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ТИТУНЬ О.Л.

ENGLISH FOR STUDENTS OF GEOGRAPHY

Методичні рекомендації для студентів спеціальності
«Географія, біологія та туризм»
(ОКР – «Бакалаври»)

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Методичні рекомендації містять матеріал необхідний для проведення практичних занять та організації самостійної роботи з англійської мови студентів спеціальності «Географія, біологія та туризм».

Структура методичних рекомендацій дає можливість викладачеві вибрати оптимальні шляхи організації як аудиторної, так і самостійної роботи студентів з урахуванням рівня їх знань. Спеціальні тексти для читання, перекладу та переказу сприяють розвитку навичок одержання інформації та її аналітичної обробки.

Методичні рекомендації розроблено з урахуванням принципів комунікативної спрямованості та відповідає сучасним вимогам викладання іноземної мови у ВНЗ.

ВСТУП

Структура методичних рекомендацій дає можливість викладачеві вибрати оптимальні шляхи організації як аудиторної, так і самостійної роботи студентів з урахуванням рівня їх знань. Методичні рекомендації складаються з двох частин: тексти професійного напрямку зі словниками і вправами лексичного та граматичного характеру, тексти та діалоги з розмовних тем, матеріали для дискусій.

Спеціальні тексти для читання, перекладу та переказу сприяють розвитку навичок одержання інформації та її аналітичної обробки.

Більшість текстів автентичні та адаптовані.

Матеріал згруповано у дві частини і за уроками (6 Units): тексти за фахом, лексичні вправи комунікативного та творчого характеру; (2) тексти загальнонаукового характеру з відповідними завданнями; є комунікативні завдання та вправи монологічного та діалогічного характеру на базі сучасних тенденцій розвитку усного мовлення.

Запропоновані методичні рекомендації розроблено для студентів II курсів географічного факультету денної та заочної форми навчання.

Методичні рекомендації можуть використовувати на природничих факультетах студенти, аспіранти та науковці відповідного профілю.

3MICT

Part 1 Professional English

Part 2 Social English

UNIT 1

GEOGRAPHY AS A SCIENCE

READING MATERIAL

TEXT A

Read the text, translate it and get ready to do the exercises after the text.

Geography

Geography is the study of the surface of the Earth. The word is derived from the Greek words *geo* (the Earth) and *graphein* (to write).

Geography is the exact and organized knowledge of the distribution of phenomena on the surface of the Earth. It deals with the form and motion of the planet so far[1] as the knowledge of these is necessary for fixing positions on the surface. Geography is concerned also with the forms of the lithosphere or stony crust of the Earth, the extent of the water envelope or hydrosphere, the movements of the water and of the all surrounding atmosphere. The distribution of plants and animals and that of the human race and all the interactions and relationships between these distributions are within the areas of geographical inquiry as well.

The surface of the Earth is the interface of the atmosphere, lithosphere, and biosphere. It provides the habitat, or environment, in which humans are able to live. This habitable zone has a number of special characteristics. One of the most important is the complex interaction among many physical, biologic, and human elements of the Earth, such as land surface, climate, water, soil, vegetation, agriculture, and urbanization. Another characteristic is the high variability of the environment from place to place - hot tropics to cold polar regions, dry deserts to humid equatorial forests, vast level plains to rugged mountains and uninhabited ice caps to densely settled metropolitan areas. Yet another is the consistency[3] with which significant patterns occur, which makes possible generalizations about distributions.

Geographic study is particularly concerned with location, with areal patterns[4] with the interrelationships of phenomena, with regionalization[5], and with ties among areas. Typical areas of inquiry[6] include where people live; in what sort of patterns they are distributed over the Earth's surface; what factors of environment, resources, culture, and economic development account for this distribution; whether or not significant regions can be recognized by types of population, livelihood , and culture, and what types of movements and relations occur among places.

Geography is a synthetic science, largely dependent for its data on the results of

specialized sciences such as astronomy, physics, geology, oceanography, meteorology, biology and anthropology and always having respect to the natural regions of the world. Viewed in this light geography is a unified and definite science[9] of wide outlook and comprehensive grasp[10].

Geography is divided into systematic fields and regional specializations, which can be grouped under three main headings: physical geography, human geography and regional geography. There is a number of subdivisions, such as mathematical geography, which deals with the shape, size and movements of the earth. Political geography studies the world's political divisions. Economic geography deals with estimation of the environment and resources, distribution of economy and population. Historical geography examines the ways in which the relationship between people and their environments has changed over time. Human geography is concerned with human activities and organization in so far as these relate to the interaction of people with their physical environment and with the environments created by human beings themselves, and the consequences of these interrelationships. Physical geography is concerned with the physical characteristics and processes of the atmosphere, biosphere, hydrosphere and lithosphere. The principal branches of physical geography are geomorphology, climatology, biogeography and soil geography.

Regional geography studies distinctive regions of the world, the people and their environment, their economies and cultures.

As human activity has become more able to affect the landscape and ecology of the world, two more branches have emerged: resource management and environmental studies.

Notes

[1] so far as … is necessary – оскільки це є необхідним для
[2] interface - взаємодія
[3] consistency -сталість
[4] areal patterns – елементи територіальної структури
[5] regionalization – поділ на регіони
[6] areas of inquiry – ділянки дослідження
[7] account for - пояснювати
[8] livelihood – засоби для існування
[9] unified and definite science – уніфікована та точна наука
[10] comprehensive grasp - *тут.* всеосяжні знання

Ex.1. Answer the following questions.

1. *What is geography about?*
2. *What kind of science is geography?*
3. *What does the term "geography" mean?*

4. How is the surface of the Earth represented in the geographic study?
5. *What is geographic study concerned with?*
6. *What are three main headings g*eography is divided into?
7. What are the subdivisions of geography? What do they deal with?

Ex. 2.Translate into Ukrainian the following words, word combinations and sentences.

Knowledge: exact knowledge, organized knowledge, good knowledge, poor knowledge. His knowledge of geography is perfect.

Distribute: to distribute books (maps, products); to be distributed over the Earth's surface; distribution of population (resources, phenomena, economy). Geography is the exact and organized knowledge of the distribution of phenomena on the surface of the Earth.

Deal (dealt, dealt): to deal with smb., to deal with history, to deal with a problem; to deal with fires, dealer. Meteorology deals with weather and climate.

Surface: earth's surface, the surface of the Moon, the surface of the sea, surface water, on the surface. Scientists have got photographs of the surface of Mars.

Exact: exact sciences; exact time, exact data, exact memory; exactly; not exactly the same. Physics and mathematics are exact sciences.

Environment: environmental, environmental protection, environmental studies, environmental research, social environment, natural environment, man- made environment, human environment; environmentalist. The problems of environmental protection are of great importance now.

Habitat: human habitat, natural habitat, wildlife habitat; habitant, habitable zone; to inhabit; inhabitable, inhabitant, inhabited locality, uninhabited ice caps. The surface of the Earth provided the habitat in which humans are able to live.

Variety: great variety, variety of reasons, variety of ways, genetic variety; various reasons, various subjects; variation, variations of temperature, daily variations, environmental variation; variability.

Ex. 3. Choose the best alternative to complete the following sentences.

1. The word ***geography*** is derived from the (Latin / Greek) words ***geo*** (the Earth) and ***graphein*** (to write).
2. Geography is the exact knowledge of the distribution of (population / phe-nomena) on the surface of the Earth.
3. The surface of the Earth is the (interface / distribution) of the atmosphere, lithosphere, hydrosphere and biosphere.
4. One of the special characteristics of the environment is its high (stability / variability) form place to place.

5. Geographic study is particularly concerned with the relationship between (human society and the plants / human society and the land).
6. Geography is largely dependent for its data on the results of (natural sciences / specialized sciences).
7. All regional specializations of the science of geography can be grouped under (many / three) main headings.
8. The principal activities of the (economy geographer / physical geographer) include observing, measuring and describing the surface of the Earth.
9. Human activity has become more able (to change / affect the landscape) of the world.
10. The principal branches of physical geography are (geomorphology and soil geography / mineralogy and petrology).

Ex.4. Match a term with a proper definition.

1) Geodesy	a) studies the world's political divisions.
2) Economic geography	b) the subject which describes the earth's surface - its physical features, climates, vegetation, soils, products, peoples and their distribution.
3) Climatology	c) the science of the measurement of the shape and size of the earth, including its weight, density, etc., and also of the surveying of such large portions of the earth's surface that the curvature of the earth has to be considered.
4) Political geography	d) the science of the composition, structure, and history of the earth including the study of the materials of which the earth is made, the forces which act upon these materials and the resulting structures, the distribution of the rocks of the earth's crust, and the history not only of the earth itself but also of the plants
5) Geography	
6) Geology	
7) Geomorphology	
8) Geophysics	

9) Mathematical geography	and animals which inhabited it throughout the different ages. e) deals with estimation of the environment and resources, distribution of economy and population. f) the study of the physical features of the earth, or the arrangement and form of the earth's crust, and of the relationship between these physical features and the geological structures beneath. g) deals with the shape, size and movements of the earth. h) the science which treats of the various climates of the earth and their influence on the natural environment. i) the study of the physical processes relating to the structure of the earth, including not only the lithosphere but also the hydrosphere and the atmosphere.

Ex.5. Fill in the missing words in the sentence.

Habitable; include; a number of; surface; variability; areal patterns; interface; dependent; dry deserts; is derived; physical geographer; are distributed; deals with.

1. Geography is the study of the ... of the Earth.
2. The word geography ... from the Greek words "geo" and "graphien".
3. The surface of the Earth is the ... of the atmosphere, lithosphere, hydrosphere and biosphere.
4. One of the special characteristics of the environment is its high ...
5. The environment varies from hot tropics to cold polar regions, to humid equatorial forests.
6. The ... zone has a number of special characteristics.
7. Geographic study is particularly concerned with location, with ..., with the interrelationship of phenomena.
8. The main areas of inquiry ... where people live, in what sort of patterns they ...

over the Earth's surface.

9. Geography is a synthetic science, largely ... for its data on the results of specialized sciences.
10. Economic geography ... estimation of the environment and resources, distribution of economy and population.
11. Geography has ... subdivisions.
12. The principal activities of... include observing, measuring and describing the surface of the Earth.

TEXT B

Read the text and get ready to discuss its main points.

Origin and development of geography. Early history

Human beings have always wondered how other lands and peoples differ from their own home and folk. The first recorded knowledge of such differences came mainly from the accounts of travellers. The 5th century B.C. Greek writer Herodotus was an outstanding early example of one who carefully recorded his personal observations made during many years of extensive travel. The Greek perception of the Earth was highly advanced: the philosophers Pythagoras and Aristotle believed it to be a sphere and the Pythagorean Philolaus taught that it revolved around a central fire. In the 3rd century B.C. Eratosthenes of Cyrene, whose ***Geographica*** was the first work to have the word ***geography*** as its title, employed ingenious reasoning and measurements to produce a remarkably accurate calculation of the circumference of the Earth. He had observed that at Syene (modem Aswan, Egypt) at noon on the summer solstice the Sun was directly overhead, while at Alexandria it cast a shadow. By calculating the angle of the shadow and using the distance between Syene and Alexandria, Eratosthenes arrived at a figure of 250,000 stadia (or stades) for the Earth's circumference.

Eratosthenes' figure, however, subsequently was rejected by classical geographers, such as Ptolemy - who calculated, erroneously, that the Earth was much smaller.

In his 17-volume work written at about the time of Christ, the Greek geographer and historian Strabo provided the most detailed summary and review of the classical knowledge of geography, the first two books were devoted to a wide-ranging discussion of the aims and methods of geography and to a review of earlier writings; many early works of Greek or Roman authors have disappeared or have

survived only in fragments and they are known today only through Strabo's critical comments in these books. The other 15 books written by Strabo provided regional descriptions. The great contribution of the 2nd century A.D. astronomer and geographer Ptolemy was the concept of the tabulation of latitude and longitude of places; these tabulations could give precision to locations, but Ptolemy's data again contained errors that were to plague geographers for centuries.

With the breakup of the Roman Empire in the West, most of the geographic knowledge of the Greeks gradually was lost in Europe, but during the 11th and 12th centuries it was preserved, revised, and enlarged by Arab geographers. Geographic study in Europe was stimulated anew by contact with Muslim learning during the Crusades, although in their reacquaintance with Greek ideas - particularly those of Ptolemy - European thinkers generally ignored the additions and corrections of the Arabs. Thus, the errors of Ptolemy were perpetuated in the West until the voyages of the 15th and 16th centuries started bringing back to Europe detailed and more accurate information of the rest of the world.

An important figure of the new learning was the German scholar Bemhar- dus Varenius (Bernhard Varen), whose ***Geographia Generalis*** (1650, General Geography) was revised numerous times and remained a standard reference work for a century or more. Unlike many earlier writers, Varenius included ideas based on direct observations and original measurements. In the century before Varenius, the Flemish cartographer Abraham Ortelius prepared a world map in sections and bound them together in book form in his ***Theatrum orbis terrarium*** (1570, Epitome of the Theatre of the World), the first atlas. The first use of the term ***atlas,*** however, was by Ortelius' contemporary Gerardus Mercator (Gerhard de Cremer). The term is said to be derived from the representation of Atlas supporting the heavens that formed a frontispiece to early atlases. Mercator, who also came from Flanders, was the leading cartographer of the 16th century.

The four generations of the Cassini family of astronomers and surveyors in France were pre-eminent in developing methods for accurately surveying the land surface. In work extending from the late 17th to the late 18th century, the Cassinis made the first detailed topographic survey of a large country, and this was used as the basis for a national atlas of France published in 1791. In the 18th century James Cook set new standards in accuracy and skill in navigation. Furthermore, his voyages had scientific missions. On his famous second voyage (1772-1775), which circumnavigated the globe at high southern latitudes, he was accompanied by Johann and Georg Forster, the father and son who made botanical collections and climatological observations. Georg Forster later influenced Alexander von Humboldt to study geography.

During his travels in South and Central America (1799-1804) Humboldt

located places with accurate latitudes and reasonably close longitudes. Through his detailed observations in the Andes he was able to provide the first systematic description of the interrelations of altitude, temperature, vegetation, and agriculture in low- latitude mountains and to provide a clear picture of vertical zonation. He plotted his data on maps and coined the term isotherm for a line joining points with the same temperatures. In his regional monograph on the economic geography of New Spain (Mexico) Humboldt presented data on population, production, trade, utilization of resources, and their interconnections.

Ex.6. Say if these statements are true of false. Argue them using the suggested phrases below.

Agreeing

That's quite right. That's true. Yes, I agree... I absolutely agree. I'm of exactly the same opinion.

Disagreeing

I don't agree. I don't agree. I disagree, I'm afraid... That's wrong... I don't think that's right. I can't agree... Surely not.

1. The Greek perception of the Earth was highly advanced: they thought it to be a sphere.
2. The first recorded knowledge of differences of other lands and peoples came from the book ***Geographia Generalis.***
3. The first work to have the word ***geography*** as its title was written by Pythagoras.
4. Pythagoras and Aristotle taught that the Earth revolved around a central fire.
5. Eratosthenes produced a remarkably accurate calculation of the circumference of the Earth.
6. Eratosthenes arrived at a figure of 250,000 miles for the Earth's circumference.
7. The first two Strabo's books were devoted to the discussion of the aims and methods of geography.
8. The great contribution to geography made in the 4^{th} century A.D. was the concept of the tabulation of latitude and longitude of places.
9. With the breakup of the Roman Empire in the West, most of the geographic knowledge of the Greeks was lost.
10. An important figure of the new learning, based on direct observations and measurements was Abraham Ortelins.
11. The first atlas was made by Geradus Mercator.
12. Alexander Humbold was influenced greatly by the knowledge of the Arabs to study geography.

13. During his travels to South and Central Africa Humboldt located places with accurate latitudes and close longitudes.

Ex.7. Fill in the chart below and complete it.

The stages of development of the science of geography

Period of time	The country, the name of the scientist	Discoveries
5th century B.C.	**Greece - Herodotus**	**Personal observations, accounts of travel**
4th century B.C.	**Greece - Pythagoras and Aristotle**	**The Earth is a sphere, it revolves around a central fire**
3d century B.C. 2nd century A.D.	**Eratosthenes**	

UNIT 2

THE HISTORY OF EXPLORATION

READING MATERIAL

Read the text, translate it and get ready to do the exercises after the text.

The History of Exploration

Since the earliest times, people have explored their surroundings. They have crossed the hottest deserts, climbed the highest mountains, and sailed the widest seas. They have struggled through steamy jungle to find an unknown plant and brought back weird' creatures from the ocean floor. All explorers have in common the human trait of curiosity. However, curiosity was not the only reason for many journeys of discovery. Explorers always had more practical reasons for setting out, for example to search for land or treasure.

Some hoped to find valuable trade or new routes to countries that produced the goods they wanted. There is a saying that "trade follows the flag". In other words when explorers find new lands, traders will soon follow. However, it would be better to say that "the flag follows trade"! It was the search for trade and trade routes that resulted in Europe's discovery of all the world's oceans and continents during the 15^{th} and 16 centuries. The famous voyages of explorers, such as Columbus and Magellan, arose from desire of Europeans to find a sea route to the markets of the Far East, where valuable goods like silk and spices could be bought. Columbus did not set out to discover a new continent. He was hoping to reach China and Japan, and died insisting that he had done so. Magellan did not intend to sail around the world. He was hoping to find a new route for trade with the Moluccas, or Spice Islands.

Some were missionaries, who felt a duty to convert people to their own religion. Unlike many other religions, Christianity claims to be universal.

Sincere Christians therefore believed it was their duty to convert other people to Christianity. European expeditions to the Americas included priests, whose job was not only to hold services for the European members of the expedition, but also to convert the local people.

Some were fishermen or miners or merchants, looking for a better living. One of them was Marco Polo, who made his famous journey to the East in 1271. There were many Europeans travelling across Asia, but Marco's journey was unique because he stayed in the vast Mongol Empire for 20 years. On his return to Europe he wrote a splendid book describing all that he had seen.

All explorations and discoveries have opened the world. Thanks to the determination of generations of explorers, there is almost no place on Earth that is still unknown and unnamed. We know what lies in the ocean's depths, and at the top of the highest mountain. Maps chart the dry rocks of the world's deserts and the glaciers of the coldest polar regions. Even the Earth's gravity has not stopped explorers from heading out into space. As distant places have become more familiar, the nature of exploration has changed. The challenge is no longer to discover the world's wild places. Today, a new adventure in exploration is beginning. Explorers are trying to understand the Earth and its climate, and the living things that inhabit its surface. Scientists hope to learn more about the Earth's geology and origins by studying and measuring the tiny shifts of the bare rocks on mountaintops.

We are finding out about the surroundings of the Earth itself. Now that the Moon has been visited, space scientists today are concentrating on building space stations closer to Earth (highly accurate photographs from the "eyes in the sky" - satellites - help scientists to map the world's most remote regions to look for mineral resources, and to track the spread of pollution and crop disease) and sending space probes to find out more about regions of space much farther away. Spacecraft travelling through the solar system have sent back news of other planets and one day men and women will follow them.

For millions of years, the Earth's natural systems have lived in delicately balanced harmony. Exploration itself does little to upset this balance. But when people move into newly discovered areas they cause permanent changes. The explorers of the past showed our ancestors the wonders of the Earth. The duty of explorers today is to discover how to preserve these wonders for future generations.

Ex.1. Complete the following sentences by adding the phrases given in the text.

1. Since the earliest times, people...
2. All explorers have in common...
3. Some explorers hoped to find...
4. Columbus was hoping to reach...
5. Magellan wanted to find...
6. Missionaries felt a duty to...
7. Marco's journey was unique because...
8. Thanks to the determination of generations of explorers, there is...
9. As distant places have become more familiar…
10. Explorers are trying to understand...
11. Scientists hope to learn more...

12. The explorers of the past showed...
13. The duty of explorers today is...

Ex.2. Choose proper sentences from the text as expanded answers to the following questions.

1. Why did people begin to explore their surroundings?

2. What were the reasons for many journeys and voyages of discovery?

3. What is the meaning of the saying "trade follows the flag"?

4. What were the great explorers looking for and what did they find?

5. What is the practical importance of all explorations and discoveries?

6. How can space scientists help us today?

7. What is the difference between the duties of explorers of the past and those of today?

Ex.3. Pronounce correctly the following proper and geographical names.

Columbus, Europe, Magellan, European, Christianity, Far East Christian, China, Marco Polo, Japan, Moluccas, Spice Islands, Asia, Mongol Empire.

Ex.4. Form nouns from the given verbs. Mind that the suffix –er (or) denotes the doer of the action. Translate them into Ukrainian.

Model: to climb - climber -альпініст.

To create, to explore, to build, to mine, to produce, to sail, to write, to find, to visit, to travel, to trade, to voyage, to discover, to seek.

Ex.5. Translate into Ukrainian the following words, word combinations and sentences.

Accurate: accurate maps, accurate photographs, accurate clock, accuracy, accurately. Clocks in airports should be accurate. The earliest maps were not accurate.

Believe: believe in, make believe (that), belief, to the best of my belief, believer, believable. I believe you. I believe in God. I believe in that man. The boys made believe that they were explorers in the African forests. Christians believed that the Earth was flat. He has lost his belief in God.

Curiosity: trait of curiosity, to be dying of curiosity, curious, curious neighbors, curiously. I am curious to know what he said.

Convert: to convert people to Christianity, converting, converted, convertible, conversion (to, into).

Discover: to discover a new continent, discovery, journeys of discovery, discovered areas, discoverer. He made wonderful scientific discoveries. Columbus discovered America, but didn't explore the new continent.

Explore: explore the arctic regions, exploration, the nature of exploration, the exploration of the ocean depths, explorer, exploratory. The Great Atlas of Discovery tells the story of exploration and discovery from earliest times to the present day.

Reason: practical reason, the only reason for, to bring to reason, by reason of, by reason of its general sense, without any reason, to give reasons for smth, reasonable, a reasonable price (offer, excuse), reasonably, reasoning. The students understood the teacher's reasoning.

Search: to search for a land or treasure, to search one's memory, to search out an old friend, go in a search of a missing child, searching, search-light, searcher.

Trade: trade follows the flag, trade route, to trade in, to trade with, to trade off, trade mark, trade name, trade price, trader, tradesman, trading. Even today the salt trade is vital to the economy of desert peoples.

Valuable: to find valuable trade, a valuable discovery, a valuable picture. He gave me valuable information.

Ex.6. Pair the verbs in column A with a suitable phrase in column B.

A	B
1. to cross	a) people to their own religion
2. to search for	b) steamy jungle
3. to produce	c) building space stations
4. to climb	d) the spread of pollution
5. to find	e) a better living
6. to sail	f) the world's wild places
7. to feel	g) mineral resources
8. to convert	h) permanent changes
9. to look for	i) the hottest deserts
10.to struggle through	j) the goods
11.to discover	k) new lands (a sea route)
12.to concentrate on	1) a duty
13.to look for	m) the widest seas (around the world)
14.to track	n) the highest mountains
15. to cause	o) land or treasure

Ex.7. Match the nouns with their appropriate explanations.

1. journey	a) land that is without water and trees, often sandcovered
2. trade	

3. adventure 4. discovery 5. route 6. desert 7. continent 8. voyage 9. crop 10. surroundings 11. rock	b) season's produce of grain, grass, fruit c) solid stony part of the Earth's crust d) one of the main land masses e) everything around and about a place f) journey by water g) going to a place, a distant place h) something that is discovered i) an exciting or dangerous journey or activity j) way taken or planned from one place to another k) buying and selling of goods, exchange of goods for money or other goods

Ex.8. Fill in the missing words in the sentences. Choose from the words given below.

Expedition, trades, discovery, travellers, included, route, trade, seekers, space, voyages, set out, traders, ice desert, travel, exploration

1. The Ancient Egyptians made ... down the Red Sea nearly 6000 years ago.
2. The real story of ... and ... began with civilization.
3. The Arabs were great ... and ... of knowledge.
4. Salt... transported salt from the coasts, and island deposits, to areas where it was scarce and valuable.
5. The climbers had tried to find a new ... to the top of the mountain.
6. Travel through ... to other planets interests many people today.
7. Belarus ... with many European countries.

8. Ferdinand Magellan's ... across the Pacific made Europe aware of the vastness of the ocean on the far side of the world.

9. Earlier explorers had travelled in the hope of finding gold mines, valuable.... fame, and land for their countries.

10. Explorers added the hope of new scientific discoveries and their expeditions ...scientists as well as sailors, soldiers, merchants, and adventurers.

11. The first great scientist expedition to South America ... to record the shape and size of the Earth - the science known as geodesy.

12. ... in the Arctic was both difficult and dangerous.

13. The last place on Earth to be explored was the cold, hostile ... of the Antarctic.

Ex.9. Choose one of the following items and make a report or presentation. Use additional material.

1. Ancient explorers.
2. Famous voyages.
3. Exploration of desert areas.
4. Exploration of Antarctic.
5. The conquest of space.

UNIT 3

THE SOLAR SYSTEM

READING MATERIAL

Read the text, translate it and get ready to do the exercises after the text.

The Solar System

To the largest modern telescope as to the naked eye, a star is no more than a tiny point of light. Most of the planets, on the other hand, are magnified to clear disks by a telescope of even modest power. This does not mean that the planets are larger than the stars, of course, but only that they are much closer to us. If we use a golf ball to represent the sun, a small sand grain a dozen feet away represents the earth on the same scale. Pluto would be another sand grain 500 ft from the golf ball. Within the 1,000-ft-wide orbit of Pluto are all the other planets. In this model, the nearest star would be another golf ball 600 mi away.

The earth and the sun and the other eight planets are isolated in space. This set of nine spheres that circle the bright sun is poised in emptiness and separated by unimaginable distances from everything else in the universe. Because the sun is its central figure, the family of bodies that accompanies it is called the solar system.

Until the seventeenth century the solar system was thought to consist of only five planets besides the earth and moon. In 1609, soon after having heard of the invention of the telescope in Hilland, Galileo built one of his own and was able to add four new bodies to the system: the brighter of the moons (or satellites) that revolve around Jupiter. Since Galileo's time telescopic improvements have made possible the discovery of many more members of the sun's family.

The list of planets now includes nine; in order from the sun they are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. All except Mercury, Venus, and Pluto have satellites. Thousands of small objects called asteroids, all less than 500 mi in diameter, follow separate orbits about the sun in the region between Mars and Jupiter. Comets and meteors, in Galileo's time thought to be atmospheric phenomena, are now recognized as still smaller members of the solar system.

Not only is the entire solar system isolated in space, but each of its principal members is separated from the others by vast distances. From the earth to our nearest neighbor, the moon, is about 238,000 mi; from the earth to the sun is about 93 million mi. It took the Apollo 11 spacecraft 3 days to reach the vicinity of the moon, and at the

same rate of progress more than 3 years would be needed to reach the sun.

Let us return for a moment to the model mentioned at the start of the text in which a golf ball represented the sun and a grain of sand 12 ft away the earth. On this scale the moon would be scarcely more than a dust speck about ½ in from the sand grain. The largest planet, Jupiter, would be a small pebble 60ft from the golf ball.

With three smaller pebbles, three more sand grains, and a few more dust specks, all within 1,000-ft-wide orbit of Pluto, the model is complete. An extremely empty structure, this solar system, with its members separated by distances enormous compared with their size.

Planets revolve around the sun and rotate on their axes. Two further aspects of the solar system are notable:

1. Nearly all the revolutions and rotations are in the same direction, which is counterclockwise as seen looking down from above the North Pole. Only the rotation of Venus and the revolutions of a few satellites are in the opposite direction. Uranus is an exception of a different kind, since it rotates about an axis only 8˚ from the plane of its orbit.

2. All the orbits except those of the comets lie nearly in the same plane. Planets, asteroids, and satellites are visible by virtue of the sunlight they reflect. What we see of any of these objects at a particular time is limited to the half that faces the sun. Planets with orbits larger than that of the earth never come between us and the sun, so we can always see nearly the whole of their illuminated sides. Mercury and Venus, however, have orbits smaller than the earth's and are between us and the sun for a good part of each revolution. In this position their dark sides are turned toward us, and we see them either not at all or as crescents.

Ex.1. Answer the following questions.

1. What is the solar system?
2. How many planets are there?
3. Why do planets shine?
4. What does the writer use to represent the sun in the model?
5. In the model, how far away is Pluto?
6. What did Galileo discover?
7. What is an asteroid?
8. What is the distance from the earth to the sun?
9. In the model, how large is the moon?
10. How do planets move?
11. Which planets do not come between the earth and the sun?

Ex.2. Complete the following paragraph, using each of these words more

than once.

solar system, moon, sun, star, incandescent, frontier, sunspots, corona

The …… has become our new ……. The …… has been reached by man. Voyager I and II have sent us superb photos of Jupiter and Saturn, and Voyager II is going to Uranus and Neptune. All depends, of course, on the ……. The …… , an …… ball of gases, is a normal, smallish …… , lying in one of the spiral arms of the Milky Way. The temperature at the centre of the …… is more than 15,000,000 K; in the ……'s chromospheres occur …… , flares and prominences, the last being great plumes of gas that surge out into the …… and occasionally off into space. The earth lies within the sun's ……., called solar wind. Binary stars revolve around a common centre of gravity; and a black hole can do the same.

Ex.3. Match the word with its explanation.

1. telescope 2. naked eye 3. vicinity 4. sunlight 5. orbit 6. dust speck 7. sand grain 8. asteroid 9. satellite 10. diameter	a) in the area around a particular place or close to a particular amount of measurement; b) natural light that comes from the sun; c) a piece of equipment shaped like a tube, used for making distant objects look larger and closer; d) if you can see something visible without using anything to help you, such as telescope; e) a straight line from one side of a circle to the other side, passing through the centre of the circle, or the length of this line; f) a single very small piece of a substance consisting of very small pieces of rocks and minerals, that forms beaches and deserts; g) a very small spot or piece or very little amount of dry powder consisting of extremely small bits of earth or sand or another particular substance; h) a natural object that moves around a planet; i) one of the many small planets that move around the sun especially between Mars and Jupiter; j) the curved path travelled by an object which is moving around another much larger object such as the sun, the Earth.

Ex.4. Read and translate the following text with the help of a dictionary.

The Planetary System

Gases and dust surrounded our star, the Sun approximately 5 billion years ago. Over time they condensed and formed planets. The planetary system consists of nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto and about 90 satellites.

All these planets revolve around the Sun on their own axes. Every planet has its own elements and mechanisms irrespective of their size. Mercury, Venus, Earth, and Mars are smaller in size. They have large amounts of rocks and smaller amounts of gases. Hence, these planets are called rocky planets. Jupiter, Saturn, Uranus and Neptune are bigger in size. They have small amounts of rocks and large amounts of gases, and are called Gaseous Planets. The lastly positioned Pluto is the smallest planet of the planetary system. Pluto is an asteroid, captured by the Sun's gravity and brought into the orbital path of the planetary system. The prevailing temperature (-2100C) on Pluto freezes the gases into solid. So Pluto is called, a Snow Ball. This planetary system is maintained by the Sun. This system is a subsystem of the Solar System.

The Solar System:

The Sun is the main source of energy for the planetary system. The Sun is a mixture of gases. It consists of 92% hydrogen, 7.8% helium and 0.2% other gases. The temperature on the surface of the Sun is 6,000 degrees Celsius and the temperature at the center of the Sun more than 15,000,000 degree Celsius. The Sun shines as a consequence of the fusion of hydrogen into helium, which is constantly taking place in its core. Hence, astronomers call the Sun a "Big Fire Ball".

Scientists believe that the Sun will cease its function when the hydrogen is exhausted. If so, how long it can burn? It can burn for another 5,000 million years. It is estimated that the Sun had enough hydrogen to burn for 10,000 million years. It has burnt already for 5,000 million years. So, now it is literally a middle-aged star. The Sun and its components namely the planets, form the Solar System. This Solar System is subsystem of the Universe. The Universe consists of millions and millions of galaxies. Our Solar System is part of one such galaxy known as the Milky Way. Thus Universe is considered as a general system that consists of many subsystems.

Ex.5. Conduct Solar system quiz using the following questions:

1. How many planets are in our Solar System?
2. Which planet is nearer to the Sun?

3. Which planet is farthermost from the Sun?
4. Which planet is the biggest?
5. Which planet has the biggest, easily – seen rings orbiting it?
6. What is at the centre of our Solar system?
7. Are inner planets made or rock or gas?
8. What are the icy objects with huge tails that orbit the Sun?
9. Which planet is called the Red Planet?
10. Is the Sun a star, or a planet?
11. Is the Sun solid, liquid, or gaseous?
12. What element is most plentiful on the Sun?
13. How old is the Sun?

UNIT 4

THE EARTH

READING MATERIAL

Read the text, translate it and get ready to do the exercises after the text.

Planet Earth

The Earth is not a large planet. Its familiar dimensions – a diameter of nearly 8,000 miles (12,750 km) and a circumference of almost 25,000 miles (40,000 km) – seem tiny against the vastness of a universe in which distances are measured in millions of light years. And even in our particular corner of the universe, the solar system, the earth is no giant. The planet Jupiter has a diameter more than 11 times as large as Earth's. Saturn is much larger. True, Earth is slightly larger than Venus and Mars, but more than 70 percent of our planet is covered by water, making our living space smaller still.

What Earth lacks in size, however, it makes up in the wealth and variety of its contents. More than 6 billion years ago, when it was born from a gaseous mass of material that slowly collapsed and congealed the earth was endowed with an almost infinitely complex chemistry. Throughout the planet's life, that chemistry was modified continuously. The molten earth mass, turning and cooling, differentiated into several shell-like layers, of which the crust is but one. Gases escaped and began to collect in low-lying areas as liquids, starting the formation of the oceans. Other volatiles created the earth's initial atmosphere. Eventually that atmosphere supported the beginnings of life, and late in the planet's history, Earth attained levels of oxygen content that made possible the evolution of complex life forms.Humanity is the culmination of this process, and human communities began

to make the first organized use of the earth's accumulated natural wealth.

Ex.1. Answer the following questions.

1. Is the Earth a large planet?
2. Name all the planets of the Solar System.
3. What is the largest planet in the Solar System?
4. What is the composition of the Earth?

5. In what units are distances in the universe measured?
6. When was the Earth born?

Ex.2. Fill in the correct word(s) from the list below.

to take shape, formed from, reverse, swirling, scientists, cooled, gravity, suggest, asteroids, dense, southern, tiny, rotates, orbits, gravity, summer, beneath, calm, blue, spins, Sun, significant, magnetosphere, electric current, giant, poles.

About 5,000 million years ago our Solar System began …… .The Sun and the nine planets …… a cloud of dust and gas …… in space.

Some …… believe that the centre of this cloud …… and contracted to form the Sun.

…… pulled the planets from the rest of the cloud. Other scientists …… that the dust cloud formed …… that joined together to make the Sun and planets.

Earth is a …… rocky planet, third nearest to the Sun, and ……..... compared with Jupiter and Saturn. While Earth …… on its axis each day, it also …… the Sun each year, held in orbit by the Sun's ……. One moon revolves around the Earth. From space the earth looks …… and …… but under its oceans, deep …… the crust, the Earth's core is fiery and white- hot.

As the Earth …… on its axis, it also orbits the ……. When the northern hemisphere faces the Sun it has its ……. At the same time the …… hemisphere faces away from the Sun and has its winter. The equator faces towards the Sun most of the time and there are no …… seasonal changes there.

The earth behaves like a …… magnet. Molten iron and nickel flow in the Earth's outer core and produce an ……. This electricity creates a magnetic field, or ……., that extends into space. Like a magnet, the Earth has two magnetic …… . From time to time, the magnetic poles …… polarity. The last time they changed was about 700,000 years ago. No one knows why this happens.

North and south geographical poles lie at either end of the Earth's axis (the invisible line around which the Earth turns). The magnetic poles' position varies over time. It is the Earth's magnetic field that causes a compass needle to point north.

Ex.3. Match the word with its explanation.

1. volatile 2. space 3. magnetic pole 4. magnetic field 5. crust 6. core 7. biosphere 8. axis 9. atmosphere 10. anticyclone	a) the outermost layer of the Earth; b) gaseous element or compound the dissolved in magma as a result of the high pressures within the earth's crust; c) that part of the earth's surface and its immediate atmosphere that is inhabited by living organisms; d) envelope of air that surrounds the Earth; e) area of high atmospheric pressure; f) the area beyond the Earth where the stars and planets are; g) the central part of the Earth or any other planet; h) an area around an object that has magnetic power; i) one of the two points that are not firmly fixed but are near the North and South Poles of the Earth, towards which the needle on a compass points; j) the imaginary line around which a large round object turns.

Ex.4.Read and translate the following text using a dictionary.

The Interior Earth

The surface of the earth is the outer skin of the crust, the uppermost layer of the planet. The crust consists of solid rocks, both on the continents and below the waters

of the oceans. But liquid rock (lava) can penetrate through the vents of volcanoes and through fissures to flow out onto the surface. Although the crust's rocks are solid, they are violently shaken and even fractured by earthquakes. To know the surface we should study the crust of our planet as well as the water, wind, glaciers, and waves that attack it from

above.

To understand the crust we need to know what supports it from below. Beneath the crust temperatures and pressures rise to such levels that the rock material becomes viscous (sticky, rather like hot tar). Chemical change generates the heat that keeps rocks in such a viscous or even molten state, and much of the earth's interior is continuously in motion. The crust averages from 6 to about 25 miles (10 to 40 km) in thickness.

The earth consists of a series of layers, with an extremely dense, heavy ball known as the inner core at its centre. This solid inner core has a radius of about 780 miles (1250 km) and is surrounded by a heavy liquid layer forming the outer core. Incredible heat and pressure keep the heavy metallic material of this outer core in a molten state to a thickness of nearly 1400 miles (over 2200 km). Outside the core lies the mantle of the earth, where the rock material is lighter and less dense than in the core; the complex mantle contains zones of viscous and liquid matter a well as solid rock. Some earthquakes are known to originate as much as 400 miles (650 km) into the mantle.

Overall, the mantle is about 1800 miles thick. In the late 1980s, scientific research based on more refined recording and interpretation of earthquake (seismic) waves began to unlock some of the mantle's secrets. It is known, for example, that the mantle's material is in continuous motion in

giant convection cells. The moving material in these cells drags along the bottom of the solid crust and pushes and pulls pieces of the crust along. Seismic waves also indicate that in the mantle there is a significant change (a discontinuity) at a depth of some 420 miles from the earth's surface. It is already clear that interior forces change the upper surface of the crust: volcanic eruptions and earthquakes prove that. But the slow, continuous movement of material in the mantle causes more subtle changes in the crust, slowly pushing, pulling, warping, and even bending it.

Ex.5. Answer the following questions.

1. What is the surface of the Earth?

2. What does the crust consist of?
3. How can lava penetrate into the crust and flow out onto the surface?
4. How can we know the surface?
5. What processes go on beneath the crust?
6. What is in the centre of the Earth?
7. What is the mantle of the Earth?
8. What do we know about the mantle?

Ex.6. Put questions to the following statements.

1. The surface of the earth is the outer skin of the crust.

2. Liquid rock (lava) can penetrate through the vents of volcanoes and through fissures to flow out onto the surface.

3. Chemical change generates the heat that keeps rocks in a viscous state.

4. Continuous movement of material in the mantle causes subtle changes in the crust.

5. The solid inner core has a radius of about 780 miles (1250 km).

6. There is a significant change at a depth of some 420 miles from the earth's surface.

7. Incredible heat and pressure keep the heavy metallic material of the outer core in a molten state.

Ex.7. Match the word with its explanation.

1. layer 2. earthquake 3. core 4. mantle 5. cell 6. surface 7. volcanic eruptions	a) a quantity or thickness of smth that lies over a surface or between surfaces; b) the part of the earth below the crust and surrounding the core; c) the hard substance that forms the main surface of the Earth, a piece of rock that sticks up from the ground; d) the smallest unit of living matter that can exist on its own; e) a sudden, violent shaking of the

8. rock 9. seismic waves 10.penetrate	earth's surface; f) the waves relating to or caused by earthquakes; g) to go through, to enter smth and pass or spread through it; h) if a volcano erupts, then it explodes an sends smoke, fire and rock into the sky; i) the top layer of an area of water or land or outside or top layer of smth; j) the central part of an object.

Ex.8. Fill in the correct words from the list below.

interior, major, solid, outside, familiar, iron, rock, molten, outer, core,

fluid, inner, shell, includes, floats .

1. …… of the Earth has four …… layers. 2. On the …… is the crust made of …… soil and rock. 3. Under this is the mantle, which is solid …… with a …… layer at the top. 4. The inside or …… of the Earth has two sections: an outer core of thick …… , and a solid …… core. Earth's outer …… is called the lithosphere. It …… the crust and parts of the upper mantle. The crust …… on the asthenosphere, like an iceberg on the sea. 5. The Earth probably comprises a …… core, …… liquid core, and a solid mantle of …… and magnesium silicates.

Ex.9. Read and translate the following text using a dictionary.

Earthquakes and Volcanoes

The earth's crust is in constant motion. The earth's most quake-prone belts surround the Pacific Ocean and cross Eurasia along the Alps and the Himalayas. The mid-ocean ridges can also be regarded as belts of frequent earthquakes. The shield areas of the continents, on the other hand, are much less affected.

Earthquakes originate within the crust as well as the upper mantle, but most begin within 3 miles (5 km) of the surface. The point of origin is the earthquake's focus, and the location directly above this focus, at the surface of the crust, is the epicenter. An earthquake results from the sudden movement of rock that has been subjected to prolonged stress. When two lithospheric plates collide, stresses are set up that cause certain rocks to fracture. Such fractures in the crust are called faults, and some faults such as the San Andreas Fault in California are well known as the source of repeated severe earthquakes. It was a movement along this fault that caused the 1906 earthquake that destroyed much of San Francisco.

Repeated earthquakes along a fault zone can produce cliffs called scarps. Earthquakes also generate landslides that block streams and change the character of river valleys. Occasionally a powerful earthquake with a submarine focus creates a mighty ocean wave, or tsunami, capable of doing severe damage to coastal settlements.

The field of seismology (a branch of geophysics) has contributed much to the unraveling of the mysteries of the earth's interior. In 1935, Charles F. Richter, seismologist at the California Institute of Technology, devised a scale of earthquake magnitudes that is still in use. It ranges from 0 to 9, and the numbers represent the calculated energy released at the earthquake focus. Earthquakes measuring from 0 to 4 are minor, from 4 to 7 moderate, and over 7 severe and destructive. Quakes with a magnitude over 7 are recorded all over the world, and these severe shocks generate the waves that penetrate the globe and permit analysis of the interior. The 1906 San Francisco earthquake had a magnitude of 7.8, and the 1964 Alaska earthquake about 8.5. Even though Anchorage was severely damaged, this earthquake's epicenter was 75 miles (120 km) from the city. In 1976, an earthquake with a magnitude of 8.4 struck east of Beijing, the capital city of China. This was one of the century's most destructive earthquakes.

Ex.10. Answer the following questions.

1. Where are the most quake-prone regions?
2. Are shield areas affected as well?
3. Where do earthquakes originate?
4. What is the epicenter of the earthquake?
5. What happens when two lithospheric plates collide?
6. What are faults?
7. What can repeated earthquakes produce?
8. What is a tsunami?

9. What science deals with the mysteries of the earth's interior?

Ex.11. Fill in the correct words from the list below.

coast, edges, movement, molten, burst, lava, ash, spew, destruction, earthquake, slight, mild, severe, huge, young.

Most volcanoes are found near the ……or under the ocean. They usually form at plate …… Here crust …… allows hot ….. …. rock called magma to rise up from the inside the Earth and …… through the crust. Hot magma is called …… when it flows out of a volcano ……., steam, and gas also …… out and cause great …….

More than a million times a year, the Earth's crust suddenly shakes during an ……. Most of the world's earthquakes are fairly ……. A …… earthquake can feel like a truck passing; a …… one can destroy roads and buildings and cause the sea to rise in …… waves. Earthquakes often happen near volcanoes and …… mountain ranges: at the edges of the earth's plates.

Ex.12. Match the word with its explanation.

1. tsunami 2. extinct 3. dormant 4. chain 5. eruption	a) not active or growing now but able to become active or to grow in the future; b) a series of connected things or people; c) no longer in existence; d) when the burning rocks are thrown out from the volcano; e) an extremely large wave in the sea caused, for example, by an earthquake.

UNIT 5

THE ATMOSPHERE

READING MATERIAL

Read the text, translate it and get ready to do the exercises after the text.

The Atmosphere

The atmosphere is the gaseous layer that lies upon the liquid hydrosphere and the solid crust. The atmosphere of the earth consists of a mixture of gases that includes nitrogen (over 78 percent), oxygen (nearly 21 percent), and argon (less than 1 percent). The remaining fraction consists mainly of carbon dioxide, a very significant component of the atmosphere because it absorbs long-wave radiation from the earth's surface, thus sustaining the atmosphere's warmth. It does this far more effectively than nitrogen or oxygen, so that the amount of carbon dioxide present in the atmosphere is an important factor in air temperature. In recent decades indeed, ever since the onset of the Industrial Revolution-factories, automobiles, and other burners of coal, petroleum, and gas have been pouring carbon dioxide into the atmosphere from smokestacks and exhausts. The long- range effect of this on global atmospheric temperatures is unknown, but climate scientists are concerned that a delicate balance of nature is being upset with consequences that could be serious.

The atmosphere's nitrogen, oxygen, argon, and carbon dioxide are identified as the non-variant gases, because they prevail in approximately the same proportion from sea level to about 50 miles (80 km) into space. (The changing quantity of carbon dioxide is a human modification, not nature's design). Other gases, however, can exist in the atmosphere in varying amounts. Two important variant gases are water vapour – prevailing at under 1 percent by volume in desert areas but at 3 to 4 percent in humid equatorial zones –and ozone – a form of oxygen concentrated in very small but important quantities in a layer between 10 and 30 miles (about 15 and 50 km) above sea level. Water vapour, of course, is crucial in the atmosphere's capacity to absorb, transfer, and discharge moisture. Without water vapour there would be no clouds, no rain– and little agriculture. Ozone has the ability to absorb ultraviolet solar radiation, the kind that produces suntans but, in excess, blindness and skin cancers. The damage done to the ozone layer of the atmosphere by the engines of high-flying aircraft is another area of practical concern.

Like the other spheres of our multi-layered earth, the atmosphere consists of several distinct layers. This layering is not based on any change in the composition of

the air, because this remains the same until 50 miles (80 km) out in space. Nor does the atmosphere's density decrease in stages. The key to the recognition of atmospheric layers lies in temperature changes.

It is reasonable to expect that air temperature will decrease with altitude. Permanent snow on the highest mountains, even in equatorial regions, appears to confirm this principle. The rate of decrease, 3.5°F/1000 ft (6.4°C/1000 m), has been long known and is referred to as the environmental lapse rate (sometimes the normal lapse rate). But when balloons carrying recording thermometers were sent higher than the highest mountains, they brought back some amazing data. At a height of 8.25 to 9 miles (13 to 14 km) temperatures stopped declining and, after briefly holding steady, they actually began to rise. At first, no one believed that this was actually the case. But eventually the fact was established: beyond about 9 miles (14 km) above sea level, where the temperature has dropped to about -76°F (-60°C), the mercury rises slowly until at about 30 miles (50 km) above sea level, it is back up to 32°F(0°C).

Ex.1.Answer the following questions.

1. What is atmosphere?
2. What is the chemical composition of the atmosphere?
3. Why is carbon dioxide very important?
4. What are climate scientists concerned with?
5. What are non-variant gases?
6. What are variant gases?
7. What is the function of water vapor in the atmosphere?
8. What is the function of ozone?
9. What is environmental lapse rate?

Ex.2. Put questions to the following statements.

1. The atmosphere is the gaseous layer that lies upon the liquid hydrosphere and the solid crust.
2. The atmosphere of the earth consists of a mixture of gases that includes nitrogen, oxygen, and argon.
3. Climate scientists are concerned that a delicate balance of nature is being upset with consequences that could be serious.
4. Like the other spheres of our multi-layered earth, the atmosphere consists of several distinct layers.
5. At a height of 8.25 to 9 miles (13 to 14 km) temperatures stopped declining and, after briefly holding steady, they actually began to rise.

Ex.3. Fill in the correct words from the list below.

wrapped, hostile, support, layer, orange, fierce, photosynthesis, breathe, merges, hold, band, store.

The Earth is …… in a blanket of gases called the atmosphere. This thin …… protects the Earth from the Sun's …… rays and from the …… conditions of outer space. There are five layers in the Earth's atmosphere before the air …….. with outer space. The layers …… air and water vapor that …… life, and our weather and climate. The Earth's atmosphere is actually a thin …… around the earth. If the earth were an ……, the atmosphere would be as thin as the skin of the orange. A vast ……...Of oxygen exists in oceans, rocks, and the atmosphere. Oxygen created by plant …….Balances oxygen used up when animals …….

Ex.4. Match the word with its explanation.

1. concentration 2. atmospheric layers 3. decade 4. decline 5. depletion 6. contribute 7. rate 8. mixture 9. significant 10. greenhouse gas	a) ten years; b) close gathering; c) gradual raising of the temperature of air in the lower atmosphere; d) important; e) to have a share of; f) emptying smth of smth important; g) a combination of substances; h) move from better to worse; i) the speed at which something happens over a period of time; j) layers of gases in the sky that prevent harmful radiation from the sun from reaching the Earth.

Ex.5. Match a word in A with a word in B and translate the word combinations obtained.

A.	B
1. equatorial 2. sea 3. significant	a) level b) component c) layer

4. remaining 5. long-wave 6. air 7. long-range 8. gaseous 9. delicate 10. climate 11. amazing	d) fraction e) temperature f) balance g) data h) regions i) effect j) scientists k) radiation

Ex.6. Look at these questions:

a) What is the main task of the atmosphere?

b) What is the difference between weather and climate?

Read the passage through and find the answers to the questions. Remember, you do not have to understand every word to answer them.

The Dynamic Atmosphere

The science of meteorology is concerned with what may be thought of as a vast, automatic air-conditioning system. Our spinning planet is heated strongly at the equator, feebly at the poles, and its moisture is concentrated in the great ocean basins. It is the task of the atmosphere, from our point of view, to redistribute this heat and moisture so that large areas of the land surface will be habitable. Air conditioning by the atmosphere is far from perfect; it fails miserably in desert regions, on mountain summits, in far northern and southern latitudes. On sultry nights in midsummer or on bitter January mornings we may question its efficiency even in our favored part of the world. But the atmosphere does succeed in making a surprisingly large amount of the earth's surface fit for human habitation.

The two chief functions of any air-conditioning system are the regulation of air temperature and humidity. In addition to these, we expect the atmosphere to perform a third function: it must provide us at intervals with rain or snow. The weather and climate of a given locality describe how effectively these functions are performed. Weather refers to the temperature, humidity, pressure, cloudiness, and rainfall at a certain time; climate is a summary of weather conditions over a period of years. Important in a description of climate is the variability of temperature and rainfall with the seasons; an outstanding feature of the climate of North Dakota is its extreme warmth in summer and extreme cold in winter, whereas the climate of southern

California is characterized by equable year-round temperatures and by a concentration of rainfall in the winter months. Local barometric pressures and the intensity and direction of wind may be important in descriptions of weather and climate.

Ex.7. Put questions to the following statements.

1. The science of meteorology is concerned with an automatic air- conditioning system.
2. Our spinning planet is heated strongly at the equator, feebly at the poles, and its moisture is concentrated in the great ocean basins.
3. Air conditioning by the atmosphere it fails miserably in desert regions, on mountain summits, in far northern and southern latitudes.
4. Local barometric pressures and the intensity and direction of wind may be important in descriptions of weather and climate.

Ex.8. Match the word with its explanation.

1. meteorology 2. the equator 3. moisture 4. heat 5. latitude 6. humidity 7. rainfall 8. variability 9. weather 10. climate	a) the amount of water contained in the air; b) the distance north or south of the equator, measured in degrees, or an area at a particular latitude; c) warmth, very hot weather or a high temperature; d) small amounts of water that are present in the air or on the surface; e) an imaginary line drawn around the middle of the Earth that is exactly the same distance from the North Pole and the South Pole; f) the scientific study of weather conditions; g) the temperature and other conditions such as sun, rain, and wind; h) the typical weather conditions in a particular area; i) the amount of rain that falls on an area in a particular period of time;

	j) ability to be changed sometimes for good and sometimes for bad.

UNIT 6

CLIMATE AND WEATHER

READING MATERIAL

Read the text, translate it and get ready to do the exercises after the text.

Climate

Climate is the aggregate of day-to-day weather conditions over a period of many years. It is the result of the interaction of many different elements, the most important of which are temperature and precipitation.

Climatic patterns are a result of the interaction of three geographic controls. The first is latitude. The earth is tilted on its axis with reference to the plane of its orbit around the sun. As it makes its annual revolution around the sun, first the Northern Hemisphere and then the Southern are exposed to the more direct rays of the sun. During the Northern Hemisphere's summer, higher latitude locations have longer days, with far northern points experiencing a period of continuous daylight. Daylight periods during the winter months are shorter at higher latitudes, whereas more southerly locations have both longer days and exposure to more direct rays of the sun.

The second control is based on the relationship between land and water. Land tends to heat and cool more rapidly than water. In a tendency called continentality, places far from large bodies of water experience greater seasonal extremes of temperature than do coastal communities. Parts of the northern Great Plains experience annual temperature ranges close to 65 °C; annual differences of as much as 100 °C (from 50 °C to - 50 °C) have been recorded in some locations.

The converse effect occurs at maritime locations, especially on the western coast of continents in the mid-latitudes. These locations have smaller temperature

ranges as a result of what is called a maritime influence. Summer and winter extremes are moderated by the movement onshore of prevailing westerly wind systems from the ocean. Horizontal and vertical ocean currents minimize seasonal variations in the surface temperature of the water. The moderated water temperature serves to curb temperature extremes in the air mass above the surface.

Proximity to large water bodies also tends to have a positive influence on precipitation levels, with coastal locations receiving generally higher amounts. The reason for this should be obvious; large water bodies provide greater levels of evaporation and thus increase the amount of moisture in the atmosphere.

The third prime geographic influence on climate is topography. Most obvious is the relationship between elevation and temperature, with higher elevations cooler than lower elevations. The influence of topography can be broader, however, because of its effect on wind flow. If a major mountain chain lies astride a normal wind direction, the mountains force the air to rise and cool. As the air mass cools, the amount of moisture that it can hold is reduced. Precipitation results if the cooling causes the relative humidity to reach 100 percent. Moisture falls on the windward side, and the lee is dry.

Ex.1. Identify the meaning of the given words as they occur in the word combinations and sentences below.

Average: average temperatures in England and Wales vary from 4 °C in January to 16 °C in July and August. In Scotland averages are one or two degrees cooler. Summer months average around 25 "C (77 °F).

When weather observations are averaged over long periods, the resulting data describe climate. We may have tables giving climatic statistics for a place or, by further averaging, for a country or even a continent.

Celsius: scale and unit of measurement for temperature. It is named after the Swedish astronomer Anders Celsius (1701-1744), who developed a similar temperature scale two years before his death. The degree Celsius (C) can refer to a specific temperature on the Celsius scale as well as a unit to indicate a temperature interval, a difference between two temperatures or an uncertainty. The unit was known until 1948 as centigrade.

Fahrenheit: the temperature scale proposed in 1724 by the physicist Daniel Gabriel Fahrenheit (1686-1736). Today the temperature scale has been replaced by the Celsius scale in most countries. But it is still used in the USA, and Belize.

Extreme: seasonal extremes of temperatures; summer and winter extremes. Temperatures are moderate, with no great extremes except in limited areas of high altitude. In the extreme south precipitation amounts to only 12 inches yearly. Especially characteristic for Eastern Siberia are the extremely low winter temperatures.

Experience: practical experience; river management experience; an experienced geographer. Some parts of the world experience a period of continuous daylight. In England one can experience almost every kind of weather except the most extreme.

Humidity: absolute humidity; relative humidity, specific humidity. The moisture content of the air is referred to as humidity. High humidity greatly affects the sensible temperatures - the temperatures we feel. Winters seem cold and damp despite the relatively mild temperatures, again because of the

high humidity. The Atlantic brings warm, humid cyclone through the Baltic Sea to Russia.

Moisture: both the Mediterranean and humid subtropical climates receive winter moisture from cyclonic storm which travel along the polar front. Where trees appear in the Mediterranean climate they respond to moisture conditions. Situated in the mid-latitude westerly wind belt and surrounded by the open ocean. New Zealand has a temperate, moist, and maritime climate. The higher the mountains the more moisture it is lost by the wind.

Moderate: moderated water temperature; moderating oceanic influence. Usually winds are moderate in these regions, although sometimes violent gales appear. Summer and winter extremes are moderated by ocean currents and prevailing winds. The oceans and seas of the earth serve as reservoirs of moisture and are major influences in moderating the temperatures at or near the earth's surface.

Occur: cool rain-bearing winds occur in summer. The humid subtropical climate occurs in the southeastern United States. Sea breeze known as the doctor occurs along west coast in summer. The great contrast between the Mediterranean and humid subtropical climates occurs in the summer when the humid subtropics receive substantial precipitation from convectional showers. Polar air masses can bring colder temperatures and occasional frost.

Precipitation: precipitation levels. In the south nearly half the precipitation occurs in late spring. Precipitation totals more than 20 inches annually.

Range: the average range of temperature (from winter to summer) is from 5 to 23 degrees above zero (Great Britain). In midsummer in January, average temperatures range from 29 °C in the north to 17 °C in the south (Australia).

Vary: average annual temperatures vary from about 27 °C in the far north of the continent to 13 °C in the far south. The elements or conditions of the atmosphere that make up climate vary greatly from place to place and from season to season.

The Moroccan climate is as varied as its landscape. There are various types of temperate climate in this country (warm, cool and cold). Winds in the area tend to be light and variable. There is little seasonal variation in tropical rainy climates. As the weather changes with the wind, and Britain is visited by winds from different parts of the world, the most characteristic feature of Britain's weather is its variability. The direction of surface winds is usually at variance with wind direction aloft.

Ex.2. Add nouns to the following adjectives to form noun phrases.

Adjectives: climatic, annual, coastal, converse, maritime, low, horizontal, seasonal, continuous, vertical, direct, high.

Noun: currents, movement, rays, patterns, locations, latitude, effect, influence, revolution, daylight, ranges, communities, variations, extremes.

Ex.3. Pair the verbs in column A with a suitable phrase in column B. You must find a match for every word, but there is not necessarily only one correct solution.

A	B
1. To make 2. To be exposed 3. To experience 4. To minimize 5. To have 6. To provide 7. To increase 8. To curb 9. To moderate 10. To lie	a) seasonal variations in temperature b) the amount of moisture c) to the direct rays of the sun d) a positive influence on e) astride a normal wind direction f) annual revolution g) a period of continuous daylight h) greater levels of evaporation i)temperature extremes j) temperature ranges

Ex.4. Match the verbs with their appropriate explanations.

1. moderate 2. record 3. provide 4. minimize 5. heat 6. experience 7. influence 8. curb 9. increase 10. occur	a) to gain knowledge or skill by doing and seeing things; to feel smth. b) to have an effect on smth. or smb. c) to make or become less extreme d) to take place, happen, exist e) to make or become greater (in size, number, degree, etc.) f) to give, to supply what is needed g) to keep smth. under control h) to make or become hot i) to set down in writing for reference; preserve for use, by writing or in other ways j) to reduce to the smallest possible amount or degree

Ex.5. Fill in the correct word(s) from the list below.

long-term, absorb, zones, ice-covered, distance, share, same, nearer, altitude, three, differ, dense vegetation, factor, tundra, falls, low slopes, a pattern, conditions, reach

Typical …… weather conditions for an area are known as its climate. There are …… broad climate zones: tropical, temperate, and polar. One …… that affects climate is …… from the equator (latitude). Different areas of the planet can …… the …… climate because they share the same latitude. The ……the equator, the warmer the climate, and the nearer the poles, the colder. Distance from the sea and …… also affect climate.

The temperate climates of North America and Northern Europe have seasons and a …… of seasonal rainfall.

In a city, such as Paris, the weather may …… from that of outlying areas. Roads and buildings …… heat to create a local or microclimate.

The climate in regions of …….. Near the equator is hot and wet all year round. The temperature stays constant at about 80-82 F (27-28 C).

At the …… poles, temperatures only rise above freezing for a few months of the year. The cold, dry …… region surrounds the north pole.

The temperature …… the higher up a mountain you go. Trees and plants grow on the …… but little grows above the snowline.

Few animals and plants can live in the hot, dry …… of the desert.

The temperature can …… 38 C (100 F) and it may not rain for several years.

Ex.6. Match the word with its explanation.

1. scholar 2. phenomenon 3. marine 4. famine 5. scarcity 6. curse 7. blessing 8. evidence 9. coast 10. climatologist 11. meteorologist	a) connected with the sea and the creatures and plants that live there; b) not enough and difficult to obtain; c) a person who knows a lot about a particular subject because they have studied it in detail; d) a fact or an event in nature or society, especially one that is not fully understood; e) a lack of food during a long period of time in a region; f) some approval or encouragement for a plan, activity, idea; g) something that causes trouble, harm; h) a scientist, which deals with climate; i) a scientist, which deals with weather conditions; j) the area where land meets the sea; k) facts or signs that show clearly that something exists or is true.

Ex.7. Fill in the appropriate idiom related to weather from the list below.

weather permitting, weather beaten, under the weather,

in all weathers, weather the storm

1. The old sailor's face was …… from all the years he had spent at sea. (aged by the weather).

2. The stadium can be used …… because the roof can be closed when it rains (no matter what the weather is like).

3. We'll go for a picnic on Sunday, …… . Let's hope it's sunny! (if the weather is good).

4. Together we'll …… until things get better (get through difficulties).

5. I didn't go to school because I was feeling …… (not very well).

Ex.8. Fill in the appropriate word from the list. Use the word only once.

local, a wide, the flow, orbiting, power, to take, a high profile,

showed, a populated

1. …… around the earth

2. He …… me around

3. ……variety of people

4. ……continent

5. …… of information

6. …… generators

7. ……..advice

8. …… activity

9. …… authorities

Ex.9. The following words are related to WEATHER. Decide which ones go with GOOD WEATHER and which with BAD WEATHER.

Gloomy, damp, hot, windy, sunshine, bright, lightning, cloudless sky, stormy, snowy, dark sky, gentle wind, sunny, cloudy, blue sky, overcast, warm breeze

Ex.10. Read the information below.

Weather conditions

Look at this list of common weather words. Notice that it is very common to form adjective by adding "-y".

Noun	**Adjective**	**Noun**	**Adjective**
Sun	sunny	wind	windy
Cloud	cloudy	ice	icy
Fog	foggy	shower	showery
Heat	hot	humidity	humid

NOTE!

When it rains for a short period of time, we call it a **shower**, e.g. We had several showers yesterday afternoon.

When it is raining a lot we often say it's **pouring or it's pouring** with rain.

This phrase is much more common than "it's raining cats and dogs".

Temperature

Boiling> hot> warm> not very warm> cold (also chilly)> freezing (=very cold)

People round the world have different ideas about temperature:

5 C (five degrees Centigrade) is freezing for many Brazilians. -10 C (minus ten degrees or ten degrees below zero) is very cold but quite normal in the mountains in Switzerland during the winter when it usually snows a lot. 30-

35 C is boiling for England and very unusual, but it is very common in parts of Spain during the summer.

Wind

A breeze> a wind > a strong wind> a gale > a hurricane

It was a hot day but there was a lovely breeze.

The wind blew my hat off.

The hurricane in Florida destroyed trees and buildings.

Thunderstorms

A spell (=period) of very hot weather often ends with a thunderstorm. First it becomes very humid (=hot and wet), then you get thunder and lightning, and finally, very heavy rain (=it pours with rain). Afterwards, it is usually cooler and it feels fresher.

Ex.11. True or false? If a sentence is false, write a true sentence about the weather conditions in the sentence.

1. It often pours with rain in the desert.

2. It gets quite chilly in the desert in the evening.

3. Thunder makes a noise.

4. Lightning can kill people.

5. A shower is a gentle breeze.

6. A spell of hot weather may end in a thunderstorm.

7. If it is humid, the air will be very dry.

8. Below zero, water turns to ice.

9. Heavy rain means that it is pouring with rain.

10. When it is foggy you need sunglasses.

Ex.12. Fill in with the correct word.

snow, showers, temperature, fog, sleet, sunny, ice, sunshine

"Good evening, my name is Ian Fish. The good news today is that the weather will be better than yesterday, with less rain and more 1) …..…. .The 2) …… will be a few degrees higher, but will drop again from the early evening onwards, getting as low as 2 degrees Celsius.

The weather tomorrow will continue to be unsettled, with 3)……throughout the day. There should be a few 4) …… periods, but later in the afternoon the showers will be replaced with heavier, more prolonged rain, which will die out later in the evening.

Drivers on Sunday will be hampered by thick 5) …….. and very poor visibility. As the temperature drops, there may also be patches of black 6) …… on the roads, and the AA advises against travelling unless it is absolutely necessary. Later, rain will turn to 7) …… and possibly 8) …… on higher ground.

Have a good weekend, whatever the weather, wherever you are!"

Ex.13. How can the weather affect our moods? Do you know any old fashioned ways of predicting the weather?

Ex.14. Answer the questions.

1. How many different types of weather can you name? What is your favorite type of weather? How can you find out what the weather will be like?
2. Name some jobs for which a weather forecast is important.

Ex.15.Imagine you are a TV weather forecaster. Prepare and write the weather forecast for your country for the coming weekend saying that the weather will get worse. Follow the outline below:

Greet viewers – Weather description – Advice – Salutation

Social English

Unit 1
Greetings and Introductions

Ex.1. Answer the questions:

a) When do people in your country shake hands?

b) What do you say in English when you don't hear a person's name?

c) When do you say "Good morning / Good afternoon / Good evening / Good night?

Ex.2. Look at the introductions and greetings from three conversations.
Underline the phrases people use when they meet someone for the first time:

1.Excuse me, are you…?
Hello, how are things?
May I introduce myself, I'm…
Pleased to meet you.

2. Nice to see you again.
How do you do?
How's life?
How's the family?

3. Let me introduce you to…
I'd like to introduce you to…
Good to see you again.
How are you?

Ex.3. Match the phrases to the correct responses:

1. How are you?	a) Yes, that's right.
2. Pleased to meet you.	b) Then you must call me Ann.
3. How do you do?	c) Very well, thank you. And you?
4. Please, call me James.	d) How do you do?
5. How's life?	e) Pleased to meet you, too.
6. Hello, are you Roberto?	f) Not too bad, but very busy.

Ex.4. You are seeing your colleague off. You are at the airport. Make up a dialogue using the following phrases:

I must go now. I look forward to seeing you again. It was very nice meeting you. I really enjoyed meeting you, too. Have a good trip back. Thank you, and the same to you. I hope to see you again.

Ex.5. Role-play: Walk around and introduce yourself to other people in the group.

Greet someone you know. Practise introducing people and saying goodbye.

Managing a conversation

1. Introducing a topic:

We very often use questions as an invitation to someone to develop a conversation. For example:

Did anyone see the film on television last night?

Have you heard about the change in plan?

We can also make an obvious statement such as:

You'll never guess what happened to me yesterday.

2. Attentive listening:

When listening to another speaker, we usually react to what is being said by using various noises and expressions of encouragement and cooperation:

uh-huh…… right…… oh, really,... oh, dear …… is that so?

Yeah…. mm……. I see! yes, of course.. that's great..

If we don't respond like this, we give the impression that we are not listening or are bored and the speaker may ask a question to check that we are following.

3. Echoing:

Another way of showing that you are listening is to repeat a key word or phrase from what the other speaker has just said. For example:

A: So, anyway, I said that I couldn't possible accept 5 %.

B: Five per cent?

A: …and I was going to phone her before she got back from the meeting.

B:Before she got back?

A:Yeah, because I needed a decision quickly.

4. Following the conversation:

If we are having difficulty understanding, it is appropriate to ask for repetition or clarification:

Sorry, I don't quite follow you. What was that again?

What was that you said about…? I didn't get that bit about…

5. Ending a conversation:

The end of a conversation has to be "negotiated" so that no one is left talking:

“Well, I think that’s all for now. I’d better be going”.
“Right. So, I’ll see you on Wednesday, then”.
“OK. Yeah, Wednesday. Well, I’ll let you get back to what you were doing”.
“Right. OK, Have a good trip”.
“Thanks. Bye”.
“Bye”.

Practice
Ex.1. Learn the following dialogue:
- Is there anything I can do? I’d like to help in some way if I can.
- I can’t think of anything at the moment.
- Well, maybe I could run errands or something.
- You could if I needed something.
- I feel so useless just hanging around with nothing to do.
- Don’t worry. In a couple of days there’ll be too much to do. Then you’ll want to be back in these lazy days.
- I guess I’m just a workaholic. I never was very good at doing nothing.
- Maybe you should learn how to relax and enjoy yourself more.

Ex.2. Read the dialogue and fill in the gaps:
- Is there anything I …… do? I’d like to … in some way if … can.
- I can’t think …… anything at the moment.
- ……, maybe I could run …… or something.
- You could …… I needed something.
- I …… so useless just hanging …… with nothing to do.
- …. worry. In a couple …… days there’ll be too …… to do. Then you’ll … to be back in …… lazy days.
- I guess ……. just a workaholic. I ……. was very good at …… nothing.
- Maybe you should …… how to relax and …… yourself more.

Words and expression
-To run errands – to go on a short trip in order to do something for someone else or to deliver a message
- To hang around – waste time in idleness
- Lazy days – leisurely days
- Workaholic – person who seemingly is unable to stop working or who works to excess, avoiding rest and leisure

Personal application

- Are you a workaholic? If not, do you know one?
- In what ways do you prefer to relax?
- Do you ever have to run errands?

Unit 2
Telephoning

Making contact

Hello. This is …
Is that …
Yes, speaking.
I'd like to speak to …
Who's calling, please?
Could I speak to …?
I'm calling about …
Hold the line, please.
I'm sorry … (Mr. White) is in a meeting at the moment.
I'm afraid … (he's) busy at present.
(She) isn't here.

Leaving a message

Can I take a message?
Could you take a message?
Could you spell your name, please?
What's the number, please?

Ex.1. Learn the following dialogue:
- Was that the telephone ringing?
- I didn't hear anything.
- I thought I heard it ring two or three times.
- Sometimes when windows are open, you can hear the neighbours' phone.
- Well, I'm expecting an important phone call, and I don't want to miss it.
- Is anything I should know about it?
- Not really. It has something to do with work and doesn't affect us here at home.
- Well, why don't you go ahead and do what you wanted to do outside. I'll call you if the phone rings for you.
- Thanks. I think I will. I've been waiting so long now I'm getting nervous. I need to relax outdoors.

Ex.2. Read the dialogue and fill in the gaps:
- Was that the telephone …… ?

- I didn’t hear anything.
- …… thought I heard it ring …… or three times.
- Sometimes …… the windows are open,…… can hear the neighbors’…….
- Well, I’m expecting an …… phone call, and I …… want to miss it.
- …… it anything I should …… about?
- Not really. It …… something to do with …… and doesn’t really affect …… here at home.
- Well, …… don’t you go ahead …… do what you wanted …… do outside. I’ll call …… if the phone rings …… you.
-Thanks. I think I ……. I’ve been waiting so …… now I’m getting nervous. …… need to relax outdoors.

Words and expressions
Go ahead –go onward, proceed
Outside – outdoors

Personal application

1. Do you get nervous waiting for phone calls?
2. Where do you usually relax?
3. How important is the telephone in your country?

Unit 3
Staying at a hotel

Booking a hotel

I’d like to book a single room for 4 April in your hotel.

Arriving at a hotel

I have a reservation
What’s the charge for the room?
How much is this service?
How long are you planning to stay?
I can offer you an outside room.
We can offer you a room facing the yard.

Making requests

Excuse me … (to get someone’s attention)
Could I have a room for two nights? – Certainly, sir.
May I open the window? – Yes, of course.
Can I leave the meeting early? – I’m sorry, but …
I’d like a room, please.

Could I have an early morning call, at 6.30?
Could I have my bill, please?
Can I pay by credit card?
Could you confirm this in writing? – Yes, of course.
Can you do that by tomorrow? – I'm afraid I can't, because …

Practice
Ex.1. Learn the following dialogue:

- Why, Tom! What a nice surprise! What brings you out here?
- Oh, I had some time on my hands and thought I'd take a little drive in the country.
- And I wanted you to meet my friend, Richard.
- How do you do. It's a pleasure to meet you.
- It's a pleasure to meet you, too.
- Do come in, both of you. Can you stay for lunch?
- I'm afraid not. We want to see some other people this morning, so we can only stay for a few minutes.
- But you do have time for coffee, don't you?
- That would be nice.
- Please, sit down while I go fix the coffee. I won't be a minute.

Ex.2. Read the dialogue and fill in the gaps:
- Why, Tom! What a …… surprise! What brings you …… here?
- Oh, I had …… time on my hands …… thought I'd take a ..…..
drive in the country. …… , I wanted you to …… my friend, Richard.
- How …… you do. It's a …… to meet you.
- It's …… pleasure to meet you, …… .
- Do come in, both …… you. Can you stay …… lunch?
-I'm afraid not. …… want to see some …… people this morning, so…… can only stay for …… few minutes.
- But you …… have time for coffee, …… you?
- That would be …… .
- Please, sit down while …… go fix the coffee. …… won't be a minute.

Words and expressions
- Time on my hands – leisure time; extra time
- Drive – short trip in an automobile
- Do come in – Please come in
- I'm afraid not – I don't believe so.

- I won't be a minute – I won't delay long.

Personal Application
- Do you enjoy visiting friends in the country?
- Is lunch an important meal in your country?
- Is coffee traditionally offered to guests or visitors in your country?

Ex.3. Match a word from A with a word from B. What other hotel services can you think of?

A	B
1. shuttle	a) safe
2. car	b) centre
3. swimming	c) park
4. business	d) rooms
5. electronic	e) bus
6. conference	f) pool

Ex.4. Read this fax and answer the questions:
To: ……
Date: 5 September
Subject: Hotel Information

Dear Sir or Madam,

I would be grateful if you could send me some information about your hotel facilities. Could you also let me know the price for a single room with a bath for four nights at the beginning of November.

I look forward to hearing from you.

Yours faithfully,

John Brown.

1. Who does John Brown want to send this fax to?
2. Why is he sending the fax?
3. What does he want?
4. What type of room does he want?

Ex.5. Somebody phones the Royal Hotel to reserve a room. Read the dialogue and complete the information about the caller:
-Royal Hotel. Good morning.

-Good morning. Could I reserve a room for the next week, for three nights, from Monday the first of November, please?
-Certainly, sir. Three nights from Monday the first, you say?
-Yes, that's right.
-Single or double room, sir?
-Single, please.
-OK. Let me check. Yes, we have a room free. May I have your name, please?
-It's Payton.
-Sorry, that's P…A…Y…
-P-A-Y-T-O-N. But the reservation is in the name of my company, Cambridge management Consulting. That's CMC.
-OK. I've got that. Can you confirm your reservation in writing, please, sir?
-I'm afraid I'm not in my office today. Can I fax you tomorrow?
-Yes, of course. That's fine.
-Could you tell me your fax number?
-Yes, it's 6634561876.
-OK. Thanks. Goodbye.
-Good-bye.

Name……..…….. Date of arrival…….
Company……. Date of departure……
Type of room……... Confirmation by …….

Ex.6. Who asks the questions, the hotel receptionist (R) or the caller (C)?
1. Could I reserve a room for the next week?…
2. May I have your name, please?…
3. Can you confirm your reservation in writing?…
4. Can I fax you tomorrow?…
5. Could you tell me your fax number?…

Ex.7. Translate in writing and reproduce:
- Добрий вечір!
- Добрий вечір, сер!
- Мене звати Саманта Сміт. У мене заброньовано номер у вашому готелі.
- Хвилинку, будь ласка. Я подивлюсь у журналі реєстрації. Так, міс Сміт. У вас є бронь для двох людей на двомісний номер.
- А де знаходиться номер?
- На другому поверсі. Будь ласка, розпишіться в журналі реєстрації.
- Скільки коштує номер?

- 79 фунтів. Бажаєте телевізор у себе в номері?
- Так, хотілося б. У нашому номері є телефон?
- Так, телефони є у всіх номерах. Ви заповнили анкету гостя (arrival card)?
- Так.
- Добре, розпишіться ось тут. Ось ваш ключ, містер Сміт.
- Дякую.

Ex.8. Learn the following dialogue:
R: Oh, yes, Mr Turner. I remember.
J: I'd like to book a single room, for a colleague, for the 4th of April.
R: Let me see. Oh, I'm very sorry, Mr Turner, but we're fully booked on the 4th of April, because of the conference, you see.
J: Oh, what a pity!
R: You could try the other hotels in Verona.
J: Yes, I'll do that. Thank you for your help. Good-bye.
R: Good-bye.

Ex.9. Read the dialogue and complete the conversation:
R: Oh, yes, Mr. Turner, I remember.
J: I'd like to book a ……, for a colleague, for 4th of April.
R: Let me see. Oh, …….. Mr. Turner, but we're fully booked on 4th of April, because of the conference, you see.
J: Oh, ……..
R: You could try the other hotels in Verona.
J: Yes, I'll do that. …… Goodbye.
R: Good-bye.

Ex.10. Learn the following dialogue:
J: Good evening. My name is Turner. I have a reservation.
R: Yes, a single room for four nights?
J: Yes, that's right.
R: Could you fill in this form, please, and sign here? Thank you. Here's your key. Your room is on the first floor. The porter will take your luggage.
J: Thank you. Oh, could I have an early morning call, at 6.30, please?
R: Yes, certainly. Do you need anything else?
J: No, that's all, thank you.

Unit 4
Opinions and suggestions / Agreeing and disagreeing

Ex.1. Learn the dialogue:
J = James, B = Brian
J: Sorry I'm late, Brian. The traffic was terrible…
B: Oh, don't apologize. I'm glad you could find time for a meeting.
J: OK, so you want to discuss how we celebrate our anniversary?
B: Yes. First, what do you think about having the celebration of our graduation from the University at my weekend house instead of at a restaurant?
J: Well, in my opinion, your weekend house is rather far for people to travel.
B: Yes, I agree. So I thought of hiring a minibus.
J: I think that's a nice idea!
B: Now, we need to decide on the programme. What do you think about this idea…

Ex.2. Answer the questions to the dialogue:
1. What celebration does Brian and James want to discuss?
2. Why does Brian want to hire a minibus?
3. What other event does Brian suggest they celebrate?
4. What does James think about this idea?

Ex.3. Read again and tick the phrases you read which correspond to:
Asking for opinions
What do you think about … ?
What's your opinion of … ?
How do you feel about … ?
Giving opinions
In my opinion …
I think …
Agreeing
I agree.
I certainly agree with that.
I agree completely.
Disagreeing
I'm afraid I don't agree.
I'm sorry, but I disagree.

Ex.4. Learn the dialogue:
B: OK, James. Then I suggest you give a talk on the time that passed
J: How about showing some slides?

B: Yes, let's do that. Right, that's a very full programme on the first day. Do you have any suggestions for the second day?
J: Why don't we make the second day more relaxing? Give people an opportunity to socialize, to get to know each other better. Why not start the day with a champagne breakfast?
B: Yes, and we could follow that with a treasure hunt in the garden, with a special prize?
J: Hmm, I'm not sure about that. What if it rains?
B: Don't worry, James. We have wonderful summers here. And then people can choose – there's tennis, swimming.
J: In fact everything for a great weekend of celebration!
B: That's right. And we finish with a big party in the evening. Well, James, I think we've agreed on everything. All we need now is to check the guest list, and make sure we haven't forgotten anyone …

Ex.5. Read the dialogue again and tick T (true) or F (false).
1. There is a busy programme on the first day……..
2. James thinks the treasure hunt is a good idea……
3. The last event on the programme is a dinner……
4. Brian wants to make sure they've invited everyone…….

Ex.6. Read the following phrases and tick the phrases you read which correspond to: Asking suggestions, Accepting suggestions, Rejecting suggestions, Asking for suggestions
I suggest … Yes, that's a good idea. How about … ? Yes, let's do that. What about … ? Why don't we … ? Why not … ? Yes, but … We could … I'm not sure about that. I'm afraid I don't like that idea. Do you have any suggestions for … ? Any ideas on … ?

Ex.7.Match A and B to make suggestions:

A	B
1. I suggest we 2. How about 3. What about 4. Why don't we 5. Why not 6. We could	a) invite some friends for dinner? b) spend next Sunday in the country? c) going away for a few days? d) go to a concert in the evening. e) go skiing next weekend. f) buying tickets for the music festival?

Ex.8. Discuss one of these topics in groups. Use phrases in 4 above to suggest solutions, and accept or reject the ideas of your classmates.
1. It's your University's 200th anniversary next year. Suggest ways of celebrating the occasion.
2. Your town wants to improve its leisure facilities. Suggest changes and improvements.

Unit 5
Social responses / Common expressions and idioms / Saying goodbye

Invitations and offers
Would you like to come to our barbecue?
I'd love to, but I'll be away then.
How about joining us tomorrow evening?
That sounds like a good idea.
Do you fancy another drink?
Thank you. I'd like some more wine. Do try one of these canapés. Thanks, but I couldn't eat anything else.
How do you like your coffee? Black, one sugar, please./White, please.
Would you like a lift? That's very kind of you, if it's no bother.
Responding politely
Oh, dear. I've just spilt some wine. Never mind.
I'm afraid Ann couldn't come. Oh, I'm sorry to hear that.
John sends his regards. Thank you. Do give him mine.
I hope you have a good weekend. Thanks. The same to you.
I hope the next programme goes well.
Thanks. I hope so too.
I'm afraid I didn't catch your name. It's Helen. Helen Brown.
Do you mind if I open this window? Not at all.
Common expressions
Talking of … (holidays, have you made any plans for next summer)?
By the way, … (we've managed to get tickets for the match on Sunday).
As I was saying … (their daughter has just started her own business).
That reminds me, … (I think he's making a big mistake).
As you say, … (the economic situation isn't getting any better).

Saying goodbye

I must be going now … (or I'll miss my train). Thank you so much for all your hospitality.
I really must be getting back to the office. Thanks very much for inviting me out to lunch. I've really enjoyed it.
I think I should get back to my hotel now … (as I'm leaving very early tomorrow).
Thank you for a really excellent meal.
I must be off. Thank you very much for all your help. I really appreciate it.
It's been very interesting meeting you.
I've enjoyed meeting you, too.
I have enjoyed …
I hope you have a good flight/trip/ weekend. Thanks … (and the same to you). Thanks … (you too).
I hope to meet you again. I hope so, too.
I'm looking/I look forward to … (meeting you again).
Bye. See you on (5 May) I'll be in touch soon.

Practice

Ex.1. Match the offers and invitations made by people at a party in A to the replies in B:

A	B
1. Maria, would you like another drink? 2. Do try one of these canapés. My friend made them. They're delicious 3. We're having a barbecue on Thursday evening. Would you like to come? 4. We're going to see that new musical next week. How about coming with us? 5. Would you like me to give you a lift back to your hotel after the party?	a) Yes, I'd love to see it. When are you going? b) That's very kind of you, if you're sure it's no trouble. c) Did he? Then I must try one. d) Oh, I'd love to but I'm afraid I'll be away on business then. e) Thanks, Peter. I'd love some more wine.

Ex.2. Match the underlined idioms in A with their meaning in B.

A	B
1. "Yes, Peter and I were thrilled, of course, and Mike <u>is over the moon</u>". 2. "Peter tells me your presentation	a. Discuss work b. Something I can remember c. Was very successful d. Extremely happy

to the investors almost went like a bomb". 3. "But we mustn't talk shop all evening! I want to hear about the new flat you're going to buy". 4. "Oh, what's the name of that famous Japanese restaurant in Piccadilly? It's on the tip of my tongue". 5. "Yes, we work very well together. I think it's because basically we're on the same wavelength". 6. "Well, let's keep our fingers crossed that the next trip goes as well as the first one did". 7. "I heard on the grapevine that our team is going to get award". Is it true? 8. "Now, the name Igor rings a bell. Yes, I think I met him at a party a few months ago."	e. Hope our plans will be successful. f. Think in the same way g. Sounds familiar h. As a rumor

Ex.3. Translate in writing and reproduce:

- Я повинна йти – невідкладні справи. Було дуже приємно поспілкуватися з вами.
- Мені теж було приємно.
- Сподіваюсь, ми скоро побачимось.
- Будемо сподіватися на краще.
- До зустрічі!
- До зустрічі!
- Дякую за чудовий вечір.
- Дякую, що прийшли.
- Переказуйте найкращі побажання своїм батькам.
- Дякую, я обов'язково перекажу.

Ex.4. Learn the dialogue:

- The time has come to say goodbye.
- So soon. It seems as if you just got here.
- I feel that way, too, but all good things must come to an end, they say.
- It certainly has been a pleasure seeing you again and renewing old memories.

- I’ve had a delightful time and I really appreciate your spending so much time showing me the sights.
- Oh. It was fun for me, too. It gave me a chance to get away from my routine and do something a little bit different.
- You’ll be out to see us next year, then, as you promised?
- Oh, yes. Unless something catastrophic comes up, that’s our present plan. We should be there some time early in September.
- We’ll be expecting you.

Ex.5. Read the dialogue and fill in the gaps:
- The time has come to say goodbye.
- So soon. …… seems as if you …… got here.
- I feel …… way, too, but all …… things must come to …… end, they say.
- It …… has been a pleasure …… you again and renewing …… memories.
- I’ve had a …… time and I really …… your spending so much …… showing me the sights.
- …… . It was fun for …… , too. It gave me …… chance to get away …… my routine and do …… a little bit different.
- …… be out to see …… next year, then, as …… promised?
- Oh, yes. Unless …… catastrophic comes up, that’s …… present plan. We should …… there some time early …… September.
- We’ll be expecting …… .

Words and expressions:
- Sights – tourist attractions
- It was fun – it was enjoyable

Personal application
- “All good things must come to an end”. Is there a similar saying in your language?
- Do you often visit friends and see the sights?
- When did you last visit and renew old memories?
- How often do you need to get away from your routine and do something different?

Ex.6. Now walk round and say goodbye to your group-mates. Give your reason for needing to leave now.

Unit 6
“Body language”

Practice

Ex.1. Discuss these questions:

1. Which nationalities in Europe usually use

a) a lot of gestures when they speak?

b) very few gestures when they speak?

2. In conversation, why might a north European move away from, and a south European move closer to, the person they are talking to?

3. Why might north Europeans visiting Mediterranean countries feel uncomfortable at the way people look at them?

Ex.2. Read the text to check your answers:

Understanding the "body language" of different nationalities – the way they use gestures, eye-contact, and touching to communicate without words – is an important part of communicating across cultures.

Gesture

If we compare the way different European nations use gesture, they fall into three groups. In the first group are the Nordic nations – the Swedes, Finns, Norwegians, and Danes – who use gestures very little. The second group includes nations such as the British, Germans, Dutch, Belgians, and Russians. They use some gestures, for example, when they are excited, or want to communicate over long distances, or to insult each other. The third group includes the Italians, Greeks, French, Spanish, and Portuguese. They use gestures a lot, to emphasize what they are saying, and to hold the other person's attention.

Personal space

People's sense of "personal space" – the distance that separates them from another person – also varies between people of different nationalities. What feels right for one nationality may feel uncomfortable for another. In countries such as Spain, France, Italy, and Greece, people stand close enough to touch each other easily, it's the so-called "elbow zone". In East European countries such as Poland, Hungary, and Romania, people stand a little more distant, "wrist zone", because they are close enough to touch wrists. In Britain, Holland, Belgium, Germany, and the Scandinavian countries, people prefer to stand further away from each other, and they do not generally touch, ("fingertips zone").

Eye-contact

Another cultural difference between nationalities is the amount of eye- contact between people. In countries where people stand close to each other, in elbow zone, eye-contact is more frequent and lasts longer. Mediterranean countries are "high-look" cultures whereas north European countries are "low-look" cultures. Children

who grow up in a low-look culture learn that it is rude to look too long at another person. In a high-look culture, eye-contact, like physical contact and gestures, is a natural way of expressing your feelings and relating to other people. This explains why, for example, north Europeans visiting south European countries may feel uncomfortable at the way people look at them.

Ex.3. Do you agree with these observations?

Ex.4. Compare your answers to the following questions about body language in your country:

1. What gestures do you use to
- call a waiter in a restaurant?
- Attract attention of a friend in a crowd?
- Indicate “Yes” or “No”?
- Show surprise?
- Indicate that you don’t understand?
- Show anger?

2. How much eye-contact is there between
- people talking to each other?
- Strangers passing each other in the street?

3. Do people
- stand close enough to touch when they are speaking?
- walk arm-in-arm in public?
- show affection in public (e.g. holding hands, kissing)?

Ex.5. Are these statements true about social customs in your country? Tick Yes, No or It depends:

a) People shake hands when they meet for the first time and when they meet after a long time. Colleagues don’t shake hands every day.

b)In a professional situation people usually exchange business cards at a first meeting.

c) It’s very important to arrive punctually for a professional meeting.

d) Colleagues generally use first names at work.

e) People prefer to keep their work and private life separate. They don’t usually socialize with colleagues outside working hours.

f) When you are invited to a person’s home for a social occasion, it’s usual to arrive ten to fifteen minutes late.

g) When people give flowers as a present, they give an odd, not an even, number, and without wrapping paper.

Ex.6. Describe any differences you have noticed in the body language of other nationalities.
Do you think any of the differences could cause a cultural misunderstanding?

Unit 7
Giving talks and presentations

1. *Introducing the topic*
This morning I'm going to … (talk about …)
Today I'd like to … (describe) …
The aim of my presentation this morning is to … (explain …)
I've divided my presentation into (three parts)
My talk will be in …
First, I'd like to ... (give you n overview of …)
Second, I'll move on to … (focus on …)
After that, we'll deal with …
Finally, we'll consider …
2. *Referring to questions*
Feel free to interrupt me if there's anything you don't understand.
If you don't mind, we'll leave questions till the end.
3. *Introducing each section*
So, let's start with … (objectives …)
Now let's move on to … (the next part …)
Let's turn our attention to … (the question of …)
This leads me to … (my third point …)
Finally … (let's consider …)
4. *Summarizing a section*
That completes my … (description of …)
So, to summarize … (There are five key points …)
5. *Referring backwards and forwards*
I mentioned earlier … (the importance of …)
I'll say more about this later.
We'll come back to this point later.
6. *Checking understanding*
Is that clear?
Are there any questions?
7. *Referring to visual information*
This transparency/diagram shows …

If you look at this graph you can see …
What is interesting in this slide is …
I'd like to draw your attention to …(this chart …)
8. *Referring to common knowledge*
As you know …
As I'm sure you're aware …
9. *Concluding*
That concludes my talk.
That brings me to the end of my presentation.
If you have any questions I'd be pleased to answer them
Thank you for your attention.
10. *Dealing with the questions*
That's a good point.
I'm glad you asked that question.
Can I get back to you on that later? I'm afraid I don't have … (the information at present)
I'm afraid I'm not the right person to answer that.

Practice
Ex.1. Presenting a company:

The text below is part of a presentation of a glass-making company. Fill in the blanks with the appropriate language:

Firstly, then, thirdly, secondly, if you look at, so to recapitulate, and to complete the picture, now I would like to describe, as you can see from the transparency, I'd like first of all to give you an overview

Good morning, ladies and gentlemen …… of our company. It is organized in three world-wide business lines ……, the Building products business,…… the Automotive products business and …… the Technical Glass products business.

…… the Building products business accounts for about half the Group's sales and has manufacturing operations in 19 countries. Its largest operation is in Europe and we also have major operations in North and South America and Australia.

The Automotive products business represents around 45 % of sales. Its organization is sub-divided into two major units supplying original equipment and replacement glass. There are operations in 18 countries with the major presence in Europe and North America, and important operations in South America and Australia.

…… the technical Glass products business accounts for the remaining sales and is centered in Germany, the United Kingdom, the United States and Italy. It manufactures glass for the electronic and optical industry, precision mirrors and solar energy panels.

…… the country's structure …… the organisation chart, the various businesses report through their management boards to the chief executive ……, working from the corporate centre are Group functions – responsible for directing the businesses in their respective disciplines such as corporate affairs, environment and safety, finance, purchasing, legal and secretarial, human resources and internal audit. Technology is the only function that is organised centrally.

That's all I want to say at this point on company structure.

…… , we have three major business lines, Building products, Automotive products and technical Glass products. And there are various Group functions that report to the chief executive through the management boards. Are there any questions at this stage?

Unit 8
Advice and suggestions

Asking for advice and suggestions
What would you advice us to do?
What do you recommend?
I'd like to hear your ideas on this.
Do you have any suggestions?
Do you think we should … (hire a consultant)?
Giving advice and suggestions
I'd recommend (that) … (we consult an expert)
I recommend … (getting expert advice)
My advice would be to … (ask a lawyer)
If I were you I'd … (advertise on TV)
I think you should … (increase prices).
Have you thought of … (selling abroad)?
Why don't we … (delay production)?
How about … (asking local people)?
You could … (employ more staff).
It might be a good idea to … (do more research).
Accepting
Yes, I'm definitely in favour of doing that.

Yes, I think we should do that.
Yes, that's an interesting idea.
Yes, that sounds like a good idea.
Yes, let's do that.
Rejecting
I'm sorry, but that's out of the questions.
I'm afraid I'm not very keen on that idea.
I'm not sure about that.
That's very interesting but … (it's too complicated)
No, … (I don't think that will work).

Practice
1. *Giving advice*
Complete the second sentence so that it means more or less the same as the first.
You'd better hurry or you'll miss the plane.
If you …….……
2. In my opinion, it would be better to sell your shares now.
My advice …….....
3.It's not a good idea to drive through the city centre during rush hour.
Don't …….....
4. Why don't you see a doctor if you're feeling ill?
You'd ……..…….
5. I don't think it's advisable to tell her the bad news yet.
You'd …….....
6. In my opinion, you ought to declare your overseas investments to the tax authorities.
If I …….....

Навчальне видання

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