

В книгу вошли тексты по истории, географии, экономике, экологии, социальным проблемам, образованию, новым технологиям в США, взятые из аутентичных источников на английском языке.

К каждому из них предлагается ряд типовых заданий и упражнений на активизацию новых слов и контроль понимания прочитанного.

Для удобства пользования в конце книги помещен англо-русский словарь, в который вынесены все необходимые для запоминания новые слова и словосочетания, встречающиеся в текстах.

Книга может быть использована в старших классах школ с углубленным изучением английского языка, гимназий, лицеев, на младших курсах колледжей и вузов, а также широким кругом читателей.



Учебная книга для чтения
на английском языке

E.Istomina,
J.Vaulina

Е.А. Истомина,
Ю.Е. Ваулина

PROFILES OF THE UNITED STATES

РАССКАЗЫ ОБ АМЕРИКЕ

UPPER INTERMEDIATE LEVEL

- Тексты
- Упражнения
- Вопросы и задания
- Учебный словарь

Под редакцией
профессора
О.В. Афанасьевой



«Астрель»



РАССКАЗЫ ОБ АМЕРИКЕ

GEOGRAPHY OF THE UNITED STATES

I. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

Geography of the United States

The USA is a vast country of different landscapes and climates. It stretches 2,575 kilometres from north to south and 4,500 kilometres from east to west. A tremendous diversity in physical features and climate can be observed there: you find moist rain forests, deserts and prairies. Mountain McKinley in Alaska is the highest peak in the USA, 6,194 metres high, while part of Death Valley in California is 89 metres below sea level.

In the East and South-East along the coast of the Atlantic Ocean and the Gulf of Mexico is situated a coastal plain, a narrow stretch of land widening near the Mississippi River. Like a great thumb the **peninsula*** of Florida extends into the sea. The land there is so little above sea level that it is swampy.

Almost parallel to the Atlantic Coastal Plain are the Appalachian mountains. They are also called the Appalachian Highlands because they are not one range of mountains but include **plateaus** and a number of mountain ranges. Their names sound beautiful: the White mountains in Maine, the Green mountains in Vermont, the Blue Ridge in Pennsylvania and Georgia. Some of them are associated with legends. The Catskill mountains of New York are often described in the novels by Fenimore Cooper. They are also considered the home of legendary Rip Van Winkle (Washington Irving's hero). The Appalachian mountains are old and not very high, about 2,000 metres. A footpath for **recreation** stretches for 3,200 kilometres along the Appalachians (called the Appalachian Trail). It runs

* See *New Words* after the text.

through fourteen States, eight national forests and two national parks.

Between the Appalachians in the east and the Rockies in the west is a vast area of lowland that includes the Central Lowland and the Great Plains. When you cross the Appalachians and move to the west you see a different landscape. The land is very flat, fields of corn and grain can be seen stretching as far as the horizon. It is the richest agricultural area. Long ago most of the Central Lowland was covered with forests. The area had large deposits of coal and **petroleum** beneath the trees. To the west of the Central Lowland are the Great Plains. Most of the Great Plains is a plateau covered with short grass prairies. The Black Hills rise abruptly above surrounding plains. Mount Rushmore National memorial is situated there. Mountain Rushmore shows carved faces of four American Presidents: George Washington, Thomas Jefferson, Abraham Lincoln and Theodore Roosevelt. The plains or lowlands rise gradually like a saucer to higher land on the East and West.

Farther west are the Rocky mountains, the backbone of the continent. They are young and high especially in the South, very difficult to cross.

Between the Rockies and the Pacific mountain area lies a thinly populated region of high plateaus and deserts, **canyons** and black salt lakes. The Grand Canyon in northern Arizona is one of the most famous national mountains.

The Pacific coast is quite mountainous. The famous Sierra Nevada witnessed the Gold Rush in the 1850s. Closer to the coast is the area of volcanoes and **faults** that produce **earthquakes**. The **notorious** San Andreas Fault is responsible for the earthquake in San Francisco in 1986.

The USA is rich in lakes and rivers. They have traditionally been used for transportation and unfortunately as public sewers.

The biggest and mighty Mississippi together with its **tributaries** the Missouri, the Ohio and others form the biggest water system. The Mississippi travels through several states. At one end of the river one can see bears in the snow, at the other alligators lying in the sun. In the South the river becomes

larger and more powerful. It looks harmless and lazy but its appearance is deceptive. People living on its banks have many bitter struggles with its **floods**.

The Great Lakes are a very important waterway connected to the Mississippi by canals. Only Lake Michigan is entirely on the American territory. The other 4: the Superior, the Huron, the Erie, the Ontario are shared with Canada. The Niagara Falls, spectacular and beautiful are situated between Lake Erie and Lake Ontario.

In the South the Rio Grande is the longest, about 3,200 km. It forms the boundary between the USA and Mexico.

In the west the rivers of primary importance are the Columbia and the Colorado. The Columbia was wild, cutting and shaping the land. Now it flows with quiet dignity. Large territories depend on these rivers for irrigation and hydroelectric power.

The climate of the United States varies from arctic in Alaska to subtropical in Florida. But we shouldn't forget how far south even the northern parts of the USA are in comparison with Western Europe. New York is on about the same **latitude** as Naples in Italy, Boston is no farther north than Rome.

Summers are almost everywhere hot. They are especially hot and humid in the South and East which is not pleasant. The Pacific area is different. There are no extreme temperatures, cool waters of the Pacific bring mild and stable air. The Pacific coast is often foggy but rainless.

Winter temperatures differ greatly from +13 to -18° C depending on the latitude.

The Pacific coast is warm but rainy at that period of time.

New Words

peninsula	[pɪˈnɪnsjələ]	полуостров
plateau	[ˈplætəʊ]	плато
recreation	[ˌrekriˈeɪʃən]	отдых
petroleum	[pɪˈtrɒliəm]	нефть

canyon	[ˈkænjən]	каньон
fault	[fɔ:lt]	трещина
to witness	[ˈwɪtnɪs]	быть свидетелем, очевидцем
earthquake	[ˈz:θkweɪk]	землетрясение
notorious	[nəʊˈtɔ:riəs]	печально известный, пресловутый
tributary	[ˈtrɪbjutəri]	приток
flood	[flʌd]	наводнение
latitude	[ˈlætɪtju:d]	широта

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- In 1986 San Francisco was destroyed by an ...
- Italy is a ...
- The airport is ... for its bad security.
- The rainstorms caused ... in the lower parts of the town.
- Is gardening ... or a form of hard work?
- Did anyone ... the accident?
- The Oka is ... of the Volga.
- The ... of the island is thirty degrees north.

B. Match the word and its definition.

- | | |
|---------------|--|
| 1. Peninsula | a. a piece of land almost completely surrounded by water but joined to a larger mass of land |
| 2. Plateau | b. a crack in the Earth's surface |
| 3. Recreation | c. a great overflow of water |
| 4. Canyon | d. way of spending free time |
| 5. Fault | e. widely known for something bad |
| 6. Witness | f. a deep narrow valley usually with a river inside |
| 7. Earthquake | g. a large stretch of land that is higher than the land around it |

- | | |
|--------------|--|
| 8. Notorious | h. sudden shaking of the earth surface which may be violent and cause great damage |
| 9. Flood | i. to see something by being present when it happens |

III. Comprehension. Choose the right answer.

- The highest mountain of the USA, McKinley, is situated in ...
a) Hawaii b) Alaska c) Death Valley
- The relief of the USA is characterized by ...
a) its tremendous diversity b) vast prairies c) flat land
- The Green and White mountains are situated in ...
a) the Rockies b) the Blue Ridge c) the Appalachians
- The main water divide or the backbone of the country is ...
a) the Appalachians b) the Rockies c) the Blue Ridge
- The Great Plains are ...
a) the land of wheat fields
b) the land of petroleum
c) a plateau covered with short grass prairies
- Mountain Rushmore is famous for ...
a) carved faces of four American presidents
b) coal mines
c) coal and petroleum
- ... witnessed the Gold Rush in the 1850s.
a) Mount Rushmore b) the Sierra Nevada
c) the Rocky mountains
- The biggest tributary of the Mississippi is ...
a) the Ohio b) the Tennessee c) the Missouri
- ... forms the boundary between the USA and Mexico.
a) the Mississippi b) the Missouri c) the Rio Grande
- The USA climate ...
a) is subtropical b) varies from arctic to subtropical
c) mild and temperate

IV. Say in English.

- США — страна контрастов, страна разнообразного рельефа. Там вы найдете пустыни и прерии, тропические леса и горы.
- Полуостров Флорида выступает в море как большой палец руки. Земля там болотистая, чуть выше уровня моря.

3. Туристическая тропа в Аппалачских горах пересекает четырнадцать штатов, восемь национальных лесов и два национальных парка.
4. Центральная низменность очень отличается от Аппалачских гор. Здесь можно видеть бескрайние ровные поля зерновых.
5. Великие равнины — это прерии, небольшое плато, покрытое травой.
6. Великий каньон, расположенный в Аризоне, — самый известный национальный природный памятник.
7. Великие озера являются важной транспортной водной магистралью. Они — один из источников пресной воды.
8. Ниагарские водопады, расположенные между озерами Эри и Онтарио, очень живописны и привлекают массу туристов.
9. Самые главные реки Запада — это Колорадо и Колумбия.
10. Мы не должны забывать, насколько южнее, по сравнению со странами Западной Европы, расположены некоторые северные районы США.

V. Develop your critical thinking skills. Explain...

1. Why the USA is called the country of diversity.
2. Why the Great Lakes play an important role in the economic life of the USA.
3. Why the western part of the USA has always attracted settlers.
4. Why faults are very dangerous.

Interesting facts. Do you know that...

1. The White mountains got their name from the grayish white appearance of the higher peaks.
2. Death Valley is now a resort. It was called so in 1849 by Gold Rush pioneers when part of them died there.
3. The Grand Canyon is 1,6 km deep.
4. Besides the Grand Canyon you can see the Painted Desert in Arizona where red, orange and white layers make a superb mosaic.
5. The Mississippi is called "the father of waters".



Unit II

AMERICAN HISTORY



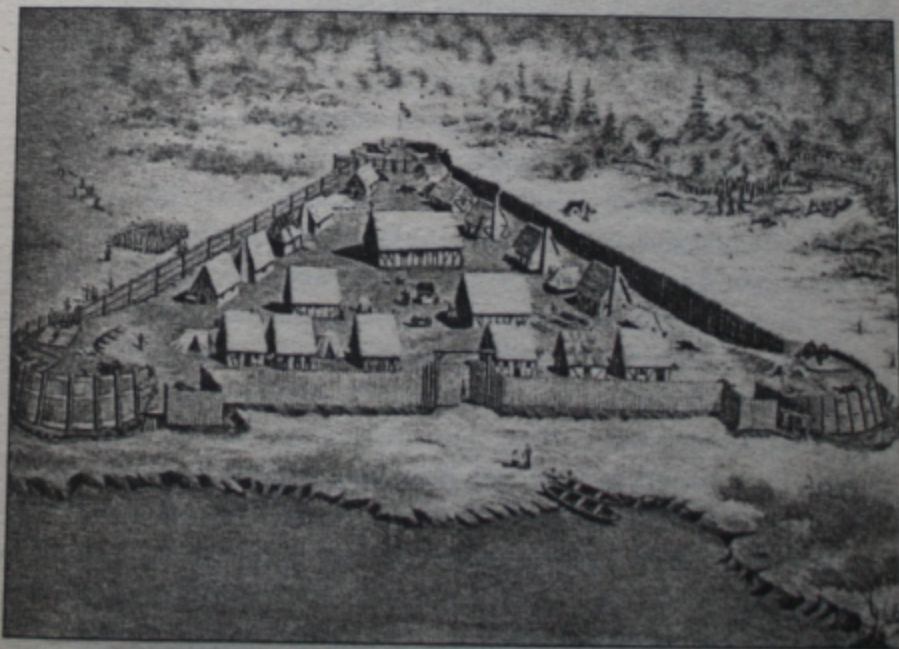
Part 1

First American Settlers

I. Read the text thoroughly and...

- A. Point out the most important facts.
- B. Ask your friends questions about this text.

From the novels of Fenimore Cooper we know that native Americans were Indians: the Iroquois, the Apaches, the Anasazi. Different Indian tribes inhabited both Americas long before European explorers and later on settlers appeared there. Indian customs and traditions were extraordinary diverse because they lived under different conditions to which they have adapted. Women were responsible for farming and



Jamestown, the first permanent American colony in Virginia, 1607

food, men hunted and participated in war. Their life was communal. Their culture was oral. Most Indian tribes were closely tied to the land, some were fierce and warlike.

First Americans or Amerindians descend from tribal peoples of Eastern Siberia. There are many cultural similarities between people of Siberia and Alaska, including their myths. There used to be a "land bridge" that united the continents across the Bering Strait. It was natural that people living on the edge of the sea moved farther south along the shore. They adapted to the extraordinary variety of climatic and topographical conditions of both Americas. Eskimos got adapted to Arctic conditions and living in igloos, they never moved to warmer lands. Other tribes settled in the Sanora desert of Mexico. Some tribes developed the most advanced societies like the Incas and the Atszecs, others remained primitive but left nevertheless interesting traits of their culture like totem poles.

First white settlers on American continent were Vikings from Scandinavia. They came long before Columbus's discovery. Scandinavian sagas tell us about the trip and the colony they settled called Vinland. Later on they were attacked by Amerindians and escaped to Greenland.

The Viking voyage to North America remained unknown to Europe. Only in the 60s of the 20th century archaeologists found some ruins of Vikings' houses dating from that period. The New World lay undiscovered for 500 years until in 1492 Christopher Columbus sailed into the Caribbean Sea.

America is often called "the melting pot" as it is a nation of immigrants. Immigrants of different races and nationalities from many countries of the world formed that nation. Lots of European roots can be easily traced. There were three major countries involved in the colonisation of America — Spain, France and England.

Spanish colonisation of America started soon after Christopher Columbus's discovery. Spain claimed the whole of the new world and considered the new continent as a possible source of wealth. Spaniards got royal license which gave them the right to a tenth of the wealth in the new colony but they equipped and financed the expedition themselves.

The majority of them were adventure seekers and were interested only in gold and silver that they hoped to find in South America. For three centuries Spanish America flourished and made Spain the wealthiest and most powerful country in the world. Few Spaniards really settled in the New World. Those who did created a profitable agricultural economy. They brought with them their language and learning, tools, grains, vegetables and fruits, domestic animals.

The Spanish colonised all South America and ruled vast territories in North America, but their interest in North America was half-hearted: they did not find any gold there and had to fight with warlike Indians. When the Spaniards moved north from South America in 1513, they discovered and named Florida. They established some religious missions in Florida which turned into their first cities there a century later. In the west the Spanish ruled all present day California.

The Spanish were not the only nation to claim the New World's lands. The French also had an interest there. In 1524 the French King sent an Italian sailor Giovanni Verazano to find a new way to Asia and a land rich in gold. He sailed into the harbour of New York. Today a bridge there carries his name.

Later on the French discovered the St. Lawrence river in present day Canada. The forests along the river were full of fur-bearing animals, the river was rich in fish. The French did not establish any successful colony. But they developed good contacts with Indians and beaver-fur became a major trading item for the next three hundred years. First, the French claimed Canada. Later they explored the interior and reached the Mississippi river. Traders extended down the St. Lawrence through the Great Lakes where they established some forts. These forts grew into modern Detroit and Chicago. Gradually



Amerigo Vespucci
(1454-1512), Spanish
and Portugeese sea
explorer

the French went down the Mississippi to the Gulf of Mexico. There they set the port of New Orleans. Soon they claimed the vast territory from the Great Lakes down and to the west of the Mississippi. It became their colony under the name Louisiana.

The English in those days were too busy making war in Spain and their interest in the New World awoke later on. They tried to establish their own settlements as far back as 1587 in Virginia. The land was called Virginia in honour of Elizabeth I, the Virgin Queen. In 1585 Sir Walter Raleigh, an explorer, a writer and a pirate who was a favourite of the Queen, sent the first group of settlers to the New World. They spent a terrible winter on Roanoke Island. The colony didn't survive. The Indians, provoked by their actions, attacked them. The survivors were brought home by the British ships.

Raleigh couldn't give up the idea of establishing a colony. In 1587 a group of people of about 120, including women and children started to Virginia under the leadership of John White. A month later his daughter gave birth to a child — a first-born American called Virginia. They built a fort and settled in. The leader, John White, sailed back to England for supplies. The war between Spain and England delayed his return to America. When two years later he and some other men crossed the Atlantic they couldn't find any trace of the colony. No one has ever learnt what happened there.

New Words

diverse	[daɪ'vɜ:s]	разнообразный
tribe	[traɪb]	племя
descend	[dɪ'send]	происходить
descendent	[dɪ'sendənt]	потомок
variety	[və'raɪəti]	разнообразие
trait	[treɪt]	черта
totem pole	['təʊtəmpəʊl]	тотемный столб
settle	['setl]	поселяться, колонизовать
escape	[ɪ'skeɪp]	сбегать, убежать

melting pot	['meltɪŋ pɒt]	плавильный котел, зд. место, где живут и существуют разные национальные группы
immigrant	['ɪmɪgrənt]	иммигрант
emigrant	['emɪgrənt]	эмигрант
claim	[kleɪm]	заявлять свои права, требовать
license	['laɪsəns]	лицензия, разрешение
flourish	['flaʊrɪʃ]	процветать
profitable	['prɒfɪtəbl]	доходный, прибыльный

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- The prince hoped to ... the English crown with the help of the foreign army.
- Drug manufacturing is the most ... business in America.
- Society now is much more ... than it used to be.
- On the map of Maryland one can see the names of many Indian ...
- Business ... and within a year they were earning \$ 20.000 a day.
- It is necessary to get a ... to operate a bank.
- In England you can find a great ... of scenery: desolate mountains in the North, plains in the South East, gently rounded hills in the South.
- Creativity is a human ...
- First Europeans ... in the North East of present day USA.
- Last night a criminal ... from prison.

11. The USA is called ... because lots of nationalities and cultures are mixed there.
12. For millions of ... the Statue of Liberty has been the first sight of America.

B. Match the word and its definition.

- | | |
|-----------------|--|
| 1. Diverse | a. a person who has left his own country to live in another one |
| 2. Variety | b. to take, demand something as the rightful owner |
| 3. Settle | c. a person who has come to live in another country |
| 4. Escape | d. different, made of a wide variety of things |
| 5. Claim | e. to succeed in getting away from a place or somebody |
| 6. Flourish | f. a place in which people or ideas of different kinds gradually get mixed together |
| 7. Profitable | g. to be successful |
| 8. Emigrant | h. useful, resulting in money gain |
| 9. Immigrant | i. an official document that gives you permission to do, use or own something |
| 10. License | j. an assortment of different things |
| 11. Melting pot | k. to be related to people in earlier generations |
| 12. Tribe | l. long wooden poles with symbols and figures carved and painted on it |
| 13. Descend | m. a group of people of the same race, language, customs, usually of a low level of civilization |
| 14. Totem pole | |

III. Comprehension. Choose the right answer.

1. Indian customs and traditions were extraordinary diverse because ...
- they came from different territories
 - they lived under different conditions
 - they appeared at different times
2. First Americans descend from ...
- Western Europe

- Norway
 - Tribal peoples of North Eastern Siberia
3. First white settlers were...
- Vikings from Greenland
 - Spanish monks
 - the French
4. The major three countries that started colonisation of America were ...
- Spain, France, and Germany
 - Spain, France, and England
 - Holland, Germany, and Spain
5. Why was Spain so interested in colonisation of the New World?
- They were looking for adventures
 - They were looking for a new continent
 - They needed new lands and riches as a new source of wealth.
6. The French first settled in ...
- Canada
 - Louisiana
 - Florida
7. The first people who sailed to America were ...
- Vikings
 - Spanish
 - English
8. The first European settlements in America were founded by...
- England
 - France
 - Spain
9. The British Empire started the colonisation of America a century later than Spain because it ...
- did not need new lands
 - was busy making war with Spain
 - did not have a good fleet
10. The first English settlement was called Virginia in honour ...
- of Sir Raleigh's wife
 - of a lake not far from the settlement
 - of the English Queen Elizabeth the First

IV. Say in English.

- Различные индейские племена населяли Южную и Северную Америку задолго до первых европейских поселенцев.
- Первые американцы ведут свое начало от народов Северо-Восточной Сибири.

3. Разные племена адаптировались к разным климатическим и топографическим условиям.
4. Викинги побывали в Америке задолго до открытия Колумба.
5. Колумб открыл новый континент в 1492 году, хотя он не знал об этом.
6. Испанцы были первыми европейскими поселенцами в Америке.
7. Испанцы обнаружили золото и серебро в Южной Америке, и эти богатства сделали Испанию одной из самых богатых и процветающих стран в мире в то время.
8. Франция тоже заявила свои права на земли Нового Света.
9. В 1585 году сэр Волтер Рейли отправил первую группу поселенцев в Северную Америку.
10. Первые английские колонисты построили форт и назвали свою колонию Вирджиния в честь королевы Елизаветы.

V. Develop your critical thinking skills. Explain ...

1. Why there were lots of similarities between tribal people of Alaska and Indians.
2. Why the Spanish were more interested in South America.
3. Why many nations claimed the New World.

Interesting facts. Do you know that ...

1. Christopher Columbus never knew that he discovered a new continent. He reached a chain of islands in the Caribbean which he called the West Indies because he thought he had discovered a west passage to India. The West Indies are a chain of about 1,000 islands in the Caribbean Sea. They consist of three groups: the Bahama Islands, the Greater and Lesser Antilles. The largest islands are Cuba, Hispaniola (divided between the Dominican Republic and



- Haiti), Jamaica, and Puerto Rico. The largest islands of the Lesser Antilles islands are Barbados, Trinidad and Tobago.
2. The first known European settlement in the New World was established in Greenland about 985 by Eric the Red, who was a descendant from a line of Viking chieftains.
3. The distance that Columbus covered on his way from Spain to Bahamas was about 6,275 kilometers (3,900 miles).
4. Hunting deer or bucks was a big business in the colonies. Indians and colonies often counted a person's wealth in buckskins or bucks.

Part 2

First Colonies in North America

I. Read the text thoroughly and...

- A. Point out the most important facts.
- B. Ask your friends questions about this text.

Queen Elizabeth I planned to establish a number of colonies between Florida in the South and Newfoundland in the North. The English claimed to own most of the east coast of North America because John Cabot, an Italian seaman, sent by Henry VII was the first to land at Newfoundland in 1497.

After Sir W. Raleigh's attempt almost two **decades** passed before England tried to establish a colony in the New World again. There were some economic reasons for the new burst of interest. First, the population had grown to 4 million by the beginning of the 17th century but food supply had not increased. Secondly, a class of **merchants** had increased and new colonies could help to develop **commerce** and give such products as **lumber**, silver, gold for which England wholly depended on foreigners. Thirdly, the English influenced by Thomas Moor's "Utopia", viewed America as a place to create a perfect society, where they could find liberty, security and peace.

In 1606 James I issued a new charter that divided America between two groups: the London Virginia Company got the right to colonise the South and the Plymouth Company got the right to colonise the North.

The London Virginia Company concentrated on developing the colony of Virginia whose history was very dramatic from the very start. Many efforts to make this colony inhabited and profitable failed. The land in many places was **swampy**, the climate was hot and **humid** and many people died of malaria. The colonists found no gold, they had no food, no adequate clothes. Out of 144 people who started on their journey to Virginia only 38 **survived** a year later. Captain John Smith played a great role in the formation of the colony. He made peace with the natives, established order in the colony, made colonists work hard. When the colonies ran out of food he went into the forest to buy some maize (Indian corn) from Amerindians. During one of the expeditions he made friends with an Indian princess, the daughter of the chief, Pocahontas who later on married a tobacco planter and was even presented at the English court.

Captain John Smith managed to explore the northern coast and gave it the name New England.

In England the land was for the rich, in Virginia a poor man could hope for a farm of his own to feed his family. There was plenty of land in Virginia as there were no exact boundaries and that attracted new settlers despite disease and warlike Indians. Life became easier after the colonists learnt to raise tobacco that grew well in Virginia and sold well in Europe.

For several years the Indians had given Virginia little trouble but in 1622 they unexpectedly attacked the settlement and destroyed it. In 1624 the population was 80% less than when the colony was founded.

The Plymouth Company started colonisation of America in 1620 when a group of people sailed from Plymouth on board the



Mayflower

Mayflower. Among those people were 37 "saints", Puritans who disagreed with the Anglican Church and questioned many of its teaching. They called themselves "**Pilgrims**" on their voyage to America. The rest of the 65 passengers on *Mayflower* were "strangers", as Puritans called them.

They arrived at Cape Cod in December and settled there building the village of Plymouth. Half of them couldn't survive through the winter but the rest put the colony on its feet. The neighbouring Indians were friendly and taught them how to get seafood and cultivate corn. In the fall they had a good harvest and set a day for giving thanks to God — American national holiday known as Thanksgiving Day, which is celebrated on the 4th Thursday in November. They developed a profitable trade in fish and furs. They lived in peace with the Indians and some time later paid off their debt to the company who had financed their voyage and owned the territory.

In the 17th century life for Puritans in England was becoming **intolerable**. Puritans wished to make religion simpler and less ceremonial, to reduce the power of bishops **appointed** by the throne. Charles I (1625-1649) persecuted them.

A group of Puritan merchants got a grant of land in New England, the area of present-day Massachusetts and New Hampshire and obtained a charter to establish a colony. John Winthrop was their leader and later on the governor of the new colony. Seventeen ships and about a thousand people sailed off. They financed their voyage themselves and had no obligation to anybody in England. The Puritan immigrants settled in Boston and started several other towns like Newtown and Ipswich. They set their colonial government. All citizens met at a General Court that passed laws for the colony, chose officers, and elected them. They were sure that they started a model society, "a city upon a hill" for the rest of the world to see and take it as a model. Puritans adopted the Congregational Church. Each congregation chose its own minister and regulated its own affairs. The colonists introduced taxes to support the Church and a law requiring attendance at services. Ministers had great power, any opposition to the church seemed like a threat to the government. Independent thinkers started moving to New Hampshire and Rhode Island.

In 1632 the colony of Maryland was set up by Catholics. Many of them came from Ireland.

After the English civil war and the restoration of monarchy in the 1660s Charles the Second rewarded his faithful nobles with grants of land in the New World. The King's brother, the

Duke of York got the territory between the rivers of Delaware and Connecticut. The land had already been claimed by the Dutch who established a colony of New Netherlands centred around the city of New Amsterdam. They had bought Manhattan Island from Indians for \$ 24.

In 1664 the English Navy anchored at New Amsterdam and conquered the city. It was renamed New York which also became the name of the colony.

In 1682 one of the biggest colonies was founded — Pennsylvania. The founder of the colony was William Penn, a noble who got that vast territory as a debt paid by the crown to his father. William Penn was a Quaker. The society of Quakers was founded in England in the middle of the 17th century. They were called Quakers due to their appeal "to tremble at the name of the Lord". Quakers disregarded social distinctions of class or sex and treated women as equals. They refused to participate in taking oaths and fighting wars.

William Penn made Pennsylvania the best known and most cosmopolitan of all the colonies. The Indians respected him as an honest white man and his colony had no trouble with them. The colony flourished because of mild climate, the fertile soil and his thoughtful planning. Philadelphia, its main city, set a pattern for other American cities.

By the 1730s, there were 13 colonies along the Eastern coast of North America. The last established colony was Georgia. It was set as a military barrier against the Spaniards in Florida. Poor Englishmen started a new life there.

New Words

decade	[ˈdekeɪd]	десятилетие
merchant	[ˈmɜːtʃənt]	купец
commerce	[ˈkɒmɜːs]	торговля
lumber (or timber)	[ˈlʌmbə]	строевой лес
swamp	[swɒmp]	топь, болото
swampy	[ˈswɒmpi]	болотистый
humid	[ˈhjuːmɪd]	влажный
survive	[səˈvaɪv]	выжить

pilgrim	[ˈpɪlgrɪm]	пилигрим
intolerable	[ɪnˈtɒlərəbəl]	невыносимый
appointed	[əˈpɔɪntɪd]	назначенный
cosmopolitan	[ˌkɒzməˈpɒlɪtən]	космо-политический
fertile	[ˈfɜːtaɪl]	плодородный

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- New York is a ... city because there are people of all races and nationalities.
- They couldn't build a railway there as the land was very ...
- The woods of the Appalachian mountains have been exploited for ... since old times.
- From 1890 to 1899, the last ... of the nineteenth century, the USA acquired many new lands.
- With high humidity the heat was...
- In the 15th century ... used to sail to Eastern countries to buy their gold, jewels, tea.
- Two people ... although others died in the accident.
- First Englishmen travelling to America called themselves ... as they were looking for religious freedom.
- The land in East Anglia is very ... and it is under wheat and other crops.
- The pain in his leg was ... and he could hardly walk.
- The Prime Minister has ... a new minister of education.

B. Match the word and its definition.

- | | |
|-------------|---|
| 1. Decade | a. consisting of people from many different parts of the world |
| 2. Merchant | b. chosen for a position or job |
| 3. Commerce | c. a period of ten years |
| 4. Lumber | d. a person who travels to a holy place as an act of religious love and respect |

5. Swampy e. a person who buys and sells goods in large amounts in foreign countries
6. Humid f. to continue to live after coming close to death
7. Survive g. trees considered as a supply of wood for building
8. Pilgrim h. difficult to endure
9. Intolerable i. damp and hot (about an atmosphere or climate)
10. Appointed j. able to support the growth of a large number of strong healthy plants
11. Cosmopolitan k. buying and selling goods
12. Fertile l. consisting of swamps

III. Comprehension. Choose the right answer.

- Queen Elizabeth planned to establish a number of colonies ...
 - in South America
 - on the western coast of North America
 - between Newfoundland in the North and Florida in the South
- The first colony was named ...
 - Jamestown
 - Virginia
 - New England
- Many efforts to make the first colony inhabited and profitable failed because ...
 - Englishmen didn't want to go there
 - the land was swampy and the climate was hot and humid
 - the Spanish conquered the land
- People were attracted to Virginia because ...
 - there was plenty of land
 - they were interested in gold and silver found there
 - they liked adventures
- Puritans on board the *Mayflower* called themselves ...
 - strangers
 - sufferers
 - pilgrims
- The neighbouring Indians ...
 - attacked Pilgrims and destroyed the colony
 - were friendly and taught pilgrims to get seafood and cultivate corn
 - sold pilgrims fish and furs

- Pilgrims set a special holiday in autumn and called it ...
 - Columbus Day
 - Thanksgiving Day
 - Independence Day
- The Puritan Church threatened independent thinkers and ...
 - they had to move to New Hampshire and Rhode Island
 - they started a rebellion in Massachusetts
 - they returned to England
- New York was first called ...
 - Jamestown
 - New Amsterdam
 - Charlestown
- The last colony established in the 1st half of the eighteenth century was ...
 - Florida
 - Pennsylvania
 - Georgia

IV. Say in English.

- Джон Кэбот, итальянский моряк, посланный Генрихом VII, первым высадился в Ньюфаундленде, на северо-востоке Америки.
- Английские купцы были заинтересованы в новых колониях в Америке, так как хотели развивать торговлю и получать лес, серебро, золото.
- Любой бедняк мог надеяться получить землю в Вирджинии и построить ферму.
- Земля в Вирджинии была болотистая, а климат жаркий и влажный, очень опасный для здоровья.
- Первые пуритане, называвшие себя "пилигримами", отправились в Америку на борту корабля "Мэйфлауэр".
- Когда осенью пилигримы собрали хороший урожай, они установили новый праздник в 4-й четверг ноября — День Благодарения.
- Группа богатых купцов-пуритан получила от Карла I землю в Новой Англии и разрешение основать колонию.
- Они финансировали свое морское путешествие сами.
- После гражданской войны в Англии и восстановления монархии Карл II дал земли в Америке своим верным друзьям.
- Общество квакеров было основано в Англии в середине XVII века. Один из квакеров основал колонию Пенсильвания.

V. Develop your critical thinking skills. Explain...

1. What economic reasons made the British to colonize American continent.
2. Why the history of Virginia was dramatic.
3. Why Puritans had a great influence on American life.
4. Why America was becoming "a melting pot".



Interesting facts. Have you heard that ...

1. Russians came to America as early as the 18th century and in 1812 established fort Ross in California.
2. Pocahontas died of small pox in England in 1617. Many Virginians claim to descend from her son.
3. The name Philadelphia means "brotherly love".
4. All the English colonies in America had a representative government. That meant people had a say in how they were governed. In most of the colonies all white men

who owned some land had the right to vote. More people had the right to vote in America than in England.

Part 3

The War for Independence

I. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

The 13 American colonies were part of the British Empire. On the one hand the imperial system gave colonists a lot of benefits, military defence, political stability, opportunities for trade. They also had some freedom in governing their own affairs. On the other hand the British government regulated America's trade and imposed more and more taxes. In 1763 the

British Parliament passed a number of laws limiting colonial manufacturing, trade, and forbidding paper money. The English king forbade the colonists to move and settle west of the Appalachian mountains. British troops were to stay permanently in America and the British Navy patrolled the shores. All this provoked strong opposition from the colonists. The angry colonists joined the Organization "Sons of Liberty" to protect colonial liberties. More and more people were disappointed and dissatisfied with the British government. They sent their delegates to the Parliament to debate a number of questions and they refused to buy English goods. From time to time in early 70s there were occasional episodes of American resistance: colonists set on fire a British schooner, seized a British ship.

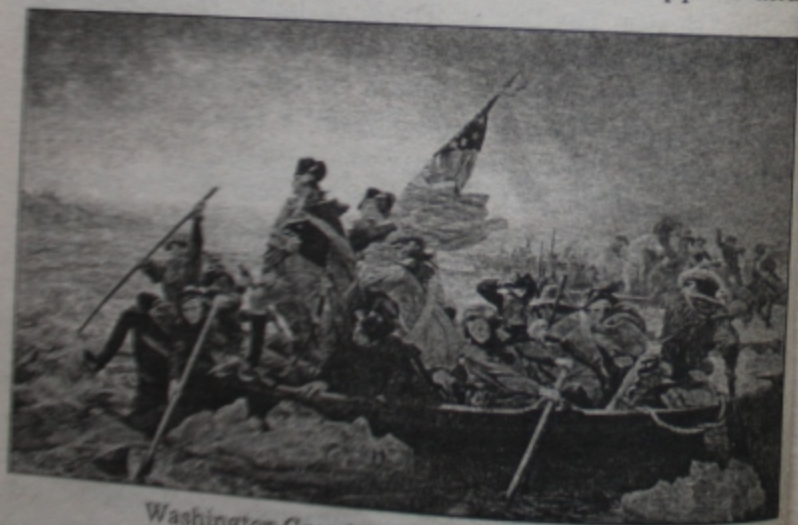
The Tea Act of 1773 provoked the revolutionary spirit. This Act showed the power of the British empire, their right to tax colonies, and control American merchants. The colonists boycotted tea. When on December, 16, 1773, three British ships loaded with tea reached Boston, fifty people disguised as Indians boarded the ship and threw the tea into the sea. The Bostonians refused to pay for the destroyed property and George III of Britain closed the port. It was the British reaction to the "Boston Tea Party". The King limited the power of the government of Massachusetts and the British troops were quartered in all empty houses. Other colonies supported Massachusetts and decided to unite against the British Government. The spirit of war was in the air.

In September 1774, twelve colonies sent their delegates to the First Continental Congress in Philadelphia. They all approved of military preparations for defence against the British troops and decided to stop all exports to Britain and boycott British goods.

Fighting broke out in April 1775 in a small town not far from Boston. The Red coats (as the British soldiers were nicknamed) went to Concord to seize gunpowder and weapons. The farmers were ready to meet them. Nobody knows who fired first, but as a result fighting started and some people were killed on both sides. The War for Independence had begun.

The Second Continental Congress met in Philadelphia in May 1775. The delegates announced that they had two choices: either to **submit** to the tyranny of Britain or to fight. The Congress set up the army of 20,000 people and appointed George Washington its Commander-in-Chief. The Congress also organized a committee to write a formal declaration — a document explaining to the world why the colonists took to weapons. On the 4th of July 1776, the Declaration of Independence was adopted. Its basic principle was: "All men are created equal and have a right to life, liberty and the pursuit of happiness". The Declaration stated that all the 13 united colonies were free and independent states. The Declaration cut all ties with Britain. During the war the colonies began to construct new political system, they wrote constitutions and established republican governments. In 1777 they **adopted** a very important document "The Articles of Confederation". The Continental Congress became the national government though its powers were limited.

At first Americans suffered defeat after defeat as the army was untrained and even Washington's talent couldn't help. But gradually the army strengthened. The French and Prussians helped a lot with weapons, ammunition, supplies and



Washington Crossing the Delaware. 1851,
painting by Emanuel Leutze

organization. Many professional soldiers came from France to defend American freedom.

The greatest victory was won in October 1781 at Yorktown and though it was not the end of the war yet, peace talks started in Paris. In 1783 Peace treaty was signed. Britain recognized the United States as a free and independent nation. The United States extended from Florida to Canada.

The new country faced a very big problem — how to unite the states, which were quarrelling all the time, into one nation. The National (central) government was weak. Each state had its own government and considered itself an independent country. Each state made its own laws, set up tax barriers against other states. Several states began to fight over the frontier. Americans were facing a political and economic crisis. Foreign countries did not recognize the Continental Congress — American Central government. The powers of the Congress were limited. It could declare war, appoint military officers, be responsible for foreign affairs, coin money, but it had no right to collect taxes or raise money. No money, no power.

Leaders of the States met again in Philadelphia in May 1787. They adopted the document called the Constitution of the United States. They worked out a completely new system of government unlike the British one. It was a basic decision to have a written constitution. The constitution **set out** laws and principles of the government. The government became federal: the power to rule was shared. The Central (or National) government got the power to collect taxes, organize armed forces, make treaties with foreign states, control trade of all kinds, the rest was left in the hands of local governments. Article I of the Constitution gave legislative power to Congress. Article II created the executive branch headed by the President. The Constitution created a republic. The concept of equality was the basic point of the new political ideology.

New Words

benefit	[ˈbenɪfɪt]	выгода, прибыль
govern	[ˈgʌvən]	управлять
impose	[ɪmˈpəʊz]	навязывать, облагать

taxes	[ˈtæksɪz]	налоги
manufacture	[ˌmænjuˈfæktʃə]	производство, производить
liberty	[ˈlɪbəti]	свобода
occasional	[əˈkeɪʒənəl]	случайный
seize	[siːz]	захватить, схватить
disguise	[dɪsˈgaɪz]	переодеваться, маскироваться
submit	[səbˈmɪt]	подчиняться
adopt	[əˈdɒpt]	принять (закон, правила), приспособить
set out	[ˈsetˈaʊt]	зд. изложить

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

1. He had the ... of a high-class education.
2. ... rains can't turn the stream into a river.
3. The policeman ... the thief by the collar.
4. Congress ... the new measure at last to prevent immigration.
5. He managed to ... his looks but he couldn't ... his voice.
6. Should a wife ... herself to her husband?
7. The English have the Queen but it is the Prime Minister and Cabinet who ...
8. The government plans to increase ... on import by five percent.
9. The reasons for my decision are ... in my report.
10. I am not at ... to give you this information.

B. Match the word and its definition.

- | | |
|----------------|---|
| 1. Benefits | a. to take possession or hold of something suddenly and violently |
| 2. Govern | b. to vote to accept a law, resolution |
| 3. Manufacture | c. happening from time to time |
| 4. Liberty | d. to explain facts and reasons in writing |

- | | |
|---------------|---|
| 5. Occasional | e. to put oneself under the control of another |
| 6. Seize | advantages, profits |
| 7. Disguise | f. production of goods in a factory in large quantities |
| 8. Adopt | g. to rule a country or city and its people |
| 9. Set out | h. freedom; a chance or permission to do something |
| 10. Submit | i. to change appearance in order to hide identity |

III. Comprehension. Choose the right answer.

1. The benefits the colonists got from the British empire were ...
 - a) taxes on imported and exported goods
 - b) military defence and opportunities for trade
 - c) a number of laws limiting colonial manufacture
2. The colonists joined the organisation "Sons of Liberty" ...
 - a) to fight the British troops
 - b) to represent the colonies in the British Parliament
 - c) to protect colonial liberties
3. The name "Boston Tea Party" appeared because ...
 - a) George III and the government of Massachusetts met in Boston
 - b) fifty colonists disguised as Indians threw the tea from three British ships into the sea
 - c) the leaders of all the colonies met in Boston to work out a plan of action against Britain
4. The colonies sent their delegates to the First Continental Congress because ...
 - a) they supported Massachusetts and approved of military preparations for defence against Britain
 - b) they didn't want any fighting and preferred to remain British colonies
 - c) they wanted to impose new taxes on other colonies
5. The Continental Congresses, the future national government, met in ...
 - a) Boston b) Yorktown c) Philadelphia

6. The Declaration of Independence was adopted in ...
 - a) July 1776 b) September 1774 c) April 1775
7. The purpose of writing the Declaration of Independence was ...
 - a) to declare war on Britain
 - b) to explain to the world why the colonists took to weapons
 - c) to submit to the power of the British King
8. The colonies were united into one state, the union, called the United States of America by ...
 - a) the Declaration of Independence
 - b) the Constitution
 - c) the Articles of Confederation
9. The Constitution was written in ...
 - a) 1776 b) 1777 c) 1787
10. The biggest problem the USA faced after the war was how ...
 - a) to establish relations with other states
 - b) to unite 13 small countries quarrelling with each other into one nation
 - c) to build roads and other means of communication between the states

IV. Say in English.

1. Колонии имели некоторую свободу в управлении своими делами, но им не нравилось, что британский парламент регулировал их торговлю и облагал налогами.
2. Колонисты были разочарованы и недовольны британским правительством и приняли решение бойкотировать английские товары.
3. В декабре 1773 пятьдесят человек, переодетых в индейцев, сбросили весь чай с трех британских кораблей в море, за что Георг III закрыл порт Бостон.
4. Все колонии поддержали Массачусетс и решили объединиться против британского правительства.
5. Первое сражение произошло в небольшом городке Конкорд неподалеку от Бостона, где колонисты имели склад вооружения.
6. У колонистов не было выбора: либо подчиниться тирании Великобритании, либо сражаться.

7. Декларация Независимости, принятая в 1776 году, объявила все 13 колоний свободными и независимыми и порвала все связи с Великобританией.
8. Соединенные Штаты, объединенные в одно государство согласно Статьям Конфедерации — документу, принятому в 1777 году, простирались от Канады до Флориды вдоль побережья Атлантического океана.
9. В 1787 году руководители штатов разработали совершенно новую систему управления, отличную от британской.
10. Конституция четко излагает законы и принципы управления и делит власть на законодательную и исполнительную.

V. Develop your critical thinking skills. Explain ...

1. Why the colonists started protecting their liberties.
2. Why the Tea Act that in fact made tea cheaper provoked the revolutionary spirit.
3. Why other colonies supported Massachusetts.
4. Why the colonists preferred to fight rather than submit to the British crown.
5. Why it was difficult to unite the states into one nation.
6. Why the states worked out a new system of government unlike the British one.

Interesting facts. Do you know that ...

1. A group of men including George Washington, Thomas Jefferson, Alexander Hamilton, Samuel Adams, James Madison, Benjamin Franklin who wrote the US Constitution and Bill of Rights are called the Founding Fathers.
2. The British troops were nicknamed "red-coats" or "lobsters" because of their Uniforms.
3. The Marquis de Lafayette, a young French aristocrat, took an active part in the War for



Independence and played a great role in the final defeat of the British. The American Congress granted him land in Louisiana.

4. Thomas Paine and his pamphlets had a great effect on the colonists and prepared them for fighting for independence.

Part 4

A Planned City: Washington, D.C.

I. Read the text thoroughly and...

- A. Point out the most important facts.
B. Ask your friends questions about this text.

Washington, D.C. is not only the nation's capital but perhaps the most interestingly designed and most beautiful city in the United States. It was not the first capital of the country. The capital had been located earlier in New York City and then in Philadelphia. When the 1st Congress agreed to build a capital on the banks of the Potomac, land was **ceded** to the federal government by two states, Maryland and Virginia.

The city of Washington is the federal district (District of Columbia). The grand plan of the city was created by the French architect Pierre Charles L'Enfant (1753-1825). He had volunteered to fight in the American Revolution and remained in the country following the end of the war. Having served under General Washington in New Jersey, he was recognized both for his bravery and his work as an artist and engineer.

While the site selected was a semiwilderness, L'Enfant looked beyond the swampland and saw a great capital. A wooded rise called Jenkins Hill was to be **the site** of the US Capitol, and to the north-west on another rise of land, L'Enfant saw the President's House, the two connected by a grand boulevard which was to become Pennsylvania Avenue.

The city is divided into four quadrants — Northwest, Northeast, Southwest, and Southeast — with the Capitol

building as the centre. Thus nearly every Washington address includes the abbreviations NW, NE, SW, or SE following the house or building number and the street name. Starting from the Capitol, the streets that run from north to south bear the numbers 1, 2, 3, etc.; and the east-west streets are named A, B, C, etc., to the end of the alphabet.

The unique character of Washington, D.C. comes from an elegant expanse of public space called the National Mall. From any point on the Mall, one can **glimpse** the symbols of the nation — the Capitol, the White House, and the presidential monuments.

There are many statues of George Washington in Washington, D.C. However, the principal monument **honouring** the nation's first president is a simple obelisk, 170 meters high, built on a slight rise in the centre of the city's federal area. Begun in 1848, it was not completed until 1885 because of funding problems and the Civil War. Visitors can see a distinct break in the colour of the stone of the monument one quarter of the way up, making the pause in its construction.

Father of the country, Washington, in his **farewell** address, gave good advice to those who would follow him in leading the country: "Observe good faith and justice toward all nations. Cultivate peace and harmony with all... The nation which indulges toward another a habitual hatred or a habitual fondness is in some degree a slave. It is a slave to its animosity or to its affection, either of which is **sufficient** to lead it astray from its duty and its interest."

The Jefferson Memorial reflects Jefferson's respect for classical architecture which he introduced in his design for the University of Virginia and his own home



White House

at Monticello. Completed in 1943, the memorial is a fitting tribute to this multitalented man — architect, inventor, diplomat, author of the nation's Declaration of Independence, and its third president.

The interior walls of the white marble building are inscribed with ringing words of freedom from Jefferson's writings, reflecting the hopes and aspirations of the nation's founders: "I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man..."

The Lincoln Memorial was completed in 1922. The brooding figure of Abraham Lincoln, carved from white marble by sculptor Daniel Chester French, conveys a sombre sense of the Civil War president's responsibility. Although some people questioned the decision to use a design based on a Greek temple to commemorate a man born in a log cabin, most people see the memorial as a fitting tribute to its greatest President, the man who preserved the union, making it possible for the democratic experiment to continue.

New Words

cede	[si:d]	уступать, сдавать (территорию)
site	[sait]	местоположение, площадка, территория
glimpse	[glimps]	увидеть мельком
honour	['ɒnə]	уважать, отдавать честь, чествовать,
farewell	[feə'wel]	и почет прощальный, напутственный,
sufficient	[sə'fɪʃənt]	прощание достаточный
inscribe	[ɪn'skraɪb]	надписывать

aspiration	[.æspɪ'reɪʃən]	чаяние
hostility	[hɒ'stɪlɪtɪ]	враждебность
convey	[kən'veɪ]	передавать
responsibility	[rɪ,sponsɪ'bɪlɪtɪ]	ответственность

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- The picture will ... to you the beauty of the scenery.
- He gave a ... party as he was leaving for America.
- Two states ... some land for the capital to be built.
- The Defense secretary has ... for the armed forces.
- There is open ... between the two leaders of the rival parties.
- I ... my friend in the crowd just before he disappeared.
- He ... the book with his name.
- We have ... food for everybody for a couple of days.
- The ... of the battle of Waterloo is in Belgium.
- The Queen ... us with her presence.

B. Match the word and its definition.

- | | |
|-------------------|---|
| 1. Cede | a. have a quick and incomplete view of something |
| 2. Site | b. saying good-bye |
| 3. Honour | c. as much as needed for a purpose |
| 4. Farewell | d. give (land or a right) to another person or country |
| 5. Sufficient | e. make known to another person |
| 6. Inscribe | f. duty |
| 7. Hostility | g. a place where something is situated |
| 8. Convey | h. the state of extreme unfriendliness |
| 9. Responsibility | i. strong desires |
| 10. Aspirations | j. show or bring great respect and admiration to somebody |
| 11. Glimpse | k. write, print or engrave something |

III. Comprehension. Choose the right answer.

1. The first capital of the USA was ...
a) New York b) Washington c) Philadelphia
2. The city of Washington is ...
a) situated in Virginia b) the federal district
c) the capital of Maryland
3. The US Capitol and the President's House are connected by ...
a) the Mall b) Pennsylvania Avenue c) Jenkins Hill
4. One can glimpse symbols of the nation from any point of
a) the Mall b) the Capitol c) the university of Virginia
5. In his farewell address George Washington ...
a) emphasized the superiority of the American nation
b) instructed how to spread west
c) gave advice to observe faith and justice toward all nations
6. Thomas Jefferson was ...
a) a scholar of Virginia University
b) the USA third president
c) the architect of Washington D.C.
7. The words inscribed on the walls of the Jefferson Memorial reflect Jefferson's ...
a) talent as a diplomat
b) his hopes of becoming a president
c) hostility against every form of tyranny over the mind of man
8. The symbols of the nation are ...
a) the Capitol and the Mall
b) the Capitol and the White House
c) the Lincoln memorial and other monuments
9. Lincoln is considered the greatest president because he ...
a) started the Civil War b) built Greek temples
c) preserved the Union
10. Abraham Lincoln came from ...
a) a poor family b) an aristocratic family
c) a family of immigrants

IV. Say in English.

1. Вашингтон, столица США, самый красивый и хорошо спланированный город Америки.
2. Грандиозный план строительства Вашингтона был разработан французским архитектором Пьером Ленфантом.
3. Начиная с Капитолийского холма, улицы по направлению с севера на юг имеют номера вместо названий, а улицы, протянувшиеся с востока на запад, названы буквами алфавита.
4. С любого места на проспекте Мола можно увидеть Капитолий и Белый дом.
5. Самый знаменитый памятник Джорджу Вашингтону — это простой обелиск 170 метров высотой, расположенный в центре города.
6. В своей прощальной речи Вашингтон дал напутствие последующим руководителям страны.
7. Томас Джефферсон был разносторонним человеком — изобретателем, талантливым архитектором, дипломатом. Он один из авторов Декларации Независимости.
8. В речах Джефферсона отражены надежды и чаяния основателей нации.
9. Мемориал Линкольну передает суровость ответственности, лежащей на президенте в годы гражданской войны.
10. Памятник в виде греческого храма — достойная дань величайшему из президентов.

V. Develop your critical thinking skills. Explain...

1. Why the site for the nation's capital was made the federal district.
2. Why the city is divided into four quadrants.
3. Why National Mall was built as something special.
4. What do you think made Thomas Jefferson swear eternal hostility against tyranny.
5. What made architects design a Greek temple for Lincoln's memorial.



1. George Washington set a precedent refusing to run for the third term. The unwritten rule was broken only by Franklin Roosevelt who was elected President four times.
2. The simple obelisk built in honor of G. Washington is often called the Pencil.
3. The "Potomac" means "the river of the meeting of the tribes".
4. The statue crowning the majestic dome of the Capitol is called "Freedom".
5. 365 steps lead upward to the dome of the Capitol.

Part 5

The Nineteenth Century: New Trials

I. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

America was expanding west. On the way Indian tribes were forced to leave their settlements to make space for new white ones. The land law of 1800 gave colonists a chance to get farms and land on easier conditions than before. The population in the North-West grew and it led to new colonies: Ohio, Michigan and others. In the South, too, the territories of Tennessee and Mississippi took millions of acres of land from the Indians.

Americans needed the port of New Orleans. It was the gateway to the Gulf of Mexico and world markets. In 1803 Thomas Jefferson, the third President of the USA, bought the colony of Louisiana that included a vast territory along the Mississippi and to the west of it till the Rocky Mountains from Napoleon Bonaparte for 15 million dollars.

The USA also wanted to get all Spanish territories. But Spain at that time was an ally of Britain. Though Britain recognized independence of the USA, both countries many times were very close to starting fighting again as they were rivals in many aspects especially in trade. At last in June 1812 the USA Congress declared war on Britain. America was neither military nor financially ready for it. The war lasted two and a half years. Britain claimed Louisiana. British troops attacked in three directions: in the North, in Virginia and in the South. In 1814 they destroyed much of Washington and burnt the White House. In the North and in the South the British troops were completely defeated and in 1815 signed the peace treaty. As a result Americans occupied part of Florida. Soon they invaded Florida and Spain had to give up the territory, but they wanted not only Florida but all Texas and California. In 1836 Texas proclaimed its independence from Mexico and applied to the USA for admission. When in 1845 Texas became a state, it was clear that the war with Mexico was inevitable. The war of 1846-1848 brought victory to Americans. They got Texas, New Mexico and California. The river of Rio Grande became the boundary between the USA and Mexico. These conflicts united all the USA and for a time being they forgot about their own sectional differences.

The North and the South were developing. The North recognized free labour and was developing a complex modern economy with a big manufacturing sector and flourishing commerce. Cities grew rapidly. The North-West was developing more democratic, there the farmers were the basic economic and political class. Railroads, canals and other means of transport linked the North-West and the North-East, opened the markets of the industrial East to the West.

The South had a static economy based on a plantation system and slavery. It was isolated and depended greatly on the North for manufactured goods and services. The South was rural and agricultural with little industry or trade of its own. The South produced such crops as tobacco, sugar, rice, cotton and sold them to Europe. Their ties with Europe were

stronger than with the North. Class **distinctions** were sharply drawn. There was no question of democracy.

The Northern and Southern states developed a balance of power. From the very beginning new states came in the Union in pairs: one from the North and one from the South, so the Union consisted of an equal number of free and slave states. Many northerners wanted to prohibit at least spreading of slavery and worked for **emancipation** of slaves on old territories. For example, they refused to accept Missouri as a slave state. Later the Senate regulated the crisis by accepting Missouri (from the South) and Maine (from the North) together. The Senate adopted a law prohibiting slavery in other new colonies. The conflict between the North and the South was deepening. There were more free states in the Union. Several times the South threatened to **secede**, but the Congress managed to settle the disputes. When in 1860 Americans elected Abraham Lincoln, a Republican, their president, eleven Southern states seceded and formed the Confederacy with a separate government. They elected Jefferson Davis their president and proclaimed Richmond in Virginia the capital.

Lincoln did not want to start fighting but there were some basic points that he had promised he would never yield. First, the Union was older than Constitution and no state had the right to secede. Second, slavery could not spread to new territories.

The Civil war came as a surprise to both sides, and the first battle not far from Washington, D.C. showed that it was not "a Sunday picnic". The North was in a better position. They had more men to fight, the navy, all necessary ammunition, materials and their transportation system helped a lot. The South wholly depended on Europe but they didn't find much sympathy there. Britain and France proclaimed neutrality. Other countries, for example Russia, supported the North. The Southern states nevertheless fought on their own territory to defend themselves and they managed to stop the Northern troops and on several occasions made them **retreat**. General Robert Lee was a very good experienced Commander-in-Chief and the Confederate troops won a number of battles but



A. Lincoln's campaign for the U.S. Senate, 1858

neither of them was decisive. His military genius had a **match** in the face of General U. Grant. In the battle at Gettysburg both armies had great losses. General Lee lost one third of his army and had to retreat.

On 1st of January 1863, President Lincoln issued his final Emancipation Proclamation. It declared that all slaves in rebel states "shall be then, thenceforward and forever free". The war took on a new purpose; the cause of the Union was associated with human liberty.

On April 9, 1865, unwilling to see more men die General Lee **surrendered**. The war was over. More than 600,000 Americans died in the course of the Civil War. The thirteenth amendment to the Constitution, adopted in 1865, freed all slaves and **abolished slavery** as an institution. The fourteenth amendment of 1868 gave all Americans equal rights and the fifteenth amendment of 1870 gave former slaves the right to vote. But it was a long way to real political and economic freedom for Black Americans through discrimination and segregation in the South. It took nearly a century to reconstruct the South and its destroyed economy.

After the Civil War America's economy developed rapidly. It was the time of the second Industrial revolution. Agricultural revolution followed. The country produced many self-made millionaires. The USA continued to grow. They bought Alaska from Russia in 1867 and in the 1890s seized some islands from Spain.

New Words

ally	[ˈælaɪ]	союзник
rival	[ˈraɪvəl]	соперник
apply	[əˈplaɪ]	обращаться
admission	[ədˈmɪʃn]	прием
static	[ˈstætɪk]	статический, неразвивающийся
rural	[ˈrʊərəl]	сельский
distinction	[dɪˈstɪŋkʃən]	различие, отличие
emancipation	[ɪ,mænsɪˈpeɪʃn]	освобождение
secede	[siˈsi:d]	отделиться
retreat	[rɪˈtri:t]	отступать
match	[mætʃ]	равный, достойный
issue	[ˈɪʃu:]	противник
surrender	[səˈrendə]	издавать, выпускать
abolish	[əˈbɒlɪʃ]	сдаться
		отменить

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- I'm no ... to my brother when it comes to maths.
- Banknotes of this design were first ... 20 years ago.
- Slavery was ... in the USA after the Civil War.
- Napoleon had to ... from Moscow.
- Bush was Gor's main ... in the presidential election.
- He ... to the USA embassy for a visa.

- Great Britain was the USA's ... in both World Wars.
- Three days later the bandits ... to the police.
- ... to the university is by examination only.
- The ... of slaves is reflected in the 13th amendment to the Constitution.

B. Match the word and its definition.

- | | |
|-----------------|---|
| 1. Ally | a. difference |
| 2. Rival | b. to request something officially |
| 3. Surrender | c. entering or joining a union, club, school |
| 4. Apply | d. to give in to the power as a sign of defeat |
| 5. Match | e. to move back, leave the place of fighting |
| 6. Admission | f. a country that is joined to another by political agreement and provides help |
| 7. Distinction | g. to produce something printed and official |
| 8. Retreat | h. a person who is equal in ability, strength, etc |
| 9. Emancipation | i. a person (or country) with whom one competes |
| 10. Issue | j. legal, social or political freedom |

III. Comprehension. Choose the right answer.

- New states appeared because ...
 - Spain and France presented their land to the USA
 - the colonists took millions of acres of land from Indians
 - the colonists bought land from Indians
- The colony of Louisiana was bought from the French by ...
 - George Washington
 - Samuel Adams
 - Thomas Jefferson
- Another war with Britain started in ...
 - 1812
 - 1787
 - 1803
- As a result of war with Mexico the USA got ...
 - South America
 - Mexico
 - California, New Mexico and Texas
- Texas became a state of the USA in ...
 - 1836
 - 1845
 - 1848

6. The North and the South managed to avoid the conflict in the 1860s because ...

- a) they were economically united
- b) the North was better equipped with weapons
- c) they developed a balance of power

7. The balance of power meant that ...

a) the Union consisted of an equal number of free and slave states

b) the Congress was in the hands of the South and the House of Representatives — the North

c) the South and the North had the same number of weapons and troops

8. ... states seceded and formed Confederacy.

- a) nine b) eleven c) fifteen

9. Lincoln refused to accept the division into the Union and the Confederacy because ...

a) it contradicted the Constitution

b) the South was a well developed economic region and the Union needed it

c) the Union was older than the Constitution and no state had the right to secede

10. The President of the Confederacy was ...

- a) General Lee b) J. Davis c) U. Grant

IV. Say in English.

1. Колонисты продвигались на запад и заставляли индейцев покидать свои поселения.
2. В 1803 году американцы купили у Наполеона колонию Луизиана, так как им нужен был порт Новый Орлеан.
3. В XIX веке США и Великобритания были соперниками в торговле.
4. Испания была союзником Англии, поэтому США не пытались вначале отобрать принадлежащие Испании Флориду и Техас.
5. После того как Техас обратился к США с просьбой о принятии в союз, США стали готовиться к войне с Мексикой.

6. В результате победы в войне США получили Калифорнию, Техас и Новую Мексику. Река Рио Гранде стала границей между Мексикой и США.

7. Различия между Севером и Югом были велики как в политике, так и в экономике.

8. Идея отмены рабства возмущала южан. Они решили отделиться.

9. Юг полностью зависел от Европы, но не нашел поддержки в европейских странах.

10. В апреле 1865 года армия южан сдалась, и рабство было отменено на всей территории США.

V. Develop your critical thinking skills. Explain...

1. Why the USA bought and claimed more territories in the 19th century.
2. Why do you think the USA declared war on Britain in 1812.
3. What was the reason for the South to develop differently.
4. Why the Civil War started.
5. Why the Emancipation Proclamation was issued only in January 1863.
6. What made General Lee surrender.

Interesting facts. Do you know that ...

1. Three brothers-in-law of President Lincoln fought for the Confederacy (the South).
2. Lincoln's most famous speech was made in November, 1863 at Gettysburg: "Now we are engaged in a great Civil War, testing whether that nation can long endure..."
3. Only in the 1950s antisegregation and antidiscrimination laws were adopted and black people of America could exercise their rights proclaimed in 1868 and 1870.
4. The organization of Ku Klux Klan was the largest terrorist secret antiblack society established in the 1870s. Their sign was a burning wooden cross, their uniforms were white sheets with hoods.



The Growth of the American Empire

I. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

Early in the 1890s American interests **shifted** to taking new lands. New colonies meant trade, power, and money. The first move towards overseas expansion was made at the initiative of Secretary of State Seward during Johnson's Presidency. In 1867 he negotiated a treaty with Russia by which Alaska was purchased for \$ 7,200,000. In 1878 the United States signed a treaty with Samoa by which America received the right to establish a naval base at Pago Pago. Many American politicians thought it was their duty to bring civilization to the peoples of Latin America, Africa and Asia. The **acquisition** of Florida from Spain led to the general **assumption** that the US would eventually acquire Cuba, as well as other Caribbean countries. During the 1820s, several Latin American countries **rebelled** against Spanish control. In 1823, the US passed the Monroe Doctrine, which warned against European intervention in "any of the American nations that have recently become independent".

Because of its colonial origin, America was initially opposed to the idea of imperialism. However, events in Latin America changed the anti-imperialist ideas. United States began to challenge England's commercial dominance of the region. An example of this was the Venezuelan boundary dispute of 1895. The English had discovered gold near the undetermined borders of Venezuela and British Guyana. The British hoped to draw a border that **infringed on** Venezuela. America served as a **mediator** and eventually solved the dispute. Because of this incident, the US passed the Olney Corollary¹ to the Monroe

¹ the Olney Corollary — внешнеполитическая доктрина, положенная в основу взаимоотношений США с другими странами западного полушария на рубеже XIX-XX вв., дополнение к доктрине Монро.

doctrine (named after the man who wrote it). It stated that the US had the right to look after the interests of all groups in the Western Hemisphere. By 1895, America had become the dominant nation of the Western Hemisphere.

When Cubans rebelled in 1895, the Spanish cruelly crushed the rebellion. The USA decided to help the Cubans and demanded that Spain should leave Cuba. In 1898, Spain and the USA went to war. From a peace treaty signed in Paris in 1889, the United States received a **protectorate** over Cuba and an island empire consisting of the Philippines, Puerto Rico, and Guam. Actually the United States had to pay \$20,000,000 for the Philippines. The United States also **annexed** the Hawaiian Islands in 1898, completing a bridge to the markets of the Far East. An American empire was created stretching from the Caribbean to Asia.

The USA ruled its colonies until the middle of the 20th century. The Philippines got independence in 1946. Hawaii became the fiftieth state in 1959. In 1917 Puerto Ricans were made United States citizens and in 1947 Puerto Rico was given the right to elect its own governor, in 1952



Ships in the Panama canal

it became a self-governing **commonwealth**. Cuba formally became independent after the Spanish-American war but Americans built there a big naval base and the USA in reality controlled its affairs until the revolution in 1959. American government supported the revolution in Panama which at that time tried to secede from Colombia. The United States was very interested in building the canal on Panama territory to **facilitate** travelling between the east and the west coasts by connecting the Atlantic and the Pacific Oceans. After Panama got its independence in 1904, The United States **leased** a canal zone from them and started the construction. The United States agreed to pay Panama \$ 10 million and annual rent of \$ 250,000. This amount was increased several times; by 1979 it was \$ 2,328,000. The US

presence in that area was regarded by Panama as imperialism. Negotiations for a new treaty began in the 1950s and in 1978 the United States Senate ratified the treaty which guaranteed increasing Panamanian participation in canal management, until Panama assumed legal control in 2000.

US firms were encouraged to increase investments in countries bordering the Caribbean in the hope that the American economic presence would ensure political stability there. President Wilson went a step further, seeking not simply to **maintain** order, but to advance democracy and self-rule. In 1915 he sent troops into Haiti to put an end to the revolution and to protect US investments there. In 1916 he did the same in the Dominican Republic. The two countries were made virtual protectorates of the United States. With Nicaragua the United States achieved the same by diplomacy.

In 1933 President Franklin Roosevelt proclaimed "good neighbour" policy which meant that the USA promised to respect countries of Latin America and not interfere in their affairs. Roosevelt gave up the USA claim to interfere in the domestic affairs of Panama and Cuba and **withdrew** American troops. America also withdrew troops from Nicaragua that had been occupied from 1912 to 1933. Though the troops left, the power remained in the hands of the Somora family (from 1937 to 1979) who obeyed the American government.

When the American government sent out its troops to other countries, it was acting in accord with the usual methods of power politics as they were practiced by all European powers. But probably no government in history was willing to spend thousands of dollars building hospitals, fighting with diseases, constructing roads and willing to call its forces home again.

New Words

shift

[ʃɪft]

acquisition

[ˌækwɪˈzɪʃən]

assumption

[əˈsʌmpʃən]

изменяться,
перемещаться
приобретение
предположение

rebel	[rɪˈbel]	восставать
rebellion	[rɪˈbeljən]	восстание
infringe on	[ɪnˈfrɪndʒ]	посягать на, нарушать
mediator	[ˈmiːdiətə]	посредник, примиритель
protectorate	[prəˈtektərɪt]	протекторат
annex	[əˈneks]	присоединять
commonwealth	[ˈkɒmənwelθ]	сообщество, союз стран, объединенных общими интересами, страна, штат
facilitate	[fəˈsɪlɪteɪt]	способствовать
lease	[liːs]	арендовать
maintain	[meɪnˈteɪn]	поддерживать, сохранять
withdraw	[wɪðˈdrɔː]	выводить (войска)

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentences complete.

1. This painting is my latest ...
2. Modern inventions ... housework.
3. The US... Louisiana in 1803.
4. I think we will ... the house for a year.
5. He hates school because he thinks it ... on his rights by its rules.
6. Don't rely on the information — it's only her ...
7. The slaves started a ... against their masters.
8. Queen Elizabeth II is the head of the British ... including Canada, Australia, New Zealand and some other countries.
9. The general ... the peace negotiations to stop the fighting.
10. I hope you will ... your recent improvement.

B. Match the word and its definition.

- | | |
|-----------------|---|
| 1. Acquisition | a. to make easier, to help |
| 2. Assumption | b. to give or take land or property for a certain time in return for rent |
| 3. Rebel | c. something that is taken as a fact or believed to be true without proof |
| 4. Infringe | d. a person (state) who acts as a peacemaker between opposing sides |
| 5. Mediator | e. to go against a law, take over the right of another person/state |
| 6. Protectorate | f. maintain the act of coming to possess |
| 7. Facilitate | g. to take control and possession of land or a small country by force |
| 8. Lease | h. to fight against somebody, in opposition of control |
| 9. Maintain | i. to keep up, to continue to have or do as before |
| 10. Annex | j. a country protected by a more powerful nation |
| 11. Withdraw | |

III. Comprehension. Choose the right answer.

1. In 1867 the United States of America ...
a) annexed Alaska
b) bought Alaska from Russia
c) sold Alaska to Russia for 720 000 dollars
2. The USA was interested in Latin America as it wanted ...
a) to challenge England's commercial dominance in the region
b) to extend American empire
c) some other countries to join the Union
3. The USA served as a mediator between ...
a) Britain and Canada
b) Venezuela and Guyana
c) Britain and Venezuela
4. In 1889 the USA ...
a) annexed Cuba from Spain

- b) received protectorate over Cuba and a number of islands
c) got protectorate over Hawaii
5. In 1959 Hawaii ...
a) got independence
b) rebelled against the USA
c) became the fiftieth state of the USA
6. The American government supported the revolution in Panama because the USA ...
a) wanted to see Panama a free state
b) was fighting against Colombia at the moment
c) was interested in building a canal on its territory
7. The canal was necessary ...
a) to connect the Pacific and Atlantic coasts
b) to facilitate trade with Latin America
c) to invade other Latin American countries
8. The American government sent troops to Haiti and the Dominican Republic ...
a) to support the revolution
b) to protect the US investments there
c) to free US citizens
9. "Good neighbour" policy proclaimed by Roosevelt meant ...
a) a promise not to interfere in the domestic affairs of Latin American countries
b) political and economic help to Latin American countries
c) that American troops would be present in all Latin American countries
10. The policy of the USA differed from that of European countries by the fact the American government ...
a) sent out its troops whenever American interests were involved
b) kept its troops in all neighbouring countries
c) was willing to spend thousands of dollars building hospitals, fighting diseases, constructing roads

III. Say it in English.

1. Приобретение Аляски у России существенно увеличило территорию США.

2. Латиноамериканские страны восстали против власти Испании, которая посягала на их права и свободы и мешала экономическому развитию.
3. В конце XIX века США присоединили большое количество островов.
4. Панама получила независимость, и США пришлось арендовать землю для строительства канала. Панамский канал был необходим, так как он соединял Атлантический и Тихий океаны и способствовал развитию торговых отношений.
5. В начале XX века интересы США изменились и ориентировались на латиноамериканские страны.
6. США вкладывали деньги в страны Карибского бассейна. Этот факт свидетельствовал (вел к предположению), что они будут поддерживать порядок в этих странах любой ценой.
7. В 30-е годы Соединенные Штаты были вынуждены вывести войска из Кубы, Панамы, Никарагуа.
8. В конце XIX века Соединенные Штаты получили протекторат над целым рядом стран, включая Филиппины и Пуэрто-Рико.

IV. Develop your critical thinking skills. Explain...

1. Why the United States started the expansion to other countries.
2. Why Roosevelt proposed a "good neighbor policy".
3. Why Americans were trying to invest into the countries in the Caribbean.

Interesting facts. Do you know that ...

1. The total length of the Panama canal is 64 km from shoreline to shoreline and 82 km from deep water in the Caribbean to deep water in the Pacific. The maximum width is about 90 m, and the minimum depth is 12 m. The canal has six pairs of locks, with concrete chambers 305 m long and 84 m wide. Cristobal is its Atlantic terminus, and Balboa, its Pacific.

2. The Spanish-American war was provoked by the explosion of battleship "Maine", which had been sent to Havana to protect American citizens. The cause of the explosion has remained a mystery to this day, but the American public decided that the Spanish authorities were responsible. "Remember the Maine" became the slogan of those who supported the war.
3. In October 1962 the world was on the brink of nuclear war because of the crisis over Cuba: the Soviet Union had started building missile bases there and the USA in return aimed 156 long-range missiles at the Soviet Union.



Part 7

Americans in the 20th Century

I. Read the text thoroughly and...

- A. Point out the most important facts.
- B. Ask your friends questions about this text.

By 1900 the USA had become the wealthiest and most industrial country in the world. Growing cities needed more and more workers. Immigrants were a constant source of labour. Work at factories and mills was hard and dangerous. People worked long days from fifty-nine to sixty-two hours a week and were often underpaid. In case of injury or death neither the worker nor his family got any compensation. Any attempts to form trade unions failed. Strikes were crushed. Activists were put on "blacklists" and couldn't find a job. There was a competition in jobs between inborn Americans and immigrants. The appalling conditions attracted attention of some politicians. The "Progressive" movement was gaining strength. Theodore Roosevelt who was elected president in 1901 became its leader. The main idea of the movement was

that the government should deal with the problems of the society, help to improve conditions of life, promote progress and stability. Roosevelt made owners **negotiate** with workers and settle all disputes and even strikes. He introduced a number of laws defending customers and protecting natural resources, preserving forests and minerals for future generations.



New York city

The 20th century brought many problems. In August 1914, the First World War broke out. The fact that German torpedoes sent to death many American sailors made the USA declare war on Germany in 1917. Americans supported the Allies by supplying the weapons. The Americans regard-

ed the war as a **crusade** to make the world safe for democracy and played a great role in signing the peace treaty.

The twenties were the years of flourishing economy. The growth of industry made many Americans well-off. Businessmen became popular heroes. The Congress imposed taxes on imports and **reduced** taxes on high incomes thus helping business. But prosperity of big business didn't benefit workers in the North or farmers in the South. They had very difficult times: low wages, no land of their own or overproduction of food. Many Americans believed that prosperity would go on growing and they would do away with poverty in which some people still lived. Signs of depression appeared in 1929 when the price of all shares fell.

By the end of 1931 millions of Americans were out of work. Thousands of banks and businesses closed down. The times of Great Depression had come. When Franklin D. Roosevelt was elected in 1932 he worked out a plan to fight the Depression which was called New Deal. The plan worked. The government provided eight million jobs within seven years.

F.D. Roosevelt also persuaded Congress to pass a labour union law protecting the workers' rights.

The Second World War that started in 1939 boosted American industry and created millions of jobs. The USA became the main supplier of ammunition and weapons. In 1941, the USA joined the Second World War. In 1942, it opened the second Front and fought with Nazi troops in North Africa, then Italy. The USA also had a long term plan to defeat Japan. In 1945, American troops were ready to **invade** Japan but invasion never came. The government decided to test an atomic bomb. Two bombs were dropped on the cities of Hiroshima and Nagasaki. Everybody was shocked by the result. They understood that the most destructive weapon had been invented. The Second World War was over. In 1949 most Western European countries, the USA and Canada formed a military **alliance** The North Atlantic Organization (NATO) formed a united front against any possible communist attack.

The years that followed the war were the years of prosperity for Americans but despite it there was growing fear of communism and new wars. A politician J. McCarthy used the fears to **win** power. He started the so-called "witch-hunting" — a search for people who could be blamed for supporting communism or communists. McCarthy did harm to hundreds of innocent people. This wave of fear **involved** the USA in the conflict between South and North Korea. It lasted for two and a half years and ended in 1953. More than 33,000 had died in Korea, a lot more had been wounded. Korea was left divided into two parts.

A decade later the USA was again involved in war, this time in Vietnam. By 1968 about 500,000 Americans were fighting in South Vietnam. This war arose disagreement within the USA. The war was destroying the country's good name in the world. The antiwar movement grew. There were many demonstrations against the war all over the USA. The new elected president R. Nixon started looking for a way to end the war and by March 1973 all American soldiers had left Vietnam. Americans had failed to settle their rule or unite South Vietnam and North Vietnam.

- 3. Boost
 - c. a continuing struggle between two countries in which each tries to produce more and better weapons of war
- 4. Invade
- 5. Alliance
- 6. Involve
- 7. Detente
 - d. to increase; help to improve; encourage an easing of tension between two rival countries
 - f. to talk with another person or group; try to come to an agreement
- 8. Appeal
 - g. to make less in size, amount, price, degree, etc.
 - h. an agreement between two countries for a shared purpose, or protection
- 9. Arms race
 - i. an honest and urgent request

III. Comprehension. Choose the right answer.

1. Immigrants who came into the USA in the 20th century ...
 - a) found great fortunes there
 - b) were a constant source of labour
 - c) fought with native population
2. The "Progressive movement" wanted ...
 - a) the Democrats to take power
 - b) the government to guarantee a high standard of living for everybody
 - c) the government to deal with the problems of society and guarantee stability
3. The New Deal was a plan ...
 - a) to invade other countries
 - b) to develop trade with Europe
 - c) to fight Depression
4. NATO was formed in
 - a) 1949 b) 1945 c) 1942
5. In August 1945, at the end of the war the USA ...
 - a) invaded Japan
 - b) dropped two atomic bombs on the Japanese cities of Hiroshima and Nagasaki
 - c) bombarded all Japanese cities
6. "Witch-hunting" that started in the 50s was ...
 - a) a search for people who could be blamed for supporting communism

- b) the revival of Medieval times
- c) a new Ku Klux Klan organization
- 7. The politician notorious for "witch-hunting" who gave the period his name was ...
 - a) Truman b) McCarthy c) Eisenhower
- 8. The war that destroyed the USA's good name was ...
 - a) World War II b) the war in Korea c) the war in Vietnam
- 9. The end to the cold war between the USSR and the USA was put by President ...
 - a) Nixon b) Reagan c) Roosevelt
- 10. Russians and Americans work together for the common good through their cooperation in ...
 - a) trade b) space c) economy

IV. Say in English.

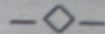
1. К 1900 году Соединенные Штаты стали самой богатой индустриальной страной.
2. Президент Теодор Рузвельт принял ряд законов, представляющих хозяев вести переговоры с рабочими, чтобы решить все споры и избежать забастовок.
3. В Первую мировую войну США поддержали своих союзников и объявили войну Германии.
4. Во Вторую мировую войну США поставляли оружие и боеприпасы. В 1941 году они вступили в войну.
5. Чтобы активно поддержать экономику, Конгресс ввел налоги на импорт и снизил налоги на доход.
6. После Второй мировой войны Западная Европа, США и Канада организовали военный союз.
7. После победы над фашизмом наступили годы холодной войны, а в США — эпоха маккартизма.
8. В 60-е годы США были вовлечены в войну во Вьетнаме.
9. Идея разрядки привлекала лидеров многих стран, но новое десятилетие внесло свои коррективы.
10. Конец холодной войне по-настоящему был положен в конце 80-х.

1. Why Franklin D. Roosevelt was elected President for four terms.
2. Why and when the USA got involved in the wars in Korea and Vietnam.
3. Why the times of cold war came in the 1950s.
4. The idea of detente appealed to the leaders of many countries.



Interesting facts. Do you know that ... ?

1. "The Watergate affair" in which President Nixon was involved was called so because the president, trying to discredit his political opponents, sent burglars to the Watergate office building — the head quarters of Democrats — to steal information.
2. R. Reagan is known for his crusade against communism.
3. Martin Luther King was a black priest and civil rights leader. In 1964 he received Nobel Peace Prize. He advised non-violence in resisting racism. In 1968 he was murdered.
4. America is the motherland of jazz, "rock and roll", nylon and Coca-Cola.



Part 1

Colonial Economy

I. Read the text thoroughly and...

- A. Point out the most important facts.
- B. Ask your friends questions about this text.

The history of American economy is a success story. For many years the United States economy has successfully been meeting the needs of American people. There are different theories trying to explain this phenomenon. One theory says that it became possible because America has enormous natural resources. If this theory is correct then why are the economic achievements of rich in natural resources Brazil still extremely poor? On the other hand the economic achievements of such poor in natural resources countries as Switzerland or Sweden are high. Another theory says that the success of American economy is based on exploiting other countries. If it is true how we can explain the fact that even as a colony America was a wealthy region. The American standard of living was among the highest in the world by the end of 17th century and it still is. In fact more than one half of the present world population lives in the countries where the average income is below the level of the typical free American income of over 200 years ago.

Let's go back in time and see how the American economy developed and reached its present state.

In the 17th century, people living in British colonies depended on the land for a living. Agriculture was the main occupation. As many as 4/5 of all colonists were farmers.

There were three different agricultural areas on settled territories at that time. The first type could be found in Southern colonies. The agricultural unit of this area was a large

plantation. A lot of slaves worked on these plantations cultivating tobacco, rice, and indigo. It is interesting to note that none of these **staples** were native to American land.

In 1613, practically within a decade after the arrival of the first settlers, tobacco was imported to Virginia from the West Indies. It is believed that the Virginia Colony would have failed quickly without tobacco. Tobacco was sold in England at 46 shillings per pound at that time. Virginia sold hers at 3 shillings per pound. In 1617, about 20,000 pounds of tobacco were shipped to England. Next year this quantity was doubled.



Tobacco helped Virginia colony to survive

People started growing rice in North Carolina in 1685. At first the settlers tried to grow lemons, oranges and grapes, but their efforts failed. Then some planters discovered that rice grew well in the lowlands along the coast. Before long Carolina rice became a valuable crop traded around the world.

The third crop — indigo was introduced in 1743 by a young woman Eliza Lucas, who had come from the West Indies to live on a plantation near Charleston. It was a perfect crop to **supplement** rice, because unlike rice it could grow on high grounds.

After the Revolution cotton was added to tobacco, rice, and indigo. With cotton came slaves.

In the Middle colonies commercial agriculture developed. **Wheat** became an important staple. The economy of this region was based on bread grains — corn, **rye**, **oats** and wheat. The "bread colonies" not only produced bread but grew also fruits and vegetables. In many places they raised livestock. You couldn't find large plantations in the Middle colonies. Individual small farms were operated there by the farmer and his family. That's why large families with all the members working on the farm were very important and necessary there. Slaves were rare in this part of the country.

The third form of agricultural organisation developed in New England. When people settled there, they bought as much land as their money could allow them. Each family had its own piece of land and decided what to do with it. But in the centre of the town there was a common **meadow** that belonged to everybody. At town meetings people decided what crops they wanted to grow there or what part of the land should be given to newcomers. This land system established a foundation for democracy.

Farming was not the only occupation in those days. There was also small commercial activity that existed centred around materials taken from the land, the forests, and the ocean. Fishing and whaling were of major importance to colonial economy.

From the first days the new settlers wanted things they were used to having in Europe. They needed tools and clothes, furniture and weapons. So they started trading what they could get from their new land — fish and furs, lumber and tobacco. Little trading cities grew up along the Atlantic coastline. The settlers shipped to the Old World tobacco, rice, indigo, and ship materials from the Southern colonies, lumber, grain, and the salt pork from the Middle colonies, and flour, salted fish and rum from New England.

There was no manufacturing industry in America before the Revolution. In their homes people **wove** cloth and made simple clothes. They ground wheat, rye and corn at local mills. Practically every basic product was produced in the households. Industry in colonial America was **rudimentary** and simple.

Of all the industries in the colonies shipbuilding was the most important. By the middle of the 17th century shipyards could be found along the coast of New England wherever there were good **harbours**. Within a few years New York had become a shipping centre. Shipbuilding gave employment to hundreds of carpenters, rope makers, sail makers, and other workmen. The ships also required sailors and officers.

A shortage of workers was definite on the American continent, because trained **craftsmen** were in great demand in Europe and had good salaries. Most of the emigrants who wanted to go to America were unskilled workers and they couldn't pay

their own way. The cost of the transportation to America was very high. People who did not have enough money signed the so-called **indenture contract**. By the condition of this contract they sold their labour to someone in America for a certain period of time. Usually the indenture contract was signed with a ship owner or a recruiting agent. As soon as these workers were delivered to an American port the contract was sold to a rich merchant or a landowner. The conditions of work and life of these indenture servants were different depending on the location and duration of their service.

Slaves had been imported to America since 1620. By 1700 slavery became a very important institution from Maryland southward. In 1670 only about 4% of the total population was black. A hundred years later this proportion increased to 20%.

The first settlers experienced a lot of diseases, starvation, and Indian attacks. Gradually life became better. Life for most of the colonists was hard work with little time for anything else. Most people lived on farms in very simple homes. The average family had a plain house, little furniture, and few clothes. But by the end of the 17th century free people in America enjoyed high standards of living, because the taxes in the colonies were much lower than those in England.

New Words

staple	['steɪpəl]	основной продукт, сырье
crop	[krɒp]	культура, посев
supplement	['sʌplɪmənt]	дополнять, дополнение
wheat	[wi:t]	пшеница
rye	[raɪ]	рожь
oat	[əʊt]	овес
meadow	['medəʊ]	луг
weave	[wi:v]	ткать, плести
rudimentary	[.ru:di'mentəri]	зачаточный, элементарный

harbour	['hɑ:bə]	гавань, порт
craftsman	['krɑ:ftsmən]	мастер-ремесленник
indenture contract	[ɪn'dentʃə 'kɒntrækt]	договор между работником и хозяином (при найме рабочей силы)

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- ... as well as wheat and rye are the major bread cereal and a nourishing food.
- Common ... belonged to the whole population of the town in New England.
- Since 9,000 years ago when ... was first cultivated in the Euphrates River Valley, it has played an important part in the feeding of people who learned how to make bread and spaghetti from this grain.
- The industries of colonial America were in ... stage.
- The settlers of the New World started building towns along the east coast where there were good ...
- A lot of poor people of Europe who wanted to start a new life in America had to sign an ... selling their labour in return to the passage across the ocean.
- If you don't eat a healthy diet you might need to ... your food with vitamins.
- Clothes in colonies were made at homes, women ... yarn, made cloth from it and then made clothes for the family.
- Such ... as buckwheat (гречиха) has been cultivated in China, Turkey and Russia since the 10th century but was not introduced into North America until centuries later.

B. Match the word and its definition.

1. Wheat
 2. Rye
 3. Crop
 4. Harbour
 5. Staple
 6. Weave
 7. Meadow
 8. Rudimentary
- a. a principal raw material or commodity grown or produced in a region
 - b. cultivated plants or agricultural produce, such as grain, vegetables, or fruit
 - c. to make (cloth) by interlacing the threads of the weft and the warp on a loom
 - d. the grain that is ground to produce white breads and spaghetti
 - e. the grain which is used to make black bread and whisky
 - f. a tract of grassland in its natural state
 - g. being in the earliest stages of development or incompletely developed
 - h. a sheltered part of a body of water deep enough to provide shelter for ships

III. Comprehension. Choose the right answer.

1. The standard of living in America at the end of the 17th century was...
 - a) the highest in the world
 - b) the lowest in the world
 - c) the same as at the beginning of the 17th century
2. Tobacco was brought to America from...
 - a) England
 - b) West Indies
 - c) India
 - d) Africa
3. At first settlers in North Carolina were trying to grow...
 - a) rice
 - b) tobacco
 - c) lemons and oranges and indigo
4. Wheat has become an important staple for...
 - a) Southern colonies
 - b) Middle colonies
 - c) New England

6. From the very beginning the industry in America was...
 - a) very developed
 - b) rudimentary
 - c) non-existent
7. People who did not have money to cross the Atlantic had to...
 - a) borrow the money
 - b) sign an indenture contract
 - c) work on the ship as servants
8. Of all the industries the most important one in the colonies was...
 - a) fishing
 - b) manufacturing
 - c) shipbuilding
9. Slaves had been imported to America since...
 - a) the 15th century
 - b) the end of the 17th century
 - c) 1620
10. Common meadow in the center of New England towns belonged to...
 - a) the richest man in town
 - b) everybody
 - c) the head of the local government

IV. Say in English.

1. Уровень жизни в США был одним из самых высоких в мире, начиная с конце XVII века.
2. В XVII веке жизнь людей в колониях Нового Света зависела во многом от работы на земле.
3. Табачная промышленность была одним из основных источников экспорта в колониальной Америке.
4. Табак был импортирован в Вирджинию с островов Западной Индии.
5. Хлопок начал возделываться на плантациях Вирджинии после революции.

6. Колонисты начали торговать с Европой теми товарами, которые давала им земля и океан: деревом, мехом, рыбой.
7. Вдоль побережья, где колонисты обнаруживали удобные бухты, они создавали новые города.
8. Большинство людей, которые стремились уехать в Новый Свет, были неквалифицированными работниками.
9. Квалифицированные рабочие требовались везде в Европе, и им платили хорошие зарплаты.
10. Рабов начали ввозить в Америку только после того, как там появились первые белые переселенцы.

V. Develop your critical thinking skills. Explain...

1. Why the theory that states that America is rich because it exploits other countries might not be correct.
2. Why it was important for people in the Middle colonies to have large families.
3. What made first colonists sell their labor for many years to landlords or other rich people.
4. What made it possible for the colonists of New England to create a more democratic society from the very beginning.

Interesting facts. Do you know that...

1. The first major export industry in America was tobacco. By 1617, 50,000 pounds of the Virginia-grown crop were exported to England.
2. The famous ship *Mayflower* set sail to Virginia but was blown off its course and reached land on the shores of Cape Cod in present day Massachusetts.
3. William Penn, the founder of Pennsylvania, got his land from Duke of York who paid by this land the debt that he owed to Penn's father.
4. The average time an indenture servant had to spend to pay off his debt (about \$100) was four years.



Pre- and Post-Revolution Economy

I. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

In one of our previous chapters we spoke about the courses of American War for Independence. The conflict between the British Empire and America grew because Americans wanted to view themselves as a self-governing unit loyal to the Crown (as Canada today). The British government did not think that the colonies were a self-governing unit and the settlers were not equal to the Englishmen living on the British Isles. The British government wanted two things from the colonies — a) to provide a new market for British goods and b) supply Britain with raw materials.

From the very beginning colonial settlers knew about **restrictions** on their economic activities and for many years accepted them. New rules were added gradually and slowly. For the first settlers the ties with Britain were too strong to question them. Gradually the problems began to arise out of all these restrictions and regulations. One of such problems came out from the **acquisition** of western lands. These lands were populated by the defeated French and their Indian allies. The Indians were constantly attacking the British. George III closed the west for settlement. Colonists who had already moved there were ordered to return. The King also announced that all the purchases of the western lands would be made directly to the Crown. Thus all the riches of the west belonged to the English crown and not to the colonies. The public began to be dissatisfied with the King's policies. But the Parliament ignored the mood of the people in the colonies. Instead the Parliament passed the Stamp Act imposing taxes on newspapers, pamphlets and legal documents. The resistance to this Act was immediate and **unanimous**. Samuel Adams's phrase that "taxation without legal representation was a means of reducing people to slavery" became a slogan for the supporters of American independence. **Riots** broke out in New England, Pennsylvania and New York. Ten colonies wrote a

protest emphasizing that only their own legislature could tax colonies.

The Stamp Act was cancelled by the Parliament after a year. However the Crown did not learn its lesson. Britain introduced a new act called Townstead Act which imposed taxes on glass, lead, paint, paper and tea. A growing movement to boycott British goods was taking over the colonies. But at that time pro-British sentiments were very high. In reality an average American did not want independence at that time, he just wanted to be left alone and work peacefully on the farm or in his workshop. Unfortunately history shows us that its course is very often determined by extremists who always try to widen existing differences between people. An example of this is the famous "Tea party" at Boston Harbour in 1773. The tea was supplied by the East Indian Company which was under the King's protection. King George decided to get rid of large amounts of the Company's tea by selling it at reduced prices to the colonies. The duty was low, much lower than anywhere else Americans could find. But it was a matter of principle. With the cries "No taxes to the Parliament" people refused to accept tea when it arrived. 342 chests of tea were dumped into the harbour. After two years of negotiations the Second Continental Congress declared war on England. At the same time it petitioned King George to restore peace. However



The South's most important port New Orleans, 1800

they went ahead with plans for the army and named George Washington Commander-in-Chief.

The War of the Revolution, which began officially on April 19, 1775, went on for more than six years.

American economy changed a lot during the Revolution and after it. When the war started, all American overseas trade stopped. The British Army continued a blockade of American ports. The war brought economic and social hardships on the new nation. The cost of a lot of goods rose and the colonies faced shortages in a lot of things. But there was a positive side to this. As a result American economy became more self-sufficient.

After the American revolution the economic cooperation between the states did not obey any laws. Each state set up its own tax system, and passed its own laws. The independent states greatly needed a new form of government and cooperation. When the Constitution of the United States was adopted, it provided a new political system — a representative democracy which should be supported by a market economy. In a market economy prices are determined by supply and demand and not by government regulations.

With the adoption of an American constitution a lot of new problems arose before the new nation. What money would the new country use? What type of taxes would be imposed by the federal government? What would be done with the western land controlled by the federal government? Answers were found. For example, the western lands were to be sold to private individuals.

It was decided that the federal government would get its revenues from land sales, from taxes on some domestic products, and from some tariffs on imported goods. A very important decision was made by the federal government. The government decided to pay off the debts of the states. That was a beneficial move for the country because it established the government's good reputation and showed government responsibility. The monetary unit of the United States was defined as the dollar. During colonial times the Spanish silver dollar was the most common coin in circulation. The new monetary unit was based on the Spanish dollar's weight in silver.

After the Revolution a new nation was born — Americans. It was a nation united by common interests and values. Instead of several colonies a United confederation faced the future with new expectations and hopes.

New Words

equal	['i:kwəl]	равный
restriction	[rɪ 'strɪkʃən]	ограничение
acquisition	[,ækwi 'zɪʃən]	приобретение
unanimous	[ju: 'næniməs]	единодушный
riot	['raɪət]	бунт, дебош
legislature	['ledʒɪsleɪtʃə]	законодательная власть
revenue	['revɪnju:]	доход
tariff	['tærɪf]	тариф

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- For many years women in many countries fought for ... rights with men.
- After the Revolution the French imposed big ... on salted fish from the United States.
- Each country has its own government regulation that impose ... on different aspects of economic activity.
- The ... of Louisiana from France extended the western borders of the United States.
- Countries of the world have different names for their ... — Congress, Parliament, Duma, Knesset, Assembly.
- Los Angeles race ... of 1992 was the largest since the turn of the century: 60 persons were dead and 2383 injured.
- Government ... in Russia declined greatly as the result of imperfect tax system.
- The Declaration of Independence says that "all men are created ...".

B. Match the word and its definition.

- | | |
|----------------|---------------------------------|
| 1. Equal | a. the act of getting something |
| 2. Restriction | b. based on complete agreement |

3. Acquisition

4. Riot

5. Unanimous

6. Legislature

7. Revenue

8. Tariff

- duty imposed by a government on imported or exported goods
- the income of a government from all sources for the payment of public expenses
- a wild disturbance created by a large number of people
- having the same privileges, status, or rights limitation
- an official body of people which has the power to make laws

III. Comprehension. Choose the right answer.

- The British government wanted American colonies ...
 - to manufacture new goods
 - to provide a new market for British goods
 - to take care of their own needs
- American Revolution was supported by ...
 - most of the colonial population
 - by half of the population
 - by one third of the population
- The economic cooperation between the states after the Revolution ...
 - did not obey any laws
 - started flourishing
 - did not exist
- The famous Boston Tea Party was organized by ...
 - Indians
 - British officers
 - supporters of American independence
- A market economy is a type of economy where prices are determined by ...
 - government regulations
 - supply and demand
 - businesses
- After creation of the new government it was decided that it will get its revenues from ...
 - income tax
 - land sales
 - tobacco tax

7. The First Industrial Revolution started in
a) England b) France c) The United States
8. The new federal government of the United States decided
a) to pay off the debts of the states
b) not to pay off the debts of the states
c) to ignore the question of debt

IV. Say in English.

1. Британское правительство ввело огромное количество ограничений на торговлю американских колоний с другими странами.
2. В течение 60-х годов XVIII века после введения каждого нового закона о налоге во всех колониях начинались волнения.
3. По конституции федеральное правительство могло получать доходы за счет налога на импортируемые товары.
4. Британский парламент не считал, что жители колоний должны иметь равные права с жителями Британских островов.
5. Жители колоний единодушно выступили (speak) против налога на марки.
6. Колонисты должны были платить высокие налоги на ввозимые в Америку товары.
7. Жители американских колоний считали, что только местные законодательные органы могут облагать их налогами.
8. Делегаты многих колоний собрались в Нью-Йорке, чтобы послать петицию в парламент об отмене налога на марки.

V. Develop your critical thinking skills. Explain...

1. Why the British government did not want to set their American colonies free.
2. What do you think would happen if the British government were more sensitive about the mood of the people in the colonies.

3. Why economists say that the War for Independence helped American economy.
4. Why the decision of the new federal government to pay off the debts of the states was beneficial for the country.

Interesting facts. Do you know that...

1. The largest colonial urban centres were "cities in the wilderness" — Philadelphia, Boston, New York, Charleston, and Newport.
2. During the Revolution women of Philadelphia going from door to door and talking to other women collected \$300,000 in donations. With this money they bought cloth and sew shirts for the American Army.
3. Tea became popular in America after it was brought to the colonies in the early 1700s. By 1770, at least 1 million Americans made tea twice a day. "People would rather go without dinner than without tea," a visitor to the colonies wrote. After the boycott on tea Americans started drinking coffee. Newspapers wrote that "if you drink tea you will become a traitor to your country."
4. In the 1750s, British merchants called New England traders "Yankees". They used the word as an insult to mean greedy people. Then a British officer wrote a song "Yankee Doodle" in which he made fun of American soldiers. Then a funny thing happened. American soldiers changed some verses and started singing this song themselves, turning it into a popular patriotic tune.



Two Industrial Revolutions

I. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

There were few radical changes in the American economy between 1700 and 1815. The basic elements of economic life were the same. However, the great changes occurred between 1815 and 1860 when new technologies were brought from England. These technologies prepared the ground for the First Industrial Revolution in America.

The population grew to 32 million, 20% of which lived in urban areas. The size of the country also grew tremendously. The vastness of the country demanded new forms of transportation. The development of roads, canals, railroads, and rapid communication helped to create a nationwide economy. In 1818 the federal government sponsored the first toll road. It was an expensive **venture** at a cost of \$10,000-\$13,000 per mile. The quality of the road was so good that until recently this road could **accommodate** modern traffic. Economists believe that the railroad industry and the cotton industry were the leading forces of the growing American economy at that time. The Transportation revolution helped to unify the nation.

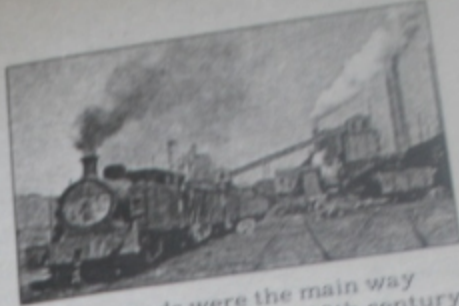
There were two distinct different economic and political patterns in the United States at that time — that of the North and that of the South. Northern cities grew rapidly as a result of industry and immigration. The South remained primarily a rural area. The Civil War between North and South brought a lot of destruction to the South and stimulated the industry in the North. The war helped to develop such industries as petroleum, steel, food production, manufacturing and finance.

After the Civil War, industrialization of the American economy began at a quick pace. After the postwar depression, the Second Industrial Revolution began. It was stimulated by three major developments. The first one was the creation of the nation's transportation and communication network (railroads,

telegraphs, steamships, and cable). The second development concerned the expansion of electricity in the 1880s. Electricity provided more power for industries than steam and new means of transportation — the trolley and the subway.

The third development was the beginning of the application of science to industrial processes and the creation of new and improved consumer and industrial products. This was a time of experimentation and expansion for all the industries.

This was also the time of the so-called robber barons — new entrepreneurs known for their ruthless business practices. John D. Rockefeller started his career as an oil magnate, Cornelius Vanderbilt emerged after the war as one of the first railway kings. Andrew Carnegie, a poor Scottish immigrant, became a steel magnate. They bought out their partners, **bribed** government officials and fought for greater control of the economy. The struggle for power was so intense that the government had to interfere. That was a first sign of changing **attitudes** towards the role of government in the market economy. The Interstate Commerce Commission, established in 1887, was given the authority to regulate prices, standards of performance, and practices in the industries directly affecting the public interests — railroads, electric power, gas pipelines, radio, television, and aviation. Then came the Sherman Antitrust Act of 1890 and the Clayton Act of 1914. These acts were the next step in protecting the public interests. The government made it illegal for trusts and monopolies to set prices with no relation to supply and demand. These Acts marked the beginning of a shift from a pure market economy to a *mixed type economy*. We can't say that there was no government intervention in the economy before. There was. The Government built roads and canals, sold land, offered tariff protection, made loans to businessmen. The Sherman



Rail roads were the main way of transportation in the 19th century

Antitrust Act and the Clayton Act represented new relations between government and businesses — the government started to play a more active role in the economy.

During this period America constructed an elaborate system of national communication. 30,000 miles of railroad of 1860 grew to 193,000 in 1900. Five transcontinental routes connected the two oceans. New pipelines brought oil. The telegraph and the telephone established direct contacts among businessmen in various parts of the country. Shoes, soaps, sewing machines, hats, silks, processed food and cigars were manufactured in great quantities. Railroads and pipelines, bridges and new buildings, factories and machines generated a demand for steel. America had everything that was necessary for a large-scale industrial economy — natural resources, labour supply, and sufficient capital.

A new wave of European migration had begun before the end of the Civil War. It came up to 700,000 in 1882, and then stabilized at about 400,000 annually. About 13 million immigrants entered the United States in the four decades after 1860. The total population rose from 31 million to more than 75 million in 1900. Those who came with some money could purchase land and work in agriculture. Those who were brave enough to go and settle on new lands could get 160 acres of public land free. It became possible when the Homestead Act of 1862 was approved by Congress. According to this law any American citizen, or any **alien** who declared his intention to become a citizen could get 160 acres (64,7 hectares) of public land free. This land would become his **property** after he had lived on it for five years. However the majority stayed in the cities, providing cheap labour for new plants and factories.

New Words

toll	[tɒl]	плата, сбор; платный
venture	['ventʃə]	предприятие, затея
accommodate	[ə'kɒmədeɪt]	вмещать, приспособлять

bribe
attitude
alien
property

[braɪb]
[ˈætɪtju:d]
[ˈeɪlɪən]
[ˈprɒpəti]

подкупать; взятка
отношение
иностранец
собственность,
имущество,
частная
территория

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- A lot of highways in the United States are ... roads where you have to slow down, pass through a booth and pay.
- His new ... was a success and brought him a lot of money.
- At the end of the 19th century in America officials were often ... to make them speed up some paper process.
- In the early days of American expansion people could buy ... in western lands quite inexpensively.
- An ... is a foreign-born person who is not a citizen of the country in which this person lives at present.
- Colonists did not like British ... towards them. They wanted to be treated as equals to the citizens of the British Isles.
- The space and resources of the New World could ... everybody who wanted to come and work hard there.

B. Match the word and its definition.

- | | |
|----------------|--|
| 1. Toll | a. a person from another country, non-citizen |
| 2. Venture | b. a piece of real estate, possession |
| 3. Accommodate | c. a state of mind, manner, position |
| 4. Bribe | d. a business enterprise involving some risk in expectation of gain |
| 5. Attitude | e. something offered or given to an official to influence that person's views or conduct |
| 6. Alien | f. a fixed charge for a passage across a bridge or along a road |
| 7. Property | g. to make suitable, to allow for |

III. Comprehension. Choose the right answer.

1. A lot of economic changes took place in America between
a) 1700 and 1815 b) 1815 and 1860 c) 1760 and 1815
2. There were several distinct economic and political patterns in the United States in the 18th century
a) one in the North and one in the South
b) in the North, in the South and in the Middle colonies
c) one in the East and one in the West
3. The Second Industrial Revolution started in America
a) before the American Revolution
b) after the American Revolution
c) after the Civil War
4. The purpose of the Sherman Antitrust Act and the Clayton Act was
a) to help businesses to expand
b) to protect public interests
c) to help create new businesses
5. The Sherman Antitrust Act and the Clayton Act demonstrated that American government
a) started to play a more active role in the state economy
b) did not want to interfere in free enterprise
c) wanted to take full control of economy
6. The Homestead Act of 1862 made it possible for citizens or aliens who wanted to stay in the country to...
a) buy 160 acres of land
b) work on 160 acres of land for 10 years and then own it
c) get 160 acres of land free if he/she lived on it for 5 years
7. The first toll road was financed by
a) federal government b) private companies c) state governments

IV. Say in English.

1. Транспортная революция в Америке помогла объединить нацию.
2. В 1818 году федеральное правительство финансировало первую платную дорогу в США.

3. По статистике только одно из пяти рискованных начинаний приносит доход.
 4. В США в конце XIX века взяточничество чиновников было довольно развито.
 5. В период второй индустриальной революции правительство США начало вводить законы, защищающие экономические права граждан страны.
 6. Любой иностранец, который изъявлял желание остаться жить в США, мог получить 160 акров земли в собственность, прожив на этой земле 5 лет.
 7. Его территория (собственность) занимала 50 акров.
 8. Мне не нравится твое отношение к этой проблеме.
- ### V. Develop your critical thinking skills. Explain...

1. Why the Transportation Revolution was one of the most important factors of the Industrial Revolution.
2. How science can move forward the country's economy.
3. Why American government had to protect people's interests and begin to interfere with business practices.
4. Why the Homestead Act had a positive impact on the development of western lands.

Interesting facts. Do you know that...

1. The Industrial Revolution started in England around 1733 with the first cotton mill. England wanted to keep its industrialization a secret, so they prohibited anyone who had worked in a factory to leave the country. Samuel Slater, who had been an apprentice in an English cotton factory, disguised himself and came to America. Once there, he reconstructed a cotton-spinning machine from memory. That way the Industrial Revolution arrived in the United States.
2. Another machine that played a large role in Industrial Revolution was cotton gin (short



for engine). It was invented in 1793 by Eli Whitney who was 24 at the time. The cotton gin was a machine for getting seeds out of cotton. The fastest worker could clean only 5 pounds of cotton a day, Whitney with his gin cleaned 50 pounds a day.

- To collect money for the roads, the companies collected tolls. At various places along the road, a pole, called a pike, blocked the road. These toll roads were called turnpikes and that's the way they are still called in the United States.
- The first telegraph, invented by Samuel Morse and completed in 1844, ran between Washington D.C. and Baltimore, Maryland.
- Alexander Graham Bell first displayed his electric telephone in 1876 at the Exhibition in Philadelphia.

Part 4

The First Half of the 20th Century

I. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

The years between 1900 and 1914 were "The Good Years" for American people. Incomes grew, productivity rose.

World War I did not bring many changes to the US economy. As is always the case the war gave rise to some technological innovations connected with industries producing strategic products. The end of World War I marked the end of an agrarian society in America. Thousands of young people left their villages to move to the cities. An agricultural rural country became an industrial and urban state.

Automobile construction was the driving force of American economy in the 1920s. In 1929 one out of six Americans owned a car. The growth of the automobile industry had an effect on such related industries as steel, glass and rubber production. The automobile completely changed the American landscape. It brought to life thousands of motels, roadside restaurants,

gas stations, drive-ins, repair shops, and recreation areas. Cars also required new good roads. In 1916 the Federal Aid Road Act was adopted and the development of a nationwide **highway** system began. Easy access to places began to **eliminate** the differences between rural and urban places.

Construction was another leading industry. There was a boom in residential buildings — both in houses and urban apartments. The rapid growth of the automobile industry made the growth of suburbs possible. America was becoming the nation of home owners.

The motion picture industry grew tremendously in the following ten years. Movie theatres, movie magazines, popcorn production, and **soft drinks** production became important elements of economy.

Another major new industry was radio. In November 1920, the first station began its regular broadcasting in Pittsburgh, Pennsylvania. In 1921, \$ 10 million worth of radios were sold. Eight years later the figure increased to \$ 400 million.

But the industry that made more money than the other three combined was **bootlegging** — making and supplying illegal alcohol. An Amendment to the Constitution of 1920 made all alcohol illegal. Much of the bootlegging industry was controlled by organized crime and people involved in this industry gained tremendous wealth.

The electric power industry grew rapidly in those years too. As a result there was a major growth of **durable goods** such as electric appliances, vacuum cleaners, refrigerators, telephones, etc. Another aspect of economic growth was the rapid growth of service industry and **white-collar** occupations.

The years from 1900 to 1929 were years of prosperity and nothing indicated the troubles that were to come soon. By the summer of 1929 there were symptoms of a coming depression.



Eat sign

Prosperous years of the first two decades of the 20th century created enough money for people to invest and speculate in the stock market. Millions of people were buying stocks in the hopes of selling them later at a higher price and taking a profit. The market rapidly grew during 1927, 1928, and 1929. Then in October stock prices started to fall and on October 29, 1929 the stock market collapsed. This event marked the beginning of the greatest depression in American history which spread to every country of the world except the Soviet Union. The panic at the New York Stock Exchange was followed by the collapse of banks, railway companies, private companies, by the closing of factories, shops, and offices. The decline in the production led to **decrease** in jobs which led to unemployment which in its turn led to even more decline in the purchasing power of the population. It was estimated that by 1933 twelve million people were out of work. The whole society was in a state of anxiety and confusion. The states did not have the money to help the needy. People started to demand active actions from the federal government. A Democrat Party candidate Franklin Delano Roosevelt promised change, and the end of the depression. More than 40 states voted for Roosevelt and very quickly a number of measures, known as *the New Deal* came into action to end the depression.

The New Deal program adopted some of the ideas of the famous economist Maynard Keynes. He claimed that government spending was necessary to overcome the depression. Government needed to create public jobs, hire people for them and thus help them to make a living. Then people would spend the money they earned and help the economy to grow. Roosevelt accepted Keynes's ideas only partially. He did not like the idea of central planning. He was also afraid to make people too dependent on the government for support. Nevertheless the National Industrial Recovery Act was adopted in 1933. The Act regulated production, prices of products, and wages. The government helped businesses by providing low-interest loans.

The government created companies that employed people in building dams and roads, houses and parks. The Civilian Conservation Corps, set up in 1933, gave temporary

jobs to boys aged 18-25. By 1940 two million young people were employed by the government through this organisation and work on reforestation and other conservation activities. Millions of jobs were created. Social Security was created. It was the first national system of old age pensions. The New Deal did not restore the prosperity of the American people but it changed a lot of things in the country. First of all the United States government took responsibility for the **welfare** of its citizens and for providing security to people.

When the United States entered the World War in December 1941 it greatly increased the demand for all goods and services. As soon as Britain entered the war it began to increase orders for war materials from the United States. In March 1941, the United States started the Lend-Lease program to help Great Britain. America still did not get back the money it lent during World War I, so Roosevelt suggested that not money but goods should be sent to Britain at that time. The money was supposed to be repaid after the War. Later the Lend-Lease program was expanded to other Allied nations. This conversion of American economy to military production and the increase in government spending completely ended the Great Depression.



The figure of Uncle Sam is a well-known symbol in the United States

New Words

highway

[ˈhaɪweɪ]

шоссе,
магистраль
доступ, подъезд

access

[ˈæksɛs]

eliminate	[i'limineit]	устранять, ликвидировать, исключать
soft drink	[ˈsɒftdrɪŋk]	газированная вода
bootlegging	[ˈbu:tlegɪŋ]	незаконное производство, продажа и распространение алкоголя
durable goods	[ˈdʒʊərəbl, gʊdz]	товары длительного пользования
white-collar	[ˈwaɪtˈkɒlə]	“белые воротнички”, работники умственного труда
decrease	[diˈkri:s]	уменьшаться
welfare	[ˈwelfeə]	благополучие, социальное обеспечение

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- The system of ... helped to transport goods from one part of the country to another very easily.
- When people have money they tend to buy a lot of ... goods.
- As American economy is gradually turning from manufacturing to service, more and more people become ... workers.
- Easy ... to remote places through the system of highways allowed Americans to build a lot of suburban towns.
- ... was very popular in the United States during the period of prohibition of alcohol (1920-33).
- Popular American ... Coca-Cola and Pepsi-Cola appeared in our country at the beginning of the 1990s.
- A country can be called a ... state if it takes care of the well-being of its citizens and offers them different social service programs.

- The number of immigrants to the United States in the 20th century ... a lot in comparison with the number of immigrants in the 19th century.
- A good road system is necessary to ... the difference in living conditions between urban and rural areas.

B. Match the word and its definition.

- | | |
|------------------|---|
| 1. Highway | a. a nonalcoholic flavored carbonated beverage also called soda or pop |
| 2. Access | b. production, distribution, or selling without permission or illegally |
| 3. Eliminate | c. well-being, prosperity, financial or other aid provided, especially by the government, to people in need |
| 4. Soft drinks | d. to get rid of; to remove, to leave out |
| 5. Bootlegging | e. a main public road, especially one connecting towns and cities |
| 6. Durable goods | f. a means of approaching, entering, or exiting, a passage |
| 7. White-collar | g. to grow less or smaller, reduction |
| 8. Decrease | h. of or relating to workers whose work usually does not involve manual labor |
| 9. Welfare | i. long-lasting products |

III. Comprehension. Choose the right answer.

- World War I...
 - weakened American economy
 - gave rise to some technological innovation
 - brought decrease in productivity
- The driving force of American economy in the 1920s was ...
 - automobile industry
 - cotton industry
 - manufacturing industry
- After World War I was over thousands of young people ...
 - moved to the southern states
 - moved to the cities
 - moved to the rural areas

4. Thousands of motels, gas stations, repair shops and roadside restaurants were built as a result of ...
 - a) the construction boom
 - b) the growth of automobile industry
 - c) new economic policy
5. White-collar occupations can be found ...
 - a) in manufacturing industry
 - b) in service industry
 - c) in construction industry
6. The federal government had to change its attitude towards the way it took care of its citizens because of ...
 - a) riots all over the country
 - b) the Great Depression
 - c) the war
7. According to the Lend-Lease program the United States helped the Allies by ...
 - a) providing gas for the planes
 - b) providing goods
 - c) providing arms
8. Henry Ford founded his first company in ...
 - a) Washington
 - b) Chicago
 - c) Detroit
9. To help people during Depression American government ...
 - a) created a lot of jobs
 - b) gave people loans
 - c) paid them unemployment benefits

IV. Say in English.

1. После Первой мировой войны США из аграрной страны превратились в крупную индустриальную державу.
2. Развитие страны помогло созданию хорошей транспортной инфраструктуры.
3. Автомобильная промышленность способствовала развитию смежных отраслей, таких как сталелитейная, резиновая, строительная и газовая.
4. Во всех американских кинотеатрах продаются газированные напитки и воздушная кукуруза.

5. Незаконное производство и продажа алкоголя во времена сухого закона (Prohibition) приносили огромные деньги.
6. Когда людям удается скопить деньги, они покупают товары долгосрочного пользования, например холодильники, телевизоры, видеомагнитофоны, пылесосы и т.д.
7. Безработица привела к снижению покупательной способности населения.
8. Во время великой депрессии правительство Соединенных Штатов приняло на себя заботу о благосостоянии граждан.
9. Соединенные Штаты одни из последних среди развитых стран создали систему пенсионного обеспечения граждан.

V. Develop your critical thinking skills. Explain...

1. Why a system of good roads is necessary to eliminate the difference between urban and rural areas.
2. What made American government change its attitude towards social service programs.
3. Why governments should help people in time of need.
4. Why wars often gave rise to technological innovations.
5. How World War II helped to end the Great Depression.

Interesting facts. Do you know that...

1. Coca-Cola was introduced to the American public in 1886, Pepsi-Cola in 1896.
2. Henry Ford founded the Ford Motor Company in 1903 in Detroit.
3. Between 1890 and 1920 fifteen million immigrants arrived in the United States.
4. For most Americans the most respected person of World War II was British Prime Minister Winston Churchill. He was so much admired in the country that in 1963 he was made an honorary citizen by act of Congress – a unique event in American history.



Economy in the Second Half of the 20th Century

I. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

Sixteen million men were in military service during the years of 1941-1945. At the end of war twelve million soldiers returned home to peacetime jobs. The transition to peacetime economy produced mass **layoffs** in industries. A lot of women lost their jobs. The government provided war veterans with temporary unemployment benefits, preferences in getting jobs, health benefits, low interest loans to start businesses, to purchase homes, and tuition stipends for college and vocational training. Over two million of war veterans went to colleges and six million into technical and vocational schools. This program of educating war veterans ended in 1956. By that time federal government had spent \$ 14 billion on education compared to nothing before the war.

During the war with its shortages and ration books the population managed to accumulate enough money to start purchasing goods. Cars, electrical appliances, houses that were impossible to buy during the war time were in great demand. These industries grew. Postwar time marked the beginning of a new period in American history — the rise of a **consumer** society.

Another characteristic trait that the American nation began to acquire during this post-war time was suburbanization. American home owners began to move to the suburbs. Housing construction practically stopped during the depression and the Second World War. A lot of families shared apartments: a housing problem faced



A system of expressways with overpasses

the nation. After the war, the Federal Housing Administration began to provide **mortgages** with a 5-10% down payment. War veterans could pay a down payment of \$1 because the federal government provided additional support. This all resulted in a housing boom. New residential areas appeared in the suburbs. Millions of people moved from the cities to these communities. Churches and civic clubs became centres of community life. At first, people living in suburban areas **commuted** to work, but gradually businesses and offices moved to suburban areas.

The rise of suburbs increased the demand for cars and better roads. In 1956 a new program was approved by the Congress. The project allocated \$27 billion to build and improve 41,000 miles of roads in the next 13 years. Fifteen years later 42,500 miles had been built at a cost of \$ 43 billion. An additional 10,500 miles were completed by 1977. The federal government contributed 90% of funds, the remaining 10% were provided by the states.

After the war America experienced a baby boom that lasted till the 1960s. The birth rate was very high and the average number of children in an American family increased to 3.2.

American population continued to move west. California grew by 50 percent. Florida and Texas attracted a lot of newcomers. The number of agricultural workers fell to 6 percent of the population. Inflation remained low during the 1950s and was below 2 percent, unemployment levels were below 5 percent. With high employment and higher incomes, Americans found more ways to spend their wages. Bank lending policies and credit cards also stimulated consumer spending. The Diners Club and American Express credit cards were introduced during the 1950s.

In the decades after the war the profile of industry and business changed. **Mergers** accelerated, with the result that the two hundred largest corporations controlled over half of all businesses by the end of the decade. Heavy industry and manufacturing declined, and new jobs were created in the service, clerical, and managerial sectors. By 1956, white-collar workers outnumbered **blue-collar workers** for the first time.

Many of the industries invested heavily in research and product development. The federal government also increased its scientific research investments. As a result, new technologies produced jet aircraft, new medicine, and consumer electronics. Antibiotics, tranquilliser and the polio vaccine revolutionized medicine. IBM used transistors in its computers, creating a billion dollar market for computers by 1960. That same year a revolution in document copying took place when Xerox introduced its model copier. The Boeing 707, the first passenger jet, entered commercial service in 1958.

Manufacturing of household durable goods has been growing rapidly over several decades. Industries producing recreational equipment such as cameras, stereos, boats, campers, etc. show steady growth in the last two decades. New products were constantly introduced into the market.

The three decades after the war are characterized as "good times". The health of the economy and the welfare of American citizens improved.

Today the economic profile of the United States is changing. Industrial America is disappearing. The service sector prevails over the manufacturing sector. Within the service sector the jobs are concentrated in such places as restaurants, hospitals, nursing homes, medical and dental offices, personnel and data processing organizations, custodial services, etc.

A high-technology information society is taking the place of an industrial society. The information society that is shaping the American economy today requires a strong based technological industry with a highly technologically literate population. The information industry that deals with selling information and information technology has become a major part of American economy. The industrial and service sectors of the economy are declining to make way for a new economic sector — information. Some economists already attribute more than 60 percent of the economic activity to this new sector. Communication Revolution is shaping the 21st century America.

New Words

layoff	[ˈleɪɒf]	увольнение, сокращение
consumer mortgage	[kənˈsju:mə] [ˈmɔ:ɡɪdʒ]	потребитель ипотечный кредит, закладная
down payment	[ˈdaʊnˈpeɪmənt]	задаток, первый взнос
commute	[kəˈmjʊ:t]	ездить ежедневно
merge	[mɜ:dʒ]	объединять, сливать
blue-collar (workers)	[ˌblu:ˈkɒlə]	работники, занимающиеся физическим трудом (в отличие от работников умственного труда — white-collar workers)

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

1. Recently it became possible in Moscow to get a ... in the bank if you want to buy an apartment and if you have a permanent job and earn a certain amount of money a year.
2. Millions of people ... to Moscow every day because of the shortages of jobs outside the capital.
3. When you buy a house in the United States, the only cash you pay for it is the ... The rest of the money the bank pays for you and you repay the bank for 20-30 years. This repayment plan is called a ...

4. After World War II more and more large corporations came into being in America as a result of ...
5. Americans love to buy things and they buy constantly, that's why the American society is often called a ... society.
6. With the decline of economy in our country, a lot of people were ... because a lot of plants and factories were closed.
7. He was proud to be referred to as a ... worker, he did not see any shame in doing something with his hands and he could not understand why she was upset by it.

B. Match the word and its definition.

- | | |
|--------------------------|---|
| 1. Layoff | a. combine or unite |
| 2. Consumer | b. workers whose jobs involve manual labor |
| 3. Mortgage | c. a partial payment made at the time of purchase with the rest of the money to be paid later |
| 4. Down payment | d. the person who constantly acquires goods especially for direct use or ownership rather than for business |
| 5. Commute | e. travel every day |
| 6. Merge | f. a temporary promise of property to a creditor as security for an obligation or repayment of a debt |
| 7. Blue-collar (workers) | g. dismissal of employees, especially for lack of work |

II. Comprehension. Choose the right answer.

1. After the end of World War II the government provided war veterans ...
 - a) with unemployment benefits
 - b) with pensions
 - c) with a one-time compensation
2. Before the war American government ...
 - a) spent no money on higher education
 - b) spent millions on higher education
 - c) spent money only on some Universities

3. War veterans had ...
 - a) work hard to save for down payment
 - b) had to pay only one dollar as a down payment
 - c) had to pay from 5 to 10% for down payment
4. The new improved roads were built in the United States after the war at the expense of ...
 - a) states
 - b) local governments
 - c) federal government
5. During the 50s new products were constantly introduced into the market as a result of ...
 - a) research and product development
 - b) government funding
 - c) industries' growth
6. The three decades after the war were characterized as...
 - a) good times for American economy
 - b) bad times for American economy
 - c) devastating times for American economy
7. In the service sector of economy jobs are concentrated in ...
 - a) factories and plants
 - b) agriculture
 - c) restaurants, hospitals, nursing homes, dental offices
8. Economists predict that the major sector of American economy in the 21th century is going to be in ...
 - a) manufacturing
 - b) information
 - c) service

IV. Say in English.

1. Его уволили по сокращению, так как он был самый молодой и неопытный.
2. После Второй мировой войны Соединенные Штаты постепенно превратились в общество потребителей.
3. Хотя ипотечный кредит стал возможным в нашей стране, получить его не так просто.
4. Тысячи британцев ездят на работу каждый день из пригородов Лондона.

5. Развитие пригородов потребовало совершенствования дорог.
6. В пятидесятых годах появились первые кредитные карточки, такие, как *Американ Экспресс* и *Виза*.
7. Такие рабочие, как плотники, электрики, сантехники, сейчас в большом спросе в США, и их зарплата часто намного превышает зарплату работников умственного труда.
8. Информационная индустрия постепенно становится основным сектором американской экономики.

V. Develop critical thinking skills. Explain...

1. Why do you think American government spent so much money on helping war veterans after the Second World War.
2. How the housing boom helped to create a good road infrastructure.
3. How scientific research helps the industries to grow.
4. Why the profile of American industry is changing today.

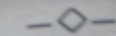
Interesting facts. Do you know that...

1. The term "yuppie" is widely used to describe young urban professionals.
2. The biggest corporation of America is General Motors with revenues of \$ 183,058 million.
3. The government first started to regulate wages during the Great Depression. In 1997 the Congress increased minimum wage from \$ 4.25 to \$ 5.15 an hour.



Unit IV

HOW THE UNITED STATES GOVERNMENT WORKS



Part 1

Writing the Constitution

I. Read the text thoroughly and...

- A. Point out the most important facts.
- B. Ask your friends questions about this text.

In September 1783, two years after the war ended, a treaty acknowledging the independence of 13 American colonies was signed by Great Britain. The United States became a new independent country on the planet Earth. Now Americans faced a whole set of new problems of how to govern themselves and how to hold the union of 13 states together.

After the war each colony acted very quickly in creating its own government. Each colony wanted to be as independent as possible. Colonies feared a strong national government because it might become as tyrannical as a king. The states adopted an agreement called the Articles of Confederation. According to this agreement the national government was to be made up of a Continental Congress. Each state should have one vote in Congress; thus each state has an equal voice in new government. In reality the Congress was very weak, it had no executives to enforce the laws, and the states did not pay attention to these laws. The states began to quarrel among themselves. Some of them taxed trade with their neighbours, some wanted free trade. Some states printed their own money which created a lot of confusion. It was difficult to say if a Virginia dollar was as valuable as a North Carolina dollar. Business was bad everywhere.

In May 1787, 55 representatives chosen by their states met in Philadelphia which at that time with a population of 40,000

people was the largest city in America. The purpose of the Convention was to make some **amendments** to the Articles of Confederation.

All the delegates of the Convention realized that the Articles of Confederation could not be rewritten or improved. They had to come up with a new form of government that everybody would agree upon. And that was the most difficult part. The main **disputes** at the Convention were between (a) the large and the small states; (b) the North and the South; and (c) between those who wanted to give large power to voters and those who wished to limit the power of people. Two plans were proposed for the discussion — the Virginia plan and the New Jersey plan. The Virginia plan, supported by the larger states, proposed a strong central government with three branches: the **legislative** (lawmaking), the **executive** (carrying out the laws) and **judicial** (checking if the laws were carried out fairly). The people would elect members of the legislature on the basis of population. The small states, Connecticut, Delaware, and New Jersey, did not want to lose their equal vote in Congress. They were afraid that the large states would outvote them. So small states proposed their own plan. It also suggested three



Signing the Constitution, painting by Howard Chandler Christy

branches of the government but only with one house for legislature. They also suggested that each state would have one vote in this house no matter what sizes of the population the state had. Two sides deadlocked. For some time the delegates were on the edge of closing the convention. Then, a group of delegates from Connecticut, worked out a compromise which later became known as the *Great Compromise*. They suggested that the legislative body should consist of two parts — a lower house and an upper house. In the lower house, the House of Representatives, the members would be chosen according to population by the people of the area every two years. In the upper house, The Senate, the members would be chosen by state legislatures every six years. (Later on, in 1913, the procedure was changed and the senators are elected today the same way as the House members — by the whole population of the state.)

The second compromise settled the problem about slaves. The northern states argued that since the slaves were not allowed to vote, they could not be counted as part of the state's population. Besides if slaves were counted, southern states would have more representatives than northern states. The sides **clashed** till a decision was found. They agreed that only three-fifths of the slaves were to be counted for representation purposes. In other words if there were 5,000 slaves in the state, 3,000 would be included in the state population count. This agreement was also known as the *Three-Fifths Compromise*. Another dispute arose over **commerce** and one more compromise was made. By the conditions of this compromise everyone agreed that the states should control trade within their own borders, and the Congress should have the power to regulate foreign commerce as well as the trade between the states. It also said that slave trade could not be ended by the federal government for 20 years, or until 1808. This last provision satisfied the Southern states.

After the main disputes were settled and the compromises were reached, the delegates carefully outlined the basic guidelines of a democratic government that they wanted to establish.

- 1. Popular Sovereignty Rule** — All power belongs to the people because the people of the country elect the leaders of the state and federal government.
- 2. Limited Government** — Any government must obey the law. Its officers are never above the law. All government business is conducted according to the principles of the Constitution. Thus the Constitution sets limits on the power of the government.
- 3. Separation of Powers** — To keep the government from being too powerful, the Constitution put the power into three different departments — legislative, executive and judicial.
- 4. Federalism** — There is a division of power between the states and the national government.
- 5. Checks and Balances** — Each branch of the government has some way to check, control and limit the power of the other two branches.

In the following table we have summed up the limits of each branch of the government:

Limits on the Presidential power	Limits on the Congressional power	Limits on the judicial power
Congress can remove the President by impeachment.	The President can veto bills of the Congress.	Federal judges are appointed by the President.
Congress can pass a bill without the President's approval.	Supreme Court can decide that the law passed by the Congress is unfair.	Congress must approve President's appointments of the judges.
Congress must approve how the Chief Executive is going to spend money.	—	Congress can remove a judge.

These five principles are called the guiding principles of the Constitution. The last day of the Convention was September 17, 1787 when the final version of the Constitution was read out loud for the delegates.

A fierce public debate started as soon as the Constitution was published. There was not a line in it that was not criticized. The debates were going on for a year. In the fall of 1788, 11 states ratified the Constitution, North Carolina ratified it in November 1789 and Rhode Island in the spring of 1790. The American Constitution became law.

New Words

govern	[ˈgʌvən]	править, управлять
amendment	[əˈmendmənt]	поправка (к законопроекту)
dispute	[dɪˈspju:t]	спор
legislative	[ˈledʒɪslətɪv]	законодательная
executive	[ɪgˈzekjʊtɪv]	исполнительная
judicial	[dʒuːˈdɪʃəl]	судебная
clash	[klæʃ]	сталкиваться
commerce	[ˈkɒmɜ:s]	торговля, коммерция

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- Every country want to be independent and every country want to ... itself.
- ... power in our country belongs to Duma.
- ... was always the main source of business for island nations. Access to the sea allowed them to trade easily with their neighbours.

4. In the United States the decisions of the ... agency can be overruled (отменены) by the courts as not conforming (соответствующие) to the law or the Constitution.
5. The situation is different in Great Britain which does not recognize ... control. The final authority in British law is Parliament.
6. When the interests of different countries ... the result can be a war.
7. There are 26 ... to the American Constitution.
8. All over the world there are constant ... between countries over the borders.

B. Match the word and its definition.

- | | |
|----------------|--|
| 1. Govern | a. to collide with a loud noise, to come into conflict |
| 2. Amendment | b. relating to courts of law |
| 3. Dispute | c. relating to law |
| 4. Legislative | d. an addition to, revision |
| 5. Executive | e. <i>adj</i> relating to a person or group having administrative or managerial authority in an organization; <i>n</i> the chief officer of a government, state, or political division |
| 6. Judicial | f. buying and selling of goods |
| 7. Clash | g. to make and administer public policy and affairs, to regulate |
| 8. Commerce | h. to argue about, debate |

III. Comprehension. Choose the right answer.

1. After American colonies got their independence from Great Britain they....
 - a) formed a new government for the new state
 - b) adopted an agreement between 13 former colonies
 - c) started working on a Constitution for a new state
2. In a Continental Congress each state
 - a) had one representative
 - b) was represented according to the population
 - c) had two congressmen

3. The real purpose of the Philadelphia Convention of 1787 was
 - a) to make some amendments to the Articles of Confederation
 - b) to write a new Constitution
 - c) to discuss disputes among the states
4. The main disputes at the Convention were ...
 - a) between the East and the West
 - b) between the North and the South
 - c) between the Middle states and the New England states
5. The famous Great Compromise proposed that
 - a) the government should have three branches
 - b) the legislative body should consist of two parts
 - c) the slaves should be free
6. The second compromise settled the problem of ...
 - a) freeing slaves
 - b) how slaves should be counted to vote
 - c) when to free the slaves
7. The Constitution of the United States ...
 - a) did not say when slave trade should end
 - b) stated when slave trade should end
 - c) did not say anything about the slave trade at all ...
8. After it was first published, the Constitution of the United States
 - a) was unanimously adopted by all states
 - b) was severely criticized
 - c) was highly praised by everybody

IV. Say in English.

1. В большинстве стран высшая исполнительная власть принадлежит президенту.
2. Многие считают, что сильная судебная власть, контролирующая исполнительные и законодательные органы, необходима для настоящей демократии.
3. Последняя поправка к конституции США, в которой разрешалось принимать участие в голосовании всем, кому исполнилось 18 лет, была внесена в 1971 году.
4. По всему Африканскому континенту постоянно возникает огромное количество пограничных конфликтов между странами.

5. Сегодня в нашей стране коммерция приносит хорошие доходы.
6. Они столкнулись по поводу того, кто будет отвечать за международную деятельность организации.
7. Содружество (Commonwealth) — это территории, которые самоуправляются, но не являются единым государством.

V. Develop your critical thinking skills. Explain...

1. Why you think it was necessary for the colonies to form one strong government.
2. What made the writers of the Constitution keep the real purpose of their Convention a secret.
3. Why it was so difficult to write a document that would satisfy everybody.
4. What you think about the system of checks and balances.

Interesting facts. Do you know that...

1. The states did not want to get together and set up a new form of government. Alexander Hamilton who, with some other people, realized that it should be done, persuaded the Continental Congress to meet in Philadelphia to discuss amendments to the Articles of Confederation. The states did not know about the real purpose of the Philadelphia Convention.
2. An air of mystery hung over the Pennsylvania State House in Philadelphia where the Convention took place. For four months Philadelphians watched as the famous people of the nation went in and out of the House. People were wondering what was going on. The guards stood at the door. Even the windows in the hot summer days were closed.
3. Philadelphia remained the nation's capital until 1800, when Washington D.C. became the permanent seat of the government.



Part 2

Three Branches of the Government

I. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

The Constitution consists of an Introduction (Preamble), and seven articles that explain how the government should be run. The writers of the Constitution understood that as time went by, it would be necessary to make some changes in this document. The way to make those changes was built into the Constitution. The changes were called amendments. Three fourths of the states must ratify the amendment before it becomes a law. The first ten amendments known as the Bill of Rights were added three years after the Constitution itself was ratified.

The first article describes the legislative branch of the American government, which makes laws and is called Congress. It has two houses: *the House of Representatives* and *the Senate*. There are two senators from each state in the Senate. So the Senate has 100 members. Senators are elected by **popular vote** for six years. One third of the Senate goes for election every



The Great Seal of the United States

two years. To run for a Senate a person should be 30 years old and must have lived in the United States as a legal resident for nine years. *The Vice-President* of the United States serves as *the President of the Senate*. He can not take part in the debates. He can vote only if the two opposing sides have equal votes. In this case the President of the Senate casts the deciding vote. The members of the House of Representatives are elected on the basis of a state population for two years. There are 435 members of the House of Representatives. Any person who is 25 years old or older and who has been a United States citizen

for at least seven years can be elected to serve in the House of Representatives. The leader of the House of Representatives is known as the *Speaker of the House*. The Speaker is elected by the majority of members of the House.

Each of the 535 members of the Congress works in one of permanent committees that are called *Standing Committees*. These committees study special areas such as education, energy, agriculture, etc. Some members serve on several committees. Each house has its own standing committees. The committees that include members of both houses are called joint committees. Passing a bill is a long and difficult process. All the proposed **bills** are first discussed in the committees. More than 90% of bills don't even come up for the general discussion. They are defeated in the committees. A trade bill that recently passed the Congress, was 1,000 pages long and required the work of 200 members of Congress working in 17 subcommittees. Any member of the Congress may suggest an idea for a new bill, or anyone may suggest the idea to a member of Congress. The bill can originate in any house. Before the bill becomes a law both houses must approve it. There is a time limit for discussing the bill in the House of Representatives. There is no limit for the discussion in the Senate. Senators can debate as long as they wish.

The Congress has other duties in addition to making laws. It has the power to lay and collect taxes, pay the debts of the United States, borrow money, regulate commerce among the states, establish rules for neutralization of aliens, coin money, establish post offices, build and improve highways, promote science and arts, raise and support armed forces, etc. The members of the Congress must support bills that help to improve life of their electors back in their home states.

The second article of the Constitution describes executive power. Executive power is represented by the President. He is considered to be the *Chief Executive*. The second article and the 12th amendment describe how the President and Vice-President are to be elected. People don't vote for the president, they vote for electors. Each state has the same number of electors as it has Senators and Representatives. This group of

electors is called an Electoral College. The writers of the Constitution understood the difficulty people might have in choosing the President whom they had never seen or heard. It was a time when news travelled slowly and it was difficult to know a candidate from New York when you lived in Georgia. So the creators of the Constitution set up an Electoral College, hoping that it would include the most informed citizens who took an interest in politics and knew what it was all about. When Americans vote for a president, they are actually voting for the Electoral College elector. If no candidate gets a majority of electoral votes then the House of Representatives votes. The House then selects the president from the top three candidates. If there is no majority vote for the vice-president then the Senate chooses him from the two top candidates.

The President of the United States is elected every four years on the first Tuesday in November. People vote for the President and vice-president on that day. But to make the elections official the Electoral College must meet in January and vote for the President. In some states electors are chosen at political party conventions. That's why electors in Electoral College mostly vote for their party candidate who got the popular vote.

According to the Twenty-second Amendment, the President can not be elected for more than two terms. To carry out the laws of such a country as the United States the President needs a lot of help from government workers. The President's Cabinet includes the heads (secretaries) of 14 executive departments. Among them are Departments of State, Defence, Commerce and Justice, Department of Health and Human Services, Department of Energy, etc. The most recent one that was added to the list is the Department of Education. There are also more than 40 independent executive agencies, 11 of which are independent regulatory commissions, enforcing laws. Independent agencies and commissions are created by Congress. Among such agencies are Central Intelligence Agency (CIA), the National Aeronautics and Space Administration (NASA), the Federal Communication Commission, the Environmental Protection Agency (EPA), the Nuclear Regulatory Commission (NRC) and many others.

Article 3 of the Constitution gives the judicial power of the United States to the Supreme Court. In 1789, Congress created the system of federal courts that operates to this day. There are three main courts in the federal court system: district courts, courts of **appeal** and the Supreme Court. Ninety-one district courts operate around the country. Several judges are assigned to each district court. District courts judges are appointed for life. District courts are the only courts where the jury system is used. The jury is made up of 12 people. The members of the jury are chosen **randomly** from people who live in the community. All twelve members must agree on the **guilt** or **innocence** of the **accused**. If the person is found guilty then the judge decides on the **sentence**. Most **trials** are heard in state courts. Federal courts are reserved for hearing the cases concerning breaking laws passed by the Congress, crimes committed on federal property, and disagreements between the states. The decision of a district court may be appealed in the court of appeals. There are 11 courts of appeals, or circuits in the United States. There may be from 3 to 15 judges on the court of appeals. The court of appeal studies the case and decides if proper legal procedures were observed or not. This court does not decide if the person is guilty or not. It deals only with legal procedures. Three judges must vote on the appealed case. You can appeal to the Supreme Court only if you challenge the law involved in the case. The Supreme Court consists of 9 judges, the Chief Justice and eight Associate Justices. These judges are appointed for life. Only two kinds of cases can be heard in the Supreme Court — disputes between the states and cases involving foreign ambassadors.

There are several checks on the judicial branch. First of all, the President appoints all the federal judges. His appointees must be approved by the Congress. The Congress can remove the judge if the judge is found guilty of wrongdoing. Congress can also propose a constitutional amendment to overrule a judicial decision.

New Words

popular vote	[ˈpɒpjələˈvəʊt]	всенародное голосование
bill	[bɪl]	законопроект, билль
appeal	[əˈpi:l]	п апелляция, в апеллировать, подавать апелляцию
randomly	[ˈrændəmli]	наугад
random	[ˈrændəm]	случайный
guilt	[ɡɪlt]	вина
innocence	[ˈɪnəsns]	невиновность
innocent	[ˈɪnəsnt]	невиновный
accuse	[əˈkju:z]	обвинять
sentence	[ˈsentəns]	приговор
trial	[ˈtraɪəl]	суд

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- The new School Superintendent was elected by ...
- President can veto a ..., but Congress can then override the veto.
- The suspect was ... of committing the burglary and the ... began.
- The man's ... had to be determined by the Grand Jury, which had to be selected ... from a group of ordinary citizens.
- If he was found guilty, the man would face a possible jail ... of eight to ten years.
- The Jury, however, found him to be ...
- An ..., in law, is the procedure in which a higher court is asked to review a decision of a lower court.

B. Match the word and its definition.

- | | |
|-----------------|---|
| 1. Popular vote | a. request for a review |
| 2. Bill | b. blame |
| 3. Appeal | c. without specific pattern |
| 4. Randomly | d. total number of votes cast by the population |
| 5. Guilt | e. not guilty of a crime |
| 6. Innocent | f. a draft of a proposed law presented for approval to a legislative body |
| 7. Accuse | g. a judicial decision of punishment |
| 8. Sentence | h. law examination of evidence |
| 9. Trial | i. to charge with a wrongdoing |

III. Comprehension. Choose the right answer.

- The amendment becomes a law if it is ratified by ...
a) half of the states b) three fourths of the states
c) majority of the states
- The Bill of Rights includes ...
a) the first ten amendments to the Constitution
b) the amendments to the Constitution
c) several first amendments to the Constitution
- The legislative branch of the American government is called ...
a) the Congress b) the Senate
c) the House of Representatives
- The President of the Senate is ...
a) elected by the senators
b) the Vice-President
c) the leader of the party that has majority in the Senate
- The President of the United States is elected by ...
a) popular vote b) the electors
c) members of the two major political parties
- The jury usually consists of ...
a) people living in the community b) party members
c) people who want to serve on the jury
- The jury must consist of ...
a) 10 people b) 12 people c) 2 people

- The courts of appeal can decide if ...
a) the person is guilty
b) the person is innocent
c) there was a technical mistake during the trial

IV. Say in English.

- Первые десять поправок к конституции США называются *Билль о правах*.
- Судьи этого штата не избираются всенародным голосованием, а назначаются губернатором.
- Все встают, когда присяжные входят в зал суда.
- Он подал апелляцию, настаивая на своей невиновности.
- Присяжные, в зависимости от их личных взглядов, часто выносят непредсказуемые решения.
- Суд приговорил убийцу к смертной казни.
- Любой гражданин невиновен до тех пор, пока его вина не доказана в суде.

V. Develop your critical thinking skills. Explain...

- Why it was important to write a procedure of how to add an amendment to the Constitution.
- What you think about Electoral College.
- Why in your opinion the Constitution does not allow the President to serve more than two terms.
- What you think about the jury system in the United States.

Interesting facts. Do you know that...

- The Vice-President of the United States serves as the President of the Senate. He can not take part in the debates. He can vote only if the two opposing sides have equal votes. It is called a tie. In this case the President of the Senate casts the deciding vote.
- In 1778, May 7 the first congressional inaugural ball to honour President Washington was held in New York City.



3. In 1792 the work on the White House in Washington D.C. began. The White House was burned in 1814 by the British, rebuilt in 1818 and then restored in 1951.
4. The Great Seal of the United States consists of an eagle holding olives and arrows in its talons, with stars in a nimbus over its head. There are 13 stars, 13 arrows, 13 olive leaves and 13 olives symbolizing the original 13 colonies. The eagle also holds a banner with the Latin inscription "E pluribus unum" which means "Out of many, one". The number of letters in that motto is also 13.

Part 3

Powers of the States. Political Parties

I. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

Article 4 of the Constitution is devoted to the states and their powers. The Constitution doesn't list the powers of the states. It says that the powers not given to the federal government are reserved for the states. The principle of federalism, the division of power between the state and the national government, creates a partnership between two levels of government. The following chart shows how the powers between state and federal government are divided:

Federal government	Shared powers	State government
Regulate interstate and foreign trade	Enforce laws	Establish local government
Create and maintain armed forces	Make laws	Regulate trade within the state
Make copyright and patent laws	Collect taxes	Run election

Define foreign police	Borrow money	Establish and maintain schools
Create federal courts	Provide for public welfare	
Coin money	Establish banks	License professional workers, such as doctors and lawyers
Declare war	Build roads	Protect the lives and property of the people
Admit new states	—	Make laws about marriage and divorce

The states' constitutions were modelled after the United States Constitution and the basic principles and ideas are the same. Each state has its own government which also consists of legislative, executive and judicial branches. The legislative branch is often called the Legislature, general Assembly or Legislative Assembly. Legislature in each state usually meets once a year for 60-90 days. The head of the executive branch is a governor. The governor appoints heads of the departments, sets up a state budget, and he can appoint certain judges. There are several officers who are the governor's main advisers and helpers. In most states they are elected, in some states they are appointed. Among these officials are Lieutenant Governor (second officer after the governor), Attorney General (chief legal officer), Secretary of State (keeps records, responsible for publishing laws), Comptroller or state auditor (controls the spending of state money), State Treasurer (collects taxes and pays state bills), and Superintendent of public instruction (in charge of education).

In order to maintain their governments the states need money. There are several sources of money that create the state budget. About 25% of the state budget comes from income tax. This is the tax people pay on the money they earn. The

second source is sales tax. A sales tax is a percentage people pay on goods and services they buy. Sales taxes vary from state to state. It may be from 2 to 8 percent on a dollar. In a lot of states such items as milk, bread, and other necessities are not taxed. Some items, such as cigarettes, and alcoholic beverages, have special taxes.

The government closest to the people is the local government. There are several types of local government in the United States, such as **county** government, city government, town, township, village, and borough governments.

There is no mention in the American Constitution of political parties. Actually the writers of the Constitution hoped that America could avoid having them. They saw how the parties fought for political power in Great Britain and didn't like it. George Washington, the first President of the United States, even warned people against forming parties. But it couldn't be avoided. It is quite natural for people to form groups according to their interests, hobbies, and needs. As far as the political sphere is concerned the two-party system is very important for the proper functioning of a democratic society. There are two major political parties in the United States — the Democratic Party and the Republican Party. The party **nominates** and supports local, state and national presidential candidates. The ex- President of the United States Bill Clinton is a Democrat. The new American President George Bush is a Republican. It is important to realize that the control of the Congress (Senate and the House of representatives) is determined on a state level, because the representatives and the Senators are elected by the population of the state. The members of the Congress can be Democrats or Republicans or they can represent other small parties. In 2000 Congress with a Democratic President the majority of the seats were controlled by the Republicans. Now with a Republican President there are 221 Republicans in the House of Representatives and 212 Democrats. There are 49 Democrats and 50 Republicans in the Senate.

It is often said that there are few differences between major political parties in the United States. It is true as far as it goes for the fundamental ideas and economic systems.

What makes the parties different is their position on the ways the goals may be achieved and the ways the future of the nation may be solved. That is why the people of the United States while casting their votes for the president of their country express at the same time their opinions about different issues raised in the candidates' platforms. They often vote on a so-called split ticket which means that they stand for some of the positions of the Republican platform and for some on the positions of the Democrats. In the last election campaign, for example, the Democrats proposed to raise taxes on rich people, while the Republicans proposed to raise them on middle class, the Democrats were against public funding of private schools while the Republicans were for it, the Republicans wanted to give more power to the states while the Democrats were against it. The main supporters of the Democrats are small businesses. The main supporters of the Republicans are big businesses.

Even though the United States is a country with a two-party system, there are some other political parties. They are not as powerful as the first two, they don't have enough money to organize an effective election campaign, they do not have enough supporters to win an election, but their role is important anyway. They may take away votes from the main two parties and thus change the outcome of election, they may call attention to certain problems and make the two major parties change their position on these problems.

New Words

devote
reserve

[dɪ'vəʊt]

[rɪ'zɜ:v]

посвящать
сохранять,
оставлять
за собой,
резервировать

division	[di'viʒn]	разделение, деление, подразделение, раздел
divide		разделять, делить
maintain	[meɪn'teɪn]	сохранять, поддерживать
county	['kaunti]	округ (США), графство (Великобритания)
nominate	['nɒmɪneɪt]	выдвигать (на должность), выставлять (кандидатуру)

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- Hillsborough ... was the first one to enter the coming election.
- They ... their candidate and ... a great amount of financial resources to make him popular.
- Unfortunately they could not ... the same pace for a long time because they ran out of money.
- But the candidate did not want to give up; he raised more funds, sold his house and ... a room in a cheap motel as his campaign quarters.
- He passed his German exam with an excellent score and was transferred to the overseas ... of Coke in Frankfurt.

B. Match the word and its definition.

- | | |
|-------------|---|
| 1. Devote | a. to propose by name as a candidate |
| 2. Reserve | b. the act or process of dividing |
| 3. Division | c. to keep back for future use, to set apart for a particular person or use |

- | | |
|-------------|--|
| 4. Maintain | d. an administrative subdivision of a state in the United States |
| 5. County | e. to give one's time, attention or yourself to some activity, cause or person |
| 6. Nominate | f. to keep in an existing state; preserve or retain; to keep in a condition of good repair or efficiency |

III. Comprehension. Choose the right answer.

- The principle of federalism means that
 - there is a partnership between two levels of government
 - the federal government controls the state government
 - the state government has priority over the federal government
- The main two sources of money for the state government are
 - federal and state funds
 - gas and road tax
 - income and sale tax
- American Constitution
 - did not say anything about political parties
 - stated what parties should be formed
 - stated that there should be two major political parties
- While the President of the United States is a Democrat, the Congress
 - is always Democratic
 - can be either Democratic or Republican
 - can only be Republican
- Voting on a split ticket means that
 - you vote for the Democrats
 - you vote for the Republicans
 - you vote for some positions of the Republicans and some positions of the Democrats
- The main supporters of the Democrats are
 - big businesses
 - small businesses
 - neither of the two

IV. Say in English.

1. Разделение труда стало основой для индустриальной революции.
2. Начав рассказывать о предстоящих соревнованиях, я оставил пять минут для того, чтобы ответить на вопросы.
3. Класс выдвинул трех кандидатов для участия в олимпиаде.
4. Все трое были вынуждены день и ночь заниматься в тренажерном зале для того, чтобы поддерживать форму.
5. Один из них посвятил столько времени занятиям спортом, что результаты его последних тестов были весьма плохи.
6. Тем не менее он вскоре стал чемпионом округа.

V. Develop your critical thinking skills. Explain...

1. How you understand the principle of federalism.
2. Why there is no mention of political parties in the Constitution.
3. Why it is important (if you think so) to have several political parties.

Interesting facts. Do you know that...

1. American Revolution first put to the test ideas and theories that had seldom if ever been worked out in practice in the Old World — separation of church and state, sovereignty of the people, written constitutions, and effective checks and balances in government.
2. The first political party in the United States was called the Federalist Party and it was founded by Alexander Hamilton in 1790.
3. A party symbol of Democrats is a donkey, a party symbol of Republicans is an elephant.



Unit V

SOCIAL PROGRAMS



Part 1

How It All Started

I. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

Sometimes America is called a welfare state. What is actually a welfare state?

World Politics magazine says that it is a state or government that promotes public welfare through programs of public health, pensions, unemployment compensations, public housing, and the like. The magazine "Business and Economics" defines *welfare state* as "an economic system that combines features of capitalism and socialism by retaining private ownership while the government enacts broad programs of social welfare such as pensions and public housing."

It is believed that welfare state exists if the government spends from 8 to 10 percent of the nation's income to help the needy. By this standard America became a welfare state in the 1950s. From 1950 to 1960 its spending on Social Security, welfare, health and education increased from 8.2% to 10.3% of **gross national product (GNP)**.

The necessity to help the needy people always grows with industrialization of society. Before the industrialization and growth of cities there was no unemployment in America. On the contrary there was always a lack of labour. There was a lot of land and people built their own houses. With industrialization people became dependent on wages rather than on growing their own crops and making their goods. In industrial society, in times of trouble — personal or national — the states had to take the responsibility to help its citizens to handle problems they

couldn't handle otherwise. Such government efforts are called **social security**.

The forms of social security are different in each country. They depend on traditions, values, beliefs, and historical experience. Each country decides for itself who are the people that need help or what kind of help the society can provide for them. The government can give people cash, organize free dining halls, set up special care centres for elderly, children, handicapped or give this money to the families. Social welfare programs usually expand as the society becomes richer.

In America where the emphasis was always put on individualism the problem of social welfare has always been a controversial one. The attitude towards this problem still polarizes Americans. The reason is very simple. To give money to those who don't have it you need to take money from those who have it. In other words social security of the nation is based on the redistribution of wealth in society. Welfare is a sort of a present of the able people to the unable ones. Of course sometimes this present is not a voluntary one. One makes it because it is a state requirement, another gives much more money than he/she is expected to give. It is important to notice that the best American welfare programs did not result from the bottom, they came from the top. Most of them were proposed by the government itself.

Let's go back in time and see how the attitude towards government provision for those unable to support themselves changed and developed in the United States.

When the first settlers came to America they brought with them the laws of the Old World. One of them was the Elizabethan Poor Law (1597-1601) which established public assistance to people in need in Great Britain. So the idea of public help to the needy people was not new to the colonists. However it was in the tradition of Anglo-American Protestants to honour **self-reliance** and hard work. For a lot of years the care of the needy was the responsibility of an individual family. The family took care of their elderly, their physically or mentally sick, their children and if need be even of their brothers and sisters. When the family was unable to take care of their problems, public assistance came to **rescue**. In earlier

times this public help was organized by the parishes, villages, towns. In the small settlements that existed everybody knew the families or people who might need help. Very often public relief came in the form of food, fuel or clothing. To assist **abandoned** children the local governments placed them with other families. The same help was offered to widows, **retarded**, and **handicapped**. If they couldn't take care of themselves they were placed in the families of other people. These people got a certain sum of money from the local government for their service. To get assistance from the authorities the person had to be a resident of the local community. The requirements for residency were different: in New York, for example, it was forty days; in Massachusetts it was three months; in North Carolina — a year. Certain taxes were collected for these purposes. There was little money in such programs, enough to provide only bare necessities. Gradually special institutions appeared where the public authorities could take care of the needy people. The most widespread institutions were workhouses which provided work for dependent persons and the poor. These institutions specially increased in numbers in the pre-Civil War period.



Shelter for homeless in New York, 1870-1920

The first American institution for orphan children was founded in 1729. This was a private institution for girls established in New Orleans by the Ursulin Sisters. The House for Boys in Georgia was founded in 1740 and was also privately financed. During the first half of the 19th century, the number of institutions for children increased rapidly, so in 1851 there were 75 of them. During 1840-1860 the states allocated a lot of funds to support the state institutions for children. Tax money went to finance them. These institutions were not a great way to take care of children. By the middle of the 19th century it was clear that a new form of child care was necessary. In 1853, Charles Loring Brace established the Children's Aid Society in New York and developed the notion of **foster home** care. Since that time foster home care has been the most popular and successful institution for taking care of orphan children. Interested families apply to local governments to become foster families. The number of children that can be placed with the family is determined by the regulations of the state and the family income. The family is paid a certain amount of money for each child. In foster families the children are not usually adopted.

After the ratification of the American Constitution the Tenth Amendment gave responsibility for public assistance to local governments. That was the case until the Great Depression of the 1930s when the nation's government had to interfere to give assistance to families devastated by the hard times. One more exemption before the Great Depression was federal government help to soldiers and veterans of the Civil War. In 1862, Congress passed a law establishing a pension system for individuals disabled in the line of duty, as well as widows, children and dependent relatives of those who were killed.

New Words

Gross	[,grɒs]	валовый
National Product	[,næʃənəl 'prɒdʌkt]	националь- ный продукт

social security	[,səʊʃəl sɪ'kjʊəntɪ]	социальная защита
self-reliance	[,selfrɪ'laɪəns]	самостоятельность
rescue	['reskjʊ:]	и помощь, спасение, и спасать, избавлять
relief	[rɪ'li:f]	помощь, облегчение; рельеф
abandon	[ə'bændən]	покидать, оставлять, бросать
retarded	[rɪ'tɑ:dɪd]	отсталый (умственно)
handicapped	['hændɪkæpt]	с физическими недостатками
foster home	['fɒstəhəʊm]	приемная семья, семейный детский дом

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- "... all hope, ye who enters here," were the words which Dante imagined to be written on the gates of hell.
- In the movie *One Flew Over the Cuckoo's Nest*, a criminal, pretending to be mentally ... goes to a ... home.
- Although they are confined to wheelchairs, some ... persons possess enough determination and ... to go mountain climbing.
- Many cities in the US have special poles out on the streets: you press a button on such a pole and 911 immediately comes to the ...
- Strong painkillers can give you a quick ... from pain, but they can make you dizzy enough to get into a car accident.

6. The objective of each country is to increase its ... per capita (person). Countries with a ... per capita in 1995 of \$9,386 or more are described as high income, between \$766 and \$9,385 as middle income, and \$765 or less as low income.

B. Match the word and its definition.

- | | |
|---------------------------|---|
| 1. Gross National Product | a. to set free from danger |
| 2. Self-reliance | b. the easing of some burden, distress, pain |
| 3. Rescue | c. slow in mental or physical development |
| 4. Relief | d. family type home for orphans or other children |
| 5. Abandon | e. physically or mentally disabled |
| 6. Retarded | f. the state of being independent and self-supporting |
| 7. Handicapped | g. total market value of all goods and services |
| 8. Foster home | h. to withdraw one's support or help |

III. Comprehension. Choose the right answer.

- A welfare state is a country which spends ...
 - half of its GNP for social programs
 - up to 5% of its GNP for social programs
 - up to 10% of its GNP for social programs
- Social security programs ...
 - are the same in each country
 - are different in each country
 - are non-existent in most countries
- The idea of helping needy people ...
 - was new to colonists
 - was not new to colonists
 - was alien to colonists
- In the 18th and 19th century public assistance to the needy people was provided by ...
 - parishes, villages and towns
 - colonial government
 - county government

- Most of the public assistance in colonies was in the form of ...
 - food and clothes
 - money
 - easy work
- The first institution for orphan girls was established by ...
 - Protestants
 - Ursulin Sisters
 - Quakers
- Forster home ...
 - is a family that takes children to their home and raises them with government help
 - is a special house for orphan children
 - is a family that adopts children and raises them as their own
- The first orphan houses for children were ...
 - private
 - public
 - half private, half public
- Before the Great Depression ...
 - there was no federal public help
 - there was one federal program of helping veterans of the Civil War and their families
 - there were several federal public assistance programs

IV. Say in English.

- Валовый национальный продукт — это число, показывающее, сколько всего товаров страна производит за год.
- Кевин с детства был очень самостоятельным. С 14 лет он начал зарабатывать, так как старался не просить денег у родителей, зная как мало они получали.
- Зная, что до ближайшего населенного пункта ей пришлось бы добираться сутки, даже если бы она не повредила себе ногу, Джейн решила переждать снегопад в старой хижине, надеясь, что кто-нибудь обязательно придет к ней на помощь.

4. В Соединенных Штатах есть законы, запрещающие дискриминацию инвалидов и умственно отсталых граждан при приеме на работу.
5. Суд признал право жертвы на денежное возмещение.
6. Джек не знал своих родителей. Они бросили его, когда ему было всего несколько месяцев. Он воспитывался в семейном детском доме и всегда с гордостью говорил, что у него есть три сестры и два брата.
7. Москва имеет свою программу социальной защиты населения в отличие от большинства других городов.

V. Develop your critical thinking skills. Explain...

1. Why the attitudes of people towards social welfare programs are so different.
2. Why local authorities made some requirements for getting public assistance to the needy people.
3. Why the government help is becoming more important with the industrialization of society.



Interesting facts. Do you know that...

1. Only one out of four American children lives in a two-parent family.
2. The number of children in foster families reached 500,000 in 1998, up from 340,000 in 1988. Many of them are not orphans. They are mentally, physically or emotionally disabled. Americans call them children with "special needs".
3. On March 31 of 1999, there were 547,000 children in foster care in the United States.

Part 2

Welfare State

I. Read the text thoroughly and...

- A. Point out the most important facts.
- B. Ask your friends questions about this text.

Until 1935, practically all public assistance was regarded as **charity**. All relief aid came from state and local governments. Private institutions also played a big role. Until 1933, the federal government paid no grants and organized no programs for relief or **insurance**, except for its own employees. Federal social insurance programs began in the United States much later than in any other industrialized country. By 1930, 27 countries had support programs for the poor. The Great Depression with its high level of unemployment made the American government change their attitude towards state policy regarding social security and welfare. During this time it became obvious that the strong belief of Americans that each individual should be responsible for his/her own welfare was badly shaken. It was quite clear that there were people who could not find any sort of work at any wage. People had no other choice but to turn to the government for help. Americans accepted the idea that in times of crises the government must do something for its people.



Franklin Delano Roosevelt and his wife Eleanor

In August of 1935 the Social Security Act passed the Congress and became a law. The Social Security Act established two major insurance programs and three welfare programs. The insurance programs were a) Old Age Benefits and b) Unemployment Compensation. The welfare programs were a) Old Age Assistance, b) Aid to the

Blind and c) Aid to Dependent Children. Social Security is the major social *insurance* program in the United States. Aid to Dependent Children is the largest *welfare* program.

There is a big difference between social security programs and welfare programs. To receive social security benefits people need to pay for some of these benefits themselves, they *prepay* these benefits. When they retire they just take back what is rightly theirs. The welfare program is totally supported by general revenues and requires no payments on behalf of the recipients. To get welfare you need to prove that the conditions of your living meet the requirements of the state, such as having a dependent child or being handicapped.

Under the social security program a certain percentage of money, a tax, is **deducted** from your **pay check** every month. 7.65% of person's pay check goes to the Social Security. For each payment you make, your employer also contributes 7.65% to Social Security fund. This money is saved and invested for you by the government. It is allowed to start taking this money partially at 62, and you can get full benefits when you retire at the age of 65 (by 2003 the retirement age is going to increase to 67).

American Social Security has made life better for a lot of elderly people. 47.5 percent of the elderly would have been below the poverty line if it were not for Social Security and other welfare benefits. For a lot of retired people today Social Security is the only income they have.

Social Security program has been constantly growing. Several new benefits were added to it since it was set up in 1939. The insurance benefits were allowed to be paid to the dependents of aged recipients — to widows and children of workers. The conditions of payment were changed too. A new benefit, Aid to the Permanently and Totally Disabled, was established in 1950.

In 1956, disability program was added to Social Security. Under this program a person is paid a certain pension if this person is sick and unable to work. Two health insurance plans were added to the Social Security program in 1965:

health benefits for the retired people (Medicare) and the poor (Medicaid). Unfortunately these programs did not offer medical insurance to people of all ages. America and South Africa are the only two developed countries which don't provide free medical care for the population. About 40 million Americans don't have any medical insurance. They can't afford it because monthly payments are very expensive. Most people must rely on their companies to pay the major share of their medical expenses. That's why in the United States to work for a company with good benefits, and good medical insurance is important. A large and profitable company can afford to offer medical insurance to its employees (sometimes even to their families) and cover most of the cost. It is much more difficult for self-employed people or small companies.

Medicare is a program of hospital insurance which covers people *over 65* and pays almost all their hospital costs for up to 90 days. It also provides some payments to help with doctor's bills but unfortunately not all of them. In old age when people develop all kinds of illnesses, Medicare pays approximately 80% of medical cost.

The second plan, Medicaid, provides medical care to the poor who would not **be eligible** for Medicare. By the conditions of this program the federal funds are given to the states which in turn use the money to start health care programs for the dependent children, the elderly, the blind, and the disabled people on welfare. American society spends \$10 billion on Medicare a year and \$50 million on Medicaid.

Social Security is the largest social insurance program and it is followed by the unemployment compensation program in second place. The unemployment insurance or "unemployment compensation" gives payment to those workers who have been laid off. Under the conditions of this program the person himself does not contribute money to it but his employer does. The American idea is that not the state but the industry, and the employer in particular should be responsible for the laid off workers. Different companies pay different rates. A com-

pany that regularly lays off its workers pays more than the company which seldom does. In reality the company should think twice before firing its worker because laying off a person will potentially increase the company's unemployment compensation tax.

There are more than 100 social assistance (welfare) programs that are in operation right now. The total annual cost of welfare programs is now \$ 200 billion. The largest welfare programs are Medicaid and Aid to Families with Dependent Children (families without father's support). Other welfare programs include housing subsidy payments, day care centres, emergency support programs, food stamp programs, school lunches and a lot of others.

One of the most successful programs is Head Start. The program provides preschool education for children from culturally and economically disadvantaged families.

Americans believe that their welfare policy needs to be reformed and modernized. The system that exists now was created in the 1930s. Since then times have changed, the economy has changed, demographics has changed.

Today more than 30 million Americans live in poverty. Half of the workers in America don't have private pensions and social security pensions don't pay enough to live on.

New Words

charity	['tʃærɪtɪ]	милосердие, благотворительность
insurance	[ɪn'sʊərəns]	страховка
deduct	[dɪ'dʌkt]	вычитать, удерживать
deduction	[dɪ'dʌkʃn]	вычеты
pay check	['peɪtʃek]	получка, зарплата, выданная в виде чека
be eligible	['bi:'elɪdʒɪbəl]	иметь право

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- If only had I received better grades in school, I would be ... for a scholarship now.
- In Russia a law was passed recently that the government will only ... 13.5% from personal income no matter how large is your ...
- All lawyers in the US must provide some ... work hours for the people who can't afford to pay.
- It is very important in the Unites States to buy some kind of medical ... because there is practically no free medical service in this country.
- He passed TOEFL (Test of English as a Foreign Language) with a high score and was ... for several Universities.
- Different companies in the US pay people with different intervals — some employees get their ... every week, others get theirs once a month.

B. Match the word and its definition.

- | | |
|----------------|--|
| 1. Charity | a. subtract, take away |
| 2. Insurance | b. be qualified or entitled to be chosen |
| 3. Pay check | c. something given to help the needy |
| 4. Deduct | d. protective measure |
| 5. Be eligible | e. a check issued for the person to get the salary |

III. Comprehension. Choose the right answer.

- Before the Great Depression retired people had to live on ...
 - their own money
 - government pensions
 - social security
- The Social Security Act of 1935 established ...
 - five insurance programs
 - two insurance and three welfare programs
 - five welfare programs
- To get social security benefits people ...
 - just need to retire
 - need to pay social security deductions all their lives
 - just need to be of retirement age

4. To be on a welfare program one needs ...
 - a) to pay a certain amount of money from his pay check for it for several years
 - b) to qualify
 - c) to be unemployed
5. When Social Security program grew in 1939 ...
 - a) retired people got more money
 - b) widows and children of the workers were allowed to get the money
 - c) one could get the money at an earlier age
6. Medicare provides medical insurance for ...
 - a) all retired people in the US
 - b) old people
 - c) people over 65
7. Medicaid provides medical insurance for ...
 - a) poor handicapped people
 - b) any old person
 - c) any person on welfare
8. Head Start is a program for ...
 - a) gifted preschool children
 - b) preschool children from poor families
 - c) handicapped children only

IV. Say in English.

1. В США водители обязаны иметь автомобильную страховку.
2. Некоторые российские фирмы вместо наличных выдают своим работникам чек, по которому они получают деньги в банке.
3. В 1994 году, как и в 1839, храм Христа Спасителя был построен на народные пожертвования.
4. Для того чтобы получить право на участие в гонке, пилот должен был пройти медицинскую комиссию.
5. За опоздание на работу из моей зарплаты вычли 30 долларов.
6. Страна должна достичь определенного уровня экономического развития, чтобы расширять программы социального обеспечения.
7. Первые годы после эмиграции ему пришлось жить на пособия.

V. Develop your critical thinking skills. Explain...

1. Why the United States was one of the last developed countries to provide its citizens with pensions.
2. Why the government changed their attitude towards social programs.
3. What you think about the fact that the United States does not provide at least some free medical care for its citizens.
4. What you think about government's help to people who can't support themselves.

Interesting facts. Do you know that...

1. The United States Social Security is a self-financing system which is different from a lot of systems in Europe where governments play a different role in similar mechanisms. In Britain, for example, a worker, his employer, and the government make equal contributions to social insurance programs. In America the government doesn't contribute to Social Security, it just takes this money and invests it for you till the time comes to pay you back.
2. When the Social Security program started 22 workers contributed the money to pay for one retiree. So there was and still is a lot of extra money. During the last decades the number of aged population has risen in proportion to the total population. When the first baby boomers (a large number of babies born after the Second World War) start retiring around 2008 there will be fewer than two workers paying for each retiree.
3. Official poverty level in the United States in 1998 for a family of one was \$8,050 per year, for a family of two \$10,850, for a family of three \$13,650, for a family of four \$16,450.



Unit VI

THE SYSTEM OF EDUCATION



Part 1

History of American Comprehensive School Model

I. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

Education was always valued in American society. From the start, New Englanders were concerned about their children's education. In 1647, the Massachusetts' assembly passed a law, ordering all parents to teach their children to read and understand the principles of religion. The law required that all towns



The New England Primer

with 50 families must hire a school teacher. Towns with 100 families had to set up a grammar school to prepare boys for college. Thus Massachusetts became the first state to set up public schools and to support them with state taxes.

In Middle colonies churches and families set up private schools. Only wealthy families could afford to send their children there. In Southern colonies where people lived far apart from each other many families hired tutors or sent their children to study in England.

The first American textbook was called *The New England Primer*. It was used from 1690 till the beginning of the 19th century. Its purpose was to teach both religion and reading.

With the development of individualism, commercialism and with industrialism the schools felt a need to adjust their curriculum to the needs of the developing nation. A new type of school sprang into life. The first of this new kind of school was the Academy that Benjamin Franklin helped to found in 1751. It was the first school to offer such courses as history, geography, merchant accounts, geometry, algebra, navigation in addition to a humanistic-religious curriculum.

New textbooks appeared after the Revolution, and in 1783 a book was published which was to become the most popular American textbook — Noam Webster's *American Spelling Book*. This book standardized American spelling and separated it from British spelling. It was a drill book for students. **Spelling-bees**, a spelling contests, became the obsession of American school till the early years of 20th century. They are still popular in some schools but today they are just one of many activities.

The American movement for a state-supported free education system began in 1820 when the first elementary schools were established. In 1837, Massachusetts established a state board of education and appointed the lawyer and politician Horace Mann as its secretary. State after state followed Massachusetts' example and founded state supported elementary schools. The first state supported public secondary school in the United States was opened in 1821 in Boston. By the end of the 19th century public secondary schools were everywhere.

The American secondary education model, as it exists today, developed at the beginning of the 20th century. The American high school is called a **comprehensive** school. "Comprehensive" in this sense means "all inclusive", in other words, offering a wide variety of curriculum and services from academic subjects to participation in student clubs and organizations; even health facilities in some schools.

The comprehensive high school is an American invention. Americans decided that the so-called dual system of education, based on the European model, didn't fit the goals of a democratic society. Dual education meant that some children went to **vocational** schools and were trained for lower wage and lower status manual jobs. They received none of the

classical training necessary for Universities. Thus only the educated elite received a college preparatory education. The dual system which began in Germany was modelled by other European countries.

The United States became the first country to adopt universal secondary education which was open to everybody regardless of socio-economic status. Americans didn't want to separate vocational and academic schools. They believed that a comprehensive high school, offering a varied curriculum, could best serve diverse youth with widely varying abilities and interests.

The comprehensive high school had two fundamental functions: (a) to provide an educational program suitable to the needs of all youth and (b) to unify students of diverse backgrounds, abilities, and aspirations. First Americans needed an institution to "Americanise" the diverse immigrant populations.

John Dewey, a prominent American educator and writer, believed that education should be more concerned with the interests and needs of each child than with subjects taught. He stressed that school should be the place where students could mingle socially for "common sympathies" and understanding.

During the 1950s and especially in the 1960s, after the launch of our Sputnik, there was a severe attack on education in America. A lot of money was spent on adding basic academic courses, which have become part of the curriculum. Americans were so worried that Russians were ahead of them in the space race that Congress passed the first bill ever, giving federal support to education.

In the 1970s, the idea of alternative schools gained popularity. These alternatives recognized that the present day comprehensive high schools were not meeting the needs of all students. During the late 1980s and 1990s more Americans started sending their children to specialized and private schools. At least 4,000 schools around the country are organized around themes. That number is growing daily. These theme schools are known as "magnet", "alternative", "specialty", or "academic".

New Words

adjust	[ə'dʒʌst]	приспосабливать, регулировать, налаживать
curriculum	[kə'rikjuləm]	учебный план, курс обучения; мн. число — curricula
spelling-bee	['speliŋ, bi:]	конкурс по правописанию
comprehensive	[,kɒmpri'hensɪv]	всесторонний, комплексный, всеохватывающий
vocational	[vəʊ'keɪʃənəl]	профессионально-технический
adopt	[ə'dɒpt]	принимать, перенимать, усваивать

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- ... schools have always been considered not as prestigious as grammar or academic schools.
- Private schools in the United States usually offer a more diverse ... than the public schools.
- In America ... are very popular. They are organized at local, regional and national levels. The purpose of these competitions is to teach children to write correctly.
- The fly attendant helped the child to ... the seat belt.
- If you immigrate to another country, you have to ... certain behaviour patterns to fit into another culture.
- The teacher liked his report very much. He was also pleased with a very ... list of books that the boy attached to the report on the topic.
- The bike seat was too high for him and he had to ... it before going on a ride.

B. Match the word and its definition.

- | | |
|------------------|---|
| 1. Adjust | a. to vote to accept, to make one's own |
| 2. Curriculum | b. a contest in which competitors are asked to spell a given word correctly |
| 3. Spelling-bee | c. all the courses of study offered by an educational institution |
| 4. Comprehensive | d. relating to training in a special skill to be pursued in a manual and technical profession |
| 5. Vocational | e. so large in content as to include much |
| 6. Adopt | f. to change to fit, to adapt to new conditions, to resolve |

III. Comprehension. Choose the right answer.

1. The first state to pass a law about teaching children was
a) Virginia b) New Jersey c) Massachusetts
2. The law required to hire a school teacher if the town had...
a) 10 families b) 50 families c) 100 families
3. Noam Webster's textbook
a) separated American spelling from British spelling
b) was like a lot of old British textbooks
c) was about the history of the first settlers
4. The spelling competition in the United States is called
a) a spelling contest b) a phonetic competition c) a spelling bee
5. American school model is called comprehensive because it
a) offers different curricula and services
b) teaches diverse population
c) offers only academic subjects
6. Americans decided not to adopt European dual system of education because
a) they did not have enough money for it
b) they wanted to give children equal opportunities
c) they wanted to invent their own system

7. It was believed in the United States that education should be more concerned
a) with interests and needs of each child
b) with children's academic achievements
c) with moral values of children
8. The first bill of the federal government for the support of education was a result of
a) states' requests
b) Russian sputnik
c) Congress education committee
9. The idea of alternative schools became popular in
a) the 1980s and 1990s
b) at the beginning of the 20th century
c) in mid fifties

IV. Say in English.

1. Я могу прийти на ваш вечер, если смогу отрегулировать свое расписание.
2. В англоговорящих странах конкурсы правописания довольно популярны, потому что слова в английском часто пишутся не так, как произносятся.
3. Конгресс единогласно принял новую поправку к Конституции.
4. Учебный план российской общеобразовательной школы более разнообразный и сложный, чем план государственной американской школы.
5. У нас в стране учащиеся после девятого класса могут пойти учиться в училище или продолжить учебу в старших классах школы.
6. Национальный состав этой школы очень разнообразен.
7. Он никак не мог отрегулировать пристяжной ремень в машине.

V. Develop your critical thinking skills. Explain...

1. Why Americans did not want to adopt a European school model.
2. What you think about John Dewey's thoughts about education being more concerned with interests of children than with academic subjects.

3. Why you think (if you do) that the main concern of Russian education is different.
4. What made Americans develop alternative schools.
5. What you think about alternative schools.



Interesting facts. Do you know that...

1. By 1900, thirty-two states adopted compulsory education laws and all forty-eight had done the same by 1918. The states started with two or three years and gradually increased this number.
2. By 1900 seventy-eight percent of children between the ages of five and seventeen were attending school.

Part 2

How Schools Are Financed and Governed

I. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

There are public and private schools in the United States today. Private schools may be **non-sectarian** or **parochial**. Non-sectarian means that these schools are not associated with any religious organization. Parochial schools are operated by churches and religious organizations and provide basic education as well as religious principles. Often schools are divided into three categories: public, private and parochial, thus **differentiating** between the two types of private schools.

About 46 million students are currently enrolled in American public schools and kindergarten through grade 12.

Another 6 million are **enrolled** in private schools. Public and private schools differ in the types of their financial support and in the types of teaching and learning which take place in the institutions.

Public schools depend primarily on local, state and federal government funds, raised by taxes. Private schools are usually supported by **tuition** payments, **endowments** from their parent religious organizations, grants and charitable donations. Tuition at private schools varies considerably.



In colonial times some women ran schools in their homes

The range of tuition is from a low of \$ 1,600 to approximately \$ 9,500 per year in non-sectarian secondary schools.

Because most private schools charge tuition, only parents with the personal financial resources or financial aid can afford the tuition and have the option of selecting a private school. Families whose annual income is over \$ 50,000 have the most choice. Children from the lowest income families (\$ 15,000 and less) have little real choice.

Education is the constitutional duty of the states and each is responsible for its own educational system. Each state is divided into several school districts. There are 16,000 districts in the United States. Public schools are financed primarily, by state and local taxes. Federal money for education comes to the states in the form of grants and **entitlements** (like federally subsidized lunches for poor children). Thus the amount of money spent on public schools varies from state to state as well as from county to county. Richer communities, that pay more tax, generally spend more on schools.

Federal money for education comes from federal income taxes; state money comes from sales and property taxes; and local money usually comes from property taxes. That means that the more money community have, the more they can give out for schools. The more expensive properties are, the

higher taxes the owners have to pay and more tax money can go to the support of schools and educational programs. This system has its **unfairness**, however. It means that children who are fortunate enough to live in wealthy communities have better funded schools. Those whose **lot** is to be born into a less wealthy community attend schools which are usually underfunded. This unequal system of funding has a negative impact on the quality of education in many American schools.

America, like many other countries, ours included, subscribes to a "neighbourhood school" concept. This means that children attend the school that is closest to their home. But parents can choose among public schools for their children because they can choose where to live. Many parents (if they can afford it) choose to live in areas where there are good schools. Thirty-nine percent of parents say that their choice of residence was influenced by where their children would go to school. School choice has become an issue of great concern in American society. The July 1997 issue of Time magazine featured an article about two public school systems in Ohio. In poor rural Vinton county, where wages and property taxes are low the school district spends \$4,200 per pupil each year. In the expensive residential area of Indian Hill only 100 miles from Vinton county, the school district spends nearly \$8,000 a year per pupil. To help schools, Ohio's governor proposed a penny increase in the state's 5% sales tax. Money from this increase will go to the neediest school districts.

In Wisconsin, an interesting experiment is being conducted in the city of Milwaukee. In 1996, 1,436 primary school students were given scholarships from the state to attend private schools. All these students are from African-American poor families. The scholarship money comes from the state education budget. This scholarship money helps students from poor families and help the three private schools participating in the project. Without the money these private schools would have had to close their doors.

Each local school district elects a School Board. This body makes all policy decisions about its schools, hires and fires employees. Board members are usually elected, although they may be appointed, and serve from two to four years. School

Board trustees, as they are generally called, can be of different professions, races and ages. As a rule, they are highly respected community leaders who decide to serve because they care about children and education and are ready to invest their time and energy toward improvement of education. Members of most school boards work for free, although there may be money (a stipend) for meetings and expenses. The school board usually meets once or twice a month to take action on issues brought by the Superintendent and his staff. The Superintendent, as the chief executive officer, is responsible for the everyday school operation in his district. As a rule Superintendents are former school principals or people with educational background. Superintendents may be elected or appointed. In general they are appointed by the School Board.

New Words

non-sectarian	[ˈnɒn sekˈtəriən]	не религиозный, не относящийся к секте
parochial	[pəˈrɔʊkiəl]	принадлежащий религиозной организации, приходской
differentiate	[dɪfəˈrenʃieɪt]	различать, разграничивать
enroll	[ɪnˈrəʊl]	зачислять, записывать
tuition	[tjuːˈɪʃən]	плата за обучение
endowment	[ɪnˈdaʊmənt]	дар, пожертвование
entitlement	[ɪnˈtaɪtlmənt]	целенаправленно выделенные средства
unfairness	[ˌʌnˈfeərnɪs]	несправедливость;
		fair —
lot	[lɒt]	справедливый судьба

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

1. Till perestroika started there were no secondary ... schools in our country.
2. Private schools are financially supported by ... that parents pay for their children.
3. Sometimes ... represent such large sums of money that schools to which they are given use only interest for their operations.
4. There may be several ... for the schools district from the federal government — for students' transportation to school, for lunches, for school supplies, etc.
5. While only in a few non-sectarian schools students wear uniforms, most of the ... schools require their students to wear them.
6. The twins were so much alike that it was difficult to ... between them.
7. It was a ... decision and everybody was pleased.
8. He passed the exam and was ... in the school.

B. Match the word and its definition.

- | | |
|------------------|--|
| 1. Non-sectarian | a. to show the difference in or between |
| 2. Parochial | b. to enter or register |
| 3. Differentiate | c. not associated with a religious organization |
| 4. Enroll | d. supported by a religious organization |
| 5. Tuition | e. donated funds or property |
| 6. Endowment | f. fate, fortune in life |
| 7. Entitlement | g. not just |
| 8. Lot | h. funds given for a specific purpose |
| 9. Unfair | i. a fee for instruction, specially in an official institution |

III. Comprehension. Choose the right answer.

1. Non-sectarian schools are schools which are associated with

- a) religious organizations
b) parochial schools
c) none of the above
2. Public schools in the United States are financed through
a) taxes b) endowments c) tuitions
3. The range of tuition in U S private schools varies from
a) \$ 500 to \$1,000 b) \$1,600 to \$9,500
c) \$3,000 to \$15,000
4. When the federal government gives schools financial help for specific purposes it is called
a) endowment b) entitlement c) tuition
5. The states finance their schools through
a) tax on alcohol b) tax on sales and property c) tax on gas
6. The federal government gets its money for education from
a) sale's tax b) income tax c) license tax
7. A child in the United States can attend free of charge
a) the closest to his home public school
b) any public school in the city
c) any private school close to his home
8. School Board usually consists of
a) the best teachers of the schools district
b) community members who care about education
c) schools principals
9. School Board trustees
a) are paid monthly salaries for their work as the School Board members
b) have benefits for their work
c) work for free

IV. Say in English.

1. Иногда бывает трудно отличить хорошую школу от плохой просто по их учебному плану.
2. Плата за обучение в наших частных школах варьируется от 100 до 200 долларов за месяц.
3. В конце девяностых годов в России появилось довольно много школ, связанных с различными религиозными организациями.

4. В нашей стране пока очень мало людей, которые готовы внести большие денежные пожертвования для школ или университетов.
5. Российское правительство всегда выделяло целенаправленные средства, которые использовались школами для оказания помощи детям из бедных семей.
6. Все больше детей зачисляются каждый год для обучения в платные школы.
7. Он считал, что это его судьба остаться жить с родителями.

V. Develop your critical thinking skills. Explain...

1. Why people worry so much about the system of financing public schools in the United States.
2. What you think about the system of having School Board members from different professions.
3. What you think about giving private schools federal money which comes from taxes.

Interesting facts. Do you know that...

1. An average annual salary for a public school teacher in 1997 was \$ 39,580.
2. A word *student* in the United States is used to name a person studying either at school or at the university. To differentiate between the two one should say "I am a school student" or "I am a college student".



School Curricula

I. Read the text thoroughly and...

- A. Point out the most important facts.
- B. Ask your friends questions about this text.

Primary and secondary education in the United States lasts for 12 years. In most states there is also a Kindergarten, which makes a total of 13 years. This is why you may hear the American system being called a K-12 system. However, since the educational system is the responsibility of each state, there are different patterns in different parts of the country. A typical pattern might be: 6-7 years of Primary school, 2-3 years Middle or Junior High School (secondary), 3-4 years of High School (secondary).

Students in the 9th grade are called **freshmen**, the 10th grade are **sophomores**, the 11th grade are **juniors** and the students of the 12th grade are called **seniors**.

The academic year usually begins at the end of August or early September and ends in June. Classes are held Monday through Friday. American school students, in general, have three vacations during the year — winter **break**, spring break and summer break. The longest vacation is during the summer and it lasts about two and a half months. Both winter and spring breaks can last from a few days to two weeks.

The American school year is one of the shortest of all developed countries. It ranges from 175 to 184 days in different parts of the country, averaging 180 days. For comparison, in Russia there are 210 school days, in Japan there are 240.

Four basic subjects, called the **core curriculum**,



Power to establish schools belong to the states

are taught in nearly all elementary schools in the United States — (1) Language or Communication Arts: Reading, Writing, Spelling and English language skills, (2) Mathematics, (3) Science, and (4) Social Science: usually History, Geography. Schools and districts decide locally how many hours students should spend on each subject. As a rule there is a suggested time for students to be at school — approximately from 8:30 a.m. to 3:30 p.m. for elementary level and from 7:00 or 7:30 to 2:00-2:30 p.m. at secondary level. Middle schools usually fall in between.

Generally there is no choice of subjects at elementary school. Choice begins at middle school and is expanded at high school.

There are national standards for graduation that are set up by the National Education Goal Panel. It includes 8 governors, the Secretary of Education, 4 members of Congress, 4 state legislators, and staff. These people, of course, don't write the standards. They are made by organizations such as The National Science Foundation (Science), National Council of Math Teachers (Math), National Council of Teachers of English (English), National Council for the Social studies, etc. Each state has local groups of these organizations. It is important to notice that the standards are not **mandatory**, they are recommendations. That is why the requirements for graduation may be different from school district to school district.

There is currently a recommendation that state legislatures adopt the following minimum standards for high school diploma. To receive a high school diploma students should complete 8 semesters of high school (two semesters each of the four years). During these four years they must have 4 years of English (Composition and Literature) which will give them 4 credits; 3 years of Mathematics (3 credits), including one semester in Microcomputer Literacy in the ninth grade; 3 years of Science (3 credits), including two courses with a laboratory component; 3 years of Social Science including 1 year of American History, 1 year of World History, 1 semester of Economics (half a credit), 1 semester of American Government (half a credit).

1 semester of Practical Arts (half a credit). In Practical Art class students may select one subject from Typing, Business, Industrial Arts, Home Economics, Vocational Education, or Foreign Language. One semester gives half a credit. The next group of subjects is called Fine Arts and the student must take one subject from Music, Dance, Theatre, Painting or Sculpture. One semester should be devoted to Personal Health. In this group you can choose from **Nutrition**, Parenting, or Drug Education. Physical Education is recommended for one semester in high school.

Most school districts offer this curriculum with a few variations. There are choices for students within core and **elective** areas. Science, for example, can offer Physics, Chemistry, Organic Chemistry, Science Research, Molecular Biology, General Science, Environmental Science, etc. Even within English classes one can find such options as Shakespeare, Mythology, The Best of American Poetry, etc. Choices may vary from school to school.

Some school districts award so-called weighted credits for certain classes because they are more difficult and intense. Weighted credit means that a student selecting Calculus, for example, could get 1.5 credits at the end of the school year, instead of one credit for the usual Math classes.

There could also be Advanced Placement courses, available to 12th graders. If the students completes it successfully, he/she might get a university credit for it.

Another recent addition for students is dual enrolment. This permits a student to be enrolled at both a high school and a college or university at the same time. It is meant to allow a student to take courses which may not be available at high school. The school district is required to pay for the student's course at a local college if it cannot be provided in the home district.

There is often a great inequality between the program for students who are aiming to attend college and those who are not. And students who are not planning to continue their education in Universities tend to select easy electives.

There are a lot of extra curricular activities going on in American schools. Most are centered around different types

of sport. A comprehensive high school usually has football, basketball, soccer, volleyball, baseball, tennis, and golf. School marching bands, orchestra, choir and chorus are very popular. In school bands participants learn how to play different musical instruments and in some cases to march and perform complicated musical dance routines while playing their instruments. They perform at school and community functions, they march and play at football and other sport events. They may also travel to other cities to participate in parades and festivals. There is an annual competition within the states for school bands.

New Words

freshman	['frefmən]	учащийся девятого класса, первокурсник, новичок
sophomore	['sɒfəmə:]	учащийся десятого класса, второкурсник
junior	['dʒu:njə]	учащийся одиннадцатого класса, третьекурсник
senior	['si:njə]	учащийся двенадцатого класса, старшекурсник
break	[breɪk]	перерыв, зд. каникулы
core curriculum	['kɔ: kə' rɪkjʊləm]	основные предметы учебного плана
mandatory	['mændətəri]	обязательный
nutrition	[nju:'trɪʃən]	диетология, правильное питание

elective [ɪ'lektɪv]

vary ['veəri]

факультатив-
ный, выборный
быть разными,
расходиться,
колебаться

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- The school principal greeted the ... and invited them to come into the new school where they would be studying for the next four years.
- There are so many overweight people in the United States that more than a decade ago a new subject was introduced into the school curriculum. The subject is called ... and it teaches students how to eat properly.
- It was nice to be a ... and to be so close to graduation.
- He knew that math was a ... subject and the only choice he had was to take a basic or an advanced class.
- It was his second year in college. And he was actually looking forward to coming back after his summer break and enjoying his ... year.
- Treatments of this disease ... depending on how serious the case is.
- The school offered a lot of ... within each area of the curriculum and she was pleased to see lots of things that were interesting for her.
- He did not pay much attention to girls during his first two years of college. But in September of 1998 when he became a ... he met the girl who was to become his wife.

B. Match the word and its definition.

- | | |
|--------------|---|
| 1. Freshman | a. to be different, be expressed in a different way |
| 2. Sophomore | b. required by authority, obligatory |
| 3. Junior | d. science that deals with food and how to eat properly |

- | | |
|--------------------|---|
| 4. Senior | d. involving a choice, optional |
| 5. Core curriculum | e. relating to the last year of school or forth year of college |
| 6. Mandatory | f. first year student |
| 7. Nutrition | g. the student of the 11th grade |
| 8. Elective | h. second year student |
| 9. Vary | i. the most important part of the curriculum |

III. Comprehension. Choose the right answer.

- Junior High School is used to refer to ...
a) grades 8-9 b) grades 1-7 c) grades 8-12
- The students of the tenth grade are called ...
a) sophomores b) juniors c) seniors
- The core curriculum in American schools includes ...
a) all science subjects and math
b) math and language subjects
c) language, math, science and social science classes
- Among the subjects of the core curriculum students ...
a) can not make any choices
b) can choose classes within main core areas
c) can choose any class they want
- The requirements for high school graduation diploma ...
a) may vary from county to county
b) are the same in one state
c) are the same in the country
- According to the American Constitution education is regulated ...
a) by each state
b) by federal government
c) by the National Education Goal Panel
- The recommendations for high school diploma are ...
a) mandatory for all schools
b) not mandatory for schools
c) mandatory for states
- Weighted credits are the classes that ...
a) students can take in school for more intensive study.
b) students can take at the nearest University
c) students can take in the 10th grade

IV. Say in English.

- В каком году ты стал студентом первого курса?
- Методы бывают разными, и вам надо не возражать, а постараться убедить нас, что ваш метод лучше.
- Только на юридических и медицинских факультетах университетов США все предметы обязательные.
- Сейчас в российских школах предлагают много предметов по выбору.
- Когда я был в десятом классе, я решил стать дизайнером; когда я был в одиннадцатом классе, я решил стать программистом; когда же я был в выпускном классе, я твердо решил пойти в военную школу.
- Диетология становится все более и более популярной наукой, особенно сейчас, когда ученые доказали, что человек может и должен жить до 120 лет.
- Мнения могут быть разными.

V. Develop your critical thinking skills. Explain...

- What you think about mandatory and elective subjects.
- Why in your opinion extra curricular activities are so popular in America.
- What you think about dual enrollment.

Interesting facts. Do you know that...

- School bands from all over the United States come to New York to take part in Macy's Thanksgiving Parade, sponsored by Macy's, one of the largest department stores.
- The word *grade* is used in American English instead of the British *form*. "I am in the eleventh grade" an American student would say.



Colleges and Universities

I. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

Eventually 75% of school graduates attend colleges. The word *college* in the United States usually refers to a four-year institution that grants a B.A. or B.S. degree, meaning Bachelor of Arts and Bachelor of Science. In most schools students choose a major subject of study in the beginning of their college career. Some schools allow a student to enrol without choosing a major subject. This is called an "undeclared" major. Even though students may begin without a definite major subject, by the end of the second year they must choose one. Majors must be declared no later than the beginning of the third year.

When students start the university with an undeclared major they are required to take classes in general areas of study such as science, social studies, foreign languages, English, etc. By the junior year students begin working towards a major in a particular field.

However, it is also quite possible to change majors, especially during the early part of undergraduate education. Many US

students change majors at least once before graduation.

Universities also offer graduate and post-graduate programs. A University usually consists of a group of colleges — one group for the liberal arts or gener-

al studies and the other group for professional schools. Professional schools of law, medicine, engineering, architecture, business, etc. offer two-year programs leading to a master degree. They are Master of Arts (M.A.) or Master of Science (M.S.). They also offer three and more year programs leading to a doctorate degree — Doctor of Philosophy (Ph.D.). Contrary to its name, this degree may be earned in many subjects, not just philosophy. Professional schools differ in their requirements for admission and the length of their programs. Medical students, for example, must complete three years of premedical studies in undergraduate school. Law schools as a rule admit only students with bachelor degrees.

There are a number of institutions in the United States that offer two-year programs. They are called junior colleges or community colleges. Community/Junior colleges are generally government funded although there are some privately funded institutions. A major function of community college is to teach occupational skills, particularly for those professions that are needed in the community. Besides occupational skills community colleges offer **refresher courses** for school graduates and adults. These colleges give a second chance to unprepared adults, helping them to get ready for better jobs. Community colleges take students of all ages. Community colleges also offer what is called **remedial programs** for those who did not manage to finish these subjects successfully at school. Such programs offer a great opportunity for those people who realize later in their lives that they made a mistake when they did not study properly in high school. The degree of Associate in Arts (A.A.) or Associate in Science (A.S.) is **granted** to junior and community college graduates. Community college is affordable and helps students prepare for university and the job market. One of the largest community colleges in the country is in Miami, Florida. It costs a student \$ 100 per subject to study there. The state pays another \$ 300 to supplement the real cost of tuition.

Colleges and universities are either private or state-operated. Every state has a state university. There is no national university in the United States. Most states also support



Harvard University

vocational, agricultural and technical schools. Cities and towns support community colleges.

Far more secondary school graduates go to universities in the United States than in Europe. There are no entrance exams and entrance requirements are lower, although that is changing in the past few years. Most universities require the scores from one of two tests — the Scholastic Aptitude Test (SAT) and the American College Test (ACT). The tests are similar. Both measure basic achievement in English, math, scientific knowledge and reasoning/problem solving ability. These tests are taken during the school year in the middle of the 12th grade. All the students who are thinking about higher education take them.

The quality of university education is built on the strength of their faculty. The universities build programs around the talents of their educators. Research and publishing are critical for college professors. All universities put pressure on their faculty members to do these things.

Colleges and universities in the US are generally headed by a president and a provost who is usually a chief academic officer. At the head of each school or college there is a dean. A chairperson or head supervises individual departments of instruction. Faculty members range from professor to instructor. A full professor has **tenure** which is a permanent appointment with guaranteed employment until retirement. The next rank is associate professor, who may or may not have tenure depending on the policy of a particular college or university. Next is an assistant professor who does not have tenure. At the bottom of the academic ladder are instructors. In many institutions, some instructors are graduate students who conduct introductory undergraduate courses or direct small groups that meet to discuss material covered by senior faculty in larger formal lectures.

The best known American Universities, such as Harvard, Yale, Princeton, the University of Chicago, Stanford, the University of California at Berkeley, and the University of Michigan, are among the best in the world.

New Words

major	[ˈmeɪdʒə]	специализация, основной предмет, изучаемый в колледже
liberal arts	[ˈlɪbərəl,ɑ:ts]	гуманитарные науки
skill	[skɪl]	квалификация, навык, мастерство
refresher course	[rɪˈfreʃə kɔ:s]	курс переподготовки
remedial program	[rɪˈmi:diəl]	коррективная программа
grant	[grɑ:nt]	финансовая помощь, безвозвратная ссуда
score	[skɔ:]	результат, счет
faculty	[ˈfækəlti]	преподавательский состав, факультет
tenure	[ˈtenjə]	постоянная должность

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

1. He was not handy with his hands, but he loved history and psychology and he was thinking about one of the ... colleges in Harvard.
2. Jenny was not an industrious student, she did finish a high school but at the age of eighteen she never thought about going to college. Now at the age of 28 after saving enough

money she was ready to take some ... at the community college before she went to the University.

3. They were able to continue their research because of the ... they received from Soros Foundation.
4. He was choosing his University very carefully, he specially wanted that among ... members there were several well known scientists.
5. If a foreign student wants to enter an American University this student must take a TOEFL (Test of English as a Foreign Language) test. Each University has its own requirements for TOEFL ... If you don't get this ... you can't apply.
6. After ten years of teaching at Berkeley University he got his ... and felt that his future was secure at last.
7. He was a good candidate for the position but everybody agreed that he should work at his communication ...
8. Mark got his B.S. degree with a ... in biology. Now he wanted to work at his master's degree and specialize in tropical eco-systems

B. Match the word and its definition.

- | | |
|---------------------|--|
| 1. Major | a. permanent position |
| 2. Liberal arts | b. financial aid for a specific purpose |
| 3. Skill | c. a course to make something fresh again |
| 4. Refresher course | d. to correct or improve deficient skills in a specific subject |
| 5. Remedial program | e. trade, proficiency, technique |
| 6. Grant | f. academic disciplines, such as languages, literature, history, philosophy, etc |
| 7. Tenure | g. a field of study chosen as an academic specialty |
| 8. Score | h. teachers and instructors in colleges and Universities |
| 9. Faculty | i. points, a result expressed numerically |

III. Comprehension. Choose the right answer.

1. To get a B.A. degree in the United States you need to study at the University for....
a) two years b) four years c) six years

2. American students start going to colleges at the age of
a) 18 b) 17 c) 20
3. Community colleges provide education ...
a) to all adults b) only to young people
c) to people between ages 14 and 65
4. Liberal Arts colleges offer classes in ...
a) medicine b) history, language, philosophy, etc.
c) technical subjects
5. Refresher courses are offered by
a) state-operated colleges
b) community colleges
c) private colleges
6. University education in the United States is ...
a) free of charge b) expensive
c) beyond the means of an average family
7. Students who want to go to college ...
a) have to take a test at school
b) have to take entrance exams
c) have to write an essay
8. Community colleges offer ...
a) a four-year program
b) a two-year program
c) a six-year program

IV. Say in English.

1. Он хотел поговорить с кем-то из преподавателей, но шло собрание профессорско-преподавательского состава, и ему пришлось уехать.
2. После двадцати лет преподавания и многих переизбраний он, наконец, получил постоянную должность, которая обеспечивала ему хорошее будущее.
3. Три года он писал гранты и три года безрезультатно. На четвертый год ему повезло. Он написал грант на 10 000 долларов и получил его.
4. Он решил поступать в один из гуманитарных колледжей, так как технические специальности его не привлекали.

5. Она прошла несколько интервью и везде получила отказ, так как везде помимо знания иностранного языка были нужны компьютерные навыки, а их у нее не было.
6. Брайен поинтересовался, с каким результатом она написала тест по TOEFL.
7. Он так хорошо разбирался в вопросах истории и биологии, что мы заинтересовались с какой специализацией он закончил колледж.

V. Develop your critical thinking skills. Explain...

1. Why you think it is good (if you think so) to start a college with "undeclared" major.
2. What you think about not having entrance exams to the Universities.
3. Why you think that the strength of the University is in its faculty.

Interesting facts. Do you know that...



1. There are so many specialists with B.A.'s and B.S.'s degrees in the United States that it is getting more and more difficult for them to find jobs. Most of the young people these days prefer to work after getting their first degree and get some experience before continuing their education.
2. The students who are studying at a college to get their B.A./B.S. degree are called *undergraduate students* or *undergraduates*. The students working at their master's degree are called *graduate students*.
3. The cheapest Universities in the United States are state Universities. For the citizens of the state in which the University is located there is the so-called an *in-state tuition*. For those students who leave home to study in a different state there is an *out-of-state tuition* which is higher than an *in-state tuition*.

Unit VII

ENVIRONMENTAL MOVEMENT

Part 1

Conservation Movement

I. Read the text thoroughly and...

- A. Point out the most important facts.
- B. Ask your friends questions about this text.

Environmental movement is a post-industrial era phenomenon. It started in the United States in the second half of the 19th century as a **conservation** movement and was initiated by educated members of society who understood the dangers of resource exploitation. The main focus of the conservation movement was the protection of wildlife.

For more than two centuries Americans believed that their natural resources were **inexhaustible**. Indians with their deep rooted respect of nature and their traditional concern for it were decreased in population and driven to reservations. The herds of buffalo were estimated from 25 to 60 million in 1800. In 1889 only 541 buffalo remained in the entire country. The forests suffered the most. Timber was widely used and huge areas of forests were destroyed. In 1864 George Perkins Marsh published the book "Of Man and Nature" and called attention to a growing environmental **deterioration**. In this book, Marsh emphasized the fact that people were making global and often permanent and disastrous changes in the environment. He



Snowy owls, painting by John Audubon

stressed the importance of good environmental management and environmental protection.

Growing **environmental awareness** led to establishing in 1879 the United States Geological Survey. It began its activity with studying natural wealth on public lands. In 1887 a forestry division was established in the Department of Agriculture. In 1891 the Forest Reserve Act passed Congress. It authorized the President to keep timber lands in public ownership. The same year 36 million acres (14.56 hectares) were reserved. The first National Park — Yellowstone — was established in 1872. Then several more were established mostly in the West.

It can be said that the conservation movement in America started, on the one hand, as forest protection, on the other, as some form of outdoor activity by people who loved nature and cared about it. The rise of the American conservation movement is closely associated with the formation of Sierra Club, Audubon Society, and the initiatives of President Theodore Roosevelt.

Sierra Club and Audubon Society are still very active in today's environmental movement. Audubon Society is one of the US oldest and best known environmental organizations. It was founded in 1886 by George Cird Grinnell and named after an American ornithologist John James Audubon. It is a non profit organization with 1.1 million members. It operates 100 wildlife **sanctuaries** and 6 nature centres, as well as camps and other educational programs. The Sierra Club was founded in the spring of 1892 by a determined group of men and women, led by the conservationist John Muir. In 1890, due in large part to the efforts of Muir, an act of Congress created Yosemite National Park, a portion of the Sierra Nevada mountains that stretches along California's eastern edge. Muir was also personally involved in the creation of Sequoia, Mount Rainier, Petrified Forest and Grand Canyon national parks. Muir deservedly is often called by Americans the "Father of Our National Park System". In its first conservation effort, the Sierra Club led the campaign to defeat a proposed reduction

in the boundaries of Yosemite National Park. In 1995 Club delivered over a million signatures on the Environmental Bill of Rights.

When Theodore Roosevelt became the President in 1901, he declared at once his interest in promoting forestry, irrigation, and conservation measures. Between 1906 and 1908 Roosevelt added 148 million acres (59.89 ha) to the forest reserves. Roosevelt included in the territory of reserves not only forest areas but the areas containing coal, phosphates, and waterpower sites. The President wanted very much the states to support his conservation policy. In 1908 he called a conference of governors. The conference recommended that the federal government should retain ownership of all public lands containing minerals. As a result of the conference conservation commissions were created in 41 states.

In the last decade of the 19th century the federal government started to set aside mineral and timber reserves. The government also stopped selling water power sites. Instead they began to lease these areas. In 1911, Congress approved a program of land acquisition under which the government purchased mountain land in the East to preserve its forests and prevent floods. Several projects were started on the West to prevent flood control and irrigate the lands. Nobody at that time talked about air or water pollution, soil or water preservation. It was too early for that. The country needs to reach a certain stage in its economic development to be able to take care of air and water **pollution** problems as well as many others. The country needs to possess certain economic mobility and be rich enough to take care of its natural resources, to put some of them aside, and not to use them for immediate income. The public should be educated enough to realize the dangers of environmental **degradation** and urge governments on all the levels — from local to national — to act upon the existing problems. It is very important to have educated and dedicated professionals who are willing to work as advocates for spreading the specific knowledge they have about

environment. The conservation movement was born as an initiative of some educated men of the society and it remained as such till the 1970s when it changed overnight into a popular environmental movement with a lot of press coverage and new environmental organizations.

New Words

environmental	[ɪn,vaɪərən'mentl]	связанный с окружающей средой, экологический
conservation	[,kɒnsə'veɪʃn]	охрана природы, сохранение
inexhaustible	[,ɪnɪg'zɔ:stɪbl]	неисчерпаемый
deterioration	[dɪ,tɪərɪə'reɪʃn]	ухудшение
environmental awareness	[ə'wɛənis]	понимание особенностей окружающей среды и ее влияния на человека
sanctuary	['sæŋktʃuəri]	заповедник, также reserve
pollution	[pə'lu:ʃən]	загрязнение
degradation	[,degrə'deɪʃən]	ухудшение, снижение

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- In the US both the states and the federal government can pass laws, which prevent ... of the environment.
- Once, a large company paid almost five hundred million dollars in an acquisition of some land where they wanted to drill for oil. The company made a detailed plan to minimize harmful ... effect of the drilling.

- But then a state senator, who was concerned with potential ... of that area, proposed a law, which would declare it a national ...
- After that law was passed any activity which could cause ... of the land was prohibited.
- The company lost all its money because the law required ... of oil fields.
- Mineral resources can not be ... and governments need to pass some laws to protect them for future generations.

B. Match the word and its definition.

- | | |
|------------------|---|
| 1. Environmental | a. that can never be used up |
| 2. Conservation | b. a decline to a lower condition, quality or level |
| 3. Inexhaustible | c. to grow worse, degenerate |
| 4. Deterioration | d. a reserved area, refuge |
| 5. Sanctuary | e. preserving from loss, damage or neglect |
| 6. Pollution | f. relating to or concerned with the ecological impact of altering the environment |
| 7. Degradation | g. contamination of soil, water, or the atmosphere by the discharge of harmful substances |

III. Comprehension. Choose the right answer.

- Environmental awareness first came to the forefront ...
 - in the 18th century
 - when industries started to develop
 - in an industrial society
- Conservation movement was first started by ...
 - educated members of society
 - a group of people in the South
 - a federal government
- People developed environmental awareness because ...
 - they saw the negative impact of humans on nature
 - they became more educated
 - because they started paying more attention to nature

4. The first environmental organizations in the United States were founded ...
- by concerned individuals
 - by some local governments
 - by the University of California
5. The first National Park—Yellowstone—was established in ...
- 1872
 - 1892
 - 1902
6. To solve environmental problems the country needs...
- the support of the public
 - to have a lot of environmental professionals
 - to be rich enough to take care of its natural resources
7. Americans became concerned about water and air pollution ...
- at the end of the 19th century
 - since they got their independence
 - in the 20th century

IV. Say in English.

- Ухудшение состояния окружающей среды является результатом человеческой деятельности.
- Чиновники, которые закрывают глаза на нарушения экологических законов, получают большие взятки (bribes).
- Многие годы все считали, что запасы (reserves) нефти неисчерпаемы, а сейчас ученые предсказывают, что их осталось на пятнадцать лет.
- Приокско-террасный заповедник находится между Москвой и Тулой.
- Сохранение московского заповедника Серебряный бор затруднено из-за чрезвычайной загрязненности Москвы-реки.
- Каждый из нас может сделать что-то, чтобы внести свой вклад в заботу об окружающей среде.

V. Develop your critical thinking skills. Explain...

- Why it is necessary to educate people about environment.
- Why it is important to create sanctuaries.
- If T. Roosevelt was right when he wanted the government to spend money on buying land which contained minerals.

Interesting facts. Do you know that...

Before John James Audubon became a pioneer among conservationists, he was a painter. At the age of fifty-nine he achieved a most extraordinary accomplishment. He painted 435 plates of birds, each plate printed on double piece of paper. Each bird was painted in life size in its natural environment.

A hundred years ago John Muir began the campaign to protect all the Giant Sequoias. In April of 2000 President Clinton signed a document establishing Giant Sequoia National Monument Forest in California. Giant sequoias are literally the most monumental trees on our planet. The largest exceeds thirty feet (9,1 meter) in trunk diameter, and reaches higher than the Statue of Liberty (46.02 meters). The oldest specimens have stood for over three thousand years. They are widely considered the largest of all living things on the face of the Earth.



Part 2

Birth of the Environmental Movement

1. Read the text thoroughly and...

- Point out the most important facts.
- Ask your friends questions about this text.

American President Franklin Delano Roosevelt, another member of the famous family, did a lot for the protection of land and its resources. Roosevelt's administration after two terms made a fine record in conservation. During the Depression Roosevelt created the agency called Civilian Conservation Corps. Three hundred thousand young men were employed by the agency to plant trees, to build forest roads and recreational areas on public lands. Roosevelt regarded

the parks as a vital place for the tired city people. When the Depression was over, the number of tourists who travelled to national parks and monuments increased from 6.3 million in 1934 to 16.2 million in 1938.

The 1960s were the time of awakening of environmental conscience of the nation. With automobile boom the car became the main source of pollution. Smog as a new phenomenon was first noticed in Los Angeles in 1943. In 1957 it was well known that the main source of smog was car **exhausts**.

The man himself was not a part of the conservation movement concerns. The situation changed in the 60s, when people realized that man could become an **endangered species** himself. As soon as everybody realized that the Man is an inseparable part of a life circle on our planet, the conservation movement changed dramatically. The new term *environmentalism* came into being stressing the fact that everything should be studied in connection with surrounding. Environmentalism is defined as a movement to protect the quality and continuity of life through conservation of natural resources, prevention of pollution, and control of land use.

In 1962 Rachel Carson published the book called "Silent Spring". The book sold half a million copies and became a bible of modern environmental movement. The book told the public about the damage done to the natural environment by the synthetic pesticides. Carson found facts confirming that pesticides had genetic and carcinogenic implications. The circle was closed, humans struggle to control the environment fired back. President Kennedy met Carson, and instructed the President's Science Advisory Committee to study the pesticide problem. In May 1963, the Committee reported that the chemicals had done extensive damage to fish, birds, and other wildlife and that traces of toxic chemicals had been found in humans. The report recommended **elimination** of toxic pesticides. But the pesticide manufactures opposed the recommendation. Only seven years later the new Environmental Protection Agency banned the use of DDT.

After the publication of this book conservation movement underwent a unique transformation — within a couple of years

it suddenly and irreversibly transformed itself into environmental movement. Environmental movement swallowed all the issues of the conservation movement adding to them Man himself and his interrelations with environment. Conservation became everybody's concern. Environmental movement appealed to all the groups of population which by the middle 1970s became aware of the environmental crisis. Thousands of environmental groups and clubs appeared all over the country.

Water pollution became a big public issue during the environmental crises of the late 1960s. Industrialization and indoor plumbing brought a lot of **by-products** into the waters. Uncontrolled industrial **discharges**, raw sewage and soil erosion threatened to destroy many of the nation's most productive waterways.

Environmental Protection Agency was established in 1970 to assure federal protection of the environment by controlling pollution on a systematic basis. EPA is responsible for a variety of research, standard-setting, and enforcement of activities related to pollution. The Agency also supports and coordinates antipollution activities carried out by states and local governments, private and public groups, individuals and educational institutions. EPA is responsible for water and air quality standards, pesticide, radiation, and solid-waste management programs.

Public support of environmental issues culminated in the Earth day demonstrations of 1970. The new goal was established — to preserve life on our planet. People started talking about **sustainable development** and the need to balance environmentalism with economic development. Environmental groups were everywhere. In the 1970s and 1980s a lot of laws passed Congress regulating the quality of water, air, noise, laws regulating ocean **dumping**, the use of pesticides, etc.

Another important transformation concerning environmental issues also happened in the 1970s. The former nature



The Earth Flag

and outdoor education turned into environmental education. The subject of environmental education is to teach people how to maintain a good quality of life on Earth. You can protect something only if you know what to protect and why you need to protect it. Knowledge is the first step to action. Studies of environmental problems were incorporated in other courses, rather than taught as a separate subject. This interdisciplinary approach to environmental education was very important because the object was too wide and the results of human impact on the environment concerned physics and biology, chemistry and math, zoology and history.

A lot of emphasis is put on teaching students to take responsibility for what they do, to teach them means of helping environment.

In 1970, Congress passed an Environmental Education Act, which established an office of environmental education and funded local projects such as teacher training and community-related programs. In 1975 the United Nations started a program to promote environmental education internationally.

New Words

exhausts	[ɪg'zɔ:sts]	выхлопы
exhaust		выхлопной
endangered species	[ɪn,demdzəd'spi:ʃi:z]	вымирающий вид(ы)
endangered species list		Красная книга
elimination	[ɪ,lɪmɪ'neɪʃən]	ликвидация, устранение
interrelation	[,ɪntəri'leɪʃən]	взаимосвязь
by-product	['baɪ,prɒdkt]	побочный продукт
discharge	[dɪs'tʃɑ:dʒ]	выделять, выбрасывать

sewage	['sju:ɪdʒ]	сточные воды, нечистоты
soil erosion	[,sɔɪlɪ'rəʊʒən]	эрозия почвы
sustainable development	[sə'steɪnəbəl dɪ'veləpmənt]	устойчивое развитие
dump	[dʌmp]	выбрасывать, сваливать
dumping site		свалка

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- The trees that grow by the side of the large roads often die because they are damaged by ... from cars.
- Natural gas is a ... of oil drilling; oil wells with older technology simply burn it.
- In many Asian countries ... is ... into the ditches, which run right on the streets.
- Some people argue that disappearance of certain ... from the face of the Earth is a natural process, just like disappearance of dinosaurs thousands of years ago.
- Others respond, however, that no one can deny the ... between human industrial activity and destruction of endangered species.
- Lake Baikal was considered to be the cleanest in the world until a factory began ... waste straight into the lake.
- Many land sites are worthless because nothing can be built on them due to continuous
- Unfortunately today few governments have begun the policy changes that will be needed to put the world on the road to

B. Match the word and its definition.

- | | |
|----------------------------|--|
| 1. Exhaust | a. the process of getting rid of something |
| 2. Endangered species | b. a secondary result, a side effect |
| 3. Elimination | c. liquid and solid waste carried off in drains |
| 4. Interrelation | d. the process of eroding the soil |
| 5. By-product | e. to release, empty out |
| 6. Discharge | f. plants or animals facing the disappearance |
| 7. Sewage | g. released fumes or gases |
| 8. Soil erosion | h. preservation of continuity and quality of future life |
| 9. Sustainable development | i. throw out, empty out |
| 10. Dump | j. the process of being mutually connected |

III. Comprehension. Choose the right answer.

- Civilian Conservation Corps ...
 - was an agency that did a lot of road construction
 - was an agency that helped to build dams
 - was an agency that helped to plant trees, build forest roads and recreation facilities
- The environmental movement is concerned with ...
 - protecting lands and forests
 - protecting all life forms in their interrelation
 - protecting animals
- Rachel Carson's book about the use of DDT ...
 - inspired the chemical industry to stop producing it
 - made people and the government pay attention to the problem
 - made the President of the United States prohibit toxic pesticides
- The United States Environmental Protection Agency was established ...
 - a year after the publication of the book "Silent Spring"
 - in early sixties
 - in 1970

- Sustainable development means ...
 - that the government needs to find a way to protect land and resources
 - that the government needs to stop using natural resources
 - that the government needs to find a balance between protecting environment and economic development
- The quality of water deteriorates because of ...
 - dumping wastes and pesticides
 - growing population
 - air pollution
- The goal of environmental education is ...
 - to teach people how to take responsibility for what they do to the environment
 - to tell people how our ancestors cared about the Earth
 - to get people together and fight against industries polluting the planet

IV. Say in English.

- Некоторые исчезающие виды животных насчитывают не более пятидесяти особей.
- Стараясь заработать деньги, страна начала продавать места для свалки радиоактивных отходов в отдаленных районах.
- Соглашения такого рода предоставляют большие возможности к злоупотреблениям.
- За нарушение нормы выброса выхлопных газов в атмосферу полагается существенный штраф.
- В США запрещено использовать канализационные отходы в качестве удобрений на полях.
- Очевидна взаимосвязь между кислотностью (acidity) воды и скоростью эрозии почвы.
- Человек вполне может начать улучшать состояние окружающей среды, ликвидировав такую привычку, как курение.
- Ученые постоянно пытаются найти пути переработки и использования побочных продуктов химической промышленности. Одно из удачных решений проблемы — использование клейкой ленты, известной как скотч.

1. Why the conservation movement turned into the environmental movement.
2. How the efforts of an individual can change people's attitude and make them take actions. Give examples.
3. What you think about the necessity of having an environmental protection agency in the country.

Interesting facts. Do you know that...



1. World Environment Day was established by the United Nations' General Assembly in 1972 to mark the opening of the Stockholm Conference on the Human Environment. World Environment Day is a people's event with colorful activities such as street rallies, bicycle parades, green concerts, essays and poster competitions in schools, tree planting, as well as recycling and clean-up campaigns. World Environment Day is also a multi-media event which inspires thousands of journalists to write and report enthusiastically and critically on the environment.

2. In a survey of global water use, the International Food Policy Research Institute found that water supplies are shrinking because of waste, groundwater depletion and pollution. In the next 30 years, they predict, the number of people affected by water scarcity will increase tenfold. Water-stressed countries today are the countries that have between 1,000 and 1,600 cubic meters of fresh water per person per year. Water-scarce countries have less than 1,000 cubic meters per person. Regions with the largest water supplies are Latin and North America, including the United States with 9,900 cubic meters per person and Canada with 120,000.

Our Common Threats

1. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

The new level of technology, the results of modern scientific knowledge made people realize that the time came for humans to take responsibility for preserving the quality of life for the future generations. The conservation movement was trying to protect endangered species. But suddenly water, air and soil became the most endangered parts of this planet. Unfortunately people did not realize that until some drastic events happened. Science can not always predict the result of human activity. The real struggle for banning nuclear tests in the atmosphere began only after the scientists discovered radioactive strontium-90 in cattle that fed on grass and in cows' milk. Both American scientists and Soviet scientists were sure that there was no ground for worry because the radioactive materials would remain in the stratosphere for many years. A more alarming discovery showed that each **link** in the **food chain** contains greater levels of concentration of radioactivity than the link below it. As soon as everybody realized that no matter who does the testing it increases the level of radioactivity on the whole planet, nuclear testing in atmosphere was banned by most countries.

The environmental movement has a global prospective now. In the 1970s environmental movement crossed the borders and became the international one. Concerns over environment were the subject of a UN conference in 1972 attended by 114 nations. Out of this conference developed the United Nations Conference on Environment and Development. Environmental issues can be resolved only if all the countries cooperate. There are very positive and encouraging results in such a global cooperation. Ten years ago a historic event, a landmark in environmental movement took place in Montreal.

24 countries signed a treaty on **Substances that Depleted Ozone Layer**. Later on 150 countries ratified the treaty. The treaty put very strict restrictions on the use of chemicals that damage the ozone layer — a 10-15 kilometres layer in the stratosphere that protects the earth from harmful ultraviolet (UV) radiation. Governments from different countries were participating in the talks — rich developed nations as well as poor developing ones. We see the results of this treaty now — 10 years later. The production of the most dangerous chemical substance — chlorine-containing chlorofluorocarbons (CFCs) went down 76 percent. In 1996 industrial countries stopped producing CFCs for domestic use. It is inspiring to know that countries can work together in the face of common danger. It would be much better if we had not allowed it to happen. Scientists warned us in time and governments acted promptly. Otherwise the results of radiation could have been grave for humanity. But if humans want to survive, they need to solve the problems that humanity faces now.

The Earth Summit on Environment in Rio de Janeiro in 1992 was unproductive. Barriers are too strong. The economies are too different, the level of problems facing each country is very different too. We as humans are facing several environmental problems that need to be solved if we want to survive. One of the big problems is the increase of carbon dioxide (CO_2) in the earth's atmosphere. The amount of CO_2 in atmosphere remained stable for centuries, at about 260 ppm (parts per million), but over the past 100 years it has increased to 350 ppm. The significance of this change is its potential for raising the temperature of the earth through the process known as the "greenhouse effect." Carbon dioxide in the atmosphere prevents the escape of outgoing long-wave radiation from the earth to outer space; as more heat is produced and less escapes, the temperature of the earth increases.

Global warming of the atmosphere would have profound environmental effects. It would speed the melting of polar ice caps, raise sea levels, change the climate regionally and globally, alter natural vegetation, and affect crop production. Since 1850 there has been a mean rise in global temperature

of about 1°C . Some scientists have predicted that rising levels of CO_2 and other "greenhouse gases" will cause temperatures to continue to increase up to 6°C by the middle of the 21st century.

Another problem — **acid rains** — is associated with the burning of fossil fuels, which is caused by the emission of sulphur dioxide and nitrous oxides into the air from power plants and motor vehicles. These chemicals interact with sunlight, moisture, and oxidants to produce what is known as acid rains. Acid rain is a major global problem. They corrode metals, stone buildings and monuments, injure and kill vegetation, and acidify lakes, streams, and soils. It is known already that low level air pollution results in general increase in the incidents of bronchitis and emphysema.

Pesticides present another environmental threat. Pesticides resist biological degradation. They are **insoluble** in water, they cling to plant tissues and accumulate in soils, at the bottoms of streams and ponds, and the atmosphere. Pesticides are a great threat to humans. Animals that eat plants absorb them, we eat the meat of these animals. Pesticides are **absorbed** directly through the skin by fish. Because of that a lot of fish-eating birds became **extinct**.

A lot of toxic poisoning that presents a risk to human health occurs at **dump sites**. When toxic substances seep into soil and water, the chemicals can **contaminate** water supplies, air, crops, and domestic animals, and have been associated with human birth defects and diseases. We know about the dangers but the problem is widening. In a recent 15-year period, more than 4 million new synthetic chemicals were manufactured, and new ones are being created at the rate of 500 to 1000 each year.



Deforestation

Power plants constitute a great danger to the environment. A lot has been achieved through common efforts in banning atmospheric testing of nuclear weapons by most countries. But nuclear radiation still remains an environmental problem. Power plants always release a certain amount of radioactive waste. Nuclear accidents, which unfortunately happened not than once, release a lot of radiation into the environment. This happened in 1986 in Chernobyl and scientists still can not comprehend the full effect of this catastrophe.

The world is also experiencing a permanent decline in water quality and water availability. In a lot of places water supplies are contaminated with toxic chemicals and nitrates. Waterborne diseases kill 10 million people a year.

We, the human race, are involved in a large experiment — an experiment to see what will happen to our planet, its health and the health of its inhabitants. The experiment is a dangerous one. Life itself is at stake. Can we preserve the life? Can we preserve the quality of life necessary for future generations? When we are sick we try to take care of ourselves. There is nobody but us, humans, to take care of the Earth that is sick because of our actions. Can we do something? — YES, we can! We proved that. Is it difficult? Extremely! There are so many of us and we are so different — socially, economically, culturally, traditionally. But the Earth does not know that all these differences exist, that there are borders we created. We are just one of the life forms that the Earth supports. And we are the only life form that is able to destroy our life support system. Let's believe that we are also the ones, who can maintain it for the many generations to come.

New Words

link	[lɪŋk]	звено
food chain	[ˈfu:dtʃeɪn]	пищевая цепочка
deplete	[dɪˈpli:t]	истощать

ozone layer	[ˈəʊzəʊn, leɪə]	озоновый слой
acid rain	[ˌæsɪdˈreɪn]	кислотный дождь
insoluble	[ɪnˈsɒljʊəbəl]	
нерастворимый		
absorb	[əbˈsɔ:b]	поглощать
extinct	[ɪkˈstɪŋkt]	вымерший
contaminate	[kənˈtæmɪneɪt]	заражать
waste	[weɪst]	отходы, отбросы
decline	[dɪˈklaɪn]	п ухудшение, и снижаться, приходить в упадок

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- Ocean plankton is very important for life on Earth. Plankton absorbs carbon dioxide overproduction of which causes greenhouse effect. Plankton is also a necessary ... in oceanic food ...
- Oil spills and toxic waste disposal in the ocean can easily ... large areas of the ocean, killing all the plankton.
- If this fundamental food source becomes ..., a lot of species in the oceanic food chain will be under a threat of becoming ...
- Thinning of the ... is another threat for plankton which cannot ... the increased amount of ultraviolet and radiation.
- All kinds of pollution lead to a definite ... in the quality of life of people.
- Plastic bags that are ... in water, drift in the ocean for many miles causing a lot of damage to fish and specially to turtles who swallow them and die.
- Clouds carrying ... can travel across many borders and bring harm to the people least expecting it.

B. Match the word and its definition.

- | | |
|----------------|---|
| 1. Link | a. not possible to melt, to reduce to liquid |
| 2. Food chain | b. to take in, assimilate |
| 3. Deplete | c. no longer existing or living |
| 4. Ozone layer | d. to make unclean by contact or mixture |
| 5. Acid rain | e. deterioration, to degrade |
| 6. Insoluble | f. useless by-product, garbage |
| 7. Absorb | g. a combination of sour tasting substances falling in the form of rain |
| 8. Extinct | h. to decrease the fullness of |
| 9. Contaminate | i. a succession of organisms in an ecological community that constitutes a continuation of food energy from one organism to another |
| 10. Waste | j. a region of the upper atmosphere between about 15-30 km |
| 11. Decline | k. one of the ring forming a chain |

III. Comprehension. Choose the right answer.

- The real struggle for banning nuclear tests started after scientists discovered that ...
a) we have too many nuclear bombs
b) we don't have any more safe places for having the tests
c) traces of radioactivity were found in humans
- The treaty on *Substances That Deplete Ozone Layer* was signed by ...
a) 24 countries b) 87 countries c) 150 countries
- One of the biggest problems that humanity faces now is ...
a) the speed of the population growth
b) the increase of carbon dioxide in the atmosphere
c) the overproduction of sweet drinks
- Pesticides are extremely dangerous for fish because ...
a) pesticides concentrate in top layers of water
b) fish absorb them directly through skin
c) fish eat poisonous plankton

- Acid rain is the product of ...
a) all the industries
b) chemical industry
c) burning fossil fuels
- Greenhouse effect can be very dangerous because it ...
a) might raise the earth temperature
b) might cause more pollution
c) might kill fish
- New chemicals are created at the rate of ...
a) 50 to 100 each year
b) 500 to 1,000 each year
c) 200 to 500 each year

IV. Say in English.

- Мы были вынуждены отклонить предложение о дополнительных инвестициях.
- Первый признак истощения озонового слоя — усиление интенсивности солнечных ожогов.
- Огромное количество химикатов не растворяется в воде и может сохраняться в земле или в водоемах в течение многих веков.
- Заражение воды может привести к большому числу болезней.
- Морская корова — это животное, которое исчезает с лица планеты и теперь занесено в Красную книгу.
- Американский танкер с отходами какого-то завода плавал из порта в порт более десяти лет, потому что предприятие не могло получить разрешение на их сброс.
- Он постоянно совершал очевидные глупости и в конце концов получил кличку «отсутствующее звено».
- Ухудшение качества воздуха в крупных городах ведет к увеличению количества случаев аллергии и астмы.
- Сейчас все понимают, что невозможно предотвратить кислотные дожди в отдельно взятой стране.

V. Develop your critical thinking skills. Explain...

1. How you understand the phrase that each link in the food chain has a higher level of radioactivity than the link below it.
2. What will happen if the temperature on the planet rises.
3. What you think about the environmental problems that human society is facing today.
4. What makes it possible to believe that we can find solutions to these problems.

Interesting facts. Do you know that...

1. Within 25 years, tobacco-related illness is expected to overtake infectious diseases. According to World Health Organization (WHO), nearly one out of every five people on this planet smokes cigarettes. As estimated 800 million smokers live in developing nations, while 300 million live in industrial nations. Out of these 1.1 billion people, one in three will die prematurely from smoking losing about 22 years of life. Secondhand smoke is also very dangerous. Children whose parents are smoking have higher rates of bronchitis and pneumonia.
2. More than 10,000 people starve to death each day on this planet.
3. Currently 65 percent of agricultural land in Africa, 45 percent in South America, 38 percent in Asia, and 25 percent in Europe is affected by soil degradation.



Unit VIII

AMERICAN CULTURAL PATTERNS



Part 1

Individualism, Privacy, Choice

1. Read the text thoroughly and...

- A. Point out the most important facts.
- B. Ask your friends questions about this text.

In this unit we are going to talk about American character and American culture. America has a lot of subcultures. It is a country with a very diverse population. But as a nation they have certain characteristics, qualities and values that are typical only of them. These values are the values of the white middle class. The people from the middle class have held the most influential positions in the country and thus have influenced the society.

When the emigrants come to this country they want to be Americanized as quickly as possible. They come here in search of a better life and a better future. Americans live in present and think about the future. Maybe that's why Americans are



School marching band

not interested in history. They are not interested in other cultures beyond the one in their own country. It is a self-centered nation. It is a very young nation, even adolescent. Somebody once called this nation "puppies of the world". Americans are very trusting, and most of them are very sincere. These are the people who are not bound by traditions. In this respect they even might appear disrespectful to a European or to an Orien-

tal person. They are very optimistic and they think that every-thing is possible if you work for it hard enough.

Americans proudly say that one of the main principles of their society is individualism. Individualism is at the core of many other national characteristics. Americans see themselves as individuals. And as individuals they consider themselves responsible for their choices in life, their life situations, their destinies. Their individuality is reflected in family relations that are so different from family relations in Russia. Most of the young people **tend** to move out of the parents' home as soon as they graduate from high school. One can say that happens because they have an opportunity to do so, because they can find a place to live or because of the campus oriented universities. That might be true to some extent. But what is more important Americans think that a grown up person should live independently and be self-reliant. The idea of freedom — do what I want, go where I want, make choices I prefer — is very important for an American.

The value of self-reliance and independence encourages old people in America live in retirement or nursing homes. For a Russian visitor where family ties are strong and children are supposed to take care of their parents it is hard to understand how Americans can allow their parents to live in retirement homes.

The next thing that Americans **value** a lot after individualism and personal independence is privacy. Do you know that it is very difficult to translate the word *privacy* into Russian?! This word does not exist in our culture because the social conditions have not required its invention. The idea of privacy is alien to our culture. We are a communal nation for whom community (*община*) was always the foundation of society. The right to privacy, the **invasion** of privacy all these phrases require a paragraph of explanation to the Russian audience. Americans are very protective of their privacy. What is actually privacy? Privacy is the right to the time for yourself, the time to think and evaluate without **disturbance**. Privacy is the right to your own space without somebody's invasion. This space can be a room in the house, a

bed in a student hostel, a desk in your office. People are supposed to respect privacy and leave you be in your own time and space capsule when you need it. This right to privacy is widely exercised in America.

From early years, an American child is **encouraged** to make choices. A two-year-old can be asked if he/she wants to sit by her mother or father. A two-year-old girl would be given a choice to pick up the dress she wants to wear. It doesn't mean that the parents wouldn't express their opinion or show the child their preference. "Sure you want to wear this white dress? Just remember that first you will be on the playground with your cousins and then we will have a nice lunch in your Aunt's home. The white dress will get dirty much easier than the blue one. And will show it. But that's your choice." You can guess what a child is going to wear after these words. The parents have given to a child something to think about but the child must make a choice. The children are allowed to question the facts presented by a parent or a teacher. This is not the case for most Oriental societies and some European ones as well. In a lot of societies you don't question parents or teachers. Being taught from the childhood that there are always several choices Americans are encouraged to analyze the choices and to search for the **appropriate** answer. In American schools students are offered different points of view on the same subjects. Students are sent to libraries to do their own research using contradictory materials and make their own conclusions. In this way Americans teach their children critical thinking. Critical thinking is an ability to consider ideas from different points of view and draw the conclusion. As a result, Americans are more open to other people's opinions, and have more respect towards different opinions.

"What are my choices?" is one of the most widely used phrases in the country. Americans use it booking the airline tickets, making hotel reservations, installing new equipment, buying services, etc. They must have choices. Without them they feel trapped.

Americans are a very mobile nation. People move constantly all over the country. It is estimated that an average American

moves 5 times during his/her life time. They leave their homes to go to Universities, they find jobs in different states, they go to a mountain state because they like skiing or they go to warmer states because they are getting older and the climate there is better for their health. That's why psychologically Americans are not as attached to one place or to one group of people as we are. We live most of our lives at the place we are born, go to school with the same group of people, study at the University in a group. This makes our friendships life-long attachments. We share our lives with friends. In America friendships are more casual, they can be easily dropped or picked up.

Americans love to have easy relations with people. They are happy to meet once in awhile, have some dinner, exchange presents for Christmas or birthdays. But they are very careful about strong commitments or time investments. It's not customary in America to drop into a friend's house because you are passing by, or because you suddenly feel the urge to see your friend. You should call first and arrange a meeting. This is also an American way of respecting and protecting their friends' time and privacy. Do deep friendships exist in this country? They certainly do. You find true commitments and great love between friends in the United States as well as in Russia.

Another thing that might seem strange to you if you visit the United States is American attitude towards guests. Russians are famous for their hospitality. It can be overwhelming sometimes. We want to be with our guests every minute of the day, take them to all the places we want to share with them, feed them all Russian dishes at once. Americans are wonderful hosts, but they are more relaxed in their attitude towards guests. You might be expected to get to the hotel from the airport yourself, taking a taxi; you are expected to phone your American host if you need something. They might not bother you on your day off thinking that you might want a quiet day or that you would tell them if you want to do something. We, Russians, like to ask the person several times if he really wants something (Может, все же выпьете чашечку чая?). Americans think that if you need something you should say so and they will happily provide you with it. Working with exchange

students from Russia we noticed that Russians have difficulty in opening the refrigerator in the host family home and taking something out of it even if they were asked to do that. It was interesting to know that in Japanese culture it is not polite to accept something when it is offered for the first time. They usually accept on the third offer.

New Words

adolescent	[ˌædəˈlesənt]	подростковый; подросток
sincere	[sɪnˈsɪə]	искренний
tend	[tend]	иметь тенденцию; склоняться
value	[ˈvælju:]	ценность, значение, стоимость
invasion	[ɪnˈveɪʒən]	вторжение, нашествие
disturbance	[dɪˈstɜ:bəns]	беспокойство, волнение
disturb		мешать, беспокоить
encourage	[ɪnˈkʌrɪdʒ]	поощрять, способствовать
appropriate	[əˈprɒpriət]	подходящий, соответствующий

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

1. In the United States, telling about personal facts of other people's lives over the Internet could be an ... of privacy, punishable by law.

2. Plasma ... on the surface of the Sun ... to cause severe magnetic storms.
3. Every intellectual dispute has its own ...; from the clash of opposite opinions the truth is born.
4. Many schools in the US have their own rules of ... behavior.
5. Most crimes are committed by ...; by the age of thirty most people "age out" of criminal behavior.
6. Children who are ... to express their opinion ... will become independent thinkers in the future.
7. There was some rioting the night before and on hearing some ... outside, Brian decided not to go out that night.

B. Match the word and its definition.

- | | |
|----------------|---|
| 1. Adolescent | a. the act of attacking, incursion |
| 2. Sincere | b. suitable for a particular condition, place, occasion |
| 3. Tend | c. a person who has undergone puberty but not reached maturity |
| 4. Value | d. having no hypocrisy or pretense |
| 5. Invasion | e. to have a tendency |
| 6. Disturbance | f. to inspire with hope, courage or confidence |
| 7. Encourage | g. the act of disturbing |
| 8. Appropriate | h. a principle, standard, or quality considered worthwhile or desirable |

III. Comprehension. Choose the right answer.

1. American culture is ...
 - a) very diverse
 - b) the same across the country
 - c) just being formed
2. American people ...
 - a) love European history
 - b) are not much interested in history
 - c) are very interested in the history of the world
3. Americans by nature are ...
 - a) optimists b) pessimists c) phlegmatic
4. Privacy is

- a) the right to your own space and time without being disturbed
 - b) the right to do what you want
 - c) the right to move freely
5. It is customary in the United States ...
 - a) to drop into your friend's house any time
 - b) to call and arrange the meeting first
 - c) to write a letter requesting the meeting
 6. In their attitude towards guests Americans are ...
 - a) more casual than Russians
 - b) more strict than Russians
 - c) more insistent than Russians
 7. From early childhood the children in the United States are encouraged ...
 - a) to make choices
 - b) to obey parents
 - c) to interrupt parents when they speak

IV. Say in English.

1. Помню, как много волнений мы доставляли маме, когда достигли подросткового возраста.
2. Он попытался уговорить ее пройти компьютерные курсы и после это еще раз попробовать подать заявление о приеме на работу в эту фирму.
3. Ее семья не считала его подходящей партией для дочери и пыталась сделать все возможное, чтобы расстроить помолвку.
4. Моральные ценности практически всех религий и национальностей одинаковы.
5. Он искренне верил в то, что говорил.
6. Историки считают, что татарское завоевание задержало (hold back) развитие России на несколько столетий.
7. Волнения происходили по всему краю. В городе пока было тихо.

V. Develop your critical thinking skills. Explain...

1. Why it is said that American culture is represented by white middle class.

2. What do you think about encouraging children to make choices.
3. What makes Americans to be so mobile.



Interesting facts. Do you know that...

1. Americans smile at you if you make an eye contact, though it might not be true for big cities.
2. Americans love sandwiches, they eat a lot of them. All fast food restaurants offer percent of the population is overweight.
3. Friday the 13th is the worst possible day for an American (not Monday).
4. If a person is very happy Americans say "She is on cloud nine".

Part 2

Outdoor Nation

I. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

Americans are very informal. You can hear the famous "Hi" everywhere. It can be said just to anyone these days. People address each other by their first names almost from the first minutes of their meeting. A waiter at the restaurant, a plumber or an electrician coming to fix something in your house, a clerk at the bank would first introduce himself to you and then proceed with the conversation. There are people in America who don't like this custom saying that they have become too loose with using their first names. The informality of American speech, clothes, and behavior is astonishing for a first-time visitor. Formal speech is reserved only for very special occasions. In everyday life, Americans prefer to wear

comfortable clothes. They like to feel comfortable. Physical comfort is very important to an American. Vasily Aksenov found a great metaphor when he called the United States "civilization of comfort".

Americans pay a lot of attention to the physical development of their children. At schools and Universities sport activity is extremely popular. Each school has a number of sport teams. If British "small talk" is centered around weather, American small talk is definitely centered around sports. Americans are the nation of sport fans. They love to watch sports on TV, they pay a lot of money to attend a sport event at the stadium, they love to buy T-shirts, badges, hats, shorts with the symbols or colors of their favorite teams.

Americans love to spend time outdoors. It is definitely a nation of outdoor people. Sport and recreation are closely tied together in this country. Recreation is a serious business in America. Americans define recreation as "refreshment of one's mind and body after work through activity that amuses or stimulates". People can play tennis or jog for recreation, watch birds or fish, garden or hike. There are thousands of clubs and other organizations that help you to spend your free time. Americans plan their recreational activities very seriously, in a businesslike manner. They spend a lot of money on their recreational activities. Recreational industry is flourishing in the United States. Americans have lots of recreational equipment, special outfits, cameras, telescopes, even special type of vehicle which is called RV (recreational vehicle). It's a small house on the wheels where you have everything to travel long distances.

When Americans are on vacation they like to be entertained. They work hard to earn the money for



Disney World,
Magic Kingdom

entertainment. Time to work and time to play. They differentiate these two things. It's very important for an American to choose the work the person likes and enjoys. But it is not less important to play. The scope of American entertainment business is amazing. Disney World and Disney Land, Sea Worlds across the country, recreation and entertainment parks have become symbols of American culture. Americans love to play. Being an adolescent nation they play like teenagers. Cream in the face, toothpaste on your body, crazy games and roller rides — these things are as much a part of American culture as Disney World. *What did you do for fun last weekend?* is a question that a Russian wouldn't ask but which is typical for American culture.

Each house usually has at least a small backyard where there is a grill for a cook-out. Cook-out is also one of the distinct features of American culture. It is easy to guess that cook-out means cooking outside. Americans love to do cook-outs. They do family weekend cook-outs, cook-out parties, cook-out wedding receptions. Very often your invitation might say "cook your own meal". Sometimes the hosts provide the burgers, chicken, steaks and meat and the guests just cook them on the grill the way they like it. Sometimes you bring your own food and cook it for yourself. When you bring your own food for a party such a party is called a **pot-luck** party or a pot-luck dinner. Pot-lucks are very popular in America. It is convenient for the hosts, does not require a lot of time for preparation, it is fun for people because everybody brings a different dish and it is fun to try different dishes. It's a traditional activity for family and friends to have a cook-out on Independence Day (July 4), Memorial Day (May 30), and Labor Day (first Monday in September).

There are several things that Americans are obsessed with. The first one is their flag and the symbolism it brings. You can see an American flag in all the government buildings, in schools, sometimes even in every classroom, on private houses, on boats, in parks — everywhere. You can buy cups, mugs, glasses, plates, tablecloths, T-shirts

with a flag pattern, you can wear clothes imitating the flag, you can buy candies with this symbol. Americans adore their flag. The second obsession is ice drinks. Most of American drinks are served with ice — sodas, teas, water, juices, alcoholic drinks. The third obsession is showers and everyday change of clothes. Americans are very intolerant towards body smells. From early childhood they are taught that the odors of the human body should be controlled by frequent showers, soaps, deodorants, mouthwashes, etc. You should change your clothes every day because it absorbs your perspiration and might produce unpleasant odors. It's a general rule that is strictly observed by the people in American society. If your body or breath smell irritates them they would prefer to keep a distance and stay away from you.

Americans are very socially active. They belong to different clubs, associations, foundations. They support public television, local sport teams, favorite charities. An average middle class American spends a lot of time volunteering his time for the community or for the causes he believes in.

American society works because in general Americans recognize the importance of laws and rules and tend to obey them. They are respected and they work. For example, line up and wait for your turn. Whenever there is a situation where you have to stand in line Americans are very patient. You come to the post office and you stand at the end of the line and wait patiently even if you just want to ask a question. The clerk is busy with another customer and it is not polite to interrupt. The rule of "First come, first served" is strictly observed. All people are equal. Everybody is **entitled** to the same service. And if there is a shortage of tickets or seats, the first to come will be the first to be seated. Americans are very polite drivers. They are also very considerate of other people in public places. They try not to bump into you in a crowd, they try not to block your view if you are watching a parade, they try not to smoke around non-smokers (now in a lot of public places it is prohibited to smoke, even in some parks).

New Words

fix	[fiks]	чинить, налаживать, ремонттировать свободный
loose	[lu:s]	зд. любящие
outdoor	[ˈaʊtdɔ:]	находиться на природе, открытый (outdoor pool — открытый бассейн; outdoor games — подвижные игры на открытом воздухе)
entertain	[,entəˈteɪn]	развлекать, забавлять, занимать
fun	[fʌn]	хорошее, интересно проведенное время
pot-luck	[ˌpɒtˈlʌk]	складчина
be obsessed	[ˈbi: əbˈsest]	быть одержимым
intolerant/ intolerable	[ɪnˈtɒlərənt] [ɪnˈtɒlərəbəl]	невыносимый
be entitled	[ˈbi: ɪnˈtaɪtld]	иметь право, давать право

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- He was trying to ... his car all morning but failed.
- People who are completely ... with their own religious beliefs will never listen to other people's viewpoints.

- Even the most boring subject can be ... if taught by an enthusiastic professor.
- I think that ... dinners are universal and exist in any culture.
- Restrictions on freedom of speech and expression are ... in a free society.
- As a Russian citizen, I am ... to the protections offered by the Russian laws.
- Of many ... pursuits, white-water (через пороги) kayaking in mountain rivers is the most dangerous; however, some people believe it is also the greatest amount of ...
- When a person talks too much, Americans say "... lips sink ships".

B. Match the word and its definition.

- | | |
|-------------------------------|--|
| 1. Fix | a. unbearable |
| 2. Loose | b. a meal at which each guest brings food to share |
| 3. Outdoor | c. to correct, to restore to proper |
| 4. Entertain | d. condition |
| 5. Fun | e. to have the mind excessively preoccupied with a single emotion or topic |
| 6. Pot-luck | f. enjoyable, amusing, a source of enjoyment |
| 7. Be obsessed | g. to have the right or claim to something |
| 8. Intolerant/
intolerable | h. situated in the open air |
| 9. Be entitled | i. not exact, not fixed, characterized by a free movement |

III. Comprehension. Choose the right answer.

- To a foreigner American speech sound very...
a) formal b) informal c) articulated
- American "small talk" is usually centered around...
a) weather b) sport c) food

3. Entertainment industry is ...
 - a) a serious business in America
 - b) not paid much attention to
 - c) declining
4. RV is a vehicle in which you ...
 - a) travel long distances
 - b) do the shopping
 - c) go skiing
5. Americans take showers ...
 - a) every other day
 - b) every day
 - c) once a week
6. Americans usually ...
 - a) obey the rules
 - b) don't pay attention to them
 - c) try to twist them
7. If there is a line, an American ...
 - a) will join it and wait for his turn
 - b) will try to get first
 - c) ignore it

IV. Say in English.

1. Редактор сказал, что перевод очень свободный и он не может принять его.
2. Я люблю проводить время на природе, хотя последние годы у меня все меньше и меньше времени остается на это.
3. Жара стояла невыносимая. В городе никого не было. Все разъехались по дачам.
4. Мария поинтересовалась, хорошо ли мы провели время на вечере.
5. Как студент университета, я имею право на скидку для проезда в городском транспорте.
6. Ник был совершенно одержим коллекционированием марок и тратил все свои деньги на их покупку.
7. После долгих обсуждений мы решили организовать складчину и отпраздновать сразу три дня рождения.
8. Сэм любил эти вечера. Ирэна прекрасно умела принимать гостей, и ему никогда не было у нее скучно.

V. Develop your critical thinking skills. Explain...

1. Why Americans are so informal.
2. Why Americans are so socially active
3. What makes entertainment industry so strong.



Interesting facts. Do you know that...

1. When you invite somebody to a restaurant and tell this person that it is going to be a Dutch treat, it means that each of you will pay for your own meal.
2. The popularity of sports has resulted in the use of many expressions from the sport's world in everyday speech: *Cheap shot*, for example, means unfair. If somebody says "It's the third strike against you" it means that you have no more chances. *Hit the mark* means that you achieved your goal.
3. Americans in general don't like to stand in lines, they would prefer to leave and come another time. There is one place where there are always long lines and where people patiently wait for their turn to enjoy the attractions. This place is called Disney World.

Unit IX

COMMUNICATION REVOLUTION

I. Read the text thoroughly and...

A. Point out the most important facts.

B. Ask your friends questions about this text.

Since the early times communication played a crucial role in human society. The major characteristic of human society that differentiates us from animal society is our ability to store and pass information from generation to generation. Our progress continued as we moved from drawings to storytelling, from writing to town criers, from town criers to postmen, from postmen to telegraph, from telegraph to telephone, from telephone to radio, from radio to television, from television to computers. All the previous ways of communication set the stage for the present unprecedented integration of communication capabilities, which we call Internet. Internet revolutionized the communication world like nothing before. It has become a worldwide broadcasting mechanism for spreading the information. It has become a means for interaction and collaboration between individuals and institutions. Communication has become instantaneous. Time and geographical location are no longer boundaries for communication.

If you are a Netizen (Net citizen), you can consider any person on the Net your **compatriot**. It does not matter where this person lives. In the virtual reality of the Net you live next door to everyone. There are no borders for the Internet. You don't work in Moscow or Los Angeles any more, you work in **cyberspace**. You can be a part of any chat room or a part of Usenet which is a worldwide public conferencing network that makes it possible for computer users around the world to have public discussions, raise questions or problems so they can get help, or send e-mail to each other practically instantaneously. Social limitations and conventions no longer prevent potential friendships or partnerships.

The presentation of information is not a priority of one agency any more. People can find lots of information on the Net from different sources and this information is presented at different angles. People now have an ability to ask questions, to raise their concerns, to express their observations.

There are hundreds of thousands of users out there, with thousands more coming on every day. The new users are both searching for information and bringing information with them and, in doing so, they add megabytes of **data** to the Internet. The Internet is, indeed, a vibrant, living web of inter-connecting links crisscrossing the entire globe and providing multiple avenues to information on a scale unprecedented in the history of humankind. Not since the beginning of public libraries have we had such an invention. Now, it is up to us to use it wisely and well.

Information is treated differently now. It's amazing to see how many different ideas people have and how much these differences contribute to finding the right answer. The Net is like bottomless well — one never know what one can find there and where there is the end of it. Communication has really become "a creative process". Robert Taloy and J.C.R. Licklider, a prophet of the Net, established several principles of how the computer would play a helpful role in human communication: "We believe that communicators have to do something non-trivial with the information they send and receive. And to interact with the richness of living information — not merely in the passive way that we have become accustomed to using books and libraries, but as active participants in an ongoing process, bringing something to it through our interaction with it, and not simply receiving from it by our connection to it. When minds interact, new ideas emerge. We want to talk about the creative aspect of communication." Every person on the Net can make an intellectual contribution to the global society. It means that access to the Net needs to be universal. It is a long way to go to achieve this goal, but a lot has been done in this direction already.

There exist both public and private services and sources of information. The public and free services often come about

through the voluntary efforts of one or a few people. The Net has only developed because of the hard work and voluntary dedication of many people.



Computers around us

In the United States, you can get unlimited number of hours on the Internet paying about \$20.00 a month and this cost is definitely going down. The competitiveness of providers is growing and this will drive the cost of the monthly connection down. A lot of people in the United States have free access to the Internet (actually there is no free access to the Net, somebody is always paying for it). The universities provide free access to the Net for their students, professors, staff, etc. Many businesses are also connected and allow their em-

ployees to use the Net for business purposes. The so-called "K-12 Net" exists which allow all school teachers in the United States a free use of the Internet from schools computers and the teachers in their turn can invite school students to be a part of the online community. Most public libraries now offer free on line service through their computers.

The Net follows the best traditions of society and has become a public institution like public library or public education which is opened to everybody. Cornell University, for example, has an ongoing project to convert 100,000 books, printed over the past century, on the development of American infrastructure — books on bridges, roads, and other public works.

There is another process going on with the Internet — its commercialization.

Starting in the early 1980s and continuing to this day, the Internet grew beyond its primarily research purposes to include increased commercial activity. Businesses advertise and market on the Internet. Online catalogs and advertising provide many opportunities, and online shopping is becoming more and more popular. There are lots of companies that are trying to make profit through the Internet.

Businesses are creating their own private networks. The Internet can connect warehouses, manufacturing sites, retail stores, and customers easily.

One should not conclude that the Internet has now finished changing. The Internet, although a network in name and geography, is a creature of the computer, not the traditional network of the telephone or television industry. It is now changing to provide such new services as audio and video streams. Videoconferencing is becoming more and more common. The future of the Internet is here already — it is in Internet telephone and, slightly further out, in Internet television.

The Internet was the result of some visionary people in the early 1960s who saw great potential value in allowing computers to share information on research and development in scientific and military fields.

The Internet owes its design to the US Defense Department's ARPANET project of 1969 (the name derives from the Advanced Research Project Agency, the research group within the Pentagon responsible for the project). The Internet was designed in part to provide a communications network that would work even if some of the sites were destroyed by nuclear attack. If the most direct **route** was not available, routers would direct traffic around the network via alternate routes.

In the late 1980s the National Science Foundation built five supercomputer centers to give any academic researcher access to high-power computers. The Foundation built its own network to connect the five centers, and individual university networks were linked to the closest one. Soon the connections were also used for purposes such as electronic mail (e-mail), which gave birth to "people-to-people" communication traffic.

Internet growth has been fueled by individual users. Most of them subscribe to local networks that provide a connection

to the wider Internet. Many individuals, as well as businesses, create their own "home pages" — points of access that allow anyone on the Internet to view and download information. Internet has also grown through the development of the World Wide Web: a collection of thousands of independently owned computers, called Web servers, that are linked worldwide. Using software "browsers" such as Netscape, individuals can enter the Web through local providers or through the large online services and browse or "surf" the Internet. The popularity of the Internet has in turn created a **boom** in telecommunication services and in new technologies many times faster, such as cable modems, digital subscriber lines, fiberoptics, and wireless.

The Internet represents a force that leaves few areas of our lives unaffected.

New Words

compatriot	[kəm'pætriət]	соотечественник, земляк
cyberspace	['saibəspets]	виртуальное пространство
data	['deɪtə]	(мн. число) данные, (ед. число) факты
datum		
route	[ru:t]	путь, маршрут
browser	['brauzə]	браузер
boom	[bu:m]	бум, всплеск

II. Practise your new vocabulary.

A. Choose one of the new words to make the sentence complete.

- The development of Internet created a ... in computer software industry.
- A lot of our ... are invited to write software programs for American companies.

- I know a lot of these programmers who live in St. Petersburg, Russia and work through ...
- It has become possible because ... can be transferred instantaneously from St. Petersburg to California.
- In 1999, Microsoft was accused of trying to monopolize the market by offering its web ... for free with a purchase of any computer.
- Some strange people offered ... trying to show a connection between the biblical "number of the beast (число зверя)" — 666, and the abbreviation "www". But like nuclear power, ... is neither good nor evil; it all depends on how people use it.
- Taking an express train ... from Moscow to St. Petersburg takes almost eight hours.
- Economy moves in cycles: after a ... there necessarily is a depression.
- In the computer game, my ... and I won by taking over all enemy castles.

B. Match the word and its definition.

- | | |
|---------------|---|
| 1. Boom | a. factual information |
| 2. Compatriot | b. communication space |
| 3. Cyberspace | c. a way, a road |
| 4. Data | d. a person from one's own country |
| 5. Route | e. a process of looking through something |
| 6. Browser | f. a sudden increase |

III. Comprehension. Choose the right answer.

- The Internet is ...
 - a collection of networks
 - several computers in several countries
 - a special term for a special project
- The word Netizen is used to describe
 - a person who has a computer
 - a person who uses Internet and its resources
 - a computer programmer
- The Internet first started

- a) as a University research project
 b) as a research project within US Defense Department
 c) as a project of a California computer company
4. An average monthly fee for the use of the Internet in the United States is ...
 a) \$10.00
 b) \$20.00
 c) \$30.00
5. This fixed fee allows you to spend on line ...
 a) 50 hours a month
 b) 100 hours a month
 c) unlimited number of hours a month
6. American libraries provide Internet service for ...
 a) a small charge
 b) free
 c) \$10.00 a month
7. A lot of companies have their own home pages on the Internet ...
 a) to sell their products
 b) to provide information and receive it
 c) to reserve cyberspace

IV. Say in English.

1. Демографический взрыв грозит скорым уничтожением природных ресурсов нашей планеты.
2. Программное обеспечение, которое помогает искать информацию в Интернете, называется браузером.
3. Для того чтобы открыть свой сайт, нужно сначала найти сервер, который будет хранить ваши файлы в виртуальном пространстве.
4. Во многих зданиях подсоединение к Интернету и передача данных происходит через инфракрасный канал.
5. Термин "виртуальное пространство" был впервые введен Вильямом Гибсоном в его романе "Neuromancer".
6. Я всегда рад встретить соотечественника за рубежом, особенно когда находишься в длительной командировке.

V. Develop your critical thinking skills. Explain...

1. Why the Internet is called an unprecedented event in the history of communication.
2. Why the Internet brings people closer to each other.
3. Why some people are afraid that communication through computers can be a danger to society. Comment on this statement and say if you agree with it.

Interesting facts. Do you know that...

1. Total estimated number of people on line today is 322 million. Out of this number 172.3 million are English speaking users, 27.3 Japanese, 19.7 million Spanish, 19.6 million German, 18.0 Chinese, 13.2 French, and 6.7 Russian speaking users.
2. More than 3.5 million Australian households had a home computer and 28 percent had home Internet access in February of 2000, according to a survey by the Australian Bureau of Statistics.
3. If the numbers in Europe are any indication, the most popular Internet appliance will soon be the TV according to a report by Strategy Analytics.



CONTENTS

Предисловие		3
Unit I	Geography of the United States	5
Unit II	American History	11
Part 1	First American Settlers	11
Part 2	First Colonies in North America	19
Part 3	The War for Independence	26
Part 4	A Planned City: Washington, D.C.	34
Part 5	The Nineteenth Century: New Trials	40
Part 6	The Growth of the American Empire	48
Part 7	Americans in the 20th Century	55
Unit III	American Economic History	63
Part 1	Colonial Economy	63
Part 2	Pre- and Post-Revolution Economy	71
Part 3	Two Industrial Revolutions	78
Part 4	The First Half of the 20th Century	84
Part 5	Economy in the Second Half of the 20th Century	92
Unit IV	How the US Government Works	99
Part 1	Writing the Constitution	99
Part 2	Three Branches of the Government	107
Part 3	Powers of the States. Political Parties	114
Unit V	Social Programs	121
Part 1	How it all Started	121
Part 2	Welfare state	129
Unit VI	The System of Education	136
Part 1	History of America Comprehensive School Model	136
Part 2	How Schools are Financed and Governed	142
Part 3	School Curricula	149
Part 4	Colleges and Universities	156
Unit VII	Environmental Movement	163
Part 1	Conservation Movement	163
Part 2	Birth of the Environmental Movement	169
Part 3	Our Common Threats	177
Unit VIII	American Cultural Patterns	185
Part 1	Individualism, Privacy, Choice	185
Part 2	Outdoor Nation	192
Unit IX	Communication Revolution	200
Vocabulary		208
Об авторах		222