

UZBEKISTAN RESPUBLIKASI JOQARI HA'M ORTA  
ARNAWLI BILIMLENDIRIW MINISTRILIGI

A'JINIYAZ ATINDAG'I NO'KIS MA'MLEKETLIK  
PEDAGOGIKALIQ INSTITUTI

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## **Lecture 1 Theme: Canada.**

### **Problems for discussion:**

#### **1. The territories of Canada.**

#### **2. Population of Canada.**

Canada is the second largest country in the world. Only Russia has a greater land area. Canada extends across the continent of North America from Newfoundland on the Atlantic coast to British Columbia on the Pacific coast. Canada is slightly larger than the United States its Southern neighbor but has only about a tenth as many people. About 28 million people live in Canada. About 80 percent live within 200 miles (320 kilometers) of the Southern border. Much of the rest of Canada is uninhabited or thinly populated because the country has rugged terrain and a severe climate.

Canada is a land of great variety. Towering mountains, clear lakes, and lush forests make the far west a region of great natural beauty. Farther inland, fields of wheat, and other grains cover vast prairies. These fertile farmlands contrast vividly with the Arctic wastelands to the north. Most of the nation's largest population and industrial centers are located near the Great Lakes and the St. Lawrence River in central Canada. In the east fishing villages and sandy beaches dot the country's Atlantic coast. Like the country's landscape Canada's people are

also varied. About 37 percent of all Canadians have some English ancestry. A small percentage of people in these groups have both English and French as official languages. French Canadians most of whom live in the province of Quebec have kept the language and many customs of their ancestors. Other large ethnic groups in Canada include German, Irish, and Scottish people. Canada and Ontario have large numbers of Asians. Native peoples—American Indians and Inuit make up about 2 percent of the nation's population. More than three-fourth of Canada's people live in cities or towns.

Toronto, Ont. and Montreal, Quebec, are the two largest urban areas in Canada. The Toronto area has about 3 million people, and the Montreal area has about 3 million people. Ottawa, Ontario is the capital of Canada. A wealth of natural resources is Canada's greatest possession. European settlers first came to Canada to fish in its coastal waters and to trap the fur-bearing animals in its forests. Later, the forests became sources of timber for shipbuilding and other construction. Today, pulpwood from these forests enables Canada to lead the world in the production of newsprint (paper for newspapers). Fertile soil helps. Canada ranks with the United States as a leader in the generation of hydroelectric power. Plentiful resources of petroleum, iron ore, and other minerals provide raw materials that help make Canada a top manufacturing nation. Canada is a federation (union) of 10 provinces and 2 territories. The nation's name probably comes from Kanata-Kon, an Iroquois Indian word that means to the village or to the small houses.

Many Canadians in eastern and western areas feel that the federal government does not pay enough attention to their particular problems and interests. French Canada make up about 80 percent of the population of Quebec. Many of these people believe their province should receive special recognition in the Canada constitution. The province has passed legislation aimed at protecting the French language and culture.

Canada is an independent, self-governing nation. But the Constitution Act of 1982 recognizes the British monarch, Queen Elizabeth-II of the United Kingdom, as queen of Canada. This position symbolizes the country's strong ties to Britain. Britain continued to govern Canada's foreign affairs until 1931, when Canada gained control of its domestic affairs (Britain continued to). Canada and the United States have had a relationship of cooperation and friendship since 1800's. But the United States – because of its larger population and greatest economic power – has tended to dominate Canada both culturally and economically. The people of Canada today are striving to maintain control of their economy and to safeguard their Canadian identity.

Canada has six cultural and economic regions. They are (1) the Atlantic Provinces, (2) Quebec, (3) Ontario, (4) the Prairie Provinces, (5) British Columbia and (6) the Territories.

*The Atlantic Provinces* lies on the Atlantic Ocean. These four provinces-Newfoundland, New Brunswick, Prince Edward Island, and Nova Scotia – make up about 5 percent of Canada's land area and have about 9 percent of its people. Most of the people are of English descent. Many Newfoundland should not be included in the Atlantic Provinces. New Brunswick, Nova Scotia and Prince Edward Island are also called the Maritime Provinces.

The Atlantic Provinces have been an important fishing center since European explorers arrived there in late 1400s. The four provinces still provide most of Canada's fish catch, but the fishing industry employs only about 3 percent of their workers. Manufacturing is the region's leading economic activity.

Economic problems have troubled the Atlantic Provinces throughout most of the 1900's. A period of economic growth began there during the 1950's. However the region still has a lower Standard of living lower wages, and a higher rate of unemployment than any other part of Canada.

***The territories.*** The Yukon Territory and North-west Territories make up more than a third of Canada's land area. However, because of the remote location and severe climate of the territories, less than 1 percent of the nation's people live there. The terrain in the Yukon and in the Southwestern part of the Northwest Territories consists mainly of forest-covered mountains. Most of the region is a frozen wasteland throughout much of the year. The territories have rich mineral deposits, and mining is the chief economic activity.

Inuit and Indians made up almost the entire population of the territories until the region's great mineral wealth was discovered during the late 1800's and the early 1900's (Whitehorse, the capital of the Yukon Territory 1900's). Whitehorse the capital of the Yukon Territory, was founded during the Klondike gold rush of the late 1990's Yellowknife, the capital of the Northwest Territories was established during another gold rush in the 1930's. In 1993, Canada passed legislation to carve a vast new territory, called Nunavut, out of the Northwest Territories. Nunavut is planned to come into being in 1999.

Population in1994 Canada had an estimated population of 27,932,000. The census reported a population of 27,296,859. Canada's population has doubled since World War-II ended in 1945. This rapid growth in population resulted from heavy immigration and a high birth rate.

Canada has about 300,000 farms. The average farm size is 572 acre (231 hectares). Wheat, beef, cattle, milk, and hogs combine to account for more than half of Canada's total farm income. Other leading products include barley, chickens and eggs, corn, and canola used to make cooking oil. More than three- fourths of Canada's farmland is located in the Prairie Province. Saskatchewan produces more than half of Canada's wheat. Barley flaxseed,

oats, canola, and rye grow in belt north of Canada's wheat-growing areas. Barley, oats, and rye are used mainly for livestock feed. Flaxseed and canola are used to make cooking oils and lubricants. Alberta is Canada's leading producer of beef cattle. Southern Ontario's warm summers and long growing season enable farmers to grow a variety of specialty crops, including corn, fruits, vegetables, and tobacco. Quebec leads the provinces in production of milk.

The Canadian economy is based on private enterprise. But the national and provincial governments play an active role in many economic activities. For example, they provide free health services to all Canadians. The federal and provincial governments also own broadcasting companies, transportation firms, and utilities. They have entered such fields as resource development and financing of homebuilding and steelmaking.

Foreign investment and ownership-especially from the United States have a major influence on Canada's economy. Great Britain, Germany, and Japan also have large investments in Canada. A free trade agreement with the United States went into effect in 1989. The agreement called for the elimination of all *tariffs* (taxes on imports) between two countries by 1999. Supporters of the agreement claimed it would open the huge U.S. market to Canadian companies.

Service industries account for 70 per cent of Canada's gross domestic product. These industries employ about 73 per cent of nation's workers. Community, business, and personal services form the leading group of service industries in Canada. Finance, insurance, and real estate form the second most important service industry in Canada in terms of gross domestic product. Toronto and Montreal are the leading financial centers in Canada. Canada's commercial banking system consists of 8 Canadian-owned banks and 59 small foreign-owned banks. These banks operate about 7,000 branches throughout the country. The main stock exchange is located in Toronto, and smaller operates in Montreal, Vancouver, and Calgary.

## **Lecture 2 Theme: Canada**

### **Problems for discussion:**

- 1. Government system of Canada**
- 2. The constitution**
- 3. The Prime minister**

*Government of.* Canada combines a federal form of government with a cabinet system. The federal form of government was originally on that of the United Kingdom (also called Britain). As a federation, Canada is made up of 10 provinces and two territories. The country works out its

national problems through its central government in Ottawa which represent all the people of Canada. Each province has its own government. The territories are self-governing but the federal government plays a large role in their administration.

The cabinet system of Canada unites the legislative and executive branches of the government.

The prime minister and all members of the Cabinet are usually members of the House of Commons. Defeats a piece of important government-supported legislation, or if it passes a vote of no confidence in the government, the prime minister must either resign or request that the governor general call a new general election. Queen Elizabeth-II of the United Kingdom is queen of Canada. She is the official head of state, but a governor general act as her representative. However, the governor general performs only certain formal and symbolic tasks. The prime minister directs the government.

The people of Canada elect members of the House of Commons. To note in national elections, a person must be at least 18 years old and a Canadian citizen. Each province set its own voting requirements for provincial elections. A voter must be at least 19 in British Columbia and at least 18 in other provinces. Canada is a member of the Commonwealth of Nations, but it is not a dependency of the United Kingdom Canada is an independent, self-governing democracy equal in rank to the United Kingdom and all other nations.

The constitution. Canada's constitution is partly unwritten and partly written. The unwritten part consists mainly of usage and customs, including the Cabinet System of government. The basic written section is the Constitution Act of 1982. It includes the British North America Act, which was the basic document governing Canada's federal system from 1867 to 1982. Other written parts include ordinary laws and judicial decisions.

The founding fathers of the Canadian confederation wanted a strong central government. They were wary of weaknesses that seemed to be exposed in the United States federation by the American Civil War. Thus in the British North America Act they made Canada's federal government almost all-powerful. The provincial governments received only 16 powers then considered to be of minor importance. The federal government got all disallow (reject) any provincial laws it believed undesirable. However, powers given to the provinces – over such matters as education, health, and natural resources – became more important. Province became stronger and richer and debates on the divisions of power between federal and provincial government increased.

The constitution Act of 1982 did not end the debates. But it achieved another long-sought goal-ending formal British control over amendments to Canada's constitution. Previously, the British Parliament had to approve all such amendments. Now, amendments must be approved only by the House of Commons and two-thirds of the provincial assemblies representing at least half the population.

The Senate also votes on constitutional amendments, but its rejection can only delay passage for 180 days.

*The prime minister* of Canada is the actual head of government. As the leader of the majority party in the House of Commons, the prime minister is indirectly elected by the people. No law established this office. The office is simply a necessity, worked out long ago in England. No government could carry on without Parliament's support. The leader of the majority in the House gradually became the prime (first) minister of the Cabinet. The prime minister is appointed by the governor general, who follows the wishes of the majority in the House. The prime minister holds office only with the backing of this majority. A prime minister who loses this backing must either resign or request that the governor general call a new general election.

Parliament can control the actions of the prime minister by giving or withholding support. However, the prime minister also has a control over the actions of the House of Commons. The prime minister may request that the governor general dissolve the House and call a new general election.

*The Cabinet* helps prime minister direct the government. The Cabinet consists of as many as 40 ministers chosen by the prime minister, usually from the majority party in the House, and appointed by the government general ministers (also) usually head government departments. They lose their offices if the government resigns. Ministers also hold political office and may lose their positions if the Cabinet changes. Therefore, a deputy minister is the permanent head of each department. These officers are civil servants.

Following is a list of the Cabinet ministers and their duties. It describes the Cabinet as it existed in June 1993 under Prime Minister Brian Mulroney.

*The leader of the government in the House* supervises preparation of the government's legislative program and manages the program in the House of Commons.

*The leader of the government in the Senate* is a Senator who in the Senate sponsors legislation after the legislation has been passed by the House of Commons.

*The minister of agriculture* work to stimulate agricultural development in Canada. The minister's department also monitors food products for safety and prime and marketability.

*The minister for the Atlantic Canada Opportunities Agency* promotes economic-development in New Brunswick Newfoundland, Nova Scotia, and Prince Edward Island.

*The minister of Communications* regulates Canada's telecommunications (electronic communications) industry and administers cultural programs and national museums.

*The minister of responsible for constitutional affairs* handles negotiations with the provinces and interest groups regarding the Canadian Constitution.

*The minister of consumer and corporate affairs* oversees the administration of federal economic regulations. The minister also protects the interests of consumers.

*The minister of employment and immigration* deals with immigration and the development of labor resources and oversees Canada's unemployment insurance program.

*The minister of energy, mines, and resources* oversees the development of Canada's mineral and energy resources.

*The minister of the environment* manages national parks and administers programs to protect the environment.

*The minister for external relations* assists the secretary of state for external affairs in matters involving relations with French-speaking nations and aid to foreign countries.

*The minister of finance* prepares Canada's annual budget and advised the government on economic and financial affairs.

*The minister of fisheries and oceans* helps manage Canada's fisheries and its ocean resources.

*The minister of forestry* promotes the development of Canadian forestry and research in forest management.

*The minister of Indian affairs and northern development* promotes economic development in the territories of Canada and administers programs for Canada's native peoples.

*The ministers of industry, science, and technology* work to promote national industrial goals through the coordination of scientific and technological research.

*The minister for international trade* works with the secretary of state for external affairs on international trade issues.

*The minister of justice* is Canada's attorney general and the government's official legal adviser.

*The minister of labor* helps prevent or settle labor disputes and promotes stable relations between workers and employers.

*The minister of multiculturalism and citizenship* promotes good citizenship and a greater awareness and understanding of Canada's many ethnic groups.

*The minister of national defense* manages and directs the Canadian Armed Forces and other matters of national security.

*The minister of national and welfare* manages Canada's public health and social welfare programs.

*The minister of public works* manages public buildings, bridges, and roads. The minister also provides architectural engineering and real estate services to the government.

*The minister for science* assists the minister of industry science and technology in matters relating to science.

*The minister of supply and services* is the chief purchasing agent of the government. The minister provides supplies and management services to other government departments.

*The minister to transport* is responsible for the development operation and regulation of the national transportation system.

*The minister of veterans affairs* administer programs for veterans and their families.

*The minister of western economic diversification* promotes the development of western Canada's economy.

*The president of the Treasury Board* presides over meeting of the Treasury Board which manages the government's financial human and material resources.

*The president of the Queen's Privy Council* is senior minister to whom the prime minister assigns specific duties.

*The secretary of state* promotes the use of Canada's official languages – English and French – as well as national symbols traditions and certain cultural activities. The secretary is also the custodian of state documents.

*The secretary of state for external affairs* carries out foreign policy and promotes international trade and other Canadian interests abroad.

The solicitor general administers Canada's prison system and oversees the Royal Canadian Mounted Police. The Parliament is the national legislature of Canada in a strict legal sense, Parliament includes the House of Commons Senate and the Crown represented by the governor general. But the term Parliament is also used to refer to just the national legislature of Canada. The Canadian legislature has two houses – an upper house called the Senate and a lower house called the House of Commons.

*The Senate* normally has 104 members. The senators and the speaker the Senate's presiding officer are appointed by the governor general on the prime minister's recommendation. A new prime minister usually recommends a new Speaker. Senators must retire at age 75. The Atlantic Provinces – Prince Edward Island, New Brunswick, Newfoundland and Nova Scotia send a total of 30 members to the Senate. The Western Provinces – Alberta, British Columbia and etc.

Government of Saskatchewan sends 24. Quebec and Ontario each send 24 members. The Northwest Territories and the Yukon Territory each have one senator.

The Senate has less power than the House of Commons. Since 1982 amendments to Canada's Constitution have required approval from the House and required number – usually 7 – of the provincial assemblies. The Senate votes an amendments but its rejection can only delay passage of an other wise approved amendment for 180 days. The Senate cannot introduce bills that involve the spending of money and experts in Canadian constitutional law question INS power to amend such bills.

*The House of Commons* consists of members elected by the people for five- year terms, unless an election is called earlier. A House rarely lasts for five years without a new election. The number of members for each province is determined after each Canadian census. For the number of members of Parliament of each province see the table in each province article. For example Alberta (table Alberto in brief) Each House member represents a constituency (district)of a province. Members do not have to have in the constituency or in the province they represent. The House elects a Speaker to preside over meetings. The Speaker holds office general elections are called The Court.

The highest courts of Canada are the Supreme court of Canada and the Federal Court of Canada. There are various other federal courts and each province and territory has its own court system. Judges of the two highest federal courts and of some provincial and council is the governor general of Canada acting with the advice and consent of the Cabinet. Appointments of chief justices and associate chief justices are made on the recommendation of the prime minister. The other federal appointments are made on the recommendation of the minister of justice with



Cabinet approval. The retirement age for federally appointed judges is 70 or 75 depending on their court.

*The Supreme Court of Canada* is the highest court of appeal in Canada. It has the chief justice of Canada and eight associate judges called puisne (pronounced PYOO nee) judges. Puisne means junior or associate.

*The Federal Court of Canada* has a trial division and an appeals division both of which are under jurisdiction of a single chief justice. The trial division hears all Claims against or affecting Canada's government.

**Questions:**

1. . What is the total area of the Canada ?
2. What is the capital of Canada ?
3. How many parts are there in Canada ?
4. Who is the head of Canada now?
5. What is the population of Canada ?
6. What is the deepest river in Canada?
7. Call the name of a brown-skinned people living in Canada?

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**Lecture 3 Theme: History of Canada.**

**Problems for discussion:**

1. **Early settlements. Threats of expansion.**
2. **British conquest and rule.**
3. **The United Empire Loyalists.**
4. **The struggle for responsible government**

Canada's history is an exciting story that traces the development of a vast wilderness into a great nation. Most experts believe the first people to live in what is now Canada came from Asia about 15.000 years ago. They arrived by way of a land bridge that once connected Asia and North America at what is now Alaska. Their descendants became known as Indians. The ancestors of the Eskimos came to Alaska over the land bridge after the Indians. They first settled in the Arctic region of Canada, probably coming about 5.000 years ago.

In 1497, John Cabot, an Italian navigator in the service of England, found rich fishing grounds off Canada's southeast coast. In time, his discovery led to the European exploration of Canada. France took the lead in exploring the country and set up a colony in eastern Canada in the early 1600's. Daring French fur traders travelled westward and came upon many of Canada's sparkling lakes, rushing rivers, and majestic, snow-capped mountains. Great Britain gained control of the country in 1763, and thousands of British immigrants began to join the French who remained in Canada. In 1867, the French and English-speaking Canadians helped create a united colony called the Dominion of Canada. The two groups worked together to settle the country from coast to coast and to develop its great mineral deposits and other natural resources.

Canada gained its independence from Britain in 1931. During the mid-1900's, hard-working Canadians turned their country into an economic giant. Today, huge harvests from western Canada make the nation a leading producer of wheat, oats, and barley. Canada also ranks among the world's top manufacturing nations, and it is a major producer of electric power.

Canada and the United States have generally enjoyed a long history of cooperation. They have worked together in the defence of North America and have strong economic ties. Canada has tried to develop independently of its southern neighbour. But its economy is so closely linked to the U.S. economy that severe U.S. business slumps usually cause hard times in Canada. In addition, the popularity of U.S. culture in Canada has challenged the efforts of Canadian leaders to establish a separate identity for their country.

About A.D. 1000, Vikings from Iceland and Greenland became the first known Europeans to reach North America. The Vikings, led by Leif Erickson, landed somewhere on the northeast coast, a region Erickson called Vinland. The Vikings established a colony in Vinland, but they lived there only a short time. Some historians believe that Vinland was located in what is now Maine or Massachusetts. Others think it was in Newfoundland. Ruins of a Viking settlement have been found at L'Anse aux Meadows, on the northern tip of the island of Newfoundland.

Lasting contact between Europe and America began with the voyage of Christopher Columbus in 1492. Columbus sailed west from Spain to find a short sea route to the Indies, as Europeans called eastern Asia. This region was known for its jewels, silks, spices, and other luxury goods. When Columbus landed in America, he thought he had reached the Indies. News of his voyage excited most Europeans.

By the early 1500's, some Europeans realized that Columbus had reached an unknown land, which they called the New World. In 1534, King Francis I of France sent Jacques Cartier, a French navigator, to the New World to look for gold and other valuable metals. Cartier sailed into the Gulf of St. Lawrence. He landed on the Gaspé Peninsula and claimed it for France. In 1535, on a second trip, Cartier became the first European to reach the interior of Canada. He sailed up the St. Lawrence River to the site of present-day Montreal. In 1541, on a third visit, Cartier joined a French expedition that hoped to establish a permanent settlement in Canada.

**Early settlements.** In 1603, King Henry IV of France completed plans to organize the fur trade and to set up a colony in Canada. The next year, a French explorer named Pierre du Gua (or du Guast), Sieur de Monts, led a small group of settlers to a site near the mouth of the St. Croix River in what is now the province of New Brunswick. In 1605, the settlers left that spot and founded Port Royal (now Annapolis Royal in Nova Scotia). The French called their colony Acadia.

In 1608, another French explorer, Samuel de Champlain, founded a settlement along the St. Lawrence River. He named the village Quebec. Champlain made friends with the Algonquin and Huron Indians living nearby and began to trade with them for furs. The two tribes also wanted French help in wars against their main enemy, the powerful Iroquois Indians. In 1609, Champlain and two other-French fur traders helped their Indian friends defeat the Iroquois in battle. After this battle, the Iroquois were also enemies of the French.

The Huron lived in an area the French called Huronia. Champlain persuaded the Huron to allow Roman Catholic missionaries to work among them and introduce them to Christianity. The missionaries, especially an order known as the Jesuits explored much of what is now southern Ontario.

**Threats to expansion.** Champlain hoped Quebec would become a large settlement, but it remained only a small trading post for many years. By 1625, about 60 people lived there.

New France failed to attract settlers partly because of threats from English colonists as well as from the Iroquois. Like France, England claimed much of what is now eastern Canada. England based its claims on explorations dating from Cabot's landing in 1497. During the early 1600's, many English colonists settled along the east coast of North America south of New France. Numerous disputes over fur-trading rights broke out between the French and the English. In 1629, English forces captured the town of Quebec. The French regained the town in 1632.

During the late 1640's, the Iroquois conquered Huronia and killed most of the French missionaries. The Algonquin and Huron fled, leaving the French to fight the Iroquois alone. During the next 10 years, the Iroquois increased their attacks on the French. Many settlers were killed, and the French fur trade was destroyed.

**The growing French-English rivalry.** The boundaries of English colonies south of New France also expanded during the late 1600's. Settlers poured into the English colonies and pushed the frontier westward, nearer New France. In 1670, an English firm called the Hudson's Bay Company opened fur-trading posts north of New France on the shores of Hudson Bay.

Clashes between England and France in Europe contributed to their rivalry in North America. Other factors also created tension between the English and French colonists. For example, most of the French were Roman Catholics, and the majority of the English were Protestants. Most of the French wanted land for fur trading. The English wanted it for farming. In addition, French and English fur traders competed against each other.

During the 1730's, French-Canadian fur traders travelled farther inland and claimed more land for France. By 1738, Pierre Gaultier de Varennes, Sieur de La Verendrye, had established a chain of fur-trading posts between Montreal and what now Saskatchewan is.

The French and English colonists fought each other in four wars between 1689 and 1763. These conflicts led to Great Britain's conquest of New France. The British government then worked hard to win the support of its new French-Canadian subjects. During the late 1700's and early 1800's, Canadian explorers pushed westward across the continent.

The first three of the four wars between the French and English colonists broke out in Europe before spreading to America. These wars in America were King William's War (1689-1697), Queen Anne's War (1702-1713), and King George's War (1744-1748). Only after the second war did either side gain territory. In 1713, under the Treaty of Utrecht, France gave Britain Newfoundland, the Nova Scotia region of Acadia, and the Hudson Bay territory.

The fourth war began in the Ohio River Valley in 1754 and lasted until 1763. It spread to Europe in 1756 and became known as the Seven Year's War and in Canada. The conflict, which is called the French and Indian War in the United States, marked the final chapter in the struggle between the French and British colonists in America. The British had a number of advantages during the war. For example, there were more than a million British colonists compared with about 65,000 French settlers. The British colonies also received greater military support from Britain than New France did from France. In addition, the British had the help of the Iroquois, the strongest Indian group in the east.

The French did well at first, but the tide of battle slowly turned against them. British armies backed by the British Royal Navy, captured Quebec City in 1759. Both opposing generals, the Marquis de Montcalm of France and James Wolfe of Britain, were fatally wounded in the battle (**see Quebec, Battle of**). The British seized Montreal in 1760, and the fighting in America ended. In the Peace of Paris, signed in 1763, France surrendered most of New France to Britain.

Great Britain gave the name Quebec to the area that made up most of its new territory in Canada. It added some of the new territory to Nova Scotia and Newfoundland. At first, Britain governed Quebec under British laws, which denied Catholics the rights to vote, to be elected, or to hold public office. This policy affected nearly all the colony's French Canadians. Quebec's first two British governors, Generals James Murray and Guy Carleton, opposed the policy because they wanted Britain to gain the loyalty of the French. Carleton also was aware of discontent in the 13 colonies to the south, then known as the American Colonies. He knew that Britain would need the support of the French Canadians if an American rebellion broke out.

In 1774, Carleton persuaded the British Parliament to pass the Quebec Act. This act recognized French civil and religious rights. It also preserved the seigniorial landholding system and extended Quebec to include much of what is now Quebec, Ontario, and the Midwestern United States. **See Quebec Act.**

The Revolutionary War in America began in 1775. The Americans asked the French Canadians to join their rebellion against Britain. But the French regarded the war mainly as a conflict between Britain and British colonies and chose to remain neutral. An American invasion of Canada in 1775 failed.

**The United Empire Loyalists.** After the Revolutionary War began, many people in the American Colonies remained loyal to Britain. These colonists became known as United Empire Loyalists. About 40,000 of them moved to Canada during and after the war. They settled mainly in western parts of the colonies of Nova Scotia and Quebec. Those who moved to Nova Scotia soon demanded a colony of their own. In 1784, the British government created the colony of New Brunswick out of western Nova Scotia for the Loyalists.

The Loyalists in Quebec also became unhappy. The Quebec Act gave the Catholic Church a special position in the colony. But most Loyalists were Protestants. In addition, the act did not permit the colony to have its own elected legislature. The Loyalists demanded a government like they had before the revolution – one that allowed them to choose their own public officials.

The British solution was the Constitutional Act of 1791. This act divided Quebec into two colonies, Lower Canada and Upper Canada. Lower Canada occupied the area along the lower St. Lawrence River. Upper Canada covered the area near the Great Lakes and the upper St. Lawrence. Each colony had its own elected assembly, though the legislatures had little real power. Each colony also had a lieutenant governor and a Legislative Council. The lieutenant governor and council members, who were appointed by the British, controlled the government. French Canadians formed the vast majority of the population in Lower Canada. The government there was based on principles of French civil law, Catholicism and the seigniorial system. English-speaking Canadians made up the majority in Upper Canada. Local officials followed the traditions of English law and property systems.

**The struggle for responsible government (1816-1867).** Canada's population began to soar during the early 1800's as thousands of immigrants came from Great Britain. During the 1840's, leaders in some Canadian colonies pushed for *responsible government* (self-government) in local affairs. In a system of responsible government, the executive is *responsible* (answerable) to an elected assembly. Britain gradually granted all the colonies such government. During the mid-1860's, some colonial leaders argued that Canada needed a strong central government to deal with domestic matters. They started a movement for a *confederation* (union) of the Canadian colonies. This movement led to the formation of the Dominion of Canada in 1867.

After the War of 1812, Canada began to attract large numbers of immigrants from England, Ireland, and Scotland. French Canadians resented the flood of English-speaking

newcomers. Many of the French believed that the British government wanted to destroy the French heritage in Canada.

By the 1820's, most French Canadians had become very bitter toward the English-speaking Canadians in Lower Canada. The French controlled the legislature, but the English controlled the Legislative Council. The council, in turn, ran the government. It spent much of the colony's tax money on projects to benefit commerce. French Canadians owned few businesses however, and so opposed these expenses. The French also feared that the council intended to help English-speaking Canadians take over French-Canadian farms.

Upper Canada also faced serious political problems during the early 1800's. Church leaders, merchants, and landowners there formed a group known as the Family Compact. This group controlled the colonial government. It often cooperated with the lieutenant governor, to block the demands of the farmers in the assembly.

**Glossary:** Early European exploration, Fur trade, Early settlements, The royal province, The colonial wars, The Quebec Act, The United Empire Loyalists, The War 1812, Growing discontent.

**Questions:**

1. What is the name of French explorer who in 1603 explored Canada?
2. Who first found rich fishing grounds off Canada's southeast coast ?
3. When did Canada gain its independence?
4. When was the Civil War?
5. Who organized the fur trade and to set up a colony in Canada?
6. When did another French explorer, Samuel de Champlain, find a settlement along the St. Lawrence River?
7. When did many English colonists settled along the east coast of North America south of New France in Canada?

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**LECTURE 4 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 5 The USA**

- 1. Government and democracy**
- 2. Constitution**

### **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.

## **LECTURE 6 The USA**

3. **Executive branch**
4. **Legislative branch**
5. **Judicial branch**
6. **Political parties**

### **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 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 USA Some facts of history of America.**

#### **Growth and Expansion. The first Americans. European discovery. Columbus**

The history of the United States is the story of a great nation that was carved out of a wilderness by a brave and freedom-loving people. The men and women who built the United States came from almost every part of the world. They represented many different nationalities and religions. Through the years, the people and their descendants learned to live and work together, and to take pride in being Americans. This spirit of cooperation and pride helped make the U.S. the huge, powerful, and its people survive many challenges and hardships – including dangers in the wilderness, wars, social turmoil, and economic depressions.

As late as the 1400's, Indians and Eskimos were the only inhabitants of the Western Hemisphere. During the next 200 years, people from several European countries sailed across the Atlantic Ocean to North and South America. Among them were colonists – chiefly British – who settled along the eastern coast of North America between what are now Maine and Georgia. These colonists built up a series of thriving settlements. They lived under British rule for many years. But their dedication to liberty led them to declare their independence and form the U.S. of America in 1776.

The American people dedicated their new nation to the principles of democracy, freedom, equality, and opportunity for all. From the start, the U.S. welcomed immigrants to its shores. Attracted by the opportunity for freedom and a chance for a better life, newcomers from many lands poured into the U.S. by the millions. Immigration and natural growth caused the nation's population to mount steadily – from fewer than 3 million people in 1776 to more than 258 million people today.

As the population grew, the American people spread out across North America. Wherever they went, these pioneers worked hard to turn the wilderness into a place where they could earn a living. They formed thriving farms in places where the soil was good. They searched for minerals and other valuable resources, and established towns where they found resources. Cities grew up along the main transportation routes and business and industry prospered there. America's rapid growth made it one of the largest nations in the world in terms of both size and population. The country's bustling economic activity turned in into a land of enormous wealth.



As many as 80 million Indians may have been living in the Americas when Columbus reached the New World. As many as 65 million Indians lived between what is now Mexico and the tip of South America. As many as 15 million Indians lived in what are now the U.S. and Canada.

The American Indians formed hundreds of tribes, with many different languages and ways of life. Some tribes in the south – including the Aztec, Inca, and Maya – established advanced civilizations. They founded cities that had huge, magnificent buildings. They also accumulated gold, jewels, and other riches. Most American Indians north of Mexico lived in small villages. They hunted game and raised such crops as *maize* (corn), beans, and squash. Some tribes travelled in search of food and never established permanent settlements.

Some Indian tribes of North America helped the early European settlers survive in the wilderness of the New World. But as the settlers pushed steadily westward, they became a threat to the Indian way of life, and Indians and whites became enemies.

**The Vikings.** About A.D. 1000, Vikings from Greenland explored part of the North American mainland – probably what is now Newfoundland, Canada. Led by Leif Erickson, they were probably the first white people to reach the mainland of the continent. But the Vikings did not establish permanent settlements, and their voyages were soon forgotten.

**11.2. Columbus.** Before Columbus voyage, Europeans did not know the Western Hemisphere existed. During the 1400's, Europeans became interested in finding a short sea route to the Far East – a region of spices and other valuable goods.

Columbus, an Italian navigator, believed he could find a short route to the East by sailing west. Financed by the Spanish king and queen, he set sail westward from Spain on Aug. 3, 1492. Columbus reached land on October 12, and assumed he had arrived in the Far East. Actually, he landed on San Salvador, one of the islands just east of the North American mainland.

Columbus died in 1506. He believed that he had sailed to an unknown land in the Far East. Other Europeans called this unexplored area the *New World* and honoured Columbus as its discoverer. Europeans also called the Western Hemisphere *America*, after Amerigo Vespucci. An Italian, Vespucci claimed he made voyages to the New World for Spain and Portugal beginning in 1497.

The discovery of the existence of America caused a wave excitement in Europe. To many Europeans, the New World offered opportunities for wealth, power, and adventure. European rulers and merchants wanted to gain control of the hemisphere's resources in order to add to their wealth. Rulers also sought to gain New World territory, and thus increase their power and importance. Christian clergymen were eager to spread their religion to the Indians. Explorers and others viewed the New World as a place to seek adventure, as well as gain fame and fortune. Before long, Europeans from several countries sailed across the Atlantic to explore America and set up trading posts and colonies.

The English and French began exploring eastern North America about 1500. At first, both nations sent only explorers and fur traders to the New World. But after 1600, they began establishing permanent settlements there. The French settlements were chiefly in what is now Canada. The English settlements included the 13 colonies that later became the United States.

For many years, Great Britain and France struggled for control of the land between the Atlantic Ocean and the Mississippi River, and for Canada. Britain finally won out in 1763 when it defeated France in the French and Indian War.

**11.3.** In the early 1600's, the British king began granting charters for the purpose of establishing colonies in America. The charters went to companies of merchants and to individuals called *proprietors*. The merchants and proprietors were responsible for recruiting people to settle in America and, at first, for governing them. By the mid-1700's, most of the settlements had been formed into 13 British colonies. Each colony had a governor and legislature, but each was under the ultimate control of the British government.

## **Lecture 8 USA Some facts of history of America.**

## **Problems for discussion:**

- 1. The thirteen colonies.**
- 2. The civil war and Reconstruction.**

The 13 colonies stretched from what is now Maine in the north to Georgia in the south. They included the New England Colonies of Massachusetts, Connecticut, Rhode Island, and New Hampshire in the far north; the Middle Colonies of New York, New Jersey, Pennsylvania, and Delaware; Virginia and Maryland along Chesapeake Bay; and the Southern Colonies of North Carolina, South Carolina, and Georgia in the far south.

Virginia and Maryland were among the earliest British colonies. They were established for different reasons, but they both developed in much the same way.

Virginia began with the Jamestown settlement of 1607. The London Company, an organization of English merchants, sent the settlers to America, hoping that they would find gold and other treasures. But the settlers found no treasures at Jamestown, and they faced great hardships. Captain John Smith played a leading role in helping the colony survive in its early days. In about 1612, some Jamestown colonists began growing tobacco, which the London Company sold in Europe. The crop soon became popular, and – as tobacco production mounted – Virginia prospered. New farms and settlements sprang up in the colony.

Maryland was founded by the Culverts, a family of wealthy English Roman Catholics. Catholics were persecuted in England, and the Culverts wanted to provide a place where Catholics could enjoy freedom. In 1632, Cecilius Calvert became proprietor of the Maryland area. Colonists, led by Leonard Calvert, established the first Maryland settlement in 1634. The Maryland settlers also raised tobacco. As tobacco production increased, their colony grew and prospered.

Puritans, originally financed by English merchants, founded the New England Colonies. Puritans were English Protestants who faced persecution because of their opposition to the Church of England, Britain's official church.

In 1620, a group of *Separatists* (Puritans who had separated from the Church of England) and other colonists settled in New England. Called *Pilgrims*, they founded Plymouth Colony – the second permanent British settlement in North America. Between 1628 and 1630, Puritans founded the Massachusetts Bay Colony at what are now Salem and Boston. Plymouth became part of Massachusetts Colony in 1691.

Settlers spreading out from Massachusetts founded the three other colonies in New England. Connecticut was first settled in 1633 and became a colony in 1636. Colonists settled in Rhode Island in 1636. Rhode Island became a colony in 1647. New Hampshire, first settled in 1623, became a colony in 1680.

Life in New England centred around towns. Each family farmed its own plot of land, but they all lived close together in a town. The early New England colonists relied on farming to earn a living. But before long, the New Englanders started many small industries, including fishing, lumber, and crafts.

**The Middle Colonies.** Soon after British settlement started, the Dutch founded New Netherlands, a trading post and colony that included what are now New York and northern New Jersey. They began a permanent settlement in New York in 1624 and in New Jersey in 1660. In 1638, the Swedes established a trading post and settlement called New Sweden in present-day Delaware and southern New Jersey. The Dutch claimed New Sweden in 1655. But in 1664, the British – far better established in America than the Dutch – took over New Netherlands and New Sweden.

King Charles II of England gave the New York and New Jersey territory to his brother, James, Duke of York. Friends of the duke founded huge farming estates in northern New York. New York City developed from the Dutch city of New Amsterdam in southern New York. It became a shipping and trading centre. The Duke of York gave New Jersey to two of his friends

who allowed much political and religious freedom. As a result, New Jersey attracted many settlers.

**The Southern Colonies.** In 1663, King Charles II gave the land between Virginia and Florida, called Carolina, to eight proprietors. Virginians had set up a settlement in the northern part of Carolina about 10 years earlier. After 1663, Carolina attracted British settlers, French Protestants called Huguenots, and Americans from other colonies. In 1712, the northern two-thirds of the region was divided into two colonies, North Carolina and South Carolina. North Carolina developed as a colony of small farms and fur trading activity. In South Carolina, wealthy landowners established rice and indigo plantations. The plantations required many labourers, and landowners filled this need by bringing many blacks to the colony as slaves. The coastal settlement of Charleston, S.C., became a rich seaport and lively social centre.

As a result of the Treaty of Paris of 1783, the new nation controlled all of North America from the Atlantic Ocean to the Mississippi River between Canada and Florida. Canada, to the north, remained British territory. Great Britain returned Florida to Spain, and Spain continued to control the area west of the Mississippi River.

The original 13 colonies made up the first 13 states of the United States. Eventually, the American land west of the Appalachian Mountains was divided into territories.

At the end of the Revolutionary War, the new nation was still a loose confederation of states. But in 1787, American leaders got together and wrote the Constitution of the United States. The Constitution became the country's basic law and welded it together into a solid political unit. The men who wrote it included some of the most famous and important figures in American history. Among them were George Washington and James Madison of Virginia. Alexander Hamilton of New York, and Benjamin Franklin of Pennsylvania. The authors of the Constitution, along with other early leaders such as Thomas Jefferson of Virginia, won lasting fame as the Founding Fathers of the United States.

The American people began setting up a new system of government as soon as they declared their independence. Each of the new states had its own constitution before the Revolutionary War ended. The state constitutions gave the people certain liberties, usually including freedom of speech, religion, and the press. In 1781, the states set up a federal government under laws called the Articles of Confederation.

**Glossary:** inhabitants of the Western Hemisphere, Indians, Eskimos, first Americans, the Vikings Columbus, New World, 13 colonies, the growth, of nation, The Civil war, President Lincoln.

#### **Questions:**

1. Who were the only inhabitants of the Western Hemisphere?
2. How many Indians may have been living in the Americas when Columbus reached the New World?
3. Who was Columbus?
4. When did Columbus die?
5. When did the English and French begin exploring eastern North America?
6. What countries did for many years struggle for control of the land between the Atlantic Ocean and the Mississippi River, and for Canada?
7. Who were among the earliest British colonies in America?

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## EDUCATION IN THE USA

Problems for discussion.

1. General pattern of education in the USA.
2. Elementary schools, high schools and institutions.
3. School curriculum.

The general pattern of education in the USA is a eight-year elementary school. This has been called 8-4 plan organization. It is proceeded, in many localities, bu nursery schools and kindergartens. It is followed by a four-year college and professional schools. This traditional pattern, however, has been varied in many different ways. The 6-3 plan consists of a six-year elementary school, a three-year junior high school, and a three-year senior high school. Another variation is a 6-6 plan organization, with a six-year elementary school followed by a six-year secondly school.

American education provides a program for children, beginning at the age of 6 and continuing up to the age of 16 in some of the states, and to 18 in others. The elementary school in the United States is generally considered to include the first six or eight grades of the common-school system, depending upon the organization that has been accepted for the secondary school. It has been called the «grade school» or the «grammar school».

There is no single governmental agency to prescribe for the American school system, different tapes of organization and of curriculum are tried out. The length of the school year varies among the states. Wide variation exists also in the length of the school day. A common practice is to have school in session from 9:00 to 12:00 in the morning and from 1:00 to 3:30 in the afternoon, Monday through Friday. The school day for the lower grades is often from 30 minutes to an hour shorter. Most schools require some homework to be done by elementary pupils.

There are eight years of elementary schooling. The elementary school is followed by four years of secondary school, or high school. Often the last two years of elementary and the first years of secondary school are combined into a junior high school.

The school year is nine months in length, beginning early in September and continuing until about the first of June, with a vacation of week or two at Christmas time and sometimes a shorter one in spring. There are slight variations from place to place. Students enter the first grade at the age of six and attendance is compulsory in most states until the age of sixteen or until the student has finished the eighth grade.

The elementary schools turned to be small. The high schools are generally larger and accommodate pupils from four or five elementary schools. A small town generally has several elementary schools and one high school. In some rural communities the one-room country school house exists. Here may be found from five to twenty-five pupils in grades one through eight, all taught by the same teacher.

Admission to the American high school is automatic on completion of the elementary school. During the four year high school program the student studies four or five major subjects per year, and classes in each of these subjects meet for an hour a day, five days a week. In addition, the student usually has classes in physical education, music, and art several times a week. If he fails a course, he repeats only that course and not work of the entire year. Students must complete a certain number of courses in order to receive a diploma, or a certificate to graduation.

Institutions of higher learning supported by public funds are not absolutely free. The state colleges and universities charge a fee for tuition or registration. This fee is higher for those who come from outside the state. The way through college is commonplace.

Usually there is no admission examination required by a state university for those who have finished high school within the state. Sometimes a certain scholastic average, or average of high school grades.

Private colleges and universities, especially the larger, well-known ones such as Harvard, Princeton, and Yale, have rigid scholastic requirements for entrance, including an examination. It usually takes four years to meet the requirements for Bachelor of Arts or Bachelor of Science degree. A Master of Arts or Master of Science degree may be obtained in one or two additional years. The highest academic degree is the Doctor of Philosophy. It may take any number of years to complete the original research work necessary to obtain this degree.

From Hawaii to Delaware, from Alaska to Louisiana, each of the 50 states in the USA has its own laws regulating education. From state to state some laws are similar, others are not. For example, all states require young people to attend school.

Though there is no national curriculum in the United States, certain subjects are taught across the country. Almost every elementary school provides instruction in these subjects: mathematics, language arts (a subject that includes reading, grammar, composition and literature), penmanship, science, social studies (a subject that includes history, geography, citizenship and economics), music, art and physical education. In many elementary schools, courses in the use of computers have been introduced. And in some cases, a foreign language is offered! in the upper elementary school. Not all schools offer any foreign language course, if they do, it usually lasts for no longer than half a year. In general, it is not necessary to study a foreign language to get a high school diploma. But if one plans to enter a college or university, one should study a foreign language for no less than two years.

It has become common for the college program to be divided into broad fields, such as Sciences and mathematics, and the fine arts. Many colleges require all freshmen and sophomores to take one or two full-year courses in each of three fields. Certain courses, such as English or history, may be required for all, with some election permitted in the other fields.

Higher educational institutions usually are governed by a board of regents or a board of trustees.

## ANSWER THE QUESTIONS

1. What is the general pattern of education in the USA?
2. What are the variations of the traditional 8-4 plans?
3. When do children begin to go to school?
4. What is the length of the school year in the USA?

## LECTURE – 10 CULTURE AND HOLIDAYS

Problems for discussion

1. New year's day.
2. Independence Day
3. Thanksgiving
4. John Trumbull (1756-1843)
5. Winslow Homer (1836-1910)

Holidays are most widely observed in the United States. In most states banks, post-offices and most places of business are closed on these holidays days.

1. New years day - January 1 - a legal holiday in all states and Districts of Columbia.
2. Memorial Day - May 30 is also known as Decoration Day . It is devoted to the memory of the Civil War heroes.
3. Independence Day - July 4. The day of the Adoption of Declaration of Independence in 1776. It is celebrated in all states and territories.
4. Labor Day - is celebrated nationally on the fourth Thursday in November . It was proclaimed a national holiday by president Lincoln in 1863.
5. Thanksgiving - December 25, the most widely celebrated holiday . Christmas customs are old. Santa Claus bring souvenirs, gifts for the children.
6. February 12 - Lincoln's Birthday, sixteenth President of the United States.
7. February 22 - Washington's Birthday, the first President of the United States.
8. Independence day 4, July - Commemorating the signing of the American Declaration of Independence on July 4.
9. October 12. Columbus Day - Commemorating the day in 1492. When Christopher Columbus discovered America.

The first of May was coming. This Day of Worker's Solidarity is of great importance to American workers. This holiday was born in 1886 in Chicago, when a mass demonstration was organized in support of an eight-hour working day.

Since 1928 the young pioneers of America also took an active part in the celebration of May 1. They organized school strikes on that day and did not attend lessons. Hundreds of children in many towns and cities on the First of May took part in workers' demonstration and meetings. The young pioneers of school number 61 also decided to hold a meeting before the first of May, but the principal Mr. Arnold called the police which dispersed the meeting. A group of pioneers was arrested and taken away in the police car. Soon the police let them go home. The pioneers promised to stop the activity. But the next day they rode a number of leaflets and hung them in the school corridor. They rode in it not to go on May 1 and come to Madison Square garden to the workers meeting.

Halloween is both a Britain and an American holiday. In Britain it is celebrated in Scotland and Wales. In the United States it is celebrated in many towns and villages. It is a holiday for children and young people.

In the evening of October 31 boys and girls «Dress up» in different old clothes and wear masks. As the night is usually quite dark they take with them a lantern made from a pumpkin. On an empty pumpkin they cut out slits for two eyes, a nose and a mouth and put a lighted candle inside. The pumpkin then looks like a jeering face with burning eyes. The children go from house to house and knock at the doors, calling «trick or treat». This means that they will pay no tricks on you «treat» them - ask them in and give them sweets and fill their bags with fruit and cakes or anything else they like. In England and in the United States February 14 is St.Valentine's Day. Boys and girls send «Valentines» to their friends. A Valentine is a little poem or some kind of words on it: I'll be your sweetheart, if you are mine. All of my life I'll be your Valentine.

Schoolchildren enjoy buying or making Valentines for their friends and teachers; very often they write on the Valentine «From guess who», and the person who receives it must guess the name of the sender . In schools boys and girls make a gaily decorated box with a slit on the top where they can «post» their Valentines. Usually each classroom has such a box, at the end of the school day they open the box, take out the Valentines than the other children felt very happy. For very many centuries the first of April was a day of laughing and jokes. The day is kept in many countries, not only in Britain and the USA. This is a day to play jokes and make people laugh. Nobody knows when was the beginning of this custom. Some people connect it with made people merry and ready to play jokes.

In Scotland young people were sent for hen's teeth or bird's milk and everybody laughed when they couldn't find such things. In the USA and Britain someone could place a sign on a person's back with the words «push me». Children often tell a grown up that his sock is torn or he has something black on his face, and then shout «April Fool». There is also the old pursue trick. A purse is string lying in the street, but when someone wants to take it, it is quickly pulled back by a string, which the hidden joker holds in his hand. Or the purse may be filled with stones.

Sometimes invitations are sent to people asking them to come and visit somebody, but when they come they see that nobody expects them. Some people like to telephone to the Zoo on that day and ask for Mr. Fish, Miss Fox or Mrs. Cat. All these jokes are very old but still they make people laugh.

In some places tricks are played only in the morning of April 1. Then if anyone tries to fool someone later that day or on the next, he is met with these words:

«April Fool is past, And you are the biggest Fool at last».

There are different artists and painters in the culture of United States. One the greatest is Benjamin West (1738- 1820) . Young Benjamin West never saw artists painting, but he learned how to make one. Whenever had a drawing lesson, yet he became American's first important artist.

Benjamin West lived over two hundred years ago, near Philadelphia, Pennsylvania. His family was poor and Benjamin didn't have much change to go to school. One day a wonderful thing happened. A gentlemen gave him a box materials, he soon was painting beautiful pictures. His pictures attracted much attention. A few years later one of his friends sent him to Europe. There he saw some of the greatest pictures in the world. He worked hard and did so well as an artist that King of England made him knight. That was the highest honour the king could pay him. He was called sir Benjamin West. All artists before Benjamin West had painted pictures of people dressed in robes. Benjamin West was the first to paint pictures of people dressed in their own clothes. This attracted a great deal of attention wherever his pictures were exhibited.

Benjamin had many Indian friends. Perhaps his friendship with the Indians caused him to paint one of his most famous pictures. It is sailed Penn's Treaty with the Indians.

John Trumbull was the first American artist to produce history paintings dealing with contemporary American events (many of these paintings were begun in England under the guidance of Benjamin West). Trumbull served in the Continental army from 1775 to 1777. For a brief time he was Washington's aide-de-camp. He ended his military at the age of twenty one. He reverted to his early interest, painting and pursued it for a time in America. Chiefly in Boston and then from 1780, in London. His studies there with Benjamin West interrupted by his arrest as a suspected spy, followed by an eight-month imprisonment. After he was freed, he returned America. In 1784 Trumbull was back in London, once more studying under West/ He remained there until 1789. It was there that he began to work on his paintings of the great battles. In the twelve battle scenes painted between 1786 and 1794, Trumbull caught with masterly skill the excitement and sweep of the campaigns.

In 1794 Trumbull sailed again for London, this time as secretary to John Jay, he remained abroad until 1804. After one more period in London, 1808-1816, he settled finally in America. In 1818, when he was past sixty and his powers as an artist were on the wane, Trumbull was finally commissioned to paint a series of Revolutionary War scenes for the Capitol rotunda in Washington.

Winslow Homer, one of the greatest American painters, was a essentially a self-taught artist. At the outbreak of the Civil War Homer accompanied the army on several campaigns as a pictorial correspondent. His first important painting Prisoners from the Front was finished in 1866 and made him one of the most well-known painters in America. His post-war paintings dealt with American country life: farm scenes, children, pretty girls, summer resorts. His paintings increasingly failed to please the taste of Gilded Age America, His subject matter offended genteel taste. In the eyes of contemporary writer, Henry James, his paintings seemed

hopelessly unfinished and ugly. Homer's democratic attitude manifested itself in his interest in the life of the American Negroes whom he painted with rare sympathy.

In the nineties subject matter and his style underwent a change. He concentrated on the elemental in nature and mankind: the mountains, the forest and particularly the sea. He painted woodsmen, fishermen, sailors. His central theme was man's relationship to nature. He was a «pictorial poet of outdoor life of America, of the pioneer spirit that survived in those who lived close to nature» (Lloyd Goodrich). Homer completely ignored the life of the privileged classes of society, and devoted his art to the common people.

The American theatre is over 200 years old, but a distinctly native drama has been in developing. The American theatre reflects the variety of the American scene. Modern American drama was born in Provincetown in 1915. American principal contributions to theatre are: the development of the musical show. Many thousands performances of old and new plays are presented annually. In New York City alone there are about 150 new professional productions each year. In addition, many performances by professionals and semi-professionals are given in schools, clubs, universities and drama schools.

The centre of the US theatrical world is in a section of New York City on a near Broadway. Only two theatres are to be found in Broadway. Thirty of New York theatre's are on the streets running east and west of Broadway. Success on Broadway is the sweetest thing. The American way there is no success like it.

#### ANSWER THE QUESTIONS:

1. What is the most popular holiday in USA and when is it celebrated?
2. What do the USA do on Boxing Day?
3. What is the name of New Year's Eve in USA?
4. When is Guy Fawkes Night celebrated?
5. Who was JOHN TRUMBULL?
6. John Trumbull activity?
7. When WINSLOW HOMMER was born?
8. Winslow's activity?

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