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*(кафедра)*

Проректор по УВР  **УТВЕРЖДАЮ:**  
\_\_\_\_\_ А. Кабалоев  
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**Рабочая программа дисциплины**

**Б1.Б.01 Иностранный (английский) язык**

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Автор 

У.Х. Колиева

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Зав. кафедрой 

доцент З.А. Газзаева

Рассмотрена и одобрена учебно-методическим советом факультета Биотехнологии и стандартизации

«13» апреля 2019 г., протокол № 6

Согласовано:

Председатель методического

совета факультета



Э.И. Рехвиашвили

Декан факультета



А.М. Хозиев

Заведующий библиотекой



К.Л. Погосова

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## **1. Цели и задачи дисциплины**

Основными целями дисциплины являются:

- обучение чтению литературы по специальности в условиях достаточного владения изучаемым языком при предварительном усвоении основных общеобразовательных и грамматических понятий, представленных в курсе «Иностранный язык в сфере биотехнологии».

- формирование основных навыков немецкой речи монологического характера с использованием наиболее употребительных и относительно простых лексико-грамматических средств.

Задачами дисциплины является приобретение определенных знаний, умений и навыков, полученных в результате освоения курса дисциплины.

Большое внимание уделяется развитию навыков понимания специальной и научной литературы в сфере профессиональной деятельности.

## **2. Перечень планируемых результатов обучения. Компетенции обучающегося, формируемые в результате освоения дисциплины.**

Магистрант, изучающий данную дисциплину должен иметь:

- представление о специфике артикуляции звуков, интонации, акцентуации и ритма нейтральной речи в изучаемом языке, а также основные особенности полного стиля произношения, характерные для сферы профессиональной коммуникации;

- понятие о терминологической лексике по сферам применения, о свободных и устойчивых словосочетаниях, основных способах словообразования; иметь лексический минимум в объеме 4000 единиц общего и терминологического характера;

- грамматические навыки, обеспечивающие понимание без искажения смысла при письменном и устном общении; знать основные грамматические явления, характерные для профессиональной речи.

Данная дисциплина предполагает:

- овладение базовыми понятиями и особенностями научно-делового

стиля;

- овладение монологической речью с использованием наиболее употребительных и относительно простых лексико-грамматических средств;
- понимание монологической речи в сфере профессиональной коммуникации.

Магистрант должен уметь читать и находить необходимую информацию в текстах по широкому профилю специальности, а также читать деловую документацию.

Выпускник должен обладать следующими компетенциями:

- способностью к абстрактному мышлению, анализу, синтезу (ОК-1)
- готовностью к коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном языке для решения задач профессиональной деятельности (ОПК-2).

**В результате освоения дисциплины обучающийся должен:**

***Знать***

- грамматические, стилистические и лексические особенности изучаемого языка;
- требования к переводу научно-технической литературы (точность и адекватность подлиннику);
- основные англоязычные термины, определения и понятия, связанные с будущей профессиональной деятельностью магистранта, а именно названия параметров, компонентов, оборудования, описание химических технологических схем;
- правила оформления презентаций;
- основные программы и Интернет ресурсы для машинного перевода текстов.

***Уметь***

- выбирать должный уровень формальности; ясно определять цель послания (статьи, патента, письма, отчета, инструкции, рекламного материала), выбирать уместный стиль в зависимости от жанра; ставить проблему, убеждать, соглашаться, возражать или отказывать, информировать, подбирать аргументы; структурировать и оформлять письменный текст;

- владеть навыками и компьютерными технологиями на уровне квалифицированного пользователя;
- понимать значение, заложенное в тексте, а затем выразить это значение максимально близко средствами другого языка: т.е. уметь сравнивать и сопоставлять специфику лексического строя и грамматических конструкций родного и иностранного языков;
  - использовать информационные технологии для поиска, осмысления и интерпретации информации на иностранном языке;
  - подготовить и представить презентацию на тему профессиональной деятельности с использованием профессионально-ориентированной лексики;
  - формулировать задачи научных исследований на основе анализа научно-технической информации на русском и иностранном языке.

### ***Владеть***

- приемами скоростного и аналитического чтения: отбора необходимой информации, умения отсекаать малозначимую информацию, оценивать её важность и обобщать факты, понимание смысла текста, расшифровка истинной цели текста, адекватной реакции на прочитанное;
- приёмами самостоятельной и индивидуальной работы со справочными материалами, базами данных, компьютерными технологиями для формирования потребности к самообразованию, что подводит к необходимости самостоятельного изучения иностранного языка на протяжении всей жизни;
- умениями заполнять готовые формы и бланки; умением записывать со слуха различные сообщения; а также уметь создавать различные виды письменной продукции: письма, резюме при поиске работы, заявления, эссе, рецензии, статьи, техническую документацию с соблюдением требований к оформлению, предъявляемых к различным видам письменного текста в зависимости от цели, жанра и способа передачи текста для чтения в печатном виде или с помощью электронной связи;
- навыками компьютерного перевода.

– описать структуру компании/университета, вести деловые переговоры, переписку на английском языке.

### 3. Место дисциплины в структуре ОПОП

Дисциплина Б1.Б.01 «Иностранный язык» является логическим продолжением обучения студентов программе, которая входит в цикл общих гуманитарных и социально-экономических дисциплин обязательного минимума основной образовательной программы подготовки специалиста.

### 4. Объем дисциплины и виды учебной работы

Виды учебной работы	Всего	Распределение часов по формам обучения		
		Очная		Заочная
		семестр		курс
			2	1
1. Контактная работа	58,7	42,35		16,35
Аудиторные занятия: лекции				
лабораторные работы				
практические занятия	54	40		14
семинарские занятия				
Контактная работа на промежуточном контроле, в том числе консультации перед экзаменом	4,7	2,35		2,35
ИКР	0,25	0,25		
2. Самостоятельная работа, всего	189	68		121
Контроль	40,3	33,65		6,65
Вид промежуточной аттестации	экзамен	экзамен		экзамен
Общая трудоемкость	часов	288	144	144
	Зачетных единиц	8	4	4

### 5. Структура и содержание дисциплины

Общая трудоемкость дисциплины (модуля) составляет 4 зачетные единицы (3Е) или часов 144 (ч).

#### 5.1. Содержание практических занятий.

№ п/п	Наименование темы практического занятия	Количество часов		
		очная форма обучения	заочная форма обучения	Формируемые компетенции
1.	A.Nobel-A Man Of Contrasts	4		ОК-1 ОПК-2

2.	Statue Of Liberty	4	2	ОК-1 ОПК-2
3.	Sports In Great Britain	4		ОПК-2
4.	From the History Of Olympic Games	4	2	ОПК-2
5.	The Environment	4		ОК-1 ОПК-2
6	Carl Linnaeus and His Classification Of the Natural World	2	2	ОПК-2
7	The Ecosphere	4		ОК-1 ОПК-2
8	Habitats	2	2	ОПК-2
9	Communities	2		ОК-1 ОПК-2
10	Niches	2	2	ОПК-2
11	Easter Island: A Terrible Warning	2		ОК-1 ОПК-2
12	National Parks	2	2	ОК-1 ОПК-2
13	Poisonous Sealife	2		ОК-1 ОПК-2
14	Disappearing World	2	2	ОК-1 ОПК-2

## 5.2 Содержание самостоятельной работы студентов и учебно-методическое обеспечение

### 5.2.1. Задания для самостоятельной работы.

№ п/п	Наименование раздела	Виды заданий по самостоятельной работе	Формируемые компетенции	Контроль выполнения работ
1.	Ознакомление с целевой установкой содержания курса и требованиями на кандидатском экзамене. Углубление и систематизация знаний грамматического материала, необходимого для перевода научной и технической литературы по специальности. Употребление личных форм глагола в активном и пассивном залогах	Упражнения	ОК-1 ОПК-2	Самостоятельная работа
2.	Средства выражения и распознавания главных членов предложения. Определение границ членов предложения. Бессоюзные предложения. Сложные синтаксические конструкции, типичные для стиля научной речи. Специфика лексических средств текстов по специальности. Понятие перевода.	Упражнения	ОК-1 ОПК-2	Проверка в аудитории; Тест

3.	<p>Неличные формы глагола (Причастие I-II), Герундий, Инфинитив (Формы, функции инфинитива).</p> <p>Синтаксические конструкции; оборот «дополнение с инфинитивом», оборот «подлежащее с инфинитивом». Инфинитив в функции вводного члена. Инфинитив в составном именном сказуемом (be+инфинитив), и в составном модальном сказуемом (оборот «for+smb. to do smth.»)</p>	Упражнения	ОК-1 ОПК-2	Проверка в аудитории; Самостоятельная работа
4.	<p>Причастие I-II. Формы, функции, перевод I-II причастия. Разграничения Part. II и Past Ind. (правильных глаголов). Фразеологические сочетания.</p>	Упражнения	ОК-1 ОПК-2	Опрос
5.	<p>Герундий. Формы герундия. Герундиальный оборот. Многозначные и общенаучные слов. Механизмы словообразования. Структурирование дискурса.</p>	Упражнения	ОК-1 ОПК-2	Проверка в аудитории
6.	<p>Согласование времен. Передача фактуальной информации: средства оформления повествования, описания, рассуждения, уточнения. Специфика лексических средств текстов по специальности. Понятие перевода.</p>	Упражнения	ОК-1 ОПК-2	Самостоятельная работа
7.	<p>Модальные глаголы и их эквиваленты. Модальные глаголы с перфектным инфинитивом. Средства уточнения, коррекции услышанного или прочитанного.</p>	Упражнения	ОК-1 ОПК-2	Тест
8.	<p>Атрибутивные комплексы (цепочки существительных). Переводческие трансформации. Резюме.</p>	Упражнения	ОК-1 ОПК-2	Проверка в аудитории
9.	<p>Сослагательное наклонение. Передача фактуальной информации: средства определения темы сообщения, доклада и т.д. Компенсация потерь при переводе.</p>	Упражнения	ОК-1 ОПК-2	Тест
10.	<p>Усеченные грамматические конструкции (бессоюзные придаточные, эллиптические предложения). Передача эмоциональной оценки сообщений:</p>	Упражнения	ОПК-2	Тест

	средства выражения согласия (несогласия). Контекстуальные замены. Аннотация.			
11.	Совпадение и расхождение значений интернациональных слов («ложные друзья» переводчика) и т.п. Средства выражения удивления, восхищения, предпочтения. Словарное и контекстное значение слова.	Упражнения	ОК-1 ОПК-2	Опрос
12.	Эмфатические и инверсионные структуры. Двойное отрицание. Местоимения (that(of), those(of), this, these, do, one, ones).	Упражнения	ОК-1 ОПК-2	Тест

### 5.3 Образовательные технологии

Согласно требованиям Примерной программы дисциплины «Иностранный язык» для неязыковых вузов и факультетов (М., 2009), обучение иностранным языкам в вузе строится на принципах коммуникативной направленности, культурной и педагогической целесообразности, интегративности и нелинейности курса, автономии студентов.

Принцип коммуникативной направленности предполагает преобладание проблемно-речевых и творческих упражнений и заданий над чисто лингвистическими, репродуктивно-тренировочными, использование аутентичных ситуаций общения, развитие умений спонтанного реагирования в процессе коммуникации, формирование психологической готовности к реальному иноязычному общению в различных ситуациях.

Принцип культурной и педагогической целесообразности основывается на тщательном отборе тематики курса, языкового, речевого и страноведческого материала, а также на типологии заданий и форм работы с учетом возраста, возможного контекста деятельности и потребностей студентов. Формирование собственно коммуникативных и социокультурных умений происходит в соответствии с принятыми в странах изучаемого языка нормами социально приемлемой программы дисциплины «Иностранный язык» для неязыковых вузов. Особое внимание уделяется осознанию имеющихся ложных стереотипов как о других странах, так и о своей стране, формированию глубокого и полного представления об иноязычной культуре с учетом максимального количества

социальных, этнических и иных особенностей жизни различных групп граждан.

Принцип интегративности предполагает интеграцию знаний из различных предметных дисциплин, одновременное развитие как собственно коммуникативных, так и профессионально-коммуникативных, информационных, академических и социальных умений.

Принцип нелинейности предполагает не последовательное, а одновременное использование различных источников получения информации, ротацию ранее изученной информации в различных разделах курса для решения новых задач. Данный принцип также обеспечивает возможность моделирования курса с учетом реальных языковых возможностей студентов: осваивать курс только на одном из выделенных уровней (Основном или Продвинутом) или комбинировать эти уровни в различных соотношениях в разделах/ модулях курса.

Принцип автономии студентов реализуется открытостью информации для студентов о структуре курса, требованиях к выполнению заданий, содержании контроля и критериях оценивания разных видов устной и письменной работы, а также о возможностях использования системы дополнительного образования для корректировки индивидуальной траектории учебного развития. Организация аудиторной и самостоятельной работы обеспечивают высокий уровень личной ответственности студента за результаты учебного труда, одновременно обеспечивая возможность самостоятельного выбора последовательности и глубины изучения материала, соблюдения сроков отчетности.

Программа курса предполагает максимальную индивидуализацию планирования и хода овладения иностранным языком, включая разработку индивидуальных траекторий образования для отдельных студентов и малых групп. Учет продвижения студента в овладении иностранным языком проводится строго индивидуально и максимально дифференцируется по речевым умениям в соответствии с исходным и целевым уровнями.

Курс иностранного языка предусматривает активную речевую деятельность обучающихся на занятиях и вне аудитории, в том числе за счет дополнительных видов самостоятельной работы по выбору студента. Он создает языковые и речевые предпосылки для максимального вовлечения студентов в интенсивное общение на иностранном языке, включая участие в работе клубов, организации фестивалей и других внеаудиторных мероприятий, участие в дополнительных образовательных программах на иностранном языке в России и за рубежом.

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

**Смотреть приложение 1.**

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

### ***а) основная литература***

1. Кайдалова, О. И. Английский язык. English For Masters / О. И. Кайдалова. — Санкт-Петербург : СПбГАВМ, 2017. — 114 с. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/121304>
2. Куницына, Н. Н. Стандарты финансовой отчетности в корпоративном бизнесе : учебное пособие / Н. Н. Куницына. — Ставрополь : СКФУ, 2017. — 218 с. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/155565>
3. Английский язык (для магистратуры) : учебное пособие / составители З. С. Хабекирова [и др.]. — Майкоп : АГУ, 2018. — 96 с. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/146136>

### ***б) дополнительная литература***

1. Кошеварова, И. Б. Иностранный язык профессионального общения (английский язык) : учебное пособие / И. Б. Кошеварова, Е. Н. Мирошниченко, Е. А. Молодых. — Воронеж : ВГУИТ, 2018. — 139 с. — ISBN 978-5-00032-323-6. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/106909>
2. Никитина, С. В. Иностранный язык: профессиональный английский для бакалавров-агрономов : учебное пособие / С. В. Никитина. — Курск : Курская ГСХА, 2015. — 57 с. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/134798>



3. Пособие по английскому языку для развития устной речи [Текст] / сост.: М. Д. Басаева, О. В. Кесаева. - Владикавказ : ГГАУ, 2007. - 80 с.
4. Учебное пособие по английскому языку для развития устной речи [Текст] / сост. М. Д. Басаева. - Владикавказ : ФГОУ ВПО "Горский госагроуниверситет", 2011. - 104 с.
5. 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. – ISBN 978-5-8114-0702-6.

**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.01 – Иностранный язык**

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

Система автоматизации библиотек ИРБИС64	Портал технической поддержки: <a href="http://support.open4u.ru">http://support.open4u.ru</a>	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)	<a href="http://нэб.рф">http://нэб.рф</a>	Федеральное государственное бюджетное учреждение «Российская государственная библиотека»	Договор № 101/нэб/1712 от 03.10.2016.	03.10.2016 (автоматическ и лонгируется)
«Сетевая электронная библиотека аграрных вузов».	<a href="http://www.e.lanbook.ru">www.e.lanbook.ru</a>	ООО «Издательство Лань»	Договор № СЭБ НВ-169 от 23.12.2019.	23.12.2019г. (автоматическ и лонгируется)
ЭБС ООО «КноРус медиа» <a href="http://www.book.ru">www.book.ru</a> Договор № 18492094 от 21.06.2019			С 21.06.2019 по 21. 09.2019г.	
ЭБС ООО «ЗНАНИУМ» <a href="http://znaniyum.com">http://znaniyum.com</a> ; Договор № 3949 эбс от 16.09.2019г.			С «16» сентября 2019г. по «31» декабря 2019г	
ЭБС ООО «КноРус медиа» <a href="http://www.book.ru">www.book.ru</a> Договор № 18498169			С «19» сентября 2019г. по 19.09.2020г	

от 09.09.2019г.	
«Сетевая электронная библиотека аграрных вузов». <a href="http://www.e.lanbook.ru">www.e.lanbook.ru</a> Договор № СЭБ НВ-169 от 23.12.2019.	23.12.2019г. (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 и преподавателей.**

Основными формами обучения студентов являются лекции, лабораторные занятия, практические занятия, самостоятельная работа, консультации.

Общие и утвердившиеся в практике правила и приемы конспектирования лекций:

1. Конспектирование лекций ведется в специально отведенной для этого тетради, каждый лист которой должен иметь поля (4-5 см) для дополнительных записей.

2. Необходимо записывать тему и план лекций, рекомендуемую литературу к теме.

Записи разделов лекции должны иметь заголовки, подзаголовки, красные строки. Для выделения разделов, выводов, определений, основных идей можно использовать цветные карандаши и фломастеры.

3. Названные в лекции ссылки на первоисточники надо пометить на полях, чтобы при самостоятельной работе найти и вписать их.

4. В конспекте дословно записываются определения понятий, категорий и законов. Остальное должно быть записано своими словами.

5. Каждому студенту необходимо выработать и использовать допустимые сокращения наиболее распространенных терминов и понятий.

Однако чрезмерное увлечение сокращениями может привести к тому, что со временем в них будет трудно разобраться.

В конспект следует заносить всё, что преподаватель пишет на доске, а также

рекомендуемые схемы, таблицы, диаграммы и т.д. Надо иметь в виду, что изучение и отработка прослушанных лекций без промедления значительно экономит время и способствует лучшему усвоению материала.

Эффективными формами контроля за изучением курса студентами являются консультации. Они используются для оказания помощи студентам при их подготовке к семинарским занятиям, для бесед по дискуссионным проблемам и со студентами, пропустившими семинарские занятия, а также индивидуальной работы преподавателя с отстающими студентами.

### ***Самостоятельная работа как важнейшая форма учебного процесса.***

Самостоятельная работа - планируемая учебная, учебно-исследовательская, научно-исследовательская работа студентов, выполняемая во внеаудиторное (аудиторное) время по заданию и при методическом руководстве преподавателя, но без его непосредственного участия (при частичном непосредственном участии преподавателя, оставляющем ведущую роль за работой студентов).

Самостоятельная работа студентов в ВУЗе является важным видом учебной и научной деятельности студента. Самостоятельная работа студентов играет значительную роль в рейтинговой технологии обучения. Государственным стандартом предусматривается, как правило, 50% часов из общей трудоемкости дисциплины на самостоятельную работу студентов (далее СРС). В связи с этим, обучение в ВУЗе включает в себя две, практически одинаковые по объему и взаимовлиянию части – процесса обучения и процесса самообучения. Поэтому СРС должна стать эффективной и целенаправленной работой студента.

Концепцией модернизации российского образования определены основные задачи профессионального образования - "подготовка квалифицированного работника соответствующего уровня и профиля, конкурентоспособного на рынке труда, компетентного, ответственного, свободно владеющего своей профессией и ориентированного в смежных областях деятельности, способного к эффективной работе по специальности на уровне мировых стандартов, готового к постоянному профессиональному росту, социальной и профессиональной мобильности".

Решение этих задач невозможно без повышения роли самостоятельной работы студентов над учебным материалом, усиления ответственности преподавателей за развитие навыков самостоятельной работы, за стимулирование профессионального роста студентов, воспитание творческой активности и инициативы.

К современному специалисту общество предъявляет достаточно широкий перечень требований, среди которых немаловажное значение имеет наличие у выпускников определенных способностей и умения самостоятельно добывать знания из различных источников, систематизировать полученную информацию, давать оценку конкретной финансовой ситуации. Формирование такого умения происходит в течение всего периода обучения через участие студентов в

практических занятиях, выполнение контрольных заданий и тестов, написание курсовых и выпускных квалификационных работ. При этом самостоятельная работа студентов играет решающую роль в ходе всего учебного процесса.

Формы самостоятельной работы студентов разнообразны. Они включают в себя:

- изучение и систематизацию официальных государственных документов - законов, постановлений, указов, нормативно-инструкционных и справочных материалов с использованием информационно-поисковых систем "Консультант-плюс", "Гарант", глобальной сети "Интернет";

- изучение учебной, научной и методической литературы, материалов периодических изданий с привлечением электронных средств официальной, статистической, периодической и научной информации;

- подготовку докладов и рефератов, написание курсовых и выпускных квалификационных работ;

- участие в работе студенческих конференций, комплексных научных исследованиях.

Самостоятельная работа приобщает студентов к научному творчеству, поиску и решению актуальных современных проблем.

### ***Цели и основные задачи СРС***

Ведущая цель организации и осуществления СРС должна совпадать с целью обучения студента – подготовкой специалиста и бакалавра с высшим образованием. При организации СРС важным и необходимым условием становятся формирование умения самостоятельной работы для приобретения знаний, навыков и возможности организации учебной и научной деятельности.

Целью самостоятельной работы студентов является овладение фундаментальными знаниями, профессиональными умениями и навыками деятельности по профилю, опытом творческой, исследовательской деятельности. Самостоятельная работа студентов способствует развитию самостоятельности, ответственности и организованности, творческого подхода к решению проблем учебного и профессионального уровня.

Задачами СРС являются:

- систематизация и закрепление полученных теоретических знаний и практических умений студентов;

- углубление и расширение теоретических знаний;

- формирование умений использовать нормативную, правовую, справочную документацию и специальную литературу;

- развитие познавательных способностей и активности студентов: творческой инициативы, самостоятельности, ответственности и организованности;

- формирование самостоятельности мышления, способностей к саморазвитию, самосовершенствованию и самореализации;

- развитие исследовательских умений;

- использование материала, собранного и полученного в ходе самостоятельных занятий на семинарах, на практических и лабораторных

занятиях, при написании курсовых и выпускной квалификационной работ, для эффективной подготовки к итоговым зачетам и экзаменам.

### ***Виды самостоятельной работы***

В образовательном процессе высшего профессионального образовательного учреждения выделяется два вида самостоятельной работы – аудиторная, под руководством преподавателя, и внеаудиторная. Тесная взаимосвязь этих видов работ предусматривает дифференциацию и эффективность результатов ее выполнения и зависит от организации, содержания, логики учебного процесса (межпредметных связей, перспективных знаний и др.):

Аудиторная самостоятельная работа по дисциплине выполняется на учебных занятиях под непосредственным руководством преподавателя и по его заданию.

Внеаудиторная самостоятельная работа выполняется студентом по заданию преподавателя, но без его непосредственного участия.

Основными видами самостоятельной работы студентов без участия преподавателей являются:

- формирование и усвоение содержания конспекта лекций на базе рекомендованной лектором учебной литературы, включая информационные образовательные ресурсы (электронные учебники, электронные библиотеки и др.);

- написание рефератов;
- подготовка к семинарам и лабораторным работам, их оформление;
- составление аннотированного списка статей из соответствующих журналов по отраслям знаний (педагогических, психологических, методических и др.);

- подготовка рецензий на статью, пособие;
- выполнение микроисследований;
- подготовка практических разработок;
- выполнение домашних заданий в виде решения отдельных задач, проведения типовых расчетов, расчетно-компьютерных и индивидуальных работ по отдельным разделам содержания дисциплин и т.д.;

- компьютерный текущий самоконтроль и контроль успеваемости на базе электронных обучающих и аттестующих тестов.

(В зависимости от особенностей факультета перечисленные виды работ могут быть расширены, заменены на специфические).

Основными видами самостоятельной работы студентов с участием преподавателей являются:

- текущие консультации;
- коллоквиум как форма контроля освоения теоретического содержания дисциплин: (в часы консультаций, предусмотренных учебным планом);
- прием и разбор домашних заданий (в часы практических занятий);
- прием и защита лабораторных работ (во время проведения л/р);

- выполнение курсовых работ (проектов) в рамках дисциплин (руководство, консультирование и защита курсовых работ (в часы, предусмотренные учебным планом));
- выполнение учебно-исследовательской работы (руководство, консультирование и защита УИРС);
- прохождение и оформление результатов практик (руководство и оценка уровня сформированности профессиональных умений и навыков);
- выполнение выпускной квалификационной работы (руководство, консультирование и защита выпускных квалификационных работ) и др.

### ***Организация СРС***

Методика организации самостоятельной работы студентов зависит от структуры, характера и особенностей изучаемой дисциплины, объема часов на ее изучение, вида заданий для самостоятельной работы студентов, индивидуальных качеств студентов и условий учебной деятельности.

Процесс организации самостоятельной работы студентов включает в себя следующие этапы:

- подготовительный (определение целей, составление программы, подготовка методического обеспечения, подготовка оборудования);
- основной (реализация программы, использование приемов поиска информации, усвоения, переработки, применения, передачи знаний, фиксирование результатов, самоорганизация процесса работы);
- заключительный (оценка значимости и анализ результатов, их систематизация, оценка эффективности программы и приемов работы, выводы о направлениях оптимизации труда).

Организацию самостоятельной работы студентов обеспечивают: факультет, кафедра, учебный и методический отделы, преподаватель, библиотека, ТСО, ИВТ, издательство и др.

### **Деятельность студентов по формированию и развитию навыков учебной самостоятельной работы.**

В процессе самостоятельной работы студент приобретает навыки самоорганизации, самоконтроля, самоуправления, саморефлексии и становится активным самостоятельным субъектом учебной деятельности.

*Выполняя самостоятельную работу под контролем преподавателя студент должен:*

- освоить минимум содержания, выносимый на самостоятельную работу студентов и предложенный преподавателем в соответствии с Государственными образовательными стандартами высшего образования (ГОС ВО/ГОС СПО) по данной дисциплине.
- планировать самостоятельную работу в соответствии с графиком самостоятельной работы, предложенным преподавателем.
- самостоятельную работу студент должен осуществлять в организационных формах, предусмотренных учебным планом и рабочей программой преподавателя.

– выполнять самостоятельную работу и отчетываться по ее результатам в соответствии с графиком представления результатов, видами и сроками отчетности по самостоятельной работе студентов.

*студент может:*

сверх предложенного преподавателем (при обосновании и согласовании с ним) и минимума обязательного содержания, определяемого ГОС ВО/ГОС СПО по данной дисциплине:

– самостоятельно определять уровень (глубину) проработки содержания материала;

– предлагать дополнительные темы и вопросы для самостоятельной проработки;

– в рамках общего графика выполнения самостоятельной работы предлагать обоснованный индивидуальный график выполнения и отчетности по результатам самостоятельной работы;

– предлагать свои варианты организационных форм самостоятельной работы;

– использовать для самостоятельной работы методические пособия, учебные пособия, разработки сверх предложенного преподавателем перечня;

– использовать не только контроль, но и самоконтроль результатов самостоятельной работы в соответствии с методами самоконтроля, предложенными преподавателем или выбранными самостоятельно.

Самостоятельная работа студентов должна оказывать важное влияние на формирование личности будущего специалиста, она планируется студентом самостоятельно. Каждый студент самостоятельно определяет режим своей работы и меру труда, затрачиваемого на овладение учебным содержанием по каждой дисциплине. Он выполняет внеаудиторную работу по личному индивидуальному плану, в зависимости от его подготовки, времени и других условий.

### ***Общие рекомендации по организации самостоятельной работы***

Основной формой самостоятельной работы студента является изучение конспекта лекций, их дополнение, рекомендованной литературы, активное участие на практических и семинарских занятиях. Но для успешной учебной деятельности, ее интенсификации, необходимо учитывать следующие субъективные факторы:

1. Знание школьного программного материала, наличие прочной системы знаний, необходимой для усвоения основных вузовских курсов. Это особенно важно для математических дисциплин. Необходимо отличать пробелы в знаниях, затрудняющие усвоение нового материала, от малых способностей. Затратив силы на преодоление этих пробелов, студент обеспечит себе нормальную успеваемость и поверит в свои способности.

2. Наличие умений, навыков умственного труда:

а) умение конспектировать на лекции и при работе с книгой;

б) владение логическими операциями: сравнение, анализ, синтез, обобщение, определение понятий, правила систематизации и классификации.

3. Специфика познавательных психических процессов: внимание, память,

речь, наблюдательность, интеллект и мышление. Слабое развитие каждого из них становится серьезным препятствием в учебе.

4. Хорошая работоспособность, которая обеспечивается нормальным физическим состоянием. Ведь серьезное учение - это большой многосторонний и разнообразный труд. Результат обучения оценивается не количеством сообщаемой информации, а качеством ее усвоения, умением ее использовать и развитием у себя способности к дальнейшему самостоятельному образованию.

5. Соответствие избранной деятельности, профессии индивидуальным способностям. Необходимо выработать у себя умение саморегулировать свое эмоциональное состояние и устранять обстоятельства, нарушающие деловой настрой, мешающие намеченной работе.

6. Овладение оптимальным стилем работы, обеспечивающим успех в деятельности. Чередование труда и пауз в работе, периоды отдыха, индивидуально обоснованная норма продолжительности сна, предпочтение вечерних или утренних занятий, стрессоустойчивость на экзаменах и особенности подготовки к ним,

7. Уровень требований к себе, определяемый сложившейся самооценкой.

Адекватная оценка знаний, достоинств, недостатков - важная составляющая самоорганизации человека, без нее невозможна успешная работа по управлению своим поведением, деятельностью.

Одна из основных особенностей обучения в высшей школе заключается в том, что постоянный внешний контроль заменяется самоконтролем, активная роль в обучении принадлежит уже не столько преподавателю, сколько студенту.

Зная основные методы научной организации умственного труда, можно при наименьших затратах времени, средств и трудовых усилий достичь наилучших результатов.

Эффективность усвоения поступающей информации зависит от работоспособности человека в тот или иной момент его деятельности.

*Работоспособность* - способность человека к труду с высокой степенью напряженности в течение определенного времени. Различают внутренние и внешние факторы работоспособности.

К внутренним факторам работоспособности относятся интеллектуальные особенности, воля, состояние здоровья.

К внешним:

- организация рабочего места, режим труда и отдыха;
- уровень организации труда - умение получить справку и пользоваться информацией;
- величина умственной нагрузки.

Выдающийся русский физиолог Н. Е. Введенский выделил следующие условия продуктивности умственной деятельности:

- во всякий труд нужно входить постепенно;
- мерность и ритм работы. Разным людям присущ более или менее разный темп работы;
- привычная последовательность и систематичность деятельности;

- правильное чередование труда и отдыха.

Отдых не предполагает обязательного полного бездействия со стороны человека, он может быть достигнут простой переменой дела. В течение дня работоспособность изменяется. Наиболее плодотворным является *утреннее время (с 8 до 14 часов)*, причем максимальная работоспособность приходится на период с 10 до 13 часов, затем *послеобеденное* - (с 16 до 19 часов) и *вечернее* (с 20 до 24 часов). Очень трудный для понимания материал лучше изучать в начале каждого отрезка времени (лучше всего утреннего) после хорошего отдыха. Через 1-1,5 часа нужны перерывы по 10 - 15 мин, через 3 - 4 часа работы отдых должен быть продолжительным - около часа.

Составной частью научной организации умственного труда является овладение техникой умственного труда.

Физически здоровый молодой человек, обладающий хорошей подготовкой и нормальными способностями, должен, будучи студентом, отдавать *учению 9-10 часов в день* (из них 6 часов в вузе и 3 - 4 часа дома). Любой предмет нельзя изучить за несколько дней перед экзаменом. Если студент в году работает систематически, то он быстро все вспомнит, восстановит забытое. Если же подготовка шла аврально, то у студента не будет даже общего представления о предмете, он забудет все сданное.

Следует взять за правило: *учиться ежедневно, начиная с первого дня семестра.*

Время, которым располагает студент для выполнения учебного плана, складывается из двух составляющих: одна из них - это аудиторная работа в вузе по расписанию занятий, другая - внеаудиторная самостоятельная работа. Задания и материалы для самостоятельной работы выдаются во время учебных занятий по расписанию, на этих же занятиях преподаватель осуществляет контроль за самостоятельной работой, а также оказывает помощь студентам по правильной организации работы.

Чтобы выполнить весь объем самостоятельной работы, необходимо заниматься по 3 - 5 часов ежедневно. Начинать самостоятельные внеаудиторные занятия следует с первых же дней семестра, пропущенные дни будут потеряны безвозвратно, компенсировать их позднее усиленными занятиями без снижения качества работы и ее производительности невозможно. Первые дни семестра очень важны для того, чтобы включиться в работу, установить определенный порядок, равномерный ритм на весь семестр. Ритм в работе - это ежедневные самостоятельные занятия, желательно в одни и те же часы, при целесообразном чередовании занятий с перерывами для отдыха. Вначале для того, чтобы организовать ритмичную работу, требуется сознательное напряжение воли. Как только человек втянулся в работу, принуждение снижается, возникает привычка, работа становится потребностью.

Если порядок в работе и ее ритм установлены правильно, то студент изо дня в день может работать, не снижая своей производительности и не перегружая себя. Правильная смена одного вида работы другим позволяет отдыхать, не прекращая работы.

Таким образом, первая задача организации внеаудиторной самостоятельной работы – это составление расписания, которое должно отражать время занятий, их характер (теоретический курс, практические занятия, графические работы, чтение), перерывы на обед, ужин, отдых, сон, проезд и т.д. Расписание не предопределяет содержания работы, ее содержание неизбежно будет изменяться в течение семестра. Порядок же следует закрепить на весь семестр и приложить все усилия, чтобы поддерживать его неизменным (кроме исправления ошибок в планировании, которые могут возникнуть из-за недооценки объема работы или переоценки своих сил).

При однообразной работе человек утомляется больше, чем при работе разного характера. Однако не всегда целесообразно заниматься многими учебными дисциплинами в один и тот же день, так как при каждом переходе нужно вновь сосредоточить внимание, что может привести к потере времени. Наиболее целесообразно ежедневно работать не более чем над двумя-тремя дисциплинами.

Начиная работу, не нужно стремиться делать вначале самую тяжелую ее часть, надо выбрать что-нибудь среднее по трудности, затем перейти к более трудной работе. И напоследок оставить легкую часть, требующую не столько больших интеллектуальных усилий, сколько определенных моторных действий (черчение, построение графиков и т.п.).

Самостоятельные занятия потребуют интенсивного умственного труда, который необходимо не только правильно организовать, но и стимулировать. При этом очень важно уметь поддерживать устойчивое внимание к изучаемому материалу. Выработка внимания требует значительных волевых усилий. Именно поэтому, если студент замечает, что он часто отвлекается во время самостоятельных занятий, ему надо заставить себя сосредоточиться. Подобную процедуру необходимо проделывать постоянно, так как это является тренировкой внимания. Устойчивое внимание появляется тогда, когда человек относится к делу с интересом.

Следует правильно организовать свои занятия по времени: 50 минут - работа, 5-10 минут - перерыв; после 3 часов работы перерыв - 20-25 минут. Иначе нарастающее утомление повлечет неустойчивость внимания. Очень существенным фактором, влияющим на повышение умственной работоспособности, являются систематические занятия физической культурой. Организация активного отдыха предусматривает чередование умственной и физической деятельности, что полностью восстанавливает работоспособность человека.

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.

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.

Успеваемость студентов оценивается в ходе текущего, промежуточного и итогового контроля (экзамен) суммой баллов, набранным по всем указанным формам. Максимально возможное значение итоговой оценки 5 баллов «отлично».

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

Промежуточный контроль проводится по результатам опроса и коллоквиумов 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 модуля.

Оценка по 1 модулю: «5», «4», «3», «2».

2. Оценка лабораторно-практических работ.

«5» - 100 % работ, «4» -85% работ, «3» -от 50%, «2» - сдано менее 50 % работ.

Итоговый контроль проводится в форме экзамена.

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

Порядок пересдачи 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, включая перечень программного обеспечения и информационных справочных систем.**

<b>Лицензионное программное обеспечение</b>	<b>Кол-во лиц.</b>	<b>Лицензия/договор</b>
Microsoft Office Standard 2007	700	лиц.
Microsoft Windows 7	700	лиц.
Антивирус Касперский	700	лиц.
"Гарант" - информационно-правовое обеспечение	безл	лиц.

## **12. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине.**

### **Материально-техническое обеспечение дисциплины**

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

Оборудование, используемое 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  
«11» апреля 2019 г., протокол № 6  
Зав. кафедрой

Газзаева З.А.



**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**  
по учебной дисциплине

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

**19.04.01 Биотехнологии**  
(код и наименование направления подготовки)

**Биотехнология**  
(наименование профиля подготовки)

**Магистр**  
Квалификация (степень) выпускника

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

Составитель



Колиева У.Х.

«11» апреля 2019 г.

Фонд оценочных средств обсужден на заседании кафедры Иностранных языков

«11» апреля 2019 г., протокол № 6

Зав. кафедрой



Газзаева З.А.

Согласовано:

Председатель методического

совета факультета



Э.И. Рехвиашвили

Декан факультета



А.М. Хозиев

**Паспорт фонда оценочных средств  
по дисциплине Иностранный язык (английский)**

№ п/п	Контролируемые разделы (темы) дисциплины*	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
1	Alfred Nobel	ОК-1 ОПК-2	Собеседование
2	Statue of Liberty	ОК-1 ОПК-2	Собеседование
3	Sports in Great Britain	ОК-1 ОПК-2	Собеседование
4	From the history of the Olympic Games	ОК-1 ОПК-2	Собеседование
5	The Environment	ОК-1 ОПК-2	Собеседование
6	Carl Linnaeus And His Classification	ОК-1 ОПК-2	Собеседование
7	The Ecosphere	ОК-1 ОПК-2	Собеседование
8	Habitats	ОК-1 ОПК-2	Собеседование
9	Communities	ОК-1 ОПК-2	Собеседование
10	Niches	ОК-1 ОПК-2	Собеседование
11	Easter Island	ОК-1 ОПК-2	Собеседование
12	National Parks	ОК-1 ОПК-2	Собеседование
13	Disappearing World	ОК-1 ОПК-2	Собеседование
14	Poisonous Sealife	ОК-1 ОПК-2	Собеседование

п/п	Индекс компетенции	Уровни сформированности компетенции		
		Пороговый (удовлетворительно)	Достаточный (хорошо)	Повышенный (отлично)
1.	ОК-1 способностью к абстрактному мышлению, анализу, синтезу	<b>Знать:</b> - основные принципы культуры мышления, принципы построения и логику устной и письменной речи.	<b>Знать:</b> - основные принципы культуры мышления, принципы построения и логику устной и письменной речи. <b>Уметь:</b> - правильно сформулировать цель и задачи проблемы, верно дать аргументацию в устной и письменной речи.	<b>Знать:</b> - основные принципы культуры мышления, принципы построения и логику устной и письменной речи. <b>Уметь:</b> - правильно сформулировать цель и задачи проблемы, верно дать аргументацию в устной и письменной речи. <b>Владеть:</b> - стройностью мышления; - способностью к абстрактному анализу сложившейся ситуации; -навыками логического мышления; - способностью синтеза новых, неординарных, идей.
2.	ОПК-2 готовность к коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном языке для решения задач профессиональной деятельности	<b>Знать:</b> -грамматические, стилистические и лексические особенности изучаемого языка; культуру и традиции, поведенческие стереотипы, правила этикета стран изучаемого языка; -требования к переводу научно-технической литературы (точность и адекватность подлиннику);	<b>Знать:</b> -грамматические, стилистические и лексические особенности изучаемого языка; культуру и традиции, поведенческие стереотипы, правила этикета стран изучаемого языка; -требования к переводу научно-технической литературы (точность и адекватность подлиннику); -особенности перевода иностранной литературы на русский язык и русской литературы на иностранный; -стиль научно-технической	<b>Знать:</b> -грамматические, стилистические и лексические особенности изучаемого языка; культуру и традиции, поведенческие стереотипы, правила этикета стран изучаемого языка; -требования к переводу научно-технической литературы (точность и адекватность подлиннику); -особенности перевода иностранной литературы на русский язык и русской литературы на иностранный; -стиль научно-технической литературы на иностранном языке;

		<p>-особенности перевода иностранной литературы на русский язык и русской литературы на иностранный; -стиль научно-технической литературы на иностранном языке; -основные англоязычные термины, определения и понятия, связанные с будущей профессиональной деятельностью магистранта</p>	<p>литературы на иностранном языке; -основные англоязычные термины, определения и понятия, связанные с будущей профессиональной деятельностью магистранта <b>Уметь:</b> - инициировать беседу, выступать, поддерживать и завершать диалог (по бытовой и профессиональной тематике); проводить интервью или отвечать на вопросы интервьюера; владеть техникой выступления перед аудиторией с сообщением, лекцией, докладом; проводить профессиональную или коммерческую презентацию; добиваться своих целей при ведении совещаний, переговоров, дискуссий, пользуясь теми же инструментами эффективной коммуникации, что и в письменной речи; - понимать значение, заложенное в тексте, а затем выразить это значение максимально близко средствами другого языка: т.е. уметь сравнивать и сопоставлять специфику лексического строя и грамматических конструкций родного языка и иностранного; - использовать информационные технологии для поиска, осмысления и интерпретации информации на иностранном языке.</p>	<p>-основные англоязычные термины, определения и понятия, связанные с будущей профессиональной деятельностью магистранта <b>Уметь:</b> - инициировать беседу, выступать, поддерживать и завершать диалог (по бытовой и профессиональной тематике); проводить интервью или отвечать на вопросы интервьюера; владеть техникой выступления перед аудиторией с сообщением, лекцией, докладом; проводить профессиональную или коммерческую презентацию; добиваться своих целей при ведении совещаний, переговоров, дискуссий, пользуясь теми же инструментами эффективной коммуникации, что и в письменной речи; - понимать значение, заложенное в тексте, а затем выразить это значение максимально близко средствами другого языка: т.е. уметь сравнивать и сопоставлять специфику лексического строя и грамматических конструкций родного языка и иностранного; - использовать информационные технологии для поиска, осмысления и интерпретации информации на иностранном языке. <b>Владеть:</b> - приемами скоростного и аналитического чтения: отбора необходимой информации, умения отсекаать малозначимую информацию, оценивать её важность и обобщать факты, понимание смысла текста, расшифровка истинной цели текста, адекватной реакции на</p>
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				<p>прочитанное;</p> <p>- приёмами самостоятельной и индивидуальной работы со справочными материалами, базами данных, компьютерными технологиями для формирования потребности к самообразованию, что подводит к необходимости самостоятельного изучения иностранного языка на протяжении всей жизни;</p> <p>-умениями заполнять готовые формы и бланки; умением записывать со слуха различные сообщения; а также уметь создавать различные виды письменной продукции: письма, резюме при поиске работы, заявления, эссе, рецензии, статьи, техническую документацию с соблюдением требований к оформлению, предъявляемых к различным видам письменного текста в зависимости от цели, жанра и способа передачи текста для чтения в печатном виде или с помощью электронной связи</p>
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## **Вопросы для собеседования**

### **Тема: Alfred Nobel- a Man Of Contrasts**

1. What is the most important invention of A. Nobel?
2. Did A. Nobel love publicity?
3. What was A. Nobel's father?
4. What kind of education did A. Nobel received?
5. How many foreign languages did A. Nobel know?
6. How many companies in how many countries did A. Nobel build up?
7. What was A. Nobel's greatest wish?

### **Тема: Statue Of Liberty**

1. Who, when and why gave the Statue of Liberty to the people of the USA?
2. Who designed the Statue of Liberty?
3. What does the Statue of Liberty symbolize?

### **Тема: Sports In Great Britain**

1. What kinds of sports grew up in Great Britain?
2. What is the most typical English game?
3. What is the most popular kind of sports in Great Britain?
4. What kinds of winter sports are popular in Great Britain?
5. What is gambling?

### **Тема: From the History Of the Olympic Games**

1. Who and where organized the first athletic games?
2. How long did the first games last?
3. How often were the games held?
5. Why were the games called 'Olympic Games'?
6. What was the reward for winners?
7. Who abolished the Olympic Games?
8. When were the first modern Olympic Games held?
9. Who is responsible for the administration of modern Olympic Games?

### **Тема: The Environment**

1. What does the term 'environment' mean?
2. What is the physical standpoint of an environment?
3. What is the chemical standpoint of an environment?
4. Are the biotic and abiotic aspects of an environment static?
5. Where does a particular environment start and stop?
6. What does constitute the ecosphere of our planet?
7. What is a habitat?

### **Тема: Carl Linnaeus and His Classification Of the Natural World**

1. Who provided the basis for the modern method of scientific nomenclature?
2. When was Carl Liinnaeus's 'Systema Naturae' published?
3. Who illustrated 'Systema Naturae'?

4. Who first gave two-word scientific names to all plants and animals?
5. What other works of Carl Linnaeus do you know?

### **Tema: The Ecosphere**

1. What is the definition of an ecosphere?
2. What is the definition of a biosphere?
3. Who first used the term 'ecosystem'?
4. What is an ecosystem?
5. Under what conditions does an ecosystem alter?
6. How does man influence the biosphere?

### **Tema: Habitats**

1. What is a habitat?
2. What does a habitat comprise?
3. Are all plants and animals tolerant to their habitats?
4. What animals adapt easily to any habitat?
5. What are general features of a microhabitat?
6. What substances are biostable?
7. What substances are biodegradable?
8. Are ecosystems static or dynamic?

### **Tema: Communities**

1. What is a community?
2. How do we name a certain community?
3. How do communities exist?
4. How do different species co-exist in communities?

### **Tema: Niches**

1. What is a niche?
2. What factors form a niche?
3. Can two or more species occupy one and the same niche on a permanent basis?
4. Give an example of 'Gause's principle'.

### **Tema: Easter Island: A Terrible Warning**

1. How old is Easter Island's civilization?
2. Where is Easter Island situated?
3. What is Easter Island famous for?
4. Characterize three periods of Easter Island's history.
5. Why and when did the Easter Island's civilization collapse?

### **Tema: National Parks**

1. Who owns the nation's land in the USA?
2. What national parks in the USA do you know?
3. How does global warming influence the environment?
4. Why was the National Park System created?

**Тема: Disappearing World**

1. What is one of the most pressing problems of our time?
2. Why is deforestation so dangerous for our planet?
3. Who are victims of deforestation?
4. Can man re-establish the species he is destroying?

**Тема: Poisonous Sealife**

1. What is one of the most lethal poisons on the Earth?
2. How does tetrodotoxin work?
3. Is there any antidote for ТТХ?
4. What kind of bacteria produce ТТХ?

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

«Горский государственный аграрный университет»

Кафедра иностранных языков

**Комплект тестов для контрольной работы**

**Test № 1**

**Change the nouns given below into adjectives and translate them into Russian:**

1. sun
2. wind
3. rain
4. snow
5. cloud
6. fog

**II. Mark sentences which are true with “T” and “F” if a sentence is false:**

1. It often pours with rain in desert.
2. Thunder makes a noise.
3. Lightning can kill people.
4. If it is humid, the air will be dry.
5. Below zero, water turns to ice.
6. When it is foggy, you need sunglasses.

**III. Use the following prepositions in sentences below;  
“in”, “at”, “by”, “on”**

1. He went to his work...car.

2. They went...a journey last month.
3. She arrived...Rome at midnight.
4. We arrived...the hotel early...the morning.
5. Do you like travelling...plane or...train.

**IV. Give the meaning of the idioms in the sentences below and translate them into Russian:**

1. I am going to get up early in the morning come **rain or shine**.
2. I am certainly not going to spend all my money, I am going to save some **for a rainy day**.
3. I don't think you should worry about incident too much. It is just **a storm in a teacup**.
4. We are having a lot of problems at the moment, but we **shall weather the storm if we stay together**.

**V. Translate the following sentences into Russian, paying attention to the use of Passive Voice:**

1. A lot of food products that we buy today are pre-cooked or frozen.
2. What will happen if more of the Amazon forest is cut down?
3. The London Zoo was established in 1828 by the Zoological Society of London.
4. Naturalists think that apes can be taught to communicate with the help of sign language.
5. Many kinds of exotic animals can be found in Australia today.
6. Her new book will be translated into a number of foreign languages.
7. A new meeting of supporters of the Green movement is going to be held next month.

**VI. Use “something”, “anything”, “nothing”, “somebody”, “anybody”, “nobody”:**

1. I want to tell you...interesting.
2. It's so dark in the room, I can't see....
3. When I opened the box, I saw that it was empty. There was...inside.
4. We had...to eat the whole day, so I'm hungry.
5. Look! The house is very quite. I think...lives there.
6. They need...to help them on the farm because they have a lot of animals there.
7. If...rings me up, please tell me.
8. The excursion was very dull, we didn't see...interesting.
9. Do you know...in this village?
10. There is...in the fridge. Go and buy...for dinner.

**Test №2**

**I. Use the words from the box in the sentences below:**

Pollute, protect, save, damage

1. Industrial development is causing widespread...to the environment.
2. Plants and power stations...the air in the surrounding area.
3. The aim of this organization is to...animals from cruel treatment.
4. The aim of all the environmentalists is to...our planet from dying.

**II. Use the verbs from the box in the right form and translate them into Russian:**

Found, discover, provide, classify, suggest

1. From earliest childhood we are taught to give names to the objects around us and to...them in some simple way.
2. The laboratory was to...the necessary equipment for the experiment.
3. The expedition returned from the Alps where they...some new plants.
4. This young scientist is widely known now, not long ago he...a new method of breeding.
5. This society for protecting animals' rights was...a few years ago.

**III. Complete the sentences below with the words from the box. Translate them into Russian:**

DNA, nucleus, cell, chromosomes, gene, genome

1. A pattern of chemicals within a cell that carries information about the qualities passed on to a living thing from its parents is called a....
2. ...is a complete set of genes in a living thing.
3. A...the command center of the cell, contains all the vital information needed by the cell or the whole organism to function.
4. Genetic engineering is used to take segment of...from one species and put them into another one.
5. When a...multiplies it will also copy all the DNA.
6. ...look like bundled up knots and loops of a long thin thread.

**IV. What is the odd word out?**

- a) name, cell, classify, found
- b) organ, part, place, segment
- c) botanist, surgeon, biologist, naturalist
- d) artificial, synthetic, genuine, false
- e) combine, separate, mix, blend
- f) water, oil, gas, coal
- g) nutrition, diet, feeding, breeding

**V. Use “must” or “have to”, sometimes it is possible to use either:**

1. You really...to work harder if you want to pass the examination.
2. Many children in Britain...wear uniform when they go to school.
3. Last night our dog suddenly got ill. We...call the vet.
4. Ann...wear glasses since she was 8 years old.
5. I'm afraid, I can't come tomorrow. I...work late.
6. We couldn't treat our pet ourselves. We...take it to the vet.
7. When you come to London again, you...come and see us.

**VI. Use the right pronoun:**

1. ...friend and I work together. ...enjoy playing tennis.
2. They are from Canada and all...relatives still live there.
3. I like to spend...weekends with...family.
4. Ann and...mother are both teachers.
5. Michael is French and...wife is German.
6. ...sister and I are American, but...grandparents are Greek.
7. Henry's mother is a nurse, ...name is Lucy.
8. Alice and Bill are doctors and...son is a medical student.

**VII. Use can/can't or could/couldn't:**

1. People...talk but animals....
2. A dolphin...live out of water.
3. He can't play tennis very well now but he...quite well when he was younger.
4. You...see the sea from our bedroom window.
5. Ten years ago he...swim from one side of the lake to the other without stopping.
6. I looked everywhere for my pet but I...find it.
7. I'm afraid I...come to your party on Sunday. I'll have to help my grandfather in the garden.
8. He didn't feel well, so he...go on an excursion with us.

## Контрольные работы по грамматике

### для самостоятельной работы:

#### Вариант № 1

**Задание № 1. Переведите следующие предложения, подчеркните неопределенные местоимения.**

1. There are not any modern conveniences in their house.
2. There is some clean water in the bottle.
3. No letters again! Nobody has written to me for a month.
4. The young engineer had no experience in such work.

**Задание № 2. Выберите прилагательное в соответствующей степени сравнения и переведите предложения на русский язык.**

1. Sweden is the fifth (large, larger, largest) country in Europe.
2. In the past we needed (little, less, the least) mathematics than today.
3. You look much (good, better, the best) today.
4. Who is that boy in the (far, further, furthest) corner of the room?

**Задание № 3. Выберите нужную форму глагола to be и переведите предложения на русский язык.**

1. Her hair (is, are, were) long, black and beautiful.
2. We (are, were, will be) at the Zoo last Sunday.
3. They (is, are, were) busy now.
4. I think the audience (is, was, will be) good tomorrow.

**Задание № 4. Вставьте there's или it's. Переведите предложения на русский язык.**

1. ... a boring book.
2. ... a wonderful park in this city.
3. ... cold outside.
4. ... a lot of work to do for us.

**Задание № 5 Переведите предложения на русский язык. Поставьте их в вопросительную и отрицательную формы.**

1. He has got a beard.
2. We had only an egg and a cup of tea for breakfast.
3. It will cost three pounds.

**Задание № 6. Поставьте глаголы, данные в скобках, во времена групп Simple (Indefinite) или Continuous. Переведите предложения на русский язык.**

1. She seldom (cook) in the evening.
2. She (not/cook) at the moment.
3. I (have) a bath when the phone rang.
4. He usually (go) to work by bus.

**Задание № 7. Поставьте глаголы, данные в скобках, во времена групп Perfect или Perfect Continuous. Переведите предложения на русский язык.**

1. Somebody (eat) all my porridge. The plate is empty.
2. Our mother (clean) the flat before we all returned.
3. I (live) here since childhood.
4. I (come) just from London.

**Задание № 8. Переведите предложения на русский язык. Выпишите из каждого глагол – сказуемое и определите его видовременную форму.**

1. She has been learning English since she was eight.
2. I haven't seen Ann for a long time.
3. When I arrived they were waiting for me.
4. Can you hear a child is crying?
5. I will be flying over the Atlantic Ocean at 12 o'clock tomorrow.
6. It rains a lot in autumn.

**Задание № 9. Переведите предложения на русский язык. Подчеркните модальные глаголы.**

1. If you don't take your umbrella, you can get wet.
2. Look! There are dark clouds on the sky. It might rain soon.
3. I have to do some shopping today.
4. He should not smoke.

**Задание № 10. Письменно переведите текст.**

### **A Visit to Stratford**

Stratford is a very interesting town, in the centre of England. Everybody knows it as Shakespeare's birthplace. There are no mountains or deep valleys near Stratford but there are beautiful woods, green fields, a quiet gentle river the Avon and lovely black and white houses, with thatched roofs.

The first place which everybody goes to see there is Shakespeare's house. It is a small house with small rooms in the centre of Stratford. In one of these rooms Shakespeare was born. On the walls of this room you can see many names of famous people who visited this place: Walter Scott, Dickens, Thackeray and others. In one room there stands a little wooden desk, the desk that Shakespeare sat at when he went to the grammar school in Stratford.

There is a garden behind the house with many flowers, trees and plants which Shakespeare mentioned in his plays. You can see a church there, where Shakespeare was buried. There is a bust of Shakespeare that was made by a Dutch sculptor who

lived near Shakespeare's Globe Theatre and saw Shakespeare many times. Not far from Shakespeare's house there is a very old hotel that was probably there in Shakespeare's time. The rooms haven't got numbers on the doors as most hotels have. Instead every room has the name of a Shakespeare play on it – the "Hamlet" room, the "Romeo and Juliet" room and so on.

gentle – тихий

to be born – родиться

Globe Theatre – театр "Глобус"

to bury – хоронить

thatch – соломенная

the grammar school – гимназия

Dutch – голландский

### **Задание № 11. Письменно ответьте на вопросы к тексту.**

1. What is Stratford famous for?
2. What river can you see near Stratford?
3. Where is Shakespeare's house?
4. What famous people visited Shakespeare's house?
5. Where was Shakespeare buried?

### **Вариант № 2**

**Задание № 1. Переведите следующие предложения, подчеркните неопределенные местоимения.**

1. Some of us agree with the statement.
2. I did not see any change in his life.
3. Nobody can help him under the circumstances.
4. Something prevented him from coming.

**Задание № 2. Выберите прилагательное в соответствующей степени сравнения. Переведите предложения на русский язык.**

1. He found the work (easy, easier, the easiest) than he had expected.
2. She was (active, more active, the most active) of us.
3. He felt (bad, worse, the worst) yesterday than the day before.
4. When he had left Paris it was as (cold, colder, the coldest) as in winter there.

**Задание № 3. Выберите нужную форму глагола to be. Переведите предложения на русский язык.**

1. She (is, was, will be) at the lecture now.
2. Last winter (is, was, will be) cold.
3. We (are, were, will be) free yesterday.
4. I (am, was, will be) at home tomorrow.

**Задание № 4. Вставьте there's или it's. Переведите предложения на**

**русский язык.**

1. ... a beautiful garden near the house.
2. Where is the cat? ... under the sofa.
3. ... no theatre in that small town.
4. ... hot today.

**Задание № 5. Переведите предложения на русский язык. Поставьте их в вопросительную и отрицательную формы.**

1. In England the traffic keeps to the left.
2. The students had five examinations.
3. I will know the result in a day.

**Задание № 6. Поставьте глаголы, данные в скобках, во времена групп Simple (Indefinite) или Continuous. Переведите предложения на русский язык.**

1. We (drink) coffee every morning.
2. While I (wait) for an answer, a knock came at the door.
3. They (have) dinner now.
4. He (come) to see me the day before yesterday.

**Задание № 7. Поставьте глаголы, данные в скобках, во времена групп Perfect или Perfect Continuous. Переведите предложения на русский язык.**

1. I see the snow (stop).
2. His wife was not in. She (go) out a half an hour before.
3. I suppose I (read) the book by that time.
4. Tell me what you (do) in my absence.

**Задание № 8. Переведите предложения на русский язык. Выпишите из каждого глагол – сказуемое и определите его видовременную форму.**

1. We stayed in the garden for a long time.
2. She had finished packing by three o'clock.
3. Public opinion is changing.
4. I shall come along as often as possible.
5. Jerry has been discussing it with her this evening.
6. He will be asking me the same question tomorrow.

**Задание № 9. Переведите предложения на русский язык. Подчеркните модальные глаголы.**

1. You can go to St. Petersburg by train or by plane.
2. You should take a taxi if you don't want to be late.
3. Every engineer must know at least one foreign language.
4. He may go away now. I shall finish the work myself.

**Задание № 10. Письменно переведите текст.**

## America in the Past and Today

Many hundred years ago on the territory of the present day America the red-skin Indians lived. They hunted animals and fished, grew corn and tobacco.

In the middle of the 15th century Christopher Columbus from Spain sailed with his crew on 33 small ships. They thought it was India. But Columbus was mistaken. It was an island near North America. This discovery took place on the 12th of October 1492. But this new land got its name “America” a little later when an Italian explorer Amerigo Vespucci described it in his writings in 1499.

In 1620 more than one hundred Englishmen left their country forever and went to America on board the ship “Mayflower” to live and work there.

Later on, more and more people from many countries came to live in America. England considered these new territories as its colonies and soon the newcomers began to fight for their independence. The biggest war lasted from 1775 up to 1783. Commander-in-Chief of the North American Army was George Washington. His troops won this War for Independence and on July 4, 1776 the famous Declaration of Independence was signed by 13 United States of America. George Washington was elected to be the first American President.

At present the USA is a highly developed industrial and agricultural country. The population of the USA is about 250 million people of many nationalities. Some of the biggest cities are New York, Chicago, Philadelphia, San Francisco and others.

The capital of the country is Washington. The American parliament (called Congress) has two chambers: the House of Representatives and the Senate.

The flag of the USA has 13 red and white stripes representing the original 13 states and 50 stars – for each of the 50 states of the country. Each state has its national motto, bird and flower as its symbol.

newcomers – вновь прибывшие

Commander-in-Chief – главнокомандующий

the House of Representatives – палата представителей

a motto – девиз

### **Задание № 11. Письменно ответьте на вопросы к тексту.**

1. Who lived on the territory of America many years ago?
2. Was America discovered by Columbus or Vespucci?
3. People from many countries came to live in America, didn't they?
4. How long did the biggest war last?
5. What chambers has Congress?

### **Вариант № 3**

**Задание № 1. Переведите следующие предложения, подчеркните неопределенные местоимения.**

1. When arriving in a foreign country one goes through the customs.
2. Speaking on TV the Prime Minister said that the Government would take some

practical steps to increase competition and improve the work of public services (средства общественного транспорта и связи).

3. MP's proposal (MP—член парламента) doesn't seem to have aroused anybody's interest.

4. She didn't tell anyone about her secret. Not a person.

**Задание № 2. Выберите прилагательное в соответствующей степени сравнения. Переведите предложения на русский язык.**

1. Love is (precious, more precious, the most precious) than money.

2. To violate traffic regulations is very (dangerous, more dangerous, the most dangerous).

3. Interrupting people is (bad, worse, the worst) of all.

4. The House of Lords is (large, larger, the largest) in membership but the House of Commons has nearly all the power.

**Задание № 3. Выберите нужную форму глагола to be. Переведите предложения на русский язык.**

1. The weather promised to be fine. There (are; were; will be) many stars in the sky.

2. Buckingham palace (will be, was, is) the place where presidents, kings and politicians go to meet the Queen.

3. The yesterday commercial program on TV (was, will be, is) of little artistic value.

4. Competition (was, is, will be) a good stimulus in the young managers' future work.

**Задание № 4. Вставьте there's или it's. Переведите предложения на русский язык.**

1. ...an awful day. Everything goes wrong.

2. ...a big crowd at the discotheque tonight.

3. ...the British Prime Minister's residence in Downing Street 10, London.

4. ...high time the children go to bed.

**Задание № 5. Переведите предложения на русский язык. Поставьте их в вопросительную и отрицательную формы.**

1. A year ago she had long fair hair.

2. Buckingham Palace has a police station, two post offices, a hospital, a bar, two sports clubs, a disco, a cinema and a swimming pool.

3. In the nearest future London will have a population of nearly 10 million people.

**Задание № 6. Поставьте глаголы, данные в скобках, во времена групп Simple (Indefinite) или Continuous. Переведите предложения на русский язык.**

1. The police (stop) me on my way home last night.

2. The Smiths have bought a new house. They (move in) at the moment.

3. Your dad (meet) you at the airport. Don't worry.
4. All the evening yesterday we (listen) to the old records.

**Задание № 7. Поставьте глаголы, данные в скобках, во времена групп Perfect или Perfect Continuous. Переведите предложения на русский язык.**

1. Some time ago Jill's hair was short but now it is long. She (grow) it again.
2. Tomorrow the terrorists (hold) the hostages for three days.
3. We were late for the station. The train (start) two minutes before we came.
4. Are you still watching television? You (watch) it since I left for work in the morning.

**Задание № 8. Переведите предложения на русский язык. Выпишите из каждого глагол – сказуемое и определите его видовременную форму.**

1. The situation calls for immediate actions.
2. This is the third time Bill has phoned his friend this evening.
3. Parliament resumed the emergency debate last Friday.
4. The introduction of new technologies will promote economic development.
5. I had never seen Mr. Johnson so sad before our last meeting.
6. The population of the world is rising very fast.

**Задание № 9. Переведите предложения на русский язык. Подчеркните модальные глаголы.**

1. When Jim was 15, he could run 100 metres in 11 seconds.
2. It's only natural that parents should worry about their children.
3. The new parking garage can house two thousand cars.
4. The traffic rules must be observed by everyone.

**Задание № 10. Письменно переведите текст.**

### **The Houses of Parliament**

Near Westminster Abbey on the riverside the Palace of Westminster, known as the Houses of Parliament stands. These buildings were first built in the twelfth century and rebuilt in 1840 – 1867 and partly again after the Second World War. Parliament consists of the House of Lords, where the lords sit, and the House of Commons, where the elected members of Parliament sit. The House of Lords is larger in membership – more than eight hundred, but the House of Commons has nearly all the power.

The six hundred and thirty elected members of the House of Commons meet in session in Parliament. The members sit on two sides of the hall, one side for the governing party and the other for the opposition. The Speaker is the chairman at all the debates in the House of Commons. Lord Chancellor presides over the Lords. His seat is called Woolsack to show that wool made England rich and powerful.

People who visit the Houses of Parliament may sit in the Public Gallery, looking down into the House of Commons, and listen to the debates. The central entrance hall

is usually busy with people coming and going to see the buildings, and others wanting to see their Members of Parliament (M. P.'s).

Sessions of Parliament begin in November and last for about one hundred and sixty days. The sittings usually begin at 10 a. m. and end in the late afternoon, but if Parliament is discussing an important question, sittings may go on until late at night. All the time Parliament is in session, a flag flies at the top of the Clock Tower, and when the House is still sitting after dark, there is a light over the face of Big Ben.

a riverside – берег реки

in session – на сессии (о парламенте)

Chancellor – канцлер

woolsack – мешок с шерстью

sitting – заседание

Westminster Abbey – Вестминстерское аббатство

Palace of Westminster – Вестминстерский дворец

### **Задание № 11. Письменно ответьте на вопросы к тексту.**

1. When were the buildings of the Houses of Parliament first built?
2. What Houses does the British Parliament consist of?
3. Is the Speaker or Lord Chancellor the chairman at all the debates in the House of Commons?
4. Why is the Lord Chancellor's seat called Woolsack?
5. What shows that the Parliament is in session?

### **Вариант № 4**

**Задание № 1. Переведите следующие предложения, подчеркните неопределенные местоимения.**

1. I want some sugar to make jam.
2. Has anybody of them been to Scotland?
3. Nobody will smoke in the room.
4. The Metric System has some advantages over the English System.

**Задание № 2. Выберите прилагательное в соответствующей степени сравнения. Переведите предложения на русский язык.**

1. He is the (old, oldest, eldest) son of my father's friend.
2. What is the (much, more, most) important invention in the twentieth century?
3. We have heard the (late, later, latest) news on the radio.
4. I am sure this coffee tastes (good, better, the best) than that one.

**Задание № 3. Выберите нужную форму глагола to be. Переведите предложения на русский язык.**

1. The news he told us (are, was, were) interesting.
2. The Metric System (is, was, will be) a system of measures and weight.
3. You (are, is, were) at home last night.
4. It (is, was, will be) cold next week.

**Задание № 4. Вставьте there's или it's. Переведите предложения на русский язык.**

1. ... easy to understand the rule.
2. ... often a rainbow after the rain.
3. ... electricity in all the houses of the town.
4. ... so warm in the flat.

**Задание № 5. Переведите предложения на русский язык. Поставьте их в вопросительную и отрицательную формы.**

1. They have got a nice cat.
2. We had a large lunch yesterday.
3. It will probably rain soon.

**Задание № 6. Поставьте глаголы, данные в скобках, во времена групп Simple (Indefinite) или Continuous. Переведите предложения на русский язык.**

1. I (wash) my hair last morning.
2. He usually (do) his homework in the afternoon.
3. The girl (talk) to Tim when his sister came.
4. If they forecast rainstorms, we (return) to the city.

**Задание № 7. Поставьте глаголы, данные в скобках, во времена групп Perfect или Perfect Continuous. Переведите предложения на русский язык.**

1. George smokes. He (smoke) for five years.
2. They already (paint) the walls in their flat.
3. The builder says he (finish) the roof by next week.
4. When I got to the car park I realised that I (lose) my keys.

**Задание № 8. Перепишите и переведите предложения на русский язык. Выпишите из каждого глагол – сказуемое и определите его видовременную форму.**

1. It's raining again. Take your umbrella.
2. My mother always forgets my birthday.
3. I am sure Andrew will come to see us this evening.
4. I knew that he was waiting for somebody.
5. As soon as she came in I knew I had seen her before.
6. It has been snowing since Tuesday.

**Задание № 9. Переведите предложения на русский язык. Подчеркните модальные глаголы.**

1. You must not worry about it.
2. Can you make me some tea?
3. According to the radio, it may rain today.
4. You should change your job.

### **Задание № 10. Письменно переведите текст.**

#### **The Statue of Liberty**

The magnificent Statue of Liberty stands in New York Harbour and welcomes millions of foreign visitors and citizens returning to the United States from abroad. The idea for such a statue originated in France on the occasion of the 100th anniversary of the USA.

The French people gave August Bartholdi's statue "Liberty Enlightening the World" to the American people in 1886. The 12 acre Liberty Island was selected as the permanent site for the statue. It was placed upon a concrete and granite pedestal. The statue with its pedestal is 305 feet high.

Approximately 800.000 people visit Liberty Island each year. You can walk up 354 stairs to get to the top of the statue. An elevator takes sightseers to the top of the pedestal, but from there those who wish to venture higher, must walk up to the statue's head, where there is an observation platform. On a clear day, this platform affords a wonderful view of the harbour and New York. The right arm and the torch are not open to the public.

There is a museum on Liberty Island, at the foot of the statue.

a harbour – гавань, порт

to welcome – приветствовать

site – местоположение

Liberty Island – остров Свободы

on the occasion of – по случаю

concrete – бетон

### **Задание № 11. Письменно ответьте на вопросы к тексту.**

1. Where does the Statue of Liberty stand?
2. Where and when did the idea for the statue originate?
3. Who is the sculptor of the statue?
4. How many people visit Liberty Island each year?
5. How can sightseers get to an observation platform?

### **Вариант № 5**

**Задание № 1. Переведите следующие предложения, подчеркните неопределенные местоимения.**

1. There isn't anybody in the garden.
2. I've got nothing to read.
3. She said something but I didn't understand her.
4. Somebody has broken the window.

**Задание № 2. Выберите прилагательное в соответствующей степени сравнения. Переведите предложения на русский язык.**

1. It's (easy, easier, the easiest) to phone than to write a letter.

2. Sydney is (large, larger, the largest) city in Australia.
3. Money is important, but it isn't (important, more important, the most important) thing in life.
4. Italy has (old, older, the oldest) population in the world.

**Задание № 3. Выберите нужную форму глагола to be. Переведите предложения на русский язык.**

1. Jane (will be, was, is) at home at the moment.
2. Where (are, was, were) you at 11 o'clock last Friday morning?
3. They (are, will be, were) engineers in 5 years.
4. Books (will be, were, are) expensive nowadays.

**Задание № 4. Вставьте there's или it's. Переведите предложения на русский язык.**

1. ... a lot of snow in the forest.
2. ... difficult to stop smoking.
3. I'm not going to buy this book. ... too expensive.
4. ... a vase on the floor in the corner of the room.

**Задание № 5. Переведите предложения на русский язык. Поставьте их в вопросительную и отрицательную формы.**

1. Tina teaches mathematics to young children.
2. She met her friends yesterday evening.
3. The birds will eat the old bread left in the garden.

**Задание № 6. Поставьте глаголы, данные в скобках, во времена групп Simple (Indefinite) или Continuous. Переведите предложения на русский язык.**

1. The kettle (boil). Can you turn it off, please?
2. Water (boil) at 100 degrees Celsius.
3. The police (stop) him on his way home last night.
4. The sky is black. I think it (rain).

**Задание № 7. Поставьте глаголы, данные в скобках, во времена групп Perfect или Perfect Continuous. Переведите предложения на русский язык.**

1. Tom (smoke) ten cigarettes today.
2. Ron (study) very much this term.
3. It (snow) for two hours.
4. He (play) chess since he was eight.

**Задание № 8. Перепишите и переведите предложения на русский язык. Выпишите из каждого глагол – сказуемое и определите его видовременную форму.**

1. John was working all day yesterday.
2. Ann works in a bank.

3. David went away 5 minutes ago.
4. Jill has lost her passport.
5. Next year Bill will be 25.

**Задание № 9. Переведите предложения на русский язык. Подчеркните модальные глаголы.**

1. Ann can speak Italian, but she can't speak Spanish.
2. When you are driving you should wear a seat-belt.
3. You mustn't walk on the grass.
4. It might rain this afternoon.

**Задание № 10. Письменно переведите текст.**

### **The First Universities**

Before the 12th century most people were illiterate. Reading and writing skills were not considered important or necessary. Monasteries were centres of education, and priests were the most educated people.

But with the development of such sciences as medicine and law, first universities appeared in Italy and France. A university had four faculties: Theology (the study of religion), Canon Law (church laws), Medicine and Art, which included Latin grammar, rhetoric (the art of making speeches), logic, arithmetic, geometry, astronomy and music.

In the middle of the 12th century a group of professors from France came to Britain and founded schools in the town of Oxford in 1168. It was the beginning of the first English university. A second university was formed in 1209 in Cambridge. Towards the end of the 13th century colleges appeared around the universities, where other subjects were studied.

Getting an education in those times was very difficult. Printing had not yet been invented, and all the books were hand-written. That's why books were rare and very expensive. Only the richest people could afford buying books. If a man had twenty or thirty books, people said that he had a great library. Special rules existed for handling books. You were not to touch books with dirty hands or put them on the table at meal times.

Theology – теология (богословие)

Canon Law – церковное право

Rhetoric – риторика

**Задание № 11. Письменно ответьте на вопросы к тексту.**

1. Who were the most educated people in England before the 12th century?
2. Where did universities first appear in Europe?
3. Which four faculties did a medieval university have?
4. When and how was Oxford University founded?
5. Why were books rare and very expensive in those times?

## **Вариант № 6**

**Задание № 1. Переведите следующие предложения, подчеркните неопределенные местоимения.**

1. I'm not hungry. I don't want anything to eat.
2. Has anybody seen the bag?
3. Someone has forgotten the umbrella.
4. He's busy. He's got some work to do.

**Задание № 2. Выберите прилагательное в соответствующей степени сравнения. Переведите предложения на русский язык.**

1. Last night I went to bed (early, earlier, the earliest) than usual.
2. The speed of this plane is as (high, higher, the highest) as the speed of sound.
3. The film was very bad. I think it's (bad, worse, the worst) film I've ever seen.
4. Is it (expensive, more expensive, the most expensive) to go by car or by train?

**Задание № 3. Выберите нужную форму глагола to be. Переведите предложения на русский язык.**

1. John (am, is, are) afraid of dogs.
2. This time last year I (were, was, will be) in Paris.
3. Today she is in Madrid. Tomorrow she (is, was, will be) at home.
4. Please, be quiet. I (were, are, am) working.

**Задание № 4. Вставьте there's или it's. Переведите предложения на русский язык.**

1. ... dangerous to work in the road.
2. ... a new restaurant in King Street.
3. ... a good film on TV tonight.
4. ... impossible to understand her.

**Задание № 5. Переведите предложения на русский язык. Поставьте их в вопросительную и отрицательную формы.**

1. The earth goes round the sun.
2. We invited them to our party.
3. I'll meet you outside the hotel.

**Задание № 6. Поставьте глаголы, данные в скобках, во времена групп Simple (Indefinite) или Continuous. Переведите предложения на русский язык.**

1. You look serious. What you (think) about?
2. When Karen arrived, we (have) dinner.
3. We (see) Rose in town a few days ago.
4. I think the weather (be) nice later.

**Задание № 7. Поставьте глаголы, данные в скобках, во времена групп Perfect или Perfect Continuous. Переведите предложения на русский язык.**

1. Jim is away on holiday. He (go) to Spain.
2. I didn't know who she was. I never (see) her before.
3. She (play) tennis since she was eight.
4. The match (finish) by 10 o'clock.

**Задание № 8. Переведите предложения на русский язык.**

**Выпишите из каждого глагол – сказуемое и определите его видовременную форму.**

1. I have written several letters to my friends this week.
2. It had been snowing for a week when we came to the town.
3. He graduated from our faculty a year ago.
4. They are translating a very interesting article.
5. Our factory will have fulfilled the plan by the end of December.
6. I have been waiting for him for an hour.

**Задание № 9. Переведите предложения на русский язык. Подчеркните модальные глаголы.**

1. I looked everywhere for the book but I couldn't find it.
2. I think the government should do more to help homeless people.
3. The windows are very dirty. I must clean them.
4. I can look through the newspapers if you need it.

**Задание № 10. Письменно переведите текст.**

### **Cambridge**

Cambridge is situated at a distance of 70 miles from London. It is one of the most beautiful towns in England. The dominating factor in Cambridge is its well-known University, a centre of education and learning.

Newton, Byron, Darwin and many other scientists and writers were educated at Cambridge. It has 27 colleges. Every college is headed by a dean.

Cambridge is built on a river called the Cam. The University was founded in 1209.

Today, Cambridge is famous not only for its University but also because it is a very picturesque and ancient city. Many of its buildings are very old: some of them were built about 700 years ago. Some of the older buildings are covered with beautiful plants such as ivy. Many are surrounded by green lawns and multicoloured flower-beds. Although all the colleges belong to the same University, each has its own character and style. There are also many beautiful bridges across the Cam including the Mathematical Bridge and the Bridge of Signs.

Cambridge is a very pleasant city to live and study in. Since there are so many colleges, a large number of the city's inhabitants are young students.

Sport plays a large part in university life. As Cambridge is on the river Cam, rowing seems to be the most popular sport. There are “boathouses” all along the river bank and early in the mornings you’ll see many students rowing, whatever the weather.

Foreign students from different countries enjoy their stay in Cambridge not only because of its beautiful sights, but because they have a chance to meet many English people of their own age.

to head – возглавлять

a dean – декан

ivy – плющ

a lawn – лужайка

a flower-bed – клумба

Bridge of Signs – мост Вздохов

boathouse – лодочный домик

**Задание № 11. Письменно ответьте на вопросы к тексту.**

1. Where is Cambridge situated?
2. It was founded in 1209, wasn't it?
3. Why is Cambridge a picturesque city?
4. What plays a large part in University life?
5. Do foreign students enjoy their stay in Cambridge and why?

**Вариант № 7**

**Задание № 1. Переведите следующие предложения, подчеркните неопределенные местоимения.**

1. Grandpa doesn't want anybody picking him up at the station. He likes to be independent.
2. It's really easy to work on a computer, but, like anything, you need to work at it.
3. English and Americans often think of a pet as one of the family.
4. It's a problem, isn't it? Let's try to work something out.

**Задание № 2. Выберите прилагательное в соответствующей степени сравнения. Переведите предложения на русский язык.**

1. (good, better, the best) is a friend that is near, than a relative far off.
2. A university is (large, larger, the largest) than a college.
3. In the USA (common, more common, the most common) college degree among the others is a bachelor of arts.
4. Central Park, in the centre of Manhattan, is one of (popular, more popular, the most popular) parks in New York.

**Задание № 3. Выберите нужную форму глагола to be. Переведите предложения на русский язык.**

1. Marilyn (are, were, is) in great shape due to her regular aerobics classes.
2. The dog (will be, was, is) well trained and didn't hurt anyone.
3. Better (were, will be, to be) alone than in bad company.
4. Kind words like good deeds (are, was, am) eternal, you never know where their influence will end.

**Задание № 4. Вставьте there's или it's. Переведите предложения на русский язык.**

1. Don't be upset about being late. ... another advanced computer class today at four o'clock.
2. ...not easy to cook dinner for the entire family.
3. ...nice weather. I decided to forget my problems and just enjoy this beautiful spring day.
4. In many apartment and office buildings in the U. S. ... no 13th floor. The 14th floor follows the 12th.

**Задание № 5. Переведите предложения на русский язык. Поставьте их в вопросительную и отрицательную формы.**

1. We had a good day fishing in a lake.
2. Many large American cities have Thanksgiving Day parades.
3. You will have a little surprise on your birthday.

**Задание № 6. Поставьте глаголы, данные в скобках, во времена групп Simple (Indefinite) или Continuous. Переведите предложения на русский язык.**

1. Taking care of a younger sister or brother children (learn) responsibility.
2. At the moment the girls (exercise) to music at the aerobics class.
3. Philip (graduate) from medical school in 1960 and from the University of Michigan in 1956.
4. Tomorrow from four to five o'clock the vice-president of the company (have) a meeting with a group of employees.

**Задание № 7. Поставьте глаголы, данные в скобках, во времена групп Perfect или Perfect Continuous. Переведите предложения на русский язык.**

1. I want to study journalism to be a reporter – a newspaperman. I (think) about it a lot lately.
2. Before I made an important decision on which college to go I (discuss) it with my parents.
3. By midnight the astronomers (watch) the lunar eclipse for two hours.
4. The Stewarts are going to the theatre tonight. Richard (make) a reservation for theatre tickets.

**Задание № 8. Переведите предложения на русский язык. Выпишите из каждого глагол – сказуемое и определите его видовременную форму.**

1. The mailman has just dropped some mail in our box.

2. Reading is one of the main ways of transmitting a culture from one generation to another.
3. The secretary offered a chair to the visitor.
4. The rain was beating on the windows.
5. The customer had been trying to draw the attention of a waiter for ten minutes.
6. The guests will be singing to the accompaniment of the piano at the party.

**Задание № 9. Переведите предложения на русский язык.**

**Подчеркните модальные глаголы.**

1. You should give examples providing your point of view.
2. Friendship is a plant which must be often watered.
3. When travelling by train you can put your suitcase in the overhead rack.
4. Parents are often so busy with work and other responsibilities that they may not be able to spend much time with their children.

**Задание № 10. Письменно переведите текст.**

**The English Character**

Englishmen are naturally polite and are never tired of saying “Thank you” and “I’m sorry”. They are generally disciplined; you never hear loud talk in the street. They do not rush for seats in buses and trains, but they take their seats in queues at bus stops. They will never shut the door in your face but will hold it open for you.

English people do not shake hands when meeting one another; they just smile and say “Hello!”

Englishmen do not show their emotions even in tragic situations. They seem to remain good-tempered and cheerful under difficulties.

Most English love gardens and this is probably one reason why so many people wish to live in houses more than flats. They love flowers very much. The Englishman says “My house is my castle”, because he does not wish his doings to be overlooked by his neighbours.

It’s a tradition with English people to have a fireplace in their house. It is usually made of stone in a wall of a room and with a chimney in the wall. A chimney, therefore, is the main feature of almost every roof. The fireplace is the natural centre of interest in the room. In the evening when the members of the family come home, they like to gather round the fireplace and exchange the day’s experience. In recent years, however, many fireplaces have been modernized; they are gas or electric fireplaces.

The English people like animals very much. Pet dogs, cats, horses, ducks, chickens, canaries and other friends of man have a much better life in Britain than anywhere else. The English do all they can to make animals feel well in their homes and outside their homes too.

in queues – согласно очереди

a fireplace – камин

a chimney – дымоход

experience – впечатления

**Задание № 11. Письменно ответьте на вопросы к тексту.**

1. What people are Englishmen by nature?
2. They do not shake hands when meeting one another, do they?
3. When don't they show their emotions?
4. Why do so many English people wish to live in houses more than flats?
5. Where do friends of man have a much better life than anywhere else?

**Вариант № 8**

**Задание № 1. Переведите следующие предложения, подчеркните неопределенные местоимения.**

1. Somebody has stolen the painting from the gallery.
2. We didn't know the place but we found the way without any difficulty.
3. Has anyone seen the dog today? I don't hear his barking.
4. It is known that her best films are her early ones.

**Задание № 2. Выберите прилагательное в соответствующей степени сравнения. Переведите предложения на русский язык.**

1. After I'd washed my clothes they looked (old, older, the oldest) than before.
2. The mountain is said to be (high, higher, the highest) in South America.
3. The forest is (little, less, the least) than a mile away.
4. It was (boring, more boring, the most boring) story I've ever heard in my life.

**Задание № 3. Выберите нужную форму глагола to be. Переведите предложения на русский язык.**

1. The river (are, am, is) deep.
2. The role which he played in her life (were, was, will have been) significant.
3. We haven't used much electricity this month. The bill is going (have been, will be, to be) not so big.
4. They (are, is, was) very much interested in the news.

**Задание № 4. Вставьте there's или it's. Переведите предложения на русский язык.**

1. ... a dishwasher in the kitchen.
2. ... necessary to know a password to start the computer.
3. ... no point in trying to persuade Jill. She will never make up her mind.
4. Where's the camera? ... not in the cupboard.

**Задание № 5. Переведите предложения на русский язык. Поставьте их в вопросительную и отрицательную формы.**

1. The new safety system stops trains automatically.
2. I forgot about the meeting entirely.

3. She will write the questions on the blackboard.

**Задание № 6. Поставьте глаголы, данные в скобках, во времена групп Simple (Indefinite) или Continuous. Переведите предложения на русский язык.**

1. Our son (send) us a postcard from every place he visits.
2. Last night when I turned on the radio the choir (sing) my favourite song.
3. At the moment medical staff (treat) the man in hospital for neck and arm injuries.
4. The wind speed (increase) tomorrow.

**Задание № 7. Поставьте глаголы, данные в скобках, во времена групп Perfect или Perfect Continuous. Переведите предложения на русский язык.**

1. I (wait) for half an hour before the taxi came at last.
2. Mary doesn't want any lunch. She (eat) already.
3. You look exhausted because you (work) all day.
4. By the end of this year the company (pay) the compensation for the damage done.

**Задание № 8. Переведите предложения на русский язык. Выпишите из каждого глагол – сказуемое и определите его видовременную форму.**

форму. Напишите форму инфинитива глагола.

1. Millions of people all over the world travel every day.
2. Nowadays teenagers are not obeying their parents.
3. You will find a variety of sausages at the supermarket.
4. The registration had stopped long before the time of take-off.
5. My parents have been married for twenty-six years.
6. Vegetables and fruit looked very attractive.

**Задание № 9. Переведите предложения на русский язык.**

**Подчеркните модальные глаголы.**

1. If the weather is cloudy airliners cannot fly.
2. At the restaurant you may reserve a table beforehand.
3. The modern manager must be able to analyze complex problems.
4. If we decide to save our money we can simply keep our money in a safe place.

**Задание № 10. Письменно переведите текст.**

### **Wales – a Land of Songs**

In the west of Britain lies one of the most beautiful parts of the British Isles – Wales. The mountains and valleys in Wales are very beautiful. There are many sheep and cattle-farms in the green valleys. Central and North Wales are farming regions, while the valleys of South Wales are the industrial part of the country. They are rich in coal, and the mining villages have grown into busy towns around iron, chemical and oil works. Cardiff, the capital of Wales, is also a big port. It exports a lot of coal.

Wales is a very popular place for spending holidays. Every year, thousands of people take their holidays at the seaside on the North Wales coast or, if they prefer, enjoy peace in villages far from town life. Some people choose Snowdonia. This is a national park around Snowdon, the highest peak in the Welsh mountains and it is ideal for walking or hiking holidays.

Wales has been called a Land of Song. The Welsh people are famous for their good voices and it is difficult to find a village where there is not at least one choir. Singers, dancers, musicians and poets come from all over the world to compete for the awards at music festivals in Wales. They often wear their colourful national costumes. At the festival Welsh girls wear their national dress – a tall black hat, a red skirt and a white apron. In summer, the streets of this small country are full of visitors speaking many languages. One of the foreign languages heard will be English, because in North Wales many of the people speak Welsh as their native language. Today only about a quarter of the Welsh population speaks this old language as their first language, but many more who use English can understand Welsh as well. Welsh people are proud of national language. In many of their schools they now use and teach their national language.

a valley – долина

the mining villages – шахтерские поселки

works – заводы

walking or hiking holidays – занятия пешим туризмом во время отдыха

a choir – хор

### **Задание № 11. Письменно ответьте на вопросы к тексту.**

1. Where does Wales lie?
2. Is Cardiff a big port?
3. Wales is a very popular place for spending holidays, isn't it?
4. Why has Wales been called a Land of Song?
5. What language do many people speak in North Wales?

### **Вариант № 9**

**Задание № 1. Переведите следующие предложения, подчеркните неопределенные местоимения.**

1. There isn't anything on TV tonight.
2. Jack hasn't anyone to help him.
3. There is somebody at the door. Can you go and open the door.
4. One has to take foreign passport if he goes abroad.

**Задание № 2. Выберите прилагательные в соответствующей степени сравнения. Переведите предложения на русский язык.**

1. Honesty is (the best, better, more better) policy.
2. The (oldest, older, elder)...men declare war. But it is the youth that fight and die.

3. Of two evils choose the...(less, little, least).
4. What's the (later, latest, last) news of today?

**Задание № 3. Выберите нужную форму глагола to be. Переведите предложения на русский язык.**

1. Draughts (are, is, be) not a complicated game.
2. Scissors (am, are, is) a small tool with two sharp blades screwed together.
3. What (am, are, was) his politics? – He supported the Labour party.
4. There (is, are, has been) millions of stars within our galaxy.

**Задание № 4. Вставьте there's или it's. Переведите предложения на русский язык.**

- 1....a fine day. Everything goes right.
- 2....a big crowd at the station tonight.
- 3.... not a passion so strongly rooted in the human heart as envy.
4. Civilization will never flow backward while ...youth in the world.

**Задание № 5. Переведите предложения на русский язык. Поставьте их в вопросительную и в отрицательную форму.**

1. The city of Montreal covers 70 square miles.
2. Scientists in many different countries are working to explain its mystery.
3. Recently BBC experts have invented a new system that lets the deaf understand television programs.

**Задание № 6. Поставьте глаголы, данные в скобках, во времена групп Simple (Indefinite) или Continuous. Переведите предложения на русский язык.**

1. I usually (leave) work before 8 o'clock.
2. John (paint) the garage at the moment.
3. My mum (watch TV) when I came home.
4. He (work) as an engineer.

**Задание № 7. . Поставьте глаголы, данные в скобках, во времена групп Perfect или Perfect Continuous. Переведите предложения на русский язык.**

1. Some time ago Jill's hair was long but now it is short. She (cut) it.
2. Our mother (cook) the dinner before we all returned.
3. We were late for the airport. The plane (start) two minutes before we came.
4. Are you still listening to music? You (listen) to it since I left for work in the morning.

**Задание № 8. Переведите предложения на русский язык. Выпишите из каждого глагол – сказуемое и определите его видовременную форму.**

1. All historical places of London are in the West End.
2. I have not seen Bill for a long time.

3. Can you hear a bird singing?
4. Many different languages are spoken in Europe.
5. She has been studying in the library for hours.
6. There were so many cars in the street that we could not find a parking space.

**Задание № 9. Переведите предложения на русский язык.**

**Подчеркните модальные глаголы.**

1. You must wear a helmet when you ride a motorcycle.
2. I had to go to the bank yesterday to get some money.
3. She got this job because she can speak five languages.
4. There were no buses yesterday evening. We had to walk home.

**Задание № 10. Письменно переведите текст.**

**Invention**

Invention (device or process) is creation of new devices, objects, ideas, or procedures useful in accomplishing human objectives. The process of invention is invariably preceded by one or more discoveries that help the inventor solve the problem at hand. A discovery may be accidental, such as the discovery of X – rays by Wilhelm Conrad Roentgen while he was experimenting with cathode rays, or induced, such as the invention of the lightning rod by Benjamin Franklin after he proved that lightning is an electrical phenomenon.

Early inventors were usually isolated and unable to support themselves through their inventions. In some cases, although two individuals working independently achieved the same innovation simultaneously, only one was recognized for the discovery. For example, the American inventors Elisha Gray and Alexander Graham Bell applied for a patent on the telephone on the same day. Credit for the discovery of the calculus was fought for bitterly by the English scientist and mathematician Sir Isaac Newton and the German philosopher and mathematician Gottfried Wilhelm Leibniz.

Today most modern inventions and discoveries take place in large research organizations supported by universities, government agencies, private industries, or privately endowed foundations. Because of this, ascribing any single invention to a specific person has become difficult.

an invention – изобретение

creation – создание

a discovery – открытие

to support – поддерживать

research – исследование

**Задание № 11. Письменно ответьте на вопросы к тексту.**

1. What is invention?
2. Can the discovery be accidental?
3. Early inventors were not usually isolated and unable to support themselves

through their inventions, were they?

4. Where do most modern inventions and discoveries take place?
5. Why has ascribing any single invention to a specific person become difficult?

### **Вариант № 10**

**Задание № 1. Переведите следующие предложения, подчеркните неопределенные местоимения.**

1. Have you got any objections?
2. I don't know about it; ask somebody else.
3. I got the book without any difficulty.
4. I have nothing to read.

**Задание № 2. Выберите прилагательные в соответствующей степени сравнения. Переведите предложения на русский язык.**

1. If you require (further, farther, the furthest) information or assistance, ask at your local station.
2. Actions speak (more louder, the loudest, louder) than words.
3. Hotels are becoming (more expensive, the most expensive, expensiver) nowadays.
4. The damage to the car could be (bad, worse, the worst) than we expected.

**Задание № 3. Выберите нужную форму глагола to be и переведите предложения на русский язык.**

1. There (is, are, was) ten pens and a magazine on the table.
2. All historical places of London (had been, were, are) in the West End.
3. He was considered (to be, to have been, was) a good teacher.
4. Two pilots (were, was, are) on the plane when it crashed.

**Задание № 4. Вставьте there's или it's. Переведите предложения на русский язык.**

1. ... a stove in the kitchen.
2. ... evident that people want peace.
3. ... no point in trying to persuade Jane. She will never make up her mind.
4. Where's the chair? ... not in the living room.

**Задание № 5. Переведите предложения на русский язык. Поставьте их в вопросительную и в отрицательную форму.**

1. In the year 1620 a ship named the 'Mayflower' brought 120 Englishmen to the rocky coast of America.
2. Spaceships, computers and even an Egyptian mummy are among the many thousands of objects in the Science Museum's world famous collection.
3. They became successful businessmen.

**Задание № 6. Поставьте глаголы, данные в скобках, во времена групп Simple (Indefinite) или Continuous. Переведите предложения на русский язык.**

1. Mary (meet) her friends at a cafe every weekend.
2. The Whites have bought a new flat. They (move in) at the moment.
3. My mum (cook) when I came home.
4. All the evening yesterday we (watch) a very interesting film.

**Задание № 7. . Поставьте глаголы, данные в скобках, во времена групп Perfect или Perfect Continuous. Переведите предложения на русский язык.**

1. Someone (switch) on the TV.
2. He is the most interesting person I ever (meet).
3. I am tired now. I (clean) the house all morning.
4. When we arrived at the station, our train (leave).

**Задание № 8. Переведите предложения на русский язык. Выпишите из каждого глагол – сказуемое и определите его видовременную форму.**

1. He has been learning French since he was five.
2. I know you are taking an advanced geography course now.
3. It has been raining since early morning.
4. BBC experts invented a new system that lets the deaf understand television programmes.
5. By the sixteenth century a new economic system had replaced feudalism.
6. The number of people without work is rising very fast.

**Задание № 9. Переведите предложения на русский язык.**

**Подчеркните модальные глаголы.**

1. I was so tired but I could not sleep.
2. I had to go to the bank yesterday to get some money.
3. You should wash your hands before cooking.
4. I must hurry.

**Задание № 10. Письменно переведите текст.**

### **Ecological Problems**

Since ancient times Nature has served Man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference in nature began to increase.

Large cities with thousands of smoky industrial enterprises appear all over the world today. The by-products of their activity pollute the air we breathe, the water we drink, the land we grow grain and vegetables on.

Every year world industry pollutes the atmosphere with about 1000 million tons

of dust and other harmful substances. Many cities suffer from smog. Vast forests are cut and burn in fire. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of rivers and lakes dry up.

The pollution of air and the world's ocean, destruction of the ozone layer is the result of man's careless interaction with nature, a sign of the ecological crisis.

Environmental protection is of a universal concern. That is why serious measures to create a system of ecological security should be taken.

Some progress has been already made in this direction. As many as 159 countries – members of the UNO – have set up environmental protection agencies. Numerous conferences have been held by these agencies to discuss problems facing ecologically poor regions. An international environmental research centre has been set up on Lake Baikal. The international organization Greenpeace is also doing much to preserve the environment.

But these are only the initial steps and they must be carried onward to protect nature, to save life on the planet not only for the sake of the present but also for the future generations.

ancient – древний

harmony – гармония

environment – окружающая среда

to interfere – вмешиваться

to increase – увеличиваться, возрастать

smoky – дымный

by-product – побочный продукт

**Задание № 11. Письменно ответьте на вопросы к тексту.**

1. How did people live for thousands of years?
2. What cities appear all over the world today?
3. What pollutes the air we breathe?
4. What is the result of the pollution the atmosphere?
5. Why is environmental protection of a universal concern?

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Дисциплина *Иностранный язык (английский)*

**ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1**

- 1 Прочитайте и переведите текст- «A.Nobel- a Man Of Contrasts»
- 2 Беседа на тему «Habitats»
- 3 Дополнительный текст №1

Составитель  Колиева У.Х.  
Зав. кафедрой  Газзаева З.А.

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Дисциплина Иностранный язык(английский)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 2

- 1 Прочитайте и переведите текст «Statue Of Liberty»
- 2 Беседа на тему «Carl Linnaeus and His Classification Of the Natural World»
- 3 Дополнительный текст №2

Составитель  Колиева У.Х.  
(подпись)

Зав. кафедрой  Газзасова З.А.  
(подпись)

Федеральное государственное бюджетное образовательное учреждение  
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ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 3

- 1 Прочитайте и переведите текст «From the History Of the Olympic Games»
- 2 Беседа на тему «The Ecosphere»
- 3 Дополнительный текст №3

Составитель  Колиева У.Х.  
(подпись)

Зав. кафедрой  Газзасова З.А.  
(подпись)

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Дисциплина \_Иностранный язык (английский)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 4

- 1 Прочитайте и переведите текст «The Environment»
- 2 Беседа на тему «Habitats»
- 3 Дополнительный текст №4

Составитель  Колиева У.Х.  
Зав. кафедрой  Газзаева З.А.

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**Дисциплина Иностранный язык (английский)**

**ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 5**

1 Прочитайте и переведите текст « Carl Linnaeus and His Classification Of the Natural World»

2 Беседа на тему «Communities»

3 Дополнительный текст №5

Составитель  Колиева У.Х.  
(подпись)

Зав. кафедрой  Газзасова З.А.  
(подпись)

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Дисциплина Иностранный язык (английский)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 6

- 1 Прочитайте и переведите текст «Sports In Great Britain»
- 2 Беседа на тему «The Environment»
- 3 Дополнительный текст №6

Составитель  Колиева У.Х.  
(подпись)

Зав. кафедрой  Газзаева З.А.  
(подпись)

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Дисциплина Иностранный язык (английский)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 7

- 1 Прочитайте и переведите текст “The Ecosphere”
- 2 Беседа на тему “Niches”
- 3 Дополнительный текст №7

Составитель  Колиева У.Х.  
(подпись)

Зав. кафедрой  Газзаева З.А.  
(подпись)

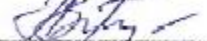
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Дисциплина Иностранный язык (английский)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 8

- 1 Прочитайте и переведите текст «Habitats»
- 2 Беседа на тему «Poisonous Sealife»
- 3 Дополнительный текст №8

Составитель  Колиева У.Х.

Зав. кафедрой  Газизова З.А.

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Дисциплина Иностранный язык (английский)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 9

- 1 Прочитайте и переведите текст « Communities»
- 2 Беседа на тему « National Parks»
- 3 Дополнительный текст №9

Составитель  Колиева У.Х.  
Зав. кафедрой  Газизова З.А.

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**Дисциплина Иностранный язык (английский)**

**ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 10**

- 1 Прочитайте и переведите текст «Niches»
- 2 Беседа на тему «Easter Land: a Terrible Warning»
- 3 Дополнительный текст №10

Составитель  Колиева У.Х.  
Зав. кафедрой  Газзаева З.А.

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Факультет Налоги и налогообложение  
Кафедра Иностранных языков**

**Дисциплина Иностранный язык (английский)**

**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 than 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 18<sup>th</sup> 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 18<sup>th</sup> 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 19<sup>th</sup> 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 adoptable 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 7<sup>th</sup> 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 18<sup>th</sup> 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 100<sup>th</sup> 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 "untrammelled 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 habit 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.

## 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, heir 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 accession<sup>2</sup> 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 splendour<sup>3</sup> 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, abrogates<sup>6</sup> 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.

c. 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 reed<sup>1</sup> pipes have been found that are viewed by scholars<sup>2</sup> 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. Records<sup>3</sup> 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 attributed<sup>4</sup> to the poet Virgil mentions “the pipe, which twitters<sup>5</sup> 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 glens<sup>6</sup>, 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  $-40^{\circ}\text{C}$ . The south has a subtropical climate, with temperatures as high as  $+49^{\circ}\text{C}$  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 en-  
dowed by their Creator with certain un-  
alienable 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.

### **Критерии оценки:**

1. оценка «отлично» выставляется студенту, если он правильно выполнил 10 заданий из 10;
2. оценка «хорошо» выставляется студенту, если он правильно выполнил 8 заданий из 10;
3. оценка «удовлетворительно» выставляется студенту, если он правильно выполнил 6 заданий из 10;
4. оценка «неудовлетворительно» выставляется студенту, если он правильно выполнил менее 50% заданий.