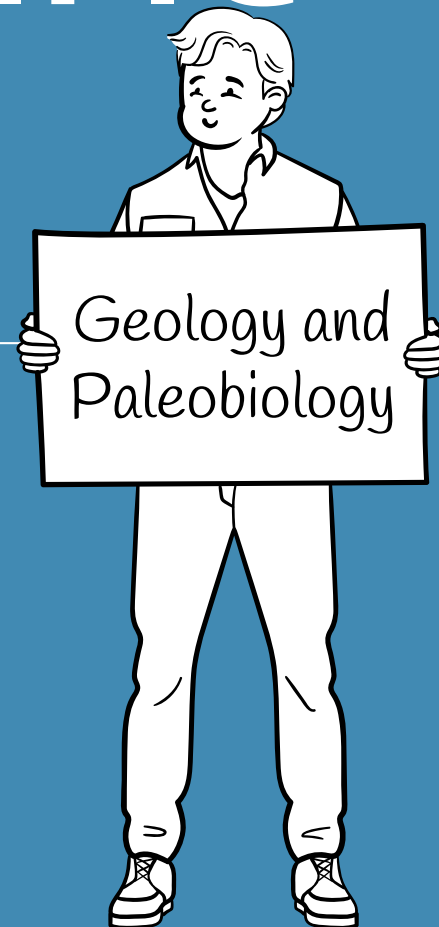
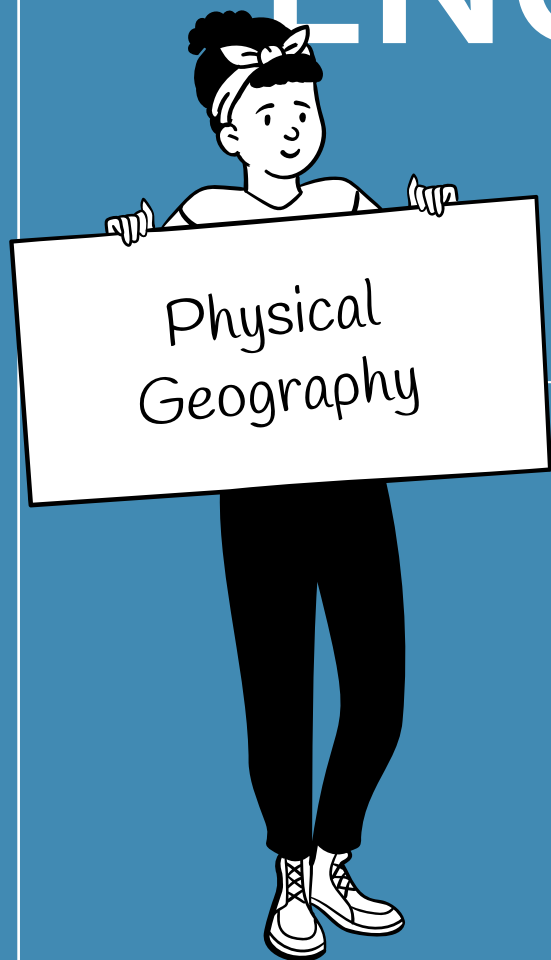


ENGLISH FOR SPECIFIC PURPOSES



Language Department
Faculty of Natural Sciences
Comenius University

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B1-C1 level

- The ESP course is intended for students with at least:

B1-B2 Level of English*

Number of students per group is limited to **16**

TEST YOUR LEVEL OF ENGLISH:

Students are recommended to take an online standardized test to find out what their level of English is: <https://www.efset.org/>

In English, the EF SET 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.

**as based on CEFR (more detailed explanation of the levels: <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>)*



Requirements*

Attendance (two absences allowed)

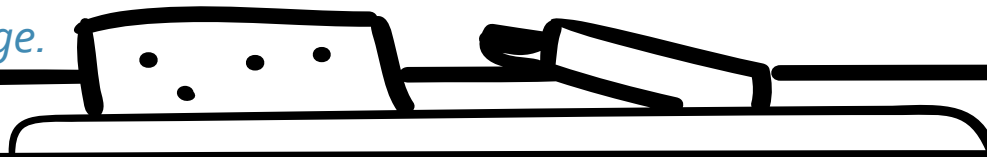
Winter Semester

- Short presentation on a given concept
- Midterm Test (vocabulary + covered grammar)
- Oral Exam using mind maps

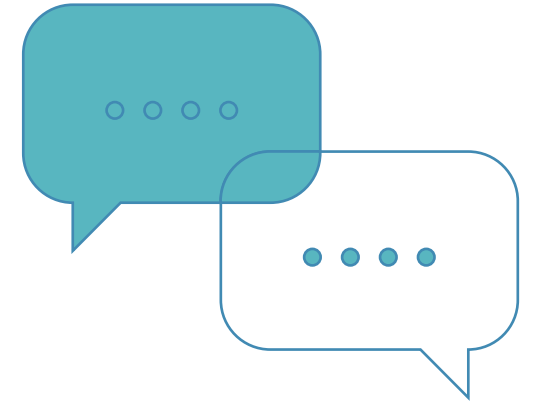
Summer Semester

- Midterm (listening and reading comprehension) and final test
- Listening Journal (on a TED Talk)
- Final presentation

**May be subject to change.*



Topics for all geoscience students



Winter Semester

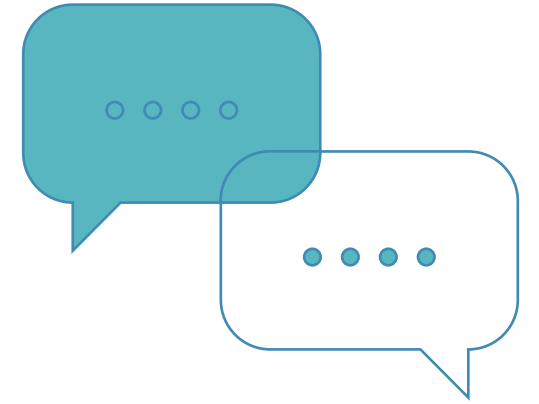
- Earth – **general information**, movements
- Earth – **shape, surface** (landforms), **interior**
- **Earth on the move** – continental drift
- **Plate tectonics**, sea floor spreading
- **Endogenic processes and natural disasters**
 - earthquakes, volcanoes, wind systems

Skills and outcomes:

- *Mindmapping*
- *Expanding academic and specialised vocabulary*
- *Writing numerals in English in academic discourse*
- *Giving a short talk*

**The topics may be subject to change.*

Topics for physical geographers



Summer Semester

- **Exogenic processes** – weathering and erosion (Yosemite)
- **Climate and weather**
- **Climate change**
- **Environmental issues** – desertification, deforestation
- **Cartography, reading maps**

Skills and outcomes:

- *giving a professional presentation*
- *expanding academic and specialised vocabulary*
- *note taking and summarising*

**The topics may be subject to change.*



Photograph by Takashi Nakagawa | National Geographic
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A SNEAK PEEK AT SOME LECTURES



plural vs. singular

- | | |
|---|---|
| <p>the</p> <ul style="list-style-type: none"> ○ Mountain ranges (the Alps, the Himalayas) ○ Archipelagos (the Galapagos, the Canary Islands) | <p>zero article</p> <ul style="list-style-type: none"> ○ Mountains (Everest) ○ Islands (Sicily, Malta) ○ BUT! ○ Bays (the Hudson Bay) ○ Canals (the Panama Canal) ○ Channels (the English Channel) ○ Gulfs (the Gulf of Mexico) ○ Deserts (the Sahara, the Gobi) |
|---|---|

Landforms

1. Drag and drop the following landforms connected to water to appropriate places:

iceberg	lagoon	fjord	lake	sea
canal	pond	marsh	delta	gulf
glacier	stream	waterfall	geyser	cove
swamp	ocean	river	straight	

LIVWORKSHEETS



Main impacts of Climate Change: I. SEA LEVEL RISE

The Intergovernmental Panel on Climate Change (IPCC) predicts that sea levels will rise a total of 0.18 to 0.6 meters between 1990 and 2100. Rising sea levels already cause problems in low-lying coastal areas of the world.

Maldives

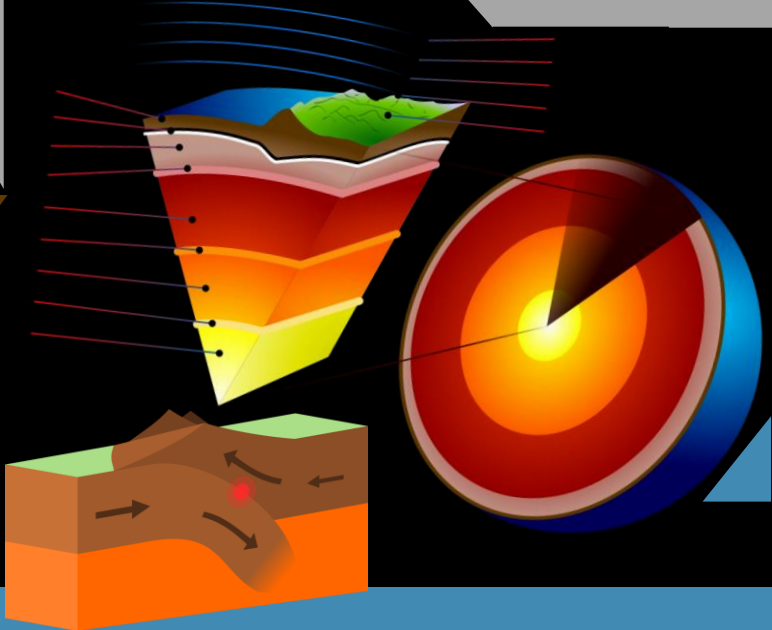


Maldives, an island nation in the Indian Ocean, is perhaps the country most threatened by sea level rise. Most islands rise only 2.4 meters above sea level at their highest point. Sea level rise will create climate refugees because of changes in both economy and habitat. Tourism supports more than 25% of the Maldivian economy. As islands slowly sink underwater, they support fewer tourists and their facilities, such as hotels. Fishing is the nation's second-largest industry.

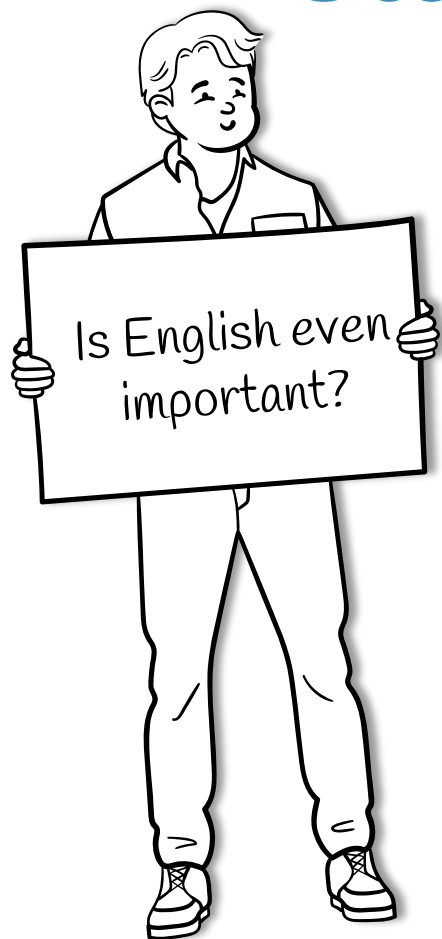
The environment and economy of Maldives are threatened as sea levels rise and water becomes less salty. The melting of polar ice caps increases the amount of fresh water in the ocean as well as causing sea levels to rise. The increased amount of freshwater in the environment threatens the delicate ecosystem of coral reefs that surround the islands. This habitat may not be able to support as many fish, threatening the fisheries around Maldives. Other fish may not be able to adapt to the less-salty water. Without income generated from tourism or fishing, many Maldivians may be forced to migrate to seek new jobs. Finally, sea level rise may sink all 1,200 islands of Maldives. This would force all Maldivians to find new places to live. Maldives leaders have worked with leaders in Australia, India, and Sri Lanka to plan an evacuation program *should Maldives become uninhabitable*.



Maldives fisheries and agriculture minister, Ibrahim Didi, signs off of the underwater cabinet meeting off Girifushi Island. Photo: HO/AFP/Getty Images



Students' feedback



„Kurz pre mňa bol prínosom, vďaka nemu som nadobudla lepšie schopnosti vo vyjadrovaní sa v cudzom jazyku a nadobudla som vyššie sebavedomie v celkovom vyjadrovaní svojich názorov.“

„Človek si zvykne na určité štruktúry, zvýši si slovnú zásobu a rovnako tak aj rôzne gramatické formy z odbornej angličtiny, ktoré následne využije pri čítaní rôznych vedeckých článkov alebo research papers, ktoré sú potom využiteľné aj pri písaní bakalárskej práce.“

„Jazyky sú v dnešnej neoddeliteľnou súčasťou štúdia, veľa vedeckých článkov je v angličtine a aj my budeme publikovať v angličtine ak chceme niečo dosiahnuť.“

„Budúcnosť je multilinguálna. Aspoň dva cudzie jazyky by som nastavila ako latku pre ukončenie vysokoškolského vzdelania v prírodných vedách. Odborná úroveň jazyka otvára dvere lepších kariérnych príležitostí a poskytuje o toľko krát viac dostupných informácií. Možnosť vedieť prečítať zdroj ktorý nutne potrebujem kvôli práci alebo učniu, je veľmi cenná. Čo sa týka toho keď si človek potrebuje niečo doštudovať; v slovenčine častokrát nachádzam nedostatočne a zle spracovanie videa/témy.“