

ENGLISH FOR SPECIFIC PURPOSES BIOLOGY

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B1 - B2 level

- The ESP course is intended for students with:

B1 – B2 level of English (intermediate – upper-intermediate) *

Number of students per group is limited to **14**

Students are also recommended to take an online standardized test to find out what their level of English is.

In English, the EF SET (<https://www.efset.org/>) is the best choice because it is free and the first standardized test to be fully aligned to the CEFR. You will need to set aside 50 minutes to complete the test and find out your CEFR level.

****see more detailed explanation of the CEFR levels at:***

<https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>



Requirements

Winter Semester

- Mind map (weight 10%)
- Passive voice + Present Perfect Progressive – Moodle (weight 10%)
- Listening Journal from a TEDtalk (weight 30%)
- Debate on the topics covered in the semester (weight 50%)

Attendance (two absences allowed)

Summer Semester

- Mind map (weight 10%)
- Test (weight 50%)
- Oral presentation (weight 40%)

Requirements may be subject to change based on a mutual agreement.

Winter Semester

- Vitamins
- Extinction of the Giants
- DNA and Cloning
- Mother of Man
- Choose a Living World

Summer Semester

- How to Give a Good Presentation
- Chocolate
- Biodiversity
- Driving Primates to the Edge
- Enchanted Islands

Winter Semester

- **Vitamins**

- brainstorming on vitamins, water-soluble and fat-soluble vitamins
- vitamin deficiency and excess ; related diseases
- pellagra and beriberi, vocabulary, mind maps
- language focus: defining and non-defining clauses

- **Extinction of the Giants**

- theories/hypotheses about the extinction of dinosaurs
- watching a short part of a video on Jurassic Park 1 – cloning
- language focus: regular, irregular and foreign plural (e.g. nucleus-nuclei, analysis-analyses, mitochondrion-mitochondria, bacterium-bacteria, ...)

- **DNA and Cloning**

- vocabulary on cloning (types of cloning, the DNA structure, ...)
- watching a video: Rosalind Franklin
- discussion: for and against cloning
- language focus: present perfect simple/continuous vs. past simple

- **Mother of Man**

- discussion about evolution and who Lucy was
- vocabulary on human skeleton and body parts
- watching a video: Walking with a Caveman

- **Choose a Living World**

- for and against Vegetarianism
- communication skills, comparing/contrasting
- vocabulary on digestive system
- language focus: passive voice and its use in academic writing

The topics may be subject to change.

Summer Semester

- **How to Give a Good Presentation**

- structure
- verbal and non-verbal communication
- the use of linking words and phrases

- **Chocolate**

- discussion on different ailments and remedies
- beneficial substances found in chocolate
- language focus: different uses of *that/those* – as a conjunction, pronoun and a substitute for a noun

- **Biodiversity**

- hotspots of biodiversity
- watching a video about biodiversity hotspots
- vocabulary on biodiversity also including names of insects, mammals, fish and marine animals, birds, trees
- language focus: word formation using prefixes (verb – noun – adjectives, e.g. modify – modification – modifiable, infect – infection – infectious, etc.)

- **Driving Primates to the Edge**

- improving reading and speaking skills
- the IUCN Red List of Threatened Species
- language focus: - language focus: word formation using negative prefixes (in-, il-, ir-, im-, un-, dis-, a -...e.g. insoluble, infertile, irreversible, inorganic,...)

- **Enchanted Islands**

- the Galápagos islands (the wildlife, invasive species, overfishing, tourism, ...)
- video watching and discussion
- language focus: the use of definite/ indefinite/ zero articles with geographical names

The topics may be subject to change.



A SNEAK PEEK AT SOME LECTURES

*Materiál obsahuje príklady z prezentácií použitých výlučne ako názorné ukážky vo výučbe bez akéhokoľvek priameho alebo nepriameho majetkového prospechu pre autorov.
The material contains examples from presentations used exclusively as illustrative examples in teaching without any direct or indirect financial benefit to the authors.*

Students' feedback

Páčil sa mi hlavne pozitívny a výborný prístup vyučujúcej, ako negatívum nevidím nič z kurzu, témy boli zaujímavé a veľmi kvalitne spracované, veľmi mi sadli do odboru a nič mi nepripadalo zbytočné.

Páčili sa mi aktivity, ktoré troška ozvláštnili výuku – interaktívne úlohy...

Páčili sa mi práce po dvojiciach alebo skupinkách, kde sme museli spolupracovať so spolužiakmi.

Veľmi sa mi páčili kvízy. Opakovať si hrovou formou je prínosné a lepšie sa tak veci pamätajú.

Na hodiny angličtiny som chodila s radosťou bez stresu, atmosféra na nich bola voľnejšia, na Moodle sme mali všetky potrebné materiály, ktorých nebolo ani veľa. Na hodinách sa mi páčilo, že boli vždy nejako oživené. Či už sme pozerali nejaké video alebo pracovali v skupinkách s kartičkami. Najviac ma bavilo, keď sme hrali nejaké hry online – napr. hru Kahoot (tá ma bavila najviac :).