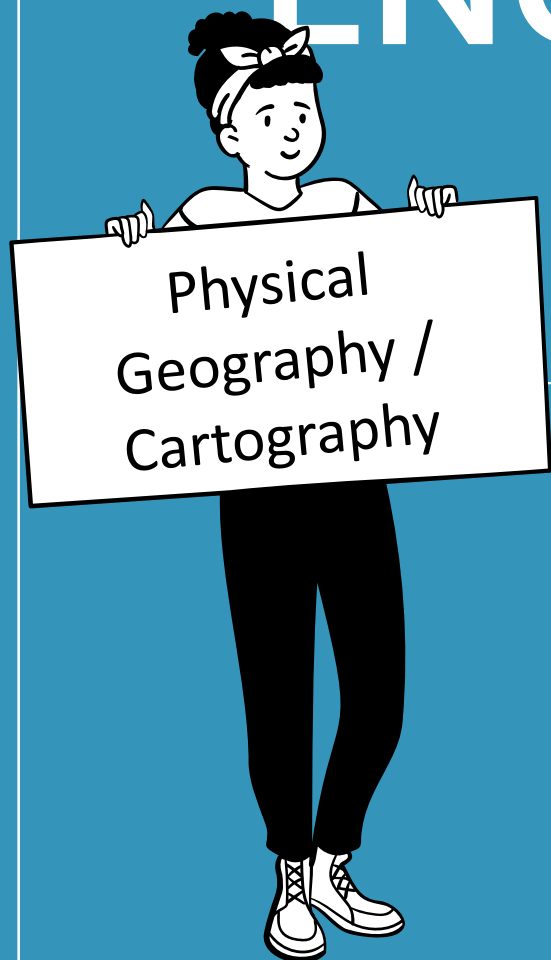


ENGLISH FOR SPECIFIC PURPOSES



Language Department
Faculty of Natural Sciences
Comenius University

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B2 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

- Midterm Test (vocabulary + covered grammar on numbers and articles)
- Presenting statistical data from a class survey

Summer Semester

- Midterm (listening comprehension + plurals)
- Oral presentation of a chosen simplified science article

**May be subject to change.*

Topics



Winter Semester

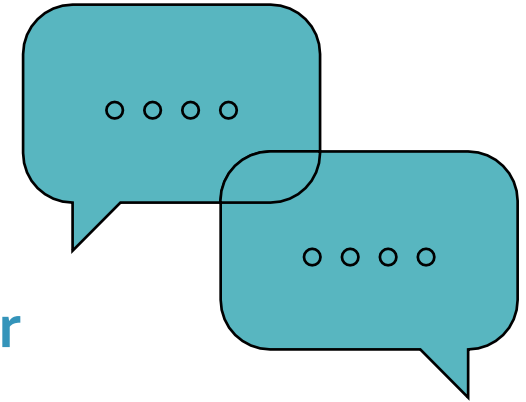
- Earth – general information
- Shape and Surface Features of Earth
- Describing Geographical Location
- Working with Visuals – Maps, Graphs, Photographs

Grammar: differences in reading numbers and statistical data in English vs Slovak

articles with geographical names

Summer Semester

- Natural Resources
- Climate and weather
- Climate change
- Ecological footprint – structure of a scientific article, abstract
- Grammar: foreign plural



**The topics may be subject to change.*



A SNEAK PEEK AT SOME LECTURES



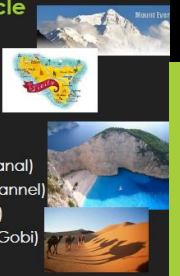
plural vs. singular

the

- Mountain ranges (the Alps, the Himalayas)
- Archipelagos (the Galapagos, the Canary Islands)

zero article

- 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)



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

iceberg	lake	sea
canal	delta	gulf
glacier	geyser	cove
swamp	straight	

Landforms

lagoon fjord pond marsh waterfall river ocean

LIVWORKSHEETS



ENVIRONMENTAL SCIENCE JOURNAL FOR TEENS

More stuff = more climate change?

NOVEMBER 2017

Authors: Diana Ivanova, Gibran Vita, Kjaran Steen-Olsen, Konstantin Stadler, Patricia Melo, Richard Wood and Edgar Hertwich
Contact: diana.n.ivanova@ntr.no
Associate Editors: Sasha Harris-Lovett, Gogi Kalka

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, its 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 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 the 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. The 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 a declaration of the underwater cabinet meeting off Girifushi Island. Photograph by HO/AFP/Getty Images

Latin & Greek origin

basis – bases, crisis – crises
criterion – criteria, phenomenon – phenomena
radius – radii, nucleus – nuclei
alumnus – alumni, alumna – alumnae

• but some follow the English rules:
album – albums, dogma – dogmas, gymnasium – gymnasiums

• in some cases two plural forms are preserved:
formula – formulae – formulas (chem.)
antenna – antennae – antennas

OCTOPUS should always be **OCTOPUSES** and **never octopi**.

Mutation nouns

a change of the root word:
foot – feet, goose – geese, tooth – teeth
mouse – mice, louse – lice
man – men, woman – women

Zero plural

• certain animals in a hunting context:
salmon, trout, cod
duck, partridge, pheasant
but normally add –s:
ducks, partridges, pheasants

sheep, deer

• certain nationalities:
a Chinese – the Chinese
a Vietnamese – the Vietnamese

• Where there are two plurals, the zero plural is the more common:
We caught only a few fish

Whereas regular plural is used to denote different species or individuals:
The fishes of the Mediterranean.

+ craft, aircraft, hovercraft, spacecraft
+ OFFSPRING, SERIES, MEANS, SPECIES

Nouns -f(e)

• voiced plural only:
calf – calves, elf – elves, half – halves
knife – knives, leaf – leaves, loaf – loaves
self – selves, shelf – shelves
thief – thieves, wife – wives, wolf – wolves

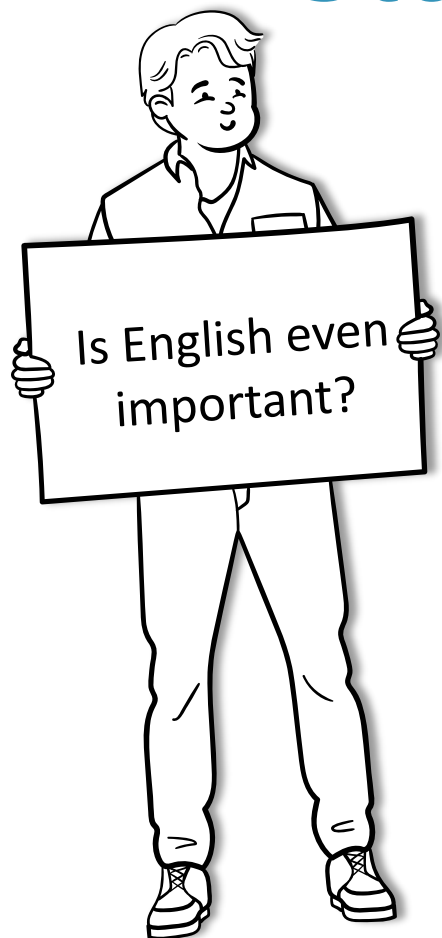
• regular plural only:
belief, chief, cliff, proof, roof, safe

• both regular and voiced plurals:
dwarf – dwarfs – dwarves
hoof – hoofs – hooves
scarf – scarfs – scarves

-en plural

brother – brethren (fellow members of a religious society)
child – children
ox – oxen (castrated bull)

Students' feedback



Is English even important?

„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 učeniu, je veľmi cenná. Čo sa týka toho keď si človek potrebuje niečo doštudovať; v slovenčine častokrát nachádzam nedostatočne a zle spracovanie videa/témy.“