

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ
ВАЗИРЛИГИ**

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

II ИНГЛИЗ ФИЛОЛОГИЯСИ ФАКУЛЬТЕТИ

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ФИЛОЛОГИЯ - 5220100

Тошкент – 2010 йил

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Lecture № 1

The UK

- 1. Geographical position**
- 2. Natural resources**
- 3. Industry**
- 4. Climate**
- 5. Population**
- 6. Language**

1. Geographical position

The United Kingdom of Great Britain and Northern Ireland (the UK) is a constitutional monarchy consisting of four countries: England, Northern Ireland, Scotland and Wales. It is located off the northwestern coast of continental Europe. With a total area of about 244,110 sq km, Britain is 1000 km long and 500 km across in the widest part. The United Kingdom is bordered on the south by the English Channel, which separates it from the continent of Europe. It is bordered on the east by the North Sea, and on the west by the Irish Sea and the Atlantic Ocean. The United Kingdom's only land border with another nation is between Northern Ireland and Ireland.

The United Kingdom contains a number of small islands. These include the Isle of Wight, which lies off of England's southern coast; Anglesey, off the northwest coast of Wales; the Isles of Scilly in the English Channel; the Hebrides archipelago to the west of Scotland, consisting of the Inner and the Outer Hebrides; the Orkney Islands to the northeast of Scotland; and the Shetland Islands farther out into the North Sea from Scotland.

Great Britain is the largest island known as the British Isles. The largest and most populous division of the island of Great Britain is England, making up the south and east. Wales is on the west and Scotland is to the north. Northern Ireland is located in the northeast corner of Ireland. The capital of the United Kingdom is the city of London.

Several dependencies and dependent territories are associated with the United Kingdom. The dependencies, located close to Britain, are the Isle of Man in the Irish Sea and the Channel Islands off the northern coast of France. Both dependencies are largely self-governing and have their own legislative assemblies and systems of law. Britain is responsible for their international relations and defense.

The island of Great Britain can be divided into two major natural regions—the highland zone and the lowland zone. The highland zone is an area of high hills and mountains in the north and west. The lowland zone in the south and east consists mostly of rolling plains. The zones are

divided by an imaginary line running through England from the River Exe on the southwest coast to the mouth of the River Tees on the northeast coast. The lowland zone has a milder climate and better soils for farming. Historically, most people in Britain have lived in the lowland zone rather than in the harsher highland zone.

The Thames and the Severn are the longest rivers in Britain and are almost equal in length. The Severn flows south out of the mountains of central Wales to the Bristol Channel at Bristol. It is 354 km (220 mi) long. The Thames, 338 km (210 mi) long, flows eastward out of the Cotswold Hills and weaves through the metropolis of London. The Thames provides water to the city of London and is used to carry commercial freight. Other important rivers in England are the Mersey, which enters the Irish Sea at Liverpool; the River Humber on the east coast, into which the Trent River and several other rivers flow; and the Tyne River in northern England, which flows past Newcastle upon Tyne to the North Sea.

In Scotland the important rivers are the Clyde and the Forth, which are joined by a canal. The River Clyde flows northwest, past Glasgow, and empties into the Atlantic at the Firth of Clyde. The River Forth flows eastward into the Firth of Forth, where Edinburgh rises on its south bank. The most important rivers in Northern Ireland are the Lagan, the Bann, and the Foyle.

Most of the large lakes in the United Kingdom are located in the upland areas of Scotland and northern England, although Lough Neagh in Northern Ireland is the largest lake in the United Kingdom. Loch Lomond, on the southwestern edge of the Highlands of Scotland, is the largest on the island of Great Britain, measuring 37 km long and from 1.6 to 8 km wide. Lake Windermere is the largest of the 15 major lakes in the famous Lake District of northwestern England. It is about 1.6 km wide and more than 16 km long.

2. Natural resources

Trees grow well and quickly in the heavy soils of England, and for a long time prehistoric settlers did not have tools strong enough to cut down the heavy oak forests. Only 7 percent of England is covered by forest, 15 percent of Scotland, 12 percent of Wales, and 5 percent of Northern Ireland. Efforts have been made in Britain to grow more trees and expand the managed forest areas. Local authorities have the power to protect trees and woodlands. It is an offense to cut down trees without permission, and when trees protected by the government die they must be replaced.

Britain's *soil* quality varies greatly. In northern areas the soils are thin, lying right above rock formations, while the south possesses areas of rich loam and heavy clay soils. When handled carefully the soils of eastern and south central England are very productive. While about three-fourths of the land in Britain is suitable for agriculture, only 24 percent of this land is used to grow crops. Almost all of the rest is planted with grass or used as grazing land.

Britain's *mineral resources* were historically important, but today most of these resources are either exhausted or produced in small quantities. Britain currently relies upon imports from larger, cheaper foreign supplies. Before and during the Roman occupation, about 2,000 years ago, Britain was noted for its tin mines, which were concentrated in Cornwall. The tin was mixed with copper to produce bronze, an important material in ancient times used for weapons and jewelry. Today nearly every tin mine in Britain has been exhausted and shut down.

Britain has the richest *energy sources* in the European Union, and its resources of oil and natural gas are of vital importance to the British economy. Until the 1970s small amounts of oil were produced from onshore wells, but this amount was far less than Britain needed. In 1969 large supplies of oil and natural gas were discovered in the North Sea off the eastern coast of Britain, particularly off the coast of Scotland.

3. Industry

Great Britain is known to be a highly-developed industrial country. The main branches of industry are ship-building, machine-building, metal industry, chemical and textile industry. The main industrial centres are London, Birmingham, Manchester, Leeds, Glasgow, etc. The leading centres of the textile region are Liverpool and Manchester. Manchester is the chief cotton manufacturing city. Every town produces certain kinds of yarn and fabrics. Plants producing textile machinery not only satisfy the needs of British industry, but also export great quantities of machinery to other countries. Great Britain exports motor-cars, agricultural tractors, railway and motor vehicles, cotton and wollen fabrics and other things. About 1/4 of its gross domestic product comes from the export of goods and services. The notable growth has been seen in electrical and instrument engineering, mechanical engineering, food, paper, printing and publishing. It is the world's tenth largest steel producer and a major producer of alloys used by the aerospace, electronic, petrochemical and other industries. Its chemical industry is the 3rd largest in Europe and the 5th largest in the western world. The British aerospace industry is the 3rd largest in the world. The clothing industry, one of the largest in Europe, meets about 2/3 of domestic demand, and the wollen industry is one of the world's largest.

Great Britain is the 5th largest trading nation in the world. Export of goods and services is equivalent to 1/4 of gross domestic product. Banking, finances, insurance, business services account for 14 percent of the British economy's total output. Over 3/4 of Britain's landscape is used for agriculture.

4. Climate

The Atlantic Ocean has a significant effect on Britain's climate. Although the British Isles are as far north in latitude as Labrador in Canada, they have a mild climate throughout the year. This is due to the Gulf Stream, a current of warm water that flows up from the Caribbean past

Britain. Prevailing southwesterly winds moving across this warmer water bring moisture and moderating temperatures to the British Isles. The surrounding waters moderate temperatures year-round, making the UK warmer in winter and cooler in summer than other areas at the same latitude. Great Britain's western coast tends to be warmer than the eastern coast, and the southern regions tend to be warmer than the northern regions. The mean annual temperature in the far north of Scotland is 6°C, and in warmer southwestern England it is 11°C. In general, temperatures are ordinarily around 15°C in the summer and around 5°C in the winter. Temperatures rarely ever exceed 32°C or drop below -10°C anywhere in the British Isles. In many areas, frosts, when the temperature dips below 0°C (32°F), are rare.

Winds blowing off the Atlantic Ocean bring clouds and large amounts of moisture to the British Isles. Average annual precipitation is more than 1,000 mm (40 in), varying from the extremes of 5,000 mm (196 in) in the western Highlands of Scotland to less than 500 mm (20 in) in the driest parts of East Anglia in England. The western part of Britain receives much more moisture than the eastern areas. It rains year-round, and in the winter the rain may change to snow, particularly in the north. It snows infrequently in the south, and when it does it is likely to be wet, slushy, and short-lived.

5. Population

Most British people attribute their origins to the early invaders, calling themselves English, Scottish, Irish, Welsh, or Ulsterites. The remaining share of the population consists of minorities who arrived, for the most part, in the decades following the end of World War II in 1945.

The United Kingdom has a population of 61,383,000 (2008), with an average population density of 252 persons per sq km. The population density of the United Kingdom is one of the highest in Europe, exceeded by Netherlands and Belgium. England is the most populated part of the United Kingdom. It is also the most densely populated portion of the United Kingdom, with a population density of 384 persons per sq km. Scotland possesses 5,078,000 people, and a population density of 64 persons per sq km. Wales has 2,952,000 people, with a population density of 142 persons per sq km. Northern Ireland's population is 1,710,000, and it has 121 persons per sq km.

Britain's population is overwhelmingly urban, with 89 percent living in urban areas and 11 percent living in rural areas. England's population is densest in the London area, around Birmingham and Coventry in the Midlands, and in northern England near the old industrial centers of Leeds, Sheffield, Manchester, Liverpool, and Newcastle upon Tyne. In the 1980s and 1990s southern England, particularly the southeast, became a center of population growth, due in large part to the growth of the high-tech and service sectors of the economy.

In Wales two-thirds of the people live in the industrial southern valleys. In Scotland three-quarters of the people live in the central lowlands, around Glasgow to the west and Edinburgh to the east. About half of the people living in Northern Ireland reside in the eastern portion, in Belfast and along the coast.

The population of Greater London is about 7.2 million (2001 census), making it by far the most populous city in the United Kingdom. It is the seat of government, center of business, and the heart of arts and culture. Birmingham is the second largest city, with 976,400 people. Other large cities in the United Kingdom include Leeds with 715,500, Glasgow with 578,700, and Sheffield with 513,100. Edinburgh, the capital of Scotland, has a population of about 449,000; Cardiff, the capital of Wales, has 305,200 people; and Belfast, the capital of Northern Ireland, has a population of 277,200.

6. Language

English is the official language of the United Kingdom and is the first language of the vast majority of its citizens. The use of language was extremely important to Britain's class structure for much of the 20th century. Some educated English people, regardless of their class origin, strove to free themselves of regional or local accents in order to sound like educated English-speaking people. Others, including people from East London and people in northern England, enjoyed their particular way of speaking, regarding it as warmer and friendlier than standard English. Many regional and local speech patterns and accents remained in use, and in recent decades they have become far more acceptable in all social circles. BBC broadcasters today have Scottish, Welsh, and Northern Irish regional accents.

The Celtic language, an ancient tongue, continues to be spoken in Scotland by some people, usually those in the more remote fringes of the country, especially in the Hebrides Islands. Approximately 80,000 Scots speak Scottish Gaelic, a type of Celtic language. English is the predominant language in Northern Ireland, although at least some of the Roman Catholic minority speak Irish, another Gaelic dialect, as a second language.

The ancient Celtic language of Wales is strongly tied to the cultural nationalism of the region. At the time of the 2001 census, about 21 percent of the Welsh population could speak Welsh. Welsh is spoken in northern and western Wales much more than in southern Wales, where many English people have relocated. Many schools in Wales offer bilingual education, and there is a Welsh-language television channel. In 1993, after long and considerable agitation by Welsh nationalists, the government made Welsh a joint official language with English in Wales for use in the courts, the civil service, and other aspects of the public sector.

Questions

1. Where is the United Kingdom of Great Britain and Northern Ireland located?
2. What is the peculiarity of British climate?
3. What is the most populated part of the UK?

Lecture № 2

The UK

1. **Government structure**
2. **The Monarchy**
3. **The Prime Minister and the Cabinet**
4. **The Parliament**
5. **The Judiciary**

1. Government

The United Kingdom is a parliamentary monarchy—that is, the head of state is a monarch with limited powers. Britain’s democratic government is based on various historical documents, laws, and formal customs adopted over the years. Parliament, the legislature, consists of the House of Lords, the House of Commons, and the monarch, also called the crown. The House of Commons is far more influential than the House of Lords, which in effect makes the British system unicameral, meaning the legislature has one chamber. The chief executive is the prime minister, who is a member of the House of Commons. The executive branch also includes Her Majesty’s Government, commonly referred to simply as “the government.” The government is composed of ministers in the Cabinet, most of whom are members of the House of Commons; government departments, each of which is responsible to a minister; local authorities; and public corporations. Because the House of Commons is involved in both the legislative and executive branches of the British government, there is no separation of powers between executive and legislature as there is in the United States.

2. The Monarchy

The British monarchy has been a hereditary position since the 9th century. Primogeniture, the passing of the throne to the eldest son when a monarch dies, has been the rule of succession, and when there are no sons, the eldest daughter ascends the throne. This was the case when Elizabeth II succeeded to the throne in February 1952 upon the death of her father, George VI. Her husband, Prince Philip, has the title of Prince Consort, but no rank or privileges. The current heir to the throne is Elizabeth II’s eldest son, Charles, Prince of Wales. According to

the Act of Settlement of 1701, only Protestants are eligible to succeed to the throne. A regent may be appointed to rule for the sovereign if he or she is underage or incapacitated.

As the official head of state, the monarch formally summons and dismisses Parliament and the ministers of the Cabinet. The monarch also serves as head of the judiciary, commander in chief of the armed forces, and Supreme Governor of the Church of England and the Church of Scotland. In reality, the government carries out the duties associated with these functions. Theoretically, the monarch appoints all judges, military officers, diplomats, and archbishops, as well as other church officers. The monarch also bestows honors and awards, such as knighthoods and peerages. In reality, all of these appointments are made upon the advice of the prime minister. The prime minister declares war and peace and concludes treaties with foreign states in the name of the crown. The monarch serves as the ceremonial head of the Commonwealth of Nations and is the ceremonial head of state for 16 Commonwealth countries.

The real work of the monarchy consists largely of signing papers. The monarch has the right, however, to be consulted on all aspects of national life and review all important government documents. The monarch may also meet with the Privy Council, a now largely ceremonial body made up of Cabinet members that serves in an advisory capacity to the monarch. Since Britain is a democracy, the monarchy could potentially be abolished if a majority of the population decides to do so. In the early 21st century the monarchy generally remained popular, despite unpleasant media coverage surrounding the marriages and relationships of the royal family. Only Scotland had a small majority that wanted to make the United Kingdom a republic.

The royal family endorses developments in Britain by performing such ceremonial functions as cutting ribbons, opening businesses, launching ships, and laying cornerstones. Many members of the royal family are involved in charity work and maintain a public presence by visiting shelters, hospitals, and clinics.

3. The Prime Minister

The chief executive of the government is the prime minister. He or she is the leader of the party that holds the most seats in the House of Commons. The monarch goes through the ceremony of selecting as prime minister the person from the House of Commons who is head of the majority party. The prime minister presides over the Cabinet and selects the other Cabinet members, who join him or her to form the government that is part of the functioning executive. Acting through the Cabinet and in the name of the monarch, the prime minister exercises all of the theoretical powers of the crown, including making appointments. In the past, prime ministers also came from the House of Lords. Today, in the unlikely circumstance that a peer (a member

of the House of Lords) is sought as a prime minister by one of the parties, he or she must first resign from the House of Lords and gain election to the House of Commons.

When legislation comes before the House of Commons, the prime minister can usually count on the support of a majority of the votes because his or her party has a majority of the seats, and party discipline tends to be strong in Britain. In some circumstances prime ministers must depend on a coalition of strong parties. This was the case during both world wars and during the worst of the Great Depression in the 1930s. At times a prime minister comes from a party that does not quite have a majority of seats in the House of Commons. In such a case, that party must rely on an alliance with smaller parties, the smaller parties voting with the party in power on necessary legislation. A government formed from a party without a majority in Parliament is called a minority government. Between 1974 and 1979, for example, a minority Labour Party government was able to stay in power because the Liberal Party generally voted with it.

The Cabinet has about 20 members, or ministers, all of whom must be members of Parliament (MPs). Members of the Cabinet are leaders of the majority party in the House of Commons or, more rarely, members of the House of Lords. Cabinet ministers who head a particular government department, such as the Ministry of Defense, are known as secretaries of state. The prime minister serves as the first lord of the treasury and as minister for the civil service. In addition to the various secretaries of state, the Cabinet includes nondepartmental ministers who hold traditional offices—such as the lord president of the council, the paymaster general, and the lord privy seal—and ministers without portfolio, who do not have specific responsibilities but are assigned to specific tasks as needed. The Lord Chancellor holds a unique position. The Lord Chancellor's executive duties as a Cabinet member include being responsible for legal affairs in the United Kingdom, but he or she is also head of the judiciary, which is a separate part of the British government. The prime minister has the power to move members of the Cabinet from post to post, or to drop individuals from the Cabinet entirely. Former Cabinet ministers may retain their positions as members of Parliament.

Two key doctrines of Cabinet government are collective responsibility and ministerial responsibility. Collective responsibility means that the Cabinet acts unanimously, even when Cabinet ministers do not all agree upon a subject. If an important decision is unacceptable to a particular Cabinet member, it is expected that he or she will resign to signify dissent. Ministerial responsibility means that ministers are responsible for the work of their departments and answer to Parliament for the activities of their departments. The policy of departmental ministers must be consistent with that of the government as a whole. The ministers bear the responsibility for any failure of their department in terms of administration or policy.

4. The Parliament

Parliament comprises three parts: *the monarch, the House of Lords, and the House of Commons*. Parliament originated with the royal wish to gain the approval and sanction of the realm for acts of state. Later, Parliament served to supplement royal revenues by making grants of taxation—that is, by granting the monarch’s request for extra subsidies to pay for wars. The crown invited all great nobles and church leaders to attend these councils. By the end of the 13th century representatives from the counties, called knights of the shire, and representatives of the towns, called burgesses, were also being summoned to attend regularly. The knights and the burgesses eventually came to sit separately from the nobles and church leaders, in what eventually became the House of Commons. The nobles and church leaders sat in what came to be called the House of Lords.

By the end of the Middle Ages Parliament had taken on a form that would be recognized today. It legislated and approved taxes and passed laws. Long, complicated struggles between the monarch and the two houses of Parliament resulted in the government gaining power, while the crown lost power. In the 20th century the House of Commons successfully struggled to curtail the power of the House of Lords. Today the House of Lords can only delay legislation. For the past 280 years the monarch’s royal assent to legislation has been given automatically. (For more information on the history of Parliament, see *Parliament, British*.)

Parliament is elected roughly every five years and is dissolved by the crown on the advice of the prime minister, who then calls a general election. Parliamentary sessions are held each year and begin in October or November. Parliament meets at the Houses of Parliament in London, officially called the New Palace of Westminster. The Parliament of the United Kingdom legislates for the entire nation and includes representatives from England, Scotland, Wales, and Northern Ireland.

The House of Lords today is more a place of discussion and debate than one of power, and it normally passes legislation already approved by the House of Commons. Its members are not elected. The House of Lords comprises the lords temporal, the lords spiritual, and the law lords. The lords temporal are either hereditary peers or life peers. Life peers are appointed by the monarch for the duration of the person’s lifetime. These appointments are usually made in recognition of outstanding careers or contributions to society. Famous people who have been made peers are former British prime ministers Winston Churchill and Harold Wilson. The lords spiritual include the archbishops of Canterbury and York; the bishops of London, Durham, and Winchester; and the 21 next most senior bishops. The law lords assist in the judicial functions of the House of Lords. In 1999 the full membership of the House of Lords decreased by almost half as more than 650 hereditary peers were stripped of their seats by the House of Lords Act.

The House of Lords has the power to introduce bills, although bills dealing with financial matters can only originate in the House of Commons. The Lords can also offer amendments to bills passed by the House of Commons, and Commons is obligated to consider these amendments before passing a bill into law. The Lords have the right to delay legislation, and may delay bills for up to about a year. Financial bills, however, may only be delayed for a month, and they become law in 30 days whether or not the House of Lords approves of them. The terms of the Parliament Acts of 1911 and 1949 forbid the Lords from disapproving nonfinancial bills if the House of Commons has passed them in two successive sessions. The only exception is a bill to lengthen the life of a Parliament past five years, which requires the assent of both chambers.

These powers of the House of Lords are limited because most Britons believe that in a modern democracy a nonelected house should only act as a forum for opinion, one that is comparatively free from party politics and pressures. Although this house has relatively little power, many Britons would like to either abolish it completely or replace it with some form of elected second chamber.

The House of Commons is the source of real political power in the United Kingdom. Its members are democratically elected by universal suffrage of citizens over the age of 18. Certain groups that are denied the right to vote, however, include members of the House of Lords, some detained mental health patients, sentenced prisoners, and those convicted of corrupt or illegal election practices in the previous five years. In addition, certain persons are excluded from standing for election to the House of Commons. They include peers; clergy from the Church of England, the Church of Scotland, the Church of Ireland, or the Roman Catholic Church; people sentenced to more than a year in prison; and those with unpaid bankruptcy bills.

Members of the House of Commons are elected from geographical constituencies determined by population, and each MP generally represents a constituency of 60,000 to 70,000 people. Four permanent boundary commissions exist, one each for England, Wales, Scotland, and Northern Ireland. Their purpose is to keep the constituencies equal and the boundaries fair. The commissions review the constituencies every 8 to 12 years and recommend changes based on population shifts. Based on a review conducted in 1995, the elections of 1997 and 2001 were held for 659 constituencies in the United Kingdom: 529 in England, 72 in Scotland, 40 in Wales, and 18 in Northern Ireland. A subsequent review by the Boundary Commission for Scotland reduced the number of constituencies there to 59. Accordingly, the number of seats in the House of Commons was reduced to 646 as of the 2005 general elections.

British citizens living abroad may vote in British elections for up to 20 years after they have left Britain. Those temporarily living overseas as members of the military or other state

service may vote in their home constituencies. In 1992 a record high of 78 percent of the electorate voted in the general election. In 1997 a reported 71 percent of the electorate voted. Voter turnout dropped to 59 percent in 2001 and then rose slightly in 2005 to 61 percent.

A session of Parliament lasts for five years unless the prime minister dissolves Parliament, which can happen for a number of reasons. Although the monarch officially dissolves Parliament, this happens only after the prime minister calls for it. The prime minister can dissolve Parliament over a major issue that he or she believes should be submitted to the voters. The prime minister also might dissolve Parliament if the tide of public opinion seems to be flowing strongly on the side of the party in office. Holding a general election when public opinion is highly supportive of the party in power enables that party to possibly gain more seats in the House of Commons, and so extend their stay in power with a stronger majority.

Parliament can also be dissolved if the government is defeated on an important piece of legislation. When a Parliamentary majority votes against the legislation it is treated as a vote of no confidence for the prime minister and his government. A specific vote by that name may be taken to indicate that the majority of MPs are against the legislation. This tradition is so deep that actual votes of no confidence are rarely taken. When the prime minister dissolves Parliament, a general election is held for all the seats in the House of Commons.

The members of the majority party sit on one side of the house, directly facing the minority party members. Each side has a so-called front bench where its most important political leaders sit. The prime minister and his or her Cabinet colleagues sit in the majority party front bench. The opposition party front bench is occupied by what is called the Shadow Cabinet, which consists of the opposition party leader and those who would receive Cabinet posts if the opposition leader became prime minister.

Most legislation is initiated by the Cabinet in the form of public bills, or legislation pertaining to the general law, which govern the population as a whole. Individual members of Parliament may introduce private bills to address specific or local concerns, such as the railways or local authorities. Ministers of departments initiate most of the public bills relating to their department; these kinds of public bills are called government bills. When a bill is passed into law, it then receives the royal assent. Much of the Cabinet's work on legislation is accomplished in specialized committees, which debate and publish reports that help shape legislation.

Bills may be introduced into either the House of Commons or the House of Lords, except for financial bills, which may be introduced only in the House of Commons. Each bill is given three separate readings in each house. In the first reading, the bill is presented without debate. After the bill is read a second time, the house debates the bill's general principles. The bill then

goes to a committee for thorough study, discussion, and amendment. At the third reading, the bill is presented to the house in its final form and a vote is taken.

If the bill is passed on the third reading, it is sent to the other house, where it goes through the same procedure. If passed by the second house, the bill is sent to the monarch for the ceremonial formality of royal assent before becoming law. If amended by either house, the amendments must be resolved by both houses before the bill is sent to the monarch. The House of Lords can delay legislation for no more than one year (30 days for financial bills). A bill originating in the House of Lords can be tabled and not considered in the Commons, but a bill originating in the Commons will become law, even without the approval of the House of Lords, if it passes Commons again in the following year's session.

5. The Judiciary

The judicial system has its roots in the Anglo-Saxon period, when the monarch established local courts to provide justice for all subjects. Monarchs delegated the power to hear cases to royal justices, who presided over courts in the monarch's name. The British legal system relies on common law, which is based on custom and on decisions in previous legal cases, called precedents. Common law originated in the 12th century, growing out of the rules and traditions that ordinary people had worked out over time. Through the centuries common law evolved as it incorporated legal decisions made in specific cases, and it remains the basis of British law except when superseded by legislation. Unlike the United States, Britain does not have a Supreme Court that reviews legislation to determine its constitutionality; that responsibility falls to Parliament.

Those who practice law in Britain are divided into solicitors and barristers. Solicitors perform the everyday work of the law, particularly legal matters that can be handled solely with paperwork. Barristers plead cases in court. In Scotland barristers are called advocates. Solicitors engage barristers when they believe a client needs to go to court. Eminent barristers and, since 1996, some solicitors, may become Queen's Counselors, or QCs. When they do it is said that they "take silk," because they switch from wearing cotton gowns to silk gowns in court. Barristers with long and distinguished careers may be chosen to become crown judges by the lord chancellor, the head of the judicial system in England and Wales. Scotland and Northern Ireland have their own legal systems.

Britain has several layers of courts and two kinds of legal proceedings, criminal and civil. Criminal law is concerned with acts punishable by the state, such as murder. Civil law involves disputes between private parties, either individuals, organizations, or companies. The final court of appeal for both civil and criminal cases is the House of Lords, where appeals are heard by the law lords.

Criminal cases are handled in one of two ways. Petty offenses, such as simple theft or vandalism, are brought before a local magistrate, or justice of the peace (JP). These unpaid magistrates are appointed by the Lord Chancellor. They are members of the community who are assisted by legal experts. The vast majority of criminal cases in Britain are minor enough to be handled by JPs. More serious criminal offenses, such as murder, rape, and robbery, are sent to a Crown Court, where they are tried before a High Court or a circuit judge and a jury of local citizens. The Crown Court also hears appeals from the magistrate's court. Convictions and sentences from the Crown Court may be taken to the Court of Appeals for the Criminal Division. The final court of appeals is the House of Lords.

Civil cases are heard in county courts before a single judge. County courts hear cases dealing with families, property, contracts, and torts (violations of a legal duty imposed by the state that cause injury to an individual). Above the county courts is the High Court, which hears more complicated civil cases. High Court cases are sent to one of three divisions: the Family Division, which handles complex divorce cases, adoptions, and matters relating to children; the Chancery Division, which handles business matters and estate cases; or the Queen's Bench Division, which handles property matters and torts, as well as maritime and commercial cases. Appeals are heard by the Court of Appeals for the Civil Division, and ultimately by the House of Lords.

A more informal and less expensive alternative to civil and criminal courts is a tribunal, which handles minor cases outside of the official court system. Tribunals are made up of lay people and are regulated by the law. They settle disputes between private citizens, grievances between employers and employees, and complaints between citizens and public authorities.

6. Political Parties

The Whig and the Tory parties appeared during the time of the Revolution of 1688. Whigs believed in a strong Parliament and came from the landed classes who were allied with the merchants and Nonconformist or non-Anglican Protestants. Tory supporters came from the landed aristocracy and were defenders of the king and the Church of England. In the 1800s the Whigs merged with other parties interested in social reform to form the Liberal Party. The Tories took on the additional name of the Conservative Party in the 1830s in order to appeal to a broader electorate, and both names are used interchangeably. The Conservative Party is still a major party in the United Kingdom, but the Labour Party, founded around the turn of the 20th century, grew to become the primary opposition to the Conservatives, taking the place of the Liberals. The Liberal Party evolved into the Liberal Democrat Party, the third most popular party in Britain.

Since its founding days, the Labour Party has drawn traditional financial and electoral support from the trade unions. The Labour Party has a socialist element, supporting state control of important industries and a more equal distribution of wealth. After World War II (1939-1945), the Labour government nationalized a number of industries and established the welfare state, which provided people with social security, unemployment insurance, and the National Health Service. Subsequent Conservative governments denationalized industries but kept the National Health Service and the main provisions of the welfare state. In recent years, trade union membership has declined, as has union influence in the Labour Party. At the same time, the Labour Party has moved toward the political center; in 1995 it gave up its commitment to socialism and the nationalization of industries. The Labour Party won the May 1997 general elections by a landslide, taking 418 of the 659 seats in Parliament. Labor retained its majority-party status following the 2001 and 2005 general elections.

The Conservative Party favors private enterprise and minimal state regulation, and accepts the mixed economy, which involves private ownership of businesses with some government control. Although a mixed economy entails more public spending than conservatives in the United States would support, the British business community is a strong supporter of the Conservative Party because it has historically supported private enterprise and a free market. In the 1980s the Conservative government under Prime Minister Margaret Thatcher sought to increase private enterprise and reduce public legislation by introducing more competition into the National Health Service and by selling off public housing. Thatcher's domestic policies were highly controversial and eventually led to the downfall of the Conservative government in the mid-1990s. Subsequently, the Conservative Party became the largest opposition party in Parliament, as the Labour Party won three straight victories (in 1997, 2001, and 2005).

The most important of Britain's minor parties is the Liberal Democrat Party, formed in 1988 from the remnants of the Liberal Party and a majority of the Social Democratic Party. The Liberal Democrats make up the third largest party in Parliament, after Labor and the Conservatives. Other parties include the Scottish Nationalist Party; Plaid Cymru, the Welsh nationalist party that seeks self-government for Wales; and parties in Northern Ireland—Sinn Fein, the Ulster Unionist Party, the Democratic Unionist Party, and the Social Democratic and Labour Party.

The current voting system is called "first past the post." This means that the party and candidates receiving the most votes win the election and become the party in power even if they do not receive more than 50 percent of the vote. Under this system, smaller parties have proportionally less representation in Parliament than their share of the popular vote, as their candidates often do not garner enough votes in constituencies to send members to Parliament. As

a result, some people support a system of proportional representation, which is used in a number of European countries. In such a system, which can take various forms, the number of seats a party receives in the legislature is proportional to the number of votes the party receives in the election. Critics of proportional representation assert that it produces too many political parties and leads to weak governments. A commission was set up in 1997 to review voting reform and consider switching to proportional representation.

Questions

1. Who is the head of the Government?
2. How many parts does the Parliament consist of?
3. What are the main political parties in Great Britain?

LECTURE № 3

The UK

1. **School education**
2. **Post sixteen and eighteen education**
3. **Higher education**
4. **Educational structure in Scotland**

1. School education

UK has a long and rich tradition of offering opportunity for study to International students. British education is internationally renowned for academic excellence, innovation, curriculum development and quality assurance.

UK has 2 distinct systems of courses and qualifications: One for England, Wales and Northern Ireland and one for Scotland. These are all compatible systems.

School Education in the UK is compulsory for all between ages 5-16, and is imparted in 2 kinds of schools: State funded schools and independent (fee charging) schools.

Primary School education begins compulsorily at the age of five and continues to age eleven. It extends till age 12 in Scotland and few areas of England.

State system: Most children take their primary and secondary education entirely within the State (maintained) system. In England and Wales, the responsibility is given by the Department for Education (DFE) to about 100 Local Education Authorities (LEAs). The State education system provides compulsory schooling from age 6-16 years after which the school leaving exam is taken. State schools funded by the government offer free education. Inspection of schools is a regular feature.

Private sector: There are currently approximately 2,500 non-maintained schools in England, Scotland and Wales providing education to about 7.4 per cent of the total school population. They follow the norms laid for state run schools. The better known of the private schools are also called 'public schools'. Most private schools have a selective entry based on academic ability and they conduct classes which are more traditionally organized than those in the maintained sector. The proportion of boarding schools in the private sector (40 per cent of the total) is very much higher than in the maintained sector.

Pre-School Education - Preschool education is available in both private (independent) and the state run schools. Children can enter at age 3-4.

Primary School - Most children enter the state run schools at the age of 5 years and go to secondary schools at age eleven. Independent schools admit students at age five and children stay on till age thirteen- Many international students enter at age seven and then transfer to secondary schools.

Secondary Education - All U.K. secondary schools, both state and independent, teach pupils up to age 16 years and prepare them for GCSE or equivalent qualification.

School qualifying exams

GCE O level - In 1988 a major change took place in the British school education system. GCE O-level was replaced by a new examination - the General Certificate of Secondary Education (GCSE). GCSE is taken by students from a broader ability range than the GCE-O level and the examination places more emphasis on practical and oral work. Students are judged on the work they have done during the course, as well as the final examination. Although GCSE replaces O-Level in Britain, the A-level structure in British schools remains unchanged.

2. Post sixteen and eighteen education

GCE examinations A and AS levels - Student complete compulsory education generally at 16 years and prepare for A levels or equivalent qualification in schools, sixth form colleges or colleges of further education. 'A' levels prepares students for higher education.

Students can opt for Advanced Supplementary (AS) levels for higher proficiency levels. They take one or more 'AS' levels subject to supplement or substitute an 'A' level subject. Vocational courses are also offered at the secondary school stage.

National curriculum - The national curriculum is comprised of core subjects - English, Mathematics and Science and foundation subjects - History, Geography, Technology, Foreign language, Art, Physical Education and Music. Students have to study all these 7 foundation subjects. In Wales students also study Welsh.

In Scotland students study English, Maths, Science, a Modern European Language, Social Studies, Technological Activities, Art, Music or Drama, Religious Education, Physical Education.

In Northern Ireland, students study English, Science and Technology, Mathematics, Society and Environment, Foreign Languages and Creative Studies. The evaluation is at the age of 8, 11, 14 and 16.

Post eighteen education.

Secondary education (A levels) usually gets completed by age 18. Students then go for Higher education/further education colleges (for career based courses & some degrees) or in higher education colleges for degree program.

3. Higher education

Britain has almost 100,000 international students entering schools and higher education institutions every year and is one of the most popular destinations for Indian students. Britain certainly has something glorious and rich about its higher education institutions which attract International students. This tradition, so to say, was set during the 13th and 15th centuries by renowned universities at Oxford, Cambridge, Glasgow and Aberdeen. It was in 1960 that a very large number of universities were added to the already existing ones mainly in large cities, e.g., at London, Manchester, Leeds etc. The period between 1960 and 1993 saw no further expansion and what became popular during that time is what could be termed as a 'binary' system of education. Polytechnics and universities existed side by side and degrees were granted by polytechnics as well as by universities. This seemed to be an inappropriate structure for higher education and called for reform. British higher education system has hence undergone many changes. The merger of the old universities admission system with that of the old polytechnics has created the new Universities and College Admission Systems (UCAS).

Since 1992 the Higher and Further Education Act has given the right to polytechnics to call themselves universities. In 1993 thirty universities were established. Some of these were polytechnics conducting technical and vocational courses and some non-technical courses. University status was expected to give all courses more value.

4. Educational structure in Scotland

Scotland has 2,293 publicly funded primary schools, 389 publicly funded secondary schools in membership of the Scottish Independent Schools Council, 47 further education colleges, 21 institutes of higher education in membership of Universities Scotland and 80 independent schools, numerous training providers and private language schools. Scottish education offers flexibility and breadth of study, and there is a wide range of qualifications at different levels and many different subject from which to choose.

The main organizations involved in Scottish education and training are: the Scottish Parliament and the Scottish Executive which has advisory responsibilities.

After seven years of primary education and four years of compulsory secondary education, students aged 15 to 16 may take the Scottish Certificate of Education (SCE). The Scottish Certificate of Education is recognized throughout Britain as the equivalent to GCE A-levels and is usually the entry qualification for university

There are thirty-two local authorities in Scotland and they are responsible for funding and implementing nursery, primary and secondary schooling within their areas. In Scotland, all schools are subject to regular inspection.

The Scottish qualifications authority (SQA).

The SQA is the single national body in Scotland responsible for development, accreditation, assessment, and certification of qualifications other than degrees and professional qualifications. It is also responsible for providing advice as required to the Scottish Executive on Scottish qualifications, and the education, training and assessment which contributes to the achievement of qualifications.

The Scottish council of independent schools (SCIS)

The SCIS represents over ninety-six percent of independent schools in Scotland. Among its key functions are negotiations with the Scottish Parliament, the Scottish Executive and Members of the Scottish Parliament on behalf of the independent sector.

The SCIS represents around eighty member schools all of which are registered with the Scottish Executive Education Department and are subject to inspection by HM Inspectorate of Education and by the Scottish Commission for the Regulation of Care. Most SCIS schools follow the Scottish examination system, and some also present pupils for GCSE, AS - and A-level examinations.

Questions

1. At what age does primary education begin in the UK?
2. What is GCSE?
3. How many parts are there in the education system of the UK?

LECTURE № 4

The UK

1. Architecture
2. Arts
3. Literature
4. Films
5. Music
6. Museums and galleries

1. Architecture

The main styles in English architecture are Anglo-Saxon, Norman, Early English (of which Westminster Abbey is an example), Decorated, Perpendicular (15th century), Tudor (a name chiefly applied to domestic buildings of about 1485–1558), Jacobean, Stuart (including the Renaissance and Queen Anne styles), Georgian, the Gothic revival of the 19th century, Modern, and postmodern.

Anglo-Saxon (5th–11th century). Much of the architecture of this period, being of timber, has disappeared. The stone church towers that remain, such as at Earls Barton, appear to imitate timber techniques with their ‘long and short work’ and triangular arches. Brixworth Church, Northamptonshire, is another example of Anglo-Saxon architecture, dating from about 670. See also Anglo-Saxon architecture.

Norman (11th–12th century). William the Conqueror inaugurated an enormous building programme. He introduced the Romanesque style of round arches, massive cylindrical columns, and thick walls. At Durham Cathedral (1093–about 1130), the rib vaults were an invention of European importance in the development of the Gothic style.

Gothic. The three main styles, Early English, Decorated, and Perpendicular, are distinguishable by the design of their windows, and in particular by the development of vaulting and buttressing, whereby the thick walls and heavy barrel-vaults, the flat buttresses and the narrow windows of the 12th century came to be replaced by bolder buttresses with thinner walls between them, thinner vaults supported on stone ribs, and much larger windows filled with tracery.

Early English style (late 12th–late 13th century) began with the French east end of Canterbury Cathedral, designed in 1175 by William of Sens (died about 1180), and attained its English flowering in the cathedrals of Wells, Lincoln, and Salisbury. A simple elegant style of lancet windows, deeply carved mouldings, and slender, contrasting shafts of Purbeck marble. Decorated (late 13th–14th century) is characterized by a growing richness in carving and a

fascination with line. The double curves of the ogee arch, elaborate window tracery, and vault ribs woven into star patterns may be seen in such buildings as the Lady Chapel at Ely and the Angel Choir at Lincoln. Exeter Cathedral is another example of the Decorated style. The gridded and panelled cages of light of the Perpendicular (late 14th–mid-16th century) style are a dramatic contrast to the Decorated period. Although they lack the richness and invention of the 14th century, they often convey an impressive sense of unity, space, and power. The chancel of Gloucester Cathedral is early Perpendicular; Kings College Chapel, Cambridge, is late Perpendicular.

Tudor and Elizabethan (1485–1603) This period saw the Perpendicular style interwoven with growing Renaissance influence. Buildings develop a conscious symmetry elaborated with continental Patternbook details. Hybrid and exotic works result such as Burghley House, Cambridgeshire (1552–87), and Hardwick Hall, Derbyshire (1590–97). Longleat House, Wiltshire (1568–75) is another building of the period. See also Tudor, Elizabethan, and Jacobean architecture.

Jacobean (1603–25) A transition period, with the Renaissance influence becoming more pronounced. Hatfield House (1607–12) in Hertfordshire is Jacobean, as is Blicking Hall in Norfolk, redesigned around a medieval moated house and completed in 1628. Both were designed by the architect Robert Lyminge.

English Renaissance (17th–early 18th century) The provincial scene was revolutionized by Inigo Jones with the Queen's House, Greenwich (1616–35) and the Banqueting House, Whitehall (1619–22). Strict Palladianism appeared among the half-timber and turrets of Jacobean London. With Christopher Wren a restrained baroque evolved showing French Renaissance influence, for example St Paul's Cathedral (1675–1710), London. Nicholas Hawksmoor and John Vanbrugh developed a theatrical baroque style, exemplified in their design for Blenheim Palace, Oxfordshire (1705–20).

Georgian (18th–early 19th century) Lord Burlington, reacting against the baroque, inspired a revival of the pure Palladian style of Inigo Jones, as in Chiswick House, London (1725–29). William Kent, also a Palladian, invented the picturesque garden, as at Rousham, Oxfordshire. Alongside the great country houses, an urban architecture evolved of plain, well-proportioned houses, defining elegant streets and squares; John Wood the Younger's Royal Crescent, Bath, was built from 1767 to 1775. The second half of the century mingled Antiquarian and neoclassical influences, exquisitely balanced in the work of Robert Adam at Kedleston Hall (1759–70). John Nash carried neoclassicism into the new century; his designs include Regent Street, London (begun 1811) and the Royal Pavilion, Brighton (1815–21). By the dawn of the

Victorian era neoclassicism had become a rather bookish Greek Revival, for example the British Museum (1823–47).

19th century

Throughout the century Classic and Gothic engaged with Victorian earnestness in the ‘Battle of the Styles’: Gothic for the Houses of Parliament (1840–60) (designed by Barra and Pugin), Renaissance for the Foreign Office (1860–75). Meanwhile, the great developments in engineering and the needs of new types of buildings, such as railway stations, transformed the debate. Joseph Paxton's prefabricated Crystal Palace (1850–51) was the most remarkable building of the era. The Arts and Crafts architects Philip Webb and Norman Shaw brought renewal and simplicity inspired by William Morris. See also English architecture: 19th century.

20th century

The early work of Edwin Landseer Lutyens and the white rendered houses of Charles Voysey, such as Broadleys, Windermere (1898–99), maintained the Arts and Crafts spirit of natural materials and simplicity. Norman Shaw, however, developed an imperial baroque style. After World War I classicism again dominated, grandly in Lutyens' New Delhi government buildings (1912–31). There was often a clean Scandinavian influence, as in the RIBA building, London (1932–34), which shows growing modernist tendencies. The Modern Movement arrived fully with continental refugees such as Bertholdt Lubetkin, the founder of the Tecton architectural team that designed London Zoo (1934–38).

The strong social dimension of English 20th-century architecture is best seen in the new town movement. Welwyn Garden City was begun 1919 and developed after World War II. The latest of the new towns, Milton Keynes, was designated in 1967. Recently English architects have again achieved international recognition, for example, Norman Foster and Richard Rogers for their high-tech innovative Lloyds Building (1979–84), London. James Stirling's work maintained a modernist technique and planning while absorbing historical and contextual concerns. Recent postmodernist architecture includes the Sainsbury Wing of the National Gallery, London, designed by Robert Venturi in 1991.

2. Arts

The United Kingdom has a long history of excellence in the arts. British contributions to literature are remarkable in their richness, variety, and consistency. For many centuries in Britain and elsewhere, art and music were the domain of the nobility, who patronized the arts and set the tone and style into the Victorian era. Britain's artistic output was focused on literature in the 16th and 17th centuries, and the country came late to Renaissance influences in art and architecture that had been prevalent on the Continent since the 15th century. As a Protestant nation, Britain did not experience the full flowering of the baroque era that followed the Renaissance in Roman

Catholic countries, such as Italy and Spain, during the 17th and 18th centuries. English style during the late 18th century was more reminiscent of the classical world of the Greeks and Romans. In the 19th century, a movement called romanticism sought to make art more emotional. Exotic places, the beauty of nature, and fascination with the Middle Ages were themes that became the hallmarks of romantic artists and writers.

During the Victorian era Britain became the world's first urban, industrialized society, and a vast middle class developed. More people had the time, education, and inclination to appreciate the arts, and the middle class developed an interest in literature, art, and music. A close relationship evolved between this large audience and the creators of art and literature because authors wrote about and painters depicted characters, situations, and scenes either familiar or interesting to large numbers of middle-class people. Although some of the works created were trite and ordinary, such as sweet paintings of dogs and children, many others were not.

The time and money spent on the arts continued to increase during the 20th century, particularly after World War II ended in 1945. Popular music and film have had the widest audiences, although classical music and ballet still attract significant numbers of people. In the postwar era, serious musical compositions came from modern composers such as Peter Maxwell Davies and Harrison Birtwistle. Britain attained prominence in modern sculpture through the work of Sir Jacob Epstein, Henry Moore, Barbara Hepworth, and others.

3. Literature

The earliest celebrated example of English literature is the bloody Anglo-Saxon epic *Beowulf*, written sometime between the 8th century and the late 10th century. After the Norman conquest in 1066, French was the language of the ruling elite, but native Britons still spoke English. The greatest English writer of the Middle Ages was Geoffrey Chaucer, who wrote *The Canterbury Tales* in the late 14th century. This work displayed not only the vigor and vitality of the English language, but also shaped the future of the language for centuries to come.

A great flowering of English writing took place in the late 16th century, during the reign of Queen Elizabeth I. The themes of Englishness, love, violence, and the turmoil of human emotions were explored from a nonreligious standpoint. Poetry was considered the most polished form of literary expression. *The Faerie Queene* (Books I-III, 1590; Books IV-VI, 1596), an epic poem in six books by Edmund Spenser, is one of the masterpieces of the century. The sonnet, a poetry style that uses a formal rhyme scheme, was used by Sir Philip Sidney and William Shakespeare, who excelled at this form.

A shift to spiritual themes began in the early 17th century, as seen in the writings of John Donne, who is famous not only for his religious sermons but also for his love poetry. Donne's complex and dramatic style made him one of the founders of metaphysical poetry. Amid the

religious and civil turmoil of the English Revolution in the mid-17th century, Ben Jonson, a contemporary of Donne, wrote plays and poetry in a formal style that rejected the floweriness of 16th-century writing. This more classical style inspired a group of writers who became known as Cavalier Poets. The prose of John Milton also shared this classical style. His works, mostly pamphlets, supported the Puritan side of the revolution by stressing civil and religious liberty. Milton's later works, the poems *Paradise Lost* (1667) and *Paradise Regained* (1671), were written in blank verse. This unrhymed poetry focused on such religious themes as the fall of Adam and human redemption. John Bunyan wrote the popular work *The Pilgrim's Progress* (published in two parts, 1678 and 1684), which depicts Christian salvation as a journey.

This classical writing style continued from the restoration of the monarchy in 1660 to the middle of the 18th century, a century often called the Age of Enlightenment. It was during this time that the modern novel emerged as a popular form of expression. The modern novel encompassed stories about people and their relation to society, whether they lived within society's confines or not. Journalist Daniel Defoe wrote *Robinson Crusoe* (1719) and a number of other popular adventure novels. Anglo-Irish satirist Jonathan Swift authored *Gulliver's Travels* (1726), a charming and biting social commentary. Bawdy and wild aspects of 18th-century life are reflected in the novel *Tom Jones* (1749), by writer and lawyer Henry Fielding. It was also during the 18th century that writer and literary critic Samuel Johnson compiled his *Dictionary of the English Language* (1755).

Toward the end of the 18th century, a reaction against reason, rationalism, and the physical world developed. This movement (romanticism) pervaded many aspects of society. The romantic movement in literature idealized nature and was characterized by a highly imaginative and subjective approach. Emotions and exotic places, both present and past, became central to countless lengthy novels and torrents of poetry. Poet William Wordsworth found his inspiration in nature, while Samuel Taylor Coleridge and William Blake were inspired by mysticism. Lord Byron, Percy Bysshe Shelley, and John Keats wrote romantic poetry. Scottish author Sir Walter Scott, whose most famous work is *Ivanhoe* (1819), wrote more than 20 historical novels, many of them set in the Middle Ages.

Women also made their mark as writers during the romantic period. Mary Wollstonecraft Shelley is noted for the Gothic novel *Frankenstein* (1818), which took the romantic interest in emotions to the point of terror. Jane Austen wrote clever, elegant novels such as *Sense and Sensibility* (1811) and *Pride and Prejudice* (1813). Her down-to-earth main characters were reactions against the emotionalism of romantic writers.

During the last two-thirds of the 19th century, the Victorian era produced an amazing number of popular novelists and poets. This time period saw the rise of an increasingly

urbanized, middle-class, and educated society that included a much larger reading audience. Many authors wrote about characters and situations well-known or easily comprehensible to their audience and became universally popular and in touch with their vast readership to a degree not matched in the 20th century. Perhaps the most famous author of this time was Charles Dickens, who portrayed the hardships of the working class while criticizing middle-class life. Writers prominent during the heart of the Victorian period include George Eliot, who, despite being a critic of Christianity, was known for her intense, moral novels; William Makepeace Thackeray, who wrote humorous portrayals of middle- and upper-class life; the Brontë sisters—Charlotte, Emily, and Anne—whose novels tended to be autobiographical; Anthony Trollope, a keen observer of politics and upper Victorian society; and Robert Louis Stevenson, who wrote children's books, adventure stories, and poetry. The most popular of the many Victorian poets was Alfred, Lord Tennyson. Other famous poets include Matthew Arnold, Christina Rossetti, and Robert Browning and his wife, Elizabeth Barrett Browning.

As the late Victorian era gave way to early modern times at the turn of the 20th century, the focus shifted away from stories of everyday Victorian life. The novels of Thomas Hardy, H. G. Wells, and Joseph Conrad possess a certain pessimism and uncertainty about life. In the early 20th century the dark, psychological novels of D. H. Lawrence were censored for their explicit language. The poetry of T. S. Eliot expresses disillusionment with modern civilization, as do the popular novels of Aldous Huxley, who wrote *Brave New World* (1932). Exotic and foreign places are the settings of works by Rudyard Kipling and E. M. Forster. Forster's novels became popular in the 1980s and 1990s as films, including *A Room with a View* (1908) and *A Passage to India* (1924). Irish writer James Joyce and English novelist Virginia Woolf were instrumental in forging the new stream-of-consciousness writing style. The rich and memorable poetry of Dylan Thomas made him the greatest Welsh poet of the 20th century.

During the 1920s and 1930s, Evelyn Waugh and P. G. Wodehouse wrote novels satirizing British upper-class life. In the mid-20th century the works of George Orwell, such as *Animal Farm* (1945) and *Nineteen Eighty-four* (1949), focused on his fears about society. William Golding also expressed fears about the breakdown of society in his novel *Lord of the Flies* (1954). Works of fantasy were written during this period in response to the horrors of World War II. J. R. R. Tolkien is famous for his fantasy novels, particularly *The Hobbit* (1937) and its sequel, the trilogy *Lord of the Rings* (1954-1955). British writers whose work won attention in the late 20th century included novelists Iris Murdoch, Muriel Spark, and Ian McEwan; poets Ted Hughes and Seamus Heaney; and dramatists Harold Pinter, Tom Stoppard, and Michael Frayn.

4. Film

The British film industry has a long history and is noted for many critically acclaimed productions and actors. In recent decades it has become largely international. The great pull of the American box office has always lured British actors, directors, and producers to Hollywood, and conversely, British studios and locations have been used in international productions.

The film industry in Britain developed during the 1930s after the government established a quota requiring that a certain percentage of films shown in British cinemas be made in Britain. Hungarian-born director and producer Alexander Korda came to Britain during this time and was instrumental in the production and international distribution of many British films. The industry received another boost from the influx of German writers, producers, and directors escaping the Nazi government in the 1930s. During World War II, many people working in the British film industry immigrated to the United States. One of these was London-born director Alfred Hitchcock, who moved to the United States in 1939 and continued to produce popular films.

British film output after World War II tended to be literary, drawing upon classics from Charles Dickens and William Shakespeare. A number of witty comedies that appealed to the more educated and culturally conservative segment of society appeared in the late 1940s and early 1950s. These included such films as *Genevieve* (1953) and *The Belles of St. Trinian's* (1954). By the mid-1950s the Free Cinema Movement had begun, shooting low-budget films that illuminated the problems of contemporary life. Simultaneously, so-called new cinema films began to present antiestablishment and anti-middle class views with social realism using working-class themes and characters. Notable examples of new cinema films include *Look Back in Anger* (1959), based on the John Osborne play; Karel Reisz's *Saturday Night and Sunday Morning* (1960); and *The Loneliness of the Long Distance Runner* (1962). Director David Lean, who had produced many popular films in the 1940s, became noted for big, lavish epics during the 1950s, particularly *The Bridge on the River Kwai* (1957) and *Lawrence of Arabia* (1959), both of which won Academy Awards.

For a brief time London became the film production capital of the world when a number of important films were made there. These included *Tom Jones* (1963), with an award-winning screenplay by John Osborne, and *2001: A Space Odyssey* (1968) and *A Clockwork Orange* (1971), directed by Stanley Kubrick. Richard Attenborough gained fame not only for his acting but also for directing such biographical films as *Gandhi* (1982), which won multiple Academy Awards; *Chaplin* (1992), about English actor and director Charlie Chaplin; and *Shadowlands* (1993), about British author C. S. Lewis. Anthony Minghella adapted and directed the 1996 film version of Michael Ondaatje's novel *The English Patient* and the 2003 film of Charles Frazer's

novel *Cold Mountain*. Mike Leigh became known for his collaborations with actors on films such as *High Hopes* (1988) and *Vera Drake* (2004).

5. Music

London is regarded as one of the great music capitals of the world. Appreciation of music is extremely widespread, and the kinds of music regularly performed are diverse, ranging from early music to modern. Britain boasts thousands of amateur opera societies, choirs, and musical groups, including orchestras; dance, brass, and steel bands; and rock and jazz groups.

Important composers in the early 20th century included Sir Edward Elgar, who wrote choral and orchestral music, and Frederick Delius, who composed the opera *A Village Romeo and Juliet* (1900-1901). Later in the century, Ralph Vaughan Williams established himself as Britain's foremost composer, and Sir William Walton composed many important classical works, including the opera *Troilus and Cressida* (1954). In opera, Benjamin Britten and Sir Michael Tippett created several important works. Britten adapted Henry James's story "The Turn of the Screw" and Shakespeare's play *A Midsummer Night's Dream* into operas in 1954 and 1960, respectively. Tippett combined classical music with popular music—his Fourth Symphony (1977) contained elements of jazz. Thomas Adès was a rising star in the early 2000s, with operas such as *The Tempest* (2004), commissioned by the Royal Opera House. Andrew Lloyd Webber has composed musicals for the theater since the 1970s, producing such smash hits as *Jesus Christ Superstar* (1971), *Phantom of the Opera* (1986), and *Bombay Dreams* (2002).

Britain has many professional orchestras, the most famous of which are the London Philharmonic and the London Symphony. The BBC maintains six orchestras and since 1927 has sponsored the popular annual Promenade Concerts at the Royal Albert Hall. Britain has several major opera companies, the best known of which are the Royal Opera at Covent Garden and the English National Opera in London, and the Glyndebourne Opera in southeastern England. Glyndebourne presents an annual summer opera season that later tours the country.

Britain's worldwide impact in music in the second half of the 20th century, especially in the realm of popular music, was enormous. The Beatles appeared in the 1960s and were followed by other successful rock groups and singers, including names such as The Rolling Stones, The Who, Elton John, Sting, and the Spice Girls. A high-spirited kind of rock music known as Britpop became popular in the 1990s. Pop and rock music remain the most popular kinds of music in Britain, although jazz also has a large following.

Britain also has famous dance companies that rank among the world's leading troupes. These include the Royal Ballet and the English National Ballet, located in London; the Birmingham Royal Ballet, a division of the Royal Ballet; and the Northern Ballet Theatre, a touring company based in Leeds. The leading contemporary groups are the Rambert Dance

Company and the Siobhan Davies Dance Company. London hosts two contemporary dance festivals every year.

Britain hosts more than 600 professional arts festivals each year, attracting more than 4 million visitors. The two largest arts festivals in Britain are held in Scotland: The Edinburgh International Festival is a mixture of six arts festivals that takes place every August and September, and the Mayfest is held every May in Glasgow. Festivals focusing on music include the Three Choirs Festival, so-called because it takes place in three separate English cities; the Cheltenham Festival; and the Aldeburgh Festival, founded in the 1940s by composer Benjamin Britten and English tenor Sir Peter Pears.

6. Museums and galleries

Britain is world famous for its outstanding libraries and museums, most of which are located in London. The British Museum, one of the most spectacular museums in the world, is renowned for its extensive and diverse collections, from Egyptian mummies to important historical documents. The National Gallery houses a vast collection of British and European paintings dating from the 13th century to modern times. Next door to the National Gallery is the National Portrait Gallery with about 10,000 portraits of famous figures from British history, some dating from the 14th century. The Tate Gallery houses a vast collection of British art, as well as European works from the past two centuries. The Victoria and Albert Museum features one of the world's largest collections of fine and applied arts, from jewelry, clocks, and pottery to fabrics, furniture, and musical instruments. The National Museum of Science and Industry contains five floors of exhibits on medicine, photography, engineering, transportation, and communications. Plant, animal, and mineral specimens from all over the world are part of the collection at the Natural History Museum, London. The Imperial War Museum features exhibits on the wars of the 20th century, and the modern Museum of London illustrates the history of the capital from its earliest times. Particularly popular is Madame Tussaud's Waxworks – a unique collection of lifelike wax figures of famous people, both living and dead.

Several museums and galleries of note are located outside London. The Ashmolean Museum of Art and Archaeology at Oxford University contains a diverse collection of rare art and relics, as does the Fitzwilliam Museum at Cambridge University. One of the world's finest collections of Pre-Raphaelite art is at the Birmingham Museum and Art Gallery. The National Gallery of Scotland in Edinburgh houses a collection of fine European paintings dating from the Renaissance, including many Scottish paintings. The Glasgow Art Gallery and Museum has an excellent collection that ranges from ancient weapons and objects to 17th-century Dutch paintings and works by French masters. The National Museum of Wales in Cardiff focuses on Welsh life, history, and culture. In Belfast, Northern Ireland, the Ulster Museum has a diverse

collection that mixes the arts, history, and sciences. The Ulster Folk and Transport Museum in Holywood concentrates on the traditional life of Northern Ireland's people.

Britain has several specialized museums, including the National Railway Museum in York, with its large collection of locomotives, many from the 19th century. In recent years some museums have taken on the lively aspects of theme parks. Examples are the Jorvik Viking Centre in York, which recreates a Viking village, and the exhibits at Warwick Castle, which include wax figures, collections of weapons and torture devices, and jousting reenactments.

Britain's premier library, the British Library in London, contains a copy of nearly all significant works published in English. It was housed in the British Museum until 1997, when it moved to a new building. The famous Bodleian Library at Oxford University also contains one of the most extensive collections of English publications in the country

Questions

1. What are the main styles of British architecture?
2. In what centuries did flowering of English literature take place?
3. What are the most popular museums and galleries of Great Britain?

LECTURE № 5

The UK

1. Cuisine
2. Sport
3. Festivals (1st part of the year)
4. Festivals (2nd part of the year)
5. British etiquette

1. Cuisine

Britain is a tea-drinking nation. Every day we drink 165 million cups of the stuff and each year around 144 thousand tons of tea are imported. Tea in Britain is traditionally brewed in a warmed china teapot, adding one spoonful of tea per person and one for the pot. Most Britons like their tea strong and dark, but with a lot of milk. **Tea breaks** are when tea and biscuits are served. The traditional time for tea breaks are at 11:00 am (Eleven o'clock) and 4 pm in the afternoon.

Coffee is now as popular in Britain as tea is. People either drink it with milk or have it black and either have freshly- made coffee or instant coffee. Britain is also well known for its ale which tends to be dark in appearance and heavier than lager. It is known as "bitter" Britain's wine industry is growing from strength to strength and we now have over 300 wine producers. A growing number of British vineyards are now producing sparkling white wine as well as full bodied red wine. There are over 100 vineyard in Kent.

Fish (cod, haddock, huss, plaice) deep fried in flour batter with chips (fried potatoes) dressed in malt vinegar. This is England's traditional take-away food or as US would say "to go". Fish and chips are not normally home cooked but bought at a fish and chip shop ("chippie") to eat on premises or as a "take away".

The original pies were made with eels because at the time eels were a cheaper product than beef. About fifty years ago, mince beef pies replaced the eels and have now become the traditional pie and mash that people know. The traditional pie and mash doesn't come without its famous sauce known as liquor which is a curious shade of green and definitely non-alcoholic. The liquor tastes much nicer than it looks (it's bright green!). Bangers and Mash (mashed potatoes and sausages). Bangers are sausages in England. (The reason sausages were nicknamed bangers is that during wartime rationing they were so filled with water they often exploded when they were fried.)

2. Sport

Sports play an important part in the life in Britain and is a popular leisure activity. Many of the world's famous sports began in Britain, including cricket, football, lawn tennis, golf and rugby.

England's national sport is cricket although to many people football (soccer) is seen as UK national sport. Football is our most popular sport. Some of England's football teams are world famous, the most famous being Manchester United, Arsenal and Liverpool.

Cricket is played on village greens and in towns/cities on Sundays from April to August. The rules of cricket became the responsibility, in the 18th century, of the Marylebone Cricket Club(MCC), based at Lord's cricket ground in north London. Teams are made up of 11 players each. They play with a ball slightly smaller than a baseball and a bat shaped like a paddle. Two batters stand in front of wickets, set about 20 metres apart. Each wicket consists of three wooden rods (stumps) pushed into the ground, with two small pieces of wood (bails) balanced on top. A member of the opposing team (the bowler) throws the ball towards one of the batters, who must hit the ball so that it does not knock a bail off the wicket. If the ball travels far enough, the two batters run back and forth between the wickets while the fielders on the opposing team try to catch the ball. The game is scored according to the number of runs, which is the number of times the batters exchange places.

Football is undoubtedly the most popular sport in England, and has been played for hundreds of years. In the English Football League there are 92 professional clubs. These are semi-professional, so most players have other full-time jobs. Hundreds of thousands of people also play football in parks and playgrounds just for fun. The highlight of the English football year is the FA (Football Association) Cup Final each May.

Rugby originated from Rugby school in Warwickshire. It is similar to football, but played with an oval ball. Players can carry the ball and tackle each other. The best rugby teams compete in the Super League final each September. For many years Rugby was only played by the rich upper classes, but now it is popular all over the country. There are two different types of rugby - Rugby League, played mainly in the north of England, and Rugby Union, played in the rest of England, Scotland, Wales and Ireland. England, Scotland, Wales and Ireland, together with France and Italy, play in an annual tournament called the Six Nations. American Football derived from our game of Rugby also Baseball derived from the old English game of Rounders.

The world's most famous tennis tournament is Wimbledon. It started at a small club in south London in the nineteenth century. It begins on the nearest Monday to June 22, at a time when English often have the finest weather. Millions of people watch the Championships on TV live. It is traditional for visitors to eat strawberries and cream whilst they watch the tennis.

Horseracing, the sport of Kings is a very popular sport with meetings being held every day throughout the year. The Derby originated here, as did The Grand National which is the hardest horse race in the world. Horse racing and greyhound racing are popular spectator sports. People can place bets on the races at legal off-track betting shops. Some of the best-known horse races are held at Ascot, Newmarket, Goodwood and Epsom. Ascot, a small town in the south of England, becomes the centre of horse-racing world for one week in June. It's called Royal Ascot because the Queen always goes to Ascot. She has a lot of racehorses and likes to watch racing.

3. Festivals in UK (the first half of the year)

Many festivals and holidays in Britain are centuries old. Every town, village and hamlet in Britain has its own traditions, some involving months of careful planning and preparations of costumes and choreography, others requiring simply a worrying desire to make a complete and utter fool of oneself.

New Year

New Year's Day is the first day of the year, in the Gregorian calendar. In modern times, it is the 1st January. It is a time for looking forward and wishing for a good year ahead.

People welcome in the New Year on the night before. This is called New Year's Eve. In Scotland, people celebrate with a lively festival called Hogmanay. All over Britain there are parties, fireworks, singing and dancing, to ring out the old year and ring in the new. As the clock - Big Ben - strikes midnight, people link arms and sing a song called Auld Lang Syne. It reminds them of old and new friends.

The Door Custom.

In the old days, the New Year started with a custom called 'first footing', which was suppose to bring good luck to people for the coming year. As soon as midnight had passed and January 1st had started, people used to wait behind their doors for a dark haired person to arrive. The visitor carried a piece of coal, some bread, some money and some greenery. These were all for good luck - the coal to make sure that the house would always be warm, the bread to make sure everyone in the house would have enough food to eat, money so that they would have enough money, and the greenery to make sure that they had a long life. The visitor would then take a pan of dust or ashes out of the house with him, thus signifying the departure of the old year.

Valentine's Day

Valentine's Day (Saint Valentine's Day) is an occasion celebrated on February 14. It is the traditional day on which people express their love for each other by sending Valentine's cards, presenting flowers, or offering confectionery.

Each year in Britain, people spend around £503m on cards, flowers, chocolates and other gifts for Valentine's Day. Traditionally these were sent anonymously, but nowadays we often make it clear who is sending each 'Valentine'.

St David's Day (Wales National Day)

St David was a Celtic monk, abbot and bishop, who lived in the sixth century. He spread the word of Christianity across Wales.

The most famous story about Saint David tells how he was preaching to a huge crowd and the ground is said to have risen up, so that he was standing on a hill and everyone had a better chance of hearing him.

St David's Day is commemorated by the wearing of daffodils or leeks. Both plants are traditionally regarded as national emblems. There are many explanations of how the leek came to be adopted as the national emblem of Wales. One is that St David advised the Welsh, on the eve of battle with the Saxons, to wear leeks in their caps to distinguish friend from the enemy. Shakespeare mentions in Henry V, that the Welsh archers wore leeks at the battle of Agincourt in 1415.

St.Patrick'sDay (Ireland's Special Day)

St. Patrick's Day is celebrated in the whole of Ireland on 17 March, in honour of St Patrick, the patron saint of Ireland.

The most famous story about Saint Patrick is him driving the snakes from Ireland. He died on 17th March in AD 461 and this day has since been commemorated as St. Patrick's Day.

The national emblem of Ireland is the Shamrock. Patrick used the three-leaved shamrock to explain how the Trinity of the Father, Son and Holy Spirit could exist as separate parts of the same being. His followers took to wearing a shamrock in celebration. St Patrick's day is marked by the wearing of shamrocks (a clover-like plant), the national emblem of both Northern Ireland and the Republic of Ireland.

St.Patrick's Day is celebrated with parades in the large cities, the wearing of the green and drinking guinness (traditional drink of Ireland).

Mothering Sunday

The UK's version of Mother's Day - 14 March 2010

Mothering Sunday in the UK is the equivalent of Mothers' Day in other countries.

Mothering Sunday is a time when children pay respect to their Mothers. Children often give their Mothers a gift and a card. Many churches give the children in the congregation a little bunch of spring flowers to give to their Mothers as a thank you for all their care and love throughout the year.

Mothering Sunday is not a fixed day because it is always the middle Sunday in Lent (which lasts from Ash Wednesday to the day before Easter Sunday). This means that Mother's Day in the UK will fall on different dates each year and sometimes even fall in different months.

Easter

Easter will fall on 4 April in 2010

Easter is the time for holidays, festivals and a time for giving chocolate Easter eggs. But Easter means much more....

Easter is the oldest and the most important Christian Festival, the celebration of the death and coming to life again of Jesus Christ. For Christians, the dawn of Easter Sunday with its message of new life is the high point of the Christian year.

Easter is the story of Jesus' last days in Jerusalem before his death. The Easter story includes Maundy Thursday (the Last supper leading to the Eucharist), Good Friday (the day on which Jesus was crucified) and Easter Day (the day on which Jesus came back to life).

It is a sad story because Jesus was killed. But the story has a very happy ending, because Jesus came back to life and visited his friends and followers once more. He did not die at all, but went back up to Heaven to be with God, his father.

April Fools Day

April begins with a day of fun and jokes - April Fool's Day. No one really knows when this custom began but it has been kept for hundreds of years.

St George's Day

St George's Day is celebrated in England on 23 April, in honour of St George, the patron saint of England.

A story dating back to the 6th century tells that St George rescued a maiden by slaying a fearsome fire-breathing dragon. The Saint's name was shouted as a battle cry by English knights who fought beneath the red-cross banner of St George during the Hundred Years War (1338-1453). The national emblem and national flower of England is a red rose

The flower has been adopted as England's emblem since the time of the Wars of the Roses - civil wars (1455-1485) between the royal house of Lancaster (whose emblem was a red rose) and the royal house of York (whose emblem was a white rose).

May Day

The first day of the month of May is known as May Day. It is the time of year when warmer weather begins and flowers and trees start to blossom. It is said to be a time of love and romance. It is when people celebrate the coming of summer with lots of different customs that are expressions of joy and hope after a long winter. Traditional English May Day celebrations include Morris dancing, crowning a May Queen and dancing around a Maypole. Although

summer does not officially begin until June, May Day marks its beginning. May Day celebrations have their origins in the Roman festival of Flora, goddess of fruit and flowers, which marked the beginning of summer. It was held annually from April 28th to May 3rd.

4. Festivals (the second half of the year)

Harvest Festival

Harvest Festival is a celebration of the food grown on the land. Thanksgiving ceremonies and celebrations for a successful harvest are both worldwide and very ancient. In Britain, people have given thanks for successful harvests since pagan times. They celebrate this day by singing, praying and decorating our churches with baskets of fruit and food in a festival known as 'Harvest Festival', usually during the month of September. Harvest Festival reminds Christians of all the good things God gives them. This makes them want to share with others who are not so fortunate. In schools and in Churches, people bring food from home to a Harvest Festival Service. After the service, the food that has been put on display is usually made into parcels and given to people in need.

Harvest festivals are traditionally held on or near the Sunday of the Harvest Moon. This is the full Moon that occurs closest to the autumn equinox (about Sept. 23). In two years out of three, the Harvest Moon comes in September, but in some years it occurs in October.

Halloween

On October 31st, British people celebrate Halloween, thought to be the one night of the year when ghosts, witches, and fairies are especially active. The three days between 31st October and 2nd November see pagan and Christian celebrations intertwined in a fascinating way and is a perfect example of superstition struggling with religious belief.

Currently, it is widely thought that Halloween originated as a pagan Celtic festival of the dead related to the Irish and Scottish Samhain, but there is no evidence that it was connected with the dead in pre-Christian times. These are hollowed out pumpkins with a face cut into one side. People once carved out beets, potatoes and turnips to use as lanterns on Halloween.

According to an Irish legend, jack-o-lanterns were named for a man named Jack, who could not enter heaven because he was a miser. He could not enter hell either, because he had played jokes on the devil. So instead, he had to walk the earth with his lantern until Judgment Day.

Fire was very important to the Celts as it was to all early people. In the old days people lit bonfires, to scare away evil spirits. They believed that light had power over darkness. In some places they used to jump over the fire to bring good luck.

Today, British people light candles in pumpkin lanterns and then put them outside our homes to frighten away witches and ghosts.

They play the game bobbing for apples, in which apples are placed in a tub or a large basin of water. The contestants, sometimes blindfolded, must take one bite from one of the apples without using their hands. It is not permitted to edge the apple to the side of the bowl to get hold of it.

The tradition of dressing in costume for Halloween has both European and Celtic roots. On Halloween, when it was believed that ghosts came back to the earthly world, people thought that they would encounter ghosts if they left their homes. To avoid being recognized by these ghosts, people would wear masks when they left their homes after dark so that the ghosts would mistake them for fellow spirits.

Trick or Treat.

Halloween was a time for making mischief - many parts of England still recognise Halloween as Mischief Night - when children would knock on doors demanding a treat (Trick or Treat) and people would disguise themselves as witches, ghosts, kelpies and spunkies, in order to obtain food and money from nervous householders.

Bonfire Night

The Gunpowder Plot of 1605 - A secret plan to overthrow the king.

In November 1605, the infamous Gunpowder Plot took place in which some Catholics plotted to blow up the English Parliament and King James I, on the day set for the king to open Parliament. The men were angry because the king had treated them badly and they didn't like it.

The story is remembered each 5th November when 'Guys' are burned in a celebration known as "Bonfire Night".

The Guy (effigy) is made out of old clothes stuffed with paper or straw. The Guy is a reminder of Guy Fawkes. In main town and cities, torch-lit processions are also popular on this night too. The procession leads to where the bonfire and firework displays are.

Remembrance Day

Remembrance Day is on 11 November. It is a special day set aside to remember all those men and women who were killed during the two World Wars and other conflicts. At one time the day was known as Armistice Day and was renamed Remembrance Day after the Second World War.

Remembrance Sunday is held on the second Sunday in November, which is usually the Sunday nearest to 11 November. Special services are held at war memorials and churches all over Britain. A national ceremony takes place at the Cenotaph in Whitehall, London. The Queen lays the first wreath at the Cenotaph. Wreaths are laid beside war memorials by companies, clubs and societies. People also leave small wooden crosses by the memorials in remembrance of a family member who died in war.

St Andrew's Day

St Andrew's Day is celebrated in Scotland on 30 November, in honour of St Andrew, the patron saint of Scotland. St. Andrew was one of Christ's twelve apostles. Some of his bones are said to have been brought to what is now St. Andrews in Fife during the 4th century. Since medieval times the X-shaped saltire cross upon which St. Andrew was supposedly crucified has been the Scottish national symbol.

The national emblem and national flower of Scotland is the thistle, a prickly-leaved purple flower which was first used in the 15th century as a symbol of defence. The national dress of Scotland is a kilt with shirt, waistcoat and tweed jacket, stockings with garter flashes, brogue shoes and a sporran.

Christmas

Every year in December British people celebrate the birthday of Jesus Christ. That is why they call this time of year 'Christmas' - they celebrate the 'Mass', or church service, for Christ.

Christmas is a truly magical season, bringing families and friends together to share the much loved customs and traditions which have been around for centuries. Most people are on holiday in the UK and stay at home with their family on Christmas day, the main day for Christmas celebrations in Britain. Christmas is celebrated on the 25th December, with a Christmas dinner at midday for the whole family.

During the weeks before Christmas Day, people send cards, watch nativity plays and go to carol services. They put up Christmas decorations in our homes and churches.

Boxing Day

In Britain, Boxing Day is usually celebrated on the following day after Christmas Day, which is 26 December. However, strictly speaking, Boxing Day is the first weekday after Christmas. Like Christmas Day, Boxing Day is a public holiday. This means it is typically a non working day in the whole of Britain. When Boxing Day falls on a Saturday or Sunday the following Monday is the public holiday.

Traditionally, 26 December was the day to open the Christmas Box to share the contents with the poor.

The Christmas box was a wooden or clay container where people placed gifts.

Traditionally, Boxing Day is the day when families get together. It is a day of watching sports and playing board games with the family.

Many families will go on walks in the countryside together on Boxing Day.

5. British etiquette

British people place considerable value on punctuality. If you agree to meet friends at three o'clock, you can bet that they'll be there just after three. Since Britons are so time

conscious, the pace of life may seem very rushed. In Britain, people make great effort to arrive on time. It is often considered impolite to arrive even a few minutes late. If you are unable to keep an appointment, it is expected that you call the person you are meeting.

Invitations

“Drop in anytime” and “come see me soon” are idioms often used in social settings but seldom meant to be taken literally. It is wise to telephone before visiting someone at home. If you receive a written invitation to an event that says “RSVP”, you should respond to let the person who sent the invitation know whether or not you plan to attend.

Never accept an invitation unless you really plan to go. You may refuse by saying, “Thank you for inviting me, but I will not be able to come.” If, after accepting, you are unable to attend, be sure to tell those expecting you as far in advance as possible that you will not be there.

Although it is not necessarily expected that you give a gift to your host, it is considered polite to do so, especially if you have been invited for a meal. Flowers, chocolate, or a small gift are all appropriate. A thank-you note or telephone call after the visit is also considered polite and is an appropriate means to express your appreciation for the invitation.

Introduction and Greeting

It is proper to shake hands with everyone to whom you are introduced, both men and women. An appropriate response to an introduction is "Pleased to meet you". If you want to introduce yourself to someone, extend your hand for a handshake and say "Hello, I am...." Hugging is only for friends.

Dining

When you accept a dinner invitation, tell your host if you have any dietary restrictions. He or she will want to plan a meal that you can enjoy. The evening meal is the main meal of the day in most parts of Britain.

Food may be served in one of several ways: "family style," by passing the serving plates from one to another around the dining table; "buffet style," with guests serving themselves at the buffet; and "serving style," with the host filling each plate and passing it to each person. Guests usually wait until everyone at their table has been served before they begin to eat. Food is eaten with a knife and fork and dessert with a

Questions

1. What is the national sport of the UK?
2. What national festivals do you know?
3. What forms of invitation are accepted in Britain?

LECTURE № 6

The USA

- 1. Geographical position**
- 2. Regions**
- 3. Climate**
- 4. Economy**
- 5. Population**

1. Geographical position

The United States of America is a federal republic on the continent of North America. It has an area of 9,826,630 sq km (3,794,083 sq mi) and is the third largest country in the world after Russia and Canada.

The United States consists of 48 contiguous states and the noncontiguous states of Alaska and Hawaii. In addition, the United States includes a number of outlying areas, such as the Commonwealth of Puerto Rico and the Virgin Islands of the United States, which are located on the Caribbean Sea, and the islands of American Samoa and Guam, located in the Pacific Ocean. The national capital is Washington, D.C., located along the banks of the Potomac River between the states of Maryland and Virginia.

Each state is subdivided into counties, with the exception of Louisiana, where comparable political units are called parishes. Within these counties and parishes, there are communities that range in size from small villages to towns to cities. Extensive areas of urban sprawl exist in larger metropolitan areas such as Los Angeles, California; Chicago, Illinois; and New York City.

The coastal plain of the Atlantic seaboard gives way further inland to deciduous forests and the rolling hills of the Piedmont. The Appalachian Mountains divide the eastern seaboard from the Great Lakes and the grasslands of the Midwest. The Mississippi–Missouri River, the world's fourth longest river system, runs mainly north–south through the heart of the country. The flat, fertile prairie of the Great Plains stretches to the west, interrupted by a highland region in the southeast. The Rocky Mountains, at the western edge of the Great Plains, extend north to south across the country, reaching altitudes higher than 14,000 feet (4,300 m) in Colorado. Farther west are the rocky Great Basin and deserts such as the Mojave. The Sierra Nevada and Cascade mountain ranges run close to the Pacific coast. At 20,320 feet (6,194 m), Alaska's Mount McKinley is the country's tallest peak. Active volcanoes are common throughout Alaska's Alexander and Aleutian Islands, and Hawaii consists of volcanic islands. The supervolcano underlying Yellowstone National Park in the Rockies is the continent's largest volcanic feature.

2. Regions

When examining a large geographic unit, such as the United States, geographers often divide the country into smaller regions. Dividing into parts allows us to better understand unique areas of the nation and how they combine into a whole. By analyzing regions, geographers can better understand how humans occupy and use the surface of the earth.

Regions can vary greatly in size. A region may be as small as a backyard or as large as a continent. For instance, a salesman making business calls in an unfamiliar town will need to learn about a relatively small geographic region. On the other hand, a traveler making a trip around the world or a geographer compiling statistics about a large nation will examine a region of considerably larger scope. What is important is understand how knowledge of these regions helps us more fully appreciate the world in which we live.

Regions are not as clearly defined in our real lives as they are on our maps. Sharp and distinct borders are rare. Most boundaries are transitional as regions merge comfortably into each other. The characteristics that distinguish one region gradually give way to the characteristics of its neighbor. Nonetheless, each geographic region has specific characteristics that can be experienced in the real world and that clearly differentiate it from neighboring regions. Geographers have defined two kinds of regions—uniform and functional.

A uniform region is distinguished by some characteristic—such as climate, soil, landforms, language, religion, and social customs—that is common throughout the region. Some uniform regions are natural regions—their common characteristic is a feature of the natural environment. Examples include the Rocky Mountains or the Appalachians, which both have the common characteristic of mountains. The Pacific Northwest shares a common climate: It has wet weather and mild temperatures.

Other uniform regions are classified on the basis of human or cultural characteristics. Areas that are not physically different from neighboring geographic locations might be classified as distinct regions because of factors such as the type of economy, political organization, or historical background, or because the population shares a similar ethnic or national background, language, religion, or racial origin. Examples of such uniform regions include the Midwest, which has a common agricultural economy emphasizing the production of corn, hogs, and soybeans; the Amish religious communities of eastern Pennsylvania; the Chinatowns of New York and San Francisco; the concentrations of African Americans in most major cities; or the Hispanic cultural areas in Florida, Texas, New Mexico, Arizona, and California.

The second type of region is the functional region. A functional region is defined by its internal organization, which usually centers on some focal point. This could be a city, a school in

an educational district, a shopping center in a large market area, or a large company that employs a sizeable number of workers.

The best example of a functional area is a Metropolitan Statistical Area (MSA). The United States Bureau of the Census identifies an MSA as a central city of 50,000 people or more, the surrounding county, and all adjacent counties in which jobs or commercial activity link a significant portion of the workforce to the central city or central county. There are presently almost 300 MSAs in the United States. They range from urban giants, such as the New York City MSA, which includes 18.3 million residents (1997 estimate) in the city and in the surrounding suburbs of New York, New Jersey, and Long Island, to smaller communities, such as Enid, Oklahoma, with a population of 57,000.

The concept of a functional region is important because the United States is an urban society, and people typically live or work in a central city. They shop in the city, read the urban newspaper, watch television programs that are broadcast from the central city, and generally identify themselves as residents of a particular metropolitan area.

Moreover, an area can be a cultural uniform region, a natural uniform region, and a functional region all at the same time. For example, the Heartland region of the United States, southeast of the Great Lakes, can be categorized as a uniform region due to common natural characteristics such as the prevalence of trees, the abundance of small bodies of water, and the presence of productive soils. It also shares common cultural factors such as a mixture of agricultural and manufacturing-based economies. The Heartland is a functional region as well, unified by a system of rails, roads, and inland waterways that serve the area's economy.

3. Climate

Many people confuse weather with climate. Although the two are closely related, they have distinctly different meanings. Weather changes from day to day and sometimes from one hour to the next. It involves the temperature, precipitation, humidity, and wind factors at a particular time. Short-term decisions about matters such as whether to play baseball during the afternoon or carry an umbrella to work are based on weather.

Climate, however, represents weather conditions over extended periods of time. Repeating cycles of precipitation and temperature, along with complex interactions of wind patterns and seasonal sun, give us our climates. Long-term decisions about storing heating fuels planning for irrigation, raising particular crops, or choosing particular features for housing designs all require a consideration of climate. The United States is a large country, and different types of climates are found in different parts of the country.

Because of its midlatitude location and vast size, the United States experiences a wide variety of climates. At one extreme are the tropical islands of Hawaii; at the other, the arctic

conditions of northern Alaska. The majority of Americans live between these two extremes in a group of climatic regions with unique moisture and temperature patterns.

Geographers have traditionally divided the 48 contiguous United States into two broad patterns of continental climate: the humid East and the arid West. The dividing line most often used is 100 degrees west longitude, an imaginary north-south line extending through the Great Plains from Texas to North Dakota.

The humid east receives abundant precipitation throughout the year. Winters in the northern part are very cold with much snowfall. In the southern part, rainfall is plentiful; summers are very hot but winters are mild. Because of its bountiful moisture, the humid east has also traditionally been a very important agricultural area. Once a land of vast forests, early settlers cleared the land as they moved westward. In some areas, cleared lands were cultivated, abused, exhausted, and eroded away. In other areas, vast forests have been replanted, as in the South, the Appalachians, and parts of the Midwest.

A climatic transition zone occurs on either side of the 100 degrees west longitude line. The eastern woodlands gradually give way to tall grass prairies, which in turn give way to steppes, where short grasses flourish. Few natural tall grass prairies exist today on the Plains. Over the past few centuries, farmers cultivated and planted most of the region with corn or wheat.

In the arid West, precipitation diminishes from east to west and eventually reaches the point where it becomes impossible to raise crops without irrigation. Some desert areas of Arizona, Nevada, and southern California receive less than 125 mm (5 in) of precipitation annually. The grazing of livestock is an important agricultural activity in these areas of mesquite bushes and cacti.

Not all of the West is dry. In fact, one of the wettest areas of the United States is located in the Pacific Northwest. On the west-facing slopes of the Cascades and the Coast Ranges, moisture-laden winds blow from the Pacific Ocean and drop their rain on the mountain slopes. This type of mountain-induced rainfall is known as orographic precipitation. It occurs when wet air rises along the slope of a mountain. As the air moves upward into cooler temperature zones, it expands and cools, releasing the moisture as precipitation. Because of this effect, the climate of the Northwest is cool and moist, and the land is covered with vast, coniferous forests.

4. Economy

The U.S. economy, the largest in the world, produces many different goods and services. This can be seen more easily by dividing economic activities into four sectors that produce different kinds of goods and services. The first sector provides goods that come directly from natural resources: agriculture, forestry, fishing, and mining. The second sector includes manufacturing and the generation of electricity. The third sector, made up of commerce and

services, is now the largest part of the U.S. economy. It encompasses financial services, retail and wholesale sales, government services, transportation, entertainment, tourism, and other businesses that provide a wide variety of services to individuals and businesses. The fourth major economic sector deals with the recording, processing, and transmission of information, and includes the communications industry.

United States Economy, all of the ways goods and services are produced, distributed, and consumed by individuals and businesses in the United States. The U.S. economy is immense. In 2005 it included more than 295 million consumers and more than 20 million businesses. U.S. consumers purchase more than \$6 trillion of goods and services annually, and businesses invest over a trillion dollars more for factories and equipment. In addition to spending by private households and businesses, government agencies at all levels (federal, state, and local) spend roughly an additional \$2 trillion a year. In total, the annual value of all goods and services produced in the United States, known as the Gross Domestic Product (GDP), was \$12.5 trillion in 2005.

Those levels of production, consumption, and spending make the U.S. economy by far the largest economy the world has ever known—despite the fact that some other nations have far more people, land, or other resources. Through most of the 20th century and continuing into the 21st century, U.S. citizens also enjoyed the highest material standards of living in the world. Some nations have higher per capita (per person) incomes than the United States. However, these comparisons are based on international exchange rates, which set the value of a country's currency based on a narrow range of goods and services traded between nations. Most economists agree that the United States has a higher per capita income based on the total value of goods and services that households consume.

American prosperity has attracted worldwide attention and imitation. There are several key reasons why the U.S. economy has been so successful and other reasons why, in the 21st century, it is possible that some other industrialized nations will surpass the U.S. standard of living. To understand those historical and possible future events, it is important first to understand what an economic system is and how that system affects the way people make decisions about buying, selling, spending, saving, investing, working, and taking time for leisure activities.

5. Population

According to the 2000 census, the United States was a nation of 282,338,631 people. In 2006 the U.S. Census Bureau estimated that the United States population had reached a milestone: 300 million people. This population count makes the United States the third most populous country in the world, after China and India. Nearly 5 percent of the Earth's inhabitants

live in the United States. Historically, this nation has attracted vast numbers of immigrants from around the globe. Yet the United States remains less densely populated than other large countries or other industrialized nations—in 2007 there were 33 persons per sq km (85 per sq mi).

The population of the United States has grown continuously, from 4 million at the first national census in 1790, to 76 million in 1900, to 282 million in 2000. Its natural growth rate in 2007 was a moderate 0.6 percent compared with a 1.25 percent growth rate for the world. This U.S. growth rate reflects the 14.2 births and 8.3 deaths per 1,000 people that were occurring yearly in the United States. At this rate of growth, it would take the United States 78 years to double in population, while the world population would double in 55 years.

The diversity of the U.S. populace has been a source of friction, as well. Throughout the nation's history, some segments of American society have sought to exclude people who differ from themselves in income, race, gender, religion, political beliefs, or sexual orientation. Even today, some citizens argue that recent arrivals to the United States are radically different from previous immigrants, can never be assimilated, and therefore should be barred from entry. There are very different understandings of what makes a person an American. The nation's motto, *E pluribus unum* ("From many, one"), describes the linguistic and cultural similarities of the American people, but it falls short as a description of the diversities among and within the major groups—Native Americans, those whose families have been Americans for generations, and more recent immigrants. This diversity is one of America's distinguishing characteristics.

Questions

1. How many states are there in the USA?
2. What kind of geographical regions exist in the USA?
3. Why is the population of the US so diversified?

LECTURE № 7

The USA

- 1. Government and democracy**
- 2. Constitution**
- 3. Executive branch**
- 4. Legislative branch**
- 5. Judicial branch**
- 6. Political parties**

1. Government and democracy

United States Government, the combination of federal, state, and local laws, bodies, and agencies that is responsible for carrying out the operations of the United States. The federal government of the United States is centered in Washington, D.C.

The institutions of all governments emerge from basic principles. In the United States the one basic principle is representative democracy, which defines a system in which the people govern themselves by electing their own leaders. The American government functions to secure this principle and to further the common interests of the people.

Democracy in America is based on six essential ideals: (1) People must accept the principle of majority rule. (2) The political rights of minorities must be protected. (3) Citizens must agree to a system of rule by law. (4) The free exchange of opinions and ideas must not be restricted. (5) All citizens must be equal before the law. (6) Government exists to serve the people, because it derives its power from the people. These ideals form the basis of the democratic system in the United States, which seeks to create a union of diverse peoples, places, and interests.

To implement its essential democratic ideals, the United States has built its government on four elements: (1) popular sovereignty, meaning that the people are the ultimate source of the government's authority; (2) representative government; (3) checks and balances; and (4) federalism, an arrangement where powers are shared by different levels of government.

Every government has a source of its sovereignty or authority, and most of the political structures of the U.S. government apply the doctrine of popular sovereignty. In previous centuries the source of sovereignty in some countries was the monarchy-the divine right of kings to rule. Americans place the source of authority in the people who, in a democratic society, reign. In this idea the citizens collectively represent the nation's authority. They then express that authority individually by voting to elect leaders to represent them in government. "I know no safe repository of the ultimate powers of the society but the people themselves," wrote Thomas Jefferson in 1820, "and if we think them not enlightened enough to exercise their control with a

wholesome discretion, the remedy is not to take it from them but to inform their discretion.” This was an experimental idea at the time, but today Americans take it for granted.

The second principle of U.S. democracy is representative government. In a representative government, the people delegate their powers to elected officials. In the United States, candidates compete for the presidency, the Senate, and the House of Representatives, as well as for many state and local positions. In turn these elected officials represent the will of the people and ensure that the government is accountable to its citizens. In a democracy, the people exercise power through elections, which allow adult citizens of the United States the chance to have their voices heard and to influence government. With their vote, they can remove officials who ignore their intentions or who betray their trust. Political leaders are accountable as agents of the people; this accountability is an important feature of the American system of representative government.

In order to truly work, however, representative government must represent all people. Originally, the only people allowed to vote, and thus to be represented, were white men who owned property—a small percentage of the population. Gradually, voting rights were broadened to include white men without property, blacks, Native Americans, naturalized immigrants, and women.

The third principle of American democracy is the system of checks and balances. The three branches of government—the legislative, the executive, and the judicial—restrain and stabilize one another through their separated functions. The legislative branch, represented by Congress, must pass bills before they can become law. The executive branch—namely, the president—can veto bills passed by Congress, thus preventing them from becoming law. In turn, by a two-thirds vote, Congress can override the president’s veto. The Supreme Court may invalidate acts of Congress by declaring them contrary to the Constitution of the United States, but Congress can change the Constitution through the amendment process.

The fourth principle of democracy in the United States is federalism. In the American federal system, the states and the national government divide authority. This division of power helps curb abuses by either the national or the state governments.

2. Constitution

The Constitution of the United States is the world’s oldest charter of national government in continuous use. It was written in 1787 during the Constitutional Convention, which had been convened in the midst of the political crisis that followed the American Revolution. At that time relations were tense between the states and the acting central government, the Continental Congress. The Constitution was an effort to ease those tensions and to create a single political entity from the 13 independent former colonies—the ideal expressed in the motto of the United

States, *E Pluribus Unum* (From Many, One). In 1788, after nine states ratified it, the Constitution became the law of the land. With 27 amendments—or additions—it has remained so.

Before the ratification of the Constitution, the states were governed under the Articles of Confederation, which served as a constitution. Under the articles, the central government was much weaker than the state governments. The men who drafted the Constitution favored a stronger central government. In the preamble—or introduction—to the Constitution, in which they stated their principles and purposes, the Founders recognized the United States as a government of the people, not of the states. They saw their purpose as forming “a more perfect Union,” which, along with promoting the “general welfare,” would secure “the Blessings of Liberty to ourselves and our Posterity.”

One of the principal points of contention between the Federalists and Anti-Federalists was the lack of an enumeration of basic civil rights in the Constitution. Many Federalists argued, as in Federalist No. 84, that the people surrendered no rights in adopting the Constitution. In several states, however, the ratification debate in some states hinged on the adoption of a bill of rights. The solution was known as the Massachusetts Compromise, in which four states ratified the Constitution but at the same time sent recommendations for amendments to the Congress.

James Madison introduced 12 amendments to the First Congress in 1789. Ten of these would go on to become what we now consider to be the Bill of Rights. One was never passed, while another dealing with Congressional salaries was not ratified until 1992, when it became the 27th Amendment. Based on the Virginia Declaration of Rights, the English Bill of Rights, the writings of the Enlightenment, and the rights defined in the Magna Carta, the Bill of Rights contains rights that many today consider to be fundamental to America.

The First Amendment provides that Congress make no law respecting an establishment of religion or prohibiting its free exercise. It protects freedom of speech, the press, assembly, and the right to petition the Government for a redress of grievances.

The Second Amendment gives citizens the right to bear arms.

The Third Amendment prohibits the government from quartering troops in private homes, a major grievance during the American Revolution.

The Fourth Amendment protects citizens from unreasonable search and seizure. The government may not conduct any searches without a warrant, and such warrants must be issued by a judge and based on probable cause.

The Fifth Amendment provides that citizens not be subject to criminal prosecution and punishment without due process. Citizens may not be tried on the same set of facts twice, and are protected from self-incrimination (the right to remain silent). The amendment also establishes the

power of eminent domain, ensuring that private property is not seized for public use without just compensation.

The Sixth Amendment assures the right to a speedy trial by a jury of one's peers, to be informed of the crimes with which they are charged, and to confront the witnesses brought by the government. The amendment also provides the accused the right to compel testimony from witnesses, and to legal representation.

The Seventh Amendment provides that civil cases also be tried by jury.

The Eighth Amendment prohibits excessive bail, excessive fines, and cruel and unusual punishments.

The Ninth Amendment states that the list of rights enumerated in the Constitution is not exhaustive, and that the people retain all rights not enumerated.

The Tenth Amendment assigns all powers not delegated to the United States, or prohibited to the states, to either the states or to the people.

The Constitution of the United States embodies the principle that out of many different peoples, one national society can be created. The Founders wanted unity and stability. But they also wanted to safeguard the rights and liberties of states and individuals by balancing power among individuals, states, and the national government. The result is a system of shared functions designed to prevent any one element from gaining too much power.

3. Executive branch

The power of the Executive Branch is vested in the President of the United States, who also acts as head of state and Commander-in-Chief of the armed forces. The President is responsible for implementing and enforcing the laws written by Congress and, to that end, appoints the heads of the federal agencies, including the Cabinet. The Vice President is also part of the Executive Branch, ready to assume the Presidency should the need arise.

The Cabinet and independent federal agencies are responsible for the day-to-day enforcement and administration of federal laws. These departments and agencies have missions and responsibilities as widely divergent as those of the Department of Defense and the Environmental Protection Agency, the Social Security Administration and the Securities and Exchange Commission.

The President has the power either to sign legislation into law or to veto bills enacted by Congress, although Congress may override a veto with a two-thirds vote of both houses. The Executive Branch conducts diplomacy with other nations, and the President has the power to negotiate and sign treaties, which also must be ratified by two-thirds of the Senate. The President can issue executive orders, which direct executive officers or clarify and further existing laws.

The President also has unlimited power to extend pardons and clemencies for federal crimes, except in cases of impeachment.

The Constitution lists only three qualifications for the Presidency — the President must be 35 years of age, be a natural born citizen, and must have lived in the United States for at least 14 years. And though millions of Americans vote in a presidential election every four years, the President is not, in fact, directly elected by the people. Instead, on the first Tuesday in November of every fourth year, the people elect the members of the Electoral College. Apportioned by population to the 50 states — one for each member of their congressional delegation (with the District of Columbia receiving 3 votes) — these Electors then cast the votes for President. There are currently 538 electors in the Electoral College.

By tradition, the President and the First Family live in the White House in Washington, D.C., also the location of the President's Oval Office and the offices of the his senior staff. When the President travels by plane, his aircraft is designated Air Force One; he may also use a Marine Corps helicopter, known as Marine One while the President is on board. For ground travel, the President uses an armored Presidential limousine, a fuel-efficient hybrid manufactured by General Motors.

The primary responsibility of the Vice President of the United States is to be ready at a moment's notice to assume the Presidency if the President is unable to perform his duties. This can be because of the President's death, resignation, or temporary incapacitation, or if the Vice President and a majority of the Cabinet judge that the President is no longer able to discharge the duties of the presidency.

The Vice President is elected along with the President by the Electoral College — each elector casts one vote for President and another for Vice President. Before the ratification of the 12th Amendment in 1804, electors only voted for President, and the person who received the second greatest number of votes became Vice President.

The Vice President also serves as the President of the United States Senate, where he or she casts the deciding vote in the case of a tie. Except in the case of tiebreaking votes, the Vice President rarely actually presides over the Senate. Instead, the Senate selects one of their own members, usually junior members of the majority party, to preside over the Senate each day.

The Cabinet is an advisory body made up of the heads of the 15 executive departments. Appointed by the President and confirmed by the Senate, the members of the Cabinet are often the President's closest confidants. In addition to running major federal agencies, they play an important role in the Presidential line of succession — after the Vice President, Speaker of the House, and Senate President pro tempore, the line of succession continues with the Cabinet

offices in the order in which the departments were created. All the members of the Cabinet take the title Secretary, excepting the head of the Justice Department, who is styled Attorney General.

4. Legislative branch

Established by Article I of the Constitution, the Legislative Branch consists of the House of Representatives and the Senate, which together form the United States Congress. The Constitution grants Congress the sole authority to enact legislation and declare war, the right to confirm or reject many Presidential appointments, and substantial investigative powers.

The House of Representatives is made up of 435 elected members, divided among the 50 states in proportion to their total population. In addition, there are 6 non-voting members, representing the District of Columbia, the Commonwealth of Puerto Rico, and five territories of the United States. The presiding officer of the chamber is the Speaker of the House, elected by the Representatives. He or she is third in the line of succession to the Presidency.

Members of the House are elected every two years and must be 25 years of age, a U.S. citizen for at least seven years, and a resident of the state (but not necessarily the district) they represent.

The House has several powers assigned exclusively to it, including the power to initiate revenue bills, impeach federal officials, and elect the President in the case of an electoral college tie.

The Senate is composed of 100 Senators, 2 for each state. Until the ratification of the 17th Amendment in 1913, Senators were chosen by state legislatures, not by popular vote. Since then, they have been elected to six-year terms by the people of each state. Senator's terms are staggered so that about one-third of the Senate is up for reelection every two years. Senators must be 30 years of age, U.S. citizens for at least nine years, and residents of the state they represent.

The Vice President of the United States serves as President of the Senate and may cast the decisive vote in the event of a tie in the Senate.

The Senate has the sole power to confirm those of the President's appointments that require consent, and to ratify treaties. There are, however, two exceptions to this rule: the House must also approve appointments to the Vice Presidency and any treaty that involves foreign trade. The Senate also tries impeachment cases for federal officials referred to it by the House.

Congress has many powers and responsibilities. The most important of these is lawmaking. Lawmaking is a long and complicated process, and takes up a large portion of representatives' and senators' time. Only a small percentage of the bills introduced to Congress actually become law.

In order to pass legislation and send it to the President for his signature, both the House and the Senate must pass the same bill by majority vote. If the President vetoes a bill, they may override his veto by passing the bill again in each chamber with at least two-thirds of each body voting in favor.

5. Judicial branch

While the Executive and Legislative branches are elected by the people, members of the Judicial Branch are appointed by the President and confirmed by the Senate.

Article III of the Constitution, which establishes the Judicial Branch, leaves Congress significant discretion to determine the shape and structure of the federal judiciary. Even the number of Supreme Court Justices is left to Congress — at times there have been as few as six, while the current number (nine, with one Chief Justice and eight Associate Justices) has only been in place since 1869. The Constitution also grants Congress the power to establish courts inferior to the Supreme Court, and to that end Congress has established the United States district courts, which try most federal cases, and 13 United States courts of appeals, which review appealed district court cases.

Federal judges can only be removed through impeachment by the House of Representatives and conviction in the Senate. Judges and justices serve no fixed term — they serve until their death, retirement, or conviction by the Senate. By design, this insulates them from the temporary passions of the public, and allows them to apply the law with only justice in mind, and not electoral or political concerns.

Generally, Congress determines the jurisdiction of the federal courts. In some cases, however — such as in the example of a dispute between two or more U.S. states — the Constitution grants the Supreme Court original jurisdiction, an authority that cannot be stripped by Congress.

The courts only try actual cases and controversies — a party must show that it has been harmed in order to bring suit in court. This means that the courts do not issue advisory opinions on the constitutionality of laws or the legality of actions if the ruling would have no practical effect. Cases brought before the judiciary typically proceed from district court to appellate court and may even end at the Supreme Court, although the Supreme Court hears comparatively few cases each year.

Federal courts enjoy the sole power to interpret the law, determine the constitutionality of the law, and apply it to individual cases. The courts, like Congress, can compel the production of evidence and testimony through the use of a subpoena. The inferior courts are constrained by the decisions of the Supreme Court — once the Supreme Court interprets a law, inferior courts must apply the Supreme Court's interpretation to the facts of a particular case.

The Supreme Court of the United States is the highest court in the land and the only part of the federal judiciary specifically required by the Constitution. The Constitution does not stipulate the number of Supreme Court Justices; the number is set instead by Congress. There have been as few as six, but since 1869 there have been nine Justices, including one Chief Justice. All Justices are nominated by the President, confirmed by the Senate, and hold their offices under life tenure. Since Justices do not have to run or campaign for re-election, they are thought to be insulated from political pressure when deciding cases. Justices may remain in office until they resign, pass away, or are impeached and convicted by Congress.

6. Political parties

Political parties are the most representative, inclusive organizations in the United States. They are made up of citizens who may differ in race, religion, age, and economic and social background, but who share certain perspectives on public issues and leaders. Parties are the engines that drive the machinery of elections: They recruit candidates for office, organize primary elections so that party members can select their candidates for the general election, and support their candidates who reach the general election. Parties also write platforms, which state the direction that party members want the government to take. Parties have traditionally played a crucial role in educating Americans about issues and in getting out the vote.

For most of America's history, a competitive two-party system has prevailed, and third parties have been the exception. This is a result of the U.S. electoral system in which the winner takes all. Since there is no proportional representation, losers get nothing. Thus a vote for a third party is usually a lost vote.

Originally the Founders opposed political parties, believing them to be factions intent on manipulating the independent will of voters. But by the early 19th century political parties had become the most important political organizations in the United States. They made certain that their members got to the polls. They also organized members of Congress into stable voting blocs based on party affiliation. These blocs united the legislators and helped the president create a party alliance between the executive and legislative branches. Since the mid-1850s, when the Republican Party was formed, the two major parties in the United States have been the Republican and the Democratic parties. The Democratic Party traces its beginnings to the Jeffersonian Democratic-Republicans.

In the 19th century, political parties were powerful enough that they could often motivate voting turnouts of over 80 percent. Today, parties are less important. Slightly more than one-third of all Americans call themselves independents with no party affiliation, and voting in presidential contests—which traditionally have the highest turnout—has declined to 50 percent. At the same time, the platforms of the two major parties have shifted towards vague, moderate

positions in order to appeal to the largest number of voters. As a result, the major parties may appear so similar that many voters lose interest.

Within American political culture, the Republican Party is considered center-right or "conservative" and the Democratic Party is considered center-left or "liberal". The states of the Northeast and West Coast and some of the Great Lakes states, known as "blue states", are relatively liberal. The "red states" of the South and parts of the Great Plains and Rocky Mountains are relatively conservative.

Questions

1. What are the essential ideas of American democracy?
2. What are the qualifications for the Presidency?
3. What types of courts exist in judiciary system?

LECTURE № 7

The USA

- 1. School education**
- 2. Higher education**
- 3. University level studies**
- 4. Research Doctorate**

1. School education

The age of entry to compulsory education in the U.S. varies, according to the state, between 5 and 7 years of age, 6 being the most common. The age at which compulsory schooling ends varies between 16 and 18 years of age, the most common being 16. School education does not end until age 18, or completion of the 12th year of school and those who leave school at the end of compulsory education without earning a secondary (high school) diploma do not receive any certificate or recognition - they are considered to be secondary school drop-outs. Students may graduate a year earlier or late depending on when they entered school. Gifted students may graduate earlier because they skipped grades, and students may graduate later because they repeat grades. School years are referred to as "grades" in the United States. The length of primary education varies from four to seven years, i.e. grades 1-4, 1-7, etc. Each state determines what grade range constitutes primary education, called "elementary education". According to its length, elementary education may be followed (or not) by a number of years of middle school education (generally three years). Secondary education takes place in grades 7-12, depending upon the laws and policies of states and local school districts. There is no national structure, curriculum or governing law; all laws and policies are set and enforced by the 50 state governments and the over 14,000 local school districts. All states and school districts have set the secondary school graduation level as the completion of 12th grade, and the common name for the secondary graduation qualification is the High School Diploma. This diploma name covers a variety of awards for different curricula and standards. There are Honors/Regents, academic/college preparatory, vocational, and general/basic high school diploma tracks. There are a statewide minimum course requirement and other graduation requirements in each State which usually correspond to the general/basic track. Vocational and academic/college preparatory or honors/Regents diplomas usually have additional set curricular requirements and/or standards which aspiring graduates must meet or exceed. In addition, many US secondary school districts and private schools allow students to participate in the Advanced Placement (AP) programme of the College Board. This programme allows qualified students to take college level introductory courses in selected subjects taught by certified faculty. Examinations are offered in each AP subject at the end of an academic year; a score of 3 or higher generally results in

universities awarding advanced standing in that subject - exempting the student from distribution requirements. There are currently over 35 AP subjects with more being planned. A growing number of public and private secondary schools also offer the International Baccalaureate (IB) as an optional track; completion of IB requirements usually requires an additional summer or semester of study beyond the 12th year. The contents of an individual student's programme at any grade level or upon obtaining a diploma or degree are contained in the record of studies leading to it and grades (marks) obtained, called a Transcript. Transcripts are official documents authenticated with the seal of the school or institution and signed by the registrar.

2. Higher education

Higher education in the U.S. is also called postsecondary education, but the latter term also refers to all formal education beyond secondary school, whether higher education (defined as degree-granting education) or not. Postsecondary education is broadly divided into two different sectors: postsecondary vocational education and training, which is non-degree but can produce some transferable credits under certain circumstances; and higher education, which includes studies undertaken in degree-granting institutions for academic credit. However, the U.S. higher education system is not legally organized into separate university and non-university subsystems as are some other national systems, but is comprehensive. It is a diverse and autonomous community of publicly and privately supported institutions. Current data indicate that there are 6,479 postsecondary institutions, including 4,182 non-degree institutions. Of the degree-granting higher education institutions, some 1,732 award only the associate degree plus sub-bachelor's certificates and diplomas; 702 award only the bachelor's degree; 1,094 award degrees and certificates beyond the bachelor's degree but not the research doctorate; and 654 institutions award the research doctorate. The United States does not use an official classification or typology for its higher education institutions. While different institutions offer varying levels of degrees, U.S. accreditation policies result in degrees at any given level adhering to certain minimum standards regardless of the institution that grants them. The privately derived but popular Carnegie Classification organizes U.S. institutions according to different schemes. The U.S. higher education system is characterized by accessibility, diversity, and autonomy and is known for both its size and quality. The federal government has no jurisdiction or authority over the recognition of educational institutions, members of the academic professions, programmes or curricula, or degrees or other qualifications. Nearly all U.S. postsecondary institutions are licensed, or chartered, by a state or municipal government to operate under the ownership of either a government (if public) or a private corporation (if independent), and may be for-profit or not-for-profit enterprises. Religious institutions are considered independent, or private. Quality assurance is achieved via the system of voluntary accreditation by specific accrediting agencies

that are recognized by the U.S. Secretary of Education and meet the standards for membership in the Council for Higher Education Accreditation (CHEA). Accreditation is a self-regulating process of quality control engaged in by the U.S. postsecondary education community to ensure minimum standards of academic capability, administrative competence, and to promote mutual recognition of qualifications within the system. Six (6) regional accreditation associations set minimum standards for institutions chartered in the states of their respective jurisdictions. In addition, there are recognized accrediting agencies for specialized institutions and programmes. While all recognized and accredited institutions are licensed or chartered by state governments, states vary greatly in the degree of supervision and quality control that they exercise, and there is relatively limited reciprocity of recognition across state borders. Accreditation by recognized agencies, therefore, remains the primary means of ensuring academic and institutional quality and the mutual acceptance of credits and qualifications across and outside the United States.

3. University level studies

University level first stage: Associate Degree, Bachelor Degree, Advanced Certificate, First Professional Degree.

The Associate degree is the first academic or professional degree that can be awarded in U.S. postsecondary education. Holders of this degree may apply to enter higher degree programmes at the Bachelor's level, but are not qualified to apply directly for advanced (graduate) studies programmes. Programmes of study for this degree are usually designed to take 2 years of full-time study, but some take longer to complete. Those who pursue this degree on a part-time basis also take longer than 2 years to complete their studies. The Associate degree may be awarded in the liberal arts and general studies as an academic qualification or it may be awarded in a professional occupational field. Some professional career programmes at the Associate level are terminal vocational programmes that do not lead to further study, while others do so. Associate degree programmes generally fulfill 2 years of the course requirements needed for a Bachelor's degree. Credit for Associate degree studies is usually transferable to Bachelor's degree programmes, especially where transfer agreements have been established between or among institutions. The Bachelor's degree is the second academic degree that can be awarded in U.S. postsecondary education, and is one of two undergraduate (first) degrees that qualify a student to apply to programmes of advanced (graduate) study (the other such degree is the first-professional degree). Programmes of study for this degree are designed to take between 4 and 5 years, depending on the field of study. Part-time students may take longer to complete the degree requirements. Honors programmes are offered by many institutions that award the Bachelor's degree. These generally require the completion of additional requirements such as preparation of an undergraduate thesis, honors paper or project, advanced coursework, or special

examinations. Advanced certificates requiring a year or less of study following (and sometimes accompanying) completion of a Bachelor's are sometimes awarded to signify a concentration in a sub-specialization or completion of a related set of competences. First professional degrees comprise a limited number of second first degrees. Students are only admitted to first professional degree programmes after completing most, or all, of a Bachelor's degree programme in another subject. Thus, first-professional degrees are considered graduate-level degrees for purposes of admissions and student financial assistance. The study content of the first professional degree programmes is undergraduate in nature and the degrees are prerequisites for entry-level access to certain regulated professions. Confusion sometimes arises because several first professional degrees use the term 'doctor' in the title even though they are not advanced research degrees. First professional degrees are awarded in Medicine (MD), Dentistry (DDS/DMD), Veterinary Medicine (DVM), Osteopathic Medicine (DO), Optometry (OD), Paediatrics (DPM), Chiropractic (DC), Pharmacy (D.Pharm), Divinity (M.Div), Rabbinics (MHL/Rav), and Law (JD).

University level second stage: Master's Degree, Post-Master's Degree/Certificate, Diploma/Certificate, Degree of Education Specialist.

The Master's degree represents the second stage of higher education and is the first advanced (graduate) degree. U.S. Master's degrees may be taught (without thesis) or research (with thesis) and may be awarded in academic or professional fields. Most Master's degrees are designed to take 2 years of full-time study, although the time may vary depending upon the subject, the preparation achieved by the student at the undergraduate level, the structure of the programme, and whether the degree is pursued on a full- or a part-time basis. Research-based Master's degrees generally require completion of a series of advanced course and seminar requirements, comprehensive examinations, and an independent thesis. Non-research Master's degrees generally require completion of a special project as well as coursework and examinations. Both types of Master's degree also require the satisfaction of special requirements (such as linguistic or quantitative skill) or a combination. U.S. awards that fall between the Master's and the research doctorate may be of several types, but all of them fall within the second stage of U.S. higher education. Examples of awards given at this level include the degree of Education Specialist (E.Sp. or Ed.S.) and Certificates and Diplomas of Advanced Study (C.A.E., D.A.E.).

4. University level third stage. Research Doctorate

The Research Doctorate represents the third and highest stage of higher education in the United States and may be awarded in academic disciplines and some professional fields of study. This degree is not awarded by examination or coursework only, but requires demonstrated

mastery of the chosen subject and the ability to conduct independent, original research. Doctoral programmes require intensive study and research in at least one subfield and professional level competence in several others. Following a series of research seminars designed to prepare the individual research proposal, come candidate examinations (covering at least two subfields in addition to the field of research focus, one of which must be in a subject outside the doctoral student's own faculty but related to his/her research). If the candidate examinations are passed at a satisfactory standard (excellent or higher), the student is advanced to candidacy for the doctorate and selects a research committee of senior faculty who will approve the dissertation topic, monitor progress, and examine the student when the research is finished. The conduct of research and preparation of the dissertation can take anywhere from one to several years depending on the chosen subject, available research funding, and the location of the research. When the dissertation is finished and approved as a document by the chair of the research committee, that individual convenes the full committee plus any outside faculty and public guests and presides over the candidate's oral defense of the dissertation. An unanimous vote of the research committee and examiners is generally required to award the doctorate. Most doctoral degrees take at least 4 or 5 years of full-time study and research after the award of a Bachelor's degree or at least 2 to 3 years following a Master's degree. The actual time to obtain the degree varies depending upon the subject and the structure of the programme. Research Doctorates are awarded in the academic disciplines and for theoretical research in some professional fields. The most common of such degrees is the Doctor of Philosophy (PhD). There are a variety of equivalent degree titles used in some institutions and disciplines

Questions

1. What is the education system of the USA?
2. What does MA stand for?
3. What is the highest stage of higher education in the USA?

LECTURE № 9

The USA

1. Literature
2. Visual Arts
3. Architecture
4. Music
5. Films

1. Literature

From the beginning America was unique in the diversity of its inhabitants; over time they arrived from all parts of the world. Although English quickly became the language of America, regional and ethnic dialects have enlivened and enriched the country's literature almost from the start. Today American prose encompasses a variety of traditions and voices that share a common context: the geographical region now known as the United States. Native American literatures, which were largely oral at the time of colonial settlement, stand apart as a separate tradition that is itself strong and varied.

For its first 200 years American prose reflected the settlement and growth of the American colonies, largely through histories, religious writings, and expedition and travel narratives. Biography also played an important role, especially in America's search for native heroes. Fiction appeared only after the colonies gained independence, when the clamor for a uniquely American literature brought forth novels based on events in America's past. With a flowering of prose in the mid-1800s, the young nation found its own voice. By then fiction had become the dominant literary genre in America.

In the eighteenth and early nineteenth centuries, American art and literature took most of its cues from Europe. Writers such as Nathaniel Hawthorne, Edgar Allan Poe, and Henry David Thoreau established a distinctive American literary voice by the middle of the 19th century. Mark Twain and poet Walt Whitman were major figures in the century's second half; Emily Dickinson, virtually unknown during her lifetime, is now recognized as an essential American poet. A work seen as capturing fundamental aspects of the national experience and character—such as Herman Melville's *Moby-Dick* (1851), Twain's *The Adventures of Huckleberry Finn* (1885), and F. Scott Fitzgerald's *The Great Gatsby* (1925)—may be dubbed the "Great American Novel."

In the 20th century, American literature took its place on the world stage and began to exert influence on other literatures. Eleven U.S. citizens have won the Nobel Prize in Literature, most recently Toni Morrison in 1993. Ernest Hemingway, the 1954 Nobel laureate, is often

named as one of the most influential writers of the 20th century. Popular literary genres such as the Western and hardboiled crime fiction developed in the United States.

American literature at the beginning of the 21st century is exceptionally diverse, with rapidly growing multicultural influences. New voices continue to emerge within the Native American, African American, Asian American, and Hispanic American communities, even as writers in previously unrepresented ethnic minorities join their ranks.

2. Visual arts

After the Declaration of Independence in 1776, which marked the official beginning of the American national identity, the new nation needed a history, and part of that history would be expressed visually. Most of early American art (from the late 18th century through the early 19th century) consists of history painting and portraits. Painters such as Gilbert Stuart made portraits of the newly elected government officials, while John Singleton Copley was painting emblematic portraits for the increasingly prosperous merchant class, and painters such as John Trumbull were making large battle scenes of the Revolutionary War.

America's first well-known school of painting—the Hudson River School—appeared in 1820. As with music and literature, this development was delayed until artists perceived that the New World offered subjects unique to itself; in this case the westward expansion of settlement brought the transcendent beauty of frontier landscapes to painters' attention.

The Hudson River painters' directness and simplicity of vision influenced such later artists as Winslow Homer (1836-1910), who depicted rural America—the sea, the mountains, and the people who lived near them. Middle-class city life found its painter in Thomas Eakins (1844-1916), an uncompromising realist whose unflinching honesty undercut the genteel preference for romantic sentimentalism. Henry Ossawa Tanner who studied with Thomas Eakins was one of the first important African American painters.

Paintings of the Great West, particularly the act of conveying the sheer size of the land and the cultures of the native people living on it, were starting to emerge as well. Artists such as George Catlin broke from traditional styles of showing land, most often done to show how much a subject owned, to show the West and its people as honestly as possible.

Many painters who are considered American spent some time in Europe and met other European artists in Paris and London, such as Mary Cassatt and Whistler.

After World War I many American artists also rejected the modern trends emanating from the Armory Show and European influences such as those from the School of Paris. Instead they chose to adopt academic realism in depicting American urban and rural scenes. Charles Sheeler, and Charles Demuth were referred to as Precisionists and the artists from the Ashcan school or

American realism: notably George Bellows, Everett Shinn, George Benjamin Luks, William Glackens, and John Sloan and others developed socially conscious imagery in their works.

Following the first World War, the completion of the Santa Fe Railroad enabled American settlers to travel across the west, as far as the California coast. New artists' colonies started growing up around Santa Fe and Taos, the artists primary subject matter being the native people and landscapes of the Southwest. Images of the Southwest became a popular form of advertising, used most significantly by the Santa Fe Railroad to entice settlers to come west and enjoy the "unsullied landscapes." Walter Ufer, Bert Greer Phillips, E. Irving Couse, William Henry Jackson, and Georgia O'Keeffe are some of the more prolific artists of the Southwest.

In the years after World War II, a group of New York artists formed the first American movement to exert major influence internationally: abstract expressionism. This term, which had first been used in 1919 in Berlin, was used again in 1946 by Robert Coates in *The New York Times*, and was taken up by the two major art critics of that time, Harold Rosenberg and Clement Greenberg. It has always been criticized as too large and paradoxical, yet the common definition implies the use of abstract art to express feelings, emotions, what is within the artist, and not what stands without.

The emphasis and intensification of color and large open expanses of surface were two of the principles applied to the movement called Color field Painting. Ad Reinhardt, Adolph Gottlieb, Mark Rothko, Clyfford Still and Barnett Newman were categorized as such. Another movement was called Action Painting, characterized by spontaneous reaction, powerful brushstrokes, dripped and splashed paint and the strong physical movements used in the production of a painting.

During the 1950s abstract painting in America evolved into movements such as Neo-Dada, Post painterly abstraction, Op Art, hard-edge painting, Minimal art, Shaped canvas painting, Lyrical Abstraction, and the continuation of Abstract expressionism.

Members of the next artistic generation favored a different form of abstraction: works of mixed media. Among them were Robert Rauschenberg (1925-2008) and Jasper Johns (1930-), who used photos, newsprint, and discarded objects in their compositions. Pop artists, such as Andy Warhol (1930-1987), Larry Rivers (1923-2002), and Roy Lichtenstein (1923-1997), reproduced, with satiric care, everyday objects and images of American popular culture—Coca-Cola bottles, soup cans, comic strips. Realism has also been popular in the United States, despite modernist tendencies, such as the city scenes by Edward Hopper and the illustrations of Norman Rockwell. In certain places, for example Chicago, Abstract Expressionism never caught on; in Chicago, the dominant art style was grotesque, symbolic realism, as exemplified by the Chicago

Imagists Cosmo Campoli (1923-1997), Jim Nutt (1938-), Ed Paschke (1939-2004), and Nancy Spero (1926-2009)

3. Architecture

Architecture that developed in the European colonies in America and subsequently in the United States is called American. This development covers a period of almost five centuries, beginning with the establishment of Saint Augustine in Florida in 1565, English settlement along the Atlantic Coast in 1585, and Spanish settlement in New Mexico in 1598. Settlers from France, Sweden, The Netherlands, Germany, and other countries arrived in the 1600s.

The full history of building in what became the United States reaches back 10,000 years, but European settlers almost universally ignored the many building traditions of Native American peoples. Over the five centuries after European arrival, transplanted European building traditions were gradually reshaped and redefined. They emerged as distinctly American building traditions by the early 19th century. Each of the European colonies in North America developed its own building tradition.

In the 1800s innovations in technology and the spread of railroads made possible the rapid growth of the Midwest and West. Mass-produced building parts, manufactured in the East, could be ordered from catalogs and shipped West by rail. A major fire in 1871 destroyed downtown Chicago, Illinois, and offered building opportunities for American architects, who over the next 25 years developed the first skyscrapers. This brand-new building type, devised in the United States, influenced architecture around the world from the late 1800s into the 2000s. During the 20th century architects and entrepreneurs vied to build the tallest skyscraper—a contest that continues today. Another unique building type developed in America was the single-family suburban house—a detached or stand-alone building, as opposed to the attached or semiattached suburban house popular elsewhere. It, too, influenced architecture outside the United States.

The emigration of European architects in the 1930s and 1940s brought European modernism to the United States, and in the second half of the 20th century America became a major architectural force. By the late 1900s and early 2000s American architects worked around the globe, while architects from Japan and Spain, to mention only two examples, received commissions for major public buildings in the United States.

4. Music

The colonial roots of American music are British. The first book printed in the American colonies was the *Bay Psalm Book*. Its ninth edition (1698) contained 13 psalm tunes, all of them from Europe; some, including “Old Hundred,” are still sung. After 1750 native-born composers in New England established a distinctive religious music. Spread through *singing schools*

(informal courses of musical instruction), Yankee hymnody—with its angular melodies and open-fifth chords—was unconventional by European standards.

After the American Revolution (1775-1783), European taste reasserted itself in church music. The music of the New England tunesmiths was scorned as “unscientific” by such composers as Thomas Hastings and William Batchelder Bradbury. The dominant figure was Lowell Mason, who had a profound influence on 19th century musical life in America. Besides establishing music education by introducing music into the schools of Boston, Massachusetts, in 1838, he composed more than 1,200 hymns—most notably, “Nearer, My God, to Thee” (1856)—and compiled five major collections of church music, the most important being *The Boston Handel and Haydn Society Collection of Church Music* (1822). Several of Mason's protégés and descendants became performers and teachers of music, as well as builders of pianos and organs.

The first African influence in American popular music surfaced in the blackface minstrel show. Its characteristic white, four-man troupe was defined in the 1840s by the Virginia Minstrels, performing on banjo, tambourine, bone castanets, and fiddle. The banjo virtuoso Daniel Decatur Emmett was the outstanding composer of minstrel songs; his best-known work is “Dixie” (1859). For the first time, a form of American music acquired tremendous appeal in Europe and elsewhere. By midcentury the first black performers began to appear in minstrel shows.

In the decades after the Civil War, classical music came of age in the United States. Conservatories were founded (Peabody Institute, 1860; Oberlin College Conservatory of Music, 1865; New England Conservatory, 1867); opera houses and concert halls were built (Metropolitan Opera, 1882; Carnegie Hall, 1891); and orchestras were established in more cities, including the Chicago Symphony Orchestra (1891), led by the first American virtuoso conductor, Theodore Thomas. In many cities, women formed music clubs to further the teaching, composition, and performance of classical music. Towns great and small throughout the country built 'opera houses' for touring musicians, as well as for productions of plays and musical theater.

The Great Depression of the 1930s stilled the young champions of “new music.” An Americanist trend, a self-conscious search for a musical identity, characterized the classical music of the next two decades. Aaron Copland, the most famous composer of the second quarter of the century, abandoned the acerbic language of his *Piano Variations* (1930) for an accessible melodic style of clear tonality, permeated by American folk music. His ballet scores *Billy the Kid* (1938), *Rodeo* (1942), and *Appalachian Spring* (1944) are among his best-known works.

Many of the major classical composers of the 20th century were influenced by folk traditions. Other composers adopted features of folk music, from the Appalachians, the plains

and elsewhere, including Roy Harris, Elmer Bernstein, William Schuman, David Diamond, Elie Siegmeister, and others. Yet other early to mid-20th century composers continued in the more experimental traditions, including such figures as Charles Ives, George Antheil, John Cage and Henry Cowell.

Music intertwines with aspects of American social and cultural identity, including through social class, race and ethnicity, geography, religion, language and gender. The relationship between music and race is perhaps the most potent determiner of musical meaning in the United States. The development of an African American musical identity, out of disparate sources from Africa and Europe, has been a constant theme in the music history of the United States. Little documentation exists of colonial-era African American music, when styles, songs and instruments from across West Africa commingled in the melting pot of slavery. By the mid-19th century, a distinctly African American folk tradition was well-known and widespread, and African American musical techniques, instruments and images became a part of mainstream American music through spirituals, minstrel shows and slave songs. African American musical styles became an integral part of American popular music through blues, jazz, rhythm and blues, and then rock and roll, soul and hip hop; all of these styles were consumed by Americans of all races, but were created in African American styles and idioms before eventually becoming common in performance and consumption across racial lines. In contrast, country music derives from both African and European, as well as Native American and Hawaiian, traditions and yet has long been perceived as a form of white music.

Economic and social class separates American music through the creation and consumption of music, such as the upper-class patronage of symphony-goers, and the generally poor performers of rural and ethnic folk music. Musical divisions based on class are not absolute, however, and are sometimes as much perceived as actual; popular American country music, for example, is a commercial genre designed to "appeal to a working-class identity, whether or not its listeners are actually working class". Country music is also intertwined with geographic identity, and is specifically rural in origin and function; other genres, like R&B and hip hop, are perceived as inherently urban. For much of American history, music-making has been a "feminized activity". In the 19th century, amateur piano and singing were considered proper for middle- and upper-class women, who were, nevertheless, frequently barred from orchestras and symphonies. Women were also a major part of early popular music performance, though recorded traditions quickly become more dominated by men. Most male-dominated genres of popular music include female performers as well, often in a niche appealing primarily to women; these include gangsta rap and heavy metal.

5. Cinema

The cinema of the United States has had a profound effect on cinema across the world since the early 20th century. Its history is sometimes separated into four main periods: the silent film era, classical Hollywood cinema, New Hollywood, and the contemporary period (after 1980). Since the 1920s, the American film industry has grossed more money every year than that of any other country.

The United States played a significant role in the birth of cinema. The first recorded instance of photographs capturing and reproducing motion was Eadweard Muybridge's series of photographs of a running horse, which he captured in Palo Alto, California, using a set of still cameras placed in a row. Muybridge's accomplishment led inventors everywhere to attempt forming devices that would similarly capture such motion. In the United States, Thomas Edison was among the first to produce such a device, the *kinetoscope*, whose heavy-handed patent enforcement caused early filmmakers to look for alternatives.

In the United States, the first exhibitions of films for large audiences typically followed the intermissions in vaudeville shows. Entrepreneurs began traveling to exhibit their films, bringing to the world the first forays into dramatic film making. The first huge success of American cinema, as well as the largest experimental achievement to its point, was *The Great Train Robbery*, directed by Edwin S. Porter.

In early 1910, director D.W. Griffith was sent by the American Mutoscope and Biograph Company to the west coast with his acting troop consisting of actors Blanche Sweet, Lillian Gish, Mary Pickford, and Lionel Barrymore, among others. They started filming on a vacant lot near Georgia Street in downtown Los Angeles. The company decided while there to explore new territories, traveling several miles north to a little village that was friendly and enjoyed the movie company filming there. This place was called "Hollywood." Griffith then filmed the first movie ever shot in Hollywood, *In Old California* (1910), a melodrama about California in the 1800s, while it was still part of Mexico. Biograph stayed there for months and made several films before returning to New York. After hearing about this wonderful place, in 1913 many movie-makers headed west to avoid the fees imposed by Thomas Edison, who owned patents on the movie-making process. In Los Angeles, California, the studios and Hollywood grew. Before World War I, movies were made in several U.S. cities, but filmmakers gravitated to southern California as the industry developed. They were attracted by the mild climate and reliable sunlight, which made it possible to film movies outdoors year-round, and by the varied scenery available there. Several starting points for American cinema can be distinguished, but it was Griffith's *Birth of a Nation* that pioneered the filmic vocabulary that still dominates celluloid to this day.

In the early 1900s, when the medium was new, many immigrants, particularly Jews, found employment in the U.S. film industry. Kept out of other occupations by religious prejudice, they were able to make their mark in a brand-new business: the exhibition of short films in storefront theaters called "nickelodeons," named after their admission price of a nickel. Within a few years, ambitious men like Samuel Goldwyn, Carl Laemmle, Adolph Zukor, Louis B. Mayer, and the Warner Brothers (Harry, Albert, Samuel, and Jack) had switched to the production side of the business. Soon they were the heads of a new kind of enterprise: the movie studio. (It is worth noting that the United States had at least one female director, producer, and studio head in these early years, Alice Guy Blaché.) They also set the stage for the industry's internationalism; the industry is often accused of Amero-centric provincialism, but simultaneously has employed a huge number of foreign-born talent: from Swedish actress Greta Garbo to Australian Nicole Kidman, from Hungarian director Michael Curtiz to Mexican director Alfonso Cuarón.

Other film makers arrived from Europe after World War I: directors like Ernst Lubitsch, Alfred Hitchcock, Fritz Lang, and Jean Renoir; and actors like Rudolph Valentino, Marlene Dietrich, Ronald Colman, and Charles Boyer. They joined a homegrown supply of actors—lured west from the New York City stage after the introduction of sound films—to form one of the twentieth century's most remarkable growth industries. At the height of motion pictures' popularity in the mid-1940s, the studios were turning out a total of about 400 movies a year, seen by an audience of 90 million Americans per week.

During the so-called Golden Age of Hollywood, which lasted from the virtual end of the silent era in the late 1920s to near the end of the 1940s, studios were producing films like they were cars rolling off Henry Ford's assembly lines. A number of different genres emerged: Western, slapstick comedy, film noir, musical, animated cartoon, biopic (biographical picture), and even newsreels, as the same creative teams often worked on films made by the same studio. Many great works of cinema emerged from this period of highly regimented film making. One reason was that, with so many movies being made, not every one had to be a big hit.

"The New Hollywood" and "post-classical cinema" are terms used to describe the period following the decline of the studio system in the '50s and '60s and the end of the production code. It is defined by a greater tendency to dramatize such things as sexuality and violence, and by the rising importance of the blockbuster movie.

The drive to produce spectacle on the movie screen has largely shaped American cinema since the breakdown of the studio system. Spectacular epics which took advantage of new widescreen processes were increasingly popular from the 1950s onwards. Since then, American films have become increasingly divided into two categories: blockbusters and independent films. Studios rely on a handful of extremely expensive releases every year in order to remain

profitable. Such blockbusters emphasize spectacle, star power, and high production value, all of which entail an enormous budget. Blockbusters typically rely upon star power and massive advertising to attract a huge audience. A successful blockbuster will attract an audience large enough to offset production costs and reap considerable profits. Such productions carry a substantial risk of failure, and most studios release blockbusters that both over- and under-perform in a year.

The 1980s and 1990s saw another significant development. The full acceptance of video by studios opened a vast new business to exploit. Directors such as Tarantino and P.T. Anderson have been able to view thousands of films, producing works with vast numbers of references and connections to previous works. This, along with the explosion of independent film and ever-decreasing costs for film making, changed the landscape of American movie-making once again, leading a renaissance of film making among Hollywood's lower and middle-classes—those without access to studio financial resources.

The rise of the DVD in the twenty-first century has quickly become even more profitable to studios and has led to an explosion of packaging extra scenes, extended versions, and commentary tracks with the films.

Questions

1. How many American citizens won the Nobel Prize in literature?
2. What influenced American literature in the XVI cent.?
3. What do "the New Hollywood" and "post-classical cinema" terms mean?

LECTURE № 10

1. Overview
2. Federal holidays
3. Cuisine
4. Sports
5. Etiquette

1. Overview

Culture of USA has been a blend of varied influences of the different tribes and races who have inhabited the place from historical times. America has been the witness and home to different European settlers. At present however, the country, a multi cultural one, has grown a culture of its own. Apple pie, baseball, and the American flag form the integral part of Culture of USA. Resulting from its strong ties with Britain, the Culture of USA is primarily British. It was because of British influence that English language, legal system were introduced to the country. At present, English language is the official language of the country. There were noted influences from other parts of Europe too as there were a large number of immigrants from different parts of Ireland, Germany, Poland, and Italy.

The Culture of USA is also influenced by the Native American peoples who mostly came from the western Part of Africa. There were people from host of Countries in Europe, France, Germany, Portugal, Spain among others. The cultural practices and the food of the Americans reflect a perfect blend of all these cultural tends. However the strongest influence was that of the Britain, Ireland and Germany. Due to the wide extent of the American culture, there has been divisions inside the country into different subcultures. These are vividly seen in the cultural practices of the people in different parts of the country. American has often been referred to as the melting point of these existing culture.

Present day America has been the home to a lot of Asians too. People from all Asian countries have flocked to this country. The Asians have introduced Asian culture, religions, dress and food to USA. Like today the Americans are fond of Chinese food like Chowmein as well delicacies from other Asian countries. The immigration and settlement of the Asians and their subsequent establishments of Asian shops in USA have popularized Asian food in the country. Asian dresses have become popular with the Americans too. A young American is often spotted flaunting in Asian Dress

2. Federal holidays

January 1 - New Year's Day

Celebrates beginning of the Gregorian calendar year. Festivities include counting down to midnight (12:00 AM) on the preceding night, New Year's Eve. Traditional end of holiday season. Third Monday in January Birthday of Martin Luther King, Jr., or Martin Luther King, Jr. Day Honors Martin Luther King, Jr., Civil Rights leader, who was actually born on January 15, 1929; combined with other holidays in several states.

January 20, the first January 20 following a Presidential election Inauguration Day Observed only by federal government employees in Washington D.C., and the border counties of Maryland and Virginia, in order to relieve congestion that occurs with this major event. Swearing-in of President of the United States and Vice President of the United States. Celebrated every fourth year. If Inauguration Day falls on a Saturday or a Sunday, the preceding Friday or following Monday is not a Federal Holiday.

Third Monday in February Washington's Birthday. Washington's Birthday was first declared a federal holiday by an 1879 act of Congress. The Uniform Holidays Act, 1968, shifted the date of the commemoration of Washington's Birthday from February 22 to the third Monday in February. Many people now refer to this holiday as "Presidents' Day" and consider it a day honoring all American presidents. However, neither the Uniform Holidays Act nor any subsequent law changed the name of the holiday from Washington's Birthday to Presidents' Day.

Last Monday in May Memorial Day Honors the nation's war dead from the Civil War onwards; marks the unofficial beginning of the summer season. (traditionally May 30, shifted by the Uniform Holidays Act 1968)

July 4 Independence Day Celebrates Declaration of Independence, also called the Fourth of July.

First Monday in September Labor Day celebrates the achievements of workers and the labor movement; marks the unofficial end of the summer season.

Second Monday in October Columbus Day honors Christopher Columbus, traditional discoverer of the Americas. In some areas it is also a celebration of Italian culture and heritage. (traditionally October 12); celebrated as American Indian Heritage Day and Fraternal Day in Alabama; celebrated as Native American Day in South Dakota. In Hawaii, it is celebrated as Discoverer's Day, though is not an official state holiday.

November 11 Veterans Day honors all veterans of the United States armed forces. A traditional observation is a moment of silence at 11:00 a.m. remembering those killed in war. (Commemorates the 1918 armistice, which began at "the eleventh hour of the eleventh day of the eleventh month.")

Fourth Thursday in November Thanksgiving Day traditionally celebrates the giving of thanks for the autumn harvest. Traditionally includes the consumption of a turkey dinner. Traditional start of the holiday season.

December 25 Christmas Celebrates the Nativity of Jesus. Some people consider aspects of this religious holiday, such as giving gifts and decorating a Christmas tree, to be secular rather than explicitly Christian.

3. Cuisine

Mainstream American culinary arts are similar to those in other Western countries. Wheat is the primary cereal grain. Traditional American cuisine uses ingredients such as turkey, white-tailed deer venison, potatoes, sweet potatoes, corn, squash, and maple syrup, indigenous foods employed by American Indians and early European settlers. Slow-cooked pork and beef barbecue, crab cakes, potato chips, and chocolate chip cookies are distinctively American styles. Soul food, developed by African slaves, is popular around the South and among many African Americans elsewhere. Syncretic cuisines such as Louisiana creole, Cajun, and Tex-Mex are regionally important. Iconic American dishes such as apple pie, fried chicken, pizza, hamburgers, and hot dogs derive from the recipes of various immigrants and domestic innovations. So-called French fries, Mexican dishes such as burritos and tacos, and pasta dishes freely adapted from Italian sources are widely consumed. Americans generally prefer coffee to tea, with more than half the adult population drinking at least one cup a day. Marketing by U.S. industries is largely responsible for making orange juice and milk (now often fat-reduced) ubiquitous breakfast beverages. During the 1980s and 1990s, Americans' caloric intake rose 24%; frequent dining at fast food outlets is associated with what health officials call the American "obesity epidemic." Highly sweetened soft drinks are widely popular; sugared beverages account for 9% of the average American's daily caloric intake.

4. Sports

Sports in the United States are an important part of the American culture. However, the sporting culture of the U.S. is unique from that of many other countries. Compared to any other nation, American preferences for sports differ from the rest of the world. For example, professional soccer is not as popular in the United States as it is in many parts of the world.

Baseball is the oldest of the major American team sports. Professional baseball dates from 1869 and had no close rivals in popularity until the 1960s; though baseball is no longer the most popular sport it is still referred to as the "national pastime." Also unlike the professional levels of the other popular spectator sports in the U.S., Major League Baseball teams play almost every day from April to October. American football now attracts more television viewers than

baseball; however, National Football League teams play only 16 regular-season games each year, so baseball is the runaway leader in ticket sales.

Basketball is another major sport, represented professionally by the National Basketball Association. It was invented in Springfield, Massachusetts 1891, by Canadian-born physical education teacher James Naismith.

American football, known in many anglophone countries as gridiron, is widely considered to be the most popular sport in the United States. The 32-team National Football League (NFL) is the most popular and only major professional American football league. Its championship game, the Super Bowl, is the biggest annual sporting event held in the United States. Additional millions also watch college football throughout the autumn months, and some communities, particularly in rural areas, place great emphasis on their local high school team. American football games usually include cheerleaders and marching bands which aim to raise school spirit and entertain the crowd at half-time.

Many Americans recognize a fourth sport - Ice hockey. Always a mainstay of Great Lakes and New England-area culture, the sport gained tenuous footholds in regions like the American South in recent years, as the National Hockey League pursued a policy of expansion.

The quickly growing sport of mixed martial arts has taken off in America since its introduction in the early 1990s. Today, the Ultimate Fighting Championship is one of the most profitable organizations in the country.

5. Etiquette **Informal and Friendly**

Most people who come to the United States may already know a few things about the people through TV. Although this is of course a skewed reality some of the stereotypes are true, especially American friendliness and informality. People tend to not wait to be introduced, will begin to speak with strangers as they stand in a queue, sit next to each other at an event, etc. Visitors can often be surprised when people are so informal to the point of being very direct or even rude.

Time is Money.

The country that coined the phrase obviously lives the phrase. In America, time is a very important commodity. People 'save' time and 'spend' time as if it were money in the bank. Americans ascribe personality characteristics and values based on how people use time. For example, people who are on-time are considered to be good people, reliable people who others can count on.

The Family.

The family unit is generally considered the nuclear family, and is typically small (with exceptions among certain ethnic groups). Extended family relatives live in their own homes, often at great distances from their children. Individualism is prized, and this is reflected in the family unit. People are proud of their individual accomplishments, initiative and success, and may, or may not, share those sources of pride with their elders.

Meeting and Greeting

- Greetings are casual.
- A handshake, a smile, and a 'hello' are all that is needed.
- Smile!
- Use first names, and be sure to introduce everyone to each other.

Gift Giving Etiquette

- In general, Americans give gifts for birthdays, anniversaries and major holidays, such as Christmas.
- A gift can be as simple as a card and personal note to something more elaborate for a person with whom you are close.
- Gift giving is not an elaborate event, except at Christmas.
- When invited to someone's home for dinner, it is polite to bring a small box of good chocolates, a bottle of wine, a potted plant or flowers for the hostess.
- Gifts are normally opened when received.

Dining Etiquette

- Americans socialise in their homes and 'backyards', in restaurants and in other public places.
- It's not at all unusual for social events to be as casual as a backyard barbecue or a picnic in the park.
- Arrive on time if invited for dinner; no more than 10 minutes later than invited to a small gathering. If it is a large party, it is acceptable to arrive up to 30 minutes later than invited.
- Table manners are more relaxed in the U.S. than in many other countries.
- The fork is held in the right hand and is used for eating. The fork is held tines down. The knife is used to cut or spread something. To use the knife, the fork is switched to the left hand. To continue eating, the fork is switched back to the right hand.
- If you have not finished eating, cross your knife and fork on your plate with the fork over the knife. Indicate you have finished eating by laying your knife and fork parallel across the right side of your plate.

- If you are more comfortable eating in the Continental manner, go ahead. It will not offend anyone.
- Feel free to refuse specific foods or drinks without offering an explanation.
- Many foods are eaten by hand.
- Food is often served family-style, which means that it is in large serving dishes and passed around the table for everyone to serve themselves.
- Do not begin eating until the hostess starts or says to begin.
- Remain standing until invited to sit down.
- Do not rest your elbows on the table.
- Put your napkin in your lap as soon as you sit down.
- Leave a small amount of food on your plate when you have finished eating.

Business Dress

- What is considered appropriate business attire varies by geographic region, day of the week and industry.
- In general, people in the East dress more formally, while people in the West are known for being a bit more casual.
- Executives usually dress formally regardless of which part of the country they are in.
- Casual Friday is common in many companies. High technology companies often wear casual clothes every day.
- For an initial meeting, dressing conservatively is always in good taste. Women can wear business suits, dresses or pantsuits. Men should wear a business suit unless you know the firm to be quite casual.

Greetings

- The hand shake is the common greeting.
- Handshakes are firm, brief and confident.
- Maintain eye contact during the greeting.
- In most situations, you can begin calling people by their first names.
- Most people will insist that you call them by their nickname, if they have one.
- In formal circumstances, you may want to use titles and surnames as a courtesy until you are invited to move to a first name basis, which will happen quickly.
- Business cards are exchanged without formal ritual.
- It is quite common for the recipient to put your card in their wallet, which may then go in the back pocket of their trousers. This is not an insult.

Communication Styles

Americans are direct. They value logic and linear thinking and expect people to speak clearly and in a straightforward manner. To them if you don't "tell it how it is" you simply waste time, and time is money. If you are from a culture that is more subtle in communication style, try not to be insulted by the directness. Try to get to your point more quickly and don't be afraid to be more direct and honest than you are used to. Americans will use the telephone to conduct business that would require a face-to-face meeting in most other countries. They do not insist upon seeing or getting to know the people with whom they do business.

Business Meetings

Arrive on time for meetings since time and punctuality are so important to Americans. In the Northeast and Midwest, people are extremely punctual and view it as a sign of disrespect for someone to be late for a meeting or appointment. In the Southern and Western states, people may be a little more relaxed, but to be safe, always arrive on time, although you may have to wait a little before your meeting begins. Meetings may appear relaxed, but they are taken quite seriously. If there is an agenda, it will be followed. At the conclusion of the meeting, there will be a summary of what was decided, a list of who will implement which facets and a list of the next steps to be taken and by whom. If you make a presentation, it should be direct and to the point. Visual aids should further enhance your case. Use statistics to back up your claims, since Americans are impressed by hard data and evidence. With the emphasis on controlling time, business is conducted rapidly. Expect very little small talk before getting down to business. It is common to attempt to reach an oral agreement at the first meeting. The emphasis is on getting a contract signed rather than building a relationship. The relationship may develop once the first contract has been signed.



Questions

1. What is a federal holiday?
2. What is the oldest team sport in the USA?
3. Why is it so important to be direct in American communication?

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