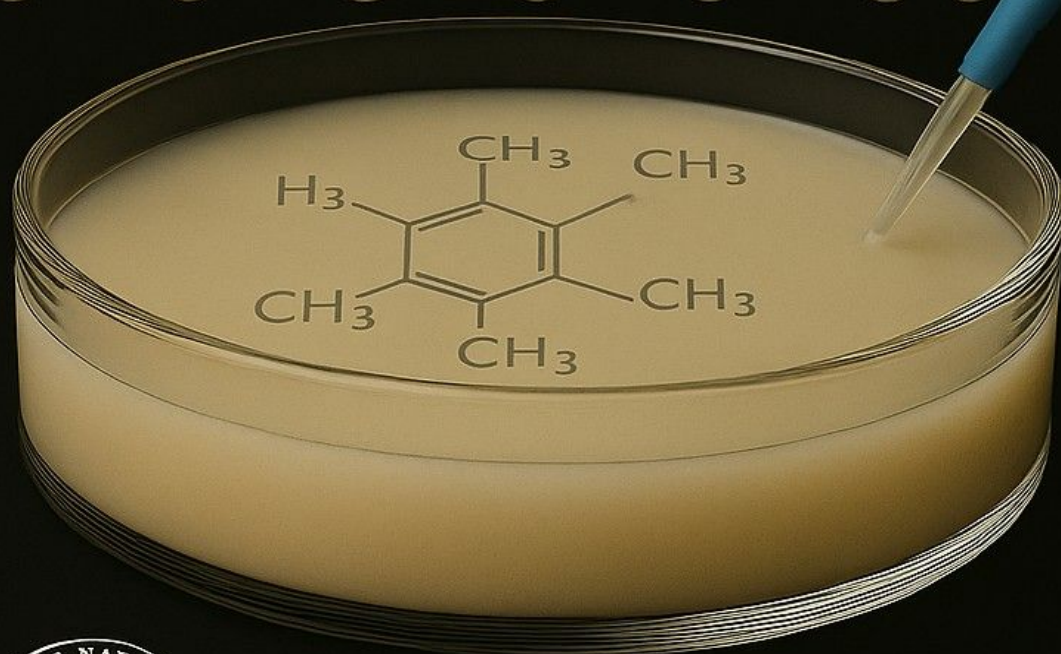


VESNA PRODANOVSKA-POPOSKA

ENGLISH FOR BIOTECHNOLOGY

LANGUAGE AND GRAMMAR WORKBOOK



MACEDONIAN SCIENCE
SOCIETY – BITOLA

VESNA PRODANOVSKA-POPOSKA

ENGLISH FOR BIOTECHNOLOGY: LANGUAGE AND GRAMMAR WORKBOOK

Complementary Material to *English in Biotechnology* by Lidija Popovska (2003)

Faculty of Biotechnical Sciences, University St. Kliment Ohridski – Bitola

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**ENGLISH FOR BIOTECHNOLOGY: LANGUAGE
AND GRAMMAR WORKBOOK**



Foreword

The purpose of this workbook is to provide students of English for Specific Purposes (ESP) with practical materials that integrate language learning with professional knowledge in the fields of biotechnology and agricultural sciences. Designed for learners at the B2-C1 level, the workbook offers carefully selected texts, exercises, and tasks that combine subject-related content with communicative language practice. This workbook is intended as complementary material to the textbook ***English in Biotechnology*** by Lidija Popovska, issued by the Faculty of Biotechnical Sciences- Bitola, 2003, which has been in use for many years. While the textbook provides the main foundation for language input and subject-specific content, the workbook expands upon it with supplementary exercises that reinforce, consolidate, and extend learning. The activities are designed to support the same topics and grammar structures, while offering additional practice opportunities to strengthen students' skills. As an ESP lecturer working with students of biotechnology, agricultural sciences and food technology and processing for many years, I have often observed the challenges they face when trying to apply language skills in their field of study. This workbook grew out of my teaching experience and my wish to bridge that gap by designing materials that reflect both the academic needs of the curriculum and the practical realities of professional communication. The exercises are varied and interactive, ranging from comprehension tasks to grammar-in-context activities, discussion prompts, and writing practice. They can be used flexibly in the classroom or for independent study, allowing students to review, consolidate, and extend their knowledge. I hope this workbook will not only strengthen students' language competence but also motivate them to think critically about the scientific topics they come across. My intention is for it to serve as a helpful resource that connects language learning with specialized knowledge, preparing students for both academic success and professional growth in an international environment.

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Guide to the Workbook

This workbook has been designed as complementary material to the textbook *English in Biotechnology* (Popovska, 2003) and follows the same sequence of units. Each unit provides additional practice through reading comprehension, vocabulary building, grammar in context, and communicative tasks. The aim is to strengthen students' language skills while reinforcing their subject knowledge in biotechnology and agricultural sciences. Students are encouraged to use this workbook alongside the main textbook. Before beginning the exercises, it is important to read the corresponding unit in the textbook, as the workbook activities are designed to expand upon the concepts and examples presented there. In this way, the workbook serves as a bridge between theory and practice, enabling students to apply new knowledge in meaningful contexts. The workbook can be used both in the classroom and for independent study. Teachers may select exercises flexibly to support their lesson plans, while students may revisit the materials at their own pace for revision and self-assessment. By combining content knowledge with targeted language practice, this workbook seeks to enhance students' ability to communicate effectively in academic and professional settings, and to prepare them for future challenges in the fields of biotechnology and agriculture.

Structure of the Workbook

Each unit in this workbook is organized to combine language learning with subject-specific content in biotechnology, food technology and processing and agricultural sciences. The typical structure begins with an **introductory text**, which presents the topic and highlights the grammar focus of the unit. This introduction provides students with a clear context before moving on to practice activities. Most units include a **reading comprehension** section, which develops students' ability to read for information in scientific and agricultural contexts. This is often followed by **vocabulary** practice, designed to build specialized terminology and strengthen students' academic and professional communication skills. A central part of each unit is **grammar in context**, where students apply key grammatical structures to authentic examples from the field. This approach ensures that grammar is not studied in isolation but is directly connected to the language students will need in their future studies and professional work. In addition, units provide **speaking** and **writing activities** that encourage active use of English. These may take the form of role-plays, discussions, or short writing tasks, depending on the focus of the unit. While not every unit follows the exact same sequence of exercises, each unit offers a balance of skills practice, with opportunities for either speaking or writing included throughout the workbook.

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