

*Мелітопольський державний педагогічний університет
імені Богдана Хмельницького*



КРАЇНОЗНАВСТВО США

НАВЧАЛЬНИЙ ПОСІБНИК

ДЛЯ СТУДЕНТІВ 4 КУРСУ СПЕЦІАЛЬНОСТІ «ПОЧАТКОВА ОСВІТА.

ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)

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Навчальний посібник: «Країнознавство США» для студентів 4 курсу спеціальності «Початкова освіта. Іноземна мова», галузь знань:

01 Освіта/Педагогіка, спеціальність: 013 Початкова освіта, освітньо-професійна програма: Початкова освіта. Іноземна мова (англійська)/

С.С. Кірсанова, Н.О. Казьміна, Л.О. Калужська, О.А. Гончарова – Мелітополь, 2019. – 129 с.

Складено відповідно з програмою до курсу дисципліни: «Історичні аспекти вивчення іноземної мови. Модуль 1. Історія країни, мови якої вивчається».

Навчальний посібник: «Країнознавство США» містить інформацію про географію, економіку, систему освіти, політичний устрій, культурні особливості США, стислий виклад основних історичних подій країни. Галузь знань: 01 Освіта/Педагогіка, спеціальність: 013 Початкова освіта, освітньо-професійна програма: Початкова освіта. Іноземна мова (англійська).

Рекомендовано для студентів 4 курсу навчально-наукового інституту соціально-педагогічної та мистецької освіти та студентів і викладачів гуманітарних вищих навчальних закладів.

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Рекомендовано до друку науково-методичною радою Мелітопольського державного педагогічного університету імені Богдана Хмельницького.

Протокол № 10 від «24» квітня 2019 р.

ВСТУП

Навчальний посібник рекомендовано для аудиторних та самостійних занять з курсу «Країнознавство США» для студентів 4 курсу спеціальності «Початкова освіта. Іноземна мова», галузь знань: 01 Освіта/Педагогіка, спеціальність: 013 Початкова освіта, освітньо-професійна програма: Початкова освіта. Іноземна мова (англійська).

Основна *мета* посібника - це удосконалення мовленнєвих навичок, формування знань про конкретні соціокультурні умови функціонування мови та розвиток компетентності розуміння культури та звичаїв США.

Структура посібника поєднує, з одного боку, поступове накопичення інформації, а з іншого, передбачувані шляхи активізації навичок на її основі.

Тексти є головним джерелом інформації з кожної теми. У посібнику зібрано тексти різного рівня складності: від часткової адаптації до оригінальних. Вправи й завдання мають творчий характер і розраховані на значну частку самостійного опрацювання матеріалу.

Посібник складається із семи розділів, п'ять з яких присвячені певній темі та містять інформацію про історію, географію, політичний устрій, освіту та культуру США. Шостий та сьомий розділи містять завдання для самостійного опрацювання матеріалу та самоконтролю.

Розділи побудовано у наступному порядку:

1. Деякі етапи історичного розвитку.
2. Географія.
3. Уряд США і політичні партії.
4. Освіта.

В розділі для самостійної роботи представлено матеріал для самостійного вивчення з кожного з вищезгаданих розділів, а також з розділів:

5. Економіка США.
6. Культура США.
7. «Перевірте себе», у якому представлені тестові завдання контрольного характеру.

Кожний розділ вміщує :

1. Текст.
2. Коментар.
3. Список лексичних і фразеологічних одиниць, які рекомендовано для засвоєння.
4. Вправи, які сприяють розумінню текстів та вправи на контроль.
5. Вправи, спрямовані на активізацію словника.

У посібнику представлено значну кількість наочних матеріалів, які є важливими для вивчення історії та географії країни, а саме: карти, схеми, портрети видатних діячів суспільно-політичного життя Америки.

Виклад країнознавчої інформації супроводжується низкою вправ та завдань. Розроблена система практичних завдань спрямована на формування знань про країну, вміння використовувати ці знання в процесі англомовної комунікації. Питання та тести для самоконтролю, список літератури до курсу сприятимуть удосконаленню організації самостійної роботи студентів.

Самоконтроль засвоєння країнознавчого й мовного матеріалу, а також рівень володіння мовними навичками здійснюється шляхом розкриття положень, тестів, кросвордів.

THE USA

FACT FILE: GENERAL INFORMATION

Official name of the country:

The United States of America

(US or USA)

Type of the state:

Federal republic

Area:

9,372,614 square km

Comparative area:

about three-tenths the size of Russia; about one-third the size of Africa; about one-half the size of South America (or slightly larger than Brazil); slightly smaller than China; about two and one-half times the size of Western Europe

Administrative divisions:

50 states and I district; Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia*, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Dependent areas:

American Samoa, Baker Island, Guam, Howland Island, Jarvis Island, Johnston Atoll, Kingman Reef, Midway Islands, Navassa Island, The Commonwealth of Northern Mariana Islands, Palmyra Atoll, The Commonwealth of Puerto Rico, Virgin Islands, Wake Island

National holiday:

Independence Day, 4 July (1776)

Executive branch:

President, vice president, Cabinet

Legislative branch:

Bicameral Congress which consists of an upper house or Senate and a lower house or House of Representatives

Judicial branch:

Federal District Courts, Courts of Appeal and Supreme Court

Political Parties:

Two major national parties — Republican (its symbol is elephant) and Democratic (its symbol is donkey), other minor groups and parties

Elections:

Presidential elections are held every four years, the first Tuesday after the first Monday in November of each even-numbered (leap) year; all members of the House of Representatives are reelected every two years, one third of the Senate is reelected every two years

Flag:

Stars and Stripes; Stars are for the 50 states of the United States; Stripes are for the 13 colonies (the first 13 states) which declared independence from Great Britain on July 4, 1776

Population:

265,562,845

Native people:

Native Americans (0,7%)

Largest city:

New York (over 18 million people)

Capital:

Washington, DC (District of Columbia) 567,094

Largest state:

Alaska (1,530,700 sq km)

Smallest state:

Rhode Island (3,100 sq km)

Longest river:

the Mississippi (3.950 km)

Highest point:

Mount McKinley, Alaska (6.198 m)

Climate:

mostly temperate, but varies from tropical (Hawaii) to arctic (Alaska); arid to semiarid in the west with occasional warm, dry chinook wind

Natural resources:

coal, copper, lead, molybdenum, phosphates, uranium, bauxite, gold, iron, mercury, nickel, potash, silver, tungsten, zinc, crude oil, natural gas, timber

Environmental problems:

need for pollution control measures improving air and water quality; acid rain; agricultural fertilizer and pesticide pollution; management of sparse natural water resources in the west; desertification; tsunamis, volcanoes, and earthquake activity around Pacific Basin; continuous permafrost in northern Alaska which is a major impediment to development

Independence:

4 July 1776 (from Great Britain)

Constitution:

17 September 1787, effective 4 June 1789

Currency:

dollar 1, 2, 5, 10, 20, 50, 100, 1000 notes

coins nickel = 5 c, dimes = 10 c, quarter – 25 c

I. THE HISTORY OF THE UNITED STATES

1. Ten Periods of U.S. History



1. Christopher Columbus discovered North America. European explorers and settlers came to the new land for gold, adventure, and freedom. The colonists lived under British laws.

1492

1500's

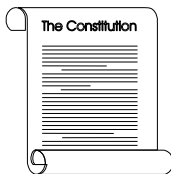
1600's



2. Americans in the thirteen colonies wanted to be free of British rule. General George Washington led the colonists in the Revolutionary War. Thomas Jefferson wrote the Declaration of Independence, and the colonies approved it.

1775

1776

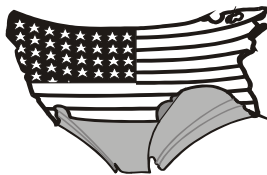


3. The American colonists won the war, and the colonies became the United States of America. The Constitution became the highest law of the land, and George Washington became the first President.

1783

1787

1789



4. Millions of Europeans came to America as workers during the Industrial Revolution. The new nation grew and added more states. It expanded to the Pacific Ocean.

1840's

1853

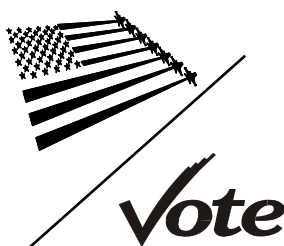


5. Americans fought against one another in the Civil War between the North and the South. President Abraham Lincoln freed the slaves in the Emancipation Proclamation. The northern states won the war, and the period of Reconstruction (rebuilding) began.

1861

1863

1865



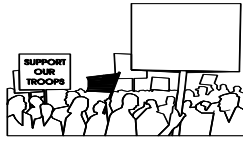
6. The United States grew to be one of the great powers in the world. The nation fought in the First World War. After the war women got the right to vote for the first time.

1917

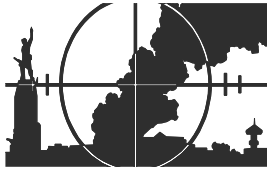
1920

7. The Great Depression began with the stock

1929



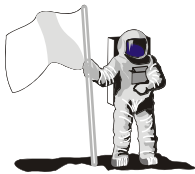
market crash. Banks, factories, and farms shut down, and many Americans were unemployed. President Franklin Roosevelt helped end the Depression with the New Deal government. **1933**



8. The United States entered the Second World War when Japan attacked the Hawaiian Islands. The war ended when the United States dropped the first atomic bombs, and the world entered the Nuclear Age. **1941**
1945



9. Because of its distrust of and competition with the Soviet Union and other Communist nations, the United States entered a time of Cold War. Americans fought in the Korean War. The Civil Rights Movement began, and black and white Americans fought against segregation (separation of the races). **1950's**



10. The Space Age began. Americans fought in the Vietnam War. The United States put the first men on the moon in the Apollo Program. The Women's Liberation Movement became strong. Computers began to change the nation faster than ever before. **1960's**
1970's
1980's



Tasks:

1. Write the dates from the box

1853	1776	1955	1863	1919	1929	1492	1941
1787	1969						

- Columbus discovered North America in _____ .
- The colonies approved the Declaration of Independence in _____ .
- The Constitution became the law of the land in_____.
- The United States expanded to the Pacific Ocean by_____ .
- President Lincoln freed the slaves in_____.

6. The First World War ended in_____.
7. The Great Depression began in_____.
8. The United States entered the Second World War in_____ .
9. The Civil Rights Movement began in_____.
10. The United States put the first men on the moon in_____ .

2. Number the events in each group in time order 1-3

1. ___The time of Reconstruction began.
 ___Banks shut down, and many Americans were unemployed.
 ___The colonies wanted to be free of British rule.
2. ___General Washington led the colonists in the Revolutionary War.
 ___European workers came to America during the Industrial Revolution.
 ___George Washington became the first President of the United States.
3. ___The northern states won the Civil War.
 ___Americans fought in the Vietnam War.
 ___Americans fought in the Korean War.
4. ___Americans began to fight against segregation.
 ___President Roosevelt established the New Deal government.
 ___The United States entered the First World War.

3. Write T for true and F for false. Correct the false sentences

1. ____After Columbus discovered North America, European settlers lived in the colonies under British rule.
2. ____England won the Revolutionary War against the American colonies.
3. ____The Declaration of Independence became the highest law of the land.
4. ____George Washington was the first President of the United States.
5. ____Millions of native American Indians came to the United States as workers during the Industrial Revolution.
6. ____Americans from the northern and southern states fought against one another during the First World War.
7. ____President Abraham Lincoln freed the slaves with the Mayflower Compact.
8. ____Women didn't have the right to vote in the United States until after the First World War.

9. ____ The Great Depression began with the Second World War.
10. ____ The Depression ended after Franklin Roosevelt became President and established the New Deal government.
11. ____ The United States fought against Japan in the Second World War and dropped the first atomic bombs.
12. ____ During the time of the "Cold War," the United States and the Communist Soviet Union were good friends.
13. ____ In the Civil Rights Movement Americans fought against segregation of black and white people.
14. ____ America stayed out of the Korean and the Vietnam Wars.
15. ____ In the Space Age the Women's Liberation Movement became strong.

4. Work in groups of five or more. One student makes a sentence (tells a fact) about the Exploration and Colonization period of American history. The second student repeats the first student's sentence or corrects it if necessary. He or she tells a fact about the American Revolution. The third student repeats or corrects the second student's sentence and makes a new sentence about the New Nation, and so on for all ten periods of American history.

2. THE FOUNDING OF THE UNITED STATES OF AMERICA

I

A little less than 500 years ago, North America was a vast wilderness inhabited by Indians who, perhaps 20,000 years earlier, traveled across a land bridge from Asia to America where the Bering Strait is today. Icelandic Viking Leif Ericson sailed to America around the year 1000. Then in 1492, Christopher Columbus discovered a "New World". For the next 100 years, English, Spanish, Portuguese, Dutch and French explorers sailed forth looking for the New World for gold and riches, for honor and glory.

But the North American wilderness yielded little glory and less gold so most explorers did not stay.

In 1607 a daring band of English settlers built the first permanent village, which they called Jamestown in commemoration of their charter from King James

I of England. Bleak, hard and lonely as life was in this wilderness, more and more people began to make the difficult ocean journey and immigrants soon founded colonies all along the Atlantic Coast from Massachusetts to Georgia.

Adventurers and rogues, religious believers and practical builders-all came. Over time, settlers from many other nations joined the English in America.

By 1733 European settlers occupied 13 colonies along the Atlantic Coast. The French controlled Canada, Louisiana and the entire watershed of the Mississippi River. A series of conflicts between the British and the French culminated in the French and Indian War (1754-1763) in which Britain with its American colonial allies emerged victorious.

II

In the following years, the British started imposing new taxes on sugar, coffee, textiles and other imported goods. Under the Quartering Act, the British required the colonists to house and feed British soldiers; under the Stamp Act, they issued special tax stamps to be attached to all newspapers, pamphlets, legal documents and licenses.

These measures seemed quite fair to British politicians who had spent large sums of money to defend their American colonies during the French and Indian War. But the Americans feared that the new taxes would make trading difficult, and that British troops stationed in the colonies might be used to crush civil liberties which the colonists had heretofore enjoyed. Speaking as freeborn Englishmen, colonial Americans insisted that they could be taxed only by their own colonial assemblies: "No taxation without representation" was their rallying cry. Parliament heeded their protests and repealed the Stamp Act; however it enforced the Quartering Act, enacted taxes on tea and other goods and sent customs officers to Boston to collect these tariffs. When the colonists refused to obey, the British sent soldiers to Boston.

III

Soon all British taxes were removed except for a tax on tea. In protest, on December 16, 1773, a group of Americans disguised as Indians boarded British merchant ships and tossed 342 crates of tea into Boston Harbor. Parliament

responded to the "Boston Tea Party" with the "Coercive" or "Intolerable Acts". The independence of the Massachusetts colonial government was sharply curtailed and the port of Boston was closed to shipping. Instead of isolating Massachusetts, the Coercive Acts helped to unite moderates among the colonist.

Opposed to what was perceived as British oppression, colonial leaders held the first Continental Congress in 1774 in Philadelphia, Pennsylvania. The leaders urged Americans to disobey the Coercive Acts and to boycott British trade. Colonists began to organize militias and to collect and store weapons and ammunition. On April 19, 1775, 700 British soldiers left Boston, determined to capture a colonial arms depot at Concord and forestall a colonial rebellion. At the village of Lexington they confronted 70 colonial militiamen. Someone — no one knows who — fired a shot and the American War of Independence began.

In May 1775, a second Continental Congress met in Philadelphia and began to assume the function of a national government. It founded a Continental army and navy under the command of George Washington, printed paper money and opened diplomatic contacts with foreign powers. On July 2, 1776, the Congress finally resolved "that these United Colonies are, and of right ought to be free and independent states". Thomas Jefferson of Virginia drafted a Declaration of Independence, which the Congress adopted on July 4, 1776.

The Declaration presented a public defense of the American Revolution, including a lengthy list of grievances against the British king, George III. It explained the philosophy behind the revolution — that men have a natural right to "Life, Liberty and the pursuit of Happiness"; that governments can rule only with "the consent of the governed"; that any government may be dissolved when it fails to protect the rights of the people.

At first the war went badly for the Americans. The British captured New York City in September 1766 and Philadelphia a year later. The tide turned in October 1777, when the British army surrendered at Saratoga, in northern New York. Encouraged by that victory France seized an opportunity to humble Britain her traditional enemy. A Franco-American alliance was signed in February 1778. Although American troops generally fought well with few provisions and little

training, they might have lost the war if they had not received aid from the French Treasury and the powerful French navy.

After 1778 the fighting shifted largely to the South. In 1781, 8,000 British troops under Lord Cornwallis were surrounded at Yorktown, Virginia by a French fleet and a combined French-American army under George Washington's command. Cornwallis surrendered, and soon afterward the British government asked for peace. The Treaty of Paris signed in September 1783, recognized the independence of the United States and granted the new nation all the territory north of Florida, south of Canada and east of the Mississippi River.

The colonies were now free but they had not yet forged a united nation. The first national constitution, the Articles of Confederation and Perpetual Union, had been adopted by the Continental Congress in 1777, but was not ratified by the states until 1781. Moreover under the Articles, the crucial powers of regulating commerce and levying taxes — indeed the power to make laws — remained with the states. In fact the Articles of Confederation declared that "each State retains its sovereignty". The federal government could declare war and peace, make foreign treaties and coin and borrow money — but only with the consent of two-thirds of the states. And the Articles provided no method of enforcement.

IV

By 1787 it was widely believed that the superficial unity imposed by the Articles of Confederation would disintegrate. The Congress had difficulty negotiating international commerce because any one state could render a treaty ineffectual. The states themselves were constantly involved in commercial or territorial disputes. Small farmers throughout the country, in debt and pressed for payment by merchants petitioned state legislatures for paper money. When the Massachusetts legislature refused debt ridden farmers organized a revolt in 1786-1787 known as Shay's Rebellion.

In May 1787, 55 of the most highly regarded American leaders including George Washington, Benjamin Franklin and James Madison opened a Constitutional Convention in Philadelphia, Pennsylvania that had been called specifically for revising the Articles of Confederation. But the delegates boldly

decided to throw the Articles out and instead began drafting a new constitution. The meeting which went on for four long months and is sometimes called "the second American revolution", resulted in the Constitution of the United States. This Constitution established not merely a league of independent states but a strong central government that exercises authority directly over all the citizens of the nation.

The framers of the Constitution sought to reconcile their belief in democracy with their concern about the possible abuses of a centralized government. The solution was to divide the powers of the federal government by function. The Constitution establishes separate executive, legislative and judicial branches of government and requires that a "balance of power" be maintained among them. Under this principle each branch is provided independent means to exercise checks on the activities of the others, thus guaranteeing that no branch can gain dictatorial authority over the government. In addition, even under this strong central government, states retain considerable power. Each state for example, has the right to educate children and young people, build highways and maintain order within its borders. Moreover the ratification of an amendment to the Constitution requires approval by three-fourths of the state legislatures or state conventions.

V

The Constitution was accepted in 1788, but only after much bitter debate. Many Americans feared that a powerful central government would trample on the liberties of the people and 10 amendments guaranteeing these liberties— the Bill of Rights — were added to the Constitution in 1791. The Bill of Rights ensures freedom of religion a free press free speech, protection against illegal searches, the right to a fair trial by jury and protection against "cruel and unusual punishments". Nor were liberties limited to those specified: The ninth amendment holds that "enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people". The addition to the Constitution of the Bill of Rights thus strikes a balance between the need for a strong efficient central authority and the need to ensure individual liberties.

Since the Bill of Rights was adopted, 16 other amendments have been added to the Constitution. The 14th amendment which bars states from denying "any person" either "due process" or "equal protection" of law is in many ways an extension of the fundamental civil liberties provided by the Bill of Rights. Simply put, it guarantees that all persons in the nation have equal rights. Other key amendments include: the 13th, barring slavery; the 15th prohibiting states from interfering with the right to vote; and the 19th giving women the right to vote.

The framers of the Constitution created an enduring document. The Constitution was formulated in a way that allows it to evolve and change as the nation itself has grown and developed. Today, more than 200 years after it was written the Constitution remains vital, alive and at the center of American political ideals and practices.

Tasks:

1. Read the text. Divide it into logical parts. Find the topic sentence of each part.

2. Read the sentences below and say if the statements are true or false:

1. The Constitution was accepted in 1788.
2. The 15th amendment bars slavery.
3. In the 18th century Britain did not impose new taxes.
4. By 1733 European settlers occupied 13 colonies along the Atlantic coast.

3. How well have you read? Can you answer the following questions?

1. When did the Icelandic Vikings with Leif Ericson at the head sail to America?
2. When was the first permanent village built in North America? Why?
3. What new taxes were imposed by the British?
4. When did the British send soldiers to Boston?
5. When was the Declaration of Independence adopted by the Congress?
6. What rights were proclaimed in the Declaration of Independence?
7. What laid the foundation for the first national Constitution?
8. Why did the Congress have difficulty negotiating international commerce?
9. Who opened the Constitutional Convention in Philadelphia?
10. What did the second American Revolution result in?

11. What did the Constitution establish?
12. When was the Constitution accepted?
13. Why was the Bill of Rights added to the Constitution in 1791?
14. How many amendments have been added to the Constitution since the Bill of Rights was adopted?

4. Give Ukrainian equivalents to the following word combinations:

Dutch explores; religious and political freedom; permanent village; in commemoration of; to found colonies; European settlers; to defend colonies; Franco-American alliance; under smb's command; ask for peace; to grant the territories; under the Articles; to make laws; to be involved in; paper money; Constitutional Convention; branches of government; to gain dictatorial authority; to maintain order; to accept the Constitution, equal rights; to remain vital; to impose taxes.

5. Give English equivalents to the following word combinations:

"Новий Світ"; шукати золото і славу; сміливі англійські поселенці; здійснити подорож; заснувати колонії; програти війну; вийти переможцем; колоніальні союзники; юридичні документи; британські війська; громадянські свободи; ліга незалежних країн; центральний уряд; ратифікація поправки; право голосу; згідно з принципами.

6. Make up a plan of the text in the form of questions.

7. Retell the text using expressions given in Task 4.

3. BLACK AMERICA

I

JAMESTOWN BEGINNING

The history of blacks in North America began in August 1619, when a small Dutch warship sailed up the James River to the young English colony of Jamestown, Virginia.

The Dutch ship had captured a Spanish ship in the Caribbean Sea carrying black men and women to Spanish colonies in South America. At that time, the Jamestown colony was only 12 years old, and the colonists were short of

everything-especially workers to help clear and till the land, and build houses. So the Jamestown settlers welcomed the blacks as a source of free labor.

The 20 blacks landed from the Dutch ship were viewed as indentured servants. They worked at Jamestown, clearing fields, planting crops, making roads and building houses. Near the end of the 17th century, the demand for black labor on the large plantations of Maryland, Virginia and the Carolinas was great. To satisfy this demand, special ships were built to transport captive blacks directly from the west coast of Africa to the slave markets of North America. During the 18th century the slave trade boomed.

During the late 1600s and early 1700s, slavery existed in practically all the North American colonies. While most black slaves were held on large farms and plantations it wasn't unusual for small farmers and trades people to own slaves. By the mid-1700s many small farmers and trades people had mixed feelings about slavery. They wanted cost-free labor, but they were uncomfortable with the idea of owning another person. This was in conflict with the growing revolutionary idea that all men are created equal.

The plantation economy was based on the large scale production of cash crops, such as tobacco and cotton, through the use of very cheap labor. The farmland of entire regions — much of Virginia, the Carolinas and Georgia — became linked to that economy. It was felt that any change in the institution of slavery could cause the economic and social collapse of those regions. This fear caused a number of people to contradict their own ideals of freedom, equality and the rights of man.

During the 1770s and '80s the American colonists fought for: independence from Britain. They called for self-determination democracy, equality and recognition of the natural rights of man. Yet many outspoken advocates of American freedom — including Patrick Henry, George Washington and Thomas Jefferson — lived within system of slavery.

While they sometimes wrote against slavery, the system of slavery was firmly entrenched. Other colonists said that while they personally deplored slavery they had to accept it as an economic necessity. Others argued that blacks were

secure and happy as slaves. The idea was even put forward by some that black slaves were not fully human beings.

All these attempts to justify slavery in a land where personal freedom was highly valued created a barrier between black and white communities.

Over the years, several black men and women achieved fame and fortune in the arts, sciences, religion and commerce. Some had high standing in colonial society. From those positions they campaigned for freedom and dignity for all blacks.

Many names stand out. One was Benjamin Banneker (1731— 1806) who gained fame as an astronomer, mathematician, author and inventor. He also helped design the city of Washington, D.C. Banneker, who had always been free, could have enjoyed his prestige and wealth without conflict. But he wrote and spoke out against slavery until the day he died.

Paul Cuffe (1759-1817) was one of 10 children of a former slave. Growing up free, but poor, in Massachusetts, Cuffe gradually gained wealth through farming and shipping. By 1800, he was one of the wealthiest men in Massachusetts. But he used most of his wealth to help others.

Cuffe worked hard to end slavery. He helped to free many individual slaves. But as he saw that many free blacks ended up in conditions of inequality, dire poverty and frequent humiliation, he concluded that freedom alone was not enough. In Cuffe's opinion the answer was in Africa, the continent of their ancestors.

Tasks:

1. Read the text. Divide it into logical parts. Find the topic sentence of each part.

2. How well have you read? Can you answer the following questions?

1. How did the story of the blacks in North America begin?
2. Why was the demand for black labor great?
3. What was the plantation economy based on?
4. What was not enough to end slavery?
5. Why were the blacks brought from Africa to North America in the 17th century?

6. Why did the white people have mixed feelings about slavery?
7. What was the main paradox of the 1770s and 80s in North America?
8. What were the arguments pro and against slavery?
9. What was B. Banner famous for?
10. What is Paul Cuffe famous for?
11. Where could the blacks be free according to P. Cuffe?

3. Give Ukrainian equivalents to the following English word combinations:

the history of blacks; a Dutch warship; English colony; to be short of everything; to clear and till the land; a source of free labor; indentured servants; on the plantations; to satisfy the demand; captive blacks; the slave trade; the plantation economy; institution of slavery; to fight for independence; self-determination; to be firmly entrenched; economic necessity; to put forward the idea of; colonial society; American establishment; the continent of the ancestors.

4. Give English equivalents to the following word combinations:

військовий корабель; нова колонія; захопити іспанський корабель; розчищати і обробляти землю; західний берег Африки; безкоштовна праця; базуватися на; суперечити революційним ідеям; рівність людей; інститут рабства; боротися за незалежність; видатні захисники свободи; прийняти що-небудь як економічну необхідність; особиста свобода; псевдонаукові доводи; колоніальне суспільство; питання рабства; континент предків; померти в злиднях і приниженні; боротися за свободу і гідність усіх рабів.

5. Make up a dialogue on the basis of the text.

6. Retell the text, using expressions given in Task 3.

II

ESCAPE TO THE NORTH

From the first days of slavery in America, there were escape attempts. In colonial times, runaway slaves often took refuge in swamps forests, mountains, and among Indian tribes. Then, starting with Pennsylvania in 1780, several northern states abolished slavery. So, fugitive slaves frequently sought refuge in those "free" states. To stop that, the Congress passed the Fugitive Slave Law of

1793. This law required the authorities of all states and territories to arrest and return fugitive slaves. It also led to "bounty hunting".

Slave owners offered bounties (rewards) for the return of runaways. Not only did this tempt people along the way to capture fugitive slaves, it also created a group of professional "bounty hunters". These hunters pursued fugitives across state borders in the hope of collecting rewards.

During the early 1800s the men and women who tried to escape from slavery were usually alone and unaided. Their attempts often ended in recapture or death. Then, starting in the 1830s, people opposed to slavery provided money, food and hiding places for fugitives. Escape routes were mapped out and word of them spread through the slave quarters of plantations.

Since railroading was very popular at the time, the system of escape routes became known as the "underground railroad". Hiding places were called "depots". People providing money was called "stock-holders". And guides who led fugitives along the escape routes were called "conductors".

Many of the "conductors" were free blacks of former slaves. They often plunged deep into slave states to contact escapees. This was dangerous. If captured, former slaves went back to slavery. But free black "conductors" were also likely to end up in slavery ... or death. Gunfights between bounty hunters and armed "conductors" increased as the number of escapees from slavery sharply increased.

To blunt the work of the "underground railroad", a tougher Fugitive Slave Law was passed by Congress in 1850. The 1850 law called for "severe penalties to be imposed on anyone assisting Negroes to escape from bondage". It also authorized federal marshals to "command all good citizens to aid in the capture of fugitives". As a result, bounty hunters were appointed as marshals in slave states. Then, with the full backing of the law, they were able to prowl the free states in search of fugitive slaves. This did not stop the "underground railroad conductors". It just made their work harder.

The most famous of the underground conductors was a young woman named Harriet Tubman (1821-1913). In 1849, she escaped from slavery in Maryland. She made her way to Philadelphia and there joined the ranks of the

"underground railroad". Over the next 10 years, Harriet Tubman made 19 trips into slave states and led more than 300 men, women and children to freedom. On early trips, Harriet Tubman led the fugitives to such northern cities as New York and Philadelphia. But the 1850 law made those cities unsafe. So Tubman decided to lead the people in her care all the way to Canada, where they would be beyond the reach of lawmen and bounty hunters.

Tasks:

1. Read the text. Divide it into logical parts. Find the topic sentence of each part.

2. How well have you read? Can you answer the following questions?

1. When was slavery abolished in Northern States?
2. Where did the fugitive slaves seek refuge?
3. What did the slave owners offer for the return of the runaways?
4. What did most of the early escape attempts end in?
5. How was the system of escape routes called?
6. What did the bounty hunters do?
7. What did the "conductors" do?
8. How did the Government blunt the work of the "underground railroad"?
9. What is Harriet Tubman famous for?

3. Give Russian equivalents to the following English word combinations and use them in the situations from the text:

in colonial times; escape attempts; to take refuge in; to plunge' deep into smth; to be popular; to go back to; to make one's way to; fugitive slaves; as a result; "bounty hunting"; pursue fugitives; escape routes; "underground railroad"; hiding places; to contact escapees; bounty hunters; armed "conductors"; to pass the law; on early trips; lawmen.

4. Give English equivalents to the following word combinations:

спроби втечі з плантацій; знайти притулок в лісах; збігли раби; полювання за рабами, які втекли; прийняти закон про рабів втікачів; "лісові капітани"; отримати нагороду; "підземна залізниця"; повертатися назад в рабство;

перестрілки; жорстокі покарання; внаслідок; повна підтримка закону; рабовласницькі штати; "провідник".

5. Make up a plan of the text in the form of questions.

6. Retell the text, using expressions given in Task 3.

III

THE END OF SLAVERY

Emancipation or the ending of slavery didn't happen in a single day. It was a process that took about four years. The process began in April 1861 with the outbreak of the American Civil War between free states of the North and slave states of the South. During the war, wherever the Union or Northern Army gained control, slavery, for all Tactical purposes, was ended. It's estimated that half-a-million slaves escaped to Union-controlled areas.

The next big step in the process took place on January 1, 1863. President Abraham Lincoln issued the Emancipation Proclamation, declaring that slaves in states, or portions of states, at war against the United States were free. Few slaves were freed, however, since most lived in the rebellious South. Nevertheless, the Proclamation was a critical turning point: It increased Northern support by making the end of slavery an objective of the war. Freedom for all slaves came later, in 1865, when; he war ended and Congress passed the 13th Amendment, which completely abolished slavery. Another Amendment, the 14th, gave blacks full citizenship rights. For a time, many hoped that blacks and whites could live together in a state of equality and tolerance. That hope didn't last long. Local laws and customs were used to deprive blacks of voting rights. Prejudice increased and discrimination intensified. In most former slave states, a system of racial segregation arose, and blacks had to use separate schools, churches, hospitals, parks, swimming pools, lunchrooms, washrooms, bus sections and theater sections.

In the early years of the 20th century, lynching — the illegal killing of people for real or imagined crimes — greatly increased. After the First World War, the promise of equality and opportunity in the South for blacks seemed further away than ever. As a result, many blacks moved from the rural South to the great

cities of the North. Although northerners did not practice formal segregation, blacks encountered discrimination in jobs and housing.

However, progress did occur during the difficult years from 1919 to 1950. Individual blacks made breakthroughs in education, science, sports, entertainment, business, engineering and most of all in music and arts. Blacks gained influence in organized labor, industry and government. There were black university presidents and black millionaires.

Tasks:

1. Read the text. Divide it into logical parts. Find the topical sentence in each part.

2. How well have you read? Can you answer the following questions?

1. How long did Emancipation process last?
2. How did the Emancipation process begin?
3. What was the next big step in this process?
4. What was declared in the Emancipation Proclamation?
5. Why was the Proclamation a critical turning point in Emancipation process?
6. What Amendments did Congress pass?
7. Could the blacks enjoy their full citizenship right Emancipation?
8. What is implied under lynching?
9. How are the blacks treated in the 20th century?

3. Give Ukrainian equivalents to the following word combinations:

the ending of slavery; the outbreak of the Civil War; to gain control; for practical purposes; to issue the Emancipation Proclamation to pass the Amendment; to give blacks citizen ship rights; to deprive blacks of voting rights; a system of racial segregation; to use separate schools; lynching increased; to encount discrimination in jobs; to make breakthrough in education, sports.

4. Give English equivalents to the following word combination:

звільнення рабів; скасування рабства; громадянська війна; вільні і рабовласницькі штати; було підраховано, що; для практичних цілей; бути в стані війни з будь-ким; затвердити поправку; місцеві закони; позбавляти негрів прав голосувати; система расового поділу; зіткнутися з

дискримінацією; повноправні права громадян; стан рівності терпимості; забобони безвинно мене переслідують, переїхати з Півдня на Північ.

5. Make up a dialogue on the basis of the text.

6. Retell the text.

7. HISTORY FROM 1929 TO THE PRESENT

I

GREAT DEPRESSION

On October 24, 1929 — "Black Thursday" — a wave of panic selling of stocks swept the New York Stock Exchange. Once started, collapse of share and other security prices could not be halted. By 1932. thousands of banks and over 100,000 businesses had failed.

The Republican president, Herbert Hoover, in 1932 approved the creation of the Reconstruction Finance Corporation.

But to masses of unemployed workers, Herbert Hoover seemed uncaring and unable to help them. In the 1932 election, he was resounding defeated by Democrat Franklin D. Roosevelt, who promised "a New Deal for the American People".

Jaunty, optimistic and commanding public speaker, Roosevelt former governor of New York State, was able to inspire public confide as Hoover could not. "The only thing we have to fear is fear itself Roosevelt stated at his inauguration and he took prompt action to deal with the emergency. Within three months the historic "Hundred Days"— Roosevelt had rushed through Congress a great number of law to aid the recovery of the economy. The Civilian Conservation Corps (CCC) put young men to work in reforestation and flood con projects. The Federal Emergency Relief Administration (FERA) aided state and local relief funds, which had been exhausted by the Depression. The Agricultural Adjustment Administration (AAA) paid farmers reduce production, thus raising crop prices. The Tennessee Valley Authority (TVA) built a network of dams in the Tennessee River area the southeastern region of the United States to generate electricity control floods and manufacture fertilizer. And the National Recovery

Administration (NRA) regulated "fair competition" among businesses and ensured bargaining rights and minimum wages for workers.

In 1935, the Social Security Act established contributory old-age and survivors' pensions as well as a joint federal state program unemployment insurance. The Wagner Labor Relations Act banned unfair employer practices and protected the workers' right to collective bargaining.

The Works Progress Administration (WPA) was one of the most effective of the New Deal measures, probably because it was based on the belief, originating with the Puritans and almost universally accepted among later Americans that working for one's livelihood is honorable and dignified, but receiving help which one doesn't earn—"charity"—is demeaning and robs people of their independence and their sense of self worth. Financed by taxes collected by the federal government the WPA created millions of jobs by undertaking the construction of roads, bridges, airport, hospitals, parks and public buildings.

Although the WPA was probably more expensive than a system of handouts, it kept workers on the job, thus preserving their skills and their self-respect. In a series of friendly radio broadcasts "fireside chats"—the president explained his policies to the public.

Roosevelt's New Deal programs did not end the Depression, though the economy improved as a result of this program of government intervention full recovery was finally brought about by the defense buildup prior to America's entering the Second World War. This buildup, undertaken to aid the allies of the United States in their battle against aggression, absorbed surplus manpower into war industries and the armed forces. But many Americans, young and old, still feel great affection for Franklin D. Roosevelt, the president who remembered "the forgotten men at the bottom of the economic pyramid".

Tasks:

1. Read the text. Divide it into logical parts. Find the topic sentence of each part.

2. How well have you read? Can you answer the following questions?

1. What happened on October 24, 1929?

2. How many banks and businesses had failed by 1932?
3. Who was President of the USA at that time?
4. What did Roosevelt promise?
5. What was one of the most effective measures of the New Deal?
6. What are the "Hundred Days" noted for?
7. Did Roosevelt's New Deal programs end the Depression?
8. What improved the American economy?

2. Decipher the following abbreviations and give Ukrainian equivalents to them: CCC; FERA; AAA; TVA; NRA; WPA; SSA; WLPA.

4. Give Ukrainian equivalents to the following word combinations:

selling of stocks; Stock Exchange; security prices; the collapse shares; to inspire public confidence; to take prompt actions; the recovery of economy; reforestation projects; to raise prices; to reduce production; to ensure wages for workers; a right to collective bargaining; universally for accepted; to work for one's livelihood; a system of handouts; radio broadcasts; to aid the allies; to absorb surplus manpower; defer buildup.

5. Give English equivalents to the following word combinations:

друга світова війна; збройні сили; на економічній піраміді; скоротити виробництво; вступ у війну; захищати права робітників; вжити невідкладні заходи; сходити до пуритан; маси безробітних; урочиста промова під час вступу на посаду президента; схвалити створення чого-небудь; хвиля паніки; громадський діяч.

6. Make up a plan of the text in the form of questions.

7. Retell the text, using expressions given in Task 4.

II

WORLD WAR II

In September 1939, war erupted in Europe. Roosevelt announced that the United States would be neutral, but not indifferent. In September 1940, when Britain was threatened by a German invasion, the United States gave the British 50 overage destroyers in return for naval bases in the western Atlantic. Two weeks later, Congress approved the first peacetime military conscription in American

history. By early 1941, Britain could no longer afford to purchase American goods, so Roosevelt persuaded Congress to enact a "lend lease" bill. Through this program the United States eventually "lent" \$ 13.5 thousand million in war supplies Britain and another \$9 thousand million to the Soviet Union.

In the Far East, Japanese forces had invaded Manchuria (1931), China (1937) and French Indochina (July 1941). Roosevelt responded to this aggression by banning American exports of scrap iron, steel and oil Japan and by freezing Japanese credits in the United States.

By November 1941, American military planners were preparing for Japanese assault, but they expected a thrust to the south, toward the oil-rich Dutch East Indies (Indonesia). Instead, on December 7, carrier-based Japanese bombers struck at Pearl Harbor naval base in Hawaii. The surprise attack damaged eight battleships and destroyed almost 200 aircraft. The United States immediately declared war on Japan. Four days later, Japan's allies, Germany and Italy declared war on the United States.

In 1941, Japan possessed a large navy and a greater number of Aircraft than could be mobilized by the United States. Prospects for a Japanese military victory depended on Japan's being able to defeat the Americans before the United States could retool its mighty industrial complex to produce military equipment. At this Japan failed and the United States was soon producing huge numbers of ships, aircraft and weaponry.

The United States government took unprecedented measures to mobilize the economy for war, including the enactment of wage and price controls and high income taxes. Gasoline and some foodstuffs were rationed, while production of automobiles, homes and many other consumer goods was virtually halted. Spurred by the fear that Germany might develop a nuclear weapon, the government spent \$2 thousand 37million on the top-secret Manhattan Project, which produced and tested an atomic bomb in 1945.

American, British and Soviet war planners agreed to concentrate on defeating Germany first. To relieve pressure on the beleaguered Soviet allies, the American Joint Chiefs of Staff recommended an invasion of France as early as

1942, but under pressure from British Prime Minister Winston Churchill, the Allies redirected their efforts toward the Mediterranean. Anglo-American forces landed in North Africa in November 1942 then proceeded to Sicily and the Italian mainland in 1943, liberating Rome on June 4, 1944, after months of bitter fighting. Two days later June 6, "D-Day", Allied troops landed in Normandy in the largest amphibious operation in military history. Paris was liberated on August 24, and by September, American units were across the German border. In December 1944, however, the Germans launched a ferocious assault in the Ardennes region of Belgium. It took a week for the Allies to regroup and a month to counterattack and to force a German withdrawal in what became known as the "Battle of the Bulge". This proved to be the last German offensive of World War II. Finally, on April 25, 1945, the western Allied forces met advancing Soviet troops at the town of Torgau, Germany. The Germans surrendered May 5, 1945.

In the Pacific, Japanese armed forces achieved a series of early victories. By May 1942, they had overrun the Philippines and forced the surrender of 11,500 Americans and Filipinos, who were treated brutally by their captors. In an atmosphere of war hysteria, 110,000 Japanese — Americans living in America's western states were forced into relocation camps. Government officials justified this action as a precaution against sabotage and espionage, but no Japanese — Americans were convicted of any act of disloyalty during the war, and many of them fought bravely in the armed forces.

By May 8, 1942, the Japanese threat to Australia was checked at the Battle of the Coral Sea. In June the main Japanese fleet steaming toward Hawaii was repulsed at the Battle of Midway, with the loss of four aircraft carriers. American cryptographers were adept at breaking Japanese codes so the Allies usually knew the strategy of the Japanese navy.

Over the next three years, American forces advanced toward Jap; by "island-hopping"— capturing some strategic islands in the Pacific and bypassing others. An Allied force under General Joseph W. Stillwell aided the Chinese, and troops under General Douglas MacArthur returned the Philippines in October 1944. The central Pacific island of Iwo Jima fell to the Americans in March and

Okinawa in June 1945. From those two islands, B-29 bombers launched devastating raids against Japanese cities.

American forces now prepared to invade the Japanese home island. In the hope of bringing the war to a swift end, President Harry Truman ordered the use of the atomic bomb against Hiroshima (August 6) and Nagasaki (August 9). Japan agreed to surrender on August 14. Nearly 200,000 civilians died in the nuclear attacks, but military experts agree that the casualties, Japanese and American would have been far greater if the Allies had been forced to invade Japan.

Tasks:

1. Read the text. Divide it into logical parts. Find the topic sentence of each part.

2. How well have you read? Can you answer the following questions?

1. What did Roosevelt announce in September 1939?
2. Why was a "lend-lease" bill enacted?
3. How many battleships were damaged as a result of the surprise attack?
4. What did the Japanese military victory depend on?
5. What measures were taken by the US government to mobilize economy for war?
6. When did Anglo-American forces land in Africa?
7. When is the "D-Day" observed? What happened on this day?
8. What is the "Battle of the Bulge"-noted for?
9. What victories did Japan achieve by May 1942?
10. Why did the Allies know the strategy of the Japanese navy?
11. Why did President Truman order to use the atomic bomb?

3. Give Ukrainian equivalents to the following word combinations:

to possess a large navy and aircraft; to respond to the aggression; to meet advancing Soviet troops; to achieve victories; to take unprecedented measures; nuclear weapon; top-secret project; military planners; to prepare for an assault; to overrun the country; an act of disloyalty; aircraft carriers; devastating raids; to retool an industrial complex; war implies; a thrust to the South; to advance toward.

4. Give English equivalents to the following word combinations:

війська висадилися в Нормандії; нести важкі втрати; обережність проти шпигунства; збройні сили; Японські бомбардувальники; військові перемоги; вторгнутися в країну; ядерна зброя; випробування ядерної бомби; зосередитися на знищенні; під тиском; мобілізація; виробляти військову продукцію; в атмосфері військової істерії; дозволити собі; військово-морські бази; проголосити нейтралітет; захопити стратегічно важливі острова.

5. Make up a plan of the text in the form of questions.

6. Retell the text using expressions given in Task 3.

III

VIETNAM WAR

American involvement in Vietnam did not begin with President Johnson. When Communist and nationalist rebels fought French colonialism in Indochina after World War II, President Truman sent military aid to France. After the French withdrew from Southeast Asia in 1954, President Eisenhower dispatched American advisers and aid to help set up a democratic, pro-Western government in South Vietnam. Under President Kennedy, thousands of military officers trained South Vietnamese warplanes into combat.

In August 1964, two American destroyers sailing in the Gulf of Tonkin reported attacks by North Vietnamese torpedo boats. President Johnson launched air strikes against North Vietnamese naval bases in retaliation. The first American combat soldiers were sent to Vietnam in March 1965. By 1968, 500.000 American troops had arrived. Meanwhile, the Air Force gradually stepped up B-52 raids against North Vietnam, first bombing military bases and routes, later hitting factories and power stations near Hanoi. But this massive application of military force succeeded only in devastating Vietnam.

Demonstrations protesting American involvement in this undeclared and, many felt unjustified war broke out on college campuses in the United States. There were some violent clashes between students and police. In October 1967, 200.000 demonstrators demanding peace marched on the Pentagon in Washington.

At the same time, unrest in the cities also erupted, as younger and more militant black leaders were denouncing as ineffectual the nonviolent tactics of Martin Luther King. King's assassination in Memphis, Tennessee in 1968, triggered race riots in over 100 cities. Business districts in black neighborhoods were burned, and 43 people were killed — most of them black.

Ever increasing numbers of Americans from all walks of life opposed the involvement of the United States in the war in Indochina, and in the 1968 election President Johnson faced strong challenges from two antiwar Democrats, Senators Eugene McCarthy and Robert Kennedy, brother of President John F. Kennedy. On May 31, facing a humiliating defeat at the polls and a seemingly endless conflict in Vietnam, Johnson withdrew from the presidential race and offered to negotiate an end to the Vietnam War. Robert Kennedy was assassinated, at the end of the primary campaign, and the voters narrowly elected Republican Richard Nixon. As president, Nixon appealed to "Middle America" — the "great silent majority" who were unhappy with violence and protest at home.

In Indochina, Nixon pursued a policy of "Vietnamization" gradually replacing American soldiers with Vietnamese. But heavy bombing of Communist bases continued and in the spring of 1970 Nixon sent American soldiers into Cambodia. That action caused the most massive and violent campus protests in the nation's history. During a demonstration at Kent State University in Ohio, National Guardsmen killed four students.

Then, as the American people perceived that the war was being ended, the situation quite suddenly changed. Quiet returned to the nation's colleges and cities. By 1973, Nixon had signed a peace treaty with North Vietnam, brought American soldiers home, and ended conscription. Students began rejecting radical politics and generally became more oriented toward individual careers. Many blacks were still living in poverty, but many others were finally moving into well-paid professions. The fact that many big cities Cleveland, Newark, Los Angeles, Washington, Detroit, Atlanta — had elected black mayor contributed to the easing of urban tensions.

Tasks:

1. Read the text. Divide it into logical parts. Find the topic sentence of each part.

2. How well have you read? Can you answer the following questions?

1. Who sent military aid to France?
2. Why were the American advisers dispatched to South Vietnam?
3. What happened in the Gulf of Tonkin?
4. When were the first American combat soldiers sent to Vietnam?
5. How many American troops had arrived by 1968?
6. What was the reaction of the Americans to the USA involvement in the war?
7. What was Martin Luther King's tactics?
8. Why did Johnson withdraw from the presidential race?
9. What policy did Nixon pursue in Indochina?
10. When were American soldiers sent to Cambodia?
11. When was a peace treaty signed?

3. Give Ukrainian equivalents to the following word combinations:

military aid; to dispatch advisers; to fly warplanes into combat; military bases; power stations; massive application of military force; undeclared and unjustified war; violent clashes; college campuses; to denounce the tactics; race riots; all walks of life; to face strong challenges from; the primary campaign; to pursue a policy of; heavy bombing; campus protests; to sign a peace treaty; to move into well-paid professions.

4. Give English equivalents to the following word combinations:

політичне вбивство; укласти мирний договір; військова допомога; неоголошена і несправедлива війна; військові літаки; бомбити військові бази; президентські вибори; проводити політику; жити в бідності; зробити внесок; знизити напруженість в містах; все зростаюче число американців; терпіти принижене положення; викликати масові протести; протестувати проти втручання у... .

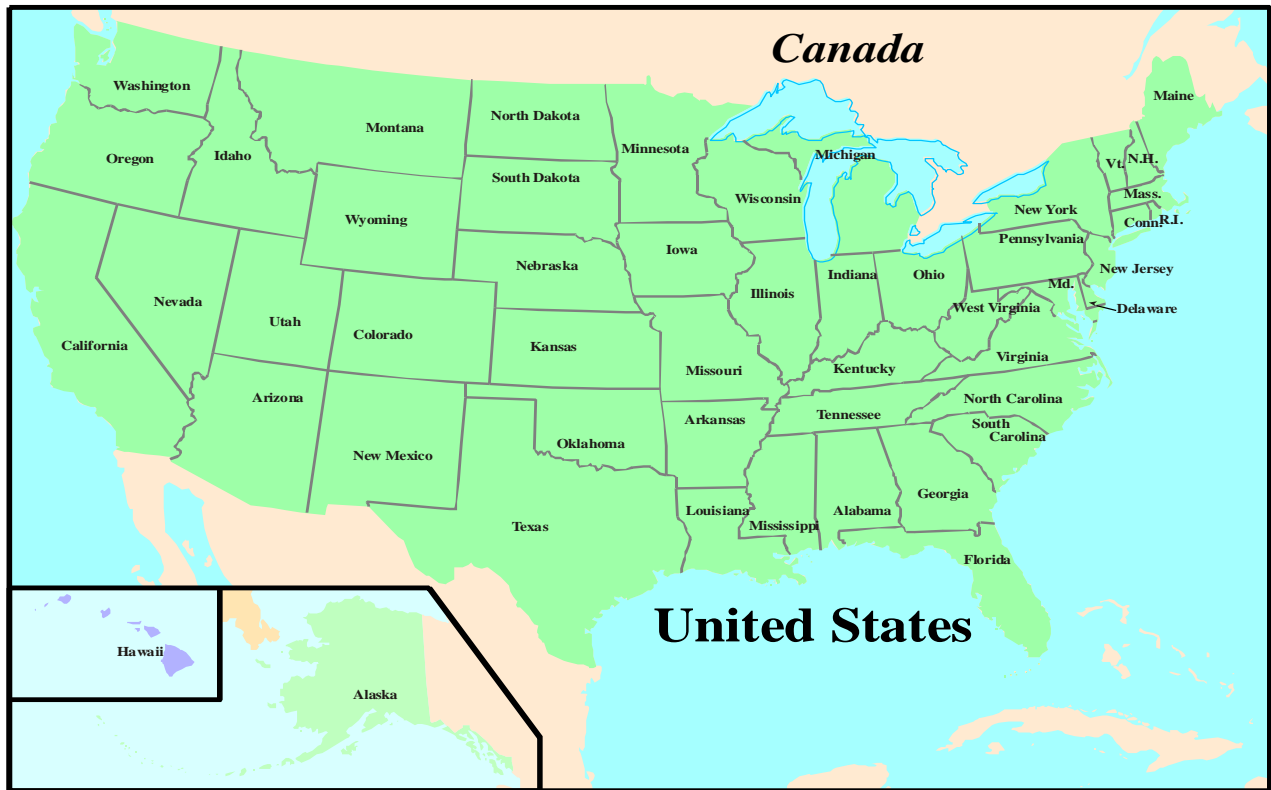
5. Make up a plan of the text in the form of questions.

6. Retell the text using expressions from Task 3.

II. THE GEOGRAPHY OF THE UNITED STATES

1. GENERAL INFORMATION

The United States is the fourth largest country in the world in land area. Forty-eight of the fifty states are in the middle of the North American continent between the Atlantic Ocean on the east and the Pacific Ocean on the west. It is about 3000 miles (4800 kilometers) from the east coast to the west coast and about



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1500 miles (2400 kilometers) from the Canadian border on the north to the Mexican border on the south. The island state of Hawaii is in the Pacific Ocean, and the state of Alaska is northwest of Canada.

The two main mountain ranges run north and south—the Appalachian Mountains in the eastern part of the United States and the Rocky Mountains in the west. Between them is the Great Plains. There is another mountain chain west of the Rockies—the Sierra Nevada and the Cascade ranges.

The longest river in the United States is the Mississippi. The Missouri and Ohio Rivers flow into the Mississippi, and the Mississippi flows south into the Gulf of Mexico. The major rivers in the western part of the United States are the Colorado and the Rio Grande. The highest mountains of the Rockies form the Continental Divide. Rivers to the east of the divide flow east, and rivers to the west of it flow into the Pacific Ocean.

The Great Lakes on the northern border of the country are Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario. The Great Salt Lake is in a desert area in the western part of the United States. The Mojave, the Gila, and the Painted Deserts are in the southwestern part of the country.

Tasks:

1. Write O for oceans, M for mountains, R for rivers, L for lakes, and D for deserts

1. ___ the Appalachians
2. ___ the Atlantic
3. ___ the Sierra Nevada Range
4. ___ Superior
5. ___ the Mojave and the Gila
6. ___ Michigan and Huron
7. ___ the Colorado
8. ___ the Ohio
9. ___ the Pacific
10. ___ the Rockies
11. ___ the Cascade Range
12. ___ the Missouri
13. ___ the Mississippi
14. ___ Erie and Ontario

2. Write T for true and F for false. Correct the false sentences

1. ____ In land area, the United States is the largest country in the world.
2. ____ All the states except Hawaii and Alaska are together on the North American continent between the Atlantic and Pacific Oceans.
3. ____ It is farther from the Canadian border to the Mexican border than from the east coast to the west coast.
4. ____ The two main mountain ranges in the United States are the Hurons and the Eries.
5. ____ Between the mountain chains are the Great Plains, and there is also a low plain along the Atlantic Ocean.

6. ____ The longest river in the United States is the Gulf of Mexico.
7. ____ The rivers west of the Rockies flow into the Pacific Ocean, and the rivers east of the Rockies flow east.
8. ____ The five Great Lakes are in the southwestern part of the country.
9. ____ The Mojave Desert is west of the Mississippi River.
10. ____ The Great Salt Lake is south of the Sierra Nevada and Cascade Mountains.

2. GEOGRAPHICAL AND ECONOMIC REGION OF THE USA

2.1. NEW ENGLAND

1. Read, look up and learn:

the Northeast ['no:θ'i:st]

Europe ['juərəp]

the Atlantic [ət'læntik]

the Pacific [pə'sɪfɪk]

New England ['nju: 'ɪŋlənd]

Boston ['bɒstən]

Portland ['pɔ: tlənd]

New Bedford ['nju: 'bedfəd]

Gloucester ['gloʊsɪstə]

2. Read the text and answer the following questions:

1. What parts may the text be divided into?
2. What are the main ideas of each part?

NEW ENGLAND

Over 350 years ago the first settlers arrived from Europe. The first settlers landed on the East Coast. They began clearing the forests and ploughing the soil. Settlers moved westward, ever seeking better land and greater opportunities. In this way the frontier moved across the United States, from the Atlantic to the Pacific.

The eastern part of the United States was covered with a great forest — one of the largest and densest in the world. The Appalachian highlands also acted as a barrier to slow the westward movement of settlers. But once across the highlands, a great fertile land of prairies and plains invited rapid settlement.

The Northeast is where American manufacturing began. The first factories were in New England. They produced cotton cloth. Power and raw materials are the basic ingredients of industry. Both are available in the Northeastern States. Coal, natural gas, oil, and of course, water power have long kept the Northeast well supplied with power.

But some of the Northeast's greatest industries depend on raw materials that must be imported. Almost all of the cotton, wool, silk, iron, copper, lead, zinc, rubber, and leather that flow into the Northeast's mills and factories are shipped into this region.

Fishing has been important in the Northeast. Many towns on the New England coast began as a fishing community. Boston, Portland, New Bedford, and Gloucester all were early fishing centers.

The Northeast is usually thought of as an industrial workshop of the United States.

(The Golden Book Picture Atlas. North America)

3. Find sentences in the text which give information about:

1. the way the frontier moved across the United States;
2. the effect of the forest and the Appalachian highlands on the westward movement of settlers;
3. the materials which are shipped into the North-east;
4. natural resources of this region;
5. the towns on the New England coast which began as a fishing community.

4. Say which facts given in the text were new to you?

2.2. GREAT LAKES

1. Read, look up and learn:

Lake Superior ['leɪksju(:)'pɪəriə]

Lake Ontario ['leɪkɒn'tɛriə]

Lake Michigan ['leɪk'mɪʃɪgən]

the St. Lawrence [s(ə)nt'lo:rəns]

Lake Huron ['leɪk'hjuərən]

Chicago [ʃɪ'kɑ:gou]

the St. Clair River [s(ə)nt'kleə'rɪvə]

the Mississippi [ˌmɪsɪ'sɪpɪ]

New Orleans [ˈnju:'o:lɪənz]

Lake Erie ['leɪk'ɪəri]

Buffalo ['bʌfəlu]

the Niagara [naɪ'æɡərə]

2. Skim through the text and say which of its paragraphs gives information about:

1. location of the Great Lakes;
2. their importance in the economic life of both the United States and Canada;
3. the season when the Great Lakes can be used as waterway.

3. Find the topical sentences in each paragraph of the text.

GREAT LAKES

Part of the boundary between the United States of America and Canada is formed by four of the five Great Lakes. The largest of them is Lake Superior, which, as its name implies, is the highest above the sea. South of it is Lake Michigan, entirely in the United States territory; to the east is Lake Huron, from the southern end of which the St. Clair River leads into Lake Erie. From Lake Erie the Niagara River rushes over the famous Niagara Falls into Lake Ontario, out of which flows the St. Lawrence River.

All the Lakes are connected by canals or navigable channels to form not only the largest body of fresh water in the world, but also the most important unit of inland waterway. The Lakes take a very important place in the economic life of both the United States of America and of Canada. From Chicago at the southwest end of Lake Michigan, railway lines radiate in all directions — across the Rockies to the Pacific Coast, southwards following the line of the Mississippi to New Orleans — and the city's prosperity has been much increased by its position as a lake port.

Another lake port is Buffalo, at the northern end of Lake Erie. It's the fourth largest port and the seventh industrial city in the United States of America. The

Lakes can be used only between the months of April and December, as they freeze in winter. The importance of the Lakes is not only commercial: along their shores are vast stretches of forest, meadowland, and grassland, as well as towns, camps, and small country towns.

(Oxford Junior Encyclopedia)

4. Find answers to the following questions in the text:

1. Where are the Niagara Falls situated?
2. What are all the Lakes connected by?
3. What lake ports can you name?
4. Do the Lakes freeze in winter or are they navigable all year round?
5. What is situated along the shores of the Lakes?

5. Complete the following sentences using information from the text:

1. Part of the boundary between the United States and Canada is formed by...
2. The names of the five Great Lakes are...
3. The largest of the Lakes is...
4. Only one lake is entirely in the United States territory. It is...
5. The Lakes are important for...

2.3. THE MIDWEST

1. Read, look up and. learn:

Ohio [o(u)'haɪəʊ]

Indiana [,ɪndɪ'æɪnə]

Illinois [,ɪlɪ'noɪ]

Iowa ['aɪəʊə] *uwu* ['aɪəwə]

Nebraska [nɪ'bræskə]

Kansas ['kænzəs]

Missouri [mɪ'zuəri]

Wisconsin [wɪs'kɒnsɪn]

Dakota [də'kɒtə]

Oklahoma [,ouklə'həʊmə]

Minneapolis [,mɪnɪ'æpəlɪs]

St. Louis [seɪnt'lu(:)ɪs]

Wichita ['wɪtʃɪto:]

Buffalo ['bʌfələʊ]

Lake Erie ['leɪk'ɪəri]

Detroit [dɪ'troɪt]

Michigan [mɪ'ɪɡən]

2. Read the first paragraph. Say what word is used many times in it.

3. Read the whole text and give headings for each paragraph in Russian.

THE MIDWEST

The eastern part of the Midwest is corn country. This region is often called the Corn Belt. Ohio, Indiana, Illinois, Iowa, Nebraska, Kansas, and Missouri are leading Corn Belt states. Farming is the Midwest leading industry. Corn is the pioneer American crop. It was certainly one of the first crops grown on American farms. The Indians taught the early settlers how to grow it. As the pioneers began to move westward, corn moved with them. In the Midwest these pioneers found an ideal climate for growing corn.

The northern part of the Midwest is a hay and dairy region. Wisconsin is the leading dairy state. Most of Wisconsin milk is made into cheese and butter. Nearly half of the cheese made in the United States comes from Wisconsin.

The drier western parts of the Midwest are wheat lands. From the Dakota's southward to Oklahoma is wheat country. The Midwest has everything to be a great manufacturing center. There is a big supply of raw materials — iron ore, livestock, wheat, and timber, etc.

Meat packing and flour milling are big Midwestern business. Railroads deliver wheat to the mills in Minneapolis, Kansas City, St. Louis, and Wichita. Buffalo, at the eastern end of Lake Erie in New York State, is a milling center. It is cheaper to transport goods by water than by rail; so every year grain ships deliver their cargoes of Midwestern wheat to the flour mills of Buffalo. Detroit is the center of automobile industry. Over half the motor vehicles and equipment made in the United States comes from the Midwest. And over two-fifths come from Michigan alone.

(The Golden Book Picture Atlas. North America)

4. Find answers to the following questions in the text:

1. What part of the USA is often called the Corn Belt?
2. What states are included into the Corn Belt?
3. What is the Midwest leading industry?
4. Who taught the early settlers how to grow corn?
5. What state is the leading dairy state of the Midwest?
6. Which parts of the Midwest are wheat lands?
7. What raw materials does the Midwest supply?
8. What city is a milling center of the Midwest?
9. What city is the center of automobile industry in this region?
10. Is the grain delivered to the mills of Buffalo by water or by rail?

2.4. THE SOUTH

1. Read, look up and learn:

the Gulf Coast [ˈgʌlfˈkoust]

Tennessee [ˌtenəˈsɪ:]

Louisiana [luːˈzɪænə]

Arkansas [ɑːˈkænzə]

Texas [ˈteksəs]

Birmingham [ˈbɜːmɪŋəm]

Florida [ˈflɒrɪdə]

Alabama [ˌæləbæmə]

2. Skim through the text and answer the following questions.

1. What parts may the text be divided into?
2. What is the main information given in each part?

3. Find the topical sentences in each paragraph of the text.

THE SOUTH

Most of the South is a land of long, hot summers. Winters are short and cool. There is abundant rainfall. This combination gives the South a long growing season.

In the past cotton, tobacco, and corn were the main crops of southern farming. Peanuts and soy beans are also important southern crops. Some southern ranches

are larger than those in the West. The mild southern winters mean year-round green pastures.

The South is rich in natural resources. Sulphur and salt are found along the western Gulf Coast in Louisiana and Texas. Most of the phosphate mined in the United States comes from the Gulf side of Central Florida. Some comes from Tennessee. More than nine-tenths of the bauxite mined in the United States comes from Central Arkansas.

There are great supplies of iron ore in the South, although it is mined only in a few places. Most of the iron ore is mined near Birmingham, Alabama. The ore has helped make Birmingham an important producer of iron and steel.

At least one-third of the natural gas reserves and one-fourth of the oil reserves in the United States are in the South. Oil and natural gas are helping refinery and chemical industry to develop in the South.

Southern coal-mines produce two-fifths of the US coal. Most of it is shipped to the northern states.

More than half of the southern landscape is covered with forests. Two-fifths of the country's timber comes from the South. More than half of the pulp and one-third of the paper of the United States come from the southern states.

(The Golden Book Picture Atlas.' North America)

4. Find answers to the following questions in the text:

1. What is the climate in the South of the USA like?
2. Are winters short or long in the South?
3. What three crops were grown in the past in the South?
4. What other crops are grown in the South?
5. What minerals are found along the western Gulf Coast in Louisiana and Texas?
6. Where does most of the phosphate mined in the United States come from?
7. Where is the bauxite mined?
8. Where is most of the iron ore mined?
9. What industries are developed in the South?
10. Where is the coal from the South shipped to?

5. Say which facts given in the text were new to you?

2.5. THE WEST

1. Read, look up and learn:

California [ˌkæliˈfɔːnjə]

Los Angeles [ləsˈændʒiːlz]

Hollywood [ˈhɒliwʊd]

San-Francisco [ˌsænfɾənˈsɪskəʊ]

Seattle [siˈætl]

Tacoma [təˈkəʊmə]

Portland [ˈpɔːtlənd]

Texas [ˈteksəs]

2. Skim through the text and say which of its paragraphs gives the information about:

1. the quantity of water in different parts of the West;
2. farming in California;
3. manufacturing in the Los Angeles area;
4. important industries of San Francisco;
5. the chief cities of the Pacific Northwest.

THE WEST

Only in few parts of the West there is enough quantity of water for farming. There are vast areas of desert. But there are places where enough rain falls to allow scrub plants to grow. There huge livestock ranches are found. Sheep ranches also use the dry lands. Sheep can browse on leaves, weeds, and woody plants which cattle will not eat. So sheep can live on parts of the western land where cattle cannot get along. The three states of the West Coast — California, Oregon, and Washington — have important farm lands.

California became part of the United States in 1845. When gold was discovered four years later, California's population grew rapidly. Wheat soon became the chief crop. Rice and barley became important too. Today four-fifths of California's crop lands are still used for grazing and for grains. But other more specialized crops produce nine-tenths of the value of California's farm products. There crops are cotton, vegetables, fruit, and dairy products.

California is now the country's second most important cotton-producing state. Only Texas grows more cotton. And California's farmers grow half of the country' fruit and vegetables.

The center of West Coast manufacturing is the Lo Angeles area. Los Angeles was a farm community. The oil was discovered. Oil brought manufacturing to this region. Aircraft manufacturing became the chief industry. Automobile assembly plants, tire manufacturing is also here.

In 1909 the first movie studio opened in Los Angeles. Today, the Los Angeles suburb, Hollywood, has become movie and television center.

Another West Coast manufacturing center is the San Francisco Bay area. Food processing and oil refining have been important in this area. And now electronics is an important industry.

The Pacific Northwest is the third west coast manufacturing center. Seattle, Tacoma, and Portland are the chief cities. The Northwest's natural wealth — timber, fish, and wheat — is processed and shipped to markets.

(The Golden Book Picture Atlas. North America)

3. Find answers to the following questions in the text:

1. What western states have important farm lands?
2. When did California become part of the United States?
3. What are the main crops grown in California?
4. When was the first movie studio opened in Los Angeles?
5. What are the chief cities in the Pacific Northwest?

4. Find sentences that give information about:

1. the reason why only few parts of the West are used for farming;
2. the reason why sheep ranches can use the dry lands;
3. the reason why the population of California grew rapidly;
4. the effect of the discovery of oil on the development of the Los Angeles area;
5. the natural resources of the Pacific Northwest.

2.6. ALASKA

1. Read, look up and learn:

Alaska [ə'læskə]

Jukon ['ju:kɒn]

Juneau ['dʒu:nəʊ]

Fairbanks ['feɪbæŋks]

Mt. McKinley ['maʊntmə'kɪnlɪ]

the Bering Strait ['berɪŋ'streɪt]

the Arctic Circle ['a:ktɪk'sə:kl]

Alcan ['ælkən]

2. Skim through the text about Alaska and say which of its paragraphs gives information about:

1. its location;
2. size;
3. discovery;
4. the earliest known inhabitants;
5. mineral resources.

3. Find in each paragraph of the text a sentence which best introduces or summarizes information.

ALASKA

In 1959 Alaska became the 49th state of the USA. Attitudes toward Alaska were different in 1867, when the peninsula was purchased from Russia. Then most Americans had little interest in "the land of icebergs and polar bears".

In those parts which lie above the Arctic Circle, Alaska still is a land of icebergs and polar bears. Ice masses lie buried in the earth, which is permanently frozen to a depth of several hundred feet. From early May until early August, the midnight sun never sets on this flat, treeless region, but it cannot melt the icy soil more than two-thirds of a meter down.

Alaska is America's largest state, but very few people live there. The capital of Alaska is Juneau.

The currents of the Pacific warm Alaska, and the Arctic chills it. Alaska lies between 71 degrees and 56 degrees north latitude, stretching southward from the Arctic Ocean to the Pacific Ocean. This immense tongue of land is sharply divided into three distinct regions. In the north, Arctic Alaska reaches from the Arctic Ocean to the rough mountains of Brooks Range. Central Alaska lies between Brooks Range and Alaska Range, where Mt. McKinley raises — the highest peak in North America. From the western face of the Alaska Range, another block of territory slopes down toward the Bering Sea and Russia. Arctic Alaska has been the home of the Eskimos for countless centuries. It is believed that the Eskimos moved there from Mongolia or Siberia. A short route for their passage would have been the Bering Strait, which is named for Vitus Bering, the sea captain who discovered Alaska on his voyage to Russia in 1741.

The Eskimos and the American Indians of southeastern Alaska are the state's earliest known inhabitants. Russian fur traders established settlements, but by the time that Russia offered to sell Alaska to the United States, most of the traders had departed.

The gold was discovered in the Canadian Yukon. Thousands of Americans rushed into Alaska, on their way to Canada. Some never left Alaska, and some returned there from the Canadian gold fields when gold was discovered at home in 1889 and at Fairbanks in 1902.

After fishing, Alaska's chief industry is lumber and paper production. There are also large deposits of coal, copper, gold, and other important minerals.

(The USA— Its Geography and Growth)

4. Find answers to the following questions in the text:

1. When did Alaska become the 49th state of the USA?
2. What were the attitudes to Alaska?
3. Which is the largest state in the USA?
4. What is the capital of Alaska?
5. Which is the highest peak in North America?
6. What mountains on the territory of Alaska can you name?
7. Who discovered Alaska and when?

8. Who are the earliest inhabitants of Alaska?
9. What was discovered in the Canadian Yukon?
10. What is Alaska's chief industry?

2.7. HAWAII

1. Read, look up and learn:

Hawaii [ha:'wai:]

Polynesian [,pɒlɪ'nɪzjən]

the Philippines ['fɪlɪpi:nz]

Oahu [ou'a:hu:]

Japan [dʒə'pæn]

China ['tʃaɪnə]

Korea [kə'riə]

Mauna Loa ['mauna:'loua:]

Maui ['ma:uɪ]

Honolulu [,hɒn(ə)'lu:lu:]

Pearl Harbor ['pɜ:l'hɑ:bə]

Waikiki [,waɪ'kɪkɪ]

HAWAII

Famous American author, Mark Twain, once called Hawaii "the loveliest fleet of islands that lies anchored in any ocean".

In the fifth or sixth century, daring Polynesian voyagers sailed to Hawaii across thousands of miles of the Pacific in their double canoes. They are believed to have been the island's first inhabitants. British Captain James Cook accidentally rediscovered Hawaii in 1778, and trader and priests and ministers soon followed. Today, about 900,000 people inhabit the island chain's land area of 16, 7 thousand square kilometers. B origin, they are most closely related to the countries Asia and the Pacific — chiefly Japan, the Philippines, China, and Korea. Only about one-

sixth of the inhabitants originated in Europe or America. In 1900 the Hawaiian former kingdom was annexed by the USA, and in 1959 it became its fiftieth state.

About 3,500 kilometers separate Hawaii from California, its closest sister state.

The twenty islands of Hawaii lie upon the Pacific, from southeast to northwest. They belong to the hot-climate, but the climate is rather less hot because of the ocean currents that pass their shores, and because of the winds that blow across the land from the northeast. On the larger islands, volcanic mountains, from which lava flows rise up out of the sea. Along the gently sloping land areas to the southeast, there are beaches of yellow, white and black sands.

The largest island, Hawaii, lies at the southeastern end of the chain and is almost twice as large as all other islands combined. Five volcanoes gave the island its form.

Of the two active volcanoes, Mauna Loa is the world's largest. It towers above the scenic Hawaiian National Park, which stretches from the mountain peak across the sea to the neighboring Maui. Hot-climate plants, sandy desert, waterfalls, craters, and caves make the park a tourist attraction.

The best known of all the islands is the third largest, Oahu. Oahu, a diamond-shaped plot of earth, is the canister of Hawaiian life. Honolulu, capital and largest city, spreads out at the foot of the volcanic mountain range. It is home for more than half of all Hawaiians. Close to it lies Pearl Harbor, where the United States Pacific Fleet is based. Waikiki Beach extends along the shore from Honolulu to Diamond Head, a dead volcano.

The rich volcanic soil of the islands has been made to flourish through scientific agriculture and man-made waterways.

The first official ties between Hawaii and the United States were through trade in sugar. Pineapple, the second most important crop, is grown on five islands.

(The USA— Its Geography and Growth)

2. Find sentences in the text that give information about:

1. the discovery of Hawaii;
2. the origin of its population;

3. the climate of the islands;
4. the volcanoes of the islands;
5. the island of Oahu.

3. Find answers to the following questions in the text:

1. How did Mark Twain call Hawaii?
2. Who are believed to be the first inhabitants of Hawaii?
3. What is the population of Hawaii?
4. When did Hawaii become the fiftieth state of the United States?
5. How far is it from Hawaii to California?
6. How many islands are there in Hawaii?
7. What is the climate of Hawaii?
8. Which is the largest island of Hawaii?
9. Which is the best known of all the islands? 10) What city is the capital of Hawaii?

4. Say which facts given in the text were new to you?

2.8. ROCKY MOUNTAINS

1. Read, look up and learn:

Wyoming [waɪ'oumɪŋ]

Montana [mɒn'tænə]

Yellowstone ['jelo(u)stoun]

the Columbia [kə'lambɪə]

Colorado [kələ'ra:dou]

the Rio Grande ['ri:ɔ(u)'grændɪ]

glacier ['glæsjə]

the Mississippi [,mɪsɪ'sɪpɪ]

ROCKY MOUNTAINS

This system of parallel mountain ranges stretches down the western side of North America from Alaska to New Mexico.

For long, the Rockies cut off the Pacific seaboard of Canada and the United States from the rest of North America. In the early 19th century they were visited only by bear, puma, deer, and other fur-bearing animals. Later, the discovery of

gold, copper, coal, silver, lead, and iron, of the oil-fields in Wyoming, and of one of the largest phosphate areas in the world in Idaho led to the building of roads and railroads. Within the Rocky Mountains there are many national parks where trees, plants, animals and birds are protected, largest of these is the Yellowstone National Park in Wyoming, with its great Geysers, its herds of bison, deer, and antelope. Then there are the Rocky Mountain National Park in Colorado, and the Glacier National Park Montana. The latter has about sixty small glaciers and hundreds of alpine lakes in its rugged mountains.

Among all the wonders and curiosities of the Rockies, two perhaps deserve mention. One is the grizzly bear, now rather rare inhabitant, whose fierceness and shyness, great size and extreme deftness in moving have made him almost a legendary animal.

The other is the great redwood tree, with its amazingly tall, straight trunk, branchless for hundreds of feet from the ground.

Several great rivers rise in the Rocky Mountains, including the Colorado, the Columbia, the Rio Grande, and several of the great tributaries of the Mississippi. The belting snows of the great summit areas and the rainfall on the windward eastern slopes of the mountains supply these rivers abundantly with water.

(Oxford Junior Encyclopedia)

2. Find sentences in the text that gives information about: a; the reason why the roads and railroads were built the Rockies:

1. the reason why the roads and railroads were built in the Rockies;
2. the national parks within the Rocky Mountains;
3. the animals which visited the Rockies in the early 19th century;
4. the two wonders of the Rockies;
5. the rivers which rise in the Rockies.

3. Find answers to the following questions in the text:

1. Where do the Rocky Mountains stretch?
2. What did the Rockies cut off for a long time?
3. Who visited the Rockies in the early 19th century?

4. What minerals were discovered in the Rockies?
5. Are there any parks in the Rockies?
6. Which is the largest national park in the Rockies?
7. What animals are protected in the Yellowstone National Park?
8. How many glaciers and alpine lakes are there the Rockies?
9. What rivers rise in the Rocky Mountains?
10. What are the most famous curiosities of the Rockies?

4. Complete the following sentences using the informants from the text:

1. The Rockies stretch down...
2. The largest of the national parks in the Rockies is,
3. Other national parks in the Rockies are...
4. The two curiosities of the Rockies are...
5. Several great rivers rise in the Rockies, including...

2.9. GREAT SALT LAKE

1. Read, look up and learn:

Utah [ˈju:to]

the Weber [ˈwebə]

the Jordan [ˈdʒo:dn]

the Bear [beə]

2. Skim through the text and say of its three paragraphs gives information about:

1. location of the Great Salt Lake;
2. explanation of its name;
3. reasons for the decrease in its size.

GREAT SALT LAKE

The Great Salt Lake is in the northwest of the state of Utah, close to Salt Lake City, the capital. It is so salty that the human body cannot sink in it. Its present area is much smaller than the ancient lake of which it is a remnant.

The decrease in size is due partly to evaporation, partly to the diversion for irrigation of some of the streams which fill it. The saltiness of the lake has increased as its area has diminished, and today it is about six times as salty as the

ocean. Three large rivers flow into the Great Salt lake from the mountains to the east and southeast — the Jordan, the river upon which Salt Lake City stands, the Weber, and the Bear. But it has no outlet. There are many islands. The largest is Antelope Island.

The existence of the Great Salt Lake was known to early travellers. In 1689 the white men were told by Indians of "a Salt Lake 300 miles in circumference", and in 1776 it was reached by other white men. For a long time it was thought, because of the lake's saltiness, that it must be an arm of the Pacific Ocean.

(Oxford Junior Encyclopedia)

3. Find answers to the following questions in the text:

1. Where is the Great Salt Lake situated?
2. What city is the capital of the state of Utah?
3. How salty is the Great Salt Lake?
4. Is its size decreasing or increasing?
5. How did its saltiness change with the diminishing of its area?
6. What rivers flow into the Great Salt Lake?
7. Which is the largest island in the Great Salt Lake?
8. When were the white men told about the existence of the Great Salt Lake?
9. Who told them about the lake?
10. Why was it thought that the lake was an arm of the Pacific Ocean?

4. Complete the following sentences using the information from the text:

1. The capital of the state of Utah is...
2. The decrease in size of the lake is due to...
3. The three large rivers which flow into the Great Salt Lake are...
4. The largest island in the lake is...
5. The existence of the Great Salt Lake was known

5. Find two place names in the text which are also the name of the animals. What other place names of this kind do you know?

2.10. CLIMATE

1. Read, look up and learn:

mountainous [ˈmaʊntɪnəs]

lowlands [ˈləʊləndz]

the Equator [ɪˈkweɪtə]

moist air [ˈmoɪstˈeə]

CLIMATE

The United States occupies a large area in the central part of the North American Continent. Winters in the northern part of the country are long and cold. In the South, winters are much shorter. Average temperature in January is mild. As the northern part of the country has such long winters, the growing season is quite short.

In the South the growing season is much longer. In fact, in some of the states it is nine months long. The climate of these places is affected by other things besides the distance from the Equator. Landforms also affect climate. For example, a great belt of mountainous land stretches along the western edge of North America, from Alaska south to Panama. Some of these mountains are so high that snow can be seen on their peaks even in summer. Summer days are often bright and warm in the mountains, but the nights are cold. The growing season is far shorter than in the lowlands. Oceans also affect climate. Winters are colder in the interior than along the coasts, and summers are warmer.

Parts of the Pacific Coast are very wet. The high mountains of this region are responsible for all this rain. They catch the moist air that blows in from the Pacific Ocean.

To the east, beyond the mountains, there is a vast dry region. This dry land extends from Canada to Mexico. But still farther east, in the Southeastern United States, you can find another wet region. Here warm, moist air blows inland from the Atlantic Ocean and the Gulf of Mexico. This air brings plenty of rain to the Southeastern States. The Northern States east of the Mississippi also receive ample Moisture.

(The Golden Book Picture Atlas. North America)

2. Find the sentences in the text that give information about:

1. winters in different places of the United States;
2. the length of the growing season in different parts of the country;
3. the effect of the ocean on the climate;
4. the effect of the mountains on the climate;
5. the effect of the warm, moist air from the Atlantic Ocean and the Gulf of Mexico on the climate.

3. Find answers to the following questions in the text:

1. How does the climate differ in different places] North America?
2. What part of the North American Continent dc the USA occupy?
3. What factors influence the climate?
4. Are winters colder in the interior or along t]j coast?
5. Why are some parts of the North American Continent on the Pacific Coast very dry?

4. Divide the text into several parts. Choose in each part sentence which best introduces or summarizes the information.

III. POLITICAL SYSTEM

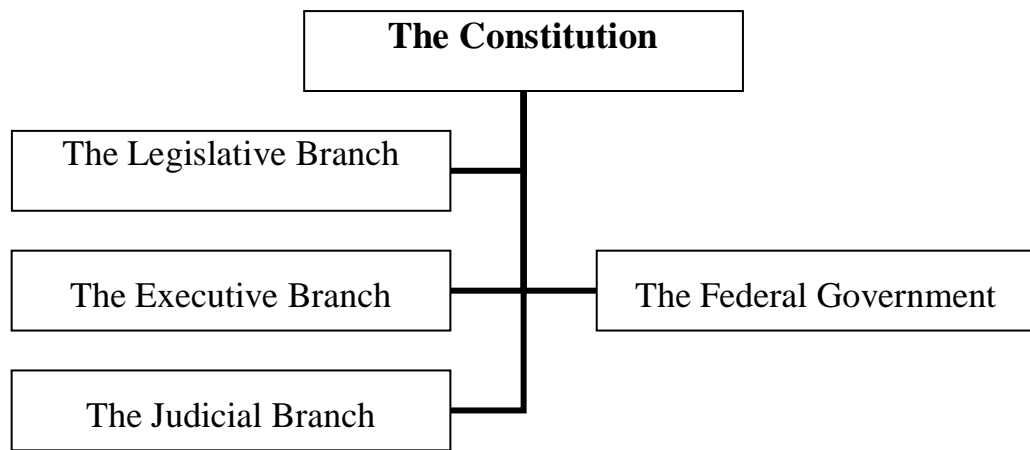
1. THE FEDERAL GOVERNMENT

THE AMERICAN SYSTEM OF GOVERNMENT

The United States is a democratic republic (*a* representative democracy). The national government is a government of all the people and their representatives (elected officials). It is called the federal government because the nation is a federation, or association, of states.

The U.S. Constitution gave the federal government only limited powers, the powers stated in the Constitution. All other powers belong to the individual states.

The Founding Fathers established three branches of government: the legislative, the executive, and the judicial. Each branch has different functions and powers under the principle of separation of powers. There is also a system of checks and balances so that each branch has some control over the other two branches. This way, no one group can have too much power.



1. Match the words with their meanings. Write the letters on the lines:

- | | |
|------------------------------------|--|
| 1. __ a democratic republic | a. an association |
| 2. __ representatives and senators | b. having different functions |
| 3. __ the Federal Government | c. the legislative, the executive, and the judicial |
| 4. __ a federation | d. only those powers stated in the Constitution |
| 5. __ limited powers | e. a government of the people (a representative democracy) |
| 6. __ the branches of government | f. elected officials |
| 7. __ the separation of powers | g. the national government |
| 8. __ checks and balances | h. a system of control of each branch over the other two. |

THE THREE BRANCHES OF GOVERNMENT

The legislative branch is called Congress. It consists of the Senate and the House of Representatives. It is the responsibility of Congress to propose and pass laws. In the system of checks and balances, Congress can refuse to approve Presidential appointments and can override a Presidential veto.

The executive branch consists of the President, the Vice President, the Cabinet and the thirteen Departments, and the independent agencies. It's the responsibility of the executive to enforce laws. The President has the power to veto (reject) any bill (law) of Congress. He appoints all Supreme Court Justices.

The judicial branch consists of the Supreme (highest) Court, eleven Circuit Courts of Appeals, and ninety-four District Courts. This branch explains and interprets laws and makes decisions in lawsuits. It has power over the other two branches because it can declare their laws and actions unconstitutional (against the principles of the Constitution).

2. Answer these questions about the three branches of government

	the Legislative	the Executive	the Judicial
1. What does it consist of?	<i>the Senate</i>		
	<i>the House of Representatives</i>		
2. What are its responsibilities?			
3. What powers does it have under the system of checks and balances?			

2. POLITICAL PARTIES

The U.S. Constitution does not talk about political parties, but they began during George Washington's term of office. On one side were the Federalists. They wanted a strong federal government. On the other side, the Democratic-Republicans wanted to limit the power of the national government. Their leader was Thomas Jefferson, and their group later became the Democratic Party.

Some of the early political parties, such as the Federalists and the Whigs, no longer exist. Since 1854, the two major parties have been the Democrats and the Republicans. Smaller parties have lasted for only a short time, "Third parties"

have won in local elections, but their candidates have never won a Presidential election.

Many people say that there is not much difference between the Republican and Democratic Parties. "Liberal" politicians usually favor reform (change) and progress. "Conservative" politicians usually oppose change. But both liberal and conservative members belong to the two major political parties, and their ideas often change with the times and the issues.

1. Write T for true and F for false. Correct the false sentences

1. _____ Article 2 of the U.S. Constitution establishes political parties.
2. _____ During the time of George Washington, the Federalists supported a strong federal government, but the Democratic-Republicans wanted to limit government power.
3. _____ Thomas Jefferson was the leader of the Whigs, a third party in opposition to change.
4. _____ Since 1854, the two major political parties have been the Whigs and the Libertarians.
5. _____ Voters have elected some third-party candidates to local office but never to the Presidency.
6. _____ All Democrats are conservative and all Republicans are liberals.
7. _____ Liberal politicians usually support reform, and conservative candidates oppose it.
8. _____ Political parties, candidates, and their ideas have changed with the times and the issues.

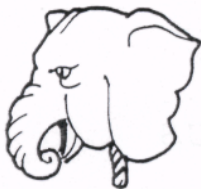
2. Work in pairs. Each of you studies the information about a different one of the two major political parties. Summarize your information for your partner



1. The Democratic Party is the oldest party in the United States. In 1829, Andrew Jackson became the first Democratic President. Since that time, the issues of the nation and the ideas of the party have changed.

Both the major parties have liberal and conservative members, but in general people consider the Democrats today more liberal than the Republicans. Democrats often want the government to establish social programs for people in need, such as the poor, the unemployed, and the elderly. They usually say they believe in equal rights for women and minorities and they oppose nuclear weapons and too much military spending. The symbol of the Democratic Party (from political cartoons) is the donkey.

2.



The Republican Party, sometimes called the G.O.P. (the Grand Old Party), began in 1854 over the issue of slavery. Republicans oppose slavery. The first Republican candidate to become President was Abraham Lincoln.

After the Civil War, Republicans got interested in farm, land, and business issues.

In general, Republicans vote more conservatively than Democrats. They want government to support big business but not to control the lives of citizens. They often oppose government spending for social programs but support military spending. The party symbol is the elephant.

3. Which party is each sentence about? Write R for the Republican and D for the Democratic

1. ___ It is the oldest political party in the United States.
2. ___ It is sometimes called the G.O.P.
3. ___ Its first President was Abraham Lincoln.
4. ___ Its first President was Andrew Jackson.
5. ___ It is generally more liberal than the other party.
6. ___ Its members usually prefer to spend tax money for military purposes rather than for social programs.
7. ___ Its members do not want the government to control the lives of individuals.
8. ___ The party symbol is the donkey.

4. Tell about other political in the United States or your native country

3. THE LEGISLATIVE BRANCH

1. Work in pairs or groups. Discuss these questions about the legislative branch of the federal government and decide on the answers. Then check your answers on page 91

1. What is the legislative branch of U.S. government called?
 - a. Congress
 - b. Parliament
2. What is a "bicameral" legislature?
 - a. one with cameras
 - b. one with two houses (divisions)
3. What are the two houses of Congress?
 - a. the Council and the Supreme Soviet
 - b. the Senate and the House of Representatives
4. Who is President of the Senate? (What is his office?)
 - a. Mayor of Washington, D.C.
 - b. Vice President of the U.S.
5. Who presides if the President of the Senate is absent?
 - a. the President pro tempore
 - b. the Vice President of the U.S.
6. Who presides over the House of Representatives (the House)?
 - a. the President of the U.S.
 - b. the Speaker of the House
7. What party does the Speaker of the House usually belong to?
 - a. no political party
 - b. the majority political party

2. Facts about Congress

	the Senate	the House
Number of Members	100	435
Number of Members Per State	2	determined by state population
Length of Term	6 years ¹	2 years ¹
Number of Terms	no limit	no limit
Age Requirement	at least 30	at least 25
Citizenship Requirement	at least 9 years as a U.S citizen	at least 7 years as a U.S. citizen
Dates of Regular Session	January 3 to adjournment	January 3 to adjournment

3. Make sentences about the information in B with these sentence patterns

1. The

Senate
House of Representatives

 has _____ members.
2. The number of

Senators
Representatives

 for each state is _____.
3. Each

Senator
Representative

 serves in Congress for _____ years.
4. There is _____ on the number of terms for each

Senator
Representative

.
5. To run for Congress, a

Senator
Representative

 must be at least _____ years old and a U.S. citizen for at _____.
6. A regular session of the

Senate
House

 is from _____ to _____.

4. Write the words from the chart on the next page

1. To begin the law-making process, either a Senator or a _____ can write a _____.
2. The bill then goes to a _____ of the same house.
3. The committee can call _____, _____ (postpone) the bill, send it back to the full house without a _____, or _____ (change) the bill.
4. If the Senate or House _____ the bill, it does not become law.
5. If the Senate or House _____ the bill, it goes to the other house of Congress and its committee.
6. If the second house passes the bill, it goes to _____.
7. If the President signs the bill, it _____.
8. If the President _____ (rejects) the bill, the Congress can _____ the veto, and it becomes law anyway.

HOW CONGRESS MAKES LAWS

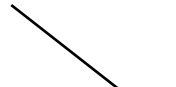
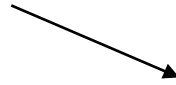
1. A Senator or Representative writes a bill ¹.



2. The bill goes to a committee of the Senate or House. The committee can call public hearings.



It can table (postpone) the bill².



It can send the bill back to the full house without a recommendation³.



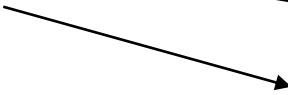
It can amend (change) the bill.

1. The full Senate or House debates the bill and can amend it.



The Senate

or House defeats the bill.



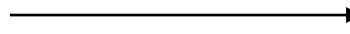
The Senate or House passes the bill.

2. The bill goes to a committee of the other house.

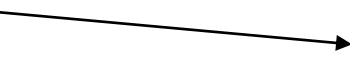


5. The second house debates the bill⁴.
The second house defeats the bill.

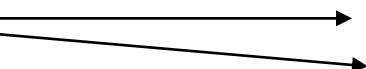
The second house



The second house passes the bill.

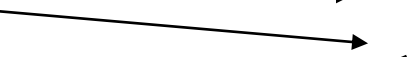


6. The bill goes to the President⁵.
The President signs the bill, and it becomes law.

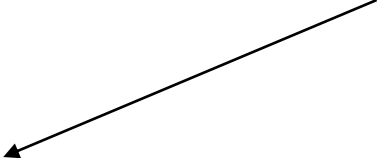


The President

The President vetoes (rejects) the bill.



7. Congress overrides the veto (passes the bill).
The bill does not become law.



The bill does not



8. The bill becomes law.



¹A bill concerning taxes or the budget must begin in the House of Representatives.

² If a committee tables a bill, Senators or Representatives can force it out of committee with a majority vote.

³This step often "kills" the bill.

⁴If the second house of Congress amends the bill, the first house must agree to the changes.

⁵If the President does nothing and Congress adjourns within ten days, the bill does not become law.

4. THE EXECUTIVE BRANCH

1. Work in pairs. Look only at this page and ask your partner these questions about the President of the United States. Your partner will tell you the answers from the next page. Take notes on the information

1. What are the qualifications (requirements) for President?
2. What are the qualifications for Vice President?
3. For how many years may a President serve?
4. If the President dies, who becomes- President?
5. Where does the President live and work?
6. How should people address the President?

2. Work in pairs. Look only at this page and tell your partner the steps in electing a President

1. Political parties choose their candidates in state caucuses (conventions) or state primaries (elections).
2. Political parties hold national conventions to choose their candidates for President and Vice President. Convention delegates vote for the choices of the voters in their states.
3. All candidates campaign until Election Day, the first Tuesday after the first Monday in November. Then the voters make their choices.
4. Electors (members of the Electoral College) cast their votes for President and Vice President. The candidates with the majority (more than half) of the electoral votes win.
5. If no candidate wins the majority of the electoral votes, the House of

Representatives chooses the new President.

6. The new President takes office during the inauguration (formal ceremony) on January 20 after the election.

3. Work in pairs. Look only at this page. To answer your partner's questions about the President, find the information and tell it to your partner. He or she will take notes

- The President travels a lot, but he or she lives and works at the White House in Washington, D.C.
- The President's term of office is four years, and no President may serve for more than two terms in a row.
- To qualify to serve, the President must be a born U.S. citizen and at least thirty-five years old. He or she must have lived in the United States for at least fourteen years.
- Visitors address him as Mr. President.
- The qualifications for Vice President are the same as the qualifications for President.
- If the President dies, these officials take over the position in this order: the Vice President, the Speaker of the House of Representatives, the President pro tempore of the Senate, the Secretary of State, the other twelve members of the Cabinet.

4. Work in pairs. Your partner will tell you the steps in electing a President. Number them 1-6 on the lines in correct order

_____ Electors (members of the Electoral College) cast their votes for President and Vice President. The candidates with the majority of the electoral votes win.

_____ Political parties hold national conventions to choose their candidates for President and Vice President. Convention delegates vote for the choices of the voters in their states.

_____ The new President takes office during the inauguration (formal ceremony) on January 20 after the election.

_____ If no candidate wins the majority of the electoral votes, the House of Representatives chooses the new President.

_____ All candidates campaign until election day, the first Tuesday after the first Monday in November. Then the voters make their choices.

_____ Political parties choose their candidates in state caucuses (conventions) or state primaries (elections).

5. In your own words, tell the steps in electing a President

6. The Electoral College

U.S. citizens do not vote on federal laws because the U.S. system of government is a representative democracy, but they do choose the President and Vice President of the United States. However, the system of electing these officials is an indirect one.

When voters choose candidates on Election Day, they are actually voting for presidential "electors." The numbers of electors in each state is equal to the number of senators and representatives from that state in Congress. Because states with large populations have more representatives than states with fewer people, they have more power in an election. The Electoral College is based on a "winner-take-all" system. The winner of the majority of votes in each state gets all of that state's electoral votes. For example, the candidate with over fifty percent of the popular (total) vote in California gets all of that state's electoral votes, even if he or she won with only a small majority.

Because of the Electoral College system, occasionally the candidate with the majority of the popular vote loses the presidential election. This is unusual, however.

In December the electors meet in their state capitals to cast their votes and send them to the U.S. Senate. On January 6 the members of Congress meet to count the votes.

7. Write T for true and F for false. Correct the false sentences

1. _____ U.S. citizens vote on federal laws, but they can't vote for Presidential or Vice Presidential candidates.
2. _____ Voters choose the President and the Vice President of the United States directly through the popular vote.

3. ____ Large states have more electoral votes than small states because their number of electors depends on the number of senators and representatives from the state in Congress.
4. ____ Candidates receive the same percentage of electoral votes from each state as their percentage of popular vote.
5. ____ Even if a candidate receives forty-nine percent of the votes in a state, he or she "loses" the state (gets no electoral votes) in a "winner-take-all" system.
6. ____ The candidate with the majority of the popular vote can still lose the national election.
7. ____ The electors of the Electoral College meet to cast their votes, and the members of Congress meet to count them.

8. The Cabinet, the Departments, and the Agencies

It is the responsibility of the executive branch of the federal government to enforce the U.S. Constitution and federal laws. The President is the Chief Executive and head of the government. The Vice President, the fourteen Cabinet members (usually called Secretaries) and their Departments, and the federal agencies are also part of the executive branch.

The President chooses the members of his Cabinet (the heads of the departments), and the Senate approves his choices. The fourteen departments are the Departments of:

State	the Interior	Health	Transportation
the Treasury	Agriculture	Human Services	Education
Defense	Commerce	Housing	Energy
Justice	Labor	Urban	Veterans Affairs
		Development	

Many federal agencies provide special services and may be temporary. Some well-known agencies are the Civil Rights Commission, the Environmental Protection Agency, the Federal Trade Commission (FTC), the National Aeronautics and Space Administration, the United States Postal Service, and the Veterans Administration (VA).

9. Write T for true and F for false. Correct the false sentences

- 1. ____ The executive branch makes laws but does not enforce them.
- 2. ____ The Vice President, the Chief Executive of government, chooses the members of the Cabinet with the approval of the voters.
- 3. ____ There are fourteen government departments, and their heads are usually called Secretaries.
- 4. ____ The State Department, the Department of the Treasury, and the Department of Commerce are federal agencies.

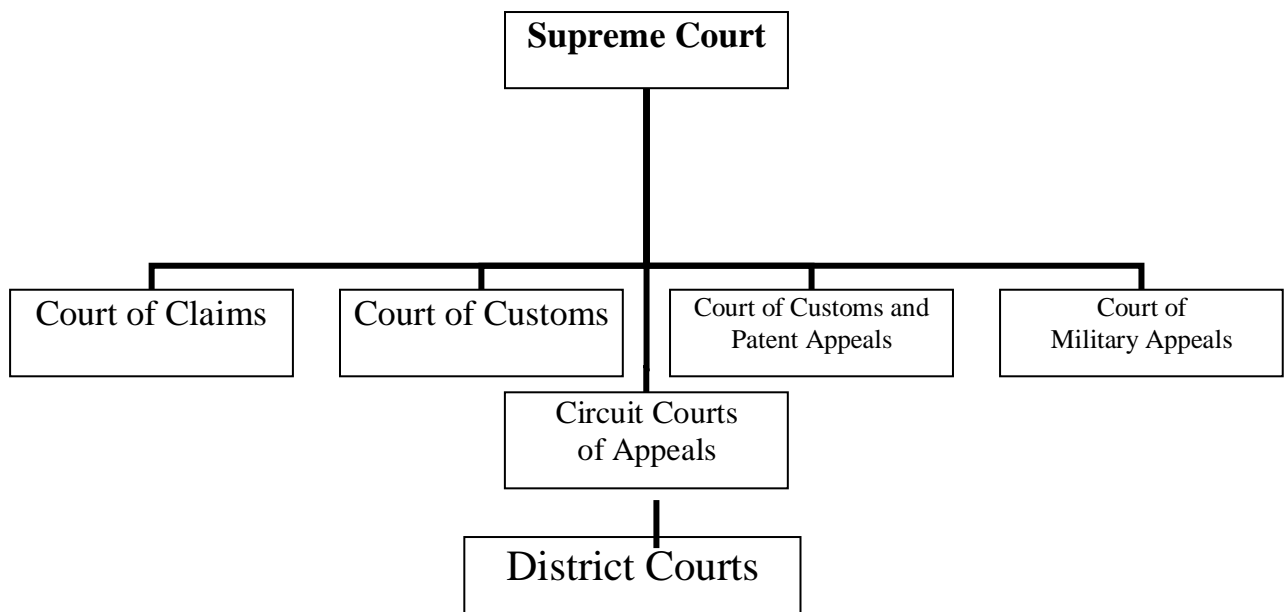
10. Do you remember or can you guess the functions of the officials and the departments and agencies of the executive branch? Complete this sentence in various ways

EXAMPLE: It is the responsibility of the Department of State to advise the President in foreign policy.

It is the responsibility of _____ to _____.

5. THE JUDICIAL BRANCH

1. Work in groups. Discuss these questions about the judicial branch of the federal government and decide on the answers. Then check your answers on the next page



- 1. What is the highest court of the land?
 - a. the Supreme Court
 - b. the Presidential Tribunal

2. The Supreme Court is the "Last Court of Appeal." What does this mean?
 - a. No other court has higher decision-making power.
 - b. Citizens can appeal its decision (take the same case) to lower courts.
3. What does the Supreme Court do?
 - a. It approves or overturns decisions of lower courts and explains and interprets laws.
 - b. It hears cases from individual citizens without lawyers.
4. In the system of checks and balances, how does the judicial branch have power over _____ the other two branches of government?
 - a. The Supreme Court appoints all judges.
 - b. The Supreme Court can decide on the constitutionality of laws and Presidential actions.
5. Where is the Supreme Court?
 - a. in every state capitol
 - b. in Washington, D.C. (the nation's capital)
6. Who chooses the justices of the Supreme Court?
 - a. The voters elect them.
 - b. The President appoints them, but the Senate must approve them.¹
7. Who chooses the Chief Justice (head judge) of the Supreme Court?
 - a. the President and the Cabinet
 - b. The nine justices of the Supreme Court elect him or her.
8. Has there ever been a woman Supreme Court justice?
 - a. Yes. Sandra Day O'Connor became the first woman justice in 1981.
 - b. No, because the Constitution states that all Supreme Court justices must be men.
9. How long do Supreme Court justices serve?
 - a. for the same length of time as senators from their states
 - b. for life
10. Must the Supreme Court hear all appeals from lower courts?
 - a. Yes, because hearing appeals is its only responsibility.

b. No. It takes only the more important cases (especially cases concerning individual rights and the constitutionality of laws or actions).

11. Can the President or Congress abolish the Supreme Court?

a. Yes, with a two-thirds majority of both houses.

b. No. Only a Constitutional Amendment could abolish it.

12. What other kinds of courts and how many of them are there in the federal system?

a. eleven Circuit Courts of Appeal and ninety-four District Courts

b. two Executive Courts and three Legislative Courts

13. Are there any special federal courts?

a. Yes. There are a Court of Claims, a Court of Customs, a Court of Customs and Patent Appeals, and a Court of Military Appeals.

b. No. All courts must accept all kinds of cases.

14. What do the Circuit Courts of Appeals do?

a. They hear appeals (requests to hear the case again) from lower courts.

b. They overturn decisions of the Supreme Court.

15. What are the District Courts and what happens in them?

a. They are state courts. All cases concerning state laws begin there.

b. They are the lowest level of federal courts. Federal cases begin there.

16. How do federal courts differ from other courts?

a. Federal courts take only cases concerning federal law. Other courts hear cases about state or local law.

b. There is no difference. All courts take the same kinds of cases.

¹As an example, in 1987 the Senate rejected President Reagan's candidate, Robert H. Bork, because the Democrats (the majority party) thought he was too conservative.

2. Supreme Court Decisions

Supreme Court decisions are very important to the nation because they set precedents. They serve as a guide in law making and the future decisions of all courts. Here are some examples.

Year	Case	Decision
1803	Marbury v. Madison	The Supreme Court has the right to interpret laws and judge their constitutionality.
1824	Gibbons v. Ogden	Only Congress can regulate interstate commerce (trade between states).
1832	Worcester v. Georgia	No state may control Indian Lands.
1941	"Poor Migrants"	It is unconstitutional for states to control or stop migration (movement) of people from one state to
1954	Brown v. the Board of Education of Topeka, Kansas	Segregated schools are unconstitutional because they are unequal. Integration (the bringing together of different races) is a part of education.
1963	Gideon v. Wainwright	Even in small cases, the government must provide a lawyer to a defendant (person on trial) if he or she
1964	Escobedo v. Illinois	The police must tell an arrested person about his or her right to remain silent and to have an attorney (lawyer) present when he or she answers questions.
1966	Miranda v. Arizona	
1971	"Women's Rights"	Unequal treatment based on sex violates (goes against) the Fourteenth Amendment.
1973	Roe v. Wade	States cannot make abortion illegal, except in the later stages of pregnancy
1981	Rostker v. Goldberg	Congress may draft (take for military service) only men (not women) into the armed forces.
1982	Plyer v. Doe	Illegal (undocumented) aliens are persons under the Constitution and have the same protections under the
1987	INS v. Cardoza-Fonseca	The U.S. government can give asylum (protection) to refugees if they have reason to fear death or mistreatment in their native countries. Refugees no

3. In groups, read each situation and answer this question: Why would the Supreme Court disapprove of the situation? On the line, write the name and year of the Supreme Court case that is the precedent

1. Plyer v. Doe (1982):

Texas keeps the children of illegal aliens out of its public schools.

2. _____:

California taxes all goods from Nevada.

3. _____ :

Oregon refuses to let a family move there from Washington because they have no home and little money.

4. _____ :

Arizona sends a woman to jail because she went to the doctor to abort a two-month old fetus.

5. _____:

Without permission, Nebraska takes land from an Indian reservation to build a state prison.

6. _____:

A young man refuses to enter the U.S. Army because his sister does not have to serve in the armed forces.

7. _____ :

The police send a man to prison for drunk driving but do not give him an attorney because he can't afford one.

8. _____ :

A public university refuses to admit a student because she is not white.

9. _____ :

You are the best-qualified candidate for police chief but the city won't give you the job because you are a woman.

10. _____ :

The INS sends a political refugee back to his country because he cannot prove that his government would take his life.

11. _____ :

The police arrest a man and tell him to confess his crime on videotape in a room with no one else present.

12. _____ :

Congress makes the Speaker of the House the head of the armed forces even though the Constitution gives that position to the President.

3. Do you know about other Supreme Court decisions? Tell the class

6. AMERICAN'S FAMOUS PRESIDENTS

1. Work in groups of four. Each of you studies the information about a different one of the four presidents. In turn, summarize your information in your own words for the group



1. Before the United States won independence from British rule, **George Washington** was a farmer in the colony of Virginia. He served as a military leader in the Revolutionary War.

The colonists trusted him because he did not want power for himself. He wanted all the states and the people to work together as one. He wanted the government to serve the people well.

Washington said that power should belong to institutions, not to men. He also said that people could understand the U.S. Constitution in many ways, not just one. He did not think that the United States should have strong ties with other countries.

George Washington was the first President of the United States from 1789 to 1796. He is often called "the Father of Our Country."



2. Thomas Jefferson could do many things. As a young man, he was a farmer and a lawyer in Virginia. He was also a scientist, an inventor, a philosopher, and an architect. He designed his own home, called Monticello. He could communicate in French, Italian, Spanish, Latin, and Greek.

Many of Jefferson's ideas became basic principles of the government of the United States. For example, he believed that "all men are created equal" (are born the same and should receive the same treatment under

the law). He also said that power must come from "the consent of the governed" (the voters, not the leaders). He wanted free elections, a free press, and free speech.

Thomas Jefferson held many important government jobs. He was Ambassador to France, Secretary of State (under George Washington), Vice President (under John Adams), and the third President of the United States from 1801 to 1809. As President, Jefferson bought the huge Louisiana Territory for the United States from France.

3. Abraham Lincoln grew up in Kentucky in a log cabin. He couldn't go to school, so he taught himself. He became a lawyer. Friends called him "Honest Abe." As a delegate from Illinois, he served in Congress from 1847 to 1849. Lincoln was against slavery and gave some famous speeches about his ideas when he was running for the Senate.



In 1861 Abraham Lincoln became the sixteenth President of the United States. He wanted the states of the Union to work together as one country, but he had to lead the North against the South in the Civil War. Some people thought that Lincoln was too strong as President because he used power that the Constitution did not give him.

President Lincoln freed the slaves with the Emancipation Proclamation. He had a plan to bring the South back into the Union after the Civil War, but he couldn't carry out the plan because he was assassinated. In 1865 an actor named John Wilkes Booth shot Abraham Lincoln.



4. John F. Kennedy was President for only three years, from 1961 to 1963, but his personality and ideas changed America. He was both the first Roman Catholic and the youngest President in the history of the country. He set clear goals for America. For example, he promised that the United States would land a man on the moon before 1970. Kennedy supported the

ideas of Martin Luther King, Jr. and fought for civil rights, fair housing, and programs to stop poverty. He asked Congress for more money for education and medical care for elderly people.

Kennedy was against Communism. For example, when the Soviet Union put missiles in Cuba, he sent U.S. ships to surround the island. But he believed that the best way to fight Communism was not by sending armies but by attacking poverty and injustice. He organized the Alliance for Progress to help the countries of Latin America. He started the Peace Corps and sent Americans to over sixty countries in Africa, Asia, and South America. These young volunteers worked and lived with the people, built schools, and taught farmers more modern methods.

Kennedy was a man for the future. He worked to stop the testing of nuclear weapons. But on November 22, 1963, he was assassinated.

2. Which President is each sentence about? Write the first initial off his last name on the line

W = Washington J = Jefferson L = Lincoln K = Kennedy

1. ___ This farmer and lawyer from Virginia was also a scientist, an inventor, a philosopher, and an architect, and he knew many languages.
2. ___ The colonists trusted this farmer from the colony of Virginia because he did not want power for himself.
3. ___ This young Roman Catholic was President for only three years because he was assassinated in 1963.
4. ___ He served as a military leader in the fight of the colonists for independence from British rule.
5. ___ This honest man taught himself and became a lawyer and a Congressman from Illinois.
6. ___ He was against slavery but wanted the states of the North and South to work together as a nation.
7. ___ Many of his ideas (for example, about equality, "the consent of the governed," free press, and free speech) are basic principles of the government of the United States.

8. ___He was an Ambassador, Secretary of State, and Vice President before he became the third President of the United States.
9. ___He was a man for the future, and one of his goals was to land a man on the moon before 1970.
10. ___As the sixteenth President, he used power that was not given by the Constitution when he led the northern states in the Civil War.
11. ___He did not think the United States should have strong ties to other nations.
12. ___He bought the Louisiana Territory for the United States from France.
13. ___He is often called "the Father of Our Country."
14. ___His Emancipation Proclamation freed the slaves, but he was assassinated before he could bring the South back into the Union.
15. ___He supported civil rights, fair housing, and programs to stop poverty, and he wanted more money for education and medical care for elderly people.
16. ___He tried to stop Communism with the Alliance for Progress and the Peace Corps and was against nuclear weapons.

3. Which off the four Presidents said or wrote these famous quotes? Write their names on the lines. (The information in A will help you.)



George Washington



Thomas Jefferson



Abraham Lincoln



John

F. Kennedy

1. _____ : "And so, my fellow Americans, ask not what your country can do for you: Ask what you can do for your country. My fellow citizens of the world: Ask not what America will do for you, but what together we can do for the freedom of man."
2. _____ : "We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness."

3. _____ : "It is our true policy to steer clear of permanent alliances, with any portion of the foreign world."

4. _____ : "A house divided against itself cannot stand. I believe that this government cannot endure permanently half slave and half free."

4. In small groups, discuss the meanings of the quotes in C. On the lines, write the ideas in simpler language

1. Americans should work in America. Everyone should work for Freedom.

2. _____ .

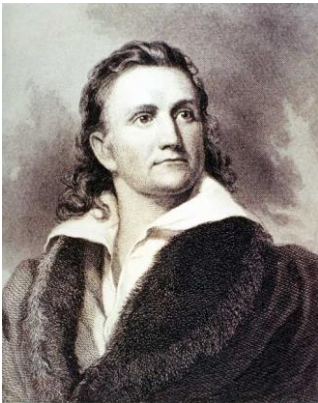
3. _____ .

4. _____ .

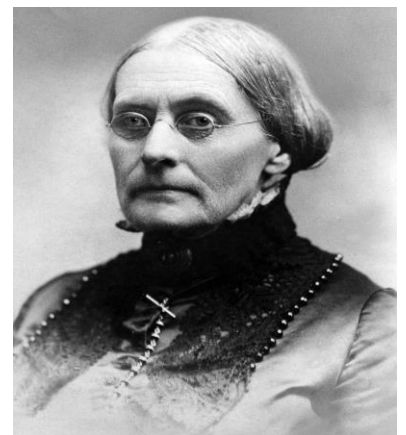
5. In books, find other famous quotes by Presidents of the United States. Write them on the chalkboard and discuss their meanings as a class

Historical Figures

1. In groups or as a class, answer these questions about each picture: (1) Why do you think this person was famous? (2) What do you think this person did?



John James Aubon (1785 – 1851)



Susan B. Anthony (1820 – 1906)

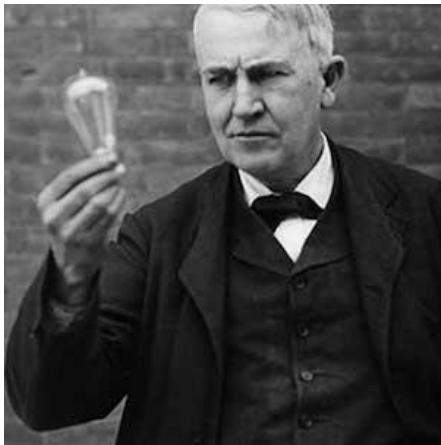
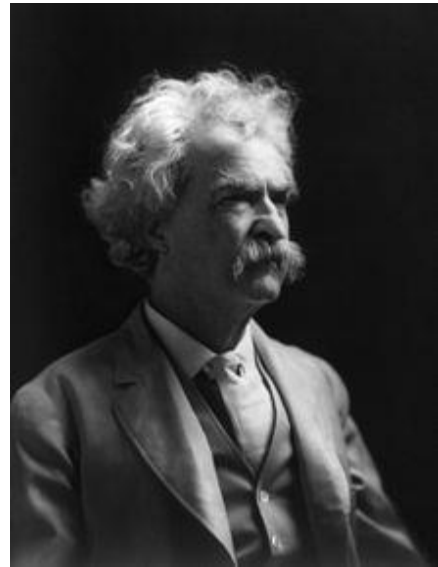


**Clara Barton
(1821 – 1912)**



Cesar Chavez (1927 – 1993)

Samuel Clemens (1835 – 1910)



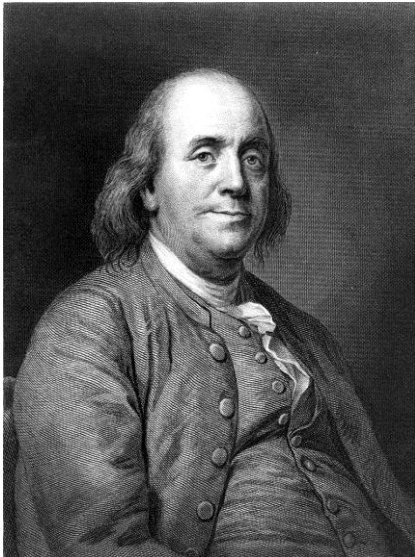
Thomas A. Edison (1847 – 1931)

Duke Ellington (1899 – 1974)



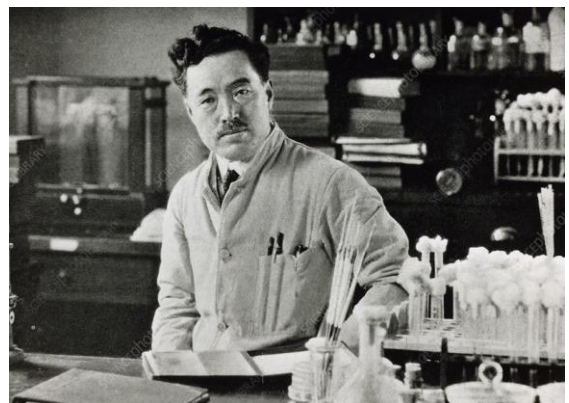


Henry Ford (1863 -1947)



Benjamin Franklin
(1706 – 1790)

Hideyo Noguchi (1876 – 1928)





**Eleanor
Roosevelt
(1884 – 1962)**



**Lawrence Welk
(1903 – 1992)**

2. In correct time order, make sentences about the twelve people on the previous page with this pattern

EXAMPLE: Benjamin Franklin lived from 1706 to 1790.

(name) _____ lived from _____(year) to _____ (year) .

3. Which person is each paragraph about? On the lines, write the letters of the pictures a-l from the previous page. You can check your answers on the next page.

1. ____ This Founding Father of the United States was an example of "an ideal American." He left school at age ten but wrote, printed, and published books and newspapers. He studied science and invented useful things such as bifocal glasses, a stove, and the lightning rod. For the colonies, he printed money and served as Deputy Postmaster General. He helped write the Declaration of Independence and the U.S. Constitution. He often served as a diplomat to other nations.

2. ___ This immigrant loved nature. He painted pictures of all the known species (kinds) of North American birds. Today, a society named after him studies birds and works for their protection.
3. ___ This women's rights leader led the fight for women's suffrage (the right to vote). She also campaigned for prohibition (against the use of alcohol). She was against slavery before the Civil War and worked for Black rights after the war. The government arrested, tried, and convicted her because she tried to vote illegally.
4. ___ This "angel of the battlefield" helped wounded soldiers in wars in America and Europe. She began the American Red Cross. She got the United States to sign an international agreement about the treatment of the sick, wounded, and dead in battle and prisoners of war. Under her leadership, the Red Cross began to give aid to the victims of natural disasters, such as floods.
5. ___ This writer used the name Mark Twain. He learned to write through his work, travels, and reading. He used the language of ordinary people to write stories such as Tom Sawyer and Huckleberry Finn. He was also a newspaperman and spoke on many subjects, including the responsibility of the white man. He did not believe that whites should try to have power over other peoples.
6. ___ This inventor started work at age twelve. As a young man, he created and manufactured useful machines for stock brokers and telegraph services. After 1876, his research led to many useful inventions, such as the light bulb, movie projector, and phonograph.
7. ___ This businessman changed factory production in America with assembly-line methods to lower costs. He worked for the Edison Company in Detroit until 1899 and then began manufacturing automobiles. His earliest cars were the Model T and the Model A. In 1932, his company began to sell cars with eight-cylinder engines. For many years, he refused to allow unions in his factories, but he signed his first contract with the United Auto Workers (UAW) in 1941.
8. ___ This Japanese immigrant studied bacteria and snake venom (poison) in the laboratory. His work of twenty-five years at the Rockefeller Institute for Medical Research in New York led to discoveries about polio and other diseases and a

vaccine for yellow fever. But when he was doing research in Africa, he got yellow fever and died of it.

9. ___ This wife of a famous President used her position to help humanity. She supported young people's organizations, child welfare, the improvement of housing, and equal rights for everyone. After her husband's death, she became a delegate to the United Nations. She was chairperson of the U.N. Commission on Human Rights and helped write the Universal Declaration of Human Rights.

10. ___ This creator of big band jazz wrote music, played piano, and led large orchestras. His music combined special sounds with the talents of great musicians. Besides big band music, he wrote for opera, ballets, Broadway shows, and films.

11. ___ This son of German immigrants learned English only after he left the farm at age twenty-one. He became a famous American T.V. host and big band leader. To his co-workers, he represented family-like cooperation, hard work, honesty, and healthy living. He encouraged children to work hard to develop their talents and increase their chances for success.

12. ___ This union organizer began and continues to lead the United Farm Workers of America (UFW). In the 1960s, he led successful battles to help grape and lettuce pickers. Growers tried to stop him in the 1970s with their support of another union, the Teamsters, but the UFW won the right to organize and represent all field workers. In 1988 he led a fast (refusal to eat) and a grape boycott (refusal to buy) to call attention to the harmful effects of pesticides (insect poisons) on workers.

4. Who are these facts about?

1. **Henry Ford** was an automobile manufacturer and the first to sell cars with eight-cylinder engines.

2. _____ wrote newspaper stories and spoke on issues such as the responsibility of the white man toward other peoples. He was the author of Tom Sawyer, Huckleberry Finn, and other famous stories.

3. _____ was the wife of a President. She worked for many causes. As a U.N. delegate, she was a leader in the fight for human rights.

4. _____ led the battle for women's rights, especially the right to vote. She fought against slavery and for Black rights. She was for prohibition.
5. _____ made discoveries about polio and other diseases. His work led to a vaccine for yellow fever.
6. _____ was a Founding Father of the United States. He wrote, published, created useful inventions, worked on the Declaration of Independence and the U.S. Constitution, and was a diplomat to other countries.
7. _____ loved nature and painted pictures of birds. A society named after him works to protect birds.
8. _____ was a T.V. host and band leader. He represented American values such as cooperation, hard work, honesty, and healthy living.
9. _____ wrote jazz and music for opera, ballets, shows, and films. He was the creator of big band jazz.
10. _____ started the American Red Cross. She worked to help the victims of wars and natural disasters.
11. _____ created machines for stock brokers and telegraph services, the light bulb, the movie projector, the phonograph, and other useful inventions.
12. _____ led the protests of field workers against grape and lettuce growers and began the United Farm Workers of America. His union continues to organize boycotts and protest the use of pesticides.

4. Turn back to page 21. In groups, tell one fact about each of the famous people in the pictures

5. Do you know facts about other famous American historical figures? Tell the class.

IV. SYMBOLS AND HOLIDAYS

1. AMERICAN SYMBOLS

1. The Flag of the United States



1. This is the British (English) flag. Before the American Revolution, it was the flag of the thirteen American colonies.



2. This was the "Great Union Flag." It was the flag of the American army during the Revolutionary War. The flag of England was in the corner. The red and white stripes were symbols for the thirteen American colonies.



3. Some people say that Betsy Ross made the first American flag. In the corner, there were thirteen white stars in a field of blue. The new flag also had seven red stripes and six white stripes.



4. During the War of 1812 the flag had fifteen stars and fifteen stripes for the fifteen states. After a battle Francis Scott Key wrote a song about the American flag. The "Star-



Spangled Banner" became the national anthem of the United States.

5. The United States grew and admitted more states to the Union. Now the flag has thirteen stripes for the thirteen original colonies and fifty stars for the fifty states.



6. American citizens and immigrants sometimes recite the Pledge of Allegiance to the flag. The pledge is a promise of loyalty to the United States.

THE PLEDGE OF ALLEGIANCE

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation, under God, indivisible, with liberty and justice for all."

2. Write T for true and F for False. Correct the false sentences

1. ___ Before the American Revolution, the British flag was the flag of the thirteen American colonies.
2. ___ The Great Union flag was the flag of England during the Revolutionary War.
3. ___ Some people say that Abraham Lincoln made the first American flag.
4. ___ The "Star-Spangled Banner" is a song about the Liberty Bell and the Statue of Liberty.
5. ___ The flag of the United States now has thirteen stars for the American colonies and fifty stripes for the fifty states.
6. ___ The Pledge of Allegiance is a promise of loyalty to the United States.

3. Write the words from the box

Blue	stars	colonies
Revolution		
white	stripes	Union
anthem		

The British flag was the flag of the thirteen American (1) _____ before the American (2) _____. During the Revolutionary War, the red and (3) _____ stripes were symbols of these colonies on the Great (4) _____ flag. The first American flag had thirteen (5) _____ in a field of (6) _____. In the War of 1812, the flag had fifteen stars and (7) _____. Now the "Star-Spangled Banner" is the national (8) _____ of the United States.

4. Number the flags 1-5 in time order. Tell about each flag



5. More American Symbols



1. The delegates of the thirteen American colonies planned the Declaration of Independence, and Thomas Jefferson wrote it. The document declared the independence (separation) of the colonies from England.

2. Congress adopted the Declaration of Independence, and the delegates signed the document on July 4, 1776. The Liberty Bell in the State House in Philadelphia rang out on that day.



3. The French gave the Statue of Liberty to the United States as a symbol of friendship. Now it is a symbol of freedom for new immigrants to this country.



4. The American eagle is the official emblem (symbol) of the United States. It appears on the Presidential flag and on some coins.



5. The donkey and the elephant first appeared in political cartoons. They are symbols for the Democratic and Republican

Parties.

6. Uncle Sam has the initials U.S. He originally appeared in political cartoons and is an unofficial symbol of the U.S. government.



6. Match the sentence parts write the letters on the lines

1. ___The Liberty Bell is the a. the United States on the Presidential symbol of flag and some coins.

2. ___The Statue of Liberty is the b. the U.S. government. symbol of

3. ___The American eagle is the c. the Declaration of Independence. symbol of

4. ___The donkey and the elephant d. the two major political parties. are symbols of

5. ___Uncle Sam is the symbol of e. freedom for immigrants to the United States.

7. Write T for true and F for false Correct the false sentences

1. ___Thomas Jefferson wrote the Declaration of Independence.

2. ___The document declared the separation and freedom of the thirteen colonies from England.

3. ___The delegates of the thirteen original colonies signed the Declaration of Independence, and the Liberty Bell rang out in Philadelphia on July 4, 1776.
4. ___The people of England gave the Statue of Liberty to the United States as a symbol of the President.
5. ___The Democratic donkey is the official emblem of the United States.
6. ___The donkey, the elephant, and Uncle Sam originally appeared in political cartoons.

2. AMERICAN HOLIDAYS

THANKSGIVING DAY



The English Puritans were trying to "purify" the Church of England, but finally they formed their own church. They left England and went to Holland and then to America. They became "Pilgrims" because they were travelers in search of religious freedom.



In the fall of 1620 the Pilgrims crossed the Atlantic Ocean on their ship, the Mayflower. The trip was very difficult, and many people got sick. But while they were on the crowded ship, the Pilgrims agreed on a form of government for their new colony.

This agreement, the Mayflower Compact, established the principles of voting and majority rule.



Finally on December 22 the travelers landed at Plymouth, Massachusetts. There was not enough food for the long, cold winter, and many settlers died. Then some friendly Indians, Samoset, Chief Massasoit, and Squanto, showed the Pilgrims how to hunt, fish, and plant corn, beans, and other foods. Because of their help, the Plymouth settlers had a good harvest the next fall.



Governor William Bradford declared some special days of thanksgiving. The Pilgrims and the Indians had a three-day feast of deer, wild turkey, and fish. There were also nuts, wild fruits, cranberries, corn, beans, pumpkins, and other foods.

The first Thanksgiving celebration was a great success.

5.



President Abraham Lincoln established Thanksgiving as an official national holiday. Now every year on the fourth Thursday of November American families and friends gather, have a feast, and give thanks.

1. Match the phrases. Write the letters on the lines

- | | |
|---|---|
| 1. ___ the Pilgrims | a. some friendly Indians |
| 2. ___ the Mayflower | b. the English Puritans |
| 3. ___ the Mayflower Compact | c. the governor of the Plymouth settlement |
| 4. ___ Plymouth, Massachusetts | d. the ship of the Pilgrims |
| 5. ___ Samoset, Squanto, and Massasoit | e. the official day of the national holiday of Thanksgiving |
| 6. ___ William Bradford | f. the settlement of the Pilgrims |
| 7. ___ deer, wild turkey, corn, beans, pumpkins, and cranberries | g. the Pilgrims' agreement about government in their settlement |
| 8. ___ the fourth Thursday in November | h. some foods at the first Thanksgiving feast |
| 9. ___ turkey, dressing, sweet potatoes, cranberry sauce, and pumpkin pie | i. some traditional Thanksgiving foods today |

2. Write T for true and F for false. Correct the false sentences

1. ___ The Puritans broke away from the Church of England and formed their own church.
2. ___ The Pilgrims were travelers in search of gold and adventure.
3. ___ The Pilgrims came to America in the seventeenth century.
4. ___ On the ship the Pilgrims established the government principle of separation of church and state.
5. ___ Their first winter in Plymouth, Massachusetts was very difficult.
6. ___ Then the settlers had a good harvest because some friendly Indians taught them about the land.

7. ___ Governor William Bradford declared a special day to celebrate the independence of their colony from England.

8. ___ Now Thanksgiving is an official national feast day for families and friends.

INDEPENDENCE DAY

During the Revolutionary War some of the American settlers wanted to declare the independence of the colonies from British rule. At that time the Second Continental Congress was acting as the central government of the thirteen colonies. The Congress asked Thomas Jefferson to write the Declaration of Independence.

This historic document contains several important principles of American government. It says that "all men are created equal," all people have the right to "life, liberty, and the pursuit of happiness," and government can exist only with "the consent of the governed."

Congress adopted the Declaration of Independence, and the delegates of the thirteen colonies, now new states, signed the document on July 4, 1776. The Liberty Bell in the State House of Philadelphia rang out that day.

Now Americans celebrate the Fourth of July as the birthday of the United States. Independence Day is an official national holiday. People have picnics, and there are often parades, speeches, and fireworks. American flags are everywhere.

3. Write the words from the box

principles of government

the Declaration of Independence

thirteen new states

the Revolutionary War

British rule

the Liberty Bell

picnics, parades, speeches, and

Independence Day

fireworks

During (1) _____ some colonists wanted to declare the independence of the colonies from (2) _____. The Congress asked Thomas Jefferson to write (3) _____. This document contains several important (4) _____. Delegates of the (5) _____ signed the document on July 4, 1776, and (6) _____ rang out. Now the Fourth of July is American

(7) _____ . Americans celebrate with (8)

4. Answer these questions about the two American holidays



Thanksgiving

Independence Day

1. When did the holiday begin?		
2. What group(s) of people began the holiday?		
3. What did these people do?		
4. What is the meaning of the holiday?		
5. When do Americans celebrate this holiday		
6. What do people do to celebrate this holiday?		

MORE NATIONAL HOLIDAYS

1. Legal Holidays in the United States

Holiday	Date of Celebration	Calendar Date	Purpose
New Year's Day	January 1	January 1	the celebration of the calendar new year
Martin Luther King, Jr. Day	the third Monday in January	January 15	the remembrance of the civil rights leader's birthday
Presidents Day	the third Monday in February	February 12 (Lincoln) February 22 (Washington)	a birthday celebration for two famous Presidents (See Module 3A.)
Memorial Day	the last Monday in May	May 30	the remembrance of past wars and a day to visit military and family graves
Independence Day	July 4	July 4	the birthday of the United States (See Module 2B.)
Labor Day	the first Monday in	the first Monday in	a celebration of the industrial spirit and the dignity of work
Columbus Day	the second Monday in October	October 12	the remembrance of Christopher Columbus and his spirit of achievement
Veterans Day	November 11	November 11	the honoring of Americans who fought in wars and a promise to
Thanksgiving Day	the fourth Thursday in November	the fourth Thursday in November	a day to gather friends, feast, and give thanks (See Module 2B.)
Christmas Day	December 25	December 25	the celebration of the birth of Jesus Christ

2. Make sentences about the information in 1. You can use these sentence patterns

1. The calendar date of _____ is _____, but Americans really celebrate it on _____.
2. The purpose of the holiday is _____.

3. Martin Luther King, Jr. Day

1.



Dr. Martin Luther King, Jr. was born on January 15, 1929. He became a Baptist minister. In 1956, because blacks had to sit in the back of buses, he led a 381-day boycott of (refusal to use) the bus system in Montgomery, Alabama.

He was the leader of many protests in the 1950s and 60s. The police often arrested King's followers or used dogs and fire hoses to oppose them.

On August 28, 1963, King joined 200,000 black and white protesters called Freedom Marchers at the Lincoln Memorial in Washington, D.C. to support new

laws for civil rights. There, his "I have a dream..." speech moved the nation.



Martin Luther King, Jr. used only peaceful methods to fight against unjust laws because he opposed violence. He said that it was important to change laws but even more important to change minds and hearts. He helped blacks win their legal rights

and made progress in the cause of integration (the mixing of the races) in schools, churches, and public places.

King won the Nobel Peace Prize in 1964. But on April 4, 1968, he was assassinated in Memphis, Tennessee. Now on Martin Luther King, Jr. Day Americans remember a great man and promise to work hard for civil rights.

4. Write T for true and F for false. Correct the false sentences

1. ___ Martin Luther King, Jr. was a leader in the struggle for civil rights and equality for black people.
2. ___ In 1956 he led a famous boycott of the school system because blacks couldn't become teachers.

3. ___ The police always supported the marches of his followers because King opposed violence
4. ___ There was a famous march for freedom and civil rights in Washington, D.C. in 1963.
5. ___ King did not believe in integration because he wanted the separation of the races.
6. ___ He won the Nobel Peace Prize in 1964 but was assassinated in 1968.

5. Work in groups of four. Each of you studies the information about a different one of these four holidays. In turn, summarize your information in your own words for the group



family members who died.

Memorial Day, first called Decoration Day, began after the Civil War to honor the war dead of both the North and the South. Today, patriotic Americans remember the dead soldiers of all American wars, as well as their own

People decorate graves with flags and flowers. They watch military parades. Some watch the Indianapolis 500, one of America's greatest auto races.



2. Labor Day celebrates the industrial spirit of the United States. It was the idea of Labor leader Peter S. McGuire over one hundred years ago. Today, Labor Day represents the idea that the success of the individual and the nation comes from hard work.

The holiday marks the end of summer and the beginning of the school year. Families and friends enjoy the three-day weekend with trips, sports, or relaxation.



Columbus Day honors the achievement of an Italian explorer, Christopher Columbus. Columbus knew the world was round, and he wanted to sail to the other side. Finally, King Ferdinand and Queen Isabella of Spain agreed to support him. On October 12, 1492, this European sailor discovered a new world.



Veterans Day, once called Armistice Day, began after World War I. At 11:00 a.m. on November 11, 1919, Americans stopped for two minutes of silence to honor the courage of those who died in that war. Today on this day of remembrance, citizens honor veterans (former soldiers) still living, as well as the dead of all

American wars. Patriotic Americans watch memorial parades and attend quiet ceremonies.

6. Which holiday is each sentence about? Write M for Memorial Day, L for Labor Day, C for Columbus Day, and V for Veterans Day. Sentence 9 has two answers

1. ___ On this day in 1492, an explorer from Italy, with the support of the King and Queen of Spain, discovered a new world.
2. ___ This holiday was first called Armistice Day.
3. ___ This holiday was first called Decoration Day.
4. ___ It began after the Civil War in remembrance of the dead on both sides.
5. ___ This holiday is in honor of the industrial spirit of the U.S. because it represents the idea that all work has dignity.
6. ___ It began on November 11, 1919, in remembrance of the dead soldiers of World War I.
7. ___ A labor leader had the idea for this celebration over 100 years ago.
8. ___ On this patriotic holiday, school children learn the importance of education and hard work for progress.
9. ___ Today on this day of remembrance, Americans honor veterans and the dead of past wars with parades and ceremonies.
10. ___ Today, people decorate graves, watch military parades, and may see the Indianapolis 500 on this holiday.
11. ___ It is the last three-day weekend of summer, before school begins, and people use it to relax.
12. ___ This holiday is in honor of the achievement of a European explorer.

7. Is there a holiday to honor a famous person in your native culture? In small groups, tell about it. Answer these questions:

1. What is the history of the holiday? Why and when did it begin?
2. What is the meaning of the holiday?
3. Who celebrates the holiday?
4. Where, when, and how do they usually celebrate it?

8. Repeat Exercise 7, but talk about a patriotic holiday this time.

V. EDUCATION

1. GENERAL PATTERN OF EDUCATION IN THE USA

1. Skim through the text and say which of its paragraphs gives the information about:

- a) the general pattern of education in the USA;
- b) elementary schools;
- c) the variations in the length of the school year and the school day.

GENERAL PATTERN OF EDUCATION IN THE USA

The general pattern of education in the USA is an eight-year elementary school, followed by a four-year high school. This has been called 8—4 plan organization. It is preceded, in many localities, by nursery schools and kindergartens. It is followed by a four-year college and professional schools. This traditional pattern, however, has been varied in many different ways. The 6—3—3 plan consists of a six-year elementary school, a three-year junior high school, and a three-year senior high school. Another variation is a 6—6 plan organization, with a six-year elementary school followed by a six-year secondary school.

American education provides a program for children, beginning at the age of 6 and continuing up to the age of 16 in some of the states, and to 18 in others.

The elementary school in the United States is generally considered to include the first six or eight grades of the common-school system, depending upon the organization that has been accepted for the secondary school. It has been called the "grade school" or the "grammar school".

There is no single governmental agency to prescribe for the American school system, different types of organization and of curriculum are tried out.

The length of the school year varies among the states. Wide variation exists also in the length of the school day. A common practice is to have school in session from 9:00 to 12:00 in the morning and from 1:00 to 3:30 in the afternoon, Monday through Friday. The school day for the lower grades is often from 30 minutes to an hour shorter. Most schools require some homework to be done by elementary pupils.

(from Moscow News)

2. Find sentences with the following words and phrases in the text and translate them into Russian:

the general pattern of education, nursery school, junior high school senior high school, grammar school, curriculum, a single governmental agency, to require homework.

3. Find answers to the following questions in the text:

1. What is the general pattern of education in the USA?
2. What are the variations of the traditional 8—4 plan?
3. When do children begin to go to school?
4. What is the length of the school year in the USA?
5. Which days of the week is school in session?

2. ELEMENTARY SCHOOLS, HIGH SCHOOLS

1. Read the following text using a dictionary if necessary.

ELEMENTARY SCHOOLS, HIGH SCHOOLS

There are eight years of elementary schooling. The elementary school is followed by four years of secondary school, or high school. Often the last two years of elementary and the first years of secondary school are combined into a junior high school.

The school year is nine months in length, beginning early in September and continuing until about the first of June, with a vacation of week or two at Christmas time and sometimes a shorter one in spring. There are slight variations from place to place. Students enter the first grade at the age of six and attendance is compulsory in most states until the age of sixteen or until the student has finished the eighth grade.

The elementary schools tend to be small. The high schools are generally larger and accommodate pupils from four or five elementary schools. A small town generally has several elementary schools and one high school. In some rural communities the one-room country school house still exists. Here may be found from five to twenty-five pupils in grades one through eight, all taught by the same teacher.

Admission to the American high school is automatic on completion of the elementary school. During the four-year high school program the student studies four or five major subjects per year, and classes in each of these subjects meet for an hour a day, five days a week. In addition, the student usually has classes in physical education, music, and art several times a week. If he fails a course, he repeats only that course and not the work of the entire year. Students must complete a certain number of courses in order to receive a diploma, or a certificate of graduation.

Institutions of higher learning supported by public funds are not absolutely free. The state colleges and universities charge a fee for tuition or registration. This fee is higher for those who come from outside the state. Working one's way through college is commonplace.

Usually there is no admission examination required by a state university for those who have finished high school within the state. Sometimes a certain pattern of high school studies is necessary, however, and some state universities require a certain scholastic average, or average of high school grades.

Private colleges and universities, especially the larger, well-known ones such as Harvard, Princeton, and Yale, have rigid scholastic requirements for entrance, including an examination.

It usually takes four years to meet the requirements for a Bachelor of Arts or Bachelor of Science degree.¹ A Master of Arts or Master of Science degree² may be obtained in one or two additional years. The highest academic degree is the Doctor of Philosophy.³ It may take any number of years to complete the original research work necessary to obtain this degree.

2. Find sentences with the following words and phrases in the text and translate them into Russian:

vacation, attendance is compulsory, to accommodate, rural community, a one-room country school house, to be taught by the same teacher, admission to school, major subjects, to receive a diploma, a fee for tuition.

3. Find sentences that give the information about:

- a) the school year;
- b) a one-room country school house;
- c) the subjects studied at high school;
- d) fee for tuition;
- e) academic degrees.

4. Find answers to the following questions in the text:

- 1) When does the school year begin?
- 2) Are elementary schools big or small?
- 3) Do one-room country school houses still exist in the USA?

3. HIGHER EDUCATIONAL INSTITUTIONS

1. Skim through the text and say which of its paragraphs gives information about:

- a) professional education;
- b) the broad fields into which college education may be divided into;
- c) the administration of a college.

HIGHER EDUCATIONAL INSTITUTIONS

It has become common for the college program to be divided into broad fields, such as languages and literature, the social sciences, the sciences and mathematics, and the fine arts. Many colleges require all freshmen and sophomores to take one or two full-year courses in each of three fields. Certain courses, such as English or history, may be required for all, with some election permitted in the other fields.

Higher educational institutions usually are governed by a board of regents or a board of trustees.

The executive head of a college or a university is usually called the president. The various colleges or schools which take up a university are headed by deans. Within a school or college there may be departments according to subject matter fields, each of which may be headed by a professor who is designated as department head or chairman. Other members of the faculty hold academic ranks, such as instructor, assistant professor, associate professor, and professor. Graduate students who give some part-time service may be designated as graduate assistants or fellows.

Professional education in fields such as agriculture, dentistry, law, engineering, medicine, pharmacy, teaching, etc. is pursued in professional schools which may be part of a university or may be separate institutions which confine their instruction to a single profession. Often two, three, or four years of pre-professional liberal arts education are required before admission to a professional school. Three to five years of specialized training lead to professional degrees such as Doctor of Medicine, Bachelor of Law, etc.

*(Cramer John Francis, Browne George Stephenson. Contemporary
Education)*

2. Find sentences with the following words and phrases in the text and translate them into Russian:

social sciences, the sciences and mathematics, the fine arts, a freshman, a sophomore, a board of regents, the executive head of, a president of a college, a dean, a department, chairman, department head, an instructor, assistant professor, associate professor, a graduate student, dentistry, pharmacy, liberal arts education.

3. Find answers to the following questions in the text:

1. Which are the fields the college program is commonly divided into?
2. Which courses do many colleges require all freshmen and sophomores to take?
3. Who usually governs higher educational institutions?
4. Who is the executive head of a college or a university?
5. Who governs the departments of a college or school?
6. Who are other members of the faculty?

7. How are graduate students who give some part-time service called?
8. What professional education fields can you name?
9. How many years of pre-professional liberal arts education are required?
10. How many years of specialized training are required for getting a degree?

Colleges Which Are as Different as Geese Are Different From Swans

1. Skim through the text and say which of its paragraphs gives the information about:

- a) social origin of drop-outs;
- b) the reasons which keep the people out of college in the USA;
- c) courses of study which have a low pay-off in the job market in the USA.

Entering a college does not mean much in itself. What is meaningful is how long students stay and what college they enter. Many people enter a college, take one or two courses, and drop out.

More than half of all students who enter colleges drop out before graduation. The drop-outs are more often from middle class than upper America, and more often from blue-collar than from professional families. It is the college degree that really counts in the world of work and income. Anything less than a degree is not much better than high school graduation. Students enter colleges that are as different as geese from swans. In the range are Negro junior college of Natchez, say, and Harvard. Again: in the world of work and income, the difference is huge.

High costs, high admission standards, the need to work — all conspire to keep the sons of middle America on assembly line or war front and out of college. Seldom will they enter a first-rate university, except on an athletic scholarship. At best, they make it a junior college or perhaps even a state college.

Middle Americans are more often part-time students than the affluent. Many must work their way through school and limit their college work to an occasional course in the evening. Even when he goes to the same school as the affluent, the Middle American is more likely to enter a course of study that has a low pay-off in the job market — such as teaching, social work, nursing, etc.

The worker's child who becomes a graduate student is, ironically, less likely than others to get a student tuition stipend.

Nationally, only about one of four boys who rank in the top 30 p.c. of the high school classes go to college. According to the National Science Foundation, the main reason the other three do not attend is inadequate financial resources.

(Sexton Patricia Cayo, Sexton Brendan, and others. The Working Class and the Future of American Politics)

2. Find answers to the following questions in the text:

1. How many students drop out from colleges before graduation?
2. Who are the drop-outs — youths from the middle class or from the upper class, blue-collar or professional families?
3. What keeps the sons of middle America out of college?
4. Who usually enters a first-rate university?
5. Who is more often a part-time student?
6. Who is likely to enter a course of study that has a low pay-off in the job market?
7. What professions have a low pay-off in the job market in the USA?
8. Is a worker's child less or more likely than others. to get a student tuition stipend?
9. What is the main reason that about one of four boys who rank in the top 30 p.c. of their high school classes goes to college?
10. Who usually works one's way through college?

3. Say what information given in the text specifies the old facts you knew

4. Say which facts given in the text were new to you.

PRIVATE AND STATE COLLEGES AND UNIVERSITIES

1. Skim through the text and say which of its paragraphs gives the information about:

- a) state universities;
- b) the first institutions of higher learning in the country;
- c) the two broad fields of higher education.

Harvard College was established in 1636, with the principal purpose of providing a literate ministry for colonial churches. It was a small institution, enrolling only 20 students in 1642 and 60 in 1660. It soon became more than a theological training school and established itself as a liberal arts college. The next institution of higher learning established in the American colonies was the College of William and Mary, which opened in 1693 at Williamsburg, Virginia. Other colleges were founded in the next century but all of them remained small schools for long periods. Students entered at the age of 14 and remained until they were 18, and the curriculum, while rigidly academic and classic was by modern standards rather secondary in nature.

Private colleges and universities were established in various states. The first state university was the University of Virginia, founded in 1819. Some state universities have large endowment funds¹ which provide a substantial portion of their support. Other sources of income are student fees, gifts and endowments.

In general, higher education in the USA may be divided into two broad fields: liberal arts and professional. Each of these fields may be further subdivided into undergraduate and graduate levels. The liberal arts program, on the undergraduate level, may be a two-year junior college course, or a four-year course leading to a degree of Bachelor of Arts or Bachelor of Science. The four-year course is usually subdivided into a lower division (which may be called the junior college), consisting of the two first years, and the upper division, which is the last two years. The first two years continue the general education and specialization begins in the third year.

(Cramer John Francis, Browne George Stephenson. Contemporary Education)

2. Find sentences with the following words and phrases in the text and translate them into Russian:

ministry, to enroll, a liberal arts college, an institution of higher learning, curriculum, modern standards, private college, state university, endowment funds, student fee, gift, undergraduate level, graduate level, junior college, Bachelor of Arts (Science), general education, specialization.

3. Find answers to the following questions in the text:

1. When was Harvard College established?
2. What was its original purpose?
3. Was it a big or small institution?
4. How many students studied at it at first?
5. What was the next institution of higher learning established in the American colonies?
6. Which was the first state university?
7. Which sources does the income of a state university come from?
8. Does a state university charge student fees?
9. What are the two fields of higher education in the USA?
10. What are further subdivisions of these fields?

TEACHING PROFESSION IN THE USA

1. Skim through the text and find in each paragraph a sentence which best introduces or summarizes the information.

Requirements for teachers' certificate vary among 50 j states. Usually the state department of education, or a state certification board, issues certificates which permit teachers to be employed within the state. Forty-four of the 50 states require at least the completion of a four-year course, with the bachelor's degree, as a minimum for high school teaching; the tendency to require a fifth year beyond the bachelor's degree is increasing. Graduation from a two-year normal school¹ or at least two years of college education is the minimum requirement for elementary teaching in 36 states; others demand the completion of a four-year course and the bachelor's degree.

Because of the decentralization of school control in the;. USA teachers are employed by local districts rather than by the national government. The American teacher does not have the absolute security of tenure¹ which the French or Australian teacher enjoys. A higher proportion of the teaching force are women than in some other countries.

The teacher-training institutions have not been able to provide sufficient numbers of fully trained teachers to replace those retiring and dropping out of the

profession and at the same time to meet the requirements for new classes each year. The problem of recruiting and supply of teachers remains a serious one. In general the problem of shortage of teachers has not been met by lowering certification standards.

(Cramer John Francis, Browne George Stephenson. Contemporary Education)

2. Find sentences with the following words and phrases in the text and translate them into English:

teachers' certificates, to issue certificates, high school teaching, minimum requirement for, the decentralization of school control, absolute security of tenure, teacher-training institution, sufficient number of, fully trained teachers, to drop out of the profession, recruiting and supply, lowering certification standards.

3. Match the following words and phrases of similar meaning:

tenure	to accept to work
to recruit	to give certificates
to issue certificates	a term of service

4. Find answers to the following questions in the text:

1. Are the requirements for teachers the same or are they different among the 50 states?
2. Who usually issues certificates for teachers?
3. What is the minimum requirement for the teacher of high school?
4. What is the minimum requirement for elementary teaching?
5. How does the decentralization of school control concern employment of teachers?
6. Does the American teacher enjoy the absolute security of tenure?
7. Are there more men or women teachers in the USA?
8. Which are the major problems in the teaching profession in the USA?
9. Are teachers' certificates in force throughout the country or only within a given state?
10. Why were certification standards lowered?

COLLEGES AND UNIVERSITIES

1. Skim through the text and say which of its paragraphs gives information about:

- a) what is a public institution;
- b) what is a private institution;
- c) what is a college;
- d) what a college prepares the student for;
- e) classification of students.

American colleges and universities are either public or private, that is, supported by public funds or supported privately by a church group or other groups acting as private citizens although under a state charter.

A public institution is owned and operated by a government; either a state or a municipal government. The government appropriates large sums of money for the institution's expenses. Yet these sums are normally not sufficient to cover all expenses, and so the institution is partially dependent on student fees and on gifts.

A private institution receives no direct financial aid from any government, municipal, state or federal. The money used to pay the operating expenses has a threefold origin: tuition fees paid by the students, money given in the form of gifts for immediate use, and the income from invested capital in the possession of the institution and originally received by the institution in the form of the gifts to be invested with only the income to be spent.

Of the nation's nearly 1,900 institutions of higher learning roughly one-third are state or city institutions. About 1,200 are privately controlled. Approximately 700 of these are controlled by religious groups. Less than half of these institutions are liberal art colleges and universities which stress the languages, history, science and philosophy. The rest are professional and technological schools and junior colleges.

A college is generally defined as an institution of higher learning which offers a course of instruction over a four-year period, and which grants a bachelor's degree at the conclusion of studies. As part of university, a college graduate is

distinguished from a graduate of professional school. However, the professional schools in some universities are called colleges.

A college prepares the student for two things: either graduate study leading to master's or doctor's degree or a job immediately after graduation. A student who majors in business administration for example, may be fully prepared for a career in business when he has finished college.

On the other hand, a student majoring in psychology often must do a great deal of graduate work before he is competent in this field.

Students are classified as freshmen, sophomores, juniors and seniors. A freshman is a first year student, a sophomore, a second year student, a junior, a third year student, and a senior, a fourth year student. All students who have graduated from the senior class and who continue studying at a university are classified as advanced students or graduate students. Some graduate students receive grants which cover the cost of their education; a person on such a fellowship is called a university fellow.

2. Say what information given in the text specifies the old facts you knew.

3. Say which facts given in the text were new to you.

VI. SUPPLEMENTARY READING

1. THE NATIVE AMERICANS

I

THE NATIVE AMERICANS

The story of the Native American — or American Indian — is one that is unique, tragic and ultimately inspiring. It is unique because the Indians were the original inhabitants of the American continent and experienced every phase of its European settlement. It is tragic because the conflict between the Indians and whites paralleled the experience of traditional peoples throughout the world who have come in contact with expanding, industrialized societies. It is an inspiring story because the Native Americans, although dispossessed of much of their land in the 19th century, have survived, have asserted their political and economic rights, and have succeeded in retaining their identity and culture despite the onslaught of modern civilization.

Today Native Americans are full citizens of the United States. They are proud of their own cultural heritage, which they are trying to protect and maintain it.

Marks of that heritage can be found all over the United States. Many of the names on United States maps — Massachusetts, Ohio, Michigan, Kansas — are Indian words. Indians taught the Europeans how to cultivate crops such as corn, tomatoes, potatoes, tobacco. Canoes and moccasins are all Indian inventions. Indian handcrafted artifacts such as pottery, silver jewelry, paintings and woven rugs are highly prized.

About half of the Indians in the United States live in large cities and rural areas scattered throughout the country. The remainder live on about 300 federal reservations (land set aside for their use). Together, the reservations comprise 52.4 million acres (21 million hectares) of land, or about 2.5 percent of the land area in the United States. Most reservations are located west of the Mississippi River.

From 1970 to 1980 the Native American population in the United States increased by 72 percent. Today, there are about 1.4 million Native Americans, which is believed to be more than there were when the first European explorers

arrived in the New World. At that time, about one million Native Americans were living in North America. These people were soon overwhelmed by a flood of European settlers.

As European civilization spread rapidly across the continent, the native population declined. Disease and warfare took their toll. By 1920 the Indian population had fallen below 350,000. For a time it seemed the Indians would vanish.

The transfer of land from Indian to European — and later American — hands was accomplished through treaties, war and coercion. It was accompanied by a long struggle between the Indian and European ways of life. In many ways the history of the United States is the story of this struggle.

Tasks:

1. Read the text. Divide it into logical parts. Find the topic sentence of each part.

2. How well have you read? Can you answer the following questions?

1. Why is the story of the Native American unique, tragic and inspiring?
2. What marks of the Indian heritage can be found on the US maps?
3. What did the Indians teach the Europeans?
4. Where do the Indians live nowadays?
5. How many federal reservations are there in the USA?
6. What danger did the Indians face by 1920?
7. How was the land transferred from the Indians to the Europeans?

3. Ask your friends to put questions to the text and answer them.

4. Give Ukraine equivalents to the following English word combinations:

the original inhabitants of the continent; to come in contact with; to assert political and economic rights; to succeed in smth; to teach smb. smth; to be overwhelmed by smb; the onslaught of modern civilization; cultural heritage; handcrafted artifacts; rural areas; reservations; European settlers; civilization spread rapidly across the continent; to accomplish ... through treaties.

5. Give English equivalents to the following word combinations:

Європейська цивілізація; передача землі; завершити процес; супроводжуватися тривалою боротьбою; населення скоротилось; позбавлені своєї землі; федеральні резервації; культурна спадщина; європейські переселенці; західні кордони; політичні та економічні права; сільська місцевість; здавалося, що індіанці повністю зникнуть; індустриальне суспільство; гончарні вироби; срібні вироби; кількісно перевершити; розповсюджується навколо всього світу.

6. Make up a plan of the text in the form of questions.

7. Retell the text, using expressions given in Task 4.

II

WHO WERE INDIANS?

In 1492, an Italian navigator named Christopher Columbus set sail from Spain in search of a sea route to Asia. Columbus hoped to obtain access to the wealth of spices, silks and gold for which the Asia continent was famous. Six weeks later his men sighted land.

Thinking he had landed in the Indies, a group of islands east of the coast of Asia, he called the people on the first island on which he landed "loss Indies", or in English "Indians". Of course, Columbus had not reached Asia at all. He had landed in the New World (the America! continent). But the name "Indians" remains fixed in the English language.

Though Columbus had one name for them, the Indians north of Mexico in what is now the United States and Canada spoke over 30(languages. And they lived scattered across the continent in tribes. Those, the continent were hardly new. Their ancestors had been living there for perhaps 30.000 years.

Scientists speculate that people first came to North America during the last ice age. At that time, much of the earth's water was frozen in the glaciers that covered large parts of the globe. As sea level dropped, a strip of land was exposed in the area that is now the Bering Strait. Mai probably followed the big game he was hunting across this land bridge from Siberia into Alaska.

Over time, these people increased in number, adapted to different environments and spread from the far northern reaches of Alaska and Canada to the tip of South America.

Some groups, such as the peaceful Pueblo of the American Southwest, lived in busy towns. They shared many-storied buildings made of adobe (mud and straw) bricks. They grew corn, squash and beans.

Their neighbors, the Apache, lived in small bands. They hunted wildlife and gathered plants, nuts and roots. After acquiring horses from the Spanish they made their living by raiding food and goods from their more settled white and Indian neighbors.

In the eastern woods of the North American continent. The Iroquois hunted, fished and farmed. Like the Pueblo they were excellent farmers, and 12 varieties of corn grew in their communal fields. Their long houses, covered with elm bark, held as many as 20 families. Each family had its own apartment on either side of a central hall.

The Iroquois were fierce warriors. They surrounded their villages with wooden stockades to protect them from attack by their neighbors. They fought for the glory of their tribe and for the glory of individual warriors.

The Indians of the North Pacific coast harvested ocean fish and seafood. Tribes like the Haida lived in large plank houses with elaborately carved doorposts. These were called totem poles and the figures of them were a record of the history of the family which lived in the house.

Many Indians were fine crafts workers. They made pottery, baskets, carvings and wove cotton and plant-fiber cloth. They traveled in small boats and on foot, never having developed the wheel. Some, such as the Plain's Indians, used dogs to pull a load carrying frame called a travois. Others, such as the Winnebagoes of the Midwest, developed a sophisticated calendar that took the motions of both the sun and the moon into account.

Different as they were, all tribes were greatly affected by the coming of the white man with his firearms, iron cooking pots, horses, wheeled vehicles and with

his diseases, to which the Indians had no immunities. The European arrival changed the Indian way of life forever.

Tasks:

1. Read the text. Divide it into logical parts. Find the topic sentence of each part.

2. How well have read? Can you answer the following questions?

1. What did Christopher Columbus do in 1492?
2. Why did Christopher Columbus call the people on the first island "loss Indies"?
3. What groups of people did the Indians comprise?
4. When did the people come first to North America?
5. Where did the Pueblo live?
6. What were the Iroquois occupied with?
7. What changed the Indian way of life?

3. Give Russian equivalents to the following English word combinations:

to set sail; to obtain access to; to share smth; to make one's living! by smth; to fight for smth; to be affected by smth; ice age; sea level; a strip of land; increase in number; fierce warriors; to fight for the glory of the tribe; craftsmen; to make pottery; the white men; wheeled vehicles; way of life.

4. Give English equivalents to the following word combinations:

корінне населення; обробляти пшеницю; відправитися; в пошуках нового морського шляху; отримати доступ до багатства; побачити землю; висадитися в Новому Світі; бути розкиданим по всьому континенту; Льодовиковий період; кількісно збільшитися; миролюбні племена; дерев'яний частокіл; хоробрі воїни; битися на славу племені; вправні майстри; вогнепальна зброя; змінити спосіб життя.

5. Put all types of questions to the text.

6. Retell the text, using expressions, given in Task 3.

III

THE QUEST FOR LAND

To the Europeans, much of the Indians' land appeared vacant. The Indians didn't "improve the land" with fences, wells, buildings or permanent towns. Many settlers thought the Indians were savages and that their way of life had little value. They felt they had every right to farm the Indian lands.

On Manhattan Island, the present site of New York City, beaver, deer, fox, wild turkey and other game (wild animals) were plentiful. The Shinnecock Indians used the island for fishing and hunting, but they didn't live there. In 1626, the Dutch "bought" the island from them. The Shinnecock did not understand that once the land was sold, the Dutch felt it was their right to keep the Indians off. Like most Indians, they had no concept of private property.

The Indians believed that the land was there to be shared by all men. They worshipped the earth that provided them with food, clothing and shelter. And they took from it only what they needed. They didn't understand when the settlers slaughtered animals to make the woods around their towns safer. They didn't like the roads and towns that to them, scarred the natural beauty of the earth.

To the Europeans, game existed to be killed and land to be owned and farmed. Many did not bother to discuss with the Indians whether or not they wanted to give up their land. To make room for the new settlers, hunting lands, fields, even Indian towns were seized through war, threats, treaties or some combination of the three.

Tasks:

1. Read the text. Divide it into logical parts. Find the topic sentence of each part.

2. How well have you read? Can you answer the following questions?

1. Why did the Europeans think that the Indian land was vacant?
2. What animals were plentiful on Manhattan Island?
3. When did the Dutch buy the island from the Shinnecock Indians?
4. What did the Indians worship?
5. What was the attitude of the Europeans to the game?

3. Give Ukrainian equivalents to the following English word combinations:

to improve smth; to buy smth from smb; not to bother to do smth; to make room for; permanent towns; on Manhattan Island; private Property; to worship the earth; to slaughter animals; the natural beauty; to make room for the new settlers; to seize through war.

4. Give English equivalents to the following word combinations:

постійні міста; мати право на що-небудь; обробляти землю; приватна власність; мати уявлення про що-небудь; дикуни; не мати великої цінності; поклонятися землі; убезпечити ліси; вбивати диких тварин; краса землі; захоплювати міста; брати необхідне; використовувати землю для полювання і рибальства.

5. Make up a dialogue on the basis of the text.

6. Retell the text, using expressions given in Task 3.

2. THE POPULATION OF THE USA

According to statistics in 1990 there were 249.6 million inhabitants in the USA. The first 90% settlers were of Anglo-Saxon stock, most of the rest being of Negro origin. After 1890 the proportion of other immigrants increased. They came from Scandinavia, Southern Europe and the Slav countries. Poor economic and political conditions at home forced them to immigrate to the New World in search of a better life. After the Second World War there was another wave of immigration.

America has often been called "a melting-pot" where economic and social pressures have forced non-English speaking immigrants to drop their native tongue and habits. Only some ethnic groups have managed to retain their language — about 8 million Chicanos who speak Spanish, half a million Frenchmen in New Orleans and a million and a half Swedes in Minnesota. Such groups as Italians, Puerto Ricans and others try to retain at least some elements of their national heritage. The number of Jews in the

The USA and Its People, American USA is about seven million, almost half of them live in New York.

The average density of population in the United States is about 26 persons per square kilometers. The State of New Jersey is the most densely populated (374 persons per sq. km.). By contrast Alaska has only 0,3 persons per square kilometers. The following ten states have the largest population: California, New York, Pennsylvania, Texas, Illinois, Ohio, Michigan, New Jersey, Florida, and Massachusetts. All of them are well established manufacturing and trading areas, with intensive farms outside many large cities.

Well over 90% of the present-day Americans, whatever their origin, were born in the United States, and nearly all have been assimilated into the American way of life.

The most interesting and important ethnic minorities in the USA are American Indians and Negroes or Black Americans. Negro Americans constitute 11% of the population. The aboriginal Indians number 763,594. Both ethnic groups have long been subjected to racial discrimination and merciless exploitation and this process still continues.

Tasks

1. Look through the text and find the information about the origin of the inhabitants of the USA.

2. Complete the following sentences to support the main ideas of the text.

1. The US population combines people of different races and nationalities including...
2. The density of population depends on different factors such as...
3. Racial discrimination strikes the hardest blow at such ethnic minorities as...

3. Summarize the contents of the text using these sentences as an outline.

THE USA — THE COUNTRY OF DIVERSITY

The USA is rich in water resources. The following text speaks about the largest and the most important rivers of the country. Look through the text and say what rivers are mentioned in it.

3. THE RIVERS

The Mississippi is one of the world's great continental rivers. The waters of the Mississippi are gathered from two-thirds of the United States. Together with the Missouri River (its chief western branch), the Mississippi flows some 4,000 miles (6,400 kilometers) from its northern sources in the Rocky Mountains to the Gulf of Mexico. This is one of the longest water courses known. The Mississippi has been called the "father of waters". Through all its lower course, it wanders along, appearing lazy and harmless. But people who know the Mississippi are not deceived by its lazy appearance. Americans have had many bitter struggles with Mississippi floods. Finally Americans had to learn that nothing can be gained by fighting against the rages of the mighty river. To live in peace with the river, people have had to accept some of the river's own terms. They have had to work patiently at saving, and rebuilding soil, grasslands, and forests, far back to where the waters begin to gather. Without such work, there could be no hope of taming the Mississippi.

Where the still untamed Missouri River pours into the Mississippi, from the west, it colours the river deep brown with small pieces of soil. Farther down the stream, the waters of the Ohio River join the Mississippi. (The Ohio is the Mississippi's principal eastern tributary). Where the two rivers join, evidence of the difference between the dry west and rainy east is already apparent. Then for miles the waters of the two streams flow on side by side, without mixing. Those from the west are brown; they have robbed the soil in areas where few plants grow. The waters from the east are clear and blue; they come from hills and valleys where plentiful forest and plant cover has kept the soil from being washed away.

Like the Mississippi, all the waters east of the Rockies finally reach the Atlantic; all the waters to the west of the Rockies finally arrive at the Pacific. For this reason the Rocky Mountains are known as the Continental Divide. There are many places in the Rockies where a visitor may throw two snowballs in opposite directions and know that each will feed a different ocean.

The two great rivers of the Pacific side are the Colorado and the Columbia. The Colorado is in the south; the Columbia rises in Canada and drains the north. In

the dry western country, both rivers are important and necessary sources of life, but they are different. The Columbia was wild in prehistoric times, cutting the land. Now, however, it flows with quiet dignity. But the Colorado is still a river of enormous fury — wild, restless, and angry. It races and plunges, cutting deeply into the desert rocks. For hundreds of miles, it resists any attempt to cross it. But with all its fury the Colorado has been dammed and put to work. All the farms and cities of the south-western corner of the country depend on its waters.

The Rio Grande, nearly 2,000 miles (3,200 kilometers) long, is the foremost river of the Southwest. It forms a natural boundary between Mexico and the United States; together, the two governments have built irrigation and flood control projects of mutual benefit.

Tasks

1. Reread the first paragraph and point out sentences describing the Mississippi as the "father of waters".

2. Find out what rivers pour into the Mississippi from the west and from the east.

1. Why do the tributaries of the Mississippi have different colour of water?

2. What paragraph says that the Rocky Mountains are the Continental Divide?

3. Look through the text and find the information explaining the difference between the Colorado and the Columbia.

4. Reread the last paragraph and say what river forms a natural boundary between Mexico and the USA.

NIAGARA FALLS

Falls is the most widely known natural wonder in America. It has been visited by a greater number of people from home abroad than any other place on the continent. It is a familiar name the world over, and the place above all places in the United States that every visitor from foreign shores does want to see. Niagara Falls is situated directly on the New York Central Lines, midway between New York and Chicago. It is reached from all directions by the through cars of the great railroad system.

Niagara is an Indian word which means "roaring waters". Indeed, the roar of the falling water can be heard within a distance of 25 km. Imagine a mass of water flowing over a cliff 90 feet high and you will get an idea of that terrible noise. And what tremendous power Niagara has! It can move big rocks about and throws them into the boiling waters below.

Niagara Falls is almost beyond description. Its beauty, majesty and power impress each beholder differently. The great features of Niagara are the same, again and again, but their individual expression is constantly changing. With every season, every sunbeam, every shadow, Niagara Falls takes on a different appearance, inspires a fresher interest, and compels new admiration years after years, generation after generation.

Only occasionally some great writer or thinker has caught the message of this mighty cataract and passed it down to us. Charles Dickens wrote of Niagara: "The first effect — the most enduring one — of the tremendous spectacle of Niagara Falls was peace. Peace of mind, tranquility, great thoughts of eternal rest; nothing of gloom or terror. Niagara at once stamped upon my heart an image of beauty, to remain there changeless until its pulses cease to beat forever..."

Abraham Lincoln, the great martyr President of the United States, said of Niagara: "It calls up the indefinite past. When Columbus first sought this continent Niagara was roaring here. The eyes of species of extinct giants whose bones fill the mounds of America have been gazing on Niagara as ours do now. Niagara *is us* strong and fresh today as ten thousand years ago. The mammoths so long dead that fragments of their monstrous bone alone testify that they did live have been gazing on Niagara — in that long time never still for a single moment."

Aside from the scenic beauty of the Falls, the industrial development on both sides of the river will interest many tourists.

The development of electrical power has brought with it manufacturing processes that were unknown a century ago. More than a million horse-power is being developed now at Niagara, both for local use and transmission to cities and towns in New York State and the Province of Ontario within a radius of 200 miles.

Tasks:

1. Answer the questions.

1. What is the most widely known natural wonder in America?
2. Where is Niagara Falls situated?
3. What does the word "Niagara" mean?
4. What impressed Charles Dickens in Niagara Falls?
5. What did Abraham Lincoln say of Niagara?
6. How is the power of Niagara Falls used by man?

IT'S INTERESTING TO KNOW: A RIVER THAT FLOWS BACKWARD

Have you ever heard of a river that flows backward? You'll find it — as you will many other strange tailings — in America.

Years ago the Chicago River flowed north and emptied itself into Lake Michigan. But when Chicago began to expand and more in water was needed for its inhabitants, engineers got to and deliberately altered the whole structure of the river, so fresh water would then flow from the lake into the river! The result is that nowadays, instead of flowing north, the Chicago river flows south towards the Gulf of Mexico.

THE SOURCE OF THE MISSISSIPPI

In the spring of 1803 President Jefferson wished someone to explore the upper Mississippi region and find the source of the great river. This river was thought to have its source in the land that was a part of the Louisiana Purchase. However, very little was accurately known about this land of the Indians living in it. Lieutenant Pike, then twenty-six years of age, was chosen by their President to lead the expedition, and orders were sent from headquarters for him to find and map the source of the Mississippi. Pike was delighted with the duties assigned to him, for he was sure of a promotion if he could carry out the President's instructions.

In June of that year he assembled twenty men and started north. At first the journey, which was made by boats, was easy; but it grew more and more difficult as the expedition progressed farther north and winter approached. It was necessary to carry¹ the boats for long distances. The men became ill from colds and fevers

brought on by the severe, raw weather. The deep snow hindered Pike from getting food for himself and his men.

Pike, not a man to be discouraged easily, determined to go on. j He himself suffered greatly, but he never lost his good temper. He knew that he must be an inspiration to his weary men, and they appreciated his encouraging words.

At last, after great suffering and hardship, Pike reached his desired goal — the source of the Mississippi.

4. THE U.S. CONSTITUTION

1. INTRODUCTION TO THE U.S. CONSTITUTION

After the Revolutionary War, the Articles of Confederation (1781) were the basis of the new American government. But this weak government did not work very well. The delegates to the Constitutional Convention of 1787 revised the Articles of Confederation. The result was the U.S. Constitution. Three main principles form the basis of the Constitution:

1. The separation of powers of the three branches of government.
2. Government of, for, and by the people.
3. Basic human rights (individual freedom, equality, and justice).

The Constitution has three parts:

1. The Preamble tells its purposes: to protect the nation and to assure justice, peace, and liberty for all.
2. The Document contains seven articles.
3. Twenty-six Amendments guarantee individual rights and freedoms and establish other basic principles of government.

2. Write the words from 1.

1. After the Revolutionary War, **the Articles of Confederation** (1781) were the basis of the new American government.
2. The result of the Constitutional Convention of 1787 was _____.
3. One of the main principles of the Constitution is the _____ of powers of the three _____ of government.

4. Another principle is government of, for, and by _____ .
5. The third principle is basic _____ , such as individual _____, equality, and.
6. The three parts of the Constitution are _____, the seven _____ of the Document, and the twenty-six _____.

3. THE DOCUMENT

Article one created the Legislative Branch of government. It established these principles, among others:

1. Congress makes the laws of the nation.
2. The two houses of Congress are the Senate and the House of Representatives.
3. The people of each state elect two Senators.
4. The population of each state determines the number of Representatives.

Article Two established the Executive Branch of government, the Presidency. Here are a few of its principles:

1. The Electoral College elects the President.
2. The President is the chief executive of the nation and Commander in Chief of the armed forces.
3. The President has certain powers, such as to enforce laws.
4. The President may initiate the law-making process.

Article Three created the Judicial Branch under these principles:

1. The Supreme Court is the highest court of the land. It is a court of last appeal, and its decisions are final.
2. It is the responsibility of the Supreme Court to defend and interpret the principles of the Constitution.
3. Residents of the U.S. have the right to trial by jury.

Article Four defined the relationship among the states and the relationship of the states to the Federal government. It included these principles:

1. U.S. residents have the same rights in all states.
2. All states have a republican form of government.

3. Congress may admit new states and make laws for U.S. territories.

Article Five described ways to amend (change) the Constitution.

1. Congress may propose (suggest) an amendment if two-thirds of both houses vote for it.

2. The states may initiate an amendment. If two-thirds of all state legislatures agree to propose it, Congress will call a national convention.

3. To add the amendment to the Constitution, three-fourths of the state legislatures or special state conventions must ratify (officially approve) it.

Article Six declared the Constitution the Supreme Law of the Land.

1. No state constitution or law or judge may contradict (state the opposite of) the Constitution.

2. All public officials must promise to support the Constitution in an official oath.

Article Seven declared that nine states must ratify the Constitution for it to become law.

4. In the parentheses, write the number of the Article of the Constitution that contains the answer to each question. Then write the answer in a few words on the line

3. (6) What is the Supreme Law of the Land? the Constitution

4. () What is the highest court of the land? _____

3. () What branch of government makes the laws of the nation?
_____ .

4. () How many Senators and Representatives does each state have in Congress?
_____ .

5. () Do U.S. residents have the same rights in all states? _____ .

6. () Who is the chief executive of the nation and Commander in Chief of the armed forces? _____ .

7. () What are two ways to propose a Constitutional Amendment?
_____ .

8. () What are some of the duties and powers of the President?
_____ .

9. () What is one important responsibility of the Supreme Court?

_____ .
10. () What form of government do the states have?

_____ .
11. () May a state constitution or judge contradict the U.S. Constitution?

_____ .
12. () How are new states admitted to the Union? _____ .

_____ .
13. () Who has to approve a proposed amendment?

_____ .
14. () What must public officials promise in an official oath?

_____ .
15. () How many states had to ratify the Constitution before it became law?

5. The Amendments

The U.S. Constitution is "a living document" because Americans can change it with amendments. The existing amendments protect individual rights or have solved other national problems.

Amendment	Ratified	What does the amendment say?
1-10	1791	The first ten amendments are the "Bill of Rights."
11	1798	Citizens of a state or foreign country may not take another state to court.
12	1804	Electors vote for the President and Vice President on separate ballots.
13	1865	Slavery is illegal.
14	1868	All people born in the United States or naturalized are citizens.

15	1870	Black men have the right to vote.
16	1913	Congress has the right to tax income.
17	1913	The citizens elect U.S. Senators directly.
18	1919	It is illegal to make or sell liquor.
19	1920	Women citizens have the right to vote.
20	1933	A new President takes office on January 20.
21	1933	The Eighteenth Amendment was repealed.
22	1951	Presidents may serve no more than two terms.
23	1961	Citizens living in Washington B.C. may vote in Presidential elections.
24	1964	It is illegal to require voting taxes.
25	1967	The Vice President becomes President if the President can't carry out his duties.
26	1971	All citizens eighteen years and older may vote.

6. Make sentences about the information in 5. You can use these sentence patterns

1. The _____ Amendment was ratified in _____.

2. It says that _____.

BASIC RIGHTS AND FREEDOMS

A. Work in groups. Discuss these questions about individual rights in the United States and decide on the answers

1. If a reporter writes an article about government official stealing money, can the newspaper publish it legally?
 - a. Yes, because the Bill of Rights of the U.S. Constitution guarantees freedom of speech and the press.
 - b. No, because the truth can damage the government.
2. Is Christianity the official religion of the United States?
 - a. Yes, because most Americans are Christian.
 - b. No, because separation of church and state is a principle of the U.S. government, and the Bill of Rights guarantees freedom of religion.
3. If an American opposes a federal law, what can he or she do about it?
 - a. Nothing. You can protest local laws, but not federal ones.
 - b. Write a letter to a government official.
4. Who can own guns in the United States?
 - a. All U.S. citizens if they follow the state laws about weapons.
 - b. No one, because private gun ownership is illegal.
5. Who must allow soldiers to live in their homes?
 - a. No one, except perhaps in time of war.
 - b. All citizens, because this is a basic right of government.
6. How can you find out the rights and freedoms of Americans?
 - a. You can read the Constitution and law books, ask U.S. government officials, and talk to lawyers familiar with U.S. laws.
 - b. You can get the information from entertainment films and popular music.
7. How are the rights of born citizens different from the rights of naturalized citizens?
 - a. They are the same, except that naturalized citizens can't become President of the U.S.
 - b. Only born citizens can work in government jobs, join political parties, or run for office.

8. Is it legal for adults to use alcohol in the U.S.?
 - a. No, because Amendment 18 made it illegal to make or sell liquor.
 - b. Yes, because Amendment 21 repealed Amendment 18.
9. Who can register to vote in the United States?
 - a. All born and naturalized citizens over the age of 18.
 - b. Only white men in the fifty states (not in Washington, D.C.)

B. Match the words with their meanings on the right. Write the letters on the lines

- | | |
|------------------------------|--|
| 1. <u>b</u> a search warrant | a. people who examine evidence to decide if a trial is necessary |
| 2. _ charge (noun) | b. legal permission to search |
| 3. _ grand jury | c. members of a jury who hear evidence and come to a verdict |
| 4. _ a trial | d. an accusation of crime |
| 5. _ testify | e. people who give evidence |
| 6. _ guarantee | f. promise or give assurance |
| 7. _ jurors | g. money paid to guarantee that someone freed from jail will return to the trial |
| 8. _ a unanimous verdict | h. the hearing of a case in court |
| 9. _ witnesses | i. give evidence |
| 10. _ bail | j. decision agreed on by everyone |

C. Here is a summary of the Constitutional Amendments about individual rights and liberties. To match each with the information in A and B, write the letter of the exercise and the number of the item on the line. (One amendment may refer to more than one item.) Then explain the amendments

1. A1A2A3 Amendment 1 guarantees the right of freedom of speech, press, religion, peaceable assembly, and requesting change from the government.
2. _____ Amendment 2 guarantees the right to own weapons.

3. _____ Amendment 3 says that the government may not force people to take soldiers into their homes in peacetime.
4. _____ Amendment 4 says that the government may not search or take individual property without a warrant.
5. _____ Amendment 5 says that to bring a person to trial, a grand jury must charge him or her with a crime. Also, the government may not bring a person to trial more than once for the same crime and may not take away property without a legal process. No one must testify against himself or herself in court.
6. _____ Amendments 6 and 7 give individuals the right to an open trial by jury and a lawyer. They have the right to hear the charges, to question witnesses, and to get witnesses to testify for them.
7. _____ Amendment 8 protects people against unreasonable bail or fines and cruel or unusual punishment.
8. _____ Amendment 9 says that individuals have rights in addition to those in the Constitution.
9. _____ Amendment 14 guarantees all the rights of citizens to people born or naturalized in the U.S.
10. _____ Amendment 15 guarantees the right to vote to ex-slaves and black people.
11. _____ Amendment 18 made it illegal to make or sell alcohol.
12. _____ Amendment. 19 guaranteed the right to vote to women.
13. _____ Amendment 21 repealed Amendment 18.
14. _____ Amendment. 23 gives the right to vote to residents of Washington, B.C.
15. _____ Amendment 26 gives the right to vote to all citizens over the age of eighteen.

5. AMERICAN ECONOMY

The American economy is a dynamic, free-market system that is evolving out of the choices and decisions made by millions of citizens who play roles as consumers, producers, investors and voters. The United States is generally described as a mixed economy, though the great majority of productive resources

are privately owned, the federal government does play an important part in the marketplace.

By any standard, the American economy that has evolved over 250 years has been immensely successful. With less than 5 percent of the world's population, the United States in the early 1990s produced about 25 percent of the world's output. U.S. productivity and standard of living remain among the highest in the industrial world— although other nations have experienced higher rates of growth in recent decades.

An economy based on free enterprise is generally characterized by private ownership and initiative, with a relative absence of government involvement. However, government intervention has been found necessary from time to time to ensure that economic opportunities are fair and accessible to the people, to prevent flagrant abuses, to dampen inflation and to stimulate growth.

Ever since colonial times, the government has been involved, in economic decision-making. The federal government, for example, has made investments in infrastructure—from canals and post roads in the 19th century, to interstate highways and orbiting Earth satellites in the 20th century. The government has provided social welfare programs that the private sector was unable or unwilling to provide. Over many, decades, it has supported and promoted the development of agriculture.

The "New Deal" programs of the 1930s brought the greatest expansion of the government's role. New laws were passed regulating many economic activities—from sales of stock to the right of workers to form unions. The government began to provide workers with a measure of economic security in their old age. The Social Security program, enacted in 1935, still ensures that retired people have a regular income each month, and has been expanded to help them meet their medical costs.

But in the 1970s and 1980s, with taxes steadily rising and the U.S. economy stagnating, new national leaders cut government spending and levels of taxation, and to reduce a government influence over the private sector. Their goal

was to stimulate the private-sector initiative and investment to revive free-market economies.

Another theme has been the transformation of the U.S. economy by emerging technologies. Once a nation of farmers, the United States was changed dramatically by successful adaptation of the machinery and production processes of the Industrial Revolution—and then transformed again by a "second" Industrial Revolution.

Beginning in 1870 and lasting for around a century, the United States became the world's manufacturing powerhouse—leading the world in the production of steel, automobiles and other products. Since the 1960s, new service-based and information-processing industries gradually replace some of the old branches of the traditional industrial base. By the 1990s, advances made in such fields as chemistry, electronics and biotechnology. New farming technology has transformed the American agricultural sector, allowing more food and fiber to be produced.

A third theme has been the continuous debate over international trade policy and, thus, over the degree of integration of the United States into the world economy. Trade was in many ways the linchpin of the colonial system; to lead the world in the production of; service-based and information-processing industries; to make advances; integration of the USA into the world economy; to conduct trade. Until the end of World War II, the United States conducted international trade under the shield of high or modified tariffs. After World War II the United States became an advocate of freer trade. Although the nation's policy has remained generally pro-free trade, by the 1970s and 1980s many U.S. manufacturing industries felt increasing advocate of competition from abroad, to underscore both, maintain economy.

Each of these themes underscores certain fundamental characteristics of the American economy. First, the economy is changing continuously, as citizens freely express their economic preferences directly in the marketplace and indirectly in the voting booth. At the same time, the persistence of these themes over time reveals of continuity in the dynamic U.S. economy.

In any event, Americans have often been described as pragmatists. The pragmatic test is that in addition to every-thing else, an acceptable theory must actually work. Clear evidence of the American people's pragmatism is demonstrated by their actions: to establish and maintain an economy based on the principles of free enterprise. At the same time, Americans accept an important role for government to help create an environment with the widest possible opportunities for individual opportunity, and economic growth and progress.

Tasks

2. Read the text. Divide it into logical parts. Find the topical sentence of each part.

3. Read the sentences below and say if the statements are true or false:

1. The great majority of American productive resources are privately owned.
2. "The New Deal" programs decreased the government's role.
3. The US became the world's manufacturing power in 1870.
4. New service-based and information-processing industries replace old branches in 1950s.

4. Give Russian equivalents word combinations:

dynamic; free-market system; productive resources; privately owned; evolve; world's output; productivity and standard of living; rates of growth; free enterprise; private ownership; to prevent flagrant abuses; to dampen inflation; social welfare programs; regulate economic; to provide the workers with; to ensure; to meet medical costs; steadily rising taxes; to reduce government influence over private sector; emerging technologies; advance; international trade; to conduct international trade.

5. How well have you read? Can you answer the following questions?

1. Why is the American Economy dynamic?
2. What is evolving out of the choices and decisions made by millions of citizens who play roles as consumers, producers, investors and voters?
3. How is the American Economy described?
4. What are privately owned?
5. How many percent of the world's output did American Economy produce?

6. What has the government provided?
7. What did the "New Deal" programs bring?
8. What was their goal?
9. Was the United States changed dramatically by successful adaptation of the machinery and production processes of the Industrial Revolution?
10. When did the United States become the world's manufacturing powerhouse—leading the world in the production of steel, automobiles and other products?
11. What did the United States conduct until the end of World War II?
12. What has the nation's policy remained?
13. How Americans have often been described?
14. What is the American people's pragmatism demonstrated?
15. What do the Americans accept?

VII. CHECK YOURSELF

A. When did these things happen? Choose the correct date for each one.

- | | | |
|-----|---|------|
| 1. | Christopher Columbus lands in the Bahamas. | 1872 |
| | | 1791 |
| 2. | The American Declaration of Independence was proclaimed | 1963 |
| | | 1861 |
| 3. | John Cabot came to Newfoundland. | 1498 |
| 4. | The War for Independence began. | 1867 |
| 5. | Alaska was purchased from Russia. | 1776 |
| 6. | The Civil War started. | 1498 |
| 7. | Amerigo Vespucci skirted the coast of Venezuela. | 1775 |
| | | 1492 |
| 8. | The Bill of Rights was added to the Constitution. | 1499 |
| 9. | First national park was created. | |
| 10. | President Kennedy was assassinated. | |

B. Skim through the material of Black America (p. 17) and answer the following questions:

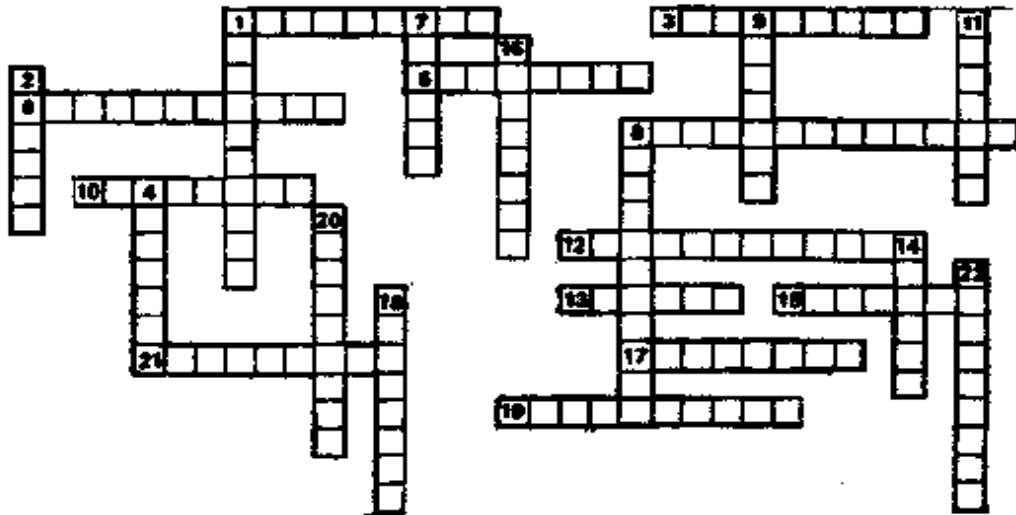
1. Where did first settlers of the American continent come from?
2. Did the people from the Old World bring grains, fruit trees, vegetables and livestock to the new continent?
3. What was the purpose of the expedition westward across the Atlantic?
4. Where and when were the first English settlements in North America founded?
5. What was the attitude of the Indians towards the white men?
6. Where did Amerigo Vespucci sail?
7. Why was the new continent named after him?
8. What did the discovery of America mean?
9. What was the source of plantation labour in the South of America?
10. When was slavery abolished in the USA?
11. Did it give real liberation to the emancipated Negroes?
12. How long did the Civil War in the USA last?

Across Clues

- 1) the name of a complex of buildings including a notorious hotel which is connected with the scandal during president Nixon election campaign, a symbol of corruption in the American political life of the 70s of the 20th century;
- 3) one of the five boroughs of New York, the heart of the city, a rocky island (the one which, as tradition says, had been bought from the Indians for 24 dollars);
- 5) a street in New York where theatres, variety theatres, show business of New York are situated. The symbol of the New York show business;
- 6) the mountain system in the east of the USA;
- 8) the state, the capital of which is Boston;
- 10) the only of the five Great Lakes which lies entirely on the territory of the USA;
- 12) the first capital of the USA;
- 13) the capital of the state Massachusetts;
- 15) the city where the Day of International Solidarity of Workers (May 1) was born;

- 17) the center of the military-industrial complex in the USA, the symbol of American militarism;
- 19) the mountain system in the west of the USA;
- 21) the city where the first battle between the British troops and the American colonists took place in 1775.

Crossword



Down Clues

- 1) the capital of the USA;
- 2) one of the Negro ghettos of New York;
- 4) the best known park in New York;
- 7) the capital of the state New York;
- 8) the longest river in the USA;
- 9) the university situated in the city of Cambridge (one of the best universities of the USA);
- 11) the building in which the Congress of the USA sits-
- 14) the biggest state in the USA;
- 16) the city where Mark Twain was born;
- 18) the capital of the state Hawaii;
- 20) the first settlement of the British settlers in the USA-
- 22) the center of the American cinema.

Political System

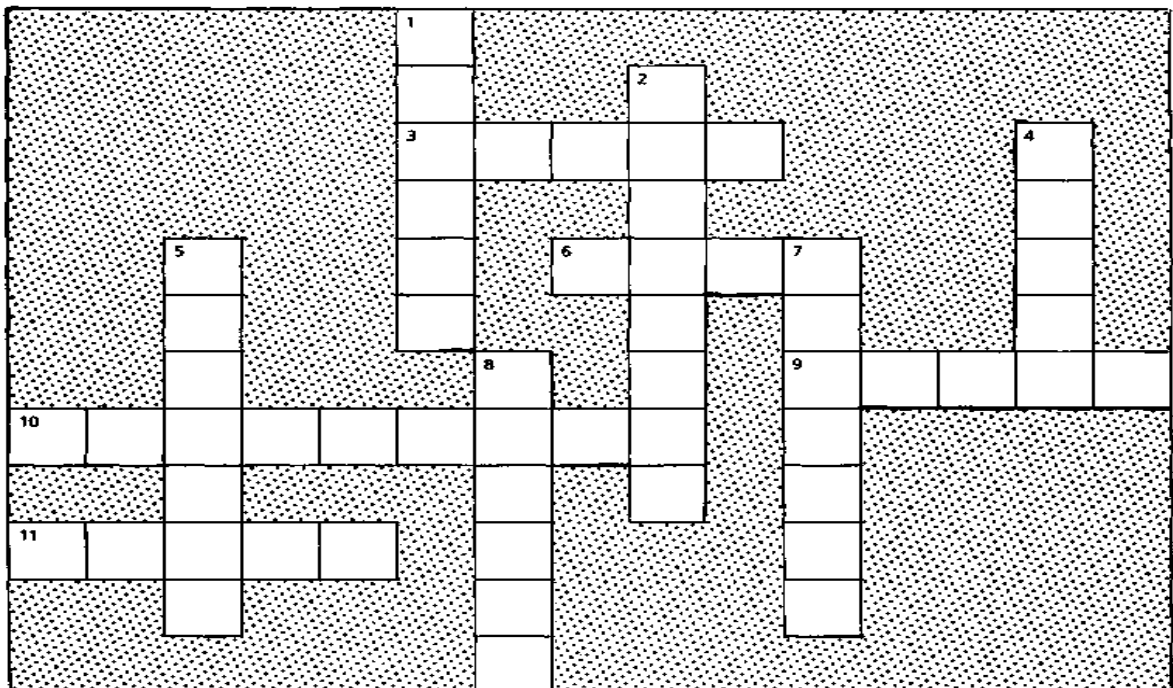
A. We have different names for many leaders in our three levels of government. There is a list of those names below. Can you find the names in the word search? Circle the words.

President	M A Y S S R Z J U S T I C E E
Governor	O F N E U B R E P R E S I U V
Representative	F V Z N <u>P R E S I D E N T</u> U S
Senator	F G O A E V U B J Z M A Y O R
Assemblyman	I E N T R M H J X Y P R C D N
Mayor	C A G O V E R N O R R I O U N
City Council	I X G R I M A X I C E A U L X
Supervisor	A N A S S E M B L Y M A N I S
Justice	L A X D O K C C E A Y X C Z P
Officials	S R E P R E S E N T A T I V E
	P E S A R D B O U C I L L E V

THE FEDERAL GOVERNMENT

THREE BRANCHES OF THE FEDERAL GOVERNMENT

A. Complete the following crossword puzzle.



FEDERAL OFFICIALS

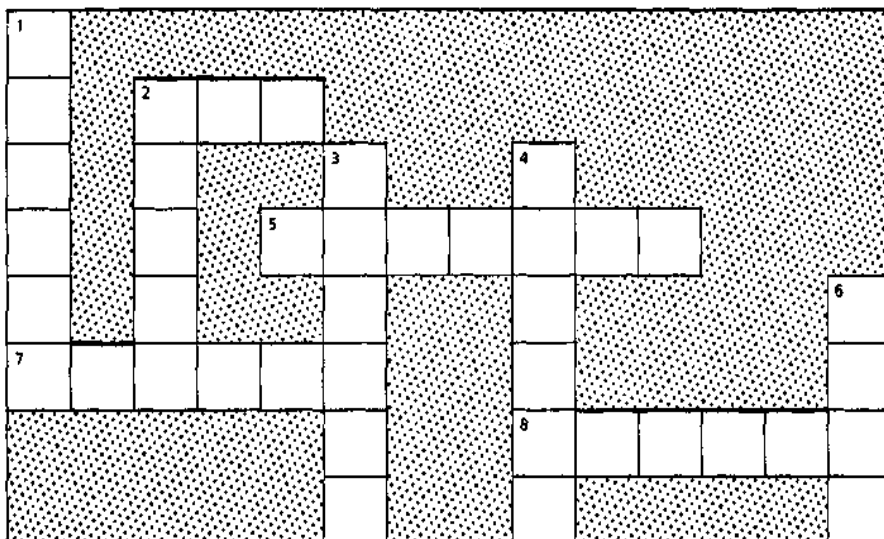
B. Work with a partner. One student will look at the chart on the top. The other student will look at the chart on the bottom. You can see that your chart is not complete. Do not look at your partner's chart. You can ask your partner questions to get the information you need. For example, "How old does the Vice President have to be?" Complete the chart:

	PRESIDENT	V.R	SENATOR	REPRESENTATIV
Age	35+ years		30+ years	
Citizen		born in U.S.		7+ years
Residence		14+ years		in state
Term	4 years		6 years	
Limit	2 terms		none	
Number of:	1			435

	PRESIDENT	V.R	SENATOR	REPRESENTATIV
Age		35+ years		25+ years
Citizen	born in U.S.		9+ years	
Residence	14+ years		in state	
Term		4 years		2 years
Limit		none		none
Number of:		1	100	

THE CONSTITUTION

C. Complete the crossword puzzle below.



ACROSS

- 2 The Bill of Rights includes the first _____ amendments.
- 5 The U.S. Constitution is the _____, or supreme, law of the land.
- 7 Freedom of _____ means we can say our thoughts.
- 8 If we bring a case to court, we can have a _____ help us.

DOWN

- 1 The U.S. government has separation of _____
- 2 The U.S. has _____ branches of government.
- 3 The Constitution lists the basic _____ for all people living in the U.S.
- 4 The Constitution says we have a government by the _____
- 6 At a trial, a group of citizens, or _____, can listen to our case.

IMPORTANT DOCUMENTS

D. Read the following phrases. They can be found in different official documents. Match the phrase on the left with its document on the right. Put the correct letter on the line.

- | | |
|---|---------------------------------|
| ___ 1. “ We the people of the United States
... “ | a) Articles of the Constitution |
| ___ 2. “The citizens will elect a governor
every 4 years . . .” | b) Bill of Rights |
| ___ 3. “The mayor and city council will be
the executive and legislative branches... “ | c) Amendments 11-26 |
| ___ 4. “. . . freedom of religion, speech,
press . . .” | d) Preamble |
| ___ 5. “. . . citizens 18 years or older can
vote . . .” | e) a state constitution |
| ___ 6. “As of February 3, 1991, first class
letters need a 29¢ stamp.” | f) a state law |
| ___ 7. “Everyone must pass a driving test to
get a license.” | g) a local charter |
| | h) a federal law |

___ 8. “Three-fourths (3/4) of the states must vote to amend the Constitution.”

NUMBER GAME

E. You need to remember some important numbers in the U.S. Government.

Fill in the blanks below with the correct numbers:

1. Branches in the U.S. Government _____
2. Senators in the U.S. Congress _____
3. Representatives in the U.S. Congress _____
4. Vice President(s) in the executive branch _____
5. Supreme Court Justices _____
6. States _____
7. Amendments in the Bill of Rights _____
8. George Washington was President # _____ .
9. In 1987, the U.S. Constitution was ___ years old _____

Now add these numbers

Your answer has three numbers. Each number represents a letter. Use the chart below.

Find the numbers from your answer and their letters.

0	1	2	3	4	5	6	7	8	9
S	E	P	D	O	T	L	R	U	A

Write the letters in the same order. You will see the name of a special place.

CANDIDATES

C. Read the short descriptions of these candidates. Can they be candidates for President (Pres.), Vice President (V.R), Senator (Sen.) or Representative (Rep.)? Look at the chart you completed on page 90. Put a check next to all of the offices they can be candidates for.

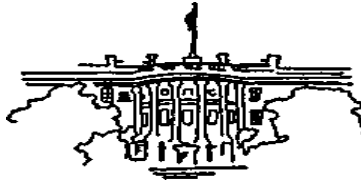
	PRES.	V.P.	SEN.	REP.
1 . Amelia Scares, 40. Born in Brazil. U.S. citizen and living in Texas since 1960.	_____	_____	_____	_____
2. Rose Moradian, 60. Born in Hawaii. Living in Hawaii all her life.	_____	_____	_____	_____
2. James Carter, 60. Born in Georgia. Was U.S. President from 1977-1981.	_____	_____	_____	_____
3. Ronald Reagan, 74. Born in Illinois. Was U.S. President from 1981-1989.	_____	_____	_____	_____
4. Thomas Fondell, 29. Born in Minnesota. Living in Africa since 1980.	_____	_____	_____	_____
5. Elisabeth Bailey, 58. Born in Vermont. Living in Virginia since 1980.	_____	_____	_____	_____
6. Christine Purdy, 32. Born in Missouri. Living in Washington for 6 years.	_____	_____	_____	_____

Check your answers. Did the other students check the same offices?

FEDERAL CHECKS AND BALANCES

D. The three branches of government are represented by the buildings below.

Fill in the name of each branch.



BRANCH

BRANCH

BRANCH

List three duties for each branch.

DUTIES:

DUTIES:

DUTIES:

1) _____ 4) _____ 7) _____

2) _____ 5) _____ 8) _____

3) _____ 6) _____ 9) _____

CHECKS AND BALANCES

Write one way each branch checks the other two branches.

CHECKS EXECUTIVE: CHECKS LEGISLATIVE: CHECKS LEGISLATIVE:

a) _____ c) _____ e) _____

CHECKS JUDICIAL: CHECKS JUDICIAL: CHECKS EXECUTIVE:

b) _____ d) _____ f) _____

THE CABINET

E. The Cabinet members advise the President. Can you find in the puzzle on page 93 the names of the different Cabinet offices that are listed? Circle these

words in the

~~State~~

Labor

Health

Energy

Housing

Justice

Interior

Defense

Commerce

Treasury

Education

Agriculture

Transportation

H	M	Z	T	S	D	E	F	E	N	S	E	P	R
E	A	I	N	T	E	R	I	O	R	W	D	O	H
A	G	R	I	C	U	L	T	U	R	E	U	D	O
L	B	B	C	F	Z	L	E	N	T	J	C	R	U
T	E	S	E	I	O	A	N	R	S	U	A	N	S
H	W	T	Z	X	X	B	E	A	E	S	T	I	I
T	R	A	N	S	P	O	R	T	A	T	I	O	N
S	O	T	E	E	Z	R	G	X	W	I	O	R	G
T	R	E	A	S	U	R	Y	B	U	C	N	U	O
C	C	A	C	O	M	M	E	R	C	E	G	H	N

JUDICIAL BRANCH

F. The federal court system has 94 District Courts, 13 Circuit Courts of Appeals, and one Supreme Court.

Fill in the correct information:

First, a federal case starts in a _____ court.

Second, the case can be reviewed in an _____ court.

Third, if necessary, a final review can be made in the _____ Court.

G. You are a Supreme Court Justice. Read the laws below. Are these laws constitutional? You must vote on each law. Write "Yes" if the law is constitutional. Write "No" if the law is unconstitutional.

1. Today's President will become President for life. _____
2. All states will have the same number of senators. _____
3. The state of California can say "NO" to all new immigrants. _____
4. The people will vote for Supreme Court Justices. _____
5. Every state will print money for that state. _____

6. All citizens can have a lawyer. _____
7. You must be a citizen for 10 years before you can vote. _____
8. All children must pray in public schools. _____
9. Newspapers can make jokes about the President _____

H. Skim through the material of Unit Three and answer the following questions:

1. Is public education in the USA centralized?
2. Is there a unified system of education in the USA?
3. At what age do children begin to attend school in the USA?
4. What is a high school in the USA?
5. What is an elementary school in the USA?
6. If a person studies at a state university or college does it mean that his education is absolutely free or does he still pay tuition fee?
7. Is tuition fee the same for those who live in the state and for those who come from outside the state?
8. Do private colleges and universities require an admission examination?
9. Do private colleges and universities have rigid scholastic requirements for entrance?

10. What is the duration of a school year in the USA?
11. Which are the best higher education institutions in the USA, are they public or private?
12. What is the classification of the first-, second-, third- and fourth-year students in the USA?

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