

UNIT 5. ATMOSPHERE

Key words

ozone layer – озоновий шар	to melt – танути
to surround – оточувати	to extend – подовжити
oxygen – кисень	to consist of – складатися з
vapour – пара	chlorofluorocarbon (CFC) –
to reflect – відображати	хлорфторуглерод
irreversible – незворотний	to compare – порівнювати
radiation – радіація	to contribute to – робити внесок у
hurricane – ураган	to accelerate – прискорити
to convert – перетворити	emission – викид, випуск
temperature – температура	moisture – вологість
average – середній	weather forecast – прогноз погоди
to absorb – поглинати	properties – властивості
to predict – передбачити	latitude – широта
to rise – піднімати(ся)	precipitation – опади
ultraviolet radiation –	electrically charged particles –
ультрафіолетове випромінювання	електрично заряджені частинки
depletion – виснаження	

Ex.5.1. Read the text and name the main layers of the atmosphere.

Atmosphere and its Constituents

Earth's atmosphere has a series of layers, each with its own specific traits. Moving upward from ground level, these layers are named the troposphere, stratosphere, mesosphere, thermosphere and exosphere.

The troposphere is the lowest layer of the atmosphere. Starting at ground level, it extends upward to about 10 km above sea level. Most clouds appear here, mainly because 99 % of the water vapor in the atmosphere is found in the troposphere. The more the distance from the earth, the colder temperature is and the lower air pressure is.

The next layer up is called the stratosphere. The stratosphere extends from the top of the troposphere to about 50 km above the ground. Ozone molecules in this layer absorb high-energy ultraviolet (UV) light from the sun, converting the UV energy into heat. Unlike the troposphere,

the stratosphere actually gets warmer the higher you go. Commercial passenger jets fly in the lower stratosphere, partly because this less-turbulent layer provides a smoother ride.

Above the stratosphere there is the mesosphere. It extends upward to a height of about 85 km above the planet. Most meteors burn up in the mesosphere. Unlike the stratosphere, temperatures once again grow colder as you rise up through the mesosphere. The coldest temperatures in Earth's atmosphere, about $-90\text{ }^{\circ}\text{C}$ ($-30\text{ }^{\circ}\text{F}$), are found near the top of this layer.

The layer of very rare air above the mesosphere is called the thermosphere. High-energy X-rays and UV radiation from the sun are absorbed in the thermosphere, raising its temperature to hundreds or at times thousands of degrees. In many ways, the thermosphere is more like outer space than a part of the atmosphere. Many satellites actually orbit Earth within the thermosphere.

Although some experts consider the thermosphere to be the uppermost layer of the atmosphere, others consider the exosphere to be the actual 'final frontier' of Earth's gaseous envelope. Air in the exosphere is gradually 'leaking' out of Earth's atmosphere into outer space.

The ionosphere is not a distinct layer like the others mentioned above. Instead, the ionosphere is a series of regions in parts of the mesosphere and thermosphere where high-energy radiation from the sun separates electrons from their parent atoms and molecules. The electrically charged atoms and molecules that are formed in this way are called ions, giving the ionosphere its name and endowing this region with some special properties.

Ex.5.2. Answer the questions on the text above.

1. What are the main layers of the atmosphere?
2. Where is the highest concentration of water vapor in the atmosphere?
3. In which layer is the UV energy converted into heat?
4. What is the coldest temperature found in the atmosphere?
5. Why is the temperature raising significantly in the thermosphere?
6. How did the ionosphere get its name?

Ex.5.3. Complete the sentences with the words from the box.

a) considered	b) layer	c) air pressure	d) absorbed
e) extends	f) satellites	g) sea level	h) ions

1. Each ...of the atmosphere has its own specific traits.
2. The troposphere extends up to about 10 km above
3. The stratosphere ... from the top of the troposphere to about 50 km above the ground.
4. High-energy ultraviolet light from the sun is ... by ozone molecules in the stratosphere.
5. The higher you go in the troposphere, the lower ... becomes.
6. A lot of ... can be found in the thermosphere orbiting Earth.
7. The thermosphere is ... the uppermost layer of the atmosphere.
8. ... are formed in the ionosphere by separating electrons from their parent atoms and molecules.

Ex.5.4. Match the layers of the atmosphere with their descriptions.

- | | |
|-----------------|--|
| 1) troposphere | a) the layer in which most meteors burn up |
| 2) stratosphere | b) the actual final layer of the atmosphere |
| 3) mesosphere | c) the lowest layer of the atmosphere |
| 4) thermosphere | d) the layer which has some special properties due to the presence of electrically charged particles |
| 5) exosphere | e) the layer in which ozone molecules convert UV energy into heat |
| 6) ionosphere | f) the layer that is similar to outer space |

Ex.5.5. Read the text and complete it with the following phrases.

- 1) electrically charged particles
- 2) are also present
- 3) surrounds the earth
- 4) a large hole in the ozone layer
- 5) shortwave ultraviolet radiation
- 6) inert gases

Ozone Layer

The atmosphere is the layer of gas that (1)_____.
The composition of the atmosphere changes with the distance from

the earth's surface. The layer near the surface – the troposphere – contains the air we breathe which consists of nitrogen (78 %), oxygen (21 %), carbon dioxide (0.03 %) and (2) _____ (1 %). Water vapor, small particles of dust and tiny quantities of other gases such as helium, ozone, nitrous oxide, and methane (3) _____. The stratosphere contains thin, cold air with less oxygen and no dust or water vapor. The ionosphere is a thin layer of air with (4) _____ which reflect electromagnetic waves.

The lower part of the stratosphere is a band of warm gas called the ozone layer (15–40 km above sea level). Ozone absorbs (5) _____ – harmful, burning rays from the sun. These rays kill plants and cause burns, skin cancer, and cataracts in animals and people. The ozone layer protects us from these damaging effects. The man-made chemicals such as chlorofluorocarbons (CFCs) break up ozone molecules. Most scientists believe that CFCs are bad for the environment and they have already caused (6) _____. CFCs also contribute to the greenhouse effect.

Ex.5.6. Decide whether the following statements are true or false.

1. Gases around the earth form the atmosphere.
2. The air from the stratosphere is vital for people to live.
3. The amount of carbon dioxide in the troposphere is more than the amount of oxygen in it.
4. Dust and water vapor can't be found in the stratosphere.
5. Ultraviolet radiation is dangerous burning rays from the sun.
6. Some artificial chemicals unite ozone molecules.

Ex.5.7. Match the words with their definitions.

- | | |
|---------------|--|
| 1) layer | a) to make something bigger or longer |
| 2) atmosphere | b) a gas used in fridges and, in the past, in aerosols which damages the ozone layer |
| 3) ion | c) to take something in, especially gradually |
| 4) radiation | d) a level of material, such as a type of rock or gas, that is different from the material above or below it, or a thin sheet of a substance |

- | | |
|-----------------------------|---|
| 5) to extend | e) an atom that has an electrical charge because it has added or lost one or more electrons |
| 6) to absorb | f) a chemical element that is a gas with no smell or colour |
| 7) chlorofluorocarbon (CFC) | g) the mixture of gases around the earth |
| 8) ultraviolet (UV) light | h) a gas which is a result of heating water or ice |
| 9) oxygen | i) a form of energy that that can be very dangerous to health |
| 10) water vapor | j) light of this type causes the skin to become darker in the sun |

Ex.5.8. Fill in the gaps with appropriate words from the box.

cancer ozone layer aerosol can ozone friendly ultraviolet radiation CFCs

The (1)_____ is a layer of gas high above the surface of the earth that helps protect it from the sun's (2)_____, which can damage our skin and cause (3)_____.

Scientists have recently discovered holes in the ozone layer, caused by substances called (4)_____ (chlorofluorocarbons). CFCs are used in the refrigerators, (5)_____ and in the manufacture of some plastic products. Some companies now make aerosols that don't contain CFCs, and these are often marked (6)_____.

Ex.5.9. Choose an appropriate word to complete the text.

Ozone Layer in Danger

Do you know what's happening to the ozone layer around the Earth? Well, it is *disappearing / getting wider*. Being 20 km wide, it *helps / protects* our planet from the sun's *useful / dangerous* rays but unfortunately there are two *huge / tiny* holes in it. The hole over the Arctic is the size of Greenland and the *one / ones* over the Antarctic is the size of the USA. Without the ozone

layer there is nothing to protect the world from the harmful sun rays – *chlorofluorocarbons* / *ultraviolet light*. UV rays cause *lung diseases* / *skin cancer* and *eye* / *hair* problems, and they also damage the plants.

The truth is that the human being is *destroying* / *taking care of* the ozone layer by putting CFCs into the air. They can be found in aerosols, fridges, freezers and air conditioners.

It's up to us to stop *protecting* / *damaging* the ozone layer!

Ex.5.10. Complete the sentences according to the text above.

1. The ... is disappearing.
2. The ozone layer has two
3. The name of the harmful sunrays is
4. The places over which the holes have been appeared are ... and
5. The diseases caused by the sun's rays are ... and
6. These rays also destroy
7. The ... is damaging the ozone layer.
8. CFCs can be found in ..., ..., and

Ex.5.11. Fill in the gaps with appropriate prepositions.

1. Natural sources contribute ... the depletion of the ozone layer but not as much as human activity.
2. Natural sources account ... approximately 15–20 % of ozone damage.
3. The most important gas which leads ... acidification is sulphur dioxide.
4. It's well known that depletion of ozone layer causes skin cancer ... human beings.
5. Ozone concentration ... the lower stratosphere over Antarctica will increase ... 5–10 % by 2020.
6. The ionosphere protects the biosphere ... the harmful effect of cosmic radiation.
7. Twelve European countries have agreed to reduce nitrogen oxide emissions ... 30 % ... 2025.

Ex.5.12. Speak on the topics using key words below.

1. The composition of the atmosphere.

(To surround the earth, to be divided into, a layer, to contain, to be present, electrically charged particles, to reflect waves).

2. The ozone layer depletion.

(To absorb UV radiation, to cause burns, damaging effects, CFCs, to contribute to the greenhouse effect, to occur in, the Arctic, the Antarctic, dangerous, aerosols, fridges, freezers, air conditioners).

Ex.5.13. Read and answer the questions.

Climate and weather

There is often confusion between weather and climate. Weather is the condition of the atmosphere at a particular place over a short period of time, whereas climate refers to the weather pattern, using statistical data, of a place over a long enough period to yield meaningful averages.

Meteorology studies weather, while climatology studies climate; both are atmospheric sciences. Climate is an important physical element because it indicates the atmospheric condition of heat, moisture and circulation; it plays a dominant role in shaping vegetation and soil; and it ultimately affects all forms of life, as a result of the very definition of the word, which is a scientific prediction, based on evidentiary statistics, sustained over a long period.

There are many elements that make up both the weather and the climate of a geographical location. The most significant of these elements are temperature, atmospheric pressure, wind, solar irradiance, humidity, precipitation, and topography. The greatest influence of climatic change is associated with not only natural, but also artificial factors, which can be measured in terms of both short-term and long-term climate change.

The most important factors affecting climate are latitude, altitude, distance to the ocean or sea, orientation of mountain ranges toward prevailing winds, and the ocean current.

1. What's the difference between climate and weather?
2. What does climate indicate?
3. What elements make up the weather and climate?
4. What two groups of factors cause climatic change?
5. What are the most important factors having influence on climate?

Ex.5.14. Match the words with their definitions:

- | | |
|------------------|---|
| 1) predict | a) rain, snow, sleet, or hail that falls to or condenses on the ground |
| 2) average | b) very great; intense |
| 3) precipitation | c) the weather conditions prevailing in an area in general or over a long period |
| 4) survive | d) interrupt (an event, activity, or process) by causing a disturbance or problem |
| 5) climate | e) a storm with thunder and lightning and typically also heavy rain or hail |
| 6) accurate | f) the result obtained by adding several amounts together and then dividing this total by the number of amounts |
| 7) hail | g) (especially of information, measurements, or predictions) correct in all details; exact |
| 8) thunderstorm | h) continue to live or exist, especially in spite of danger or hardship |
| 9) disrupt | i) pellets of frozen rain which fall in showers from cumulonimbus clouds |
| 10) severe | j) say or estimate that (a specified thing) will happen in the future or will be a consequence of something |

Ex.5.15. The following words are related to WEATHER. Decide which ones go with GOOD WEATHER and which with BAD WEATHER.

For example, GOOD WEATHER: hot, ...

BAD WEATHER: gloomy, ...

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

Ex.5.16. Choose the correct alternatives in these sentences.

1. You don't really need an umbrella – it's just a light *drizzle/storm/rain*.
2. I wish it wasn't so *humid/chilly/cloudy* today. I can't stop shivering.
3. There's a really *strong/heavy/rough* wind. We should go and fly our kite.

4. The *fog/cloud/frost* was so bad we couldn't find our car for ages.
5. I got caught in a heavy *shower/ sunshine/lightning* on the way home and got soaked to the skin!

Ex.5.17. Read and say what weather forecasting involves and what forecasters rely on.

Forecasting weather

Weather forecasting is the attempt to predict the weather of a place for the next few hours or days. The U.S. federal government funds billions of dollars to the National Weather Service, which has four functions: to provide severe weather warnings, weather observations and forecasting, education, and aviation briefings. Along with the general forecasts broadcast on television and radio and published in the newspapers, the Weather Service provides specialized reports to people.

The business of weather forecasting begins with the collection of weather data such as temperature, pressure, wind speed, wind direction, cloud forms, and rain. The data are plotted on maps and make it possible to analyze the general atmospheric conditions. The visual models of the weather systems are converted to numerical computer models. In mid-latitudes weather systems such as cyclones with their fronts and anticyclones are the main features of weather maps. They are the basic models that forecasters use to predict the weather after computing the speed, direction, and internal features of each system. Since the continuous flow of data indicates that they are changing, sometimes in unexpected ways, forecasters must continuously update their predictions.

Forecasting weather for longer periods of time will require a better understanding of how the polar-front jet-stream functions and links to surface weather systems. The forecasts are not perfect, but improving technical facilities and understanding have led to great improvements in the past thirty years.

Ex.5.18. Decide whether the statements are true or false.

1. Forecasters are able to predict weather changes of an area for a few days ahead.
2. Weather observations and forecasting aren't important for the U.S. federal government.

3. To analyze the general atmospheric conditions forecasters need to collect a lot of data.

4. Cyclones and anticyclones are essential models in predicting the weather.

5. There is no need to update weather data regularly.

6. The accuracy of forecasts hasn't changed for the last thirty years.

Ex.5.19. Underline the adjective which best describes the following weather nouns.

fine / heavy drizzle

strong / thick fog

strong / heavy shower

powerful / mild hurricane

sudden / light downpour

loud / thick thunderstorm

powerful / freezing sleet

brief / destructive typhoon

violent / hard hailstorm

heavy / thin snowfall

dense / light rain

Ex.5.20. Find the odd word out:

1) monsoon, rain, drought, drizzle;

2) breeze, hurricane, wind, draught;

3) smoke, mist, fog, vapor;

4) hot, boiling, scorching, chilly;

5) sunny, clear, fine, overcast;

6) hail, snow, lightning, sleet.

Ex.5.21. Look at these extracts from postcards about the weather. Put the words/phrases in bold in the correct column in the table.

1. I can't believe it – it's been **pouring with rain** all week long!

2. Most days it's been fairly **cloudy** with a **light drizzle** – I wish it would decide if it's going to rain properly or not!

3. Yesterday there was a **strong wind**, which was great for windsurfing.

4. It's quite **warm** and **humid** during the day, but it can get **freezing cold** at night.

5. When we went outside the tent this morning, there was **frost** on the ground and a **thick fog** – we could hardly see the other tents!

6. The weather's been lovely – blue skies and **unbroken sunshine** but with a **gentle breeze** to keep us cool!

7. Last night there was the most amazing storm with some really dramatic **thunder and lightning**.

8. It's been quite chilly for September and we've had quite a few **showers**, too, which hasn't been great.

Rain	Wind	Temperature	Snow / Ice	Other

Ex.5.22. Look again at the types of weather in Ex.5.21. Answer the questions.

1. Which do you hate?
2. Which do you not mind?
3. Which do you love?
4. Which have you never experienced?

Ex.5.23. Read the text and choose the best option (a, b, c or d) to complete the sentences below.

Climate changes

Experts in climatology and other scientists are becoming extremely concerned about the changes to our climate which are taking place. Admittedly, climate changes have occurred on our planet before. For example, there have been several ice ages or glacial periods.

These climatic changes, however, were different from the modern ones in that they occurred gradually and, as far as we know, naturally. The changes currently being monitored are said to be the result not of natural causes, but of human activity. Furthermore, the rate of change is becoming alarmingly rapid. The major problem is that the planet appears to be warming up. According to some experts, this warming process, known as global warming, is occurring at a rate unprecedented in the last 10,000 years.

The implications for the planet are very serious. Rising global temperatures could give rise to such ecological disasters as extremely high increases in the incidence of flooding and of droughts. These in turn could have a harmful effect on agriculture. It is thought that this unusual warming of the Earth has been caused by so called greenhouse gases, such as carbon dioxide, being emitted into the atmosphere

by car engines and modern industrial processes, for example. Such gases not only add to the pollution of the atmosphere, but also create a greenhouse effect, by which the heat of the sun is trapped. This leads to the warming up of the planet.

1. The chief worry regarding changes in climate is
 - a) that they are gradual and natural
 - b) that they are rapid and brought about by man
 - c) that they have never occurred before
 - d) that they are not perceptible
2. 'Global warming' means
 - a) decreasing temperature
 - b) melting of ice bergs
 - c) rise in temperature
 - d) longer summers
3. Rising temperature leads to
 - a) pollution
 - b) natural disasters
 - c) diseases
 - d) greenhouse gasses
4. Greenhouse effect is
 - a) trapping of solar heat
 - b) reduction of sunlight
 - c) pollution on earth
 - d) flooding on earth
5. Climatology means
 - a) study of climate
 - b) study of changes in weather
 - c) study of global warming
 - d) study of natural disasters

Ex.5.24. Read a magazine article about global warming. Eight paragraphs have been removed from the article. Choose from paragraphs A–I the one which fits each gap (1–8). There is one extra paragraph which you do not need to use.

What's up with the weather?

The world climate is in chaos. Freak weather conditions have been so common recently that even the hardest bitten cynics suspect that something odd is going on.

1

In December 1995, climatologists from the United Nations' Intergovernmental Panel on Climate Change (IPCC) all agreed that global warming is an undeniable fact.

2

Optimists foresee milder winters and record harvests for farmers. They believe that the severity of storms will reduce due to the stabilizing of differences between the equator and the poles.

3

In a warmer world, extremes of wet and dry will intensify. In very dry regions where there is little water anyway, an increase in temperatures would worsen droughts and increase desertification – especially in the interiors of continents where rainfall will become very rare. In areas where high levels of rainfall are normal, such as in coastal and mountainous regions, increased water vapor, and hence fiercer rainfall, should be expected.

4

As a result of this, insurance companies are panicking. Many are trying to persuade governments to regulate emissions of greenhouse gases.

5

Professor Parry, a member of the IPCC, states that there really isn't very much we can do to stop global warming happening. "Even if we could dramatically reduce industrial emissions, the atmosphere would continue to heat up for another 50 years – because the oceans act like a vast storage heater, holding on to heat and delaying the warming of the air about us".

6

Some scientists, however, fear that the Flood Barrier may be overwhelmed because the geological structure of Britain means that the south east of England is actually tilting into the sea. This, with the rising sea levels, means that the high-tide level of the River Thames in central London is set to rise by a rate of 75 centimeters a century.

7

The rest of us won't get off lightly though. Warmer weather is likely to increase the amount of algae in reservoirs and lakes. This will make water treatment and purification more difficult and there will probably be an increase in stomach-and intestine-related illnesses. Fierce storms could also bring about health problems.

8

A. It seems as though these serious and urgent predictions are already coming true. Recently, Hurricane Andrew cost American insurance

- companies \$16.5 billion and insurers worldwide have concluded that the greenhouse effect could bankrupt them.
- B. World temperatures are forecast to rise by 1.8 to 6.3 °C by the year 2100 but no one is certain what its eventual effects will be. Consequently, a number of theories have been developed.
- C. Most scientists' fears are focused on the heavily populated south coast of England. Increased coastal development means that flooding would be catastrophic. The value of the coastal land between Bognor Regis and Bournemouth was recently estimated at £5,745 million.
- D. In old urban areas, most storm drainage systems are combined with the sewage system. 'Flash flood' storms are therefore likely to send waves of untreated sewage into the watercourse. 'We have to face the fact' – says Professor Parry – 'that climate change is inevitable – and possibly it will be very unpleasant'.
- E. The most innovative country in this respect is Spain. In the last three years it has been at the forefront in promoting the use of alternative energy forms – including tidal and hydro-electric power.
- F. On New Year's Day of this year, for example, Mexico City had its first snowfall in twenty years; monsoons in India, Bangladesh and Nepal stranded nearly two million people in June, and last year's Caribbean storms were the worst for sixty years. Scientists are now convinced that the world's climate has been changed by mankind.
- G. Pessimists on the other hand predict a rise in sea levels of 15 to 96 centimetres – meaning that many low-lying islands like those in the Pacific and Caribbean will be totally submerged.
- H. At the 1992 Earth Summit in Rio, nations promised to cut their carbon dioxide emissions drastically by the year 2000, although the only country that looks on target is Sweden. The other nations seem to be counting on solutions like solar power to come to the rescue.
- I. In Britain, the threat of flooding is being taken very seriously. The Thames Flood Barrier was built to protect London from the rising sea level.

Ex.5.25. Look at the following words from the text and try to explain them:

Cynics, panel, undeniable, foresee, record, harvests, stabilizing, poles, extremes, droughts, continents, vapor, regulate, greenhouse gases, vast, tilting, algae, reservoirs, purification, intestine-related.

Ex.5.26. Complete the sentences with the words from the box:

desertification	odd	freak	severity	intensify	coastal
emissions	overwhelmed	equator	solar	watercourse	
	tidal wave	innovative	monsoon		

1. The ... of the winter caused many farmers to lose their crops. (harshness)

2. The storm began to ... so we had to run for cover. (become stronger)

3. It was demanded that industry should reduce its ... of greenhouse gases into the atmosphere. (release)

4. Singapore is only 1° north of the ... (imaginary line round the centre of the earth)

5. ... is taking place in Northern Africa due to lack of rainfall. (a change of land into desert)

6. In India the ... often brings very bad flooding. (period of heavy rain)

7. A tidal wave completely flooded the ... area and left many people homeless. (seashore)

8. It was ... that she was wearing a fur coat on such a warm day. (strange)

9. The storm was so strong that the ... filled almost immediately. (drainage channel for water)

10. He is a very ... chef who is always thinking up new recipes. (original)

11. The dam burst and many villages below were ... with flood water. (not able to cope)

12. Due to ... weather conditions, we had snow in May. (extremely unusual)

13. Following the earthquake there was a(n) ... that destroyed the whole village. (massive wave)

14. In hot countries it's economical to heat water using ... power. (sun)

Ex.5.27. Use the words in brackets to form words that best fit the gaps.

These days, meteorologists give us (0)reasonably (*reasonable*) accurate weather forecasts. But what did we do before 1) _____ (*science*) used modern technology to predict the weather? Well, people looked at their 2) _____ (*surround*) to get clues about what the weather might be like. For example, the movements of clouds tell us a lot about future weather conditions. Clouds moving in different 3) _____ (*direct*) usually mean bad weather is not far off. Animal 4) _____ (*behave*) is another good clue. Look to see where birds are flying in the air. If they are flying higher than usual, the weather will be nice. Stand still and listen. Many animals, 5) _____ (*particular*) birds, tend to go quiet just before it rains. How the air smells is another 6) _____ (*use*) indicator of future weather conditions. There is a saying, 'flowers smell best just before the rain'. This is because smells are stronger in humid air. One more tip: look up at the moon. If you can see it 7) _____ (*clear*), it means that the weather has cooled and rain is 8) _____ (*probable*) on the way. Of course, none of these methods are perfect and it would be 9) _____ (*correct*) to use them instead of modern technology. But they do have their uses. So why not learn them? You never know when they might be 10) _____ (*help*).

Ex.5.28. Read the story. Complete each gap with one of the words from the box. There are three extra words that you do not need to use. Then discuss the questions below.

warmth	chilly	shone	shady	cloud	breeze	power
harder	poured	blew	icy	stronger	hot	shivered

The Wind and the Sun were arguing about their strength.

'I have the strongest (1) ... that ever was', said the Sun. 'Nothing can stand against me'.

'Nothing except me', said the Wind. 'I am far (2) ... than you'.

'We shall find out', said die Sun. 'I know a way to settle the argument. Do you see that man coming down the road? Well,

whichever one of us makes him take off his coat, he must be considered the strongest. You try first'. The Sun hid himself behind a (3) ... while the Wind began. The Wind (4) The man bent his head. The Wind whistled. The man (5) The Wind roared and raged and sent (6) ... blasts against the man. But the (7) ... the Wind blew, the closer the man wrapped his coat about him. 'My turn now', said the Sun as it came out from behind the cloud.

At first the Sun (8) ... gently, and the man unbuttoned his coat and let it hang loosely from his shoulders. Then the Sun covered the whole Earth with (9) Within a few minutes the man was so (10) ... that he was glad to take off his coat and find a (11) ... place.

1. What do you think the moral of this story is?
2. Do you agree with it?