KEY WORDS



*Key words and phrases: vocabulary ,spelling, punctuation ,differences, the Written British and American English, Academic language*





**Introduction to the subject.** How much do you know about academic writing? Let's write **Academic Writing Quiz:**

1. The main difference between academic writing and other writing is that academic writing:
  - a) uses longer words
  - b) tries to be precise and unbiased
  - c) is harder to understand
2. The difference between a project and an essay is:
  - a) essays are longer
  - b) projects are longer
  - c) students choose projects' subjects
3. Teachers frequently complain about students:
  - a) not answering the question given
  - b) not writing enough
  - c) writing in pencil
4. The best time to write an introduction is often:
  - a) first
  - b) last
  - c) after writing the main body

# Procedure of the Lesson:

**Introduction to the subject.** How much do you know about academic writing? Let's write **Academic Writing Quiz:**

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3. Teachers frequently complain about students:
  - a) not answering the question given
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4. The best time to write an introduction is often:
  - a) first
  - b) last
  - c) after writing the main body

**5** The purpose of an introduction is:

a) to give your aims and methods b) to excite the reader c) to summarise your ideas

**6** Making careful notes is essential for:

a) writing essays b) revising for exams c) all academic work

**7** An in-text citation looks like:

a) (Manton, 2008) b) (Richard Manton, 2008) c) (Manton, R. 2008)

**8** Paraphrasing a text means:

a) making it shorter b) changing a lot of the vocabulary c) adding more detail

**9** Paragraphs always contain:

a) six or more sentences b) an example c) a topic sentence

**10** Proof reading means:

- a) getting a friend to check your work
- b) checking for minor errors
- c) rewriting

**11** Teachers expect students to adopt a critical approach to their sources: a) sometimes b) only for Master's work c) always

**12** This punctuation mark(') is called:

- a) comma
- b) colon
- c) apostrophe

**13** A suitable synonym for 'business' is:

- a) firm
- b) organization
- c) outfit

**14** 'Progress' and 'research' are both nouns. What kind of noun?

- a) countable
- b) uncountable
- c) proper

**15** An abstract is normally found:

- a) on the back cover of books
- b) before journal articles
- c) in exam questions



**16** The word 'unreliable' contains:

- a) A prefix
- b) a suffix
- c) both

**17** When making notes you should always include:

- a) your own ideas
- b) a full reference
- c) the date

**18** A pie chart is used to show:

- a) changes in time
- b) proportion
- c) structure of an organisation

**19** Acknowledgements are generally used:

- a) to admit possible errors
- b) to suggest more research
- c) to thank people who helped

**20** The conclusion to an article usually includes:

- a) Results of the study
- b) Additional data
- c) references



## **SPEAKING**

1. Discuss the following

### **Brainstorming questions**


- a. Do academic writers in Australia, New Zealand and many other English-speaking areas tend to use British English or American English?
- b. In what country American English is more common?



## **VOCABULARY**

1. Write down as many list of words and word phrases as you can and know associate with `academic writing`. Work individually, in pairs, in groups, and remember. For example: purpose, types,/ a piece of research/....

Are there any vocabulary differences between Written British and American English? Predict.

2.  1. Write true 😊 (T) or false 😞 (F). Choose the vocabulary items British (UK) or American (US) English.

	Vocabulary	T	F
1	Autumn (UK)	😊	
2	Fall (UK)		
3	Tap (US)		
4	Faucet (UK)		
5	boot (of car) (US)		
6	Trunk (UK)		
7	Nappy (UK)		

	Vocabulary	T	F
8	diaper (US)		
9	Vest is worn under a shirt in the (US)		
10	Vest is the part of a three-piece suit worn under a jacket in the ( UK)		
11	SPELLING		
12	Neighbour (US)		
13	Neighbor (UK)		
14	sanitise, modernize (US)		
15	sanitize , modernize(UK)		
16	Metre, theatre(UK)		
17	Meter andtheater (US)		



## Let`s see some the vocabulary differences between British (UK) and American (US) English

1 There are many vocabulary items which (e.g. **autumn** [UK] and **fall** [US]). However, these are mainly well known and widely understood. But the two main problematic variations in everyday vocabulary are:

a) words which are not commonly understood in both countries (e.g. **tap** [UK] and **faucet** [US]). Other examples: **boot (of car)** (UK) and **trunk** (US)/**nappy** (UK) and **diaper** (US).

b) Words with different meanings in each country (e.g. **vest** is worn under a shirt in the UK, but in the US it is the part of a three-piece suit worn under a jacket). For a full list of differences see:

<https://en.oxforddictionaries.com/usage/britishand-american-terms>

[https://vk.com/video-93166146\\_456240934](https://vk.com/video-93166146_456240934)



**Spelling differences** between Written British and American English. Remember!

- a) In American English the 'u' is commonly dropped from words ending in -our (e.g. *neighbour* becomes *neighbor*).
- b) Words ending in -ise or -yse in British English (e.g. *sanitise*, *modernise*) change to *sanitize* and *modernize* in American English.
- c) A group of technical nouns such as *haemophiliac* and *foetus* lose the 'ae' or 'oe' in American English and become *hemophiliac* and *fetus*.
- d) British English spells the noun *practice* but the verb *practise*. In American English both forms are spelt with a 'c'.
- e) Many words ending in -re in British English (e.g. *metre*, *theatre*) become *meter* and *theater* in American English.

For more information:

[https://yandex.kz/video/preview?text=Spelling%20differences%20between%20Written%20British%20and%20American%20English.&path=wizard&parent-reqid=1600596174092779-1043170989524447799600188-production-app-host-man-web-yp-64&wiz\\_type=vital&filmId=10685647552871002479](https://yandex.kz/video/preview?text=Spelling%20differences%20between%20Written%20British%20and%20American%20English.&path=wizard&parent-reqid=1600596174092779-1043170989524447799600188-production-app-host-man-web-yp-64&wiz_type=vital&filmId=10685647552871002479)

## **Academic language differences between Written British and American English.**

There are many minor variations between the language of the educational systems of Britain and the US. These are some of the more important:

- a) In Britain students read/do/study a subject. In the US they study or major in a subject (the latter as the main part of a two-part degree).
- b) Most teaching in UK universities is done by lecturers, while a professor is a senior position. In US colleges and universities teaching is mainly done by professors and assistant professors.
- c) In Britain a thesis is the paper submitted for a PhD. This is called a Dissertation in the US. (In the UK a dissertation may be written for a Master's degree).

d) A college in the UK is usually any post-school institution which provides mainly vocational training, but doesn't award degrees (but a few universities such as Oxford are organized in colleges). In the US a college is usually part of university and does give first degrees.

e) Someone studying for a Master's degree in the UK is a postgraduate, while in the US they are a graduate student.

f) Students in Britain sit or take exams, in America exams are just taken.

Before taking an exam, British students may revise the subject, but in the US they review the topic. UK students generally receive marks for their work, while American students get grades.



## PUNCTUATION DIFFERENCE OF BRITISH AND AMERICAN ENGLISH

a) In Britain quotations are shown by single quotation marks, while nested quotations (those inside quotations) use double. In the US the convention is the opposite. UK: As Kauffman remarked: 'His concept of "internal space" requires close analysis'. US: As Kauffman remarked: "His concept of 'internal space' requires close analysis." Note that in British English the full stop comes after the quotation marks, while in the US it is inside.

b) In American English the 'Oxford comma' is standard (i.e. the comma before the final 'and' in a list): ... typhus, cholera, tuberculosis, and smallpox were all endemic in the nineteenth-century slum.



## CONCLUSION



**Let`s conclude our topic.**

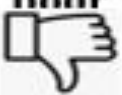



- 1.You wrote Academic Writing Quiz to know How much do you know about academic writing.**
- 2.You developed speaking skills by discussing the brainstorming questions which you were asked:Do academic writers in Australia, New Zealand and many other English-speaking areas tend to use British English or American English? In what country American English is more common?**
- 3. We worked with vocabulary. You enriched your vocabulary by writing down list of words and word phrases and doing exercises associate with `academic writing`. 4. We discussed about Academic language differences between Written British and American English and vocabulary, punctuation, spelling, differences of British and American English.**

**Assess your today`s job! Use the phrases given in the table.**

**MY SELF EVALUATION**

Name, group \_\_\_\_\_

Date \_\_\_\_\_ Here`s how I think I`m doing:

ASSESSMENT	LEVEL REACHED			
	poor 	fair 	good 	excellent 
I followed the teacher`s direction				
I listened when others were speaking				
I did my homework and turn it in on time				
I tried my best on all of my work				
I completed all my classwork				
I am a good player.				
I am responsible (My group mates and the teacher can count on me)				
I enjoyed the task				

<b>I understood the most details in the text</b>				
<b>I guessed the meaning of the unknown words or phrases by using the fix-up strategies</b>				
<b>I used the dictionary when necessary.</b>				
<b>I read without stopping too much.</b>				
<b>I could write questions about the text without any problems</b>				
<b>I could write the most important ideas in the text without any problems</b>				
<b>I can share the main ideas of the text using the new vocabulary and with correct grammar with the teacher and with my groupmates</b>				





# Self-Assessment Starters

Use these sentence starters when you're assessing your own work:



## I now know/I need to know:

I understand this topic well because...

I need some help with...

I did well today because...

What I don't yet understand is...

WWW

## What went well:

The things that I did well were...

I am very proud of...

I feel I did well with...

The best part of my work is...



## Even better if:

To improve my work I need to...

In future I will endeavour to...

Next time I work on this topic I need to...

My next step is...

# Quick Peer Evaluation Form

Name \_\_\_\_\_ Class Period \_\_\_\_\_ Date \_\_\_\_\_

Write the names of your group members in the numbered boxes. Then, assign yourself a value for each listed attribute. Finally, do the same for each of your group members and total all of the values.

Values: 5=Superior 4=Above Average 3=Average 2=Below Average 1=Weak

Attribute	Myself	1.	2.	3.	4.
Participated in group discussions.					
Helped keep the group on task.					
Contributed useful ideas.					
How much work was done.					
Quality of completed work					
<b>Totals</b>					

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# Group Self Evaluation Checklist

Name \_\_\_\_\_ Class Period \_\_\_\_\_ Date \_\_\_\_\_

Topic of Study \_\_\_\_\_ Group Members' Names \_\_\_\_\_

As a team, decide which answer best suits the way your team worked together. Then, complete the remaining sentences.

**We finished our task on time, and we did a good job!**

YES  NO

**We encouraged each other and we cooperated with each other.**

YES  NO

**We used quiet voices in our communications.**

YES  NO

**We each shared our ideas, then listened and valued each other's ideas.**

YES  NO

**We did best at**

**Next time we could improve at**

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## HOME WORK: TASK 1



Watch and listen the videos , using these videos write a short essay about “American and British English differences”

[https://vk.com/video-93166146\\_456240934](https://vk.com/video-93166146_456240934)

&text=PUNCTUATION+DIFFERENCE+OF+BRITISH+AND+AMERICAN+ENGLISH&url=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DHwygSItdv9Q

<https://www.youtube.com/watch?v=NdJQdt3xkFQ>



## HOME WORK WORK 2 READING

1. Read the texts from textbook “A Handbook for International Students” Fifth edition Stephen Bailey, 2018 pages 40-55.

Speak of brainstorming questions:

1. Do academic writers in Australia, New Zealand and many other English-speaking areas tend to use British English or American English?
2. In what country American English is more common?
3. Do you know the purpose of AW?
4. What features of academic writing do you know?
5. What common types of academic writing can you name?
6. Do you know the format of short and long writing tasks?
7. What components of academic writing do you know?



**THE LESSON IS OVER!**

**THANK YOU!**



**YOU HAVE DONE A GREAT JOB!**

**YOU ARE THE BEST!**

**YOU ARE THE NICEST!**

**YOU ARE THE CLEVEREST!**



Written feedback gives students notes about what they are doing well and what specifically they can work on. It might even include a suggestion on how to improve a particular skill.

Remember when you finished a class in college and you were given the chance to 'grade' the professor? How nice was it to finally tell the professor that the reading material was so incredibly boring without worrying about it affecting your grade? Why not let students give you feedback on how you are doing as a teacher?

Make it so that they can do it anonymously. What did they like about your class? What didn't they like? If they were teaching the class, what would they do differently? What did they learn the most from you as a teacher? If we are open to it, we will quickly learn a few things about ourselves as educators. Remember that feedback goes both ways and as teachers it is wise to never stop improving and honing our skills as teachers.