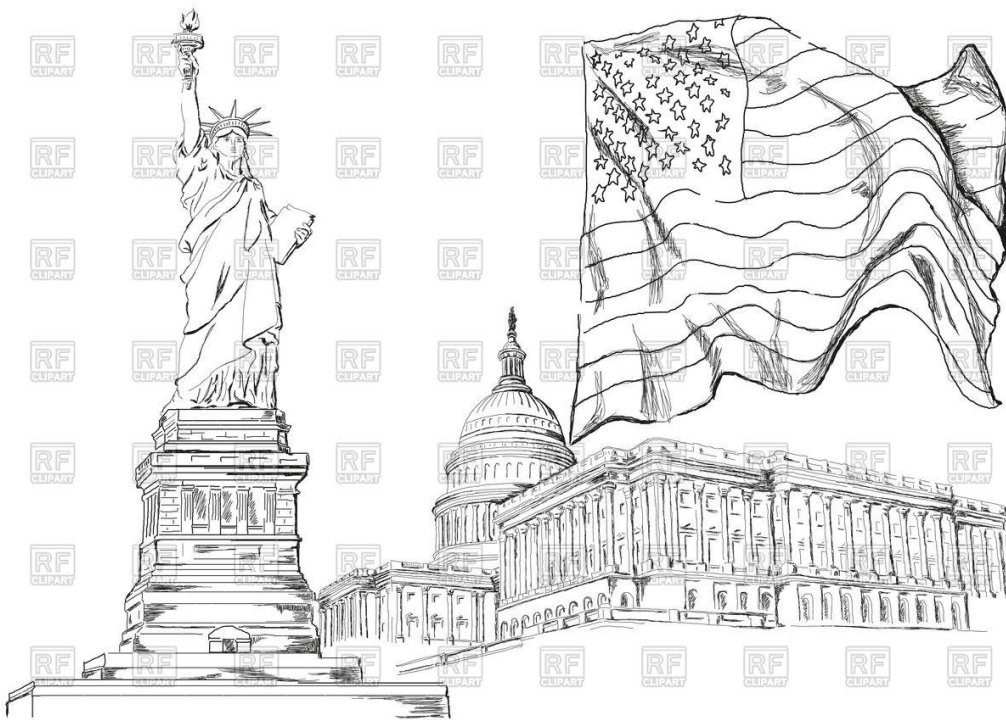


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**«ЛІНГВОКРАЇНОЗНАВСТВО»  
(СПОЛУЧЕНІ ШТАТИ АМЕРИКИ)**

*методичні рекомендації  
для студентів другого року навчання  
спеціальності «014 Середня освіта (Мова і література (англійська))»*



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## FOREWORD

Learning any foreign language is aimed at developing strong communication skills in this language. However, communication can only be realized if communicants have extralinguistic knowledge, in particular – knowledge of nationally specific cultural information. Thence, mastering a foreign language is connected with acquiring new notions, ideas and values of the corresponding culture. This determines the subject matter of Linguocountrystudy which is focused on broadening students' knowledge of modern reality, history and culture of the country via its language as a storage of all this information. Interrelation between culture and language is the mainstream of the subject as well as of the given guidelines.

The main purpose of the guidelines is to suggest students a clue for understanding the essence of American culture. They contains information of various aspects of American life including history, geography, government, education, religion, holidays, superstitions, mentality, demography, languages. We do not assume exhaustive treatment of the topics, but would rather lay foundations for forming general idea of the culture of the country, give a stimulus for further independent research in a sphere of interest. The guidelines will allow shortening time for selection and systematization of material for the exam, and therefore can be recommended primarily for part-time students, or full-time students if used as a plan for wider independent study.

The basic principle of arranging material in the guidelines is introducing cultural material through exclusively authentic texts, which allows for learning about the culture via mastering its realia representing geographic objects, endemic species, ethnographic items, administrative and social institutions, as well as phraseological units associated with them. The guidelines are also aimed at supplying students with speech formulae necessary for discussing some cultural topics, e.g. holidays and observances.

The study guide is structured according to the modular principle, comprising several blocks: objectives, literature, lecture abstract and test for self-assessment coupled with the key block. The test assesses knowledge of factual material as well as nationally specific language units, including idioms.

The study guide is accompanied with separately published booklet with tests that are twice as broad as the ones presented in the given guidelines, and a teacher's and students' manual for seminars which take learners through a series of activities leading to formation of the linguocountrystudy competence.



## MODULE 1

### BRIEF EXCURSES INTO THE HISTORY 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*

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#### *Lecture Abstract*

The United States of America is considered one of the most powerful country in the world being able to influence military, political and economic decisions all over the world. Whatever happens within the United States sometimes has a profound impact in the rest of the world. But has it always been like that? How much do we know of its history, its origin and formation as a nation?

On August 3, 1492, an Italian adventurer Christopher Columbus set sail from Spain to find a new way from Europe to Asia. His aim was to open up a shorter trade route between the two continents.

On October 12 he reached an island which he believed to be one out of the islands of the Indies, close to the mainland of India. In fact, Columbus was not near India, but islands off the shores of a new continent. And it was Amerigo Vespucci – an Italian sailor from Florence – who after two voyages of exploration along the coast of South America managed to convince geographers that it was a new continent. To honour Vespucci this continent was named America.

But before Europeans named the new continent America, for many years they had called its inhabitants Indians. Only recently have these first Americans been described as "Native Americans" or Amerindians.

Native Americans varied enormously, ranging from poor nomadic food gatherers to fishing societies of the Pacific North-West, from hunting tribes to the wealthy and powerful peoples of Central America. Some were peaceful, others warlike. They spoke over three hundred separate languages, such as Siouyan, Algonquian, and Iroquoian. Together they constituted somewhere between fifty and one hundred million people.

Europeans called America "the New World." But it was not new to the Amerindians. The history of the United States began with the settlement of indigenous people before 10,000 BC. Scientists believe that the distant ancestors of the Amerindians came to America from Asia during the earth's last ice age, across what is now the Bering Strait. Hunters from Siberia crossed this bridge into Alaska. From Alaska the hunters moved south and east across America, following their herds.

The first European to reach the New World is believed to be Leif Ericson, "Lucky Leif," a Viking sailor from Iceland. In the 1960s archaeologists uncovered traces of Viking settlements in both Newfoundland and New England: foundations of huts built in Viking style and iron nails.

Still, it was only the Amerindians who managed to create a powerful empire on the continent. At first, they lived as nomads. Then a more settled way of life began, turning the peoples to the first farmers, who managed to cultivate the wild grass up to Indian corn, or maize. Out of pre-Columbian indigenous societies the most famous are: Olmec, Aztec, Maya, Inca, Sioux, Comanche, Pueblo, etc.



The Pueblo people of the present day Arizona and New Mexico were the best organized of the Amerindian farming peoples. They lived in groups of villages, shared terraced houses made of mud and straw bricks, some of which contained up to 800 rooms, crowded together on top of one another. Long before Europeans came to America, the Pueblo were building networks of canals across the deserts to bring water to their fields.

A people called the Apache were the neighbours of the Pueblo, fierce and warlike. They wandered the deserts and mountains in small bands, hunting and raiding their neighbours.

The Iroquois lived far away from the Pueblo and the Apache in the thick woods of northeastern North America. Like the Pueblo the Iroquois were skilled farmers. But they were also fierce warriors feared by their neighbors.

Many miles to the west, there was another warrior nation called Dakota, but they were better known by the name Sioux, which means “enemies.” The Sioux grew no crops and built no houses. Depending upon the buffalo which never remained on one pasture for long, Sioux moved off after the buffalo very often. Within hours they could take down the tepees, pack their belongings, even fire and move.

Arrival of Europeans with their guns, their diseases and their hunger for land would eventually destroy them all, but they immortalized their names in plenty of US states and cities, such as Alabama, Alaska, Arizona, Connecticut, Idaho, Iowa, Illinois, Kansas, Kentucky, Massachusetts, Minnesota, Mississippi, Missouri, Nebraska, New Mexico, Ohio, Oklahoma, South and North Dakota, Tennessee, Texas, Utah, Wisconsin, Wyoming.

The idioms “*Indian file*”, “*an Indian giver*”, “*the Indian sign*”, “*the Indian summer*”, “*there’s too many chiefs and not enough Indians*”, “*the only good Indian is a dead Indian*” all refer to the stereotypes and customs connected with the Native Americans.

It was the *Spanish* who began the lasting European occupation of America. When Columbus returned to Spain, he took back with him some gold jewelry from America. In the next fifty years thousands of treasure-hungry Spanish adventurers crossed the Atlantic Ocean to search for gold: in the 1520s – Hernán Cortés who conquered the Aztecs in Mexico; in the 1530s Francisco Pizarro who attacked the Incas in Peru. A stream of treasure began to flow across the Atlantic to Spain from a new empire built by such conquerors – “conquistadores” in Central and South America.



In 1497 King Henry VII of *England* hired an Italian seaman named John Cabot to explore the new lands and to look again for a passage to Asia. Cabot found no gold and no passage to the East. But his voyages were valuable for the English. In later years English governments used them to support their claims to own most of the east coast of North America.

The *French* also sent explorers to North America. They returned to France and reported that the forests were full of fur-bearing animals and that its waters were full of fish. They also failed to find the way to Asia that they were looking for, but he gave France a claim to what would later become Canada.

By the seventeenth century plenty of people in Europe were ready to settle in America. Some hoped to become rich by doing so. Others hoped to find safety from religious or political persecution. In the hundred years after 1600, Europeans set up many colonies in North America for reasons like these.

The first such settlement was the *Virginian* one. On May 20, 1609 employees of the Virginia Company from England, who had sent them to find gold, pearls, silver, or some other valuable product, saw Virginia. They named their settlement *Jamestown* in honor of James I, king of England, and.

The site they had chosen was low-lying and malarial. Besides, they failed to grow enough food to feed themselves. They were too busy dreaming of gold. So soon the colonists began to die – in Amerindian attacks, of diseases, of starvation.

Yet new settlers continued to arrive. The Virginia Company gathered homeless children from the streets of London and convicts from London's prisons. Virginia had one great attraction that England lacked: plentiful land. In England the land was owned by the rich. In Virginia a poor man could hope for a farm of his own to feed his family.

For a number of years after 1611, military governors ran Virginia like a prison camp. They enforced strict rules to make sure that work was done. But it was not discipline that saved Virginia. It was a plant that grew like a weed there: tobacco. London merchants paid high prices because of its high quality. Soon most of the Virginia settlers were busy growing tobacco.

In August 1619 a small Dutch warship anchored at Jamestown. On board were twenty captured black Africans. The ship's captain sold them to the settlers as indentured servants. The blacks were set to work in the tobacco fields with white indentured servants from England. But white servants were indentured for a fixed number of years. Black servants had no such hope: their indenture was for life. Thus slavery began.

***Plymouth settlement.*** In 1620 a small group of the English sailed across the Atlantic Ocean. They were called the Pilgrims because they went to America to find religious freedom from the Catholic Church. They were Puritans who disliked the power of bishops, elaborate ceremonies and rich decorations of churches. They wanted the Church of England to become more simple, or "pure." Because of this, they were called Puritans. When James I became King of England in 1603, his bishops began putting them in prison. To escape this persecution, a small group of them left England on an old trading vessel, the Mayflower, and in 1620 they reached Cape Cod (now Massachusetts). They set up camp at a place they named *Plymouth*.

Fathers Pilgrims – heads of all families who had approached America, signed on board of the Mayflower an agreement – Mayflower Compact – due to which they receive independence of Virgin Company and ability of internal self-governing. In this document they expressed an inclination to found their own colony and they were bound to obey the laws convenient for the general good of the colony. Later this compact became a symbol of independent life pattern of the colonists. It was the first source of American constitutionalism.

In November 1621, a year after the Mayflower approached the coast, the Pilgrims together with the local Amerindians, sat down to eat together and give thanks to God for enabling them to survive the hardships of their first year in America. This set up celebrating a holiday called Thanksgiving.

***The Boston settlement.*** Other English Puritans followed the Pilgrims to America escaping the rule of a new king, Charles I. Ten years later a much larger group of almost a thousand colonists settled nearby in what became the Boston area.

The Boston settlement prospered from the start. Its population grew quickly as more and more Puritans left England to escape persecution. Many years later, in 1691, it combined with the Plymouth colony under the name of Massachusetts.

By the end of the 17<sup>th</sup> century, a string of English colonies stretched along the east coast of North America. More or less in the middle was Pennsylvania founded in 1681 by William Penn. Penn belonged to a religious group, commonly called *Quakers*. Quakers refused to swear oaths or to take part in wars. These customs had helped to make them very unpopular with English governments.

After that there were founded the colonies of New York (previously called New Amsterdam), North and South Carolina, and Georgia, settled in 1733.

By 1733 the English owned thirteen separate colonies along the Atlantic coast of North America. Most people divided them into three main groups. Each group had its own way of life and character.

*In the far north* was the New England group, centered on Massachusetts. Most people here were small farmers or craftsmen. Other New Englanders depended on the sea for a living, they built ships and caught cod or to trade with England and the West Indies. Boston and other coastal towns grew into busy ports.

The nearest colonies were called *the Middle Colonies*. The biggest were New York and Pennsylvania. Most of their people lived by farming. The people of the Middle Colonies were usually more tolerant of religious and other differences than the New Englanders. Many of them also had German, Dutch or Swedish ancestors rather than English ones.

*The Southern Colonies* of Virginia, the Carolinas and Georgia formed the third group. In their hot and fertile valleys wealthy landowners farmed large plantations. Most of the work in the fields was done by black slaves.

During the fifty years after 1733 settlers moved deeper into the continent trying to find more fertile land, up to homelands of the Amerindians (the frontier). Frontier farms and villages were often separated by miles of unsettled land, for such reasons the people of frontier communities had to rely upon themselves for almost everything they needed. A special spirit grew out of this frontier way of life. People needed to be tough, independent and self-reliant. Yet they also needed to work together, helping each other with such tasks as clearing land and building houses and barns. The combination of these two ideas – a strong belief that individuals had to help themselves and a need for them to cooperate with one another – strengthened the feeling that people were equal and that nobody should have special rights and privileges.

To prevent war with the Amerindian tribes, the English king, George III, issued a proclamation in 1763 that forbade colonists to settle west of the Appalachians until proper treaties had been made with the Amerindians. That angered the colonists. They became angrier still when the British government told them that they must pay new taxes on imports of sugar, coffee, textiles, and other goods. The colonists refused to pay. Riots broke out in Boston and the British sent soldiers to keep order. After several years of quarrel, in September 1774, a group of colonial leaders came together in Philadelphia to form the First Continental Congress to oppose what they saw as British oppression.

In 1775, British soldiers set out to put down the rebellious colonists. The first shots had been fired in what was to become *the American War of Independence*.

The next month, May 1775, a second Continental Congress met in Philadelphia and began to act as an American national government under the command of George Washington. By the following year the fighting had grown into a full-scale war. On July 4, 1776 the Second Continental Congress adopted the *United States Declaration of Independence* written by Thomas Jefferson, a landowner and lawyer from Virginia. After repeating that the colonies were now "free and independent states," it officially named them the United States of America. The *Declaration* was more than a statement that the colonies were a new nation. It claimed that all men had a natural right to "Life, liberty and the pursuit of happiness."

With help of France, Britain's old enemy, after eight years of war, in September 1783, former colonies of Great Britain turned into an independent nation.

The first Constitution of the United States was to join together these sometimes quarrelsome little countries into one united nation. The Constitution gave the United States a "federal" system of government – one in which the power to rule is shared. The new Constitution gave the power to collect taxes, organize armed forces, make treaties with foreign countries and to control trade. It divided the power into three branches – legislative, executive and judicial, as it is now.

At the end of the War of Independence the United States was mainly a land of farmers. In 1790s America's first factory opened. During the eighteenth century an *Industrial Revolution* had come to Britain. New machines had made possible great increases in production.

In 1789 an English mechanic named Samuel Slater opened a mill to spin cotton. Slater built the machinery for the mill from memory. The success of Slater's cotton mill began a process of change in the United States, in time that process turned the northeast of the nation into its first important manufacturing region.

The most famous historical event of the new country was that of *the American Civil War*.

Big landowners in southern states such as Virginia defended slavery. They could not possibly cultivate their fields of tobacco, rice and cotton without slave workers.

In the north of the United States farms were smaller and the climate was cooler. Farmers there did not need slaves to work the land for them. Many northerners were abolitionists – that is, people who wanted to end or abolish slavery by law. By the 19<sup>th</sup> century many northern states had passed laws abolishing slavery inside their own boundaries, they also persuaded Congress to make it illegal for ships to bring any new slaves from Africa into the United States.

Opponents of slavery had formed a new political group called the Republican Party. A republican Abraham Lincoln said that the spread of slavery must be stopped, though he was willing to accept it in the states where it existed already. In 1860 he was elected the candidate for president, though every southern state opposed against his candidature. Nevertheless, he won the election which brought to 11 states – the "cotton states" of Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas in February 1861 – announcing that they were now an independent nation, often known as the *Confederacy*. The states that remained loyal to the U.S. were known as the *Union*, or the *North*.

Thus the 19<sup>th</sup> century bloodiest war, the American Civil War, began. It was fought in the US from 1861 to 1865. The War ended in Confederate surrender in 1865. The Confederacy collapsed, slavery was abolished, and 4 million slaves were freed. The civil war ended having replenished the language with such lexical units as “*deadline*”, “*carpetbagger*”, “*shoddy*”, “*rebel yell*”, “*sideburns*” and the idiom “*hearing it through the grapevine*”.

*The Reconstruction Era* (1865–1877) followed the war, with the process of restoring national unity, strengthening the national government, and granting civil rights to freed slaves throughout the country. Nevertheless, some white supremacist organizations, such as the Ku Klux Klan, committed terrorist acts against the black.

When Rutherford Hayes was inaugurated the era when the federal government protected the rights of the former slaves, came to an end. That was also the end of Reconstruction.

Racial tensions remained through the 20th century.

The 1920s were a time of economic growth in the U.S. and the country began to grow into a world power. In 1929 however the *Great Depression* began.

At the end of the 1920s, the United States boasted the largest economy in the world. With the destruction caused by World War I, Europeans struggled while Americans flourished. Upon succeeding to the Presidency, Herbert Hoover predicted that the United States would soon see the day when poverty was eliminated. Then, in a moment of apparent triumph, everything fell apart. The stock market crash of 1929 plunged the United States into its longest, deepest economic crisis of its history. It sent Wall Street into a panic and wiped out millions of investors. Over the next several years, consumer spending and investment dropped, causing steep declines in industrial output and employment as failing companies laid off workers.

The causes of the Great Depression were many and various. Agriculture had collapsed in 1919 and was a continuing source of weakness. Because of poor regulatory policies, many banks were overextended. Wages had not kept up with profits, and by the late 1920s consumers were reaching the limits of their ability to borrow and spend. Production had already begun to decline and unemployment to rise before the crash.

The Great Depression left the nation devastated. Families were financially unable to scrape up money for their next meal. Breadlines and soup kitchens were established as charitable organizations giving free bread and soup to the impoverished. Another word, *breadline*, refers to the line of people waiting outside a charity.

A *soup kitchen*, *meal center*, or *food kitchen* are other phrases which are associated with that period. They mean places where food is offered to the hungry usually for free or sometimes at a below-market price.

Another notorious notion is *the Hoovervilles (Shanty Town) of the Great Depression*. Hoovervilles were the nickname given to a Shanty Town comprising camps of shacks set up on unused or public lands. The people who lived in a Hooverville were men, women and children, black and white, from all walks of life, who had been evicted from their homes and made homeless due to unemployment in the Great Depression. The Shanty Town was given the nickname 'Hooverville' after President Herbert Hoover who Americans blamed for the Great Depression

**World War II** seems to mark the end of the Great Depression. During the war, more than 12 million Americans were sent into the military, and a similar number toiled in defense-related jobs. Those war jobs seemingly took care of the 17 million unemployed in 1939. Most historians have therefore cited the massive spending during wartime as the event that ended the Great Depression.

Nevertheless, the U.S. remained neutral during this war until Japan attacked Pearl Harbor in 1941, at which time the U.S. joined the Allies.

Following World War II, the U.S. economy again began to improve. The **Cold War** followed shortly thereafter as did the **Korean War** from 1950-1953 and the **Vietnam War** from 1964-1975. Following these wars, the U.S. economy for the most part grew industrially and the nation became a world superpower.

### **Test**

1. **When was America discovered by Ch. Columbus?**

- a) in 1504
- b) in 1775
- c) in 1492

2. **What did Amerigo Vespucci state?**

- a) that America had been inhabited by the Vikings

- b) that the continent Columbus had discovered was India
- c) that the continent Columbus had discovered was not Asia.

3. ***What were the Apache famous for?***

- a) for their ferocity
- b) for their architectural skills
- c) for their agricultural knowledge

4. ***What is tepee?***

- a) a cone-shaped tent made of animal skins upon wooden poles
- b) a hairstyle in which both sides of the head are shaven, leaving a strip of hair in the center
- c) light Indian footwear

5. ***Who was Leif Ericson?***

- a) a Spanish adventurer who was the first to cross the Atlantic Ocean for the New World
- b) an Irish monk who was the first to claim the existence of the New World
- c) a Viking sailor from Iceland who was the first to reach the New World

6. ***Which of the conquistadors is famous for having conquered the Aztecs?***

- a) Francisco Pizarro
- b) Hernan Cortes
- c) Hernando de Soto

7. ***What was the name of the first lasting English settlement in America?***

- a) Plymouth
- b) Jamestown
- c) Massachusetts

8. ***What does the word "indentured" mean?***

- a) bound by a signed or forced contract to work for a fixed time
- b) covered by small hollow marks in the surface of something
- c) elected by representatives from various small settlements along Virginia's rivers

9. ***Who were the Puritans?***

- a) English Protestants who sought to purify the Church of England from its "Catholic" practices
- b) An Amerindian tribe who sought to purify their land from the settlers
- c) European settlers who intended to clear the land off the Amerindians

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

- a) to find a new parish for preaching
- b) to thank god for salvation
- c) to escape persecution of English bishops

11. ***What is Mayflower Compact?***

- a) the ship's conveniences that allowed the pilgrims to overcome difficulties of the voyage
- b) an extract form a treaty between conquerors and the native Indians
- c) the pact that documented founding independent colony and laws for the colony to obey

12. ***What do the Americans commemorate on Thanksgiving Day?***

- a) surviving hardships of their first year in America
- b) their ancestors' contribution to formation of the nation
- c) God's help to their escaping persecution of English bishops

13. ***Which of these are / is not (an) American states?***

- a) New Mexico
- b) New Caledonia
- c) Wyoming
- d) Wisconsin

14. ***What specificities were typical of the New England colonies?***

- a) slavery
- b) trade and crafts
- c) religious tolerance

15. ***What does frontier period of American history imply?***

- a) wars period (1775-1812)
- b) early period of their history
- c) settling next to homelands of the Amerindians

16. ***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

17. ***Who was George Washington?***

- a) the first president of the USA
- b) the statesman who abolished slavery
- c) the commander-in-chief who is famous for the victory in the civil war

18. ***Who wrote the Declaration of Independence?***

- a) George Washington
- b) Andrew Jackson
- c) Thomas Jefferson

19. ***What was the main statement the Declaration proclaim?***

- a) the Indians are independent and equal to the Americans
- b) the Americans are independent of the French
- c) all men have a natural right to life, liberty and happiness.

20. ***What does the idiom "the Indian sign" stand for?***



- a) a curse or spell placed upon a person that causes persistent misfortune or a loss of volition
- b) a token used by the Indians to condemn somebody to death
- c) a sign of demarcation of Indians' territorial space

21. ***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

22. ***What did abolitionists demand?***

- a) to abolish discrimination of the Indians
- b) to abolish indentured employment
- c) to abolish slavery

23. ***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

24. ***What was the name of the organization that committed terrorist acts against the black?***

- a) The Black Code
- b) The Ku Klux Klan
- c) Purification Movement

25. ***When did the Great Depression begin?***

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

## **MODULE 2**

### **AN OUTLINE OF AMERICAN GEOGRAPHY**

#### ***Objectives***

- set forth main the 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 phitonyms;
- know etymology of the main toponyms (hydronyms and oronyms);

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### **Lecture Abstract**

**Geographical Position of the USA.** The USA occupies the central part of the North American continent. It borders on Canada in the north and Mexico in the south. It is washed by the Atlantic Ocean in the east, by the Pacific Ocean in the west of the country, the Arctic Ocean in the north, and by the Gulf of Mexico in the south.

The United States of America has an area of 3,615,122 square miles (9,4 million square kilometers) almost all of which is on the American continent. Its overseas possessions are mainly small Pacific Islands (Guam, Samoa, etc.) and Puerto Rico. There are 50 states and one Federal District created as a site for the Federal Capital, Washington, and known as the District of Columbia.

The present territory of the USA consists of three separate parts. The USA proper and Alaska (the name is derived from an Aleut language: figuratively refers to the mainland; literally it means object to which the action of the sea is directed) are situated in North America. The Hawaii are situated in the central part of the Pacific Ocean. The name is derived from Proto-Polynesian *\*hawaiki* and means "Place of the Gods".

Thanks to these geographical extremes, different parts of the country range from moist rain forest areas to arid desert regions and bald mountain peaks. Mount McKinley in Alaska of 20,320 feet (6,194 meters) above sea level is the highest point in the USA. It was called McKinley by an ardent political supporter of then-presidential candidate William McKinley. The name was formally recognized by an act of Congress in 1917, long after McKinley's assassination in 1901. The mount is now renamed into its former name – Denali. The word "Denali" is derived from Koyukon, one of the 11 Athabascan languages traditionally spoken in Alaska. In the Koyukon language, the word means "long or tall". The word "denali" may have been used by native Alaskans as early as 10,000 to 12,000 years ago.

The West is an extensive mountain area occupying approximately one-third of the United States and is a region of tremendous variety. It consists of high ranges of the Cordillera parallel to the Pacific Coast culminating on its eastern border in the Rocky Mountains which in their turn stretch from mountainous Alaska down to Mexico. These mountains are rich in resources such as gold, lead and uranium.

The name Cordillera is derived from Spanish *cordillera*, "mountain chain," from Latin *chorda* "cord, rope". Originally it was applied by the Spaniards to the Andes.

Among high mountains at the western edge of the Cordillera – the Sierra Nevada, the Cascades and the Coastal Ranges – there are broad, fertile valleys and large plateau regions with canyons, cliffs and basins that contain many important metals, oil and natural gas.

In eastern North America there is a system of mountains called the Appalachian Mountains, or just the Appalachians (the name is derived from the name of the *Apalachee*, a people of northwestern Florida).

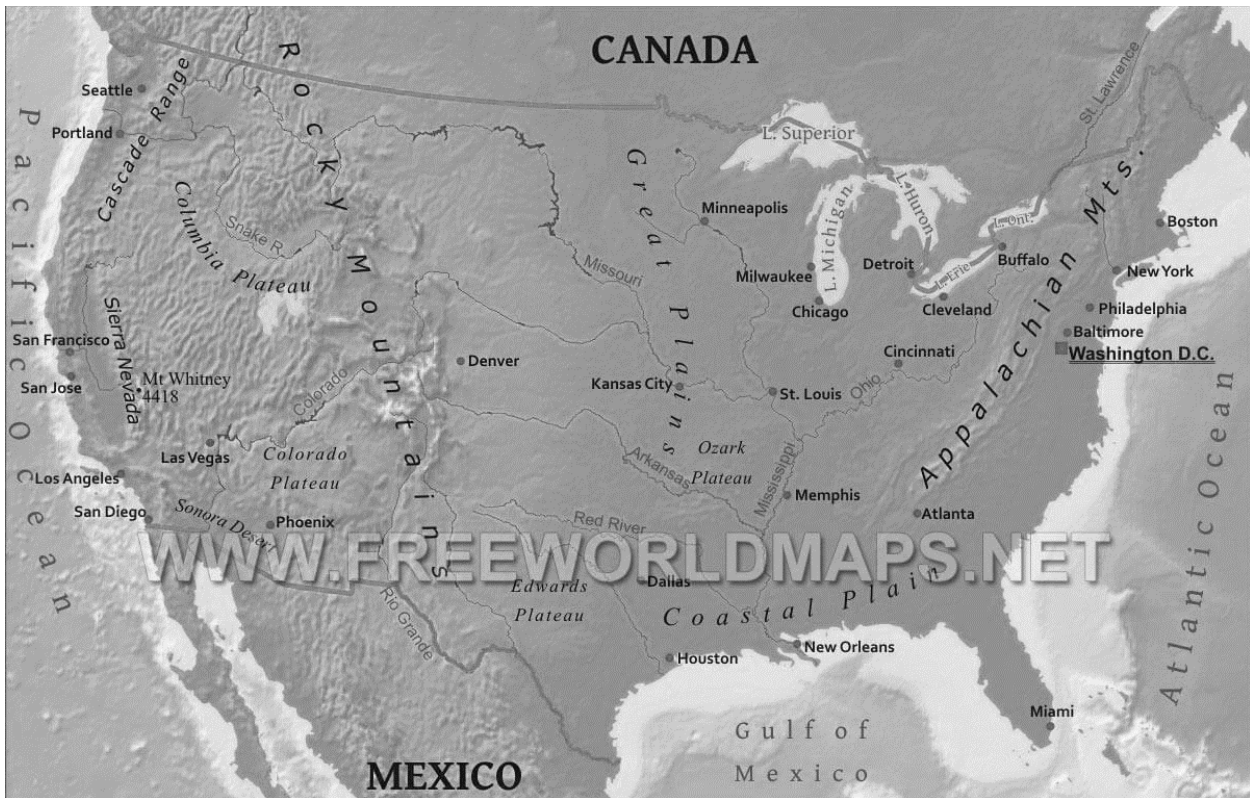
The Appalachian Mountains are extremely rich in coal and iron. The soil in the coastal area eastwards of the mountains is very poor, except in the fertile southern part – the Cotton Belt of the Old South and the citrus country of Central Florida.

The Cotton Belt is a region of the Southern United States where cotton was the predominant cash crop from the late 18th century into the 20th century.

The heart of the United States is a vast plain, which extends from Central Canada southwards to Mexico and from the Cordillera eastwards to the Appalachian Mountains. These interior plains, which rise gradually like a saucer to higher land on all sides, are divided into two major parts: the eastern portion is called the Central Plains and the western portion — the Great Plains, both of which have good soil.

Hawaii is a chain of twenty islands, only seven of which are inhabited. The mountainous islands were formed by volcanic activity and there are still a number of active volcanoes.

**Climate zones.** Virtually every type of climate can be found somewhere in the United States – from arctic in Alaska to subtropical in Florida. The tremendous size of the North American land mass heightens the extreme variations in temperature and precipitation, especially in the central regions (in Dakota temperatures have reached a maximum of 49 °C and a minimum of -60 °C).



Most of the country has a humid continental climate with hot summers and cold winters, while the lack of natural barriers either to the north or south allows cold, dry air to flow south from Canada and warm, humid air north from the Gulf of Mexico, giving rise to spectacular weather of every possible type in the Great Plains and Midwest. Summers are hot and very humid in this region. The southwest part of the Great Plains is the hottest and most arid region of the United States.

The Pacific coast is almost rainless in the summer, although there is often fog. In winter there is frequent drizzle, but the climate remains generally warm and dry, especially in California.

The eastern part of the country is moderately rainy, with the precipitation fairly well distributed throughout the year. Summers tend to be extremely humid, especially along the coast of Texas and Florida.

However, the climate can change and also it impacts on economy of country. Unfortunately, natural disasters have also taken a toll on the economy in the last seven years. In 2017, Hurricane Harvey cost \$180 billion. In 2015, the drought cost California \$2.7 billion. In 2014, the polar vortex walloped the United States in, shrinking the economy by 2.1 percent. In 2013, the most destructive tornado in U.S. history hit Oklahoma City, costing \$2 billion in damages. In 2012, Hurricane Sandy cost \$50 billion. In 2011, the Mississippi River flood was a 500-year event that left \$2 billion in damages.

**Flora and fauna of USA.** The fauna in the USA is represented by climatic

zones: in the north it is earth squirrel, bear, deer and elk, there are a lot of trout in the rivers, walrus and seals on the Alaska coast. In the forests of the eastern United States, grizzly bears, deer, foxes, wolves, skunks, badgers, squirrels and a large number of small birds and deadly snakes in the west such as the Copperhead, the Cottonmouth, Diamondback Rattlesnake etc.

On the coast of the Gulf of Mexico you can meet such exotic birds, such as pelican, flamingo, green kingfisher. Here are found alligators and several species of poisonous snakes.

Tens of thousands of buffaloes lived in the Great Plains, but now they are very few, and mostly in national parks.

In the mountainous areas of the west of the United States, you can find such large animals as elk, deer, pronghorn, mountain goat, brown bear, wolf, toddler.

In the desert regions, mainly reptiles live (among them rattlesnake) and small mammals, for example, marsupial rat.

As for vegetation, in the USA it depends more on the climate than on physiography. Forests cover about 30% of the country's territory, Alaska vegetation is predominantly tundra with mosses and lichens, but in the south of the state coniferous and mixed forests grow.

In the north of the "continental" part of the United States grow dense mixed forests: spruce, pine, oak, ash, birch, sycamore. Sycamore is a name which has been applied at various times and places to several different types of trees, but with somewhat similar leaf forms. The name derives from the ancient Greek *συκόμορος* (*sūkomoros*) meaning "fig-mulberry".

Further to the south of the forest is less, but the number of different species increases and plants such as magnolia and rubber plants appear, and mangrove forests grow on the coast of the Gulf of Mexico.

In the west of the country, semi-arid and arid regions begin, mainly with grass and desert vegetation. In such regions, the most common yucca, various shrubs, and in the Mojave desert – "cactus forests." In higher places pine and ponderosa grow.

In California, a very common chaparral, as well as numerous fruit trees (mostly citrus). In the Sierra Nevada, forests of giant sequoia grow. In the north of the eastern coast are coniferous and mixed forests: spruce, cedar, pine, larch.

**Rivers and lakes.** The United States has several immensely long rivers. There is a large number of rivers in the eastern part of the country, the longest of which is the Missouri (4,740 km), a tributary of the Mississippi (3,950 km). The name "Mississippi" comes from the word "misi-ziibi" used by the Ojibwe – an Algonquian-speaking North American Indian tribe, and means "Great River".

The name ‘Missouri’ is derived from the Missouri tribe name, meaning ‘people with wooden canoes’. The Missouri has the nickname “Big Muddy,” because of the large amount of silt that it carries.

The Missouri River flows through several states including Montana, North Dakota, and South Dakota. It flows past Iowa, Nebraska, Missouri, and Kansas. The Missouri was formed about 30 million years. There are approximately 150 fish species in the Missouri River, and about 300 species of birds live in the Missouri River’s region. The Mississippi-Missouri system extends for over 6,000 km before entering the Gulf of Mexico near New Orleans. Two other tributaries of the Mississippi – the Ohio and Tennessee – are more than 1,500 km long.

In the West the Rio Grande, which forms part of the United States-Mexico border, flows for 3,016 km and only the Colorado (2,320 km), Columbia (2,240 km) and the San Joaquin-Sacramento river systems reach the Pacific.

The Great Lakes are a series of interconnected freshwater lakes located primarily in the upper mid-east region of North America, on the Canada – United States border, which connect to the Atlantic Ocean through the Saint Lawrence River.

Consisting of Lakes Superior, Michigan, Huron (from the Old English word “*heiroun*” – “heron”), Erie (from “*erielhonan*”, the Iroquoian word for "long tail", because of its tail-like shape), and Ontario (from Mohawk (Iroquoian) “*ontari:io*” – "beautiful lake" or "great lake"), they form the largest group of freshwater lakes on Earth by total area.

The largest lake in US is Lake Michigan, which is the only Great Lake that lies entirely within the boundaries of the US. Its name is derived from the Ojibwa Indian word “*mishigami*”, meaning large lake. The shores of Lake Michigan are heavily populated with nearly 12 million people living in the region. Tourism is a major source of income in the Lake Michigan area. A large number of tourists arrive in the region in search of recreational opportunities.

### ***Test***

1. ***Which country/ ies does the USA border on?***

- a) Canada
- b) Mexico
- c) Brazil

2. ***Which ocean/s is the country washed by?***

- a) the Indian ocean
- b) the Atlantic Ocean
- c) the Pacific Ocean
- d) the Arctic ocean

3. ***Which is the hottest place in the USA?***

- a) Death Valley

- b) Mecca
  - c) Thermal
4. ***Which is the highest mountain in the USA?***
- a) Saint Elias
  - b) Mckinley
  - c) Foraker
5. ***What is the new name for the mountain?***
- a) Bona
  - b) Saint Elias
  - c) Denali
6. ***What does it mean?***
- a) beautiful, majestic
  - b) long, tall;
  - c) dangerous, treacherous
7. ***Which of the rivers has the nickname "Big muddy"?***
- a) the Yukon
  - b) the Mississippi
  - c) the Missouri
8. ***Which is/are true about the climate of the USA?***
- a) warm winters
  - b) cold summers
  - c) varies due to the latitude
9. ***What are the Appalachians rich in?***
- a) soil and water
  - b) iron and coal
  - c) corn and coal
10. ***Which is the hottest place in the United States?***
- a) Death Valley, California
  - b) Waikiki, Hawaii
  - c) Laredo, Texas
11. ***Which animals live in the north of the country?***
- a) the elk, walruses, earth squirrel
  - b) the grizzly bear, skunk, badger
  - c) the badger, walrus, copperhead
12. ***Which animals live in the desert area of the country?***
- a) the marsupial rat, rattlesnake, scorpion
  - b) the pronghorn, skunk, badger
  - c) the mountain goat, wolf, toddler
13. ***Which of the plants prevail in the west of the country?***

- a) shrubs and cacti
  - b) palms and citrus trees
  - c) coniferous trees
14. ***Which vegetation is typical of Alaska?***
- a) spruces and sycamores
  - b) mosses and lichens
  - c) cedars and larches
15. ***Which vegetation is typical of the area around the Gulf of Mexico?***
- a) spruces and sycamores
  - b) sequoias and pines
  - c) mangrove forests and magnolias
16. ***Which vegetation is typical of the northern continental part of the country?***
- a) spruces and sycamores
  - b) sequoias and pines
  - c) mangrove forests and magnolias
17. ***Which is the longest river in the USA?***
- a) the Mississippi
  - b) the Missouri
  - c) the Rio Grande
  - d) the Yukon
18. ***Which river forms a part of the United States – Mexico border in the west?***
- a) the Arkansas River
  - b) the Colorado River
  - c) the Red River
  - d) the Rio Grande
19. ***Where is the Great Lakes complex located in?***
- a) on the Canada – United States border
  - b) on the Mexico – United States border
  - c) in the southern part of the United States
20. ***Which is the largest lake in the US?***
- a) Ontario
  - b) Erie
  - c) Michigan
  - d) Huron
21. ***Who is the mount McKinley named after??***
- a) an explorer
  - b) a president of the USA
  - c) a mountaineer
22. ***What is the Cotton Belt?***



- a) a region where cotton was grown  
 b) a gulf near Mexico  
 c) a gentle mountain range
23. ***What is the name “Hawaii” derived from?***  
 a) from the Aleut language, means “exotic”  
 b) from Spanish, means “azure”;  
 c) from Proto-Polynesian, means "place of gods"
24. ***What is the name “Alaska” derived from?***  
 a) from the Aleut language, means “mainland”  
 b) from the Koyukon language, means “long”  
 c) from Latin, means “the last”
25. ***Which mountains do the Cordillera comprise?***  
 a) the Rocky Mountains  
 b) the Appalachians;  
 c) the Sierra Nevada



### **MODULE 3**

#### **THE GOVERNMENT OF THE USA**

##### ***Objectives***

- *explain key units of the American political 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;*
- *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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#### **Lecture Abstract**

The government structure of the USA is divided into three branches: the legislative, the executive and the judicial.

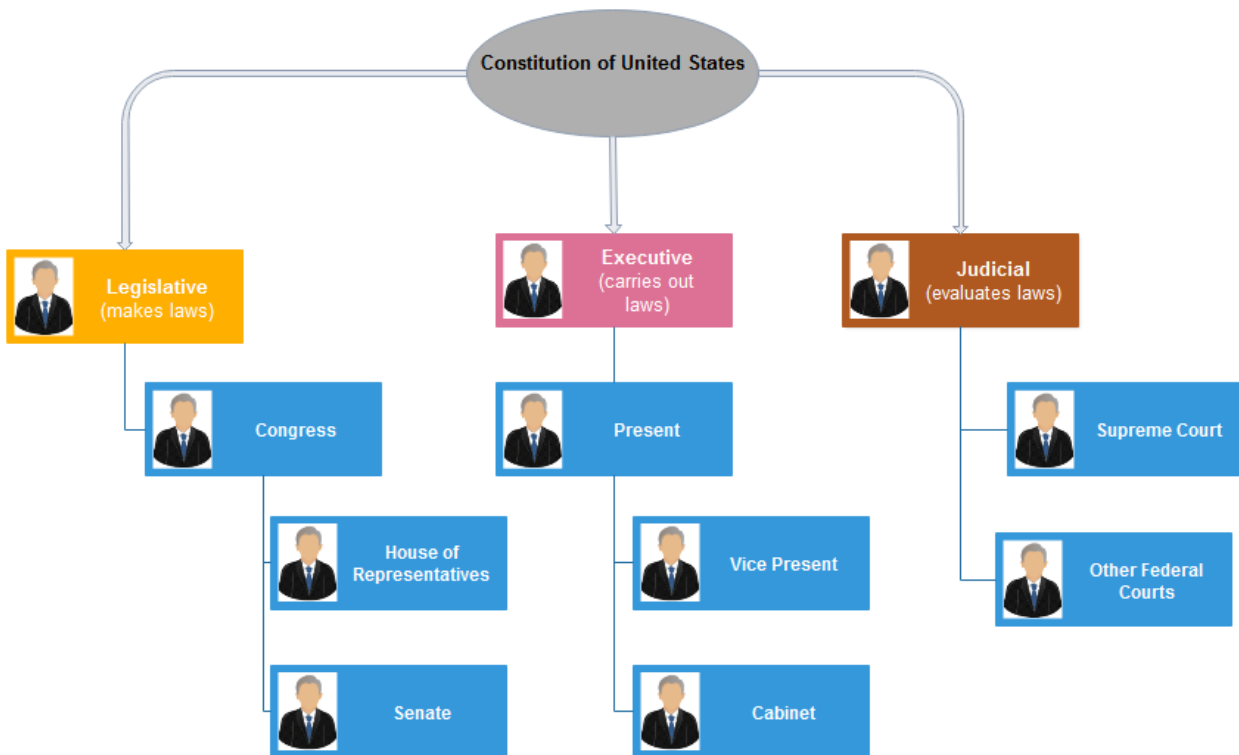
**The Legislative branch** is the one that makes the laws. This branch includes Congress and several agencies that provide support services to Congress. Congress is the main body of the legislative branch. It is housed in the Capitol. Congress is divided into two groups: (1)The Senate; (2) The House of Representatives.

*The Senate* is made up of 100 Senators, two from each state, elected by the people of each state to 6-year terms. Senators must be 30 years old, U.S. citizens for at least nine years, and residents of the state they represent. The Vice President of the US presides the Senate.

*The House of Representatives* is made up of 435 elected members, divided among the 50 states in proportion to their total population. The Speaker of the House, elected by the members, presides over meetings of the House and is third in the line of presidential succession. Members of the House are elected for 2-year terms, must be at least 25 years old, U.S. citizens for at least 7 years, and residents of the state from which they are elected to represent.

The House of Representatives represent the interests of all residents of the states they represent, while the Senate – the interests of their state governments.

The primary function of these two bodies is to write, debate and pass bills and to send them on to the president for his approval or veto. Congress can also investigate



pressing national issues and it is charged with supervising and providing a balance to the presidential and judicial branches. Besides, it has the authority to declare war, to coin money, to regulate interstate and foreign commerce and trade, to maintain the military, to confirm or reject the President's appointments. It can remove the President from office in exceptional circumstances.

**The executive branch** carries out and enforces laws passed by Congress. The executive branch consists of the President and Vice President, 15 executive agencies of the president's Cabinet, and many other independent agencies, boards, commissions, and committees.

The President leads the country. He/she is the head of state, leader of the federal government, and Commander in Chief of the US Armed Forces. The President serves a four-year term and can be elected no more than two times. Official residence of the President is the White House.

The president appoints the heads of the federal agencies, justices of the US Supreme Court and other federal judges, though the president's nominees for these positions require approval of the Senate. The president also appoints, without the approval of the Senate, more than 300 people to high-level positions within the federal government; has the power to appoint ambassadors to other nations.

Americans love their presidents and coin many phrases-synonyms of the word "president": "Head of state", "Chief executive", "Grand vizier", "Dean of men", "Head of government", "Director general", "Electric chair". The idiom "dead

president” means “a piece of US paper money (which refers to the pictures of presidents on the bills).

Of the 45 US presidents, historians agree on the most influential. Some were tested by domestic crises, others by international conflict, but all left their mark on history.

1) *Abraham Lincoln* (March 4, 1861-April 15, 1865): presided during the American Civil War, abolished slavery with the Emancipation Proclamation.

2) *Franklin Delano Roosevelt* (March 4, 1933-April 12, 1945): elected during the Great Depression, into the World War II. Depression-era federal programs like Social Security still exist, providing basic financial protections for the nation's most vulnerable. As a result of the war, the United States also assumed a prominent new role in global affairs, a position it still occupies.

3) *George Washington* (April 30, 1789-March 4, 1797): served as the first president of the United States. He served as commander in chief during the American Revolution and afterward presided over the Constitutional Convention of 1787.

4) *Thomas Jefferson* (March 4, 1801-March 4, 1809): drafted the Declaration of Independence.

5) *Andrew Jackson* (March 4, 1829-March 4, 1837): advocated the forced removal of Native Americans east of the Mississippi. Thousands perished along the so-called Trail of Tears under the relocation programs that Jackson implemented.

6) *Theodore Roosevelt* (September 14, 1901-March 4, 1909): used the presidency to pursue a strong domestic and foreign policy. Roosevelt mediating the end of the Russo-Japanese War and developing the Panama Canal.

7) *Harry S. Truman* (April 12, 1945-January 20, 1953): guided the U.S. into the decision to use the new atomic bombs on Hiroshima and Nagasaki in Japan. In the years after the war, relations with the Soviet Union deteriorated into a “Cold War”. Under Truman's leadership, the U.S. created the multi-billion-dollar Marshal Plan to rebuild war-torn Europe. In 1950, the nation became mired in the Korean War.

8) *Woodrow Wilson* (March 4, 1913-March 4, 1921): led the U.S. into World War I. At the war's conclusion, Wilson began a vigorous campaign to create a global alliance to prevent future conflicts.

9) *James K. Polk* (March 4, 1845-March 4, 1849): increased the size of the United States more than any president other than Jefferson through the acquisition of California and New Mexico as a result of the Mexican – American War.

10) *Dwight Eisenhower* (January 20, 1953-January 20, 1961): conflict in Korea ceased, while the U.S. experienced tremendous economic growth. In foreign policy, Eisenhower maintained a strong anti-Communist stance in Europe and Asia, expanding the nation's nuclear arsenal and supporting the government of South Vietnam.

The Vice President supports the President. If the President is unable to serve, the Vice President becomes President. The vice president also presides over the U.S. Senate and can cast a deciding vote in the event of a tie. Unlike the president, the vice president can serve an unlimited number of four-year terms, even under different presidents.

The Cabinet members serve as advisors to the President. They include the Vice President and the heads of executive departments. Cabinet members are nominated by the President and must be approved by the Senate (with at least 51 votes).

The President's Cabinet departments are **The Department of Agriculture**, The Department of Commerce, The Department of Defense, The Department of Education, The Department of Energy, Health and Human Services, The Department of Homeland Security, The Department of Labour, The Department of Transportation, Treasury, etc.

**Judicial Branch** interprets laws, applies laws to individual cases, and decides if laws violate the Constitution.

The federal court system has three main levels: district courts, circuit courts which are the first level of appeal, and the Supreme Court of the United States, the final level of appeal in the federal system. There are 94 district courts, 12 circuit courts, and one Supreme Court throughout the country.

The district courts are the general trial courts of the federal court system. Each district court has at least one United States District Judge, appointed by the President and confirmed by the Senate for a life term. District courts handle both civil and criminal trials. There are over 670 district court judges nationwide.

Circuit Court is also called the Court of Appeal. Once the federal district court has decided a case, the case can be appealed to a United States court of appeal. There are 12 federal circuits that divide the country into different regions. The Fifth Circuit, for example, includes the states of Texas, Louisiana, and Mississippi. Cases from the district courts of those states are appealed to the United States Court of Appeals for the Fifth Circuit, which is headquartered in New Orleans, Louisiana. Additionally, the Federal Circuit Court of Appeals has a nationwide jurisdiction over very specific issues such as patents.

Each circuit court has multiple judges, ranging from six on the First Circuit to twenty-nine on the Ninth Circuit. Circuit court judges are appointed for life by the president and confirmed by the Senate.

The US Supreme Court (SCOTUS) – is the highest court in the United States. The Justices of the Supreme Court are nominated by the President and must be approved by the Senate. The court is comprised of 9 members – a Chief Justice and 8 Associate Justices. They serve until their death, retirement, or removal in exceptional circumstances.

**Institutional Roles** in the American Legal System are as follows:

**1. Attorney.** In the US, they use the terms “*lawyer*” and “*attorney*” interchangeably. As such, there is no difference. They do not generally use “*solicitor*” except to define a specific job, such as the solicitor of a local government. This means the attorney who represents the local government. In the USA the term solicitor has nothing to do with the practice of law. It means someone who solicits his clients. The photo below, taken in California, shows a warning sign directed at street vendors. In Britain that sign would be regarded as amusing and probably offensive to solicitors practicing law.

Depending upon the circumstances and the needs of the client, the lawyer may be a counselor, a negotiator, and / or a litigator. In each of these roles, the lawyer will need to engage in factual investigation. With respect to each of these roles, the lawyer will do the following:

*Counselor* will help advise the client how to order the client’s affairs, how or whether to proceed with a proposed course of action.

*Negotiator* will work with opposing counsel to try to get a favorable resolution for the client with respect to a pending dispute.

*Litigator* will help pick a jury and participate in pretrial motions. At trial, the attorney will present evidence through testimony of witnesses, documents and perhaps demonstrative evidence (*e.g.*, charts, diagrams). The lawyer will also present an opening statement and closing argument, and will make and respond to evidentiary objections lodged by the opposing party.

The word *advocate* in the US simply means someone who stands up or speaks up for someone else.

They do not generally use the term *barrister* in the US. Now it normally only comes up in awards, organizations, etc (*e.g.* the Order of the Barrister). You won’t hear many attorneys use the term here in the US.

**2. Judge** – the final arbiter of the law. At trial, the judge takes a passive, “umpire” role. The judge must also make rulings, charge the jury, maintain order in the courtroom.

**3. Jury** – a group of local citizens, the fact-finder in most trials. The jury will receive instructions from the judge as to the law, and its members will assess the facts as they perceive them in light of the law as instructed, to return a verdict.

### **Government (federal to local) administration**

While often categorized as a democracy, the United States is more accurately defined as a constitutional federal republic. “Constitutional” refers to the fact that government in the United States is based on a Constitution which is the supreme law of the United States. “Federal” means that there is both a national government and governments of the 50 states. A “republic” is a form of government in which the

people hold power, but elect representatives to exercise that power.

The Constitution not only defines the structure and powers of the federal government, but also regulates state government. It describes organization of Congress and lists its specific powers, known as enumerated or delegated powers. It also describes election of the president (and vice president), qualifications for holding the office, and the procedures if a president can no longer serve. The full faith and credit clause requires that the legislative and judicial actions of one state be honored by the other states. Additionally, it states that a citizen of any state has the same privileges as citizens of all the other states. It also provides for adding new states to the union, guarantees each state a republican form of government, and ensures protection against invasion or domestic violence. The process for amending the Constitution is described, making the states responsible for ratifying the amendments.

Since the Constitution came into force in 1789, it has been amended 27 times.

The constitution was written at The Constitutional Convention, May 25 to September 17, 1787 in the old Pennsylvania State House in Philadelphia. Many of the United States Founding Fathers were at the Constitutional Convention. George Washington presided over the Convention. James Madison wrote the document that formed the model for the Constitution. Other U.S. Founding Fathers were not there, but made significant contributions in other ways. Thomas Jefferson, who wrote the Declaration of Independence, was serving as ambassador to France at the time of the Convention. He kept abreast of the proceedings in Philadelphia by carrying on correspondence with James Madison. John Adams, as ambassador to Great Britain, wrote "Defense of the Constitution of the Government of the United States of America." One of the U.S. Founding Fathers, Patrick Henry, was initially opposed to the very idea of the Constitution! He wanted to keep the Articles of Confederation, the predecessor to the Constitution. However, when an agreement was made to add a "bill of rights" to the Constitution, Henry fought hard for its ratification.

### **Major political Parties**

The country is mainly ruled by two political parties

**The Democratic Party** was founded over 200 years ago, in 1792 by Thomas Jefferson. The Party is built upon a broad popular base focused on the strength and power of socially diverse citizens. It has a long history of protecting interest of working Americans. Democrats generally follow what is called a liberal philosophy, believing that government must regulate the economy, redistribute economic wealth to the benefit of the more needy. They believe the government should ensure that all people are taken care of by, for example, providing welfare, food stamps, education opportunities, and healthcare to those in need. Simply stated they believe the government should provide both a social safety net and provide opportunity for every individual regardless of wealth or power.

**The Republican Party** was formed in the early 1850s. The first Republican president, Abraham Lincoln, established the party's ideology, in modern times Republican ideology was brightly demonstrated by the presidency of Ronald Reagan. Republicans follow what is considered a far more conservative philosophy. They believe in the government's regulating morality; but not the government's responsibility to care for each individual. The Republican Party is based on the principles of personal responsibility, that individuals determine how they want to live their life, and should be allowed to succeed or fail due to their own merits without government interference. For example, Republicans believe that the decision of an American citizen to pursue an education or not, work or be unemployed, practice good health or not are all personal choices, and that it is not the government's role to determine such outcomes. Republicans believe that each individual's dignity, freedom, ability and responsibility must be honored and that everyone deserves equal rights, justice, and opportunity regardless of race, faith, sex or disability. However, their more market-oriented, minimal-government philosophy causes the Republicans to sometimes be accused of being too business-oriented by Democrats. As noted by D.R. Mayhew, Democrats often suggest that "The economic basis and principal interest of the Republican Party is business".

and

For instance, in the sphere of education, The Democratic Party promotes philosophy of expanded governmental support, propose cutting student loan rates and making college tuition tax deductible. Focusing on improving scholastic achievement, the Republican position on education is rooted more in personal responsibility and accomplishment with far less emphasis on governmental support and absence of interference with state and local control of schools.

#### **National symbols of the country**

**The U.S. Flag.** "The Stars and Stripes", and "Old Glory" are common nicknames for the American flag. With the signing of the Declaration of Independence, the colonists declared their independence from England. The new nation needed a flag. So on June 14, 1777, the Continental Congress passed the first Flag Act. It states that the flag would be made up of thirteen alternating red and white stripes and thirteen white stars on a blue field. The 13 stripes represent the original Thirteen Colonies. As the nation has grown, so has the flag. Stars are being added to the flag as new states are joining the union. Currently, the flag contains 50 stars. In August 1949, President Harry S. Truman proclaimed June 14 as Flag Day. Since then



the President proclaims the commemoration yearly, and encourages all Americans in the country to display the Stars and Stripes outside their homes and businesses. Usually the flag is flown from all public buildings, speeches are made in public places and ceremonies take place in towns or cities. Elementary school children across the nation make “*The Pledge of Allegiance*” in front of the flag every weekday morning: “*I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.*”

**The National Anthem**, The Star Spangled Banner, can be heard at sports functions, military occasions, and official government meetings. It is recognized by most Americans as the song representing the United States. When heard members of the audience hear this music being played, they should remove any head covering and stand holding their hands over their heart. If you are in military uniform or a veteran, you should stand at attention and salute the flag.

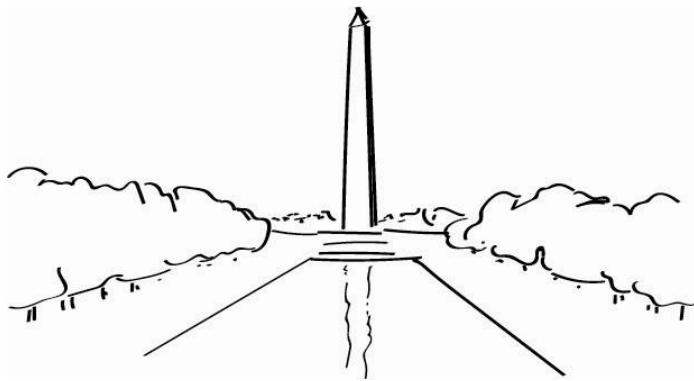
**The bald eagle** is the national bird of the United States. This majestic bird can only be found soaring in North America. The Founding Fathers chose the bald eagle as the national bird because it symbolizes strength, courage, freedom, and immortality. The term "bald" does not mean that this bird lacks feathers. Instead, it comes from the word piebald, an old word, meaning "marked with white."

**The Great Seal**. In the center of the seal is a bald eagle, the national bird. It holds in its beak a scroll inscribed “*E pluribus unum*”, which is Latin meaning "out of many, one" and stands for one nation that was created from 13 colonies. In one claw is an olive branch, while the other holds a bundle of thirteen arrows. The olive branch and arrows "denote the power of peace and war." A shield with thirteen red and white stripes covers the eagle's breast. The shield is supported solely by the American eagle to denote that Americans should rely on their own virtue. The red and white stripes of the shield represent the states united under and supporting the blue, representing the president and Congress. The color white signifies purity; red, bravery; and blue, justice. Above the eagle's head is a cloud surrounding a blue field containing thirteen stars, which forms a constellation. The constellation denotes that a new state is taking its place among other nations. The reverse side of the Great Seal is the pyramid that signifies strength and duration. “*Annuit Coeptis*” is over the eye and translates to mean, “He has favored our undertakings.” The date underneath is the date of the Declaration of Independence and the word under it “*Novus Ordo Seclorum*” translates to mean “A new order of the ages.” This was used to signify the beginning of the new American era in 1776.

**Uncle Sam**, a figure symbolizing the United States, is portrayed as a tall, white-haired man with a goatee. He is often dressed in red, white, and blue, and wears a top hat. The exact origins of Uncle Sam as a symbol for the United States are unknown.

But the most widely accepted theory is that Uncle Sam was named after Samuel Wilson. During the War of 1812, Samuel Wilson was a businessman from Troy, N.Y. that supplied the U.S. Army with beef in barrels. The barrels were labeled "U.S." When asked what the initials stood for, one of Wilson's workers said it stood for Uncle Sam Wilson. The suggestion that the meat shipments came from "Uncle Sam" led to the idea that Uncle Sam symbolized the Federal Government and the association stuck. But Sam Wilson looked nothing like the Uncle Sam pictured above. Uncle Sam's traditional appearance, with a white goatee and star-spangled suit, is an invention of artists and political cartoonists.

**The rose** has been used as a symbol of love, beauty, war, and politics throughout the world. The flowers are generally red, pink, white, or yellow and grow naturally throughout North America. The rose became the official flower of the United States in 1986.



**Washington Monument.** Located in Washington, D.C., at the western end of the National Mall, this four-sided stone structure (modeled after a classic Egyptian obelisk) honors the "Father of our Country," George Washington. At just over 555 feet tall, the Washington Monument towers over everything in Washington, D.C. and is one of the tallest masonry structures in the world. Memorial stones from the 50 states, foreign countries, and organizations line the inside walls. Fifty flags surround the base of the Washington Monument and symbolize the 50 states of the Union.

**Lincoln Memorial.** Located on the National Mall in Washington, D.C., the Lincoln Memorial honors Abraham Lincoln, the 16th President of the United States. Lincoln was president during the Civil War (1861-65). The memorial symbolizes his belief that all people should be free. The columns surrounding the walls stand for the 36 states in the Union at the time of Lincoln's death. The chamber inside the memorial contains a statue of Lincoln seated, facing the Washington Monument and the Capitol.

**Statue of Liberty.** Located on Liberty Island in New York, at 151 feet tall, the Statue of Liberty symbolizes freedom throughout the world. It was certainly that for millions of immigrants who came to America in the 19th century seeking refuge,

freedom, and opportunity. The Statue of Liberty's formal name is Liberty Enlightening the World. The Statue was actually a gift from the people of France. Made of copper sheets with an iron framework, the statue depicts a woman escaping the chains of tyranny, which lie at her feet. Her right hand holds a burning torch that represents liberty. Her left hand holds a tablet inscribed with the date "July 4, 1776" (in Roman numerals), the day the United States declared its independence from England. She is wearing flowing robes, called a palla, and the seven rays of her spiked crown symbolize the seven seas and continents

**The Liberty Bell.** William Penn created Pennsylvania's government, and he allowed citizens to choose their own religion. In many countries during that time, it was mandated that citizens had to be a certain religion. William Penn gave Pennsylvania colonist the freedom to choose their own religion. In 1751, a new bell was ordered by the Pennsylvania Speaker of the house. The bell was inscribed with "Proclaim LIBERTY throughout all the Land unto inhabitants thereof." The bell housed at the Pennsylvania Assembly, which is now Independence Hall, rang many times for public announcements. It was first referred to as the "Liberty Bell" by a group trying to outlaw slavery in the 1830s because of its inscription. In the late 1800s, it began traveling around the country to help it after the Civil War. It reminded people the days when they had united to fight for Independence against Great Britain.

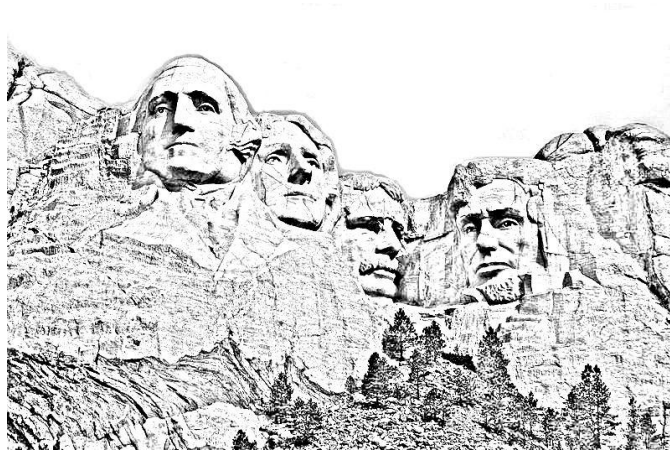
**The Supreme Court** is the highest court in the United States. It is located in Washington, D.C. near the U.S. Capitol. This building has housed the Supreme Court since 1935. Sixteen marble columns frame the main entrance of the Court. Engraved above the entrance to the Supreme Court building appears the motto "Equal Justice Under Law." There are two marble figures seated on either side of the Supreme Court Building's steps. On the left is a female figure, the Contemplation of Justice. On the right is a male figure, the Guardian or Authority of Law.

**US Capitol.** Built on a hill popularly called Capitol Hill in Washington, D.C., the U.S. Capitol has been the home of the House of Representatives and the Senate since 1800. This is where Congress meets and conducts business. It is located on the east end of the National Mall. It is easily recognizable by its iron dome topped by the Statue of Freedom. The Capitol is also a museum of American art and history.

**The White House.** Located at 1600 Pennsylvania Avenue in Washington, D.C., the White House is one of the most popular tourist attractions in the country. Completed in 1800, the White House has been the official residence of all the Presidents of the United States with the exception of George Washington. The house was rebuilt and restored after it was burned by the British during the War of 1812. Visitors who tour the White House are able to see the most beautiful and historic rooms in the house including the East Room, Green Room, Blue Room, Red Room, and the State Dining Room. These rooms are used by the President and First Lady to

entertain guests and to receive leaders of other countries. The Oval Office is where the President conducts the business of the country, such as signing bills and Executive Orders and meeting with staff, visitors, and guests.

**Mount Rushmore.** In the Black Hills of South Dakota stands the national memorial Mount Rushmore. It was created by Gutzon Borglum. Borglum designed Mount Rushmore as a testament to the growth of the country and its great leaders. This magnificent rock carving depicts the 60-foot high (18.3 m) faces of four great U.S. Presidents. They are George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.



“We are what we celebrate”, Americans say. Thus, another step to understand the culture is to look into their holidays and rituals, as well as their superstitions.

### *Test*

1. ***What do the 13 horizontal stripes of the American flag stand for?***
  - a) the 13 most influential presidents of the USA
  - b) the 13 British colonies that declared independence from the UK
  - c) the 13 years that it took the first Americans to turn into an independent state
  
2. ***How many stars are there in the top left corner of “The Stars and Stripes”?***
  - a) 30
  - b) 40
  - c) 50
  
3. ***Which bird is represented on The Great Seal of the United States?***
  - a) the bald eagle
  - b) the hawk
  - c) the common raven
  
4. ***Which is the national mammal of the US?***
  - a) the moose
  - b) the grizzly bear
  - c) the buffalo

5. ***What does the term "The Star-Spangled Banner" refer to?***
- a) the flag of the USA
  - b) the anthem of the USA
  - c) the seal of the USA
6. ***What does the unofficial motto of the USA – "E pluribus unum" – mean?***
- a) out of many ethnic groups there appears a versatile image of the nation
  - b) out of the union of the first colonies there emerged a new single nation
  - c) out of all nations – the best
7. ***Who does Mount Rushmore depict?***
- a) George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln;
  - b) Theodore Roosevelt, Abraham Lincoln, Franklin D. Roosevelt, Ronald Reagan, George Bush;
  - c) Thomas Jefferson, Theodore Roosevelt, Franklin D. Roosevelt, and Abraham Lincoln;
8. ***What is the main body of the legislative branch?***
- a) the Senate
  - b) the Congress
  - c) the Parliament
9. ***What is the Congress divided into?***
- a) the House of Commons
  - b) the Senate
  - c) the House of Representatives
10. ***How many Senator are there in the Senate?***
- a) 50
  - b) 100
  - c) 200

11. *Who presides the Senate?*
  - a) the President
  - b) the Vice-President
  - c) the Speaker
12. *How many members are there in the House of Representatives?*
  - a) about 100
  - b) about 400
  - c) about 350
13. *Who presides the House of Representatives?*
  - a) the President
  - b) the Vice-President
  - c) the Speaker
14. *What is\are the function of the Executive branch?*
  - a) it makes law
  - b) it confirms or rejects appointment of the President
  - c) it carries out laws
15. *Who presents the Executive branch?*
  - a) the President
  - b) the Vice-President
  - c) the Speaker
16. *What are the functions of the President?*
  - a) to appoint barristers
  - b) to approve the president's nominees
  - c) to appoint ambassadors to other nations
  - d) to serve as the Commander-in-Chief
17. *Which high-ranking official body represents the executive branch?*
  - a) the Senate
  - b) the Congress
  - c) the Cabinet
18. *How many presidents have there been so far?*
  - a) 55
  - b) 40
  - c) 45
19. *Which of the presidents is associated with the Great Depression?*
  - a) Andrew Jackson
  - b) Franklin Roosevelt
  - c) Theodor Roosevelt
20. *Which of the presidents is associated with using an atomic bombs on Hiroshima and Nagasaki in Japan?*

Theodor Roosevelt

Harry S. Truman

Dwight Eisenhower

21. ***What does the abbreviation SCOTUS stand for?***
  - a) the US Supreme Court
  - b) the Scotland United Society
  - c) the Secondary Court of Texas, US
22. ***Which lawyer will help advise the client how to order the client's affairs?***
  - a) attorney / lawyer
  - b) counselor
  - c) solicitor
23. ***Which lawyer will handle wills and conveyancing?***
  - a) attorney / lawyer
  - b) counselor
  - c) solicitor
24. ***What does the litigator do?***
  - a) works with opposing counsel to try to get a favorable resolution for the client
  - b) stands up or speaks up for someone else
  - c) presents evidence through testimony of witnesses, documents and perhaps demonstrative evidence
25. ***Which are the main political parties of the USA?***
  - a) The Federal Party
  - b) the Democratic Party
  - c) the Republican Party
26. ***Which party protects interest of working Americans?***
  - a) The Federal Party
  - b) the Democratic Party
  - c) the Republican Party
27. ***Which party is regarded as more market-oriented, business-focused?***
  - a) The Federal Party
  - b) the Democratic Party
  - c) the Republican Party
28. ***What is the supreme law of the country?***
  - a) The Constitution
  - b) the Senate
  - c) the Supreme Court
29. ***When did the Constitution come into force?***
  - a) in 1620
  - b) in 1789

c) in 1875

30. **Who was it written by?**

a) James Madison

b) George Washington

c) Patrick Henry



## 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, and high 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.*

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### ***Lecture Abstract***

A lot of things differ American secondary education from Ukrainian one. For example, the *grading system* is quite different. American students are graded either by numbers (1– 100) or letters (A – D and F). In Ukraine, it is called a rating system with marks. Numbers from 1 to 12 are marks. These numbers are equivalent to the 0 – 100 grading point scale.

In America they also have more *written tests* and almost nearly no oral ones. They take written tests after every few chapters in a course, about one test every six weeks, with a mid-term exam after half the course is completed, and a final exam at the end, for every class. When a teacher gives a test in America, there is absolute silence; if you speak to a classmate, your test will *be discarded*, or you will receive a *failing* mark.

Another important difference is that your grades are strictly *between you and your teacher*. You may, of course, tell the entire class your mark, but your teacher will not announce it. He usually hands back tests one by one, directly to the students, facing *downwards*, for privacy reason you or the teacher wish to discuss the mark, you may do so after class.

An interesting difference about the *subjects* is that Ukrainian students study biology, chemistry, and physics all in the same year over a course of several years. In the United States students first take an entire course of biology, 55 minutes a day, five days a week and then the following year they will take chemistry and physics.

#### **American principles of education**

1) A secondary school should encourage *good health habits*, give health instruction, and provide physical activities. Good health should be taken into account when schools and communities are planning activities for youth.

2) *The Principle of Command Of Fundamental Processes* implies developing skills in writing, reading, oral and written expression, and math.

3) *The Principle of Worthy Home Membership* calls for development of the qualities that make an individual a worthy member of a family. This principle should be taught through literature, music, social studies, and art. Co-ed schools should show good relationships between males and females.

4) *The Principle of Vocation* is aimed at knowing a variety of careers so that the student can choose the most suitable career.

5) *The Principle of Civic Education* is aimed at developing an awareness and concern for one's own community. A student should gain knowledge of social organizations and a commitment to civic morality. Diversity and cooperation should be paramount.

6) *The Principle of Worthy Use Of Leisure* states that education should give the student the skills to enrich his/her body, mind, spirit and personality in his/her leisure.

The school should also provide appropriate recreation. This principle should be taught in all subjects but primarily in music, art, literature, drama, social issues, and science.

### **School education structure**

Every State has its own department of education and laws regulating finance, hiring of school personnel, student attendance, and curriculum.

The education system is divided into three levels: elementary/primary education, secondary education, and postsecondary/higher education (college or university).

Formal schooling lasts 12 years, until around age 18. Compulsory schooling, though, ends by age 16 in most states; the remaining states require students to attend school until they are 17 or 18. All children in the United States have access to free public schools. Private schools (religious and non-sectarian) are available, but students must pay tuition to attend them. Among the most notable private schools are Columbus school for girls, Harvard-Westlake school, The College Preparatory School, The King's Academy, etc.

There are several *stages of school education*.

#### **1. Age Newborn to 5 years: Early Childhood Education**

**Day Care** is one form of early childhood education that focus on substitute care for children while their parents are absent. They can involve academic training, or they socializing activities. Day Care is not required and is not free.

**2. Pre-School** (also called Pre-Kindergarten, Pre-K) – the first formal academic classroom-based learning environment that a child customarily attends in the United States. It begins around the age of 3, is not required but it acts as a way to prepare children to better succeed in a kindergarten which is the traditional "first" class that school children participate in.

Pre-Schools programs focus on a child's (1) social development, (2) physical development, (3) emotional development, and (4) cognitive development.

#### **3. Primary and secondary education (K-12) (Age 5 years to 18 years)**

U.S. educators frequently use the terms K-12 education to refer to all primary and secondary education, from Kindergarten prior to the first year (or 1st grade) of formal schooling, through secondary graduation (12th Grade):

- *elementary school* (K-5 (pronounced "kei (kindergarten) through five" (fifth grade) is an American term for the education period from kindergarten to fifth grade); sometimes K-6;
- *middle school* (from the 6<sup>th</sup> to 8<sup>th</sup> grade), sometimes 7-9;
- *high school* (9-12 grade) or 7-12.

U.S. children enter formal schooling around age 5. The first pattern (kindergarten to 5<sup>th</sup> grade; 6<sup>th</sup> to 8<sup>th</sup> grade; 9<sup>th</sup> to 12<sup>th</sup> grade) is the most common one.

*Elementary* students are typically in one classroom with the same teacher most of the day.

After elementary school, students proceed to *junior* high school (also called *middle* school), where they usually move from class to class each period, with a new teacher and *a new mixture of students in every class*. Students can select from a wide range of academic classes and elective classes.

During both Elementary and Middle School (or Junior High), children generally stay in the classroom an average of 6.5 to 7 hours. Families have the option to select before and after school programs (“School-Age Child Care”), which are generally made available through the school. However, these programs are not free: the family will have to finance their cost. If the programs are in a location different from the school grounds, transportation from and to school will be provided by the school.

In *High School*, students in their first year are called freshman, in their second year sophomore, in their third year junior, and in their last and fourth year senior. There is an even greater variety of subjects than before. Students generally stay in the classroom an average of 7.5 hours and must earn a certain number of credits (which they get for a successfully completed course) in order to graduate and be awarded with a High School Diploma – there is no final examination like in many other countries. The number and combination of classes necessary depend on the school district and on the kind of diploma desired.

Only with a high school diploma students can enroll in *postsecondary education*. It is important to know that colleges and universities sometimes require certain high school credits or tests (e.g. SAT) for admission, and students must plan their high school career with those requirements in mind.

During their high school years, students are given "grades" for all their courses, and these are recorded. At the end of 12th Grade, the pupil's grades are averaged out to provide a "GPA" or *Grade Point Average*, which will often be used as a selection criterion when they apply to college or university. Students in 12th Grade also take "SAT's", Scholastic Aptitude Tests, or “ACTs”, American College Tests. These are the second principal tests used as criteria for admission to college or university.

The *SAT* Reasoning Test is a standardized test for college admissions in the United States. It can determine whether or not a person is ready for college. The current SAT Reasoning Test takes three hours and forty-five minutes, with possible scores from 600 to 2400 combining test results from three 800-point sections (math, critical reading, and writing), along with other subsections scored separately. The test consists almost entirely of multiple choice questions, with the exception of the essay writing section.

The *ACT* test is another standardized test for college admission in the United States. It assesses high school students' general educational development and their

ability to complete college-level work. It consists of a multiple-choice section covering four skill areas (English, mathematics, reading, and science), and a Writing Test, which is optional, measuring skill in planning and writing a short essay. Generally, colleges require one or the other test for college admission.

### **Higher education system**

The U.S. Higher Education levels of study are as follows:

#### *Level 1. Undergraduate*

A student who is attending a college or university, and has not yet earned a Bachelor's degree, is studying at the undergraduate level. It typically takes about four years to earn a Bachelor's degree. You can either begin your studies in pursuit of a Bachelor's degree at a community college or a four-year university or college.

Your first two years of study you will generally be required to take a wide variety of classes in different subjects, commonly known as *prerequisite* courses: literature, science, the social sciences, the arts, history, and so forth. This is so you achieve a general knowledge, a foundation, of a variety of subjects prior to focusing on a specific field of study.

Many students choose to study at a community college in order to complete the first two years of prerequisite courses. They will earn an Associate of Arts (AA) degree and then transfer to a four-year university or college.

A "major" is the specific field of study in which your degree is focused. For example, if someone's major is journalism, they will earn a Bachelor of Arts in Journalism. You must choose your major by the beginning of your third year of school.

A very unique characteristic of the American higher education system is that you can change your major multiple times if you choose. It is extremely common for American students to switch majors at some point in their undergraduate studies. Often, students discover a different field that they excel in or enjoy. The American education system is very flexible. Keep in mind though that switching majors may result in more courses, which means more time and money.

A college or university graduate with a Bachelor's degree may want to think about graduate study in order to enter certain professions or advance their career. This degree is usually mandatory for higher-level positions in library science, engineering, behavioral health, and education.

A graduate program is usually a division of a university or college. To gain admission, you will need to take the GRE (graduate record examination). Certain Master's programs require specific tests, such as the LSAT for law school, the GRE or GMAT for business school, and the MCAT for medical school.

Graduate programs in pursuit of a Master's degree typically take one to two years to complete. For example, the MBA (master of business administration) is an

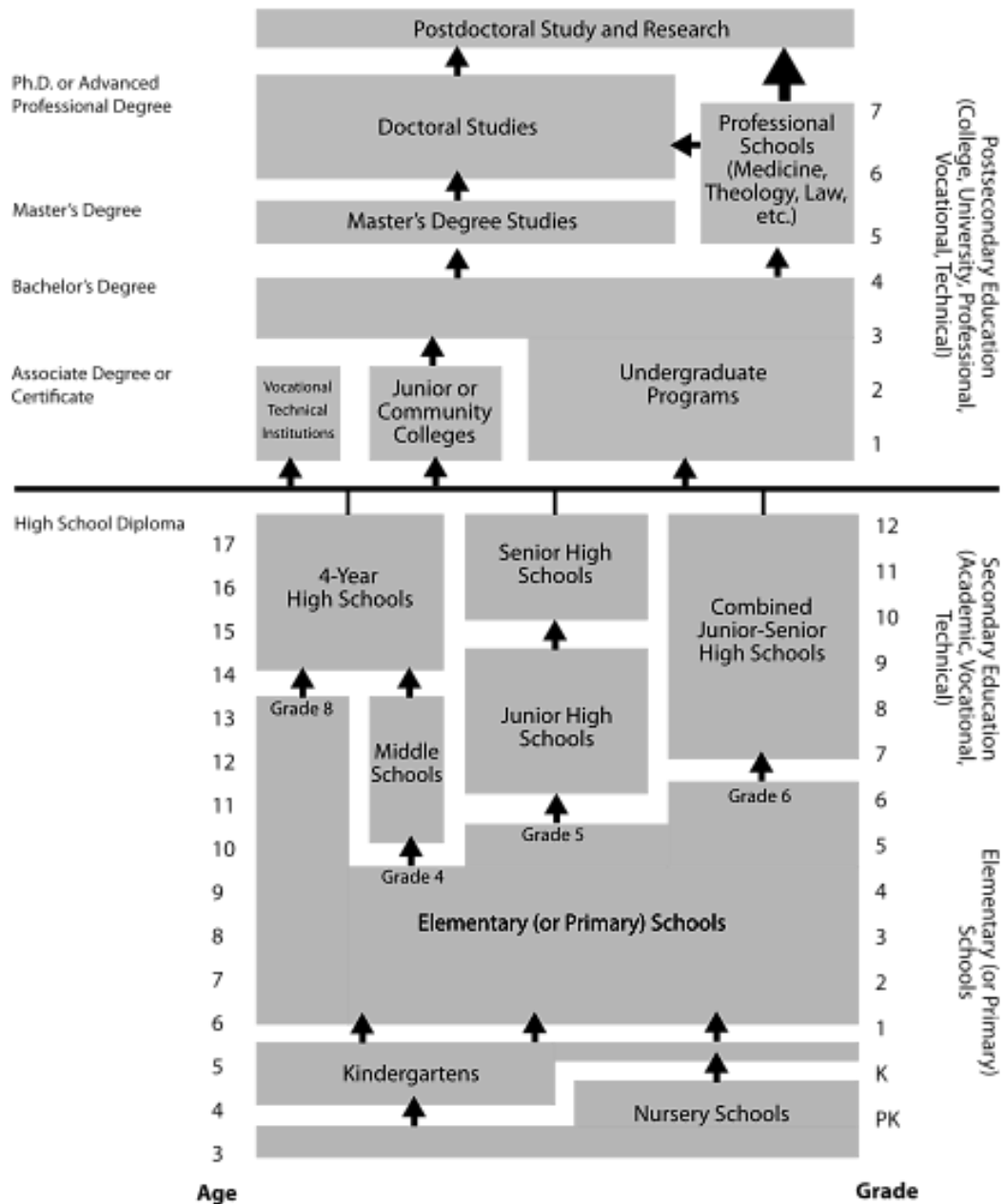
extremely popular degree program that takes about two years. Other Master's programs, such as journalism, only take one year.

The majority of a Master's program is spent in classroom study and a graduate *Level 2. Graduate in Pursuit of a Master's Degree*

student must prepare a long research paper called a "Master's thesis" or complete a "Master's project."

*Level 3. Graduate in Pursuit of a Doctorate Degree*

It may take three years or more to earn a PhD degree. For the first two years of the program, most Doctoral candidates enroll in classes and seminars. At least another year is spent conducting firsthand research and writing a thesis or dissertation. Most US universities awarding Doctorates also require their candidates to have a reading knowledge of two foreign languages, to pass a qualifying examination that officially admits candidates to the PhD program, and to pass an oral examination on the same topic as the dissertation.



### Types of U.S. higher education

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

**Private College or University.** These schools are privately run as opposed to being run by a branch of the government. Tuition will usually be higher than state schools. Often, private US universities and colleges are smaller in size than state schools. Religiously affiliated universities and colleges are private schools. Nearly all these schools welcome students of all religions and beliefs. Yet, there are a

percentage of schools that prefer to admit students who hold similar religious beliefs as those in which the school was founded.

**Community College** implies two-year programs leading to the Associate of Arts (AA) or Associate of Science (AS) degree. These colleges also have technical and vocational programs with close links to secondary/high schools, community groups, and employers in the local community. You can find large community colleges with multiple campuses in an urban/suburban setting or small campuses in a rural setting. Community college graduates most commonly transfer to four-year colleges or universities to complete their degree. Because they can transfer the credits they earned while attending community college, they can complete their Bachelor's degree program in two or more additional years.

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

### *Test*

1. *How is American school progress evaluation system called?*
  - a) a rating system
  - b) a marking system
  - c) a grading system
2. *Which is NOT true about American education system?*
  - a) They have many written tests and almost nearly no oral ones.
  - b) They write tests every chapter in a course.
  - c) Your test will be discarded if you have spoken your mind in an essay.
  - d) The grade you have obtained for your test is not announced in front of the class.
3. *In what order do American high school students study Biology, Chemistry, and Physics?*
  - a) in succession
  - b) simultaneously
  - c) they don't study them at all
4. *What is the Principle of Vocation as an educational principle aimed at?*
  - a) developing children's skills of recreation
  - b) broadening ideas of suitable jobs
  - c) orientating educational process at developing professional skills.
5. *Which principle implies developing skills in writing, reading, oral and written expression, and math?*
  - a) The Principle of Command of Fundamental Processes
  - b) The Principle of Development of Basic Competences
  - c) The Principle of Mastering of Core Knowledge

6. *What does the Principle of Worthy Home Membership aimed at?*
- a) developing skills to take advantage of your marriage
  - b) developing an ability to contribute to the household well-being
  - c) developing ability to contribute to and derive benefit from that membership
7. *How is the principle aimed at developing an awareness and concern for one's own community called?*
- a) The Principle of Community Awareness
  - b) The Principle of Civic Education
  - c) The Principle of Social Security
8. *By what age does compulsory education in the USA finish?*
- a) 18
  - b) 16
  - c) 17
9. *What doesn't Day Care as an educational institution focus at?*
- a) school preparation
  - b) academic development of children
  - c) physical development of children
  - c) emotional development of children
10. *What is the equivalent for Ukrainian «дитячий садочок»?*
- a) Kindergarten
  - b) Day Care
  - c) Pre-K
11. *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
12. *What age do the American children go to Kindergarten?*
- a) at 3
  - b) at 5
  - c) at 2
13. *What period does elementary school cover?*
- a) from the 1<sup>st</sup> grade to the 4<sup>th</sup>
  - b) from Kindergarten to the 5<sup>th</sup> grade
  - c) from the 1<sup>st</sup> grade to the 6<sup>th</sup>
14. *What period does middle school cover?*
- a) from the 6<sup>th</sup> grade to the 8<sup>th</sup>
  - b) from the 5<sup>th</sup> grade to the 9<sup>th</sup>
  - c) from the 4<sup>th</sup> grade to the 7<sup>th</sup>
15. *What period does high school cover?*



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

16. ***What does “freshmen” mean?***

- a) a 1<sup>st</sup>-grader
- b) a student of the 9<sup>th</sup> grade
- c) a new student

17. ***How do the Americans call a student in the last year of high school?***

- a) a senior
- b) a junior
- c) a sophomore

18. ***How are "grades" for all students' courses, recorded and averaged at the end of 12th Grade, called?***

- a) credit list
- b) grade point average
- c) scorecard

19. ***Which test is called The Reasoning Test?***

- a) GPA
- b) ACT
- c) SAT

14. ***What does abbreviation SAT stand for?***

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

15. ***Which skills is\ are NOT measured in ACT?***

- a) English
- b) mathematics
- c) reading
- d) science
- d) writing
- e) foreign language

16. ***Who is called “an undergraduate”?***

- a) a student who has not yet earned a Bachelor's degree
- b) a student who flunked out of university
- c) a fifth-year student

17. ***What is a prerequisite course?***

- a) a course for students who want to gain work experience rather than studying full-time at university
- b) a course that you must complete before taking an advanced one

c) a course that combines academic skills and knowledge with workplace performance and productivity

18. ***Who is called “a graduate”?***

a) a person who has graduated from a university and is never going to return there again

b) a person who has finished high school

c) a person with a Bachelor’s degree

19. ***What does the abbreviation GRE stand for?***

a) general reaching evaluation

b) grade record evaluating

c) graduate record examination

20. ***When is GRE used?***

a) to get admission for a university

b) to get admission for a graduate program

c) to be eligible for free-of-charge education

21. ***What most US universities awarding Doctorates require their candidates to do?***

a) to write a dissertation

b) to speak two or more foreign languages

c) to attend seminars and lectures for two years

d) to pass exams

22. ***How many State College or University are there in the country?***

a) no less than 50

b) more than 300

c) 250

23. ***What types of colleges are religious ones in the USA?***

a) state

b) community

c) private

24. ***What students do religious schools admit?***

a) of all confessions

b) only of the similar religions beliefs

c) all but Muslims

25. ***What is a community college?***

a) a religious establishment preparing a student for entering a university

b) a local college which is free of charge

c) a two-year college where students can learn a skill or prepare to enter a university



## **MODULE 5**

### **RELIGION IN THE USA**

#### ***Objectives***

- *recount the main landmarks of appearance of the major religion denominations in the USA using correct religious terms;*
- *name the most popular denominations of the USA religious system;*
- *explain modern tendencies in development of American dominant ideology in the sphere of religion.*

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#### ***Lecture Abstract***

Religion in the United States is characterized by a diversity of religious beliefs and a high adherence level. A wide variety of religious choices have been available to the U.S. population due to the First Amendment of the Constitution, which allows freedom of religion.

President Obama declared: “The principle that people of all faiths are welcome in this country and that they will not be treated differently by their government is essential to who we are.” But has America always been a place of religious tolerance?

*Protestantism* is regarded a major denomination in the USA. It was brought to America with the Pilgrims and puritans. The Pilgrims came to America aboard the *Mayflower* in search of religious freedom in 1620. The Puritans soon followed, for the same reason. Ever since millions of religious dissidents arrived at their shining “city upon a hill,” as their governor John Winthrop called it, aspiring to practice freely their own faith.

However, from the earliest arrival of Europeans on America’s shores, religion has often been a cudgel, used to discriminate, suppress and even kill the foreign, the “heretic” and the “unbeliever”. Moreover, there happened battles between Protestants and Catholics, between various Protestant sects.

The first establishment of Protestantism in America was that of Huguenots (French Protestant) in 1564 at Fort Caroline (near modern Jacksonville, Florida); French pilgrims had come to America in search of religious freedom.

Arrival of the Pilgrims and Puritans in New England in the early 1600s was also a response to persecution that these religious dissenters had experienced in England. But the Puritan fathers of the Massachusetts Bay Colony did not countenance tolerance of opposing religious views. Their “city upon a hill” was a theocracy that brooked no dissent, religious or political. Catholics (“Papists”) were declared an anathema on and were banned from the colonies, along with other non-Puritans. Four Quakers, for example, were hanged in Boston between 1659 and 1661 for persistently returning to the city to stand up for their beliefs.

Throughout the colonial era, the Anglo-Americans demonstrated antipathy toward Catholics – especially French and Spanish ones.

In 1779, as Virginia’s governor, Thomas Jefferson had drafted a bill that guaranteed legal equality for citizens of all religions – including those of no religion – in the state. It was around then that Jefferson famously wrote, “But it does me no injury for my neighbor to say there are twenty gods or no God. It neither picks my pocket nor breaks my leg.”

The story of *Roman Catholicism* in the US is the story of immigration too. It also began in the colonial era. Until about 1845, the Roman Catholic population of the United States was a small minority of English, French and Spanish Catholics, who were often quite socially accomplished. But when several years of devastating potato famine led millions of Irish Catholics to flee to the United States in the mid 1840s, the face of American Catholicism began to change. In the space of fifty years, the Catholic population in the United States suddenly transformed from a tight-knit group of landowning, educated aristocrats into an incredibly diverse mass of urban and rural immigrants who came from many different countries, spoke different languages, held different social statuses, and emphasized different parts of their Catholic heritage. In the nineteenth century the Catholic Church set up in America an

elaborate infrastructure, setting up a network of parishes, schools, colleges, hospitals, orphanages and other charitable institutions.

Many members of other faiths – *Jews*, *Protestants*, and even some *Muslims*, *Hindus* and *Buddhists* – arrived in the successive waves of massive immigration to the United States between the 1840s and 1920s. But Catholics from various countries were the most numerous – and the most noticed. In 1850 Catholics made up only five percent of the total U.S. population. By 1906, they made up seventeen percent of the total population (14 million out of 82 million people) – and constituted the single largest religious denomination in the country.

Today, the majority of Americans identify themselves as Protestants or Catholics, accounting for 51% and 25% of the population respectively, according to one survey by Trinity College. Below is the list of the most popular *Christian* religions of the USA presented in a descending order of the number of their adepts.

- ✓ Protestants
- ✓ Catholics
- ✓ Baptists (protestants)
- ✓ Methodists (protestants)
- ✓ Lutherans (protestants)
- ✓ Mormons
- ✓ Churches of the Christ
- ✓ Jehovah's Witness
- ✓ Seventh-Day Adventists
- ✓ Orthodox
- ✓ Evangelical (protestants)
- ✓ Quakers (protestants) (from Census Bureau, 2008)

In the table below, we see the proportion of each religious group in the system of Protestant Denomination.

**TABLE 1. America's Largest and Smallest Protestant Denominational Families by Region**

	National	Northeast	Midwest	South	West
Baptist	31.9%	23.2%	23.1%	43.6%	19.3%
Non-denominational	17.1	13.7	16.8	14.9	25.4
Methodist	10.1	11.8	12.0	10.2	5.9
Pentecostal	9.7	12.1	8.0	9.6	10.6
Lutheran	7.7	6.9	16.9	2.8	8.5
Church of Christ/DOC	5.1	3.8	5.7	4.7	6.6
Presbyterian	4.8	7.5	4.2	4.0	5.6
Episcopalian/Anglican	2.9	5.1	1.6	2.6	3.4
Jehovah's Witness	1.7	2.0	1.4	1.4	2.5
Congregational/UCC	1.2	3.4	1.7	0.5	1.0
Holiness	1.2	0.9	1.3	1.2	1.1
Seventh-Day Adventist	0.9	1.3	0.6	0.8	1.3
Reformed	0.6	0.7	1.1	0.2	0.6
Prot. Peace Churches	0.5	1.2	0.7	0.3	0.3
Other Prot. denomination*	4.9	6.6	4.8	3.3	7.9
Sample Size:	47,850	6,417	11,898	21,472	8,063

\* Includes those who did not specify a denominational family.

Source: PRRI 2016 American Values Atlas.

Apart from these, *non-Christian* religions (including Judaism, Islam, Buddhism, Hinduism, etc.) collectively make up about 5% of the adult population. Besides, a vast portion of modern adult population though claim no religious affiliation.

According to the American Religious Identification Survey, religious belief varies considerably by region. The lowest rate is in the East (with New Hampshire to be the least religious state in the country), and the highest rate is in the South (the "Bible Belt") (with Mississippi to be the most religious state in the country). Apropos, the state is heavily Protestant and dominated by a single denomination – Baptist. Six in ten Protestants in Mississippi are Baptists. The state with the greatest religious diversity is New York.

On the whole, the geography of US religion is as follows:

Evangelical Protestants are twice as large in the South and Midwest as they are in the Northeast. In contrast, Catholics represent a much larger share of Northeastern residents. The religiously unaffiliated represent a larger share of the population in the

West. White mainline Protestants are more numerous in North Dakota than any other state, making up 30% of the state's residents. Black Protestants are most dominant in Mississippi, where they make up one-quarter (25%) of the population.

Thus, the largest religion in the United States is Christianity (Protestantism in particular), practiced by the majority of the population. After Christianity and no-religion, Judaism is the third-largest religious affiliation in the United States, though this identification is not necessarily indicative of religious beliefs or practices. A significant number of people identify themselves as American Jews on ethnic and cultural grounds, rather than religious ones.

American Islam effectively began with the arrival of African slaves. It is estimated that about 10% of African slaves transported to the United States were Muslim. Research indicates that Muslims in the United States are generally more assimilated and prosperous than Muslims in Europe.

*Protestantism* as one of the major groupings within Christianity has been defined as "any of several church denominations denying the universal authority of the Pope and affirming the Reformation principles of justification by faith alone, the priesthood of all believers, and the primacy of the Bible as the only source of revealed truth." More broadly, it means Christianity outside "of a Catholic or Eastern church. "

Some fundamental principles of *Protestantism* are:

- The Scripture is the highest source of authority for the church (the Bible is a source of authority higher than that of church tradition. It originated the term "Biblical Christianity" as a deep study of the Bible, as opposed to "Church Christianity" focused on performing rituals and good works, represented by Catholic and Orthodox traditions.)

- Believers are justified, or pardoned for sin, not solely on condition of faith in Christ but on a combination of faith and good works. Good works are done by grace of God alone, therefore all glory belong to the glory of God alone.

- There is a universal priesthood of all believers, developed from the concept that God gave power and authority to any believer. Universal priesthood expresses relation between the believer and his God through Christ, without human mediation.

- God the Father, God the Son and the Holy Spirit as one God makes up The Trinity.

- Five solae are:

1. Sola Scriptura ("Scripture alone"): The Bible alone is the sole authority for all matters of faith, life, and doctrine.
2. Sola Fide ("faith alone"): Salvation is through faith in Jesus Christ alone.
3. Sola Gratia ("grace alone"): Salvation is by the grace of God alone.

4. Solus Christus ("Christ alone"): Salvation is only in Jesus Christ because of his atoning sacrifice.

5. Soli Deo Gloria ("for the glory of God alone"): Salvation is accomplished by God alone, and only for his glory.

Some fundamental postulates of *Catholicism* are:

- The supremacy of the Bishop of Rome (also known as the pope).
- The Filioque [\[filiꝫo kwe\]](#) clause (describes the Holy Spirit as proceeding from both the Father and the Son, (not from the Father only). It is translated by the English phrase "and [from] the Son").
- The belief in the real presence of Christ in the [Eucharist](#).
- The belief that God forgives sins through the sacrament of reconciliation (penance), which is performed through a priest, while most Protestants do not believe in the sacrament.
- Importance to live by Scripture and Tradition, while most Protestants believe in *Sola Scriptura* (the Bible alone).
- Papal authority and the Bible are infallible.
- Roman Catholics venerate saints, especially the Virgin Mary (Mother of God).

Roman Catholics believe that saints can pray for them directly to God. Many Protestants do not, because they regard "venerating saints" as "worshipping saints". Since they believe that only God should be worshipped, they do not venerate. Many Protestants also simply do not believe that any veneration is necessary.

According to recent data, those who have no religious faith are now the largest religious group in the United States.

An analysis of the General Social Survey reveals that those with no religious affiliation (unaffiliated), also called "Nones," now account for 23.1% of the U.S. population — a 266% increase over the past 30 years.

The "Nones" have now passed Catholics (23%) and Evangelicals (22.5%).

In a piece for the Daily Wire, Michael J. Knowles opines that the decline of religion in America will lead to less happiness and more mental health problems. "As religiosity has declined, social ills have abounded," Knowles argues. "Nearly one in five American adults suffers from anxiety disorders, which now constitute the most common mental illness in the country. One in six Americans takes antidepressant drugs, a 65% surge over just 15 years."

Thus, American society today can be called secular having shifted away from religious values and institutions towards affiliating with nonreligious values and institutions. In a political context, secularization is the separation of the state from the church. Evidence suggests that "no religion" is becoming an increasingly prevalent religious status in the United States.

*Test*



1. ***What is the major denomination in the USA?***

- a) Protestantism
- b) Catholicism
- c) Orthodox

2. ***Which principles pertain to Catholicism?***

- a) the Scripture is the highest source of authority for the church;
- b) the Scripture and Tradition are the highest source of authority for the church;
- c) the supremacy belongs to the Bishop of Rome;
- d) the universal priesthood belongs to all believers;
- e) Trinity is regarded a union of three persons – God the Father, God the Son and the Holy Spirit as one God;
- f) Christ is in the Eucharist;
- g) God forgives sins through the sacrament of reconciliation;
- h) saints are to be venerated.

3. ***Which principles pertain to Protestantism?***

- a) the Scripture is the highest source of authority for the church;
- b) the Scripture and Tradition are the highest source of authority for the church;
- c) the supremacy belongs to the Bishop of Rome;
- d) the universal priesthood belongs to all believers;
- e) Trinity is regarded a union of three persons – God the Father, God the Son and the Holy Spirit as one God;
- f) Christ is in the Eucharist;
- g) God forgives sins through the sacrament of reconciliation
- h) saints are to be venerated

4. ***What is the Scripture?***

- a) the Old Testament
- b) the New Testament
- c) the Bible

5. ***How did Protestantism begin in the USA?***

- a) it developed from Quakers denomination;
- b) it developed as a result of merger of several denominations;
- c) it was brought by the Puritans.

6. ***When did the story of Catholicism in the USA begin?***

- a) in colonial times;
- b) in the Revolutionary period;
- c) in modern times.

7. ***When did Islam begin in the USA?***

- a) long before the colonial era;
- b) in the colonial period;

c) in the 19<sup>th</sup> century.

8. ***Who were Huguenots?***

- a) English Protestants
- b) Spanish Catholics
- c) French Protestants

9. ***Who were Quakers?***

- a) a Christian denomination claiming that priests and rituals are an unnecessary obstruction between the believer and God;
- b) an Orthodox denomination claiming that anyone can have a direct, personal relationship with God without involving a priest;
- c) a Baptist denomination claiming that only believers are to be baptized.

10. ***When did the Pilgrims come to America?***

- a) in 1800
- b) in 1604
- c) in 1620

11. ***What does the idea of “the city on the hill” imply?***

- a) the concept of Protestantism as a supreme denomination;
- b) the belief in divine providence in the first colonists’ prosperity;
- c) the idea of America as an exceptional and exemplary nation

12. ***Give English equivalents for the names of the denominations:***

- a) свідки Єгови -
- b) адвентисти сьомого дня -
- c) православні -

13. ***What does the phrase “The Bible Belt” mean?***

- a) a region in the Southern part which is known to be extremely theologically evangelical and socially conservative;
- b) a region in the central part famous for its tolerance for religious diversity;
- c) a region in the northern part which is known to have the most conservative observers of the Bible.

14. ***Which is the state with the greatest religious diversity?***

- a) Mississippi
- b) New York
- c) New Hampshire

15. ***Where in America is Catholicism represented in the largest proportion?***

- a) in the south
- b) in the central part
- c) in the north-eastern part

16. ***Where in America is the largest proportion of the religiously unaffiliated?***

- a) in the west
- b) in the central part
- c) in the northern part

17. ***What does the term “religiously unaffiliated” mean?***

- a) people who do not need a priest as mediator between him\ her and God;
- b) people who have no preferences when it comes to institutional religion; unbelievers;
- c) people who are rigorous opponents of anything associated with religion.

18. ***According to Michael J. Knowles, what does the decline of religion in America will lead to?***

- a) mental development and freedom;
- b) disorders in the country;
- c) less happiness and more mental health problems.

19. ***What does the term “secularization” mean?***

- a) proving security of the non-affiliated among ardent believers;
- b) a process when the role of religion becomes restricted and religious organizations have little social power;
- c) a belief in circular ascend in one’s way to the Heavens.

20. ***When did the motto "In God We Trust" first appear on the coins?***

- a) in 1864
- b) in 1604
- c) in 1775



## **MODULE 6**

### **US HOLIDAYS, OBSERVANCES AND SUPERSTITIONS**

#### ***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 via dwelling upon some specificities of their marking holidays;*
- *name and describe most popular superstitions in America; use proper vocabulary content associated with them.*

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### **Lecture Abstract**

There are many holidays important for Americans, so there are a lot of phrases to talk about them. Americans “greet New Year”, “see the old year out”, “celebrate victory”, “feast the night away”, “solemnize marriages”, “fete an anniversary”, “hold a jubilee”, “commemorate the revolution”, “mark a bicentenary”, etc.

So what holidays are associated with America and what do we know about them?

#### **Federal, non-federal, national, and state holidays.**

A *national* holiday is a day when a nation or a non-sovereign country celebrates its independence, establishment or a momentous occasion. Usually, all the countries have only one national holiday (in the USA – Independence Day).

A *federal* holiday is a day when a state or a province within a federation declares a public holiday. It can be any occasion for which the particular state announces the *public* holiday. In the United States, a federal holiday is a *legal/official* holiday, which has been recognized by the U.S. government. The offices are closed on this day, and the employees are paid for the holiday.

Besides, each *state* has its own public holiday, e.g.:

- Farmer’s Day in Florida (2<sup>nd</sup> Monday in October);
- Confederate Heroes Day in Texas (January 19);
- Native American Heritage Day in Washington (Day after Thanksgiving Day);
- Cesar Chavez Day in California (March 31), etc.

*Federal* holidays are designated by the United States Congress.

Most of the ten U.S. federal holidays are also state holidays. A holiday that falls on a weekend is usually observed on the closest weekday (e.g. a holiday falling on a Saturday is observed on the preceding Friday, while a holiday falling on a Sunday is observed on the succeeding Monday). Thence there is a term – The Uniform Holiday Act which is an Act of Congress that establishes observance of certain holidays on

Mondays. The Act was designed to increase the number of three-day weekends for federal employees. The Monday Holiday Act got reflected in observance of the following holidays:

- Washington Birthday (third Monday in February);
- Memorial Day (last Monday in May);
- Labour Day (first Monday in September);
- Columbus Day (second Monday in October);
- Veteran Day (fourth Monday in October).

Out of US federal holidays the most prominent are:

- *New Year's Day* (January 1) – celebration of the beginning of the Gregorian calendar year. Festivities include counting down to 12:00 midnight on the preceding night, New Year's Eve, often with fireworks display and party. The Ball Drop at Time Square in New York City has become a national New Year's festivity. *"I wish you Happy New Year from the bottom of my heart"*, *"May God give you the happiness and strength to overcome your past year failures"*, are some usual phrases you can hear on that day.

- *Washington's Birthday* (February 15–21 (Floating Monday)) – In 1968 The Uniform Holiday Act shifted the date of the commemoration from February 22 to the third Monday in February (between February 15 and 21, meaning the observed holiday never falls on Washington's actual birthday). Because of this, combined with the fact that President Lincoln's birthday falls on February 12, many people now refer to this holiday as "Presidents' Day" and consider it a day honoring all American presidents. *"Liberty and Union now and forever"*, *"Nor shall their story be forgotten"*, is written on the greetings postcards on that day.

- *Memorial Day* ( May 25-31 (Floating Monday)) – honours the nation's war dead from the Civil War onwards. Among the phrases and greetings on that day are: *"Our deepest gratitude to the fallen men and women"*, *"Let us remember those who sacrificed their lives for the piece and security of our country"*, *"Wishing you a beautiful Memorial Day weekend."*

- *Independence Day* (July 4) – celebrates signing of the Declaration of Independence from British rule. Some common phrases for that day are: *"Hope your Day of Freedom is filled with family, friends and fireworks!"*, *"Happy Birthday America! Celebrating our independence, celebrating our freedom!"*

- *Labour Day* (September 1-7 (Floating Monday)) – an annual holiday to celebrate the achievements of workers. *It* has its origins in the labour union movement, specifically the eight-hour day movement, which advocated eight hours for work, eight hours for recreation, and eight hours for rest. For most countries, Labour Day is linked with International Workers' Day, which occurs on 1 May. Nowadays it is mostly celebrated as the unofficial end of summer. What do

Americans say on this day? *“Many congratulations on this Labor Day”, “May you have a happy Labor Day!”*, *“To all of you I wish you have a happy Labor Day!”*

- *Columbus Day* (October 12 (Floating Monday)) – commemorates the landing of Christopher Columbus on October 12, 1492, in the New World. The day came to be marked by parades, often including floats depicting the ships of Columbus, and by public ceremonies and festivities. In 1992, the holiday was an occasion for discussing the European conquest of American Indians, and some people objected to celebrating the event and proposed alternatives, among them Indigenous Peoples Day. *“Happy Columbus Day to you”*, *“Wishing you a very Happy Columbus Day!”*, *“Best wishes on Columbus Day to you”* are the commonest greetings on the day.

- *Veteran’s Day* (November 11) – honours all veterans of the US armed forces. It is observed on November 11 to recall the end of World War I on that date in 1918. To salute their heroes, Americans say: *“America must never forget your sacrifices”*, *“To our men and women in uniform, past, present, and future, God bless you and thank you.”*

- *Thanksgiving Day* (November 22-28 (Floating Monday: fourth Thursday of November)) – is a day for people in the US to give thanks for what they have. Families and friends get together for a meal, which traditionally includes a roast turkey, potatoes, vegetables, cranberry sauce, gravy, and pumpkin pie, and say *“May god bless you and your family in abundance on this Thanksgiving! Have a blessed Thanksgiving”*. Many people trace the origins of the modern Thanksgiving Day to the harvest celebration the Pilgrims held in Plymouth, Massachusetts in 1621. However, their first true thanksgiving was in 1623, when they gave thanks for rain that ended a drought. These early thanksgivings took the form of a special church service, rather than a feast. The day after Thanksgiving, also know as Black Friday, is a holiday in more than 20 states. It's common to take trips and visit family and friends during the ling weekend. *“Black Friday is so close we can practically taste it!”* *“Buying online on Black Friday sounds much more pleasant than fighting crowds”*, say Americans on that day.

- *Christmas Day* (December 25) – a commemoration of the birth of Jesus of Nazareth. Commonly celebrated by Christians and non-Christians alike with various traditions. Among the phrases usually exchanged during Christmas period are: *“Best wishes for a wonderful New Year”*, *“Happy\Merry Christmas”*, *“Happy Holidays”*, etc.

- *Birthday of Martin Luther King* (January 15-21 (Floating Monday)) – honours Dr. Martin Luther King, civil rights leader, who was actually born on January 15, 1929. Some cities and municipalities hold parades. Here is an extract form his famous speech *“I have a dream”*:

*And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.*

*I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."*

*I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.*

*I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.*

*I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.*

*I have a dream today!*

*I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.*

*I have a dream today!*

There is alarming statistics about Americans' using or rather not using their paid vacation days: more that 40% of them don't take their paid time off. "We're taught to work until we drop," said Femia who works for a not-for-profit company focusing on leadership training in Manhattan. "I doubt anybody who isn't using them is doing it for spite or malice. It's probably because their company is discouraging them from using them or because they feel like they'll fall behind in their workplace if they do." Last year, the US Travel Association found that 28% of workers did not take vacation so that they could prove their dedication and not be seen as slackers. Another 40% were afraid of the work they'd have to do when they got back from vacation. Indeed this fear is based on the fear that too much work will pile up while they are gone and they will be so stressed when they return that time off won't be worth it.

Some holidays, such as Valentine's Day, Earth Day, Mother's Day, Father's Day, Flag Day, and Halloween, honour specific events. These are *not federal* holidays.

Various *ethnic* and *religious* groups in the United States celebrate days with special meaning to them. Some of these holidays include Easter for the Christians,

St. Patrick's for the Irish, the High Holy Days for Jews, Ramadan for Muslims, Day of Vesak for Buddhists, Kwanzaa for African Americans, and Diwali for Hindus.

### **Traditions of celebrating**

As for Americans' attitude to celebrating holidays, one may confirm the fact of their honouring their history, saving memory of momentous events; patriotism is the starting point of American national identity, education and mentality. That is why such holidays as Independence Day, Columbus Day, Washington Birthday are so important for the country. For instance, when decorating their houses and themselves for Independence Day, they use colours of the American Flag and use national symbols for it, which demonstrates pride for their country.

There are several specificities of **Americans' paying visits** on different holiday occasions.

Firstly, Americans don't take off their shoes when entering a home. In a lot of Eastern countries, it is considered so rude to walk into a host's home with your shoes on.

It is appropriate and kind to bring a small gift to the hostess of the home you're visiting.

Americans expect guests to come punctually at the agreed time. If you must be late, it is considerate to let them know.

In homes, food is usually passed around the table and each person serves themselves. If you don't want one of the dishes being passed, simply don't take any and pass it to the next person.

As far as food is concerned, it is not a habit to give guests a good feed, unlike in Ukraine, where it is a duty of any host since it shows his or her well-being and prosperity. As a rule, Americans do not pay attention to showing up, which might have negative impact on guest receiving: the latter might not even be suggested food at all, let alone cooking enormous number of dishes. At the most, they can arrange barbecues during which you will not be served, you are to help yourself to the bites you like. If several families are invited to picnic, it will most probably be a potluck supper which means a dinner party where everyone brings a course or dish. In large cities where there are many immigrants, tables at such barbecues often resemble restaurant menus. Another interesting fact is that it is usually only a table that is brought out to the lawn, chairs being suggested only to the oldest guests. Thus, they eat and communicate standing up.

Alternatively, there can be "table parties". Most of the dining tables here are round and dinner participants can sit wherever they want to regardless of their identities or the shape of tables. When the hosts announce the beginning of the dinner, people start to pass the food containers around the circle. In this way, regardless of age, everybody sitting on the table can get their food whenever the



container is passed to their hands. Whenever the person has food in his/her plate, he/she can start eating without having to wait until everyone gets their food.

### **Congratulations**

American greetings are cordial but discreet.

Regarding birthdays, it is quite enough to say: “Happy Birthday” / “I’d like *to wish you* a happy birthday”, remembering that in English you express wishes to the addressee, and not “congratulate” him or her. To congratulate meant to praise someone and say that you approve of or are pleased about a special or unusual achievement (e.g. “My warmest congratulations on your promotion!”). Adult Americans for the most part pay much less attention to their birthdays than the Ukrainians. Usually, only round dates are celebrated – and then they arrange a holiday, invite guests, etc. With a non-circular date, only close friends are congratulated. In addition, Americans do not have the need to use their birthday as a good reason to see their family and friends, to sit together at the festive table. Sometimes the “hero of the occasion” goes with his wife or with a couple of close people to a restaurant. The expression “we are not arranging anything this year” can be referred to as we’re not really celebrating.

“Merry Christmas” and “Happy New Year” are appropriate phrases for Christmas and New Year. You can also say: “A (very) happy (and healthy) New Year”. Again, Americans do not use the phrase “to congratulate someone on / with the holiday”, and it is strange for them to hear when the Ukrainians “congratulate” them on, say, Thanksgiving or Independence Day. Different phrases, such as “Happy Thanksgiving”, “Happy turkey day”, “Happy Fourth of July” are used instead, but it is not customary to greet anyone personally. Besides, the phrase “Happy Holidays” is more and more used instead of “Merry Christmas” these days.

The fact is, the period from late November until early January is lumped together as the holiday season. You’ve got your biggies like Thanksgiving, Christmas, Hanukkah, and New Year’s, plus dates that get not quite so much attention, like Kwanzaa, the Winter Solstice, Boxing Day, and Festivus. With that many holidays crammed into a few weeks, it makes sense to go for the general holiday wish.

“Happy Holidays” is accepted as the broadest and most inclusive greeting at this time of year. If you know someone celebrates Christmas you can go with “Merry Christmas,” but it is the season for interacting with strangers (selling to them, buying from them, bumping into them on your way out of target). And when the time comes to wish them well, it’s usually best to go for general.

### **American Superstitions**

Some American superstitions are unique, others – similar with ones in other cultures. Here is a look at the most widespread superstitions in the U.S:

**Wishbone.** Each person holds a side of the wishbone, makes a wish and pulls. The person with the larger piece gets the wish.

**Beginner's luck.** Beginner's luck refers to a novice outperforming expectations. This could occur or seem to occur for many reasons, including confirmation bias.

**Lucky penny.** "See a penny, pick it up. All day long you'll have good luck," Americans say.

**Bad news comes in threes.** If an unfortunate event has already occurred twice, it will most likely happen a third time.

**Four-leaf clover.** The four-leaf clover is a rare variation of the common three-leaf clover. According to traditional superstition, such clovers bring good luck. These rarities occur in about one of every 10,000 clovers.

**Crossing fingers.** To **cross one's fingers** is a hand gesture commonly used to wish for luck. Occasionally it is interpreted as an attempt to implore God for protection. The gesture is referred to by the common expressions "cross your fingers", "keep your fingers crossed", or just "fingers crossed". The act of crossing one's fingers mainly belongs to Christianity. The earliest use of the gesture had two people crossing their index fingers to form a cross.

American people believe that you will have good luck if you

- wear old clothes
- knock on wood
- snap your fingers
- give a coin to a cripple
- carry an acorn with you
- drink at a fountain
- touch the hunch of a hunchback
- when you sneeze, sneeze three times
- attach a horseshoe over a door
- stick a pin in the lapel of a friend's coat
- carry a crust of bread in your pocket
- throw coins to a beggar or into a fountain
- carry a rabbit's foot or a penny in your pocket
- watch for shooting stars until you see one
- bow 9 times at the moon while shaking silver coins in your pocket!

Bad luck will follow if you:

- find a pin
- spill sugar
- button your coat wrong
- hear the sound of an owl

- sing while playing cards
- cross paths with a black cat
- were born during an eclipse
- open an umbrella inside your house
- wear skirts that have buttons
- brag about your good fortune
- lend an umbrella or a handkerchief
- Light three cigarettes from one match
- drop a card (any sort of card) on the floor
- look into a mirror by candlelight
- get trodden on the toes by a cripple
- let soap slip out of your hand to the floor
- stand a slice of cake edgewise and it falls over
- encounter a beggar shortly after leaving home
- take the last piece of bread on a plate
- wash blankets in months with an "r" in their name.

### ***Test***

1. ***What does the phrase “to greet New Year” mean?***
  - a) to celebrate the last hours or minutes of the **year**
  - b) to celebrate the start of a new year
  - c) to say hello on the first day of New Year
2. ***What does the phrase “to see the old year out” mean?***
  - a) to celebrate the last hours or minutes of the **year**
  - b) to celebrate the start of a new year
  - c) to say hello on the first day of New Year
3. ***What does the phrase “feast the night away” mean?***
  - a) to celebrate the whole night to make it pass quicker
  - b) to have a huge, delicious meal at a party or celebration for the whole night
  - c) to brush off the memories about the night
4. ***What does the phrase “mark a bicentenary” mean?***
  - a) to celebrate the day or year that is 200 years after a particular event
  - b) to mark an event every second year
  - c) to celebrate liberation of the nation
5. ***What does the term “federal holiday” mean?***
  - a) a holiday commemorating the union of the states
  - b) a holiday relating to the Federal army
  - c) a public holiday established by the federal government of a country.
6. ***What does the term “national holiday” mean?***
  - a) any holiday of the nationality

- b) a public holiday established by the federal government of a country
- c) a day when a nation celebrates its establishment

7. ***What does the term “public holiday” mean?***

- a) any ethnic holiday
- b) a holiday without paid time off
- c) a holiday observed over the whole country

8. ***Which is \ are the national holidays of the USA?***

- a) Independence Day
- b) Columbus Day
- c) Christmas Day.

9. ***Which is \ are the federal holidays of the USA?***

- a) Independence Day
- b) Columbus Day
- c) Easter Day.

10. ***Which is \ are the non-federal holidays of the USA?***

- a) Memorial Day
- b) Valentine’s Day
- c) Halloween

11. ***What does the term “state holiday” mean?***

- a) a public holiday designated by a particular state
- b) any national holiday
- c) any federal holiday

12. ***What is the Uniform Monday Holiday Act?***

- a) the act that implies shifting observance of certain American holidays on the weekdays other than Monday
- b) the act providing for the establishment of observance of certain holidays on Monday
- c) the act prescribing observing the holidays falling on Mondays in a restricted way

13. ***Which holiday are the things below associated with?***

*Horn of Plenty, Ornamental Corncobs, Cranberry Sauce*

- a) Christmas
- b) Easter
- c) Thanksgiving Day

14. ***If you “ring in the New Year”, you...***

- a) celebrate the beginning of the new year at midnight on December 31
- b) sleep through New Year’s Eve and wake up early on the 1<sup>st</sup> of January
- c) drop in on your friends on the 1<sup>st</sup> of January, in order to congratulate

15. ***When do Americans say these phrases? Write the right letter next to the***

**occasions below.**

- |  |   |
|--|---|
| a) Let's deck the hall.  | 1. visiting bars, restaurants and clubs |
| b) I can let my hair down a bit.   | 2. in any informal situation            |
| c) We're going to paint the town red, man!"  | 3. Memorial Day                         |
| d) Warmest Wishes  | 4. Christmas                            |
| e) Wishing you a new year full of peace and joy!   | 5. birthday                             |
| f) May your holidays be full of warmth and cheer!  | 6. New Year                             |
| g) I hope you have a fantastic day and a fantastic year to come.                           | 7. Easter                               |
| h) Wishing you a day that is as special as you are.  | 8. Independence Day                     |
| i) Christ is risen! Indeed He is risen!  | 9. Thanksgiving Day                     |
| j) I remember and deeply appreciate the ultimate sacrifice [name of a fallen hero] made.   |   |
| k) Where's your fat turkey?! May the forks be with you!                                    |   |
| l) Let's celebrate the day that gave us the freedom of thought, actions, faith and speech! |   |

**16. Match the description of the holidays with their names:**

- |  |                      |
|--|----------------------|
| 1) The day before the Christian season of Lent begins in late winter, with huge parades and wild revels. The name implies the practice of the last night of eating rich, fatty foods before the ritual fasting of the Lenten season. | a) St. Patrick's Day |
| 2) Primarily celebrated by people with Irish backgrounds. Many people wear green clothes and other items on this day.  | b) Good Friday       |
| 3) Not really a holiday. Always falls on Friday. It commemorates the crucifixion and death of Jesus.   | c) Mardi Gras        |
| 4) It is a Jewish holiday celebrated on the 14th day of the first month of the Jewish year called Nisan. It celebrates the survival of the Jews in Egypt. Jews celebrate it with a special ritual dinner called "Seder".             | d) Kwanzaa           |
| 5) A celebration held in the United States and in other nations of the African diaspora in the Americas and lasts a week. The celebration honors African heritage in African-American culture and is observed from December 26 to    | e) Passover          |

January 1, culminating in a feast and gift-giving.

17. ***Who does Memorial Day honour?***

- a) the nation's war dead
- b) all veterans of the US armed forces
- c) those who died on the day of atomic bombings of Hiroshima and Nagasaki

18. ***What does Labour Day honour?***

- a) liberties of non-federal employees
- b) cooperation and solidarity of professional unities
- c) achievements of workers

19. ***What do Americans give thanks for on Thanksgiving Day?***

- a) for God's support in all circumstances
- b) for the rich harvest and survival of the forefathers
- c) for relatives' support

20. ***Which of the rules below refer\refers to the US Flag Code?***

- a) No part of the flag should ever be used as a costume or athletic uniform
- b) The flag should never be used for advertising purposes
- c) The flag should never be prayed at

21. ***The New Year Ball Drop is a tradition that implies...***

- a) an entertainment of dropping a ball at people to find your future husband or wife
- b) a public entertainment of throwing snowballs at strangers on the New Year's Eve
- c) an entertainment with a ball descending a flagpole to symbolize New Yea's coming

22. ***Tick the superstitions associated with good luck:***

- a) To be born during an eclipse
- b) Wear old clothes
- c) Wear skirts that have buttons
- d) Button your coat wrong
- e) Give a coin to a cripple
- f) Find a pin
- g) Drink at a fountain
- h) Attach a horseshoe over a door
- i) Spill sugar
- j) Hear the sound of an owl
- k) Sing while playing cards
- l) Touch the hunch of a hunchback
- m) Lend an umbrella or a handkerchief
- n) Let soap slip out of your hand to the floor

23. *What does the phrase “potluck supper” stand for?*
- a supper where you cook from all that is left in the fridge
  - a difficult situation
  - a dinner party where everyone brings a dish
24. *What does the phrase “I congratulate you on...” mean?*
- I wish you the best on this day
  - I approve of your special or unusual achievement
  - I wish you all the success
25. *What is the American “table parties” etiquette? Tick the rules that correctly characterize the event:*
- participants can sit wherever they want
  - they can start eating without having to wait until everyone gets their food
  - senior participants eat first



**MODULE 7**  
**AMERICAN MENTALITY**  
**AND THE SYSTEM OF VALUES**

*Objectives*

- *recount the historical events that led to formation of American mentality and outlook;*
- *state the most prominent national features;*
- *confirm national features with appropriate idioms and word combinations;*
- *explain the structure of the modern American family as a cell of society using adequate linguistic units.*

*Literature*

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### **Lecture Abstract**

Researchers pinpoint different concepts constituting the image of modern Americans (e.g. pursuit of happiness, self-reliance, independence, individualism, hope, money cult, freedom, democracy, fighting spirit, ability to meet challenge, time consciousness, task orientation, bias for action, patriotism, nationalism, directness, egalitarianism, consumerism, business orientation, pragmatism, competitiveness, hard work, informality, optimism, etc.).

All the aforementioned characteristics appeared and established themselves in the process of evolution of the nation, most of them predating foundation of the country as an independent, fully-fledged one. In 1492 Columbus discovered America, and shortly after that, Spain, France and later England founded colonies in the Americas. The settlers' targets was multifaceted: (1) wealth (the Virginian Settlement, 1609, was founded by aspirants for the riches of the New Land); (2) social independence (the Virginian settlement, 1610-1611, would be replenished by prisoners and the homeless from London seeking freedom and a new start in life); (3) safety from religious or political persecution (the Plymouth Settlement, 1620, was founded by the Puritans, opponents of the Catholic Church of England).

These events may fully advocate for the national features noted below.

### **Individualism**

“*Love your friend, but look after yourself*”, Americans say.

This saying reflects their strong sense of individualism. Americans are considered the most individualistic culture in the world. This value can be seen in their emphasis on individual accountability and singling out a specific person for recognition and reward. Although they do participate in teamwork and belong to groups, they do not let the group identity overpower their individualism.

Individualism is a philosophy which emphasizes individual initiative, independence and interests. As an individual, everyone should be independent, responsible and self-esteemed, only then they can be paid attentions and respected.



However, individualism may lead to selfishness, liberalism, and even disregard of the negative impact of the law resulting in alienation, isolation, lack of harmony and psychological communication among people.

The Americans believe each individual's life belongs to himself and he has a right to live it as he sees fit, to act on his own judgment, and to pursue the values of his choosing. This is the ideal that the American Founders set forth and sought to establish when they drafted the Declaration and the Constitution and created a country in which the individual's rights to life, liberty, property, and the pursuit of happiness were to be recognized and protected.

Thus, most people who grew up in America are thought to be individualists, motivated by what is good for them personally and self-reliant. Most people who grew up in Japan, on the other hand, are thought to be collectivists, motivated by the good of the group, relying on others and placing priority on the group rather than self.

American individuality is brightly expressed in syntax: subject – predicate – object. Due to scientific statistics, only 30% of English sentences have no subject.

### **Self-reliance**

During the frontier era and westward expansion period of US history, people were widely scattered and isolated by distance. They had to rely on themselves and gradually turned this necessity into a virtue. Today, those who can take care of themselves, make or repair things and improve their own circumstances are generally admired and respected. Most people believe that it is good for adolescent children and elderly family members to be as self-reliant as possible and not to depend on others. Self-reliance is a part of American culture, which is generally quite individualistic, and that is how it is reflected in proverbs:

*“God helps those who help themselves.”*

*“Stand on your own two feet.”*

*“If you want a job done right, do it yourself.”*

*“Pull yourself up by your own bootstraps.”*

### **Patriotism/Nationalism**

*“America – love it or leave it!”*, *“My country – right or wrong!”*, *“God bless America!”* these are traditional *patriotic* statements, now reduced to clichés by politicians and two centuries of overuse.

Strong national pride has always been a major characteristic of American politics and public sentiment. But during times of crisis, such as after the terrorist attacks on September 11, 2001, patriotism surges to become a dominant emotional force. The unique status of the United States as the last remaining superpower lends support to the idea among policy-makers and the public that the USA is somehow better than other countries. US citizens tend to be very sensitive to criticism of their country, even if it comes from fellow Americans.

The process of national self-determination was closely connected with the process of self-rejection from European roots, rejection from the previous world, begetting hostility and protest. The idea of uniqueness, special predestination of America is reflected in such clichés as “manifest destiny”, “American dream”, – all these concepts were born firstly in comparison or, rather, opposing oneself to Europe.

### **Directness**

American culture promotes simple frank verbal and written communications. Those who are too indirect are likely to be viewed with suspicion, as if they have something to hide or lack self-confidence. “*Don't beat around the bush.*” “*Get to the point!*” they say. Therefore, except for academic and literary circles, subtlety and sophistication are seldom valued. However, their directness must be polite enough to avoid being perceived as excessively blunt and rude.

Hence another feature – strong orientation at facts, numbers, dates and precise, explicit meanings. Great length and detail of their contracts are another consequence of this value.

### **Egalitarianism**

*All men are created equal* – this statement from Declaration of Independence supports the belief that all people are of equal value according to some philosophical or spiritual standard. They reject the idea that there exists a class of “betters” who have an innate right to high status, privilege, and power. The USA is ranked one of the first among the countries with relatively low acceptance of power distance, manifested in use of boss's first name, and expecting equal treatment.

This lead to all fighting for rights – women, children, racial minorities, sexual minorities, fat, ill, etc. Due to this there are many terms standing for types of discrimination, i.e. *age discrimination, disability discrimination, marital status discrimination, gender discrimination, sexual orientation discrimination, pregnancy and breastfeeding discrimination, race discrimination, etc.*

Another important consequence of struggle for their rights is a phenomenon of “*political correctness*”, or “*public acceptability*”. Particularly brightly this movement manifested itself since the 1980s, and its essence is to avoid terms and constructions offending representatives of some group of people. Firstly it concerns racial and ethnic problems: from the English language there were eliminated and turned into an awful swearword the word “Negro”, then Black”, replaced by “Afro-American”. Due to this principle, the word *Indian* has turned to *Native American, Amerindian; old – third age person, senior citizen; blind – visually-challenged; bald – follically challenged; poor – overcoming financial difficulties; chairman – chairperson; fireman – fire fighter; and stewardess – flight attendant.*

### **Consumerism**

“*Life is a game and whoever ends with the most toys wins.*”

*“Shop 'til you drop.”*

*“Who says you can't have it all?”*

The American dream is largely defined in terms of material possessions (the house, the cars and the labor saving and entertainment devices are a must). The level of consumer confidence is carefully monitored and Americans are constantly urged to buy and consume more. Historically, they had what was considered a limitless resource base: the land, forests and water were so abundant that waste was not a concern and conservation was not necessary. According to a report by the World Resources Institute, the American standard of living requires 18 metric tons of natural resources per person per year (many times the world average).

### **Business orientation**

The saying, *“What's good for General Motors is good for the country”*, and the famous quotation of Calvin Coolidge, a former US President, *“The business of America is business”*, reveal their strong support for corporate America. Most Americans are concerned about the economy and personal prosperity.

The country ranked the sixth in the world for business ease. Even more, The World Business Culture website contains practical information to help prepare those doing business in the USA with the necessary understanding of American culture and market to thrive in the American business setting.

### **Pragmatism**

Americans have a reputation of being an extremely realistic, practical and efficient people. Americans pride themselves in not being very philosophically or theoretically oriented. If Americans would even admit to having a philosophy, it would probably be that of pragmatism.

*“Will it make any money?”*, *“Will it pay its own way?”*, *“What can I gain from this activity?”* – these are the questions that Americans are likely to ask in their practical pursuit, not such questions as: *“Is it aesthetically pleasing?”*, *“Will it be enjoyable?”*, or *“Will it advance the cause of knowledge?”*

This practical, pragmatic orientation has caused Americans to contribute more inventions to the world than any other country in human history. The love of practicality has also caused Americans to view some professions more favorably than others. Management and economics, for example, are much more popular in the United States than philosophy or anthropology, law and medicine more valued than the arts.

Another way in which this favoring of the practical makes itself felt in the United States, is a belittling of emotional and subjective evaluations in favor of rational and objective assessments. Americans try to avoid being too sentimental in making their decisions.

Another reflection of American pragmatism and individualism is a prenuptial contract (also called prenups).

The language itself is simple and adapted for comfortable communication.

### **Money cult**

Americans put their money as the measure of their success, they always pursue the wealth of life. Therefore, in some sense, Americans think success is money. So they have the proverb "*A man without money is no man at all*". Such utilitarianism determines that money for them is the world's most important thing. Such proverbs as "*Money is the key that opens all doors*", "*Money talks*", "*All things are obedient to money*", "*Money can buy the devil himself*", so people have money just as they have everything. Conversely, poverty means losing everything, even the self-esteem: "*A light purse makes a heavy heart*", "*Empty sacks cannot stand upright*". It is neither the president nor the quiet dedicated librarian that are universal idols, but the self-made president of Microsoft Bill Gates who is the world's richest man.

### **Hard work**

*"Genius is one percent inspiration and ninety-nine percent perspiration."*

*"Keep your nose to the grindstone and your shoulder to the wheel."*

The US work ethic is evident in these proverbs. Americans spend an average of 1,900 hours a year at work according to the US Census Bureau. That is twenty more days each year than a quarter century ago and more than any other industrialized nation in the world today. Americans have fewer vacation days and less sick leave than workers in most countries.

The term "*workaholic*" was born in America. Having finished with daily difficulties, they continue thinking about profits and losses, even in bed do not forget about work, worrying instead of relieving tired brains of problems.

Even food which is a source of pleasure and rest for many Europeans, is an unnecessary discomfort for the Americans as it distracts from work. Thus, America took hold of the idea of "snacks" – when food is taken on-the-job. Secondly, food takes much money, so the country is loaded with cheap but far from delicious and natural products. Therefore, there is abundance of synonyms for "fast food" (*convenience food, junk food, precooked food, instant food, bite to eat*).

### **Time consciousness**

Americans' language is filled with references to time, giving a clear indication of how much it is valued. Time is something to be "on," to be "kept," "filled," "saved," "used," "spent," "wasted," "lost," "gained," "planned," "given," "made the most of," even "killed."

*"Time is money."*, *"Time lost is never regained."* These expressions illustrate two of the most fundamental US values: time consciousness and productivity. They have become one of the world's fastest paced cultures. Even as early as the 1830s,

Micheal Chevalier, a French economist, wrote that the "American has an exaggerated estimate of the value of time and is always in a terrible hurry." The tempo of life, and work in the United States has increased since then due to invention of such time "saving" tools as microwave ovens, cellular phones, faxes, computers and e-mail.

### **Informality**

“*Don't be a stuffed shirt.*”, “*Let's not stand on ceremony.*” These sayings reflect American's preference for informality in most social and business situations. It is generally believed that informality and casualness help people at feeling comfortable and that they facilitate cordial but effective communications. To the contrary, formality may be perceived as self-importance, aloofness or lack of personal warmth. Business interactions tend to be less structured than in many other countries.

Informality is also apparent in American's greetings. The more formal "How are you?" has largely been replaced with an informal "Hi." This is as likely to be used to one's superior as to one's best friend.

### **Optimism**

Traditionally, Americans have felt as if they live in the land of opportunity with boundless potential. Their seemingly unlimited natural resources plus steady technological progress and economic growth have supported the belief that anything is possible. (“*the sky is the limit*”, “*every cloud has a silver lining*”, “*it is always darkest before the dawn*”). Whatever happens –all is good, it cannot be in a different way. “Don't worry, be happy” – TV screens convince Americans.

Thence another feature – directness towards future. Most Americans do not acknowledge their past, they are aimed at the future. The tendency started at the times of great settlements where settlers headed for better destiny and to begin everything afresh. It started worshipping for everything new: medicine, music, lifestyle.

Intrapersonal relations

### **The American family today**

#### **FAMILY STRUCTURES**

*Nuclear family* – a traditional type of family structure. This family type consists of two parents and children. The nuclear family was long held in esteem by society as being the ideal in which to raise children. Children in nuclear families receive strength and stability from the two-parent structure and generally have more opportunities due to the financial ease of two adults.

*Single parent family* consists of one parent raising one or more children on his / her own. Often, a single parent family is a mother with her children, although there are single fathers as well.

*Extended family* consists of two or more adults who are related, either by blood or marriage, living in the same home. This family includes many relatives living together and working toward common goals, such as raising the children and keeping

up with the household duties. Many extended families include cousins, aunts or uncles and grandparents living together.

*Childless family* consist of a husband and wife living and working together.

*Stepfamily* – two separate families merged into one new unit. It consists of a new husband and wife and their children from previous marriages or relationships. Stepfamilies are about as common as the nuclear family.

*Grandparent family.* Many grandparents today are raising their grandchildren for a variety of reasons. Sometimes parents are not present in the child's life. This could be due to parents' death, addiction, abandonment or being unfit parents. Many grandparents need to go back to work or find additional sources of income to help raise their grandchildren.

Today family life is changing. The classic nuclear family has been left behind. Now just 16% of households look like that. According to the most recent data, 16% of children are living in what the Census Bureau terms “*blended families*” – a household with a stepparent, stepsibling or half-sibling.

Here are 5 facts about the modern family:

***-Americans are putting off life’s big milestones.*** Today, the medium age at first marriage is 29 for men and 27 for women. Mothers are also waiting longer to have children. Parents today are not just older but better educated.

***-Today, an American woman, on average, is expected to have 1-2 children,*** compared with a total fertility rate of 3 – 4 children in 1960 (baby boom. The most well-known baby boom occurred immediately after World War II during the Cold War. It was a change of trend that was largely unexpected, because in most countries it occurred in the midst of a period of improving economies and rising living standards.)

***-Some 3 million (37% of) lesbian, gay, bisexual and transgender adults have had a child*** at some point in their lives, according to the Williams Institute. Among women under the age of 50 who identify as LGBT (and live alone or with a spouse/partner), about half (48%) have a child younger than 18. Some one-in-five LGBT men say the same. Public support for same-sex marriage has grown in the past 10 years.

***- More babies are born to unmarried mothers than ever before.***

***- Intermarriage among people of different races is increasingly common.*** In 1980, just 7% of all marriages in the U.S. were between spouses of a different race or ethnicity. One-in-six newlyweds (17%) were married to someone of a different race or ethnicity in 2015.

***- Americans are increasingly looking for love online.***

General tendency in the US – *a rise in divorce, remarriage and cohabitation*. Families are *smaller* now, both due to the growth of single-parent households and the drop in fertility.

### **Changes in American woman image**

What is a modern American woman? In the past, people treated women as a service, submissive object. In today's society people see American Women like any other person who lives in America. A woman, who is born in America, has the same right to accomplish her dreams and goals. In today's modern life, a woman can be president of the nation or occupied important positions in America. The average woman in America is not just a house wife, who stays and raises children, but she works a part-time job or full-time to help their partners with expenses. Four major characteristics that distinguish the American women from other women of others societies are: they are independent, proud, intellectual, and confident. They will not appreciate any "special help" offered because of their gender. Do not assume that a woman needs more time or more help than a man doing the same job. Many women keep their maiden names after marriage. Some use both their maiden and married names. There is a special rule in America: when going to dinner or lunch, the person who invites pays, whether it is a man or a woman!

### ***Test***

1. ***Unlike the Ukrainians Americans are characterized as ...***
  - a) self-sacrificing
  - b) self-relying
  - c) self-denying nation
2. ***The proverb “God helps those who help themselves” demonstrates American***
  - a) religiousness
  - b) sense of humor
  - c) self-reliance
3. ***In which language phenomena is American individualism expressed best?***
  - a) in direct word order (subject – predicate – object)
  - b) in the construction “I and my friend / colleague / wife, etc.”
  - c) abundance of “I”- constructions
4. ***What does the phrase “Manifest Destiny” imply?***
  - a) the idea of divine sanction for the territorial expansion of the United States
  - b) the idea of proclamation of universal democracy and equality
  - c) the idea of godly intent for the first Americans to survive
5. ***Rejection of an inborn right to high status, privilege, and power proves American***
  - a) egalitarianism
  - b) self-esteem
  - c) religiousness

6. *Use of the phrase “folically challenged” instead of “bald” is an example of ...*
- ethics
  - political correctness
  - progress in medicine
7. *What is the term for discriminating against an employee because of his or her marital situation, whatever it may be – married, separated, divorced, single, or widowed?*
- marriage discrimination
  - social discrimination
  - marital status discrimination
8. *Substitute the following phrases for recommended substitutes, due to the above-mentioned phenomenon.*
- Negro-
  - Indian-
  - Chairman-
9. *What does the term “consumerism” mean?*
- economic services or commodities required by a community
  - the policy of imposing consumers some products
  - the situation in which too much attention is given to buying things
10. *Tick a proverb \proverbs that may prove American pragmatism:*
- The proof is in the pudding.
  - Life is a game and whoever ends with the most toys wins.
  - Love your friend, but look after yourself.
11. *Complete the sentence with a correct statement: American pragmatism led to ...*
- predominance of philosophy of pragmatism in America
  - Americans’ inventing a lot of devices simplifying life
  - removal of Philosophy as an academic subject
12. *The proverb “Pull yourself up by your own bootstraps” proves Americans’*
- working ability
  - self-reliance
  - consumerism
13. *The proverb “Don't beat around the bush” means...*
- don't avoid important topics
  - don't evade responsibility
  - don't talk for effect
14. *Complete the proverb: “Genius is one percent inspiration and ninety-nine percent ...”*
- reputation
  - limitation
  - perspiration



15. *Choose the right words from the pool to complete the proverb “Keep you nose to the ....(1)...and your shoulder to the .....(2).....”*

- a) grindstone
- b) floor
- c) wind
- d) friend
- e) wheel

16. *“Don’t be a stuffed shirt”, say Americans when they want another person not to...*

- a) be tense
- b) be scrupulous and accurate
- c) be serious, formal and old-fashioned

17. *Which is the synonym for “fast food”?*

- a) convenience food
- b) quick food

c) momentous food

18. ***How is a family unit that includes grandmothers, grandfathers, aunts, and uncles, etc. in addition to parents and children called?***

a) nuclear family

b) extended family

c) polygeneration family

19. ***How is the term «неблагополучна сім'я» is translated into English?***

a) dysfunctional family

b) problem family

c) unfavorable family

20. ***What does the term “cohabitation” stand for?***

a) life without marriage

b) life of a family in a permanent place

c) having similar habits

21. ***How is a family consisting of a couple, the children they have had together, and their children from previous relationships called?***

a) extended family

b) blended family

c) mixed family

22. ***What does the term “prenuptial contract” stand for?***

a) a document stating the right of a parent to take care of a child in case of another parent's death

b) a contractual penalty for a bride's or groom's refusal to marry

c) agreement controlling division of property in case of divorce

23. ***What period does the Baby Boom in America generally refer to?***

a) the end of World War II

b) modern epoch

c) the 18 century

24. ***Which statements correctly describe a modern American woman?***

a) she is a submissive object

b) she can be president of the nation

c) she is a house wife, who stays and raises children

d) she can pay for a man in a restaurant

e) she is free to keep her maiden name after marriage

f) she appreciates any help offered because of her gender

25. ***Which are/is the characteristic/s that distinguish/s the American women from other women of others societies?***

a) confident

b) exquisite

- c) reliable
- d) independent
- e) intellectual



## **MODULE 8**

### **THE POPULATION AND LANGUAGES OF THE USA**

#### ***Objectives***

- *describe some basic demographic changes of the US population structure;*
- *explain the history and current situation of ethnic minorities in the U.S.;*
- *explain the difference between the notions of race and ethnicity;*
- *enumerate racial and ethnic groups represented in the USA; delineate their locality;*
- *dwell upon the main languages spoken in the USA; know the places of the highest concentration of these languages in the country;*
- *name the main US dialects and outline their characteristic features;*
- *explain peculiarities of American slang and illustrates the phenomena with examples.*

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### **Lecture abstract**

The United States, the third most populous country globally, accounts for about 4.5% of the world's population.

Since 1950 there have occurred some *demographic changes*:

*The United States is getting bigger.* The American population almost quadrupled during the 20th century, due to the trends over time in the interplay of increased births (thanks largely to recent immigrants), decreased deaths, and increased net immigration.

In 2019 the current population of the United States of America is 329,161,103 as reported by the latest United Nations estimates (which is equivalent to 4.27% of the total world population). It is the 3rd largest country in the world, falling far behind China (1.4 billion) and India (1.25 billion). Its most populous states are California (39.5 million) and Texas (27 million), and its most populous city is New York City (8.5 million).

*The United States is getting older.* The older population is projected to nearly double, growing from 43 million in 2012 to 84 million in 2050. By 2030, one in five Americans will be 65 years or older. This “graying of America” has helped convince some commentators of the nation's declining eminence.

*The United States is becoming more racially and ethnically diverse.* America was a multiethnic and multicultural society from the outset. The original American colonies were formed during the seventeenth and eighteenth centuries as frontier societies composed of multiple founding populations. First among these were the indigenous peoples of North America, who were gradually displaced or absorbed by the more numerous European settlers and indentured servants from various parts of the world. Africans were imported primarily as slave labor from the Caribbean and West Africa, although some arrived as indentured servants on terms similar to whites. The ethnic and racial landscape became even more complex during the nineteenth century. Continental expansion added lands that had been home to Native Americans and peoples of mixed indigenous and Spanish origin, and successive waves of immigration from Europe and Asia fueled the rapid growth of an increasingly diverse population.

A steady stream of immigration, notably from the 1830s onward, formed a pool of foreign-born persons unmatched by any other nation; 60 million people immigrated to U.S. shores in the 18th and 19th centuries. Many were driven, seeking escape from political or economic hardship, while others were drawn by a demand for workers, abundant natural resources, and expansive cheap land. Most arrived hoping to remake themselves in the New World.

The country's racial profile is vastly different, and although whites still remain the single largest racial group in the US, they will no longer be a majority by 2055 according to Pew Research Center. Growth in the Hispanic and Asian populations is predicted to almost triple over the next 40 years. After decades of immigration and acculturation, many U.S. citizens can trace no discernible ethnic identity, describing themselves generically only as “American,” while others claim mixed identities.

*White* people constitute the majority of the U.S. population, with a total of about 77.7% of the population as of 2013. *Hispanic* and *Latino Americans* accounted for 48% of the national population in 2005. Immigrants and their US-born descendants are expected to provide most of the U.S. population gains in the decades ahead.

At the US federal level, *race* and *ethnicity* have been categorized separately.

*Race* – commonalities in physical traits such as facial features, skin color, and hair texture. The most recent United States Census officially recognized five racial categories – White American, Black or African American, Native American and Alaska Native, Asian American, and Native Hawaiian and Other Pacific Islander – as well as people of two or more races.

*Ethnicity* – the term for the culture of peoples in a geographic region. Ethnicity is being connected by language, heritage, religion, and customs. Therefore, race is genetics and ethnicity is culture.

Race and ethnicity can overlap, but they are distinct. Thus, a Japanese-American would be a member of the East Asian race, but, if they don't practice any of the customs of their ancestors, or have no knowledge of the Japanese language they might not identify with the ethnicity, and instead consider themselves to be American.

Likewise, The Census Bureau identifies Hispanic and Latino as an *ethnicity* (not a *race*), which comprises the largest minority group in the nation. Each racial category may contain Hispanic or Latino Americans. For example, the White race category contains Non-Hispanic Whites and Hispanic Whites and likewise for all the other categories.

*US racial groups:*

*White:* a person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicate their race as "White"

or report entries such as Irish, German, English, Scandinavian, Scottish, Near Easterners, Iranian, Lebanese, or Polish.

White Americans are the majority racial group in almost all of the United States. They are not the majority in Hawaii, many American Indian reservations, parts of the South known as the Black Belt, the District of Columbia, and in many urban areas throughout the country.

Overall the highest concentration of them was found in the Midwest, New England, the Rocky Mountain states, Kentucky, and West Virginia. In 2007 the highest percentages of White Americans was marked in Vermont 96.2%, Maine 95.5%, New Hampshire 95.0%, West Virginia 94.3%, Iowa 92.9%, Idaho 92.1%, Wyoming 91.6%, Minnesota 90.94%, North Dakota 90.9%.

The lowest concentration of whites was found in southern and mid-Atlantic states.



*Black, or African American:* a person having origins in any of the black racial groups of Africa. It includes people who indicate their race as "Black, African Am." or provide written entries such as Kenyan, Nigerian, or Haitian.

After 100 years of African-Americans leaving the south in large numbers seeking better opportunities in the west and north, a movement known as the Great Migration, there is now a reverse trend, called the New Great Migration. As with the earlier Great Migration, the New Great Migration is primarily directed toward cities and large urban areas, such as Atlanta, Charlotte, Houston, Dallas, Memphis, Nashville, Jacksonville, and so forth. A growing percentage of African-Americans from the west and north are migrating to the southern region of the U.S.

for economic and cultural reasons. New York City, Chicago, and Los Angeles have the highest decline in African Americans, while Atlanta, Dallas, and Houston have the highest increase respectively.

*American Indian and Alaska Native*: a person having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment.

Native Americans form an ethnic group only in a very general sense. In the East, centuries of coexistence with whites has led to some degree of intermarriage and assimilation. In the West the hasty expansion of agricultural settlement crowded the Native Americans into reservations, where federal policy has vacillated between efforts at assimilation and the desire to preserve tribal cultural identity. The Native American population has risen from its low point of 235,000 in 1900 to 2.5 million at the turn of the 21st century.

*Asian*: a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Indonesia, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. It includes "Asian Indian", "Chinese", "Filipino", "Korean", "Japanese", "Vietnamese", and "Other Asian".

The Chinese, earliest to arrive (from the mid-19th century, principally as labourers), and the Japanese were long victims of racial discrimination. In 1942 thousands of Japanese, many born in the United States and therefore American citizens, were interned in relocation camps because their loyalty was suspect after the United States engaged Japan in World War II. Subsequently, anti-Asian prejudice largely dissolved, and Chinese and Japanese, along with others such as the Vietnamese and Taiwanese, have adjusted and advanced. However, a metaphor – “the bamboo ceiling” – confirms existence of individual, cultural, and organizational factors that still impede Asian Americans' career progress inside organizations. "The bamboo ceiling" refers to the processes and barriers that serve to exclude Asians and American people of Asian descent from executive positions on the basis of subjective factors such as "lack of leadership potential" and "lack of communication skills" that cannot actually be explained by job performance or qualifications.

There is a widespread perception that Asian Americans are not "American" but are instead "perpetual foreigners". Asian Americans often report being asked the question, "Where are you really from?" by other Americans, regardless of how long they or their ancestors have lived in United States and been a part of its society.

Asian Americans are sometimes characterized as a model minority in the United States because many of their cultures encourage a strong work ethic, a respect for elders, a high degree of professional and academic success, a high valuation of

family, education and religion. Statistics such as high household income and low incarceration rate, low rates of diseases, and higher than average life expectancy are also discussed as positive aspects of Asian Americans.

The overall Asian American population is highly urbanized; they are also largely in the Western United States and California. According to the 2010 Census almost three quarters of all Asian Americans live in California, New York, Texas, New Jersey, Hawaii, Illinois, Washington, Florida, Virginia, and Pennsylvania.

*Hispanic Americans.* Hispanics / Latinos make up between one-sixth and one-fifth of the U.S. population. They constitute the country's largest ethnic minority. More than half of the increase in the country's total population from 2000 to 2010 was due to growth in the Hispanic population alone. Hispanics live in all regions of the United States, but more than three-fourths live in the West or the South. They make up the largest share of the overall population in the West, where nearly three-tenths of the region's residents are Hispanic. Almost half of the country's total Hispanic population resides in the states of California and Texas, where they make up more than one-third of the population in each state.

The majority, more than three-fifths, are of *Mexican* origin – some descended from settlers in portions of the United States that were once part of Mexico (Texas, Arizona, New Mexico, and California), others legal and illegal migrants from across the Mexico-U.S. border. The greater opportunities and higher living standards in the United States have long attracted immigrants from Mexico and Central America.

*Puerto Ricans* are the second largest group of Hispanics in the country. Their experience in the United States is markedly different from that of Mexican Americans. Most importantly, Puerto Ricans are American citizens by virtue of the island commonwealth's association with the United States. As a result, migration between Puerto Rico and the United States has been fairly fluid. Puerto Ricans now make up nearly one-tenth of the U.S. Latino population.

Quite different, though also Spanish-speaking, are the *Cubans* who fled Fidel Castro's communist revolution of 1959 and their descendants.

The United States' three largest Hispanic groups are concentrated in different parts of the country. Most Mexicans live in western states; most Puerto Ricans live in northeastern states; and most Cubans live in southern states (primarily Florida).

*Middle Easterners.* Among the trends of Arab immigration in the 20th century were the arrival of Lebanese Christians in the first half of the century and Palestinian Muslims in the second half. Initially Arabs inhabited the East Coast, but by the end of the century there was a large settlement of Arabs in the greater Detroit area. Armenians, also from southwest Asia, arrived in large numbers in the early 20th

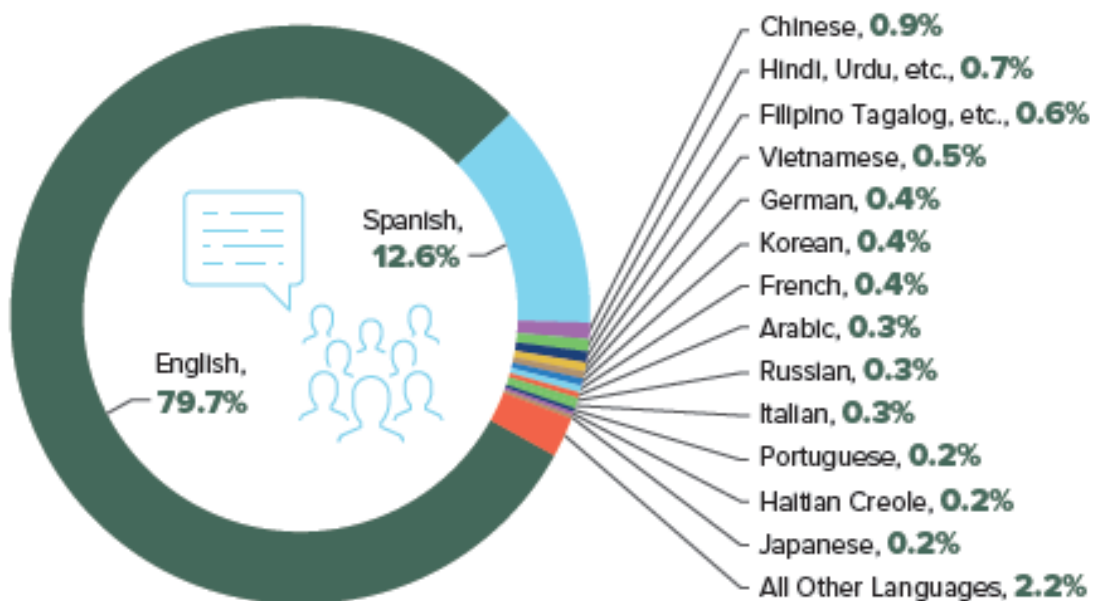


century, eventually congregating largely in California, where, later in the century, Iranians were also concentrated. Some recent arrivals from the Middle East maintain national customs such as traditional dress.

With all this racial and ethnic diversity the concept of a melting pot is expected to change. Some commentators anticipate a new melting pot, often labeled as the “browning of America,” due to the rapid growth in numbers of Hispanics, Asians and multiracial Americans, along with the more moderate growth of blacks and other non-white groups. The Census Bureau tells us that in about 30 years, whites will no longer be the majority.

The country is a proudly multicultural, polyglot nation, home to more than 350 languages. *The language* most commonly spoken in the United States is English, which is the main language of 82.9% of American residents. Spanish is the second main language of 12.85% of residents and Chinese is the third main language of 0.64%. Native American languages are the main language of 0.9% of residents. There is a wide variety of different Native American languages, many of which are on the endangered list. The most widely spoken is Southern Quechua, used by around 7 million people.

**Main Languages Spoken at Home by U.S. Residents  
Aged Five Years and Older, 2008–2010**



According to the 2016 American Community Survey, a project of the United States Census Bureau, the following are *the most popular non-English languages spoken in the United States* are:

1) *Spanish*. With 40.5 million speakers, the number of Spanish-speakers in the US far exceeds any other language on this list. The highest concentrations of Spanish-speakers can be found in Los Angeles, New York, Miami, and Chicago.

2) *Chinese*. 3.4 million people speak a Chinese dialect such as Mandarin or Cantonese in the US. You're most likely to find Chinese dialect-speakers in New York, Los Angeles, or San Francisco.

3) *Tagalog*. This language from the Philippines boasts 1.7 million speakers in the US – slightly more than tripling its numbers in the last three decades. Speakers of Tagalog are concentrated mainly in Los Angeles, San Francisco, New York, and San Diego.

4) *Vietnamese*. There are 1.5 million speakers of Vietnamese found in Los Angeles, San Jose, Houston, and Dallas, among other cities.

5) *Arabic*. The Arabic-speaking population in the US is larger than most people likely realize – especially in Dearborn, Michigan. As of 2016 a total of 1.2 million Arabic-speakers live in US.

6) *French*. You can find the 1.2 million people that comprise the US French-speaking population primarily in New York, Washington DC, Boston, and Miami.

7) *Korean*. Speakers of Korean, located mainly in Los Angeles, New York, Washington DC and Chicago, have seen large growth over the last thirty years – they now number 1.1 million in the US.

8) *Russian*. The 0.91 million Russian-speakers in the US can be found in New York, Los Angeles, Chicago, and San Francisco, among other cities.

9) *German*. Found primarily in New York, Chicago, Los Angeles, and Washington DC, German-speakers number 0.91 million.

10) *Haitian Creole*. Representing 0.86 million speakers in the US, Haitian Creole can be heard cities including New York, Boston, and Miami, among others. It is a French-based creole that blends 18th century French with influences from Portuguese, Spanish, English, Taíno, and West African languages.

Although legal documents are normally written in English, the United States has *no official language* at the federal level. At the state level most, but not all states have English as their official language. Hawaii is the only state to have two official languages – English and Hawaiian.

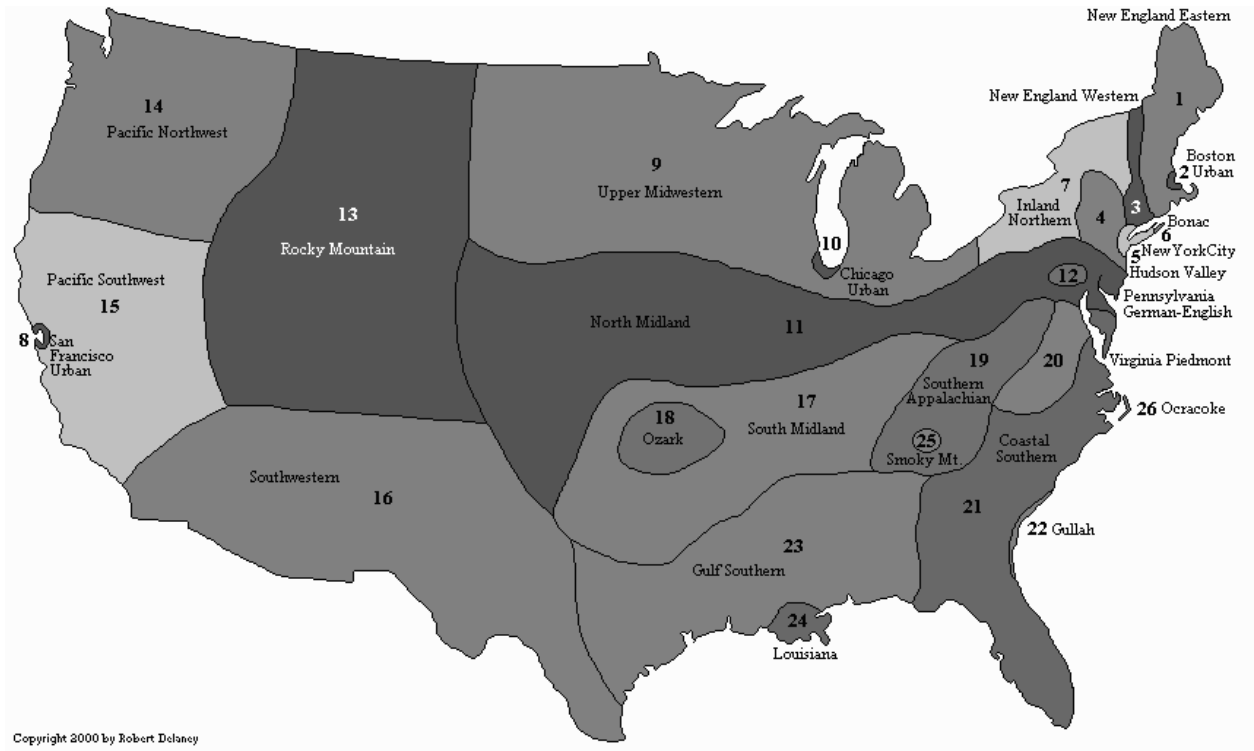
The English language in the United States is characterised by relative uniformity throughout the country. One can travel three thousand miles without encountering any but the slightest dialect differences. Nevertheless, *regional variations* in speech undoubtedly exist. The following three major belts of dialects have so far been identified, each with its own characteristic features: *Northern, Midland, Western* and *Southern, Midland* being in turn divided into *North Midland* and *South Midland*.

The differences in pronunciation between American dialects are most apparent, but they seldom interfere with understanding. Distinctions in grammar are scarce. The differences in vocabulary are rather numerous, but they are easy to pick up, *cf* Eastern New England *sour-milk cheese*, Inland Northern Dutch *cheese*, New York City *pot cheese* for Standard American *cottage cheese*.

Generally, the *southern dialects* of American English carry a lower prestige, at least among northerners who will assume that a person speaking a southern dialect is less intelligent and less educated than they are. Some educated southerners even feel this way and will "correct" their speech to meet northern standards. *The New York City dialect* carries the lowest prestige of all (Received Standard, a dialect of British English used by the BBC and the royal family, carries the highest prestige – even among Americans). For this reason, schools try to rid children of the local dialects they learned from their family and friends in favor of a more prestigious one.

**Northern Dialects.** Any North American English accent is popularly called "General", or "Standard" American, a fairly uniform standard dialect continuum used in broadcast mass media, highly educated speech, and certain regions. Out of Northern dialects the most prominent are:

- *New England.* Many of the Northern dialects can trace their roots to this dialect which was spread westward by the New England settlers as they migrated west. It carries a high prestige due to Boston's early economic and cultural importance and the presence of Harvard University. They sometimes call doughnuts *cymbals*, *simballs*, and *boil cakes*. Eastern New England is one of the most distinctive of all the American dialects. R's are often dropped, but an extra R is added to words that end with a vowel. A is pronounced [a:], so that we get "*Pahk the cah in Hahvuhd yahd*" and "*Pepperidge Fahm remembuhs.*"



- *Hudson Valley*. New York was originally a Dutch colony, and that language influenced this dialect's development. Some original Hudson Valley words are *stoop* (small porch) and *teeter-totter*. They call doughnuts (which were invented by the Dutch) *crullers* and *olycooks*.

- *New York City*. It is the most disliked and parodied of any American dialect (even among New Yorkers), possibly because many Americans tend to dislike large cities. When an R comes after a vowel, it is often dropped. IR becomes [ɔɪ], but OI becomes [ə:], and TH becomes [d] as in "*Dey sell tirllets on doity-doid street*" and *fugedaboudit* (forget about it). This pronunciation is particularly associated with Brooklyn but exists to some extent throughout the city. A famous speaker is Bugs Bunny.

**Western Dialects.** Many words of this dialect originally came from Spanish, cowboy jargon, and even some from the languages of the Native Americans: *adobe*, *belly up*, *buckaroo*, *bunkhouse*, *greenhorn*, *hightail*, *lasso*, *mustang*, *roundup*, *wingding*.

- *Rocky Mountain*. Originally developed from the North Midland and Northern dialects, but was then influenced by the Mormon settlers in Utah and English coal miners who settled in Wyoming. Some words that came from this dialect are *kick off* (to die), *cache* (hiding place), and *bushed* (tired). They also call jelly doughnuts *bismarks*.

- *Alaska*. Developed out of the Northern, Midland, and Western dialects. Also influenced by the native languages of the Alutes, Inuit, and Chinook Jargon. Some

words that originated here are: *bush* (remote area), *cabin fever*, *mush* (to travel by dog sled), *parka*, *stateside*.

- *Hawaii*. The original language of the Native Hawaiians is a part of the Polynesian family. English speakers arrived in 1778, but many other settlers also came from China, Portugal, Japan, Korea, Spain, and the Philippines to influence the modern dialect. *Hawaiian Creole* developed from a pidgin English spoken on the sugar plantations with workers from Hawaii and many other countries. Some words are: *look-see*, *no can*, *number one* (the best), *plenty* (very). It isn't widely spoken anymore. *Nonstandard Hawaiian English* developed from Hawaiian Creole and is spoken mostly by teenagers. *Standard Hawaiian English* is part of the Western dialect family but shows less influence from the early New England dialect than any other American dialect. It has many words borrowed from the original Hawaiian as well as some from the other Asian languages mentioned above: *aloha*, *hula*, *kahuna*, *lei*, *luau*, *muumuu*, *poi*, *ukulele*.

### Midland Dialects

- *North Midland*. Created as the people in Pennsylvania migrated westward and influenced by Scotch-Irish, German, and English Quaker settlers. They call doughnuts *belly sinkers*, *doorknobs*, *dunkers*, and *fatcakes*. Its grammar allows sentences like "*Smear your sister with jam on a slice of bread*" and "*Throw your father out the window his hat.*" They call doughnuts *fasnacht*, and they also invented the word "dunking" - from the German "*dunken*" (to dip).

- *South Midland*. This area, dominated by the Appalachian Mountains was originally settled by the Pennsylvania Dutch moving. A TH at the end of words or syllables is sometimes pronounced [f], and the word ARE is often left out of sentences as they are in Black English. An A is usually placed at the beginning of verb that ends with ING, and the G is dropped; an O at the end of a word becomes [ə]. ("*They a-celebratin' his birfday by a-goin' to see 'Old Yeller' in the theatah*"). A T is frequently added to words that end with an S sound. American English has retained more elements of the Elizabethan English spoken in the time of Shakespeare than modern British English has, and this region has retained the most. Some Elizabethan words that are now less common in England are: *bub*, *cross-purposes*, *fall* (autumn), *flapjack*, *greenhorn*, *guess* (suppose), *homely*, *jeans*, *loophole*, *molasses*, *peek*, *reckon*, *sorry* (inferior), *trash*, *well* (healthy).

- *Smoky Mountain English* is notable for the many archaic features in its pronunciation, vocabulary, and grammar is the Smoky Mountains, located on the border between North Carolina and Tennessee. It has also developed a large number of unique features of its own. "They" is used in the place of "there"; subject-verb agreement can differ; and plural nouns may not end with an "s" ("*They's ten mile from here to the school*"). An "-est" can be placed at the end of a word instead of

"most" at the beginning (*workingest, completest*). Irregular verbs may be treated as regular verbs and vice versa, or they may be treated as irregular in a different way from more general dialects (*arrove, blowed, costed*). Some local words are *withouten* (unless) and *whenevern* (as soon as).

**Southern Dialects.** The languages that had an important influence on it are French (since the western region was originally French territory) and the African languages spoken by the people brought over as slaves. People tend to speak slower here than in the north creating the famous southern "drawl." I is pronounced [a:], and OO is pronounced [ju:], as in "*Ah'm dyoo home at fahv o'clock.*" An OW in words like *loud* is pronounced with a slided double sound [æu]. Some local words are: *boogerman, funky* (bad smelling), *jump the broomstick* (get married), *mammy, muleheaded*.

- *Coastal Southern* has preserved more elements from the colonial era dialect than any other region of the United States outside Eastern New England. Some local words are: *catty-corner* (diagonal), *dope* (soda, Coca-Cola), *fussbox* (fussy person), *kernal* (pit), *savannah* (grassland), *Sunday child* (illegitimate child). They call doughnuts *cookies*.

- *Cajun English* borrows vocabulary and grammar from French and gives us the famous pronunciations "*un-YON*" (onion). *Louisiana French Creole* blends French with the languages of the West Africans who were brought here as slaves. It is quite different from both the Louisiana and standard dialects of French but is very similar to the other creoles that developed between African and French on various Caribbean Islands. A few married couples may speak Creole to each other, Cajun French with other people, and English to their children.

When talking about the American language such term as *American Slang* is worth mentioning too.

American slang as one part of Americanism will become even more international as the development of USA and American English. Although many intelligent people consider slang is of lower acceptability in society, the trend is more obvious that the use of slang expressions in movies, television, newspapers, and magazines is noticeably increasing. From the trend, we can see American slang is becoming more and more widely used and plays an increasingly influential role in everyday discourse of American English.

American slang comes in various ways. Firstly it develops from the different subculture groups of society. Besides, young people are quite active in creating slang. They employ slang terms in their conversation to show their attitude against the society or their own way of thinking. Therefore, we can see American slang is a product of society.

What is it that differentiates American slang?

- *Humor*. The humor of American slang is represented in terms of its phonetic means. A great amount of American slangs take advantage of euphony to achieve the aim of being easily understood and remembered, readable and vivid. Rhyme is a common phonetic method in American slang: the bee's knees (outstanding people or thing); fender-bender (a trifle); razzle-dazzle (carnival) and so on. Humor can also be shown through lexicon. NATO is an acronym, which is short for the famous North Atlantic Treaty Organization but now American people develop quite a different meaning to describe somebody or something that only says something but does not put their plans to practice.

- *Conciseness*. This is attained either by apocope, as in vamp for vampire, molt for muttonhead, fan for fanatic (apparently), etc., or by the substitution of a phrase or polysyllabic word for a shorter one: simp (stupid person), veep (vice president), classy (fashionable), etc. which are brief and easy to speak out.

- *Originality*. Playing with words, renaming things and actions, inventing new words based on metaphor, or misapply the old, for the pleasure of novelty – these are the ways of creating American slang. For example, live wire, smoker eater and flying coffin refer to "living man", "fireman", "plane" respectively can't be made without good imagination, while think-machine (brain), sparkler (diamond), pickers (hands), canned music (musical disk) are even more vivid and expressive.

- *Instability*. The vocabulary of slang changes rapidly: what is new and exiting for one generation is old-fashioned for the next. Old slang often either drifts into obsolescence or becomes accepted into the standard language, losing its eccentric color. For instance, the use of gay in the sense "homosexual" has its roots firmly in slang of the 1930s, but is now widely accepted as standard terminology.

Here is a list of some American slang words essential for English learners:

*BAE (noun)* –BAE is an acronym that stands for “before anyone else”. It could refer to your significant other or best friend. (e.g. Jenna is my BAE.)

*Boo (noun)* – Boo is very similar to Bae. It usually refers to boyfriend or girlfriend (or wife/husband). (e.g. Love you Boo!)

*Poppin' (adj)* – This word is used to describe a social event that is doing very well. Often used in terms of parties, gatherings, or clubs.

*Dope (adj)* – A general word that describe anything or anyone as being very fun, exciting, or cool. (e.g. Kevin is fun to hangout with. He is dope.)

*Sick (adj)* – You would think this word has a negative connotation, however, ‘sick’ is similar in meaning to, “very exciting!”, “amazing!”, etc.

*Nada (pronoun)* – Used instead of the word, “nothing”. However, it is generally used as the answer to a question rather than in the middle of a sentence.

*Brah (expression)* – Brah is another way of saying “are you serious” in Conversational American speaking.

*On fleek (adj)* – On fleek is another way of saying something or someone is attractive or fashionable. If you are hanging out with someone who uses a lot of slang, you might hear them so “Yo brows are on fleek” – which means your eye brows look great!

*Hitched (verb, adj)* – In slang, ‘hitched’ means two people have married.

*GOAT (adj)* – GOAT is an acronym that stands for greatest of all time. In conversational English or in the world of social media, this is a very commonly used expression. For example, you can say “these sneakers are GOAT”

*Low Key (adj)* – If you see someone says “let’s keep it low-key” for now, it means they don’t want to tell everyone about it.

*Bombed (verb)* – Usually used in an academic setting, ‘bombed’ means to completely fail something. It is also used as a verb to say you are getting very drunk.

*Fire (adj)* – Saying something is ‘fire’ means it is outstanding. You can use this slang word to describe everything from food to music.

*Dime (adj)* – While not as common in modern spoken English, the word ‘dime’ is sometimes used to describe a female who is sweet, good looking, and kind.

*Drop (verb)* – A word used when enlightening someone with information. Often heard in the expression, “let me drop some knowledge on you”.

*Bestie (noun)* – Meaning best friends. Ex: “She’s my bestie”.

*Hot (adj)* – Not to be confused with the temperature, ‘hot’ is a common word in American English to describe something as extremely beautiful or sexy.

*Yolo (expression)* – ‘Yolo’ is short for the phrase, “You Only Live Once”. This phrase is popular with teenagers and young adults.

*Asap* – This is an acronym for “As soon as possible”. It is often just expressed verbally as ‘asap’. (e.g. “How soon do you need the car?” “Asap!”)

### ***Test***

#### ***1. Which demographic changes are taking place in the USA?***

- a) it is growing younger
- b) it is getting more diverse
- c) it is declining in the number

#### ***2. What brings about growth of American population?***

- a) increase in birth rate among native-born Americans
- b) the country’s expansion
- c) immigration processes

#### ***3. What is America’s rank in size with respect to such countries as China and India?***

- a) it is the first



- b) it is the second
  - c) it is the third
4. ***Which is the most populous city in the USA?***
- a) New York City
  - b) Washington
  - c) San Francisco
5. ***What does the metaphor “graying of America” imply?***
- a) the proportion of America’s population over 65 is growing
  - b) the population of America is becoming diverse at the expense of intermarriages between the White and the African Americans
  - c) Americans are growing gray earlier
6. ***Who are the indigenous peoples of North America?***
- a) the British
  - b) the Spaniards
  - c) the Indians
7. ***What has been the reason of immigration to America since the 18<sup>th</sup> century onwards?***
- a) religious prosecution
  - b) economic and political hardship
  - c) ecological reasons
8. ***Which race is NOT represented in the US population?***
- a) Australian
  - b) Hawaiian
  - c) Asian
9. ***Which race constitutes the majority of the U.S. population?***
- a) White
  - b) Hispanic
  - c) African American
10. ***Complete the definition: “Commonalities in physical traits such as facial features, skin color, and hair texture make up ...***
- a) race”
  - b) ethnicity”
  - c) genotype”
11. ***Which category does the group of Hispanic and Latino population belong to?***
- a) race
  - b) ethnicity
  - c) genotype
12. ***Where is the highest concentration of representatives of the white race?***
- a) Midwest, New England, the Rocky Mountain states, etc.

- b) Atlanta, Dallas, and Houston, etc.
  - c) California, New York, Texas, New Jersey, Hawaii, etc.
13. ***Where is the highest concentration of representatives of the African American race?***
- a) Midwest, New England, the Rocky Mountain states, etc.
  - b) Atlanta, Dallas, and Houston, etc.
  - c) California, New York, Texas, New Jersey, Hawaii, etc.
14. ***Where is the highest concentration of representatives of the Asian race?***
- a) Midwest, New England, the Rocky Mountain states, etc.
  - b) Atlanta, Dallas, and Houston, etc.
  - c) California, New York, Texas, New Jersey, Hawaii, etc.
15. ***What cities was the New Great Migration directed at ?***
- a) Boston, Chicago, New York
  - b) Atlanta, Houston, Dallas, Memphis, etc.
  - c) Seattle, Los Angeles, San Diego
16. ***What tendency in US society does the metaphor "the bamboo ceiling" demonstrate?***
- a) social factors that impede personal growth
  - b) keeping a given social group from rising beyond a certain level in a hierarchy
  - c) exclusion of people of Asian descent from executive positions and career progress inside organizations
17. ***Which racial group is considered to be "perpetual foreigners"?***
- a) the Asian Americans
  - b) the Amerindians
  - c) the Latino
18. ***Why are the Asian Americans sometimes characterized as a model minority?***
- a) because many of their cultures encourage a strong character
  - b) because many of their cultures encourage a high degree of professional and academic success
  - c) because of their low incarceration rate
19. ***Into which groups are the Hispanic Americans divided?***
- a) the Hawaiians
  - b) the Mexican
  - c) the Spaniards
  - d) the Puerto Ricans
  - e) the Cubans
20. ***What states does Hispanic population reside in?***
- a) Oregon and Idaho

- b) California and Texas
- c) Utah and Arizona

21. ***What does the term “browning of America” refer to?***

- a) rapid growth in numbers of Hispanics, Asians and multiracial Americans
- b) penetration of the African Americans into the top-echelon administration
- c) prevailing of the Black race in the demographic portrait of the country

22. ***Which is the official language of the USA?***

- a) English
- b) Spanish
- c) none

23. ***Range the top spoken languages in the line from the most spoken to the less spoken one:***

- a) English
- b) Chinese
- c) Spanish

24. ***How many people speak English in the USA?***

- a) 75%
- b) 95%
- c) 83%

25. ***Which are Americans dialects?***

- a) Northern
- b) Central
- c) Midland
- d) Southern
- e) African American
- f) Western

26. ***What are the main distinctions between American dialects?***

- a) vocabulary
- b) grammar
- c) pronunciation
- d) syntax

27. ***Which dialect carries a lower prestige?***

- a) the northern
- b) the southern
- c) the western

28. ***Which are the specificities of the New Your City dialect?***

- a) dropping final [r]'s
- b) pronouncing [æ] as [a:]
- c) retaining elements of the Elizabethan English

29. *What does the phrase “the bee’s knees” stand for?*

- a) fit and glamorous people
- b) fashionable young women
- c) outstanding people or things

30. *What does the slang word “nada” mean?*

- a) “a gang leader”
- b) “nothing”
- c) “go away”



### **TASKS FOR INDIVIDUAL RESEARCH**

1. The main features of US geography in American literature.
2. American history in fiction (“Grapes of wrath” by J. Stainebeck, «To Kill a Mockingbird» by Harper Lee, “Better times than these” by W. Groom, “Days without end” by S. Barry, etc.)
3. The early history of America in American Indian novels.
4. American mentality in fiction (Short stories by R. Sheckley, «An American Tragedy» Theodore Dreiser, etc.)
5. American mentality in proverbs and sayings.
6. The image of America in the novel “The shoemaker’s wife” by A. Trigiani.
7. The image of the woman in American songs.
8. Representation of the concept “American dream” in literature ( e.g. “American tragedy” by Th. Dreiser, “Great Gatsby” by F. Fitzgerald, “American earth” by E. Caldwell, “American dream” by E. Albee, etc.)
9. Modern American novels: leading ideas and values.
10. Modern American slang in teenage magazines.
11. Modern American school jargon.
12. Black English in the context of American culture.
13. Reasons of differences between US and UK English variants.
14. Gestures and body language in modern American culture.
15. The language of congratulation (US English).
16. Specificity of American swear words.
17. The most popular American names: etymology and typology.
18. English words and names that come from Native American languages: history, etymology, classification.
19. The language of American courtroom.
20. Signage in American public places (types, purposes, linguistic specificity)

### **DIRECTIONS FOR THE RESEARCH PERFORMANCE**

#### **PROCEDURE**

1. Scan for the material relevant to the subject.
2. Read around the topic and write the literature review.
3. Make up the plan of the paper.
4. Prepare and format the final spoken or written account (report/essay). Keep to the three-component outline (introduction – argumentation – conclusion).
5. Compile a reference list.

#### **REQUIREMENTS**

1. Individual written text – 5-6 pages (standard format).
2. Individual multimedia presentation – 1 minute.
3. Oral defence – 5 minutes.
4. Ability to answer 2 questions on the topic.
5. Avoiding plagiarism.

**KEYS****TEST 1**

- |       |       |
|-------|-------|
| 1. c  | 14. b |
| 2. c  | 15. c |
| 3. a  | 16. c |
| 4. a  | 17. a |
| 5. c  | 18. c |
| 6. b  | 19. c |
| 7. b  | 20. a |
| 8. a  | 21. b |
| 9. a  | 22. c |
| 10. c | 23. c |
| 11. c | 24. b |
| 12. a | 25. c |
| 13. b |       |

**TEST 2**

- |            |          |
|------------|----------|
| 1. a, b    | 14. b    |
| 2. b, c, d | 15. c    |
| 3. a.      | 16. a    |
| 4. b       | 17. b    |
| 5. c       | 18. d    |
| 6. b       | 19. a    |
| 7. c       | 20. c    |
| 8. c       | 21. b    |
| 9. b       | 22. a    |
| 10. a      | 23. c    |
| 11. a      | 24. a    |
| 12. a      | 25. a, c |
| 13. a      |          |

**TEST 3**

- |          |          |
|----------|----------|
| 1. b     | 16. c, d |
| 2. c     | 17. c    |
| 3. a     | 18. c    |
| 4. c     | 19. b    |
| 5. a, b  | 20. a    |
| 6. b     | 21. a    |
| 7. a     | 22. b    |
| 8. b     | 23. a    |
| 9. b, c  | 24. c    |
| 10. b    | 25. b, c |
| 11. b    | 26. b    |
| 12. b    | 27. c    |
| 13. c    | 28. a    |
| 14. a, b | 29. b    |
| 15. a, b | 30. a    |

**TEST 4**

- |         |          |
|---------|----------|
| 1. c    | 14. a    |
| 2. a, d | 15. c    |
| 3. a    | 16. b    |
| 4. b    | 17. a    |
| 5. a    | 18. b    |
| 6. c    | 19. c    |
| 7. b    | 14. b    |
| 8. a    | 15. e    |
| 9. a    | 16. a    |
| 10. c   | 17. b    |
| 11. a   | 18. b, c |
| 12. b   | 19. c    |
| 13. b   | 20. b    |
|         | 21. a, d |
|         | 22. a    |
|         | 23. c    |
|         | 24. a    |

25. c

**TEST 5**

- |                  |                |
|------------------|----------------|
| 1. a             | 11. c          |
| 2. b, c, f, g, h | 12.            |
| 3. a, d, e       | a) Jehova's    |
| 4. c             | Witness        |
| 5. c             | b) Seventh-Day |
| 6. a             | Adventist      |
| 7. b             | c) Orthodox    |
| 8. c             | 13. a          |
| 9. a             | 14. b          |
| 10. c            | 15. c          |
|                  | 16. a          |
|                  | 17. b          |
|                  | 18. c          |
|                  | 19. b          |
|                  | 20. a          |

**TEST 6**

- |             |                   |
|-------------|-------------------|
| 1. b        | i -7              |
| 2. a        | j - 3             |
| 3. b        | k - 9             |
| 4. a        | l - 8             |
| 5. c        | 16.               |
| 6. c        | 1 - Mardi Gras    |
| 7. c        | 2 - St.Patrick's  |
| 8. a        | Day               |
| 9. a, b     | 3 - Good Friday   |
| 10. b, c    | 4 - Passover      |
| 11. a       | 5 - Kwanzaa       |
| 12. b       | 17. a             |
| 13. c       | 18. c             |
| 14. a       | 19. b             |
| 15.         | 20. b             |
| a, d, f - 4 | 21. c             |
| b - 2       | 22. b, e, g, h, l |
| c - 1       | 23. c             |
| e, g - 6    | 24. b             |
| h - 5       | 25. a, b          |

**TEST 7**

- |      |                 |
|------|-----------------|
| 1. b | 14. c           |
| 2. c | 15.             |
| 3. a | (1) grindstone; |
| 4. a | (2) wheel       |
| 5. a | 16. c           |
| 6. b | 17. a           |

**TEST 8**

- |      |             |
|------|-------------|
| 1. b | 16. c       |
| 2. c | 17. a       |
| 3. c | 18. b, c    |
| 4. a | 19. b, d, e |
| 5. a | 20. b       |
| 6. c | 21. a       |

- |                         |             |       |                   |
|-------------------------|-------------|-------|-------------------|
| 7. c                    | 18. b       | 7. b  | 22. c             |
| 8. a) Afro-<br>American | 19. a       | 8. a  | 23. 1 – a, 2 – c, |
| b)                      | 20. a       | 9. a  | 3 – b             |
| Amerindian              | 21. b22. c  | 10. a | 24. c             |
| c)                      | 23. a       | 11. b | 25. a, c, d, f    |
| Chairperson             | 24. b, d, e | 12. a | 26. a, c          |
| 9. c                    | 25. a, d, e | 13. b | 27. b             |
| 10. b                   |             | 14. c | 28. a             |
| 11. b                   |             | 15. b | 29. c             |
| 12. b                   |             |       | 30. b             |
| 13. a                   |             |       |                   |



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**«ЛІНГВОКРАЇНОЗНАВСТВО»  
(СПОЛУЧЕНІ ШТАТИ АМЕРИКИ)**

*методичні рекомендації  
для студентів другого року навчання  
спеціальності «014 Середня освіта (Мова і література (англійська))»*

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