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**ПРАКТИЧЕСКИЙ КУРС ВТОРОГО
ИНОСТРАННОГО ЯЗЫКА**

**АНГЛИЙСКИЙ ЯЗЫК
ДОМАШНЕЕ ЧТЕНИЕ**

ЮНИТА 3

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учебных заведений

ПРАКТИЧЕСКИЙ КУРС ВТОРОГО ИНОСТРАННОГО ЯЗЫКА АНГЛИЙСКИЙ ЯЗЫК ДОМАШНЕЕ ЧТЕНИЕ

- Юнита 1. Стихи и песни.
- Юнита 2. Бытовые и волшебные сказки.
- Юнита 3. США. Страна и люди.
- Юнита 4. Великобритания.
- Юнита 5. Детектив.
- Юнита 6. Роман.
- Юнита 7. Рассказ.
- Юнита 8. Пьеса.
- Юнита 9. Пьеса.
- Юнита 10. Пьеса.

ЮНИТА 3

В юниту включены несколько текстов, посвященных США. Сопровождается комплексом заданий и упражнений. Прилагается аудиокурс.

Для студентов факультета лингвистики СГУ

Юнита соответствует
профессиональной образовательной программе №1

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* Глоссарий расположен в середине учебного пособия и предназначен для самостоятельного заучивания новых понятий.

ДИДАКТИЧЕСКИЙ ПЛАН

Юнита включает следующие тексты: Travelling Through the States; Some American Cities; Portrait of George Washington; The Colonial Period; The Independence War; Thoughts of Famous Americans. Сопровождается комплексом упражнений и заданий по текстам.

ЛИТЕРАТУРА

1. Мюллер В.К. Англо-русский словарь. Любое издание.
2. Кортни Р. Английские фразовые глаголы. Англо-русский словарь. М.: Русский язык, 1997.
3. Маркус Уиллер. Русско-английский словарь. М.: Престиж, Баркла и К°, 1998.

Примечание. Знаком (*) отмечены работы, на основе которых составлен научный обзор.

ПЕРЕЧЕНЬ УМЕНИЙ

№	Умения	Алгоритм
1	Определение значения слова	<ol style="list-style-type: none"> 1. Назовите, какой частью речи является данное слово. 2. Пользуясь словарем, определите значение (значения) слова. 3. Выберите одно из значений слова в соответствии с контекстом, подберите его русский эквивалент.
2	Определение значения выражения	<ol style="list-style-type: none"> 1. Пользуясь словарем, определите значения слов, входящих в выражение. 2. Установите грамматические отношения и синтаксические связи между словами в выражении. 3. Определите значение выражения, подберите его русский эквивалент.
3	Образование слов, имеющих ту же основу, что и заданные	<ol style="list-style-type: none"> 1. Назовите правило образования новых слов, которое следует использовать в данном случае. 2. Образуйте слово, используя выбранное правило. 3. Проверьте полученное слово по словарю, уточните его значение.

№	Умения	Алгоритм
4	Сотавление резюме	<ol style="list-style-type: none"> 1. Прочитайте текст в первый раз, выявляя его структуру и обращая внимание на основные идеи и логические связи. 2. Прочитайте текст во второй раз детально, уточняя все неясные моменты; при этом пользуйтесь словарем и всеми доступными материалами. 3. Разработайте план резюме в соответствии со структурой исходного текста. 4. Обозначьте логические связи между частями резюме. 5. Напишите резюме в соответствии с разработанным планом; используйте в нем ключевые слова исходного текста, но избегайте употребления фраз и языковых конструкций, содержащихся в исходном тексте, без изменений; старайтесь употребить наименьшее количество слов. 6. Прочитайте полученное резюме, проверяя его орфографию, пунктуацию, согласование грамматических конструкций, а также стиль.

ПРИМЕРЫ ВЫПОЛНЕНИЯ УПРАЖНЕНИЙ НА УМЕНИЯ

1. Переведите слово *mind*, которое содержится в выражении “His mind was great”:

- 1) Данное слово является существительным.
- 2) Согласно словарю, оно может иметь значения: ум, мысль, память, дух, а также входить в состав различных фразеологических оборотов.
- 3) Исходя из употребления данного слова в контексте, оно означает “ум”.

2. Определите значение выражения “in every sense of the word”:

- 1) Существительное **sense** означает “смысл”, существительное **word** означает “слово”, прилагательное **every** означает “каждый”.
- 2) Учитывая значения предлогов и артикля, предлагаем подтекстовый перевод: “В каждом смысле этого слова”.
- 3) В соответствии с литературными нормами русского языка выражение “**in every sense of the word**” означает “в полном смысле слова”.

3. Образуйте наречие от прилагательного *exact*:

- 1) В данном случае следует использовать суффикс -ly.
- 2) Полученное наречие будет выглядеть так: **exactly**.
- 3) Согласно словарю, **exactly** - точно.

4. Данное умение разбирается на активном занятии.

TRAVELLING THROUGH THE STATES

The USA is a vast country, with a population of over 180,000,000 (10% of which are black). There are about 3,000 miles from East to West and 1,500 miles from North to South.

The North East is the richest part with the Golden Triangle (Boston, Chicago, Baltimore), on 4% of the total land area live 25% of the population (8 out of 10 largest American cities are found there). In addition to its various industries and coal mine (20% of the world's output), the Atlantic region is a dairyland.

The coastal plain widens in the South and becomes a land well-irrigated by rivers and streams. It is the area of cotton (half of the world's output), tobacco, rice, and cattle-raising.

Besides, Louisiana, Oklahoma, Arkansas and Texas produce 75% of the US oil output.

West of the Appalachians lies a huge fertile plain watered by the Mississippi and its tributaries: it is the greatest corn-growing region in the world and corn is often used for cattle-breeding (hogs).

West of the Mississippi basin roll the High Plains, once arid and desolate, subject to hot winds, droughts, brutal winters, grasshoppers' invasions. They are now fertilized and irrigated and half of the American production of wheat is found in the 6 following states: North and South Dakota, Nebraska, Kansas, Oklahoma, and Texas.

The high Rocky Mountains (14,000 feet above the sea level) are devoted to mining (gold, silver, copper, uranium) and tourist business (hunting, fishing, skiing, sightseeing through National Parks, Colorado Canyons, Death Valley, etc.).

The Pacific region is thickly wooded in the North (timber industry in Seattle and Portland) while the mild weather and fertile soil of California allow the cultivation of fruit (dates, oranges, peaches, apricots, etc.) and vegetables.

SOME AMERICAN CITIES

New York: over 8,000,000 inhabitants.

The greatest sea-port in the States, the leading textile center, publishing and printing center. Divided into 5 boroughs:

Manhattan: shopping, business, amusement district, with Wall Street, Times Square (show center), Rockefeller Center, United Nations Headquarters, Central Park (840 acres of wooded landscapes and lakes).

The Lower East side is cosmopolitan. The Upper East side is the fashionable district (Park Avenue).

Brooklyn: «the bedroom of New York.»

The Bronx: the only borough on the main land; apartment houses.

Queens: residential district and industrial plants.

Richmond (or Satan Island): residential district.

Coney Island is the city playground and beach.

Chicago: over 3,700,000 inhabitants.

The greatest slaughtering and meat-packing center in the world; center of iron and steel manufacture. The Loop is the heart of Chicago, the business and shopping center, a territory of one square mile encircled by the elevated railroad. Many parks and sandy beaches along Lake Michigan.

San Francisco: over 800,000 inhabitants.

Financial Center of the West. Industrial City. Great port (the largest landlocked harbour in the world). It is built on a series of steep hills, hence the use of cable cars.

Golden Gate Bridge is the largest single-span suspension bridge in the world.

New Orleans: over 600,000 inhabitants.

Great port, marketing center (cotton, agricultural products). Canal Street is the largest business thoroughfare in the States.

(After Michel and Monique Peron, USA, *Self-Portrait*)

EXERCISES

Vocabulary Work

Exercise 1. *Read the text and memorize as many details as you can. Use the following glossary:*

vast, huge = very big

Golden Triangle - Золотой Треугольник

output - продукция

streams - ручьи

dairyland - молочная страна

coastal plain - прибрежная равнина

widen - расширять(ся)

cattle-raising - скотоводство

oil output - добыча нефти

fertile - плодородный

tributary - приток
cattle-breeding - животноводство
hog - боров, свинья
basin - бассейн (реки)
arid - засушливый, бесплодный
desolate - необитаемый
drought - засуха
brutal - сыровый
grasshopper - саранча
to fertilize - удобрять
wheat - пшеница
to found - осуществляться
mining - горнодобывающая промышленность
to be devoted - предназначаться
copper - медь
timber industry - деревообрабатывающая промышленность
fertile - плодородный
dates - финики
landscapes - ландшафты
residential district - жилой район
slaughtering and meat-packing center - центр по убою скота и фасовке мяса
encircled - окруженный
elevated railroad - надземная железная дорога
landlocked harbour - закрытая гавань
steep - крутой
hence - следовательно
cable car - фуникулер, канатная дорога
single-span suspension bridge - мост с одним пролетом
thoroughfare - транспортная магистраль

Listening Comprehension

Exercise 2. *Listen to the proper names and repeat them. Put them down with the translation.*

[illegible]

Exercise 3. Listen to the statements and say whether they are true or false, express doubt or uncertainty.

[illegible]

Grammar Focus

Articles with Geographic Names

A. The following geographic names are used **without any article**:

1) names of continents:

Africa, Antarctica, America, Asia, Australia, Europe

Exceptions:

The Arctic and the Antarctic

2) names of countries, counties, provinces, states:

France, Italy, Texas, Wisconsin, Devonshire, Scotland

Exceptions:

the Argentina (but: Argentina), **(the)** Congo, **(the)** Lebanon, **(the)** Senegal, **the** Ruhr, **the** Ukraine, **the** Crimea

Names of states consisting of word groups are used with the definite article:

the Soviet Union, **the** United States of America (the USA)

3) names of cities, towns or villages:

London, New York, Stockport, Stratford-on-Avon

The exception:

the Hague

4) names of

a) mountains:

Snowdon, Elbrus, Mount Everest, Etna

b) islands (but not names of mountain chains and groups of islands):

Cyprus, Man, Jersey, Java

5) names of lakes:

Lake Michigan, Lake Baikal, Silver Lake

6) names of waterfalls:

Niagara Falls, Victoria Falls

7) names of bays:

Hudson Bay

8) names of peninsulas and capes:

Hindustan, Labrador, Cape Horn

Exceptions: If the noun peninsula is added, the definite article is used:

the Hindustan peninsula, **the** Balkan peninsula

B. Other geographic names take **the definite article**. These are:

1) names of seas, oceans, rivers, straits, canals

the Atlantic (ocean), **the** Mediterranean (Sea), **the** North Sea, **the** Thames, **the** Mississippi, **the** Dardanelles, **the** Bering Strait, **the** Suez Canal, **the** English Channel

2) names of mountain chains and groups of islands:

a) **the** Pennine Range (**the** Pennines), **the** Alps, **the** Rocky Mountains

b) **the** Canary Islands (**the** Canaries), **the** Hawaii, **the** Bermudas

3) names of deserts

the Sahara, **the** Gobi

4) names of mountain passes:

the Saint Gotthard Pass

5) geographic names having the plural form:
the Midlands, **the** Netherlands, **the** Yorkshire Forests

6) the definite article is used in the following patterns containing the preposition **of**:

the Bay of Riskay, **the** City of New York, **the** Mount of Olives, **the** Isle of Man, **the** Gulf of Mexico, **the** Strait of Dover

Exercise 4. Write out of the texts all the geographic names with the proper articles.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Exercise 5. Explain the meaning of these words or phrases and use them in the sentences of your own:

irrigated, watered, used, fertilized, found, devoted to, wooded,
divided, encircled, elevated

is often used, are fertilized, is found, are devoted to, is wooded

[illegible]

[illegible]

Talking Points

Exercise 6. Give the idea of each text in one sentence.

Exercise 7. Write a summary of the first text in one hundred words.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Exercise 8. Describe the cities mentioned in the second text using different styles.

[illegible]

Exercise 9. *Make a dialogue:*

What do you know about your own country and the city you live in?

This image shows a single page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PORTRAIT OF GEORGE WASHINGTON

His mind was great and powerful, without being of the very first order; his penetration strong, though not so acute as that of Newton, Bacon or Lock... It was slow in operation, being little aided by invention or imagination, but sure in conclusion. Hence the common remark of his officers of the advantage he derived from councils of war, where hearing all suggestions, he selected whatever was best; and certainly no general planned his battles more judiciously.

But if deranged during the course of the action, if any member of his plan was dislocated by sudden circumstances, he was slow in readjustment. He was incapable of fear, meeting personal dangers with the calmest unconcern. Perhaps the strongest feature in his character was prudence, never acting until every circumstance, every consideration was maturely weighed. His integrity was the most pure, his justice the most inflexible...

He was in every sense of the word, a wise, a good, a great man. His heart was not warm in its affections; but he exactly calculated every man's value, and gave him a solid esteem proportioned to it. His person ... was fine, his stature exactly what one would wish, his deportment easy, erect and noble; the best horseman of his age, and the most graceful figure that could be seen on horseback.

His time was employed in action chiefly, reading little, and that only in agriculture and English history. On the whole, his character was, in its mass - perfect, in nothing - bad, in few points - indifferent; and it may truly be said, that never did nature and fortune combined more perfectly to make a man great.

For his was the singular destiny and merit, of leading the armies of his country successfully through an arduous war, for the establishment of its independence; of conducting its councils through the birth of a government, new in its forms and principles, until it had settled down into a quiet and orderly train and of obeying the laws through the whole of his career, civil and military.

Thomas Jefferson (*Correspondence*)

EXERCISES

Vocabulary Work

Exercise 1. *Read the text and memorize as many details as you can. Use the following glossary:*

penetration - проникательность
acute - острый
aid = help
invention - изобретательность
imagination - воображение
hence - отсюда
to derive - извлекать
judiciously - рассудительно
to derange - приводить в беспорядок, расстраивать
to dislocate - расстраивать, перемещать
to readjust - переделывать заново
unconcern - равнодушие, безразличие
integrity - честность
inflexible - непоколебимый
value - ценность, достоинство
solid esteem - основательная оценка
deportment - поведение, манеры
arduous - трудный

🇷🇺 Listening Comprehension

Exercise 2. *Listen to the text and be ready to read it in class.*

Grammar Focus

Exercise 3. *The following adverbs are in the text. Make adjectives and use them in sentences of your own. Mind word order.*

certainly, judiciously, maturely, exactly, chiefly, truly, successfully

Exercise 4. *The following adjectives are in the text. Make adverbs and use them in sentences of your own. Mind word order.*

great, strong, acute, slow, sure, common, sudden, personal, pure,
wise, good, warm, fine, easy, perfect, bad, indifferent, quiet

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

Reading for Specific Information

Exercise 5. *Find in the text the sentences that illustrate*

- 1) the greatness and power of Washington's mind;
- 2) his courage;
- 3) his prudence;
- 4) his ability to evaluate people;
- 5) his tastes in reading;
- 6) Washington's singular destiny and merit.

Extracting Main Ideas

Exercise 6. *Find the key-sentence in every paragraph. Underline it.*

Exercise 7. *Paraphrase each paragraph.*

Exercise 8. *Compose a summary of the text.*

THE COLONIAL PERIOD

The discovery of America by Cristopher Columbus in 1492 took place in an age when the medieval dogmatic system of thought was giving way to a more liberal spirit of philosophical speculations and discoveries and when the growth of a rich middle class was beginning to check the influence of feudal authority.

The first English colony was established in Jamestown in 1607; half a century before France had settled in Canada and the Mississippi valley, Spain and Portugal in South and Central America.

The English colonies were not the work of the English government but were initiated by private business: for instance, Virginia was founded by a joint-stock company who had obtained a charter from the English Crown and was sending promoters to make the land show profit; Maryland was the individual property of Lord Baltimore who had been granted by the King unrestricted power over his domain.

The first important group of settlers arrived in 1620 in Massachusetts; they had sailed on the Mayflower and are known as the Pilgrim Fathers, they were Puritans who had fled from England in order not to submit to an Anglican King, James I.

Most of the immigrants to America were from the lower or middle classes; they were dissatisfied people who were hoping to find in the New World opportunities of carrying their religious faith in their own way.

Immigration was also due to the serious economic changes that accompanied the early stages of large-scale capitalistic agriculture; impoverished peasants had to leave their farms to seek fortune overseas while at the same time beggars, vagrants and any other kind of «idle persons» were transported to the colonies.

In 1643 there were 20.000 persons living in Massachusetts Bay Colony, helped by British investors and bringing them profits in return. All these people had brought with them their English ways of living and of thinking.

Life in America was democratic only if compared with life in England.

Most of the immigants regarded the Bible as a complete code of laws to be obeyed indisputably. Swearing, smoking or adultery were severely punished, not to mention witchcraft.

Politically speaking, the colonists claimed the right to local self-government.

The life of the first settlers was also strongly influenced by their environment. They were obliged to rely solely upon themselves to clear

land for cultivation, to shoot and fish for food and to fight against the Indians whom they did not try to befriend.

Owing to the severe climate and grudging soil of the North, they turned to fishing, shipbuilding and commerce (exportation of fish lumber and cattle). In the South they established large plantations given over to rice, cotton and tobacco cultivated by black slaves.

In the earlier years there was a high mortality due to diseases, famines and wars, but it was always offset by a large birth-rate.

(from Michel and Monique Peron, USA, *Self-Portrait*)

EXERCISES

Vocabulary Work

Exercise 1. *Read the text and memorize as many details as you can. Use the following glossary:*

discovery - открытие
medieval - средневековый
speculation - теория, размышление
to check - сдерживать, препятствовать
to establish - основывать, учреждать
to settle - обосноваться, поселить(ся)
to initiate - положить начало
joint-stock company - совместная акционерная компания
to obtain = get
charter - привилегия
promoter - тот, кто способствует чему-либо
unrestricted - неограниченный
large-scale capitalistic agriculture - крупномасштабное капиталистическое сельское хозяйство
to seek fortune - искать счастья
vagrant - бродяга
investor - вкладчик
indisputably - бесспорно
witchcraft - колдовство
environment - окружение
mortality - смертность
famine - голод
to offset - возмещать, компенсировать

Listening Comprehension

Exercise 2. *Listen to the proper names and repeat them.*

Exercise 3. *Listen to the statements and say whether they are true or false, express doubt or uncertainty.*

Grammar Focus

Exercise 4. *Comment on the grammatical structure of the following sentence, point out the function and part of speech of the underlined words:*

The English colonies were not the work of the English government but were initiated by private business: for instance, Virginia was founded by a joint-stock company who had obtained a charter from the English Crown and was sending promoters to make the land show profit; Maryland was the individual property of Lord Baltimore who had been granted by the King unrestricted power over his domain.

1)

subjects - _____

predicates - _____

objects - _____

attributes - _____

adverbial modifiers - _____

2)

nouns - _____

verbs - _____

LESSON 4

УРОК 4

THE INDEPENDENCE WAR

After the elimination of France in Northern America, the British wanted to reorganize their empire and establish a suitable defense against the return of French armies or the attacks of Indian tribes.

Besides they considered colonial commerce as the property of the mother-country and thought it could be taxed or restricted without taking advice of the colonial legislatures.

The British government took a series of measures that set the States astir (1764 Revenue Act increasing taxes on sugar imported into America; 1765 Stamp Act obliging the colonies to buy from the British government stamps to be placed on legal documents and newspapers).

All these measures were followed by riots, boycotting of English goods and cancelling of British orders.

In 1770 there was a clash between the British troops and Boston inhabitants (Boston Massacre), as a result of it the «redcoats» (as British soldiers were nick-named) were withdrawn out of Boston. A period of calm was to last three years.

In 1773 a Tea Act giving the East India Company a privileged position in the American market was passed. The answer was the famous Tea Party when Boston merchants disguised in Indians and led by Samuel Adams threw the tea cargo of the East India ships into the sea. The British government closed the port of Boston and took other measures to punish Massachusetts.

In order to support Boston and Massachusetts a Continental Congress convened at Philadelphia in 1774.

The representatives denied the British Parliament (where colonies were not represented) the right of levying taxes. Everywhere militia were organized and weapons collected. In 1775 British troops and colonial militia clashed at Lexington and the first shots were exchanged. It was the beginning of the war. A second Continental Congress met in Philadelphia. It appointed George Washington Commander-in-Chief of the Continental army and voted Independence.

The Declaration of Independence (1776) was drafted by Thomas Jefferson. The war lasted from 1775 to 1781.

In the end England recognized the independence of the 13 colonies and granted them a large territory between the Great Lakes and the Mississippi River.

From a dispute over taxation, the conflict had become a war for Independence and for the rights of Man.

It had brought a new nation into the world.

(After Michel and Monique Peron, USA, *Self-Portrait*)

EXERCISES

Vocabulary Work

Exercise 1. *Read the text and memorize as many details as you can. Use the following glossary:*

Independence War - Война за независимость

elimination - исключение

to establish - установить

to tax - облагать налогом

to restrict - ограничивать

legislatures - законодательные власти

to set smb. astir - привести в состояние волнения

Boston Massacre - Бостонская бойня

cargo - груз

to levy taxes - взимать налоги

Commander-in-Chief - главнокомандующий

Listening Comprehension

Exercise 2. *Listen to the proper names and repeat them.*

Exercise 3. *Listen to the statements and say whether they are true or false, express doubt or uncertainty.*

Grammar Focus

Exercise 4. *Distinguish in meaning between:*

besides - except

advice - advise

Make sentences using these words.

Exercise 5. *Comment on the use of the article with the pronoun **other**:*

The British government closed the port of Boston and took other measures to punish Massachusetts.

*Give examples of using this pronoun with the articles **a, the**.*

Exercise 6. *Comment on the grammatical structure of the following sentence, point out the function and part of speech of the underlined words:*

All these measures were followed by riots, boycotting of English goods and cancelling of British orders.

Extracting Main Ideas

Exercise 7. Find the key-sentence in every paragraph.

[illegible]

Exercise 8. Put questions to each word in these sentences (see ex. 7).

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Exercise 9. *Compose a summary of the text.*

LESSON 5

YPOK 5

THOUGHTS OF FAMOUS AMERICANS (QUOTATIONS)

Youth

Older men declare war. But it is the youth that fight and die.

Hoover

When we are out of sympathy with the young, then I think our work in this world is over.

Macdonald

Trust

If once you forfeit the confidence of your fellow-citizens, you can never regain their respect and esteem.

Lincoln

Trust men and they will be true to you.

Emerson

Power

Force is all-conquering, but its victories are short-lived.

Lincoln

He who is firmly seated in authority soon learns to think security, and not progress, the highest lesson of statecraft.

Lowell

Peace

When peace has been broken anywhere, the peace of all countries everywhere is in danger.

Franklin Roosevelt

If we are to live together in peace, we must come to know each other better.

Lindon Johnson

We seek peace, knowing that peace is the climate of freedom.

Eisenhower

Interest

I mistrust the judgement of every man in case in which his own wishes are concerned.

Wellington

I don't believe in principle, but I do in interest.

Lowell

Freedom

Our liberty depends on the freedom of the press, and that cannot be limited without being lost.

Jefferson

Friendship

True friendship is a plant of slow growth and must undergo and withstand shocks of adversity before it is entitled to the appellation.

George Washington

A benevolent man should allow a few faults in himself to keep his friends in countenance.

Franklin

A friend is a person with whom I may be sincere. Before him I may think aloud.

Emerson

Associate with men of good quality, if you esteem your own reputation, for it is better to be alone than in bad company.

George Washington

A friendship founded on business is better than a business founded on friendship.

Rockefeller

Fear

The only thing we have to fear is fear itself.

Roosevelt

Fear always springs from ignorance.

Emerson

Equality

There is always inequality in life. Some men are killed in a war, and some men are wounded, and some men are stationed in Antarctic and

some are stationed in San Francisco. It is very hard in military or personal life to assure complete quality. Life is unfair.

Kennedy

Enemy

There is no little enemy.

Franklin

Progress

Our progress as a nation can be no swifter than our progress in education.

Kennedy

Democracy

Democracy is the government of the people, by the people, for the people.

Lincoln

As I would not be a slave, so I would not be a master. This expresses my idea of democracy.

Lincoln

Debt

Rather go to bed supperless than rise in debt.

Franklin

Deceit

You can fool some of the people all the time, and all of the people some of the time, but you cannot fool all of the people all the time.

Lincoln

Country

There is no calamity which a great nation can invite which equals that which follows a supine submission to wrong and injustice.

Cleveland

Ask not what your country can do for you, ask what you can do for your country.

Kennedy

The world is my country, all mankind are my brethern, and to do good is my religion.

Paine

Indeed I tremble for my country when I reflect that God is just.

Jefferson

How can a man be said to have a country when he hasn't right of a square inch of it.

Appearance

The world is governed more by appearances than by realities, so that it is fully as necessary to seem to know something as to know it.

Webster

EXERCISES

Vocabulary Work

Exercise 1. *Read the quotations, try to guess the meaning and put the quotations with their translations:*

- 1) В какой бы части земли не нарушался мир, это угрожает миру в любой другой стране.

- 2) Не спрашивай, что твоя Родина может сделать для тебя, спроси себя, что ты можешь сделать для своей Родины.

- 3) Дружба, основанная на бизнесе, лучше, чем бизнес, основанный на дружбе.

- 4) Земля - моя Родина, все люди - мои братья, а добрые дела - моя религия.

- 5) Лучше лечь спать без ужина, чем проснуться должником.

- 6) Я просто трепещу за свою страну, когда размышляю о том, что бог справедлив.

- 7) Видимость вещей и явлений имеет в мире большее значение, чем реальность, поэтому создавать впечатление, что ты знаешь что-то, так же важно, как и действительно знать это.

8) Наш прогресс как нации полностью зависит от прогресса в сфере образования.

9) Нет большего бедствия для страны чем то, которое следует за безразличной покорностью неправде и несправедливости.

10) Демократия - это когда люди управляют людьми во благо людей.

11) Я одинаково не хочу быть ни рабом, ни хозяином. Таково мое понимание идеи демократии.

12) В жизни всегда присутствует неравенство. Одни люди погибают на войне, другие получают ранение; одни служат в Антарктике, другие - в Сан-Франциско. Очень трудно в военной или личной жизни обеспечить полное равенство. Жизнь несправедлива.

13) Вы можете постоянно обманывать несколько человек или некоторое время всех людей, но Вы не можете постоянно обманывать всех людей.

14) Как можно говорить, что у человека есть Родина, если он не владеет ни одним квадратным дюймом ее земли?

- 15) Маленьких врагов не бывает.
-
- 16) Я не доверяю суждениям человека по тем вопросам, когда затрагиваются его собственные интересы.
-
-
- 16) Великодушный человек должен иметь несколько недостатков, чтобы не расстраивать своих друзей.
-
-
-
- 17) Друг - это человек, с которым я могу быть искренним. В его присутствии я могу думать вслух.
-
-
-
- 18) Водись с хорошими людьми, если ценишь свою собственную репутацию, поскольку лучше быть одному, чем в компании с плохими людьми.
-
-
-
- 19) Наша свобода зависит от свободы прессы, которую, если ограничить, значит потерять.
-
-
-
- 20) Истинная дружба - медленно растущее растение, которое должно быть испытано в беде и несчастье, прежде чем заслужить такое название.
-
-
-
- 21) Страх всегда рождается невежеством.
-
- 22) Если мы хотим жить в мире, мы должны лучше узнать друг друга.
-
-
- 23) Единственное, чего следует бояться, - это самого страха.
-
-

24) Я не верю в принципы, но я верю в заинтересованность.

25) Мы стремимся к миру, потому что знаем: мир - это тот климат, в котором может существовать свобода.

26) Пожилые объявляют войну, но воевать и погибать приходится молодым.

27) Если мы не в ладу с молодежью, я думаю, что наше время в этом мире истекло.

28) Если Вы хоть раз обманете доверие своих сограждан, может случиться, что вы навсегда потеряете их уважение.

29) Доверяйте людям, и они будут вам верны.

30) Сила способна завоевать все на своем пути, но ее победы недолговечны.

31) Тот, кто занял прочное место у кормила власти, быстро приходит к мысли, что в управлении государством главное безопасность, а не прогресс.

Listening Comprehension

Exercise 2. *Listen to the description of a stereotype. Which nationality do you think it is?*

Grammar Focus

Exercise 3. *Study the models:*

a Russian book - русская книга

a Russian - русский

several Russians - несколько русских

the Russians - русские

She is not American, she is Russian.

She is not an American woman, she is a Russian

Reading for Specific Information

Exercise 4. Read the quotations once more and write as many facts and opinions about USA and the Americans as you can:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Quotations, Facts, Opinions

Exercise 5. *Who are the authors of the quotations? What do you know about them?*

Speaking and Discussion

Exercise 6. *To what extent do you think there are nationality stereotypes? Are they fair?*

People are generally afraid of what is unfamiliar or different. Do you think this is why we have stereotype images of other nationalities?

Exercise 7. *What is the stereotype American man? and woman?*

Linking Ideas

Exercise 8. Now do the same for your nationality. What are the positive and negative qualities of the stereotype of your nationality?

These words might help you:

hard-working/lazy/hospitable/don't welcome foreigners
have a good sense of humor/have no sense of humor
honest
talk a lot/reserved
polite/rude
sociable
like food and drink (too much)

Exercise 8. How much do you think **you** conform to this stereotype of your own nationality? How do you differ from it?

Exercise 9. Which nationalities or regional groups do people make jokes about in your country?

Exercise 10. Try your hand in writing an essay of the Americans and their country using the given information.

[illegible]

APPENDIX 1

LESSON 1

A CHANGING AMERICA

The United States is similar to most other countries in the world. Like other countries the United States changes quickly. Values and people are changing and many people are afraid of these changes.

The 1950s was the last decade of calm for this country. It was a problem free time when life was predictable. Since that time there have been many changes in the country. The American population is changing. There are now more Asian Americans and Hispanics than ever before. Americans are getting older and the number of senior citizens increases. People have fewer babies because of birth control, the high cost of raising children and because of the uncertainty about the future.

Americans are moving, too. They go to the warmer parts of the country, to some of the older cities, to some large suburban areas. They have to create new friends wherever they go. Sometimes, the office becomes the new neighborhood and people at the office become then friends and «neighbors».

America is a wealthy country, but wealth is not evenly distributed. There are homeless people, hungry children, and crime in the country. Some foreigners have the idea that «the streets are paved with gold.» Hard work brings great results but unemployment is a problem in many parts of the country. For some Americans, the United States is not a land of opportunities.

American women work more now, but still do not have the same opportunities for equal salaries and career as men. They often find that they have two jobs now: taking care of the house and the children and working at the office.

Racial discrimination is illegal, but prejudice and fear of other groups still exist. Religion is a private issue. Americans worry about the same things as other people around the world, about their children, and how their lives will be. They worry about nuclear war, international terrorism. They know that this time is a period of change and face many difficulties, but perhaps the pioneer spirit which built the country will help Americans change, improve and adapt to the future.

Exercise 1. *Read the text and memorize as many details as possible.*

Exercise 2. *Answer the questions about the details:*

- 1) What happens to America in the course of time?
 - a) it changes rapidly;
 - b) it remains the same.
- 2) What is changing in the United States?
 - a) values and people;
 - b) customs and traditions.
- 3) When was the last decade of calm in the United States?
 - a) in the 1950s;
 - b) in the 1930s;
 - c) in the 1980s.
- 4) How is the American population changing?
 - a) now there are more Asian Americans and Hispanics;
 - b) now there are more Hispanics and Irish Americans.

Exercise 3. *Say whether the statements given below are true or false, express doubt or uncertainty.*

You are right, certainly, of course, it goes without saying, exactly so.

Far from it, not in the least, nothing of the kind, I don't think so, it's unlikely, certainly not, it's improbable, surely not.

That's hard to tell, it seems so, it looks very much like it, you can never tell, I'm not quite sure about it, may be, perhaps, quite likely.

- 1) The United States is similar to most other countries in the world.
- 2) Values and people are changing in the United States but people are not afraid of that.
- 3) The 1970s was the last decade of calm for this country.
- 4) The 1950s, when life was predictable, was a problem free time.
- 5) The American population is changing. There are now more Asian Americans and Hispanics than ever before.
- 6) Americans are getting younger and the number of senior citizens don't increase.
- 7) People have fewer babies now.
- 8) America is a wealthy country, but wealth is not evenly distributed.
- 9) There are no homeless people, hungry children and crime in the country.
- 10) Some foreigners have the idea that «the streets are paved with gold» in the United States.
- 11) For all Americans the United States is a land of opportunities.
- 12) American women have the same opportunities for equal salaries and career as men.

13) Racial discrimination is illegal in the country, but prejudice and fear of other groups still exist.

14) Religion is not a private issue in the United States.

15) Americans worry about the same things as other people around the world.

CITIES IN AMERICA

American cities are like other cities around the world. In American cities there are opportunities for education, employment, entertainment, but also there are crime, racial conflict and poverty. The American society is changing and the American cities are changing too.

In the late 1940s and early 1950s citizens became richer. They had many children and they needed more space. So they moved out of their apartments in the city and bought their own homes. They bought houses in the suburbs (areas without many offices or factories near cities). In the 1950s the American «dream» was to have a house in the suburbs.

Now things are changing. The children of the people who left the cities in the 1950s are now adults. Unlike their parents, they want to live in the cities. And now the population of the cities increased.

Many young doctors, engineers, lawyers, teachers move back into the city. Many are single, others are married, but often without children. They prefer the city to the suburbs because their jobs are there; or they want to enjoy the opportunities of the city. In the 1950s many poor people did not have enough money to move to the suburbs; now many of them do not have enough money to stay in the cities.

A few years ago people thought that the old American cities were dying. Some citizens now see a bright, new future. Others see only problems and conflicts. But one thing is clear: many dying cities are alive again.

Exercise 4. *Read the text 'Cities in America' and memorize the details.*

Exercise 5. *Say whether the statements given below are true or false, express doubt or uncertainty.*

1) In American cities there are opportunities for education, employment, entertainment, but also there are crime, racial conflict, and poverty.

2) The American society remains the same and the American cities do not change.

- 3) In the late 1940s and early 1950s citizens became richer.
- 4) They moved out of their apartments in the city and bought their own homes in the suburbs.
- 5) In the 1950s the American «dream» was to have a house in the city.
- 6) People in the United States do not want to live in the cities, so the population of the cities does not increase.
- 7) Young doctors, engineers, lawyers, teachers do not move back into the city.
- 8) Young people in the United States prefer the suburbs to the city.
- 9) There is no doubt that the old American cities are dying at the moment.

Exercise 6. *Discuss the following:*

- 1) Speak about the American cities, about the opportunities they offer, and their problems.
- 2) What happened in the late 1940s and early 1950s?
- 3) Speak about the migration of the population in the United States.
- 4) What are the prospects of the American cities?

LESSON 2

CONTEMPORARY AMERICAN SOCIETY

In the past fifty years American society changed much. Fifty years ago most Americans lived in small communities. They seldom moved from one place to another. And usually, knew their neighbors well. Life was so personal that people often joked about it. It was difficult to have privacy in a small community like that. Some people dreamed about moving to big cities, but most people were happy to live all their lives in the same place.

Now people often move from place to place. It is rare to find people who have lived all their lives in one community. Americans are used to leaving friends and making new friends.

The American family changed too. Until the 1960s divorce was uncommon. Between 1962 and 1981 the number of divorces increased. Americans are not likely to remain in a marriage that has problems. They are not forced by economic, social or religious pressure to stay married. Since 1960s the number of single-parent families increased.

Americans bring up their children to be independent. It is a part of American culture. Small children learn to do things on their own. They learn to take care of themselves, clean their rooms, help with the dishes

and the laundry, spend time away from their parents in daycare, with a baby sitter or alone. Most teenagers try to find summer or after-school jobs, so that they can have their own money. Students usually work part-time and during summer vacations.

Young people get married later than they used to. Women usually get married at the age of 24, men - at the age of 26. Newly married couples often postpone having children, while they are establishing their careers.

Exercise 1. *Read the text and memorize the details.*

Exercise 2. *Answer the questions about the details:*

- 1) When did most Americans live in small communities?
 - a) long time ago
 - b) 50 years ago
 - c) 100 years
- 2) What did people often joke about?
 - a) their personal life
 - b) their habits
- 3) Where was it difficult to have privacy?
 - a) in a small community
 - b) in a large city
- 4) How do students usually work?
 - a) part-time
 - b) full time
- 5) When do men usually get married?
 - a) at the age of 35
 - b) at the age of 20
 - c) at the age of 26
- 6) Why do married couples often postpone having children?
 - a) they don't want to have children at all
 - b) they want to establish their careers

Exercise 3. *Say whether the statements given below are true or false, express doubt or uncertainty.*

- 1) In the past fifty years American society changed much.
- 2) Fifty years ago most Americans lived in big cities.
- 3) Life was very personal and people often joked about it.
- 4) People never dreamed about moving to big cities.
- 5) Most people were happy to live all their lives in the same place.
- 6) Between 1962 and 1981 the number of divorces increased.

- 7) Americans are likely to remain in a marriage that has problems.
- 8) Since 1960s the number of single-parent families diminished.
- 9) Americans bring up their children to be independent.
- 10) Most teenagers don't try to find summer or after-school jobs.
- 11) Students seldom work part-time and during summer vacations.
- 12) Young people get married later than they used to.
- 13) Newly married couples never postpone having children.

Exercise 4. *Discuss the following:*

- 1) What was the American society like 50 years ago?
- 2) Why has the number of single-parent families increased since 1960s?
- 3) How do the Americans try to bring up their children?
- 4) When do young people usually get married?

CULTURE SHOCK

Specialists in intercultural studies say that it is not easy to get used to life in a new culture. They call the feelings which people experience when they come to a new life culture shock.

There are three stages of culture shock. In the first stage the newcomers like their new life. Then the newness wears off. They begin to hate the city, the country, the people and everything else in the new culture. In the final stage of culture shock, the newcomers begin to get used to their new life and enjoy it.

Some of the factors in culture shock are obvious. Maybe the weather is unpleasant. Perhaps the customs are different. Perhaps the public service systems such as telephone, post office or transportation are difficult to understand. The language may be difficult. The food may seem strange to you. If you don't look similar to the natives, you may feel strange. You may feel like everyone is watching you. In fact you are always watching yourself.

Who experiences culture shock? Everyone does in some form or another. But culture shock comes as a surprise to most people. The people with the worst culture shock are those who never had any difficulties in their own countries. They were active and successful in their community. They had hobbies or pastimes which they enjoyed. When they come to a new country, they do not have the same hobbies and positions. They find themselves without a role and must build a new self-image. People begin suffering homesickness, imagined illness or even paranoia (unreasonable fear). When people suffer from cultural shock they want to protect

themselves from unfamiliar life. They have the sense of security in their room or apartment, but it does not solve the problem of cultural shock. Only familiarity and experience are solutions of culture shock.

Exercise 5. *Read the text and memorize as many details as possible.*

Exercise 6. *Answer the questions about the details:*

- 1) Specialists in ... say that it is not easy to get used to life in a new culture.
 - a) sociology;
 - b) pedagogy;
 - c) intercultural studies.
- 2) There are ... of culture shock.
 - a) five stages;
 - b) two stages;
 - c) three stages.
- 3) They have the sense of security
 - a) in public places;
 - b) in their room or apartment.

Exercise 7. *Agree or disagree with the following statements, express your doubt or uncertainty.*

- 1) Specialists in intercultural studies say that it is not easy to get used to life in a new culture.
- 2) There are two stages of culture shock.
- 3) In the first stage the newcomers hate their new life.
- 4) When the newness wears off they begin to like the city, the country, the people and everything else in the new culture.
- 5) In the final stage of culture shock, the newcomers begin to get used to their new life and enjoy it.
- 6) Some of the factors in culture shock are difficult to understand.
- 7) Culture shock comes as a surprise to most people.
- 8) The people with the worst culture shock are those who had a lot of difficulties in their own countries.
- 9) People begin suffering homesickness, imagined illness or even paranoia.
- 10) When people suffer from cultural shock they want to protect themselves from unfamiliar life.
- 11) They have the sense of security in public places.

LESSON 3

NAMES OF THE UNITED STATES AND THEIR ORIGIN

Exercise 1. *Translate the following text.*

The fifty states that comprise the United States of America have received their names from varied sources. Many of them were derived from proper names that were used to honor certain individuals. Others were American Indian words that described the land or the people of that particular area.

Variations from the original words are frequently found, and in some instances the proper meaning or origin of the name is in dispute. The following list shows the most commonly accepted derivations and meanings.

State Name	Probable meaning	Derivation	Nickname
Alabama		Indian; named for tribe of Greek Confederacy and tribal town	Cotton
Alaska		Russian version of Aleut word for Alaska Peninsula	
Arizona	"Little spring place"	Spanish version of Pima Indian word meaning "spring"	Grand Canyon
Arkansas	"South wind people"	French version of name of Sioux Indian tribe	Land of Opportunity
California		Supposedly named by the conquistadors for an imaginary island in a Spanish novel	Golden
Colorado	"Red"	Spanish; first given to the Colorado River	Centennial
Connecticut	"Long river place"	Algonquian Indian	Constitution
Delaware		Named after colonial administrator Lord Delaware; also given to river and Indian tribe	Diamond
Florida	"Flowery"	Spanish; given by Ponce de Leon on Easter Sunday	Sunshine

State Name	Probable meaning	Derivation	Nickname
Georgia		Neo-Latin; named for Kings George I and II by James E. Oglethorpe, colonial administrator	Empire State of the South
Hawaii	"Homeland"	Native word	Aloha
Idaho	"Salmon tribe"	Shoshone Indian	Gem
Illinois	"Land of warriors"	French version of Algonquian word Illini, meaning "waniois" or "men", also given to river and tribe	Prairie
Indiana		So called because Indians lived there	Hoosier
Iowa	"One who puts to sleep"	Sioux Indian; name also given to river and tribe	Hawkeye
Kansas	"South wind people"	Sioux Indian	Sunflower
Kentucky	"Plain"	Indian	Blue Grass
Louisiana		Named for Louis XIV of France	Pelican
Maine		French; after Mayne, a former province of France	Pine Tree
Maryland		Named after Queen Henrietta Maria of England, wife of Charles I	Old Line
Massachusetts	"Large hill place"	Indian; named for tribe in Massachusetts Bay area	Bay
Michigan	"Great water"	Chippewa Indian	Walverine
Minnesota	"Cloudy water"	Dakota Sioux Indian; also given to river	Gopher
Mississippi	"Large river"	Indian	Magnolia
Missouri	"Canoeist"	Algonquian Indian; also given to river	Show Me
Montana	"Mountainous"	Latin	Treasure
Nebraska	"Flat shallow"	Omaha Indian, also given to river	Beef

State Name	Probable meaning	Derivation	Nickname
Nevada	"Snowclad mountain"	Spanish <i>sierra nevada</i>	Silver
New Hampshire		Named after Hampshire, England	Granit
New Jersey		Named after Jersey Island, England	Garden
New Mexico		Spanish <i>nuevo Mexico</i>	Land of Enchantment
New York		Named for James, duke of York, when the English took over the Dutch settlement of New Amsterdam	Empire
North Carolina		Neo-Latin; named for Charles I and Charles II	Tar Heel
North Dakota	"Friend ally"	Sioux Indian	Sioux
Ohio	"Magnificent, beautiful"	Indian; name also given to river	Buckeye
Oklahoma	"Red people"	Chactow Indian	Sooner
Oregon	"Hurricane"	Origin uncertain; name used by Indians for a river but may have come from the French <i>ouragan</i> meaning "hurricane"	
Pensylvania	"Penn's woodland"	Neo-Latin <i>sylvania</i> ; named in honor of Admiral William Penn, father of William Pen, the Quaker, who received the land from Charles II	Keystone
Rhode Island		The island of Rhodes in the Mediteranean Sea	Little Rhody
South Carolina		Neo-Latin; named for Charles I and Charles II	Palmetto
South Dakota	"Friend, ally"	Sioux Indian	Coyote
Tennessee		Cherokee Indian	Volunteer
Texas	"Hello, friend"	Caddo Indian	Lone Star
Utah	"Higher up"	Navajo Indian	Beehive

State Name	Probable meaning	Derivation	Nickname
Vermont	"Green mountains"	French vert (green) and mont (mountain)	Green Mountain
Virginia		Neo-Latin; named in honor of Elizabeth I, the Virgin Queen of England	Old Dominion
Washington		Named in honor of George Washington	Evergreen
West Virginia		Same as derivation of Virginia	Mountain
Wisconsin	"Grassy place"	Chippewa Indian	Badger
Wyoming	"Large prairie place"	Indian	Equality

(From *The New Webster Dictionary*)

Название штата	Вероятное значение	Происхождение	Название на слэнге

Название штата	Вероятное значение	Происхождение	Название на слэнге

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LESSON 4

THE AMERICAN GOVERNMENT

The Government in the USA is divided into three separate branches. This division of power is based on the belief that if any one part of government has all, or even most of the power, it will be a threat to the freedom of individual citizens.

The legislative branch of the government is called Congress. The second executive branch has the responsibility to carry out the law, it is headed by the President.

The Supreme Court and lower national courts make up the third or judicial branch.

If any one of the three branches starts to abuse its power, the other two may join together against it to stop it.

The legislative and executive branches of the government (Congress and the President) are the most powerful of the three branches.

The President and Congress have almost complete political independence from each other because they are both chosen in separate elections. For example, the election of Congress does not determine who will be elected President, and the Presidential election does not determine who will be elected to Congress. It is quite possible in the American system to have the leader of one political party win the Presidency while the other major political party wins most of the seats in Congress. It is necessary for the President to sign bills passed by Congress in order for them to become law. A legislative bill passed by Congress dies if the President vetoes it (refuses to sign it). On the other hand, a treaty with a foreign government signed by the President dies if Congress refuses to ratify it.

In addition to dividing government powers into three branches, the Constitution has a «Bill of Rights» which must protect specific individual rights and freedom from government interference.

The government may not interfere with an individual's freedom of speech or freedom of religious worship.

People from other countries are often confused by the American system but the Americans are proud of it.

Exercise 1. *Read the text and memorize as many details as possible.*

Exercise 2. *Answer the questions about the details:*

1) How many branches is the Government in the United States divided into?

- a) two;
- b) three;
- c) one;
- d) four.

Exercise 3. *True or False? Discuss it.*

- 1) If any one part of the Government has all, or even most of the power, it will become a threat to the freedom of individual citizens.
- 2) The legislative branch of the Government is formed by the Supreme Court and lower national courts.
- 3) The executive branch has the responsibility to carry out the law, it is headed by the President.
- 4) The President and Congress have almost complete political independence from each other.
- 5) The election of the Congress determines who will be elected President, and the Presidential election determines who will be elected to Congress.
- 6) It is impossible in the American system to have the leader of one political party win the Presidency, while the other major political party wins most of the seats in Congress.
- 7) It is not necessary for the President to sign bills passed by Congress in order for them to become law.
- 8) «Bill of Rights» protects specific individual rights and freedom from government interference.
- 9) The Government may interfere with freedom of religious worship.

Exercise 4. *Discuss the following:*

- 1) Is there any division of power in the USA?
- 2) What is this division based on?
- 3) Speak about Congress and it's functions.
- 4) Speak about the executive branch of the Government and its responsibilities.

LESSON 5

THE PRESIDENTS OF THE UNITED STATES

The United States has had over 40 Presidents Grover Cleveland was elected as the 22nd and the 24th President. The State Department ruled that he must be counted twice. George Bush was the 41st President.

The first President, George Washington, was inaugurated in 1789. He served two terms that ended in 1797. When he died he was mourned in the United States and abroad as one of the great men of the time. He was buried at his home at Mount Vernon, Virginia. Nine Presidents were elected for two terms. Franklin D. Roosevelt served three full terms. He was elected to a fourth term in 1944. He died in 1945, and his term was completed by Harry Truman.

The shortest term was served by William Henry Harrison who died one month after his inauguration in 1841. Four Presidents were killed while in office. The first of these was the 16th President, Abraham Lincoln. He was shot while attending the theater in Washington. James Garfield was shot a few months after his inauguration and died at the age of forty-nine. William McKinley was killed in Buffalo, New York in 1901. John Kennedy was killed in Texas in 1963.

James Buchanan was the only bachelor to be elected. He was assisted in the social activities of the White House by his niece.

One of the Presidents (Andrew Johnson) was a tailor before he became President. Three of the Presidents - Washington, Grant and Eisenhower were Generals of the Army before they were elected.

The 26th President, Theodore Roosevelt was a Colonel in the Army before he was elected to serve as Vice-President during William McKinley's term of office. When President McKinley was killed, Theodore Roosevelt became President. He became the youngest man to be called upon to fill presidency. He was forty-two years old. John Kennedy was the youngest person to be elected to the office. He was forty-three at the time he was chosen.

The State of Virginia is known as the «Presidents' State». Eight Presidents were born in Virginia and seven were born in Ohio. Some Presidents will be remembered by people as great men of their times.

Exercise 1. *Read the text and memorize the details.*

Exercise 2. *Say whether the statements given below are true or false, express doubt or uncertainty.*

- 1) The United States has had 60 Presidents.
- 2) George Bush is the 41st President.
- 3) George Washington served 3 terms that ended in 1797.
- 4) George Washington was buried at his home at Mount Vernon, Virginia.
- 5) Franklin D. Roosevelt served four full terms.
- 6) The shortest term was served by William H. Hamson.
- 7) Five Presidents were killed while in office.

- 8) James Buchanan was the only bachelor to be elected.
- 9) Five Presidents were generals of the army before they were elected.
- 10) John Kennedy was the youngest person to be elected to the office.
- 11) Some Presidents will be remembered by people as great men of their times.

Exercise 3. *Discuss on the following:*

- 1) What Presidents of the United States are well-known all over the world? Why?
- 2) What are the latest Presidents of the United States? What do you know about them?
- 3) Four Presidents were killed while in office. How can you account for it?
- 4) What do you know about Franklin D. Roosevelt who served the longest period of time?
- 5) What state is known as the «Presidents' State»? Why?

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