

ПІВДЕННОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ
УНІВЕРСИТЕТ
ІМЕНІ К.Д.УШИНСЬКОГО

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ЛІНГВОКРАЇНОЗНАВСТВО США

*методичні рекомендації
для студентів другого курсу*



Одеса – 2018

УДК: 800.879:73(075.8)

Затверджено Вченою Радою ДЗ «Південноукраїнський національний педагогічний університет ім. К.Д. Ушинського» (протокол № __ від _____ 2018 р.)

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Лінгвокраїнознавство США \ Методичні
Л 89 рекомендації. – Одеса: Південноукраїнський
національний педагогічний університет
імені К.Д.Ушинського, 2018. – 65 с.

Методичні рекомендації “Лінгвокраїнознавство США”, розроблені з урахуванням модульного й комунікативного принципів навчання, знайомлять студентів з особливостями американської національної культури через мову оригінальних текстів. Рекомендації призначено для студентів другого курсу педагогічного університету.

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INTRODUCTION

Fully functional communication in a foreign language is impossible without taking into account national specificity reflected in the language. Thus, development of foreign language communicative skills is hardly feasible out of linguocultural context which is efficiently realized in the framework of the academic discipline “Linguistic Country Studies”.

The discipline “Linguistic Country Studies” is often considered to be a secondary, subsidiary one in philological training of students, and its role in the system of developing foreign language competence is frequently understated. However, it is a philological but not social science, its aim being learning language. Yet, unlike at most philological lessons, the language here is mastered alongside the country’s culture, on authentic country-specific and culture-oriented material. Linguocultural material used in the present training manual “Linguistic Country Studies of the USA” is represented by texts of publicist, belles-lettres and conversational styles and is mostly aimed at affecting students’ emotional sphere. The texts are mostly represented in the target language, sporadic use of texts in the mother tongue being focused upon mastering linguistic units necessary for effective communication.

The training manual is aimed at developing foreign language communicative competence taking into account its entire structural elements – linguistic, speech, discourse, cross-cultural and, most importantly – linguocultural competence. Linguocultural competence is a system of country-through-language knowledge, skills and motives that enable effective communication in the process of cross-cultural intercourse. The mentioned knowledge and skills encompass mastering:

- background vocabulary: realia, terminology, notions relevant to the country;
- equivalent and non-equivalent vocabulary and its relation to corresponding units of the native language;
- specificity of non-verbal behavior and habits of native speakers;
- regional characteristics of the country represented in the language, etc.

The material presented in the handbook is organized according to the principles of cross-cultural communication, authenticity of culture-oriented information, philological way of cognition and polychannel way of information perceiving. It implies such forms of students’ work as:

- reading texts of belles-lettres and publicist genres;
- work with video material: feature, documental films and commercials;
- work with texts of small genre, songs, poems.

The tasks presented in the manual are divided into two groups:

1. Pseudo-communicative:

- group work with two-way (linguocultureme – its definition) cards made by students;
- explanation, description or individual searching for words-realialia and paremic units on the theme;
- translation, research work and dwelling upon the issues of publicist texts;

- work with authentic dialogues of conversational genre (tapescripts of real-life conversations); analysis and acting out thematic talks;

- work with maps, photos, reproductions of paintings (e.g. role play “In the museum”, “Talk on upcoming holiday”, “TV commercial for an American School”, etc.)

2. Creative (communicative proper):

- discussion on the ideas and linguoculturemes represented in extracts from belles-lettres works;

- presentation of projects on linguocultural themes.

The manual comprises six modules, each having an objective, reference and practical block, module tests edited separately. At the end of the handbook there is a final test block with key to orientate students before taking the course and to check their progress at the end of it.

MODULE 1. HISTORICAL SURVEY OF THE USA

Objectives

- *recount the main landmarks of the US history using correct anthroponyms and toponyms;*
- *state the most prominent people influencing the history of the USA and describe their contribution to development of the nation;*
- *conduct etymological analysis of the main toponyms (oikonyms and khoronyms);*
- *explain the meaning and origin of some phraseological units reflecting particular events of the US history.*

Literature

1. *Зайцева К.Б. Лингвострановедение США: Текст лекций / К. Б. Зайцева. – Одесса: ОГУ. – 1987. – 40 с.*
2. *Халилова Л.А. США: История и современность / Л. А. Халилова. - М.: Рольф, 1999. – 256 с.*
3. *O'Callaghan B. An illustrated history of the USA / Bryn O'Callaghan - Longman, Harlow, 1990-1996.*
4. *U.S.A. History in brief. The learner English series. / ed. by Jonathan Margolis– Bureau of International Information Program, United States Department of State, 2010.*

TASKS

1. Dwell upon the issues. Be ready for the test:

- 1) Native American tribes in the US: focus on ethnonyms and toponyms. Brief psychological portraits of the most famous tribes.
- 2) Christopher Columbus and Amerigo Vespucci as discoverers of America.
- 3) European conquest of America (1490-1800): focus on anthroponyms and toponyms. Main consequences of the conquest for development of the country.
- 4) The period of colonization and settlements in Americas. Virginian, Plymouth, Boston settlements.
- 5) New England, Middle and Southern colonies: differences in values and lifestyle.
- 6) Appearance of slavery in America. Phraseological units with the word “slave”.
- 7) The American War of Independence.
- 8) The Declaration of Independence.
- 9) The Indian Removal act and the Trail of Tears.
- 10) The American Civil War: historical facts and words dating back to the period.

2. Prepare a report on one of the topics:

- 1) The Ku-Klux-Klan and its representation in American literature and films (John Grisham “A time to kill”, H. Lee “To kill a mocking bird”, Th. Dixon “The clansman”, H. Stowe “Uncle Tom’s cabin”, etc.)
- 2) The frontier era and its impact on American character and language.
- 3) Ellis Ireland: the gateway to America.
- 4) Prominent people in the history of the USA and their famous quotes about America (G. Washington, T. Jefferson, A. Lincoln, etc.)
- 5) America in the Korea and Vietnam Wars, and effect of the latter on the language.
- 6) The US States: their geographic, historical and cultural diversity. Etymology of the states’ names.
- 7) Ethnic diversity of the USA today and its influence on the English language.

3. Make up 20 cards, each having a linguocultureme on one side and its definition on the backside and learn them. Discuss them in microgroups.

front

back

4. Transcribe and learn the names of American States. Mind the way they are abbreviated:

<u>Айдахо</u>	State of Idaho	ID
<u>Айова</u>	State of Iowa	IA
<u>Алабама</u>	State of Alabama	AL
<u>Аляска</u>	State of Alaska	AK
<u>Аризона</u>	State of Arizona	AZ
<u>Арканзас</u>	State of Arkansas	AR
<u>Вайоминг</u>	State of Wyoming	WY

<u>Вашингтон</u>	State of Washington	WA
<u>Вермонт</u>	State of Vermont	VT
<u>Вирджиния</u>	Commonwealth of Virginia	VA
<u>Висконсин</u>	State of Wisconsin	WI
<u>Гавайи</u>	State of Hawaii	HI
<u>Делавэр</u>	State of Delaware	DE
<u>Джорджия</u>	State of Georgia	GA
<u>Западная Вирджиния</u>	State of West Virginia	WV
<u>Иллинойс</u>	State of Illinois	IL
<u>Индиана</u>	State of Indiana	IN
<u>Калифорния</u>	State of California	CA
<u>Канзас</u>	State of Kansas	KS
<u>Кентукки</u>	Commonwealth of Kentucky	KY
<u>Колорадо</u>	State of Colorado	CO
<u>Коннектикут</u>	State of Connecticut	CT
<u>Луизиана</u>	State of Louisiana	LA
<u>Массачусетс</u>	Commonwealth of Massachusetts	MA
<u>Миннесота</u>	State of Minnesota	MN
<u>Миссисипи</u>	State of Mississippi	MS
<u>Миссури</u>	State of Missouri	MO
<u>Мичиган</u>	State of Michigan	MI
<u>Монтана</u>	State of Montana	MT
<u>Мэн</u>	State of Maine	ME
<u>Мэриленд</u>	State of Maryland	MD
<u>Небраска</u>	State of Nebraska	NE
<u>Невада</u>	State of Nevada	NV
<u>Нью-Гэмпшир</u>	State of New Hampshire	NH

<u>Нью-Джерси</u>	State of New Jersey	NJ
<u>Нью-Йорк</u>	State of New York	NY
<u>Нью-Мексико</u>	State of New Mexico	NM
<u>Огайо</u>	State of Ohio	OH
<u>Оклахома</u>	State of Oklahoma	OK
<u>Орегон</u>	State of Oregon	OR
<u>Пенсильвания</u>	Commonwealth of Pennsylvania	PA
<u>Род-Айленд</u>	State of Rhode Island and Providence Plantations	RI
<u>Северная Дакота</u>	State of North Dakota	ND
<u>Северная Каролина</u>	State of North Carolina	NC
<u>Теннесси</u>	State of Tennessee	TN
<u>Техас</u>	State of Texas	TX
<u>Флорида</u>	State of Florida	FL
<u>Южная Дакота</u>	State of South Dakota	SD
<u>Южная Каролина</u>	State of South Carolina	SC
<u>Юта</u>	State of Utah	UT

5. Read the text. Explain the origin of the words and phrases: *deadline, to hear through the grapevine, carpetbagger, shoddy, rebel yell, skedaddle, sideburns, lost cause*. Using a search engine, find sentences from authentic resources to exemplify their use, e.g.

I heard through the grapevine that Andreas is going for that scholarship.

WORDS FROM THE AMERICAN CIVIL WAR

Not only did the American Civil War have immense political ramifications, it also had a major impact on American culture, and even exerted some influence on the language. The following terms all either emerged directly from, or have senses which were directly influenced by, the conflict. Let's have a look at several Civil War words.

1. Deadline

As much as the word *deadline* incites in people today, the term probably struck more fear in the hearts of Civil War-era soldiers. After all, in military prisons of the time, the ‘dead line’ referred to the line drawn around a military prison outside of which prisoners were liable to be shot.

However, this sense of *deadline* isn’t exactly the word that we use today, although it may have had some influence on the sense that emerged in journalism slang in the 1920s, which referred to the ‘time by which material had to be ready for inclusion in a particular issue of a publication’. This newspaper sense of the word is the one that has directly come to us today.

2. (Hearing it through the) grapevine

For most people, Marvin Gaye’s classic “I heard it through the grapevine” is the first thing that comes to mind when someone mentions the “grapevine”, even though it turns out that the term has its roots in the Civil War. In the modern sense, of course, the ‘grapevine’ refers to ‘the circulation of rumors and unofficial information’. This sense comes from the Civil War-era notion of ‘a despatch by grapevine telegraph’, referring to information passed unofficially from person to person rather than through official communication sources such as the telegraph.

3. Carpetbagger

Following the Union victory, there was a flood of immigrants from the Northern states to the South, some of them hoping to secure political influence in the governmental disarray after the war. Southerners took to calling this group of people “carpetbaggers”, a derogatory term that implied that their ‘property qualification’ consisted of no more than the contents of the carpet-bag they carried. (Following the war, the US government abolished the requirement of ‘property qualification’ for holding public office in the South.)

The term still sees extended use in political circles today, now referring to ‘a political candidate who seeks election in an area where they have no local connections’. Sometimes the term is used more generally to refer to someone who is seen as an ‘unscrupulous opportunist’.

4. Shoddy

The word *shoddy* initially referred to ‘woolen yarn obtained by tearing to shreds refuse woolen rags’, which is then combined with new wool to make cloth. Needless to say, this textile was not of the highest quality, so the sense of *shoddy* as an adjective referring to ‘badly made or done’ naturally follows. But why does the word also refer to someone or something ‘sordid’ or ‘lacking moral principle’?

According to the *Oxford English Dictionary*, the word was used during the Civil War to refer to those who made vast sums of money thanks to army contracts by allegedly producing clothing largely made out of – you guessed it! – shoddy rather than higher quality cloth.

5. Rebel yell

Given that there are no audio recordings from the Civil War, it’s hard to know exactly what a ‘rebel yell’ – ‘a shout or battle cry used by the Confederates’ as

they went into battle – sounded like. Even so, the concept of the rebel yell remains an important part of American folklore, especially in popular music, appearing in the songs of artists as varied as Johnny Horton, Eminem, and Miley Cyrus.

Speaking of music, it should be noted that Billy Idol's classic 1984 song 'Rebel Yell' has nothing to do with the Confederacy. Idol has explained in interviews that the song's name has its origins with the 'Rebel Yell' brand of bourbon whiskey.

6. Skedaddle

Given its informality, you may be surprised to learn that *skedaddle* actually has its origins in military slang of the Civil War, when it meant 'to retreat or retire hastily' or 'to flee', referring specifically to soldiers or troops. Today, the word generally means 'to depart quickly or hurriedly' or 'run away'. While some sources suggest that the word may have come from Swedish or Danish, the origin is ultimately obscure, and is likely a fanciful formation.

7. Sideburns

A principal player in the Civil War on the Union side, and later a US Senator, General Ambrose Burnside (1824–81) is probably best remembered for his distinctive facial hair. However, two major changes happened to the style since the time of Burnside: 1) the moustache disappeared, so that the style featured a strip of facial hair extending from the hairline down each side of the face, and 2) the word was flipped around to become *sideburn*.

8. Lost cause

Although the term existed prior to the Civil War (alarmingly, Oxford is sometimes known as 'home of lost causes', after being so dubbed by Matthew Arnold in 1865!), the term shot into prominence due to its association with the Confederacy, which sympathizers began to refer to as the 'Lost Cause'. *Lost cause* today refers generally to 'a person or thing that can no longer hope to succeed or be changed for the better'.

Oxford Dictionaries. - Retrieved from <https://blog.oxforddictionaries.com/2015/04/09/8-words-american-civil-war/>

6. Read the text and answer the questions:

- What is the connotation of the geographical term *West* for the Ukrainians and the Americans?
- What idea is emphasized in the phrase "Manifest Destiny"? What is the difference between *Manifest Destiny* and *fortune*? What road served as the main highway to realization of that *Destiny*?
- What vehicles were used by pioneers and would-be-settlers?
- What is the meaning of the word *trail* in its American usage? What other terms were used to refer to the different types of roads in America?
- What specific in Americanisms connected with the conquest of the *West*?
- What does the word *gunslinger* mean? In what way is it different from *desperado*? What does a *Stetson hat* look like? Was it invented by cowboys?

- *What semantic changes did the word cowboy undergo in the American English?*

Для американців слово «Захід» ніколи не було суто географічним поняттям... Але, якщо для нас воно асоціювалося з західноєвропейською цивілізацією, то для громадян США першу половину їхньої історії «Заходом» була ще не пізнана, але принадна територія північноамериканського континенту за Апалачами, а другу половину, приблизно з середини ХІХ століття, - Дикий Захід, який поступово завойовувався. І колонізація Дикого Заходу була не просто економічною необхідністю, своєрідною місією американського народу, або, використовуючи популярне кліше того часу, “*Manifest Destiny*”, що можна приблизно перекласти як «приречення долі».

Головною «магістраллю» просування на Захід була прокладена піонерами «Орегонська стежка» (Oregon Trail). Ходяче уявлення про те, як практично здійснювалося це просування, сформоване Голівудом. Це довгі вервечки громіздких критих фургонів, які одержали назву «конестогських» (*Conestoga wagons*), на честь району в Пенсільванії, раніше населеного індіанцями племені Конестога. Історики вважають, що ці картини не відповідають дійсності. Конестоги, звичайно, використовувалися переселенцями, але лише для перевозки громіздких і важких вантажів, на кшталт меблів та іншого домашнього скарбу, а для «сімейних екіпажів» використовувалися більш легкі кибитки, які називалися «шхунами прерій» (*prairie schooners*). І, звичайно тягли їх не коні, а бики, більш витривалі й краще пристосовані до тягот довгої подорожі по бездоріжжю. До речі, вони пересувалися не в ряд, як у голлівудських фільмах, а дотримувалися дистанції чи рухалися «пліч-о-пліч», щоб не наковтатися пилу, яка здіймалася колесами екіпажу, що рухався попереду.

...В Америці до початку ХХ століття дороги були нічим не кращими за російські (за свідченням очевидця, під час його подорожі з Нью-Йорку в Цинцинаті у 1839 році його екіпаж перевертався 9 разів), та й тих було мало. Найчастіше вони являли собою ледь помітні сліди (*traces*) колісних екіпажів, які пропадали на підході до рік і зникали в гористій місцині. Не випадково термін «*traces*» до цього часу фігурує в офіційних назвах деяких доріг, наприклад в *Natchez Trace*. Для більш ґрунтовано уторованих доріг використовувався термін *trail*, особливо в період освоєння Заходу. На відміну від свого британського еквіваленту *footpath* американізм *trail* означає не протоптану людьми вузьку доріжку, а досить невизначений в обрисі шлях, прокладений серед трави безліччю кибиток, які рухалися на Захід досить широким фронтом.

Аж до кінця ХVІІІ століття єдиними справжніми і такими, що заслуговують цієї назви, були платні дороги, які називались в Америці *turnpikes*, оскільки в'їзд на них загороджувався жердиною (*pike*), яка «оберталася» (*turned*) після сплати дорожнього збору (*toll*). Покриття кращих з них називали «вельветовим» (*corduroy*), що аж ніяк не було компліментом: для їх мощення використовувалися колоди, які хоч і

закривали багнюку, та одночасно робили рельєф дороги схожим на вельветовий «рубчик». Не дивно, що поява залізниці була зустрінуто американцями з таким ентузіазмом, що багато поколінь, використовуючи слово *road*, мали на увазі *rail road*. В Англії, де з розвитком гужового транспорту покращились і дороги, слово *road* завжди зберігало значення, яким американці наділяють слово *highway*, а потяги ходять за «рельсовими шляхами» (*railways*).

З розвитком автомобільного транспорту проїжджі дороги перетворилися в розвинуту транспортну систему з трасами декількох категорій: *routes* – це місцеві дороги, які знаходяться у відомстві штату, *highways* – дороги федерального значення, серед яких є *expressways* (чи *freeways*) – швидкісні дороги з розділеними смугами руху – і *parkways* – дороги, що проходять через мальовничі місця й від самого початку призначені для екскурсійних поїздок. На них обмежена не тільки швидкість руху, а й кількість заправних станцій і торгових точок. Об'їзні дороги навколо великих міст називаються *beltways* (британський еквівалент – *ring-road*).

Захід був зовсім іншою Америкою, вірніше, зовсім не Америкою, оскільки переселенці, які не змогли з тих чи інших причин пустити там корені, казали, що збираються «повернутися назад в Америку». Але далеко не всі слова і вирази, які описують побут і звичаї Дикого Заходу, народилися саме там. Багато з цих американізмів придумано пізніше сценаристами Голівуду (такі, наприклад, як *gunslinger* – «стріляє навскидку») інші були входу задовго до того, як їх взяли для вживання піонери й поселенці. Слово *desperado* до того, як воно стало синонімом слова «бандит» використовувалось ще по відношенню до учасників першого в історії США повстання фермерів під проводом Шайса (*Shys's Rebellion*). Причиною повстання було незадоволення жорсткою політикою уряду по відношенню до фермерів, які розорялися і полягала в конфіскації майна у боржників. Широкополий Стетсоновський капелюх (*Stetson hat*) задовго до «Орегонської лихорадки» увійшов у моду на Атлантичному узбережжі з легкої руки філадельфійського фабриканта чоловічого одягу Джона Стетсона, якому й в голову не приходило, що вона стане обов'язковим атрибутом ковбойського екіпірування. До речі, і саме слово *cowboy* («коровопас») використовувалося під час Війни за незалежність як зневажливий термін по відношенню до лоялістів (*loyalists*) – американцями, які підтримували англійців. По відношенню до перегонників з Техасу до Канзасу слово вживається з 1867 року, і ввів його до вживання підприємець Джозеф Маккой, якого деякі дослідники вважають людиною, з приводу якого було вперше сказано – *the Real McCoy*. Тепер це ідіома, що означає «дещо справжнє, непідробне».

7. Imagine you are a museum guide of the American History in Pictures Museum and you are to show a visitor around the room covering the period from the 15th to the 19th century. Make up a dialogue guided by the pictures below:



Christopher Columbus.
A contemporary portrait by
Sebastiano del Piombo

The Buffalo Hunt by Charles M. Russel, 1919



The Saux tepee by Karl Bodmer, 1833



Leif Ericson discovers America
by Hans Dahl,(1849-1937)



Storming of the Teocalli by Hernán Cortés and His Troops by Emanuel Leutze, 1848



Pilgrim Fathers boarding the *Mayflower*, by Bernard Gribble.



The First Thanksgiving at Plymouth by Jennie Augusta Brownscombe (1914)

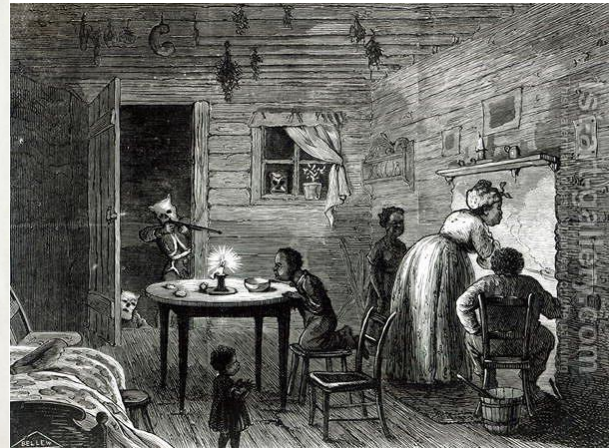


Reading the Declaration of Independence to the troops by Mort Kunstler





Battle of Franklin, by Kurz and Allison (1891).



Ku-Klux-Klan attack on an African American family by Frank Bellew, 1879

What phrases do museum guides use in their speech?

Read the ones below and try to use them in your dialogues:

- If you reach your hand in front of you.....
- The largest item in the display case is
- Above the painting, on the left, is a portrait in oils of....
- Leaving we move to the back wall of the display, where there are
- On your right is my favourite piece in the whole museum.
- In the centre of the display, at about shoulder height, is...
- The painting is titled '.....' and is 46 centimetres high by 58 centimetres wide, about the size of a coffee table, and has a plain, dark wood frame.
- This display features four themed 'timelines'.
- Each object is backlit and displayed in chronological order from left to right.
- They are at a low level to make them particularly accessible for younger visitors – you can reach in and touch them.
- Press pause on your audio player now, if you'd like to.
- This display is a bit like a jigsaw puzzle, with three irregular rows. I will describe one object from each row.
- Displayed at the back left corner of the case is a small 20 cm by 25 cm print of a soldier in dress uniform.
- This painting is called 'Hoeing the Fields' and was painted by the Edinburgh artist William Marshall Brown in 1911.
- You can reach out and gently touch some of the raised design of the frame if you like.
- The painting evokes a scene of that was typical to ... in the nineteenth century.

8. Read the extract from the book “The Shoemaker’s wife” by Adriana Trigiani, describing immigrants’ arrival in the USA and passing through Ellis Island. Describe the procedure of the interview as the author sees it. How does it characterize America of the first part of the 20th century and the Americans?

Ciro and Luigi leaned against the railing on the ferry to Ellis Island and took in the fresh breeze as it skimmed across the Hudson, leaving a streamer of white foam on the gray river. Ciro was grateful for the company, as the ferry plowed closer to the shore of Ellis Island. On land, in the middle distance, a long gray line of immigrants filed into an enormous building, which seemed to occupy the entirety of the small island. The Statue of Liberty loomed over them like a schoolmarm herding children at her feet.

Suddenly the ferry lurched into place against the pilings of the docks, throwing the people onboard off their feet. Ciro and Luigi followed signs with red arrows into the reception hall of the main building, weaving in and out of the crowd with nothing to slow them down, as they were not tending to children, or herding grandparents, or keeping a family together.

The guard at the door, a brusque, heavysset woman in a gray uniform with a long plait of white hair down her back, glanced down at their papers. “You”—the guard pointed to Luigi—“go there.” Luigi followed her finger and joined a line. “And you”—she pointed to Ciro—“there.” Ciro got in line next to Luigi. The lines were long and didn’t move.

“Welcome to America,” Luigi said as he surveyed the hundreds on line. “At this rate, I won’t see Mingo Junction till next week.”

A deafening chatter reverberated throughout the massive hall. Ciro was in awe of the building, an architectural wonder. No cathedral ever stood so tall, with vaulted ceilings so high. The arched windows were so close to the sun, they filled the atrium with bright natural light.

Ciro observed hundreds of people standing in twelve long single-file lines, separated by waist-high iron bars, their duffels stacked around them like sandbags in a gulley. There were Hungarians, Russians, the French, and many Greeks, all waiting patiently on their best behavior. Mostly he saw Italians, perhaps because he was looking for them.

Ciro couldn’t imagine that there was a single person left in southern Italy. Surely they were all here under this massive roof—old, young, newborn. Beyond the lines, he saw doctors examining one immigrant after another, tapping their backs, checking their tonsils, grazing their fingertips across their necks. A peasant mother cried out when a nurse took her baby, swaddled in flannel. An officer who spoke Italian quickly came to her aid, and allowed the woman off the line to accompany her child. “There’s a nursery in the back,” Ciro heard a woman explain

as she mopped her face with a bandana. "All the babies go there. They have milk."

Ciro took off his coat and undid his scarf to prepare for his examination. His line had begun to move. He looked back at Luigi, who had barely budged. A nurse motioned Ciro forward. "Height?" the nurse asked in Italian. "Six foot two," Ciro answered. "Weight?" "One hundred and ninety pounds," he said. "Markings?" "None." "Whooping cough?" "No." "Dysentery?" "No." "Teeth?" "My own." The nurse smiled. Ciro grinned back at her. "And fine teeth they are," she said. The doctor listened to Ciro's heart with a stethoscope, asking Ciro to move his money pouch to the side to give him access.

He asked Ciro to take a deep breath and listened from the back. He checked Ciro's eyes with a small light, and his neck with his fingers. "Move him through," the doctor said in English. Ciro moved through the metal gates to the next line. He heard attending officers asking the immigrants simple questions: Where are you from? How much is six plus six? Where does the sun rise? Where does it set?" Some of the immigrants became rattled, afraid to answer incorrectly. Ciro saw that remaining calm was half the battle to earn your papers. He took a deep breath. The attending officer looked over his paperwork, then up at Ciro. He walked Ciro to a holding pen. Ciro began to sweat, knowing that this was a bad sign.

They were advised aboard ship to never leave the line at Ellis Island, and to try to draw as little attention to themselves as possible. Never get in an argument. Never push or shove. Keep your head down and your voice low. Agree to all conditions, and accommodate all requests. The goal at Ellis Island was to process through without incident and make it back into Manhattan as quickly as possible. Immigration had a thousand reasons to turn you away, from the rasp of a dry cough to a suspicious answer about your ultimate destination. You didn't want to make it easy for a coldhearted processing agent in a gray coat to send you right back to Italy. Ciro's heart raced as the immigration officer returned with another officer to speak with him. "Signor Lazzari?" the second officer said, in perfect Italian. "Yes, sir."

The officer led Ciro into a small room with a table and two chairs. A poster of the United States flag hung on the windowless wall. The officer indicated that Ciro should take a seat.

"The diocese here in New York received a telegram. The nuns wired the archbishop some kind of character reference. You're to be processed as quickly as possible." Signor Anderson made notes inside the file. In one miraculous moment, Ciro realized that Signor Anderson wasn't the enemy; he wasn't going to send him back to Italy to the work camp. "Thank you, Signore," Ciro said.

"You have to change your name." He gave Ciro a list and said, "Choose."

Brown

Miller

Jones

Smith

Collins

Blake

Lewis

“Take Lewis. It’s an L name like yours.”

Ciro glanced over the names and handed the list back to Mr. Anderson. “Will you send me back if I don’t change my name?” “They won’t be able to pronounce your name here, kid.” “Sir, if they can say spaghetti, they can pronounce Lazzari.”

Signor Anderson leaned back in his chair. His thick eyebrows arched as he asked, “Who is your sponsor?” “Remo Zanetti of Thirty-six Mulberry Street.” “And your trade?” “I’m a shoemaker’s apprentice.” “How old are you?” “Sixteen.” The officer stamped Ciro’s documents for entry into the United States. “You may go. Return to the ferry line on the slip, and it will take you across to Manhattan.”

9. Discuss in micro-groups why each of these people was famous.



John James Audubon (1785-1851)



Clara Barton (1821-1912)




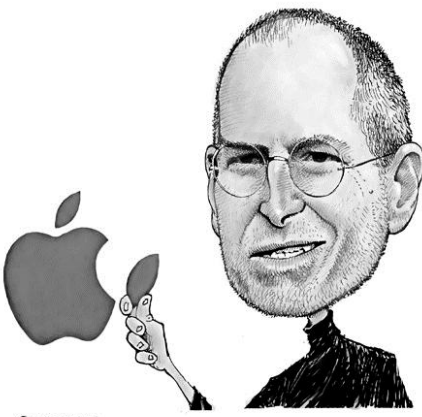


César Chavez (1927-1993)



Samuel Clemens (1835-1910)



Thomas Edison (1847-1937)	Henry Ford (1863-1947)
 <p>Benjamin Franklin(1706-1790)</p>	 <p>Eleanor Roosevelt (1884-1962)</p>
 <p>Duke Ellington (1899-1974)</p>	 <p>Steve Jobs (1955-2011)</p>



MODULE 2. AN OUTLINE OF AMERICAN GEOGRAPHY

Objectives

- *set forth the main geographic features and major regions of the USA using correct toponyms;*
- *name climate zones of the USA and characterize their physical, floral and faunal specificities using correct toponyms, zoonyms and phytonyms;*
- *know etymology of the main toponyms (hydronyms and oronyms);*

- *describe the main features of US geography on the basis of works of literature; conduct research of literary heritage representing American geography.*

Literature

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TASKS

1. Dwell upon the issues. Be ready for the test:

1. Geographical position, land and water borders and physiographic regions of the USA.
2. Climate zones, their features and their impact on the economy.
3. Flora and fauna of the USA.
4. Water reservoirs of the USA (rivers, lakes, gulfs, oceans).

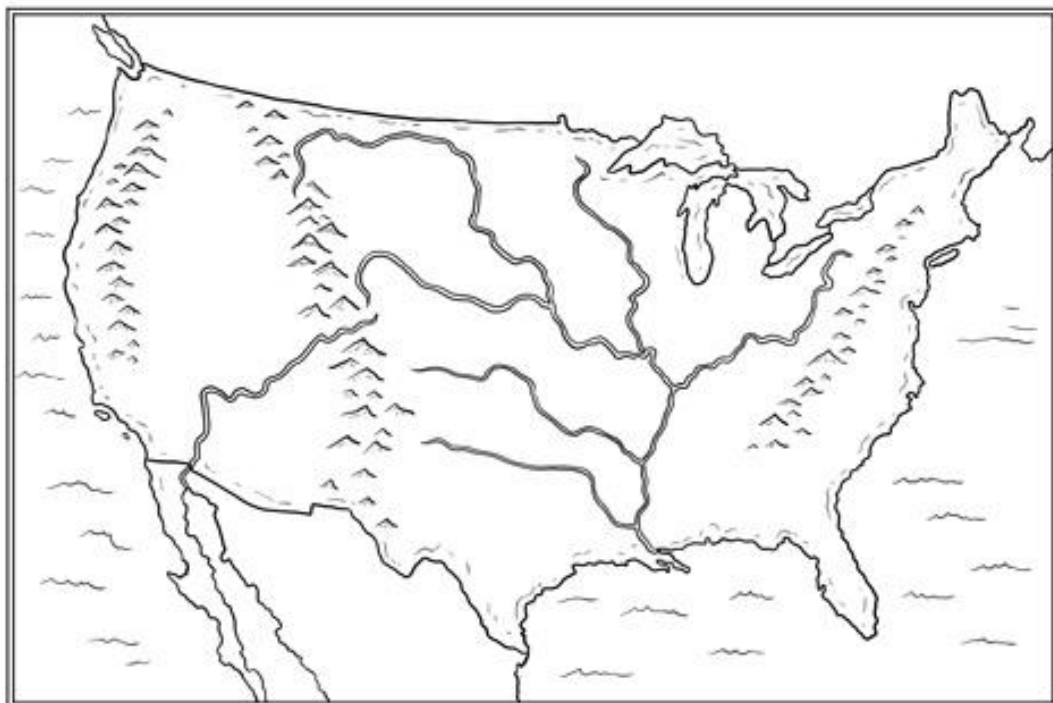
2. Prepare a report on one of the topics:

- 1) The largest rivers of the USA – what's behind their names? (etymology and brief description).
- 2) Names of American mountains: short geographical and etymological description.
- 3) American national parks and reserves (Yellowstone, Yosemite, etc): the main features and onomastic units representing them.
- 4) Description of American geography, flora and fauna in literature (J. London, J. Verne, T. M. Reid, etc.)

3. Look at the map of the USA below. Learn the names of American rivers, lakes, gulfs, oceans that wash the country; mountain ranges, main plains.



4. Look at the outline map of the USA. Practice locating the toponyms given below:



Alaska	the Gulf of Mexico
the Atlantic Ocean	Los Angeles
the Appalachian Mountains	Lake Superior
Boston	Lake Huron
California	Lake Michigan
Chicago	Lake Ontario
the Cordillera	Mexico
the Cascades	Miami
the Coastal Ranges	the Missouri
the Central Plains	the Mississippi
District of Columbia (DC.)	New Orleans
Death Valley	New York
Florida	the Ohio
Hawaii	The Pacific Ocean
the Great Plains	Seattle
Plymouth	San Francisco
Philadelphia	Washington
the Rocky Mountains, Rockies	

5. Complete the table with the information about America

Continent	
Capital	
Total area	
Borders	
Highest point	
Lowest point	
Longest River	
Oceans	
Climatic Zones	
Largest Lake	
Natural Recourses	
Natural Hazards	

6. Read the weather forecast, underline all geographical names and find them on the map.

A soggy weather pattern remains locked in place across the eastern two-thirds of the U.S. through much of this week. This means heavy rain falling over the same water-logged spots in the Ohio and Tennessee Valleys along with the Northeast and Mid-Atlantic will contribute to an increasing flood threat.

One of the culprits behind this soggy weather pattern will be a warm front slowly lifting across the Mid-Atlantic and Northeast today. This will bring an influx of moisture to the entire eastern U.S. At the same time, a low pressure system will slide across Ontario and Quebec today, dragging a potent cold front

across the Great Lakes, Midwest, and central and southern Plains.

The stubborn nature of both the warm front in the Mid-Atlantic and Northeast as well as the cold front in the central U.S. will lead to heavy downpours. Two to 3 inches of rain could easily fall across portions of the Northeast and Ohio and Tennessee valleys today. Rainfall amounts of 1 to 2 inches are possible within a short amount of time across the Great Lakes, Midwest, portions of the Mid-Atlantic, and the rest of the Northeast. This will likely trigger flash flooding across much of the central and eastern U.S.

Flash Flood Watches stretch from central Kentucky into southeastern Indiana, southern Ohio, and western West Virginia. This includes Lexington and Louisville, Ky., Madison, Ind., Cincinnati, and Charleston, W. Va.










The flooding threat will continue into the second half of the work week. By Wednesday, the cold front in the central U.S. will slither towards the entire eastern U.S. This front will then become stalled over the Southeast on Thursday, allowing for occasional showers and thunderstorms to continue from the Gulf Coast to the Carolinas.

The early week rainfall will add to the surplus for the year in many spots. Louisville, Ky., is a whopping 18 inches above average for precipitation in 2018. Cincinnati is close to 10 inches above average for the year while Clarksville, Tenn., is 5 inches above average for the year.

Exercise caution when going out on the roads during or after a downpour. If you encounter a water-covered roadway, be sure to “Turn Around, Don’t Drown” because the water could be much deeper than it appears.

Drenching Rain Eyes Ohio Valley, Northeast / updated By WeatherBug Meteorologist, A. Robinette. – Retrieved from <https://www.weatherbug.com/news/Autumn-Starts-on-Soggy-Note-Across-East>

Prepare and act out a weather forecast description using the chart below:

LOCAL POLLEN ALERT						
Salt Lake City, UT 10 Day Weather						
7:24 am MDT7:34 am MDT						
DAY		DESCRIPTION	HIGH / LOW	PRECIP	WIND	HUMIDITY
TODAY SEP 25		Sunny	70 / 44	0%	NNW 10 mph	25%
WED SEP 26		Sunny	73 / 49	0%	NW 8 mph	25%
THU SEP 27		Sunny	80 / 52	0%	SSW 8 mph	21%
FRI SEP 28		Sunny	84 / 59	0%	SSW 8 mph	19%
SAT SEP 29		Mostly Sunny	85 / 61	0%	S 15 mph	20%
SUN SEP 30		Partly Cloudy	80 / 55	0%	SSW 15 mph	28%
MON OCT 1		Mostly Cloudy	76 / 54	20%	SSW 9 mph	31%
TUE OCT 2		Showers	69 / 50	40%	SW 8 mph	47%

7. Match the pictures with the names of the animals found in the USA:

- A Pronghorn
- B Bobcat
- C Raccoon
- D Bald eagle
- E Groundhog
- F American beaver
- G North American river otter
- H Red-tailed hawk
- I White-tailed deer
- J American mink
- K Muskrat



1



2



3



4



5



6



7



8



9



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10



11

8. Translate the text about the US fauna, looking up the phytonyms and toponyms in the dictionary if necessary.

Північ основної території США вкритий хвойними лісами помірного поясу. Вони займають узбережжя Тихого океану, переходять на нижні частини схилів Кордильєр і на схід від них виходять на рівнину. На схід від Кордильєр південна межа хвойних лісів різко піднімається на північ, а потім спускається на південь до Великих озер і низин річки Св. Лаврентія.

Для східної, або так званої Гудзонівської, тайги характерно поширення високих потужних хвойних дерев, представлених ендемічними американськими видами: біла ялина, американська модрина, сосна Банкса, що дає канадський бальзам - цінне смолоподібну речовину, що використовується в техніці. Найбільш характерні листяні породи дерев у хвойних лісах - паперова береза з гладкою білою корою, бальзамічна тополя, осика. Для підліска характерні різноманітні ягідні чагарники: червона і чорна смородина, малина та чорниця. Поверхня ґрунту покрита мохами і лишайниками.

У східній частині материка хвойні ліси поступово переходять у мішані, поширені в області Великих озер і в басейні річки Св. Лаврентія. У середній частині материка тайга змінюється лісостеповій та степовою рослинністю. У мішаних лісах Північної Америки разом з хвойними росте багато широколистяних дерев. З листяних широко поширені жовта береза з твердою жовтуватою деревиною, цукровий клен - національний символ Канади, американський ясен, американський в'яз, бук, липа.

У південних частинах Міссісіпської та Приатлантичної низовин, а також на півночі Флориди поширені вічнозелені субтропічні ліси. Склад цих лісів змінюється в залежності від ґрунтових умов. На легких червоноземних ґрунтах ростуть ліси з субтропічних видів сосен та вічнозелені ліси з дуба, магнолій і бука з безліччю ліан.

Змішані, широколисті і вічнозелені субтропічні ліси східної частини материка межують на заході із степами. Зі сходу і почасти з півночі степи поступово переходить в багаті за складом високотравні степи, або прерії. У природному стані в преріях ростуть злаки висотою до 150 см, наприклад, американський вид ковили.

Значна частина внутрішніх плоскогір'їв Кордильєр і північне узбережжя Каліфорнійської затоки представляють собою напівпустелі і пустелі. Там, де кактусова флора досягає свого найбільшого розвитку, вона представлена кількома сотнями видів кактусів, опунцій, юк і агав. Багато з рослин пустель, особливо кактусові, місцеве населення вживає в їжу, а також використовує як технічні культури.



MODULE 3. GOVERNMENT OF THE USA

Objectives

- *explain key units of the American political and legal onomastics and terminology;*
- *describe the structure and function of the US government, explain the history of its formation;*
- *explain different types of government administration;*
- *give characteristics of the main political parties of America;*
- *state some principle theses of the US Constitution; explain the notion “constitution terms”; know some basic constitutional terms related to the US Constitution;*
- *name the most prominent American presidents and explain their contribution to development of the nation;*
- *describe the main US symbols and dwell upon the history of their appearance.*

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4. *Система державного управління Сполучених Штатів Америки: досвід для України / уклад. Л. В. Примаченко ; за заг. ред. Ю. В. Ковбасюка, С. В. Загороднюка. - К.: НАДУ, 2011. - 52 с. - (Серія видань з міжнародного досвіду державного управління)*
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6. *Arnold P. About America. How the United States is governed / Paul A. Arnold. - Washington: U.S. Department of State, Bureau of International Information Programs, 2004* – *Режим доступу:* <http://onlinebooks.library.upenn.edu/webbin/book/lookupid?key=olbp53868ю>

TASKS

1. Dwell upon the issues. Be ready for the test:

- 1) The Legislative Branch of the US government. Congress and its functions. The House of Representatives and the Senate.

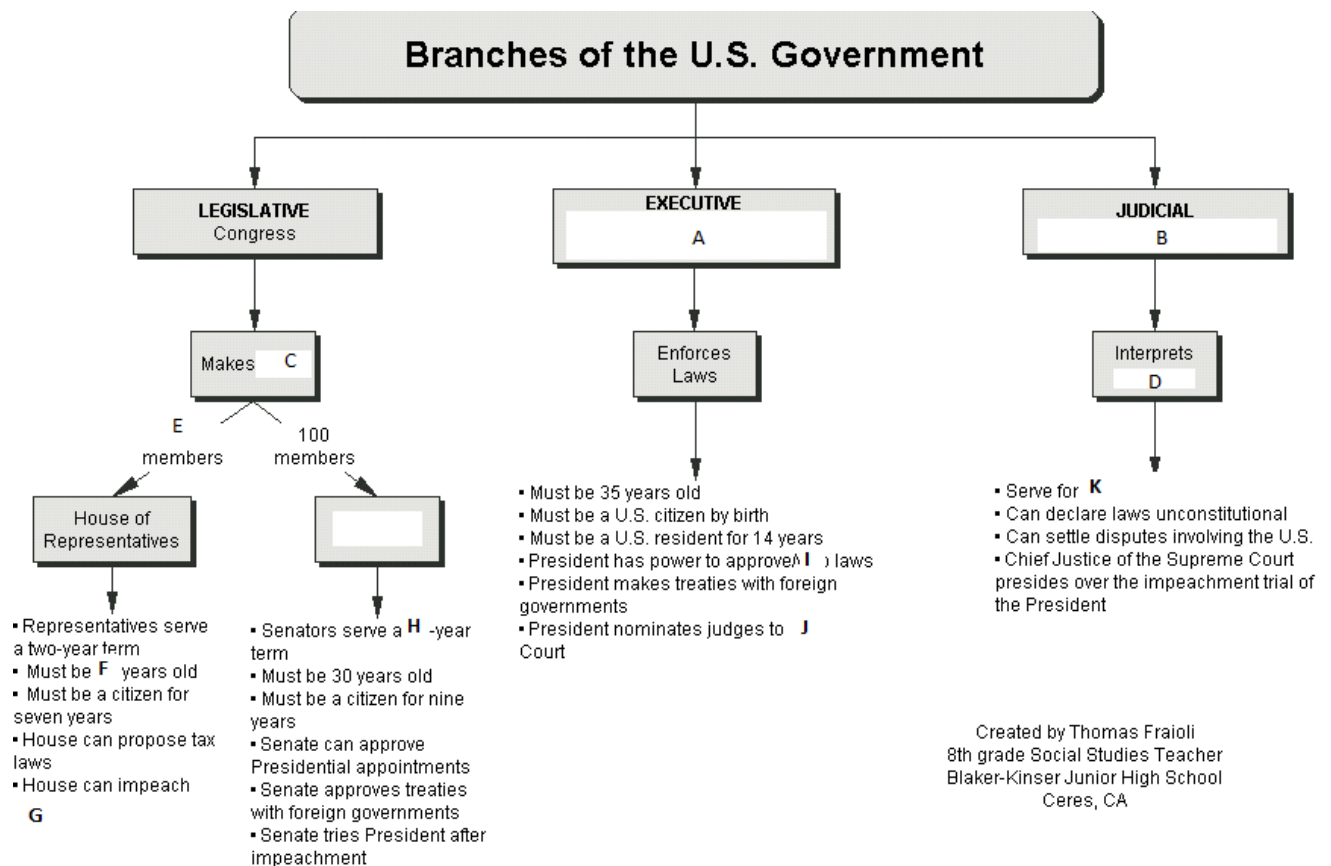
- 2) The Executive Branch of the US Government. The President and Vice President. The Cabinet and its departments (the Department of Agriculture, of Commerce, of Defense, etc.)
- 3) Judicial Branch of the US Government. The Supreme Court. Courts of Appeal. District Courts.
- 4) Types of government administration (federal, state, county, municipal, etc.)
- 5) Major US political parties. The Democratic Party. The Republican Party.

2. Prepare a report on one of the topics:

- 1) The Constitution of the USA as the supreme law: history of its creation, main ideas, basic terminology.
- 2) US presidents: historical outline and some interesting facts. Famous quotations by American presidents.
- 3) The White House – its history and current role. The image of the White House in American poetry (“The White House” by Claude McKay, “Niggers in the White House”, etc.)
- 4) The Pentagon as a symbol of US military.

3. Make up 10-15 cards containing governmental terms, write their definitions on the backside and learn them. Discuss them in microgroups.

4. Substitute the letters A to K for the missing words, reconstructing the structure of the US government:



5. Read, translate, transcribe and explain the meaning of the words and word combinations below.

Bicameral legislature
The presidential veto
Commander-in-Chief
The US Armed Forces
The president's nominees
The Department of Agriculture
The Department of Commerce
The Department of Defense
The Pentagon
Health and Human Services
The Food and Drug Administration
The Centre for Disease Control
National Institutes of Health
The Administration on Aging
The Department of Homeland Security

The Federal Bureau of Investigation (FBI)
The Drug Enforcement Administration (DEA)
The Department of Labour
Treasury
The Census Bureau
The Patent and Trademark Office
SCOTUS
Chief Justice
Associate Justices
Magistrate court

Circuit court

Lawyer
Attorney
Barrister


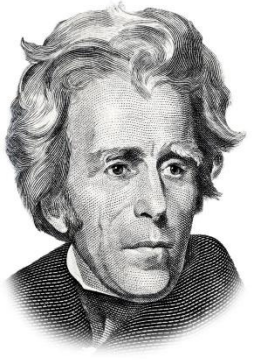
Solicitor

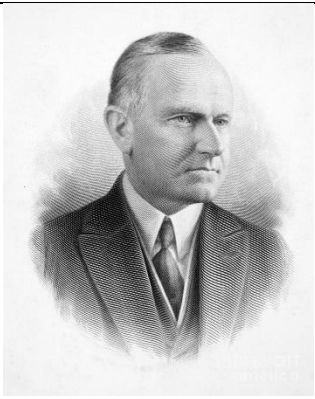




Housing and Urban Development Advocate
The Federal Bureau of Prisons




6. Read the idioms and proverbs. What do they stand for?

1. Electric chair
2. Dead president
3. To make a federal case out of something
4. Poetic justice
5. Philadelphia lawyer
6. A friend at court
7. It would take an act of Congress to do something.
8. Pentagon English
9. Trump card
10. Uncle Sam

7. Match the pictures of some prominent US presidents with the right name and their contribution to development of their country:

1 George Washington (1735-1799)	 A	a united the new nation
2 Thomas Jefferson (1743-1826)	 B	b brought about the emancipation of slaves, led the Union into the Civil War

3 Andrew Jackson (1767-1845)	C 	c wrote the Declaration of Independence
4 Abraham Lincoln (1809-1865)	D 	d gave full citizenship to the Native Americans, helped squash the Ku-Klux-Klan
5 Theodor Roosevelt (1858-1919)	E 	e formed the Democratic Party
6 Calvin Coolidge (1872-1933)	F 	f led America out of the Great Depression, brought into the World War II
7 Franklin D. Roosevelt (1882-1945)	G 	g is associated with the Vietnam War, known for his good looks and charisma

8 Harry S. Truman (1884-1972)	H 	h noted for his fervent anticommunism, conservative republicanism
9 John F. Kennedy (1917-1963)	I 	i made the fateful decision to drop the atomic bomb on Japan, began the Korean War and the Cold War
10 Ronald Reagan (1911-2004)	J 	j mediated the end to the Russo-Japanese War, started construction of the Panama Canal

Check pronunciation of the name on <https://www.pronouncenames.com>

8. What do you know about US government symbols? Find out some information about the following icons and symbols of the USA:

- the Stars and Stripes (the US flag)
- the Great Seal of the USA
- the Bald Eagle
- the Washington Monument
- the Lincoln Memorial
- the US Capitol
- the White House
- the Liberty Bell
- the Statue of Liberty
- Rushmore National Memorial

9. What do you know about the fifty-first state? Read the article and find three possible meanings of the expression.

AMERICA admitted Alaska and Hawaii as its 49th and 50th states in 1959. Ever since, people have speculated on what (or where) could be the 51st, but the country has now gone 57 years without inducting a new one—the longest such pause in America’s history. That a new state has not been forthcoming is not for lack of trying. The most likely bet has always been on Puerto Rico, a self-governing United States territory. The island held its first referendum on statehood in 1967, and has held three more since. The most recent, in 2012, was inconclusive (another is planned, though it is as yet unscheduled). Puerto Rico’s able debt crisis may bring the issue to a head: statehood would open up many new avenues to deal with its creditors.

Another contender, though less likely, is the District of Columbia (Washington, DC). As the nation’s capital, its legal status is unusual. Unlike Puerto Ricans, DC residents must pay federal taxes and get to vote for the president—as in any of the 50 states—but they share the Puerto Ricans’ lack of other privileges offered by statehood, such as voting representation in Congress. The District’s current mayor, Muriel Bowser, has taken bolder steps towards statehood in recent weeks. On March 18th, a judge ruled in her favour allowing the city to pass a budget on its own for the first time. On April 15th she revealed plans for a (non-binding) statehood referendum in November.

While Puerto Rico or DC may indeed one day become the 51st state (designs for a new national flag displaying 51 stars have already been proposed), the term has also become a proxy for the extension of American power abroad. Similar to the multitude of individuals to have been branded with the “fifth Beatle” moniker, the term “51st state” has been applied to myriad regions and countries the world over, as an analysis of Google search-traffic shows. In some cases, it reflects the close alignment between America and its allies like Israel or Britain; in others, such as Iraq or North Korea, it implies the threat of annexation to the American sphere of influence. Most peculiar perhaps, Alaska and Hawaii themselves appear regularly in searches, exposing a miscount or confusion on behalf of a good number of intrepid web explorers.

In search of America’s 51st state // The Economist. - Retrieved from <https://www.economist.com/graphic-detail/2016/04/19/in-search-of-americas-51st-state>

10. Read and summarize the text. Explain the main functions of the US Supreme Court

Очолює федеральну судову систему Верховний суд США, який засідає у Вашингтоні. Він складається з 9 суддів, одного з яких Президент призначає головним суддею. Справи слухаються всім складом суддів. Кворум, необхідний для прийняття рішень, складають 6 членів Суду. Рішення приймаються більшістю голосів присутніх суддів. Вони мають остаточний характер, не підлягають оскарженню і не можуть бути переглянуті в будь-якій іншій інстанції.

Основними функціями Верховного суду США є: розгляд апеляцій, слухання справ в якості суду першої інстанції, нарешті, здійснення

конституційного контролю та тлумачення Конституції США та федеральних законів.

По першій інстанції Верховний суд розглядає:

- спори між двома і більше штатами;
- спори, в яких однією з сторін є представником іноземної держави;
- спори між Сполученими Штатами і окремим штатом;
- справи, розпочаті штатом чи його громадянином проти громадян іншого штату або іноземної держави.

Але тільки справи першої з перелічених категорій належать до виключної юрисдикції Верховного суду. По інших справах юрисдикція його є конкуруючою з юрисдикцією окружних федеральних судів, тобто відповідну справу може бути розпочато на розсуд сторін або у Верховному, або у федеральному окружному суді.

Основним напрямком діяльності Верховного суду США є розгляд справ як вищої апеляційної інстанції. Апеляційна юрисдикція Верховного суду здійснюється в трьох процесуальних формах: в порядку власне апеляції (on appeal), у порядку сертіорарі, тобто витребування з нижчестоящего суду (by certiorari), і в порядку сертифікації (by certification) - роз'яснення по конкретних справах, що розглядаються федеральними апеляційними судами, - при наявності звернень останніх.

Отже, незважаючи на юридичні відмінності процедур діяльності Верховного суду США як апеляційної інстанції, їх об'єднує те, що в рамках кожної з них юрисдикція Суду має дискреційний характер: справа будь-якої категорії приймається ним до провадження за його власний розсуд. З приблизно 5 тис. щорічних звернень Верховний суд розглядає в різних процесуальних формах лише близько 150.

Брайсон У. К. Американська судова система // Верховенство права. - М., 1992. - С. 118.

11. Make up The US Constitution Terms Glossary, learn the terms and discuss them in micro-groups.



MODULE 4. THE US EDUCATION SYSTEM

Objectives

- *formulate the basic principles of US education that differ it from other countries' educational system;*
- *describe the structure of pre-school, primary, secondary, high and higher school education using correct lexical units;*
- *explain specificities of the US school curriculum and regular testing system using correct terminology and abbreviations;*
- *explain requirements for higher school admission using proper lexical units.*

Literature

1. *Тарасова О. В. Вища освіта в США: сучасний стан та пріоритети розвитку / О. В. Тарасова // Вісник національної академії Державної прикордонної служби України. – 2011. – № 3. – Режим доступу: http://nbuv.gov.ua/UJRN/Vnadps_2011_3_9*
2. *Corsi-Bunker A. Guide to the education system in the United States / Antonella Corsi-Bunker – University of Minnesota, 2006.*
3. *If you want to study in the United States / ed.: R. Targonski. – Booklet 1. Undergraduate Study. – Retrieved from <http://www.americancouncils.org.ua/en/pages/38/>*
4. *Overview of the quality assurance system in higher education. United States of America. – Tokyo, National Institution for Academic Degrees and University evaluation. 2010.*
5. *Raubinger R. The Development Of Secondary Education / R. Raubinger. – New York: Macmillan, 1969.*

TASKS

1. Dwell upon the issues. Be ready for the test:

- 1) Principles of US education.
- 2) The structure of US education.
- 3) Pre-school and primary school education.
- 4) Secondary education. Middle School. High School.
- 5) School curriculum.
- 6) Standardized school tests in the United States.
- 7) Requirement for higher school admission. Higher education system.

2. Prepare a presentation on one of the topics.

- 1) Prominent US public schools. (Use the programme PowerPoint to introduce information blocks, e.g. *description, tuition fees, admission requirements, academic programme, scholarships*, etc.)
- 2) Some famous American universities: location, structure, academic program, students' life. Use the programme PowerPoint to introduce information blocks.
- 4) Post-graduate system of education and scientific degrees. Focus on terminology.

5) Scholarships and grants in American Universities. Focus on difference in notions and examples.

6) TOEFL as a mandatory requirement for international student admission: test samples, rules and requirements.

3. Make 10 cards containing educational terms, write their definitions on the backside and learn them. Discuss them in microgroups.

4. Read, translate and transcribe the words and word combinations below. Give definition to each of them.

Day Care	community college
Pre-K	vocational school
K-12	bachelor's degree
elementary school	master's degree
middle school	Master of Pedagogic sciences
high school	doctorate
junior high	PhD in Philological sciences
elective classes.	Associate Professor
school-age child care	Master's degree courses
freshman	Undergraduate studies
sophomore	Graduate studies
junior	major \ minor
senior	distance learning course
SAT	alumnus
GPA	gap year
ACT	co-ed
university extension	tertiary
	education

5. Read the idioms and proverbs. What do they stand for?

- 1) The school of hard knocks
- 2) To tell tales out of school
- 3) To learn one's lesson
- 4) A teacher's pet
- 5) To make the grade
- 6) The university of life
- 7) redbrick university
- 8) To live and learn
- 9) A study animal
- 10) To pass with flying colours

6. Read and translate the text in English. Look up some additional information on the pre-school educational programs presented in the extract below.

Різноманітність та варіативність американських дошкільних закладів обумовлюється джерелами їхнього фінансування: приватні (Private preschools), державні (Head Start-State pre-schools) та громадські дошкільні установи (Public Preschools). Дошкільні навчальні заклади США можна класифікувати за формою та часом перебування у них дітей: дошкільна ігрова група (pre-school play group, playgroup); центр догляду за дитиною, або сімейний центр по догляду за дитиною (day care, family childcare); дитячий дошкільний заклад для дітей раннього віку, або школи для дітей раннього віку (nursery school); дитячий садок (kindergarten); лісові дитячі садки або садки під відкритим небом (forest/wood kindergarten, open-air kindergarten, nature kindergartens, outdoor nursery, nature preschool). Встановлено, що в цих дошкільних закладах діти можуть перебувати як протягом повного робочого дня (All-day kindergartens, Full-day kindergartens), так і протягом кількох годин (Part-time kindergartens).

Різноманітність та варіативність дошкільних закладів освіти обумовлюється і наявністю різних програм дошкільної освіти, які відрізняються за джерелами фінансування, функціональним призначенням, тривалістю навчання та часом перебування дітей в дошкільній установі. До програм погодинного перебування належать "Хайпі" - програма розрахована на організацію навчально-виховної діяльності батьків та дітей, які приходять до центру розвитку дитини на кілька годин; "Рання освіта Хед Старт" - програма передбачає погодинну організацію фахівцем дошкільної освіти діяльності дитини вдома. До програм повного робочого дня належать програми "Хед Старт", "Хай Скоуп", "Бенк Стріт", розроблені на основі методики Марії Монтесорі, та Вальдорфські програми, за якими працюють дошкільні навчальні заклади та освітні центри. Освітні програми дошкільної освіти "Хед Старт", "Хай Скоуп", "Бенк Стріт" - багатофункціональні, спрямовані на розумовий, фізичний, мовний, креативний та соціальний розвиток особистості дитини; програма Монтесорі зорієнтована здебільшого на навчання дітей з особливими потребами та їхній соціальний розвиток; прерогативою програми Вальдорфської школи є розвиток розумових здібностей дітей. Згідно із програмами дошкільної освіти складаються навчальні плани (курікулуми), які окреслюють принципи організації педагогічного процесу в американських дошкільних закладах. Курікулум дошкільної освіти є основою підвищення її якості, удосконалення та реформування; він визначає мету, завдання, особливості організації педагогічного процесу в дошкільній установі та перелік основних знань про предмети, явища довкілля, взаємозв'язки в навколишньому середовищі, якими оволодівають діти дошкільного віку.

7. Read what US high school students say about their schools. What issues do they raise? Are they similar to the ones that might be raised regarding Ukrainian schools?

1. Ashayla, 11th Grade, Edison Senior High School, Miami, FL

"Sometimes I don't feel safe. I mean, it's not like I'm scared or anything, you know? I'm just saying, like, we have incidents where they come check the classrooms. I believe somebody snitches, and they bring a cop in. They have dogs and they have Tasers and all that other stuff. They don't do that like every week or whatever. But, yeah, it has been incidents where I was concerned. Somebody had a gun in there before. I'm not scared, like, 'Oh my God, I might die today.' It's not that serious. I guess you could say I feel safe, but then I feel unsafe.

I went to a middle school in Kalamazoo, Michigan. It wasn't like the schools down here. It was more diverse race-wise. Here, you don't see a lot of white people. I thought all the school systems were just like the one in Michigan. So when I came here 3 years ago, everything was very different. The teachers were different, the kids was different, the way they talked, it was all different. It was a wakeup call to see how the world really was.

The way that they teach down here is way different than Michigan. It's more slow here. In Michigan, we didn't focus on a particular test. They prepare you for life after you leave. They were actually trying to help you gain knowledge so that when you leave the school, you'll have all that, and you'll be ready for the world. Here, they focus you mostly on a test. So after the test, it's like, what else do you do?

I miss the environment. It was cleaner. Edison not that really clean. I'm not just talking about the environment. Like, the teachers, sometimes they curse as well as the students. And so they're not as clean as they can be. Like, they attitudes - they adapted to the way the kids act. Like, 'If you act this way, I'mma act this way.' As if we're on the same level, which we're not.

Pure. Their intentions aren't pure, you know what I mean? Don't be a teacher if your intentions aren't pure. I really don't understand why you teach if... I mean, it's to make money, probably. "

2. Caleb, 11th Grade, Fiorello H. LaGuardia High School, NY

"Many people who go to LaGuardia don't have a lunch period. You need a signature from a parent to actually skip your lunch period, but people do that in order to fill up time with classes. I think that's insane. I kept my lunch period. I mean, it's a lifestyle where you're sabotaging yourself with more work. That's kind of the mentality at maybe any school. It's just work, work, work. Take these classes, take these classes. Take more tests, more tests. It's just racing to the top instead of racing outward into the horizon.

I haven't seen any violence or bullying. The students are very, very nice. I think they're just tired, that's all. I think the atmosphere is sort of that people are tired and overworked and just lugging to different classes and just want to sleep in yoga. It's another option for PE class. People in chorus are singing sometimes in

the stairwell. When people are practicing singing in the hallways, it feels like an assignment or almost like they're trying to memorize something for a test.

The role of education and the role of teachers is to empower students not just to do what they want, but to make mistakes. The more often you make mistakes, the more likely you will be to do something important. Messing up is something that we have to foster. Because, that's how expressing yourself works – it's when you get the chance to be wrong and to, you know, just sort of have a go at random things.

That's the problem with our education system now, is that mistakes are the worst things you can make. The reason that that's bad, is because it encourages students – when they take a test or when they study for something or when they do projects – to be dead inside. To sort of be sterilized. And, music and the arts are about being fully alive, and about just being completely in the moment, where all your senses are enlivened and working. That's the kind of experience that school should foster and harness and be focused on. Not in trying to get everyone to line up and just sort of follow the rules and take orders. That kind of environment is really destructive.”

Slapik M. My American Education: Students Talk About Public School. – Retrieved from <https://www.kickstarter.com/projects/711796876/my-american-education-students-talk-about-public-s>

8. Read the article and formulate some basic features of the US curriculum. Explain the meaning of the phrases *the Common Core*, *a broadly-based curriculum*, *Honours*, *Advanced Placement*, *International Baccalaureate*.

The US curriculum is the third most widely-used in international schools, after the English version and the International Baccalaureate. Nick Morrison gives us the low-down...

Unlike England, the US does not have a national curriculum, with states, or even districts, free to set their own education policy. However, in recent years, many states have adopted what is known as the Common Core, an attempt to set consistent standards in English and maths.

Although it has gained widespread acceptance, it has proved controversial, and some states have declined to implement Common Core, while others have adopted it and then repealed it.

In practice, many international schools are aligned to Common Core standards, and follow standards in a particular state for subjects other than English and maths, but do have a degree of flexibility in following a US curriculum, while observing common themes and practices.

Perhaps the most notable of these is a broadly-based curriculum that encourages students to continue with as many subjects as possible, unlike the early specialisation of the English system, for example.

In the US system, children start kindergarten at five and work towards a high school diploma at eighteen, in grade 12 (a system known as K-12 education, from

kindergarten to grade 12). The diploma is accepted for entry at all US universities, and increasingly by universities around the world.

Kindergartens usually take a play-based learning approach, introducing children to letters and sounds, numbers and shapes, colours and drawing.

The primary years, grades 1 to 5 (age six to ten), see students following a broad-based curriculum that will usually incorporate the history and language of the host country.

Secondary years are generally divided into middle or junior high school, typically grades 6 to 8 (ages eleven to fourteen) and high school, typically grades 9 to 12 (ages fifteen to eighteen).

Here, students will continue with a wide range of mandatory subjects but will also have the choice of elective programmes, such as drama, art or instrumental music. The emphasis throughout the high school years is very much on academic, rather than vocational, education.

The subjects studied will vary according to which state's curriculum the school is following, but generally minimum requirements are for two to four years each of science, maths, English, social sciences and physical education, as well as some foreign language and art study.

Most international schools will also require students to take classes in the host country's language and history.

Regular testing is a feature of the US system, although this has become increasingly controversial, with opponents of testing claiming that it drives out creativity and puts too much pressure on students.

Children are also assessed by their teachers, and typically given an end-of-year grade, ranging from A to F. Students who fail, an F grade, in a particular subject may have to retake the whole year. Students gain credits from their courses towards their high school diploma.

Many schools will also run more challenging classes, known as Honours, Advanced Placement or International Baccalaureate classes, for grade 11 and 12 students, which can be a requirement for more selective US universities.

Most international schools offering a US curriculum also administer the SAT, an additional test normally taken at seventeen years, in grade 11. The SAT is required for entry to most US universities. (Students who don't plan to go to university do not have to take this test, and it doesn't affect their diploma.)

US schools give a high priority to sports and the same is largely true for American international schools. Students can expect to take part in US sports such as baseball, American football and basketball, as well as soccer (football) and track and field.

The American curriculum - key facts. Retrieved from:

<https://www.wintersschoolfinder.com/articles/the-american-curriculum-key-facts/>

9. Read the text about Students Service in US universities. What is its function? Using Wikipedia find out what departments Student Service can include (e.g. academic service department, admission department, etc.) Which

of them might be helpful to you at your university?

Student services is the department or division of services and support for student success at institutions of higher education to enhance student growth and development in the United States and abroad. People who work in this field are known as student affairs practitioners or student affairs professionals. These student affairs practitioners work to provide services and support for students and drive student learning outside of the classroom at institutions of higher education.

The size and organization of a student affairs division or department may vary based on the size, type, and location of an institution. The title of the head of student affairs also varies widely; traditionally in the United States, this position has been known as the "dean of students", as distinguished from the academic dean. In some institutions today, student affairs departments are led by a vice president or vice chancellor who then reports directly to the president/chancellor of the institution. In other cases the head of student affairs may report to the provost or academic dean.

The student Services Departments will help students to add or drop a class, file complaint, change a major\minor, register for additional courses etc.

Wikipedia. Student Affairs. – Retrieved from https://en.wikipedia.org/wiki/Student_affairs

10. Watch a TV advertisement (commercial) for an American school \ university. Similarly, in microgroups make up an advert for an ideal school \ university and act it out in class.

MODULE 5. AMERICAN MENTALITY AND THE SYSTEM OF VALUES

Objectives

- *provide a general overview of mentality and character of a typical American; be ready to prove it with proverbs and sayings;*
- *explain the structure and main types of the American family via proper linguoculturemes;*
- *explain the essence of the phenomenon of the political correctness and demonstrate its representation in the language;*
- *set forth some basic features of the “New American Woman”; exemplify the change of the role of the woman in American society throughout its history via language units.*

Literature

1. *Драбовська В. А. Національна культура і менталітет американців як об’єкт лексикографічного опису/ В. А. Драбовська. // Гуманізм та освіта. Міжнародна*

науково-практична конференція – 2010 [Електроний ресурс]. – Режим доступу: <http://conf.vntu.edu.ua/humed/2010/txt/Drabovska.php>

2. Chen L. K. *The characters of Americans: Features and stories/* – Nanjing: Nanjing University Press, 2007.

3. Heard G. C. *Basic values and ethical decisions: An examination of individualism and community in America society.* New York: Robert Krieger Publishing Company, 1990.

4. Kohls L. R. *The Values Americans Live By / L. Robert Kohls.* Retrieved from http://www1.cmc.edu/pages/faculty/alee/extra/American_values.html

5. Schor J. *The Overworked American: The unexpected decline of leisure /* – BasicBooks, New York, 1993.

TASKS

1. Dwell upon the issues. Be ready for the test.

- 1) Core values of the Americans: some general features.
- 2) Individualism, self-reliance, capacity for hard work, time consciousness as the main national features of the Americans; idioms in which the features are imprinted.
- 3) Patriotism, nationalism, optimism, personal control over the environment. Idioms.
- 4) Egalitarianism, political correctness and their reflection in the language. Idioms.
- 5) Pragmatism of the Americans. Business orientation. Attitude to money and its representation in the language. Idioms.
- 6) American family structure. Most common family types in America. Linguoculturemes rendering family structure in America.
- 7) Women's roles and language means of representing it in the history of the USA. The image of the "New American Woman" .

2. Prepare a report on one of the topics:

1. Political correctness and its impact on the English language.
2. American advertising slogans as reflection of American mentality.
3. Prenuptial agreements and American mentality.
4. Image of man\woman in American songs.
5. Image of family in modern American novels.

3. Explain the proverbs, translate them and say which feature of American mentality each of them demonstrates.

1. Love your friend, but look after yourself
2. Pull yourself up by your own bootstraps
3. Where there's a will, there's a way.
4. America-Love it or leave it!
5. Don't beat around the bush.
6. Shop 'til you drop.

7. There are many ways to skin a cat.
8. The proof is in the pudding.
9. All is fair in love and war.
10. Money is the key that opens all doors
11. Money can buy the devil himself.
12. A light purse makes a heavy heart.
13. Empty sacks cannot stand upright.
14. Genius is one percent inspiration and ninety-nine percent perspiration.
15. Keep you nose to the grindstone and your shoulder to the wheel.
16. Time lost is never regained.
17. The time is ripe.
18. Time is on your side.
19. Don't be a stuffed shirt.
20. Let's not stand on ceremony.
21. Every cloud has a silver lining.
22. It is always darkest before the dawn.

4. Explain the meaning of the words and phrases:

nuclear family	estranged family member
extended family	breadwinners
stepfamily	cohabitation
grandparent family	blended families
siblings	prenuptial contract
dependent	long lost relative
dysfunctional family	baby boom
fostering	bad blood

5. Read and summarize the text in English. Look for some more information on specificity of relations between parents and children.

Виховання дітей в США

В американській родині вихованням дітей займається і батько, і мати. Чоловіки планують свій робочий день так, щоб максимум вільного часу приділити родині. Часто можна зустріти випадки, коли татусі ідуть у відпустку по догляду за дитиною. Батьки обов'язково відвідують усі ранки у садочку та шкільні свята. В американській родині дитина – повноправний член сім'ї, вона має право голосу на сімейних нарадах. Її привчають до самостійності, надають повну свободу дій. Бабуся у процес виховання дітей не залучають, все що можуть дозволити (більшість бабусь і дідусів працює) – це провести з дітьми вихідні.

У США батьки від самого народження привчають дитину до самообслуговування і роботи вдома. Вони це здійснюють так, що, виконуючи свої обов'язки, дитина переживає радість від того, що вона зробила самостійно. Дії батьків спрямовані на те, щоб навчати дитину отримувати насолоду від праці.

Американці особливу увагу приділяють естетичному вихованню своїх дітей. Захоплення малюванням, ліпленням, фотографією, вишиванням, участю в 8 різних гуртках – усе це підвищує загальний рівень розвитку дитини, спонукає до розвитку спостережливості, пам'яті, розумових здібностей. Заняття з музики, співів, танців спонукають до розвитку музичного слуху, почуття ритму.

Американці вважають, що не так важливе досягнення успіху в різних сферах діяльності, як те, щоб людина відчула у собі творчі сили і можливості до самореалізації.

Романюк Л. П., Мордовенко Е. О., Бібіка Н. І. Інформаційний калейдоскоп «Модель сучасної родини» / Л. П. Романюк. – Львів, 2014.

6. Read the quotations about America by famous people. How do they characterize the Americans?

1. America is so vast that almost everything said about it is likely to be true, and the opposite is probably equally true. (James T. Farrel)
2. America is a nation with many flaws, but hopes so vast that only the cowardly would refuse to acknowledge them. (James Michener)
3. Only Americans can hurt America. (Dwight D. Eisenhower)
4. Ours is the only country deliberately founded on a good idea. (John Gunther)
5. Americans always try to do the right thing after they've tried everything else. (Winston Churchill)
6. We are quite rich enough to defend ourselves, whatever the cost. We must now learn that we are quite rich enough to educate ourselves as we need to be educated. (Walter Lippmann)
7. One characteristic of Americans is that they have no tolerance at all of anybody putting up with anything. We believe that whatever is going wrong ought to be fixed. (Margaret Mead)
8. America is another name for opportunity. Our whole history appears like a last effort of divine providence on behalf of the human race (Elmer Davis)
9. I am an American; free born and free bred, where I acknowledge no man as my superior, except for his own worth, or as my inferior, except for his own demerit (Mark Twain)
10. I only regret that I have but one life to lose for my country. (Ronald Reagan)

7. Read the text and translate it into English. What American writers' works can be referred to the genre of humoristic story. What vices of American society do they expose?

Як стверджують лінгвокультурологи, гумористичні тексти, у порівнянні з іншими категоріями текстів, виявляються найбільше пов'язаними з реаліями культури, що їх породжує. «Вербальний гумор завжди орієнтований на аксіологічну парадигму, яка є ядром національної культури». Дане уявлення виявляється тим білиш справедливим, коли мова

йде про американський національний характер. Історик американського гумору Д. Бир, аналізуючи процес появи фольклорного персонажу Дядька Сема, вказує: «Даний приклад прийняття як священного національного символу фігури клоуна служить красномовним коментарем не тільки щодо нашого розуміння гумору й комічних жанрів, але й щодо проблеми пошуку самоідентичності, яка в Америці завжди базувався на комізмі». Е. Дайкінк надавав величезного значення комічним формам літературної творчості, пояснюючи це тим, що «гумор – це процес самопізнання, який висвітлює риси нашого національного характеру. У ньому закладено те, що ще тільки доведеться дослідити, щоб прославити національний характер». Марк Твен називав гумористичне оповідання виключно прерогативою американської культури: «Гумористичне оповідання – це жанр американський, так саме як комічне оповідання – англійський, а анекдот – французький. Мистецтво гумористичного оповідання народилося в Америці, тут воно й лишилось».

Лаврентьев А. И. «Черный юмор» и американский характер: учеб. пособие по спецкурсу / А. И. Лаврентьев. – УдГУ. Ижевск, 2009. – 290 с.

Твен М. Собрание сочинений: в 12 т./ М. Твен. – М.: ГИХЛ, 1961. – Т. 11. С. 7-8.

8. Read the story by Robert Sheckley (1929-2005), an American science fiction and humorous writer. What features of American society does the author highlight? Answer the questions after the text.

Something For Nothing

But had he heard a voice? He couldn't be sure. Reconstructing it a moment later, Joe Collins knew he had been lying on his bed, too tired even to take his waterlogged shoes off the blanket. He had been staring at the network of cracks in the muddy yellow ceiling, watching water drip slowly and mournfully through. It must have happened then. Collins caught a glimpse of metal beside his bed. He sat up. There was a machine on the floor, where no machine had been. In that first moment of surprise, Collins thought he heard a very distant voice say, "There! That does it!" He couldn't be sure of the voice. But the machine was undeniably there. Collins knelt to examine it. The machine was about three feet square and it was humming softly. The crackle-grey surface was featureless, except for a red button in one corner and a brass plate in the centre. The plate said, CLASS-A UTILIZER, SERIES AA-1256432. And underneath, WARNING! THIS MACHINE SHOULD BE USED ONLY BY CLASS-A RATINGS! That was all. There were no knobs, dials, switches or any of the other attachments Collins associated with machines. Just the brass plate, the red button and the hum.

"Where did you come from?" Collins asked. The Class-A Utilizer continued to hum. He hadn't really expected an answer. Sitting on the edge of his bed, he stared thoughtfully at the Utilizer. The question now was — what to do with it? He touched the red button warily, aware of his lack of experience with machines that fell from nowhere. When he turned it on, would the floor open up? Would little green men drop from the ceiling? But he had slightly less than nothing to lose. He pressed the button lightly. Nothing happened. "All right — do something," Collins

said, feeling definitely let down. The Utilizer only continued to hum softly. **Well, he could always pawn it. Honest Charlie would give him at least a dollar for the metal.** He tried to lift the Utilizer. It wouldn't lift. He tried again, exerting all his strength, and succeeded in raising one corner an inch from the floor. He released it and sat down on the bed, breathing heavily.

"You should have sent a couple of men to help me," Collins told the Utilizer. Immediately, the hum grew louder and the machine started to vibrate. Collins watched, but still nothing happened. On a hunch, he reached out and stabbed the red button. Immediately, two bulky men appeared, dressed in rough work-clothes.

"Who are you?" Collins managed to croak.

"The moving men. Do we look like the Vanizaggi Sisters?"

"But where do you come from?" Collins asked. "And why?"

"We come from the Powha Minnile Movers, Incorporated," the man said. "And we came because you wanted movers, that's why. Now, where you want it?"

"Go away," Collins said. "I'll call for you later." The moving men shrugged their shoulders and vanished. For several minutes, Collins stared at the spot where they had been. Then he stared at the Class-A Utilizer, which was humming softly again. Utilizer? He could give it a better name.

A Wishing Machine. Collins was not particularly shocked. **When the miraculous occurs, only dull, workaday mentalities are unable to accept it.** Collins was certainly not one of those. He had an excellent background for acceptance. Most of his life had been spent wishing, hoping, praying that something marvellous would happen to him. In high school, he had dreamed of waking up some morning with an ability to know his homework without the tedious necessity of studying it. In the army, he had wished for some witch or jinn to change his orders, putting him in charge of the day room, instead of forcing him to do close order drill like everyone else. **Out of the army, Collins had avoided work, for which he was psychologically unsuited.** He had drifted around, hoping that some fabulously wealthy person would be induced to change his will, leaving him Everything. He had never really expected anything to happen. But he was prepared when it did.

"I'd like a thousand dollars in small unmarked bills," Collins said cautiously. When the hum grew louder, he pressed the button. In front of him appeared a large mound of soiled singles, five and ten dollar bills. They were not crisp, but they certainly were money. Collins threw a handful in the air and watched it settle beautifully to the floor. He lay on his bed and began making plans. First, he would get the machine out of New York — upstate, perhaps — some place where he wouldn't be bothered by nosy neighbours. The income tax would be tricky on this sort of thing. Perhaps, after he got organised, he should go to Central America, or ...

There was a suspicious noise in the room. Collins leaped to his feet. A hole was opening in the wall, and someone was forcing his way through.

"Hey, I didn't ask you anything!" Collins told the machine.

The hole grew larger, and a large, red-faced man was half-way through, pushing angrily at the hole. At that moment, Collins remembered that machines usually have owners. Anyone who owned a wishing machine wouldn't take kindly to having it gone. He would go to any lengths to recover it. Probably, he wouldn't stop short of –

“Protect me!” Collins shouted at the Utilizer, and stabbed the red button.

A small, bald man in loud pyjamas appeared, yawning sleepily. “Sanisa Leek, Temporal Wall Protection Service,” he said, rubbing his eyes. “I’m Leek. What can I do for you?”

“Get him out of here!” Collins screamed. The red-faced man, waving his arms wildly, was almost through the hole. Leek found a bit of bright metal in his pyjamas pocket. The red-faced man shouted, “Wait! You don’t understand! That man —” Leek pointed his piece of metal. The red-faced man screamed and vanished. In another moment the hole had vanished too.

“Did you kill him?” Collins asked.

“Of course not,” Leek said, putting away the bit of metal. “I just veered him back through his glommatch. He won’t try that way again.”

“You mean he’ll try some other way?” Collins asked.

“It’s possible,” Leek said. “He could attempt a micro-transfer, or even an animation.”

He looked sharply at Collins. “This is your Utilizer, isn’t it?”

“Of course,” Collins said, starting to perspire.

“And you’re an A-rating?”

“Naturally,” Collins told him. “If I wasn’t, what would I be doing with a Utilizer?”

“No offence,” Leek said drowsily, “just being friendly.” He shook his head slowly. “How you A’s get around! I suppose you’ve come back here to do a history book?”

Collins just smiled enigmatically.

“I’ll be on my way,” Leek said, yawning copiously. “On the go, night and day. I’d be better off in a quarry.” And he vanished in the middle of a yawn.

Rain was still beating against the ceiling. Across the airshaft, the snoring continued, undisturbed. Collins was alone again, with the machine. And with a thousand dollars in small bills scattered around the floor. He patted the Utilizer affectionately. **Those A-ratings had it pretty good. Want something? Just ask for it and press a button.**

The next few days marked a great change in Collins’s fortunes. With the aid of the Powha Minnile Movers he took the Utilizer to upstate New York. There, he bought a medium-sized mountain in a neglected corner of the Adirondacks. Once the papers were in his hands, he walked to the centre of his property, several miles from the highway. The two movers, sweating profusely, lugged the Utilizer behind him, cursing monotonously as they broke through the dense underbrush.

“Set it down here and scram,” Collins said. The last few days had done a lot for his confidence. The moving men sighed wearily and vanished. Collins looked

around. On all sides, as far as he could see, was closely spaced forest of birch and pine. The air was sweet and damp. Birds were chirping merrily in the treetops, and an occasional squirrel darted by. Nature! He had always loved nature. This would be the perfect spot to build a large, impressive house with a swimming pool, tennis courts and, possibly, a small airport.

"I want a house," Collins stated firmly, and pushed the red button. A man in a neat grey business suit and pince-nez appeared.

"Yes, sir," he said, squinting at the trees, "but you really must be more specific. Do you want something classic, like a bungalow, ranch, split-level, mansion, castle or palace? Or primitive, like an igloo or hut? [...]"

The rest of the day, Collins reclined on a couch and drank iced beverages while the Maxima Olph Construction Company materialised equipment and put up his house.

It was a low-slung affair of some twenty rooms, which Collins considered quite modest under the circumstances. By evening, it was completed, and the small army of workmen packed up their equipment and vanished. Collins allowed his chef to prepare a light supper for him. Afterward, he sat in his large, cool living-room to think the whole thing over. In front of him, humming gently, sat the Utilizer.

Collins lighted a cheroot and sniffed the aroma. First of all, **he rejected any supernatural explanations.** There were no demons or devils involved in this. His house had been built by ordinary human beings, who swore and laughed and cursed like human beings. The Utilizer was simply a scientific gadget, which worked on principles he didn't understand or care to understand. Could it have come from another planet? Not likely. They wouldn't have learned English just for him. The Utilizer must have come from the Earth's future. But how? Collins leaned back and puffed his cheroot. Accidents will happen, he reminded himself. Why couldn't the Utilizer have just slipped into the past? What a wonderful future it must be, he thought. Wishing machines! How marvellously civilised! All a person had to do was think of something. Presto! There it was. In time, perhaps, they'd eliminate the red button. Then there'd be no manual labour involved. Of course, he'd have to watch his step. There was still the owner — and the rest of the A's. They would try to take the machine from him. Probably, they were a hereditary clique ...

A movement caught the edge of his eye and he looked up. The Utilizer was quivering like a leaf in a gale. Collins walked up to it, frowning blackly. A faint mist of steam surrounded the trembling Utilizer. It seemed to be overheating. Could he have overworked it? Perhaps a bucket of water ...

Then he noticed that the Utilizer was perceptibly smaller. It was no more than two feet square and shrinking before his eyes. The owner! Or perhaps the A's! If he didn't do something quickly, Collins knew, his wishing machine would dwindle to nothingness and disappear.

"Leek Protection Services," Collins snapped. He punched the button and withdrew his hand quickly. The machine was very hot. Leek appeared in a corner of the room, wearing slacks and a sports shirt, and carrying a golf club.

“Must I be disturbed every time I —”

“Do something!” Collins shouted, pointing to the Utilizer, which was now only a foot square and glowing a dull red.

“Nothing I can do,” Leek said. “Temporal wall is all I’m licensed for. You want the microcontrol people.” He hefted his golf club and was gone.

“Microcontrol,” Collins said, and reached for the button. He withdrew his hand hastily. The Utilizer was only about four inches on a side now and glowing a hot cherry red. He could barely see the button, which was the size of a pin. Collins whirled around, grabbed a cushion and punched down.

A girl with horn-rimmed glasses appeared, note-book in hand, pencil poised. “With whom did you wish to make an appointment?” she asked sedately.

“Get me help fast!” Collins roared, watching his precious Utilizer grow smaller and smaller.

“If you’re really in a rush, maybe you’d better call Transferpoint Control. They’re a smaller outfit, but —”

“Transferpoint Control. Okay — scram.” He turned his full attention to the Utilizer and stabbed down on it with the scorched pillow. Nothing happened. The Utilizer was barely half an inch square, and Collins realised that the cushion hadn’t been able to depress the almost invisible button.

For a moment Collins considered letting the Utilizer go. Maybe this was the time. He could sell the house, the furnishings, and still be pretty well off ...

No! He hadn’t wished for anything important yet! **No one was going to take it from him without a struggle.** He forced himself to keep his eyes open as he stabbed the white-hot button with a rigid forefinger. A thin, shabbily dressed old man appeared, holding something that looked like a gaily coloured Easter egg. He threw it down. The egg burst and an orange smoke billowed out and was sucked into the infinitesimal Utilizer. A great billow of smoke went up, almost choking Collins. Then the Utilizer’s shape started to form again. [...]

Within a week, Collins found that building his mansion in the woods had been precisely the wrong thing to do. He had to hire a platoon of guards to keep away sightseers, and hunters insisted on camping in his formal gardens. Also, the Bureau of Internal Revenue began to take a lively interest in his affairs. But, above all, **Collins discovered that he wasn’t so fond of nature after all.** Birds and squirrels were all very well, but they hardly ranked as conversationalists. Trees, though quite ornamental, made poor drinking companions. Collins decided he was a city boy at heart.

Therefore, with the aid of the Powha Minnile Movers, the Maxima Olph Construction Corporation, the Jagton Instantaneous Travel Bureau and a great deal of money placed in the proper hands, Collins moved to a small Central American republic. There, since the climate was warmer and income tax non-existent, he built a large, airy, ostentatious palace. It came equipped with the usual accessories — horses, dogs, peacocks, servants, maintenance men, guards, musicians, bevvies of dancing girls and everything else a palace should have. Collins spent two weeks just exploring the place.

Everything went along nicely for a while.

One morning Collins approached the Utilizer, with the vague intention of asking for a sports car, or possibly a small herd of pedigreed cattle. He bent over the grey machine, reached for the red button ...

And the Utilizer backed away from him.

For a moment, Collins thought he was seeing things, and he almost decided to stop drinking champagne before breakfast. He took a step forward and reached for the red button.

The Utilizer sidestepped him neatly and trotted out of the room.[...]

The Utilizer raced down a hall, Collins close behind. An under-butler, polishing a solid gold doorknob, stared open-mouthed. "Stop it!" Collins shouted. The under-butler moved clumsily into the Utilizer's path. The machine dodged him gracefully and sprinted towards the main door. Collins pushed a switch and the door slammed shut.

The Utilizer gathered momentum and went right through it. Once in the open, it tripped over a garden hose, regained its balance and headed towards the open countryside.

"Animation Control!" Collins roared.

There was a small explosion, and the Utilizer settled down docilely. There was no hint of animation left in it. Collins wiped his forehead and sat on the machine. Closer and closer. He'd better do some big wishing now, while he still had the chance. In rapid succession, he asked for five million dollars, three functioning oil wells, a motion-picture studio, perfect health, twenty-five more dancing girls, immortality, a sports car and a herd of pedigreed cattle.

He thought he heard someone snicker. He looked around. No one was there.

When he turned back, the Utilizer had vanished.

He just stared. And, in another moment, he vanished.

When he opened his eyes, Collins found himself standing in front of a desk. On the other side was the large, red-faced man who had originally tried to break into his room.

"Well," Collins said directly, "you've got your machine back. Now, what else do you want?"

"My machine?" the red-faced man said, looking up incredulously. "It's not my machine, sir. Not at all."

Collins stared at him. "Don't try to kid me, mister. You A-ratings want to protect your monopoly, don't you?"

The red-faced man put down his paper. "Mr. Collins," he said stiffly, "my name is Flign. I am an agent for the Citizens Protective Union, a non-profit organisation, whose aim is to protect individuals such as yourself from errors of judgement."

"You mean you're not one of the A's?"

"You are labouring under a misapprehension, sir," Flign said with quiet dignity. "The A-rating does not represent a social group, as you seem to believe. It is merely a credit rating."

"A what?" Collins asked slowly.

“A credit rating.” Flign glanced at his watch. “We haven’t much time, so I’ll make this as brief as possible. Ours is a decentralised age, Mr. Collins. Our businesses, industries and services are scattered through an appreciable portion of space and time. The utilization corporation is an essential link. It provides for the transfer of goods and services from point to point. Do you understand?” Collins nodded.

“Credit is, of course, an automatic privilege. **But, eventually, everything must be paid for.**” Collins didn’t like the sound of that. Pay? This place wasn’t as civilised as he had thought. No one had mentioned paying. Why did they bring it up now?

“Why didn’t someone stop me?” he asked desperately. “They must have known I didn’t have a proper rating.”

Flign shook his head. “The credit ratings are suggestions, not laws. **In a civilised world, an individual has the right to his own decisions.** I’m very sorry, sir.” He glanced at his watch again and handed Collins the paper he had been reading. “Would you just glance at this bill and tell me whether it’s in order?”

Collins took the paper and read:

One Palace, with Accessories Cr. 45,000,000

Services of Maxima Olph Movers..... 111,000

122 Dancing Girls..... 122,000,000

Perfect Health..... 888,234,031

He scanned the rest of the list quickly. The total came to slightly better than eighteen billion Credits.

“Wait a minute!” Collins shouted. “I can’t be held to this! The Utilizer just dropped into my room by accident!”

“That’s the very fact I’m going to bring to their attention,” Flign said. “Who knows? Perhaps they will be reasonable. It does no harm to try.”

Collins felt the room sway. Flign’s face began to melt before him.

“Time’s up,” Flign said. “Good luck.”

Collins closed his eyes.

When he opened them again, he was standing on a bleak plain, facing a range of stubby mountains. A cold wind lashed his face and the sky was the colour of steel.

A raggedly dressed man was standing beside him. “Here,” the man said and handed Collins a pick.

“What’s this?”

“This is a pick,” the man said patiently. “And over there is a quarry, where you and I and a number of others will cut marble.”

“Marble?”

“Sure. There’s always some idiot who wants a palace,” the man said with a wry grin. “You can call me Jang. We’ll be together for some time.”

Collins blinked stupidly. “How long?”

“You work it out,” Jang said. “The rate is fifty credits a month until your debt is paid off.”

The pick dropped from Collins's hand. They couldn't do this to him! The Utilization Corporation must realise its mistake by now!

They had been at fault, letting the machine slip into the past. Didn't they realise that?

"It's all a mistake!" Collins said.

"No mistake," Jang said. "They're very short of labour. Have to go recruiting all over for it. Come on. After the first thousand years you won't mind it."

Collins started to follow Jang towards the quarry. He stopped.

"The first thousand years? I won't live that long!"

"Sure you will," Jang assured him. "You got immortality, didn't you?"

Yes, he had. He had wished for it, just before they took back the machine. Or had they taken back the machine after he wished for it? Collins remembered something. Strange, but he didn't remember seeing immortality on the bill Fligh had shown him.

"How much did they charge me for immortality?" he asked.

Jang looked at him and laughed. "Don't be naïve, pal. You should have it figured out by now." He led Collins towards the quarry. "**Naturally, they give that away for nothing.**"

- 1) What can the line "Collins thought he heard a very distant voice say, "There! That does it!" imply? Did the machine just happen to go down the wrong way accidentally? How does it characterize American business?
- 2) Write out words and phrases that are referred to business sphere, discuss them in pairs.
- 3) Read the underlined sentences again. What features of the American mentality do they highlight?

Objectives

- *explain the difference between federal, non-federal, state holidays; name the main American holidays and group them due to the three categories mentioned; list attributes associated with them;*
- *know and use in speech phrases and patterns used by Americans when they talk about holidays or congratulate on them;*
- *state characteristics of American mentality represented in specificities of their marking holidays;*
- *name and describe most popular superstitions in America; use proper vocabulary content associated with them.*

Literature

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TASKS

1. Dwell upon the issues. Be ready for the test.

- 1) American national symbols. Pledging allegiance.
- 2) US federal holidays. Equivalent and non-equivalent lexis associated with such holidays.
- 3) US non-federal holidays. Equivalent and non-equivalent lexis associated with such holidays.
- 4) American superstitions and their verbal representation.

2. Prepare a project on one of the topics:

- 1) Reflection of American mentality in treating and celebrating holidays.
- 2) Ethnic and religious holidays celebrated in the USA.
- 3) Best movies about American holidays.

3. Answer the questions:

- 1) What is the difference between a national holiday and a federal holiday? Which of those presented below is\are national holidays and which is\are – federal ones?

Memorial Day, Independence Day, Independence Day, Columbus Day, Veterans Day, Republic Day, Thanksgiving Day, Labor Day,

New Year's Day, Christmas Day.

2) What is the difference between federal and non-federal holidays? Which of the listed American holidays are federal and which are non-federal ones?

Thanksgiving, Memorial Day, Veterans Day, New Year's Day, Christmas, Valentine's Day, St. Patrick's Day, Labor Day, Mother's Day, Independence Day, Easter, Martin Luther King Jr. Day, Halloween, Columbus Day

3) What is the difference between federal holidays and state holidays? Name some purely state holidays.

4) What is the Uniform Monday Holiday Act?

5) What holidays are the traditions listed below associated with?

- a) *Stuffed turkey, pumpkin pie*
- b) *Stockings over the fireplace*
- c) *Jack-o-lanterns*
- d) *Horn of Plenty*
- e) *Mistletoe, Holly*
- f) *Shamrock*
- g) *Red, white and blue*
- h) *Bald eagle*
- i) *The Stars and Stripes*
- j) *Punxsutawney Phil*

4. Make up 10 cards containing names of US holidays, write their short description on the backside and learn them. Discuss them in microgroups.

5. Read the idioms and proverbs. What do they stand for?

- a) It's like Groundhog Day
- b) Secret Santa
- c) Meet Me Under the Mistletoe
- d) As American as apple pie
- e) To go cold turkey
- f) To talk turkey
- g) To ring in the New Year
- h) To cancel someone's Christmas
- i) Like turkeys voting for (an early) Christmas
- j) Christmas came early (this year)
- k) Happy Bunny

6. When do the Americans say these phrases?

- a) Let's deck the hall.
- b) I can let my hair down a bit.
- c) We're going to paint the town red, man!"
- d) I just need to sit back and put my feet up for a whole weekend.
- e) Warmest Wishes
- f) Wishing you a new year full of peace and joy
- g) May your holidays be full of warmth and cheer
- h) A special holiday greeting from all of us at...
- i) I hope you have a fantastic day and a fantastic year to come.
- j) Wishing you a day that is as special as you are.
- k) Christ is risen! Indeed He is risen!
- l) I remember and deeply appreciate the ultimate sacrifice [name of a fallen hero] made.
- m) Where's your fat turkey?! May the forks be with you!
- n) Let's celebrate the day that gave us the freedom of thought, actions, faith and speech!

7. Read the conversation between two friends talking about celebrating upcoming New Year. Underline and learn the words and phrases relating to the topic.

What is the conversation about?

Matthew is preparing for a party to celebrate New Year's Eve. He is discussing the party with Phuong, a friend visiting from Vietnam, Matthew realizes that his party will be Phuong's first time celebrating the American New Year.

Matthew: This party is going to be the best ever! I am so glad you came to visit in time to celebrate the New Year with me, Phuong.

Phuong: Thank you for inviting me. I get to celebrate two New Year's this year then. My parents asked me to come back home to celebrate the Vietnamese New Year with them, but that is not until February 7th.

Matthew: Oh, that is right! You and I celebrate New Year's at different times! Although the date of the Vietnamese New Year depends on when the new moon rises, Americans celebrate the New Year precisely on January 1st, regardless of whatever phase the moon is currently in.

Phuong: Why are you having the party tonight? Why not wait until tomorrow?

Matthew: Well, don't you stay up the night before waiting for New Years to start? I remember you telling me a while ago that you would stay up the night, waiting to set off fireworks with your friends when midnight finally arrives.

Phuong: Yes, we do stay up the night before. It is called Dem Giao Thua.

Matthew: Exactly! So your Dem Giao Thua celebration is exactly like my New Year's Eve party. Although the party will not be as big as the one in New York, we will still be counting down to midnight.

Phuong: How do you know about a party in New York if you live in California? Were you invited to the party?

Matthew: No, I was not invited to the party exactly. I know about the celebration in New York because it is broadcasted on TV every year. And, everyone is welcome to attend; it is not an exclusive party like the one I am throwing tonight.

Phuong: This party is shown on television? What is so special about it?

Matthew: Well, it is quite a big celebration. Everyone gathers at a traffic intersection in New York called Times Square to watch various musical artists perform as they wait for midnight to come. But everyone's attention is mainly focused on the Ball.

Phuong: The ball?

Matthew: Yes, there is a very tall pole that stands upright on top of a building overlooking Times Square and at the very last minute before midnight; a large ball slowly slides down the pole. The Ball is made of crystal and electric lights and signifies the New Year. When the Ball reaches the bottom of the pole precisely at midnight, everyone celebrates the arrival of the New Year.

Phuong: Wow, that all sounds so exciting! I wish I could see the Ball drop. Perhaps I should have gone to New York instead of coming to California to visit you.

Matthew: Well!

Phuong: I am just teasing you, Matthew. I would rather celebrate this New Year with you than a bunch of strangers in New York.

Matthew: Well, I am glad to celebrate New Year with you too, Phuong. And if you really want to see the Ball drop, it is always televised remember? I was planning on turning the TV on before the countdown begins. We can all count down the last minute of this year and watch the Ball drop together.

Phuong: Awesome! Your New Year customs are so fascinating. I am glad to be here at the right time.

Roleplay a conversation on one of the situations given below. Use the internet before for some specific traditions and phrases of the event:

- 3 people are going to celebrate Thanksgiving
- 4 people are planning to go trick or treating on Halloween
- 2 friends are talking about buying flowers for Veterans Day
- 3 friends are talking about celebrating Easter
- 2 friend are planning a project on Americans' celebrating Labor Day.

8. Read the story "Two Thanksgiving Day Gentlemen" by O. Henry (1862-1910). What have you learnt from it about the Americans' traditions on Thanksgiving Day? What is the feature of American character that O'Henry represents so fancifully?

There is one day that is ours. There is one day when all we Americans who are not self-made go back to the old home to eat saleratus biscuits and marvel how much nearer to the porch the old pump looks than it used to. Bless the day. President Roosevelt gives it to us.

We hear some talk of the Puritans, but don't just remember who they were. Bet

we can lick 'em, anyhow, if they try to land again. Plymouth Rocks? Well, that sounds more familiar. ...

....And now for the story which is to prove to you that we have traditions on this side of the ocean that are becoming older at a much rapider rate than those of England are – thanks to our git-up and enterprise.

Stuffy Pete took his seat on the third bench to the right as you enter Union Square from the east, at the walk opposite the fountain. Every Thanksgiving Day for nine years he had taken his seat there promptly at 1 o'clock. For every time he had done so things had happened to him – Charles Dickensy things that swelled his waistcoat above his heart, and equally on the other side.

But to-day Stuffy Pete's appearance at the annual place seemed to have been rather the result of habit than of the yearly hunger. Certainly Pete was not hungry. He had just come from a feast that had left him of his powers barely those of respiration and locomotion. His eyes were like two pale gooseberries firmly imbedded in a swollen and gravy-smeared mask of putty. For Stuffy Pete was overcharged with the caloric produced by a super-bountiful dinner, beginning with oysters and ending with plum pudding, and including (it seemed to him) all the roast turkey and baked potatoes and chicken salad and squash pie and ice cream in the world. Wherefore he sat, gorged, and gazed upon the world with after-dinner contempt.

The meal had been an unexpected one. He was passing a red brick mansion near the beginning of Fifth avenue, in which lived two old ladies of ancient family and a reverence for traditions. One of their traditional habits was to station a servant at the postern gate with orders to admit the first hungry wayfarer that came along after the hour of noon had struck, and banquet him to a finish. Stuffy Pete happened to pass by on his way to the park, and the seneschals gathered him in and upheld the custom of the castle.

After Stuffy Pete had gazed straight before him for ten minutes he was conscious of a desire for a more varied field of vision. With a tremendous effort he moved his head slowly to the left. And then his eyes bulged out fearfully, and his breath

ceased.

For the Old Gentleman was coming across Fourth avenue toward his bench.

Every Thanksgiving Day for nine years the Old Gentleman had come there and found Stuffy Pete on his bench. That was a thing that the Old Gentleman was trying to make a tradition of. Every Thanksgiving Day for nine years he had found Stuffy there, and had led him to a restaurant and watched him eat a big dinner.

The Old Gentleman moved, straight and stately, toward the Institution that he was rearing. Truly, the annual feeding of Stuffy Pete was nothing national in its character, such as the Magna Charta or jam for breakfast was in England. But it was a step. It was almost feudal. It showed, at least, that a Custom was not impossible to New Y--ahem!--America.

"Good morning," said the Old Gentleman. "I am glad to perceive that the vicissitudes of another year have spared you to move in health about the beautiful world. For that blessing alone this day of thanksgiving is well proclaimed to each of

us. If you will come with me, my man, I will provide you with a dinner that should make your physical being accord with the mental."

That is what the old Gentleman said every time. Every Thanksgiving Day for nine years. The words themselves almost formed an Institution. Nothing could be compared with them except the Declaration of Independence. Always before they had been music in Stuffy's ears. But now he looked up at the Old Gentleman's face with tearful agony in his own. But the Old Gentleman shivered a little and turned his back to the wind...

Stuffy Pete looked up at him for a half minute, stewing and helpless in his own self-pity. The Old Gentleman's eyes were bright with the giving-pleasure. His face was getting more lined each year, but his little black necktie was in as jaunty a bow as ever. And then Stuffy made a noise that sounded like peas bubbling in a pot. "Thankee, sir. I'll go with ye, and much obliged. I'm very hungry, sir."

The Old Gentleman led his annual protege southward to the restaurant, and to the table where the feast had always occurred. The Old Gentleman sat across the table glowing like a smoked pearl at his corner-stone of future ancient Tradition. The waiters heaped the table with holiday food – and Stuffy, with a sigh that was mistaken for hunger's expression, raised knife and fork and carved for himself a crown of imperishable bay. Turkey, chops, soups, vegetables, pies, disappeared before him as fast as they could be served.

In an hour Stuffy leaned back with a battle won. "Thankee kindly, sir, "thankee kindly for a hearty meal." Then he arose heavily with glazed eyes and started toward the kitchen. A waiter turned him about like a top, and pointed him toward the door. The Old Gentleman carefully counted out \$1.30 in silver change, leaving three nickels for the waiter.

Around the first corner Stuffy turned, and stood for one minute. Then he seemed to puff out his rags as an owl puffs out his feathers, and fell to the sidewalk like a sunstricken horse.

When the ambulance came the young surgeon and the driver cursed softly at his weight. There was no smell of whiskey to justify a transfer to the patrol wagon, so Stuffy and his two dinners went to the hospital.

And lo! an hour later another ambulance brought the Old Gentleman. And they laid him on another bed and spoke of appendicitis, for he looked good for the bill.

But pretty soon one of the young doctors met one of the young nurses whose eyes he liked, and stopped to chat with her about the cases.

"That nice old gentleman over there, now," he said, "you wouldn't think that was a case of almost starvation. Proud old family, I guess. He told me he hadn't eaten a thing for three days."

TEST

1. What do the abbreviations stand for?

- a) ID b) WA c) GA d) OH

2. What\who was the word “sideburn” named after?

- a) after the great fire during the Civil War
b) after a great American painter Arthur Sideburn
c) after an American general Ambrose Burnside

3. What does the phrase “Manifest Destiny” stand for?

- a) a belief due to which citizens of the USA were chosen by God and were entitled to any land they pleased;
b) a document bestowing civil rights entitled by your ancestry;
c) an action of relying on your destiny

4. Match the definitions with the words they define (consider American usage):

- | | |
|-------------|--|
| 1.Lawyer | a.American variant for “lawyer” |
| 2.Attorney | b. a person who defends or pleads on behalf of a party |
| 3.Barrister | c. a person who provides legal advice and paperwork matters for the client. In the US s\he can also represent a client in court, but for minor cases |
| 4.Solicitor | d. the term is not used in the US. In other countries it is a person who provides legal advice, and engaged by the solicitor, not the client |
| 5.Advocate | e. a person who get a degree from a law college |

5. Match the idioms with their meaning:

- | | |
|----------------------|---|
| 1. electric chair | a. official language of military literature and documents |
| 2. dead president | b. a piece of US paper money |
| 3. Pentagon English | c. a resource used to gain advantage over others |
| 4. Trump card | d. a way of referring to the USA or the US government |
| 5. Uncle Sam | e. the President |
| 6. to go cold Turkey | f. in a line one person in width |
| 7. to talk turkey | g. to speak plainly, get to the point |
| 8. a study animal | h. too many people to manage and too few people to |

9. in Indian file

10. too many chiefs and
not enough Indians

6. When was America discovered by Ch. Columbus?

b) in 1775

7. What does the word “indentured” mean?

b) covered by small hollow marks in the surface of something

8. What was the reason for the Puritans to embark on the Mayflower?

b) to thank god for salvation

9. What is Mayflower Compact?

b) an extract from a treaty between conquerors and the native Indians

10. What do the Americans commemorate on Thanksgiving Day?

b) their ancestors' contribution to formation of the nation

11. How did the frontier period influence the Americans' character?

a) it made them collectivistic b) it made them arrogant c) it made them self-reliant

12. When and by who was the Declaration of Independence written?

a) George Washington

b) Andrew Jackson

c) Thomas Jefferson

13. What is the “Trail of Tears” connected with?

a) removal of the Indians to the west

b) first settlers' deaths

c) early history of the Americans

14. Who took part in the American civil war?

a) the USA and Great Britain

b) the northern and southern colonies

c) the Indians and the Americans

15. What is Confederacy?

a) the declaration of independence of the black population of the USA

b) the territory where slavery was abolished

c) the union of eleven independent southern states

16. When did the Great Depression begin?

a) in 1939 b) in 1812 c) in 1929

17. What ocean washes the USA in the east?

a) the Atlantic Ocean
b) the Pacific Ocean
c) the Indian ocean

18. How many states are there in the USA

a) 30 b) 40 c) 50

19. Which of the natural zones is (are) not presented in the USA?

a) rain forests b) deserts c) mountains d) savanna

20. What is the highest mountain of the USA?

a) Mount Shasta in the Cascade Range
b) Mount Denali (McKinley) in the Alaska Range
c) Needham Mountain in the Sierra Nevada Range

21. Which mountains do the Sierra Nevada, the Cascade and the Coastal Ranges belong to?

a) the Appalachian b) the Andes c) the Cordillera

22. Where are the Appalachian Mountains situated?

a) at the western coast of the country b) in Alaska
c) at the eastern coast of the country

23. What is the longest river of the USA?

a) the Mississippi b) the Missouri c) the Colorado

24. Fill in the blanks with missing names of the lakes that make up the system of the Great Lakes of America.

Lakes _____, Michigan, Huron, Erie, and _____

25. Which of the cities is \ are not located at the eastern coast of the country?

a) Los Angeles b) Boston c) New York

26. Which of the cities is \ are not located at the western coast of the country?

a) San Francisco b) Dallas c) Seattle

27. Which of these animals do\does not represent American fauna?

a) elk b) badger c) grizzly bear d) ostrich e) pronghorn

28. What is the supreme law of the country?

a) The Constitution b) the Senate c) the Supreme Court

29. What is the main body of the legislative branch?

- a) the Senate
- b) the Congress
- c) the Parliament

30. What is the Congress divided into?

- a) the House of Commons b) the Senate c) the House of Representatives

31. Who presides the Executive branch?

- a) the President
- b) the Vice-President
- c) the Speaker

32. Which agency is responsible for producing data about the American people and economy?

- a) the Census Bureau b) the Patent Office c) the Pentagon

33. What is the name of the domestic intelligence and security service of the United States?

- a) the Federal Bureau of Prisons
- b) the Law Enforcement Administration
- c) the Federal Bureau of Investigation

34. What does the term "Certiorari process" mean?

- a) a law case held on the lowest level
- b) a lawsuit in which parties enjoy the same rights
- c) a petition for a the higher-rank court to review of a verdict

35. Which are the main political parties of the USA?

- a) The Federal Party
- b) the Democratic Party
- c) the Republican Party

36. By what age does compulsory education in the USA finish?

- a) 18 b) 16 c) 17

37. What age period does Pre-School Education cover?

- a) from 3 to 5 b) from birth to 5 c) from birth to the age of 5

38. What period does elementary school cover?

- a) from the 1st grade to the 4th
- b) from Kindergarten to the 5th grade
- c) from the 1st grade to the 6th

39. What period does middle school cover?

- a) from the 6th grade to the 8th
- b) from the 5th grade to the 9th
- c) from the 4th grade to the 7th

40. What period does high school cover?

- a) from the 7th grade to the 10th
- b) from the 8th grade to the 11th
- c) from the 9th grade to the 12th

41. What does abbreviation SAT stand for?

- a) school average test
- b) scholastic aptitude test
- c) secondary ability test

42. What does such trait of Americans' character as INDIVIDUALISM imply?

- a) egoism
- b) self-reliance
- c) loneliness

43. On what day do the Americans say 'Christ is risen! - Indeed He is risen!'?

- a) Christmas
- b) funeral repast
- c) Easter

44. What is a nuclear family?

- a) a family with one bread-winner
- b) a family where father is the absolute authority
- c) a family consisting of two parents and children

45. Who do American people honour on Memorial Day?

- a) all dead relatives
- b) those who died serving in the US military
- c) all who serve in the military

KEY

- | | |
|---|----------------------------|
| 1. a) Idaho; b) Washington;
c) Georgia d) Ohia | 23. b |
| 2. c | 24. lake superior, Ontario |
| 3. a | 25. a |
| 4. 1-e, 2-a, 3-d, 4-c, 5-b | 26. b |
| 5. 1-e, 2-b, 3-a, 4-c, 5-d, 6-i, 7-g, 8-j,
9-f, 10-h | 27. d |
| 6. c | 28. a |
| 7. a | 29. b |
| 8. c | 30. b,c |
| 9. c | 31. a |
| 10. a | 32. a |
| 11. c | 33. c |
| 12. c | 34. c |
| 13. a | 35. b, c |
| 14. b | 36. a |
| 15. c | 37. a |
| 16. c | 38. b |
| 17. a | 39. a |
| 18. c | 40. c |
| 19. d | 41. b |
| 20. b | 42. b |
| 21. c | 43. c |
| 22. c | 44. c |
| | 45. b |