

Possible topics for the USA projects (compositions):

Are two- stage presidential elections democratic or anti-democratic?

The USA, Britain and the Russian Federation education systems in comparison.

Their respective advantages and disadvantages.

Why American English can be called “A linguistic melting pot”.

Global English. What are the reasons of the influence of American English on its mother tongue and many other languages of the world?

English and the Internet.

Personalities in American science.

Famous Russian Americans.

Silicon Valley – what it is now.

Joint space research projects of the USA and the RF.

Favorite American writers.

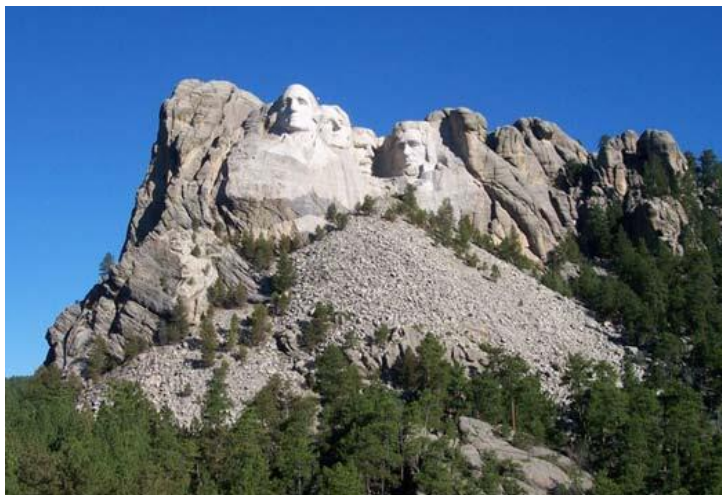
Favorite American movies, directors and actors.

Music in the USA.

New World, New Architecture.

New Pop Culture.

Lecture N 9. The Governmental and Political System of the USA. Media.



Mount Rushmore. Gutson Borglum memorial of Washington, Jefferson, Lincoln, Roosevelt.

Key words and phrases: to be in force, to amend, fellow citizens, to override a veto, nominate, to go to the polls, a nominee, Electoral College, [swing states](#).

The governmental systems of the United States is based on the US Constitution (1785), which serves as the basic form of government: three separate branches, each one having powers

(“check and balances”) over the others. It specifies the powers and duties of each federal branch of government, with all other powers and duties, belonging to the states.

To meet the changing needs of the nation, the constitution has been repeatedly amended. Ten amendments in the Bill of rights (1791) guaranteed the basic rights of individual Americans. The other sixteen amendments included the one (besides banning slavery (1865) to give women the right to vote (1920)

The Bill of Rights

The first 10 amendments to the Constitution and their purpose

Protections afforded fundamental rights and freedoms:

Freedom of religion, speech, press, and assembly; the right to petition the government.

Although the constitution has been amended 26 times it is still the “supreme law of the land” and provides three main branches of government: the executive branch (the president, the vice president, the cabinet), the legislative branch (the Congress) and the judicial branch (the Supreme Court).

Political Parties and Elections.

The US has developed a two-party system: **the Democratic and Republican parties**. Other small parties such as the Liberation Party and the Labor Party do not play any important role in national politics. The Democratic Party is older than the Republican Party. It was founded in 1828 representing Southern planters. The Republican Party founded in 1854, united industrial and trade bourgeoisie from Northeast. Sometimes, the Democrats are thought of as associated with labor and the Republicans with business and industry. Republicans also tend to oppose the greater involvement of the federal government in some areas of public life, which they consider to be the responsibility of the states and communities. Democrats, on the other hand, tend to favor a more active role of the central government in social matters.

Yet it is still more difficult for ordinary Americans to distinguish between the parties. **After the Civil War the differences between the two parties became minimal.**

Furthermore, the traditional European terms of “right” and “left”, or “conservative” and “liberal” do not quite fit the American system. While some voters vote a “straight ticket” in other words, for all of the Republican or Democratic candidates in an election, many other vote for one party’s candidate for one office, and another’s for another one whom they like.

American citizens, over 18 years of age, have a right to take part in elections. The Americans who want to vote must register in advance. **There are 50 different registration laws in the U.S**
Legislators (Senators and Congressmen) are elected from geographical districts directly by

the voters according to the principle: the candidate who wins the largest number of votes in a Congressional district is the winner.

The national presidential election consists of **two separate campaigns**: one is for the nomination of candidates at national party conventions. The other is to win the actual election. The nominating race is a competition between members of the same party. They run in a succession of **state primaries and caucuses** (which take place between March and June). They try to gain a majority of delegate votes for their national party conventions (in July of August). At the party convention having now almost theatrical character (bands, balloons, lot of noise, etc.) the party's official candidate for the presidency is selected. The presidential campaign that follows continues until election in early November when the candidates make final television appearances and appeal for the votes. **In November of the election year (years divisible by four, e.g. 1988, 1992, 1996, etc.), the voters across the nation go to the polls.** The President and Vice President are not elected directly by the voters. Instead, they are elected by "electors" united into so-called Electoral College which is elected by popular vote. The **US Electoral College** is the institution that officially elects the [President](#) and [Vice President](#) of the [United States](#) every four years. The number of electors in each state is equal to the number of members of [Congress](#). In total, there are 538 electors, corresponding to the 435 members of the House of Representatives, 100 senators, and the 3 additional electors from the District of Columbia.

Critics argue that the Electoral College is inherently undemocratic and gives [swing states](#) disproportionate influence in electing the President and Vice President. **In recent years there has been discussion about eliminating the Electoral College procedure as undemocratic. Opponents of the Electoral College favor the direct election of the president.** On four occasions, most recently in 2000, the Electoral College system has resulted in the election of a candidate (Bush) who did not receive the most popular votes in the election. A number of [constitutional amendments](#) have been proposed but not passed seeking to alter the Electoral College or replace it with a direct popular vote.

In January of the following year, in a joint session of Congress, the new President and Vice – President are officially announced. The ceremony of inauguration always takes place at noon on January 20.

The President and the vice – president of the United States are elected to a four–year term of office, with no more than two full terms allowed.

The President chooses the fourteen cabinet members who head departments, such as Justice, Defense, or Education; chooses a vice president; appoints federal judges; chooses heads of agencies such as the FBI and CIA; proposes laws, and approves federal laws; appoints US

ambassadors to foreign countries; bears the responsibilities of relations with foreign countries and commander-in-chief of armed forces.

Since the time the very first American President so – called “father of the nation” George Washington was elected there have been 42 presidents in the USA. Nine presidents were elected for two terms. Four American presidents were assassinated: Abraham Lincoln (1865), James Garfield (1881), William McKinley (1901) and John Kennedy (1963).

The Vice President leads the Senate and combined meetings of both houses of Congress, serves on special government committees and becomes president if the president must leave office.

The Cabinet together with the president and vice-president forms the government.

The USA Congress, **the legislative branch of the federal government**, is made up of **the Senate** and **the House of Representatives**.

There are **100 Senators, two from each state**. One third of the Senators are elected every two years **for six – year terms of office**. The Senators represent the interests of the people in a state.

The House of Representatives has **435 representatives**. They are elected **every two years for two – year terms**. They represent the population of “congressional districts” into which each state is divided. The number of Representatives from each state is based upon its population. For instance, California, the state with the largest population, has 45 Representatives, while Delaware has only one. There is no limit to the number of terms a Senator or a Representative may serve («lame duck”).

Congress proposes and approves federal laws; can declare war; decides upon taxes and budget; approves the choice of federal judges; regulates commerce among the states and with foreign countries; sets rules for the naturalization of foreign citizens.

A new Congress session begins on the 3rd of January each **odd – numbered year** and continues for two years. The most of congressmen’s work is done in committee meetings. There are 16 permanent committees in the Senate and 22 in the House of Representatives. Here the bills (offered by either house) are studied, experts are consulted, and recommendations are made. Because the Congressmen in a committee are experts in that field, they accept and improve some bills, that were not rejected. The committee responsible for a particular bill holds hearings on it. Experts appear before the committee and offer suggestions and opinions about the bill. After the hearings, the committee reports its recommendations to the House. These recommendations may include suggested changes in the bill, or the committee may propose an entirely new ones. Generally Congress goes along with the decisions of its committees. For a bill to become a law it must be passed by both the House and the Senate and signed by President. If President vetoes the bill it is sent back to Congress. To overcome President’s veto the bill must get a two-thirds majority in each chamber.

In the previous centuries people who wanted to hand in petition or to discuss some project went to Washington, to the Capitol and there met the Congressmen from their states. The tradition is still alive, only today it is big corporations or organizations, who try to influence law – making in their favor. This is done with the help of so-called **“pressure” groups, political lobbies, public action committees (PACs), or special interest groups** who arrange meetings with Congressmen and through bribery and persuasion make them vote for measures favorable to the group they represent. Practically a lobbyist (backstage influencing on legislation) has become legal, it means, that the passing of a bill can be prevented if it does not suit the interests of a definite group of Big Business.

The third branch of the government is **the Judiciary branch**. The judiciary, especially **the Supreme Court**, makes sure that laws are constitutional. **The Supreme Court consists of a chief justice and eight associate justices, nominated by the President. Nine Supreme Court judges are appointed for life.**

The US introduced and often boasts of the Policy of Checks and Balances (политика сдерживания и противовесов).

The USA Congress has the power to make laws, but the President may veto any act of Congress. Congress, in its turn, can override a veto by a two-thirds vote in each house. Congress can also refuse to provide funds requested by the President. The President can appoint important officials of his administration, but they must be approved by the Senate. The Supreme Court has the power to determine if all acts of Congress and presidential actions coincide with the constitution. The system of checks and balances makes compromise and consensus necessary.

Federalism: State and Local Governments.

Although Federal Laws apply to all citizens wherever they live, each of the fifty USA states also has its own Constitution and three branches of the Government: Executive, with a governor, a legislative assembly, and a judiciary.

Each state has its own state police and its own criminal laws. The same is true with marriage and divorce laws, driving laws and licenses, alcohol laws, voting procedures. In turn, each county has its own police force that it hires. Police departments of counties are often called “sheriffs’ departments” and are usually elected.

Most states and some cities have their own income taxes. Many counties and cities also have their own laws saying who may not own a gun. Many airports are owned and controlled by cities or counties and have their own airport police. Among the areas under the local concern there are also the opening and closing hours for stores, street and road repair, or architectural laws and other regulations.

All education at any level is the concern of the states. The local communities have the real control at the public school level. They control administration of the schools, the school board officials, and their local community taxes largely support the schools. Some local community or a school board might determine that a certain novel should not be in their school library. The same is true of films.

Neighborhoods, communities, and states have a strong pride in their ability to deal with their problems themselves without “Those fools in Washington” who always try to interfere in their local and private matters and spend their tax money.

1. Answer the questions.

1. What three main branches is the federal US government divided into?
2. What principles form the basis of the US constitution?
3. What way has the original text of the constitution been changed in?
4. Is there any difference between Republicans and Democrats?
5. What is the procedure for electing delegates to national Conventions?
6. What are the functions of the houses in Congress?
7. How does a Bill become a law?
8. What is lobbying and how is its existence officially justified?
9. How is the US president elected?
10. What is “the Cabinet”?
11. What is the US president responsible for?
12. What is the main instrument of the federal judiciary?
13. What is the main significance of the Bill of Rights?
14. What are the responsibilities of State Governments?

2. Find the English words and phrases corresponding to the Russian equivalents:

1. Национальная конвенция;
2. общие выборы
3. привлекательность (кандидата);
4. оказывать давление,
5. первичные выборы;
6. получить подавляющее большинство голосов;
7. группа, отстаивающая чьи-либо интересы;
8. положить конец правонарушениям;
9. на самом низком уровне (движения);
10. баллотироваться на пост президента от какой-либо партии;
11. достичь компромисса;
12. выдвигать кандидата.
13. голосовать за кандидатов от разных партий на различные должности;
14. платить членские взносы;
15. коллегия выборщиков;
16. привлекательность (кандидата);
17. оказывать давление,
18. проводить подготовительную пропагандистскую работу перед обсуждением какого – либо законопроекта;

3. Render the texts in English:

Американская Конституция не была вполне совершенной в момент создания. Не вполне совершенна она и сегодня. Но в ней содержится вдохновляющий пример идей, необходимых для обретения независимости и гарантированных законом свобод. В 1789 году представитель штата Виржиния Джеймс Мэдисон, ставший позднее четвертым по счету Президентом США, представил на рассмотрение первому Конгрессу Билль, в котором было 12 поправок к Конституции. 10 из них позднее вошли в Конституцию США

1791 года. Билль о правах” сыграл огромную роль в истории Соединенных Штатов. В нем четко определены и гарантированы права и свободы, которые сегодняшние американцы считают фундаментальными и неотъемлемыми: свобода совести, слова, печати, собраний и другие основные свободы.

Структура американского федерализма.

Творцы американской конституции создали систему «конституционных противовесов», основанную на точно установленных конституционных нормах, отведенных законодательной, исполнительной и судебной власти. Система «конституционных противовесов» определяет также и взаимоотношения федеральной власти с американскими штатами. В обязанности федерации в лице президента входит защита территории штатов от внешнего вторжения. В чрезвычайных ситуациях свои военные полномочия главнокомандующего президента может осуществлять и внутри страны, используя военную силу на территории любого штата для восстановления законности и порядка.

Велика в США и роль Верховного суда. Он вправе отменять законоположения, если сочтет их незаконными, включая и те, которые подписаны президентом. Однако решение об использовании федеральных вооруженных сил – прерогатива президента, и даже высшая судебная инстанция США не вправе отменить эти президентские полномочия.

Штаты имеют свои конституции и свои своды законов. Но одним из основных принципов американского федерализма является верховенство федерального права по отношению к правовым системам штатов. Штаты не могут вступать в международные союзы, заключать международные договоры, выпускать деньги, не имеют права на выход из союза. Надзор за деятельностью администрации штата осуществляет губернатор. Он имеет также и законодательные полномочия, но все его действия не должны идти вразрез с конституцией США.

Американские штаты всегда считали себя частью, органически связанной с президентской властью и властью Конгресса. Сильный президент и сильный Конгресс являются для них основами их собственной стабильности и благополучия.

Как конгресс издает законы? На рассмотрение каждой сессии Конгресса Соединенных Штатов вносятся тысячи законопроектов. Все они, идет ли речь об оказании помощи пострадавшим от засухи фермерам, о восстановлении пенсии несправедливо обиженного ветерана или о решении приостановить забастовку, начинают свой путь в одном и том же месте – в Капитолии, который стоит в центре Вашингтона на небольшой возвышенности, называемой Капитолийским холмом. Именно здесь законодательная ветвь правительства

Соединенных Штатов – Конгресс – дебатировать законы, по которым живет страна и ее народ.

Через какие этапы проходит законопроект, прежде чем стать законом? Законопроекты могут быть внесены только членами Конгресса, но предложения о новых законодательных мерах могут исходить из самых разных источников. Профсоюзы, женские организации, ассоциации поборников гражданских прав и вообще любые группы особых интересов из любой части страны могут добиваться законов, отвечающих их интересам. Многие законопроекты, рассматриваемые Конгрессом на каждой сессии, поступают из Белого Дома. В начале каждого года Президент намечает свою законодательную программу в особой речи – Послании о положении страны, произносимой на открытии первой сессии Конгресса. Вслед за этим администрация начинает кампанию, чтобы подробно разъяснить цели Президента. Правительственные эксперты подолгу, иногда месяцами совещаются с наиболее влиятельными членами Конгресса и представителями групп особых интересов, помогая вырабатывать законопроекты в соответствии с программой Президента...

После внесения законопроекта эксперты по прохождению законопроектов в обеих палатах предлагают редакционные поправки с целью облегчить прохождение законопроекта, а также консультируют конгрессменов относительно проблем, которые могут возникнуть по предлагаемой мере. Такой эксперт также рассылает законопроект по соответствующим комиссиям и подкомиссиям для обсуждения, внесения поправок, проведения слушаний и, наконец, голосования.

4. Discussion Points:

1. Which document is the operation of the US government based on?
2. Explain the function of the different branches of government in the USA.
3. Compare them with those in Britain and the RF.
4. The election of a president is a long and complex process;
5. What is the relationship between federal, state, and local governments?

MEDIA



Newspapers

According to statistics, more than 9,000 newspapers (daily, weekly, Sunday, etc.) appear in 6,516 cities and towns in the United States. Including the 85 papers published in 34 different languages, the daily newspapers in the United States sell over 63 million copies a day. There are also more than 7,000 newspapers, which are published weekly, semiweekly or monthly. American newspapers get much of their news from the two US largest news agencies **AP (Associated Press)** and **UPI (United Press International)**.

AP is the oldest international agency (founded in 1848). It maintains reporters and cameramen at 122 domestic and 65 foreign news bureaus and has some 10,000 subscribers in 115 countries—newspapers, radio and television stations and other agencies which pay to receive and use AP news and photographs.

UPI has 92 domestic and 81 foreign bureaus in over 90 countries. It is estimated that altogether, around 2 billion people get most of their news directly or indirectly through AP and UPI.

It is often said that there is no “national press” in the United States as there is in Great Britain. In one sense this is true. Most daily newspapers are distributed locally or regionally. There have been attempts to publish truly national newspapers, e.g. **The USA Today**. But it still has only a circulation of 1.2 million, which is not enough in a country where state, city, and local news and political developments most deeply affect readers and are therefore especially interesting to them.

The papers with large circulation and national brand **The Wall Street Journal**, **the New York Times**, **the Washington Post**, and **The Los Angeles Times** not only print newspapers, but also collect and sell news, news features, and photographs to hundreds of other papers in the U.S.A. and abroad. Many other newspapers “borrow” news from the major American newspapers and magazines, so their influence spreads far beyond their own readers. When **the Internet** first engaged the attention of the newspaper industry, it became a new, cheap distribution medium. To papers such as **The Washington Post or the New York Times** the internet offered a way of getting the paper more around the country.

The Freedom of Information Act allows anyone, including newspaper reporters, to get information. The American press proudly repeats Thomas Jefferson’s noble words: “Our liberty depends on freedom of the press, and that cannot be limited without being lost”. Even small-town newspapers employ reporters who are kept busy searching political corruption, business malpractice, or industrial pollution. Almost all American editors and journalists agree that news should be separated from opinion about the news as much as possible, and that opinion and political viewpoints belong to the editorial and opinion pages. Therefore, when a news story appears with a reporter’s name, it means that the editors consider it to be a mixture of fact and opinion.

Political and editorial cartoons are also widely syndicated. Well-known political cartoonists are known to most American and many foreign newspapers readers. Satire and humor columns often have international reputations as well. Many newspapers also use columnists as a way of balancing political opinion. The so-called op-ed pages (opposite the editorial page) of newspapers, columns from leading liberal and conservative commentators are often printed side by side.

Many American newspapers have Sunday editions, which are much larger than regular ones (some of them around 900 pages). Reading the Sunday paper is not only English but also an American tradition. Getting through all the sections can take readers most of the day, leaving just enough time for the leisurely Sunday dinner.

The tradition of “muckraking”- digging out the dirt and exposing it for all to see - is still extremely strong. When something which has been hidden behind closed doors about public figures, politicians, judges, policemen, generals, business leaders, sports figures, or TV and movie personalities is brought to the front pages, it can appear in a lot of newspapers.

Besides newspapers there are over 11, 000 **magazines** and **periodicals** in the United States.

More than 4,000 of them appear monthly, and over 1,300 are published very week. They cover all topics and interests, from art and architecture to tennis, from aviation and gardening to computers and literary criticism.

Quite a few have “daughter” editions in other countries. Among such internationals are **Time**, **Newsweek**, and **U.S. News and World Report**, **National Geographic**, **Reader’s Digest**, **Cosmopolitan**, **Vogue**, **Time**, **Newsweek**, and **Psychology Today**. The best known professional periodicals **The Atlantic Monthly**, **Harvard Educational Review**, **Saturday Review**, **National Geographic**, **Smithsonian** (published by the Smithsonian Institution in Washington, D.C.), **Scientific American** have a huge readership both in the USA and abroad.

Radio and Television

There are many different types and varieties of American radio and television: commercial, non-commercial, individual, etc. All radio and television stations in the United States, public or private, educational or commercial, large and small, must be licensed to broadcast, by the independent federal agency **The Federal Communications Commission (FCC)**.

There are several such regulations, preventing any single group from having too much influence in any area. E.g., laws prohibit any state or the federal government from owning or operating radio or television stations (stations such as Voice of America may only broadcast overseas). The FCC regulation, the so-called **Fairness Doctrine**, requires stations to give time not only to opposing views but also devote some part of their broadcasting time to “**public service**”

advertising **free of charge**: e.g. advertisements for Red Cross blood drives, for dental care, for programs on Alcoholics Anonymous and car safety.

There is also a great variety among **television** stations. The majority of commercial television stations buy most of their programming, roughly 70 %, from the three commercial networks: **ABC (American Broadcasting Company)**, **CBS (Columbia Broadcasting System)**, and **NBC (National Broadcasting Company)**. Two of the TV commercial stations in Louisville are “independent” and take their programs from a wide variety of sources. The growth of public television in the past two decades has been dramatic. **PBS (Public Broadcasting Service)** with its 280 nonprofit, non commercial stations has become also very popular.

There are plenty of cable systems serving the cities. The largest cable networks are **CNN {Cable News Network}** which carries only news and news stories and **ESPN**, the all-sports cable network, or **MTV**, which is famous for its music videos.

There is no nationwide system or policy on cable television. There are many different types of schemes, systems, and programs. Some offer top-rate recent movies on a pay-as-you-watch system, some offer opera and symphonic music. All are willing to provide “public access” channels where individuals and groups of citizens produce their own programming. Cable firms are trying to offer something special to get many people to pay. Over the years, technology and economics have produced more and more ways of occupying people’s time: more television channels, more magazines, more theme parks, and now besides traditional media video and computer games, chat rooms and all other delights of the information age.

Advertising through Commercials

Every country has the radio and television service it deserves (George Mikes “How to Scrape Skies”). American radio and television is the reverse of the Shakespearean stage. In Shakespeare’s time the world’s greatest dramas were acted with the most primitive technical means; on the American air the world’s most primitive writing is performed under perfect technical conditions.

Numerous articles have been written about American commercial television, its quality or lack of it, its power or effects. **Commercials** -advertisements in a form of a small play-take up about ten minutes of every 60 minutes of viewing (roughly 20% of the broadcasting time). Every performance (even the news), except the sacred baseball match commentaries, is interrupted by commercials.

Commercials range from witty, well made, and clever to those that are dull and boring. The money for the advertising is provided by the manufacturers of cars, soap, cigarettes, spaghetti, cosmetics, etc. Commercials are declaimed in prose and recited in verse, sung by soloists and choirs, persuading you that you will become rich and beautiful if you eat Z cheese or else you die

young, poor and neglected. They tell you that if you use a certain orange squeezer in your kitchen, you remain young, lovely and beautiful; if you wash with a certain soap, you'll become rich; if you wear a certain type of underwear you'll inherit a large sum from a wealthy uncle and if use only a special kind of tomato ketchup you'll learn foreign languages more easily. Once during a performance of King Lear, the tragedy flowed on in its majesty until at its climax King Lear broke in, condemning all his daughters for not drinking 'Optimum' orange juice for breakfast.

Commercials make you feel that you really must have the product you see on t.v. To do this a number a different effects are used:

- The snob effect.** This tells you that the product is most exclusive and of course rather expensive. Only the very best people use it.

- The scientific effect.** A serious-looking man with glasses and a white coat, possibly a doctor or a professor, tells you about the advantages of the product.

- The words-and-music effect.** The name of the product is repeated over and over again, put into a rhyme and sung several times, in the hope that you won't forget it. The sung rhyme is called a "jingle".

- The ha-ha effect.** The advertiser tries to make you laugh by showing people or cartoon figures in funny situations.

- The VIP (Very Important Person) effect.** Well-known people, like actors or football-players, are shown using the product.

- The super- modern effect.** The advertiser tries to persuade you that his product is a new, sensational breakthrough.

- The go-go effect.** This is suitable for the teenage market. It shows young people having a party, singing, laughing, having a wonderful time, and, of course, using the product.

Soap Operas

Another special feature and invention of American broadcasting is **the soap opera**. Soap operas are plays originally sponsored by soap advertisers, hence the name. They are called "operas" because they present highly emotional situations like European operas. Over the past years television soap operas have attracted a large audience. Approximately thirty million people watch soap operas, 70 percent of them female. Millions of American teenagers are "hooked" on soap operas. "General Hospital" soap has been the number one for several years among teens – partly because its 3:00 airtime means they can dash from school bus to the living room in time to tune in. Another most popular soap example is the Romance of Helen Trent. Miss Trent is just an average American girl. She has been thirty-two for the last twenty years. She is intelligent, beautiful and employed as a designer by one of the Hollywood film companies. In spite of the

fact that she is begged to become a film star she has never been. Instead she solves life's problems for anyone who happens to come near her or pass down the street in front of her window. There is for example a young man who has charming manners and an admirable character. He is a graduate of Princeton University, has an income of four million dollars per year, loves Helen Trent's colleague madly. She loves him too, and their parents agree to their marriage – what are they to do? Everybody is at a loss until Helen, with a few simple, calm, wise words arranges their lives and separates them forever.

Studies among teens in the US Northeast have given some surprising conclusions. In the long run, soap operas with all the shortcomings uphold many traditional American values. Despite the scandals, the good guys always win in the end, and villains lose, die, or are banished to a prison or a mental hospital. Some psychiatrists think that soaps bridge the gap between generations. Grandparents and parents can watch the serials together and talk about difficult problems with their kids.

1. Answer the questions.

1. What are the major broadcasting networks in the USA?
2. Which American newspapers and magazines do you know?
3. Do you think that now people get more news from the Internet than from traditional sources?
4. How much of TV and radio air time is given to commercials in the USA and in Russia?
5. What is the main function of commercials?
6. Why is advertising called a fine art sometimes?
7. What effects do TV commercials use?
8. What is the origin of “soap-operas”?
9. Is there anything positive about soaps?
10. What do you think of the T.V. and internet influence on young children?

2. Find the English equivalents corresponding to the Russian ones:

1. Освещать какое-либо событие в прессе; 2. освещать новости и события объективно 3. малоформатная газета со сжатым текстом и многими иллюстрациями; 4. аудитория, имеющая одинаковые возрастные и социальные характеристики; 5. место (в газете), отводимое рекламе; 6. занимать позицию по какому-либо вопросу; 7. предоставлять одинаковое время (на радио и телевидении).

3. Discussion problems:

1. Television and radio are one of the most powerful forces for good or evil in modern life.
2. “Detailed information about television content can help us make informed choices”.
3. The viewers have a right to control television content if the content is harmful to society.
4. Television, internet and young generation.

Lecture N 10 Education and science in the USA



The key words and phrases: “Melting Pot”, to be enrolled in, high and higher education, curriculum, extra-curricular activities, vocational courses.

One of the fundamental parts of the American “Melting Pot” or “Americanization” is its education. According to the ideas of the creators of American Constitution the education of their country should reflect the nation’s basic values and ideals. Equality of opportunities for developing the nation’s greatest potential has become the most important aspect of American system of education. As many historians believe a great deal of economic, political, scientific, and cultural progress America has made in its relatively short history is due to its commitment to the ideal of equal opportunity. This is the ideal of educating as many Americans as possible, to the best of their abilities.

Millions of immigrants coming to America often tied their hopes for a better life to a good education for themselves and, most importantly, for their children. They view the education as a way of “rising in the world”, as a fundamental part of the American Dream.

In the whole American society there has always been the belief, that the more schooling a person has, the more material success he or she will achieve in the future. The colonists of Northern and Western states showed a great concern for education. In these states there were many literate people at a time, when education was still uncommon in many countries of Europe. Already in the 17th century they required all towns with more than 50 families to provide a schoolmaster at public expense. Other colonies also made provisions for free public schools. In the course of the 17th century, for instance, free schools had been established in a number of places such as New Haven, Hartford, New London, and Fairfield. In 1636 more than a hundred years before American independence several Cambridge graduates founded in the Massachusetts Bay Colony the first college, called after the name of Harvard.

Before the revolution nine colleges of higher learning had been opened in North America to train men for service in the church and civil state and later they became universities. Special emphasis was laid on classical education and only those who knew Latin and Greek were considered educated. American colleges in those days tried to duplicate the English ones, but unlike old English universities they were not self-governing bodies.

The American Revolution brought a lot of changes. The independence of the states raised new questions about what American education should be.

The first state universities were founded, though their flowering came a century later, after the Civil War. Rapid development of industry, agriculture and transportation brought about great changes. The technological needs of agriculture and business stimulated the creation of agricultural and engineering colleges. The mid-nineteenth century saw the foundation of private school known as the Massachusetts Institute of Technology (MIT) (1861).

Gradually universities, private and public, became the dominant and most influential structure of higher education, a position they still hold. Many of the oldest and best-known liberal arts colleges, such as Yale, Columbia and Harvard, became universities during this period. In 1862, Congress passed a law, which provided states with public (federal) lands to be used for higher education, especially for the establishment of agricultural so-called “cow” and mechanical-arts colleges. Many “land-grant colleges” were established. These new state-supported institutions joined the large number of older, well-established, and well-to-do privately funded universities. They were important in the democratization of higher education in the United States.

By 1900, there were almost **a thousand** institutions of higher education in the U.S. Among them were law and medical “schools” and hundreds of small, four-year liberal arts colleges. One of the latter, Oberlin College in Ohio, was the first to admit women on an equal basis with men in 1837. There were many other institutions of higher learning, which emphasized everything from the training of teachers to the pulling of teeth.

The United States have never had a national system of education although there is a Federal Department of Education, which in some ways corresponds to the Russian ministry of Education. Its function is merely to gather information, to advise, and to help finance certain educational programs. Education, Americans say, is “a national concern, a state responsibility, and a local function”. Since the Constitution does not state that education is a responsibility of the federal government, all education matters are left to the individual states.

In turn, however, state constitutions give the actual administrative control of the schools to the local communities. In 1986, an average of 50 percent of the funds for elementary and secondary education came from state sources, 43 percent from local funds, and only about 6 percent the federal government. There are some 16, 000 school districts within the 50 states. School boards made up of individual citizens elected from each community oversee the schools in each district. They, not the state, set school policy and actually decide what is to be taught.

The major result of this situation is that there is **an enormous amount of variety** and flexibility in elementary, secondary, and higher (university) education throughout the nation.

Elementary and Secondary Education.

Because of the great variety of schools and the many differences among them, no one institution can be singled out as typical one.

There exist private and public schools. Since separation of church and state is a principle of American democracy and therefore religion cannot be taught in state-supported schools, there are also many schools, supported by the church. These are often Catholic, but there are Protestant and Jewish schools as well.

Because of the inequalities inherent in society as a whole, however, the goal of equal opportunity in education remains an ideal rather than a reality. As the tuition fees are rather high in private schools they are attended primarily by upper-class children. The reason why parents send their children to these schools is that they often believe they will receive a better education in them and they will associate with other children of their own background.

Today there are 6 million pupils in private schools and 43 million pupils and students in public schools at the elementary and secondary levels throughout the country. In other words 88 percent of American children attend public schools and only 12 percent go to private schools.

The divisions or stages a child passes in his school educational ladder are **elementary**, **junior high school** or middle school, and **high school**. American children begin to attend school by the age of five or six. There are also pre-school classes called kindergarten. Before this they may attend nursery school or a day care center.

Schooling is divided into twelve academic levels or grades, each of which lasts one year. Elementary school usually covers grades one through six or seven. Middle school or junior high school is from grades seven to nine or seven to eight. The concluding three or four grades form high school.

There are more or less definite demands at each level. In some areas and at more advanced levels, students can choose some subjects. Students take classes in major subjects such as English, Math, History and Science. They must also take classes in physical education and a foreign language. Then they can usually choose an elective subjects like art or music. At the end of a term students get a grade of A, B, C, D, or F (fail) for each subject. Grades are based on test scores, class participation, and class and homework assignments. As they finish each class in a subject students get a credit. When they have enough of these, they can go further.

The apostle of American school education is considered to be John Dewey. This philosopher and educator believed that conveying factual information to students is secondary.

The main aim is to teach them thinking processes and skills, which they will use in the future. He also greatly stressed that activity and experimentation should come first. So, in American

schools much attention is given to creative activities. Students are encouraged to be creative both during class time and extra-curricular hours.

American high schools try to adapt to the needs of society. Learning computer skills starts early. As life is becoming more complex, new subjects are introduced. Schools are initiating programs previously viewed as a part of home education. These include subjects such as driver's education, sewing and cooking classes called home economics, health and sex education, where issues like drug and alcohol abuse and smoking may be treated.

In addition to bilingual and bicultural education programs, many schools have special programs for those with learning and reading difficulties. Many schools also support summer classes, where students can make up for failed courses or even take extra courses. They also attempt to integrate students with varying abilities and backgrounds into an educational system shared by all. At the same time, many high school students are given special advanced coursework in sciences. Nationwide talent searches for minority group children with special abilities and academic promise began on a large scale in the 1960s.

Like schools in Britain and other English-speaking countries, those in the U. S. have also always stressed "character" or "social skills" through extracurricular activities, including organized sports. Because most schools start at around 8 o'clock every morning and classes often do not finish until 3 or 4 o'clock in the afternoon, such activities mean that many students do not return home until the early evening. There is usually a very broad range of extracurricular activities available. Most schools, for instance, publish their own student newspapers, and some have their own radio and t.v. stations. Almost all have student orchestras, bands, and choirs, which give public performances. There are theater and drama groups, chess and debating clubs, Latin, French, Spanish, or German clubs, groups which meet after school to discuss computers, or chemistry, or amateur radio, or the raising of prize horses, and cows. Students can learn flying, diving, and mountain - climbing. They can act as volunteers in hospitals and homes for the aged and do other public-service work.

Often the students themselves organize and support school activities and raise money through "car washes", baby-sitting, bake sales, or by mowing lawns. Parents and local businesses often also help a group that, for example, has a chance to go to a state championship, or take a camping trip. Such activities not only give pupils a chance to be together outside of normal classes, they also help develop a feeling of "school spirit" among the students and in the community.

Whichever varieties of school curricula exist all of them envisage standardized examinations at every level of education.

There are **two widely used and nationally administered tests** for high school students who wish to attend a college or university. One is the **SAT (Scholastic Aptitude Test)**, which attempts to measure aptitudes in verbal and mathematical fields through multiple-choice questions marked by computer. The other is the **ACT (American College Testing program)**, which attempts to measure skills in English, mathematics, and the social and natural sciences. Both tests are given at specific dates and locations throughout the U. S. by non-profit, non-governmental organizations. The tests are used by universities as standards for comparison, but are not in any way “official”.

Each year, the SAT is taken by some two million high school students. One million of these students are in their last year of high school. Another million are in their next-to-last year. The ACT, more commonly used in the western part of the U.S., is taken each year by another million high school students. With so many different types of high schools and programs, with so many differences in subjects and standards, these tests provide common, nationwide measuring sticks. Needless to say, those children who have attended better schools, or who come from families with better educated parents; often have an advantage over those who don't. This remains a problem in the U. S., where equality of opportunity is a central cultural goal. Not surprisingly, the members of racial minorities are the most deprived in this respect.

Higher Education.

According to American statistics over 41 percent of high school leavers apply to colleges and universities. Every year, about **12 million** Americans are enrolled in the over **3,000** colleges and universities of every type: private, public, church-related, small and large, in cities, counties, and states. Close to 80 percent of the college students attend public institutions, while a little over 20 percent are enrolled in privately supported universities and colleges. United Nations figures (1980) show that in the amount spent on education per capita, the U. S. is in ninth place in the world (behind Qatar, Sweden, Norway, the Netherlands, Luxembourg, Denmark, Switzerland, and Canada).

Every state in the US maintains at least one institution of university rank. Programs in them are often adapted to serve local needs. State universities provide opportunities of higher education usually at a cost considerably below the cost of education in private institutions.

The institutions, which provide higher education, do not constitute any coordinate system and are not controlled by any centralized national authority. Each state has the right to found new public or private institutions of higher education within its borders.

The Types of Higher Educational Institutions:

Junior Colleges (The word “college” refers either to an independent institution offering undergraduate education or to a part of a university, such as a College of Arts and Sciences or a

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

Colleges of Liberal Arts, which generally offer **four years** of work beyond the secondary school level. Their programs are aimed at providing a broad educational base in philosophy, science, and culture. Course work is often organized so that students may choose some specialization or concentration in one particular field during the third and fourth years of the program. Some of these colleges are private; others are run by the state.

Specialized Institutions are usually institutions of technology, teacher training colleges, art schools, and other specialized institutions emphasize intensive concentration in a specialty as contrasted with the broad range of liberal arts colleges. The course of study typically emphasizes **technical, scientific, or engineering aspects of knowledge** in the field.

A University. An American university, having the most complex organization of all American institutions of higher education, consists of a number of schools and colleges at both levels: the undergraduate school and the graduate school. These are grouped together in one educational system. A distinctive feature of American universities is the separation of graduate from undergraduate education.

Of the nation's **1,900 institutions of higher learning** roughly one-third are state or city institutions. About 1,200 are privately controlled. Approximately 700 of these are controlled by religious groups. Less than half of these institutions are liberal art colleges and universities, which stress the languages, history, science and philosophy. The rest are professional and technological schools and junior colleges.

In higher education and especially in very prestigious universities the U.S. has a selective system of admission. **Acceptance into the university is based on a written application, submission of a transcript showing all courses in previously-attended educational institutions, evidence that the student satisfactorily completed all requirements at the previously-attended institution, and sometimes an oral interview or written resume at the school which the student desires to attend.** Different schools of higher learning may have different standards of acceptance: some may require excellent grades on the S.A.T., while others may have less stringent requirements.

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

A full-time undergraduate degree usually takes four years. Many students study part-time and work, so it may take them much longer time to finish. Some students first take an associate's degree at a community college, where the tuition fees are lower and study two more years at a four-year college to complete their bachelor's degree.

Students are classified as **freshmen, sophomores, juniors and seniors**. A freshmen is a first year student, a sophomore, a second year student, a junior, a third year student, and a senior, a fourth year student.

Most undergraduate students must take liberal arts classes in English, Math, History, and science. They choose a **major** (specialize) in a subject such as business, education, or art in **their third year of college** or after they have completed half of their course work. Students must complete a survey course in American History or American Government in order to receive any degree from the University.

To graduate from a university requires a student to complete requirements of the university, to achieve the minimum allowable **grade** in the required courses, and to collect the required number of so-called **credits**. There is wide variation in the requirements depending on which university you look at. In general, universities and colleges require students to fulfill a set of general requirements applicable to all students at the school (specialization), as well as fulfilling the specific requirements for their **major field** of study. For example, at Haverford College they require **32 credits** for graduation, 1 credit being awarded for each course taken and passed per semester. So, 4 credits per semester and 2 semesters per year equal 8 credits per year. Four years of college education multiplied by 8 credits per year equals 32 credits, or the amount needed to graduate. However, the Linguistics Department requires 10 credits of linguistics courses in order to be eligible for the Bachelor of Arts degree in Linguistics. As a result, it is necessary to fulfill both requirements before being allowed to graduate, i.e. pass 32 credits of courses, 10 of which must be in the Linguistics Department.

In addition, most universities require a minimum grade-point average before a student is allowed to graduate.

There are four principal types of academic degrees, each representing a different level of academic achievement:

The bachelor's (baccalaureate) degree is the oldest academic degree used in various forms by almost every institution offering four or more years. All students who have graduated and received the bachelor's degree are classified as graduate students. Their transcript of grades is submitted with all applications to graduate schools. To meet high tuition fees most graduate student's work and study.

Some graduate students receive grants, which cover the cost of their education; a person on such a fellowship is called **a university fellow or a grantee**.

The most common **master's degree** program represents **a minimum of 1 year of work** beyond the baccalaureate. In certain areas this has been extended to 2 years of required graduate study (e.g. in business administration) or even 3 years (e.g. in fine arts). It may also involve one or all of the following additional requirements: a thesis, a general examination, and mastery of a foreign language. The master's degree candidate follows a rather specific course of study, usually in a single field and arranged in cooperation with his adviser. This is not, however, considered to be a research degree, but rather preparation for **the PhD**.

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

The earned doctorate is the most advanced degree conferred by American institutions. Doctoral programs usually consist of **at least 3 years of study** beyond the baccalaureate. There are 2 quite distinct types of doctoral programs: **the professional degree** and **the research degree**. The first type represents advanced training for the practice of a given profession, such as the Doctor of Medicine, the Doctor of Dental Science, and similar degrees. These degrees do not imply original research.

The research doctorate (PhD) is the highest earned degree in the American graduate school. Candidates usually follow a program of studies concentrated in one of the major fields of knowledge. They are normally required to demonstrate reading proficiency in at least two foreign languages. After a student has satisfactorily completed his course work and met his foreign language requirements, he must take a comprehensive examination to demonstrate a general knowledge of his field. It may be oral or written or both, and is evaluated by a special committee to determine whether he is prepared to undertake his dissertation (it is usually the preliminary, or qualifying, examination). The final period of predoctoral study is given over largely to the preparation of the dissertation (this may require several years to finish). A final examination is required at most universities after the dissertation and other requirements for the degree have been completed.

According to tradition, the prospective doctor of philosophy should defend the conclusions of his dissertation. Consequently, it is frequently the custom to make public announcements of the date and place of the final examination and to permit the attendance of any scholars who may wish to participate. At one time, it was not uncommon for universities to require that doctoral dissertation be published, but the increased expense in printing costs as well as the increase in the number of dissertations has made such requirements quite rare.

18 years old to 21 years to	1 st year-freshman 2 nd year-sophomore 3 ^d year-junior 4 th year-senior	College or University Undergraduate Education (bachelor's degree)
2 years	Master's program	Graduate or Professional Education
3 to 6 years	Professional school (law, medicine)	
3 to 5 year	Doctoral program (after M.A. program)	

Some colleges and universities also award honorary degrees as a form of deserved recognition for distinguished public service or for outstanding creative work.

The concept of continuing (or lifelong) education is of great importance to Americans. Every year, over ten percent of all adult Americans further their education through participation in part-time instruction. Some estimate that as many as 45 million adult Americans are currently taking courses in universities, colleges, professional associations, government organizations or even churches and synagogues.

1. Answer the questions.

1. What were the aims of early institutions of higher learning ?
2. Did American colleges duplicate their British counterparts in all respects?
3. List the changes that took place in the American system of higher education in the 19th century?
4. What does the word "school" mean as applied to an element of an American university?
5. When were women first admitted to American universities?
6. Is public education in the USA centralized?
7. Is there a unified system of education in the USA?
8. At what age do children begin to attend school in the USA?
9. What is an elementary school in the USA?
10. What is a high school in the USA?
11. What is the theoretical basis of the great amount of time allotted to extra-curricular activities?
12. What kind of personality do they try to develop in American school-students?
13. Is there a national system of higher education?
14. How can an American school-leaver enter a higher educational institution?
15. What are the entrance standards and admission policies at American universities and Colleges?
16. Where is competitive admission more common: at public (state) or private colleges and universities?

17. When is the dropout rating the highest?
18. What are the two levels of the American universities?
19. What is “majoring”?
20. What are the American advanced degrees?
- 21..How does one obtain the Master’s degree?
22. Which of these degrees is actually a research degree?
23. How does one get the PhD degree?
24. What do the words “college” and “school” mean?

2.Translate the Russian words and phrases into English:

Основной принцип; образование; общее образование; децентрализация образования; детский сад; начальная школа; средняя школа; класс, оценка, система образования, программа обучения, учебный год, домашнее задание, каникулы, учащийся, основные предметы, бесплатное обучение, частная школа, плата за обучение, внеклассная деятельность, окончить школу, училище, требования при поступлении в университет, общественные науки, точные науки, предметы гуманитарного цикла, ректор университета, декан, заведующий кафедрой, отсев учащихся, разделение учащихся по способностям, студент первого года обучения, второго, третьего; студент-отличник, окончить университет, учиться в магистратуре, аспирантуре, ученые степени (бакалавра, доктора наук), фонд пожертвований.

3.Render the Russian texts in English:

А).В США не существует четкого определения самого понятия «Высшего учебного заведения». В принципе любое учебное заведение, осуществляющее дальнейшую подготовку после окончания средней школы, так называемые «послесредние учебные заведения», объединяющие часто профессиональные различные училища типа школ медсестер, педучилищ, курсов механизаторов и пр., может с равной степенью вероятности называться «колледжем», «школой», «институтом», или даже «университетом». Единственным критерием для определения характера какого-либо учебного заведения США может служить лишь качественный уровень подготавливаемых им специалистов и выполняемых в нем научных исследований.

В США существует группа, состоящая из ведущих вузов, резко отличающаяся по своим показателям от всех остальных вузов страны. Именно эта группа, прежде всего и определяет качественный вклад высшей школы в развитие научно-технического и экономического потенциала страны.

В их число входят «супервузы», которые являются безусловными лидерами в образовании и науке США. Список этих 16 «супервузов»: Калифорнийский университет-Беркли, Массачусетский технологический институт, Стенфордский, Висконсинский, Мичиганский, Иллинойский, Гарвардский, Корнельский, Вашингтонский (г. Сиятл) университеты, Калифорнийский университет - Лос-Анджелес, Колумбийский, Йельский,

Чикагский, Пенсильванский, Принстонский университеты и Калифорнийский технологический институт.

Причем, несмотря на развитие сети штатских университетов, частные вузы продолжают играть весьма существенную роль в формировании научно-образовательного потенциал США. Внутри группы «супервузов» качественный вклад частных вузов пока значительно выше, чем штатских.

(Б.А. Гончаров. Какой университет лучше?)

Б) Высшие Учебные заведения США Высшие учебные заведения в США различаются по числу преподавателей и студентов, по статусу и по характеру учебных программ.

Американские колледжи и университеты не придерживаются обязательной единой программы. Студентам предлагается на выбор большое число курсов из различных областей знаний. Некоторые из этих курсов обязательны, другие нет. Вместе с преподавателем-руководителем студент составляет свою индивидуальную программу учебных курсов. Так, для получения степени бакалавра ему необходимо прослушать определенное количество курсов и сдать экзамены по каждому из них. Каждый курс оценивается определенным количеством очков.

Вторая ступень американского высшего образования готовит специалистов более высокой квалификации. Эта ступень имеет два уровня. Прохождение курса на степень магистра длится 2-3 года после получения степени бакалавра. На этом этапе осуществляется более узкая специализация. В этот период студент помимо прослушивания курса лекций много занимается в лабораториях, где приобретает опыт исследовательской работы. Степень магистра можно приравнять к диплому российского университета или института с 5-6-летним сроком обучения.

Подготовка докторов предполагает большой объем исследовательской работы и еще более узкую специализацию. Для получения степени доктора необходимо выполнить специальную программу, включающую прослушивание курсов лекций со сдачей экзаменов, проведение научного исследования, написание диссертаций.

Особенно интересна еще одна ступень высшего образования в США - «последокторская», которая практикуется лишь в крупнейших вузах США. По «последокторской» программе ведут исследования в основном ученые, специализирующиеся в области естественных наук. Последокторские исследования проводятся в рамках университетов на средства промышленных фирм и компаний, заинтересованных в данной области исследования.

4. Discussion points:

I. Describe the differences between the structures of educational systems in the USA,

- Britain and the Russian Federation .Discuss their respective advantages and disadvantages;
- 2.Why do standardized tests play such an important role in the American education?
- 3.If you are in favor of a more selective educational system,. write down arguments supporting your viewpoints.
- I.Describe the differences between the structures of educational systems in the USA, Britain and the Russian Federation .Discuss their respective advantages and disadvantages;

высшего профессионального образования

«МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

Факультет вычислительной математики и кибернетики

УТВЕРЖДАЮ

Декан факультета ВМК

_____ **Е.И. Моисеев**

«_____» _____ **2013**

Учебно-методический комплекс

«Лингвистическая культура»

Направление подготовки

010400 - Прикладная математика и информатика

Интегрированный магистр

Профиль подготовки (общий)

Квалификация (степень) выпускника

Бакалавр

Форма обучения

очная

Москва

2013

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ЛИНГВИСТИЧЕСКАЯ КУЛЬТУРА

Рабочая программа курса лингвистической культуры на английском языке является обязательным курсом очной формы обучения студентов в 7 семестре по направлениям **«010400.62 Прикладная математика и информатика»**. Программа составлена в соответствии с Федеральным государственным образовательным стандартом высшего профессионального образования, утвержденного приказом Министерства образования и науки Российской Федерации от 8 декабря 2009 г. № 712, а также с образовательным стандартом МГУ «Интегрированный магистр» по направлению **«010400.62 Прикладная математика и информатика»**.

Составитель программы:

_____ доц. Саратовская Л.Б.

Рецензент _____ к.ф.н. Опарина О. И.

Одобрено на заседании кафедры английского языка МГУ

« _____ » 2013 г.

Зав. кафедрой _____ Л.Б. Саратовская

Утверждено на Ученом совете факультета МГУ « _____ -« _____ » 2013 г.

Ученый секретарь Совета факультета ВМК МГУ _____ Е.А. Григорьев.

Одобрено УМО « _____ » _____ 2013

1. Цели освоения дисциплины

Целью освоения дисциплины является ознакомление студентов с лингвострановедческой культурой как важной частью подготовки современных специалистов МГУ им. М.В. Ломоносова. Предлагаемый курс «Лингвистической культуры» включает как образовательные, так и воспитательные цели.

Достижение образовательной цели осуществляется:

- в гуманитаризации научно-технического образования на факультете ВМК;
- в расширении лингвистического кругозора студентов;
- в повышении уровня их общей культуры;
- в овладении основами исторических знаний;
- в улучшении знания английского языка в целом.

Реализация воспитательной цели курса «Лингвистической культуры» проявляется:

- в формировании нравственных основ студентов;
- в их понимании и уважении национально-культурной специфики других стран и народов;
- в их готовности и желании устанавливать не только научные, но и межкультурные связи;
- в их умении достойно представлять свою страну на международных конференциях и симпозиумах.

Исходя из вышеуказанных целей, программа курса предполагает решать следующие задачи:

- ознакомить студентов с лингвострановедческой информацией;
- систематизировать и обобщить уже имеющиеся знания студентов в этой области;
- развить практические навыки чтения, понимания и перевода материалов страноведческого характера;
- совершенствовать навыки устного и письменного иноязычного дискурса в сферах официального и повседневного речевого общения (обсуждение тем, доклады) и письменной речи (сочинение, реферат, письменные упражнения).

2. Место дисциплины в структуре ООП бакалавриата

Дисциплина относится к базовой части профессионального цикла. Содержание курса определяется образовательным стандартом МГУ высшего профессионального образования по направлению «01040.68» - Прикладная математика и информатика. Интегрированный магистр. (1 степень бакалавриата двухуровневой программы «интегрированный магистр непрерывной подготовки»).

Профессиональная подготовка специалистов включает совершенствование переводческих навыков, которые невозможны без знаний специфических социокультурных условий функционирования иностранного языка. Лингвистическая культура является неотъемлемой частью переводческого профессионализма и делового общения.

3. Требования к результатам освоения содержания дисциплины. Компетенции обучающегося, формируемые в результате освоения дисциплины.

Процесс изучения дисциплины «Лингвистическая культура» направлен на формирование элементов следующих компетенций в соответствии с ФГОС ВПО по данному направлению:

- общекультурных (ОК),
- межкультурной коммуникации в контексте языка делового общения.

В результате освоения дисциплины студенты должны:

- Понимать и применять на практике полученные лингвострановедческие знания;
- Овладеть навыками устного и письменного англоязычного дискурса в сферах официального и повседневного речевого общения (ИК-2)
- Улучшить знание английского языка в устной и письменной форме (не ниже уровня B2 по общеевропейской шкале CE (ИК-2)).

4. Структура дисциплины (модуля) и ее место в учебном плане

Курс « Лингвистическая культура» изучается в ходе лекционных и семинарских занятий, а также самостоятельной работы студентов над темами программы во внеаудиторное время, в том числе дистанционно.

4.1. Тематический план курса

№	Название темы	Аудиторные занятия		Самостоятельная работа студента
		лекции	семинары	
1.	Английский язык как язык международного общения. Национальные варианты английского языка	2	-	2
2.	Великобритания. Краткие географические сведения и беглый исторический обзор	2	2	2
3.	Государственное устройство. Работа английского парламента. Основные партии и выборы	2	2	2
4.	Образование	2	2	2
5.	Печать и средства массовой информации	2	2	2
6.	Население и экономика	2	-	2
7.	Повседневная жизнь и английский национальный характер	-	2	2
8.	Культура, искусство и литература	2	2	2
9.	США. Первые исследователи и поселенцы Северной Америки. Основные исторические события Война за независимость; Гражданская война. Истребление американских индейцев и черная работоторговля	-	4	4
10.	Образование американской нации. Присоединение новых территорий. Золотая лихорадка. Гражданская война. Официальная отмена рабства(14-15 поправки к конституции).	-	2	2
11.	Бурное развитие США после гражданской войны. США в период двух мировых войн. Великая депрессия и президент Франклин	2	2	2

	Рузвельт. Холодная война. Политика США от президента Дж.Ф. Кеннеди до Б. Обамы.			
12.	Государственное устройство, политические партии и выборы	2	2	2
13.	Школьное и высшее образование в США	2	2	2
14.	Наука и научно-техническая база страны	2	2	2
15.	Печать и средств массовой информации в США	2	2	2
16.	Американский вариант английского языка и его распространенность в других странах	2	2	2
17.	Культура и искусство. Американская кинопромышленность. Американская поп - культура	2	2	2
18.	Богатство американской литературы	2	2	2
19.	Население США. Бизнес и экономика	-	2	2
	Итого:	32	32	32
	Всего (часы):	96		

4.2. Курсовые работы.

Студентам предлагается написать 2 курсовые работы по предложенным темам.

4.3. Возможные темы для написания курсовых работ

1. The most interesting events in the UK history.
2. The system of education in Great Britain.
3. The development of democracy in GB.
4. Mass Media in GB.
5. The most interesting personalities in GB (in politics, literature, theatre, cinema, music, etc.).
6. English women and their fight for their civil rights.
7. The Industrial revolution in England and its influence on her life and economics.
8. English Art.
9. Literature. Your favorite writers, poets, novelists.
10. Science in GB.
11. English habits and customs. Have they changed much by now?
12. The place of sports in British life.
13. The formative events in the USA history.
14. The policy of checks and balances.
15. The most outstanding personalities in the USA.
16. The Great Depression and Franklin Roosevelt.
17. American Indians. Their history and situation nowadays.
18. A Glance at the Image of America and Americans from outside.
19. The USA after the Second World War. John F. Kennedy.
20. The Legislation branch in the USA.
21. The Executive branch now.
22. The main concepts of American life and business.
23. The mass media.

24. Customs and traditions in the USA.
25. Art and literature in the USA. Your favorite writers, musicians, actors, etc.
26. The American English language. N. Webster's reforms.
27. The History of American Science. Silicon Valley. What is this?
28. The Movie production.
29. Pop art and its influence on today world.
30. NASA. Russian-American joint projects.
31. Sports and politics.

4.4. Консультации.

Лектор курса и преподаватели кафедры английского языка периодически проводят консультации по курсу.

4.5. Интерактивные образовательные технологии.

Лекции читаются студентам на английском языке с подкреплением излагаемого материала прослушиванием аутентичных текстов и просмотром специальных видеофильмов по изучаемым темам.

5. Содержание курса

Курс «Лингвистическая культура» делится на два основных раздела:

- **Великобритания.** Географическое положение, история, государственное устройство, образование, средства массовой информации, язык, культура и литература
- **США.** Вехи истории и образования американской нации, политическое государственное устройство страны, образование, наука, средства массовой информации, особенности американского варианта английского языка, культура и литература.

5.1. Содержание лекций

Вводная лекция. Английский язык как язык международного общения. Национальные варианты английского языка. Английский и американский варианты английского языка. Диалекты.

Великобритания. Краткие географические сведения и беглый исторический обзор. Культура древних кельтов Британии и Ирландии. Памятники материальной культуры Британии как римской колонии. Возникновение феодальных отношений. Набеги викингов. Формирование английской народности в 9-10 вв. Норманнское завоевание Англии. Хартия вольностей и образование парламента (13 в.). Английская культура 14 века. Развитие английского национального языка. Англия при королеве Елизавете 1. Английская буржуазная революция 17 века. Оливер Кромвель и его роль в истории Англии. Завоевание Шотландии и Ирландии. Реставрация Стюартов и становление парламентской монархии. Промышленная революция. Британская Империя и Викторианская Англия.

Англия в период двух Мировых войн. Падение Империи и образование содружества.

Государственное устройство. Законодательная и исполнительная власть. Работа парламента. Правительство и кабинет. Судебная власть. «Неписанная конституция» страны. Избирательная система. Политические партии и их соперничество. Монархия в Великобритании.

Образование. Среднее и высшее образование. Типы школ и экзаменов. Профессиональная подготовка. Высшее образование. Университеты Оксфорда, Кембриджа и другие важнейшие университеты, колледжи, технические институты. Учеба и жизнь английских студентов. «Открытый университет» и дистанционное образование. Основные научные степени. Развитие науки и научно - технический прогресс.

Печать и средства массовой информации. История печати Великобритании. Первые английские газеты 17 в. «Качественные» и «популярные» английские газеты. Язык газетной статьи и газетного заголовка. Журналы. Радио и телевидение. Реклама на радио и телевидении. Подготовка журналистов. Средства массовой информации и интернет.

Население и экономика. Основные районы Великобритании, плотность населения и его внутренняя миграция. Иммиграция и социальный состав населения. Его занятость в

сельском хозяйстве и промышленности. Уровень безработицы и социального обеспечения.

Культура и искусство. Достопримечательности Лондона. Замки Уэллса и Шотландии. Музеи, выставки, галереи. Портретная и пейзажная живопись. Английский театр. Поп и молодежная культура.

Богатство английской литературы. Английский фольклор. Баллады и сказки. Становление английского национального языка. Джефри Чосер. Культура Возрождения и расцвет литературы. Трагедии и комедии В. Шекспира. Философия Френсиса Бэкона. Литература периода Реставрации и Просвещения. Литература 19 и 20 вв. Антиколониальная литература.

Повседневная жизнь и английский национальный характер. Английская семья и дом. Английский национальный характер и его отражение в языке. Праздники. Повседневная жизнь и быт.

США. Вводная лекция. Первые исследователи и поселенцы Северной Америки. Европейская иммиграция и рост населения Новой Англии. Фримены и серванты. Истребление американских индейцев и черная работорговля.

Война за независимость и образование США. Основные политические и экономические причины войны за независимость. «Бостонское чаепитие». Первый и второй Континентальные Конгрессы в Филадельфии. Томас Джефферсон и его «Декларация независимости». Американская революция и поражение Англии. Заключение мира в Париже (1783) и признание независимости США. Принятие Конституции 1787 г. и избрание Дж. Вашингтона первым президентом США. Образование американской нации.

США после получения независимости. Приобретение новых территорий. Мятеж Южных штатов и их выход из США (1861). Гражданская война. Победа Северных штатов. Отмена рабства по всей стране (14-15 поправок в конституции) и его последствия. А. Линкольн и его вклад в историю Америки.

Бурное развитие США после гражданской войны. США в период двух мировых войн. Великая депрессия и президент Франклин Рузвельт. Холодная война. Политика США от президента Дж.Ф. Кеннеди до Б. Обамы.

Государственное устройство США. Конституция и ее поправки. «Билль о правах» (1791). Система проверок и сдерживания. Политические партии. Избирательная система. Исполнительная власть. Американский президент, его права и обязанности. Вице-президент и правительство. Законодательная власть. Американский Конгресс и его работа. Американский лоббизм. Судебная власть. Барак Обама и отношения США и Российской Федерации.

Образование. Образование как важная часть «американской мечты». Структура школьного образования. Типы школ и экзаменов. Высшее образование. Колледжи и университеты. Группа 16 супервузов страны. Научные степени. Образование для взрослых.

Наука и научно-техническая база страны. Деятельность Национальных Академий. Исследовательские центры, университеты и некоммерческие организации. «Мозговые центры». НАСА, ее космические исследования и сотрудничество с Россией. Рост научно-промышленных комплексов. Силиконовая долина. Компании Эппл, Микрософт, Интел и др.

Печать и средства массовой информации. «Качественные» и «популярные» газеты. Агентства новостей. Журналы. Радио и телевидение. Крупнейшие телевизионные корпорации. Реклама. Империя мыльных опер. Место интернета.

Американский вариант английского языка. Реформа английского языка Р. Вебстера. Источники заимствований. Грамматические, орфографические, фонетические различия между американским и английским вариантами. Особенности вакубуляра. Последние тенденции. Влияние американского английского языка в мире и его причины.

Культура и искусство. Богатство американской литературы. Музыка и театр. Американская кинопромышленность. Чарли Чаплин. «Поп» культура.

5.3. Семинары

Проводятся 16-18 семинарских занятий, включая тесты. Семинарские занятия предполагают:

- использование интерактивной методики, обсуждение со студентами изучаемых вопросов на английском языке;
- обсуждение содержания и функционально-стилистических аспектов лингвострановедческой информации;
- обсуждение реестра языковых явлений (лексических единиц, речевых формул, дифференцированных по видам речевой деятельности);
- умение общаться в ситуациях, часто возникающих во время пребывания в стране изучаемого языка; владение речевым этикетом повседневного общения;
- презентации студентов по темам курса, доклады;
- демонстрация компетенции письменной формы (сочинение, рефераты).

5.4. План семинаров:

- Беседа по пройденным темам лекций.
- Работа над словами и выражениями по теме.
- Упражнения на закрепление лексики и умения студентов использовать ее при переводе русских тематических текстов на английский язык.
- Ответы на вопросы, контролирующие усвоение пройденного материала.
- Перевод на английский язык русских предложений по теме.
- Письменный тест на проверку усвоения пройденной лексики и фразеологии.

6. Оценочные средства для текущего контроля успеваемости и промежуточной аттестации самостоятельной работы студентов.

6.1. Примеры письменных тестов

Лексико-грамматические тесты состоят из текстов с пропусками, которые требуется заполнить,

- сделав выбор из приводимых ниже вариантов ответа.
- сделав выбор из приводимых лексических или грамматических вариантов.

6.2 .Вариант 1.

1. Complete the text with right forms of the following word combinations:

to derivate	lay claim	to lead
to inhabit	to appoint	to retake
to develop	to purchase	subsequently
to rename	to found	settlement
the seat	including	purchase

The name Manhattan ---- from an Indian word means “island of hills” then ----- by Native Americans, was probably seen by the Italian navigator Giovanni de Verrazano. In 1609 the English traveler Henry Hudson made an extensive exploration of the area, and the Dutch---- to the island on that basis. In 1624 the Dutch established trading post on the southern Manhattan Island. To secure the claim, Peter Minuit---- the director general of the Dutch colony of New Netherland by his government ----- the island from the Native Americans in 1626 for goods valued at about 60 guilders, or approximately \$24.

The permanent---- began the same year at the outpost, which Minuit named New Amsterdam, and it became the administrative center of New Netherland.

In 1664 Charles II of England granted his brother, the Duke of York a large area---- Manhattan Island. A fleet of English warships armed to the teeth seized New Amsterdam in the same year, and the settlement was----- New York in honor of the duke.

During the 18th century, New York City became one of the fast---- commercial centers of the British colonies in North America. It----became a center of revolutionary activities by American patriots. In 1776, American troops were forced to evacuate the city, which remained under

British occupation until the end of the American Revolution. From 1785 to 1790 New York was the----- of the U.S. government. With the first stock exchange---- in 1792 New York soon became the nation's ----- financial and commercial center.

2. The Great Depression in the United States, the worst and the longest (1) ----collapse in the history of the modern industrial world, lasted from the end of 1929 until the early 1940s. Beginning in the United States, the depression spread to most of the world's industrial countries, which in the 20th century had become economically (2) ----- on one another. The Great Depression saw rapid declines in the production and sale of the goods and a sudden, severe rise in (3) ----. Businesses and banks closed their doors; people lost their jobs, homes and savings, and many dependent on (4) ---- to (5) ----. In 1933, at worst point in the depression, more than 15 million Americans - one quarter of the nation workforce-were unemployed.

The depression was caused by number of serious (6) ---- in the economy. Although the 1920s appeared on the surface to be a (7) ----- time, income was unevenly distributed. The wealthy made large profits, but more and more Americans spent more than they (8) ----, and farmers faced low prices and heavy debt. The lingering effects of the World War I caused economic problems in many countries, as Europe struggled to pay war debts and reparations. The problems (9) ----- to the crisis that began the Great Depression: the (10) ---- U.S. stock market crash of 1929, which ruined thousands of investors and destroyed (11) ---- in the economy. Continuing throughout the 1930s, the depression ended in the United States only when (12) ---- spending for World War II began.

- | | | | |
|--------------------|------------------|--------------------|--------------------|
| 1. A economize | C economically | 5. A survival | C survive |
| B economy | D economic | B survived | D surviving |
| 2. A depend | C dependence | 6. A weaknesses | C weaken |
| B dependent | D dependably | B weak | D weakly |
| 3. An unemployment | C employ | 7. A prosperity | C prosperously |
| B unemployed | D employee | B prosperous | D prosper |
| 4. A charitable | C charity | 8. A earnings | C earning |
| B charitably | D charities | B earn | D earned |
| 9. A contribution | C contributed | 10. A catastrophic | C catastrophically |
| B contribute | D contributing | B catastrophe | D catastrophist |
| 11. A confidence | C confidential | 12. A mass | C massively |
| B confide | D confidentially | B massiveness | D massive |

3. **Translate into English:** 1. Большинство английских детей учатся в средних школах, называемых общеобразовательными школами. 2. В 16 лет ученики сдают государственный экзамен на получение аттестата о среднем образовании. 3. Некоторые ученики в 16 лет продолжают обучение в т.н.шестом классе школы. 4. Шестой класс готовит учеников к более высокому уровню экзаменов, который называется «уровень» А. 5. «Уровень А» нужен для поступления в университет. 6. Другие шестнадцатилетние уходят поступают в колледжи дальнейшего обучения, чтобы получить профессиональные дипломы. 7. Британские университеты делятся на три категории: самые старые престижные Кембридж и Оксфорд, «краснокирпичные университеты», построенные в конце 19-начале 20 веков и современные, новые университеты, т.н. «университеты из бетона и пластика». 8. Английские студенты учатся в университетах, в основном, три года и при успешной сдаче экзаменов получают степень «бакалавра». 9. Для получения степени «магистра» нужно учиться еще 1-2 года. 10. Только 25% английской молодежи получает высшее образование

6.3. *Вариант № 2*

1. Complete the text with the right words or word combinations:

- | | | |
|-----------------------|------------|------------|
| to melt | fusion | to flood |
| a salad bowl | enthusiasm | identities |
| to be a great success | similar | heritage |
| backgrounds | entirely | to cling |

Melting pot or salad Bowl?

In 1908 Israel Zangwill wrote a play, *The Melting Pot*. The hero, a refugee from persecution in Czarist Russia, escapes to the United States. In the final scene he speaks with----- about the mixture of people in his new homeland: "America is God's Crucible, the great Melting Pot where all the races of Europe are melting and reforming! Here you stand in your fifty groups with your fifty languages and histories, and your fifty blood hatreds and rivalries, but you won't be like that for long... German and Frenchman, Irishman and Englishman, Jews and Russians-into the Crucible with you all! God is making the American.... He will be the---- of all races, the coming superman."

Zangwill's play ----. This was perhaps because many in the audiences who came to see it found its message reassuring. At a time when poor and uneducated immigrants from Europe were -----into the United States in millions, it was comforting for Americans to be told that their country could turn the newcomers into Americans like themselves.

In fact this never really happened, at least not completely. The United States turned out to be more ---- than a melting pot. Groups from ---- national and ethnic backgrounds often stayed together, keeping alive their old ---- and many of their old customs. They lived in "Chinatowns" or "Little Italy's", areas populated almost ---- by Americans of similar ethnic origins. Such districts can still be found in many large American cities. Americans from different immigrant---do mix together in time. It has been estimated, for example, that for about 80 percent of the great-grand children of early-twentieth-century immigrants marry outside their own ethnic groups. Yet such third - generation Americans often----with pride of their ethnic ----. So do many Americans whose immigrant origins are even further in the past.

2. Fill in the gaps with nouns derived from the following verbs:

to entertain	to relate	to invade	to acquaint	to perfect
to refer	to marry	to vary	to produce	to succeed
to depart	to die	to edit	to add	

In the history of America, no subject has been more popular than the Civil War. Whether in novels, television shows, or movies, some of the most beloved and durable works of popular culture have used the war as appoint of----. But no work about the Civil War has attained the place by *Gone with the Wind*. It first won praise as a novel by Margaret Mitchell. Born in Atlanta, Georgia, Mitchell grew up among----who had first-hand memories of the war that burned their city to the ground. After a brief, disastrous ----, she began supporting herself by writing for an Atlanta newspaper.

Ailing from a ---- of ills that plagued her until her---- in 1950, Mitchell retired from journalism in the mid-1920s and began writing her novel. She refused repeated requests to show her manuscript to a curious----when he visited Atlanta on a scouting trip in 1935. But when a----expressed surprise that Mitchell was capable of writing fiction, she angrily presented it to the agent as he was about to leave the city. He read the novel on the train, and knowing he had discovered the classic, he offered Mitchell a book contract. Published in June 1936, *Gone with the Wind* became an instant publishing phenomenon. It sold 50,000 copies in one day, a million within six months, and an average of 3700 copies a day for the rest of the year. In 1937 the novel won the Pulitzer Prize for fiction. By 1997 it has sold approximately 30 million copies, periodically returning to the best-seller list.

Even before the book was released there was a feverish fight for the movie rights. David O. Selznick, a Hollywood mogul who had recently created his own studio, paid Mitchell \$ 50,000, an astonishing amount for that time. But despite Selznick wishes, Mitchell refused to write a script or to have anything at all to do with the film ----.

Making of the film version, which took more than three years, was an epic in itself. Technical difficulties abounded, and editing of enormous amounts of film footage slowed the process. Shooting began before the script was even complete. *Gone with the Wind* premiered in Atlanta on December 15, 1939. The film became an even bigger---- than the book and won nine Oscars,

including Best Picture. By the 1970s an estimated 90 percent of the American public had seen the film in a theatre or on television.

In 1985 Turner purchased MGM/UA Entertainment Company, which was the ---- of the Metro-Gold-Win-Mayer (MGM) and United Artists (UA) film studio. Within months Turner sold most of the company, but he retained MGM's massive library of films, which included such classics as *Gone With The Wind* and *The Wizard Of Oz*.

3. Translate from Russian into English

Русские американцы. Без России не было бы телевизоров и вертолетов.

На всем протяжении американской истории, причем в ее самые ответственные моменты, русские всегда были готовы прийти и помочь. Первый «русский американец», друг президента Мэдисона Федор Каржавин (1745-1812) внес свою лепту в борьбу за независимость. Жизнь и дела его - сюжеты для авантурного романов. Полковник Российской армии Иван Тупчанинов после Крымской войны вышел в отставку и эмигрировал в Америку. Там во время гражданской войны добровольцем записался в армию северян, командовал бригадой и был произведен Линкольном в генералы. Его жена стала первой в Америке женщиной - полевым хирургом.

Александр Северский (1894-1974) был конструктором военных самолетов. Среди его идей были автопилот и система дозоправки в воздухе. Степан Тимошенко(1878-1972)-ученый-металлург, крупнейший в мире специалист по сопротивлению материалов.... Тысячи фамилий в русском мире Америки являются гордостью наших стран.:Нобелевский лауреат, экономист Леонтьев, изобретатель телевидения Зворикин, авиаконструктор Игорь Сикорский, выдающийся американский офтальмолог Елена Федукевич, Нина Федорова – генетик, академик Национальной академии наук, физик Георгий Гамов. А еще – писатели, артисты балета, музыканты, певцы, художники!

7.Требования к зачету

Конечные требования при подготовке специалистов ВМК устанавливаются с ориентацией на международные стандарты (не ниже уровня B2 по общеевропейской шкале уровней владения иностранными языками CEFR и с учетом национальных приоритетов в образовании). Конкретизация этих требований находит отражение в следующих компонентах зачета:

- Чтение, понимание и обсуждение оригинального неадаптированного текста, тематически связанного с содержанием программы.
- Умение обобщить изложенные в тексте факты и сделать выводы из прочитанного;
- Беседа по двум из пройденных тем курса (Великобритания и США).
- Установление логической или хронологической связи событий, их взаимосвязи.

8. Учебно-методическое и информационное обеспечение дисциплины (модуля)

Основная методическая литература:

- 1. Mc. Dowell. D. Britain in Close Up. Longman. 2003.
- 2. Catherine Addis. Britain Now. BBC English. 1994.
- 3 Mc. Dowell. D. An Illustrated History of Britain. 1995.
- 4. Joanne Collie & Alex Martin. What's It Like? Cambridge. 2000.
- 5. Eckhart Fiedler, Reimer Jansen, Mil Norman-Risch. America in Close-Up. Longman. 2005.
- 6. Bryn O'Callaghan. An Illustrated History of the USA.Longman.2001.
- 7. Martha Boardman. In the USA. Titul. 1998.
- 8. А.В. Павловская. Англия и англичане. М. 2005.
- 9. Саратовская Л.Б. The United States of America in Past and Present. М.: 2004.
- 10. Беликова Е.К., Саратовская Л.Б. The United Kingdom and the United States of America in Past and Present. М. 2009.
- 11. Tokareva Natalia, Peppard Victor. What it is Like in the USA. М.: 1998.

