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высшего образования

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Иностранных языков

(кафедра)



Рабочая программа дисциплины

Иностранный (английский) язык

Б1.Б.03

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Содержание рабочей программы дисциплины

1. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения образовательной программы	4
2. Место дисциплины в структуре образовательной программы.....	6
3. Объём дисциплины в зачетных единицах с указанием количества академических или астрономических часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся.....	6
4. Содержание дисциплины, структурированное по темам с указанием отведенного на них количества часов и видов учебных занятий.....	7
5. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине.....	9
7. Учебно-методическое и информационное обеспечение дисциплины «иностраннй язык» Английский язык	14
8. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины Б1.Б.03 – Иностраннй язык	15
9. Методические указания для обучающихся по освоению дисциплины.	17
10. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине Б1.Б.03 – Иностраннй язык, включая перечень программного обеспечения и информационных справочных систем. ...	18
11. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине Б1.Б.03 – Иностраннй язык	21
Биотехнология	22

Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения образовательной программы.

Цели дисциплины: «Иностранный язык»

Основной целью курса является повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение студентами необходимым и достаточным уровнем коммуникативной компетенции для решения социально-коммуникативных задач в различных областях бытовой, культурной, профессиональной и научной деятельности при общении с зарубежными партнерами, а также для дальнейшего самообразования. Изучение иностранного языка призвано также обеспечить:

- повышение уровня учебной автономии, способности самообразованию;
- развитие когнитивных и исследовательских умений;
- развитие информационной культуры;
- расширение кругозора и повышение общей культуры студентов;
- воспитание толерантности и уважения к духовным ценностям разных стран и народов.

Владение иностранным языком позволяет реализовать такие аспекты профессиональной деятельности, как своевременное ознакомление с новейшими технологиями, открытиями и тенденциями в развитии науки и техники, установление профессиональных контактов с зарубежными партнерами. Оно обеспечивает повышение уровня профессиональной компетенции.

Изложенное определяет основную и конечную цель обучения обеспечить активное владение выпускниками неязыкового вуза иностранным языком как средством «формирования и формулирования мыслей» в социально обусловленных и профессионально-ориентированных сферах общения.

Теоретические исследования процесса овладения иностранным языком, весь практический опыт преподавания позволяют утверждать, что путь к конечной цели должен быть маркирован промежуточными задачами обучения, которые формируются следующим образом:

- переориентировать студентов в психологическом плане на понимание иностранного языка как внешнего источника информации и иноязычного средства коммуникации, на усвоение и использование иностранного языка для выражения собственных высказываний и понимания других людей;
- подготовить студентов к естественной коммуникации в устной и письменной формах иноязычного общения,
- научить студентов видеть в иностранном языке средство получения, расширения и углубления системных знаний по специальности и средство самостоятельного повышения своей профессиональной квалификации;
- раскрыть перед студентами потенциал иностранного языка как возможности расширения их языковой, лингвострановедческой и социокультурной компетенции.

Выпускник по направлению подготовки «Биотехнология» с квалификацией (степенью) «бакалавр» в соответствии с задачами профессиональной деятельности и целями основной образовательной программы по завершению изучения дисциплины «Иностранный язык» должен обладать следующими компетенциями:

По окончании курса обучения иностранному языку студент должен владеть следующими коммуникативными умениями:

- *в области аудирования:*

воспринимать на слух и понимать *основное содержание* несложных аутентичных общественно-политических, публицистических (медийных) и прагматических текстов, относящихся к различным типам речи (сообщение, рассказ), а также выделять в них *значимую/запрашиваемую информацию*;

- *в области чтения:*

понимать *основное содержание* несложных аутентичных общественно-политических, публицистических и прагматических текстов (информационных буклетов, брошюр/проспектов), научно-популярных и научных текстов, блогов/веб-сайтов; *детально понимать* общественно-политические, публицистические (медийные) тексты, а также письма личного характера; *выделять значимую/запрашиваемую информацию* из прагматических текстов справочно-информационного и рекламного характера;

- *в области говорения:*

начинать, вести/поддерживать и заканчивать *диалог-расспрос* об увиденном, прочитанном, *диалог-обмен мнениями* и *диалог интервью/собеседование* при приеме на работу, соблюдая нормы речевого этикета, при необходимости используя стратегии восстановления сбоя в процессе коммуникации (переспрос, перефразирование и др.); высказывать свое мнение, просьбу; отвечать на предложение собеседника (принятие предложения или отказ); делать *сообщения* и выстраивать *монолог-описание, монолог-повествование* и *монолог-рассуждение*;

- *в области письма:*

заполнять *формуляры и бланки* прагматического характера; вести *запись основных мыслей и фактов* (из аудиотекстов и текстов для чтения), а также *оформлять тезисы* устного выступления/письменного доклада по изучаемой проблематике; поддерживать контакты при помощи *электронной почты* (писать электронные письма личного характера); оформлять презентации.

Требования к результатам освоения дисциплины

В процессе освоения курса «Иностранный язык» студенты должны:

Знать:

- Лексический минимум в объеме 4000 учебных лексических единиц общего и терминологического характера;
- теоретические основы грамматики изучаемого языка
- особенности устной речи для и делового общения

Уметь:

- понимать основное содержание научно-популярных и научных текстов, блогов/веб-сайтов.

- Читать общепрофессиональную и специальную литературу;
- переводить с изучаемого языка на русский и с русского на изучаемый язык;

Владеть:

- иностранным языком в объеме необходимом для получения информации из зарубежных источников;
- навыками публичной речи, ведения дискуссий и полемики

Процесс изучения дисциплины направлен на формирование следующих компетенций:

- способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия -ОК-5.
- способностью к самоорганизации и самообразованию – ОК-7.

2. Место дисциплины в структуре образовательной программы

Дисциплина «Иностранный язык» относится к базовой части Б1.Б.03. Дисциплина «Иностранный язык» готовит студентов к овладению профессиональными дисциплинами ОП на основе иноязычных источников информации, включая научную и техническую литературу, специализированную периодику, а также современные интернет-ресурсы.

В результате овладения иностранным языком студент получает возможность участвовать в международном студенческом обмене, в том числе практиках и стажировках по специальности в зарубежных странах, а также слушать лекции, участвовать в семинарах и международных проектах, реализуемых при помощи изучаемого иностранного языка.

Для изучения дисциплины «Иностранный язык» в вузе студент должен владеть, как минимум, основами устной речи и чтения на изучаемом иностранном языке в объеме, предусмотренном программой средней общеобразовательной школы.

3. Объем дисциплины в зачетных единицах с указанием количества академических или астрономических часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся

Общая трудоемкость дисциплины (модуля) составляет 10 зачетных единиц (ЗЕ) или 360 часов (ч).

Таблица 3.1 – Объем дисциплины Б1.Б.03 – Иностранный язык

Виды учебной работы		Всего	Распределение часов по формам обучения					
			Очная				Заочная	
			семестр				курс	
			1	2	3	4	1	2
1. Контактная работа		181,7	147,1				34,6	
Аудиторные занятия: лекции								
лабораторные работы		72			36	36		
практические занятия		104	36	36			16	
семинарские занятия								
Контактная работа на промежуточном контроле, в том числе консультации перед экзаменом		4,95				2,35	0,25	
ИКР		0,75	0,25	0,25	0,25			
2. Самостоятельная работа, всего		503,25	35,75	71,75	35,75	45	160	
Контроль		35,05				24,65	3,75	
Вид промежуточной аттестации		Экзамен	зачёт	зачёт	зачёт	экзамен	зачет	
Общая трудоемкость	часов	720	72	108	72	108	180	
	Зачетных единиц	20	2	3	2	3	5	

4. Содержание дисциплины, структурированное по темам с указанием отведенного на них количества часов и видов учебных занятий

4.1. Содержание лекционных занятий - не предусмотрено дисциплиной «Иностранный язык»

4.2. Содержание лабораторно-практических занятий.

№ п/п	Наименование темы лабораторного занятия	Количество часов	
		очная форма обучения	Формируемые компетенции
1.	The English Language	4	ОК-5, ОК-7
2.	My Friend	4	ОК-5, ОК-7
3.	My Flat	4	ОК-5, ОК-7
4.	Hobbies	4	ОК-5, ОК-7
5.	Travelling	4	ОК-5, ОК-7
6.	My Future Profession	4	ОК-5, ОК-7
7.	English Meals	4	ОК-5, ОК-7
8.	Seasons	4	ОК-5, ОК-7
9.	My Favourite Singer	4	ОК-5, ОК-7
10.	My Favourite Book	4	ОК-5, ОК-7
11.	Cinema	4	ОК-5, ОК-7
12.	Great Britain	4	ОК-5, ОК-7

13.	Olympic Games	2	OK-5, OK-7
14.	London	2	OK-5, OK-7
15.	Sights Of London	4	OK-5, OK-7
16.	Washington DC	4	OK-5, OK-7
17.	Sights Of Washington	2	OK-5, OK-7
18.	Holidays and Festivals In Britain	2	OK-5, OK-7
19.	Traditions and Customs In Britain	2	OK-5, OK-7
20.	Shopping	2	OK-5, OK-7
21.	The UK	4	OK-5, OK-7
22.	England	4	OK-5, OK-7
23.	Spotlight On the Country	4	OK-5, OK-7
24.	Scotland	4	OK-5, OK-7
25.	Wales	4	OK-5, OK-7
26.	Northern Ireland	4	OK-5, OK-7
27.	The USA	4	OK-5, OK-7
28.	Statehood Of Alaska	4	OK-5, OK-7
29.	Golden State California	4	OK-5, OK-7
30.	Florida	2	OK-5, OK-7
31.	Texas	2	OK-5, OK-7
32.	The Southern States	2	OK-5, OK-7
33.	Congress	2	OK-5, OK-7
34.	American Presidents	4	OK-5, OK-7
35.	Moscow	4	OK-5, OK-7
36.	St. Petersburg	4	OK-5, OK-7
37.	New York	4	OK-5, OK-7
38.	Greenhouse Effect	2	OK-5, OK-7
39.	Environmental Pollution	2	OK-5, OK-7
40.	Pesticides	2	OK-5, OK-7
41.	A. Nobel- a Man Of Contrasts	2	OK-5, OK-7
42.	Carl Linneaus	2	OK-5, OK-7
43.	Evolution	2	OK-5, OK-7
44.	What Is Genetic Engineering	2	OK-5, OK-7
45.	Blood Cells,Plasma and Serum	2	OK-5, OK-7

4.3. Содержание практических занятий (заочная форма обучения).

№ п/п	Наименование темы лабораторного занятия	Количество часов	Формируемые компетенции
1	London-the Capital Of Great Britain		4
1.	Sights Of London	4	OK-5, OK-7
2.	Washington DC	2	OK-5, OK-7

3.	Sights Of Washington	2	OK-5, OK-7
4.	New York	2	OK-5, OK-7
5.	Sights Of New York	4	OK-5, OK-7
6.	Holidays and Festivals In Britain	2	OK-5, OK-7
7.	Blood Cells ,Plasma and Serum	4	OK-5, OK-7
8.	Protoplasm	2	OK-5, OK-7
9.	The Cell	4	OK-5, OK-7
10.	Tissues	2	OK-5, OK-7
11.	Carbohydrates	2	OK-5, OK-7
12.	Fats or Oils	2	OK-5, OK-7

5. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

5.1. Виды и объем самостоятельной работы.

№ п/п	Вид самостоятельной работы	Объем в часах	Форма контроля и формируемые компетенции
1.	Выполнение домашних заданий	20	Проверка во время аудиторных занятий
2.	Выполнение дополнительных упражнений для работы над лексикой бытового или страноведческого характера	48,25	Тестирование, словарный диктант
3.	Самостоятельное изучение некоторых грамматических разделов	40	Письменный грамматический тест
4.	Самостоятельное чтение общепрофессиональных, общенаучных, общетехнических текстов	40	Проверка согласно индивидуальному графику
5.	Подготовка к Олимпиаде по иностранному языку или к предметной конференции	40	Участие в Олимпиаде или в предметной конференции

5.2. Задания для самостоятельной работы.

№ п/п	Наименование раздела	Виды заданий по самостоятельной работе	Формируемые компетенции	Контроль выполнения работ
1	2	3	4	5
1.	Чтение (ознакомительное,	Чтение, перевод, аннотация текста	OK-5, OK-7	Опрос

	поисковое, изучающее)			
2.	Грамматика (словообразование, местоимения, артикли, прилагательные, глагол)	Упражнения	ОК-5, ОК-7	Контр. работа
3.	Культура и традиции изучаемого языка (Великобритания, США)	Понимание основного содержания текста. Монолог- описание. Диалог-обмен мнениями.	ОК-5, ОК-7	Опрос
4.	Письмо Лексика (термины)	Упражнения	ОК-5, ОК-7	Проверка в аудитории
5	Грамматика Артикль	Упражнения	ОК-5, ОК-7	Тест
6.	Тексты по страноведению: Great Britain	Понимание основного содержания текста и запрашиваемой информации	ОК-5, ОК-7	Опрос
7	Грамматика/Особенности образования множественного числа имени существительного	Упражнения	ОК-5, ОК-7	Опрос/Тест
8.	Тексты по страноведению: Monarchy	Понимание основного содержания текста. Монолог-описание.	ОК-5, ОК-7	Опрос
9.	Грамматика: Местоимения some, any, no, every, и их производные	Упражнения	ОК-5, ОК-7	Тест
10.	Грамматика : Much, many, a little, a few	Упражнения	ОК-5, ОК-7	Тест
11.	Грамматика: Степени сравнения прилагательных	Упражнения	ОК-5, ОК-7	Тест
12.	Тексты по страноведению: Weather	Чтение , перевод	ОК-5, ОК-7	Опрос
13.	Грамматика: Предлоги	Упражнения	ОК-5, ОК-7	Тест
14.	Тексты по страноведению: Everyday Life	Чтение, перевод	ОК-5, ОК-7	Опрос
15.	Грамматика: Спряжение глагола to be в Present Simple, Past Simple, Future Simple	Упражнения	ОК-5, ОК-7	Тест
12	Грамматика: Употребление времен	Упражнения	ОК-5, ОК-7	Тест
13	Тексты по страноведению: Scotland	Чтение, перевод	ОК-5, ОК-7	Опрос

15	Грамматика: Passive Voice	Упражнения	ОК-5, ОК-7	Тест
16	Тексты по страноведению: Wales	Чтение ,перевод	ОК-5, ОК-7	Опрос
17	Грамматика: Согласование времен	Упражнения	ОК-5, ОК-7	Тест
18	Тексты по страноведению: Ireland	Чтение, перевод	ОК-5, ОК-7	Опрос
19	Грамматика: Косвенная речь	Упражнения	ОК-5, ОК-7	Тест
20	Тексты по страноведению: The USA	Чтение, перевод	ОК-5, ОК-7	Опрос

5.3. Тематика контрольных работ.

Контрольная работа №1

1. Great Britain
2. Monarchy
3. Government
4. Weather
5. Everyday Life

Контрольная работа №2

1. Scotland
2. Geographhy. Regions
3. History
4. Population and Language
5. The Bagpipes

Контрольная работа № 3

1. Wales
2. Geography
3. Regions
4. History
5. Population and Language
6. Traditions

Контрольная работа № 4

1. The USA
2. General Characteristics
3. Geography
4. The Fifty States
5. Economy
6. Government

Контрольная работа № 5

1. The History Of the USA
2. The Civil War

3. American Holidays
4. Martin Luther King's History
5. Presidents' Day

5.4. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине Б1.В.07 - Оборудование биотехнологических производств

Басаева М.Д. Методические разработки для чтения текстов по специальности «Биотехнология», 2009

Басаева М.Д. Пособие по английскому языку для развития устной речи, ч. 1, 2013

Басаева М.Д. Учебное пособие по английскому языку для развития устной речи, ч. 2, 2013

Белюсова А.Р. Английский язык. (для студентов с/х вузов), 2010

6. Фонды оценочных средств для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины.

Таблица 6.1 - Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

№ п/п	Контролируемые разделы (темы) дисциплины*	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
1	Грамматика/Особенности образования множественного числа имени существительного	ОК-5, ОК-7	Тест опрос
2	Грамматика: Местоимения some, any, no, every, и их производные	ОК-5, ОК-7	Тест Опрос
3	Грамматика: Степени сравнения прилагательных	ОК-5, ОК-7	Тест Опрос
4	Грамматика: Предлоги	ОК-5, ОК-7	Тест опрос
5	Грамматика: Употребление врем	ОК-5, ОК-7	Тест опрос

/п	Индекс компетенции	Уровни сформированности компетенции		
		Пороговый (удовлетворительно)	Достаточный (хорошо)	Повышенный (отлично)
	ОК-5 способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	<p>Знать:</p> <p>- иностранный язык на уровне, достаточном для понимания информации в профессиональной деятельности</p>	<p>Знать:</p> <p>- иностранный язык на уровне, достаточном для понимания информации в профессиональной деятельности</p> <p>Уметь:</p> <p>находить и анализировать оригинальную литературу в области профессиональной деятельности для получения необходимой информации на русском и иностранном языке;</p>	<p>Знать:</p> <p>- иностранный язык на уровне, достаточном для понимания информации в профессиональной деятельности</p> <p>Уметь:</p> <p>находить и анализировать оригинальную литературу в области профессиональной деятельности для получения необходимой информации на русском и иностранном языке;</p> <p>Владеть:</p> <p>навыками общения в области профессиональной деятельности на русском и иностранном языках.</p>
	ОК-7 способность к самоорганизации и самообразованию	<p>Знать:</p> <p>- основные физические явления и законы.</p>	<p>Знать:</p> <p>основные физические явления и законы.</p> <p>Уметь:</p> <p>- приобретать новые знания в области техники и технологии, математики, естественных, гуманитарных, социальных и экономических наук.</p>	<p>приобретать новые знания в области техники и технологии, математики, естественных, гуманитарных, социальных и экономических наук.</p> <p>Владеть:</p> <p>- навыками использования основных законов физики, химии и математики в профессиональной сфере.</p>

Оценка «отлично» выставляется студенту в случае глубокого знания программного материала, свободного владения специальной лексикой, грамотного речевого изложения материала, ответа на все дополнительные вопросы.

Оценка «хорошо» выставляется студенту при глубоком знании материала, владении специальной лексикой, но с некоторыми неточностями при ответе, при затруднении в ответе на один из дополнительных вопросов.

Оценка «удовлетворительно» выставляется студенту за поверхностный ответ, слабое знание специальной лексики, недостаточные ответы на дополнительные вопросы, за отсутствие ответа на один из трех вопросов билета.

Оценка «неудовлетворительно» ставится студенту, не давшему ответ на два вопроса билета, не владеющему специальной лексикой по дисциплине, при отсутствии ответов на дополнительные вопросы по пройденному материалу.

«Зачтено» соответствует ответу студента на оценки «отлично», «хорошо», «удовлетворительно».

«Не зачтено» соответствует ответу студента на оценку «неудовлетворительно».

6.3 Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы.

ФОС приведен в приложении 1.

7. Учебно-методическое и информационное обеспечение дисциплины «Иностранный язык» английский

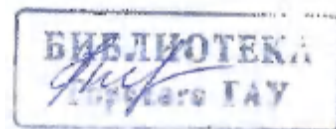
1. Белоусова А.Р. Английский язык: для студентов сельскохозяйственных вузов [Текст] : учебник / А. Р. Белоусова, О. П. Мельчина. - 4-е изд., стер. - СПб. : Лань, 2010. - 352 с.

2. Нарочная, Е. Б. Английский язык для технических направлений [Электронный ресурс] : учебник / Е. Б. Нарочная. - Электрон. текстовые дан. - М. : Кнорус, 2015. - 400 с.

б) дополнительная литература

1. Пособие по английскому языку для развития устной речи [Текст] / сост.: М. Д. Басаева, О. В. Кесаева. - Владикавказ : ГГАУ, 2007. - 80 с.

2. Учебное пособие по английскому языку для развития устной речи [Текст] / сост. М. Д. Басаева. - Владикавказ : ФГОУ ВПО "Горский госагроуниверситет", 2011. - 104 с.



3. Голицынский Ю.Б. Грамматика: Сборник упражнений [Текст] / Ю. Б. Голицынский, Н. А. Голицынская. - 7-е изд., испр. и доп. - СПб. : КАРО, 2014. - 576 с.

4. Мюллер В.К. Англо-русский словарь [Текст] : 40000 слов / Сост. В. К. Мюллер. - Киев : Каннон, 2010. - 688 с.

в) Перечень ресурсов информационно-телекоммуникационной сети «Интернет»

1. Электронный каталог «Ирбис» Научной библиотеки ГГАУ.

2. Базы данных, информационно-справочные и поисковые системы:

- GGAU – поисковая система по научной литературе
- DIS - диссертации
- MET – методические пособия сотрудников
- STAT – научные статьи
- TRU – научные труды сотрудников

8. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины Б1.Б.03 – Иностранный язык

Перечень ресурсов информационно-телекоммуникационной сети "Интернет", необходимых для освоения дисциплины (модуля).

Система автоматизации библиотек ИРБИС64	Портал технической поддержки: http://support.open4u.ru	ООО «ЭйВиДи – систем»	Договор № А-4490 от 25/02/216 Договор № А-4489 от 25/02/216 возмездного оказания услуг	25/02/216 бессрочно
Национальная электронная библиотека (НЭБ)	http://нэб.рф	Федеральное государственное бюджетное учреждение «Российская государственная библиотека»	Договор № 101/нэб/1712 от 03.10.2016.	03.10.2016 (автоматически лонгируется)
«Сетевая электронная библиотека аграрных вузов».	www.e.lanbook.ru	ООО «Издательство Лань»	Договор № СЭБ НВ-169 от 23.12.2017.	23.12.2017г. (автоматически лонгируется)
ЭБС ООО «КноРус медиа» www.book.ru Договор № 18492094 от 21.06.2017			С 21.06.2017 по 21.09.2017г.	
ЭБС ООО «ЗНАНИУМ» http://znanium.com ; Договор № 3949 эбс от 16.09.2017г.			С «16» сентября 2017г. по «31» декабря 2017г	
ЭБС ООО «КноРус медиа» www.book.ru Договор № 18498169 от 09.09.2017г.			С «19» сентября 2017г. по 19.09.2020г	
«Сетевая электронная библиотека аграрных вузов». www.e.lanbook.ru Договор № СЭБ НВ-169 от 23.12.2017.			23.12.2017г. (автоматически лонгируется)	

9. Организация образовательного процесса для инвалидов и лиц с ограниченными возможностями здоровья

Обучение по дисциплине лиц, относящихся к категории инвалидов, и лиц с ограниченными возможностями здоровья осуществляется с учетом особенностей психофизического развития, индивидуальных возможностей и состояния здоровья таких обучающихся:

1. для слепых и слабовидящих:

- лекции оформляются в виде электронного документа, доступного с помощью компьютера со специализированным программным обеспечением;
- письменные задания выполняются на компьютере со специализированным программным обеспечением, или могут быть заменены устным ответом;
- обеспечивается индивидуальное равномерное освещение не менее 300 люкс;
- для выполнения задания при необходимости предоставляется увеличивающее устройство; возможно также использование собственных увеличивающих устройств;
- письменные задания оформляются увеличенным шрифтом;
- экзамен и зачёт проводятся в устной форме или выполняются в письменной форме на компьютере.

2. для глухих и слабослышащих:

- лекции оформляются в виде электронного документа, либо предоставляется звукоусиливающая аппаратура индивидуального пользования;
- письменные задания выполняются на компьютере в письменной форме;
- экзамен и зачёт проводятся в письменной форме на компьютере; возможно проведение в форме тестирования.

3. для лиц с нарушениями опорно-двигательного аппарата:

- лекции оформляются в виде электронного документа, доступного с помощью компьютера со специализированным программным обеспечением;
- письменные задания выполняются на компьютере со специализированным программным обеспечением;
- экзамен и зачёт проводятся в устной форме или выполняются в письменной форме на компьютере.

При необходимости предусматривается увеличение времени для подготовки ответа.

Процедура проведения промежуточной аттестации для обучающихся устанавливается с учётом их индивидуальных психофизических особенностей. Промежуточная аттестация может проводиться в несколько этапов.

При проведении процедуры оценивания результатов обучения предусматривается использование технических средств, необходимых в связи с индивидуальными особенностями обучающихся. Эти средства могут быть предоставлены университетом, или могут использоваться собственные технические средства.

Проведение процедуры оценивания результатов обучения допускается с использованием дистанционных образовательных технологий.

Обеспечивается доступ к информационным и библиографическим ресурсам в

сети Интернет для каждого обучающегося в формах, адаптированных к ограничениям их здоровья и восприятия информации:

- для слепых и слабовидящих:
 - в печатной форме увеличенным шрифтом;
 - в форме электронного документа;
 - в форме аудиофайла.
- для глухих и слабослышащих:
 - в печатной форме;
 - в форме электронного документа.
- для обучающихся с нарушениями опорно-двигательного аппарата:
 - в печатной форме;
 - в форме электронного документа;
 - в форме аудиофайла.

Учебные аудитории для всех видов контактной и самостоятельной работы, научная библиотека и иные помещения для обучения оснащены специальным оборудованием и учебными местами с техническими средствами обучения.

10. Методические указания для обучающихся по освоению дисциплины.

В условиях перехода к многоступенчатой системе высшего образования возникает необходимость внедрения аттестации студентов на всех этапах учебы, активизации творческой и самостоятельной работы студентов. Важная роль отводится изучению разработке и внедрению эффективных форм организации и контроля учебной работы студентов.

Текущий контроль знаний и умений студентов предназначены для стимулирования систематической работы по освоению учебного материала на всех видах занятий, а также для активизации самостоятельной работы над разделами дисциплин, вынесенными на самостоятельное изучение.

Модульное построение курса лекций и лабораторных занятий является важным направлением активизации учебного процесса.

Контрольные мероприятия проводятся в часы аудиторных занятий по соответствующей учебной дисциплине. Составлен график проведения контрольных мероприятий преподавателем - лектором данной дисциплины совместно с заведующим кафедрой таким образом, чтобы даты проведения работ не выходили за пределы отчетных недель по контролю указанных в графике учебного процесса.

Опрос проводится по билетам в устном виде. Материал включает кроме вопросов теоретического характера также задачи и примеры. Предварительно все материалы и билеты рассматривались на заседании кафедры. Результаты проверки преподаватель сдает в деканат

Деканат и учебная часть, с целью определения объективности оценки знаний студентов, контролируют ход проводимых мероприятий.

Курс дисциплины «**Основы биотехнологии**» включает лекции,

лабораторные занятия, зачет, курсовую работу, экзамен.

Успеваемость студентов в рамках рейтинговой системы оценивается в ходе **текущего, промежуточного и итогового** контроля (экзамен) суммой баллов, набранным по всем указанным формам. Максимально возможное значение итогового рейтингового балла равно 100.

Текущий контроль осуществляется для дисциплин, имеющих лабораторные работы. Форма контроля: выполнение и сдача лабораторных работ, опрос.

Промежуточный контроль проводится по модулям курса три раза в течение семестра в заранее установленное время, по графику контрольных мероприятий.

Форма контроля: микроэкзамены по билетам или тестирование.

1. Оценка коллоквиумов.

По дисциплине проводится 3 коллоквиума.

2. Оценка лабораторно-практических работ.

«5» - баллов, сдано 100 % работ, «4» - сдано 70 - 80 % работ, «3» - сдано 60 - 70 % работ, «2» - сдано менее 50 % работ.

3. Оценка за участие в НИРС (дополнительные оценки).

А) выполненная работа на конкурс студенческих научных работ- 5 баллов

Б) участие в предметной конференции факультета, ВУЗа - 5 баллов

В) участие в олимпиаде и занятое призовое место - 5 балла

Г) опубликование научной статьи - 5 балла

Итоговый контроль проводится в форме экзамена.

В зачетку проставляется итоговая оценка: «отлично», «хорошо», «удовлетворительно», «неудовлетворительно».

Порядок передачи и отработки контрольных мероприятий

Неявка студента на текущий или промежуточный контроль в установленный срок оценивается нулевым баллом. Для студентов, пропустивших контрольные мероприятия по уважительной причине, устанавливаются дополнительные дни.

11. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине Б1.Б.03 – Иностранный язык, включая перечень программного обеспечения и информационных справочных систем.

10.1. Активные и интерактивные формы обучения

В рамках работы над содержанием дисциплины могут быть использованы следующие формы работ:

- деловая игра;
- круглый стол с привлечением потенциальных работодателей;
- мозговой штурм;
- мастер-класс;

- публичная защита рефератов, курсовых работ (презентации с использованием интерактивной доски, слайдов, видеофильмов, мультимедийной техники и т.п.).

Интерактивные образовательные технологии, используемые в аудиторных занятиях

Таблица 10.1.1 - Интерактивные образовательные технологии, используемые в аудиторных занятиях

Формы Методы	Лекции (час)		Лабораторные занятия (час)		Всего	
	очная форма обучения	заочная форма обучения	очная форма обучения	заочная форма обучения	очная форма обучения	заочная форма обучения
Интерактивная лекция	4	-	-	-	4	-
Публичная защита рефератов	-	-	6	2	6	2
Научная студенческая конференция по итогам защиты рефератов	-	-	6	-	6	-

10.2 Перечень программного обеспечения и информационных справочных систем

1. MicrosoftWindows 7.
2. MicrosoftOfficeStandard 2007.
3. MicrosoftOfficeVisio 2010.
4. Информационная система «Единое окно доступа к образовательным ресурсам», доступ с любого ПК, имеющего доступ к Internet (<http://window.edu.ru>).
5. Пакет программ для создания тестов, проведения тестирования и обработки его результатов «SunRayTestOfficePro 5»
6. АBBYY FineReader 9.
7. Векторный графический редактор CorelDrawX4.
8. Растровый графический редактор AdobePhotoshopCS4.

Дополнительно:

1. База данных Федерального государственного бюджетного учреждения науки Всероссийский институт научной и технической информации Российской академии наук (ВИНИТИ РАН) (<http://www2.viniti.ru>).

10.3 Электронно-библиотечные системы

Таблица 10.3.1 - Электронно-библиотечные системы, обеспечивающие реализацию образовательных программ, заявленных к аккредитации

Наименование электронно-библиотечной системы (ЭБС)	Адрес сайта	Сведения о правообладателе	№ договора на право использования ЭБС	Срок действия заключенного договора

Электронная библиотечная система (ЭБС) издательства «Лань»	www.e.lanbook.ru	ООО «Издательство Лань»	Договор №28-800/18 от 28.12.2017	09.01.2017г. 09.01.2020г.
«Сетевая электронная библиотека аграрных вузов».	www.e.lanbook.ru	ООО «Издательство Лань»	Договор № СЭБ НВ-169 от 23.12.2017.	23.12.2017г. (автоматически лонгируется)
Электронная библиотечная система (ЭБС) издательства «ИНФРА-М»	http://znaniu.m.com	ООО «Научно-издательский центр ИНФРА-М»	Договор № 3949 эбс от 20.09.2017	20.09.2017г. 31.12.2017г.
Доступ к электронным информационным ресурсам ФГБНУ ЦНСХБ	http://www.cnshb.ru	ФГБНУ ЦНСХБ	Договор № 2-100/19 от 08.02.2017	08.02.2017г. 10.02.2020г.
Автоматизированная справочная система «Сельхозтехника»	http://www.agrobases.ru	ООО «Агробизнес консалтинг»	Договор № 048 от 29.01.2017	29.01.2017г. 29.03.2020г.
Электронная Библиотечная система ВООК.ru	http://www.book.ru	ООО «КноРус медиа»	Договор № 18498169 от 09.09.2017г.	09.09.2017г. 19.09.2020г.
Многофункциональная система «Информии»	http://wuz.informio.ru	ООО «Современные медиа технологии в образовании и культуре»	Договор № ЧЮ 1086 от 08.04.2017г.	08.04.2017г. 06.05.2020г.
Система автоматизации библиотек ИРБИС64	Портал технической поддержки: http://support.open4u.ru	ООО «ЭйВиДи – систем»	Договор № А-4490 от 25/02/216 Договор № А-4489 от 25/02/216 возмездного оказания услуг	25/02/216 бессрочно
Национальная электронная библиотека (НЭБ)	http://неб.рф	Федеральное государственное бюджетное учреждение «Российская государственная библиотека»	Договор № 101/неб/1712 от 03.10.2016.	03.10.2016 (автоматически лонгируется)

12. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине Б1.Б.03 – Иностранный язык

Лекции и лабораторные занятия по дисциплине «Иностранный язык» проводятся в учебных аудиториях, а также в компьютерном зале факультета биотехнологии и стандартизации.

Оборудование, используемые при реализации рабочей программы по дисциплине Б1.Б.03 – Иностранный язык:

Для проведения лекционных занятий используется:

Аудитория 2.4 с оборудованием:

1. Мультимедийный проектор Mitsubishi.
2. Экран белый для мультимедиа проектора Screenmedia (2 м).
3. Звуковые колонки Genius.
4. Парты 26 шт.

Для проведения занятий в интерактивной форме используется компьютерный класс с оборудованием:

1. Системные блоки amd athlon (tm) iix3 445 3.10 ghz - 10 шт.
2. Монитор benq 17 дюймов. – 10 шт.
3. Системный блок amd athlon (tm) xp 2500+ – 4 шт.
4. Монитор acer 15 дюймов – 4 шт.
5. Проектор acer - 1 шт.
6. Экран белый - 1 шт.
7. Столы компьютерные – 16 шт.

Кресла – 16 шт.

**МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«ГОРСКИЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ»**

Кафедра иностранных языков
(наименование кафедры)

УТВЕРЖДЕН
на заседании кафедры
«03» марта 2017 г., протокол № 7
Заведующий кафедрой

Газзаева З.А.



**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
по учебной дисциплине**

Иностранный (английский) язык
(наименование дисциплины)

19.03.01 Биотехнологии
(код и наименование направления подготовки)

Биотехнология
(наименование профиля подготовки)

Бакалавр
Квалификация (степень) выпускника

Фонд оценочных средств предназначен для контроля знаний студентов направления – «Биотехнология» по дисциплине — иностранный язык (английский).

Составитель



Колиева У.Х.

«03» марта 2017 г.

Фонд оценочных средств обсужден на заседании кафедры Иностранных языков

«03» марта 2017 г., протокол № 7

Зав. кафедрой




Газзаева З.А.

Согласовано:

Председатель методического

совета факультета



А.Н. Кантемирова

Декан факультета



Б.Г. Цугкиев

Паспорт фонда оценочных средств
по дисциплине Иностранный язык (английский)
(наименование дисциплины)

№ п/п	Контролируемые разделы (темы) дисциплины*	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
1.	Тема « The English Language»	ОК-5, ОК-7	Собеседование
2.	Тема « My Friend »	ОК-5, ОК-7	Собеседование
3.	Тема «My Flat »	ОК-5, ОК-7	Собеседование
4.	Тема «Hobbies »	ОК-5, ОК-7	Собеседование
5.	Тема « Travelling»	ОК-5, ОК-7	Собеседование
6.	Тема «My Future Profession»	ОК-5, ОК-7	Собеседование
7.	Тема «English Meals »	ОК-5, ОК-7	Собеседование
8.	Тема « Seasons»	ОК-5, ОК-7	Собеседование
9.	Тема «My Favorite Singer »	ОК-5, ОК-7	Собеседование
10.	Тема « My Favorite Book»	ОК-5, ОК-7	Собеседование
11.	Тема « Cinema»	ОК-5, ОК-7	Собеседование
12.	Тема « Great Britain»	ОК-5, ОК-7	Собеседование
13.	Тема « Olympic Games»	ОК-5, ОК-7	Собеседование
14.	Тема « London»	ОК-5, ОК-7	Собеседование
15.	Тема « Sights Of London»	ОК-5, ОК-7	Собеседование
16.	Тема « Washington DC»	ОК-5, ОК-7	Собеседование
17.	Тема «Holidays In Great Britain»	ОК-5, ОК-7	Собеседование
18.	Тема « Holidays and Traditions In England»	ОК-5, ОК-7	Собеседование
19.	Тема « Shopping»	ОК-5, ОК-7	Собеседование
20.	Тема « The United Kingdom»	ОК-5, ОК-7	Собеседование
21.	Тема « England»	ОК-5, ОК-7	Собеседование

22.	Тема «Spotlight On the Country»	OK-5, OK-7	Собеседование
23.	Тема «Scotland »	OK-5, OK-7	Собеседование
24.	Тема « Wales»	OK-5, OK-7	Собеседование
25.	Тема «Northern Ireland»	OK-5, OK-7	Собеседование
26.	Тема « The USA»	OK-5, OK-7	Собеседование
27.	Тема « Statehood Of Alaska»	OK-5, OK-7	Собеседование
28.	Тема «Golden State California»	OK-5, OK-7	Собеседование
29.	Тема « Florida »	OK-5, OK-7	Собеседование
30.	Тема « Texas »	OK-5, OK-7	Собеседование
31.	Тема « The Southern States»	OK-5, OK-7	Собеседование
32.	Тема « Congress»	OK-5, OK-7	Собеседование
33.	Тема «43 Presidents Of the USA»	OK-5, OK-7	Собеседование
34.	Тема « Moscow »	OK-5, OK-7	Собеседование
35.	Тема «St. Petersburg»	OK-5, OK-7	Собеседование
36.	Тема « New York»	OK-5, OK-7	Собеседование
37.	Тема «Greenhouse Effect»	OK-5, OK-7	Собеседование
38.	Тема «Environmental Pollution»	OK-5, OK-7	Собеседование
39.	Тема «Damage Of the Ozone Layer»	OK-5, OK-7	Собеседование
40.	Тема « Pesticides»	OK-5, OK-7	Собеседование
41.	Тема «A.Nobel- a Man Of Contrasts»	OK-5, OK-7	Собеседование
42.	Тема « Carl Linneaus»	OK-5, OK-7	Собеседование
43.	Тема « Evolution»	OK-5, OK-7	Собеседование
44.	Тема «What Is Genetic Engineering?»	OK-5, OK-7	Собеседование
45.	Тема « Blood Cells, Plasma and Serum»	OK-5, OK-7	Собеседование
46.	Тема « Protoplasm »1	OK-5, OK-7	Собеседование

47.	Тема « Protoplasm »11	OK-5, OK-7	Собеседование
48.	Тема « The Cell»1	OK-5, OK-7	Собеседование
49.	Тема « The Cell»11	OK-5, OK-7	Собеседование
50.	Тема « Tissues»1	OK-5, OK-7	Собеседование
51.	Тема « Tissues»11	OK-5, OK-7	Собеседование
52.	Тема « Composition Of Foods. Water»	OK-5, OK-7	Собеседование
53.	Тема « Carbohydrates»	OK-5, OK-7	Собеседование
54.	Тема « Fats or Oils»	OK-5, OK-7	Собеседование
55.	Тема «Proteins»	OK-5, OK-7	Собеседование
56.	Тема «Mineral Matter or Ash »	OK-5, OK-7	Собеседование
57.	Тема «A Little About Viruses»1	OK-5, OK-7	Собеседование
58.	Тема «A Little About Viruses»11	OK-5, OK-7	Собеседование
59.	Модуль 1	OK-5, OK-7	Контрольная работа
60.	Тема «Photosynthesis»1	OK-5, OK-7	Собеседование
61.	Тема « Photosynthesis»11	OK-5, OK-7	Собеседование
62.	Тема «Distribution Of Bacteria»1	OK-5, OK-7	Собеседование
63.	Тема « Distribution Of Bacteria»11	OK-5, OK-7	Собеседование
64.	Модуль 11	OK-5, OK-7	Контрольная работа
65.	Тема « Enzymes Of Bacteria»	OK-5, OK-7	Собеседование
66.	Тема « Vitamin A»	OK-5, OK-7	Собеседование
67.	Тема « Vitamin D»	OK-5, OK-7	Собеседование
68.	Тема « Vitamin E»	OK-5, OK-7	Собеседование
69.	Тема «The Water Soluble vitamins. Vitamin C»	OK-5, OK-7	Собеседование
70.	Тема « Vitamin B Complex»1	OK-5, OK-7	Собеседование
71.	Тема «Vitamin B Complex»	OK-5, OK-7	Собеседование
72.	Модуль 3	OK-5, OK-7	Контрольная работа

**Федеральное государственное бюджетное образовательное учреждение
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«Горский государственный аграрный университет»**

Дисциплина ***Иностранный язык (английский)***
(наименование дисциплины)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

- 1 Прочитайте и переведите текст- « Blood Cells,Plasma and Serum»
- 2 Беседа на тему « Great Britain»
- 3 Дополнительный текст №1

Составитель  Колиева У.Х.
(подпись)
Зав. кафедрой  Газзаева З.А.
(подпись)

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Дисциплина ***Иностранный язык(английский)***
(наименование дисциплины)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 2

- 1 Прочитайте и переведите текст « Protoplasm»
- 2 Беседа на тему « London»
- 3 Дополнительный текст №2

Составитель  Колиева У.Х.
(подпись)
Зав. кафедрой  Газзаева З.А.
(подпись)

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Дисциплина Иностранный язык(английский)
(наименование дисциплины)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 3

- 1 Прочитайте и переведите текст «The Cell »
- 2 Беседа на тему « The United Kingdom»
- 3 Дополнительный текст №3

Составитель  Колиева У.Х.
(подпись)
Зав. кафедрой  Газзаева З.А.
(подпись)

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Дисциплина _Иностранный язык (английский)
(наименование дисциплины)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 4

- 1 Прочитайте и переведите текст « Tissues»
- 2 Беседа на тему « England»
- 3 Дополнительный текст №4

Составитель  Колиева У.Х.
(подпись)
Зав. кафедрой  Газзаева З.А.
(подпись)

**Федеральное государственное бюджетное образовательное учреждение
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Дисциплина Иностранный язык (английский)
(наименование дисциплины)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 5

- 1 Прочитайте и переведите текст « Carbohydrates »
- 2 Беседа на тему « Scotland»
- 3 Дополнительный текст №5

Составитель  Колиева У.Х.
(подпись)
Зав. кафедрой  Газзаева З.А.
(подпись)

**Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Горский государственный аграрный университет»**

Дисциплина Иностранный язык (английский)
(наименование дисциплины)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 6

- 1 Прочитайте и переведите текст «Fats or Oils »
- 2 Беседа на тему « Northern Ireland»
- 3 Дополнительный текст №6

Составитель  Колиева У.Х.
(подпись)
Зав. кафедрой  Газзаева З.А.
(подпись)

**Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Горский государственный аграрный университет»**

Дисциплина Иностранный язык (английский)
(наименование дисциплины)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 7

- 1 Прочитайте и переведите текст « A Little About Viruses»
- 2 Беседа на тему « Wales»
- 3 Дополнительный текст №7

Составитель  Колиева У.Х.
(подпись)
Зав. кафедрой  Газзасова З.А.
(подпись)

**Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Горский государственный аграрный университет»**

Дисциплина Иностранный язык (английский)
(наименование дисциплины)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 8

- 1 Прочитайте и переведите текст « Photosynthesis»
- 2 Беседа на тему « The USA»
- 3 Дополнительный текст №8

Составитель  Колиева У.Х.
(подпись)
Зав. кафедрой  Газзасова З.А.
(подпись)

**Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Горский государственный аграрный университет»**

Дисциплина Иностранный язык (английский)
(наименование дисциплины)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 9

- 1 Прочитайте и переведите текст « Carbohydrates»
- 2 Беседа на тему « Moscow»
- 3 Дополнительный текст №9

Составитель  Колиева У.Х.
(подпись)
Зав. кафедрой  Газзасва З.А.
(подпись)

**Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Горский государственный аграрный университет»**

Дисциплина Иностранный язык (английский)
(наименование дисциплины)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 10

- 1 Прочитайте и переведите текст « Protoplasm»
- 2 Беседа на тему « St. Petersburg»
- 3 Дополнительный текст №10

Составитель  Колиева У.Х.
(подпись)
Зав. кафедрой  Газзасва З.А.
(подпись)

Критерии оценки:

- оценка «отлично» выставляется студенту, если он проявил знания основного программного материала в полном объеме;
- оценка «хорошо» выставляется студенту, если он проявил знания основного программного материала не в полном объеме, допустил неточности в ответе, но обладает необходимыми знаниями;
- оценка «удовлетворительно» выставляется студенту, который показал недостаточные знания основного программного материала;
- оценка «неудовлетворительно» выставляется студенту при полном отсутствии знаний основного программного материала.

**Федеральное государственное бюджетное образовательное учреждение
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«Горский государственный аграрный университет»**

Кафедра иностраннЫХ языков

(наименование кафедры)

**Вопросы для собеседования
по дисциплине ИностраннЫй язык (английский)**
(наименование дисциплины)

Тема The English Language

1. In what countries English is the official language?
2. Is English popular in Russia?
3. In what countries English is one of the official languages?

Тема My Friend

1. Who is your friend?
2. What do you usually talk with your friend about?
3. Have you ever quarreled with your best friend?

Тема My Flat

1. Do you live in a house or in a block of flats?
2. Which floor is your flat on?
3. How many rooms are there in your flat?

Тема Hobbies

1. Have you already chosen a hobby according to your character and taste?
2. Have you ever collected anything?
3. What hobby groups do you know?

Тема Travelling

1. How do different people spend their holidays?
2. What do we see and learn while travelling?
3. What countries would you like to visit?

Тема My Future Profession

1. What is your future profession?
2. Why have you chosen your profession?
3. What is your objective?

Тема English Meals

1. How many meals a day do the English have?
2. What is the traditional English breakfast like?
3. What is the traditional Christmas meal in Great Britain?

Tema Seasons

1. How many seasons are there in a year?
2. Why do people try to spend more time in the open air in summer?
3. What is your favourite season?

Tema My Favourite Singer

1. What role does music play in your life?
2. Who is your favourite singer?
3. Do you often go to music concerts?

Tema My Favourite Book

1. Do books play an important role in our life?
2. What kinds of books do you like?
3. What is your favourite book?

Tema Cinema

1. Who are considered to be the inventors of the cinema?
2. What arts does the cinema combine?
3. What is your favourite film?

Tema Great Britain

1. What countries is the UK made of ?
2. What channel separates the British Isles from Europe?
3. What is the governmental type of the UK?

Tema Olympic Games

1. When and where did the Olympic Games begin?
2. Who renewed the Olympic movement?
3. How are summer and winter games held?

Tema London

1. Into how many parts is London divided?
2. What is the financial and business part of London?
3. What is the historic and governmental part of London?

Tema Sights Of London

1. What places of interest are there in the West End?
2. Why is Trafalgar Square named so?
3. What is Westminster famous for?

Tema Washington DC

1. Where is Washington DC situated?
2. Why does Washington look different from other cities?
3. Why was the White House rebuilt?

Tema Sights Of Washington

1. What is the Capitol?
2. How many rooms are there in the White House?
3. What monuments are the most popular sights in Washington DC?

Tema Holidays and Festivals In Britain

1. What English holidays do you know ?
2. What English holiday do you like most of all? Why?
3. What is the most widely celebrated English holiday ?

Tema Traditions and Customs In Britain

1. What Christmas traditions do you know ?
2. When is Guy Fawkes Night celebrated ?
3. Why do thousands of people travel to a small village on Scotland border on St.Valentine's Day?

Tema Shopping

1. Who does shopping in your family ?
2. How often do you go shopping?
3. Do you prefer to go shopping on weekdays or at the weekend ?

Tema The United Kingdom

1. When was the name ' the UK ' adopted?
2. Where is the UK situated?
3. What are the official languages in the UK?

Tema England

1. What is one of the most famous prehistoric places in the world ?
2. What are the two oldest universities in England?
3. What is Salisbury Cathedral famous for?

Tema Spotlight On the Country

1. Where is the world's largest airport situated ?
2. What is the main industry in Kent ?
3. What is Brighton famous for?

Tema Scotland

1. Who were the oldest inhabitants of Scotland ?
2. Who was the most famous queen in the history of Scotland ?
3. How is Scotland governed today?

Tema Wales

1. What is the history of Welsh surnames?
2. How are Welshmen living in England called?
3. Is Welsh a difficult language?

Tema Northern Ireland

1. What is the capital of Northern Ireland?
2. Into what two religious groups is the Irish population divided?
3. What are the cultural traditions of Northern Ireland?

Tema The USA

1. When did the USA government stop slavery?
2. What is the official language of the USA?
3. What is the governmental type of the USA?

Tema Statehood Of Alaska

1. Who governed Alaska in the 19th century?
2. When did the Klondike Gold Rush begin ?
3. When did Alaska become the 49th state of the USA?

Tema Golden State California

1. What is California famous for?
2. Where does the name 'California' come from?
3. Who were the first settlers of California?

Tema Blood Cells, Plasma and Serum

1. How many classes of blood cells are recognized?
2. What color is plasma?
3. What is blood?

Tema Protoplasm

1. What does histology study?
2. What is protoplasm?
3. Why is protoplasm called the physical basis of life?

Tema The Cell

1. What cells have more than one nucleus each?
2. How is the study of cell structure and cell activity called?
3. How are two fluids that contain equal concentrations of dissolved substances called?

Tema Tissues

1. What is tissue?
2. How many groups of somatic cells do you know?
3. What are the main kinds of muscles?

Tema Composition Of Foods. Water

1. What water for livestock?
2. Into how many groups can be foods divided according to their water content?
3. What kinds of cereals hold more moisture?

Tema Carbohydrates

1. What is crude fibre?
2. What is coarse food?
3. What is starch?

Tema Fats or Oils

1. What is oil?
2. What is fat?
3. What is starch?

Tema Proteins

1. How do proteins differ from other food constituents?
2. Is maize a complete food for animals?
3. What is triptophane?

Tema Mineral Matter or Ash

1. How is mineral matter in food called?
2. What plants are rich in calcium?
3. How is mineral matter taken into plants?

Tema A Little About Viruses

1. When did virology begin to develop?
2. What sciences helped virology in its development?
3. Whose classification of virology is accepted today?

Tema Photosynthesis

1. Under what circumstances does photosynthesis take place?
2. What is starch formation governed by?
3. How can be the process of photosynthesis accelerated?

Тема Distribution Of Bacteria

- 1.What is the number of bacteria dependent upon?
- 2.What produces changes in bacterial flora?
- 3.What kinds of microorganisms are usually found in the air?

Тема Enzymes Of Bacteria

- 1.What is catalyst?
- 2.How may catalyts be defined?
- 3.How may be an enzyme be defined?

Тема Vitamin A

- 1.What is vitamin A?
- 2.Where is vitamin A found?
- 3.What plants are rich in carotene?

Тема Vitamin D

- 1.How is vitamin D often called?
- 2.What forms of vitamin D are important?
- 3.Which sources of vitamin D are better for poultry?

Тема Vitamin E

- 1.What is vitamin E?
- 2.Why do pigs need vitamin E?
- 3.What is the chief danger of vitamin E deficiency?

Тема Vitamin B Complex

- 1.Which vitamin is required by guinea-pigs, humans and higher apes?
- 2.How do farm animals and birds manufacture vitamin B complex?
- 3.What do animals require in their food?

Критерии оценки:

- оценка «отлично» выставляется студенту, если он дал полный ответ на все поставленные вопросы;
- оценка «хорошо» выставляется студенту ; если он дал не полные ответы на некоторые поставленные вопросы или допустил несущественные неточности
- оценка «удовлетворительно» ...если он ответил на 60% вопросов;
- оценка «неудовлетворительно» ...выставляется студенту, если он не ответил на большую часть вопросов
 - оценка «зачтено» выставляется студенту, если он ответил на большинство поставленных вопросов;
 - оценка «не зачтено» ...выставляется студенту, если он ответил менее чем на 60 % вопросов

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«Горский государственный аграрный университет»

Кафедра иностранных языков
(наименование кафедры)

Комплект заданий для контрольной работы

по дисциплине Иностранный язык (английский)
(наименование дисциплины)

TEST I

**I. Fill in the blanks with the following words and word-combinations :
plasma, serum, histology, water, suitable body covering, amino-acids, transparent.**

1. Blood is composed of a fluid termed....
2. ... may be defined as a fluid part of blood after clotting has occurred
3. ... is the study of the cell and the cell structure and arrangement of tissues in organs.
4. ... makes up from 50 to 60 per cent by weight of protoplasm.
5. Terrestrial animals usually have a ... to restrict undue loss of water .
6. Simple proteins consist entirely of....
7. The cytoplasm is more less ... and of viscose texture.

II. Complete the following sentences with words and word – combinations given below :

1. The yellow colour of plasma is due chiefly to....
2. ...is a characteristic process that occurs in shell blood.
3. With the introduction of the...it became possible to study minute organisms hitherto unknown.
4. ...in the cells of all plants and animals is called protoplasm.
5. ...are the most abundant organic compounds in animals' protoplasm.
6. ...is the fundamental unit in all organisms.
7. If a quantity of gas is enclosed in a container it....
bilirubin, coagulation, microscope, the ultimate living, substance, the cell, diffuses.

III. Fill in with articles where necessary:

1. My aunt is...teacher of...physics.
2. ...town I was born is on...Volga.
3. Look at...sky. It is covered with...dark clouds.
4. My friend is...very good chess player.
5. Tomorrow is...Sunday.
6. Autumn is...most beautiful...season of...year.

IV. Translate into English:

1. определять

2. количество
3. свертывание
4. область исследования
5. отличать, различать
6. строение ткани
7. органические соединения
8. молекулярный вес
9. питательный раствор
10. одноклеточный
11. изобретение
12. разрабатывать

V. Give Russian equivalents of the following words and word-combinations:

1. secretion
2. icterus index
3. to occur
4. complex mixture
5. peculiar
6. to replace
7. partition
8. to designate
9. isolated cells
10. to permit
11. striated muscles
12. elongated

VI. Translate the following sentences into Russian:

1. A cell is a mass of protoplasm enclosed in a membrane and containing a nucleus.
2. The study of cell structure and its activity is known as cytology.
3. The protoplasm is a complex mixture of many substances including water.
4. A multicellular animal generally starts life as a single body that divides repeatedly to form its body.
5. When two fluids contain equal concentration of dissolved substances, they are said to be isotonic.

TEST II

I. Complete the following sentences with words and word –combinations given below:

1. Cells of similar structure and function are arranged in groups or layers know as.... .
2. ...cover the body outside and inside as in the skin and lining of the digestive tract.
3. All foods contain a certain percentage of.... .
4. A concentrated food contains much.... .
- 5... is the material that forms the cell- wall of plants.
- 6... is one of the chief forms in which food is given to animals.
- 7...serve to bind the other tissues and organs together and to support the body.
8. The simultaneous contraction of many fibres causes a ... to shorten or bulge.
9. A group of nerve cell bodies with their conspicuous nuclei, when outside the central nervous system is termed....
10. ...favours the growth of moulds and encourages fermentation.
11. The carbohydrates in foods are divided into woody fibre and....
12. ...is a mixture of celluloses, lignin, cutin and some pentosans.
13. Foods containing much carbohydrate are called....

supporting and connective tissues, muscle, a ganglion, excessive moisture, soluble carbohydrates, crude fibre, carbonaceous foods, tissues, water, nutriment, cellulose, starch

III. Use the appropriate form of to be:

1. The students ... in the Russian Museum now.
a) are; b) is; c) were
2. My sister ... not... at home tomorrow.
a) were; b) will be; c) is
3. My friend ... ill last week,
a) is; b) was; c) are
4. Where ... your mother now?
a) is; b) were; c) will be
5. Two heads ... better than one.
a) were; b) was; c) are

IV. Translate the following words into English:

1. пищеварение
2. клетки зародыша
3. пищеварительный тракт
4. кровеносный сосуд
5. густота, плотность
6. нервный узел
7. мышцы произвольных движений

8. корень
9. убирать урожай
10. чрезмерный
11. крупный рогатый скот
12. сырое волокно

V. Give Russian equivalents of the following words and word –combinations:

1. intercellular material
2. engulfing bacteria
3. tendon
4. insect
5. bipolar
6. carbohydrate
7. succulent
8. cereal
9. to store
10. to favour
11. to reduce
12. wheat

VI. Translate the following sentences into Russian:

1. The crude fibre is that portion of the carbohydrate which is not rendered soluble by alternate boiling in dilute alkali and acid.
2. The cells in multicellular animal may be divided into somatic cells and germ cells.
3. Crude fibre is a mixture of cellulose, lignin, cutin and some pentosans.
4. With the growth of the plant cellulose becomes associated with lignin which gives stiffness to the parts of the plant requiring support.

TEST III

I. Complete the following sentences with words and word-combinations given below:

1. The term “fat” is usually applied to oil which is ... at a moderate temperature.
2. “Oil is so called when it remains fluid or semi – fluid at a ... temperature.
3. The fats are compounds of ... with various fatty acids.
4. According to the manner in which the cow is fed ... will be soft and oily or be hard and tallowy.
5. ... gave some original methods for immunology, microbiology and some other sciences.
6. There is no really scientific ... of viruses up to date.
7. Simple viruses consist of ... and protein
8. The amino acid tryptophane is essential for the
9. The chief protein of maize, ... , by itself is not a complete food for animals.
10. Genuine revolution in virology was connected with the introduction of monolayer cell culture for
11. Modern molecular biology suggested a number of delicate and effective methods for the ... of viruses.
12. As far as viruses differ from animals and plants, they are isolated into the independent kingdom
13. There are two large groups of viruses, which differ from one another
14. The viruses of the second group consist of a ... a capsule and an envelope.

nucleic acid, morphologically, Vira (viruses), isolation and investigation, cultivation, zein, well – being of animals, solid, moderate, glycerin, butter, virology, classification, ribo or deoxyribonucleic acid.

III. Open the brackets choosing the right form of the verb:

1. He (to turn) on the television to watch cartoons everyday
a) turns b) turned c) will turn
2. I (not to go) there next year because it costs a lot of money.
3. They (to enjoy) themselves at the symphony yesterday evening.
a) will enjoy b) enjoy c) enjoyed
4. Her English is not excellent, but she (to work) at it.
a) works b) worked c) will work
5. I (to do) my English exercises tomorrow.
a) shall do b) did c) do

IV. Translate the following words into English:

1. растворитель
2. применять
3. жирный
4. мягкость
5. плавиться

6. средняя плотность
7. недоставать
8. травы
9. опознавать
10. исследование
11. передавать
12. поглотитель

V. Give Russian equivalents of the following words and word – combinations:

1. to remain
2. linseed cake
3. to lay down
4. tallowy
5. to consider
6. excellent
7. leguminous
8. deficient
9. tumour
10. impetuous
11. master cell
12. frequently

VI. Translate the following sentences into Russian:

1. This does not mean that maize is not a good food, because it is an excellent food if given in combination with other foods containing the essential constituents that maize lacks.
2. The mineral matter, like the other constituent is taken to the plant through the roots from the soil.
3. With the help of this method hundreds of unknown viruses were isolated and identified.
4. There is no really scientific classification of viruses up to date.
5. Viral proteins do not differ from animal or plant ones neither in architecture nor in acid composition.

TEST IV

I. Give Russian equivalents of the following words and word-combinations:

1. acidity
2. particles
3. soil organisms
4. ultraviolet rays
5. environment
6. air current
7. yeast
8. contamination
9. uncultivated soil
10. moisture

II. Give Russian equivalents of the following words and word-combinations:

1. частицы пыли
2. плесень
3. поверхность
4. условия окружающей среды
5. прилипнуть
6. зависеть от
7. перегной
8. кишечный тракт
9. размножаться
10. благоприятный

III. Fill in the blanks with the following words:

bacteria, environmental conditions, microorganisms, atmosphere, surface layers:

1. The air over the ocean far removed from shore is practically free from
2. Bacteria are found in the being carried there by air currents.
3. The numbers vary from one place to another, depending upon the... ..
4. The great majority of soil organisms are found in the.....
5.are widely distributed in nature, being found nearly everywhere.

IV. Give three forms of the following irregular verbs:

- to find
- to be
- to speak
- to grow
- to hold
- to keep
- to mean
- to show

V. Translate the following sentences into English:

1. Организмы не растут и не размножаются в воздухе.
2. В пыльных помещениях гораздо больше микроорганизмов, чем в чистых помещениях.
3. Количество бактерий меняется в зависимости от условий окружающей среды.
4. Плодородная почва содержит намного больше микроорганизмов, чем неплодородная, необработанная почва.
5. Бактерии находятся в почве, воде, пищевых продуктах, на теле, в кишечном тракте человека и животных.

TEST V

I. Give Russian equivalents of the following words and word-combinations:

- 1.bacterial infection
- 2.colourless substance
- 3.from the point of view
- 4.dried grass
- 5.deficiency
- 6.to maintain
- 7.dietary ingredient
- 8.muscular dystrophy
- 9.disease
- 10.considerable

II. Give English equivalents of the following words and word-combinations:

- 1.замедлять
- 2.использовать
- 3.задержка в росте
- 4.печень
- 5.запас
- 6.кормление
- 7.составная часть пищи
- 8.жирные кислоты
- 9.большое количество
- 10.зародыш

III. Fill in the blanks with prepositions:

1. Carotene.... in cut grass is thus largely destroyed in the process..... hay-making.
2. Young animals are born small reserves.... vitamin A..... their livers.
3. It is formed animal body largelypigments called carotenoids associated the plantthe green colouring material chlorophyll.
4. Artificial drying is the best method conservation.... the pointview conserving carotene.
5. the rumen..... the young animal is fully established it needs a source B complex vitamins its ration.

IV.Fill in the blanks with the following words:

reproduction, nutrition, cod liver oil,oxidized,rickets:

- 1.Pigs require vitamin E for normal..... .
- 2.Vitamin E is of great importance in farm animals
- 3.Vitamin D was first identified as a substance present in... .. which is essential for rickets prevention.
- 4.Unlike vitamin A, vitamin D is not easily

5..... can occur as a result of deficiency of calcium or phosphorus in diets.

V. Translate the following sentences into English:

1. Животные могут откладывать и витамин А, и каротин в печени летом и осенью.

2. Зеленые листья - главный источник каротина.

3. Рахит может возникнуть в результате нехватки кальция или фосфора в пище.

4. Витамин Д присутствует в рыбьем жире, который является необходимым для профилактики рахита.

5. Высушенная трава содержит очень мало витамина А.

Критерии оценки:

- оценка «отлично» выставляется студенту, если работа выполнена грамотно (с учетом знаний грамматики и орфографии изучаемого языка);
- оценка «хорошо» если работа выполнена без значительных ошибок;
- оценка «удовлетворительно» если работа выполнена с существенными ошибками;
- оценка «неудовлетворительно» если работа выполнена не в полном объеме с грубыми ошибками.

- оценка «зачтено» выставляется студенту, если он показал достаточные знания изучаемого материала;

- оценка «не зачтено» выставляется студенту, если он показал недостаточные знания изучаемого материала.

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«Горский государственный аграрный университет»

Кафедра иностранных языков
(наименование кафедры)

Фонд тестовых заданий
по дисциплине *Иностранный язык (английский)*
(наименование дисциплины)

ТЕСТОВОЕ ЗАДАНИЕ № 1

1. Выберите правильный ответ:
How long has England existed as a unified entity?
a) since the 10th century
b) since the 11th century
c) since the 12th century
d) since the 13th century
2. Какой части речи не существует в русском языке?
a) Герундий; b) Местоимение; c) Существительное; d) Прилагательное
3. В какой стране английский является вторым государственным языком?
a) USA; b) Australia; c) Barbados; d) Canada
4. Выберите правильный перевод: *“respiratory passages”*:
a) пищеварительный тракт
b) дыхательные пути
c) кишечный тракт
d) кровеносный сосуд
5. Какое из предложений является вопросительным?
a) A rich garden soil contains many more organisms than a poor uncultivated soil.
b) Are foods the cause of certain types of intoxications and disease processes.
c) Most waters contain large number of bacterial organisms.
d) The number of bacteria varies from one place to another depending upon the environmental conditions.

6. Выберите правильный перевод словосочетания **“chemical composition”**:

- a) обмен веществ
- b) химический состав
- c) процентное соотношение
- d) физическое свойство

7. Выберите правильный вариант:

Virology gave some original methods for

- a) physics; b) microbiology; c) mathematics; d) chemistry

8. Выберите правильный ответ:

Which Picture Gallery is situated in Saint Petersburg?

- a) The Hermitage; b) The Tretyakov Gallery; c) The National Gallery; d) Louvre

9. Какому тексту соответствует следующее предложение:

Viruses are divided into the RNA-viruses and DNA-viruses.

- a) Photosynthesis
- b) A little about viruses
- c) Carbohydrates
- d) The Cell

10. Укажите стандартный глагол:

- a) to fall; b) to found; c) to feed; d) to do

ТЕСТОВОЕ ЗАДАНИЕ № 2

1. Выберите правильный перевод словосочетания «The European Monetary Union»:

- a) Европейский монетный союз
- b) Содружество
- c) Совет Безопасности
- d) НАТО

2. Заполните пропуск в предложении:

...are very rich in carotene.

- a) mangolds; b) carrot roots; c) sugar-beet; d) pulp turnips

3. Выберите правильный ответ:

Which of the following squares is situated in London?

- a) Palace Square; b) Red Square; c) Trafalgar Square; d) Victory Square

4. Выберите правильный ответ:

What river is St. Petersburg situated on?

- a) The Terek River; b) The Thames; c) The Neva; d) The Moscow River

5. Закончите предложение:

Dried grass of high quality is the best source of the....

- a) food; b) vitamin; c) precursor; b) fibre

6. Перед каким именем собственным необходим артикль?

- a) ... Edinburgh is the capital of Scotland.
- b) My train leaves from ... Waterloo Station at 7.10 p.m.
- c) I've made up my mind to go to ... Black Sea next summer.
- d) ...Lake Baikal is the deepest lake in the world.

7. Выберите правильный ответ:

When was the name the United Kingdom of Great Britain and Northern Ireland implemented?

- a) 1927; b) 1930; c) 1919; d) 1921

8. Выберите правильный ответ:

Where is Hollywood situated?

- a) in Texas; b) in California; c) in New Jersey; d) Ohio

9. Выберите правильный перевод подчеркнутых слов в предложении:

In pigs, vitamin A deficiency leads to paralysis of the hind quarters and a staggering gait.

- a) зрительный нерв

- b) задние конечности
- c) шаткая походка
- d) замедленный рост

10. Определите, какое английское предложение соответствует русскому предложению: “Бобовые растения богаты кальцием.”?
- a) Leguminous plants are poor in calcium.
 - b) Leguminous plants are rich in sodium.
 - c) Leguminous plants are rich in calcium.
 - d) Leguminous plants are rich in oxygen.

ТЕСТОВОЕ ЗАДАНИЕ № 3

1. Выберите правильный ответ:

What was the first name of New York?

- a) New Jersey
- b) New Amsterdam
- c) New York
- d) New London

2. Закончите предложение:

Great Britain was the dominant industrial maritime power of the....

- a) 19th century; b) 20th century; c) 17th century; d) 18th century

3. Выберите правильный ответ:

Where and when was the first Disneyland opened?

- a) in Paris
- b) in California
- c) in Tokyo
- d) in Moscow

4. Выберите правильное вопросительное слово:

...is the weather like today?

- a) What; b) How; c) Which; d) How long

5. Выберите правильный ответ?

When was Moscow founded?

- a) in 1174; b) in 1703; c) in 1147; d) in 1009

6. Выберите правильный перевод слова *ash*:

- a) мука; b) зола; c) жмых; d) корм

7. Заполните пропуск в предложении:

Lysine is important for...production.

- a) butter; b) milk; c) food; d) cheese

8. Какое английское предложение соответствует русскому?

The crude fibre is not rendered soluble by alternate boiling in dilute alkali and acid.

- a) Сырое волокно растворяется при переменном кипячении в разбавленной щелочи и кислоте.
b) Сырое волокно не растворяется при переменном кипячении в разбавленной щелочи и кислоте.
c) Сырое волокно не растворяется при кипячении в щелочи и воде.
d) Сырое волокно – это менее усвояемая часть углеводов.

9. Какое слово является лишним?

- a) oats; b) wheat; c) water; d) rye

10. Выберите правильный ответ:

Where is the Statue of Liberty situated?

- a) in London; b) in Washington; c) in New York; d) in Vladikavkaz

ТЕСТОВОЕ ЗАДАНИЕ № 4

1. Выберите правильный перевод слова **cell**:

- a) ткан; b) клетка; c) протоплазма; d) кровь

2. Заполните пропуск в предложении:

The term “fat” is usually applied to oil which is...at a moderate temperature.

- a) fluid; b) semi-fluid; c) solid; d) liquid

3. В каком предложении сказуемое употреблено в страдательном залоге будущего неопределенного времени?

- a) We are taught English twice a week.
b) The letter will be written next week.
c) The problem was solved yesterday.
d) Moscow is the capital of Russia.

4. Выберите правильный перевод слова **“сообщность”**:

- a) entity; b) county; c) issue; d) district

5. Заполните пропуск в предложении:

Young animals obtain a large amount of the vitamin from the...of their dams.

- a) full-lactation milk
- b) colostrum
- c) ration
- d) hay

6. Выберите соответствующее местоимение:

He told us...facts about Mark Twain's life.

- a) somebody; b) some; c) something; d) anything

7. Выберите правильный перевод слова *производить*:

- a) to sell; b) to produce; c) to distribute; d) constitute

8. Какое русское предложение соответствует английскому предложению:

Alimentary tract and respiratory passages of man and animals always contain microorganisms?

- a) Пищеварительный тракт и дыхательные пути человека и животных никогда не содержат микроорганизмов.
- b) Пищеварительный тракт и дыхательные пути человека и животных всегда содержат микроорганизмы.
- c) Кожа, содержание кишечника и дыхательные пути содержат нормальную бактериальную флору.
- d) В пыльных помещениях больше патогенных микроорганизмов, чем в чистых помещениях.

9. Выберите правильно предлог:

Foods can be split up and separate ...water, proteins, fats or oils, soluble carbohydrates and ash.

- a) on; b) in; c) into; d) under

10. Сколько административных районов включает Лондон?

- a) 4; b) 1; c) 5; d) 3

ТЕСТОВОЕ ЗАДАНИЕ № 5

1. Выберите правильный ответ:

Which of the cities is situated at the mouth of the Hudson River?

- a) London; b) New York; c) Washington; d) Paris

2. Выберите правильный ответ:

Which Opera House is situated in Lincoln Centre for the Performing Arts?

- a) Covent Garden
- b) Grand Opera
- c) Metropolitan Opera House
- d) Bolshoi Theatre

3. Выберите правильный перевод слова **“alkali”**:
а) кислота; б) щелочь; в) раствор; г) вода
4. Найдите лишнее слово:
а) coconut cake; б) linseed cake; в) maize; г) cotton cake
5. Заполните пропуск в предложении:
... are widely distributed in nature.
а) vitamins; б) bacteria; в) foods; г) carbohydrates
6. Выберите правильный ответ:
Where was William Shakespeare born?
а) in London
б) in Oxford
в) in Stratford-on-Avon
г) in Dublin
7. Выберите правильный ответ:
What was scientist Ivanovsky’s article dedicated to?
а) the cultivation of viruses
б) the division of cells
в) the reproduction of Tobacco Mosaic disease
г) the classification of viruses
8. Заполните пропуск в предложении:
Cutin is ... material.
а) soluble; б) waterproofing; в) insoluble; г) digestible
9. Выберите правильный ответ:
When was St. Petersburg founded?
а) in 1730; б) in 1703; в) 1713; г) 1800
10. Выберите правильный ответ:
Whose statue is the Bronze Horseman?
а) of Kutuzov
б) of Barclay de Tolly
в) of Peter the First
г) of Suvorov

ТЕСТОВОЕ ЗАДАНИЕ № 6

1. Выберите правильный ответ:
Where does Stonehenge stand?
а) in south-west England

- b) in Scotland
- c) in Wales
- d) in Northern Ireland

2. Выберите правильный перевод слова **“coconut cake”**:

- a) жмых льняного семени
- b) кокосовый жмых
- c) костяная мука
- d) крахмал

3. Укажите инфинитив глагола **won**:

- a) to win; b) to won; c) to wen; d) to wan

4. Выберите правильный ответ:

Which is the oldest university in Great Britain?

- a) Oxford; b) Cambridge; c) Sorbonna; d) MSU

5. Какое время надо употребить в предложении:

I can't find my umbrella. I think somebody (take) by mistake.

- a) took; b) takes; c) has taken; d) will take

6. Укажите нестандартный глагол:

- a) to split; b) to stay; c) to stop; d) to finish

7. В каком предложении надо употребить артикль **The**:

- a) ... Trafalgar Square is the geographical centre of London.
- b) ... London is nothing but a mass of villages which now are simply different parts of it.
- c) ... Urals are old and very high.
- d) ... Russia is washed by the Artic Ocean in the north.

8. Закончите предложение:

Zein, contains no ...

- a) lysine; b) tryptophane; c) cystine; d) cutin

9. В каком предложении говорится о важном значении аминокислоты для производства молока?

- a) Some of these amino-acids, such as tryptophane, are essential for the well-being of the animal.
- b) Other amino-acids which are classed as essential because without them in the food life cannot be maintained are: lysine, important for milk production; cystine, which contains sulphur and so on.
- c) Others, such as methionine, threonine are probably also essential for life.
- d) Histidine is required for formation and proper functioning of blood.

10. Выберите правильный перевод **county**:
а) город; б) провинция; в) графство; д) район

ТЕСТОВОЕ ЗАДАНИЕ № 7

1. Выберите правильный ответ:

Which part is the oldest one in London?

- а) The West End; б) The City; в) The East End; д) Westminster Abbey

2. Заполните пропуск в предложении:

The first works for the Hermitage Picture Gallery were bought by ...

- а) Peter the Great
б) Catherine the Great
в) Paul I
д) Elizabeth I of England

3. Какое английское предложение соответствует русскому предложению:

Бобовые растения богаты кальцием, который так необходим для животных.

- а) Cereals are rich in calcium, which is so necessary for animals.
б) Leguminous plants are rich in calcium which is so necessary for animals.
в) Leguminous plants are poor in calcium which is so necessary for animals.
д) Proteins are very complex substances

4. Выберите правильный ответ:

Which of the acids is not fatty one?

- а) stearic; б) histidine; в) palmitic; д) oleic

5. Выберите правильный перевод слова **“protein”**:

- а) жир; б) углевод; в) белок; д) зола

6. Выберите правильный ответ:

Which of the following plants is not a modified form of cellulose?

- а) cotton; б) flax; в) wheat; д) starch

7. Какой из вопросов является **общим**?

- а) How may an enzyme be defined?
б) Can animals manufacture vitamin A in its bodies?
в) Are there two or three large groups of viruses?
д) What is carbohydrate?

8. Выберите правильный ответ:

In which park of London can we find Speaker's Corner?

- a) Kensington Gardens
- b) Hyde Park
- c) St. James's Park
- d) Yellowstone Park

9. Выберите правильный ответ:

Who was the first President of the USA?

- a) Abraham Lincoln;
- b) George Washington;
- c) John Adams;
- d) Bill Clinton

10. Заполните пропуск в предложении:

St. Paul's Cathedral was built by...

- a) Carlo Rossi;
- b) Pierre Charles L'Enfant;
- c) Christopher Wren;
- d) Nash

ТЕСТОВОЕ ЗАДАНИЕ № 8

1. Выберите правильный ответ:

Where is the US Capitol situated?

- a) in New York Harbour;
- b) on Jenkins' Hill;
- c) in Whitehall;
- d) on Manhattan Island

2. Выберите правильный ответ:

Which of the following places of interest in London is a corporation of insurance?

- a) Old Bailey;
- b) Lloyd's;
- c) Mansion House;
- d) Trafalgar Square

3. Заполните пропуск в предложении:

... still ranks among the world's greatest suspension bridges.

- a) Anichkov Bridge;
- b) Brooklyn Bridge;
- c) Tower Bridge;
- d) Waterloo Bridge

4. Выберите правильный перевод **"cell-master's metabolism"**:

- a) химический состав большой клетки
- b) обмен веществ большой клетки
- c) размножение большой клетки
- d) физические свойства большой клетки

5. Какое русское предложение соответствует английскому предложению:

Modern molecular biology suggested a number of effective methods for investigation of viruses.

- a) Современная молекулярная биология предложила ряд эффективных методов для выращивания вирусов.
- b) Современная молекулярная биология предложила ряд эффективных методов для размножения вирусов.
- c) Современная молекулярная биология предложила ряд эффективных методов для исследования вирусов.

- d) Современная молекулярная биология предложила ряд эффективных методов для классификации вирусов.
6. В каком предложении говорится о пользе бактерий?
- a) Some of the organisms are of benefit in producing desirable fermentations.
 - b) Frequently undesirable organisms are found in foods and bring abnormal changes.
 - c) Occasionally some species penetrate the broken skin and intestinal wall, resulting in the establishment of a disease process.
 - d) Bacteria are widely distributed in nature, being found nearly everywhere.
7. Выберите правильный перевод слова **«повреждение»**:
- a) failure; b) damage; c) deficiency; d) break
8. Заполните пропуск в предложении:
Even is a rather poor source.
- a) green leaves; b) yellow maize; c) carrot roots; d) potato tubers
9. Продолжите предложение:
The first sound cartoon was
- a) Donald Duck; b) Mickey Mouse; c) Pluto; d) Nu pogodi!
10. Закончите предложение:
You can cross continents within
- a) Chicago; b) Washington; New York; d) Moscow

ТЕСТОВОЕ ЗАДАНИЕ № 9

1. Заполните пропуск в предложении:
The first residents of the White House were....
- a) President and Mrs George Washington
 - b) President and Mrs John Adams
 - c) President and Mrs John Kennedy
 - d) President and Mrs. Theodore Roosevelt
2. Выберите правильный перевод **«chemical reaction»**:
- a) химический состав
 - b) химический реактив
 - c) химическая реакция
 - d) химическое соединение
3. Продолжите предложение:
Walt Disney struggled against....
- a) slavery; b) poverty; c) gangsters; d) corruption

4. Выберите правильный перевод **“плавильный котел”**:
a) Big Apple; b) Melting Pot; c) Permanent Settlement; d) Red Apple
5. Продолжите предложение:
Carotene is rapidly destroyed in the presence of....
a) carbon dioxide; b) oxygen; c) hydrogen; d) nitrogen
6. Какой из перечисленных ниже продуктов не входит в рацион животного?
a) corn; b) butter; c) straw; d) hay
7. Продолжите предложение:
In pigs, vitamin A deficiency leads to....
a) failure to thrive
b) night blindness
c) paralysis of the hind quarters
d) emaciation
8. Укажите III форму глагола **to grow**:
a) grew; b) growing; c) grown; d) growth
9. Выберите правильный ответ:
What produce changes in the bacterial flora?
a) growth and multiplication of organisms
b) desirable fermentations
c) changes in the environmental conditions
d) favourable circumstances
10. Выберите правильный ответ:
Where can we find the great majority of soil organisms?
a) deep in the soil
b) in the surface layers
c) in uncultivated soil
d) in the air

ТЕСТОВОЕ ЗАДАНИЕ № 10

1. Выберите правильный ответ:
Who is the head of the USA?
a) Prime Minister; b) King; c) President; d) Queen
2. Выберите правильный перевод слова **“potency”**:
a) высоко потенциальный источник
b) биологическая активность
c) адекватный запас

d) влажность

3. Какой из ниже перечисленных продуктов содержит большой процент витамина А?

a) mangold; b) carrot; c) cake; d) maize

4. Закончите предложение:

The numbers of bacteria decrease with depth, owing to....

a) bad conditions; b) lack of oxygen; c) rich garden soil; d) lack of sunlight

5. Выберите правильный ответ:

Which building is the most beautiful masterpiece of Russian architecture?

a) St. Basil's Cathedral
b) Lenin Library
c) Bolshoi Theatre
d) district Birulevo

6. Заполните пропуск в предложении:

Saint Petersburg is situated on the banks of...river.

a) the Moskva; b) the Thames; c) the Neva; d) the Hudson

7. Выберите правильный ответ:

Where is Tretyakov Gallery situated?

a) in London; b) in Moscow; c) in St. Petersburg; d) in Peking

8. Продолжите предложение:

Changing of the Guard can be seen....

a) in front of the Prime Minister's residence
b) in front of the Houses of Parliament
c) in front of the Buckingham Palace
d) in Hyde Park

9. Выберите правильный ответ:

Which of the museums is situated in London?

a) Metropolitan Museum of Art
b) British Museum
c) Russian Museum
d) Louvre

10. Выберите правильный ответ:

How is mineral matter in food sometimes called?

- a) organic constituent; b) organic compound; c) inorganic constituent;
d) ash

ТЕСТОВОЕ ЗАДАНИЕ № 11

1. Выберите правильный ответ:

Where is Harvard University situated?

- a) in Washington
b) in Philadelphia
c) in Boston
d) in Hollywood

2. Выберите правильный вариант:

I met my (good) friend yesterday.

- a) goodest; b) better; c) the best; d) gooder

3. Употребите правильную форму в предложении:

We didn't know the score but we were sure their team (lose) the game.

- a) has lost; b) had lost; c) lost; d) will lose

4. Заполните пропуск в предложении:

It is necessary to use ... temperatures for destroying bacteria.

- a) high; b) moderate; c) low; d) comfortable

5. Выберите правильный перевод слова *carbohydrate*:

- a) углерод
b) углевод
c) углекислый газ
d) окись углерода

6. Заполните пропуск в предложении:

... have unbalanced mineral content.

- a) maize
b) wheat offals
c) leguminous plants
d) tomato

7. Найдите лишнее слово:

- a) protein; b) albumen; c) fat; d) egg white

8. Укажите условие, при котором масло может быть мягким, средней плотности или твердым:

- a) according to the quantity of fat
b) according to the manner in which the cow is fed

- c) according to the proportion of fatty acids
- d) according to the quality of butter

9. Перед каким именем собственным надо употребить артикль ***The***:
- a) Russia
 - b) Los Angeles
 - c) Coral Sea
 - d) England
10. Какое государство является островным?
- a) The USA; b) France; c) The United Kingdom; d) China

ТЕСТОВОЕ ЗАДАНИЕ № 12

1. Выберите нужную форму:

Instant coffee Nestle... ..in London in 1937.

- a) were invented
- b) was invented
- c) has been invented
- d) will be invented

2. Выберите из следующих предложений правильное:

- a) Fat is present in all foods.
- b) Fatty acids are melt at different temperatures.
- c) Foods affects the butter fat of cows.
- d) Proteins are very simple substances

3. Найдите лишнее слово:

- a) film star; b) film producer; c) teacher; d) film operator

4. Определите, о чем идет речь:

Charlie Chaplin starred in these films.

- a) horror films; b) comedies; c) westerns; d) cartoon

5. Заполните пропуск в предложении:

... are stuffed with fights.

- a) comedies; b) horror films; c) melodramas; d) chronicals

6. Выберите правильный вариант:

Roots contain from 75 to 90 per cent of

- a) water; b) fat; c) mineral matter; d) juice

7. Укажите предложение, в котором говорится о последствиях большого

количества влаги:

- a) Fresh meadow grass yields from 70 to 80 per cent of water.
- b) Excessive moisture favours the growth of moulds and encourages fermentations.
- c) Cereals which have been harvested too early, or those which have been stored in a damp place, hold much moisture.
- d) All foods contain certain percentage of water.

8. Заполните пропуск в предложении:

... are made up of carbon, hydrogen and oxygen.

- a) fats; b) proteins; c) carbohydrates; d) oils

9. Выберите правильный перевод «маслянистый»:

- a) fatty; b) soft; c) tallowy; d) mellow

10. Найдите лишнее слово:

- a) tryptophane
- b) zein
- c) arginine
- d) tissues

ТЕСТОВОЕ ЗАДАНИЕ № 13

1. Выберите нужную форму глагола:

In 1893 Henry Ford ... the first car.

- a) build; b) was built; c) built; d) will build

2. Выберите из следующих предложений неправильное:

- a) The crude fibre is the less digestible part of the carbohydrate.
- b) A concentrated food is one which contains much nutriment.
- c) A coarse food is one which contains relatively little nutriment.
- d) Cellulose in association with lignin is easily digested.

3. Найдите лишнее слово:

- a) western
- b) melodrama
- c) rock
- d) horror films

4. Заполните пропуск в предложении:

... have a lot of music and dancing.

- a) historical films
- b) musicals

- c) adventure films
- d) chronicals

5. Закончите предложение:

Carbohydrates do not contain any ...

- a) hydrogen; b) nitrogen; c) oxygen; d) potash

6. Какое пищевое вещество не вырабатывает мягкий жир?

- a) rice meal; b) linseed; c) bean meals; d) cereals

7. Выберите правильный ответ:

What is the best method of conserving carotene?

- a) artificial drying; b) air drying; c) fresh green grass; d) frying

8. Выберите правильный перевод «**биологический вид**»:

- a) appearance; b) view; c) species; d) crop

9. Выберите правильный ответ:

When are animals able to store both vitamin A and carotene in their livers?

- a) during winter and spring
- b) during spring and summer
- c) during summer and autumn
- d) during their holidays

10. Закончите предложение:

The Congress of the USA consists of...

- a) the Senate and the House of Commons
- b) the House of Representatives and the House of Lords
- c) the House of Lords and the House of Commons
- d) the Senate and the House of Representatives

ТЕСТОВОЕ ЗАДАНИЕ № 14

1. Заполните пропуск в предложении:

Love stories teach you to believe in

- a) suspense; b) love; c) aggression; d) fate

2. Заполните пропуск в предложении:

... is the centre of the USA film industry.

- a) Chicago; b) San Francisco; c) Hollywood; d) Washington

3. Заполните пропуск в предложении:

The Parliament of Great Britain consists of...

- a) the House of Commons and the Senate
- b) the House of Representatives and the House of Lords

- c) the House of Lords and the House of Commons
- d) the House of Representatives and the Senate

4. Заполните пропуск в предложении:

... is one of the chief forms in which food is given to animals.

- a) cellulose; b) starch; c) flax; d) linseed cake

5. Какое пищевое вещество не склонно вырабатывать твердый жир?

- a) coconut cake; b) bean meals; c) linseed cake; d) straw

6. Выберите правильный ответ:

What can animals store in their livers during summer and autumn when green stuff is plentiful?

- a) vitamin A only
- b) carotene only
- c) both vitamin A and carotene
- d) alkali

7. Выберите правильный ответ:

What does vitamin A deficiency in young cattle lead to?

- a) disease process
- b) death of the animal
- c) recovery of the animal
- d) growth of animal

8. Выберите правильный перевод «структурные элементы вируса»:

- a) structural units of the virus
- b) texture of the virus
- c) architectural elements of the virus
- d) classification of viruses

9. Выберите правильный ответ:

How many years is the US President elected for?

- a) 5; b) 3; c) 4; d) a century

10. Заполните пропуск в предложении:

The USA is washed by the Pacific ... in the west.

- a) coast; b) desert; c) ocean; d) river

ТЕСТОВОЕ ЗАДАНИЕ № 15

1. Закончите предложение:

Charlie Chaplin played in

- a) horror films; b) historical epics; c) silent comedies; d) chronicles

2. Определите, о чем идет речь:

It appeared in Hollywood in 1911.

- a) first colour film; b) first studio; c) first silent film; d) telephone

3. В каком предложении говорится о политическом устройстве Соединенного Королевства?

- a) The President has much power.
b) Queen's role is mostly ceremonial.
c) The President is not a member of the Parliament.
d) The Head of Government is Prime Minister.

4. Выберите правильный перевод «***оболочка вируса***»:

- a) membrane; b) cover; c) envelope; d) capsule

5. Заполните пропуск в предложении:

All foods hold approximately 11 to 14 % of water.

- a) artificially-dried
b) air-dried
c) properly harvested
d) fried

6. Выберите правильный ответ:

What material forms the cell-wall of plants?

- a) cutin; b) cellulose; c) flax; d) starch

7. Заполните пропуск в предложении:

With the growth of the plant cellulose becomes associated with ... which gives stiffness to the parts of the plant requiring support.

- a) cutin; b) lignin; c) pentosan; d) protein

8. Выберите правильный перевод «***rice meal***»:

- a) пшеничная мука
b) рисовая мука
c) кукурузная мука
d) гречневая мука

9. Заполните пропуск в предложении:

The quantity of the fat in all foods ...

- a) varies slightly; b) the same; c) varies greatly; d) is permanent

10. Выберите правильный ответ:

What river is London situated on?

- a) on the Hudson River

- b) on the River Thames
- c) on the Neva River
- d) on the Terek River

ТЕСТОВОЕ ЗАДАНИЕ № 16

1. Перед каким именем собственным нужно употребит артикль **The**.
a) Texas; b) Berlin; c) Caspian Sea; d) John

2. Выберите правильный ответ:
What cereals have more moisture?
a) harvested too early
b) properly harvested
c) properly stored
d) properly dried

3. Выберите правильный ответ:
In what form cellulose is easily digested?
a) in mixture with other materials
b) in association with lignin
c) in its simplest form
d) in association with cutin

4. Заполните пропуск в предложении:
Lignin gives ... to the parts of the plant requiring support.
a) softness; b) stiffness; c) medium consistence; d) tenderness

5. Заполните пропуск в предложении:
... has the least quantity of fat.
a) linseed cake; b) cereals; c) turnip; d) butter

6. Укажите предложение, в котором говорится о белке кукурузного зерна:
a) Proteins are very complex substances.
b) Zein, the chief protein of maize, contains no tryptophane.
c) Maize by itself is not a complete food for animals.
d) Maize in combination with other foods is an excellent food for animals.

7. Выберите правильный ответ:
What is tryptophane essential for?
a) for milk production
b) for proper functioning of blood
c) for the well-being of the animal
d) for formation of blood

8. Закончите предложение:

The stockowner feeds his animals on a

- a) poor ration; b) unbalanced ration; c) mixed diet; d) bread and butter

9. Закончите предложение:

Walt Disney is a US ...

- a) scientist; b) film-maker and animator; c) singer; d) president

10. Выберите правильный ответ:

What is the name of the Queen of England who reigns now?

- a) Victoria; b) Elizabeth II; c) Maria; d) Mary Queen of Scots

ТЕСТОВОЕ ЗАДАНИЕ № 17

1. Выберите правильный ответ:

When do cellulose become associated with lignin?

- a) being a seed
b) with the growth of the plant
c) with the germination of the plant
d) when drying the plant

2. Выберите правильный ответ:

What gives stiffness to the plant?

- a) cutin; b) crude fibre; c) lignin; d) cellulose

3. Определите, перед каким словом надо употребить артикль *The*.

- a) UK; b) Chicago; c) England; d) Russia

4. Укажите предложение, в котором нет ошибок:

- a) The river Thames is the deepest in England.
b) The biggest Scotland's city Glasgow stands on Clyde.
c) Relief of the Russia is mostly flat.
d) The USA is the smallest country in the world.

5. Выберите правильный ответ:

What is lysine important for?

- a) for the well-being of the animal
b) for the production of milk
c) for formation of blood
d) for proper functioning

6. Заполните пропуск в предложении:

... was written by Shakespeare.

- a) Hamlet
- b) The Sea-Gull
- c) My Fair Lady
- d) Tom Soyer

7. Выберите правильный ответ:

What chemical element don't proteins contain?

- a) sulphur; b) iodine; c) oxygen; d) potash

8. Выберите правильный ответ:

What individual plants have unbalanced mineral content?

- a) maize; b) wheat offals; c) leguminous plants; d) tomato

9. Выберите правильный ответ:

What foodstuff is such valuable adjunct to a ration for animals?

- a) butter; b) bone-meals; c) eggs; d) hay

10. Выберите правильный перевод «сливочное масло»:

- a) oil; b) fat; c) butter; d) juice

ТЕСТОВОЕ ЗАДАНИЕ № 18

1. Перед каким именем собственным не нужен артикль?

- a) Philadelphia; b) Bering Sea; c) Arctic Ocean; d) John

2. Выберите правильный ответ:

What is arginine required for?

- a) well-being of the animal
- b) milk production
- c) for formation and proper functioning of blood
- d) for life maintaining

3. Заполните пропуск в предложении:

"Othello" was written by ...

- a) A. Chekhov; b) W. Shakespeare; c) Bernard Shaw; d) Leo Tolstoy

4. Выберите правильный ответ:

Why are bone – meal, fish- and meat – meals such valuable adjuncts to a ration for animals?

- a) due to their well-balanced content of amino-acids
- b) due to their well-balanced content of proteins
- c) due to their well-balanced content of ash
- d) due to their taste

5. Выберите правильный ответ:

What does the hardness or softness of a fat depend on?

- a) the protection of fat
- b) the protection of fatty acids
- c) the protection of glycerine
- d) the protection of amino-acids

6. Выберите правильный ответ:

What foods is carbonaceous?

- a) wood; b) flax; c) molasses; d) cotton

7. Укажите слово не относящееся к злаковым:

- a) barley; b) carrot; c) oats; d) wheat

8. Заполните пропуск в предложении:

... contains slightly more water than the mature grain.

- a) stored in a damp place; b) newly threshed grain; c) harvested too early;
- d) properly dried

9. Выберите правильный перевод “**setting**”:

- a) актерский состав
- b) операторская работа
- c) декорация
- d) сценарий

10. Укажите синоним слова “**cast**”:

- a) actor; b) acting; c) artist; d) producer

ТЕСТОВОЕ ЗАДАНИЕ № 19

1. Выберите правильный ответ:

What is histidine is required for?

- a) milk production
- b) formation and proper functioning of blood
- c) well-being of the animal
- d) for the proper growth of the animal

2. Выберите правильный перевод “**cloak-room**”:

- a) читальный зал; b) гардероб; c) кабинет; d) партер

3. Выберите правильный ответ:

What foods is not carbonaceous?

- a) cereal grains; b) flax; c) potatoes; d) molasses

4. Выберите правильный ответ:
What is Oscar?
a) a certificate
b) a plaque
c) a statuette
d) a diploma
5. Выберите правильный перевод “***crude fibre***”:
a) углевод; b) сырое волокно; c) целлюлоза; d) грубые семена
6. Выберите правильный перевод “***alkali***”:
a) кислота
b) уксусная кислота
c) щелочь
d) оксид
7. Выберите правильный перевод “***molds***”:
a) плесень; b) грибок; c) влага; d) белок
8. Выберите правильный ответ:
What body is more resistant to the ultraviolet rays of the sun.
a) grass; b) yeast; c) vegetative cells; d) fruits
9. Укажите предложение в Present Simple Tense:
a) The outer surface of skin of the body always contains microorganisms.
b) Carotene is largely found in green leafy materials.
c) Since that time virology began to develop.
d) The pig laid down by the pig will be soft.
10. Заполните пропуск в предложении:
Trafalgar Square with tall ... in it is in the centre of London.
a) statue of King Charles I
b) Nelson’s Column
c) Queen Victoria’s monument
d) statue of V.I. Lenin

ТЕСТОВОЕ ЗАДАНИЕ № 20

1. Выберите правильный ответ:
What amino-acid is required for formation of blood?
a) tryptophane; b) lysine; c) arginine; d) histidine
2. Закончите предложение:

My Fair Lady is based on Pygmalion, a well known play by...

a) Mark Twain; b) William Shakespeare; c) Bernard Shaw; d) Jack London

3. Закончите предложение:

Cotton, wood, flax, etc., are all....

- a) soluble carbohydrates
- b) concentrated foods
- c) modified forms of cellulose
- d) carbonaceous foods

4. Заполните пропуск в предложении:

The Oscars are awarded by the...Academy of Motion Picture Arts and Science.:

- a) Russian; b) English; c) American; d) Chinese

5. Заполните пропуск в предложении:

... may be further divided into nitrogenous and carbonaceous, according to their character.

- a) crude fibre
- b) concentrated food
- c) coarse food
- d) coarse fodder

6. Выберите правильный перевод “sewage”:

- a) озеро; b) течение; c) сточные воды; d) ручей

7. Заполните пропуск в предложении:

If a food is fed to a pig, containing much... ..., the fat laid down by the pig will be soft.

- a) palmitic fat; b) stearic fat; c) oleic fat; d) fatty acids

8. Выберите правильный ответ:

Where did the Great Fire of London begin?

a) in Whitehall; b) in Pudding Lane; c) in Baker Street; d) in Buckingham Palace

9. Закончите предложение:

The Russian Museum is located in the

- a) Hermitage
- b) Mikhailovsky Palace
- c) Marble Palace
- d) Mikhailovsky Castle

10. Выберите правильный ответ:

What street is the White House situated?

- a) at Pennsylvania
- b) in Oxford Street
- c) in Wall Street
- d) in Old Bailey

ТЕСТОВОЕ ЗАДАНИЕ № 21

1. Выберите правильный ответ:

What amino-acid is important for milk production?

- a) cystine; b) arginine; c) lysine; d) methionine

2. Выберите правильный ответ:

What museum is located in Mikhailovsky Palace?

- a) Museum of St. Petersburg history
- b) Russian Museum
- c) Anna Akhmatova Museum
- d) Hermitage

3. Выберите правильный перевод «**определять**»:

- a) to mention; b) to determine; c) to imply; d) to supply

4. Выберите правильный ответ:

What does the soluble carbohydrate include?

- a) cellulose
- b) monosaccharides
- c) cotton
- d) flax

5. Выберите правильный ответ:

What Cathedral is in Saint Petersburg?

- a) St. Paul's Cathedral
- b) St. Basil's Cathedral
- c) St. Isaak's Cathedral
- d) Christ Church

6. Определите, перед каким словом не нужен артикль ***The***:

- a) Coral Sea; b) Moscow; c) Azov Sea; d) Atlantic Ocean

7. Выберите нужную форму:

... Pete ... any beer in the fridge?

- a) Does Pete have
- b) Do Pete has

- c) Have Pete got
- d) will Pete have

8. Заполните пропуск в предложении:

... is a waterproofing material.

- a) lignin; b) cutin; c) pentosan; d) tryptophane

9. Заполните пропуск в предложении:

Crude fibre is a part of

- a) protein; b) carbohydrate; c) ash; d) cellulose

10. Выберите правильный ответ:

What is Walt Disney famous for?

- a) melodramas; b) historical films; c) animated cartoons; d) love stories

ТЕСТОВОЕ ЗАДАНИЕ № 22

1. Выберите правильный ответ:

Who designed the Mikhailovsky Palace?

- a) Christopher Wren; b) Karlo Rossi; c) James Hoban; d) Nash

2. Закончите предложение:

St. Petersburg was the capital of Russia

- a) from 1703 till 1918
- b) from 1712 till 1920
- c) from 1712 till 1918
- d) from 2000 till 2010

3. Укажите предложение, в котором необходим определенный артикль **The**:

- a) ... Wellington is the capital of New Zealand.
- b) ... United Kingdom is an island state.
- c) ... Ottawa is the capital of Canada.
- d) ... London is the capital of Great Britain.

4. Заполните пропуск в предложении:

Food which contains less than 15 to 20 % of fibre is classed as

- a) coarse fodder; b) concentrated food; c) crude fibre; d) tasty food

5. Какое русское предложение соответствует английскому?

Alimentary tract and respiratory passages of man and animals always contain microorganisms.

- a) Кишечный тракт и дыхательные пути человека и животных всегда содержат микроорганизмы.

- b) Пищеварительный тракт человека и животных никогда не содержат микроорганизмы.
- c) Пищеварительный тракт и дыхательные пути человека и животных всегда содержат микроорганизмы.
- d) Желудочно-кишечный тракт человека содержит множество бактерий.
6. Выберите правильный перевод слова “oxydation”:
a) брожение; b) окисление; c) загрязнение; d) ощелачивание
7. Найдите синоним слова “speed”:
a) acceleration; b) velocity; c) completion; d) nutrition
8. Выберите правильный перевод слова “dress circle”:
a) партер; b) ложа; c) бельэтаж; d) балкон
9. Выберите правильный ответ:
What building in Red Square is the most beautiful masterpiece of Russian architecture?
a) The Kremlin; b) The Mausoleum; c) Department Store; d) St. Basil’s Cathedral
10. Выберите правильный ответ:
What state does Washington belong to?
a) it belongs to Virginia
b) it doesn’t belong to any state
c) it belong to Maryland
d) it belongs to California

ТЕСТОВОЕ ЗАДАНИЕ № 23

1. Выберите правильный ответ:
Which of these rivers flows in St. Petersburg?
a) The Moika; b) The Clyde; c) The Hudson; d) The Thames
2. Укажите предложение, в котором необходим определенный артикль:
a) ... New Zealand consists of three large islands.
b) ... Darling is the longest river in Australia.
c) ... Siberia is covered with heavy forests.
d) ... Canada is situated in the North America.
3. Заполните пропуск в предложении:
Foods which contains more than 20% of fibre is classed as ...
a) concentrated food; b) cellulose; c) coarse foods; d) tasty foods

4. Выберите правильный ответ:

What river is Washington situated on?

- a) The Hudson River
- b) The Mississippi
- c) The Potomac River
- d) The Thames

5. Выберите правильный ответ:

What city was the capital of our country up to 1918?

- a) Moscow; b) St. Petersburg; c) Vladikavkaz; d) London

6. Закончите предложение:

One reason Washington looks different from other cities is

- a) that all its buildings are skyscrapers.
- b) that no building in the city may be more than 40 metres tall.
- c) that all buildings have unusual architecture.
- d) that all buildings are of the same architecture.

7. Выберите правильный перевод слова "calf":

- a) корова; b) лошадь; c) теленок d) свинья

8. Закончите предложение:

The first group includes viruses....

- a) of complex structure
- b) of simple structure
- c) consisting of small elements
- d) unusual structure

9. Выберите правильный ответ:

What does maize contain?

- a) sulphur; b) phosphorus; c) iodine; d) nitrogen

10. Выберите правильный перевод слова "herbage":

- a) растения; b) деревья; c) травы; d) животные

ТЕСТОВОЕ ЗАДАНИЕ № 24

1. Выберите правильный ответ:

How is the mineral matter taken into the plant?

- a) through the roots
- b) through the leaves
- c) through the flowers
- d) through the fruits

2. Выберите правильный ответ:

What amino-acid is essential for the well-being of the animal?

- a) lysine; b) tryptophane; c) cystine; d) histidine

3. Какое из пищевых веществ не склонно вырабатывать твердый жир?

- a) cotton – cake; b) barley; c) rice – meal; d) flax

4. Выберите правильный перевод слова “liver”:

- a) сердце; b) желудок; c) печень; d) легкие

5. Выберите правильный ответ:

Where is Little Odessa in New York situated?

- a) in Chinatown
b) in Brighton Beach
c) in Harlem
d) Bronx

6. Найдите лишнее слово:

- a) silent; b) sound; c) big; d) mute

7. Выберите предложение в пассивном залоге:

- a) Mendeleev described more than 60 elements.
b) The first Kodak camera was made by George Eastman in 1888.
c) Yuri Gagarin was the first man who flew into space.
d) D.I. Ivanovsky published an article on the representation of tobacco mosaic disease.

8. Заполните пропуск в предложении:

US Capitol is the most famous building in the USA, because this is where...are made.

- a) the reports; b) the laws; c) the screen versions; d) music shows

9. Выберите правильный ответ:

What is the remarkable building of Nevsky Prospect?

- a) St. Isaak’s Cathedral
b) Kazan Cathedral with a colonnade
c) St. Nicolas Cathedral
d) St. Basil’s Cathedral

10. Закончите предложение:

... .. is the official residence of the Queen.

- a) Westminster Abbey
b) St. James’s Palace
c) Buckingham Palace
d) White House

ТЕСТОВОЕ ЗАДАНИЕ № 25

1. Выберите правильный перевод слова "starch":
 - a) мука
 - b) крахмал
 - c) порошок
 - d) концентрированный корм
2. Какое из пищевых веществ не склонно вырабатывать мягкий жир?
 - a) linseed cake; b) maize; c) coconut cake; b) flax
3. Найдите лишнее слово:
 - a) coloured film; b) documentary; c) picture; d) mute film
4. Выберите нужную форму:
A photograph... ..by Thomas Edison in 1877.
 - a) invented
 - b) was invented
 - c) has been invented
 - d) will be invented
5. Выберите правильный ответ:
What building can we see in Nevsky Prospect?
 - a) Winter Palace
 - b) Admiralty
 - c) Mikhailovsky Palace
 - d) St. Basil's Cathedral
6. Выберите из следующих предложений правильное:
 - a) Foods affect the milk of cows.
 - b) Foods affect the butter fat of cows.
 - c) Foods don't affect the butter fat of cows.
 - d) Foods affect the beauty of cows.
7. Выберите правильный ответ:
What temperature is required to destroy bacteria?
 - a) moderate temperature
 - b) low temperature
 - c) high temperature
 - d) regulated temperature
8. Выберите правильный ответ:
What foodstuff is such valuable adjunct to a ration for animals?

- a) cabbage; b) fish – meals; c) grass; d) carrots
9. Выберите правильный перевод слова “**dust**”:
a) песок; b) пыль; c) порошок; d) пудра
10. Выберите правильный ответ:
Which part of London is heavily industrialized?
a) The City; b) The East End; c) The West End; d) Westminster Abbey

ТЕСТОВОЕ ЗАДАНИЕ № 26

1. Найдите лишнее слово:
a) newsreel; b) mute film; c) light; d) western
2. Укажите предложение в страдательном залоге:
a) The South Pole was conquered by expeditions in 1911.
b) The Wright brothers invented and built the first aeroplane in 1903.
c) John Logie Baird invented television in 1926.
d) Columbus discovered America in the 15th century.
3. Закончите предложение:
Steven Spielberg is a famous....
a) film star; b) film director; c) screenwriter; d) scientist
4. Выберите правильный ответ:
What ensemble can we see in Nevsky Prospect?
a) Palace Square
b) Alexander Nevsky Lavra
c) Marble Palace
d) Winter Palace
5. Выберите из следующих предложений правильное:
a) Bacteria are absent in nature.
b) Bacteria are found in the soil, air, water, foods.
c) Bacteria are usually found adhering to particles of dust.
d) Bacteria are found in boiling water.
6. Выберите правильный перевод “**wind current**”:
a) поток воды; b) поток воздуха; c) поток ветра; d) водопад
7. Укажите предложение, в котором есть ответ на вопрос: **«Причиной чего являются пищевые вещества?»**:
a) Foodstuffs are rarely free from living organisms.

- b) Sometimes foods are the cause of certain types of intoxications and disease processes due to the presence of pathogenic organisms.
- c) Frequently undesirable organisms are found in foods and bring about abnormal changes.
- d) Under some conditions disease organisms may be present in food.

8. Выберите правильный перевод “staggering gait”:

- a) шаткая походка
- b) замедленный рост
- c) куриная слепота
- d) уксуная кислота

9. Выберите правильный ответ:

Where is Covent Garden?

- a) in New York; b) in Paris; c) in London; d) in Moscow

10. Выберите правильный ответ:

When was Great Fire of London?

- a) in 1665; b) in 1666; c) in 1660; d) in 2010

ТЕСТОВОЕ ЗАДАНИЕ № 27

1. Найдите лишнее слово:

- a) feature film; b) historical epic; c) dynamic; d) horror film

2. Выберите правильный вариант:

A steam engine...by James Watt in 1765.

- a) was created
- b) has been created
- c) had been created
- d) wil be created

3. Заполните пропуск в предложении:

“Columbia Pictures” is a...film production company.

- a) Russian; b) US; c) Britain; d) Chinese

4. Выберите правильный ответ:

Where is Kazan Cathedral situated?

- a) in Sadovaya Street
- b) in Nevsky Prospect
- c) in Ligovsky Prospect
- d) in Liteiny Prospect

5. Выберите правильный перевод слова “acid”:

- a) щелочь; b) кислота; c) раствор; d) оксид
6. Выберите правильный перевод слова «вещество»:
a) agent; b) substance; c) ferment; d) corpuscle
7. Какому тексту соответствует следующее предложение:
Maize, therefore, by itself is not a complete food for animals.
a) fats or oils
b) proteins
c) mineral matter or ash
d) photosynthesis
8. Выберите правильный ответ:
Who is the author of the book “Pygmalion”?
a) William Shakespeare
b) Bernard Shaw
c) Daniel Defoe
d) Jack London
9. Выберите правильное предложение:
a) The Dutch founded their colony and gave it the name New York.
b) The name New York was given to the city when the Duke of York seized
it.
c) The Duke of York was the national hero of the Dutch.
d) The Dutch founded their colony and gave it the name New World.
10. Выберите правильный перевод слова “moisture”:
a) плесень; b) влага; c) сырость; d) аромат

ТЕСТОВОЕ ЗАДАНИЕ № 28

1. Заполните пропуск в предложении:
The first...“Gone With The Wind” was shot in 1939.
a) mute film; b) colour film; c) documentary; d) thriller
2. Выберите правильный ответ:
Where are monuments to Kutuzov and Barklay de Tolly situated?
a) in front of the Alexander Nevsky Lavra
b) in front of Kazan Cathedral
c) in front of Mikhailovsky Castle
d) in Red Square
3. Выберите правильный ответ:
Where is Metropolitan Opera House?

- a) in London; b) in Paris; c) in New York; d) in Moscow
4. Выберите правильный перевод слова “**solution**”:
a) кислота; b) раствор; c) щелочь; d) соединение
5. Выберите правильное предложение:
a) New York is situated at the mouth of the deep Thames River and is famous as the “floor” of the USA.
b) There are no rivers near to where New York is situated.
c) New York is situated on the left bank of the deep Hudson River.
d) New York is situated high in the mountains.
6. Выберите правильный ответ:
What is the nickname of New York City?
a) “Big Orange”; b) “Big Apple”; c) “Big Plum”; d) “Big Peach”
7. Выберите правильный перевод слова “**to decrease**”:
a) уменьшать; b) увеличивать; c) ускорять; d) убыстрять
8. Выберите правильное предложение:
a) Buckingham Palace is an artistic museum.
b) Buckingham Palace is the official residence of the Queen.
c) Buckingham Palace is the official residence of the Prime Minister.
d) Buchingham Palace is a famouse hotel.
9. Выберите правильный ответ:
What is the Tower of London now?
a) a museum
b) the official residence of the Queen
c) a prison
d) a library
10. Выберите правильный ответ:
What is the name of the financial centre of the USA?
a) The City
b) Wall Street
c) Empire State Building
d) Madison Square Garden Centre

ТЕСТОВОЕ ЗАДАНИЕ № 29

1. Закончите предложение:
Hollywood is the home of the world famous....
a) companies; b) film studios; c) banks; d) museums

2. Выберите правильный ответ:

Which of the following rivers flows in St. Petersburg?

a) The Fontanka; b) The Severn; c) The Potomac River; d) The Terek River

3. Выберите правильный перевод слова "**bone – meals**":

- a) рисовая мука
- b) костяная мука
- c) кукурузная мука
- d) рыбная мука

4. Выберите правильный перевод слова "**lipid**":

- a) белок; b) жир; c) углевод; d) лимфа

5. Выберите правильное предложение:

- a) The Congress consists of two Houses: the House of Representatives and the House of Lords.
- b) There is only one House in the Congress.
- c) The House of Representatives and the Senate are the two parts of the American Congress.
- d) The Congress consists of two Houses: the House of Lords and the House of Commons.

6. Выберите правильное предложение:

- a) New York is the capital of the United States, it is the biggest and the most important city in the USA.
- b) Though New York is the biggest and the most important city in the USA, it is not the capital of the country.
- c) We can't say that New York is the biggest and the most important city in the USA.
- d) New York is the centre of film industry.

7. Выберите правильный перевод слова "**stream**":

- a) пруд; b) озеро; c) течение; d) водопад

8. Выберите правильный перевод слова "**to pollute**":

- a) очищать; b) загрязнять; c) разрушать; d) утилизировать

9. Выберите правильный ответ:

Who is the author of "Othello"?

- a) Robert Burns
- b) William Shakespeare
- c) Charles Dickens
- d) Choser

10. Выберите правильный ответ:

Where is the residence of the Prime Minister?

- a) in Fleet Street
- b) in 10 Downing Street
- c) in Whitehall
- d) in Buckingham Palace

ТЕСТОВОЕ ЗАДАНИЕ № 30

1. Закончите предложение:

St. Petersburg was founded in....

- a) 1713; b) 1703; c) 1702; d) 2001

2. Выберите правильный ответ:

What cathedral can you see in Red Square?

- a) St. Paul's Cathedral
- b) St. Isaac's Cathedral
- c) St. Basil's Cathedral
- d) Salisbury Cathedral

3. Найдите лишнее слово:

- a) potassium; b) protoplasm; c) iron; d) sulphur

4. Выберите правильный ответ:

What was the first name of New York?

- a) New London; b) New Amsterdam; c) New Jersey; d) New Washington

5. Какую форму глагола следует употребить в предложении:

Where does your mother...?

- a) work; b) worked; c) works; d) will work

6. Определите правильный перевод слова "**precursor**":

- a) витамин
- b) провитамин
- c) биологическая активность
- d) пробиотик

7. Какое английское предложение соответствует русскому предложению:

Пищу богатую витаминами надо давать в маленьких количествах.

- a) Food that is rich in the vitamin need be given in small amounts.
- b) Food that lacks the vitamin need be given in small amounts.
- c) Food that is rich in the vitamin need be given in big amounts.
- d) Food that is rich in the vitamin shouldn't be given to animals.

8. Выберите правильный перевод подчеркнутых слов:
The main signs are failure to thrive, night blindness and later total blindness due to damage to the optic nerves.

- a) паралич
- b) куриная слепота
- c) повреждение
- d) зрительный нерв

9. Какую форму глагола to have следует употребить в предложении:

You...written the test – paper.

- a) to have; b) has; c) have; d) will have

10. Выберите правильную форму:

When we came to the station the train...already....

- a) has left; b) had left; c) will left; d) will be left

**КЛЮЧ К ТЕСТОВЫМ ЗАДАНИЯМ ПО СПЕЦИАЛЬНОСТИ
 «БИОТЕХНОЛОГИЯ И СТАНДАРТИЗАЦИЯ»
 (АНГЛИЙСКИЙ ЯЗЫК)**

ЗАДАНИЕ ТЕСТ	1	2	3	4	5	6	7	8	9	10
№ 1	a	a	c	b	b	B	b	a	b	b
№ 2	a	b	c	c	a	C	a	b	a	c
№ 3	b	a	b	a	a	B	b	a	c	c
№ 4	b	c	b	a	a	B	b	b	c	a
№ 5	b	c	b	c	b	C	c	b	b	c
№ 6	a	b	a	a	c	A	c	b	b	c
№ 7	d	a	b	b	c	D	b	b	a	c
№ 8	d	a	b	b	c	A	b	b	b	c
№ 9	b	c	b	b	a	B	c	c	c	d
№ 10	c	a	b	b	a	C	b	c	b	c
№ 11	b	c	b	a	b	B	c	b	c	c
№ 12	b	c	c	b	b	A	b	c	c	d
№ 13	c	d	b	b	b	A	b	c	c	d
№ 14	b	c	c	b	c	C	b	a	c	c
№ 15	c	c	b	c	b	B	b	b	c	b

№ 16	С	а	с	b	с	В	с	с	b	b
№ 17	b	d	а	а	b	А	с	с	b	с
№ 18	d	с	b	а	b	С	b	b	а	а
№ 19	а	b	d	с	b	С	а	а	а	b
№ 20	b	с	с	с	b	С	d	с	с	с
№ 21	с	b	b	а	с	В	а	b	b	с
№ 22	b	а	b	b	а	В	а	b	а	b
№ 23	а	b	а	с	b	В	с	а	b	с
№ 24	а	а	с	с	b	С	b	b	а	с
№ 25	b	b	с	b	с	В	с	b	b	b
№ 26	с	а	b	d	b	С	b	а	а	b
№ 27	с	а	b	с	b	В	с	b	а	b
№ 28	b	а	с	b	с	В	а	b	а	b
№ 29	b	а	b	b	с	В	с	b	b	b
№ 30	с	а	b	b	а	В	а	b	с	а

Критерии оценки:

- оценка «отлично» выставляется студенту, если он правильно выполнил 10 заданий из 10;
- оценка «хорошо» выставляется студенту, если он правильно выполнил 8 заданий из 10;
- оценка «удовлетворительно» выставляется студенту, если он правильно выполнил 6 заданий из 10;
- оценка «неудовлетворительно» выставляется студенту, если он правильно выполнил менее 50% заданий;

**Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Горский государственный аграрный университет»**

Дополнительные экзаменационные тексты

Alfred Nobel — a man of contrasts

Alfred Nobel, the great Swedish inventor and industrialist, was a man of many contrasts. He was the son of a bankrupt, but became a millionaire, a scientist who cared for literature, an industrialist who managed to remain an idealist. He made a fortune but lived a simple life, and although cheerful in company he was often sad when remained alone. A lover of mankind, he never had a wife or family to love him; a patriotic son of his native land, he died alone in a foreign country. He invented a new explosive, dynamite, to improve the peacetime industries of mining and road building, but saw it used as a weapon of war to kill and injure people. During his useful life he often felt he was useless. World-famous for his works, he was never personally well-known, for while he lived he avoided publicity. He never expected any reward for what he had done. He once said that he did not see that he had deserved any fame and that he had no taste for it. However, since his death, his name has brought fame and glory to others.

He was born in Stockholm on October 21, 1833 but moved to Russia with his parents in 1842, where his father, Emmanuel, made a strong position for himself in the engineering industry. Emmanuel Nobel invented the landmine and got plenty of money for it from government orders during the Crimean War, but then, quite suddenly went bankrupt. Most of the family went back to Sweden in 1859. Four years later Alfred returned there too, beginning his own study of explosives in his father's laboratory. It so occurred that he had never been to school or University but had studied privately and by the time he was twenty was a skilful chemist and excellent linguist having mastered Swedish, Russian, German, French and English. Like his father, Alfred Nobel was imaginative and inventive, but he had better luck in business and showed more financial sense. He was quick to see industrial openings for his scientific inventions and built up over 80 companies in 20 different countries. Indeed his greatness lay in his outstanding ability to combine the qualities of an original scientist with those of a forward-looking industrialist.

But Nobel was never really concerned about making money or even making scientific discoveries. Seldom happy, he was always searching for a meaning to life, and from his youth had taken a serious interest in literature and philosophy. Probably because he could not find ordinary human love - he never married - he

began to care deeply about the whole mankind. He took every, opportunity to help the poor: he used to say that he would rather take care of the stomachs of the living man the glory of the dead in the form of stone memorials. His greatest wish, however, was to see an end to wars, and thus peace between nations; and he spent much time and money working for the cause until his death in Italy in 1896. His famous will, in which he left money to provide prizes for outstanding work in physics, chemistry, physiology, medicine, economics, literature and promotion of world peace is a memorial to his interests and ideals. And so the man who often believed that he was useless and had done little to justify his life is remembered and respected long after his death. Nobel's ideals which he expressed long before the threat of nuclear war have become the ideals of all progressive people of the world.

According to Nobel's will the capital was to be safely invested to form a fund. The interest on this fund is to be distributed annually in the form of prizes to those who, during the previous year did work of the greatest use to mankind within the field of physics, chemistry, physiology or medicine, economics, literature and to the person who has done the most for brotherhood between nations, for the abolition or reduction of permanent armies and for the organization and encouragement of peace conferences.

In his will Nobel wrote that it was his firm wish that in choosing the prize winner no consideration should be given to the nationality of the candidates, but that the most worthy should receive the prize, whether he is Scandinavian or not. This will was written in Paris, on November 27, 1895.

Since Nobel's death many outstanding scientists, writers and public figures from different countries have become Nobel Prize winners.

Statue of Liberty

The Statue of Liberty National Monument officially celebrated the 100th birthday on October 28, 1986. The people of France gave the Statue to the people of the United States one hundred and seventeen years ago in recognition of the friendship established during the American Revolution.

Over the years, the Statue of Liberty has grown to include freedom and democracy as well as this international friendship. The sculptor Frederic Auguste Bartholdi was commissioned to design a sculpture to commemorate the centennial of the American Declaration of Independence.

The Statue was a joint effort between America and France and it was agreed upon that the American people were to build the pedestal, and the French people were responsible for the Statue and its assembly in the United States. However, lack of funds was a problem on both sides of the Atlantic Ocean. In France, public fees, various forms of entertainment and a lottery were among the methods used to raise funds. In the United States, benefit theatrical events, exhibitions, auctions assisted in providing needed funds. Meanwhile in France, Bartholdi required the assistance of an engineer to design such a colossal copper sculpture. Alexander Gustav Eiffel (designer of the Eiffel Tower) was commissioned to design the massive iron pylon and secondary skeletal framework. Back in America, fund raising for the pedestal was going particularly slowly, so Joseph Pulitzer (noted for the Pulitzer Prize) opened up the editorial pages of his newspaper, «The World» to support the fund raising effort. Pulitzer used his newspaper to criticize both the rich who had failed to finance the creation of pedestal construction and the middle class who were content to rely upon the wealthy to provide the funds. Pulitzer's campaign of harsh criticism was successful. They got the money. The Statue was placed upon a granite pedestal inside the courtyard of the star-shaped walls of Fort Wood (which had been completed for the War of 1812.) The United States had responsibility for the operation of the Statue of Liberty. After 1901, the care and operation of the Statue was placed under the War Department. A Presidential Proclamation declared Fort Wood (and the Statue of Liberty within it) a National Monument on October 15th, 1924. In 1933, the care and administration works of the National Monument were transferred to the National Park Service. On September 7, 1937 jurisdiction of this Service was enlarged to encompass all of Bedloe's Island and in 1956, the island's name was changed to Liberty Island.

Sports in Great Britain

The British have always been a nation of sport lovers and interest in all types of sport is as great today as it has ever been. Many sports which nowadays are played all over the world grew up to their present-day form in Britain. Football is perhaps the best example, but among the others are horse-racing, golf, lawn tennis and rowing.

Many people, both foreigners and British, consider cricket to be the most typically English of sports. It is true that cricket, unlike football, has until recently remained a specifically British game, played only in Britain, in some parts of the British Commonwealth and in Denmark. But it would be wrong to say that cricket is the most popular British sport: that is, undoubtedly, football. Nevertheless, it remains true that for most Englishmen the sight of white-flannelled cricketers on the smooth green turf of a cricket pitch represents something that is traditionally English.

Cricket and football, however, are merely the two most popular sports in Britain: there are many others. In the summer, lawn tennis probably comes next in importance to cricket. There are clubs in every town and in all the parks there are public courts where tennis may be played for an hour on payment of about one pound. Swimming is very popular and there are many public swimming baths. Rowing and canoeing are practiced less because there are not so many facilities. The annual Boat Race between Oxford and Cambridge universities on the river Thames is, however, one of the most popular sporting events of the year. Golf is becoming increasingly popular and many clubs have to turn prospective members away. Athletics is growing all the time.

The most popular winter sport, after football (or «soccer» as it is colloquially called) is rugby football (or «rigger») which remains a largely amateur game. Winter sports such as skiing are generally impossible in Britain (except in Scotland) owing to the unsuitable climate, but more and more people spend winter holidays on the Continent in order to take part in them.

One reason for the great interest in sport in Britain is the Englishman's fondness for a little «flutter» (a slang expression for a bet or gamble) Gambling has always been an integral part of such sports as horse-racing and dog-racing and, in recent times, doing the «football pools» has become a national pastime. But whether as gambler, spectator or player, most Englishmen have some interest in at least some sports.

From the history of the Olympic Games

*“We will take part in Olympic Games
In fair competition for the honour of
Our country and for glory of sport”.*

Long ago ancient Greeks often waged wars. Small states suffered and lost much even if they did not take any side in the war. The ruler of such a small state, Elis, wanted to live in peace with all neighbours. He was a good diplomat because his negotiations were successful and Elis was recognized a neutral state. To celebrate this achievement, he organized athletic games.

In the beginning this feast lasted one day, but later a whole month was devoted to it. All wars and feuds were stopped by special heralds who rode in all directions of Greece.

The games were held every four years in Olympia on the territory of Elis. The first games which later were called the Olympic Games were held about a thousand years before our era.

Usually the Olympic Games began before the middle of the summer. Best athletes arrived from many Greek states to Olympia to compete in running, long jumps, throwing of discus and javelin and wrestling. In the course of time first boxing and chariot races were also included in the Games. All athletes took an oath to compete honestly and keep the rules of the sacred Olympics. The athletes took part in all kinds of competitions. Winners were called «olympionics», they were awarded olive wreaths and cups of olive oil. This tradition has survived. In our time sportsmen often get cups and wreaths for the first place in sports competitions.

Only men could take part in the Olympic Games. Women were not allowed even to watch the competitions at the stadium under the fear of death penalty.

The Olympic Games had been held for about eleven hundred years, until the emperor Theodosius banned them for religious reasons in 394 A. D.

The revival of the Olympic Games began in 1892, when a young French teacher Pierre de Coubertin made a speech before the Union of French sports clubs in Paris. Pierre de Coubertin understood the importance of sports which unified peoples of the world and was the cause of peace in ancient time.

On the 23rd of June 1894 the International Congress of the amateur sportsmen made an important decision: to revive the Olympic Games and to establish the International Olympic Committee which would be responsible for the administration of the modern Olympic Games. The first Committee consisted of 12 members. Now 82 members of the International Olympic Committee control the affairs of all member countries joined the Olympic movement.

THE ENVIRONMENT

Within a biological context, the term "environment" is used to mean the sum total of external factors to which a living system is exposed, including both the biotic (living) and the abiotic (non-living) influences. In thinking about an ecological environment we have to consider the physical features, the chemical characteristics and any biological interactions.

Thus, in taking stock of an environment from the physical standpoint, we have to consider the topography, the basic medium of which it is made (for example salt water, freshwater, soil type) and also the latitude, altitude and aspect relative to the sun. From the chemical standpoint we have to consider the available elements and the systems which ensure their continued availability. These systems are the biogeochemical cycles of raw materials, particularly water, carbon, nitrogen, sulphur and phosphorus. Thirdly, we have to consider the biological interactions, that is the effects that organisms have on each other and how animals and plants influence the survival of their own and other species. Lastly, the flow of energy into, through and out of the area has to be taken into account and this involves physical, chemical and biological aspects.

Consideration of these features does not, however, answer all ecological questions. Environments are not static but change over time. Organisms, by their activities, bring about changes in both the biotic and abiotic aspects of the environment. In this context, man is probably the most important organism, as his activities cause both rapid and radical changes. Another major problem is that of delimiting an environment. Where does a particular environment start and stop? Even in apparently straightforward situations, the demarcation of boundaries is complex. A pond seems to be a well-defined environment and the field surrounding it to be another, but between the two there is a region where the conditions are not the same as in the field or in the pond. Does this area constitute a different environment or in fact several environments grading into one another? This question is very difficult to answer and in most cases an environment cannot be accurately delimited.

The total number of environments on this planet constitute the *ecosphere*. Within the *ecosphere* there are thousands of *ecosystems*. *Ecosystems* occupy *habitats* and consist of *communities* of organisms which in turn are made up of *populations* of individual *species* which occupy particular *niches*. Each of these terms constitutes an important ecological concept.

CARL LINNAEUS AND HIS CLASSIFICATION OF THE NATURAL WORLD

Carl Linnaeus was the 18th century Swedish scientist who revolutionised the system of classification of plants and who provided the basis for our modern method of scientific nomenclature.

In 1735 Carl Linnaeus published the first edition of his *Systema naturae* or compendium and classification of the natural world and in it he included his "sexual system" for the classification of plants, by which the flowering plants were divided into classes and orders according to the number of the male organs (stamens) and the female organs (pistils); the Cryptogamia were considered plants without flowers. The scheme was illustrated by perhaps the greatest of the early 18th century botanical artists, George Dionysius Ehret, a German who later settled in England. Ehret championed the Linnaean method of classification in England, sometimes against strong opposition, but over the next 80 years it gradually became the most widely used system in botanical works, until superseded by the work of the great 19th century botanists.

Carl Linnaeus was the founder of our modern method of giving plants and animals a binomial or two-word scientific name, the first word signifying the genus and the second word distinguishing the species. Since no species of animal or plant should have two or more different names, the correct name is as a rule taken to be the name that was first proposed. For convenience, the works of Linnaeus are the internationally agreed base-line for this. For zoology, the base line is the tenth edition of Linnaeus's *Systema naturae* of 1758. It was the enlarged twelfth edition of the *Systema* that was taken by the naturalists on Captain Cook's voyages, enabling them to find the approximate place in the system for the many new species they discovered. The starting point for botanical nomenclature is Linnaeus's *Species plantarum*, published in 1753, although there are some more recent baselines for fossil plants, fungi, mosses, and a few other groups.

In biological classification the main unit is the species. Related species are then grouped together into genera, the genera into families, the families into orders, the orders into classes, the classes into phyla, and the phyla into kingdoms. This hierarchy of groups makes the handling of more than a million species easier when information has to be summarized and it is also a means of expressing the relationships of organisms.

THE ECOSPHERE

The ecosphere has been defined by Boughey as that portion of the earth which includes the biosphere and all the ecological factors which operate on the living organisms it contains.

THE BIOSPHERE

The biosphere is the total living material on the Earth, which is limited in total quantity but is capable of infinite internal variety. Also, it is in a state of dynamic equilibrium with the abiotic factors and this totality of the living matter and the physical world in which it exists forms the ecosphere. The ecosphere is not a constant either at any one time or over a period of time. The study of change in the ecosphere over time is the realm of *evolution* while consideration of variations at a given time leads naturally to the examination of the constituent parts of the ecosphere, that is of the *ecosystems*.

ECOSYSTEMS

The term "ecosystem" was first used by Sir Arthur Tansley, Professor of Botany at Oxford University, in 1935 and is formed from the words "ecology" and "system". "Ecology", as other similar words such as "economy", comes from the Greek root "*oikos*" meaning a household and is defined in a dictionary as "that branch of biology which deals with organisms' relationships to one another and to their surroundings". The word "system" means an orderly working totality or a complex whole. Thus, an ecosystem is a complex, self-perpetuating assembly of organisms taken together with their inorganic environment. As Tansley pointed out, the organisms react with each other and with the various elements of the physical environment. All the constituents, both biotic and abiotic, influence each other and if any one organism is removed or the quantity or quality of any physical element is changed then the whole ecosystem is altered.

An ecosystem is defined as an area where inputs and outputs can be measured across its boundaries but beyond this the delineation becomes vague. A beech tree with its associated animal and plant life on the bark, in the canopy and in the rhizosphere around the roots could be considered to be an ecosystem, but as the canopies and rhizospheres of trees tend to overlap it would be difficult to define boundaries. A whole beechwood could also be considered as one ecosystem, but again there may be difficulties in defining boundaries where it merges into other areas of vegetation. Usually, therefore, the term ecosystem is used for a clearly defined area with a distinctive flora and fauna, even if this overlaps with other ecosystems at its edges. Thus, for example, a beechwood, a saltmarsh, a pond, a river and a hedgerow may all be defined as separate ecosystems.

Man is an important part of the biosphere, a fact which he tends to forget. Man's influence now is enormous and unfortunately it is often detrimental, largely as a result of his greatly increased population and materialistic way of life. As a result of man's activities, both organic and inorganic materials are removed from ecosystems and natural recycling is prevented.

As well as removing substances from ecosystems, man also adds to them. He adds large quantities of nutrients in the form of fertilizers and rich organic wastes such as sewage or effluent from factories processing organic materials. He may also add substances which would not occur naturally and which are in many ways detrimental. This is particularly so in the case of heavy metals from industrial processes and certain organic compounds which are used as pesticides or which are wastes from "civilised" human activities. Many of these compounds, such as polythene, are *biostable*. That is to say they are not easily broken down by bacteria. Apple cores and orange peel on the other hand, which rot away easily, are termed *biodegradable*.

Ecosystems are dynamic, not static, entities and as such are subject to change. Some of these changes are of a seasonal or cyclic nature whilst others are evolutionary and non-recurring. They may be due to man's activities but many, including both the devastating effects of fire, flood or earthquake and the gentler seasonal changes, are not caused by human influence.

HABITATS

Habitats are the geographical areas which are occupied by ecosystems. A habitat is a physical entity and it comprises the sum total of the abiotic factors to which a species or a group of species is exposed. The totality of a pond, the abiotic plus the biotic factors, forms an ecosystem. The abiotic part, i. e. the substratum and the water it contains, form the habitat for that ecosystem.

Some animals and plants are very specific as to their habitat, for example, calcicolous plants such as the grass dog's tail (*Cynasurus cristatus*) will only grow on soils containing calcium salts whilst Rhodadendron species will not grow on such soils. Some freshwater animals such as mayfly nymphs will only live in water with high oxygen content whilst others such as Chironomus larvae survive well in water almost devoid of oxygen. On the other hand, some species are very tolerant and will live in a wide variety of habitats. For example, perennial ryegrass or couch will grow in most temperature soils and earthworms will survive in almost any soil where they can form burrows. Although most species have evolved to live in specific habitats, some animals are extremely adaptable and can very quickly learn to live successfully in new habitats. Examples of these are rats which have adapted to live in sewers, langurs occupying ruined Indian temples or human fleas living in clothes.

The term "habitat" is usually used to mean a relatively large and well-defined area such as a garden seashore or meadow. However, such an area is not constant in its physical features and so may be sub-divided into parts which differ in their properties; these smaller areas with different characteristics form the general broad features of the whole habitat are known as *microhabitats*. Thus in a pond, for example, the water surface, the mud on the bottom, the spaces in a mat of blanketweed and those between the overlapping leaf bases of yellow flag are all different microhabitats within the pond habitat.

COMMUNITIES

A community is the total number of plant and animal populations living in a habitat. Certain sets of species tend to occur together, usually with one or a few species being dominant. Thus we can sometimes name communities after the dominant species present, for example, a *Salicornia* marsh community or a beechwood community.

Within a community, restraints are imposed on one member population by another and also by the habitat itself, so that no one population, not even that of the dominant species, displaces all the others. Communities pass through a life cycle, coming into existence when pioneer species occupy a barren area such as a mud flat or a sand dune. These species modify the environment so that other species can invade and survive, thus one species is succeeded by another until final colonization by the dominant species occurs, which replaces itself rather than by being replaced by other species. This is the climax community. Generally speaking, the older and more mature the community, the more diverse will be the population of both plants and animals.

NICHES

A community consists of a number of populations within a given habitat. Each species population occupies a certain very specific part of the habitat and within this it performs certain functions. The habitat plus the function forms the niche of the species. The concept of a niche thus includes factors such as tolerance ranges from abiotic variables, the food relations of the species and also its predators. Every population has an ecological niche but no two species can occupy the same niche within a given community on a permanent basis. If two species have identical niches they will be in direct competition and one will eliminate the other; for different species to survive in one community there must be some differences in their niches. This has been shown many times with many different organisms. The classic experiment was performed by G. F. Gause in 1934 with species of *Paramecium*. When *P. caudatum* and *P. aurelia* were cultured together, the former was eliminated. This was because the two species occupied the same niche but *P. aurelia* bred faster and so became dominant. When *P. caudatum* and *P. bursaria* were cultured together, both survived, because although they used the same food resource they had different space requirements and thus were not occupying the same niche. Although the idea was not original and Gause did not wish to take credit for it, the concept that two species with an identical ecological niche cannot occupy the same environment became known as "Gause's principle".

There are many instances of related species evolving to occupy different niches and thus all surviving in a limited habitat. An example of this is the honeycreepers (family Drepaniidae) in Hawaii. A small population was introduced into the islands by chance and as there was no competition they exploited a variety of food sources, underwent adaptive radiation and now have evolved to occupy different niches- Modern types of honeycreeper include honey eaters, seed eaters, bark-creepers and woodpecker-like birds.

EASTER ISLAND: A TERRIBLE WARNING

The people of Easter Island crossed the ocean to create a peaceful and prosperous 1,000-year civilization. But then their culture collapsed into war and mass starvation. It's a lesson we have to learn from.

The most isolated piece of inhabited land on the planet is in the South Pacific, 3,765 kilometres west of South America and 2,253 kilometres south-east of the nearest island. Easter Island is famous for its astonishing Stone Age culture — hundreds of enormous stone statues, many of them standing on massive stone platforms. However, the story of the island is also a warning to us all.

The civilization that produced these amazing constructions has now nearly died out. Today, Easter Island is a 166-square-kilometre museum to that civilization. Most researchers believe that the first colonists arrived in the first centuries AD and that Easter Island's stone structures were well developed by the 7th century. The archeological record suggests a single unbroken culture, so there was probably just one major arrival of people by canoe. But once settled on the island, the colonists were trapped — it became their whole world.

Over its three million years of existence before humans came along, Easter Island had developed a balanced ecosystem. This natural balance was disturbed by the arrival of voyagers, probably a few dozen Polynesians. During this early period, the islanders built simple types of platform, with small statues either on or in front of them.

The second period of the island's history, from about AD 1,000 to 1,500, was its golden age. As they became more prosperous, the people devoted great energy to building bigger and better ceremonial platforms and hundreds of large statues. As the population grew, probably reaching between 10,000 and 20,000 in about 1,500, the need for land increased. There is also evidence of a serious decline of the forest.

The third and final period saw the tragic collapse of the earlier way of life. The causes of the island's change and decline were complex, but mainly due to one thing — the destruction of large-numbers of trees. Starting at least 1,200 years ago, this meant that there were almost no large trees left by the time the Europeans came in the 18th century.

Without these trees, statues could no longer be moved and nor could ocean-going canoes be built. So the population was cut off from the important protein supply of deep-sea fish. Deforestation also caused massive soil erosion, which damaged the island's potential for growing crops.

It is impossible to know exactly what happened on Easter Island as there are no records. What is certain is that the civilization collapsed because of population growth, together with the decline in food and the great expense of effort on wasteful activities (platform building, statue carving and transportation). Starvation led to raiding and violence — perhaps even to cannibalism.

By 1722, when the first Europeans arrived, it was all over. At that time the population was reduced to about 2,000, living in poverty in the ruins of their

former culture. The Easter Island story provides a model for disaster. The parallel between the ecological disaster on Easter Island (isolated in the Pacific) and that is happening elsewhere on planet Earth (isolated in space) is far too close for comfort.

NATIONAL PARKS (US ENVIRONMENTAL PROTECTION AGENCY)

Approximately 30 per cent of the nation's land is owned by the public. In the 11 contiguous states west of the 100th meridian, approximately 50 per cent is owned by the federal government, including 80 per cent of Nevada. About two-thirds of the land in Alaska is owned by the federal government. Although most of these public lands are owned by the federal government, many states also have large parks and state forests; and most coastal wetlands below mean high water are owned by the state.

The nation's publicly owned lands are put to a variety of uses. About 80 million acres are managed by the Park Service for the "enjoyment of future generations." Over 95 million acres, much of which is in Alaska, is part of the Wilderness Preservation System of roadless areas that Congress directed should remain "untrammeled by man". Another 84 million acres are part of the Fish and Wildlife Service's National Refuge system. About 200 million acres is part of the National Forest system, and the Bureau of Land Management holds approximately 260 million acres. Commercial grazing is an important use on 100 million acres of National Forest land and 160 million acres managed by the Bureau of Land Management.

The diversity of National Parks and other public lands mirrors the diversity of the nation from which these lands are drawn. As a result, global warming will have the same types of impacts on these lands as occur in areas that are not owned by the government. Sea level rise will tend to erode and inundate the beaches of the National Seashores and the wetlands of various National Wildlife Refuges and National Parks in coastal areas. Regional climate change combined with the fertilizing effect of 2°C in the atmosphere will have the same effect on forests within National Parks and National Forests as occur in other forests. The intensification of evaporation and precipitation will tend to increase the frequency during which Wild and Scenic Rivers experience either extreme floods or extremely low flows of water.

Nevertheless, the impacts of climate change on public lands differ from the implications elsewhere in two fundamental respects. First, they are often unique. Yellowstone, Yosemite, Everglades, and many other National Parks were created because previous generations reached a national consensus that it was important to preserve these unusual areas in their natural state forever. Blackwater, Edmund Forsythe, Audubon, and other National Wildlife Refuges were respective regions, but today these refuges provide unique habitat within their regions because the surrounding areas have been subjected to agricultural and urban development. EPA, in cooperation the National Park Service, has prepared a series of case studies on the potential impacts of climate change on selected national parks and other wildlands in the western mountains and plains, the Great Lakes region, the Chesapeake Bay, and South Florida.

Second, the importance and public ownership of these areas may present unique

opportunities for ensuring their survival as climate changes. As temperatures warm, the natural northward migration of many ecosystems may be blocked by highways and urban development; and many scientific studies have concluded that terrestrial species will require the creation of special migration corridors. Because the federal government often owns much of the land surrounding western National Parks, Refuges, and Wilderness areas, it may be possible to create such corridors without interfering with private uses of land. In coastal areas, many states will find it difficult to enact the land-use planning necessary to ensure the landward migration of coastal ecosystems as sea level rises; but the unique legal status and greater financial power of federal land managers may enable landward migration of National Wildlife Refuges.

Finally, many decision makers have difficulty addressing long-term issues like global warming. Many land use planners and other environmental managers, for example, feel that they can not justify acting today simply to save an ecosystem that would otherwise be eliminated one hundred years hence. That perspective, however, is less applicable to federal protected areas. The reason that the National Park System was created in the first place was that the President and Congress decided that the Nation's policy would be that some unique natural areas would remain pristine for all succeeding generations. Thus, in the case of National Parks and other protected areas, plans to ensure their continued viability as the earth warms are simply continuations of a policy that has been in force since the Presidency of Theodore Roosevelt.

DISAPPEARING WORLD

The destruction of the rainforests is a pressing problem of our times but not one that is regarded equally seriously by everyone. The more affluent nations regard the issue as one of preservation; deforestation must stop. When it comes to the poorer countries, the issue is not so cut and dried. For these people, the rainforests represent a source of economic prosperity, a point that obviously takes precedence over ecological concerns. A solution must be found before the damage caused by the deforestation that is destroying the rainforests becomes irrevocable.

Deforestation is carried out by those involved in the timber industry and also by migrant farmers. The latter occupy an area of land, strip it, farm it until its natural mineral supply is used up and then move on. The land is left useless and exposed and a process of erosion comes into effect, washing soil into rivers thereby killing fish and blocking the water's natural course.

The land is not the only victim. Rainforests are a richly populated habitat. In the rainforests of Madagascar there are at least 150,000 individual species of plants and animals which are found nowhere else in the world and more are being discovered all the time. Furthermore, approximately 50 per cent of all endangered animal species live in the world's rainforests. The destruction of the forests effectively represents a complete removal of all these plants and animals. Deprived of their natural environments, they will disappear altogether. Again, this process is irreversible. Man, no matter how powerful he considers himself, does not have the power to re-establish the species he is so willfully destroying.

POISONOUS SEALIFE

One of the most lethal poisons on Earth, ten thousand times more deadly than cyanide, is tetrodotoxin, more concisely known as TTX. Its potency is well known in East Asia, where it regularly kills diners who have braved the capricious delicacy known as fugo or puffer fish.

This toxin has a terrifying method of operation: twenty- five minutes after exposure, it begins to paralyse its victims, leaving the victim fully aware of what is *happening*. Death usually results, within hours, from suffocation or heart failure. There is no known antidote. If lucky patients can withstand the symptoms for twenty-four hours, they usually recover without further complications.

It is no ordinary poison. What is strange about its occurrence is that it is found in such a wide range of creatures, from algae to angelfish spanning entire kingdoms of life. It is rather unlikely that such an unusual toxin evolved independently in so many unrelated animals.

Marine biologists have discovered that the poison is produced by bacteria living in the gut of its host. The best explanation is that a symbiotic relationship exists between host and the not unwelcome guest, where microbes exchange poison for nutrients, providing a valuable defensive weapon for its host.

Критерии оценки:

- оценка «отлично» выставляется студенту, если он правильно выполнил 10 заданий из 10;
- оценка «хорошо» выставляется студенту, если он правильно выполнил 8 заданий из 10;
- оценка «удовлетворительно» выставляется студенту, если он правильно выполнил 6 заданий из 10;
- оценка «неудовлетворительно» выставляется студенту, если он правильно выполнил менее 50% заданий;

Тексты для самостоятельной работы.

Great Britain

Strictly speaking “Great Britain” is a geographical expression but “The United Kingdom” is a political expression. Great Britain is in fact the biggest of the group of islands, which lie between the North Sea and the Atlantic Ocean. The second largest is the island of Ireland, together they are called the British Isles. The British Isles today are shared by two separate and independent states. The smaller of these is the Republic of Ireland. The larger is the United Kingdom of Great Britain and Northern Ireland. Great Britain contains England, Scotland and Wales. The UK has an area of 94,249 square miles.

The population of the United Kingdom is about 56 million people. The capital of the country is London. The official language is English. But some people speak Scottish in western Scotland, Welsh – in the parts of northern and central Wales, and Irish – in Northern Ireland.

The surface of England and Ireland is flat, but Scotland and Wales are mountainous. England is separated from Scotland by the Cheviot Hills. Most of the mountains are in the western part. The Cambrian Mountains are in Wales. The highest mountain top in the United Kingdom is Ben Nevis in Scotland (4,406 ft, in the Grampians). Many parts of the country have beautiful green meadows. The chief rivers are the Thames, the Severn, the Clyde, the Trent and the Mersey. The longest river is the Severn. It is in the southwest of England. The seas round the British Isles are shallow. These shallow waters are important because they provide excellent fishing grounds.

The United Kingdom has few mineral resources, of which the most important are coal and oil. Other minerals are clays, chalk, iron ore, lead, zinc, etc.

The United Kingdom is one of the world’s most industrialized countries. The main industrial centres are Sheffield and Birmingham where iron structures are made,

also Manchester, the cotton centre of Great Britain, and Leeds, the country's wool producing centre. The largest cities of the country are London, Birmingham, Manchester, Cardiff and Glasgow. The important ports are London, Cardiff and Glasgow.

Though the United Kingdom is an industrialized country, agriculture remains a major sector of economy. Britain grows wheat, barley, oats and vegetables. Over three-quarters of Britain's land is used for farming. Farms produce nearly half of the food Britain needs.

Great Britain is a high-technology country, with the world famous Royal Society or, more fully, the Royal Society of London for Improving Natural Knowledge, founded in 1660. It occupies a unique place in Britain's scientific affairs and is equivalent to national academies of sciences of other countries.

The United Kingdom is a parliamentary monarchy. The official head of the state is the monarch (at present Elizabeth II) whose powers are limited. British parliament consists of two houses: the House of Lords and the House of Commons. The Prime Minister is the head of the government. The main political parties of Great Britain are the Labour Party and the Conservative Party.

Monarchy

The British monarchy is an interesting institution. This is due to the fact that it does not actually govern. The country is governed in the Queen's name by ministers, who are responsible to the House of Commons, which is elected by the people. Although the Sovereign has very wide theoretical powers, they are seldom, if ever, used. The Queen is really a figure representing the country, but she has the power to prevent any politician establishing a dictatorship. She is also Head of the Commonwealth, and is Head of State in 14 of its 41 member countries. The Queen and her family are a symbol that people can identify with. The British public is obsessed with the details of the royal family life, and when people feel that the Queen has problems with her children, or her sister, they see her as a "real person" with the same worries and anxieties as themselves.

The monarchy has not always been popular. During the late 19th century there was a growing republican sentiment, but the personality and family image of the Queen, her father and grandfather have removed that feeling. The Queen is probably the wealthiest woman in the world, most of the money coming from family investments rather than the state. Her state salary (the Civil List) pays for her servants and transport. In recent years the Queen has become a roving ambassador for Britain, and if we calculate the increase in trade after a royal visit abroad, the nation probably makes a profit from her activities, and that does not

take into account the income from tourism in Britain generated by the monarchy and great state events such as royal weddings.

The Queen of Great Britain Elizabeth II was born in London on the 21st of April 1926, the first daughter of the Duke and Duchess of York, subsequently King George and Queen Elizabeth. Five weeks later she was christened Elizabeth Alexandra Mary in the chapel at Buckingham Palace. The Princess married Lieutenant Philip Mountbatten in Westminster Abbey on the 20th of November 1947. Lieutenant Mountbatten, now his Royal Highness Prince Philip, Duke of Edinburgh was the son of a Greek Prince and a great great grandson of Queen Victoria.

The Royal couple has four children, and so far have six grandchildren. Prince Charles, now the Prince of Wales, heir¹ to the throne, was born in 1948, and his sister, Princess Anne, now the Princess Royal, two years later. After Princess Elizabeth became Queen, their third child, Andrew, arrived in 1960 and the fourth, Prince Edward, in 1963. Prince Andrew and Prince Edward were the first children born to a reigning monarch since Queen Victoria gave birth to her youngest child, Princess Beatrice, in 1857.

After her marriage Princess Elizabeth paid formal visits with the Duke of Edinburgh to France and Greece, in autumn 1951 they toured Canada. She also visited Malta four times while the Duke was stationed there on naval duties; in 1952, King George VI's illness forced him to abandon his proposed visit to Australia and New Zealand. The Princess, accompanied by Prince Philip, took his place. On 6 February, during the first stage of this journey, in Kenya, she received the news of her father's death and her own accession² to the throne. Her Majesty's Coronation took place in Westminster Abbey on 2 June 1953. Representatives of the peers, the Commons and all the great public interests in Britain, the Prime Ministers and leading citizens of the other Commonwealth countries, and representatives of foreign states were present. The ceremony was broadcast on radio around the world and, at the Queen's request, on television. It was television, then in its relative infancy that brought the splendour³ and the deep significance of the coronation to many hundreds of thousands of people in a way never before possible. The coronation was followed by drives through every part of London, a review of the fleet at Spithead, and visits to Scotland, Northern Ireland and Wales.

Many people in the UK also believe that the Prime Minister (PM) exercises more power and authority than the Queen. The Queen is the titular Head of State and she nominally carries out many formal duties, which might seem as though she has power. For example, she opens and dissolves Parliament, authorizes Acts of Parliament, which makes them into laws of the land, etc., but these are largely

ceremonial duties. Parliament is called “her” Parliament and the Members (MPs) must swear or affirm allegiance to her, but effectively they then do their own thing! The Queen actually appoints the PM, but she must always choose the person who is the leader of the party with the greatest number of MPs. If the PM wishes to resign (and many of us wish he would!) he takes his letter of resignation to the Queen and she will accept it. She then chooses another PM, but it will be the man the last one told her to choose and will be only a temporary measure until Parliament itself chooses a new one, usually following a General Election. Incidentally, the PM is really the “First Lord of the Treasury”.

The Queen is nominally the Head of the Church of England (C of E), but again this is a mere formality. She appoints the Archbishop of Canterbury, the senior cleric in the Church, but she simply accepts the person proposed to her by the PM and even he simply endorses the choice of the bishops. She is head of the armed forces and even the ceremonial Colonel of some regiments, but she has no say in how they are formed or what they do – it is the PM, hopefully but not necessarily, with the approval of Parliament who sends them off to fight wars. The present Queen is reputed to take a keen interest in the affairs of state and in foreign events, but not all monarchs have done so. The PM reports to her once a week in what is called “an audience” when he is supposed to listen to what she has to say, but it is more often the case that she listens to what he has to say! This, like so many other duties, is supposed to show the authority of the Queen, but again the PM does not need to take any notice of what she tells him.

There are some things, which only the Queen can do, such as exercising the Royal Prerogative, which is theoretically subject to no restriction. This means that she can do anything she likes! Actually, in many cases, the PM exercises it on her behalf and in effect, abrogates⁶ that authority, taking it upon himself to act as he wishes, but always “in the Queen’s name”.

Civil order is maintained by the police and similar bodies, but is known as “the Queen’s peace” in acknowledgement that they act in the name of, and with the authority of, the Queen. In practice, the authority is the Home Secretary who reports to the PM.

The heads of state of other countries are generally received formally by the Queen, but any real business is done with them by the Foreign Secretary and/or the PM. Similarly, foreign ambassadors will present their credentials to the Queen, but then deal with the government. The Queen may hold state dinners in honour of certain guests, but always on the advice of the PM.

It is the Queen who presents medals and gives honours to people deemed worthy of receiving them, but it is doubtful whether she has any choice about who those people are. The lists will be prepared by the Civil Service and given to the PM for

approval and only then given to the Queen to “choose”. Medals are often presented by the Queen or one of her family standing in for her at garden parties held in Buckingham Palace, her house in London.

On State occasions , the Queen has precedence – she walks first, she sits first at dinner, etc, and the PM trails along behind. There have been occasions when it is reported that the PM wished to have a more prominent position and has been snubbed , but these are matters of show, not the exercise of authority.

Weather

Black clouds, to pour down (about the rain), wintry, a dense blanket of fog, a spell of winter, the more predictable climate.

Why do you think Englishmen say “Other countries have a climate, in England we have weather”? The following text will help you to answer the question. In no country other than England can one experience four seasons in the course of a single day! Day may break as a soft and warm spring morning, an hour or so later black clouds may appear from nowhere and the rain may be pouring down. At midday conditions may be really wintry with the temperature down, by about fifteen degrees. And then, in the late afternoon the sky will clear, the sun will begin to shine, and for an hour or two before darkness falls, it will be summer. In England one can experience almost every kind of weather except the most extreme (some foreigners seem to be under the impression that ten months of the year the country is covered by a dense blanket of fog, this is not true). The problem is that we never can be sure when the different types of weather will occur. Not only do we get several different sorts of weather in one day, but also we may very well get a spell of winter in summer and vice-versa.

This uncertainty about the weather has had a definite effect upon the Englishman’s character, it tends to make him cautious, for example. And of course, the variety of the weather provides a constant topic of conversation. Even the most reserved of Englishmen is always prepared to discuss the weather. And, though he sometimes complains bitterly of it, he would not, even if he could, exchange it for the more predictable climate of other lands.

EVERYDAY LIFE

The Family

In comparison with most other places in the world, family identity is rather weak in Britain, especially in England. Of course, the family unit is still the basic living arrangement for most people. But in Britain this definitely means the nuclear

family. There is little sense of extended family identity, except among some racial minorities. This is reflected in the size and composition of households. It is unusual for adults of different generations within the family to live together. The average number of people living in each household in Britain is lower than in most other European countries. The proportion of elderly people living alone is high. Significant family events such as weddings, births and funerals are not automatically accompanied by large gatherings of people. It is still common to appoint people to certain roles on such occasions, such as “best man” at a wedding, or godmother and godfather when a child is born. But for most people these appointments are of sentimental significance only. They do not imply lifelong responsibility. In fact, family gatherings of any kind beyond the household unit are rare. For most people, they are confined to the Christmas period. Even the stereotyped nuclear family of father, mother and children is becoming less common. Britain has a higher rate of divorce than anywhere else in Europe except Denmark and the proportion of children born outside marriage has risen dramatically and is also one of the highest (about a third of all births). However, these trends do not necessarily mean that the nuclear family is disappearing. Divorces have increased, but the majority of marriages in Britain (about 55%) do not break down. In addition, it is notable that about three-quarters of all births outside marriage are officially registered by both parents and more than half of the children concerned are born to parents who are living together at the time.

The Love Of Nature

Most of the British live in towns and cities. But they have an idealized vision of the countryside. To the British, the countryside has almost none of the negative associations, which it has in some countries, such as poor facilities, lack of educational opportunities, unemployment and poverty. To them, the countryside means peace and quiet, beauty, good health and no crime. Most of them would live in a country village if they thought that they could find a way of earning a living there. Ideally, this village would consist of thatched cottages built around an area of grass known as a “village green”. Nearby, there would be a pond with ducks on it. Nowadays such a village is not actually very common, but it is a stereotypical picture that is well-known to the British.

Perhaps this love of the countryside is another aspect of British conservatism. The countryside represents stability. Those who live in towns and cities take an active interest in country matters and the British regard it as both a right and a privilege to be able to go “into the country” whenever they want to. Large areas of the country are official “national parks” where almost no building is allowed. There is an organization to which thousands of enthusiastic country walkers belong, the

Ramblers' Association. It is in constant battle with landowners to keep open the public "rights of way" across their lands. Maps can be bought which mark, in great detail, the routes of all the public footpaths in the country. Walkers often stay at youth hostels. The Youth Hostels Association is a charity whose aim is "to help all, especially young people of limited means, to a greater knowledge, love and care of the countryside". Their hostels are cheap and rather self-consciously bare and simple. There are more than 300 of them around the country, most of them in the middle of nowhere!

Even if they cannot get into the countryside, many British people still spend a lot of their time with "nature". They grow plants. Gardening is one of the most popular hobbies in the country. Even those unlucky people who do not have a garden can participate. Each local authority owns several areas of land, which it rents very cheaply to these people in small parcels. On these "allotments", people grow mainly vegetables.

The Love Of Animals

Rossendale Pet Cemetery in Lancashire is just one example of an animal graveyard in Britain. It was started by a local farmer who ran over his dog with a tractor. He was so upset that he put up a headstone in memory of his dog. Now, Rossendale has thousands of graves and plots for caskets of ashes, with facilities for every kind of animal. Many people are prepared to pay quite large sums of money to give their pets a decent burial (a trait they share with many Americans). As this example shows, the British tend to have a sentimental attitude to animals. Nearly half of the households in Britain keep at least one domestic pet. Most of them do not bother with such grand arrangements when their pets die, but there are millions of informal graves in people's back gardens. Moreover, the status of pets is taken seriously. It is, for example, illegal to run over a dog with your car and then keep on driving. You have to stop and inform the owner. But the love of animals goes beyond sentimental attachment to domestic pets. Wildlife programmes are by far the most popular kind of television documentary. Millions of families have "bird-tables" in their gardens. These are raised platforms on which birds can feed, be safe from local cats during the winter months. There is even a special hospital (St Tiggywinkles) which treats injured wild animals. Perhaps this overall concern for animals is part of the British love of nature. Studies indicating that some wild species of bird or mammal is decreasing in numbers become prominent articles in the national press. Thousands of people are enthusiastic bird-watchers. This peculiarly British pastime often involves spending hours lying in wet and cold undergrowth, trying to get a glimpse of some rare species.

Housing

Almost everybody in Britain dreams of living in a detached house; that is, a house which is a separate building. The saying, “An English man’s home is his castle” is well-known. It illustrates the desire for privacy and the importance attached to ownership, which seem to be at the heart of the British attitude to housing. A large, detached house not only ensures privacy. It is also a status symbol. At the extreme end of the scale there is the aristocratic “stately home” set in acres of garden. Of course, such a house is an unrealistic dream for most people. But even a small detached house, surrounded by garden, gives the required suggestion of rural life which is dear to the hearts of many British people. Most people would be happy to live in a cottage, and if this is a thatched cottage, reminiscent of a pre-industrial age, so much the better.

Most people try to avoid living in blocks of flats (what the Americans call “apartment blocks”). Flats, they feel, provide the least amount of privacy. With a few exceptions, mostly in certain locations in central London, flats are the cheapest kind of home. The people who live in them are those who cannot afford to live anywhere else.

The dislike of living in flats is very strong. In the 1950s millions of poorer people lived in old, cold, uncomfortable nineteenth century houses, often with only an outside toilet and no bathroom. During the next twenty years many of them were given smart new “high rise” blocks of flats to live in which, with central heating and bathrooms, they were much more comfortable and were surrounded by grassy open spaces. But people hated their new homes. They said they felt cut off from the world all those floors up. They couldn’t see their neighbours. They couldn’t keep a watchful eye on their children playing down there in those lovely green spaces. The new high-rise blocks quickly deteriorated. The lifts broke down. The lights in the corridors didn’t work. Windows got broken and were not repaired. There was graffiti all over the walls.

In theory (and except for the difficulty with supervising children), there is no objective reason why these high-rise blocks (also known as “tower blocks”) could not have been a success. In other countries millions of people live reasonably happily in flats. But in Britain they were a failure because they do not suit British attitudes. The failure has been generally recognized for several years now. No more high-rises are being built. At the present time, only 4% of the populations live in ones. Only 20% of the country’s households live in flats of any kind.

Shop opening Hours

The normal time for shops to open is nine in the morning. Large out-of-town supermarkets stay open all day until about eight o’clock. Most small shops stay

open all day (some take a break for lunch, usually between one and two) and then close at half-past five or a bit later. In some towns there is an “early closing day” when the shops shut at midday and do not open again. In fact, in the last quarter of the twentieth century, shop opening hours have become more varied. Regulations have been relaxed. It is now much easier than it used to be to find shops open after six. In these areas the local authorities are encouraging high street shops to stay open very late on some evenings as a way of putting life into their “dear” town centres.

But the most significant change in recent years has been with regard to Sundays. By the early 1990s many shops, including chain stores, were opening on some Sundays, especially in the period before Christmas. In doing this they were taking a risk with the law. Sometimes they were taken to court, sometimes not. The rules were so old and confused that nobody really knew what was and what wasn't legal. It was agreed that something had to be done. On one side were the “Keep Sunday Special” lobby, a group of people from various Christian churches and trade unions. They argued that Sunday should be special, a day of rest, a day for all the family to be together. They also feared that Sunday-opening would mean that shop workers would be forced to work too many hours. On the other side were a number of lobbies, especially people from women's and consumer groups. They argued that working women needed more than one day (Saturday) in which to rush around doing the shopping. In any case, they argued, shopping was also something that the whole family could do together. In 1993 Parliament voted on the matter. By a small majority, the idea of a complete “free-for-all” was defeated. Small shops are allowed to open on Sundays for as long as they like, but large shops and supermarkets can only open for a maximum of six hours.

Scotland

In area, Scotland is more than half as big as England. Besides the mainland, it includes several islands, the Hebrides, Orkneys and Shetlands. The highest mountains are the Grampians, which include Ben Nevis. The chief rivers are the Forth and the Clyde. There are many mountain lakes in Scotland, including Loch Lomond and Loch Ness. The capital of Scotland is Edinburgh; the chief centre of commerce and industry is Glasgow, on the Clyde. Scotland's most important industries are shipbuilding, iron and steel, heavy and light engineering and coal mining.

Regions

Since 1975, the mainland of Scotland has been divided into 9 regions. But another division is well-known: the Border country (which is close to England), the Lowlands (the relatively flat region of central Scotland with about three quarters of

the population) and the Highlands (with a harsh climate, which include the highest mountains, the wildest lochs and most of the islands). The Highlanders consider themselves superior to the Lowlanders. The Lowlands are densely populated and heavily industrialized. The Highlands, on the contrary, are sparsely populated and devoted to crofting.

History

First Scotland was inhabited mainly by the Picts. In the 6th century Scots (from Ireland or “Scotia”) settled in the west, Britons in the southwest, and Angles in the south-east. In the 9th century the Scots and Picts were united into a kingdom (called Scotia in medieval Latin), and fought the Vikings. The monarchy which existed at that time in England threatened Scottish independence – English tried to conquer Scotland throughout the Middle Ages.

Scotland was an independent kingdom, often at war with England, until 1603 when King James VI of Scotland became King of England. In 1707 the Act of Union was passed under which Scotland and England became a united part, but the Scots kept their own legal system, religion and administrative systems and still keep them now. It still has her own law and lawcourts, her own banks and banknotes and her own system of education.

Scotland has no Parliament of its own, but has a number of seats in the United Kingdom Parliament. The majority of Scots, about 65%, are members of the Kirk, the Presbyterian Church of Scotland. Every village has a kirk.

Population, Language

Its population is only one eighth as great as that of England and is a little over 5 million people. The inhabitants of Scotland, especially the Highlanders, are originally Celts. The few thousand Scots who live by the lonely lochs (lakes) still speak Scottish Gaelic, an ancient Celtic language, with a variety of regional accents. There are many words and phrases, which are peculiar to Scottish use thus maintaining national distinctness. Many Scottish people still use some Scottish words when they speak English.

“Wee”, meaning small, is often heard in such expressions as “wee laddie” – a small boy. “A bonnie lass” is a pretty girl and a “bairn” is a young child. If someone answers your questions with “aye” they are agreeing with you: “aye” means yes. Finally, if you are offered a “wee dram” be careful: you’ll be given some whisky to drink and you will probably have to drink it all in one go!

Scotland is a land of tartans and fine whisky, of romantic castles and the melodies of bagpipes. The history and atmosphere of Scotland as well as the character of its people have been expertly portrayed by such famous Scottish writers as Robert Burns, Sir Walter Scott, Robert Louis Stevenson and Archibald Cronin. Every year on January 25 a celebration called Burns Night is held. That’s the date

of Burns' birthday. In spring and summer many towns hold cultural festivals. Summer is also the season for Highland Gatherings (Highland games) – a traditional annual festival of Scottish sports and music held at a centre in the Highlands. Scottish people like to dance very much. Glasgow has more dancing schools than any other European city.

The Scots, particularly the “Highlanders” from the mountainous north, try to maintain their separate identity. They object to being called “English”. The Scottish Highlander considers himself the “true” Scot and wears his national dress, the kilt, with pride. The kilt, a knee-length-pleated skirt worn by men is made of the material with a squared, coloured design and is called tartan. Each Scottish clan (a Gaelic word for “tribe” or “family”) has its own tartan with specific colours and design. The kilt is worn with a tweed jacket, plain long socks, a beret and a leather sporran, that is a pouch hanging from a narrow belt round the hips. The Scottish beret – tam-o'-shanter – is a woolen cap with a pompon or a feather on top, traditionally worn pulled down at one side. It got its name after Tam o'Shanter, the hero of that name of the poem by Burns.

Every Scotsman belongs to a clan. There are about 300 different clans. Many people in Scotland have the name MacDonald or MacKenzie. “Mac” means “son of” and people with this name usually tell they belong to the same family or clan. Campbell and Cameron are other common surnames. Common boys' names are Angus, Donald or Duncan, and girls' names are Morag, Fiona or Jean. The names James and John are so common that many English people call a man from Scotland “a Jimmy” or “a Jock”!

The Bagpipe

The Scottish Highland bagpipe we know today – played in Britain, Canada, the United States, and other English speaking countries – is barely 300 years old. We can, however, trace the origins of the instrument back thousands of years to the ancient city of Ur, the home of Abraham, and also to ancient Egypt. In both places simple reed¹ pipes have been found that are viewed by scholars² as forerunners of the modern bagpipe. But at what time and by whom the air bag was added is not known.

In the Bible book of Daniel, written more than 500 years before the birth of Jesus Christ, six Babylonian musical instruments are specifically mentioned. Included in this list is the Aramaic word “sumponyah”, rendered “bagpipe” in many Bible translations.

Although we cannot be sure what this ancient Babylonian instrument was like, it probably resembled one of the bagpipes still found in the Orient. Records³ reveal that in Persia (Iran), India, and China, bagpipes were used in various forms, some of which still exist.

Roman Emperor Nero, during his reign in the first century C.E., promised that if he kept his throne, he would play “successively on water-organ, flute, and bagpipes”, wrote Roman historian Suetonius. Some 50 years before Nero’s birth in 37 C.E., a poem attributed⁴ to the poet Virgil mentions “the pipe, which twitters⁵ sweetly”. From early times France, Germany, Ireland, Italy, Poland, and Spain all had bagpipes, as did the Balkans and Scandinavia. By what route did the bagpipe come to Britain? It is known that about 500 B.C.E., migrating Celts brought a form of bagpipe to the country and that many counties in England had their own different forms of bagpipe early on, as did Scotland. The Oxford Companions to Music even suggests that “the bagpipe was popular in England some centuries earlier than in Scotland”.

Roman infantry had their pipers, but whether the Romans introduced a bagpipe following their conquest of the British Isles in 43 C.E. or simply augmented what was already there, nobody can be sure.

If you visit Scotland today and chance to hear the sound of the Highland bagpipe echoing through the glens⁶, you will agree it is an experience not easily forgotten.

Wales

Geography

Its surface is largely mountainous, with the highest peak at Snowdon. 6% of Wales is covered by forest, and much of the country is pastureland for sheep and cattle. The sheep provide wool for local weaving industries, and the wood is used for beautiful hand-made furniture.

Regions

Wales is divided into thirteen counties, but 70% of the population lives in the 3 industrial counties of the South – Glamorgan, Monmouth and Carmarthen. The ancient capital of Wales is Caernarvon, where the British monarch’s eldest son is traditionally crowned Prince of Wales. At present the capital is Cardiff.

History

Wales began with the Anglo-Saxon victories in the 6th and 7th centuries, which isolated the Welsh from the rest of their fellow-Britons. Until the 11th century the Vikings made frequent raids on the coast. Then came the Normans in spite of strong resistance of the Welsh. The subjection of the people was completed by Edward I who in 1301 after defeating the native prince of Wales, made his own son, afterwards Edward II, the first Prince of Wales. But frequent wars and rebellions against the English continued into the fifteenth century. In 1536 Wales was brought into the English system of national and local governments by an Act of Union.

Population, language

The population totals about 3 million people. This part of Britain is almost a separate nation, with its own language, music, and Celtic culture. The Welsh

language is commonly spoken by about 20% of the population. Welsh and English are both official languages. The Welsh call their country Cymru, this word has the same root as “comrade, friend”.

The Welsh people are originally Celts, and many of their traditions date back to the pre-Christian times of the Celts and the Druid religion. The Celtic people were short, strong and dark-haired. They had a reputation of being good fighters.

Traditions

There is no other part of the British Isles where national spirit is stronger, national pride more intense or national traditions more cherished than in Wales. Although not many Welsh words are well-known in England, the word “eisteddfod” is understood by almost everybody – this is the Welsh name for the annual competition where people meet to dance, sing and read poems. The Royal National Eisteddfod of Wales is held annually early in August, in North and South Wales alternately. It attracts Welsh people from all over the world. The programme includes male and mixed choirs, brass-band concerts, many children’s events, drama, arts and crafts and, of course, the ceremony of the Crowning of the Bard. Usually, only Welsh is spoken and in recent years they have attracted people who wish to protest against the influence of English on the Welsh language and culture. In addition to the Eisteddfod, about thirty major Welsh Singing Festivals are held throughout Wales from May until early November.

Welsh family names are very often Jones, Williams, Morgan, Evans, and Owen. That is why Welsh people in villages often call people by their jobs together with their family names. Then everybody knows which Jones or which Williams they are speaking about. You can understand what Jones the Meat, Williams the Bread and Morgan the Fish do. The Welsh living in England are often called by the nickname “Taffy”. This may come from the River Taff, which runs through Cardiff.

Rugby is the national game of Wales. It’s a form of football and was named after Rugby School in Warwickshire where it was developed. When the Welsh side are playing at home at Cardiff Arms Park their supporters often sing the Welsh National anthem “Land of My Fathers”.

Ireland

Geography

There is an old Irish saying that Ireland must be the cleanest place in the world, because God washes it every day. Ireland is also called the Emerald Isle because of its beautiful green fields. Northern Ireland occupies northeastern part of the island.

Regions

The island of Ireland is politically divided into two parts: Northern Ireland (Ulster), which forms part of the United Kingdom of Great Britain, capital Belfast, and the Republic of Ireland – a separate state named Eire in Irish; its capital is Dublin. Northern Ireland is a unique region within the United Kingdom, for in addition to economic problems similar to those seen in other national outlying regions, there are political divisions, which reflect the unsettled Irish issue. At present Northern

Ireland in the political sense comprises six counties of Ulster, which was one of the four provinces of ancient Ireland. Three other provinces of Ulster form part of the Irish Republic. Population totals 1,5 million people.

History

In 1160 the Anglo-Norman conquest of Ireland began. Frequent and fierce rebellions took place. In early seventeenth century English and Scottish Protestants were sent by kings to settle among Catholics in Northern Ireland. In 1921-1922 Ireland was divided by agreement into Irish Free State (Eire) and Northern Ireland (Ulster). Protestants of Ulster chose union with Britain. Britain became officially known as the United Kingdom of Great Britain and Northern Ireland.

The Irish Problem

The history of Anglo-Irish relations began when in 1155 King Henry II of England was made King of all Ireland by the Pope. There were still native Irish kings of parts of Ireland. Over the next two centuries these Norman settlers became “more Irish than the Irish”, and it is possible that Ireland might have ended up under the British Crown. However, in the 16th century Henry VIII quarreled with Rome and declared himself head of the Anglican Church. Resistance from Irish Catholics was strong, but was put down by Henry’s armies. And so by trying to force Irish Catholics to become Anglican and by taking a lot of their land, Henry began the two lasting problems of Anglo-Irish relations – religion and land. What he started was continued by his daughter Elizabeth I. Ulster was an especially difficult area to bring under her rule. The soldiers of the province of Ulster successfully fought against Elizabeth’s armies until 1603, but were finally defeated. Then the “Plantation of Ulster” began. “Plantation” meant that Irish land was given to tens of thousands of Protestants from England and the Scottish Lowlands. Ulster soon had more Protestants than Catholics. Twenty-three new towns were built in Ulster to protect the needs of 170,000 new Protestant settlers known as “planters”, most of whom came from Scotland. By 1703 Protestants in Ulster owned 95% of the land.

Religion separated the planters and native Irishmen. The Scottish planters were Presbyterians, a form of Protestantism, and they were deeply suspicious of Catholics and Catholicism. But they brought with them their own laws and customs, relation to land, which encouraged greater social stability and economic growth. The Scots also placed great emphasis on education and hard work, and they were good at business. All this sowed the seeds of Ulster’s 19th century industrialization, which made it different from the rest of Ireland. In 1800 there was signed the Act of Union between Great Britain and Ireland. Nevertheless the Irish continued to fight for independence and in 1921 after a mass uprising Great Britain was forced to grant independence to the south. Ulster chose to remain part of the United Kingdom of Great Britain and Northern Ireland. The Irish Free State declared itself a republic in 1949 and is now known as the Irish Republic, or Eire (an old Irish word for Ireland). It is completely separate and

independent from Britain and Northern Ireland, and its government is in the capital city, Dublin.

In 1969 there was rioting in Northern Ireland between Catholics and Protestants. By 1972 the hostility between the two groups was so bad that Britain suspended the Northern Irish Parliament at Stormont and sent in the British army to keep peace. The soldiers were welcomed at first by the Catholics as protectors from Protestant violence, but when the army began house-to-house searches of Catholic areas for men with guns, the welcome soon turned to bitterness. There have been many deaths since 1969. In 1972, on what became known as “Bloody Sunday”, British soldiers opened fire on Catholic demonstrators in Londonderry and thirteen people were killed. In addition, many British soldiers were killed.

Both the Protestant and the Catholic communities have illegal secret armies fighting a bloody war. On the Catholic side, are the IRA (Irish Republican Army, developed from the Irish nationalist party Sinn Fein – Gaelic for “Ourselves Alone”) and INLA (Irish National Liberation Army). Both these organizations want to achieve a united Ireland by violent means, but they are condemned today by the government of the Irish Republic. On the Protestant side are the UDA (Ulster Defence Association) and the UVF (Ulster Volunteer Force).

THE UNITED STATES OF AMERICA GENERAL CHARACTERISTICS

The United States is a young country. Its written history is only a few hundred years old. It is sometimes, in fact, called the “New World”. Americans are not afraid of new ideas. They built the first skyscrapers and they put the first man on the moon. They like to be modern, like exciting, modern cities, new houses, and new cars. At the same time, Americans love old things. They build old pioneer towns and remember the days of the “Wild West”.

The total area of the USA is over 3.5 million square miles. In size, it ranks fourth among the nations after Russia, Canada and China. It possesses many islands in the Pacific Ocean, Puerto Rico and the Virgin Islands in the Atlantic. The official name is the United States of America. The country is a federal republic of 50 states and District of Columbia. The state of Alaska is separated from the rest of the USA by Canada and its western part is only 80 km from Russia. Hawaii, which became the 50th state in 1959, is in the Pacific Ocean, halfway between America and Asia.

The population of the USA totals more than 265 million people who are called Americans. In the USA there are representatives of practically all racial and national groups. The nation’s ethnic diversity is chiefly due to large-scale immigration, most of which took place before 1920. Though mainly European and African in origin, Americans are derived from nearly all nations, including Chinese, Arab, Polynesian, Eskimos and what is left of the native Amerindians. Indians, the native inhabitants of America, are now practically doomed to extinction. Different people brought to their new land a wonderful mixture of customs and traditions. The Germans brought Christmas trees. The Irish brought

St. Patrick's Day celebrations. The Scots brought Halloween. Over many generations, a definite American nationality has developed, superficially identifiable by speech and manners.

The official language of the USA is English. But some minority languages include Spanish, Italian, German, Polish, Russian, Chinese and Japanese. The idea of success is important to Americans. They believe that if they work hard they can have what they want and be what they want. This is part of what they call "the American Dream".

America is a friendly country. In small towns people say "hello" to friends and strangers on the street. Even in cities, strangers may start up a conversation. Waiters in restaurants will often introduce themselves by name, and talk with customers as they serve them. When the customers leave, they tell them to "take care" or "have a nice day". Sometimes foreigners feel Americans are too friendly. People you have only just met may ask you personal questions or tell you all about themselves.

GEOGRAPHY AND CLIMATE

The USA is situated in the central part of North America. It (excluding Hawaii and Alaska) stretches from the Atlantic Ocean in the east to the Pacific Ocean in the west, from Canada in the north to Mexico, the Gulf of Mexico and the Gulf of California in the south.

The continental part of the USA consists of two highland regions and two lowland regions. The highland regions are the Appalachian Mountains in the east and the Cordillera in the west. The Appalachian Mountains run parallel to the Atlantic coast almost from the Gulf of Mexico into Canada. Their highest peak is 2,000 metres high. The Cordillera stretches along the Pacific Ocean with the Sierra Nevada in the south and the Rocky Mountains continuing into Canada and Alaska in the north. Their highest point in the USA is 4,540 m in the Sierra Nevada. Between the Cordillera and the Appalachian Mountains are the central lowlands called the prairie, and the eastern lowlands called the Mississippi valley. The five Great Lakes, between the USA and Canada are joined together by short rivers and canals. In the west there is another lake called the Great Salt Lake. The chief rivers are the Mississippi, the longest river in the world (flows into the Gulf of Mexico), the Colorado and the Columbia, which flow into the Pacific Ocean, and the Hudson River, which flows into the Atlantic Ocean. The capital of the USA is Washington, D.C. (District of Columbia). The population of it is only over 600 thousand people. It's a beautiful administrative city without much industry. Here mainly government buildings are situated including the Capitol (the seat of the US Congress) and the White House (the residence of the President).

The other largest cities are New York (17 mln), Los Angeles (12 mln), Chicago (8 mln), Philadelphia (5,7 mln), San Francisco (5,6 mln).

The USA has several different climate zones, so the climate varies greatly from one part of the country to another. The coldest climate is in the north, where there is heavy snow in winter and the temperature may fall to -40°C . The south has a

subtropical climate, with temperatures as high as +49C in summer. Hot winds blowing from the Gulf of Mexico often bring typhoons. The climate along the Pacific coast is much warmer than that of the Atlantic coast. The heaviest rains in the country are in the Washington region, and the climate in the Gulf of Mexico area is also very damp. The region around the Great Lakes is known for its changeable climate.

The Fifty States

The fifty states of the United States, or the USA are one nation. The United States did not always have fifty states. At first there were thirteen. As the United States grew, more states joined the union. The last two states to join were Alaska and Hawaii. The both joined in 1959.

The area of the United States is represented with every type of relief. There are forests, deserts, mountains, and flat land. The area of the United States also covers every type of climate. The size of each state is different too. Alaska is the biggest state. Rhode Island is the smallest one. Alaska is 500 times bigger than Rhode Island.

The people of the United States come from all over the world. People there name cities after where they come from. For example, in the United States you find Paris, Rome, Delhi, and Frankfurt. The state with the highest population is California. The state with the lowest population is Alaska.

Each state has its own name. The name gives the state its identity and personality. More than half the states have names from American Indian origin. Each state also has a flag with colours that have a special meaning for the state. The flag is the emblem, or the symbol, of the state. There is also a state flower, tree, and bird.

ECONOMY

The USA is the most powerful highly developed industrial country. It leads the world in industrial and agricultural production.

The USA owns its high level of economic development mainly to its rich mineral resources, which it has been able to exploit for a long time without external interference. The USA is a leading producer of oil, natural gas, copper, coal and iron ore. Zinc, lead, sulphur, uranium, gold and silver are among the other minerals produced and the nation is also rich in waterpower.

The most industrialized areas are the following: the region of the Great Lakes, around Birmingham, Detroit and Chicago (coal-mining, motor-car industry), Pittsburgh and Philadelphia areas (iron-mining), California, Texas (oil-producing), the Atlantic and Pacific coasts (ship-building).

Agriculture is very widespread, above all in the prairie regions where wheat and other grain crops are grown. Cotton is grown in the Mississippi valley, tobacco – in Virginia. California is famous for its fruit plantations and cattle-farming. About 27% of the US gross national product is derived from manufacturing: 16% from wholesale and retail trade; 15% from finance, insurance and real estate; 11% from services; 10% from government and government enterprises; 6% from agriculture, forestry and fisheries.

As a result of this vast expansion of economy and severe anti-monopoly struggle of American labour for higher wages, a majority of Americans enjoy a high standard of living, the fact which led to the creation of cliché phrases: “the American style of life”, “land of opportunity”, “God’s country”.

GOVERNMENT

The USA is a federal republic. The President, elected for 4 years, is head of the state. The main legislative body is Congress (bicameral), consisting of the Senate and the House of Representatives. The Senate consists of 100 members – 2 from each state – chosen by popular vote for a 6-year term; a third of its membership is renewed every two years. The House of Representatives has about 450 members elected by popular vote every two years; each state is entitled to at least one representative, with the total number determined periodically according to population.

There are 2 main political parties in the USA: the Democratic Party (symbolized by a “donkey”) and the Republican Party (its symbol is an “elephant”).

CITIES AND STATES

Washington is the capital of the USA. The city is called after the first President of the United States, General George Washington. Washington is situated on the Potomac River in the District of Columbia (D.C). The District of Columbia is a piece of land ten square miles; it does not belong to any state. The district is named in honor of Columbus, the discoverer of America. It was Washington who chose the place for the district.

The tallest structures in Washington are the Capitol that houses the Congress and the Washington Monument that is 555 feet (over 180 meters) tall. The Capitol is the seat of the Government of the USA; it is situated in the very center of Washington on Capitol Hill, the highest point in the city. There is a law in Washington not to build houses higher than the Capitol. The Capitol is the seat of Congress, it contains 540 rooms; it is easy to get lost in the huge building full of paintings and statues.

The oldest building in the city is the White House, the official residence of the President. It is set close to Pennsylvania Avenue. The President’s House was first occupied in 1800. President George Washington decided that the President of the United States must have an official residence and selected the place for it. In 1814, during the war with England, the White House was burnt down. After the war the remains of the building were painted white. Since that time the residence of the American presidents has been painted white and later it became the official name. Washington has many monuments – Lincoln Memorial, Jefferson Memorial, and many others. The most beautiful of them is Lincoln Memorial. The major attractions for the visitors are in the heart of Washington. Among them is the Smithsonian Institution that includes the National Museum of History and Technology, the Museum of Natural History, the National Collection of Fine Arts, etc.

Along the banks of the Potomac River there are many green parks and gardens. In

1912 the famous cherry trees were planted in Washington. The 3000 flowering cherry trees were a gift from Japan and are still a major attraction for visitors and residents in the early days of spring.

There is a famous Pentagon in Washington. The Pentagon is a building where the headquarters of the Department of Defense, the Army, the Navy and the Air Forces are located. It is the military center of the US, which is a huge five-sided building and five storeys high. It has more than 17 miles of corridors.

Washington avenues are wide and long, most of them are called after states, for example Pennsylvania Avenue, Massachusetts Avenue. Streets are numbered and lettered. Numbered streets run north and south, lettered streets – east and west. Most of the well-to-do people live outside the city and Afro-Americans who make up more than half the population of Washington are the main city dwellers.

HISTORY

Why is America called “America”

Why did European geographers give the name America to the lands that Columbus discovered? Why did they not name them instead after Columbus? The reason is that to the end of his life Columbus believed that his discoveries were part of Asia. The man who did most to correct this mistaken idea was Amerigo Vespucci. Vespucci was an Italian sailor from the city of Florence. During the late 1490s he wrote some letters in which he described two voyages of exploration that he had made along the coast of South America. He was sure, he wrote, that these coasts were part of a new continent.

Some years later Vespucci’s letters were read by a German scholar who was revising an old geography of the world. The letters convinced the scholar that Vespucci was correct, and that the lands beyond the Atlantic were a new continent. To honour Vespucci the scholar named them America, using the feminine form of Vespucci’s first name as the other continents had female names.

The Mayflower Compact

When the Pilgrims arrived off the coast of America they faced many dangers and difficulties. They did not want to put themselves in further danger by quarreling with one another. Before landing at Plymouth they wrote out an agreement. In this document they agreed to work together for the good of all. The agreement was signed by all forty-one men on board the Mayflower. It became known as the Mayflower Compact. In the Compact the Plymouth settlers agreed to set up a government to make “just and equal laws” for their new settlement. All of them, Pilgrims and Strangers alike, promised that they would obey these laws. In the difficult years, which followed, the Mayflower Compact served the colonists well. It is remembered today as one of the first important documents in the history of democratic government in America.

Walking the Freedom Trail

The American Revolution lasted from 1775 to 1781. After March 1776, the city of Boston was never again touched by fighting. Yet no other city played as important a role in the struggle for independence. It was events in Boston that led to the Revolution.

In the 1760s, England passed laws that imposed taxes on the colonists and limited their rights. Bostonians strongly objected. Riots in 1768 led to the occupation of Boston by British soldiers. From there, problems grew. In 1770, an angry crowd threw snowballs (evidently filled with stones and ice) at some soldiers. The soldiers then fired into the crowd, killing five men; this event became known as the Boston Massacre. In 1773, to protest against a new tax, Bostonians, dressed as Indians, threw cases of British tea into the Boston Harbour. This event got the name The Boston Tea Party. In response to the Boston Tea Party, Britain closed the harbour. This response was a severe one, since Boston depended on trade. Before long, colonists in and around Boston began raising armies and preparing to fight if necessary. The first shots were fired in April 1775, in the nearby town of Lexington. Independence was formally declared by Massachusetts and the 12 other colonies, on July 4, 1776.

The Declaration of Independence was unanimously approved. The Declaration says that independence is a basic human right:

We hold these truths to be self-evident, that

All men are created equal, that they are endowed by their Creator with certain unalienable Rights that among these are Life, Liberty, and the pursuit of happiness...

When independence was won, the colonies came together, not as a nation, but as a confederation, or group of states. To prevent tyranny, there was no president and the central government had very little power. Each state had its own army. The states taxed each other's goods. It was almost as if they were separate countries. The result was great confusion.

In 1787, representatives from all the states met in Philadelphia to discuss the problems. They soon decided that the confederation could not work and that a new system of government was needed. For this purpose, they wrote the United States Constitution. The Constitution united the states into one country.

The Forty-niners

In January 1848, a man named James Marshall noticed some flecks of gold in a river in California. The news of Marshall's discovery got around, and by 1849 thousands of people – “forty-niners,” as they were called – were on their way to California. Within four short years California's population jumped dramatically and its reputation as a land of opportunity was well established! The trip to California, over land or by water, was difficult but the rewards were great – at least in the early days. Gold was in the hills, and rivers had eroded the hills. As a result, a miner could get gold simply by panning the rivers – by using a pan to separate the gold in the water from the dirt and rocks. Often, the most money was made not by miners themselves but by those who had something to sell to the miners. A man named Levi Strauss, who had recently immigrated to the United States, thought he knew just what the miners would buy: he headed for California with canvas for tents.

“Tents!” the miners told him. “We already have tents. You should have brought pants. Pants don't last at all here.” A quick thinker, Strauss made his canvas into pants. Miners liked the pants because they were sturdy and lasted. And so Levi's

were born. Today many people visit “the gold country” to see the old mines and spend a few hours panning for gold. The hills of the area still have about as much gold as was taken out during the Gold Rush. Unfortunately, most of this gold is deep underground and difficult to mine.

Words

Today “Levi’s” can be used to mean “blue jeans”. English has other words that, like Levi’s, began as names of specific products but now are used in a more general way. Do you know these words? Kleenex, Xerox, Jello, Q-tip, Scotch tape, Pampers, Walkman.

The Civil War

For a long time, the North and the South each developed differently but without conflicts. The conflicts came when the nation began to expand west. Southern states said the new areas that were being settled should allow slavery; the Northern states disagreed. In the 1840s and 1850s Congress passed a series of laws that were compromises between the North and the South. In the end, the compromises failed.

The conflict worsened, and in 1861, the Southern states separated from the Union and formed a new nation: the Confederate States of America. The Northern states refused to accept this. President Lincoln had not wanted war, but war became inevitable.

The American Civil War lasted four years. More Americans died in this war than in all other wars combined. Before the war, there had been great advances in weapons but few advances in medicine. Soldiers who weren’t killed outright often died of their wounds. Many regiments lost over half of their men in a single battle. The North had certain great advantages over the South. It had a larger population and most of the country’s factories and banks. But it had the more difficult task – conquest rather than defense. Also, many of the nation’s top military leaders were from the Southern states and joined the Southerners.

Effects Of the War

When the war finally ended in 1865, the South had been devastated. The state of Virginia alone had been the scene of 26 major battles and over 400 smaller fights. The most important long-term effect of the war was the end of slavery. Black Americans were made citizens and were given the right to vote. The Civil War helped transform the nation’s economy and way of life. The war effort required more factories and better transportation systems. The North became much more industrialized than before. One Northerner commented after the war, “It does not seem to me as if I were living in the country in which I was born.”

AMERICAN HOLIDAYS

BIRTHDAY

“What will you do on your birthday?” Most Americans celebrate their birthdays on the day on which they were born. Like in Russia, friends and relatives share in the celebration. However, unlike in Russia, birthday parties have a more spontaneous, less planned guest list and agenda, and there is no particular attempt made to

venerate one's guests with vast quantities of gourmet treats (A birthday person is not expected to spend his special day in the kitchen!). Something simple but elegant (not something you would eat any day) and a nice bottle of wine will suffice for this occasion.

In the United States an adult person having a birthday feels no particular social obligation to invite guests home for festivities. This time and space is usually reserved for the immediate family and close family friends. Co-workers may have an impromptu group gathering at coffee break time with cake and ice cream and a small gift for which all have contributed. Or they may shout a "birthday lunch" at a nearby restaurant for the special person or go out for drinks after work. Children may bring cupcakes and candy to school or distribute invitation to their classmates for a party to be held at their home. A cake is baked, group games are played, and prizes and souvenirs are passed out to all of the guests. Cone-shaped paper birthday hats may be worn and noise makers passed out to everyone present. Serving of the ornately decorated birthday cake is the highlight of the birthday celebration for the guests. First the cake is equipped with candles, one candle for each year of the birthday person's life. Then the candles are lit and everyone sings "Happy Birthday to You," after which the special person makes a "secret wish" and blows the candles out.

The custom of putting candles on a birthday cake is said to have started about 200 years ago in Germany, renowned for its high-quality candles. It was considered good luck to blow out all of the candles in one blow. Now it is considered as assurance that the birthday wish will come true. The custom of singing "Happy Birthday to You" began about 100 year ago in America when Mildred and Patty Hill made up the song which has since become a big hit and attracted lost of humorous variations.

For the birthday person the highlight of the celebration is often quite conspicuously the opening of the birthday presents. It used to be that "thank you" notes were written to acknowledge the gift givers for their thoughtfulness. Now, more and more, this custom is reserved for the very formal gift-giving occasion of the wedding.

The most common way to wish someone a happy birthday, however, is with a simple birthday card, a custom, which began in England about 100 years ago. These cards serve as testimony to the fact that in the United States the focus is definitely on the individual, at least on that one very special birthday each year.

Martin Luther King's Birthday (January 15th)

This is the most recently instituted legal holiday in the United States, recognized for the first time nationally in 1986. Martin Luther King, Jr. (1929 – 1968) was a famous civil rights activist who fought against racial discrimination and segregation during the late 1950s and 1960s. King was a Baptist preacher with a doctorate degree in Theology from Boston University. He organized non-violent protests against unequal treatment of African-Americans, particularly throughout the southern states. "We will not resort to violence. We will not degrade ourselves with hatred." Constant reminders such as these inspired his followers with the

belief that they would overcome all trials if only they did not resort to bloodshed. And so the spiritual “We Shall Overcome” is a fitting anthem for the civil rights movement under King's leadership.

No less important than King's studies, however, was the rich spiritual (black gospel) background provided by his family (his father and grandfather were ministers, his mother was a musician). Songs like “He's Got the Whole World In His Hands” reflect the spirit of community prevalent in the all-black neighborhood in which King was raised in Atlanta, Georgia. Contrary to what one might think, this neighborhood was not poor, but was characterized by prosperous black-owned or black-operated banks, businesses and services, which thrived despite Atlanta's strict segregation policies. His father's church played an important role as a meeting place for local groups, which sought further social and educational advancement of the blacks.

King's career as an activist began with helping to organize the boycott of the segregated bus system in Montgomery, Alabama, in December of 1955. He encouraged all people, both black and white, who did not feel it was right for black passengers to be restricted to seats in the back of the buses to refuse to ride them altogether and to walk in peaceful demonstration of their disagreement with the law. A year went by, and in response to this social pressure, the US Supreme Court ruled that the Alabama segregation law was unconstitutional and the city was ordered to have equal integrated seating on its buses. This was King's first victory. Later he began to fight discrimination in schools, hotels, restaurants, and achieved federal legislation, which forced these businesses and institutions to provide equal opportunities and services to black Americans.

Why all the fuss over who sits or stands in a bus? Perhaps King's biggest threat to a reluctant establishment was in the sharp increase in the numbers of black Americans who were registering to vote for the first time in their families' histories, and the number of political candidates promising fulfillment of their newly awakened dreams. Black voters were instrumental in electing democratic President John F. Kennedy in 1960. Once a president with a large constituency of black voters was in the White House, the stage was set for King's “March on Washington”.

Imagine what it must have been like on August 23, 1963, in Washington, D.C., when a crowd of over 250,000 people, both black and white, marched behind Martin Luther King, Jr., and other activists to the Capitol Building to demonstrate their support for laws guaranteeing equal civil rights to all Americans. It was the biggest crowd of marchers, which the country had ever seen – and no violence took place. Later that day, on the steps of the Lincoln Memorial, King delivered his famous “I Have a Dream” speech. Most experts agree that King's speech is one of the most eloquent and inspiring in American oratory tradition. As a result of King's activities, in 1964 Congress passed the Civil Rights Act, which prohibited racial discrimination in public places and called for equal opportunity in employment and education. That same year Martin Luther King received the Nobel Peace Prize for his work. He was loved and respected by many

people around the world for remaining true to his creed of non-violence. This did not, however, prevent multiple arrests of King and acts of violence aimed at him and his followers. In the end King was assassinated in 1968 at the age of 39 while leading a workers' strike in Memphis, Tennessee.

It is interesting to note that controversy in evaluating King's achievements remains heated to this day. Republican President Ronald Reagan was heavily criticized by some conservatives among his constituency when, in 1986, he declared the third Monday in January a federal legal holiday commemorating Dr Martin Luther King's birthday. On this day public schools and government offices are closed in his honor, and this is how many American school children today learn of the legacy of "A Man Named King". On the preceding Sunday churches of many denominations hold memorial services and read sermons devoted to keeping the dream alive.

Presidents' day (3rd Monday in February)

Until 1986 this holiday was in fact two holidays: Abraham Lincoln's Birthday, celebrated on February 12, and George Washington's Birthday, celebrated on February 22. It was condensed into one legal holiday in the same year that Martin Luther King's Birthday was established as a national holiday observed on January 15. Some people were not happy with this decision. Others argued that both presidents are honored in a great number of ways, and so there should be no offense taken if the two were made to share a joint holiday. President Abraham Lincoln is probably the most deeply revered president in American history. School children learn that he was born into a very poor family on February 12, 1809, and spent his early years in Kentucky and Indiana, where his father worked as a farmer and carpenter. All of the Lincoln children had to work very hard as well to help the family make ends meet, and Abe became skilled with an axe at a very early age. Because of this, there was little time left for schooling. Unfortunately, Abe's mother died when he was nine. His father remarried two years later, and luckily for Abe, his stepmother also encouraged Abe's thirst for learning.

When he was older, Abe became known as a talented storyteller in the general store where he worked. People would come from miles around just to hear him talk. Abe's nickname "Honest Abe" characterizes his hard work, clear insights, and straight talk. When the family's next move brought them to Springfield, Illinois, Abe's powers of speech helped him excel in law and politics. He began formally to study law in 1834, and was elected into the House of Representatives that same year. He married Mary Todd Lincoln after a long courtship in 1842. In 1847 he was elected to Congress for the first time, but his strong stand against slavery was not popular, and he was not reelected for a second term.

In the years that followed, the controversy surrounding the issue of slavery continued to grow. In 1858, Lincoln joined the newly formed Republican Party, and became its nominee for the U.S. Senate. Here he began to attract the attention of the whole country with his fine gift of oratory and passionate voice warning: "A house divided against itself cannot stand. This government cannot endure,

permanently half-slave and half-free...” In 1860 the Republicans nominated him as their presidential candidate and he narrowly won. There was little cause for celebration, however, because by that time South Carolina and several other states had seceded from the Union, reserving the right to decide for themselves on many issues, including whether or not to abolish slavery. The American Civil War had already begun.

The Battle of Gettysburg, Pennsylvania in July of 1863 was the bloodiest battle ever fought on American soil. On November 19, 1863, Lincoln delivered his famous Gettysburg Address at a memorial service held there. The fighting was not yet over, but Gettysburg was a turning point in a war, which lasted five years and left the southern states in devastation. On April 9, 1865, the South surrendered, and the war was ended. Less than a week later, on April 13, Lincoln was shot in Ford’s Theater in Washington, D.C., by an actor who thought he was furthering the southern cause. Lincoln died the following morning.

Lincoln’s body was placed on a train and made a long, slow farewell journey back to Springfield, Illinois, where he was buried. His house has been made into a memorial museum in tribute to the man who steered the nation’s vessel through its most “fearful trip”.

Both the North and the South agree that George Washington had great influence in shaping the United States and so deserves the name “Father of His Country”. He was born on February 22, 1732, in West Moreland County, Virginia. Legend has it that as a boy Washington (rather naively) decided to try out his new axe on the family’s prize cherry tree. His father was angry when he saw the felled fruit bearer. He confronted his son with the withered evidence, and George (resourceful even at so early an age) saved himself with what would seem at first glance to be a rather unimaginative reply: “I cannot tell a lie”. His father was moved by his son’s open admission of guilt. Whether or not this sufficed to save George from a spanking is hard to say. Today corporal punishment is so unpopular in the U.S. as a means of discipline that parents and teachers usually end the telling of the legend early and let the kids speculate for themselves what punitive measures were imposed. And so cherry pie has become the traditional food for Washington’s birthday, commemorating the boy’s noble words in the face of a furious father. In any case it was probably many years before George could again enjoy that delicious dessert. This is George Washington, as young American children know him. Later, in their studies of American history they learn that George Washington made three important contributions to the shaping of the early United States. First, he was the commander in chief of the Continental Army, which was victorious in gaining independence from Great Britain during the Revolutionary War. The song “Yankee Doodle” dates back to that time. Yankee was a derogatory term used by the British and by New Yorkers to refer to the people living in “New England” (Massachusetts, New Hampshire, Maine, Rhode Island, Connecticut, and Vermont). A doodle was a foolish person or country bumpkin. At first the British sang this song to ridicule Washington’s army, which at first was little more than an armed mob, with officers quarreling constantly among themselves and soldiers

who obeyed only the orders, which suited them. Washington is credited with transforming this motley crew into a disciplined fighting unit, which began to experience success in October 1777 at the Battle of Saratoga in northern New York. It is said that the American troops sang this song back to the British after the latter's final surrender to Washington at Yorktown, Virginia, on October 19, 1781. George Washington's second major contribution to the shaping of early America was in serving as president of the Constitutional Convention that wrote the United States Constitution. Finally, Washington was unanimously elected to be the first president of the new country. In spite of this, he was a reluctant leader, and accepted two terms in office out of the deep obligation he felt to serve God and his country. He refused to serve a third term, choosing instead to retire to his beautiful family home at Mount Vernon, where he died on December 14, 1799, at the age of 67.

List of all Presidents' names (years served)

1. George Washington 1789 – 1797
2. John Adams 1797 – 1801
3. Thomas Jefferson 1801 – 1809
4. James Madison 1809 – 1817
5. James Monroe 1817 – 1825
6. John Quincy Adams 1825 – 1829
7. Andrew Jackson 1829 – 1837
8. Martin Van Buren 1837 – 1841
9. William Henry Harrison 1841 – 1841
10. John Tyler 1841 – 1845
11. James Knox Polk 1845 – 1849
12. Zachary Taylor 1849 – 1850
13. Millard Fillmore 1850 – 1853
14. Franklin Pierce 1853 – 1857
15. James Buchanan 1857 – 1861
16. Abraham Lincoln 1861 – 1865
17. Andrew Johnson 1865 – 1869
18. Ulysses Simpson Grant 1869 – 1877
19. Rutherford Birchard Hayes 1877 – 1881
20. James Abram Garfield 1881 – 1881
21. Chester Alan Arthur 1881 – 1885
22. Grover Cleveland 1885 – 1889
23. Benjamin Harrison 1889 – 1893
24. Grover Cleveland 1893 – 1897
25. William McKinley 1897 – 1901
26. Theodore Roosevelt 1901 – 1909
27. William Howard Taft 1909 – 1913
28. Woodrow Wilson 1913 – 1921
29. Warren Gamaliel Harding 1921 – 1923
30. Calvin Coolidge 1923 – 1929

31. Herbert Clark Hoover 1929 – 1933
32. Franklin Deleno Roosevelt 1933 – 1945
33. Harry S. Truman 1945 – 1953
34. Dwight David Eisenhower 1953 – 1961
35. John Fitzgerald Kennedy 1961 – 1963
36. Lyndon Baines Johnson 1963 – 1969
37. Richard Milhous Nixon 1969 – 1974
38. Gerald R. Ford 1974 – 1977
39. James E. Carter, Jr. 1977 – 1981
40. Ronald W. Reagan 1981 – 1989
41. George Bush 1989 – 1993
42. William J. Clinton 1993 – 2001
43. George Bush, Jr. 2001 – ?

White House Curse

Beginning in 1840 and extending for well over a century, every President elected in a year ending in a zero died in office. This strange twist of fate was called the “20-year curse” because it occurred every twenty years. Consider:

- William Henry Harrison, elected in 1840.

Harrison caught a cold at his inauguration and died of pneumonia a month later.

- Abraham Lincoln, elected in 1860, and reelected four years later. Lincoln was assassinated on April 14, 1865.

- James A. Garfield, elected in 1880.

Garfield was shot on July 2, 1881, and three months later died of blood poisoning.

- William McKinley, elected in 1900.

McKinley was shot on September 6, 1901, and died a week later.

- Warren G. Harding, elected in 1920.

Harding died of a heart attack approximately 2 1/2 years after taking office.

- Franklin D. Roosevelt, elected in 1940 for a third term.

Roosevelt died of natural causes on April 12, 1945, less than four months after taking the oath of office for a fourth term.

- John F. Kennedy, elected in 1960.

Kennedy was assassinated on November 22, 1963.

Ronald Reagan, elected in 1980, loomed as the next victim of the curse. About two months after taking office, Reagan was shot and wounded by John F. Hinckley. But quick and expert medical attention saved the President’s life. Reagan’s survival was said to have broken the curse.

A presidential curiosity

How does one explain the many similarities in the lives of Abraham Lincoln and John F. Kennedy? Consider:

- Both were married in their thirties to women in their twenties.

- Lincoln won election to the U.S. House of Representatives in 1846. Kennedy was elected to the House in 1946.

- Lincoln tried and failed to get his party's nomination for Vice President in 1856. Kennedy failed in his bid to get his party's nomination for Vice President in 1956.
- Lincoln was elected President in 1860, defeating Stephen A. Douglas, born in 1813. Kennedy was elected President in 1960, defeating Richard Nixon, born in 1913.
- Lincoln was younger than his Vice President, Andrew Johnson, a Southerner, born in 1808. Kennedy was younger than his Vice President, Lyndon B. Johnson, a Southerner, born in 1908.
- Lincoln was shot on a Friday (April 14, 1865) as he sat next to his wife. Kennedy was shot on a Friday (November 22, 1963) as he sat next to his wife.
- Lincoln's assassin, John Wilkes Booth, fled and was killed before he could be brought to trial. Kennedy's assassin, Lee Harvey Oswald, fled and was killed before he could be brought to trial.

Mother's Day (2nd Sunday in May)

Father's Day (3rd Sunday in June)

In the United States two Sundays are set aside on which Americans honour their mothers and fathers, grandmothers and grandfathers. On these days children give thanks for the support, love, care, and guidance, which these special people provide. Since it is unusual for several generations to live together under one roof, this expression of thanks often takes the form of a special dinner, either home-cooked or in a favorite restaurant, or, especially on Father's Day when the weather is more dependable, an outside barbecue is a common way of celebrating. Giving cards and gifts is also a tradition. Children often make Mother's Day and Father's Day gifts in school. Pin cushions sachets, tie clasps, decorated boxes and picture frames, recipe holders, and plaster-cast hand prints are all popular favorites. Another common gift for mothers (from fathers or older children) is the "mother ring", a ring set with the birthstones of each of the members of the family. Mother's Day was first proclaimed a national holiday by President Woodrow Wilson in 1915. The idea of honouring mothers on a special day started with Ann Jarvis, from Grafton, West Virginia, who chose the second Sunday in May and began the custom of wearing a red carnation if one's mother was still living and a white carnation if one's mother was deceased. If the latter is the case, many people visit their mother's grave site and dedicate the day to their mother's memory. Father's Day dates back to 1909, when one daughter, a certain Mrs Dodd from Spokane, Washington, wanted to honour her own father who had raised four sons and a daughter after her mother's death. Although the first Father's Day was observed in Spokane in 1910 and it has been likewise observed in many other states for many decades, Father's Day did not become a national holiday until Senator Margaret Chase Smith helped to establish it as such in 1972. Since many American families are geographically separated from their parents or children, on these two special Sundays they try to bridge the gap with a long-distance phone call (some companies offer special rates for the holiday weekend)

or special delivery of flowers in order to say “I love you” to those who gave them life.

Memorial Day (last Monday in May)

Americans observe Memorial Day in different ways. For some it is simply the three-day weekend, which opens the summer outdoor recreation season. Camping, boating, gardening, and sunbathing are taken up again after the long winter. For other Americans, this day is set aside to visit the grave sites or otherwise honour friends and loved ones who lost their lives while serving their country. The first Memorial Day dates back to the time following the Civil War. In 1866 residents and veterans of Waterloo, New York, agreed to close their shops and businesses on May 5 in order to decorate the graves and honor the memory of the many soldiers buried in the local cemetery. This is why the holiday was originally called Decoration Day.

Two years later the former Union General Jonathan Logan led veterans to decorate the graves of their fallen comrades with flags.

In 1882 the name was changed to Memorial Day, and its focus was broadened to include soldiers who had died in previous wars. It is important to note that the southern states honoured their war dead as well, but on different dates: April 26th, May 10th, and June 3rd. May 30th was established as a national holiday observed by both northern and southern states as late as 1971! Since World War I a red poppy has become the symbol for Memorial Day, as that flower grew wild in the battlefields of France, where many thousands had died. Today the most elaborate Memorial Day ceremonies are held in Waterloo, New York, and at Arlington National Cemetery in Virginia. The spirit of remembrance is particularly strong at Arlington, the site of 200,000 soldiers’ graves, the Tomb of the Unknown Soldier, President Kennedy’s grave overlooking Washington, DC, and graves of numerous astronauts, war heroes, and many other distinguished Americans.

Independence Day (July 4th)

Often simply called “the Fourth of July”, this holiday celebrates the day (July 4, 1776) on which the Continental Congress ratified the Declaration of Independence, which proclaimed freedom from the British monarch King George III, who had up to that time ruled the 13 American colonies. Several events preceded the actual drafting of this treasonous document, for which the 56 men who signed it risked execution. General discontent with British trade policies turned to open dissent in 1770 when the British government levied a new tax on tea in order to save its failing India Tea Company. Samuel Adams and other residents of Boston showed their outrage by dressing up as Indians and dumping a shipload of tea into the Massachusetts Bay. This event was later called “The Boston Tea Party”. In 1773, British soldiers who had been sent to Boston to tighten control over the impudent colonists were jeered and stoned and thus provoked to firing into the crowd, killing several. The number of dead was exaggerated and the event was named “The Boston Massacre”. These two events acted as catalysts in uniting the unhappy colonists to fight against British rule.

In September 1774 the First Continental Congress met in Virginia to draw up a list of grievances. The Continental Army was established under the command of General George Washington, and the Revolutionary War was begun. On July 2, 1776, a second draft of the list of grievances was presented at the Second Continental Congress, and this document, called the Declaration of Independence, inspired the colonists wherever it was read to formally separate from England. A war ensued which was to last until 1783, when, after securing victory, Independence Day was made an official holiday.

Today firecrackers are exploded and fireworks are displayed all across America on the night of the Fourth. Picnics, air shows, clambakes, barbecues, baseball games, relay races, fairs, rodeos, art shows, parades and special concerts are but a few of the many ways in which Americans observe this bright mid-summer holiday.

Thanksgiving Day (fourth Thursday in November)

Imagine a day set aside for families to come together from near and far to feast and feel thankful for all that they have and you've got Thanksgiving Day in the United States. Some families take part in religious ceremonies in the morning, but for most families the highlight of the day is Thanksgiving dinner. Traditionally this feast features roast turkey with stuffing, mashed potatoes and gravy, sweet potatoes, squash, cranberry sauce and pumpkin pie with whipped cream. Major college and professional football games are televised that day, and this unites many men around the television while women are busy in the kitchen. This custom began with the Pilgrims in 1621. The Pilgrims were an English religious minority, which did not worship the Church of England and therefore suffered persecution. They decided to leave the country in search of religious freedom. King James I gave them a charter to settle in Virginia, where a British colony had been founded in 1607. On September 16, 1620, a small ship called the Mayflower, carrying 102 passengers, left Plymouth harbour in England and sailed west. On November 11, 1620, the Mayflower reached North America. But storms had blown the ship off course and the Pilgrims were far north of Virginia. It took them another month to find a suitable place to settle and, finally, on December 26, 1620, the Pilgrims found a harbour which became the site of the town they named Plymouth, in the present State of Massachusetts. The colonists endured a very hard winter of sickness and starvation by the end of which half were dead. But with the help of the native Indians, who taught them how to fish, hunt, and plant corn, their chances for surviving the winter of 1621 looked much brighter. After a successful harvest, Governor William Bradley decided to hold a special Thanksgiving feast, and invited the Indian chief Massosoit and ninety Indian braves to attend. The Indians brought deer meat or venison to be roasted along with the wild turkeys. They even brought popcorn to share! The original Thanksgiving lasted three whole days and can you believe that all that food was prepared by three women! The colonists continued to celebrate the autumn harvest with a feast of thanks. George Washington suggested that November 26th be set aside each year for the observance. In 1864, at the end of the tragic Civil War, Abraham Lincoln

established the last Thursday in November as a day for all Americans to give thanks.

Stores, schools, and homes are decorated with various Thanksgiving symbols, including pictures of pilgrims, Indians, turkeys, and harvest still-lives. The horn of plenty or cornucopia, wreaths of dried flowers, and dried, multi-coloured “Indian corn” are often used as door and table decorations. The day after Thanksgiving is considered the beginning of the month-long Christmas shopping season, as demonstrated by Santa Claus’s traditional arrival at the end of the annual Thanksgiving Day Parade held in New York City and sponsored by Macy’s department store.