

ENGLISH FOR SPECIFIC PURPOSES

ENVIRONMENTAL STUDIES

Language Department
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- The ESP is intended for students at:

B2 level of English (upper-intermediate)



Students are also recommended to take an online standardized test to find out what their level of English is.

In English, the EF SET (<https://www.efset.org/>) is the best choice because it is free and the first standardized test to be fully aligned to the CEFR. You will need to set aside 50 minutes to complete the test and find out your CEFR level.

*see more detailed explanation of the CEFR levels at: <https://www.coe.int/en/web/common-european-framework-reference-languages/table1-cefr-3.3-common-reference-levels-global-scale>

Requirements

Winter semester

- **1 mind map** on a selected topic, weight 10%
- **test** (minimum to pass is 60%), weight 50%
- **15-minute PPT presentation**, weight 40%

Attendance

Only two absences are allowed per semester.

Summer semester

- **1 mind map** on a selected topic, weight 10 %
- **test** (minimum to pass is 60%), weight 50%
- **3-minute Chalk Talk**, weight 40%

The requirements may be subject to change upon mutual agreement.

Topics

Winter semester

- Climate change narratives
- Major biodiversity hotspots and their role in biodiversity conservation
- De-extinction and its potential impacts on the environment
- Sustainable development – 17 SDGs
- Microplastics and bisphenols: the hidden dangers of plastic pollution
- The ocean clean-up project (The great pacific garbage patch)
- Robo-Fish and their role in environmental monitoring: benefits and challenges
- Renewable energy sources (How wind turbines work)
- Creating and giving an effective PPT presentation

The topics may be subject to change.

Topics

Summer semester

- **ENERGY:**
 - Carbon offsetting: greenwashing or genuine commitment?
 - Inside Copen Hill: a waste-to-energy plant and its environmental impact
 - A lesson in critical thinking: The case of a wind turbine plant in eastern Slovakia
- **CLIMATE CHANGE AND POPULATION:**
 - Climate refugees: causes, challenges, environmental impacts
 - Weather extremes: floods, heatwaves, El Niño, wildfires
 - Is weather control our future? Exploring possibilities and risks
- **CLIMATE ACTIVISM**
 - Activism or vandalism? Climate activism and its different forms
 - Creating and giving an effective chalk talk

The topics may be subject to change.



A SNEAK PEEK AT SOME LECTURES

Materiál obsahuje príklady z prezentácií použitých výlučne ako názorné ukážky vo výučbe bez akéhokoľvek priameho alebo nepriameho majetkového prospechu pre autorov.

The material contains examples from presentations used exclusively as illustrative examples in teaching without any direct or indirect financial benefit to the authors.



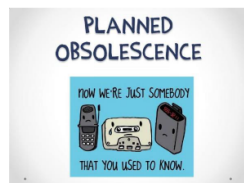
The 17 Sustainable Development Goals (SDGs)

• They were adopted by all United Nations member states in 2015 as part of the 2030 Agenda for Sustainable Development.

• They are a global framework for the years 2015–2030, with the goal of achieving sustainable development worldwide within this period.

• The SDGs are voluntary commitments, not legally binding. Countries are encouraged to implement them according to their national priorities and report on progress, but there is no enforcement mechanism.

Task 3

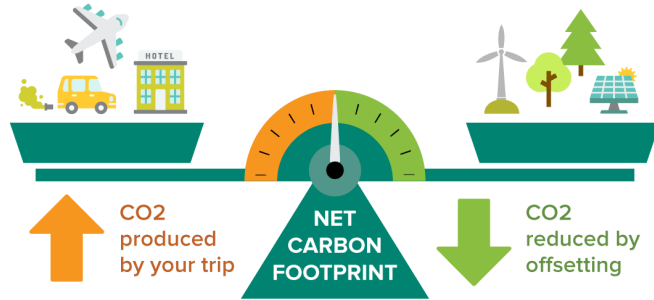


1. Based on the picture, try to come up with a definition of the term planned obsolescence.
2. Watch the video about clothing industry and explain why it poses a significant problem for our environment.
3. Think about the ways in which producers can use the strategy of planned obsolescence in clothing

production.

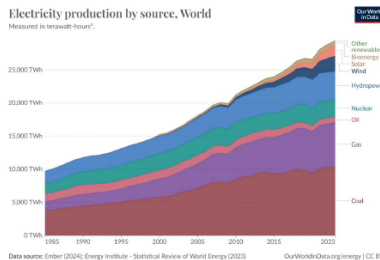
4. Explain what circular economy is and how it can help us solve the problem of textile waste.

CARBON OFFSETS ALLOW YOU TO BALANCE OUT YOUR EMISSIONS



SUSTAINABLE TRAVEL INTERNATIONAL

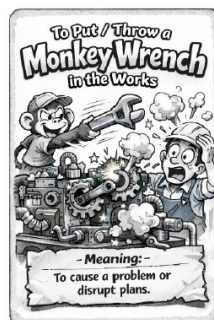
6. Look at the statistics on global electricity production and discuss the questions below.



Source: Our World in Data (by: Hannah Ritchie and Pablo Rosado)

- What are the main trends you notice regarding electricity production in general, and some of its sources in particular? Why do you think the trends are present?
- Why is nuclear energy usually considered different from other energy sources?
- Is the next decade going to bring changes to the trends? Why/Why not?
- Do you know your government's energy policy? If so, do you support it? Why/Why not?
- Does your country collaborate with other countries in terms of energy supply? If so, how? Do you think such collaboration can make energy production more sustainable?
- Which of these make or could make electricity production more sustainable? What else could help?
 - raising public awareness about the sustainability of different energy sources
 - fighting misinformation about energy sources and the impact of their use
 - holding politicians who support unsustainable electricity production accountable
 - allowing people to know what the source of electricity they consume is

Target vocabulary:



- monkeywrenching /ˈmʌŋki ˌrentʃɪŋ/ - environmental sabotage to stop ecological damage
- sabotage - deliberate damage to stop or weaken something
- ecotage /ˈiːkəˌtɑːʒ/ - environmental sabotage (eco + sabotage)
- ecoterrorism /ˈiːkəʊ ˈterərɪzəm/ - extreme or violent actions claimed to protect the environment
- civil disobedience - refusal to follow laws as a form of protest
- guerrilla methods /ɡəˈrɪlə ˈmeθədz/ - small, surprise tactics used in protest or conflict
- unattended /ˌʌnəˈtendɪd/ - left without

supervision or care

- wrench - a hand tool used for gripping, tightening, or loosening nuts, bolts, or pipe fittings; synonyms: spanner (BrE)

Monkeywrenching



Monkeywrenching refers to nonviolent resistance and acts of sabotage carried out by environmental activists against individuals or organizations they believe are harming the environment. The term became widely known after the publication of *The Monkey Wrench Gang* by Edward Abbey in 1975. The novel describes a group of "environmental warriors" operating in Utah and Arizona. Since the early 21st century, the term has sometimes been used more broadly to describe forms of anticapitalist global activism. A similar term is "ecotage," which combines "eco" and "sabotage."

Monkeywrenching is different from what is often called ecoterrorism. The latter term is frequently misused and should only apply to rare or extreme cases involving individuals in danger. Monkeywrenching is usually based on a respect for life and generally takes two forms: nonviolent civil disobedience or sabotage that does not directly put people in danger. Typical examples of civil disobedience include activists placing themselves between a harpoon and a whale or chaining themselves to heavy machinery to stop environmental destruction. In such cases, activists may risk their own safety if the activity continues.



A well-known example is Julia Butterfly Hill, who lived in a tree in northern California for 738 days, from December 10, 1997, to December 18, 1999. She stayed in to prevent it from being cut down by the Pacific Lumber Company, which was owned by Macmillan Corp. and controlled by Charles Hurwitz. Working with the organization Earth First!, Hill remained in the tree until a long-term agreement to protect the tree was reached.

The second approach for monkeywrenching involves destruction of unwanted property by guerrilla methods. Scuttling whaling vessels, cutting fishing nets, and contaminating the fuel of unwanted earthmoving equipment are of unattended earthmoving equipment. For example, construction sites and cars have been burned down by inefficient cars have been burned down by activists. Such actions are typically carried out covertly to disrupt targeted activities and remain highly controversial and legally punishable.



DEMOGRAPHIC TERMS

Combine a word from group A and a word From group B to create common demographic terms. The definitions below will help you.

Group A: fertility / life / birth (2) / population (x3) / aging / death / literacy

Group B: growth / rate (x4) / policy / population / density / expectancy / control

1. _____: The average number of years a person is expected to live.
2. _____: The percentage of people aged 15+ who can read and write.
3. _____: Government actions to influence population size and structure.
4. _____: The number of live births per 1,000 people per year.
5. _____: The number of deaths per 1,000 people per year.
6. _____: The average number of children a woman has in her lifetime.
7. _____: The percentage increase or decrease in the total population of a country.
8. _____: The number of people living per unit of area (e.g., per km²).
9. _____: Increase in the number of elderly people in a population.
10. _____: The conscious effort by couples to control the number and spacing of children.

