

ВОЛОДИМИР ГОШИЛИК

BRITISH & AMERICAN
NATIONAL SYMBOLS
in the EFL Classroom

Навчальний посібник

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ПРИКАРПАТСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ВАСИЛЯ СТЕФАНИКА
ФАКУЛЬТЕТ ІНОЗЕМНИХ МОВ
КАФЕДРА АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ

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Посібник складено відповідно до програмових вимог.

Посібник знайомить читача з ключовими культурними символами британського й американського народів, їх баченням власного місця та ролі у поступі людства. Запропонований у двох розділах посібника багатий фактичний матеріал про 22 символи Великої Британії та США дає змогу студентам розширити світогляд і збагатити знання про духовну та матеріальну культуру цих країн.

Посібник має на меті допомогти студентам закріпити набуті ними під час лекцій знання, розвинути у них навички самостійної науково-пошукової роботи з фаховою літературою. Посібник стане у пригоді викладачам практичного курсу англійської мови, країнознавства англословних країн, лінгвокраїнознавства, а також всім, хто прагне долучитися до культурних надбань британського й американського народів.

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ВІД АВТОРА

Запропонований навчальний посібник з лекційного курсу «Країнознавство англомовних країн» розрахований на студентів старших курсів факультетів іноземних мов і покликаний ознайомити їх із базовими британськими та американськими культурними символами, знання яких дає змогу пізнати особливості національного бачення світу відповідним народом.

Дане видання спрямоване на заповнення наявної прогалини у сфері викладання країнознавства як вельми цікавої, але обмеженої у часовому аспекті дисципліни. Зумовлене недостатньою кількістю аудиторних годин поверхневе вивчення реалій суспільного життя, матеріального побуту, історії та культури англомовних країн безперечно не вичерпує всього спектру питань, які б мали підніматися на семінарських заняттях. Усе, що не отримує належного висвітлення у матеріалі тематичної лекції, відводиться на самостійне опрацювання студентами. На жаль, як свідчить досвід, апелювання до самосвідомості студентів в українських реаліях здебільшого не спрацьовує. Проблема ускладнюється недостатнім комплектуванням наукових бібліотек фаховою літературою, а також кричущою відсутністю у студентів навичок самостійної роботи з нею.

Вибір матеріалу посібника зумовлений важливістю його для осягнення студентами особливостей національної ідентичності британського й американського народів, їх бачення власного місця та ролі у поступі людства. На залучення символів до вивчення культурної самобутності носіїв англійської мови автора надихнули також яскраві й незабутні лекції світлої пам'яті проф. Віктора Олексійовича Кравченка, Великого Наставника не одного покоління випускників ще донедавна факультету романо-германської філології.

Посібник складається з двох розділів. У першому читачу запропонована інформація про символи Великої Британії, другий присвячений символам Сполучених Штатів Америки. Загалом посібник відзначається оригінальним підходом до вивчення різноманітних аспектів життя цих країн і пропонує до уваги студентів багато маловідомих їм фактів з різних аспектів духовної та матеріальної культури англомовних націй. Використання оригінальних текстів, дібраних автором із авторитетних інтернет-видань, сприятиме ефективному досягненню поставленої навчальної мети. Тексти посібника супроводжуються ілюстраціями, взятими з інтернет-сайтів, не захищених авторським правом, які покликані допомогти студентам краще уявити описувані факти та явища й полегшити сприйняття інформаційно насиченого країнознавчого матеріалу.

Успішному ознайомленню із запропонованими у посібнику символами з яскраво вираженими культурно-історичними особливостями сприятимуть численні завдання і вправи до кожного параграфу. Передбачається, що розважально-пошуковий характер залучених завдань створить дружню й невимушену атмосферу під час заняття й зумовить активну творчу позицію студентів при їх виконанні. Автору видавалось доцільним зробити акцент на розширення словникового запасу студентів через опрацювання тематично пов'язаної лексики.

Враховуючи винятково важливий у викладанні іноземної мови принцип залучення аудіовізуального матеріалу, автор дібрав низку актуальних для сьогодення релевантних мультимедійних файлів. Звертання до них під час занять з країнознавства англійських країн повинно поглибити інтерес студентів до «візитних карток» омріяних для відвідин держав і залучити їх до активного обговорення символів з використанням засвоєного вокабуляру.

Посібник має ознайомчий характер, не претендує на абсолютну вичерпність, а лише вказує студентам на коло питань, з'ясування яких сприятиме їх становленню як фахових викладачів англійської мови.

Запропонований матеріал може використовуватися студентами для закріплення отриманих на лекціях знань, під час підготовки до практичних занять з даного предмету та самостійного опрацювання тем за програмою інших дисциплін, для написання курсових робіт тощо.

Автор із вдячністю прийме всі критичні зауваження та пропозиції, спрямовані на покращення в подальшому пропонованого посібника.

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Chapter I

THE BRITISH AND THEIR NATIONAL SYMBOLS

Though Britain was shaped by a rich mix of different ethnic and religious origins, there is a common view on the British people as a unique constituent part of the mankind mosaic*.

Much has been said and written about the British character. For centuries the British have been known as insular, superior, snobbish, aloof, hypocritical and unsociable. On the other hand, the British are said to be reserved in manners, dress and speech. They are famous for their politeness, self-discipline and especially for their sense of humour. British people have a strong sense of humour which sometimes can be hard for foreigners to understand. They are rather superstitious having their own understanding of good and bad luck:

Why the British are called "limeys".

The term "limey" originally applied to British sailors. In the 17th and 18th centuries, sailors suffered terribly from scurvy, a condition caused by a lack of vitamin C. Vitamin C comes mainly from fresh fruits and vegetables, but these foods aren't exactly easy to come by when you're at sea for months at a time.

So the Royal Navy prescribed lime juice for all sailors to help ward off scurvy – hence the appellation "limeys". As often happens, the term eventually lost its original context and was applied to all British, whether sailors or landlubbers.

Good Luck

1. Lucky to meet a black cat. Black Cats are featured on many good-luck greeting cards and birthday cards in England.
2. Lucky to touch wood.
3. Lucky to find a clover plant with four leaves.
4. A horseshoe over the door brings good luck. But the horseshoe needs to be the right way up. The luck runs out of the horseshoe if it is upside down.
5. On the first day of the month it is lucky to say "white rabbits, white rabbits, white rabbits", before uttering your first word of the day.
6. Catch falling leaves in autumn and you're to have good luck. Every leaf means a lucky month next year.

Bad Luck

1. Unlucky to walk underneath a ladder.
2. You'll have seven years of bad luck if you break a mirror.
3. Unlucky to see one magpie, lucky to see two, etc.
4. Unlucky to spill salt. If you do, you must throw it over your shoulder to counteract the bad luck.
5. Unlucky to open an umbrella indoors.
6. The number thirteen is unlucky. Friday the thirteenth is a very unlucky day.
7. Unlucky to put new shoes on the table.
8. Unlucky to pass someone on the stairs.

The British tend to be rather conservative and love only familiar things. Being practical and realistic children of the land of law and order, they are prudent and careful about almost everything.

* The formation of the general understanding of the essence of being the British is to be facilitated by the suggested video files on the Manual DVD (**Directory:** The UK Symbols/Great Britain).

1.1. The UK Flag

The Union Flag, or Union Jack, is the national flag of the United Kingdom.

It is so called because it combines the crosses of the three countries united under one Sovereign – the kingdoms of England and Wales, of Scotland and of Ireland (although since 1921 only Northern Ireland has been part of the United Kingdom).



The flag consists of three heraldic crosses.

The cross of St George, patron saint of England since the 1270's, is a red cross on a white ground. After James I succeeded to the throne, it was combined with the cross of St Andrew in 1606.

The cross saltire of St Andrew, patron saint of Scotland, is a diagonal white cross on a blue ground.

The cross saltire of St Patrick, patron saint of Ireland, is a diagonal red cross on a white ground.

This was combined with the previous Union Flag of St George and St Andrew, after the Act of Union of Ireland with England (and Wales) and Scotland on 1 January 1801, to create the Union Flag that has been flown ever since.

The Welsh dragon does not appear on the Union Flag. This is because when the first Union Flag was created in 1606, the Principality of Wales by that time was already united with England and was no longer a separate principality.

The Union Flag was originally a Royal flag. When the present design was made official in 1801, it was ordered to be flown on all the King's forts and castles, but not elsewhere.

It is today flown above Buckingham Palace, Windsor Castle and Sandringham when The Queen is not in residence.

The Royal Arms of Scotland (Lion Rampant) is flown at the Palace of Holyroodhouse and Balmoral when The Queen is not in residence.

On news of a Royal death, the Union Flag (or the Royal Arms of Scotland (Lion Rampant) where appropriate) is flown at half-mast.

The Royal Standard is never flown at half-mast, as the Sovereign never dies (the new monarch immediately succeeds his or her predecessor).

The flying of the Union Flag on public buildings is decided by the Department for Culture, Media and Sport at The Queen's command.

The Union Flag is flown on Government buildings on days marking the birthdays of members of the Royal Family, Commonwealth Day, Coronation Day, The Queen's official birthday, Remembrance Day and on the days of the State Opening and prorogation of Parliament.

It is also flown on St David's Day (Wales), St George's Day (England), St Andrew's Day (Scotland), and St Patrick's Day (Northern Ireland).

Although the Union Flag originated as a Royal flag, it is now also flown by many people and organisations elsewhere in the United Kingdom by long-established custom.

Its use as an emblem has extended beyond the form of a flag and the Union Jack is frequently depicted on other objects.



Task 1. Put 5 questions to the text.

Task 2. Match the word with its definition:

1) Principality	a) a physical activity in which people compete against each other
2) Dragon	b) something that is done by people in a particular society because it is traditional
3) Predecessor	c) information about something that has happened recently
4) Mast	d) all the organizations, such as television, radio, and newspapers, that provide news and information for the public, or the people who do this work
5) Successor	e) an ordinary consisting of a diagonal cross on shield
6) Sport	f) someone who had your job before you started doing it
7) Custom	g) a country that is ruled by a prince
8) Media	h) a large imaginary animal that has wings and a long tail and can breathe out fire
9) Saltire	i) a tall pole on which a flag is hung
10) News	j) someone who takes a job or position previously held by someone else

Task 3. Match the items in the lines and translate the matched pairs:

1) Union, 2) Northern, 3) Buckingham, 4) Windsor, 5) Royal, 6) State, 7) Remembrance, 8) United, 9) Patron, 10) Lion;

a) Kingdom, b) Opening, c) Saint, d) Standard, e) Rampant, f) Jack, g) Castle, h) Palace, i) Day, j) Ireland.

Task 4. Word Search.

*Find the names of the UK constituent parts
and their patron saints*

**Task 5.**

Watch the video file *The New British Flag** and discuss the necessity of the Union Flag redesign.

* *File Directory:*

Manual DVD/The UK Symbols/The UK Flag/Videos/The New British Flag.avi

1.2. The UK Anthem

“GOD SAVE THE KING / QUEEN”

**1. God save our gracious Queen,
Long live our noble Queen,
God save The Queen!
Send her victorious,
Happy and glorious,
Long to reign over us;
God save The Queen!**

**2. O Lord our God arise,
Scatter her enemies
And make them fall;
Confound their politics,
Frustrate their knavish tricks,
On Thee our hopes we fix,
God save us all!**

**3. Thy choicest gifts in store
On her be pleased to pour;
Long may she reign;
May she defend our laws,
And ever give us cause
To sing with heart and voice,
God save The Queen!**

**4. Not in this land alone,
But be God’s mercies known,
From shore to shore!
Lord make the nations see,
That men should brothers be,
And form one family,
The wide world over.**

**5. From every latent foe,
From the assassins blow,
God save The Queen!
O’er her thine arm extend,
For Britain’s sake defend,
Our mother, prince, and friend,
God save The Queen!**

**6. Lord grant that Marshal Wade
May by thy mighty aid
Victory bring.
May he sedition hush,
And like a torrent rush,
Rebellious Scots to crush.
God save The Queen!**

The British National Anthem “God Save The King / Queen” originated in a patriotic song first performed in 1745. The song was composed by Thomas Augustine Arne (1710-1778) and first sung in 1745 during the Jacobite invasion of England. It was performed after the staging of Ben Jonson’s play *The Alchemist* at the Theatre Royal, London.

In an attempt to restore the Scottish House of Stuart to the throne Jacobite forces, under the leadership of Charles Edward Stuart, also known as Bonnie Prince Charlie or the Young Pretender, invaded England in 1745. They managed to defeat George II’s army at Prestonpans. Bonnie Prince Charlie was proclaimed king in the market square of Preston and eventually reached the city of Derby.

The invasion constituted a serious threat to the monarchy at that time and this explains why the words of the National Anthem have the form of a prayer of petition for the safety and well-being of the monarch. The Jacobites were later defeated at Culloden 16th April 1746.

The invasion of England also explains the anti-Scottish words in Verse 6 that had also been inserted into the song. Marshall Wade, referred to in these lines, was an officer in the army sent to halt the advance of the Jacobite troops in the north. The lines were appropriately omitted when the song was adopted as the British National Anthem.

There is no authorised version of the National Anthem as the words are a matter of tradition. Additional verses have been added down the years, but these are rarely used. On official occasions, only the first verse is usually sung.



Task 1. Put 5 questions to the text.

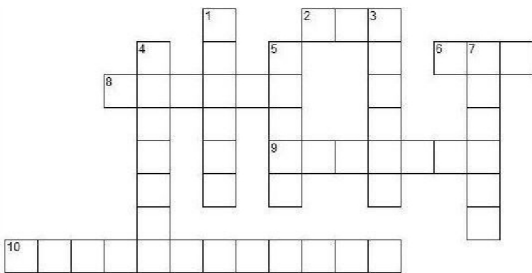
Task 2. Match the word with its definition:

1) Trick	a) an enemy
2) Mercy	b) ideas and activities relating to gaining and using power in a country, city etc.
3) Defence	c) help, such as money or food, given by an organization or government to a country or to people who are in a difficult situation
4) Foe	d) an organized attempt to change the government or leader of a country, using violence
5) Assassin	e) something you do in order to deceive someone
6) Aid	f) a person, event, or thing that makes something happen
7) Politics	g) someone who claims to have a right to be king, leader etc., when this is not accepted by many people
8) Rebellion	h) if someone shows it, they choose to forgive or to be kind to someone who they have the power to hurt or punish
9) Pretender	i) the act of protecting something or someone from attack
10) Cause	j) someone who murders an important person

Task 3. Explain the difference between the following:

- | | |
|---------------------|--------------------|
| a) prayer & grace; | d) reign and rule; |
| b) fall & rise; | e) fear & phobia; |
| c) safety & danger; | f) market & mall. |

Task 4. Crossword Puzzle.



Across

2. The spirit or being who Christians, Jews, Muslims etc. pray to, and who they believe created the universe
6. The whole system of rules that people in a particular country or area must obey
8. A country, considered especially in relation to its people and its social or economic structure
9. A king or queen
10. An official public statement about something that is important

Down

1. Someone who you know and like very much and enjoy spending time with
3. Failure to win or succeed
4. An officer of the highest rank in the army or air force of some countries
5. Someone who hates you and wants to harm you
7. The official song of a nation that is sung or played on public occasions



Task 5.

A. Watch the video file *God Save The Queen** and enjoy singing the British National Anthem.

B. Listen to the audio file *Rule Britannia** sung by Jill Daniels and discuss the importance of patriotic songs in the life of a nation.

* File Directory:

A. Manual DVD/The UK Symbols/The UK Anthem/Videos/God Save The Queen.avi

B. Manual DVD/The UK Symbols/The UK Anthem/Sounds/Rule Britannia.mp3

1.3. The Royal Coat of Arms

The function of the Royal coat of arms is to identify the person who is Head of State. In respect of the United Kingdom, the Royal arms are borne only by the Sovereign.

The arms are used in the administration and government of the country, appearing on coins, in churches and on public buildings. They also appear on the products and goods of Royal warrant holders.

The Sovereign's coat of arms has evolved over many years and reflects the history of the Monarchy and of the country.



In the design the shield shows the various Royal emblems of different parts of the United Kingdom: the three lions of England in the first and fourth quarters, the lion of Scotland in the second and the harp of Ireland in the third.

It is surrounded by a garter bearing the motto *Honi soit qui mal y pense* ("Evil to him who evil thinks"), which symbolises the Order of the Garter, an ancient order of knighthood of which The Queen is Sovereign.

The shield is supported by the English lion and Scottish unicorn and is surmounted by the Royal crown. Below it appears the motto of the Sovereign, *Dieu et mon droit* ("God and my right").

The plant badges of the United Kingdom – rose, thistle and shamrock – are often displayed beneath the shield.

Separate Scottish and English quarterings of the Royal arms originate from the Union of the Crown in 1603.

The Scottish version of the Royal coat of arms shows the lion of Scotland in the first and fourth quarters, with that of England being in the second. The harp of Ireland is in the third quarter.

The mottoes read "*In defence*" and "*No one will attack me with impunity*". From the times of the Stuart kings, the Scottish quarterings have been used for official purposes in Scotland (for example, on official buildings and official publications).

The special position of Wales as a Principality was recognised by the creation of the Prince of Wales long before the incorporation of the quarterings for Scotland and Ireland in the Royal Arms.

The arms of the Prince of Wales show the arms of the ancient Principality in the centre as well as these quarterings.

Coats of arms of members of the Royal Family are broadly similar to The Queen's with small differences to identify them.



Task 1. Put 5 questions to the text.

Task 2. Match the word with its definition:

1) Harp	a) a circle made of gold and decorated with jewels, worn by kings and queens on their heads
2) Thistle	b) a flower that often has a pleasant smell, and is usually red, pink, white, or yellow, or the bush that this flower grows on
3) Shamrock	c) a large animal of the cat family that lives in Africa and parts of southern Asia
4) Unicorn	d) a short sentence or phrase giving a rule on how to behave, which expresses the aims or beliefs of a person, school, or institution
5) Crown	e) one of four equal parts into which something can be divided
6) Lion	f) a small plant with three green leaves on each stem
7) Rose	g) a piece of metal, usually flat and round, that is used as money
8) Quarter	h) a wild plant which has leaves with sharp points and purple or white furry flowers
9) Motto	i) a large musical instrument with strings that are stretched across a vertical frame with three corners, and that you play with your fingers
10) Coin	j) an imaginary animal like a white horse with a long straight horn growing on its head

Task 3. Explain the difference between the following:

- a) knighthood & peerage; d) lion & lioness;
 b) time & eternity; e) Scot & scout;
 c) purpose & cross-purposes; f) difference & similarity.

Task 4. Find the words that don't match:

- 1) king, cook, president, khan;
 2) rose, thistle, carrot, shamrock;
 3) hippopotamus, horse, camel, unicorn.

Task 5. Word Search.

*Find the names of 10 elements
of the Royal coat of arms*

**Task 6.**

Find additional information about the Royal coat of arms and make your own presentation of it using the graphic file *The Royal Coat of Arms**.

* *File Directory:*

Manual DVD/The UK Symbols/The Royal Coat of Arms/Pictures/The Royal Coat of Arms.jpg

1.4. The Queen

The elder daughter of King George VI and Queen Elizabeth, Her Majesty Queen Elizabeth II (Elizabeth Alexandra Mary) was born on April 21, 1926. She became Queen at the age of 25, and has reigned through more than five decades of enormous social change and development.

Queen Elizabeth II is 38th in direct line of descent from Egbert (c. 775-839), King of Wessex from 802 and of England 827 to 839. She is the fortieth monarch since William I (William the Conqueror), and also the great-great-granddaughter of Queen Victoria.



Her Majesty is the Queen regnant of sixteen independent states and their overseas territories and dependencies. Though she holds each crown and title separately and equally, she is resident in and most directly involved with the United Kingdom, her oldest realm, over parts of whose territories her ancestors have reigned for more than a thousand years. She ascended the thrones of seven countries in February, 1952.

In addition to the United Kingdom, Elizabeth II is also Queen of Canada, Australia, New Zealand, Jamaica, Barbados, the Bahamas, Grenada, Papua New Guinea, the Solomon Islands, Tuvalu, Saint Lucia, Saint Vincent and the Grenadines, Antigua and Barbuda, Belize, and Saint Kitts and Nevis, in each of which she is represented by a Governor-General. The 16 countries of which she is Queen are known as Commonwealth realms, and their combined population, including dependencies is over 129 million. In theory her powers are vast; in practice (and in accordance with convention) she herself never intervenes in political matters. In the United Kingdom at least, however, she is known to take an active behind-the-scenes interest in the affairs of state, meeting regularly to establish a working relationship with her government ministers.

Elizabeth II holds a variety of other positions, among them Head of the Commonwealth, Supreme Governor of the Church of England, Duke of Normandy, Lord of Mann, and Paramount Chief of Fiji. Her long reign has seen sweeping changes in her realms and the world at large, perhaps most notably the dissolution of the British Empire (a process that began in the last years of her father's reign) and the consequent evolution of the modern Commonwealth of Nations.

The Queen is married to Prince Philip, Duke of Edinburgh, born a prince of Greece and Denmark but after naturalisation known as Philip Mountbatten and subsequently created Duke of Edinburgh. To date the couple have four children and eight grandchildren; the eighth (Viscount Severn) was born on

December 17, 2007 to Prince Edward and Sophie, Countess of Wessex.

50 FACTS ABOUT THE QUEEN'S REIGN

1. The Queen became the fifth longest serving monarch on June 21, 2002. Only five other kings and queens in British history have reigned for 50 years or more. These are:

Victoria (63 years)

George III (59 years)

Henry III (56 years)

Edward III (50 years)

James VI of Scotland (James I of England) (58 years)

2. Queen Elizabeth II is the fortieth monarch since William the Conqueror obtained the crown of England.

3. Since 1952, The Queen has conferred 380,630 honours and awards.

4. The Queen has personally held 459 Investitures.

5. The first Investiture of The Queen's reign took place at Buckingham Palace on February 27, 1952. The first person to be presented was Private William Speakman, of The King's Own Scottish Borderers, who received the Victoria Cross for his actions during the Korean War.

6. The Queen has received around 3 million items of correspondence.

7. Over the course of the reign, well over a million people have attended garden parties at Buckingham Palace or the Palace of Holyroodhouse (The Queen ended Presentation Parties in 1958).

8. Since 1952, The Queen has given Royal Assent to 3135 Acts of Parliament.

9. Over the reign, Her Majesty has given regular Tuesday evening audiences to 11 Prime Ministers. They are:

Winston Churchill – 1951-1955

Sir Anthony Eden – 1955-1957

Harold Macmillan – 1957-1963

Sir Alec Douglas-Home – 1963-1964

Harold Wilson – 1964-1970 and 1974-1976

Edward Heath – 1970-1974

James Callaghan – 1976-1979

Margaret Thatcher – 1979-1990

John Major – 1990-1997

Tony Blair – 1997-2007

Gordon Brown – 2007-Present.

10. Tony Blair is the first Prime Minister to have been born during The Queen's reign. He was born in early May, 1953 – a month before the Coronation.

11. The Queen is currently patron of 620 charities and organisations, 433

of which she has held since 1952.

12. In 50 years, The Queen has undertaken 251 official overseas visits to 128 different countries.

13. Many of The Queen's official tours were undertaken on the Royal Yacht Britannia. It was launched by Her Majesty on April 16, 1953 and was commissioned for service on January 7, 1954. It was de-commissioned in December, 1997. During this time, Britannia travelled more than a million miles on Royal and official duties.

14. The Royal Yacht Britannia was first used by The Queen when she embarked with the Duke of Edinburgh on May 1, 1954 at Tobruk for the final stage of their Commonwealth Tour returning to the Pool of London. The last time The Queen was on board Britannia for an official visit was on August 9, 1997 for a visit to Arran.

15. By the end of 2002, The Queen will have visited Australia 14 times, Canada 20 times, Jamaica 6 times and New Zealand 10 times.

16. The Queen's official visits have ranged from the Cocos Islands, 5.4 square miles with a population of 655, to The Peoples' Republic of China, 3.7 million square miles with a population of 1.25 billion.

17. Unusual live gifts given to The Queen on foreign tours include: two tortoises given to The Queen in the Seychelles in 1972; a seven-year-old bull elephant called "Jumbo" given to Her Majesty by the President of Cameroon in 1972 to mark The Queen's Silver Wedding, and a canary given to The Queen after the State visit to Germany in 1965.

18. The Queen has sent almost 100,000 telegrams to centenarians in the UK and the Commonwealth.

19. The Queen has sent more than 280,000 telegrams to couples in the UK and the Commonwealth celebrating their diamond wedding (60 years) anniversary.

20. The Queen's real birthday is on April 21, but it is celebrated officially in June.

21. The Queen has attended 31 Royal Variety performances.

22. The Queen has given 84 State banquets during her reign to date.

23. The Queen has launched 17 ships during her reign.

24. The Queen and The Duke of Edinburgh have sent about 37,500 Christmas cards during The Queen's reign.

25. The Queen has given out about 75,000 Christmas puddings to staff continuing the custom of King George V and King George VI.

26. The Queen learnt to drive in 1945.

27. The Queen was born at 17 Bruton St, London W1 on April 21, 1926, was christened on May 29, 1926 in the Private Chapel at Buckingham Palace and was confirmed on March 28, 1942 in the Private Chapel at Windsor Castle.

28. With the birth of Prince Andrew in 1960, The Queen became the first

reigning Sovereign to have a child since Queen Victoria, who had her youngest child, Princess Beatrice, in 1857.

29. The Queen has 30 godchildren.

30. The first football match The Queen attended was the 1953 FA Cup Final.

31. The Queen has been at the saluting base of her troops in every Trooping the Colour ceremony since the start of her reign, with the exception of 1955, when a national rail strike forced the cancellation of the parade.

32. The Queen has sat for over 120 portraits during her reign. The most recent was painted in 2001 by Lucian Freud.

33. The first 'Royal walkabout' took place during the visit by The Queen and The Duke of Edinburgh to Australia and New Zealand in 1970. The practice was introduced to allow them to meet as many people as possible, not simply officials and dignitaries.

34. In 1969 the first television film about the family life of the Royal Family was made, and shown on the eve of the Investiture of Prince Charles as Prince of Wales.

35. An important innovation during The Queen's reign was the opening in 1962 of a new gallery at Buckingham Palace to display items from the Royal Collection. The brainchild of The Duke of Edinburgh, the new Queen's Gallery occupied the space of the Palace's bomb-damaged private chapel. It was the first time that parts of the Palace had been opened to the general public. The new Queen's Gallery was re-opened in May, 2002 for the Golden Jubilee.

36. The only time The Queen has had to interrupt an overseas tour was in 1974 during a tour of Australia and Indonesia. The Queen was called back from Australia when a general election was called suddenly. The Duke of Edinburgh continued the programme in Australia, and The Queen re-joined the tour in Indonesia.

37. The Queen has opened Parliament every year except 1959 and 1963, when she was expecting Prince Andrew and Prince Edward respectively.

38. The Queen's first Commonwealth tour began on November 24, 1953, and included visits to Canada, Bermuda, Jamaica, Panama, Fiji, Tonga, New Zealand, Australia, the Cocos Islands, Ceylon, Aden, Uganda, Libya, Malta and Gibraltar. The total distance covered was 43,618 miles.

39. The Queen has made a Christmas Broadcast to the Commonwealth every year of her reign except 1969, when a repeat of the film 'Royal Family' was shown and a written message from The Queen issued.

40. In 1953, The Queen made the first Christmas Broadcast from overseas, (rather than from the UK), broadcasting live from New Zealand. The first televised broadcast was in 1957, made live. The first prerecorded broadcast took place in 1960 to allow transmission around the world.

41. History was made in 1982 when Pope John Paul II visited Britain, the

first Pope to do so for 450 years. The Queen, Titular Head of the Church of England, received him at Buckingham Palace.

42. The Queen has attended 46 Royal Maundy services in 35 cathedrals during her reign. A total of 5,100 people have received Maundy Money in recognition of their service to the Church and their communities.

43. During the Silver Jubilee year, The Queen toured thirty-six counties in the UK and Northern Ireland, starting in Glasgow on May 17.

44. The Queen's first foreign tour of the Silver Jubilee year was a visit to Western Samoa, Tonga, Fiji, New Zealand, Australia and Papua New Guinea. The first foreign tour of The Queen's Golden Jubilee year was to Jamaica, New Zealand and Australia.

45. The Queen has owned more than 30 corgis during her reign, starting with Susan who was a present for her 18th birthday in 1944. A good proportion of these have been direct descendants from Susan. Her Majesty currently has four corgis – Pharos, Swift, Emma and Linnet.

46. The Queen also introduced a new breed of dog known as the “dorgi” when one of Her Majesty's corgis was mated with a dachshund named Pipkin which belonged to Princess Margaret. There have been 8 dorgis – Tinker, Pickles, Chipper, Piper, Harris, Brandy, Cider and Berry.

47. The Queen and The Duke of Edinburgh have been married for 61 years. They were married on November 20, 1947 in Westminster Abbey. The Queen's wedding dress was designed by Norman Hartnell and was woven at Winterthur Silks Limited, Dunfermline, in the Canmore factory, using silk that had come from Chinese silkworms at Lullingstone Castle.

48. The Queen's wedding ring was made from a nugget of Welsh gold which came from the Clogau St David's mine near Dolgellau. The official wedding cake was made by McVitie and Price Ltd, using ingredients given as a wedding gift by Australian Girl Guides.

49. The Queen has laid her wreath at the Cenotaph on Remembrance Sunday every year of her reign, except in 1959, 1961, 1963, 1968, 1983 and 1999 when she was either pregnant or overseas on an official visit.

50. There have been five Archbishops of Canterbury during The Queen's reign (Archbishops Geoffrey Fisher, Michael Ramsey, Donald Coggan, Robert Runcie and George Carey).



Task 1. Put 5 questions to the text.

Task 2. Make sure you know the pronunciation of the following:

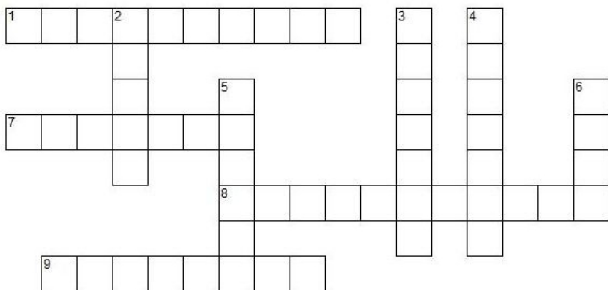
Aden, Antigua and Barbuda, Australia, Barbados, Belize, Bermuda, Canada, Ceylon, Fiji, Gibraltar, Grenada, Indonesia, Jamaica, Libya, Malta,

New Zealand, Panama, Papua New Guinea, Saint Kitts and Nevis, Saint Vincent and the Grenadines, the Bahamas, the Cocos Islands, the Solomon Islands, Tonga, Tuvalu, Saint Lucia, Uganda, Western Samoa; Commonwealth realms; Archbishop of Canterbury, Duke of Edinburgh, Duke of Normandy, Governor-General, Head of the Commonwealth; Westminster Abbey, Buckingham Palace; ancestor, cenotaph, decade, empire, jubilee, titular.

Task 3. Paraphrase or explain the following:

Age; decade; dependency; ancestor; realm; governor; theory; practice; naturalisation; couple; godchild; dignitary; cenotaph; jubilee; engagement; wedding; marriage; ingredient; nugget.

Task 4. Crossword Puzzle.



Across

- Someone who is related to a person, family, group of people etc. that lived in the past
- A country ruled by a king or queen
- A ceremony at which someone is given an official title
- A woman with the same rank as an earl or a count

Down

- A small dog with short legs and a pointed nose
- Members of a royal family
- Used when talking to or about a king or queen
- A group of countries that are all controlled by one ruler or government
- A man with the highest social rank outside the royal family

**Task 5.**

A. Make your own presentation of the Queen's life using the picture set in the video file *The Life & Times of Queen Elizabeth II**.

B. Watch the video file *The Queen's Speech** with The Queen's speech at the State Banquet held in honour of the President of the French Republic and Madame Nicolas Sarkozy (Windsor Castle, 26 March 2008) and suggest some relevant topics for discussion to your groupmates.

* **File Directory:**

A. Manual DVD/The UK Symbols/The Queen/Videos/The Life & Times of Queen Elizabeth II.avi

B. Manual DVD/The UK Symbols/The Queen/Videos/The Queen's Speech.avi

1.5. The UK Pound

Pound sterling, strictly speaking refers to basic currency unit of sterling, now the pound, which is the currency of the United Kingdom (UK).

The sign for the pound is £ (or rarely just “L”). Both symbols derive from *librum*, the Latin word for “pound”. The standard ISO 4217 currency code is **GBP** – Great Britain Pound.

The pound sterling is one of the worlds most widely traded currencies along with the United States dollar, the Japanese yen and the euro.

In the UK, in order to distinguish the unit of currency from the unit of weight, and perhaps from other units of currency that have the same name, a pound is sometimes referred to more formally as a *pound sterling* or sometimes simply *sterling*. The slang term *quid* is also substituted in informal conversation for “pound(s) sterling”. The sterling was originally a name for a silver penny of 1/240 pound. In modern times the pound has replaced the penny as the basic unit of currency as inflation has steadily eroded the value of the currency. Originally a silver penny had the purchasing power of slightly less than a modern pound.

HISTORY

As a unit of currency, the term **pound** originates from the value of a troy pound of high purity silver known as sterling silver. An Act in 1266 set the weight of the silver penny, so one pound of sterling silver would yield 240 silver pennies. However, although the Pound was subsequently used in accounting (to complement and eventually replace the Mark, valued at 160 silver pennies), no pound coin was issued until 1489.

The penny was originally one “pennyweight” of silver. A pennyweight is a unit of mass which is the same as 1.555 grams, or 1/240 of a troy pound. So, a penny was literally, as well as monetarily, 1/240 of a troy pound of sterling silver.

Sterling (with a basic currency unit of the *Tealby penny*, rather than the pound) was introduced as the English currency by King Henry II in 1158, though the name *sterling* wasn’t acquired until later.

Pound sterling was established in 1560-1561 by Elizabeth I and her advisors, foremost among them Sir Thomas Gresham, brought order to the financial chaos of Tudor England that had been occasioned by the “Great Debasement” of the coinage, which brought on a debilitating inflation during



the years 1543-1551. By 1551, according to Fernand Braudel, the silver content of a penny had dropped to one part in three. The coinage had become mere fiduciary currency (as modern coins are), and the exchange rate in Antwerp where English cloth was marketed to Europe, had deteriorated. All the coin in circulation was called in for reminting at the higher standard, and paid for at discounted rates.

Pound sterling maintained its intrinsic value – “a fetish in public opinion” Braudel called it – uniquely among European currencies, even after the United Kingdom officially adopted the gold standard, until after World War I, weathering financial crises in 1621, in 1694-1696, when John Locke pamphleteered for the pound sterling as “an invariable fundamental unit” and again in 1774 and 1797. Not even the violent disorders of the Civil War devalued the pound sterling in European money markets. Braudel attributes to the fixed currency, which was never devalued over the centuries, England’s easy credit, security of contracts and rise to financial superiority during the 18th century. The pound sterling has been the money of account of the Bank of England from its inception in 1694.

The Guinea was a coin until 1797, it was the first British machine-struck gold coin, and was originally worth one pound. However, the name continued in use to reflect a sum of 21/- (one pound and a shilling) well into the 20th century. In fact the term guinea survives in some circles, notably horse racing, to mean an amount of one pound and five pence in decimalised currency. By 1945, the money in circulation was as follows. The most commonly used nicknames are given in brackets.

Farthing = copper coin value 1/4 penny

Ha’penny = copper coin value 1/2 penny

Penny = copper coin, one of the basic units = 1d

Thrupenny bit = brass coloured twelve sided coin value three pennies = 3d (thrupence)

Sixpence (tanner) = silver coin value six pennies = 6d

Shilling (bob) = silver coin second basic unit, value 12 pennies = 1/-

Florin (two bob) = silver coin value two shillings = 2/-

Half-crown (half a dollar) = silver coin value two shillings and six pence = 2/6d

Ten shillings (ten bob) = banknote value 10 shillings = 10/-

Pound (quid) = third basic unit, banknote value 20 shillings or 240 pennies = £1

Five pounds (fiver) = banknote value five pounds = £5

“Copper” and “silver” coins were, by this time, made from alloys and were named for their colour, rather than the actual metal used. There were 20 shillings to the pound and 12 pence to the shilling.

Farthings were not produced after 1956 and were withdrawn in 1960, because of inflation. In preparation for decimalisation, the ha’penny was

withdrawn in 1969, with the half-crown being withdrawn the year after. From 1968, 5p and 10p coins, identical in size, weight and value to the shilling and florin respectively, were introduced.

DECIMALISATION

Prior to decimalisation in 1971, each pound was divided into 240 pence – although it was usually expressed as being divided into twenty shillings, with each shilling equal to twelve pence. The symbol for the shilling was “/” or “s” – not from the first letter of the word, but rather from the Latin word *solidus*. The symbol for the penny was “d”, from the Latin word *denarius*. (The solidus and denarius were Roman coins.)

After Decimal Day, the value of one penny was therefore different from its pre-decimalisation value. For the first few years after 1971, the new type of penny was commonly referred to as a “new penny”. Coins for denominations of ½p, 1p, 2p, 5p, 10p and 50p all bore the name NEW PENCE until 1982, when the inscription changed to ONE PENNY, TWO PENCE, FIVE PENCE and so on.

DENOMINATIONS

One pound is divided into 100 pence, the singular of which is “penny”. The symbol for the penny is “p”; hence an amount such as 50p is often pronounced “fifty pee” rather than “fifty pence”.

Coins come in the following denominations: One penny, Two pence, Five pence, Ten pence, Twenty pence, Fifty pence, One pound, Two pounds.

Notes come in the following denominations: £5 note, £10 note, £20 note, £50 note.



Task 1. Put 5 questions to the text.

Task 2. Match the items in the lines:

1) rouble, 2) peso, 3) euro, 4) shekel, 5) hryvnia, 6) won, 7) pound, 8) tugrik, 9) pataca, 10) zloty;

a) United Kingdom, b) Poland, c) Russia, d) Mongolia, e) Mexico, f) Macau, g) Ukraine, h) Korea, i) Israel, j) European Union.

Task 3. Explain the difference between the following:

- | | |
|------------------------------|-------------------------------|
| a) penny & pence; | d) metal & alloy; |
| b) silver & sterling silver; | e) superiority & inferiority; |
| c) economy & economics; | f) order & disorder. |

Task 4. Match the word with its definition:

1) Inflation	a) a piece of paper money
2) Euro	b) the exchange of money in a group or society
3) Crisis	c) a reduction in the amount of money in a country's economy, so that prices fall or stop rising
4) Currency	d) a situation in which everything is happening in a confused way and nothing is organized or arranged in order
5) Circulation	e) a small unit of money in Britain
6) Bank	f) a continuing increase in prices
7) Chaos	g) the system or type of money that a country uses
8) Deflation	h) a situation in which there are a lot of problems that must be dealt with quickly so that the situation does not get worse or more dangerous
9) Banknote	i) a unit of money that can be used in most countries of the European Union
10) Penny	j) a business that keeps and lends money and provides other financial services

Task 5. Word Search.*Find 10 money-related nouns*

**Task 6.**

A. Watch the video file *The UK Standard Coins** and make the analogous presentation of the Ukrainian metal currency.

B. Watch the video file *Making Coins** and express yourself on the following:

- the role of money in our life;
- the value of coins and paper money.

* **File Directory:**

A. Manual DVD/The UK Symbols/The UK Pound/Videos/The UK Standard Coins.avi

B. Manual DVD/The UK Symbols/The UK Pound/Videos/Making Coins.avi

1.6. Queen Boudicca

“She was huge of frame, terrifying of aspect, and with a harsh voice. A great mass of bright red hair fell to her knees: She wore a great twisted golden necklace, and a tunic of many colours, over which was a thick mantle, fastened by a brooch. Now she grasped a spear, to strike fear into all who watched her...” (Dio Cassius)



Many believe that her name, Boudicca, was not her name at all but that her followers called her Boudiga – the Celtic goddess of Victory – and her name was subsequently Latinized by Roman historians to ‘Boadicea Victoria’. Her story comes down to us from Tacitus as well as Dio Cassius. It is likely that Boudicca occupied a dual position as tribal leader and the manifestation of a Druidic or Celtic Goddess as Tacitus’ noted Boudicca released a hare before battle, an indication of a priestess seeking augury. Indeed, it seems that Boudicca was lured to the place of her final battle by the desecration of Druidic sacred sites in the area. To her followers she was likely the personification of a goddess, thus explaining the variety of Celtic tribes who united so unusually and passionately behind her.

Boudicca was born into Iceni aristocracy around 30 AD, and while little is known of where she came from she married Prasutagus in 48 AD and in a geographic region comprised of south eastern Britain she ruled with her husband. Flourishing trade across the English Channel with the Roman Empire and along the gold route to Ireland made the Iceni merchants and rulers wealthy to the extent that they issued their own coinage between 65 BC and 61 AD. She bore two daughters who had reached adolescence before her husband died in 60 or 61 AD.

Prasutagus left a will and in it, he left half of his lands, personal possessions and monies to the Emperor (Nero) as required of him as a client-ruler ‘indebted to Rome’ and the remaining monies, heirlooms and property to his wife for their daughters. This property was to assure a dowry to their future husbands but also provide that their Roman taxes, tributes and salaries were paid until such time as they wed. Boudicca then became Regent of the Iceni, and the guardian of their daughters’ inheritance. Days after Prasutagus’ death representatives of the chief financial administrator of Britain were dispatched to seize Prasutagus’ total belongings. Under Roman law it was illegal to impart personal wealth to others over the Emperor. In a devastating siege Iceni nobles were forced from their hereditary lands, their homes plundered and destroyed,

their family members humiliated, mistreated, and sold into slavery. Further to these outrages, Rome suddenly demanded immediate repayment for monies granted for the beneficial upkeep of Roman life in the Iceni court as a client-kingdom. Boudicca herself was made entirely responsible for all debts in her Regency. With the inheritance already claimed by Rome she could not pay and was taken hostage, stripped and 'put to the rods' in public, while her daughters were removed and ritually raped by Roman soldiers.

Upon the return of her daughters, she took up weapons and rallied her people. At this time, in the southern areas of Britannia as inhabited by the Trinovantes and others, there were several small ongoing rebellions to free their kinsmen from slavery and draft them into their ranks. Those tribes that never surrendered to Rome put force behind the Iceni outrage, and thus tribes that had traditionally been locked in feud with one another rallied behind Boudicca when she called for war. It's noteworthy that the tribes remaining loyal to the Romans, such as the Catuvellauni, were not spared Boudicca's wrath.

It is believed that when she first led the rebellion Boudicca had amassed an army of over 100,000. Her army was so effective, they burned and pillaged Roman lands from Camulodunum (Colchester) onto Londinium (the remains of London were burned by a fire so hot that they melted into a layer of red clay 10 in thick in places, just fifteen feet below its modern streets) and ending with a rebel force of some 200,000 at Verulamium (St. Albans). Boudicca was finally subdued in 61 AD by the Roman military governor Suetonius Paullinus at a yet to be precisely established location. Faced with defeat, the proud warrior Queen and her daughters took their own lives by drinking from a poisoned chalice.

Cassius Dio wrote that the British gave Boudicca a costly burial, quite appropriate for a Celt, a Queen, and a hero. The Romans themselves had many superstitions about leaving the dead unburied and the heroes uncelebrated, and so may have allowed for Boudicca's removal to a secret place, her final resting spot often times speculated upon but still undiscovered. In the far north some sixty years after Boudicca, the Romans gave up trying to conquer the tribes of Caledonia; Vallum Hadrianus (Hadrian's Wall) was built to contain the ill-will Rome created and the possibility of invasion from out of Roman territory. What later became Scotland thus remained free.

Boudicca's name is commemorated by the adjective the English use to describe a lively, spirited woman: *bodacious*.



Task 1. Put 5 questions to the text.

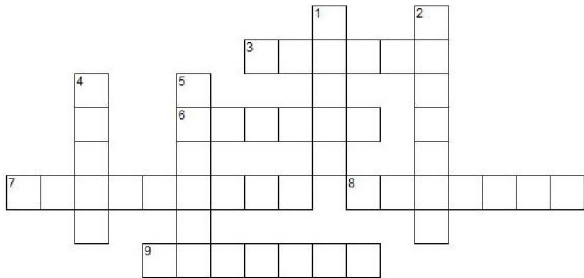
Task 2. Match the items in the lines:

1) hero, 2) duke, 3) king, 4) lord, 5) god, 6) son, 7) kinsman, 8) bachelor, 9) actor, 10) prince;

a) goddess, b) daughter, c) kinswoman, d) heroine, e) princess, f) actress, g) spinster, h) lady, i) duchess, j) queen.

Task 3. Explain the difference between the following:

- | | |
|-------------------------|---------------------|
| a) justice & injustice; | d) hero & traitor; |
| b) tax & tribute; | e) death & burial; |
| c) teacher & disciple; | f) fame & disgrace. |

Task 4. Crossword Puzzle.**Across**

- A piece of jewellery that you fasten to your clothes, usually worn by women
- A sign of what will happen in the future
- A woman with religious duties and responsibilities in some non-Christian religions
- The success you achieve when you win a battle, game, election etc.
- A woman who is admired for doing something extremely brave

Down

- Property and money that a woman gives to her husband when they marry in some societies
- A gold or silver decorated cup used, for example, to hold wine in Christian religious services
- A long loose piece of clothing, usually without sleeves, worn in the past
- A fight between opposing armies, groups of ships, groups of people etc.

**Task 5.**

A. Watch the video file *Boudicca, The Warrior Queen** and express yourself on the question of patriotism and nationalism.

* *File Directory:*

A. Manual DVD/The UK Symbols/Queen Boudicca/Videos/Boudicca, The Warrior Queen.avi

1.7. John Bull

John Bull is an imaginary figure who is a personification of England, similar to the American “Uncle Sam”. He is shown in cartoons and caricatures as a prosperous farmer of the 18th century.

John Bull first appears as a character in a series of political satires by John Arbuthnot (1667-1735). Arbuthnot was a Scottish scientist, doctor and political satirist. His series of John Bull pamphlets, “The History of John Bull”, introduced John Bull as the typical Englishman: “an honest plain-dealing fellow, choleric, bold, and of a very inconstant temper” (from *Law is a Bottomless Pit*).

By 1762 James Gillray and other caricature engravers had incorporated John Bull into their work, and he appeared as a cartoon by Sir John Tenniel in *Punch*, the British humour magazine.



Bull is usually pictured as a stout man in a tailcoat with breeches and a Union Flag waistcoat, dressed in the fashion of the Regency period. He also wears a low topper (sometimes called a John Bull topper) on his head and is often accompanied by a trusty but fierce bulldog. His size and apparent gluttony represented prosperity in an age where rosy cheeks and plump faces were a sign of good health.

The John Bull character was that of a drinking man, hard-headed, down-to-earth, averse to intellectualism, fond of dogs, horses, ale, and country sports.

John Bull’s surname is reminiscent of the alleged fondness of the English for beef, reflected in the French nickname for English people *les rosbifs* (the “Roast Beefs”).

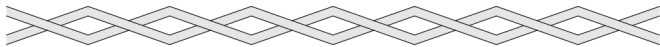
During the Napoleonic Wars, John Bull became the national symbol of freedom, of loyalty to king and country, and of resistance to French aggression. He was the ordinary man in the street, who would fight Napoleon with his bare hands if necessary.

By the 1800s he was seen as a more assertive figure in domestic politics as well, prepared to criticise the royal family and the government, giving those outside the traditional political process a voice.

John Bull became so familiar that his name frequently appeared in books, plays, periodical titles, and as a brand name or trademark. Although frequently used through World War II, John Bull has been seen less often since the 1950s.

John Bull is still looked upon with affection by many English people. As Uncle Sam is the iconic representation of the United States, so John Bull is the personification of the character of the English: honest, generous,

straightforward, with a zest for life and ready to stand up and fight for what he believes in.



Task 1. Put 5 questions to the text.

Task 2. Match the word with its definition:

1) Character	a) a style of clothes, hair etc. that is popular at a particular time
2) Imagination	b) the soft round part of your face below each of your eyes
3) Series	c) the brother of your mother or father, or the husband of your aunt
4) Trademark	d) someone who is a perfect example of a quality because they have a lot of it
5) Fashion	e) someone who is trained to treat people who are ill
6) Health	f) the ability to form pictures or ideas in your mind
7) Cheek	g) several events or actions of a similar type that happen one after the other
8) Personification	h) a special name, sign, or word that is marked on a product to show that it is made by a particular company, that cannot be used by any other company
9) Doctor	i) the particular combination of qualities that makes someone a particular type of person
10) Uncle	j) the general condition of your body and how healthy you are

Task 3. Match the items in the lines and translate the matched pairs:

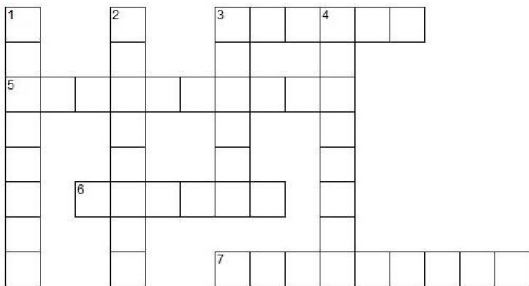
1) bottomless, 2) roast, 3) John, 4) royal, 5) Union, 6) United, 7) domestic, 8) low, 9) political, 10) Uncle;

a) Bull, b) Sam, c) family, d) States, e) pit, f) beef, g) topper, h) satire, i) politics, j) Flag.

Task 4. Explain the difference between the following:

- a) humour & satire; c) loyalty & resistance;
 b) prosperity & poverty; d) cow & beef.

Task 5. Crossword Puzzle.



Across

3. Someone or something that represents a particular quality or idea
5. A funny drawing of someone that makes them look silly
6. A top hat
7. A piece of clothing without sleeves that has buttons down the front and is worn over a shirt, often under a jacket as part of a man's suit

Down

1. A name given to someone, often connected with what they look like or something they have done
2. A man's jacket which is short at the front and divided into two long pieces at the back, worn to very formal events
3. A way of criticizing someone, in which you deliberately make them seem funny so that people will see their faults
4. Short trousers that fasten just below the knees



Task 6.

Find additional information and make a parallel presentation of John Bull and Uncle Sam using the graphic files *John Bull** and *Uncle Sam**.

* *File Directory:*

Manual DVD/The UK Symbols/John Bull/Pictures/John Bull.jpg

Manual DVD/The UK Symbols/John Bull/Pictures/Uncle Sam.jpg

1.8. The Tower of London

The Tower of London has a very interesting story behind it. It was begun by a man who was not even English, William of Normandy. At the time he was the cousin of England's King Edward. It all started because William



became outraged when Edward backed down on his promise to give the throne to William and ended up giving the throne to his English brother-in-law, Harold. William sailed his army across the English Channel to conquer England. On October 14, 1066 he met Harold at Hastings and conquered him. On Christmas Day later that year, William – now called William the Conqueror – was crowned King of England. Immediately after William took over as king, he built forts everywhere. One stood in the south-eastern corner of London, near an old Roman wall on the north bank of the Thames River. William ordered that this fort be removed in 1078 to be replaced by a huge stone stronghold. He named it the Tower of London.

The Tower was finished twenty years later, rising nearly one hundred feet high, with its walls fifteen feet thick in certain places. Inside was a chapel, apartments, guardrooms, and crypts. The Tower was protected by a wide ditch, a new stone wall, the old Roman wall, and the river. This was done to secure the fact that this tower was a prison that no prisoner would escape from.

The Bishop of Durham was probably the Tower's first distinguished prisoner. He was very fat, greedy, and unpopular. He was dragged to the prison by his brother with his servants and bags of money. But the Bishop lived very well inside the Tower because he could bribe the guards with gold. One night in February, 1101 he gave a huge banquet with a lot of food and liquor. When he had gotten the guards very drunk, he pushed his bags through a window and slid down a rope to freedom.

Around the year 1240 King Henry III made this tower his home. He whitewashed the tower, widened the grounds to include a church, a great hall, and other buildings. He renamed the entire new area the Tower of London, and renamed the Tower the White Tower. Although the tower was still a prison, Henry had turned the White Tower into a breathtaking palace. He entertained many important visitors, many of which came with animals as gifts. Near the drawbridge of the tower, Henry built the Lion Tower, a zoo where visitors would be greeted with roaring beasts.

In 1377, when Richard II was king, the Tower continued to be a stronghold. But four years later, on June 14, a group of overtaxed farmers stormed the Tower. Richard and his brothers safely hid themselves inside. But

the farmers found the Archbishop of Canterbury, the Royal Treasurer, a tax official, and a doctor. These men were taken to Tower Hill where their heads were chopped off. Richard later made peace with these farmers. The leader of the farmers, Wat Tyler, was beheaded. Richard was eventually thrown into a Tower dungeon, where he was forced to give up the throne to Henry IV.

Several monarchs died in the Tower of London. One was thirteen-year-old King Edward V. When his father, King Edward IV died, his uncle Richard, the Duke of Gloucester, plotted to take the throne for himself. Richard had the thirteen-year-old king and his younger brother, the Duke of York, taken to the tower. Lord Hastings, a royal officer, tried to protect Edward, but was unsuccessful. Hastings' head was chopped off on the Tower Green, and Edward and his brother were murdered. These murders most likely took place in the Garden Tower, which was later renamed the Bloody Tower.

Since the Tower of London was so dangerous, King Henry VII formed a personal bodyguard. Henry moved into the Tower in 1485 after killing Richard III in a battle. His protectors were called the Yeoman Warders, who to this day still guard the tower. King Henry was a very frugal man. He seldom gave parties and tried very hard to avoid war, which both cost a lot of money.

After the death of Henry VII, the Tower of London was never again used to house an English Queen or King. The dungeon was still used to hold England's enemies, and the Tower was still used for many celebrations. The marriage of King Henry VIII to his second wife, Anne Boleyn, took place at the Tower on May 19, 1533. A huge party was thrown for the next 11 days at the Tower, topped off with an enormous feast.

But the Tower of London was not always a place of celebration. On May 19, 1536 Anne Boleyn was executed under Henry's orders at the Tower Green. Anne had been accused of misconduct, but the plain truth was that she had born a daughter rather than a son, who would become a future king of England. This daughter was Elizabeth I, who would later become the Queen of England. Elizabeth was held prisoner in the Tower for two months by the order of her half sister, Queen Mary. Mary felt that her throne was being threatened by Elizabeth, so she imprisoned her in the Tower. If you look really carefully, you can see Anne Boleyn's Ghost about the tower. She will tell you about the royalty.

Elizabeth was innocent, and people knew it, leading to a public outcry. Elizabeth was released on May 19, 1554 (ironically, May 19 was the day on which Anne Boleyn was married and killed, and the same day that Elizabeth was released from jail.) In 1558 Elizabeth became the Queen of England. She spent three days on her coronation in the Tower, to symbolize that it was her duty to "take possession" of it as the royal monarch of England. On January 15, 1559 she left in a festive parade to be crowned at Westminster Abbey. Elizabeth would never return to the Tower.

In 1603 part of the Tower of London became a museum. King James I had ordered that the royal jewels be kept in the Tower Jewel House and be put on display for the Tower visitors. Though its roots trace back to a non-Englishman, the Tower of London has had a very interesting place in English history. It has been the sight of murders, marriages, uproars, museums, and zoos. But the Tower of London will always be remembered as a symbol of royal power, a fortress for the monarch, and a prison for the monarch's enemies.



Task 1. Put 5 questions to the text.

Task 2. Match the word with its definition:

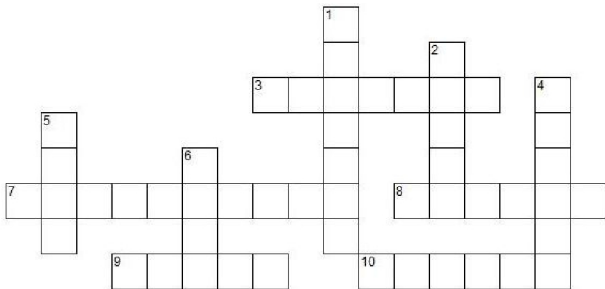
1) Outcry	a) an area where there is a lot of support for a particular way of life, political party etc.
2) Innocence	b) a large meal where a lot of people celebrate a special occasion
3) Coronation	c) a statement that you will definitely do or provide something or that something will definitely happen
4) Throne	d) a public celebration when musical bands, brightly decorated vehicles etc. move down the street
5) Zoo	e) a place where criminals are kept as part of their punishment, or where people who have been charged with a crime are kept before they are judged in a law court
6) Feast	f) the fact of being not guilty of a crime
7) Promise	g) an angry protest by a lot of ordinary people
8) Stronghold	h) the ceremony at which someone is officially made king
9) Jail	i) a place, usually in a city, where animals of many kinds are kept so that people can go to look at them
10) Parade	j) a special chair used by a king at important ceremonies

Task 3. Explain the difference between the following:

- | | |
|--------------------------|----------------------------|
| a) cousin & half sister; | d) police & bodyguard; |
| b) library & museum; | e) celebration & carousal; |
| c) bag & rucksack; | f) jewel & crown jewels. |

Task 4. Find the words that don't match:

- 1) tower, castle, concrete, church;
- 2) cousin, spy, brother, sister;
- 3) prison, paradise (on earth), jail, lockup;
- 4) massacre, banquet, carousal, feast.

Task 5. Crossword Puzzle.**Across**

3. A dark underground prison, especially under a castle, that was used in the past
7. A bridge that can be pulled up to stop people from entering a castle, or to let ships pass
8. A building where people are kept as a punishment for a crime, or while they are waiting to go to court for their trial
9. A room under a church, used in the past for burying people
10. The crime of deliberately killing someone

Down

1. A formal dinner for many people on an important occasion
2. A tall narrow building either built on its own or forming part of a castle, church etc.
4. A lot of noise or angry protest about something
5. A strong building or group of buildings used by soldiers or an army for defending an important place
6. A large organized group of people trained to fight on land in a war

**Task 6.**

Enjoy the videoexcursion round the Tower of London watching the topic-related video files on the Manual DVD (**Directory:** *The UK Symbols/The Tower of London/Videos*).

1.9. Big Ben

During the night of October 16, 1834 the old Palace of Westminster was destroyed by fire. Following the destruction of the buildings, a competition was launched for a design suitable for the new Palace. Charles Barry's design won when in 1844 Parliament decided that the new buildings of the Houses of Parliament should include a clock tower. The specifications for the clock were extremely high for that time. The first strike of the bell should be correct to one second to the hour.

The dials were to be thirty feet in diameter, the quarter chimes were to be struck on eight bells, and the hours were to be struck on a 14 ton bell. Barry invited Benjamin Lewis Vulliamy, a clockmaker of reputation, to submit a design and price for constructing such a clock. Subsequently, the Astronomer Royal, Sir George Airy, was appointed as referee for the new clock and produced a specification in 1846. Tenders were invited and were received from three makers, Dent, Vulliamy and Whitehurst.

In 1849 the famous horologist, Edmund Beckett Denison (later Lord Grimthorpe) was appointed co-referee with Airy. Denison was in agreement with Airy that Dent was the maker most capable of constructing the clock and they produced a revised specification and drawings, in respect of which Dent was requested to revise his estimate. In 1852 Dent was awarded the contract.

TEETHING TROUBLES

When it was discovered there was not enough room in the tower in which to fit the clock, it became necessary to re-design it. This was because the architect refused to compromise on his design. Edward Dent died in 1853, hence the clock mechanism was completed by his stepson in 1854 who later changed his name to Frederick Dent. It was during this time that Denison invented the three-legged gravity escapement, which allowed the clock to keep such accurate time.

Denison also became involved in the casting of the bells. This contract was awarded to John Warner and Sons who cast the hour bell in 1856. The bell weighed about 16 tons, about two tons heavier than intended. Accordingly, other components such as the ball hammer had to be increased in size from 4 to 6 cwt. Although, the bell cracked while being struck and had to be re-cast in 1858 by George Mears of the Whitechapel Bell Foundry. This cast produced a



bell weighing 13.5 tons, which remains in use today. The name ‘Big Ben’ was first used for the original hour bell cast by Warners, but no-one knows its exact origins*.

Later, when the five bells were fitted it proved impossible to install the clock in the clockroom beneath the belfry. Then the hands of the clock proved too heavy for the clock to be able to move them. Fresh ones proved even heavier so Dents had to design some himself. The minute hands by Dent and the hour hands from Charles Barry’s second attempt were found to work and the chiming and hour striking became fully operational on September 7, 1859. Unfortunately, then the hour bell cracked again, which led to Denison being sued for libel by Mears. Finally, chemical testing of the bell metal proved Denison right. Nevertheless, instead of recasting the bell, it was turned through 90 degrees and a lighter hammer installed. In 1862 striking the hour commenced.

For the next 114 years the clock’s operation went smoothly. Big Ben soon gained a reputation for accuracy. In 1906 the gas lighting of the dials was replaced by electric lighting. Electric winding of the clock was introduced in 1912. The mechanism was serviced in 1934 and 1956.

CALAMITY

In 1976 a completely unanticipated event occurred, which almost caused the complete destruction of the clock. At 3:45am on August 5, 1976 as the clock started to chime, metal fatigue in the shaft connecting the chiming train to its fly fan caused the shaft to break. Without the retarding and braking effect of the fly, the chiming mechanism, propelled by the 1.25 ton weight in the shaft, increased its speed of rotation dramatically. This led to the total destruction of the chiming mechanism, with various components and fragments of others being scattered about the clockroom. Some pieces of machinery were flung at the ceiling with sufficient force to penetrate to the room above. The cast iron frame was fractured and collapsed onto the winding motor below. The flying debris also caused damage to the going and striking trains.

It was necessary for the chiming train to be reconstructed from scratch. The magnitude of this task meant that other options, such as replacement with an electric motor, were considered. The reconstruction took almost one year to complete.

*** The most popular theories are:**

- That the bell was named after Sir Benjamin Hall, the First Commissioner of Works and a tall man known in the House of Commons as Big Ben.
- That it was given the nickname of a champion heavyweight boxer of the time called Ben Caunt. He fought his last fight in 1857 when the bell, and the debate of what to name it, was in the public consciousness.

The sounds of Big Ben have traditionally been the focus of the entry of the New Year. In December 1999 they were of particular significance, marking the beginning of the new Millennium. The sounds of the chimes were relayed on television and radio broadcasts and to the crowd assembled in the Millennium Dome. For the first time also, cameras were located in the belfry so that viewers could see as well as hear the chimes and twelve o'clock being struck on the bells.



Task 1. Put 5 questions to the text.

Task 2. Match the word with its definition:

1) Fire	a) the act or process of destroying something or of being destroyed
2) Diameter	b) the ability to do something in an exact way without making a mistake
3) Contract	c) a formal statement of the price you would charge for doing a job or providing goods or services
4) Estimate	d) a terrible and unexpected event that causes a lot of damage or suffering
5) Chime	e) an official agreement between two or more people, stating what each will do
6) Accuracy	f) uncontrolled flames, light, and heat that destroy and damage things
7) Destruction	g) a situation in which people or organizations try to be more successful than other people or organizations
8) Calamity	h) a calculation of the value, size, amount etc. of something
9) Tender	i) a straight line from one side of a circle to the other side, passing through the centre of the circle, or the length of this line
10) Competition	j) the ringing sound of a bell or clock, especially to tell you what time it is

Task 3. Find the words that don't match:

- 1) design, sketch, tournament, project;
- 2) length, height, width, wraith;

- 3) hour, first, minute, second;
- 4) pen name, first name, middle name, last name;
- 5) disaster, catastrophe, donation, tragedy.

Task 4. Word Search.

Find 10 time-related nouns



Task 5.

Enjoy the chimes and views of Big Ben watching the topic-related video files and pictures on the Manual DVD (**Directories:** *The UK Symbols/Big Ben/Videos; The UK Symbols/Big Ben/Pictures*).

1.10. Trafalgar Square

Named after the Battle of Trafalgar – a British naval victory of the Napoleonic Wars – Trafalgar Square is undoubtedly one of the most iconic and history-rich places in London. Originally the northern area of the square was the site of the King's Mews and had been since the time of Edward I, while the southern end was the original Charing Cross, where Whitehall met the Strand from the City. When George IV, the Prince Regent, decided to move the King's Mews to Buckingham Palace in the 1820s, the original site was demolished and commissioned for redevelopment. By 1845 the present architecture was completed.



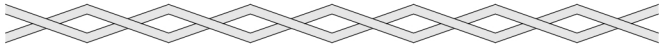
The square itself consists of a large central area surrounded by roadways on three sides, and stairs leading to the National Gallery on the other. Nelson's Column stands in the centre of the square, surrounded by four bronze lions said to have been made with recycled metals from the cannons of the French fleet and fountains added in 1939. The column is topped by a statue of Lord Nelson, the admiral who commanded the British Fleet at Trafalgar.

At the corners of the square are four plinths. Three of them hold statues of George IV, Henry Havelock, and Sir Charles James Napier. The fourth plinth on the northwest corner was intended to hold a statue of William IV, but remained empty due to insufficient funds. Later, agreement could not be reached over which military hero or monarch to place there. Since 1999 it has featured temporary exhibitions of art by contemporary artists.

The square used to be particularly famous for its pigeons. However, the desirability of the birds' presence was a matter of contention, due to their droppings tarnishing the beauty of the buildings and the flock of birds, estimated to be around 35,000 at its peak, were considered to be a health hazard. Therefore, the sale of bird seeds in the square was prohibited in 2000, and as of last month, bye-laws were secured sealing an outright ban on feeding birds in the square. The presence of pigeons is thus severely diminished.

Since its construction, Trafalgar Square has been a venue for political demonstrations. It was host to both the Black Monday and Bloody Sunday political rallies of 1886 and 1887, respectively. In modern times it has held significant political demonstrations against war and nuclear weapons, apartheid and the poll tax. A large vigil held was held at the square shortly after the terrorist bombings in London in July 2005.

Trafalgar Square is easily accessible from the Charing Cross, Embankment, Piccadilly Circus or Leicester Square tube stations, while the landmark is also extensively serviced by the London bus network. In addition there are several hotels in London near the square itself. Either way, no trip to London would be complete without visiting Trafalgar Square.



Task 1. Put 5 questions to the text.

Task 2. Match the word with its definition:

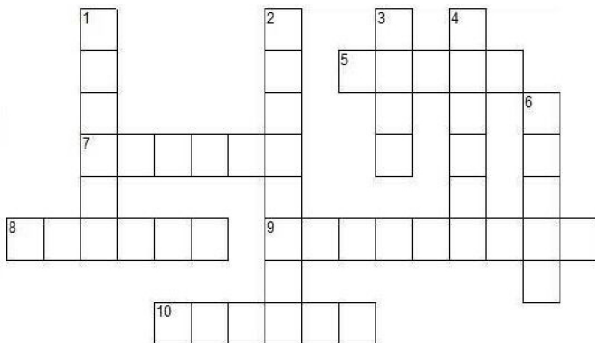
1) Command	a) a group of ships, or all the ships in a navy
2) Hotel	b) a high rank in the British or US navy, or someone with this rank
3) Hazard	c) an official order that prevents something from being used or done
4) Agreement	d) someone who governs instead of a king or queen, because the king or queen is ill, absent, or still a child
5) Admiral	e) a system of lines, tubes, wires, roads etc. that cross each other and are connected to each other
6) Venue	f) the control of a group of people or a situation
7) Ban	g) a building where people pay to stay and eat meals
8) Regent	h) a place where an organized meeting takes place
9) Fleet	i) something that may be dangerous, or cause accidents or problems
10) Network	j) an arrangement or promise to do something, made by two or more people, companies, organizations etc.

Task 3. Explain the difference between the following:

- | | |
|--------------------------|------------------------------|
| a) order & prohibition; | g) soldiers & cannon fodder; |
| b) exhibition & gallery; | h) humanity & inhumanity; |
| c) tube & subway; | i) art & the arts; |
| d) hotel & penthouse; | j) feeding & catering; |
| e) name & surname; | k) dove & humming bird; |
| f) beauty & hideousness | l) circus & big dipper. |

Task 4. Find the words that don't match:

- 1) square, area, hotel, plaza;
- 2) dove, parrot, cormorant, worm;
- 3) hotel, inn, motel, junkyard.

Task 5. Crossword Puzzle.**Across**

5. Large public meeting, especially one that is held outdoors to support a political idea, protest etc.
7. A grey bird with short legs that is common in cities
8. A large heavy powerful gun that was used in the past to fire heavy metal balls
9. The former political and social system in South Africa, in which only white people had full political rights and people of other races, especially black people, were forced to go to separate schools, live in separate areas etc.
10. A hard metal that is a mixture of copper and tin

Down

1. Something that you use to fight with or attack someone with, such as a knife, bomb, or gun
2. A structure from which water is pushed up into the air, used for example as decoration in a garden or park
3. The part of a country's military forces that fights at sea
4. A square block, usually made of stone, that is used as the base for a pillar or statue
6. A silent political protest in which people wait outside a building, especially during the night

**Task 6.**

Enjoy the views of Trafalgar Square watching the topic-related video files and pictures on the Manual DVD (**Directories:** *The UK Symbols/Trafalgar Square/Videos; The UK Symbols/Trafalgar Square/Pictures*).

1.11. The Routemaster

Introduced in 1956, the Routemaster was designed specifically for London and had some pretty advanced design features such as a light alloy body to allow for more seats, to try and entice car drivers onto them.

The Routemaster gave rise to the double-act of driver and conductor – a familiar pairing described as “the Lennon and McCartney of the road”.

Ironically, the first few models looked quite different to the Routemaster we are used to seeing today. Originally expected to last less than 20 years, the fact that the buses were so adaptable meant they kept evolving. Different versions were tried until a design was settled on.



Albert Arthur Molteno Durrent was chief engineer of London Transport’s Bus and Coach Division, and created the RT model in 1939 – a double-decker hop-on hop-off bus. It was to replace trolley buses and trams and took engineering to a new level by combining style with passenger comfort.

During a stint as director of tank research and development during World War II, Durrent came into contact with the latest break-throughs in aircraft production, such as using lighter metals and interchangeable parts.

Durrent then began to explore how these techniques could be used in making buses.

The RT was completely redesigned using assembled parts to make the building of them faster and cheaper.

However, London Transport was constantly looking ahead to new possibilities in bus design.

The new Routemaster RM was introduced to London in 1956 and its design was advanced for the time. It was to be a collaborative effort between AEC (Associated Equipment, Ltd.), Park Royal and London Transport.

By using a light all-aluminium body for the RM, it was possible to produce a 64-seat bus within the weight limits of the older 56-seat RT bus. More passengers could be carried and in more comfort, to try and entice the growing number of car owners onto public transport.

The RM also differed from other London designs because it was made of integral construction. Instead of having a traditional body and chassis, the Routemaster has a strengthened body that does not require a chassis to take the stress.

The mechanical units are mounted on front and rear sub-frames rather than a heavy fixed chassis. Other novel features for a bus in the 1950s, but

fitted as standard to the Routemaster, included independent front suspension, power steering, fully automatic gearbox and power hydraulic-braking.

In 1961 24 of these vehicles were built and then lengthened by the insertion of an additional 2 ft 6 in bay in the centre of their bodywork. Called RML, this 72-seat version became the standard product from 1965 and remains the most common type in London today. Weighing about seven and three quarter tonnes, the RML is still two tonnes lighter than modern double-deck vehicles that hold the same number of passengers.

Lots of variations took place during the production of the fleet. During 1962-1963 575 Routemasters were fitted with Leyland engines from new. From 1964 several batches of vehicles were built with offside illuminated advert panels. Other design changes affected, among other things, the radiator grille, headlamp panels, heater grille and upper deck front windows.

Sixty-eight similar vehicles were built for Green Line routes from 1968. This production batch, classified RMC (Routemaster Coach), were built as 57-seaters, with fully enclosed platforms, electrically-operated doors, air suspension, fluorescent lighting, different interior trim, luggage racks and twin headlamps.

In 1965 43 further Green Line coaches were built to the longer (RML) 30 ft length and called the RCL.

Different adjustments have continued to be made through the decades – a further variation to the standard Routemaster happened in 1996 with Scania engines being fitted to London Centrals RM fleet for Route 36.

Although 2005 saw the gradual phasing out of the Routemaster, it will be remembered through films, TV shows, pop videos, postcards and guide books.



Task 1. Put 5 questions to the text.

Task 2. Explain the difference between the following:

- | | |
|-------------------------|--------------------------|
| a) bus & double-decker; | d) hiking & hitchhiking; |
| b) transport & traffic; | e) limit & infinitude; |
| c) incident & accident; | f) limo & jeep. |

Task 3. Find the words that don't match:

- 1) tram, bus, octopus, trolleybus;
- 2) paddle, wheel, seat belt, pedal;
- 3) coordination, collaboration, confirmation, cooperation;
- 4) attempt, effort, contempt, drive;
- 5) road, lane, track, trap.

Task 4. Match the word with its definition:

1) Wheel	a) the part of a vehicle producing power to make it move
2) Chassis	b) one of the round things under a car, bus, bicycle etc. that turns when it moves
3) Tram	c) a system or method for carrying passengers or goods from one place to another
4) Headlamp	d) someone whose job is to collect payments from passengers on a bus
5) Engine	e) a vehicle for passengers, which travels along metal tracks in the street
6) Body	f) a thing that you turn to control the direction of a car
7) Transport	g) one of the large lights at the front of a vehicle, or the beam of light produced by this
8) Conductor	h) a bus using power from electric wires above the street
9) Steering wheel	i) the frame on which the body, engine, wheels etc. of a vehicle are built
10) Trolleybus	j) the main structure of a vehicle not including the engine, wheels etc.

Task 5. Word Search.*Find 10 Routemaster-related nouns*

**Task 6.**

Discuss the point of symbols eternity watching the topic-related video files and pictures on the Manual DVD (**Directories:** *The UK Symbols/The Routemaster/Videos; The UK Symbols/ The Routemaster/Pictures*).

Chapter II

AMERICANS AND THEIR NATIONAL SYMBOLS

The United States has often been referred to as the nation of immigrants, the vast *melting pot** of cultures. Despite this, there are a lot of common things in the way of life of Americans causing the appearance of numerous

Why Americans are called "Yankee".

The origin of Yankee has been the subject of much debate, but the most likely source is the Dutch name Janke, meaning "little Jan" or "little John", a nickname that dates back to the 1680s. Perhaps because it was used as the name of pirates, the name Yankee came to be used as a term of contempt. It was used this way in the 1750s by General James Wolfe, the British general who secured British domination of North America by defeating the French at Quebec. The name may have been applied to New Englanders as an extension of an original use referring to Dutch settlers living along the Hudson River. Whatever the reason, Yankee is first recorded in 1765 as a name for an inhabitant of New England. The first recorded use of the term by the British to refer to Americans in general appears in the 1780s, in a letter by Lord Horatio Nelson. Around the same time it began to be abbreviated to Yank. During the American Revolution, American soldiers adopted this term of derision as a term of national pride. The derisive use nonetheless remained alive and even intensified in the South during the Civil War, when it referred not to all Americans but to those loyal to the Union. Now the term carries less emotion – except for baseball fans.

generalizations such as *Americans are highly patriotic, Americans are incurable optimists*, etc. Being American seems to be a unique socio-cultural phenomenon full of various incomparable features**.

In their search for the distinctive features of the American national character, researchers have compiled interesting lists of traits, motives, beliefs, preferences, expectations, and dispositions that can be grouped together in the suggested way:

INDIVIDUALITY

(independence, and freedom)

- 1) freedom of religion, enterprise, and association with others;
- 2) self-reliance, confidence, responsibility under the law;
- 3) opposition to abuses of force, power, influence;
- 4) optimism, with a sense of destiny for the nation;
- 5) mobility, adaptability, friendliness, sociability, generosity.

VOLUNTARY, COOPERATIVE, AND COMMUNAL ACTION

- 1) right to choose, volunteer, to set limits on efforts;
- 2) being competent, practical, ready to listen but not easily convinced;
- 3) right to own and dispose of property;
- 4) sanctity of home, church, and school;
- 5) material comforts of life, regarded as well earned;
- 6) fairness in competition whether work, or business.

PRIDE, LOYALTY, AND PATRIOTISM

- 1) faith in majority rule and American Way-of-Life;
- 2) belief in democracy, nationalism, self, sincerity, trust;
- 3) willingness to protect national interests when threatened;
- 4) personal pride in citizenship, military service;
- 5) freedom of speech as a basic right in a democracy.

*The term *melting pot* is used to refer to the way in which homogeneous societies develop, in which the ingredients in the pot (people of different cultures, races and religions) are combined so as to develop a multi-ethnic society.

** The formation of the general understanding of the essence of being American is to be facilitated by the suggested video files on the Manual DVD (**Directory**: The US Symbols/The USA).

2.1. The US Flag

Did you know that the current American flag was a result of a school project? Can you believe that the resulting grade on the project was only a B minus? In 1958, high school student Robert G. Heft of Lancaster, Ohio, was spurred on by his interest in politics and talk of Alaska and Hawaii becoming states to design a 50-star flag as a school project. His teacher, Stanley Pratt, gave him a B minus on the project, describing it as unoriginal. However, he would grant Heft a higher grade if Congress accepted the design. Thanks to the late congressman Walter Moeller, Heft earned his gold star when the design was accepted in 1960.



Library of Congress
 (www.loc.gov/blog/?p=131)

No one knows with absolute certainty who designed the first stars and stripes or who made it. Congressman Francis Hopkinson seems most likely to have designed it, and few historians believe that Betsy Ross, a Philadelphia seamstress, made the first one.

Until the Executive Order of June 24, 1912, neither the order of the stars nor the proportions of the flag was prescribed. Consequently, flags dating before this period sometimes show unusual arrangements of the stars and odd proportions, these features being left to the discretion of the flag maker. In general, however, straight rows of stars and proportions similar to those later adopted officially were used. The principal acts affecting the flag of the United States are the following:

- On June 14, 1777, in order to establish an official flag for the new nation, the Continental Congress passed the **first Flag Act**: “Resolved, That the flag of the United States be made of thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new Constellation.”
- Act of January 13, 1794 – provided for 15 stripes and 15 stars after May 1795.
- Act of April 4, 1818 – provided for 13 stripes and one star for each state, to be added to the flag on the 4th of July following the admission of each new state, signed by President Monroe.
- Executive Order of President Taft dated June 24, 1912 – established proportions of the flag and provided for arrangement of the stars in six horizontal rows of eight each, a single point of each star to be upward.

- Executive Order of President Eisenhower dated January 3, 1959 – provided for the arrangement of the stars in seven rows of seven stars each, staggered horizontally and vertically.
- Executive Order of President Eisenhower dated August 21, 1959 – provided for the arrangement of the stars in nine rows of stars staggered horizontally and eleven rows of stars staggered vertically.

NUMBER OF STARS IN THE US FLAG, AND ADDITIONAL STATES REPRESENTED, 1777 TO PRESENT

Date of Flag	Additional states with date of entry into Union
13 stars – 1777 to 1795	<ul style="list-style-type: none"> • Delaware (December 7, 1787) • Pennsylvania (December 12, 1787) • New Jersey (December 18, 1787) • Georgia (January 2, 1788) • Connecticut (January 9, 1788) • Massachusetts (February 6, 1788) • Maryland (April 28, 1788) • South Carolina (May 23, 1788) • New Hampshire (June 21, 1788) • Virginia (June 25, 1788) • New York (July 26, 1788) • North Carolina (November 21, 1789) • Rhode Island (May 29, 1790)
15 stars – 1795 to 1818	<ul style="list-style-type: none"> • Vermont (March 4, 1791) • Kentucky (June 1, 1792)
20 stars – 1818 to July 3, 1819	<ul style="list-style-type: none"> • Tennessee (June 1, 1796) • Ohio (March 1, 1803) • Louisiana (April 30, 1812) • Indiana (December 11, 1816) • Mississippi (December 10, 1817)
21 stars – July 4, 1819 to July 3, 1820	<ul style="list-style-type: none"> • Illinois (December 3, 1818)
23 stars – July 4, 1820 to July 3, 1822	<ul style="list-style-type: none"> • Alabama (December 14, 1819) • Maine (March 15, 1820)
24 stars – July 4, 1822 to July 3, 1836	<ul style="list-style-type: none"> • Missouri (August 10, 1821)
25 stars – July 4, 1836 to July 3, 1837	<ul style="list-style-type: none"> • Arkansas (June 15, 1836)
26 stars – July 4, 1837 to July 3, 1845	<ul style="list-style-type: none"> • Michigan (Jan 26, 1837)
27 stars – July 4, 1845 to July 3, 1846	<ul style="list-style-type: none"> • Florida (March 3, 1845)
28 stars – July 4, 1846 to July 3, 1847	<ul style="list-style-type: none"> • Texas (December 29, 1845)
29 stars – July 4, 1847 to July 3, 1848	<ul style="list-style-type: none"> • Iowa (December 28, 1846)
30 stars – July 4, 1848 to July 3, 1851	<ul style="list-style-type: none"> • Wisconsin (May 29, 1848)

31 stars – July 4, 1851 to July 3, 1858	• California (September 9, 1850)
32 stars – July 4, 1858 to July 3, 1859	• Minnesota (May 11, 1858)
33 stars – July 4, 1859 to July 3, 1861	• Oregon (February 14, 1859)
34 stars – July 4, 1861 to July 3, 1863	• Kansas (January 29, 1861)
35 stars – July 4, 1863 to July 3, 1865	• West Virginia (June 20, 1863)
36 stars – July 4, 1865 to July 3, 1867	• Nevada (October 31, 1864)
37 stars – July 4, 1867 to July 3, 1877	• Nebraska (March 1, 1867)
38 stars – July 4, 1877 to July 3, 1890	• Colorado (August 1, 1876)
43 stars – July 4, 1890 to July 3, 1891	• North Dakota (November 2, 1889) • South Dakota (November 2, 1889) • Montana (November 8, 1889) • Washington (November 11, 1889) • Idaho (July 3, 1890)
44 stars – July 4, 1891 to July 3, 1896	• Wyoming (July 10, 1890)
45 stars – July 4, 1896 to July 3, 1908	• Utah (January 4, 1896)
46 stars – July 4, 1908 to July 3, 1912	• Oklahoma (November 16, 1907)
48 stars – July 4, 1912 to July 3, 1959	• New Mexico (January 6, 1912) • Arizona (February 14, 1912)
49 stars – July 4, 1959 to July 3, 1960	• Alaska (January 3, 1959)
50 stars – July 4, 1960 to present	• Hawaii (August 21, 1959)

THE PLEDGE OF ALLEGIANCE

***“I pledge allegiance to my Flag and the Republic for which it stands—
one nation indivisible—with liberty and justice for all.”***

On September 8, 1892, the Boston based “The Youth’s Companion” magazine published a few words for students to repeat on Columbus Day that year. Written by Francis Bellamy, the circulation manager and native of Rome, New York, and reprinted on thousands of leaflets, was sent out to public schools across the country. On October 12, 1892, the quadricentennial of Columbus’ arrival, more than 12 million children recited the Pledge of Allegiance, thus beginning a required school-day ritual.

At the first National Flag Conference in Washington D.C., on June 14, 1923, a change was made. For clarity, the words “the Flag of the United States” replaced “my flag”. In the following years various other changes were suggested but were never formally adopted.

It was not until 1942 that Congress officially recognized the Pledge of Allegiance. One year later, in June 1943, the Supreme Court ruled that school children could not be forced to recite it. Today only half of the fifty states have laws that encourage the recitation of the Pledge of Allegiance in the classroom!

In June 1954, an amendment was made to add the words “under God”. Then-President Dwight D. Eisenhower said “In this way we are reaffirming the transcendence of religious faith in America’s heritage and future; in this way we shall constantly strengthen those spiritual weapons which forever will be our country’s most powerful resource in peace and war.”

THE FLAG DAY

Flag Day was first celebrated in 1877 on the 100th anniversary of the Continental Congress’ adoption of the *Stars and Stripes* as the official flag of the United States. In that year, Congress asked that all public buildings fly the flag on June 14. The idea quickly caught on and many people wanted to participate in waving the flag. One early supporter was B.J. Cigrand, a Wisconsin schoolteacher who enthusiastically advocated the observance of June 14 as “Flag Birthday”, or “Flag Day”.

In 1916, President Woodrow Wilson proclaimed Flag Day as a national celebration. However, the holiday was not officially recognized until 1949 when President Harry Truman signed the National Flag Day Bill.

THE FLAG CODE

The United States Code dictates how the US flag should be treated and displayed. Below are excerpts of the important points on respectfully displaying, and displaying respect toward, the US Flag:

- The flag should be flown only during daylight hours; however, it may be flown at night if properly illuminated.
- The flag should be hoisted (raised) quickly and lowered ceremoniously.
- When flying with other flags, the US flag should be to the observer’s left and above or at equal height to the other flags.
- When flying with the flags of other nations, the US flag should be flown at the same height as the other flag(s).
- The US flag should not be used for advertisement; it should not be marked with any words, images or other printings.
- The flag should not be flown in rain or snow, unless an all-weather flag is used.
- On occasions when the flag is to be flown at half-staff, the flag should first be raised to the top of the staff, then lowered to the half height position.
- The flag should not be dipped to anyone or anything.
- The flag should not be hung so that it touches the ground, or any object beneath it.
- The flag should not be used as a container or receptacle.



Task 1. Put 5 questions to the text.

Task 2. Make sure you know the pronunciation of the following:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Colombia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

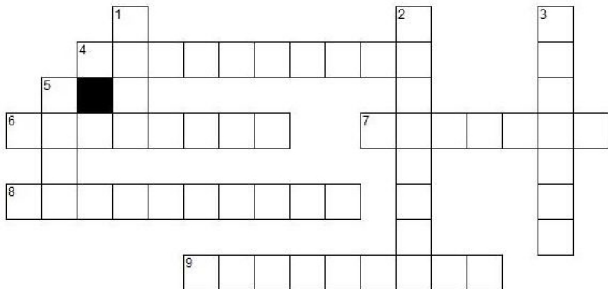
Task 3. Match the word with its definition:

1) Leaflet	a) a group of things that are put in a particular position, or the process of doing this
2) Native	b) the correct or most suitable relationship between the size, shape, or position of the different parts of something
3) Historian	c) a short piece taken from a book, poem etc.
4) School	d) something that happens or exists because of something that happened before
5) Height	e) a small book or piece of paper advertising something or giving information on a particular subject
6) Proportion	f) a room that you have lessons in at a school or college
7) Excerpt	g) a person who was born in a particular place
8) Result	h) the distance something is above the ground
9) Classroom	i) someone who studies history
10) Arrangement	j) a place where children are taught

Task 4. Explain the difference between the following:

- | | |
|---------------------------|---------------------------|
| a) college & university; | f) word & catchword; |
| b) pupil & teacher; | g) signature & autograph; |
| c) seamstress & tailor; | h) top & bottom; |
| d) horizontal & vertical; | i) day & night; |
| e) past & present; | j) rain & thunderstorm. |

Task 5. Crossword Puzzle.



Across

4. Loyalty to a leader, country, belief etc.
6. The group of people elected to make laws in the US, consisting of the Senate and the House of Representatives
7. The freedom and the right to do whatever you want without asking permission or being afraid of authority
8. A container for putting things in
9. The official leader of a country that does not have a king or queen

Down

1. A piece of cloth with a coloured pattern or picture on it that represents a country or organization
2. The traditional beliefs, values, customs etc. of a family, country, or society
3. Fairness in the way people are treated
5. A set of rules, laws, or principles that tell people how to behave



Task 6.

Watch the topic-related video files on the Manual DVD (**Directory:** *The US Symbols/The US Flag/Videos*) and discuss the role of the American national flag in the life of Americans.

2.2. The US Anthem

If there is anything taken more seriously than the US flag, it's possibly the national anthem. *The Star-Spangled Banner* accompanies just about every major American function, and at major sporting events a significant honour is bestowed on those asked to sing what is probably the best known national anthem in the world.

“THE STAR-SPANGLED BANNER”

**Oh, say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming.**

**And the rockets red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.**

**Oh, say, does that star-spangled banner yet wave
O'er the land of the free, and the home of the brave?**

**On the shore dimly seen, through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?**

**Now it catches the gleam of the morning's first beam,
In full glory reflected, now shines on the stream;
'Tis the star-spangled banner: oh, long may it wave
O'er the land of the free and the home of the brave.**

**And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion,
A home and a country should leave us no more?
Their blood has washed out their foul footsteps' pollution.**

**No refuge could save the hireling and slave
From the terror of flight or the gloom of the grave,
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.**

**Oh, thus be it ever when free men shall stand,
Between their loved homes and the war's desolation;
Blest with vict'ry and peace, may the Heav'n-rescued land
Praise the Power that has made and preserved us as a nation.**

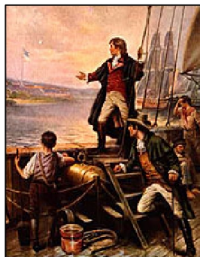
**Then conquer we must, when our cause is just,
And this be our motto: “In God Is Our Trust”;
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.**

There is little basis for the legend that the tune of the American national anthem was an old English drinking song. On the other hand, there is strong evidence that the members of the club for which the music was originally composed, the Anacreontic Society*, frequently lifted not only their voices but also their cups in song.

In the mid-1760s, a London society of amateur musicians, the Anacreontic Society, commissioned a young church musician, John Stafford Smith, to compose music for material written by its president, Ralph Tomlinson. Smith's tune, entitled "Anacreon in Heav'n", was a vehicle not only for the Society's accomplished amateurs, but for its best baritone singer to display virtuosity through an astounding vocal range. Its musical complexity has been compared to that of the famous "Toreador Song" in Bizet's opera *Carmen*.

First published in England, the tune appeared in North America before the end of the eighteenth century where, as often happened, new lyrics – including "Adams and Liberty" and "Jefferson and Liberty" – were written. The song's appeal may have been due at least in part to its unique metrical structure. Not found in any other song of the period, its striking meter may have been what attracted Francis Scott Key. By all accounts tone deaf, Key had already composed one other poem using the meter of the "Anacreontic Song" when he wrote "The Star-Spangled Banner".

On September 14, 1814, while detained aboard a British ship during the bombardment of Fort McHenry, Francis Scott Key witnessed at dawn the failure of the British attempt to take Baltimore. Based on this experience, he wrote a poem that poses the question "Oh, say does that Star-Spangled Banner yet wave?" Almost immediately Key's poem was published and wedded to the tune of the "Anacreontic Song". Long before the Civil War "The Star-Spangled Banner" became the musical and lyrical embodiment of the American flag. During the latter war, songs such as "Farewell to the Star-Spangled Banner" and "Adieu to the Star-Spangled Banner Forever", clearly referencing Key's song, were published within the Confederacy.



The Star-Spangled Banner.
Percy Moran, artist, 1913.
[Prints and Photographs Division,](#)
Library of Congress.

* **The Anacreontic Society** was founded around 1766, and named in honor of the ancient Greek court poet Anacreon, who in the sixth century B.C., entertained his tyrannical patrons with lyrics celebrating wine, women, and song. In 1791 Franz Josef Haydn was the Society's honored guest at a performance of one of his own symphonies, which indicates the primacy of the group's musical interests.

On July 26, 1889, the Secretary of the Navy designated “The Star-Spangled Banner” as the official tune to be played at the raising of the flag. And during Woodrow Wilson’s presidency, it was chosen by the White House to be played wherever a national anthem was appropriate. Still the song was variously criticized as too violent in tone, too difficult to sing, and, by prohibitionists, as basically a drinking song. But on its side “The Star-Spangled Banner” had a strong supporter in John Philip Sousa who, in 1931, opined that besides Key’s “soul-stirring” words, “it is the spirit of the music that inspires”. That same year, on March 3, President Herbert C. Hoover signed the Act establishing Key’s poem and Smith’s music as the official anthem of the United States.

The new law, however, did not specify an official text or musical arrangement, but left room for creative arrangements and interpretations of “The Star-Spangled Banner”. The standard instrumental version was unofficially established as the arrangement used by the US service bands. However, other versions include: Igor Stravinsky’s 1941 version for orchestra and male chorus, Duke Ellington’s 1948 Cornell University arrangement, Jimi Hendrix’s 1969 electric guitar version, and the 1991 version by the St. Louis Symphony under Leonard Slatkin.



Task 1. Put 5 questions to the text.

Task 2. Paraphrase or explain the following:

Banner; star; stripe; home; twilight; glory; stream; havoc; confusion; blood; pollution; refuge; hireling; gloom; desolation; evidence; club; structure; deaf mute; tone; inspiration.

Task 3. Match the items in the lines and translate the matched pairs:

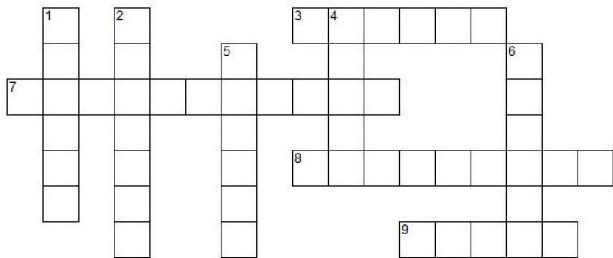
1) drinking, 2) Civil, 3) strong, 4) White, 5) United, 6) metrical,
7) Anacreontic, 8) electric, 9) amateur, 10) tone;

a) House, b) structure, c) guitar, d) song, e) Society, f) musician, g) War,
h) deaf, i) evidence, j) States.

Task 4. Explain the difference between the following:

- | | |
|-----------------------|--------------------|
| a) dawn & dusk; | e) beam & x-ray; |
| b) bomb & torpedo; | f) slave & slaver; |
| c) silence & noise; | g) poem & novel; |
| d) grave & mausoleum; | h) gang & band. |

Task 5. Crossword Puzzle.



Across

- A large group of people who sing together
- A piece of music that has been written or changed for a particular instrument
- A large group of musicians playing many different kinds of instruments and led by a conductor
- A musical play in which all of the words are sung

Down

- The words of a song
- Someone who does an activity just for pleasure, not as his/her job
- Something that makes you feel very proud
- An old, well-known story, often about brave people, adventures, or magical events
- A musical instrument with six strings that you play by pulling the strings with your fingers or with a plectrum



Task 6.

A. Enjoy singing the American National Anthem using the topic-related audio and video files on the Manual DVD (**Directories:** *The US Symbols/The US Anthem/Sounds; The US Symbols/The US Anthem/Videos/The Star-Spangled Banner*) and discuss its role in the life of Americans.

B. Try to find as much information as possible about the following incident:

Jazz musician Rene Marie was scheduled to sing "The Star-Spangled Banner" during the annual State of the City Address in Denver, Colorado, on July 1, 2008. Instead, Marie opted to perform "Lift Every Voice and Sing", or what is commonly referred to as the "Black National Anthem".

Watch the event-related video files on the Manual DVD (**Directory:** *The US Symbols/The US Anthem/Videos/The Black National Anthem*) and express yourself on the problem.

2.3. The US Emblem

On July 4, 1776, Benjamin Franklin, John Adams and Thomas Jefferson were given the task of creating a seal for the United States of America. The delegates of the Constitutional Convention believed an emblem and national coat of arms would be evidence of an independent nation and a free people with high aspirations and grand hopes for the future.

The Great Seal was finalized and approved six years later on June 20, 1782. The seal reflects the beliefs and values that the Founding Fathers wanted to pass on to their descendants.

In the center of the seal is a bald eagle, the US national bird. It holds in its beak a scroll inscribed *E pluribus unum*, which is Latin meaning “out of many, one” and stands for one nation that was created from 13 colonies. In one claw is an olive branch, while the other holds a bundle of thirteen arrows. The olive branch and arrows “denote the power of peace and war”.

A shield with thirteen red and white stripes covers the eagle’s breast. The shield is supported solely by the American eagle to denote that Americans should rely on their own virtue. The red and white stripes of the shield represent the states united under and supporting the blue, representing the President and Congress. The white color signifies purity and innocence; red – hardiness and valor; blue – vigilance, perseverance, and justice. Above the eagle’s head is a cloud surrounding a blue field containing thirteen stars, which forms a constellation. The constellation denotes that a new State is taking its place among other nations.

So you can see a pattern of thirteen in the Great Seal:

- 13 stars in the crest above the eagle;
- 13 stripes in the shield upon the eagle’s breast;
- 13 arrows in the eagle’s left claw;
- 13 olives and leaves in the eagles’ right claw;
- 13 letters in the motto carried by the eagle, *E Pluribus Unum*.

Why thirteen? Thirteen represents the first thirteen states – Massachusetts, Connecticut, Rhode Island, New Hampshire, New York, New



Obverse Side of the Great Seal



Reverse Side of the Great Seal

Jersey, Pennsylvania, Delaware, Virginia, Maryland, North Carolina, South Carolina, and Georgia.

The seal's reverse side is sometimes referred to as the spiritual side. It contains a 13-step pyramid with the year 1776 in Roman numerals at the base. At the top of the pyramid is the Eye of Providence and above is the motto *Annuit Coeptis*, meaning "It [the Eye of Providence] is favorable to our undertakings" or "He favors our undertakings". Below the pyramid, a scroll reads, *Novus Ordo Seclorum*, meaning "New Order of the Ages". It refers to 1776 as the beginning of the American new era.

The Great Seal can be seen on the back of a one-dollar bill. The Secretary of State is the official custodian of the seal. It is only attached (affixed) to certain documents, such as foreign treaties and presidential proclamations. The Great Seal is displayed in the Exhibit Hall of the Department of State, in Washington, DC.



Task 1. Put 5 questions to the text.

Task 2. Match the word with its definition:

1) Virtue	a) a large stone building with four triangular walls that slope in to a point at the top
2) Arrow	b) someone who has been elected or chosen to speak, vote, or take decisions for a group
3) Scroll	c) a piece of work that must be done, especially one that is difficult or unpleasant or that must be done regularly
4) Belief	d) moral goodness of character and behaviour
5) Custodian	e) a long piece of paper that can be rolled up, and is used as an official document
6) Shield	f) a weapon made from a thin straight piece of wood with a sharp point at one end, that you shoot with a bow
7) Pyramid	g) a very large strong bird with a beak like a hook that eats small animals, birds etc.
8) Delegate	h) someone who is responsible for looking after something important or valuable
9) Task	i) the feeling that something is definitely true
10) Eagle	j) a large piece of metal or leather that soldiers used in the past to protect themselves when fighting

Task 3. Explain the difference between the following:

- | | |
|---------------------------|-------------------------|
| a) employer & employee; | e) innocence & guilt; |
| b) hand & paw; | f) valor & cowardice; |
| c) nail & claw; | g) obverse & reverse; |
| d) dozen & baker's dozen; | h) stamp & fingerprint. |

Task 4. Find the words that don't match:

- 1) arm, eye, leg, eyesore;
- 2) star, skunk, constellation, sky;
- 3) addiction, belief, faith, superstition;
- 4) spokesperson, sedative, delegate, representative;
- 5) determination, ambition, discouragement, tenacity.

Task 5. Word Search.

*Find the names of 10 elements
of the Great Seal*

**Task 6.**

A. Try to find as much information as possible about the Confederate Seal, Seal of the President of the United States, Seal of the United States Senate and compare them with the Great Seal using the appropriate graphic files on the Manual DVD (**Directory: The US Symbols/The US Emblem/Pictures**).

B. Watch the video file *Decoding the Secrets of the Great Seal of the USA** and discuss the symbolic meanings of the US Emblem constituent parts.

* *File Directory:*

Manual DVD/The US Symbols/The US Emblem/Videos/Decoding the Secrets of the Great Seal of the USA.avi

2.4. The Statue of Liberty

The Statue of Liberty National Monument officially celebrated her first 100th birthday on October 28, 1986. The people of France gave the Statue to the people of the United States over one hundred years ago in recognition of the friendship established during the American Revolution. Over the years, the Statue of Liberty's symbolism has grown to include freedom and democracy as well as this international friendship.

Sculptor Frederic Auguste Bartholdi was commissioned to design a sculpture with the year 1876 in mind for completion, to commemorate the centennial of the American Declaration of Independence. The Statue was a joint effort between America and France and it was agreed upon that the American people were to build the pedestal, and the French people were responsible for the Statue and its assembly in the United States. However, lack of funds was a problem on both sides of the Atlantic Ocean. In France, public fees, various forms of entertainment, and a lottery were among the methods used to raise funds. In the United States, benefit theatrical events, art exhibitions, auctions and prize fights assisted in providing needed funds.

Meanwhile in France, Bartholdi required the assistance of an engineer to address structural issues associated with designing such a colossal copper sculpture. Alexandre Gustave Eiffel (designer of the Eiffel Tower) was commissioned to design the massive iron pylon and secondary skeletal framework which allows the Statue's copper skin to move independently yet stand upright. Back in America, fund raising for the pedestal was going particularly slowly, so Joseph Pulitzer (noted for the Pulitzer Prize) opened up the editorial pages of his newspaper, "The World" to support the fund raising effort. Pulitzer used his newspaper to criticize both the rich who had failed to finance the pedestal construction and the middle class who were content to rely upon the wealthy to provide the funds. Pulitzer's campaign of harsh criticism was successful in motivating the people of America to donate.

Financing for the pedestal was completed in August 1885, and pedestal construction was finished in April 1886. The Statue was completed in France in July, 1884 and arrived in New York Harbor in June, 1885 on board the French frigate "Isere" which transported the Statue of Liberty from France to the United States. In transit, the Statue was reduced to 350 individual pieces and packed in 214 crates. The Statue was re-assembled on her new pedestal in four



months time. On October 28, 1886, the dedication of the Statue of Liberty took place in front of thousands of spectators.

The story of the Statue of Liberty and her island has been one of change. The Statue was placed upon a granite pedestal inside the courtyard of the star-shaped walls of Fort Wood (which had been completed for the War of 1812.)

The United States Lighthouse Board had responsibility for the operation of the Statue of Liberty until 1901. After 1901, the care and operation of the Statue was placed under the War Department. A Presidential Proclamation declared Fort Wood (and the Statue of Liberty within it) a National Monument on October 15, 1924 and the monument's boundary was set at the outer edge of Fort Wood. In 1933, the care and administration of the National Monument was transferred to the National Park Service. On September 7, 1937, jurisdiction was enlarged to encompass all of Bedloe's Island and in 1956, the island's name was changed to Liberty Island. On May 11, 1965, Ellis Island was also transferred to the National Park Service and became part of the Statue of Liberty National Monument. In May 1982, President Ronald Reagan appointed Lee Iacocca to head up a private sector effort to restore the Statue of Liberty. Fundraising began for the \$87 million restoration under a public/private partnership between the National Park Service and The Statue of Liberty-Ellis Island Foundation, Inc., to date the most successful public-private partnership in American history. In 1984, at the start of the Statue's restoration, the United Nations designated the Statue of Liberty as a World Heritage Site. On July 5, 1986, the newly restored Statue re-opened to the public during Liberty Weekend, which celebrated her centennial.



Statue of Liberty on the Île des Cygnes, the river Seine in Paris, France. Given to the city in 1889, it faces west, towards the original Liberty in New York Harbor.

Task 1. Put 5 questions to the text.

Task 2. Paraphrase or explain the following:

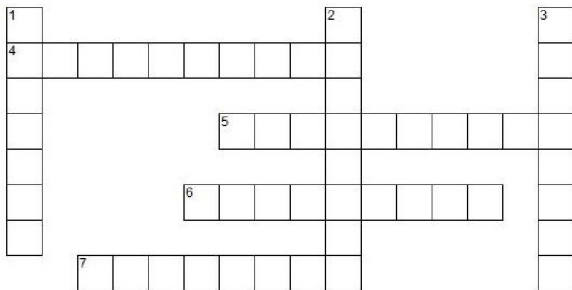
Recognition; symbolism; design; effort; lottery; method; entertainment; auction; pylon; campaign; criticism; financing; harbour; crate; spectator; frigate; park; island.

Task 3. Explain the difference between the following:

- | | |
|-------------------------------|--------------------------------|
| a) democracy & anarchy; | e) newspaper & magazine; |
| b) potter & carver; | f) land & island; |
| c) raffle & flimflam lottery; | g) construction & restoration; |
| d) helper & bother; | h) prize & winnings. |

Task 4. Find the words that don't match:

- friendship, love, flagship, hatred;
- evolution, progression, revolution, valediction;
- Booker Prize, Nobel Prize, Vole Prize, Pulitzer Prize.

Task 5. Crossword Puzzle.**Across**

- A time when people change a ruler or political system by using force or violence
- Help or support
- The day or year exactly 100 years after a particular event
- A person who makes objects out of stone, wood, clay etc.

Down

- A situation that causes difficulties
- Someone whose job is to design or build roads, bridges, machines etc.
- The base on which a pillar or statue stands

**Task 6.**

A. Try to find additional information about the Statue of Liberty and make your own presentation of the American symbol of freedom using the graphic and video files on the Manual DVD (**Directories:** *The US Symbols/The Statue of Liberty/Pictures; The US Symbols/The Statue of Liberty/Videos*).

B. Feel the American's particular love for the "Bartholdi's Lady", representing their goal of democracy and liberty for all, working with the symbol-related poems (graphic files) and songs on the Manual DVD (**Directories:** *The US Symbols/The Statue of Liberty/Poems; The US Symbols/The Statue of Liberty/Sounds*).

2.5. The US Dollar

The dollar (ISO 4217 code: **USD**) is the unit of currency of the United States. The US dollar has also been adopted as the official and legal currency by the governments in a few other countries. The US dollar is normally abbreviated as the dollar sign, \$, or as **USD** or **US\$** to distinguish it from other dollar-denominated currencies and from others that use the \$ symbol. It is divided into 100 cents.



Taken over by the Congress of the Confederation of the United States on July 6, 1785, the US dollar is the currency most used in international transactions. Several countries use the US dollar as their official currency, and many others allow it to be used in a de facto capacity. In 1995, over US \$380 billion were in circulation, two-thirds of which was outside the United States. By 2005, that figure had doubled to nearly \$760 billion, with an estimated half to two-thirds being held overseas, representing an annual growth rate of about 7.6%. However, as of December 2006, the dollar was surpassed by the euro in terms of combined value of cash in circulation. Since then the current value of euro cash in circulation has risen to more than €695 billion, equivalent to US\$1.029 trillion at current exchange rates.

ORIGIN OF THE \$ SIGN

The origin of the “\$” sign has been variously accounted for. Perhaps the most widely accepted explanation is that it is the result of the evolution of the Mexican or Spanish “P’s” for pesos, or piastres, or pieces of eight. This theory, derived from a study of old manuscripts, explains that the “S”, gradually came to be written over the “P”, developing a close equivalent to the “\$” mark. It was widely used before the adoption of the United States dollar in 1785.

MOTTOS

“E Pluribus Unum” is used on many of the US seals, currency and coins. During the American Revolution, the Continental Congress issued a three-dollar bill bearing the motto “Exitus in Dubio Est”, which translates to “The Outcome Is in Doubt”. Despite congressional pessimism about the war, John Adams, Ben Franklin and Thomas Jefferson proposed the more prophetic motto, “E Pluribus Unum” – “One From Many”. The motto first appeared on the Great Seal of the United States in 1782. The Great Seal, however, did not appear on US currency until 1902.

Over the years, other mottos appeared on currency. For example,

“Maintain the Union” appeared on a note during the Civil War.

“In God We Trust” is the official national motto, first appearing on a two-cent coin in 1864. In 1955, through an Act of Congress, this motto was approved for use on the paper money. It has appeared on all US currency since that date.

FREQUENTLY USED PORTRAITS ON THE US PAPER MONEY

- **\$1 Note** (Face) George Washington (the 1st US President),
(Back) The Great Seal of the United States;
- **\$2 Note** (Face) Thomas Jefferson (the 3rd US President),
(Back) Signing of the Declaration of Independence;
- **\$5 Note** (Face) Abraham Lincoln (the 16th US President),
(Back) Lincoln Memorial;
- **\$10 Note** (Face) Alexander Hamilton (the 1st Secretary of the
Treasury),
(Back) US Treasury Building;
- **\$20 Note** (Face) Andrew Jackson (the 7th US President),
(Back) White House;
- **\$50 Note** (Face) Ulysses Grant (the 18th US President),
(Back) US Capitol;
- **\$100 Note** (Face) Ben Franklin (Statesman),
(Back) Independence Hall;
- **\$500 Note** (Face) William McKinley (the 25th US President),
(Back) Numeral 500 and the ornamental phrase “Five
Hundred Dollars”;
- **\$1000 Note** (Face) Grover Cleveland (the 22nd & 24th US President),
(Back) Numeral 1000 and the ornamental phrase “One
Thousand Dollars”;
- **\$5000 Note** (Face) James Madison (the 4th US President)
(Back) Numeral 5000 and the ornamental phrase “Five
Thousand Dollars”;
- **\$10,000 Note** (Face) Salmon Chase (US Treasury Secretary under
Lincoln),
(Back) Numeral 10,000 and the ornamental phrase “Ten
Thousand Dollars”;
- **\$100,000 Note** (Face) Woodrow Wilson (the 28th US President),
(Back) Numeral 100,000 and the ornamental phrase
“One Hundred Thousand Dollars”. This note never
appeared in general circulation, and was only used in
transactions between Federal Reserve Banks.

THE US DOLLAR BILL: 50 INTERESTING FACTS

1. In 75% of American households, women manage the money and pay the bills.

2. The average life of a dollar bill is just 18 months.

3. 97% of all paper money contains traces of cocaine.

4. Steve Wozniak, co-founder of Apple Computer, is said to use \$2 notes from sheets of bills purchased from the US Treasury – he apparently has them bound into book form with the bills as tear-off “pages”.

5. The number 172 can be seen on the back of the US \$5 dollar bill in the bushes at the base of the Lincoln Memorial.

6. \$20 bills last in circulation for approximately 2 years.

7. \$5 bills last in circulation for around 15 months.

8. In 1960, the Federal Reserve had \$177.41 in cash circulating for every person living in the US. In 1990, that amount increased to \$1,062.86 per capita.

9. The security thread and micro printing found in most currency today were first used in 1990 in the \$50 and \$100 bills.

10. In 1865, the Department of the Treasury issued Gold Certificates, which were backed by gold and bullion deposits. These certificates stayed in circulation until 1933.

11. On the \$1 bill the Latin above the pyramid, ANNUIT COEPTIS, means “God has favored our undertaking”.

12. The Latin below the pyramid on the \$1 bill, NOVUS ORDO SECLORUM, means “a new order for the ages”.

13. At the base of the pyramid on the \$1 bill you will find “1776” in Roman Numerals.

14. On the \$1 bill, you can see an owl in the upper left-hand corner of the “1” encased in the “shield”, while a spider is hidden in the front upper right-hand corner.

15. On the new \$100 bill, the clock tower of Independence Hall in Philadelphia is shown with the time set at 4:10. According to the US Bureau of Engraving and Printing, “there are no records explaining why that particular time was chosen”.

16. In 1929, US currency was standardized to include portraits on the front and emblems and monuments on the back of all bills.

17. The first paper notes were printed in denominations of 1 cent, 5 cents, 25 cents, and 50 cents. The government first issued paper currency in 1862 to finance the Civil War and to make up for a shortage of coins stemming from the fact that people hoarded gold and silver coins to achieve a sense of financial security.

18. Almost half, 48 percent, of the notes printed by the Bureau of Engraving and Printing are \$1 notes.

19. Present currency measures 2.61 in wide by 6.14 in long, and the thickness is 0.0043 in. Larger sized notes in circulation before 1929 measured 3.125 in by 7.4218 in.

20. Martha Washington is the only woman whose portrait has appeared on a US currency note. It appeared on the face of the \$1 Silver Certificate of 1886 and 1891, along with the back of the \$1 Silver Certificate issued in 1896.

21. If you had \$10 billion and spent \$1 every second of every day, it would take 317 years for you to go broke.

22. The \$20 bill is sometimes called a “double-sawbuck”.

23. The elm tree on back of the \$20 bill near the White House represents a real tree in this same location. However, the tree is no longer on the White House grounds because it succumbed to rain-softened ground in 2006.

24. While he appears on the \$20 bill, Andrew Jackson actually preferred coins to paper currency.

25. There are no pictures of African-Americans printed on US currency, though five African Americans have had their signatures on currency (as Registers of the Treasury and Treasurer of the United States).

26. In 1963, the \$2 bill and the Federal Reserve Note were changed by adding the motto “IN GOD WE TRUST” to the reverse and removing “WILL PAY TO THE BEARER ON DEMAND” from the front. Also, the obligation on the Federal Reserve Note was changed to its current wording: “THIS NOTE IS LEGAL TENDER FOR ALL DEBTS PUBLIC AND PRIVATE”.

27. The \$2 bill was last issued in 2003.

28. You’d need to fold a bill of any denomination about 8,000 times (first forward and then backwards) before it will tear.

29. Most people save \$2 bills, thinking they are rare and therefore valuable; they’re actually worth... \$2.

30. Apparently, enough people go to banks and other businesses to find \$2 bills that there’s a name for it: Tom Crawl.

31. The number 13 (corresponding to the 13 colonies) figures prominently on the \$1 bill. The number of letters/digits in 1776 (4) and its Roman Numeral equivalent MDCCLXXVI (9) adds up to 13.

32. The dollar has 13 stars above the eagle.

33. There are 13 steps on the Pyramid.

34. There are 13 letters in ANNUIT COEPTIS.

35. E PLURIBUS UNUM contains 13 letters.

36. There are 13 vertical bars on the shield.

37. The top of the shield has 13 horizontal stripes.

38. You can count 13 leaves on the olive branch.

39. There are 13 berries on the olive branch.

40. The dollar bill also features 13 arrows and 13 hats.

41. The Secretary of the Treasury usually selects the designs shown on

US currency, unless otherwise specified by an Act of Congress.

42. A world record of \$2,255,000 was paid in December 2006 for an 1890 \$1000 United States Treasury note. The note features a portrait of Civil War-era General George Gordon Meade, who commanded Union Army troops at the Battle of Gettysburg.

43. Pocahontas appeared on the back of the \$20 bill in 1875.

44. Money isn't made out of paper; it's actually made out of linen.

45. A fifty dollar bill is often called a Grant because it features a portrait of Ulysses S. Grant.

46. A \$100 bill has many nicknames: C-note, Hundo, Hunksy, Franklin, Ben, Benjy, Benny, Big one, and everyone's favorite: 100 bones.

47. High-denomination bills (\$500-\$100,000 notes) are technically legal tender, but were last printed in 1945 and officially discontinued on Jul 14, 1969 by the Federal Reserve System.

48. President Richard Nixon halted the circulation of these high-denomination bills in 1969 by Executive Order, in an effort to fight organized crime.

49. The security thread in bills \$5 and higher will turn blue if they are held under ultraviolet light.

50. The \$1 bill's famous nickname of "Greenback" derives from the Demand Note dollars created by Abraham Lincoln in the late 1800s to finance the Civil War. These notes were printed in black and green on the back side.



Task 1. Put 5 questions to the text.

Task 2. Explain the difference between the following:

- | | |
|-----------------------------|---------------------|
| a) cash & e-money; | e) coin & note; |
| b) money & change; | f) front & back; |
| c) government & parliament; | g) gold & platinum; |
| d) owl & hawk; | h) thread & rope. |

Task 3. Find the words that don't match:

- 1) afghani, burrito, dinar, escudo;
- 2) check, tab, invoice, lab;
- 3) reef, trunk, leaf, branch;
- 4) command, order, decree, degree;
- 5) marijuana, heroin, cocaine, heroine;
- 6) murder, ape, theft, rape.

Task 4. Match the word with its definition:

1) Spider	a) cloth made from the flax plant, used to make high quality clothes, home decorations etc.
2) Evolution	b) something that has the same value as something else
3) Cocaine	c) a painting, drawing, or photograph of a person
4) Elm	d) material in the form of thin sheets that is used for writing on, wrapping things etc.
5) Linen	e) a business deal, such as buying or selling something
6) Abbreviation	f) the gradual change and development of an idea, situation, or object
7) Equivalent	g) a small creature with eight legs, which catches insects using a fine network of sticky threads
8) Portrait	h) a short form of a word or expression
9) Transaction	i) a type of large tree with broad leaves
10) Paper	j) a drug, usually in the form of a white powder, that is taken illegally for pleasure or used in some medical situations to prevent pain

Task 5. Word Search.

Find the names of the 12 US Presidents whose portraits can be found on the American paper money



**Task 6.**

A. Find out more about the US Dollar watching the topic-related video files on the Manual DVD (**Directory:** *The US Symbols/The US Dollar/Videos*).

B. Make a presentation of the American Dollar banknotes using the graphic files on the Manual DVD (**Directory:** *The US Symbols/The US Dollar/Pictures*).

2.6. The White House

For two hundred years, the White House has stood as a symbol of the Presidency, the United States government, and the American people. Its history, and the history of the nation's capital, began when President George Washington signed an Act of Congress in December 1790 declaring that the federal government would reside in a



district “not exceeding ten miles square ... on the river Potomac”. President Washington, together with city planner Pierre L’Enfant, chose the site for the new residence, which is now 1600 Pennsylvania Avenue. As preparations began for the new federal city, a competition was held to find a builder of the “President’s House”. Nine proposals were submitted, and Irish-born architect James Hoban won a gold medal for his practical and handsome design.

Construction began when the first cornerstone was laid in October 1792. Although President Washington oversaw the construction of the house, he never lived in it. It was not until 1800, when the White House was nearly completed, that its first residents, President John Adams and his wife, Abigail, moved in. Since that time, each President has made his own changes and additions. The White House is, after all, the President’s private home. It is also the only private residence of a head of state that is open to the public, free of charge.

The White House has a unique and fascinating history. It survived a fire at the hands of the British in 1814 (during the war of 1812) and another fire in the West Wing in 1929, while Herbert Hoover was President. Throughout much of Harry S. Truman’s presidency, the interior of the house, with the exception of the third floor, was completely gutted and renovated while the Trumans lived at Blair House, right across Pennsylvania Avenue. Nonetheless, the exterior stone walls are those first put in place when the White House was constructed two centuries ago.

Presidents can express their individual style in how they decorate some parts of the house and in how they receive the public during their stay. Thomas Jefferson held the first Inaugural open house in 1805. Many of those who attended the swearing-in ceremony at the US Capitol simply followed him home, where he greeted them in the Blue Room. President Jefferson also opened the house for public tours, and it has remained open, except during wartime, ever since. In addition, he welcomed visitors to annual receptions on

New Year's Day and on the Fourth of July. In 1829, a horde of 20,000 Inaugural callers forced President Andrew Jackson to flee to the safety of a hotel while, on the lawn, aides filled washtubs with orange juice and whiskey to lure the mob out of the mud-tracked White House.

After Abraham Lincoln's presidency, Inaugural crowds became far too large for the White House to accommodate them comfortably. However, not until Grover Cleveland's first presidency did this unsafe practice change. He held a presidential review of the troops from a flag-draped grandstand built in front of the White House. This procession evolved into the official Inaugural parade we know today. Receptions on New Year's Day and the Fourth of July continued to be held until the early 1930s.

THE WHITE HOUSE: 9 INTERESTING FACTS

1. There are 132 rooms, 35 bathrooms, and 6 levels in the Residence. There are also 412 doors, 147 windows, 28 fireplaces, 8 staircases, and 3 elevators.

2. At various times in history, the White House has been known as the "President's Palace", the "President's House", and the "Executive Mansion". President Theodore Roosevelt officially gave the White House its current name in 1901.

3. Presidential Firsts while in office... President James Polk (1845-1849) was the first President to have his photograph taken... President Theodore Roosevelt (1901-1909) was not only the first President to ride in an automobile, but also the first President to travel outside the country when he visited Panama... President Franklin Roosevelt (1933-1945) was the first President to ride in an airplane.

4. The White House receives approximately 6,000 visitors a day.

5. With five full-time chefs, the White House kitchen is able to serve dinner to as many as 140 guests and hors d'oeuvres to more than 1,000.

6. The White House requires 570 gallons of paint to cover its outside surface.

7. For recreation, the White House has a variety of facilities available to its residents, including a tennis court, a jogging track, a swimming pool, a movie theater, a billiard room, and a bowling lane.

8. Shortly after directing Energy Secretary Abraham to go after "vampire" electrical devices, President Bush issued energy-savings orders for the White House staff:

- *motion sensors will be connected to light switches in all conference rooms; the sensors will automatically turn off the lights when everyone has left the room;*
- *all employees have been ordered to turn out the lights in their offices when leaving for extended lengths of time and when leaving*

for the day;

- thermostats on window-unit air conditioners are to be turned up when leaving the room;
- accent lighting is not to be used when regular overhead lighting is adequate;
- computers not to be used for more than two days are to be turned off;
- halogen lamps of 100 watts or more will be removed;
- exterior lighting for all buildings will not be turned on until dusk.

9. When any room is not in use, the lights will be turned off, window shades pulled down and doors closed.

THE WHITE HOUSE PETS
(A List of Presidential Pets through the Years)

President	Animals
George Washington	<i>Polly the parrot; 36 hounds; horses</i>
John Adams	<i>horses</i>
Thomas Jefferson	<i>a mockingbird; two bear cubs, a gift from Lewis and Clark</i>
James Madison	<i>Macaw the parrot; sheep</i>
James Monroe	<i>a spaniel</i>
John Quincy Adams	<i>an alligator; silkworms</i>
Andrew Jackson	<i>horses named Truxton, Sam Patches, Emily, Lady Nashville, and Bolivia; Pol the parrot; ponies</i>
Martin Van Buren	<i>two tiger cubs</i>
William Henry Harrison	<i>a goat; a cow</i>
John Tyler	<i>Le Beau, a greyhound; a horse named The General</i>
James Knox Polk	<i>a horse</i>
Zachary Taylor	<i>Old Whitey the horse</i>
Millard Fillmore	<i>no pets</i>
Franklin Pierce	<i>no pets</i>
James Buchanan	<i>Lara, a Newfoundland; an eagle; an elephant</i>
Abraham Lincoln	<i>Jack the turkey; goats named Nanny and Nanko; ponies; cats; dogs; pigs; a white rabbit</i>
Andrew Johnson	<i>white mice</i>
Ulysses S. Grant	<i>Faithful, a Newfoundland; horses named Jeff Davis, Julia, Jennie, Mary, Butcher Boy, Cincinnatus, Egypt, and St. Louis; ponies named Reb and Billy Button; pigs; dogs; a parrot; roosters</i>
Rutherford B. Hayes	<i>Siam, a Siamese cat; Grim, a greyhound; Duke, an English mastiff; Hector, a Newfoundland; Dot, a terrier; canaries; cows; horses; goats; other dogs</i>
James Garfield	<i>Kit the horse; Veto the dog; fish</i>

Chester Alan Arthur	<i>no pets</i>
Grover Cleveland	<i>a poodle; canaries and mockingbirds</i>
Benjamin Harrison	<i>Dash the dog; Whiskers the goat; dogs; an opossum</i>
William McKinley	<i>a parrot; an Angora cat and her kittens</i>
Theodore Roosevelt	<i>Sailor Boy, a Chesapeake Bay retriever; Manchu, a Pekingese; Skip, a mutt; terriers named Jack and Pete; cats named Tom Quartz and Slippers; Josiah the badger; Algonquin the pony; Eli the macaw; Jonathan the piebald rat; Emily Spinach, a garter snake; twelve horses; five bears; five guinea pigs; other snakes; two kangaroo rats; lizards; roosters; an owl; a flying squirrel; a raccoon; a coyote; a lion; a hyena; a zebra</i>
William Taft	<i>Pauline Wayne the cow</i>
Woodrow Wilson	<i>Old Ike the ram; sheep; chickens; cats</i>
Warren Harding	<i>Laddie Boy, an Airedale; Old Boy, a bulldog; canaries</i>
Calvin Coolidge	<i>Peter Pan, a terrier; Paul Pry (née Laddie Buck), an Airedale; Calamity Jane, a sheepdog; Boston Beans, a bulldog; King Cole, a shepherd; Palo Alto, a birder; collies named Rob Roy (née Oshkosh), Prudence Prim, Ruby Rough, and Bessie; chows named Blackberry and Tiny Tim; canaries named Nip, Tuck, and Snowflake; cats named Bounder, Tiger, and Blacky; raccoons named Rebecca and Horace; Ebenezer, a donkey; Smokey, a bobcat; Old Bill, a thrush; Enoch, a goose; a mockingbird; a bear; an antelope; a wallaby; a pygmy hippo; some lion cubs</i>
Herbert Hoover	<i>Glen, a collie; Yukon, a malamute; Patrick, an Irish wolfhound; Eaglehurst Gillette, a setter; Weejie, an elkhound; fox terriers named Big Ben and Sonnie; shepherds named King Tut and Pat; an opossum</i>
Franklin Delano Roosevelt	<i>Fala, a Scottish terrier; Meggie, a Scottish terrier; Major, a German shepherd; Winks, a Llewellyn setter; Tiny, an English sheepdog; President, a Great Dane; Blaze, a mastiff</i>
Harry S. Truman	<i>Feller the unwanted dog (adopted by Trumans personal physician); Mike, an Irish setter (belonged to Margaret Truman)</i>
Dwight D. Eisenhower	<i>Heidi, a Weimaraner</i>
John F. Kennedy	<i>Tom Kitten the cat; Robin the canary; Zsa Zsa the rabbit; Sardar the horse; ponies named Macaroni, Tex, and Leprechaun; parakeets named Bluebell and Marybelle; hamsters named Debbie and Billie; Charlie, a Welsh terrier, plus dogs named Pushinka, Shannon, Wolf, and Clipper, plus Pushinka and Charlies pups:</i>

	<i>Blackie, Butterfly, Streaker, and White Tips</i>
Lyndon Johnson	<i>Him and Her, beagles; Freckles, a beagle (Hims pup); Blanco, a collie; Edgar, a mutt (née J. Edgar); Yuki, a mutt; hamsters and lovebirds</i>
Richard Nixon	<i>Checkers, a cocker spaniel; Vicky, a poodle; Pasha, a terrier; King Timahoe, an Irish setter; fish</i>
Gerald Ford	<i>Liberty, a Golden retriever; Chan, a Siamese Cat</i>
Jimmy Carter	<i>Grits the dog; Misty Malarky Ying Yang, a Siamese cat</i>
Ronald Reagan	<i>Rex, a King Charles spaniel; Lucky, a Bouvier des Flandres sheepdog</i>
George Bush	<i>Millie, a Springer spaniel; Ranger, one of Millies pups</i>
Bill Clinton	<i>Socks the cat; Buddy, a chocolate Labrador retriever</i>
George Bush	<i>Spot, English Springer Spaniel (died 02/04); Barney, Scottish Terrier; India, a cat</i>



Task 1. Put 5 questions to the text.

Task 2. Match the word with its definition:

1) Mockingbird	a) an animal with a long thin body and no legs, that often has a poisonous bite
2) Alligator	b) a large strong animal with thick fur that eats flesh, fruit, and insects
3) Pony	c) a small animal with long ears and soft fur, that lives in a hole in the ground
4) Beagle	d) a bird that copies the songs of other birds and lives in America
5) Rabbit	e) an Australian animal like a small kangaroo
6) Mutt	f) an animal that lives in water, and uses its fins and tail to swim
7) Fish	g) a large animal with a long mouth and tail and sharp teeth that lives in the hot wet parts of the United States and China
8) Bear	h) a dog with short legs and smooth fur, sometimes used in hunting
9) Snake	i) a small horse
10) Wallaby	j) a dog that does not belong to any particular breed

Task 3. Explain the difference between the following:

- a) town & metropolis; d) house & mansion;
 b) city & capital; e) child & cub;
 c) rule & exception; f) dog & puppy.

Task 4. Find the words that don't match:

- 1) shark, omnibus, crab, octopus;
 2) cow, stag, goose, duck;
 3) bull, drake, gander, mare;
 4) donkey, horse, mule, sheep;
 5) pork, mutton, beef, button.

Task 5. Word Search.*Find 15 US Presidents' pets***Task 6.**

Find out more about the White House watching the topic-related graphic and video files on the Manual DVD (**Directories:** *The US Symbols/The White House/Pictures; The US Symbols/The White House/Videos*).

2.7. Mount Rushmore

Mount Rushmore started in 1923 as an idea in the mind of Doane Robinson, the founder of the South Dakota Historical Society in 1901.

His idea was to have a sculptor carve a gigantic monument in the area of the Needles in the Black Hills. He thought that the subject of this monument could be Lewis and Clark, Red Cloud, John C. Fremont, or other great heroes of the American west. This would bring thousands of tourists to South Dakota and would help the economy of their state.



The four faces carved on Mount Rushmore have come to symbolize the first 150 years of America. George Washington, Thomas Jefferson, Abraham Lincoln and Theodore Roosevelt were chosen by sculptor Gutzon Borglum, for their efforts in founding, expanding, preserving and leading the country into the future.

Soon United States Senator Peter Norbeck supported the idea and in August 1924 they wrote to Gutzon Borglum and invited him to come to the Black Hills to find a site to carve a monument.

At this time Gutzon Borglum was working on a similar project on Stone Mountain in Georgia to honor heroes of the Civil War. This project was never to be finished by Gutzon Borglum but it showed that he could work on a project of this magnitude.

In September 1924, Gutzon, his 12 year old son, and Major Jesse Tucker who was his assistant at Stone Mountain went to South Dakota. They traveled by horse through the spectacular granite “Needles” but found that the rough and weathered Needles would not be good for carving, yet Gutzon described the area as a “veritable garden of the gods”.

A year later they again traveled to South Dakota. They found a massive peak known as Mount Rushmore. Having found that huge mass of granite, Gutzon felt that that was the site for his gigantic sculpture.

The site was very isolated and Senator Norbeck was disappointed in the choice. Robinson said that if Gutzon could carve it, then he could find a way to get the visitors to the site.

SELECTING THE PRESIDENTS

Gutzon Borglum, being very patriotic, was convinced that a monument to the presidents would be better than a monument for western heroes. He also felt

that it would draw more visitors.

On his first trip to South Dakota he had made a few sketches of ideas which he thought would represent the founding fathers and preservers of this nation. Those who said, "Man has a right to be free and to be happy".

The first choice had to be *George Washington*, the commander in chief of the American army and the founding father who had led the nation in its fight for independence.

The choice of *Abraham Lincoln* as one of the presidents was also an easy one for Gutzon Borglum. Lincoln was the man who kept the country together during the Civil War.

The third choice as part of the Memorial was *Thomas Jefferson* who, as a skilled writer, was the author of the Declaration of Independence which has enkindled a search for freedom for many other nations.

After Borglum had worked on a model with three presidents and completed measurements on the mountain, it was decided that there was room for one more president. Many thought that *Theodore Roosevelt* was too recent to be selected as one of the Presidents and that his presidency had not had the test of time. But like Jefferson, he had contributed to the expansion to the West by his construction of the Panama Canal which opened a much quicker route to the West. Roosevelt was believed to be the first president who had actively worked to protect the rights of the working man.

"POINTING MACHINE"

While working at Stone Mountain in Georgia, Gutzon Borglum had developed what he called the "Pointing Machine". His models in his studio at the bottom of the mountain were carved so that one inch on the model represented one foot on the mountain. Therefore a 60 inch high face on the model would be 60 ft on the mountain.

On the top of the models was what looked like a large protractor and a beam which could be moved around the protractor to different angles where a measurement could be made for the distance out and down to a point on the model.

On each head on the mountain there was a similar protractor and a long beam. They would then duplicate the same angle, distance out, and distance down, and sometimes the distance back to a point on the surface of the granite. Each measurement would be 12 times the size of the measurement on the model. This could be done with accuracies to within a quarter of an inch of tolerance.

EARLY STAGES

In the early stages of construction the workers had to climb a 760 step stairway to get to the top. The workers were then suspended by 300 foot long

3/8th inch steel cables in “bosun chairs” which were similar to the harnesses used on horses for pulling wagons. The workers, who were mostly miners from the area, would use jackhammers and drills run by an 1,800 foot line from compressors at the base of the mountain.

Most of the supplies, drill steel, and dynamite were carried to the top of the mountain by a mine bucket on a steel cable tram. The steel drills would drill about 18 in and then would be sent back down to a blacksmith shop at the bottom of the mountain where they would be resharpened. Many days up to 400 drill would be used.

Eventually a small tram was built to take three and later five men to the top but they would always walk down the steps in the evening.

ART AND DYNAMITE

The stone at the surface which has been exposed to the weather and freezing and cracking was too soft to be carved and needed to be removed to get to the hard stone for the final carving. Twenty feet of stone was removed to get to Washington’s chin while 80 ft of stone was removed to get to Lincoln’s head and 120 ft to Roosevelt’s head. Large fissures cutting from the left across the mountain and down to the right determined the final location of the heads. The final location of the heads was determined after most of the excess rock was removed.

About 500,000 tons of rock was removed from the mountain with dynamite. Gutzon Borglum had perfected the use of dynamite while he was working on Stone Mountain in Georgia. He said, “two considerations to be borne constantly in mind – split off just what you want to remove and no more, and second, under no conditions so charge your load as to injure the stone left in place”.

At the start Holes were drilled about 6 ft apart for the placing of dynamite charges and later 15 to 18 in apart. The dynamite would be placed in the holes and damp sand was then tapped in to surround the stick of dynamite to protect the surface of the stone below. As they progressed they could just use a blasting cap to blow off stone within an inch of the final surface.

FINAL FINISHING

When it came time to do the finish work, heavy timbers and scaffolding in eight foot stories were bolted to six inch projection which were left on the granite surface for this purpose. In the winter they were covered with canvas and heaters were built from oil drums for burning wood to keep them warm.

Usually the final six inches would be removed with pneumatic tools by drilling holes downward as close together as possible. The webs between the holes were then knocked out. Then smaller holes were drilled close together and the stone was then removed with hammers and chisels.

The scaffolding was removed for the final stages and the men worked in small cages that were three by four feet for one man or three by eight feet for two men. The cages were hung from the cables and the winch at the top that had once been used for the swing chairs. The cages gave them a better platform for doing the finishing work.

The final finish was then done with a pneumatic “bumper” which would soften or emphasize an area of the surface.

MOUNTAIN DEDICATION

- On October 1, 1925, around 3,000 people worked their way over the rough roads and trails to see Mount Rushmore dedicated as a memorial. Six huge flags were raised to represent the times that other nations had ruled over this territory that is now part of the United States.

- On August 10, 1929, the first drilling on Mount Rushmore was celebrated with President Coolidge as the main speaker while Borglum drilled the first “point” for the face of Washington while hanging from a swing. Coolidge then asked Borglum to visit him in Washington to review needs for the carving knowing that raising funds on a local level for a project of this size would be nearly impossible.

- On July 4, 1930, the rough face of Washington was unveiled during a ceremony as a 67’ by 39’ flag uncovered the face. This renewed interest in the project and visitors began to visit the memorial traveling over a new winding road to see the faces begin to come to life as Borglum continued his carving.

- On August 30, 1936, with blasts of dynamite another flag was drawn to unveil the face of Jefferson. Again about 3,000 visitors heard a speech by Franklin D. Roosevelt. In this speech he said that until then he had not realized the “permanent importance” of the monument.

- Lincoln’s head was dedicated on September 17, 1937 which was the 150th anniversary of the adoption of the Constitution. About 5,000 visitors were at the dedication.

- Nine years after the dedication of the face of Washington about 12,000 visitor attended as the face of Roosevelt was unveiled on July 2, 1939. The face was lighted by the moon and then by fireworks and the by searchlights.

- A final dedication was planned in 1941 but with the start of World War II the dedication never took place.

- President George Bush presided over a formal dedication of the Memorial on July 3, 1991 on the 50th anniversary of Mount Rushmore. This was about five years after the death of Borglum’s son Lincoln Borglum.

MOUNT RUSHMORE: 10 INTERESTING FACTS

1. Sculptor Gutzon Borglum began drilling into the 5,725-foot mountain in 1927, at the age of 60.

2. Creation of the Shrine of Democracy took 14 years and cost a mere \$1 million.

3. Rushmore's granite faces tower 5,500 ft above sea level.

4. The carvings on Mount Rushmore are scaled to men who would stand 465 ft tall.

5. Each head on Mt. Rushmore is as tall as a six-story building.

6. More than 800 million pounds of stone were removed from Mount Rushmore while carving the presidents.

7. Each president's face is as tall as the entire Great Sphinx of Egypt, measuring 60 ft from the chin to the top of the head.

8. The president's noses are 20 ft long, each mouth 18 ft wide and the eyes are 11 ft across.

9. The workers had to climb 506 steps daily to get to the top of Mount Rushmore.

10. Here is an astonishing fact: no deaths occurred during the whole period of carving, just a few minor injuries.



Task 1. Put 5 questions to the text.

Task 2. Paraphrase or explain the following:

Idea; invitation; magnitude; mountain; peak; right; part; search; test of time; expansion; contribution; route; studio; bottom; model; protractor; beam; angle; distance; surface; nose.

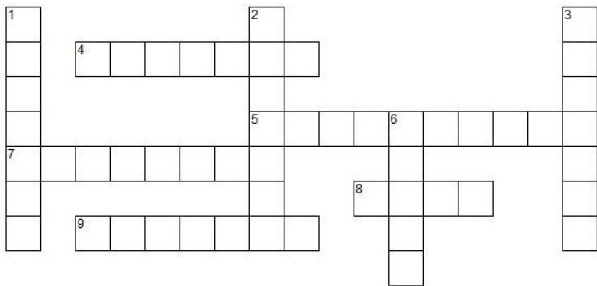
Task 3. Explain the difference between the following:

- | | |
|-------------------------|------------------------|
| a) east & west; | f) quantity & quality; |
| b) replica & facsimile; | g) start & finish; |
| c) guide & usher; | h) time & space; |
| d) anvil & hammer; | i) step & jump; |
| e) giant & lilliputian; | j) trek & flight. |

Task 4. Find the words that don't match:

- 1) foot, inch, ounce, yard;
- 2) test, experiment, quest, trial;
- 3) granite, marble, cement, gunpowder;
- 4) flat, compartment, lodging, apartment;
- 5) device, explosive, tomb, bomb;
- 6) trek, expedition, flight, premonition.

Task 5. Crossword Puzzle.



Across

- An area of land that is controlled by its own government, president, king etc.
- A large powerful tool used to break hard materials such as the surface of a road
- A powerful explosive used especially for breaking rock
- A visit to a place that involves a journey, for pleasure or a particular purpose
- A very hard grey rock, often used in building

Down

- Someone who establishes a business, organization, school etc.
- A carefully planned piece of work to get information about something, to build something, to improve something etc.
- Someone who is travelling or visiting a place for pleasure
- A large strong animal that people ride and use for pulling heavy things



Task 6.

A. Enjoy the views of the Mount Rushmore National Memorial working with the topic-related graphic and video files on the Manual DVD (**Directories:** *The US Symbols/Mount Rushmore/Pictures; The US Symbols/Mount Rushmore/Videos*).

B. Discuss the choice of the 4 Presidents carved in stone using the material of the suggested *pdf* file *Presidents* on the Manual DVD. Whom would you choose?

2.8. The Washington Monument

The construction of a monument to honor George Washington was first considered by the Continental Congress in 1783. At the time of his death, and during the next three decades, Congress neglected to take definite action on many additional proposals for the erection of a suitable memorial. In 1833, the Washington National Monument Society was organized by influential citizens of the National Capital who undertook the building of a “great National Monument to the memory of Washington at the seat of the Federal Government”.

The progress of the society was slow at first. By 1847, however, \$87,000 (including interest) had been collected by popular subscription. A design submitted by Robert Mills, a well-known architect, was selected. It provided for a decorated obelisk 600 ft high which was to rise from a circular colonnaded building 100 ft high and 250 ft in diameter. This temple was to be an American pantheon, a repository for statues of Presidents and national heroes, containing a colossal statue of George Washington.

The original design, however, was greatly altered in the course of construction and the present monument – a hollow shaft without decoration or embellishment – has little in common with Mills’ elaborate plan. The proportions of Mills’ shaft, which were at variance with traditional dimensions of obelisks, were altered to conform to the classical conception, thus producing an obelisk that for grace and delicacy of outline is unexcelled by any in Egypt.

On July 4, 1848, the cornerstone was laid with elaborate Masonic ceremonies. The trowel used by Washington at the laying of the cornerstone of the Capitol in 1793 was used on this occasion.

Work progressed favorably until 1854, when the building of the monument became involved in a political quarrel. Many citizens became dissatisfied with the work and the collection of funds lagged. This unfortunate affair and the growing antagonism between the North and South, which resulted in the Civil War, brought construction to a halt. For almost 25 years, the monument stood incomplete at the height of about 150 ft. Finally on August 2, 1876, President Grant approved an act which provided that the Federal Government should complete the erection of the monument. The Corps of Engineers of the War Department was placed in charge of the work.



In 1880, work was resumed on the shaft. The new Maryland marble with which the remainder of the monument is faced was secured from the same vein as the original stone used for the lower part. It came from a different stratum, however, which explains the “ring” noticeable on the shaft. The walls of the memorial reached 500 ft on August 9, 1884, and the capstone was set in place on the following December 6, marking the completion of the work. The monument was dedicated on February 21, 1885, and opened to the public on October 9, 1888.

The top may be reached by elevator or by an iron stairway. The first elevator was a steam hoist, used until 1901 when the first electric elevator was installed. The present elevator, installed in 1959, makes the ascent in 70 seconds. The iron stairway consists of 50 landings and 897 steps.

Inserted into the interior walls are 188 carved stones presented by individuals, societies, cities, States, and nations of the world.

THE MONUMENT IN STATISTICS

- Total cost: \$1,187,710.
- Height of monument above floor: 555 ft 5 1/8 in.
- Width at base of shaft: 55 ft 1 1/2 in.
- Width at top of shaft: 34 ft 5 1/2 ins.
- Thickness of walls at base of shaft: 15 ft.
- Thickness of walls at top of shaft: 18 in.
- Depth of foundation: 36 ft 10 in.
- Weight of monument: 90,854 tons.
- Sway of monument in 30-mile-per-hour wind: 0.125 of an inch.



Task 1. Put 5 questions to the text.

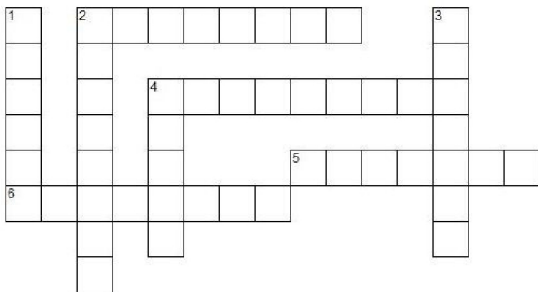
Task 2. Explain the difference between the following:

- | | |
|------------------------------|---------------------|
| a) grace & disgrace; | c) trowel & spade; |
| b) disagreement & consensus; | d) elevator & lift. |

Task 3. Find the words that don't match:

- 1) monument, obelisk, document, memorial;
- 2) suggestion, proposal, offer, disposal;
- 3) planner, grinder, architect, designer;
- 4) church, synagogue, torch, mosque;
- 5) nobility, opposition, hostility, antagonism;
- 6) ounce, sporan, pound, gram.

Task 4. Crossword Puzzle.



Across

2. A plan or suggestion which is made formally to an official person or group, or the act of making it
4. The length, height, width, depth, or diameter of something
5. A tall pointed stone pillar, built to remind people of an event or of someone who has died
6. The act of building something or putting it in an upright position

Down

1. A building where people go to worship, in the Jewish, Hindu, Buddhist, Sikh, and Mormon religions
2. The process of getting better at doing something, or getting closer to finishing or achieving something
3. The floor at the top of a set of stairs or between two sets of stairs
4. The end of the life of a person or animal



Task 6.

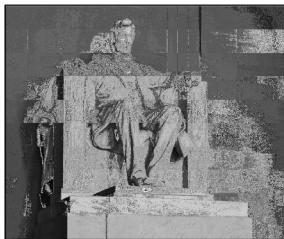
Enjoy the views of the Washington Monument working with the topic-related graphic and video files on the Manual DVD (**Directories:** *The US Symbols/The Washington Monument/Pictures; The US Symbols/The Washington Monument /Videos*).

2.9. The Lincoln Memorial

The Lincoln Memorial stands at the west end of the National Mall as a neoclassical monument to the 16th President. The memorial, designed by Henry Bacon, after ancient Greek temples, stands 190 ft long, 119 ft wide, and almost 100 ft high. It is surrounded by a peristyle of 38 fluted Doric columns, one for each of the thirty six states in the Union at the time of Lincoln's death, and two columns in-antis at the entrance behind the colonnade. The north and south side chambers contain carved inscriptions of Lincoln's Second Inaugural Address and his Gettysburg Address.



Lying between the north and south chambers is the central hall containing the solitary figure of Lincoln sitting in contemplation. The statue was carved in four years by the Piccirilli brothers under the supervision of the sculptor, Daniel Chester French. The statue of Lincoln is 19 ft high and weighs 175 tons. The original plan was for the statue to be only 10 ft high, but this was changed so that the figure of Lincoln would not be dwarfed by the size of the chamber.



A commission to plan a monument was first proposed in 1867, shortly after Lincoln's death. The design for that plan called for six equestrian and 31 pedestrian statues of colossal size, with a 12-foot statue of Lincoln in the center. That project was never started for lack of funds. Congress approved the bill to construct this memorial in 1910. Construction began in 1914, and the memorial was opened to the public in 1922.

The Memorial is visited by millions of visitors each year and is the site of many large public gatherings and protests. Martin Luther King, Jr. delivered his famous "I Have a Dream" speech to a crowd by the Lincoln Memorial in 1963. Damaged over the years by heavy visitation and environmental factors, the Lincoln Memorial is currently undergoing a major restoration.



Task 1. Put 5 questions to the text.**Task 2. Match the word with its definition:**

1) Meter	a) a door or space through which you can leave a public room, building etc.
2) Environment	b) a unit for measuring weight, equal to 2240 pounds or 1016 kilograms in Britain, and 2000 pounds or 907.2 kilograms in the US
3) Damage	c) a formal speech that someone makes to a group of people
4) Commission	d) the air, water, and land on Earth, which can be harmed by man's activities
5) Dream	e) a unit for measuring length, equal to 12 inches or about 30 centimeters
6) Exit	f) something, especially a stone with writing on it, that reminds people of someone who has died
7) Foot	g) a group of people who have been given the official job of finding out about something or controlling something
8) Ton	h) physical harm that is done to something or to a part of someone's body, so that it is broken or injured
9) Address	i) the basic unit for measuring length in the metric system
10) Memorial	j) a wish to do, be, or have something (used especially when this seems unlikely)

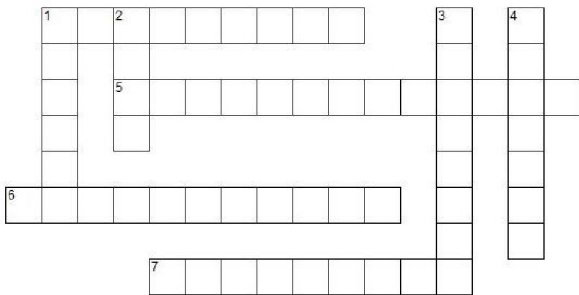
Task 3. Match the items in the columns:

- | | |
|-----------------|---------------|
| 1) inauguration | a) fatality |
| 2) death | b) addressee |
| 3) colossus | c) coronation |
| 4) address | d) titan |

Task 4. Find the words that don't match:

- Lincoln, Ford, Levis, Mercedes;
- size, detention, extent, dimensions;
- air, water, land, hare;
- body, figure, physique, building;
- trillion, bullion, million, billion.

Task 5. Crossword Puzzle.



Across

1. A row of upright stone posts that usually support a roof or row of arches
5. Quiet, serious thinking about something
6. A piece of writing inscribed on a stone, in the front of a book etc.
7. A row of pillars around an open space in a building, or the open space itself

Down

1. A tall solid upright stone post used to support a building or as a decoration
2. When there is not enough of something, or none of it
3. A door, gate etc. that you go through to enter a place
4. Something that you do to show publicly that you think that something is wrong and unfair



Task 6.

A. Enjoy the views of the Lincoln Memorial working with the topic-related graphic and video files on the Manual DVD (**Directories:** *The US Symbols/The Lincoln Memorial/Pictures; The US Symbols/The Lincoln Memorial/Videos*).

B. Watch the video file *I Have a Dream** with the speech delivered by Martin Luther King, Jr. and discuss the problem of racial equality.

* *File Directory:*

Manual DVD/The US Symbols/The Lincoln Memorial/Videos/I Have a Dream.avi

2.10. The Liberty Bell

A chime that changed the world occurred on July 8, 1776, when the Liberty Bell rang out from the tower of Independence Hall summoning citizens to hear the first public reading of the Declaration of Independence by Colonel John Nixon.

The Pennsylvania Assembly ordered the Bell in 1751 to commemorate the 50-year anniversary of William Penn's 1701 Charter of Privileges.

Penn's charter, speaks of the rights and freedoms valued by people the world over. Particularly forward thinking were Penn's ideas on religious freedom, his liberal stance on Native American rights, and his inclusion of citizens in enacting laws.

As it was to commemorate the Charter's golden anniversary, the quotation "Proclaim Liberty throughout all the land unto all the inhabitants thereof", from Leviticus 25:10, was particularly apt. For the line in the Bible immediately preceding "proclaim liberty" is, "And ye shall hallow the fiftieth year". What better way to pay homage to Penn and hallow the 50th year than with a bell proclaiming liberty?

Also inscribed on the Bell is the quotation, "By Order of the Assembly of the Province of Pennsylvania for the State House in Philada". Note that the spelling of "Pennsylvania" was not at that time universally adopted. The choice of the quotation was made by Quaker Isaac Norris, speaker of the Assembly.

Centered on the front of the Bell are the words, "Pass and Stow / Philada / MDCCLIII".

HISTORY OF THE BELL

On November 1, 1751, a letter was sent to Robert Charles, the Colonial Agent of the Province of Pennsylvania who was working in London. Signed by Isaac Norris, Thomas Leech, and Edward Warner, it represented the desires of the Assembly to purchase a bell for the State House (now Independence Hall) steeple. The bell was ordered from Whitechapel Foundry, with instructions to inscribe on it the passage from Leviticus.

The bell arrived in Philadelphia on September 1, 1752, but was not hung until March 10, 1753, on which day Isaac Norris wrote, "I had the mortification [sic] as it was hung up to try the sound".



The cause of the break is thought to have been attributable either to flaws in its casting or, as they thought at the time, to its being too brittle.

Two Philadelphia foundry workers named John Pass and John Stow were given the cracked bell to be melted down and recast. They added an ounce and a half of copper to a pound of the old bell in an attempt to make the new bell less brittle. For their labors they charged slightly over 36 Pounds.

The new bell was raised in the belfry on March 29, 1753. "Upon trial, it seems that they have added too much copper. They were so teased with the witticisms of the town that they will very soon make a second essay", wrote Isaac Norris to London agent Robert Charles. Apparently nobody was now pleased with the tone of the bell.

Pass and Stow indeed tried again. They broke up the bell and recast it. On June 11, 1753, the New York Mercury reported, "Last Week was raised and fix'd in the Statehouse Steeple, the new great Bell, cast here by Pass and Stow, weighing 2080 lbs".

In November, Norris wrote to Robert Charles that he was still displeased with the bell and requested that Whitechapel cast a new one.

Upon the arrival of the new bell from England, it was agreed that it sounded no better than the Pass and Stow bell. So the "Liberty Bell" remained where it was in the steeple, and the new Whitechapel bell was placed in the cupola on the State House roof and attached to the clock to sound the hours.

The Liberty Bell was rung to call the Assembly together and to summon people together for special announcements and events. The Liberty Bell tolled frequently. Among the more historically important occasions, it tolled when Benjamin Franklin was sent to England to address Colonial grievances, it tolled when King George III ascended to the throne in 1761, and it tolled to call together the people of Philadelphia to discuss the Sugar Act in 1764 and the Stamp Act in 1765.

In 1772, a petition was sent to the Assembly stating that the people in the vicinity of the State House were "incommoded and distressed" by the constant "ringing of the great Bell in the steeple".

But it continued tolling for the First Continental Congress in 1774, the Battle of Lexington and Concord in 1775 and its most resonant tolling was on July 8, 1776, when it summoned the citizenry for the reading of the Declaration of Independence produced by the Second Continental Congress.

In October 1777, the British occupied Philadelphia. Weeks earlier all bells, including the Liberty Bell, were removed from the city. It was well understood that, if left, they would likely be melted down and used for cannon. The Liberty Bell was removed from the city and hidden in the floorboards of the Zion Reformed Church in Allentown, Pennsylvania, which you can still visit today.

Throughout the period from 1790 to 1800, when Philadelphia was the

nation's capital, uses of the Bell included calling the state legislature into session, summoning voters to hand in their ballots at the State House window, and tolling to commemorate Washington's birthday and celebrate the Fourth of July.

THE CRACK

There is widespread disagreement about when the first crack appeared on the Bell. However, it is agreed that the final expansion of the crack which rendered the Bell unringable was on Washington's Birthday in 1846.

THE BELL AS ICON

The Bell achieved an iconic status when abolitionists adopted the Bell as a symbol for the movement. It was first used in this association as a frontispiece to an 1837 edition of *Liberty*, published by the New York Anti-Slavery Society. In retrospect, it is a remarkably apt metaphor for a country literally cracked and freedom fissured for its black inhabitants. William Lloyd Garrison's anti-slavery publication *The Liberator* reprinted a Boston abolitionist pamphlet containing a poem about the Bell, entitled, *The Liberty Bell*, which represents the first documented use of the name, "Liberty Bell".

In 1847, George Lippard wrote a fictional story for *The Saturday Currier* which told of an elderly bellman waiting in the State House steeple for the word that Congress had declared Independence. The story continues that privately he began to doubt Congress's resolve. Suddenly the bellman's grandson, who was eavesdropping on the doors of Congress, yelled to him, "Ring, Grandfather! Ring!"

This story so captured the imagination of people throughout the land that the Liberty Bell was forever associated with the Declaration of Independence.

Starting in the 1880s, the Bell traveled to cities throughout the land "proclaiming liberty" and inspiring the cause of freedom.

The Liberty Bell Pavilion was opened in 1976 in preparation for the nation's bicentennial celebrations. Now, on every Fourth of July, the bell is rung (symbolically tapped), in unison with thousands of bells across the nation.

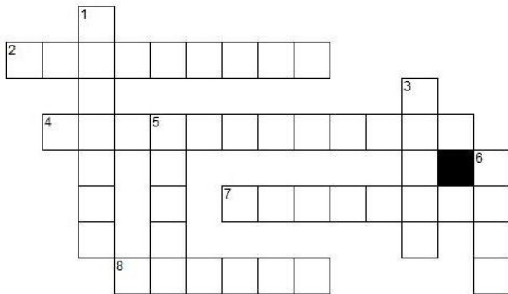


Task 1. Put 5 questions to the text.

Task 2. Make sure you know the pronunciation of the following:

Colonel, privilege, charter, homage, quotation, province, foundry, essay, mercury, steeple, chapel, cupola, assembly, announcement, grievance, vicinity, citizenry, cannon, legislature, frontispiece, metaphor, abolitionist, eavesdropping, bicentennial.

Task 6. Crossword Puzzle.



Across

2. A sentence or phrase from a book, speech etc. which you repeat in a speech or piece of writing because it is interesting or amusing
4. A set of basic laws and principles that a country or organization is governed by
7. One of the large areas into which some countries are divided, and which usually has its own local government
8. A strong hope or wish

Down

1. A high rank in the army, Marines, or the US air force, or someone who has this rank
3. Something that you hear, or what can be heard
5. One of the areas with limited law-making powers that together make up a country controlled by a central government
6. A hollow metal object like a cup with a piece of metal hanging inside it, which makes a ringing noise when it moves or you shake it



Task 7.

Enjoy the views of the Liberty Bell working with the topic-related graphic and video files on the Manual DVD (**Directories:** *The US Symbols/The Liberty Bell/Pictures; The US Symbols/The Liberty Bell/Videos*).

2.11. The Twin Towers

The twin towers of the World Trade Center were more than just buildings. They were proof of New York's belief in itself. Built at a time when New York's future seemed uncertain, the towers restored confidence and helped bring a halt to the decline of lower Manhattan. Brash, glitzy, and grand, they quickly became symbols of New York.

ROCKEFELLER BRAINCHILD

The seeds of the World Trade Center were first planted in the post-war 1940s. Flush with victory, the Americans prepared for a new surge of economic growth. It was evident that the reconstruction of Europe would entail a huge increase in transatlantic trade. To capture these opportunities, the New York Legislature in 1946 created a World Trade Corporation to explore the possibilities for a trade center in Manhattan.

The World Trade Center was conceived in the early 1960s by the Downtown-Lower Manhattan Development Association to revitalize the seedy radio row dominated by electronic stores. Chase Manhattan Bank chairman David Rockefeller, founder of the development association, and his brother, New York governor Nelson Rockefeller, pushed hard for the project, insisting it would benefit the entire city.

In 1962, the Port Authority of New York and New Jersey began plans to build the center. Minoru Yamasaki (and Associates of Michigan) was hired as an architect. Eventually, Yamasaki decided on two huge towers. Critics charged that a modern monolith would rob New York of character, ruin the skyline, disrupt television reception, and strain city services. However, the project was approved and construction began in 1966.

In order to create the 16-acre World Trade Center site, five streets were closed off and 164 buildings were demolished. Construction required the excavation of more than 1.2 million cubic yards of earth, which was used to create 23.5 acres of land along the Hudson River, now part of Battery Park City in lower Manhattan. During peak construction periods, 3,500 people worked at the site. A total of 10,000 people worked on the towers; 60 died during its construction.



INSTANT LANDMARKS

The north tower was opened in December 1970 and the south tower in January 1972; they were dedicated in April 1973. They were the world's tallest buildings for only a short time, since the Sears Tower in Chicago was completed in May 1973. However, the towers were ranked as the fifth and sixth tallest buildings in the world at the time of their destruction on September 11, 2001.

Four smaller buildings and a hotel, all built nearby around a central landscaped plaza, completed the complex. The mall at the World Trade Center, which was located immediately below the plaza, was the largest shopping mall in lower Manhattan. The six basements housed two subway stations and a stop on the PATH trains to New Jersey.

Some 50,000 people worked in the buildings, while another 200,000 visited or passed through each day. The complex had its own zip code, 10048.

PREVIOUS BOMBING

In 1993, terrorists drove a truck packed with 1,100 lbs of explosives into the basement parking garage at the World Trade Center. Despite the size of the blast – it left a crater 22 ft wide and five stories deep – only six people were killed and 1,000 injured. The towers were repaired, cleaned, and reopened in less than a month.

REBUILDING PLANS

In 2002, separate design contests were held for rebuilding the World Trade Center site and creating a memorial for the victims of the attacks. The first round of finalists for the site, unveiled in July 2002, were widely criticized as being too boring and having too much of an emphasis on office space, leading to a new round of finalists in December.

In February 2003, the Lower Manhattan Development Corporation, which was established by Governor Pataki to coordinate the various agencies and advisory committees involved in the rebuilding efforts, chose architect Daniel Libeskind's design for rebuilding the 16-acre site of the former World Trade Center. The design included a hanging garden, a memorial, a cultural center, and Freedom Tower, which would be a symbolic 1,776 ft tall from the ground to the top of its spire. This would make it taller than any building currently standing in the world. (The Burj Dubai skyscraper currently under construction in the United Arab Emirates is expected to be higher, however.)

In July 2003, David Childs was brought in as the new lead architect of Freedom Tower, although Libeskind remained in charge of designing the site in general. The two had different visions for the tower; a design combining the approaches of both architects was unveiled in December 2003. It would include wind turbines in its spire, designed to generate as much as 20% of the

building's power.

On July 4, 2004, New York governor Pataki, New Jersey governor McGreevey, and New York City mayor Bloomberg laid the cornerstone for the Freedom Tower. The skyscraper, estimated to cost \$1.5 billion, is expected to be ready for its first occupants by late 2008, while construction on the site in general was expected to last through 2015.

Just as construction was beginning, security concerns were raised, leading to a complete redesign of the tower. The new plans were released on June 29, 2005. The tower is to be moved further back from the street – and will have a cubic base the same size as each of the Twin Towers. The wind turbines have been eliminated. The design recalls that of the old buildings, while adding its own twists: starting with the square base, the tower's design moves to triangular forms, creating an octagon in the middle, and culminates in a square at the top, rotated 45 degrees from the base. A spire will rise a bit more than 400 ft beyond that, to retain the planned total height of 1,776 ft.

Steady progress has been made on Freedom Tower since construction began in April 2006. The 2.6 million square foot building will house office space, an observation deck, restaurants, and broadcast facilities. Freedom Tower is now scheduled to open in 2011.



Task 1. Put 5 questions to the text.

Task 2. Explain the difference between the following:

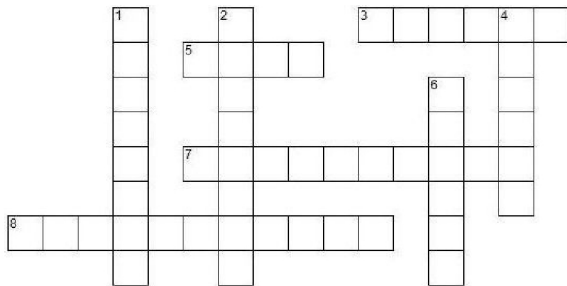
- | | |
|--------------------------|-------------------------------|
| a) radio and television; | d) chief & chef; |
| b) seed & plant; | e) victory & Pyrrhic victory; |
| c) growth & decline; | f) street & cul-de-sac. |

Task 3. Match the items in the columns:

- | | |
|---------------|--------------|
| 1) center | a) holiday |
| 2) radio | b) New York |
| 3) garage | c) set |
| 4) river | d) turbine |
| 5) work | e) periphery |
| 6) Big Apple | f) wave |
| 7) wind | g) water |
| 8) television | h) carport |

Task 4. Match the word with its definition:

1) Basement	a) when you demand that something should happen and refuse to let anyone say no
2) Brainchild	b) a flat shape with eight sides and eight angles
3) Emphasis	c) 1 of 2 children born at the same time to the same mother
4) Triplet	d) a set of several carriages that are connected to each other and pulled along a railway line by an engine
5) Insistence	e) an area in a building that is under the level of the ground
6) Acre	f) an idea, plan, organization etc. that someone has thought of without any help from anyone else
7) Skyscraper	g) a particular length of time with a beginning and an end
8) Octagon	h) 1 of 3 children born at the same time to the same mother
9) Twin	i) special attention or importance
10) Period	j) a unit for measuring area, equal to 4047 square metres

Task 5. Crossword Puzzle.**Across**

- Someone who has been attacked, robbed, or murdered
- A weapon made of material that will explode
- A type of aircraft with large metal blades on top which turn around very quickly to make it fly
- The act or process of destroying something or of being destroyed

Down

- Things that are done to keep a person, building, or country safe from danger or crime
- The buying and selling of goods and services
- A wound or damage to part of your body caused by an accident or attack
- An act of violence that is intended to hurt a person or damage a place

**Task 6.**

A. Make a presentation of the World Trade Center and Twin Towers construction using the topic-related graphic and video files on the Manual DVD (**Directories:** *The US Symbols/The Twin Towers/Pictures; The US Symbols/The Twin Towers/Videos/The History*).

B. Watch the video files about the Twin Towers tragic fall (**Directory:** *The US Symbols/The Twin Towers/Videos/The Tragedy*) and discuss the problem of terrorism.

C. Watch the video files about the Freedom Tower expected to replace the destroyed Twin Towers (**Directory:** *The US Symbols/The Twin Towers/Videos/The Future*) and discuss the raised problem.

D. Read the poems (graphic files) expressing the grief of the American people caused by the victim-studded Twin Towers collapse (**Directory:** *The US Symbols/The Twin Towers/Poems*) and express yourself on the problem of peace and friendship.

RECOMMENDED SOURCES***Great Britain***

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