With the integration of Academic English in the EGP curriculum, teachers have met the challenge to teach this variety of English. Mastery of a writing system and its particular academic conventions as well as proficiency in reading, speaking and listening cannot be achieved without knowledge of vocabulary. Research studies confirm the importance of building students’ academic vocabularies as a foundation for their learning content. General, content-based, content-specific Academic vocabulary requires attention because it must be learned for the objectives of the content area teaching to be realized. In order to get sense of dense academic texts, B2 level students must possess strategies to understand and use the words that will increase their comprehension which is a critical component of academic reading. Focused on active academic vocabulary practice, teaching instruction will enable the students to cope with challenging academic language of subject areas. In addition to that, building students’ awareness how words function, providing them with independent word learning strategies and skills give the students keys to a vast array of words they would not otherwise be able to understand and employ. For the teachers who are limited in time and resources it is necessary to be strategic in choosing what words to teach and how to teach them. Thus, the paper makes an attempt to answer the following questions:

1. What does good vocabulary instruction look like?
2. What are critical passage words?
3. What does word knowledge mean in academic setting?
4. What are specific vocabulary learning strategies?
5. To what extent is it possible to embed academic vocabulary instruction in the EGP curriculum?

Key words: academic vocabulary, vocabulary instruction, learning/instructional strategies, critical passage vocabulary, academic language proficiency.