

UNIVERZITA PAVLA JOZEFA ŠAFÁRIKA V KOŠICIACH
Filozofická fakulta

KATEDRA ANGLISTIKY A AMERIKANISTIKY

Autor: Mgr. Zuzana Buráková
Názov: English for Students of Geography and Ecology
Rozsah strán: 55

Elektronický vysokoškolský učebný text pre Filozofickú fakultu UPJŠ v Košiciach.
Za odbornú a jazykovú stránku tohoto vysokoškolského učebného textu zodpovedá autor.
Rukopis neprešiel redakčnou ani jazykovou úpravou.

Vydavateľ: Univerzita Pavla Jozefa Šafárika v Košiciach
Umiestnenie: <http://www.upjs.sk/public/media/3499/English-for-Students-of-Geography-and-Ecology.pdf>
Dostupné od: 20. 2. 2009

ISBN: 978-80-7097-733-0

ENGLISH FOR STUDENTS OF GEOGRAPHY AND ECOLOGY

The following material is designed for 2nd year students of Geography and General Ecology at the Faculty of Natural Sciences, University of Pavol Jozef Safarik. The need for this type of learning material has emerged from our personal teaching experience at this Faculty and the lack of specific learning material for this target group of students.

Before we introduce the main objectives of the course we would like to emphasize the fact that we managed to use this material in practice and adjusted it to the needs of the students. The truth is that the level of English with 2nd year students of Natural sciences is very diverse. However, we hope to have incorporated this fact in the material and put more emphasis on vocabulary for more advanced students and were less demanding in grammar area for less advanced students. The main objective of the course is to improve essential language skills (mainly speaking, reading, writing and vocabulary) with intermediate students with a special focus on the topics related to their field of study.

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

The course consists of 7 parts, each of them designed for 2 teaching units which should sufficiently cover 14-week semester. The layout of each unit is very similar and we aimed to focus on all skills. The topic of each unit is introduced with a picture (usually a map). The second stage is to elicit any ideas students might have about the topic dealt with and slowly concentrate on the vocabulary used with such topic. Again vocabulary appears in the reading part in order for students to become familiar with it by the end of the lesson. Comprehension check is a pre-speaking activity which eventually leads to a discussion or doing a quiz. The last stage is a short grammar note which is usually incorporated in the reading part and is designed only to conclude the rules spontaneously

towards the end of each unit. Since our university students often struggle with written assignments and giving presentation, the very last activity of each unit should sum up the main issues discussed either in a written form or an oral presentation.

Since we are not educated in geography or ecology field, our main resources were reliable internet websites dealing with such topics and direct confrontation with students of these subjects. We also added a list of demonyms and useful Latin expression as an additional material.

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

Mgr. Zuzana Buráková

Department of British and American Studies

Faculty of Arts, University of Pavol Jozef Šafárik

Košice, Slovakia

zuzana.burakova@upjs.sk

INDEX

Introduction

UNIT 1	Ten risky places for living in the USA	5
UNIT 2	The environment	12
UNIT 3	Continents, countries, nationalities, languages.....	17
UNIT 4	Australia.....	23
UNIT 5	Europe.....	30
UNIT 6	Africa.....	37
UNIT 7	Antarctica.....	42

Appendix

Demonyms - Names of Nationalities

Some Useful Latin Words

Bibliography

UNIT 1 Ten risky places for living in the USA



vocabulary

Match the following expressions on the left with their definitions of the right

Natural disaster	a fierce fire that spreads rapidly, especially in an area of wilderness
Global warming	the collapse of part of a mountainside or cliff so that it descends in a disintegrating mass of rocks and earth
Wildfire	a downhill displacement of rock, mud, or earth, often caused by rainfall or erosion
Landslide	a shock wave traveling through the Earth from the epicenter of an earthquake
Seismic wave	a downhill displacement of rock, mud, or earth, often caused by rainfall or erosion
Sewage plant	liable to being affected by something
To slide	an artificial embankment alongside a river, built to prevent flooding of the surrounding land
To wipe out	to destroy large numbers of things or kill large numbers of people, especially suddenly
Levee	a place where sewage is treated to make it nontoxic
To spill	to flow from a container, or allow something to flow from a container, especially

	accidentally and usually with resulting loss or waste
Inlet	the number of deaths that occur at a specific time, in a specific group, or from a specific cause
Susceptible	an increase in the world's temperatures, believed to be caused in part by the greenhouse effect
Mortality	a disaster caused by natural forces rather than by human action, e.g. an earthquake
Volcano	a naturally occurring opening in the surface of the Earth through which molten, gaseous, and solid material is ejected

speaking

TASK 1 Pre-reading activity:

Work in pairs and answer the following questions. Report your findings to your colleagues:

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

reading

TASK 2

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

Ten risky places by Mark Monmonier

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

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

smog, freeway snipers, urban riots, oil spills, and (looking ahead a few decades) severe water shortages.

1.(locate) only 70 miles from Mt. Rainier and Glacier Peak, which the U.S. Geological Survey considers active volcanoes, **Seattle, Washington** is also vulnerable to severe earthquakes. Unlike Californians, long aware of the risk, Washingtonians have only recently begun to plan for a seismic disaster.
2. **Coastal Alaska and Hawaii** are especially susceptible to tsunamis, huge waves(whip up) by submarine earthquakes in the Ring of Fire encircling the Pacific Ocean. Alaska's Pacific coast is seismically active, and the Hawaiian Islands can generate their own tsunamis: deposits on Lanai suggest past run-ups as high as three thousand feet, and geophysicists fear a similar disaster were the southeast side of the Big Island (the island named Hawaii) to slide suddenly into the sea.
3. Tropical hurricanes pose a less catastrophic but more frequent danger to the Atlantic Coast, particularly to **North Carolina's Outer Banks**, a long, thin barrier island, from which evacuation is difficult. Since the seventeenth century, infrequent but fierce storms have carved new inlets, filled old channels, and move the shoreline westward at a rate of 3 to 5 feet per year. Moreover, if forecasts of a 250-foot rise in sea level because of global warming prove correct, current settlements on the Outer Banks could..... (wipe out) in the next century or so.
4. Inadequate building codes, shoddy construction, low elevation, and level terrain make areas south of **Miami** especially vulnerable to high winds and flooding from storms like Hurricane Andrew, which caused over 20 billion dollars damage there in August 1992. Adding to the region's misery is metropolitan Miami's crime rate, one of the highest in the nation.
5. The **Louisiana coast** is also vulnerable to multiple hazards: winds and storm surge from tropical hurricanes, unnaturally high levees along the lower Mississippi River, and air and groundwater pollution from poorly regulated chemical industries concentrated along the state's Gulf Coast. Cancer mortality is extraordinarily high here as well.
6. The **floodplains of the Mississippi and other main stem rivers**, which drain vast areas, are vulnerable to prolonged high water.....(cause) by persistent weather systems. The costly floods of summer 1993 demonstrated the shortsightedness of flood forecast models based on limited hydrologic data. Humans play a dangerous game of hydrologic roulette by building homes, factories, and sewage-treatment plants in low-lying areas along rivers.
7. **Any floodplain**, large or small, anywhere in the country. Think about it: What does the word mean, and how did the floodplain get there? Although most victims evacuate in time, a picturesque parcel where "a river runs through it" carries the threat of sodden

heirlooms and undermined foundations. In arid areas, where thunderstorms are infrequent, flash floods kill around two hundred unsuspecting campers and hikers in a typical year. Along rivers large and small, the Federal Flood Insurance program uses maps to set rates, spread the risk, and encourage local governments to plan evacuations and control land use.

8. Because warm weather is attractive to affluent retirees and house-breakers, property crime is especially high in the south, where a warm climate favors year-round burglary. And urban areas with many young males, newly arrived or unemployed are notorious for violent crime. **Growing southern cities** such as San Diego, Los Angeles, Phoenix, El Paso, and Miami, are thus especially hazardous, although risk varies greatly with neighborhood and time of day.
9. The **neighborhoods of nuclear plants** are risky areas of a different sort. Although catastrophic radiological accidents are rare and highly unlikely, the 1986 Chernobyl event had frightening consequences. More worrisome than the poor design and mismanagement underlying the 1979 Three Mile Island incident, near Harrisburg, Pennsylvania, is the specter of terrorism: a nuclear facility is an enormously attractive target for organized terrorists able to breach security with a vehicle bomb. Over four million people live within the ten-mile emergency planning zones (EPZs) around America's atomic power plants, and Chernobyl indicated clearly that radiological accidents can have a lethal reach much longer than ten miles. Equally daunting is the variation in emergency preparedness among EPZs. <http://www.press.uchicago.edu/Misc/Chicago/534189.html>

speaking

TASK 3 Comprehension check:

Work in groups and discuss the following questions

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

TASK 4

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

Tsunami, Volcano, Wildfire, **Blizzard**, Core, Crust, Drought, **Earthquake**, Flood, **Fujita scale**, Hurricane, Magnitude, **Mercalli scale**, **Saffir-Simpson scale**, Tornado

1. a series of waves created when a body of water, such as an ocean, is rapidly displaced on a massive scale
2. is a phenomenon that results from the sudden release of stored energy in the Earth's crust that creates seismic waves
3. is a severe winter storm condition characterized by low temperatures, strong winds, and heavy blowing snow.
4. is a 1-5 rating based on the hurricane's present intensity.
5. s used to rate the intensity of a tornado by examining the damage caused by the tornado after it has passed over a man-made structure.
6. is a scale used for measuring the intensity of earthquake.

(www.wikipedia.com)

grammar

GRAMMAR POINT: Passive voice

The **passive** is formed with the verb to **be** (*is/was/have been* etc.) and the **past participle** (*done/cleaned/seen* etc.):

- *The sculpture **is made** of glass and plastic.*
- *That toy **was made** in China.*
- *All staff **has been informed** of the changes.*

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

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

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

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

TASK 5 Fill in the correct form of passive

Tense		Subject	Verb	Object
Simple Present	<i>Active:</i>	Ema	writes	a letter.
	<i>Passive:</i>	A letter	...	by Ema.
Simple Past	<i>Active:</i>	Ema	wrote	a letter.
	<i>Passive:</i>	A letter	...	by Ema.
Present Perfect	<i>Active:</i>	Ema	has written	a letter.
	<i>Passive:</i>	A letter	...	by Ema.
Future I	<i>Active:</i>	Ema	will write	a letter.
	<i>Passive:</i>	A letter	...	by Ema.
Auxiliary verbs	<i>Active:</i>	Ema	can write	a letter.
	<i>Passive:</i>	A letter	...	by Ema.

Examples of Passive

Tense		Subject	Verb	Object
Present Progressive	<i>Active:</i>	Ema	is writing	a letter.
	<i>Passive:</i>	A letter	...	by Ema.
Past Progressive	<i>Active:</i>	Ema	was writing	a letter.
	<i>Passive:</i>	A letter	...	by Ema.
Past Perfect	<i>Active:</i>	Ema	had written	a letter.
	<i>Passive:</i>	A letter	...	by Ema.
Future II	<i>Active:</i>	Ema	will have written	a letter.
	<i>Passive:</i>	A letter	...	by Ema.
Conditional	<i>Active:</i>	Ema	would write	a letter.

I	<i>Passive:</i>	A letter	...	by Ema.
Conditional II	<i>Active:</i>	Ema	would written	have a letter.
	<i>Passive:</i>	A letter	...	by Ema.

TASK 6

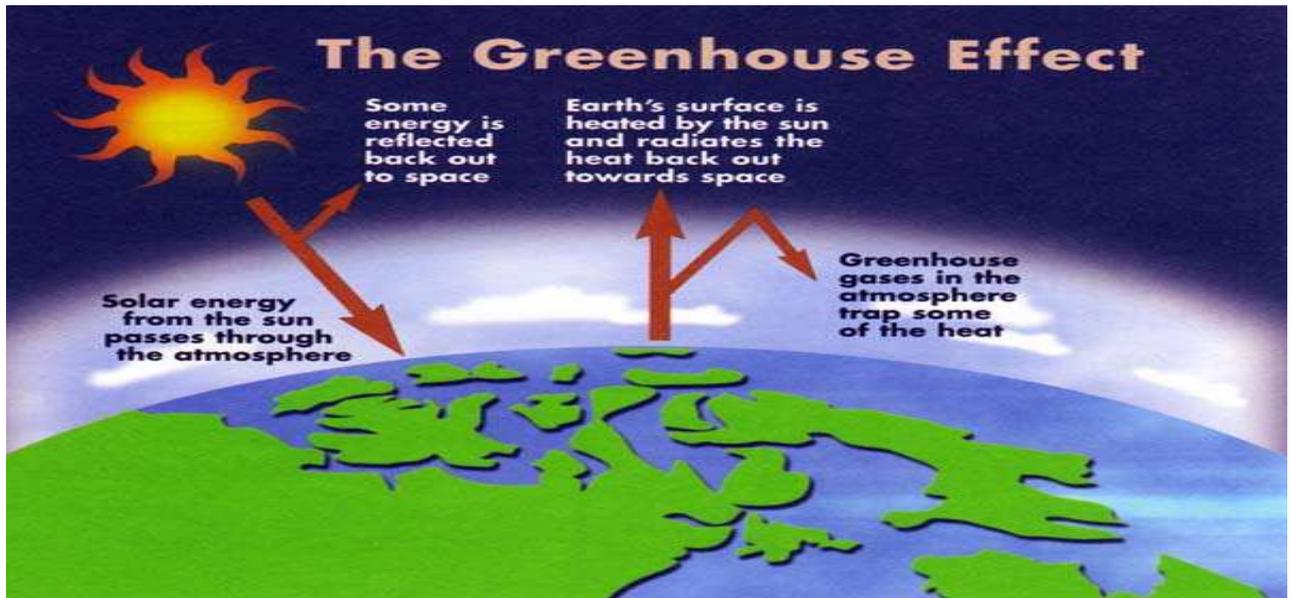
1. Change active sentences to passive and vice versa:

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

presentation

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

UNIT 2 The environment



www.geocities.com/sjenglishvp/3rdform2.htm

Look at the picture above and try to explain the Greenhouse Effect, its causes and process.

key expressions: battery farming, greenhouse effect, destruction of the ozone layer, polluted, pollution, waste disposal, over-polluted, destruction of the rainforests, over fishing, coast, shore, beach, cliff, cape, peninsula, cove, bay, gulf, source, tributary, waterfall, mouth, valley, gorge, delta, brook, stream, estuary

speaking

TASK 1

Warm-up

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

grammar

TASK 2

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

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

Canary Islands are a group of islands in Pacific Ocean.

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

TASK 3

Here are some geography questions. Choose the right answer from one of the boxes and write "the" where necessary.

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

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

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

TASK 4

Look at this short article about Iceland. Try to fill in definite article "the" when necessary.

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

www.ugr.es/~jmperez/InstrumentalII/acrobat/Vocabulary/collocations2.PDF

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

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

We generally use no articles with:

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

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

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv19.shtml>

vocabulary

Some useful vocabulary about the environment.

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

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

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

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

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

TASK 7

Fill in the following expressions in the text:

Battery farming, greenhouse effect, destruction of the ozone layer, polluted, pollution, waste disposal, over-polluted, destruction of the rainforests, over fishing

The air, rivers and seas are all.....(1), especially in(2) and heavily industrialized regions. Poor.....(3) is the cause of much of this(4).(5) has depleted the numbers of fish in the oceans. The.....(6) is leading to climatic changes and what is known as the.....(7).

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

speaking

TASK 8

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

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

Presentation

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

UNIT 3 Continents, countries, nationalities, languages



TASK 1

Warm-up

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

On Which Continent Will You Find...

On which continent are the Caribbean islands?
On which continent is Greenland?
On which continent is the South Pole?
On which continent is the North Pole?
On which continent is the Prime Meridian?
On which continent is the International Date Line?
On which continent is the equator?
On which continent is the deepest point on land?

reading

TASK 2

Read the following article and fill in the missing geographical names:

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

The Continents

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

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

speaking

TASK 4

Divide the class in smaller groups. Do the quiz:

1. Name four countries or colonies where Portuguese is the major official language.
2. For each of the six inhabited continents, name one country where English is a major language.
3. Name four countries where Islam is a major religion.
4. Name four countries that have large deserts.

BONUS: Make them four countries on four different continents.

5. Assume that it is now 3:00 P.M. in Washington, D.C. (and New York, Miami, Boston, Atlanta, etc.) Name five cities where it is not 3:00 P.M., and give the time in each. Only one of the cities you name may be in the U.S.
6. Name four countries where there are rain forests.
7. Name four countries with high birth rates, high death rates, and low life expectancy.

8. Name four countries with low birth rates, low death rates, and high life expectancy.

9. Name four countries which are major manufacturers of automobiles.

10. Name four countries which are major producers of petroleum. BONUS: Make them four countries on four different continents.

(<http://www.mapping.com/tests/quiz1.html>)

grammar

GRAMMAR NOTE Comparative and superlative form of adjectives

two-syllable adjectives ending in **-y** have **-ier** and **-iest** as their comparative and superlative. Thus:

pretty	prettier	prettiest
happy	happier	happiest
dirty	dirtier	dirtiest
messy	messier	messiest

- Yours is the **messiest** room I have ever seen.
- She was the **prettiest** and **happiest** girl at the party.

Note that other common two-syllable adjectives ending in an unstressed vowel normally take the **-er/-est** patterns:

simple	simpler	simplest
clever	cleverer	cleverest

- The **cleverest** solution to any problem is usually the **simplest** one.

Others, particularly participial adjectives formed with **-ing** and **-ed** and those ending in **-ious** and **-ful** form their comparatives and superlatives with **more** and **most**:

boring	more boring	most boring
worried	more worried	most worried
anxious	more anxious	most anxious
careful	more careful	most careful

- Watching cricket is even **more boring** than playing it.
- My wife was certainly **more anxious** than I was when Penny failed to return.

- I bought the wrong type of hair shampoo for Joan. Next time I was **more careful**.

Note that **most** sometimes means **very**:

- I was **most careful** to leave the room as tidy as I had found it.
- I became **most anxious** when I heard that there had been a fire at the hospital.
- I was **most impressed** by Deborah’s performance as Lady Macbeth.

With some two-syllable adjectives, **er/est** and **more/most** are both possible:

- The commonest **est /most common** alcoholic drink in Poland is vodka.
- He is **more pleasant /pleasanter** to talk to when he has not been drinking.

Three or more syllable adjectives take **more** or **most** in the comparative and superlative except for two-syllable adjectives ending in **-y** and prefixed with **un-**:

reasonable	more reasonable	most reasonable
beautiful	more beautiful	most beautiful
untidy	untidier	untidiest
unhealthy	unhealthier	unhealthiest

- John is the **unhealthiest** person I know, but one of the **most successful**.

Hyphenated adjectives, which are also known as compound adjectives, normally use **more** and **most** for the comparative and superlative forms. This is the general rule. Sometimes we have to use **more/most** if, for example, the adjectival part of the compound ends in **-ed**. So, **sun-tanned** would have to be **more sun-tanned**, just as **tanned** would have to be **more tanned**:

- You’re **more sun-tanned** than I am.

Sometimes it is not so clear-cut, so we would say that one form is more likely than the other.

speaking

TASK 5 Work in pairs and choose the correct answer:

1)Which mountains are higher?

a) The Andes b) the Rockies

2) Which country has a longer coastline?

a) Russia a) Denmark

3) What is further?

a) London to New York b) London to Moscow

4) Which city has bigger population?

a) Seoul b) San Paulo

5) Which elephant weighs more?

a) the Indian elephant b) the African elephant

6) Where are there more countries?

a) in Africa b) in South America

7) What city has more polluted atmosphere?

a) New York b) Beijing

8) Which country has a smaller population?

a) Australia b) Japan?

9) Which pyramids are older?

a) the Egyptian Pyramids b) the Maya Pyramids

10) Where is colder?

a) in the Antarctic b) in the Arctic

Presentation:

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

UNIT 4 Australia

Key words

Area, land boundaries, coastline, maritime claims, contiguous zone, arable land, meadows and pastures, irrigated land, overgrazing, desertification, drought

speaking

Warm-up:

Write 10 things you know about Australia

Exchange your information with your partner

Report and compare the new facts to the rest of the class

Who are Aussies and Kiwis?



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

What oceans is it surrounded by?

What do the abbreviations in the map stand for?

Is there any environmental threat to the Australian continent?

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

reading

AUSTRALIA – basic facts

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

Map references: Oceania

Area:

total area: 7,686,850 sq km

land area: 7,617,930 sq km

comparative area: slightly smaller than the US

note: includes Macquarie Island

Land boundaries: 0 km

Coastline: 25,760 km

Maritime claims:

contiguous zone: 24 nm

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

exclusive economic zone: 200 nm

territorial sea: 12 nm

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

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

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

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

Land use:

arable land: 6%

permanent crops: 0%

meadows and pastures: 58%

forest and woodland: 14%

other: 22%

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

Environment: current issues: soil erosion from overgrazing, industrial development, urbanization, and poor farming practices; soil salinity rising due to the use of poor quality water; desertification; clearing for agricultural purposes threatens the natural habitat of many unique animal and plant

species; the Great Barrier Reef off the northeast coast, the largest coral reef in the world, is threatened by increased shipping and its popularity as a tourist site; limited natural fresh water resources

natural hazards: cyclones along the coast; severe droughts

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

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

http://wikitravel.org/en/Talk:Australia/CIA_World_Factbook_2002_import

Comprehension Check:

Decide whether following statements are True or False. If they are False try to correct them

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

speaking

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

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

grammar

RELATIVE CLAUSES

DEFINING RELATIVE CLAUSES

As the name suggests, these clauses give essential information to define or identify the person or thing we are talking about. Obviously, this is only necessary if there is more than one person or thing involved.

Example:

Elephants who marry mice are very unusual.

In this sentence we understand that there are many elephants, but it is clear that we are only talking the ones *who marry mice*.

Punctuation

Commas are not used in defining relative clauses.

Relative pronouns

The following relative pronouns are used in defining relative clauses:

	Person	Thing	Place	Time	Reason
Subject	who/that	which/that			
Object	who/whom/that/∅	which/that/∅	where	when	why
Possessive	whose	whose			

Notes:

1. The relative pronoun stands in place of a noun.

This noun usually appears earlier in the sentence:

The woman	who/that	spoke at the meeting	was knowledgeable.	very
Noun, subject of main clause	relative pronoun referring to 'the woman', subject of 'spoke'	verb + rest of relative clause	verb + rest of main clause	

2. *Who*, *whom* and *which* can be replaced by *that*. This is very common in spoken English.

3. The relative pronoun can be omitted (\emptyset) when it is the *object* of the clause:

*The mouse **that the elephant loved** was very beautiful.*
*OR The mouse **the elephant loved** was very beautiful.*

Both of these sentences are correct, though the second one is more common in spoken English.

The mouse	that/∅	the elephant loved	was beautiful.	very
Noun, subject of main clause	relative pronoun, referring to 'the mouse', object of 'loved'	verb + rest of relative clause	verb + rest of main clause.	

(You can usually decide whether a relative pronoun is an object because it is normally followed by another subject + verb.)

4. *Whose* is used for things as well as for people.

Examples:

The *man* **whose** *car* **was** *stolen*.
A tree **whose leaves have fallen**.

5. *Whom* is very formal and is only used in written English. You can use *who/that*, or omit the pronoun completely:

The doctor **whom/who/that/ø** *I was hoping to see* wasn't on duty.

6. *That* normally follows words like *something, anything, everything, nothing, all*, and superlatives.

Examples:

- There's something **that you should know**.
- It was the best film **that I've ever seen**.

Examples:

- A clown is someone **who makes you laugh**.
- An elephant is an animal **that lives in hot countries**.
- The plums **that were in the fridge** were delicious. I have eaten them.
- Where are the plums **(that) I put in the fridge?**
- Has anyone seen **the book I was reading?**
- Nothing **that anyone does** can replace my lost bag.
- Let's go to a country **where the sun always shines**.
- They live in the house **whose roof is full of holes**.

Write relative clauses **with** or **without** the relative pronoun.

1. I gave you a book. It had many pictures.
2. I am reading a book at the moment. It is very interesting.
3. You live in a town. The town is very old.
4. The sweets are delicious. I bought them yesterday.
5. The football match was very exciting. My friend played in it.
6. The letter hasn't arrived yet. I posted it three days ago.
7. He lives in a house. The house is not very big.
8. They are playing a song on the radio. Do you like it?
9. Jane wore a beautiful shirt yesterday. Did you see it?
10. Sue is going out with a boy. I don't like him.

Presentation

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

UNIT 5 EUROPE



TASK 1:

Look at the map and mark the following places:

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

reading

TASK 2:

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

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

Europe is not only..... (peninsula) but has a large ratio of shoreline to land area reflecting a notable interfingering of land and sea. Excluding Iceland, the maximum north-south distance is (3529 mi) (5680 km); and the greatest east-west extent is 2398 mi (3860 km). Of Europe's area of 3,881,000 mi² (10,050,000 km²) 73% is mainland, 19% peninsulas, and 8% islands. Also, 51% of the land is less than 155 mi (250 km) from shores and another 23% lies closer than 310 mi (500 km). This situation is caused by the inland seas that enter, like arms of the ocean, deep into the northern and southern regions of Europe, which thus becomes a peninsula of peninsulas. The most notable of these branching arms of salt water are the White Sea, the North Sea, the Baltic Sea with the Gulf of Bothnia, the English Channel (La Manche), the Mediterranean Sea with its secondary branches, and..... (final), the Black Sea. Even the Caspian Sea,..... (present) the largest saltwater lake of the world, formed part of the southern seas before the folding of the Caucasus. The..... (penetrate) of the landmass by these seas brings marine influences deep into the continent and provides Europe with a balanced climate..... (favor) for human..... (evolve) and..... (settle).

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

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

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

.....(abundancy) precipitation throughout the year, as well as the permeable soils and the dense vegetation which..... (temporary) store the water, provides the streams of Europe north of the Southern Highlands with ample water throughout the seasons. The combined effects of poor vegetation, rocky and desolate limestone karstlands, and slight annual..... (precipitate) result in intermittent flow of the rivers along the Mediterranean coast, especially on the eastern side of peninsulas. Only the Alpine rivers carry enough water, and if it were not for the Danube and Rhone, both originating in regions north of the Alps, the only major river of the Mediterranean basin would be the Po.
www.answers.com/topic/europe - 522k

Comprehension Check:

Answer the following question

1. Eastern border of Europe are surrounded by sea
2. The northwestern boundary of Europe is in Franz Jozef Land
3. Mainland covers 19% of Europe
4. The Caspian sea is the largest freshwater lake in the world
5. The Rhine and Danube are two major Alpine rivers
6. Lack of precipitation is the cause of dense vegetation
7. Danube is Europe's largest river which flows from Gate of Bratislava

Grammar

Word-formation

Word formation: nouns and adjectives

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

fame > fam**ous**, ambition > ambit**ious**

photography > photograph**ic**, drama > dram**atic**

music > musical**, maths > mathematical**

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

<http://www.oup.com/word/es/products/nitrbvocab6.doc?cc=es>

1 Write the related adjectives.

- 1 logic
- 2 fury
- 3 person
- 4 apology
- 5 rebel
- 6 technology
- 7 optimism.....

- 8 caution
- 9 nation
- 10 advantage
- 11 theory
- 12 pessimism

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

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

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

TASK 3

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

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

Part II

- 1) The index at the back of the book is in _____ order. (alphabet)
- 2) The fans waved _____ as the film star stepped out of the limousine. (excite)
- 3) Chickenpox is a highly _____ disease which many people catch as a child. (infect)
- 4) Matt is very _____. He wants to be number one at everything. (compete)
- 5) Harry loves cars and he's so _____ about them. (knowledge)
- 6) There is little _____ of the president being re-elected. (likely)
- 7) The prime minister thinks there may be a _____ to overthrow

him. (conspire)

8) In _____ with Tokyo, London and Paris are relatively cheap.
(compare)

9) The police were unable to _____ that she had committed the crime. (proof)

10) The president's speech went on for so long that I almost died of _____ ! (bore)

vocabulary

TASK 4

Read the following expressions and form sentences using these expressions:

(border, flow, separate, occupy, form, locate, stem, divide, interrupt, run, situate)

Danubian Flat, Danubian Lowland, Demographics of Slovakia, Devín Gate, Caves of Slovakia, Cities and towns in Slovakia, Mountain ranges of Slovakia, Mountains of Slovakia, Traditional regions of Slovakia, Dukla Pass, Pannonian Plain, Viennese Basin, Regions of Slovakia, Rivers of Slovakia, Eastern Slovak , Flat Eastern Slovak Lowland, Gaderská Valley, Great Hungarian Plain, Little Hungarian Plain, Tokaj (region in Slovakia)

speaking

TASK 5

Work in groups of 3 and do the following quiz

Which city is sometimes referred to as the 'Queen of the Adriatic'?

Which country is called the 'Land of the Midnight Sun'?

In which city in Italy is the Leaning Tower located?

Which is the highest mountain peak in Europe?

How high is the Eiffel Tower in Paris?

In which city can you take a ride in a gondola?

The Caucasus Mountains lie between the _____ Sea and the _____ Sea

Which is the water body that separates the British Isles from the mainland?

Which is the water body that separates Europe from Asia?

Presentation:

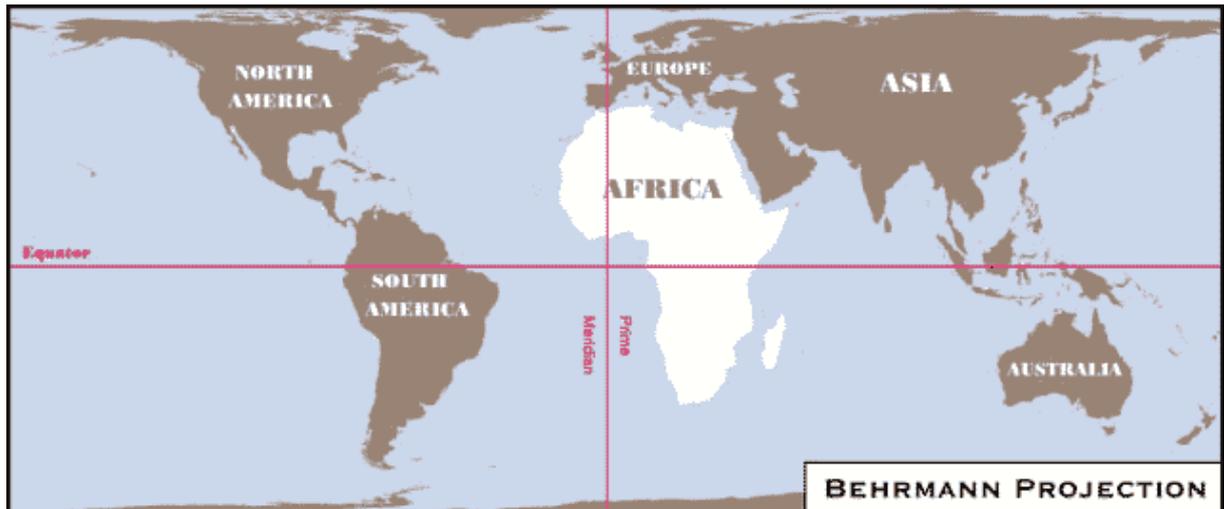
Prepare a presentation for foreign students on the beauty of Slovakia. Try to give an itinerary of recommended places to see.

UNIT 6 Africa

speaking

TASK 1

Work in pairs. Answer all questions about Africa



exploringafrica.matrix.msu.edu

Looking at the map, rank the continents according to size.

1. Africa is bordered by two oceans and a sea.
 1. Which ocean borders Africa to the west?
 2. Which ocean borders Africa to the east?
 3. Which sea borders Africa to the north?
 4. What is the primary language in Africa?

Tsonga
└ "Mi Njani?"

Arabic
└ "Kayf haalik?"

English
└ "How are you?"

Yenda
└ "Hu tou ita hani?"

ChiBemba
└ "Muli shani?"

Sbona
└ "Mwakadii?"

ChiChewa
└ "Muli Bwanji?"

French
└ "Comment as-tu?"

Swabili
└ "Hujambo?"

reading

AFRICA

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

For much of history, non-Africans have referred to Africa— especially sub-Saharan Africa—as the “Dark Continent.” This was a reflection of European and American ignorance of Africa's interior geography and rich cultural and political history. Europeans established trading posts on Africa's coasts beginning in the late 1400s and over the next centuries developed an extensive trade with the peoples they encountered—a trade that included the exportation of African slaves to New World colonies. However, due to disease, topography, and African resistance, little European exploration or penetration of Africa's large interior was done until the nineteenth century. “Kept on the fringes of Africa, and ignorant of it,” writes historian Robert Garfield, “Europeans turned the situation around and assumed it was Africans who were isolated. They thus created the myth of the ‘Dark Continent,’ though the darkness was only in European minds.” Europe's rush to colonize Africa in the nineteenth century was motivated in part by a quest to “enlighten” African peoples with European religion and civilization.

In contemporary times Africa has remained a “Dark Continent” for many not because of geographic isolation or foreign ignorance, but because of the frequent humanitarian disasters and political misfortunes that have brought global attention to the region. “The next time you read about Africa in the news,” writes Liberian journalist C. William Allen, “it will most likely be in a story about a military coup d'état, political corruption, [or] a catastrophe of major proportions.” Sub-Saharan Africa, which contains a tenth of the world's people, is the location of half the planet's wars and refugees and most of its famines. In the 1990s alone Africans have suffered through continuing war in Angola, a collapse of government, ethnic conflict, and starvation in Somalia, slavery and war in Sudan,

genocide and massive refugee flows in Rwanda, a brutal civil war in Liberia, and political repression and corruption in many other countries. Even in nations that have escaped major wars or famines, Africans have been faced with a steady decline in their quality of life as measured by poverty rates, school enrollments, per capita incomes, and life expectancies.

William Dudley. "Introduction." *Opposing Viewpoints: Africa*. Ed. William Dudley. San Diego: Greenhaven Press, 1999. August 2004. 16 December 2008. <<http://www.enotes.com/africa-article/40078>>.

Comprehension Check: Are the following statements TRUE or FALSE?

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

grammar:

Connecting words, or conjuncts, control the flow of a manuscript. They join sentences or parts of sentences in a logical, chronological, or other way.

We can think about conjuncts by the grammatical roles that they play:

A. Listing

Enumerative- *In the first place*, the economy is recovering, and *secondly* unemployment is beginning to decline. (*for one thing, for another thing, next, then, finally*)

Additive- She has the ability, the experience, and *above all* the courage to tackle the problem. (*furthermore, moreover, what is more, similarly, in addition*)

B. Summative

He was late for work, he quarrelled with a colleague, and he lost his

wallet; *all in all*, it was a bad day.
(*altogether, overall, therefore, in sum, in summary, in conclusion*)

C. Appositive

There was one snag; *namely*, the weather.
(*that is, that is to say, i.e., for example, e.g., in other words, specifically*)

D. Resultive

I got there very late, *so* I missed most of the fun.
(*therefore, as a result, accordingly, in consequence of, of course*)

Try these. More than one word may be correct.

1. I think she's just the right person for the job. She has the degree, _____ the experience.

moreover, what is more, in addition, furthermore, above all

2. The sample will soon melt. _____ it will flow out of the sample holder.

of course, therefore, as a result, accordingly, in consequence of

3. There is just one small problem. _____ I want to use the instrument tomorrow.

Namely, that is, that is to say, for example, in other words, specifically

4. _____, we have shown that these methods have much in common.

In summary, in conclusion, overall, altogether

5. I don't want to work on the paper today. _____, I have a class and _____ I'm very tired.

**Firstly, first of all, for one thing
secondly, for another thing, also**

E. Inferential

You haven't answered my question; *in other words*, you disapprove of the proposal.

(*in that case, so, then, otherwise, else*)

F. Contrastive

Replacive--She's asked some of her friends--some of her husband's friends, *rather*.

(*better, more accurately, in other words*)

Antithetic--They had expected to enjoy being in Manila *but instead* they both fell ill.
(*on the contrary, by contrast, on the other hand, then*)

Concessive--My age is against me; *still*, it's worth a try.
(*however, nonetheless, yet, all the same, of course, that said, only, though*)

G. Transitional

Discoursal--Let me introduce you to my sister, and *by the way*, did I tell you that I'm moving?
(*incidentally, now*)

Temporal--The ambulance got stuck in rush-hour traffic and *in the meantime* the child became delirious. (*meanwhile, originally, subsequently, eventually*)

Try these. More than one answer is possible.

1. Last month I _____ thought he was wrong. _____ I agree with him.

originally

Meanwhile, subsequently

2. He asked no questions. _____ was he asleep, or _____ not interested?

So, then, in that case

otherwise, else, just

3. He heated the sample above its glass transition. _____, to 100 degrees Centigrade.

More accurately, better, in other words, rather

4. I'm giving a talk in Germany next month. _____, I'll be there during a special festival.

Incidentally, by the way, now

5. I expected to have a lot of interest in my talk. _____, no one came.

On the contrary, but instead

6. We disagree with the other group's interpretation. _____, their experimental results are impressive.

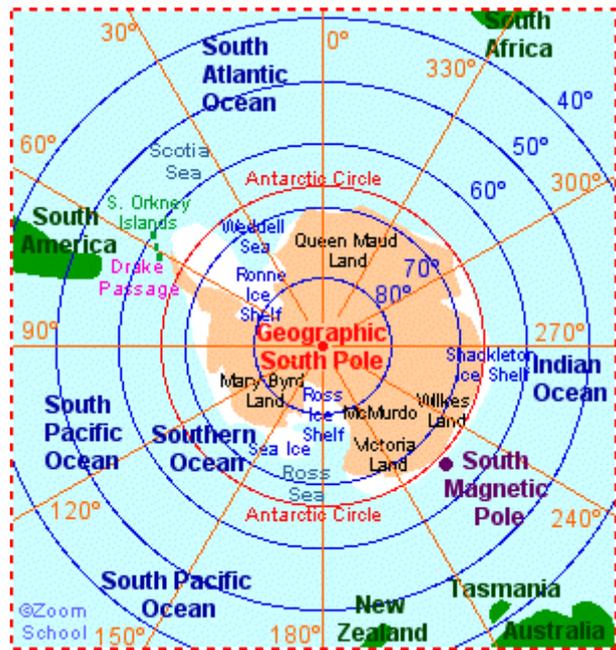
Still, however, nonetheless, yet, all the same, of course, that said, only, though

Presentation:

Give a conference presentation on Africa- the continent of variety. Try to incorporate the linking words you have come across in this unit.

Unit 7

Antarctica



TASK 1

Match the expressions in bold with their definitions below

Antarctic Convergence (Polar Front), continental slope , cyanobacteria , evaporation, glaciation , land-based ice sheet , marine biology , ultraviolet radiation (UV)

1. The study of plants and animals living in the seas and oceans.
2. a large body of ice with a base mostly above sea level. The East Antarctic Ice Sheet is a land-based ice sheet. *Freshwater*.
3. A part of the electromagnetic spectrum that has shorter wavelengths than visible light. Ultraviolet radiation has more energy than visible light and can damage tissue (like human skin). Much of the ultraviolet radiation from the sun is absorbed within the ozone layer before it reaches the Earth's surface.
4. The formation, activity, and retreat of glaciers through time. The glaciation of a region refers to the growth of ice over that region. Large parts of the Northern Hemisphere experienced glaciation in the past - ice ages

5. Change in state from a liquid or a solid to a gas. Evaporation takes place most quickly in an arid or dry environment when there is little or no water vapour in the air. Antarctica is arid and solid ice can "evaporate" or turn into a gas, particularly if a (relatively) warm wind blows across a snow or ice field. The change from a solid directly to a gas is properly called sublimation - like the "smoke" you get when you open the freezer door.

6. Very specialized acellular organisms classified as blue-green algae. Cyanobacteria can photosynthesize, making their own food from sunlight. They are exceptionally tough organisms, able to colonize and survive in harsh environments.

7. Narrow, steep (3° to 6° slope) transition zone between the shallow shelf and the deep ocean floor.

8. A surface boundary where which the colder, north flowing Antarctic Surface Waters sink beneath warmer circulating waters. This marks a change in the oceans surface temperature and also chemical composition. North of the convergence, the area is known as the sub-Antarctic.

reading

10 Fascinating facts about Antarctica

1/ If Antarctica's ice sheets melted, the world's oceans would rise by 60 to 65 metres (200 - 210ft) - **everywhere**.

2/ Antarctica is pushed into the earth by the weight of its ice sheets. If they melted, it would "spring back" about **500m** (1 625 ft). It would do this **v...e...r...y s...l...o...w...l...y** taking about 10000 years to do so. Scotland and Scandinavia are still rebounding today after the last ice age - at the rate of half a meter a century in the Northern Baltic - the fastest place.

3/ Antarctica is the best place in the world to find **meteorites**. Dark meteorites show up against the white expanse of ice and snow and don't get covered by vegetation. In some places, the way the ice flows concentrates meteorites there. The ice makes them gather in one place.

4/ One of the biggest **icebergs** ever (possibly **the** biggest iceberg ever) broke free from the Ross ice shelf in Antarctica in 2000. It was 295km (183 miles) long and 37km (23 miles) wide, with a surface area of 11,000 sq km (4,250 square miles) above water - **and 10 times bigger below**. It's similar in size to The Gambia, Qatar, The Bahamas, or Connecticut.

5/ It has been estimated that during the feeding season in Antarctica, a full grown blue whale eats about **4 million krill per day** (krill are small shrimp-like creatures), that's 3600 kg or 4 tons - every day for 6 months. The **daily intake would feed a human for about 4 years!** Krill may be nutritious but they're not very nice as people food - which is lucky for the whales!

6/ Since the **Antarctic convergence** arose about 20 million years ago, there has been very little exchange of fish or other marine life in either direction. This means that fish have lived in their side of the ocean and have not crossed over to their neighbours side. Antarctic fish have lived at **between +2°C and -2°C for 5 million years** (-2°C is the freezing point of sea water, below zero because of the salt). They are therefore the best cold adapted animals that there are on the planet - now or ever.

77/ When the Antarctic sea-ice begins to expand at the beginning of winter, it advances by around 40,000 square miles (100,000 square kilometres) **per day**, and eventually doubles the size of Antarctica, adding up to an extra 20 million square kilometres of ice around the land mass. That's one and a half USA's, two Australia's or 50 UK's worth of ice area that forms, then breaks up and melts each year.

8/ Snow falling at the South Pole takes about **100 000 years** to "flow" to the coast of Antarctica before it drops off the end as part of an iceberg.

11/ The Antarctic ice cap has **29 million cubic kilometres of ice**. This is 90% of all the ice on the planet and between 60 and 70 % of all of the world's fresh water.

Only about 0.4 percent of Antarctica is not covered by ice.

199/ The largest land animal in Antarctica is an insect, a wingless midge, *Belgica antarctica*, less than **1.3cm (0.5in) long**. There are no flying insects (they'd get blown away), just shiny black springtails that hop like fleas and tend to live among penguin colonies.

10/ Samples of ice known as **ice cores** are regularly drilled through the ice in Antarctica by scientists. They are removed as a long cylinder of ice that gives an indication of the past going back tens of thousands of years. The properties of the ice, of dust trapped in the ice, and even of air bubbles trapped in the ice give valuable information about the earth's climate at various times in the past.

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

www.coolantarctica.com/Antarctica%20fact%20file/fascinating_facts_about_antar.htm - 36k

grammar point

Past Perfect

[had + past participle]

Examples:

- You **had studied** English before you moved to New York.
- **Had** you **studied** English before you moved to New York?
- You **had not studied** English before you moved to New York.

USE 1 Completed Action Before Something in the Past



The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

Examples:

- I **had** never **seen** such a beautiful beach before I went to Kauai.
- I did not have any money because I **had lost** my wallet.
- Tony knew Istanbul so well because he **had visited** the city several times.
- **Had** Susan ever **studied** Thai before she moved to Thailand?
- She only understood the movie because she **had read** the book.
- Kristine **had** never **been** to an opera before last night.
- We were not able to get a hotel room because we **had not booked** in advance.
- A: **Had** you ever **visited** the U.S. before your trip in 2006?
B: Yes, I **had been** to the U.S. once before.

USE 2 Duration Before Something in the Past (Non-Continuous Verbs)



With [Non-Continuous Verbs](#) and some non-continuous uses of [Mixed Verbs](#), we use the Past Perfect to show that something started in the past and continued up until another action in the past.

Examples:

- We **had had** that car for ten years before it broke down.
- By the time Alex finished his studies, he **had been** in London for over eight years.
- They felt bad about selling the house because they **had owned** it for more than forty years.

Although the above use of Past Perfect is normally limited to Non-Continuous Verbs and non-continuous uses of Mixed Verbs, the words "live," "work," "teach," and "study" are sometimes used in this way even though they are NOT Non-Continuous Verbs.

IMPORTANT Specific Times with the Past Perfect



Unlike with the [Present Perfect](#), it is possible to use specific time words or phrases with the Past Perfect. Although this is possible, it is usually not necessary.

Example:

- She **had visited** her Japanese relatives once in 1993 before she moved in with them in 1996.

MOREOVER

If the Past Perfect action did occur at a specific time, the Simple Past can be used instead of the Past Perfect when "before" or "after" is used in the sentence. The words "before" and "after" actually tell you what happens first, so the Past Perfect is optional. For this reason, both sentences below are correct.

Examples:

- She **had visited** her Japanese relatives once in 1993 before she moved in with them in 1996.
- She **visited** her Japanese relatives once in 1993 before she moved in with them in 1996.

HOWEVER



If the Past Perfect is not referring to an action at a specific time, Past Perfect is not optional. Compare the examples below. Here Past Perfect is referring to a lack of experience rather than an action at a specific time. For this reason, Simple Past cannot be used.

Examples:

- She never **saw** a bear before she moved to Alaska. *Not Correct*
- She **had** never **seen** a bear before she moved to Alaska. *Correct*

<http://www.englishpage.com/verbpage/pastperfect.html>

TASK 1

Try to fill in the following story with the correct form of tense. Past Perfect or Past Simple?

Cooking the books?

Old Mr Williams was very concerned. He and his wife were pensioners and he (spend)..... the whole morning looking for thier pension books. He (look).....everywhere but he (not be able).....to find them. Meanwhile, his wife (be).....busy. She (cook).....all orning. She (prepare).....a delicious meal. She (make).....soup, followed by a lovely pie, which she (bake).....in the oven. Mr Williams (always enjoy).....his food, but he clearly wasn't enjoying the lunch. „What's the mater, Tom?“, his wife asked. Mr Williams (have to) confess that he (lost).....their pension books. „I know, Mrs Williams (say).....with a twinkle in her eye. „I've got them“. „You've got them?“ „ Yes – and guess where I (find).....them!“ Mr Williams suddenly remembered. „In the oven! I (put).....them there for safe-keeping.“ He (smile).....with relief as she (fish).....them out of her apron pocket.

Longman English Grammar Practice, L.G. Alexander, p. 133, ex.9.6D

Last Note ☺

You Need to Study More Geography If You Think...

Andes is an after dinner mint

The Balkans are an alien people on Star Trek

The English Channel is a TV sitcom about Charles and Di

The United Kingdom is a cultural theme park

The Tropic of Cancer is a sunscreen lotion

The \$10,000 Pyramid is in Egypt

The Gaza Strip is a Middle Eastern folk dance

The Ring of Fire is the center ring of Barnum and Bailey's Circus

The Bermuda Triangle is a percussion instrument in a reggae band

The Cumberland Gap gives out a pair of clogs with every set of jeans sold

The International Dateline is a new cable TV network

The Equator is a cartoon action figure

The Continental Shelf is a specialty section of the supermarket

An archipelago is a food stabilizer

The Dust Bowl is Granny's old favorite dish

A fault is what you find in other people

A fjord is a Norwegian car

A mantle is what goes over your fireplace

Tide is a laundry detergent

You can do a research paper to find out who killed the Dead Sea

<http://geography.about.com/library/misc/blhumor4.htm>

Appendix

Demonyms - Names of Nationalities

This list provides the demonym (name given to people of a place) for each of the countries of the world.

Country	Demonym
Afghanistan	Afghan
Albania	Albanian
Algeria	Algerian
Andorra	Andorran
Angola	Angolan
Antigua and Barbuda	Antiguans, Barbudans
Argentina	Argentine
Armenia	Armenian
Australia	Australian or Ozzie or Aussie
Austria	Austrian
Azerbaijan	Azerbaijani
The Bahamas	Bahamian
Bahrain	Bahraini
Bangladesh	Bangladeshi
Barbados	Barbadian or Bajuns
Belarus	Belarusian
Belgium	Belgian
Belize	Belizean
Benin	Beninese
Bhutan	Bhutanese
Bolivia	Bolivian
Bosnia and Herzegovina	Bosnian, Herzegovinian
Botswana	Motswana (singular), Batswana (plural)
Brazil	Brazilian
Brunei	Bruneian
Bulgaria	Bulgarian
Burkina Faso	Burkinabe
Burundi	Burundian
Cambodia	Cambodian
Cameroon	Cameroonian
Canada	Canadian
Cape Verde	Cape Verdian or Cape Verdean
Central African Republic	Central African
Chad	Chadian
Chile	Chilean

China	Chinese
Colombia	Colombian
Comoros	Comoran
Congo, Republic of the	Congolese
Congo, Democratic Republic of the	Congolese
Costa Rica	Costa Rican
Cote d'Ivoire	Ivorian
Croatia	Croat
Cuba	Cuban
Cyprus	Cypriot
Czech Republic	Czech
Denmark	Dane
Djibouti	Djibouti
Dominica	Dominican
Dominican Republic	Dominican
East Timor	East Timorese
Ecuador	Ecuadorean
Egypt	Egyptian
El Salvador	Salvadoran
Equatorial Guinea	Equatorial Guinean or Equatoguinean
Eritrea	Eritrean
Estonia	Estonian
Ethiopia	Ethiopian
Fiji	Fijian
Finland	Finn
France	Frenchman or Frenchwoman
Gabon	Gabonese
The Gambia	Gambian
Georgia	Georgian
Germany	German
Ghana	Ghanaian
Greece	Greek
Grenada	Grenadian or Grenadan
Guatemala	Guatemalan
Guinea	Guinean
Guinea-Bissau	Guinea-Bissauan
Guyana	Guyanese
Haiti	Haitian
Honduras	Honduran
Hungary	Hungarian
Iceland	Icelander
India	Indian

Indonesia	Indonesian
Iran	Iranian
Iraq	Iraqi
Ireland	Irishman or Irishwoman or Irish (collective)
Israel	Israeli
Italy	Italian
Jamaica	Jamaican
Japan	Japanese
Jordan	Jordanian
Kazakhstan	Kazakhstani
Kenya	Kenyan
Kiribati	I-Kiribati
Korea, North	North Korean
Korea, South	South Korean
Kuwait	Kuwaiti
Kyrgyz Republic	Kyrgyz or Kirghiz
Laos	Lao or Laotian
Latvia	Latvian
Lebanon	Lebanese
Lesotho	Mosotho (plural Basotho)
Liberia	Liberian
Libya	Libyan
Liechtenstein	Liechtensteiner
Lithuania	Lithuanian
Luxembourg	Luxembourger
Macedonia	Macedonian
Madagascar	Malagasy
Malawi	Malawian
Malaysia	Malaysian
Maldives	Maldivan
Mali	Malian
Malta	Maltese
Marshall Islands	Marshallese
Mauritania	Mauritanian
Mauritius	Mauritian
Mexico	Mexican
Federated States of Micronesia	Micronesian
Moldova	Moldovan
Monaco	Monegasque or Monacan
Mongolia	Mongolian
Morocco	Moroccan
Mozambique	Mozambican

Myanmar (Burma)	Burmese or Myanmarese
Namibia	Namibian
Nauru	Nauruan
Nepal	Nepalese
Netherlands	Netherlander, Dutchman, Dutchwoman, Hollander or Dutch (collective)
New Zealand	New Zealander or Kiwi
Nicaragua	Nicaraguan
Niger	Nigerien
Nigeria	Nigerian
Norway	Norwegian
Oman	Omani
Pakistan	Pakistani
Palau	Palauan
Panama	Panamanian
Papua New Guinea	Papua New Guinean
Paraguay	Paraguayan
Peru	Peruvian
Philippines	Filipino
Poland	Pole
Portugal	Portuguese
Qatar	Qatari
Romania	Romanian
Russia	Russian
Rwanda	Rwandan
Saint Kitts and Nevis	Kittian and Nevisian
Saint Lucia	Saint Lucian
Samoa	Samoan
San Marino	Sammarinese or San Marinense
Sao Tome and Principe	Sao Tomean
Saudi Arabia	Saudi or Saudi Arabian
Senegal	Senegalese
Serbia and Montenegro	Serbian or Montenegrin
Seychelles	Seychellois
Sierra Leone	Sierra Leonean
Singapore	Singaporean
Slovakia	Slovak
Slovenia	Slovene
Solomon Islands	Solomon Islander
Somalia	Somali
South Africa	South African
Spain	Spaniard
Sri Lanka	Sri Lankan

Sudan	Sudanese
Suriname	Surinamer
Swaziland	Swazi
Sweden	Swede
Switzerland	Swiss
Syria	Syrian
Taiwan	Taiwanese
Tajikistan	Tajik or Tadjik
Tanzania	Tanzanian
Thailand	Thai
Togo	Togolese
Tonga	Tongan
Trinidad and Tobago	Trinidadian or Tobagonian
Tunisia	Tunisian
Turkey	Turk
Turkmenistan	Turkmen(s)
Tuvalu	Tuvaluan
Uganda	Ugandan
Ukraine	Ukrainian
United Arab Emirates	Emirian
United Kingdom	Briton or British (collective) (or Englishman or Englishwoman) (or Scot or Scotsman or Scotswoman) (or Welshman or Welshwoman) (or Northern Irishman or Northern Irishwoman or Irish [collective] or Northern Irish [collective])
United States	American
Uruguay	Uruguayan
Uzbekistan	Uzbek or Uzbekistani
Vanuatu	Ni-Vanuatu
Vatican City (Holy See)	none
Venezuela	Venezuelan
Vietnam	Vietnamese
Yemen	Yemeni or Yemenite
Zambia	Zambian
Zimbabwe	Zimbabwean

Some Useful Latin Words

Latin raises its ancient hand in scientific English. Here are some of the more commonly used Latin words.

<i>ad hoc</i>	for the special purpose or end
<i>anno Domini</i> (A.D.)	in the year of our Lord; a date after Christ
<i>ante</i> <i>meridiem</i> (a.m.)	before noon
<i>post</i> <i>meridiem</i> (p.m.)	after noon
<i>circa</i> (ca.) <i>et alia</i> (et al.) <i>et cetera</i> (etc.)	about; used especially in approximate dates and others; and elsewhere and others; and so forth; and so on
<i>exempli</i> <i>gratia</i> (e.g.) <i>ibidem</i> (ibid.)	for example; such as in the aforementioned place
<i>idem</i> <i>id est</i> (i.e.)	the same as previously given that is
<i>in situ</i>	a. in place or position; undisturbed b. in a localized state or condition
<i>ex situ</i>	the opposite of <i>in situ</i>
<i>opere citato</i> (op. cit.)	in the work cited (In other words, <i>op. cit.</i> means that you don't know the page number.)
<i>sic</i>	thus; so. Used to indicate that a surprising word in the text is not a mistake or is quoted verbatim.
<i>vice versa</i>	conversely; in reverse order from that stated
<i>vide</i>	see
<i>vide ante</i>	see before
<i>vide infra</i>	see below
<i>vide post</i>	see after
<i>vide supra</i>	see above
<i>videlicet</i> (viz.)	that is to say; namely

Bibliography

Unit 1

<http://www.press.uchicago.edu/Misc/Chicago/534189.html>
www.wikipedia.com

Unit 2

www.geocities.com/sjcenglishfvp/3rdform2.htm
www.ugr.es/~jmperez/InstrumentalII/acrobat/Vocabulary/collocations2.P
<http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learn>

Unit 3

www.infoplease.com
<http://www.mapping.com/tests/quiz1.html>

Unit 4

http://wikitravel.org/en/Talk:Australia/CIA_World_Factbook_2002_import

Unit 5

www.answers.com/topic/europe - 522k
<http://www.oup.com/word/es/products/nitrbvocab6.doc?cc=es>

Unit 6

www.exploringafrica.matrix.msu.edu

William Dudley. "Introduction." *Opposing Viewpoints: Africa*. Ed. William Dudley. San Diego: Greenhaven Press, 1999. August 2004. 16 December 2008. <http://www.enotes.com/africa-article/40078>

Unit 7

<http://www.enchantedlearning.com/school/Antarctica/>
<http://www.englishpage.com/verbpage/pastperfect.html>
www.coolantarctica.com/Antarctica%20fact%20file/fascinating_facts_about_antar.htm - 36k -

<http://geography.about.com/library/misc/blhumor4.htm>

Longman English Grammar Practice, L.G. Alexander, p. 133, ex.9.6D

ALEXANDER, L.G, 2002, Longman English Grammar Practice, Longman: 2002