

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РФ
Федеральное государственное автономное
образовательное учреждение высшего образования
«Национальный исследовательский Нижегородский государственный
университет им. Н.И. Лобачевского»**

INVASIONS OF BRITAIN

Учебно-методическое пособие

Рекомендовано методической комиссией Института международных отношений и мировой истории для студентов ННГУ, обучающихся по направлению подготовки 46.03.01 «История»

Нижний Новгород
2018

УДК 811.111(07)
ББК 143.21я.73
Х 69

X 69 INVASIONS OF BRITAIN. Составитель: Ходырева Е.Б.: Учебно-методическое пособие. – Нижний Новгород: Нижегородский госуниверситет, 2018. – 49 с.

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В настоящем пособии собраны материалы на английском языке, предназначенные для развития навыков работы с тестовыми заданиями по различной тематике, определения степени усвоения группой и каждым студентом материала по темам дисциплины, выявления структуры знаний на содержательном уровне.

Пособие предназначено для студентов 1-го, 2-го курсов Института международных отношений и мировой истории, обучающихся по направлению подготовки бакалавров 46.03.01 «История».

УДК 811.111(07)
ББК 143.21я.73

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Введение

Настоящее учебно-методическое пособие по английскому языку предназначено для студентов Института международных отношений и мировой истории, обучающихся по направлению подготовки «История», изучающих английский язык как основной.

Учебно-методическое пособие представляет собой тематический сборник текстов исторической направленности по завоеваниям и их последствиях для Великобритании.

Цель пособия – обучение чтению специальной литературы и анализу текста, развитие речевых навыков подготовленной и спонтанной речи, умений вести беседу и делать развернутые сообщения в рамках предлагаемого тематического материала, развитие навыков аудирования аутентичной речи, а также творческого письма.

Учебное пособие содержит наиболее употребительные слова и словосочетания, составляющие необходимый минимум исторической лексики для свободного устного и письменного общения в сфере истории Великобритании. Данные тексты обеспечивают не только ориентированную языковую подготовку учащихся, но и вводят их в проблематику исторического развития и становления Великобритании как независимой и самобытной страны.

Уникальность пособия заключается в освещении известных исторических событий в истории Великобритании и использование Интернет-ресурсов при обучении всех видов речевой деятельности.

Пособие соответствует профессионально-образовательным программам студентов-историков и призвано повысить интерес студентов к изучаемой тематике посредством использования высококачественного аутентичного материала.

UNIT 1

Watch this preliminary video to have an overview of Roman Britain as an introduction to further reading. It can provide useful insights into the Roman conquest and its consequences for Britain and her further development.

<http://ed.ted.com/videos/?search=roman%20britain&video=X9Uy9HodGAK>

THE ROMANS

The name “Britain” comes from the word “Pretani”, the Greco-Roman word for the *inhabitants* of Britain. The Romans mispronounced it and called the island “Britannia”.

The Romans had invaded Britain because the Celts of Britain were working with the Celts of Gaul against them. The British Celts were giving them food, and allowing them to hide in Britain. There was another reason. The Celts used the *cattle* to pull their *ploughs* and this meant that richer, heavier land could be farmed. Under the Celts Britain had become an important *food producer* because of its mild climate. It now exported *corn* and animals, as well as hunting dogs and slaves, to the European mainland. The Romans could make use of British food for their own army fighting the Gauls.

The Romans brought the skills of reading and writing to Britain. The written word was important for spreading *ideas* and also for establishing power. While the Celtic *peasantry* remained illiterate and only Celtic-speaking, a number of *town dwellers* spoke Latin and Greek with *ease*, and the richer *landowners* in the country almost certainly used Latin. Britain was probably more literate under the Romans than it was to be again until the fifteenth century.

Julius Caesar first came to Britain in 55BC, but it was not until almost a *century* later, in AD43, that a Roman army actually occupied Britain. The Romans were determined to conquer the whole island. They had little *difficulty* because they had a better trained army and because the Celtic *tribes* fought among themselves. The Romans considered the Celts as war-mad, “high spirited and quick for battle”, a description some would still give the Scots, Irish and Welsh today.

The Romans established a Romano-British culture across the southern *half* of Britain, from the river Humber to the river Severn. This part of Britain was inside the *empire*. Beyond were the upland *areas*, under Roman control but not developed. These areas were watched from the *towns* of York, Chester and Caerleon in the western *peninsula* of Britain that later became known as Wales. Each of these towns was held by a Roman *legion* of about 7,000 *men*. The total Roman *army* in Britain was about 40,000 men.

The Romans could not conquer “Caledonia”, as they called Scotland, although they spent over a century trying to do so. At last they built a strong wall along the northern border, named after the *Emperor* Hadrian who planned it. At the time, Hadrian’s Wall was simply intended to keep out *raiders* from the north. But it also marked the border between the two later countries, England and Scotland.

Roman control of Britain came to an end as the empire began to collapse. The first signs were the attacks by Celts of Caledonia in AD367. The Roman legions found it more and more difficult to stop the raiders from crossing Hadrian’s Wall. The same was happening on the European

mainland as Germanic groups, Saxons and Franks began to raid the *coast* of Gaul. In AD409 Rome pulled its last soldiers out of Britain and the Romano-British, the Romanised Celts, were left to fight alone against the Scots, the Irish and Saxon *invaders* from Germany. The following year Rome itself fell to raiders. When Britain called to Rome for help against the raiders from Saxon Germany in the mid-fifth century, no answer came.

Reading comprehension

I. Answer the questions based on the text

1. Why was the island called Britain?
2. What were the reasons the Romans invaded Britain?
3. What skills did the Romans bring to Britain? What was their importance for the development of the country?
4. Why did the Romans build Hadrian's Wall? What was its purpose?
5. Why did the Romans lose control of Britain?
6. How long did the Roman invasion of Britain last?

II. Say whether the following statements are *true* or *false*. If they are *false*, correct them providing the right answer:

1. The Celts used slaves to pull their ploughs and this meant that richer, heavier land could be farmed.
2. Under the Celts Britain had become an important food exporter because of its mild climate.
3. The Romans could make use of British food for their own army fighting the Gauls.
4. The Romans actually occupied Britain in BC55.
5. The Romans had much difficulty because they had a worse trained army than the Celtic tribes who fought among themselves.
6. The Romans established a Romano-British culture across the southern half of Britain, from the river Humber to the river Severn, which was inside the empire.
7. The total Roman army in Britain was about 60,000 men.
8. The Romans could not conquer "Caledonia" and they built a strong wall along the northern border to keep out raiders from the north.
9. Roman control of Britain came to an end in AD367 when the attacks by Celts of Caledonia began.
10. In AD609 Rome pulled its last soldiers out of Britain.

III. Finish the sentences:

- a. The Romans had invaded Britain because...
- b. Under the Celts Britain had become...
- c. The Romans could make use of...
- d. The Romans brought...

- e. The written word was important for...
- f. A number of town dwellers spoke Latin...
- g. Britain was probably more literate under...
- h. The Romans considered the Celts as...
- i. The Romans established a...
- j. The total Roman...
- k. The Romans could not conquer...
- l. At the time, Hadrian's Wall was...
- m. Roman control of Britain came to an end as...

Vocabulary development

I. Look at the *nouns highlighted* in the text. Divide them into groups according to the rules of forming the plural of nouns. Can all of them be used in the plural?

II. Continue the paradigm of the derivatives:

- a. Inhabitant-to inhabit-inhabitancy-
- b. To invade-
- c. Literate-
- d. Ease-
- e. Occupy-
- f. Conquer-
- g. Raid-

Now where possible, make up antonyms and synonyms using prefixes, like in the example: inhabited – uninhabited/over inhabited

III. Match the adjectives in group A with their definitions in group B. Make up your own sentences with each adjective in group A. Provide their comparative and superlative forms as well.

A:

- 1. important
- 2. mild
- 3. illiterate
- 4. literate

B:

- a. gentle and calm
- b. unable to read and write
- c. to want someone or something very much, or to be very interested in someone or something
- d. needing skill or effort

- | | |
|--------------|--|
| 5. war-mad | e. necessary or of great value |
| 6. difficult | f. happening at a time in the future, or after the time you have mentioned |
| 7. later | g. having knowledge of a particular subject, or a particular type of knowledge |

IV. Find the verbs in the text which mean:

1. to enter a country by force with large numbers of soldiers in order to take possession of it
2. to give permission for someone to do something, or to not prevent something from happening
3. to move into and take control and/or possession of a place
4. to take control or possession of foreign land, or a group of people, by force
5. to cause something or someone to be accepted in or familiar with a place, position, etc.
6. (of people and business) to suddenly be unable to continue or work correctly
7. to stop being involved in an activity or agreement
8. to enter a place illegally and usually violently, and steal from it

V. Use the following phrases in the sentences of your own and underline them there:

To come from; to make use of; to do something with ease; to be held by; to name something after; to be intended to; to keep somebody out; to come to an end; to stop somebody from doing something; to fall to somebody (10 sentences).

VI. Translate this passage into Russian:

In some ways life in Roman Britain seems much civilised, but it was also hard for all except the richest. The bodies buried in a Roman graveyard at York show that life expectancy was low. Half the entire population died between the ages of twenty and forty, while 15 per cent died before reaching the age of twenty. It is very difficult to be sure how many people were living in Britain when the Romans left. Probably it was as many as 5 million, partly because of the peace and the increased economic life which the Romans had brought to the country. The new wave of invaders changed all that.

Grammar

Look at the sentence “It was not until almost a century later that a Roman army actually occupied Britain”. Это эмфатическое разделенное (cleft sentence) предложение, в котором выделяются/подчеркиваются отдельные слова или фразы, которые ставятся в придаточное предложение, благодаря чему на них делается акцент как в устной, так и в письменной речи.

Такие предложения особенно часто встречаются в письменной речи, потому что на письме не используется интонация для выделения слова или фразы.

Обратите внимание, как с помощью этой структуры можно выделять разные слова или фразы в предложении с использованием вводного подлежащего **it**:

It was not until almost a century later that a Roman army actually occupied Britain – *not 10 years later*;

It was Britain that a Roman army actually occupied a century later – *not France*;

It was a Roman army that actually occupied Britain almost a century later – *not Celts*.

Таким же способом, но без вводного подлежащего **it** можно выделять любую часть предложения. Например,

Глагол: **What** a Roman army **did** almost a century later **was** occupy/occupied Britain.

Лицо: **An army who** occupied Britain almost a century later **was** Roman.

Предмет: **What was** occupied by a Roman army almost a century later **was** Britain.

Britain was the country **that** a Roman army actually occupied almost a century later.

На русский язык такие предложения переводятся так:

It was not until almost a century later that a Roman army actually occupied Britain – Только спустя почти сто лет римская армия всё-таки оккупировала Британию.

It was Britain that a Roman army actually occupied a century later – Именно Британию римская армия оккупировала почти сто лет спустя.

It was a Roman army that actually occupied Britain almost a century later – Именно римская армия оккупировала Британию почти сто лет спустя.

What a Roman army did almost a century later was occupy/occupied Britain – То, что римская армия сделала почти сто лет спустя, это завоевала Британию.

An army who occupied Britain almost a century later was Roman – Армия, которая заняла Британию почти сто лет спустя, была британской.

What was occupied by a Roman army almost a century later was Britain – То, что было завоевано римской армией почти сто лет спустя, было Британией.

Britain was the country that a Roman army actually occupied almost a century later – Именно Британия была той страной, которую завоевала римская армия спустя почти сто лет.

I. Change the following sentences from the text using the cleft structure in as many ways as possible and translate them into Russian:

1. The Romans brought the skills of reading and writing to Britain.
2. Julius Caesar first came to Britain in 55BC.
3. The Romans considered the Celts war-mad.
4. Roman control of Britain came to an end as the empire began to collapse.

II. Find all the verbs in the Part Simple tense in the text and divide them into regular and irregular providing all the forms of the latter: to do – did – done.

III. Insert the verbs in the right grammar tense. Use the past simple and present perfect tenses, active and passive:

The most obvious characteristic of Roman Britain ... (to be) its towns, which ... (to be) the basis of Roman administration. Many ... (to grow out) of Celtic settlements, military camps or market centres. At first these towns ... (to have) no walls. Then, probably from the end of the second century to the end of the third century AD, almost every town ... (to be given) walls. At first many of these ... (to be) no more than earthworks, but by 300AD all towns ... (to have) thick stone walls. The Romans ... (to leave) about twenty large towns of about 5,000 inhabitants, and almost 100 smaller ones. Many of these towns ... (to be) at first army camps, and the Latin word for camp, *castra*, ... (to remain) part of many town names to this day: Gloucester, Leicester, Doncaster, Chester, and many others besides. These towns ... (to be built) with stone as well as wood, and ... (to have) planned streets, markets and shops. Some buildings ... (to have) central heating. They ... (to be connected) by roads which ... (to be) so well built that they ... (to survive) when later roads ... (to break) up. These roads ... (to continue) to be used long after the Romans left, and ... (to become) the main roads of modern Britain.

Interactive activities

Follow the link and complete a lesson which will provide you with more information and ideas about the Roman conquest of Britain and its consequences.

<http://ed.ted.com/on/YAbLVWdk>

Further information. Enjoy these informative yet highly entertaining videos and feel the aura of those times!

1. Roman Invasion of Britain (1 of 3): Onslaught

<http://ed.ted.com/videos/?search=roman%20britain&video=Og1HEjW34rM>

2. Roman Invasion of Britain (2 of 3): Revolt

<http://ed.ted.com/videos/?search=roman%20britain&video=xpTAbn7M20E>

3. Roman Invasion of Britain (3 of 3): Dominion

<http://ed.ted.com/videos/?search=roman%20britain&video=8wTTIR0qLN8>

UNIT 2

Start this unit with watching a video where you will have a brief outline of the Saxon invasion and its most important consequences for Britain: **The Anglo-Saxons in Britain**
http://www.youtube.com/watch?v=Vzxiz3Kw9eI&index=19&list=PL-IHGYi7Ph_Pl3I0Dzq74OhO4yfP284SF

THE ANGLO-SAXON INVADERS

The wealth of Britain by the fourth century, the results of its mild *climate* and centuries of *peace*, was *a temptation* to the greedy. At first the Germanic tribes only raided Britain, but after AD 430 they began to settle. The newcomers were warlike and illiterate. We owe our *knowledge* of this period mainly to an English monk named Bede, who lived 300 years later. His story of events in his *Ecclesiastical History of the English people* has been proved generally correct by archaeological *evidence*.

Bede tells us that the invaders came from three powerful Germanic tribes, the Saxons, Angles and Jutes. The latter settled mainly in Kent and along the south coast and were soon considered no different from Saxons and Angles. The Anglo-Saxon migrations gave the larger part of Britain its name, England, “the land of Angles”.

The British Celts fought the raiders and settlers from Germany as well as they could. However, during the next hundred years they were slowly pushed westwards until by 570 they were forced west to Gloucester. Finally most were driven into the mountains in the far west, which the Saxons called “Weallas”, or “Wales”, meaning “the land of the foreigners”. Some Celts were driven into Cornwall, where they later accepted the *rule* of Saxon lords. In the north, other Celts were driven into the lowlands of the country which became known as Scotland. Some Celts stayed behind and many became slaves of Saxons. Hardly anything is left of Celtic *culture* in England, except for the names of some rivers, Thames, Mersey, Severn and Avon, and two large cities, London and Leeds.

The Anglo-Saxons established a number of kingdoms, some of which still exist in county or regional names to this day: Essex, Sussex, Wessex, and East Anglia. By the *middle* of the seventh century the three largest kingdoms, those of Northumbria, Mercia and Wessex, were the most powerful.

It was not until a century later that one of these kings, King Offa of Mercia (757-796), claimed “kinship of the English”. He had good *reason* to do so. He was powerful enough to employ thousands of men to build a huge *dyke*, or earth wall, the *length* of the Welsh border to keep out the troublesome Celts. But although many historians regard Offa as the most powerful Anglo-Saxon king before Alfred the Great, he did not control all of England. His *dominance* never extended to Northumbria, though he did marry a daughter of the Northumbrian king in 792. His reign was once seen by historians as part of a process leading to a unified England, but this is no longer the *majority* view. In the words of a recent historian: “Offa was driven by a lust for power, not a vision of English unity; and what he left was a reputation, not a *legacy*.” Offa died in 796 and was succeeded by his son, Ecgfrith, who reigned for less than five months before Coenwulf of Mercia became king.

The power of Mercia did not survive after Offa's death. At that time, a king's power depended on the personal *loyalty* of his followers. After his death the next kings had to work hard to rebuild these personal feelings of loyalty. Most people still believed, as the Celts had done, that a man's first *duty* was to his own family. However, things were changing. The Saxon kings began to replace loyalty to family with loyalty to lord and king.

Most of the information we have about the Anglo-Saxons comes from *the Anglo-Saxon Chronicle*, a year-by-year account of all the major events of the time. Among other things it describes the rise and fall of the bishops and kings and the important battles of the period.

Anglo-Saxon rule came to an end in 1066, soon after the death of Edward the Confessor, who had no *heir*. He had supposedly willed the kingdom to William of Normandy, but also seemed to favour Harold Godwinson as his *successor*.

Harold was crowned king immediately after Edward died, but he failed in his attempt to defend his crown, when William and an invading army crossed the Channel from France to claim it for himself. Harold was defeated by the Normans at *the Battle of Hastings* in October 1066, and thus a new era started.

Reading comprehension

I. Answer the questions based on the text

1. Why was Britain a temptation to the greedy?
2. How do we know about this period of Britain?
3. What do you know about Bede? What was his contribution into our knowledge of early Britain?
4. What is the origin of the word "England"?
5. What does the word "Wales" mean? Who coined the name?
6. What king claimed the kinship of the English and why?
7. Why didn't the power of Mercia survive the king's death? What changed?
8. What is the main source of information about this period?
9. How long did the Saxon conquest last? When did it end?

II. Say whether the following statements are *true* or *false*. If they are *false*, correct them providing the right answer:

1. At first the Germanic tribes only raided Britain, but after AD 530 they began to settle.
2. The newcomers were warlike and illiterate.
3. We owe our knowledge of this period mainly to an English monk named Bede, who lived 200 years later.
4. Bede tells us that the invaders came from two powerful Germanic tribes, the Saxons and Jutes.
5. The Anglo-Saxon migrations gave the larger part of Britain its name, England, "the land of Angles".
6. During the next hundred years the British Celts were slowly pushed westwards to Gloucester and most were driven into the mountains in the far west, which the Saxons called "Weallas", or "Wales", meaning "the land of the foreigners".

7. By the middle of the seventh century the three largest kingdoms, those of Northumbria, Mercia and Wessex, were the least powerful.
8. King Offa of Mercia was the most powerful king of his time, and he controlled all of England.
9. The Saxon kings began to replace loyalty to family with loyalty to lord and king.
10. The Saxon kings began to replace loyalty to lord and king with loyalty to family.
11. King Offa's reign was once seen by historians as part of a process leading to a unified England.
12. Anglo-Saxon rule came to an end in 1066, soon after the death of Edward the Confessor, who had no heir.

III. Finish the sentences:

1. The wealth of Britain by the fourth century, the results of its mild climate and centuries of peace, was a...
2. At first the Germanic tribes only raided Britain, but...
3. The newcomers were...
4. Bede tells us that...
5. The Anglo-Saxon migrations gave...
6. Some Celts were driven into Cornwall, where...
7. In the north, other Celts were driven into...
8. Some Celts stayed behind and many became...
9. It was not until a century later that...
10. But although he was the most powerful king of his time, he...
11. Most people still believed, as the Celts had done, that a man's first duty was...
12. The Saxon kings began to...
13. Most of the information we have about the Anglo-Saxons comes from...
14. Anglo-Saxon rule came to an end in...

Vocabulary development

- I. **Form nouns from the given adjectives; say whether they are countable or uncountable. Which nouns can have the plural form? Does the meaning change?**
 1. illiterate
 2. archaeological
 3. powerful
 4. regional
 5. troublesome
 6. personal
- II. **Look at *the nouns highlighted* in the text. Add them to the groups you made in ex. I.**

III. What adjectives can be formed from the nouns in ex. II? Underline suffixes you used to form adjectives and make up your own sentences with the adjectives.

IV. Match the adjectives in group A with their definitions in group B. Make up your own sentences with each adjective in group A.

A:

B:

- | | |
|----------------|---|
| 1. warlike | a. having a lot of power to control people and events |
| 2. powerful | b. relating to or coming from a particular part of a country |
| 3. correct | c. extremely large in size or amount |
| 4. regional | d. often involved in and eager to start wars |
| 5. huge | e. causing a lot of problems for someone |
| 6. troublesome | f. relating or belonging to a single or particular person rather than to a group or an organization |
| 7. personal | g. in agreement with the true facts or with what is generally accepted |

V. Find the verbs in the text that mean:

1. to have something good only because of what someone has given you or done for you or because of your own efforts
2. to arrive, especially from another country, in a new place and start to live there and use the land
3. to move forcefully, especially in order to cause someone or something that is in your way to move, so that you can go through or past them
4. to take the place of something, or to put something or someone in the place of something or someone else
5. to say yes to an offer or invitation
6. to have someone work or do a job for you and pay them for it
7. to say that something is true or is a fact, although you cannot prove it and other people might not believe it
8. to order, limit, or rule something, or someone's actions or behaviour
9. to continue to live or exist, especially after coming close to dying or being destroyed or after being in a difficult or threatening situation

10. to need something, or need the help and support of someone or something, in order to live or continue as before

VI. Use the following phrases in the sentences of your own and underline them there:

To be a temptation to the greedy; to owe something to somebody; to be proved by; to come from; to settle in; to be pushed (westwards); to be forced (west); to be driven into; to stay behind; to employ somebody; to replace something with something (11 sentences).

VII. Translate this passage into Russian:

In 597 Pope Gregory the Great sent a monk, Augustine, to re-establish Christianity in England. He went to Canterbury because the king's wife came from Europe and was already Christian. Augustine became the first Archbishop of Canterbury in 601. He was very successful because several ruling families accepted Christianity but he had little progress with ordinary people. This was partly because Augustine was interested in establishing Christian authority, and that meant bringing rulers to the new faith. It was the Celtic church which brought Christianity to ordinary people of Britain. The Celtic bishops went out from their monasteries of Wales, Ireland and Scotland, walking from village to village teaching Christianity. England had become Christian very quickly. By 660 only Sussex and the Isle of Wight had not accepted the new faith. Twenty years later, English teachers returned to the lands from which the Anglo-Saxons had come, bringing Christianity to much of Germany.

Grammar

I. Insert the verbs in the right grammar tense. Use the past simple tense, active and passive voice:

Saxon kings ... (to help) the Church to grow, but the Church also ... (to increase) the power of Bishops ... (to give) kings their support, which made it harder for royal power to be questioned. The value of Church approval ... (to be) all the greater because of the uncertainty of the royal succession. An eldest son ... (not to become) king automatically, as kings ... (to be chosen) from among the members of the royal family. In addition, at a time when one king might try to conquer a neighbouring kingdom, he would probably have a son to whom he would wish to pass his enlarged kingdom when he ... (to die). And so when King Offa ... (to arrange) for his son to be crowned as his successor, he ... (to make) sure that this ... (to be done) at a Christian ceremony led by a bishop. It ... (to be) a good propaganda, because it... (to suggest) that kings ... (to be chosen) not only by people but also by God.

II. Look at the sentence "The wealth of Britain by the fourth century, the results of its mild climate and centuries of peace, was a temptation to **the greedy**".

THE + adjective: we use *the+adjective* to talk about groups of people, for example **the rich** (rich people), **the poor** (poor people), **the young** (young people), **the old** (old people), **the unemployed** (unemployed people) etc. These expressions are always *plural* in meaning and are

used with a verb in the *plural* form (are, have, were), but the adjective is always *singular*! We **don't** say the *poors*.

Complete the sentences using the + one of these adjectives:

injured poor rich sick unemployed young

1. ...have the future in their hands.
2. Ambulances arrived at the scene of the accident and took ... to hospital.
3. Life is all right if you have a job, but things are not so easy for....
4. She's been a nurse all her life caring for...
5. In England there is an old story about a man called Robin Hood. He robbed...and gave money to ...

III. THE + nationality: we use **THE** with most nationality adjectives to mean 'people of this country': **The French** are famous for their food (the people of France).

In the same way we say: **the Spanish, the Dutch, the British, the Irish, the Welsh, the Swiss.** Note that they are *plural* in meaning. For one person you say *a Frenchman/an Englishwoman*. You can also use **THE+ nationality** words ending in **-ese** (**the Chinese, the Sudanese** etc): **The Chinese** invented printing.

These words also can be *singular*: a Chinese, a Japanese, a Swiss.

With other nationalities, the plural noun ends in **-s**: an Italian/the Italians, a Turk/the Turks, a Scot/the Scots

What do you call the people of these countries?

Country	One person	The people in general
Finland		
Germany		
Brazil		
Wales		
Ireland		
Holland		
Denmark		
Poland		
Sweden		
Switzerland		

Further information

History of Britain: The Anglo-Saxon Invasion BBC Documentary

<http://ed.ted.com/videos/?search=anglo-saxon%20invasion&video=2EAwokOFjvA>

UNIT 3

Before reading the next text, let's revise what we have already learnt about the Anglo-Saxon invasion of Britain. Watch this video to refresh your memory <http://www.youtube.com/watch?v=LSJKJfYsjfw>

SAXON GOVERNMENT AND SOCIETY

The Saxons created institutions which made the English state strong for the next 500 years. One of these institutions was the King's Council, called the Witan. The Witan (Old English *witenagemot*, moot or meeting) was the term used to describe the council summoned by Anglo-Saxon kings. By the tenth century the Witan was a formal body issuing laws and charters. These meetings of aldermen, thanes and bishops discussed royal grants of land, church matters, charters, taxation, customary law, defence and foreign policy. The succession of a new king had to be approved by the Witan. The composition of the Witan was not set and the size of the assembly depended on what was being discussed and where it was held. For example, meetings were larger during religious festivals and when the king was resident in one of his palaces.

The Witan probably grew out of informal groups of senior warriors and churchmen to whom kings like Offa had turned for advice and support on difficult matters. It was not at all democratic, and the king could decide to ignore the Witan's advice. But he knew that it might be dangerous to do so. For the Witan's authority was based on its right to choose kings, and to agree the use of the king's laws. Without its support the king's own authority was in danger. The Witan established a system which remained an important part of the king's method of government. Even today, the king or queen has a *Privy Council*, a group of advisers on the affairs of state.

The Saxons divided the land into new administrative areas, based on **shires**, or counties. These shires, established by the end of the tenth century, remained almost exactly the same for a thousand years. Over each shire was appointed a *shire reeve*, the king's local administrator, which in time became shortened to "sheriff".

Anglo-Saxon technology changed the shape of English agriculture. They introduced a much heavier plough which was able to plough in long straight lines across the field. It was particularly useful for cultivating heavier soils. This heavier plough led to changes in land ownership and organisation. In order to make better use of village land, it was divided into two or three very large fields. These were divided again into long thin strips. Each family had a number of strips in each of these fields. Ploughing these long thin strips was easier because it avoided the problem of turning. Few individual families could afford to keep a team of oxen, and these had to be shared on a co-operative basis.

The Saxons settled previously unfarmed areas. They cut down many forested areas in valleys to farm the richer lowland soil, and they began to drain the wet land. As a result, almost all the villages which appear on the 18th century maps already existed by the 11th century.

In each district was a "manor" or large house. This was a simple building where local villagers came to pay taxes, where justice was administered, and where men met together to join the Anglo-Saxon army, the *fyrð*. The lord of the manor house had to organize all this, and make sure

village land was properly shared. It was the beginning of the manorial system which reached its fullest development under the Normans.

At first the lords, or *aldermen*, were simply local officials. But by the beginning of the 11th century they were warlords, and were often called by a new Danish name, earl. Both words, *alderman* and *earl*, remain with us today: aldermen are elected officers in local government, and earls are high ranking nobles. It was the beginning of a class system, made up of king, lords, soldiers and workers on the land. One other important class developed during the Saxon period, the men of learning. These came from the Christian Church.

Reading comprehension

IV. Answer the questions based on the text

1. What institutions did the Saxon create?
2. Why was not the Witan democratic?
3. What rights did the Witan have?
4. What changes did the Saxon introduce into agriculture? What results did it lead to?
5. What purposes did the manor house serve?
6. What did the lord of the manor house have to do?
7. What was the beginning of a class system in Britain?

V. Read the following passage and insert the missing words. The words must be inserted in the right form!

pottery wood building ox village ruin hearth ornament pot town house wall tree cattle skill

When the Anglo-Saxons arrived in Britain, most kept clear of Roman 1) They preferred to live in small 2).... However, warrior chiefs knew that a walled city made a good fortress. So some Roman towns, like London, were never completely abandoned. Many Roman 3) ... did become 4) ... though, because no one bothered or knew how to repair them. Some Saxons built wooden houses inside the 5) ... of Roman towns. Others cleared spaces in the forest to build villages and make new fields. Some settlements were very small, with just two or three families. Men, women and children helped on the farm. Men cut down 6) ... to clear land for ploughing and sowing crops. Farmers used 7) ... to pull ploughs up and down long strip-fields. Children with dogs herded 8) ... and sheep. They kept a lookout for wolves - which still lived in Britain at this time. Some people had special 9) The smith made iron tools, knives and swords. Woodworkers made wooden bowls, furniture, carts and wheels. Potters made 10) ... from clay. The shoemaker made leather shoes. Jewelers made metal brooches, beads and gold 11) ... for rich people. In an Anglo-Saxon family, everyone from babies to old people shared a home. Anglo-Saxon houses were built of 12) ... and had thatched roofs. The village was made up of small groups of houses built around a larger hall. Each family house had one room, with a 13) ... fire for cooking, heating and light. A metal cooking 14) ... hung from a chain above the fire.

Vocabulary development

I. Match the words on the left with their definitions on the right

- | | |
|---------------|--|
| 1. council | a. the system of taxing people |
| 2. charter | b. a set of ideas or a plan of what to do in particular situations that has been agreed officially by a group of people, a business organization, a government, or a political party |
| 3. taxation | c. the moral or legal right or ability to control |
| 4. defence | d. a group of people elected or chosen to make decisions or give advice on a particular subject, to represent a particular group of people, or to run a particular organization |
| 5. policy | e. the system used for controlling a country, city, or group of people |
| 6. authority | f. a country or its government |
| 7. government | g. protection or support against attack, criticism, or infection |
| 8. state | h. a formal statement of the rights of a country's people, or of an organization or a particular social group, that is agreed by or demanded from a ruler or government |

II. Insert the words from exercise I into these sentences

1. Education is one of the basic human rights written into the United Nations
2. They've been acting illegally and without ... from the council.
3. This play is supported by a grant from the local arts ...
4. They believe that Europe needs a common foreign and security ...
5. What this state needs is really strong ...
6. The war has ended but government spending on ... is still increasing.
7. The ... was determined to reduce the number of state-owned industries.

III. Find verbs which mean the following:

1. to order someone to come to or be present at a particular place, or to officially arrange a meeting of people
2. to produce or provide something official
3. to accept, allow, or officially agree to something
4. to intentionally not listen or give attention to
5. to accept a suggestion or idea

6. to agree with and give encouragement to someone or something because you want him, her, or it to succeed
7. to put something into use, operation, or a place for the first time
8. to be able to buy or do something because you have enough money or time
9. to control the operation or arrangement of something
10. to continue to exist when other parts or other things no longer exist

IV. Use the following phrases in the sentences of your own and underline them there:

To issue laws and charters; to be approved by; to turn for advice and support; to lead to changes in; on a co-operative basis; to be administered; to reach its fullest development; to keep clear of; to keep a lookout for; to settle (10 sentences)

V. Translate this passage into Russian:

Great Anglo-Saxon kings included Offa of Mercia (who built Offa's Dyke) and Edwin of Northumbria (who founded Edinburgh or 'Edwin's burh'). But the most famous of all is Alfred, the only king in British history to be called 'Great'.

Alfred was born in AD849 and died in AD899. His father was king of Wessex, but Alfred became king of all England. He fought the Vikings, and then made peace so that English and Vikings settled down to live together. He encouraged people to learn and he tried to govern well and fairly.

One story says Alfred went to Rome at the age of 4, to meet the Pope. When he came home, his mother promised a handsome book to the first of her sons who could read it to her. Alfred learned it by heart, recited it, and got the book.

Later the young King Alfred had to hide from the Vikings, on a marshy island called Athelney in Somerset. A famous story tells how while sheltering in a cowherd's hut, the king got a telling-off from the man's wife. Why? He let her cakes (or bread) burn. Another story says Alfred went into the Viking camp disguised as a minstrel, to find out what the Vikings were planning.

Grammar

I. Insert the missing verbs in the right tenses. Use the past simple, the past perfect and present perfect tenses, active and passive voice.

Who was Lady Godiva?

The story of Lady Godiva's ride, naked, through the streets of Coventry 1) ... (to change) and 2) ... (to grow) over the 900 years or so of its existence - but who was the real person behind the legend? Lady Godiva was married to Leofric, the 'grim' Earl of Mercia and Lord of Coventry, a man of great power and importance. In 1043 the Earl and Countess 3) ... (to found) a Benedictine house for an abbot and 24 monks on the site of St Osburg's Nunnery, which 4) ... (to destroy) by the Danes in 1016. The monastery 5) ... (to dedicate) to God, the Virgin Mary, St Peter, St Osburg and All Saints. During the dedication ceremony, Earl Leofric 6) ... (to lay) his founding charter upon the newly consecrated altar, which not only granted the foundation, but also gave him lordship

over 24 villages for the maintenance of the house. Lady Godiva 7) ... (to endow) the monastery with many gifts in honour of the Virgin Mary. She is supposed to have had all her gold and silver melted down and made into crosses, images of saints and other decorations to grace her favoured house of God. Leofric 8) ... (to die) in 1057 and 9) ... (to bury) with great ceremony in one of the porches of the Abbey church. Lady Godiva 10) (to survive) her husband by ten years and is also said to have been buried in the church, although this 11) ... (to prove). On her deathbed, she 12) ... (to give) a heavy gem-encrusted gold chain to the monastery, directing that it should be placed around the neck of the image of the Virgin. Those who 13) ... (to come) to pray, she said, should say a prayer for each stone in the chain.

II. Some service words have been removed from the text (articles, prepositions, conjunctions). Can you put them back in the appropriate places? The words are given below:

but the through so with on if by that at over of a on

The Godiva legend

So what is ... truth behind the story of Lady Godiva's ride through Coventry? Why would ... lady of great standing in the town do such a thing? The legend has been handed down ... many years, ... the line between fact and fiction has become more than a little blurred.

The earliest surviving source for the legend is the *Chronica* of Roger of Wendover for the year 1057. He wrote that Godiva pleaded ... her husband to relieve the heavy burden of taxes he had imposed ... the citizens of Coventry.

Weary ... her persistence, Leofric said he would grant her request ... she would ride naked ... the town.

The rest of the story is not documented at all, ... it is said that so great was her compassion for the people of Coventry ... Godiva overcame her horror of doing this. She ordered the people to remain indoors with their windows and doors barred. Loosening her long hair to cover her as a cloak, she mounted her waiting horse.

Then she rode through the silent streets unseen ... the people, who had obeyed her command because of their respect for her.

Only one man, called Tom, was unable to resist the temptation to peep ... the Countess (hence the term 'Peeping Tom'). He unbarred his window, but before he could satisfy his gaze he was struck blind.

Her ordeal completed, Godiva returned to her husband, who fulfilled his promise to abolish the heavy taxes. Leofric freed the town from all tolls save those ... horses. An inquiry made in the reign of Edward I shows that indeed, at that time, no tolls were paid in Coventry except on horses.

III. Modal verb CAN and its equivalents in the past

We use can to say that something is possible or that somebody has the ability to do something.

- We can see the lake from our bedroom window.
- Can you speak any foreign languages?

- I can come and see you tomorrow if you like.

We use can + *infinitive* (can do / can see etc.). The negative is can't (= cannot)

- I'm afraid I can't come to the party on Friday.

Could and was able to...

Sometimes could is the past of can. We use could especially with: *see hear smell taste feel remember understand*

We also use could to say that somebody had the general ability or permission to do something. But if we are talking about what happened *in a particular situation*, we use was/were able to... or managed to... (*not* could):

- The fire spread through the building quickly but everybody was able to escape.
or ...everybody managed to escape, (*but not* 'could escape')
- They didn't want to come with us at first but we managed to persuade them.
or ...we were able to persuade them, (*but not* 'could persuade')

The negative couldn't (could not) is possible in all situations:

- My grandfather couldn't swim.

We use could in a number of ways. Sometimes could is the past of can. But could is not only used in this way. We also use could to talk about possible actions *now* or *in the future* (especially to make a suggestion). For example:

- A: What shall we do this evening?
- B: We could go to the cinema.

We also use could to say that something is possible *now* or *in the future*:

- The phone is ringing. It could be Tim.
- I don't know when they'll be here. They could arrive at any time.

Can is *not possible* in these examples (*not* 'It can be Tim'). In these sentences could is similar to might:

- The phone is ringing. It might be Tim.

Compare could (do) and could have (done):

- I'm so tired. I could sleep for a week, (*now*)
- I was so tired. I could have slept for a week, (*past*)

Most often, we use could have (done) for things which were *possible* but *did not happen*:

- Why did you stay at a hotel when you went to New York? You could have stayed with Barbara. (= you had the opportunity to stay with her but you didn't)
- Jack fell off a ladder yesterday but he's all right. He's lucky - he could have hurt himself badly, (but he didn't hurt himself)

Sometimes could means 'would be able to...'

- We could go away if we had enough money. (= we would be able to go away)
- I don't know how you work so hard. I couldn't do it.

Could have (done) = would have been able to (do):

- Why didn't Liz apply for the job? She could have got it.
- We could have gone away if we'd had enough money.

IV. Write some sentences with CAN and its equivalents based on the reading texts in this unit. Use ‘can’, ‘could’, ‘to be able’, ‘managed to’, ‘could have done’

Example: *The Witan **could give** a king support and advice.*

*Lady Godiva **managed to persuade** her husband to free the Coventry people from taxes.*

V. The Passive voice

We use an active verb to say what the subject does:

- 1 My grandfather was a builder. He built this house in 1930.
- 2 It's a big company. It employs two hundred people.

We use a passive verb to say what happens to the subject:

- 3 This house is quite old. It was built in 1930.
- 4 Two hundred people are employed by the company.

When we use the passive, who or what causes the action is often unknown or unimportant:

- 5 A lot of money was stolen in the robbery, (somebody stole it but we don't know *who*)
- 6 Is this room cleaned every day? (does somebody clean it? - it's not important *who*)

If we want to say who does or what causes the action, we use by...:

- 7 This house was built by my grandfather.
- 8 Two hundred people are employed by the company.

The passive is **be (is/was/have been etc.) + the past participle** (done/cleaned/seen etc.):
(be) done (be) cleaned (be) seen (be) damaged (be) built etc.

Study the active and passive forms of the *present simple* and *past simple*:

Somebody cleans this room every day.
This room is cleaned every day.

Somebody cleaned this room yesterday.
This room was cleaned yesterday.

VI. Write questions using the passive.

Ask about *the telephone*, (*when/invent?*) When *was* the telephone invented?

1. Ask about the Witan's authority (what/base?)
2. Ask about the division of land (how/divide?)
3. Ask about the shires (when/establish?)
4. Ask about taxes (where/pay?)
5. Ask about justice (where/administer?)
6. Ask about warlords (what/call in Danish?)
7. Ask about a class system (what/make up?)

VII. Describe the life in a Saxon village using the passive voice.

Example: *Small villages were preferred to big cities like London.*

VIII. Make the following sentences passive

1. The Saxons divided the land into new administrative areas.
2. Anglo-Saxon technology changed the shape of English agriculture.
3. They introduced a much heavier plough.
4. Farmers used oxen to pull ploughs up and down long strip-fields.
5. The Saxons settled previously unfarmed areas.
6. They cut down many forested areas in valleys to farm the richer lowland soil.
7. Alfred's mother promised a handsome book to the first of her sons who could read it to her.
8. Lady Godiva endowed the monastery with many gifts in honour of the Virgin Mary.
9. She ordered the people to remain indoors with their windows and doors barred.
10. Leofric freed the town from all tolls save those on horses.

Interactive activities

Follow the link and complete a lesson on the Anglo-Saxon invasions of Britain at <http://ed.ted.com/on/gLwgoQzb>

UNIT 4

THE VIKINGS

In 793 came the first recorded Viking raid, where 'on the Ides of June the harrying of the heathen destroyed God's church on Lindisfarne, bringing ruin and slaughter' (Anglo-Saxon Chronicle)

These ruthless pirates continued to make regular raids around the coasts of England, looting treasure and other goods, and capturing people as slaves. Monasteries were often targeted, for their precious silver or gold chalices, plates, bowls and crucifixes.

Gradually, the Viking raiders began to stay, first in winter camps, then settling in land they had seized, mainly in the east and north of England.

Outside Anglo-Saxon England, to the north of Britain, the Vikings took over and settled *Iceland*, *the Faroes* and *Orkney*, becoming farmers and fishermen, and sometimes going on summer trading or raiding voyages. Orkney became powerful, and from there the Earls of Orkney ruled most of Scotland. To this day, especially on the north-east coast, many Scots still bear Viking names.

To the west of Britain, *the Isle of Man* became a Viking kingdom. The island still has its Tynwald, or thing-vollr (assembly field), a reminder of Viking rule. In Ireland, the Vikings raided around the coasts and up the rivers. They founded the cities of *Dublin*, *Cork* and *Limerick* as Viking strongholds.

Meanwhile, back in England, the Vikings took over Northumbria, East Anglia and parts of Mercia. In 866 they captured modern York (Viking name: *Jorvik*) and made it their capital. They continued to press south and west. The kings of Mercia and Wessex resisted as best as they could, but with little success until the time of Alfred of Wessex, the only king of England to be called 'the Great'.

King Alfred ruled from 871-899 and after many trials and tribulations (including the famous burning of the cakes) he defeated the Vikings at the Battle of Edington in 878. After the battle the Viking leader Guthrum converted to Christianity. In 886 Alfred took London from the Vikings and fortified it. The same year he signed a treaty with Guthrum. The treaty partitioned England between Vikings and English. The Viking territory became known as the Danelaw. It comprised the north-west, the north-east and east of England. Here, people would be subject to Danish laws. Alfred became king of the rest.

Alfred's grandson, Athelstan, became the first true King of England. He led an English victory over the Vikings at the Battle of Brunaburh in 937, and his kingdom for the first time included the Danelaw. In 954, Eirik Bloodaxe, the last Viking king of York, was killed and his kingdom was taken over by English earls.

However, the Viking raiding did not stop - different Viking bands made regular raiding voyages around the coasts of Britain for over 300 years after 793. For example in 991 Olaf Tryggvason's Viking raiding party was beaten off by the English.

Nor were the Vikings permanently defeated - England was to have four Viking kings between 1013 and 1042. The greatest of these was King Cnut, who was king of Denmark as well as of England. A Christian, he did not force the English to obey Danish law; instead he recognised Anglo-Saxon law and customs. He worked to create a north Atlantic empire that united Scandinavia and Britain. Unfortunately, he died at the age of 39, and his sons had short, troubled reigns.

The final Viking invasion of England came in 1066, when Harald Hardrada sailed up the River Humber and marched to Stamford Bridge with his men. His battle banner was called Land-

waster. The English king, Harold Godwinson, marched north with his army and defeated Hardrada in a long and bloody battle. The English had repelled the last invasion from Scandinavia.

However, immediately after the battle, King Harold heard that William of Normandy had landed in Kent with yet another invading army. With no time to rest, Harold's army marched swiftly back south to meet this new threat. The exhausted English army fought the Normans at the Battle of Hastings on 14th October, 1066. At the end of a long day's fighting the Normans had won, King Harold was dead, and William was the new king of England.

The irony is that William was of Viking descent: his great-great-great-grandfather, Rollo, was a Viking who in 911 invaded Normandy in northern France. His people had become French over time, but in one sense this last successful invasion of England was another Viking one.

Reading comprehension

I. Answer the questions:

1. What was the first recorded Viking raid? When did it happen? Where was it recorded?
2. Why were monasteries often the target of Viking raids?
3. Where did the Vikings begin to settle?
4. What other territories outside Britain did they conquer?
5. What geographical names witness the Viking settlements?
6. What is the Danelaw? How did it come into existence?
7. What kings ruled England under the Danelaw?
8. Why is Alfred the only king called "great"?
9. Who became the first true king of England? When and how did it happen?
10. Who was the greatest Viking king of that time? Why?
11. When did the final Viking invasion of Britain come?
12. Who became the new king of England?

II. Finish the sentences:

1. These ruthless pirates continued to ...
2. Monasteries were often targeted because...
3. First the Viking raiders began to stay but gradually they...
4. To the north of Britain, the Vikings...
5. The Isle of Man became...
6. In England the Vikings took over... and continued to...
7. The treaty between Guthrum, the Viking leader, and King Alfred...
8. The Danelaw comprised...
9. The kingdom of Athelstan, Alfred's grandson, included...
10. The greatest of Viking kings was King Cnut, who...
11. The final Viking invasion of England came in ..., when...
12. The exhausted English army of Harold Godwinson fought the Normans at the Battle of Hastings on...

- III. To follow the story about Alfred and the cakes, watch this short video and answer the questions.

King Alfred burns the cakes

http://news.bbc.co.uk/local/hampshire/hi/front_page/newsid_8674000/8674814.stm

Grammar

- The Past Progressive Tense

We use the past progressive to say that something was going on around a particular past time.

'What WERE YOU DOING at 1.00 last night?' I WAS WATCHING TV.
(NOT 'What did you do...?' 'I watched TV')

We can use the past progressive and simple past together.

Past progressive: longer background action or situation.

Simple past: shorter action that interrupted it or happened in the middle.

As I WAS WALKING down the road I SAW Bill.

I. Put in the correct tenses.

- At six o'clock this morning I (**have**) a wonderful dream, but then the alarm (**go**) off.
- This time yesterday I (**lie**) on the beach.
- When I walked in they (**all talk**) about babies.
- I saw Sid when I (**come**) to work this morning. He (**shop**).
- She (**meet**) her husband while she (**travel**) in Egypt.
- While I (**talk**) to Mrs. Singleton somebody (**walk**) into my office and (**Steal**) the computer.
- When Jake (**come**) in everybody (**stop**) talking.
- I (**look**) out of the window and (**see**) that we (**fly**) over the mountains.
- I (**wake**) up to find that water (**pour**) through the bedroom ceiling.
- He (**break**) his leg while he (**play**) football.
- I (**go**) to see how she (**be**) and found she (**cry**).
- She (**tell**) me she (**have**) a bad time with her husband.

Progressive forms are used mostly for **temporary** actions and situations. For longer, more **permanent** situations we prefer the **simple past**. Compare:

When **I** walked in **I** found that water **was running** down the walls. Explorers believed that the river **ran** into the Atlantic.

We do **not** normally use the **past progressive** to talk about **past habits**, or to say **how often** something happened.

I played a lot of tennis when **I** was younger, (*not ~~I was playing...~~*)

She **rang** the bell three times (*not ~~She was ringing...~~*)

Remember that some verbs **are not used** in progressive forms: **state verbs**

/ tried the cake to see how it **tasted**, (*not ... how ~~it was tasting.~~*)

- The Past Perfect tense

I had worked *etc*

had **YOU** worked? *etc*

he had not worked *etc*

DO IT YOURSELF

- 1 Look at the examples. Which of rules 1-5 gives the best explanation for the use of the past perfect?

*When I got to the car park I realised that I **had lost** my keys.*

*She told me she **had worked** in France and Germany.*

*He arrived late; he **hadn't realised** the roads would be so icy.*

*She was upset because Andrew **hadn't telephoned**.*

Do we use the **past perfect**:

- 9 mostly in indirect speech?
 - 10 to show that a past action was **completed**?
 - 11 when we are already talking about the past, and want to talk about an **earlier past** for a moment?
 - 12 to talk about things that happened a **very long time ago**?
 - 13 to say **why** something happened?
- 2 Put in the simple past or past perfect.
 - 1 I (be) sorry that I (not be) nicer to him.
 - 2 Nobody (*come*) to the meeting because Angela (*forget*) to tell people about it.
 - 3 I (*see*) her before somewhere - I (*know*).

- 4 Because he (*not check*) the oil for so long, the car (*break*) down.
- 5 She couldn't find the book that I (*lend*) her.
- 6 All the people we (*invite*) turned up, and some that we (*not invite*).
- 7 They (*never find*) where he (*hide*) the money.
- 8 It was a firm that I (*never hear*) of.
- 9 When she (*come*) in, we all knew where she (*be*).

We often use the **past perfect** after *when* and *after* to show that something was **completely finished**.

WHEN *he had painted the kitchen and bathroom, he decided to have a rest.*

AFTER *I had finished the report, I realised that it WAS too late to post it.*

3 Join the beginnings and ends to make sensible sentences.

BEGINNINGS	ENDS
After he had tried on six pairs of shoes	he decided he liked the first ones best.
After Mary had done all the shopping	he started going through the cupboards downstairs.
When f had washed and dried the last plate	she took a short walk round the park.
When Mark had looked through all the drawers in his room	he went to the cafe in the square for a cup of coffee.
When he had finished eating lunch	Paul came in and offered to help.

- **Future in the past**

When we are talking about the past, we often want to say that something **was still in the future at that time**. To express this idea, we can use the **past progressive (was ...ing), was going to..., would... or was to**.

1. Put the beginnings and ends together.

BEGINNINGS	ENDS
Carola and I hardly noticed each other that first evening.	and she still hadn't started packing.
He was to regret that conversation	arrived one Friday morning.
I was going to ring you yesterday,	but I forgot.
She was leaving in two hours,	for many years to come.
So this was the school where I would spend the next five years.	I didn't like it.
	Two weeks later we would be married.

I. Insert the verbs in the right grammar tenses: the past simple, the past progressive, the past perfect, future in the past, active and passive.

Harald 1)... (to turn) his attention to England. Harthacnut, son of Cnut, 2) ... (to reign) in England until he died childless in 1042. Harald 3) ... (to believe) he had a claim to the English throne based on an agreement made between his predecessor Magnus and Harthacnut, which stated if either died, the other 4) ... (to inherit) their kingdoms. As Harald 5) ... (to become) sole king of Norway after Magnus, he felt that this right passed on to him, making him rightful king of England after the heirless Harthacnut died.

Edward the Confessor 6) ... (to make) himself king in 1045 while Harald 7) ... (to reclaim) control in Scandinavia. When Edward died in January 1066, Harald was annoyed that the throne 8) ... (to pass) on to Harold Godwinson, a son of one of Edward's advisers. It was here that Harald looked to stake his claim to be King of England, at the same time as the Normans would attempt to do the same. Harald 9) ... (to ally) himself with Tostig, Edward's brother, and together the pair 10) ... (to invade) England from the River Tees in September 1066.

In a battle at Stamford Bridge on 25 September Harald and Tostig met Harold Godwinson's army, which greatly 11) ... (to outnumber) theirs. The heavily armed and armoured English forces defeated Harald's army, with the Norwegian King being killed in the process when he was shot in the neck by an arrow. Harald is said to have worn no body armour during the battle.

Harold Godwinson 12) ... (to defeat) Harald, Tostig and the Norwegians but he himself 13) ... (to be defeated) soon after by William the Conqueror in the Battle of Hastings, leaving England in the hands of the Normans. The fact Harold had to travel north to meet and defeat Harald in battle is often cited as a major reason for why he 14) ... (to lose) to William soon after.

II. Look through all reading texts in this unit and find all cases of past progressive, past perfect and future-in-the past.

Vocabulary development

I. Find English equivalents for the following words in Russian:

1. Массовое убийство, резня
2. Жестокий, безжалостный
3. Грабить, мародёрствовать
4. Захватывать в плен
5. Захватывать землю, собственность
6. Носить (имя)
7. Крепость, укрепление
8. Проблема, трудность
9. Обращаться в другую веру
10. Разделять
11. Составлять, состоять из
12. Подчиняться
13. Отгонять, отражать

14. Сильно уставший, выдохшийся

15. Происхождение

II. Find words corresponding to the definitions below and make up your own sentences with them

- a. of great value because of being rare, expensive, or important
- b. a long journey, especially by ship
- c. to control or be the person in charge of something such as a country
- d. to bring something into existence
- e. to fight against something or someone that is attacking you
- f. to win against someone in a fight, war, or competition
- g. to accept that something is legal, true, or important
- h. a written agreement between two or more countries, formally approved and signed by their leaders
- i. a group of countries ruled by a single person, government, or country
- j. an occasion when an army or country uses force to enter and take control of another country
- k. a suggestion that something unpleasant or violent will happen, especially if a particular action or order is not followed

III. Complete the following text about Edward the Confessor using the words and phrases given below:

Medieval England; the Domesday Book; deep religious views; the Anglo-Saxon Chronicle; lonely; celibacy; loyal; increased; powerful; contented; Westminster Abbey in London; succeed

Edward the Confessor

Edward the Confessor was king of England from 1042 to 1066. Edward's death was to transform 1) ... and led to the reign of the Norman William the Conqueror with all that his rule meant to Medieval England - castles, 2) ... and feudalism.

Edward the Confessor was born in about 1003. Edward's father was Ethelred the Unready and his mother was Emma of Normandy. Edward spent the first part of his life in Normandy. He grew up with 3) ... and gained the nickname "Confessor".

In 1042 and Edward became king of England.

According to those who compiled 4) ..., the first thing Edward did, despite his religious views, was to deprive his mother of all of her estates and reduce her to relative poverty. It is said that Edward blamed her for his miserable and 5) ... childhood.

Edward married in 1045. His wife, Edith, was the daughter of Godwin of Wessex, the most important nobleman in England. They had no children as Edward had taken a vow of 6) ...

In 1051, a number of Normans were killed in a brawl in Dover, Kent. Edward still had influential friends in Normandy and he wanted the people of Dover punished for this. Edward ordered Earl Godwin to do this. Godwin refused and raised an army against the king instead. Two

other senior noblemen, the earls of Mercia and Northumbria, remained 7) ... to Edward, and outnumbered, Godwin agreed to leave England and live with his family in Flanders.

Between 1051 and 1052, Edward 8) ... the number of Normans who advised him at court. This angered the Witan and in 1052, Earl Godwin returned to England with an army. This army was commanded by his two sons, Harold and Tostig. Edward was unable to raise an army to fight Godwin as no nobleman was willing to support the king. Edward was forced to send back to Normandy his Norman advisors and he had to return to Godwin all his estates and accept him back into the kingdom. Despite being king of England, Edward had no choice but to do this.

In 1053 Godwin died. His title was taken by Harold who became known as Harold of Wessex. He was the most 9) ... nobleman in England.

Between 1052 and 1066, Edward 10) ... himself with putting all of his energy into the building of 11) The Witan maintained its political and advisory power. Having 'tasted' its power once in 1052, Edward had no desire to challenge it again. Harold of Wessex commanded the king's army when it was required and gained a reputation as a skilled leader.

In January 1066, Edward died. He did not have any children and the fight for who should 12) ... him led to the Norman invasion of October 1066 and the Battle of Hastings.

IV. Translate this passage into Russian

William the Conqueror

William the Conqueror should strictly be known as William I. William is credited with kick-starting England into the phase known as Medieval England; William was the victor at the Battle of Hastings; he introduced modern castle building techniques into Medieval England and by his death in 1087, he had financially tied down many people with the Domesday Book.

William was born in 1027 and he died in 1087.

His father was Robert, Duke of Normandy and his mother was Herleve of Falaise. They never married and William was known as "William the Bastard" to his enemies - though this was never said to his face when he had grown up.

In 1035, Robert died and as his only surviving heir, William became Duke of Normandy at the age of 8. William's young age and the fact that he was born out of marriage, meant that many lords in Normandy did not approve of him ruling them. In 1040, they tried to kill William. The plan failed but William's guardian - Gilbert of Brionne - was killed.

In 1047, the lords in western Normandy rebelled against William again. They, again, failed but these two incidents taught William to trust no-one. He also became a victim of the violent time he lived in. He believed that if someone betrayed him, then he should show no mercy. In 1051, citizens in the town of Alençon, which William was besieging, taunted him about being illegitimate. Once the town had fallen to him, he ordered that those who had abused him should have their hands and feet cut off.

In 1051, William met Edward the Confessor. William claimed that at this meeting, Edward promised him the throne of England on Edward's death. However, there were no proper witnesses to this meeting - only those who wanted to keep on the good side of William.

During the next ten years, William had to constantly fight off invaders to his territory. He was always successful and built up a feared and professional army. His army's main power was based on his cavalry. These men were highly trained. They wore chain mail into battle, used a lance, sword or mace to fight with and rode horses that were bred to carry such a weight at speed.

UNIT 5

THE NORMAN CONQUEST OF BRITAIN

The Normans brought a powerful new aristocracy to Britain, and yet preserved much that was Anglo-Saxon about their new possession. What did they change and what did they leave?

Start this unit with a short video which will give you a brief outlook of what happened in 1066 and how it influenced the whole development of Britain for years to come

Norman Conquest – Timelines <http://www.youtube.com/watch?v=PE0RAgHr06U>

Twin invasions

To understand who the Normans were, we have to go back a little to 911. In this year a rather large (reckoned to be so big that a horse could not carry him!) Viking chief called Rollo accepted the 'kind' offer of a large area of Northern France from the then king of France Charles II ('The Simple') as part of a peace treaty.

Rollo and his 'Nor(th) Men' settled in this area of northern France now known as Normandy. Rollo became the first Duke of Normandy and over the next hundred years or so the Normans adopted the French language and culture.

When Edward the Confessor died in 1066, he left a disputed succession. The next day the Witan (a council of high ranking men) elected Harold Godwin, Earl of Essex (and Edward's brother-in-law) to succeed him. The crown had scarcely been put on his head when King Harold's problems started.

In Normandy the current Duke William did not agree with the voting of the Witan. William claimed that many years earlier, Edward had promised the crown of England to him. In addition, he believed that he had strengthened his claim still further when in 1063 he had tricked Harold into swearing to support his claim to the English throne. More than a little annoyed, William prepared to invade. Almost immediately, Harold faced two invasions - one from the king of Norway, Harald Hardrada, who was supported by Harold Godwinson's brother Tostig, and the other from William, Duke of Normandy.

King Harold also had problems to the north of England - sibling rivalry. Harold's brother Tostig had joined forces with Harold Hardrada, King of Norway, and had landed with an army in Yorkshire. Harold marched his own English army north from London to repel the invaders. Arriving at Tadcaster on 24th September, he seized the opportunity to catch the enemy off guard. His army was exhausted after the forced march from London, but after a bitter, bloody battle to capture the bridge at Stamford, Harold won a decisive victory on 25th September. Harold Hardrada and Tostig were both killed. Though Harold defeated the Norwegian invasion at the Battle of Stamford Bridge in September 1066, he himself was defeated and killed shortly afterwards at the Battle of Hastings, on 14 October in the same year.

On October 1st Harold and his depleted army then marched the three hundred kilometres south to do battle with Duke William of Normandy who had landed at Pevensey, Kent on the 28th

September. Harold's sick, exhausted Saxon army met William's fresh, rested Norman troops on October 14th at [Battle](#) near Hastings, and the great battle began.

At first, the two-handed Saxon battleaxes sliced through the armour of the Norman knights, but slowly the Normans began to gain control. King Harold was struck in the eye by a chance Norman arrow and was killed but the battle raged on until all of Harold's loyal bodyguards were slain. William could truly now be called 'The Conqueror'. On Christmas Day 1066 Archbishop Ealdred of York crowned William King of England.

The victorious William, now known as 'the Conqueror', brought a new aristocracy to England from Normandy and some other areas of France. He also strengthened aristocratic lordship and moved towards reform of the church. At the same time, William was careful to preserve the powerful administrative machinery that had distinguished the regime of the late Anglo-Saxon kings.

By around 1072 the Norman hold on the kingdom was firmly established. Normans controlled most major functions within the Church and the State. Domesday Book exists today as a record, compiled some 20 years after the Battle of Hastings, showing all landholder's estates throughout England.

Domesday is the most famous and earliest surviving public record. It is a highly detailed survey and valuation of all the land held by the King and his chief tenants, along with all the resources that went with the land in late 11th century England. The survey was a massive enterprise, and the record of that survey, Domesday Book, was a remarkable achievement. There is nothing like it in England until the censuses of the 19th century. It demonstrates the Norman genius for order and good government as well as showing the vast tracts of land acquired by the new Norman owners. The nickname 'Domesday' may refer to the Biblical Day of Judgement, or 'doomsday', when Christ will return to judge the living and the dead. Just as there will be no appeal on that day against his decisions, so Domesday Book had the final word – there was to be no appeal beyond it as evidence of legal title to land. For many centuries Domesday was regarded as the authoritative register regarding rightful possession and was used mainly for that purpose. It was called Domesday by 1180. Before that it was known as the Winchester Roll or King's Roll, and sometimes as the Book of the Treasury.

At William's death, his lands were divided, with his eldest son Robert taking control of Normandy, and his second son, William Rufus, becoming king of England. Rufus successfully dealt with rebellions and with the threat of his elder brother (he defeated Robert during an invasion of Normandy), and maintained the powerful kingship of his father.

Following the death of Archbishop Lanfranc of Canterbury, good relations between king and church broke down, and the new archbishop, Anselm, became involved in quarrels with both Rufus and his successor Henry I.

Reading comprehension

I. Answer the questions:

1. What is the origin of the word "Normandy"? Who settled in this area?
2. What consequences did Edward's death in 1066 lead to?
3. Who claimed the English throne? How did it happen?

- | | |
|---------------|---|
| 3. sibling | c) strongly affecting how a situation will progress or end |
| 4. exhausted | d) having won a game , competition , election , war , etc |
| 5. decisive | e) reduced |
| 6. depleted | f) disagreeing with something that someone says |
| 7. victorious | g) extremely tired |
| 8. remarkable | h) relating to brothers |

Reproduce the context where these adjectives were used. Make up your own sentences with nouns and adjectives from exercises I and II.

III. Find the verbs which mean:

1. to [accept](#) or [start](#) to use something new
 2. to come after another [person](#) or thing in [time](#)
 3. to make something [stronger](#) or more [effective](#), or to [become](#) [stronger](#) or more [effective](#)
 4. to [deceive](#) someone, often as a [part](#) of a [plan](#)
 5. to [accept](#) that something [unpleasant](#) is [true](#) and [start](#) to [deal](#) with the [situation](#)
 6. to take something [quickly](#) and [keep](#) or [hold](#) it
 7. to get something that is [useful](#), that gives you an [advantage](#), or that is in some way [positive](#), [especially](#) over a [period](#) of [time](#)
 8. to [happen](#) in a [strong](#) or [violent](#) way
 9. to put a crown on someone's [head](#) in an [official ceremony](#) that makes that [person king](#) or [queen](#)
 10. to [continue](#) to have; to [keep](#) in [existence](#), or not [allow](#) to [become](#) less
-

IV. Translate the following text into Russian:

Disputed succession

Rufus died in a hunting accident in the New Forest in 1100, and his younger brother, Henry, swiftly and successfully moved to seize the throne.

He further strengthened the ties of the Norman regime with the Anglo-Saxon past by marrying Edith (also known as Matilda), the great grand-daughter of Edmund Ironside, King of England.

In 1106, Henry succeeded in wresting control of Normandy from his brother, Robert, whom he thereafter kept imprisoned. While there continued to be conflict in Normandy, England experienced a lengthy peace during Henry's reign.

Henry's only legitimate son drowned in a shipwreck in 1120, and when the king died in 1135 the succession was again uncertain. Henry's nephew, Stephen, count of Boulogne, seized the crown.

Matilda, Henry's daughter, challenged Stephen's position. She and her husband Geoffrey, Count of Anjou, enjoyed quite rapid success in Normandy, but in England an extended civil war developed. The powerful royal government that had characterised earlier Norman kingship broke down.

In 1153 it was agreed that Stephen should enjoy the throne for the rest of his life, but that he should be succeeded by Matilda's son, Henry of Anjou.

Stephen died in 1154, and Henry was crowned king. He thus added England to his extensive continental lands, which included Normandy, Anjou, and his wife Eleanor's inheritance of Aquitaine.

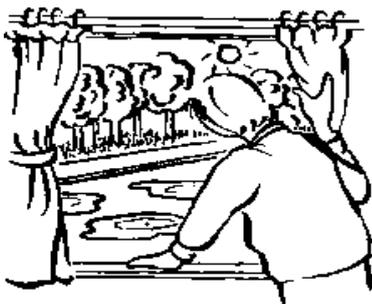
Grammar

Past Perfect Continuous Tense

A

Study this example situation:

Yesterday morning I got up and looked out of the window. The sun was shining but the ground was very wet.



Yesterday morning

It had been raining.

It was *not* raining when I looked out of the window; the sun was shining. But it had been raining before. That's why the ground was wet.

***Had been -ing* is the past perfect continuous:**

I/we/you/they he/she/it	had	(= I'd etc.) (= he'd etc.)	been	doing working playing etc.
----------------------------	-----	-------------------------------	------	----------------------------------

Some more examples:

- 4 When the boys came into the house, their clothes were dirty, their hair was untidy and one of them had a black eye. They'd been fighting.
- 5 I was very tired when I arrived home. I'd been working hard all day.

B

You can say that something had been happening for a period of time *before something else happened*:

- 6 Our game of tennis was interrupted. We'd been playing for about half an hour when it started to rain very heavily.
- 7 Ken gave up smoking two years ago. He'd been smoking for 30 years.

C

Had been -ing (past perfect continuous) is *the past of have been -ing* (present perfect continuous)

Compare:

<i>present perfect continuous</i>	<i>past perfect continuous</i>
I have been -ing	I had been -ing
14 I hope the bus comes soon. I've been waiting for 20 minutes. (<i>before now</i>)	10 At last the bus came. I'd been waiting for 20 minutes. (<i>before the bus came</i>)
15 He's out of breath. He has been running.	11 He was out of breath. He had been running.

D

Compare **had been doing** and **was doing** (*past continuous*):

- 8 It wasn't raining when we went out. The sun was shining. But it had been raining, so the ground was wet.
- 9 Ann was sitting in an armchair watching television. She was tired because she'd been working very hard.

E

Some verbs (for example, know and want) are not normally used in the continuous:

- 10 We were good friends. We had known each other for years, (not 'had been knowing')

I. Read the situations and make sentences from the words in brackets.

- 1. I was very tired when I arrived home.
(I / work / hard all day) **I had been working hard all day.**
- 2. The two boys came into the house. They had a football and they were both very tired.
(they / play / football)
- 3. There was nobody in the room but there was a smell of cigarettes.
(somebody / smoke / in the room)
- 4. Ann woke up in the middle of the night. She was frightened and didn't know where she was.
(she / dream)
- 5. When I got home, Mike was sitting in front of the TV. He had just turned it off.
(he / watch / TV)

II. Read the situations and complete the sentences.

- 1. We played tennis yesterday. Half an hour after we began playing, it started to rain. We had been playing for half an hour when it started to rain.
- 2. I had arranged to meet Tom in a restaurant. I arrived and waited for him. After 20 minutes I suddenly realised that I was in the wrong restaurant.
1 for 20 minutes when I
- 3. Sarah got a job in a factory. Five years later the factory closed down.
At the time the factory, Sarah.....
..... there for five years.

4. I went to a concert last week. The orchestra began playing. After about ten minutes a man in the audience suddenly began shouting.
The orchestra when.....
5. This time make your own sentence:
I began walking along the road. I
when.....

III. Put the verb into the most suitable form, past continuous (*I was doing*), past perfect (*I had done*) or past perfect continuous (*I had been doing*).

- 1 It was very noisy next door. Our neighbours were haying (have) a party.
- 2 We were good friends. We had known (know) each other for a long time.
- 3 John and I went for a walk. I had difficulty keeping up with him because he.....(walk) so fast.
- 4 Mary was sitting on the ground. She was out of breath. She.....
(run).
- 5 When I arrived, everybody was sitting round the table with their mouths full. They
(eat).
- 6 When I arrived, everybody was sitting round the table and talking. Their mouths were empty but their stomachs were full. They (eat).
- 7 Jim was on his hands and knees on the floor. He(look) for his contact lens.
- 8 When I arrived, Kate.....(wait) for me. She was rather annoyed with me because I was late and she (wait) for a very long time.
- 9 I was sad when I sold my car. I (have) it for a very long time.
- 10 We were extremely tired at the end of the journey. We..... (travel) for more than 24 hours.

IV. Complete the following sentences using the Past Perfect Continuous tense:

1. The Normans ...1... (to adopt) the French language and culture for over 100 years before William the Conqueror brought them to England.
2. William ...2... (to strengthen) his claim to the English throne when in 1063 he had tricked Harold into supporting him.
3. Tostig ...3... (to plan) to seize the English crown when he joined forces with Harold Hardrada.
4. Harold's army ...4... (to march) from London before he captured the Stamford Bridge.
5. Harold's depleted army ...5... (to march) the 300 kilometres to do battle with Duke William who had landed at Pevensey.
6. The English army ...6... (to slice) through the armour of the Normans when slowly the Normans began to gain control.
7. The battle ...7... (to rage on) for several hours until all of Harold's bodyguards were slain.
8. Domesday Book ...8... (to compile) for 20 years after the Battle of Hastings.

Interactive activities:

Watch the video and answer the following questions:

<http://www.youtube.com/watch?v=35ADITmF4h8>

1. Why was England attractive for the invaders from Normandy?

2. What did William do to mark the victory of the battle of Hastings?
3. What uprisings did William suppress in 1068, 1069 and three years later again?
4. What did the Normans do to establish themselves?
5. What Norman castles have survived till today?
6. What features characterise the Norman architecture?
7. What did the Normans build to protect the villages?
8. What was the purpose of Domesday Book?

Further information

Get acquainted with the most splendid medieval masterpiece – the Bayeux Tapestry. Follow the link and learn stunning facts about this craftwork.

<http://hastings1066.com/history.shtml>

UNIT 6

FEUDALISM IN NORMAN BRITAIN

The economy of England had been expanding for at least a century before the Norman Conquest, and was characterised by growing markets and sprawling towns.

By the 12th century, one of the ways in which English writers disparaged other peoples, notably the Welsh and Irish, was to depict their economies as primitive, as lacking markets, exchange and towns.

At the same time, kings and lords outside England deliberately sought to stimulate the wealth of their countries, as can be most clearly seen by the introduction of coinage and the establishment of boroughs by David I of Scotland and his successors.

Within such an economy, there was clearly room for men to rise by increasing their wealth. At the same time, it remained a notably hierarchic society, and the process of conquest itself strengthened the role of lordship.

The Domesday Book, the product of William I's great survey of his realm in 1086, shows that the 11 leading members of the aristocracy held about a quarter of the realm. Another quarter was in the hands of fewer than 200 other aristocrats.

These nobles had received their lands by royal grant, and in turn gave some of their lands to their own followers. This form of landholding is often regarded as a key element of a 'feudal' system - a form of social organisation once routinely held to have been introduced by the Normans in 1066.

In recent years there has been considerable debate about the problems arising from the use of the term 'feudal', a debate wittily foreseen by the great Victorian historian, FW Maitland, who said: 'Feudalism is a useful word, and will cover a multitude of ignorances.'

Nevertheless, whatever the wider problems of writing about 'feudalism', the process of Norman conquest and settlement did tie a variety of types of lordship closely together - regarding protection, service, and jurisdiction - and linked them to the bond of land tenure, the holding of what men at the time referred to as a 'feudum' or 'fief'.

The strength of lordship could result in royal weakness and the break-up of large scale political control. This happened in England during the civil war of the reign of Stephen, 1135 - 1154.

Yet it would be wrong to see aristocracy and king, lordship and kingship as necessarily opposed. Kings and lords often regarded one another as natural companions, engaged in a mutually beneficial relationship.

In addition, in England both kings and aristocrats continued to operate in political and judicial arenas other than those defined by lordship. Most notable amongst these were the counties or shires that the Normans inherited from the Anglo-Saxons.

Reading comprehension

I. Answer the questions:

1. What characteristics of the expanding English economy can you name?

2. Why did English writers depict other economies as primitive?
3. What is a key element of a feudal system?
4. What types of lordship are tied together?

II. Finish the sentences:

1. The economy of England was characterised by...
2. English writers disparaged other peoples by...
3. Kings and lords outside England sought to stimulate the wealth of their countries by...
4. The Domesday Book shows that...
5. A key element of a 'feudal' system is...
6. The process of Norman Conquest and settlement tied a variety of types of lordship...
7. The strength of lordship could result in...
8. Kings and lords often regarded one another as...

Vocabulary development

I. Match these nouns with their definitions:

- | | |
|----------------|---|
| 1. coinage | a) a large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done |
| 2. wealth | b) a country ruled by a king or queen |
| 3. society | c) the authority or position of a lord |
| 4. realm | d) being the legal owner of land, a job, or an official public position, or the period of time during which you own it |
| 5. lordship | e) a set of coins of different values used in a country's money system |
| 6. tenure | f) relating to the social system of western Europe in the Middle Ages or any society that is organized according to rank. In this society, people at one level of society receive land to live and work on from those higher than them in rank, and in return have to work for them and fight for them if necessary, sometimes also giving them some of the food they produce |
| 7. feudalism | g) being a king |
| 8. kingship | h) a class of people who hold high social rank |
| 9. aristocracy | i) a large amount of money or valuable possessions that someone has |

Insert some of the nouns in these sentences:

1. During a successful business career, she accumulated a great amount of
2. We must also consider the needs of the older members of
3. The matter was hotly debated in all the towns of the
4. During his ... as dean, he had a real influence on the students.

II. Using the phrases provided, make up your own sentences:

Growing markets; sprawling towns; lacking markets, exchange and towns; a notably hierarchic society; by royal grant; to result in; large scale political control.

III. Match the verbs and their definitions:

- | | |
|------------------|---|
| 1. To expand | a) to criticize someone or something |
| 2. To disparage | b) to try to find or get something |
| 3. To depict | c) to make a connection between two or more people, things, ideas |
| 4. To seek | d) to increase in size, number, or importance |
| 5. To stimulate | e) to represent or show something in a picture or story |
| 6. To increase | f) to encourage something to grow, develop, or become active |
| 7. To strengthen | g) to (make something) become larger in amount or size |
| 8. To link | h) to cause a particular situation to happen |
| 9. To result in | i) to make something stronger or more effective |

IV. Translate the following text into Russian

A thousand castles

The Normans had an enormous influence on architectural development in Britain. There had been large-scale fortified settlements, known as *burghs*, and also fortified houses in Anglo-Saxon England, but the castle was a Norman import.

Numbers are uncertain, but it seems plausible that about 1,000 castles had been built by the reign of Henry I, about four decades after the Norman Conquest.

Some were towers on mounds surrounded by larger enclosures, often referred to as 'motte and bailey castles'. Others were immense, most notably the huge palace-castles William I built at Colchester and London.

These were the largest secular buildings in stone since the time of the Romans, over six centuries earlier. They were a celebration of William's triumph, but also a sign of his need to overawe the conquered.

Churches were also built in great numbers, and in great variety, although usually in the Romanesque style with its characteristic round-topped arches.

The vast cathedrals of the late 11th and early 12th centuries, colossal in scale by European standards, emphasised the power of the Normans as well as their reform of the church in the conquered realm.

Buildings such as Durham cathedral suggest the strength and vibrancy of the builders' culture in rather the same way as the early sky-scrapers of New York.

The Normans also continued the great building of parish churches, which had begun in England in the late Anglo-Saxon period. Such churches appeared too in the rest of the British Isles, and can still be seen, for example at Leuchars in Fife.

A lord might display his wealth, power and devotion through a combination of castle and church in close proximity, again as still spectacularly visible at Durham.

Particularly striking are regional groups of great churches, a characteristic too of 11th-century Normandy. One of the most telling examples is the group of border abbeys in southern Scotland - David I's foundation of Jedburgh, still impressive and crowning its hill; the Premonstratensian house of Dryburgh; the Cistercian house at Melrose; and most spectacular of all in the splendour which even the limited remains indicate, another royal foundation at Kelso.

Grammar

Indirect speech: why things change

- 11 Look at the text, and write down all the words and expressions that are different in Bill's and Peter's sentences.

BILL (on Saturday evening): 'I don't like this party. I want to go home now.'

PETER (on Sunday morning): 'Bill said that he didn't like the party, and he wanted to go home right away.'

DO IT YOURSELF

Which do you think is the best explanation for the differences?

1. After verbs like *said*, you change tenses and pronouns in English.
2. The time, place and speakers are different.
3. If the main verb is past, the other verbs have to be past too.

- 12 Read the dialogue. Imagine that Bill talks to a friend the next day and tells him about the conversation, using indirect speech structures ('I said/told her that...; so she asked if...'). Write down ten or more words in the conversation that would have to be changed in Bill's report.

BILL: You're looking good today.

ANN: Oh, thanks. Bill. You are sweet.

BILL: OK. If you sit down I'll get you a drink.

ANN: There's nowhere to sit.

BILL: Yes, there is. Over there in the corner.

ANN: I don't want to sit there. It's too dark. I'll sit here.

BIX: You can't. These seats are taken.

ANN: NO, they aren't.

BILL: Really, Ann. Why do you always have to argue? They're taken.

ANN: Excuse me. Are these seats taken?

JOE: Well, this one is but the other one's free.

ANN: OK. I'll sit here then. Thanks.

JOE: You're welcome. What's your name?

Bill: Hey. What about me?

ANN: Ann. What's yours?

JOE: I'm Joe Parsons. Can I get you a drink?

ANN: That's very kind. Can I have a bitter lemon?

BILL: I'm getting her a drink.

JOE: NO. You're not, mate. I am. BILL: I don't believe this. Ann, what are you playing at?

ANN: Really, Bill, I don't know what's wrong with you today, I'll see you around, OK?

Indirect speech: 'here' and 'now'

Some words may be changed in indirect speech, because the original speaker's 'here' and 'now' are not the same as the reporter's.

Match the direct and indirect speech expressions. Example: [here](#) – [there](#)

Direct speech: here / last week / next week / now / this / this morning / today / tonight / tomorrow / yesterday

Indirect speech: that day / that morning / that night / that / the / last / the day before yesterday / the next day / the next week / the week after / the week before / then / that day / right away / there

Imagine these sentences were reported in another place a month later. Put in the 'here' and 'now' words.

- 16 I'll see you tomorrow.' She said she'd see me *the next day*.
- 17 I'll phone you this evening.' He said he'd phone _____.
- 18 'Do you like it here?' She asked if I liked it _____.
- 19 'My uncle died last week.' He told me his uncle had died _____.
- 20 This meat tastes funny.' She said _____ meat tasted funny.
- 21 Tin leaving now.' He told us he was leaving _____.
- 22 'I overslept this morning.' She told him she'd overslept _____.
- 23 'The train leaves at 11.00 tonight,' I was told the train left at 11.00 _____.
- 24 'Pete phoned me yesterday.' He said Pete had phoned him _____.
- 25 'My brother's arriving here today.' She said her brother was arriving _____.

Indirect speech: tenses After **reporting expressions** like *he said, I asked, she thought*, tenses **are usually different from those in the original words (because the reporter's time is different from the original speaker's time)**. Verbs become more past.

REPORTED WORDS (INDIRECT SPEECH)

ORIGINAL WORDS

(DIRECT SPEECH)

You **look** nice.

I can't swim.

I'm learning French. Has he forgotten?

John phoned.

Will you marry me?

I told her she **looked** nice.

(NOT ~~I told her she looks nice.~~)

He pretended he **couldn't** swim. She said she **was learning** French. I wondered if he **had forgotten**. She told me that John **had phoned**. I asked him if he **would** marry me.

(NOT ... ~~if he will marry me.~~)

1. COMPLETE THE TABLE

DIRECT SPEECH	INDIRECT SPEECH
SIMPLE PRESENT	_____
_____	PAST PROGRESSIVE
PRESENT PERFECT	_____
SIMPLE PAST	_____
_____	WOULD

2. Complete the reported sentences with the correct tenses.

1. 'I'm tired.' She said she _____ tired.
1. 'You play very well.' He told me I _____ very well.
2. 'Can you help us?' They asked if I _____ help them.
3. 'We're leaving.' They told us they _____.
4. 'She hasn't brushed her hair.' I noticed that she _____ her hair.
5. 'John's had an accident.' Pam rang to say that John _____ an accident.
6. 'I left school at fifteen.' Her letter said that she _____ school at fifteen.
7. 'She won't say anything.' I knew she _____ anything.
8. 'Nobody will know.' I thought nobody _____.
9. 'This letter has been opened.' I could see that the letter _____.

Indirect speech: questions

Indirect questions normally have the subject before the verb.

~~He wanted to know when I could start, (NOT ... when could I start.)~~

He asked where the president and his wife were staying.

Do is *not used* in indirect questions, and question marks are not used.

*I wondered how **they felt** (NOT ... **how did they feel?**)*

The same structure is used to report the answers to questions.

I knew ~~how~~ they felt.

Nobody told me why ~~I~~ had to sign the paper.

1 Turn these into indirect questions, beginning *I asked*.

- 1 What's Peter's address?
- 2 When's the new manager coming?
- 3 How does she know my name?
- 4 Why are all the windows open?
- 5 How many books does he want?
- 6 Where do they keep the money?
- 7 What time is the meeting?
- 8 When does the last train leave?
- 9 How does the photocopier work?
- 10 How often does Ann go shopping?

Yes/no questions are reported with **if** or **whether**.

~~The driver asked **if/whether I** wanted the town centre.~~

We prefer **whether** before **or**, especially in a formal style.

~~I enquired **whether** she was coming by road **or** by air.~~

2 Turn these into indirect questions, beginning *I wondered*.

- 1 Do they like me?
- 2 Will I be ready in time?
- 3 Is there any food in the house?
- 4 Is service included or not?
- 5 Can I pay by cheque?
- 6 Does my hair look funny?
- 7 Has the postman been?
- 8 Do they speak English?
- 9 Am I doing the right thing?
- 10 Is the meeting on Tuesday or Wednesday?

Report the following sentences in indirect speech adding a time phrase and making all necessary changes. Example:

Direct speech: The economy of England has been expanding for at least a century and is characterised by growing markets and sprawling towns.

Reported speech: The professor **said** that the economy of England **had been expanding** for at least a century and **was** characterised by growing markets and sprawling towns.

1. The economy of England had been expanding for at least a century.
2. English writers disparage other peoples, notably the Welsh and Irish, and depict their economies as primitive, as lacking markets, exchange and towns.
3. Within such an economy, there is clearly room for men to rise by increasing their wealth.
4. FW Maitland said: 'Feudalism is a useful word, and will cover a multitude of ignorances.'
5. The strength of lordship can result in royal weakness and the break-up of large scale political control.