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THE USA: HISTORY & MODERNITY

TEXTBOOK II

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Кнодель Л. В.

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США – страна молодая в своем историческом периоде развития, всего лишь 200 лет ее независимого существования, но пройденный ею путь поучителен. Весь мир восторгается достижениями этой страны.

Учебное пособие из цикла «Лингвострановедение» – «США» состоит из 2 книг и 9 глав: «Географическое положение», «Структура США», «История», «Защита окружающей среды», «Политика», «Система образования», «Религия и традиции», «Культура и развлечения», каждая из которых делится на подразделы. В книге много иллюстраций, которые делают изучение английского языка более привлекательным для молодежи.

В книге приводятся оригинальные тексты на английском языке, даются всевозможные комментарии к ним, разнообразные диалоги и упражнения для закрепления специальной лексики. Спецкурс позволяет в короткие сроки значительно усовершенствовать свою языковую базу, что является первостепенным условием успешной карьеры в будущем.

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CHAPTER VII

THE SYSTEM OF EDUCATION IN THE USA

UNIT I. HIGH SCHOOLS

INTRODUCTION

In the USA, children start school when they are five or six years old. Depending on the state, schooling is compulsory until the age of 16 or 18. Children younger than five can go to a nursery school or preschool. At the age of five or six, the children attend elementary school (known as grade or grammar school), which last six years. The first year at elementary school is called kindergarten. After elementary school, students attend middle school (also known as junior high school) for three years.

Then they continue at high school. In some states, students have to stay in school until they are 18 years old. In other states they may leave school at 16 or 17 with parental permission.

Age	School
< 5	nursery school / preschool
5-11	elementary school
11-14	middle school / junior high school
14-18	high school / senior high school

When students in the USA say what year they are in, they usually use ordinal numbers, e. g. "tenth grade". There are about 20 to 30 pupils in one class. At junior and senior high school, mandatory subjects are English, maths, biology, chemistry, physics, physical education and history. Schools also offer optional courses from which the students can choose e. g. art, modern languages, and computers. Physical education is a very important subject in the USA – many students participate in sports programs. Gifted and talented students can take advanced courses in their schools or attend additional courses at community colleges in the afternoons or during the holidays. Often such courses are later acknowledged by universities, and can facilitate early graduation.

Grading Scale. In the USA letter grades are used in reports.

A > 90 % (excellent)	D > 60 % (close fail)
B > 80 % (very good)	E > 50 % (fail)
C > 70 % (improvement needed)	F < 50 % (fail)

In general, only grades A to C are a "pass" – a plus (+) or minus (-) might be added (e. g. A-, B+).

Most students in the USA are enrolled in public schools. These are financed through taxes, so parents do not have to pay for their children's education.

About 10 % of US students attend private schools, where parents have to pay a yearly fee.

Another option is homeschooling: approximately 1-2 % of parents in the USA educate their children at home.

Some reasons for homeschooling are religious views, special needs (handicapped children), or problems in traditional schools (bullying, drugs etc.). There is opposition to homeschooling claiming that the students have difficulties socializing with others, that homeschooling (carried out by the parents) is of a poor academic quality and that (especially concerning religion) extremist views might be encouraged. It is not common for students in the USA to wear school uniforms, but many schools have dress codes telling students what kind of clothing is or is not allowed in school.

Some schools (especially private schools) have started to require their students to wear school uniforms in order to improve school discipline and avoid "fashion cliques".

There are differences in terminology between the US and UK:

- **Public school:** Type of school in the US is state-funded.
- **Grade** used in the US both to describe a mark earned or year in school.
- **Report card:** Document given to each student by the school, listing his/her marks (grades) at the end of a quarter, semester or year.
- **Transcript:** An official document produced by the school listing the classes completed by the student, his/her marks (grades), GPA (grade point average), class rank and/or academic honours.
- **High school diploma:** Certificate awarded upon completion of high school, rather than a particular qualification as in the UK.
- **Grade Point Average:** A numerical average of the final grades US students receive for their classes.
- **Admissions tests:** The SAT (pronounced S-A-T) and ACT are US university admissions exams. Though the exact terminology varies by state, "end-of-course" exams are standardised exams set by the state at the end of a particular year of school. These exams are somewhat akin to the UK SATs, GCSEs and A levels. They are offered on a state-by-state basis and may not have any bearing on your child's GPA.

KEY DIFFERENCES

Academic Year: The school year in the US is generally shorter than that in the UK. Most schools organise their school year by semesters. There are two semesters in the school year.

The fall semester is from mid-August / early September – December / January. The spring semester is from January – end of May / mid-June.

There are also fewer school holidays. Families can expect to have public holidays off: Labour Day (early September), Memorial Day (late May), Martin Luther King Jr Day (mid-January), Thanksgiving (Thursday and Friday in mid-November) and Good Friday and Easter Monday. Students will likely have a weeklong spring break, two-day fall break and two week Christmas break.

School Governance: As you approach the US school system, bear in mind that the control and governance of US schools is very different from that of UK schools. While the US government provides funding and national standards for schools, authority over public (state-funded) school education in the US rests primarily with individual state departments of education.

As most policies are set at the state and local levels, the school curriculum can vary from state to state and even between school districts within a state. Therefore your best point of contact will usually be the local school or school board.

Exercise 1. Choose the keywords that best convey the gist of the information.



Exercise 2. Describe Grade Levels.

Formal education in the US is generally mandatory from age 5/6 to 16, varying slightly by state.

School-level education is divided into "grades". US grades K (Kindergarten) – 12 in the US correspond to Years 1-13 in the UK, as summarised in the chart below. Schooling usually begins with elementary/primary school (Kindergarten – US grade 5), followed by middle/junior high school (US grades 6-8) and finishing with high school (US grades 9-12). Some US children begin their education at privately run pre-schools.

Age	Level of Study	US Grade	UK Year
3 – 4	Pre-school	N/A	Nursery School
5 – 10	Elementary School	Kindergarten – 5th	Years 1-6
11 – 13	Middle School	6th – 8th	Years 7-9
14 – 18	High School	9th – 12th (Freshman – Senior)	Years 10-13

Kindergarten is the first year of primary/elementary school and is the equivalent to Year 1 in the UK. Elementary schools provide instruction in the fundamental skills of reading, writing and arithmetic, as well as history, geography, civics, crafts, music, science, health and physical education.

Foreign languages are often introduced in middle school. Under the "No Child Left Behind" policy, students also complete state exams in reading/language arts, maths and science in Grades 3-8 and once at the high school level. As students advance to middle/junior high school, the curriculum will likely become a bit more flexible, including both required and elective classes.

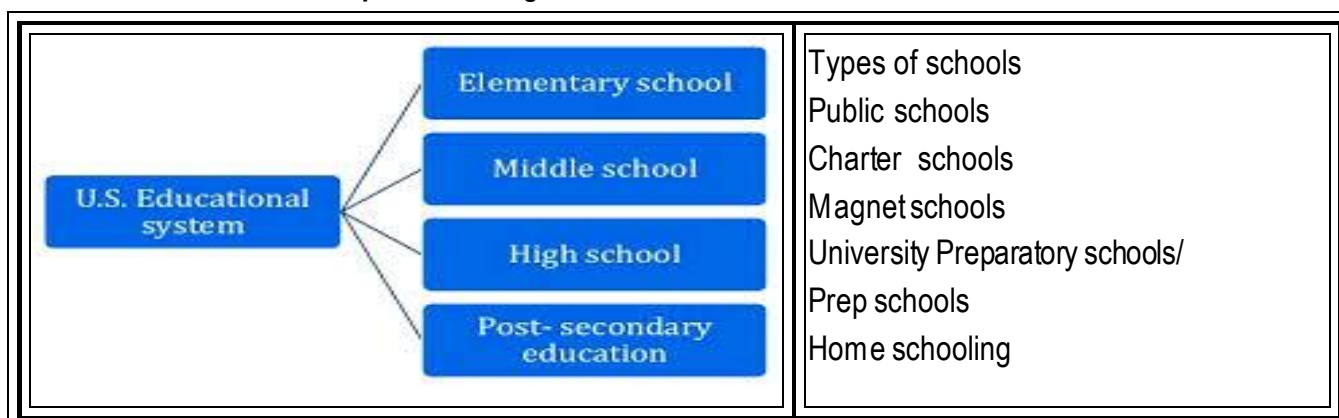
In required subjects such as maths, English and science, students may be grouped in class sections based upon achievement. They have a bit more flexibility in selecting elective classes in subjects, such as foreign languages, band, home economics, chorus and art. Although there is no national curriculum, the general content of the high school curriculum across the country has many consistencies.

The state will likely set a list of basic required courses for high school graduation.

These may include English, mathematics, foreign language, physical education, art and / or music, general science, and social studies (a subject combines history, government and geography).

However, students continue to have flexibility in choosing the level of their classes and elective subjects with the assistance of their parents and a school guidance counsellor. Many high schools will also have "tracks" for students wishing to attend a four-year university, pursue a vocational or technical degree at a two-year college or enter the workforce following high school. Upon satisfactory completion of 12th grade and the state graduation requirements, the student receives a "high school diploma".

Exercise 3. Make up some dialogues from the information above.



TYPES OF SCHOOLS

Public schools (state-funded) provide free education for students who live in the local area and are funded by local taxes and funding from the state and federal governments.

About 85-90% of students in the US attend public schools. Most commonly, students in the public school system will attend the local school assigned to them by their school district.

However, some districts provide magnet (specialised), charter and international schools, to which students may apply. Due to this system, families often take into account the assigned schools for particular neighbourhoods when choosing a new area in which to live. Although public schools are open to students at all educational levels, students may be grouped in class sections (Advanced Placement, honours, vocational classes, etc.) based upon achievement and post-graduation goals (for example, earning a bachelor's degree, attending a community college, or entering the work force).

Private schools charge a fee for attendance and may have a smaller student population than public schools. They are often governed by a private board and subsequently are often not subject to regulations on curriculum or teaching qualifications set by the state. About 10% of students in the US attend private schools. Unlike in the UK, there is no national curriculum, and therefore US schools do not prepare students for national examinations such as the GCSEs, Highers, AS or A-levels.

Rather students work toward completing a high school diploma (the requirements for which are set by each state), and are assessed for university entry based on GPA, class rank within the year group, rigour of classes taken (AP, honours, regular) and admissions tests.

Students are generally assessed continually throughout the semester via a combination of tests, mid-term/final exams, essays, quizzes, homework assignments, classroom participation, group work, projects and attendance.

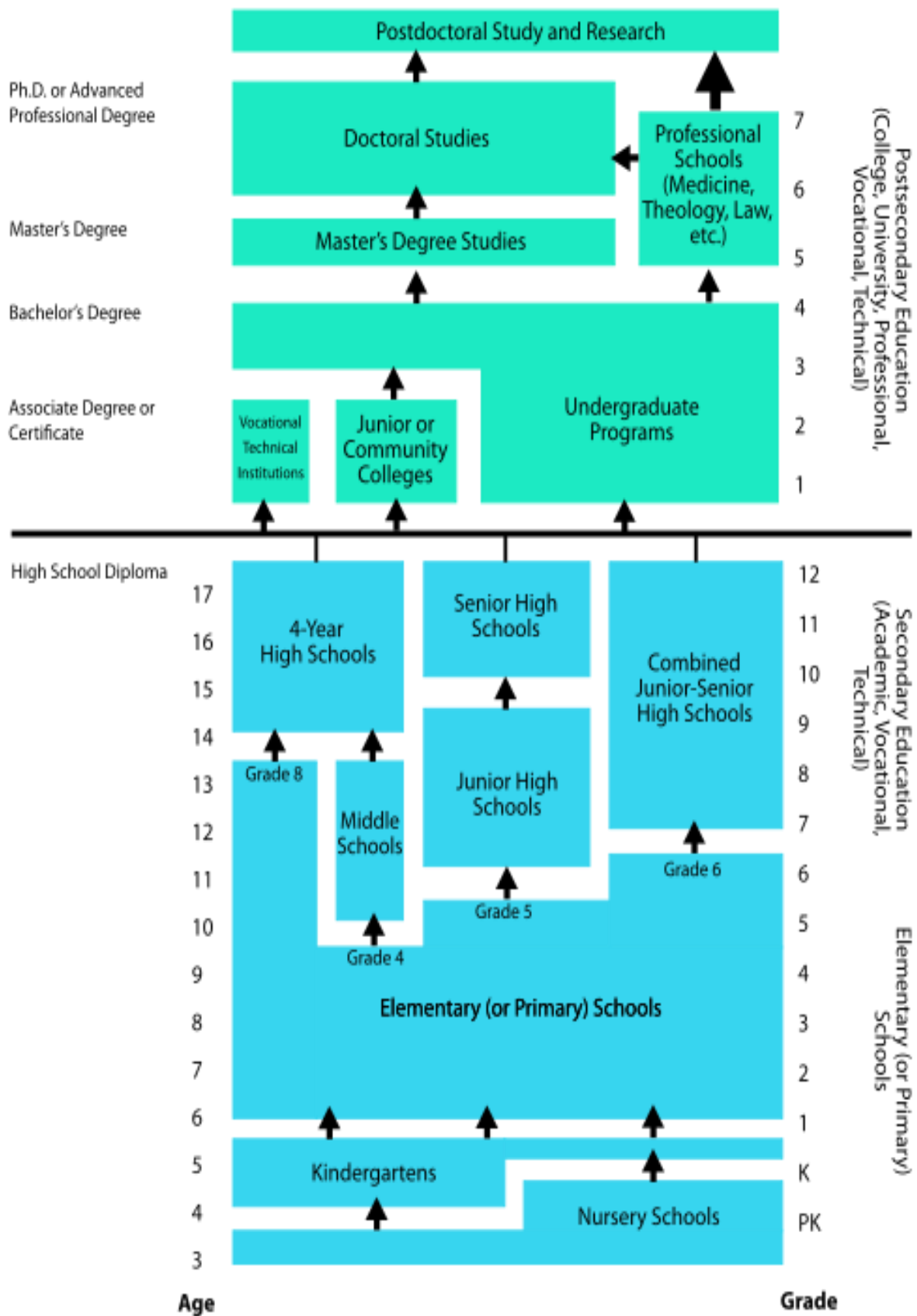
This assessment culminates with a final "grade" for each course awarded at the end of the semester. Marks can be given as letters (A+, A, B+, B, etc), or as numbers out of 100%. These grades are averaged over the student's high school career, resulting in a Grade Point Average (GPA).

Generally the student's parents are sent a "report card" indicating the grades earned in each subject at the end of a quarter, semester or year. The student's overall academic history is recorded in a transcript which is later requested by universities seeking to evaluate the student. A "transcript" is an official document produced by the school.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Draw up some dialogues and carry them on with your classmate in class.





Education system in the USA

HISTORICAL BACKGROUND

Americans are an educationally minded people. No nation in history has devoted so much of its resources to educate so many of its young. In a land of diverse peoples – immigrants of different races, origins, religions, languages – where nationality cannot be easily taken for granted, education has been asked to make us a nation, a single people with values in common.

Education also has become a key to our great ideal of equality, releasing the individual from inherited chains that might keep him outside the opportunities of American life.

Because education underlies all of what we are or would like to become, it inevitably has become an arena for some of the bitterest of our social and intellectual conflicts. The early English settlers brought to the New World an intense and passionate interest in education, an interest radically different, however, from ours today. An educational revolution was taking place in England.

Upheavals of the Reformation dissolved the monasteries that had been the formal agencies of learning in medieval times and broke the ecclesiastical monopoly of education. Rising groups, particularly merchants, started schools not only to sustain Protestant ideals but also to prepare men for positions in the emerging bureaucratic state and in the expanding commercial economy.

Renaissance England gave new people access to schooling, multiplying the number of schools until by mid-17 century England had a school for every 4,400 people. It was perhaps the most literate society the world had known.

By the time of the first English migrations to America, however, some European parents were paid more attention to children and their peculiarities of dress, toys, jargon, and moral training.

Family portraits more and more centred on the children. Although this dawning discovery of childhood by some European gentry stimulated an interest in education that carried over to the New World, it was religion above all that accounted for the colonists' obsession with education.

Reformed Protestantism, or Puritanism, when transplanted to New England, left an indelible imprint on America's educational history. In revulsion against the elaborate icons, colourful vestments, and other attractions to the eye employed in Roman Catholicism and High Anglicanism.

The Puritans stressed the ear and mind for acquiring religious understanding. Even in many non-Puritan areas outside New England, religion permeated and overcrowded people's lives and comprised for most settlers the only means of explaining and dealing with the world.

Religion blended naturally into all elements of the culture; most colonists had little of our modern sense of sharp separation between church, state, and society. They thought of society not as an aggregation of individuals but as an organic whole with a unified culture, a world of fixed ranks and degrees.

Finding one's proper place in this ordered society and understanding the need to stay in that place – all learned within the pervasive preparation for salvation – was thus the be-all and end-all of education, indeed of life. Such a society could never sustain our modern distinction between "private" and "public". Education could only be the responsibility of everyone, a combine responsibility.

Tudor-Stuart England has discharged that responsibility by creating schools.

In the wilderness of the New World, settlers at first had to fall back on what had always been the central institutions for acquainting the young with the world – the family. Other institutions – church, state, and schools – elaborated on and extended the responsibilities of the family, "a little commonwealth", were very much the business of the larger commonwealth.

In the 1640's the government of Massachusetts Bay, realizing "the great neglect in many parents and masters in training their children in learning and labour", empowered local officials "to take access from time to time of their parents and masters concerning their calling and implement of their children... and to impose fines upon all those who refuse to render such access". Virginia passed a similar law. In addition, Puritan Massachusetts declared parents and masters responsible for children's "ability to read and understand the principles of religion and the capital laws of the country".

The apprenticeship system trained most boys – and some girls – for their life's work and position in society. In that tight hierarchical world the parents selected the child's vocation or "calling".

As early, as age 7 or 8, but more commonly at 12 to 14, children were bound over to masters in their households. A written indenture between parent and master confirmed the placing out of a child as servant or apprentice, usually for seven years or until age 21.

The contract made the master in effect the father and often specifically required him to teach reading and writing, as well as a trade. Some boys having "but a weak body & so not able to follow Husbandry", as one Massachusetts youth complained, convinced their fathers – on their ministers, who often intervened – to let them prepare for a learned career.

Girls in early America had no such opportunity. To further both learning and faith, some colonists from the outset wanted to found schools as Englishmen had been doing for decades.

In New England and the Chesapeake Bay area, early colonists endowed schools in the English tradition, usually by donating land, which might yield rent. But land here was so plentiful that getting tenants was not easy and most early endowed schools had trouble staying alive.

When it became clear that the economy was too primitive and fragile to finance schools in the English way, the colonists turned to direct, regular contributions from the community.

The Puritan stronghold of New England made the most explicit effort. In 1647 the government of Massachusetts Bay, aware of the subtle aims of "that old deluge, Satan, to keep men from the knowledge of the scriptures", and anxious "that learning may not be buried in the grave of our fathers", enacted what has become the most famous statute in American education.

The law required every town of 50 or more households to maintain a "petty" school to teach reading and writing, and every town of 100 families also to support a Latin grammar school to prepare boys for the university – both types to be sustained by local taxation. Because these schools supplemented the family's role in education, attendance was not compulsory for children taught at home. Other New England colonies copied the law. The financial base of education had shifted from self-perpetuating endowments to continuing dependence of the community, either by taxes or gifts.

Since paying fines was cheaper than supporting schools, many New England towns flouted the law. The middle and Southern colonies had such a hodgepodge – private tutors, "dame schools", evening schools, boarding schools, religious academies – it was impossible to say precisely what a school was. General taxation was not common in these colonies.

In fact free schools were rare throughout these colonies. Those who did attend school in early America would certainly never have forgotten it. The students' day was long. In the 17th century, one Sew Haven school ran from 6 to 11 a. m. and from 1 to 4 p.m. in winter, to 5 p.m. in summer.

Schools usually stayed open all year; students periodically withdrew and returned, depending on the needs of their families. Schoolhouses were primitive and small, roughly 18 by feet. Low ceilings and few windows resulted in poor ventilation and a stifling atmosphere, which made it not only hard to learn but as one 18th century pupil recalled, "a toil to exist".

Heat in the winter came from a single fireplace; the students nearby roasted their flesh while those at a distance had their noses turn blue and their ink congeal. Given the severe conditions, it is amazing that so many students not only survived but also went on to college and learned careers.

After the Revolution, a mania for making colleges began to spread among the contending religious sects. Religious denominations established most early colleges in order to train ministers. They were modeled after Oxford and Cambridge universities. Harvard College was founded by the colonial legislature in 1636, and named after an early benefactor. Most of the funding came from the colony, but the college early began to collect endowment. Harvard at first focused on training young men for the ministry, and won general support from the Puritan colonies. The College of William & Mary was founded by Virginia government in 1693, with 20,000 ac (81 km²) of land for an endowment, and a penny tax on every pound of tobacco, together with an annual appropriation.

James Blair, the leading Church of England minister in the colony, was president for 50 years, and the college won the broad support of the Virginia gentry, most of whom were members of the Established Church, and trained many of the lawyers, politicians, and leading planters.

Students headed for the ministry were given free or in tuition. Yale College was founded in 1701, and in 1716 was relocated to New Haven, Connecticut. The conservative Puritan ministers of Connecticut had grown dissatisfied with the more liberal theology of Harvard, and wanted their own school to train orthodox ministers. New Light Presbyterians in 1747 set up the College of New Jersey, in the town of Princeton; much later it was renamed Princeton University.

Rhode Island College was begun by the Baptists in 1764, and in 1804 it was renamed Brown University in honor of a benefactor. Brown was especially liberal in welcoming young men from other denominations. In New York City, the Church of England set up King's College by royal charter in 1746, with its president Doctor Samuel Johnson the only teacher.

It closed during the American Revolution, and reopened in 1784 under the name of Columbia College; it is now Columbia University. The Academy of Pennsylvania was created in 1749 by Benjamin Franklin and other civic minded leaders in Philadelphia, and unlike the others was not oriented toward the training of ministers. It was renamed the University of Pennsylvania in 1791. The Dutch Reformed Church in 1766 set up Queen's College in New Jersey, which later became Rutgers University.

Dartmouth College, chartered in 1769, was originally meant to educate Native Americans, and was soon moved to its present site in Hanover, New Hampshire, in 1770. All of the schools were small, with a limited undergraduate curriculum based on the liberal arts.

Students were drilled in Greek, Latin, geometry, ancient history, logic, ethics and rhetoric, with few discussions and no lab sessions. Originality and creativity were not prized, but exact repetition was rewarded. The college president typically enforced strict discipline, and the upperclassman enjoyed hazing the freshman. Many students were younger than 17, and most of the colleges also operated a preparatory school. There were no organized sports, or Greek-letter fraternities, but literary societies were active. Tuition was very low and scholarships were few.

Many of their students were sons of clergymen; most planned professional careers as ministers, lawyers or teachers. There were no schools of law in the colonies. A few lawyers studied at the highly prestigious Inns of Court in London, while the majority served apprenticeships with established American lawyers. Law was very well established in the colonies, compared to medicine, which was in rudimentary condition. In the 18th century, 117 Americans had graduated in medicine in Edinburgh, Scotland, but most physicians learned as apprentices in the colonies. The Medical College of Philadelphia was founded in 1765, and became affiliated with the university in 1791. In New York, the medical department of King's College was established in 1767, and in 1770 awarded the first American M.D. degree.

Summarizing the research Katz concludes that in the 19th century:

- The nation's many small colleges helped young men make the transition from rural farms to complex urban occupations.
- These colleges especially promoted upward mobility by preparing ministers, and thereby provided towns across the country with a core of community leaders.
- The more elite colleges became increasingly exclusive and contributed relatively little to upward social mobility. By concentrating on the offspring of wealthy families, ministers and a few others, the elite Eastern colleges, especially Harvard, played an important role in the formation of the Northeastern elite with great power. The result was the creation of nearly 900 institutions to the time of the Civil War, by 1860 fewer than 200 of them survived. The phenomenal crop of sectarian colleges was scarcely what Revolutionary leaders had anticipated. George Washington, for one, had hoped for a national university, a focus for the intellectual resources of the entire nation. However, in the splintered post-Revolution society, the best the federal government could do for higher education was to grant land to the states for each to set up a "seminary for learning".

About a dozen weak state universities were created from these grants before the Civil War. Only in the later 19th century would state universities, particularly in the Midwest and West, shape their identity as non-sectarian popular institutions oriented to the practical.

Exercise 1. Summarize your knowledge on the historical background.

Exercise 2. Explain some notions.

"The great neglect in many parents and masters in training their children in learning and labour".

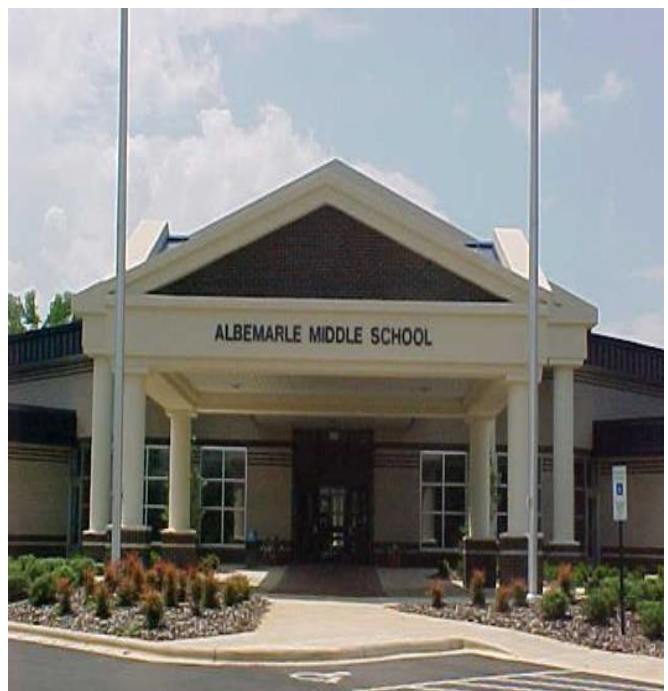
"That learning may not be buried in the grave of our fathers".



Williams Middle School



Little Rock Central High School



EARLY CHILDHOOD EDUCATION

By the age of five, about 87% of American children are attending school, most of them in pre-academic classes called kindergarten. However, many American youngsters are introduced to their first school setting even before the age of five, through nursery school or day care attendance. In fact, about 29% of three-year-olds and 49% of four-year-olds are enrolled in one or the other.

The typical nursery school is equipped with toys, building blocks, book puzzles, art supplies, and an outdoor playground. These pre-school programmes usually charge tuition, although some are subsidized, and some offer scholarships. Day care programmes are similar facilities the off all-day care for the children of working parents.

ELEMENTARY & HIGH SCHOOL

In most areas, free public education begins with kindergarten classes for five-year-olds. These are usually half-day classes two or three hours long, although some communities run all-day kindergarten programmes. The primary purpose of kindergarten is socialization but the young students also gain information and skills. They learn to identify colours, count to ten, print their names, work with art supplies, listen to stories, and enjoy books. After kindergarten, American children begin their academic studies.

Their schooling divided into 12 academic levels called grades. One school year (from late August or early September to mid-June) is required to complete each grade. Academic work – learning to read, write, and do arithmetic – begins when children enter 1st grade, at about age six.

The first academic institution that a student attends is called "elementary school" or "grammar school". In some school systems, elementary school includes kindergarten through 8th grade, and the next years (taught in a different school building) are called "high school" in other school systems, there is a third division called "junior high school" ("middle school"), which usually includes grades 6 through 8, but some communities includes grades 4 or 5 through 8 and in other includes grades 7 through 9.

The typical school day is about seven hours long and ends at 3 p.m. Classes are in session Monday through Friday. Traditional vacation periods include a two-week winter vacation (including the Christmas New Year's holidays), a one-week spring vacation (often coinciding with Easter), and two-month summer vacation. In addition, there are 71-day holidays giving students a day off to celebrate.

Children going to public elementary schools usually attend school in their neighbourhood. In big cities, many children live close enough to walk to and from school and come home for lunch.

However most elementary schools provide a place where students can eat if it's inconvenient for them to go home at lunchtime. American high schools are larger than elementary schools and serve a large community. As a result, most high school students take public transportation or a school bus to and from school and eat lunch in the school cafeteria.

Grammar schools teach language arts (reading, writing, spelling, penmanship), social studies (stressing history, geography), mathematics (up to & sometimes including algebra), science, physical education, and health. In addition, elementary school programs often include music, art, home economics.

High school subjects are more specialized. English classes emphasize writing, grammar, and literature. Social studies are split into separate courses such as American history, European history, and psychology. Yearlong courses in algebra and geometry are followed by more advanced math work in trigonometry and pre-calculus. There are also specialized science courses in biology, chemistry, and physics. Many high school students study a foreign language, usually Spanish, French, or German.

Courses in music, art, home economics, and consumer education are also available, along with various vocational courses. As in elementary school, health and physical education classes are generally required. During the elementary school years, students are grouped into classes, and each group stays together for the entire school day and the entire school year. Generally, the class has the same teacher for most subjects. Although teachers who specialize in these areas usually teach art, music, and physical education.

In the upper elementary grades, students in some school systems have different teachers (but the same classmates) for their major academic subjects.

In high school, students move from one classroom to another and study each subject with a different teacher and a different group of classmates. Many high schools have what is commonly called a tracking system, which groups students according to academic ability and motivation.

Thus, more capable and hardworking students take courses that are more difficult. Depending on the subject, classes may be offered at two, three, or even four different ability levels.

High school students have a very busy day. Many take five or six academic subjects as well as physical education. During other periods, students may be doing homework in a study hall, researching in the school library, or participating in activities such as the school orchestra, student government, school newspaper, or math club.

Many extracurricular activities also meet after the school day ends. Students involved in time-consuming activities such as athletics, dramatics, or music may be at school from very early in the morning until dinnertime. They help students find friends with similar interests, develop their talents, gain greater self-confidence, and sometimes even discover their career goals.

Exercise 1. Describe the main features about education in high schools.

Exercise 2. Answer the questions.

1. What is the main difference between liberal arts colleges and specialized institutions of higher learning? 2. How did these institutions change in the course of time? 3. Name the distinctive features of an American university. 4. How many American children attend school? 5. How is the typical nursery school equipped? 6. How does free public education begin? 7. What is the primary purpose of kindergarten? 8. How many levels is children' schooling divided into? 9. How is the first academic institution that a student attends called? 10. Are high school subjects specialized? 11. What do many high schools have? 12. How many academic subjects do students take?

Exercise 3. Fill in the gaps with the preposition in the text «Modern Education» .

Of (4), to (2), in (2), from, by (2), at (2), about (2)

Americans believe that every citizen has both the right and the obligation to become educated. The citizens 1) _____ a democracy need 2) _____ be educated so that they can take part 3) _____ affairs of government, both local and national. They must also learn vocational skills. In order 4) _____ develop an educated population, all states have compulsory school attendance laws. These laws vary somewhat 5) _____ one state to another, but generally they require that formal schooling begin 6) _____ age 6 and continue until 7) _____ least age 16. However, most Americans attend school 8) _____ least until high school graduation, when they are 17 or 18 years old. About 75% 9) _____ all American adults and about 85% 10) _____ younger American adults are high school graduates. The size 11) _____ the nation's basic educational enterprise is astonishing. From kindergarten through high school, 12) _____ 46 million students are enrolled 13) _____ school. To educate this vast number of students, Americans employ 14) _____ 2,7 million teachers, 15) _____ far the largest professional group in the country.



PUBLIC & PRIVATE SCHOOLS

About 88% of American children receive their elementary and high school education in the nation's public schools, which have the following important characteristics in common:

- They are supported by taxes and do not charge tuition.
- In general, they are neighbourhood schools, open to all students who live within the district.
- They are co-educational, which means that boys and girls attend the same schools and have nearly all of their classes together. By providing girls with equal educational opportunity, public schools have helped to create today's self-sufficient American woman.
- Public schools are required to follow some state guidelines regarding, for example, curriculum and teacher qualifications. However, in most matters, schools are locally controlled.

Each school district is run by an elected Board of Education and the school administrators that Board hires. This system creates strong ties between the district's schools and its community.

- Public schools are non-sectarian (secular), which means that they are free from the influence of any religion. As a result, children of many different religions feel comfortable attending the public schools, and the public school system has been able to help a diverse population build a common culture. Private schools can be divided into two categories: parochial (supported by a particular religious group) and secular (non-religious).

Private schools charge tuition and are not under direct public control, although many states set educational standards for them. In order to attend a private school, a student must apply and be accepted.

Parochial schools make up the largest group of private schools, and the Roman Catholic Church operates most of these. Private secular schools are mainly high schools and colleges.

Charter schools are public schools that operate under charters, tend to have limited enrollment and usually accept students through an application process. These are the best charter schools in the nation. *Magnet schools* are public schools that attract the most talented students in a region via an application process, often involving test scores and grade.

U.S. News looked at the top 500 public high schools – those that earned a gold medal in our Best High Schools rankings – to identify the best in science, technology, engineering and math (STEM) education. The importance of a strong high school education cannot be overstated.

Good schools challenge students academically, while giving them ample opportunity to explore their interests. This combination can set teens up to succeed long after graduation. By contrast, subpar schools can leave students struggling to make the transition from high school to college or the workforce.

Exercise 1. Explain the difference between public and private schools in the USA.

Exercise 2. Make up some dialogues on the topic.

Exercise 3. Obtain more information about Public and Private Schools reading the text above.



The Abbot school (1859) now the Home of Castine Historical Society

TEACHING METHODS IN AMERICAN SCHOOLS

In educating students for adult work and adult life, American schools try, above all, to be practical. American education has been greatly influenced by the writings of a famous 20th-century philosopher named John Dewey. Dewey believed that the only worthwhile knowledge was knowledge that could be used. He convinced educators that it was pointless to make students memorize useless facts that they would quickly forget. Rather, schools should teach thinking processes and skills that affect how people live and work. Dewey also influenced teaching techniques. Education must be meaningful, and children learn best by doing – these are the basic ideas of progressive education.

Thus, science is taught largely through student experimentation; the study of music involves making music; democratic principles are put into practice in the student council; group projects encourage creativity, individual initiative, leadership, and teamwork. What do American schools see as their educational responsibility to students? The scope is very broad indeed. Today's schools teach skills and information once left for the parents to teach at home. For example, it is common for the public school curriculum to include a campaign against smoking and drug abuse, a course in driver's education, cooking and sewing classes, consumer education, and sex education.

Most American grammar schools have also added computer skills to their curriculum.

As human knowledge has expanded and life has become increasingly complex, the schools have had to go far beyond the original three R's ("reading, writing, arithmetic") that they were created to teach. American high schools have a dual commitment: (a) to offer a general college preparatory programme for those who are interested in higher education; (b) to provide opportunities for vocational training for students who plan to enter the work force immediately after high school graduation.

For the college-bound, high schools offer advanced classes in math, sciences, social sciences, English, and foreign languages. They have Advanced Placement (AP) courses, which enable good students to earn college credit while still in high school.

However, in the same building, other students take vocational courses such as shorthand and mechanical drawing, and some participate in work/study programs, which enable them to get high school credit for on-the-job training in various occupations. Today, more than ever before, American schools are committed to helping foreign-born students adjust to life in an American classroom.

The Bilingual Education is offered in about 70 languages including Chinese, Spanish, Vietnamese, and several American Indian languages. Of course, this type of instruction is available only where a number of students speak the same foreign language.

In addition, immigrant students have benefited from the 1974 Supreme Court ruling requiring public schools to provide special programmes for students who speak little or no English. Today, English, as a second language instruction, is common in American elementary and high schools.

Exercise 1. Analyze the course content and teaching methods in American schools.

Exercise 2. Write all new words and phrases on the topic.

Public school	Private school	Homeschooling
Majority of school types Majority of students Depend on local, state, federal funding Religious free Types: Charter & Magnet school	Minority of student Depend of religious org. donations, grants, endowments Types: Independent schools Parochial schools Proprietary schools	Online schooling, family (private) tutor Practise family religious & moral values Follow state curriculum & family requirements A growing number of students (1,5 mln.)

PROBLEMS & SOLUTIONS

When immigrant family moves to the USA, one of the first questions that parents ask is, "Will my children get a good education here?" The answer depends on two major factors: where the children attend school and how hard they are willing to work. In some schools the community is stable, the funding good; the school environment orderly, a hardworking student can get an excellent education.

Nevertheless, in other schools – especially those in poor neighbourhoods in the nation's large cities – it is very difficult to become educated.

The flight of middle-class families to the suburbs left big city public schools with mostly lower-income students. Many are deprived children from impoverished homes with only one parent. Many come to school ill-prepared and poorly motivated to learn.

A large number need help in learning English. Many change residences and schools often, and a changing classroom population is difficult to teach. In some poor neighbourhoods, the students do not attend school regularly because violent gangs frighten them.

In some classrooms, teachers have difficulty keeping the students' attention because disrespectful, uncooperative students disturb the class. Because the quality of education varies so much from one school district to another, parents who are planning to move to a new neighbourhood often inquire about the schools – and even visit them – before deciding which community to move to.

Researchers are always studying the schools and evaluating the kind of education being provided. Experts ask: "Are today's students learning as much as their older siblings or their parents did? Are they learning as much as students in other countries?"

In the 1980s, many studies revealed weaknesses in the American educational system. For example, of the 158 members of the United Nations, the USA ranked 49th in its level of literacy. It has been claimed that as many as 25 million American adults cannot read the front page of a newspaper.

Another study focused on students' knowledge of history and literature. The results were published in a book entitled, "What do our 17-Year-Olds know?", and the answer is, "not much".

75% of American high school seniors did know when Abraham Lincoln was President, and 80% could not identify Dickens, Dostoyevsky, and Ibsen as famous authors. In a 1988 study comparing students' knowledge of geography, American young adults came in last of nine countries.

In fact, 18% of the American students couldn't even find the USA on a world map! Still other studies indicate that today's students are weak in mathematical problem-solving and writing skills.

What's wrong with American education? To find the answer and to fix the problem, one must look at all of the elements: the students themselves, their parents, their teachers, the school curriculum, the textbooks, and the community. Many students simply do not study enough. (Two-thirds of high school seniors do an hour or less of homework per night.) American teenagers are often distracted by part-time jobs, sports and other school activities, TV, and socializing. Some do not keep up with their schoolwork because of emotional problems, use of illegal drugs, or simply lack of motivation.

Clearly, if Americans are to become better educated, students must spend more time studying, and parents must insist that they do so. In the 1980s, criticism of American education stimulated a reform movement. As a result 45 of the 50 states raised high-school graduation requirements.

One government study recommended a longer school year. (Now, the average American student attends school about 180 days a year, compared to 210 for a Japanese student.). Efforts have been underway to increase parental involvement in schools and to improve teaching.

College programmes that educate teachers are trying to encourage academically talented students to choose teaching as a career. Schools of education are also improving their curriculum so that American teachers of the future will be better prepared.

School administrators are working on curriculum revisions. Publishers are being urged to create textbooks that are more challenging, interesting, and objective. Finally, concerned citizens are urging communities and the federal government to provide more tax dollars for education.

What can one say about basic education in the USA today?

It has much strength, but there's plenty of room for improvement. Since the school reform movement began, test scores have raised somewhat, and Americans are optimistic that reform and improvement will continue. Americans deeply believe in education as the best vehicle for individual and social advancement. Improving the basic school system is one of the nation's top priorities.

Meanwhile, it is a consolation to remember that, for most young Americans, formal education does not end with high school graduation.

Exercise 1. Render the main idea of the information above.

Exercise 2. Answer the questions.

1. What role does school environment play? 2. Where can a hardworking student get an excellent education? 3. Does the quality of education vary? 4. What's wrong with American education? 5. What are American teenagers distracted? 6. When did criticism of American education stimulate a reform movement? 7. How many states raised high-school graduation requirements? 8. How many days a year does the average American student attend school? 9. What has been underway to increase parental involvement in schools and to improve teaching? 10. What is trying to encourage academically talented students to choose teaching as a career? 11. What can one say about basic education in the USA today?

Exercise 3. Match phrases with numerical data without using the text. After that consult the text and comment on the difference.

Phrases	Data
Many studies revealed weaknesses in the American educational system	in the 1980s.
___ million American adults cannot read the front page of a newspaper.	75%
The USA ranked ___ in its level of literacy. (of 158 in UN)	49 th
___ of American HS seniors didn't know when A. Lincoln was President.	25
___ could not identify Dickens, Dostoyevsky, Ibsen as famous authors.	18%
___ of the American students couldn't find the USA on a world map!	80%
The average American student attends school about ___ days a year.	210
A Japanese student attends school about ___ days a year.	180
45 of the ___ states raised high-school graduation requirements.	50
Criticism of American education stimulated a reform movement.	in the 1980s.



THE PROBLEM WITH THE US EDUCATION SYSTEM

There is something seriously wrong with the US education system. If you are an American and you don't agree, then you are simply impervious to the standard that most non-developing countries put into their education. When I say education system, I mean kindergarten through 12th grade, where we consistently rank about 17th in the world. 17th! Besides health care, America doesn't rank so low in anything! We claim to be the best, or strive to be, yet are perfectly ok with sub-standard education? I don't think that's the case, I think it's more a case of ignorance than indifference.

There really is a link between traveling and education systems, I promise. For me, being in a unique position to be able to learn about other country's systems and cultures has huge beneficial factors, which can only be experienced by traveling. Now that I have traveled a fair bit, my own ignorance has turned into more of an understanding. Back home I/we assume we are the best at everything.

Now I've exposed myself to reality and my eyes have been opened. Travel is the only way to change one's own ignorance about the rest of the world, or in this case, better systems.

I have made many friends from around the world, and as I learn their ways, it makes me angry that we Americans can fall so far behind, in something so important. However, I suppose if you want to change something, you have to understand it first- Know thy enemy, and all that.

First, why is it that the US ranks so high when it comes to Universities (13 of the top 20 are American), yet so low in the education years of what I would say are even more important? Well the big difference is how they are run. A University is run as a business, as it is. It has to have a quality product (the education and educators), and needs to compete for your business. In order for a business to successfully compete for your business, they have to be better than the competition in every way.

They get reviews, recommendations and eventually prestige. Their business is education.

Same goes for private school for the younger years. On the other hand, the government-run, K-12 education is run much different. More like a factory line in fact. Kids go in, kids come out.

No standard for finishing, as long as you're out. There is a teacher's union, basically keeping the whole process from evolving or improving, as they can virtually never be fired. A shit teacher will stay in his or her comfortable job forever, no matter what they do, unlike in a University, where teachers are actual employees that have to strive to keep their jobs.

Therefore, you basically have a kid factory, where a kid goes in, learns how to take some standardized tests that are graded by a machine, and then kids come out non-the-wiser. There are very low requirements, and unless you are a self-motivator, you can get through school by doing very little. We all know these people – the ones, who never came to class, never paid attention when they did, and yet still graduated at the same time as everyone else. They know very basic math and reading/writing, and have the attitude that they don't want to learn something they'll never use in the real world.

When I try to explain the system to my friends in say, Germany, Sweden, UK.

They are baffled. For good reason: these countries take their education seriously!

In the above-mentioned countries, citizens admittedly do pay much higher taxes. Don't run away, I'll explain the benefit. Sure, they pay a much higher tax in Germany, but what do they get for it? Well, for starters, a K-12 education at the same quality level as only one of our expensive private schools could offer, free of charge. Those schools are run like businesses, and the kids and parents have the freedom to choose their own school, while in the States, kids are assigned a school that is nearest to their residence, and are forced to deal with it if the school is an overly terrible one.

These American schools stay alive, even when they shouldn't, because they will get as many kids as they can handle. They get the nice fat check from the government, no matter the quality.

Who can blame them really? If you were going to be paid the same, whether you worked really hard, or not at all, where's the motivation? This higher tax also helps cover their free health care and even free University studies.

By the time we Americans deal with shitty primary schools, pay for expensive health insurance, and then pay tons of money for higher education, we probably end up paying more than they did with their higher taxes. The new U.S. health care reform tax credit doesn't help much at all anyways since it is in its beginning stages. (I mean common! Imagine having private school education, free health care, and then going to university for free!) It is one thing to complain about it, and another to think of solutions. My first would be to do away with assigned schools. The government can attach vouchers to each student, to be paid to the school that they and their parents choose to attend. They would of course do their research and enroll in the best school they could.

The schools, knowing that their livelihood depends on their quality of education, would start changing overnight! Teachers and schools alike would start being ranked, reviewed and criticized.

The parents would choose the best ranked, and the schools would ensure they were the one.

Everybody wins here, except the shitty teachers out there who are more concerned with job security.

When a kid isn't forced to go to your shitty school, they want.

Next, to go would be standardized testing. Not every kid is created equal they all need individual guidance. Have you ever seen reviews for a nice private school? They reiterate the teacher to student ratio being quite equal. They express the importance for the guidance and tutoring for those in need.

I seen some where the teachers even gave out their phone numbers and emails to students, so they could help their students with homework at all hours. Can you see the benefits, or is it my imagination.

I remember times when I didn't get my homework assignments, and if I couldn't get help, I would be forced to just turn in what I had the next day for the machine to grade what I got.

If I figured it out, I passed. If I didn't, I failed. Simple as that. At the end of the semester, if I had passed more assignments than I failed, I got to move on... Didn't matter what I missed.

The alternative could have been having a teacher I could ring up and have help me for a while, saving that assignment and actually learning something. If your kid's teacher is not doing this, you may want to find local tutors to ensure that your child is not falling victim to the follies of America's education system. I could go on and on about things that are wrong with our education system. Getting a bachelor's degree in the US takes 4 years, while the same degree in Europe takes only 3 years.

The reason for this? For our first year we are catching up in our lack of higher math, science, reading that we missed out on in high school, where in Europe, this level of learning was already covered in high school. (in the same amount of years I might add). In fact, they don't even call it high school, they call it college. That should tell us a lot right there.

So again, what does this article have to do with travel? First, I'd like to point out that if it wasn't for me being able to travel the world and see new things, I would have never learned any of this, and knowledge really IS power. It is obvious to me that travel is so beneficial in so many ways.

It is its own education system. It has educated me, broadened my horizons, and ultimately raised my standard for living. That, my friends, is priceless.

Exercise 1. Digest the information briefly in English.

Exercise 2. Make up a small report and give a talk in class.

Exercise 3. Write all new words and phrases on the topic.

Exercise 4. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

THE SYSTEM OF AMERICAN EDUCATION

First Steps. The school-leaving age varies in America from state to state, but the average age is 16. Secondary schools are known as High Schools and there are no end-of-school examinations as a system of continuous assessment operates. Students must achieve a grade point-average (GPA) every year in order to pass to the next year.

There is a special examination for acceptance at university or college. It's called the SAT (Standard Achievement Test) and can be taken three times to allow students to submit their highest scores to a university. There are two parts to the exam, Maths and English.

Additional exams may be taken in other subjects to increase students' chances of being accepted by a university. GPA's and SAT's are taken into consideration for university admittance.

First degrees, as in Britain, are the Bachelor of Arts or the Bachelor of Sciences. It usually takes four years to get a first-degree as the first year is a course of general subjects identical for all.

A system of continuous assessment operates as at high school. By the middle of the second year, students must choose a specific course of study and this is their "major" for the degree.

After the first degree, students can attend Graduate School for specialized studies.

The length of the courses and the qualification vary depending on the subject. As in Britain, the highest degree is a PhD, which can be awarded after the student, has successfully completed a piece of independent research and produced a thesis.

Elementary Education. Elementary school pupils ordinarily follow a single curriculum, the chief of which is general education. In some schools, the subject matter is classified in broad fields, such as language art or social studies, while in others it is more restricted. Since the elementary schools must be adapted to the needs of children of widely varying abilities and interests, the curriculum is never inflexible.

Elementary school teachers have the freedom to modify and adapt the curriculum according to classroom conditions. The study of language arts consumes approximately one-half of the teaching day in a typical elementary school. The subject area includes reading, spelling, writing, speaking and listening, language structure and usage, and literature. The reading class may be the single most important period of instruction in elementary schools. It includes both oral and silent reading and word recognition.

In most elementary schools, social studies have a recognized place in the curriculum only from the fourth grade. They consist of a series of integrated themes such as home and school, community, states, regions and nations of the world.

Grades 1 and 2 deal with society, grades three and four with geography and anthropology, grade five with the history and geography of the USA, and grade six with the geography and history of world nations. Economics and political science are increasing in importance in social studies.

Students work not just with textbooks but with source material as well. The teaching of arithmetic is more standardized than any other area in the elementary school curriculum. In the study of mathematics, for example, the content to be mastered in the elementary school had been reduced to 285 fundamental concepts arranged in hierarchical order from the simplest to the most complex.

Art in the elementary schools may be taught by all teachers as an integrated subject or by a specialist. It includes painting, drawing, modelling, construction, crafts, weaving, printing, and cutting and tearing. Music is usually taught by a specialist and includes listening, singing, playing instruments, reading notes and composing and rhythm. Health, safety and physical education are treated as one subject in most schools and generally taught by a specialist.

The average program consists of about 15 min. of daily exercise followed by a varying amount of time for games and sports, callisthenics, dancing and activity games. New subjects introduced since the 1970s include drug education, sex education and traffic education.

Federal support of two programs the Foreign Languages in Elementary schools and the Foreign Languages Program of the Modern Languages Association, has led to improved language study in grades 3 through 6.

The principal languages studied are: Spanish, French, German, Russian, Italian and Latin.

The middle school – generally grades seven, eight and nine – is a transitional school that serves the needs of early adolescents from the age of 12 through 14 or so. These schools are generally planned around homerooms, with homeroom teachers combining the function of teacher and counsellor.

Secondary Education. Secondary, or high school, education begins at grade seven or grade nine, depending on whether the elementary education in a particular school district extends through grade six or grade eight. During the early secondary years, most students are going through the complex physical and emotional changes of puberty. Many are also making tentative choice of career goals. In the light of that choice, they will follow the primarily academic program leading to the university, a vocational program leading either to employment or specialized post secondary training, or a general program combining both. All secondary school programs lead to the high school diploma and are offered in the same comprehensive institutions in most school districts.

The comprehensive high school also provides the opportunity for young people with widely different career interests and a variety of social and economic backgrounds to grow and learn together.

Most secondary students have completed the minimum years of schooling required by law a year or more before graduating from high school. About three-quarters of them remain in school, however, until they receive the high school diploma at the end of grade 12. Most secondary schools offer foreign language courses, most commonly Spanish and French. In many instances, pupils taking advanced courses receive college credit. The secondary school student has a wide range of learning resources that can be tailored to meet individual needs and interests.

Curriculum. Despite the decentralized nature of American education, a certain pragmatic standardization of curriculum exists and is even encouraged. First, the textbook is probably the greatest determiner of curriculum, and its content and arrangement influence teaching at every level.

Second, college and university entrance requirements strongly affect curricular decisions at the secondary level. Third, minimum competency testing introduced in the mid-1970s, influences local curricula. Fourth, national achievement and aptitude tests developed by private, non-profit organizations influence the curriculum. The secondary school curriculum is built around specific subjects rather than basics or general skills.

Evaluation. The secondary school student is continuously evaluated through periodic testings, examinations at the ends of terms and at the end of academic year, class quizzes, periodic assessments conducted by a state or school district agency, and nation wide standardized tests of intelligence, aptitude and achievement unlike European schools. American schools make considerable use of classroom quizzes and tests to monitor academic performance. However, a student's final grade is largely determined by the end-of-term and annual examinations.

The marking system follows one or two common methods. The first assigns numerical values on a scale of 0-10 or 0-100. The second assigns letter grades from A at the top to E or F at the bottom.

Higher Education. Higher education in the US began when in 1636, a short time after the first colonists came to the territory now called Massachusetts, and they founded Harvard College, later to become the famous Harvard University. It is the oldest university in the country, named in honour of John Harvard who left it his library and half his property.

Exercise 1. Learn the dialogue by heart and then carry it out with your classmate.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

HISTORICAL BACKGROUND

The College of William and Mary founded in 1693 was the second institution of higher learning established in the colonies. These colonial colleges, which later became universities, were founded to train men for service in the church and civil state.

Special emphasis was laid on classical education and only those who knew Latin and Greek were considered educated. By 1776, four more institutions had been opened: Yale University founded in Connecticut in 1701, Princeton University (1746), Washington and Lee University (1749), University of Pennsylvania (1740). In practically every respect, American colleges in those days tried to duplicate the colleges of ancient universities of England. They were residential colleges in the English fashion, but unlike old English universities, they were not self-governing bodies.

The American Revolution brought a lot of changes. The independence of the states followed by the creation of the federal government raised new questions about what American higher education should be. The first state universities were founded, though their flowering did not come until after the Civil War, a century later. Rapid development of industry, agriculture and transportation brought about great changes. The technological needs of agriculture and business stimulated the improvement of the early 19th century universities. Apart from these, agricultural and engineering colleges came into existence to meet the practical needs of industry and agriculture.

The mid-19th century (1861) saw the foundation of private school known as the Massachusetts Institute of Technology (MIT). Gradually universities, private or public, became the dominant and most influential structure of higher education, a position they still hold. Many of the oldest and best known liberal arts colleges, such as Yale, Columbia and Harvard, became universities during this period.

Several of the public institutions, such as Michigan, Wisconsin and California also received the status of universities. Many private institutions, which came into existence at about this time, exercised great influence on American education. Eventually a peculiarly American structure unlike any other existing university system was produced.

In the 1870s, graduate school was introduced in the American university. It was placed structurally on the top of what came to be known as undergraduate school devoted to general education.

Gradually professional school was incorporated into the university, some paralleling the graduate schools (Law School, Medical School), others paralleling the liberal arts colleges (Engineering, Forestry, Music Schools). Along with this, the practice of majoring in a specific subject became common.

By the end of the century, however, it was beginning to become clear that "open curriculum" had its problems. Efforts were made to reconstitute in some parts a systematic curriculum.

By 1938, roughly one half of the college course at Columbia was prescribed.

This balance is now typical of many undergraduate programs. In 1825-1875, the idea of college education for women developed in the country. At first it was provided in separate colleges for women (such as Wells, Vassar, etc.), but the general trend was toward coeducation. The only distinct structural feature to emerge during the 20th century has been the 2-year junior (or community) college.

Initially its major purpose was to provide a parallel to the first two years of liberal arts instruction given in the 4-year colleges. Such a program is still usually included in the curriculum but throughout the first half of the 20th century, the junior colleges have been expanding their scope. As early as 1907 terminal programs to provide skilled vocational training began to develop.

The educational progress of the late 19th century stemmed from the development of science and professionalism, the development of science and professionalism, the development of advanced studies and the recognition in the education system of the innumerable fronts upon which knowledge was growing. There are three kinds of degree-granting higher education institutions in the USA: the 2-year community, or Junior, college; the 4-year undergraduate college; and the university. The university normally includes under-graduate as well as graduate and professional education. In each category, there are both public and private institutions.

2-year institutions offer terminal degrees (associate degrees) after two year of study preparatory to junior and senior years at a four-year college. 4-year institutions may offer undergraduate and graduate degrees and some have postdoctoral programs for advanced study.

A newly adopted classification of 4-year higher education institutions is based on total degrees were awarded. It divides the colleges / universities into doctoral, comprehensive, general baccalaureate and specialized institutions. An American university, having the most complex organization of all American institutions of higher education, consists of a number of schools and colleges at both levels: the undergraduate school and the graduate school.

These are grouped together in one educational system. A distinctive feature of American universities is the separation of graduate from undergraduate education. Often, a university will have more students working towards degrees at the graduate level than in undergraduate school.

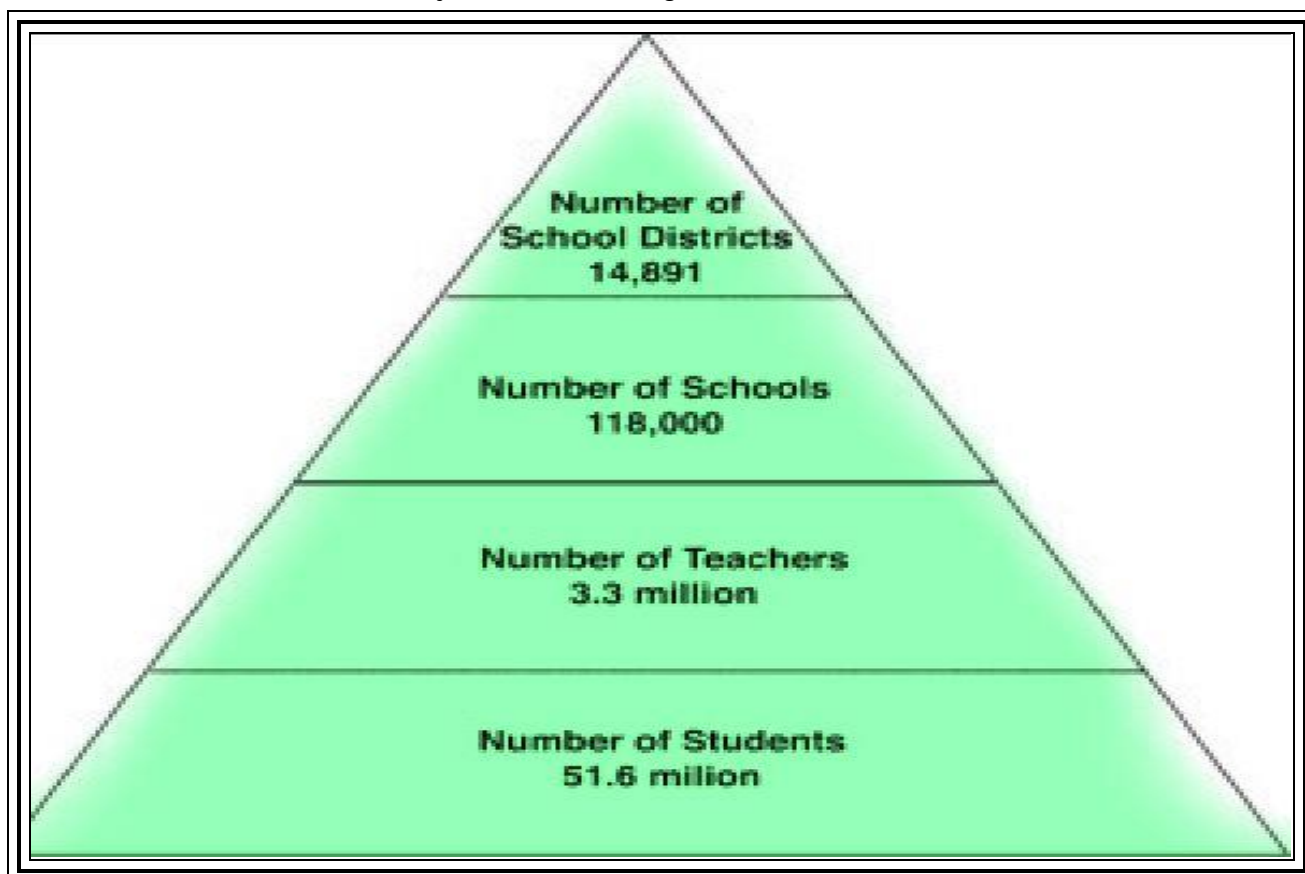
Another distinctive feature of some American universities is their large size. At the undergraduate level universities may have several divisions – a college of liberal arts, a school of engineering or applied science, etc. A student usually enrolls in one undergraduate division, but he may take courses in more than one of these. The goals and work of the university faculty member are not centred solely on teaching. Generally, faculty members of a university are expected to contribute to the advancement of knowledge in their fields through research and writing. Graduate students and faculty members of junior rank handle classes during the first two years of undergraduate studies usually.

Every state in the US maintains at least one Institution of university rank.

State universities provide opportunities of higher education usually at a cost considerably below the cost of education in private institutions. The institutions, which provide higher education do not constitute any coordinate system and are not controlled by any centralized national authority. Each state has the right to found new public or private institutions of higher education within its borders.

However, cooperative efforts of colleges and universities have created a number of unifying factors, which reduce the diversity of American system of higher education.

Exercise 1. Make notes of your new knowledge about education in the USA.



Exercise 2. Do the tasks in the text "Getting advice from strangers".

a) Read and discuss the thoughts given in the text below.

Most newspapers in America regularly print letters from readers with problems. Along with the letters are answers written by people who are supposed to know how to solve such problems.

Some of these writers are doctors, others are lawyers or educators. However, two of the most famous writers of advice are women without special training for this kind of work. Experience is their preparation for giving advice. One writer has not lived long enough to have much experience. She is a girl named Angel Cavalier, who started writing advice for newspaper readers at the age of ten. Her advice to young readers now appears regularly in the Philadelphia Bulletin.

What are the two things necessary for giving advice? Give your reasons. Do you learn from your own experience or do you keep on making the same mistakes again and again? What's more important, experience or knowledge? How do they help each other? Do you remember things you've learnt from experience better?

b) Explain the following.

1. Experience keeps no school, she teaches her pupils singly.
2. Experience is fine when it is combined with the right personality. With the wrong personality it is hardly worth anything.

c) Answer the questions.

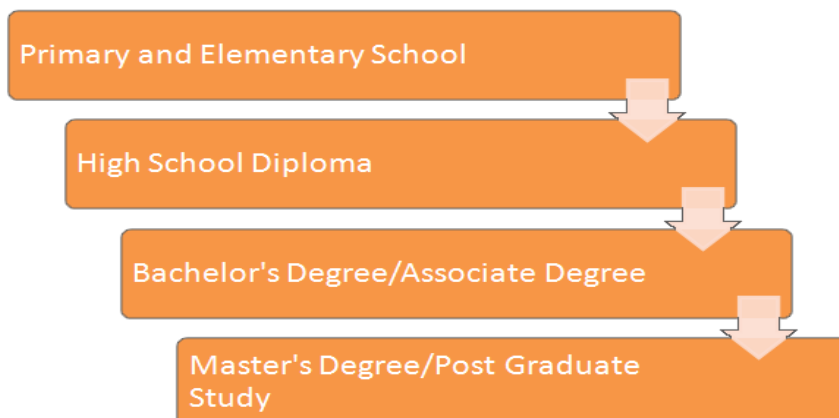
1. Have you had any experience of your future profession? 2. If so, how did you get it? 3. Have you got any experience in organizing things? Do you think this sort of experience is useful? Of what use can this experience be? Do you think this kind of experience is necessary for everybody and in any work or do you think that some people don't need this kind of experience at all?

Exercise 3. Remember that.

Boredom is the state of being bored. If you talk about the tedium of a job, task, or situation, you think it is boring and rather frustrating. Ennui is a feeling of being tired, bored, and dissatisfied. Ennui is a feeling of listlessness and dissatisfaction arising from a lack of occupation or excitement. If you talk about the tedium of a job, task, or situation, you think it is boring and rather frustrating.

Exercise 4. Remember the facts. Percentage of students whose parents were satisfied with...

	Schools	Teachers	Standarts
Religious	80	76	80
Other Private	82	82	84
Public Assigned	56	58	56
Public Chosen	62	59	64



Exercise 5. Choose the correct variant drawing on the information from the text.

1. The school-leaving average age in America is _____.
a) 17 b) 18 c) 16 d) 19
2. It usually takes _____ years to get a first-degree.
a) 5 b) 4 c) 3 d) 6
3. In some schools, the subject matter is classified in _____ fields.
a) broad b) wide c) extensive d) spacious
4. The elementary schools must be _____ to the needs of children.
a) accommodated b) adjusted c) adapted d) fitted
5. Elementary school teachers have the freedom to _____ the curriculum.
a) change b) alter c) modify d) customize
6. The study of language arts _____ one-half of the teaching day.
a) occupies b) absorbs c) engrosses d) consumes
7. Social studies have a recognized place in the curriculum only from the _____ grade.
a) fourth b) fifth c) sixth d) seventh
8. In the study of mathematics, for example, the content to be mastered in the elementary school had been reduced to _____ fundamental concepts.
a) 285 b) 245 c) 265 d) 345
9. The average program consists of about _____ minutes of daily exercise.
a) 10 b) 15 c) 20 d) 25
10. The comprehensive high school _____ the opportunity for young people.
a) gives b) renders c) grants d) provides
11. They receive the high school diploma at the end of grade _____.
a) 10 b) 11 c) 12 d) 13
12. Most secondary schools offer foreign language courses, most commonly _____.
a) Spanish /French b) German/ Greek c) French /Italian d) Russian/ German
13. The secondary school student has a wide range of learning _____.
a) methods b) means c) devices d) resources
14. A certain pragmatic standardization of curriculum exists and is even _____.
a) encouraged b) emboldened c) fostered d) heartened
15. The secondary school student is _____ through periodic testings.
a) evaluated b) reckoned up c) estimated d) assessed
16. The College of William and Mary was founded in _____.
a) 1678 b) 1693 c) 1689 d) 1702
17. By 1776, more institutions had been opened.
a) four b) five c) six d) two
18. Yale University was founded in Connecticut in _____.
a) 1700 b) 1701 c) 1705 d) 1706
19. Washington and Lee University were opened in _____.
a) 1745 b) 1749 c) 1756 d) 1734
20. The first state universities were founded _____ after the Civil War.
a) two centuries b) a century c) half a century d) a century and a half
21. These schools are grouped together in _____ educational system.
a) one b) two c) three d) four
22. A student usually enrolls in _____ undergraduate division a) one b) two c) three d) four
23. The educational progress of _____ stemmed from the development of science and professionalism
a) the late 19th century b) the early 19th century c) the late 20th century d) the early 20th century

Exercise 6. Make up a small report and give a talk in class.

BOREDOM BUTTON

In most schools & universities teachers give their students marks for their work. All students hate a "D" and are happy if their teachers give them an "A". Now, one American University the student and the lecturers must work hard if they want good marks. During classes, the students give their lecturers marks. Each desk has a "boredom button" on it. If a student thinks that the lecture is boring he can press the special button. When he does this, he switches on a light at the back of a classroom.

There is one light there for every student. The lecturer can look at the lights and he can see if his students think the class is interesting or boring. The lecturer cannot see which students are pressing the buttons. Therefore, the students can be completely "honest". If too many lights come at the back of his class, a lecturer knows that he must do something quickly and make the class more interesting.

1. What do you consider the lecturers think about the "boredom button"? Do you think it's a good idea for school? 2. Some lectures are certainly more interesting than others are. What is interest dependent on? Does it depend mostly on the subject of the lecture or on the personality of the lecturer? Some people believe that some subjects are less exciting than others are but must still be mastered. What's your opinion? 3. Is the student a passive recipient of knowledge at the lectures or does he actively participate in the process of acquiring knowledge? 4. Why are some lectures boring? 5. What are the characteristics of an ideal / bad lecturer?

Choose the most common reasons: the subject is boring; the subject is of no importance to you; the subject is too difficult for you to master; you missed some previous lectures; you find it hard to concentrate; you are not interested in the subject; you can't hear the lecturer well; you're not yet accustomed to listening to lectures every day; you get tired easily; the lecturer's manner of speech is monotonous; the lecturer speaks too fast for you to take notes; the lecturer's arguments are too complicated for you; the lecturer gives no original information. Can you think of any other reasons?

Exercise 1. Remember that.

Boredom – скука, тоска *Syn. ennui, tedium, apathy, weariness, dullness, monotony, flatness, repetitiveness, dreariness* *Ant: interest, excitement*

complete (sheer, utter) boredom – полная скука

bore – скучное занятие, скука

crashing (frightful, insufferable, utter) bore – жуткая скука, невыносимое занятие

to bore to tears (sleep) – очень сильно надоесть

bored to death – смертельно скучающий

boring – докучливость, надоедливость

ennui – скука, тоска; внутренняя опустошенность; апатия

tedium – скука; утомительность

Exercise 2. Translate the sentences into your native language.

1. The boredom of afternoon duty could be relieved by friendly conversation. 2. I'll die of boredom if I live that long. 3. He had given up attending lectures out of sheer boredom. 4. They often find they begin to chat to relieve the boredom of the flight. 5. It is as great a bore as to hear a poet read his own verses. 6. Madam, all men are bores, except when we want them. 7. A man has no unlimited privilege of boring other people. 8. He bores me to death. He can be a crashing bore. 9. She is too polite to bore us with anecdotes. 10. Timid women quickly bore her silly. 11. Life in the country bores me. 12. Dickie bored him all through the meal with stories of the Navy. 13. I dropped out of high school. It bored me to death. 14. He was a handsome engineer who bored me to tears with his tales of motorway maintenance. 15. There is every reason why I shouldn't enjoy his company – he's a bore and a fool. 16. A crashing bore is who tells the same old jokes repeatedly. 17. Rather than bore you with all the details, I'll hit some of the bright spots. 18. It's a bore to be sick, and the novelty of lying in bed all day wears off quickly. 19. His eyes bored into her, paralysing her, robbing her of movement. 20. She got bored with staring out of the window they would hang around all day, bored stiff.

VIOLENCE IN AMERICAN SCHOOLS

All she wanted was her revenge. Leticia Avila was fed up with the other students taunting her every day at Roosevelt High School in Los Angeles. They would constantly pick fights and say bad things about her mother. Finally, she had enough. Leticia decided to take out at least one of her tormentors.

The next day the 10th-grader comes to school with a 38-calibre semi-automatic pistol that she found at home. However, before she could use it, school officials heard that she was armed.

When they searched her, they found the weapon and turned her over to the police. Leticia was 16 years old. Although she spent the next several months in juvenile hall, she was lucky-lucky to be stopped before she shot anyone; lucky that she was only 16. Now, she is 18 and is about to finish high school. If she tried the same thing this year, she would have been out of school.

Last year, after students died in several Los Angeles high schools, the board of education made a simple rule. Any student who brings a gun to school will be expelled. A survey in Florida shows that 86% of the handguns found in schools came from the students' homes. Since almost half of all American homes have guns in them, it's easy for kids to get their hands on one.

If there's not one at home, they can easily buy one on the street for less than the price of a pair of sneakers. In some schools, both the students and the authorities carry guns. Educators are developing new strategies to try to prevent and stop the rise in school violence. They are starting anti-violence programs to teach young people alternative ways of resolving conflicts.

Violence prevention programs have taken off in the last two years, growing from more than eighty to more than 300 nation-wide. Prevention training prepares staff members to help youngsters deal with anger and violence in a positive way. One of the best ways to do that is through a mentor program. The research shows that kids who become resilient are those who have adult relationships. So that's what most of our programs emphasize.

Some large corporations contribute to mentor programs by training employees and "assigning" them to a single student for a year. This helps kids develop their social skills. Peer counselling is another approach. The key is for kids to belong to an organization that supports and nurtures them. We want the school to be that organization. Otherwise, they will join a gang. It's best to start working with students as young as possible. It has to begin early, at home where possible or in elementary school.

High school is too late for most of them. For all educators, there is no one perfect solution to the problem of the violence. Three common themes run through the anti-violence strategies:

- reach the students at an early age;
- work with the whole community;
- get parents involved;
- 175 million to schools to buy metal detectors;
- hire security guards and train students to solve conflicts without violence. This will help educators as they struggle to control one of the darkest problems facing America today.

Exercise 1. Render the main idea briefly in English.

Exercise 2. Read the text and find English equivalents in the text above.

Мечь, дразнить, выискивать повод для драки, десятиклассник, мучитель, быть вооруженным, арестный дом для несовершеннолетних правонарушителей, (местный) отдел народного образования, закончить среднюю школу, простое правило, развивать новые стратегии, местные органы власти, остановить насилие, прекратить рост насилия в школах, общенациональный, жизнерадостный, отношения со взрослыми, справиться с гневом и насилием, воспитывающие программы, умение общаться, вступить в банду, отличное решение проблемы, привлекать родителей, все общество, образовательный фактор, решать конфликты без насилия, передать в руки полиции, исключать из школы, в раннем возрасте, металлический детектор, нанимать охранников, программы предупреждения насилия, полуавтоматический пистолет 38 калибра.

Exercise 3. Answer the question focused in the text.

1. Why are schools so violent? 2. What can be done to change the trend? 3. Where do the guns come from? 4. What are Ukrainian schools like in this aspect?

Exercise 4. Fill in the gaps choosing the right word (say, tell, speak, talk) rightly.

Almost all universities in the USA have some form of student government, that is to ..., students are allowed, even encouraged – to participate in the free election of students to represent them on a Student Council. Last week my roommate ... that he was going to run for student president. I was surprised because to ... the truth, I don't think Jack would make a good president. Of course, I didn't ... him that. After all, I want to stay on ... terms with him. We ... about the idea for a while and then he ... me that he wanted me to be his campaign manager! I..., "No, no, a thousand times no!"

Because I am his closest friend, it goes without ... that he was surprised by my refusal, but I ... him why I didn't want to take the responsibility. "Jack", I ... "I would have to give a lot of ... and interviews. I would have to ... to large crowds. I can't do that. I would become tongue tied and unable to ...". But Jack thought my reasons were senseless and silly and he ... so in no uncertain terms. You can ... what you like about Jack; he's always direct and honest! But I was stubborn and ... him that he ought to ... to some of his other friends and ask one of them to be his manager. He was disappointed and, although he didn't ... so, I think he was also angry.

Exercise 5. Pay attention to the phrases and idioms with the words in the text.

To hurl a taunt at smb. – смеяться над кем-л.

to taunt smb. into doing smth. – насмешками довести человека до чего -л.

to taunt with – упрекать

to taunt smb. with cowardice – обвинять кого -л. в трусости

to pick one's words – тщательно подбирать слова

to pick one's way (one's steps) – продвигаться вперед с большой осторожностью

to pick and choose – быть разборчивым

to pick them – делать мудрый, правильный выбор

to pick a quarrel with – искать повод для ссоры с кем -л.

to pick apart (on) – придирааться

to pick out – понимать, схватывать (значение)

to pick over – отбирать лучшее

to pick up – возобновлять; возвращаться (к теме разговора)

to pick at – касаться поверхностно (темы, предмета и т. п.)

to pick smb.'s brains – присваивать чужие мысли

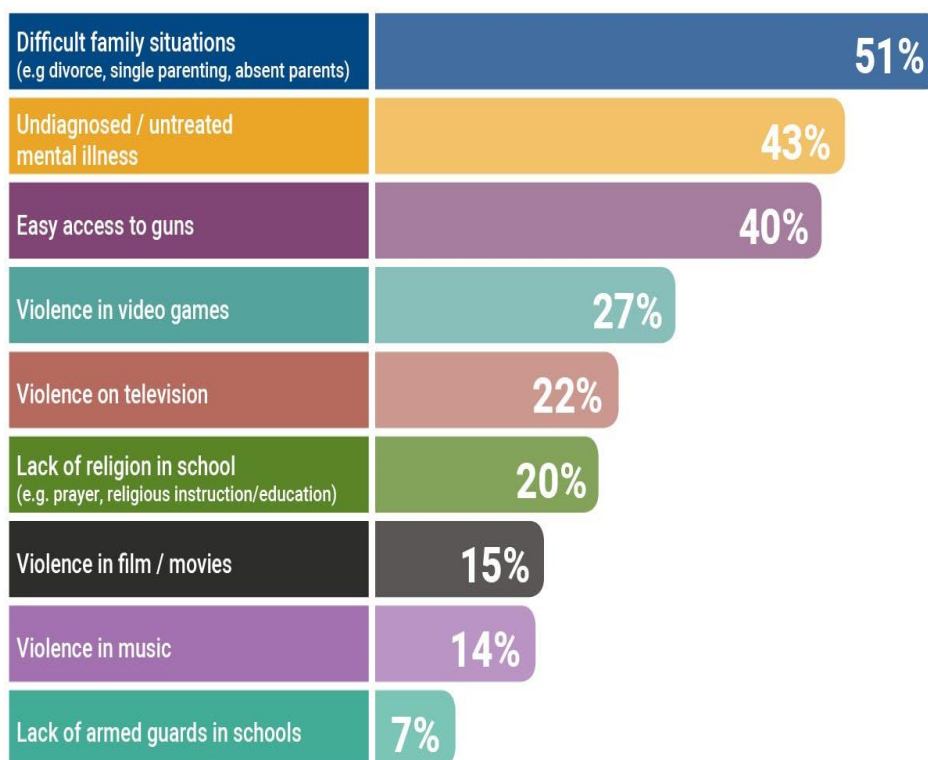
to pick holes / a hole (flaws) in smth. (in one's coat) – искать недостатки

to pick a bone with smb. – предъявлять кому -л. претензии; иметь зуб на кого-л.

the pick of the basket / bunch – лучшая часть чего-л.

Exercise 6. Work out recommendations for dealing with violence in schools.





What causes school violence?

Exercise 7. Remember that.

Violence – жестокость, насилие, принуждение, применение силы

major violence – грубое насилие

personal violence – насилие над личностью

act of violence – акт насилия, принуждения

domestic violence – бытовое насилие

terrorist violence – террористические акты

robbery with violence – ограбление с применением силы

outbreaks of violence in a crowd – вспышки насилия в толпе

to do violence to – ставить под сомнение, идти вразрез (с чем-л.).

threats of violence – угроза насилия

to use violence – применять силу

to resort to violence – прибегнуть к насилию

to die by violence – умереть насильственной смертью

widespread violence – волна насилия

violence against human rights – нарушения прав человека

violence cult – культ насилие

violence erupted in the city – в городе наблюдались взрывы насилия

violence broke out – произошло столкновение

violence escalates – происходит эскалация насилия

violence flared in various parts of the country – вспышки насилия возникли в разных частях страны.

the violence of smb.'s words/smb.'s reaction – сила чьих-л. слов/чьей-л. реакции

the wind blew with great violence – ветер дул с неистовой силой

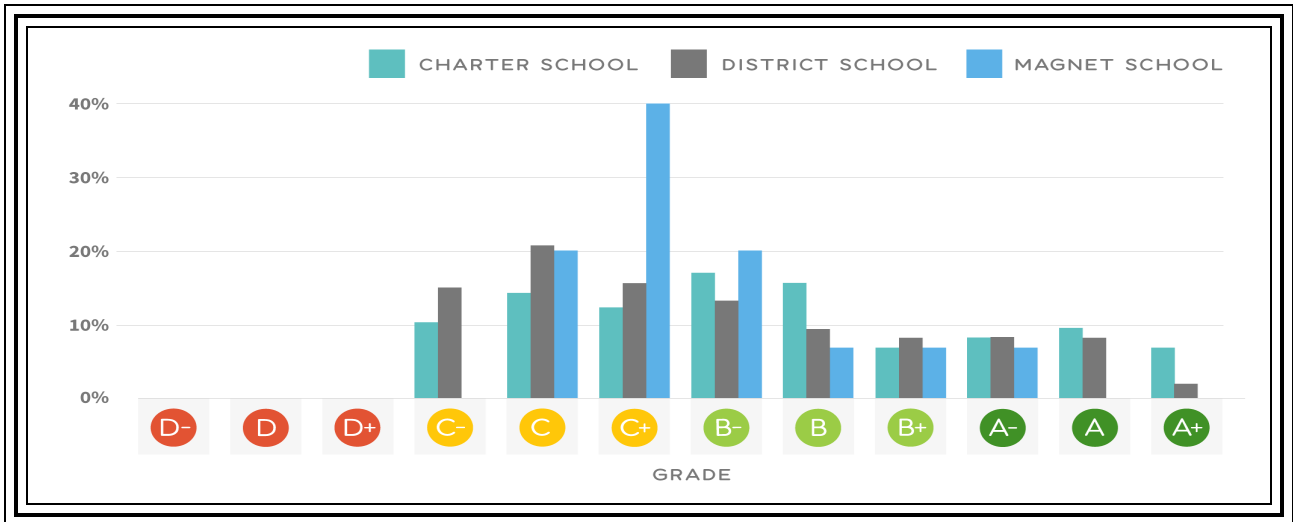
violence claimed 30 lives в ходе столкновений погибло 30 человек

violence continues unabated – вооруженные стычки не утихают

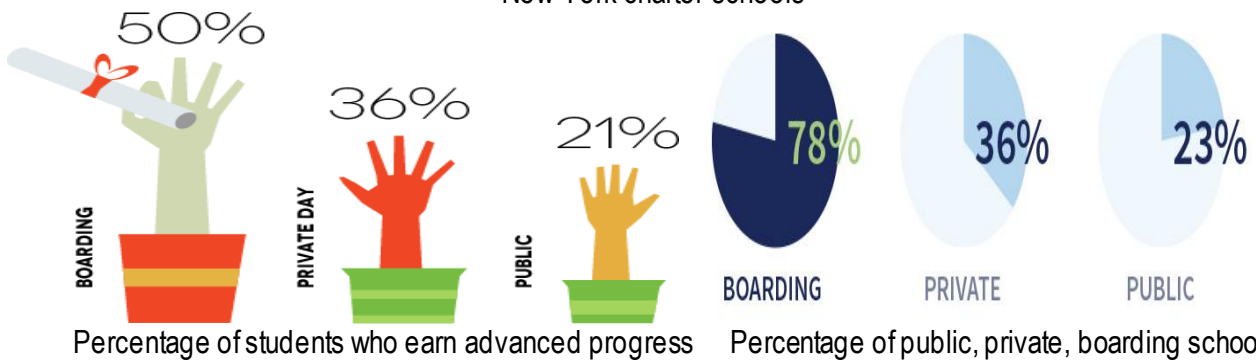
violence escalates – происходит эскалация насилия

violence from the right – насилие со стороны правых группировок

Exercise 8. Analyze the facts from the high school education.

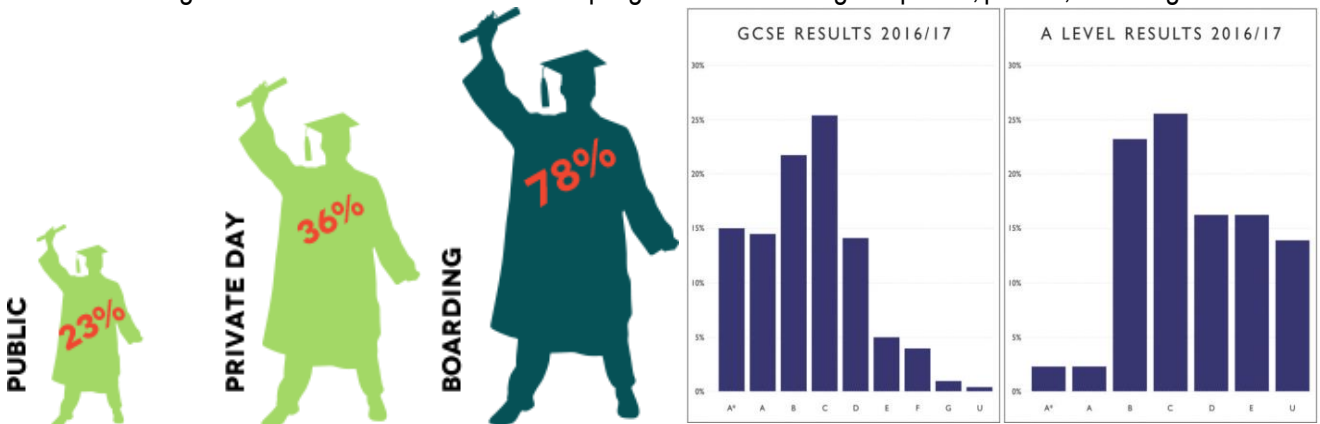


New York charter schools



Percentage of students who earn advanced progress

Percentage of public, private, boarding schools



Percentage of students who were excellent prepared for college . Academic results

Types of schools	Excellent	Good	Fair	Poor
Independent	21	17	50	4
Religious	21	42	21	9
Charter	14	41	23	9
Home	14	32	31	15
Public	5	39	315	19

Percentage of adults who rates types of school

TEN HARD FACTS ABOUT SCHOOL VIOLENCE

The occurrence of school violence in the US as well as other countries of the world is baffling. The facts in their raw hard form are listed below.

- 37% of American students report the presence of gang in their schools.
- In 2000, the number of crimes at school in which students ages 12 through 18 were the victims is 2.5 mln. About 186,000 of those were serious violent crimes {including rape, sexual assault, robbery and aggravated assault}.
- In 2000, about 29% of students in grades 9 through 12 reported that someone had offered, sold or given them an illegal drug on school property.
- Teenagers are two times more likely than others to be victims of violent crimes
- An average of one homicide event occurs every seven school days. School related homicides increase at the beginning of the school year and after winter breaks.
- The number of high school age boys who took a weapon to school 2000 is 1 out of every 5.
- The number of students in the USA who carry a gun to school, on any given day is 200,000.
- The number separate of acts of violence reported in schools is 10,951.
- Violence remains the second leading cause of death for Americans at 15 to 24.
- The number of thefts that occurred at schools in 2010 is 1.2 million. Students are more likely to be victims of theft at school than away from school.

These are 10 facts about school violence in US, all from the horses' mouths. The US is not the only country with alarming record of school violence. Let us briefly consider few other countries of the world to see what their record look like. The France Education Minister stated that 39 out of 75,000 states schools were seriously violent while 300 were relatively less violent, in the year 2000.

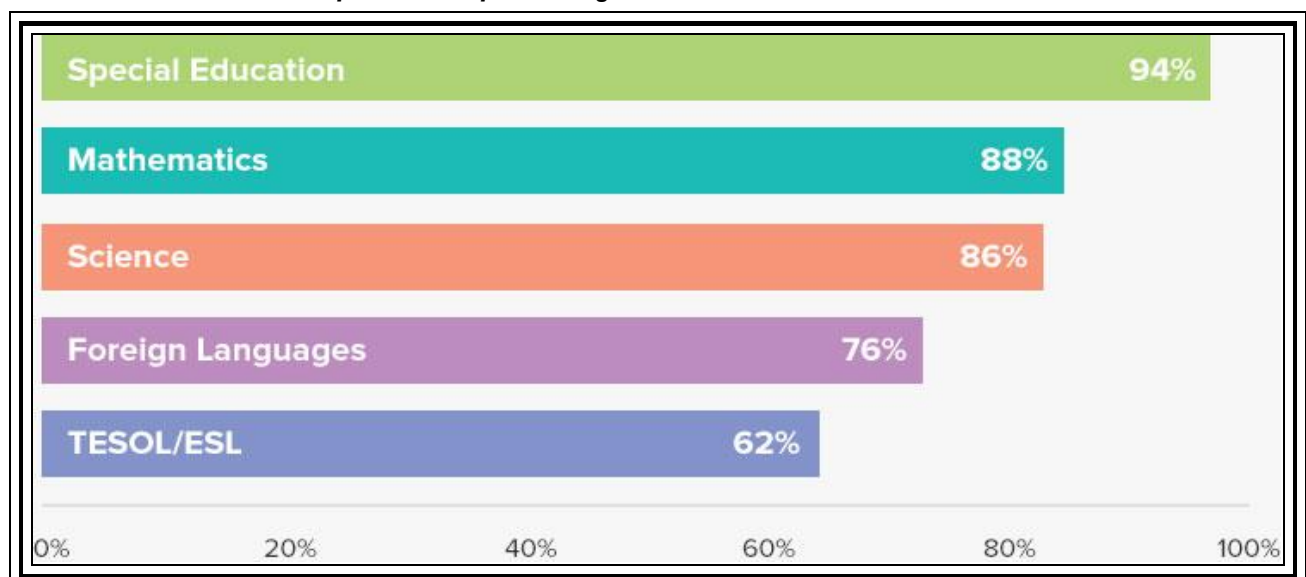
In 2008, in South Australia, 175 school attacks on students and teachers were witnessed.

The Education Ministry of Japan conducted a survey in 2007 and the result indicated that 52,756 cases of violent attacks perpetrated in public schools, were discovered. This figure represents 8,000 increases on the previous year. About 7,000 of the attacks, teachers were the targets.

A study conducted recently in Belgium indicated that teachers are deciding to leave the profession because they feel unsecured. In South Africa, The Human Rights Commission reported that 40% of the children interviewed stated that they were victims of violence attack at school.

The above are the facts about school violence. They are obviously scaring and the serious thing about them all is that the cases are on the increase by the day.

Exercise 1. Make up a small report and give a talk in class.



Subject area shortages in Elementary & Secondary Schools

GROWING UP AT HOME & SCHOOL

Teenage Americans are friendly and uninhibited with visitors. There seems to be no generation gap. This is, in part, due to the way they have been brought up at school and in the home.

Discipline, so important in the schools and homes of some countries, is given much less emphasis than self-discipline in American schools and homes. Americans of all ages tend to question orders, if they are doubtful about them. It is not in their nature to obey blindly, and if there is a crisis and there is no one to tell them what to do, they use their own initiative.

Americans are encouraged to be independent at school. It is a tradition dating back to the 18th century when American pioneers pushed the frontier further and further west, upheld by their courage, their initiative and their faith in God. Young Americans are expected to discuss and even argue in the home. A sociology class in High school. The teacher has a flower in her hair.

Education has a very honored place in American society and, with some exceptions among the wealthy, parents of every kind of background and of all income groups send their children to the local high school. It is an article of faith in the American Dream that a good education will enable a child to achieve a higher standard of living than his or her parents. High schools are public schools in the proper sense of the word (not to be confused with English "public schools", which are private, elitist and very expensive). American high schools, junior and senior, have a good reputation. They take their responsibilities very seriously – and not only in the classroom. They have guidance counsellors to whom children can go privately if they have any special problems, especially about their careers.

Parents are encouraged to share in the school life of their children. In some lower grade classes they actually go into the class during a lesson and help the teachers with plays and class reading, and most schools have highly successful Parent-Teacher Associations.

Teachers and parents get together and discuss their children's problems. John has made no progress at all during the last term, because, the teacher suspects, he is in love with a girl in the same class who has rejected him, whereas Gail seems to be just plain lazy.

The parents claim that she has no self-confidence and this makes her appear bored! Between them, parents and teacher work out a plan of action. There are some schools in the ghetto districts of big cities where the classroom can be a nightmare, both for the teachers and for the majority of pupils who want to learn. The worst of these schools have been nicknamed "blackboard jungles".

In order, to overcome these acute problems, "bussing", in which mainly black and Hispanic children are taken by bus to white schools and whites taken to black and Hispanic schools, is employed.

Many Blacks and Hispanics claim bussing has been successful; many whites deny that it is.

In many States, compulsory bussing has been halted because of white resistance. Where it can not be halted, a number of white parents are removing their children from school and sending them to private schools, even if the educational standards are low. There are only a few really good private schools in the USA. It is against the spirit of American democracy to have special schools for the privileged few. White opponents of bussing maintain that their white children in predominantly black schools suffer from racial prejudice. Just as black minorities suffer in predominantly white schools.

Arguments between advocates and opponents of bussing often generate more heat than light, but the general impression is that relations at "mixed" schools are steadily improving and there are many lasting friendships formed between whites and black and Hispanic children.

Choosing and preparing for a career are of extreme importance to American teenagers.

There are now special high schools, which train boys and girls for jobs – secretaries, mechanics, computer specialists, and accountants. Businessmen take an interest in such schools and encourage the teaching of salesmanship and business techniques. The fear of young people today is to grow up and find no job waiting for them, so they need no encouragement to work hard at school.

According to the media, especially TV, American teenagers are crazy about pop music, carry transistors around with them everywhere, and spend most evenings in a discotheque.

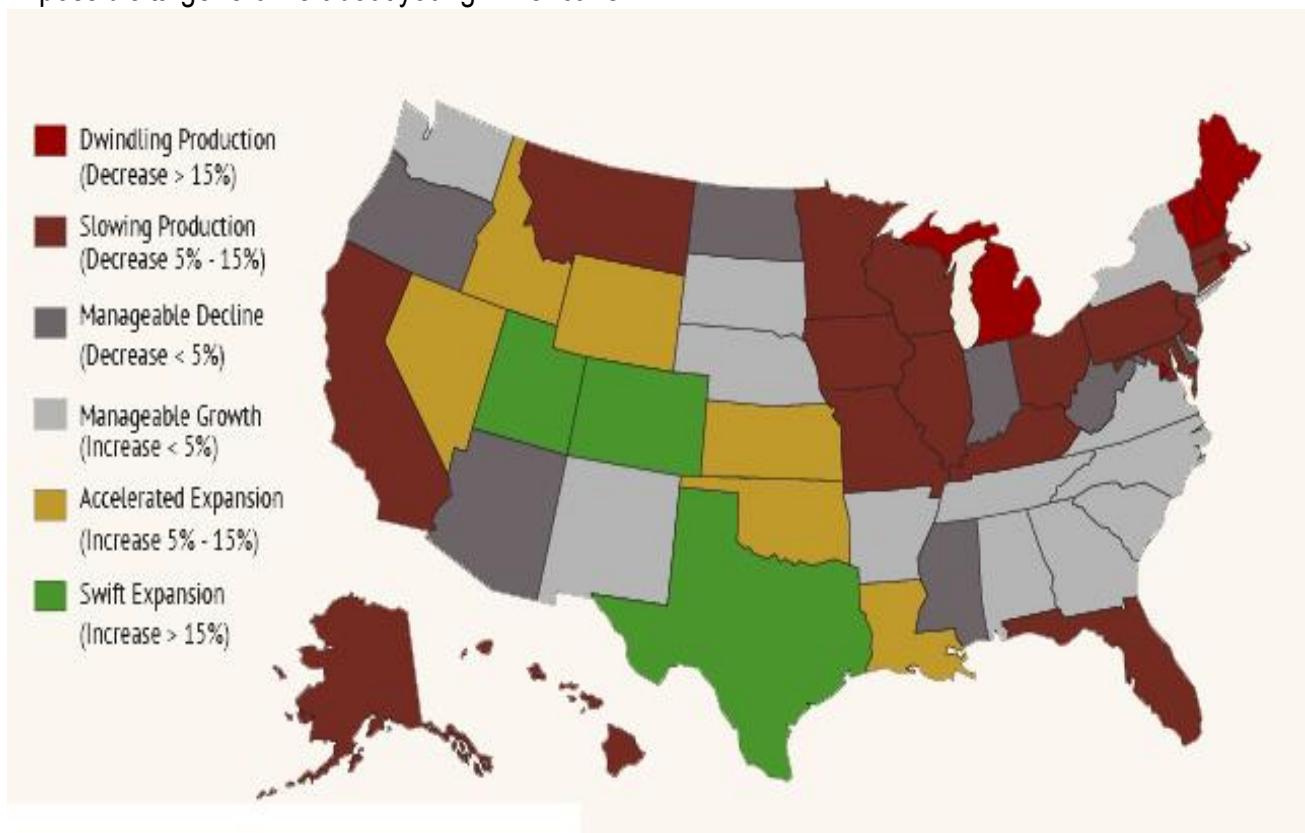
Of course, many do. The same media also suggest that young Americans are very emotional about pop idols and about their own love affairs, and like to analyze their feelings and discuss them with one another. Americans are not usually inhibited and do not mind discussing their emotions.

Young people mature early in the USA. It is not always easy to tell a girl of 14 from a girl of 18. Girls of ten have dates with boys. Some states allow teenagers as young as fourteen to drive provided they have completed a driver's education course at school and have passed the usual driver's test.

Parents buy the car, but the children are expected to run it. So they often earn the money by taking an evening job after school or in the vacations. It is impossible to generalize about young Americans. There are those who are frivolous and promiscuous, or who alienate the affections of their parents. But there are those who live in well-integrated homes, and who take their responsibilities as US and world citizens very seriously.

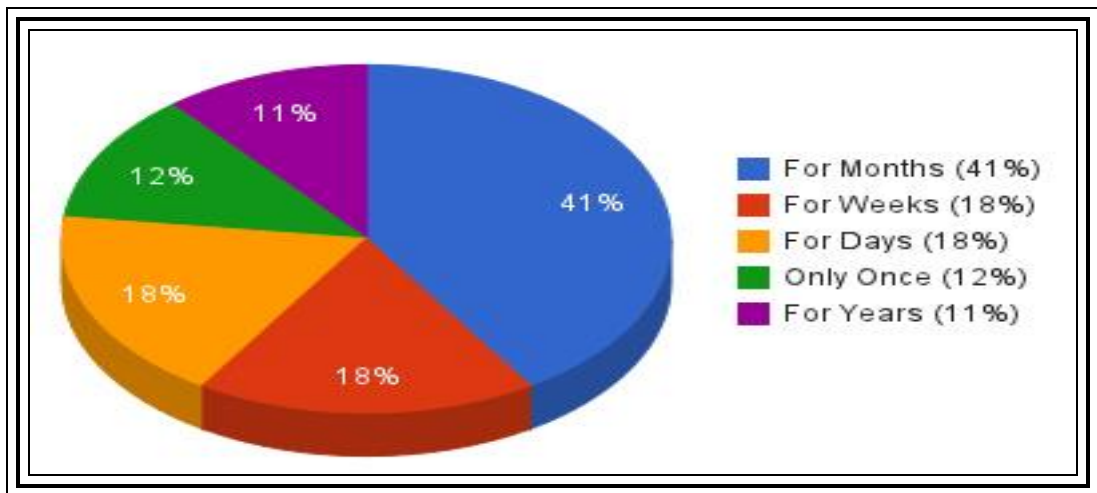
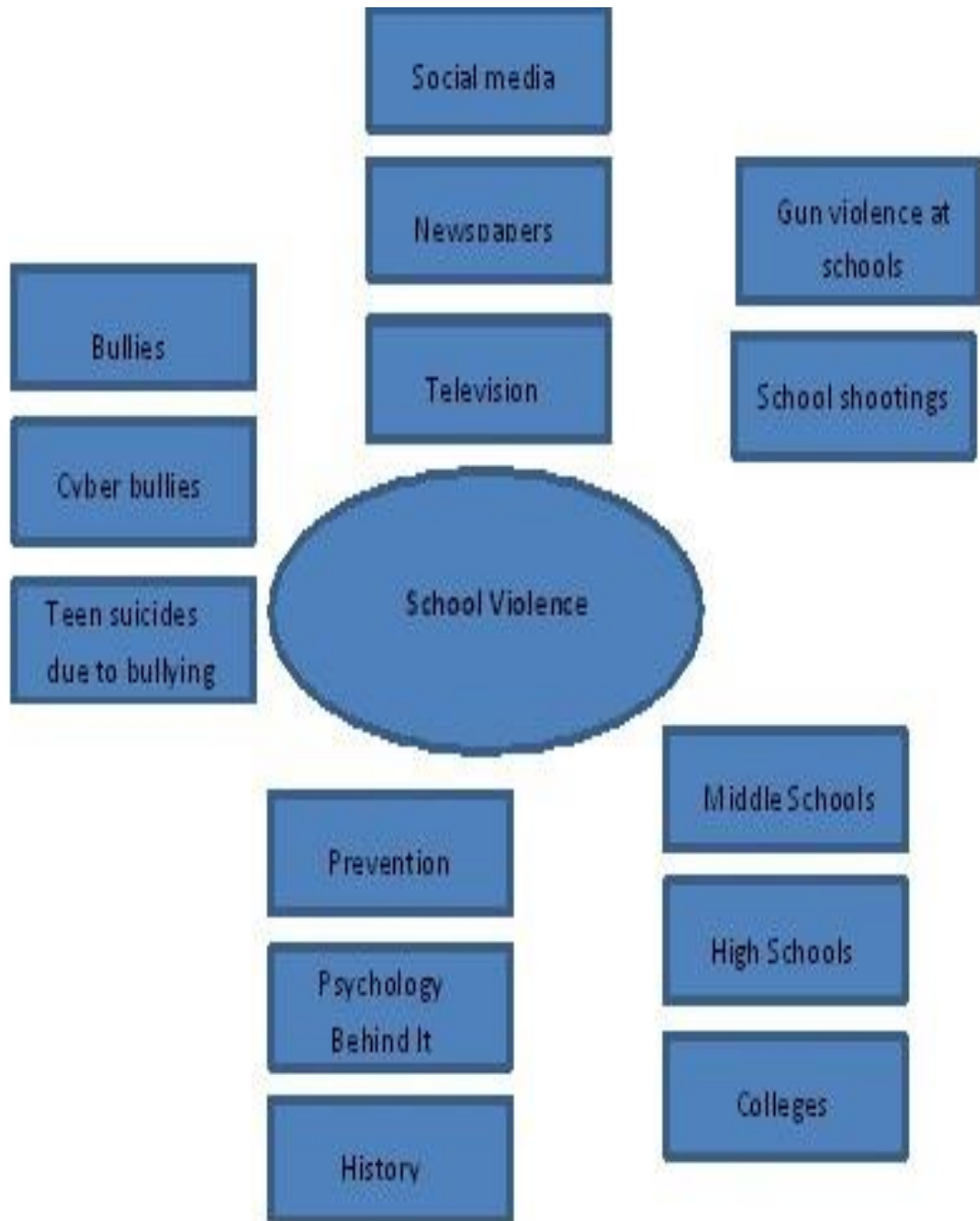
Exercise 1. Make the sentences below as true (T) if they give the message of the text, and false (F) if they change the message.

1. Teenage Americans are not friendly and uninhibited with visitors. 2. Discipline is given much less emphasis than self-discipline in American schools and homes. 3. Americans of all ages tend to question orders, if they are doubtful about them. 4. It is in their nature to obey blindly. 5. If there is no one to tell them what to do, they use their own initiative. 6. Americans are not encouraged to be independent at school. 7. It is a tradition dating back to the 19th century. 8. Young Americans are not expected to discuss and even argue in the home. 9. Education has a very honoured place in American society. 10. A good education will enable a child to achieve a higher standard of living than his or her parents. 11. Parents are encouraged to share in the school life of their children. 12. There are some schools in the ghetto districts of big cities where the classroom can be a nightmare. 13. There are many really good private schools in the USA. 14. Young people mature early in the USA. 15. It is impossible to generalize about young Americans.



Projected percent change in Public & Nonpublic High School Graduates by State, 2008-09 to 2019-2020.

Decrease in high school graduates and growth of minority groups will put increased pressure on states to rethink policies and institutions to improve recruitment, retention and outreach to them.



School shooting victims

BULLYING IN SCHOOL

What is bullying?

Bullying is defined by the Department of Education and Skills guidelines as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. Placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people is also regarded as bullying behaviour. Bullying can occur at any age, in any environment, and can be long or short-term. Bullying is acting in ways that scare or harm another person.

Kids who bully usually pick on someone who is weaker or more alone, and they repeat the actions over and over. Bullying starts in elementary school and becomes most common in middle school. By high school, it is less common but still occurs. Bullying can take many forms, including:

- Physical harm, such as hitting, shoving, or tripping.
- Emotional harm, such as making fun of the way a child acts, looks, or talks. Writing mean things about someone in emails or online journals (blogs) is also bullying.

Girls who bully are more likely to do so in emotional ways. Boys who bully often do so in both physical and emotional ways. For example:

- A girl may form a group and exclude another girl or gossip about her.
- A boy may shove another boy and call him names.

Many children who are being bullied are afraid to speak out. They are scared of reprisals if they tell someone. Reports have shown that as young people grow older, they are less likely to tell someone. They become more and more isolated, experience depression and, in extreme cases, can harm themselves or attempt suicide. Both boys and girls take part in "cyberbullying".

This means using high-tech devices to spread rumours or to send hurtful messages or pictures.

Emotional bullying doesn't leave bruises, but the damage is just as real. If you think your child is being bullied-or is bullying someone else-take action to stop the abuse. Cyberbullying is bullying through the internet or mobile phone, often through social networking sites used by young people.

Signs of bullying

- Fear of going to school.
- Poor or deteriorating schoolwork, inability to concentrate.
- Withdrawn behaviour.
- Depression.
- Loss of confidence.
- Reluctance to go out.
- Shortage of money.
- Torn clothes, broken glasses, missing schoolbooks.
- Repeated signs of bruising and injuries.

Why do people bully?

Very often, bullies are themselves suffering from low self-esteem and lack of confidence.

They may suffer violence at home. In other cases, they may be reacting to painful changes in their lives, for example, bereavement or divorce. They may want to seek attention or to appear in control. If you think your child might be a bully it is important to recognise this and help him or her to deal with it. You should talk to the class teacher about this bullying behaviour and how it could be changed.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Make up some dialogues from the information above.

Why is it important to stop bullying?

Bullying is a serious problem for all children involved. Kids who are bullied are more likely to feel bad about themselves and be depressed. They may fear or lose interest in going to school.

Sometimes they take extreme measures, which can lead to tragic results. They may carry weapons, use violence to get revenge, or try to harm themselves. Kids who bully others are more likely to drop out of school, have drug and alcohol problems, and break the law.

Intervention from adults is usually necessary. Bullying behaviour must be challenged or it will become regular and get worse. If you think someone is being bullied, you should provide opportunities for them to talk to you. It will take time, but if you send a clear message that bullying is unacceptable and does not have to continue, in time, the young person may trust you enough to tell.

If you think your child is being bullied you should talk to the class teacher or the principal. If, for whatever reason, the matter cannot be resolved by the school staff, you may report the matter to the Chairperson of the school's Board of Management for attention.

The Board of Management is legally responsible for the day to day running of the school and has a duty of care to its school's students. The school's Board of Management in turn is responsible to the school patron for the exercise of its duties under the Education Act 1998.

What are the traits of children who bully?

Children who bully are often physically strong. They may bully because they like the feeling of power. They may be kids who do things without thinking first and may not follow rules. These boys and girls have not learned to think about the feelings of other people.

Kids who physically bully others sometimes come from homes where adults fight or hurt each other. They may pick on other kids because they have been bullied themselves.

Children who bully need counselling. It can help them understand why they act as they do. And it can teach them how to interact with others in more positive ways. Family counselling is especially helpful for these children.

How do children who are bullied act?

Children who are bullied are often quiet and shy. They may have few friends and find it hard to stand up for themselves. They may begin to think that they deserve the abuse.

What can children do if they are bullied?

Children are scared and angry when they are bullied and may not know what to do. Teach them to:

- Talk back. Say, "Leave me alone," or "You don't scare me". Have your child practice saying this in a calm, strong voice.

- Walk away. Don't run, even if you are afraid.
- Tell an adult. A parent or teacher can then take steps to stop the bullying.

What can you do to stop bullying?

Bullying can be stopped if people pay attention and take action. Bullying most often occurs in school, and it is most common in schools where students are not well supervised. If bullying is happening at your child's school, talk to the principal or vice principal. Urge the school to adopt a no-bullying policy. All children should know that those who bully will be disciplined. Children who are bullied should be supported and protected. As a parent, you can help your child get involved in new hobbies or groups, such as school clubs or church youth groups. Being part of a group can help reduce bullying. Having friends can help a child have a better self-image. Kids can help keep other kids from being bullied. If you are a kid, don't let yourself be part of the problem.

- Speak up when you see someone else being picked on. It can help to say something like, "Cut it out. That's not funny." If this is too hard or scary to do, walk away and tell an adult.
- If someone sends you a mean email about another person, don't forward it to others. Print it out and show it to an adult.

In 2014, the Centers for Disease Control and Department of Education released the first federal uniform definition of bullying for research and surveillance.¹ The core elements of the definition include: unwanted aggressive behavior; observed or perceived power imbalance; and repetition of behaviors or high likelihood of repetition. There are many different modes and types of bullying.

The current definition acknowledges two modes and four types by which youth can be bullied or can bully others. The two modes of bullying include **direct** (e.g., bullying that occurs in the presence of a targeted youth) and **indirect** (e.g., bullying not directly communicated to a targeted youth such as spreading rumors). In addition to these two modes, the four types of bullying include broad categories of **physical**, **verbal**, **relational** (efforts to harm the reputation or relationships of the targeted youth), and **damage to property**. Bullying can happen in any number of places, contexts, or locations.

Sometimes that place is online or through a cellphone. Bullying that occurs using technology (including but not limited to phones, email, chat rooms, instant messaging, online posts) is considered electronic bullying and is viewed as a context or location.

Electronic bullying (cyberbullying) involves primarily verbal aggression (threatening or harassing electronic communications) and relational aggression (spreading rumors electronically).

Electronic bullying or cyberbullying can also involve property damage resulting from electronic attacks that lead to the modification, dissemination, damage, or destruction of a youth's privately stored electronic information. Some bullying actions can fall into criminal categories, such as harassment, hazing, or assault. Journalists and other content creators can use this definition to determine whether an incident they are covering is actually bullying. Media pieces often mistakenly use the word "bullying" to describe events such as one-time physical fights, online arguments, or incidents between adults.

Bullying prevention is a growing research field that has made great strides in answering important questions. We now know much more about how complex bullying is, and how it affects youth at the time they experience it and even as adults. Yet many questions remain. Journalists and other content creators can serve the public by representing the state of the science as transparently as possible. Conclusive research has shown:

Prevalence

- Between 1 in 4 and 1 in 3 U.S. students say they have been bullied at school. Many fewer have been cyberbullied.
- Most bullying happens in middle school. The common types are verbal and social bullying.
- There is growing awareness of the problem of bullying, which may lead some to believe that bullying is increasing. However, studies suggest that rates of bullying may be declining. It still remains a prevalent and serious problem in today's schools.



Risk Factors:

- Young people who are perceived as different from their peers are at risk for being bullied.

Effects:

- Bullying affects all youth, including those who are bullied, those who bully others, and those who see bullying going on. Some effects may last into adulthood.

Group Phenomenon:

- Bullying is not usually a simple interaction between a student who bullies and a student who is bullied. Instead, it often involves groups of students who support each other in bullying other students.

Changing Roles:

- There is not a single profile of a young person involved in bullying. Youth who bully can be either well connected socially or marginalized, and may be bullied by others as well. Similarly, those who are bullied sometimes bully others. Youth who both bully others and are bullied are at greatest risk for subsequent behavioral, mental health, and academic problems.

Disconnect between adults & youth:

- There is often disconnect between young people's experience of bullying and what the adults see. Also, adults often don't know how to respond when they do recognize bullying.

Promising prevention strategies:

- Solutions to bullying are not simple. Bullying prevention approaches that show the most promise confront the problem from many angles. They involve the entire school community – students, families, administrators, teachers, and staff such as bus drivers, nurses, cafeteria and front office staff – in creating a culture of respect. Zero tolerance and expulsion are not effective approaches.
 - Bystanders who intervene on behalf of young people being bullied make a huge difference.
 - Studies also have shown that adults, including parents, can help prevent bullying by keeping the lines of communication open, talking to their children about bullying, encouraging them to do what they love, modeling kindness and respect, and encouraging them to get help when they are involved in bullying or know others who need help.

Exercise 3. Render the main idea of the information.

Exercise 4. Make up a small report and give a talk in class.



Extensive anti-bullying policy

Some of the many research questions that remain

The best way to prevent bullying

- Many prevention programs have been tested in schools with modest results. Others have failed to make a difference. Researchers are still working on solutions to this complex problem.

How media coverage affects bullying

- To better understand how media coverage, social media content, entertainment media storylines, and other content about bullying affect the public, more research is needed. These types of studies can provide the concrete support needed to help guide journalists and other content creators as they navigate among the goals of interesting their audiences, getting their job done, and informing the public about bullying responsibly.

Here are statistics from studies that journalists and other content creators can feel comfortable including in their pieces. If you find data that looks significantly different, examine it critically, or ask an expert.

National Statistics

Been bullied

- 28% of U.S. students in grades 6–12 experienced bullying.
- 20% of U.S. students in grades 9–12 experienced bullying.

Bullied others

- Approximately 30% of young people admit to bullying others in surveys.

Seen bullying

- 70.6% of young people say they have seen bullying in their schools.
- 70.4% of school staff have seen bullying. 62% witnessed bullying two or more times in the last month and 41% witness bullying once a week or more.
- When bystanders intervene, bullying stops within 10 seconds 57% of the time.

Been cyberbullied

- 9% of students in grades 6-12 experienced cyberbullying.
- 15% of high school students (grades 9-12) were electronically bullied in the past year.
- However, 55.2% of LGBTQ students experienced cyberbullying.

How often bullied

- In one large study, about 49% of children in grades 4-12 reported being bullied by others at school at least once during the past month, whereas 30.8% reported bullying others during that time.
- Defining "frequent" involvement in bullying as occurring two or more times within the past month, 40.6% of students reported some type of frequent involvement in bullying, with 23.2% being the youth frequently bullied, 8.0% being the youth who frequently bullied others, and 9.4% playing both roles frequently.

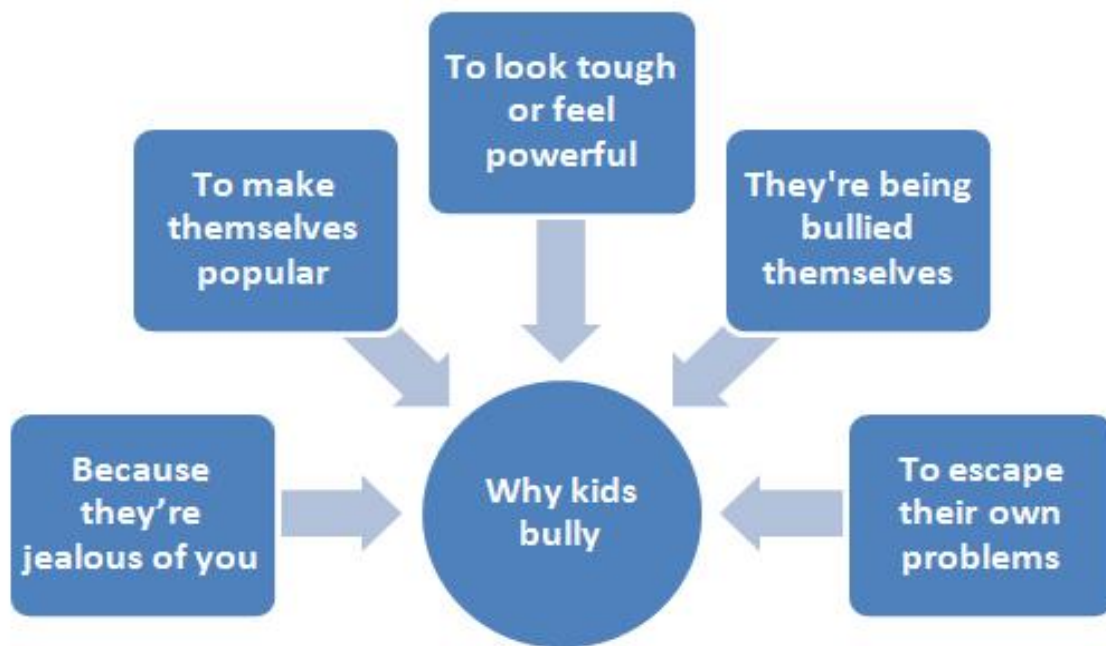
Where bullying occurs

- Most bullying takes place in school, outside on school grounds, and on the school bus. Bullying also happens wherever kids gather in the community. And of course, cyberbullying occurs on cell phones and online.

▪ According to one large study, the following percentages of middle schools students had experienced bullying in these various places at school: classroom (29.3%); hallway or lockers (29.0%); cafeteria (23.4%); gym or PE class (19.5%); bathroom (12.2%); playground or recess (6.2%).³

How often adult notified

- Only about 20 to 30% of students who are bullied notify adults about the bullying.



International Statistics

In general, the U.S. has an about average amount of bullying when compared to other countries according to a World Health Organization survey.

Bullying & Suicide

The relationship between bullying and suicide is complex. Many media reports oversimplify this relationship, insinuating or directly stating that bullying can cause suicide. The facts tell a different story. In particular, it is not accurate and potentially dangerous to present bullying as the "cause" or "reason" for a suicide, or to suggest that suicide is a natural response to bullying. We recommend media not use the word "bully-cide".

- Research indicates that persistent bullying can lead to or worsen feelings of isolation, rejection, exclusion, and despair, as well as depression and anxiety, which can contribute to suicidal behavior.
- The vast majority of young people who are bullied do not become suicidal.
- Most young people who die by suicide have multiple risk factors.
- Some youth are at increased risk for suicide attempts even when bullying is not a factor.

Read more about the possible harm of connecting bullying and suicide in what to avoid.

Bullying can affect any young person, but there are characteristics and circumstances that put certain young people at higher risk.

Research shows that youth are at a heightened risk for being the target of bullying, and this is an important story angle. However, media should balance coverage with information about the many facets of bullying and the wide range of youth involved.

While recent news stories have tended to focus on making connections between anti-bullying and suicide, media should be careful not to oversimplify any correlation between the two.

Being bullied does not by itself explain the additional risk for suicide. There is no federal anti-bullying law. Although 49 states have anti-bullying legislation, bullying is not illegal.

In particular, when a youth dies by suicide, it is misleading to cover the story as a crime. Rather, consider covering it as a public health issue. When bullying is also harassment, it does break federal law. Bullying has become a pervasive problem in the USA. The statistics below offer an overview of the problem, as well as some of the specific types of issues this behavior raises.

How many are bullied?

According to the National Center for Education Statistics, nearly a third of all students aged 12 – 18 reported having been bullied at school in 2007, some almost daily.

56% of students have personally witnessed some type of bullying at school.

In school year 2016-17, some 7,066,000 U.S. students ages 12 through 18, or 28.% of all such students, reported they were bullied at school, and about 1,521,000, or 6 %, reported they were cyber-bullied anywhere (on or off school property).

Wanting to miss school

Each day 160,000 students miss school for fear of being bullied.

15% of all school absenteeism is directly related to fears of being bullied at school.

25% of teachers see nothing wrong with bullying or putdowns and consequently intervene in only 4% of bullying incidents. Over two-thirds of students believe that schools respond poorly to bullying, with a high percentage of students believing that adult help is infrequent and ineffective.

Who gets bullied the most?

Direct, physical bullying increases in elementary school, peaks in middle school and declines in high school. Verbal abuse, on the other hand, remains constant. The U.S. Department of Justice reports that younger students are more likely to be bullied than older students.

Studies have shown that obese children are 63% more likely to be targets of bullying.

Kids with learning disabilities, speech impediments, ADHD, and medical conditions that affect their appearance (such as cerebral palsy, muscular dystrophy, and spina bifida) are also at higher risk of being bullied. One study found that 83% of adults who stuttered when they were kids reported they had been teased or bullied for it.

Who are the bullies?

Young bullies carry a one-in-four chance of having a criminal record by age 30.

In one survey, 23% of bully-victims in middle school and 20% of high school bully-victims reported having been physically hurt by a family member during the past year. In addition, 19% of middle school bullies and 14% of high school bullies had been subjected to familial violence, compared to 14% of middle school victims and 13% of high school victims.

Where does offline bullying usually take place?

More youth violence occurs on school grounds as opposed to on the way to school.

A school bullying statistics reveals that 43% fear harassment in the bathroom at school.

Playground school bullying statistics – Every 7 minutes a child is bullied. Adult intervention – 4%. Peer intervention – 11%. No intervention – 85%.

Bullying & Guns

100,000 students carry a gun to school. 28% of youths who carry weapons have witnessed violence at home. One out of 20 students has seen a student with a gun at school.

School Shootings & Bullying

Case studies of the shooting at Columbine High School and other U.S. schools have suggested that bullying was a factor in many of the incidents. Cyber bullying or bullying via email, Facebook, and other online forums. Overall, 19% of teens report they have been harassed or bullied online, and the incidence of online harassment is higher (23%) among 16 and 17 year-olds. Girls are more likely to be harassed or bullied than boys (21% vs. 17%). Other studies claim that over half of adolescents and teens have been bullied online, and about the same number have engaged in cyber bullying.

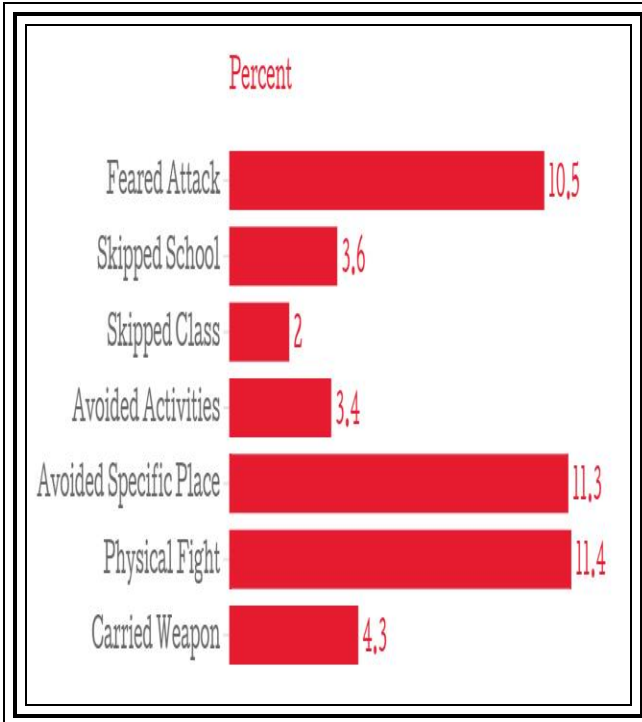
More than 1 in 3 young people have experienced cyberthreats online. Over 25 % of adolescents and teens have been bullied repeatedly through their cell phones or the Internet.

Well over half of young people do not tell their parents when cyber bullying occurs.

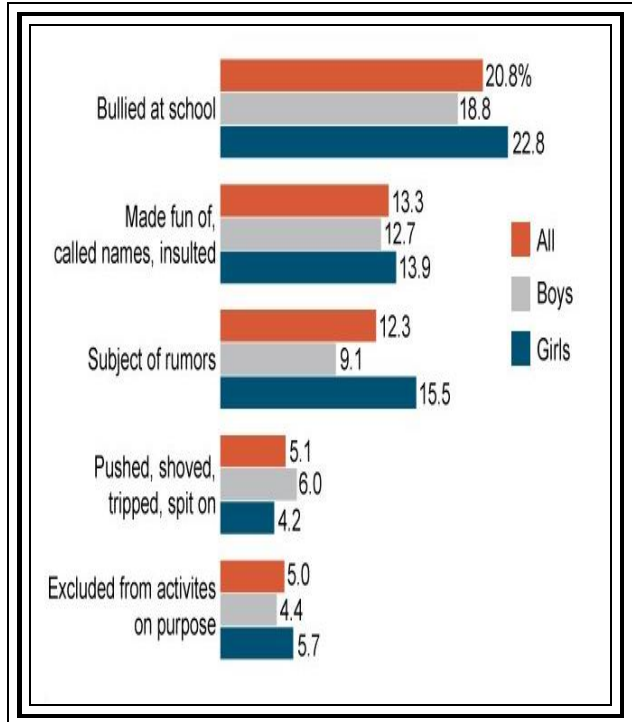
1 in 10 adolescents or teens have had embarrassing or damaging pictures taken of themselves without their permission, often using cell phone cameras. About 1 in 5 teens have posted or sent sexually suggestive or nude pictures of themselves to others. Girls are somewhat more likely than boys to be involved in cyber bullying. Mean, hurtful comments and spreading rumors are the most common type of cyber bullying.

Bullying & Sexual Harassment

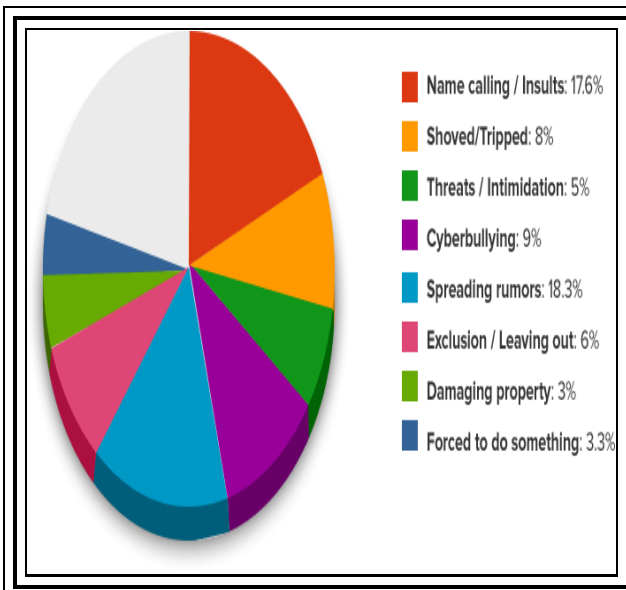
A survey conducted by the American Association of University Women reported that 85% of girls and 76% of boys have been sexually harassed in some form and only 18% of those incidents were perpetrated by an adults.



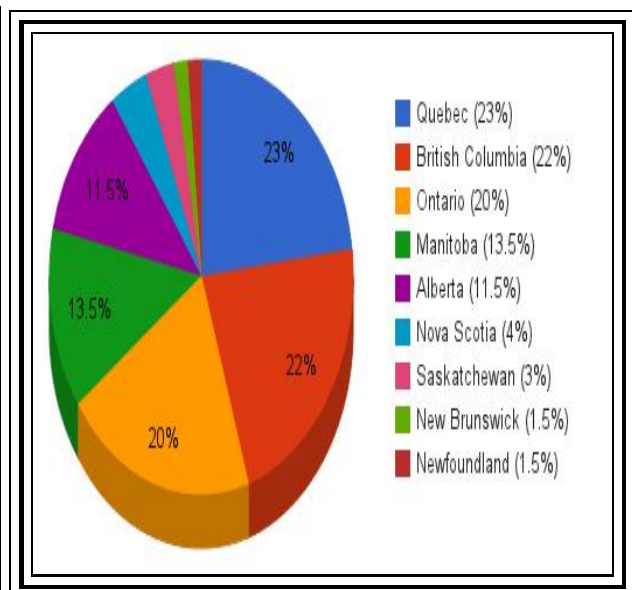
Behaviour of bullied students



The most common forms of bullying



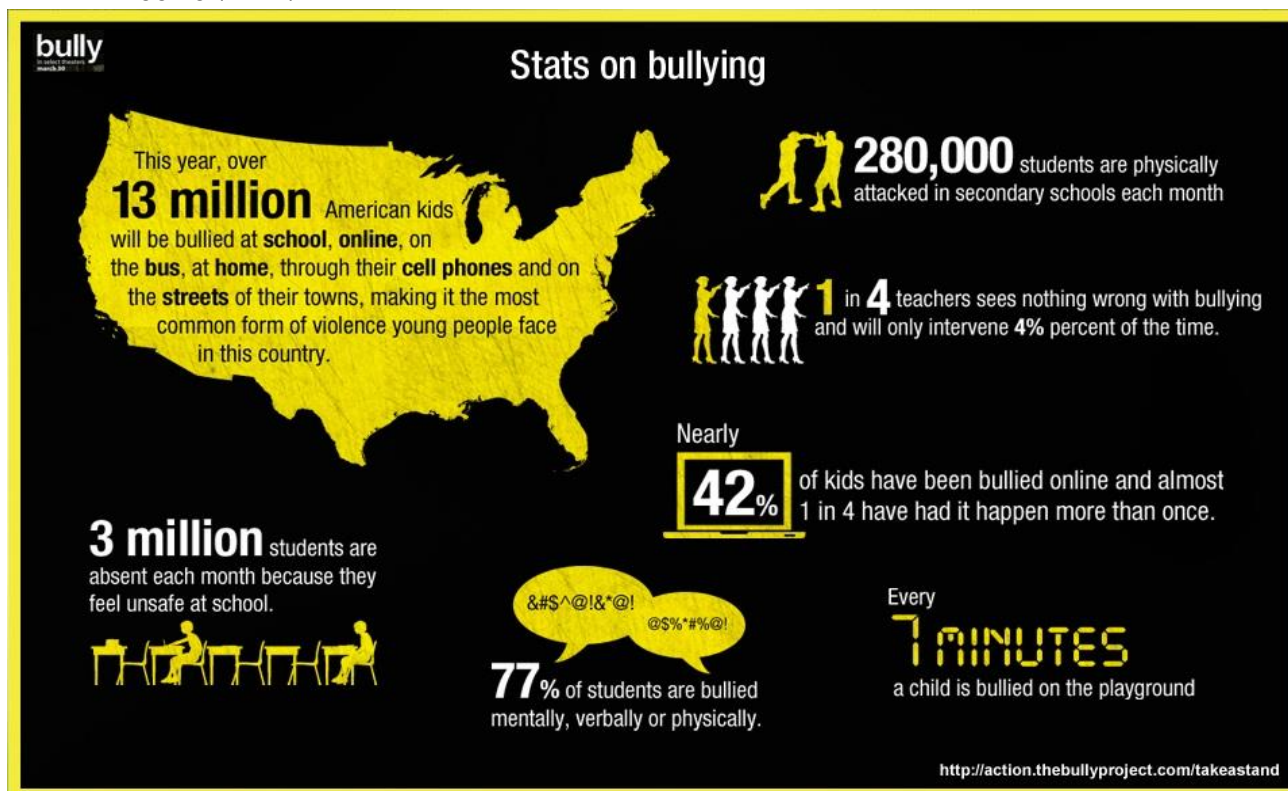
Types of bullying



Incidents reports by province: stop bullying

Types of Bullying

- The most common types of bullying are verbal and social. Physical bullying happens less often. Cyberbullying happens the least frequently.
- According to one large study, the following percentages of middle schools students had experienced these various types of bullying: name calling (44.2 %); teasing (43.3 %); spreading rumors or lies (36.3%); pushing or shoving (32.4%); hitting, slapping, or kicking (29.2%); leaving out (28.5%); threatening (27.4%); stealing belongings (27.3%); sexual comments or gestures (23.7%); e-mail or blogging (9.9%).



Bullying & Suicide

In one survey, 25% of middle school bully-victims reported having seriously considered suicide within the past year, compared to 16% of bullies and 12% of victims. For high school students, the numbers were 23%, 13% and 20% respectively. Among middle school students, 5% of victims, 11% of bullies and 17% of bully-victims actually attempted suicide. On the high school levels, 10% of victims, 6% of bullies and 11% of bully-victims attempted suicide. As well, 41% of middle school bully-victims and 29% of high school bully-victims reported self-harming without an intent to commit suicide.

There are rules regarding bullying between students at primary and post-primary schools.

These are set down in procedures (but not law) issued by the Department of Education & Skills.

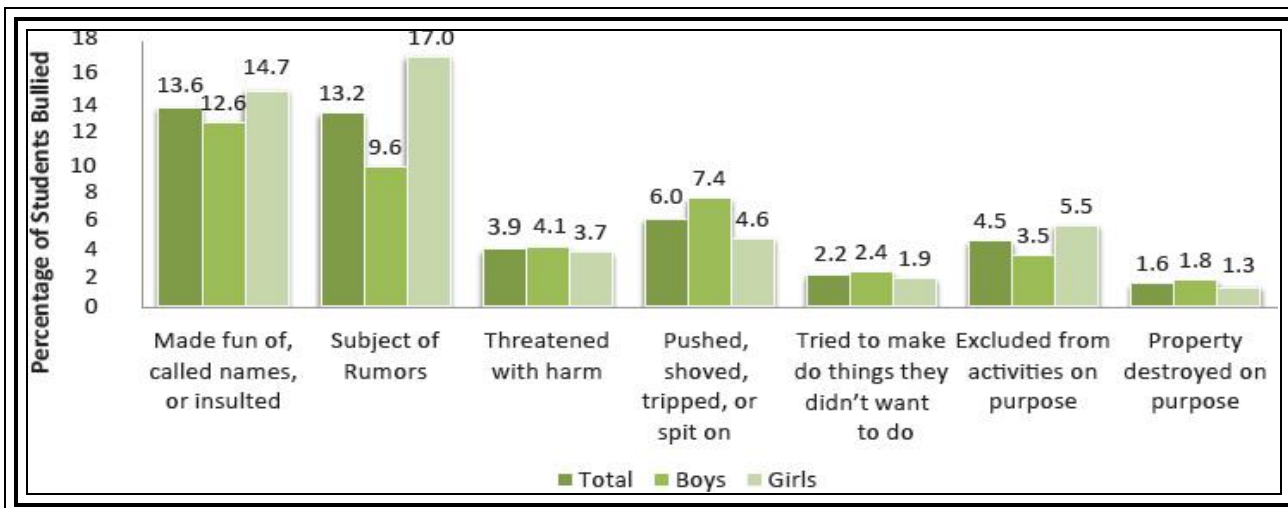
The following sets out the rules about bullying in schools and the rights of pupils and parents where bullying occurs.

In September 2013 the Department published Anti-Bullying Procedures for Primary and Post-Primary Schools. The procedures include the requirement that all schools should have an anti-bullying policy within the framework of their overall code of behaviour. The Children First: National Guidance for the Protection and Welfare of Children states that bullying in schools is a particular problem due to the fact that children spend a significant portion of their time there and are in large social groups. In the first instance, the school authorities are responsible for dealing with such bullying.

In cases of serious instances of bullying where the behaviour is regarded as possibly abusive it must be reported to Tusla or the Garda.

The Anti-Bullying Procedures require that an anti-bullying policy should be part of the written code of behaviour in all schools. Each school must follow these procedures when developing its anti-bullying policy. The main elements of the procedures include:

- Strong emphasis on the prevention of bullying behaviour through the fostering and development of a positive school culture and climate, based on inclusivity and respect and practical tips on how to achieve this.
 - A school-wide approach to preventing and tackling bullying behaviour.
 - All schools must adhere to the standard template for developing their anti-bullying policy.
 - Schools must publish their anti-bullying policy on the school's website and give it to the parents' association.
 - Making clear that the definition of bullying includes cyber-bullying and identity-based bullying (homophobic & racist bullying).
 - Clear procedures for investigating, recording and dealing with bullying.
 - Oversight arrangements that involve the school principal reporting regularly to the Board of Management and a requirement for the Board to do an annual review of the school's anti-bullying policy and its implementation.



UNIT II. THE HIGHER EDUCATION IN THE USA

COLLEGE STUDENTS

There are more than 2,000 colleges, universities and institutes in the USA, which have the authority to grant degrees. "College" has a variety of meanings. It is the word for a small university. It is also a general term. "I'm going to college", means, "I'm going to a university".

It is sometimes used instead of "institute", e.g. "College of Business Studies". It is also used to define a division or "school" inside a university – College of Science, Music, English, etc.

There are so many different opportunities and so many different non-academic subjects – like dressmaking and cabinetmaking – in which a student can major (specialize), that there is room in the colleges for a very large number of students. There are over 3,500 college students per 100 000 of population. This is the highest proportion in the western world. However, it is not quite as democratic as it sounds. Although qualifying for a place is much easier than in most other countries, only 25% of young people from poor homes get places, as compared with 75% from rich homes. Many children do not want to go to a university, of course. They prefer to start earning at once.

Some non-academic children get scholarships to the universities if they show promise in football, baseball or basketball. Many students from poor homes take a part-time job while they are at a university. They work in the evenings as waiters and waitresses, for instance, where they can earn a considerable amount of money from tips. Although it is easy to get to a university, it is not so easy to stay there – because of the points system.

Students are given grade points continuously, according to how well or how badly they are doing in all their courses. The choice for places in higher education is enormous.

In Atlanta, Georgia, for instance, a city of 500 000 people, there are 20 institutions from which students can get a degree, including Atlanta University and Morehouse College, both of which were founded in the 19th century especially for black students.

The size of each State university and the number of campuses depends on the size and population of the State. ("Campus" is the word used for the grounds and buildings of a university, college or school.) The choice for a place in Higher Education: Private Universities Harvard (founded 1636) and Yale (1701) are the best known, though not necessarily the best.

Princeton, Chicago, Columbia, Cornell (partly private, partly run by New York State University), New York University, and many others. State Universities Large, with many campuses located across the States – California (9 campuses: Berkeley and UCLA are the foremost), Illinois (30 000 students), Minnesota, Michigan, Wisconsin, etc. Institutes of Technology Colleges, Community Colleges and Technical Schools. Small, with fewer campuses – New Hampshire, Virginia, etc.

Most homes are within commuting distance of a State University (95% of Florida's population is within commuting distance of one of the State University's campuses). However, for students who cannot commute, yearly residential fees are from \$3,500 upwards.

There are many of these. California, Massachusetts, Illinois all have high reputation.

Well-known, but small – Amherst, Antioch, etc. In addition, many other colleges do very good work. Non-residential: within commuting distance of all students. Students in Community Colleges and Technical Schools can learn a skill, while at the same time preparing for the first two years of a degree course. Some Community Colleges concentrate on business. In many countries, students have at times had a direct influence on government. In the USA, the influence has been less direct, but nonetheless very effective. Some teenagers quite openly criticized the materialism of their parents.

It all began after World War II, more than anything as a protest against middle-class values, especially in the home. What sort of life was it, to go every day to the office, work yourself to the bone to make more and more money, and then return to cocktails in the evening? It seemed to many young people that ideals were being forgotten and that this was not the true American way of life.

Inevitably, students became more and more critical of politicians and of the President.

When State officials, Congressmen and even Presidents were found guilty of lying and corruption as Nixon was during the Watergate scandal, then disillusionment spread rapidly. When American troops intervened in the Vietnam War (1965-1975) and the fighting progressed from horror to horror, including the use of napalm and atrocities by American troops, and then the emotions of young university students became explosive. This rarely resulted in violence at first, however, as it did among the young people of France and other countries during the great student uprisings of 1968.

It was the students of Berkeley, the main campus of the State University of California, who started, in 1965, the long, steady protest against the Vietnam War. At first, they were not taken seriously.

In 1964, a large party of students had gone on a Civil Rights march in the south in support of the Blacks. This support had not been entirely welcomed by the Blacks, but the students had shown themselves to be completely non-violent and had never provoked any trouble. More important, they had learned a new political tactic: the sit-in. On returning, they wanted to show up the universities for what they considered them to be – servants of power, over-managed and resentful of criticism.

Therefore, they simply "sat down" in the university buildings and refused to move until they got their way – or were hauled out by the police. As the bombing got more and more intense in Vietnam, and as the war went on and on, the protests of the students became steadily more vocal.

The embarkation point for troops going to Vietnam was in neighbouring Oakland. The Berkeley students marched to the military camp to demonstrate against the war. The movement of protest spread throughout the USA, and the passionate sincerity of the students began to impress not only parents and friends, but also people in responsible positions.

The message of the students was, "Bring the war back home", the message reached far and wide.

When, in April 1970, President Nixon announced that American troops were going to take action in Cambodia, there were angry demonstrations in the universities and colleges up and down the country.

There were clashes between students and the police, and in some cases the police reacted with unnecessary violence. In Kent State University, Ohio, the National Guard was called out.

The young Guardsmen panicked and opened fire without orders, killing four students and seriously wounding several others. When the Vietnam War was over, the demonstrations stopped.

Many non-university people were critical of the students, accusing them of lack of patriotism, and this attitude was undoubtedly shared by the young men of the National Guard.

What did the demonstrators achieve? Many Americans believe that the students struck a blow for a freedom that was being lost -the freedom to speak out about something you feel is wrong, without being frightened off by police action or government pressure. Other Americans feel that many of the college protesters were thinking of themselves and their careers, not of the preservation of freedom.

Exercise 1. Summarise your findings on college students in a short presentation.

Exercise 2. Make notes of your new knowledge about international students.

Exercise 3. Answer the questions.

1. How many higher educational institutions are there? 2. How many different opportunities and non-academic subjects are there? 3. What does the size of each state university and the number of campuses depend on? 4. When had a large party of students gone on a Civil Rights march in the south in support of the Blacks? 5. What did the demonstrators achieve? 6. What do Americans feel of college protesters? 7. Who was critical of the students? 8. What did they accuse the students? 9. What attitude was shared by the young men of the National Guard? 10. Why did the young Guardsmen open fire without orders? 11. What do you think about it? 12. Is this situation possible in Ukraine?

AMERICAN INTERNATIONAL SCHOOLS

International students who wish to study in an American International school sometimes wonder about the difference in education compared to other systems, such as the British.

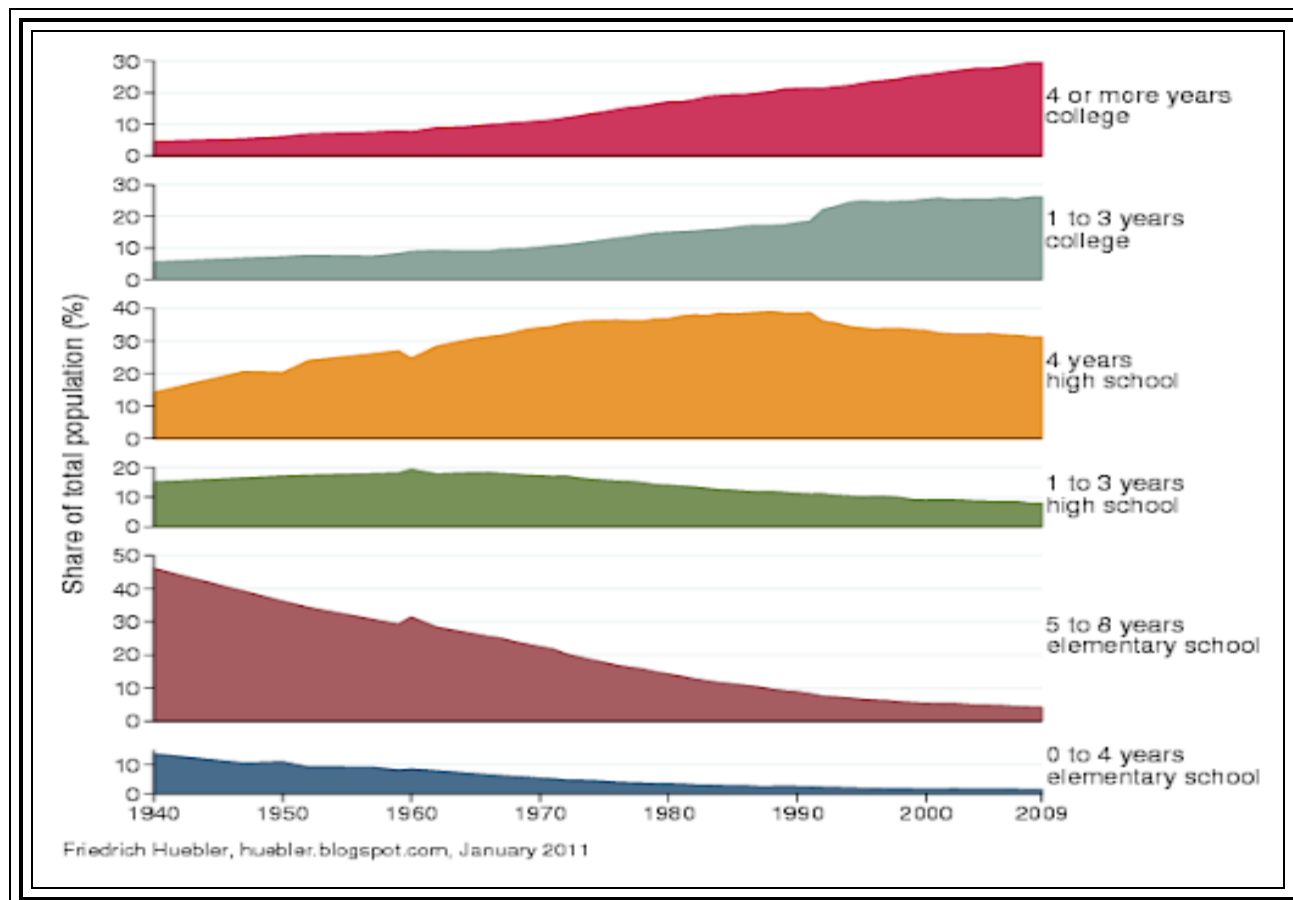
In the USA, education systems may vary from region to region and the same is true about international schools adopting an American education system. Each of the fifty states in the USA has its own Department of Education that sets guidelines for the schools of that state. It is normal practice for international schools to adopt the education system from one of the states and utilize its curriculum and teaching practices. However, there are some common aspects that most American International Schools adopt. The American education system uses a semester system. The school year is split in to two semester unlike the British system which comprises of three terms per school academic year.

The academic year in the American system generally begins in mid August and ends in early June. Generally, schools are divided into three sections, elementary, middle school, and high school.

Elementary sections are composed of students in kindergarten and grades 1-5. Most children attend kindergarten when they are five-years-old. Children begin 1st grade at age six. Middle school is composed of students in grades 6-8 and high school contains grades 9-12.

In the American System, high school students are required to take a wide variety of courses in English, mathematics, science, and social science. They may also be required to take electives such foreign language, physical education, or performing arts courses. A high school course can be one semester or two semesters in length. For those students that are academically strong, most American International schools offer Advanced Placement (AP) courses.

AP courses are extremely rigorous. However, for those students that are able to succeed at AP level, there are substantial benefits. Many universities across the USA will accept AP high school credits as first year university or college credits. This means that students with AP courses under their belt can skip some courses in their first year of university.



TYPES OF THE U.S. HIGHER EDUCATION

State College or University. A state school is supported and run by a state or local government. Each of the 50 U.S. states operates at least one state university and possibly several state colleges. Many of these public universities schools have the name of the state, or the actual word "State" in their names: for example, Washington State University and the University of Michigan.

Private College or University. These schools are privately run as opposed to being run by a branch of the government. Tuition will usually be higher than state schools.

Often, private U.S. universities and colleges are smaller in size than state schools. Religiously affiliated universities and colleges are private schools. Nearly all these schools welcome students of all religions and beliefs. Yet, there are a percentage of schools that prefer to admit students who hold similar religious beliefs as those in which the school was founded.

Community College. Community colleges are two-year colleges that award an associate's degrees (transferable), as well as certifications. There are many types of associate degrees, but the most important distinguishing factor is whether or not the degree is transferable.

Usually, there will be two primary degree tracks: one for academic transfer and the other prepares students to enter the workforce straightaway. University transfer degrees are generally associate of arts or associate of science. Not likely to be transferrable are the associate of applied science degrees and certificates of completion.

Community college graduates most commonly transfer to four-year colleges or universities to complete their degree. Because they can transfer the credits they earned while attending community college, they can complete their bachelor's degree program in two or more additional years.

Many also offer ESL or intensive English language programs, which will prepare students for university-level courses. If you do not plan to earn a higher degree than the associate's, you should find out if an associate's degree will qualify you for a job in your home country.

Institute of Technology. An institute of technology is a school that provides at least four years of study in science and technology. Some have graduate programs, while others offer short-term courses.

Exercise 1. Translate the words and word-combinations from English.

College, residential college, senior college, Royal Naval College, electoral college, university college, junior college, community college, college of further education, agricultural college, college education, liberal arts college, to admit to a college, business college, higher college, military college, private college, technical college, College Ability test, college admissions officer, college girl, college of advocates, college of cardinals, college placement office, College Qualification tests, college (student) recruiter, college spirit, college try, college widow, collegier (collegian), colleges, universities, and professional schools, collegium, collegial, collegiate, collegiate decision, collegiate life, collegiate press, collegiate style.

Exercise 2. Translate the notions.

College is an educational institution or establishment, in particular: one providing higher education or specialized professional or vocational training. In the USA College is a university offering a limited curriculum or teaching only to a bachelor's degree; the teaching staff and students of a college considered collectively. College is an organized group of professional people with particular aims, duties, and privileges. A college is an institution where students study after they have left school. At some universities in the USA, colleges are divisions that offer degrees in particular subjects.

University – an educational institution designed for instruction, examination, or both, of students in many branches of advanced learning, conferring degrees in various faculties, and often embodying colleges and similar institutions. A university is an institution where students study for degrees and where academic research is done.

Exercise 3. Make up a small report and give a talk in class.

Exercise 4. Read the text and pick up the essential details in the form of quick notes.

DIALOGUE

AMERICAN UNIVERSITY: WHAT IS IT LIKE?

Within two hours, Peter found himself at the Briggs – Allan Briggs, his wife Carol, and their children Barbara and Donald, both undergraduates at Yale and Columbia. Allan Briggs was a man in his mid-fifties. He possessed a brilliant record in his field, being engaged in research, which had won him recognition in the scientific community. He was also a consultant to a number of foundations.

While Allan Briggs was getting the dinner ready Peter talked with Barbara and Donald.

There were a few things that he wanted to make clear concerning the system of higher education.

▪ I always seem to have many questions. Take the system of higher education, for instance. It's rather complicated in this country, wouldn't you say? I'm confused about a few things. Could I ask you a few questions?

▪ Oh, please, do. We also have questions to ask you about your country. But one thing at a time...

▪ Well, then... Is there any national system of higher education in this country? What's the difference between private and state universities?

▪ (*entering*) Higher education in this country is not a nation-wide system. That's a very important item. It is not tightly organized or monolithic; its institutions differ considerably in size and sponsorship. They range from two-year community colleges to major research universities of 100000 students.

▪ The next thing to know is that there're two types of universities and colleges in the USA, as you know – private and state (not federal, mind you). The difference between them is the following: private colleges are very expensive, they're generally smaller and the tuition fees⁵ are much higher.

In the state colleges and universities the fees are lower, especially for state residents. They're subsidized by state governments. The University of California (UC) and the State University of New York (SUNY) are two examples of such public schools. Yet it's more prestigious to get a degree at a private university where the quality of education is almost always better, and this can make a difference in the job market later on. Therefore, it's probably worth all the bucks that go into it, anyway.

▪ I've also been wondering about the entrance standards. How do you get accepted into a college? Are there any entrance exams as is the case in my country?

▪ As a matter of fact, entrance standards and admission policies may differ considerably from university to university. First, the applicant must have a satisfactory high school transcript, which helps university officials determine the applicant's capacity to do satisfactory work at a university. While still in high school the student also takes the Scholastic Aptitude Test, SAT for short, if he wants to apply to a university. The applicant must also usually write an essay of some kind, often autobiographical. An interview is usually required when one applies to a private university.

▪ Does one have to compete for admission?

▪ Not as much as in your country, I guess. However, one does have to compete when applying to a prestigious school. Most private colleges are competitive and so are many state colleges.

But some public colleges and universities accept nearly all applicants. What is common to us is the competition during Undergraduate School after enrolment and so the dropout rate is usually very high. It may be as high as fifty percent in some schools.

▪ I'd like to know the general pattern of the system of higher education in this country.

▪ I'll try to sketch out here what seems most important.

A distinctive feature of American university is its two levels – the separation of undergraduate from graduate education. The first level is Undergraduate School of four years duration.

Here the work of undergraduate students (undergraduates) during the first two years (the freshman year and the sophomore year) usually consists of broadly-based studies in humanities, social sciences, applied and natural sciences.

However, in the 1960s many colleges and universities abolished distribution requirements.

- I'm a sophomore at Yale and Donald is a freshman at Columbia. Indeed, the first two years at Undergraduate School are aimed at providing general education and preparing for more special studies. The last two years (the junior and the senior year) are devoted almost entirely to the major discipline.

- After the sophomore year the undergraduate majors in one special subject which means he takes the majority of courses in this one area. For instance, Barbara is majoring in French Literature.

My interests are in sciences – I'm majoring in chemistry and biochemistry.

- If all goes well, this undergraduate education culminates in a Bachelor's degree (BS or BA). It's usually known as the first degree and may be a background for further specialization, a step toward higher (or advanced) degree.

- That would mean that the undergraduate education that culminates in a Bachelor's degree can be compared to Ukrainian institutions of higher learning, which provide four-year training. What about advanced degrees, how are they obtained?

- I'm just coming to this point.. The advanced degrees (the Master's degree and the PhD) can be obtained in Graduate School, which is the second level of university education. There're two levels of graduate school: the lower for obtaining the Master's degree (MS or MA) and the upper level for the doctorate or the PhD, which is a research degree. A graduate student works for two or three years, during which time he takes courses, passes exams, does some laboratory research under a competent professor, and on submitting a thesis is awarded a Master's degree, though a thesis is not always required.

- How long will it take to get a PhD degree?

- Well, that depends... The average number of years may range from six to seven years in sciences and more in humanities. I should mention though that one can get a PhD without first having a Master's. Then it takes less time. Very common is post doctoral research done by researchers with PhD degrees – the "postdocs".

- In Ukraine we have the system known as "aspirantura". It provides graduate studies and leads to the candidate degree, which, I think, can be compared to the PhD degree here. But in our country, education and training are provided at no cost to the student at all levels.

- I know a guy, he's a pal of mine. He's just back from attending an Ukrainian language course at Kyiv University. He's greatly impressed by the quality of education there and by what he saw in your country.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English.



Exercise 2. Remember that.

- State university – university supported & controlled by a particular state. There are private universities, colleges and schools.
- Sponsorship – here: financial support.
- Two-year community college (or junior college) – an institution of higher education offering a two-year program beyond the secondary school level.
- Research University – higher educational institution oriented to research rather than education.
- Fee (tuition fee) – money paid for education.
- University of California (UC) – it is comprised of nine campuses: US (Berkeley) founded in 1868, state. Degrees offered: Bachelor's, Master's, Professional, and PhD. Other campuses at Davis (1908), Irvine (1965), Los Angeles (1919), Riverside (1907), San Diego (1912), San Francisco (1873), Santa Barbara (1944), Santa Cruz.
- School, college – the first universities in the US divided courses into various fields of learning and called the departments that taught each branch "colleges" or "schools". In this way, "college" or "school" came to have different meanings.
- Within a university they may refer to a part of a university that teaches a special branch of knowledge (similar in structure to the "faculty" at Oxford and Cambridge in Britain and "факультет" at Ukrainian higher educational establishments) such as the School of Business, Law School, Medical School, College of Chemistry, etc. Thus, a university is made up of schools and colleges.
- The word "college" may also mean a separate institution, which specializes in a special branch of knowledge (Agricultural) College, Engineering College, etc.) Note that the most common use of "college" is in the expression "go to college", which in a broad sense means "study at any institution of higher education". The word "school" may be used as a general term for any educational establishment (e.g. "It is very prestigious to get a degree at a private school as Harvard").
- Buck – a dollar – Am. slang.
- High school or senior high school – secondary school that usually includes grades 10, 11 and 12, and sometimes grade 9, and offers academic or vocational subjects.
- Transcript – students record in school or college, listing courses, credits, grades.
- Scholastic Aptitude Test, SAT – test for determining the probability of a person's success in learning.
- Undergraduate School – part of college or university, which provides four-year training and culminates in a Bachelor's degree. Undergraduate – a student at a university or college who has not yet received first or Bachelor's degree.
- Freshman (for the both sexes) – student in the first year of college (university) or in the 9th grade of high school.
- Sophomore – student in the second year of college (university) or in the tenth grade at high school.
- Distribution requirements – the amount of courses students must take in each department or division.
- Junior – student in the next-to-last year of college (university) or high school.
- Senior – student in the last year of college or high school.
- Graduate School – part of college or university devoted entirely to graduate work; it culminates in a Master's and / or PhD degrees – аспирантура.
- Graduate student – аспирант.
- Pal – friend, chum, buddy.

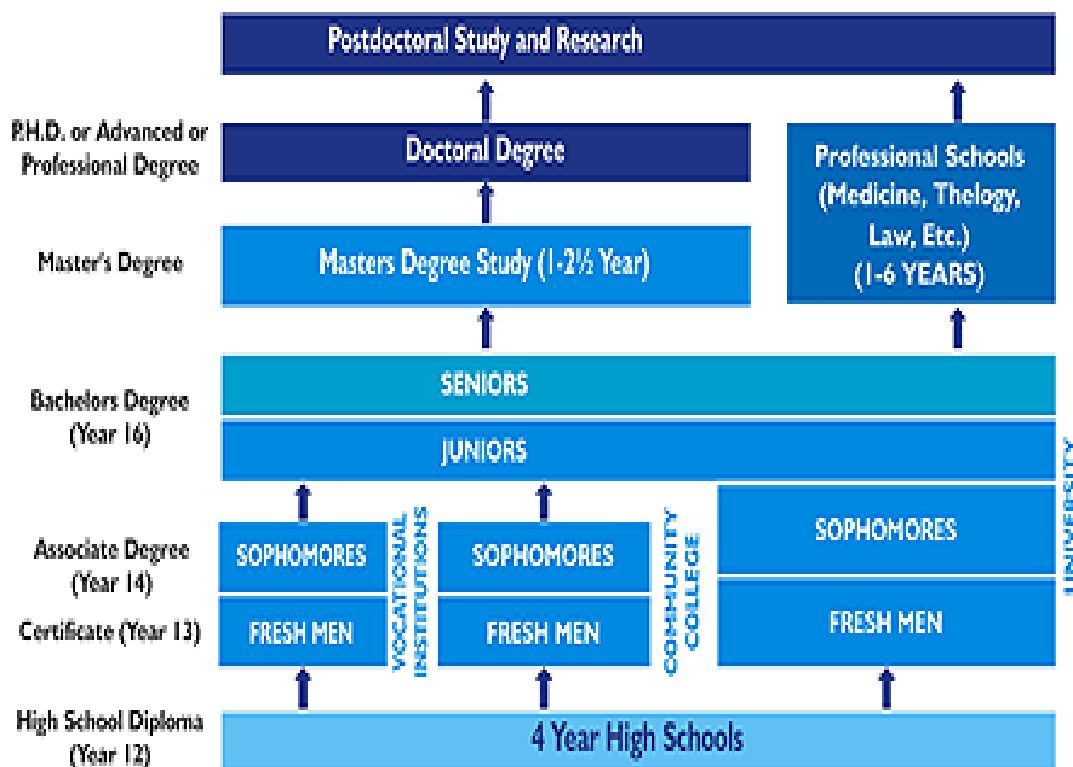
Exercise 3. Render the main idea of the information.

Exercise 4. Make up a small report and give a talk in class.

Exercise 5. Analyze cultural comments below.

CULTURAL COMMENTS

- After Harvard, John (1607-1638) – English clergyman: principal endower of Harvard College.
- Washington and Lee University – Lexington, Virginia, founded in 1749, private. Degrees offered: Bachelor's and Professional.
 - University of Pennsylvania – Philadelphia, Pennsylvania, founded in 1740, private. Degrees offered: Associate, Bachelor's, Master's, Professional and PhD.
 - Residential college – college, which gives the students an accommodation in a hall of residence that is where the students not only study but also reside.
 - Liberal Arts College – college, in which the studies (of language, philosophy, history, literature, abstract science, etc.) are intended chiefly to provide general knowledge and develop the mind; they are not professional or technical.
 - The term is taken from medieval schools where seven liberal arts: grammar, rhetoric, logic, arithmetic, geometry, music and astronomy formed the course of study.
 - Open curriculum – one allowing the undergraduate to choose most of the courses he is going to take, in contrast to the systematic curriculum, in which the courses are strictly prescribed.
 - Wells College – Aurora, New York, founded in 1868, private. Degrees offered: Bachelor's and Master's.
 - Vassar College – Poughkeepsie, New York, founded in 1861, private. Degrees offered: Bachelor's and Master's.
 - Terminal programs – programs of studies terminating in a final examination, which attests to the acquisition of a specific knowledge in this or that field.
 - Earned doctorate – degree or status of doctor conferred by a university or college on a person after he has fulfilled certain academic requirements.
 - Advanced studies – studies, which in progress, complexity, etc. are beyond the usual course. Very often they mean graduate studies taken after the four-year undergraduate program.





DEGREES

Academic Degrees. There are four principal types of academic degrees, each representing a different level of academic achievement.

Undergraduate degrees. The associate degree is conferred upon the completion of two years of organized program of general, pre-professional, or semi-professional work. The bachelor's (baccalaureate) degree usually represents successful completion of a four-year course of study. This oldest academic degree is used in various forms by almost every institution offering four or more years of work.

Much of the first two years is prescribed and includes courses in such fields as humanities, the social science, and the fine arts. In the third and fourth years, the baccalaureate student specializes (majors) in one or two fields. The equivalent of a full year of work may be devoted to his major field and half that amount of time to a related minor field. The degree is usually awarded in the major field.

Graduate degrees. The most common master's degree program represents a minimum of 1 year of work beyond the baccalaureate. In certain areas this has been extended to 2 years of required graduate study (e.g. in business administration) or even 3 years (e.g. in fine arts). It may also involve one or all of the additional requirements: a thesis, a general examination, and mastery of a foreign language. The master's degree candidate follows a rather specific course of study, usually in a single field and arranged in co-operation with his adviser. This is not, however, considered to be a research degree, but rather preparation for the PhD. In certain cases it is bypassed by students going for PhD, but may be granted as a consolation prize to those who fail to qualify for the doctorate.

Master of Arts in Teaching (MAT) is one of the more rapidly growing; it is designed to prepare liberal arts graduate for secondary school teaching. Normally neither a language examination nor a thesis is required for MAT, but a course in practical teaching is usually incorporated.

The earned doctorate is the most advanced degree conferred by American institutions. Doctoral programs usually consist of at least 3 years of study beyond the baccalaureate. There are 2 quite distinct types of doctoral programs: the professional degree and the research degree.

The first type represents advanced training for the practice of a given profession, such as the Doctor of Medicine, the Doctor of Dental Science, and similar degrees.

These degrees do not imply original research. The research doctorate (PhD) is the highest earned degree in the American graduate school. Candidates usually follow a program of studies concentrated in one of the major fields of knowledge. They are normally required to demonstrate reading proficiency in at least two foreign languages. After a student has satisfactorily completed his course work and met his foreign language requirements, he must take a comprehensive examination to demonstrate a general knowledge of his field. It may be oral or written or both, and is evaluated by a special committee to determine whether he is prepared to undertake his dissertation (it is usually the preliminary, or qualifying, examination).

The final period of pre-doctoral study is given over largely to the preparation of the dissertation (this may require several years to finish). A final examination is required at most universities after the dissertation and other requirements for the degree have been completed. According to tradition, the prospective doctor of philosophy should defend the conclusions of his dissertation.

Consequently, it is frequently the custom to make public announcements of the date and place of the final examination and to permit the attendance of any scholars who may wish to participate. At one time, it was not uncommon for universities to require that doctoral dissertation be published, but the increased expenses in printing costs as well as the increase in the number of dissertations have made such a requirement quite rare.

Other degrees. Besides awarding earned degrees to students who have met the established requirements, some colleges and universities award honorary degrees as a form of deserved recognition for distinguished public service or for outstanding creative work.

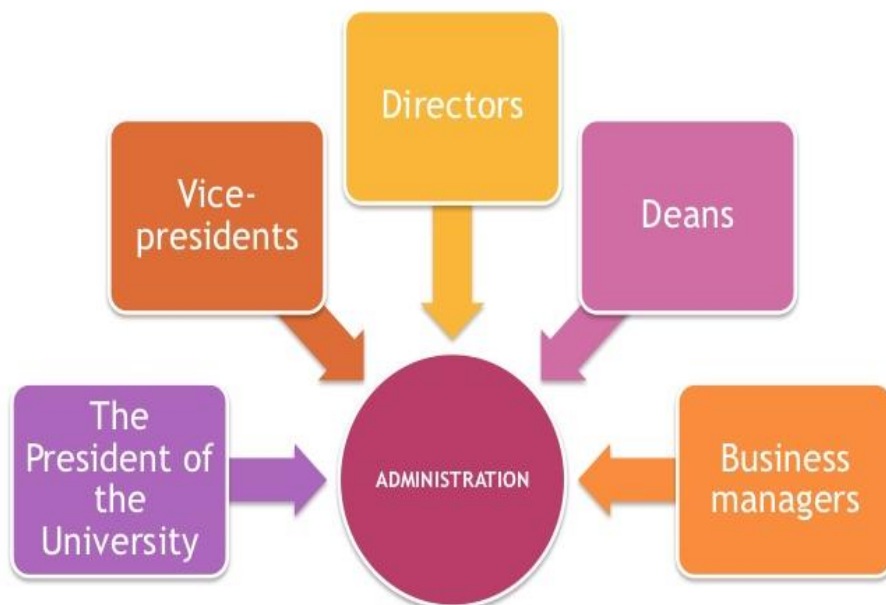
Compared to the number of earned degrees, not many honorary degrees are awarded annually, and the recipient is usually an individual of such unquestionable reputation that the public looks upon the degree simply as a symbol of recognition for public service.

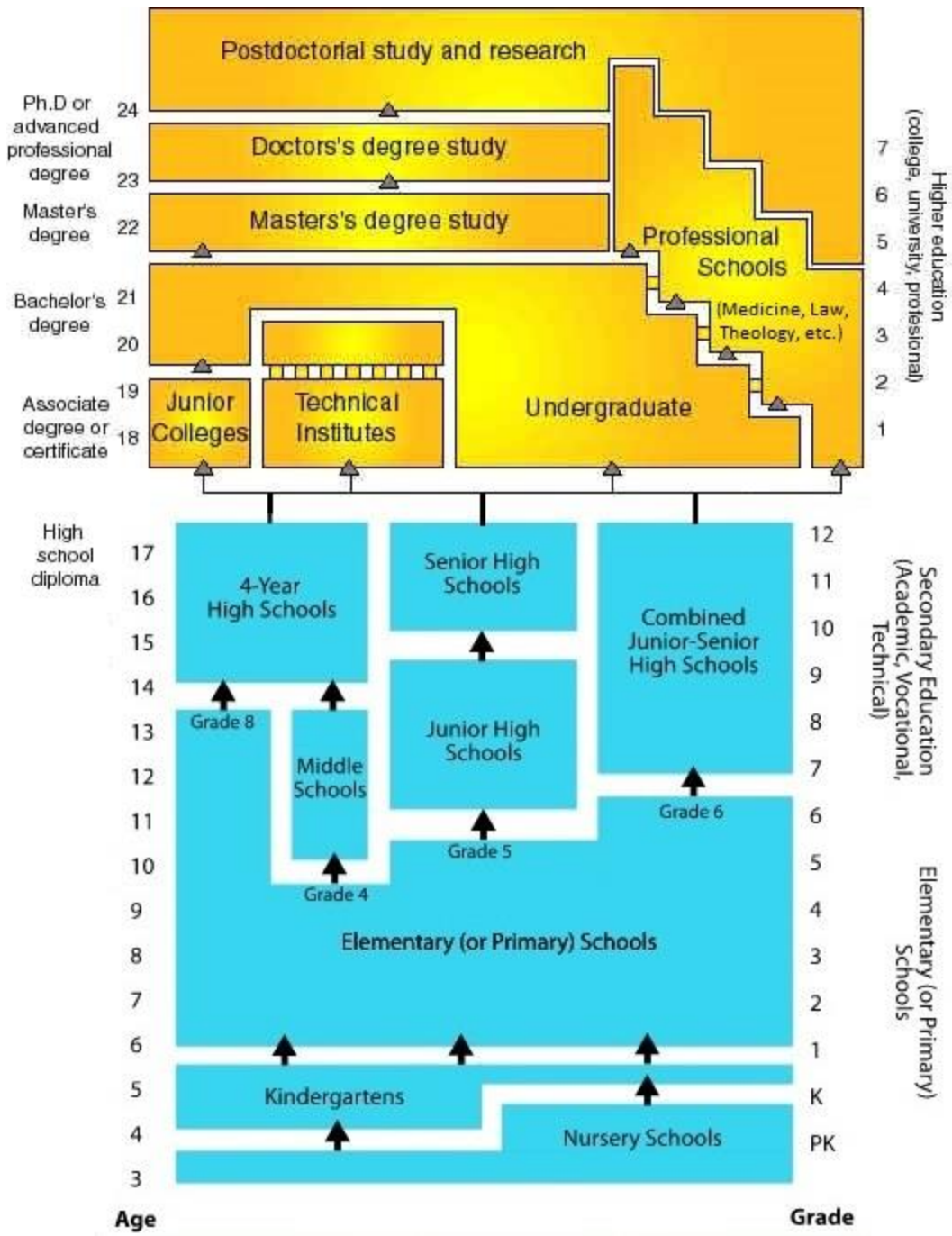
Exercise 1. Characterize four principal types of academic degrees.

Exercise 2. Answer the questions.

1. What were the aims of early institutions of higher learning in America? 2. Did American colleges duplicate their English counterparts in all respects? 3. List the changes that took place in the American system of higher education in the 19th century and state their causes. 4. What does the word "school" mean as applied to an element of an American university? 5. Is the curriculum in American colleges wholly prescribed or are the undergraduates free to choose any subject they wish? 6. When were women first admitted to American universities?

Exercise 3. Analyze the chart below.





DIALOGUE

WHAT DOES A UNIVERSITY DEGREE COST?

(Peter, Donald, Alan, Barbara)

▪ So those who join are usually upper middle class. Sons and daughters of common labourers cannot get in; much less pay all the fees. In the 1960s, though, many people began to protest against their social injustice and at that time, they became much less popular. Nowadays they're coming back.

▪ What kind of financial assistance can be offered to students?

▪ A student can be offered a loan. This must be repaid with interest after the student leaves the school. Then there're grants⁷ that are awarded to needy students and they don't have to be repaid. Many students get financial aid.

▪ Is academic performance taken into consideration in awarding grants?

▪ Not usually. But there're also scholarships⁸, which are awarded for academic excellence as a rule. Barbara's got a scholarship. In Graduate School, the graduate students involved in research projects usually get fellowships⁹.

▪ How is instruction organized? In Ukraine it rests on a broad scientific basis – lectures on theory are combined with practical work.

▪ Here instruction is provided by the members of the faculty¹⁰ by the lecture method and informal discussions. The aim is to develop in student's logical thinking, creativity, curiosity and imagination. Computers are being increasingly used everywhere: in libraries, laboratories for facilitating research and data processing. I'd say a distinctive feature of recent decades at American colleges and universities is the growing number of graduate students who are involved in research projects.

▪ I've noticed that the official name of an institution does not necessarily indicate the level of teaching it provides. Some schools designated "universities" do not provide courses beyond those leading to the Bachelor's degree, while others called "colleges" offer programs leading to the PhD and enjoy great prestige, wouldn't you say?

▪ Oh, yes, universities and colleges in this country differ greatly in the quality of teaching, enrolment and prestige. The largest campuses are the University of California (UC) with its nine campuses, the City University of New York (CUNY), Michigan State University and others. However, I'd like to specify that there are universities to which the term "leading" may be applied. These are Chicago, Cal Teach, Harvard, Illinois, MIT, Princeton, Stanford, Yale and some others.

▪ How are these universities esteemed?

▪ These universities are esteemed according to the amount of research done in them, which is to a great extent budgeted by the Federal Government. In recent decades federal money has become a major factor in the total performance of many universities. We usually refer to such schools as research universities. It is considered very prestigious to go to Graduate School at such a university.

Ranking just below the "leading" universities are universities where scientists and scholars of international renown are also to be found but not in such dense clusters as at Harvard, Berkeley or MIT. In the minor universities there's a limited number of able professors who can guide a graduate student in doing research for his thesis. This does not mean, however, that first-rate scientists are to be found only in the leading universities.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English.

Exercise 2. Explain the score of some notions in English.

University is a high-level educational institution in which students study for degrees and academic research is done. It is an educational institution designed for instruction, examination of students in many branches of advanced learning, conferring degrees in various faculties, and often embodying colleges.

Exercise 3. Remember Cultural Comments.

- Medical School (Law School) – part of a university that teaches medicine (law).
- Resident (doctor) – doctor who is serving a residency – a period of advanced specialized medical or surgical training.
 - Accreditation – considering the large number and variety of institutions of higher education in the US, there are significant differences in the quality of teaching they provide, hence there is a special accreditation system in the country.
 - Schools of higher learning are accredited by regional accrediting authorities based on their judgement of the educational institution on the equipment, financial status, requirements and the teaching standards of the school. The prestige of the school depends largely on its accreditation.
 - Campus – the grounds and buildings of a university or college. It is applicable to universities or colleges built as a separate complex. The word is sometimes used to denote the university or college as an institution, e.g. "campus life", "campus unrest".
 - Dormitory (dorm, for short) – building with many rooms at a college or university that provide sleeping and living accommodations for students.
 - Fraternity – here: social club of male college students joined together by common interests. Similar women's organizations are sororities. These societies developed traditions and modes of behaviour. Each fraternity (sorority) has a house where its members may live.
 - Grant – sum of money given by the state to students to support them while they are studying.
 - Scholarship – sum of money to help a student continue his study; learning, erudition particularly in humanities.
 - Fellowship – sum of money paid for the support of a graduate student, scholar, etc. doing advanced study in some field.
 - Faculty – teaching staff of a university or college ("the entire faculty was present"). An individual member is referred to as a "faculty member". The positions occupied by the university teachers starting from the bottom are the following: the lowest rank is "instructor", the next highest is the "assistant professor" who usually has a Master's degree and is working on a PhD dissertation. The next highest is the "associate professor" and the "full professor".
 - Michigan State University – East Lansing, Mich, founded in 1855; state. Degrees offered: Bachelor's, Master's, Professional and PhD.
 - University of Chicago (1892). Degrees offered: Bachelor's, Master's, Professional, PhD.
 - California Institute of Technology (1891, private). Degrees offered: Bachelor's, Master's, PhD.
 - University of Illinois – Urbana, Ill., founded in 1868, state, a branch of the university is in Chicago. Degrees offered: Bachelor's, Master's, Professional, and PhD.
 - Stanford University – Stanford, Calif. (1885, private). Degrees offered: Bachelor's, Master's, Professional, and PhD.

Exercise 4. Answer the questions.

1. Is the system of education in the USA centralized? 2. Is there a national system of higher education? 3. What is the difference between private universities and those supported by each state (state universities)? Is the doctor's degree always awarded for original research? 4. What are the entrance standards and admission policies at American universities and colleges? In what field is the master's degree most common? 5. Where is competitive admission more common: at public (state) or private colleges and universities? 6. When is the dropout rate the highest? 7. What are the two levels of the American university? 8. How does one obtain the Bachelor's degree and how can you compare the four-year college training with the Ukrainian system of higher education? 9. What are the American advanced degrees? 10. How does one obtain the Master's degree? 11. Which of these degrees is actually a research degree? 12. How does one get the PhD degree? 13. Is the bachelor's degree the first academic degree? 14. What is the master's degree generally considered to be?

Exercise 5. Do the tasks.

1. Emphasize the similarities and differences between the two systems in obtaining professional education. 2. List all the items that make up student's expenses. Comment on the financial problems that students have to cope with. 3. Tell about dormitories, fraternities and sororities. Point out the social aspect. 4. List the possibilities for a student to get financial assistance and the terms on which it can be granted. 5. Describe how instruction at college and universities is organized. 6. Specify the term "leading universities" and explain why it is prestigious to get a degree there. 7. Outline the three stages of the American system of higher education. Specify at what stage researchers are trained.

Exercise 6. Remember that.

A PhD is a degree awarded to people who have done advanced research into a particular subject. PhD is an abbreviation for "Doctor of Philosophy". He is more highly educated, with a PhD in Chemistry. Degree is the amount, level, or extent to which something happens or is present.

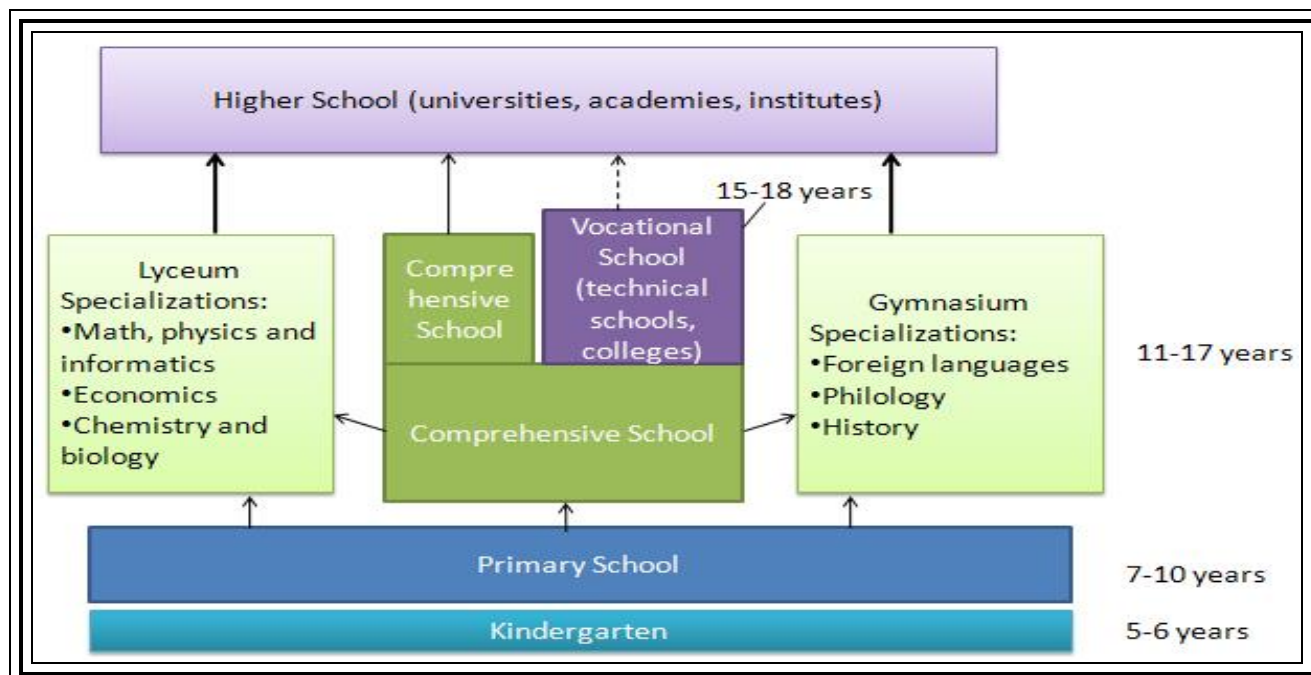
You use degree to indicate the extent to which something happens or is the case, or the amount, which something is felt. Degree – an academic rank conferred by a college or university after examination or after completion of a course, or conferred as an honour on a distinguished person. Some phrases: by degrees – a little at a time; little by little; gradually; to a degree: to some extent.

Exercise 7. Explain the score of some notions in English.

By degrees a little at a time; to a degree; by (slow) degrees; a degree better / worse; degree of freedom; in some degree; in a varying degree; in (an) equal degree; to some / a certain degree; to a lesser degree; to achieve a high degree of proficiency.

Exercise 8. Analyze the information and make up the chart about it.

№	Activity			
	Event	When	Where	Score
1.				



TYPES OF HIGHER EDUCATIONAL INSTITUTIONS

Junior Colleges

Organizationally, these institutions of higher education offer two-year programs beyond the secondary school level. Courses are divided into two programs, one leading to a transfer to a four-year college at the end of two years, the other intended to be terminal at the completion of the junior college, usually leading to a profession (shop work, office work, etc.).

Colleges of Liberal Arts

Generally, they offer four years of work beyond the secondary school level. Their programmes are aimed at providing a broad educational base in philosophy, science, and culture. Course work is often organized so that students may choose from many different areas of knowledge with some specialization or concentration in one particular field during the third and fourth years of the program. Some of these colleges are private; others are run by the state.

Specialized Institutions

Usually, institutes of technology, teacher training colleges, art schools, and other specialized institutions emphasize intensive concentration in a speciality as contrasted with the broad range of liberal arts colleges. The course of study typically emphasizes technical, scientific, or engineering aspects of knowledge in the field. Today, the educational programs of some specialized institutions are broader and more comprehensive. In fact, some of them have changed their names, aims and programs to fit a university type of organization.

University

An American university, having the most complex organization of all American institutions of higher education, consists of a number of schools and colleges at both levels: the undergraduate school and the graduate school. These are grouped together in one educational system. A distinctive feature of American universities is the separation of graduate from undergraduate education. Often, a university will have more students working towards degrees at the graduate level than in undergraduate school. Another distinctive feature of some American universities is their large size.

At the undergraduate level (undergraduate school) universities may have several divisions – a college of liberal arts, a school of engineering or applied science, etc. A student usually enrolls in one undergraduate division, but he may take courses in more than one of these.

The goals and work of a university faculty member are not centred solely on teaching.

Generally faculty members of a university are expected to contribute to the advancement of knowledge in their fields through research and writing. The research-oriented faculty is peopled with scholars – many of them distinguished and widely recognized – who spend half or more of their time on research and writing in their discipline. They devote their remaining time to the teaching of graduate students or advanced undergraduates taking specialized courses in their field. Graduate students and faculty members of junior rank handle classes during the first two years of undergraduate studies usually. Every state in the US maintains at least one institution of the university rank.

Programmes in them are often adapted to serve local needs. State universities provide opportunities of higher education usually at a cost considerably below the cost of education in private institutions. The institutions, which provide higher education, do not constitute any co-ordinate system and are not controlled by any centralized national authority. Each state has the right to found new public or private institutions of higher education within its borders.

However, co-operative efforts of colleges and universities have created a number of unifying factors, which reduce the diversity of American system of higher education.

For example, inter-institutional co-operation has contributed to the development of uniform degree requirements and methods of recording student progress. Various professional associations of states and Nation exercise tremendous influence upon American higher education.

They work chiefly with governmental and institutional representatives to achieve common objectives and to obtain agreement on national education goals.

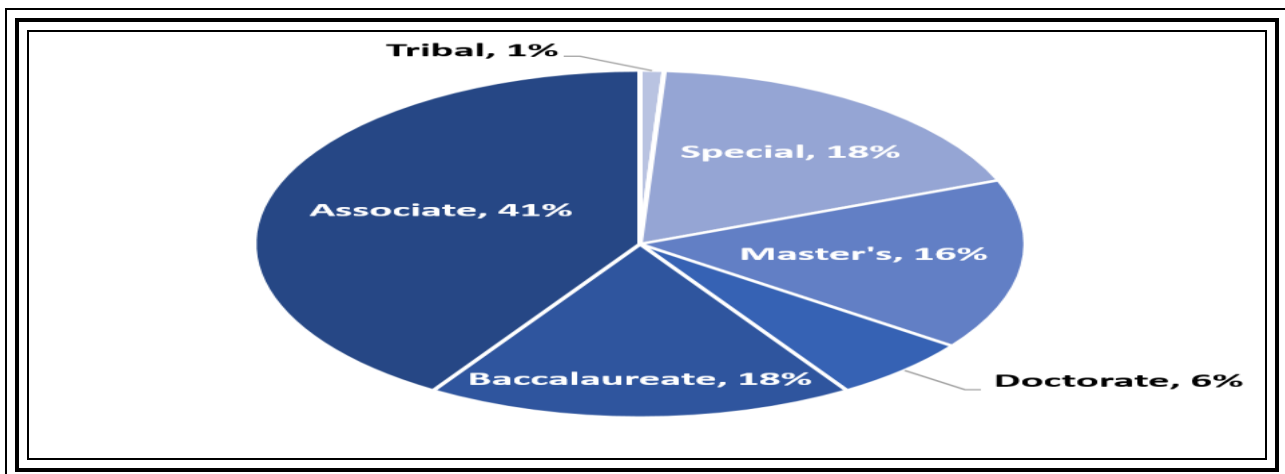
There are regional accrediting associations which, when combined, embrace the entire USA. In some states, additional accrediting procedures are carried on by the State Department of Education or by the State University. Graduates of accredited colleges ordinarily find it easier to obtain acceptable positions than do graduates of non-accredited ones.

Students from accredited colleges find it easier to transfer to other colleges or to gain admission to graduate school. Although the US Office of Education in some ways corresponds to the Ministry of Education in other countries, it does not judge the quality of instruction at individual institutions and is mainly responsible for the collection, interpretation, and dissemination of educational information. Nevertheless, it is involved in the co-operative efforts to standardize accreditation procedures and so contributes to the efforts of co-ordinating and unifying the practices of different institutions of higher education.

Exercise 1. Answer the questions.

1. How does one get enrolled in a Medical (Law) School to become a doctor (lawyer)? 2. How does a young doctor usually start his medical career? 3. What is "accreditation"? 4. What do a student's expenses usually include? 5. Why do most students have to look for a job? 6. Where do students live on the campus? 7. What kind of financial assistance are students offered? 8. How do colleges and universities differ in the US? 9. Mention the most prestigious universities. 10. What are the stages of the American system of higher education? 11. Every state in the US maintains at least one institution of the university rank, doesn't it? 12. Are programmes in them often adapted to serve local needs? 13. Do the institutions, which provide higher education, constitute any co-ordinate system? 14. Are the institutions controlled by any centralized national authority?

Exercise 2. Obtain types of higher educational institutions.



The College of Education is on the move again. The Board of Trustees approved in January a \$2.4 mln. addition to a portion of the building just south of Erickson Hall's entrance. The construction project will add 6,700 square feet of research and office space to the building. Why the expansion?

In just the past few years, the college has attracted some \$62 mln. in research funding.

That means a lot of people and resources to accommodate in a building that is nearly 50 years old. Construction began in February and the expansion is to be finished in December.

In addition to the construction, the front of Erickson will be improved in other ways, including landscaping, an extended entrance canopy, and decorative paving. This is phase two of the refurbishing of Erickson. Renovation of the first floor of the building was completed in January and includes 5,000 square feet of state-of-the-art technology-enhanced classrooms and conference rooms, as well as a Sparty's coffee shop.

The Carnegie Classification of Institutions of Higher Education is the primary framework for describing and comparing institutional diversity in American higher education. All accredited degree-granting institutions in the U.S. represented by the National Center for Education.

Associate’s Colleges (41% of total)

Called community colleges and two-year colleges, this category includes institutions where over 90% of degrees conferred are at the associate’s degree level or lower. These institutions also frequently offer lower level undergraduate courses for transfer to four-year institutions.

Baccalaureate Colleges (18% of total)

Also commonly called liberal arts colleges, institutions fall into this category if bachelor’s degrees accounted for at least 10 % of all undergraduate degrees and the institution awarded fewer than 50 master’s degrees in an academic year.

Doctorate-Granting Universities (6% of total)

This category includes institutions that awarded at least 20 (research) doctorates during the academic year, not including most professional degrees (JD, MD, PharmD, AudD). Within the Carnegie Classifications, doctoral-granting institutions are further subdivided based on research activity.

Master’s Colleges & Universities (15% of total)

This category includes institutions that awarded at least 50 master’s degrees during the academic year, but fewer than 20 doctoral degrees.

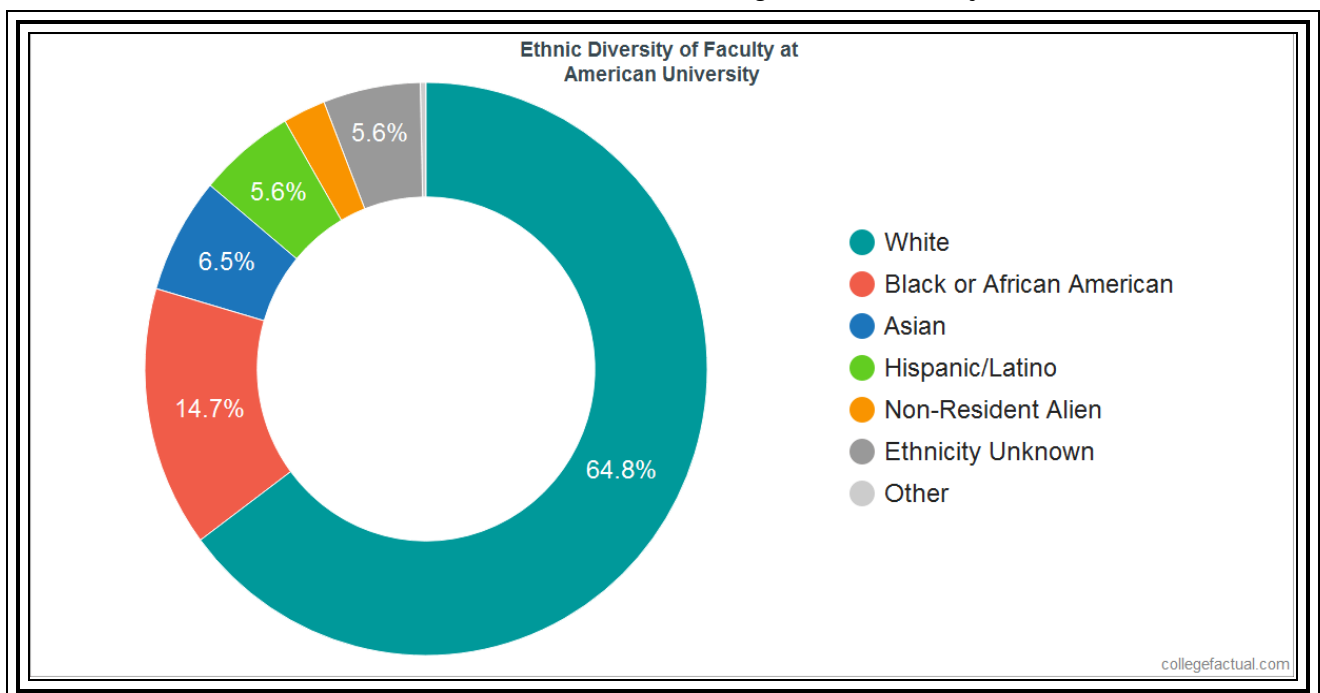
Special Focus Institutions (18% of total)

These are institutions awarding bachelor’s degrees or higher where 75% or more of the degrees are in a single field or set of related fields (e.g. medical school, seminary, art, music, law). Examples of special focus institutions include the New England Conservatory of Music, Rose-Hulman Institute of Technology, John Marshall Law School, and the Culinary Institute of America.

Tribal Colleges (1% of total)

These are defined as members of the American Indian Higher Education Consortium.

Exercise 3. Characterize the main features of the higher education system.



PROGRAM OR DEGREE	SCHOOLS WHERE OFFERED	TYPICAL TIME TO GRADUATE
Career, technical, trade, or vocational courses	Career, technical, vocational, and trade schools Community and junior colleges	1–2 years
Associate Degree	Community and junior colleges	2 years
Bachelor's Degree	Four-year colleges and universities	4 years
Master's Degree	Four-year colleges and universities	Bachelor's degree + 1–2 years of additional study
Doctorate Degree	Four-year colleges and universities	Bachelor's degree + Master's degree + 2–3 years of additional study

Visit StudentAid.gov for more tips!

Graduation time by program or degree or type of school

Doctoral Degrees	Professional Degrees Medicine, Dentistry, Veterinary & Law	+ 7th 6th 5th
Master's Degrees		
Associate's Degrees Community & Junior Colleges	Bachelor's Degrees (Undergraduate)	4th 3rd 2nd 1st
Senior High Schools		
Junior High Schools	Secondary Schools (High School)	12th through 7th
Primary (or Elementary) Schools		

CLASSROOM ENVIRONMENT

Classes range from large lectures with several hundred students to smaller classes and seminars (discussion classes) with only a few students.

The American university classroom atmosphere is very dynamic. You will be expected to share your opinion, argue your point, participate in class discussions and give presentations. International students find this one of the most surprising aspects of the American education system.

"One challenge was the way you register for classes and developing an academic plan. I really didn't know what to study because I could choose many programs. I met with Angela Khoo (Academic Adviser) about the classes that I could take, and then it became a lot easier for me."

Each week professors usually assign textbook and other readings. You will be expected to keep up-to-date with the required readings and homework so you can participate in class discussions and understand the lectures. Certain degree programs also require students to spend time in the laboratory. Professors issue grades for each student enrolled in the course.

Grades are usually based upon: Each professor will have a unique set of **class participation** requirements, but students are expected to participate in class discussions, especially in seminar classes. This is often a very important factor in determining a student's grade.

A **midterm** examination is usually given during class time. One or more **research or term papers**, or laboratory reports must be submitted for evaluation.

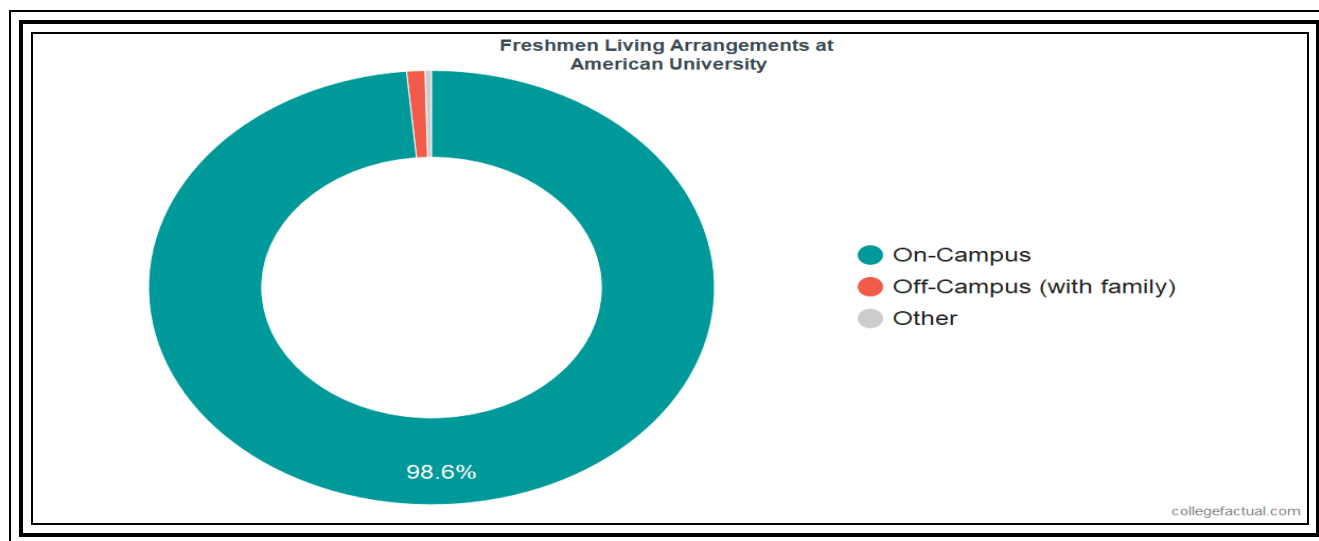
Possible short exams or quizzes are given. Sometimes professors will give an unannounced "pop quiz". This doesn't count heavily toward the grade, but is intended to inspire students to keep up with their assignments and attendance.

A **final examination** will be held after the final class meeting. Each course is worth a certain number of **credits** or credit hours. This number is roughly the same as the number of hours a student spends in class for that course each week. A course is typically worth three to five credits.

A full-time program at most schools is 12 or 15 credit hours (four or five courses per term) and a certain number of credits must be fulfilled in order to graduate. International students are expected to enrol in a full-time program during each term. If a student enrolls at a new university before finishing a degree, generally most credits earned at the first school can be used to complete a degree at the new university. This means a student can transfer to another university and still graduate within a reasonable time.

Exercise 1. Render the main idea of the information.

Exercise 2. Make up a small report and give a talk in class.



DIFFERENCES IN THE ORGANIZATION OF EDUCATION SYSTEM IN BRITAIN & AMERICA

Difference in the organization of education in Britain and America lead to different terms.

One crucial word, school, is used in overlapping but different ways. A place of education for young children is a school in both varieties. However, a public school in Britain is in fact a "private" school; it is a fee-paying school not controlled by the local education authority.

The free local authority school in America is a public school. The American grade school has a BE near equivalent of elementary school.

However, whereas an American can say: "Standrod is a pretty good school", the word school in BE is never used to refer to a university or other college of higher education. An American high school student graduates; a British secondary school pupil (never student) leaves school.

To graduate is possible only from a university, polytechnic or college of education in British usage; graduating entails taking a degree. British universities have 3 terms; American universities have 2 semesters (4 quarters). A British university student takes 3 years, in the typical case, to get his degree; these are known as the first, second and final years.

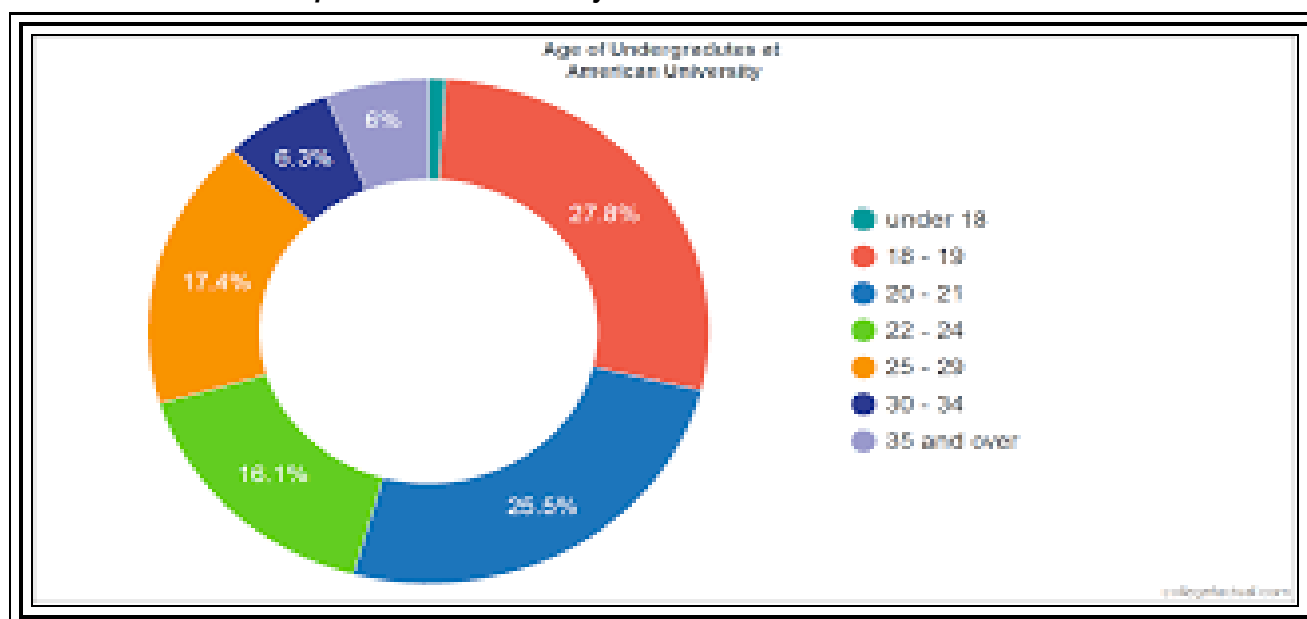
The American university student typically takes 4 years, known as freshman, sophomore, junior and senior years. While he is studying, the American majors in a particular subject, but also takes electives; the British student usually takes a main and a subsidiary subjects.

The British term honours degree signifies that the student specializes in one main subject, perhaps with one subsidiary. The American student earns credits for successfully completing a number of self-contained courses of study, the credits eventually reaching the total needed for him to receive a degree. There is no counterpart to the credit system in British high education at present.

The British student who has already taken a first degree (usually a B.A. or B.Sc. except in Scottish universities) is a postgraduate; the American equivalent is a graduate. In American universities those who teach are known as the faculty; in Britain they are the staff, possibly dignified as the academic staff. BE has no equivalent of the American sorority or fraternity, i.e. nation-wide university clubs.

Exercise 1. Summarise your knowledge on differences in the organization of education in Britain and America and issue in a short presentation (100 words).

Exercise 2. Compare the educations systems in the USA and Ukraine.



Exercise 3. Analyze the notions.

University of Technology – A university of technology offers a more practical dimension to learning. It focuses on providing higher quality education that places more emphasis on technology and equipping students with the necessary skills for the workplace. A year of theoretical study is usually alternated with a year of practical exposure and apprenticeship at a relevant institution.

After 3 years of study at a technikon one receives a diploma. One can then choose to further his/her studies with a Bachelor of Technology (B.Tech) degree. In South Africa, universities of technology were previously called technikons. The institutes of technology and polytechnics have existed at least since the 18th century, but became popular after World War II with the expansion of technical education, associated with the new needs created by industrialization.

In some cases, polytechnics or institutes of technology are engineering schools or technical colleges. A handful of American universities include the phrases "Institute of Technology", "Polytechnic Institute", "Polytechnic University", or similar phrasing in their names; these are generally research-intensive universities with a focus on science and technology. The level of academic rigor in these schools may vary from entry-level state universities to world renowned elite schools.

Colleges – Colleges are institutions that offer less accredited degrees and courses.

College degrees or diplomas sometimes hold less weight than those from universities or technikons when job hunting. One has the option of studying full time or part time as well as a choice between long courses and short courses. Colleges are independent and offer more specialized training such as teachers training colleges, nursing colleges, or advertising, computer, or business colleges.

FET college – Further Education and Training (FET) Colleges are a result of the merger of former technical colleges. 2 types of FET colleges, which are the Public and the Private FET colleges.

Courses offered by different FET colleges may include tourism, engineering, Information and Communication Technology (ICT), construction, welding, tool making, hair dressing, jewellery design, hospitality studies, and are not limited to these only. General Education is the first 9 years of school. Grades 10, 11 and 12 are called Further Education and Training. Apart from Grades 10-12, the FET level includes courses registered up to level 4 on the National Qualifications Framework (NQF). Higher education is the education you would receive at a university.

It generally includes courses registered as levels 5 and above on the National Qualifications Framework (the NQF). The FET act was created in order to standardise further education and training. Each department and sector of the government has its own committee and review board.

The committee is created in order to fulfil a few different functions: to create (and amend) policies that will govern the way the training is offered at FET colleges across the country. This is done to create a uniform consistency in the management and administration of the training.

The Further Education and Training committee monitors and updates the current Act in order to ensure that the manner in which the training is offered is still in keeping with the original mission of the department of higher education.

Short Courses – All higher education institutions offer some short courses for those who want less intensive studies or who want to further their knowledge on certain job related issues. They also all offer part time study for those who also have other priorities while at the same time wanting to pursue a further education.



SOCIOECONOMIC STATUS

Different societal factors such as socioeconomic status can play a part in one's chances of taking advantage of higher education. A 2016 national study found that college students with a high socio-economic status persisted in college 25 % more than students with a low socioeconomic status.

In fact, students with a high socioeconomic status are 1.55 times more likely to persist in college than students with a low socioeconomic status. Attaining even higher degrees than a bachelor's degree can also be affected by socioeconomic status.

A 2016 study reports that 11 % of students with low socioeconomic status report earning a master's, medical, or law degree compared to 42 % of high socioeconomic students.

Analyst Jeffrey Selingo wondered whether higher education had less and less ability to level the playing field. A 2016 study found that 52 % of low-income students who qualified for college enrolled within 2 years of graduation compared to 83 % of high-income students.

The National Centre for Education Statistics reports that in 2017 high school graduates from low-income families enrolled in college immediately at a rate of 55 %.

In comparison, 84% of high school graduates from high-income families enrolled immediately into college. Middle-class families also saw lower rates with 67 % enrolling in college immediately.

As the level of socioeconomic status increases, so does the likelihood that the student will enrol in college at some point. It also found that a high percentage of students who delayed enrolment in college attended high schools that had a high level of participation in the free and reduced lunch program. Furthermore, students who had access to financial aid contacts were more likely to enrol in higher education than students who did not have these contacts.

Socioeconomic status can influence performance rates once at a university.

According to a 2017 study, students with a low socioeconomic status study less, work more hours, have less interaction with faculty, and are less likely to join extra-curricular activities.

42 % of students with low socioeconomic status indicated that they worked more than 16 hours a week during school, with a high percentage working up to 40 hours a week.

Students with low income may not apply for higher education. These students are often racial minorities. This is evidence of a positive relation between socioeconomic status and social integration at university. In other words, middle-class students take part in more formal and informal social activities and have a greater sense of belonging to their universities than do working-class students.

Higher education in the USA refers to the process of students continuing their education beyond high school, and includes a variety of institutions of higher education.

Strong research and funding have helped make US colleges and universities among the world's most prestigious, making them particularly attractive to international students, professors and researchers in the pursuit of academic excellence.

According to the Shanghai Jiao Tong University's Academic Ranking of World Universities, more than 30 of the highest-ranked 45 institutions are in the US (measured by awards and research output).

Public universities, private universities, liberal arts colleges, community colleges all have a significant role in higher education in the USA. Recent high visibility issues include greater use of the Internet, competency based education, cutbacks in state spending, and rapidly rising tuition and burdensome student loans. Colleges and universities in the US vary in terms of goals: some may emphasize a vocational, business, engineering, or technical curriculum (polytechnic universities) while others may emphasize a liberal arts curriculum.

Many combine some or all of the above, being a comprehensive university. In the USA, the term "college" refers to either one of the three types of education institutions. One reference is stand-alone higher level education institutions. They are not components of a university, including community colleges and liberal arts colleges. Another one is components within a university, mostly the undergraduate institution of a university.

Unlike colleges versus universities in other portions of the world, a stand-alone college is truly stand-alone and is not part of a university, and is also not affiliated with an affiliating university.

Community colleges are often two-year colleges. They have open admissions, with generally lower tuition than other state or private schools. Graduates receive the associate's degree such as an Associate of Arts (A.A.). Many students earn an associate's degree at a two-year institution before transferring to a four-year institution for another two years to earn a bachelor's degree.

Four-year colleges, which usually have a larger number of students and offer a greater range of studies, provide the bachelor's degree, mostly the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.).

They are either primarily undergraduate institutions (Liberal Arts Colleges) or the undergraduate institution of a university (Harvard College and Yale College).



Saint Anselm College – a New England liberal arts college

Four-year institutions in the US which emphasize the liberal arts are liberal arts colleges.

These colleges are entirely undergraduate institutions that are stand-alone. They traditionally emphasize interactive instruction (although research is still a component of these institutions). They are known for being residential and for having smaller enrollment, class size, and higher teacher-student ratios than universities.



Portland Community College – a typical liberal arts college

These colleges also encourage a high level of teacher-student interaction at the center of which are classes taught by full-time faculty rather than graduate student teaching assistants (TAs), who do teach classes at some Research I and other universities. Most are private, there are public liberal arts colleges. In addition, some offer experimental curricula, such as Hampshire College, Beloit College, Bard College at Simon's Rock, Pitzer College, Sarah Lawrence College, Grinnell College, Bennington College, New College of Florida, and Reed College.

Universities are research-oriented educational institutions which provide both undergraduate and graduate programs.

However, for historical reasons, some universities (Boston College, Dartmouth College) have retained the term "college" as their name. Graduate programs grant a variety of master's degrees (Master of Arts (M.A.), Master of Science (M.S.), Master of Business Administration (M.B.A.) or Master of Fine Arts (M.F.A.)) in addition to doctorates such as the Ph.D.

The Carnegie Classification of Institutions of Higher Education distinguishes among institutions on the basis of the prevalence of degrees they grant and considers the granting of master's degrees necessary, though not sufficient, for an institution to be classified as a university.

Some universities have professional schools. Examples include journalism school, business school, medical schools (M.D. or D.O.), law schools (J.D.), veterinary schools (D.V.M.), pharmacy schools (Pharm.D.), and dental schools. A common practice is to refer to different units within universities as *colleges* or *schools* (in other countries as *faculties*).

Some colleges may be divided into *departments*, including an anthropology department within a college of liberal arts and sciences within a larger university. Yet, few universities adopt the term "college" as names of academic organizations. For example, Purdue University is composed of multiple colleges – among others, the College of Agriculture and the College of Engineering.

Of these Purdue breaks the College of Agriculture down into departments, such as the Department of Agronomy or the Department of Entomology, whereas Purdue breaks down the College of Engineering into schools, such as the School of Electrical Engineering, which enrolls more students than some of its colleges do.



Public California State University. The campus of the University of Texas at Austin
The campus of the University of Houston



The Great Dome of Massachusetts Institute of Technology (MIT)

The American university system is largely decentralized. Public universities are administered solely by the individual states. Except for the USA service academies and staff colleges, the federal government does not directly regulate universities, although it can give federal grants to them and any institution that receives federal funds as a condition must certify that it has adopted and implemented a drug prevention program that meets regulations. The majority of public universities are operated by the states and territories, usually as part of a state university system. Each state supports at least one state university and several support many more.

California, for example, has three public higher education systems: the 11-campus University of California, the 23-campus California State University, and the 109-campus California Community Colleges System. Public universities often have a large student body, with introductory classes numbering in the hundreds and some undergraduate classes taught by graduate students.

Tribal colleges operated on Indian reservations by some federally recognized tribes are also public institutions. Many private universities also exist. Among these, some are secular while others are involved in religious education. Some are non-denominational and some are affiliated with a certain sect or church, such as Roman Catholicism (sponsored by particular religious institutes).

Seminaries are private institutions for those preparing to become members of the clergy. Most private schools (like all public schools) are non-profit, although some are for-profit.

Tuition is charged at most American universities, and public universities generally offer lower tuition rates for in state students than out of state students. There are two exceptions that tuition is not needed: the five federally sponsored service academies, in which students attend free and with a stipend in exchange for a service commitment in the US armed forces after graduation; a few institutions where offering tuition-free education is part of their mission, such as Cooper Union, Berea College, Olin College and Webb Institute. Public universities often have much lower tuition than private universities because funds are provided by state governments and residents of the state that supports the university typically pay lower tuition than non-residents. Students often use scholarships, student loans, or grants, rather than paying all tuition out-of-pocket. Several states offer scholarships that allow students to attend free of tuition or at lesser cost; examples include Hope in Georgia and Bright Futures in Florida. Most universities, public and private, have endowments.



University of Notre Dame's historic quad in South Bend, Indiana with the "Golden Dome" of the administration building visible

And, as of 2011, 73 additional colleges and universities had endowments worth over \$1 billion.

The largest endowment is that of Harvard University, at \$29 billion. The majority of both liberal arts colleges and public universities are coeducational. The number of women's colleges and men's colleges has dwindled in past years and nearly all remaining single-sex institutions are private liberal arts colleges. There are historically black colleges and universities, both private and public.

American universities developed independent accreditation organizations to vouch for the quality of the degrees they offer. The accreditation agencies rate universities and colleges on criteria such as academic quality – the quality of their libraries, the publishing records of their faculty, and the degrees, which their faculty holds.

Non-accredited institutions are perceived as lacking in quality and rigor, and may be termed diploma mills. Students can apply to some colleges using the Common Application.

There is no limit to the number of colleges or universities to which a student may apply, though an application must be submitted for each. With a few exceptions, most undergraduate colleges and universities maintain the policy that students are to be admitted to (or rejected from) the entire college, not to a particular department or major. This is unlike college admissions in many European countries, as well as graduate admissions.

Some students, rather than being rejected, are "wait-listed" for a particular college and may be admitted if another student who was admitted decides not to attend the college or university.

The five major parts of admission are ACT/SAT scores, GPA, College Application, Essay, and Letters of Recommendation. Not all colleges require essays or letters of recommendation, though they are often proven to increase chances of acceptance. 262,416 American students studied outside the country in 2010-11. More than 140,000 of these are studying in Europe.

The US is the most popular country in the world to study for international students, according to UNESCO. 16% of all international students go to the US (the next highest is the UK with 11%). 671,616 foreign students enrolled in American colleges in 2008-9. This figure rose to 723,277 in 2010-2011. The largest number, 157,558, came from China.

According to *Uni in the USA*, despite "exorbitant" costs of US universities, higher education in America remains attractive to international students due to "generous subsidies and financial aid packages that enable students from even the most disadvantaged backgrounds to attend the college of their dreams". Financial assistance for both private and public higher education comes in two primary forms: Grant programs and loan programs. Grant programs consist of money the student receives to pay for higher education that does not need to be paid back, while loan programs consist of money the student receives to pay for higher education that must be paid back. Public higher education institutions (partially funded through state government appropriation) and private higher education institutions (funded through tuition and private donations) offer both grant and loan financial assistance programs.

Grants to attend public schools are distributed through federal and state governments, as well as through the schools themselves. Loans can be obtained publicly through government sponsored loan programs or through independent lending institutions.

Exercise 1. Digest the information on 5 steps to grant success briefly in English.



Exercise 2. Translate the words-combinations with the keyword "grant".

Grant, cash grant, categorical grant, federal grant, formula grant, government grant, research grant, project grants, to award / give a grant, capital grant, assistance in grant from, annual grant, amount of grant, education grant, investment grants, lump-sum grant, to grant credit, to grant an allowance, to grant rights, money (monetary) grant, direct government grant, matching grant, partial grant, grant from the Crown, grant from the government, to grant a motion, to grant a relief, royal grant, assistance in grant form, to grant a day off, to grant leave of absence, training grant, to grant a charter.

Exercise 3. Explain the score of some notions in English.

A **grant** is an amount of money that a government or other institution gives to an individual or to an organization for a particular purpose such as education or home improvements. If someone in authority **grants** you something, or if something is **granted** to you, you are allowed to have it. If you **grant** that something is true, you accept that it is true, even though your opinion about it does not change. You use "I **grant** you" or "I'll **grant** you" to say that you accept something is true, even though your opinion about it does not change. If you say that someone takes you for **granted**, you are complaining that they benefit from your help, efforts, or presence without showing that they are grateful. If you take it for **granted** that something is the case, you believe that it is true or you accept it as normal without thinking about it.

Exercise 4. Analyze the information above and make up the chart about it

№	Activity			
	Institution	When	Where	Score
1.	College			

Exercise 5. Translate the sentences with the keyword «grant».

1. The government granted a pension to her. 2. The authorities at once cheerfully granted all that they asked. 3. Granting that you are correct, you may find it hard to prove your point. 4. Take it to granted. 5. We received a grant to attend the conference. 6. We received the grant for research on folklore. 7. This is target grant for learning students. 8. He made a grant of land to his son. 9. The institute has a government grant to cover the cost of development programme. 10. Many charities give grants for educational projects. 11. They were granted a meeting. 12. Her request was granted. 13. He hasn't made much progress, I'll grant you that. 14. We had to recommend the grant or refusal of broadcasting licences. 15. George had taken it for granted that they'd get married. 16. One takes certain amenities for granted. 17. I grant what you say is true. 18. They'd got a special grant to encourage research. 19. Unfortunately, my application for a grant was rejected. 20. France has agreed to grant him political asylum. 21. The magistrates granted that the charity was justified in bringing the action. 22. He took a risk, I'll grant you. But when you think about it, the risk was pretty small. 23. I grant you that there have been excesses here and there. But this happens in any popular national struggle. 24. What right has the family to take me for granted, Martin? 25. The officials felt taken for granted and grumbled loudly. 26. I was amazed that virtually all the things I took for granted up north just didn't happen in London. 27. He seemed to take it for granted that he should speak as a representative. 28. This is the amendment that granted women the right to vote. 29. People no longer took for granted everything about Christianity.

Exercise 6. Make up a small report and give a talk in class.

Exercise 7. Choose the keywords that best convey the gist of the information.

Exercise 8. Read the text and pick up the essential details in the form of quick notes.

HARVARD UNIVERSITY

Harvard University is a private Ivy League research university in Cambridge, Massachusetts whose history, influence and wealth have made it one of the most prestigious universities in the world.

Established in 1636 by the Massachusetts legislature and soon thereafter named for John Harvard (its first benefactor), Harvard is the USA's oldest institution of higher learning.

Never formally affiliated with any denomination, the early College primarily trained Congregationalist and Unitarian clergy. Its curriculum and student body were gradually secularized during the 18th century, and by the 19th century Harvard had emerged as the central cultural establishment among Boston elites. Following the American Civil War, President Charles W. Eliot's long tenure (1869-1909) transformed the college and affiliated professional schools into a modern research university; Harvard was a founding member of the Association of American Universities in 1900.

James Bryant Conant led the university through the Great Depression and World War II and began to reform the curriculum and liberalize admissions after the war.

The undergraduate college became coeducational after its 1977 merger with Radcliffe College. Drew Gilpin Faust was elected the 28th president in 2007 and is the first woman to lead the university.

Nowadays, the University comprises various academic institutions and has nurtured many prominent alumni. It is organized into eleven separate academic units – ten faculties and the Radcliffe Institute for Advanced Study – with campuses throughout the Boston metropolitan area.

Harvard's 209-acre (85 ha) main campus is centered on Harvard Yard in Cambridge, 3 mi (4.8 km) northwest of Boston. The business school and athletics facilities, including Harvard Stadium, are located across the Charles River in the Allston neighborhood of Boston and the medical, dental, and public health schools are located in the Longwood Medical Area.

Eight U.S. presidents have been graduates; some 150 Nobel Laureates have been affiliated as students, faculty, or staff. Harvard is also the alma mater of 62 living billionaires, the most in the country. The Harvard University Library is also the largest academic library in the USA, and one of the largest in the world. Harvard has the largest financial endowment of any academic institution in the world.



John Harvard statue, Harvard Yard

The takeover of Harvard by the Unitarians in 1805 resulted in the secularization of the American college. By 1850 Harvard was the "Unitarian Vatican".

The "liberals" (Unitarians) allied themselves with high Federalists and began to create a set of private societies and institutions meant to shore up their cultural and political authority, a movement that prefigured the emergence of the Boston Brahmin class. On the other hand, the theological conservatives used print media to argue for the maintenance of open debate and democratic governance through a diverse public sphere, seeing the liberals' movement as an attempt to create a cultural oligarchy in opposition to Congregationalist tradition and republican political principles.

In 1846, the natural history lectures of Louis Agassiz were acclaimed both in New York and on the campus at Harvard College. Agassiz's approach was distinctly idealist and posited Americans' "participation in the Divine Nature" and the possibility of understanding "intellectual existences".

Agassiz's perspective on science combined observation with intuition and the assumption that a person can grasp the "divine plan" in all phenomena. The popularity of Agassiz's efforts to "soar with Plato" probably also derived from other writings to which Harvard students were exposed, including Platonic treatises by Ralph Cudworth, John Norris, and, in a Romantic vein, Samuel Coleridge.

The library records at Harvard reveal that the writings of Plato and his early modern and Romantic followers were almost as regularly read during the 19th century as those of the "official philosophy" of the more empirical and more deistic Scottish school.

Charles W. Eliot, president 1869-1909, eliminated the favored position of Christianity from the curriculum while opening it to student self-direction. While Eliot was the most crucial figure in the secularization of American higher education, he was motivated not by a desire to secularize education, but by Transcendentalist Unitarian convictions. Derived from William Ellery Channing and Ralph Waldo Emerson, these convictions were focused on the dignity and worth of human nature, the right and ability of each person to perceive truth, and the indwelling God in each person.

Harvard's international reputation grew as a burgeoning endowment and prominent professors expanded the university's scope. Rapid enrollment growth continued as new graduate schools were begun and the undergraduate College expanded. Radcliffe College, established in 1879 as sister school of Harvard College, became one of the most prominent schools for women in the USA. Harvard became a founding member of the Association of American Universities in 1900.

James Bryant Conant (president, 1933-1953) reinvigorated creative scholarship to guarantee its preeminence among research institutions. He saw higher education as a vehicle of opportunity for the talented rather than an entitlement for the wealthy, so Conant devised programs to identify, recruit, and support talented youth.

In 1943, he asked the faculty make a definitive statement about what general education ought to be, at the secondary as well as the college level. The resulting *Report*, published in 1945, was one of the most influential manifestos in the history of American education in the 20th century.

In 1945-1960 admissions policies were opened up to bring in students from a more diverse applicant pool. No longer drawing mostly from rich alumni of select New England prep schools, the undergraduate college was now open to striving middle class students from public schools; many more Jews and Catholics were admitted, but few Blacks, Hispanics or Asians.

In 1999, Radcliffe College, founded in 1879 as the "Harvard Annex for Women", merged formally with Harvard University, becoming the Radcliffe Institute for Advanced Study. Each residential house contains rooms for undergraduates, House masters, and resident tutors, as well as a dining hall and library. University – A university degree offers one of the most recognizable forms of higher education development, being credited nationally and globally.

A university degree is most suited to dedicated full time study and structured courses. It usually takes one 3 years to complete a general degree in the fields of humanities, commerce or science and somewhat longer for law, engineering and health.

TEACHING & LEARNING

Harvard is a large, highly residential research university. The university has been accredited by the New England Association of Schools and Colleges since 1929.

The university offers 46 undergraduate concentrations (majors), 134 graduate degrees, and 32 professional degrees. For the 2008-2009 academic year, Harvard granted 1,664 baccalaureate degrees, 400 masters' degrees, 512 doctoral degrees, and 4,460 professional degrees.

The 4-year full-time undergraduate program comprises a minority of enrollments at the university and emphasizes instruction with an "arts and sciences focus".

Between 1978 and 2008, entering students were required to complete a core curriculum of seven classes outside of their concentration.

Since 2008, undergraduate students have been required to complete courses in eight General Education categories: Aesthetic and Interpretive Understanding, Culture and Belief, Empirical and Mathematical Reasoning, Ethical Reasoning, Science of Living Systems, Science of the Physical Universe, Societies of the World, and USA in the World.

Harvard offers a comprehensive doctoral graduate program and there is a high level of coexistence between graduate and undergraduate degrees. Undergraduates typically take four half-courses per term and must maintain a four-course rate average to be considered full-time.

In many concentrations, students can elect to pursue a basic program or an honors-eligible program requiring a senior thesis and/or advanced course work.

Students graduating in the top 4-5% of the class are awarded degrees *summa cum laude*, students in the next 15% of the class are awarded *magna cum laude*, and the next 30% of the class are awarded *cum laude*. Harvard has chapters of academic honor societies such as Phi Beta Kappa and various committees and departments also award several hundred named prizes annually.

Harvard, along with other universities, has been accused of grade inflation, although there is evidence that the quality of the student body and its motivation have also increased. Harvard College reduced the number of students who receive Latin honors from 90% in 2004 to 60% in 2005.

Moreover, the honors of "John Harvard Scholar" and "Harvard College Scholar" will now be given only to the top 5 % and the next 5 % of each class. University policy is to expel students engaging in academic dishonesty to discourage a "culture of cheating."

In 2015, dozens of students were expelled for cheating after an investigation of more than 120 students. In 2016, there was a report that as many as 42% of incoming freshmen had cheated on homework prior to entering the university and these incidents have prompted the university to consider adopting an honor code.

Demographics of student body

	Undergraduate	Graduate & Professional	U.S. Census
Asian/Pacific Islander	17%	11%	5%
Black/Non-Hispanic	6%	4%	12%
Hispanics of any race	9%	5%	16%
White/non-Hispanic	46%	43%	64%
Mixed Race/Other	10%	8%	9%
International students	11%	27%	N/A

In the last six years, Harvard's student population ranged between 19,000 and 21,000, across all programs. Harvard enrolled 6,655 students in undergraduate programs, 3,738 students in graduate programs, and 10,722 students in professional programs.


The undergraduate population is 51% female, the graduate population is 48% female, and the professional population is 49% female. Harvard also enrolled 266 National Merit Scholars, the most in the nation. 88% of students graduate within 4 years and 98% graduate within 6 years. Harvard University is devoted to excellence in teaching, learning, and research, and to developing leaders in many disciplines who make a difference globally.

Harvard faculty is engaged with teaching and research to push the boundaries of human knowledge. For students who are excited to investigate the biggest issues of the 21st century, Harvard offers an unparalleled student experience and a generous financial aid program, with over \$160 million awarded to more than 60% of our undergraduate students.

The University has twelve degree-granting Schools in addition to the Radcliffe Institute for Advanced Study, offering a truly global education.

The University, which is based in Cambridge and Boston, Massachusetts, has an enrollment of over 20,000 degree candidates, including undergraduate, graduate, and professional students. Harvard has more than 360,000 alumni around the world.

Exercise 1. Digest the information briefly in English.

Harvard University	
	
Seal of Harvard University	
Motto	Veritas
Motto in English	Truth
Established	1636
Type	Private
President	Drew Gilpin Faust
Academic staff	2,100
Admin. staff	2,500 non-medical 11,000 medical
Students	21,000
Undergraduates	7,200 total 6,700 College 500 Extension
Postgraduates	14,000
Location	Cambridge, Massachusetts, U.S.
Newspaper	The Harvard Crimson
Colours	Crimson
Nickname	Harvard Crimson

GRANTS & SCHOLARSHIPS & RESEARCH PROGRAMS

Grant programs, as well as work study programs, can be divided into two primary categories: need- and merit-based financial awards. Most state governments provide need-based scholarship programs, a few offering merit-based aid. Several need-based grants are provided through the Federal Government based on information provided on a student's Free Application for Federal Student Aid.

The Federal Pell Grant is a need-based grant available from the Federal government which has two other grants that are a combination of need-based and merit-based: the Academic Competitiveness Grant, and the National SMART Grant. In order to receive one of these grants a student must be eligible for the Pell Grant, meet specific academic requirements, and be a US citizen.

A student's eligibility for work study programs is also determined by information collected on the student's FAFSA. Need-based financial awards are money or work study jobs provided to students who do not have the financial resources by themselves to pay for higher education.

The intent of need-based financial aid is to close the gap between the required cost to pay for the higher education and the money that is available to pay for the education. Merit-based financial awards are money given to a student based on a particular gift, talent, conditional situation, or ability that is worthy of the monetary award, regardless of economic standing.

The intent of merit-based financial aid is to encourage and reward students who exhibit these qualities with attendance at a school of higher education through the financial incentive. Not only does merit-based assistance benefit the student, but the benefit is seen as reciprocal for the educational institution itself, as students who exhibit exceptional qualities are able to enhance the development of the school itself. Financial aid has also been found to be linked to increased enrollment.

A study conducted by the National Bureau of Economic Research found that an increased availability of any amount financial aid amounts to increased enrollment rates. Evidence suggests that access to financial aids also increases both "persistence and competition".

Further benefit has been noted with academic based scholarships, augmenting the effects of financial aid by incentivizing the scholarship with performance-based requirements.

Amenities such as a lazy river at a dorm at the University of North Florida are reputed to be driving up costs for undergraduate education. There has been rapid growth in recent years of for-profit schools, of which the University of Phoenix is the largest with an enrollment over 400,000 nationwide.

Other large institutions, with numerous branch campuses and online programs include Devry and Kaplan University. Altogether, they enroll 9% of the students. They have aggressively recruited among military veterans, and in 2010 received 36% of all the tuition aid paid by the federal government.

The University of Phoenix received 88% of its income from federal aid to students; the maximum allowed is 90%. In 2001, the University of Phoenix opened a two-year online program oriented toward lower-income students who receive federal financial aid; in 2015 it had over 200,000 students seeking two-year degrees. Critics have pointed to the heavy dependence on federal loans and grants to students, the low student completion rate, and the inability of the majority of graduates to pay their student loans because they failed to secure high-paying jobs. The University of Phoenix reports that in 2014, 23% of its students completed an associate degree within three years of enrolling, and for bachelor's degree students, its six-year completion rate was 34%. While traditional approach to pedagogy in higher education focuses on teacher's responsibility, Armstrong argues that students have "natural learning" ability. They should take responsibility for their learning.

Exercise 1. Analyze the information and make a chart about it.

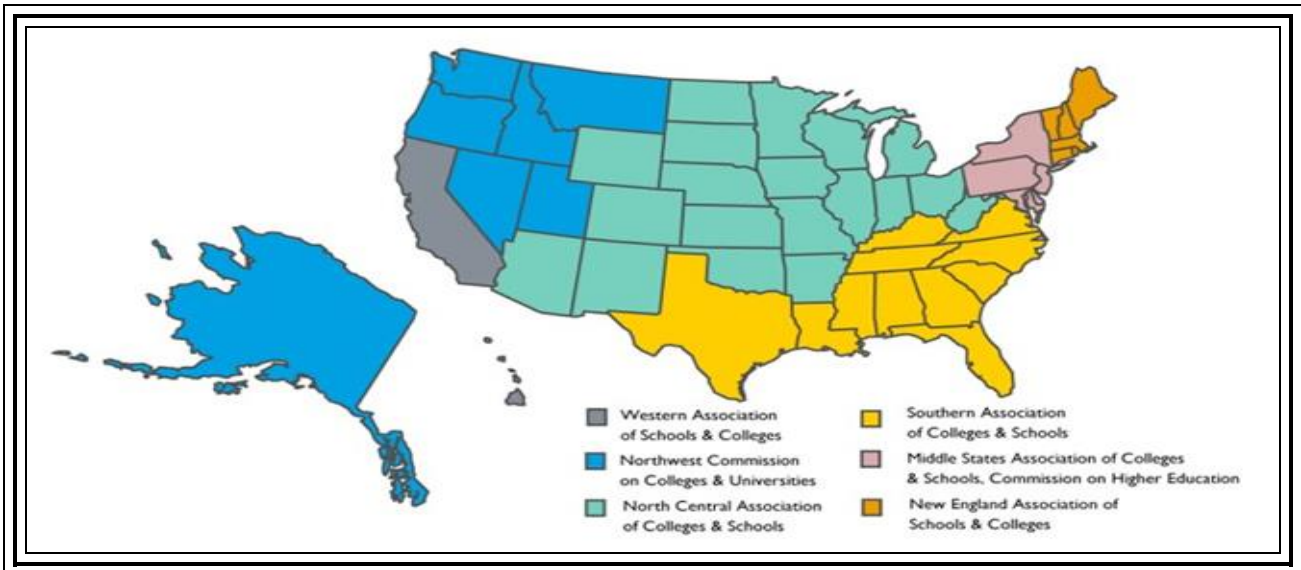
№	Activity			
	Events	When	Where	Score

Exercise 2. Render the main idea on tertiary education briefly in English.

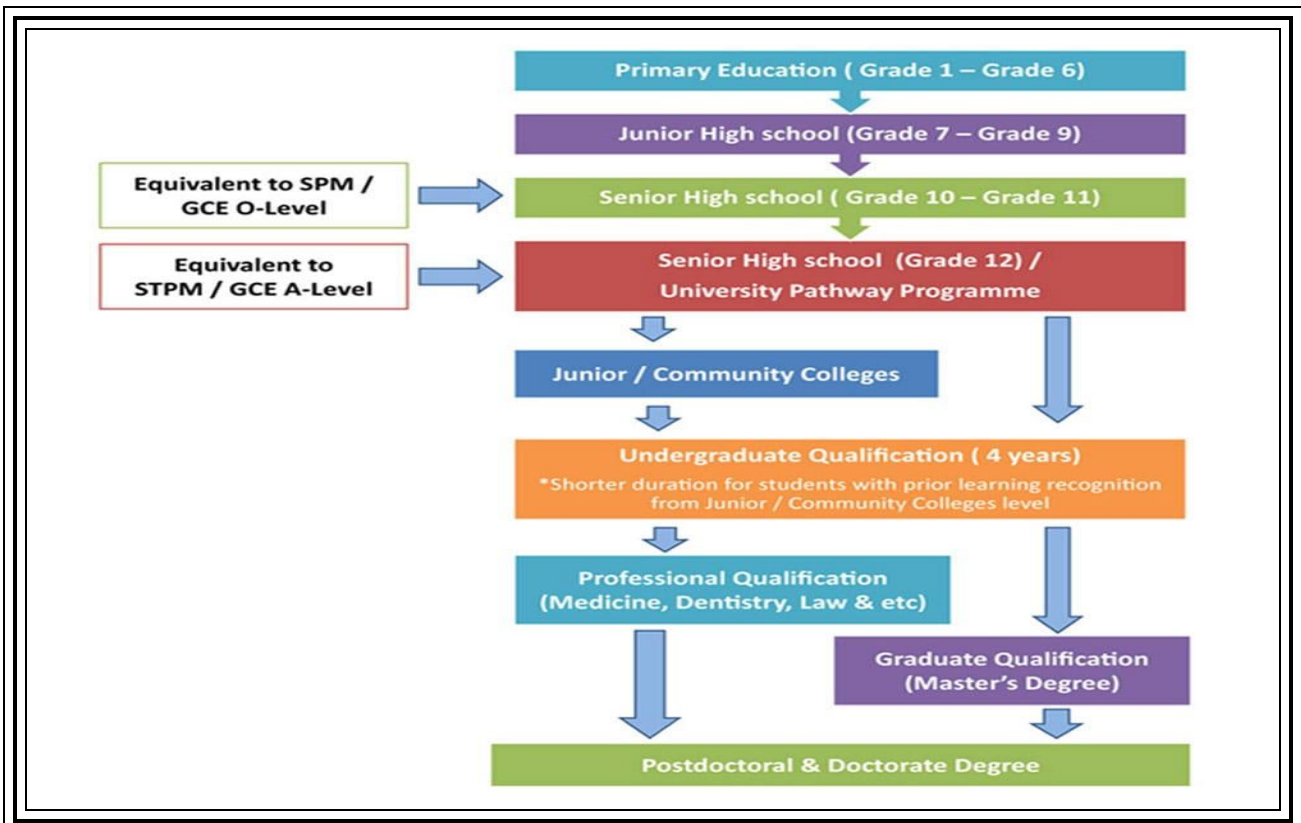
Although Universities are not the only part of tertiary education it is the most prominent and important. We have discovered that in some regions the line of separation between secondary and tertiary education is not so clearly defined. Examinations of higher education such as A'levels or CAPE programs are the norm in that region. These programs are offered as part of their secondary school preparation as a requirement for University. These kinds of programs that run over the 12 year educational system are recognized as certificate or technical programs and they will be recognized as tertiary education credits as is the practice in the English System. This certification is recognized as a full High School Certificate and is accepted as such worldwide.

Exercise 3. Write out all phrases according to the topic.

Exercise 4. Analyze all charts below.



Accreditation regions in the USA



CHAPTER VIII. RELIGION & TRADITIONS

UNIT I. RELIGION

RELIGIOUS DIVERSITY

The USA has always been a fertile ground for the growth of new religious movements.

Frontier America provided plenty of room to set UP a new church or found a new community.

Many religious communities and secular Utopias, or experiments in new forms of social living, were founded in 18th- and 19th-century America.

Most did not last long. However, some prospered for a while and a few are still in existence. Some groups, like the Amish of Pennsylvania, simply want to be left alone in their rural communities. They wish their children out of high school so they will not be affected by modern society. Other world religions are increasing their number and influence in America.

Over 2 mln. members of the Islamic religion live in America. Some are Immigrants or the children of immigrants; others are Americans, including some black Americans who have converted to Islam. Buddhism is a growing faith in America. Recent immigration from Asia has raised the number of Buddhists in America to several hundred thousand.

Several hundred thousand Hindus have also come to America. In recent years, young native-born Americans have shown great interest in these and other Eastern religions and philosophies. How do Americans of so many different religious manage to live together under common laws and pursue common goals? Here Americans are proud of America's religious variety. They consider it a natural result of religious freedom. On public occasions, they stress the ideas most religious people share belief in God and the importance of living a good life.

In 1925, the conflict between conservative faith and modern science crystallized in what is known as the Scopes trial in Tennessee. John Scopes, a high school biology teacher, was indicted for violating a state law that forbade teaching the theory of evolution in public schools.

Scopes was convicted after a sensational trial that featured America's finest criminal lawyer of the time, Clarence Darrow, for the defence and the renowned populist and former presidential candidate, William Jennings Bryan, for the prosecution. Since then the Supreme Court has ruled that laws banning the teaching of evolution violate the First Amendment's prohibition of establishing religion.

Subsequently the state of Louisiana tried a different approach: It banned the teaching of evolution unless the biblical doctrine of special creation was taught as an alternative. This, too, the Court invalidated as an establishment of religion.

Despite the Supreme Court's clear rulings, this and similar issues pitting reason versus faith remain alive. Religious conservatives argue that teaching evolution alone elevates human reason above revealed truth and thus is antireligious. Even some thinkers who might otherwise be considered liberals have argued that the media and other American institutions foster a climate that tends to slight, if not ridicule, organized religion. Meanwhile, the trend toward removing religious teaching and practices from public schools has prompted some parents to send their children to religious schools and others to educate their children at home.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and use it in practice.

Exercise 3. Choose the keywords that best convey the gist of the information.

Exercise 4. Read the text and pick up the essential details in the form of quick notes.

INTERPRETING THE FIRST AMENDMENT

English Puritans, Calvinists who had been outsiders in their homeland, where the Church of England was established, founded one of the first permanent settlements in what became the North American colonies. The Puritans settled in Massachusetts, where they grew and prospered.

They considered their success to be a sign that God was *pleased with* them, and they *assumed* that those who *disagreed* with their religious ideas should not be tolerated.

When the colony's leaders forced out one of their members, Roger Williams, for disagreeing with the clergy, Williams *responded* by founding a separate colony, which became the state of Rhode Island, where everyone *enjoyed religious freedom*.

Two other states originated as havens for people being persecuted for their religious beliefs: Maryland as a *refuge* for Catholics and Pennsylvania for the Society of Friends (Quakers), a Protestant group whose members *espouse* plain living and pacifism.

Even after the adoption of the Constitution in 1787 and the Bill of Rights (which includes the First Amendment) in 1791, Protestantism continued *to enjoy a favoured status* in some states.

Massachusetts did not cut its last ties between church and state until 1833. As written, the 1st Amendment applies only to the federal government, not to the states.

The 14th Amendment, ratified in 1868 forbids states to "deprive any person of life, liberty, or property, without due process of law". This clause has been *interpreted* to mean that the states must protect the rights – including freedom of religion – that are guaranteed by the Bill of Rights.

In the 20th century, *the relationship* between church and state reached *a new stage of conflict* – that between *civic duty* and *individual conscience*. The broad outlines of an approach to that conflict took shape in a number of Supreme Court rulings.

Perhaps the most noteworthy of these was *West Virginia State Board of Education v. Barnette* (1943). The suit stemmed from the refusal of certain members of the Jehovah's Witnesses religion to salute the American flag during the school day, as commanded by state law.

Because their creed forbade such pledges of loyalty, the Witnesses argued, they were being forced to violate their consciences. Three years earlier, the Supreme Court had upheld a nearly identical law – a decision that had been roundly criticized.

In the 1943 case, the Court in effect overruled itself by invoking a different clause in the First Amendment, the one guaranteeing freedom of speech. *Saluting* the flag was held to be a form of speech, which the state could not force its citizens to perform. Since then the Supreme Court has carved out other exceptions to laws on behalf of certain religious groups. There remains, however, a *distinction between matters of private conscience* and actions that adversely affect other people.

Thus, members of the Church of Jesus Christ of Latter – Day Saints (Mormons) were jailed in the 19th century for practicing polygamy (subsequently the Mormon Church withdrew its sanction of polygamy). More recently, parents have been convicted of *criminal negligence* for refusing *to obtain medical help* for their ailing children, who went on to die, even though the *parents' religious beliefs* dictated that they *refuse treatment* because faith would provide a cure.

Exercise 1. Read, translate italic phrases and try to render the text with their help.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

Exercise 3. Remember that.

Amendment – поправка (к резолюции, законопроекту)

amendment to the constitution – поправка к конституции

to adopt an amendment – принять поправку

to move (propose) an amendment – внести поправку

to ratify an amendment – утверждать поправку

amendment drafting – разработка, подготовка, составление поправки

amendment to act – поправка к закону

to amend – исправлять, улучшать Syn: improve, make better

to amend a constitution (bill / law) – вносить поправки в конституцию/ закон

to amend a resolution – вносить поправку в резолюцию

to amend a project – вносить изменения в проект

to amend an act – вносить поправки в закон

to amend the situation – исправлять ситуацию

to make amends – компенсировать; загладить вину

amendable – исправимый, корректируемый

amendatory provision – положение (статья V) конституции США, предусматривающее

возможность внесения поправок к ней

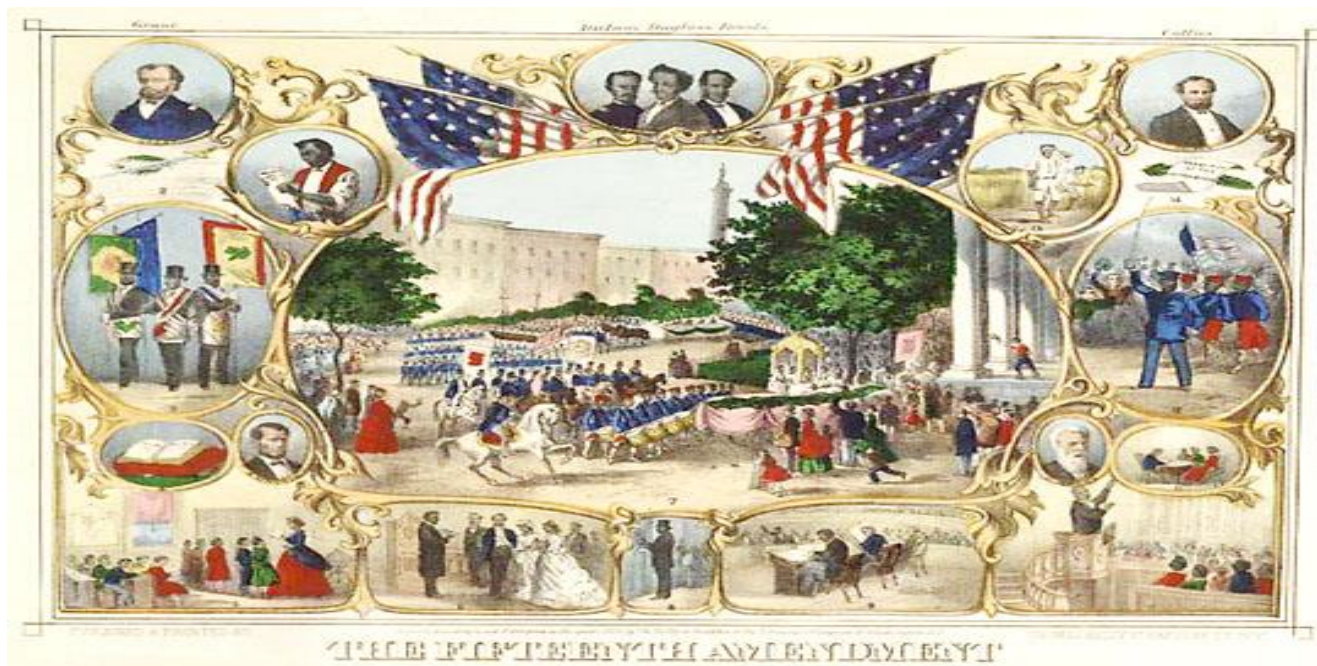
amended (as amended) – с внесенными поправками или изменениями

addendum [э'дэндэм] – addenda приложение, дополнение (в книге) Syn: appendix

Exercise 4. Try to translate the notions into English.

Lame-duck amendment – поправка о "хромой утке" (популярное название XX поправки к конституции США, ратифицированной 6 февраля 1933 г.; ограничила время, в течение которого может оставаться в должности лицо, срок полномочий которого истек после ноябрьских всеобщих выборов; в соответствии с этой поправкой полномочия покидающих свой пост президента и вице-президента истекают в полдень 20 января, сроки сенаторов и представителей истекают в полдень 3 января).

13th & 14th Amendments – 13 и 14-я Поправки (к Конституции США), 1864 г. (запретили рабство и провозгласили равные права всех граждан США на защиту закона; считается первым законодательным актом, про борьбу с дискриминацией в области трудовых отношений, куда апеллируют последующие антидискриминационные законодательные акты).



PROTESTANTS – LIBERAL & CONSERVATIVE

Americans have been swept up in many waves of religious excitement. One that occurred in the 1740s, called the Great Awakening, united several Protestant denominations in an effort to overcome a sense of complacency that had afflicted organized religion. A second Great Awakening swept through New England in the early 19th century.

Not all of New England's clergymen, however, were sympathetic to the call for revival. Some had abandoned the Calvinist idea of predestination, which holds that God has chosen those who will be saved – the "elect" – leaving humans no ability to affect their destinies through good works or other means. Some ministers preached that all men had free will and could be saved.

Others took even more liberal positions, giving up many traditional Christian beliefs. They were influenced by the idea of progress that had taken hold in the USA generally.

Just as science adjusted our understanding of the natural world, they suggested, reason should prompt reassessments of religious doctrine.

Liberal American Protestantism in the 19th century was allied with similar trends in Europe, where scholars were reading and interpreting the Bible in a new way. They questioned the validity of biblical miracles and traditional beliefs about the authorship of biblical books.

There was also the challenge of Charles Darwin's theory of evolution to contend with. If human beings were descended from other animals, as most scientists came to believe, then the story of Adam and Eve, the biblical first parents, could not be literally true.

What distinguished 19th-century liberal Protestants from their 20th-century counterparts was optimism about the human capacity for improvement. Some of the ministers believed that the church could accelerate progress by trying to reform society.

In the spirit of the gospels, they began to work on behalf of the urban poor. Today's liberal clergymen - not just Protestants but Catholics and others, too - may be less convinced that progress is inevitable, but many of them have continued their efforts on behalf of the poor by managing shelters for homeless people, feeding the hungry, running day-care centers for children, and speaking out on social issues. Many are active in the ecumenical movement, which seeks to bring about the reunion of Christians into one church. While liberal Protestants sought a relaxation of doctrine, conservatives believed that departures from the literal truth of the Bible were unjustified.

Their branch of Protestantism is often called "evangelical," after their enthusiasm for the gospels of the New Testament. Evangelical Christians favour an impassioned, participatory approach to religion, and their services are often highly charged, with group singing and dramatic sermons that evoke spirited responses from the congregation. The South, in particular, became a bastion of this "old-time religion", and the conservative Baptist church is very influential in that region. In recent decades, some preachers have taken their ministry to television, preaching as "televangelists" to large audiences.

The American economic system is based on private, free enterprise, and the "self-reliance" that writer and lecturer Ralph Waldo Emerson advocated is a virtue much valued by Americans. In fact, most make it a point of honour to take care of themselves. However, government help in many forms is available to those who are temporarily or permanently in need. This chapter examines two areas in which aid may be provided: public welfare and health care.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

Exercise 3. Analyze the information on Liberal Protestants.

In the early 19th century, another Great Awakening swept through New England. By no means were all of New England's clergymen happy with this of religious feeling.

Many had given up Calvin's idea of predestination, which is the belief that God chooses those who will be saved, and that man cannot win salvation through good works or other means – salvation can only come from God, and then, only to the "elect". The idea of progress was appealing to liberal Protestants of the 19th century. Why should religious doctrines not become more rational as science made the natural world more open to human understanding? To the many questions raised by the progress of science, Protestants sought and found answers. These answers stressed the moral and spiritual meaning of the Bible but did not depend on its reliability as a book of factual history.

What set apart 19th century liberal ministers from their descendants in the 20th century was their optimism about man's ability to make progress.

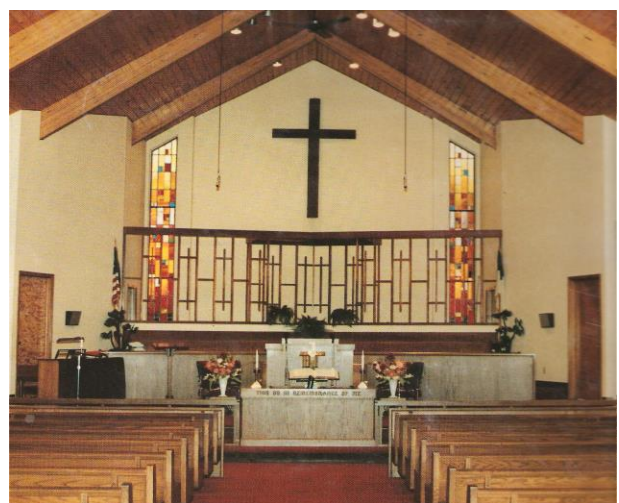
Some, like Henry Ward Beecher (1813-1887), still held that property and sin went hand in hand. Some liberal ministers were not very critical of the excesses of capitalism.

However, others, like Walter Rauschenbusch (1861-1918), thought that the Church should concern itself with reforming society. They discovered a "social message" in the Gospels, the Biblical accounts of Christ's life, and began to concern themselves with the problems of workers and the city poor. Modern liberal clergymen are less optimistic about the speed and extent of social reform.

Nevertheless, they are still convinced that the Church must fight for the rights of poor people.

They manage shelters for homeless people. They feed the poor, run day-care centers for children and speak out on social issues. Many are active in the ecumenical movement, which seeks to bring about the union of Christians into one Church.

Exercise 4. Make up some dialogues from the information above.



PURITANS

"They knew they were pilgrims", wrote William Bradford, one of their first governors, of the little group of English men and women who set sail from the city of Leyden, Holland, in 1620. Though the people of Holland had welcomed them, the little group of English Protestants had never felt really at home there. How they were sailing for England of the first step of their Journey to the New World.

The Pilgrims left behind them a continent torn by religious quarrels. For over a thousand years, Roman Catholic Christianity had been the religion of most of Europe.

However, by the 16th century, many people had grown to resent the richly decorated churches and ornate ceremonies of the Catholic Church. They resented the power of the Pope, the head of the Catholic Church, as well as the bishops, many of whom lived as magnificently as civil rulers.

Early in the 16th century, Martin Luther, a German monk, broke with the Catholic Church.

Luther's teaching emphasized direct personal responsibility to God, challenging the role of the Church as an intermediary. A few years later, John Calvin, a French lawyer, also left the Catholic Church.

One of his basic concepts was the idea of God as absolute sovereign, another challenge to the Churches authority. Because of their protesting of widely accepted teachings, Luther, Calvin and other religious reformers soon became known as Protestants. Their ideas spread rapidly through northern Europe. Soon established Protestant Churches had arisen in several European lands.

In England, King Henry VIII (1491-1547) formed a national Church with himself as its leader. But many English people considered the Church of England too much like the Catholic Church. They became known as Puritans, because they wanted a "pure" and simple Church. The ideas of John Calvin particularly appealed to these Puritans. When James I became King of England in 1603, he began to persecute the Puritans. Many went to prison or left the country.

The Puritans could not always agree among themselves either. Many small Puritan groups formed in England. The Pilgrims who went to the New World belonged to one of them.

The Pilgrims left England with a patent, or permission to settle land from the Virginia Company, a private company, which already owned another colony at Jamestown, Virginia.

The Pilgrims landed the Cape God, a sandy hook of land in what is now the state of Massachusetts. Their patent gave them no authority to settle there – they were too far north.

The Pilgrims turned south, but they ran into waves and storms.

So they turned north again and anchored in the cape harbor. Some of the people who had joined the Pilgrims in London began to complain. They said the Pilgrim leaders had no right to govern land not controlled by the Virginia Company. The Pilgrim leaders were faced with a government crisis. How could they unite their people to face the danger of the wilderness? Other Puritans soon followed the Pilgrims to Massachusetts and established towns there. Like other Protestant, they read the Bible often and claimed the right of interpret or explain the meaning of the Holy book for themselves.

The Puritans were particularly interested in the Old Testament.

The Puritans thought of themselves as a special people. "We shall be as a city upon a hill", wrote John Winthrop, another Puritan leader. "The eyes of all people are upon us". In 1636, Roger Williams (1603-1683) was forced out of Massachusetts for disagreeing with the ministers there.

He founded a colony in what later became the state of Rhode Island.

Rhode Island allowed religious freedom to everyone, and it became a refuge for people persecuted for their religion. Two other American states began as havens of religious freedom.

Maryland was founded as the refuge for Catholics. And Pennsylvania was founded as a refuge for Quakers, a religious group which adopted a very plain way of life and refused to participate in war or to take oaths.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and use it in practice.

Exercise 3. Match phrases with numerical data without using the text. After that consult the text and comment on the difference.

Phrases	Data
English men and women set sail from the city of Leyden, Holland _____	in 1630.
Many people had grown to resent the richly decorated churches and ornate ceremonies of the Catholic Church _____	by the 16 th century.
Martin Luther, a German monk, broke with the Catholic Church _____	early the 15 th century
In England, King Henry VIII reigned and formed a national Church with himself as its leader _____	in 1499-1547
James I, King of England began to persecute the Puritans _____	in 1623.
Roger Williams (1603-1683) was forced out of Massachusetts for disagreeing with the ministers there _____	in 1656.

Exercise 4. Translate words and word-combinations in the brackets in the correct form.

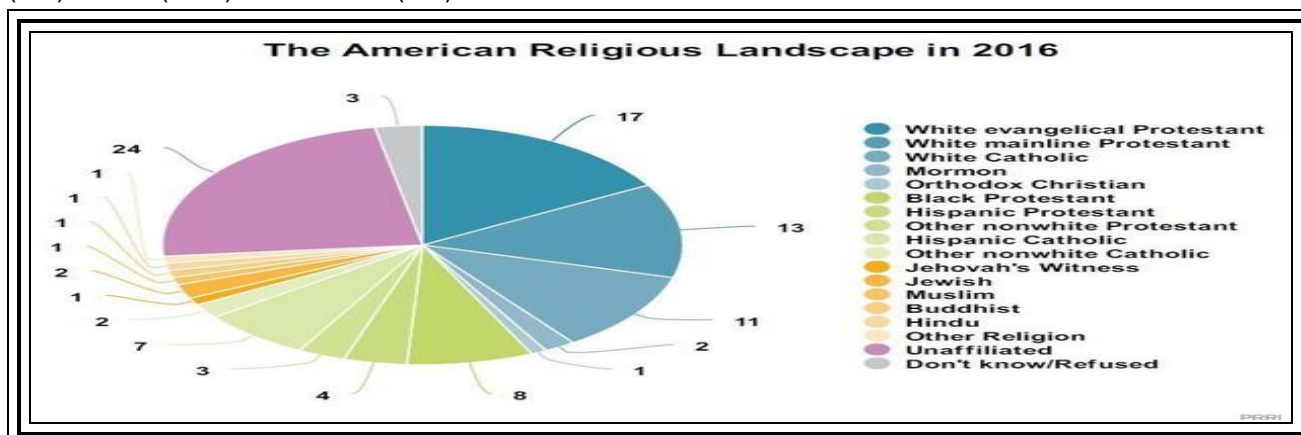
Religious Liberty for all

By the middle of the 18th century, many different kinds of Protestants lived in America. Although the Church of England was an (государственная) Church in several colonies. Protestants lived side by side in (относительная) harmony. Already they had begun to (влиять) each other.

The Great Awakening, a "revival" (движение) which sought to (вдохнуть) new feeling and strength into religion, (прервать) the lines of Protestant religious groups, or denominations. It was (политика) and not religion that most occupied Americans' minds during the War of Independence and four years afterward. A few Americans were so influenced by the new science and new ideas of the (просвещение) in Europe that they became deists, believing that reason teaches that God exists but leaves man free to (решать) his own affairs. The First (поправка) to the Constitution of the USA forbade the new federal government to give special favors to any religion or to (затруднять) the free practice of religion. The First (поправка) insured that the American government would not (вмешиваться) in religious affairs or require any religious beliefs of its citizens. But did it mean that the American government would have nothing at all to do with religion? Or did it mean that the government would be religiously neutral, treating all religions alike?

Exercise 5. Remember the facts on Religion in the USA (2016).

Protestant (41%); Catholic (24%); Mormon (2%); Other Christian (9%); Jewish (2%); Other (5%); None (15%); No answer (2%).



Exercise 6. Complete the gaps with verbs in the correct form.

- a) has embraced b) embraced c) have embraced a) existed b) exist c) has existed
a) welcomed b) has welcomed c) have welcomed a) competed b) compete c) competes
a) speak b) spoke c) has spoken a) would camp b) camp c) has camped
a) saves b) to save c) saved a) wept b) weep c) has wept
a) were formed b) formed c) form a) changed b) was changing c) changes

Evangelical Religion

While some New England clergymen 1)_____ the rational side of Puritanism, others turned toward the emotional or spiritual side. These ministers 2)_____ the "Second Awakening" of the early 17th century. They preached the message of man's sinfulness and Christ's redeeming grace. Evangelical religion, a conservative kind of Protestantism that relies on the authority of the Bible, spread rapidly. Evangelical preachers 3)_____ simply and directly about the Christ of the New Testament Gospels who died 4)_____ mankind. The religious enthusiasm which this preaching aroused often led to the forming of associations, or groups, to carry on the work of reforming morals or spreading the gospel. These groups were often interdenominational; all Protestants were welcome to join them. Some groups 5)_____ to fight sin; others were formed to spread God's word around the world.

Some of these groups, such as the American Bible Society 6)_____ today. Evangelical religion was fervent throughout America and especially on the frontier. Methodists and Baptists preachers 7)_____ with each other to win the settlers' souls for Christ. Settlers would ride many miles to hear a famous revival preacher or evangelist. They 8)_____ for days in the open fields, hearing sermons, and staying up sometimes all night, to pray, sing hymns and talk with each other.

"Conversions", or religious experiences of God's grace and remorse for sin, were often very dramatic. In some cases, people 9)_____, fainted and danced about as if in trance. Northern victory in the Civil War meant freedom for the slaves.

In the war-damaged south, most of the freed slaves became poor farmers, working land they did not own for the share of the crop. Segregation, or racial separation, became a way of life.

Many whites were just as poor as Blacks. Black and white alike sought comfort in a conservative, evangelical form of religion. But America 10)_____. By the late 19th century, a kind of Protestant consensus, or agreement, about God's place in American life and government had developed.

The arrival of large numbers of Catholic and Jewish immigrants challenged that consensus.



A new study by the General Social Survey found that many Americans are leaving institutionalized religion, but more are beginning to pray.

CATHOLICS

By the time of the Civil War, over one million Irish Catholics had come to the USA.

In a majority Protestant country, they and Catholics of other backgrounds were subjected to prejudice. Hosts were working people. Anti-Catholic prejudice was so strong that, on a few occasions, it broke out in mob violence.

In 1844, two Catholic churches were burnt and 13 people died in rioting that swept through the city of Philadelphia, Pennsylvania. Catholics were not shut out of public schools and hospitals but they wanted their own Institutions. Therefore, they built their own schools, colleges and hospitals.

Catholics believed that these Institutions were needed to preserve their faith.

By the 1950s, many Catholics had risen to positions of leadership, not only in labor unions, but in business and politics as well. As late as 1960, some Americans opposed Catholic presidential candidate John F. Kennedy on the grounds that, if elected, he would do the Pope's bidding.

Kennedy confronted the issue directly, pledging to be an American president, and his election did much to lessen anti-Catholic prejudice in the USA. Although Catholics were never denied access to public schools or hospitals, beginning in the 19th century they built institutions of their own, which met accepted standards while observing the tenets of Catholic belief and morality.

On the other hand, the Catholic Church does not require its members to go to church-run institutions. Many Catholic students attend public schools and secular colleges.

But Catholic schools still educate many Catholic young people, as well as a growing number of non-Catholics, whose parents are attracted by the discipline and quality of instruction.

Catholics have long recognized that the separation of church and state protects them, like members of other religions, in the exercise of their faith. However, as the costs of maintaining a separate educational system mounted, Catholics began to question one application of that principle. Catholic parents reasoned that the taxes they pay support public schools, but they save the government money by sending their children to private schools, for which they also pay tuition. They sought a way in which they might obtain public funds to defray their educational expenses. Parents, who sent their children to other private schools, not necessarily religious, joined in this effort.

The legislatures of many states were sympathetic, but the Supreme Court ruled unconstitutional most attempts to aid religious schools. Too much "entanglement" between state and church, the Court held, violated the First Amendment's ban on establishing religion. Attempts to alter the separation of church and state by amending the Constitution have not been successful.

Exercise 1. Digest the information briefly in English.

Exercise 2. Complete the sentences with the details from the text.

1. Over one million Irish Catholics had come to the USA _____. 2. Catholics of other backgrounds were subjected to prejudice in _____. 3. Anti-Catholic prejudice was so strong that, on a few occasions, it broke out in mob _____. 4. Two Catholic churches were burnt and 13 people died in rioting in _____. 5. Catholics were not shut out of public schools and hospitals but _____. 6. Catholics believed that these Institutions were needed to preserve _____. 7. Catholics were never denied access to public schools or _____. 8. The Catholic Church does not require its members to go to _____. 9. Many Catholic students attend public schools and _____. 10. The legislatures of many states were _____.

Exercise 3. Find English equivalents to Russian ones in the text.

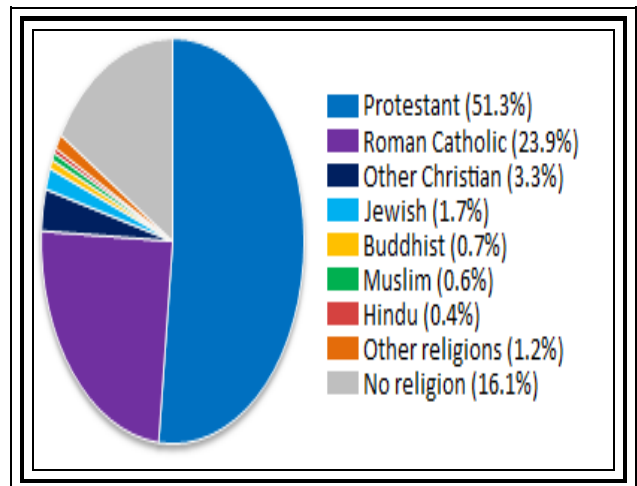
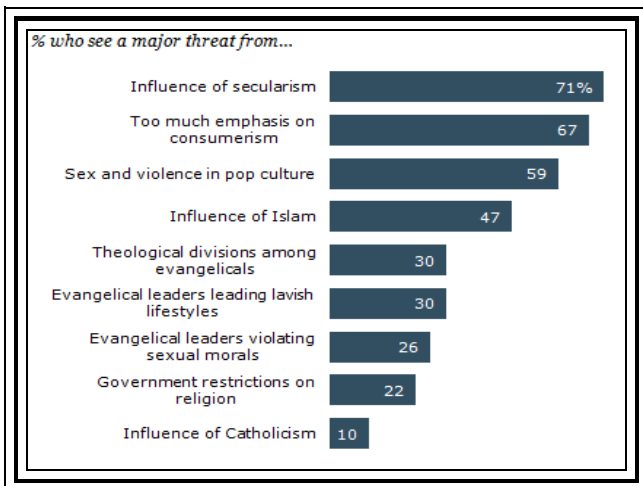
Истоки; предрассудок; лидерство; избирать; конфронтация; вера и нравственное поведение; светские колледжи; отделение церкви от государства; частные школы; поддержка государственных школ; плата за обучение; получение государственных грантов; пользование общественными фондами.

Exercise 4. Choose the right variant in the text on Liberal Protestants.

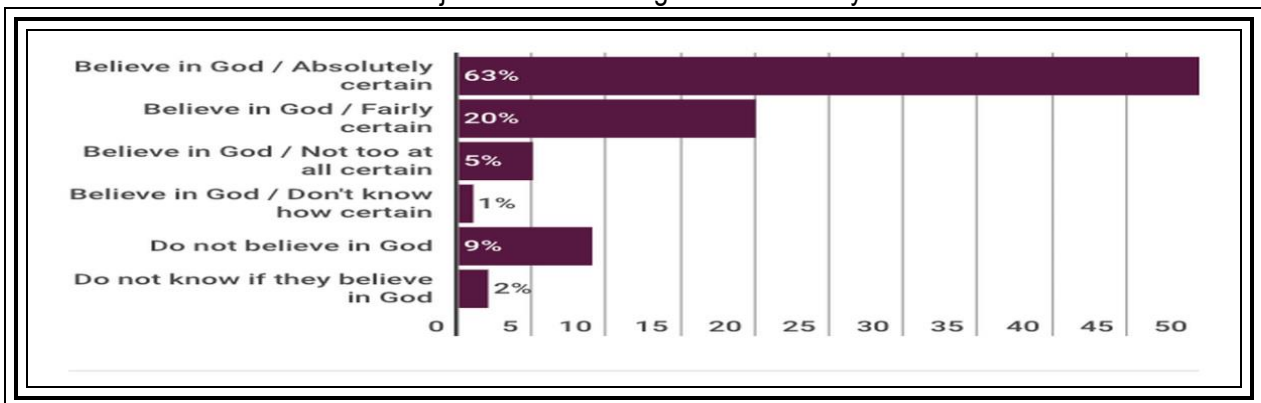
In the early 19th century, another Great Awakening, or [a) revival, b) renaissance] swept through New England. By no means were all of New England's clergymen happy with this [a) improvement, b) upswing] of religious feeling. Many had given UP Calvin's idea of [a) predestination, b) destiny] which is the belief that God chooses those who will be saved, and that man cannot win [a) life-saving, b) salvation] through good works or other means – salvation can only come from God, and then, only to the "elect". The idea of progress was appealing to liberal Protestants of the 19th century. Why should religious [a) doctrines, b) theory] not become more rational as science made the natural world more open to human understanding? To the many questions raised by the progress of science, Protestants sought and found answers. These answers stressed the moral and spiritual meaning of the Bible but did not depend on it's [a) reliability, b) durability] as a book of factual history.

What set apart 19th century liberal ministers from their descendants in the 20th century was their optimism about man's ability to make progress. Some, like Henry Ward Beecher (1813-1887), still held that property and sin went hand in hand. Some liberal ministers were not very critical of the excesses of capitalism. But others, like Walter Rauschenbusch (1861-1918), thought that the Church should [a) concern, b) occupy] itself with reforming society. They [a) discovered, b) found] a "social message" in the Gospels, the Biblical accounts of Christ's life, and began to concern themselves with the problems of workers and the city poor.

Modern liberal clergymen are less optimistic about the speed and extent of social reform. But they are still [a) persuaded, b) convinced] that the Church must [a) struggle, b) fight] for the rights of poor people. They manage [a) shelters, b) covers] for homeless people. They feed the poor, run day-care centers for children and speak out on social issues. Many are active in the ecumenical movement, which seeks to bring about the union of Christians into one Church.



Major threats to Evangelical Christianity



Percent of U.S. adults who say they believe in God, and how certain they are.

LAND OF MANY FAITHS

Like Catholics, Jews were a small minority in the first years of the American republic.

Until the late 19th century, most Jews in America were of German origin. Many of them belonged to the Reform movement, a liberal branch of Judaism, which had made many adjustments to modern life. Anti-Semitism, or anti-Jewish prejudice, was not a big problem before the Civil War.

However, when Jews began coming to America in great numbers, anti-Semitism appeared. Jews from Russia and Poland, who as Orthodox Jews strictly observed the traditions and dietary laws of Judaism, clustered in city neighbourhoods when they first arrived in the USA.

Usually, Jewish children attended public schools and took religious instruction in special Hebrew schools. The children of Jewish immigrants moved rapidly into the professions and into American universities, where many became intellectual leaders. Many remained religiously observant, while others continued to think of themselves as ethnically Jewish, but adopted a secular, nonreligious outlook.

To combat prejudice and discrimination, Jews formed the B'nai B'rith Anti-Defamation League, which has played a major role in educating Americans about the injustice of prejudice and making them aware of the rights not only of Jews, but of all minorities.

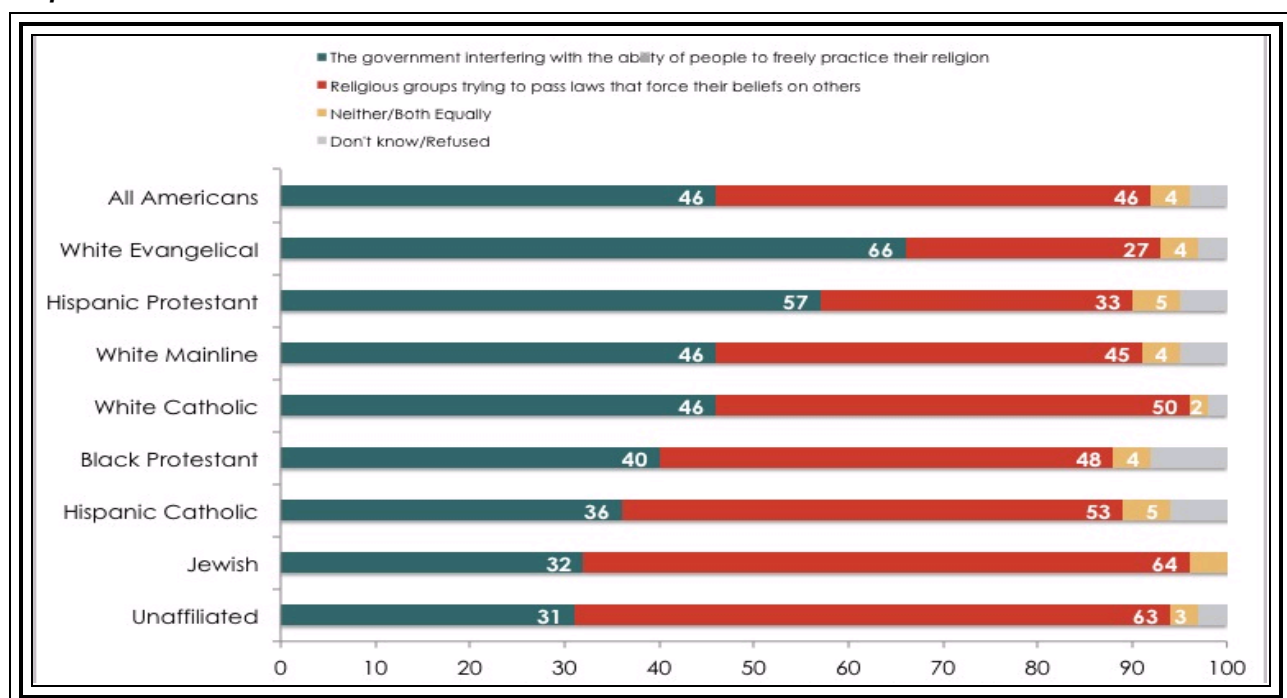
By the 1950s, a Kind of "three faiths" model of the USA had developed. Americans were considered to come in three basic varieties: Protestant, Catholic and Jewish, the order reflecting the strength in numbers of each group. In 1990, Protestants of all denominations numbered about 79,000,000 people. Catholic, the largest single denomination, numbered 55,000,000.

Over 5,900,000 Jews lived in the USA, but an increasing number of Americans did not fit into any of these categories. Some who could be considered Protestant had styles of life and beliefs that did not fit into "mainstream" America. Today the three-faith formula is obsolete.

The Islamic faith also has 5 million U.S. adherents, many of whom are African-American converts. It is estimated that the number of mosques in the USA -today, about 1,200 – has doubled in the last 15 years. Buddhism and Hinduism are growing with the arrival of immigrants from countries where these are the majority religions.

In some cases, inner-city Christian churches whose congregations have moved to the suburbs have sold their buildings to Buddhists, who have refitted them to suit their practices.

Exercise 1. Read the text and pick up the essential details about each kind of faith in the form of quick notes.



Exercise 2. Use the words in the brackets of the text below in the correct form.

The USA has always been a fertile ground for the growth of new (RELIGION) movements. Frontier America provided plenty of room to set UP a new church or found a new community. Many (RELIGION) communities and secular Utopias, or experiments in new forms of social living, were founded in 18th- and 19th-century America. Most did not last long.

However, some (PROSPER) for a while and a few are still in existence. Some groups, like the Amish of Pennsylvania, (SIMPLE) want to be left alone in their rural communities. They wish their children out of high school so they will not be (AFFECT) by modern society.

Other world religions are increasing their number and influence in America. Over two million members of the Islamic religion live in America. Some are Immigrants or the children of im migrants; others are Americans, (INCLUDE) some black Americans who have converted to Islam.

Buddhism is a growing faith in America. Recent immigration from Asia has raised the number of Buddhists in America to several hundred thousand. Several hundred thousand Hindus have also come to America. In recent years, young native-born Americans have shown great interest in these and other Eastern religions and philosophies.

How do Americans of so many different (RELIGION) manage to live together under common laws and pursue common goals? Here Americans are proud of America's (RELIGION) variety. They consider it a natural result of (RELIGION) freedom. On public occasions they stress the ideas most (RELIGION) people share belief in God and the importance of living a good life.

In 1925 the conflict between conservative faith and modern science (CRYSTALLIZE) in what is known as the Scopes trial in Tennessee. John Scopes, a high school biology teacher, was indicted for (VIOLATE) a state law that forbade (TEACH) the theory of evolution in public schools. Scopes was convicted after a sensational trial that featured America's (FINE) criminal lawyer of the time, Clarence Darrow, for the defence and the (RENOWN) populist and former (PRESIDENT) candidate, William Jennings Bryan, for the prosecution.

Since then the Supreme Court has ruled that laws banning the (TEACH) of evolution violate the First Amendments prohibition of establishing religion. (SUBSEQUENT) the state of Louisiana tried a different approach: It banned the (TEACH) of evolution unless the biblical doctrine of special creation was taught as an alternative. This, too, the Court (INVALIDATE) as an establishment of religion.

Despite the Supreme Court's clear rulings, this and similar issues (PITTY) reason versus faith remain alive. Religious conservatives argue that teaching evolution alone elevates human reason above revealed truth and thus is antireligious. Even some thinkers who might otherwise be considered liberals have argued that the media and other American institutions foster a climate that tends to slight, if not ridicule, organized religion. Meanwhile, the trend toward removing (RELIGION) teaching and practices from public schools has prompted some parents to send their children to religious schools and others to educate their children at home.

Exercise 3. Find English equivalents to Russian ones in the text.

Религиозное многообразие; религиозная община; сельская община; давать образование детям; преследовать общие цели; общественные мероприятия; теория эволюции; государственные школы; либералы и консерваторы; тенденции развития; различные подходы; мыслители; государственные школы; спорить; открывать правду; религиозные консерваторы; иметь тенденцию; воздействовать на климат; вера; оставаться живым; версия;

Exercise 4. Find English equivalents to Russian ones.

Государственная религия; религиозная обрядность; под покровом религии; быть веротерпимым; отречься от веры; исповедовать веру; христианская религия; иудаизм; фундаменталистская религия; монотеистическая религия; политеистическая религия; атеизм; надругательство над святыней; неверие; нечестивость; уделять большое внимание религии.

PRINCIPLES OF TOLERANCE

America has been a fertile ground for new religions. The Mormon and Christian Science Churches are perhaps the best known of the faiths that have sprung up on American soil.

Because of its tradition of non-interference in religious matters, the USA has also provided a comfortable home for many small sects from overseas. The Amish, for example, descendants of German immigrants who reside mostly in Pennsylvania and neighbouring states, have lived simple lives, wearing plain clothes and shunning modern technology, for generations.

Some small groups are considered to be religious cults because they profess extremist beliefs and tend to glorify a founding figure. As long as cults and their members abide by the law, they are generally left alone. Religious prejudice is rare in America, and interfaith meetings and cooperation are commonplace. The most controversial aspect of religion in the USA today is probably its role in politics. In recent decades some Americans have come to believe that separation of church and state has been interpreted in ways hostile to religion. Religious conservatives and fundamentalists have joined forces to become a powerful political movement known as the Christian right.

Among their goals is to overturn, by law or constitutional amendment, Supreme Court decisions allowing abortion and banning prayer in public schools.

Ralph Reed, former executive director of the Christian Coalition, estimates that one-third of delegates to the 1996 Republican Convention were members of his or similar conservative Christian groups, an indication of the increased involvement of religion in politics.

While some groups openly demonstrate their religious convictions, for most Americans religion is a personal matter not usually discussed in everyday conversation.

The vast majority practice their faith quietly in whatever manner they choose – as members of one of the traditional religious denominations, as participants in nondenominational congregations, or as individuals who join no organised group. However Americans choose to exercise their faith, they are a spiritual people. 9 out of 10 Americans express some religious preference.

Approximately 70 % are members of religious congregations. Early in their history, Americans rejected the concept of the established or government-favoured religion that had dominated – and divided – so many European countries. Separation of church and state was ordained by the First Amendment to the U.S. Constitution, which provides in part that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof..."

The First Amendment sounds straightforward, but at times, it is difficult even for American constitutional scholars to draw a distinct line between government and religion in the USA.

Students in public schools may not pray publicly as part of the school day, yet sessions of the U.S. Congress regularly begin with a prayer by a minister. Cities may not display a Christmas crèche on public property, but the slogan "In God We Trust" appears on U.S. currency and money given to religious institutions can be deducted from one's income for tax purposes.

Students who attend church-affiliated colleges may receive federal loans like other students, but their younger siblings may not receive federal monies specifically to attend religious elementary or secondary schools. It may never be possible to resolve these apparent inconsistencies.

They derive, in fact, from a tension built into the First Amendment itself, which tells Congress neither to establish nor to interfere with religion. Trying to steer a clear course between those two dictates is one of the most delicate exercises required of American public officials.

Exercise 1. Pick up the essential details associated with religion in the form of quick notes.

Exercise 2. Try to understand the notion.

Religion is belief in a god or gods and the activities that are connected with this belief, such as praying or worshipping in a building such as a church or temple. A religion is a particular system of belief in a god or gods and the activities that are connected with this system.

Exercise 3. Find English equivalents to Russian ones in the texts.

Религиозное волнение; религиозная конфессия, секта; беспокоить; удовлетворенность; самоуспокоенность; священник; сочувствовать; запрещать; судьба, рок; проповедовать; традиционные христианские вероучения; понимание природы мира; религиозная доктрина; интерпретация библии по-новому; теория об эволюции Ч. Дарвина; трактат протестантов; противник; ускорить прогресс; всемирный; совместные усилия; проповедь.

Exercise 4. Remember the topical vocabulary.

Religion (denomination) – религия; монашество; культ, святыня *Ant. atheism, impiety, desecration, irreligion*

externals of religion – религиозная обрядность

under the guise of religion – под покровом религии

to tolerate all religions – быть веротерпимым

to abjure a religion – отречься от веры

to practice a religion – исповедовать веру

Christian religion – христианство, христианская религия

the Jewish religion – иудаизм

established (organized, state) religion – государственная религия

fundamentalist religion – фундаменталистская религия

monotheistic religion – монотеистическая религия

polytheistic religion – политеистическая религия

religious (religious, religiose) – религиозный; добросовестный, скрупулезный, тщательный; строгий *Syn. conscientious, scrupulous, thorough, exact, strict*; рьяный, усердный, страстный *Syn. fervent, zealous*; духовное лицо *Syn. clergyman, divine*

religious holiday – религиозный праздник

religious liberty (freedom) – свобода вероисповедания

religious organization – религиозная организация

religious service – церковная служба *Syn. prayer service*

religious discrimination – дискриминация по религиозным убеждениям

religious disqualification – лишение право- и дееспособности по признаку вероисповедания

religious figure – религиозный деятель

religious test – установление вероисповедной принадлежности

religious vows – церковные обязательства (обеты) *Syn. promise, pledge*

religiously – религиозно; точно, скрупулезно; дотошно; добросовестно

religioner – глубоко религиозный человек; монах *Syn. monk, nun*

religiosity – религиозность *Syn. religiousness, piety*

religionism – чрезмерная набожность; показная религиозность

religionist – религиозный человек *Syn. religioner*; а) религиозный фанатик б) ханжа, святоша; священник; проповедник *Syn. minister, preach*

to religionize – обращать в веру, приобщать к религии; а) быть религиозным человеком б) вести себя как ханжа

religioner [rɪ'lɪdʒ(ə)nə] – глубоко религиозный человек; монах *Syn. monk*

religions community – религиозная община

religions views – религиозные взгляды, религиозные убеждения

Exercise 5. Remember the notions.

Religion is in the heart, not in the knees. – Вера в сердце, не в коленях.

Religion within the Limits of Reason Alone – "Религия в пределах только разума" (работа И. Канта (1793); в работе произведена систематическая демифологизация религии).

UNIT II. AMERICAN TRADITIONS

AMERICAN STYLE

US Social Customs

Expats should bear in mind, as with all cultures, the image presented to the world is rarely representative. America is not simply a nation of baseball cap wearing, fast-food eating, obnoxious sports fans. Rather the USA has a culture rich with its own peculiarities and eccentricities, both good and bad. If there is one thing that characterises an "All-American" it is their infallibly cheery outlook on life. Unlike the British, renowned for their cynicism, the Americans seem to maintain eternal optimism even when in the direst of straits.

Andrew Carnegie once commissioned a young writer to interview successful Americans to find out the key to their achievements. He discovered that the key to success did not in fact lie with innate intellect or wealth, but simply the conviction that they would achieve. This positive attitude embodies the American culture and inevitably led to the US becoming the most powerful country in the world.

Greetings

This positive attitude and behaviour can at times be misconstrued as insincere, but it comes from the desire of the Americans to make everyone feel welcome. It also presents to the world a positive image of the nation; to contrast against the negative depiction regularly broadcast around the world. Unlike in Britain smiling at a stranger in the street in America isn't met with utter bewilderment; it is totally acceptable. It is, however, simply courteous and polite and requires no deeper analysis.

The same applies to the infamous "How are you?" which will be the greeting of choice for many Americans. It is the verbal equivalent of smiling at someone, and should not be taken as an opportunity to relate your life story. The correct response is merely "fine" or "okay".

Social Interaction in Business

American manners also extend to the way in which they interact. Eye contact is mandatory during all meetings, and reflects a desire for openness. Small talk is the way most relationships begin.

Americans avoid talking politics or religion, unless they know the leanings of their company; this way no one can be offended.

Conversely, the Americans are noted for their blunt, to the point way of doing business.

In some cultures, this could be thought of as rude, but in the US, niceties are not necessary.

Time indeed is money, so there is no beating around the bush in American business; a business lunch will be exactly that. On a first introduction it is not uncommon to be abruptly asked, "What do you do?" The American work ethic means that judgement of character is based largely on one's profession; the work you do and your identity are inextricably linked in the eyes of an American.

Clothing styles vary by social status, region, occupation and climate. Jeans, sneakers, baseball caps, cowboy hats and boots are some items of clothing that are closely associated with Americans. Ralph Lauren, Calvin Klein, Michael Kors and Victoria Secret are some well-known American brands.

American fashion is widely influenced by celebrities and the media, and fashion sales equal around \$200 billion per year, according to a paper published by Harvard University in 2007.

More and more Americans are buying fashion, electronics and more online. According to the Census Bureau, U.S. retail e-commerce sales for the first quarter of 2017 totalled around \$98.1 bn.

Food in Daily Life

Americans eat large amounts of processed, convenience, and fast foods. The average diet is high in salt, fat, and refined carbohydrates. It is estimated that 60 % of Americans are obese.

The preference for packaged and processed foods is culturally rooted. Americans as a whole enjoy the taste of hamburgers, hot dogs, and junk foods. Processed foods generally are perceived to be cleaner or safer than unprocessed foods. Industrial food producers use advertising to associate processed foods with the desirable modern and industrial qualities of speed, cleanliness, and efficiency.

Speed of preparation was essential in a nation of nuclear family households where wives and mothers did not have relatives to help them and usually were solely responsible for food preparation. However, gourmet, regional, and alternative styles of eating are highly influential.

Gourmet foods, including high quality fresh and local produce, imported cheeses, fine coffees, and European kinds of bread, are available in every city and in many towns. Regional cuisines, from cheese steaks in Philadelphia to the green chilli stews of New Mexico and the grits of the South, are culinary reminders that the country encapsulates many different traditions. An alternative tradition is the health food movement, which includes a preference for unprocessed foods and fruits and vegetables that have not been chemically treated or genetically altered.

Some health food proponents are concerned primarily with avoiding the heavily processed foods that make up the bulk of the traditional diet. Others also see the consumption of organic products, which generally are produced by small, labour-intensive farms, as a way to fight the ecological damage caused by agricultural chemicals and challenge the corporate nature of food production.

American cuisine was influenced by Europeans and Native Americans in its early history.

Today, there are a number of foods that are commonly identified as American, such as hamburgers, hot dogs, potato chips, macaroni and cheese, and meat loaf. "As American as apple pie" has come to mean something that is authentically American. There are also styles of cooking and types of foods that are specific to a region. Southern-style cooking is often called "American comfort food" and includes dishes such as fried chicken, collard greens, black-eyed peas and corn bread.

Tex-Mex, popular in Texas and the Southwest, is a blend of Spanish and Mexican cooking styles and includes items such as chili and burritos, and relies heavily on shredded cheese and beans. Jerky, dried meats that are served as snacks, is also a food that was created in the USA.

America has a somewhat dysfunctional relationship with food. On one hand, table manners are of the utmost importance and on the other it is known globally for its obesity crisis and love of convenience food. Possibly, contrary to popular belief, etiquette is a fundamental part of American identity, with etiquette guides written in the 19th century still in print.

Most simply, talking with your mouth full or chewing with your mouth open will not go down well. It is considered better practice to ask "May you pass the...?" rather than reach across a table for something. For children, they really must ask to be excused from the table if they finish eating before others.

There is a culture of eating out in America which, aligned with the somewhat ridiculous portion sizes, has meant that the custom of taking a doggy bag home with you from a restaurant is still common practice. This is simply a taste of what the American culture has to offer, but it goes to show that you shouldn't always judge a book by its shiny, Hollywood cover.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

FOOD CUSTOMS AT CEREMONIAL OCCASIONS

Americans have few occasions that they term ceremonial. In the case of weddings, funerals, and other rites, few fixed food rules apply. Most weddings, whether religious or secular, include a large tiered cake. After the wedding, the newlyweds feed each other a piece of the cake. At Jewish funerals, fish, usually smoked or pickled, and eggs may be served as symbols of life's continuation.

Some Americans, particularly in the South, eat hopping john, a dish made with black-eyed peas, to bring good luck in the New Year. Americans have many fixed food rituals to accompany events and occasions not generally considered ceremonial. Waking up is accompanied by coffee.

Social occasions usually include alcohol. Hot dogs and beer are ubiquitous at sporting events, and popcorn and candy are consumed at movie theatres.

Despite all the weird and wonderful things about this country, it's still an amazing place full of great natural wonders and even greater people. If you're lucky enough to live in the USA – take a breath, go outside, and experience life in this crazy country.

Whether Memorial Day, July 4th, or Labour Day, families across the U.S. fire up their grills and invite friends for a good old-fashioned cookout, complete with all of the expected traditional American favourites like hamburgers, hot dogs, potato salad, and coleslaw.

Of course, there is often a rack of barbecued ribs or chicken and brisket on the grill or in the smoker slow cooking to tender perfection.

Foods born out of "Down South" traditions have become American standards. Whether fried chicken, biscuits, chicken & dumplings, chicken-fried steak and gravy, fried green tomatoes, or shrimp and grits, these dishes are popular from California to Maine. Common at Thanksgiving, cornbread and corn pudding may have southern roots but couldn't be more American.

Of course, variations abound, but the heart of these foods remains the same no matter which state you are eating in. What other country is known for their extra-large cuts of meat, served sizzling on a plate with a side of potatoes and creamed spinach? The American steakhouse is an example of this country's love of beef – and lots of it – and many are considered landmarks in cities nationwide.

A grilled rib eye with a side of mashed potatoes couldn't be more American.

The dishes macaroni and cheese, chicken pot pie, and chili all create the image of sitting by the fire eating warm, comforting food on a cold day. We may also put a pot roast in the oven, or bake a meatloaf to satisfy any cravings or cure the winter blues. All of these dishes seem purely American, even if they may have origins from other parts of the world. However, what recipe doesn't?

Taking advantage of the treasures that the surrounding oceans offer Americans have created one of the best shellfish samplers around – the New England clambake. Complete with Maine lobster and local clams or mussels, as well as potatoes and corn on the cob, this summertime meal-in-one is America in a pot. It is often accompanied by clam chowder, a creamy way to enjoy the flavours of the sea. However, let's not forget crab cakes and crab boils – whether made with East or West coast crabs, these delicious dishes feel very patriotic. You know the phrase: "As American as apple pie" – need we say more? Well, yes, if that is to include other favourites such as cherry pie, pecan pie, and key lime pie. We have to include strawberry shortcake on the list as well as this springtime dessert of strawberries, whipped cream, and biscuit is very red, white, and blue.

Many dishes we eat today may have originated in the countries immigrants left to come to America, but they have become American in their own right. In fact, many chefs or foodies from other countries will claim that we have "Americanized" certain international dishes, such as pizza, pasta, and Chinese food. The phrases "traditional values" and "family values" play an important role in American political and cultural debates. They're typically used by political conservatives and evangelical Christians to advance their agendas but they are also frequently used by others, perhaps because of how often they appear generally. The professed concern among conservatives is certainly genuine, with 96% of evangelical Christians claiming to have traditional or family-oriented values.

HOW AMERICANS EAT & DRINK

Coca-Cola is the best-selling soft (non-alcoholic) drink in the world. 165 million "Cokes" are sold every day, from the equator to the Arctic. However, whereas outside the USA Coke tends to be a young person's drink, inside the USA anybody of any age or income can drink it without embarrassment on any occasion. Coke is not the only "cola" drink.

Pepsi Cola is a well-known rival and has its devotees, for it is not as sweet as Coke. Cola drinks contain caffeine from the kola nut and are the only soft drinks, which are stimulating as well as refreshing. There are excellent wines produced in California, which are praised by European connoisseurs, but some Americans prefer stronger stuff. Well-off Americans consume a lot of alcohol in the form of cocktails – mixtures based on spirits like whisky, gin and vodka.

Hamburgers and hot dogs are perhaps the best known American foods. Hot dogs – sausages between bread rolls – can be bought in snack bars and from hot dog stands on street corners.

From San Francisco to New York, in cheap or medium-priced restaurants, hamburgers will be on all the menus, in company with steaks, fried chicken and seafood. They come with French fries and crisp green salad. In most cases it is certainly good value for money.

For dessert, you will be offered apple pie, cheese cake, chocolate layer cake, ice creams and ice cream sundaes. No ice cream in the world is more delicious than American ice cream.

The American passion for speed has now hit the food business. Many restaurants, in particular the great chain restaurant company, Macdonald's, specialize in "fast food", food which is served at the counter ready "to go", or "to take out." The food, cooked and hot, is packed into cardboard and plastic containers, and hot drinks go into plastic cups with tight-fitting lids.

There are drive-in fast-food restaurants, where the customer does not even have to leave his or her car. They first stop at a board where the menu is displayed, give an order through a microphone and then drive another twenty yards, where a girl hands them the meal, ready cooked and packed.

People who prefer to eat at a table in the restaurant receive their food in cardboard or plastic containers; the knives, forks and spoons are plastic, too. When they have finished, customers throw *everything* except the tray into a trashcan.

In most cities, large and small, you can eat Mexican or Italian food. And even small towns have a coffee shop serving simple meals, drinks of all kinds – and excellent, freshly-made coffee.

You sit at the counter, or are served at a table. Service in restaurants and coffee shops is efficient and friendly. Waiters and waitresses often introduce themselves: "Hi! I'm Don (or Debbie).

What can I get you folks?" This friendliness is natural and not entirely influenced by the hope of a high tip. In any case, people usually tip 15% of the check. One of the pleasantest things about waiters and waitresses is that they refill your coffee cup several times for no extra charge!

Many American families pride themselves on their cooking, and have deep freezers, where they store food they grow in their gardens or buy in the supermarket. Supermarkets are large self-service stores selling every kind of food – fresh, canned or frozen. So, like the fast-food restaurants, their produce is less expensive and easier to market. There have been supermarkets in the USA since the 1930s, and they have now spread through a large part of the world.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Food	When	Where	Score
1.				

OLD & MODERN TRADITIONS

The Northeast, South, Midwest, Southeast and Western regions of the USA all have distinct traditions and customs. Here is a brief overview of the culture of the USA.

Traditions vary widely around the world, and the ways of one society often seem downright wacky to others. American culture and traditions, thanks to the hard work of Hollywood and other arms of the nation's media multiplex, have become well known in most corners of the map.

However, that doesn't always mean people in other countries find some of these customs less bizarre than Americans consider theirs.

Although in the grand scheme of things, America is a relatively young nation, in its 242 year (as of 2018) history it has created and nurtured its own flourishing traditions and customs.

Black Friday sales traditionally launch this national weekend shopping bonanza, which wraps up on Cyber Monday, a more recently minted tradition that's grown in popularity with the rise of online shopping. In 2010, the National Retail Federation conducted a survey, and estimated that more than 200 mln. shoppers went online and to stores around the nation during the weekend after Thanksgiving, with 106 mln. Americans planning to make purchases online come the following Monday.

Most of those shopping on Black Friday arrive at a civilized time, but many diehards take the tradition a step further and start the day at a gruellingly early hour. In rare cases, riots or deadly stampedes have even broken out among shoppers slaving to get a certain deal or a particular product. Leave it to Americans to make their warm weather travel plans based on the machinations of a reticent rodent.

Each year, groundhogs around the country – but most notably Punxsutawney Phil of Punxsutawney, Pennsylvania – are paraded out to predict how many more weeks will transpire before spring is on the way. It's either six more weeks of winter, or an early spring, depending upon whether the little critter in question sees his shadow or not. This tradition has been going on since the 1800s, despite (ahem) modest advances in weather prediction since that time.

Despite being a relatively young nation – at just 240 years old – America has developed its fair share of traditions. Most of us are familiar with the big hitters such as Thanksgiving, Halloween and Independence Day. However, what about the USA's less well-known, more peculiar customs? Join us as we delve into the fascinating world of America's most bizarre traditions.

Presidential Turkey Pardons

Since the 1940s, US presidents have been presented with a Thanksgiving turkey at a special ceremony and, occasionally, have spared the bird's life by officially pardoning it. (It's not clear what crime the birds committed in the first place to warrant a pardon.)

In 1989, George Bush Senior made the turkey pardon a permanent part of the ceremony, so it's now an annual event. The happy turkeys are returned to a farm to live out the rest of their lives – which, unfortunately, usually last less than a year, as the birds have been so overfed that they contract heart disease and other obesity-related illnesses. If you're wondering whether there's some deeper meaning or symbolic reasoning to this ritual – there isn't.

Thanksgiving in general seems to mystify those not steeped in American traditions, but perhaps no part of that quirky turkey fest seems more bizarre than the annual ceremony during which modern presidents grant an official pardon to a live turkey presented to them by the National Turkey Federation (NTF). Interestingly, there's been a great deal of confusion among Americans concerning the actual origins of this strange tradition.

Although the NTF has been gifting presidents with turkeys annually since 1947, the whole idea of "pardoning" them by sparing them from the stove didn't occur until years later, and even then, when it did occasionally happen, it certainly wasn't with anything as grandiose as a declaration of an official presidential pardon. The first bird to receive a formal stay of execution in the mode of an expressly stated "presidential pardon" wasn't delivered to the Rose Garden until 1989.

When then – President George H. W. Bush started this act of official benevolence that's now become an annual American tradition. Just hours, after millions of unpardoned turkeys are devoured in the USA on Thanksgiving each year, armies of shoppers head out to get a start on their annual Christmas gift list. Americans love sensationalism, their media is happy to give it to them, couched in familiar and impossibly exaggerated language.

That's why, for example, every couple of years a new "Trial of the Century" takes place in America. All past "Trial of the Century" court cases are collectively forgotten, as the new one proves to be so much more distasteful, repugnant, abominable (insert appropriate adjective!) than the last.

Often these trials involve celebrities themselves – this is true from Fatty Arbuckle to O.J. Simpson to former President Bill Clinton – but oftentimes the trials make celebrities (however willing or unwilling) out of ordinary citizens. Casey Anthony's court case is a good example of a recent "Trial of the Century" that launched a regular person into the intense glare of the media spotlight.

Her fame brought her mostly public shaming, but the American public also went out of their way to roast her on social media sites. Chances are, though, that a few years from now, the stage will just be set for the next "Trial of the Century" to commence.

Each year, as corn stalks tower toward the sky and leaves turn yellow, orange and red, folks in the USA often flock to farms in order to attend fall festivals. Most of the goings on at these festivals are pretty tame if a little odd-sounding from an outside perspective.

Families often participate in activities like going on hayrides, picking out pumpkins, walking through corn mazes, sampling cider, petting barnyard animals, that sort of thing.

However, what really singles out some of these fall celebrations is the desire harboured by the visitors to witness pumpkins – harmless lumpy gourds – blasted into the air and launched great distances across acres of sprawling farmland. There are several ways this can be accomplished to satisfy a crowd, whether it's through the use of air cannons, catapults, trebuchets or machines using torsion and centrifugal force. Pretty much the only one who doesn't end up having a good time is the pumpkin.

For our next couple of strange traditions, we'll continue through the season.

Many cultures have strong historic traditions relating to dressing up around the time of Halloween and exchanging various forms of food, but few of these traditions involve children going door-to-door asking for candy with the words: "Trick or treat!" That strange practice is believed to be American in origin, but funny enough, perhaps the people who find this the practice most baffling are the pint-sized rookies being paraded around the neighbourhood.

While at any other time of year their parents forbid them from talking to strangers, begging for candy and roaming the streets at night, all of a sudden they change their tune and support such shenanigans on one magical evening each fall. But here's the catch: They only receive these precious goodies by parroting out the magic words "Trick or treat." Heaven forbid the giver of candy requests a "Trick" of these poor confused newbies. However, after a few years, they catch on, and trick-or-treating becomes a tradition they couldn't imagine October without.

Strange American Obsession related to Football

Television commercials are typically a trial to be borne, but when it comes to Super Bowl commercials that are not even close to the case. The vast majority of Super Bowl spectators are Americans, and they eagerly await breaks in the big game to see which commercials wow them the most. In the days that follow, those ads are debated and hashed over, rated and discussed, with gusto and ad nauseam, maybe even more than the sometimes lacklustre game. Which commercials cost the most to make? Which ones were surprisingly cheap? How much were the commercial slots sold for? The potential questions are endless. As for answers, in 2011, one of the most popular commercials was a Doritos ad that cost only about \$500 to make. Altogether, around 60 commercials aired throughout the game, with prices up to \$3 mln. for 30-second slots. At \$100,000 a second, advertisers are happy to fuel this particular American tradition of advertisement scrutiny.

Although the definition of the American Dream isn't set in stone and has been recalibrated over the years, there's little denying that Americans in general still teach their kids that this dream is one they too, can enjoy. Whether or not that's a reality is another matter, but that's a question for different day. At an emotional level, the American Dream evokes feelings of freedom to avenues of opportunity and equal access to paths of prosperity for anyone willing to work hard to achieve it.

At a more practical level, many argue that achieving the American Dream has become equated with consumerism and ownership instead of the more purist notions at its core. Regardless of where the truth lies, it's still a national tradition to pass down the idea that the American Dream is achievable in each generation.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



The Battle of Puebla on Cinco de Mayo



How a group of Irish rebels fought against the USA with Mexico is still not widely known.

HISTORY OF CINCO DE MAYO IN THE USA

In the USA, Cinco de Mayo is seen as the day to celebrate Mexican food, culture, and traditions.

Of course, it's a great excuse to enjoy some Mexican drinks.

In contrast, in Mexico, Cinco de Mayo is celebrated in a very low-key manner. Students get the day off, but banks and government offices are open and the only major parades and fiestas taking place south of the border are held in the city of Puebla, where there's a military parade and a mock battle is staged to commemorate the battle of Puebla, the event that gave rise to the holiday.

So why is Cinco de Mayo celebrated with such fanfare in the USA? It seems to be largely a question of marketing. With the great population of Mexican descent living in the U.S. it makes sense to celebrate Mexican culture, just as Saint Patrick's Day is a day to celebrate Irish culture for many, an excuse to party hard. The Cinco de Mayo holiday did develop in a special way in the USA, though, and can be seen as more of a Mexican-American holiday than a Mexican one.

In 1862, at the time the Battle of Puebla took place, the USA was engaged in its Civil War.

The French presence in Mexico was a strategic move: by gaining a toehold in Mexico, the French could then support the Confederate Army. The defeat of the French at the Battle of Puebla was not definitive, but it helped to stave off the French while the U.S. Union forces made advances.

Thus, Cinco de Mayo can be seen as a turning point in the U.S. Civil War.

Cinco de Mayo was first celebrated in the USA in Southern California in 1863 as a show of solidarity with Mexico against French rule. Celebrations continued on a yearly basis; by the 1930s it was seen as an opportunity to celebrate Mexican identity, promote ethnic consciousness and build community solidarity.

In the 1950s and 60s Mexican-American youths appropriated the holiday and it gained a bi-national flavour, and its celebration was used as a way to build Mexican-American pride.

Celebrations sometimes acquired corporate sponsors, and this is the way the holiday began to take on a commercial flavour. In the 1980s, the holiday began to be commercialized on a wide scale.

Now Cinco de Mayo is promoted as the day to celebrate Mexican food, culture, traditions, and of course, booze. For some it may just be an excuse to get drunk, but if it's also an opportunity for people to learn more about Mexican culture and history, then it's not completely wasted.

Perhaps it would make more sense to celebrate Mexican culture on Mexican Independence Day, September 16th, but can you imagine people getting fired up to celebrate "Dieciseis de Septiembre"?

It's just not catchy. In September most people are in "Back to School" mode and not in a partying mood. The month of May is lacking major holidays, and an excuse to party is very welcome during this month. So, by all means, celebrate Cinco de Mayo.

Throw a Mexican fiesta. Enjoy some Mexican food. Learn about Mexican traditions and culture.

Meanwhile, here in Mexico, we'll just enjoy a quiet day. I'm thinking maybe some U.S. expats should get together and turn President's Day into a major excuse to party. Although, come to think of it, here in Mexico we have plenty of reasons to party.

Cultural appropriation is the adoption of certain elements from another culture without the consent of people who belong to that culture. It's a controversial topic, one that activists and celebrities like Adrienne Keene and Jesse Williams have helped bring into the national spotlight.

However, much of the public remains confused about what the term actually means. People from hundreds of different ethnicities make up the U.S. population, so it's not surprising that cultural groups rub off on each other at times. Americans who grow up in diverse communities may pick up the dialect, customs, and religious traditions of the cultural groups that surround them.

Cultural appropriation is an entirely different matter. It has little to do with one's exposure to and familiarity with different cultures. Instead, cultural appropriation typically involves members of a dominant group exploiting the culture of less privileged groups. Quite often, this is done along racial and ethnic lines with little understanding of the latter's history, experience, and traditions.

THE BATTLE OF BIRMINGHAM

(A story from the history of America)

America is tragically ill with the disease of white supremacy spread out from the South to all parts of the country. The American Negro is convinced that the time has come to uncover and expose this illness, and he demands that it be treated seriously, surgically if necessary, cured. Some years ago the Negro himself was exposing it for treatment in Birmingham. Why Birmingham?

Birmingham is an industrial city with a population 40% of whom are Negroes. It is regarded as the most completely segregated city in the USA. Negroes call the city Bombingham, because during the last 10 years there have been eighteen racial bombings. The Negro population is tired of all this, and has determined to do something to correct the intolerable situation.

In Birmingham, Negroes marching, kneeling in prayer have peacefully challenged white supremacy and all the evil it involves. They have been met with force and violence from white segregationists, who have thereby converted this peaceful challenge into a battle – the battle of Birmingham.

The Birmingham riot of 1963 was a civil disorder in Birmingham, Alabama, that was provoked by bombings on the night of May 11, 1963. The bombings targeted black leaders of the Birmingham campaign, a mass protest for racial justice. Martin Luther King was a leader of the Birmingham civil rights campaign, which had been conducted that spring, with large, nonviolent demonstrations resulting in the mass arrest of schoolchildren who were trying to take a walk to Birmingham City Hall to talk to the mayor about segregation. Witnesses saw Birmingham police place bombs at the parsonage, which was partially destroyed. All the family escaped. It was believed that the bombings were most likely planned and carried out by members of the Ku Klux Klan (KKK).

Since the 1950s, KKK members in Birmingham had used bombings against civil rights leaders and Blacks who started to move into traditionally white neighbourhoods.

After the attacks, Blacks in the area began to riot because of the police involvement and were repressed severely by the Birmingham Police Department. The USA government intervened with federal troops for the first time to control violence during a civil rights related riot. It was also the first time the government had used military troops independently of enforcing a court injunction, an action was considered controversial by Governor George Wallace and other Alabama whites.

The bombings and police response were a pivotal event that contributed to President Kennedy's decision to propose civil rights legislation to achieve relief of injustice. It was ultimately passed under President Lyndon B. Johnson as the Civil Rights Act of 1964.

On May 10, 1963, negotiators for the city, local businesses, and the civil rights campaign had completed and announced the "Birmingham Truce Agreement". The agreement included city and business commitments for partial desegregation (of fitting rooms, water fountains, and lunch counters in retail stores), promises of economic advancement for black workers, release of persons who had been arrested in demonstrations, and the formation of a Committee on Racial Problems and Employment.

In an afternoon press conference held at the Gaston Motel, where King and his team were staying Fred Shuttlesworth read a version of the agreement, after which King declared a "great victory" and prepared to leave town.

However, some white leaders, including the city's powerful Commissioner of Public Safety Bull Connor, who had used dogs and firehouses against demonstrators, denounced the agreement and suggested that they might not enforce its provisions. In the battle of Birmingham the Negroes have courage, solidarity, right and the future, the Constitution and the Bill of Rights and Supreme Court decisions on their side; the Southern segregationists have police and militia with guns and dogs (specially trained to attack coloureds only!), firemen with powerful hoses, the mob with bombs and dynamite, and the evil past on their side. "*We are at war*", a Negro leader told his followers, as they were preparing to go out to demonstrate peacefully against segregation and discrimination.

"*War has been declared in Birmingham*", he continued, "*war has been declared on segregation*".

Many battles, large and small, have been fought in this war – fought in many different states, with many different techniques, on many different levels of American public life:

- Freedom Rides;
- Little Rock, Arkansas; Clinton, Tennessee; New Orleans, Louisiana;
- the Universities of Georgia, Alabama and Mississippi continuing demonstrations by sit-in in the eating places, libraries and theatres;
- wade-in swimming pools and on beaches;
- kneel-in in the churches;
- walk-in in the parks, stadiums, etc.;
- register-in for voting; and picket lines and more picket lines everywhere, for everywhere.

A correspondent of *U.S. News and World Report* wrote: "A new strategy is taking shape as the battle over segregation spreads across the country. What the Negroes tried was a new kind of mass demonstration." Negroes marched by thousands. They marched in waves, one human wave followed another. Children by the thousands marched with their elders.

Police arrested more than 2,400 Negroes. Birmingham's jails are overflowing. But still more Negroes came, marching and singing "*We shall overcome*."

Modern abolitionists are to be found together with Negroes, marching on picket lines, riding the freedom buses, walking-in, sitting-in, wading-in, kneeling-in, and working in progressive movements everywhere. It is these few who remind us, and prove to us and to all non-white people everywhere that our battle is not against white people because they are white, but against white segregationists, white supremacists, white colonialists and the evil they do to their fellow men.

The vast majority of the 20 mln. Negro Americans form the supply base for this war: Negroes are marching, demonstrating, holding mass meetings in the big cities all over the country.

Negro churches organizations, and individuals, including world-famous stars of stage-screen, concert and sport; well-known Negroes successful in profession are giving their talents, their personal services and presence, and money to these massive demonstrations.

This magnificent solidarity makes the battle of Birmingham an event of glorious importance in Negro and American history and does well for ultimate victory.

Birmingham activist Abraham Woods considered the disorder to be a "forerunner" to the 1967 wave of riots that followed passage of civil rights legislation and expressed protest at the slow rate of change. Operation Oak Tree was the first time in modern USA history that the federal government deployed military power in response to civil unrest without a specific legal injunction to enforce.

New York City Congressman Adam Clayton Powell warned that if Kennedy did not move quickly on civil rights in Birmingham, as well as nationally, then riots would spread throughout the country, including to the capital in Washington, DC.

Note

Freedom Rides – агитационные поездки на автобусах.

Freedom rider a person who participated, in the 1960s, in an organized tour, usually by public transport in the South, in order to protest against racism and put federal laws on integration to the test; who challenged racial laws originally by refusing to abide by the laws designating that seating in buses be segregated by race.

"*We shall overcome*" (Мы победим) – песня американских борцов против сегрегации.

В апреле-мае 1963 года в Бирмингеме состоялись крупнейшие в истории негритянского движения в США демонстрации, начало активной массовой борьбы негров за гражданские права.

Exercise 1. Digest the score of the information briefly in English.

WHAT EXPATS REALLY THINK OF THE USA

Although probably one of the most widely commercialized countries in the world thanks to its major exports of Hollywood and music: the USA of America can be a strange place to visit.

This is particularly true for expatriates, whose whole world view can be questioned before they're even through customs. Whether expats arrive in the USA as kids or as adults or they're in La La Land or the Bible Belt, here's what shocks them the most about the USA.

Crazy & Colourful Food

It begins at breakfast: Froot Loops, Cap'n Crunch, and Lucky Charms. For most people, seeing an array of that much colour on the breakfast table can be a little shocking. Breakfast cereal is supposed to be brown. Many expats are initially taken back by eating all that sugar before 9 a.m. Then we have lunchtime – why is the cheese so orange? And during Thanksgiving they put marshmallows in potatoes! Compare that to England's beige Sunday Roast it might take a while for expats to get used to.

"Hi, can I help you?"

Although we all expect a good level of customer service, Americans take it to the next level. From friendly cashiers to welcoming waiters, you can't step inside an American establishment without being instantly greeted. Whether these happy helpers actually care about how your day is going or what your weekend plans are is debatable, but expats from more socially reserved countries tend to be a little wary of the enthusiasm.

Everything is huge

Europe has its hidden; winding streets... the U.S has sheer size. When you think of places like New York City, you probably expect to be surrounded by skyscrapers, but it doesn't just stop there. Everything in America is gigantic! Supermarkets that go on for days, high schools that look like universities, malls that resemble whole towns... the mantra "go big or go home" has never been more true. And don't expect to be able to walk anywhere; even the roads are colossal here, meaning a car is definitely a necessary investment if you plan to survive life in the states.

Everything is new

It's not just big, but new too. In the grand scheme of things, the U.S.A is a brand new country, only officially gaining independence from the British Empire in 1776. Because of this, their idea of history is a little different from the rest of the world. Whilst expats from Asia and Europe might be used to thousand year old churches and ancient monuments, Americans are equally as impressed by the 264 year old Liberty Bell. If you're an expat who's used to artefacts sprawling across thousands of years, maybe stick to natural wonders like the Grand Canyon instead.

Keep it informal

Respecting your elders is a common practice all around the world, but America is a little more lax on this than some other countries. Using first names is pretty usual here, and English doesn't have any language differences for levels of formality. What is considered polite in America may be completely different back home. So if you think an American is being rude, don't! Just go with it and you'll be making friends in no time.

Nenana Ice Classic, Alaska

Ice on the Tanana River in Alaska accumulates to more than a metre deep during the winter.

Back in 1906, six people in the city of Nenana bet on the exact time on the exact day that the ice would break in the spring. A decade later, a small group of railroad engineers fired up the ice pool again, and it's become an annual event every since – and anything that's been going over a hundred years in America is a very longstanding tradition indeed. A "tripod" (with four legs) is placed on the ice and connected to a clock in the town. When the ice breaks, it stops the clock and the winner is declared.

Cherry Pit Spitting, Michigan

2018 will be the 45th year of the International Cherry Pit Spitting Championship, held at the Tree-Mendus Fruit Farm in Michigan. It's simple – eat the cherry and spit the pip as far as you can.

Contestants aren't allowed to "pop" their cheeks with their hands, and no foreign objects or props are allowed. The record is an impressive 93.5 ft (28.5m); apparently, it's all about curling the tongue.

Keep calm & carry on

The U.S.A. can be a very stressful place, with 44% of the country reporting an increase in their stress levels. If you combine this with the usual expat stress AND add in culture shock, it's no wonder expats in the U.S might feel a little overwhelmed at times. It's important to keep track of your mental health as it can end up affecting other aspects of your health. If you're feeling stressed or overwhelmed, there are lots of home remedies you can try to keep things under control. Yoga, exercise, and writing in a journal are popular activities loved by expats. Talking about your experiences can help to overcome your problems when moving to the U.S.; international health insurers Cigna Global include 5 counselling sessions per period, making it easier to adapt to life in the States.

Groundhog Day, Pennsylvania

On February 2 every year, groundhog burrows across America are put under intense scrutiny for their powers to foretell seasonal change. Folklore states that if it's cloudy, the groundhog will emerge from its burrow and spring will come early. If it's sunny, it will return to the burrow and winter will continue for six more weeks. The tradition of going out to watch the groundhog has been around since as early as the 18th century and the biggest celebration these days is in Punxsutawney, Pennsylvania – the state where the tradition originated, and made famous by the 1993 film Groundhog Day.

Groundhog Day, made famous by the 90s comedy film of the same name, is the 2nd February.

Folklore has it that if, when a groundhog emerges from its burrow on the 2nd of February it is cloudy, then spring will come early. If it is sunny, however, the groundhog will upon seeing its shadow retreat back underground and winter weather will continue for another 6 weeks. Many tailgaters take their setup very seriously, and will even haul along stereos, TVs and satellite dishes to enhance the event. When it comes to how early fans arrive to start tailgating, the sky's the limit. Some are out there at the crack of dawn to begin the festivities – or even the night before to claim a spot! When it comes to the pigskin, the traditions don't stop in the parking lot, however.

Ostrich racing, Arizona

Ostriches were first brought to the US in the 1880s, and ostrich-riding races sprung up in several states across the country. The biggest current race is in Arizona, at the Chandler Ostrich Festival, which will celebrate its 30th year in 2018. The event is a bit like a horse race, though riders have (unsurprisingly) significantly less control. The ostriches can run up to about 40mph (70kmph) – fairly similar to horses – and leap up to 16 feet (5m) in a single stride.

Pumpkin chucking, Delaware

Not only are pumpkins used as an ingredient in a dizzying array of seasonal dishes, with total disregard for the sacred division between sweet and savoury, but these huge orange squashes are also ceremoniously lobbed into the air as far as possible as part of a time-old ritual.

The country's original and largest pumpkin chucking contest, Punkin Chunkin, is held annually in the state of Delaware. Contestants use trebuchets, catapults, torsions and air cannons to make those pumpkins fly. The furthest has travelled 4694 feet (1.4km). The 2017 contest was cancelled due to an incident at the previous year's event. Check the organisers' website for future details.

A man holds trays of cooked lobster and corn on the cob at the annual Yarmouth Clam Festival in Yarmouth, Maine.

Roadkill cook-off, West Virginia

With so much wildlife roaming around in the US and so many SUVs cruising on the highways, there's bound to be some unfortunate collateral damage. But every September, people in Marlinton, West Virginia, have a Roadkill Cook-off, where you can try such delights as biscuits covered in squirrel gravy, teriyaki-marinated bear or deer sausage, all scooped up from the side of the road after an unfortunate accident.

The National Hollerin' Contest, North Carolina

Before the invention of the telephone, hollerin' was more than just a simple yell. A cross between a yodel and a hunting cry, hollerin' was a highly developed form of communication over long distances, especially popular in the American southeast.

In 1969, in Spivey's Corner, North Carolina, The National Hollerin' Contest was started to uphold this entertaining tradition, and has been going every year since.

The imperial system

It's perfectly acceptable to use the metric system in the USA – Congress originally authorized it in 1866 and has repeated those sentiments in the years since – but tradition tells a whole other tale.

Although the government now requires metric use in some public sectors and strongly encourages it in many private industries, the American public never really took to the system and largely dismissed it, making the USA the only industrialized nation where that's the case.

In an effort to move the matter along, Congress even passed a Metric Conversion Act of 1975 and set up a U.S. Metric Board to take care of all the planning for the desired transition, but they apparently didn't empower the board with enough authority, and the American people essentially said, "meh" to adopting metric and continued on with their miles, pounds, ounces and all the rest. Similarly lackluster efforts since then have done little to get Americans to change their ways.

American culture regularly falls victim to stereotyping and belittlement, arguably thanks to its portrayal in Hollywood films and US television serials. The practice of using feet and inches, pounds and ounces and pints and gallons was passed to the USA by the British, modified slightly, and has stood the test of time in the face of strong opposition.

The rival metric system was considered atheistic by some when it first emerged in the 19th century. A periodical published in Ohio in the 1880s defended the traditional system as "a just weight and a just measure, which alone are acceptable to the Lord." Despite the fact that the metric system was formally sanctioned by Congress way back in 1866, the US remains the only industrialized country in the world not to have adopted it as the official system of measurement.



CULTURAL APPROPRIATION

There are an estimated 350 definitions of culture. With so many definitions, it almost seems too broad and encompassing to even be useful. However, there are ways to clarify the term and to understand how it impacts us.

Webster's dictionary states that culture is "the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought". The socially transmitted almost sounds ominous! This definition predominantly relates to the cultures of race and ethnicity.

Gender, religion, geographic location, sexual orientation, and social class, to name a few, are also cultures. These are **types** of cultures, and there are **elements** of each of these cultures.

It makes sense that there are so many definitions of culture. There are countless combinations of types or elements of culture that can be written into a definition.

In order to understand cultural appropriation, we must first look at the two words that make up the term. Culture is defined as the beliefs, ideas, traditions, speech, and material objects associated with a particular group of people. Appropriation is the illegal, unfair, or unjust taking of something that doesn't belong to you. Susan Scafidi, a law professor at Fordham University, told Jezebel that it's difficult to give a concise explanation of cultural appropriation.

The author of "Who Owns Culture? Appropriation and Authenticity in American Law", defined cultural appropriation as follows: "Taking intellectual property, traditional knowledge, cultural expressions, or artefacts from someone else's culture without permission.

This can include unauthorized use of another culture's dance, dress, music, language, folklore, cuisine, traditional medicine, religious symbols. It's most likely to be harmful when the source community is a minority group that has been oppressed or exploited in other ways or when the object of appropriation is particularly sensitive, e.g. sacred objects." In the USA, cultural appropriation almost always involves members of the dominant culture "borrowing" from the cultures of minority groups.

African Americans, Asian Americans, Native Americans, and indigenous peoples generally tend to emerge as the groups targeted for cultural appropriation. Black music and dance, Native American fashions, decoration, and cultural symbols, and Asian martial arts and dress have all fallen prey to cultural appropriation. "Borrowing" is a key component of cultural appropriation and there are many examples in recent American history. In essence, however, it can be traced back to the racial beliefs of early America; an era when many whites saw people of colour as less than human.

Society has moved beyond those gross injustices, for the most part. And yet, insensitivity to the historical and current sufferings of others remains apparent today.

In the 1950s, white musicians borrowed the musical stylings of their black counterparts.

Because African Americans weren't widely accepted in U.S. society at that time, record executives chose to have white artists replicate the sound of black musicians. The result is that music like rock-n-roll is largely associated with whites and its black pioneers are often forgotten.

In the early 21st century, cultural appropriation remains a concern. Musicians such as Madonna, Gwen Stefani, and Miley Cyrus have all been accused of cultural appropriation.

Madonna's famous voguing began in black and Latino sectors of the gay community. Gwen Stefani faced criticism for her fixation on Harajuku culture from Japan.

In 2013, Miley Cyrus became the pop star most associated with cultural appropriation. During recorded and live performances, the former child star began to twerk, a dance style with roots in the African American community. A well-known case involves the sweat lodge retreats of James Arthur Ray. In 2009, three people died during one of his adopted sweat lodge ceremonies in Sedona, Arizona. This prompted the elders of Native American tribes to speak out against this practice because these "plastic shamans" have not been properly trained. Covering the lodge with plastic tarps was just one of Ray's mistakes and he was later sued for impersonation.

Similarly, in Australia, there was a period during which it was common for Aboriginal art to be copied by non-Aboriginal artists, often marketed and sold as authentic. This led to a renewed movement to authenticate Aboriginal products.

Buddhist tattoos, Muslim-inspired headdresses as fashion, and white gay men adopting the dialect of black women are other examples of cultural appropriation that are often called out. The examples are nearly endless and context is often key. For example, was the tattoo done in reverence or because it's cool? Would a Muslim man wearing the keffiyeh be considered a terrorist for that simple fact? At the same time, if a white man wears it, is it a fashion statement?

Cultural appropriation remains a concern for a variety of reasons. For one, this sort of "borrowing" is exploitative because it robs minority groups of the credit they deserve.

Art and music forms that originated with minority groups come to be associated with members of the dominant group. As a result, the dominant group is deemed innovative and edgy.

At the same time, the disadvantaged groups they "borrow" from continue to face negative stereotypes that imply they're lacking in intelligence and creativity. When singer Katy Perry performed as a geisha at the American Music Awards in 2013, she described it as homage to Asian culture.

Asian Americans disagreed with this assessment, declaring her performance "yellowface".

They also found issue with the song choice, "Unconditionally", alongside a stereotype of passive Asian women. The question of whether it is homage or an insult is at the core of cultural appropriation.

What one person perceives as a tribute, people of that group may perceive as disrespectful.

It's a fine line and one that must be carefully considered. Every individual has choices to make when it comes to sensitivity toward others. As a member of the majority, someone may not be able to recognize a harmful appropriation unless it's pointed out. This requires awareness of why you're buying or doing something that represents another culture. The intention is at the heart of the matter, so it's important to ask yourself a series of questions.

Why are you "borrowing" this? Is it out of a genuine interest? Is it something you feel called to do? Or, does it simply look appealing and you're following the trends?

What is the source? For material items such as artwork, was it made by someone from that culture? What does this item mean to them? How respectful is this to the culture? What would someone from that group feel about it?

Genuine interest in other cultures is not to be discounted. The sharing of ideas, traditions, and material items is what makes life interesting and helps diversify the world. It is the intention that remains most important and something everyone can remain conscious of as we learn from others.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



TRADITIONAL & FAMILY VALUES

In a 2002, Barna survey of how Americans describe themselves, one of the attributes asked about was – Have traditional or family-oriented values?:

Evangelical Christians: 96%

Non-Christian Faith: 79%

Non-Evangelical, Born Again Christians: 94%

Atheist/Agnostic: 71%

Notional Christians: 90%

It's absolutely no surprise that evangelical and born-again Christians are nearly unanimous in their agreement here. You have to wonder, though, about those who deny having traditional or family-oriented values. Do they really have non-traditional, non-family values? Have they found a way to combine non-traditional values with the highly tradition-focused evangelical Christianity? Or do they perhaps see themselves as falling short of evangelical ideals and feel guilty about it?

The fact that such a large majority of atheists and agnostics also agree on having traditional or family-oriented values calls out for an explanation. It would be very surprising if it weren't for the fact that the terms are deliberately vague. Atheists and agnostics in America are far more liberal on social issues than even the general population, never mind evangelical Christians, so they can't all have the exact same things in mind when those phrases are used.

Even so, it's still a little surprising because atheists and agnostics tend to be self-aware enough to realize that so many of their values and positions aren't very traditional: criticism and rejection of religion, equality for gays, support for gay marriage, full equality for women, etc.

When you hold positions that you know are not just non-traditional, but even depend upon rejecting so much tradition, why say that you hold traditional values?

Since the phrases "traditional values" and "family values" are deliberately vague, it's tough to create any sort of list of what they are supposed to refer to. That doesn't mean it's impossible, though – since these phrases are used so heavily by the Christian Right, we can just look at the family, social, and cultural positions they advocate and reasonably conclude that those policies represent their idea of traditional family values. It would be hard to deny that those positions aren't exactly what leaders and member of the Christian Right have in mind when they promote traditional and/or family values – especially when they advocate for them to be used as foundations for political policy.

To be fair, the phrase "traditional or family-oriented values" sounds superficially positive enough to entice people to identify with it, but the political and cultural background can't be ignored – and it's unlikely that most people responding to the survey were unfamiliar with that background.

It's likely, though, that the concept has been used with so much positive press that people are unwilling to reject it for fear of being lambasted as anti-family. Acculturation is a process through which a person or group from one culture comes to adopt practices and values of another culture, while still retaining their own distinct culture. This process is most commonly discussed in terms of a minority culture adopting elements of a majority culture, as is typically the case with immigrant groups that are culturally or ethnically distinct from the majority in the place to which they have immigrated.

However, acculturation is a two-way process, so those within the majority culture often adopt elements of minority cultures with which they come into contact, and the process plays out between groups where neither is necessarily a majority or a minority.

It can happen at both group and individual levels and can occur as a result of in-person contact or contact through art, literature, or media. Acculturation is not the same as the process of assimilation, though some people use the words interchangeably. Assimilation can be an eventual outcome of the acculturation process, but the process can have other outcomes too, including rejection, integration, marginalization, and transmutation. Acculturation is a process of cultural contact and exchange through which a person or group comes to adopt certain values and practices of a culture that is not originally their own, to a greater or lesser extent.

The end result is that the original culture of the person or group remains but is changed by this process. When the process is at its most extreme, assimilation occurs wherein the original culture is wholly abandoned and the new culture adopted in its place.

However, other outcomes can also occur that fall along a spectrum from minor change to total change, and these include separation, integration, marginalization, and transmutation.

The first known use of the term "acculturation" within the social sciences was by John Wesley Powell in a report for the US Bureau of Ethnology in 1880.

Powell later defined the term as the psychological changes that occur within a person due to cultural exchange that occurs as a result of extended contact between different cultures. Powell observed that, while they exchange cultural elements, each retains its own unique culture.

In the early 20th century, acculturation became a focus of American sociologists who used ethnography to study the lives of immigrants and the extent to which they integrated into US society.

W.I Thomas and F. Znaniecki examined this process with Polish immigrants in Chicago in their 1918 study, "The Polish Peasant in Europe and America", while others, including Robert E. Park and Ernest W. Burgess, focused their research and theories on the outcome of this process known as assimilation. While these early sociologists focused on the process of acculturation experienced by immigrants, by Black Americans within a predominantly white society, sociologists today are more attuned to the two-way nature of cultural exchange and adoption that happens through the process of acculturation. At the group level, acculturation entails the widespread adoption of the values, practices, forms of art, and technologies of another culture.

These can range from the adoption of ideas, beliefs, and ideology to the large-scale inclusion of foods and styles of cuisines from other cultures, like the embrace of Mexican, Chinese and Indian cuisines and foodstuffs within the US and the simultaneous adoption of mainstream American foods and meals by immigrant populations.

Acculturation at the group level can also entail the cultural exchange of clothing and fashions, and of language, like when immigrant groups learn and adopt the language of their new home, or when certain phrases and words from a foreign language make their way into common usage within a language due to cultural contact. Sometimes leaders within a culture make a conscious decision to adopt the technologies or practices of another for reasons associated with efficiency and progress.

At the individual level, acculturation may involve all the same things that occur at the group level, but the motives and circumstances may differ. For example, people who travel to foreign lands where the culture differs from their own, and who spend extended periods of time there, are likely to engage in the process of acculturation, whether intentionally or not, in order to learn and experience new things, enjoy their stay, and reduce the social friction that can arise from cultural differences.

Similarly, first-generation immigrants often consciously engage in the process of acculturation as they settle into their new community in order to succeed socially and economically.

In fact, law to acculturate in many places, with requirements to learn the language and the laws of society, and in some cases, with new laws that govern dress and covering of the body, often compel immigrants.

People who move between social classes and the separate and different spaces they inhabit also often experience acculturation, on both voluntary and required basis. This is the case for many first-generation college students who suddenly find themselves among peers who have been socialized already to understand the norms and culture of higher education, or for students from poor and working-class families who find themselves surrounded by wealthy peers at well-funded private colleges and universities. Though they are often used interchangeably, acculturation and assimilation are in fact two different things. Assimilation can be an eventual outcome of acculturation, but it doesn't have to be, and assimilation is often a largely one-way process, rather than the two-way process of cultural exchange that is acculturation. Assimilation is the process by which a person or group adopts a new culture that virtually replaces their original culture, leaving only trace elements behind, at most.

The word means, literally, to make similar, and at the end of the process, the person or group will be culturally indistinguishable from those culturally native to the society into which it has assimilated.

Assimilation, as a process and an outcome, is common among immigrant populations that seek to blend in with the existing fabric of society and to be seen and embraced as belonging.

The process can be quick or gradual, unfolding over years, depending on the context and circumstances. Consider, for example, how a third-generation Vietnamese American who grew up in Chicago differs culturally from a Vietnamese person living in rural Vietnam.

Acculturation can take different forms and have different outcomes, depending on the strategy adopted by the people or groups involved in the exchange of culture. The strategy used will be determined by whether the person or group believes it is important to maintain their original culture, and how important it is to them to establish and maintain relationships with the greater community and society whose culture differs from their own. The four different combinations of answers to these questions lead to five different strategies and outcomes of acculturation.

Assimilation. This strategy is used when little to no importance is placed on maintaining the original culture and great importance is put on fitting in and developing relationships with the new culture. The outcome is that the person or group is, eventually, culturally indistinguishable from the culture into which they have assimilated. This type of acculturation is likely to occur in societies that are considered "melting pots" into which new members are absorbed.

Separation. This strategy is used when little to no importance is placed on embracing the new culture and high importance is placed on maintaining the original culture. The outcome is that the original culture is maintained while the new culture is rejected. This type of acculturation is likely to occur in culturally or racially segregated societies.

Integration. This strategy is used when both maintaining the original culture and adapting to the new one are considered important. The person or group adopts the dominant culture while also maintaining own culture.

This is a common strategy of acculturation and can be observed among many immigrant communities and those with a high proportion of ethnic or racial minorities. Those who use this strategy might be thought of as bicultural, may be known to code-switch when moving between different cultural groups, and is the norm in what are considered multicultural societies.

Marginalization. This strategy is used by those who place no importance on either maintaining their original culture or adopting the new one. The end result is that the person or group is marginalized -- pushed aside, overlooked and forgotten by the rest of society.

This can occur in societies where cultural exclusion is practiced, thus making it difficult or unappealing for a culturally different person to integrate.

Transmutation. This strategy is used by those who place importance on both maintaining their original culture and on adopting the new culture, but rather than integrating two different cultures into their daily lives, those who do this instead create a third culture which is a blend of the old and the new. Since 1900, America and Americans have experienced tremendous changes in both the makeup of the population and in how people live their lives, according to the U.S. Census Bureau.

In 1900, most people living in the USA were male, under 23 years old, lived in the country and rented their homes. Almost half of all the people in the U.S. lived in households with five or more other people. Today, most people in the U.S. are female, 35 years old or older, live in metropolitan areas and own their own home. Most people in the U.S. now live either alone or in households with no more than one or two other people.

These are just the top-level changes reported by the Census Bureau in their 2000 report titled Demographic Trends in the 20th Century. Released during the bureau's 100th anniversary year, the report tracks trends in population, housing and household data for the nation, regions and states.

Exercise 1. Read the text and pick up the essential details in the form of quick notes.

Exercise 2. Make up some dialogues from the information above.

AMERICAN DREAM

The American Dream is the ideal that the government should protect each person's opportunity to pursue their own idea of happiness.

The Declaration of Independence protects this American Dream. It uses the familiar quote: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights that among these are Life, Liberty and the pursuit of Happiness."

The Declaration continued, "That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."

The Founding Fathers put into law the revolutionary idea that each person's desire to pursue happiness was not just self-indulgence. It was a part of what drives ambition and creativity.

By legally protecting these values, the Founding Fathers set up a society that was very attractive for those aspiring to a better life.

To the drafters of the Declaration, the American Dream could only thrive if it were not hindered by "taxation without representation". Kings, military rulers, or tyrants shouldn't decide taxes and other laws. The people should have the right to elect officials to represent them.

These leaders must abide by the laws themselves and not create new legislation, willy-nilly.

Legal disputes must be settled by a jury rather than by the whim of the leader.

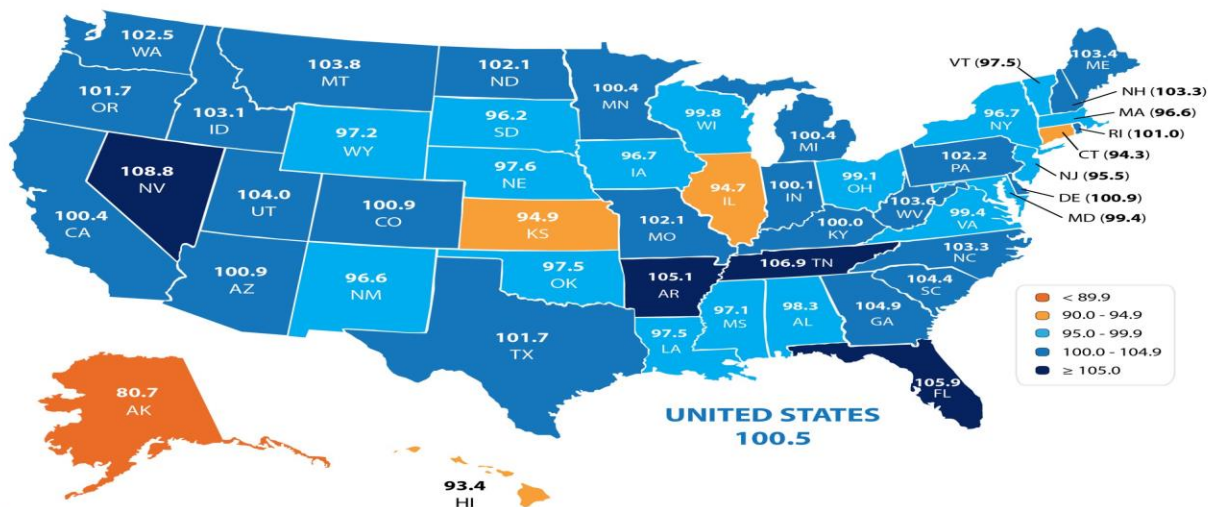
The Declaration also specifically states that a country must be allowed free trade.

The American Dream legally protects every American's right to achieve their potential. That allows them to contribute their utmost to society. It is the belief that the best way to ensure national progress is to protect citizens' right to improve their lives.

In 1931, historian James Truslow Adams first publicly defined the American Dream. He used the phrase in his book *Epic of America*. Adams' often-repeated quote is, "The American Dream is that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement." Adams went on to say that it is not, "... a dream of motor cars and high wages merely, but a dream of social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position."

The American Dream is "the charm of anticipated success." So said French historian Alexis de Tocqueville in his book *Democracy in America*. He studied American society in the 19th century.

This charm has drawn millions of immigrants to U.S. shores. It's also been a compelling vision for other nations. Sociologist Emily Rosenberg identified five components of the American Dream that have shown up in countries around the world.



Measuring your ability to achieve the American dream

FACTORS MADE THE AMERICAN DREAM POSSIBLE

The American Dream was made possible by a setting that was conducive to prosperity, peace and opportunity. Here are the three main geographic, economic and political factors. First, the USA has a large land mass less than one government, thanks to the outcome of the Civil War.

Second, America has benign neighbours. That's partially due to geography. Canada's climate is too cold and Mexico's is too hot to create powerful economic threats. Third, abundant natural resources feed U.S. commerce. These include oil, rainfall, and plenty of rivers. Long shorelines and a flat terrain ease transportation. The USA is a prime example of how natural resources boosted the economy and gave the nation a head start toward garnering its present global stature.

These conditions fostered a populace united by language, political system, and values. That allowed a diverse population to become a competitive advantage. U.S. companies use it to become more innovative. They have a large, easily accessible test market for new products.

At the same time, the diverse demographics allow them to test niche products. This American "melting pot" generates more innovative ideas than a small, homogenous population would.

America's success may be attributed in part to having the benefits of cultural diversity.

At first, the Declaration only extended the Dream to white property-owners. However, the idea of inalienable rights was so powerful that laws were added to extend these rights to slaves, women, and non-property owners. In this way, the American Dream changed the course of America itself.

In the 1920s, the American Dream started morphing from the right to create a better life to the desire to acquire material things. This change was described in the F. Scott Fitzgerald novel *The Great Gatsby*. In it, the character Daisy Buchanan cries when she sees Jay Gatsby's shirts, because she's "never seen such – such beautiful shirts before". This greed-driven version of the Dream was never truly attainable. Someone else always had more.

The Dream of *The Great Gatsby* was "an orgiastic future that year by year recedes before us. It eluded us then, but that's no matter – tomorrow we will run faster, stretch out our arms farther..."

This greed led to the stock market crash of 1929 and the Great Depression. The nation's leaders verbalized the evolution of the American Dream. President Lincoln granted the Dream's equal opportunity to slaves. President Wilson supported the voting rights of women. It led to the passage of the 19th Amendment to the Constitution in 1918.

President Johnson promoted Title VII of the Civil Rights Act of 1964. That ended segregation in the schools. It protects workers from discrimination based on race; colour; religion; sex, which includes pregnancy; or national origin. In 1967, he extended those rights to those over 40. President Obama supported the legal benefits of the marriage contract regardless of sexual orientation.

After the 1920s, many presidents supported the *Gatsby* Dream by guaranteeing material benefits. President Roosevelt extended equal opportunity to homeownership by creating Fannie Mae to insure mortgages. His Economic Bill of Rights advocated, "...the right to decent housing, to a job that was sufficient to support one's family and oneself, to educational opportunities for all and to universal health care". Roosevelt added, "We have come to a clear realization of the fact...that true individual freedom cannot exist without economic security and independence.

...People who are hungry, people who are out of a job are the stuff of which dictatorships are made." In other words, he strengthened the Dream to protect America from Nazism, socialism or communism. FDR's Unfinished Second Bill of Rights sought to address domestic security.

President Truman built upon this idea after World War II. His "post-war social contract" included the GI Bill. It provided government-funded college degrees for returning veterans. Urban policy expert Matt Lassiter summed up Truman's "contract" this way: "...if you worked hard and played by the rules, you deserved certain things. You deserved security and decent shelter and to not have to worry all the time that you might lose your house to bankruptcy".

U.S. prosperity after World War II allowed people to expect those things in their lifetime.

The Bush and Clinton Administrations supported the Dream of home ownership.

During the 2008 presidential campaign, Hillary Clinton presented the American Dream Plan.

This included the opportunity to go to college, save for retirement, own a home, provide health insurance for all children, encourage business growth, and afford prosperity.

President Obama furthered FDR's idea that everyone should have access to affordable health care. He softened the blow of the recession for many by extending unemployment benefits and increasing government assistance for student loans. There is disagreement over the definition of the American Dream today. Some even think we've seen the End of the American Dream. But this inspiring idea from the Founding Fathers will continue to evolve. Both the right to pursue happiness and the right to disagree about what that means are what makes the American Dream so powerful.

Central America is much more than just a place filled with trees, rivers and lakes where travelling can be quite inexpensive. It has a rich history, its people have colourful cultures and the forests hide all sorts of treasures. Making it a very interesting region to learn about.

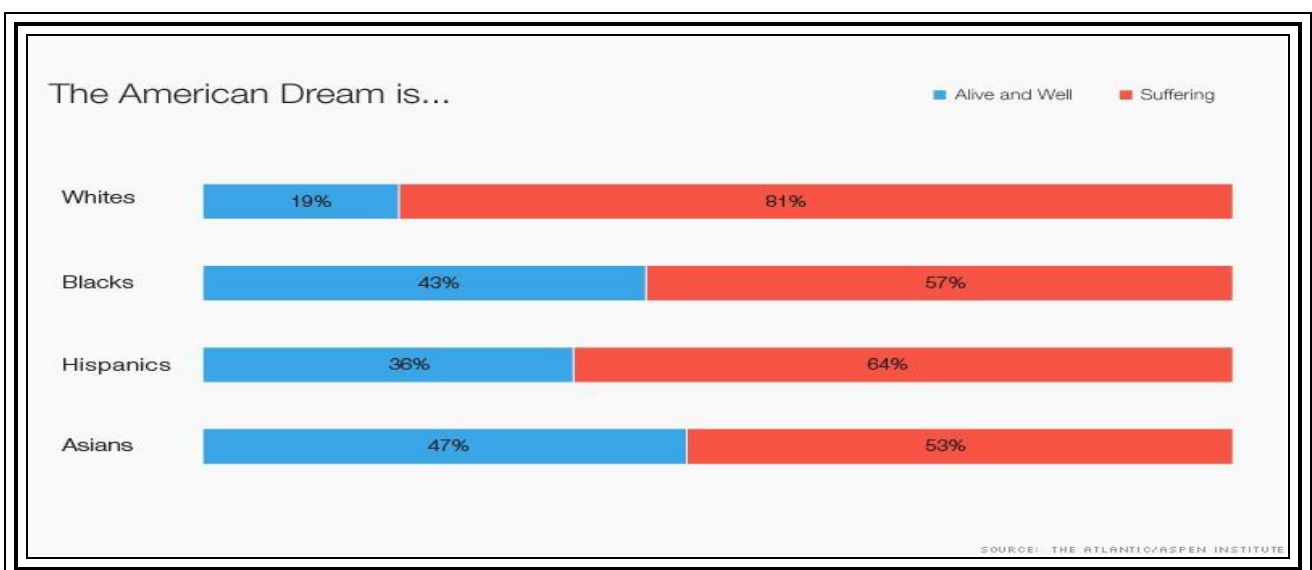
Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. How was the American Dream made possible?
2. How many factors are there? What are they?
3. What is the first factor like?
4. What is the second factor like?
5. What is the third factor like?
6. What kind of example does the USA set up?
7. What ideas does this American "melting pot" generate?
8. How may America's success may be attributed?
9. How did the American Dream start in the 1920s?
10. What did President Lincoln grant?
11. What did President Wilson support?
12. What did President Johnson promote?
13. What did President Obama support?
14. What did President Roosevelt do?
15. What did President Truman provide after World War II?
16. What did U.S. prosperity after World War II allow people to do?
17. What did Hillary Clinton present during the 2008 presidential campaign?
18. How did President Obama further FDR's idea?
19. Is there disagreement over the definition of the American Dream today?
20. What makes the American Dream so powerful?

Exercise 3. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



THE AMERICAN DECLARATION OF INDEPENDENCE IS 220

The history of English *settlement* in America dates back to the beginning of the 17th century.

The first settlers were followed by other *groups of immigrants* who came to the New World from the Old World. From that time until the end of the 18th century America was a British colony.

At the end of the 18th century the American colonies *won a victory over* the British Army in the War for Independence. It was on July 4, 1776, that the Declaration of Independence was signed, proclaiming the independence from Great Britain of 13 British colonies in America.

These 13 colonies became the first 13 states of the USA of America and are represented on the American flag with thirteen stripes of red and white. The number of stars (originally 13) changed with the addition of new states. It has reached the number of 50. On July, 4, 1776 the delegates of the Continental Congress adopted the Great Declaration.

This *momentous resolution* was not passed at once; Congress first *appointed a committee* consisting of Thomas Jefferson, Benjamin Franklin, John Adams, Roger Sherman, and Robert Livingston to frame a *suitable justification of independence*, and the committee asked Jefferson to *prepare a draft*. (Jefferson wanted John Adams to do it, but Adams refused, saying, "You can write ten times better than I can.") Jefferson's draft with a few amendments made by Franklin and Adams and somewhat toned down by the whole Congress, was officially adopted.

Jefferson's Declaration justified the *abstract right* of any people to revolt and described the theory on which the Americans based their *creation* of a new, republican government.

Jefferson's general statement of the right of revolution has inspired *oppressed peoples* all over the world for 220 years. We hold these truths to be *self-evident*, that all men are created equal, that they are *endowed* by their Creator with certain unalienable Rights that among these are Life, Liberty and the pursuit of Happiness.

That *to secure these rights*, Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes *destructive* of these ends, it is the Right of People to alter or to abolish it, and to institute new Government.

Fourth of July is the American *nation's birthday*. It honours the day in 1776 when the declaration of Independence, which cut the tie with England and *established* the USA of America, *was adopted*.

On that memorable day, the Liberty bell called the people of Philadelphia (the capital) to the State House to hear the Declaration of Independence read out. Communities, large and small, celebrated the day with speeches, parades and fireworks.

In towns and cities, the Fourth of July is manifested by flag displays. Occasionally there are parades, peoples go on picnics or take trips to the country. Each city and town now organizes its own ceremony – a parade, speeches by public officials, guided tours through *historic monuments*, outdoor stage shows, and boat – races and evening fireworks displays.

Families, clubs and civic organizations, all hold daylong picnics. There are baseball games, water melon eating contests, folk dancing, and lots of lively music.

The Fourth of July has been *celebrated* ever since as the most important American holiday.

Years ago it was the custom everywhere to celebrate the day with big parades, fireworks and bonfires. But now the day is celebrated more quietly.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Answer the questions.

1. When does the history of English settlement in America date back? 2. How long was America a British colony? 3. When did the American colonies win a victory over the British Army in the War for Independence? 4. When was the Declaration of Independence proclaiming the independence from Great Britain of 13 British colonies in America signed? 5. What did Jefferson's Declaration justify? 6. What has Jefferson's general statement of the right of revolution inspired?

THE FOURTH OF JULY – A DAY OF REJOICING

The 4th of July is the most important holiday in the USA, for it commemorates that famous day in 1776 when the Americans declared their independence. Congress made the declaration in Philadelphia, and that night in the city there were joyful celebrations, which soon became nationwide.

Ever since, the 4th of July has been marked in the American calendar as Independence Day and there are parades and festivities of all kinds. The basic cause of the Americans' struggle for independence against the mother country, England, was too much interference and intolerance from London and very little understanding of American problems and pride. Most galling to the Americans was the assumption by the English Government and the King that they had a right to tax their subjects overseas without their consent and without giving them anything in return.

Military historians regard the American Revolution (1775-83) as a war Britain should never have lost. Many colonists were half-hearted about the conflict. Others thought of themselves as Englishmen misused by other Englishmen, and had no wish to kill their cousins. There were also many loyalists, some of whom fled to Canada, while others joined British regiments in America.

The British, too, were divided. It was a war, which inspired no patriotism. In the British Parliament there was fierce opposition to the war from a powerful minority, led by Edmund Burke, the great orator.

Burke told the House of Commons that he was not interested in what the Law told him he could do, but in what "humanity, reason and justice" told him he should do.

Thomas Jefferson, one of the greatest rebel leaders, said- "We might have been a free and great people together." But the British Government of that time was obstinate and stupid, and King George III had such an influence on affairs that it has been called "the King's War".

As for the troops which the Government sent to fight the rebels, they were unenthusiastic and incompetent, especially their leaders. In any case, large numbers of them were German mercenaries, whom the Americans learned to hate. Neither the British nor the German troops had been taught to fight the sort of war the rebels waged against them. They had been taught only to fight set battles.

They were bewildered and helpless against the American sharpshooters who ambushed them in the thick forests. The Americans, to begin with, had no army.

In fact, it is quite possible that but for the extraordinary faith and leadership of George Washington, the revolution might have come to nothing. He built an army, which remained loyal to him until the end, despite terrible hardships. He also held together the colonies of New England and all the other very different colonies, which stretched as far as Georgia in the South. There was no connecting road. The only safe way of traveling from north to south was by sea. George Washington had been an officer in the British Army, which fought and defeated the French in the wilderness of Canada twenty years earlier. His experience of this war had opened up to him visions of an exciting future for his country. He was a true frontiersman. He had seen lands which he knew would make an independent America a mighty nation. He was given valuable support by the two great patriots, T. Jefferson and B. Franklin. It was Franklin who helped persuade the French to come into the war against the British. They did not need much persuading, for they longed to recover their lost colonies.

In 1781, a British army commanded by an exceptionally incompetent general, Lord Cornwallis, surrendered to the Americans at Yorktown, Virginia, and the war was over. Not long afterward, the 13 colonies became States and joined in a Union. The effect of the American Revolution was far-reaching.

The Declaration of Independence drawn up by Thomas Jefferson is one of the most important documents ever published, and it dropped like a bombshell on the western world. Here are the two sentences, which shook the ruling classes of Europe: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness." The second sentence was even more disturbing to them: "That to secure these rights, governments are instituted among men, *deriving their just powers from the consent of the governed.*"

HOLIDAY TRADITIONS

The USA has long been the "the melting pot" of the world, and various peoples have brought with them native celebrations. However, some holidays which are celebrated throughout the USA originated on the American soil. People in the USA, like citizens of most countries, look forward to a number of holidays each year. These days usually celebrate a patriotic, political, or religious event of the past.

The number of holidays is different in various states.

Many holidays are celebrated only in the USA. Americans celebrate their independence from Britain on July 4. Memorial Day, celebrated on the last Monday in May, honours those who have died in military service. Labour Day, observed on the first Monday in September, celebrates the country's workforce. Thanksgiving, another distinctive American holiday, falls on the fourth Thursday in November and dates back to colonial times to celebrate the harvest.

Presidents' Day, marking the birthdays of George Washington and Abraham Lincoln, is a federal holiday that occurs on the third Monday in February. The contributions of veterans are honoured on Veterans' Day, observed on Nov. 11. The contributions of civil rights leader Martin Luther King Jr. are remembered on the third Monday in January. Of all the states, Oklahoma has the most holidays – 20. The District of Columbia has the least – only eight days. Among the patriotic holidays in the USA are Labor Day, Veterans' Day, Columbus Day, and Thanksgiving. Political holidays include Washington's Birthday, Lincoln's Birthday, and Independence Day.

Many Americans think of two religious holidays – Easter and Christmas – as the most important celebration of the year. One holiday in the category of its own is New Year's Day.

Labour Day honours the American worker. Just as Memorial Day means the beginning of summer, Labour Day, which falls on the first Monday in September, marks the end of summer and pays tribute to the agricultural and industrial workers who have contributed to America's growth over the past 300 years. For many students, the school year starts the day after Labour Day.

Labour Day was first celebrated in 1882. On September 5th of that year the first Labour Day parade was held in New York City. After a mass meeting in Union Square 200,000 cheering and singing workers marched up Broadway with banners that read: "Eight hours for work; eight hours for rest; eight hours for recreation!" "Labour creates all wealth". In 1894 the Congress of the USA made it a national holiday. Labour Day is celebrated on the first Monday of September.

Memorial Day honours American soldiers killed in war. There are many parades on Memorial Day. Memorial Day, which comes on the last Monday in May, is also the unofficial beginning of the summer vacation season. On Memorial Day, many people go to the beach. It is also known as Decoration Day. Its origins go back to 1868 when the Commander-in-Chief of Grand Army of the Republic issued an order to decorate the graves of soldiers who fell in the Civil War. Now it is also the day for honouring the memory of members of the armed forces killed in war. Memorial Day is a legal holiday in most of the states and in territories and is observed by the Armed Forces.

Veterans' Day honors the men who have served in the USA armed forces. On the second Monday of October, Americans pause to recall the Italian explorer Christopher Columbus, who set out in the 15th century in search of the New World.

The Thanksgiving Holiday recalls America's earlier history. Thanksgiving dinners, centered on roast turkey, are served on the third Thursday of November in memory of the colonists who first came from England in the 17th century to settle in Massachusetts. Another type of American holiday, the political celebration, commemorates significant figures or events in USA history.

Two highly esteemed presidents, George Washington and Abraham Lincoln, are honored by a single holiday: The birthdays of Washington, the first president of the USA, and of Lincoln, America's Civil War president, are celebrated on Presidents' Day, the third Monday of February.

Thanksgiving and the 4th July are known the world over, but there are other peculiarities that make up American culture.

The voting of the presidential election only ever takes place on the first Tuesday after the first Monday in November, confused? Therefore November 2nd is the earliest date it can fall on and November 8th the latest.

Thanksgiving is said to have its origins in 1621, when the first colonists in New England and Native Americans came together to enjoy a large feast at the end of the first harvest. Although historians doubt the accuracy of this story, it is the official version most Americans accept as fact.

This holiday also marks the end of the harvest season, which used to be very important in the formerly agrarian society of the US. Thanksgiving is usually celebrated with the extended family and occasionally also with very close friends. Even family members who live far away from their relatives come home for this holiday to spend time with their loved ones.

Traditionally, turkey, cranberry sauce, sweet potatoes, and other foods of the season are served for a huge dinner. The day leading up to the dinner is often spent cooking and watching the Macy's Thanksgiving Day Parade or a football game on TV.

Every year, Americans celebrate Thanksgiving. Families and friends get together for a big feast. The meal usually includes roast turkey with stuffing and gravy, a sweet sauce made from cranberries, sweet potatoes, and pumpkin pie. What a meal! It's not surprising that a recent Thanksgiving tradition is to sit after dinner in front of the TV watching a professional football game.

Independence Day. Perhaps the most colourful celebration each year takes place on Independence Day, popularly called the 4th of July. On July 4, 1776, the American colonies declared their independence from Britain. Many families plan picnics and attend public fireworks displays on this political holiday recalling the signing of the Declaration of Independence on July 4, 1776.

4th of July is the American nation's birthday. It honors the day in 1776 when the Declaration of Independence, which cut the tie with England and established the USA of America, was adopted.

On that memorable day the Liberty Bell called the people of Philadelphia to the State House to hear the Declaration of Independence read out.

Communities, large and small, celebrated the day with speeches, parades and fireworks.

Each city and town now organizes its own ceremony – a parade, speeches by public officials, guided tours through historic monuments, outdoor stage shows, boat races and evening fireworks displays. Families, clubs and civic organizations, all hold daylong picnics. There are baseball games, watermelon eating contests, folk dancing, and lots of lively music. Independence Day is the national holiday of the USA, and possibly the main holiday of the year for most of the population.

The former fact becomes very obvious in the face of the sea of red, white, and blue you will find yourself in on July 4th. Americans often celebrate this day with their families and friends, enjoying the many Independence Day parades and outdoor celebrations.

The weather permitting, barbecues are the main attraction of the day, closely followed in terms of popularity by fireworks, which are traditionally displayed in the evening. Despite being the national holiday, Independence Day is less formal than other holidays.

Easter. Unlike America's political holidays, one popular religious holiday is marked by intense preparations and lengthy celebration. Most schools and colleges are closed for a week's vacation in spring at Easter. The holiday takes place each year sometime between March 22 and April 25.

During Easter many homes are decorated with white lilies. In many cities, families dressed in their new spring clothing walk down the main street in an "Easter Parade". For children, Easter brings the excitement of the mythical Easter rabbit, which hides coloured eggs for them to find. Each year at Easter children gather for festivities on the White House lawn in Washington D.C.

The most popular and the most favourite holidays in the USA are Halloween, Thanksgiving Day, Valentine's Day, Christmas Day and New Year. About these holidays we will tell in details.

How do you plan on celebrating New Year's Eve this year? Will you run around the neighbourhood, chucking old dishware at people's front doors?

If you live in Denmark, you might do just that. Or perhaps you'll pick some famous person or event that made a splash in the news during the year, construct an effigy, then light it on fire and watch it burn? Doesn't sound like you? It might, if you were Ecuadorean.

Many people spend **New Year's Day** resting. That's because they've stayed up most of the night, greeting the New Year! Some went to parties at friends' homes or at nightclubs.

Others were out on the streets, throwing confetti and blowing noisemakers. Many people make New Year's resolutions (to eat less, to work more, etc.). Few people keep their resolutions.

In the 1950s and 1960s, Martin Luther King, Jr., led the civil rights movement – the struggle for equal rights for black Americans. King was assassinated in 1968.

Martin Luther King, Jr. Day, which falls in January, around King's birthday, is a time to celebrate the life and achievements of this great American. Two other great Americans are honored on *Presidents' Day*. George Washington was the country's first president. Abraham Lincoln brought the country through the Civil War. Their birthdays were both in February and are celebrated together.

Columbus Day celebrates Christopher Columbus's arrival in the Americas in 1492.

As Columbus was Italian, working for Spain, Columbus Day is an especially important holiday for many Italian-Americans and Hispanic-Americans.

Although **Halloween**, on October 31 (the evening before All Saints or All Hallows Day) is not an official holiday, it is a very special day.

American children dress up in funny or scary costumes as all kinds of things – as witches, ghosts, monsters, pirates, TV characters, and even computers and cereal boxes, and go "trick or treating": knocking on doors in their neighborhood. The neighbors are expected to respond by giving them small gifts of candy or money. If they don't, the children might play a small trick on them!

Adults may also dress in costume for Halloween parties. The windows of many houses have Halloween decorations and jack-o'-lanterns. (Jack-o'-lanterns are pumpkins that have been carved with strange faces and have a candle inside.)

In 1620 one of the first British settlements in America was established in Massachusetts.

These settlers, known as Pilgrims, had come to America to freely practice their religion.

They arrived in November, when it was too late to plant crops. Although many people died, the Pilgrim settlement survived the winter because of help from Indians who lived nearby.

The Indians taught the Pilgrims about corn and showed them where to fish.

The next November, after the crops were harvested, the Pilgrims gave thanks to God at a feast to which they invited the Indians. Although Halloween is not a federal holiday, it is very popular throughout the entire country. It was brought to the US by Irish immigrants, who used to celebrate the evening before the Catholic festival of All Saints' Day. Once, it was all about remembering the souls that had not made it up to heaven and keeping the transience of earthly existence in mind.

It was probably this memento mori aspect that introduced the widespread use of skulls as the representative symbol, which was ultimately extended to include other symbols of death and decay.

Today, the main focus is in dressing up in scary – or at least creative – costumes and attending parties. Carved pumpkins, so-called jack-o'-lanterns, are an omnipresent sight on Halloween, adorning doorsteps, window sills, and virtually any other location around the house.

Children go out to "trick-or-treat", which means going from door to door collecting candy. Whoever refuses to give any is in for some pranks.

Christmas, marking the birth of Christ in the Christian religion, is another time when many families get together. Christmas is an important time for giving gifts. In fact, people start buying gifts right after Thanksgiving, although Christmas is a month away. Many families put up a Christmas tree and bake lots of special Christmas cookies. While not holidays, two other days of the year inspire colorful celebrations in the USA. Although this Christian festival is, of course, celebrated in many countries around the globe, Americans did come up with a number of original holiday traditions.

On Christmas Eve, many American families like hanging stockings over the fireplace, often with their names on them. Homes are decorated with mistletoes, holly, a Christmas tree, and other seasonal decorations. Outdoor decorations – such as fairy lights or Santa Claus figures – have become very popular as well.

Children often leave milk and cookies by the fireplace for Santa Claus, who will slide down the chimney at midnight and bring gifts for everybody. The main celebration takes place on Christmas day, often with a big family dinner. As we have pointed out elsewhere in this expat guide, the US is home to a highly diverse populace. Christmas is only one of a number of festivals taking place towards the end of the year; others include Hanukkah and Kwanzaa, for example.

However, although public institutions, people working in retail, and some employers usually try to keep the festive season nondenominational and all-inclusive (wishing people “Happy Holidays” instead of “Merry Christmas”), Christmas does have an inescapable quality to it.

Walking through your neighbourhood or your local mall or browsing the online retailers for gifts, you will soon notice that Christmas is the main focus of the season.

On February 14, **Valentine's Day** (named after an early Christian martyr), Americans give presents, usually candy or flowers, to the ones they love. While Valentine's Day is historically not an American holiday, the contemporary version popularized around the world draws heavily from the American tradition. On this day, couples proclaim their love to each other, giving each other roses, candy, or other gifts, some of which can be rather upscale.

Sending one another Valentine's greetings is also a common practice on this day. Please, do not mistake them for signals of romantic interest. Most of the time, they are just friendly reminders that someone holds you dear and is thinking of you.

As the holiday has been heavily commercialized for decades, it is not without its detractors.

Not everyone is willing to extend or receive Valentine's greetings. It might be a good idea to just wait until your first Valentine's Day in the US and see how the people around you celebrate, rather than rushing head first into (possibly unwanted or frowned upon) displays of affection.

Various ethnic groups in America celebrate days with special meaning to them even though these are notational holidays. Jews, for example, observe their high holy days in September, and most employers show consideration by allowing them to take these days off. Irish Americans celebrate the old country's patron saint, St. Patrick, on March 17; this is a high-spirited day on which many Americans wear green clothing in honour of the "Emerald Isle."

The celebration of Mardi Gras – the day before the Christian season of Lent begins in late winter – is a big occasion in New Orleans, Louisiana, where huge parades and wild revels take place.

As its French name implies (Mardi Gras means "Fat Tuesday", the last day of hearty eating before the penitential season of Lent), the tradition goes back to the city's settlement by French immigrants. There are many other such ethnic celebrations, and New York City is particularly rich in them. It should be noted that, with the many levels of American government, confusion can arise as to what public and private facilities are open on a given holiday.

The daily newspaper is a good source of general information, but visitors who are in doubt should call for information ahead of time.

Exercise 1. Digest the information briefly in English.

Exercise 2. Characterize each holiday briefly. Transfer the given information from the text onto a table. The beginning of the bar-chart diagram has been done for you.

Name of the holiday	Date of the holiday	Description of the holiday
New Year's Day	the 1 of January	parties at friends' homes or at nightclubs

Exercise 3. Explain the score of some notions in English.

Lent is the period proceeding Easter, which is devoted to fasting, abstinence, and penitence in commemoration of Christ's fasting in the wilderness. In the Western Church, it runs from Ash Wednesday to Holy Saturday, and so includes forty weekdays. Lent is the period of forty days before Easter, during which some Christians give up something that they enjoy.

Exercise 4. Translate the sentences into Russian.

1. Japan has unique cultural traditions. 2. We started a new tradition. 3. We know the rich traditions of Afro-Cuban music, and dance. 4. Mary has carried on the family tradition of giving away plants. 5. If you say that something or someone is in the tradition of a person or thing from the past, you mean that they have many features that remind you of that person or thing. 6. They're marvelous pictures in the tradition of Gainsborough. 7. A Catholic novelist writes in the tradition of Graham Greene. 8. Every shade of colour is fixed by tradition and governed by religious laws. 9. It has become a tradition with us. 10. Traditional customs, beliefs, or methods are ones that have existed for a long time without changing. 11. Traditional teaching methods sometimes only succeeded in putting students off learning. 12. I like traditional Indian music. 13. We're still a traditional school in a lot of ways. 14. They are traditional parents, who believed in laying down the law for their children. 15. Members of different castes have by tradition been associated with specific occupations. 16. This art combines tradition and modernity. 17. The story of King Arthur became part of oral tradition. 18. Mary has carried on the family tradition of giving away plants. 19. Traditions are handed down from generation to generation. 20. The nation must not depart from its traditions.



Exercise 5. Remember the topical vocabulary.

Tradition – 1) традиция; старый обычай Syn. *custom, practice, convention, ritual, way, usage, habit, institution, observance, unwritten law*

in (by) a tradition – по традиции

according to tradition – по преданию

in our tradition – по нашей традиции

to break with tradition – порывать с традицией

to cherish a tradition – (бережно) сохранить традицию

to establish (start) a tradition – устанавливать традицию

to hand down a tradition – передавать следующим поколениям традицию

to have respect for tradition – уважать традиции

to maintain (preserve, uphold, keep up) a tradition – поддерживать, хранить традицию

to have respect for tradition – уважать традиции

to depart from a tradition – отходить / отступать от традиции

to observe traditions – соблюдать традиции

to refer to existing traditions – ссылаться на существующие традиции

to restore national traditions – возродить национальные традиции

to stick to old traditions – придерживаться старых традиций

to combine tradition and modernity – соединять традицию и современность

to hand down a tradition from generation to generation – передавать какую-л. традицию из поколения в поколение

to cherish traditions – бережно сохранять традиции

ancient (old, cherished) tradition – древняя, старая, почитаемая традиция

cultural traditions – культурные традиции

national traditions – национальные традиции

democratic traditions – демократические традиции

cherished tradition – бережно хранимая, заветная традиция

long-standing tradition – давнишняя традиция; старый обычай

spiritual traditions – духовные традиции

great traditions – великие традиции

revival of traditions – возрождение традиций

traditions of the past – традиции прошлого

deep-rooted (deep-seated, established) tradition – глубоко укоренившаяся традиция

family tradition – семейная традиция

folk traditions – народные традиции

religious tradition – религиозная традиция

hallowed tradition – священная традиция

popular tradition – народная традиция

third-term tradition – традиция двух сроков

It has become a tradition with us. – Это у нас стало традицией

tradition approach – традиционный подход

tradition-directed – ориентированный на общепринятое

revival of traditions – возрождение традиций

traditional – традиционный; передаваемый из поколения в поколение

traditional law – обычное право

traditional medicine – традиционная медицина

traditionalism – традиционализм, приверженность традициям

traditional belief – традиционные взгляды, традиционные убеждения

STATES LEGAL HOLIDAYS

Each of the 50 states established its own legal holidays.

The federal government, through the President and Congress, can legally set holidays only for federal employees and for the District of Columbia. Most states, however, accept the federal legal holidays. Holidays for all federal offices, most state and local government offices, and many (but not all) businesses are:

New Year's Day (January 1)

Martin Luther King's Birthday (3rd Monday in January)

Washington's Birthday, called "Presidents' Day" (3rd Monday in February)

Memorial Day (last Monday in May)

Independence Day (July 4)

Labor Day (first Monday in October)

Columbus day (2nd Monday in October)

Veterans' Day (November 11)

Thanksgiving Day (4th Thursday in November)

Christmas day (December 25)

Most states have holidays, which are "observed", but are not necessarily "legal".

The name of the holiday (Confederate Memorial Day) goes on the calendar (last Monday in April) for a state (Alabama, Mississippi), yet this does not mean that businesses are always closed or children let out of school. There are also special days in most states (Volunteer Fireman day, second Sunday in January, in New Jersey), which are proclaimed, but have no effect otherwise.

This is also true at the national level. The president or Congress might proclaim a special day or week (National Employ the Handicapped week, first week in October) in order to bring attention to a certain concern, interest group, or problem.

The many religious holidays such as Good Friday, Hanukkah, or Ramadan are observed, of course, by the religious, but they have no national or official legal status. Rather, each state sets its own laws, and whether or not an employee is given time off also depends on labor agreements.

There are many traditional holidays, observed by a large number of Americans, which are also neither legal nor official. Among these are Groundhog Day, Valentine's Day, St. Patrick's Day (not just people with Irish ancestry will "wear the green" on March 17), Mother's Day and Halloween (the last day of October).

The three holidays which were first observed in the U.S. but have spread elsewhere are Labor Day (observed on May 1 elsewhere), Thanksgiving (in Canada), and Mother's Day (wherever there are florists, greeting-card companies, candy manufacturers, and mothers).

Perhaps the two "most American" of the holidays are the Fourth of July-Independence Day – and Thanksgiving. The Fourth of July is like a big, nationwide birthday party.

Yet, it's a party that takes place in neighbourhoods, on beaches or in parks, or on suburban lawns throughout the country. Some towns and cities have paradises with bands and flags, and most politicians will try to give a patriotic speech or two, should anyone be willing to listen.

But what makes the 4th of July is the atmosphere and enjoyment of, for instance, the family beach party, with hot dogs and hamburgers, volleyball and softball, the fireworks and rockets at night (sunburn and a headache the next morning). The nation's birthday is the nation's greatest annual summer party. Like Christmas Thanksgiving is a day for families to come together. Traditional foods are prepared for the feast-turkey or ham, cranberry sauce and corn dishes, breads and rolls, and pumpkin pie. At the same time, Thanksgiving is a solemn occasion, a day to remember the many who are less well off, in America and throughout the world.

Exercise 1. Compare the different legal holidays in states.

Exercise 2 Translate the words in the brackets into English in the correct form.

George Washington (1732-1799), the first American President, was born in Virginia on February 22, 1732. He led the American Army to victory in the war for Independence. Later he was (избирать) President of the USA and was in office for 8 years (1789-1797). All over the USA Americans have (чествовать) George Washington by naming after him their national capital, a state and several communities. Another great American President, Abraham Lincoln, (1809-1865) was born on February 12, 1809. Lincoln was President during the Civil war (1861-1865). In this critical period Lincoln (вести борьбу) to keep the nation together and to free the slaves. His life ended (трагически). He was killed at the theatre during the performance soon after the victory of the North. (В честь) of this great man a beautiful memorial has been built in Washington, D.C.

Exercise 3 Give a short description of Martin Luther King's life and activity.

On January 15th, people in the USA celebrate the birthday of Martin Luther King. He was a great civil rights leader who fought against racial discrimination. He said that people should be judged by their character, and not the colour of their skin. He believed in integration. Martin Luther King is remembered in church memorial services, marches and public ceremonies. People also listen to his speeches, watch TV documentaries, and sing spirituals and the civil rights anthem "We Shall Overcome". In schools, students read about this leader, study his writings and celebrate his memory with special programmes. Politicians and performers also participate in celebrations to honour Martin Luther King. The third Monday in January is a legal holiday to honour Martin Luther King.

Background. Martin Luther King, Jr, was born in Atlanta Georgia, on January 15th, 1929. His father was a clergyman. Reverend Martin Luther King, Sr., and his mother was Alberta Williams King.

Martin Luther King, Jr., was an excellent student. He entered college at the age of 15 years.

He was interested in history, literature, sociology and public speaking. He studied black history, religion and theology. He received his doctor of philosophy degree from Boston University.

He became a minister and married Coretta Scott. They had four children. He was the pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama. Martin Luther King worked to end segregation of black people. He also became a leader of the human rights movement.

He believed in non-violent methods. In 1963, he gave one of his most famous speeches, "I have a Dream", in front of the Lincoln memorial, in Washington, D.C.

That day he led a peace march of 250,000 people. They wanted to ensure the rights of the Constitution to all people in the USA. He became famous and was loved and respected by many people all around the world. He received the Nobel Peace Prize in 1964. Martin Luther King died at the age of 39 years. He was killed by an assassin, James Earl Ray. It was a very sad day for the American people and the world.



Exercise 4. Translate the word-combinations and make up sentences with them.

To be turned, to land, culture, politicians, decorations, adults, milkshakes, to capture, descent, to commemorate, to participate, to be painted down, to be troubled, to convert, legend, memorial, public speaking, to be interested in, segregation of, at the age of, to become famous, to study, clergyman, public ceremonies, church memorial services, to remember, to fight against racial discrimination.

Exercise 5. Fill in the gaps with the issues from the text on St. Patrick's day.

On March 17th, many people in the USA 1)_____ St Patrick, the patron saint of Ireland. New York City, where there are many people of Irish 2) _____, holds the famous St. Patrick's Day Parade. Bands, marchers (especially politicians), and bystanders come 3)_____. More than 150,000 people march in the parade. Almost a million people line the streets to watch. A green stripe 4)_____ the center of Fifth Avenue, and the lights on the Empire State Building 5)_____ green, the color that represents the Irish people. In Ireland, St. Patrick's Day is a religious holiday. St. Patrick's date of birth is estimated to be around the year 389. He died on March 17th, the day when his memory is honored. When Patrick was 16 years old, Irish pirates 6)_____ near his home in England.

They 7)_____ him and took him as a slave to Ireland. There he worked and learned the Irish language, traditions, and way of life. Patrick, who had been born and raised in a Christian home, 8)_____ because the Irish worshipped many gods and spirits. He wanted 9)_____ the Irish people to Christianity. He was able to escape to France and to study to be a priest. After 14 years of study in the year 432, the Pope sent him back to Ireland as a bishop. Patrick travelled all across Ireland and established churches and schools. According to his followers he performed many miracles. A well known 10)_____ says that he drove the snakes out of Ireland. He was greatly loved by the Irish people. This holiday in the USA has come to present the Irish 11)_____ and the great contributions of its people to the USA. Last names beginning with "O" like O'Reilly, and with "Mac", like MacDonald, are of Irish origin. Many famous 12)_____ including Presidents Kennedy and Regan are of Irish descent. Millions of real shamrocks are flown from Ireland to the USA. They are used for 13)_____. Everything turns green on St. Patrick's Day. Green and gold pennants and green balloons are sold by the hundreds. Children and 14)_____ wear something green, and shops prepare green food: green bread, green pasta, green cream, green 15)_____. People eat corned beef and cabbage, and drink Irish coffee. Irish songs can be heard throughout the day on the radio.

Exercise 6. Translate words in the brackets into English in the correct form.

Arbor Day is an (ежегодный) tree planting day observed in all states of the USA and in the District of Columbia, Guam, and Puerto Rico. Its purpose is to assist in foresting or reforesting scantily wooded areas or to (украшать) towns. It is generally held in cooperation with schools to (внушать) children on the importance of conservation. In most Northern states, Arbor Day is proclaimed in April or May, or sometimes in March. Because of climatic differences, the day is observed in some Southern states in the winter months and in November in Puerto Rico.

The Arbor Day movement began in the USA in the 1800's. A number of public-spirited people, alarmed by the rapid (вырубка леса) of many sections of the USA, urged that trees be planted systematically. The publications in 1864 of George P. Marsh's *Man and Nature*, or *Physical Geography as Modified by Human Action* aroused (широко распространенный) interest in the seriousness of the problem. Birdsey G. Northrop, secretary of the Connecticut Board of Education, suggested that states might time trees every year at the proper time, or (наблюдать) their planting.

The first to propose a regular Arbor Day for the purpose was Julius S. Morton of Nebraska, who in 1872 succeeded in setting apart a day, April 10 in his state. In 1885, when the (законодательная власть) made Arbor Day a legal holiday, it chose Morton's birthday, April 22. The first states to copy Nebraska's example were Kansas and Tennessee in 1875, Michigan and Minnesota in 1876, Ohio in 1882, and West Virginia territories adopted the observance.

WHERE DID MARDI GRAS COME FROM?

Mardi Gras is the largest free party which annually takes place in New Orleans, state Louisiana.

Many people see a relationship of Mardi Gras to the ancient tribal rituals of fertility.

That welcomed the arrival of spring. A possible ancestor of the celebration was the Lupercalia, a circus – like orgy held in mid – February in Rome. The early church fathers realized that it was impossible to divorce their new converts from their pagan customs, so they decided instead to direct them towards the roads of Christian channels. The Mardi Gras festival was thus created as a period of happiness and fun that would serve as a prelude to the penitential season of Lent.

Mardi Gras is French for "Fat Tuesday", the single-day culmination of the carnival season. Mardi Gras always scheduled 46 days preceding Easter since there are 40 days of Lent, plus six Sundays. In the late 1700's pre-Lenten balls and masquerades were held in New Orleans. Under French rule masked balls flourished. However, they were later banned by the Spanish Government.

By 1823, after Louisiana became a state, New Orleans was able to host the balls again, and four years later street masking was legalized. Russian Grand Duke Alexis Romanoff was the inspiration for the first appearance of Rex in 1872. The King of Carnival immediately became the international symbol of Mardi Gras. Rex selected the official colors of purple, gold and green for the carnival.

He assigned a meaning to each color: purple represents justice, green for faith and gold signifies power. He also produced the Carnival's flag and introduced its to them, "If Ever I Cease To Love". It was not until 1969 that the parades that Mardi Gras is famous for were hosted.

These parades took New Orleans by storm. There has never been a general theme for Mardi Gras but each individual parade depicts a specific subject.

Maskers are costumed in a manner that illustrates the overall parade theme and the individual fantasy. Among the most popular subjects of parades have been history, children's stories, legends, geography, famous people, entertainment, mythology and literature. Beds, cups and doubloons, aluminum coin-like objects bearing the parade theme, and thrown from the floats, generally creating pandemonium along the parade route as people scramble for the souvenirs. Another tradition of Mardi Gras is King Cake. The cake is an oval, sugared pastry that contains a plastic doll hidden inside. According to tradition, the person who finds the doll is crowned "king" and buys the next cake or throws the next party. The king cake season opens on King's Day, January 6, the feast of the Epiphany.

Nearly 5000000 King Cakes are consumed each year in the New Orleans area during the Mardi Gras season. Over the years, Mardi Gras has been transformed from a single-day celebrations into a 12 -day blowout that pumps a half-billion dollars into the Louisiana economy.

Exercise 1. Read the text and describe the main features of Mardi Gras's tradition.





UNKNOWN SOLDIER

Last Monday in May – Memorial Day (US)

Memorial Day is observed on May 30th. It is also known as Decoration Day. Its origins go back to 1868 when the Commander-in Chief of the Grand Army of the Republic issued an order to decorate the graves of soldiers who fell in the Civil War. Now it is also the day for honouring the memory of members of the armed forces killed in war.

Memorial Day is a legal holiday in most of the states and in territories and is also observed by the Armed Forces. It is celebrated last Monday in May.

The inscription on the Tomb of the Unknowns in Arlington National Cemetery reads "Here rests in honored glory an American soldier known but to God". But now it seems that, in addition to the Almighty, several top Pentagon officials may also have been well aware of the probable identity of the supposedly unknown Vietnam warrior who was buried there with full military honours in 1984.

After a secret 7-month investigation, the CBS television channel revealed that the body – placed in the sacred tomb in a ceremony addressed by the then president, Ronald Reagan – was that of Air Force Lieutenant Michael Blassie, who was shot down in Vietnam in May 1972. Lt. Blassie's family, who live in Missouri, confirmed that they believe the allegations and want him reburied under his own tombstone, either in his home state or at Arlington.

The Tomb of the Unknowns is one of the most sacred sites in the National Cemetery. It contains the remains of four unidentified bodies, one each from the first and second world wars, one from the Korean War and one from the Vietnam War. The Vietnam unknown was interred 16 years ago. President Reagan eulogized: "As a child, did he play on some street in a great American city? Did he work beside his father on a farm in America's heartland? Did he marry? Did he have children?" According to CBS, the answers to those questions are: yes, no, no and no. Lt. Blassie came from St. Louis and never married or had children.

One of the great difficulties facing the military authorities is that modern body identification techniques are so good. CBS reported that the skeletal remains of an American flier were found in South Vietnam in October 1972 – five months after Lt. Blassie was shot down – along with an identity card, money and shreds of a flight suit. The identity tag belonged to Lt. Blassie, and the remains were therefore designated "believed to be" Michael Blassie. But the identity card and money disappeared later and in 1980, at a time when pressure was mounting for an unknown Vietnam serviceman to be interred at Arlington, the remains were reclassified as unknown. The Blassie was informed in 1972 that their son had been shot down and was missing, presumed dead. It was not until 1992 that they were informed that an identity card bearing Michael Blassie's name had been recovered.

The life and death of Michael Blassie was a textbook example of America's Vietnam tragedy.

The young air force lieutenant from St. Louis, Missouri, was 23 years old when he was sent to Vietnam in 1972, never to return. Five months later, after flying 132 missions against Vietcong and North Vietnamese targets – an average of almost a mission a day – his A-37 fighter plane was shot down over An Loc, north of Saigon, on May 11 1972, during one of the decisive battles of the war. He was 24 and unmarried when he died. Blassie was born in April 1948 and grew up in north St. Louis, where he attended the local Roman Catholic high school. He was the oldest of five children. His father George was a meat-cutter and served in the army during the Second World War.

In summer of 1966 he became a trainee at the USA Air Force Academy at Colorado Springs. In 1970, he was posted for flight training at Columbus air force base in Mississippi, before being posted to Vietnam a year and a half later. Like all US service personnel who died or were reported missing during the Vietnam War, the name of Michael Joseph Blassie is recorded on the Vietnam veterans' memorial wall in Washington.

Exercise 1. Digest the information briefly in English.

Exercise 2. Complete the sentences with the facts from the text above.

Memorial Day is observed on _____.

Memorial Day is observed by _____.

Memorial Day's origins go back to _____.

Memorial Day is a legal holiday _____.

Memorial Day celebrated last Monday in _____.

Memorial Day is connected with _____.

Memorial Day honours Unknown Soldier in _____.

Memorial Day's celebrations go back to _____.

Memorial Day's traditions are associated with _____.

Memorial Day is the day for honouring the memory of members of _____.

Memorial Day is observed by the Armed _____.

Memorial Day is a very famous holiday in _____.

Exercise 3. Write a small report and give a talk in class.



INDEPENDENCE DAY

"Proclaim liberty throughout all the land unto all the inhabitants thereof". – Words written on the Liberty Bell.

By the middle of the 1700s, the 13 colonies that made up part of England's empire in the New World were finding it difficult to be ruled by a king 3,000 miles across the Atlantic Ocean. They were tired of the *taxes imposed upon them*. Nevertheless, independence was a gradual and painful process.

The colonists could not forget that they were British citizens and that they owed *allegiance* to King George III. A "*tea party*" and "*massacre*" were two events that *hurried destiny*. Along with general unrest, these events united the colonists.

In 1770 a tea company in India, owned by England, was losing money. To save the company, England levied a tax on tea sold in the colonies. Partly as a joke, Samuel Adams and other Bostonians dressed up as Indians and dumped a cargo of India Company Tea into the Massachusetts Bay. King George did not think it was funny, nor did he lift the tax on tea.

In 1773, also in the *Boston harbour*, British soldiers were *jeered and stoned* by colonists who thought the soldiers had been sent to watch them. The soldiers *fired into the crowd* and killed a few citizens the colonists *exaggerated the number killed* and called it a massacre.

Virginia *took the first step toward independence* by voting to set up a committee to represent the colonies. This First drew up a list of grievances against the Crown which became *the first draft of a document* that would formally separate the colonies from England.

George Washington took command of the Continental Army and began fighting the British in Massachusetts. For the next eight years, colonists fought fervently in the Revolutionary War. In the meantime, *a war of words* was being waged in Philadelphia, Pennsylvania.

On July 2, 1776, the Second Continental Congress presented a second draft of the list of grievances; and John Hancock, the president of the Second Continental Congress, was the first to sign. The document, called *the Declaration of Independence*, was treasonous against the Crown; and the 56 men who signed it *were in danger of being executed*.

Independence Day is celebrated on July 4th because that is the day when the Continental Congress *approved* the Declaration of Independence. From July 8, 1776, until the next month, the document was read publicly and people celebrated whenever they heard it. The next year, in Philadelphia, bells rang and ships fired guns; candles and firecrackers were lit. But the War of Independence *dragged on* until 1783; and in that year, Independence Day was made *an official holiday*.

John Adams, a lawyer, the first vice president, and the second president of the USA, was one of the members of the Second Continental Congress who signed the Declaration of Independence.

He wrote to his wife, "I believe that it will be celebrated by *succeeding generations* as the great *anniversary festival*. It ought to be celebrated by pomp and parade, with shows, games, sports, guns, bells, bonfires and illuminations for one end of this continent to other".

John Adams may have predicted the later Independence Day celebrations, or perhaps he started traditions with his words. Every Fourth of July Americans have a holiday from work.

Communities have *daylong picnics* with favourite and all the fixings. The afternoon activities would not be complete without lively music, a friendly baseball game, three-legged races, and a pie-eating or watermelon-eating contest. Some cities have parades with people dressed as the original founding fathers who march in parades to the music of high school bands.

At dusk, people in towns and cities gather to watch the *fireworks display*.

Whenever Americans are around the globe, they will get together for a traditional Fourth of July celebration. The Declaration of Independence was first read in Philadelphia, Pennsylvania.

Today, at the Freedom Festival at Independence Hall, costumed Americans reenact historical scenes and read the Declaration of Independence for the crowd.

In Flagstaff, Arizona, America Indians hold a three-day pow-wow around the Fourth of July, with a rodeo and dancing. In Lititz, Pennsylvania, hundreds of candles that were made during the year are lighted in the park at night and floated in the water while a Queen of Candles is chosen.

The ship U.S.S. John F. Kennedy comes in full sail to Boston Harbour in Massachusetts on the Fourth of July, and the Boston Pops Orchestra plays a musical concert of patriotic songs, as more than 150,000 people watch fireworks burst over the water.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Try to translate the national anthem on the words of Katharine Lee Bates.

"America the Beautiful"

Katharine Lee Bates (1850-1929) wrote "America the Beautiful" in 1893. Bates was a professor of English at Wellesley College. She was also an editor, wrote children's books, and published several collections of poetry. However, her lasting fame comes from her authorship of the memorable verses to "America the Beautiful". The song is widely admired, and it has often been proposed as a substitute for "The Star-Spangled banner" as the national anthem.

O beautiful for spacious skies. For amber waves of grain,
For purple mountain majesties above the fruited plain!
America! America! God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!
O beautiful for pilgrim feet, whose stern, impassioned stress
A thoroughfare for freedom beat
Across the wilderness! America! America!
God mend thine every flaw, confirm thy soul in self-control
Thy liberty in law!
O beautiful for heroes proved in liberating strife,
Who more than self their country loved.
And mercy more than life! America! America!
May God thy gold refine, till all success be nobleness
And every gain divine!
O beautiful for patriot dream that sees beyond the years
Thine alabaster cities gleam undimmed by human tears! America! America!
God shed His grace on thee, and crown thy good with brotherhood
From sea to shining sea!

Exercise 3. Translate italic phrases and try to render the text with their help.

A gradual and painful process; "tea party" and "massacre"; a list of grievances against; a war of words; the Declaration of Independence; succeeding generations; anniversary festival; day-long picnics; fireworks display; allegiance; to impose taxes upon smb. (smth.); to hurry destiny; to unite; to fire into the crowd; to exaggerate the number killed; to take the first step toward independence; the first draft of a document; to be in danger of being executed; to approve; to drag on; to make an official holiday; a three-day pow-wow; to burst fireworks; to re-enact historical scenes; to fight fervently.

Exercise 4. Translate the phrases into your native language.

Political independence; to achieve (gain, win) independence from smb. / smth.; to declare one's independence from; to lose one's independence; to live a life of independence; to give independence; national independence; to mark (to celebrate) Independence Day; to value one's independence; the War of Independence; to enjoy independence; safeguard independence; to accelerate one's attainment of independence; to assert one's independence.

Exercise 5. Remember the facts.

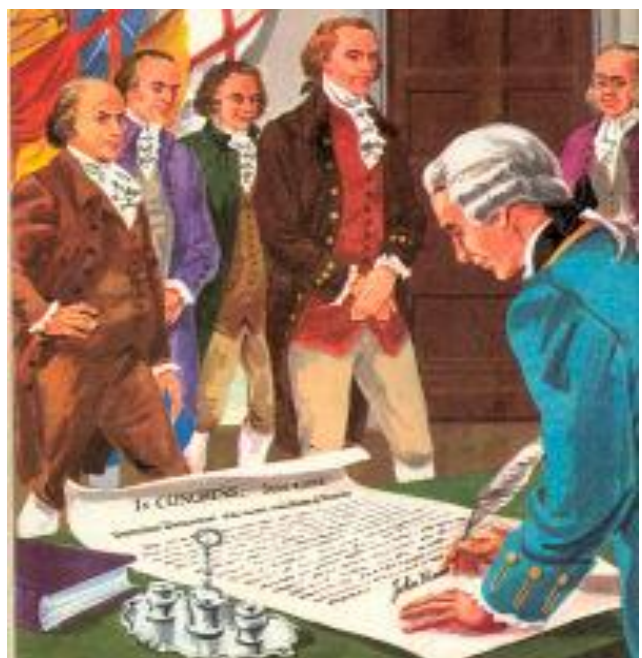
An 1825 invitation to an Independence Day celebration.

In 1777, thirteen gunshots were fired, once at morning and again as evening fell, on July 4 in Bristol, Rhode Island. Philadelphia celebrated the first anniversary in a manner a modern American would find quite familiar: an official dinner for the Continental Congress, toasts, 13-gun salutes, speeches, prayers, music, parades, troop reviews, and fireworks. Ships were decked with red, white, and blue bunting. In 1778, General George Washington marked July 4 with a double ration of rum for his soldiers and an artillery salute. Across the Atlantic Ocean, Ambassadors John Adams and Benjamin Franklin held a dinner for their fellow Americans in Paris, France.

In 1779, July 4 fell on a Sunday. The holiday was celebrated on Monday, July 5.

In 1781, the Massachusetts General Court became the first state legislature to recognize July 4 as a state celebration. In 1783, Moravians in Salem, North Carolina, held a celebration of July 4 with a challenging music program assembled by Johann Friedrich Peter. This work was titled "The Psalm of Joy". In 1791 the first recorded use of the name "Independence Day" occurred.

In 1870, the U.S. Congress made Independence Day an unpaid holiday for federal employees. In 1938, Congress changed Independence Day to a paid federal holiday.



Exercise 6. Describe the customs on the Independence Day.

Fireworks over Miami, Florida, on Independence Day, 2007. Bank of America Tower is also lit with the red, white, and blue color scheme. New York City's fireworks display explodes over the East Village. Independence Day is a national holiday marked by patriotic displays. Similar to other summer-themed events, Independence Day celebrations often take place outdoors.

Independence Day is a federal holiday, so all non-essential federal institutions (like the postal service and federal courts) are closed on that day. Many politicians make it a point on this day to appear at a public event to praise the nation's heritage, laws, history, society, and people.

Families often celebrate Independence Day by hosting or attending a picnic or barbecue and take advantage of the day off and, in some years, long weekend to gather with relatives.

Decorations (e.g., streamers, balloons, and clothing) are generally colored red, white, and blue, the colors of the American flag. Parades often are in the morning, while fireworks displays occur in the evening at such places as parks, fairgrounds, or town squares. Independence Day fireworks are often accompanied by patriotic songs such as the national anthem "The Star-Spangled Banner", "God Bless America", "America the Beautiful", "My Country, 'Tis of Thee", "This Land Is Your Land", "Stars and Stripes Forever", and, regionally, "Yankee Doodle" in northeastern states and "Dixie" in southern states. Some of the lyrics recall images of the Revolutionary War or the War of 1812.

Firework shows are held in many states, and many fireworks are sold for personal use or as an alternative to a public show. Safety concerns have led some states to ban fireworks or limit the sizes and types allowed. Illicit traffic transfers many fireworks from less restrictive states.

A salute of one gun for each state in the USA, called a "salute to the union", is fired on Independence Day at noon by any capable military base.

Major displays are held in New York on the East River, in Chicago on Lake Michigan, in San Diego over Mission Bay, in Boston on the Charles River, in St. Louis on the Mississippi River, and on the National Mall in Washington, D.C. During the annual Windsor-Detroit International Freedom Festival, Detroit, Michigan, and Windsor, Ontario, host one of the world's largest fireworks displays, over the Detroit River, to celebrate both American Independence Day and Canada Day. While the official observance always falls on July 4th, participation levels may vary according to which day of the week the 4th falls on. If the holiday falls in the middle of the week, some fireworks displays and celebrations may take place during the weekend for convenience, again, varying by region.

Exercise 7. Complete the sentences.

Independence Day is a national holiday marked by _____.

Independence Day is a federal holiday, so all non-essential _____.

Independence Day celebrations often take place _____.

Independence Day is celebrated by families by hosting _____.

Independence Day fireworks are often accompanied by _____.

Independence Day firework shows are held in many states _____.

Independence Day is taken advantage of the day off by _____.

Independence Day salute is fired at noon by _____.

Independence Day displays are held in New York on the East River _____.

Independence Day is celebrated on various days while the official _____.

Independence Day is the most important holiday in _____.

Independence Day is celebrated very _____.

Independence Day celebration plays important role in _____.

Independence Day shows are held in many _____.

Independence Day Decorations are generally coloured red, white, and blue _____.

Exercise 8. Read the text and pick up the essential details in the form of quick notes.

HALLOWEEN HISTORY

Halloween began more than 2,000 years ago among the Celtic people of Britain and France.

As the days became colder and darker every autumn, the Celts made up a story to explain why winter came and all the crops and flowers died. The Celts believed in a sun god who made the crops grow. But each year the sun god was attacked and held prisoner for six months by an evil power called Samhain. Samhain known as the "Lord of the Dead" and as the "Prince of darkness" – brought the cold and darkness of winter days.

When the Romans conquered Britain and France, they added to the Celtic Samhain festival.

The Romans had two festivals called Feralia and Pomona Day that gradually blended with the Samhain festival. Feralia was a festival to honor the dead.

On Pomona Day, Romans would spread out apples and nuts to show their thanks for a good harvest. The Halloween custom of bobbing for apples comes from the Roman ceremonies on Pomona Day. The Catholic Church contributed the name "Halloween" to all these traditions.

The Celtic people, meanwhile, feared the night of October 31 more than any other night of the year. They were sure that evil spirits lurked everywhere, and they started fires in their homes to keep the evil spirits from coming inside. They believed that Samhain called dead people together and turned them into other forms, especially cats.

To keep Samhain happy and to keep the evil spirits away, the Celts would put on frightening costumes made animal skins. Often this festival to honour Samhain lasted three days. Halloween began more than 2,000 years ago among the Celtic people of Britain and France.

As the days became colder and darker every autumn, the Celts made up a story to explain why winter came and all the crops and flowers died. November 1 as the catholic holiday of All Saints' Day, which honors all saints who died for their faith. The night before All Saints' Day – October 31 – was called "All Hallow Eve". Eventually, this name became shortened to "Halloween".

On October 31, Celtic priests (called Druids) held a new year's ceremony to mark the weakening of the sun god and the triumph of Samhain. These priests wore long, flowing white robes and met on hilltops to light bonfires. Sometimes the Druids would hurl animals or prisoners into the fires to please the cruel Samhain. The fire was strong and hot like the sun, and Druids felt sure that evil spirits would fear the fire. The priests thanked the sun god for the last good harvest, and at midnight they asked Samhain to let brightness and warmth return to the Earth.

Exercise 1. Give the main idea of the text.

Exercise 2. Translate words and word-combinations into English in the correct form.

Fireworks are known as Catherine Wheels

The Christian (мученица) St. Catherine of Alexandria is said to have confessed her faith to the Roman Emperor Maximinus and (осуждать) him for the worship of false gods. After she (достичь цели) in converting both his wife and the Roman general who escorted her to prison, Maximinus (приказать) her to be broken on the wheel, but it was shattered to pieces by her touch. So she was (обезглавить), and tradition has it that her body was carried angels to Mount Sinai, where Justinian I (строить) a famous monastery in her honour. St. Catherine has become known as the (святой покровитель) of wheelwrights and mechanics, and her name day is November 25. She gives her name to the fireworks in the shape of a wheel rotated by the explosions.

Exercise 3. Remember the notion.

Samhain is the first day of November, celebrated by the ancient Celts as a festival marking the beginning of winter. Samhain ware is a type of fine, glossy, reddish-brown pottery widely made in the Roman Empire called *terra sigillata*. Halloween often celebrated by children dressing up in frightening masks and costumes and soliciting candy or other treats door-to-door. Halloween is thought to be associated with the Celtic festival Samhain, when ghosts and spirits were believed to be abroad.



THANKSGIVING DAY

Thanksgiving Day is perhaps best known of the national holidays in the USA. It was first celebrated in 1621 by English settlers of the Plymouth colony, and the spirit and customs with which they endowed the day have remained unchanged, and are still celebrated in the same way. The first settlers were called the Pilgrim Fathers have since come to be called the pilgrims, had left their native England because they had been denied the right to separate from the established Church to worship in their own way and they were not allowed to separate from the "State Church".

They fled first to Holland, and in 1620 they sailed to America on the "Mayflower", and after a tempestuous two months voyage they had planned to land Jamestown Virginia but they were blown to the north by heavy storms, and landed at what is now Plymouth, Massachusetts, in icy November.

During their first winter, over half of the settlers died of starvation or epidemics, but those who were left the courageous survivors, through faith and some fortunate circumstances, were able to found a permanent colony. While scouting the area for fresh water, they had unearthed a cache of India seed corn. A friendly Indian named Squanto taught them where to plant the corn and how to use the soil in the best way.

- What holiday is the best known one?
- When was it first celebrated?
- How were the first settlers called?
- Why did they leave England?
- Where did they flee first?
- When did they sail to America?
- How was their ship called?
- How long did they voyage?
- Where did they land? Why?
- Who helped them in their first winter?

Through Squanto they were able to make peace with the Indian tribes and from they learned how to hunt. They found berries and fruit growing nearby, and the bay was full of fish.

When April came they began their planting, struggling with the rocky soil as they had struggled with the bitter climate. All summer long they watched the crops very carefully, knowing that their lives depended on the harvest. When, finally, the fields produced a yield rich beyond expectations, Governor William Bradford proclaimed "a day of Thanksgiving unto the Lord so we might after a more special manner, rejoice after we had gathered the fruits of our labors". To thank the Indians for their help and friendship, the Pilgrims invited their chief to the feast.

As he thought the festival would be like the Indian ones, which included the whole tribe, he arrived with 90 men. They brought five deer, which were cooked in the open with turkeys and geese.

There were dried fruits of all kinds, and corn was served in many forms, in cakes, in puddings and as popcorn. Popcorn was new to the Pilgrims and they were quite surprised when their Indian friends took out some corn seed and put them on the hot stones near the fire. Suddenly the seeds began hopping about and bursting with a popping noise. After they had eaten, Pilgrims and Indians played games.

- How did the first settlers feed?
- What did they grow?
- Who proclaimed a day of Thanksgiving unto the Lord?
- Who did the settlers invite?
- What did they do during the festival?
- What did the Pilgrims know first about corn seed?

After 1623, Thanksgiving Days were celebrated at different times in different places, irregularly and on a regional basis.

But there was no national Thanksgiving Day until 1789, after the thirteen colonies had been united and George Washington had been elected president. A national Thanksgiving Day came only after the thirteen colonies had been united and George Washington, the Republic's first president, had assumed office. Since Lincoln's time it has been the custom for the president of the USA to proclaim annually the fourth Thursday of November as Thanksgiving Day, and for the Governors of the states to issue proclamations for their respective states.

The date has remained as fixed in 1863, for has the pattern of the Thanksgiving celebration changed through the years. Almost a hundred years passed without a national Thanksgiving Day.

But in 1863, in the middle of the Civil War, President Lincoln renewed the custom. Since Lincoln's time the President of the USA has proclaimed the fourth Thursday of November every year as Thanksgiving Day. The governors of the States do the same in their respective States. The idea of giving thanks was not new for was it peculiar to the Pilgrims.

Throughout mythology and recorded history there have been harvest festivals. The ancient Hebrews, the Greeks and the Romans all celebrated the earth's bounty. The English had their "Harvest Home", a festival to celebrate the last load of grain brought home, with its church service of thanksgiving followed by a public feast and sports events. All these were part of the colonists' heritage.

Yet Thanksgiving as first celebrated by the Pilgrims and repeated by Americans ever since has unique qualities born of life in the New World.

- When were Thanksgiving Days celebrated after 1693?
- Since when has it been the custom?
- What did the president of the USA do on this day?
- Who renewed the custom? When was it?
- When was it celebrated since Lincoln's time?
- What traditions does this festival go back?
- What do the English have as the harvest festival?
- What is this festival like today?

The Pilgrims objected to celebrations fixed by the calendar, believing rather that "the ceremonies should respond to the dispensations of Providence". Thus, the following year, when a scant harvest and trouble with the Indians gave no cause for a Thanksgiving, there was no observance.

But in 1623, after a prolonged drought, the Pilgrims' prayers for rain had been answered, and Governor Bradford ordered that July 30 be set aside as a day of public thankfulness.

Table decorations follow a traditional pattern – a harvest of bright-colored gourds, ears of Indian corn, apples, oranges, chestnuts, walnuts, dried leaves and purple grapes spilling out of a cornucopia in autumn bounty. Flowers bring the fall scene indoors. There are bouquets of chrysanthemums of golden yellow, burnished orange and dark russet combined with boughs of berries and dried branches.

The centerpiece is the traditional roast turkey.

Thanksgiving Day is celebrated only in the USA on the last Thursday in November.

The day's most important event is the traditional midday meal. Favourite thanksgiving food is turkey, pumpkin pie and other home-cooked specialties. On Thanksgiving families always try to be together, especially for the wonderful meal. Thanksgiving celebration has not changed through the years. Just as it was at the Pilgrim feast, it is still the day when families get together to give thanks for the year's harvest, and enjoy its fruits.

- Why did the Pilgrims object to celebrations fixed by the calendar?
- What did the Pilgrims do to decorate their homes?
- What is the traditional meal on this day?

Sons and daughters away at college use their four-day holiday to go home, and people at work take extra days off to be able to make the trip home.

The big family dinner is carefully planned. The menu is the same as it was in earlier times.

That is part of the tradition. The following menu served on Thanksgiving Day, 1863, is almost exactly the same as the one served more than a hundred years later: cranberry juice; roast turkey with stuffing and gravy; sweet potatoes; creamed onions; pumpkin pie; plum pudding; mince pie; milk coffee. Table decoration: also follow the tradition: bright-coloured dried leaves, chrysanthemums, Indian corn, apples, oranges, walnuts, and purple grapes. At Thanksgiving the family often invites people who would otherwise be alone. That's part of the Thanksgiving Spirit.

Exercise 1. Read the text interrupted with questions and discuss on Thanksgiving Day.



ST. PATRICK'S DAY

On March 17th many people in the USA commemorate St. Patrick, the patron saint of Ireland.

New York City, where there are many people of Irish descent, holds the famous St. Patrick's Day Parade. Bands, marchers (especially politicians), and bystanders come to participate. More than 150,000 people march in the parade. Almost a million people line the streets to watch.

A green stripe is painted down the center of Fifth Avenue, and the lights on the Empire State Building are turned green, the colour that represents the Irish people.

In Ireland, St. Patrick's Day is a religious holiday. St. Patrick's date of birth is estimated to be around the year 389. He died on March 17th, the day when his memory is honoured.

When Patrick was 16 years old, Irish pirates landed near his home in England. They captured him and took him as a slave to Ireland. There he worked and learned the Irish language, traditions, and way of life. Patrick, who had been born and raised in a Christian home, was troubled because the Irish worshipped many gods and spirits. He wanted to convert the Irish people to Christianity.

He was able to escape to France and to study to be a priest. After 14 years of study in the year 432, the Pope sent him back to Ireland as a bishop. Patrick travelled all across Ireland and established churches and schools. According to his followers he performed many miracles. A well known legend says that he drove the snakes out of Ireland. He was greatly loved by the Irish people.

This holiday in the USA has come to present the Irish culture and the great contributions of its people to the USA. Last names beginning with "O" like O'Reilly, and with "Mac", like MacDonald, are of Irish origin. Many famous politicians including Presidents Kennedy and Regan are of Irish descent.

Millions of real shamrocks are flown from Ireland to the USA. They are used for decorations.

Everything turns green on St. Patrick's Day. Green and gold pennants and green balloons are sold by the hundreds. Children and adults wear something green, and shops prepare green food: green bread, green pasta, green cream, green milkshakes. People eat corned beef and cabbage, and drink Irish coffee. Irish songs can be heard throughout the day on the radio.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. When do many people commemorate St. Patrick in the USA? 2. Are there many people of Irish descent, hold the famous St. Patrick's Day Parade? 3. Is St. Patrick the patron saint of Ireland? 4. How many people march in the parade? 5. What colour represents the Irish people? 6. What is interesting about Patrick's life? 7. Did he want to convert the Irish people to Christianity? 8. What does this holiday in the USA present? 9. Are millions of real shamrocks flown from Ireland to the USA? 10. What is this holiday like? 11/ Why is everything green?



CHRISTMAS

Christmas is a *religious holiday*. It is the day on which Christians celebrate the birth of Jesus Christ. It is a *happy holiday*. Families come together to *share their happiness*, attend church, and *exchange gifts*. In the days before Christmas, parties are held in schools, offices, factories, and clubs; *homes and stores are crowded with shoppers*. Cities and towns in the USA sparkle with bright lights and decorations. Churches, homes, schools, shops, and *streets are decorated with* Christmas trees, coloured lights, Santa Claus and his reindeer, and nativity scenes showing the stable where Jesus Christ was born. Store windows display gifts and Christmas scenes.

The *traditional colours* for this holiday are red and green, and the red poinsettia is considered the Christmas flower. On Christmas Eve, the President of the USA turns on the lights of the Christmas tree near the White House and sends his *greetings* to the nation. Families prepare for this holiday weeks before. They make special foods. They make and buy gifts. They wrap them with bright paper and ribbons. They choose a tree and then decorate it with ornaments and lights.

Houses are decorated with *wreaths of holly, evergreens, and mistletoe*. Many families share memories by following *special ethnic Christmas traditions* from their country of origin.

Christmas cards are sent to friends and relatives. On Christmas Eve, many read the famous poem "A Visit from Saint Nicholas", by Clement Moore. Children *hang up stockings to receive gifts* from Santa Claus. Schools usually have two weeks of vacation, and some families take vacations together. People wish each other a "Merry Christmas" during this holiday season.

In many states, people look forward to show (White Christmas). *Christmas carols* are sung on the radio and in public places during this season. Some of the most famous carols are "Silent Night", "The First Noel", "Joy to the World", and "Jingle Bells". There are many shows on television called "Christmas Specials". Films like "A Christmas Carol" (by Charles Dickens) and "Miracle on 34th Street" are family favorites. Churches, organizations, and newspapers ask for *donations of money and food for the needy*. *Volunteers* from the Salvation Army stand outside stores *collecting money* for the needy. Hot meals are prepared and served to *the poor and homeless*. Toys and games are given to children at Christmas parties by somebody dressed as Santa Claus.

Background. The Christmas story comes from the Bible. Luke tells a beautiful story of shepherds who were watching their sheep when an angel appeared to them. He told them that a Saviour had been born in Bethlehem. The shepherds went there to see Jesus. The baby Jesus was born in a stable.

His mother was the Virgin Mary and his father was Joseph. Mathew tells how the Wise Men followed a star until it led them to Jesus. The Wise Men gave Jesus gifts of gold, frankincense and myrrh. Because of this event, the Christians celebrate Christmas. Christianity, the major religious faith in the USA, the Western Hemisphere; the world, is based upon the teachings and life of Jesus Christ. American people start celebrating Christmas Day on December 25.

In the USA the spirit of Christmas arrives about a month before the holiday itself. Late in November street lights and store windows are decorated with the traditional Christmas colours of red and green. Santa Claus, shepherds, angels, appear in shop windows. Winter scenes with snowman, skaters and skiers decorate cards and windows. To earn extra money for gifts in December many Americans get part-time jobs delivering mail or selling gifts, trees, ornaments, or greetings cards. Many families go to Church on Christmas Eve and Christmas morning.

After services, they gather around the tree and open their gifts. Then they sit down to enjoy a traditional Christmas dinner – turkey or ham, potatoes, vegetables and cranberry sauce.

Dessert is usually fruitcake, plum pudding or mince pie. Many American children believe that on Christmas Eve Santa Claus (a fat, jolly man who wears a red suit, red hat and long white beard) slides down their chimney to bring them gifts. As in Great Britain, American children hang stockings by the fireplace, hoping that Santa Claus will fill them with candy and toys. The winter custom of decorating homes and churches with evergreens began *in ancient times*.

Branches of fir or spruce were thought to bring good luck and guarantee the return of spring.

The modern American tree is usually covered with coloured balls and strings of coloured lights. The star on top represents the star in the East, which guided the three Wise Men to Bethlehem.

In ancient times a branch of mistletoe was hung over doorways for good luck. Today the custom continues, but now it is for fun. Anyone standing under the mistletoe is likely to be kissed.

On Christmas Day, everyone sings Christmas Carols & sends Christmas Cards with greetings to friends and relatives. Christmas is a *joyful religious holiday* when Christians *celebrate the birth of Jesus Christ*. The Christmas story comes from the Bible. An angel appeared to shepherds and told them that a Saviour had been born to Mary and Joseph *in a stable in Bethlehem*.

To people all over the world, Christmas is a season of giving and receiving presents.

In Scandinavian and other European countries, Father Christmas, or Saint Nicholas, comes into houses in the night and leaves gifts for the children. Saint Nicholas is represented as a kindly man with a red cloak and long white beard. He visited houses and left people gifts, bringing them happiness in the coldest months of the year. Another character, the Norse God Odin, rode on a magical flying horse across the sky in the winter to reward people with gifts. These different legends passed across the ages to make the present-day Santa Claus.

Immigrant settlers brought Father Christmas to the USA. Father Christmas's name was gradually changed to Santa Claus, from the Dutch name for Father Christmas, which is Sinter Claas.

Americans gave Santa Claus a white beard, dressed him in a red suit and made him a cheery old gentleman with red cheeks and twinkle in his eyes. American children believe that Santa Claus lives at the North Pole with his wife. All year he lists names of children, both those who have been good and those who have been bad. He decides what presents to give to the good children. He oversees the manufacturing and wrapping of the presents by his helpers. Santa Claus supposedly gets his list of toys from the millions of children who write to him at the North Pole.

Children also find Santa Claus at shopping malls across the country. They sit on his lap and tell him what they want for Christmas. Of course, their parents are nearby listening in as well.

On December 24, Christmas Eve, Santa hitches his eight *reindeer* to a sleigh, and loads it with presents. The reindeer pull him and his sleigh through the sky to deliver presents to children all around the world, that is, if they had been good all year. Several American towns maintain the spirit of Santa. In Connecticut there is a village where "Santa" lives and his elves give out gifts.

In New York, a small town called the North Pole was designed for Santa. There is a post office, a church and a Blacksmith shop, to repair the shoes of the reindeer. Christmas has been associated with gift giving since the Wise Men brought gifts to welcome the newborn Jesus Christ.

- No known species of reindeer can fly. But there are 300,000 species of living organisms yet to be classified, and while most of these are insects and germs, this does not completely rule flying reindeer which only Santa has ever seen.

- There are 2 billion children (persons under 18) in the world. However, since Santa doesn't (appear) to handle the Muslim, Hindu, Jewish and Buddhist children, that reduces the workload to 15% of the total – 378 mln. according to Population Reference Bureau. At an average (census) rate of 3.5 children per household, that's 91.8 mln. homes.

- Santa has 31 hours of Christmas to work with, thanks to the different time zones and the rotation of the earth, assuming he travels east to west (which seems logical). This works out to 822.6 visits per second. This is to say that for each Christian household with good children, Santa has 1/1000th of a second to park, hop out of the sleigh, jump down the chimney, fill the stockings, distribute the remaining presents under the tree, eat whatever snacks have been left, get back up the chimney, get back into the sleigh and move on to the next house. This means that Santa's sleigh is moving at 650 miles per second, 3000 times the speed of sound.

For purposes of comparison, a conventional reindeer can run, tops, 15 miles per hour.

▪ The payload on the sleigh adds another interesting element. Assuming that each child gets nothing more than a medium-sized lego set, the sleigh is carrying 321300 tons, not counting Santa, who is invariably described as overweight. On land, conventional reindeer can pull no more than 300 pounds. Even granting that "flying reindeer" could pull ten times the normal amount, we cannot do the job with eight, or even nine. We need 214200 reindeer.

▪ 353000 tons travelling at 650 miles per second creates enormous air resistance – this will heat the reindeer up in the same fashion as spacecrafts re-entering the earth's atmosphere. The lead pair of reindeer will absorb 14.3 quintillion joules of energy per second. Each. In short, they will burst into flame almost instantaneously, exposing the reindeer behind them, and create deafening sonic booms in their wake.

Exercise 1. Try to render the text with the help of key-words.

A story of shepherds, gifts of gold, frankincense and myrrh, the major religious faith; snow man; skaters and skiers; to decorate cards and windows; Christmas dinner; turkey or ham; potatoes; vegetables and cranberry sauce; in ancient times; branches of fir or spruce; to bring good luck; to guarantee the return of spring; a joyful religious holiday; to celebrate the birth of Jesus Christ, in a stable in Bethlehem; reindeer; Santa Claus.

Exercise 2. Choose the correct variant.

New Year's Day is a popular legal [a) festival, b) holiday] celebrated in the USA.

The celebration begins on December 31, New Year's Eve, the night before New Year's Day. Many people stay up until midnight. Some go to church while others go to parties. Horns, whistles and other noisemakers are very popular on this night. This is an old [a) tradition, b) custom] from ancient times when people made loud noises to scare away evil spirits. When the ringing of bells and the blowing of whistles and horns [a) proclaim, b) announce] that New Year has started, some people shake hands; other kiss and embrace. Many join together to sing "Auld Lang Syne". In addition to blowing whistles and horns, people throw paper confetti and streamers and call out "Happy New Year", raising their drinks in a toast to the future, hoping it will bring health, peace, and prosperity.

On New Year's Eve, New York City holds an outdoor event which attracts a [a) crowd, b) mob] of a million or more people. The event is televised around the country.

A large ball shaped like an apple and [a) covered, b) sheltered] with bright lights is slowly lowered from a pole on top of a tall building in Time Square. It starts coming down one minute before midnight. When it reaches the bottom of the pole the New Year has begun. Happy New Year! "Ring out the old, ring in the new", wrote Alfred Lord Tennyson, the 19th century English poet. And that's exactly what Americans do every December 31. New Year's Eve is a time for noise and fun. At home or in restaurants most Americans spend the holiday drinking and dining with friends.

New Year's Day is [a) solemnize, b) celebrated] in different ways. Many people hold "Open House", serving refreshments to visitors. One popular New Year's Eve drink is Eggnog, a drink made with milk or cream, eggs, nutmeg and sugar is especially popular. Champagne – the drink that symbolizes [a) festivity, b) celebration] – is often served for the midnight toast on New Year's Eve.

New Year's Eve festivals often continue until two or three o'clock in the morning. Others watch the parades and football games that are very typical for this day. The Mummers Parade in Philadelphia has marchers in elaborate costumes. The Tournament of Roses parade in Pasadena, California is known for its floats [a) decorated, b) ornamented] with fresh flowers.

The most famous college football game, the Rose Bowl, is played after the parade. New Year's Day has traditionally been [a) the occasion, b) the event] for starting new programmes and giving up bad habits. Many Americans make New Year resolutions, promising to improve their behaviour. Typical New Year resolutions are to spend less money, give up smoking, begin a diet or control one's temper.

From the ancient times to the present New Year's customs have been connected with saying good-bye to the past and looking forward to a better future.

Background. New Year's Day celebrates the start of a new year. People who follow the Roman calendar celebrate this holiday on January first. This month was named for Janus, the ancient Roman god with two faces, one looking into the past, the other looking into the future. On New Year's Day people often think about the past year. They remember the projects they finished and the goals they did not achieve. Like Janus, they also look forward to a new beginning and make "new year resolutions" on what they will achieve.

Notes on the text

A part-time job – работа по совместительству

a spruce – канадская ель

eggnog – вино с желтком, взбитым с молоком и сахаром

nutmeg – мускатный орех;

joules of energy – единица измерения силы и энергии

frankincense – ладан

reindeer – северный олень

Exercise 3. Digest the information briefly in English.

Exercise 4. Translate words and word-combinations into English in the correct form.

Happy New Year! "Ring out the old, ring in the new", wrote Alfred Lord Tennyson, the 19-th century English poet. And that's (точно) what Americans do every December 31. New Year's Eve is a time for noise and fun. At home or in restaurants most Americans (проводить) the holiday drinking and dining with friends. One popular New Year's Eve drink is eggnog made of eggs, milk or cream, nutmeg and sugar. Champagne – the drink that (символизирует) celebration – is often served for the midnight toast on New Year's Eve. New Year's Eve festivals often (продолжаться) until two or three o'clock in the morning. New Year's Day has traditionally been the occasion for starting new programs and giving up bad habits. Many Americans make New Year resolutions, promising to (улучшить) their behavior. Typical New Year resolutions are to (тратить) less money, give up smoking, begin a diet or control one's temper. From the (древних) times to the present New Year's customs have been connected with saying good-bye to the (прошлое) and looking forward to a better future.

Exercise 5. Answer the questions.

1. How do Americans see the New Year in? 2. What two great Americans are honored on Presidents' Day? 3. Who does Memorial Day honour? 4. When do Americans celebrate this holiday? 5. Which is the most important American holiday? 6. Why is it most important? 7. When is it celebrated? 8. What is the traditional way of celebrating Halloween? 9. When is Thanksgiving celebrated? 10. How did this holiday originate? 11. How is Christmas usually celebrated? 12. What events take place in the USA on Independence Day?

Exercise 6. Translate the sentences into Russian.

1. The birth of his son was a cause for celebration. 2. A celebration is a special enjoyable event that people organize because something pleasant has happened or because it is someone's birthday or anniversary. 3. I can tell you, there was a celebration in our house that night. 4. His 8th birthday celebration was very funny. 5. The celebration of something is praise and appreciation which is given to it. 6. This was not a memorial service but a celebration of his life. 7. He sees the poem as a celebration of human love. 8. A celebration is the action of marking one's pleasure at an important event or occasion by engaging in enjoyable, typically social, activity. 9. We are going hold celebration to mark the 50th anniversary of our marriage. 10. They are going to invite to the celebration all their relatives. 11. The celebration in honour of the great victory in World War II takes place on the 9th of May in our country but in Europe on the 8th of May. 12. When will be the celebration of the 100 anniversary of this event?

Exercise 7. Analyze the topical vocabulary, learn it and make up sentences with it.

To hold a celebration – организовывать празднество
formal (official) celebration – официальное празднование
joyous, noisy celebration – шумное, веселое празднование
solemn celebration – торжественное празднование
noisy celebration – шумное празднование
a great (happy, national, public) celebration – большое (счастливое, общенациональное, общественное) празднование/празднество
an impressive celebration – пышное празднование/празднество
centenary celebration – празднование столетней годовщины
religious celebration – церковный праздник
the celebration in honour of the great victory (over the event) – празднование в честь великой победы (по поводу этого события)
the celebration of an anniversary of the event – празднование годовщины события
to hold celebration to mark the 50th anniversary of smth. – праздновать 50-ю годовщину
to invite to the celebration – приглашать на празднование
jubilee (anniversary) celebrations – юбилейные торжества
firework celebrations – празднования с фейерверком
celebration in smb.'s honor – чествование кого-л.
celebration of contract – заключение договора
celebration of marriage – акт заключения брака
to celebrate the occasion – по случаю праздника
celebratory – праздничный
celebrity – известность, популярность, слава; знаменитый человек
film celebrity – звезда кинематографа
Hollywood celebrity – голливудская знаменитость
international celebrity – звезда мировой величины
literary celebrity – знаменитый писатель
local celebrity – местная знаменитость
national celebrity – национальный герой
visiting celebrity – заезжая знаменитость
state holiday – амер. праздник штата
national holiday – национальный праздник
holiday spirit – праздничное настроение
holiday time – курортный сезон
to celebrate (observe) a holiday – отмечать праздник
our day will come – будет и на нашей улице праздник
harvest festival, home – праздник урожая
on high days and holidays – по праздникам
patron saint's day, patronal festival – престольный праздник
holy day, religious holiday – религиозный праздник
festival – празднество; празднование, торжество, фестиваль
to hold a festival – проводить/устраивать праздник
dance festival – танцевальный фестиваль
music festival – музыкальный фестиваль
drama festival – театральный фестиваль
folk festival – фольклорный фестиваль

DIALOGUE

- Good morning, Mr. S. Happy New Year!
- Happy New Year to you and your family!
- Thank you. It's good to see you again. You know, I was lucky to welcome in New Year's Day with my family.
- Then I am sure you thoroughly enjoyed yourselves.
- Oh, yes. It was *really enjoyable*. We all, even the children, remained awake all night and made merry.
- Do all Americans observe this holiday?
- Yes, certainly. At midnight, many people go outside and shout "Happy New Year!" Then they sing "Auld Lang Syne". It is an old Scottish song, which is usually sung on this *occasion*. At midnight people set off fireworks, and blow automobile horns. Sirens are heard everywhere. In short, there is *general noise and gaiety*. Do you do the same?
- Yes, certainly. *The same is true for us*. There is also a lot of noise and gaiety when we see the New Year in. There are many *socially minded people* who prefer to celebrate the coming of the year in restaurants and cafes. But I'd say for most people it is a family gets together.
- Oh, is it?
- On New Year's Eve our people stay in their homes *exchange good wishes*, sing and dance.
- Evidently, it's pretty much the same everywhere with slight variations. We trim our Christmas trees. Tall Christmas trees *are erected* in town squares and at big stores. On New Year's Eve we send good wishes to all our friends, even those who are most neglected during the rest of the year.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English. Translate the dialogue paying attention to italic phrases.

Exercise 2. Translate the sentences into Russian.

1. Father Christmas an imaginary figure said to bring presents for children on the night before Christmas Day, conventionally pictured as a jolly old man with a long white beard and red clothes also called Santa Claus. 2. Father Christmas is the name given to an imaginary old man with a long white beard and a red coat. 3. Traditionally, young children in many countries are told that he brings their Christmas presents. 4. Christmas is the annual Christian festival celebrating Christ's birth, held on 25 December in the Western Church. 5. Christmas stocking is a long sock or similar receptacle hung up by children on Christmas Eve for Father Christmas to fill with presents. During the night, parents fill the stocking with small presents. 6. Something that is Christmassy is typical of or suitable for Christmas. 7. It was the last week of school and they were doing all kinds of Christmassy things.



Exercise 3. Analyze the topical vocabulary, learn it and make up sentences with it.

To celebrate Christmas – праздновать Рождество

White Christmas – зимнее Рождество

on Christmas – на Рождество, в Рождественскую ночь

on Christmas day – в день Рождества

on Christmas eve – в канун Рождества

Merry Christmas! – Веселого Рождества

Father Christmas – дед-мороз

Christmas bazaar – рождественская ярмарка; базар елочных украшений

Christmas card – рождественская открытка

Christmas carol – рождественский гимн

Christmas Eve – сочельник

Christmastide – святки

Christmas party – праздник на рождество

Christmas cake – рождественский пирог (фруктовый)

Christmas pudding – рождественский пудинг с цукатами и пряностями

Christmas shopping – покупка подарков к Рождеству и Новому году

Christmas selling – рождественская продажа

Christmas trade Christmas (Easter) trade – торговля в предрождественские дни

to do the Christmas shopping – делать новогодние покупки

Christmas-tree – рождественская елка

Christmas-tree set – гирлянда (из миниатюрных ламп) для украшения елки

Christmas decoration – ёлочные украшения

Christmassy – праздничный, рождественский

Christmas box (present) – рождественский подарок

Christmas festivities – рождественские праздники

the Christmas holidays – рождественские каникулы

Christmas comes but once a year. – Не каждый день масленица.



Exercise 4. Render the origins of Christmas holiday.

The original meaning of Christmas is a special church service, or mass, to celebrate the birth of Christ. The story of the Nativity, or the events surrounding the birth of Jesus, are particularly important in religious celebrations of Christmas. However, many traditions that are around today have their roots in pre-Christian winter festivals. These include the importance of candles and decorations made from evergreen bushes and tree, symbolizing everlasting light and life.

In Roman times, a mid-winter festival was held. This was a relaxing time with a lot of parties and merry making. It was also common to give other people small gifts, such as dolls for children and candles for adults. This festival culminated with the celebration of the winter solstice, which fell on December 25 in the Roman calendar.

In Scandinavia, a festival called Yule and lasting up to twelve days was held in late December and early January. In this time people burnt logs and held parties. These customs have influenced how Christmas Day is celebrated today in the USA. The Bible does not give a precise date for the birth of Jesus. It is also unclear when December 25 became associated with the birth of Jesus, although it may have been around two hundred years after his birth. In the early centuries of Christianity, the anniversary of the birth of Jesus was not a cause for celebrations. The idea of turning this day into a celebration started in the early Middle Ages in Europe.

During Reformation and up until the middle of the 1800s, Christmas was often not celebrated because partying and merry making was seen as unchristian. From about 1840, celebrating Christmas became more widespread. December 25 was declared a federal holiday in the USA in 1870. Since then Christmas Day has become a steadily more important holiday. A wide range of people and objects represent Christmas.

These include baby Jesus, the Nativity and the Three Kings, but also Santa Claus, reindeer and elves. Common objects at this time of year are pine trees, holly, decorations, fairy lights, candles and presents. Christmas Day is now truly a mix of religious celebration and commercial interests.

People celebrate Christmas Day in many ways. In the days or even weeks before Christmas Day, many people decorate their homes and gardens with lights, Christmas trees and much more.

It is common to organize a special meal, often consisting of turkey and a lot of other festive foods, for family or friends and exchange gifts with them. Children, in particular, often receive a lot of gifts from their parents and other relatives and the mythical figure Santa Claus.

This has led to Christmas Day becoming an increasingly commercialized holiday, with a lot of families spending a large part of their income on gifts and food. Many Sunday schools, churches and communities organize special events. These can include decorating the neighborhood or a shopping mall, putting up a Christmas tree and planning a Nativity display, concert or performance. A lot of plays and songs have a aspect of Christmas as a theme. Some groups arrange meals, shelter or charitable projects for people without a home or with very little money.

Government offices, organizations, businesses and schools are closed, almost without exception. Many people visit relatives or friends and are out of town. This may cause congestion on highways and at airports. Public transit systems do not run on their regular schedules.

In general, public life closes down completely. Christmas Day is a public holiday in many countries worldwide, including Australia, Canada, the United Kingdom and the USA. Government offices, educational institutions, many businesses and post offices are closed on this day. If you're planning to travel with public transport, check with your local transport authority on schedule changes.

Exercise 5. Write a short essay on the topic.

Holy cats (holy cow/mackerel/Moses)! – Вот так штука! Боже мой!

Holy cow! Holy smoke! Holy mackerel! – Боже мой! Боже правый! Ну и ну! Не может быть!

holier-than-thou – фарисейский, ханжеский, лицемерный, самодовольный, уверенный в собственном нравственном превосходстве



UNIT III. AMERICAN CULTURE

INTRODUCTION

American culture is everywhere. However, are Uncle Sam's exports opening doors for the world's consumers, or closing them? The reach of American culture has extended far and wide across the world.

Disney now runs theme parks on three continents; McDonalds, having opened restaurants to sell hamburgers and fries nearly everywhere, has recently expanded into the hotel business in Switzerland; the Marlboro man sells cigarettes throughout Europe, Latin America and Asia.

Surveys routinely find that American sports (Michael Jordan), music (Madonna), and movie (Julia Roberts) stars are the most recognized people in the world; American TV shows such as "Friends", "ER", and "The Simpsons" are dubbed into dozen of languages and rebroadcast; and American staples such as blue jeans and Nike shoes have become staples everywhere else as well. American cultural domination has grown ever stronger over the past fifty years, and today American culture can be found in almost every country. However, many question the value of this dominance.

- What are the main features of American culture?
- Is the USA opening opportunities to people around the world?
- Is the USA destroying local cultures and customs?
- Do American cultural exports offer people more choices or fewer choices?
- Are we heading toward a global uniformity?
- Can we retain regional and cultural differences?.
- What caused American culture to be so dominant anyway?

The Role of Global Trade. It is important to recognize that American culture has spread primarily as a result of trade – Executives at McDonalds, Nike and Coca-Cola export their products around the globe not out of a sense of moral obligation, nor as part of a crafty plan to subvert the world's population; they export their products, and with them American culture, in an attempt to make a profit.

The past 40 years have seen the biggest and longest economic boom in history, resulting in rising standards of living for people around the globe, and massive profits for the international corporations which have benefited from global trade opportunities. This expansion in trade is largely due to reductions in the trade barriers between countries.

Where most governments once tried to protect and isolate their country's economy from the global marketplace, there is now a rush to participate in global trading. Today companies regularly merge across national lines to form multinational corporations, and relocation of manufacturing sites to countries with cheaper labor costs is normal.

- What is the expansion in trade largely due to?
- What do companies today do?

Benefits of Globalization. This global trade has both advantages and disadvantages.

Supporters of trade argue that it creates jobs, as the large global market needs more workers to produce more goods. It has been credited with aiding economic growth. Countries such as Hong Kong and Taiwan have dramatically increased their average incomes per person by trading globally. And some have even suggested that globalization has contributed to the spread of democracy and an increased respect for human rights. This seems logical – as individuals gain more economic power, they seek more rights politically as well.

- What do large global markets need?
- Globalization has contributed to the spread of democracy, hasn't it?

Concerns about Globalization. Opponents of globalization, on the other hand, denounce global trade as causing more harm than good. They believe that it is responsible for creating poor working conditions and poverty in developing countries.

Wealthy corporations open factories in poorer nations, where labor is cheaper, and often exploit these workers. The workers may face horrendously long hours and brutal conditions, for wages that are typically less than \$1 per day. It has been claimed that global trade encourages environmental damage. Developing nations often recklessly exploit their environment, in an effort to export to the global market. Lastly, there is the worry that globalization leads to cultural degradation.

Rather than producing a greater choice of products in each nation, global trade may lead to the world becoming similar. Multinational corporations promote the same products the world over. Small local companies cannot compete with the high advertising budgets and low prices of these corporations, so they drop out of the market.

- How do opponents denounce global trade?
- What do wealthy corporations do?
- What may workers face?
- What do developing nations often recklessly exploit?

Reasons for America's Success. But why has American culture come to dominate in this way?

To begin with, North America itself is a large and wealthy country, with a huge and diverse population.

US corporations, which do well at home have already succeeded in marketing and distributing for a great number of consumers. For American companies, the jump from national to international marketing and distribution is not as great as it is for those from smaller countries.

Further, American companies can afford to spend a great deal of money marketing their products around the world, and are able to undercut the prices of local products. It is worth noting that, for entertainment, fast food, carbonated drinks and so on – areas in which the US has come to dominate – America was first in the field. In the development of music recording technology, the US was ahead of anything anywhere else in the world. This made jazz music accessible to people of all classes and exportable around the world. It is even truer for moving pictures, an American invention in their mass-market form." Therefore, it seems that very early in the last century, a pattern of American dominance in key areas of mass entertainment had already been created.

- Why has American culture come to dominate in this way?
- What can American companies afford to do to spread their influence around the world?

Why American Success Continued. Much of American culture's success appears to lie in the fact that American corporations are wealthy, and that they were ahead of others in certain areas.

However, how have they continued this dominance? One answer to this lies in the fact that people associated the USA with wealth and success. This is particularly true in countries from which many people have immigrated to America. The idealized view of America as the land of the free, where the streets are paved with gold, lives on.

By purchasing American products, people can buy a little of the country's glamour. Wherever you live, and however much you earn, wearing Calvin Klein jeans makes you look like a wealthy westerner. American culture has the added appeal that not only is it glamorous, it is also usually easy to digest.

This applies to products from the sweet fizzy taste of Coca-Cola to Hollywood action movies. U.S. culture is generally unsophisticated, and so can be appreciated by everyone. American TV shows and movies rarely have an unhappy ending, and are usually fast-paced, holding your attention with car chases and love scenes. Like hamburgers and ice-cream-laden milkshakes, American entertainment provides us with simple pleasures.

- Where does much of American culture's success appear?
- What do people associate the USA with?
- What idealized view of America lives on?

Globalization & the Future. American culture today owes its dominance to combination of glamour, technology, marketing and the US' massive wealth. In all, globalization is a scary term. It somehow implies the world turning into one giant American-style shopping mall, where cultures, languages, customs, and individual rights are dissolved by commerce.

But this is not what globalization has to be about. America itself has been greatly influenced by other cultures – Western and non-Western alike. One needs only to look at the Afro-Caribbean roots of jazz and rap music, the popularity of Pokemon, the growth in the practice of Islam, the Mexican food in US diets, and the tens of thousands of American kids who enroll in karate classes every year, to realize that American culture is continually influenced by cultures, ideas, and individuals throughout the world. Globalization need not imply influence in only one direction.

Exercise 1. Read the text interrupted with questions and discuss on American culture.

Exercise 2. Translate words and word-combinations in the brackets in the correct form.

Urban Culture: the American City

Three hundred years ago a handful of town dwellers lived in a few scattered locations along the Atlantic (береговая линия) of what is now the USA. In the early years of this century, over 50 % of the population of the USA still lived in (сельские) areas.

Today, however, the USA is a nation of (городской) dwellers. Almost 80 % of the national population lives either within the formal (границы) of cities or in the huge (пригородный) rings (clusters of communities socially and economically connected to the cities) which surround them.

More than two hundred of these metropolitan regions now make up the everyday (окружающая обстановка) of American life. (Влияние) of cities in modern America is extensive. Thanks in part to urban-based national news media, in a country in which only two people in 100 now live on farms, the power of cities to influence life far beyond their borders is very great.

From urban centers, through suburban communities, into the smallest and most distant rural villages flow many (социальные) and (экономические) values, ways of making living, clothing styles and manners, and a modern technological spirit. As a result, many of the once sharp (различия) that could be made between rural and urban ways of life no longer exist. The geography may differ between city and country, and social and political (отношения) may still vary, but the forms of living and working are remarkably similar.

Exercise 3. Translate the phrases into your native language.

Urban renewal, urban sprawl, urban blight, the urban population, hip-hop's traditionally urban vibe, urban planning, urban life/areas, urban unemployment, urban guerrilla, urban and rural elite, urban area, urban authorities, urban blight.



DIALOGUE

A SHIFTING BARRIER

ALEX: As far as I know, the integration of the Blacks into American society met with the stubborn resistance of the white South.

MORRIS: Very much so. The "Reconstruction" witnessed the founding of the Ku Klux Klan, the burning of the Blacks' houses, lynchings, and mob violence. Then, in 1877, after the last Federal troops were withdrawn from the South, the Federal government followed the policy of non-interference in southern affairs. And it was only natural that the Southern black, with the Federal protection removed, had to accommodate to the white-dominated Southern society. That's the way it was.

ALEX: I'd like to ask you about the doctrine "separate but equal" which came to be known as "Jim Crow" laws. Jim Crow was a slang word for the black man, right?

MORRIS: It was, and, as you may well know, for many years segregation was a prevailing principle of American life in the South. Since the very end of the 19th century Jim Crow legislation branded the Blacks as an inferior race. The whites went to the best theaters and movies and sat apart from "niggers". They entered street cars in front of the Blacks; they walked in parks and borrowed books in public libraries where no black could enter. And the Black went to different schools, ate in different restaurants, and were buried in different cemeteries. On the buses, they were required to sit in the back. It was a very elaborate system of enforced segregation. Furthermore, the Ku Klux Klan was reborn here in Atlanta and all over the South. It was an instrument for the oppression of the black man.

Terrorism was the most effective way of controlling the black population. The first changes came only in the 50s when in 1954 segregation was banned in public and higher education.

ALEX: I don't think it was easy to change overnight a system of discrimination that had lasted for over 300 years.

MORRIS: No, of course not. For example here in Georgia, when two black students were admitted as freshmen at Georgia University of Athens, the Ku Klux Klan, in full regalia, joined by the local segregationists, attacked them. The Governor of Georgia, who had been elected on a firm promise that "no nigger will ever attend a white school in Georgia" had to convene an emergency session.

ALEX: I remember reading about a handful of black children who were admitted to Little Rock Central High School in 1957 when Federal troops were called in to protect them. And this continued for the whole year.

MORRIS: This was also the case with James Meredith, the first black to be enrolled at the University of Mississippi in 1963. President Kennedy had to call in the troops to compel his registration at the university.

ALEX: I've read that the 1960s witnessed extensive riots in the black slums of many cities.

MORRIS: Very much so. They deeply stirred the conscience of many liberal-minded Americans. Many white students of campuses discovered that they had no real contact with the black people.

ALEX: To my knowledge, the Civil Rights Act of 1964 was a very important piece of legislation...

MORRIS: Definitely. It legally barred discrimination. At the same time, protests against the war in Vietnam began spreading throughout American campuses. It was a period characterized by active criticism of all ills of American life, among them the evil of racism. Eventually the courage of the black people won, and today there's no university in the South, which does not enroll black students.

ALEX: What are the opportunities for black Americans today to receive higher education?

MORRIS: There are a lot of problems there. This is higher education for black.

Americans takes place now in three kinds of institutions: in colleges and universities which once primarily enrolled only whites but now have been desegregated; in colleges and universities which were established especially for the Blacks, in recent years on a fully integrated basis. All these institutions are under private or public control.

ALEX: That is, they're either public or private universities, right?

MORRIS: Exactly.

ALEX: What were the most acute problems that the black students had to face after universities had been desegregated?

MORRIS: The first was simply money. There were too many needy black students and too few government grants. Even today the enrollment of black students continues to be smaller on account of money. The second important obstacle has always been the poor academic preparation, which most Blacks receive. Besides there was a very serious problem of adjustment on both sides. What in fact took place was that the new black students' fresh from the ghetto felt strange, lonely and unwanted in the hostile white world. The Blacks often withdrew from social contacts with the whites. On the white side, some students were hostile to black and showed it. Many of these problems are still acute today, though in the past decade millions of black Americans have joined the American middle class. They have good incomes, education and life-styles that are no worse than those of white people.

There has been an increase in the number of black managers, professionals, technicians and government officials. They make decisions at corporations where once they worked on assembly lines.

They preside as mayors of cities and represent congressional districts where they were formerly denied the right to vote. They live in fashionable suburbs and send their children to leading schools and universities that once blackballed them.

ALEX: So today the white world is less hostile.

MORRIS: Yes, certainly. Rather than welcoming Blacks into the mainstream, some whites feel threatened by their arrival. Blacks in some numbers may be tolerated. But when their number exceeds a certain limit, many whites go on the defensive. You see, a generation ago the color bar was rigid and well defined: no Blacks allowed. Now it has become a shifting barrier – it can suddenly materialize, reminding Blacks that no matter how successful they may be remain in some way second class citizens.

ALEX: How is that?

MORRIS: Just because they happen to be black they may encounter insults which few whites will ever face. For instance, the bank loan clerk gives a cool reception to black customers regardless of their credit rating in the bank. Shop security guards at big stores treat middle-aged black shoppers like suspected thieves. The most well off Blacks still have difficulty buying homes wherever they want to live. Well, there're a lot of examples. The middle class Blacks are often relatively isolated at work.

White co-workers usually outnumber them. When the work ends, more often than not, Blacks and whites so separate ways. I'd say interracial socializing off the job is very rare. So you see, in spite of all the progress, the black middle class still seems to be more on the banks of the mainstream than to be swimming in it. Its numbers have a feeling that they still do not quite fit in. They speak again and again of living in two worlds.

Jim Crow – (name of an early negro song) – discrimination against black Americans.

nigger – impolite and offensive word for Negro.

Georgia University of Athens – founded in 1785, state.

Little Rock – city in Arkansas.

University of Mississippi – founded in 1848, state.

1964 Civil Rights Act – banned discrimination in voting, jobs, etc.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class.

Exercise 2. Render the contents of the dialogue in Indirect Speech in English.

Exercise 3. Translate the dialogue paying attention to italic phrases.

Exercise 4. Analyze the information and use it in practice.

Exercise 5. Read the text and pick up the essential details in the form of quick notes.

THE INDIANS OF THE GREAT PLAINS

In the Black Hills of South Dakota there are two *huge monuments* carved from mountains. One is the Mount Rushmore National Monument. It shows the faces of four American presidents: George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt.

The other is the Crazy Horse Monument. In progress since 1947, it will show the famous Sioux Indian leader on horseback. These two monuments are *tributes to heroes* of two cultures that clashed on the American continent. Some of the major clashes between these cultures occurred not far from the Black Hills of South Dakota. In an 1868 treaty, the U.S. government said the Black Hills area belonged to the Indians.

The Black Hills had long been sacred to the Sioux and Cheyenne tribes.

In 1874, General George Custer violated the treaty by leading his troops into the Black Hills.

On his return, Custer claimed the Black Hills were filled with gold. White settlers began pouring into the area. Despite the treaty, the army did little to stop them.

Instead, it moved against the Indians who tried to stop the settlers. The Sioux and the Cheyenne, traditionally enemies, decided it was time to join forces. They joined together under the leadership of Crazy Horse. Custer, *convinced* that victory would be easy, took his men in search of the Indians. He found them at the Little Big Horn River in Montana, where they lay waiting for him *in ambush*. Yelling the war cry "It is a good day to die!" Crazy Horse charged.

Within minutes, Custer and 250 of his men were dead. The struggle between the Indian tribes of the Great Plains and the U.S. army took place from 1860 to 1890. The Indians were defeated, but not just by the army. Many Indians died from disease. Whites brought "new" diseases to which the Indians had no *resistance*. A smallpox epidemic in 1837, for example, almost *destroyed entire tribes*.

The Plains Indians were nomadic hunters: They traveled over large areas and hunted buffalo.

The Indians used almost every part of the buffalo. The bones were made into tools; skins became robes and tepees; and fat was used for fuel. Buffalo meat, of course, was an important food.

In the early 19th century, about 70 million buffalo *populated* the plains. Whites killed buffalo for their skin and for sport. They killed them *in large numbers*. One buffalo hunter killed 120 buffalo in just forty minutes! In 1889 there were only 550 buffalo left. By destroying the buffalo, and *changing the environment* of the Great Plains, white settlers nearly destroyed the Indian way of life.

In the 1880s, an Indian named Wovoka claimed he had a revelation from the Great Spirit. If the Indians lived in a way that was good and if they did a certain dance, great changes would come about – the buffalo would again be plentiful, the Indian dead would live, and whites would be driven from the land. As this message spread rapidly from tribe to tribe, white settlers panicked. They *were frightened* by the strange "Ghost Dance". The army moved to stop any Indian uprising. In a terrible incident at Wounded Knee, South Dakota, over 200 Sioux, including women and children, were massacred by machine-gun fire. After Wounded Knee, in 1890, there was little real fighting. The Indians of the plains, like other American Indians, had to face a series of questions: How should they *interact with* the larger society, whose culture was so different? If they did not want *to assimilate*, or blend with the larger society, how could they *preserve their own traditions*? In view of the changes that had occurred, how could the Indians again prosper? The tribes and the U.S. government have tried a number of approaches. However, one hundred years later, these questions remain to be answered.

Exercise 1. Read, translate italic phrases and try to render the text with their help.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

THE COWBOY

People's images of the cowboy don't quite fit the reality. People often think of all cowboys as white Americans. Actually, the first cowboys were Mexican; many cowboy customs began in Mexico.

There were black cowboys – often ex-slaves freed by the Civil War – and Indian cowboys.

People also forget that the cowboy's main job was to take care of cows and to get them to market. The cowboy's life, although full of adventure, was hard and often boring.

In the mid-1860s, Texas cattle ranchers found that in other states, like Kansas, they could get 10 times as much money for their cattle. This is how cattle drives got started. On the drives, cowboys took the cattle along trails from Texas up to Kansas and even further north. The cattle of different owners grazed together in open grasslands. They were branded, or marked with their owner's symbol.

When it was time for the drive, the cowboys would round up the cattle that had the right brand.

Brands were meant to discourage rustlers, or cattle thieves; cattle owners chose brands that would be hard to change. On the trail, cowboys worked from before sunup to after sundown.

At night they took turns guarding the cattle. One constant danger was the stampede: a change in weather or an unexpected noise was enough to make the cattle run.

The era of the cattle drive – the real era of the cowboy – lasted only about 20 years. As more land was fenced in, cattle could no longer graze freely. There were too many cattle.

By the late 1880s, some cattle trails were actually crowded! Today, there are still cattle ranches and cowboys. The work in many ways remains the same.

But with fences and modern machines, a lot has changed. Even cattle rustlers now use planes and helicopters! Rodeos give modern cowboys a chance to show their skills. In the old days, when cowboys got bored on cattle drives, they often challenged each other in informal competitions.

Soon towns had more formal competitions for cowboys. Today the Professional Rodeo Cowboys Association sponsors about 700 rodeos a year. If you go to a rodeo you'll see events like calf roping, bull riding, and bulldogging. Bulldogging was invented by Bill Pickett, a black cowboy, as a way of stopping steers that were running wild. Pickett would ride alongside a steer, then jump on it, grab its horns, somersault across it, and pull the steer to the ground.

Texas and other western states have ranches that will take you on modern cattle drives. On a drive, you'll live like a cowboy—sleeping on the ground and eating beans and beef. You'll do work that cowboys do – rounding up and branding cattle. You won't have to do any bulldogging, though!

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. What do people think of all cowboys? 2. Do people's images of the cowboy fit the reality? 3. Who were the first cowboys? 4. Where did many cowboy customs begin? 5. How many types of cowboys are there? 6. What was the cowboy's main job? 7. What did Texas cattle ranchers find? 8. How did cattle drives start? 9. What do cattle rustlers now use? 10. How many rodeos are there now?

Exercise 3. Answer the questions.

1. How did the white South resist the integration of the black Americans into American society? 2. What was the result of the policy pursued by the Federal government in the South? 3. What was the prevailing principle of American life in the South during the Jim Crow legislation? 4. How did the whole system change when segregation was banned in 1954? 5. How did the Ku Klux Klan meet the segregation ban? 6. How did the riots of the 1960s stir the conscience of liberal-minded Americans? 7. Why was the 1964 Civil Rights Act so important? 8. In what three kinds of institutions can black Americans receive higher education today? 9. What were the most acute problems that black Americans faced after the desegregation of universities? 10. How has the status of the black middle class changed in the past decade?

Exercise 4. Read the text and pick up the essential details in the form of quick notes.

AMERICAN WOMEN

Women played a vital part in the conquest and settlement of the West. They often endured hardship and danger with courage and fortitude. They acted as a steadying force in the Western cow towns which were not as romantic as Western movies make out.

Liquor, gambling, the dancing girls in the local saloon were about the only entertainment available in the crude little townships. Wives frequently lost their husbands and sons in drunken brawls, in family feuds, in fights with Indians or cattle rustlers.

American women at work – landing of the Pilgrim Fathers at Cape Cod, 1620 Western States were the first to give women the vote. Between 1869 and the outbreak of World War I, 17 states west of the Mississippi gave women the right to vote in state elections for Governors and Representatives.

It was not until 1920 that the Federal Government, under pressure by suffragettes (women insisting on their right to vote), followed the states' lead and permitted women to take part in national elections for Congressmen and the President.

Women have made great strides since then in achieving political equality. Recently, American feminists have been working hard to achieve social and economic equality as well as political.

Their belief is that, as there is nothing that women cannot do just as well as men, they should be shown the same respect and have the same social rights and the same pay as their male counterparts. Anything less is discrimination and sexism.

Few American girls agree with the extreme feminists, who deride marriage and romantic, but more, more of them are prepared to live with a man outside marriage, often with the intention of buying a home, and marrying only saved enough money.

Young couples today share both the household chores and care of the baby. The older generations, especially those that live in the city suburbs, are bewildered and disturbed by this trend.

It is all against the great American tradition of the "home" as the symbol of the unified family.

The American woman makes the most of her free time. She helps with political campaigns.

She sits on committees. She goes to classes of all kinds, from health foods to English literature, from environmental studies to karate. She swims, plays tennis, and she takes an active interest in her children's education. In most of these activities, her companions are other housewives from her neighborhood. The American Women's Liberation Movement has been influential enough to help elect women to several State Governorships, the mayoralities of large cities like Chicago, and the US Congress, as well as to insist upon women in the President's Cabinet. However, no woman has been elected either to the Presidency or Vice Presidency. Indeed, they have not even been nominated by either major political party, despite the examples of women abroad reaching the highest offices in Britain, India and Norway where they have been elected Prime Ministers.

There are women executives of some important industries and businesses. In fact there are women in most jobs which were formerly reserved for men. There are women lawyers, doctors, architects, as well as women bus drivers, but the ordinary working woman still earns less than a man gets for doing the same job – although there is a law which makes this illegal.

American girls tend to marry young, which means that 60% of the women in work are married.

This also helps to explain why so many young married couples have such a high standard of living. American women seem to have more self-confidence than women do from most other countries.

For years they have felt no inferiority whatsoever to the male sex. Therefore, visitors to the USA rarely meet militant feminists.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Make up a small report and give a talk in class.

Exercise 3. Describe the American women's activities.

PRESERVATION OF CULTURAL & HISTORIC HERITAGE

Since World War II, Americans have accelerated their efforts to preserve not only the natural environment, but their cultural and historic heritage as well. Historic preservation in the U.S., as in other nations, not only involves recognizing the lie value of place sand things from the past, but "stewardship" – protecting and maintaining the past for future generations and finding ways to incorporate historic values and structures into modem community life.

In 1991, the USA celebrated the 25th anniversary of the landmark 1966 National Historic Preservation Act. Since the law's enactment federal government matching grants of \$600 mln. have produced a \$1.2000 mln. investment in preservation nationally.

The National Register of Historic Places now includes 58,000 listings incorporating 800,000 significant historic properties in U.S. history, architecture, archaeology and culture. Federal and state agencies survey 22 million hectares annually and add 230,000 historic properties to their inventories.

Internationally, the USA participates in a number of important cultural and heritage initiatives through such organizations saving the past for the future as UNESCO, and is a recognized leader in park protection and heritage tourism. Below, a few of the success stories in the U.S. effort to preserve a heritage enriched by time and the infusion of other cultures:

- Protection and archaeological excavation of Ozette, an ancestral village site of the Makah Indian tribe destroyed in a mudslide in the 14th century, and creation of the Makah Cultural Centre at Neah Bay, Washington.
- Rehabilitation of the Nippon Kan Theatre, cultural centre of the Japanese-American community in Seattle.
- Preservation of vacation-community architecture in such seaside resorts as 19th century Cape May, New Jersey and Art Deco Miami Beach, Florida.
- Cooperative protection of 18th- and 19th-century Spanish-American Catholic mission churches still in use in San Antonio, Texas.
- Development of afford-able housing projects in historic African-American neighbourhoods in Savannah and Macon, Georgia.
- Protection and traditional use of the Medicine Wheel site, a national land-mark in Wyoming that is sacred to several American Indian tribes.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



Grand Canyon, Arizona

AMERICAN STYLE OF LIFE

Etiquette

Personal comportment often appears crass, loud, and effusive to people from other cultures, but Americans value emotional and bodily restraint. The permanent smile and unrelenting enthusiasm of the stereotypical American may mask strong emotions whose expression is not acceptable.

Bodily restraint is expressed through the relatively large physical distance people maintain with each other, especially men. Breast-feeding, yawning, and passing gas in public are considered rude. Americans consider it impolite to talk about money and age.

National Identity

Often referred to as a melting pot, the USA is popularly regarded as a nation that assimilates or absorbs immigrant populations to produce a standard American. This is a powerful cultural idea.

The word "American" conjures up an image of a person of white, middle-class status. All other residents, including the area's indigenous inhabitants, are "hyphenated" or characterized by an identifying adjective: African-American, Native American, Asian-American, and Mexican-American.

The national Census does not hyphenate Americans of European descent.

Huge waves of non-European immigration since the 1960s have made the USA the nation with the highest immigrant population in the world. This fact, combined with the many identity and civil rights movements that emerged in the 1960s and 1970s, has created a new kind of cultural politics that challenges the country's Anglo identity and power base.

Social Stratification

Most Americans do not believe that theirs is a "class" society. There is a strong cultural belief in the reality of equal opportunity and economic mobility. Rags to riches stories abound, and gambling and lotteries are popular. However, there is evidence that mobility in most cases is limited: working-class people tend to stay in the working classes. Moreover, the top 1 % of the population has made significant gains in wealth in the last few years. Similar gains have not been made by the poorest sectors. In general, it appears that the gap between rich and poor is growing.

Stratification is visible in many facets of daily life. The social segregation of Blacks and whites in cities mirrors their separation in the labour force. The crumbling housing stock of Blacks in the inner cities contrasts with giant homes in gated suburbs all across the country. Speech, manners, and dress also signal class position. With some exceptions, strong regional or Spanish accents are associated with working-class status.

Ethnic Relations

From colonial times, indentured servants and other poor whites constituted a buffer between landowners and slaves, who made up the bottom rung of the social ladder.

Poor whites self-identified as white to associate themselves with the powerful landowning class rather than see their common interests with slaves. This process accentuated the dominance of white racial identity over class identity. The "whiteness" of buffer groups has been ambiguous, changing along with their position in the labour market. Although now considered white, the Irish immigrants who arrived in great numbers in the early 19th century occupied the lowest rungs of the labour force next to slaves and often were referred to as "white niggers".

Between 1848, when lands from Mexico were annexed, and the 1930s, Americans of Mexican descent were classified as white. As Mexicans became important as labourers in the expanding agribusiness sector, those people were reclassified as Mexican-American.

The large waves of immigrants who poured into the country from Southern and Eastern Europe between 1880 and World War I made up a new buffer group. This group included large numbers of Jews who did not come to be considered white for several generations.

This association between status, whiteness, and position in the labour market has mediated relationships among racial and ethnic groups. Between 1916 and 1929, African-American labourers migrated to the North to work in industrial jobs. Paid less than whites for comparable jobs, they were regarded by white workers as union busters and scabs. African-Americans also received less than their share of the social benefits extended to whites after World War II. Federal programs for returning veterans included housing and educational subsidies. Most of these white groups considered their own ascension into the middle class as being the result of sweat and determination.

Social Welfare & Change Programs

The Great Depression, which lasted from 1929 until World War II, posed a real threat to the legitimacy of the American economic model in the eyes of citizens.

During that period, President Franklin Delano Roosevelt established a series of social programs collectively known as the New Deal. Many of those programs, including government-backed pension programs, banking insurance, and unemployment benefits, are still in place.

These programs, which were intended to provide a buffer against the inevitable downturns of economic cycles, were a response to serious social unrest, including strikes and socialist organizing.

Americans generally are not opposed to social benefits such as social security pensions and the insurance of bank deposits. However, general relief programs for the poor, known popularly as welfare, have been very controversial.

In a country that believes that all its citizens have an equal chance, where opportunity is unlimited, and where only the lazy are poor, programs for mothers and children and the indigent have been vulnerable to cutbacks. Recently, the federal government made sweeping reforms to the welfare laws that require mothers on welfare to work in order to receive benefits. Nongovernmental organizations (NGOs) are not as influential as they are in less wealthy nations. Among the NGOs that operate within the country, the most notable is Amnesty International, which has made both political prisoners and torture within American prisons major issues in recent years.

More influential than NGOs are the many nonprofit institutions. These groups are not associated with government agencies or corporate interests. They include a wide spectrum of advocacy and public interest groups that deal with consumer, environmental, and social justice issues.

Nonprofits are a main locus for alternative views and left-wing politics. Examples include the American Civil Liberties Union, the various Public Interest Research Groups, Fairness and Accuracy in the Media, Planned Parenthood, and the National Organization of Women.

Gender Roles & Statuses

Division of Labour by Gender. Although most women work outside the home, household and child-rearing responsibilities are still overwhelmingly the responsibility of women. The "double day" of women consists of working and then returning home to do domestic chores.

This situation persists in spite of the cultural belief that men and women are equal. Studies carried out in middle-class homes, in which couples claim to share household duties, show that women still do the vast majority of domestic work. Although young women as a whole spend much less time on domestic chores than their mothers did, this is attributable not to the fact that men do a significant share of domestic work, but to the fact that women spend less time cooking, cleaning, and caring for children than they did in the past. Women are paid seventy cents to every male dollar for comparable jobs. Occupations continue to be defined along gender lines.

Secretarial or low-level administrative jobs are so overwhelmingly female that they have been termed pink-collar jobs. In the white-collar world, women often occupy middle-management positions.

With a few exceptions, the "glass ceiling" keeps women out of high management positions. This situation is justified on the grounds that women take time from their working lives to raise children and therefore do not spend the same amount of time developing their working careers that men do.

Occupations requiring nurturing skills, such as teaching and nursing, are still predominantly female. Within the blue-collar sector, women are underrepresented in jobs considered to require physical strength, such as the construction industries and fire fighting.

Women often fill low-paid positions in industry, such as assembly-line work, sewing, and electronics assembly. This is justified on the basis that women are by nature more dextrous and that their small hands suit them to assembly-line work. It is more likely that the low wages offered by these factories explains the recruitment of female labourers, whose other options may include even less desirable seasonal and temporary work. In legal terms, women have the same formal rights as men.

They can vote, own property, choose to marry or divorce, and demand equal wages for equal work. They have access to birth control and abortion.

The status of women in relation to men is very high compared to the situation in many other countries. However, women as a whole do not receive the same social and economic benefits as men. Women are greatly underrepresented in elected political offices and are more likely to live in poverty. Female occupations both in the home and in the workplace are valued less than men's.

Women are more likely than men to suffer from a sense of disempowerment and to have a distorted or low self-image.

Marriage is formally a civil institution but is commonly performed in a church. Statistically, marriage appears to be on the decline. Half of all adults are unmarried, including those who have never married and those who are divorced. Rates of marriage are higher among whites than among Blacks. With the exception of Vermont, civil unions are legal only between heterosexual adults.

However, gay marriages are increasingly common whether or not they are formally recognized by the state. Some religious denominations and churches recognize and perform gay marriages. The high rate of divorce and remarriage has also increased the importance of stepfamilies.

The typical model of the family is the nuclear family consisting of two parents and their children. Upon marriage, adult couples are expected to form their own household separate from either of their biological families. The nuclear family is the cultural ideal but is not always the reality. Immigrant groups have been reported to rely on extended family networks for support.

Similarly, among African-American families, where adult males are often absent, extended kin ties are crucial for women raising children. Americans trace their ancestry and inherit through both the maternal and paternal lines. Surnames are most commonly adopted through the paternal line, with children taking the father's name. Women usually adopt the husband's surname upon marriage, but it is increasingly common for women to keep their own surnames and for the children to use both the father's and the mother's last names.

Kin Groups

Family can refer to a nuclear family group or an extended kin group. The "ideal" family consists of a mother, a father, and two or three children. Americans often distinguish between blood relatives and relatives through marriage; blood relatives are considered more important.

Ties among nuclear families generally are closer than ties among extended family members.

Adoption is common, but reproductive technologies that allow infertile couples and gay couples to reproduce are highly valued. This reflects the importance of the concept of biological kinship in the culture.

Alternative models of family life are important in American life. A great deal of scholarship has addressed the historical and economic conditions that have led to a high proportion of female-headed households and the incorporation of nonrelated members into family units among African-Americans. However, these trends are on the rise in the population as a whole.

A significant number of Americans of all ethnic backgrounds live in non-traditional families.

These families may consist of unmarried couples or single parents, gay couples and their children, or gay families without children.

Socialization

Infant Care varies by class. In New York City, it is common to see women of Dominican and West Indian descent caring for white children. Wealthy people often employ nannies to care for infants. Nannies, who often have children of their own, may have to rely on family members or their older children to watch over their infants. Wealthy or poor, the majority of mothers work outside the home.

This coupled with the fact that many people cannot rely on their extended families to help care for their newborns, makes infant care a challenge. Some employers offer short maternity leaves for mothers and increasingly, paternity leaves for fathers who are primary caregivers.

Child Rearing & Education

Child rearing practices are diverse, but some common challenges apply to all families. It is common to put children in day care programs at an early age. For wealthy families, this entails finding the most elite day care centres; for less wealthy families, it may involve finding scarce places in federally funded programs. For all working families, day care can be a cause of anxiety and guilt.

Negative media stories about child abuse at these centres spoke more to these anxieties than to the actual quality of care. The country makes few provisions for the care of young children considering the fact that most mothers work outside the home. From age five to age eighteen, public schooling is provided by the state and is universally available. School is mandatory for children until the age of 16.

Public school education in suburban areas and small cities and towns is usually adequate or excellent. Inner-city schools are underfunded and have a high proportion of minority students.

This reflects a history of white flight to the suburbs and a system in which schools are funded through local property taxes. Thus, in cities abandoned by wealthier whites, both tax bases and school funding have declined. The reputation of inner-city schools is so poor that families that live in cities send their children to private schools if they can afford it. Private schools are mostly white enclaves.

Access to equal education has long been an issue for African-Americans. Until the Supreme Court struck down the doctrine of "separate but equal" in 1954, all educational institutions in the South were segregated on the basis of race. However, the legally permitted segregation of the past has been replaced by the de facto segregation of the present.

Urbanism & Architecture & the Use of Space

The USA is an urban and suburban nation whose numerous cities each tell a story about its historical and economic development. New York, founded by the Dutch as a trading colony, was once the hunting and fishing grounds of Native Americans. It became an important industrial centre in the nineteenth century, but by the mid-twentieth century its industries had declined and much of its middle class population had relocated to the suburbs. As the 21st century begins, New York is a "global" city resurrected from decline by its role as a centre of finance in the world economy. Like New York, Chicago and Los Angeles have emerged as important cities in connected world.

Many cities are notable for their particular regional roles. Saint Louis, situated on the Missouri and Mississippi rivers, was an important transportation hub in the nineteenth century before railroads replaced riverboats as the most efficient form of travel. Once known as the "Gateway to the West," it was the last outpost of civilization as the country expanded to the west. Today, it is possible to see the Arch, a monument to the expansionist past, from nearby Cahokia, which houses the ruins of one of the largest cities in the world of its time. Between 900 and 1300 C.E. this city built by the indigenous Mississippian culture was larger than most contemporary European cities.

In colonial times, cities were divided along racial and class lines. The row house, a series of attached dwellings, was a common form of housing. It symbolized the defensive posture of early settlers, whose enclaves protected them from the untamed wilderness and its Indian inhabitants. The elites lived in the central city, often with slave quarters behind their homes. The working classes and urban slaves who eventually were allowed to live apart from their masters resided in peripheral areas.

In early American cities, there was no separation between the workplace and the home.

Most goods were produced by artisans who lived and worked in the same building.

As the country industrialized, home and workplace became distinct.

During the 19th century, the suburb was transformed from a space for social outcasts and the lower classes to a space for the elite. A number of factors led to the suburbanization that is central to modern American life. A romantic engagement with the countryside arose as the frontier expanded to the west and the wilderness receded from view in the East.

The noise and pollution of the industrialized cities of the nineteenth century, as well as the presence of the working classes, made them less attractive to the elites. These factors combined with a transportation revolution made possible by cable cars and railroads.

Cities were stopovers for new immigrants, who soon began to move to the suburbs, and the permanent domains of the working poor and, until recently, black Americans of all classes, who were kept out of suburbs through discriminatory real estate and zoning practices. Suburbs were organized along class and ethnic lines, and cities became the repositories of the most disadvantaged.

The early suburbs of the elite classes were characterized by large and architecturally unique homes. Beginning in the early 20th century, federal subsidies such as deductible mortgage interest and loan programs made suburban living a possibility for working-class and middle-class immigrants.

Standard designs and quick building methods resulted in uninspired architecture but relatively inexpensive housing. The use of the automobile and the growth of highways made possible a nationwide suburban sprawl of which shopping malls and motels are ubiquitous reminders.

Americans have a complex relationship to the suburb. On the one hand, it represents success, family life, and safety from the chaos and danger of the city, fulfilling the peculiarly American promise that every family should be able to own its own home. On the other hand, the monotony of this landscape is a metaphor for cultural conformity, social isolation, and racism.

Fishing boats are anchored in the Lafourche Bayou in Cajun Country, Louisiana. Fishing is an important part of the Louisiana economy. For women, suburban life is particularly ambiguous.

The suburb promises a large home and yard and a safe and healthy place in which to raise children, but the single-family home isolates women from the extended family networks and friends that make child rearing less onerous. Suburbs are often referred to as bedroom communities, suggesting that suburbanites depend on a nearby city for employment, services, and cultural activities.

However, the growth of suburban industries and services that allows suburbanites to work in their own communities' points to the declining dependency of suburbs on city centers.

By the 1970s, white flight from the cities created an urban-suburban landscape aptly described as Chocolate City/Vanilla Suburb, referring to the racial separation of Blacks and whites.

Cities were mythologized in the popular imagination as wild and dangerous places riddled with crime, gang violence, and drugs. Young black males and welfare mothers were the symbols of social problems. Beginning in the 1980s, young urban professionals began to "reclaim" the cities, rehabilitating the aging and often decrepit housing stock. This process of gentrification turns cities into the new American frontier, where professionals drawn to major financial centres such as New York and Los Angeles are the "pioneers" and black and Hispanic residents are the "Indians".

Medicine & Health Care

The dominant approach to medicine is biomedical, or Western. Although many people are interested in alternative approaches such as acupuncture, homeopathic medicine, and other therapies, the USA continues to be less medically diverse than most other countries.

Biomedicine is characterized by the frequent use of invasive surgeries such as cesarean sections and high doses of psychotropic drugs. With the exception of limited government care for the elderly and the disabled, health care is private and profit-based. This makes the USA distinct from other wealthy, industrial nations, nearly all of which provide universal health-care coverage.

Secular Celebrations

A number of secular national holidays are celebrated but are regarded less as celebrations of patriotism than as family holidays. The fireworks displays of the Fourth of July mark the Declaration of Independence from Britain in 1776, but this is also a time for summer outings such as picnics and camping trips with friends and family members.

Thanksgiving is part of the national history that is understood by every schoolchild. This annual feast celebrates the hardships of the early colonists, who were starving in their new environment.

According to the legend, American Indians came to their aid, sharing indigenous foods such as maize & turkey. Thanksgiving is important not primarily because of its symbolism but because it is the most significant family holiday of the year, one of the few large & elaborate meals that families prepare.

The State of the Physical & Social Sciences

The USA is a leading producer and exporter of scientific knowledge and technology. Major areas of scientific research include medicine, energy, chemicals, weapons, aerospace technology, and communications. Funding for research comes from government agencies and universities as well as the private corporate sector. The role of private corporations in research is controversial.

Pharmaceutical companies often fund research that leads to cures and treatments for diseases.

One consequence is a dearth of research on diseases particular to poor countries. Another consequence is that medicines are marketed at costs that are prohibitive to the poor both inside and outside of the country. In the face of technology and science as being culturally valued, an increasing cause of social concern is the fact that American schoolchildren do not do well on standardized tests in the sciences. The USA has recognized May as Asian-Pacific American Heritage Month since 1992.

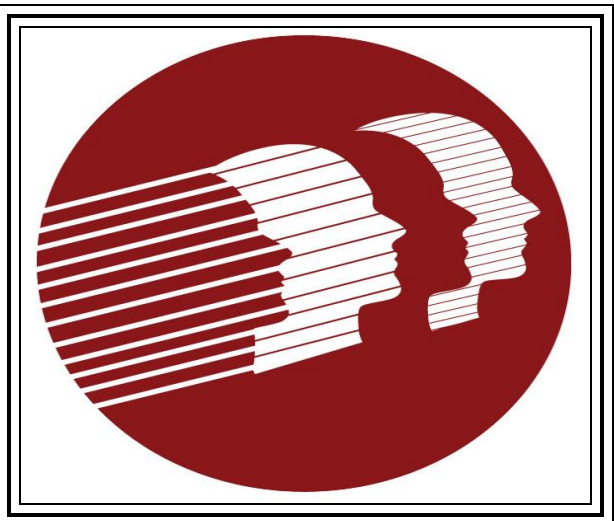
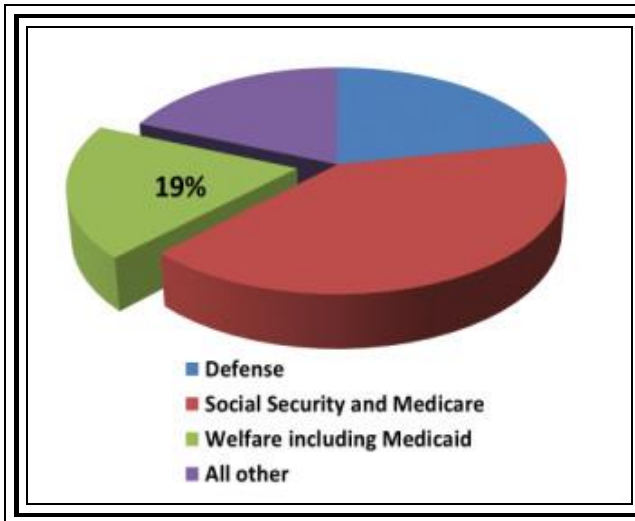
In honour of the cultural observance, the U.S. Census Bureau has compiled a series of facts about the Asian American community. How much do you know about the diverse groups that make up this community? Test your knowledge with federal government statistics that bring the Asian American population into focus.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Make up some dialogues from the information above.

Exercise 3. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score



Department of Health & Social Service

HISTORY OF PUBLIC ASSISTANCE

Traditionally in America, helping the poor was a matter for private charity or local government.

Arriving immigrants depended mainly on predecessors from their homeland to help them start a new life. In the late 19th and early 20th centuries, several European nations instituted public-welfare programs. However, such a movement was slow to take hold in the USA because the rapid pace of industrialization and the ready availability of farmland seemed to confirm the belief that anyone who was willing to work could find a job.

The Great Depression, which began in 1929, shattered that belief. For the first time in history, substantial numbers of Americans were out of work because of the widespread failures of banks and businesses. President Herbert Hoover believed that business, if left alone to operate without government interference, would correct the economic conditions.

In the meantime, he relied on state and local governments to provide relief to the needy, but those governments did not have enough money to do so. Most Americans believed that Hoover did not do enough to fight the Depression, and they elected Franklin D. Roosevelt president in 1932.

Within days after taking office, Roosevelt proposed recovery and reform legislation to the U.S. Congress. Congress approved almost all the measures the president requested, and soon the government was creating jobs for hundreds of thousands of people. They were employed in huge public works projects such as dam construction, road repair, renovation of public buildings, building electrical systems for rural communities, and conservation of natural areas.

Most of the programs started during the Depression era were temporary relief measures, but one of the programs – Social Security – has become an American institution.

Paid for by deductions from the paychecks of working people, Social Security ensures that retired persons receive a modest monthly income and also provides unemployment insurance, disability insurance, and other assistance to those who need it.

Social Security payments to retired persons can start at age 62, but many wait until age 65, when the payments are slightly higher. Recently, there has been concern that the Social Security fund may not have enough money to fulfill its obligations in the 21st century, when the population of elderly Americans is expected to increase dramatically. Policy-makers have proposed various ways to make up the anticipated deficit, but a long-term solution is still being debated.

In the years since Roosevelt, other American presidents, particularly Lyndon Johnson in the 1960s, have established assistance programs. These include Medicaid and Medicare, which are discussed later; food stamps, certificates that people can use to purchase food; and public housing, which is built at federal expense and made available to persons with low incomes.

Needy Americans can also turn to sources other than government for help. A broad spectrum of private charities and voluntary organizations is available. Volunteerism is on the rise in the USA, especially among retired persons. It is estimated that almost 50 % of Americans over age 18 do volunteer work, and nearly 75 % of U.S. households contribute money to charity.

Exercise 1. Render the main idea of the information.

Exercise 2. Translate the notions.

Social contract / compact; social problem; social sciences; social stability; social worker; social welfare; social amenities; social appropriation; social consumption; social conditions; social demography; social funds; social location; social class; social change; social democracy; social etiquette; social insurance; social legislation; social reporter; social climber; social ladder; a social system; social changes/problems; the government's social and economic policy; social security; to do social work; social life; social security number; smb's social position; to move in different social circles; children from different social backgrounds; to lead/to have an active social life; to broaden one's circle of social contacts; to pay a social call; social work.

Exercise 3. Try to understand the information on emphasis on prevention.

While the American medical community has been making strides in the diagnosis and treatment of disease, the American public also has become more aware of the relationship between disease and personal behavior. Since the U.S. surgeon general first warned Americans about the dangers of smoking in 1964, the percentage of Americans who smoke has declined from almost 50 % to 25 %.

Smoking is no longer permitted in most public buildings or on trains, buses; airplanes traveling within the USA, and most American restaurants are divided into areas where smoking is permitted and those where it is not. Studies have linked a significant drop in the rate of lung cancer to a nationwide decline in cigarette smoking. The federal government also encourages Americans to exercise regularly and to eat healthful diets, including large quantities of fruits and vegetables. More than 40 % of Americans today exercise or play a sport as part of their regular routine. The per capita consumption of fruits and vegetables has increased by about 20 % since 1970.

Donna E. Shalala, secretary of health and human services in the Clinton administration, frequently speaks out in support of scientific research and preventive medicine. Addressing a conference of medical and public health professionals in 1996 she said, "We must continue to unlock the incremental mysteries in basic science that culminate in blockbuster discoveries over time.

But, we must cast our net wider than that. It must encompass behavioral research, occupational research, health services and outcomes research, and environmental research – all of which hold the potential to prevent disease – and help Americans live healthier lives."

Exercise 4. Translate the information on American medical practice in writing.

Self-employed private physicians who charge a fee for each visit by a patient have been the norm for American medical practice. Most physicians have a contractual relationship with one or more hospitals in their community. They refer their patients as needed to the hospital, which usually charges according to the number of days a patient stays and the facilities – X-rays, operating rooms, tests – he or she uses. Some hospitals are run by a city, a state, or, in the case of hospitals for military veterans, the federal government. Others are run by religious orders or other nonprofit groups.

Still companies intending to make a profit run others.

In the last 30 years, the cost of medical care in the USA has skyrocketed.

Health expenditures rose from \$ 204 per person in 1965 to \$3,299 per person in 1993.

One reason for rising health costs is that physicians are among the highest-paid professionals in the USA. As justification for their high incomes, they cite the long and expensive preparation they must undergo. Most potential doctors attend four years of college, which can cost \$ 25,000 a year, before going on to four expensive years of medical school. By the time, they have a medical degree, many young doctors are deeply in debt. They still face three to five years of residency in a hospital, where the hours are long and the pay relatively low. Setting up a medical practice can be costly too.

The new machines and technologies for diagnosing and treating illness are expensive, and the technicians who operate them must be well trained.

Physicians and hospitals must buy malpractice insurance to protect themselves against lawsuits by patients who believe they have received inadequate care. The rates charged for this insurance rose sharply during the 1970s and 1980s.

Exercise 5. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

Exercise 6. Try to explain the information on paying medical bills.

The USA has evolved a mixed system of private and public responsibility for health care.

The vast majority of Americans pay some portion of their medical bills through insurance obtained at work. About five out of six American workers, along with their families, are covered by group Health insurance plans, paid for either jointly by the employer and employee or by the employee alone.

Under the most common type of plan, the employee pays a monthly premium, or fee. In return, the insurance company pays a percentage of the employee's medical costs above a small amount known as a deductible. Insurance plans vary considerably. Some include coverage for dental work and others for mental health counseling and therapy; others do not.

Another type of health care plan available to many workers is the health maintenance organization.

An HMO is staffed by a group of physicians who provide all of a person's medical care for a set fee paid in advance. HMOs emphasize preventive care because the HMO must pay the bill when a person needs services that the HMO cannot provide, such as specialized treatment, surgery, or hospitalization.

HMOs have grown in popularity and are widely viewed as a means of holding down medical costs.

Some Americans are wary of HMOs because they limit the patient's freedom to choose his or her doctor. Meanwhile, American physicians have helped slow the increase in costs by reassessing the need for hospitalization. Many surgical procedures that once involved staying in a hospital, for example, are now performed on an "out-patient" basis (the patient comes to the hospital for part of the day and returns home at night).

The percentage of hospital surgeries performed on outpatients increased from 16 % in 1980 to 55 % in 1993. Even when a hospital stay is prescribed, it is typically shorter than in the past.

Exercise 7. Explain the main notions in the text on affording the American way of life.

The majority of Americans can live comfortable lives on the salaries they earn, without the support of a universal public-welfare system. These so-called middle-class Americans generally own their own home and cars, spend some time each year on vacation, and can pay – at least in part – for a college education for their children.

Most Americans set aside money in savings accounts to help pay major expenses; many invest in the stock market in hopes of earning a healthy return on their investments.

Most buy insurance, especially life and medical insurance, frequently with contributions from the companies for which they work. Many companies also have retirement plans by which they and their employees put aside money for their retirement pensions.

When added to Social Security payments, pensions enable many retired Americans to live comfortably. On the other hand, for older Americans who require long-term care outside of a hospital, a nursing home can be very expensive.

In 1993, a family of four with a yearly income of \$ 14,763 or less was considered poor by American standards; 15.1 % of American families fell into this category.

In addition to the benefits discussed above, many families below the poverty line receive welfare payments, sums of money provided by the government each month to those whose income is too low to obtain such necessities as food, clothing, and shelter.

The most common form of welfare payment has been through a program called Aid to Families with Dependent Children (AFDC). Originally designed to help children whose fathers had died, AFDC evolved into the main source of regular income for millions of poor American families.

The total cost of all federal assistance programs – including Social Security, Medicare, Medicaid, and various welfare programs – accounts for nearly one-half of all money spent by the federal government. That is a doubling of the percentage that obtained in the 1960s.

Exercise 8. Make up a small report and give a talk in class.

Exercise 9. Render the score of the text on the debate over welfare briefly in English.

AMERICAN WELFARE SYSTEM

Welfare in the USA commonly refers to the federal government welfare programs that have been put in place to assist the unemployed or underemployed. Help is extended to the poor through a variety of government welfare programs that include Medicaid, the Women, Infants, and Children (WIC) Program, and Aid to Families with Dependent Children (AFDC).

The history of welfare in the U.S. started long before the government welfare programs we know were created. In the early days of the USA, the colonies imported the British Poor Laws.

These laws made a distinction between those who were unable to work due to their age or physical health and those who were able-bodied but unemployed. The former group was assisted with cash or alternative forms of help from the government. The latter group was given public service employment in workhouses. Throughout the 1800's welfare history continued when there were attempts to reform how the government dealt with the poor.

Some changes tried to help the poor move to work rather than continuing to need assistance. Social casework, consisting of caseworkers visiting the poor and training them in morals and a work ethic was advocated by reformers in the 1880s and 1890s.

Prior to the Great Depression, the USA Congress supported various programs to assist the poor. One of these, a Civil War Pension Program was passed in 1862 and provided aid to Civil War Veterans and their families. When the Great Depression hit, many families suffered.

It is estimated that one-fourth of the labour force was unemployed during the worst part of the depression. With many families suffering financial difficulties, the government stepped in to solve the problem and that is where the history of welfare as we know it really began.

Under President Franklin D. Roosevelt, the Social Security Act was enacted in 1935.

The act, which was amended in 1939, established a number of programs designed to provide aid to various segments of the population. Unemployment compensation and AFDC (originally Aid to Dependent Children) are two of the programs that still exist today.

A number of government agencies were created to oversee the welfare programs. Some of the agencies that deal with welfare in the USA are the Department of Health and Human Services (HHS), the Department of Housing and Urban Development (HUD), the Department of Labour, the Department of Agriculture, and the Department of Education.

Welfare history continued to be made in 1996 President Bill Clinton signed the Personal Responsibility and Work Opportunity Reconciliation Act. Under the act, the federal government gives annual lump sums to the states to use to assist the poor. In turn the states must adhere to certain criteria to ensure that those receiving aid are being encouraged to move from welfare to work.

Certain aspects of the American welfare system – especially AFDC payments – came under criticism in the 1980s and 1990s, and the system itself became an issue in national elections. In his 1992 presidential campaign, for example, then – Governor Bill Clinton promised to "end welfare as we know it". Many middle-class Americans resent the use of their tax dollars to support those whom they regard (rightly or wrongly) as unwilling to work. Some critics argue that dependency on welfare tends to become a permanent condition, as one generation follows another into the system.

Some people believe the system encourages young women to have children out of wedlock, because welfare payments increase with each child born.

A consensus in favour of more broad-gauged action came together in 1996. A new law overhauled welfare by replacing AFDC with state-run assistance programs financed by federal grants.

The law also limits lifetime welfare assistance to 5 years, requires most able-bodied adults to work after 2 years on welfare, eliminates welfare benefits for legal immigrants who have not become U.S. citizens, and limits food stamps to a period of three months unless the recipients are working.

Exercise 1. Digest the score of the information briefly in English.

VARIETY OF LIFE STYLE

The smallest region, **New England** has not been blessed with large expanses of rich farmland or a mild climate. Yet it played a dominant role in American development. From the 17th century until well into the 19th, New England was the country's cultural and economic center.

The earliest European settlers of New England were English Protestants of firm and settled doctrine. Many of them came in search of religious liberty. They gave the region its distinctive political format – the town meeting (an outgrowth of meetings held by church elders) in which citizens gathered to discuss issues of the day. Only men of property could vote. Nonetheless, town meetings afforded New Englanders an unusually high level of participation in government. Such meetings still function in many New England communities today. New Englanders found it difficult to farm the land in large lots, as was common in the South. By 1750, many settlers had turned to other pursuits.

The mainstays of the region became shipbuilding, fishing, and trade. In their business dealings, New Englanders gained a reputation for hard work, shrewdness, thrift, and ingenuity.

These traits came in handy as the Industrial Revolution reached America in the first half of the 19th century. In Massachusetts, Connecticut, and Rhode Island, new factories sprang up to manufacture such goods as clothing, rifles, and clocks. Most of the money to run these businesses came from Boston, which was the financial heart of the nation.

New England supported a vibrant cultural life. The critic Van Wick Brooks called the creation of a distinctive American literature in the first half of the 19th century "the flowering of New England".

Education is another of the region's strongest legacies. Its cluster of top-ranking universities and colleges – including Harvard, Yale, Brown, Dartmouth, Wellesley, Smith, Mt. Holyoke, Williams, Amherst, and Wesleyan – is unequaled by any other region. As some of the original New England settlers migrated westward, immigrants from Canada, Ireland, Italy, and Eastern Europe moved into the region.

Despite a changing population, much of the original spirit of New England remains. It can be seen in the simple, wood frame houses and white church steeples that are features of many small towns, and in the traditional lighthouses that dot the Atlantic coast. In the 20th century, most of New England's traditional industries have relocated to states or foreign countries where goods can be made more cheaply. In more than a few factory towns, skilled workers have been left without jobs.

The gap has been partly filled by the microelectronics and computer industries.

If New England provided the brains and dollars for 19th-century American expansion, the **Middle Atlantic States** provided the muscle. The region's largest states, New York and Pennsylvania, became centers of heavy industry (iron, glass, and steel).

A wider range of people than New England settled the Middle Atlantic region. Dutch immigrants moved into the lower Hudson River Valley in what is now New York State, Swedes went to Delaware.

English Catholics founded Maryland, and an English Protestant sect, the Friends (Quakers), settled Pennsylvania. In time, all these settlements fell under English control, but the region continued to be a magnet for people of diverse nationalities.

Early settlers were mostly farmers and traders, and the region served as a bridge between North and South. Philadelphia, in Pennsylvania, midway between the northern and southern colonies, was home to the Continental Congress, the convention of delegates from the original colonies that organized the American Revolution. The same city was the birthplace of the Declaration of Independence in 1776 and the U.S. Constitution in 1787. As heavy industry spread throughout the region, rivers such as the Hudson and Delaware were transformed into vital shipping lanes.

Cities on waterways – New York on the Hudson, Philadelphia on the Delaware, and Baltimore on Chesapeake Bay – grew dramatically. New York is still the nation's largest city, its financial hub, and its cultural center. Like New England, the Middle Atlantic region has seen much of its heavy industry relocate elsewhere. Other industries, such as drug manufacturing and communications, have taken up the slack.

The South is perhaps the most distinctive and colorful American region. The American Civil War devastated the South socially and economically. Nevertheless, it retained its unmistakable identity.

Like New England, the South was first settled by English Protestants.

However, whereas New Englanders tended to stress their differences from the old country, Southerners tended to emulate the English. Even so, Southerners were prominent among the leaders of the American Revolution, and four of America's first five presidents were Virginians. After 1800, however, the interests of the manufacturing North and the agrarian south began to diverge.

Especially in coastal areas, southern settlers grew wealthy by raising and selling cotton and tobacco. The most economical way to raise these crops was on large farms, called plantations, which required the work of many laborers. To supply this need, plantation owners relied on slaves brought from Africa, and slavery spread throughout the South. Slavery was the most contentious issue dividing North and South. To northerners it was immoral, to southerners it was integral to their way of life. In 1860, 11 southern states left the Union intending to form a separate nation, the Confederate States of America. This rupture led to the Civil War, the Confederacy's defeat, and the end of slavery.

The scars left by the war took decades to heal.

The abolition of slavery failed to provide African Americans with political or economic equality.

Southern towns and cities legalized and refined the practice of racial segregation. It took a long, concerted effort by African Americans and their supporters to end segregation.

In the meantime, the South could point with pride to a 20th-century regional outpouring of literature by, among others, William Faulkner, Thomas Wolfe, Robert Penn Warren, Katherine Anne Porter, Tennessee Williams, Eudora Welty, and Flannery O'Connor. As southerners, black and white, shook off the effects of slavery and racial division, a new regional pride expressed itself under the banner of "the New South" and in such events as the annual Spoleto Music Festival in Charleston, South Carolina, and the 1996 summer Olympic Games in Atlanta, Georgia.

Today the South has evolved into a manufacturing region, and high-rise buildings crowd the skylines of such cities as Atlanta and Little Rock, Arkansas. Owing to its mild weather, the South has become a Mecca for retirees from other U.S. regions and from Canada.

The Midwest is a cultural crossroads. Starting in the early 1800s easterners moved there in search of better farmland, and soon Europeans bypassed the East Coast to migrate directly to the interior: Germans to eastern Missouri, Swedes and Norwegians to Wisconsin and Minnesota.

The region's fertile soil made it possible for farmers to produce abundant harvests of cereal crops such as wheat, oats, and corn. The region was soon known as the nation's "breadbasket".

Most of the Midwest is flat. The Mississippi River has acted as a regional lifeline, moving settlers to new homes and foodstuffs to market. The river inspired two classic American books, both written by a native Missourian, Samuel Clemens, who took the pseudonym Mark Twain – *Life on the Mississippi* and *Adventures of Huckleberry Finn*.

Midwesterners are praised as being open, friendly, and straightforward. Their politics tend to be cautious, but the caution is sometimes peppered with protest. The Midwest gave birth to one of America's two major political parties, the Republican Party, which was formed in the 1850s to oppose the spread of slavery into new states. At the turn of the century, the region also spawned the Progressive Movement, which largely consisted of farmers and merchants' intent on making government less corrupt and more receptive to the will of the people. Perhaps because of their geographic location, many Midwesterners have been strong adherents of isolationism, the belief that Americans should not concern themselves with foreign wars and problems.

The region's hub is Chicago, Illinois, the nation's third largest city. This major Great Lakes port is a connecting point for rail lines and air traffic to far-flung parts of the nation and the world. At its heart stands the Sears Tower, long the world's tallest building at 447 m.

The Southwest differs from the adjoining Midwest in weather (drier), population (less dense), and ethnicity (strong Spanish-American and Native-American components). Outside the cities, the region is a land of open spaces, much of which is desert. The magnificent Grand Canyon is located in this region, as is Monument Valley, the starkly beautiful backdrop for many western movies.

Monument Valley is within the Navajo Reservation, home of the most populous American Indian tribe. To the south and east lie dozens of other Indian reservations, including those of the Hopi, Zuni, and Apache tribes.

Parts of the Southwest once belonged to Mexico. The USA obtained this land following the Mexican-American War of 1846-48. Its Mexican heritage continues to exert a strong influence on the region, which is a convenient place to settle for immigrants (legal or illegal) from farther south.

The regional population is growing rapidly, with Arizona in particular rivaling the southern states as a destination for retire Americans in search of a warm climate. Population growth in the hot, arid Southwest has depended on two human artifacts: the dam and the air conditioner.

Dams on the Colorado and other rivers and aqueducts such as those of the Central Arizona Project have brought water to once-small towns such as Las Vegas, Nevada, – Phoenix, Arizona, – and Albuquerque, New Mexico, allowing them to become metropolises. Las Vegas is renowned as one of the world's centers for gambling, while Santa Fe, New Mexico, is famous as a center for the arts, especially painting, sculpture, and opera. Another system of dams and irrigation projects waters the Central Valley of California, which is noted for producing large harvests of fruits and vegetables.

Americans have long regarded **the West** as the last frontier. Yet California has a history of European settlement older than that of most Midwestern states. Spanish priests founded missions along the California coast a few years before the outbreak of the American Revolution.

In the 19th century, California and Oregon entered the Union ahead of many states to the east. The West is a region of scenic beauty on a grand scale. All of its 11 states are partly mountainous, and the ranges are the sources of startling contrasts. To the west of the peaks, winds from the Pacific Ocean carry enough moisture to keep the land well watered. To the east, however, the land is very dry.

Parts of western Washington State receive 20 times the amount of rain that falls on the eastern side of the state's Cascade Range. In much of the West, the population is sparse, and the federal government owns and manages millions of hectares of undeveloped land.

Americans use these areas for recreational and commercial activities, such as fishing, camping, hiking, boating, grazing, lumbering, and mining. In recent years, some local residents who earn their livelihoods on federal land have come into conflict with the land's managers, who are required to keep land use within environmentally acceptable limits.

Alaska, the northernmost state in the Union, is a vast land of few, but hardy, people and great stretches of wilderness protected in national parks and wildlife refuges. Hawaii is the only state in the union in which Asian Americans outnumber residents of European stock. Beginning in the 1980s large numbers of Asians have also settled in California, mainly around Los Angeles.

Los Angeles – and Southern California as a whole – bears the stamp of its large Mexican-American population. Now the second largest city in the nation, Los Angeles is best known as the home of the Hollywood film industry. Fueled by the growth have Los Angeles and the "Silicon Valley" area near San Jose, California has become the most populous of all the states.

Western cities are known for their tolerance. Perhaps because so many westerners have moved there from other regions to make a new start, as a rule, interpersonal relations are marked by a live and-let-live attitude. The western economy is varied. California is both an agricultural and a high-technology manufacturing state.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Make up a small report and give a talk in class.

THE LOWER EAST SIDE

The Lower East Side was originally an elegant neighborhood. When New York was the capital of the USA, President George Washington lived on the Lower East Side.

By the mid-1800s, the Lower East Side had changed greatly. One of its buildings from this period was called Old Brewery. Old Brewery had two wings, nicknamed Murderers' Alley and the Den of Thieves. Police estimate that for many years there was an average of one murder per night in this building alone! But the Lower East Side was characterized less by crime than by the poverty and hopes of its residents. By the mid-1800s the Lower East Side had become an area in which immigrants settled. First, there were many Irish, then came many Jews from Eastern Europe.

The immigrants lived in crowded tenements. The population density of the Lower East Side in the 1880s was greater than that of Bombay, India. Working conditions were as bad as living conditions. Immigrants worked in "sweatshops" for long hours. After working 6 or 7 days a week, they brought home as little as four dollars.

Life on the Lower East Side also had its pleasures, though, especially food. The egg cream was a mysterious New York invention – a drink containing not eggs and cream, but sparkling water and chocolate syrup. The candy stores of the Lower East Side made the best egg creams in New York. Other special foods included fish like herring, sour pickles, and "knishes," which are pastries stuffed with mashed potatoes or other fillings. All can still be found on the Lower East Side.

In recent years, many Jews have moved elsewhere, and the Lower East Side has become home to a newer immigrant group – Puerto Ricans and other Hispanics. Near the Lower East Side there are two other neighborhoods that also attracted immigrants – and that are also famous for their food. Italians settled Little Italy at the same time that Jews settled the Lower East Side.

Like the Jews, many Italians have now moved to other neighborhoods. Little Italy has become littler. (It has also become less authentically Italian: although Martin Scorsese's movie *Mean Streets* was set in Little Italy, he decided to film it in the Bronx.)

The Italian restaurants and cafes remain popular to tourists and Italians alike. As Little Italy has grown smaller, its streets have become part of the neighborhood next-door – Chinatown.

For years, there were laws limiting the number of Chinese immigrants. Finally, the laws were changed. Today Chinatown is the only immigrant community in Manhattan that's still growing.

Chinatown has seven newspapers of its own. It also has nearly 200 restaurants.

Exercise 1. Digest the score of the information briefly in English.



URBAN CULTURE. EARLY YEARS: 1625-1812

The original North American colonies were regarded by the mother countries of Britain, Holland and France primarily as sources of raw material from field, forest, ocean and mine, and as potential markets for finished goods manufactured in Europe. While this approach required rural and wilderness settlement, it was necessary, at the same time, to establish small towns in the colonies as administrative centers to control the emerging trans-Atlantic trade. These towns were gathering places for artisans and shopkeepers who served the agricultural hinterlands.

In the large and frightening wilderness, the towns provided security and served as social centers.

Eventually, with increasing numbers of European settlers arriving in the New World, coastal cities – the largest of which were Boston, New York, Philadelphia and Charleston, South Carolina – came into being, and their economic and social influence stretched into extensive rural backlands.

At the same time, as port cities, they rapidly grew to be flourishing centers of international commerce, trading with Europe and the Caribbean. By 1660, Boston contained about 3,000 people.

One of its inhabitants described it as a "...metropolis... with two handsome churches, a market place and a statehouse. The town is full of good shops well furnished with all kinds of merchandise – artisans and tradesmen of all sorts". New York (then called New Amsterdam) was founded in 1625 by the Dutch West India Company, which exported furs, timber and wheat. Captured by the British in 1664, New Amsterdam was renamed New York. Because of its favorable geography, it soon became an important trading port. By 1775, its population was about 25,000.

William Penn, who planned the city of Philadelphia, believed that a well-ordered city was necessary to economic growth and moral health. He wanted to build a "green country town" which would not be sharply cut off from the surrounding forest and farmlands. Inside the town were markets, residential housing, small factories, churches, public buildings, recreational areas and parks.

Farming areas would be on the periphery but close enough to be accessible to the city dwellers. Penn's ideas were widely copied in his day. An echo of them can be heard in contemporary planned communities which preserve parks and open spaces within a town's boundaries.

Most American towns of this early period featured open spaces alternating with built-up areas.

Much free land was available, and, as fewer than 10 % of the people lived in the towns, few opposed their growth. By the middle of the 18th century, however, many people opposed this growth because the towns had begun to seem too large and crowded.

In 1753, the newspapers printed a debate which seems very similar to the arguments of today.

The positive view of cities was expressed by a writer who argued that the economic specialization of cities led to increased wealth for both city and farm dwellers: "*...different handicrafts ought to be done by different people that (such) work might be done to perfection, which would be a considerable profit to the country...and to those who are proficient in the handicrafts. [Specialization] would cause an extraordinary market for provisions of all kinds....*"

The contrary view of cities was expressed in an argument, dating back to antiquity, and reflecting a strong belief in the virtues of an agrarian life in the USA, which portrays cities as places which undermine self-sufficiency and encourage meaningless social activity and moral decay:

"...Every town not employed in useful manufacture...is a dead weight upon the public.... When families collect themselves into townships they will always endeavor to support themselves by barter and exchange which can by no means augment the riches of the public.... Another consequence of the clustering into towns is luxury – a great and mighty evil, carrying all into...inevitable ruin."

By 1750, the larger cities were dominated by a wide range of commercial and craft activities.

A corresponding range of social groups developed: from an economically and socially dominant merchant and administrative class to a middle class of artisans, shopkeepers, farmers and smaller traders. On the edge of society, groups of the poor and dispossessed scrambled for an economic foothold, and were sometimes dependent upon charity.

Culturally, the colonies were outposts of Britain. The colonial cities were visited by touring actors and musicians and enriched by the development of schools, libraries and lecture halls.

All of this increased the differences between city and country life and contributed to the importance of the American city as an initiator of social change. In terms of administration, the development of towns created a dense web of social, economic and governmental structures and regulations. However, the forms of municipal government varied greatly from place to place.

In New England, the town meeting prevailed. This was a gathering of all citizens to discuss common concerns, and was an outgrowth of Protestant leader John Calvin's ideas about providing for representative government in a religious community. This form of community government continues today in the small towns of the Northeast. Councilmen were first elected to govern New York City in 1684.

In contrast, the city of Charles Town (now called Charleston), in South Carolina, had no local representatives, but was governed by the State Assembly.

The War of Independence (1775-1783) was largely brought about by the grievances of city dwellers. Strict limitations imposed by the British on manufacture and trade, and the British Parliament's repeated levying of taxes without prior consultation with the colonists were widely perceived as unjust and punitive measures.

Furthermore, one hundred years of inter-city trade had forged a sense of nationhood.

The famous Boston Tea Party, during which colonists destroyed tea imported on British ships rather than pay taxes on it, expressed the colonists' frustration and their growing sense of national unity. The war secured political independence for the USA, but economically, the new nation was still dependent upon the trading patterns that had developed over a century. The country supplied raw material and imported finished goods.

This situation lasted until the War of 1812 (with England), during which great suffering occurred because of the British blockade of American ports. Even those Americans who had earlier resisted the development of a larger manufacturing sector and the growth of cities now changed their minds.

Thomas Jefferson, president of the USA from 1801 to 1809, had written in 1800 that, "I view great cities as pestilential to the morals, the health and the liberties of man."

However, after 1812, he wrote, "We must now place the manufacturer by the side of the agriculturist".

Economic growth and independence were necessary to guarantee political liberty however undesirable the growth of manufacturing cities might be. Some of Jefferson's contemporaries had even earlier chosen to view the cities from the positive rather than the negative perspective and to turn their practical intelligence to the improvement of city life.

Benjamin Franklin Philadelphia was one of these: "*I began now to turn my thoughts to public affairs, beginning with small matters – our city had the disgrace of suffering its streets to remain long unpaved so that it was difficult to cross them. By talking and writing on the subject, I was at length instrumental in getting the street paved with stones – all the inhabitants of the city were delighted.*"

Exercise 1. Characterize the main stages of urban culture development in the USA.

Exercise 2. Write a short essay on the topic.

Exercise 3. Make up a small report and give a talk in class.

Exercise 4. Transfer the given information from the text onto a table. The beginning has been done.

№	Activity			
	Events	When	Where	Score
1.				

URBAN CULTURE – MIDDLE PERIOD – 1812-1918

At the time of the War of 1812, less than one in 10 Americans lived in cities. By the end of World War I (1914-1918), one in two did. In 1812, American cities had experienced little of the overcrowding and decay of European cities of that time.

Within a few decades, however, the very rapid growth of urban population gave American cities all of the unpleasant qualities long associated with older cities everywhere. This growth can be traced to four causes rapid industrialization, with its ever-increasing demand for workers; the relentless construction of roads and railways making easier the movement of goods and people from, to and through the urban manufacturing centers, a steady stream – at times a flood – of immigrants fleeing war, persecution and poverty in their countries of origin and concentrating in America's major ports of entry, and farm workers displaced by machinery or discouraged by low wages, making their way to a supposed brighter future in the cities.

During the same period, the ratio of urban dwellers in the much expanded national population rose from 8 % to 25 %. This was also the period of westward migration, which settled the territory from Chicago to California. By the end of the 19th century, the USA was dotted with large and small cities.

These were bound together in a continent-wide web of social and economic relations made possible by the building of road and rail systems. From the 1820s to the 1880s, changes occurred so rapidly that city governments struggled to cope with them.

By 1830, New York had gained a reputation, which it still holds, as a place of great motion and constant activity. The city was considered to be the showcase of American modernism.

At the same time, New York experienced archaic sanitation, typhoid and dysentery epidemics, contaminated water, severe poverty, insufficient housing and schools, and an overwhelming influx of immigrants. Juvenile crime was so widespread that in 1849 New York's police chief devoted his entire annual report to the subject. Garbage filled the streets and, until the 1860s, bands of pigs were typically let loose to roam as scavengers in all the larger cities.

The immigrants came from practically every country and area of the world, though the majority of the earlier waves (1830-1870) were from northern and Western Europe and most of the later wave (1880-1920) came from eastern and southern Europe.

These immigrants crowded into the cities, often living together in distinct communities, or ethnic neighborhoods demarcated by language, religious and cultural differences.

Many of these enclaves – less well-defined and less separated from the surrounding culture – still exist today. Most city governments were characterized by a spirit of *laissez-faire* (let people do as they please). City government leaders saw their role as one of maintaining civil order, not as engaging in city planning. Generally, as compared with many other industrial countries, this attitude toward planning is still the rule. The American emphasis on individual freedom argues against central regulation and management.

Between 1880 and 1920, many urban problems found at least temporary solutions.

Movement to bring about social, economic and political reform arose in all the large cities.

Collectively, these reform activities came to be known as the Progressive Movement.

The same creative impulses that were transforming industrial production were turned to the social problems of the new cities. Public health programs were started and groups were founded to offer help to the poor. Public school systems were enlarged and strict qualification standards for teachers were set. Government reform was brought about partially by a system of promotion for public employees based upon merit rather than upon political favoritism. Housing quality laws were passed.

Agencies were created to teach language and job skills to millions of immigrants. In addition, there were many technical innovations that improved the quality of city life.

These included the electric light and the electrification of machinery, water and sewage systems, the trolley car and subway, and the elevator and skyscraper. By the 1920s, it seemed that the American city was finally gaining the ability to solve its many problems.



AMERICAN METROPOLIS

I. By about 1918, half of the USA population lived in cities and metropolitan areas; by 1990, almost 80 % lived in such places. The creation of large metropolitan markets for goods, services and jobs acts as a magnet for further growth. In addition, as farming has become more mechanized over the last half century, increasing numbers of unneeded farm workers have followed those who earlier sought better lives in urban areas. There are many activities, which can only thrive in central locations with large populations. These include manufacturing, business and government administration, large-scale cultural and retail activities, and a whole host of service occupations.

II. Despite this, many central city areas have experienced a decrease in population since the mid-1960s, as suburbs grew. This loss is not the result of people's returning to live on farms or in villages. It is a product of Americans' increasing prosperity and of their desire to own a piece of land.

The growth of American cities between 1860 and 1960 has always been viewed in the USA with feelings of both pride and dismay. The city is a product of the machine age; it is a creation of the industrialization, which produced much of the country's wealth and strength.

Much that is best and most innovative in education, culture, and political and social thought results from the intellectual exchange and excitement which city life makes possible.

On the other hand, poverty, overcrowding, social conflict and criminal violence are also much more common in cities than in rural areas. Demands for social services which go beyond the ability of the cities to provide have, over time, created problems which make living in the cities less attractive.

III. The response of many city dwellers has been to relocate from the city center to less heavily populated areas at the edge of the city. These areas, known as "suburbs," have combined elements of both urban and rural living, and have blurred the dividing line between city and countryside.

Many business and manufacturing firms have moved to these suburbs, attracted by lower taxes, low land prices, and the growing labor pool and retail markets there.

Older distinctions between city and suburb, central business district and suburban shopping area, and even city slum and single home residential district are not very useful today.

This is because these places are no longer relatively independent. The suburban rings around all central cities must be regarded as part of the urban structure. Central cities and their suburbs together form metropolitan regions and must be considered economic and social wholes.

IV. Highways have been constructed to make travel from city to suburb easier, and the provision of social services has been extended, so that living in a suburb is nearly as convenient as living in a city, and yet the problems of overcrowding and crime are much less serious.

Meeting the needs of these expanding outer rings of metropolitan areas requires more complex systems of urban government. A variety of urban governmental forms, often distinguished by whether they are headed by an elected individual (mayor), a hired manager or a council of elected officials, is being tried to determine which is most effective at meeting modern urban/suburban needs.

V. Also as a result of the expansion of these suburban rings, many metropolitan areas have grown so large in recent decades that they have overlapped, and have begun to merge. This new urban network has been called "megalopolis" by French geographer Jean Gottman. He identified the largest of these as occupying an area on the Atlantic seaboard from north of Boston, through New York, south to Washington, D.C. – "Bosnywash". This megalopolis contains more than one-sixth of the entire USA population. It is bound together by many economic and social relationships. It is estimated that by the year 2000, 80 % of Americans will live in 28 or so of these megalopolises.

VI. As many of America's urban dwellers have moved to the suburban rings in search of greater privacy, cleaner air and less social conflict, a pattern of urban living has emerged which is in sharp contrast to that in cities in other industrialized countries. Elsewhere in the world because of the advantages which city life can offer, city centers – or inner cities – are regarded as the most desirable living space and are occupied by the most affluent groups.

In the USA, many in the wealthy and the middle class have moved to the periphery. As a result, cities have lost tax money that these groups paid to provide needed services.

The lessening of services further encourages those who can afford to move outside the city limits to do so, and the city centers are perceived as among the least desirable areas to live.

This does not mean that those areas are unoccupied. It means that, because of the low rents, newly arrived groups, the members of which are the least educated, least skilled, poorest and least adapted to urban life, move first into the most undesirable living space near the center of the city.

Who are these groups? An important source of urban population growth, especially since 1945, has been the migration to cities of black Americans and Hispanics. Many of these newcomers had been farm workers whose livelihood was lost through the mechanization of farms. They followed the trail of earlier migrants to the city, expecting to find semiskilled factory and service jobs.

VII. Unfortunately, their migration occurred when economic changes were causing a loss of such jobs, many to other countries. The consequence is that all the larger American cities have experienced an increase of relatively unskilled, poor people for whom jobs are not readily available. However, as these people gain skills, get jobs and become more affluent, they, in turn, move outward and their places are taken by a less affluent and more rootless population.

These are only general tendencies and there are many exceptions. For example, during the past two decades cities such as New York, Boston, Baltimore, Washington, D.C. and San Francisco have accomplished major "urban renewal" projects, rebuilding and renovating huge tracts of the central city area, and thus once again attracting businesses and more affluent groups to settle there.

In many cities, young middle class business and professional families have returned to deteriorating neighborhoods and restored the economic and cultural vitality of the areas. Though it probably represents only a minority trend, this is a hopeful sign for the American cities.

VIII. It is only to be expected that the enormous century-long growth of cities should have left many unsolved problems. Most of these problems were not foreseen. Probably they could not have been. Many are the consequences of successes of one sort or another. The noise and congestion of automobile traffic, for example, is a result of almost universal car ownership.

Cars fill many city streets which were intended for horse and foot traffic. The federal government has been deeply involved in the fate of the cities since the economic depression of the 1930s.

Before that, the role of Washington had simply been to coordinate local efforts. In recent years, the federal government has assisted city governments in coping with the increased costs of services, the loss of tax revenues and the poverty of many residents.

IX. In general, ups & downs of the national economy can have a profound effect on city life, and the cities need help to lessen the impact of those ups & downs. In 1965, a Department of Housing and Urban Development was created in the federal government to manage programs concerned with community development and housing needs. City administrators have tried in recent years to strengthen their abilities to organize the delivery of services. Mayors in many cities have been given wider powers to cope with the magnitude of the problems with which they are faced. One reform effort is the attempt to create metropolitan-wide governments.

X. Mass production and distribution of necessary goods are best accomplished when many people live together in a community. In this sense, the city is a product of industrialization and trade – the foundations of the modern American economy. Americans live in cities from economic necessity and a desire to enjoy the social and cultural advantages cities offer. At the same time they yearn to own a separate piece of land, to be closer to nature and to be free of the limitations imposed by living too close to others. This dichotomy has been made more difficult by America's extremely rapid change from a rural to an urban society and by the multinational nature of the American society, in which members of many different ethnic groups find themselves living very close to one another – and trying to tolerate and accept one another's different ways of living – in the huge cities of the USA.

The social problems that are products of the rapid growth of urban populations will be alleviated as more and more creative approaches to urban living are found. Urban planning and renewal with a central consideration for human well-being – an unaffordable luxury in the early stages of industrialization – have become the standard in America's post-industrial phase.

The outlook for America's cities and for the quality of life for the nearly 80 % of the American people who live in urban settings is hopeful.

Exercise 1. Identify the sentences (A-J) that logically belong to the paragraphs (I-X).

A. The creation of large metropolitan markets. B. The social problems of mass production. C. The growth of American cities. D. The suburban rings. E. Moving to the periphery. F. The new urban network. G. Universal car ownership. H. Programs of housing. I. General tendencies in migration. J. A variety of urban governmental forms.

Exercise 2 Give the main idea of the text.



NEW YORK: YESTERDAY & TODAY

A huge suspension bridge, the second largest span in the world, now crosses the Verrazano Narrows through which every ship must pass on its way to New York Harbor and the docks alongside the banks of the Hudson River. Giovanni da Verrazano, an Italian explorer, was the first person to approach these narrows, while searching for a northwest passage to the Pacific in 1524.

He paused, but decided there was no point in exploring any further. The English explorer, Henry Hudson, was the first to sail into New York Harbor (in 1609) and up the river to which he gave his name. He, too, was looking for a passage from the Atlantic to the Pacific. The English, however, were not the first to colonize New York; the Dutch bought Manhattan Island from the Indians for what today would be the equivalent of \$24! They named it New Amsterdam.

In 1653, New Amsterdam had a population of 800. The Dutch discovered that the island's soil lay on hard rock, while much of the land between the island and the coastal strip was swamp. They filled the swamp with their garbage and so created what is today Brooklyn. They also improved the soil of the northern area, now known as the Bronx. In 1664 the English and the Dutch went to war.

New Amsterdam was seized by the English fleet, and finally, in 1674, it became an English colony. It was renamed New York. The Dutch and English colonists got on well together, sharing the same spirit of independence. They were both fiercely separatist in the American Revolution, and fought side by side against the British. After the war, New York became the first capital of the USA, being already the largest city in North America. By the end of the 18th century it had a population of 60 000, but it grew rapidly during the 19th century thanks to the millions of immigrants who landed there. However, New York did not remain the capital for long.

In 1793, Washington laid the foundation of a new capital city, and the Americans called their new capital Washington, after their great leader.

New York became one of the largest and most powerful cities in the western world and has at present a population of more than 8 mln. Modern New York is an exciting city. The architecture of Manhattan, with its soaring skyscrapers, is not soulless, as many foreigners imagine. The materials used – copper, stainless steel, concrete and glass – give the buildings a striking beauty.

The long avenues, broad and straight, lined with expensive stores and massive apartment houses, impress by their scale alone. So does Central Park whose trees and rocks and lakes almost give the impression of a wilderness. New York is an impressive place for those who love the arts.

Its museums and numerous art galleries, the concerts, opera and ballet performed at the Lincoln Center, the theaters on and off Broadway and in Greenwich Village, make it one of the world's centers of the arts. New York, of course, has other faces less attractive.

The poor districts of the city have some of the worst slums in the USA, and it is not safe for a white person to walk in the black ghettos of Harlem and the Bronx. Its crime rate is among the highest in the western world. The narrow canyon of Wall Street, right down on the tip of Manhattan, is the center of New York's business world, whose powerful influence is felt by countries everywhere. New York has the finest daily newspaper in the English language – the *New York Times*.

Many foreigners mistakenly believe that Manhattan is New York, whereas Manhattan is just one of New York's five boroughs. It is not the largest. The Bronx, Brooklyn and Queens are now larger than Manhattan, leaving only far away Richmond, on the other side of the Verrazano Narrows, with a smaller population. These four boroughs have been called the "bedrooms" of Manhattan, because most of their residents work in Manhattan. New York's boroughs are still divided up into neighbourhoods, and moving from one to another is still rather like moving from one country to another.

New York is a city of bridges and tunnels, for both Manhattan and Richmond are islands and the city as a whole has a waterfront of 520 mi.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Translate the notion.

Manhattan – an island near the mouth of the Hudson River forming part of the city of New York. The site of the original Dutch settlement of New Amsterdam, it is now a borough containing the commercial and cultural centre of New York City. Origin: named after the Algonquin tribe from whom the Dutch settlers claimed to have bought the island in 1626.

Broadway – a street that runs the length of Manhattan in New York City. It is famous for its theatres, and its name has become synonymous with show business. It is also known as the Great White Way, in reference to its brilliant street illuminations.

Bronx – a borough in the north-east of New York City. Origin: named after Jonas Bronck, a Dutch settler who purchased land there in 1641.

Brooklyn – a borough of New York City, at the south-western corner of Long Island. The Brooklyn Bridge (1869-83) links Long Island with lower Manhattan.

Exercise 3. Match phrases with numerical data without using the text. After that consult the text and comment on the difference.

Phrases	Data
Italian explorer was the first person to approach the Pacific _____	in 1554.
The English explorer, H. Hudson, was the first to sail into N. Y. Harbor _____	in 1629.
Safe passenger elevator was advented _____	in 1852.
The English and the Dutch went to war _____	in 1654.
New Amsterdam was seized by the English fleet and became an English colony _____	in 1664.
New Amsterdam had a population of 60000 _____	by the end of the 18th century
The foundation of a new capital city was laid by Washington, and the Americans called their new capital Washington _____	in 1773.
The city as a whole has a waterfront of _____	520 miles.



DIALOGUE

MANHATTAN SKYLINE

After Cambridge, Mass. Alex was to go to New York City to give three lectures at Columbia University, meet some people there visit a few laboratories. He had never been to New York City before and was looking forward to the event. In the evening, the Hallstead told him what they thought he ought to see there during his stay.

ALEX: I'll be rather pressed for time. What do you think I ought to see in New York?

HALSTEAD: Take a walk in Manhattan. It's the island, which forms the heart of the city, as you know. Rockefeller Centre is certainly worth seeing. It is a privately owned business and entertainment centre, actually a cluster of ultramodern skyscrapers rising between Fifth and Seventh Avenues. They house such corporations as NBC, ABC, and famous Radio City.

DORIS: Then there's the Empire State Building. It held the world's record for tallness until the 1970s. Then the twin towers of the World Trade Centre pushed it down not once but twice. They were dedicated in 1973 and for some time were the tallest in the country until a month later the Sears Towers of Chicago topped out at 104 feet higher.

STEVE: By the way, for anyone wishing to see New York City, the Big Apple as we call it, a visit to Times Square is a must of course. This area includes a multitude of theatres, cinemas, dance halls and night clubs. It extends on both sides of Broadway.

ALEX: How do I find it?

STEVE: Well, it's at the intersection of Broadway, the longest street in New York, 7th Avenue and 42d Street. You've got to see it at night. It's a mass of glittering neon and advertisements. Then at 59th Street and Broadway you will pass the Metropolitan Opera.

ALEX: Oh, yes, the famous Met...

STEVE: Of course there's public transportation but I guess the best way to see and capture the spirit of the city is on foot.

HALSTEAD: Manhattan is a very special part of the city. It's densely packed with people who commute from every direction to jobs in New York.

ALEX: Commute...?

HALSTEAD: Yes, that means to travel daily or regularly back and forth by car, train, bus ...

ALEX: One is impressed by the great number of cars that actually clog the streets here...

HALSTEAD: By the way, many Manhattan residents themselves don't own cars because monthly parking costs more than two-bedroom apartments in other cities. Rents are very high there too.

STEVE: I'd say downtown in Manhattan the true flavour of the city is its sidewalks. They're streaming, jostling and full of lively disorder you can see there people from all walks of life. The contrasts can be jarring to a foreigner.

ALEX: One hears so much about Fifth Avenue and Wall Street...

STEVE: Well, unlike Broadway Wall Street is only a quarter of a mile long. Principal offices of most of the city's largest banks and the largest insurance companies are located there, as well as the New York Stock Exchange. But the grandest architectural achievement is definitely the Manhattan skyline. It is a landscape that undulates from the towers of the financial district to the midtown skyscrapers.

ALEX: It sounds so very interesting. I think it will be fantastic to see it all... I'd like to visit the Metropolitan Museum. Can I reach it by walking through Central Park?

DORIS: You certainly can, it is situated right on the edge of Central Park. The Park is quite lovely; its greenery is an oasis in the middle of the cement city. It stretches two and a half miles. But don't go there after dark, it's not safe. The next morning ALEX arrived in New York City. With a map in his hands he easily got his bearings. Although New York is composed of five boroughs – Manhattan, the Bronx, Queens, Brooklyn and Richmond, the city is centred on Manhattan.

It is here that the major art galleries, theatres, museums and businesses are situated.

ALEX walked along the famous Fifth Avenue. He was amazed by the unbelievable variety of people and street scenes. Then he boarded the bus to see the East Side. He found that there was a visible frontier on the East Side at 96th Street. Then he went to get a glimpse of Harlem, where the largest population of black Americans in New York is concentrated. He also went to see Greenwich Village, an area originally populated by playwrights, poets and novelists, but now gentrified and filled with tourists. Only very rich artists can afford an apartment there.

Columbia University – founded in 1745, private.

Manhattan (received its name from an Indian tribe that originally lived there) – one of five boroughs of New York. New York stretches over Manhattan and several adjacent islands and is said to have been bought by a Dutch governor Peter Minuit for \$24 worth of trinkets.

Rockefeller Centre – privately owned business and entertainment centre; 15 skyscrapers housing large corporations such as the National Broadcasting Company (NBC), the American Broadcasting Company (ABC) and American and foreign press agencies. The part comprising theatres, radio and television studios is called Radio City.

Empire State Building – this 104-storeyed skyscraper was the tallest before the World Trade Centre was built.

World Trade Centre – centre of trade, new tallest skyscraper built in 1971-1973 housing about 400 firms and offices.

Sears Towers – skyscrapers in Chicago, the tallest in the US, 480 m high.

Times Square – area of central Manhattan between 43rd and 47th Streets.

Broadway – 1) street running north and south through New York City, known as the axis of the city's main theatre and entertainment section; 2) New York's theatre and entertainment industry.

Metropolitan Opera House (the Met) is part of the Lincoln Centre for the Performing Arts.

downtown – main business section of a city or town (opp. Uptown). In New York City the words "downtown" and "uptown" mean the lower and the upper sections of Manhattan.

Fifth Avenue – the most fashionable street in Central Manhattan.

Wall Street (from a defensive wall built by the Dutch in 1653) – street in lower Manhattan, the main financial centre of the US; US financiers and their power, influence, policies, etc., or the US money market.

Stock Exchange – place where stock and bonds are regularly sold and bought.

Metropolitan Museum of Art – museum with the richest collection of European paintings, Egyptian & Greek art.

Central Park – park in northern Manhattan between 59th and 110th Street and between 5th Avenue and 8th Avenue; it is 2.5 miles long and 0.5 mile wide.

Bronx – borough in N.Y., north of Manhattan. The largest N. Y. Zoo & the Botanical Gardens are situated there.

Queens – borough in New York. La Guardia Airport and Kennedy International Airport (named after John Kennedy) are situated in Queens.

Brooklyn – borough in N. Y. The largest & the most densely populated south of Manhattan on Long Island.

Richmond – borough in New York comprised of Staten Island and nearby islands.

East Side – section of Manhattan.

Harlem – section in Manhattan populated by three ethnic groups: black Americans, Puerto-Ricans and Italians.

Greenwich Village – section of New York, on the lower west side of Manhattan noted as a centre for artists, writers, poets; formally a village.

Exercise 1. Answer the questions.

1. What did the Hallstead tell Alex about Manhattan and its most important and well-known buildings? 2. Which of New York's streets is the longest? 3. How large is Central Park and why is it not safe to walk there after dark? 4. What do you think impressed Alex most in Manhattan? 5. Where are the major art galleries, theatres, museums and businesses situated? 6. What sights did Alex visit? 7. How did he like the city? 8. What was his impression of the city?

Exercise 2. Choose the keywords that best convey the gist of the information.

Exercise 3. Read the text and pick up the essential details in the form of quick notes.

NEW YORK – THE BIG APPLE

New York, America's largest city (over 18 mln. inhabitants in Greater New York, 8 mln. of which live in New York itself) is the national leader in business, finance, manufacturing, the service industries, fashion and the arts. Its recorded history begins with an Italian navigator, Giovanni da Verrazano, who around 1524 sailed into the present New York Bay.

In 1609, Captain Henry Hudson explored the harbour and the river, later named after him. In 1624 Dutch colonists arrived and established their permanent settlement, named New Amsterdam.

The following year the Dutch West Indian Company bought the whole island of Manhattan from Indians for a few trinkets. Dutch was the official language of New Amsterdam, but before its population reached 500, it was reported that 18 different languages were spoken there.

In 1663, the colony was captured by the British fleet under Duke of York and renamed New York, but the Dutch and those who came with them stayed, so from the very first years of its existence New York was truly an international city. New York was active in the colonial opposition to Britain and several battles were fought in this area. In 1778, the British seized the city and controlled it for the rest of the war. When in November 1783 the Americans returned, they found New York in a very poor state.

Out of its 4,000 buildings, about 1,000 had been burned and the rest were hardly inhabitable.

An energetic program of general reconstruction was launched. Within the next four years, the population doubled and in 1800 reached 60,000.

By 1815, the value of imports arriving in the New York harbour was double that of Boston and three times that of Philadelphia, the major colonial ports before the Revolutionary War.

The opening of the Erie Canal in 1825 accelerated even more expansion of the city, already the nation's largest. After the Civil War of 1861-1865, industrial development quickened and brought a massive wave of immigration from all over the world.

During the 19th century, the city expanded northwest from the tip of Manhattan and by 1784 included the whole island as well as the territory of the present Bronx.

In 1898, New York assumed its present boundaries, annexing Brooklyn, Queens and Staten Island. Today's New York presents the greatest contrast possible to the island the Dutch traders settled in 1624. In 1811 a "city plan" was adopted under which rigid lines cut through woods and fields of Manhattan, flattening hills, burying beneath the surface countless little rivulets, tunnelling through the rock, turning the city into endless rows of impersonal rectangles. Physically, New York is now one of the least historic cities of the world. Practically nothing has remained of Dutch New Amsterdam.

Except for Greenwich Village, most of Manhattan is laid down in rectangles. Its Avenues run north and south and are numbered from First Avenue on the east to Twelfth Avenue on the west.

The Streets run east & west and are numbered consecutively as one moves from downtown to uptown (from south to north). What's more, the numbered cross-town streets are further delineated as East and West – that is east and west of Fifth Avenue.

Odd numbers are on the north side, even numbers – on the south side. Virtually all the cross-town streets, which are not very long, begin at the waterside of the island of Manhattan and end at the water side on the other side, for New York, above all, is a port and harbour city.

On the 5 boroughs into which the city is subdivided, only Bronx is on the mainland. All the others are surrounded by water. Consequently, a maze of tunnels and bridges connects these boroughs with one another. Everything about this huge city is impressive, but especially fascinating are its gigantic suspension bridges: Verrazano Narrows bridge (1964) whose longest span is about 1,300 m long, the mighty George Washington Bridge (1931) and the famous Brooklyn Bridge (1883).

Any visitor to New York can immediately see that the traffic problem here is most acute.

Every day over 1 mln. commuters come to Manhattan from other parts of the city as well as the neighbouring states of New Jersey and Connecticut. A single accident on the multi-lane expressways can cause great delays and plenty of late office workers.

Despite all attempts to vary starting and ending hours of workers in New York, the morning and late afternoon rush hours continue.

For all the fame its skyscrapers have brought New York, many people criticize skyscrapers for being economically unsound (most of them are idle 16 hours daily) and for serving only as a kind of giant advertisement of the corporations after which they are named – Chrysler, Woolworth, RCA, etc.

New York is also the cultural capital of the nation. It has a large theatrical district, centred around Times Square. The same sort of crowds as those packing the famous Metropolitan Opera House or Radio City Music Hall are drawn to the Metropolitan Museum of Art, the Guggenheim Museum of Modern Art, American Museum of Natural History and many others.

Over 500,000 (1983) students are enrolled in its numerous colleges and universities, among them such giants as the State University of New York (1948), the City University of New York (1847), New York University (1832), Columbia University (1754) and many others.

Verrazano, Giovannida (1480?-1527) – Italian explorer in the service of France. Also spelt Verrazzano.

Hudson Henry (?-1611) – English explorer, especially of the waters about the American Atlantic coast.

New Amsterdam – Dutch colonial town in New Netherland on Manhattan Island founded in 1626. In 1664 the British seized New Netherland. Charles II granted the province of New Netherland and city of New Amsterdam to his brother, Duke of York; both were renamed New York.

Duke of York – title given to the second son of the British monarch. In 1664 this title belonged to the second son of Charles I who later reigned under the name of James II (1685-1688).

Erie Canal – bridge canal between Buffalo, on Lake Erie, Albany, on the Hudson, completed in 1825. It cut travel time one-third, opened Great Lakes area and made New York City chief Atlantic port in the US.

Staten Island – island in New York. Bay forming the borough of Richmond in New York City.

New Jersey (N.J.) – eastern state of the US on the Atlantic; one of the 13 original states; capital Trenton.

Connecticut (Conn.) – New England State of the US; one of the 13 original States; capital Hartford.

Chrysler Building – skyscraper which in the 50s was second only to Empire State Building.

Woolworth Building – impressive skyscrapers built in 1913 in neo-gothic style, called “Cathedral of Commerce”.

RCA Building – the tallest of the fifteen skyscrapers comprising the so-called Rockefeller Centre. Houses Radio Corporation of America.

(Solomon) R. Guggenheim Museum of Modern Art – founded in 1937, this museum is housed in a unique building designed by F.L. Wright. Contains an impressive collection of modern artists. After Solomon Guggenheim, US philanthropist who set up a foundation granting fellowships to artists and writers.

American Museum of Natural History – one of the largest museums of natural history in the US is very popular with schoolchildren.

State University of New York – founded in 1948. Is comprised of 30 community colleges, 6 two-year agricultural and technical colleges and dozens of university centers and specialized colleges. Total enrolment nearly 400,000. Campuses at Albany, Buffalo, etc.

City University of New York – founded in 1847. Municipal. Comprised of six community colleges and ten City colleges (such as Brooklyn College, Queens College, etc.)

New York University – founded in 1832. Private.

Exercise 1. Answer the questions.

1. Why are the river and the bay named after Henry Hudson? 2. How did New Amsterdam become New York? 3. When was it established as the largest city of the nation? 4. Which of the five New York boroughs is the oldest? Does it have many historical relics? 5. Why is it easy to find one's way in Manhattan? 6. What is characteristic of all Manhattan's cross-town streets? 7. Which of New York's sights impresses one most? 8. Why are traffic problems so acute in New York? 9. Where are odd numbers and even numbers? 10. Where do all cross-town streets begin? 11. How many students are enrolled in its numerous colleges and universities? 12. What are the grants of them? 13. Is the traffic problem here most acute? 14. How many boroughs is the city divided into?

STATEN ISLAND

Staten Island, a 20 minute trip on its famous ferry from Manhattan, is perhaps best known as the home of one of the world's largest *rubbish tips*. For years, New York City has been dumping its vast amounts of waste into an enormous, *ugly landfill* on the West side of the island.

Now a mood of revolution mingles with the smell of decomposing garbage in the air.

This stinking eyesore has become symbolic of the residents' growing discontent with the rotting Big Apple; in the words of one local "the islanders feel they have been *dumped on*, both literally and figuratively". In November, as the islanders voted in New York's municipal election, they were asked if they supported a formal separation from the city. Two thirds said "Yes".

The *overwhelming feeling* is that enough is enough, and the time has come for *decisive action*.

This spirit of revolution was evoked in a dramatic rally held by the pro-secessionists at the polls. Supporters of the independence movement dressed up in American revolution-style clothes and fired four blank cannon shots across the harbour to demonstrate their defiance against Manhattan, Queens, Brooklyn and the Bronx, the other four boroughs of New York City.

The city government, which previously disregarded all, talk of independence as being "*foolish*" and "*wrong-headed*" has suddenly been forced to sit up and take notice. The consequences of such a separation would be far from trivial. Staten Island would become New York State's largest city after the Big Apple itself. If it were to gain its independence, similar movements would undoubtedly *be triggered-off elsewhere*, where feelings towards large local governments are becoming *ever-increasingly hostile*.

Within New York City there are already murmurings of discontent in Queens – the success of Staten Island's *struggle for independence* could herald a *spate of similar campaigns nationwide*.

Staten Island, a leafy, suburban and largely middle-class community seems in some respects a world away from the *grim realities* of the rest of New York. In Manhattan, Queens, Brooklyn and the Bronx, racial tension, violence, crime and drugs are becoming ever increasingly common facts of day-to-day life. The predominantly white islanders fear the spread of the Big Apple's infection. "We don't have as much crime, and we want to keep it that way", says 59 year-old Dorothy Fitzpatrick, who works for the island's borough. "We don't like the way the city is going with the crime and drugs."

It now remains for the state legislature in Albany and Governor Mario Cuomo to decide the outcome of the call for independence. "It would *be the height of cynicism*, it would be immoral for them to stand in the way", says the island's state senator and *champion of the secession movement*, John Marchi. "We're not leaving the country, we're not leaving the state, and we're just asking that the island be given the opportunity for self governance." Now that the ball is rolling, it could be difficult for them to refuse. In the words of Senator Marchi, "Island Independence is nothing less than the spirit of American freedom incarnate. They cannot deny that from us."

Exercise 1. Choose the keywords that best convey the gist of the information.



NEW YORK – THE OTHER SIDE OF THE MEDAL

New York has an abundance of problems typical of other American cities. Foremost among those is its high crime rate which is a way of life. Drugs have become an epidemic.

At least a quarter of city's crime is directly related to the need of heroin users for a "fix". New York is a major port of entry for the drug and so far all efforts to cut off its supply has failed. Marihuana is so common that it is sold rather openly and the police cannot cope with its widespread use.

New York's worst slum area – Harlem – occupies a four-square-mile district north of Central Park. It was a fashionable all-white community until about the turn of the century, when Blacks began moving to upper Manhattan in large numbers from the West Side. As the first Blacks moved in, the whites who had lived in this area steadily moved out. Harlem has been black ever since, white people normally never go there on foot. Much of modern Harlem has practically no decent place to live.

Nearly half of the houses were built in the last century and they have never been modernized or repaired. Many houses are abandoned. Property owners have calculated that the diminishing rents from the poor tenants make it unprofitable to provide basic services for the buildings.

More than half of Harlem children live with neither or only one of their parents, growing up without the stability of a normal home. Incomes are low, unemployment rate is high.

The problems of New York large Puerto-Rican community are no less critical than those of the Blacks. Puerto-Rico first became an American possession after the Spanish-American war of 1898 and its residents have been American citizens since 1917.

However, the real influx of Puerto-Ricans into the US did not begin until the years following World War II. In 1983 there were already over 1,000,000 Puerto-Ricans living the country, of which almost 70% clustered in and around New York. Job opportunities for them are still more limited than for the Blacks and prejudice against them is even higher.

There is in addition the language problem, for even among children attending school knowledge of English is very poor since at home they speak only Spanish.

In occupational status, family income and educational achievement, the Puerto-Rican New Yorker is below the low level of the poor black New Yorker. Because of poor housing, high rents and bad schools many thousands of well-to-do families left New York (between 1970 and 1980 its population dropped by nearly 825,000). As a result, hundreds of businesses were closed. New York lost almost 300,000 factory jobs. So, for a black or a Puerto-Rican the problem of finding a job became hopeless while thousands of bank employees and other officials commute into Manhattan from the outlying parts of Long Island or even from the neighbouring states of New Jersey and Connecticut.

In the late 1970s – early 1980s New York's economy made a crucial shift towards service-based industries and the expansion in the financial sector. This explosion of activity reinforced its position as a major financial centre of the world. Finance and business services are now more important employers than manufacturing, having produced over the past few years nearly 400,000 new jobs.

The discrepancies between the haves and have-nots are seen at the most acute in the housing market where wealthy executives are driving up prices at an alarming rate.

Little by little lower income groups are being forced out of Manhattan as glittering condominium tower blocks are being erected in the "gentrified" neighbourhoods transformed from ghettos into chic middleclass living quarters. The expansion of the gentrified territories has undoubtedly brought some benefit to the city, giving these areas more stability and making them safer than they used to be, partly because of stronger policing. Gentrification has already spread up and down Manhattan on both the East and the West side, beginning now to gnaw at the fringes of Harlem.

However, the difficult problem is that the cheaper housing, which allowed the poor to survive in the city, is being taken away and not replaced, since cuts in social services reduced federal funds for housing programs. At its worst, the crisis in housing can be seen on the streets of the city, in the "bag ladies" and the "street people" who sleep wherever they can find a warm hole for the night.

SKYSCRAPERS

Tall, taller, tallest best became attributes of modern buildings after the advent of the safe passenger elevator in 1852 made higher stories easily accessible & iron framing (later steel & reinforced concrete) made them stable. But the name skyscraper wasn't applied until the 1880. The skyscraper developed simultaneously in Chicago and in New York and has since changed the face of cities across America.

Many early tall office buildings were modelled on Renaissance palazzos, stretched vertically. Their load-bearing walls rose as horizontal layers of stone or brick, following a tradition from antiquity exemplified by the Washington Monument, still the tallest load-bearing masonry structure anywhere.

By the 1890, steel skeletons were coming into use, carrying a building weight and freeing its walls to serve as curtains that protected and insulated. Still, architect found inspiration in traditional styles as they built monuments and corporations, such as Woolworth and Chrysler.

The Empire State Building set the model for large office buildings built strictly for profit. With the development of air-conditioning, buildings became what architect-professor Cesar Pelli has called "complete containers of controlled environments". Glass walls, envisioned as early as they 1920 by German born American architect Mies van der Rohe, proliferated after World War II. An acclaimed example of international style, the glass-walled Seagram Building spawned a generation of imitators.

By the 1980, tall had lost some of its glamour, and many architects were rejecting the international style. They turned again to historical, ornamental antecedents, as seen in New York's AT & T tower with its controversial Chippendale like pediment and popular Renaissance-inspired arcade.

The reality is that the skyscraper has become the logo for urban development in America, it has bridged the 20th century with its indestructible, prodigious presence.

Today's skyscraper is a creation of economics and the need to escape the press of horizontal holding. It is not surprising that developers are looking upward rather than outward because raw land in midtown Manhattan now is costing more than entire buildings a few decades ago. (In the right place, in good times) A prestigious new building can attract tenants who will happily pay more than \$1000 for each square foot of lofty floor space they occupy. When an entire skyscraper is offered for sale, the sum involved can total hundreds of millions of dollars.

In its making, the skyscraper draws on colossal egos, on financing almost inventive enough to warrant a patent, and on the talents of the world's leading architects and engineers.

In at least one case of new-generation skyscraper construction, an individual made the lofty reach for name recognition. Donald Trump assigns his 68-story tower at Fifth Avenue and 57th Street to the camp of the "greats"—buildings, which create a positive impact. It is the flagship of his real estate empire, ranging from casinos in Atlantic City, to a house with 118 rooms in Palm Beach.

The Trump Tower is one of several dozen tall buildings erected in New York during the 1970 and early 1980. Among those is the AT & T corporate headquarters building.

The AT & T tower rises for 37 stories at 550 Madison Avenue, the design work of Philip Johnson and John Burgee, both superstars among today's architects. The building stands on four massive columns so tall that the first floor is 14 stories above ground.

Unlike the glass, boxes of the last generation of skyscrapers the new towers abound with style and, in many cases, intelligence. In one manifestation of a smart building, electrodes in the windows take readings on the intensity of sunlight, and a computer adjusts the interior lighting accordingly.

The temperature in an office can be raised or lowered by dialling certain numbers on the telephone.

The planning includes integrated services, such as electronic mail and a central digital telephone switchboard, shared by all tenants of the building. Structural engineering, as it pertains skyscrapers, made major advances. The threat of fire too continues to be the dominant safety concern in skyscrapers.

This was reaffirmed in 1988 when one person died and 40 others were injured in a blaze that tore through five floors of the 62-story First Interstate building in Los Angeles.

Exercise 1. Read the text and pick up the essential details in the form of quick notes.

DIALOGUE

THIS TERRIBLE PROBLEM OF CRIME

Next afternoon, as Alex was waiting for the Briggs on 23 Street, on the West Side, he walked into a supermarket near his hotel, just to see what it looked like. Inside he saw shoppers moving up and down the aisles pushing carts into which they loaded packages taken from the shelves. Almost everything was packaged or wrapped. Even bunches of carrots or lettuce came in transparent bags.

Many foods were completely prepared. There were also frozen meals packaged in trays.

These were called "TV dinners" because a family could supposedly watch TV while the dinner was cooking and then continue to watch as they ate their dinner right from the cooking trays.

Alex thought they were very convenient: no pots or dishes to wash, no last time. In most American supermarkets all the cans, bottles and packages have computerized codes on them.

The clerk at the checkout line just passes the goods over a counter where they are automatically registered by a computer. Most supermarkets are part of national chains with hundreds, sometimes thousands of branches throughout the nation. As he came out of the supermarket, Alex saw Briggs manoeuvre his little car expertly through the narrow part of the street and stop in the parking area.

"Hello, Alex", he said as he got out of the car. "We haven't kept you waiting long I hope?"

"Oh, no not at all. I've just wandered around a bit", Alex said.

"Okay. I have an idea. Let's go and see the Empire State Building first thing".

After the sightseeing tour Alex suggested having dinner together at some quiet place so they could talk. The Briggs gladly agreed.

BRIGGS: So, what's your impression of New York, now that you've seen some of it, Alex?

ALEX: I'd say it's the most urbanized city that I've ever seen. It's all geometry – angles and stones. But of course one is impressed by the rush of New York, its frantic pace of life, its jammed streets...

Mrs. BRIGGS: I think it's a petrified city with hardly any living trees. The streets of Manhattan are just cement canyons, except for Park Avenue and Central Park.

ALEX: I took a walk in Central Park and saw lots of young people jogging in the morning.

BRIGGS: Yes, jogging has become very popular. Many people believe this passion for jogging has turned Central Park into a slightly safer area.

Mrs. BRIGGS: Oh, but I wouldn't risk walking through Central Park after dark just the same. It's been known for mugging, robberies and even murders for years.

ALEX: One hears a lot these days about it, but is it really as bad as all that?

BRIGGS: I hate to admit it but crime still remains a problem. It is often committed by the young – those who should be the most innocent.

ALEX: In my country, statistics show an upsurge in the crime by the teenagers.

BRIGGS: Some people claim travelling by subway is not always safe. Besides, in no other country will you see so many police officers on the streets, cops, as they're called here. New York police are probably just about the toughest in the world. New York City is a tough place.

Mrs. BRIGGS: It has become very common to own guns for personal protection.

ALEX: How do you explain this outbreak of violence in many countries? What is it that incites crime?

BRIGGS: Well, I wouldn't know. Violence is a broad concept. It may be that in many cases violence is fuelled by easy access to guns, alcohol and drugs. For some people property costs more than human life.

ALEX: Do you think that violence can be fed by social injustice?

BRIGGS: Yes, violence frequently results from the frustration that people feel when they can't find a decent job.

Mrs. BRIGGS: We also talk a lot in this country about the fears and antagonism generated by racial differences. The murder of Dr. Martin Luther King seems directly tractable to racial hatreds.

BRIGGS: The point is that the USA has a long history of aggressive violence by white persons against those of different races. It dates back to the beginnings of European settlement in North America. In the years of slavery, Blacks were killed selectively, since they represented important economic investments. As to Indians, they were regarded as savage beasts, which could be exterminated because they impeded economic progress. With the end of slavery, Blacks met with the brutality of white Americans. You see my point?

ALEX: I certainly do.

Mrs. BRIGGS: I think there's a lot to be said for adequate gun laws. We need them badly. We live in a country where one can possess any type of deadly weapon for a relatively small sum of money. Attempts to control the sale of weapons through legislation have been unsuccessful so far.

TV has the most pervasive influence of all, if you ask me. Just look at the children. They often sit glued to the TV hypnotized by violence shown on the screen; all in bright living colour, mind you.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions

1. How can one explain the outbreak of violence? 2. In what way are crime and violence related to social injustice? 3. What is the historical background of aggressive violence in the USA? 4. Are there any federal gun laws in the country that ban using weapons? 5. Why is the problem of narcotics especially acute in New York? 6. What was Harlem in the past and what does it look like now? 7. What makes the problems of Puerto-Ricans even more critical than those of black New Yorkers? 8. Who benefited from crucial shift in the city's economy in the 1980s?

Exercise 3. Translate all phrases.

Rubbish tips, ugly landfill, to dump on, overwhelming feeling, decisive action, wrong-headed, be triggered-off elsewhere, ever-increasingly hostile, struggle for independence, spate of similar campaigns nationwide, grim realities, be the height of cynicism, champion of the secession movement.

Exercise 4. Choose the keywords that best convey the gist of the information.

Exercise 5. Read the text and pick up the essential details in the form of quick notes.



CHICAGO

Chicago is the nation's second largest city, the most important Great Lakes port and the world's largest railroad terminal. It lies about 800 miles inland from the Atlantic and for centuries was known only to Indians as a small trading post for fur trappers. However, after the opening of the Eerie canal in 1825 Chicago soon became a harbour and started growing rapidly.

The arrival of railroad in 1840s still furthered its unprecedented growth. Chicago soon turned into the largest grain and meat market of the country. This encouraged the farmer to grow more wheat and raise more cattle than he had done before. Thus the gigantic transportation system with Chicago at the centre helped the conversion of farming into an industry which relied upon dozens of various appliances for gathering and shipping crops and processing and packing meat, which, in turn, gave impetus to the appearance of countless inventions that would meet the new needs. In the 35 years between the end of the Civil War and the end of the century, the U.S. Patent Office granted more than half-a-million patents. Completely new industries developed that produced unheard-of novel implements.

So, Chicago became a major industrial city with a permanent labour force.

After 1850, housing posed by far the most serious urban problem. Substandard living quarters aggravated other evils, such as disease and danger of fire. Indeed, in 1871 Chicago was almost completely destroyed by a giant fire. It was quickly rebuilt and its booming industry attracted more and more immigrants from all over the world. By 1900, Chicago's population skyrocketed to 1,700,000.

The terrible crowding of areas already packed in the 1840s became literally unbearable as builders tried to utilize every possible foot of space, squeezing out light and air. The extremely high cost of urban territory spurred the architects to build upward. The introduction of the iron-skeleton type of construction, which freed the walls from bearing the immense weight of a tall building, was the work of Chicago architects. They tried to find a new form that would reflect the structure and purpose of their buildings. Soon a "race to the skies" was on in all the great cities of America, and the words "skyscraper" and "skyline" entered the language. The first building of this kind was erected in 1883.

Thus, the skyscraper was Chicago's contribution to American architecture.

However, all efforts to relieve radically the overcrowding in Chicago slums practically failed for the population continued to grow rapidly and by 1950 reached 3,620,000. Since that time a certain decline started, mainly because of the ever-increasing tendency among the middle classes to move out to the suburbs or the countryside. In 1980, Chicago's population was equal to 3,005,000 almost 40% of which were Blacks and about 10% – the representatives of other non-European groups.

Chicago of our days is not only a major industrial city but also an important cultural centre. It has nearly 100 institutions of higher learning (the University of Chicago, the Illinois Institute of Technology, the University of Illinois), interesting museums, picturesque parks, good recreational and sports facilities. Its impressive skyline is still expanding. Among the famous skyscrapers are the cylindrical Marina Towers Apartments (61 stories high, the home of the very rich), the 100-story John Hancock Centre and the 110-story Sears Towers (1,454 ft above sea level) ranks as the world's tallest building.

fur trappers – people who catch fur-bearing animals for their skins by using traps.

John Hancock – American statesman, first signer of the Declaration. His name is used colloquially, because Hancock's signature on the Declaration of Independence was made in very large letters and was almost five inches long. The J. Hancock Centre was for many years the highest skyscraper in the city.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Answer the questions

1. Which are the tallest buildings in Chicago? 2. What well-known universities are situated here? 3. What are the most famous sights in Chicago? 4. What is Chicago famous for? 5. What well-known people are connected with the city? 6. What is life of youth like in Chicago? 7. What do you know about skyscrapers? 8. Where is the tallest one?

THE MAGIC OF CHICAGO

Judy Garland and Frank Sinatra immortalized it in song. A rock'n'roll group took its name for their own. Cracker Jack, Tootsie Roll, the zipper and roller skates were invented there.

From its soaring skyscrapers and sprawling ethnic neighbourhoods to a 29-mile stretch of beaches and parks, Chicago invites discovery. Big, brash and bursting with energy, it combines the sophistication of Manhattan with the down-home friendliness of the Midwest.

Your first stop should be the Sears Tower Skydeck, on the 103rd floor of the world's tallest building – a soaring 1,454 feet – from which you can see portions of four states. For breathtaking northern exposures and bird's-eye views of Lake Michigan, stop by the observation deck of the John Hancock Centre, 1,030 feet in the air. Don't let the misnomer "Windy City" scare you away from such sky-high adventures. Chicago is not the country's windiest city; it earned its nickname from a New York newspaper's description of the Midwest metropolis's boastful politicians.

Back on the ground, The Loop, the busy downtown area and home to many museums and sights, is compact enough to explore on foot. The rest of the city can be toured by walking, biking or riding the subways, horse-drawn carriages, boats, double-decker buses – even planes.

Broadway shows, country clubs, the world-renowned Lyric Opera of Chicago and the Chicago Symphony Orchestra offer yearlong programs. However, Chicago is known as the "Blues Capital of the World" for good reason: the city boasts more than 244 blues clubs.

The quintessential blues event is the Chicago Blues Festival, a three-day extravaganza held every May or June in Grant Park. Families come to picnic, dance, sing along or just listen.

Best of all, it's free. There are so many museums in Chicago that if you visited one a day, it would take you five weeks to visit them all. Some of our not-to-miss favourites: The Art Institute of Chicago, whose impressive impressionist collection is among the best in the world.

The Adler Planetarium is located on a peninsula in Lake Michigan. Here, visitors get a first-class look at the heavenly wonders. The Field Museum is the place to bone up on prehistoric particulars; the four-story-tall Brachiosaurus is a sight to see. Yet not all of Chicago's wondrous works of art are indoors. More than 100 outdoor sculptures, by such masters as Picasso, Chagall and Miro, add an artistic touch to the city's landscape. Many merit more than just a quick glimpse, especially Calder's Flamingo, a 50-ton red sculpture at Federal Plaza.

Like many metropolises, Chicago has a dark side. It was here that mobster Al Capone made a killing, so to speak. It was also here that one of history's most legendary bloodbaths, the St. Valentine's Day Massacre – in which six gangsters and one innocent bystander were gunned down in a garage – took place. In 1934, notorious bad guy John Dillinger was ambushed outside the Biograph Theatre, which is still in operation.

Those fascinated with the gangster era will relish Capone's Chicago, a show in which robots portray Capone and his cronies. Crime buffs can also visit the American Police Centre and Museum, where an entire room is devoted to Big Al and other infamous killers. Little ones will go ape over the Lincoln Park Zoo, which has the world's largest collection of captive lowland gorillas.

In addition, it's free. Brookfield Zoo has a superb petting zoo and the newly opened Habitat Africa, featuring rare African wild dogs and zebras. The Museum of Science and Industry is a scientific storehouse with 2,000 exhibits. Our favourite: a 16-foot model of the human heart, which kids can walk through. No visit to Chicago, for the young (and young-at-heart), is complete without watching a Cubs baseball game at historic Wrigley Field, named after the chewing-gum magnate.

Exercise 1. Give the main idea of the information.

Exercise 2. Make up some dialogues from the information above.

Exercise 3. Make up a small report and give a talk in class.

Exercise 4. Read the text and pick up the essential details in the form of quick notes.

BUSINES ACTIVITIES IN CHICAGO

"I have struck a city, and they call it Chicago. Having seen it I urgently desire never to see it again." That was the reaction of English writer Rudyard Kipling, when he visited Chicago at the turn of the century. Before World War II Chicago, standing at the southern end of vast Lake Michigan, had the reputation of being one of the toughest, most lawless and corrupt cities in the world. It earned its evil reputation largely from the gang warfare promoted by the most notorious gangster of all time, Al Capone. Al Capone flourished on selling illegal liquor during the days of Prohibition (1919-1933), when a federal law forbade Americans to make or sell alcohol in any form. Chicagoans have a great pride in their city. They boast that it is of greater importance to the nation than New York. It is the center of American commerce and transportation.

O'Hare Airport is the busiest airport in the world. 44 million passengers pass through it every year, and there are 2,000 take-offs and landings every day. Chicago is still the center of the American railroad system. Chicago is also a great inland port, unique in the world. It can send goods by ocean-going ships all the way to Europe – via the Great Lakes and the Saint Lawrence Seaway. It can send goods by barge, through waterways and canals, to the Mississippi and down it to the Gulf of Mexico.

Chicago makes steel and refines oil, but it also stands on the edge of the Great Plains. So the cereals and the beef from the prairies pass through the city. From the 1830s to the 1960s, Chicago was one of the great meatpacking centers of the USA. The smell of its stockyards and slaughterhouses once pervaded the whole city. Chicago disproves the melting-pot theory of American society. Among its population of 3.1 mln. there are over 1 mln. Blacks, as well as Hispanics, Germans, Irish, Poles, Jews, Russians, Swedes, American Indians, Chinese and Japanese, more or less in that order.

There are some mixed neighborhoods, but for the most part the different ethnic groups still live apart, and still celebrate in the streets of the city their own special festivities. Yet the city has a powerful personality of its own, which is very American. Since Chicago built the first skyscraper, it is appropriate that the city should now have the two tallest skyscrapers in the world.

Much of its downtown architecture is magnificent, and very original. But Chicago's chief glory is its 29-mile Lake Front. It is laid out with beautiful parks. It is the neighborhood of the museums and of the luxurious homes of Chicago's rich. A few years ago, Lake Michigan was so polluted that no one would swim in it, and the water was discolored. Most of the fish had died.

Now both the lake and the sky are clear. Pollution has been conquered, though the people of Chicago are still not completely satisfied. The rise and fall of Chicago's pollution is a good example of the speed with which Americans create problems – and then solve them.

Exercise 1. Digest the information briefly in English.

Exercise 2. Complete the sentences with the facts from the text.

Chicago had the reputation of being one of the toughest _____.

Chicago makes steel and refines _____.

Chicago is still the center of _____.

Chicago was one of the great meat-packing centers of _____.

Chicago disproves the melting-pot theory of _____.

Chicago is also a great inland port, unique in _____.

Chicago built the first _____.

Chicago's chief glory is _____.

Chicago's people are still not completely _____.

Chicagoans have a great pride in their _____.

Chicago has a powerful personality of its own _____.

Exercise 3. Analyze the information and use it in practice.

Chicago, Illinois

City



Clockwise from top: Downtown Chicago, the Chicago Theatre, the 'L', Navy Pier, Millennium Park, the Field Museum, and Willis Tower.

Settled	1780s
Incorporated (town)	August 12, 1833
Incorporated (city)	March 4, 1837
Government	
• Type	Mayor-council
Area	
• City	234.0 sq mi (606 km ²)
Population (2017)	
• City	2,695,598
Demonym	Chicagoan

Demographics (2017)

White	Black	Asian	
45.0%	32.9%	5.5%	
Islander	Native	Other	Hispanic (any race)
0.0%	0.5%	16.1%	28.9%

SAN FRANCISCO

A. In the 1930s, long before the Europeans had constructed suspension bridges on such a huge scale, the Americans spanned the Golden Gate, the entrance to San Francisco harbour, with a mighty suspension bridge. It was in those days by far the largest suspension bridge in the world, and is still one of the most beautiful. They also joined San Francisco to Oakland, across the Bay, by building a bridge 4 1/2 miles long.

The two parts of this bridge meet on a small island, through which a connecting tunnel has been bored. San Francisco's bridges are a fine example of the adventurous and self-confident expertise of American engineers, an example of the Frontier Spirit which still lives on in many Americans.

San Francisco has a mild climate, spoilt only by the summer sea fogs, which creep over the city in the afternoon, causing unsuspecting tourists to shiver in their cotton shirts and dresses. It is no longer quite the American's dream city. It has lost some of its sparkle.

The famous waterfront with its Italian seafood restaurants has surrendered to property tycoons, who have replaced the intimate little eating places with expensive modern restaurants and motels.

But many people still regard San Francisco as a paradise, and it still heads the list of most tourists' itineraries.

B. When will it come again? Will it ever come? These are the big question marks hanging over the city of San Francisco, for San Francisco lies on a fault, or crack, in the Earth's surface, which stretches right down the Pacific coast of America and has already produced one devastating earthquake.

In 1906, a mighty tremor flattened the whole of downtown San Francisco, cutting the gas pipes and starting a fire, which destroyed all that remained of the wooden buildings. When it was all over, more than 600 people lay dead among the burnt-out ruins, crushed or burned to death.

The San Franciscans courageously rebuilt their city and turned it into one of the most desirable places in the whole of the USA. Experts say that another quake is inevitable, and that it may be more disastrous than the quake of 1906.

Yet since the devastation of 1906, the population has grown to over 700 thousand with the highest proportion of Americans of Oriental ancestry in the continental USA. One part of the city, the hill overlooking the sea and the harbor entrance, survived the earthquake.

The beautiful Golden Gate Park crowns it. The ancient cable cars, built more than a century ago by a Scottish-born American, still climb, packed with tourists, up and down the steep streets with their gaily-painted 19th-century houses, a reminder of the days when the San Franciscans made fortunes out of the gold miners of the '49 Gold Rush.

C. After World War II, many San Franciscans left the old city houses and moved to the suburbs, not because they were afraid of earthquakes, but because there was a trend for living in the suburbs. Many of the old painted houses were taken over by poor people or hippies who failed to keep them in good condition. The paint peeled off the wooden facades.

The bright colours faded. They began to lose their charm. Now the trend for suburban living is being reversed. Well-off people are buying and restoring many of these historic houses and are moving back into the city. Fear of an earthquake does not seem to worry San Franciscans too much, though they are sensitive to the shaking or trembling of the buildings in which they live and work.

Heavy trucks going by sometimes produce a false alarm. But most people are fatalistic. If it comes, it comes! The tall modern buildings are constructed of brick and concrete, which means that in a severe earthquake many more people would be crushed than in 1906. One of the latest sky scrapers, the Pyramid, has been built on stilts and this, it is claimed, makes it earthquake-proof.

Exercise 1. Sequence the paragraphs of the text (A-C) in the correct logical order.

Exercise 2. Choose the keywords that best discover the score of the information.

Exercise 3. Read the text and pick up the essential details in the form of quick notes.

Exercise 4. Use the correct form of the verbs.

- | | |
|--|--|
| 1) a) Exist b) existed c) has existed | 6) a) has married b) married c) have married |
| 2) a) is claimed b) claimed c) are claimed | 7) a) decorated b) decorate c) decorates |
| 3) a) is tied b) tied c) has tied | 8) a) show b) shows c) showed |
| 4) a) to want b) want c) wants | 9) a) discuss b) to discuss c) discussed |
| 5) a) to live b) live c) lives | 10) a) work b) works c) worked |

Yuppies: who they are

Although the term "yuppie" is basically an invention of the mass media, yuppies do indeed 1)____. Yet they are not as uniform and united as it 2)____. On the one hand, yuppies are a result of the reaction against the anti-establishment, against the free-minded 60s' generation. But on the other hand they are a phenomenon much more complex, 3)_____ to the nation's economy. What is a yuppie? A **Young Urban Professional**, probably working toward a career in business, advertising, or high finance, willing to sacrifice free time, creativity, and even political integrity in order to become successful. Financial security and social prestige are his ultimate goals. Being a yuppie is a way of life. Those who 4)_____ to be yuppies have already adopted the yuppie value system. It consists of a respect for the establishment, a belief that money cures all ills, a desire 5)_____ in a posh apartment or a fancy house. They are bent on success and very materialistic. They pursue power and money.

Yuppies are *Young*: generally in their late twenties or thirties, usually 6)_____ without children because husband and wife are yuppies, and don't have time for children. (Yuppies usually marry yuppies. Yuppie-men rarely marry housewives.) Yuppies are *Urban*, and often despise the mediocrity of suburbia (suburban life-style), believing that they have risen above middle-American values. They are very cosmopolitan: they 7) _____ their homes with Picasso and 8) _____s their faces at the most talked-about exhibitions at the Met and the MOMA (Museum of Modern Art in New York), and profess a love for classical music. When they have time to read or to appreciate their \$100,000 paintings is a mystery they themselves can't answer. But they like 9)_____ art although they know absolutely nothing about it. They like to spend Christmas in Paris "experiencing France".

Yet they don't speak French and understand nothing of French culture. Most of all, yuppies are *Professional*: they can be seen setting off to work every day in the most elegant business suits and pretentious dresses. They 10)_____ hard, rise quickly, and stop at nothing. Don't confuse "yuppies" with "Americans": to most American intellectuals "Yuppie" has a negative connotation.

Exercise 5. Try to understand the words of political commentator Victor D. Hanson

Yuppism is not definable entirely by income or class. Rather, it is a late-20th century cultural phenomenon of self-absorbed young professionals, earning good pay, enjoying the cultural attractions of sophisticated urban life and thought, and generally out of touch with, indeed antithetical to, most of the challenges and concerns of a far less well-off and more parochial Middle America. For the yuppie male a well-paying job in law, finance, academia or consulting in a cultural hub, hip fashion, cool appearance, studied poise, elite education, proper recreation and fitness and general proximity to liberal-thinking elites, especially of the more rarefied sort in the arts, are the mark of a real man.



San Francisco, California

Consolidated city-county



San Francisco and the Golden Gate Bridge from Marin Headlands



Flag



Nickname(s): *The City by the Bay; Fog City; San Fran; Frisco ("antiquated"); The City that Knows How (antiquated); Baghdad by the Bay (antiquated); The Paris of the West*

Motto: (English: "Gold in Peace, Iron in War")

Founded	June 29, 1776 Jose Joaquin Moraga F. Palóu
Incorporated	April 15, 1850
Named for	St. Francis of Assisi
• City	837,442
• Density	17,867/sq mi(6,898/k ²)

HISTORICAL AFFILIATIONS

Spanish Empire 1776-1821. First Mexican Empire 1821-1823. United Mexican States 1823-1848. California Republic 1846. USA 1848-present.



HISTORY OF SAN FRANCISCO

The Spanish founded San Francisco in 1776 but it received its present name only in 1847 when, after the Mexican War, the whole of California passed to the USA.

With the beginning of the famous "gold rush" of 1848, thousands of fortune-seekers and adventurers flooded the area and by 1850 the population of San Francisco had already grown to 50,000. The steady influx of immigrants from all over the world never ceased so that now San Francisco is the most cosmopolitan place in America. Usually the newcomers from one country settled together, forming a kind of national community, such as Chinatown, Little Italy and many others.

In 1906, a terrible earthquake almost completely destroyed the city, but soon it was rebuilt and continued to expand. Another powerful earthquake took place in the fall of 1989 but this time the destructions were minimal due to earthquake-proof construction of buildings. During World War II the city was the major supply port and the port of embarkation for the struggle in the Pacific.

The United Nations Charter was drafted here in 1945. Today San Francisco is an important financial centre of the West. The major industries include food processing, shipbuilding, oil refining, and the manufacture of metal products and chemicals.

It is an important cultural centre with numerous educational establishments, publishing firms, museums and theatres with symphony, opera and ballet productions. Situated along the San Francisco Bay and among the steep hills which give the whole urban skyline a picturesque effect, San Francisco is a colourful city of lovely vistas, beautiful bridges (Golden Gate Bridge, unsurpassed by the grace of its magnificent 4,200-meter span), richly decorated private mansions and imposing public buildings.

Among the many tourist attractions first & foremost is Chinatown with its ornate Oriental architecture – the largest Chinese community outside China.

One of its striking features is that on the street-level it consists almost entirely of shops with dwelling-rooms above or below. Skilful jewellers, tailors, cigar-makers and other Chinese artisans can be seen at work in these little shops from early morning till late at night. Numerous tearooms and restaurants offer their guests a choice of exotic oriental dishes such as shark fins or bamboo sheets.

Colourful oriental bazaars are crowded with a bewildering variety of oriental wares. But for all this glitter and glamour San Francisco has quite a number of acute social problems. Its crime rate and suicide rate are very high. And as more and more middle-class whites depart for the suburbs, the city's population tends to become a mixture of the very rich and the welfare poor – the typical ailment of almost every great American city today.

Mexican War – war between the US and Mexico (1846-1848)

Exercise 1. Render the main idea of the information.

Exercise 2. Answer the questions.

1. How did San Francisco grow? 2. What disaster hit San Francisco in 1906? 3. What are the peculiarities of San Francisco's geographical position? 4. What means public transportation in San Francisco famous for? 5. What reputation does San Francisco have? 6. What is Berkeley? 7. What is it known for? 8. What structure has been the symbol of San Francisco since 1937? 9. When did "gold rush" begin? 10. When had the population of San Francisco grown to 50,000? 11. Is San Francisco the most cosmopolitan place in America? 12. Why did the newcomers from one country settle together? 13. When did a terrible earthquake almost completely destroy the city? 14. When did another powerful earthquake take place? 15. When was the city the major supply port and the port of embarkation for the struggle in the Pacific? 16. What was drafted here in 1945? 17. Is it an important cultural centre with numerous educational establishments, publishing firms, museums and theatres with symphony, opera and ballet productions? 18. Is San Francisco a colourful city of lovely vistas, beautiful bridges? 19. What is among the many tourist attractions first & foremost?

LOS ANGELES

Los Angeles was founded by the Spanish in 1781 and for a long time developed very slowly. In 1847 when the American forces captured Los Angeles its population was only 1,500.

It remained a small community until the 1890s when the discovery of huge reserves of oil in the area greatly stimulated its growth so that by 1900 it already numbered 102,000.

The opening of the Panama Canal in 1914 turned Los Angeles into a major Pacific seaport and brought further expansion. The 1920s saw an unprecedented growth of the motion-picture industry, mainly due to an exceptionally favourable climate with a lot of sunny days and very little rainfall.

It is also the climatic conditions coupled with exceedingly fertile soil that made Los Angeles the "garden spot" of the USA producing most of its citrus fruit. During World War II Los Angeles became an important centre of the aviation industry and started developing on a gigantic scale. Smoke, microscopic dust, gases, and chemicals poured forth from thousands of newly built plants. One day – September 8, 1943 – a daylight dim-out caused by smog occurred. Thus, a problem that had been in the making ever since the acceleration of industrial development came to an unhappy climax.

Los Angeles' unparalleled growth in the 50s and the 60s fed on and was fed by the flourishing of its economy throughout this period. An industrial changeover took place, giving emphasis to electronics, computers and highly sophisticated air, space and weaponry programs. The companies recruited thousands of scientists and engineers to work on research and design, production and testing.

The Los Angeles area came to have an extraordinary high concentration of scientists and engineers. It also drew a large influx of far less skilled workers. In the war years and for a time thereafter, on-the-job training sufficed for much of the work that was to be done.

However, even after employment became very difficult to find, migration continued. Serious social problems cropped up. In August 1965, the central slum district Watts was for 6 days swept by fire and bloody fighting. 35 people were killed, 883 injured and 3,598 arrested.

Los Angeles of our days is the nation's third most populous city (after New York and Chicago) with over 3 mln. inhabitants in the city itself and about 8 million in the whole metropolitan area. It has one of the largest urban territories in the world. Single-family housing units, alternating with oil derricks and industrial complexes, cover almost all of this vast area.

Los Angeles is the most "one-storied" city of all large American cities. Even in the central part, there are comparatively few multi-storeyed apartment houses and high-rise buildings.

Characteristically, Los Angeles has the heaviest per-capita concentration of automobiles in the world and is famous for its vast system of freeways radiating from the centre of outlying areas.

Thousands of tourists flocking daily to Los Angeles are especially attracted by Disneyland, the children's fairy-tale park, opened in 1995 and the Hollywood Bowl, a gigantic open-air cinema theatre that every summer houses national musical festivals and where the highest film awards – the Oscars – are presented to film stars and producers.

Panama Canal – ship canal across the Isthmus of Panama, connecting the Caribbean Sea (the Atlantic Ocean) and the Pacific Ocean: 50.7 miles long.

freeway – multiple-lane divided highway.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. How did Los Angeles start as a city? 2. Which of its industries are directly connected with local climatic conditions? 3. Why is Los Angeles referred to as the nation's smog capital? 4. What changes took place in and in California during and after World War II? 5. How is Los Angeles growing? What is the peculiarity of its suburbs? 6. What is Los Angeles's growth supported by? 7. What serious problems does it face with the rapid growth of its economy, territory and population?

UNIT IV. AMERICAN YOUTH

AMERICA'S YOUNGS OF THE LATE 80s & EARLY 90s

The teenage and adolescent population in the USA has been remained over the last five years.

When it comes to analyzing a country's economic status or a market's scope, teenagers have been recognized as an important demographic group for a long time now, with their spending habits, their working life and their interests and leisure activities monitored, dissected and analyzed.

Regarding American teenagers, data are abundant and frequently collected. Economically speaking, the U.S. youth is looking at a pretty stable set-up: Despite a few hiccups, the U.S. has been decreasing over the last decade, and are better than in many other economically stable countries.

The fact that the USA' gross domestic product (GDP) is expected to remain safely in its range between 2 and 3 % over the next five to ten years. Teenagers nowadays are often accused of spending too much time staring at a screen and not enough time playing outside. Almost a quarter of teenagers reported spending three or more hours on an average school day in 2017.

Certain remain popular with modern teenagers, with 24 % of American youth participating in road, mountain, and biking in the same period. These are only snippets of teenage lives and standards of living, but while you may not be aware of everything your teenage daughter or son is involved or interested in, a comprehensive selection of facts & figures to illuminate the general lifestyle of U.S. teenagers is provided in our dossiers and statistics.

After the rigidity of social conventions in the 50s and the explosion of new freedoms in the sixties and early seventies, young people living in the early nineties are experiencing perhaps the most diverse and challenging time yet. No longer is there any set standard since so many possible lifestyles and world views coexist. Contemporary society seems to demand that young people work hard and attain financial prosperity. Yet the wide variety of ideas and intellectual trends allow many young people to escape the narrowness of this route (the path of the "yuppies").

However, the ever increasing intellectual diversity has not perhaps yet been matched with an increased diversity in the job market. So many young intellectuals fail to find jobs that would suit them well. In many ways, the elder generation cannot understand the younger because so much has increased in complexity. Whereas their grandfathers could work their way through college, young people today cannot independently "work their way" through a \$12,000 per year tuition bill.

In their grandfathers' day, a PhD or even a B. A. Meant a great deal, whereas now many with PhDs cannot find suitable work, and B. A. Today does not guarantee anyone a job. Housing that was affordable several decades ago has become unattainable to this generation.

American young people today feel the need for world peace as acutely as the young people of other countries do. While drown themselves in prosperous careers, a lot of other young people feel the urge to contribute to changing the political climate but they have not yet found the channel through which to do so. Thus, unlike in the sixties, social and political action among young people seems to be disunified and lacking direction. Yet the young generation of the early 90s is more cosmopolitan, better educated, and more diverse than earlier generations. Many American college students are more likely to dream of seeing the world and to actually realize that dream than young people of other countries are. Young Americans are more adventurous, open to change and confident than their European counterparts. Many young Americans realize the challenges of their era and are attempting to answer those challenges. They possess more freedom of thought than ever.

Exercise 1. Read the text and pick up the essential details in the form of quick notes.

BOYS' CLUBS OF AMERICA

Boys' Clubs of America is a national federation of boys' clubs. It was established to promote the boys' club movement throughout the USA. The purpose of boys' clubs is to guide boys in health and in physical, mental, vocational, social, and character development. Their programs benefit boys of all ages. Membership fees are so low that any boy can afford to join. Boys' clubs appeal especially to boys of low-income families who lack opportunities for constructive activities.

Activities and Organization. Activities of boys' clubs include recreation, arts and crafts, music and dramatics, vocational and individual guidance, and athletics, sports, and physical training. Many clubs have day and resident camps. Medical examinations are also part of the Boys' Clubs of America program.

The Boys' Club Code: *I believe in God and the Right to worship according to my own faith and religion. I believe in America and the American Way of life... in the Constitution and the Bill of Rights. I believe in fair play, honesty and sportsmanship. I believe in my Boys' Club, which stands for these things.* Boys' clubs are usually started by public-spirited citizens and by civic organizations. Boards of directors, made up of representative citizens, manage the clubs. The citizens of the community support the clubs through united funds or direct voluntary gifts. The staff of a club has both trained professional workers and volunteers, who instruct and guide the boys.

Many boys' clubs have buildings with recreation rooms, gymnasiums, swimming pools, health clinics, showers, libraries, special clubrooms, vocational workshops, and auditoriums.

These buildings are in the crowded areas of large cities. In smaller cities and towns, they operate where boys can reach them easily.

Boys' Clubs of America has eight regional offices with field staffs that visit boys' clubs and communities to guide and assist the clubs in their plans and problems. They also aid communities in organizing and establishing additional clubs. The national organization carries on these activities:

- Establishes standards of organization, facilities, personnel, program, and operation for the guidance of individual clubs.

- Furnishes information, gives advice, assists clubs.

- Conducts research and initiates planning.

- Aids in the improvement, expansion, and establishment of boys' clubs.

- Generally promotes the boys' club movement.

Represents member boys' clubs in relationships with other organizations.

- Plans and participates in training courses for laymen and workers.

- Makes studies of boys' clubs on request.

Clubs for boys were first organized in New England in the 1860's, when people opened rooms to give boys a place for safe recreation. The movement grew, and in 1906, the national organization of Boys' Clubs of America was established. At that time, there were about 50 clubs in existence.

In August, 1956, Congress chartered the national organization. Today, there are about 800 boys' clubs, with about 800,000 members.

Exercise 1. Read and try to understand the text.

Exercise 2. Translate the sentences into Russian.

1. Why don't the boys club together and join each other's activities? 2. The family clubbed together to buy the car. 3. My friend belongs to a photographic club. 4. The wild man of the movies refused to join the teetotal club. 5. A club is an organization of people interested in a particular activity or subject who usually meet on a regular basis. 6. He was club secretary. 7. A club is a team which competes in sporting competitions. 8. It's a big dance hit in the clubs. 9. Friends and colleagues clubbed together to buy him a present. 10. The islanders clubbed whales to death. 11. In cocktail lounges all over town convenes the daily meeting of the ain't-it-awful club.

GIRL SCOUTS

Girl Scouts is an organization in the USA for girls who are from 7 through 17 years old.

Members learn ideals of character and patriotism while they enjoy a program of work, play, and companionship. Girl Scouts learn to protect their health, practice useful skills; become good citizens of their communities.

In other countries, members of similar organizations are called *Girl Guides*. About 3 million girls and more than 625,000 adult leaders belong to the Girl Scout movement in the USA.

The U.S. scouts also have units in more than 50 countries where U.S. citizens live. In Canada, about 230,000 girls and about 23,000 Guiders (adult leaders) belong to the Girl Guide movement. Girl Scouts and Girl Guides throughout the world make up an international movement, the World Association of Girl Guides and Girl Scouts.

The world association was established in 1928. Girl Scouts and Girl Guides are united by the Girl Scout Promise and the Girl Guide Promise. In the USA, the promise is: "*On my honor, I will try to do my duty to God and my country, to help other people at all times, to obey the Girl Scout Laws.*"

The Girl Scout and Girl Guide laws encourage members to be trustworthy, loyal, helpful, friendly, courteous, kind to animals, obedient, cheerful, thrifty, and clean in thought, word, and deed.

The Girl Scout program has four age groups: (1) *Brownie Girl Scouts*; (2) *Junior Girl Scouts*; (3) *Cadette Girl Scouts*; and (4) *Senior Girl Scouts*. A girl may join at any age level.

Girl Scouts and Girl Guides use a trefoil (cloverleaf) as their emblem. The three parts of the trefoil stand for the three parts of the promise. The symbol of the Girl Scouts of the USA has an American eagle and the letters "GS" on the trefoil's face. The Girl Scout and Girl Guide motto is "Be Prepared." The slogan is "Do a good turn daily."

What Girl Scouts Do? Girl Scouting presents a single, continuing program of activities for girls as they progress through the four age levels. These activities are based on six elements that form the foundation of the Girl Scout program – the meaning of the Promise and Laws, service to others, troop management by the girls themselves, citizenship, international friendship, and health and safety.

Through Girl Scouting, girls develop self-reliance, self-control, and eagerness to serve others.

Brownies are the youngest Girl Scouts. Girls must be 7 or 8 years old, or in the second or third grade, to join. Brownies learn about the "Brownie B's" – Be Discoverers, Be Ready Helpers, and Be Friendmakers. The "Brownie B's" help Brownies learn to get along in their groups, to take care of themselves, and to help their families and their communities. Brownie Scout salute and handshake, and the Brownie Promise:

"I promise to do my best

To love God and my country

To help other people every day

Especially those at home."

To become a Brownie, a girl must attend four meetings of the troop (unit) that she wants to join. She must learn the Brownie Promise and what it means to be a Brownie. Her adult troop leader then pins a Brownie pin on the center of the pocket of her uniform at a ceremony called an investiture.

Each Brownie troop has two adult leaders. With their leaders, the Brownies plan their own programs. Brownies enjoy activities related to the arts, their homes, and the out-of-doors. Brownies learn to be helpful at home. They also learn to make such things as sewing kits for sick persons.

Junior Girl Scouts are 9 through 11 years old, or in the fourth, fifth, or sixth grade.

She may work toward one or both Junior Scouting signs – the Sign of the Arrow and the Sign of the Star. To earn each sign, she must earn several proficiency badges, give service, and increase her skill in the arts, home, and out-of-doors. A Junior may choose from among 47 badges representing such activities as cooking, camping, and music. **Cadette Girl Scouts** are 12 through 14 years old, or in the seventh, eighth, or ninth grades.

Their activities focus on four challenges – Social Dependability, Emergency Preparedness, Active Citizenship, and the Girl Scout Promise.

The Cadettes set 65 proficiency badges are more detailed and difficult than Junior badges.

Senior Girl Scouts are 15 through 17 years old, or in the tenth, eleventh, or twelfth grade.

A Senior troop may concentrate on one of special interest areas: Arts, Community Action, Homemaker, International Friendship, Mariner, Mounted, or Wing. The girls plan and carry out their own projects in these fields. For example, Mariners enjoy water activities and Wing troops emphasize aviation. If a Senior troop wants to engage in several areas of interest, it may become a Panorama troop. Senior Scouting stresses community service. It also offers Seniors a chance to investigate possible future careers. The Service Aide projects for Senior Girl Scouts are: animal care, aquatic safety, child care, handicapped persons, hospital, international, laboratory, library, merchandising, museum, office, program, public relations, ranger, and teacher.

After training in one of these areas, a Senior may wear a metal aide bar on her uniform. She is then expected to give at least 50 hours of service in that area.

Annual Events. Every year, Girl Scouts of the USA celebrate Girl Scout Week during the week in which March 12 falls. The first troop meeting was held in the U.S. on March 12, 1912.

During this week, troops show their communities what Girl Scouts do.

Uniforms. A Brownie wears a light-brown, belted dress and a brown felt cap. A Junior Scout wears a short-sleeved light green dress with a bright yellow tie and dark green belt, beret, and badge sash. A Cadette wears a dark green skirt, short-sleeved white blouse, and a dark green beret with green, red, and white cockade. A senior wears a short-sleeved two-piece dark green dress and a dark green hat. The embroidered path on her pocket and the color of her tie and hat cord indicate her program interest. Brownies have their own membership pin. All other Girl Scouts wear the gold trefoil-shaped Girl Scout pin. All Scouts wear the blue and gold pin of the World Association of Girl Guides and Girl Scouts.

Exercise 1. Make notes of your new knowledge about youth.

Exercise 2. Analyze the topical vocabulary, learn it and make up sentences with it

Young – молодой, юный

young person – молодой человек (по закону 1972 – от 16 до 18 лет)

young at heart – молодой сердцем

young in spirit – молодой душой

young idea – детский ум

young one's – детеныши; птенчики; звереныши

young age – молодость

young blood – молодежь; новые веяния или идеи

young adult – молодой совершеннолетний (в возрасте от 18 лет до 21 года)

youth (young people) – юность

in one's youth – во времена чьей-л. молодости *Syn. adolescence, youngness*

youth authority – орган по делам молодежи youth board – совет молодежи

youth centre – центр заключения для молодых преступников

youth club – молодёжный клуб

youth commitment – заключение под стражу молодого правонарушителя

youth correction centre (detention camp) – исправительный центр для молодых преступников

youth employment – занятость молодежи (среди лиц от 15 до 21-24 лет)

youth gang – молодёжная группировка, шайка, банда

youth hostel – молодёжная турбаза/гостиница

to youthen – делать моложе, молодить; омолаживать

youthful appearance – молоджавость *Syn. adolescence.*

Exercise 3. Read notes and remember them.

Youth custody centre – молодёжный исправительный центр (borstal) с 1982 по 1987; в 1987 переименован в учреждение для малолетних преступников (young offender institution)

Young America "Молодая Америка" – фраза, выражающая энергичный и деловитый настрой американцев, характерный для периода 1840-50

"Youth Day" – День молодежи (первый день весны) Праздник [state holiday] штата Оклахома, отмечаемый в 20 марта. First Day of Spring

Youth Honor – Day День чествования молодежи Праздник [state holiday] штата Айова, ежегодно отмечаемый 31 октября

"Youth Hostels Association" – Ассоциация молодёжных турбаз (обеспечивающая молодых туристов общежитиями по умеренным ценам. Основана в 1930)

"youth institution" – учреждение для преступников молодого возраста

"Young Enterprise" – "предпринимательство для молодых" (частная система; молодёжи предоставляется возможность получить практический профессиональный опыт по созданию и руководству собственного коммерческого предприятия)

Young Men's Christian Association (YMCA) – Ассоциация молодых христиан (ИМКА) Неполитическая международная организация. Американское отделение основано в 1851 в Бостоне. Занимается организацией досуга и обучением молодежи: содержит общежития, клубы, гостиницы и т. п. Со времен Гражданской войны (Civil War) занимается также организацией досуга в вооруженных силах. 12,2 млн. членов и 2 тыс. местных отделений, зарегистрированных в качестве некоммерческих корпораций (nonprofit corporation). Штаб-квартира в г. Нью-Йорке.

Young Women's Christian Association (YWCA) – Ассоциация молодых христианок Международная благотворительная организация, содержит общежития, клубы. 2,5 млн. членов. Штаб-квартира в Нью-Йорке.

Youth Training Scheme – программа обучения молодёжи (государственная; предоставляет безработной молодёжи одно- или двухгодичный курс профессионального обучения. Введена в 1983).

Youth International Party (Yippies) – иппи, политическая радикальная группа, члены Международной партии молодежи (Youth International Party (YIP)).

В конце 1960-х группа принимала активное участие в кампаниях гражданского неповиновения (civil disobedience) и протестах против войны во Вьетнаме (Vietnam War). Получила известность в 1968 во время национального съезда Демократической партии (Democratic Party) в Чикаго, когда полиция разогнала агрессивно настроенную 10-тысячную демонстрацию. Семь лидеров демонстрации "Чикагская семерка" (Chicago Seven Trial), в том числе два руководителя группы, Э. Хоффман (Hoffman, Abbie) и Дж. Рубин (Rubin, Jerry), предстали перед судом. Название группы навеяно словом "хиппи" (hippies).

Exercise 4. Make up a small report and give a talk in class.



WHAT IS LIKE TO BE A YOUNG PERSON IN THE USA?

At 18 years of age, young people in the US can take on most of the rights and the responsibilities of adulthood. Before this occurs, the American teenager goes through the period of adolescence.

Many teenagers are making positive, important contributions to their communities, schools and society. Most American youths look forward to their future with hope and optimism; they are preparing for it in exciting ways. Teenagers place a high priority on education and careers.

They are studying for college entrance exams or working at part-time jobs after school and on the weekends (by the way, nine out of ten either have a job or would like one). Many teenagers work at fast-food restaurants, baby-sit for neighbors, hold delivery jobs or work in stores.

Others are volunteering at hospitals, helping the handicapped, exhibiting projects at science fairs or programming computers. Many youths are involved in community service organizations. Some are active in church and religious group activities. Others belong to youth groups such as Girl Scouts or Boy Scouts. For example, about three million girls aged 6 to 17 years old belong to Girl Scouts.

They learn about citizenship, crafts, arts, camping and other outdoor activities.

Thousands of young people volunteer to help take care of the elderly. Many help to clean up the natural environment. Schools provide American students with much more than academic education.

Students learn about the world through various school-related activities, such as sports, student newspapers, drama clubs, debate teams, choral groups and bands.

What are the favorite sports of American young people? They prefer football, basketball, wrestling, tennis, boxing, hockey, track and golf. During their leisure time, students spend much time watching television. They also listen to music on the radio about three hours every day.

Without a doubt, dance music is the favorite of teenagers in the USA. To some observers, teens today may seem spoiled (undisciplined and egocentric) compared to those of earlier times.

The reality, however, is different. Peer pressure, changing family conditions, mobility of families and unemployment are just a few reasons why some young people may try to escape reality by turning to alcohol or drugs. However, most young people in the USA don't have problems with drinking, drug use, teen pregnancies or juvenile delinquency. Drug use (marijuana and cocaine are the most commonly used drugs) has decreased among young people in the USA within the last years, though alcohol abuse has increased. New programs to help troubled youths are created every year.

The city of New York and the Rheedlen Foundation provide an after-school program at a junior high school to help keep teens from becoming juvenile delinquents. Young people can go after school and talk with peer counselors (people of their own age), receive academic tutoring or take part in athletic and social activities. One New York community's library offers weekday evening lessons in dance, art, music and theatre. They also sponsor social events, such as theatre productions, in which young people can participate. American youth are concerned about problems confronting both their own communities and the world around them: drug abuse, AIDS, and environmental problems. Young people in the USA are also concerned with global issues such as nuclear war and world hunger.

Now a few words about different gangs, which appeared during this century in the USA.

When the American rock-and-roll singer Chuck Berry first sang "Roll over Beethoven and tell Tchaikovsky the news!" in the 1950s, he was telling the world that the new music, Rock-'n'-Roll, was here to stay. Over the last 30 years, it has had an enormous effect on people's lives, and especially on the kind of clothes, they wear. The first group to be seen in the newspapers in the late 50s were the TEDDY BOYS. They wore: long jackets with velvet collars, drain-pipe trousers (so tight they looked like drainpipes!) and brightly colored socks. Their shoes had very thick rubber soles and their hair was swept upwards and backwards. Before the arrival of Teddy Boys, young people had usually worn what their parents wore. Now they wore what they liked. In the mid-60s, MODS (so called because of their "modern" style of dressing) became the new leaders of teenage fashion.

Short hair and smart suits were popular again.

However, perhaps the Mods most important possessions were their scooters, usually decorated with large number of lights and mirrors. They wore long green anoraks, called parkas, to protect their clothes. The Mods' greatest enemies were the ROCKERS who despised the Mods' scooters and smart clothes. Like the Teds, Rockers listened mainly to rock-and-roll and had no time for Mod bands such as "The Who or the Small Faces". They rode powerful motorbikes, had long untidy hair, and wore thick leather jackets. Whereas the Mods used purple-hearts (a stimulant or amphetamine, so called because of its color and shape) "to get their kicks", the rockers mainly drank alcohol.

Towards the end of the 60s a new group appeared, whose ideas started in California. One of its intellectual "gurus" was the German-American political thinker, Herbert Marcuse (1898-1979).

The HIPPIES preached a philosophy of peace and love, wore necklaces of colored beads, and gave flowers to surprised strangers on the street. The name comes from the fact that drug-takers in Asia and the Far East used to lie on one hip while smoking opium. Hippies didn't use opium but they smoked marijuana, and took powerful drugs such as LSD.

Music, especially under the influence of the Beatles, began to include strange sounds and images in an attempt to recreate the "psychedelic" or dream-like experience of drugs.

Hippies wore simple clothes, blue jeans and open sandals, and grew their hair very long.

They often lived together in large communities, sharing their possessions. This was their protest against the materialism of the 60s against the increasing military involvement of the USA in Vietnam. In time, though, after some violent incidents, as sense of despair set in and the movement lost its energy, whereupon the design and "pop" music industries absorbed its fashions into the consumer economy so that instead of opposing society it became a part of society.

SKINHEADS were racist, violent, and proud of the fact. The "uniform" worn by most of them consisted of trousers that were too short, enormous boots, and braces. As their name suggests, they wore their hair extremely short or even shaved it all off.

Unemployment grew throughout the 70s; groups of skinheads began to take their revenge on immigrants, who were attacked on the streets and in their homes. Unfortunately, the mass unemployment of the 80s has caused an increase in the number of skinheads. Towards the end of the 70s another style of music and dress appeared and still very popular. The word PUNK derives from American English and is often used to describe someone who is immoral or worthless.

The best-known punk band of the 70s and early 80s were the "Sex Pistols" who are still famous for their strange names, including Johnny Rotten and Sid Vicious. They sang songs about anarchy and destruction and upset many people by using bad language on television and by insulting the Queen. Punks' clothes show a rejection of conventional styles of dress. Their music is loud, fast and tuneless. They feel that the music of the 70s had become too complicated. It had lost touch with the feelings of "ordinary kids".

In the 1980s, many new bands have emerged; old ones have reappeared.

Out of punk has come NEW WAVE music, which totally rejects the ideas of the skinheads.

Many of the bands contain both black and white musicians, and anti-racism concerts have been organized (known as Rock against Racism). Like the Rockers BIKERS still enjoy "heavy metal music" which is easily recognized by its high volume and use of electric guitars.

"Dancing" is simply shaking your head violently to the rhythm of the music and so has become known as "head banging". Many of the new bands of the 80s have been able to use the changes in technology to develop their music. Computerized drum machines, synthesizers and other electronic instruments are now just as popular as the electric guitar.

Black music has become increasingly important with international stars like Michael Jackson combining the best of modern music with spectacular live performances. "Hip Hop" music has combined speaking in rhyme ("rapping") with the excitement of the rock beat.

Finally, Live Aid "and charity records have shown that many modern pop stars are interested in using their talents to help raise money for the poor.

Now a few words about GRAFFITI. The word "graffito", in the plural "graffiti", is originally the Italian word for "scratchings". It has now become the international word for the anonymous scribbles we all see on walls and wooden fences, in the underground. Graffiti are as old as writing.

In one way, they haven't changed much over the centuries. Graffiti writers still scribble their own names. They still write about love and sex. However, graffiti can also tell us something about political and social conditions at a certain time. Today there are more graffiti than ever before.

Why this explosion? People always have an urge to express themselves and most people won't take the trouble to write letters to the editor of a newspaper or the like.

Also in some countries writing on a wall is the only way left to show your feelings when you feel pushed around, frustrated, oppressed or powerless. Is the simple reason for writing graffiti that the scribbler just wants to draw attention to himself? Or has it become too quick and easy with all new spray paints and felt-tipped pens to produce graffiti? Certainly, a lot of them are ugly, boring and a form of vandalism. Nevertheless, whatever the reason for them the best ones are free entertainment – intelligent, witty and funny. Here are some examples:

- Dandruff is tasteless.
- Save fuel. Get cremated with a friend.
- Dead people are cool.
- Join the army, meet interesting people and kill them.
- Death is hereditary.
- Do you have a drink problem? – Yes, I can't afford it.
- I'd sooner kill myself than commit suicide.
- When God made man he was only testing.
- Keep New York tidy – eat a pigeon a day.
- Help your local police force – beat yourself up.
- Spring is here but concrete doesn't bloom.
- Parents are the last people who should have children.

Exercise 1. Digest the information briefly in English.

Exercise 2. Describe the main youth movements existing today (teddy boys, mods, rockers, hippies, skinheads, punks, bikers, graffiti).

Disturbing results by Pew Internet and life project done on teenagers in USA

- **51% of teens check their social sites more than once in a day**
- **22% of teens spend more than 10 hours online**
- **39% of teens posted something which made them harassment victims**
- **37% of teens use social sites to bully others**
- **25% of teens have made a fake profile of someone they knew**
- **24% of teens have hacked into other's account**
- **13% of teens found nude pictures/videos of themselves which were photoshopped**

Exercise 3. Read the text and title it.

The typical American child spends six hours a day, five days a week, 180 days a year in school. Children in the US start preschool at age four or under, kindergarten at five years of age.

Schools provide American children with much more than academic education. More than 80 % of all students participate in extracurricular activities, such as sports, student newspapers, drama clubs, debate teams, choral groups and bands.

During their leisure time, American kids spend much time watching television, listening to music or playing computer games, but many also have after school jobs. Many youths work part-time on weekends or after school at fast-food restaurants, baby-sit for neighbours, have delivery jobs or work in the shops. Many youths are also involved in different organizations or are active in church and religious-group activities. Other belong to youth groups such as Girl Scouts or Boy Scouts, where they learn about citizenship, crafts, arts, camping and other outdoor activities.

Thousands of young Americans take care of the elderly, the handicapped and hospital patients, or help clean up the environment. While for most American children and teenagers' life today is nearly free of serious conflict, young people are still under many types of stress.

Peer pressure, changing family conditions, mobility of families, unemployment and problems at school may lead to use of alcohol or drugs, the refusal to attend school, running away from home, teenage pregnancies or juvenile delinquency.

Exercise 4. Read the text on the life of youth in the USA and give the main idea of it.

Young people in the USA have a wide variety of interests apart from their school.

As children, both boys and girls play many of the same games. They swim, play basketball and baseball, and in recent years – soccer, go boating, and have fun in many kinds of sports and outdoor activities. Numerous youth organisations give young people a chance to develop and broaden their interests and to gain experience in working with others.

Among these groups are the Boy Scouts, which count more than four million boys. This organisation is for training boys in various useful skills such as making a fire, and for developing their character. Scouts traditionally carry a penknife, and their motto is "Be Prepared". There are also Girl Scouts, with nearly three million girls, and the Boys' and Girls' Clubs of America with over one million participants. Adults who work in volunteer services guide these and other groups.

Civic, cultural and religious groups also sponsor special programs for young people. In farm areas, boys and girls learn to work together in agriculture, home-making and other activities through more than 150000 clubs, which have more than 4 mln. members.

In these clubs, they compete for prizes in raising farm animals and growing crops. Secondary schools offer students a wide variety of activities to develop talents and skills. There are clubs for photography, music, theatre, stamp collecting, natural sciences and debating. Most schools have orchestras, band and singing groups as well as a variety of competitive sports for both boy and girls.

Many young people hold part-time jobs after school hours. Thousands earn money delivering newspapers or helping care for infants and young children (babysitting) in private homes.

Later when they go to college, many youths continue to work part-time at a variety of jobs to help parents or to have some money for personal expenses. For several weeks during the summer vacation, about 5 million school age children go to summer camps where they get plenty of recreational activity and learn various arts and crafts, and sometimes computer skills.

Most schools & colleges have some form of student government with elections to choose class representatives. These elected officers speak for their fellow students at student council meetings with teachers & school officials. They organize social activities & take part in such community projects as raising money for public welfare.

Exercise 5. Read the text and pick up the essential details in the form of quick notes.

REVIEW ABOUT YOUTH LIFE IN THE USA

At 13, most Americans are in about the 7th or 8th grade. Still not yet in high school, so this is kind of different territory. Around this time we were administered a few tests to help us choose a career "cluster" or particular career. These tests had very little sway. I chose engineering and completely turned around later. School at this time is often divided between the "gifted" and the not so "gifted", but students still go to the same school and take the same classes, just taught by different teachers, except for maybe the occasional high school class offered in the 8th grade such as Algebra.

At age 14-15, one enters high school and is in the 9th grade, commonly known as Freshman year. At this point, students choose their own schedules, but still have certain credit requirements they have to meet within a school year or before they graduate such as Math/History credit every year, so that usually ends up dictating a lot of one's schedule. Grades made in middle school determine which classes one is eligible for.

Then there are elective classes that students can choose which greatly vary between schools. My school offers things from Genocide studies to Auto Mechanics to Journalism to Art and Engineering.

At this point we're pressured to choose a career, or at least a cluster and then choose an corresponding elective. It doesn't count for much, though. 11th grade, junior year, is often one's busiest year and you are expected to choose a college, a major, or trade. 12 grade, senior year, is often seen as one the time to have the most fun and "senioritis" is common of course.

Depending on what your path is, you may or may not feel stressed out of your mind. School starts at 7am or 8am and lasts until 3pm or 4pm. School years usually run from mid-August to about May. There is a small break for Thanksgiving, Christmas, and Spring. These are actual quotations from my peers, and it's internally motivated. Materialism is hitting hard and you'll probably understand why later. Many people will simply choose a career because they think it will get them a lot of money such as doctor, engineer, CEO. There are those, though, that strive to choose a career that they'd enjoy.

I know some aspiring physicists, mechanics, videographers, and business owners. I have to say Physical Therapist is probably the top career outside of the standard responses of "engineer" or "doctor" I'm not sure what I want to be, maybe a linguist (professor or working on preservation) or perhaps a journalist.

One of the most pivotal moments of an American teen's life is driving. In my state, one gets a permit at 15, meaning they can only drive with an adult, and can drive alone at 15.5 years of age, most often during sophomore year. The US is a big place and notorious for its terrible public transportation (there exists practically 0 form of such in my town.) To us, public transport is stuff for big cities and walking is for people who've run out of gas. Teens often have their own cars which they use to drive to many places, albeit often with restrictions.

Everyone drives themselves to school. Another important part of not only the high school experience, but overall American culture are sports, and yes, particularly American football. "*Friday Night Lights*" is a common term referring to the football games that occur in the fall.

They're huge social events and everyone shows up gets involved. Athletics are completely sponsored by the school. Club teams for some sports such as baseball, lacrosse, and soccer, exist, though, and are just as popular and sometimes year round. Life is lived for the weekends, though, of course, and all kinds of activities are enjoyed.

People around here often spend time on the water as there is a lake nearby. Things like wild parties and drinking, and drugs, and sex do occur, but it's still a big misconception.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Make up a small report and give a talk in class.

Exercise 3. Read the text and pick up the essential details in the form of quick notes.

PROBLEMS OF ADOLESCENCES

A new study shows that by the time most teens reach late adolescence, most of them have drunk alcohol and abused illicit substances. The study, published in the Archives of General Psychiatry, looked at a representative sample of 10,123 teens between the ages of 13 to 18.

Researchers asked the teens in person about their drinking and drug habits, and then compared it to lifetime estimates of alcohol and illicit substance abuse. The results revealed that 78 % of U.S. teens had drunk alcohol, and 47 % of the group said they'd consumed 12 or more drinks in the past year. When it came to drug use, 81 % of teens said they had the opportunity to use illicit substances, with 42.5 % actually tried them. Survey reveals levels of teen drinking, drug abuse. Fewer than 2% of adolescents have had sex by the time they reach their 12th birthday.

But adolescence is a time of rapid change. Only 16% of teens have had sex by age 15, compared with one-third of those aged 16, nearly half (48%) of those aged 17, 61% of 18-year-olds and 71% of 19-year-olds. There is little difference by gender in the timing of first sex.

Among sexually experienced teens, 70% of females and 56% of males report that their first sexual experience was with a steady partner, while 16% of females and 28% of males report first having sex with someone they had just met or who was just a friend.

Admittedly being a teen in the US is better than in other countries, but in retrospect, life was incredibly rigid, stressful, and overregulated thanks to a bunch of ageism against adolescents.

Today, the general consensus among more senior generations is that teenagers are a bunch of savage, hormone-driven animals without souls. There is hardly any trust or respect afforded to them, and those who want either have to work much, much harder to earn it than others simply because of their age. Unfortunately, it has become incredibly hard to do so because paranoid communities have passed all kinds of laws restricting their day-to-day lives.

Currently accepted logic is that if teens are constantly preoccupied with other commitments, they will never have time to cause trouble. Unfortunately, that logic caused a bit of role reversal: while teens certainly no longer have time to cause trouble in society or do anything for pleasure for that matter, society causes all sorts of trouble with teens' mental health and confidence. The prevalence of insecurity, depression, and anxiety that I witnessed in high school was absolutely unsettling.

Finally, there are too many stereotypes they have to overcome. I do realize that there are some people who these stereotypes actually apply to, but that would be like saying that all baby boomers are hippies. From ages 13-17, they somehow are too naive to do anything independently, yet believe they know everything. The fact that so many go to college is probably a good indicator that they don't think they know everything and that they can act as sovereign people in choosing to attend.

They are also assumed to be extremely narcissistic, yet they are in my experience more willing to do community service and donate to charity than people in other stages of life. They are degraded into being hormone-crazed apes and, whenever they experience anger or sadness, have it blamed on a hormone imbalance. Frankly, I consider it oblivious to pass off these emotions as biological when teens deal with so many stigmas and so much stress on a daily basis.

In conclusion, being an American teen is not a fun experience and involves being treated as an inferior while trying to figure out the world. All they can hope for is for that stage of life to end quickly. Seem to be some out of touch and unrealistic answers about teenagers here in the USA. For starters many teenage boys are not interested in driving cars.

The girls are far more interested in driving and it can be 9 to 1 ratio in driver's ed classes. Teen pregnancy has dropped dramatically though most teens are sexually active on average age 14 and condoms are surprisingly unpopular (these kids just will take the medicine for the STD rather than use preventative measures). But birth control in the form of patches are very common. Sex is extremely casual and it is not defining of a relationship or Bond.

This generation age 13 to 20 in anonymous have double the number of people who claimed to be LGBT. Additionally these teens are very sensitive of other what people who they may not know or are not connected to may be offended. It's unusual for someone to say they are offended and after further question to find out they are worried it's someone who is not there who they do not know might be offended. Many boys are very mild-mannered and almost feminine in their persona.

They have grown up in a time were girls are really in the power position. Right now 70% of all college freshmen are female. If you see a young couple 17 or 18 years old, nine times out of 10 the female is driving the car. The relationship to shoes is interesting, many teenagers go barefooted unless they have to walk somewhere where shoes are required.

It's not uncommon these days in the summer time to go to a park and find the majority of kids are not wearing shoes and some left their house without shoes.

The most common shoe worn is simply a flip flop. But by far the most interesting thing is the idea of protesting Without a cause. It's about the right to protest and voice an opinion. These overly sensitive young people seem to have a moral code that they believe overrides the law. Some have great confidence with zero experience in office even a grasp of the real situation.

Teenage boys go through a much different high school experience than do girls. So it is important to send the whole message if you choose a side. I can't speak for the female side at all, so here goes. You could say that the USA was in a mode of a continuous national frat house party, consumerism was absolutely crazy and rampant. starbucks popped up and barnes and nobles came to my town. But we are paying for it these days big time cleaning up the broken glass and paying the bills for repairs and massive tabs for booze.

Our sins of gluttony have returned to visit us so to speak. Gaming technology was evolving at a very rapid pace and it was normal for one to kind of cycle through gaming console brands, if you had the money. Here you rack up hundreds of hours just sitting down and gaming; in front of your computer screen or TV. It was all you could hear people talking about was this game or that.

Speaking of people only speaking about one thing – after the first episode of south park aired, the next thursday morning that is all that anyone would talk about and the humor of from this show was a background noise theme for the rest of my high school experience.

I think what happens is that you have a friend come over to your house when you are 11 and then he pulls up a porn web sight "dude i'm not 18 yet! "its alright, they cant check your age".

Then things start turning ugly. Yeah, never give a teenage boy his own computer before he goes to college. But if you are a teenage boy in the US this is a very large facet of the experience.

A facet that is quite obvious to the general public. But by the time you are 18 the ball is rolling. I remember that our backpacks were very heavy, they say they were more laden with books than any generation before us. They were concerned for our backs and physicians came and inspected our spines for scoliosis. At about this time you learn that its impossible to run with a backpack on and look cool.

It is here that you decide whether you want to use one strap and look kind of cool or both straps and look kind of lame. I look back at that and kind of laugh. only in college do people look past that and really start caring about their backs. There was so much force on my shoulders I just had to use both. Political correctness in the school system. Back in the 90's it was flaming hot. The fact that our American society is inherently misandric became blatantly apparent. And this kept up, well, all the way up to today. I can only imagine the crap that the generation behind me has to go through. They make boys of all ages ashamed to be masculine ashamed to do what boys and men do, anything.

Anything from being violent to kissing some girl class mate, its out of the question. I'd imagine you could get into a lot of trouble for doing something like that. I can only speak for the male perspective, but I suppose what was happening was that they celebrated and backed up any masculine traits that the girls had giving them. Those were advantages based on bogus statistics which were more rooted in politics than in science. This made for a softer boy and a tougher girl.

Only the toughest and most virulent teenage boys could stick a middle finger to this nonsense.

Those are the players you see today with lots of chicks around them.

Does that make them a better person? Maybe, maybe not. If you would take a look around you will notice that most of your teachers are female and you will only find a male teacher in a substitute role. The school system is dominated by women and there is no voice or role model for young men to follow. Except for your wise, possibly ethnic (oh there I go again with the PC, janitor).

Our janitor was a wise and kind man named Mr. Eady. He was a beloved idol for the entire male student body, a voice that you could listen to and advice you could follow. Something that your female teachers could never give because they just don't understand.

One day they found a bit of gin in his closet and they fired him, such is the experience of zero tolerance for alcohol. When I was a teenager there were very many things that they had zero tolerance for. My mom was horribly depressed back in the late 60's, she climbed to the roof of the school and was about to jump off. But fortunately for her, and not the least, me, her favourite teacher tapped on her shoulder and they sat and talked over some whiskey. He saved her life.

Something like that would never happen today. I suspect to be a teenager in these days means that the laws of sexual harassment that apply to adults apply to you as well. You'd hear stories about how the adult laws of sexual harassment were applied to a little boy in the lower grades. I am no longer surprised when I hear that in the news.

The school system would rub it into your face some false fact that you are a rapist by nature or some kind of evil misogynist that needs to be controlled by the feminine force in the country or else you would be sure to rampage out of control and fondle every woman in sight and deny her promotions in the job field. They'd bring in a tv into class and make you watch videos of how women have it harder in the work place or subjects of rape in the college environment. You know even if it didn't happen to me I could totally see that happening to some poor teenage boy in some high school somewhere, I would not even be a little bit surprised that he would be made to sit through that.

The injustice is that the girls never had to be made to sit through videos that explained how men's livelihoods are being encroached upon by women, this is not a bad thing that women are working (the economy sucks and many many households simply cannot get by on one paycheck). Never had to sit through videos explaining that a man's career can be ruined by the streams of frivolous claims of sexual harassment. The video would say, see this man how he is unemployed and cannot feed his kids because he was wrongly accused of harassing a female employee.

They never had to sit through videos showing how violence in relationships goes both ways and it is a pretty savage double standard that men cannot hit women, women can take advantage of this and it is commonly covered up that the initiators of the fight are pretty much split 50/50 male to female, yes women do batter men, it is possible for a husband to be an abused man with bruises.

They never get the message that it is a tragedy that this battered man has nowhere to go and nobody to help him. Never had to sit through videos explaining facts and statistics of women who throw their babies into dumpsters. All they show are the bad things that men do and never the other side of the story. Sorry if...wait, im Not sorry if im offending someone here. I'm outlining the ridiculousness of what the teenage boy has to sit through through his Entire educational career.

That about sums it up. It's not just your teenage years – from birth in the states you are indoctrinated into political correctness and its in highschool when you first clash with this unnatural state of affairs. hormones flow and you get into fights. In my school that'd mean detention for sure.

Contrast this with the image back in the 50's the coach would take the two belligerents into the gym and give them boxing gloves. The two would go at it until they ran out of steam and might even become friends after that, who knows. That's that, finished. But to be a teenager in the states back in the early 2000's. If you fought and you won, for the rest of your high school career you have to watch your back, who knows that kid you beat up might come at you with a knife he smuggled into school.

After the shootings at columbine the threat of violence in the schools escalated, suddenly it seemed as if there were shootings every year or may be 8 months.

Today bullies have to watch what they do lest their victim come at them with a gun one school day morning. In that light I'm surprised that bullying is still an issue in schools. t was here that it started that it was illegal to come to school with so much as a metal butterknife, you could get into some serious trouble. Well, not for my specific age bracket, but things started to look and smell that way by about the time I was due to graduate. There is a lot of sexual frustration, that was my experience at least and possibly the experience some millions of other young men back then.

It is here that you realize that the dating environment that you were raised to expect by your mom and dad is simply not the case. You would come to them and say that you are having a hard time and your parents would give you some pretty useless and outdated courting advice, they wouldn't believe you if you told them how things really were.

To feel for my fellow man I hope I was the only person that that had happened to; but me, with my altruism, may not be so lucky – Im sure that many young men in this country, of my generation at least, had to endure this lack of useful relationship advice and so you have to strike out on your own.

You learn pretty quick that life (in the sense that you see in high school) is meant for the leader of the high school football team, or the guy who drives an expensive car to school or a motorcycle. You learn as a teen that there is no such thing as dating anymore and it no longer pays to be a gentleman because you know that the other side of the coin will not uphold her end of the chivalristic bargain.

You learn that lesson good. You learn that you just can't expect that of the opposite sex like your mom and dad could. This lasts all the way into college, but you learn that some chick that you hook up with is not a salve for your woes. If you aren't happy when you are alone, then you will still be in a predicament if you actually hooked up with someone. Nobody told me that when I was a teenager.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Read the text and pick up the essential details in the form of quick notes.

Exercise 3. Analyze the information in the chart.

No	Children's health concerns – Big problems by whites	Percent
1.	Childhood obesity	39%
2.	Drug abuse	33%
3.	Smoking & tobacco use	30%
4.	Bullying	28%
5.	Child abuse & neglect	24%
6.	Stress	23%
7.	Alcogol abuse	22%
8.	Teen pregnancy	21%
9.	Internet safety	18%
10.	Sexity	18%

PROBLEMS IN AMERICAN YOUTH CULTURE

This results in our kids being cheated out of the character building experiences that are only learned by struggle, defeat, disappointment, and failure. Our kids have been made to grow up in areas they should still be kids, and allowed to be kids in areas they should be made to grow up. They've been exposed to illicit sex, illegal drugs, irreverent entertainment and other sin and vice – to the point of acquiring unnatural appetites, habits, and addictions for all of it.

In today's youth culture, teens have been abandoned by adults in certain areas of their lives, while being pampered, coddled, and entitled in other areas. They've been allowed to make decisions based on emotion, feelings, and comfort as opposed to logic, reason, and a moral high-ground.

The bars of expectation for obedience, behavior etiquette, education, prudence, accomplishment, responsibility, excellence, character, and respect have all been lowered to the point that they can't even respect themselves anymore. They've been allowed to do things they shouldn't, while never been made to things they should. They've understood love and discipline as being mutually exclusive – if they've understood them at all – and therefore rarely received the divine character benefits of either.

In general, the youth culture has been brainwashed by a 24/7 media, music, and entertainment barrage that teaches them nothing about moral purity and virtually everything about what parents don't want them to know, believe, accept, or perpetuate themselves – everything our parents and the church once told us to avoid. They've been pleased into imbecility with all the electronics and techno-toys their parents have worked so hard to provide them – to the point that they have become insatiable and anhedonic. They go like monkeys on a vine grabbing the next pleasure before releasing the last – leaving no margin in their lives to contemplated the deeper issues of life such as origin, meaning, morality, or destiny. They've been allowed to blame others, while being bailed out of the sufferings and consequences of their own mistakes. Relativism and postmodern thought have blinded them to the fact that they've even made mistakes in the first place – giving them no transcendent point of moral reference beyond their own subjective ideas, presuppositions and lusts.

Our youth have been cheated out of the security of knowing moral absolutes and the self-restraint of living within them. They've been deprived of legitimate authority figures that will stand in the gap to enforce the few boundaries they've actually been given – the boundaries they need to adhere to in order to acquire the self-restraint needed to attain a healthy and sober sense of self-esteem and self-respect. Our kids have no peace or rest in their souls; because they've been pursuing creation without regard or reverence for their Creator – unaware of St. Augustine's prayer, "Lord, You have made us for Yourself; and, our hearts are restless until we find our rest in You. "

In a nutshell, they don't know God; and, they don't feel they know anyone who truly does.

We have a youth problem largely because we have a greater parent problem. We have a parent problem largely because we have a greater cultural problem. We have a cultural problem largely because we have a greater church problem.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Pay attention to youth manifesto.

Think before you speak.
Treat people with respect.
Treat people how you would like to be treated.
Keep things said in confidence quiet.
Don't use words like gay or fat as derogatory terms.
Don't judge people for expressing their feelings.



TOP 10 ISSUES FACING OUR YOUTH TODAY

Single Parent Households

The problems begin at home. Since the 1950s, the number of single parent homes has consistently increased to the point of catastrophe. Today, 14 mln. single parents are responsible for 28 mln. children. Raising a child is difficult enough in a two parent home, especially in tough economic conditions.

The situation is even direr when there is only one parent. Economically, a single parent is likely to bring less income home. This equates to fewer opportunities for such vital necessities as education. Trying to make ends meet also takes time – time that is spent away from children who need a parent's guiding/influence. Absent a parent's diligent guidance, children become subject to higher dropout rates, higher risk of dangerous sexual behaviors and pregnancies, higher chances of drug and alcohol abuse. It truly takes a village to raise a child.

Drug/Alcohol Abuse

There was a time in cinematic history where virtually every actor/actress was portrayed on screen with a cigarette in hand. Smoking, it was implied, was cool. As a result everyone was doing it, including kids. Well, as awareness to the danger of smoking increased, "cool" images of smoking disappeared. Unfortunately, the same can't be said about drugs and alcohol. These vices are staples in everyday media. Simply, drinking and using drugs is shown as being cool. The numbers bear the tale. 21% of high school seniors say they get high and 41% of the same group report drinking alcohol.

Our kids are literally moving around in an intoxicated daze. Immature behavior is then amplified due to being under the influence. Drunk driving, poor grades and attendance, anti-social and violent behavior and the list goes on.

Growing up too fast

There was a time when kids enjoyed being kids. Today, even at the earliest of ages, children are partaking in adult activities with serious consequences. Similar to what we see with alcohol and drugs, sex is a very popular and portrayed subject matter. The movies, TV, the internet, essentially everywhere a kid turns he or she is bombarded with sexual suggestions. In fact, there are entire TV series marketed directly to kids dealing with sex – the egregious being *The Secret Lives of an American Teenager* and *Teen Mom*, to name two. Music is a culprit as well. Songs have always had sexual innuendos, but at least "back in the day" you had to be old enough to understand them. Today, it's all about "How low can you go" and "baby let me sex you up". Kids are having sex as early as 10 and 11, with teen pregnancies increasingly on the rise. The concept of childhood is literally being wiped out.

Violence in Schools

A child's education is the foundation from which he or she will be able to go forth out into the world and build a life. Schools play a major role in this endeavor, and therefore it is reasonable to expect that these places of learning would be safe havens for the children while they are preparing for adulthood. Unfortunately, this is not always the case.

In many instances, especially in low income, urban settings, schools can be a war zone. We are not talking about minor bullying, but rather serious violence. Consider that in the last decade 284 kids were murdered due to school violence – these were shootings, stabbings, fighting and suicides. Growing up is tough enough without having to be worried about being killed while going to math class.

Materialism

We live in a society that promotes materialism and so we perpetuate this particular malady by instilling bad habits into our children. We teach our children that the measure of success and happiness in life is how much stuff you have. Kids naturally want things – especially if their friends have something similar. Unfortunately, there seems to be little restraint on accompanying guidance as we go about this.

Essentially, we provide our kids with whatever they want that is within our financial ability to do so. The concept of "earning" what you get or the idea that something "you don't need" seem to have been lost and discarded. Is there really any wonder why the average adult is \$15,000 in debt at any given time? We have a mentality of getting what we want and when we want it that has been ingrained in us since childhood. The unfortunate result is that there are devastating consequences for such continued behavior later in life.

Obesity

Our kids are fat and getting fatter. Recent numbers show that 20% of American children are obese. Not chubby – OBESE! Video games, TV, the internet and fast food are partly to blame. Kids are spending more time sitting in front of a TV/computer screen than running around outside.

This sedentary lifestyle has consequences. Socially, it's no secret that overweight kids are going to be subject to ridicule from their peers – it's sad, but nevertheless true. This can result in such issues as low self-esteem, depression, etc. Then there are the health concerns. High blood pressure, diabetes and other maladies that is associated with obesity. Psychologically and physically, obesity is an issue that can be resolved with a simple increase in activity and awareness.

Education Disparity

Education is important. Few people would dispute this well regarded fact. A good education (in comparison with a bad one) will provide a child with an increased chance of taking advantage of opportunities to be successful in life. Unfortunately, some people have it better than other.

This is not an issue of just one school being better than another school. Rather we are talking about whole classes of American children being denied a proper education that will prepare them to compete in a job market with their peers and have the same access to the American Dream.

Disparity in educational quality is delineated by race and financial status. If you live in a poor neighborhood or are a minority, there is a good chance that the schools you attend are lacking many necessities. While Asians and Whites enjoy high graduating rates, African American & Latinos continue to lag behind. Not surprisingly, because job opportunities are lessened for dropouts, these two groups have the highest incarceration rates.

Shifting Economy & Poverty

America used to sustain itself with making its own products through manufacturing and then turning around and selling those products. The economy is shifting to more of a service industry versus a manufacturing industry. In order to cut costs and keep product prices down companies are forced to outsource manufacturing to other countries. Other countries can produce products at much lower labour costs. Some companies have even begun to outsource call center jobs to keep labour costs down. Not only is America now having lower paying service jobs than the average blue-collar job with a sustainable income but our economy is now a global economy.

For example, what happens in Japan or Iraq can drastically alter prices for our stock exchanges, gas/oil, and many other products. What exactly does this mean for our youth? The youth cannot graduate or even dropout of school without going through the pains of a low-income job. The jobs offered with no experience pay very little with very little room for pay increases.

In fact, the competition to get a promotion can be fierce. In the past, your high school senior could graduate and go work at the local factory for the rest of his or her life and make a good living. They would not necessarily need to have a college education to survive. In fact, youth today will graduate from college with multiple degrees and still cannot find work that pays enough to sustain a decent lifestyle. The federal poverty level is \$22,050 for a family of four.

This equates to 21% of all children (15 mln. children) are considered in poverty. Just to cover basic expenses for a family of four you would need to have a salary of \$45,000. This means that nearly 50% of our children are living in poverty.

Half of those kids receive no government assistance because their parents earned more than \$22,050 that year. According to the National Center for Children in Poverty (NCCP), that poverty is the single greatest threat to children’s well-being. Poverty impedes learning and contributes to social and behavioral problems. And guess what? There is no income to counteract these problems.

Mommy cannot afford a tutor or Daddy cannot afford a counselor. There is a huge opportunity for society to stop being so materialistic and in turn poverty wouldn’t be such an issue because most children will all have the same things – things they need instead of what they want. This would decrease violence in schools because fewer kids would be teased.

Erosion of National Pride/Identity

If every year the Olympics were held, this probably wouldn’t be a problem. This list is indicative of the fact that America (like any nation) has problems. The issue at hand is collective though amongst the people affected about how to deal with them. Unfortunately most folks tend to focus on their self and not the whole. We see these problems as affecting "them" and not "me/us" When we hear that America’s children are the fattest among Western nations, this doesn’t sting. When we learn that America’s children lay educationally behind other industrialized nations, we don’t cringe.

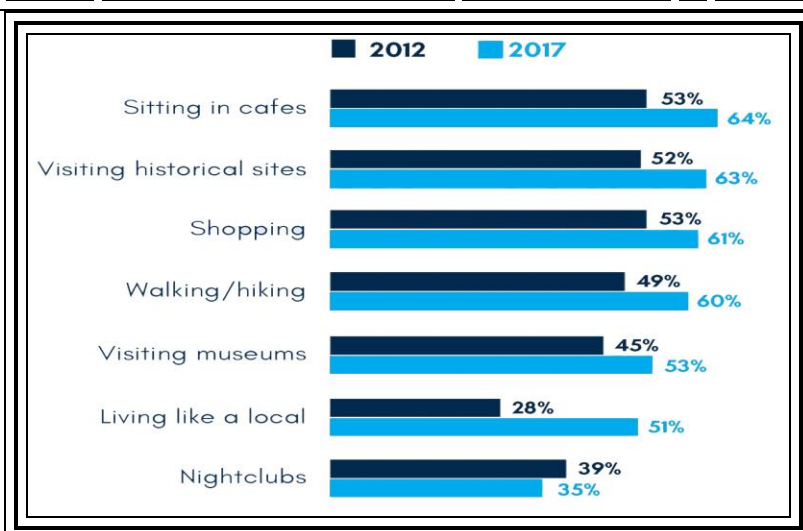
There is very little sense of collective identity of people, as Americans. This is a result of our children not being properly educated and guided. There was a time when every child would begin the school day by standing and reciting the Pledge of Allegiance. Children were taught the significance of the 4th of July (besides fireworks). These practices are long gone and so is our sense of common destiny. With so many diverse nationalities, races, and ethnic groups that comprise America, the one common bond we all have with one another is that we are Americans.

Exercise 1. Generate all events which are in the text.

Exercise 2. Analyze four issues facing youth today.

Exercise 3. Analyze the information and make a chart about it.

№	Activity		
	Problems	When	Score
1.			



Youth visitor activities in 2012 vs. 2017

AMERICAN YOUTH CULTURE

Youth culture is the way adolescents live, and the norms, values, and practices they share.

Culture is the shared symbolic systems, and processes of maintaining and transforming those systems. Youth culture differs from the culture of older generations.

Elements of youth culture include beliefs, behaviors, styles, and interests. An emphasis on clothes, popular music, sports, vocabulary, and dating set adolescents apart from other age groups, giving them what many believe is a distinct culture of their own.

Within youth culture, there are many distinct and constantly changing youth subcultures.

These subcultures' norms, values, behaviors, and styles vary widely, and may differ from the general youth culture. Understanding what adolescents think and do is fundamental to understanding the relationship between structure and agency, social patterns and individual action.

There is a debate about whether or not youth culture exists. Some researchers argue that youth's values and morals are not distinct from those of their parents, which means that youth culture is not a separate culture. Just because people see the presence of what seems to be a youth culture today does not mean that this phenomenon extends to all generations of young people.

Additionally, peer influence varies greatly between contexts and by sex, age, and social status, making a single "youth culture" difficult, if not impossible, to define.

Others argue that there are definite elements of youth society that constitute culture, and that these elements differ from those of their parents' culture. Janssen et al. have used the terror management theory (TMT) to argue for the existence of youth culture.

TMT is a psychological concept that hypothesizes that culture originates from an attempt to cope with the knowledge of mortality. Society does this by adopting a worldview and developing self-esteem. Researchers test TMT by exposing people to reminders of their mortality.

TMT is supported if being reminded of death causes people to cling more strongly to their worldview. Janssen et al. tested the following hypothesis: "If youth culture serves to help adolescents deal with problems of vulnerability and finiteness, then reminders of mortality should lead to increased allegiance to cultural practices and beliefs of the youth." Their results supported their hypothesis and the results of previous studies, suggesting that youth culture is, in fact, a culture.

Schwartz and Merten used the language of adolescents to argue for the presence of youth culture as distinct from the rest of society. Schwartz argued that high school students used their vocabulary to create meanings that are distinct to adolescents.

Specifically, the adolescent status terminology (the words that adolescents use to describe hierarchical social statuses) contains qualities and attributes that are not present in adult status judgments. According to Schwartz, this reflects a difference in social structures and the way that adults and teens experience social reality. This difference indicates cultural differences between adolescents and adults, which supports the presence of a separate youth culture.

Throughout the 20th century, youths had a strong influence on both lifestyle and culture.

The flappers and the Mods are two great examples of the impact of youth culture on society.

The flappers were young women, confident about a prosperous future after World War I, and they became the symbol of effervescence. This liveliness was seen in her new attitude in life in which she openly drank, smoked, and many socialized with gangster type men. The fashionable dress at the time also reflected the flapper's new lifestyle. Hems were raised, waists dropped, and hair was cut into bobs. This not only created a look that was dramatically different from the corseted, structured dresses of previous generations, but it also created a new freedom that allowed the wearer to move in ways one was unable to before. This break from older values was also apparent in a new posture embraced by the flappers. Instead of an upright, corseted posture, they preferred "a 'lop-sided' stance characterized by 'sunken chests and round shoulders,' which suggested fatigue rather than beauty."

The flappers exemplified how youth culture was influential in fashion and lifestyle.

Mods are a great example of a youth culture movement inspiring a popular lifestyle.

Similar to the flappers, they also emerged during a time of war and political and social troubles. They were a group of kids that stemmed from a group called the modernists.

The Mods were young men and women who came from all classes, and they believed that their fashion choices "gave them entrée everywhere," and their fashion choices empowered them. The women's fashions were short and reflected an ideal, youthful body unforgiving to women with curves. They also cut their hair short, possibly a "homage to the flappers of the 1920's."

The Mod style and embrace of modern technology spread from the UK overseas to America as well as other countries, proving it to be an extremely influential youth culture movement.

The presence of youth culture is a relatively recent historical phenomenon. There are several dominant theories about the emergence of youth culture in the 20th century. These include theories about the historical, economic, and psychological influences on the presence of youth culture. One historical theory credits the emergence of youth culture to the beginning of compulsory schooling.

James Coleman argues that age segregation is the root of a separate youth culture.

Before compulsory schooling, many children and adolescents interacted primarily with adults.

In contrast, modern children associate extensively with others their own age. These interactions allow adolescents to develop shared experiences and meanings, which are the root of youth culture.

Another theory posits that some types of cultures facilitate the development of youth culture, while others do not. The basis of this distinction is the presence of universalistic or particularistic norms. Particularistic norms are guidelines for behavior that vary from one individual to another. In contrast, universalistic norms apply to all members of a society.

Universalistic norms are more likely to be found in industrialized societies. Modernization in the last century or so has encouraged universalistic norms, since interaction in modern societies makes it necessary for everyone to learn the same set of norms.

Modernization and universalistic norms have encouraged the growth of youth culture.

The need for universalistic norms has made it impractical for young people's socialization to come primarily from immediate family members, which would lead to significant variation in the norms that are communicated. Therefore, many societies use age grouping, such as in schools, to educate their children on societies' norms and prepare them for adulthood. Youth culture is a byproduct of this tactic. Because children spend so much time together and learn the same things as the rest of their age group, they develop their own culture.

Psychological theorists have noted the role of youth culture in identity development. Youth culture may be a means of achieving identity during a time when one's role in life is not always clear. Erik Erikson theorized that the major psychological conflict of adolescence is identity versus role confusion. The goal of this stage of life is to answer the question, "Who am I?"

This can be difficult in many societies in which adolescents are simultaneously expected to behave like children and take on adult roles. Some psychologists have theorized that the formation of youth culture is an attempt to adopt an identity that reconciles these two conflicting expectations.

Parsons (1951) posited that adolescence is a time when young people are transitioning from reliance on parents to autonomy. In this transitory state, dependence on the peer group serves as a stand-in for parents. Burlingame restated this hypothesis in 1970. He wrote that adolescents replace parents with the peer group, and that this reliance on the peer group diminishes as youth enter adulthood and take on adult roles. Fasick relates youth culture as a method of identity development to the simultaneous elongation of childhood and need for independence that occurs in adolescence. According to Fasick, adolescents face contradictory pulls from society.

On one hand, compulsory schooling keeps them socially and economically dependent on their parents. On the other hand, young people need to achieve some sort of independence in order to participate in the market economy of modern society.

As a means of coping with these contrasting aspects of adolescence, youth create independence through behaviour – specifically, through the leisure-oriented activities that are done with peers. For decades, adults have worried that youth subcultures were the root of moral degradation and changing values in younger generations. Researchers have characterized youth culture as embodying values that are "in conflict with those of the adult world".

Common concerns about youth culture include a perceived lack of interest in education, involvement in risky behaviors like substance use and sexual activity, and engaging extensively in leisure activities. These perceptions have led many adults to believe that adolescents hold different values than older generations and to perceive youth culture as an attack on the morals of current society. Despite the attitudes of many adults, there is not a consensus among researchers about whether youth subcultures hold different beliefs than adults do. Some researchers have noted the simultaneous rise in age segregation and adolescent adjustment problems such as suicide, delinquency, and premarital pregnancy. Perhaps the increased prevalence of age segregation contributed to the problems of modern youth, and these problems represent a difference in values.

However, most evidence suggests that these youth problems are not a reflection of different morals held by younger generations. Multiple studies have found that most adolescents hold views that are similar to their parents. One study challenged the theory that adolescent cohorts have distanced themselves from their parents by finding that between 1976 and 1982, a time when rates of adolescent problems increased, adolescents became less peer-oriented.

A second study's finding that adolescents' values were more similar to their parents' in the 1980s than they were in the 1960s and '70s echoes Sebald's findings. Another study did find differences between adolescents' and parents' attitudes, but found that the differences were in the degree of belief, not in the attitude itself. There may be pluralistic ignorance on the part of youth regarding how their attitudes compare to peers and parents. A study by Lerner et al. asked college students to compare their attitudes on a number of issues to the attitudes of their peers and parents.

Most students rated their attitudes as falling somewhere between their parents' more conservative attitudes and their peers' more liberal attitudes. The authors suggested that the reason for this is that the students perceived their friends as more liberal than they really were.

If adolescents' values are similar to their parents', this raises the question of why adults insist that adolescents inhabit a separate world with different values.

One reason may be that the similarities between adolescent and adult values are relatively invisible compared to the differences between these two groups. The way young people dress, the music they listen to, and their language are often more apparent than the values they hold.

This may lead adults to overemphasize the differences between youth and other age groups.

Adults may also falsely believe that youth's assertion of independence in exterior aspects of their life represents a manifestation of a different value system. In reality, sports, language, music, clothing and dating tend to be superficial ways of expressing autonomy – they can be adopted without compromising one's beliefs or values. Of course, there are some areas in which adolescents' assertion of autonomy can cause long-term consequences.

These include behaviors involving substance use and sexual activity.

The impact of youth culture on deviance and sexual behavior is debatable. Drinking alcohol is normative for adolescents in the USA, with more than 70% of high school students reporting ever having had a drink. Similarly, about 2/3 of teenagers have engaged in sexual intercourse by the time they leave high school. As drinking and having sex may be common in adolescence, many researchers include them as aspects of youth culture. While engaging in these activities can have harmful consequences, the majority of adolescents who engage in these risky behaviors do not suffer long-term consequences.

The possibilities of addiction, pregnancy, incarceration, and other negative outcomes are some potentially negative effects of participation in youth culture.

Research demonstrates that many factors may influence youth to engage in high-risk behaviors, including "a lack of stable role models, heightened family stresses, lowered levels of family investment, weakened emotional bonds between parents and their children, lowered levels of social capital and social control, and a lack of hope in ones future". However, teen culture may also have benefits for the adolescent. Peer influence can have a positive effect on adolescents' well-being.

Most teens report that their friends pressure them *not* to use drugs or engage in sexual activity.

Young people can be a powerful force in precipitating change in society. Youth-led revolutions in the 20th and 21st centuries attest to this fact. Organizations of young people, which were often based on a student identity, were crucial to the Civil Rights Movement.

These include organizations such as the Southern Student Organizing Committee, Students for a Democratic Society and the Student Nonviolent Coordinating Committee, whose role in sit-ins, protests, and other activities of the Civil Rights Movement were crucial to its success.

The Freedom Summer relied heavily on college students; hundreds of students engaged in registering African Americans to vote, teaching in "Freedom Schools", and organizing the Mississippi Freedom Democratic Party. The American protests in the Vietnam War were student-driven. Many college campuses were buzzing during the war with protests, sit-ins, and demonstrations.

Organizations such as the Young Americans for Freedom, the Student Libertarian Movement, and the Student Peace Union were based on youth status and contributed to participation in anti-war activities. Some scholars have claimed that the activism of youth during the Vietnam War was symbolic of a youth culture whose values were against those of mainstream American culture.

More recently, the Arab Spring has drawn attention because of the role young people have played in demonstrations and protests. The activities of the movement have been initiated primarily by young people, often college students who are unsatisfied with the opportunities afforded to them in the current political climate. The participation of young people has been so crucial that it led TIME magazine to include several youth members of the movement in its 2011 list of 100 most influential people. Additionally, the movement has relied heavily on social media (which can be considered an aspect of youth culture) to schedule, coordinate, and publicize events. Some scholars have studied the trends that accompany social unrest, and have suggested ties between youth and revolt. Most notable is Gunnar Heinsohn's theory of the youth bulge.

According to this theory, an especially large population of young people, especially males, is associated with social unrest, war, and terrorism. The rationale that Heinsohn gives is that these population trends leave many people unable to find prestigious places in society, so they turn their attention to creating change in society.

Exercise 1. Discuss the topics.

- Youth culture is the way adolescents live, and the norms, values, and practices they share.
- Youth's values and morals are not distinct from those of their parents.
- There are definite elements of youth society that constitute culture.
- The language of adolescents is distinct from the rest of society.
- The flappers and the Mods – modern youth movements.
- Age segregation is the root of a separate youth culture.

Exercise 2. Read the text and pick up the essential details in the form of quick notes.

Exercise 3. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

YOUTH GENERATION X

Generation X is the demographic cohort following the baby boomers and preceding the Millennials. There are no precise dates for when Generation X starts or ends. Demographers and researchers typically use birth years ranging from the early-to-mid 1960s to the early 1980s.

Members of Generation X were children during a time of shifting societal values and as children were sometimes called the "latchkey generation", due to reduced adult supervision as children compared to previous generations, a result of increasing divorce rates and increased maternal participation in the workforce, prior to widespread availability of childcare options outside the home.

As adolescents and young adults, they were dubbed the "MTV Generation" (a reference to the music video channel of the same name).

In the 1990s they were sometimes characterized as slackers, cynical and disaffected. Some of the cultural influences on Gen X youth were the musical genres of grunge and hip hop music, and indie films. In midlife, research describes them as active, happy, and achieving a work – life balance.

The cohort has been credited with entrepreneurial tendencies.

The term "Generation X" has been used at various times throughout history to describe alienated youth. In the 1950s, Hungarian photographer Robert Capa used Generation X as the title for a photo-essay about young men and women growing up immediately following World War II.

In 1976, English musician Billy Idol used the moniker as the name for a punk rock band, based on the title of a 1965 book on popular youth culture by two British journalists, Jane Deverson and Charles Hamblett. The term acquired its modern definition after the release of *Generation X: Tales for an Accelerated Culture*, a 1991 novel written by Canadian author Douglas Coupland.

Demographer Neil Howe noted the delay in naming this demographic cohort saying, "Over 30 years after their birthday, they didn't have a name. I think that's germane." Previously, the cohort had been referred to as Post-Boomers, Baby Busters, New Lost Generation, Latch-key kids, MTV Generation, and the 13th Generation (they were described as the 13th generation since American independence).

Demographer William Strauss observed that Coupland applied the term to older members of the cohort born between 1961 and 1964, who were sometimes told by demographers that they were baby boomers, but who did not feel like boomers. Strauss noted that around the time Coupland's 1991 novel was published the symbol "X" was prominent in popular culture, as the film *Malcolm X* was released in 1992, and that the name "Generation X" ended up sticking.

The "X" refers to an unknown variable or to a desire not to be defined.

Generation X is the demographic cohort following the post-World War II baby boom, representing a generational change from the baby boomers. Research examining the boomers split their cohort into "older boomers", which they defined as born between 1946 and 1955, and "younger boomers", which they defined as born between 1956 and 1964.

A 2010 Census report counted approximately 84 mln. people living in the U.S. who are defined by birth years ranging from the early 1960s to the early 80s.

In 2012 George Masnick wrote that the "Census counted 82.1 mln." Gen Xers in the U.S.

Masnick concluded that immigration filled in any birth year deficits during low fertility years of the late 1960s and early 1970s. Strauss and Howe described a cultural shift where the long held societal value of staying together for the sake of the children was replaced with a societal value of parental and individual self-actualization. Strauss wrote that society "moved from what Leslie Fiedler called a 1950s-era "cult of the child" to what Landon Jones called a 1970s-era "cult of the adult".

The Gen X childhood coincided with the sexual revolution as confusing and frightening for children in cases where a parent would bring new sexual partners into their home.

Thomas discussed how divorce was different during the Gen X childhood, with the child having a limited or severed relationship with one parent following divorce, often the father, due to differing societal and legal expectations.

In the 1970s, only 9 U.S. states allowed for joint custody of children, which has since been adopted by all 50 states following a push for joint custody during the mid-1980s.

The time period of the Gen X childhood saw an increase in latchkey children, leading to the terminology of the "latchkey generation" for Generation X. These latchkey children lacked adult supervision in the hours between the end of the school day and when a parent returned home from work in the evening, and for longer periods of time during the summer.

Latchkey children became common among all socioeconomic demographics, but were particularly common among middle and upper class children. The higher the educational attainment of the parents, the higher the odds the children of this time would be latchkey children, due to increased maternal participation in the workforce at a time before childcare options outside the home were widely available.

McCrindle Research Center described the cohort as "the first to grow up without a large adult presence, with both parents working", stating this led to Gen Xers being more peer-oriented than previous generations. In the 1990s, demographer William Strauss reported Gen Xers were "by any measure the least racist of today's generations". In the US, Title IX, which passed in 1972, provided increased athletic opportunities to Gen X girls in the public school setting.

Politically, in the USA, the Gen X childhood coincided with a time when government funding tended to be diverted away from programs for children and often instead directed toward the elderly population, with cuts to Medicaid and programs for children and young families, and protection and expansion of Medicare and Social Security for the elderly population.

One in five American children grew up in poverty during this time. These programs for the elderly were not tied to economic need. Congressman David Durenberger criticized this political situation, stating that while programs for poor children and for young families were cut, the government provided "free health care to elderly millionaires".

Gen Xers came of age or were children during the crack epidemic, which disproportionately impacted urban areas and the African-American community in the US. Drug turf battles increased violent crime, and crack addiction impacted communities and families.

Between 1984 and 1989, the homicide rate for black males aged 14 to 17 doubled in the US, and the homicide rate for black males aged 18 to 24 increased almost as much. The crack epidemic had a destabilizing impact on families with an increase in the number of children in foster care.

The emergence of AIDS coincided with Gen X's adolescence, with the disease first clinically observed in the United States in 1981. By 1985, an estimated one to two million Americans were HIV positive. As the virus spread, at a time before effective treatments were available, a public panic ensued. Sex education programs in schools were adapted to address the AIDS epidemic which taught Gen X students that sex could kill you.

Gen Xers were the first children to have access to computers in their homes and schools.

Generally, Gen Xers are the children of the Silent Generation and older Baby Boomers.

In the 1990s, media pundits and advertisers struggled to define the cohort, typically portraying them as "unfocused twentysomethings".

Stereotypes of Gen X young adults included that they were "bleak, cynical, and disaffected".

Such stereotypes prompted sociological research at Stanford University to study the accuracy of the characterization of Gen X young adults as cynical and disaffected.

Using the national General Social Survey, the researchers compared answers to identical survey questions asked of 18-29-year-olds in three different time periods. Additionally, they compared how older adults answered the same survey questions over time.

The surveys showed 18-29-year-old Gen Xers did exhibit higher levels of cynicism and disaffection than previous cohorts of 18-29-year-olds surveyed/

However, they found that cynicism and disaffection had increased among all age groups surveyed over time, not just young adults, making this a period effect, not a cohort effect.

In other words, adults of all ages were more cynical and disaffected in the 1990s, not just Generation X. As the 1990s and 2000s progressed, Gen X gained a reputation for entrepreneurship.

In 2001, sociologist Mike Males reported confidence and optimism common among the cohort saying "surveys consistently find 80% to 90% of Gen Xers self-confident and optimistic."

In the US, Gen Xers were described as the major heroes of the September 11 terrorist attacks by demographer William Strauss. The firefighters and police responding to the attacks were predominantly Generation Xers. Additionally, the leaders of the passenger revolt on United Airlines Flight 93 were predominantly Gen Xers. Demographer Neil Howe reported survey data showed Gen Xers were cohabitating and getting married in increasing numbers following the terrorists attacks, with Gen X survey respondents reporting they no longer wanted to live alone.

Guides regarding managing multiple generations in the workforce describe Gen Xers as: independent, resourceful, self-managing, adaptable, cynical, pragmatic, skeptical of authority, and as seeking a work life balance.

Gordiner cited examples of Gen Xers' contributions to society such as: Google, Wikipedia, Amazon.com and YouTube, arguing if Boomers had created them, "we'd never hear the end of it".

In terms of advocating for their children in the educational setting, demographer Neil Howe describes Gen X parents as distinct from Baby Boomer parents. Howe argues that Gen Xers are not helicopter parents, which Howe describes as a parenting style of Boomer parents of Millennials.

Hip Hop and rap have been described as defining music of the generation.

A notable example of alternative rock is grunge music and the associated subculture that developed in the Pacific Northwest of the US. "People made records entirely to please themselves because there was nobody else to please" commented producer Jack Endino.

Grunge lyrics are typically dark, nihilistic, angst-filled, anguished, and often addressing themes such as social alienation, despair and apathy.

Topics of grunge lyrics included homelessness, suicide, rape, broken homes, drug addiction, self-loathing, misogyny, domestic abuse and finding "meaning in an indifferent universe."

The mainstream hip hop music made in the late 1980s and early 1990s was characterized by its diversity, quality, innovation and influence after the genre's emergence and establishment in the previous decade. There were various types of subject matter, while the music was experimental and the sampling eclectic. In addition to lyrical self-glorification, hip hop was used as a form of social protest. Lyrical content from the era often drew attention to a variety of social issues including afrocentric living, drug use, crime and violence, religion, culture, the state of the American economy, and the modern man's struggle. Conscious and political hip hop tracks of the time were a response to the effects of American capitalism and former President Reagan's conservative political economy.

According to Rose Tricia, "In rap, relationships between black cultural practice, social and economic conditions, technology, sexual & racial politics; the institution policing of the popular terrain are complex and in constant motion. Even though hip hop was used as a mechanism for different social issues it was still very complex with issues within the movement itself.

There was often an emphasis on black nationalism. Hip hop artists often talked about urban poverty and the problems of alcohol, drugs, and gangs in their communities.

Gen Xers were largely responsible for the "indie film" movement of the 1990s, both as young directors and in large part as the movie audiences fueling demand for such films.

"Family incomes have risen though (over the period 1947 to 2005) because more women have gone to work", "supporting the incomes of men, by adding a second earner to the family. And as with male income, the trend is downward".

Generation Flux is a neologism and psychographic designation coined by *Fast Company* for American employees who need to make several changes in career throughout their working lives because of the chaotic nature of the job market following the Financial crisis of 2007-08.

Those in "Generation Flux" have birth years in the ranges of Gen X and Millennials.

Embodiment have become one of the most popular institutions in America. There's been a recent shift in consumer behavior and Gen Xers will join the "idealist generation" in encouraging the celebration of individual effort and business risk-taking. As a result, Xers will spark a renaissance of entrepreneurship in economic life, even as overall confidence in economic institutions declines.

Customers, and their needs and wants (including Millennials) will become the North Star for an entire new generation of entrepreneurs. A 2015 study by Sage Group reports Gen Xers "dominate the playing field" with respect to founding startups in the United States and Canada, with Gen Xers launching the majority (55%) of all new businesses in 2015.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Answer the questions.

1. What is Generation X like?
2. Are there precise dates for when Generation X starts or ends?
3. What birth years typically demographers and researchers use?
4. Who were members of Generation X?
5. How were they called?
6. How were adolescents and young adults called?
7. How are they characterized?
8. What has the cohort been credited?
9. Is Generation X the demographic cohort following the post-World War II baby boom?
10. How did the boomers split their cohort?
11. How many Gen Xers are in the USA?
12. What did Masnick conclude?
13. How did Strauss and Howe describe a cultural shift?
14. Did the Gen X childhood coincide with the sexual revolution?
15. How many American states allowed for joint custody of children?
16. What does the term "latchkey children" mean?
17. How does McCrindle Research Center describe the cohort?
18. How many American children grow up during this time?
19. Drug turf battles increased violent crime, and crack addiction impacted communities and families, didn't they?
20. The emergence of AIDS coincided with Gen X's adolescence, didn't it?
21. Who were the first children to have access to computers in their homes and schools?
22. The firefighters and police responding to the attacks were predominantly Generation Xers, weren't they?
23. What are Gen Xers' contributions to society?
24. What music movements have been described as defining music of the generation?
25. What did topics of grunge lyrics include?
26. Lyrical content from the era often drew attention to a variety of social issues, didn't it?
27. Who was largely responsible for the "indie film" movement of the 1990s?
28. What does the term *Generation Flux* mean?

	GI GENERATION	SILENT GENERATION	BABY BOOMERS	GENERATION X	MILLENNIAL GENERATION	GENERATION Z
Years	Born before 1936	1937-1945	1946-1964	1965-1976	1977-1993	1994-
Ages	76+	67-75	48-66	36-47	19-35	18 and younger
Major Events	WORLD WAR II GREAT DEPRESSION	WORLD WAR II GREAT DEPRESSION ADVENT OF TV, TELEPHONES	CIVIL RIGHTS WOMEN'S LIBERATION COLD WAR	VIETNAM WATERGATE ADVENT OF MTV	AIDS TECHNOLOGY	9/11 IRAQ/ AFGHANISTAN WARS MARKET CRASH
Major Traits	FORMALITY UNIFORMITY COOPERATIVE PUBLIC INTEREST OVER PERSONAL GAIN	RESPECT FOR AUTHORITY LOYAL HARD WORK	EXPLORE OPTIMISTIC WORK-CENTRIC	INDIVIDUALISTIC FLEXIBLE SKEPTICAL OF AUTHORITY	TECH- COMFORTABLE FAMILY-CENTRIC OPTIMISTIC	MISTRUST IN POLITICAL SYSTEMS ALWAYS CONNECTED MULTI-TASKERS

MILLENNIALS KNOWN AS GENERATION Y

Millennials are the generational demographic cohort following Generation X.

There are no precise dates for when this cohort starts or ends; demographers and researchers typically use the early 1980s as starting birth years and the mid-1990s to early 2000s as ending birth years. Millennials are sometimes referred to as "echo boomers" due to a major surge in birth rates in the 1980s and 1990s, and because millennials are often the children of the baby boomers.

The 20th-century trend toward smaller families in developed countries continued, however, so the relative impact of the "baby boom echo" was generally less pronounced than the post-World War II baby boom. Although Millennial characteristics vary by region, depending on social and economic conditions, the generation is generally marked by an increased use and familiarity with communications, media, and digital technologies. In most parts of the world, their upbringing was marked by an increase in a liberal approach to politics and economics; the effects of this environment are disputed.

The Great Recession has had a major impact on this generation because it has caused historically high levels of unemployment among young people, and has led to speculation about possible long-term economic and social damage to this generation.

Authors William Strauss and Neil Howe are widely credited with naming the millennials. They coined the term in 1987, around the time children born in 1982 were entering preschool, and the media were first identifying their prospective link to the new millennium as the high school graduating class of 2000. Millennials are sometimes called *Echo Boomers*, due to their being the offspring of the baby boomers and due to the significant increase in birth rates from the early 1980s to mid 1990s, mirroring that of their parents. In the USA, birth rates peaked in August 1990 and a 20th-century trend toward smaller families in developed countries continued.

Elwood Carlson called this cohort the "New Boomers".

Psychologist Jean Twenge described millennials as "Generation Me" in 2006, which was updated in 2014. In 2013, *Time* ran a cover story titled *Millennials: The Me Me Me Generation*.

Newsweek used the term *Generation 9/11* to refer to young people who were between the ages of 10 and 20 years during the terrorist acts of 11 September 2001. The first reference to "Generation 9/11" was made in the cover story of the 12 November 2001 issue of *Newsweek*.

Alternative names for this group proposed include *Generation We*, *Global Generation*, *Generation Next* and the *Net Generation*.

A minority of demographers and researchers start the generation in the mid-to-late 1970s.

A 2018 report from Pew Research Center defines Millennials as born from 1981-1996, choosing these dates for "key political, economic and social factors", including September 11th terrorist attacks. This range makes Millennials 5-20 years old at the time of the attacks so "old enough to comprehend the historical significance". Pew indicated they'd use 1981-1996 for future publications but would remain open to date recalibration.

However, Howe described the dividing line between millennials and the following Generation Z as "tentative", saying "you can't be sure where history will someday draw a cohort dividing line until a generation fully comes of age". He noted that the millennials' range beginning in 1982 would point to the next generation's window starting between 2000 and 2006.

Authors William Strauss and Neil Howe believe that each generation has common characteristics that give it a specific character with four basic generational archetypes, repeating in a cycle.

According to their hypothesis, they predicted millennials will become more like the "civic-minded" G.I. Generation with a strong sense of community both local and global.

Strauss and Howe ascribe 7 basic traits to the Millennial cohort: special, sheltered, confident, team-oriented, conventional, pressured, and achieving. Arthur E. Levine describes these generational images as "stereotypes". Strauss and Howe's research has been influential, but it has critics.

Psychologist Jean Twenge says Strauss and Howe's assertions are overly-deterministic, non-falsifiable, and unsupported by rigorous evidence. Twenge considers millennials, along with younger members of Generation X, to be part of what she calls "Generation Me".

Twenge attributes millennials with the traits of confidence and tolerance, but describes a sense of entitlement and narcissism, based on personality surveys showing increased narcissism among millennials compared to preceding generations when they were teens and in their 20s. She questions the predictions of Strauss and Howe that this generation will turn out civic-minded.

A 2016 study found millennials in the U.S. continue to exhibit elevated scores on the Narcissistic Personality Inventory as they age, finding millennials exhibited 16% more narcissism than older adults, with males scoring higher on average than females. The study examined two types of narcissism: grandiose narcissism, described as "the narcissism of extraverts, characterized by attention-seeking behavior, power and dominance", and vulnerable narcissism, described as "the narcissism of introverts, characterized by an acute sense of self-entitlement and defensiveness."

The study of high school seniors showed an increase in the proportion of students who consider wealth a very important attribute, from 45% for Baby Boomers to 70% for Gen Xers, and 75% for millennials. The percentage who said it was important to keep abreast of political affairs fell, from 50% for Baby Boomers to 39% for Gen Xers, and 35% for millennials. The notion of "developing a meaningful philosophy of life" decreased the most across generations, from 73% for Boomers to 45% for millennials. The willingness to be involved in an environmental cleanup program dropped from 33% for Baby Boomers to 21% for millennials. Millennials show a willingness to vote more than previous generations. With voter rates being just below 50% for the last four presidential cycles, they have already surpassed Gen Xers of the same age who were at just 36%.

A 2013 Pew Research Poll found that 84% of millennials, born since 1980, who were at that time between the ages of 18 and 32, favoured legalizing the use of marijuana.

In 2015, the Pew Research Center also conducted research regarding generational identity that said a majority did not like the "Millennial" label.

In March 2014, the Pew Research Center issued a report about how "millennials in adulthood" are "detached from institutions and networked with friends."

The report said millennials are somewhat more upbeat than older adults about America's future, with 49% of millennials saying the country's best years are ahead though they're the first in the modern era to have higher levels of student loan debt and unemployment. During class discussions, Bonner listened to black and Hispanic students describe how some or all of the so-called core traits did not apply to them. They often said that the "special" trait, in particular, is unrecognizable. Other socio-economic groups often do not display the same attributes commonly attributed to millennials.

David Burstein describes millennials' approach to social change as "pragmatic idealism" with a deep desire to make the world a better place, combined with an understanding that doing so requires building new institutions while working inside and outside existing institutions.

Elza Venter, an educational psychologist believes members of Generation Y are digital natives because they have grown up experiencing digital technology and have known it all their lives.

Prensky coined the concept "digital natives" because this generation are 'native speakers of the digital language of computers, video games and the internet'. This generation spans 20 years and its older members use a combination of face-to-face communication and computer mediated communication, while its younger members use mainly electronic and digital technologies for interpersonal communication.

There are vast, and conflicting, amounts of literature and empirical studies discussing the existence of generational differences as it pertains to the workplace.

The majority of research concludes millennials differ from both their generational cohort predecessors, and can be characterized by a preference for a flat corporate culture, an emphasis on work-life balance and social consciousness.

Meanwhile, millennials place an emphasis on producing meaningful work, finding a creative outlet, and have a preference for immediate feedback. Millennials working at the knowledge-based jobs very often assume personal responsibility in order to make the most of what they do. As they are not satisfied with remaining for a long period of time at the same job, their career paths become more dynamic and less predictable. Findings suggest the introduction of social media has augmented collaborative skills and created a preference for a team-oriented environment.

Multiple studies observe millennials' associating job satisfaction with free flow of information, strong connectivity to supervisors, and more immediate feedback. Hershatter and Epstein, argue a lot of these traits can be linked to millennials entering the educational system on the cusp of academic reform, which created a much more structured educational system.

The Brain Drain Study shows nearly 9 out of 10 millennials place an importance on work-life balance, with additional surveys demonstrating the generation to favour familial over corporate values. Studies show a preference for work-life balance, which contrasts to the Baby Boomers' work-centric attitude. Six out of ten millennials consider a career in public service.

Some employers are concerned that millennials have too great expectations from the workplace. Some studies predict they will switch jobs frequently, holding many more jobs than Gen Xers due to their great expectations. In some countries, including the U.S. and the UK, millennials are more likely to support political correctness than members of older generations. In the U.S. and UK, millennials have brought changes to higher education via drawing attention to microaggressions and advocating for implementation of safe spaces and trigger warnings in the university setting.

Millennials are expected to make up approximately half of the U.S. workforce by 2020.

Millennials are the most highly educated and culturally diverse group of all generations, and have been regarded as hard to please when it comes to employers. To address these new challenges, many large firms are currently studying the social and behavioral patterns of millennials and are trying to devise programs that decrease intergenerational estrangement, and increase relationships of reciprocal understanding between older employees and millennials.

In the U.S., millennials are likely to be religious when compared to older generations. There is a trend towards irreligion that has been increasing since the 1940s.

One-third said that they discussed religion with friends, attended religious services, and read religious material weekly. 23% of those studied did not identify themselves as religious practitioners.

Gen Xers and millennials were the first to grow up with computers in their homes.

Some millennials enjoy having hundreds of channels from cable TV. However, some other millennials do not even have a TV, so they watch media over the Internet using smartphones and tablets. One of the most popular forms of media use by millennials is social networking.

Millennials are identified as "digital natives". Millennials use social networking sites to create a different sense of belonging, make acquaintances, and to remain connected with friends.

It was found that millennials chose most often to define itself with more negative terms such as self-absorbed, wasteful or greedy. Millennials came of age in a time where the entertainment industry began to be affected by the Internet. In addition to millennials being the most ethnically and racially diverse compared to the generations older than they are.

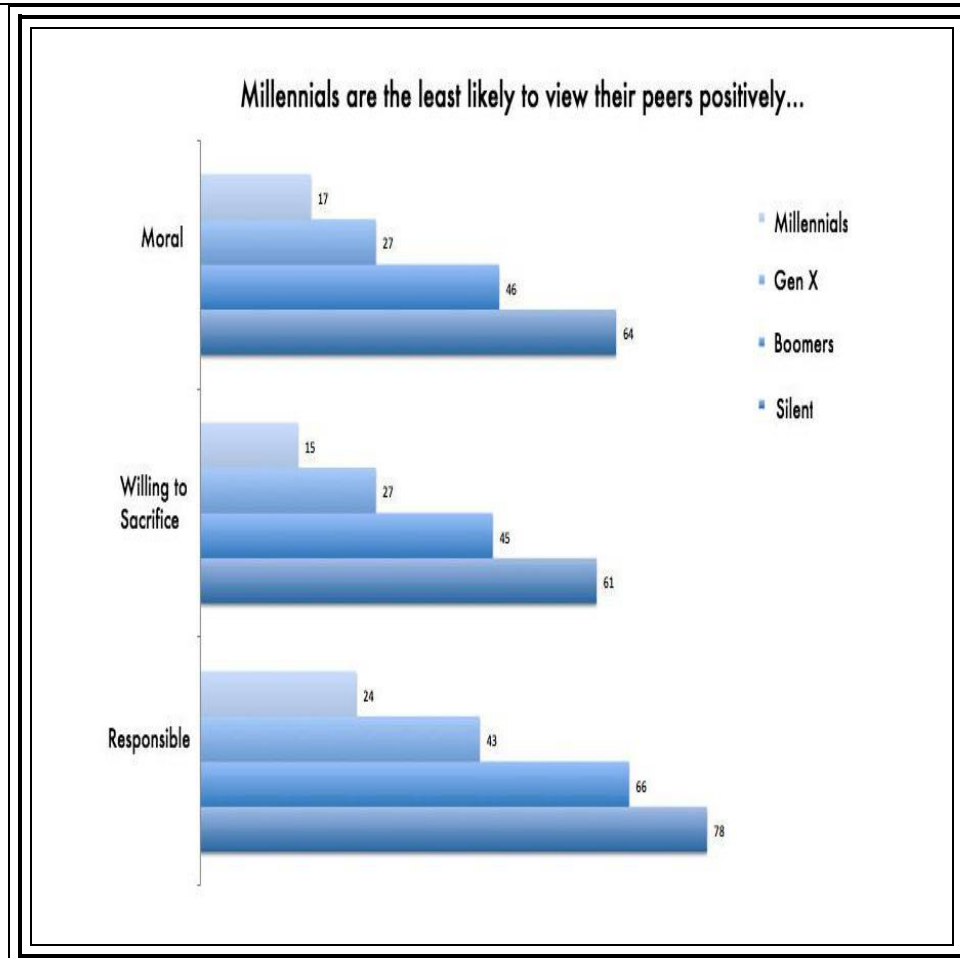
Exercise 1. Render the main idea of the information.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score

Exercise 3. Analyze the chart below on differences between generations.

GENERATION X	GENERATION Y
Accept diversity	Celebrate diversity
Pragmatic / practic	optimistic
Self-reliant /individualistic	Self-inventive/individualistic
Reject rules	Rewrite the rules
Killer life	Killer lifestyle
Mistrust institutions	Irrelevance institutions
PC	Internet
Use technology	Assume technology
Multitask	Multitask fast
Latch-key-kids	Nurtured
Friend-not family	Friends=family



GENERATION Z

Generation Z or Gen Z (iGeneration or iGen & Post-Millennials) is the demographic cohort after the Millennials (Generation Y). Currently, there are numerous additional competing names used in connection with them in the media. There are no precise dates for when this cohort starts or ends, but demographers and researchers typically use the mid-1990s to mid-2000s as starting birth years.

At the present time, there is little consensus regarding ending birth years.

Most of Generation Z have used the Internet since a young age, and they are generally comfortable with technology and with interacting on social media.

Demographer Cheryl Russell claims to have first used the term in 2009.

Statistics Canada has noted that the cohort is sometimes referred to as *the Internet generation*, as it is the first generation to have been born after the popularization of the Internet.

In Japan, the cohort is described as *Neo-Digital Natives*, a step beyond the previous cohort described as *Digital Natives*. Digital Natives primarily communicate by text or voice, while neo-digital natives use video or movies.

Since the oldest members of Generation Z were not yet cognizant when the 9/11 attacks occurred, there is no generational memory of a time the United States was not at war with the loosely defined forces of global terrorism. Turner suggests it is likely that both events have resulted in a feeling of unsettlement and insecurity among the people of Generation Z with the environment in which they were being raised. The economic recession of 2008 is particularly important to historical events that have shaped Generation Z, due to the ways in which their childhoods may have been affected by the recession's shadow; that is, the financial stresses felt by their parents.

A 2016 U.S. study found that church attendance during young adulthood was 41% among Generation Z, compared to 18 % for Millennials at the same ages, 21 % of Generation X, and 26 % of Baby Boomers. Generation Z is generally more risk-averse in activities than earlier generations.

Generation Z is first cohort to have Internet technology readily available at a young age.

In 2014, 41% of Generation Z spend more than 3 hours per day using computers for purposes other than schoolwork, compared with 22% in 2004.

One study has shown that teenagers in 2012 were more likely to share different types of information than teenagers in 2006 were. Twitter and Instagram are seen to be gaining popularity in member of Generation Z, with 24% of teens with access to the Internet having Twitter accounts.

This is, in part, due to parents not typically using these social networking sites.

One study found that young people use the Internet as a way to gain access to information and to interact with others. Mobile technology, social media, and Internet use have become increasingly important to modern adolescents over the past decade. Very few, however, are changed from what they gain access to online. Youths are using the Internet as a tool to gain social skills, that they then apply to real life situations, and learn about things that interest them.

Teens spend most of their time online in private communication with people they interact with outside the Internet on a regular basis. While social media is used for keeping up with global news and connections, it is mainly used for developing and maintaining relationships with people with whom they are close in proximity. Children reversely feel annoyed with their parents and complain about parents being overly controlling when it comes to their Internet usage.

The on-demand economy, defined as "the economic activity created by technology companies that fulfill consumer demand via the immediate provisioning of goods and service", has made changes in the way goods or services are delivered to consumers. Only the generation that grows up in the center of this transformation period will establish themselves as an immediacy demanding consumer.

Cyberbullying is more common now than the previous generation, millennials. It's more common among girls because they tend to use social media more. This results in young girls feeling more vulnerable to being excluded and undermined.

While boys take matters into their own hands resulting in something more physical. "More than twice as many girls as boys said they had been cyberbullied in the last year. (22% vs. 10%)

"Generation Z" is revolutionizing the educational system in many aspects.

Brotheim argues that their valuable characteristics are their acceptance of new ideas and a different conception of freedom from the previous generations. Despite the technological proficiency they possess, members of Generation Z actually prefer person-to-person contact as opposed to online interaction. They want a feeling of fulfillment and excitement in their job that helps move the world forward. Generation Z is eager to be involved in their community and their futures. Before college, Generation Z is already out in their world searching how to take advantage of relevant professional opportunities that will give them experience for the future.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the chart below on differences between generations.

Generation	Birth year range	Age (as 2016)	US population	Number of US Birth in this data range
Silent /Traditionalists	1928-1945	71-88	28 mln.	47 mln.
Baby Boomers	1946-1964	52-70	75 mln.	76 mln.
Generation X	1965-1980	36-51	66 mln.	55 mln.
Miliennials	1981-1996	20-35	75 mln.	66 mln.
Generation Y	1996-now	0-19	75 mln.	69 mln.



CHAPTER IX

LEISURE & ENTERTAINMENT

UNIT I. PAINTING & MUSIC & THEATRE & CINEMA

INTRODUCTION

America's first well-known school of painting – the Hudson River school – appeared in 1820.

As with music and literature, this development was delayed until artists perceived that the New World offered subjects unique to itself; in this case the westward expansion of settlement brought the transcendent beauty of frontier landscapes to painters' attention.

The Hudson River painters' directness and simplicity of vision influenced such later artists as Winslow Homer (1836-1910), who depicted rural America – the sea, the mountains, and the people who lived near them.

Middle-class city life found its painter in Thomas Eakins (1844-1916), an uncompromising realist whose unflinching honesty undercut the genteel preference for romantic sentimentalism.

Controversy soon became a way of life for American artists. In fact, much of American painting and sculpture since 1900 has been a series of revolts against tradition.

"To hell with the artistic values," announced Robert Henri (1865-1929). He was the leader of what critics called the "ash-can" school of painting, after the group's portrayals of the squalid aspects of city life. Soon the ash-can artists gave way to modernists arriving from Europe – the cubists and abstract painters promoted by the photographer Alfred Stieglitz (1864-1946) at his Gallery in New York City.

In the years after World War II, a group of young New York artists formed the first Native American movement to exert major influence on foreign artists: abstract expressionism.

Among the movements leaders were Jackson Pollock (1912-1956), Willem de Kooning (1904-1997), and Mark Rothko (1903-1970). The abstract expressionists abandoned formal composition and representation of real objects to concentrate on instinctual arrangements of space and color and to demonstrate the effects of the physical action of painting on the canvas.

Members of the next artistic generation favored a different form of abstraction: works of mixed media. Among them were Robert Rauschenberg (1925-2008) and Jasper Johns (1930-), who used photos, new print, and discarded objects in their compositions.

Pop artists, such as Andy Warhol (1930-1987), Larry Rivers (1923-2002), and Roy Lichtenstein (1923-1997), reproduced, with satiric care, everyday objects and images of American popular culture – Coca-Cola bottles, soup cans, comic strips. Today artists in America tend not to restrict themselves to schools, styles, or a single medium.

A work of art might be a performance on stage or a hand-written manifesto; it might be a massive design cut into a Western desert or a severe arrangement of marble panels inscribed with the names of American soldiers who died in Vietnam.

Perhaps the most influential 20th-century American contribution to world art has been a mocking playfulness, a sense that a central purpose of a new work is to join the ongoing debate over the definition of art itself.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and use it in practice.

Exercise 3. Write out all phrases according to the topic.

TOPICAL VOCABULARY

To practice an art – заниматься искусством
to practice the occult art of the alchemist – заниматься оккультными дисциплинами
abstract art – абстракционизм
decorative art – декоративное искусство
body art – амер. "искусство тела"
classical art – классическое искусство
antique art – античное искусство
impressionism art – импрессионизм
modern art – современное искусство
martial art – боевое искусство
primitive art – примитивизм
mechanical arts – ремесла
arts and crafts – прикладное искусство; ремесло; ручная работа
graphic art – графическое искусство, графика
plastic arts – пластическое искусство
art school – художественное училище
Art Nouveau – франц. стиль модерн
folk art – народное искусство
environmental art – форма искусства, которая вовлекает зрителя в представление
to have/be art and part in – быть причастным к чему-л., быть соучастником чего-л.
art is long, life is short – посл. жизнь коротка, искусство вечно
art gallery – художественная галерея
arts – гуманитарные науки, ремесла
liberal arts – гуманитарные науки
arts dealer – торговец произведениями искусства
arts school – гуманитарный, филологический факультет
artwork – произведения искусства; скульптура, статуя *Syn. sculpture, statue*
art collection – коллекция произведений искусства
painting – живопись, занятие живописью, рисование
easel painting – станковая живопись
fresco – фресковая живопись
genre painting – жанровая живопись
vase-painting – вазовая живопись
Flemish painting – фламандская живопись
oil painting (painting in oil) – живопись масляными красками
no oil painting – непривлекательный *Syn. unprepossessing, unattractive*
hard-edge painting – амер. "живопись четких контуров"
wall painting – амер. настенная живопись (элемент пейзажа больших городов)
water-color painting (painting in water-colours) – акварельная живопись
to authenticate a painting – устанавливать подлинность картины
to do a painting – рисовать картину
to restore a painting – реставрировать картину
a painting (depicts, portrays) shows – картина изображает, представляет
to be taught painting – обучаться живописи
pictorial – живописный
picturesque (scenic) – красивый
vivid – яркий, образный

painter – живописец
 to picture – живописать
 picturesque surroundings – живописная местность
 a picture by Rubens – картина Рубенса
 to draw (paint) a picture – рисовать, писать картину
 picture of the morals of this period – изображение/картина нравов этого времени
 clear picture – четкая картина, четкое описание, ясное представление
 detailed picture – подробное описание
 realistic picture – натуралистическое описание, изображение
 to form a clear picture of smth. – составить ясное представление о чем-л.

Exercise 1. Analyze the vocabulary notes and remember them.

Exercise 2. Pick up from the text all the details associated with arts and complete the chart below. The beginning has been done for you.

Names of artists	Date of life	Names of lines
Winslow Homer	1836-1910	Painter

Exercise 3. Translate words and word-combinations in the brackets in the correct form.

America's unmistakable (вклад) to architecture has been the skyscraper, whose bold, thrusting lines have made it (символ) of capitalist energy. Made possible by new (строительная техника) and the invention of the elevator, the first skyscraper went up in Chicago in 1884. Many of the most graceful early towers were designed by Louis Sullivan (1856-1924), America's first great modern architect. His (самый талантливый) student was Frank Lloyd Wright (1869-1959), who spent much of his career designing private residences with matching furniture and generous use of open space.

One of his best-known buildings, however, is a public one: the Cuggenheim Museum in New York City. European architects who (эмигрировать) to the USA before World War II launched what became a dominant movement in architecture, the International Style. Perhaps the most (влиятельный) of these immigrants were Ludwig Mies van der Rohe (1886-1969) and Walter Gropius (1883-1969), both former directors of Germany's famous design school, the Bauhaus.

Based on geometric form, buildings in their style have been both praised as (памятники) to American corporate life and dismissed as "glass boxes." In reaction, younger American architects such as Michael Graves (1945-) have rejected the austere, boxy look in favour of "postmodern" buildings with striking contours and bold decoration that alludes to historical styles of architecture.

Exercise 4. Read words and word-combinations and make up sentences with them.

Architecture – архитектура, зодчество; архитектурный стиль
 Baroque architecture – архитектура в стиле Барокко
 Byzantine architecture – византийская архитектура
 Colonial architecture – архитектура до войны за независимость
 Eastern architecture – восточная архитектура
 Gothic architecture – готическая архитектура
 Greek architecture – греческая архитектура
 Modern architecture – архитектура в стиле модерн
 Renaissance architecture – архитектура эпохи Возрождения
 Roman architecture – римская архитектура
 Romanesque architecture – романская архитектура
 architecture-specific – относящийся к архитектуре

Exercise 5. Summarize your findings on visual arts and issue in a short presentation.

VISUAL ART OF THE USA

Visual art of the USA or American art is visual art made in the USA or by American artists. Before colonization there were many flourishing traditions of Native American art, and where the Spanish colonized Spanish Colonial architecture and the accompanying styles in other media were quickly in place. Early colonial art on the East Coast initially relied on artists from Europe, with John White (1540-1593) the earliest example.

In the late 18th and early 19th centuries, artists primarily painted portraits, and some landscapes in a style based mainly on English painting. Furniture-makers imitating English styles and similar craftsmen were established in the major cities, but in the English colonies, locally made pottery remained resolutely utilitarian until the 19th century, with fancy products imported.

But in the later 18th century two American artists, Benjamin West and John Singleton Copley, became the most successful painters in London of history painting, then regarded as the highest form of art, giving the first sign of an emerging force in Western art. American artists who remained at home became increasingly skilled, although there was little awareness of them in Europe.

In the early 19th century the infrastructure to train artists began to be established, and from 1820 the Hudson River School began to produce Romantic landscape painting that was original and matched the huge scale of American landscapes. The American Revolution produced a demand for patriotic art, especially history painting, while other artists recorded the frontier country.

A parallel development taking shape in rural America was the American craft movement, which began as a reaction to the industrial revolution.

After 1850 Academic art in the European style flourished, and as richer Americans became very wealthy, the flow of European art, new and old, to the US began; this has continued ever since.

Museums began to be opened to display much of this. Developments in modern art in Europe came to America from exhibitions in New York City such as the Armory Show in 1913.

After World War II, New York replaced Paris as the center of the art world. Since then many American movements have shaped Modern and Postmodern art. Art in the USA today covers a huge range of styles.

One of the first painters to visit British America was John White (c. 1540 – c. 1606), who made important watercolor records of Native American life on the Eastern seaboard (now British Museum).

White first visited America as the artist and map-maker for an expedition of exploration, and in the early years of the Colonial period most other artists trained in Western styles were officers in the army and navy, whose training included sketching landscapes.

Eventually the English settlements grew large enough to support professional artists, mostly portrait-painters, often largely self-taught. Among the earliest was John Smybert (1688-1751) a trained artist from London who emigrated in 1728 intending to be a professor of fine art, but instead became a portrait painter and printseller in Boston. His friend Peter Pelham was a painter and printmaker.

Both needed other sources of income and had shops. Meanwhile, the Spanish territories later to be American could see mostly religious art in the late Baroque style, mostly by native artists, and Native American cultures continued to produce art in their various traditions.

After the Declaration of Independence in 1776, which marked the official beginning of the American national identity, the new nation needed a history, and part of that history would be expressed visually. Most of early American art (from the late 18th century through the early 19th century) consists of history painting and especially portraits. As in Colonial America, many of the painters who specialized in portraits were essentially self-taught; notable among them are Joseph Badger, John Brewster, Jr., and William Jennys. The young nation's artists generally emulated the style of British art, which they knew through prints and the paintings of English-trained immigrants such as John Smibert (1688-1751) and John Wollaston (active 1742-1775). Robert Feke (1707-52), an untrained painter of the colonial period, achieved a sophisticated style based on Smibert's example.

Charles Willson Peale, who gained much of his earliest art training by studying Smibert's copies of European paintings, painted portraits of many of the important figures of the American Revolution. Peale's younger brother James Peale and four of Peale's sons – Raphaelle Peale, Rembrandt Peale, Rubens Peale and Titian Peale – were artists. Painters such as Gilbert Stuart made portraits of the newly elected government officials, which became iconic after being reproduced on various U.S. Postage stamps of the 19th century and early 20th century.

John Singleton Copley painted emblematic portraits for the increasingly prosperous merchant class, including a portrait of *Paul Revere* (ca. 1768-70). The original version of his most famous painting, *Watson and the Shark* (1778), is in the collection of The National Gallery of Art while there is another version in the Boston Museum of Fine Arts and a third version in the Detroit Institute of Arts. Benjamin West painted portraits as well as history paintings of the French and Indian War.

West worked in London where many American artists studied under him.

John Trumbull painted large battle scenes of the Revolutionary War. When landscape was painted it was most often done to show how much property a subject owned, or as a picturesque background for a portrait. America's first well-known school of painting – the Hudson River School – appeared in 1820. T. Cole pioneered the movement which included A. Bierstadt, F. E. Church, T. Doughty and several others. As with music and literature, this development was delayed until artists perceived that the New World offered subjects unique to itself; in this case the westward expansion of settlement brought the transcendent beauty of frontier landscapes to painters' attention.

The Hudson River painters' directness and simplicity of vision influenced and inspired such later artists as John Kensett and the *Luminists*; as well as George Inness and the *tonalists* (which included Albert Pinkham Ryder and Ralph Blakelock among others), and Winslow Homer (1836-1910), who depicted rural America – the sea, the mountains, and the people who lived near them.

The Hudson River School landscape painter Robert S. Duncanson was one of the first important African American painters. John James Audubon, an ornithologist whose paintings documented birds, was one of the most important naturalist artists in America. His major work, a set of colored prints entitled *The Birds of America* (1827-1839), is considered one of the finest ornithological works ever completed. Edward Hicks was an American folk painter and distinguished minister of the Society of Friends. He became a Quaker icon because of his paintings.

Paintings of the Great West, many of which emphasized the sheer size of the land and the cultures of the native people living on it, became a distinct genre as well. George Catlin depicted the West and its people as honestly as possible. George Caleb Bingham, and later Frederick Remington, Charles M. Russell, the photographer Edward S. Curtis, and others recorded the American Western heritage and the Old American West through their art.

History painting was a less popular genre in American art during the 19th century, although *Washington Crossing the Delaware*, painted by the German-born Emanuel Leutze, is among the best-known American paintings. The historical and military paintings of William B. T. Trego were widely published after his death (according to Edwin A. Peeples, "There is probably not an American History book which doesn't have (a) Trego picture in it").

Portrait painters in America in the 19th century included untrained limners such as Ammi Phillips, and painters schooled in the European tradition, such as Thomas Sully and G.P.A. Healy.

Middle-class city life found its painter in Thomas Eakins (1844-1916), an uncompromising realist whose unflinching honesty undercut the genteel preference for romantic sentimentalism.

As a result, he was not notably successful in his lifetime. Although he has since been recognized as one of America's most significant artists. One of his students was Henry Ossawa Tanner, the first African-American painter to achieve international acclaim.

A trompe-l'oeil style of still-life painting, originating mainly in Philadelphia, included Raphaelle Peale (one of several artists of the Peale family), William Michael Harnett, and John F. Peto.

The most successful American sculptor of his era, Hiram Powers, left America in his early thirties to spend the rest of his life in Europe, where he adopted a conventional style for his idealized female nudes such as *Eve Tempted*. Several important painters who are considered American spent much of their lives in Europe, notably Mary Cassatt, James McNeill Whistler, and John Singer Sargent, all of whom were influenced by French Impressionism.

Theodore Robinson visited France in 1887, befriended Monet, and became one of the first American painters to adopt the new technique. In the last decades of the century American Impressionism, as practiced by artists such as Childe Hassam and Frank W. Benson, became a popular style.

Controversy soon became a way of life for American artists. In fact, much of American painting and sculpture since 1900 has been a series of revolts against tradition. "To hell with the artistic values", announced Robert Henri (1865-1929). He was the leader of what critics called the Ashcan school of painting, after the group's portrayals of the squalid aspects of city life.

American realism became the new direction for American visual artists at the turn of the 20th century. The Ashcan painters George Bellows, Everett Shinn, George Benjamin Luks, William Glackens, and John Sloan were among those who developed socially conscious imagery in their works.

The photographer Alfred Stieglitz (1864-1946) led the Photo-Secession movement, which created pathways for photography as an emerging art form.

Soon the Ashcan school artists gave way to modernists arriving from Europe – the cubists and abstract painters promoted by Stieglitz at his 291 Gallery in New York City. Early modernist sculptors in America include William Zorach, Elie Nadelman, and Paul Manship.

After World War I many American artists rejected the modern trends emanating from the Armory Show and European influences such as those from the School of Paris. Instead they chose to adopt various – in some cases academic – styles of realism in depicting American urban and rural scenes.

Grant Wood, Reginald Marsh, Guy Pène du Bois, and Charles Sheeler exemplify the realist tendency in different ways. Sheeler and the modernists Charles Demuth and Ralston Crawford were referred to as Precisionists for their sharply defined renderings of machines and architectural forms.

Edward Hopper, who studied under Henri, developed an individual style of realism by concentrating on light and form, and avoiding overt social content. Following the first World War, the completion of the Santa Fe Railroad enabled American settlers to travel across the west, as far as the California coast. New artists' colonies started growing up around Santa Fe and Taos, the artists' primary subject matter being the native people and landscapes of the Southwest.

Images of the Southwest became a popular form of advertising, used most significantly by the Santa Fe Railroad to entice settlers to come west and enjoy the "unsullied landscapes."

Georgia O'Keeffe was born in the late 19th century, became known for her paintings featuring flowers, bones, and landscapes of New Mexico. O'Keeffe visited the Southwest in 1929 and moved there permanently in 1949; she lived and painted there until she died in 1986. The Harlem Renaissance was another significant development in American art.

In the 1920s and 30s a new generation of educated and politically astute African-American men and women emerged who sponsored literary societies and art and industrial exhibitions to combat racist stereotypes. The movement, which showcased the range of talents within African-American communities, included artists from across America, but was centered in Harlem.

The work of the Harlem painter and graphic artist Aaron Douglas and the photographer James VanDerZee became emblematic of the movement.

When the Great Depression hit, president Roosevelt's New Deal created several public arts programs. The purpose of the programs was to give work to artists and decorate public buildings, usually with a national theme. The first of these projects, the Public Works of Art Project (PWAP), was created after successful lobbying by the unemployed artists of the Artists Union.

The PWAP lasted less than one year, and produced nearly 15,000 works of art.

It was followed by the Federal Art Project of the Works Progress Administration (FAP/WPA) in 1935, which funded some of the most well-known American artists.

The style of much of the public art commissioned by the WPA was influenced by the work of Diego Rivera and other artists of the contemporary Mexican muralism movement.

Several separate and related movements began and developed during the Great Depression including American scene painting, Regionalism, and Social Realism.

Not all of the artists who emerged in the years between the wars were Regionalists or Social Realists; Milton Avery's paintings, often nearly abstract, had a significant influence on several of the younger artists who would soon become known as Abstract Expressionists. Joseph Cornell, inspired by Surrealism, created boxed assemblages incorporating found objects and collage.

In the years after World War II, a group of New York artists formed the first American movement to exert major influence internationally: abstract expressionism. This term, which had first been used in 1919 in Berlin, was used again in 1946 by Robert Coates in *The New York Times*, and was taken up by the two major art critics of that time, Harold Rosenberg and Clement Greenberg. It has always been criticized as too large and paradoxical, yet the common definition implies the use of abstract art to express feelings, emotions, what is within the artist, and not what stands without.

Though the numerous artists encompassed by this label had widely different styles, contemporary critics found several common points between them.

Many first generation abstract expressionists were influenced both by the Cubists' works by the European Surrealists, and by Pablo Picasso, Joan Miró and Henri Matisse as well as the Americans Milton Avery, John D. Graham, and Hans Hofmann. Most of them abandoned formal composition and representation of real objects. Often the abstract expressionists decided to try instinctual, intuitive, spontaneous arrangements of space, line, shape and colour. Abstract Expressionism can be characterized by two major elements: the large size of the canvases used (partially inspired by Mexican frescoes and the works they made for the WPA in the 1930s), and the strong and unusual use of brushstrokes and experimental paint application with a new understanding of process.

The emphasis and intensification of color and large open expanses of surface were two of the principles applied to the movement called Color Field painting. Another movement was called Action Painting, characterized by spontaneous reaction, powerful brushstrokes, dripped and splashed paint and the strong physical movements used in the production of a painting.

Jackson Pollock is an example of an Action Painter: his *creative process*, incorporating thrown and dripped paint from a stick or poured directly from the can, revolutionized painting methods.

Abstract Expressionism marks a turning-point in the history of American art: the 1940s and 1950s saw international attention shift from European (Parisian) art, to American (New York) art.

Colour field painting continued as a movement in the 1960s, as Morris Louis, Jules Olitski, Kenneth Noland, Gene Davis, Helen Frankenthaler, and others sought to make paintings which would eliminate superfluous rhetoric with repetition, stripes and large, flat areas of color.

As a response to the tendency toward abstraction imagery emerged through various new movements like Pop Art, the Bay Area Figurative Movement and later in the 1970s Neo-expressionism.

Lyrical Abstraction along with the Fluxus movement and Postminimalism sought to expand the boundaries of abstract painting and Minimalism by focusing on process, new materials and new ways of expression. Postminimalism incorporating industrial materials, raw materials, fabrications, found objects, installation, serial repetition, with references to Dada and Surrealism is best exemplified in the sculptures of Eva Hesse. Lyrical Abstraction, Conceptual Art, Postminimalism and New Realism extended the boundaries of Contemporary Art in the mid-1960s through the 1970s.

Lyrical Abstraction shares similarities with Colour Field Painting and Abstract Expressionism, especially in the freewheeling usage of paint texture and surface.

Direct drawing, calligraphic use of line, the effects of brushed, splattered, stained, squeegeed, poured, and splashed paint superficially resemble the effects seen in Abstract Expressionism and Colour Field Painting. However the styles are markedly different.

During the 1960s, 1970s and 1980s painters produced vital and influential paintings. Members of the next artistic generation favoured a different form of abstraction: works of mixed media. Among them were Robert Rauschenberg (1925-2008) and Jasper Johns (1930-), who used photos, newsprint, and discarded objects in their compositions. Pop artists, such as Andy Warhol (1928-1987), Larry Rivers (1923-2002), and Roy Lichtenstein (1923-1997), reproduced, with satiric care, everyday objects and images of American popular culture – Coca-Cola bottles, soup cans, comic strips.

Realism has also been continually popular in the USA, despite modernism's impact; the realist tendency is evident in the city scenes of Edward Hopper, the rural imagery of Andrew Wyeth, and the illustrations of Norman Rockwell.

In certain places Abstract Expressionism never caught on; in Chicago, the dominant art style was grotesque, symbolic realism, as exemplified by the Chicago Imagists Cosmo Campoli (1923-1997), Jim Nutt (1938-), Ed Paschke (1939-2004), and Nancy Spero (1926-2009).

At the beginning of the 21st century, contemporary art in the USA in general continues in several contiguous modes, characterized by the idea of pluralism. The "crisis" in painting and current art and current art criticism today is brought about by pluralism.

There is no consensus, nor need there be, as to a representative style of the age. There is an *anything goes* attitude that prevails; an "everything going on" syndrome; with no firm and clear direction and yet with every lane on the artistic superhighway filled to capacity.

Consequently, magnificent and important works of art continue to be made in the USA albeit in a wide variety of styles and aesthetic temperaments, the marketplace being left to judge merit.

Hard-edge painting, Geometric abstraction, Appropriation, Hyperrealism, Photorealism, Pop art, Op art, Expressionism, Minimalism, Lyrical Abstraction, Abstract Expressionism, Colour Field painting, Monochrome painting, Neo-expressionism, Collage, Intermedia painting, Assemblage painting, Digital painting, Postmodern painting, Neo-Dada painting, Shaped canvas painting, Graffiti, environmental mural painting, traditional figure painting, Landscape painting, Portrait painting, are a few continuing and current directions in painting at the beginning of the 21st century.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Style of painting	When	Where	Score
1.				





Robert Rauschenberg

Marsden Hartley



Jasper Johns

SERIOUS MUSIC

Until the 20th century, "serious" music in America was shaped by European standards and idioms. A notable exception was the music of composer Louis Moreau Gottschalk (1829-1869), son of a British father and a Creole mother. Gottschalk enlivened his music with plantation melodies and Caribbean rhythms that he had heard in his native New Orleans. He was the first American pianist to achieve international recognition, but his early death contributed to his relative obscurity.

More representative of early American music were the compositions of Edward MacDowell (1860-1908), who not only patterned his works after European models but stoutly resisted the label of "American composer." He was unable to see beyond the same notion that hampered many early American writers: To be wholly American, he thought, was to be provincial.

A distinctively American classical music came to fruition when such composers as George Gershwin (1898-1937) and Aaron Copland (1900-1990) incorporated homegrown melodies and rhythms into forms borrowed from Europe.

Gershwin's "Rhapsody in Blue" and his opera *Porjy and Bess* were influenced by jazz and African-American folk songs. Some of his music is also self-consciously urban: The opening of his "An American in Paris," mimics taxi horns. As Harold C. Schonberg writes in *The Lives of the Great Composers*, Copland "helped break the stranglehold of the German domination on American music."

He studied in Paris, where he was encouraged to depart from tradition and indulge his interest in jazz. Besides writing symphonies, concertos, and an opera, he composed the scores for several films. He is best known, however, for his ballet scores, which draw on American folk songs; among them are "Billy the Kid", "Rodeo", and "Appalachian Spring".

Another American original was Charles Ives (1874-1954), who combined elements of popular classical music with harsh dissonance. "I found I could not go on using the familiar chords early," he explained. "I heard something else." His idiosyncratic music was seldom performed while he was alive, but Ives is now recognized as an innovator who anticipated later musical developments of the 20th century. Composers who followed Ives experimented with 12-tone scales, minimalism, and other innovations that some concertgoers found alienating. In the last decades of the 20th century, there has been a trend back toward music that pleases both composer and listener, a development that may be related to the uneasy status of the symphony orchestra in America.

Unlike Europe, where it is common for governments to underwrite their orchestras and opera companies, the arts in America get relatively little public support. To survive, symphony orchestras depend largely on philanthropy and paid admissions. Some orchestra directors have found away to keep mainstream audiences happy while introducing new music to the public: Rather than segregate the new pieces, these directors program them side-by-side with traditional fare.

Meanwhile, opera, old and new, has been flourishing. Because it is so expensive to stage, however, opera depends heavily on the generosity of corporate and private donors.

Exercise 1. Digest the information briefly in English.

Exercise 2. Answer the questions.

1. What kind of music was in America until the 20th century?
2. Who was a notable exception?
3. What music influenced his works?
4. Was he the first American pianist to achieve international recognition?
5. What kind of music did Edward MacDowell compose?
6. When did a distinctively American classical music come to fruition?
7. Who composed the scores for several films?
8. Who was another American original?
9. What did he do in music?
10. What trend in music life was in the last decades of the 20th century?
11. Does the arts in America get relatively little public support?
12. Why do symphony orchestras depend largely on philanthropy and paid admissions?
13. What kind of music art has been flourishing?
14. Why does opera depend heavily on the generosity of corporate and private donors?
15. Does a development relate to the uneasy status of the symphony orchestra?

Exercise 3. Analyze the information on performance arts.

Performance arts include many original genres of modern dancing that have influenced by classical forms as well as American traditions, such as jazz. Important innovators in dance include Isadora Duncan, Martha Graham, and Alvin Ailey. Theatres in every town that once hosted plays, vaudeville, and musicals now show movies or have closed.

In general, performance arts are available only in metropolitan areas. The USA has produced several popular music genres that are known for blending regional, European, and African influences.

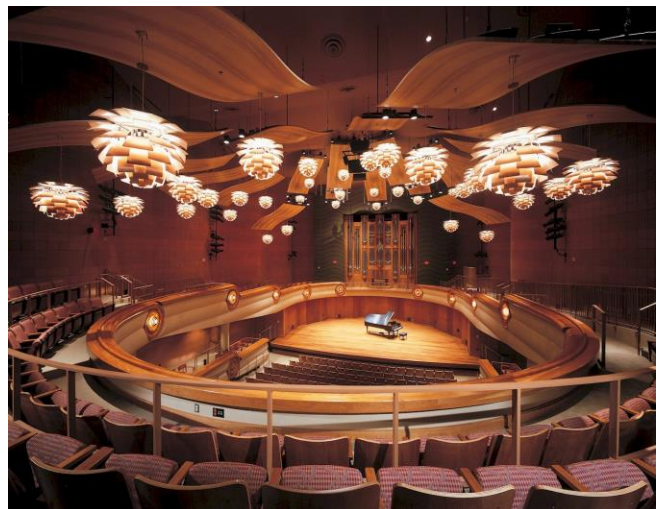
The best known of these genres are the African-American inventions blues and jazz. Among the most important jazz composers and musicians are Louis Armstrong, Duke Ellington, Miles Davis, John Coltrane, and Thelonius Monk. Although now considered classics, blues and jazz standards were the popular music of their day.

Music fits into "black" and "white" categories. Popular swing jazz tunes were standardized by band leaders such as Glenn Miller, whose white band made swing music hugely popular with young white people. Rock 'n' roll, now a major cultural export, has its roots in these earlier popular forms.

Major influences in rock and roll include Elvis Presley, Jimi Hendrix, Janis Joplin, and Bruce Springstein. Although rock 'n' roll is primarily white, soul and Motown, with singers such as Aretha Franklin, the Supremes, and the Temptations, produced a popular black music.

Country music, another popular genre, has its roots in the early American folk music of the Southeast now termed country or bluegrass. This genre reworked traditional gospel songs and hymns to produce songs about the everyday life of poor whites in the rural Southeast.

Popular music in the USA has always embodied a division between its commercial and entertainment value and its intellectual or political values. Country and folk, blues, rock 'n' roll, rap, and hip-hop have all carried powerful social and political messages. As old forms become standard and commercialized, their political edge tends to give way to more generic content, such as love songs.



Lincoln Center for the Performing Arts designed by Diller Scofidio. Rivercentre for the Performing Arts



AMERICAN JAZZ

W.C. Handy's "St. Louis Blues" is one of the most frequently recorded songs written in the 20th century. Of all those recordings, one stands out: Bessie Smith's 1925 version, with Louis Armstrong (1900-1971) accompanying her on the cornet – a collaboration of three great figures (composer, singer, instrumentalist) in a new kind of music called jazz.

Though the meaning of "jazz" is obscure, originally the term almost certainly had to do with sex.

The music, which originated in New Orleans early in the 20th century, brought together elements from ragtime, slave songs, and brass bands. One of the distinguishing elements of jazz was its fluidity: in live performances, the musicians would almost never play a song the same way twice but would improvise variations on its notes and words.

Blessed with composers and performers of genius-Jelly Roll Morton (1885-1941) and Duke Ellington (1899-1974), Louis Armstrong and Benny Goodman (1909-1986) and Bix Beiderbecke (1903-1931), Billie Holiday (1915-1959), and Ella Fitzgerald (1918-1996) – jazz was the reigning popular American music from the 1920s through the 1940s.

In the 1930s and 1940s the most popular form of jazz was "big-band swing," so called after large ensembles conducted by the likes of Glenn Miller (1909-1944) and William "Count" Basie (1904-1984).

In the late 1940s a new, more cerebral form of mostly instrumental jazz, called bebop, began to attract audiences. Its practitioners included trumpeter Dizzy

Gillespie (1917-1993) and saxophonist Charlie Parker (1920-1955). Trumpeter Miles Davis (1926-1991) experimented with a wide range of musical influences, including classical music, which he incorporated into such compositions as "Sketches from Spain".

Jazz is a gift to the world from the American blacks. It is rooted in the music that the black slaves sang as they picked cotton in Alabama, or heaped up the earth on the levees-along the Mississippi River. This strange rhythmic chanting, with its African harmonies, was encouraged by the white masters, who knew that it helped to get the work done. In the 1790s the Methodists, a Protestant sect, began to convert the slaves to Christianity, so that during the 19th century most of the blacks became Protestants of one denomination or another. Led by their own black ministers, they worshipped in their own black churches – or out in the open air. Music played an essential part in their services.

Before long they had Africanized the music of the Christian hymnbooks.

It was the freeing of the slaves in 1865 which finally brought black musicians into the world of entertainment. Making music was a way of earning a living. Self-taught black pianists thumped out the strong syncopated rhythms of "ragtime" as an accompaniment to the songs in the black "minstrel" shows. In the great port of New Orleans, on the Mississippi River, bands of self-taught black trumpeters, clarinetists, trombonists, drummers, pianists, found work of another kind. New Orleans was a colorful, pleasure-loving, cosmopolitan city, and a flourishing "red light" district had grown up there.

To add to the attractions of their "houses" the madams hired black bands. These black musicians had heard plenty of western-style music and were undoubtedly influenced by it, but most of them could not read music or write it down. They simply struck up a short theme and then improvised endlessly on it. This improvised music, with its exciting syncopated rhythms, its "African" harmonies, its expression of emotion and mood, became known as jazz. In 1917 the "red light" district of New Orleans was shut down. The USA had entered World War I, and the US Navy was afraid of the effect the "houses" might have on its sailors. Black musicians lost their jobs. But not for long!

Many of them left New Orleans – and jazz exploded into the world outside. Many went north up the Mississippi to Chicago, where a large black population was already living on the South Side. Jazz musicians thrived in the "speakeasies", the bars where illicit liquor could be bought.

In the 1920s, Prohibition was in force, and it was unlawful to make or sell any form of alcohol. Some of the most famous jazz players began their careers in Chicago. The trumpeters, Joe "King" Oliver and Louis Armstrong, both came from New Orleans and matured in Chicago.

Louis Armstrong did more to promote jazz than any other single musician. He was a brilliant trumpet player and singer. He had an extraordinary personality, and was a born entertainer. His career took him to Broadway, Europe, and Hollywood. When jazz reached Broadway, it became big business.

White bands and white entertainers took up jazz and rivaled the blacks. The saxophone replaced the clarinet, and its penetrating sound dominated the music. In the 1920s jazz became a craze. After the horrors and tensions of World War I, people wanted to have fun. The strong, exciting rhythms of jazz set everyone dancing. White dance bands, calling themselves "jazz bands", played loud and feverish music in the dance halls and fashionable restaurants. But soon this ceased to be true jazz. It was jazz adapted to suit the needs of the dancers. The craze for jazz was replaced by the craze for swing and, in the 1950s by Rock and Roll, and then by the teenage frenzy for the music of the Beatles, the Liverpool boys who took the world by storm.

But the original jazz has never died, and there is a tremendous interest in it today. There are jazz concerts and jazz festivals all over the world. Though modern jazz players may be more sophisticated than the early jazz players, they are still improvisers, and so preserve the true tradition of jazz. In New Orleans, black bands – as well as white bands and mixed bands – still play in the jazz halls of the old quarter. New Orleans is devoted to the preservation of jazz. One of the favorite haunts of jazz lovers in New Orleans is called Preservation Hall, a scruffy little room whose walls are decorated with faded prints and photos of the great players of the past.

Exercise 1. Render the main idea of the information.

Exercise 2. Pick up from the text all the details associated with music and complete the chart below. The beginning has been done for you.

Names of musicians	Date of life	Names of lines
Louis Armstrong	1900-1971	composer, singer, instrumentalist



TOPICAL VOCABULARY

To compose (write) music – сочинять, писать музыку
a piece of music – музыкальная пьеса
background music – музыкальный фон
to compose (write) music – сочинять, писать музыку
to perform (play) music – исполнять музыку
to set smth. to music – переложить что-л. на музыку
to read music – читать ноты
play set to music – пьеса в музыкальном сопровождении
the music of verse – музыкальность стиха
background music – музыкальный фон
band music – оркестровая музыка
sacred music – духовная музыка
chamber music – камерная музыка
instrumental music – инструментальная музыка
choral music – хоровая музыка
martial music – маршевая музыка
classical music – классическая музыка
organ music – органная музыка
country (hillbilly) music – музыка кантри
soul music – соул, негритянская музыка
folk music – народная музыка
light music – легкая музыка
dance music – танцевальная музыка
baroque music – музыка барокко
incidental music – музыка, сопровождающая фильм, спектакль
popular music – популярная музыка
rock music – рок-музыка
sheet music – небольшое, отдельно изданное музыкальное произведение
music cabinet – музыкальная шкатулка
music master – преподаватель музыки
music store – магазин музыкальных инструментов; нотный магазин
to listen to a piece of organ music – слушать органную музыку
Her voice was music to my ears. – Её голос звучал для меня музыкой.
Couples were dancing to the music. – Пара танцевала под музыку.

Exercise 1. Analyze the vocabulary notes and remember them.

Exercise 2. Try to understand the notion.

Music is the pattern of sounds produced by people singing or playing instruments.

Music is the symbols written on paper which represent musical sounds.

Rock music – a form of popular music which evolved from rock and roll and pop music during the mid and late 1960s. Harsher and often self-consciously more serious than its predecessors, it was initially characterized by musical experimentation and drug-related or anti-establishment lyrics.

Exercise 3. Try to understand the notions.

Music to one's ears is something that is very pleasant or gratifying to hear or discover the commission's report was music to the ears of the government. Music of the spheres music (or harmony) of the spheres the natural harmonic tones supposedly produced by the movement of the celestial spheres or the bodies fixed in them.

POPULAR MUSIC

The first major composer of popular music with a uniquely American style was Stephen Foster (1826-1864). He established a pattern that has shaped American music ever since – combining elements of the European musical tradition with African-American rhythms and themes. Of Irish ancestry, Foster grew up in the South, where he heard slave music and saw minstrel shows, which featured white performers in black make-up performing African-American songs and dances.

Such material inspired some of Foster's best songs, which many Americans still know by heart: "Oh! Susanna", "Camptown Races", "Ring the Banjo", "Old Folks at Home" (better known by its opening line: "Waydown upon the Swanee River").

Before the movies and radio, most Americans had to entertain themselves or wait for the arrival in town of lecturers, circuses, or the travelling stage revues known as vaudeville.

Dozens of prominent American entertainers got their starts in vaudeville – W.C. Fields, Jack Benny, George Burns and Cracie Alien, Buster Keaton, Sophie Tucker, Fanny Brice, Al Jolson, and the Three Stooges, to name just a few – and the medium demanded a steady supply of new songs.

Late in the 19th century, music publishing became a big business in the USA, with many firms clustered in New York City, on a street that became known as Tin Pan Alley.

Vaudeville and the European genre of operetta spawned the Broadway musical, which integrates songs and dancing into a continuous story with spoken dialogue.

The first successful example of the new genre – and still one of the best – was Jerome Kern's *Showboat*, which premiered in 1927. Interestingly, *Showboat* pays tribute to the black influence on mainstream American music with a story centered on miscegenation and, as its most poignant song, the slave lament "Ol' Man River". Songwriter Irving Berlin (1888-1989) made a smooth transition from Tin Pan Alley to Broadway. An immigrant of Russian-Jewish extraction, he wrote some of the most popular American songs: "God Bless America", "Easter Parade", "White Christmas", "There's No Business Like Show Business", and "Cheek to Cheek".

Cole Porter (1891-1964) took the Broadway show song to new heights of sophistication with his witty lyrics and rousing melodies, combined in such songs as "Anything Goes", "My Heart Belongs to Daddy", "You're the Top", "I Get a Kick Out of You" and "It's De-Lovely".

Black composers such as Scott Joplin (1868-1917) and Eubie Blake (1883-1983) drew on their own heritage to compose songs, ragtime pieces for piano, and, in Joplin's case, an opera. Joplin was all but forgotten after his death, but his music made a comeback starting in the 1970s.

Blake wrote the music for *Shuffle Along*, the first Broadway musical by and about blacks, and continued to perform well into his 90s. Blues songs, which had evolved from slaves' work songs, became the rage in New York City and elsewhere during the 1920s and 1930s; two of the blues' finest practitioners were Ma Rainey (1886-1939) and Bessie Smith (c. 1898-1937).

Exercise 1. Make notes of your new knowledge about popular music.

Exercise 2. Mark the following statements as true (T) or false (F).

1. Stephen Foster combined elements of the European musical tradition with African-American rhythms and themes. 2. Foster grew up in the North. 3. Foster heard slave music and saw minstrel shows. 4. Such material inspired some of Foster's best songs. 5. Before the movies and radio, most Americans had to entertain themselves. 6. The first successful example of the new genre was Jerome Kern's *Showboat*. 7. He premiered in 1917. 8. *Showboat* pays tribute to the black influence on mainstream American music. 9. Songwriter Irving Berlin took the Broadway show song to new heights of sophistication. 10. Joplin was not forgotten after his death. 11. Blues songs became the rage in New York City. 12. Black composers drew on their own heritage to compose songs, ragtime pieces for piano. 14. The first successful example of the new genre premiered in 1929. 15. Dozens of prominent American entertainers got their starts in vaudeville.

ROCK & ROLL & COUNTRY

By the early 1950s, however, jazz had lost some of its appeal to a mass audience.

A new form of pop music, rock & roll, evolved from a black style known as rhythm and blues: songs with strong beats and often risqué lyrics. Though written by and for blacks, rhythm and blues also appealed to white teenagers, for whom listening to it over black-oriented radio stations late at night became a secret pleasure. To make the new music more acceptable to a mainstream audience, white performers and arrangers began to "cover" rhythm and blues songs – singing them with the beat toned down and the lyrics cleaned up. Shrewd record producers of the time realized that a magnetic white man who could sing with the energy of a black man would have enormous appeal.

Just such a figure appeared in the person of Elvis Presley (1935-1977), who had grown up poor in the South. Besides an emotional singing voice, Presley had sultry good looks and a way of shaking his hips that struck adults as obscene but teenagers as natural to rock & roll.

At first, Presley, too, covered black singers: One of his first big hits was "Hound Dog", which had been sung by blues artist Big Mama Thornton. Soon, however, Presley was singing original material, supplied by a new breed of rock-and-roll songwriters. A few years after its debut, rock and roll was well on its way to becoming the American form of pop music, especially among the young.

It spread quickly to Great Britain, where the Beatles and the Rolling Stones got their starts in the early 1960s. In the meantime, however, a challenge to rock had appeared in the form of folk music, based largely on ballads brought over from Scotland, England, and Ireland and preserved in such enclaves as the mountains of North Carolina and West Virginia. Often accompanying themselves on acoustic guitar or banjo, such performers as the Weavers, Joan Baez, Judy Collins, and Peter, Paul, and Mary offered a low-tech alternative to rock and roll.

Bob Dylan (1941-) extended the reach of folk music by writing striking new songs that addressed contemporary social problems, especially the denial of civil rights to black Americans.

The division between the two camps – rock enthusiasts and folk purists – came to a head when Dylan was booed for "going electric" (accompanying himself on electric guitar) at the 1965 Newport Folk Festival. Far from being deterred, Dylan led virtually the entire folk movement into a blend of rock and folk. This merger was a watershed event, setting a pattern that holds true to this day.

Rock remains the prevalent pop music of America – and much of the rest of the world – largely because it can assimilate almost any other kind of music, along with new varieties of outlandish showmanship, into its strong rhythmical framework.

When ever rock shows signs of creative exhaustion, it seems to get a transfusion, often from African Americans, as happened in the 1980s with the rise of rap: rhyming, often rude lyrics set to minimalist tunes. Like folk, country music descends from the songs brought to the USA from England, Scotland, and Ireland. The original form of country music, called "old-time" and played by string bands (typically made up of fiddle, banjo, guitar, and base fiddle), can still be heard at festivals held each year in Virginia, North Carolina, and other southern states.

Modern country music – original songs about contemporary concerns – developed in the 1920s, roughly coinciding with a mass migration of rural people to big cities in search of work.

Country music tends to have a melancholy sound, and many classic songs are about loss or separation – lost homes, parents left behind, lost loves.

Like many other forms of American pop music, country lends itself easily to a rock-and-roll beat, and country rock has been yet another successful American merger. Overall, country is second only to rock in popularity, and country singer Garth Brooks (1962-) has sold more albums than any other single artist in American musical history.

Exercise 1. Summarize major points about rock & roll music.

Exercise 2. Give the main idea of the information.

MUSIC IN THE PARK

Why does the folk music – music that springs from the everyday lives of people throughout the ages – often offend the so-called music lovers? Many people, who say they love music, and who enjoy listening to an orchestra, feel that listening to "folk" is "not quite proper".

What is the reason for this prejudice? I have never really understood. Perhaps it is because folk music is often performed informally, on the street or in cafes, by people in casual or untidy dress.

Perhaps this has something to do with it. Perhaps it is the folksingers' view of society that offends. Often people don't know what the folksingers' view of society actually is, but they just believe that they won't like it. In the late 60s in Washington D.C., a program of folk music at Constitution Hall was cancelled at the last minute because of the prejudice against a particular folksinger. This had rather unexpected results. The American folksinger Joan Baez had booked the hall for a concert.

Famous orchestras appear there regularly and it can hold a large audience. Constitution Hall was, therefore, ideal for such a well-known artist. When, however, its owners, a group of ladies, "Daughters of the American Revolution", heard who was coming to their hall they were horrified. At practically the last minute they cancelled the booking, saying that they did not agree with Joan's political activities.

In reply Joan Baez said she would give a free concert in the largest open space available - a stretch of parkland right in the centre of Washington. Permission was obtained to use this public parkland and the word flew around: "The Joan Baez concert is going ahead after all – for free!"

Early in the afternoon on the concert day, people began to arrive at the park. They were the lucky ones – they could get seats in the tiny open-air park theatre. Others came when the offices and shops closed. They brought food with them or bought it at the park cafe. It was a warm spring evening and the late sun shone on hundreds of faces, and then thousands, as people trooped across the parkland, spread their groundsheets and coats and waited. Some were witty as they stepped over people's legs, around hands and heads, looking for a place to sit..

Then at last the floodlights came on, and the slight, darkhaired girl dressed in yellow appeared on the center of the stage. She waved first, and then spoke. But in the hubbub of voices from the vast crowd, few people could hear. So she began to sing, and slowly the great crowd quietened. A few voices called out to people standing in front who were blocking the view... "Sit down up front there.

Down! Down!" And a sensible voice: "If three of you up front sit down, three hundred of us could see!" Slowly those blocking the view found a place to sit down. On stage Joan Baez began to sing a lullaby – "Scarlet Ribbons". Even children who were tumbling on the ground became quiet.

Then the song changed: "Kumbaya... come sing". The melody was taken up by the audience. Joan put aside her guitar and clapped her hands to the slow rhythm. Gradually the clapping too was taken up by the audience while she continued to sing. "Have no fighting... oh, yeah".

In the still evening air, the rhythmic clapping of thousands of hands sounded strange - almost like soldiers on drill. Along the edge of the crowd the messages from police radios broke the atmosphere of peace. All too soon it was over. Everyone stood up. The National Anthem? No. It was the song of the Civil Rights Movement – "We shall overcome".

At first a few began to sing softly; then with gathering strength – everyone joined in. Daughters of the American Revolution had tried to stop a folk concert. In the end Joan Baez sang for thirty thousand people – a far bigger audience than Constitution Hall could hold.

Exercise 1. Render the main idea of the information.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score

THEATRICAL LIFE

Puritan prejudice prevented early flourishing of an American theatre.

/First Colonial theatre opened at Williamsburg, Va., 1716 / Philadelphia, New York City and Charleston became theatrical centers, mid-18th century / George Washington lent prestige to legitimate theatre, 1790s / Touring companies traveled throughout nation, 19th-century / Theatre reached popular peak in the 1890s / High-quality native drama emerged, 20th century / Decline of Broadway lamented, 1970s / Recent years have seen rise of subscription, public and regional theatre, owing partly to Federal financial grafts.

New York City first recorded theatrical performance was given in a large room in a commercial building in 1732. Philadelphia's waterfront was home to a theatre district from the mid-18 century, with plays performed in the large spaces provided by sail lofts and warehouses. The first full British company to come to America played, in 1752, a new theatre that had been built at Williamsburg, and then moved on to New York and Philadelphia. By the 1750s such well-known British thespians as the Shakespearean actor Thomas Kean had toured the Colonies' largest cities.

In 1767 the first full-length play of literary distinction by an American playwright, Thomas Godfrey's, *The Prince of Parthia*, was produced in Philadelphia's handsome Southwark Theatre.

That same year New York City saw the first performance in its new John Street Theatre, where President George Washington was later among those regularly in attendance.

By the mid-19th century most of the nation's major Western cities had their own theatres, including New Orleans, St. Louis, Chicago and San Francisco. Thereafter the West was the scene of continuous theatrical activity as touring companies from Britain and the East regularly visited mining camps, cattle towns and virtually every population centers with more than a few hundred inhabitants.

The Stagecoach and the growing network of railroads made it relatively easy for these travelling companies to reach audiences, with a fare varying from Shakespeare to low comedy. Many of Great 19th century stars who held American audiences spellbound were British or European imports – among the best known being William Macready, Sir Henry Irving, Ellen Terry and Sarah Bernhardt.

But the 19th century also gave rise to a host of brilliant native-born actors, among them Charlotte Cushman, Laura Keane, Edwin Booth and Minnie Maddern Fiske.

Later in the century, when vaudeville became popular, such glamorous singing stars as Lillian Russell attained international celebrity. For those unable to afford the more expensive playhouses there were "10-2-30 cent" theatres, where the audience could enjoy hair-raising melodramas such as *East Lynne* and *Uncle Tom's Cabin*.

With the establishment of the Theatre Guild in New York in 1919, performance and production standards on Broadway were raised to a new level. It was during the first half of the 20th-century, when an American dramatic literature of consistent high quality developed that Nobel Prize-winning dramatist Eugene O'Neill established himself as the nation's foremost serious playwright.

With the end of World War 2 the Broadway stage entered a new and more introspective period as audiences familiar with the revolutionary psychoanalytical theory flocked to see intensely personal examination of the human condition by such dramatists as Tennessee Williams, Arthur Miller and, in the 1960s, Edward Albee. At the same time, however, less costly "off-Broadway" productions flourished.

Most significant, a trend appeared toward subscription and public theatre at such institutions as New York City's throughout the country.

By the mid-1970s many such theatres were receiving financial support from the Federal and state governments or private foundations, or were finding a measure of financial security through associations with universities and the practice of selling season subscriptions to assure audiences.

Increasingly the newer generation of American playwrights was finding an outlet for its work in such theatres rather than in the commercial houses of Broadway.

Exercise 1. Give the list of sky events in the theatrical life.

Exercise 2. Find English equivalents to Russian ones in the text.

Пуританские предрассудки; процветание; театральное представление; публика; трагический актер; посещаемость; очарованный; чарующее пение; международная популярность; драматург; высококачественная литература; жертвование; революционная психоаналитическая теория; государственный театр.

Exercise 3. Explain the score of the theatre district.

Perhaps nowhere are New York's extreme contrasts more obvious than in the Times Square area, around 42nd Street and Broadway. Beneath the bright neon signs of Times Square, you'll find some of New York's most elegant theatres and some of its sleaziest "adult" shows and shops.

The large numbers of police who patrol Times Square at night are there for a reason. When in Times Square, you should take basic precautions that are advisable anywhere in New York: Hold on to your pocketbook firmly, do not carry your wallet in your back pocket, and avoid wandering into areas with few people. Times Square is named after the *New York Times*, which for years had its headquarters there. The *New York Times* is considered among the best newspapers in the country.

New York's other main papers, the *New York Daily News*, the *New York Post*, and *New York Newsday*, are tabloids – they have a smaller format and they focus, especially in their headlines, on crimes, scandals, and other such news.

The *Village Voice*, a weekly newspaper with more liberal views than the other papers, has excellent listing of events around town. Times Square is the beginning of the theatre district – the area where Broadway plays are performed. Most "Broadway" theatres are located east or west of Broadway on streets in the 40s and 50s. Broadway has long been the center of theatre in the USA.

Many plays open in other cities with the hope of eventually making it to Broadway. In addition to Broadway there are Off-Broadway and Off-Off-Broadway theatres. Most of these theatres are in the Village and the East Village. Plays at these other theatres tend to deal with a wider range of subjects and to be more experimental – some say more interesting – than plays on Broadway. They may involve audience participation – that is, the audience becomes part of the play.

And at some Off-Off Broadway plays, you *feel* like you're part of the play because the theatre is in someone's living room! A definite disadvantage of Broadway plays perhaps you'd prefer to go backstage. There is the price of tickets. You can, however, get a tour of the stages of current Broadway half-price tickets if you go to the TKTS booth plays, led by the stage managers, directors, in Times Square on the day of the play. Or and even famous actors!

Exercise 4. Translate the sentences into Russian.

1. The piece is staged in the most sumptuous manner imaginable. 2. The Queen ascended the steps to the theatre. 3. They bring real theatre to a sales presentation. 4. The theatre thrice clapped the actor. 5. This was his social scene. 6. He was not mixed up with the drug scene. 7. It is not his scene. 8. The life of an actress belongs to the theatre. 9. We were at the theatre last night. 10. There are many interesting pictures of old English life in the book. 11. The pictures one sees nowadays are in much better taste than those of a few years ago. 12. You have pictured her very vividly. 13. I think this last sentence pictures him exactly. 14. You know some of the story: the rest can be pictured to yourselves easily enough. 15. Two hobbies she really enjoyed, painting and gardening. 16. He gained his ends by arts. 17. This is work, in which they have taken a great deal of pains, and used a great deal of Art. 18. She has appeared many times on stage. 19. A few silver-plated statuettes were staged. 20. The dollar staged a partial recovery. 21. After five years in retirement, he staged a comeback to international tennis. 22. Activists staged a protest outside the parliament. 23. There is no need at this stage to give explicit details. 24. There are only two characters on stage. 25. Argentina is playing a leading role on the international stage. 26. I've always wanted to go on the stage. 27. The show is being staged at the Goodspeed Opera House.

TOPICAL VOCABULARY

At the theatre – в театре to go to the theatre – ходить в театр
to crowd (jam, pack) a theatre – заполнять, заполонять театр
open-air theatre – летний театр (театр на открытом воздухе)
home theatre – домашний кинотеатр
repertory theatre – театр с постоянной труппой и подготовленным репертуаром
the theatre of the absurd – театр абсурда
theatre of cruelty – театр жестокости
Shakespearian theatre – драматургия Шекспира
the theatre of war – театр военных действий
London's theatres – лондонские театры
an evening at the theatre – вечер в театре
modern Russian theatre – современный русский театр
to be/to work in the theatre – работать в театре
a lecture theatre – аудитория
legitimate drama theatre – серьезная драма (в отличие от мюзикла)
off-Broadway (touring) theatre – второстепенный (гастролирующий) театр
outstanding theatre – известный театр
the theatre of fact – исторический театр
children's theatre – детский театр
drama theatre – драматический театр
puppet theatre – кукольный театр
ballet theatre – театр балета
toy theatre – театр марионеток
comedy theatre – театр комедии
variety theatre – варьете
chamber theatre – камерный театр
to play a scene – играть, проигрывать сцену
to rehearse a scene – репетировать сцену
funny scene – забавная сцена ridiculous scene – смешная сцена
tragic scene – трагическая сцена
to make the scene – принимать участие в каком-л. событии
to go on the scene – быть вовлеченным в какое-л. дело
on (the) stage – на сцене to go on stage – выходить на сцену
the front of the stage – авансцена down-stage – на авансцене, на авансцену
revolving stage – вращающаяся сцена
sinking stage – утопающая сцена
sliding stage – скользящая сцена
the stage – театр, драматическое искусство, профессия актера
theatre-goer – театрал *Syn. playgoer, theatre-lover*
theatrical column – театральный отдел в газете
theatrical agent – импрессарио
theatrical bravado – показная бравада
theatrical manners – театральные манеры
amateur theatricals – любительский спектакль
theatricalize – инсценировать, театрализовать
theatrics – сценическое искусство; театральность, неестественность

Exercise 1. Analyze the vocabulary notes and remember them.

Exercise 2. Explain the score of some notions in English.

A theatre is a building with a stage in it, on which plays, shows, and other performances take place. You can refer to work in the theatre such as acting or writing plays as the theatre. You can move up to work in films and the theatre... Very soon he took the first steps towards a career in the theatre. If we went to the theatre it was a very big event... I worked at the Grand Theatre.

Theatre is entertainment that involves the performance of plays. Companies across the country are beginning to show a healthy interest in theatre for children.

A theatre or a movie theatre is a place where people go to watch films for entertainment. She is back from theatre and her condition is comfortable. The Middle East has often been a theatre of war.

Music hall was a popular form of entertainment in the theatre in the nineteenth and early 20th century. It consisted of a series of performances by comedians, singers, and dancers.

Exercise 3. Try to understand the information on the Arts & humanities & graphic arts.

The level of public support for the arts is much lower than it is in other wealthy nations.

Patronage for unknown individual artists, writers, and performers is scarce.

The National Endowment for the Arts (NEA) has a very small operating budget with which it funds everything from public broadcasting to individual artists. In recent years, the NEA has been under attack from Congress, whose conservative members question the value and often the morality of the art produced with NEA grants. Support also comes from private donations. These donations are tax-deductible and are a popular hedge among the wealthy against income and estate taxes.

Generous gifts to prestigious museums, galleries, symphonies, and operas that often name halls and galleries after their donors are essential means of subsidizing the arts.

The most influential visual artists are from the modern period. Much early art was imitative of European styles. Important artists include Jackson Pollack and Andy Warhol. Warhol's art documented icons of American life such as Campbell's soup cans and Marilyn Monroe. His work was deliberately amusing and commercial. Most graphic art is produced for the advertising industry.



Emotions & Eneagy of Colour



METROPOLITAN OPERA

The Metropolitan Opera is an opera company based in New York City, resident at the Metropolitan Opera House at the Lincoln Center for the Performing Arts. The company is operated by the non-profit Metropolitan Opera Association, with Peter Gelb as general manager. The company's music director-designate is Yannick Nézet-Séguin. The Met was founded in 1880 as an alternative to the previously established Academy of Music opera house, and debuted in 1883 in a new building on 39th and Broadway (now known as the "Old Met"). It moved to the new Lincoln Center location in 1966.

The Metropolitan Opera is the largest classical music organization in North America. It presents about 27 different operas each year in a season which lasts from late September through May.

The operas are presented in a rotating repertory schedule with up to seven performances of four different works staged each week. Performances are given in the evening Monday through Saturday with a *matinée* on Saturday. Several operas are presented in new productions each season.

Sometimes these are borrowed from or shared with other opera houses.

The rest of the year's operas are given in revivals of productions from previous seasons.

The 2015-16 season comprised 227 performances of 25 operas.

The operas in the Met's repertoire consist of a wide range of works, from 18th-century Baroque and 19th-century *Bel canto* to the Minimalism of the late 20th century.

These operas are presented in staged productions that range in style from those with elaborate traditional decors to others that feature modern conceptual designs.

The Met's performing company consists of a large symphony-sized orchestra, a chorus, children's choir, and many supporting and leading solo singers. The company also employs numerous free-lance dancers, actors, musicians and other performers throughout the season.

The Met's roster of singers includes both international and American artists, some of whose careers have been developed through the Met's young artists programs. While many singers appear periodically as guests with the company, others, such as Renée Fleming and Plácido Domingo, have long maintained a close association with the Met, appearing many times each season.

The Metropolitan Opera Company was founded in 1880 to create an alternative to New York's old established Academy of Music opera house. The subscribers to the Academy's limited number of private boxes represented the highest stratum in New York society. By 1880, these "old money" families were loath to admit New York's newly wealthy industrialists into their long-established social circle. Frustrated with being excluded, the Metropolitan Opera's founding subscribers determined to build a new opera house that would outshine the old Academy in every way. A group of 22 men assembled at Delmonico's restaurant on April 28, 1880.

They elected officers and established subscriptions for ownership in the new company.

The new theatre, built at 39th and Broadway, would include three tiers of private boxes in which the scions of New York's powerful new industrial families could display their wealth and establish their social prominence. The first Met subscribers included members of the Morgan, Roosevelt, and Vanderbilt families, all of whom had been excluded from the Academy. The new Metropolitan Opera House opened on October 22, 1883, and was an immediate success, both socially and artistically.

The Academy of Music's opera season folded just three years after the Met opened.

In its early decades the Met did not produce the opera performances itself but hired prominent manager/impresarios to stage a season of opera at the new Metropolitan Opera House.

Henry Abbey served as manager for the inaugural season, 1883-84, which opened with a performance of Charles Gounod's *Faust* starring the brilliant Swedish soprano Christina Nilsson.

Abbey's company that first season featured an ensemble of artists led by sopranos Nilsson and Marcella Sembrich; mezzo-soprano Sofia Scalchi; tenors Italo Campanini and Roberto Stagno; baritone Giuseppe Del Puente; and bass Franco Novara. They gave 150 performances of 20 different operas by Gounod, Meyerbeer, Bellini, Donizetti, Verdi, Wagner, Mozart, Thomas, Bizet, Flotow, and Ponchielli. All performances were sung in Italian and were conducted either by music director Auguste Vianesi or Cleofonte Campanini (the tenor Italo's brother).

The company performed not only in the new Manhattan opera house, but started a long tradition of touring throughout the country. In the winter and spring of 1884 the Met presented opera in theatres in Brooklyn, Boston, Philadelphia (see below), Chicago, St. Louis, Cincinnati, Washington D.C., and Baltimore. Back in New York, the last night of the season featured a long gala performance to benefit Mr. Abbey. The special program consisted not only of various scenes from opera, but offered Mme.

Sembrich playing the violin and the piano, as well as the famed stage actors Henry Irving and Ellen Terry in a scene from Shakespeare's *The Merchant of Venice*.

The first Metropolitan Opera House was designed by J. Cleaveland Cady. Gutted by fire on August 27, 1892, the theatre was immediately rebuilt, reopening in the fall of 1893. Another major renovation was completed in 1903. The theatre's interior was extensively redesigned by the architects Carrère and Hastings. The familiar red and gold interior associated with the house dates from this time.

The Old Met had a seating capacity of 3,625 with an additional 224 standing room places.

The theatre was noted for its elegance and excellent acoustics and it provided a glamorous home for the company. Its stage facilities, however, were found to be severely inadequate from its earliest days. Over the years many plans for a new opera house were explored and abandoned, including a proposal to make a new Metropolitan Opera House the centerpiece of Rockefeller Center. It was only with the development of Lincoln Center that the Met was able to build itself a new home.

The Met said goodbye to the old house on April 16, 1966, with a lavish farewell gala performance.

The theatre closed after a short season of ballet in 1966 and was demolished in 1967.

The present Metropolitan Opera House is located in Lincoln Center at Lincoln Square in the Upper West Side and was designed by architect Wallace K. Harrison. It has a seating capacity of approximately 3,732 with an additional 245 standing room places at the rear of the main floor and the top balcony. As needed, the size of the orchestra pit can be decreased and another row of 35 seats added at the front of the auditorium. The lobby is adorned with two famous murals by Marc Chagall, *The Triumph of Music* and *The Sources of Music*. Each of these gigantic paintings measures 30 by 36 feet. After numerous revisions to its design, the new building opened September 16, 1966, with the world premiere of Samuel Barber's *Antony and Cleopatra*.

The theatre, while large, is noted for its excellent acoustics. The stage facilities, state of the art when the theatre was built, continue to be updated technically and are capable of handling multiple large complex opera productions simultaneously. When the opera company is on hiatus, the Opera House is annually home to the spring season of American Ballet Theatre.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Make up a small report on the topic and give a talk in class.

The Met's experiments with television go back to 1948 when a complete performance of Verdi's *Otello* was broadcast live on ABC-TV with Ramón Vinay, Licia Albanese, and Leonard Warren.

The 1949 season opening night *Der Rosenkavalier* was also telecast. In the early 1950s the Met tried a short-lived experiment with live closed-circuit television transmissions to movie theatres.

The first of these was a performance of *Carmen* with Risë Stevens which was sent to 31 theatres in 27 US cities on December 11, 1952. Beyond these experiments, however, and an occasional gala or special, the Met did not become a regular presence on television until 1977.

In that year the company began a series of live television broadcasts on public television with a wildly successful live telecast of *La bohème* with Renata Scottò and Luciano Pavarotti.

The new series of opera on PBS was called *Live from the Metropolitan Opera*.

This series remained on the air until the early 2000s, although the live broadcasts gave way to taped performances and in 1988 the title was changed to *The Metropolitan Opera Presents*.

Dozens of televised performances were broadcast during the life of the series including an historic complete telecast of Wagner's *Ring Cycle* in 1989. In 2007 another Met television series debuted on PBS, *Great Performances at the Met*. This series airs repeat showings of the high-definition video performances produced for the *Metropolitan Opera Live in HD* cinema series.

In addition to complete operas and gala concerts, television programs produced at the Met have included: an episode of *Omnibus* with Leonard Bernstein (NBC, 1958); *Danny Kaye's Look-In at the Metropolitan Opera* (CBS, 1975); *Sills and Burnett at the Met* (CBS, 1976); and the *MTV Video Music Awards* (1999 and 2001).

Metropolitan Opera Radio is a 24-hour opera channel on Sirius XM Radio, which presents three to four live opera broadcasts each week during the Met's performing season. During other hours it also offers past broadcasts from the Metropolitan Opera radio broadcast archives. The channel was created in September 2006, when the Met initiated a multi-year relationship with Sirius. Margaret Juntwait is the main host and announcer, with William Berger as writer and co-host.

In 1998, Volpe initiated the development of a new software application, now called Tessitura.

Tessitura uses a single database of information to record, track and manage all contacts with the Met's constituents, conduct targeted marketing and fund raising appeals, handle all ticketing and membership transactions, and provide detailed and flexible performance reports.

Beginning in 2000, Tessitura was offered to other arts organizations under license, and it is now used by a cooperative network of more than 200 opera companies, symphony orchestras, ballet companies, theater companies, performing arts centers, and museums in the USA, Canada, the United Kingdom, Australia, New Zealand, and Ireland. At the Opera Conference 2016 in Montreal Gelb announced that the Met had commissioned a new ticketing system that would be made available to other institutions.

Exercise 3. Make up some dialogues from the information above.

Exercise 4. Read the text and pick up the essential details in the form of quick notes.

Exercise 5. Analyze the information and make a chart about it.

№	Activity			
	Opera	When	Where	Score
1.				

MOTION PICTURE INDUSTRY

Thomas Edison's Kinetoscope invented, 1894 / First projected film -showing in US, 1896 / First movie theatre opened Los Angeles, 1902 / First narrative feature, The Great Train Robbery, 1903 / First Hollywood "epic", Birth of a Nation, 1915 / Sound successfully introduced with The Jazz Singer, 1927 / First Technicolor feature, 1935 / Impact of television led to decline of major Hollywood studios, 1950s.

During *the Great Depression* going to the movies once a week was almost as much a part of the American experience as Thanksgiving turkey. Every year the major motion picture studios – Metro-Gold-Mayer, Warner Brothers, Paramount, Universal and 20th-Century Fox – turned out hundreds of films, *the vast majority* of them light, airy comedies, flossy musicals, adventure yarns and detective stories. For the most part such fare had little artistic pretension. The films were calculated to charm, excite and amuse the *moviegoing public*, which by 1938 was represented by some 80 mln. movie-theatre, tickets sold weekly: a figure indicating that perhaps half of all Americans – allowing for those who saw more than one movie a week – spent several hours weekly at either small neighborhood theatres or in the ornate surroundings of "down-town" motion picture business.

These depression years, and the 1940s that followed, were a *golden age*; a time when a star like crooner-actor Frank Sinatra could draw thousand of *shrieking teenagers*, when the faces of such *film luminaries* as Clark Gable, Humphrey Bogart, child star Shirley Temple, Greta Garbo, Ingrid Bergman, Rita Hayworth and a host of others were as familiar to Americans as that of President Franklin D. Roosevelt. The *glamour surrounding* the American motion picture industry in the 1930s and 1940s was a far cry from its *primitive beginnings* near the turn of the century.

Although inventors and technicians of many nations had a hand in developing early motion picture cameras and projectors, the American experience with film began in 1894 when Thomas Edison unveiled his Kinetoscope "peep shows". The earliest films relied on the *novelty of the medium* to attract customers. Little effort was made to develop a story line until Edwin S. Porter's "The Great Train Robbery" (1903) – the prototype of thousands of Western adventure movies-proved to be so great a hit that it cast the mold in which *film entertainment* was to be formed.

By the early 1920s the movies had already carved a place for themselves in the entertainment habits of millions of Americans who *flocked to theatres* to see such stars as Mary Pickford, Douglas Fairbanks, Charles Chaplin, Joan Crawford and Tom Mix on the still-silent screen.

At about the same time, a young cartoonist, Walt Disney, began to achieve success with his *animated films*, which in 1928 introduced "Mickey Mouse" to the world. Seven years later the first *Technicolor feature*, "Becky Sharp", signalled the arrival of full-colour movies.

Scores of films made in the 1930s and 1940s have retained a wide audience through their frequent revivals in motions picture theatres of via showing on television. "Gone with the wind" (1939), the Technicolor epic of the Old South, remains a Hollywood standby, its 77 million gross (1973) making it one of the most *profitable movies* ever produced. Numerous other films of Hollywood's "golden age" – including Charles Chaplin's "City Lights" (1931); "Grand Hotel" (1932); starring Greta Garbo; John Huston's "Treasure of the Sierra Madre" (1948); and Joseph Mahkewiz's "All About Eve" (1950), to name just a few – have retained audience interest.

Television by the early 1950s was luring millions away from the movie theatres. At first the major studios fought back. It was a futile effort, for by the early 1960s television had claimed the *lion's share* of the entertainment audience and the major studios first *cut back* their production schedules, then changed their *methods of operation*, becoming little more than packages of both movies and situation comedies for the new medium.

For all its problems, the *motion picture industry* still attracts some 20 million Americans each week for whom the movies *remain a prime source of entertainment*.

Exercise 1. Give the main idea of the information.

Exercise 2. Read, translate phrases and try to render the text with their help.

The Great Depression; the vast majority; a golden age; artistic pretension; glamour surrounding; primitive beginnings; shrieking teenagers; novelty of the medium; film entertainment; to flock to theatres; animated films; technicolour feature; lion's share; motion picture industry; to remain a prime source of entertainment; to cut back their production.

Exercise 3. Analyze the vocabulary notes and remember them.

Movie – кинокартина, кинофильм, фильм
home movie – домашнее кино *Syn. film, picture, motion picture*
to make (produce, shoot) a film – снимать фильм
to release a film – снять фильм
to show a film – показывать фильм
to ban a film – запретить фильм
to censor a film – подвергать фильм цензуре
adult (X-rated) film – фильм для взрослых
adventure film – приключенческий фильм
caper film – амер. трюковой приключенческий фильм
documentary film – документальный фильм
educational film – учебный фильм
feature film – художественный фильм gangster film – боевик
instructional film – обучающий фильм
propaganda film – пропагандистский фильм
silent film – немой фильм
sound film – озвученный фильм
television film, TV film – телефильм
training film – обучающий фильм
to work in films – работать в киноиндустрии
to be in the films – сниматься в кино
underground film – амер. альтернативное кино
movie actor – амер. киноактер *Syn. cinemactor, film actor, screen actor*
movie advertisement – кинореклама
movie house – кинотеатр *Syn. cinema, movie theatre*
movie industry – кинопромышленность, киноиндустрия
movie producer – продюсер *Syn. film producer*
movie star – кинозвезда *Syn. film star, film star, filmstar*
moviemaker – кинематографист
to go to the pictures – пойти в кино
picture – суть дела Get the picture? – Уловили суть?
out of (not in) the picture – дисгармонирующий
to pass from the picture – сойти со сцены
to put in the picture – осведомлять, информировать кого-л. *Syn. keep in the picture*
cinema verite – "правдивое кино", документальное кино
cinema circuit – сеть кинотеатров
to go to the cinema – ходить в кино
Japanese cinema – японский кинематограф
the silent/mute (sound, tinsel) cinema – немое (звуковое, коммерческое) кино

Exercise 4. Summarize your knowledge on cinema & theatre and issue in a short presentation (75 words).

CINEMA IN THE USA

The cinema of the USA, often metonymously referred to as **Hollywood**, has had a profound effect on the film industry in general since the early 20th century.

The dominant style of American cinema is classical Hollywood cinema, which developed from 1917 to 1960 and characterizes most films made there to this day. While Frenchmen Auguste and Louis Lumière are generally credited with the birth of modern cinema, American cinema quickly came to be the most dominant force in the industry as it emerged.

Since the 1920s, the film industry of the USA has had higher annual grosses than any other country's. It produces the largest number of films of any single-language national cinema, with more than 800 English-language films released on average every year.

While the national cinemas of the United Kingdom (299), Canada (206), and Australia and New Zealand also produce films in the same language, they are not considered part of the Hollywood system. Hollywood has also been considered a transnational cinema. Classical Hollywood produced multiple language versions of some titles, often in Spanish or French. Contemporary Hollywood offshores production to Canada, Australia, New Zealand.

Hollywood is the oldest film industry in the world, and is considered the birthplace of various genres of cinema – among them comedy, drama, action, the musical, romance, horror, science fiction and the war epic – having set an example for other national film industries. It produced the world's first sound as well as musical film *The Jazz Singer*.

In 1878, Eadweard Muybridge demonstrated the power of photography to capture motion. In 1894, the world's first commercial motion-picture exhibition was given in New York City, using Thomas Edison's kinetoscope. The USA produced the world's first sync-sound musical film, *The Jazz Singer*, in 1927, and was at the forefront of sound-film development in the following decades. Since the early 20th century, the US film industry has largely been based in and around the 30 Mile Zone in Hollywood, Los Angeles, California. Director D. W. Griffith was central to the development of a film grammar. Orson Welles's *Citizen Kane* (1941) is frequently cited in critics' polls as the greatest film of all time.

The major film studios of Hollywood are the primary source of the most commercially successful and most ticket selling movies in the world. Moreover, many of Hollywood's highest-grossing movies have generated more box-office revenue and ticket sales outside the USA than films made elsewhere.

Today, American film studios collectively generate several hundred movies every year, making the USA one of the most prolific producers of films in the world and a leading pioneer in motion picture engineering and technology. The first recorded instance of photographs capturing and reproducing motion was a series of photographs of a running horse by Eadweard Muybridge, which he took in Palo Alto, California using a set of still cameras placed in a row.

Muybridge's accomplishment led inventors everywhere to attempt to make similar devices.

In the USA, Thomas Edison was among the first to produce such a device, the *kinetoscope*.

The history of cinema in the USA can trace its roots to the East Coast where, at one time, Fort Lee, New Jersey was the motion-picture capital of America. The industry got its start at the end of the 19th century with the construction of Thomas Edison's "Black Maria", the first motion-picture studio in West Orange, New Jersey. The cities and towns on the Hudson River and Hudson Palisades offered land at costs considerably less than New York City across the river and benefited greatly as a result of the phenomenal growth of the film industry at the turn of the 20th century.

The industry began attracting both capital and an innovative workforce, and when the Kalem Company began using Fort Lee in 1907 as a location for filming in the area, other filmmakers quickly followed. In 1909, a forerunner of Universal Studios, the Champion Film Company, built the first studio. They were quickly followed by others who either built new studios or who leased facilities in Fort Lee.

In the 1910s and 1920s, film companies all making pictures in Fort Lee. Such notables as Mary Pickford got their start at Biograph Studios.

In New York, the Kaufman Astoria Studios in Queens, was built during the silent film era, was used by the Marx Brothers and W.C. Fields. The Edison Studios were located in the Bronx.

Chelsea, Manhattan was also frequently used. Picture City, Florida was also a planned site for a movie picture production center in the 1920s, but due to the 1928 Okeechobee hurricane, the idea collapsed and Picture City returned to its original name of Hobe Sound. Other major centers of film production also included Chicago, Texas, California, and Cuba.

The film patents wars of the early 20th century led to the spread of film companies across the US. Many worked with equipment for which they did not own the rights and thus filming in New York could be dangerous; it was close to Edison's Company headquarters, and to agents the company set out to seize cameras. By 1912, most major film companies had set up production facilities in Southern California near or in Los Angeles because of the region's favorable year-round weather.

In early 1910, director D. W. Griffith was sent by the Biograph Company to the west coast with his acting troupe, consisting of actors Blanche Sweet, Lillian Gish, Mary Pickford, Lionel Barrymore and others. They started filming on a vacant lot near Georgia Street in downtown Los Angeles. While there, the company decided to explore new territories, traveling several miles north to Hollywood, a little village that was friendly and enjoyed the movie company filming there.

Griffith then filmed the first movie ever shot in Hollywood, *In Old California*, a Biograph melodrama about California in the 19th century, when it belonged to Mexico.

Griffith stayed there for months and made several films before returning to New York. After hearing about Griffith's success in Hollywood, in 1913, many movie-makers headed west to avoid the fees imposed by Thomas Edison, who owned patents on the movie-making process.

Nestor Studios of Bayonne, New Jersey, built the first studio in Hollywood in 1911.

Nestor Studios, owned by David and William Horsley, later merged with Universal Studios; and William Horsley's other company, Hollywood Film Laboratory, is now the oldest existing company in Hollywood, now called the Hollywood Digital Laboratory. California's more hospitable and cost-effective climate led to the eventual shift of virtually all filmmaking to the West Coast by the 1930s.

At the time, Thomas Edison owned almost all the patents relevant to motion picture production and movie producers on the East Coast acting independently of Edison's Motion Picture Patents Company were often sued or enjoined by Edison and his agents while movie makers working on the West Coast could work independently of Edison's control.

In Los Angeles, the studios and Hollywood grew. Before World War I, movies were made in several US cities, but filmmakers tended to gravitate towards southern California as the industry developed. They were attracted by the warm climate and reliable sunlight, which made it possible to film movies outdoors year-round and by the varied scenery that was available.

There are several starting points for cinema, but it was Griffith's controversial 1915 epic *Birth of a Nation* that pioneered the worldwide filming vocabulary that still dominates celluloid to this day.

In the early 20th century, when the medium was new, many Jewish immigrants found employment in the US film industry. They were able to make their mark in a brand-new business: the exhibition of short films in storefront theatres called nickelodeons, after their admission price of a nickel (five cents).

Within a few years, ambitious men like Samuel Goldwyn, William Fox, Carl Laemmle, Adolph Zukor, Louis B. Mayer, and the Warner Brothers (Harry, Albert, Samuel, and Jack) had switched to the production side of the business. Soon they were the heads of a new kind of enterprise: the movie studio. (It is worth noting that the US had at least one female director, producer and studio head in these early years: French-born director Alice Guy-Blaché.) They also set the stage for the industry's internationalism; the industry is often accused of Amero-centric provincialism.

Other moviemakers arrived from Europe after World War I. They joined a homegrown supply of actors – lured west from the New York City stage after the introduction of sound films – to form one of the 20th century's most remarkable growth industries.

At motion pictures' height of popularity in the mid-1940s, the studios were cranking out a total of about 400 movies a year, seen by an audience of 90 million Americans per week.

The Hollywood Sign in the Hollywood Hills has become a landmark representing the Southern California film industry. Sound also became widely used in Hollywood in the late 1920s.

After *The Jazz Singer*, the first film with synchronized voices was successfully released as a Vitaphone talkie in 1927, Hollywood film companies would respond to Warner Bros. and begin to use Vitaphone sound – which Warner Bros. owned until 1928 – in future films.

By May 1928, Electrical Research Product Incorporated (ERPI), a subsidiary of the Western Electric company, gained a monopoly over film sound distribution.

A side effect of the "talkies" was that many actors who had made their careers in silent films suddenly found themselves out of work, as they often had bad voices or could not remember their lines. Meanwhile, in 1922, US politician Will H. Hays left politics and formed the movie studio boss organization known as the Motion Picture Producers and Distributors of America (MPPDA).

The organization became the Motion Picture Association of America after Hays retired in 1945.

In the early times of talkies, American studios found that their sound productions were rejected in foreign-language markets and even among speakers of other dialects of English.

The synchronization technology was still too primitive for dubbing. One of the solutions was creating parallel foreign-language versions of Hollywood films. Around 1930, the American companies opened a studio in Joinville-le-Pont, France, where the same sets and wardrobe and even mass scenes were used for different time-sharing crews.

Foreign unemployed actors, playwrights, and winners of photogenia contests were chosen and brought to Hollywood, where they shot parallel versions of the English-language films.

These parallel versions had a lower budget, were shot at night and were directed by second-line American directors who did not speak the foreign language. The productions were not very successful in their intended markets, due to the following reasons:

- Brown Derby, an iconic image that became synonymous with the Golden Age of Hollywood.
- The lower budgets were apparent.
- Many theatre actors had no previous experience in cinema.
- The original movies were often second-rate themselves since studios expected that the top productions would sell by themselves.
- The mix of foreign accents (Castilian, Mexican, and Chilean for example in the Spanish case) was odd for the audiences.
- Some markets lacked sound-equipped theatres.

In spite of this, some productions like the Spanish version of *Dracula* compare favorably with the original. By the mid-1930s, synchronization had advanced enough for dubbing to become usual.

Classical Hollywood cinema is defined as a technical and narrative style characteristic of film from 1917 to 1960. During the Golden Age of Hollywood, which lasted from the end of the silent era in American cinema in the late 1920s to the early 1960s.

Thousands of movies were issued from the Hollywood studios. The start of the Golden Age was arguably when *The Jazz Singer* was released in 1927, ending the silent era and increasing box-office profits for films as sound was introduced to feature films.

Most Hollywood pictures adhered closely to a formula – Western, slapstick comedy, musical, animated cartoon, biographical film (biographical picture) – and the same creative teams often worked on films made by the same studio. At the same time, one could usually guess which studio made which film, largely because of the actors who appeared in it. MGM claimed it had contracted "more stars than there are in heaven". Each studio had its own style and characteristic touches which made it possible to know this – a trait that does not exist today.

For example, *To Have and Have Not* (1944) is famous not only for the first pairing of actors Humphrey Bogart (1899-1957) and Lauren Bacall (1924-2014), but also for being written by two future winners of the Nobel Prize in Literature: Ernest Hemingway (1899–1961), the author of the novel on which the script was nominally based, and William Faulkner (1897–1962), who worked on the screen adaptation. After *The Jazz Singer* was released in 1927, Warner Bros. gained huge success and were able to acquire their own string of movie theatres, after purchasing Stanley Theatres and First National Productions in 1928. MGM had also owned the Loews string of theatres since forming in 1924, and the Fox Film Corporation owned the Fox Theatre strings as well.

RKO over sound in films, and developed their own method, known as Photophone, to put sound in films. Paramount, which already acquired Balaban and Katz in 1926, would answer to the success of Warner Bros. and RKO, and buy a number of theatres in the late 1920s as well, and would hold a monopoly on theatres in Detroit, Michigan.

By the 1930s, almost all of the first-run metropolitan theatres in the USA were owned by the Big Five studios – MGM, Paramount Pictures, RKO, Warner Bros., and 20th Century Fox.

Movie-making was still a business, however, and motion picture companies made money by operating under the studio system. The major studios kept thousands of people on salary – actors, producers, directors, writers, stunt men, craftspersons, and technicians. They owned or leased Movie Ranches in rural Southern California for location shooting of westerns and other large-scale genre films. And they owned hundreds of theatres in cities and towns across the nation in 1920 film theatres that showed their films and that were always in need of fresh material.

In 1930, MPPDA President Will Hays created the Hays (Production) Code, which followed censorship guidelines and went into effect after government threats of censorship expanded by 1930. However, the code was never enforced until 1934, after the Catholic watchdog organization The Legion of Decency – appalled by some of the provocative films and lurid advertising of the era later classified Pre-Code Hollywood threatened a boycott of motion pictures if it didn't go into effect.

Those films that didn't obtain a seal of approval from the Production Code Administration had to pay a \$25,000 fine and could not profit in the theatres, as the MPPDA controlled every theatre in the country through the Big Five studios. Throughout the 1930s, as well as most of the golden age, MGM dominated the film screen and had the top stars in Hollywood, and was also credited for creating the Hollywood star system altogether. Some MGM stars included "King of Hollywood" Clark Gable, Lionel Barrymore, Jean Harlow, Norma Shearer, Greta Garbo, Joan Crawford, Jeanette MacDonald and husband Gene Raymond, Spencer Tracy, Judy Garland, and Gene Kelly.

But MGM did not stand alone. Another great achievement of US cinema during this era came through Walt Disney's animation company. In 1937, Disney created the most successful film of its time, *Snow White and the Seven Dwarfs*.

This distinction was promptly topped in 1939 when Selznick International created what is still when adjusted for inflation, the most successful film of all time, *Gone with the Wind*.

Many film historians have remarked upon the many great works of cinema that emerged from this period of highly regimented film-making. One reason this was possible is that, with so many movies being made, not everyone had to be a big hit. A studio could gamble on a medium-budget feature with a good script and relatively unknown actors battled the studios in order to achieve their artistic visions. The apogee of the studio system may have been the year 1939.

Walt Disney introduces each of the seven dwarfs in a scene from the original 1937 *Snow White* theatrical trailer.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Write out all words and phrases according to the topic.

Exercise 3. Translate the names of the films.

THE GOLDEN AGE OF HOLLYWOOD

The studio system and the Golden Age of Hollywood succumbed to two forces that developed in the late 1940s:

- a federal antitrust action that separated the production of films from their exhibition;
- the advent of television.

In 1938, Walt Disney's *Snow White and the Seven Dwarfs* was released during a run of lackluster films from the major studios, and quickly became the highest grossing film released to that point. Embarrassingly for the studios, it was an independently produced animated film that did not feature any studio-employed stars. This stoked already widespread frustration at the practice of *block-booking*, in which studios would only sell an entire year's schedule of films at a time to theatres and use the lock-in to cover for releases of mediocre quality.

Assistant Attorney General Thurman Arnold – a noted "trust buster" of the Roosevelt administration – took this opportunity to initiate proceedings against the eight largest Hollywood studios in July 1938 for violations of the Sherman Anti-Trust Act. The federal suit resulted in five of the eight studios (the "Big Five": Warner Bros., MGM, Fox, RKO and Paramount) reaching a compromise with Arnold in October 1940 and signing a consent decree agreeing to, within three years:

- Eliminate the block-booking of short film subjects, in an arrangement known as "one shot", or "full force" block-booking.
- Eliminate the block-booking of any more than five features in their theatres.
- No longer engage in *blind buying* (or the buying of films by theatre districts without seeing films beforehand) and instead have *trade-showing*, in which all 31 theatre districts in the US would see films every two weeks before showing movies in theatres.
- Set up an administration board in each theatre district to enforce these requirements.

The "Little Three" (Universal Studios, United Artists, and Columbia Pictures), who did not own any theatres, refused to participate in the consent decree. A number of independent film producers were also unhappy with the compromise and formed a union known as the Society of Independent Motion Picture Producers. The Big Five studios didn't meet the requirements of the Consent of Decree during WWII, without major consequence, but after the war ended they joined Paramount as defendants in the Hollywood anti-trust case, as did the Little Three studios.

The Supreme Court eventually ruled that the major studios ownership of theatres and film distribution was a violation of the Sherman Antitrust Act. As a result, the studios began to release actors and technical staff from their contracts with the studios.

This changed the paradigm of film making by the major Hollywood studios, as each could have an entirely different cast and creative team. The decision resulted in the gradual loss of the characteristics which made Metro-Goldwyn-Mayer, Paramount Pictures, Universal Studios, Columbia Pictures, RKO Pictures, and 20th Century Fox films immediately identifiable. Certain movie people, such as Cecil B. DeMille, either remained contract artists till the end of their careers or used the same creative teams on their films so that a DeMille film still looked like one whether it was made in 1932 or 1956.

Stanley Kubrick was an American film director, screenwriter, producer, cinematographer, editor, and photographer. The ground-breaking scientific realism and innovative special effects of his 1968 film *2001: A Space Odyssey* caused fellow-director Steven Spielberg to refer to it as his generation's "big bang". It is regarded as one of the greatest films ever made.

The number of movies being produced annually dropped as the average budget soared, marking a major change in strategy for the industry. Studios now aimed to produce entertainment that could not be offered by television: spectacular, larger-than-life productions. Studios also began to sell portions of their theatrical film libraries to other companies to sell to television. By 1949, all major film studios had given up ownership of their theatres.

Exercise 1. Render the main idea of the information.

Exercise 2. Make up a small report and give a talk in class.

Exercise 3. Analyze the information on the decline of Hollywood's Golden Age.

Television was also instrumental in the decline of Hollywood's Golden Age as it broke the movie industry's hegemony in American entertainment. Despite this, the film industry was also able to gain some leverage for future films as longtime government censorship faded in the 1950s.

Post-classical cinema is the term used to describe the changing methods of storytelling in the New Hollywood. It has been argued that new approaches to drama and characterization played upon audience expectations acquired in the classical period: chronology may be scrambled, storylines may feature "twist endings", and lines between the antagonist and protagonist may be blurred.

The roots of post-classical storytelling may be seen in *film noir*, in *Rebel Without a Cause* (1955), and in Hitchcock's storyline-shattering *Psycho*.

The New Hollywood describes the emergence of a new generation of film school-trained directors who had absorbed the techniques developed in Europe in the 1960s.

The 1967 film *Bonnie and Clyde* marked the beginning of American cinema rebounding as well, as a new generation of films would afterwards gain success at the box offices as well. Filmmakers like Francis Ford Coppola, Steven Spielberg, George Lucas, Brian De Palma, Stanley Kubrick, Martin Scorsese, Roman Polanski, and William Friedkin came to produce fare that paid homage to the history of film and developed upon existing genres and techniques.

Inaugurated by the 1969 release of Andy Warhol's *Blue Movie*, the phenomenon of adult erotic films being publicly discussed by celebrities (like Johnny Carson and Bob Hope), and taken seriously by critics, a development referred to, by Ralph Blumenthal of *The New York Times*, as "porno chic", and later known as the Golden Age of Porn, began, for the first time, in modern American culture.

According to award-winning author Toni Bentley, Radley Metzger's 1976 film *The Opening of Misty Beethoven*, based on the play *Pygmalion* by George Bernard Shaw (*My Fair Lady*), and due to attaining a mainstream level in storyline and sets, is considered the "crown jewel" of this 'Golden Age'.

In the 1970s, the films of New Hollywood filmmakers were often both critically acclaimed and commercially successful. While the early New Hollywood films like *Bonnie and Clyde* and *Easy Rider* had been relatively low-budget affairs with amoral heroes and increased sexuality and violence.

The enormous success enjoyed by Friedkin with *The Exorcist*, Spielberg with *Jaws* and *Jurassic Park*, Coppola with *The Godfather* and *Apocalypse Now*, Scorsese with *Taxi Driver*, Kubrick with *2001: A Space Odyssey*, Polanski with *Chinatown*, and Lucas with *American Graffiti* and *Star Wars*, respectively helped to give rise to the modern "blockbuster", and induced studios to focus ever more heavily on trying to produce enormous hits. The increasing indulgence of these young directors did not help. Often, they'd go overschedule, and overbudget, thus bankrupting themselves or the studio.

The three most famous examples of this are Coppola's *Apocalypse Now* and *One From The Heart* and particularly Michael Cimino's *Heaven's Gate*, which single-handedly bankrupted United Artists. However, *Apocalypse Now* eventually made its money back and gained widespread recognition as a masterpiece, winning the Palme d'Or at Cannes.

Exercise 4. Read the text and pick up the essential details in the form of quick notes.

Exercise 5. Analyze the information and make a chart about it.

№	Activity			
	Films	When	Where	Score
1.				

SIGNIFICANT DEVELOPMENT OF CINEMATOGRAPHY

The 1980s and 1990s saw another significant development. The full acceptance of home video by studios opened a vast new business to exploit. Films such as *Showgirls*, *The Secret of NIMH*, and *The Shawshank Redemption*, which may have performed poorly in their theatrical run, were now able to find success in the video market. It also saw the first generation of filmmakers with access to videotapes emerge. Directors such as Quentin Tarantino and Paul Thomas Anderson had been able to view thousands of films and produced films with vast numbers of references and connections to previous works. Tarantino has had a number of collaborations with director Robert Rodriguez.

Rodriguez directed the 1992 action film *El Mariachi*, which was a commercial success after grossing \$2 million against a budget of \$7,000.

This, along with the explosion of independent film and ever-decreasing costs for filmmaking, changed the landscape of American movie-making once again and led a renaissance of filmmaking among Hollywood's lower and middle-classes – those without access to studio financial resources.

With the rise of the DVD in the 21st century, DVDs have quickly become even more profitable to studios and have led to an explosion of packaging extra scenes, extended versions, and commentary tracks with the films. The drive to produce a spectacle on the movie screen has largely shaped American cinema ever since. Spectacular epics which took advantage of new widescreen processes had been increasingly popular from the 1950s onwards. Since then, American films have become increasingly divided into two categories: Blockbusters and independent films.

Studios have focused on relying on a handful of extremely expensive releases every year in order to remain profitable. Such blockbusters emphasize spectacle, star power, and high production value, all of which entail an enormous budget. Blockbusters typically rely upon star power and massive advertising to attract a huge audience. A successful blockbuster will attract an audience large enough to offset production costs and reap considerable profits.

Such productions carry a substantial risk of failure, and most studios release blockbusters that both over- and underperform in a year. Studios supplement these movies with independent productions, made with small budgets and often independently of the studio corporation. Movies made in this manner typically emphasize high professional quality in terms of acting, directing, screenwriting, and other elements associated with production, and also upon creativity and innovation.

These movies usually rely upon critical praise or niche marketing to garner an audience.

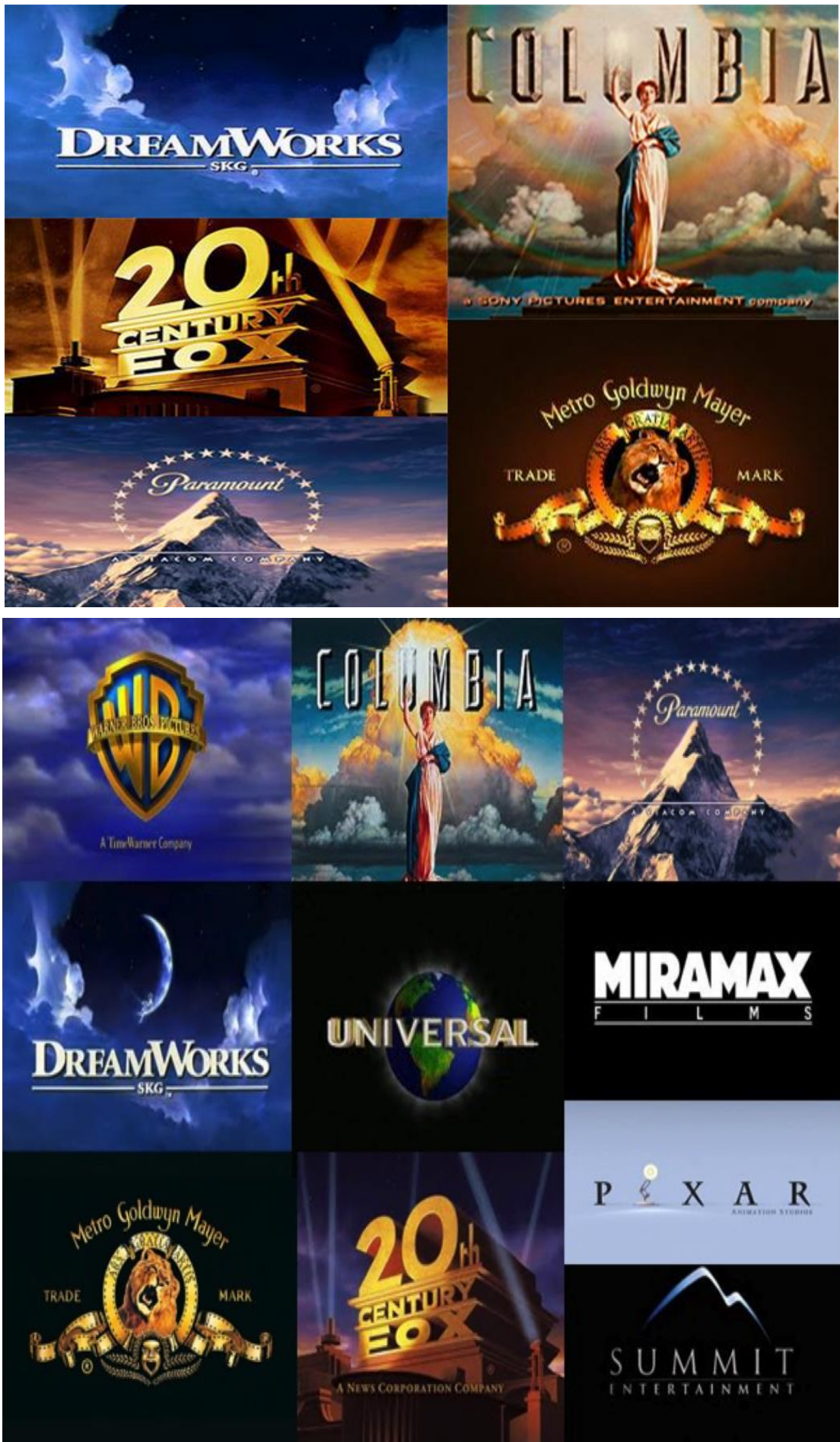
Because of an independent film's low budget, a successful independent film can have a high profit-to-cost ratio while a failure will incur minimal losses, allowing for studios to sponsor dozens of such productions in addition to their high-stakes releases. American independent cinema was revitalized in the late 1980s and early 1990s when another new generation of moviemakers, including Spike Lee, Steven Soderbergh, Kevin Smith and Quentin Tarantino made movies like, respectively: *Do the Right Thing*, *Sex, Lies, and Videotape*, *Clerks* and *Reservoir Dogs*.

In terms of directing, screenwriting, editing, and other elements, these movies were innovative and often irreverent, playing with and contradicting the conventions of Hollywood movies.

Furthermore, their considerable financial successes and crossover into popular culture reestablished the commercial viability of independent film.

Since then, the independent film industry has become more clearly defined and more influential in American cinema. Many of the major studios have capitalised on this by developing subsidiaries to produce similar films; for example, Fox Searchlight Pictures. To a lesser degree in the early 21st century, film types that were previously considered to have only a minor presence in the mainstream movie market began to arise as more potent American box office draws. These include foreign-language films such as *Crouching Tiger, Hidden Dragon* and *Hero* and documentary films such as *Super Size Me*, *March of the Penguins*, and Michael Moore's *Bowling for Columbine* and *Fahrenheit 9/11*.

Exercise 1. Digest the score of the information briefly in English.



HOLLYWOOD & POLITICIANS

In the 1930s, the Democrats and the Republicans saw money in Hollywood. President Franklin Roosevelt saw a huge partnership with Hollywood. He used the first real potential of Hollywood's stars in a national campaign. Melvyn Douglas toured Washington in 1939 and met the key New Dealers.

Endorsements letters from leading actors were signed, radio appearances and printed advertising were made. Movie stars were used to draw a large audience into the political view of the party.

By the 1960s, John F. Kennedy was a new, young face for Washington, and his strong friendship with Frank Sinatra exemplified this new era of glamor. The last moguls of Hollywood were gone and younger, newer executives and producers began generating more liberal ideas.

Celebrities and money attracted politicians into the high-class, glittering Hollywood lifestyle. As Ronald Brownstein wrote in his book "The Power and the Glitter", television in the 1970s and 1980s was an enormously important new media in politics and Hollywood helped in that media with actors making speeches on their political beliefs, like Jane Fonda against the Vietnam War.

This era saw former actor Ronald Reagan become Governor of California and subsequently become the 40th President of the USA. It continued with Arnold Schwarzenegger as California's Governor in 2003, and former reality star Donald Trump as the 45th President of the USA.

Today, Washington's interest is in Hollywood donations. On February 20, 2007 Barack Obama had Hollywood gala, being hosted by Dream Works founders David Geffen, Jeffrey Katzenberg, and Steven Spielberg at the Beverly Hilton.

In 1912, American film companies were largely immersed in the competition for the domestic market. It was difficult to satisfy the huge demand for films created by the nickelodeon boom. Motion Picture Patents Company members such as Edison Studios, also sought to limit competition from French, Italian, and other imported films. Exporting films, then, became lucrative to these companies.

Vitagraph Studios was the first American company to open its own distribution offices in Europe, establishing a branch in London in 1906, and a second branch in Paris shortly after.

Other American companies were moving into foreign markets as well, and American distribution abroad continued to expand until the mid-1920s. Originally, a majority of companies sold their films indirectly. However, since they were inexperienced in overseas trading, they simply sold the foreign rights to their films to foreign distribution firms or export agents. Gradually, London became a center for the international circulation of US films.

Many British companies made a profit by acting as the agents for this business, and by doing so, they weakened British production by turning over a large share of the UK market to American films.

By 1911, approximately 60 % to 70 % of films imported into Great Britain were American.

The USA was also doing well in Germany, Australia, and New Zealand. More recently, as globalization has started to intensify, and the USA government has been actively promoting free trade agendas and trade on cultural products, Hollywood has become a worldwide cultural source.

The success on Hollywood export markets can be known not only from the boom of American multinational media corporations across the globe but also from the unique ability to make big-budget films that appeal powerfully to popular tastes in many different cultures.

With globalization, movie production has been clustered in Hollywood for several reasons: the USA has the largest single home market in dollar terms, entertaining and highly visible Hollywood movies have global appeal, and the role of English as a universal language contributes to compensating for higher fixed costs of production. In the meantime, Hollywood has moved more deeply into Chinese markets, although influenced by China's censorship. Films made in China are censored, strictly avoiding themes like "ghosts, violence, murder, horror, and demons." Such plot elements risk being cut. Hollywood has had to make "approved" films, corresponding to official Chinese standards, but with aesthetic standards sacrificed to box office profits. Even Chinese audiences found it boring to wait for the release of great American movies dubbed in their native language.

Women are statistically underrepresented in creative positions in the center of the US film industry, Hollywood. This underrepresentation has been called the "celluloid ceiling", a variant on the employment discrimination term "glass ceiling".

In 2013, the "...top-paid actors...made 2½ times as much money as the top-paid actresses".

"Older male actors make more than their female equals" in age, with "female movie stars making the most money on average per film at age 34 while male stars earn the most at 51."

The 2013 Celluloid Ceiling Report conducted by the Center for the Study of Women in Television and Film at San Diego State University collected a list of statistics gathered from "2,813 individuals employed by the 250 top domestic grossing films of 2012."

Women accounted for...

- "18% of all directors, executive producers, producers, writers, cinematographers, and editors. This reflected no change from 2011 and only a 1% increase from 1998."

- "9% of all directors".

- "15% of writers".

- "25% of all producers".

- "20% of all editors".

- "2% of all cinematographers".

- "38% of films employed 0 or 1 woman in the roles considered, 23% employed 2 women, 28% employed 3 to 5 women, and 10% employed 6 to 9 women".

A *New York Times* article stated that only 15% of the top films in 2013 had women for a lead acting role. The author of the study noted that "The percentage of female speaking roles has not increased much since the 1940s when they hovered around 25 percent to 28 percent." "Since 1998, women's representation in behind-the-scenes roles other than directing has gone up just 1 %." Women "...directed the same percent of the 250 top-grossing films in 2012 (9 %) as they did in 1998".

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Add some information to the topic.

The USA is widely known around the world as a leader in mass media production, including television and movies. According to the U.S. Department of Commerce, the USA comprises one-third of the worldwide media and entertainment industry.

The television broadcasting industry took hold in the USA in the early 1950s, and American television programs are now shown around the world. The USA also has a vibrant movie industry, centred in Hollywood, California, and American movies are popular worldwide.

The U.S. film industry earned \$31 billion in revenues in 2013, and is expected to reach \$771 billion by 2019, according to the U.S. Department of Commerce. The USA' arts culture extends beyond movies and television shows, though. New York is home to Broadway, and Americans have a rich theatrical history. American folk art is an artistic style and is identified with quilts and other hand-crafted items. American music is very diverse with many, many styles, including rhythm and blues, jazz, gospel, country and western, bluegrass, rock 'n' roll and hip hop.

Exercise 3. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

The camera department

There are a few common choices for people who want to work with camera or grip equipment—either working up from an entry-level post such as runner or starting in a rental house, preparing equipment. Others make a direct entry to higher-level roles (such as director of photography) on independent productions and short films, honing their craft with the intention of securing higher-level work later on.



Running

It's sometimes possible, especially with personal connections, to secure a minimum-wage position as a runner, a general on-set gofer.

Runners may either be assigned to a particular department or, more commonly, assigned to people on demand.

It's difficult to strike a balance between looking appropriately busy and learning anything from the experience. Pursuit of advancement must be done without giving a negative impression of the current role.

Rental house

Starting off in a rental house simply means bombarding as many of them as possible with applications. Formal qualifications are often not required.

The role involves drawing equipment from storage against a list of requirements from a production, testing it and preparing it for use in collaboration with the production's camera department. This provides the opportunity to learn the equipment and meet potential future colleagues.

It's important not to shortchange a rental house—they're employing people to do work for them, and those who make it clear they're there only as a route to other things may do less well. Ultimately, the rental house worker may be able to use contacts made at work to move into freelance camera department roles.

Direct entry

Starting out in a more senior position, as a camera assistant, focus puller or even DP, is possible on lower-end productions.

Jobs can be found using resources such as Mandy and Craigslist.

Often, owning low-cost consumer camera equipment such as an HDSLR or lighting gear is a route to work, although it's sometimes necessary to supply the equipment for free in order to secure employment.

Doing a good job with little experience can be tricky, and the available work may be very low end, especially at first. It can be difficult to make a living at first, or to fill the critical show reel with sufficiently impressive material without significant perseverance.

In the end

The director of photography is in charge of the camera department and this position is a common goal, but very fulfilling careers are available as a senior camera assistant, grip or as a specialist of a particular piece of equipment such as a Steadicam or cranes.

Director of photography

350,000

According to the US bureau of labor statistics, more than 350,000 people worked in the motion picture and video industries in 2008, most of them as self-employed individuals or for small companies with just a few employees. Ultimately, the way to get into this competitive field is any way you can, and it's easy to find people who have taken various routes.

For all trades

Nepotism

If you have any personal or familial connections, now is the time to exercise them, as if you needed bailing. It's surprising how many people who are big in the business had family or friends with similar careers.



Direct entry

It is hardly possible to begin directing shorts, independent projects, and then move up to directing major motion pictures.

Robert Rodriguez famously made this happen, but his fame for doing so is in proportion to its rarity.



We'll deal with a few common ways into particular departments, but similar routes exist for many of the allied trades as well.

For all trades

Money

Be prepared to work for free, but not for long. Interning with a company or individual for more than a few weeks full time is generally exploitative, and this is an endemic problem in the industry, even in places with minimum-wage legislation.

\$100
~100

Writing

It is not uncommon for successful writers to become directors, but the prerequisite is that a writer's work be in sufficient demand in order for his interest in directing to be considered by the production company. Michael Crichton directed several films based on his and others' novels.

Other trades

People whose tasks involve a degree of direction, in any case, have become directors or occasionally direct. Similar opportunities sometimes open up for directors of photography and some other trades. None of these are entry-level roles in the first place, though, so this is not so much a way in but rather a way to move around. Phil Tippett, the visual-effects specialist, directed the sequel to Starship Troopers.

Director

\$100
~100

But I want to direct

Post production

The official route into post production is either through running or working in a tape room.

The tape room

The Tape Room in the bowels of every post-production facility is a room filled with computers, tape decks and the back-end hardware that makes editing and color grading possible.

One can gain an in-depth understanding of the people and the technology that operate the tape room, which will serve a future career well.

Running

Clients in grading or edit sessions need to eat. An entry-level worker may end up doing tasks ranging from fetching takeaways to retrieving media from the tape room.

Running may be a precursor to more technical work, if the facility does not directly accept newcomers to technical roles.

Start a business

Some people have made careers in post production by starting a business that offers the service. Usually, this is done by professionals with prior experience in existing businesses, but it is possible to build a business from scratch, working for increasingly high-end clients as time goes on.

Take heed: the initial investment in equipment and work space will be large.

LITERATURE

Much of American literature revolves around questions of the nature or defining characteristics of the nation and attempts to discern or describe the national identity. American literature found its own voice in the 19th century. In the early decades of that century, the essayists Henry David Thoreau and Ralph Waldo Emerson set out the enduring themes of personal simplicity, the continuity between man and nature, individualism, and self-reliance.

Walt Whitman celebrated democracy in his free verse poems. Other 19th-century writers, such as Herman Melville, Emily Dickinson, Nathaniel Hawthorne, and Mark Twain, articulated moral and ethical questions about the new country and were particularly influential for their critique of American puritanism. Turn-of-the-century writers such as Edith Wharton, Henry James, and Theodore Dreiser picked up on those themes but were particularly concerned with social class and class mobility. They explored the nature of American culture and the tensions between ideals of freedom and the realities of social conditions.

In the early decades of the 20th century, writers such as F. Scott Fitzgerald and Ernest Hemingway began to question the values earlier writers had represented.

Fitzgerald questioned the reality of the American dream by highlighting the corrupting influence of wealth and casting doubt on the value of mobility and success. Hemingway, like other modernists, addressed the issue of how one ought to live once one has lost faith in religious values and other social guidelines. Other early twentieth-century writers, such as Zora Neil Hurston, Nella Larsen, and William Faulkner, introduced race and racism as central themes in American literature.

In the 1930s, the Great Depression inspired authors such as John Steinbeck and Willa Cather to write about rural America. Their novels romanticized the hard work of poor rural whites. Implicit in these novels is a critique of the wealth and excess of the urban metropolis and the industrial system that supported it. Although these novels are permeated with multiethnic characters and themes, Anglos are generally the focal point. Issues of identity and race were explored by earlier American black writers. A generation of black authors after World War II made these permanent themes in American literature, illustrating the poverty, inequality and racism experienced by American blacks.

Many black writers explored the meaning of living inside a black skin in a white nation with a legacy of slavery. These writers included James Baldwin, Ralph Ellison, and Richard Wright. Perhaps the most influential contemporary writer who deals with these themes is Toni Morrison.

An important literary school known as Southern Gothic discussed the nature of rural southern life from the perspective of poor and middle-class whites. Writers such as Truman Capote, Tennessee Williams, Carson McCullers, and Shirley Jackson explored the contradictions between privileged whiteness and a culturally deficient southernness.

These novels feature lonely, grotesque, and underprivileged white characters who are the superiors of their black playmates, servants, and neighbours but cultural inferiors in America as a whole.

Beginning in the late 1950s and 1960s, a generation known as the Beats challenged the dominant norms of white American masculinity. They rejected conventions of family and sexuality, corporate success, and money. Among the Beats were William Burroughs, Lawrence Ferlingetti, Allan Ginsberg, and Jack Kerouac.

Starting in the 1960s, women writers began to challenge the notion that women's place was in the home. Early feminist writers who critiqued the paternalism of marriage include the nonfiction writer Betty Friedan, the novelist Marge Piercy, and the poets Anne Sexton and Sylvia Plath.

Feminist themes, along with issues of ethnicity and otherness, continue to be important in American literature. Gloria Anzuldúa and Ana Castillo show how female and Latina identities intersect. Novels by Louise Erdrich and Leslie Marmon Silko illustrate how Native American families attempt to survive and reclaim their traditions amid poverty and discrimination. Other contemporary novels try to deconstruct the experience of the "norm" in American culture.

Ann Tyler's characters are often empty and unhappy but cannot locate the sources of those feelings. Don DeLillo writes about the amoral corporate world, the American obsession with consumer goods, and the chaos and anxiety that underlie the quietness of suburban life. Joyce Carol Oates is attracted to the sinister aspects of social conformity.

These novels are not the most widely read looks in the USA. Much more popular are genres such as crime and adventure, romance, horror, and science fiction. These genres tend to repeat valued cultural narratives. For example, the novels of Tom Clancy feature the USA as the moral victor in cold war and post-Cold War terrorist scenarios. Harlequin romances idealize traditional male and female gender roles and always have a happy ending. In horror novels, violence allows for catharsis among readers. Much science fiction revolves around technical-scientific solutions to human problems.

Exercise 1. Choose the keywords and phrases that best convey the gist of the information.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Author	When	Where	Score
1.				



UNIT II. SPORTS

SPORT ACTIVITIES IN THE USA

The USA is a sports-minded country, with millions of fans who follow football, baseball, basketball and hockey, among other sports. Baseball, which was developed in colonial America and became an organized sport in the mid-1800s, is known as America's favourite pastime, although its popularity has been eclipsed by football for the past three decades, according to the Harris Poll.

Baseball is called America's favourite pastime. When Americans attend sporting events – and football games in particular – it's often not enough to simply show up and take their seats. They need to arrive hours in advance to properly prepare for the experience of seeing the game live and in person. Emblazoned in team colours, tailgaters will crowd the stadium's parking lot, grilling food, sipping cold adult beverages, playing lawn games and tossing around footballs.

Sports in the USA are an important part of American culture. Based on revenue, the four major professional sports leagues in the USA are Major League Baseball (MLB), the National Basketball Association (NBA), the National Football League (NFL), and the National Hockey League (NHL).

The market for professional sports in the USA is roughly \$69 billion, roughly 50% larger than that of all of Europe, the Middle East, and Africa combined.

Major League Soccer (MLS) is sometimes included in a "top five" of leagues of the country.

All four enjoy wide-ranging domestic media coverage and are considered the preeminent leagues in their respective sports in the world, although only basketball, baseball, and ice hockey have substantial followings in other nations. Three of those leagues have teams that represent Canadian cities, and all four are the most financially lucrative sports leagues of their sport. Football is the most popular sport in the USA followed by basketball, baseball, and soccer. Tennis, golf, wrestling, auto racing, arena football, field lacrosse, box lacrosse and volleyball are also popular sports in the country.

Professional teams in all major sports in the USA operate as franchises within a league, meaning that a team may move to a different city if the team's owners believe there would be a financial benefit, but franchise moves are usually subject to some form of league-level approval.

All major sports leagues use a similar type of regular-season schedule with a playoff tournament after the regular season ends. In addition to the major league-level organizations, several sports also have professional minor leagues, active in smaller cities across the country.

As in Canada and Australia, sports leagues in the USA do not practice promotion and relegation, unlike many sports leagues in Europe. Sports are particularly associated with education in the USA, with most high schools and universities having organized sports. College sports competitions play an important role in the American sporting culture, and college basketball and college football are as popular as professional sports in some parts of the country. The major sanctioning body for college sports is the National Collegiate Athletic Association (NCAA). Unlike most other nations, the USA government does not provide funding for sports nor for the USA Olympic Committee.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score

HISTORY OF SPORTS IN THE USA

The history of sports in the USA shows that most sports evolved out of European practices.

However, basketball, volleyball, skateboarding, and snowboarding are American inventions, some of which have become popular in other countries and worldwide. Lacrosse and surfing arose from Native American and Native Hawaiian activities that predate Western contact.

In Chesapeake society (that is, colonial Virginia and Maryland), sports occupied a great deal of attention at every social level, starting at the top. In England, hunting was severely restricted to landowners. In America, game was more than plentiful. Everyone – including servants and slaves – could and did hunt, so there was no social distinction to be had.

In 1691, Sir Francis Nicholson, the governor of Virginia, organized competitions for the "better sort of Virginians onely who are Batchelors", and he offered prizes "to be shot for, wrestled, played at backswords, & Run for by Horse and foott". The Herb Brooks Arena in the Olympic Center at Lake Placid, New York hosted the Miracle on Ice match

The USA Olympic Committee (USOC) is the National Olympic Committee for the USA. U.S. athletes have won a total of 2,522 medals (1,022 of them being gold) at the Summer Olympic Games and another 282 at the Winter Olympic Games. Most medals have been won in athletics (track and field) (801, 32%) and swimming (553, 22%). American swimmer Michael Phelps is the most decorated Olympic athlete of all time, with 28 Olympic medals, 23 of them gold.

The USA has sent athletes to every celebration of the modern Olympic Games except the 1980 Summer Olympics hosted by the Soviet Union in Moscow, which it boycotted because of the Soviet invasion of Afghanistan. Michael Phelps celebrates after winning his 8th gold medal in the 2008 Summer Olympics. The USA has won gold at every games at which it has competed, more gold and overall medals than any other country in the Summer Games and also has the second-most gold and overall medals at the Winter Games, trailing only Norway. From the mid-20th century to the late 1980s, the USA mainly competed with the Soviet Union at Summer Games and with the Soviet Union, Norway, and East Germany at the Winter Games. However, after the dissolution of the Soviet Union, it now primarily contends with China and Great Britain at the Summer Games for both the overall medal count and the gold medal count and with Norway at the Winter Games for the overall medal count.

The USA has topped the gold medal count at 17 Summer Olympics and one Winter Olympics: 1932 in Lake Placid. The USA has set multiple records for the number of medals won: the most medals (239) of any country at a single Summer Olympics, the most gold medals (83) of any country at a single Summer Olympics and the most medals (37) of any country at a single Winter Olympics.

The USA hosted both Summer and Winter Games in 1932, and has hosted more Games than any other country – 8 times, 4 times each for the Summer and Winter Games:

- the 1904 Summer Olympics in St. Louis, 1932 Summer Olympics and 1984 Summer Olympics in Los Angeles; and the 1996 Summer Olympics in Atlanta;
- the 1932 Winter Olympics and 1980 Winter Olympics in Lake Placid, New York; the 1960 Winter Olympics in Squaw Valley, California; and the 2002 Winter Olympics in Salt Lake City, Utah.

Los Angeles will host the Olympic Games for a 3rd time in 2028, marking the 9th time the US hosts the Olympic Games.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

INDIVIDUAL SPORTS

Motorsports

Danica Patrick is the most successful woman in the history of American open-wheel racing – her win in the 2008 Indy Japan 300 is the only women's victory in an IndyCar Series race and her third place in the 2009 Indianapolis 500 is the highest finish there ever by a woman.

Motor sports are widely popular in the USA but Americans generally show little interest in the major international competitions, such as the Formula One Grand Prix series and MotoGP, preferring home-grown racing series. Some Americans have achieved great success in these international series, such as Mario Andretti and Kenny Roberts.

Americans, like the rest of the world, initially began using public streets to host automobile races, but these venues were often unsafe to the public as they offered relatively little crowd control.

Promoters and drivers in the USA discovered that horse racing tracks could provide better conditions for drivers and spectators than public streets. The result has been a long-standing popularity of oval track racing, which is not used in the rest of the world, while road racing has generally waned. However, an extensive though illegal street racing culture still persists.

IndyCar Series

Historically, open wheel racing was the most popular form of U.S. motorsport nationwide.

However, an infamously acrimonious split, ("The Split"), in 1994 between the primary series, CART (Champ Car). From that point on, the popularity of open wheel racing in the U.S. declined dramatically. The feud was settled in 2008 with an agreement to merge the two series under the IndyCar banner, but enormous damage had already been done to the sport. Post-merger, Indycar continues to remain with slight viewership gains per year. However, as a result, every Indycar season ever since The Split, the Indianapolis 500 is the only known and viewed race, by the general public.

NASCAR

The CART-IRL Split coincided with an enormous expansion of stock car racing, governed by NASCAR, from its past as a mostly regional circuit mainly followed in the Southern USA to a truly national sport. NASCAR's audience peaked in the mid 1990's, and has declined quite a bit ever since the implementation of the Chase for the Cup in 2004, though it continues to have around 2-4 mln. viewers per race. NASCAR's most popular race is the Daytona 500, the opening race of the season, held each year at Daytona Beach, Florida in February.

Among the better known sports car races in the USA are the 24 Hours of Daytona, 12 Hours of Sebring, and Petit Le Mans, which have featured in the World Sportscar Championship.

Another one of the most popular forms of motorsports in the USA is the indigenous sport of drag racing. The largest drag racing organization is the National Hot Rod Association.

Several other motorsports enjoy varying degrees of popularity in the USA: short track motor racing, motocross, monster truck competitions (including the popular Monster Jam circuit), demolition derby, figure 8 racing, mud bogging and tractor pulling.

Golf

Golf is played in the USA by about 25 mln. people. The sport's national governing body, the USA Golf Association (USGA), is jointly responsible with The R&A for setting and administering the rules of golf. The USGA conducts four national championships open to professionals. The PGA Tour is the main professional golf tour in the USA, and the LPGA Tour is the main women's professional tour.

Golf is aired on several television networks.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Make up a small report and give a talk in class.

Exercise 3. Write out all words and phrases according to the topic.

Tennis

Tennis is played in the USA in all five categories (Men's and Ladies' Singles; Men's, Ladies' and Mixed Doubles); however, the most popular are the singles. The pinnacle of the sport in the country is the US Open played in late August at the USTA Billie Jean King National Tennis Center in New York. The USA has had considerable success in tennis for many years, with players such as Jimmy Connors (8 major singles titles), John McEnroe (7 major singles titles), Andre Agassi (8 major singles titles) and Pete Sampras (14 major singles titles) dominating their sport in the past. More recently, the Williams sisters, Venus Williams (7 major singles titles) and Serena Williams (23 major singles titles), have been a dominant force in the women's game, and the twin brothers Bob and Mike Bryan have claimed almost all significant career records for men's doubles teams.

Track & Field

USA Track & Field is the governing body for track and field in the USA. It organizes the annual USA Outdoor Track and Field Championships and USA Indoor Track and Field Championships.

The IAAF Diamond League currently features one round in the USA, the Prefontaine Classic; the series formerly included the Adidas Grand Prix as well. Three of the World Marathon Majors are held in the USA: the Boston, Chicago and New York City Marathon. The Freihofer's Run for Women is also an IAAF Road Race Label Event. Americans have frequently set world standards in various disciplines of track and field for both male and female athletes. Tyson Gay and Michael Johnson hold various sprint records for male athletes, while Florence Griffith Joyner set various world sprint records for female athletes. Mary Slaney set many world records for middle-distance disciplines.

A turning point occurred in US track in the running boom of the 1970s. After a series of American successes in various distances from marathoners Frank Shorter and Bill Rodgers as well as middle-distance runners Dave Wottle and Steve Prefontaine, running as an American pastime began to take shape. High school track in the USA became a unique foundation for creating the USA middle-distance running talent pool, and from 1972 to 1981 an average of 13 high school boys in the USA would run under 4:10 in the mile per year. During this time, several national high school records in the USA were set and remained largely unbroken until the 2000s.

The number of high school boys running the mile under 4:10 per year dropped abruptly from 1982, and female participation in many distance events was forbidden by athletic authorities until the 1980s. However a renaissance in high school track developed when Jack Daniels, a former Olympian, published a training manual called "Daniels' Running Formula", which became the most widely used distance training protocol among American coaches.

Carl Lewis is credited with "normalizing" the practice of having a lengthy track career as opposed to retiring once reaching the age when it is less realistic of gaining a personal best result.

The US holds national trials to select the best of its top-tier athletes for Olympic competition.

Combat Sports

Oscar de la Hoya won 10 world titles in 6 different weight classes, including the lineal championship in three weight classes. Winning a gold medal in the lightweight division and owns a national boxing promotional firm and one of the few boxers to take on promotional responsibilities while still active.

Boxing in the USA became the center of professional boxing in the early 20th century.

The National Boxing Association was founded in 1921 and began to sanction title fights.

In the 1960s and 1970s, Muhammad Ali became an iconic figure, transformed the role and image of the African American athlete in America by his embrace of racial pride, and transcended the sport by refusing to serve in the Vietnam War. In the 1980s and 1990s, major boxers such as Mike Tyson and Riddick Bowe were marked by crime and self-destruction. Mixed martial arts have developed in the 1990s, and have achieved popularity in the early 21st century. Traditional wrestling is performed at the scholastic level.

High School Wrestling is one of the most popular participatory sports for young men in the USA, and college wrestling has a small following.

Professional wrestling, evolved into a mostly scripted (kayfabe) form of sports entertainment over the course of the 20th century, enjoys widespread popularity as a spectator sport. Interest in pro wrestling peaked during the Monday Night Wars of the 1980s and 1990s. This was due to the competition between the World Wrestling Federation (WWF) and WCW, which were the two biggest professional wrestling organizations in the country during the last two decades of the 20th century. It is stated that, between the two companies, an estimated 16 mln. viewers tuned in every week.

Following the conclusion of the Wars and WCW's subsumption into WWF to become the modern WWE, professional wrestling's audience has diminished; however, it still pulls in some of cable television's highest weekly ratings. Judo in the USA is not very popular and is eclipsed by more popular martial arts like Karate and Taekwondo.

Swimming & Water sports

Swimming is a major competitive sport at high school and college level, but receives little mainstream media attention outside of the Olympics. Surfing in the USA and watersports are popular in the U.S. in coastal areas. California and Hawaii are the most popular locations for surfing.

The Association of Surfing Professionals was founded in 1983.

Skateboarding Heelflip

- Skateboarding – Skateboarding culture was born in the U.S., which holds many of the top tournaments and produces the majority of professional skateboarders.

- Hunting and fishing are popular in the U.S. in rural areas. Other popular outdoors activities in the country include hiking, mountain climbing, paintball and kayaking. In winter, many Americans head to mountainous areas for skiing and snowboarding.

- Road bicycle racing has increased in popularity, fueled by the success of cyclists Greg LeMond and the eight consecutive Tours de France won by American contestants (all 8 were discarded in the wake of doping revelations against the two winners, Lance Armstrong and Floyd Landis). Mountain biking is also widely practiced, especially in the Rocky Mountains.

- Rodeo – The Professional Rodeo Cowboys Association is the main professional rodeo organization in the world. Bull riding, a subset of the rodeo enjoys popularity as a standalone sport, especially the pro competition, Professional Bull Riders.

- Horse racing – The Breeders' Cup and the Triple Crown are the two most prominent competitions.

- Bowling-Bowling is the most popular participation "game" sport in the U.S. with more than 43 mln. people going bowling at least once a year.

- Figure skating is a sport in which individuals, duos, or groups perform on figure skates on ice. It was the first winter sport included in the Olympics, in 1908.

Exercise 4. Digest the score of the information briefly in English.

Exercise 5. Discuss topics.

- Individual kinds of sport.
- The most popular kinds of sport
- Team sports.

Exercise 6. Read the text and pick up the essential details in the form of quick notes.

Exercise 7. Analyze the information and make a chart about it.

№	Activity			
	Sport	When	Where	Score
1.				

THE MOST POPULAR TEAM SPORTS

The most popular team sports in the USA are American football, baseball/softball, basketball, ice hockey, and soccer (association football). All five of these team sports are popular with fans, are widely watched on television, have a fully professional league, are played by mln.s of Americans, enjoy varsity status at many Division I colleges, and are played in high schools throughout the country.

American Football

Football, known as American football outside the USA, has the most participants of any sport at both high school and college levels, the vast majority of its participants being male.

The NFL is the preeminent professional football league in the USA. The NFL has 32 franchises divided into two conferences. After a 16-game regular season, each conference sends six teams to the NFL Playoffs, which eventually culminate in the league's championship game, the Super Bowl.

Nationwide, the NFL obtains the highest television ratings among major sports. Watching NFL games on television on Sunday afternoons has become a common routine for many Americans during the football season. Super Bowl Sunday is the biggest annual sporting event held in the USA.

The Super Bowl itself is always among the highest-rated programs of all-time in the Nielsen ratings. Mln.s watch college football throughout the fall months, and some communities, particularly in rural areas, place great emphasis on their local high school football teams. The popularity of college and high school football in areas such as the Southern USA stems largely from the fact that these areas historically generally did not possess markets large enough for a professional team.

Nonetheless, college football has a rich history in the USA, predating the NFL by decades, and fans and alumni are generally very passionate about their teams.

During football season in the fall, fans have the opportunity to watch high school games on Fridays and Saturdays, college football on Saturdays, and NFL games on Sundays, the usual playing day of the professional teams. However, some colleges play games on Tuesday and Wednesday nights, while the NFL offers weekly games on Monday (since 1970) and Thursday (since 2006).

As recently as 2013, one could find a nationally televised professional or college game on television any night between Labor Day and Thanksgiving weekend. Indoor American football or arena football, a form of football played in indoor arenas, has several professional and semi-professional leagues.

The Arena Football League was active from 1987 to 2008 and folded in 2009.

Most other extant indoor leagues date to the mid-2000s and are regional in nature.

Women's American football is seldom seen. A few amateur and semi-professional leagues exist, of varying degrees of stability and competition. Football is unique among scholastic sports in the U.S. in that no women's division exists for the sport; women who wish to play football in high school or college must compete directly with men.

Baseball

Baseball and a variant, softball, are popular participatory sports in the U.S. The highest level of baseball in the U.S. is Major League Baseball. The World Series of Major League Baseball is the culmination of the sport's postseason each October. It is played between the winner of each of the two leagues, the American League and the National League, and the winner is determined through a best-of-seven playoff. The New York Yankees is noted for having won more titles than any other US major professional sports franchise. Historically, the leagues were much more competitive, and cities such as Boston, Philadelphia and St. Louis had rival teams in both leagues up until the 1950s.

An extensive minor league baseball system covers most mid-sized cities in the USA. Minor league baseball teams are organized in a six-tier hierarchy, in which the highest teams (AAA) are in major cities that do not have a major league team but often have a major team in another sport, and each level occupies progressively smaller cities. The lowest levels of professional baseball serve primarily as development systems for the sport's most inexperienced prospects.

Basketball

Of those Americans citing their favorite sport, basketball is ranked second (counting amateur levels) behind American football. However, in regards to money the NBA is ranked third in popularity.

More Americans play basketball than any other team sport, according to the National Sporting Goods Association, with over 26 mln. Americans playing basketball. Basketball was invented in 1891 by Canadian physical education teacher James Naismith in Springfield, Massachusetts.

The National Basketball Association (NBA) is the world's premier men's professional basketball league and one of the major professional sports leagues of North America. It contains 30 teams (29 teams in the U.S. and 1 in Canada) that play an 82-game season from October to June.

After the regular season, eight teams from each conference compete in the playoffs for the Larry O'Brien Championship Trophy. Since the 1992 Summer Olympics, NBA players have represented the USA in international competition and won numerous important tournaments.

The Dream Team was the unofficial nickname of the USA men's basketball team that won the gold medal at the 1992 Olympics.

Professional basketball is most followed in cities where there are no other sports teams in the four major professional leagues. New York City has also had a long historical connection with college and professional basketball, and many basketball legends initially developed their reputations playing in the many playgrounds throughout the city. Madison Square Garden, the home arena of the New York Knicks, is often referred to as the "Mecca of basketball." The WNBA is the premier women's basketball league in the USA as well as the most stable and sustained women's professional sports league in the nation. Several of the 12 teams are owned by NBA teams. The women's national team has won 7 Olympic gold medals and 9 FIBA World Cups.

Ice Hockey

Ice hockey, usually referred to in the U.S. simply as "hockey", is another popular sport in the USA. In the U.S. the game is most popular in regions of the country with a cold winter climate, namely the northeast and the upper Midwest.

However, since the 1990s, hockey has become increasingly popular in the Sun Belt due in large part to the expansion of the National Hockey League to the southern U.S., coupled with the mass relocation of many residents from northern cities with strong hockey support to these Sun Belt locations.

The Frozen Four is college hockey's national championship.

The U.S. now has more youth hockey players than all other countries, excluding Canada, combined. USA Hockey is the official governing body for amateur hockey in the USA.

Internationally, the USA is counted among the Big Six, the group of nations that have historically dominated international ice hockey competition. (The others include Canada, Finland, Sweden, the Czech Republic, and Russia.) One of the nation's greatest ever sporting moments was the "Miracle on Ice", which came during the 1980 Winter Olympics when the U.S. hockey team beat the Soviet Union 4-3 in the first game of the medal round before going on to beat Finland to claim the gold medal. Historically, the vast majority of NHL players had come from Canada, with a small number of Americans. As late as 1969-70, Canadian players made up 95 % of the league.

During the 1970s and 1980s, European players entered the league, and many players from the former Soviet bloc flocked to the NHL beginning in the 1990s. Today, the majority of NHL players are Canadian, more than 20% are Americans, and virtually all of the remainder are European-trained.

Women's ice hockey is less popular. The National Women's Hockey League, founded in 2015, is the first in the country to pay its players, and featured four teams from the Northeast.

Exercise 1. Render the main idea of the information.

Exercise 2. Make up some dialogues from the information above.

Exercise 3. Read the text and pick up the essential details in the form of quick notes.

Soccer

Soccer has been increasing in popularity in the USA in recent years. Soccer is played by over 13 mln. people in the U.S., making it the third-most played sport in the U.S., more widely played than ice hockey and American football. Most NCAA Division I colleges field both a men's and women's varsity soccer team, and those that field only one team almost invariably field a women's team.

The USA men's and women's national team, as well as a number of national youth teams, represent the USA in international soccer competitions and are governed by the USA Soccer Federation. The U.S. women's team holds the record for most Women's World Cup championships, and is the only team that has never finished worse than third place in a World Cup.

Major League Soccer is the premier soccer league in the USA. MLS has 23 clubs (20 from the U.S. and 3 from Canada). The 34-game schedule runs from mid-March to late October, with the playoffs and championship in November.

Lacrosse

Lacrosse is a team sport that is believed to have originate with the Iroquois and the Lenape. It has a strong base in Canada. Lacrosse is most popular in the East Coast area. The National Lacrosse League and Major League Lacrosse are the national box and outdoor lacrosse leagues, respectively, with both leagues operating on a fully professional level.

Volleyball

Volleyball is a notable sport in the USA, especially at the college and university levels. Unlike most Olympic sports which are sponsored widely at the collegiate level for both sexes, the support for college volleyball is dramatically skewed in favor of the women's game. In the 2011-12 school year, over 300 schools in NCAA Division I alone (the highest of three NCAA tiers) sponsored women's volleyball at the varsity level, while fewer than 100 schools in all three NCAA divisions combined sponsored varsity men's volleyball, with only 23 of them in Division I. The men's national team has won three gold medals at the Olympic Games, one FIVB World Championship, two FIVB Volleyball World Cup, and one FIVB World League. Meanwhile, the women's national team has won the one FIVB World Championship and six editions of the FIVB World Grand Prix. Beach volleyball has increasingly become popular in the USA, in part due to media exposure during the Olympic Games.

Rugby union

Rugby union is played professionally, recreationally and in colleges, though it is not governed by the NCAA. An estimated 1.2 mln. people in the USA play rugby. The U.S. national team has competed at the Rugby World Cup. In rugby sevens, the men's national team is one of 15 "core teams" that participate in every event of the annual World Rugby Sevens Series, and the women's national team is one of 11 core teams in the Women's Sevens Series.

The professional domestic club competition PRO Rugby began play in April 2016, but lasted only one season; a second attempt at a professional league, Major League Rugby, launched in 2018.

Rugby union participation in the U.S. has grown significantly in recent years, growing by 350% between 2004 and 2011. A 2010 survey by the National Sporting Goods Manufacturers Association ranked rugby union as the fastest-growing sport in the U.S. Rugby football formed the basis of modern American football; the two sports were nearly identical in the late 19th century but diverged into distinct, incompatible codes by the start of the 20th century.

Rugby league in the USA is played by the USA Rugby League (USARL) is a 14 team semi-professional rugby league football competition based on the East Coast of the USA. The league was founded in 2011 by clubs that had broken with the established American National Rugby League (AMNRL), plus expansion franchises. The USA, along with Canada, will host the 2025 Rugby League World Cup

Exercise 4. Render the main idea of the information.

Cricket

In 2006 it was estimated that 30,000 people in the USA play or watch cricket annually.

By 2017, this figure had risen to 200,000 people playing cricket in 6,000 teams. Cricket in the USA is not as popular as baseball and as large a fraction of the population as it is within either the Commonwealth nations or the other ICC full member (or Test cricket) nations.

There are at least two historical reasons for the relative obscurity of cricket within the USA.

Cricket in the USA has a niche market with limited inroads, mainly in immigrant communities.

Historically, cricket used to be the most popular sport in America during the 18th and early 19th centuries, but declined as baseball overtook cricket. The first intercollegiate tournament in America was the first annual Canada vs. U.S. cricket match, played since 1844, when it was attended by 10,000 spectators in New York, and the annual match is the oldest international sporting event in the modern world. One reason was the 19th-century-rise of the summer time bat and ball sport now called baseball, which seems to have displaced cricket as a popular pastime. Another reason was that in 1909 when the ICC was originally organized as the Imperial Cricket Conference it was open only to Commonwealth nations and thereby excluded the US from participating in the sport at the highest level. Nevertheless the sport grew in popularity in the second half of the 20th century.

An oft mentioned reason for the growing popularity of cricket is the growing population of immigrants to the US who come from cricket playing nations. With the launching of the USA Youth Cricket Association in 2010, a more focused effort to bring the game to American schools was begun, with the intention of broadening cricket's fan base beyond expatriates and their children.

Ultimate & Disc sports

Ultimate is a team sport played with a flying disc. The object of the game is to score points by passing the disc to members of your own team until you have completed a pass to a team member in the opposing teams end zone. Over 5.1 mln. people play some form of organized ultimate in the US.

Alternative sports, using the flying disc, began in the mid-60s, when numbers of young people looked for alternative recreational activities, including throwing a Frisbee. What started with a few players experimenting with a Frisbee later would become known as playing disc freestyle.

Organized disc sports in the 1970s began with a few tournaments, and professionals using Frisbee show tours to perform at universities, fairs and sporting events. Disc sports such as disc freestyle, disc dog (with a human handler throwing discs for a dog to catch), double disc court, disc guts, disc ultimate, and disc golf became this sport's first events. Disc guts was invented in the 1950s and developed at the International Frisbee Tournament. Ultimate, the most widely played disc sport, began in the late 1960s. Double disc court was invented and introduced in the early 1970s.

In 1974, disc freestyle competition was created. Beginning in 1974, the International Frisbee Association became the regulatory organization for all of these sports. Disc sports includes both ultimate and disc golf. Ultimate has added the American Ultimate Disc League, which began to play in 2012.

Exercise 5. Digest the score of the information briefly in English.

Exercise 6. Answer the questions.

1. Is cricket as popular as baseball in the USA? 2. When was cricket the most popular sport in America? 3. How many people and teams play cricket? 4. What is ultimate like? 5. How many people play this game? 6. When did alternative sports begin? 7. What is known as playing disc freestyle? 8. How did organized disc sports begin? 9. What kinds of disc sports are there? 10. When was disc guts invented? 11. When did ultimate begin? 12. When was disc freestyle competition created? 13. What is American football like? 14. What is American baseball like? 15. Why is basketball very popular in the USA? 16. What is ice hockey like in the USA? 17. What is college hockey's national championship? 18. Have the USA now more youth hockey players than all other countries? 19. Can you explain new sports? 20. What sport do you go in for? 21. What sport TV show do you like to watch?

OTHER SPORTS

The development of **snowboarding** was inspired by skateboarding, sledding, surfing and skiing. It was developed in the USA in the 1960s, became Winter Olympic Sport at Nagano in 1998 and first featured in the Winter Paralympics at Sochi in 2014.

Australian rules football in the USA was first played in the country in 1996.

The USA Australian Football League is the governing body for the sport in the U.S, with various clubs and leagues around the country. The National Championships are held annually.

The USA men's national Australian rules football team and the women's national team both regularly play international matches, and play in the Australian Football International Cup, an international tournament. The sport also benefits from an active fan based organization, the Australian Football Association of North America.

Bandy is only played in Minnesota. The national team regularly plays in Division A of the Bandy World Championships. In terms of licensed athletes, it is the second biggest winter sport in the world.

Curling is popular in northern states, possibly because of climate, proximity to Canada, or Scandinavian heritage. The national popularity of curling is growing after significant media coverage of the sport in the 2006 and 2010 Winter Olympics.

Gaelic football and **hurling** are governed by North American GAA and New York GAA. They do not have a high profile, but are developing sports, with New York fielding a representative team in the All-Ireland Senior Football Championship.

Field hockey is played in the USA predominantly by women. It is played widely at numerous NCAA colleges, where it is used as a sport to offset Title IX regulations assuring equal opportunities for men and women in sports.

Handball, a common sport in European countries, is seldom seen in the USA. The sport is mostly played in the country on the amateur level. Handball is played in the Summer Olympics, but is not sanctioned by the NCAA; all college and university teams play as club teams. The sport's governing body is USA Team Handball.

Inline hockey was invented by Americans as a way to play the sport in all climates.

The PIHA is the league with the largest number of professional teams in the nation. Street hockey is a non-standard version of inline hockey played by amateurs in informal games.

Water polo does not have a professional competition in the U.S., so the highest level of competitive play is at the college level and in the Olympics. The NCAA sanctions water polo as a varsity sport for both men and women, but sport is not popular in the U.S. beyond the west coast, and no team outside of California has ever reached the finals of the Division I men's water polo championship.

Angleball is a sport developed as a way to maintain physical fitness. Angleball is used by colleges, schools, and camps. Angleball gameplay is simple. Two large balls are placed atop standards at opposite sides of a field. Teams pass a smaller ball back and forth, attempting to knock the other team's ball off its perch with the smaller ball.

Badminton has become a popular backyard sport in the USA.

Capture the flag is played recreationally by adults and children.

Dodgeball is played traditionally by children in school, though adult leagues in urban areas have formed within the past 10 years. A caricatured version was portrayed in the 2004 film comedy *Dodgeball: A True Underdog Story*.

Kickball is played recreationally by adults and children, especially at the elementary school level. Its rules are largely identical to baseball, except that no bat is used and instead a large rubber ball is rolled along the ground for the "batter" to kick.

Roller derby is a contact sport played on roller skates that has had brief surges of popularity throughout the 20th and 21st centuries. Roller Derby was portrayed in the 2009 film *Whip It*. Since September 2009, there were 350 women's, men's, and junior leagues in the U.S.A.

PROFESSIONAL SPORTS

For the most part, unlike sports in Europe and other parts of the world, there is no system of promotion and relegation in American professional sports. Major sports leagues operate as associations of franchises. The same 30-32 teams play in the league each year unless they move to another city or the league chooses to expand with new franchises.

All American sports leagues use the same type of schedule. After the regular season, the 10-16 teams with the best records enter a playoff tournament leading to a championship series or game.

American sports, except for soccer, have no equivalent to the cup competitions that run concurrently with leagues in European sports. Even in the case of soccer, the cup competition, the Lamar Hunt U.S. Open Cup, draws considerably less attention than the regular season.

International competition is not as important in American sports as it is in the sporting culture of most other countries, although Olympic ice hockey and basketball tournaments do generate attention.

The first international baseball tournament with top-level players, the World Baseball Classic, generated some positive reviews after its inaugural tournament in 2006. The major professional sports leagues operate drafts once a year, in which each league's teams selected eligible prospects.

Eligibility differs from league to league. Baseball and ice hockey operate minor league systems for players who have finished education but are not ready or good enough for the major leagues.

The NBA has a development league for players who are not ready to play at the top level.

The extent in the USA to which sports are associated with secondary and tertiary education is rare among nations. Millions of students participate in athletics programs operated by high schools and colleges. Student-athletes often receive scholarships to colleges in recognition of their athletic potential.

Currently, the largest governing body of collegiate sports is the National Collegiate Athletic Association (NCAA). Especially in football and basketball, college sports are followed in numbers equaling those of professional sports. College football games can draw over 100,000 spectators.

For upper-tier institutions, sports are a significant source of revenue; for less prominent teams, maintaining a high-level team is a major expense. To ensure some semblance of competitive balance, the NCAA divides its institutions into three divisions (four in football), sorted by the number of athletic scholarships each school is willing to offer. Most public high schools are members of their respective state athletic association. Some states have separate associations for public and non-public high schools.

Amateur Sports

The Amateur Athletic Union claims to have over 670,000 participants and over 100,000 volunteers. The AAU has been around since 1888, and has been influential in amateur sports for more than 125 years. In the 1970s, the AAU received growing criticism. Many claimed that its regulatory framework was outdated. Women were banned from participating in certain competitions and some runners were locked out. No American government agency is charged with overseeing sports.

The President's Council on Physical Fitness and Sports advises the President through the Secretary of Health and Human Services about physical activity, fitness, and sports, and recommends programs to promote regular physical activity for the health of all Americans.

The U.S. Congress has chartered the USA Olympic Committee to govern American participation in the Olympic Movement and promote Olympic sports. Congress has involved itself in several aspects of sports, notably gender equity in college athletics, illegal drugs in pro sports, sports broadcasting and the application of antitrust law to sports leagues.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Render the main idea of the information.

Exercise 3. Make up some dialogues from the information above.

Exercise 4. Read the text and pick up the essential details in the form of quick notes.

MOST POPULAR SPORTS

In the broadest definition of sports – physical recreation of all sorts – the four most popular sports among the general population of the USA are exercise walking (90 mln.), exercising with equipment (53 mln.), swimming (52 mln.) and camping (47 mln.).

The most popular competitive sport (fifth most popular recreational sport) is bowling (43 mln.).

Other most popular sports are fishing (35 mln.), bicycling (37 mln.), weightlifting (33 mln.), aerobics (30 mln.), and hiking (28 mln.). According to the 2013 Harris Poll, the 6 sports with the most fans are American football (46%), baseball (14%), basketball (10%), auto racing (7%), ice hockey (5%) and tennis (3%). In the 1985 poll, 31% of fans preferred football, 23% baseball, 12% basketball, 5% auto racing and 5% tennis. 1961 President John F. Kennedy throws out the first ball in opening day.

Though baseball has historically been called the "national pastime", American football has considerably grown in popularity with the advent of television over the last several decades. Most debates about "America's most popular sport" tend to center on the degree of Americans' identification with either of these two games; the question is a difficult one to resolve.

Advocates of baseball point to the overwhelming number of baseball tickets sold annually in the USA and Canada, compared to NFL football. It is likely that the average American sports fan will attend many more major league baseball games than NFL football games in his or her lifetime, due in part to baseball's longer schedule and football's (generally) higher ticket prices.

Advocates of football, in turn, point to football's large television audience, including the Super Bowl, though the sport is facing some negative publicity in the world of youth sports due to media coverage of documented health and injury risks posed to players, including the potential long-term health concerns that concussions pose for children or teenagers.

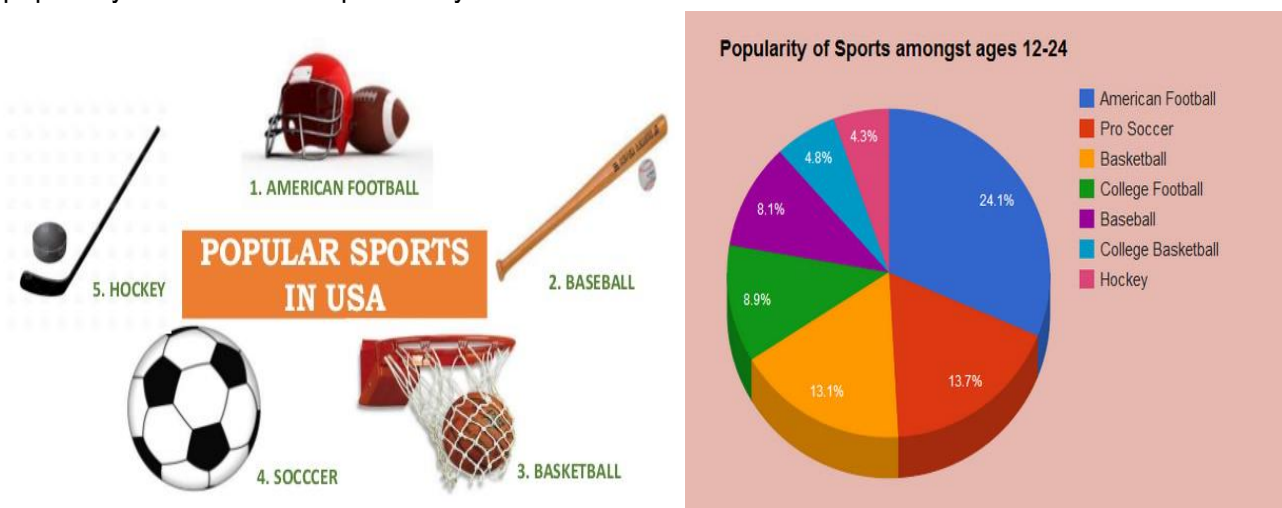
Certain teams of both sports have cultivated famously loyal fan bases across the country.

In many cases identification with a certain football or baseball team is a matter of local identity and family inheritance going back many generations. Furthermore, the popularity of each, as well as of other major team sports, may vary depending on region, ethnicity and age.

Exercise 1. Characterize the most popular sports in the USA?

Exercise 2. Answer the questions.

1. What is physical recreation of all sorts? 2. How many most popular sports among the general population of the USA? 3. What is the most popular competitive sport? 4. How has baseball historically been called? 5. When has American football considerably grown in popularity? 6. What is the question difficult to resolve? 7. What do Advocates of baseball point to? 8. What do Advocates of football, in turn, point to? 9. What has cultivated famously loyal fan bases across the country? 10. How may the popularity of each kind of sports vary?



UNIT III. FAMOUS AMERICANS

BENJAMIN FRANKLIN

Benjamin Franklin (1706-1790), fifteenth child of seventeen, printer, optician, diplomat and scientist, was quite a phenomenon in the 18th century. His ingenuity manifested itself in numerous inventions, notably an improved stove and bifocal glasses. However, he achieved his greatest results in the field of electricity. His famous experiments of 1752 with a kite and a Leyden jar demonstrated the electric nature of lightning. Putting his experiments to immediate practical use, Franklin suggested that metal rods be placed above the roofs of the buildings, with wires leading to the grounds. Such lightning rods discharged the clouds during thunderstorms and thus protected the buildings. Franklin's busy mind concerned itself with other matters as well.

He worked out the course of storms over the North American continent and was the first to study the circulation belt of warm water in the North Atlantic which we now call the Gulf Stream. He was the only American of colonial days to achieve a European reputation and was made a member of the Royal Society. But Franklin was not only a well-known natural philosopher and inventor.

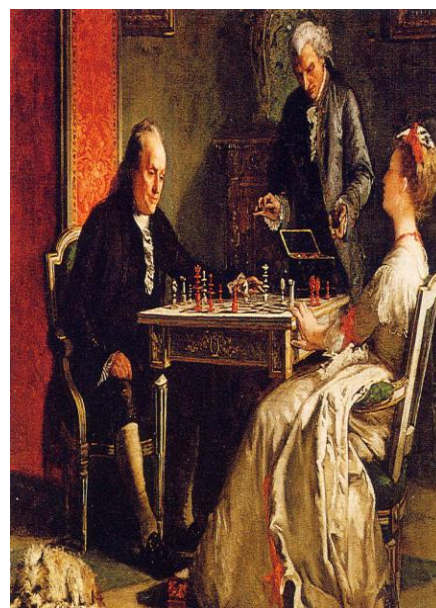
His staunch support of American freedom and measures directed to abolition of slavery, his diplomatic successes in France when he represented the young republic at the court of France during the Revolutionary War added greatly to his fame. He was a delegate of the Continental Congress, taking part in the drafting of the "Declaration of Independence" and "The Articles of Confederation" and is justly considered one of the Founding Fathers of the nation.

Leyden jar – condenser for static electricity invented in Leyden, in Netherlands, in 1745.

Royal Society – the leading British scientific center acting as the national academy of sciences. Founded in 1660.

Articles of Confederation – the first Constitution of the US, adopted in 1781. Lasted until 1788 when the present Constitution was ratified.

Founding Fathers of the nation – outstanding revolutionary patriots who headed the struggle for independence and took part in drafting and signing the Declaration of Independence, the Constitution, etc. They were Washington, Jefferson, Franklin, Madison and others.



AMERICA'S FIRST PRESIDENT

George Washington was born in 1732 in the family of a Virginia planter. His father died when he was only 11 and he was brought up by his elder half-brother. The boy got very little regular schooling and at 16 started working as a land surveyor.

In 1752 George Washington was appointed major of Virginia militia and in 1755, not yet 23, made colonel and commander of all Virginia's forces. In 1758 he took part in the campaign against the French and distinguished himself by capturing the French stronghold, Fort Duquesne.

With the French retreating into Canada, the fighting ceased and Washington, established as the most famous American-born soldier, retired and settled down to the life of a gentleman-farmer.

After 1770 the question of independence from Britain became the major problem in the American colonies. In 1774 Washington was chosen one of Virginia's delegates to the First and in 1775 to the Second Continental Congress in Philadelphia. With the outbreak of the Revolutionary war was named commander-in-chief of all colonial forces. Washington clearly recognized the difficulty of fighting a powerful enemy with a badly equipped and poorly trained army. The colonists were not accustomed to taking orders and his efforts to establish strict discipline encountered bitter hostility.

Part of Washington's greatness lay in the fact that commanding this new kind of army, a people's army, he appreciated its qualities and realized its needs. He insisted that it was necessary to impress upon the mind of every one the importance of the cause they were fighting for and ordered Thomas Paine's pamphlet "Common Sense" (a sharp attack on the idea of monarchy and a fiery call for complete independence from Britain) to be publicly read to his soldiers.

Washington's fidelity to the Revolution inspired others and helped them survive a series of defeats during the first half of the war. Taking full advantage of the colonists' skill in conducting guerilla warfare, he kept his troops afield and by 1781 had managed to build up an able army which entrapped the British at Yorktown and forced their complete surrender.

In 1783 Washington resigned and returned to his estate. Yet even before the Constitution was adopted public opinion had fixed on him as the First President of the young republic: the successful issue of a war filled with hardships was justly considered to be mainly due to his leadership.

On April 6, 1789, George Washington was unanimously elected the President of the USA of America and served two terms (1789-1797).

He was a firm, dignified but cautious and unaggressive chief executive, strongly opposed to party lines in home affairs and advocating America's neutrality as its predominant foreign policy.

In 1797 Washington retired, leaving the country far more powerful than when he had first taken office; a national currency was issued and a postal service established; manufacture and trade were promoted by special tariffs and inventions protected by patent and copyright laws; national security was improved by reorganization of the army and the navy and construction of fortifications on the eastern seaboard.

George Washington died in 1799 in his Mount Vernon home. In his honor the first permanent capital of the USA, founded in 1791, is named Washington.

militia – military force composed of citizens rather than professional soldiers, called out in time of emergency.

Fort Duquesne – military fort created by the French in Pennsylvania and captured by George Washington in 1756. It was one of the first fights of the war which later spread to Europe and became known as the Seven Years' War (1756-1763).

Paine, Thomas (1737-1809) – American revolutionary patriot and political theorist, his pamphlet named "Common Sense" was published in 1776.

Mount Vernon – home and burial place of George Washington on the Potomac near Washington D.C.

Exercise 1. Digest the information briefly in English.

Exercise 2. Answer the questions.

1. Why was young Washington, not yet 23, appointed commander-in-chief of the whole colonial army? 2. What were the difficulties he had to overcome before managing to create a really able military force? 3. Was Washington's army victorious from the very beginning of hostilities? 4. In what way did Washington try to develop in his men fidelity to the revolutionary cause? 5. What kind of President did he prove to be? 6. How did the Americans commemorate their first President?

Exercise 3. Complete the sentences with the facts from the text.

George Washington was born in _____.

George Washington was appointed major of Virginia militia in _____.

George Washington was made and commander of all Virginia's forces in _____.

George Washington took part in the campaign against the French in _____.

George Washington was chosen one of Virginia's delegates to the First Continental Congress in Philadelphia in _____.

George Washington was chosen one of Virginia's delegates to the Second Continental Congress in Philadelphia in _____.

George Washington clearly recognized the difficulty of fighting _____.

George Washington's fidelity to the Revolution inspired others and _____.

George Washington had managed to build up an able army in _____.

George Washington resigned and returned to his estate in _____.

George Washington was unanimously elected the President of the USA in _____.

George Washington retired, leaving the country far more powerful in _____.


George Washington died in his Mount Vernon home in _____.

Exercise 4. Translate quotes of G. Washington

- Observe good faith and justice toward all nations. Cultivate peace and harmony with all.
- It is far better to be alone, than to be in bad company.
- If the freedom of speech is taken away then dumb and silent we may be led, like sheep to the slaughter.
 - True friendship is a plant of slow growth, and must undergo and withstand the shocks of adversity, before it is entitled to the appellation.
 - To be prepared for war is one of the most effective means of preserving peace.
 - Truth will ultimately prevail where there is pains to bring it to light.
 - Discipline is the soul of an army. It makes small numbers formidable; procures success to the weak, and esteem to all.
 - Liberty, when it begins to take root, is a plant of rapid growth.
 - The alternate domination of one faction over another, sharpened by the spirit of revenge natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism.
 - Happiness and moral duty are inseparably connected.
 - The Constitution is the guide which I never will abandon.
 - The foolish and wicked practice of profane cursing and swearing is a vice so mean and low that every person of sense and character detests and despises it.
 - Labor to keep alive in your breast that little spark of celestial fire, called conscience.
 - If we desire to avoid insult, we must be able to repel it; if we desire to secure peace, one of the most powerful instruments of our rising prosperity, it must be known, that we are at all times ready for War.
 - Laws made by common consent must not be trampled on by individuals.




The return of G. Washington: 1783-1789.




Timeline

George Washington Timeline


1732:
He was born on February 22.




1739:
He probably started school when he was 7. He was good at math.




1759:
He married a woman named Martha.




1775:
The Revolutionary War began. George led the Army.



1784:
George and Martha got an ice cream machine.



1789:
He became President.



1730

1740

1750

1760

1770

1780

1790


1800

1810


The top of this timeline shows George's life. The bottom shows other things that happened. Here's a question to think about after you read:

Do you think George Washington and Abe Lincoln knew each other?


1783:
The first hot-air balloon ride took place.




1792:
Workers started to build the White House.



1804:
The first train was made.



1809:
Abraham Lincoln was born on February 12.



2

3

THOMAS JEFFERSON

Thomas Jefferson (1743-1826) was an outstanding American revolutionary democrat, the author of the immortal "Declaration of Independence". He was born in 1743 in the family of a Virginia planter, received a very good schooling at the College of William and Mary, a major institution of higher learning in the American colonies, and had the reputation of one of the best-educated people of that time. As the revolutions with the British deteriorated, Jefferson became the undisputed leader of all democratic forces. In 1775 he was sent as a delegate to the Continental Congress and named a member of the committee authorized to draw up the "Declaration of Independence".

The original version of this famous document, largely the work of young Jefferson, contained denunciation of slave trade and slavery. However, due to the heated objections of some slave-holding delegates, this passage was eliminated from the final draft of the Declaration, adopted on July 4, 1776.

As a Virginia lawmaker, Jefferson tried to effect a more just land distribution. Although he failed in his attempts to pass laws that would have gradually abolished slavery in Virginia, he remained opposed to that institution.

In 1783 Jefferson was made minister to France and in 1786 participated in negotiating peace treaty with Britain. In 1789 President Washington appointed him Secretary of State.

In 1796 Jefferson was elected vice-president and in 1800 President of the USA.

When he was holding these important administrative posts, his political stand became more moderate than in his youth, for he was forced to make numerous compromises with the conservative members of his own party. Still, he managed to make sharp cuts in army and navy expenditures and thus reduced the national debt. During his first term in office the country grew and prospered.

By mid-1800, however, the situation both at home and abroad had changed for the worse.

The French and the British, engaged in a bitter commercial war, started to attack neutral ships.

In 1807 the Embargo Act was passed by the Congress. Jefferson hoped that, by denying American goods and American markets to the warring nations, he would force them to change their policies toward American shipping. Instead, the Embargo Act had a catastrophic effect on the American economy itself. Exports and imports fell, many men lost their jobs, and trade was disrupted. All this embittered even the sections most loyal to the President and the embargo was partially lifted.

In 1809, after his second term expired, Jefferson retired to his estate but to his last days kept in touch with public affairs through a large correspondence. He died on July 4, 1826, on the 50th anniversary of the adoption of the "Declaration of Independence".

College of William and Mary – (now University of William and Mary), Williamsburg, Virginia. Founded in 1693, state. Degrees offered: Bachelor's, Master's, Professional and PhD.

minister – here: diplomatic officer sent to a foreign nation to represent his government.

Secretary of State – official who heads the department of the executive branch of the US government in charge of relations with foreign countries.

Embargo Act – government order prohibiting the entry or departure of commercial ships at its ports, especially as a war measure.

Exercise 1. Render the main idea of the passage.

Exercise 2. Answer the questions.

1. What was Jefferson's personal attitude to slavery? 2. Why was his denunciation of slave trade and slavery eliminated from the final draft of the "Declaration of Independence"? 3. How did Jefferson's political stand change while he was holding important administrative posts? 4. Why was his second term in office not as happy as the first? 5. When was Jefferson elected vice-president and President of the USA? 6. When did President Washington appoint him Secretary of State? 7. When had the situation both at home and abroad changed for the worse? 8. When was the Embargo Act passed by the Congress? 9. When did Jefferson retired and die?

ABRAHAM LINCOLN

Abraham Lincoln grew up in rural Indiana and Illinois. He was a frontiersman and had all the frontiersman's skills. He could split – that is, cut logs so they could be used to make fences. He could tell a good story or joke and liked going to county fairs, where he'd "stand backs" with other men to see who was taller. But Lincoln also had ambitions. He educated himself, studied law, and became a lawyer in Springfield, Illinois. In 1834, at the age of 25, he was elected to the Illinois House of Representatives.

His political career began at a time when Americans were becoming divided over the issue of slavery. Lincoln's speeches reveal his insight and his simple eloquence. Running in 1858 for U.S. senator from Illinois, he said, quoting from the Bible: "A house divided against itself cannot stand. I believe this government cannot endure, permanently half slave and half free." Lincoln lost this election, but his "House Divided" speech brought him national recognition. In 1860 he became the Republican candidate for president. Soon Lincoln stood on the Springfield train platform, waving well-wishers good-bye.

His trunks were labeled simply "A. Lincoln. White House. Washington, D.C." Despite his lack of experience, Lincoln was a very capable political and military leader. He brought the country through four years of civil war. Lincoln never lost touch with the people. He visited soldiers in hospitals and on battlefields. He often opened the White House to ordinary citizens, meeting with them and listening to their problems. The war greatly affected Lincoln. Friends noticed how much he had aged.

Once, after a battle in which many were killed, Lincoln was telling one of his jokes, when a congressman interrupted him, pointing out that jokes were not appropriate at such a time.

Lincoln broke into tears. His body shaking, he explained that if he did not tell jokes, his sorrow became too much to bear. As the war neared its end, Lincoln showed his compassion for those on the other side – those who had been and would again be part of the nation. Could Lincoln lead the country successfully in this process of healing? Peace would bring problems almost as difficult as war. The Southern states had to be readmitted and former slaves had to be incorporated into the society. Unfortunately, the answer to this question would never be known.

On April 14, 1865, Lincoln went to the theatre to see a comedy. John Wilkes Booth, a Southern sympathizer, slipped into Lincoln's theatre box and assassinated him. All along the route as Lincoln made his final trip home to Springfield, Illinois, 7 million Americans went down to the train tracks to pay their last respects. The nation was in shock and in mourning.

Exercise 1. Digest the information briefly in English.

Exercise 2. Answer the questions.

1. Where did A. Lincoln grow up? 2. Who was he? 3. Did he like to "stand backs"? 4. When was he elected to the Illinois House of Representatives? 5. What brought him national recognition? 6. When did he become the Republican candidate for president? 7. Lincoln was a very capable political and military leader, wasn't he? 8. Who killed A. Lincoln? 9. Where and when did it happen? 10. The nation was in shock and in mourning, wasn't it? 11. What did he like to do? 12. Did he have ambitions? 13. How did he educate? 14. What did he study? 15. At what age was he elected to the Illinois House of Representatives? 16. When did his political career begin? 17. What brought him national recognition? 18. Did he bring the country through four years of civil war? 19. Lincoln never lost touch with the people, did he? 20. What affected him greatly?

Exercise 3. Translate A. Lincoln's quotes.

1. Nearly all men can stand adversity, but if you want to test a man's character, give him power. 2. No man has a good enough memory to be a successful liar. 3. You cannot escape the responsibility of tomorrow by evading it today. 4. I am a slow walker, but I never walk back. 5. Character is like a tree and reputation like a shadow. The shadow is what we think of it; the tree is the real thing. 6. You cannot escape the responsibility of tomorrow by evading it today. 7. Be sure you put your feet in the right place, then stand firm. 8. My dream is of a place and a time where America will once again be seen as the last best hope of earth.

THOMAS EDISON

America is a high developed country. It was always famous by its scientists and inventors, by their decisions it became a rather rich country. The American inventor, Thomas Alva Edison, was born in Ohio in 1847. Tom, or Al, as family called him, was one of those children who are always asking "Why?" He was always trying to learn how things worked or how they were made.

The boy's education was limited to three months in the public school of Port Huron, Michigan. He started work at the age of twelve, when a new railway was opened between Port Huron and Detroit. Young Edison began to travel every day on one of the trains. He sold fruit, sweets and cakes to the passenger. The hours that he had to wait at Detroit before starting back home, he spent in the library reading technical books. Several years later, Edison learned telegraphy and he became a telegraph operator. He was soon one of the fastest operators in a large telegraph company in Boston.

He wanted to improve the telegraph system and worked very hard at it.

Night after night he read the "Book of Experiments," by Michael Faraday, the inventor of the electric generator, in the hope that this would help him to solve his problems. He did not sleep more than four hours a night and sometimes he did not go to bed at all.

He often did not even find time for breakfast. They say an interesting story about Edison's first invention. He was a boy of fifteen, when he worked as a telegraph operator. He had to be on duty from 7 p.m. to 7 a.m. and give a signal every hour to prove that he was awake. The signals were made with astonishing exactness. One night, an inspector arrived, and saw Edison sleeping in a chair. He was about to shake him, when he caught a sight of mechanism on a table near the telegraph instrument.

He waited to see what happened. When the hand of the clock pointed to the hour, the instrument got busy, and one lever threw open the key, while the other sent the signal over the wire.

The inspector seized the sleeping fellow, roused him and fired him. That is why; one of the first Edison's numerous inventions was never patented. Once he said: "I've got so much to do, and life is short." After a few months of work, he built a transmitter of a new kind. This was his first important invention. Edison was advised to go to New York where the opportunities were greater. He did so, but when he reached New York, he had no money left at all. "I had to walk in the streets all night because I hadn't the price of a bed; and in the morning nothing to buy breakfast with", he said.

But soon, he opened a small workshop. At the age of twenty he had two inventions. One of Edison's greatest inventions was the gramophone, or the "phonograph", as he called it, which repeated his words. He told his assistants that this was only beginning. The time would come, he said, when his new instrument would record music. "It will play symphonies and whole operas, the world will hear again the great singers who are no longer living..." Another of Edison's inventions was the electric lamp. Edison believed that only work could bring success. He continued active work until only eighteen days before his death in 1931, at the age of eighty-seven.

That evening, Americans all over the country turned off their electric lights for a few moments – the light which Edison had given them. But not only the electric lamp and the gramophone were given to humanity by Edison. The American film industry was launched in 1890 when Thomas Edison invented an apparatus that could photograph physical action. But it was not until 1903 that the first American feature film "The Great Train Robbery" was produced.

Exercise 1. Give the main idea briefly in English.

Exercise 2. Answer the questions.

1. When and where was T. Edison born? 2. What was he always trying to learn? 3. When and where did he start work? 4. What did he do then? 5. What did he become several years later? 6. What was his favourite book then? 7. Can you tell us any interesting stories about T. Edison first inventions? 8. Why was he advised to go to New York? 9. When and at what age did he die? 10. What are his most important inventions?

Exercise 3. Complete the sentences with the facts from the text.

Edison was born in Ohio in _____.
Edison was always trying to learn how things worked and how _____.
Edison started work at the age of _____.
Edison learned telegraphy and became a _____.
Edison was one of the fastest operators in a large telegraph company in _____.
Edison wanted to improve _____.
Edison believed that only work could bring _____.
Edison was advised to go to _____.
Edison invented an apparatus that could photograph _____.
Edison continued active work until only 18 _____.
Edison gave electric lamp and gramophone _____.
Edison died in _____.

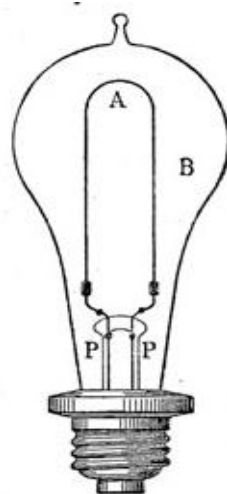
Exercise 4. Add some information on T. Edison's inventions.

*Phonograph Light Bulb Magnetic Iron Ore Separator Motion Picture
The Electrographic Vote Recorder*

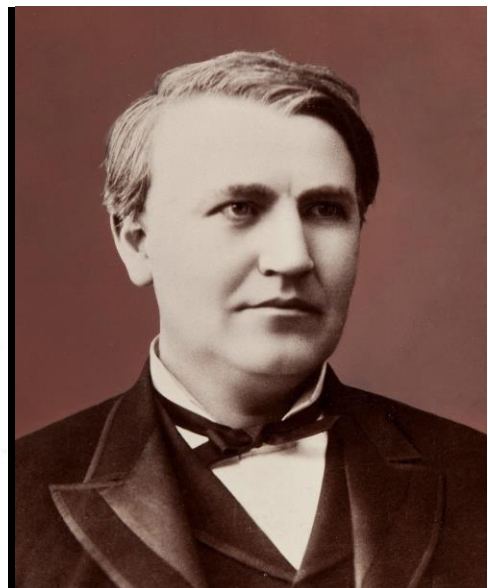
In his 84 years, Thomas Edison acquired a record number of 1,093 patents (singly or jointly) and was the driving force behind such innovations as the phonograph, the incandescent light bulb and one of the earliest motion picture cameras. He also created the world's first industrial research laboratory. Known as the "Wizard of Menlo Park", for the New Jersey town where he did some of his best-known work, Edison had become one of the most famous men in the world by the time he was in his 30s. In addition to his talent for invention, Edison was also a successful manufacturer and businessman who was highly skilled at marketing his inventions – and himself – to the public.

Exercise 5. Translate Thomas A. Edison Quotes.

1. Our greatest weakness lies in giving up. 2. The most certain way to succeed is always to try just one more time. 3. I have not failed. I've just found 10,000 ways that won't work. 4. Genius is one percent inspiration and 99% perspiration. 5. There is no substitute for hard work. 6. Opportunity is missed by most people because it is dressed in overalls and looks like work. 7. The chief function of the body is to carry the brain around. 8. The chief function of the body is to carry the brain around. 9. If we did all the things we are capable of, we would literally astound ourselves. 10. The three great essentials to achieve anything worth while are: Hard work, Stick-to-itiveness, and Common sense.



Edisons Glüh-
lampe.



LOUIS ARMSTRONG

Music plays an important role in American cultural life. In the course of time many musical styles were created, such as rock, country, blues, rock'n'roll and, one of my especially liked – jazz. And that is why we'd like to tell you about one of the most famous and best loved jazz musicians of all time.

The black man with the wonderful smile finished singing, mopped his forehead with a huge white handkerchief, raised the gleaming trumpet to his lips and played. The music was jazz. It was an exciting and happy music, and soon everyone was smiling and feeling good, clapping and swaying to the rhythm. He finished playing and the crowd roared and applauded.

That was Louis Armstrong; he did a great deal to popularize this type of music.

Jazz was created by black Americans from African drumbeats, work songs, blues, spirituals, and especially the lively marching-band tunes so popular right after the Civil War. The cradle city of jazz was New Orleans. Louis Armstrong was born there on July 4, 1900. He loved music from a very early age and would follow street bands at parades and even funerals just to hear the music.

One of the teachers that Louis liked a lot was a music teacher named Mr. Davis, who had formed a band in the school.

Louis soon was asked to join the band. Mr. Davis gave him bugle and cornet lessons, and the boy had never been happier. He learned quickly and was soon made the leader. Because his family was poor, he had to earn money, doing odd jobs like helping a junkman and shoveling coal.

He managed to save enough money to buy a battered old cornet. He began to play with Fate Marble on the riverboats that went up and down the Mississippi. With the Marble band he first learned how to read music and also got the chance to play jazz for many who had never heard it before. Louis was becoming known as the best player around New Orleans.

In 1924 he got his own band, and some of the best music he ever played was recorded during this period. Louis did all sorts of new musical things. He began travelling all over the world with his band. Music was his whole life. On his 70th birthday a great tribute was paid to Louis. A number of jazz clubs had a birthday celebration. Many famous singers and musicians came and performed in his honor. Everyone acknowledged that he was truly the "King of Jazz". The world will never forget the musician who did so much to make people happy and bring the people of the world closer together.

Exercise 1. Make notes of your new knowledge about Louis Armstrong.

Exercise 2. Translate italic phrases and try to render the text with their help.

Cultural life; jazz musicians gleaming trumpet; crowd roared and applauded; to popularize this type of music; the cradle city of jazz; to do odd jobs; to form a band; a battered old cornet; a number of jazz clubs; a birthday celebration; a great tribute.

Exercise 3. Complete the sentences.

Louis Armstrong did a great deal to popularize_____.

Louis Armstrong was born in New Orleans in_____.

Louis Armstrong loved music from a very early age_____.

Louis Armstrong liked music teacher named Mr. Davis_____.

Louis Armstrong soon was asked to join_____.

Louis Armstrong learned quickly and was soon made_____.

Louis Armstrong had to earn money_____.

Louis Armstrong began to play with Fate Marble on the riverboats_____.

Louis Armstrong got the chance to play jazz for_____.

Louis Armstrong was becoming known as the best player_____.

Louis Armstrong got his own band in_____.

Louis Armstrong began travelling all over the world_____.

Louis Armstrong made people_____.

Louis Armstrong brought the people of the world closer_____.

Louis Armstrong considered music as his whole_____.

FRANKLIN DELANO ROOSEVELT

"He was the only person I ever knew, anywhere, who was never afraid. God, how he could take it for us all." *Lyndon Johnson, April 1945.*

Perhaps no form of government needs great leaders as much as democracy. At the century's start, democracy was thought to be spreading irresistibly across the world.

Then the Great War, the war of 1914-18, showed that democracy could not assure peace. Soon the Great Depression in the 1930s showed that democracy could not assure prosperity either, and the totalitarian creeds gathered momentum.

The Second World War found democracy fighting for its life. By 1941 there were only a dozen or so democratic states left on earth. But great leadership emerged in time to rally the democratic cause. Future historians, looking back at this most bloody of centuries, will very likely regard the 32nd President of the U.S., Franklin Delano Roosevelt, as the leader most responsible for mobilizing democratic energies and faith first against economic collapse and then against military terror.

- What president was Franklin Delano Roosevelt?
- What was he responsible for?
- Was he the best loved or most hated American President of the 20th century?
- Why was he loved?
- Why was he hated?
- What party did he belong to?
- Why have Republicans come to applaud this most successful of Democrats?
- Was F.D.R. a perfect man?

F.D.R. was the best loved and most hated American President of the 20th century. He was loved because, though patrician by birth, upbringing and style, he believed in and fought for plain people – for the "forgotten man" (and woman), for the "third of the nation, ill-housed, ill-clad, ill-nourished". He was loved because he radiated personal charm, joy in his work, optimism for the future.

"Meeting him", said Winston Churchill, "was like uncorking a bottle of champagne."

But he was hated too – hated because he called for change, and the changes he proposed reduced the power, status, income and self-esteem of those who profited most from the old order.

When pollster John Zogby recently asked people to rate the century's Presidents, F.D.R. led the pack, even though only septuagenarians and their elders can remember him in the White House.

Historians and political scientists are unanimous in placing F.D.R. with Washington and Lincoln as America's three greatest Presidents. Even Republicans have come to applaud this most successful of Democrats.

F.D.R. was not a perfect man. In the service of his objectives he could be and often was devious, guileful, manipulative, evasive, dissembling, underhanded, even ruthless. But he had great strengths. He relished power and organized, or disorganized, his Administration so that conflict among his subordinates would ensure that the big decisions would come to him.

A politician to his fingertips, he rejoiced in party combat. "I'm an old campaigner, and I love a good fight", he would say, and "Judge me by the enemies I have made". An optimist who fought his own brave way back from polio, he brought confidence and hope to a scared and stricken nation. He was a realist in means but an idealist in ends. Above all, F.D.R. stood for humanity against ideology.

The 20th was the most ideological of centuries. Adolf Hitler and Joseph Stalin systematically sacrificed millions to false and terrible dogmas. Against the worship of abstractions, F.D.R. wanted to find practical ways to help decent men and women struggling day by day to make a happier world for themselves and their children. His technique was, as he said, "bold, persistent experimentation... Take a method and try it. If it fails, admit it frankly and try another. But above all, try something".

Except for the rare about admitting failure frankly that was the practice of his Administration.

- Was he an optimist or a pessimist?
- When did he come to office?
- Did he stand for humanity against ideology?
- What did he want to find?
- What was his technique?

"When he came to office in 1933, laissez-faire had under mined the temples of capitalism, thrown a quarter of the labor force out of work cut the gross national product almost in half and provoked mutterings of revolution. No one knew why things have gone wrong or how to set them right.

Only communists were happy seeing in the Great Depression decisive proof of Karl Marx's prophecy that capitalism would be destroyed by its own contradictions.

Then F.D.R. appeared, a magnificent, serene, exhilarating personality, buoyantly embodying new ideas, new courage, new confidence in America's ability to regain control over its future.

His New Deal swiftly introduced measures for social protection, regulation and control. Laissez-faire ideologues and Roosevelt haters cried that he was putting the country on the road to communism, the only alternative permitted by the either/or creed. But Roosevelt understood that Social Security, unemployment compensation, public works, securities regulation, rural electrification, farm price supports, reciprocal-trade agreements, minimum wages and maximum hours, guarantees of collective bargaining and all the rest were saving capitalism from itself.

Before F.D.R. the U.S. had had a depression every 20 years or so. The built-in economic stabilizers of the New Deal, vociferously denounced by business leaders at the time have preserved the country against major depressions for more than a half century. F.D.R.'s signal domestic achievement was to rescue capitalism from the capitalists. F.D.R.'s education in foreign affairs had been at the hands of two Presidents he greatly admired. Theodore Roosevelt, his kinsman (a 5th cousin), taught him national-interest, balance of power geopolitics. Woodrow Wilson, whom he served as Assistant Secretary of the Navy, gave him the vision of a world beyond balances of power, an international order founded on the collective maintenance of the peace. F.D.R.'s internationalism used T.R.'s realism as the heart of Wilson's idealism.

- What was F.D.R. like?
- What did his New Deal introduce?
- What was the situation in the USA before F.D.R.?
- Who taught F.D.R.?

As war leader, F.D.R. picked an extraordinary team of generals and admirals. In partnership with Churchill, he presided over the vital strategic decisions.

Remembering America's reversion to isolationism after World War I, he set out to involve the U.S. in postwar structures while the war was still on and the country still in an internationalist frame of mind. In a series of conferences in 1944, he committed the country to international mechanisms in a variety of fields – finance and trade, relief and reconstruction, food and agriculture, civil aviation.

Most of all, he saw the United Nations as the only device that could keep the U.S. from slipping back into isolationism. He arranged for the U.N.'s founding conference to take place in San Francisco before the war was over (though it turned out to be after his own death in April 1945 at the age of 63).

Take a look at our present world. It is manifestly not Adolf Hitler's world. His Thousand-Year Reich turned out to have a brief and bloody run of a dozen years. It is manifestly not Joseph Stalin's world. That ghastly world self-destructed before our eyes. Nor is it Winston Churchill's world.

Empire and its glories have long since vanished into history. The world we live in today is Franklin Roosevelt's world. Of the figures who for good or evil dominated the planet 60 years ago, he would be least surprised by things at the millennium. He would welcome the challenges posed by the century to come. Franklin Delano Roosevelt was one of the few statesmen in any century that seemed to have no fear at all of the future.

Exercise 1. Read the text interrupted with questions and have a discussion about F.D.R.'s life and activity. Make up the chart about it.

№	Activity			
	Events	When	Where	Score
1.				

Exercise 2. Complete the sentences.

F. D. Roosevelt was the leader most responsible for_____.

was the best loved American President_____.

had personal charm, joy in his work_____.

was hated because he called for change_____.

was applauded by republicans_____.

relished power and organized, or_____.

rejoiced in party_____.

was a realist in means but an idealist_____.

wanted to find practical ways to help men_____.

came to office in_____.

appeared, a magnificent, serene personality_____.

picked an extraordinary team of generals_____.

presided over the vital strategic_____.

set out to involve the U.S. in post-war structures_____.

committed the country to international mechanisms_____.

saw the United Nations as the only device_____.

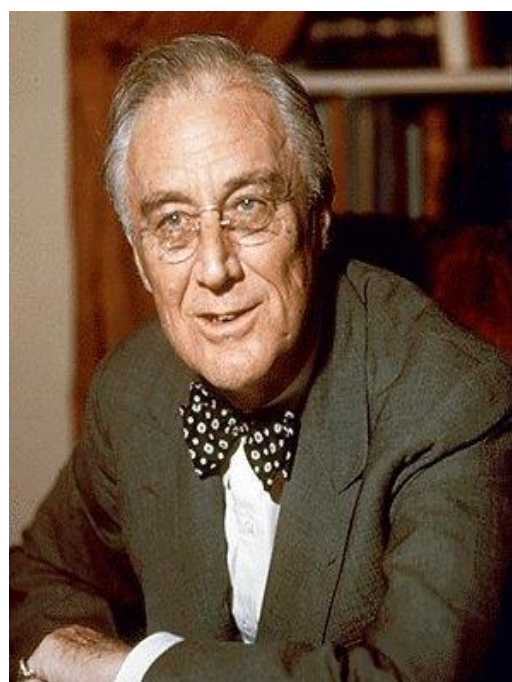
arranged for the U.N.'s founding conference_____.

would be least surprised by the shape of things at_____.

was of the power and vitality of_____.

would welcome the challenges posed by the century_____.

was one of the few statesmen in any century_____.



«I HAVE A DREAM...»

The life of Martin Luther King – and in particular his political life – was short, but packed with exceptional achievement. His life-story inevitably becomes a chronicle of the liberation movement of blacks during the 1950s and 1960s. He was a mirror of this movement, of its successes and failures, hopes and disappointments, strength and weakness. Martin Luther King was born in 1929 in Atlanta, Georgia, to the family of black pastor. After graduating from the local higher-educational institution for male blacks, he continued his education in the North.

In 1955, after earning a PhD in theology at Boston University, King was appointed pastor of a Baptist church in Montgomery, the capital of Alabama and a stronghold of racism. Its 42,000 blacks (1/3 of the city's population) lived under conditions of strict segregation in all aspects of daily life.

Following the arrest of black woman, charged with violating the bus-segregation ordinance, an effective boycott of buses was organized by King and other black leaders which cut off most of the company's revenues (for the blacks made up to 70% of the municipal bus service passengers).

The opposition of the whites was fierce. King was arrested for speeding, his family was abused, a bomb exploded on the porch of his house. Yet the blacks of Montgomery were victorious. By a US Supreme Court decision of 1956, segregation of any city's transport was declared unconstitutional.

With the victory in the Montgomery bus-boycotting campaign, King had become an internationally known public figure. He elaborated the tactics of open, direct – but non-violent – confrontation with racists.

The carefully planned 1963 March on Washington went into history as the largest ever demonstration in the streets of the US capital. It was there that King finished his famous speech with the words, "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin..."

The road to the 1964 Civil Rights Act, which declared segregation of public places illegal in every part of the US, was paved with victims. King's long campaign for the rights of the blacks to register as voters without any discriminatory checks of literacy, loyalty, etc. culminated in adoption by US Congress of the Voting Rights Act of 1966. But when the black gained legal civil rights, he saw more acutely than ever before that, while he had been given formal equality, actual inequality remained. Segregation had been abolished but racism and racists had not disappeared. For King and the other strugglers for equality a new battle lay ahead – to put the law into practice.

The family of slogan of civil rights were especially clear in the North. Blacks there had long enjoyed civil rights given them by state laws. Yet the dark ghettos as well as de facto segregation still existed. By 1967 the unemployment rate was twice as high among black as among white Americans and three times as high for black youths. The situation was explosive. And an explosion did take place.

Five days after President Johnson signed the Voting Rights Act, on August 11, 1965, there occurred a major uprising in Los Angeles slum district Watts. Then came the record year of 1967.

Racial outbursts broke out in Tennessee, Mississippi, Texas, Florida, Ohio, Georgia.

The popularity of "Black Power" slogan symbolized the crisis of the methods of non-violent struggle ideologically, the upheavals in the ghetto symbolized the crisis in practical terms.

Martin Luther King sought a solution to the problem in the form of direct and open mass action.

Thus the bold idea of paralyzing the great American cities by wide campaigns of civil disobedience was born. From the beginning of 1965 the political, moral and economic atmosphere of the US had been electrified by the war in Vietnam. King's firm anti-war standpoint stemmed from his pacifism as a clergyman and proponent of nonviolence. In 1967 he delivered a program speech in which he explained how inseparably the struggle against the war and struggle for equality were linked.

On April 4, 1968, Martin Luther King was assassinated in Memphis, Tennessee, by a white man, James Earl Ray. The whole nation was shocked and deeply mourned his death. The official Washington had no choice but respond accordingly – on April 7 – the day of King's funeral – official mourning was declared.

Martin Luther King was a simple and a modest man in his private life but he recognized his political significance and his mission. He said, "History has thrust me into this position. It would be both immoral and a sign of ingratitude if I did not face my moral responsibility to do what I can in this struggle." Though Martin Luther King was not yet forty when he died, he accomplished an enormous amount. He compelled American society to look with fresh eyes at its black fellow-citizens. He aroused in black America a feeling of self-respect, pride and confidence in their strength. King's inestimable contribution to the cause of peace and social justice was recognized on an international scale. In 1964 Martin Luther King was awarded the Nobel Peace Prize.

Voting Rights Act – Act of 1965 authorized Federal examiners to register Afro-American voters who had been refused at the state level.

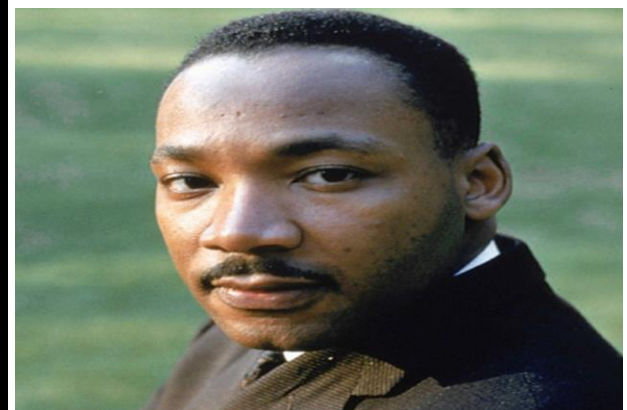
Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Answer the questions.

1. Why is it essential to know Martin Luther King's life-story? 2. Can you name his major victory in the struggle for desegregation? 3. What tactics did he use? 4. How did Martin Luther King try to fight for the defacto desegregation of races in the USA? 5. What has he been able to accomplish? 6. Was he a mirror of this movement, of its successes and failures, hopes and disappointments, strength and weakness? 7. When and where did he earn his PhD in theology? 8. When did he become an internationally known public figure? 9. What went into history as the largest ever demonstration in the streets of the US capital? 10. What Act declared segregation of public places illegal in every part of the US? 11. When did King's long campaign for the rights of the blacks culminate? 12. Where were slogans of civil rights especially clear? 13. When and where did racial outbursts break out? 14. When and where was Martin Luther King assassinated? 15. The whole nation was shocked and deeply mourned his death, wasn't it?

Exercise 3. Translate the quotes of Martin Luther King.

1. In the End, we will remember not the words of our enemies, but the silence of our friends. 2. We must accept finite disappointment, but never lose infinite hope. 3. The function of education is to teach one to think intensively and to think critically. 4. Intelligence plus character – that is the goal of true education. 5. Darkness cannot drive out darkness; only light can do that. 6. Hate cannot drive out hate; only love can do that. 7. I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality... I believe that unarmed truth and unconditional love will have the final word. 8. Faith is taking the first step even when you don't see the whole staircase. 9. Human progress is neither automatic nor inevitable... 10. Every step toward the goal of justice requires sacrifice, suffering, and struggle; the tireless exertions and passionate concern of dedicated individuals. 11. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.



JOHN KENNEDY

Kennedy, John Fitzgerald (b. May 29, 1917, Brookline, Mass., U.S. – d. Nov. 22, 1963, Dallas, Texas), 35th president of the USA (1961-63), who faced a number of foreign crises, especially in Cuba and Berlin, but managed to secure such achievements as the Nuclear Test-Ban Treaty and the Alliance for Progress. He was assassinated while riding in a motorcade in Dallas.

John, the second of nine children born to Joseph Patrick and Rose Fitzgerald Kennedy, was reared in a family that demanded intense physical and intellectual competition among the children and was schooled in the religious teachings of the Roman Catholic Church and the political precepts of the Democratic Party. A graduate of Harvard University, Kennedy expanded his senior thesis on Great Britain's military unpreparedness into a best-selling book, *Why England Slept* (1940).

For six months in 1938 he served as secretary to his father, then U.S. ambassador to Great Britain. In the fall of 1941 Kennedy joined the U.S. Navy and two years later was sent to the South Pacific. By the time he was discharged in 1945 his older brother, Joe, who their father had expected would be the first Kennedy to run for office, had been killed in the war, and the family's political standard passed to John, who had planned to pursue an academic or journalistic career.

John Kennedy himself had barely escaped death in battle. Commanding a Navy motor torpedo (PT) boat, he was gravely injured when a Japanese destroyer sank it in the Solomon Islands. Marooned far behind enemy lines, he led his men back to safety.

He was awarded the Navy and U.S. Marine Corps medal for heroism and returned to active command at his own request. But his back, which had bothered him since his teens, never really healed. He also suffered from Addison's disease (publicly concealed).

Despite operations in 1944, 1954, and 1955, he was in pain for much of the rest of his life.

None of the Kennedys, however, including him, ever thought that John might choose a career less strenuous than politics. He was expected to run for office and to win.

He did win; indeed, he never lost an election. His first opportunity came in 1946, when he ran for Congress. Though still physically weak, he campaigned aggressively, bypassing the Democratic organization in the Massachusetts 11th congressional district and depending instead upon his family, college friends, and fellow navy officers. In the Democratic primary he received nearly double the vote of his nearest opponent; in the November election he overwhelmed the Republican candidate.

He was only 29. Kennedy served three terms in the House of Representatives (1947-53) as a bread-and-butter liberal. He advocated better working conditions, more public housing, higher wages, lower prices, cheaper rents, and more Social Security for the aged. In foreign policy he was an early supporter of Cold War policies. He backed the Truman Doctrine and the Marshall Plan but was sharply critical of the Truman administration's record in Asia.

He accused the State Department of trying to force Chiang Kai-shek into a coalition with Mao Zedong. "What our young men had saved", he told the House on Jan. 25, 1949, "our diplomats and our President have frittered away". His congressional district in Boston was a safe seat. Had he remained there, eventually he could have become a power in the House, perhaps even its speaker.

But instead, in 1952 he ran for the U.S. Senate against the popular incumbent, Henry Cabot Lodge, Jr. His mother, Rose, and sisters Eunice, Patricia, and Jean held "Kennedy teas" across the state. Thousands of volunteers flocked to help, and 27-year-old Robert managed his brother's campaign.

That fall the Republican presidential candidate, General Dwight D. Eisenhower, carried Massachusetts by 208,000 votes; but Kennedy defeated Lodge by 70,000 votes. Less than a year later, on Sept. 12, 1953, John enhanced his electoral appeal by marrying Jacqueline Lee Bouvier. Senator Kennedy quickly won a reputation for responsiveness to requests from constituents, except on certain occasions when the national interest was at stake. In 1954 he was the only New England senator to approve an extension of President Eisenhower's reciprocal-trade powers.

He vigorously backed the opening of the St. Lawrence Seaway, despite the fact that over a period of 20 years no Massachusetts senator or congressman had ever voted for it.

He was not as sensitive as liberal Democrats wished, however, to the demagogic excesses of Sen. Joseph R. McCarthy of Wisconsin, who in the early 1950s conducted witch-hunting campaigns against government workers accused of being Communists. John's father, Joseph Kennedy, liked McCarthy; he contributed to his campaign and even entertained him in the family's compound at Hyannis Port on Cape Cod in Massachusetts. John disapproved of McCarthy, but as he once observed, "Half my people in Massachusetts look on McCarthy as a hero."

Yet on the Senate vote over condemnation of McCarthy's conduct (1954), Kennedy expected to vote against him. He prepared a speech explaining why, but he was absent on the day of the vote.

Later, at a National Press Club Gridiron dinner, costumed reporters sang, "Where were you, John, where were you, John, when the Senate censured Joe?"

Actually, John had been in a hospital, in critical condition after back surgery. For six months afterward he lay strapped to a board in his father's house in Palm Beach, Fla. It was during this period that he helped write *Profiles in Courage* (1956), his account of eight great American political leaders who had defied popular opinion in matters of conscience.

In 1957 the book was awarded a Pulitzer Prize. Back in the Senate, Kennedy led a fight against a proposal to abolish the Electoral College, crusaded for labor reform, and became increasingly committed to civil rights legislation. As a member of the Senate Committee on Foreign Relations in the late 1950s, he advocated extensive foreign aid to the emerging nations in Africa and Asia, and he surprised Washington, D.C., by calling upon France to grant Algerian independence.

During these years his political outlook was moving leftward. Possibly because of their father's dynamic personality, the sons of Joseph Kennedy matured slowly. Gradually John's stature among Democrats grew, until he had inherited the legions that had once followed Governor Adlai E. Stevenson of Illinois, the two-time presidential candidate who by appealing to idealism had transformed the Democratic Party and made Kennedy's rise possible. John had nearly become Stevenson's vice presidential running mate in 1956. The handsome, young New Englander's near victory and his speech of concession on television brought him into about 40,000,000 American homes.

Overnight he had become one of the most famous political figures in the country.

Already his campaign for the 1960 nomination had begun. One newspaperman called him a "young man in a hurry." Kennedy felt that he had to redouble his efforts because of the widespread conviction that no Roman Catholic candidate could be elected president. He made his 1958 race for reelection a test of his popularity in Massachusetts. His margin of victory was 874,608 votes – the largest ever in Massachusetts politics and the greatest of any senatorial candidate that year.

A steady stream of speeches and periodical articles followed. Photographs of him and his wife appeared on magazine covers. To transport him and his staff around the country, his father bought a 40-passenger Convair aircraft. His brothers Robert ("Bobby", or "Bob") and Edward ("Teddy", or "Ted") pitched in. After having graduated from Harvard University (1948) and from the University of Virginia Law School (1951), Bob had embarked on a career as a Justice Department attorney and counselor for congressional committee. Ted had graduated with honors from Harvard University (1956) and from Virginia Law School (1959). Both men were astute campaigners.

In January 1960 John F. Kennedy formally announced his presidential candidacy. His chief rivals were the senators Hubert H. Humphrey of Minnesota and Lyndon B. Johnson of Texas.

Kennedy knocked Humphrey out of the campaign and dealt the religious taboo against Roman Catholics a blow by winning the primary in Protestant West Virginia. He tackled the Catholic issue again, by avowing his belief in the separation of church and state in a televised speech before a group of Protestant ministers in Houston. Nominated on the first ballot, he balanced the Democratic ticket by choosing Johnson as his running mate.

In his acceptance speech Kennedy declared, "We stand on the edge of a New Frontier".

Thereafter the phrase New Frontier was to become attached to his programs.

Another phrase, the Kennedy style, encapsulated the candidate's emerging identity. It was glamorous and elitist, an amalgam of his father's wealth, J. Kennedy's charisma and easy wit, Jacqueline Kennedy's beauty, the charm of their children and relatives, and the erudition of the Harvard advisers who surrounded him. Kennedy won the general election, narrowly defeating the Republican candidate, Vice President Richard M. Nixon.

Nixon had defended the Eisenhower record; Kennedy, whose slogan had been "Let's get this country moving again", had deplored unemployment, the sluggish economy, what he called a missile gap (a presumed Soviet superiority in the number of nuclear-armed missiles the two countries respectively held), and the newly Communist government in Havana. A major factor in the campaign was a unique series of four televised debates between the two men; an estimated 85,000,000-120,000,000 Americans watched one or more debates. Both men showed a firm grasp of the issues, but Kennedy's good looks and his superior physical poise while on camera convinced many viewers that he had won the debate. John F. Kennedy was the youngest man and the first Roman Catholic ever elected to the presidency of the USA. His administration lasted 1,037 days.

From the onset he was concerned with foreign affairs. In his memorable inaugural address he called upon Americans "to bear the burden of a long twilight struggle ... against the common enemies of man: tyranny, poverty, disease, and war itself". He declared: In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger.

I do not shrink from this responsibility – I welcome it. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it – and the glow from that fire can truly light the world. And so, my fellow Americans: ask not what your country can do for you – ask what you can do for your country. The administration's first brush with foreign affairs was a disaster.

In the last year of the Eisenhower presidency, the Central Intelligence Agency had equipped and trained a brigade of anti-Communist Cuban exiles for an invasion of their homeland.

The Joint Chiefs of Staff unanimously advised the new president that this force, once ashore, would spark a general uprising against the Cuban leader, Fidel Castro. But the Bay of Pigs invasion was a fiasco; every man on the beachhead was either killed or captured. Kennedy assumed "sole responsibility" for the setback. Privately he told his father that he would never again accept a Joint Chiefs recommendation without first challenging it.

The Soviet premier, Nikita Khrushchev, thought he had taken the young president's measure when the two leaders met in Vienna in June 1961. Khrushchev ordered a wall built between East and West Berlin and threatened to sign a separate peace treaty with East Germany.

The president activated National Guard and reserve units, and Khrushchev backed down on his separate peace threat. In October 1962 a buildup of Soviet short-and intermediate-range nuclear missiles was discovered in Cuba. Kennedy demanded that the missiles be dismantled; he ordered a "quarantine" of Cuba – in effect, a blockade that would stop Soviet ships from reaching that island.

For 13 days nuclear war seemed near; then the Soviet premier announced that the offensive weapons would be withdrawn. Ten months later Kennedy scored his greatest foreign triumph when Khrushchev and Prime Minister Harold Macmillan of Great Britain joined him in signing the Nuclear Test-Ban Treaty. Because of his slender victory in 1960, Kennedy approached Congress warily, and with good reason; Congress was largely indifferent to his legislative program.

It approved his Alliance for Progress in Latin America and his Peace Corps, which won the enthusiastic endorsement of thousands of college students. But his two most cherished projects, massive income tax cuts and a sweeping civil rights measure were not passed until after his death.

Nevertheless, he was an immensely popular president, at home and abroad.

At times he seemed to be everywhere at once, encouraging better physical fitness, improving the morale of government workers, bringing brilliant advisers to the White House, and beautifying Washington, D.C. His wife joined him as an advocate for U.S. culture. Their young children were familiar throughout the country. Joseph Kennedy had been invalided in Hyannis Port by a stroke.

But the other Kennedys were in and out of Washington, D.C. Robert Kennedy, as John's attorney general, was the second most powerful man in the country. He advised the president on all matters of foreign and domestic policy, national security, and political affairs.

In 1962 Edward Kennedy was elected to the president's former Senate seat in Massachusetts.

Their sister Eunice's husband, R. Sargent Shriver, Jr., became director of the Peace Corps.

Their sister Jean's husband, Stephen Smith, was preparing to manage the Democratic Party's 1964 presidential campaign. Another sister, Patricia, had married Peter Lawford, an English-born actor, and Lawford served the family as an unofficial envoy to the entertainment world. All Americans knew who Rose, Jackie, Bobby, and Teddy were.

Exercise 1. Give a brief summary of the text and your attitude to J. Kennedy's activities.

Exercise 2. Answer the questions.

1. Was J. Kennedy reared in a family? Why was it? 2. Was he schooled in the religious teachings of the Roman Catholic Church and the political precepts of the Democratic Party? 3. What did he expand as a graduate of Harvard University? 4. What was the title of his book? 5. When did he serve as secretary to his father? 6. When was he U.S. ambassador to Great Britain? 7. When did he join the U.S. Navy? 8. Where was he sent later? 9. When was he discharged? 10. Who was killed in the war? 11. What did John plan to pursue? 12. When did he overwhelm the Republican candidate? 13. How many terms did he serve in the House of Representatives? 14. What title did he have? 15. What did he advocate? 16. What did he back? 17. What did he do in 1952? 18. When did John F. Kennedy formally announce his presidential candidacy? 19. What were foreign affairs in this period? 20. What did John F. Kennedy do during Caribbean Crisis? 21. When did John F. Kennedy score his greatest foreign triumph? 22. Was Congress largely indifferent to his legislative program? What was later? 23. Was he an immensely popular president, at home and abroad? 24. Who joined him as an advocate for U.S. culture? 25. What did his brothers do after his death?

Exercise 3. Read about some interesting facts from J. Kennedy's life.

Kennedy suffered from poor health his entire life and, fearing imminent death, America's first Catholic president received the sacramental last rites of the church on three occasions. On a trip to England in 1947, Kennedy fell ill and was given perhaps a year to live after being diagnosed with Addison's disease, a rare disorder of the adrenal glands. Returning to America aboard the Queen Mary, Kennedy was so ill that a priest was summoned to administer last rites. He received the sacrament again in 1951 after suffering from an extremely high fever while traveling in Asia and in 1954 after he slipped into a coma from an infection after surgery to address his chronic back problems.

In the months before the USA entered World War II, Kennedy attempted to enlist in the military, but his intestinal and back problems caused him to fail the physical examinations for both the Army's and Navy's officer candidate schools. Using his father's connections, however, the future president was admitted to the Navy in October 1941. As a commanding officer of PT-109, he became a wartime hero after helping his crewmates survive the gunboat's 1943 sinking.

Prior to his enrolment at Harvard University, the future president in 1935 began his undergraduate career at another Ivy League institution, Princeton University. His stint there was brief.

A gastrointestinal illness forced him to leave Princeton after only two months, and after convalescing he transferred to Harvard. Kennedy's father built a family fortune, and when the young politician entered Congress in 1947, he earned sufficiently ample annual income from trusts established by his father that he decided to donate his entire legislative salary to various charities.

Kennedy quietly maintained the practice as president after becoming the richest man to ever take the oath of office.

Richard Nixon was not the first president to record his private White House conversations. In the summer of 1962, Kennedy secretly installed a taping system in the Oval Office and Cabinet Room that transmitted recordings to a reel-to-reel tape recorder in the White House basement.

The president likely installed the system to aid him in writing his future memoir. It captured many historical discussions between Kennedy and his staff, including discussions during the Cuban Missile Crisis. Although Kennedy famously challenged the country in the first months of his presidency to land a man on the moon by the end of the 1960s, by September 1963 he had such concerns about the space program's high cost that he proposed partnering with the Soviet Union on a joint expedition to the moon. "Why", he asked in an address to the United Nations General Assembly, "should man's first flight to the moon be a matter of national competition? Why should the USA and the Soviet Union, in preparing for such expeditions, become involved in immense duplications of research, construction and expenditure?"

With more than a year before the 1964 presidential election, rumors swirled that Kennedy was considering replacing Johnson as his running mate with Florida Senator George Smathers, North Carolina Governor Terry Sanford or another Democrat. Kennedy's secretary, Evelyn Lincoln, wrote in her 1968 memoir that the president mentioned a possible switch to her three days before his death, and hours before the assassination, the November 22, 1963, edition of the Dallas Morning News printed an interview with Nixon, who was in the city on business, with the headline: "Nixon Predicts JFK May Drop Johnson".

Kennedy authored his first book, "Why England Slept", at age 22, and in 1945 he spent a few months as a newspaper correspondent for William Randolph Hearst's newspapers covering the United Nations conference in San Francisco and the aftermath of World War II in Europe. In 1957, a Pulitzer Prize in biography was awarded to Kennedy for "Profiles in Courage", although there has since been controversy as to how much of the book was ghostwritten by his aide Theodore

When evaluating prospective Republican candidates for the 1964 presidential campaign, Kennedy welcomed the prospect of running against Arizona Senator Barry Goldwater, who ultimately received his party's nomination, but he was concerned about the prospects of facing more moderate Michigan Governor George Romney, father of the 2012 Republican presidential nominee. "The one fellow I don't want to run against is Romney. That guy could be tough", he privately confided to a friend in 1963.

Exercise 4. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score



NEIL ARMSTRONG

Armstrong, Neil (b. Aug. 5, 1930, Wapakoneta, Ohio, U.S.), American astronaut, the first man to set foot on the Moon. Armstrong became a licensed pilot on his 16th birthday and a naval air cadet in 1947. His studies in aeronautical engineering at Purdue University, West Lafayette, Ind., were interrupted in 1950 by the Korean War, in which he was shot down once and was awarded three Air Medals. In 1955 he became a civilian research pilot for the National Advisory Committee for Aeronautics (NACA), later the National Aeronautics and Space Administration (NASA). He flew more than 1,100 hours, testing various supersonic fighters as well as the X-15 rocket plane.

In 1962 he joined the space program with the second group of astronauts. On March 16, 1966, Armstrong, as command pilot of Gemini 8, and David R. Scott rendezvoused with an unmanned Agena rocket and completed the first manual space-docking maneuver. After the docking, a rocket-thruster malfunction forced them to separate from the Agena. Armstrong then regained control of the Gemini craft and made an emergency splashdown in the Pacific Ocean.

On July 16, 1969, Armstrong, along with Edwin E. Aldrin, Jr., and Michael Collins, blasted off in the Apollo 11 vehicle toward the Moon. Four days later, at 4:18 p.m., the "Eagle" lunar landing module, guided manually by Armstrong, touched down on a plain near the southwestern edge of the Sea of Tranquillity. At 10:56 p.m. July 20, 1969, Armstrong stepped from the "Eagle" onto the Moon's dusty surface with the words, "That's one small step for a man, one giant leap for mankind."

Armstrong and Aldrin left the module for more than 2 hours and deployed scientific instruments, collected surface samples, and took numerous photographs.

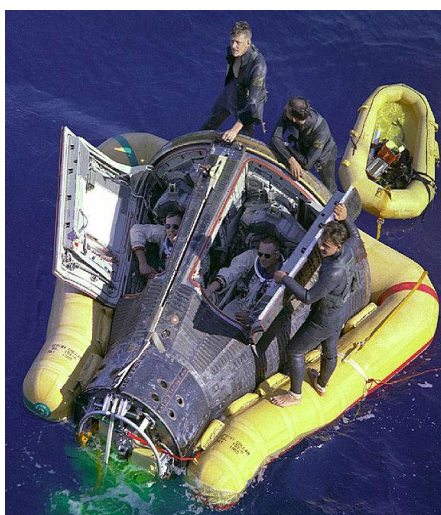
On July 21, after 21 hours and 36 minutes on the Moon, they lifted off to rendezvous with Collins and begin the voyage back to Earth. After splashdown in the Pacific at 12:51 p.m. on July 24, the 3 astronauts spent 18 days in quarantine to guard against possible contamination by lunar microbes. During the days that followed and during a tour of 21 nations, they were hailed for their part in the opening of a new era in mankind's exploration of the universe.

Armstrong resigned from NASA in 1971. From 1971 to 1979 he was professor of aerospace engineering at the University of Cincinnati (Ohio), and from 1979 he was chairman of the board of Cardwell International, Ltd., of Lebanon, Ohio, suppliers of oilfield equipment.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Find English equivalents to Russian ones in the text.

Астронавт; авиационное проектирование и строительство; ручная стыковка космического корабля; лицензированный пилот; стыковка; пилот-исследователь гражданской авиации; тестирование сверхзвуковых истребителей; неисправная работа; ракетный двигатель; лунный модуль; сближение, лунная инфекция; исследование космоса; человечество.



HENRY FORD & AMERICAN AUTOMOBILE

Detroit has some of the most beautiful residential neighborhoods in the USA and at the same time some of the most shocking slums. In downtown Detroit there are some fine skyscrapers and expensive restaurants and stores, and right on the edge of the downtown area, facing Canada across the busy Detroit River, is the waterfront, and its civic center, with parks and a concert hall, home of the renowned Detroit Symphony Orchestra. This concert hall, called the Ford Auditorium, is a reminder that Detroit owes its rapid growth and one-time prosperity to the automobile, and above all to Henry Ford. Henry Ford did not invent the automobile, but he was the first man to mass-produce it, and thus make it available to the ordinary man.

Many automobiles were being built by hand at the turn of the century and were much too expensive for all but the wealthy. In 1903 Henry Ford's first mass-produced Model T cars cost \$850.

In 1927 he produced his sedan Model A, which was much more comfortable than the open, windswept Model T. Henry Ford was himself a born mechanic and could build a car with his own hands. So he respected his workers and treated them well. In 1914, when the basic wage for an industrial worker in Detroit was \$11 a week, Ford announced that he would pay his workers \$5 a day.

Ford believed in the dignity of work, and did not wish his men to become underpaid robots.

He built them a special town on the outskirts of the city. Ford's basic wage of \$5 a day caused not only a wages explosion in the city; it also caused a population explosion. Blacks from the south poured into the city, until there were as many blacks in Detroit as whites. Other industries connected with the automobile were attracted to Detroit, and more and more factories sprang up in and around the city. Other automobile corporations also made Detroit their headquarters.

General Motors, an amalgamation of Chevrolet, Cadillac, Oldsmobile and Buick, built factories in Detroit as did Chrysler. In the 1960s, one in three people who lived in Detroit worked in the automobile industry. Now many plants have been dispersed to other parts of the States, and unemployment, particularly among blacks, has become a serious problem. But the fortune of the Ford family was already made. True to the tradition of the American millionaires, Edsel and Henry Ford II gave away half their fortune. They gave \$300 million to public education, public television and to social research.

At the moment (1981) a revolution is going on in the American automobile world. In the 1960s there was a change in fashion in favor of small cars. Many small and medium-sized cars are still being imported, especially from Germany and Japan. Now American manufacturers have followed the trend.

They also have instructions from the Federal Government to produce cars which burn less gas.

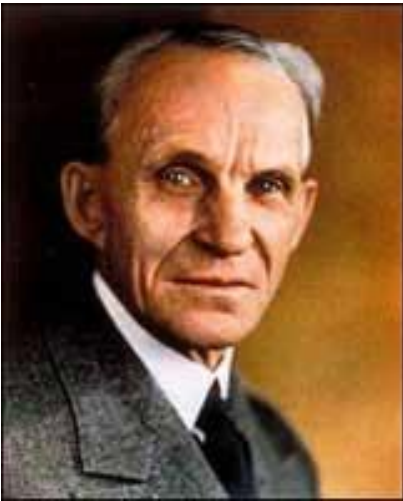
The American motoring public is beginning to realize that in an oil crisis an oversized car is a liability. In fact, the nightmare of the American motorist is a gasoline shortage. They remember the energy crisis of the 1970s. As long as trouble hangs over the Middle East, this nightmare could once again become reality. The USA is dependent upon oil for the vast majority of her industries and most of her transportation and heating. She gets her own oil from the Gulf of Mexico and from Alaska, and from other oil fields still in production in various parts of the USA, but she cannot produce nearly enough to suit her multifarious needs.

Americans depend on the automobile like no other people. Even before the oil crisis, American automobile manufacturers were committed to building smaller new cars, as part of a program of energy conservation. All new cars, too, are built so that they can only take unleaded gas. Some of the most dangerous pollutants are being removed from the air in American cities. It remains to be seen, however, if the American automobile industry will ever again regain its former glory.

Exercise 1. Read and try to understand the text.

Exercise 2. Do you agree with the statement in the last sentence of the text?

Exercise 3. Summarize your findings on life and activity of famous people in the USA and issue in a short presentation (105 words).



Henry Ford Museum

JAMES FORTEN: AN AMERICAN FOREVER

Forten was born in 1766 in Philadelphia. At that time most blacks, in what would become the USA, were slaves in the South. But Forten had been born in the North to free parents. He shuddered at stories about his people being forced to work on plantations, often at the hands of cruel overseers who beat them. But what could he do to help free them. After the Revolutionary War broke out in 1775 Forten thought he had his chance He enlisted with the *Royal Louis* in 1781 hoping that if enough blacks supported the Revolution more slaves might be freed.

But instead of fighting for America, he was fighting for his life. The American vessel he was fighting on had been captured by the British. The British captain who had captured the *Royal Louis* had offered to send him to England and pay for his education.

But there was a catch Forten would have to promise to give up his American citizenship. He refused. Forten told the captain he could never turn against his country. Forten spent seven months on the prison ship *Jersey* where thousands of men died. He was hardly more than a skeleton by the time he was released at war's end. His patriotism almost cost him his life. The Revolution freed the colonists from British rule. But it didn't free blacks from slavery. Forten decided to protest.

Back in Philadelphia Forten became an apprentice to a sailmaker. He so impressed his boss that when the owner reined he left the business to Forten. His hard work and skill in designing sails and rigging made James Forten a wealthy man. The businessman was already influential in the abolitionist movement. But now he had money to put behind his words. He refused to sell rigging to slave ships. He donated funds to organizations devoted to freeing the slaves. He even gave money to runaways so they could buy their freedom from their owners.

In 1812 war again broke out between America and England. Forten and 2,500 free African Americans volunteered to build fortifications outside Philadelphia. Once more Forten proved how willing blacks were to defend their country. In 1817 a group of whites thought they had the answer to slavery. The American Colonization Society bought land in West Africa and founded the nation of Liberia. They offered money to African Americans who would settle there.

The society offered to make James Forten a leader in the black community president of this new nation. But Forten shocked them by angrily rejecting their offer. Although many members truly wanted to help Forten believed that some were just trying to get rid of free blacks. He worried that the program would lead to deportation of African Americans. Once and for all the people of the USA had to understand that blacks were Americans too. "Here we were born, here we will live, here we will die", Forten said. When James Forten died in 1842, more than 20 years before the 13th Amendment to the Constitution, abolished slavery, 4,000 people attended his funeral. Half of them were black half were white. Forten had proved to many Americans that blacks should be considered equal to whites. One man wrote that Forten was a model not only for his own race but for all men.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Find English equivalents to Russian ones in the text.

Поступать на военную службу; бросать в дрожь; жестокие надсмотрщики; разразилась революция; поддержать революцию; освобождение рабов; захватить судно; сражаться за Америку; отказаться от гражданства; платить за обучение; подмастерье; сторонник отмены рабства; пойти добровольцем; отклонить предложение; негретянская община; отменить рабство.

Exercise 3. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

RALPH WALDO EMERSON

Lecturer, essayist, and poet, Ralph Waldo Emerson (1803-1882) was perhaps the most influential thinker in America during the 19th century. Born in Boston, and educated at Harvard, he studied for the ministry but resigned his first pastorate because of doctrinal differences.

After visiting Europe and forming lifelong friendships with Wordsworth and Carlyle, he settled in Concord, and soon drew about him a remarkable circle of friends, including A.B. Alcott, Margaret Fuller, and Thoreau. His first book, *Nature* (1836), contained the heart of his transcendental philosophy, which he soon applied to many areas of American life in lectures and essays such as "The American Scholar" and "Self-Reliance". His Essays won him an international reputation.

One of the most popular quotations attributed to Emerson is, oddly enough, not to be found among his printed writings in the form it commonly takes, but the idea behind it appears in his *Journals*: I trust a good deal too common fame as we all must. If a man has good corn, or wood, or boards, or pigs to sell, or can make better chairs or knives, crucibles or church organs than anybody else, you will find a broad, hard-beaten road to his house, though it be in the woods.

1. Hitch your wagon to a star. 2. 'This man's perdition to be safe, when for the truth he ought to die. 3. For what avail the plow or sail, or land or life, if freedom fail? 4. Nothing great was ever achieved without enthusiasm. 5. The reward of a thing well done is to have done it. 6. The true test of a civilization is, not the census, nor the size of cities, nor the crops – no, but the kind of man the country turns out. 7. The ornament of a house is the friends who frequent it. 8. What you *are* stands over you the while, and thunders so that I cannot hear what you say to the contrary. 9. The only reward of virtue is virtue; the only way to have a friend is to be one. 10. Shallow men believe in luck. 11. Great men are they who see that spiritual is stronger than any material force, that thoughts rule the world. 12. If you write a better book, or preach a better sermon, or build a better mousetrap than your neighbour, the world will make a beaten track to your door.

THOMAS PAINE

Two events in January 1776 pushed the colonies a long step toward independence. First came the news that the British were sending hired soldiers to fight against them. The second decisive event was the publication of *Common Sense*. Thomas Paine (1737-1809), a pamphleteer, pushed the colonists close to independence. In January 1776, Paine, a recent arrival from England, published a pamphlet entitled *Common Sense*. In this powerful democratic manifesto, Paine urged the colonists to resist "tyranny and false systems of government". The essay became an instant bestseller.

More than 120,000 copies were sold in the first three months after publication. *Common Sense* systematically stripped kingship of historical and theological justification. Contrary to traditional English belief, Paine said, monarchs could and did commit many wrongs. He attacked George III calling him a "royal brute". "A government of your own is our natural right", he insisted.

Paine's greatest contribution to the revolutionary cause was persuading common folk to sever their ties with Great Britain. "Europe, and not England", he exclaimed, "is the parent country of America.

This new world hath been the asylum for the persecuted lovers of civil and religious liberty from *every part* of Europe." "The time had come for the colonists to form an independent republic." "We have it in our power", Paine wrote in one of his most moving statements, "to begin the world over again... the birthday of a new world is at hand". On July 2, 1776, after a long and tedious debate, Congress finally voted for independence. The motion passed; 12 states *for*, none *against*. T. Jefferson, a young Virginia lawyer and planter who enjoyed a reputation as a graceful writer, drafted a formal declaration that was accepted two days later with only minor alterations. But the document's enduring fame rests upon statements of principle that are tested anew in each generation of Americans; that "all men are created equal", that they are endowed with certain rights, among which are "life, liberty, and the pursuit of happiness", and that governments are formed to protect these rights.

OPRAH WINFREY

She's one of the richest and most powerful women in America. She's also humble, honest, lovable – and insecure. OPRAH WINFREY'S LIFE is a modern day story of a poor, illegitimate black girl who went from rags to incredible riches while challenging all the rules. In a television world that favors the young, skinny, and blond, she is 41, heavyset, and dark. Though the power bases of the industry are in Los Angeles and New York, Oprah has remained steadfastly in Chicago Networks.

Her show is consistently number one in the daytime ratings. Her personal worth exceeds the gross national product of some countries Her twenty-million-dollar TV and movie studio Harpo (Oprah spelled backwards) churns out her daytime talk show, her new prime time interview show, and assorted TV movies that are dear to her heart.

Oprah is a major investor in a successful restaurant in Chicago called *The Eccentric*. Guests, viewers, and audience members are convinced that Oprah understands them. "She's emotionally available to people", says Victoria Secunda, a writer on family matters who's also appeared frequently on the show, "I think her great appeal is that she can be vulnerable like the rest of us."

Oprah has called her talk show her "ministry", one that teaches us that we can not only survive traumatic experiences, but triumph over them. One of her prized possessions is a letter from South African civil rights leader Winnie Mandela. It reads "Your mission is sacramental. A nation loves you."

Actor Sidney Poltner once told Oprah that she was "carrying the people's dreams".

She takes that mission very seriously. She is enormously inspiring to other people. But there's a price to pay for being a role model to millions. We rely on Oprah to be strong, to rise above circumstances that might crush any other human being. Oprah realizes that she doesn't want to let us down. But it's not easy being superhuman when you have as many problems as she does.

Born in Kosciusko, Mississippi, Oprah lived with her grandmother until, at age six, she was shipped to Milwaukee to rejoin her mother, Vernita Lee. At just nine years old, she was sexually abused by a teenage cousin. Over the next five years, she was molested several times by a family friend and once by her uncle. Not surprisingly, she became a rebellious child. At age 14, she went to live with her father, Vernon Winfrey, a strict disciplinarian. This, she said was the turning point in her life.

In 1987, after Oprah went public with her history of sexual abuse, she insisted, "It was not a horrible thing in my life. There was a lesson in it." As a young woman, that shame fueled her ambition "I was trying to make myself loved. And the way I could receive what I thought was love was through achievement," she said. She wanted to prove herself quickly. One of her professors at Tennessee State University, Jamye Williams, PhD, remembers that when Oprah was a sophomore in college, she was tapped by a local TV station to be an on-air reporter.

Then in her senior year she was offered another job, this one in Baltimore. It was quite a dilemma for her – whether she should take the job or continue her education. She chose the job.

The position eventually led to a post in Chicago, where she became host of AM Chicago. She copied the Phil Donahue talk show formula and beat the master in the ratings. In September 1986, The Oprah Winfrey Show went national. She can enjoy all the privileges of wealth yet she would rather use her money to make other people happy. She is known for her philanthropy, and has donated thousands of dollars to college scholarship funds and charities. Oprah seems fascinated by every comment, question, and quibble heard on her show. She's also smart enough to handle the show without the notes and scripting that many of the other hosts require. Oprah's viewers were understanding. But is that enough? Probably not, Oprah is perhaps beginning to realize that though the public loves her, she must learn to love herself. That her problems are more than the stuff of one-hour talk shows. They are deep rooted psychological dramas that she must resolve in private.

Exercise 1. Read the text and give your opinion about Oprah's career.

Exercise 2. Read the text and pick up the essential details in the form of quick notes.

THE GREAT AMERICAN MILLIONAIRES

The American millionaire is the personification of the American Dream. Few millionaires started with inherited wealth. In the "Land of the Free", they worked their way up to the top from the factory floor. Many, having devoted their youth to making money, spent their later years giving money away. Henry Clay Frick (1849-1919), the iron and steel magnate, was a hard master. He exploited immigrant workers. He made them work excessively long hours for much too little money. But today he is remembered for the wonderful collection of pictures, sculptures and furniture which he gave to the City of New York, along with the elegant mansion on Fifth Avenue where they are housed.

Frick's great friend and colleague, Andrew Carnegie (1835-1919), a Scot by birth, said, "The man who dies rich, dies disgraced". With money he earned from steel, he bought up steamship lines, rail roads, coal mines, oil fields, and was worth, when he retired, \$ 400 mln.

But he felt guilty about his wealth, and at the age of 65 he began to give it away. He is most famous for the 3,000 public libraries he founded in America, Britain and other English-speaking countries. He presented pensions to his former servants and tenants in America and Scotland.

He left his wife comfortably off, but insisted that with her death her pension should die with her. He did not believe in inherited fortunes, perhaps because of what he witnessed in the "little rich boys" colony at Newport, Rhode Island. Here the sons and daughters of wealthy New Englanders built them selves "summer palaces", where they lived in indescribable luxury for only seven weeks of the year. However, the sons of some millionaires were as dedicated to their work as their fathers.

William Henry Vanderbilt inherited \$90 mln. from his famous father, Cornelius Vanderbilt (1794-1877), which he proceeded to double in ten years. J.P. Morgan (1837-1913), J.P. Getty (1892-1976) and Howard Hughes (1905-1976) were other sons of American millionaires who vastly increased the wealth they had inherited. Cornelius Vanderbilt, who made his fortune on steamship and railroad lines, was worth \$100 mln. towards the end of his life. He felt the time had come to give most of it away. So he endowed a university in Nashville, Tennessee, which was called after him – Vanderbilt University.

The Rockefeller family who made their money through banking and oil, donated \$530 mln. to medical research and education. They founded two national parks, and in the 1930s and 1940s built the vast Rockefeller Center in the middle of Manhattan, with its movie house (the biggest in the world), its open air skating rink, and its outdoor cafe. The first Rockefeller (John D. 1839-1937), who started life as a clerk, led a life of complete simplicity, and his chief reading was the Bible.

Meyer and Daniel Guggenheim, father and son, spanned the 19th century with their activities.

They made a fortune from copper. But the family is best known for its gift to New York City of a wonderful collection of modern art and a museum to house it in. Many find it hard to understand why these American millionaires labored so hard to acquire wealth, and then gave so much of it away.

The answer may be guilt or even pride. Perhaps it is only that materialism and generosity, the urge to acquire wealth and the urge to share it, exist side by side in the character of many Americans.

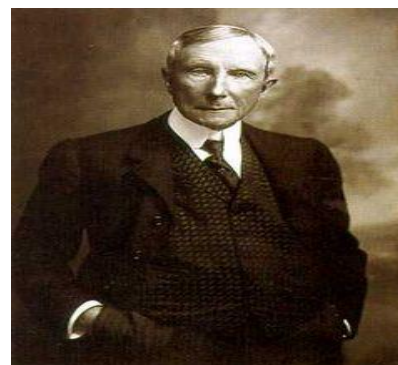
Exercise 1. Digest the score of the information briefly in English.



Henry Clay Frick



William Henry Vanderbilt



John Rockefeller

BILL CLINTON

In a year of personal storms and political gales, the President holds steady to his second-term course.

"I'm like one of those baby dolls", President William Jefferson Clinton told playwright-actress Anna Deavere Smith in November, 1997. "You punch 'em, and they come back up."

In the first year of his second Administration, Clinton 51, weathered legislative insult, physical injury, empty-nest syndrome and a variety of scandals. Yet he continued to exhibit trademark resilience: a strong economy pushed his approval rating to an impressive 60 percent. He balanced the federal budget and stood prudently firm against Saddam Hussein.

Outwardly, at least, the First Family remains unperturbed by all the speculation. The President and First Lady Hillary Rodham Clinton, who turned 50 in '97, mirror the aging boomers who helped send them to power. Only child Chelsea, 17, fled the Big White Prison, as she calls the White House, for Stanford University. (To help fill the void, the Clintons adopted a chocolate Lab puppy).

The Chief Executive was fitted with hearing aids in the fall, partly a consequence of too much loud rock music. He has also begun to spend more time on the golf course.

"I've had some horrible days", admits the President (in the White House Cabinet Room), "but there's never a day that I don't feel privileged to have the job, never a day that I don't know down deep inside that I'd rather be doing this than anything else in the world."

Clinton met in the Oval Office with people managing editor Carol Wallace and Washington bureau chief Carry Clifford. The President appeared trim (he lost 20 pounds) and vigorous. Eager to talk about the watershed moments in his private and public life, he held forth on subjects ranging from his second-term accomplishments to his favorite movies.

Are you going to walk the dog? Yes. How many times a day?

It depends on what's called for. I don't know. I hope we'll get to run some together. I won't have to do all the training from scratch. I've done that before; I can do it. But I'm pleased that I don't have to do it.

In 1996, Mrs. Clinton told TIME magazine that the two of you might be interested in adopting a child. Is the dog a replacement?

(Laughter) I wouldn't go that far, but I'll enjoy it. You know, from the time I was 4 or 5, I had a dog, Then I went to college and law school and went away to England, and I didn't have one. I didn't get another one until I got elected governor, and from '79 until '90 I had a cocker spaniel. Chelsea was so attached to our dog Zeke; he ran with me, and he would run off. He must have been hit by a car three or four times. We lost count of his broken bones and everything, but the dog just kept going – kind of like me (laughter) – the dog was sort of a metaphor for my life, I think.

When our wonderful dog finally died, Chelsea didn't want another one right then. Not long after, Socks strayed into our life, and we kept him, and I've enjoyed the cat immensely. But a lot of people were suggesting, well, maybe I should get a dog when Chelsea went off to college. Chelsea and Hillary knew how much I loved dogs, and we actually got a book on dogs when we were in Martha's Vineyard on vacation this August. It showed hundreds of different types of dogs, and I talked to people about whether I should go down to the pound and get a dog, could I find a good dog there and everything.

I was just looking then all of a sudden Tony Harrington called and offered me this dog. Love at first sight, that's how it happened.

If in 10 years Chelsea came to you and Mrs. Clinton and said, "I would like to be a single mother", what would you tell her?

It would depend on the facts. If she said she wanted to have a child out of wedlock, I would discourage her from doing that. If she said that she was not married and didn't plan to get married any time soon and would like to adopt a child, I would encourage her, if that's what she wanted to do. If in 10 years it's like it is today, there will be enough kids out there who don't have homes and placement in a single-parent home, if the parent is self-sufficient and stable and reliable, might be in the best interest of the child.

You know, Hillary and I just spent an enormous amount of time trying to promote adoption and placement of children. Last year we adopted a child tax credit for adoption. This year we reworked the adoption laws, and it was a wonderful time. A lot of members of Congress in both parties were actively involved. These are issues that Hillary was talking to me about 25 years ago.

Many of our readers are baby boomers and, like you and Mrs. Clinton, are experiencing first-time empty nest. How did you feel when you dropped Chelsea off at Stanford?

I felt a mixture of pride and excitement for her, and a sense of pride that her mother and I had done the best we could. And I was enormously interested in trying to learn everything I could about the place, because I wanted to imagine whether life would be like. I felt all those things at once.

Do you remember what you said to Mrs. Clinton after you left?

No. I just remember standing in Chelsea's dorm room the last night before we left and looking out the window, and I was thinking about all the first days of schools I took her to and how it would never happen again. But I kept saying to Hillary that this is what people raise their children for. This is about her, not us.

How many times a week do you speak to Chelsea?

It varies, but a few times every week.

What's your favorite form of communicating with her?

I actually like to write her letters late at night. Really?

I most enjoy talking to her on the phone because it's the most immediate thing, but there's three hours time difference, so it's hard. But when we've been talking about a subject where there's something particular that's on my mind that I want to say to her, I do prefer to write. It's very old-fashioned, I know.

How has your relationship with Mrs. Clinton changed since Chelsea left for schools?

It's been good, you know. We like each other a lot. We have a good time together. But we're looking forward to having more, just personal, time.

How do you remember Princess Diana?

I'd met her couple of times, and I'd had some correspondence from her. Hillary spent more time with her than I had. We had a lot of mutual friends. I liked her very much. I thought she had a lot of guts, and I think she really tried to do right by her kids, which I think is still the most important job anybody ever has in life. Anyway, I liked her. I miss her. And I wish she were still around.

Concerning how Diana died, here's a question from the 7-year-old daughter of our news editor: Do you wear a seat belt?

Well, the truth is, in the backseat of the White House limo, I don't. I assume that there may be some reason that I haven't worn one – no one's said anything to me about it. If I was asked today, I don't even know if there a seat belt in the backseat of the limo. Before I became President, I never got into any vehicle without putting a seat belt on. I mean, I was a fanatic.

How do you feel about criticism that you are not as involved in your jobs now as you were during your first term? Is the thrill of being President gone?

(Emphatically) No, the thrill is not gone and look what we did. In 1997 we got the balanced budget, which was not just a balanced budget; it has the biggest increase in national help – for people to finance college education - since the GI bill, the biggest increase in investment in children's health since Medicaid in '65, the biggest increase in public school investment since 1965 – this is enormous stuff. These are huge accomplishments. There's been adoption reform, NATO expansion, the agreement in Kyoto in which 160 nations committed to reduce greenhouse gases.

So I think it's been an incredible year, and without a fan amount of energy, I don't think I could have pulled that off. You know I had a fair amount of political activity this year. We paid down a lot of the Democratic Party's debt from the '96 election, and it's just been a very good, productive year and I think next year will be better.

In the State of the Union speech you will see a whole new round of initiatives building on what we've done. So the thrill has not gone; neither is the activity gone.

There has been widespread speculation on where you'll live after you get out of the White House. Where are you going to be, and what would you like to be doing?

I'm going to build my library in Little Rock, so I'll live at home some. Where else I'll live depends a lot on what Hillary wants to do, as well as what I do. You know, for 20 years we have lived and worked in a way that's been, I think, fulfilling for her as well as me, but basically driven by my political career. So I figure now I owe her 20 years. Then if we get another 20 years after that, we'll argue about that. But I just haven't made a decision. There are lots of places in America I love, and lots of things I love to do, and I'm going to attempt not to think too much about it until I'm not President anymore.

The more I can just live in the present and think about America's future, instead of living in my own future, the better off I'll be, and then when this is over, then I'll have time, if I stay healthy, to do something else, try to be useful and have a good time.

Exercise 1. Read and try to render the text. How do you appreciate B. Clinton's activities as the President of the USA?

Exercise 2. Digest the score of the information briefly in English.

Exercise 3. Analyze the short biography of B. Clinton.

William Jefferson Clinton (born 1946) is an American politician who served as the 42nd President of the USA from 1993 to 2001. Prior to the presidency, he was the Governor of Arkansas from 1979 to 1981, and again from 1983 to 1992. A member of the Democratic Party, Clinton was ideologically a New Democrat and many of his policies reflected a centrist "Third Way" political philosophy.

Clinton was born and raised in Arkansas and attended Georgetown University, the University of Oxford, and Yale Law School. He met Hillary Rodham at Yale and married her in 1975.

After graduating from Yale, Clinton returned to Arkansas and won election as the Attorney General of Arkansas, serving from 1977 to 1979. As Governor of Arkansas, Clinton overhauled the state's education system and served as chairman of the National Governors Association. Clinton was elected president in 1992, defeating incumbent Republican opponent George H. W. Bush.

At age 46, he became the 3rd-youngest president and the first from the Baby Boomer generation. Clinton presided over the longest period of peacetime economic expansion in American history and signed into law the North American Free Trade Agreement, but failed to pass his plan for national health care reform.

Exercise 4. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



CONTEMPORARY PEOPLE

Young, Andrew Jackson (1932-2002) – Янг, Эндрю Джексон, негритянский священник, политический деятель, участник движения за гражданские права [civil rights movement], соратник М. Л. Кинга [King, Martin Luther]. В 1964-70 исполнительный директор Конференции христианских лидеров Юга [Southern Christian Leadership Conference] ; участвовал в работе над проектами Закона о гражданских правах 1964 [Civil Rights Act of 1964] и Закона об избирательных правах [Voting Rights Act]. В 1973-77 конгрессмен от Джорджии.

В 1977-79 постоянный представитель США при ООН, активно использовал свой пост для выступлений в защиту прав человека, против апартеида, за помощь развивающимся странам.

Вышел в отставку после несанкционированной встречи с представителями Организации освобождения Палестины. В 1982-90 мэр Атланты. Написал автобиографию "Выход из безвыходного положения: духовные воспоминания Эндрю Янга" ["A Way out of No Way: The Spiritual Memoirs of Andrew Young"] (1994).

Young, Brigham (1801-1877) – Янг, Бриэм (Бригэм), религиозный деятель. В молодости был плотником, увлекся идеями мормонов [Mormons] и в 1832 присоединился к ним, занявшись миссионерской деятельностью. В 1844 после убийства Дж. Смита [Smith, Joseph] возглавил мормонскую общину. В 1846-47 вел своих последователей из Нову [Nauvoo], Иллинойс, в Юту, где под его руководством был основан город Солт-Лейк-Сити [Salt Lake City].

Направил также экспедиции в Айдахо, Неваду, Калифорнию и Аризону, где мормоны создали около 350 общин и поселков. Сумел привлечь в Юту около 50 тыс. переселенцев со Среднего Запада [Midwest] и эмигрантов из Европы. В 1850-57 временный губернатор Территории Юта [Utah Territory] . Противостояние с федеральными властями в Юте привело к т. н. Войне в Юте [Utah War] (1857-58). До конца жизни оставался во главе Церкви Иисуса Христа Святых Последних Дней [Church of Jesus Christ of Latter-Day Saints] и духовным лидером мормонов. В последние годы жизни неоднократно конфликтовал с властями по поводу многоженства, которое было тогда распространено среди мормонов, – у самого Янга были дети от 16 женщин, в общей сложности 27 жен. По мормонским обычаям в их число входили вдовы и дети умерших мормонов, которые были ему "назначены" ["sealed to him"], то есть он нес ответственность за их содержание. Его пережили, по разным данным, от 47 до 56 детей (своих и приемных).

Проявил себя как отличный организатор и администратор. В его честь назван Университет в Солт-Лейк-Сити [Brigham Young University].

Young, Coleman Alexander (1918-1997) – Янг, Коулмен Александер, афроамериканский общественный и политический деятель, ветеран движения за гражданские права [civil rights movement]. Демократ. В молодости работал на автозаводе, был активистом профсоюза.

Во время второй мировой войны получил офицерский чин, выступал против сегрегации в вооруженных силах. В 1951 основал и стал первым руководителем Национального негритянского совета трудящихся [National Negro Labor Council]. В 1964-73 член сената штата Мичиган.

В 1968 стал первым афроамериканцем, вошедшим в состав Национального комитета Демократической партии [Democratic National Committee]. В 1973 был избран мэром г. Детройта и переизбирался на этот пост 4 раза; занимал его до 1993.

Young, Denton True Cy (Young, Denton True "Cy") (1867-1955) – Янг, Дентон Тру (Сай) Бейсболист, питчер [pitcher] по прозвищу Сай. За 22 сезона (1890-1911) профессиональной карьеры выиграл рекордное число матчей (511), установил множество других рекордов, многие из которых не побиты до сих пор. Ушел из спорта в возрасте 44 лет, в 1937 избран в Галерею славы бейсбола [National Baseball Hall of Fame and Museum]. В 1956 учреждена ежегодная премия его имени [Cy Young Award] , присуждаемая лучшему питчеру.

Young, John Watts (р. 1930) – Янг, Джон Уоттс, астронавт [Astronaut]. Первый американец, совершивший пять космических полетов.

В 1965 участвовал в первом полете на "Джемини-3" [Gemini] с двумя астронавтами на борту, в 1966 был командиром корабля "Джемини-10". В 1972 совершил полет на Луну в качестве командира корабля "Аполлон-16" [Apollo], став девятым по счету человеком, ступившим на поверхность Луны. В 1981 был командиром первого многоразового космического корабля "Спейс шаттл" [Space Shuttle] "Колумбия" [Columbia]. В 1975-87 возглавлял отряд астронавтов в Космическом центре Джонсона [Johnson Space Center] в Хьюстоне, Техас.

Young, Loretta (Young, Loretta (Gretchen)) (1914-2000) – Янг, Лоретта (Гретхен), актриса кино, звезда Голливуда [Hollywood] 1930-40-х, снялась примерно в 100 фильмах. Наиболее известны ее роли в фильмах "Мужская крепость" ["A Man's Castle"] (1933), "Рамона" ["Ramona"] (1936), "Дочь фермера" ["The Farmer's Daughter"] (1947) - премия "Оскар" [Oscar].

В 1953-60 вела на телевидении еженедельную программу "Лоретта Янг представляет" ["Loretta Young Presents"], за которую трижды получала премию "Эмми" [Emmy Award].

Young, Murat Bernard (Young, Murat Bernard ("Chic")) (1901-1973) – Янг, Мюрат Бернارد (Шик), художник-карикатурист, создатель комиксов [comic strip]. В 1930 начал публикацию комикса "Блонди" [Blondie] про домохозяйку Блонди и ее мужа Дагвуда Бамстеда [Dagwood Bumstead]. Комикс, рассказывавший о проблемах средней американской семьи, завоевал большую популярность. В 1930-40-е появились фильмы, а затем и телепередачи по мотивам комикса.

До 1973 серию публиковали более 1600 газет, позже она была продолжена сыном художника Дином [Young, Dean] и Дж. Реймондом [Raymond, Jim].

Young, Owen D. (1874-1962) – Янг, Оуэн Д., бизнесмен, юрист, государственный деятель.

В 1912 стал одним из адвокатов фирмы "Дженерал электрик" [General Electric Co.].

В 1922-39 и в 1942-44 был председателем ее совета директоров. Участвовал в создании "Радио корпорейшн ов Америка" [Radio Corporation of America], был первым председателем совета директоров компании (1919-29). В 1924 участвовал в Лондонской конференции держав-победительниц и разработке плана Дауэса [Dawes Plan]. В 1929 был председателем комитета экспертов, принявшего II репарационный план для Германии, названный его именем [Young Plan].

Young, Whitney Moore (1921-1971) – Янг, Уитни Мур, социальный работник, педагог, общественный деятель, один из наиболее влиятельных негритянских лидеров движения за гражданские права [civil rights movement]. Участник второй мировой войны.

С 1954 – декан Последипломной школы социальных работников [Graduate School of Social Work] Университета Атланты [Atlanta University]. В 1947-54 занимал различные посты в Национальной городской лиге [National Urban League], в 1961-71 – исполнительный директор Лиги, которая под его руководством стала одной из крупнейших негритянских организаций.

Активно содействовал трудоустройству и улучшению жилищных условий негритянского населения. Выступая за межрасовую терпимость, подвергался критике со стороны воинствующих негритянских группировок.

Exercise 1. Translate the information into English.

Exercise 2. Make up a small report and give a talk in class.

Exercise 3. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

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