



Second Semester Exam in ESP

Task 1: Complete the table below with the missing information as indicated (10pts):

Concept	Information
Data-Driven Learning (DDL) in ESP	Definition: Data-Driven Learning (DDL) is a learner-centred approach that uses authentic language data, often from corpora, to help students discover language.
	Use in ESP: In ESP, DDL helps learners analyse how language is used in their specific professional or academic field by examining real-world text.
	Challenges: It requires training in how to search and interpret language data using different software. Some learners may find it time-consuming.
Presentation-Practice-Production (PPP) approach:	Procedure: The teacher first presents a grammar or language structure (Presentation), then guides students through controlled exercises to practice it (Practice), and finally allows learners to use the language freely in communicative tasks (Production).
	Example: In a Business English course, the teacher presents modal verbs for polite requests (e.g., "Could you...?"). Students then complete gap-fill exercises using modal verbs (Practice), followed by a role-play activity where they make requests in a business meeting (Production).
Recognizing new words stage	Definition: This is the initial stage of a vocabulary lesson where learners encounter and begin to identify unfamiliar words, often through context or form, but before fully understanding their meaning or use.
	Example: In a lesson on medical English, students read a case report and highlight unknown words like "diagnosis," which they recognize as new vocabulary items through repeated exposure or noticing patterns in the text.
Top-down ESP listening	Definition: Top-down listening involves using background knowledge, context, and expectations to understand the meaning of spoken language, especially useful in ESP when learners predict content based on professional scenarios.
	Example: A law student listens to a courtroom dialogue and anticipates legal terminology and procedural language based on their knowledge of courtroom practices.
Bottom-up ESP listening	Definition: Bottom-up listening focuses on decoding sounds, words, and grammatical structures to build up meaning, starting from the smallest units of speech.

	<i>Example: In an aviation English class, learners practice identifying specific vocabulary (e.g., “altitude,” “runway”) and number sequences in pilot-air traffic control recordings to improve precision in listening comprehension.</i>
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Task 2: Design a grammar activity following the instructions (10pts)

Choose a specific professional field (e.g., medicine, engineering, law, hospitality). Design a small grammar activity (not a full lesson) to practice one grammar structure that is relevant to communication in that field (e.g., passive voice in scientific writing, modals for giving advice ...).

State the focus, the context, the aim, the steps, the materials, and the roles of both the teacher and the students.

Activity: Transform active form into passive form

Focus: Passive voice (present simple and past simple)

Context: Medicine – writing patient case reports

Aim: To help students accurately use the passive voice when describing medical procedures and patient histories in written form.

Steps:

1. Students are then given a list of active sentences related to patient care (e.g., "The nurse gave the injection").
2. Students are asked to transform them into passive voice in pairs.
3. The class corrects the activity together.
4. The teacher gives feedback.

Materials: worksheet with active sentences.

Teacher's Role: Present the target structure, guide students through the examples, monitor and support during pair work, and provide corrective feedback.

Students' Role: Work in pairs. transform active to passive sentences, and collaboratively correct the activity.