

ENGLISCH als WISSENSCHAFTSSPRACHE
im BIOLOGIEUNTERRICHT

Bili Guide

Name

Klasse

Scientific Writing

Giving Definitions

Fill in your new term or concept here.	Fill in the category/class the term is part of.	Name the specific characteristics of the term.
A [...]	is a [...]	that [...]

When writing a definition of a term or concept...

- Make sure to include all key characteristics.
- Clearly distinguish between the new term/concept and similar ideas you already know.
- Give an example for whatever you are defining, and, if possible, a non-example (i.e. what it is not).
- Put the new term in context (e.g. Many bacteria live in the human body without causing harm, but others may cause diseases).
- Draw/outline the term or concept you are explaining.
- Write the definition on index cards for further reference.

Dealing with Unknown Words in a Text

- Continue reading to determine whether you really need to know the word in order to understand the meaning of the text:

*Every muscle needs energy, which it gets from **nutrients** in the blood. The heart muscle gets its nutrients from vessels on its surface.*

I'm not sure what this is, but I can read on without knowing it.

- Infer the meaning from the context:

*Arteries branch off into smaller and smaller arteries called arterioles. Arterioles branch into smaller and smaller arterioles until they lead to capillaries. Capillaries are so narrow that the blood cells have to proceed **single file**.*

I know that "proceed" means "to go on", and the text tells me that capillaries are very small. Also, there is the word "cells", so maybe this means that the blood passes through the capillaries cell by cell.

- Words sometimes occur with words from the same word field or with their opposites:

*The arteries control the blood pressure by either relaxing or **constricting**.*

"relaxing" means *entspannen*, and "constricting" seems to be the opposite so it probably means something like *anspannen* or *zusammenziehen*.

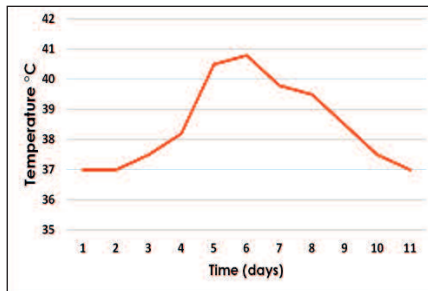
Charts and Statistics

- This chart is about / deals with / shows / demonstrates ...
- The x-axis / the y-axis
- The first / second / third column / line
- The curve starts at ...
- There is an increase / a decrease of ...
- The number / amount / size / intensity of ... becomes
- higher / bigger / lower / smaller
- It remains constant / at the same level
- It changes slowly / rapidly / steadily
- It increases at a rate of ... percent / per minute
- It reaches its maximum / minimum at about / around ...
- It is highest / lowest at ...
- it is twice as high / just as high as / higher than ...

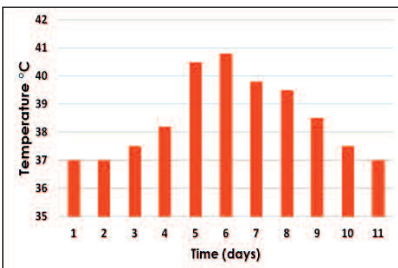
table

Day 1	37 °C
Day 2	37°C
Day 3	37,5 °C
Day 4	38,2 °C
Day 5	40,5 °C
Day 6	40,8 °C
Day 7	39,8 °C
Day 8	39,5 °C
Day 9	38,5 °C
Day 10	37,5 °C
Day 11	37 °C

line graph



bar chart



pie chart

