In this talk

What is Academic English? Academic Style

Academic Vocabulary

Reading Academic Journal Articles

Speaking: Making Presentations

English for Academic Purposes Websites

General (Social) English

- Everyday conversation – 2800 words (90%)
- The language of everyday communication
- 市面上廣為流行同質性很高的英語材料（短文、簡短對話、查好的單字、中文翻譯）。
- 英文材料沒有文體 (style)、文類 (genre) 的變化。

What is academic English?

- Academic English is the genre of English used in the world of research, study, teaching and universities. If you read an article in an academic journal or listen to someone giving a presentation or a talk about an academic subject in an academic environment, Academic English is probably being used (English for university, 2016).

- 'Academic English' is the type of English you need for reading and understanding your study materials and writing about your subject. (The Open University, 2017)

What is academic English?

- Academic English is different from everyday spoken English. It may be used to
  - describe an object or situation
  - describe a process or how something works
  - explain something

Analysis

Description

Evaluation
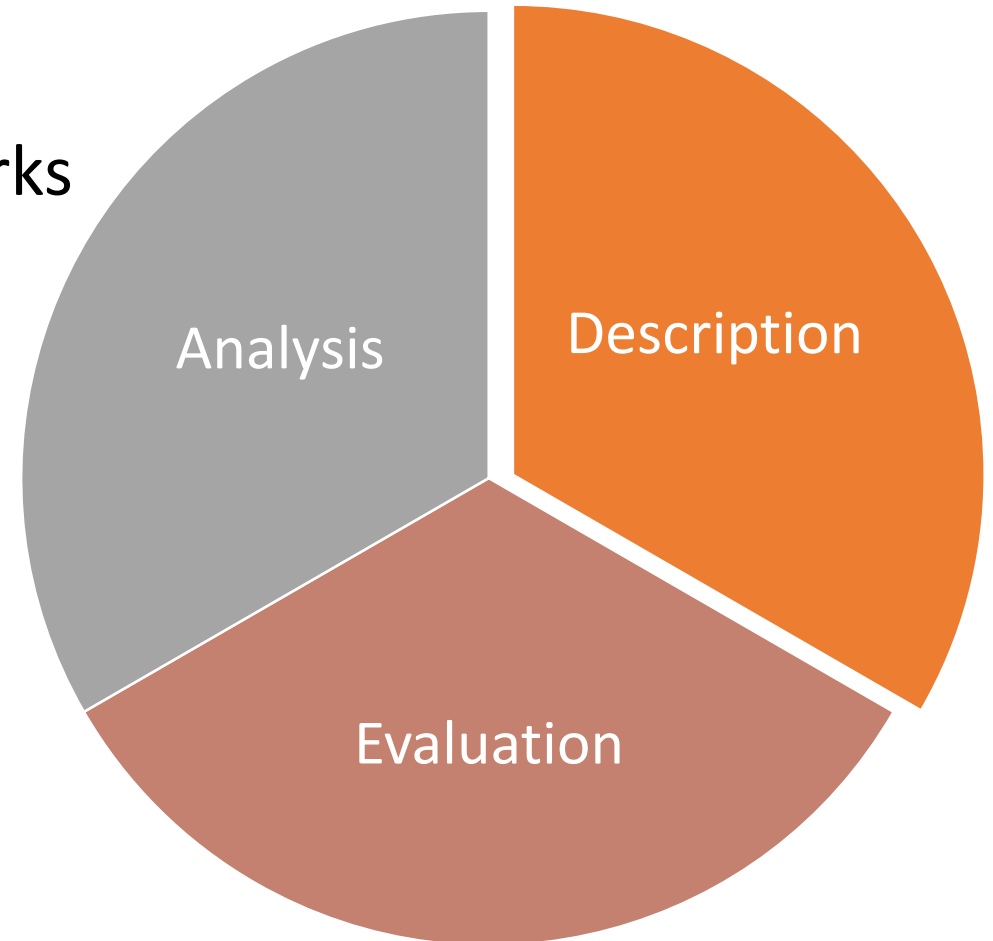
'In my essay I will argue that students in today's university don't need to learn grammar, because it's useless and boring.' (opinion)

'-- This essay will argue that students in today's university do not need to learn grammar, because it is time consuming and ineffective, according to recent research (reference, date).'

Academic Style (Formal English)

- No contractions (it'll, there's)
- No idiomatic /colloquial words (stuff, gonna, kids)
- No informal adjectives (hard, easy, big)
- No phrasal verbs (put off, look into)
- No personal pronouns (I, we, in my opinion)
- No basic language (~~like~~ – for example, ~~thing~~ - factor. ~~lots of~~ significant amount, ~~get~~- obtain, ~~good/bad~~- positive /negative, ~~amazing, wonder~~ful - important)
- The language of an academic text is usually formal with long and complex sentences.
- Writers of academic texts tend to use language that is precise and concise.

General English vs. Academic English

It's like a culinary riddle: what is a food made of only three ingredients where the main processing is done by invisible workers; which can be eaten as an appetizer, condiment or dessert; and which is prescribed by doctors to cure ailments?

Need a hint? It's also a dairy product… that can be eaten by the lactose-intolerant.

The answer: *Parmigiano-Reggiano*.

http://www.bbc.com/travel/story/20190127-italys-practically-perfect-food

'This preliminary study suggests that the number of people engaging in physical activity reduces abruptly after the end of British Summer Time (BST), with reductions seen in both the evening and the morning observation timepoints. Despite the overall reduction in exercisers witnessed after the end of BST, there was a relative increase in the number of individuals engaged in activity at lunchtime. These changes suggest that daylight is an important determinant of outdoor physical activity behaviour.'

(Haswell, Owen, et al. "The effect of British Summer Time on outdoor physical activity." The Lancet 384 (2014): S35.)

Informal English	Formal English
They did an experiment.	The experiment **was carried out / performed**.
You can find out all about the survey on page 7.	Details of the survey are **to be found** on page 7.
Safety officers are looking into the problem.	Safety officers are **investigating** the problem.
There were no big differences between the three different groups we tested.	**No significant differences emerged** between the three different groups tested.
This shows that …	This **demonstrates**…

Academic Style: Nominalisation

- Nominalisation is a typical feature of academic writing.

- Nominalisation is the process of changing verbs or adjectives to nouns.

- Noun phrases - Nominalisation
  - We analysed the data and we found evidence. . . .
  - Analysis of the data provided evidence. . . .

How to Nominalise

I was required to edit the paper before submitting it.
Editing was required before submission of the paper.

It took a long time to collect data.
The data collection process took a long time.

We have made the model more applicable.
The applicability of the model has been increased.

How to Nominalise

- We analysed the data from the experiment, and it revealed that children react when they have too much sugar.

    The **analysis** of the data revealed children's **reaction** to excessive sugar intake.

- We evaluated the results and this explains the loss in revenue.

    An evaluation of results provides an explanation to the loss in revenue.

Verbs to nouns

verb	noun	verb	noun
achieve	achievement	hypothesise	hypothesis
approach	approach	identify	identification
assess	assessment	indicate	indication
assume	assumption	interpret	interpretation
authorise	authority	investigate	investigation
contextualise	context / contextualisation	implicate	implication
create	creation	occur	occurrence
define	definition	predict	prediction /predictability
distribute	distribution	proceed	procedure
establish	establishment	require	requirement
emphasise	emphasis	respond	response
evaluate	evaluation	signify	significance
explain	explanation	specify	specification / specifics

資料來源: www.academic-englishuk.com/nominalisation

Academic Style: Hedging (Cautious Language)

- In academia, almost nothing is completely certain, as knowledge is continually developing. Academic language often reflects this uncertainty. The linguistic term for this convention is 'hedging.'

- By hedging, authors tone down their statements in order to reduce the risk of opposition.

- Writers want their readers to know that they do not claim to have the final word on the subject.

- Hedges may be understood as positive or negative politeness strategies in which the writer tries to appear humble rather than arrogant or all-knowing.

Academic Style: Hedging (Cautious Language)

- Tends to employ a cautious way of explaining findings
- Verbs: seem, tend, look like, appear to be, believe, doubt, indicate, suggest, assume
- Modal Verbs: will, must, would, may, might, could, can
- Modal Nouns: assumption, possibility, probability, certainty, conception, argument
- That clauses:

> It could be the case that …
> It might be suggested that …
> There is every hope that …

Academic Word List

https://www.victoria.ac.nz/lals/resources/academicwordlist

School of
Linguistics and Applied Language Studies
Te Kura Tātari Reo

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI
VICTORIA
UNIVERSITY OF WELLINGTON

↑ Resources and publications

The Academic Word List

Academic Word List information ▶

Academic Word List sublist families ▶

Academic Word List headwords ▶

Academic Word List most frequent words in sublists ▶

🏠 School of Linguistics and Applied Language Studies ▶ Resources and publications ▶

Academic Word List

The Academic Word List

The Academic Word List is a useful English resource for lecturers and students.

Averil Coxhead developed and evaluated *The Academic Word List* (AWL) for her MA thesis. This list is a very useful resource for English

RMIT University Library
https://emedia.rmit.edu.au/learninglab/content/academic-word-list-tool

RMIT Library | Learning Lab

Getting started at uni   Study skills   Referencing   Writing and assessments   Subject areas   For educators

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< Improve your English

Academic word list tool

Academic word list tool

Academic word list tool
Academic word list 1 & 2
Academic word list 3 & 4
Academic word list 5 & 6
Academic word list 7 & 8
Academic word list 9 & 10

The Academic Word List (AWL) contains 570 of the most important words you need to know to be successful in your studies.

Four great reasons to learn the AWL

1. Understand your lectures more easily.
2. Read your course material more quickly and effectively.
3. Improve your academic writing and complete assignments more quickly.
4. Build your confidence in talking with lecturers and other students.

Instructions

You can improve your use of academic words by doing this two-part activity.

Read each sentence and select the best word choice from each drop-down box.

1 —— **2**

Researchers have described three [major ⌄] effects on the development of brain function.

Seminar sessions led by the course coordinator will [⌄] several times over the eleven-week program.

Indeed, the [⌄] of the father within the family unit has undergone considerable change since the early twentieth century.

The following [⌄] of the report will discuss the likely impact of these findings on the current policy.

These learning activities are designed to enable the [⌄] of knowledge and practical skills.

[Check Answer] [Show Answer] [Clear]   [Back] [Next]

Test yourself

ACCESSIBILITY

Test yourself on Academic word list tool. Activities include drop down list of words in each sentence.

Choose the best word from each drop-down box.

(1) — 2 — 3 — 4 — 5 — 6 — 7 — 8

Ensure the evidence was [_____ ˅]   lawfully, as any suspected failure to follow
regulations may endanger   n's case.

    obtaining
    obtains
    obtained

Of the many [_____ ˅] g people today, the social pressure to conform
to a 'perfect' body type is among the most difficult.

How much a child allows peer pressure to [_____ ˅] his or her decision-making
process depends largely on family background and education.

The [_____ ˅] for the project was conceived during the riots, as a response
to prevailing attitudes towards those involved in the unrest.

It is anticipated that the results will be [_____ ˅] with Langham (2007).

English Vocabulary Exercises for the Academic Word List
學術英語字彙練習網站
http://www.englishvocabularyexercises.com/academic-word-list/

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Academic
Word List
570
most frequently
used words in
academic contexts

Academic English Exercises:
The Academic Word List (AWL)

ⓘ Ads by Google   Vocab Games   Grammar Test   Sight Words

The AWL: Sublists & Exercises

| Sublist 1 | Sublist 2 | Sublist 3 | Sublist 4 | Sublist 5 | Sublist 6 | Sublist 7 | Sublist 8 | Subli |

Sublist 1: List of Words (click for definition)

analyze	constitute	establish	indicate	occur	role
approach	context	estimate	individual	percent	section
area	contract	evident	interpret	period	sector
assess	create	export	involve	policy	significant
assume	data	factor	issue	principle	similar
authority	define	finance	labour	proceed	source
available	derive	formula	legal	process	specific
benefit	distribute	function	legislate	require	structure
concept	economy	identify	major	research	theory
consist	environment	income	method	respond	vary

Sublist 1: Exercises

Group 1:	Group 2:	Group 3:	Group 4:	Group 5:
Exercise 1a	Exercise 2a	Exercise 3a	Exercise 4a	Exercise 5a
Exercise 1b	Exercise 2b	Exercise 3b	Exercise 4b	Exercise 5b
Exercise 1c	Exercise 2c	Exercise 3c	Exercise 4c	Exercise 5c
Exercise 1d	Exercise 2d	Exercise 3d	Exercise 4d	Exercise 5d
Exercise 1e	Exercise 2e	Exercise 3e	Exercise 4e	Exercise 5e

Group 6:
Exercise 6a
Exercise 6b
Exercise 6c
Exercise 6d
Exercise 6e

點選字可看到權威英英字典
Longman Dictionary of Contemporary English Online 的解釋

點選 **Exercise** 可看到單字練習

⚠ 不安全 | englishvocabularyexercises.com/AWL/AWLSublist01-Ex1a.htm

English Vocabulary Exercises - AWL Sublist 1 - 1a

Matching exercise

Match the items on the right with the items on the left.

[Check]

1. He did an _____ of the way children learn language for his Master's thesis. [???]
2. He was arrested for drunk driving because he had drunk more than the _____ limit of alcohol. [???]
3. The culture of the United States is quite _____ to that of Canada. [???]
4. The Canadian _____ is largely based on natural resources. [???]
5. Environmental pollution seems to be an important _____ in the increase in cancers all over the world. [???]
6. The apartment will be _____ on June first. [???]
7. The young popstar became famous while still in high school after winning a _____ with a major record label. [???]
8. Your continued lateness for class _____ to me that you are not really a very serious student. [???]
9. Living in Berlin during the _____ when the Berlin Wall was torn down was an unforgettable experience. [???]
10. Some _____ into second language learning suggests that oral fluency may increase with moderate amounts of alcohol. [???]

by Google [IELTS Vocabulary] [Vocabulary Book Free] [Writing Exercises]

[Check]

Index =>

點選字可看到權威英英字典
Longman Dictionary of Contemporary English Online
的解釋

選了**define**

Sublists

Sublist 1: List of Words (click for definition)

analyze	constitute	establish	indicate	occur	role
approach	context	estimate	individual	percent	section
area	contract	evident	interpret	period	sector
assess	create	export	involve	policy	significant
assume	data	factor	issue	principle	similar
authority	define	finance	labour	proceed	source
available	derive	formula	legal	process	specific
benefit	distribute	function	legislate	require	structure
concept	economy	identify	major	research	theory
consist	environment	income	method	respond	vary

Sublist 1: Exercises

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Exercise 1b	Exercise 2b	Exercise 3b	Exercise 4b	Exercise 5b
Exercise 1c	Exercise 2c	Exercise 3c	Exercise 4c	Exercise 5c
Exercise 1d	Exercise 2d	Exercise 3d	Exercise 4d	Exercise 5d
Exercise 1e	Exercise 2e	Exercise 3e	Exercise 4e	Exercise 5e

define

Word family (noun) **definition** (adjective) **definite** ≠ **indefinite** (verb) **define** (adverb) **definitely** ≠ **indefinitely**

From Longman Dictionary of Contemporary English

de·fine /dɪˈfaɪn/ ●●● S2 W2 AWL *verb* [transitive]

Academic Word List

1 to describe something correctly and thoroughly, and to say what standards, limits, qualities etc it has that make it different from other things

可聽到朗讀，大聲跟唸可幫助記單字。

the ability to define clients' needs

The duties of the post are difficult to define.

clearly/well defined

Longman Dictionary of Contemporary English
https://www.ldoceonline.com/

analysis

Word family (noun) **analysis**   **analyst**   (adjective) **analytical**   (verb) **analyze**

From Longman Dictionary of Contemporary English

Related topics: **Psychology, psychiatry, Nurses, doctors, etc**

a·nal·y·sis /əˈnæləsɪs/ ●●○ **S3** **W3** **AWL** **noun** (*plural* **analyses** /-siː

Academic Word List 570 most frequently used words in academic contexts

1 [countable, uncountable]
  a) a careful examination of something in order to understand it better
  analysis of
    🔊 a detailed **analysis** of the week's news
    🔊 Further **analysis** of the data is needed.
  do/carry out/conduct an analysis
    🔊 They were doing some type of **statistical analysis**.
  b) the way in which someone describes a situation or problem, and says what causes it to happen
  analysis of
    🔊 Do you agree with Marx's **analysis** of the failure of free-market capitalism?

2 [countable, uncountable]
  a careful examination of a substance to see what it is made of
  analysis of
    🔊 **analysis** of genetic material
  for analysis
    🔊 Blood samples were sent for **analysis**.
    🔊 You'll get the results when the **analysis** is complete.

可聽到朗讀，大聲跟唸可幫助記單字。

閱讀英文學術論文困難的原因

- Authors and readers – academics
- Academic discipline
- High standard of the journal – (difficult)
- Ideas can not be understood by a single reading
- Unfamiliar words (concepts)
- 不是您的英語不夠好，但要認識學術英語的長相、要有閱讀方法及專業知識 (先偷偷閱讀與專業相關的中文學術論文，建立知識背景)。

Critical Reading（閱讀文章前先問自己）

- What is your purpose?
- What do you already know about the topic? What do you want to know?
- What is the author's background?
- What kind of text is it (research, review, etc.)?
- Remind yourself the "what", "who", "when", "where", "how", and "why" as you read.
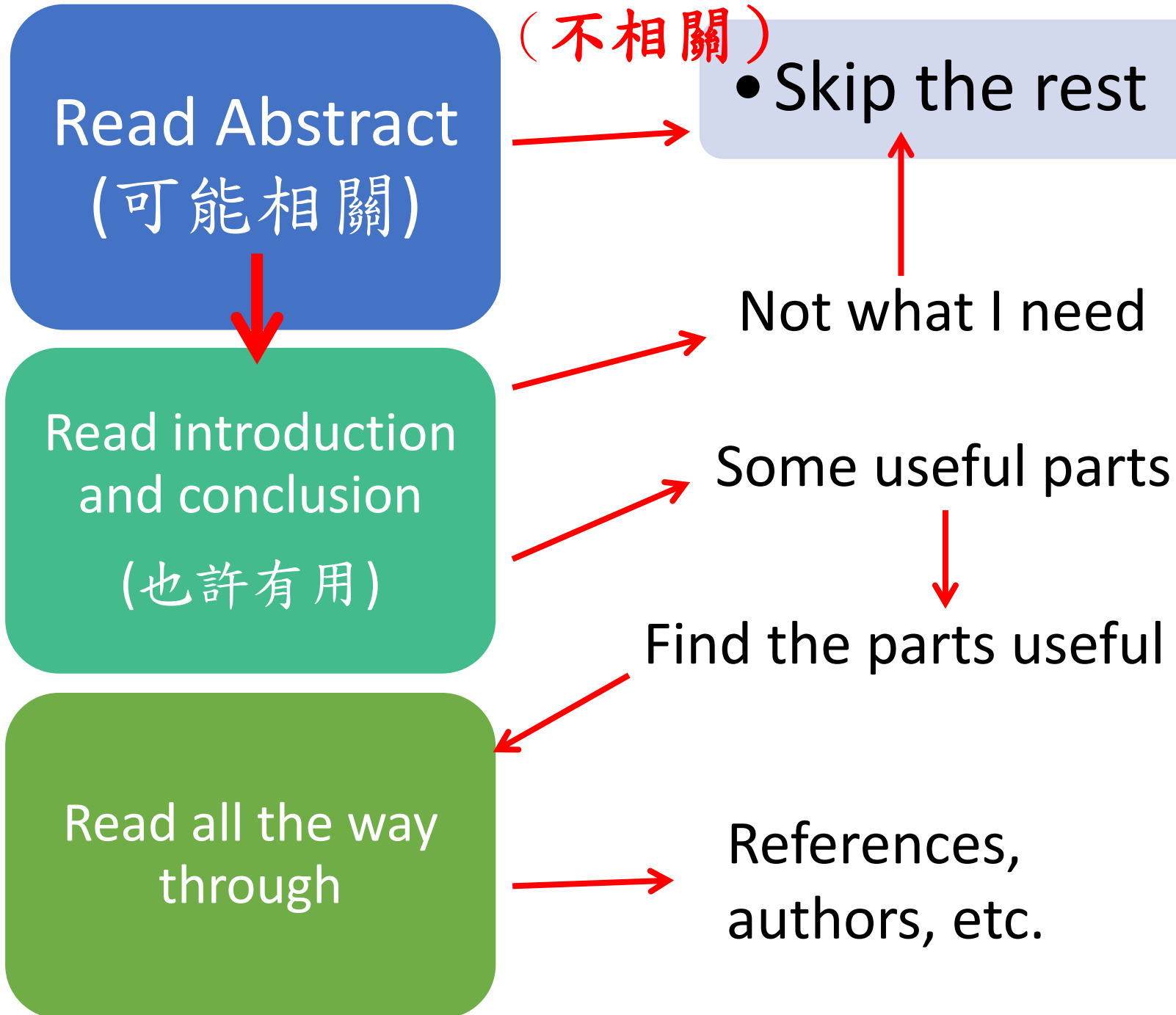
Tips for Reading Academic Journal Articles

- Look at the title
- Author details
- Key terms
- Read the abstract and conclusion first.
- Read only the first sentence in each paragraph.
- Read fully the first and last paragraph of introduction and conclusion sections.

Tips for Reading Academic Journal Articles

- Look for definitions
- Examine the tables and figures
- Read the paragraphs that discuss the figures, diagrams.
- Sections of the article: headings, subsections
- 注意字體 fonts（italic, upper case font, lower case, etc.)

Tips for Reading Academic Journal Articles
（文字提醒）

- Surprising, Unexpected

- In contrast with previous work

- Has seldom been addressed

- It is obvious, definitely

- Completely, absolutely, entirely, hardly, simply

- We hypothesize that, We propose that , We introduce that, We develop that

- The data suggest

- Signposting phrases: however, due to, fortunately

Do not just start at the beginning and try to read through to the end.

Reading an academic article is a skillful practice; that is, you get better at it the more that you do it - but only if you practise effectively.

The contents of an academic article cannot be grasped by a single reading. You have to engage with it several times - but in different ways.

The SQ3R Method
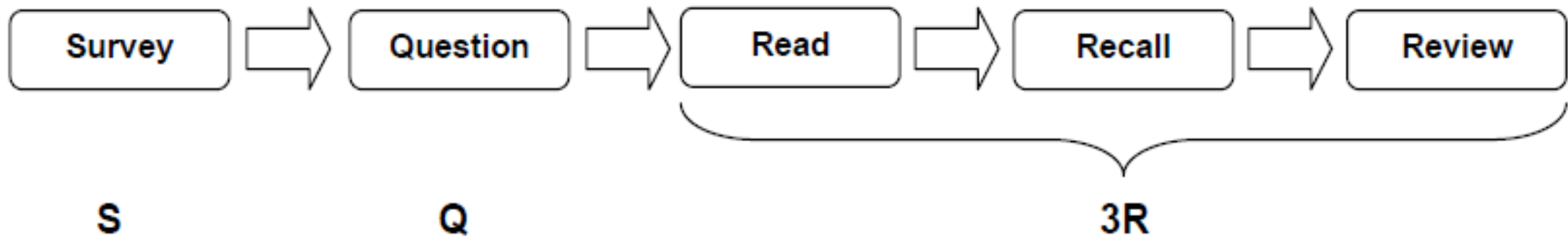
SQ3R Strategy

- Skim— Skim the text for general idea, suitable information for your purpose.

- QUESTION: why you are reading it - what you want to get out of it - how you will use the information.

- READ for a purpose: Look for the main ideas in the abstract, introduction, conclusion, headings.

- RECALL the main points.

- REVIEW to see if the text has provided you with what you wanted.

Active Reading: Note Making

- Linear notes – headings and subheading
- Diagrammatic notes – boxes / flowcharts
- Annotate and mark (sparingly) sections of the text.
- Outlining
- 2-column
- Mapping (Mind Mapping, Concept Map)

閱讀及記筆記方式是非常個人的，適合自己的 style 就好，可中英文並用。

Privatising Basic Utilities in Sub-Saharan Africa: The MDG Impact UNDP Policy Research brief No 3, Jan 2007	
Notes	**Comments**
Privatisation a failure. Why?	Check MDGs – What do they relate to? Who set them?
1. Investors not interested in the region. Costly for govts. to motivate them to invest.	Why? Too risky?
2. Private investors - focus on cost recovery.	i.e. making a profit for shareholders?
Not achieving social objectives, e.g. poverty reduction, social equity	Is this the investors fault, or the govts. for not negotiating contracts or monitoring compliance effectively?
So.....refocus on building capacity in the public sector	External resources? E.g. World Bank or other international funding?
Scaling up of external and domestic resources.	

Keeping notes from the text and your own comments separate

Active Reading: Mind Maps (Concept Maps)

- Mind maps, like spider diagrams, are useful in showing how ideas might link together and the possible connections.

- Key concepts (Key words)

- Related ideas (cross-links)

- Create branches - Create sub-branches

Diagram

Spidergram

Flowchart

Mind mapping

Do I need to know the meaning of the word? → **No** → Keep reading

↓ **YES**

Is an approximate meaning enough? → **No** → Use a dictionary

↓ **YES**

Use the following to help you guess the meaning:

- Immediate context (other words in the sentences)
- Wider context (other sentences in the paragraph)
- Prefix, suffix, root

The approach to unfamiliar words

資料來源: EAP Foundation.com
https://www.eapfoundation.com/reading/skills/guess/

Academic Speaking Skills

- To speak on a variety of topics that draw on campus-based situations and academic content.

- To integrate English-language skills — listening and speaking, or listening, reading and speaking.

- Seminar discussions

- Making presentations

Making Presentations: The Rule of Three

The Beginning
(Introduction)

The Middle
(Main body)

The End
(Conclusion)

Welcome your audience

Introduce your subject

Outline the structure of your presentation

Give instructions about questions

Language for presentations

- I'd like to give you a brief outline of my presentation...
- My presentation consists of the following parts...
- The presentation is divided into four main sections...
- There will be a Q&A session after the presentation.
- Please feel free to interrupt me if you have any questions.
- I will be happy to answer your questions at any time during the presentation.

Signpost language

- Signposts are words which help organise ideas. They are critical in helping listeners understand ideas and avoid confusion. Common signpost are words such as: firstly, secondly, however, because, etc.

- Signposts have different functions and can help you to clearly show that you are going to:

- Sequence your ideas

- Give an example

- Add another idea

- Introduce an idea that is different

- Give a cause

- Give an effect

Signpost language

- Let me **elaborate** on that
- This **leads** me to the next point. . .
- I want to talk more **in depth** about…
- Let me **repeat that**
- This is really important so I am **going to say it again**
- Let's **go back** to the time when…
- **In summary** this report found
- I'd like **to conclude…**
- **To finish up . . .**
- **In closing,** let me say. . .

要開口說

錄音

自己聽

自己改

Speak

+

Record

+

Listen

Increased self-awareness and detection of weak points
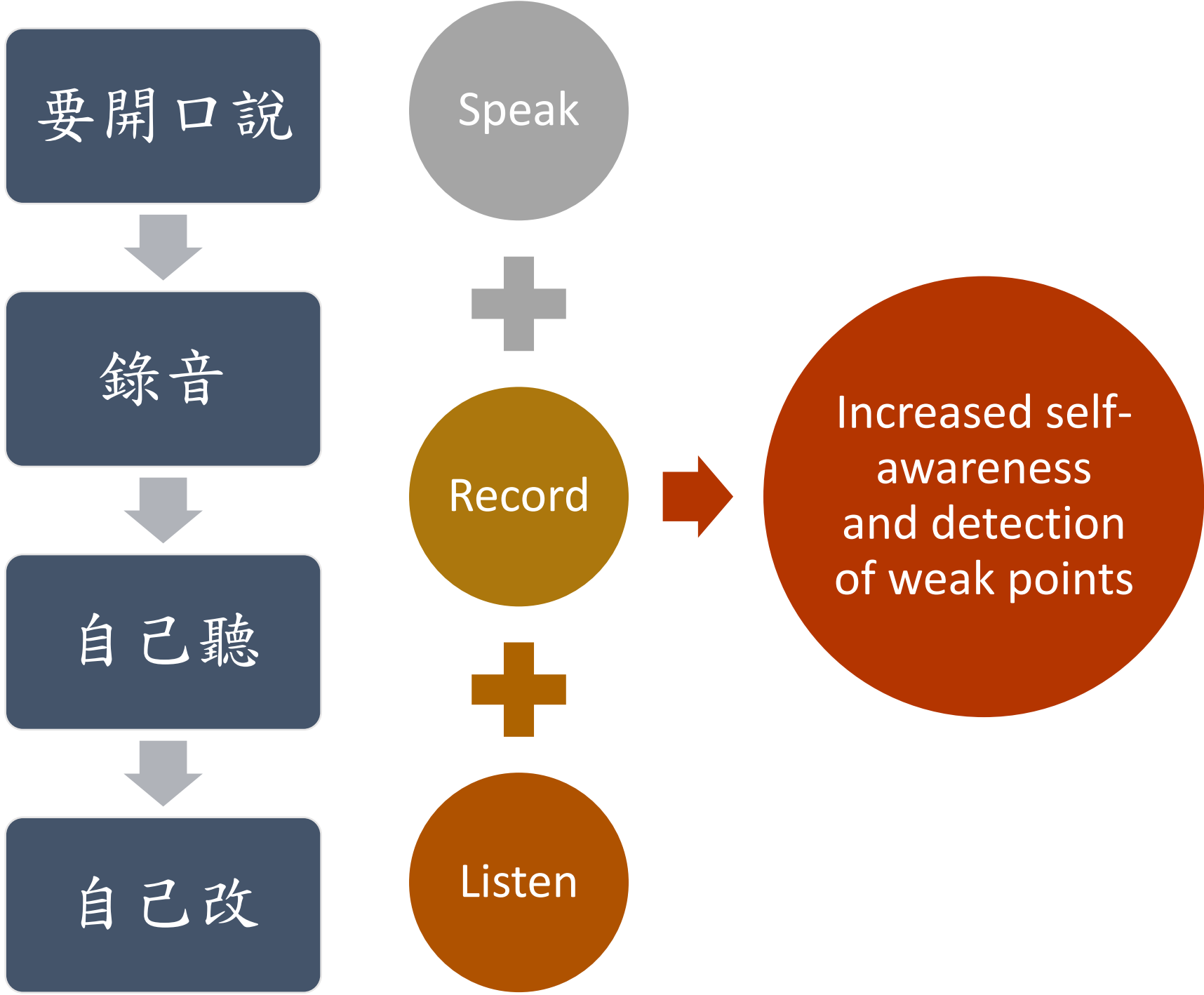
自我評估朗讀錄音，發現個人的弱項
Self-assessment and weakness detection

- 聽句子是否完整
- 聽動詞時態
- 聽 noun-verb agreement
- 用 linking words 將句子有邏輯的連接起來 (linking-words-guide PDF)
- Fluency and Coherence
- Lexical Resource
- Grammatical Range and Accuracy
- Pronunciation
- 不需要有「美國口音」

griffith.edu.au/international/englishhelp

Essential grammar

Articles >

Countability >

Prepositions >

Conjunctions >

Tenses >

Voice >

Subject verb agreement >

Complex structures >

Vocabulary >

Punctuation and spelling >

Academic skills

Academic vocabulary >

Paragraphing >

Hedging and boosting >

Paraphrasing >

Academic reading >

Text types >

Referencing >

Listening to lectures >

Speaking at university >

The writing process >

Cha

學術論文中動詞的使用，需要看一看。

- 學術英語面面觀都在這裡！

- 全程英語 videos 動畫講解清楚，有文字可看，可增進聽力！一舉數得！

- 手機版可隨時查看。

- Essential grammar可依個人需求選擇看。

每一項都看，就完全掌握到學術英語面面觀！

Tense and aspect in academic English

Read the introduction of this critical review. Which verb form is used most?

☑ simple past

☐ simple past continuous

☐ simple present

☐ present perfect

Impressionism **was** a revolution in the art field during the last period of the Renaissance, which **transformed** the Western cognition of painting from portraying unaltered idealizations to emphasizing the depiction of the relationship between light and shadow at a specific moment and site by using accurate and objective colours (Rubin, 2005, p. 1109). During this period, a number of outstanding artists **emerged**, including Manet, Monet, Renoir and Pissarro. Among them, Monet **was regarded** as the most well-known impressionist and his drawing technique **was** a significant development of the movement. This article is going to critique one of his most famous pieces, *Sunrise*, which **was completed** in 1872.

‹ PREV   NEXT ›   Answer

Main tenses
Verb aspect
Special cases
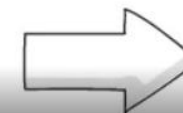
I have analysed the results and am ready to present them to the group.

1. analysed → 2. now

3:54 / 7:19

Usage → may be unique to English so be careful of translating....

Choosing the right verb form depends ... on:
● grammatical correctness
● what you want to emphasise
● what is typically used in each situation.

- 學術論文中動詞時態的使用。
- 可幫助理解撰寫英文論文。

Tense and aspect in academic English

Read the Method section of this report. Which verb form is used most?

☐ future form

☐ present continuous

☐ simple present

☑ **present perfect**

Method

For a rigorous approach to evaluation of occupant satisfaction and comfort, the Building Use Studies (BUS) Occupant Survey and Reporting Method **has been used** in this study, which included a questionnaire survey and benchmarking analysis for the rapid and comprehensive study of user comfort and satisfaction. The survey **has been extensively tested and refined**, and facility managers and designers **have evaluated** the reporting format to determine the utility of various report designs. Psychologists and linguists **have proven** that respondents are able to comprehend and accurately report answers to the survey. The method uses self-completion occupant questionnaires. The Chinese version of the BUS questionnaire **has been used** in this study. Table 1 lists the BUS questions for satisfaction and comfort.

我們也應該有線上英語諮詢客服

Chat with us now 💬

A variety of accents.

challenges
tips: before
tips: during
tips: after

▶ 1:11 / 6:25 🔊 ⛶ ⋮

Transcript ›

Transcript
文字資料

challenges

tips: before

tips: during

tips: after

Research findings:

1. Students who go to lectures are more likely to do well in their degrees (Woodfield et al., 2006).

2. Students who do not go to lectures are less likely to improve their English (Rochecouste et al., 2012).

Transcript › 文字資料

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Welcome

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organising your time
Study
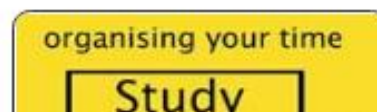
English for Academic Purposes Foundation
https://www.eapfoundation.com/listening/

- 多多利用網站中的聽力部分
- 做小小練習，不出門，不求人，您就掌握聽學術演講的技巧。超簡單！

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Understanding lectures

Lectures are an essential aspect of student life. They serve as one of the main ways to deliver content knowledge to students. Although they may not be as effective as other methods of university study for learning new ideas, such as seminars, they are used because they are efficient: it takes less time to talk to a hundred students in a lecture hall than it does to talk to the same students broken down into smaller classes.

Understanding lectures
by EAP Foundation

0:00 | 3:03

podomatic

Understanding lectures

Follow me

AWL

Words on this page from the academic word list

Remove highlighting on this page.
Levels 1-5: grey
Levels 6-10: orange
Show sorted lists of these words.

The process of lecture comprehension

Understanding a lecture is not simply a matter of attending the lecture and listening. You need to prepare for the lecture by doing some pre-lecture activities; you need to be active during the lecture by listening for the main points and making notes; and you need to do follow-up work after the lecture has finished to consolidate (strengthen) your understanding. Each of these stages is described in more detail below, followed by a summary of the whole process.

Pre-lecture

It is difficult to understand a topic you do not already know something about. As a result, your lecturers will expect you to prepare for their lectures. In general, this will involve reading about the topic ahead of the lecture, and possibly studying some of the key terms (vocabulary) related to the topic, which can often be quite specialist. It can be useful to try

Exercise 1

Listen to the following text and make notes.

聽 ⟶ 自己做 ⟶ 核對答案。

COFFEE AND ITS PROCESSING

⏸ 0:06 / 2:49 🔊

From : 'Coffee Production' in *Encyclopaedia Britannica,* 15th edition (1974).

Press this button to check your answers:

Answers

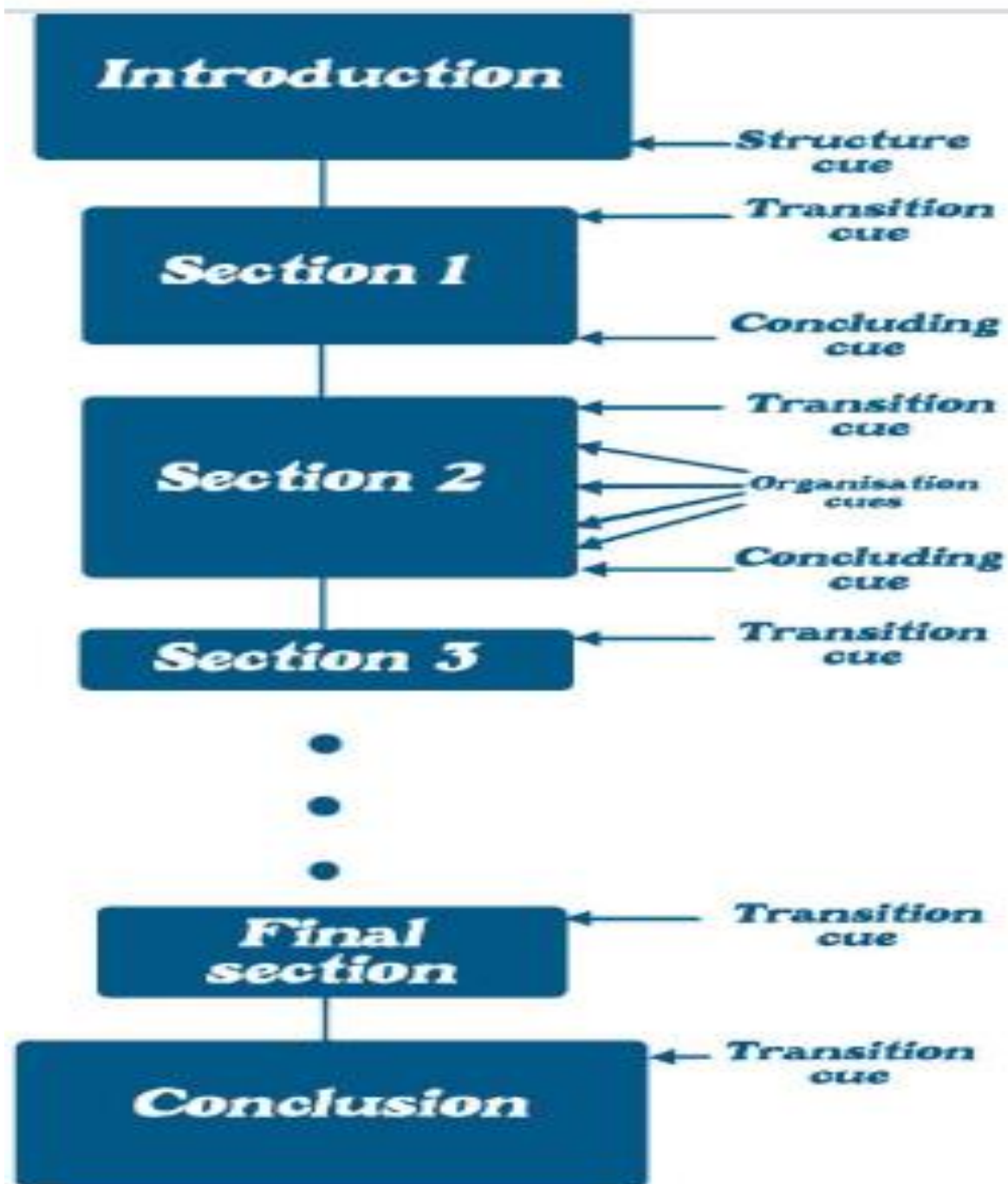# Listening comprehension & note-taking: Taking notes
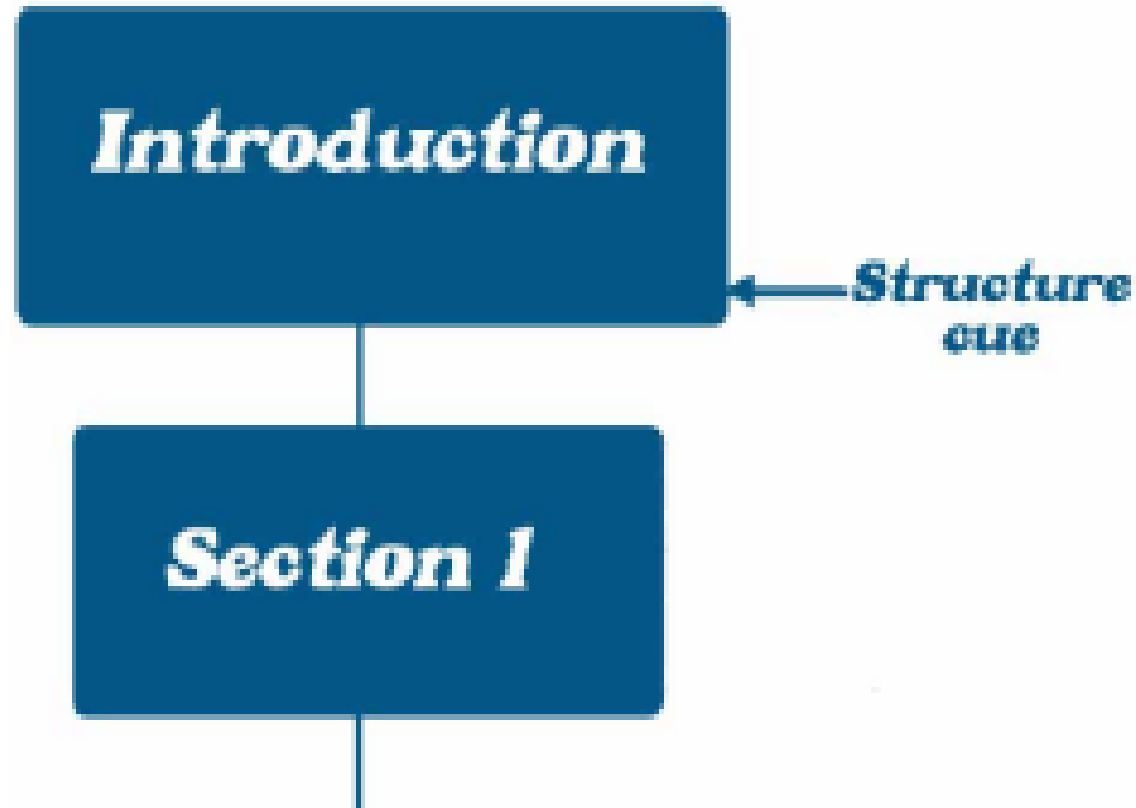
Close

Exercise 1 - Suggested answer.

COFFEE AND ITS PROCESSING

coffee plant
- evergreen shrub / small tree
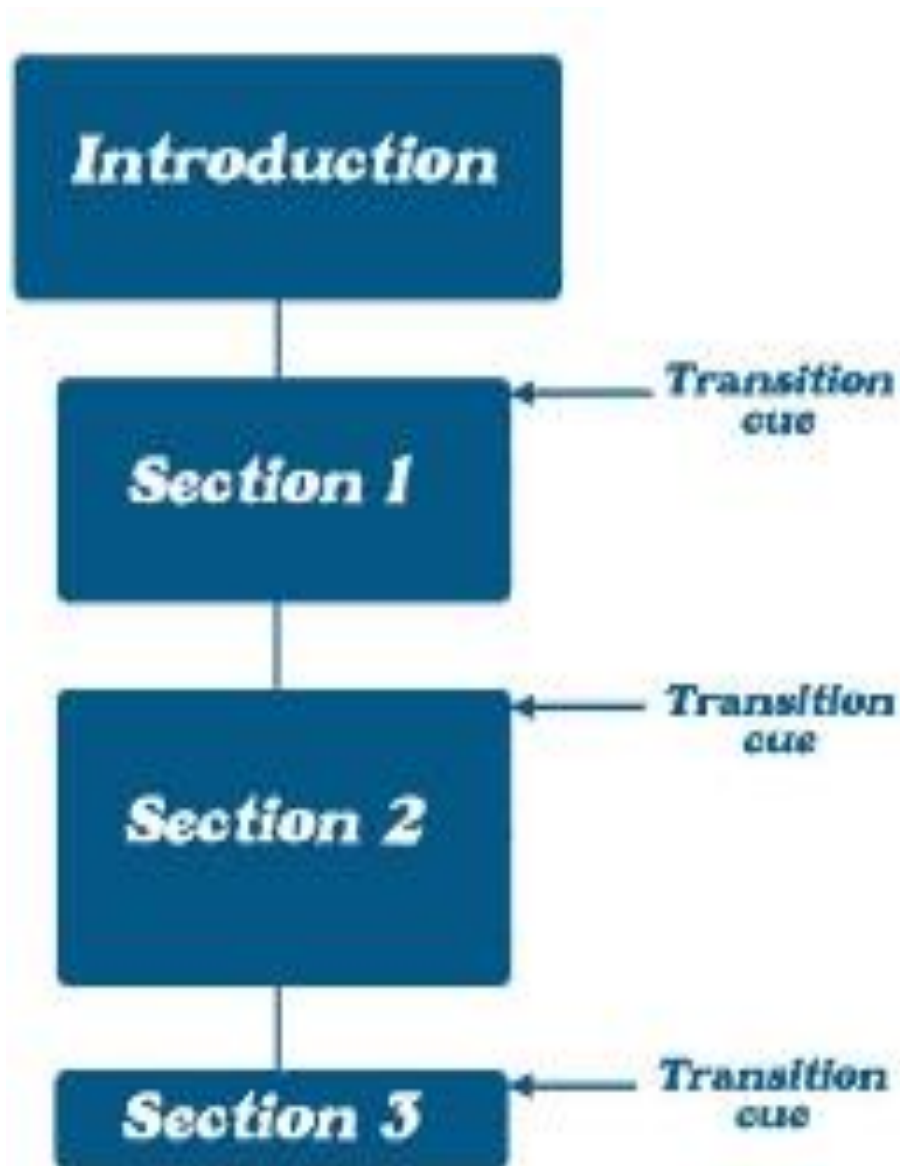
- from Africa

Topics and Structure Cues

資料來源：
https://www.eapfoundation.com/listening/

Stating the topic

- (What) I'd like to...
- What I'm going to look at/talk about...
- Today I'll be talking about...
- I want to talk about...

Giving the structure

- I'm going to look at/talk about three main areas...
- There are four areas I want to look at...
- In particular I want to talk about...

Transition Cues

Transition cues

I. Phrases

- Let's now move on to/turn to…
- I now want to go on to…
- This leads/brings me to my next point, which is…
- I'd now like to move on to/turn to….
- So far we have looked at… Now I'd like to …

II. Words
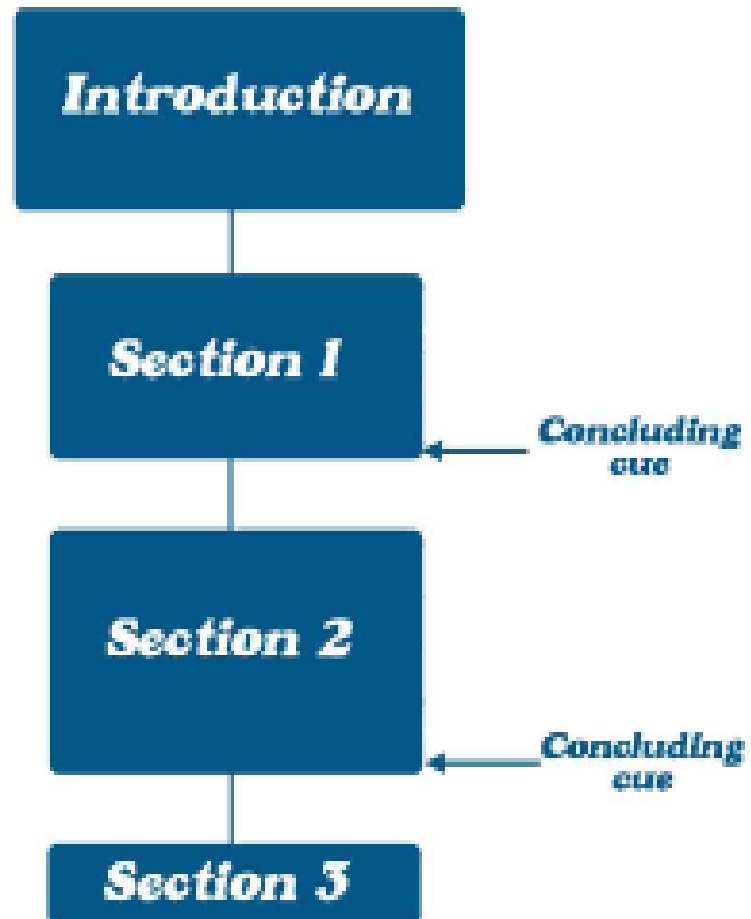
- OK…
- Well…
- So…
- All right…
- Right…
- Now…
- Good…

III. Questions

- What are the reasons for this?

Concluding cues

Introduction

Section 1

Concluding cue

Section 2

Concluding cue

Section 3
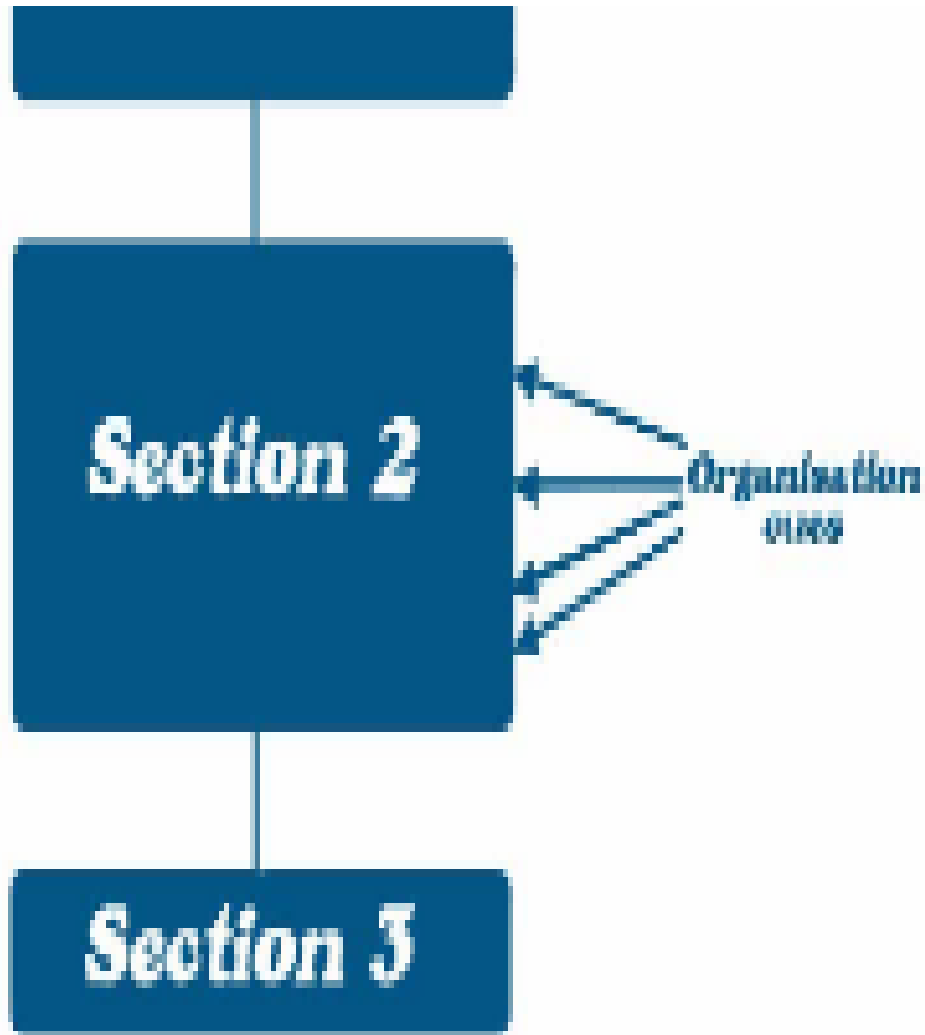
Concluding cues
- So...
- So, to sum up...
- Thus...
- Therefore...
- To recap...

Organisation cues

Giving examples
- Let me give you an example...
- such as...
- for instance ...
- A good example of... is ...

Addition
- In addition...
- Moreover...
- Another point...
- Not only... but also...

Contrasting
- But...
- However...
- On the other hand...
- In contrast to this...

Listing
- First.../The first...
- Next...
- Another...
- A final...

Digression cues

It is important to be able to identify when a lecturer digresses. This is because you need to decide whether or not the information is important enough to write in your notes. You also need to be able to identify when the digression has ended, so that you can continue to listen carefully and make notes. Lecturers may sometimes use lecture cues to signal the start or end of a digression, although this is not always the case and you may therefore just have to use your own understanding of the lecture argument to know that the speaker is digressing.

Digression

- You might be interested to know...
- By the way...
- Incidentally...
- You don't need to write this down...

Resumption

- Getting back to what I was discussing earlier...
- To get back to the point...
- Anyway...
- Anyhow...

分辨演講人離題所用的語詞，可幫助我們更專注正題。

Using English for Academic Purposes for Students in Higher Education

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For Students in Higher Education**

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**Andy Gillett
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Last updated: 16th February, 2022

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Using English for Academic Purposes

Listening Comprehension and Note-Taking

Summarising & note-taking

Taking notes

Taking notes is an important part of the life of every student. There are two main reasons why note-taking is important:

1. When you are reading or listening, taking notes helps you concentrate. In order to take notes - to write something sensible - you must understand the text. As listening and reading are interactive tasks, taking notes help you make sense of the text. Taking notes does not mean writing down every word you hear; you need to actively, decide what is important and how is related to what you have already written.
2. Notes help you to maintain a permanent record of what you have read or listened to. This is useful when revising in the future for examinations or other reasons.

Good notes should be accurate, clear and concise. They should show the organisation of the text, and this should show the relationship between the ideas.

How to take notes.

When you're listening, first listen to the beginning of the text to find the main points and how they are related. Then listen for the subsidiary points; see how they are related to the main points and to each other. Then, reduce the points to notes. Make sure links and relationships between the ideas are shown.

Good notes need to be organised appropriately. There are two main methods for this:

1. List

Sidebar navigation:
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Listening Comprehension and Note-Taking

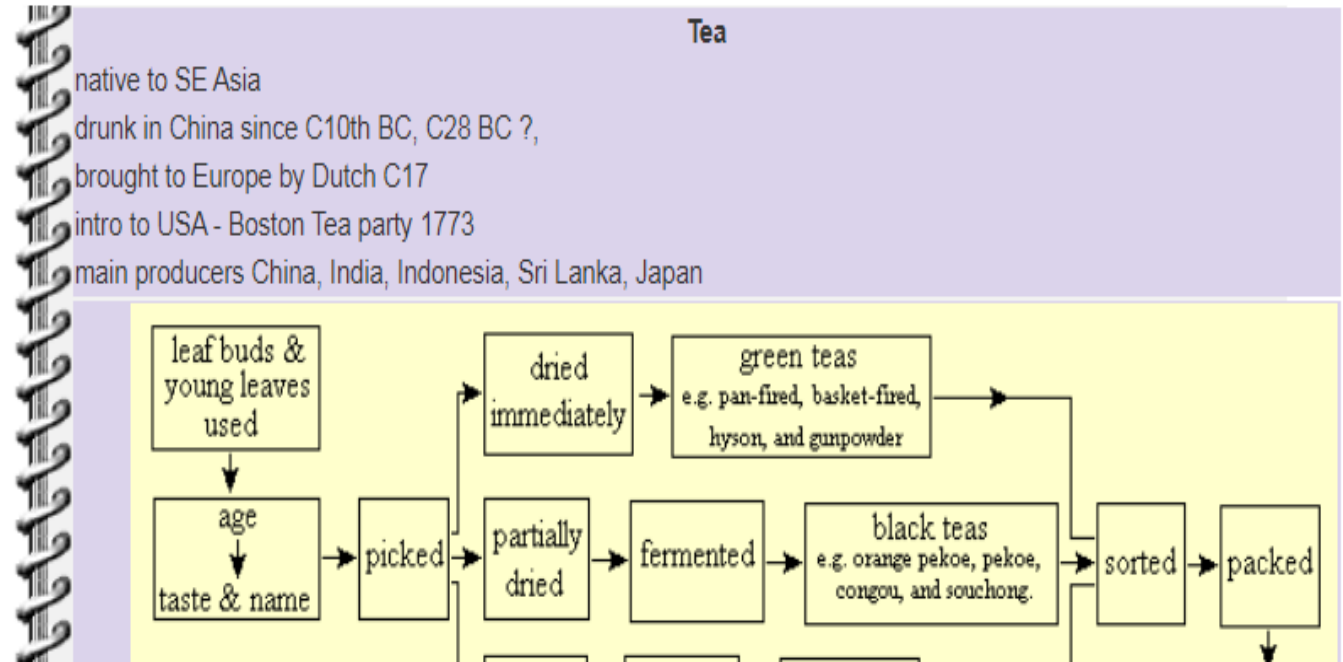## Summarising & note-taking

Taking notes

Example 3

Listen to the following text and study the notes below:

Tea

▶ 0:00 / 2:17 ◀)) ⋮

Notes

Tea
native to SE Asia
drunk in China since C10th BC, C28 BC ?,
brought to Europe by Dutch C17
intro to USA - Boston Tea party 1773
main producers China, India, Indonesia, Sri Lanka, Japan

leaf buds & young leaves used → dried immediately → green teas e.g. pan-fired, basket-fired, hyson, and gunpowder →

age → taste & name → picked → partially dried → fermented → black teas e.g. orange pekoe, pekoe, congou, and souchong. → sorted → packed

- 多多利用聽力部分
- 練習聽演講做筆記
- 主動出擊，聽！寫！
- 練習聽力做選擇題沒有用的。

Listening Comprehension and Note-Taking

Summarising & note-taking

Taking notes

Example 2
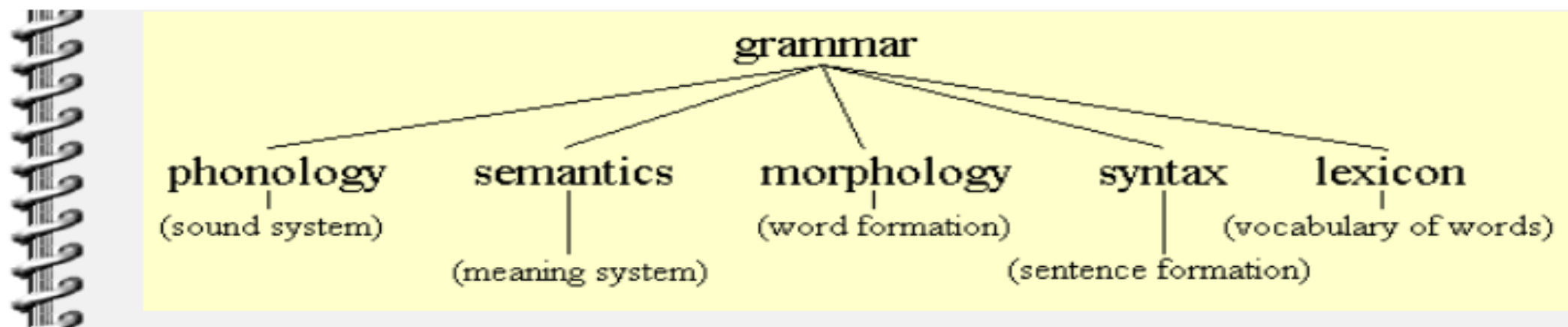
Listen to the following text and study the notes below:

Grammar

⏸ 0:16 / 1:01 ▬▬▬▬▬ 🔊 ⋮
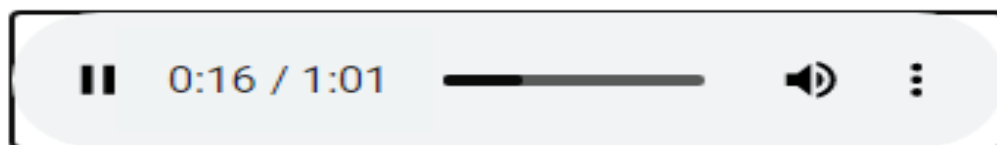
(From *An introduction to language* by Victoria Fromkin and Robert Rodman (Holt-Saunders))

Notes

grammar

phonology (sound system)   semantics (meaning system)   morphology (word formation)   syntax (sentence formation)   lexicon (vocabulary of words)

Back to: **Listening: Taking Notes**

diagram

聽並練習做筆記

撰寫學術論文需要的英語都在這個網站中！

MANCHESTER 1824
The University of Manchester

Academic Phrasebank

Search

Introducing work | Referring to sources | Describing methods | Reporting results | Discussing findings | Writing conclusions

Academic Phrasebank

GENERAL LANGUAGE FUNCTIONS

Being cautious

Being critical

Classifying and listing

Compare and contrast

Defining terms

Describing trends

Home page

The Academic Phrasebank is a general resource for academic writers. It aims to provide you with examples of some of the phraseological 'nuts and bolts' of writing organised according to the main sections of a research paper or dissertation (see the top menu). Other phrases are listed under the more general communicative functions of academic writing (see the menu on the left). The resource should be particularly useful for writers who need to report their research work.The phrases, and the headings under which they are listed, can be used simply to assist you in thinking about the content and organisation of your own writing, or the phrases can be incorporated into your writing where this is appropriate. In most cases, a certain amount of creativity and adaptation will be necessary when a phrase is used.The items in the Academic Phrasebank are mostly content neutral and generic in nature; in using them, therefore, you are not stealing other people's ideas and this does not constitute plagiarism.

Being critical

As an academic writer, you are expected to be critical of the sources that you use. This essentially means questioning what you read and not necessarily agreeing with it just because the information has been published. Being critical can also mean looking for reasons why we should not just accept something as being correct or true. This can require you to identify problems with a writer's arguments or methods, or perhaps to refer to other people's criticisms of these. Constructive criticism goes beyond this by suggesting ways in which a piece of research or writing could be improved.

... being against is not enough. We also need to develop habits of constructive thinking.
Edward de Bono

+ Highlighting inadequacies of previous studies

+ Identifying a weakness in a single study or paper

+ Offering constructive suggestions

Explaining causality

Giving examples

Signalling transition

Writing about the past

An enhanced and expanded version of PHRASEBANK is available in PDF or Kindle format:

ABOUT PHRASEBANK

— Highlighting inadequacies of previous studies

Previous studies of X have not dealt with ...

Researchers have not treated X in much detail.

Such expositions are unsatisfactory because they ...

Most studies in the field of X have only focused on ...

Such approaches, however, have failed to address ...

Previous published studies are limited to local surveys.

Half of the studies evaluated failed to specify whether ...

The research to date has tended to focus on X rather than Y.

Previously published studies on the effect of X are not consistent.

Smith's analysis does not take account of ..., nor does she examine ...

The existing accounts fail to resolve the contradiction between X and Y.

Most studies of X have only been carried out in a small number of areas.

However, much of the research up to now has been descriptive in nature ...

The generalisability of much published research on this issue is problematic.

Research on the subject has been mostly restricted to limited comparisons of ...

However, few writers have been able to draw on any systematic research into ...

Short-term studies such as these do not necessarily show subtle changes over time ...

Although extensive research has been carried out on X, no single study exists which ...

However, these results were based upon data from over 30 years ago and it is unclear if ...

The experimental data are rather controversial, and there is no general agreement about ...

Academic Phrasebank

Search

GENERAL LANGUAGE FUNCTIONS

Being cautious

Being critical

Classifying and listing

Compare and contrast

Defining terms

Describing trends

Being cautious

One of the most noticeable stylistic aspects of academic communication is the tendency for writers to avoid expressing absolute certainty, where there may be a small degree of uncertainty, and to avoid making over-generalisations, where a small number of exceptions might exist. This means that there are many instances where the epistemological strength (strength of knowledge) of a statement or claim is mitigated (weakened) in some way. In the field of linguistics, devices for lessening the strength of a statement or claim are known as hedging devices.Analysis of research reports have shown that discussion sections tend to be particularly rich in hedging devices, particularly where writers are offering explanations for findings.

An enhanced and expanded version of
PHRASEBANK is available in PDF or Kindle format:

— Devices that distance the author from a proposition

It is thought that ...
It is believed that ...
It has been reported that ...
It is a widely held view that ...
It has commonly been assumed that ...

According to Smith (2002), ...
According to recent reports, ...
According to many in the field ...
Many scholars hold the view that ...
Smith (2001) holds the view that ...
Recent research has suggested that ...
There is some evidence to suggest that ...
If Smith's (2001) findings are accurate, ...

— Being cautious when giving explanations

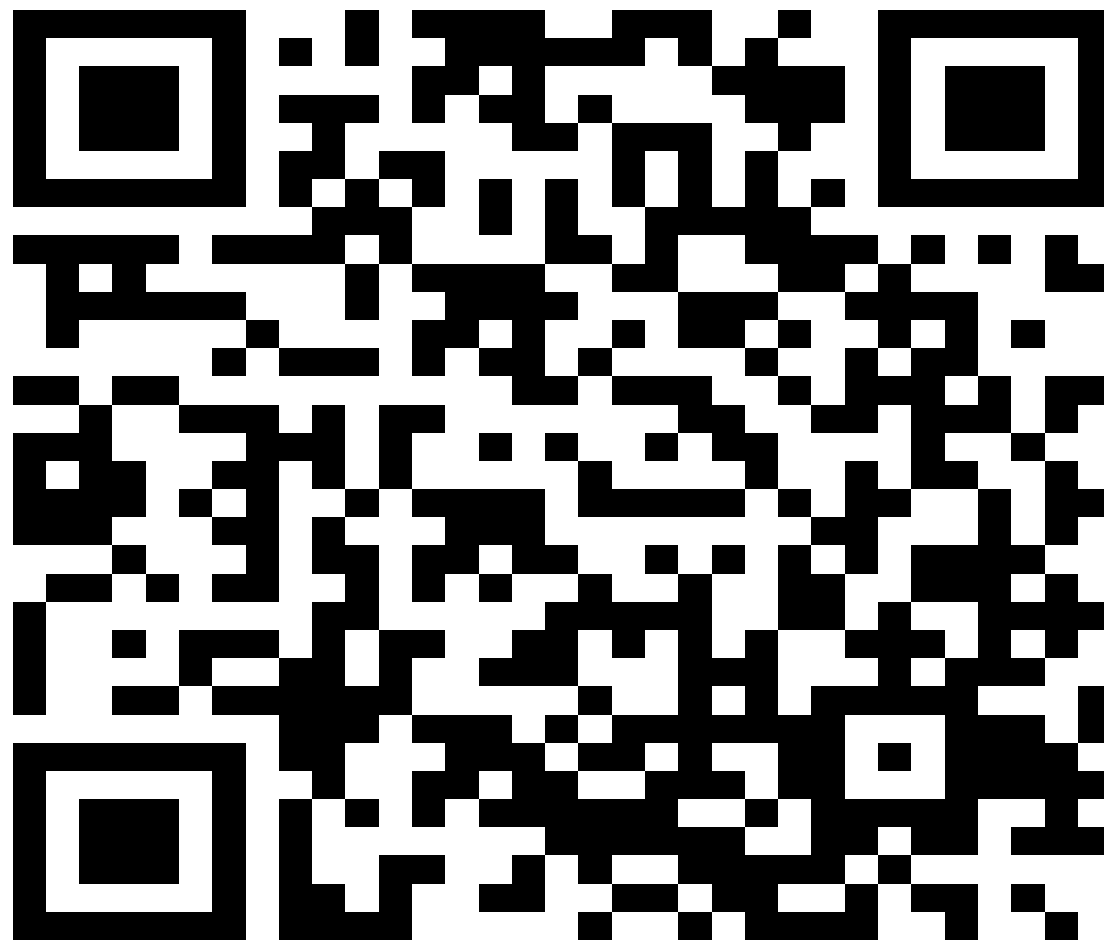| These frequent storms	may be could be might be are almost certainly	due to climate change.

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- 利用零星時間聽英語(如:BBC Radio 4 In Our Time)
- 看全程英語的網站,英語能力就會提升!