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ТИТУНЬ О.Л.

ENGLISH FOR STUDENTS OF ECOLOGY

**Методичні рекомендації для студентів спеціальності
«Екологія, охорона навколишнього середовища та збалансоване
природокористування»
(ОКР – «Бакалаври»)**

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Методичні рекомендації містять матеріал необхідний для проведення практичних занять та організації самостійної роботи з англійської мови студентів спеціальності «Екологія, охорона навколишнього середовища та збалансоване природокористування».

Методичні рекомендації складено на основі аутентичних матеріалів. Складається з 7 розділів, що мають на меті розвиток навичок усіх видів мовленнєвої діяльності. Методичні рекомендації розроблено з урахуванням принципів комунікативної спрямованості та відповідає сучасним вимогам викладання іноземної мови у ВНЗ.

INTRODUCTION

The following material is designed for 2nd year students of Ecology at the Faculty of Natural Sciences.

The need for this type of learning material has emerged from our personal teaching experience at this Faculty and the lack of specific learning material for this target group of students.

The main objective of the course is to improve essential language skills (mainly speaking, reading, writing and vocabulary) with intermediate students with a special focus on the topics related to their field of study.

The course introduces basic ecology topics and connects them with some points of English grammar (comparative and superlative adjectives, passive, relative clauses, word formation, articles, etc.)

The course consists of 7 parts. The layout of each unit is very similar and we aimed to focus on all skills. The topic of some units is introduced with a picture (usually a map). The second stage is to elicit any ideas students might have about the topic dealt with and slowly concentrate on the vocabulary used with such topic. Again vocabulary appears in the reading part in order for students to become familiar with it by the end of the lesson. Comprehension check is a pre-speaking activity which eventually leads to a discussion or doing a quiz. The last stage is a short grammar note which is usually incorporated in the reading part and is designed only to conclude the rules spontaneously towards the end of each unit. The last activity of each unit sums up the main issues discussed either in a written form or an oral presentation.

Since we are not educated in ecology field, our main resources were reliable internet websites dealing with such topics.

We would also like to indicate that this course book is meant to be only a starting point for hopefully larger and more precise course book in the future. Also, we recommend using complementary material for the grammar part.

3MICT

Unit 1 The Environment.....	
Unit 2 Disasters.....	
Unit 3 Continents, nationalities.....	
Unit 4 Europe.....	
Unit 5 Australia.....	
Unit 6 Africa.....	
Unit 7 Antarctica.....	
Bibliography.....	

UNIT 1

THE ENVIRONMENT

Basic vocabulary

1. The environment

the environment *noun* [singular] the air, water, and land on Earth, which can be harmed by man's activities:

- the effects of acid rain on the environment

ecosystem *noun* [countable] technical the animals, plants etc that exist in a place, and are dependent on each other to live:

- The rainforest has its own ecosystem.

habitat *noun* [countable] the natural home of a plant or animal:

- the gorilla's natural habitat in Africa

the biosphere *noun* [singular] technical the surface and atmosphere of the Earth where animals and plants can live:

- We are causing irreparable damage to the Earth's biosphere.

ecology *noun* [uncountable] the scientific study of the way in which the plants, animals, and natural features of a place affect and depend on each other:

- a course on ecology

ecologist *noun* [countable]:

- Ecologists have been studying the wetlands for years.

ecological *adjective* connected with the way plants, animals, and people are related to each other and to their environment:

- an ecological disaster such as an oil spill

ecologically *adverb*:

- the ecologically fragile mountain forests

eco- prefix relating to the environment:

- Eco-education (=education about ecological issues) fosters within young people the knowledge and skills necessary to inspire ecologically sound decisions and actions.

biodiversity *noun* [uncountable] technical the variety of plants and animals in a place:

- the biodiversity of the rainforest

2. Signs of damage to the environment

global warming *noun* [uncountable] a general increase in the temperature of the world, caused by pollution from cars, factories etc:

- We are already starting to see the effects of global warming.

climate change *noun* [uncountable] changes in the weather around the world, which result in much higher or lower temperatures, violent storms, floods, or droughts:

- an international conference on climate change

the greenhouse effect *noun* [singular] the natural process in which gases build up in the atmosphere and prevent heat from escaping, causing the earth to get warmer. Pollution from cars, factories etc is causing this process to go out of control:

- There is no doubt that the greenhouse effect is here to stay.

the hole in the ozone layer *noun* [singular] a hole in the layer of natural gases that surround the Earth. These gases protect the Earth from the harmful effects of the sun's rays. The hole is caused by pollution, and means that the Earth is losing some of its protection:

- Effective action needs to be taken on environmental issues such as the hole in the ozone layer.

endangered species *noun* [countable] a type of animal that is likely to stop existing completely, for example because of hunting, pollution, or humans damaging its habitat:

- The panda is classified as an endangered species.

extinction *noun* [uncountable] a situation in which all of a type of animal die and there are no more left:

- The white rhino is close to extinction.

soil erosion *noun* [uncountable] the process by which soil is gradually destroyed by wind or rain:

- use of the land in such a way as to cause excessive soil erosion

desertification *noun* [uncountable] technical the process by which useful land, especially farmland, changes into desert because of climate change or overgrazing:

- Farming is leading to the desertification of large areas of the planet.

3. Things that harm the environment

pollution *noun* [uncountable] harmful chemicals, gases, or waste materials from factories, cars, etc, that have gone into the air, land, or water:

- pollution from cars
- dangerously high pollution levels

pollute *verb* [transitive] to make air, water, soil etc dangerously dirty and not suitable for people to use:

- chemicals that pollute the environment

polluted adjective:

- the city's heavily polluted air

pollutant *noun* [countable] technical a substance that makes air, water, soil etc dangerously dirty, and is caused by cars, factories etc:

- Companies face heavy fines for discharging pollutants into water supplies.

hazardous waste *noun* [uncountable] dangerous waste materials, for example produced by industries, hospitals etc:

- Over 90% of hazardous waste is disposed of by the manufacturers who generate it.

greenhouse gases *noun* [plural] gases that form a layer around the Earth and keep the heat in, causing global warming:

- Cars are a major source of greenhouse gases.

acid rain *noun* [uncountable] rain that contains pollution from factories, power stations etc, which causes damage to forests

toxic waste *noun* [uncountable] very dangerous waste materials, for example from nuclear power stations or chemical factories:

- laws governing toxic waste

e-waste *noun* [uncountable] waste consisting of old electronics products such as computers, batteries, and mobile phones which people no longer want and which often contain poisonous substances:

- E-waste presents difficulties for recycling due to the complexity of each item.

pesticides *noun* [plural] chemicals used for killing insects and animals that attack crops. They can be harmful when they are absorbed into crops or the soil:

- Farmers are being asked to reduce their use of pesticides.

fossil fuels *noun* [plural] fuels such as coal or oil. Burning these fuels causes a lot of carbon gases to be released into the atmosphere:

- our reliance on diminishing supplies of fossil fuels

deforestation *noun* [uncountable] technical a situation in which most of the trees in an area are cut down or destroyed, resulting in great damage to the environment

fumes *noun* [plural] harmful gas or smoke, for example from cars, factories etc, which can damage people's health:

- air pollution from the fumes discharged by factories
- Exhaust fumes (=from cars) can be made cleaner by the installation of catalytic converters.

carbon emissions *noun* [plural] carbon dioxide gas which is sent into the air when fossil fuels are burnt:

- Carbon emissions from burning rainforest were said to be the third largest contributor to the greenhouse effect.

overpopulation *noun* [uncountable] a situation in which too many people live in a particular place:

- A consequence of the overpopulation has been the high incidence of malnutrition and communicable diseases.

overfishing *noun* [uncountable] the process of taking too many fish from the sea, a river etc, so that the number of fish in it becomes too low

overgrazing *noun* [uncountable] the process of letting animals feed on plants for too long so that the land is damaged by soil erosion or desertification:

- Overgrazing by livestock has caused serious degeneration of grassland.

intensive farming *noun* [uncountable] farming which produces a lot of food from a small area of land by using modern industrial methods including the use of pesticides and growth hormones. Intensive farming is sometimes criticized for damaging the environment and treating animals badly, for example by keeping them in overcrowded conditions

invasive species *noun* [countable] a group of animals or plants which are introduced by humans to a place where they did not exist naturally before and which can have a damaging effect on the animals or plants already there:

- Invasive species can have a major impact on Australia's environment, threatening individual species and reducing overall species abundance and diversity.

food miles *noun* [plural] a unit for measuring the distance which food is transported from the place where it is grown to the place where it is sold or eaten:

- The more food miles that attach to a given food, the less sustainable and the less environmentally desirable that food is.

4. Things that are good for the environment

green *adjective* used to talk about anything that is good for the environment, or about ideas and issues relating to protecting the environment:

- green sources of energy
- information about green products

environmentally friendly/eco-friendly *adjective* environmentally-friendly products or methods do not cause harm to the environment:

- a campaign to encourage people to use environmentally-friendly forms of transport

conservation [*noun*] [uncountable] the protection of natural things such as animals, plants, forests etc, to prevent them being spoiled or destroyed and preventing something from being lost or wasted:

- a wildlife conservation project

renewable *adjective* renewable sources of energy use fuels that can be replaced naturally, and so they are never completely used up:

- the switch from fossil fuels to renewable sources of energy such as solar power

organic *adjective* organic foods are produced naturally, without the use of harmful chemicals:

- The higher cost of organic farming means tight financial pressures on those who practise it.

organically *adverb*:

- organically grown vegetables

recycle *verb* [intransitive and transitive] to use materials that have already been used, in order to make new products:

- New techniques for recycling plastics are being introduced.

recycled *adjective*:

- Some states in the US have passed laws requiring newspaper publishers to use a certain percentage of recycled paper.

recyclable *adjective* used materials or substances that are recyclable can be recycled:

- recyclable bottles

recycling point British English, **recycling center** American English *noun* [countable] a place where people can leave bottles, newspapers, old clothes etc which are taken away for recycling:

- There are many recycling points across the city where you can take your old newspapers and magazines.

bottle bank *noun* [countable] British English a container in the street that you put empty bottles in, so that the glass can be used again:

- We go to the bottle bank once a week.

solar power/wind power/wave power energy from the sun, the wind, or the movement of the sea, used to make electricity:

- Solar power is a renewable resource.

wind farm *noun* [countable] a group of tall structures called wind turbines, which have blades that turn with the wind, used to produce electricity:

- Wind farms produce energy without harmful emissions.

biofuel *noun* [uncountable and countable] fuel that is made from plants and animals or from something that they produce such as cow manure. It is a renewable source of energy:

- research into methods of converting biofuels into electricity

5. People who want to protect the environment

environmentalist *noun* [countable] someone who is concerned about protecting the environment:

- Environmentalists are agreed that more roads encourage more cars.

environmental group *noun* [countable] a group of people that tries to protect the environment, especially by influencing the government and large companies:

- Environmental groups have expressed concern over the mercury levels in fish caught from the river.

environmental activist *noun* [countable] someone who tries to protect the environment, especially by influencing the government and large companies

the Greens *noun* [plural] members of the Green party, a political party concerned with protecting the environment:

- The Greens aim to bring in environmental policies to protect the future of the planet.

eco-warrior *noun* [countable] someone who takes direct action to stop companies and governments destroying the environment:

- a group of eco-warriors which organizes raids on sites where genetically modified crops are being tested

Practice

Ex.1. Use the words below to complete the sentences:

Waste, pollution, protect, factory, recycled, emissions, damage, environmentalists

1. During the last hundred years we have done great.....to the environment.
2. There's a large chemicalin our town which has polluted the river twice in the last year.
3. The Government is very worried about the.....of our rivers and beaches.
4. A lot of householdlike bottles and newspapers can beand used again.
5.are furious with the American Government for delaying measures which will reduce greenhouse gas
6. There are lots of things we can all do to..... the environment.

Ex.2. Use the words below to complete the sentences:

Exhaust fumes, toxic waste, emissions, deforestation, pesticides, crops

What causes the damage

1. The Government is introducing strict new rules on the dumping of by industry.
2. Farmers contribute to environmental damage by sprayingwith which stay in the soil for years.
3.from factories in northern Germany affect the environment in large parts of Scandinavia.
4. Tropical rainforests have always helped to keep the environment in balance but recent..... means they no longer absorb as much carbon dioxide as they used to.
5.from cars and other vehicles cause a great deal of damage to the environment.

Which verbs cannot be used with *environment*?

Damage, harm, injure, destroy, hurt, pollute

Ex.3 Match a word on the left with a word on the right to make common expressions:

- | | |
|---------------|------------|
| 1. global | a. rain |
| 2. greenhouse | b. warming |
| 3. ozone | c. effect |
| 4. acid | d. layer |

Now use the phrases in the following sentences:

- The gradual rise in the Earth's temperature is known as
- When heat gets trapped in the Earth's atmosphere, it is known as the
- Scientists have found holes in theparticularly over Antarctica.
- Rain mixed with toxic chemicals from factories is known as

Ex.4 Use the words below to complete the text:

Floods, radiation, sea level, climate, deserts, ice caps, oceans, gases

Global warming

Scientists have shown that the temperature on Earth is increasing by 0.1° every ten years. That's one degree every century. The (1).....that are produced by factories and cars are allowing more (2)from the sun to reach Earth. In the future this will have very serious consequences for humanity.

As the Earth gets hotter, the Arctic and Antarctic (3) will slowly melt and the level of the (4)will rise. A recent report says that the (5)will rise by 70 meters over the next hundred years, causing (6)in many low-lying parts of the world.

There will be (7) changes, too. Some areas will become wetter while others will become much drier. Some areas which today are green and fertile will eventually turn into (8) Tropical diseases like malaria will become common in areas where today they are unknown.

Ex.5. Use these expressions to complete the text:

Natural habitats, in danger of extinction, natural resources, indigenous people, future generations, long-term, way of life, destruction

Environmental problems

The (1)..... of the rainforest is very worrying. Thousands of acres of forest are being cut down every year and the (2) of many animals are being destroyed. As a result, many species are (3)

This, in turn, threatens the traditional (4) of many of the (5)..... who live in some of the most remote areas of our planet. As with most environmental issues, we need to think more (6) and realize that everything we do has implications for (7) If we want to hand on our world to our children and grandchildren, we simply can't continue to misuse the world's (8) as we are at the moment.

Ex.6 Match a word on the left with a word on the right to make common expressions:

- | | |
|--------------------|--------------|
| 1. unleaded | a. bank |
| 2. public | b. friendly |
| 3. recycling | c. energy |
| 4. bottle | d. point |
| 5. environmentally | e. transport |
| 6. renewable | f. petrol |

If you want to protect the environment, here are some things you should do. Use the expressions above.

- Make sure your car runs on and your home uses sources of

8. Use.....instead of taking your car.
9. Take glass, paper and plastic to a.....and your empty bottles to a
10. Buy products whenever possible.

Speaking

Warm-up

1. What are the most threatening environmental issues today?
2. Is there anything you can personally do about the environment and its protection?
3. Discuss the following proverbs about the environment
 - a) When spider webs unite, they can tie up a lion.
 - b) There are no passengers on Spaceship Earth. We are all crew.
 - c) Earth is not a gift from our parents it is a loan for our children.

grammar

Ex.7. Some of the following sentences are correct but some of them need definite article “the” maybe more than once. There are also some factual mistakes. Try to correct them.

Example: Danube flows into the Caspian Sea - The Danube doesn't flow into the Caspian Sea. It flows into the Black Sea.

1. Europe is much larger than Africa.
2. The highest mountain in Slovakia is Slavkovsky Peak
3. South of Iceland is warmer than north.
4. United Kingdom consists of Scotland and Wales.
5. We are going skiing to Rockies.
6. I have visited United States and Canada.
7. Hungary is in northern Europe.
8. Gdansk is in north of Italy.
10. Toronto is on Lake Superior.

Ex.8 Here are some geography questions. Choose the right answer from one of the boxes and write “the” where necessary.

Continents	Countries	Oceans and seas	Mountains	Rivers and canals
Africa	Canada	Atlantic	Alps	Amazon
Asia	Denmark	Indian ocean	Andes	Danube
Australia	Indonesia	Pacific	Himalayas	Suez canal
Europe	Sweden	Black sea	Rockies	Nile
North America	Thailand	Mediterranean	Urals	Panama canal
South America	United States	Red sea		Rhine Thames Volga

1. What do you have to cross to travel from Europe to America?
2. Where is Argentina?
3. Which is the longest river in Africa?
4. Of which country is Stockholm the capital?
5. Of which country is Washington the capital?
6. What is the name of the mountain range in the west of North America?
7. What is the name of the sea between Africa and Europe?
8. Which is the smallest continent in the world?

9. What is the name of the ocean between America and Asia?
10. What is the name of the ocean between Africa and Australia?
11. Which river flows through London?
12. Which river flows through Vienna, Budapest and Belgrade?
13. Of which country is Bangkok the capital?
14. What joins the Atlantic and Pacific Oceans?
15. Which is the longest river in South America?

Ex.9 Look at this short article about Iceland. Try to fill in definite article “the” when necessary.

Iceland. An island republic in North Atlantic. Landscape consists largely of barren plains and mountains, with large ice field particularly in south west. Island has active volcanoes and is known for its thermal springs and geysers. With less than 1% of land suitable for growing crops, nation’s economy is based on fishing, and fish products account for 80% of the exports. Area: 103, 000 square km. Population: 227, 000. Capital: Reykjavik.

Referring to geographical names or areas, we tend to use the definite article with:

- **seas** (the Atlantic, the Pacific, the North Sea)
- **mountain ranges** (the Alps, the Andes)
- **island groups** (the British Isles, the West Indies)
- **areas** (the Midlands, the Lake District, the Middle East)
- **rivers** (the Danube, the Blue Nile, the Thames)
- **deserts** (the Gobi, the Sahara)
- **hotels and pubs** (the Red Lion, the Grand Palace)
- **cinemas and theatres** (the Playhouse, the Majestic)

We generally use no articles with:

- **continents** (Africa, South America, South East Asia)
- **counties and countries** (Oklahoma, Bulgaria, Nigeria)
- **towns and principal buildings** (Ely Cathedral, Oxford University)
- **lakes** (Lake Como, Lake Windermere, Derwent Water)
- **mountains and volcanoes** (Everest, Etna, Vesuvius)

Of course, there are always exceptions: The UK, The USA, The UAE, The Netherlands, The Hague. It is just a matter of learning them!

vocabulary

Some useful vocabulary about the environment.

When the land meets sea: coast, shore, beach, cliff, cape, peninsula, cove, bay, gulf

Words connected with rivers: source, tributary, waterfall, mouth, valley, gorge, delta, brook, stream, estuary

Words connected with mountains: foot, ridge, peak, summit, glacier

Ex.10 There are 6 adjectives below. Try to match them with nouns from above

1. sandy 2. steep 3. shallow 4. rocky 5. turbulent 6. dangerous

Ex.11. Fill in the following expressions in the text:

Battery farming, greenhouse effect, destruction of the ozone layer,

*polluted, pollution, waste disposal, over-polluted, destruction of the
rainforests, overfishing*

The air, rivers and seas are all.....(1), especially in(2) and heavily industrialized regions. Poor.....(3) is the cause of much of this(4).

.....(5) has depleted the numbers of fish in the oceans. The.....(6) is leading to climatic changes and what is known as the.....(7).

The.....(8) is causing widespread ecological problems.(9)provides large amounts of food but it involves keeping animals in crowded and unnatural conditions.

speaking

Ex.12. Discuss the following with your partner and then report to the rest of the class.

1. Why do environmentalists say we should avoid spray cans?
2. Why are environmentalists in favor of practicing organic farming and using unleaded petrol?
3. Why do environmentalists encourage us to use recycled paper and bottle banks?
4. What else are environmentalists in favor of?

Presentation

Write short essay on the most threatening environmental issue. Try to think of the causes, solutions and consequences.

UNIT 2 DISASTERS

Vocabulary

Ex.1. Use the following words in the definitions below:

*forest fire, hurricane, tornado, earthquake, flood, drought, volcano, tidal
wave*

1. a long period with little or no rain
2. a sudden violent movement of the surface of the earth, caused by the shifting of the earth's tectonic plates
3. when huge areas of woodland are alight, often caused by someone carelessly throwing a cigarette from a car
4. when an area of land which is usually dry becomes covered in water, often forcing people to leave their homes
5. very strong circular winds which suck things up into them
6. a huge wave which builds up in the sea over thousands of miles
7. a very powerful storm, often at sea
8. a large mountain which erupts from time to time and sends rocks up into the air and molten rock pours down the side

Ex.2. Now use the words from the previous exercise in the sentences:

1. Mount Vesuvius near Naples is one of the most famousin the world.
2. Many parts of sub-Saharan Africa suffer from
3. Many low-lying parts of England suffer from after prolonged periods of rain in the winter.
4. San Francisco and Tokyo are both situated right in the middle of dangerous zones.

Ex.3. Now match each of the following descriptions with one of the disasters above:

1. This year's crop has been lost. The land here is so dry now that farmers are unable to grow anything. All the waterholes have dried up and there are dead animals everywhere.
2. The water level has been rising steadily since the river burst its banks this morning and the area is now under two meters of water.
3. Along the path of the twister cars were lifted hundreds of meters into the air. One caravan ended up half a mile from where it had been.
4. Lava poured down the side of the mountain destroying everything in its path and the village is now buried under a carpet of ash.
5. The tremor, measuring 6 on the Richter scale, only lasted for four seconds but it was enough to cause large cracks in several roads.

6. A small fishing village was the worst hit. A thirty-meter wall of water swept up the beach destroying nearly thirty houses along the seafront.
7. Helicopters are spraying the blaze from the air, and fire crews are working round the clock to set up firebreaks to prevent it spreading further.
8. Roofs were blown off buildings and trees were ripped out by their roots in winds gusting up to 120mph.

Ex.4. Complete the text below with these words:

Trapped, struck, destroyed, rubble, injured, claimed, survivors, damage

An earthquake

The earthquake which (1) Los Angeles yesterday is now believed to have (2) more than seventy lives.

Hundreds more people have been (3)The quake, which started at about 5am while most people were asleep, has caused extensive (4) Several large buildings collapsed and many smaller ones have been completely (5)A number of roads leading into the city are unusable.

Rescue teams are continuing to search for (6) who may be (7) in the (8)..... .
The place where an earthquake starts is called the epicenter. Tremors which happen after the main earthquake are called aftershocks.

Ex.5. Use these words to complete the text:

Stranded, affected, impassable, warnings, rescued, rainfall

Floods

Flooding has returned to parts of the south west after the equivalent of a month's (1) fell in just 48 hours. In parts of Avon, one of the worst (2) areas, soldiers have been called in to help evacuate homes which are waist-deep in water. Thirty children had to be (3) from a school bus after they were (4) in flood water near Bristol. Many roads in the county are (5) Weather forecasters have also issued 25 flood (6) in other parts of the west of England. More rain is expected tonight.

Ex.6. Use these words to complete the text below:

Starvation, epidemic, refugees, contaminated, starving, supplies, aid

Drought

The drought in East Africa will once again bring famine and (1) to the region unless desperately needed (2) arrives soon. People are drinking (3) water and there is a growing risk of an (4) Aid workers say that thousands of (5) are already flooding across the border into neighboring countries where the situation is not much better. Families have walked up to 100 km with many parents carrying (6)children. Fifteen planes are leaving from France tomorrow morning and will drop food (7)..... and medicine.

Ex.7. Complete this news report with the correct form of these verbs:

Spread, suffer, fight, evacuate, trap, bring, start, rescue

A domestic fire

It is now thought that the fire which destroyed the Regency Hotel in London last night (1)..... in the kitchen when a pan of cooking oil was left unattended. The fire quickly (2)..... up the stairs and through the rest of the hotel.

Most guests were able to leave the hotel before the fire got out of control but firefighters had to (3)..... two young children who were (4) in their bedroom on the fourth floor. Three other people were taken to hospital (5) from the effects of smoke. Surrounding buildings were (6)..... while firefighters (7) to (8) the blaze under control.

Ex.8. Match the following expressions on the left with their definitions of the right:

<ol style="list-style-type: none">1. Natural disaster2. Global warming3. Wildfire4. Landslide5. Seismic wave6. Sewage plant7. To slide8. To wipe out9. Levee10. To spill11. Inlet12. Susceptible13. Mortality14. Volcano	<ol style="list-style-type: none">a) a fierce fire that spreads rapidly, especially in an area of wildernessb) the collapse of part of a mountainside or cliff so that it descends in a disintegrating mass of rocks and earthc) a downhill displacement of rock, mud, or earth, often caused by rainfall or erosiond) a shock wave traveling through the Earth from the epicenter of an earthquakee) a downhill displacement of rock, mud, or earth, often caused by rainfall or erosionf) liable to being affected by somethingg) an artificial embankment alongside a river, built to prevent flooding of the surrounding landh) to destroy large numbers of things or kill large numbers of people, especially suddenlyi) a place where sewage is treated to make it nontoxicj) to flow from a container, or allow something to flow from a container, especially accidentally and usually with resulting loss or waste
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	<ul style="list-style-type: none"> k) the number of deaths that occur at a specific time, in a specific group, or from a specific cause l) an increase in the world's temperatures, believed to be caused in part by the greenhouse effect m) a disaster caused by natural forces rather than by human action, e.g. an earthquake n) a naturally occurring opening in the surface of the Earth through which molten, gaseous, and solid material is ejected
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Speaking

Ex.9. Pre-reading activity: Work in pairs and answer the following questions. Report your findings to your colleagues:

1. What natural disasters do you consider the most threatening?
2. Think of the recent natural disasters in the world, choose one and try to explain their cause.
3. What areas on Earth are most prone to natural disasters?
4. Have there been any natural disasters in your country?
5. What places in the USA are most susceptible to natural disasters?

reading

Ex.10. Read the following article. While reading, try to guess the correct forms of passive.

Ten risky places by Mark Monmonier

Hazards of different types affecting areas of varying size are not easily..... (compare). Even so, the research experience makes it easy to identify ten typical risky places—areas to which I would be reluctant to move.

Almost any place in California, for various reasons: In addition to earthquakes, wildfire, landslides, the state has volcanically active areas in the north, around Mt. Shasta and other major volcanoes, as well as in the east, where the Long Valley Caldera shows signs of renewed activity. Even beyond its infamous seismic zones, California's shoreline is vulnerable to tsunamis (seismic sea waves) from submarine earthquakes throughout the Pacific. More recent additions to this smorgasbord of hazards are smog, freeway snipers, urban riots, oil spills, and (looking ahead a few decades) severe water shortages.

1.(locate) only 70 miles from Mt. Rainier and Glacier Peak, which the U.S. Geological Survey considers active volcanoes, Seattle, Washington is also vulnerable to severe earthquakes. Unlike Californians, long aware of the risk, Washingtonians have only recently begun to plan for a seismic disaster.
2. Coastal Alaska and Hawaii are especially susceptible to tsunamis, huge waves(whip up) by submarine earthquakes in the Ring of Fire encircling the Pacific Ocean. Alaska's Pacific coast is seismically active, and the Hawaiian Islands can generate their own tsunamis: deposits on Lanai suggest past run-ups as high as three thousand feet, and geophysicists fear a similar disaster were the southeast side of the Big Island (the island named Hawaii) to slide suddenly into the sea.
3. Tropical hurricanes pose a less catastrophic but more frequent danger to the Atlantic Coast, particularly to North Carolina's Outer Banks, a long, thin barrier island, from which evacuation is difficult. Since the seventeenth century, infrequent but fierce storms have carved new inlets, filled old channels, and move the shoreline westward at a rate of 3 to 5 feet per year. Moreover, if forecasts of a 250-foot rise in sea level because of global warming prove correct, current settlements on the Outer Banks could..... (wipe out) in the next century or so.
4. Inadequate building codes, shoddy construction, low elevation, and level terrain make areas south of Miami especially vulnerable to high winds and flooding from storms like Hurricane Andrew, which caused over 20 billion dollars damage there in August 1992. Adding to the region's misery is metropolitan Miami's crime rate, one of the highest in the nation.
5. The Louisiana coast is also vulnerable to multiple hazards: winds and storm surge from tropical hurricanes, unnaturally high levees along the lower Mississippi River, and air and groundwater pollution from poorly regulated chemical industries concentrated along the state's Gulf Coast. Cancer mortality is extraordinarily high here as well.
6. The floodplains of the Mississippi and other main stem rivers, which drain vast areas, are vulnerable to prolonged high water.....(cause) by persistent weather systems. The costly floods of summer 1993 demonstrated the shortsightedness of flood forecast models based on limited hydrologic data. Humans play a dangerous game of hydrologic roulette by building homes, factories, and sewage-treatment plants in low-lying areas along rivers.
7. Any flood plain, large or small, anywhere in the country. Think about it: What does the word mean, and how did the floodplain get there? Although most victims evacuate in time, a picturesque parcel where "a river runs through it" carries the threat of sodden heirlooms and undermined foundations. In arid areas, where thunderstorms are infrequent, flash floods kill around two hundred unsuspecting campers and hikers in a typical year. Along rivers large and small, the Federal Flood Insurance program uses maps to set rates, spread the risk, and encourage local governments to plan evacuations and control land use.
8. Because warm weather is attractive to affluent retirees and house-breakers, property crime is especially high in the south, where a warm climate favors year-round burglary. And urban areas with many young males, newly arrived or unemployed are notorious for violent crime. Growing southern cities such as San Diego, Los Angeles, Phoenix, El Paso, and Miami, are thus especially hazardous, although risk varies greatly with neighborhood and time of day.

9. The neighborhoods of nuclear plants are risky areas of a different sort. Although catastrophic radiological accidents are rare and highly unlikely, the 1986 Chernobyl event had frightening consequences. More worrisome than the poor design and mismanagement underlying the 1979 Three Mile Island incident, near Harrisburg, Pennsylvania, is the specter of terrorism: a nuclear facility is an enormously attractive target for organized terrorists able to breach security with a vehicle bomb. Over four million people live within the ten-mile emergency planning zones (EPZs) around America's atomic power plants, and Chernobyl indicated clearly that radiological accidents can have a lethal reach much longer than ten miles. Equally daunting is the variation in emergency preparedness among

speaking

Ex.11.Comprehension check: Work in groups and discuss the following questions:

1. Which of the 10 risky places do you consider the riskiest?
2. Name all types of natural disasters mentioned in the article, choose one and try to explain its origin and cause.
3. Is there anything that can be done in order to prevent natural disasters?
4. How are natural disasters related to climate change?
5. Place the 10 risky places on the map of the USA.
6. Try to label as many states on the map as you can.

Ex.12.The following expressions are either natural disasters or are somewhat related to them. Look at expressions and find their right definition below:

<ol style="list-style-type: none"> 1. Tsunami 2. Volcano 3. Wildfire 4. Blizzard 5. Core 6. Crust 7. Drought 8. Earthquake 9. Flood 10.Fujita scale 11.Hurricane 12.Magnitude 13.Mercalli scale 14.Saffir-Simpson scale 15.Tornado 	<ol style="list-style-type: none"> a) a series of waves created when a body of water, such as an ocean, is rapidly displaced on a massive scale b) is a phenomenon that results from the sudden release of stored energy in the Earth's crust that creates seismic waves c) is a severe winter storm condition characterized by low temperatures, strong winds, and heavy blowing snow. d) is a 1-5 rating based on the hurricane's present intensity. e) is used to rate the intensity of a tornado by examining the damage caused by the tornado after it has passed over a man- made structure. f) is a scale used for measuring the intensity of earthquake.
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grammar

Passive voice

The Passive is formed with the appropriate tense of the verb **to be** + **past participle**.

	Active Voice	Passive Voice
Present Simple	He delivers letters.	Letters are delivered .
Past Simple	He delivered the letters.	The letters were delivered .
Present Perfect	He has delivered the letters.	The letters have been delivered .
Past Perfect	He had delivered the letters.	The letters had been delivered .
Present Continuous	He is delivering the letters.	The letters are being delivered .
Past Continuous	He was delivering the letters.	The letters were being delivered .
Future Simple	He will deliver the letters.	The letters will be delivered .
Infinitive	He has to deliver the letters.	The letters have to be delivered .
Modal + be + past part.	He must deliver the letters.	The letters must be delivered .

The Passive is used:

- 1 when the **agent** (= the person who does the action) is **unknown, unimportant or obvious** from the context.
My car **was stolen**. (We don't know who stole it.)
This church **was built** in 1815. (unimportant agent)
He **has been arrested**. (obviously by the police)
- 2 to make more **polite or formal statements**.
The car **hasn't been cleaned**. (more polite)
(You haven't cleaned the car. – less polite)
- 3 when the **action is more important** than the agent, as in processes, instructions, events, reports, headlines, news items, and advertisements.
30 people **were killed** in the earthquake.
- 4 to put **emphasis on the agent**.
The new library will be opened **by the Queen**.

When we say what a person or a thing does, we use an active verb:

- My brother built his own house.
- We all speak Spanish.
- The man is repairing the fridge at the moment.

When we say what happens to a person or thing – what is done to them – we use a passive verb:

- All of those houses were built by my brother.
- Spanish is spoken in most Latin American countries.
- I came by bus because my car is being repaired.

Ex 13. Fill in: is, are, was or were.

1. A short story competition organized by our school every year.
2. Penicillindiscovered by Alexander Fleming.
3. The electric light bulb..... invented by Thomas Edison in 1879.
4. The Harry Potter bookswritten by J. K. Rowling.

5. Many films.....produced in Hollywood.
6. The music for the Phantom of the Operacomposed by Andrew Lloyd Webber.
7. The Lost City of the Incas.....located in Peru.
8. The film Titanicdirected by James Cameron.
9. The Parthenonvisited by thousands of tourists each year.
- 10.The Special Olympics World Gamesheld every four years
- 11.Breakfast served from 7:00 am to 11:00 am daily.
- 12.Guernicapainted by Pablo Picasso
- 13.The Coliseum completed by the Romans in 80 AD.
- 14.Toyota carsmade in Japan.
- 15.Coffeegrown in Brazil.

When we want to find out who or what did something the passive question form is as follows: **Who / What ... by?**
 Who was the TV invented by? What was the fire caused by?

Ex.14. Using the passive, ask questions to which the bold type words are the answers.

- | | | |
|----|--|--|
| 1 | Captain Cook discovered Australia. | <i>Who was Australia discovered by.....?</i> |
| 2 | We keep money in a safe . |? |
| 3 | A bee stung him. |? |
| 4 | They speak English in New Zealand. |? |
| 5 | They have taken his aunt to hospital. |? |
| 6 | The boys damaged the TV. |? |
| 7 | Da Vinci painted the <i>Mona Lisa</i> . |? |
| 8 | He invited 30 people to his party. |? |
| 9 | They grow bananas in Africa . |? |
| 10 | Versace designed these glasses . |? |

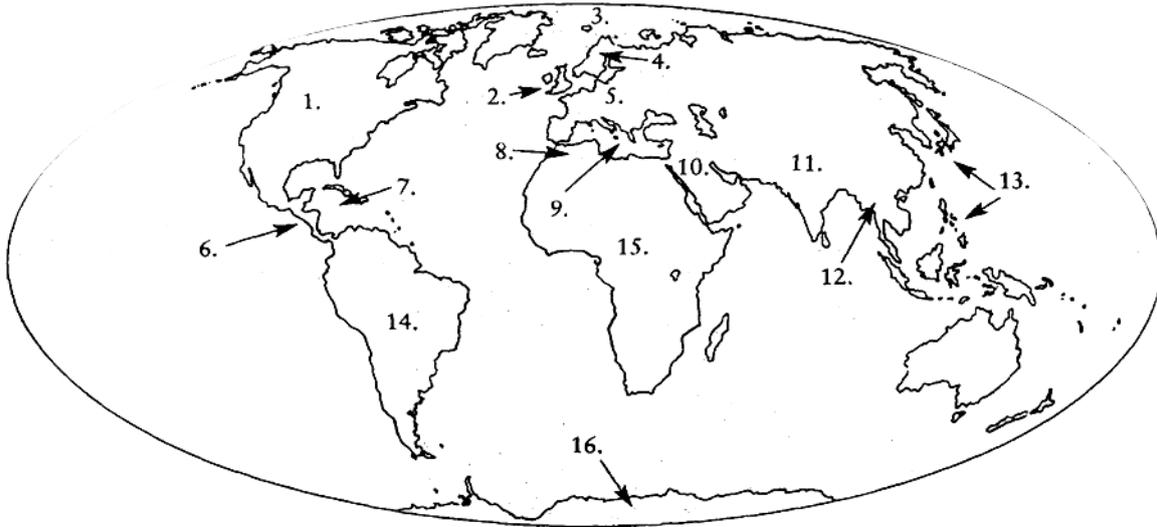
Ex.15. Change active sentences to passive and vice versa:

1. A client delayed Joanne when she was leaving the office.
2. The tennis club was holding a meeting at 6.30.
3. The doorway was blocked by Sheba, the dog.
4. Joanne had to take Sheba to the vet
5. Her condition worried the vet.
6. The dog was treated by the vet while Joanne went home
7. The telephone call confused Joanne.
8. The vet told Joanne to get out of the house
9. The police captured the burglar.
- 10.The dog had bitten off his fingers.

Presentation

Think about risky places in Ukraine. What are they and what is the threat? Are there any ways how to prevent such risks? Do some research on this subject and prepare a presentation.

UNIT 3
CONTINENTS, COUNTRIES,
NATIONALITIES



Ex.1. Match these parts of the world with the numbers 1-16 on the map:

Central America, the Far East, the Caribbean, the Middle East, Scandinavia, North America, Central Europe, Africa, the Mediterranean, the Arctic, South East Asia, Antarctica, the British Isles, Asia, North Africa, South America

Ex.2.

Warm-up

1. What is a continent and how many are there?
2. What are the five countries with the highest population?
3. How many languages are there in the world?
4. Where do people speak English?
5. What are the five most widely spoken languages?

On Which Continent Will You Find...

1. On which continent are the Caribbean islands?
2. On which continent is Greenland?
3. On which continent is the South Pole?
4. On which continent is the North Pole?
5. On which continent is the Prime Meridian?
6. On which continent is the International Date Line?
7. On which continent is the equator?
8. On which continent is the deepest point on land?

reading

Ex.3. Read the following article and fill in the missing geographical names:

Mediterranean, Caucasus, Oceania, British Isles, Asia, Greenland, Eurasian, Syria

The Continents

A continent is defined as a large unbroken land mass completely surrounded by water, although in some cases continents are (or were in part) connected by land bridges. The seven continents are North America, South America, Europe, Asia, Africa, Australia, and Antarctica. The island groups in the Pacific are often called.....(1) but this name does not imply that scientists consider them the remains of a continent.

Political considerations have often overridden geographical facts when it came to naming continents. Geographically, Europe, including the.....(2), is a large western peninsula of the continent of Asia; and many geographers, when referring to Europe and Asia, speak of the.....(3) continent. But traditionally, Europe is counted as a separate continent, with the Ural and the(4) mountains forming the line of demarcation between Europe and Asia. To the south of Europe, Asia has an odd-shaped peninsula jutting westward, which has a large number of political subdivisions. The northern section is taken up by Turkey; to the south of Turkey there are.....(5), Iraq, Israel, Jordan, Saudi Arabia, and a number of smaller Arab countries. All these are part of.....(6). Traditionally, the island of Cyprus in the.....(7) is also considered to be part of Asia. The Caribbean islands, Central America, and.....(8) are considered part of North America.

speaking

Ex. 4. Do the quiz:

1. For each of the six inhabited continents, name one country where English is a major language.
2. Name four countries where Islam is a major religion.
3. Name four countries that have large deserts.
4. Name four countries where there are rainforests.
5. Name four countries with high birth rates, high death rates, and low life expectancy.
6. Name four countries with low birth rates, low death rates, and high life expectancy.
7. Name four countries which are major manufacturers of automobiles.
8. Name four countries which are major producers of petroleum.

grammar

Comparative and superlative form of adjectives

Comparisons

Adjectives of:	Positive	Comparative	Superlative
one syllable	tall	taller (than)	the tallest (of/in)
two syllables ending in -er, -ly, -y, -w	happy friendly	happier (than) friendlier (than)	the happiest (of/in) the friendliest (of/in)
two or more syllables	modern beautiful	more modern (than) more beautiful (than)	the most modern (of/in) the most beautiful (of/in)

Spelling

Adjectives ending in:		
-e → -r / -st	-y → -ier / -iest	one stressed vowel between two consonants – double the consonant
large – larger – largest	heavy – heavier – heaviest	big – bigger – biggest

Ex.5. Complete the table

Adjectives	Comparative	Superlative
small	..... <i>smaller</i> .....	..... <i>the smallest</i>
.....	better	.....
loud	.....	.....
.....	higher	.....
intelligent	.....	.....
big	.....	.....
.....	more helpful	.....
.....	.....	the fastest

Ex.6. Fill in the blanks with the adjectives in brackets:

- Tom is his brother. (old)
- This problem is that problem. (easy)
- John is boy in our class. (tall)
- My friend is my sister. (fat)
- My room is room in our house. (small)
- Kyiv is city in Ukraine. (large)
- The Severn is river in England. (long)
- Madonna is Sandra. (popular)
- My English is your English. (good)
- The weather today is the weather yesterday. (bad)
- This garden is that garden. (large)
- Elizabeth is girl in our group. (beautiful)
- I am girl in the class. (short)
- What is film on TV today? (funny)
- Who is girl in your class? (pretty)

Ex.7.Fill in the blanks as in the example:

I went on holiday last year but it was a disaster! My hotel room was .. *smaller than* ... (small) the one in the photograph in the brochure. I think it was (small) room in the hotel. The weather was terrible too. It was (cold) in England. The beach near the hotel was very dirty – it was (dirty) all the beaches on the island. The food was(expensive) I expected and I didn't have enough money. One day I went shopping in a big department store and I broke a vase. It was (expensive) vase in the whole shop. But (bad) thing all was that I lost my passport and I couldn't go back home. It was (horrible) holiday all my life.

Types of comparisons

1 as ... (positive)... as not so / as ... (positive)... as	Paul is as heavy as Tom. Jane is not so / as tall as Mary.
2 less ... (positive)... than the least ... (positive)... of / in	Betty is less hard-working than Kate but Jean is the least hard-working of all.
3 the + comparative ..., the + comparative	The harder you work, the more money you earn.

Ex. 8. Complete the sentences using the words in brackets in the correct form.

1. Comics are (interesting) fairy tales.
2. Rock climbing is as (dangerous) surfing .
3. Burgers are as..... (tasty) tacos.
4. Football is (popular)basketball.
5. Skating is (difficult) cycling .
6. Sailing is(relaxing)golf.

Ex.9. Write comparatives or superlatives and then answer the questions.

a) in the Antarctic

b) in the Arctic

Essay

Choose one continent which is according to you the most endangered. Write an essay introducing the state of the problem and suggest possible solutions.

UNIT 4 EUROPE



Ex.1. Look at the map and mark the following places:

Ural Mountains, Caspian Sea, Black Sea, Azores, Danish Strait, White Sea, Gulf of Bothnia, English Channel, Mediterranean Sea, Volga, Carpathian Basin, Adriatic Sea

reading

Ex.2. Read the article and put the words in brackets into their right form:

Although long called a continent, in many physical ways Europe is but a great western peninsula of the Eurasian landmass. Its eastern limits are..... (arbitration) and are(convention) drawn along the water divide of the Ural Mountains, the Ural River, the Caspian Sea, and the Caucasus watershed to the Black Sea. On all other sides Europe is surrounded by salt water. Of the.....(ocean) islands of Franz Josef Land, Spitsbergen (Svalbard), Iceland, and the Azores, only Iceland is regarded as an.....(integrity) part of Europe; thus the northwestern boundary is drawn along the Danish Strait.

Europe is not only..... (peninsula) but has a large ratio of shoreline to land area reflecting a notable inter fingering of land and sea. Excluding Iceland, the maximum north-south distance is (3529 mi) (5680 km); and the greatest east-west extent is 2398 mi (3860 km). Of Europe's area of 3,881,000 mi (10,050,000 km) 73% is mainland, 19% peninsulas, and 8% islands. Also, 51% of the land is less than 155 mi (250 km) from shores and another 23% lies closer than 310 mi (500 km). This situation is caused by the inland seas that enter, like arms of the ocean, deep into the northern and southern regions of Europe, which thus becomes a peninsula of peninsulas. The most notable of these branching arms of salt water are the White Sea, the North Sea, the Baltic Sea with the Gulf of Bothnia, the English Channel (La Manche),

the Mediterranean Sea with its secondary branches, and..... (final), the Black Sea. Even the Caspian Sea,..... (present) the largest saltwater lake of the world, formed part of the southern seas before the folding of the Caucasus. The..... (penetrate) of the landmass by these seas brings marine influences deep into the continent and provides Europe with a balanced climate..... (favor) for human..... (evolve) and..... (settle).

Europe has a unique..... (diverse)of land forms and..... (nature) resources. The relief, as varied as that of other continents, has an average..... (elevate) of 980 ft (300 m) as compared with North America's 1440 ft (440 m). The shape and the overall physiographic aspect of the great peninsula are controlled by..... (geology) structure which delimits the major regional units.

Climate is determined by a number of factors. Probably the most important are a favorable location between 35° and 71°N latitudes on the western or more maritime side of the world's largest..... (continent) mass; the west-to-east trend (rather than north-south) of the lofty southern ranges and the Central Lowlands, as well as of the inland seas, which permit the prevailing westerly winds of these latitudes to carry marine influences deep into the continent; the(benefit) influence of the North Atlantic Drift, which makes possible ice-free coasts far within the Arctic Circle; and the low elevation of the northwestern mountain ranges and the Urals, which allows the free shifting of air masses over their crests.

The intricate relief and the climates of Europe are well reflected in the drainage system.(extension) drainage basins with large slow- flowing rivers are developed only in the Central Lowlands, especially in the eastern part. Streams with the greatest discharge empty into the Black Sea and the North Sea, although Europe's longest river, the Volga, feeds the Caspian Sea. Second in dimension is the Danube, which crosses the Carpathian Basin and cuts its way twice through mountain ranges at the Gate of Bratislava and at the Iron Gate. The Rhine and Rhone are the two major Alpine rivers with headwater sources close to each other but feeding the North Sea and the Western Mediterranean Basin, respectively.

.....(abundancy) precipitation throughout the year, as well as the permeable soils and the dense vegetation which..... (temporary) store the water, provides the streams of Europe north of the Southern Highlands with ample water throughout the seasons. The combined effects of poor vegetation, rocky and desolate limestone karstlands, and slight annual.....(precipitate) result in intermittent flow of the rivers along the Mediterranean coast, especially on the eastern side of peninsulas. Only the Alpine rivers carry enough water, and if it were not for the Danube and Rhone, both originating in regions north of the Alps, the only major river of the Mediterranean basin would be the Po.

Ex.3.Comprehension Check: Answer the following question

1. Eastern border of Europe are surrounded by sea
2. The northwestern boundary of Europe is in Franz Jozef Land
3. Mainland covers 19% of Europe
4. The Caspian sea is the largest freshwater lake in the world

5. The Rhine and Danube are two major Alpine rivers
6. Lack of precipitation is the cause of dense vegetation
7. Danube is Europe's largest river which flows from Gate of Bratislava

grammar

Questions

<ul style="list-style-type: none"> • We use do/does to form questions in Present Simple and did to form questions in Past Simple. • To form questions with auxiliary verbs (can, be, will, shall, must, etc.) we put the auxiliary verb before the subject. • Wh-questions begin with a question word and follow the above rules (question words: who, where, when, what, why, how, which, etc.) • Whose is used to ask about possession. • Which is used when there is a limited choice. • With verbs which take a preposition, the preposition goes at the end of the question. 	<p>Does he play the violin? Did he go to work yesterday?</p> <p>Is he rich? Has he got a car? Will he marry her? Can you fly a helicopter?</p> <p>Who is she? What did she do last night? Why did you come late?</p> <p>"Whose shoes are these?" "They're Tom's." "Which car is yours?" "The red one."</p> <p>Who does it belong to? Who did you go out with?</p>
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Ex.4. Write questions about the statements using the words in brackets.

1. I like playing tennis. (you)
2. She goes to parties. (How often)
3. They went to London. (When)
4. She is crying. (Why)
5. Oliver can swim. (dive)
6. Ali hasn't arrived yet. (Who)
7. He'll do the cleaning. (washing-up)

We normally use the following question words when asking about:

people	jobs / things animals / actions	place	time	quantity	manner	reason
Who Whose Which (one of)	What Which (one of)	Where	When How long What time How often	How much How many	How	Why

Ex.5. Fill in: who, whose, which, where, how often, what time, why, how much or how many.

- 1 "... *Whose*.... is this coat?" "Mine."
- 2 "..... is Irina's house?"
"Next to the bank."
- 3 "..... does the party start?"
"At 8:30."
- 4 "..... does this cost?" "£25."
- 5 "..... is your book?"
"The red one."

- 6 "..... was he late?"
"Because he overslept."
- 7 "..... does he visit his
grandparents?" "Every Monday."
- 8 "..... is Robert?" "Julie's brother."
- 9 "..... eggs do you need?"
"Ten."

Ex.6. Fill in: what, how long, when, how, how much, how old, why or where.

Police officer: Good morning, madam. 1) *What*.... can I do for you?

Mrs Lee: Oh, officer, it's my Ned. He's run away from home.

Police officer: 2) do you live?

Mrs Lee: At 14 Church Road.

Police officer: 3) is your full name?

Mrs Lee: Jennifer Rose Lee.

Police officer: 4) did you last see Ned?

Mrs Lee: At 6 o'clock yesterday evening.

Police officer: 5) did he seem?

Was he acting strangely?

Mrs Lee: No, not at all. He seemed all right.

Police officer: 6) is Ned?

Mrs Lee: He's twelve.

Police officer: 7) money did he have?

Mrs Lee: None. 8) do you ask?

Police officer: Well, I'm sure he won't be very far away without any money.

Mrs Lee: 9) will it take you to find him?

Police officer: I can't say exactly Mrs Lee but I hope we'll find him very soon. Now, can you tell me
10) Ned looks like?

Mrs Lee: Certainly. He's got long floppy ears, a short tail and ...

Police officer: What? You mean Ned is your dog!



vocabulary

Ex.7. Read the following expressions and form sentences using them:

Border, flow, separate, occupy, form, locate, stem, divide, interrupt, run, situate

Demographics of Ukraine, Population of Ukraine, Ukraine borders on, Cities and towns in Ukraine, Mountains of Ukraine, Traditional regions of Ukraine, Rivers of Ukraine, Seas of Ukraine,

speaking

Ex.8. Do the following quiz

1. Which city is sometimes referred to as the 'Queen of the Adriatic'?
2. In which city in Italy is the Leaning Tower located?
3. Which is the highest mountain peak in Europe?
4. How high is the Eiffel Tower in Paris?
5. In which city can you take a ride in a gondola?
6. The Caucasus Mountains lie between the _____ Sea and the _____ Sea
7. Which is the water body that separates the British Isles from the mainland?
8. Which is the water body that separates Europe from Asia?

Presentation

Prepare a presentation for foreign students on the beauty of Ukraine. Try to give an itinerary of recommended places to see.

UNIT 5 AUSTRALIA



speaking

Warm-up:

Write 10 things you know about Australia. Exchange your information with your partner.

Ex.1. Before you read more about Australia try to answer the following questions:

What oceans is it surrounded by?

What do the abbreviations in the map stand for?

Is there any environmental threat to the Australian continent?

Try to talk about the terrain, population, capital, places of interest, anything you know about Australia.

reading

AUSTRALIA – basic facts

Location: Oceania, continent between the Indian Ocean and the South Pacific Ocean

Map references: Oceania

Area:

total area: 7,686,850 sq km

land area: 7,617,930 sq km

comparative area: slightly smaller than the US

note: includes Macquarie Island

Land boundaries: 0 km

Coastline: 25,760 km

Maritime claims:

contiguous zone: 24 nm

continental shelf: 200 nm or to the edge of the continental margin

exclusive economic zone: 200 nm

territorial sea: 12 nm

International disputes: territorial claim in Antarctica (Australian Antarctic Territory)

Climate: generally arid to semiarid; temperate in south and east; tropical in north

Terrain: mostly low plateau with deserts; fertile plain in southeast

Natural resources: bauxite, coal, iron ore, copper, tin, silver, uranium, nickel, tungsten, mineral sands, lead, zinc, diamonds, natural gas, petroleum

Land use:

arable land: 6%

permanent crops: 0%

meadows and pastures: 58%

forest and woodland: 14%

other: 22%

Irrigated land: 18,800 sq km (1989 est.)

Environment: current issues: soil erosion from overgrazing, industrial development, urbanization, and poor farming practices; soil salinity rising due to the use of poor quality water; desertification; clearing for agricultural purposes threatens the natural habitat of many unique animal and plant species; the Great Barrier Reef off the northeast coast, the largest coral reef in the world, is threatened by increased shipping and its popularity as a tourist site; limited natural fresh water resources

natural hazards: cyclones along the coast; severe droughts

international agreements: party to - Antarctic-Environmental Protocol, Antarctic Treaty, Biodiversity, Climate Change, Endangered Species, Environmental Modification, Hazardous Wastes, Law of the Sea, Marine Dumping, Marine Life Conservation, Nuclear Test Ban, Ozone Layer Protection, Ship Pollution, Tropical Timber 83, Wetlands, Whaling; signed, but not ratified - Desertification

Note: world's smallest continent but sixth-largest country; population concentrated along the eastern and southeastern coasts; regular, tropical, invigorating, sea breeze known as "the Doctor" occurs along the west coast in the summer

Ex.2.Comprehension Check: Decide whether following statements are True or False. If they are False try to correct them

1. Australia has a semiarid climate
2. It is threatened by natural hazards such as blizzards and tsunamis
3. It is the largest country in the world
4. The Great Barrier Reef is threatened by limited water resources
5. Desertification causes overgrazing
6. Australia's natural resources include crude oil, gold and tin
7. South east part of Australia covers 20 % of arable land
8. Australia is as large as Asia
9. The capital is Sydney
10. Original inhabitants are Red Indians

speaking

Ex.3. Look at the following table. Match the expressions to make families:

Capital city	18,508,000	Created by British	Aborigines
Population doubling rate	Canberra	Official name	Commonwealth of Australia
Prison colony	Original inhabitants	6	Population (1997)
Every 99 years	# of States	Approx. 3 million sq. miles	Area of the country

Grammar

Relative pronouns

Relative Pronouns (**who, whose, whom, which, that**) introduce relative clauses.

	subject of the verb of the relative clause (can't be omitted)	object of the verb of the relative clause (can be omitted)	possession (can't be omitted)
used for people	who / that	who / whom / that	whose
	She's the teacher who / that came to our school last week.	I saw a friend (who / whom / that) I hadn't seen for years.	That's the boy whose brother won the prize.
used for things / animals	which / that	which / that	whose / of which
	This is the house which / that belongs to my friend.	Here's the bag (which / that) you left on my desk.	That's the bag whose handle is broken.

Relative Adverbs (**when, where, why**)

Time	when (= in/on which)	2003 was the year (when) Peter was born.
Place	where (= in/on/at/to which)	That's the hotel where we stayed.
Reason	why (= for which)	Can you tell me the reason (why) he lied to me?

Ex.4. Fill in: *who, whose, which or where.*

My school, 1) is called King Edward's, has about 2,000 students. My favorite teacher, 2) is called Mr. Brown, teaches sport. The sports centre, 3). I play basketball and tennis, is the largest in the area. I walk to school every day with my friend Mike, 4).....father teaches History.

Ex.5. Fill in: who's or whose.

1. My mothername is Elizabeth, is a piano teacher.
2. Ann's the one a History teacher.
3. She's the woman.....married to an actor.
4. Lucas is the man..... helping us move house.
5. Celine is the girlbrother won the prize.
6. That's the woman..... son just graduated from university.
7. Helen is the person..... car is outside our house.
8.concert did you go to?

Ex.6. Write one word for each space.

Hi Janet,

How are you? I'm doing all right. I just wanted to tell you 1) *about* ... something exciting 2) happened to me last Saturday. Do you remember Beth, 3) party we went to last winter? Well, I went 4) her and her cousin to a concert at Croke Park 5) my favourite band, Nickelback, were playing. Anyway, her cousin Rick knew someone 6) was working backstage and he let us meet the band. He even invited us to a party 7) the band was going to after the concert. It was amazing!

Now about the weekend hiking trip – the reason 8) I can't come is because my sister has asked me to take care of her children as she's 9) on a business trip. I'm so sorry. I was really 10) forward to it.

Write and tell me your news,
Shelly

Ex.7. Complete the conversation using who, which, whose or where.

Simon: Hi Nigel! Where did you go on holiday?

Nigel: I went to Greece. I had a great time there!

Simon: What did you do?

Nigel: I went to the Acropolis, 1) ... *which* ... is amazing. I also went to the place 2) the first Olympic Games were held.

Simon: Did you meet anyone interesting there?

Nigel: Yes, I met a girl from England, 3) grandfather was Greek. I also met her cousins 4) were staying in Athens. They made me feel very welcome.

Simon: It sounds like you enjoyed yourself!

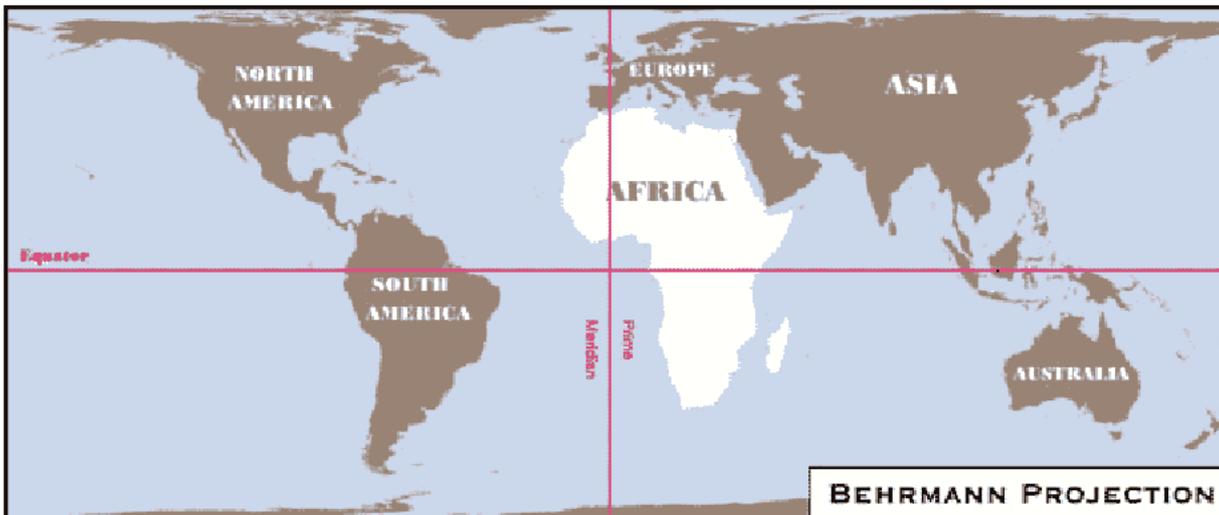
Nigel: Yes, and I'm hoping to go back next summer.



Presentation

Prepare a presentation about Ukraine as a part of the European continent. Focus on physical and human geography.

UNIT 6 AFRICA



speaking

Ex.1. Answer all questions about Africa. Looking at the map, rank the continents according to size.

1. Africa is bordered by two oceans and a sea.
 - a) Which ocean borders Africa to the west?
 - b) Which ocean borders Africa to the east?
 - c) Which sea borders Africa to the north?
 - d) What is the primary language in Africa?

reading

AFRICA

Africa is the world's second largest continent (next to Asia) in both area and population. Its area of 11,699,000 square miles is more than three times the size of the United States, and its 1990 population of 642 million made up 12 percent of the world's total. Africa encompasses over fifty nations, ranging in size from Nigeria (with a population of more than 120 million) to small island countries such as Cape Verde (population 424,000). Africa is commonly divided into two regions delineated by the Sahara Desert, which runs through northern Africa. The countries north of the Sahara are generally considered more developed than those in sub-Saharan Africa, where most of the continent's population resides. With an estimated one thousand different languages spoken and at least as many distinct ethnic groups, Africa is perhaps the most linguistically and ethnically diverse of all the world's continents. Two hundred ethnic groups have at least half a million people; no single group accounts for more than five percent of Africa's total population.

For much of history, non-Africans have referred to Africa— especially sub Saharan Africa—as the “Dark Continent.” This was a reflection of European and American ignorance of Africa’s interior geography and rich cultural and political history. Europeans established trading posts on Africa’s coasts beginning in the late 1400s and over the next centuries developed an extensive trade with the peoples they encountered—a trade that included the exportation of African slaves to New World colonies.

However, due to disease, topography, and African resistance, little European exploration or penetration of Africa’s large interior was done until the nineteenth century. “Kept on the fringes of Africa, and ignorant of it,” writes historian Robert Garfield, “Europeans turned the situation around and assumed it was Africans who were isolated. They thus created the myth of the ‘Dark Continent,’ though the darkness was only in European minds.” Europe’s rush to colonize Africa in the nineteenth century was motivated in part by a quest to “enlighten” African peoples with European religion and civilization.

In contemporary times Africa has remained a “Dark Continent” for many not because of geographic isolation or foreign ignorance, but because of the frequent humanitarian disasters and political misfortunes that have brought global attention to the region. “The next time you read about Africa in the news,” writes Liberian journalist C. William Allen, “it will most likely be in a story about a military coup d’etat, political corruption, [or] a catastrophe of major proportions.” Sub-Saharan Africa, which contains a tenth of the world’s people, is the location of half the planet’s wars and refugees and most of its famines. In the 1990s alone Africans have suffered through continuing war in Angola, a collapse of government, ethnic conflict, and starvation in Somalia, slavery and war in Sudan, genocide and massive refugee flows in Rwanda, a brutal civil war in Liberia, and political repression and corruption in many other countries. Even in nations that have escaped major wars or famines, Africans have been faced with a steady decline in their quality of life as measured by poverty rates, school enrollments, per capita incomes, and life expectancies.

Ex.2. Comprehension Check: Are the following statements TRUE or FALSE?

1. Africa is the world’s largest continent (next to Asia) in both area and population.
2. Africa encompasses over one hundred nations.
3. Africa is perhaps the most linguistically and ethnically diverse of all the world’s continents.
4. For much of history, non-Africans have referred to Africa— especially sub-Saharan Africa—as the “Dark Continent.
5. Sub-Saharan Africa, which contains a third of the world’s people, is the location of half the planet’s wars and refugees and most of its famines

grammar

Linking words

Linking words show the logical relationship between sentences or parts of a sentence.

Positive Addition

and, both ... and, also

She's **both** clever **and** beautiful.

Contrast

but

Mary is talented **but** not very creative.

Cause / Reason

because, so

She took an umbrella **because** it was raining outside.

Condition

if, unless, or

He won't go to bed **unless** you tell him a story.

Purpose

to, so that

Sandra wrote down Helen's home address **so that** she could visit her the following week.

Time

when, as soon as, while, before, until, since, etc.

Diana called the police **as soon as** she realised that someone had broken into her flat.

Place

where

She couldn't remember **where** she had put her keys.

Relatives

who, whom, whose, which, what, that

That's the ring **which** once belonged to my great grandmother.

Listing Points / Events

- **to begin:** first, first of all
First, I put on my pyjamas.
- **to continue:** secondly, then, next
Then, I brushed my teeth.
- **to conclude:** finally
Finally, I went to bed.

Ex.3. Join the two sentences using the word(s) in brackets.

I'd like to go to the party. I'm too busy. (but)

1. Rick closed his eyes. He fell asleep. (as soon as)
2. She jumped on a chair. She saw the mouse. (when)
3. Dan went to the hospital. He hurt his arm. (because)
4. She is studying hard. She will pass her exams. (so that)
5. I can't help her. I know someone who can. (but)
6. It was cold. Tom put on a jumper. (so)
7. First, Jim washed his hands. Then he had lunch. (before)
8. He's handsome. He's famous. (both)

Ex.4. Read the sentences and underline the correct linking word / phrase:

1. Maria put on the kettle because / which she wanted a cup of tea.
2. I haven't played handball since / when I left school.
3. She won't speak to Bill as soon as / unless he apologizes
4. Which /Who is the tallest person in your family?
5. First, I prepared the meal. Then / Finally, I laid the table.
6. Bob brushes his teeth so / before he goes to bed.

Ex.5. Underline the correct linking word / phrase.

Kelly is 9 years old. She has brown hair 1) and / but blue eyes. She is a very happy child 2) who / which likes to make new friends. All her teachers like her 3) because / so that she is very

intelligent. Kelly isn't only a great student. She's 4) also / and an amazing dancer. She can dance 5) both / also modern and jazz 6) but / so she especially likes hip hop.

Ex. 6. Choose the correct answer

Exercise is Great!

There are many good reasons 1) *B* we should exercise. 2), it is great for our health. Playing sports, running, swimming and dancing help us build strong bones 3) muscles. Exercise 4) helps our heart get stronger.

5), exercise makes us feel good about ourselves. We feel happier 6) we have more energy. We are able to run faster 7) become better at playing sports with our friends.

8), exercise makes us look great, too. It helps us stay fit and keeps our body at a healthy weight, 9) is important for a long and healthy life.

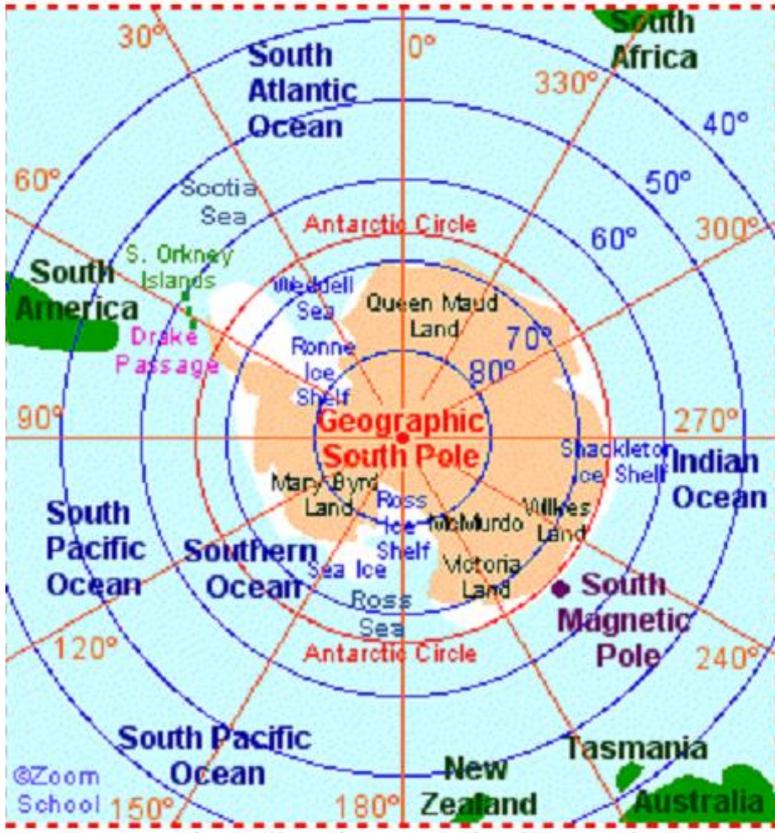


- | | | | |
|---|-----------|----------------|-----------|
| 1 | A what | B why | C which |
| 2 | A Then | B First of all | C Finally |
| 3 | A both | B and | C or |
| 4 | A also | B then | C and |
| 5 | A When | B Since | C Next |
| 6 | A while | B as soon as | C when |
| 7 | A or | B and | C both |
| 8 | A Finally | B First | C Then |
| 9 | A which | B what | C that |

Presentation

Give a conference presentation on Africa - the continent of variety.

UNIT 7 ANTARCTICA



Ex.1. Match the expressions in bold with their definitions below:

<p>1. Antarctic Convergence (Polar Front),</p> <p>2. continental slope,</p> <p>3. cyanobacteria,</p> <p>4. evaporation,</p> <p>5. glaciation,</p> <p>6. land-based ice sheet,</p>	<p>a. The study of plants and animals living in the seas and oceans.</p> <p>b. a large body of ice with a base mostly above sea level. The East Antarctic Ice Sheet is a land-based ice sheet. <i>Freshwater</i>.</p> <p>c. A part of the electromagnetic spectrum that has shorter wavelengths than visible light. Ultraviolet radiation has more energy than visible light and can damage tissue (like human skin). Much of the ultraviolet radiation from the sun is absorbed within the ozone layer before it reaches the Earth's surface.</p> <p>d. The formation, activity, and retreat of glaciers through time. The glaciation of a region refers to the growth of ice over that region. Large parts of the Northern Hemisphere experienced glaciation in the past - ice ages</p>
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<p>7. marine biology,</p> <p>8. ultraviolet radiation (UV)</p>	<p>e. Change in state from a liquid or a solid to a gas. Evaporation takes place most quickly in an arid or dry environment when there is little or no water vapour in the air. Antarctica is arid and solid ice can "evaporate" or turn into a gas, particularly if a (relatively) warm wind blows across a snow or ice field. The change from a solid directly to a gas is properly called sublimation - like the "smoke" you get when you open the freezer door.</p> <p>f. Very specialized acellular organisms classified as blue-green algae. Cyanobacteria can photosynthesize, making their own food from sunlight. They are exceptionally tough organisms, able to colonize and survive in harsh environments.</p> <p>g. Narrow, steep (3° to 6° slope) transition zone between the shallow shelf and the deep ocean floor.</p> <p>h. A surface boundary where which the colder, north flowing Antarctic Surface Waters sink beneath warmer circulating waters. This marks a change in the ocean's surface temperature and also chemical composition. North of the convergence, the area is known as the sub-Antarctic.</p>
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reading

Fascinating facts about Antarctica

1. If Antarctica's ice sheets melted, the world's oceans would rise by 60 to 65 meters (200 - 210ft) - everywhere.
2. Antarctica is pushed into the earth by the weight of its ice sheets. If they melted, it would "spring back" about 500m (1 625 ft). It would do this v...e...r...y s...l...o...w...l...y taking

- about 10000 years to do so. Scotland and Scandinavia are still rebounding today after the last ice age - at the rate of half a meter a century in the Northern Baltic - the fastest place.
3. Antarctica is the best place in the world to find meteorites. Dark meteorites show up against the white expanse of ice and snow and don't get covered by vegetation. In some places, the way the ice flows concentrates meteorites there. The ice makes them gather in one place.
 4. One of the biggest icebergs ever (possibly the biggest iceberg ever) broke free from the Ross ice shelf in Antarctica in 2000. It was 295km (183 miles) long and 37km (23 miles) wide, with a surface area of 11,000 sq km (4,250 square miles) above water - and 10 times bigger below. It's similar in size to The Gambia, Qatar, The Bahamas, or Connecticut.
 5. It has been estimated that during the feeding season in Antarctica, a full grown blue whale eats about 4 million krill per day (krill are small shrimp-like creatures), that's 3600 kg or 4 tons - every day for 6 months. The daily intake would feed a human for about 4 years! Krill may be nutritious but they're not very nice as people food - which is lucky for the whales!
 6. Since the Antarctic convergence arose about 20 million years ago, there has been very little exchange of fish or other marine life in either direction. This means that fish have lived in their side of the ocean and have not crossed over to their neighbors' side. Antarctic fish have lived at between +2°C and -2°C for 5 million years (-2°C is the freezing point of sea water, below zero because of the salt). They are therefore the best cold adapted animals that there are on the planet - now or ever.
 7. When the Antarctic sea-ice begins to expand at the beginning of winter, it advances by around 40,000 square miles (100,000 square kilometers) per day, and eventually doubles the size of Antarctica, adding up to an extra 20 million square kilometers of ice around the land mass. That's one and a half USA's, two Australia's or 50 UK's worth of ice area that forms, then breaks up and melts each year.
 8. Snow falling at the South Pole takes about 100 000 years to "flow" to the coast of Antarctica before it drops off the end as part of an iceberg.
 9. The Antarctic ice cap has 29 million cubic kilometers of ice. This is 90% of all the ice on the planet and between 60 and 70 % of all of the world's fresh water.
 10. Only about 0.4 percent of Antarctica is not covered by ice.
 11. The largest land animal in Antarctica is an insect, a wingless midge, Belgica Antarctica, less than 1.3cm (0.5in) long. There are no flying insects (they'd get blown away), just shiny black springtails that hop like fleas and tend to live among penguin colonies.
 12. Samples of ice known as ice cores are regularly drilled through the ice in Antarctica by scientists. They are removed as a long cylinder of ice that gives an indication of the past going back tens of thousands of years. The properties of the ice, of dust trapped in the ice, and even of air bubbles trapped in the ice give valuable information about the earth's climate at various times in the past.

A glaciologist could easily give you a drink of water that was frozen during the life of Christ.

grammar

Word-formation

Word formation: nouns and adjectives

We can make adjectives from nouns with the suffixes **-ous**, **-ic** and **-al**.

fame > famous, ambition > ambitious

photography > photographic, drama > dramatic

music > musical, maths > mathematical

Be careful! Sometimes the spelling changes when you add a suffix. If necessary, use a dictionary to help you find the correct spelling.

Ex.1. Write the related adjectives:

1. logic
2. fury
3. person
4. apology
5. rebel
6. technology
7. optimism
8. caution
9. nation
10. advantage
11. theory
12. pessimism

Ex.2 Complete the sentences with the correct form of the words.

Model: Jackie is very ambitious. She wants to be a actress. (ambition)

1. The holiday was There was nothing to do and it rained all the time.
(disaster)
2. Brenda was very when she heard that I'd split up with Pete.
(sympathy)
3. You have to be fit and extremely to take part in this sport. (energy)
4. The party promised to cut taxation when it was elected.
(politics)

Ex.3 Complete the following sentences by adapting the word given in brackets.

1. We need to find a _____ to the problem as soon as possible.

(solve)

2. Juan speaks English fluently and makes very few _____ mistakes. (grammar)
3. The teacher keeps a record of every student's _____. (attend)
4. Air-conditioning is a _____ if you live somewhere like the south of Spain. (necessary)
5. Don't be afraid of the dog. He's absolutely _____. (harm)
6. The company is trying hard to improve customer _____. (satisfy)
7. Measures were taken around the world to _____ airport security after the 11 September attacks. (tight)
8. We're going to change our suppliers as they have become very _____ in the last year. (rely)
9. Patricia's very _____. She writes short stories, paints and makes mosaics. (create)
10. We need your _____ at the bottom of the page. (sign)

Part II

1. The index at the back of the book is in _____ order. (alphabet)
2. The fans waved _____ as the film star stepped out of the limousine. (excite)
3. Chickenpox is a highly _____ disease which many people catch as a child. (infect)
4. Matt is very _____. He wants to be number one at everything. (compete)
5. Harry loves cars and he's so _____ about them. (knowledge)
6. There is little _____ of the president being re-elected. (likely)
7. The prime minister thinks there may be a _____ to overthrow him. (conspire)
8. In _____ with Tokyo, London and Paris are relatively cheap. (compare)
9. The police were unable to _____ that she had committed the crime. (proof)
10. The president's speech went on for so long that I almost died of _____! (bore)

Presentation

Give a presentation on exploration of Antarctica

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