

BIOLOGY IN ENGLISH

Objectives:

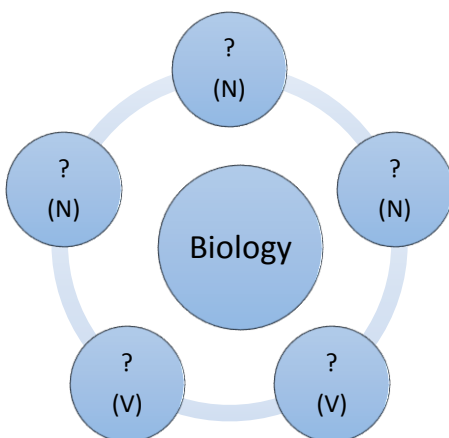
In this lesson students will learn to understand some vocabulary connected with biology. The main objective is to encourage students' interest in biology and to teach them some vocabulary connected with this subject. The lesson is aimed for students attending English seminar (intermediate level) and a voluntary seminar within the project TIME. The length of the lesson is 45 min.

1. STARTING POINT (warm-up activity):

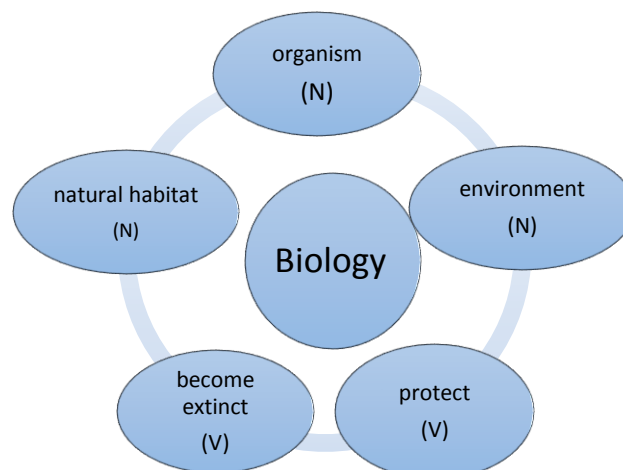
“What is biology?”

Students create their own mind maps, they brainstorm ideas about biology. They will write at least five words connected with biology – **two verbs (V)** and **three nouns (N)** into the mind map. They can write any word according to their own ideas excluding the word **animal** and **plant** – those are taboo words. There are many possible answers and they should be discussed in groups and with a teacher after brainstorming.

Students' blank mind map:



Possible answer:



2. READING AND VOCABULARY

- a) Read the text and fill in the gaps using the words given in the chart. You can make them plural if needed.

biologist	evidence	attempt	organism	genetics
branch	bacteria	ecology	evolution	environment

BIOLOGY

Biology looks at how animals and other **organisms** behave and work, and what they are like. Biology also studies how organisms react with each other and the **environment**. It has existed as a science for about 200 years, and was preceded by natural history. Biology has many research fields and **branches**. People who study biology are called **biologists**. Biologists must be able to show **evidence** for their ideas.

Biology is the science of life and living things, and their **evolution**. Living things include plants, animals, fungi (such as mushrooms), and microorganisms such as **bacteria**.

Biology **attempts** to answer questions such as: "What are the characteristics of this living thing?" (comparative anatomy); "How do the parts work?" (physiology); "How should we group living things?" (classification, taxonomy); "What does this living thing do?" (behaviour, growth); "How does inheritance work? (**genetics**); "What has been the history of life?" (palaeontology). How do organisms relate to their environment? (**ecology**). All modern biology is influenced by evolution, which answers the question: "How has the living world come to be as it is?"

Article adapted from: <https://simple.wikipedia.org/wiki/Biology>

- b) Find words in the text to match these definitions.

1. surroundings of a living organism - **environment**
2. an object consisting of a stalk with an umbrella-shaped cap – **mushroom**
3. the act of gradual increase – **growth**
4. to show or make a connection between (two or more things) - **relate**
5. relating to, based on – **comparative**

- c) **Fill in the chart to recycle derivatives.** Students fill in the chart expanding and recycling derivatives. They are asked to put their words in Noun, Verb and Adjective categories. For stronger classes an Adverb column can be added.

Noun	Verb	Adjective
<i>comparison</i>	<i>compare</i>	comparative
classification	<i>classify</i>	<i>classified</i> (e.g. information)
behaviour	<i>behave</i>	<i>behavioural</i> (e.g. problems)
<i>influence</i>	influence	<i>influential</i>
inheritance	<i>inherit</i>	<i>inherited</i> (e.g. disease)
science	x	<i>scientific</i>
growth	<i>grow</i>	<i>growing</i>
<i>reaction</i> <i>reactor</i>	react	<i>reactive</i> (e.g. chemical) <i>reactionary</i> (e.g. opinions)

3. WRITING

Ask students to work in pairs. Encourage them to create a story where 10 words from the chart will be used. They have 10 min. to write a story relevant to the topic biology. If they cannot finish the task in the lesson, it can be set as a homework.

Briefly introduce basic rules for planning writing. Explain that it is good to take notes first using their own ideas.