

Schematic Chart

| Theme | Reading Strategy | Vocabulary | Grammar |
|--|--|---|--------------------------------|
| Unit One: Green Doctors Revisited Reading 1: Herbs Are Drugs Reading 2: The Greatest Wonder Drug | Scanning | Using Dictionaries Word Family | Adverbs |
| Unit Two: Back Pain Is NOT Skin Deep Reading 1: Back Pain Reading 2: Our Largest Organ | Skimming | Word Elements Word Family | Relative Clauses (Part 1) |
| Unit Three: The Heart and the Soul Reading 1: Causes of Earthquake Reading 2: Earthquake Prediction | Previewing and Predicting | Synonyms Word Family | Relative Clauses (Part 2) |
| Unit Four: The Rise and Fall of Ice Reading 1: Ice-records Reading 2: Greenland Continental Ice | Finding the Main Idea | The Prefix “dis-” Word Family | Cleft Sentences |
| Unit Five: Little Things Go Dangerous Reading 1: SARS Reading 2: The Invisible World of Microbes | Context Clue | Words with Double Meanings Word Family | Infinitives |
| Unit Six: The Order Codes within Us Reading 1: Genetics Is the Key to Biology Reading 2: Double Strand Breaks: The Most Dangerous DNA Damage | Making Inference | The Suffix “-logy” Word Family | As/Though/Although |
| Unit Seven: Natural Disaster – Flood Reading 1: Flooding Reading 2: Flood Safety Tips | Finding Pronoun Referents | Collocations Word Family | Conditionals |
| Unit Eight: Global Warming Reading 1: What Causes Global Warming? Reading 2: Global Warming: Effects | Distinguishing Facts from Opinions | Abbreviations Word Family | Must, Should/Ought (Part 1) |
| Unit Nine: Our Environment Reading 1: Human Growth and Ecosystem Reading 2: Ecosystem | Critical Reading | The Suffix “-cide” Word Family | Must, Should/Ought (Part 2) |
| Unit Ten: Marine Life Reading 1: Ocean Noise and Marine Mammals Reading 2: Habituation and Sensitization | Understanding the Organization of the Text | The Prefixes “under-” and “anti-” Word Family | Have+Object+Verb |
| Unit Eleven: Natural Glamors Reading 1: Eclipses Reading 2: Rainbow | Summarizing | The Suffixes “-ese” and “-an” Word Family | Change & Lack of Change |
| Unit Twelve: Our Planet Reading 1: The Deep Interior of the Earth Reading 2: Soil | Synthesizing What You Read | The Prefix “hydro-” Word Family | Subordinate Clauses |

Introduction

English for the Students of Science (Biology & Geology) is designed as an English for Academic Purposes (EAP) textbook for undergraduate university students of Science (Biology & Geology) ranging from pre-intermediate to upper-intermediate levels of English proficiency. The book aims to help students consolidate general reading skills and strategies they have already acquired through general English courses and transfer these skills and strategies to their target academic tasks. Hence, a wide range of scientific text types/genres have been included in the book to provide students with ample opportunities to learn and practice discipline-based reading skills. With the main focus on reading, the other language skills and components (i.e. vocabulary, grammar, discourse, and genre) are used as a springboard for fostering the reading skills and strategies.

The book consists of 12 units based on biological and geological themes and topics of maximum authenticity and relevance to the students of science (biology & geology). The centerpiece of each unit is two reading passages developing the same theme and all activities of each unit are geared to that theme. To that end, there is an efficient integration of relevant content and language with a good distribution of common genres in the field of biology & geology.

The units are divided into various sections as introduced below:

Title Page: It is designed to give readers a general overview of the theme and content of the unit.

Comet Chase: They aim to engage students mentally to think about the topic of reading and relate it to their lives. A preliminary focus on important vocabulary items is also intended.

Reading Passages: Texts from a variety of authentic and credible sources are accompanied by glosses and technical notes.

Synthesize What You Read: These parts assess the readers' comprehension of the texts through a broad range of comprehension questions and tasks.

Reading Strategy: A reading strategy that is helpful in academic contexts is introduced in each unit. It matches with the nature of the relevant reading passage.

Vocabulary Section: Different aspects of word knowledge are taken into account through both explicit instruction and task-based activities.

Grammar Section: Grammar is mostly treated through a discovery approach. The grammar point in each unit is taken from the related reading passage.

Translation: This section is designed as a reading practice as well as a translation activity. It also offers focused activity on vocabulary, grammar, and some features of genres presented in the unit.

Self-Check: To give the learners a sense of achievement, each unit ends up with a self-check part in which the main objectives of the unit are worded explicitly using performative verbs.