



Н.В. Иванюк

АНГЛИЙСКИЙ ЯЗЫК

English

Для студентов географических специальностей

Н.В. Иванюк

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English

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Цель пособия – обучить студентов-географов различным видам чтения, переводу, аннотированию иноязычной литературы по специальности, а также сформировать у них навыки устной монологической речи. Тексты являются аутентичными, заимствованными из британских и американских источников.

Учебное пособие может быть использовано как для аудиторной, так и для самостоятельной работы.

Адресуется студентам географических факультетов университетов, а также всем, кто изучает английский язык и интересуется географией.

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ПРЕДИСЛОВИЕ

Учебное пособие предназначено для студентов географических факультетов университетов. Оно составлено в соответствии с базовой программой по иностранным языкам для неязыковых специальностей высших учебных заведений, предполагающей обучение различным видам чтения, профессионального общения, а также письменной речи для аннотирования иноязычной литературы по специальности.

При отборе материала учитывалась его познавательная ценность и языковые достоинства. Большинство текстов заимствованы из книг, сборников статей, а также периодических изданий, вышедших как в Великобритании, так и в США, чем объясняется наличие американского варианта английского языка.

Пособие состоит из одиннадцати уроков, двух приложений и словаря терминов.

Каждый урок включает две части. Первая часть содержит научный текст, относящийся к какой-либо отрасли физической географии (геоморфология, климатология, биогеография и др.), целью которого является изучающее чтение. Второй текст раздела, тесно связанный по тематике с первым, предназначен для обучения аннотированию.

Во второй части урока предлагается общеобразовательный текст, являющийся продолжением основного текста первой части и предназначенный для обучения как аннотированию литературы по специальности, так и для обучения профессиональному общению на английском языке. Текст на русском языке целесообразно использовать для передачи его содержания на английском языке.

Предтекстовые упражнения каждого урока направлены на обогащение словарного запаса студентов-географов, а также на снятие трудностей при произношении терминов и географических названий. Послетекстовые упражнения дают возможность проверить понимание содержания прочитанного, способствуют усвоению терминологии, расширению словарного запаса и развитию навыков устной речи.

В приложениях даются тексты для самостоятельного внеаудиторного чтения, которые сопровождаются вопросами для контроля понимания, а также тексты для составления устных и письменных аннотаций. Пособие снабжено словарем наиболее часто встречающихся терминов.

Н.В. Иванюк

Lesson 1

GEOGRAPHY AS A SCIENCE

PART I

I. Practise the pronunciation of the following terms.

Geomorphology [ˌdʒiːəʊmɔːˈfɒlədʒɪ], climatology [ˌklaɪməˈtɒlədʒɪ], biogeography [ˌbaɪədʒɪˈɒɡrəfi], hydrography [haɪˈdrɒɡrəfi], oceanography [ˌəʊʃjəˈnɒɡrəfi], demography [diːˈmɒɡrəfi], microgeography [ˌmaɪkrəʊdʒɪˈɒɡrəfi].

II. Read these international words and try to guess their meaning.

Physical, cultural, fundamental, regional, aspect, geology, phase, economy, economic, resource, mineral, potential, information, ocean, group, leader, region, continent, type.

III. Enlarge your active vocabulary.

surface [ˈsɜːfɪs] – поверхность

Earth [ɜːθ] – Земля

interrelation [ˌɪntəˈrɪleɪʃ(ə)n] – взаимоотношение, взаимосвязь

to affect [əˈfekt] – подвергать воздействию

approach [əˈprəʊtʃ] – подход

urban [ˈzːbən] – городской

application [ˌæplɪˈkeɪʃ(ə)n] – применение

to distinguish [dɪsˈtɪŋɡwɪʃ] – различать

IV. Geography is a discipline that integrates a wide variety of subject matters. Read the text, name them and say what they study.

What Geography Studies

Geography is the science of place, i.e. the study of the surface of the Earth, the location and distribution of its physical and cultural features, the areal patterns or places that they form, and the interrelation of these features as they affect humans. The word ‘geography’ was invented in the 200s BC by the Greek scholar Eratosthenes. It is based on two Greek words – *geo* means ‘Earth’, and *graphy* means ‘to write’.

We can divide geography into three fundamental branches: physical geography, human geography, and regional geography. As the divisions are based only on differences in approaching geographic studies, the three branches are interdependent and are usually applied together. Each branch is divided into several fields that specialize in particular aspects of geography.

Physical geography includes the following fields: geomorphology (which uses geology to study the form and structure of the surface of the Earth), climatology (which involves meteorology and is concerned with climatic conditions), biogeography (which uses biology and deals with the distribution of plant and animal life), soils geography (which is concerned with the distribution of soil), hydrography (which concerns the distribution of seas, lakes, rivers, and streams in relation to their uses), oceanography (which deals with the waves, tides, and currents of oceans and the ocean floor).

Human geography, sometimes called cultural geography, involves all phases of human social life in relation to the physical earth. For instance, economic geography deals with the industrial use of the geographic environment. Natural resources, such as mineral and oil deposits, forests, grazing lands, and farmlands, are studied with reference to their position, productivity, and potential uses. Manufacturing industries rely on geographic studies for information concerning raw materials, sources of labour, and distribution of goods. Marketing studies concerned with plant locations and sales potentials are based on geographic studies. The establishment of transportation facilities, trade routes, and resort areas also frequently depends on the results of geographic studies. Many other fields of human geography include historical geography, urban geography, behavioural geography, demography and linguistic geography, political geography, which is an application of political science. Political geography deals with human social activities that are related to the locations and boundaries of cities, nations, and groups of nations. Military geography provides military leaders with information about areas in which they need to operate.

Regional geography concerns the differences and similarities among various regions of the Earth. This branch of geography seeks explanations for the variety among places by studying the special combination of features that distinguishes these places. Regional geographers may study the development of a small area such as a city. This study is called microgeography. Or they may focus on large areas, called macrodivisions, such as the Mediterranean region or an entire continent. Regional geographers identify macrodivisions according to their cultural characteristics. Regional geographers may divide macrodivisions into many smaller areas that share specific characteristics. For example, they may consider language, the type of agriculture or economy practiced by the population, terrain, or a combination of these factors to distinguish areas from one another.

V. Give the Russian equivalents of the following English phrases.

The study of the surface of the Earth, the location and distribution of the physical and cultural features, the areal patterns, the interrelation of the features, to divide into three fundamental branches, specialize in particular aspects, to be concerned with/to deal with, to involve all phases of human social life, in relation to, an application of political science, the differences and similarities among various regions, to seek explanations for, to distinguish areas from one another.

VI. Match the words with their definitions.

urban area	biogeography	physical geography
oceanography	climatology	human geography
geomorphology	hydrography	

- 1) a field of physical geography that studies the hydrosphere;
- 2) a geographic area with a high density of people over a limited area;
- 3) scientific study of phenomena found in the world's oceans;
- 4) a field of knowledge that investigates the origin of landforms on the Earth and other planets;
- 5) a field of knowledge that studies human-made features and phenomena on the Earth from a spatial perspective;
- 6) scientific study of the Earth's climate over long time spans (greater than several days);
- 7) a field of knowledge that studies natural features and phenomena on the Earth from a spatial perspective;
- 8) a field of physical geography that studies the spatial pattern of living organisms.

VII. Answer the following questions.

1. What does the word 'geography' mean?
2. When was the word 'geography' invented?
3. What branches does geography include?
4. What sub-fields does physical geography consist of? What do they study?
5. In what way does physical geography differ from human geography?
6. What are some of the sub-fields of human geography? What do they study?
7. Regional geography deals with the differences and similarities among various regions of the Earth, doesn't it?

VIII. Complete the following sentences with the information from the text.

1. This text deals with ... 2. Geography is defined as ... 3. ..., ... and ... are considered to be the fundamental branches of geography. 4. The sub-fields of physical geography are ..., ..., ..., ..., ..., ... 5. They specialize in particular aspects of physical geography: geomorphology studies ..., climatology deals with ..., biogeography is concerned with ..., soils geography concerns ..., hydrography focuses on ..., oceanography studies ... 6. What distinguishes human geography from the other branches of geography is that ... 7. It includes the following sub-fields: ..., ..., ..., ..., ..., ..., ... 8. The main branch of human geography is ... which studies ... 9. Some of the other dominant areas of study in human geography include: behaviour (...), politics (...), urban systems (...). 10. Regional geography specializes in ... 11. Regional geographers may focus either on ... or ... 12. In order to distinguish areas from one another regional geographers may consider ..., ..., ..., ...

IX. Discuss the text in the form of a dialogue, using set expressions and phrases given below:

Help box

Do you mind our brief regarding... ?
It is a well-known fact that ...

On the whole ...
I can start by saying ...

History of Physical Geography

to reject – отрицать
responsible – ответственный
variety – разнообразие
measurement – измерение
to determine – определять

The nature of understanding in physical geography has changed over time. During the period from 1850 to 1950, there seems to have been four main ideas that had a strong influence on the discipline:

1. *Uniformitarianism*. This theory rejected the idea that catastrophic forces were responsible for the current conditions on the Earth. It suggested instead that continuing uniformity of existing processes were responsible for the present and past conditions of this planet.

2. *Evolution*. Charles Darwin's 'Origin of Species' (1859) suggested that natural selection determined which individuals would pass on their genetic traits to future generations. As a result of this theory, evolutionary explanations for a variety of natural phenomena were postulated by scientists.

3. *Exploration and Survey*. Much of the world had not been explored before 1900. Thus, during this period all of the fields of physical geogra-

phy were actively involved with basic data collection which included activities like classification and description of landforms, measurement of various phenomena connected with weather and climate, and classification of soils, organisms, biological communities and ecosystems.

4. *Conservation* – a concern for the environment which began to develop as a result of the human development of once natural areas in the United States and Europe.

After 1950, the following two forces largely determined the nature of physical geography:

1. *The Quantitative Revolution*. Measurement became the central focus of research in physical geography. With measurement came mapping, models, statistics, mathematics, and hypothesis testing.

2. The study of *Human/Land Relationships*. The influence of human activity on the environment was becoming very apparent after 1950. As a result, many researchers in physical geography began studying the influence of humans on the environment.

X. You are a lecturer in Geography Studies. You are invited to a workshop for geography students at the University of Westminster and are expected to focus on the essence of geography problems. Make a report which concerns the fundamental fields of geography.

PART II

I. Practise the pronunciation of the following proper names.

Spitsbergen [ˈspɪts,bɜːgən] – Шпицберген

Franz Joseph Land [ˈfræntsˈjəʊzɪfˈlənd] – Земля Франца-Иосифа

II. Read these international words and try to guess their meaning.

Arctic, barrier, expedition, polar, provision, principle, storm, temperature.

III. Enlarge your active vocabulary.

peninsular [pəˈnɪnsjələ] – полуостров

impenetrable [ɪmˈpenɪtrəbl] – непреодолимый

to squeeze [skwiːz] – сжимать

erroneous [ɪˈrəʊnjəs] – ошибочный

to immerse [ɪˈmɜːs] – погружать

to chart [tʃɑːt] – составлять карту

morass [məˈræs] – трясина

to traverse [ˈtrævz(:)s] – пересекать
erratic [ɪˈræɪtɪk] – беспорядочный

IV. Read the text and find all the terms relating to geography.

Fridtjof Nansen

It was widely believed from 1866 to 1892 that Greenland and Wrangel ‘Land’ were peninsulas projecting from a great, but as yet undiscovered, arctic continent. A young Norwegian scientist Fridtjof Nansen was sure the hypothetical arctic continent did not exist. He felt it was impossible to sail a ship to the Pole not because of the land but because the ice was an impenetrable barrier. He decided to work with the forces of nature, not against them. All previous expeditions had travelled against the ice and currents; that is why they could not penetrate into the polar sea. Nansen proposed to build a ship ‘as small and strong as possible; just big enough to contain supplies of coal and provisions for 12 men for five years...’ The main point in this vessel is that it is built on such principles as to enable it to withstand the pressure of the ice. The sides must slope sufficiently to prevent the ice, when it presses together, to get hold of the hull. Instead of crushing the ship the ice must squeeze it upward and out of the water.

Nansen thought this ship could sail in open water as far as the New Siberian Island, and then drift across the Pole and onwards to the sea between Greenland and Spitsbergen.

On June 24, 1893 the expedition sailed from Oslo. They rolled around the northern tip of Norway, spent a month and a half fighting the ice and storms of the Kara Sea and trying to find their way to New Siberia with inaccurate and erroneous charts. On September 21, the ship ran into the head of a large bay in the ice and was stopped at 78°30’ North latitude – 700 miles from the North Pole.

Fog set in. When it lifted, the *Fram* was surrounded on all sides by thick floes which slowly began to close in on her. The ship was squeezed upward and out on top of the ice. When the sun went down they were frozen fast in the North Polar Sea.

Temperatures dropped quickly. The darkness increased every day until the sun disappeared, and the *Fram* became immersed in the silent blackness of the long arctic night. Thirteen men, alone and frozen in at the top of the world, began their drift over solid seas never before traversed, or seen by the eyes of man.

Observations of the sun and stars were the only means by which the *Fram*’s position could be determined from day to day and her drift charted. On Christmas Eve, 1893 they had gone only 40 miles to the north and were

drifting toward Alaska instead of Greenland. In January 1894, the erratic drift to the east and south stopped and the ship began to move toward Greenland and Spitsbergen.

By March 1895 the *Fram* had drifted to within 360 miles of the Pole. From here, Nansen calculated he could reach 90° north in 50 days by dog-sled. On March 14, 1895 Nansen and Frederik Johansen left the ship. They struggled on to within 226 miles of the North Pole, but the morass of chaotic ice and open water finally beat them. They turned south. The two did not plan to go back to *Fram*, but rather to attempt a trek over ice and water to the Franz Joseph Land, an uninhabited group of islands 200 miles north of Siberia. They reached the island in August and had to spend the winter in the Franz Joseph Land.

Nansen and Johansen returned to Norway aboard the English ship *Winward* on August 13, 1896, after an absence of three years and two months.

Nansen left the *Fram* in command of Captain Sverdrup when she was 356 miles from the Pole and some 325 miles north-east of Franz Joseph Land. From here the ship continued her drift north and west. In September 1895 the crew celebrated their second anniversary in the ice. During the second year they had drifted nearly twice as far as during the first, and their speed continued to increase as they moved homeward. On August 13, 1896 the same day Nansen and Johansen reached Norway, the ship came to open water.

V. Find the English equivalents of the following Russian words and phrases.

До сих пор неоткрытый, предполагаемый арктический континент, непреодолимый барьер, предыдущие экспедиции, провиант (съестные припасы), противостоять давлению льда, огибать, окружать плавучими льдинами, начинать погружаться, собачья упряжка, предпринять попытку перехода, продолжать дрейф, вторая годовщина.

VI. Match the words from column A with the suitable words from column B to make word combinations.

A	B
Arctic	point
to sail	water
an impenetrable	floes
the main	barrier
open	a ship
thick	continent
the erratic	a trek
to attempt	homeward
to move	drift

VII. Fill in the blanks with prepositions where necessary.

1. The captain sailed ... his ship through the narrow channel.
2. Some countries are greatly at the mercy of the forces ... nature.
3. The ship drifted ... the North Sea.
4. They were drifting ... Greenland ... Alaska.
5. The expedition reached the North Pole ... dogsled.
6. The crew returned ... Norway aboard the English ship.

VIII. Answer the following questions.

1. What did people of that time think about Greenland and Wrangel 'Land'?
2. Did Nansen believe in the hypothetical arctic continent?
3. Why couldn't the previous expeditions reach the Pole?
4. What did Nansen propose?
5. When did the expedition sail from Oslo?
6. How did Nansen determine the position of the ship?
7. What direction was the ship drifting in?
8. Why did Nansen and Johansen leave the ship?
9. Where did they spend the winter?
10. How did they return to Norway?
11. When did the ship come to open water?

IX. Fill in the table with the main events from the text.

<i>date</i>	<i>event</i>
June 24, 1893	
September 21, 1893	
December 24, 1893	
January 1894	
March 1895	
August 1895	
September 1895	
August 13, 1896	

X. Say whether the following statements are true or false. Correct the false statements to make them true. Use the introductory phrases:

*That's right.
Exactly. Certainly.
Absolutely correct.*

*It's not correct.
It's not right.
It's wrong.*

1. From 1866 to 1892 people believed that Greenland and Wrangel 'Land' were islands projecting from a great, but as yet undiscovered, arctic continent.
2. Nansen decided to work with the forces of nature, not against them.
3. All previous expeditions had travelled against the ice and currents; that is why they could penetrate into the polar sea.
4. On June 24, 1893 the expedition sailed from Stockholm.
5. When fog lifted, the *Fram* was surrounded by thick floes on all sides.
6. Observations of the sun and stars were the only means by which the *Fram's* position could be determined from day to day and her drift charted.
7. By March 1895 the *Fram* had drifted to within 300 miles of the Pole.
8. Nansen and Johansen returned to Norway aboard the English ship *Winward*.
9. In September 1895 the crew celebrated their third anniversary in the ice.

XI. Describe the voyage of F. Nansen as depicted in the text.

XII. Render the text into English using the active vocabulary.

Путешествие Седова

Люди давно стремились добраться до самой северной точки земного шара – Северного полюса.

Это было до революции. Русский мореплаватель Георгий Седов решил организовать экспедицию к Северному полюсу на санях. Царское правительство отказалось дать на это деньги, пришлось собирать у разных людей. На собранные деньги в августе 1912 года вместе с другими участниками экспедиции он вышел из Архангельского порта в Белое море и повел свое судно на север.

У берегов Новой Земли судно попало в сильный шторм, но, несмотря на это, судно упорно пробиравлось на север. У берегов Новой Земли Седов решил перезимовать.

Все следующее лето судно было сковано льдом. Только в сентябре 1913 года Седов смог продолжать свой путь на север. В середине сентя-

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