

Academic English: A Definition

Academic English is often considered relatively formal complex English that conveys ideas in a precise and objective manner. It is generally acknowledged to include the essential skills such as the observance of reference systems, the synthesis of associated scholars and the ability of critical evaluation. Essential academic vocabulary, phrases and grammatical complexity are often used traditionally in academic dialogue and text. Specifically, Academic English refers to words and practice that are not necessarily common or frequently encountered in informal conversation and circumstances.

What is Academic English?

- Academic English is quite **(1) different** _____ that which you use in everyday situations.
- Academic English is kind of English you **(2) need** _____ your studies.
- Academic English is the type of English you need for **(3) writing** _____ your subject.
- Academic English is important, as it is **(4) used** _____ :
 - ▶ describe an object or situation
 - ▶ describe a process or how something works
 - ▶ explain something.
- Much of Academic English is about expressing the **(5) relationship** _____ ideas.
- Users of good Academic English aim to be as clear, precise and simple as possible. They **(6) think** _____ what those they are **(7) speaking** _____, or those they are **(8) writing** _____, know already, and aim to guide them towards less familiar areas and topics.
- The ability to use Academic English, and/or **(9) write** _____ an academic style, is an important skill to develop as **(10) part** _____ your university studies.
- The **(11) Main features** _____ Academic English:
 - ▶ usually formal in tone and impersonal in style
 - ▶ avoids contractions such as won't, doesn't or it's
 - ▶ avoids using a linking word such as 'and' or 'but' **(12)** _____ the beginning of a sentence
 - ▶ avoids personal pronouns such as I, me, you, your, us, we
 - ▶ tends to be cautious when explaining findings, using expressions such as: 'may', 'it is possible that...', 'could'

Introduction to Academic Vocabulary

"Types" of Vocabulary

Academic texts include three main types of vocabulary.

- (G) general vocabulary:** words that are also commonly used in everyday language.
EXAMPLES:
beyond / different / growing / Hispanic / likely / necessary
- (A) academic vocabulary:** words that are commonly used in many different academic subjects, but are less common in everyday language.
EXAMPLES:
conclusions / debate / methods / proficiency / transformation
- (S) specialized vocabulary:** words that are used mainly in particular academic subject areas, but may be more rare in other subjects or in everyday language.
EXAMPLES:
dichromium / ethnomusicological / quintuple

- **PRONUNCIATION:** how to pronounce the word
→ e.g., pronOUnce v pronUnciation
- **SPELLING:** how to spell the word [including whether it is **BrE** British English or **AmE** American English spelling]
→ e.g., oCCuRREnce **NOT** occurrance **NOT** occurrance **NOT** occurrince
- **GRAMMATICAL PATTERNS:** whether the word is a noun, verb, adjective etc. and in which patterns it occurs
→ e.g., analyze [AmE] / analyse [BrE] v analysis v analyses ← **CAN YOU PRONOUNCE THESE WORDS CORRECTLY?**
- **COLLOCATIONS:** which other words it typically occurs with frequency; how common the word is
→ e.g., "do" homework NOT 'make' homework
- **REGISTER:** which type of language the word is used in, letters / reports, spoken / written biology / business / etc.
→ e.g., "buy" and/or "get" are **INFORMAL** v "purchase" which is considered more **FORMAL**
- **MEANING:** what the word means (including the ability to explain it and/or offer synonyms)
→ e.g., the word "degree" = (1) an amount of something (2) a unit for measuring the size of an angle (3) a recognition awarded by a university
- **FORMATION:** what other forms of the word are there (including prefixes & suffixes)
→ e.g., interest [noun] - interest [verb] - interested [adj.] - interesting [adj.] - interestingly [adv.] - disinterested [adj.] - uninterested [adj.]
- **CONNOTATIONS:** what meanings, other than main meaning a word has (e.g. Is it a positive or negative word?)
→ e.g., the synonyms "tough" (usually has negative connotation) v "challenging" (usually has positive connotation)

PRACTICE: Word Forms / Grammatical Patterns

Look at the words below and decide which one belongs in the sentence that follows.

You need to decide which form of the word to use [verb, noun, adjective, etc.] as well as the tense):

- EXAMPLE:** (0) The research company was founded by a group of ____ from Stockholm University.
- | | | | |
|-------------|------------|-----------------|-----------------|
| a) academic | b) academy | © academics | d) academically |
| [adjective] | [noun] | [noun - people] | [adverb] |

↪ **NOTE: "academical" is Czenglish, not English**

- (1) She was young and she was wearing student-type clothes so I ____ she was studying here.

- | | | | |
|------------------|----------------------|---------------|---------------|
| a) assume | b) assumed | c) assumption | d) assumption |
| [base-form verb] | [verb in past tense] | [noun] | |

↑ **NOTE: not a word in English**

↪ **NOTE: there is NO COMMA before the word "that"**

- (2) The company is ____ that it is not responsible for the pollution in the river.

- | | | | |
|----------------------------|----------|-----------------|--------------|
| a) claiming | b) claim | c) claimant | d) claimable |
| [verb in continuous tense] | [noun] | [noun - person] | [adjective] |

- (3) The account requires a minimum ____ of €1,000.

- | | | | |
|------------------|----------------------------|---------------|----------------|
| a) invest | b) investing | c) investment | d) investition |
| [base-form verb] | [verb in continuous tense] | [noun] | |

↑ **NOTE: not a word in English**

- (4) ____ her injuries were more severe than it first appeared, and she is now in a coma.

- | | | | |
|-------------|-------------|-------------|--------------|
| a) evidence | b) evident | c) eventual | d) evidently |
| [noun] | [adjective] | | [adverb] |

↑ **NOTE:**

not a form of the word

NOTE: it is ↓NOT↓ "the way how it works"

- (5) Could you give me a quick ____ of how it works? → "way" and "how" are **NEVER** used together in English

- | | | | |
|------------------|----------------------|----------------------------|----------------|
| a) explain | b) explained | c) explaining | d) explanation |
| [base-form verb] | [verb in past tense] | [verb in continuous tense] | [noun] |

- (6) Submissions must be your own work. Reproduced and ____ works are not acceptable.

- | | | | |
|---------------------|-----------------------|----------------------|-----------------|
| a) plagiarize (AmE) | b) plagiaris <u>m</u> | c) plagiarized (AmE) | d) plagiarist |
| plagiarise (BrE) | [noun] ↑ | plagiarised (BrE) | [noun - person] |
| [verb] | | [verb in past tense] | |

NOTE: NEVER with Z

~~plagiarizm~~

[adjective]

AmE = American English

BrE = British English

PRACTICE: Academic Vocabulary / Word Formation

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NOTE: This part looks EXACTLY like it will on the B2 Exam...EXCEPT there will be 12 instead of 25

Complete the following sentences (1 - 25) by filling in the blank spaces with **the proper form of the word given for that sentence**. (ONE word per blank space: DO NOT add any words [e.g. prepositions]).

IMPORTANT – Use the correct form

⬅ of THIS word . . . ⬇ . . . ⬇ HERE ⬇ . . . in THIS sentence

- | | | |
|-----------------|---|--|
| (1) ABLE | → | He has the _____ to do the work. |
| (2) KNOWLEDGE | | The students _____ the authority of the student council. |
| (3) ANALYZE | | The book is an _____ of poverty and its causes. |
| (4) ASSOCIATION | | I have never _____ myself with political extremism. |
| (5) COMPLEX | | It is difficult to convey the sheer _____ of the situation. |
| (6) CONSIDER | | The number thirteen is traditionally _____ to be unlucky. |
| (7) CONVERSE | | He apologized for interrupting our _____. |
| (8) ESSENTIALLY | | Mistakes are an _____ part of education. |
| (9) EVALUATE | | We need to carry out a proper _____ of the new system. |
| (10) FACT | | She gave a clear, _____ account of the attack to the police. |
| (11) FREQUENT | | She's written a program to find words which _____ occur together. |
| (12) GRAMMAR | | These sentences all have the same _____ pattern. |
| (13) JUSTIFY | | Are you sure that these measures are _____? |
| (14) LITERATURE | | Her internationally acclaimed novel has won several _____ prizes. |
| (15) MEASURE | | We should take many _____ to stop pollution. |
| (16) NECESSARY | | The vaccination doesn't _____ make you completely immune. |
| (17) OBJECT | | I can't really be _____ when I'm judging my daughter's work. |
| (18) OBSERVE | | Local councils should use their powers to ensure strict _____ of laws. |
| (19) OPINION | | People tend to have strong _____ on capital punishment. |
| (20) PRECISION | | She gave me clear and _____ directions. |
| (21) REASON | | It would be _____ to expect them to do all that work for free. |
| (22) REFER | | She made no _____ to her illness but only to her future plans. |
| (23) RELATIVE | | Installing the program is _____ straightforward. |
| (24) SPECIFIC | | The book was written _____ for children. |
| (25) TRADITION | | The festival is _____ held in May. |

DID you spell all of the words correctly?

DO you know any other forms of the words?

CAN you correctly pronounce these words?

SOME COMMONLY MISPELLED WORDS (in B2 courses, and on B2 Exam):

- | | |
|------------------|---|
| • accommodate | Common misspellings: acommodate, accomodate |
| • acknowledgment | Common misspelling: acknowledgement |
| • advice [noun] | Common misspelling: advise [verb] |
| • advisable | Common misspelling: adviseable, adviceable, advicable |
| • apparent | Common misspellings: apparant, aparent, apparrent, aparrent |
| • beneficial | Common misspelling: benefitial |
| • occurred | Common misspelling: occured |
| • occurrence | Common misspellings: occurance, occurance, occurence |
| • plagiarism | Common misspelling: plagiarizm |
| • referred | Common misspelling: refered |
| • relevant | Common misspellings: relevent, revelant |
| • separate | Common misspelling: seperate |
| • successful | Common misspellings: succesful, successfull, sucessful |
| • writing | Common misspelling: writting |

TIERED VOCABULARY: WHAT IS IT, AND WHY DOES IT MATTER?

TIER 1: General Vocabulary (— Basic Vocabulary)

Tier one words are high frequency words, used over and over again in the course of general conversation. Because tier one words are basic everyday words, most of them are learned through oral communication with family members, peers, or teachers. There is no need for specific instruction with tier one words (and they typically do not have multiple meanings).

Examples of tier one words include *table*, *happy*, *baby*, and *clock*.

TIER 2: Academic Vocabulary (— High Frequency/Multiple Meaning Vocabulary)

Tier two words are cross-curricular words, appearing frequently across topics and content areas. Tier two words are not common words used in conversation, making them ideal candidates for direct instruction. In addition to being cross-curricular, tier two words often have multiple meanings, making them an integral component of reading comprehension. The more students learn high utility (tier two) words, the better they will be able to comprehend text that contains those words.

Examples of tier two words include *complex*, *analyze*, *restrict*, *ultimate*, and *foundation*.

TIER 3: Specialized Vocabulary (— Low-Frequency, Context-Specific Vocabulary)

Tier three words consists of low frequency words that occur in specific domains. Tier three words are central to understanding concepts within various academic subjects or domains (domains include subjects in school, hobbies, occupations, geographic regions, technology, weather, etc).

Examples of tier three words include *molecule*, *tundra*, and *legislature*.

SOME DIFFERENCES BETWEEN BRITISH AND AMERICAN ENGLISH

It is important to note that while your preference for one or the other (BrE or AmE) is your own, you must be consistent in your usage.

SPELLING:	British English (BrE)	American English (AmE)
	-oe/-ae- (e.g. anaemia, diarrhoea, encyclopaedia)	-e- (e.g. anemia, diarrhea, encyclopedia)
	-t (e.g. burnt, dreamt, leapt)	-ed (e.g. burned, dreamed, leaped)
	-ence (e.g. defence, offence, licence)	-ense (defense, offense, license)
	-ell- (e.g. cancelled, jeweller, marvellous)	-el- (e.g. canceled, jeweler, marvelous)
	-ise (e.g. appetiser, familiarise, organise)	-ize (e.g. appetizer, familiarize, organize)
	-l- (e.g. enrol, fulfil, skilful)	-ll- (e.g. enroll, fulfill, skillfull)
	-ou (e.g. colour, behaviour, mould)	-o (e.g. color, behavior, mold)
	-re (e.g. metre, fibre, centre)	-er (e.g. meter, fiber, center)
	-y- (e.g. tyre)	-i- (e.g. tire)
VOCABULARY:	British English (BrE)	American English (AmE)
	trousers	pants
	flat	apartment
	bonnet (the front of the car)	hood
	boot (the back of the car)	trunk
	lorry	truck
	fizzy drink	soda / pop
	postbox	mailbox
	chemist	drugstore
GRAMMAR:	British English (BrE)	American English (AmE)
collective nouns	Can be either singular or plural - although the plural form is most often used (e.g. The band are playing).	Generally considered singular (e.g. The band is playing).
verbs	Use 'got' as the past participle of 'get' Use 'hot' as a verb (e.g. Things are 'hotting' up).	Continue to use 'gotten' Use the verb 'heat' (e.g. Things are 'heating' up). (OR - e.g. Things are <u>getting</u> hotter).
prepositions	'At' the weekend. They live 'in' Main Street. The classroom is 'in' the third floor.	'On' the weekend. They live 'on' Main Street. The classroom is 'on' the third floor.
PRONUNCIATION:	British English (BrE)	American English (AmE)
	advertisement = /əd'vɜː.tɪs.mənt/	advertisement = /əd.vɜː'taɪz.mənt/
	algae = /'æl.giː/	algae = /'æl.dʒiː/
	renaissance = /rə'nei.səns/	renaissance = /'ren.ə.sɑːns/

A Note on Prepositions:

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Prepositions are often called the biggest small words in English because although they are generally short words, they are very **important to** the meaning of the sentence. A misused preposition can make **a big difference between** a clearly stated sentence and a confusing jumble of words. When used properly, however, prepositions provide the glue between **parts of** a sentence - this allows you to share your scientific research more precisely and professionally.

There are hundreds of prepositions in the English language. Understanding how to use each one may seem a bit frightening. Most of these prepositions **fall into** one of three categories: those denoting space (place, position, or direction), time, or other relationships. Some prepositions are formed using two or three words – like “across from” or “in front of.”

PREPOSITION PRACTICE :

Complete the following sentences (1 - 15) by filling in the blank spaces with the proper preposition. You may use **ONLY ONE** word for each blank space.

The research company was **founded** (1) _____ a group of academics from Stockholm University.

The company claims (that) it is not **responsible** (2) _____ the pollution in the river.

Apart (3) _____ the color, the two devices were indistinguishable.

Evidently her injuries were more severe than it first appeared, and she is now (4) _____ **a coma**.

Could you give me a quick **explanation** (5) _____ how it works?

She gave a clear, factual **account** (6) _____ the attack to the police.

People **tend** (7) _____ have strong **opinions** (8) _____ capital punishment.

The government will **provide** temporary accommodation (9) _____ up to three thousand people.

It would be unreasonable to expect them to do all that **work** (10) _____ **free**.

Most people **associate** this brand (11) _____ good quality.

I **apologize** (12) _____ being late.

These books are obviously **written** (13) _____ a young readership.

Have you **thought** (14) _____ what job you are going to do?

Tell me what happened - start (15) _____ **the beginning**.

IMPORTANT 'TO' or 'FOR'?

IMPORTANT TO refers to something one values or holds in great esteem.

- *My parents are important to me.*
- *Her job is very important to her.*

IMPORTANT FOR refers to a cause, e.g. It's important for my health/success etc.

- *Sunlight is important for plant growth.*
- *Water is important for survival.*

DIFFERENCE 'BETWEEN' 'AMONG'

Use BETWEEN when referring to one-to-one relationships.

- *Can you tell the difference between apes and monkeys?*

Use AMONG when referring to indistinct or nonspecific relationships.

- *Kraut's study looked at the similarities and differences among managerial jobs.*

DIFFERENCE 'OF' or 'IN'

Use OF when trying to determine what the quantity of the difference is.

- *There is a difference of 6 inches between the length of this board and the length of that board.*
- *There is a difference of 1300 feet between the heights of those two mountains.*

Use IN when talking about the property that is being compared between two things.

- *What is the difference in length between my this board and that board?*
- *What is the difference in height between those two mountains?*
- *There is a slight difference in meaning between 'shift' and 'move'.*

DIFFERENT 'FROM' 'THAN' or 'TO'?

The adjective different means 'not the same'. When comparing two or more items, it is usually followed by FROM.

DIFFERENT TO is also used, especially in speaking:

- *Adam is so different from/to his brother.*
- *This house is very different from/to your last one.*

It is more common to say DIFFERENT THAN in American English than in British English:

- *This tea tastes very different than the one I usually drink. (or ... very different from/to the one I usually drink)*

In British English, people often say DIFFERENT THAN before a clause, but many speakers consider this to be incorrect:

- *His accent is different now than before he went to Australia. (or ... different now from before he went to Australia.)*

COMPARED 'WITH' or 'TO'

Use WITH when comparing similar things.

- *Male unemployment was 14.2%, compared with 5.8% for women .*
- *Compared with other children of the same age, Robert is very tall.*

Use TO when comparing dissimilar things.

- *The amount of money raised was a drop in the ocean compared to what we needed.*
- *Nausea and tiredness were nothing compared to the emotional pain she was feeling.*

EXPLANATION 'OF' or 'FOR'

Use OF for a description.

- *Could you give me a quick explanation of how it works?*

Use FOR for a reason.

- *What was her explanation for why she was late?*

PART 'OF' or 'IN'?

PART OF (SOMETHING) means a separate piece of something, or a piece that combines with other pieces to form the whole of something:

- Part of the money will be spent on a new playground.
- Part of the castle was destroyed by fire.
- For part of the day, you will be outside doing practical work.

(A) PART IN means one of the characters in a film, play, or dance, or the words, actions, or movements that are said or done by that character:

- He has a small part in the school play.

IN is mainly used with PART in the phrasal verb 'TAKE PART IN' – meaning to participate.

FALL 'INTO' or 'IN'?

Definition(s) of FALL INTO

1) to go down quickly into (something)

- She fell into the swimming pool.

2) to pass to (a less active or less desirable state or condition)

- This word has fallen into disuse.
- His theories have now fallen into disrepute/disfavor.
- The machinery has fallen into disrepair.

3) to belong in (a particular category or range)

- His creative output falls into three distinct categories.

4) to be caught in (a trap)

- We fell into a trap.

5) to begin to do or experience (something) or to be affected by (something) without wanting or trying to

- He fell deeply into debt.
- She fell into her career almost accidentally.
- She fell into the habit of going out for ice cream every night.

Definition(s) of FALL IN

1) to sink inward

- Too much snow caused the roof to fall in.

2) to take one's proper place in a military formation

- The sergeant ordered him to fall in with the other recruits.

3) to concur with / to harmonize with

- He had to fall in with her wishes or she would end the affair.
- It falls in exactly with my views.

4) to begin associating with

- She fell in with a bad crowd.

THINK 'ABOUT' or 'OF'

Use ABOUT when considering something and taking time to think it through.

- Could you give me a quick explanation of how it works?

Use OF when recalling something from memory.

- What was her explanation for why she was late?

MORE about Prepositions:

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The word "preposition" means "positioned before." A preposition sits before a word (either a noun or a pronoun) to show that word's relationship to another nearby word.

Prepositions function as connectors, relating one word to another within a sentence, allowing a speaker or writer to express the link between separate items.

Prepositions can convey information about location, time, or direction or provide details.

→→→→→→→→ →→→→→→→→
↓ ↓ ↓ ↓
EXAMPLES: The duck floated on the surface of the pond.

→→→→→→→→ →→→→→→→→→→→→
↓ ↓ ↓ ↓
The dog ran across the yard and hid between the bushes.

In the first example, the duck floated where? (on the surface) It was the surface of what? (the pond).

In the second example, the dog ran where? (across the yard) The dog hid where? (between the bushes)

FIFTY COMMON PREPOSITIONS				
about	behind	during	off	to
above	below	except	on	toward
across	beneath	for	onto	under
after	beside	from	opposite	underneath
against	besides	in	out	until
along	between	inside	outside	up
among	beyond	into	over	upon
around	but	like	past	with
at	by	near	since	within
before	down	of	through	without

Compound Prepositions: Prepositions consisting of more than one word are called compound prepositions. Some of them are listed in the chart below:

COMPOUND PREPOSITIONS		
according to	by means of	instead of
ahead of	in addition to	in view of
apart from	in back of	next to
aside from	in front of	on account of
as of	in place of	on top of
because of	in spite of	out of

Because prepositions have different meanings, using a particular preposition will affect the way other words in a sentence relate to one another. In the first sentence, for example, notice how each preposition changes the relationship between parade and City Hall.

The parade passed +

{	PREPOSITION
	near
	in front of
	behind
	through
	next to
	around

 + City Hall.

In this sentence, the preposition changes the relationship between girls and gym.

The girls played +

{	PREPOSITION
	behind
	next to
	near
	opposite
	in back of
inside	

 + the gym.

Prepositions of Direction

To refer to a direction, use the prepositions "to," "in," "into," "on," and "onto."

- She drove **to** the store.
- Don't ring the doorbell. Come right **in(to)** the house.
- Drive **on(to)** the grass and park the car there.

Prepositions of Time

To refer to one point in time, use the prepositions "in," "at," and "on."

Use "in" with parts of the day (not specific times), months, years, and seasons.

- He reads **in** the evening.
- The weather is cold **in** December.
- She was born **in** 1996.
- We rake leaves **in** the fall.

Use "at" with the time of day. Also use "at" with noon, night, and midnight.

- I go to work **at** 8:00.
- He eats lunch **at** noon.
- She often goes for a walk **at** night.
- They go to bed **at** midnight.

Use "on" with days.

- I work **on** Saturdays.
- He does laundry **on** Wednesdays.

To refer to extended time, use the prepositions "since," "for," "by," "during," "from...to," "from...until," "with," and "within."

- | | |
|---|---|
| • I have lived in Minneapolis since 2005. | (I moved there in 2005 and still live there.) |
| • He will be in Toronto for 3 weeks. | (He will spend 3 weeks in Toronto.) |
| • She will finish her homework by 6:00. | (She will finish her HW sometime between now and 6:00.) |
| • He works part time during the summer. | (For the period of time throughout the summer.) |
| • I will collect data from January to June. | (Starting in January and ending in June.) |
| • They are in school from August until * May. | (Starting in August and ending in May.) |
| • She will graduate within 2 years. | (Not longer than 2 years.) |

*** NOTE: "till" is spoken / informal English (generally NOT to be used in Academic Writing)**

Prepositions of Place

To refer to a place, use the prepositions "in" (the point itself), "at" (the general vicinity), "on" (the surface), and "inside" (something contained).

- They will meet **in** the lunchroom.
- She was waiting **at** the corner.
- He left his phone **on** the bed.
- Place the pen **inside** the drawer.

To refer to an object higher than a point, use the prepositions "over" and "above." To refer to an object lower than a point, use the prepositions "below," "beneath," "under," and "underneath."

- The bird flew **over** the house.
- The plates were on the shelf **above** the cups.
- Basements are dug **below** ground.
- There is hard wood **beneath** the carpet.
- The squirrel hid the nuts **under** a pile of leaves.
- The cat is hiding **underneath** the box.

To refer to an object close to a point, use the prepositions "by," "near," "next to," "between," "among," and "opposite."

- The gas station is **by** the grocery store.
- The park is **near** her house.
- Park your bike **next to** the garage.
- There is a deer **between** the two trees.
- There is a purple flower **among** the weeds.
- The garage is **opposite** the house.

Prepositions of Location

To refer to a location, use the prepositions "in" (an area or volume), "at" (a point), and "on" (a surface).

- | | |
|--|-------------|
| • They live in the country. | (an area) |
| • She will find him at the library. | (a point) |
| • There is a lot of dirt on the window. | (a surface) |

Prepositions of Spatial Relationships

To refer to a spatial relationship, use the prepositions "above," "across," "against," "ahead of," "along," "among," "around," "behind," "below," "beneath," "beside," "between," "from," "in front of," "inside," "near," "off," "out of," "through," "toward," "under," and "within."

- The post office is **across** the street from the grocery store.
- We will stop at many attractions **along** the way.
- The kids are hiding **behind** the tree.
- His shirt is **off**.
- Walk **toward** the garage and then turn left.
- Place a check mark **within** the box.

SOME COMMON VERB + PREPOSITION COMBINATIONS

ABOUT: worry, complain, read

- He **worries about** the future.
- She **complained about** the homework.
- I **read about** the flooding in the city.

AT: arrive (a building or event), smile, look

- He **arrived at** the airport 2 hours early.
- The children **smiled at** her.
- She **looked at** him.

FROM: differ, suffer

- The results **differ from** my original idea.
- She **suffers from** dementia.

FOR: account, allow, search

- Be sure to **account for** any discrepancies.
- I returned the transcripts to the interviewees to **allow for** revisions to be made.
- They are **searching for** the missing dog.

IN: occur, result, succeed

- The same problem **occurred in** three out of four cases.
- My recruitment strategies **resulted in** finding 10 participants.
- She will **succeed in** completing her degree.

OF: approve, consist, smell

- I **approve of** the idea.
- The recipe **consists of** three basic ingredients.
- The basement **smells of** mildew.

ON: concentrate, depend, insist

- He is **concentrating on** his work.
- They **depend on** each other.
- I must **insist on** following this rule.

TO: belong, contribute, lead, refer

- Bears **belong to** the family of mammals.
- I hope to **contribute to** the previous research.
- My results will **lead to** future research on the topic.
- Please **refer to** my previous explanation.

WITH: (dis)agree, argue, deal

- I **(dis)agree with** you.
- She **argued with** him.
- They will **deal with** the situation.

Prepositional Phrases

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun. The **noun** or **object pronoun** following the preposition is the object of the preposition.

Some prepositional phrases contain just two words- the preposition and its object. Others are longer because they contain modifiers.

EXAMPLES: in **water**
 from the **system**
 in place of the old, broken **antenna**
 inside the large, modern **stadium**

Prepositional phrases convey information about location, time, or direction or provide details.

Read the following blog post and for each of the blank spaces (1 - 40) choose the correct answer (a, b, c or d) from those listed at the bottom of each page. **CIRCLE** your answer (a, b, c or d).

BLOG POST [SOURCE: <https://www.fluentu.com/blog/english/english-for-academic-purposes/>]

Why Study English for Academic Purposes?

Academic English (often referred to as 'English for Academic Purposes') is not just about writing good essays. There are several reasons to explore this field (1) _____ the language, even for those who are not currently students. Here are some key reasons you might study academic English:

- **You are considering studying at an English-speaking university.** In this case, it is crucial to have the vocabulary, the writing skills and the grammar knowledge required for you to succeed (2) _____ the highest level of education.
- **You work in an (3) _____ organization or an academic institution.** You probably communicate a lot with different academic audiences, so you definitely need to be able to speak and understand English for academic purposes.
- **You want to (4) _____ your reading list.** If you enjoy reading non-fiction in English, mastering English for academic purposes will give you access to academic publications and articles that can be pretty difficult to read otherwise!
- **You are interested (5) _____ science and technology.** Mastering vocabulary and publication formats that come with academic English will allow you to read the (6) _____ scientific papers and conference reports. These are difficult for a more casual English learner.
- **You want to improve your writing skills.** If you practice academic English writing, you will see significant improvements (7) _____ the clarity and flow of all your writing, regardless of the circumstances in which you need to use it.

As you can see, the skill of understanding English for academic purposes is useful for everyone, not just university students. So it is time to start overcoming the challenges it presents!

How to Overcome the 4 Biggest Obstacles of English for Academic Purposes

1) Complex Sentence Structure

The first thing you may notice (8) _____ academic writing is the complexity of the sentences that make up most articles, essays and papers. The reason (9) _____ this is simple: academic English favors longer sentences that can better convey complex ideas!

Compare these examples:

"I live in a big house. It was built in the year 2000. It is good for a large family."

"I live in a big house that was built in the year 2000 to accommodate a large family."

Both examples convey the same idea. However, the first example (10) _____ three short sentences to do that. The second example weaves all three points into a single, more complex sentence that is still easy to understand.

English for academic purposes requires that you use more of the (11) _____ rather than the (12) _____. Simple, short sentences may be good in brief essays for your English study group. However, knowing how to construct complex sentences will make you better equipped to deliver complex information (13) _____ your audience, as required in academic English.

- | | | | | |
|------|--------------|--------------|--------------|----------------|
| (1) | a) in | b) with | c) of | d) on |
| (2) | a) at | b) on | c) in | d) with |
| (3) | a) education | b) educating | c) educate | d) educational |
| (4) | a) expansion | b) expand | c) expanded | d) expandable |
| (5) | a) to | b) in | c) about | d) with |
| (6) | a) last | b) late | c) lately | d) latest |
| (7) | a) in | b) to | c) on | d) by |
| (8) | a) on | b) at | c) about | d) to |
| (9) | a) with | b) on | c) for | d) in |
| (10) | a) require | b) requires | c) requiring | d) requirement |
| (11) | a) late | b) later | c) latter | d) latest |
| (12) | a) form | b) former | c) formed | d) formerly |
| (13) | a) to | b) on | c) at | d) by |

- **Simple:** short, with one subject and one verb.
- **Compound:** two connected independent clauses (an independent clause has a subject and verb and expresses a complete thought or idea; an independent clause can stand alone as a sentence).
- **Complex:** one independent clause with at least one subordinate, or dependent, clause (a dependent clause has a subject and verb but does not express a complete thought).

While (14) _____ in academic English, you should try to keep your text or presentation variable and interesting. Even if you are discussing difficult scientific concepts, using a range of different sentence structures is the first step to writing (15) _____ an engaging, readable way.

To practice making your sentences longer and more complex, first think about how you usually create sentences in English. Are your sentences basic, short and choppy? Do they have several clauses? Are your sentences so long that you lose track (16) _____ what you are trying to say?

- **If your sentences are short and choppy**, do not be afraid to make them longer. Just like in our examples above, making a sentence longer does not have to make it more confusing - on the contrary!
- **If you are using several clauses in your sentences already**, that is great! Study up on **punctuation**. Know when to use a comma and when to separate your clauses with a semicolon. Do not be afraid to use colons, parentheses and quotation marks. Oxford Dictionaries has a wonderful and detailed section on English punctuation to help you out.
- Last but not least, **if you (17) _____ with very long sentences**, check your writing for common syntax mistakes. Run-on sentences and comma splices are the most (18) _____, but they are easy to avoid once you understand them!

Mastering the use of conjunctions is very important too. In fact...

2) Conjunctions Are Everywhere

Do you know those short little words that link your sentences nicely together? These are conjunctions. The most common examples include:

and / but / or / nor / so / yet

There are also conjunctive adverbs, such as:

however / therefore / nevertheless / moreover

Academic English speakers and writers are masters (19) _____ using conjunctions and conjunctive adverbs. Why? Because without them, writing complex sentences is almost impossible! As we know, learning to construct beautifully (20) _____ sentences is an important skill for academic English.

Here are some examples:

"I have been studying English for three years; I find it difficult sometimes. I really like reading short stories in English."

These two sentences are just begging to be connected! Using conjunctions is the best way to do so:

*"I have been studying English for three years, **and** I find it difficult sometimes, **but** I really like reading short stories in English."*

We used the conjunctions **and** plus **but** to make this one nice complex sentence. This sounds much more natural, right?

- | | | | | |
|------|---------------|-----------------|-----------------|------------------|
| (14) | a) write | b) writing | c) writting | d) written |
| (15) | a) with | b) to | c) for | d) in |
| (16) | a) of | b) by | c) on | d) to |
| (17) | a) straggle | b) straddle | c) struggle | d) strudel |
| (18) | a) widespread | b) widespreaded | c) spread-wide | d) spread widely |
| (19) | a) with | b) for | c) of | d) about |
| (20) | a) structure | b) structured | c) structurated | d) structurally |

Conjunctions are actually an English learner's friend! Once you learn a few and start using them, you will see an immediate jump (21) _____ the quality of your writing.

To incorporate conjunctions (22) _____ your English, try the following:

- **Make a list of conjunctions** that you encounter often and study their meaning.
- **Practice writing your own** sentences with conjunctions.
- **Practice linking several** sentences into one with the help of conjunctions.

This is an (23) _____ writing skill, especially in English for academic purposes.

3) Complex Vocabulary

Learning English for any purpose involves a great deal of **vocabulary work**. General English vocabulary, of course, is very useful (24) _____ academic English. However, the main difficulty for academic English lies with the specialized vocabulary often found (25) _____ lectures and academic publications.

Vocabulary in academic English is not only complex, but also very (26) _____ to each individual discipline (area of study). Biology, physics, philosophy and linguistics all have their own terms and abbreviations. They can be tricky to understand if you are not used to that vocabulary.

What is more, academic English writing usually (27) _____ that the reader is familiar with concepts and words mentioned. Very complex terms can often be used without any explanation. This adds difficulty to a lot of English learners, who have difficulty reading academic publications, even if they are really interested (28) _____ the topics presented.

So what do you do to get used to the complex vocabulary in academic English?

Unfortunately, there are no tricks - you just have to learn it little by little.

• **Start with this great Academic Vocabulary list by Jim Burke** (<https://www.vocabulary.com/lists/388513>). It will give you a good idea of what to expect from an academic text.

• If you are preparing to study at an English-speaking university, **focus on the vocabulary specific** (29) _____ your field of study.

• **Try reading academic literature** in your discipline. Even if you do not understand most of it, it will give you an idea of technical terms and special words you will be learning.

• **Practice academic vocabulary** like any other vocabulary topic. Make lists (30) _____ unfamiliar words, translate them, practice putting them (31) _____ sentences (maybe even complex ones with conjunctions!) to increase your retention (memory).

• **Check out Visual Thesaurus**

(https://www.visualthesaurus.com/landing/?ad=shareasale&utm_campaign=VT&utm_source=shareasale&utm_medium=defaul). This is a tool that allows you to start with just one word, and then (32) _____ similar words. Since it gives you visual maps of words instead of just lists, it is easier to see how words connect (33) _____ each other, even if you do not immediately understand their definitions. Visual Thesaurus is great for learning words specific to an academic field, because you will be able to see how terms and concepts from a particular topic are related.

- | | | | | |
|------|------------------|-------------------|------------------|--------------------|
| (21) | a) to | b) in | c) on | d) at |
| (22) | a) on | b) with | c) at | d) into |
| (23) | a) indispensable | b) nondispensable | c) indispensable | d) antidispensable |
| (24) | a) in | b) on | c) for | d) to |
| (25) | a) in | b) on | c) at | d) by |
| (26) | a) specific | b) specifical | c) special | d) specifically |
| (27) | a) assume | b) assumes | c) assuming | d) assumption |
| (28) | a) to | b) about | c) with | d) in |
| (29) | a) with | b) at | c) to | d) on |
| (30) | a) for | b) with | c) of | d) on |
| (31) | a) at | b) into | c) with | d) by |
| (32) | a) explore | b) explorate | c) explored | d) exploration |
| (33) | a) on | b) to | c) at | d) for |

4) Logical Argument Structure

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What is the purpose of (34) _____ an academic audience? It is not just to make your listeners go "wow" at your beautiful long sentences and specialized vocabulary. As we learned, these are important. They serve a very specific purpose.

And that purpose is to present a thesis or an argument and then defend it in a (35) _____ way.

This is what most academic papers, essays, presentations, lectures, articles and even books have in common. They rely (36) _____ clear, logical writing to present ideas, support theories and offer solutions (37) _____ many problems.

In Conclusion...

Lots of effort goes (38) _____ writing papers, preparing lectures and presentations for academic purposes. Doing so in English can be especially difficult!

Academic English is very different (39) _____ casual English, and it is normal to feel overwhelmed by its challenges. However, these obstacles can be overcome. Getting it right is mostly a matter of time and practice.

Learning English for academic purposes is (40) _____ for so many English students, and it may be just right for you, too!

- | | | | | |
|------|---------------|----------------|---------------|-----------------|
| (34) | a) discussing | b) greeting | c) speaking | d) addressing |
| (35) | a) convince | b) convinced | c) convincing | d) convincingly |
| (36) | a) to | b) on | c) with | d) at |
| (37) | a) to | b) for | c) on | d) with |
| (38) | a) into | b) about | c) onto | d) for |
| (39) | a) then | b) at | c) in | d) from |
| (40) | a) beneficial | b) benefitting | c) beneficial | d) benefit |