

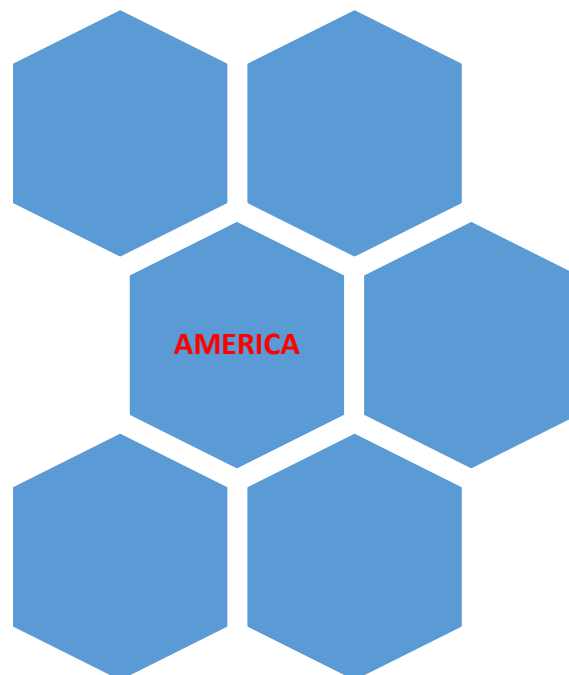
LESSON 1. THE DISCOVERY OF AMERICA

BRAINSTORMING

1. Look at the following pictures and discuss the main message they convey.



2. Fill in the following chart with the words related to the topic.



3. Read the following text and discuss the questions below.

Vocabulary:

caravel- a small 15th and 16th century ship that has broad bows, high narrow poop, and usually three masts with lateen or both square and lateen sails

priest- one authorized to perform the sacred rites of a religion especially as a mediatory agent between humans and God

missionary-a person undertaking a mission and especially a religious mission

depart- to go away

restock- to provide, obtain, or keep a stock or supply of (something) again

exploitation- to make productive use of

siege- a military blockade of a city or fortified place to compel it to surrender

brewing- to prepare (a drink or other liquid) by infusion in hot water

Christopher Columbus discovered America in 1492. He was born in Italy. His father and both grandfathers were cloth makers. Columbus was a seaman and made many sea voyages. Most people in Columbus's days thought that the earth was flat and they did not believe that beyond the Atlantic Ocean lay India. In 1492 the King and the Queen of Spain gave him money to go to India. He decided to sail west as he was sure that our planet was round. There were 3 caravels: the Santa Maria, the Nina and the Pinta. After sailing 4000 miles he reached some land. The crew saw something like a white cliff and cried out: "Tierra! Tierra!". Columbus thought 'that it must be India but it was not. It was a new land - a new continent. It was America. Columbus named the land they had reached San Salvador ("Holy Saviour"). People began to speak about the land as "The New World".

European people came to the New World for many reasons. Some hoped to find gold and silver. Priests and missionaries came to bring the Christian religion to the Indians. Among those who came for freedom was a small group of English people called Pilgrims. They wanted to start a new life and to have no religious problems they had in England. In 1620 on the ship "Mayflower" they landed in the north-east of America. They set up a colony and called that part of the country "New England".

Between 1492 and 1504, Columbus completed four round-trip voyages between Spain and the Americas, each voyage being sponsored by the Crown of Castile. On his first voyage, he independently discovered the Americas.

Columbus always insisted, in the face of mounting evidence to the contrary, that the lands that he visited during those voyages were part of the Asian continent, as previously described by Marco Polo and other European travelers. Columbus's

refusal to accept that the lands he had visited and claimed for Spain were not part of Asia might explain, in part, why the American continent was named after the Florentine explorer Amerigo Vespucci and not after Columbus.

On the evening of 3 August 1492, Columbus departed from Palos de la Frontera with three ships. The largest was a carrack, the Santa María, owned and captained by Juan de la Cosa, and under Columbus's direct command. The other two were smaller caravels, nicknamed the Pinta ('painted one') and the Niña ('girl'), piloted by the Pinzón brothers. Columbus first sailed to the Canary Islands, which had been largely conquered by Castile. He restocked provisions and made repairs then departed from San Sebastián de La Gomera on 6 September, for what turned out to be a five-week voyage across the ocean.

Columbus later maintained that he had already seen a light on the land a few hours earlier, thereby claiming for himself the lifetime pension promised by Ferdinand and Isabella to the first person to sight land. Columbus called this island (in what is now the Bahamas) San Salvador (meaning "Holy Savior"); the natives called it Guanahani.

Christopher Columbus is always remembered as one of the most important explorers in the history of the world.

Questions to discuss:

- a) Who discovered America?
- b) Why did Christopher Columbus want to find new trade routes?
- c) What were some of the positive and negative consequences of Columbus's arrival in America?
- d) How old is American continent?
- e) Why is America called "America"?
- f) Where did Columbus land first?
- g) Who paid for Columbus's journey?

h) How many voyages did Columbus make to America?

4. Test.

1. When did Christopher Columbus discover America?

- 1495
- 1492
- 1510
- 1489

2. How many caravels were there when Columbus traveled?

- 5
- 2
- 3
- 4

3. These Europeans were led by Eric the Red, and were chased out of the American land by Native Americans who are mentioned below.

- Greenlanders
- Puritans
- Vikings
- Pilgrims

4. The name of Christopher Columbus' ships were...

- The Pinta and the Santa Maria
- The Nina, the Pinta and the Santa Maria
- The Nana and the Pinta
- The Santa Maria and the Atlantic

5. After sailing 4000 miles Columbus reached some land which he thought to be

.....

- America
- Asia
- Africa
- India

6. "Mayflower" is...

- The ship
- The new religion
- The nation of people lived in America
- The land

7. Columbus traveled with ...

- The kings
- Sailors
- Friends
- Prisoners

8. What invention came out after the discovery of America?

- The chest
- The ships
- The maps
- The compass

9. What did the first English settlements call the part of America where they set up their first colony?

- "New land"
- "New England"
- "New York"
- "New Country"

10. The first English settlements appeared in America

- At the beginning of the 17th century
- At the end of the 17th century
- At the beginning of the 20th century
- At the beginning of the 16th century

5. Match the dates with their events:

1. 1492

2. 1620

3. 30 May 1498

4. 25 June 1503

A. Columbus was stranded on St. Ann's Bay, Jamaica, because of damaging his ship.

B. Columbus left for his third trip to the New World with six ships.

C. Christopher Columbus discovered America.

D. Columbus and sailors landed in the north-east of America. They set up a colony and called that part of the country "New England"

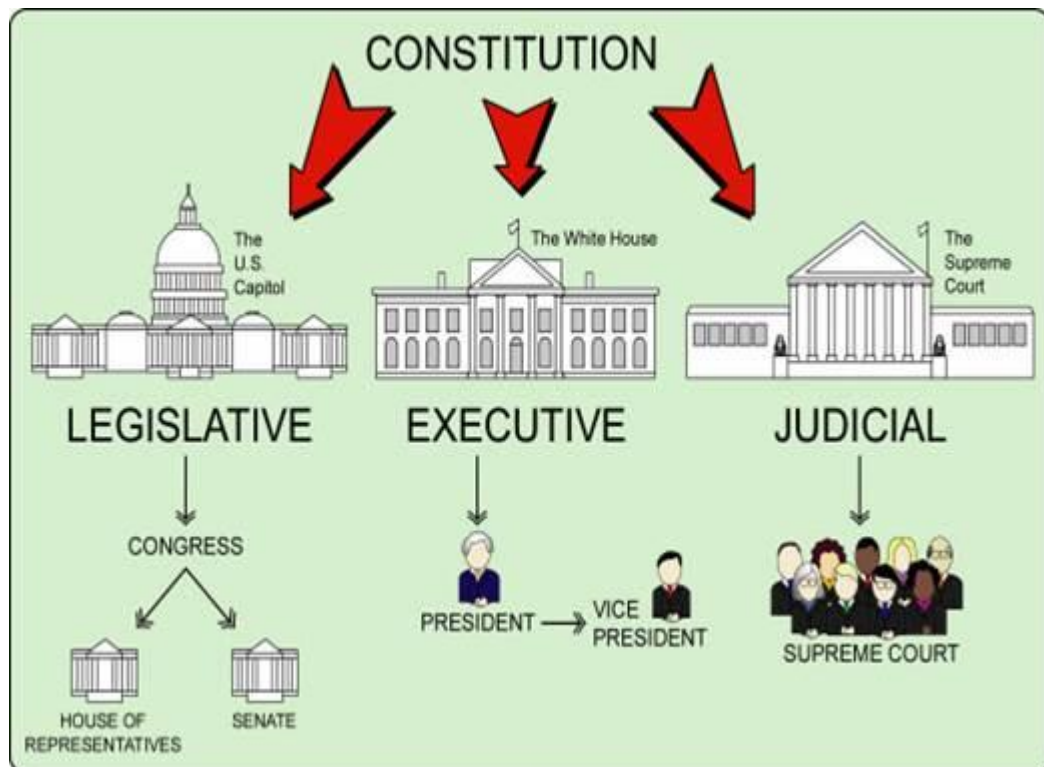
LESSON 2. NATIONAL IDENTITY

BRAINSTORMING

1. Fill in the following chart with the words related to the topic.



2. Look at the following pictures and discuss the main message they convey.





2. Read the following text and discuss the questions below.

Vocabulary:

Attempt – to make an effort to do, accomplish, solve, or effect

Declared – to make known formally, officially, or explicitly

Concern – to be the business or affair of

Coordinate – equal in rank, quality, or significance

Delegate – a representative to a convention or conference

Permanent – continuing or enduring without fundamental or marked change : stable

Temporary – lasting for a limited time

Submit – to yield to governance or authority

Burdens - something that is carried

ratify – to approve and sanction formally

The Articles of Confederation served as the written document that established the functions of the national government of the United States after it declared independence from Great Britain. The Albany Plan, an earlier, pre-independence attempt at joining the colonies into a larger union, had failed in part because the individual colonies were concerned about losing power to another central institution. However, as the American Revolution gained momentum, many political leaders saw the advantages of a centralized government that could coordinate the Revolutionary War. Some Continental Congress delegates had previously discussed plans for a more permanent union than the Continental

Congress, whose status was temporary. Benjamin Franklin submitted his Sketch of Articles of Confederation to the Continental Congress on July 21, 1775, a year prior to the colonies declaring their independence. While some delegates, such as Thomas Jefferson, supported Franklin's proposal, many others were strongly opposed.

On June 11, 1776, the Continental Congress resolved "that a committee be appointed to prepare and digest the form of a confederation to be entered into between these colonies." On July 12, 1776, the first draft of the Articles of Confederation was presented to the Continental Congress. Delegates finally formulated the Articles of Confederation, in which they agreed to state-by-state voting and proportional state tax burdens based on land values, though they left the issue of state claims to western lands unresolved. The Continental Congress adopted the Articles of Confederation on November 15, 1777. The Articles required unanimous approval (ratification) from the states. On July 9, 1778, the following states signed the ratification of the Articles of Confederation: New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, Virginia, and South Carolina. Representatives from New Jersey, Delaware, and Maryland indicated that they did not yet have the power to sign and ratify. The states of North Carolina and Georgia were not present.

Questions to discuss:

- a) How is national identity formed?
- b) What is the American national identity?
- c) What role does a national history play in shaping national identity?
- d) What is ethnic and national identity?
- e) What is the difference between cultural identity and national identity?
- f) What are the symbols of national identity?
- g) What is the effect of national identity?

3. Quiz: True or False

1. The presidential campaign of 1828 was personal and vicious on both Adams's and Jackson's sides.

- a. True
 - b. false
2. The difference between John Quincy Adams and Andrew Jackson concerned when federal government could claim the authority of the American people and when the government overstepped its authority.
- a. True
 - b. false
3. The presidency of John Quincy Adams was marked by a lack of faith in the “American System” and a vision for a highly limited federal involvement in the nation’s political economy.
- a. True
 - b. false
4. The Monroe Doctrine applied to the Americas—but within that context, only to Central and South America and, within that context, only to new republics formed by mixed European-American populations.
- a. True
 - b. False
5. James Monroe won the presidency in 1816 by a slim margin of victory.
- a. True
 - b. false
6. On his last day in office, President Madison signed a bill creating a federal fund for internal improvements (such as transportation initiatives) which had passed with great confidence in Congress.
- a. True
 - b. false
7. Early in the nineteenth century, people began to view chartered corporations in a positive light as visible symbols of equal opportunity for all Americans.

- a. True
- b. false

8. Territorial expansion raised the question of suffrage because settlers who owned little more than the mortgages on their land saw themselves as the chief embodiment of the republican spirit; they wanted their votes to count as much as the votes of the wealthy.

- a. True
- b. false

9. By the second decade of the nineteenth century, farm labor’s dominance had peaked and nonfarm waged labor had become more common.

- a. True
- b. false

10. Over the course of the early nineteenth century, the price of land per acre and the size of minimum-permitted individual purchase had fallen steadily; thus, small land buyers faced few obstacles to acquiring land in the new states of the Union.

- a. True
- b. False

4. Fill in the blanks with the words in the table.

William Wirt	William Morgan
squatting	Federalist
peer	

1. The obstacles to land purchase for ordinary citizens kept alive the practice of _____, claiming land simply by occupying it and demanding that a person’s labor on it over time be recognized as a legal claim.

2. The mysterious disappearance and presumed murder of _____ in 1826 galvanized popular opposition to Masonic societies.




3. In 1831 Antimasons held the first open presidential nominating convention, choosing _____ of Maryland as their candidate.

4. The Republicanism of Daniel Webster and John Quincy Adams was compatible with the old _____ views.

5. With the Monroe Doctrine, the United States asserted a new relation, as _____, to the European nations.

5. Write definition of a word “national government”.

6. Fill in with the symbols of the national government of the USA.

No	National identity	National identity	National identity
1.			
2.			

3.			
4.			
5.			
6.			
7.			
8.			

LESSON 3. COLONIAL PERIOD

BRAINSTORMING

1. Look at the following pictures and discuss the main message they convey



2. Read the following text and discuss questions below.

Vocabulary

Cover-put something on top of or in front of (something), especially in order to protect or conceal it.

Colonization-the action or process of settling among and establishing control over the indigenous people of an area.

Launch-set (a boat) in motion by pushing it or allowing it to roll into the water.

Settler-a person who moves with a group of others to live in a new country or area.

Attempt-make an effort to achieve or complete (something difficult).

The **colonial history of the United States** covers the history of European colonization of America from the early 17th century until the incorporation of the colonies into the United States of America. In the late 16th century, England, France, Spain, and the Dutch Republic launched major colonization programs in North America. The death rate was very high among early immigrants, and some early attempts disappeared altogether, such as the English Lost Colony of Roanoke. Nevertheless, successful colonies were established within several decades.

European settlers came from a variety of social and religious groups, including adventurers, farmers, indentured servants, tradesmen, and a very few from the aristocracy. Settlers included the Dutch of New Netherland, the Swedes and Finns of New Sweden, the English Quakers of the Province of Pennsylvania, the English Puritans of New England, the English settlers of Jamestown, Virginia, the English Catholics and Protestant Nonconformists of the Province of Maryland, the "worthy poor" of the Province of Georgia, the Germans who settled the mid-Atlantic colonies, and the Ulster Scots of the Appalachian Mountains. These groups all became part of the United States when it gained its independence in 1776. Russian America and parts of New France and New Spain were also incorporated into the United States at later times. The diverse colonists from these various regions built colonies of distinctive social, religious, political, and economic style.

Over time, non-British colonies East of the Mississippi River were taken over and most of the inhabitants were assimilated. In Nova Scotia, however, the British expelled the French Acadians, and many relocated to Louisiana. No civil wars occurred in the thirteen colonies. The two chief armed rebellions were short-lived failures in Virginia in 1676 and in New York in 1689–91. Some of the colonies developed legalized systems of slavery, centered largely around the Atlantic slave trade. Wars were recurrent between the French and the British during the French and Indian Wars. By 1760, France was defeated and its colonies were seized by Britain.

Questions to discuss

1. What conditions in England “pushed” people towards the North American colonies in the early seventeenth century?
2. What hardship did the early colonists in British North America face? How did these challenges shape the character of the people?
3. Why was there a labor shortage in the colonies? How did the English try to solve it?
4. What economic activities developed in the various regions? Compare and contrast economic life in New England, mid-Atlantic, and Chesapeake colonies.
5. Why were relations with Native Americans often so troubled and violent? Was the clash inevitable? Why or why not?
6. How did religious beliefs affect the development of the colonies from 1607 to 1763?
7. What patterns of political development emerged in the colonies? How were these similar to and different from English political life?
8. Why did the slave system evolve in the middle of the seventeenth century?
9. How did the development of colonial assemblies in the eighteenth century set the stage for a “Crisis of empire” in the 1770s?
10. Why do you think no new colonies were settled after 1734 in British North America?

3. Tests

1. What was the first attempt at a permanent English settlement?
 - a) Jamestown
 - b) Plymouth
 - c) Roanoke
 - d) Massachusetts
2. Great Britain's first permanent settlement in North America was.....
 - a) Jamestown
 - b) Plymouth

c) Roanoke

d) Massachusetts

3. The Pilgrims established their colony in.....

a) Jamestown

b) Plymouth

c) Roanoke

d) Massachusetts

4. Which was the site of the Mayflower Compact?

a) Jamestown

b) Plymouth

c) Roanoke

d) Boston

4. Follow the Colonial Period Timeline and match the event with the years in which events took place.

1565: Jamestown, the first permanent English colony in North America, is established in Virginia.

1607: St. Augustine is founded by the Spanish.

Jamestown, the first permanent English colony in North America, is established in Virginia.

1620: Pilgrims reach Plymouth, Massachusetts, aboard the Mayflower; "Mayflower Compact" adopted.

1626: William Penn receives charter for colony that becomes Pennsylvania.

1681: Manhattan Island sold by Indians to New Amsterdam colony.

1638: Swedish settlers establish colony of New Sweden in Delaware

1692: Salem, Massachusetts, trials sentence 20 "witches" to death.

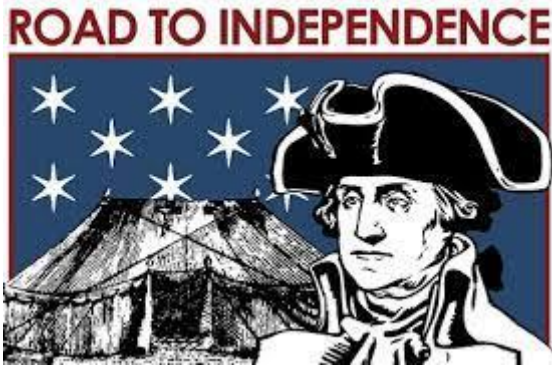
1718: New Orleans founded by French.

1733: Georgia, last of original 13 colonies, founded by James Oglethorpe.

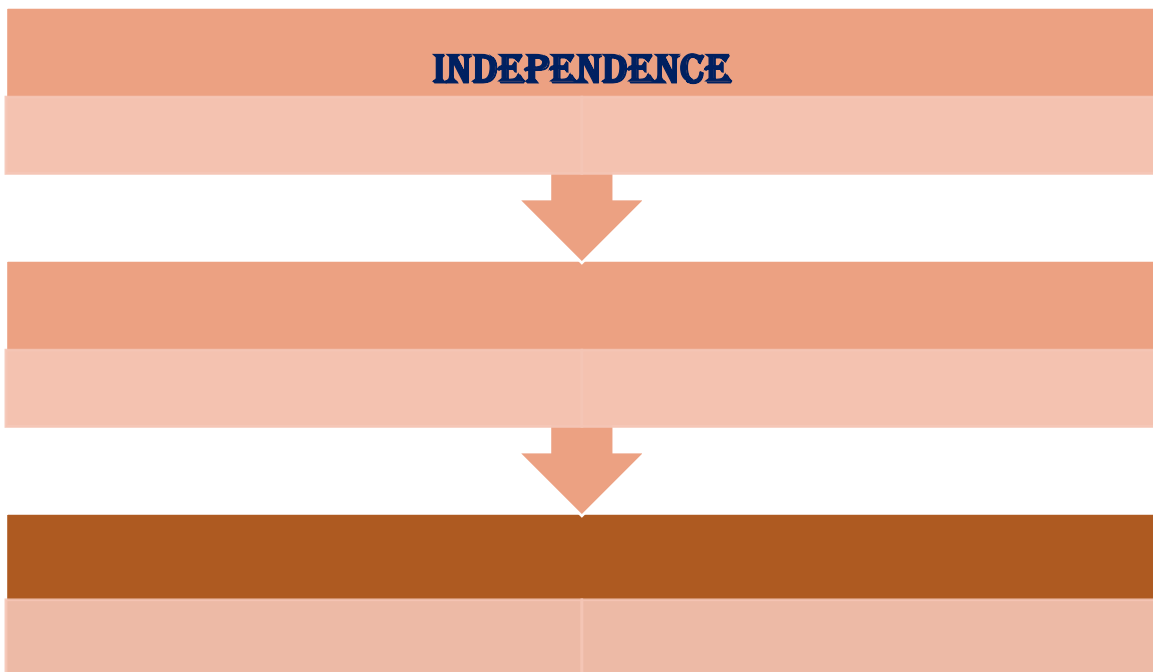
LESSON 4. THE ROAD TO INDEPENDENCE

BRAINSTORMING

1. Look at the following pictures and discuss the main message they convey.



2. Fill in the following diagram with the words related to the word *"INDEPENDENCE"*.



3. Read the following text and discuss the questions below.

Vocabulary:

invoke- to petition for help or support

tumultuous- marked by violent or overwhelming

ponder- to think or consider especially quietly, soberly, and deeply

flint- a massive hard dark quartz that produces a spark when struck by steel

perilous- to expose to danger

assert- to state or declare positively and often forcefully or aggressively

downtrodden- suffering oppression

sermon- a religious discourse delivered in public usually by a member of the clergy as a part of a worship service

immortal- exempt from death

In 1761, fifteen years before the United States of America burst onto the world stage with the Declaration of Independence, the American colonists were loyal British subjects who celebrated the coronation of their new King, George III. The colonies that stretched from present-day Maine to Georgia were distinctly English in character although they had been settled by Scots, Welsh, Irish, Dutch, Swedes, Finns, Africans, French, Germans, and Swiss, as well as English.

As English men and women, the American colonists were heirs to the thirteenth-century English document, the Magna Carta, which established the principles that no one is above the law (not even the King), and that no one can take away certain rights. So in 1763, when the King began to assert his authority over the colonies to make them share the cost of the Seven Years' War England had just fought and won, the English colonists protested by invoking their rights as free men and loyal subjects. It was only after a decade of repeated efforts on the part of the colonists to defend their rights that they resorted to armed conflict and, eventually, to the unthinkable—separation from the motherland.

1774 -- The sole governing authority presiding over the tumultuous events of the American Revolution between 1774 and 1789 was a body known as Congress. With no power to regulate commerce or lay taxes, and with little ability to enforce any of its decisions, this group, representing the thirteen colonies, declared independence, conducted a war that defeated one of the greatest military powers of its day, and invented a new political entity that became a sovereign independent nation. Its members pondered everything from the rightness of independence to the number of flints needed by the armies—sometimes with the enemy not far from their doorstep. Asserting their rights, they found themselves labeled as traitors.

The fifty-four men who composed the First Continental Congress represented different interests, religions, and regions; they held conflicting opinions as to how best restore their rights. Most did not know each other; some did not like each other. With no history of successful cooperation, they struggled to overcome their differences and, without any way of knowing if the future held success or nooses for them all, they started down a long and perilous road toward independence.

In June 1776, as Thomas Jefferson composed a draft of the Declaration of Independence from a second floor parlor of a bricklayer's house in Philadelphia, the largest invasion force in British military history was headed for New York Harbor. By the time the last of the fifty-six signers had affixed their names to the final, edited document months later, an invading force of British soldiers had landed at Staten Island, the British had taken New York City, and the American patriots had committed themselves to a long and bloody struggle for liberty and independence.

The Declaration announced to the world the separation of the thirteen colonies from Great Britain and the establishment of the United States of America. It explained the causes of this radical move with a long list of charges against the King. In justifying the Revolution, it asserted a universal truth about human rights in words that have inspired downtrodden people through the ages and throughout the world to rise up against their oppressors.

Jefferson was not aiming at originality. The Declaration articulates the highest ideals of the Revolution, beliefs in liberty, equality, and the right to self-determination. Americans embraced a view of the world in which a person's position was determined, not by birth, rank, or title, but by talent, ability, and enterprise. It was a widely held view, circulated in newspapers, pamphlets, sermons, and schoolbooks; but it was Thomas Jefferson, the 33-year-old planter from Virginia, who put the immortal words to it.

Questions to discuss:

- a) Why did the 13 colonies want to gain independence?
- b) What were the two main purposes of the Declaration of Independence?

- c) What dilemma did America pose for the new government?
- d) What issues did America face after they declared their independence from Britain?
- e) Did the Declaration of Independence make slaves free?
- f) Why was Britain unable to prevent American colonists from obtaining independence?
- g) What was the first state to declare independence from England?
- h) Who ruled the colonies before the Declaration of Independence?
- i) What really happened on July 4th 1776?
- j) Can you count so-called 13 “original states”?
- k) Why did Britain attack the US in 1812?
- l) How did America get independence?
- m) What was Jefferson's claim in the Declaration of Independence?
- n) How many people died in the American Revolution?

4. Decide whether these statements are true or false.

1. George Washington wrote the first draft of the Declaration of Independence.

True

False

2. John Hancock was serving as President of the Continental Congress when the Declaration of Independence was approved and signed.

True

False

3. Those European countries that assisted the United States during the American Revolution often helped the US because they hoped to benefit from a weakened British Empire.

True

False

4. Sometimes, the British gave up control of an area in the Colonies, not because the Americans had driven them out, but because they needed to move their troops to a new area over which they wished to gain control.

True

False

5. During the peace talks that ended the American Revolution, Great Britain took action that it hoped would weaken the relationship between the U.S. and its allies.

True

False

6. The national government that was established by the Articles of Confederation had no effective means of enforcing its own laws.

True

False

7. Under the Articles of Confederation, states sometimes failed to send representatives to the national legislature. At times, this delayed the national government's decision making.

True

False

8. The Declaration of Independence includes evidence that was designed to prove that the British government had failed to live up to the principles that a government is supposed to follow.

True

False

9. At the peace talks that ended the American Revolution, the representatives of France and Spain tried to persuade the British to grant the U.S. the lands between the Appalachian Mountains and the Mississippi River.

True

False

10. In the end, the Treaty of Paris of 1783 was negotiated and signed by the United States, Great Britain, France and Spain.

True

False

5. Discuss the following questions with your groupmates.

1. Did the USA live in better or worse conditions under British influence?
2. Were the colonists justified in resisting British policies after the French and Indian War (1754–1763)?
3. Were the origins of the American Revolution primarily economic or ideological?
4. Were the colonists' responses to the Stamp Act (1765) justified?
5. How did the Stamp Act Congress pave the road for American independence?
6. Is violence a sound strategy to bring about significant political and social change? (Case studies to help examine this question could include: the Stamp Act riots [1765], the Boston Massacre [1770], the Boston Tea Party [1773], and the battles of Lexington and Concord [1775].)
7. Should the British Parliament's response to colonial violence be viewed as "coercive" or "intolerable"?
8. Was the American colonists' movement for independence "common sense"?

6. Test.

1. Which geographic factor most directly influenced the location of the first English settlements in North America?
 - (1) rivers along the Atlantic coast
 - (2) availability of flat land in the Midwest
 - (3) mild climate along the Gulf coast
 - (4) forests throughout the Middle Colonies
2. The Magna Carta and the English Bill of Rights were significant influences on United States constitutional development because they.....
 - (1) provided suffrage for all men and women
 - (2) placed limits on the powers of the government
 - (3) called for the abolition of slavery
 - (4) supported the development of federalism

3. The Declaration of Independence contains a

- (1) proposal for reuniting the colonies and England
- (2) statement of grievances against the King of England
- (3) request for a treaty between the colonies and Spain
- (4) plan for organizing the western territories

4. Which set of events related to early America is in the correct chronological order?

- (1) inauguration of George Washington → passage of Stamp Act → Battle of Saratoga → French and Indian War
- (2) Battle of Saratoga → French and Indian War → passage of Stamp Act → inauguration of George Washington
- (3) French and Indian War → passage of Stamp Act → Battle of Saratoga → inauguration of George Washington
- (4) passage of Stamp Act → French and Indian War → inauguration of George Washington → Battle of Saratoga

5. Which title best completes the partial outline below?

I. _____

- A. Virginia House of Burgesses
- B. Mayflower Compact
- C. New England town meetings

- (1) Developments in Colonial Self-Government
- (2) Colonial Efforts to Abandon British Rule
- (3) Attempts by Colonial Leaders to Form a National Government
- (4) Colonial Organizations Established by the British Parliament

6. One way that the British government carried out the policy of mercantilism was by

- (1) promoting free trade between its colonies and Europe
- (2) prohibiting the transatlantic trade in enslaved Africans

- (3) encouraging the development of colonial manufacturing and trade
 - (4) requiring that most colonial trade occur within the British Empire
7. Thomas Jefferson incorporated John Locke's idea of the social contract theory in the Declaration of Independence because this idea
- (1) justified the overthrow of a government that denied individual liberties
 - (2) considered economic rights more important than inalienable rights
 - (3) supported the divine right of kings
 - (4) called for a gradual change of government
8. Which conclusion is best supported by the information on the time line?
- (1) Britain eventually granted the colonies representation in Parliament.
 - (2) Only elected British officials had the right to levy taxes.
 - (3) Britain's efforts to increase control over the colonies were not successful.
 - (4) Creation of the First Continental Congress was an immediate reaction to the passage of the Stamp Act.
9. Which of these events would be placed on the time line before 1763?
- (1) Boston Massacre
 - (2) French and Indian War
 - (3) Battle of Saratoga
 - (4) Passage of Northwest Ordinance
10. During the colonial period, the economic development of the South was most directly dependent on the labor of
- (1) factory workers
 - (2) wheat farmers
 - (3) Irish immigrants
 - (4) enslaved Africans
11. The results of the French and Indian War (1754–1763) led to the independence movement in the thirteen colonies because the British
- (1) lost control of Canada and Florida
 - (2) began imposing new taxes on the colonists
 - (3) removed the Spanish threat to the colonists

(4) opened the area west of the Appalachian Mountains to colonial settlers

12. Which heading best completes the partial outline below?

I. _____

A. Vast timber resources

B. Rocky soil

C. Rich ocean fishing grounds

D. Single-family farms

(1) Factors in the Economic Development of Colonial New England

(2) Reasons for the Development of Southern Plantations

(3) Features Contributing to Dutch Success in Colonial New Amsterdam

(4) Components of the British System of Mercantilism

13. One reason traditions of self-government developed in the American colonies before the French and Indian War was that the British

(1) sent effective leaders to govern colonial settlements

(2) required colonial representation in Parliament

(3) practiced salutary neglect in the colonies

(4) maintained a strong military presence in the colonies

14. The Proclamation of 1763 was intended to

(1) allow American farmers to use the Mississippi River

(2) outlaw slavery in the Ohio River valley

(3) prevent France from expanding into the Great Lakes region

(4) avoid conflicts with Native American Indians west of the Appalachian Mountains

15. In the 1760s, Americans in the original thirteen British colonies began to protest against

(1) efforts by the king to extend voting rights to women

(2) laws passed by the British Parliament regulating colonial trade

(3) limits placed on land ownership by royal governors

(4) decisions of British authorities to end immigration to the colonies

16. The Preamble of the Constitution demonstrates that the writers believed that sovereignty belongs to the

- (1) federal government
- (2) state governments
- (3) president
- (4) people

17. What is a principle of government that is stated in the Preamble to the United States Constitution?

- (1) Federal laws must be subject to state approval.
- (2) The power of government comes from the people.
- (3) The right to bear arms shall not be infringed.
- (4) All men and women are created equal.

18. Which two key principles of government are included in the Declaration of Independence?

- (1) majority rule and minority rights
- (2) universal suffrage and judicial independence
- (3) direct democracy and equality for women
- (4) consent of the governed and natural rights

19. Which document is most closely associated with John Locke's social contract theory of government?

- (1) Albany Plan of Union
- (2) Declaration of Independence
- (3) Treaty of Paris (1783)
- (4) Sedition Act of 1798

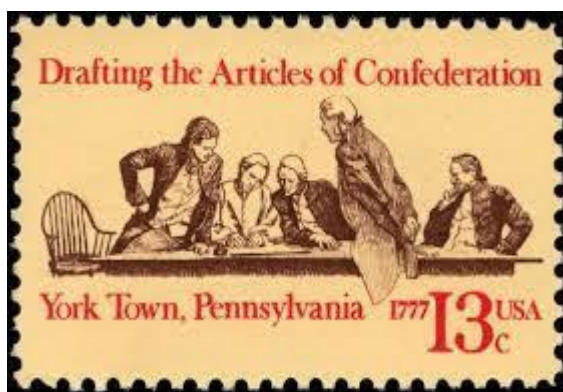
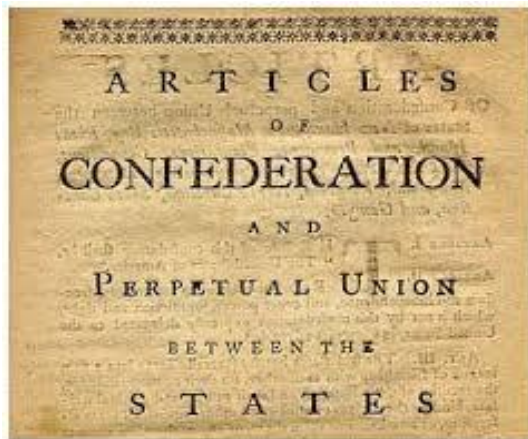
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- (3) supported the divine right of kings
- (4) called for a gradual change of government

LESSON 5. FORMING NATIONAL GOVERNMENT

BRAINSTORMING

1. Look at the following pictures and discuss the main message they convey.



The Articles of Confederation

The first real government of the United States of America
11/5/1777 – 4/30/1789

2. Read the following text and discuss the questions below.

Governor- a person who is the official head of a country or region that is politically controlled by another country

Legislature- a group of people who have the power to make and change laws

Antagonize- to do something to make somebody angry with you

Proclamation- an official statement about something important that is made to the public; the act of making an official statement

Tax- money that you have to pay to the government so that it can pay for public

Petition- a written document signed by a large number of people that asks somebody in a position of authority to do or change something

Ransack -to search a place, making it untidy and causing damage, usually because you are looking for sth

Liberty –freedom to live as you choose without too many restrictions from government or authority

Pursuit-of smth the act of looking for or trying to find smth;

Smth that you give your time and energy to, that you do as a hobby

By the mid-eighteenth century, Britain's thirteen colonies on North America's east coast stretched from Georgia to New Hampshire. Each colony had a governor appointed by the king and a legislature elected by landholding voters. These colonial assemblies, standing for the colonialists' right of self-government, clashed with the royal governors over issues of power and policies. Each colony, and the newspapers published therein, dealt with the colonial power in London and largely ignored other colonies.

In 1773, the British government awarded the East India Company a monopoly on importing and selling tea to the American colonies. This policy, too, hurt powerful interests: colonial traders and merchants. Rebellious Bostonians ransacked the East India Company's ships and pushed cartons of tea overboard. The British reacted harshly to this "Boston Tea Party": they closed the port of Boston, deported rebels to England for trial, and restricted settlement in and trade to the west of the country. Once again, delegates from the various colonies met, this time in a gathering known as the Continental Congress, to address the difficulties with Britain. But this congress's petitions, unlike those of the Stamp Act Congress, were rebuffed. Repressive policies were kept in place. The Continental Congress launched a boycott of British products, initiated the Revolutionary War, and passed the Declaration of Independence.

The Declaration of Independence, issued on July 4, 1776, announced that the thirteen colonies were independent of Britain. It was designed to be read aloud in public and to be sent to international audiences. Its point-by-point charges against British rule give equal weight to how the king damaged America's economic interests and how he ignored principles of self-government. The Declaration is a

deeply democratic document. It is democratic in what it *did*—asserting the right of the people in American colonies to separate from Britain. And it is democratic in what it *said*: “We hold these truths to be self-evident, that all men are created equal” and have inviolable rights to “life, liberty, and the pursuit of happiness.” The Declaration concludes that the people are free to “alter or abolish” repressive forms of government. Indeed, it assumes that the people are the best judges of the quality of government and can act wisely on their own behalf.

Questions to discuss:

1. What was it about the Stamp Act and the decision to award a monopoly on the sale of tea to the East India Company that helped bring the American colonies together?
2. What were the motivations for forming the first Congresses?
3. In what way is the Declaration of Independence’s idea that “all men are created equal” a democratic principle?
4. In what sense are people equal if, in practice, they are all different from one another?
5. What were the weaknesses of the Articles of Confederation? Do you think the American government would be able to function if it were still a confederation? Why or why not?

3. Tests

1. Who drafted the U.S. Declaration of Independence?
 - a. Abraham Lincoln
 - b. Thomas Jefferson
 - c. George Washington
 - d. King George III
2. Who wrote the American national anthem?
 - a. F. Scott Fitzgerald
 - b. Francis Bellamy

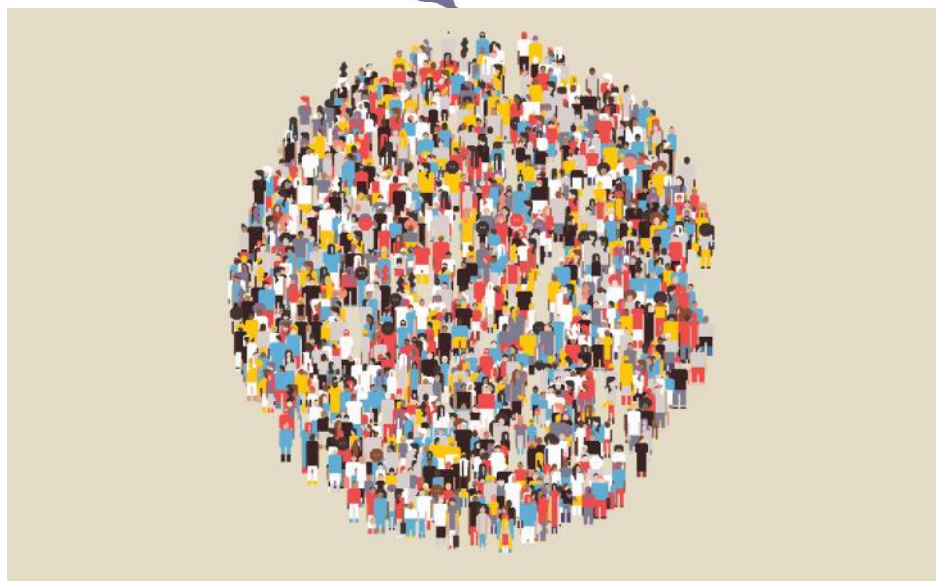
- c. Francis Drake
 - d. Francis Scott Key
3. What is the nickname for the old regulations requiring racial segregation?
- a. Jim Crow laws
 - b. Stone the Crows laws
 - c. Blue laws
 - d. Old Crow laws
4. Where did the U.S. Senate first meet, before moving to Philadelphia and then to Washington, D.C.?
- a. New York City
 - b. Trenton
 - c. Boston
 - d. Richmond
5. Which document does the Fourth of July commemorate?
- a. Constitution
 - b. Declaration of Independence
 - c. Articles of Confederation
 - d. Gettysburg Address
6. What is the first "self-evident truth" in the Declaration of Independence?
- a. that all men are created equal
 - b. that standing armies should not exist
 - c. that everyone should have the right to vote
 - d. that honesty is the best policy
7. What kind of government does the United States have?
- a. democracy
 - b. gerontocracy
 - c. monarchy
 - d. republic
8. What war was fought in 1832 between the United States and Native Americans over territory in Illinois?

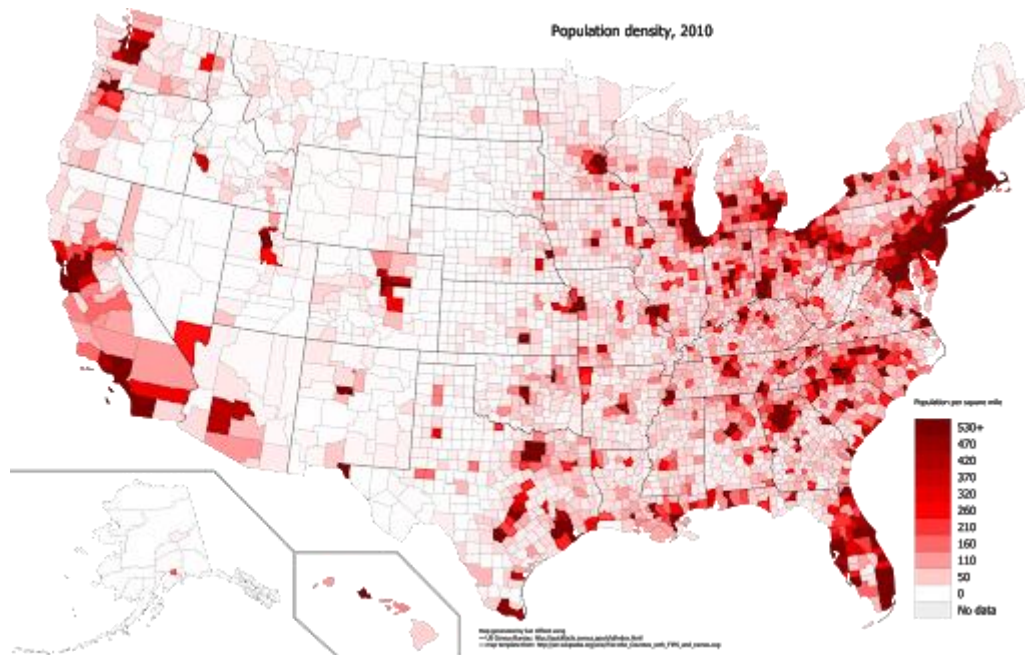
- a. Ute Wars
- b. Black Hawk War
- c. Cayuse War
- d. Arikara War

LESSON 6. GEOGRAPHY OF the USA

BRAINSTORMING

1. Look at the following pictures and discuss the main message they convey.





2. Read the following text and discuss the questions below.

Vocabulary:

Contiguous- being in actual contact : touching along a boundary or at a point

insular –dwelling or situated on an island

bi-national – of or relating to two nations

border – an outer part or edge

coastal – the land near a shore

exclude – to prevent or restrict the entrance of

The term "United States", when used in the geographical sense, is the contiguous United States, the state of Alaska, the island state of Hawaii, the five insular territories of Puerto Rico, Northern Mariana Islands, U.S. Virgin Islands, Guam, and American Samoa, and minor outlying possessions. The United States shares land borders with Canada and Mexico and maritime borders with Russia, Cuba, the Bahamas, and other countries, in addition to Canada and Mexico. The northern border of the United States with Canada is the world's longest bi-national land border.

Currently, the total area of the US was listed as 9,826,675 km² (3,794,100 sq mi), the United Nations Statistics Division gives

9,629,091 km² (3,717,813 sq mi), and the *Encyclopedia Britannica* gives 9,522,055 km² (3,676,486 sq mi) (Great Lakes area included but not coastal waters). These sources consider only the 50 states and the Federal District, and exclude overseas territories. The US has the 2nd largest Exclusive Economic Zone of 11,351,000 km² (4,383,000 sq mi). By total area (water as well as land), the United States is either slightly larger or smaller than the People's Republic of China, making it the world's third or fourth largest country. China and the United States are smaller than Russia and Canada in total area, but are larger than Brazil. By land area only (exclusive of waters), the United States is the world's third largest country, after Russia and China, with Canada in fourth. The United States shares land borders with Canada (to the north) and Mexico (to the south), and a territorial water border with Russia in the northwest, and two territorial water borders in the southeast between Florida and Cuba, and Florida and the Bahamas. The contiguous forty-eight states are otherwise bounded by the Pacific Ocean on the west, the Atlantic Ocean on the east, and the Gulf of Mexico to the southeast.

The capital city, Washington, District of Columbia, is a federal district located on land donated by the state of Maryland. Nearly all of the United States is in the northern hemisphere — the exceptions are American Samoa and Jarvis Island, which are in the southern hemisphere. The five Great Lakes are located in the north-central portion of the country, four of them forming part of the border with Canada, only Lake Michigan situated entirely within United States. The southeast United States, generally stretching from the Ohio River on south, includes a variety of warm temperate and subtropical moist and wet forests, as well as warm temperate and subtropical dry forests nearer the Great Plains in the west of the region. West of the Appalachians lies the lush Mississippi River basin and two large eastern tributaries, the Ohio River and the Tennessee River. The Ohio and Tennessee Valleys and the Midwest consist largely of rolling hills, interior highlands and small mountains, jungly marsh and swampland near the Ohio River, and productive farmland, stretching south to the Gulf Coast. The Midwest also has a vast amount of cave systems.

These areas contain some spectacular scenery as well, as evidenced by such national parks as Yosemite and Mount Rainier. West of the Cascades and Sierra Nevada is a series of valleys, such as the Central Valley in California and the Willamette Valley in Oregon. Along the coast is a series of low mountain ranges known as the Pacific Coast Ranges.

Questions to discuss:

- a) How many states are located in the USA?
- b) What are the 4 major landforms?
- c) What is the biggest state in the United States by size?
- d) What are five major rivers in the US?
- e) Can you count the names of all 52 states in the US?
- f) What is the coolest landform?
- g) Why is American continent called America? Can you remember the story related to this name?
- h) What are the physical features of the USA?
- i) What are the 4 regions of California?
- j) Is Texas considered to be Midwest?
- k) What are the 4 smallest states?
- l) How old is America?

3. Do the following flag Quiz:

US STATES FLAGS

Picture Quiz

NAME EACH STATE



1-



2-



3-



4-



5-



6-



7-



8-

www.beelovedcity.com

4. Quiz:

1. Which ocean borders the East Coast of the US?

2. How many countries does the US share land borders with?
3. What is the US capital city?
4. What is the tallest mountain in the US?
5. What is California's "biggest fault"?
6. What is the longest river in the US?
7. The USA are home to the third-largest coral reef in the world. In which state is it located?
8. What ocean is the state of Hawaii located in?
9. How many states border the Gulf of Mexico?
10. Which state is the largest?
11. Which state is the smallest?
12. What was the last state to join the US?
13. Which state is the Sunshine State?
14. What is "nickname" of Texas?
15. Which state is the copper state?
16. What is the least populated state?
17. Which US State has the longest coastline?
18. What were the 13 states that initially formed the USA?

5. Test.

1. What's the state capital of California?
 - a) San Diego
 - b) San Francisco
 - c) Sacramento
 - d) Los Angeles

- 2.** In which state is the highest point of the Rocky Mountains, known as Mount Elbert?
- a) Nevada
 - b) Oregon
 - c) Colorado
 - d) Minnesota
- 3.** Which state is not on the Canadian border?
- a) Washington
 - b) Montana
 - c) New York
 - d) Tennessee
- 4.** What is the longest river in the USA?
- a) Missouri River
 - b) Mississippi River
 - c) Yukon River
 - d) Rio Grande
- 5.** Which ocean touches California's coast?
- a) Atlantic
 - b) Pacific
 - c) Indian
 - d) Arctic
- 6.** Which is the biggest state in the USA?
- a) Alaska
 - b) Texas
 - c) California
 - d) Montana
- 7.** Which ocean does Florida touch?
- a) Pacific
 - b) Indian
 - c) Atlantic
 - d) Southern
- 8.** What is the smallest U.S. state?
- a) Delaware
 - b) Rhode Island
 - c) Connecticut

d) Texas

6. Decide if the following statements are true or false

1. Latitude is measured east and west of the prime meridian.

True

False

2. A cape is a point of land extending into a body of water.

True

False

3. The Antarctic Circle is located south of the equator.

True

False

4. A star on a map usually denotes a national capital.

True

False

5. Lines of longitude are measured north and south of the equator.

True

False

6. When you cross the prime meridian the date becomes either one day earlier or one day later. True

False

7. Earth's oceans are the Pacific, Atlantic, Indian, and Arctic.

True

False

8. There are 50 states in the contiguous United States.

True

False

9. An area of land extending into a body of water and almost surrounded by water is a peninsula. True

False

10. The Tropic of Cancer is located in the northern hemisphere.

True

False

11. Africa, Asia, Australia, Europe, North America, and South America form Earth's continental land masses.

True

False

12. A body of land completely surrounded by water is an island.

True

False

13. The part of the map that contains information about what the symbols mean is the key.

True

False

14. Longitude lines, or meridians, measure distances north and south.

True

False

15. The North Pole is not located on a continent.

True

False

16. Central America is located on the South American continent.

True

False

17. A large body of water partly surrounded by land is a strait.

True

False

18. The three countries with the largest land area in the world are Russia, Canada, and the United States.

True

False

19. The Great Lakes, which border Canada and the United States, are Ontario, Huron, Erie, and Superior.
- True
- False
20. The southernmost point in the world is Antarctica.
- True
- False
21. The largest lake in the world is the Caspian Sea.
- True
- False
22. Alaska and Hawaii are part of the contiguous United States.
- True
- False
23. The Mississippi River is the longest river in the world.
- True
- False
24. Canada is divided into provinces, which are similar to states in the United States.
- True
- False
25. The Indian Ocean is the third largest ocean in the world.
- True
- False
26. The line that starts the measurement of latitude is the prime meridian.
- True
- False
27. The North American continent ranks third in land area.
- True
- False

LESSON 7. POPULATION

BRAINSTORMING

1. Look at the following pictures and discuss the main message they convey.



2. Read the following text and discuss the questions below.

Vocabulary:

Estimated – to judge tentatively or approximately the value, worth, or significance of

Adjustment – a settlement of a claim or debt in a case in which the amount involved is uncertain or full payment is not made

Projections – a systematic presentation of intersecting coordinate lines on a flat surface upon which features from a curved surface (as of the earth or the celestial sphere) may be mapped

Exclude – to prevent or restrict the entrance of

Populous – having a large population

Industrialized – to become industrial

Fertility – the birthrate of a population

Quadrupled – to become four times as great or as numerous

ethnic – of or relating to large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background

minority – the period before attainment of majority

constitute – FORM, COMPOSE

multiracial – composed of, involving, or representing various races

census – a count of the population and a property evaluation in early Rome



The United States had an estimated population of 332,410,303 in 2021 according to United Nations data. According to the U.S. Census Bureau, the United States had an estimated population of 328,239,523 in 2019 (with an unofficial statistical adjustment to 329,484,123 as of July 1, 2020 ahead of the final 2020 Census). The United States is the third most populous country in the world, and current projections from the unofficial U.S. Population Clock show a total of just over 330 million residents. All these figures exclude the population of five self-governing U.S. territories (Puerto Rico, Guam, the U.S. Virgin Islands, American Samoa and the Northern Mariana Islands) as well as several minor island possessions. The Census Bureau showed a population increase of 0.75% for the twelve-month period ending in July 2012. Though high by industrialized country standards, this is below the world average annual rate of 1.1%. The total fertility rate in the United States estimated for 2019 is 1.706

children per woman, which is below the replacement fertility rate of approximately 2.1.

The U.S. population almost quadrupled during the 20th century—at a growth rate of about 1.3% a year—from about 76 million in 1900 to 281 million in 2000. It is estimated to have reached the 200 million mark in 1967, and the 300 million mark on October 17, 2006. Foreign-born immigration has caused the U.S. population to continue its rapid increase, with the foreign-born population doubling from almost 20 million in 1990 to over 45 million in 2015, representing one-third of the population increase. Population growth is fastest among minorities as a whole, and according to the Census Bureau's estimation for 2020, 50% of U.S. children under the age of 18 are members of ethnic minority groups.

White people constitute the majority of the U.S. population, with a total of about 234,370,202 or 73% of the population as of 2017. Including multiracial people, the white share of the population exceeds 75%. Non-Hispanic Whites make up 60.7% of the country's population.

Questions to discuss:

- a) What age group has the largest population in the United States?
- b) Is the US population growing or declining?
- c) What is the current US population 2020?
- d) What is the major race in America?
- e) What is the population of USA in millions?
- f) Which state has the smallest population?
- g) Which state is the safest to live in?
- h) What are the most populated states in the US?
- i) What states have the largest Afro-American population?
- j) What age is considered to be elderly age in America?
- k) What percentage of Floridians are over 65?
- l) What states are people leaving?
- m) What is America's largest city?
- n) What are the top 5 fastest growing cities in the US?

o) Is the US still the richest country in the world?

3. DISCUSSION.

Use your critical thinking ability and discuss these questions in pairs.

1. How does improving the status of women affect population growth?
2. Why should the United States be concerned about its own growth?
3. When is the population of the United States expected to stabilize?
4. Is it true that the entire population of the world could fit inside Texas?
5. Do more people live now than have ever lived on the planet?
6. Why is biodiversity important?
7. Why are developing countries experiencing rapid population growth while developed countries are either growing more slowly or not at all?
8. What is the role of religion in population issues?

4. Complete the passage with words from the list below. You must use each word only once.

facilities	polluted	Crowded	cosmopolitan
bustling	shopping	Plantations	peaceful
sandy	hospital		

1. Montego Bay is the second largest city in Jamaica by area and the third by population. It is a lively and beach resort and attracts a lot of tourists
2. from many different countries with its beaches and
3. relaxing atmosphere.
4. Many Americans and Europeans, as well as Jamaicans, have summer homes in Montego Bay, so it is a city and
5. becomes more during the holiday seasons. It is most famous for Doctor's Cave beach, which has clear, turquoise waters.
6. This is an ideal place for scuba diving and swimming because the sea is very clean and

not . The city is surrounded by scenic low mountains. When Christopher Columbus first came to the island of Jamaica in 1494, he named the bay *Golfo de Buen Tiempo*, which means 'Fair Weather Gulf'.

7. Until the 20th century, the city was mainly a sugar port. Today, Montego Bay has a large modern and

8. several modern port for people who come on ships and yachts.

9. It also has fine restaurants and big malls, where tourists can buy souvenirs and all kinds of items that they need.

10. The coastland near Montego Bay is occupied by numerous tourist resorts, which are most newly built, and some occupy the grounds of old sugar cane .

LESSON 8. FLORA AND FAUNA

BRAINSTORMING

1. Look at the following pictures and discuss the main message they convey





2. Read the following text and discuss the questions below

Vocabulary

Subspecies- a taxonomic category that ranks below species, usually a fairly permanent geographically isolated race.

Mixture- The substances in a mixture can be separated using physical methods such as filtration, freezing, and distillation.

Hardwood- the wood from a broadleaved tree (such as oak, ash, or beech) as distinguished from that of conifers.

Stretch- (of something soft or elastic) be made or be capable of being made longer or wider without tearing or breaking.

Interior- situated on or relating to the inside of something; inner.

Spruce- a widespread coniferous tree which has a distinctive conical shape and hanging cones, widely grown for timber, pulp, and Christmas trees.

At least 7,000 species and subspecies of indigenous US flora have been categorized. The eastern forests contain a mixture of softwoods and hardwoods that includes pine, oak, maple, spruce, beech, birch, hemlock, walnut, gum, and hickory. The central hardwood forest, which originally stretched unbroken from Cape Cod to Texas and northwest to Minnesota—still an important timber

source—supports oak, hickory, ash, maple, and walnut. Pine, hickory, tupelo, pecan, gum, birch, and sycamore are found in the southern forest that stretches along the Gulf coast into the eastern half of Texas. The Pacific forest is the most spectacular of all because of its enormous redwoods and Douglas firs. In the southwest are saguaro (giant cactus), yucca, candlewood, and the Joshua tree.

The central grasslands lie in the interior of the continent, where the moisture is not sufficient to support the growth of large forests. The tall grassland or prairie (now almost entirely under cultivation) lies to the east of the 100th meridian. To the west of this line, where rainfall is frequently less than 50 cm (20 in) per year, is the short grassland. Mesquite grass covers parts of west Texas, southern New Mexico, and Arizona. Short grass may be found in the highlands of the latter two states, while tall grass covers large portions of the coastal regions of Texas and Louisiana and occurs in some parts of Mississippi, Alabama, and Florida. The Pacific grassland includes northern Idaho, the higher plateaus of eastern Washington and Oregon, and the mountain valleys of California.

The intermontane region of the Western Cordillera is for the most part covered with desert shrubs. Sagebrush predominates in the northern part of this area, creosote in the southern, with saltbrush near the Great Salt Lake and in Death Valley.

The lower slopes of the mountains running up to the coastline of Alaska are covered with coniferous forests as far north as the Seward Peninsula. The central part of the Yukon Basin is also a region of softwood forests. The rest of Alaska is heath or tundra. Hawaii has extensive forests of bamboo and ferns. Sugarcane and pineapple, although not native to the islands, now cover a large portion of the cultivated land. Small trees and shrubs common to most of the United States include hackberry, hawthorn, serviceberry, blackberry, wild cherry, dogwood, and snowberry. Wildflowers bloom in all areas, from the seldom-seen blossoms of rare desert cacti to the hardiest alpine species. Wildflowers include forget-me-not, fringed and closed gentians, jack-in-the-pulpit, black-eyed Susan, columbine, and

common dandelion, along with numerous varieties of aster, orchid, lady's slipper, and wild rose.

Questions to discuss

1. What is the flora and fauna of USA?
2. What animals are only found in America?
3. What popular plants are in the USA?
4. What plants and animals live in North America?
5. What is the rarest flower in the USA?
6. What are the most popular plants in the US?
7. What is flora?
8. What is the national animal of USA?
9. Is there an American flower?
10. What plant is native to America?
11. What is the most common plant in North America?
12. What is the largest animal found in North America?
13. What animal is North America known for?
14. What animals live in North America Forest?
15. Which bird is only found in North America?
16. Is a leopard a cat?
17. Is the most popular pet in America?

3. Find definitions to the following words.

1. Sassafras

a forested areas, fields

b insects

c birds

2. American beech

a woodlands, riverbanks

b wind and insects

c animal

3. Beech drops

a around american beech

b insects

c wind

4. Eastern white pine

- a woodlands and forested bogs
- c animals
- b wind



5. Spicebush

- a woodlands and shady areas
- b small insects
- c animals

6. Myrtle

- a shaded forests
- b insect
- c wind

4. Decide whether the following questions are true or false.

1. About half the species of life on earth have been named and classified.

True

False.

2. There are about 50 million species of living things on earth.

True

False

3. Most Canadians do too, and expanding cities and pollution are two of the biggest threats to biodiversity in Canada.

True

False

4. There are currently no more than 200 plant and animal species at risk in Canada.

True

False

5. In Canada, there are more species of earthworms (Oligochaeta) than there are mammals.

True.

False.

6. Almost all of the original prairie ecosystems in Canada are gone.

True

False

7. Canada's boreal forest is one of the biggest intact forest ecosystems in the world.

True

False

8. It is estimated that 800 of the 5000 plant species in Canada are exotic introductions that could maintain populations in the wild.

True.

False.

9. Many common drugs we take are from plants and other living things.

True.

False.

10. As a single person, there is little I can do to protect plant biodiversity.

True

False.

6. Look at these photos and try to give brief information about them.



7. Try to describe the USA flora and fauna in brief.

LESSON 9. EDUCATION SYSTEM IN THE USA

BRAINSTORMING

1. Look at the following pictures and discuss the main message they convey.



► Nevertheless, there is a certain pattern of education in the USA, which comprises into three types of schools: public school, private elementary school and private secondary school. Only public schools are free and they have their own system in each state. Private schools, depending on the area, require a certain fee. Elementary education is available from the age of six or seven.



2. Read the following text and discuss the questions below.

Vocabulary:

Fund - a supply of money or pecuniary resources, as for some purpose

Comprehensive school (commit school) - (in Canada) a secondary school offering academic, commercial, and industrial subjects.

Vocational school - a school offering instruction in one or more skilled or semiskilled trades or occupations

Non-profit - not established for the purpose of making a profit; not entered into for money

Liberal arts - the academic course of instruction at a college intended to provide general knowledge and comprising the arts, humanities, natural sciences, and social sciences, as opposed to professional or technical subjects.

The USA does not have a national system of education. All educational matters are left to states. 50 per cent of funds for education come from state sources, about 40 from local funds, and only 6 per cent from the federal government. There are two major types of schools in the USA— public which are free, and private, or fee-paying. Four of five private schools are run by churches and other religious groups. Elementary education starts at the age of 6 and continues till 10-11 years. Secondary education is provided from the age 11 — 12. Intermediate school includes grades 6 through 9 for ages 11-12 up to 14—15. A senior high school may include grades 9—10 through 12. A senior high school may be comprehensive, general or vocational. A comprehensive school offers a broad program of academic and vocational education, a general school offers a more limited program. A vocational school focuses on vocational training with some general educational subjects. All such programs — academic, technical, or practical are generally taught under one roof. High school students who wish to attend a college or a university go through one of the two standard tests — SAT (Scholastic Aptitude Test) and ACT (American College Test). They are given by non-profit, non-governmental organizations.

There are several ways to continue in education: universities, colleges, community colleges, and technical and vocational schools. A university in the USA usually consists of several colleges; each college specializes in a subject area. There are colleges of liberal arts, colleges of education and business colleges. A program for undergraduates usually takes four years and leads to the Bachelor of Arts or Science degree. After that, students may leave the university or go on for a graduate or professional degree. The university may be funded from several different sources. A publicly funded university gets some money from the state government. A privately funded university gets money from private sources only. A university may be funded by a religious group.

College students usually spend four years at the college, too, and get the Bachelor's degree. In contrast to universities, colleges don't have graduate or professional programs. Colleges in the USA differ greatly in size — they may include from 100 students to 5000 and more. Most of the larger institutions fall into the category of universities, the largest being the University of California, State university of New York, New York university, Columbia University and others.

The course of study in a community college lasts two years and doesn't lead to any degree. Community colleges may give courses in the regular academic subjects or subject like dental technology, sewing and other non-academic subjects. Not all students of community colleges have high school diplomas. Technical, or vocational schools have no academic programs and provide only job training. Programs may take from six months to two years and more.

Questions to discuss:

1. What are two major types of schools in the USA?
2. How many years does elementary education continue?
3. Count the steps of school in the USA.
4. What tests must students go through if they want to attend to college or university? And give brief data about these tests?
5. What does university in the USA usually consist of?
6. Speak about the system of colleges in the US.
7. What universities stand as the largest ones in the US?
8. What is the difference between college and university?

3. Test

1. College students usually spend four years at the college.

A) No

B) Yes

2. Several colleges make a university.

A) Yes

B) No

3. Intermediate school may be comprehensive, general or vocational.

A) Yes

B) No

4. Community colleges may give courses in the regular academic subjects or subject

A) Yes

B) No

5. Intermediate school includes grades 9 through 10 for ages 15-16.

A) No

B) Yes

4. Fill in the gaps.

1. High school students who wish to attend a college or a university go through.....

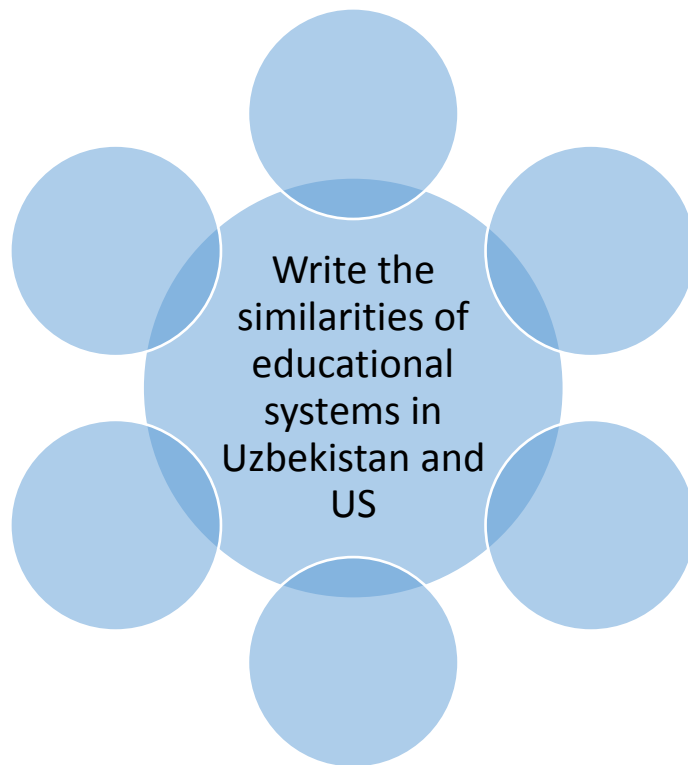
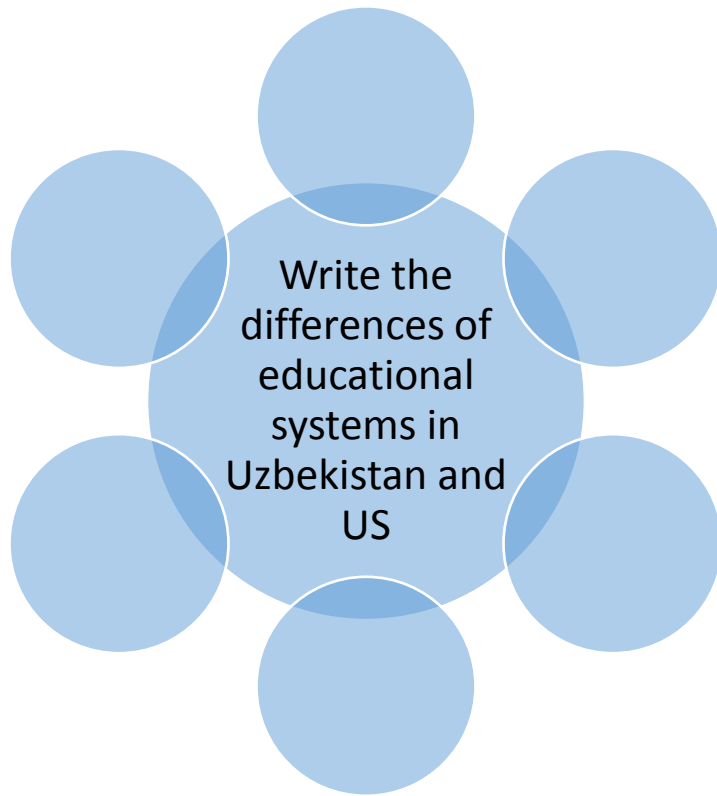
2. In contrast to universities, colleges don't have.....

3. A university in the USA usually consists of.....

4. There are two major types of schools in the USA:.....

5. A senior high school maybe.....

6. Complete the diagrams.



LESSON 10. AMERICAN CULTURE

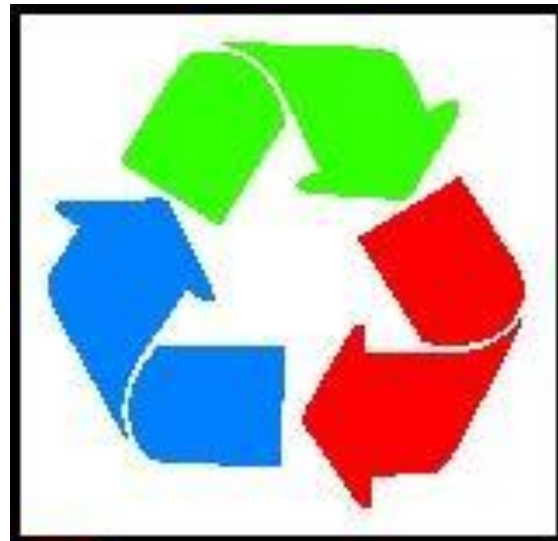
BRAINSTORMING

1. Fill in the following chart with the connected word-stock of the theme.



2. Look at the following pictures and discuss the main message they convey.





3. Read the following text and discuss the questions below.

Vocabulary:

Multicultural - reflecting, or adapted to diverse cultures

ethos- the distinguishing character, sentiment, moral nature, or guiding beliefs of a person, group, or institution

cuisine- style of cooking

threatens- to give signs or warning of

spectrum- a continuum of color formed when a beam of white light is dispersed (as by passage through a prism) so that its component wavelengths are arranged in order



The culture of the United States of America is primarily of Western origin, but is influenced by a multicultural ethos that includes African, Native American, Asian, Pacific Island, and Latin American people and their cultures. It has its own distinct social and cultural characteristics, such as dialect, music, arts, social habits, cuisine, and folklore. Major cultural influences have been brought by historical immigration, especially from Germany in much of the country, Ireland and Italy in the Northeast, Japan in Hawaii. Latin American culture is especially pronounced in former Spanish areas but has also been introduced by immigration, as has Asian American cultures (especially on the West Coast).

Native culture remains strong in areas with large undisturbed or relocated populations, including traditional government and communal organization of property now legally managed by Indian reservations (large reservations are mostly in the West, especially Arizona and South Dakota). The fate of native culture after contact with Europeans is quite varied. For example, Taíno culture in U.S. Caribbean territories is nearly extinct and like most Native American languages, the Taíno language is no longer spoken. In contrast, the Hawaiian language and culture of the Native Hawaiians has survived in Hawaii and mixed with that of immigrants from the mainland U.S. (starting before the 1898 annexation) and to some degree Japanese immigrants. It occasionally influences mainstream American culture with notable exports like surfing and Hawaiian shirts. Most languages native to what is now U.S. territory have gone extinct, and the economic and mainstream cultural dominance of English threatens the surviving ones in most places. The most common native languages include Samoan, Hawaiian, Navajo language, Cherokee, Sioux, and a spectrum

of Inuit languages. (See Indigenous languages of the Americas for a fuller listing, plus Chamorro, and Carolinian in the Pacific territories.) Ethnic Samoans are a majority in American Samoa; Chamorro are still the largest ethnic group in Guam (though a minority), and along with Refaluwasch are smaller minorities in the Northern Mariana Islands.

American culture includes both conservative and liberal elements, scientific and religious competitiveness, political structures, risk taking and free expression, materialist and moral elements. Despite certain consistent ideological principles (e.g. individualism, egalitarianism, and faith in freedom and democracy), American culture has a variety of expressions due to its geographical scale and demographic diversity. The flexibility of U.S. culture and its highly symbolic nature lead some researchers to categorize American culture as a mythic identity.

Questions to discuss:

- a) What are examples of American culture?
- b) What are the main characteristics of American culture?
- c) What are some values in American culture?
- d) How many cultures are in America?
- e) What are American values and beliefs?

4. Test.

- 1) The culture of the United states of America is primarily of origin ?
 - A) Eastern
 - B) Western
 - C) Southern
- 2) Does social and cultural characteristics include dialect, music, folklore and art?
 - A) No
 - B) Not given
 - C) Yes
- 3) Minor cultural influences have been brought by historical wars. Is this statement right?

A) False

B) True

C) Not given

4) American culture doesn't include conservative and liberal elements...?

A) Yes

B) No

C) Unknown

5) First American flag made after.....

A) 70th year of the 18th cent

B) Beginning of 19th cent

C) 70th year of the 19th cent


6) Because of geographical scale and demographic diversity.....has a variety of expressions

A) Germany

B) Western America

C) American culture

5.Fill in the table with the symbols of America.

№					
1.	Food				
2.	Drinking				
3.	Places				
4.	Game				
5.	Governmental objects				
6.	People				
7.	Other				

6. Fill in the blanks with the names.

FAMOUS LANDMARKS IN THE USA

Picture Quiz

NAME THESE FAMOUS US LANDMARKS AND THEIR LOCATION



1-



2-



3-



4-



5-



6-



7-



8-



9-



10-