

English lesson

Textbook «ACTION 11» by Express publishing

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Module 6, «STEM»

The theme of the lesson:

ANALYSING ACADEMIC LANGUAGE



LEARNING OBJECTIVES

11.5.2. – use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;

11.6.4. – recognize the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics;

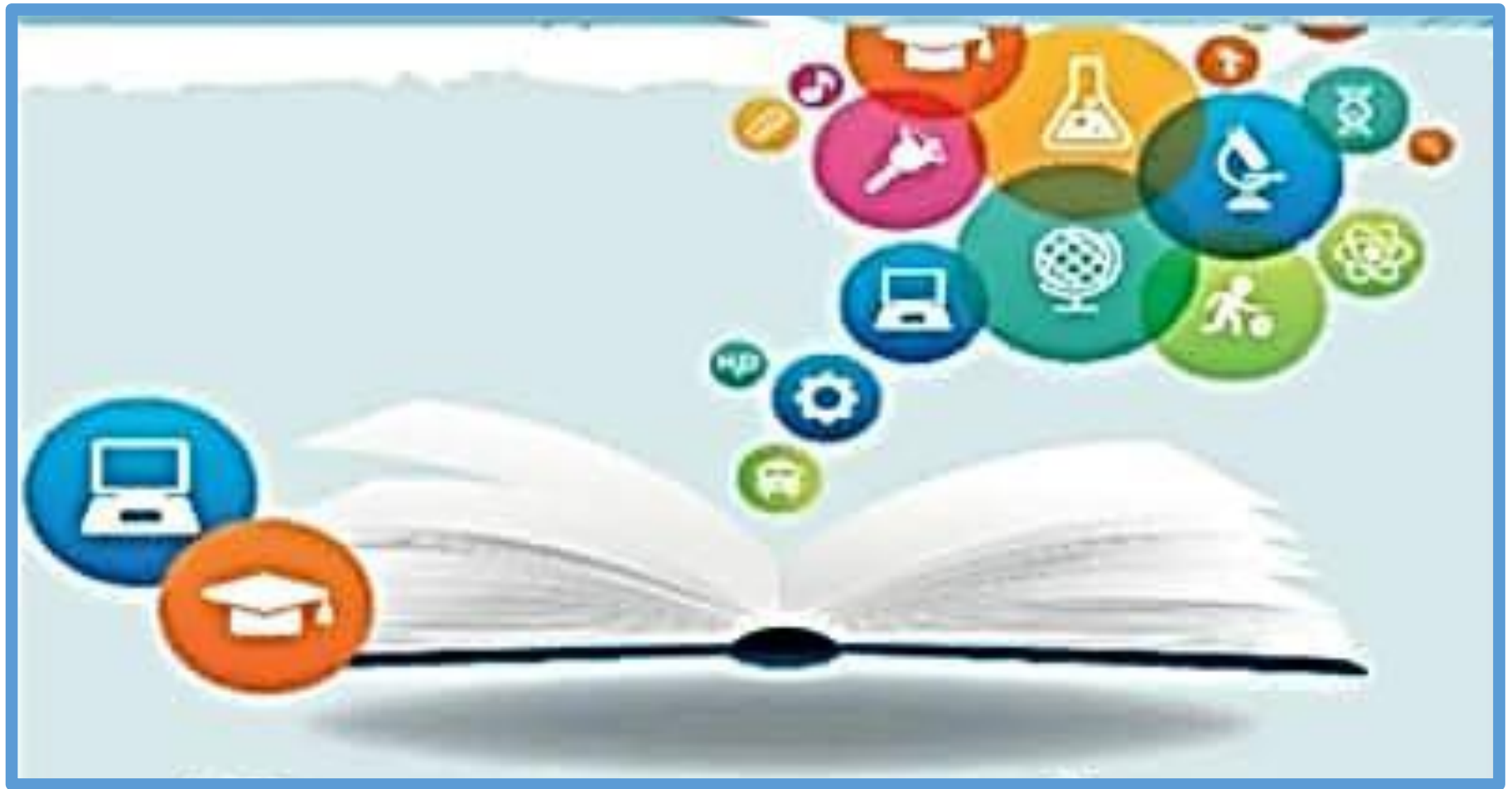
11.2.10. – use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;

11.2.7. – understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics;

11.3.7. – use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics.

Assessment criteria

**Listen and read for specific
information (answer questions),
listen and read for gist,
practice collocations**



Do you speak science?

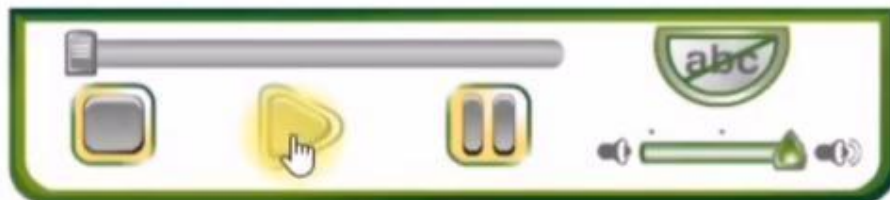
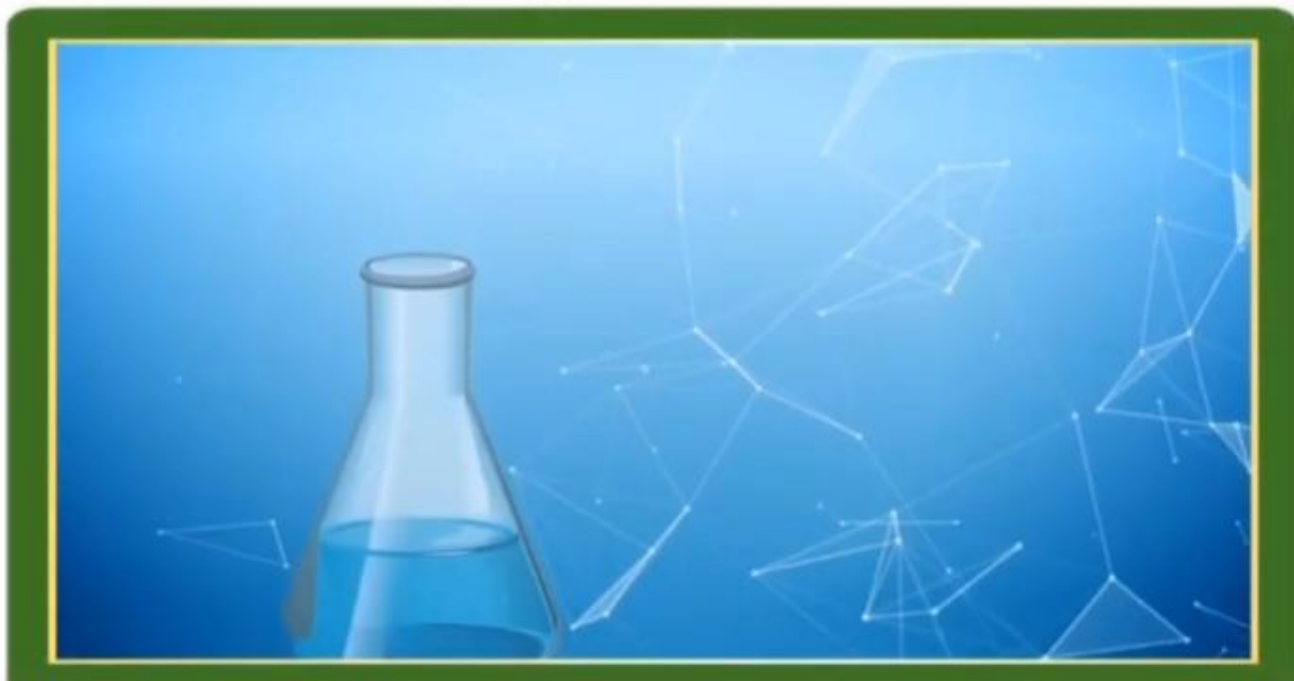
A dark blue oval background containing a white stylized atomic symbol. The symbol consists of a central nucleus with two small white circles and two white elliptical orbits. A white rectangular box is centered over the oval, containing the text "arthr" and "itis".

“arthr” and “itis”

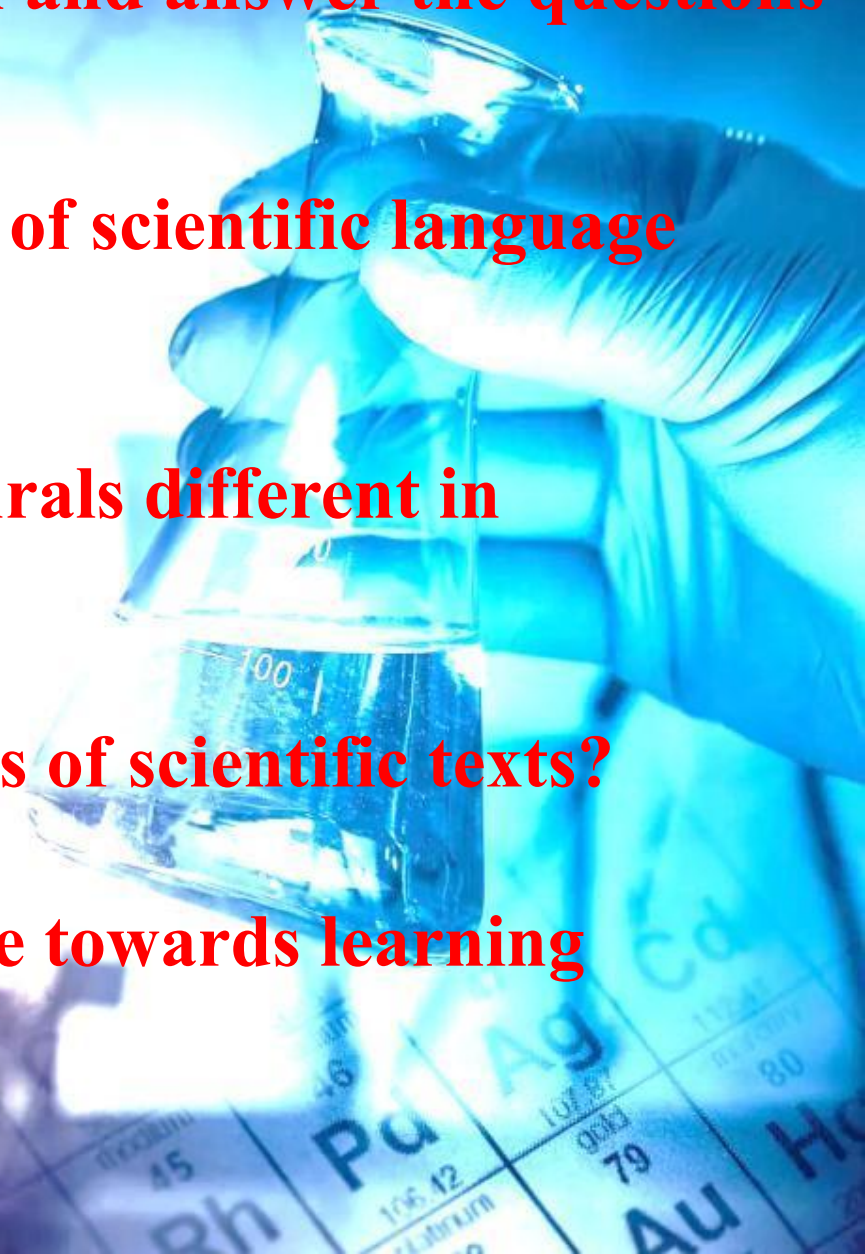
The prefix 'arthr' means joint and the suffix 'itis' means inflammation or infection. We join them with other word parts; 'arthr' could be used in medicine or taxonomy and 'itis' is often used in medicine. Other characteristics of scientific writing are that it has irregular plurals, uses passive voice and contains facts and figures, and not many descriptive adjectives.

6c

Analysing Academic Language



Ex.2 p. 82 Read the text again and answer the questions

- 1. Which languages does a lot of scientific language come from?**
 - 2. How is the formation of plurals different in scientific writing?**
 - 3. What are the characteristics of scientific texts?**
 - 4. what is the writer's attitude towards learning technical vocabulary?**
- 
- A hand wearing a blue nitrile glove holds a glass beaker containing a blue liquid. The background is a composite image featuring a periodic table of elements with various chemical symbols like Ru, Os, Ir, Pt, Rh, Pd, Ag, Au, Cd, and Hg visible. Overlaid on the periodic table are faint, glowing blue molecular structures, including a benzene ring and a more complex organic molecule. The overall color scheme is dominated by blue and purple hues, giving it a scientific and technological feel.

2 Read the text again and answer the questions. ...

? 1 Which languages does a lot of scientific language come from? ...

A lot of scientific language comes from the Greek and Latin languages.

? 2 How is the formation of plurals different in scientific writing? ...

Forming plurals is different in scientific writing because many of them are irregular. Instead of using common plural endings such as -s, -es or -ies, scientific words often end with -i, -a, or -ae in the plural.

? 3 What are the characteristics of scientific texts? ...

The characteristics of scientific texts include use of the passive voice, statistics and objective statements.

? 4 What is the writer's attitude towards learning technical vocabulary? ...

The writer feels that learning technical vocabulary can be difficult, but that lots of people find it tricky and so should practise and not give up.

3 Fill in: ...

scientific

objective

technical

personal

common

sentence

Then make sentences using the completed phrases. Tell the class.

 1 roots ...

 2 language ...

 3 vocabulary ...

 4 structure ...

 5 statements ...

 6 opinion ...

6c

Analysing Academic Language

3 Fill in: ...

scientific

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Then make sentences using the completed phrases. Tell the class.



1 **common** roots ...



2 **scientific** language ...



3 **technical** vocabulary ...



4 **sentence** structure ...



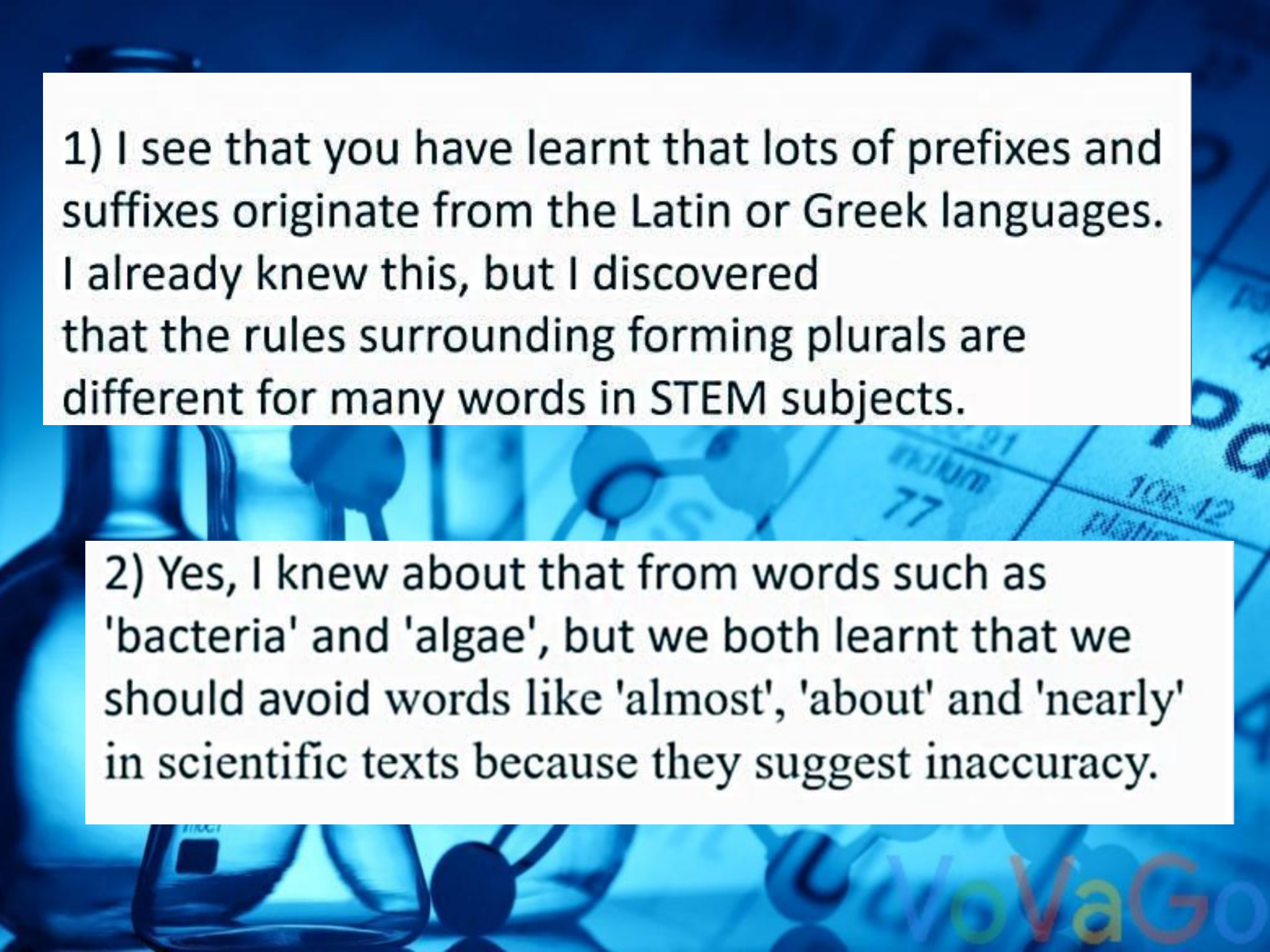
5 **objective** statements ...



6 **personal** opinion ...



Write two things you have learnt from the text.

The background of the slide is a blue-tinted image. On the left, there are several pieces of laboratory glassware, including a large Erlenmeyer flask and some beakers. On the right, a portion of a periodic table is visible, showing elements like Potassium (K) with atomic number 19, Calcium (Ca) with 20, and Scandium (Sc) with 21. The text is presented in two white rectangular boxes with black outlines.

1) I see that you have learnt that lots of prefixes and suffixes originate from the Latin or Greek languages. I already knew this, but I discovered that the rules surrounding forming plurals are different for many words in STEM subjects.

2) Yes, I knew about that from words such as 'bacteria' and 'algae', but we both learnt that we should avoid words like 'almost', 'about' and 'nearly' in scientific texts because they suggest inaccuracy.

SCIENCE



***THANK YOU FOR
YOUR ATTENTION
GOOD BYE!!!***